

Lakewood High School Data Analysis Trends



2022 - 2025



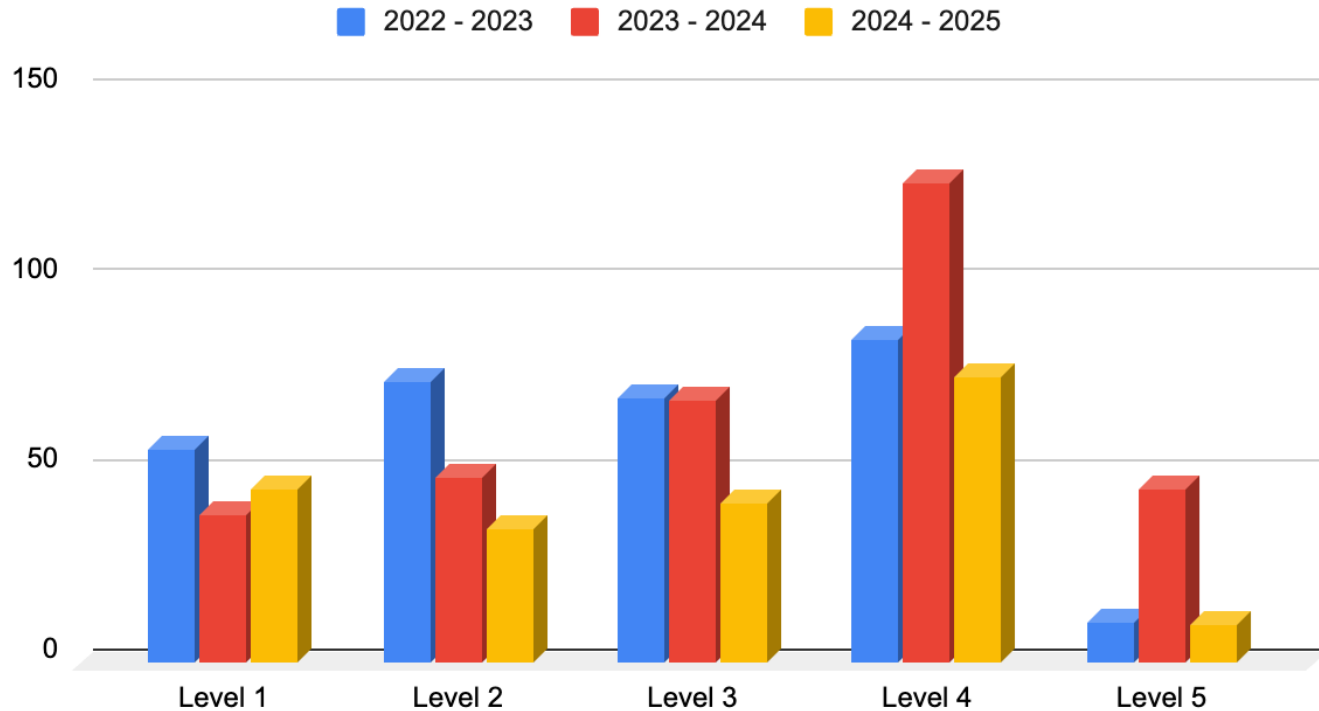
Overall Academic Performance 2022 - 2025



The data shows that fewer students are performing at the lowest levels and more are moving closer to proficiency, a clear sign that our efforts are making an impact. We will continue building on this with targeted supports and enrichment to increase growth and ensure more students not only meet but exceed expectations.

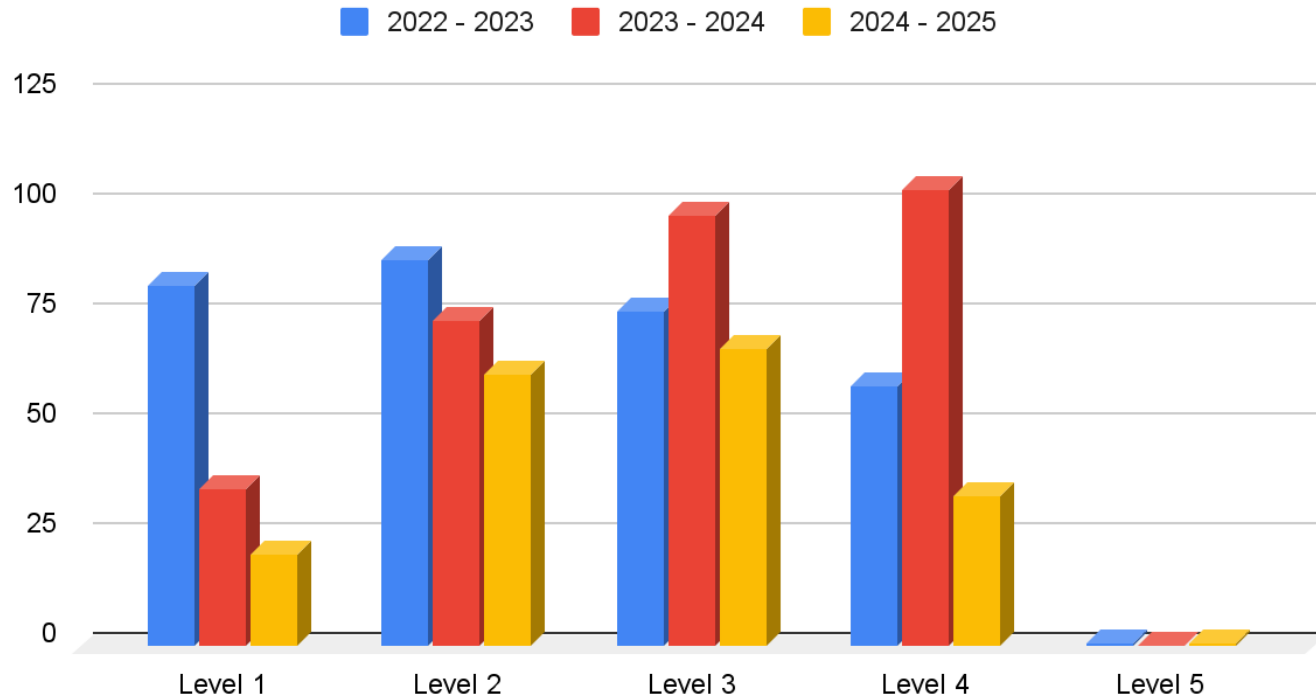
ELA09 Performance

ELA09 By Levels



Algebra 09 Performance

Algebra 09 By Levels



Algebra 09

Strengths

- Level 1 (not meeting expectations) has reduced, from 75 to 46 students, indicating students are demonstrating their skills more effectively
- Level 4: Meeting expectations has shown growth 86 to 92 students, indicating stronger mastery on content

Strengths

- Level 1 (not meeting expectations) has reduced, from 45 to 21 students, indicating students are demonstrating their skills more effectively
- Consistent growth in level 3 (approaching) indicating students are progressing towards meeting expectations

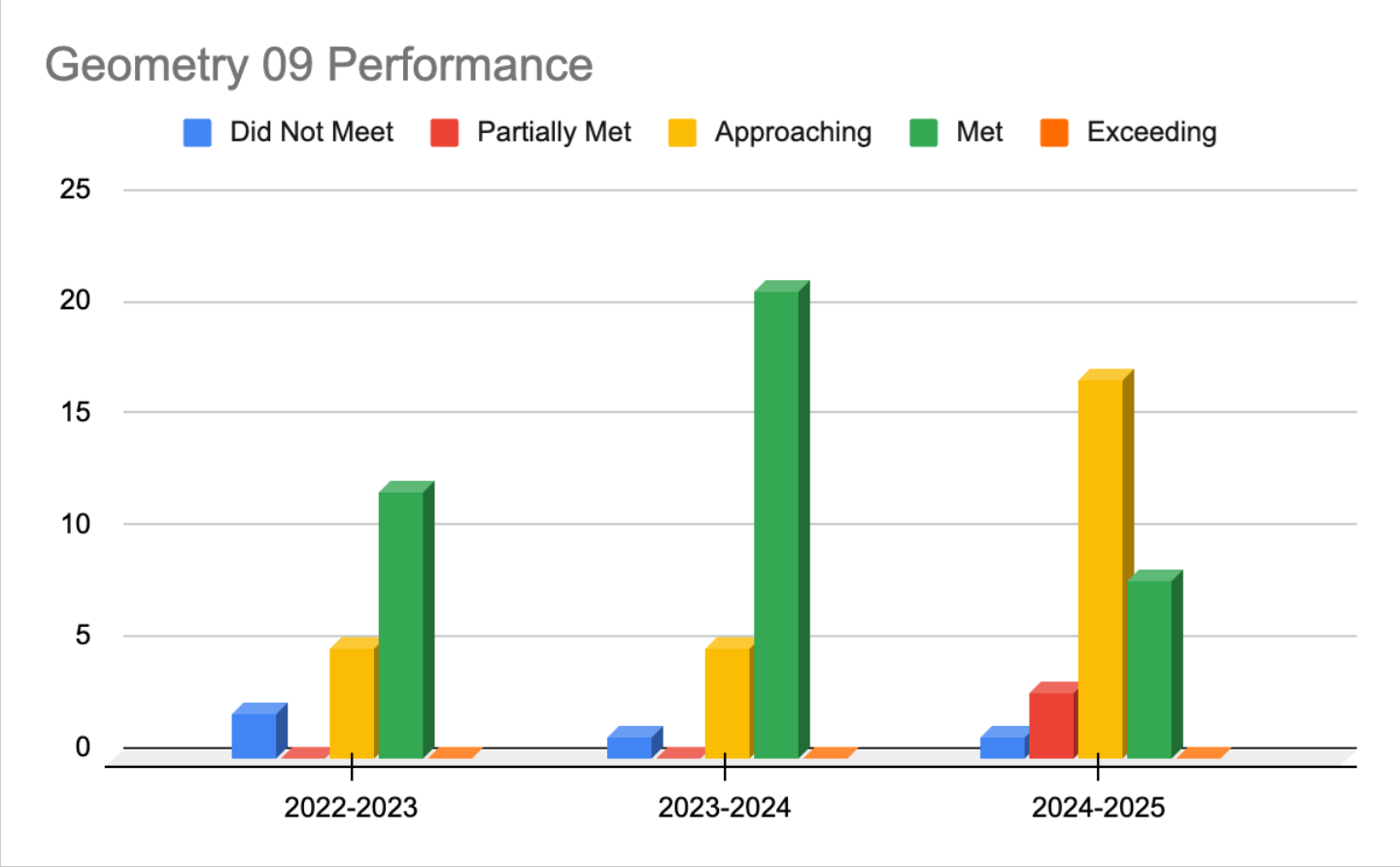
Improvements

- Small group of high achievers, Exceeding expectations from 4 to 6 students, suggesting a need for more enrichment
- Level 3 (Approaching) has shown a decline in students, suggesting a need for differentiation to move cusp students up

