



Trenton Central High School - West Campus

2016-2017

Grade Span 09-12

21-5210-051

MERCER

Trenton Public School District

1001 WEST STATE ST

TRENTON, NJ 08618

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	177	199	268
10	213	148	202
11	163	157	123
12	125	151	142
Ungraded	6	1	5
Total	684	656	740

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%	50%	49%
Male	48%	50%	51%
Economically Disadvantaged Students	79%	80%	78%
Students with Disabilities	15%	15%	12%
English Learners	29%	33%	46%
Homeless Students			0%
Students in Foster Care			0%
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
Hispanic	55.4%
Black or African American	43.0%
White	1.0%
Asian	0.4%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

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	730
Shared Time Students	19
Full Time Equivalent	740

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
Spanish	48.7%
English	48.2%
Other	2.9%



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Grade Span 09-12

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	317	90.3	14.80	19.60	54.90	14.1	16	Met Target†
White	*	*	*	*	63.90	*	**	**
Hispanic	156	90.5	*	21.50	39.80	*	12.1	Met Target†
Black or African American	156	89.7	19.30	17.60	35.20	18.1	19.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	53.80	80.70	N	**	**
American Indian or Alaska Native	*	*	*	20.00	53.70	N	**	**
Two or More Races	*	*	*	26.70	54.90	N	**	**
Female	157	91.6	15.90	24.00	62.20	15.2		
Male	160	89.2	13.80	15.60	48.10	13		
Economically Disadvantaged Students	231	91.9	14.70	19.80	36.20	*	13.1	Met Target
Non-Economically Disadvantaged Students	86	86.0	15.10	18.80	65.80	*		
Students with Disabilities	62	92.5	*	*	20.50	*	N	N
Students without Disabilities	255	89.9	*	*	61.90	*		
English Learners	123	89.4	*	12.20	25.20	*	N	N
Non-English Learners	194	91.1	*	21.80	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

** 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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TRENTON, NJ 08618

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	260	702	712	749	58%	18%	15%	*	*	10%	52%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	173	691	706	733	*	*	*	*	*	*	35%
Black or African American	83	724	719	730	24%	23%	35%	*	*	18%	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	121	711	720	756	*	*	*	*	*	*	60%
Male	139	694	704	741	*	*	*	*	*	*	43%
Economically Disadvantaged Students	204	702	712	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	56	702	709	758	*	*	*	*	*	*	62%
Students with Disabilities	31	701	*	714	*	*	*	*	*	*	13%
Students without Disabilities	229	702	*	754	*	*	*	*	*	*	58%
English Learners	158	686	*	690	*	*	*	*	*	*	*
Non-English Learners	102	727	*	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	*	*	*	705	*	*	*	*	*	*	*



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Grade Span 09-12

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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	103	716	713	743	32%	29%	18%	*	*	20%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	28	723	727	728	*	*	*	*	*	21%	34%
Black or African American	73	715	703	725	33%	30%	*	18%	*	21%	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	53	718	719	752	28%	28%	*	*	*	19%	54%
Male	50	715	707	734	36%	30%	*	*	*	22%	39%
Economically Disadvantaged Students	67	718	711	726	25%	*	*	*	*	19%	32%
Non-Economically Disadvantaged Students	36	713	717	751	44%	*	*	*	*	22%	54%
Students with Disabilities	31	686	683	704	*	*	*	*	*	*	12%
Students without Disabilities	72	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	44	709	717	736	*	*	*	*	*	*	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	13	707	726	731	*	*	*	*	*	*	34%
Black or African American	30	710	710	728	40%	*	*	*	0%	10%	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	756	N	N	N	N	N	N	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	26	718	722	744	*	*	*	*	*	*	46%
Male	18	695	712	729	*	*	*	*	*	*	31%
Economically Disadvantaged Students	32	706	717	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	12	716	717	740	*	*	*	*	*	*	42%
Students with Disabilities	*	*	*	709	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	44	709	718	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	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.

