



Trenton Central High School - Main Campus

2016-2017

Grade Span 09-12

21-5210-050

MERCER

Trenton Public School District

171 DIVISION STREET

TRENTON, NJ 08611

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the Export icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the Parent Summary Report or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	449	436	442
10	415	360	372
11	352	347	333
12	315	319	326
Ungraded	23	16	20
Total	1554	1478	1493

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	52%	53%	53%
Male	48%	47%	47%
Economically Disadvantaged Students	86%	77%	73%
Students with Disabilities	19%	20%	20%
English Learners	0%	0%	1%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	52.7%
Hispanic	45.0%
White	1.4%
Asian	0.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.3%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	1487
Shared Time Students	10
Full Time Equivalent	1492

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	86.7%
Spanish	12.5%
Other	1.0%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	815	91.9	21.00	19.60	54.90	20.4	17.6	Met Target
White	13	81.2	23.10	23.20	63.90	19.7	**	**
Hispanic	340	93.9	28.80	21.50	39.80	28.6	23.6	Met Target
Black or African American	455	90.9	15.00	17.60	35.20	14.3	12.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	20.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	407	91.3	24.10	24.00	62.20	23.2		
Male	408	92.6	17.90	15.60	48.10	17.4		
Economically Disadvantaged Students	627	91.6	21.50	19.80	36.20	*	17.7	Met Target
Non-Economically Disadvantaged Students	188	93.1	19.10	18.80	65.80	*		
Students with Disabilities	202	88.8	*	*	20.50	*	9.8	Not Met
Students without Disabilities	613	93.0	*	*	61.90	*		
English Learners	44	97.8	*	12.20	25.20	*	N	N
Non-English Learners	771	91.6	*	21.80	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	10	100.0	10.00	*	24.80	10		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	446	723	712	749	24%	27%	31%	*	*	19%	52%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	186	729	706	733	*	24%	34%	23%	*	24%	35%
Black or African American	251	719	719	730	27%	30%	29%	*	*	14%	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	236	729	720	756	*	27%	35%	*	*	23%	60%
Male	210	716	704	741	*	27%	26%	*	*	14%	43%
Economically Disadvantaged Students	365	723	712	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	81	720	709	758	*	*	*	*	*	*	62%
Students with Disabilities	98	693	*	714	*	*	*	*	*	*	13%
Students without Disabilities	348	731	*	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	363	717	713	743	36%	*	21%	21%	*	23%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	153	731	727	728	23%	*	24%	29%	*	35%	34%
Black or African American	199	705	703	725	47%	21%	19%	14%	0%	14%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	169	725	719	752	28%	*	*	24%	*	27%	54%
Male	194	710	707	734	43%	*	*	18%	*	20%	39%
Economically Disadvantaged Students	254	714	711	726	38%	*	*	20%	*	22%	32%
Non-Economically Disadvantaged Students	109	723	717	751	30%	*	*	23%	*	26%	54%
Students with Disabilities	98	685	683	704	*	*	*	*	*	*	12%
Students without Disabilities	265	729	723	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	315	721	717	736	30%	*	27%	22%	*	24%	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	149	730	726	731	24%	*	28%	30%	*	32%	34%
Black or African American	163	713	710	728	36%	23%	26%	*	*	15%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	155	727	722	744	24%	*	29%	*	*	28%	46%
Male	160	715	712	729	36%	*	24%	*	*	19%	31%
Economically Disadvantaged Students	234	721	717	729	28%	*	28%	*	*	24%	32%
Non-Economically Disadvantaged Students	81	721	717	740	36%	*	22%	*	*	24%	42%
Students with Disabilities	70	693	693	709	*	*	*	*	*	*	12%
Students without Disabilities	245	729	724	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

