

ACCESS Testing Results

Spring 2026



Terminology

- **ACCESS:** a test administered to students in grades K-12 who are identified as English learners.
- **English as a Second language (ESL)**–Refers to our type of instructional delivery. Not a label for a student.
- **Multilingual Learner (ML)**– Refers to student
 - Revisions to Chapter 15 changed English Language Learner (ELL) to Multilingual Learner (ML)

Purpose of ACCESS

- ✓ Everyone understands students' year-to-year English language proficiency development.
- ✓ Students receive language support at the level they need.
- ✓ Students can meaningfully participate and are supported in content classes conducted in English.
- ✓ Students who are proficient in English participate in content classes without need for further English language support.
- ✓ School-level educators receive targeted and sufficient resources to provide high-quality instruction to English learners.

Note: ACCESS test results are not intended to be used to measure ELA ability, determine special education or G&T placement, or evaluate teacher effectiveness

Multilingual Learners Across the District

Grade	Spr 21'	Spr 22'	Spr 23'	Spr 24'	Spr 25'	Spr 26'
K	5	5	5	10	9	1
1	3	9	10	10	11	7
2	1	5	7	15	11	9
3	5	3	10	10	12	10
4	5	8	8	7	7	11
5	2	3	8	10	6	1
6	1	1	7	9	9	5

Grade	Spr 21'	Spr 22'	Spr 23'	Spr 24'	Spr 25'	Spr 26'
7	0	0	5	6	11	10
8	3	3	1	4	6	9
9	0	4	2	3	1	5
10	3	1	0	2	3	2
11	2	2	1	0	3	2
12	3	2	2	2	0	3
Total	33	46	66	88	89	75