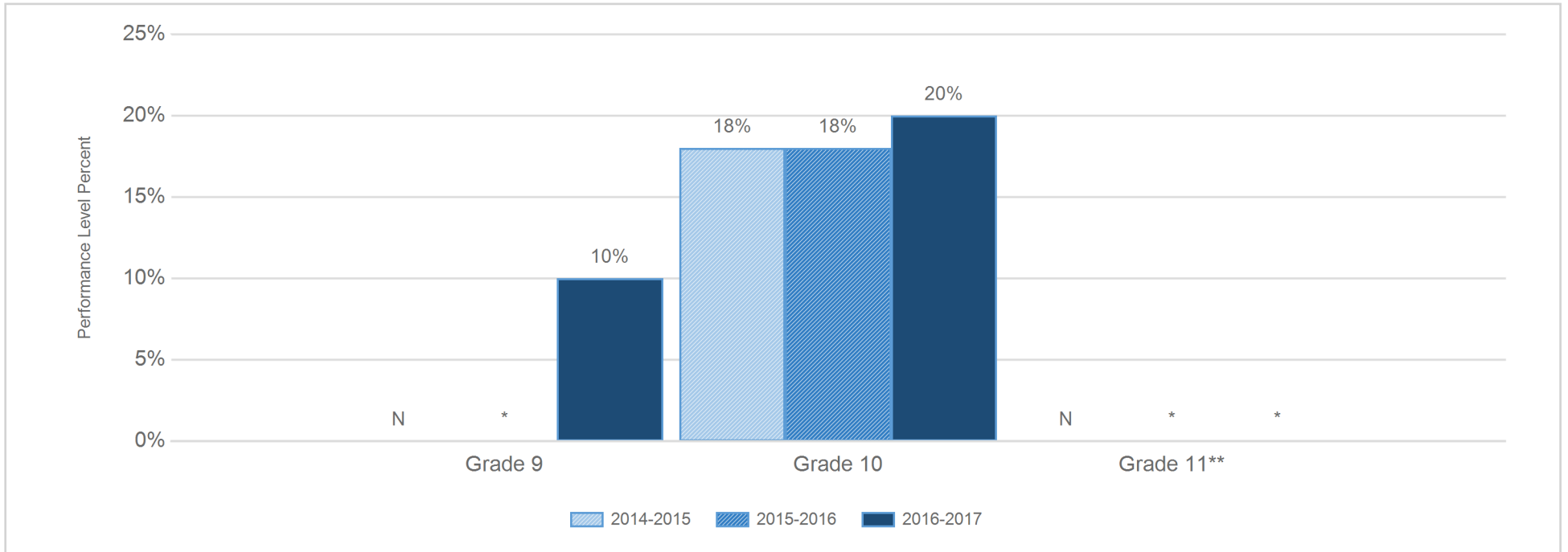


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English Language Arts/Literacy Assessment - Performance Trends

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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Grade Span 09-12

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	362	89.4	*	*	43.50	*	7.5	Not Met
White	*	*	*	*	52.40	*	**	**
Hispanic	205	90.9	*	11.00	27.60	*	4.6	Met Target†
Black or African American	149	87.2	*	*	21.70	*	11.1	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	172	89.4	*	*	44.10	*		
Male	190	89.5	*	*	42.90	*		
Economically Disadvantaged Students	259	90.8	*	*	25.10	*	7	Not Met
Non-Economically Disadvantaged Students	103	86.0	*	*	54.30	*		
Students with Disabilities	54	87.1	*	*	16.50	*	N	N
Students without Disabilities	308	89.8	*	*	48.80	*		
English Learners	180	90.7	*	*	23.30	*	N	N
Non-English Learners	182	88.0	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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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	192	704	711	743	*	*	*	*	*	*	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	115	699	711	728	*	*	*	*	*	*	24%
Black or African American	74	711	*	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	N	N	N	741	N	N	N	N	N	N	41%
Female	92	704	*	744	*	*	*	*	*	*	43%
Male	100	703	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	146	703	711	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	46	705	709	751	*	*	*	*	*	*	52%
Students with Disabilities	30	705	702	714	*	*	*	*	*	*	10%
Students without Disabilities	162	703	713	747	*	*	*	*	*	*	47%
English Learners	110	698	697	708	*	*	*	*	*	*	*
Non-English Learners	82	712	714	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	*	*	*	715	*	*	*	*	*	*	21%



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Grade Span 09-12

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	202	706	709	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	127	702	708	722	*	*	*	*	*	*	14%
Black or African American	73	713	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	N	N	N	733	N	N	N	N	N	N	32%
Female	89	709	710	735	*	*	*	*	*	*	31%
Male	113	704	707	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	136	704	708	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	66	711	710	740	*	*	*	*	*	*	39%
Students with Disabilities	25	702	*	711	*	*	*	*	*	*	*
Students without Disabilities	177	707	*	738	*	*	*	*	*	*	*
English Learners	103	700	700	710	*	*	*	*	*	*	*
Non-English Learners	99	714	711	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	*	*	*	704	*	*	*	*	*	*	*