Improvements

- Small group of high achievers, (1 to 2 students each year) suggesting a need for more enrichment
- Level 2 (Partially met) remains consistently higher than anticipate suggesting students struggling to reach proficiency

Geometry 09 Performance



Geometry

Strengths

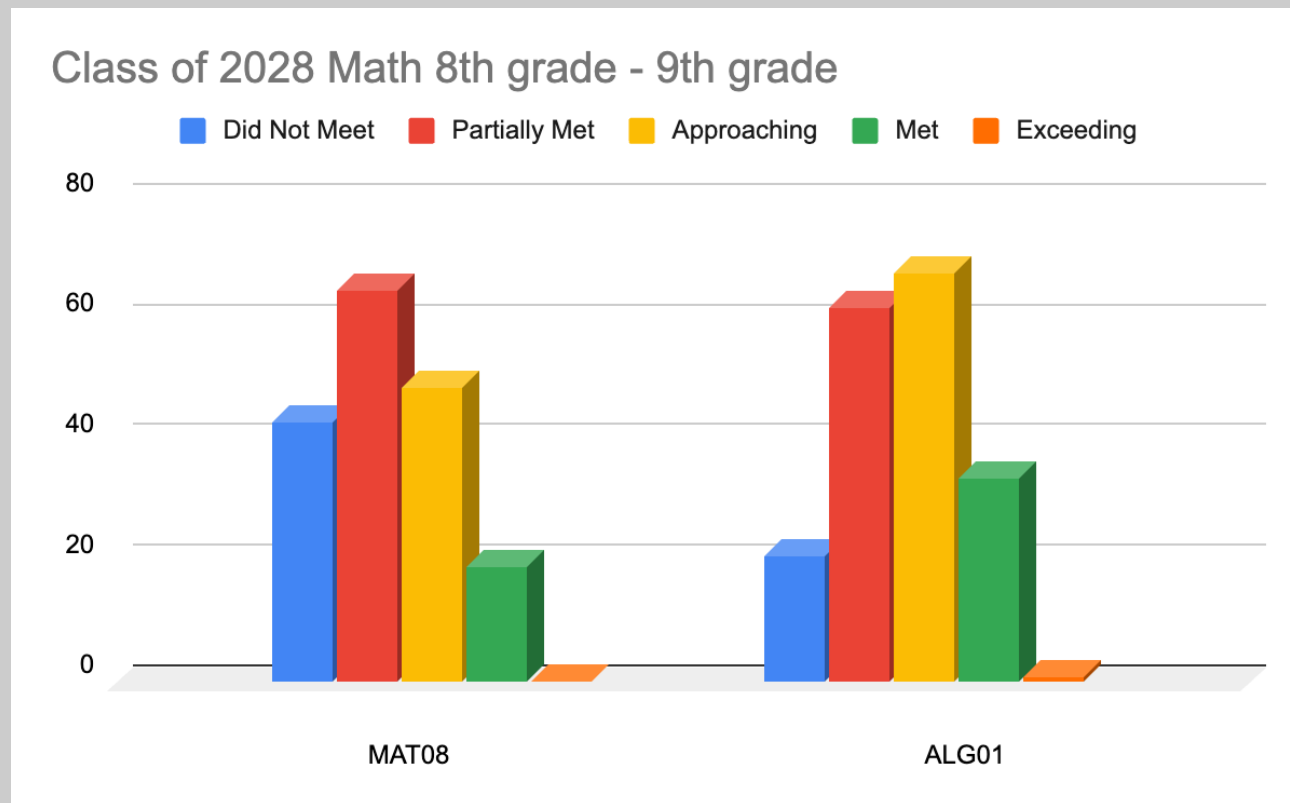
- Majority of students are in levels 3 and 4 indicating most students are close to or are meeting expectations. Also suggesting that instructional supports are helping may students avoid falling into lower categories.

Improvements

- Small group of high achievers, (0 to 2 students each year) suggesting a need for more enrichment
- Small group of students in Level 4, indicating the need for differentiation to move cusp students up

Comparative Performance

Class of 2028 Math from 8th Grade to 9th Grade



Comparative Performance

Class of 2028 Math from 8th Grade to 9th Grade

Strengths

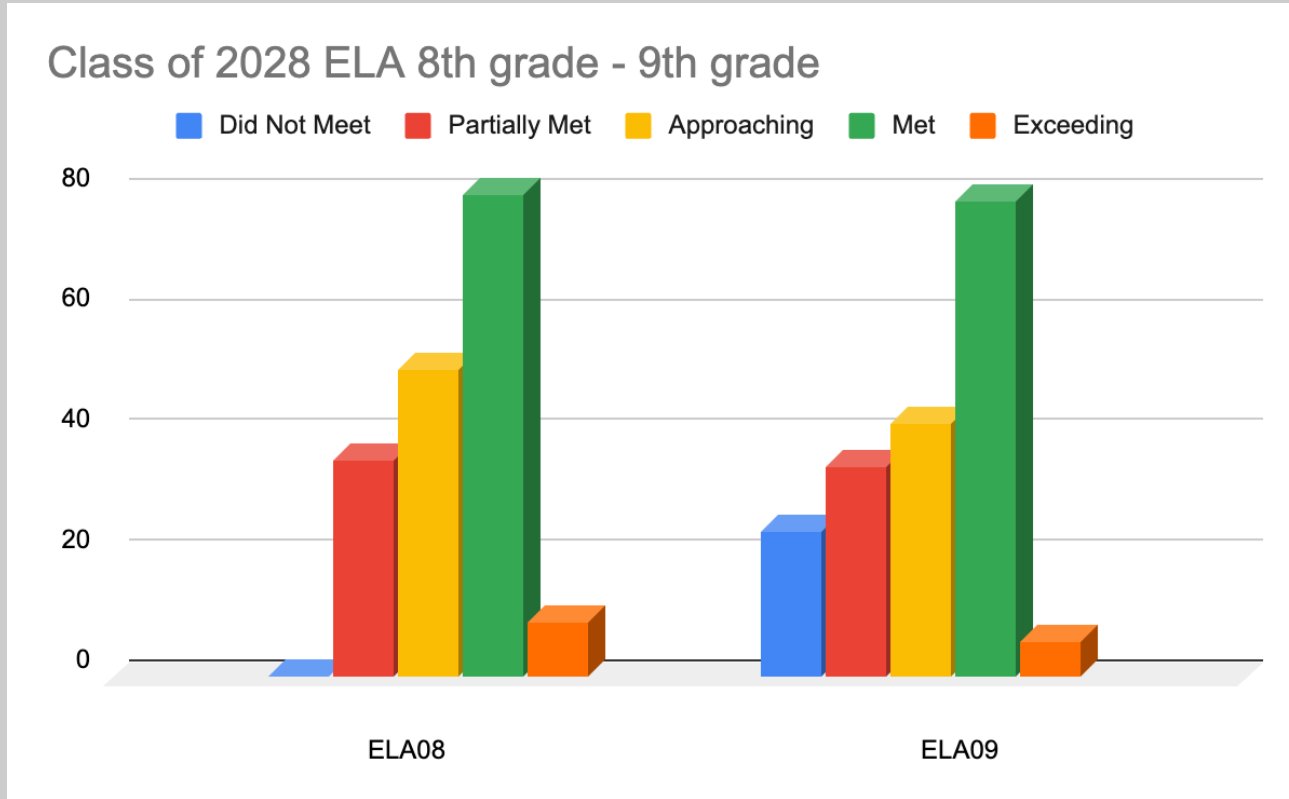
- Higher rates of Level 3 students (Math08 16% → Alg 09 26%)
- Math08 had 334 students combined in Levels 1-2, while the following year, Alg09 had only 83 students combine in levels 1-2 indicating the high school curriculum is effective

Improvements

- Both years, only 13% of students reached Level 4, indicating a consistent challenge with moving students to demonstrate full mastery
- Both 8th grade and Algebra 1 face challenges with a large majority of students remaining in levels 2 and 3