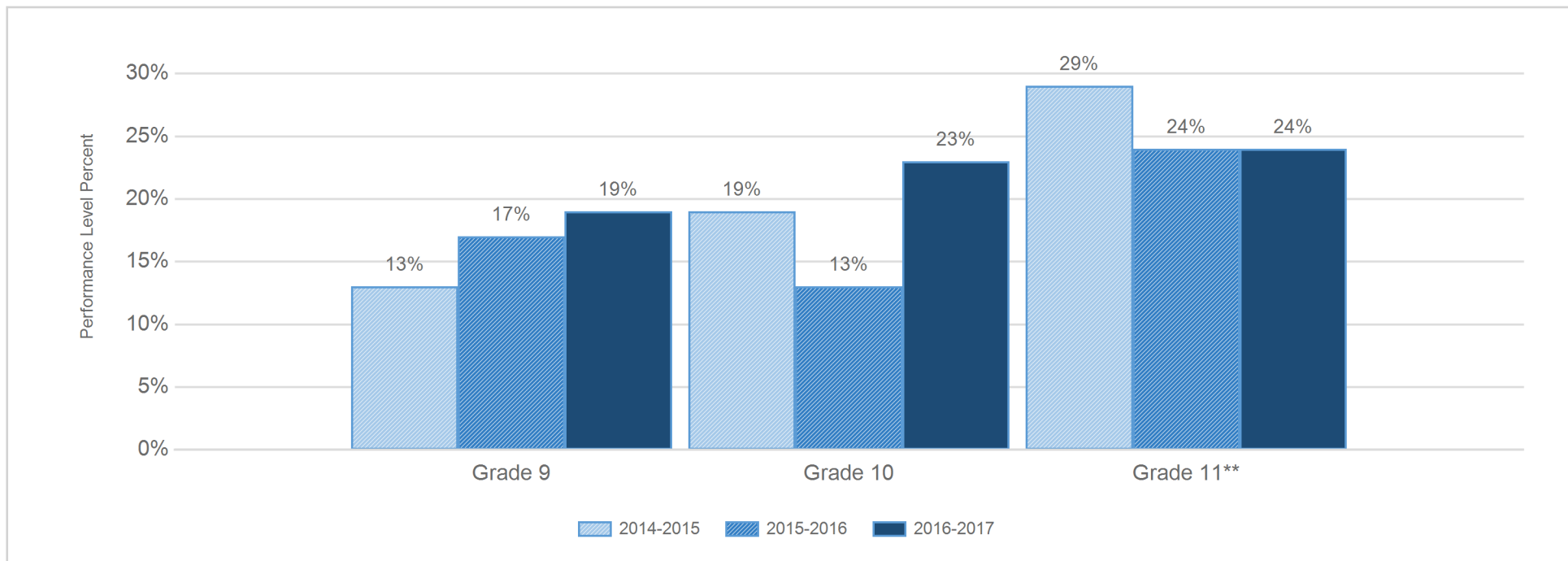


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/CELS exam and their performance may not be reflected in the results.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	810	91.1	*	*	43.50	*	8.3	Not Met
White	10	66.7	10.00	10.00	52.40	*	**	**
Hispanic	347	93.5	*	11.00	27.60	*	9.8	Not Met
Black or African American	444	90.2	*	*	21.70	*	6.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	16.70	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	406	90.2	*	*	44.10	*		
Male	404	92.0	*	*	42.90	*		
Economically Disadvantaged Students	644	91.2	*	*	25.10	*	8.7	Not Met
Non-Economically Disadvantaged Students	166	90.7	*	*	54.30	*		
Students with Disabilities	194	88.2	*	*	16.50	*	7.1	Not Met
Students without Disabilities	616	92.1	*	*	48.80	*		
English Learners	42	95.5	*	*	23.30	*	N	N
Non-English Learners	768	90.9	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	10	100.0	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	393	708	711	743	*	*	*	*	*	*	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	152	711	711	728	*	*	*	*	*	*	24%
Black or African American	232	707	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	196	707	*	744	*	*	*	*	*	*	43%
Male	197	710	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	322	708	711	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	71	711	709	751	*	*	*	*	*	*	52%
Students with Disabilities	106	702	702	714	*	*	*	*	*	*	10%
Students without Disabilities	287	711	713	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	344	711	709	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	156	714	708	722	*	*	*	*	*	*	14%
Black or African American	178	708	708	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	170	712	710	735	*	*	*	*	*	*	31%
Male	174	710	707	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	270	711	708	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	74	712	710	740	*	*	*	*	*	*	39%
Students with Disabilities	90	698	*	711	*	*	*	*	*	*	*
Students without Disabilities	254	716	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	374	695	693	725	*	*	*	*	*	*	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	181	699	695	710	*	*	*	*	*	*	14%
Black or African American	186	691	690	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	193	693	691	725	*	*	*	*	*	*	27%
Male	181	698	694	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	269	695	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	105	695	*	733	*	*	*	*	*	*	35%
Students with Disabilities	63	677	676	692	*	*	*	*	*	*	*
Students without Disabilities	311	699	695	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