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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	100	687	693	725	*	*	*	*	*	*	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	55	684	695	710	*	*	*	*	*	*	14%
Black or African American	42	689	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	*	*	*	718	*	*	*	*	*	*	25%
Female	53	686	691	725	*	*	*	*	*	*	27%
Male	47	687	694	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	67	687	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	33	686	*	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	43	675	675	692	*	*	*	*	*	*	*
Non-English Learners	57	696	695	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	*	*	*	702	*	*	*	*	*	*	14%

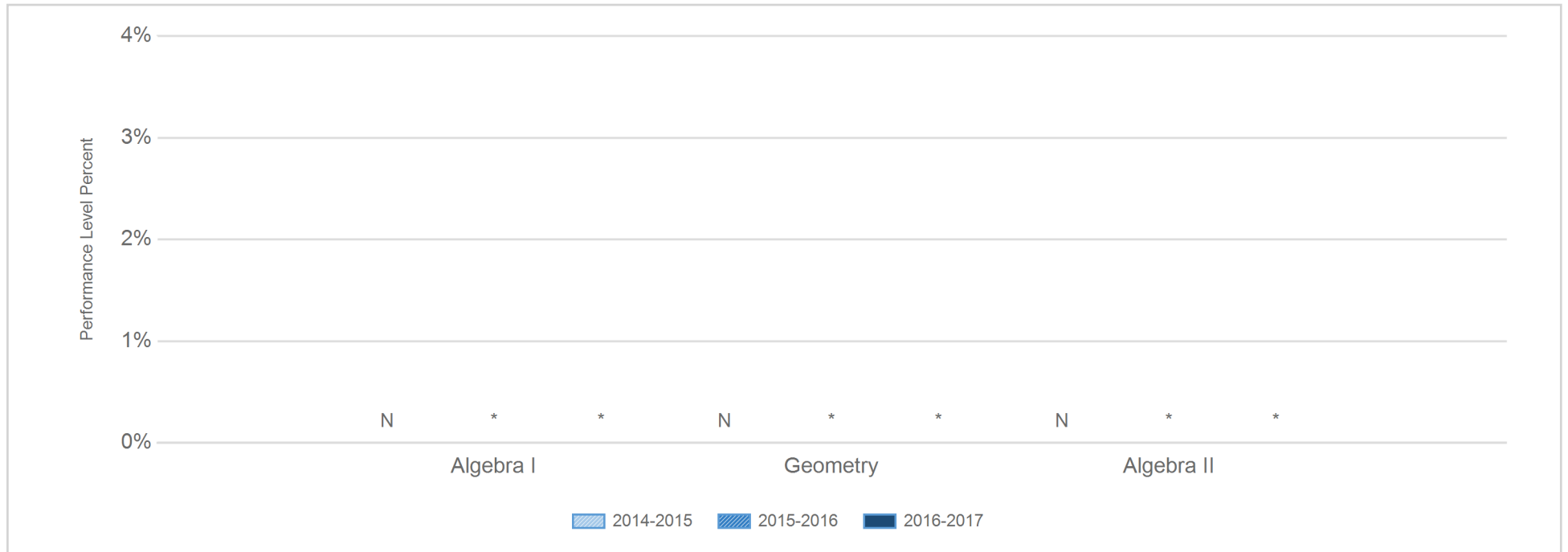


Trenton Central High School - West Campus
2016-2017
Grade Span 09-12

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

Mathematics Assessment – Performance Trends

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





Trenton Central High School - West Campus
2016-2017

Grade Span 09-12

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

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	*	*

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	133	*	*
2	81	*	*
3	55	*	*
4	30	*	*
5+	19	*	*



Trenton Central High School - West Campus
2016-2017

Grade Span 09-12

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

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.