Comparative Performance

Class of 2028 ELA from 8th Grade to 9th Grade



Comparative Performance

Class of 2028 ELA from 8th Grade to 9th Grade

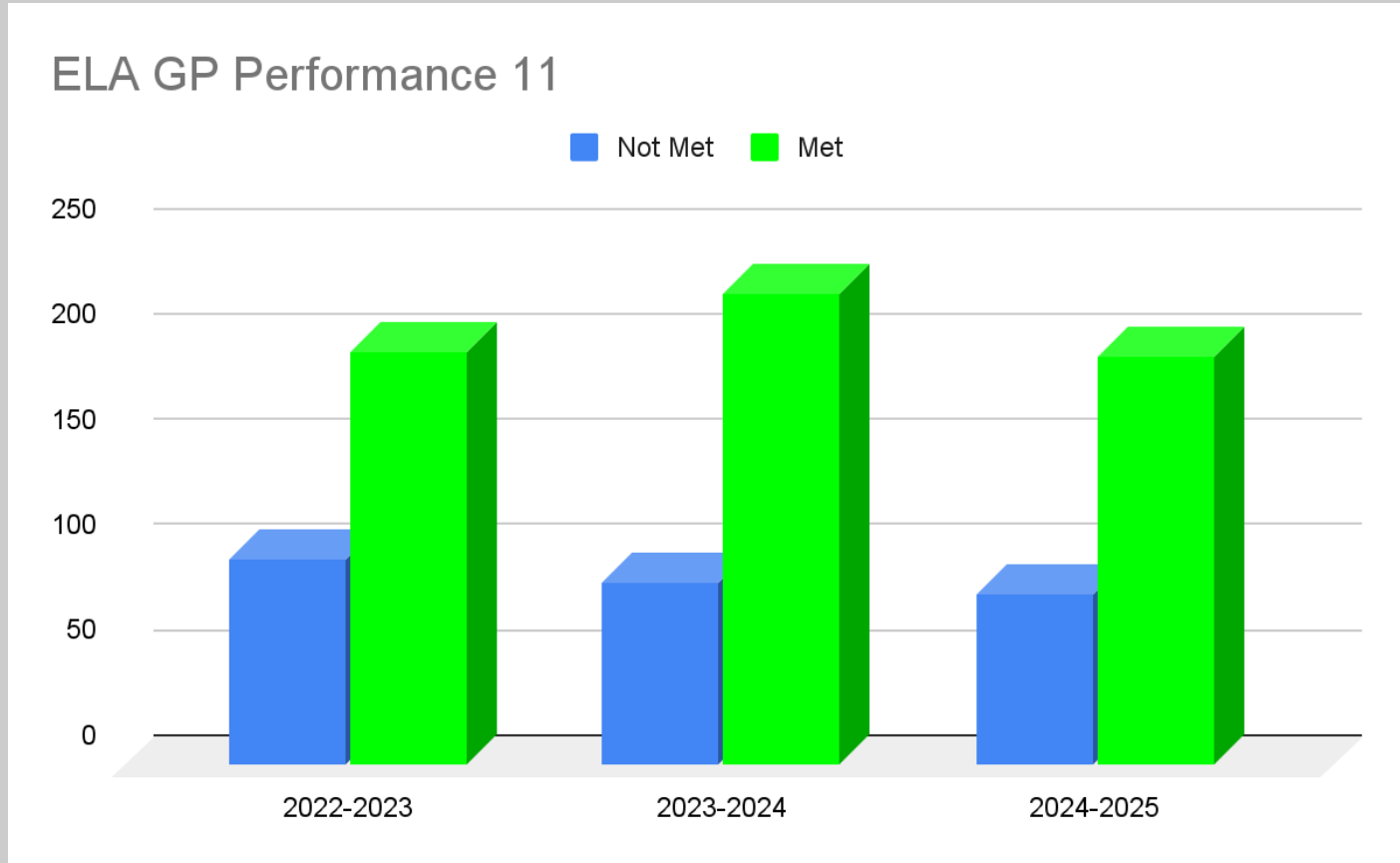
Strengths

- Overall, upward movement as levels 1-3 held 184 students in grade 8 to grade 9 where levels 1-3 help 123 students
- Both years, Level 5 contained 6 students, showing stability in high achievement levels

Improvements

- Slight decline in level 3 (approaching), leaving fewer students in the “almost there” group
- Overall, levels 4-5 fell from 98 to 85 students, indicating a need for more differentiation

ELA 11 GP Performance by Graduation Readiness



ELA 11 GP Performance

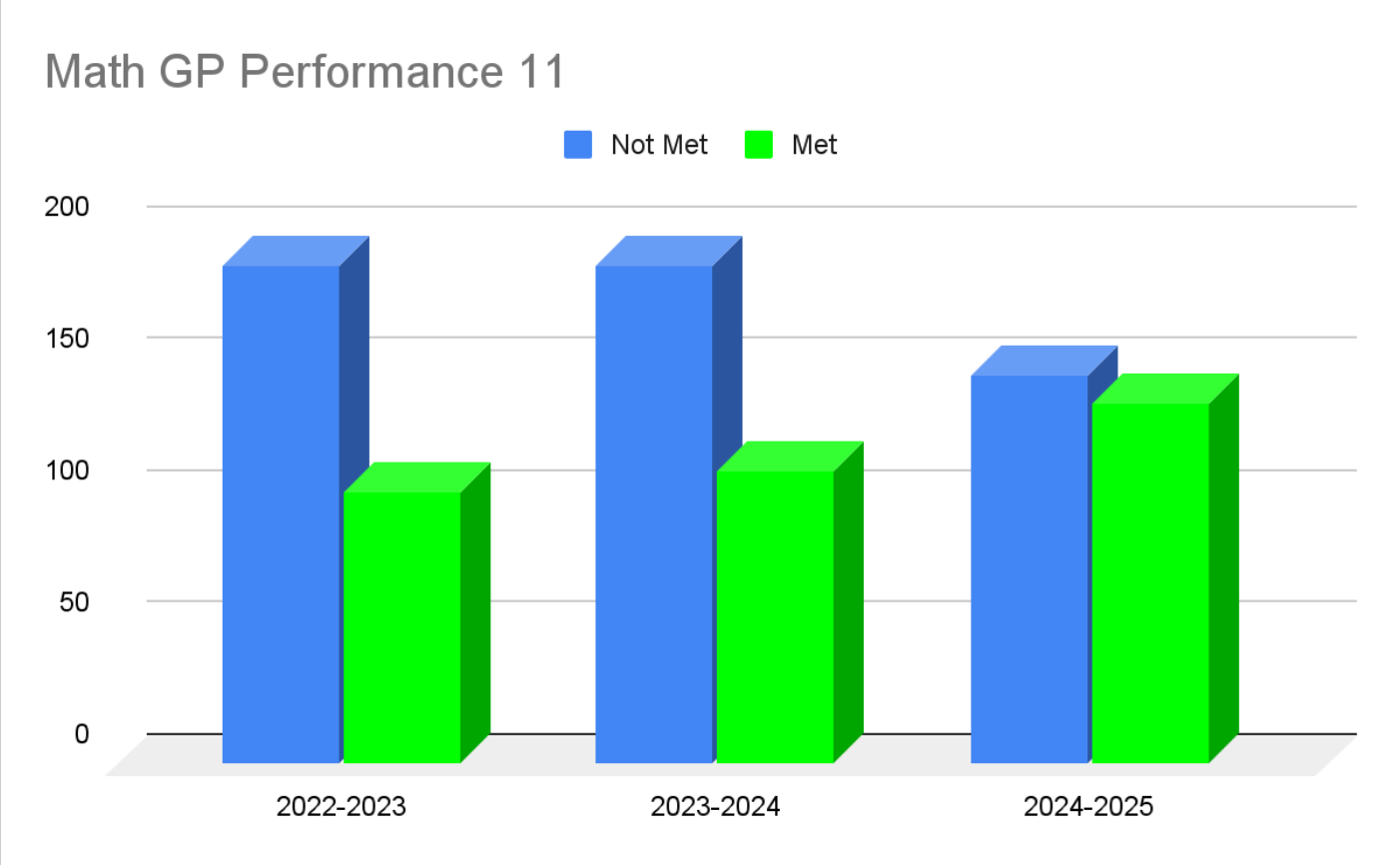
Strengths

- Consistent group of students meeting graduation expectations

Improvements

- Majority are still below proficiency, suggestion the need for more interventions
- Very few students exceeded expectations, suggesting enrichment opportunities are underdeveloped.

Math GP Performance by Graduation Readiness



MATH GP Performance

Strengths

- Passing increased from 61 to 68 indicating progress towards proficiency
- Not passing fell from 409 to 216, nearly cutting the struggling population in half

Improvements

- 91 students (32%) many remain stuck just below proficiency calls for a need for interventions



In many ELA and Math standards, our students performed comparably to statewide trends, even while facing challenges.

The areas you will see are the standards where our students excelled and struggled more compared to their peers across New Jersey

These specific standards are where additional support will help our students close gaps with their peers across New Jersey

Comparative of

Math

Performance

Vs

Average NJ

Performance

Above State Average

Algebra

HS-D.2-8 → Modeling & Reasoning (Represents linear and exponential (with domain in the integers) functions symbolically, graphically, and in real-life scenarios, with a verbal description, as a sequence, and with input-output pairs to solve mathematical and contextual problems)

A-CED.4-2 → Algebra (Rearrange formulas that are quadratic in the quantity of interest to highlight the quantity of interest, using the same reasoning as in solving equations)

Geometry

G-GPE.1-2 → Geometry (Applies properties and theorems of angles and segments to solve problems)

G-SRT.6 → Geometry (Uses trigonometric ratios, the Pythagorean Theorem and the relationship between sine and cosine to solve right triangles in applied problems)

G-GPE.6 → Geometry (Uses geometric relationships in the coordinate plane to solve problems involving area, perimeter and ratios of lengths)

Math NJGPA Grade 11

G-CO.D → Geometry (Understands geometric constructions: copying a segment, copying an angle, bisecting an angle, bisecting a segment, including the perpendicular bisector of a line segment)

F-IF.9-1 → Functions (Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Below State Average

Algebra

A-APR.1-1 → Algebra (Add, subtract, and multiply polynomials)

HS-C.12.1 → Modeling & Reasoning "Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures about functions

S-ID.Int.1 → Statistics & Probability (Solve multi-step contextual word problems with degree of difficulty appropriate to the course)

Geometry

HS-C.14.1 → Geometry (Construct, autonomously, chains of reasoning that will justify or refute geometric propositions or conjectures)

HS-D.2-1 → Modeling & Reasoning (Solve multi-step contextual problems with degree of difficulty appropriate to the course involving perimeter, area, or volume that require solving a quadratic equation)

Math NJGPA Grade 11

HS-C.13.1 → Modeling & Reasoning (Create equations that describe numbers or relationships)

G-GMD.3 → Geometry Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems

A-REI.4b-1 → Algebra (Solve quadratic equations in one variable)

Comparative of ELA Performance Vs Average NJ Performance

Above State Average

ELA 09

RI 9.4.1 → Reading Informational Texts (Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)

RL 9.3.4 → Reading Literature (Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.)

ELA NJGPA Grade 11
~NA

Below State Average

ELA 09

RI 9.3.2 → Reading Informational Text (Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.)

