

High School Options Guide

2008-2009



Breakthrough

Saint Paul

Mounds Park Academy & Saint Paul Public Schools

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SECTION 1: INTRODUCTION TO HIGH SCHOOL OPTIONS

What do you mean I get to select a high school?

That's right! You get to choose your high school. Not only do you live in a metropolitan area that offers many types of high schools, because you are within the Saint Paul Public School district, you have the right to choose which one to apply to and attend. Since there are so many options available to you (public, charter, parochial, independent, etc.) and various factors to consider, it is important to thoroughly understand and research your options in order to select the high school that is best for you.

Why is selecting the right high school so important?

Choosing which high school to attend is more important today than it has been in years past. Quite simply, the things you do in high school significantly impact your choices beyond graduation. In fact, your college application will basically be a list of what you accomplish during high school.

Because you have a choice as to which high school to attend, it is important to research which types of opportunities are available. Each high school is different; schools have different priorities, provide various types of opportunities, and have unique academic approaches. It is important to find a school that best fits your interests and long-term goals so that you will be best prepared and supported along the way.

What is the process for selecting a high school?

Research

No matter the type of high school, the first step of the selection process will always be research. There is a lot of information to gather and several factors such as honors coursework, location, and cost to consider before making a final choice. Be careful not to get too attached to any one choice before you have had a chance to explore many of them. You might miss out on something great!

Because Breakthrough acknowledges the similarity of choosing a high school and a college, we are designing this process to match the college research and application process. Our goal is that you will begin to think about the different options available to you and gain practical experience for your future college search.

Depending on the schools you want to explore, your research process will look differently. Some schools will have websites, and others will have brochures. It is always a good idea to visit two schools in person, but schools all have different ways for you to do that. Many hold open houses or showcases, and some allow you to shadow a current student during a normal school day.

Apply

Once you have identified the schools that you like best, the next step is to apply. Schools all have different application processes, and it is important that you get those details during your research process. Ask for a copy of the application requirements, which for some schools may include a student statement, parent statement, teacher recommendations, test scores, and your transcripts. Sound familiar? It's almost exactly like what you had to do to get in to Breakthrough Saint Paul!

Choose

Sometime after you apply, you will hear back from the school with an acceptance, wait list, or denial. Again, when and how you hear depends on the school. Along with that information will come forms that you and your family will need to complete and return to enroll. Wait to hear back from all of the schools you applied to before you choose one. That way you will know all of your options before making your final choice.

How is BSP going to help me select a high school?

Breakthrough Saint Paul will meet with each 8th grade student and family to discuss the different high school options and provide a profile of various high schools available for you to start the research process. BSP will also provide assistance in the application process and provide additional resources, if desired.

What is my/our responsibility when selecting a high school?

The first responsibility is to schedule and complete a one-on-one meeting with a Breakthrough staff member. At this meeting, you will get this packet, talk through and begin the research process, and solidify next steps.

In order to determine which school is best for him or her, Breakthrough requires each student to think about what qualities s/he wants in a high school and rank them in order of highest priority to lowest priority. Based on the initial outlines of each school, students do more thorough research of the available high schools and choose their top two preferred schools. It is highly recommended that the family schedule a visit or talk with a current student or faculty member to learn more about the different high schools before they make a final selection.

After the one-on-one meeting with a Breakthrough staff member, it is important for the student and the family to complete their research. Use the table we give you in this packet to guide you. If you run into trouble, call us for assistance.

SECTION 2: IDENTIFY YOUR PRIORITIES

The first step in figuring out what high school to attend is to figure out what is important to you in a high school. This section is all about helping you identify your priorities. Once you have completed this section, you will be ready to explore all of your options effectively.

What do you want your college application to say?

As a Breakthrough student, you are on the path to a four year college. Therefore, it is critical that you think about college even when you are making decisions about high school.