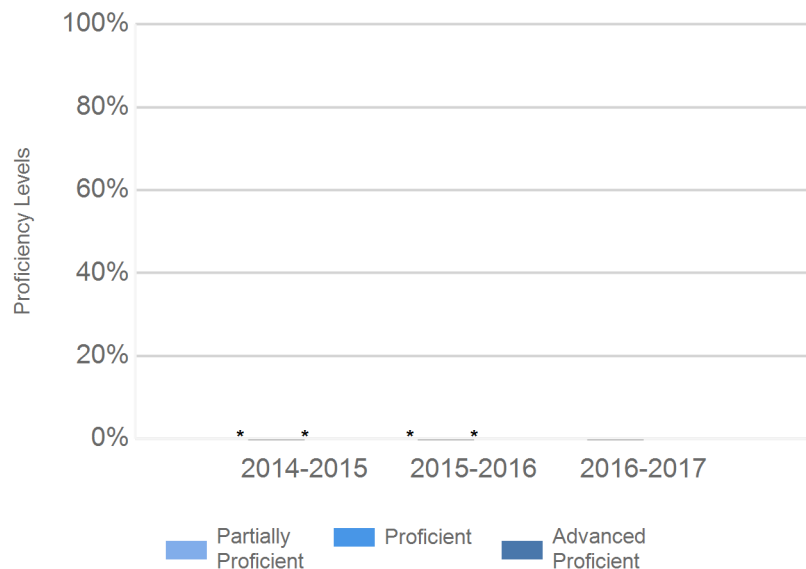
Biology Assessment - Performance

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	*	*
White	N	N	*
Hispanic	N	*	*
Black or African American	N	*	78%
Asian, Native Hawaiian, or Pacific Islander	N	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	*	*
Students with Disabilities	N	N	*
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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



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



Trenton Central High School - West Campus
2016-2017

Grade Span 09-12

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

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	100.0%	89.4%
Percentage of students taking the SAT	79.2%	70.0%
Percentage of students taking the ACT	*	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	363	481	Varies By Grade	21%	67%
PSAT - Math	375	483	Varies By Grade	12%	49%
SAT - Reading and Writing	452	551	480	34%	77%
SAT - Math	437	552	530	10%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



Trenton Central High School - West Campus
2016-2017

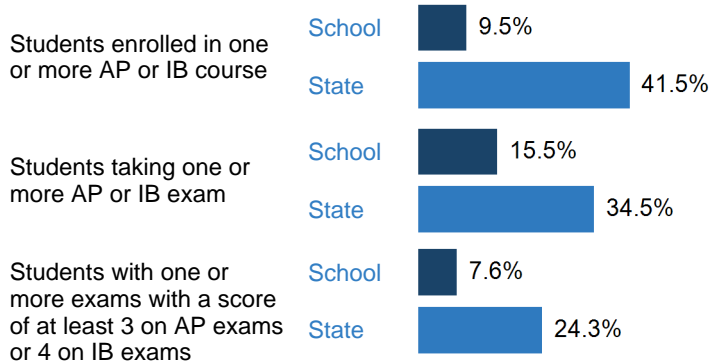
Grade Span 09-12

21-5210-051
MERCER
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TRENTON, NJ 08618

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.



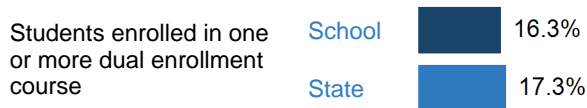
AP/ IB Courses Offered

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	8	6
AP Calculus AB	0	4
AP Chemistry	0	5
AP English Language and Composition	0	14
AP Human Geography	17	0
AP Spanish Language	0	22
Total Exams Taken		51
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.





Trenton Central High School - West Campus
2016-2017

Grade Span 09-12

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

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.

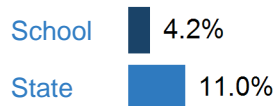
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

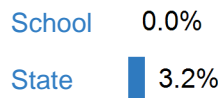
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Human Services	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



Trenton Central High School - West Campus
2016-2017

Grade Span 09-12

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

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	38	29	20	0	0	0	0
10	1	166	23	0	0	1	0
11	0	14	90	0	0	0	6
12	0	12	25	0	0	7	4
Schoolwide	39	221	158	0	0	8	10
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	11	8	0	78	82	0
10	107	95	0	5	0	0
11	22	94	0	3	0	0
12	11	38	0	19	1	9
Schoolwide	151	235	0	105	83	9
Enrolled in AP/IB Course	8	0		0	0	0



Trenton Central High School - West Campus
2016-2017

Grade Span 09-12

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

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	105	3	0	0	0	1
10	5	103	0	0	0	34
11	1	69	0	0	0	19
12	4	31	0	0	0	21
Schoolwide	115	206	0	0	0	75
Enrolled in AP/IB Course	0	0	0	0	0	17

