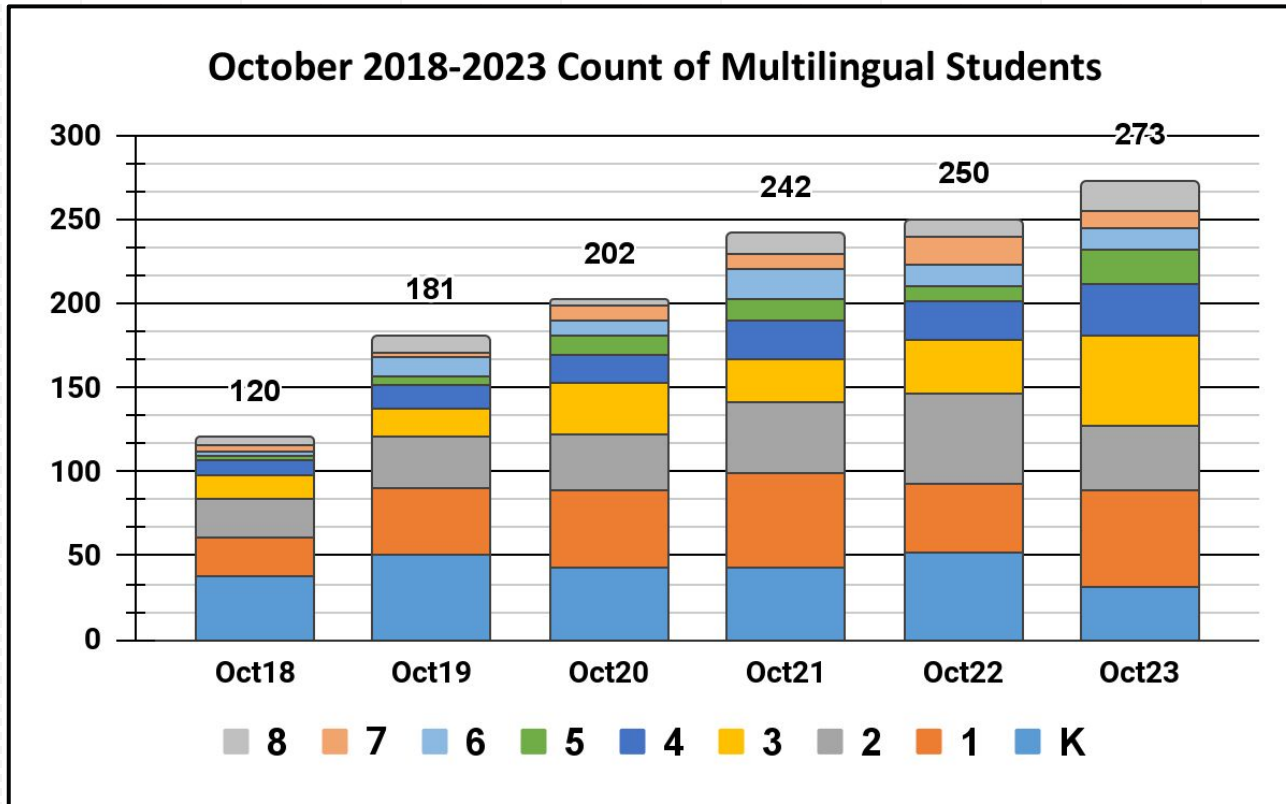


FRSD Spring 2024 ACCESS for ELLs Results

Flemington-Raritan Regional School District

FRSD Multilingual Students



The percentage of ML's has risen 125% from 2018 to 2023. Continued growth is expected at FRSD.

ESL Staffing Review

The following is information regarding our current ML student and staffing totals in the 2024-2025 school year:

School	Current ML Students	Current ESL Teachers	Current Caseload
Barley Sheaf	26	1	26
Robert Hunter	46	2	23
Copper Hill	29	1	29
Francis A. Desmares	101	4	25
RFIS	46	1	46
J.P. Case	26	1	26
District Total	274	10	27.4 Average

ACCESS for ELL Basics

Purpose and Use

Educators use ACCESS results, along with other measures, to make decisions about students' English academic language and to facilitate their language development.

Students' scores reflect proficiency levels ranging from Level 1 (Entering) to Level 6 (Reaching).