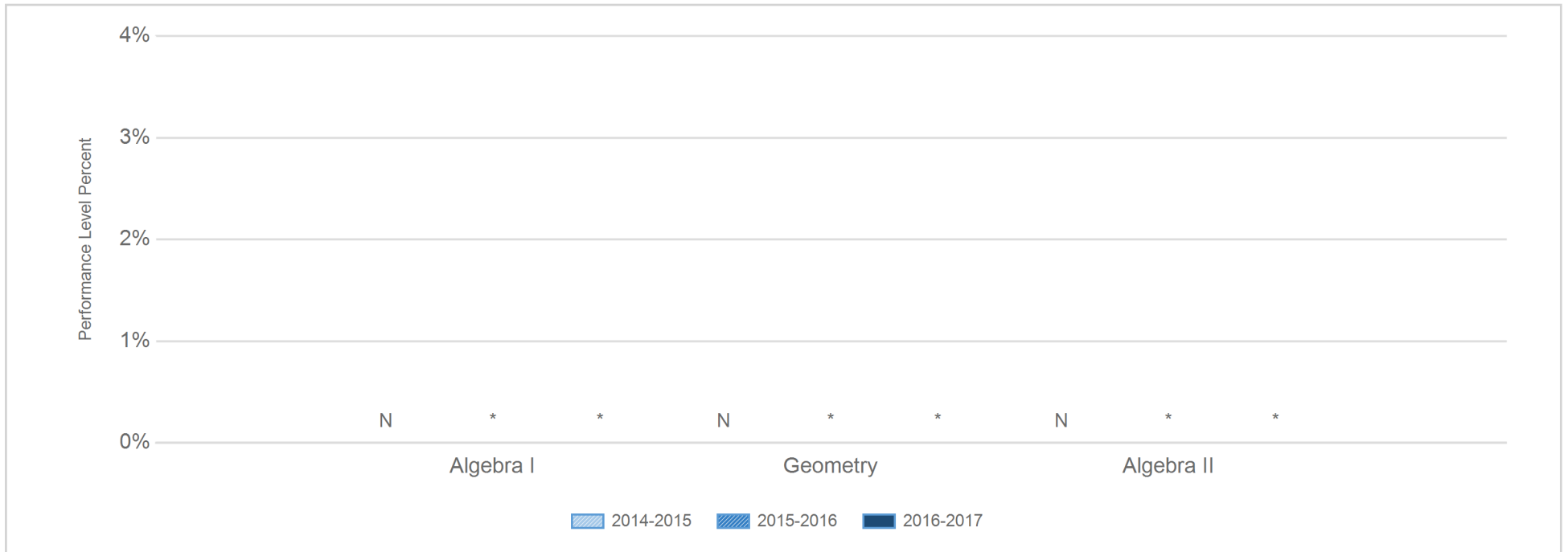


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	12	12

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

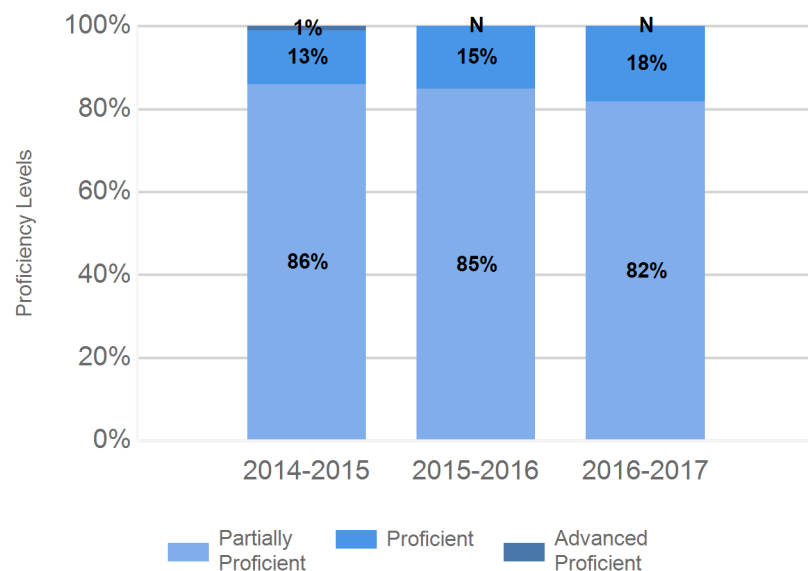
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	N	18%	82%
White	N	*	*
Hispanic	N	23%	77%
Black or African American	N	11%	89%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	21%	79%
Economically Disadvantaged Students	N	17%	83%
Students with Disabilities	N	*	*
English Learners	N	N	*