Home Languages

Arabic

Chinese

Georgian

Gujarati

Indo-European languages

Indonesian

Italian

Kannada

Korean

Malayalam

Portuguese

Russian

Spanish; Castilian

Tajik

Telugu

Turkish

Ukrainian

Urdu

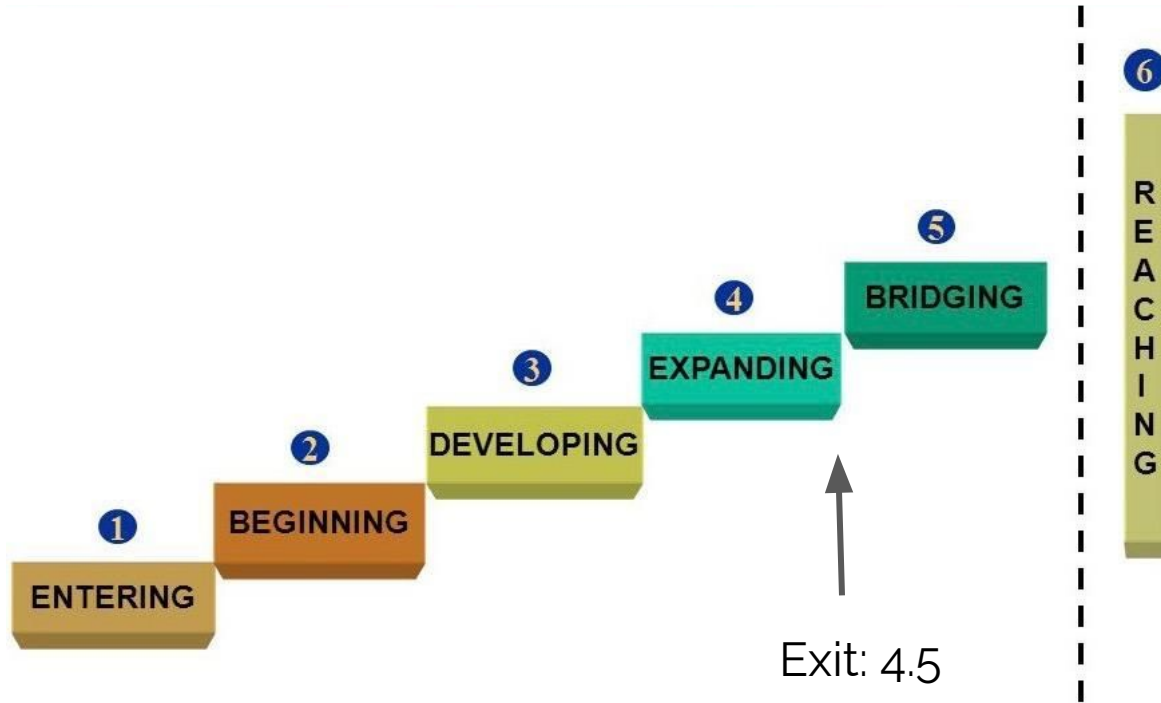
Participation Rate

100%

ACCESS Individual Student Report Sample

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening 		2.8							307			
Speaking 		3.0							295			
Reading 		2.0							309			
Writing 		4.4							374			
Oral Language 50% Listening + 50% Speaking		2.9							301			
Literacy 50% Reading + 50% Writing		3.7							342			
Comprehension 70% Reading + 30% Listening		2.3							308			
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking		3.4							329			

Interpreting the Data



Score Distribution 2026

Composite Score	# of students tested	% of students tested
1-1.9	6	8%
2-2.9	5	6.7%
3-3.9	24	32%
4-4.4	25	33.3%
>4.5	15	20%

Historical Score Distribution '24-'26

Composite Score	2024 % of students tested	2025 % of students tested	2026 % of students tested
1-1.9	14.8%	14.6%	8%
2-2.9	9.9%	13.5%	6.7%
3-3.9	28.4%	25.8%	32%
4-4.4	14.8%	29.2%	33.3%
>4.5	32.1%	16.9%	20%

NJDOE 2024-2025 School Performance Report

Participation
Performance
Proficiency

NJDOE '24-'25 School Performance Report – Participation

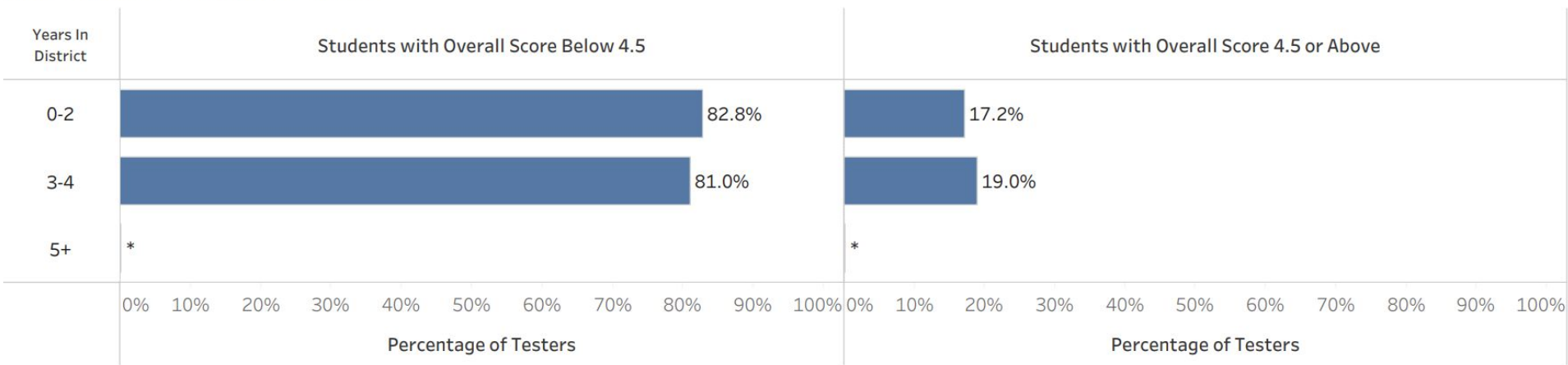
This shows, by years in district, the number of multilingual learners taking ACCESS for English language proficiency.

Years In District	
0-2	64
3-4	21
5+	*

NJDOE '24-'25 School Performance Report – Performance

ACCESS for ELLs: Performance

This shows, by years in district, the number and percentage of students tested who received an overall score of 4.5 or above or below 4.5. Students must receive a score of 4.5 or higher to be considered for proficient status.