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	80	35	0	0	0	7	0
10	93	48	0	0	0	22	0
11	22	15	0	0	0	15	0
12	21	7	0	0	0	6	0
Schoolwide	216	105	0	0	0	50	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	19	0	0	0	0	0	0



Trenton Central High School - West Campus
2016-2017
Grade Span 09-12

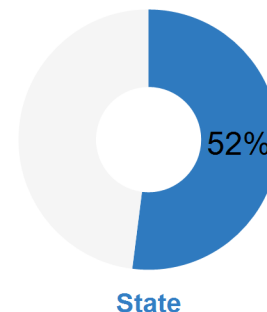
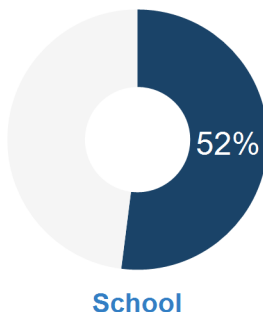
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Visual and Performing Arts – Course Participation

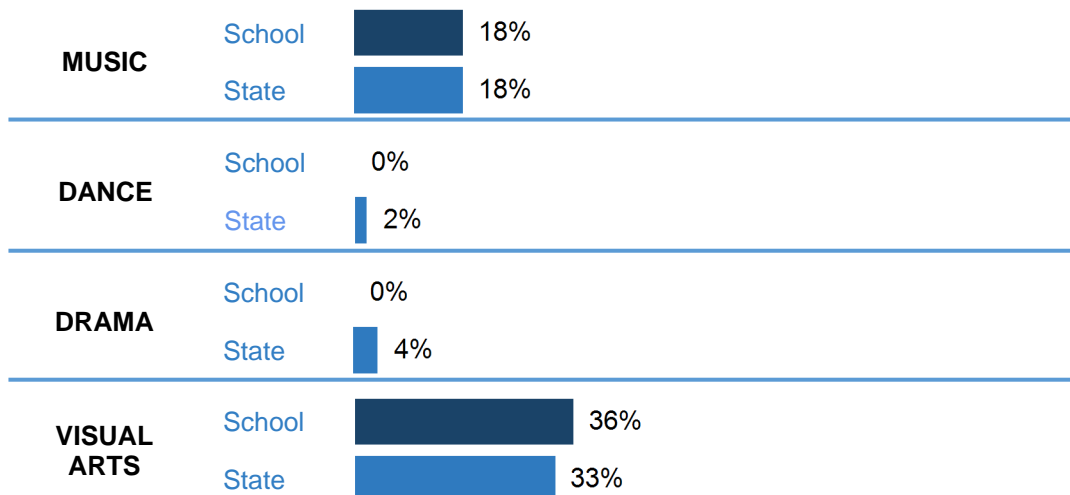
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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





Trenton Central High School - West Campus
2016-2017
Grade Span 09-12

21-5210-051
MERCER
 Trenton Public School District
 1001 WEST STATE ST
 TRENTON, NJ 08618

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	85.7%	*	93.5%	*	91.8%	84.3%	Met Target	87.9%	85.8%	Met Target
White	*	94.5%	*	95.1%	*	**	**	*	**	**
Hispanic	82.8%	84.3%	92.9%	86.3%	92.9%	83.1%	Met Target	87.2%	76.1%	Met Target
Black or African American	87.0%	83.4%	93.7%	85.3%	91.2%	84.1%	Met Target	87.6%	87.1%	Met Target
Asian, Native Hawaiian or Pacific Islander	N	96.6%	N	97.5%	N	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	*	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	89.1%	83.9%	93.4%	85.6%	91.4%	81.8%	Met Target	84.5%	87.0%	Not Met
Students with Disabilities	85.7%	78.8%	85.7%	82.1%	85.4%	59.0%	Met Target	65.2%	N	N
English Learners	82.1%	76.1%	97.0%	79.7%	97.0%	N	Met Goal	100.0%	N	Met Goal
Homeless Students	*	73.2%	N	74.4%	N	N	N	*		

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	85.7%	-
2016	91.8%	93.5%
2015	83.7%	87.9%

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	1.9%	1.1%
2015-2016	2.4%	1.1%
2014-2015	2.4%	1.1%

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



Trenton Central High School - West Campus
2016-2017

Grade Span 09-12

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

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	59.4%	61.8%	38.2%
White	0%	0%	0%
Hispanic	50%	76.2%	23.8%
Black or African American	65.5%	56.4%	43.6%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	55.6%	74%	26%
Students with Disabilities	46.7%	85.7%	14.3%
English Learners	38.1%	100%	0%