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	90.2%	89.4%
Percentage of students taking the SAT	70.9%	70.0%
Percentage of students taking the ACT	14.4%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	400	481	Varies By Grade	27%	67%
PSAT - Math	402	483	Varies By Grade	11%	49%
SAT - Reading and Writing	443	551	480	29%	77%
SAT - Math	427	552	530	*	58%
ACT - Reading	19	24	22	34%	65%
ACT - English	19	24	18	45%	79%
ACT - Math	18	24	22	26%	65%
ACT - Science	19	23	23	21%	54%



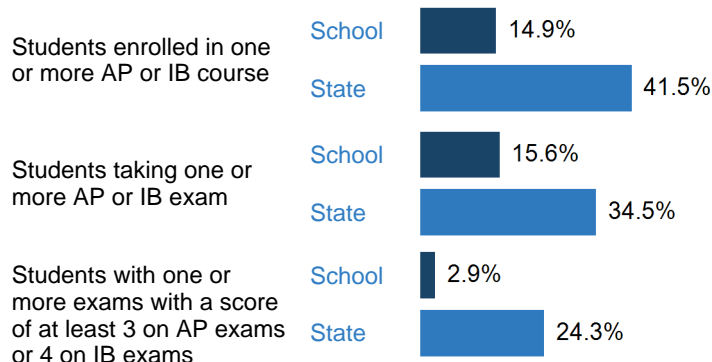
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



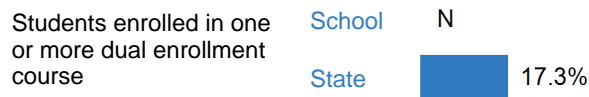
AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	9	9
AP Calculus AB	0	13
AP English Literature and Composition	0	64
AP Human Geography	48	0
AP Physics 1	0	10
AP Spanish Language	0	10
AP U.S. History	41	41
Total Exams Taken		147
Exams with scores of at least 3 on AP exams or 4 on IB exams		22

Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.





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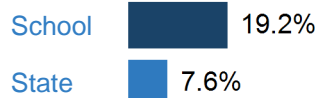
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

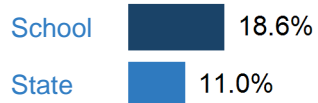
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

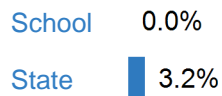
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	0	69	0	0	0	0	0
10	0	279	104	0	0	0	10
11	0	20	301	0	8	0	35
12	0	11	39	0	8	0	63
Schoolwide	0	379	444	0	16	0	108
Enrolled in AP/IB Course					N	N	N

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	0	0	0	405	0
10	8	294	0	1	13	37
11	302	34	0	4	9	8
12	40	47	0	8	12	18
Schoolwide	350	375	0	13	439	63
Enrolled in AP/IB Course	9	0		0	0	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	445	0	0	0	0	0
10	0	375	0	0	0	25
11	0	341	0	0	0	6
12	0	77	0	0	0	38
Schoolwide	445	793	0	0	0	69
Enrolled in AP/IB Course	0	41	0	0	0	48

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	63	0	0	0	0	0	0
10	174	144	0	0	0	0	0
11	75	38	0	0	0	0	0
12	54	22	0	0	0	0	0
Schoolwide	366	204	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	12	0	0	0	0	0	0
Earned Seal of Biliteracy	*	0	0	0	0	0	0