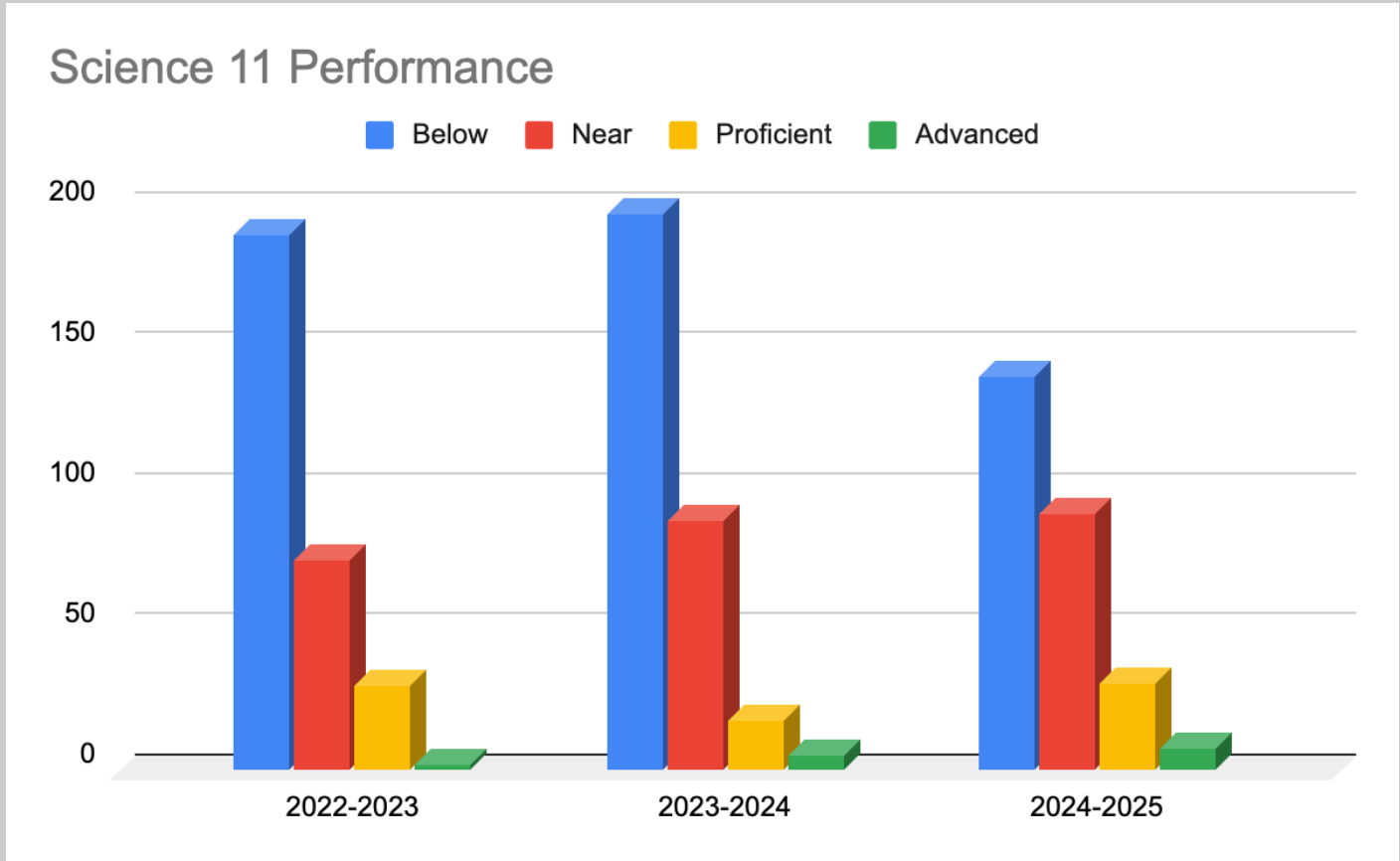
RL 9.5.1 → Reading Literature (Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise)

ELA NJGPA Grade 11

RI 10.6.2 → Reading Informational Text (Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.)

RL 10.3.3 → (Describe characters in a story and explain how their actions contribute to the sequence of events)

Science 11 Performance



SCIENCE 11 Performance

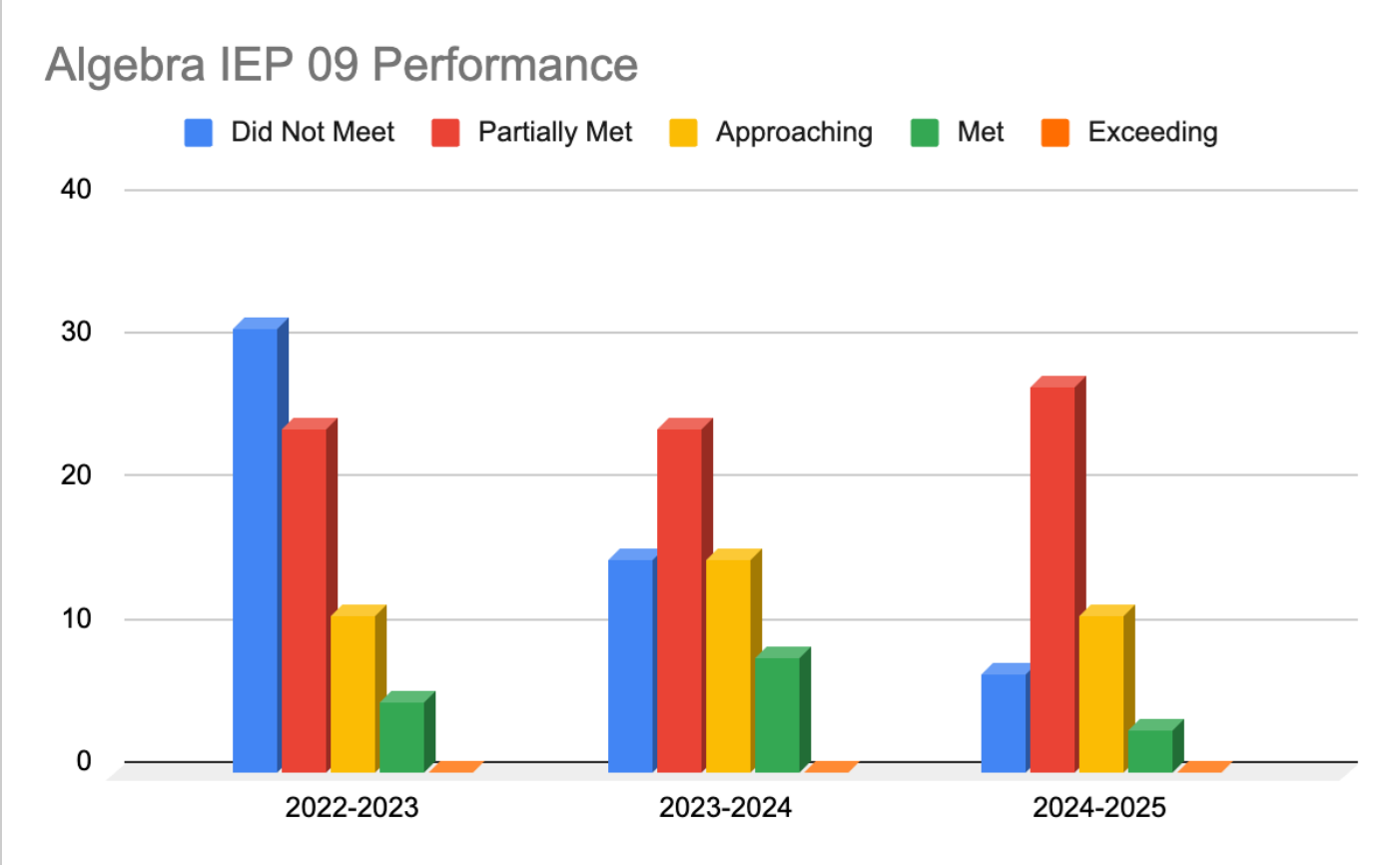
Strengths

- Passing rates improved overall: from 6.73% (2022) to 14.44% (2025), showing more than double the percentage of students meeting expectations over four years.
- Average scores steadily increased, rising from 131.44 in 2022 to 153.73 in 2025, reflecting gradual academic growth.

Improvements

- High concentration in Level 1: Even in 2025, 140 students scored at Level 1, far outpacing all other levels combined.
- Inconsistency across years: Passing dropped in 2024 (7.42%) before rebounding in 2025, suggesting interventions aren't yet consistently effective.

Algebra 09 IEP Performance



Algebra IEP 09

Strengths

- Level 1 (not meeting expectations) has reduced, from 26 to 17 students over the last three years, indicating students are demonstrating their skills more effectively
- Students are beginning to reach **Level 5 (2 students in 2025)**.

Strengths

- Average scale score grew from **707 (2023)** to **718 (2025)**.
- Level 1 numbers dropped significantly by 2025 (from 31 in 2023 to 7 in 2025).

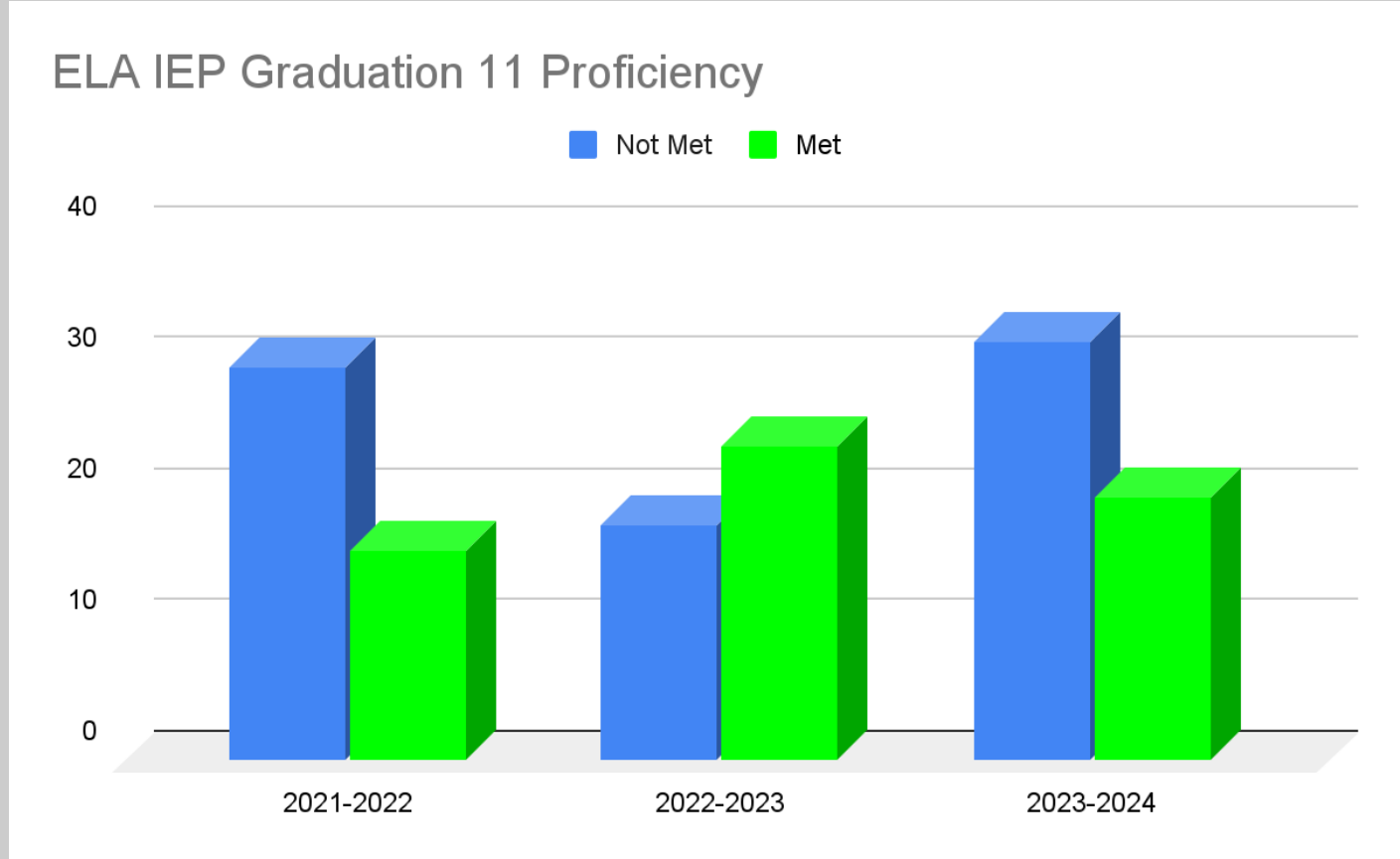
Improvements

- Growth slowed in 2025, signaling a need for consistency.
- Focus needed on moving Level 3 students into proficiency. Level 3 (Approaching) has shown a decline in students, suggesting a need for differentiation to move cusp students up

Improvements

- Most students remain at **Levels 1–2**.
- No students achieved Level 5.