Everything that you put on your college application will be based on what you do in the next four years. For this reason, it is worth the time to look at each of the major parts of your college application and to imagine what you want them to say. Each part is taken directly from the University of MN application.

Required High School Coursework

In order to get admitted to college, you need to take a minimum amount of courses in each subject during high school. At the University of Minnesota, it is required that students take the following courses at a *minimum*:

- 4 Years of English
- 3-4 Years of Math
- 3-4 Years of Science
- 3 Years of Social Studies
- 2 Years of a Single Foreign Language
- 1 Year of Visual or Performing Arts

Senior Year Transcript

One way colleges see how much you pushed yourself in high school is to look at the classes you took in your senior year. The more honors and college courses you are taking as a senior, the more you will get noticed!

Term	Course	Cr. #	Cr. Type		Term	Course	Cr. #	Cr. Type	
			HS	Col.				HS	Col.
			<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>

College Credits Already Earned

Many college applicants already have college credits before they formally start college. That's because you can take courses through Advanced Placement (AP), Post-Secondary Educational Opportunities (PSEO), and College in the Schools (CIS). How many college courses will you put on this table when you apply?

Name of college	City/State	Credits Completed	Dates Attended
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College Access Program Participation

Colleges also look to see if you've been working hard to get there by getting involved in special college access programs. Participating in Breakthrough and Admission Possible will give you an advantage in the application process.

- | | | |
|---|---|--|
| <input type="checkbox"/> Admission Possible | <input type="checkbox"/> Project Lead The Way | <input type="checkbox"/> Educational Opp. Center |
| <input type="checkbox"/> Breakthrough | <input type="checkbox"/> St. Paul MEP | <input type="checkbox"/> Talent Search |
| <input type="checkbox"/> FIRST Robotics | <input type="checkbox"/> UMTYMP | <input type="checkbox"/> Upward Bound |

Activities

Colleges want well-rounded students who do more than study. They want leaders who will participate in their extra-curricular activities. Show colleges what you can do at their schools, by demonstrating everything you have done in high school. In four years, what activities will you list here? Remember that colleges look for commitment to activities as well.

School-sponsored activity	Gr. Involved				Leadership positions	# of years
	09	10	11	12		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Outside of school Activity	Gr. Involved				Leadership positions	# of years
	09	10	11	12		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Work Experience

Work experience helps too. List all the jobs you have had during high school.

Place of Employment	Position	City	From-To Dates	Hrs/Wk
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Counselor Form

This form is filled out by your counselor based on your performance. How do you want it to read in four years?

- Curriculum Rating:** Very Demanding Demanding Average
- Class Rank:** Applicant Ranks from the top in a class of students
- GPA:** Cumulative high school GPA of based on a point scale.
- ACT:** English Math Science
- Reading Composite
- SAT:** Verbal Writing Math

Awards

Colleges like to admit students who have set themselves apart all throughout their careers. What special honors, achievements, or awards have you earned during high school that will make you stand out to colleges?

So then what you want from your high school?

Key Academic Factors

Because you are in Breakthrough, we know you are on the track to college. So there are certain things you need to look for in your high school.

- **High School Graduation Rate:** Are almost all students graduating from the high school on time? If so, this reflects a high academic standard and culture of success in the school, and it is more likely that you will have that result yourself.
- **College Enrollment Rate:** Are almost all graduates from the high school going right into college? If so, then this reflects that students are academically prepared to do so, and it again, is more likely that you will have that result yourself.
- **Honors, College-Prep Course Participation:** College guidance staff recognize that academic preparation is the number one reason students are successful in getting to college. If you take a challenging curriculum, you are more likely to do so too. But you can only take those courses if the high school offers them. How many students at the school take honors courses?
- **Standardized Test Scores:** How do students at the school perform on the MCA II tests? How many students take the ACT test? How well do they do on it?
- **College Access Program or Guidance:** Does the high school have a strong guidance counselor system to help you research and apply to college? Or do they have a college access program like Admission Possible to help you?