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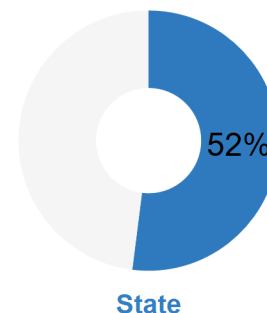
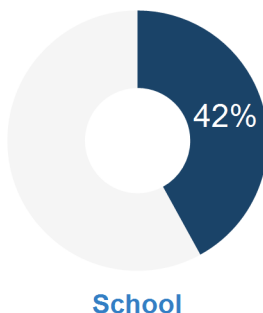
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Visual and Performing Arts – Course Participation

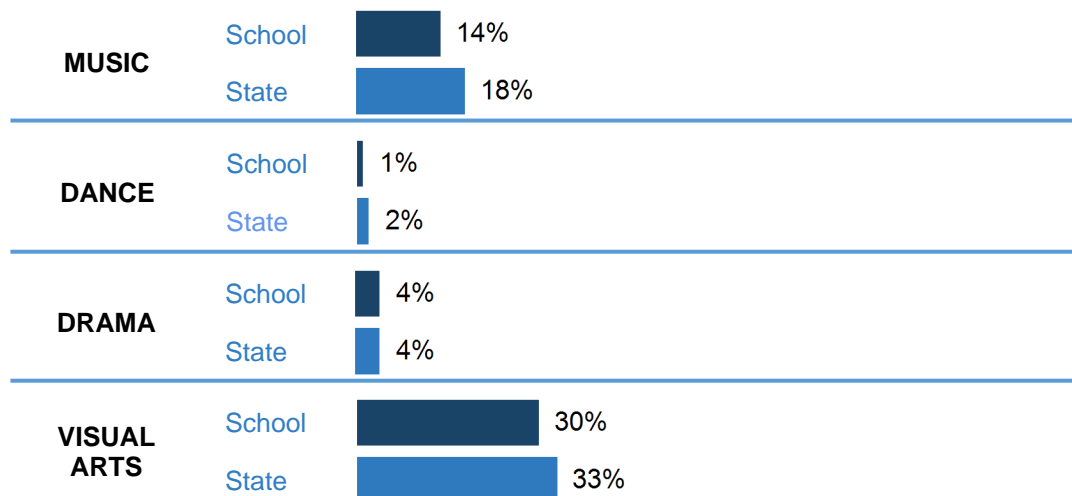
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	81.7%	*	87.3%	*	83.2%	80.5%	Met Target	80.5%	75.7%	Met Target
White	*	94.5%	*	95.1%	*	**	**	*	**	**
Hispanic	87.2%	84.3%	89.0%	86.3%	86.0%	83.8%	Met Target	84.4%	80.6%	Met Target
Black or African American	77.0%	83.4%	85.6%	85.3%	81.0%	79.6%	Met Target	79.8%	76.1%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	85.3%	83.9%	88.0%	85.6%	84.0%	81.3%	Met Target	82.5%	74.4%	Met Target
Students with Disabilities	58.3%	78.8%	76.3%	82.1%	64.2%	79.1%	Not Met	78.1%	65.6%	Met Target
English Learners	93.8%	76.1%	84.2%	79.7%	88.9%	**	**	81.8%	71.9%	Met Target
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

** ESSA accountability targets are only included if data is available for at least 20 students

An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	81.7%	-
2016	83.2%	87.3%
2015	79.7%	80.5%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	1.5%	1.1%
2015-2016	1.7%	1.1%
2014-2015	1.2%	1.1%



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	40.1%	50.4%	49.6%
White	*	*	0%
Hispanic	41.6%	56.5%	43.6%
Black or African American	38.2%	44.4%	55.6%
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	38.3%	50.7%	49.4%
Students with Disabilities	28.1%	75%	25%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	57.6%	65.2%	34.8%	84.3%	15.7%	89.9%	10.1%
White	*	*	*	*	*	*	*
Hispanic	56%	76.2%	23.8%	91.7%	8.3%	94.1%	6%
Black or African American	60.1%	54.4%	45.7%	77.2%	22.8%	85.9%	14.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	58.3%	61.4%	38.6%	84.3%	15.8%	90.6%	9.5%
Students with Disabilities	24.4%	81.8%	18.2%	90.9%	9.1%	90.9%	9.1%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