NJDOE '24-'25 School Performance Report – Proficiency

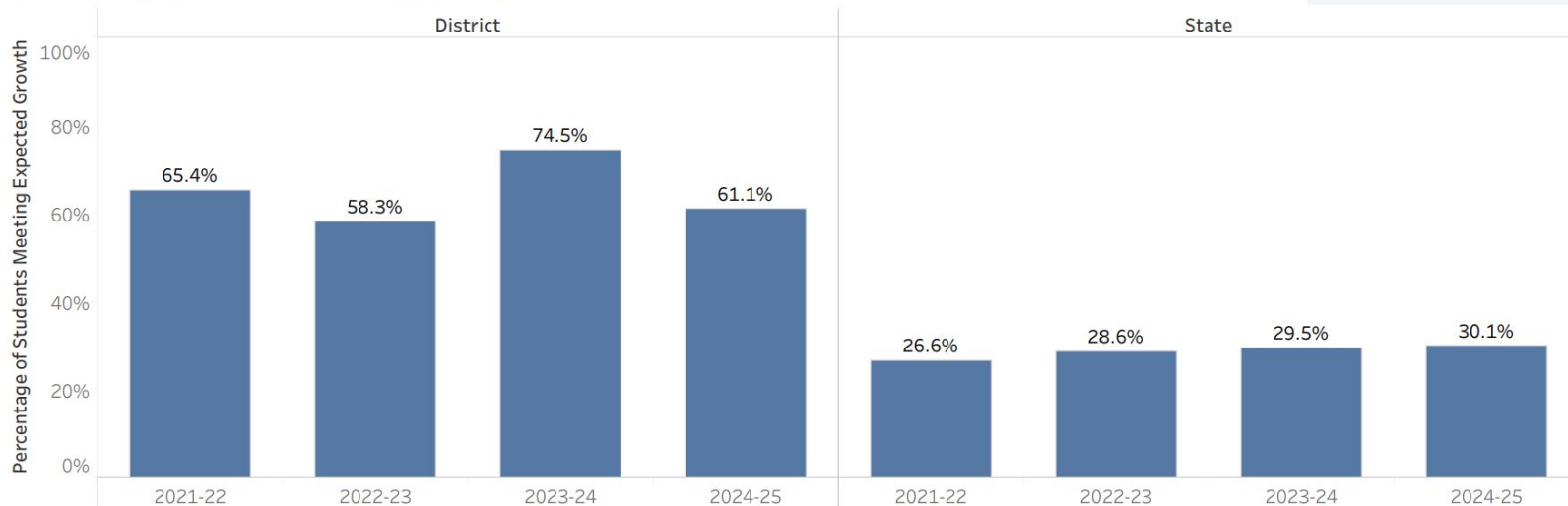
Progress toward English Language Proficiency

As part of the ESSA Accountability system, the NJDOE measures the progress that multilingual learners are making towards English language proficiency. Each student has annual performance targets based on their initial level of proficiency from the first time they took the ACCESS for ELLs assessment. The Progress toward English language proficiency measure represents the percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs assessment or who were taking the ACCESS for ELLs for the first time and scored proficient (composite score of 4.5 or greater).

Filter By Level

- ☒ District
- ☒ State

Use the Level Comparison filter to view a state comparison.



Daily ESL Program

- Push-in/Co-teaching model at Moss & Campbell
- Pull out model at EMS & MHS
- Sheltered English Instruction: K-5
 - Integrates language development with content instruction to make academics more accessible
- Double Block of ESL at EMS and MHS for POE
 - ACCESS Scores 2.4 & Below
- High Intensity Double Block ESL Services
 - *Spanish language speakers 6-12*

Student Interventions and Supports

- S.T.A.R. (Summer Tutoring for Accelerated Reading) Academy
- Continued Creation of Multilingual Profiles:
 - Background information
 - Can Do descriptors to guide instruction
 - Recommended Accommodations
- ML Parent Advisory Committee
- Title III Resources:
 - Hands on and tech platforms to enhance learning (IXL, Brainpop)

Staff Professional Development

- Annual professional development for all staff
- Ongoing professional development for ESL teachers
 - Support with new WIDA standards
 - Designing and writing curriculum
- Continuation of training content teachers K-5
 - Sheltered English Instruction (SEI): Intensive 15 hour training for content teachers
 - Co-Teaching
 - Supporting Immigrant Students
- Consultation between content teachers and ESL teachers
- Utilize ESL consultant to build staff capacity