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	51.6%	59.3%	40.7%	81.5%	18.5%	90.1%	9.9%
White	*	*	*	*	*	*	*
Hispanic	43.4%	73.9%	26.1%	82.6%	17.4%	91.3%	8.7%
Black or African American	55.9%	52.6%	47.4%	80.7%	19.3%	89.5%	10.5%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	53.4%	61.9%	38.1%	79.4%	20.6%	92.1%	7.9%
Students with Disabilities	36.4%	75%	25%	83.3%	16.7%	100%	0%
English Learners	25.8%	100%	0%	87.5%	12.5%	87.5%	12.5%



Trenton Central High School - West Campus
2016-2017

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

Grade Span 09-12

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

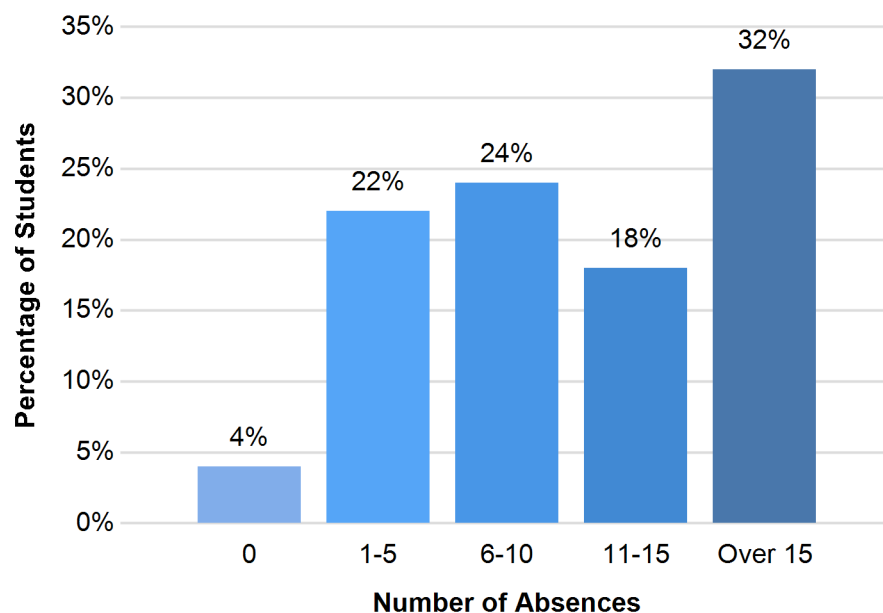
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	31.50	14.30	Not Met
White	N	**	**
Hispanic	30.60	14.30	Not Met
Black or African American	32.40	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	32.10	14.30	Not Met
Students with Disabilities	39.40	14.30	Not Met
English Learners	30.00	14.30	Not Met