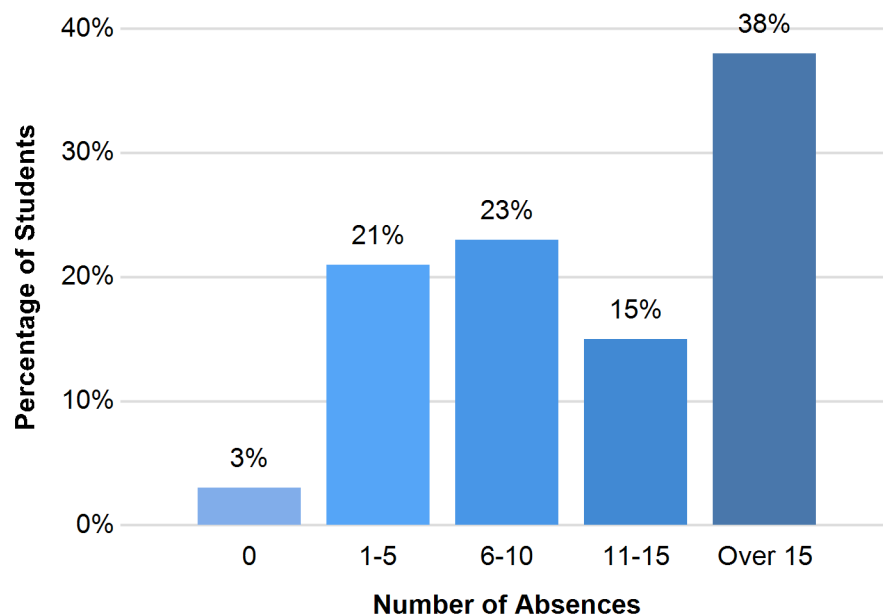
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	32.80	14.30	Not Met
White	65.20	14.30	Not Met
Hispanic	30.30	14.30	Not Met
Black or African American	34.10	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	33.70	14.30	Not Met
Students with Disabilities	44.00	14.30	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