ELA GP IEP Performance by Graduation Readiness



ENG GP 11 IEP Performance

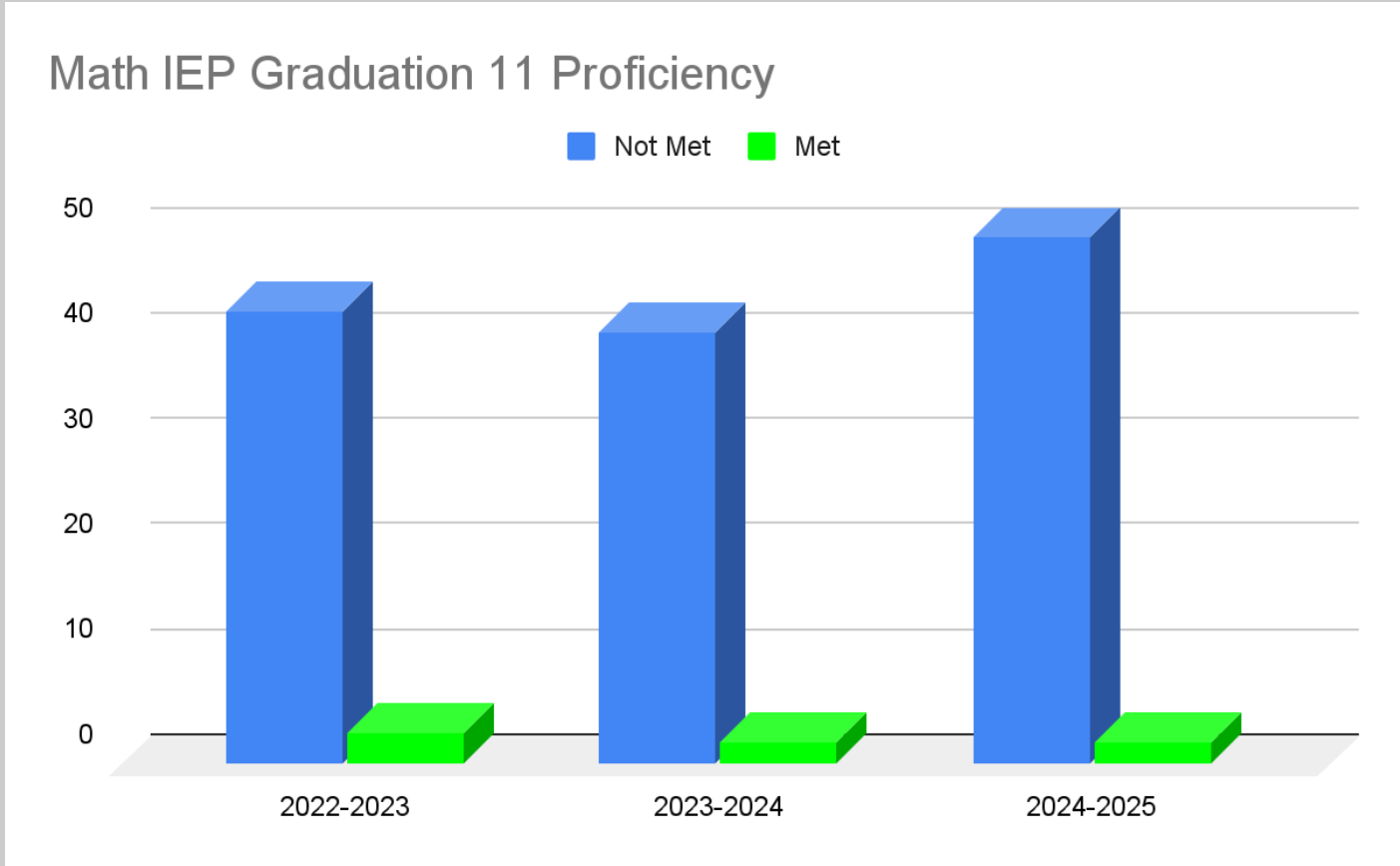
Strengths

- Average scale score increased yearly, reaching **734.6 in 2025**, therefore students are demonstrating their knowledge more effectively,

Improvements

- Inconsistent passing scores from 16, 20, 24 in the years 2023, 2024, 2025, respectively

Math GP IEP Performance by Graduation Readiness



MATH GP 11 IEP Performance

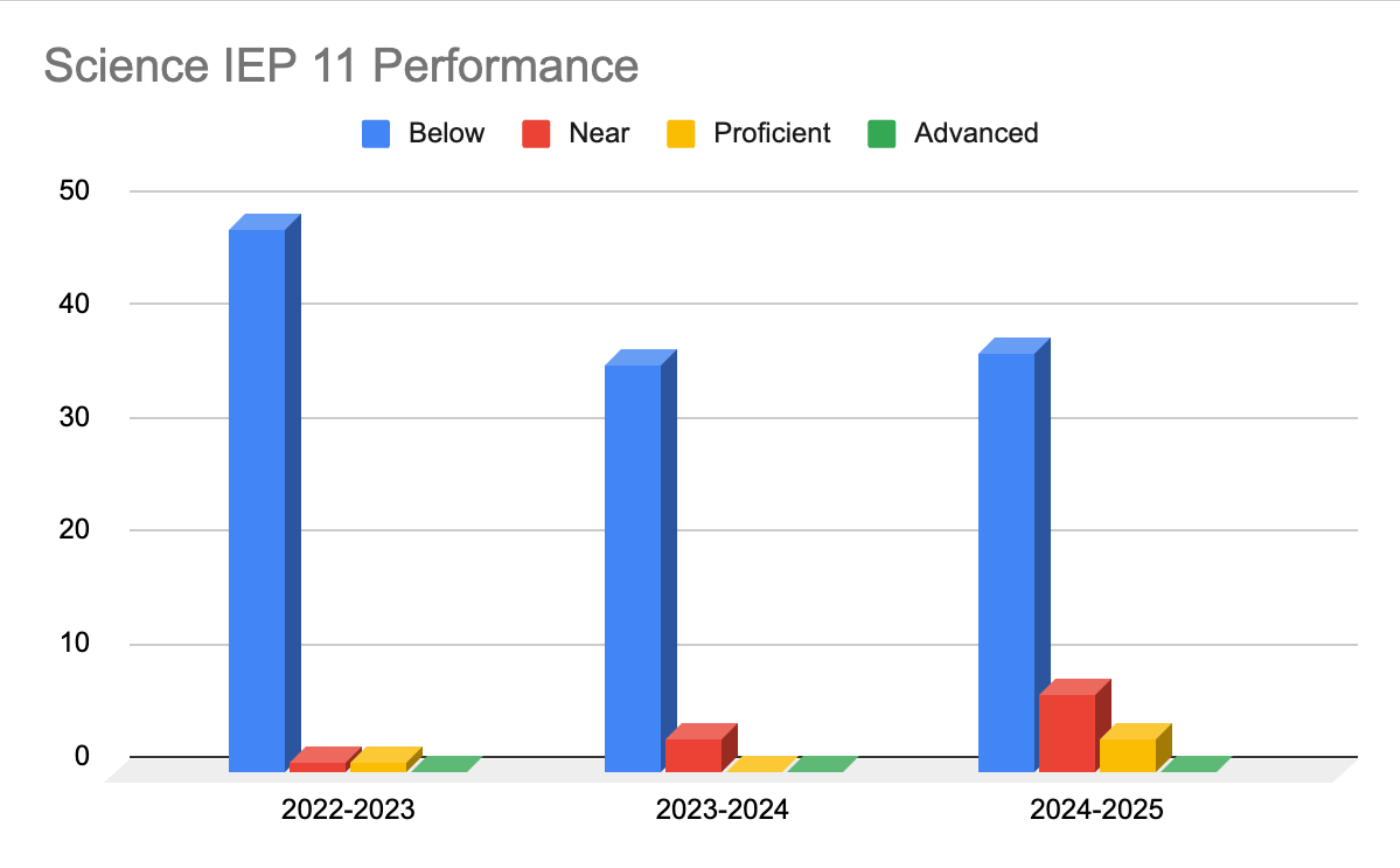
Strengths

- Average scale score rose slightly to **700 in 2025** from **694 in 2024**.

Improvements

- Few students meeting expectations each year (2 - 3) suggesting a need for differentiation and interventions