Other Factors

Above and beyond that, there are many factors to consider. Which ones are most important to you?

- **Extra-Curricular Activities:** Does the school have the sports you want to play or the clubs you want to join? Remember that colleges look closely at how involved you are, and BSP requires that you be involved in at least one extra-curricular activity each year.
- **Location:** Do you want a school that is close to your house? Or close to your after-school activity?
- **Transportation to/from school:** How will you get to and from the school? Can you walk? Would you take the bus? How long of a ride is it? Would transportation concerns stop you from being involved after school?
- **Cost:** How much does it cost to attend the high school? Do they have financial aid? Are there additional fees for activities?
- **Diversity of the student body:** Each high school has a unique composition of people from different races, economic class, gender, interests, etc... In what kind of student body would you feel most comfortable?

My Priorities Brainstorm

Make a list of the important factors you want to consider in your high school. Then identify the top five for you. Then write them in that order in the High School Options chart below:

High School Options Chart

Work with the Breakthrough Saint Paul staff person to fill in this chart. After reading the “Your Priorities” section, you will be ready to fill in the first column with the most important characteristics you want in a high school. After reading the “Your Choices” section, you will be ready to fill in the top box of columns two through four with name of your top three schools. Once you’ve completed those two steps, you’re ready to do the research and fill in each box.

School Characteristic	School 1:	School 2:	School 3:
4-Year High School Graduation Rate			
College Enrollment Rate			
Honors, College-Prep Course Participation			

Once you’ve finished filling in this chart, rate each school 1st, 2nd, or 3rd for each characteristic. Then figure out which characteristics mean the most to you, and decide which school meets the most. You’ll be making an informed decision.

SECTION 3: RESEARCH YOUR OPTIONS

Now that you have a clear sense of your priorities, you are ready to start exploring your options. There are essentially four kinds of high schools you can choose from: public, charter, parochial, and private. Each type is explained in this section.

Public Schools

Public schools are the most common type of school in the United States. They provide a tuition-free education that meets a minimum standard set by the state government to all students. Saint Paul public high schools have a wide variety of academic offerings and focus areas, and all have some amount of honors and college-prep level courses.

** All SPPS data in the section below are from the 2005-06 school year and are provided by the SPPS Data Center website unless otherwise noted.*

Arlington

Overview

Arlington Senior High School is now recognized as St. Paul's "high tech" high school and magnet school of choice for Bio•SMART. Bio-SMART, a program designed to emphasize Science, Math, Academic Rigor and Technology that introduces Arlington students to career pathways in Bio Medical and Health Sciences, Bio Engineering and Technology, and Bio Business and Marketing

Bio-SMART coursework and experiences emphasize the study of bio-science and integration of technology through the examination of health care systems, practices, and procedures; involves students in a challenging instructional program; addresses national and state standards of education; and provides work-based learning experiences that are age and grade appropriate.

Grade 9 and 10 students choose a "House" connected to one of the Pathways listed above, where they spend half of their school day taking their core classes (social studies, English and science) with the same team of teachers for two years. Grade 11 and 12 students take core classes and special elective classes related to their Bio•SMART pathway for two years. A 15-minute Advisory period incorporates Project Wisdom character development training along with reading /math skills and test-taking strategies.

School Demographics

The demographics 2005 – 2006 Year are as follows.

Race/Ethnicity	% Enrolled
African American	35%
American Indian	1%
Asian American	48%
Hispanic American	11%
Caucasian	5%
Other	% Enrolled
F/RL	89%
ELL	58%

4-Year Graduation Rate

The overall 2005-2006 4-year graduation rate at Arlington was 58%.

Race/Ethnicity	% Graduated
African American	40%
American Indian	-
Asian American	75%
Hispanic American	40%
Caucasian	45%
Other	% Graduated
F/RL	57%
ELL	65%

Higher Education Enrollment Rate

The overall higher education enrollment rate of 2006 Arlington *graduates* was 51%. This means that 29% of all ninth graders who start at Arlington complete high school and go on to higher education the next fall.