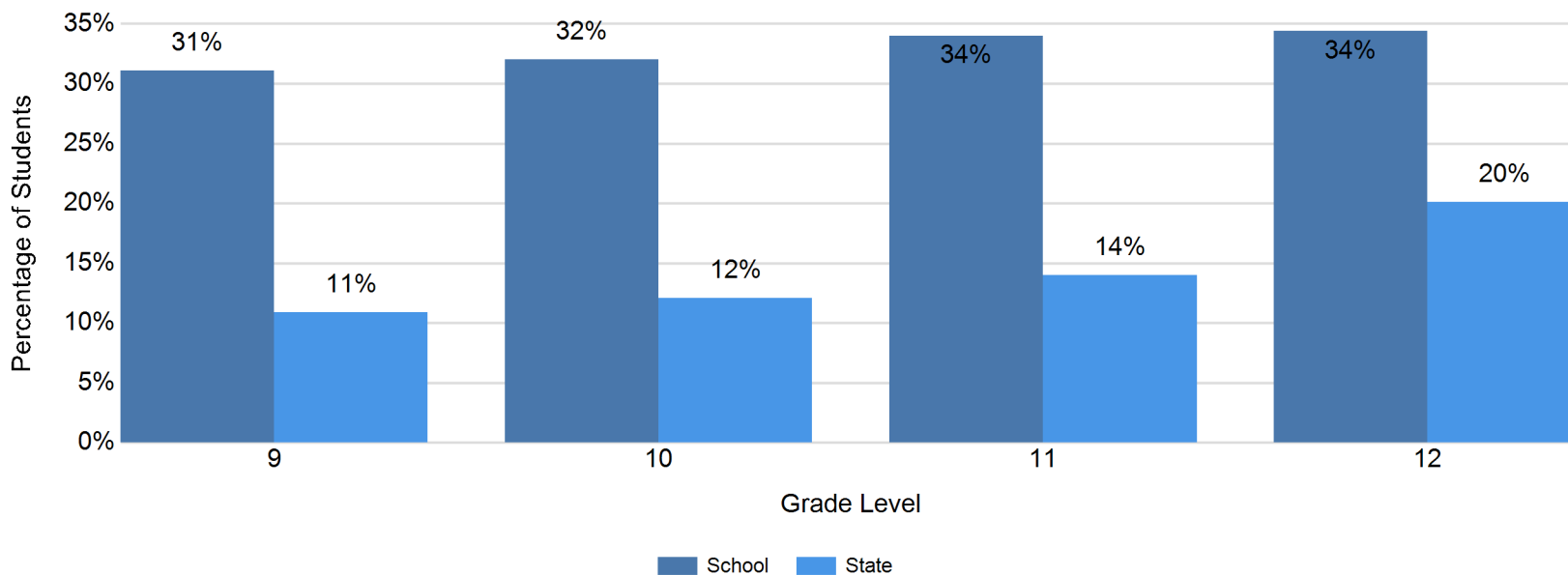


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:15AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	18
Vandalism	5
Weapons	2
Substances	5
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	29
Incidents Per 100 Students Enrolled	1.94

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	11.9%
Any Suspension	11.9%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.4:1	787.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,140	\$16,405	\$17,545



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	143	120,724
Average years experience in public schools	12.9	11.8
Average years experience in district	10.1	10.5
Teachers in district for 4 or more years	70%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	14.8	15.9
Average years experience in district	10.4	11.6
Administrators in district for 4 or more years	72%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	14:1
Administrators	249:1	284:1
Librarian/Media Specialists		818:1
Nurses		569:1
Counselors		422:1
Child Study Team		374:1



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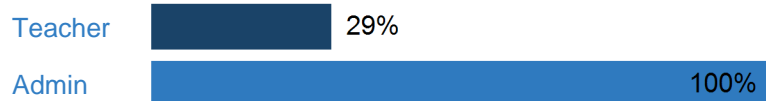
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

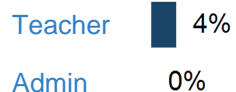
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	13.90	17.5%
Mathematics Proficiency	9.90	17.5%
Graduation - 4-Year	16.60	25.0%
Graduation - 5-Year	11.90	25.0%
Chronic Absenteeism	4.80	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		12.0
Summative Rating: Percentile rank of Summative Score		8.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	12.0	6.2	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
White	**	**	No	**	**	Not Met	**	**	No
Hispanic	26.0	6.2	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Black or African American	19.9	6.2	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	22.6	6.2	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	15.7	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
English Learners	27.2	6.2	No	N	N	**	**	Met Target	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Grant	Email Address:	hgrant@trenton.k12.nj.us
Address:	171 DIVISION STREET TRENTON, NJ 08611	Website:	http://www.trenton.k12.nj.us/tchsmaincampus_home.asp X
Phone:	(609)278-7260	Twitter:	https://twitter.com/tchs_principal

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Graduation rates that increase annually, with 31.7% increase over 4 years. • Highly regarded Orchestra that performs publicly throughout Mercer County and across the State of New Jersey • More than two dozen partnerships that provide students with hands-on experiences that extend beyond the classroom.
 <p>Mission, Vision, Theme:</p>	<p>Trenton Central High School, with the support of educators, families and the community, is dedicated to providing a rigorous educational environment where students are challenged, excellence is expected and differences are valued.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Awards and recognitions during the 2016-17 school year include: Indoor/Outdoor Track Boys Mercer County Team Champions, Boys NJSIAA Group 4 Indoor/Outdoor Track High Jump Champion and 1600m Champion, 2016 Boys All State Soccer Team players and 2016 1st Team All Colonial Valley Conference players.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Students at TCHS have the opportunity to challenge themselves in honors and Advanced Placement courses in the core subject areas of English, math, science and history. Dual enrollment with Mercer County Community College and Rutgers enables students to earn college credits prior to graduation. The Biology and Chemistry curricula are hands-on, technology-based courses aligned with PSI. Four small learning communities offer specialized career and technical education courses.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Co-ed)</p> <p>Trenton Central High School student athletes excel on the court/field and in the classroom. Student athletes have earned Division I scholarships in football, cross country and track and field.</p>
 <p>Clubs and Activities:</p>	<p>Co-Curricular & Extra-Curricular Activities include: Art Club, Bobashela Yearbook Club, Channel 19 Club, Choir, Cosmetology Club, Culinary Club, Cyber Patriot Club, Dance Troup, DECA, Future Business Leaders of America (FBLA), Gay/Straight Alliance, Interact Volunteer, International Club, JROTC Color Guard, JROTC Drill Team, JROTC Raider Team, Ladies of Distinction, National Honor Society, Orchestra, Robotics, Student Government, Technical Assistance Club, Theatre Troup</p>
 <p>Before and After School Programs:</p>	<p>A variety of after school programs are offered by our community partners. The VIP program, sponsored by MCCC, provides academic tutoring. College planning is offered exclusively to seniors through the Urban Academics Academy. The Princeton University Preparatory Program provides both academic and cultural enrichment to prepare identified students for Ivy League educations. Students have the opportunity to participate in any after school program as transportation is provided via an activity bus.</p>