** 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.



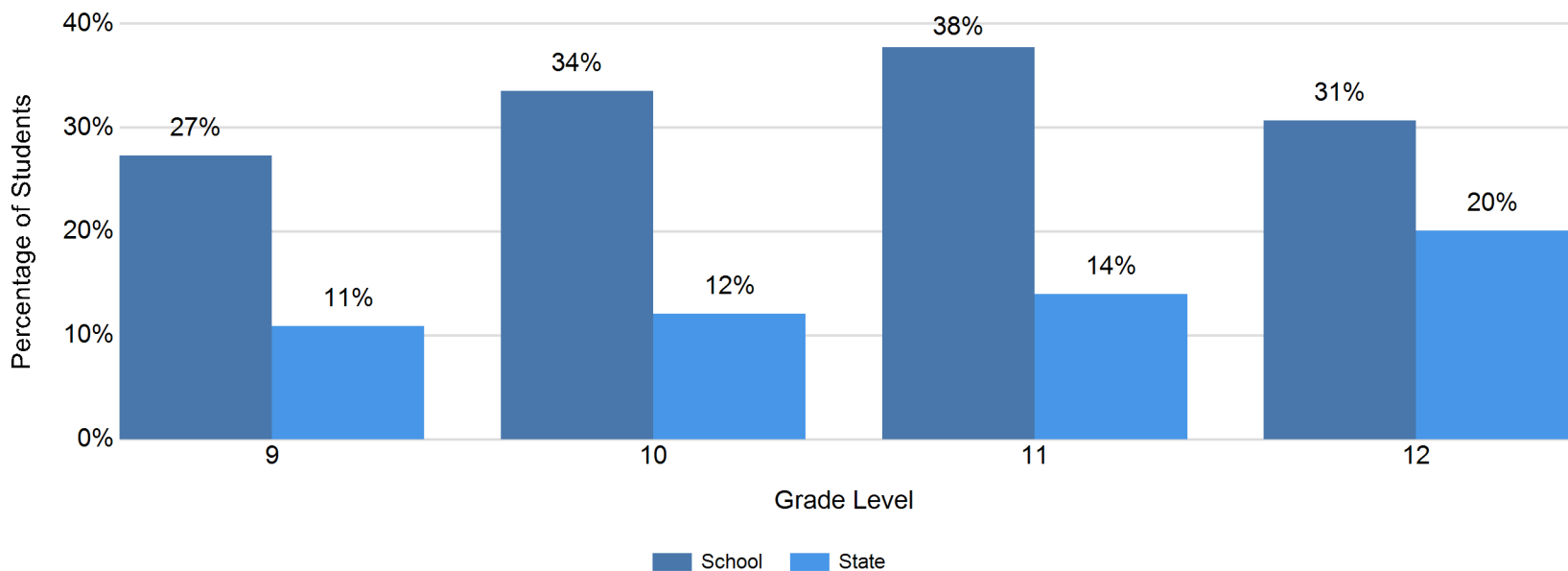


Trenton Central High School - West Campus
2016-2017
Grade Span 09-12

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

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.





Trenton Central High School - West Campus
2016-2017

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

Grade Span 09-12

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	32
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	4.33

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	14.2%
Any Suspension	14.2%

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



Trenton Central High School - West Campus
2016-2017
Grade Span 09-12

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

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	2.1:1	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



Trenton Central High School - West Campus
2016-2017
Grade Span 09-12

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

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	63	120,724
Average years experience in public schools	12.5	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	78%	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	12:1	14:1
Administrators	370:1	284:1
Librarian/Media Specialists		818:1
Nurses		569:1
Counselors		422:1
Child Study Team		374:1



Trenton Central High School - West Campus
2016-2017
Grade Span 09-12

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

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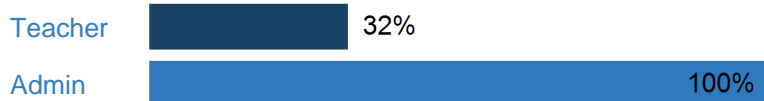
Teachers and Administrators - Level of Education

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%



Trenton Central High School - West Campus
2016-2017
Grade Span 09-12

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

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	7.90	17.5%
Mathematics Proficiency	6.80	17.5%
Graduation - 4-Year	60.00	25.0%
Graduation - 5-Year	22.30	25.0%
Chronic Absenteeism	7.30	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		24.3
Summative Rating: Percentile rank of Summative Score		18.0
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.



Trenton Central High School - West Campus
2016-2017
Grade Span 09-12

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

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	24.3	6.2	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	30.0	6.2	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	35.1	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	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	30.2	6.2	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	19.7	6.2	No	N	N	Not Met	Met Target	N	No
English Learners	56.0	6.2	No	N	N	Not Met	Met Goal	Met Goal	No

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

† Target was met within a confidence interval.



Trenton Central High School - West Campus
2016-2017

Grade Span 09-12




21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

School General Info

Principal:	Mr. Hoppe	Email Address:	mhoppe@trenton.k12.nj.us
Address:	1001 WEST STATE ST TRENTON, NJ 08618	Website:	www.trenton.k12.nj.us/tchswestcampus_home.aspx
Phone:	(609)656-4770		

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"> • Dual Credit courses with Rutgers University and Mercer County Community College • The Model United Nations club has been recognized as a top delegate. • Students have received the Seal of Biliteracy when graduating.
 <p>Mission, Vision, Theme:</p>	<p>Trenton Central High School West Campus, in collaboration with parents and the community, will prepare all students for academic, social and career success. The foundation of our mission is to empower students to reach their full potential by setting high standards and offering diverse learning experiences in a safe and caring environment. Through these principles, students will become responsible, productive citizens and life-long learners in a global society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Students were finalists in the Chemistry Olympiad. Our Model United Nations students received an outstanding delegation award two years in a row.</p>







Trenton Central High School - West Campus
2016-2017
Grade Span 09-12

21-5210-051
MERCER
 Trenton Public School District
 1001 WEST STATE ST
 TRENTON, NJ 08618