Race/Ethnicity	% Higher Ed
African American	65%
American Indian	-
Asian American	56%
Hispanic American	-
Caucasian	43%
Other	% Higher Ed
F/RL	53%
ELL	50%

Honors Course Options

Advanced Placement (AP)

College In the Schools (CIS)

Post-Secondary Education Opportunity (PSEO)

Honors Course Enrollment

	Passing 0 Honors Courses	Passing 1-2 Honors Courses	Passing 3+ Honors Courses
School-wide	74.9%	7.5%	17%
Race/Ethnicity			
African American	85%	8%	8%
American Indian	83%	11%	5%
Asian American	66%	8%	26%
Hispanic American	85%	6%	10%
Caucasian	76%	6%	18%
Other			
F/RL	76%	7%	17%
ELL	88%	4%	8%

MCA II Scores

	10 th Graders Proficient in Reading	11 th Graders Proficient in Math
Overall	24%	9%
Race/Ethnicity		
African American	21%	5%
American Indian	-	-
Asian American	33%	9%
Hispanic American	23%	-
Caucasian	40%	33%
Other		
F/RL	28%	7%
ELL	27%	1%

ACT Scores

	% of Seniors Taking ACT	Average Composite
Overall	38%	17.3
Race/Ethnicity		
African American	18%	16
American Indian	-	-
Asian American	50%	17.8
Hispanic American	16%	-
Caucasian	14%	-

College Access Programs

AVID

Upward Bound

Admission Possible

Multicultural Excellence Program

Central

Overview

As Minnesota's oldest continuously existing high school, Central has a long and impressive tradition of academic excellence. As a national Blue Ribbon School of Excellence, Central stands as a model for public education serving diverse students.

The school's rigorous academic program is based on state and national standards. The academic program is built upon a strong foundation of gifted/talented courses, general classes, performing arts, media communications and technology, and academy settings for building technology and teaching. Central offers students of all interests and abilities the opportunity to achieve individual educational excellence in an energetic environment supported by eight small learning communities; high-quality staff; involved parents; and school/business partnerships.

School Demographics

The demographics for the 2005-2006 year are as follows:

Race/Ethnicity	% Enrolled
African American	32%
American Indian	1%
Asian American	26%
Hispanic American	5%
Caucasian	36%
Other	% Enrolled
F/RL	51%
ELL	25%

4-Year Graduation Rate

The overall 2005-2006 4-year graduation rate at Central was 73%.

Race/Ethnicity	% Graduated
African American	60%
American Indian	-
Asian American	79%
Hispanic American	59%
Caucasian	83%
Other	% Graduated
F/RL	63%
ELL	70%

Higher Education Enrollment Rate

The overall higher education enrollment rate of 2006 Central *graduates* was 71%. This means that 52% of all ninth graders who start at Central complete high school and go on to higher education the next fall.

Race/Ethnicity	% Higher Ed
African American	64%
American Indian	-
Asian American	64%
Hispanic American	64%
Caucasian	79%
Other	% Higher Ed
F/RL	63%
ELL	63%

Honors course options

International Baccalaureate (IB) Program

Advanced Placement (AP)

Quest/College in the Schools (CIS)

Honors Course Enrollment

	Passing 0 Honors Courses	Passing 1-2 Honors Courses	Passing 3+ Honors Courses
School-wide	46%	13%	40%
Race/Ethnicity			
African American	68%	15%	17%
American Indian	79%	17%	4%
Asian American	48%	16%	36%
Hispanic American	57%	20%	22%
Caucasian	25%	9%	66%
Other			
F/RL	26%	12%	62%
ELL	78%	8%	14%

MCA II Scores

	10 th Graders Proficient in Reading	11 th Graders Proficient in Math
Overall	24%	9%
Race/Ethnicity		
African American	21%	5%
American Indian	-	-
Asian American	33%	9%
Hispanic American	23%	-
Caucasian	40%	33%
Other		
F/RL	28%	7%
ELL	27%	1%