Test scores can be used:

- For accountability purposes
- As benchmarks against which educators can measure future performance
- As a measure to make reclassification decisions about whether a student can exit English language support services
- To support decisions about placing students into appropriate classes or groups for instruction, instructional planning
- To show the progress students have made







ACCESS for ELL Basics

Student Reports

School: Francis A. Desmares Elementary
District: Flemington-Raritan Regional Sc
State: NJ

Individual Student Report 2024

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

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 			3.6						269			
Speaking 				6.0					392			
Reading 		1.9						240				
Writing 			2.3					246				
Oral Language 50% Listening + 50% Speaking				5.4					331			
Literacy 50% Reading + 50% Writing		2.1						243				
Comprehension 70% Reading + 30% Listening			2.6					249				
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking				3.2					269			



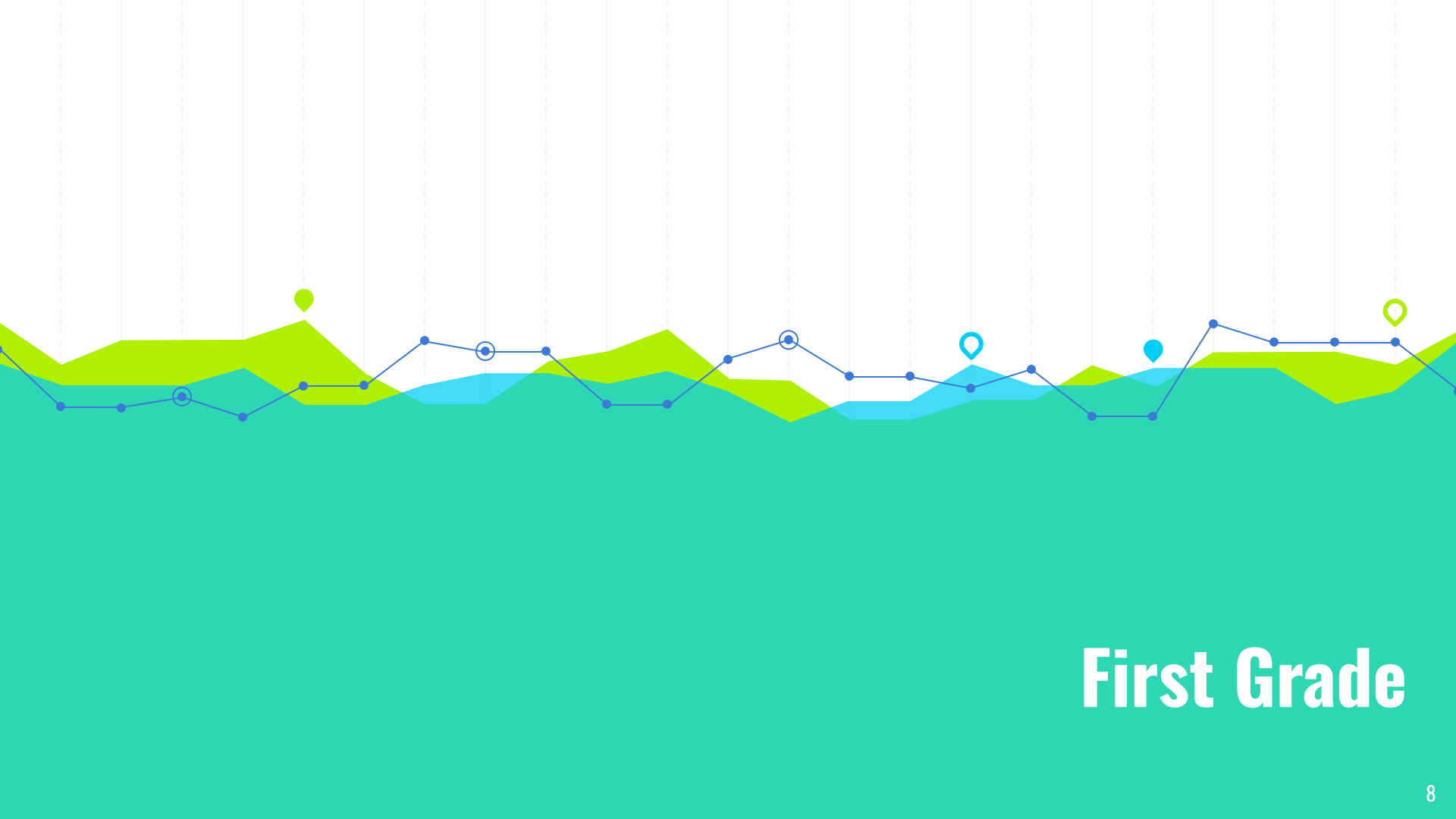
Kindergarten



District: Flemington-Raritan Regional School District
Grade: K
Cluster: K

District Frequency Report — 2024

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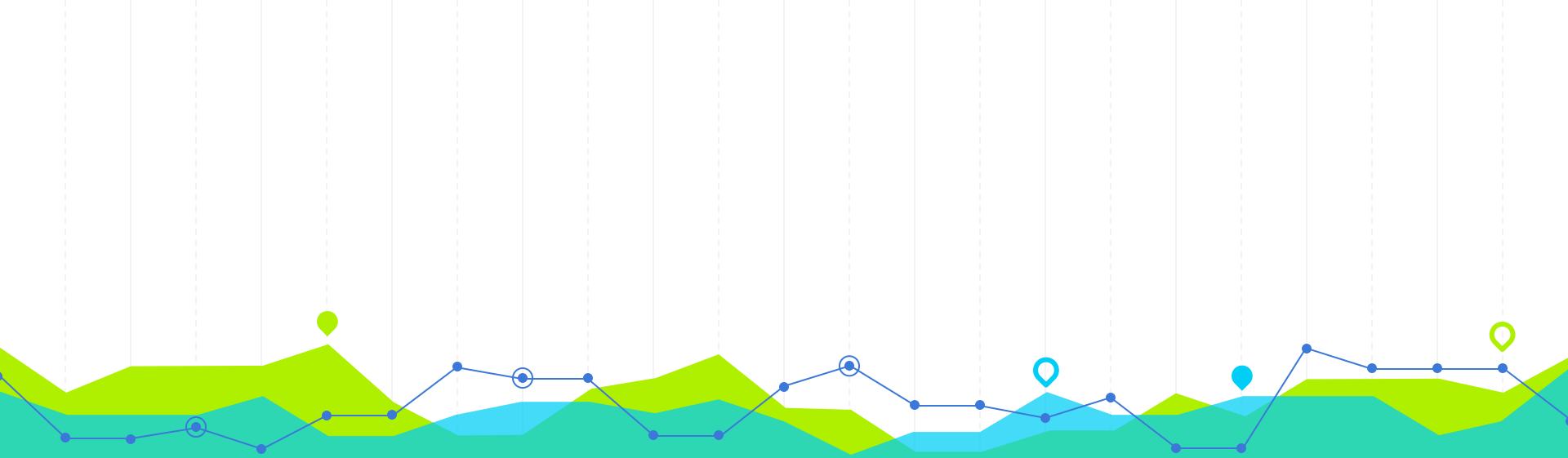


First Grade



District Frequency Report — 2024

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking



Second Grade



District: Flemington-Raritan Regional School District
Grade: 02
Cluster: 2-3