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 <p>Courses, Curriculum, Instruction:</p>	<p>We offer dual credit college courses with Rutgers University and Mercer County Community College in addition to AP Literature and Language, AP Literature and Composition, AP Calculus, AP Biology, AP Chemistry and AP US History. Our Career Technical Education (CTE) courses include: Intro to Sports Medicine I and II, National Academy of Sports Medicine I and II, Dynamics of Health Care, Medical Mathematics, and Anatomy and Physiology I and II.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Co-ed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>The Boy's Soccer Team had nine students recognized for Colonial Valley Conference All-County and five recognized for All-State. One wrestler was a district champion and NJ State qualifier.</p>
 <p>Clubs and Activities:</p>	<p>The clubs offered at TCHS West are Stock Market, Model United Nations, Music, International, Yearbook, Art, Computer/STEM, Anime and Magna, Red Cross, Girls United, and Brothers of TCHS West</p>
 <p>Before and After School Programs:</p>	<p>Our students also have opportunities to take course online, Math and English Tutoring, VIP Program through Mercer County Community College, Upward Bound through Mercer County Community College, SEEDS through Mercer County Community College, Princeton University and Bridge to Employment through Johnson and Johnson/TCNJ.</p>







Trenton Central High School - West Campus
2016-2017

Grade Span 09-12

21-5210-051
MERCER
Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

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 <p>Postsecondary Information:</p>	<p>We provide 9th -12th grade students the opportunity to take the PSAT/SAT on National SAT Day. Our students also take ASVAB, Accuplacer and AP Exams throughout the school year. Our Bridges to Employment program is supporting 50 students in the 10th grade to prepare them for careers in the health care sector. The VIP program provides standardized test preparation for our students. Students are provided fee wavier to take the ACT and SAT.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners receive bi-lingual education opportunities and extended school day throughout the school year. Our child study team is housed in the building to support students with disabilities. Mercer County Community College and TCNJ provide tutoring after school.</p>
 <p>Student Health and Wellness:</p>	<p>We offer a free breakfast program in the morning. All students take physical education/health every year they are enrolled in school. Student Assistance Counselor provides programming to promote health and wellness of students.</p>
 <p>Parent and Community Involvement:</p>	<p>We have a PTA that meets monthly. Parents also participate on our School Leadership Council. Parents have access to Power School to see student grades and communicate with staff. Partnerships with Big Brother Big Sisters, Mercer County Community College, The College of New Jersey, Johnson and Johnson, Novo Nordisk and Princeton University.</p>



Trenton Central High School - West Campus
2016-2017
Grade Span 09-12

21-5210-051
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 Trenton Public School District
 1001 WEST STATE ST
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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

The school climate survey is completed annually. The results are compiled to do a needs based assessment for our School Wide Plan.



Trenton Central High School - West Campus
2016-2017
Grade Span 09-12

21-5210-051
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Trenton Public School District
1001 WEST STATE ST
TRENTON, NJ 08618

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Other Information:

The current Trenton Central High School West opened its doors originally in 1923 as Junior High School Number Three. It has produced thousands of successful citizens of the community and the world. There are great expectations for the future of the students and community that the school was designed to serve. It has undergone numerous transitions through its 90 year history. In the 1990's it was renamed Arthur J. Holland Middle School, in honor of the city's long time mayor, Arthur J. Holland. In 2004, it was renamed and repurposed as Trenton Central High School West. Along with the change in name has come a change in the student body served. The focus shifted from the 6-8 grade population to the current 9-12th grade population. The foundation of our mission is to empower students to reach their full potential by setting high standards and offering diverse learning experiences in a safe and caring environment. Through these principles, students will become responsible, productive citizens and life-long learners in a global society. We are joined in this mission by numerous community partners. The Parent Teacher Association plays an active and critical role in supporting the mission. TCHS West offers a varied curriculum. It is structured to provide students with the opportunity to meet and exceed New Jersey's High School graduation requirements and prepare all for their choice of college and career. Students have taken advantage of the opportunity as evidenced by their admission to some of the most prestigious institutions of higher learning in the area, including Princeton University, New Jersey Institute of Technology, Cornell, Seton Hall University and the University of Pennsylvania. Students are encouraged to have a voice in classroom and school improvement. They are continuously challenged and charged to take responsibility for their future, by setting goals and identifying action steps needed to reach their goals.