Science 11 IEP Performance



Science 11 IEP Performance

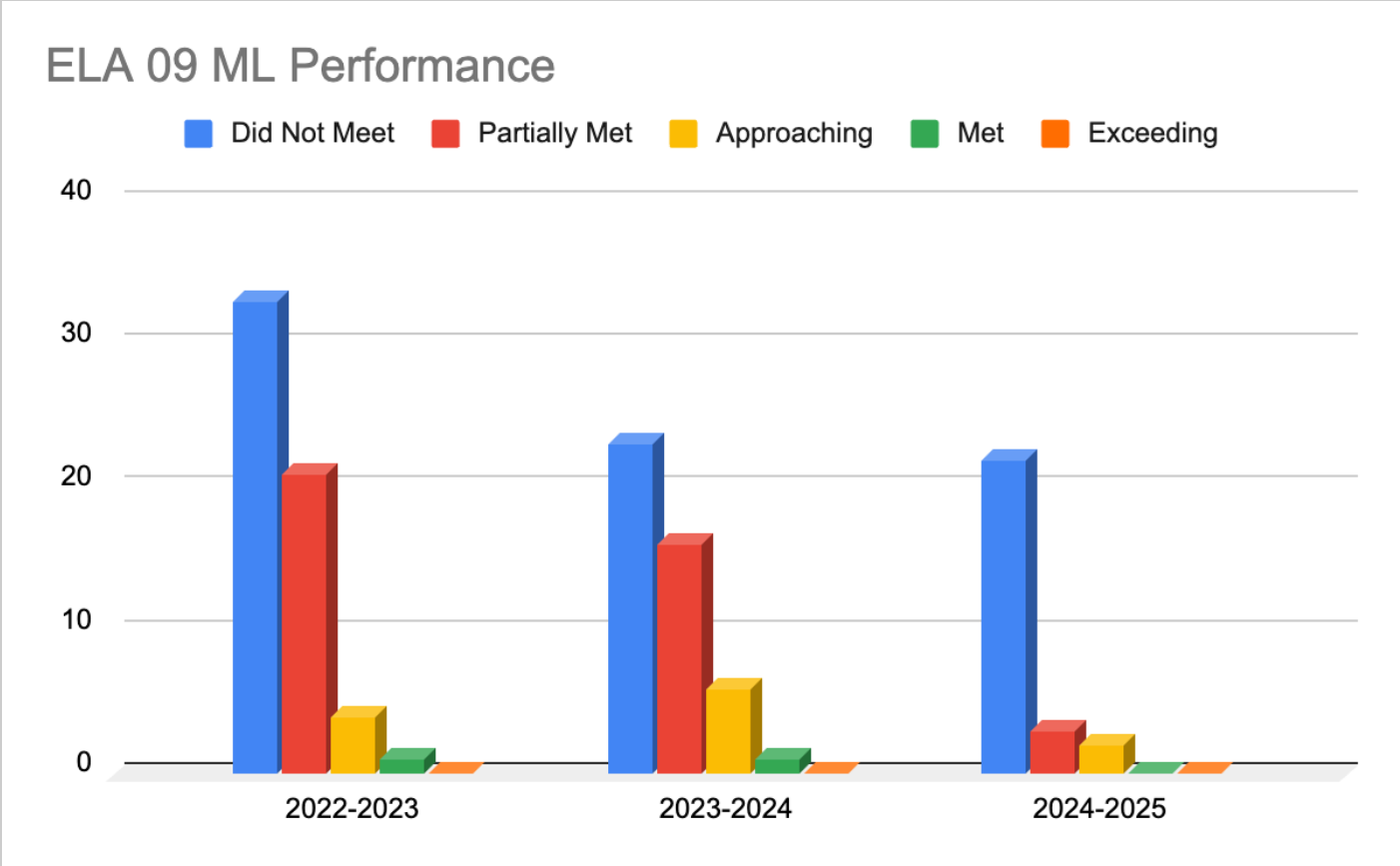
Strengths

- Growth in passing rates: While low overall, the percentage of passing students rose from 0% in 2024 to 6.38% in 2025, showing improvement.
- Average test scores increased each year, from 120.44 (2023) → 127.87 (2024) → 130.15 (2025), suggesting incremental academic gains

Improvements

- Passing remains very limited: Even in 2025, only 3 students reached Level 3 and none reached Level 4.
- High concentration at Level 1: The majority of students remain in Level 1 (37 in 2025), which dominates the score distribution.

ML ELA 09 Performance



ML ELA 09 Performance

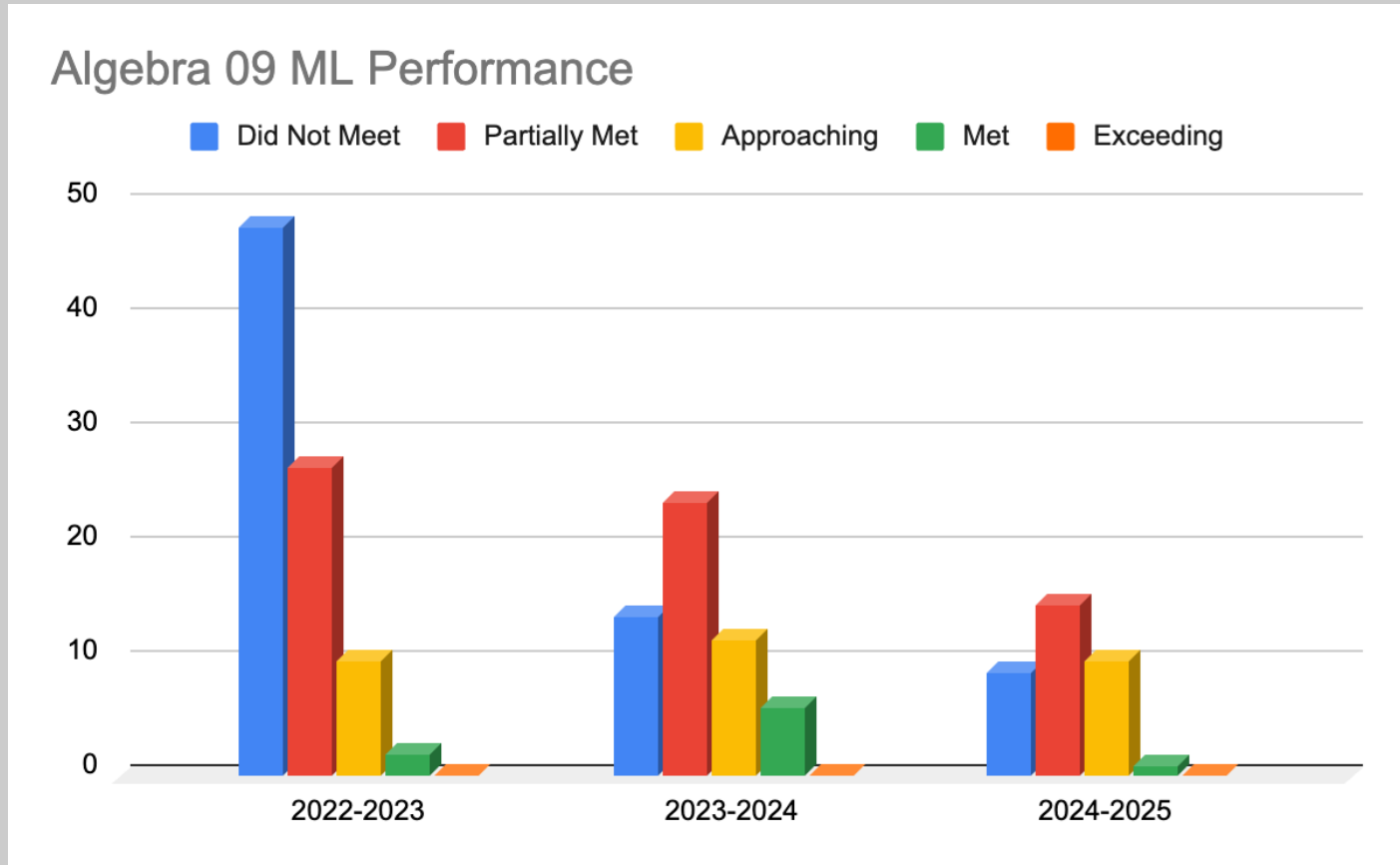
Strengths

- Small but steady presence of students in Levels 3–4.
- Average scale score peaked at **726.22 in 2023–2024**.

Improvements

- Most students are clustered in **Levels 1–2**.
- No students reached **Level 5** across all years.

ML Algebra 09 Performance



ML Alg 09 Performance

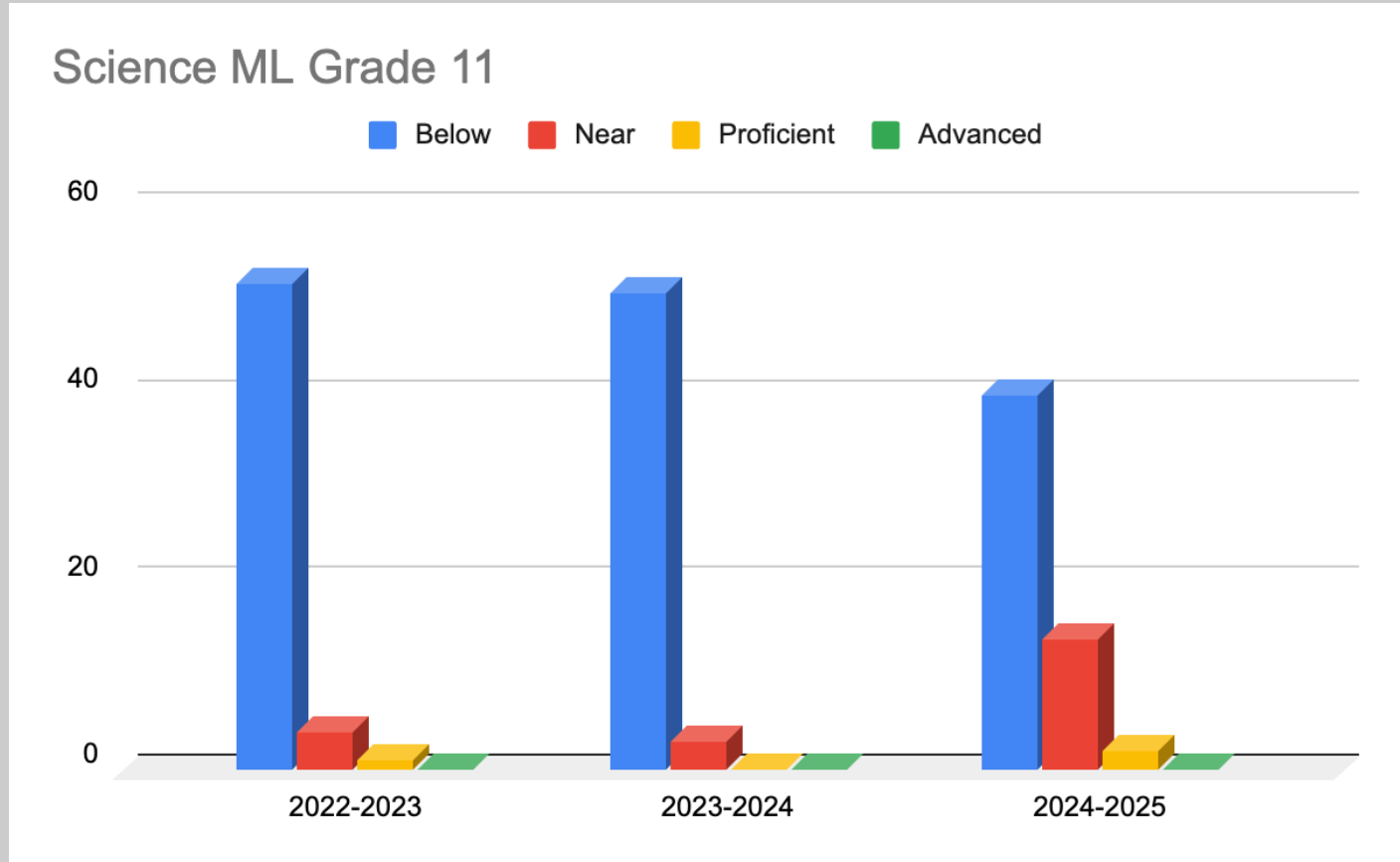
Strengths

- Passing rates peaked at **10.7% in 2023–2024**.
- Average scale scores increased from **707** to **717**

Improvements

- Nearly all students are still in Levels 1–2.
- No Level 5 achievement across all years.