District Frequency Report — 2024																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^a		Literacy ^a		Comprehension ^c		Overall Score ^b	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	8	20%	3	7%	5	12%	4	10%	5	12%	3	7%	1	2%	3	7%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	6	15%	14	34%	8	20%	10	24%	7	17%	11	27%	15	37%	14	34%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	8	20%	18	44%	15	37%	26	63%	17	41%	21	51%	12	29%	18	44%
4 – Expanding Knows and uses social English and some technical academic language	5	12%	6	15%	5	12%	1	2%	9	22%	6	15%	4	10%	6	15%
5 – Bridging Knows and uses social and academic language working with grade level material	7	17%	0	0%	5	12%	0	0%	3	7%	0	0%	6	15%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	7	17%	0	0%	3	7%	0	0%	0	0%	0	0%	3	7%	0	0%
Highest Score	397		339		388		352		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
Lowest Score	207		174		262		213									
Total Tested	41															





- Oral Language = 50% Listening + 50% Speaking
- Literacy = 50% Reading + 50% Writing
- Comprehension = 70% Reading + 30% Listening
- Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

- Oral Language = 50% Listening + 50% Speaking
- Literacy = 50% Reading + 50% Writing
- Comprehension = 70% Reading + 30% Listening
- Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

- Oral Language = 50% Listening + 50% Speaking
- Literacy = 50% Reading + 50% Writing
- Comprehension = 70% Reading + 30% Listening
- Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