ACT Scores

	% of Seniors Taking ACT	Average Composite
Overall	56%	22.3
Race/Ethnicity		
African American	39%	22
American Indian	33%	-
Asian American	64%	20
Hispanic American	38%	-
Caucasian	60%	25

College Access Programs

Admission Possible

Upward Bound

Como Park

Overview

Como Park is a vibrant, diverse, urban high school with many opportunities for all students to achieve, succeed, and thrive. It serves students of all abilities and interests, offering a solid academic framework, from an excellent Special Education program to an Advanced Placement program that is one of the most successful in the state. Newsweek magazine has rated Como Park High School in the top tier of American high schools!

Como Park High School boasts an active JROTC, a fantastic music program, as well as over 30 extracurricular clubs and activities ranging from athletics and yearbook to peer mediation and a newly formed Anime (Japanese animation) club. Como Park is the only St. Paul high school that hosts a dance each month of the school year.

Technology is an important feature of life at Como Park, and is integrated into classes at all levels. Six computer labs are available for students to work on reading skills, creative design projects, presentation graphics, computer animation, creative writing and the school newspaper. A unique science computer lab gives students in science classes hands-on access to state-of-the-art technology to collect and analyze data in earth and space science, environmental science, biology, chemistry, and physics courses.

School Demographics

The demographics for the 2005-2006 year are as follows:

Race/Ethnicity	% Enrolled
African American	23%
American Indian	1%
Asian American	30%
Hispanic American	7%
Caucasian	38%
Other	% Enrolled
F/RL	61%
ELL	33%

4-Year Graduation Rate

The overall 2005-2006 4-year graduation rate at Como Park was 72%.

Race/Ethnicity	% Graduated
African American	46%
American Indian	-
Asian American	81%
Hispanic American	64%
Caucasian	78%
Other	% Graduated
F/RL	67%
ELL	73%

Higher Education Enrollment Rate

The overall higher education enrollment rate of 2006 Como Park *graduates* was 68%. This means that 49% of all ninth graders who start at Como Park complete high school and go on to higher education the next fall.

Race/Ethnicity	% Higher Ed
African American	65%
American Indian	-
Asian American	56%
Hispanic American	-
Caucasian	43%
Other	% Higher Ed
F/RL	53%
ELL	50%

Honors Course Options

Advanced Placement (AP)
College in the Schools (CIS)

Honors Course Enrollment

	Passing 0 Honors Courses	Passing 1-2 Honors Courses	Passing 3+ Honors Courses
School-wide	59%	9%	32%
Race/Ethnicity			
African American	85%	6%	10%
American Indian	82%	12%	6%
Asian American	59%	12%	29%
Hispanic American	70%	9%	21%
Caucasian	41%	10%	49%
Other			
F/RL	72%	10%	18%
ELL	86%	6%	8%

MCA II Scores

	10 th Graders Proficient in Reading	11 th Graders Proficient in Math
Overall	52%	25%
Race/Ethnicity		
African American	30%	11%
American Indian	-	-
Asian American	48%	14%
Hispanic American	41%	9%
Caucasian	74%	45%
Other		
F/RL	38%	13%
ELL	39%	3%

ACT Scores

	% of Seniors Taking ACT	Average Composite
Overall	62%	21
Race/Ethnicity		
African American	29%	17
American Indian	33%	-
Asian American	68%	19
Hispanic American	32%	-
Caucasian	64%	24

College Access Programs

Admission Possible
AVID

Harding

Overview

Harding High School is a comprehensive high school offering an educational program tailored to individual student needs and interests while promoting community and social awareness.