ML Science 11 Performance



ML Science 11 Performance

Strengths

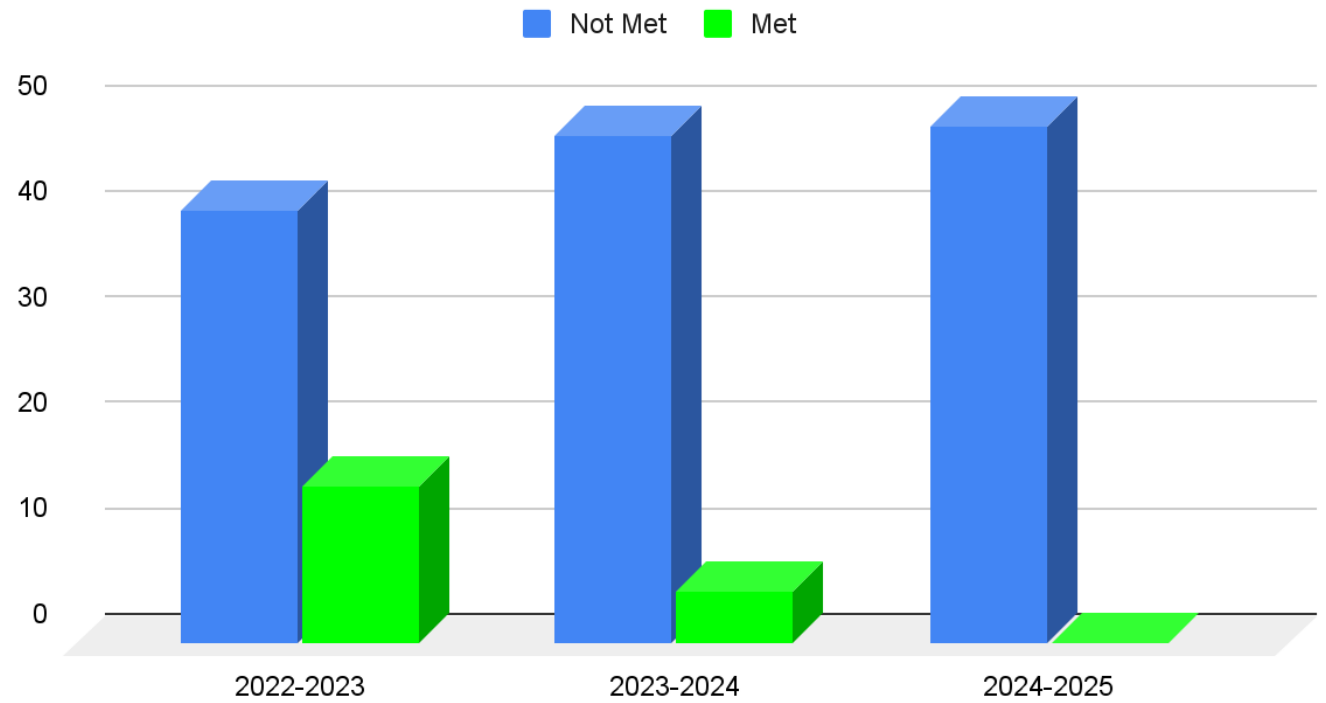
- Steady growth in average scale scores: from 120.44 (2023) to 135.73 (2025), showing a consistent upward trend in overall performance.
- Passing rates improved after a dip: from 0% in 2024 to 3.57% in 2025, demonstrating a small rebound.

Improvements

- Passing remains extremely low: Even with growth, only 2 students reached Level 3 or above in 2025.
- Majority concentrated in Level 1: Still 40 students in Level 1 (2025), indicating foundational science skills need strengthening.

ML ELAGP Performance

ELA ML Graduation 11 Proficiency



ML ELAGP Performance

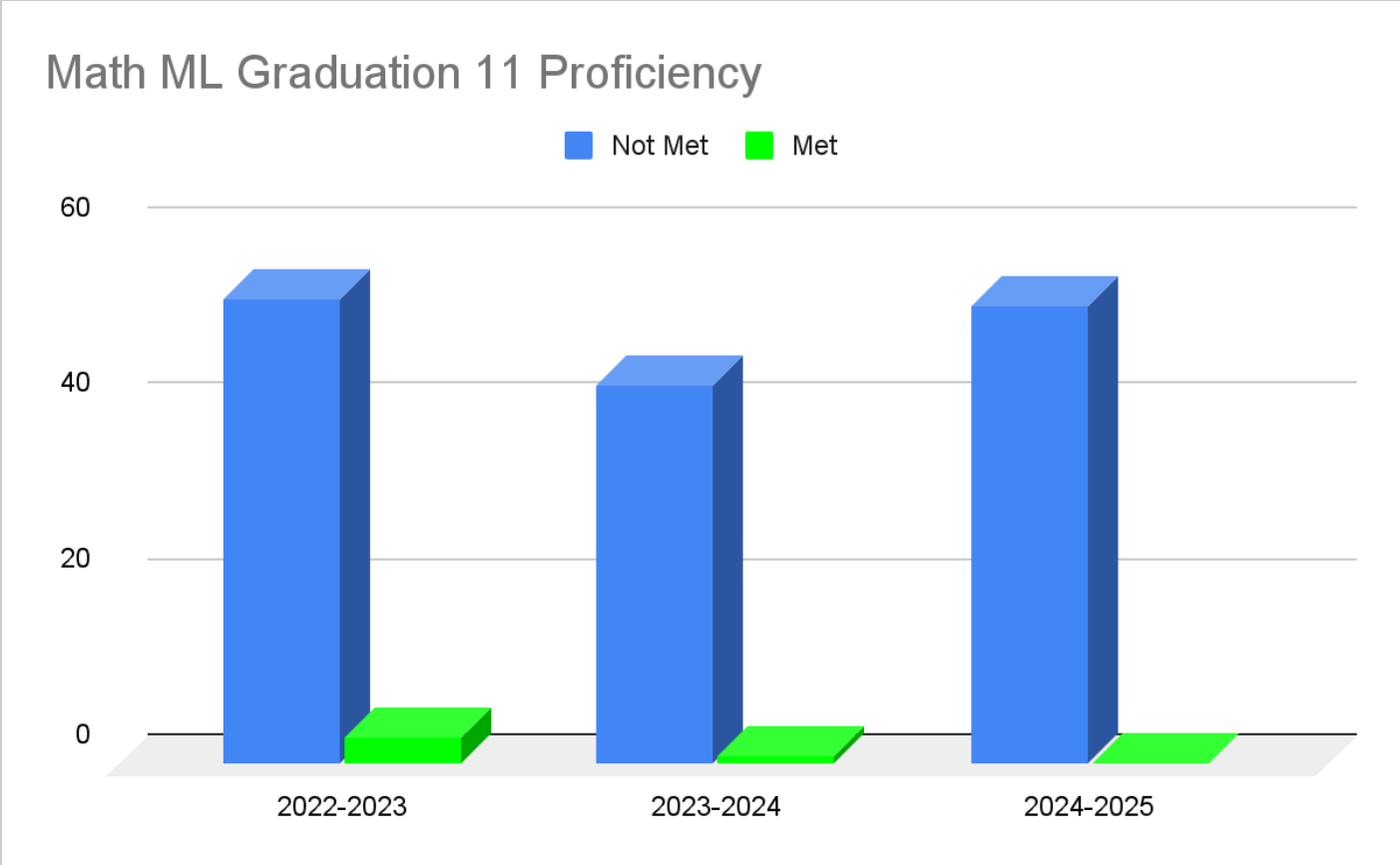
Strengths

- Passing rate jumped to **26.8% over three years**
- Average scale scores rose above **721 over three years**

Improvements

- Passing fell to **9.4% in 2023–2024** and 0% in 2024–2025.

ML MATGP Performance



ML MATHGP Performance

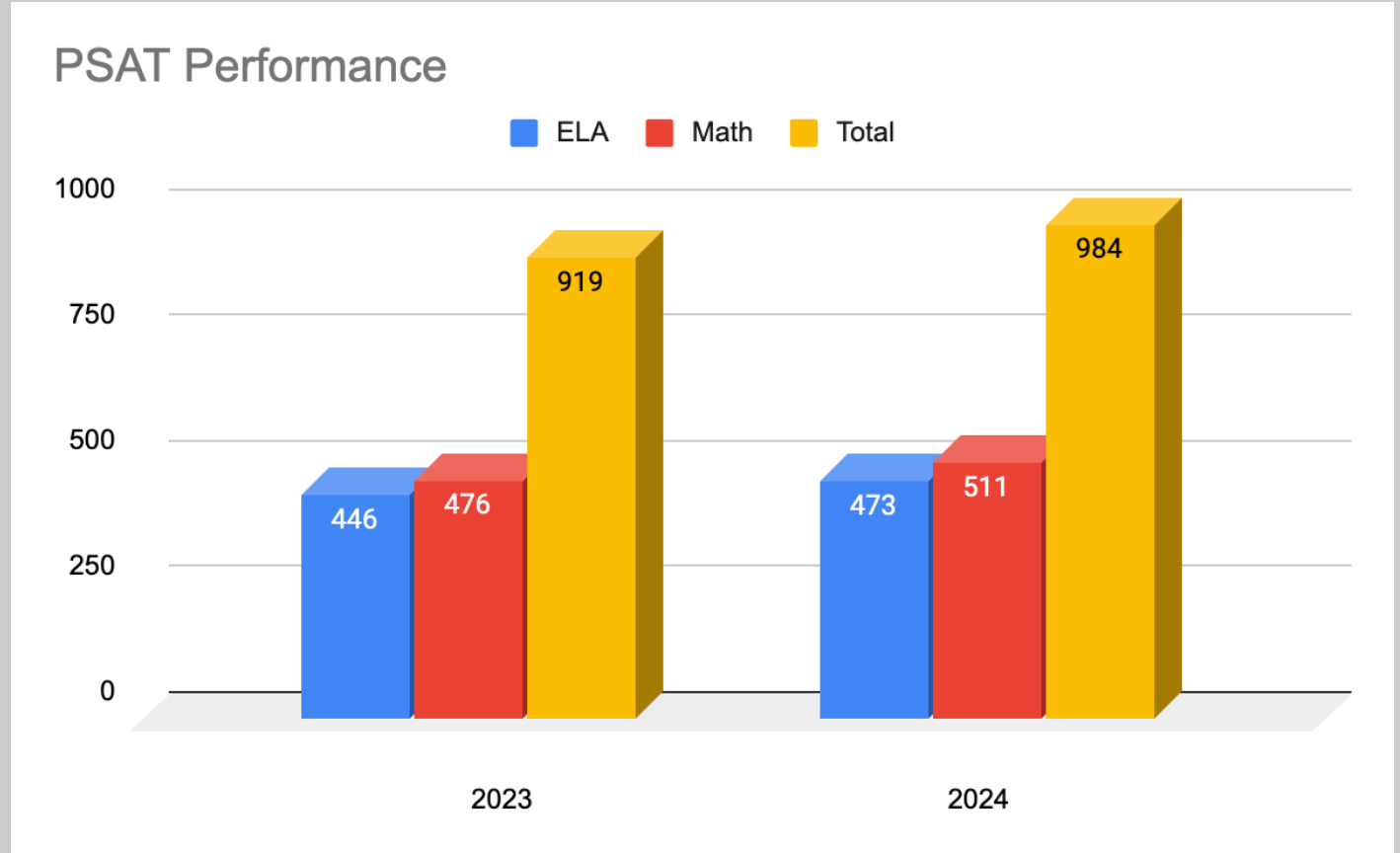
Strengths

- Average scores held steady (696–716).