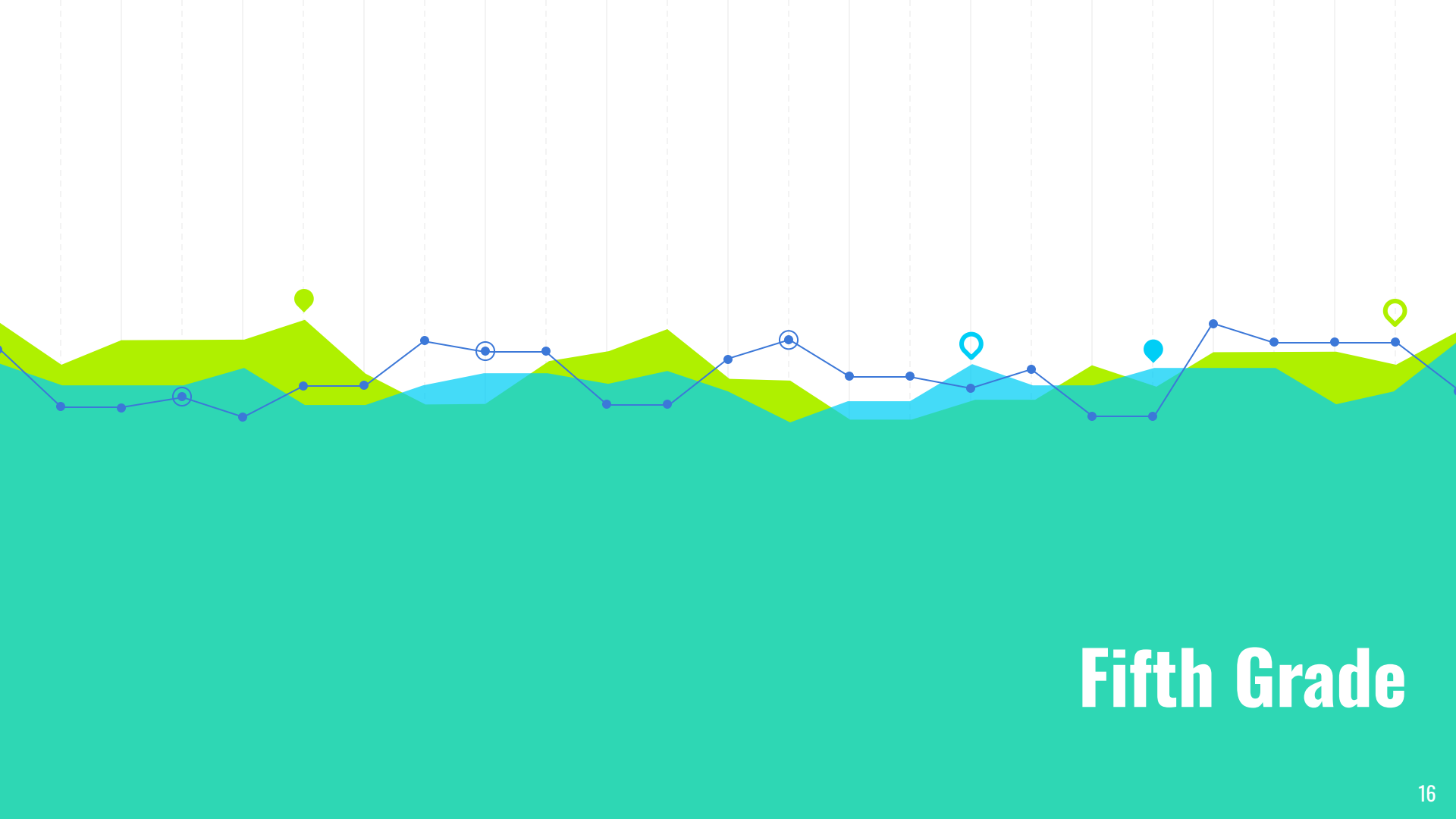


Fourth Grade



District: Flemington-Raritan Regional School District
Grade: 04
Cluster: 4-5

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	2	7%	4	14%	4	14%	3	10%	3	10%	4	14%	2	7%	3	10%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	1	3%	4	14%	10	34%	5	17%	1	3%	6	21%	5	17%	3	10%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	4	14%	14	48%	8	28%	11	38%	7	24%	9	31%	7	24%	13	45%
4 – Expanding Knows and uses social English and some technical academic language	1	3%	7	24%	4	14%	8	28%	12	41%	10	34%	6	21%	9	31%
5 – Bridging Knows and uses social and academic language working with grade level material	6	21%	0	0%	3	10%	2	7%	3	10%	0	0%	8	28%	1	3%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	15	52%	0	0%	0	0%	0	0%	3	10%	0	0%	1	3%	0	0%
Highest Score	451		385		377		414		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
Lowest Score	254		130		287		155									
Total Tested	29															