Harding has five Small Learning Communities: Ninth Grade Academy, Academy of Fine Arts, Human Services Academy, Medical and Environmental Studies Academy, and Science, Engineering and Industrial Technology Academy. These Academies allow students the opportunity to develop a program of courses based on their interests and educational and career goals. As a school, we strive to increase academic achievement for all of our students. Through the academy structure, teachers are developing school-wide procedures to address student academic interventions and are also initiating a school-wide SMART goal that involves improving student achievement in writing.

School Demographics

The demographics for the 2005-2006 year are as follows:

Race/Ethnicity	% Enrolled
African American	21%
American Indian	2%
Asian American	49%
Hispanic American	10%
Caucasian	18%
Other	% Enrolled
F/RL	77%
ELL	52%

4-Year Graduation Rate

The overall 2005-2006 4-year graduation rate at Harding was 68%.

Race/Ethnicity	% Graduated
African American	52%
American Indian	50%
Asian American	80%
Hispanic American	54%
Caucasian	68%
Other	% Graduated
F/RL	65%
ELL	74%

Higher Education Enrollment Rate

The overall higher education enrollment rate of 2006 Harding *graduates* was 57%. This means that 39% of all ninth graders who start at Harding complete high school and go on to higher education the next fall.

Race/Ethnicity	% Higher Ed
African American	59%
American Indian	-
Asian American	59%
Hispanic American	24%
Caucasian	60%
Other	% Higher Ed
F/RL	59%
ELL	46%

Honors Course Options

International Baccalaureate (IB)

Honors Course Enrollment

	Passing 0 Honors Courses	Passing 1-2 Honors Courses	Passing 3+ Honors Courses
School-wide	65%	6%	29%
Race/Ethnicity			
African American	80%	4%	16%
American Indian	80%	8%	12%
Asian American	59%	8%	33%
Hispanic American	73%	7%	20%
Caucasian	57%	6%	37%
Other			
F/RL	69%	7%	25%
ELL	82%	4%	14%

MCA II Scores

	10 th Graders Proficient in Reading	11 th Graders Proficient in Math
Overall	43%	17%
Race/Ethnicity		
African American	39%	5%
American Indian	-	-
Asian American	41%	20%
Hispanic American	31%	18%
Caucasian	66%	18%
Other		
F/RL	41%	14%
ELL	38%	3%

ACT Scores

	% of Seniors Taking ACT	Average Composite
Overall	55%	18
Race/Ethnicity		
African American	35%	17
American Indian	55%	-
Asian American	65%	17
Hispanic American	22%	-
Caucasian	35%	21

College Access Programs

Admission Possible

AVID

Highland Park

Overview

Highland Park Senior High has three small learning communities of no more than 500 students each. Ninth-grade students choose an initial small learning community when registering for classes at Highland and then enter an advisory group where they learn more about the small learning communities. All students develop a six-year learning plan that includes post-secondary education. Highland Park Senior High now has a parent and student advisory group to assist with small learning community development. Small learning community event days allow for community building and educational activities on and off campus related to small learning communities.

Highland Park Senior High's International Baccalaureate (IB) program is a comprehensive and rigorous two-year academic program for highly motivated students interested in a pre-university program. IB courses are offered across the curriculum and students choose how to participate in the program.

School Demographics

The demographics for the 2005-2006 year are as follows:

Race/Ethnicity	% Enrolled
African American	22%
American Indian	1%
Asian American	18%
Hispanic American	11%
Caucasian	48%
Other	% Enrolled
F/RL	48%
ELL	26%

4-Year Graduation Rate

The overall 2005-2006 4-year graduation rate at Highland Park was 73%.

Race/Ethnicity	% Graduated
African American	57%
American Indian	-
Asian American	77%
Hispanic American	56%
Caucasian	82%
Other	% Graduated
F/RL	63%
ELL	62%

Higher Education Enrollment Rate

The overall higher education enrollment rate of 2006 Highland Park *graduates* was 70%. This means that 51% of all ninth graders who start at Arlington complete high school and go on to higher education the next fall.