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 <p>Staff and Professional Learning:</p>	<p>Our district and school offer professional development sessions on predetermined topics based on student and staff needs. In addition, teachers experience job-imbedded professional learning communities weekly, which focus on student data and instructional strategies. To support Professional Development Plans, all staff are encouraged to seek PD beyond the district. Trenton’s partnership with Foundation for Educational Administration allows all staff to choose from a complete catalog of topics.</p>
 <p>Postsecondary Information:</p>	<p>Our school offers a variety of programs to assist students in planning their postsecondary experiences. College Connections provides hands on assistance with college applications, college essay writing and financial aid. FAFSA workshops are offered during school and in the evenings. Students hear from a variety of college admissions officers at the annual Ivy League College Fair and receive SAT and ACT tutoring through our partnership with the Princeton University Preparatory Program.</p>
 <p>Student Supports and Services:</p>	<p>TCHS offers a complete range of programs for students who have been determined to be "Eligible for Special Education and Related Services." These services include: Inclusion classes Out of Class Replacement Speech and language therapy Psychological counseling Child Study Teams assigned to each school Transition Services program Work study programs in and out of school Support groups for students "</p>
 <p>Student Health and Wellness:</p>	<p>Success begins with students’ health and wellness. Free, nutritional breakfast is offered each morning. Students learn health and wellness in physical education and health each year. On-site nurses offer health services daily. Students’ mental wellness is cared for by School Counselors and School Based Youth Services Program (SBYSP). SBYSP is staffed with licensed social workers/clinicians who provide individual sessions, focus groups, and referrals to outside mental health agencies as needed.</p>
 <p>Parent and Community Involvement:</p>	<p>Trenton Central High School organizes parent programs and events that celebrate our partnership with parents. Programs include: Freshmen Orientation, Back to School Night, High School Discovery Nights, Dads and Donuts, Student Honor Celebrations, Parent Breakfast and our annual Father/Daughter Dance. Parents are also active members in the School Leadership Team. The SLT works with building administration and school staff to create a climate of cooperation and focus on pupil achievement.</p>



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Facilities:

A state of the art high school is under construction on Chambers Street. The new facility will provide space for each small learning community's career-themed courses, with television and dance studios, baking and commercial kitchens, and engineering, automotive, and sports medicine labs. During construction we are housed on three campuses. The 9th Grade Academy is in a converted elementary school; STEM and HRTB are housed downtown while VPA and COMM share a Chestnut Avenue campus.



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Other Information:

The 9th Grade Academy acclimates students to the high school experience and is focused on, and committed to, building a college-bound culture. By the end of 9th grade, students will have developed strong academic, social, and personal skills that will enable them to succeed throughout high school and college. The Hotel, Restaurant, Tourism and Business Academy offers a strong academic program to prepare students for a collegiate experience that will serve them in a wide variety of career opportunities. The Career Technical Education programs in this small learning community include: Culinary Arts, Baking, Marketing and Finance. The School of Communications is committed to the intellectual development of students, instilling in them the skills to continue a process of lifelong learning. Students will develop skills in journalistic reporting and information-gathering techniques, photojournalism, digital imaging, advertising, and the basics of studio production. The STEM Community offers advanced educational opportunities for students in the fields of science, technology, engineering and mathematics. The educational program provides students with a high quality, project-based education in the areas of Engineering, Robotics, and Building and Design. Students design their own independent and group based investigations intended to create an enthusiasm for discovery, invention and application. The Visual and Performing Arts Academy offers a strong academic program in an intellectually stimulating environment conducive to creative thinking and performance. Academics are infused into the visual and performing arts courses providing opportunity to discover and develop artistic talents and interests, exposing students to careers in art and arts-related fields. Specialized courses are offered in drama, dance, visual arts, and music. "