Fifth Grade



District: Flemington-Raritan Regional School District
Grade: 05
Cluster: 4-5

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Sixth Grade

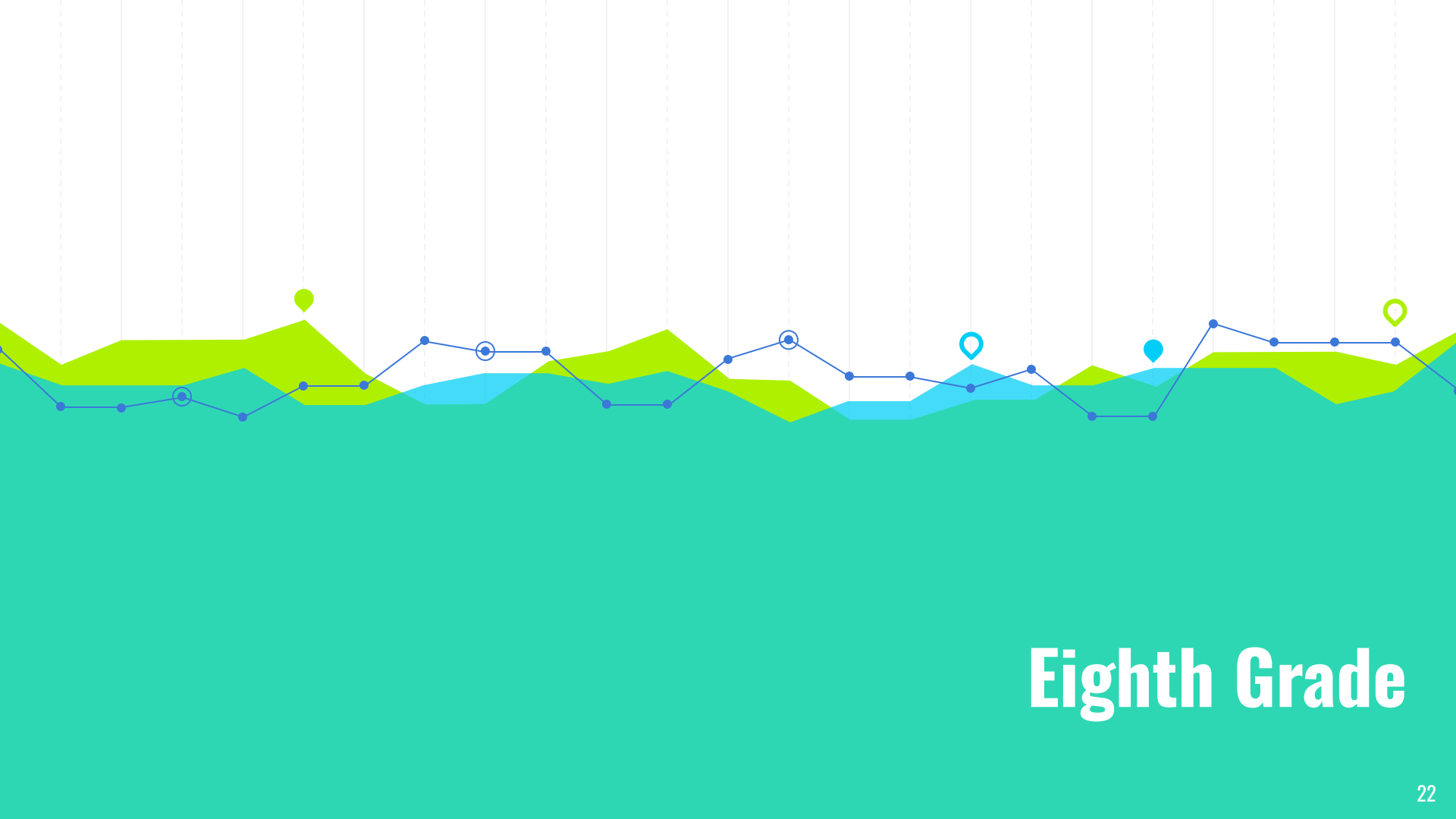
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District Frequency Report — 2024

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking



Eighth Grade



District Frequency Report — 2024

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

English Language Progress - Access for ELLs

English Language Progress to Proficiency



This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/English Learners	45.7%	27.4%	Met Target

† Target was met within one standard deviation.

2024-2025 Interventions for Multilingual Learners

- Sheltered English Instruction
- K/1st Bilingual Program (FAD)
- Targeted Professional Development for ESL Teachers
- Vamos Kindergarten (Title 1 Funded Transitional Program)
- Data-driven Meetings with ESL Team (MAP, WIDA, NJSLA)
- Title 1 Funded Literacy Coach (FAD/RH)
- Building Family/School Connections (Bilingual Counselor, Secretary)
- Title III Funded ESL Summer Program
- Academic Parent Teacher Team Nights (Title 1 Funded)



THANK YOU!

**Questions and/or takeaways
from you?**