Race/Ethnicity	% Higher Ed
African American	66%
American Indian	-
Asian American	71%
Hispanic American	48%
Caucasian	73%
Other	% Higher Ed
F/RL	63%
ELL	54%

Honors Course Options

- Advanced Placement (AP)
- College in the Schools (CIS)
- International Baccalaureate (IB)

Honors Course Enrollment

	Passing 0 Honors Courses	Passing 1-2 Honors Courses	Passing 3+ Honors Courses
School-wide	45%	10%	45%
Race/Ethnicity			
African American	70%	13%	16%
American Indian	71%	12%	18%
Asian American	54%	11%	35%
Hispanic American	53%	17%	30%
Caucasian	29%	6%	65%
Other			
F/RL	65%	13%	22%
ELL	74%	12%	14%

MCA II Scores

	10 th Graders Proficient in Reading	11 th Graders Proficient in Math
Overall	67%	29%
Race/Ethnicity		
African American	44%	6%
American Indian	-	-
Asian American	64%	18%
Hispanic American	55%	15%
Caucasian	82%	52%
Other		
F/RL	51%	13%
ELL	58%	14%

ACT Scores

	% of Seniors Taking ACT	Average Composite
Overall	59%	22
Race/Ethnicity		
African American	38%	20
American Indian	40%	-
Asian American	63%	19
Hispanic American	23%	-
Caucasian	56%	25

College Access Programs

Admission Possible

AVID

Humboldt

Overview

Humboldt Senior High School has positioned itself for improved academic achievement and future growth through continuing the implementation a three-part strategic effort that includes: PROGRAM improvements beginning with expanded senior high programs and educational opportunities to better serve students (AVID, Principles of Learning and Advisory); SCHEDULE re-structure so that senior high and junior highs are aligned to continue the healthy working relationship between the two schools; and improved PHYSICAL ENVIRONMENT dramatically improving the functionality and appearance of the campus. In large part, these efforts will be achieved through increased communication and partnerships with the West Side community and the larger city of St. Paul.

Humboldt Senior High School offers a comprehensive curriculum with "rigor, relevance, and relationships" for all students. In the 9th Grade Academy, all students take core courses in English, math, social students and science in scheduled group or "blocks."

Students in grades 10 - 12 are in one of three theme-based academy, also known as Small Learning Communities: Business, Law & Communication Academy (BLCA); Creative Arts & Professional Services Academy (CAPS); and Science, Engineering & Technology Academy (SETA). The academy structure provides students in all grades opportunities to engage in focused career exploration and specific in-school programming to develop the whole student.

School Demographics

The demographics for the 2005-2006 year are as follows:

Race/Ethnicity	% Enrolled
African American	41%
American Indian	3%
Asian American	19%
Hispanic American	20%
Caucasian	17%
Other	% Enrolled
F/RL	80%
ELL	39%

4-Year Graduation Rate

The overall 2005-2006 4-year graduation rate at Humboldt was 41%.

Race/Ethnicity	% Graduated
African American	32%
American Indian	-
Asian American	68%
Hispanic American	33%
Caucasian	41%
Other	% Graduated
F/RL	40%
ELL	46%

Higher Education Enrollment Rate

The overall higher education enrollment rate of 2006 Humboldt *graduates* was 52%. This means that 21% of all ninth graders who start at Humboldt complete high school and go on to higher education the next fall.

Race/Ethnicity	% Higher Ed
African American	61%
American Indian	-
Asian American	68%
Hispanic American	-
Caucasian	46%
Other	% Higher Ed
F/RL	53%
ELL	37%

Honors Course Options

Advanced Placement (AP)
College in the Schools (CIS)

Honors Course Enrollment

	Passing 0 Honors Courses	Passing 1-2 Honors Courses	Passing 3+ Honors Courses
School-wide	70%	9%	21%
Race/Ethnicity			
African American	76%	10%	14%
American Indian	61%	17%	22%
Asian American	70%	4%	26%
Hispanic American	72%	11%	17%
Caucasian	61%	9%	30%
Other			
F/RL	73%	8%	19%
ELL	82%	6%	13%