Improvements

- Heavy concentration of students at **Not meeting expectations** (40–50 each year).

PSAT Performance



PSAT Performance

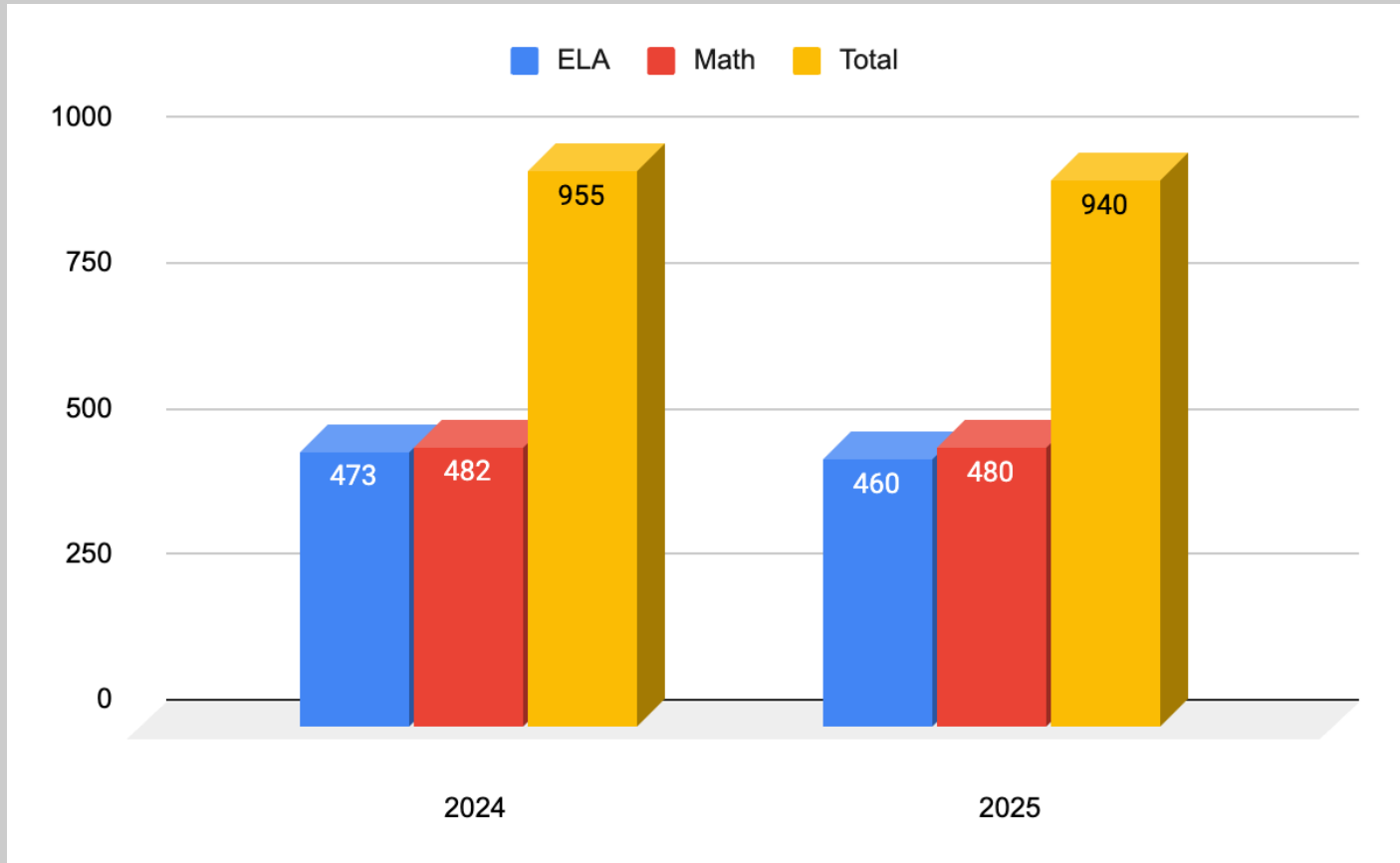
Strengths

- Significant year-to-year improvement: Total scores rose from 919 → 984, a +65 point increase.
- Reading gains: Scores improved by almost 30 points (446 → 473).
- Math strength: Math increased from 476 → 511, showing strong growth in quantitative reasoning.
- Positive trajectory: Both subtests show upward momentum, suggesting interventions or curriculum alignment are having an effect.

Improvements

-Scores still below benchmarks: Despite gains, both Reading and Math remain under College Board's college/career readiness benchmarks (EBRW 460, Math 510).

SAT Performance



SAT Performance

Strengths

- **Math performance is holding steady:** Average scores were **482 in 2024** and **480.4 in 2025**, showing stability even with fewer test-takers.
- **Overall score consistency:** The total average was **955 (2024)** and **940 (2025)**, a relatively narrow decline considering the incomplete 2025 dataset and 2025 is not over yet.

Improvements

- **Reading decline:** Reading scores fell from **473 (2024)** to **459.6 (2025)**, highlighting a need for literacy-focused supports.
- **Overall performance below benchmarks:** Both years' totals remain under typical college readiness thresholds (~1000), suggesting readiness gaps.

Overall Academic Performance 2022 - 2025



Across the 2022-2025 data, student performance shows steady participation and some areas of growth, particularly in ELA, where average scale scores and passing rates improved in select years. Algebra and Math GP remain challenging subjects, with the majority of students concentrated in the lower performance levels and only small gains in proficiency. ELAGP stands out with the strongest upward momentum in passing rates before leveling off, showing that targeted supports can make a measurable difference. Overall, the data underscores both the progress being made and the ongoing need for consistent, focused instructional strategies to lift more students into the meeting and exceeding expectations levels.

LHS Next Steps and Plan for Action in Improvement



Expand Small-Group Instruction

Provide targeted support for students in Levels 1–2, building foundational ELA and Math skills.

Strengthen Formative Assessment Cycles

Checkpoints to monitor growth, adjust instruction, and celebrate small wins.

Enhance Teacher Professional Development

Train staff on differentiation and scaffolding to move Level 3 students into proficiency.

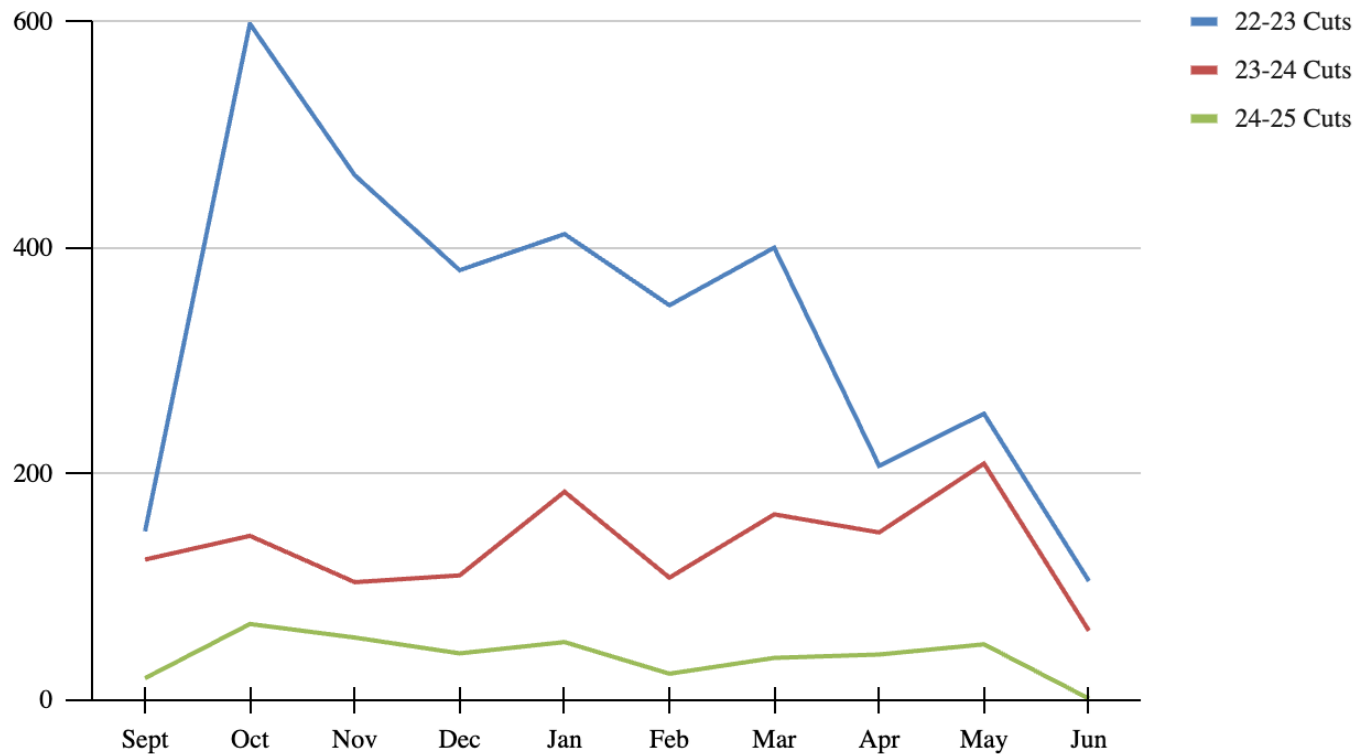
Align Curriculum and Interventions

Use data to pinpoint weak standards and embed practice with language supports.

Engage Families and Support Staff

Share progress data and strategies so learning continues at home and in extended settings.

Discipline Overall Cuts per year



Discipline Grade level Cuts per year

Grade Level Cuts Per Year