MCA II Scores

	10 th Graders Proficient in Reading	11 th Graders Proficient in Math
Overall	30%	7%
Race/Ethnicity		
African American	20%	4%
American Indian	-	-
Asian American	24%	7%
Hispanic American	31%	11%
Caucasian	69%	10%
Other		
F/RL	27%	7%
ELL	19%	3%

ACT Scores

	% of Seniors Taking ACT	Average Composite
Overall	28%	17
Race/Ethnicity		
African American	9%	16
American Indian	-	-
Asian American	41%	17
Hispanic American	14%	-
Caucasian	33%	18

College Access Programs

Admission Possible

AVID

Johnson

Overview

Johnson's four-quarter, four-period schedule gives students more choices for in-depth learning than other school schedules. Johnson High School showcases eight smaller learning communities. These communities include: Freshman Focus; Architecture, Construction and Engineering; Arts, Communications and Humanities; Business, Marketing and Management; Education and Human Services; Health Sciences; Hospitality, Tourism and Recreation; and National Resources and Sciences.

Courses designed to support the smaller learning communities include courses Freshman FOCUS, Foundations (sophomore), Frameworks (junior), and Finale (senior). These classes provide students with the tools to make choices for life beyond high school. Students complete a senior project.

School Demographics

The demographics for the 2005-2006 year are as follows:

Race/Ethnicity	% Enrolled
African American	29%
American Indian	2%
Asian American	31%
Hispanic American	12%
Caucasian	26%
Other	% Enrolled
F/RL	70%
ELL	36%

4-Year Graduation Rate

The overall 2005-2006 4-year graduation rate at Johnson was 62%.

Race/Ethnicity	% Graduated
African American	48%
American Indian	-
Asian American	67%
Hispanic American	45%
Caucasian	72%
Other	% Graduated
F/RL	57%
ELL	59%

Higher Education Enrollment Rate

The overall higher education enrollment rate of 2006 Johnson *graduates* was 60%. This means that 37% of all ninth graders who start at Arlington complete high school and go on to higher education the next fall.

Race/Ethnicity	% Higher Ed
African American	59%
American Indian	-
Asian American	57%
Hispanic American	41%
Caucasian	69%
Other	% Higher Ed
F/RL	51%
ELL	40%

Honors Course Options
 Advanced Placement (AP)
 College in the Schools (CIS)
 Quest

Honors Course Enrollment

	Passing 0 Honors Courses	Passing 1-2 Honors Courses	Passing 3+ Honors Courses
School-wide	72%	10%	17%
Race/Ethnicity			
African American	84%	9%	6%
American Indian	82%	12%	6%
Asian American	64%	10%	26%
Hispanic American	82%	8%	9%
Caucasian	67%	12%	22%
Other			
F/RL	78%	10%	13%
ELL	87%	5%	8%

MCA II Scores

	10 th Graders Proficient in Reading	11 th Graders Proficient in Math
Overall	69%	62%
Race/Ethnicity		
African American	46%	8%
American Indian	-	-
Asian American	69%	36%
Hispanic American	63%	10%
Caucasian	91%	51%
Other		
F/RL	56%	16%
ELL	62%	3%

ACT Scores

	% of Seniors Taking ACT	Average Composite
Overall	43%	19
Race/Ethnicity		
African American	25%	18
American Indian	-	-
Asian American	42%	18
Hispanic American	28%	-
Caucasian	45%	20

College Access Programs
 Admissions Possible
 Upward Bound
 Multicultural Excellence Program (MEP)

Charter Schools

Charter Schools are generally small public schools that are governed independently of public school districts. Given that they are public schools, charter schools are required to meet the same educational standards as public schools, but they do so through many different innovative educational models. There is no tuition for students. Due to the small size, spaces can be limited and schools may admit students by a lottery-based admission.

Here are examples of some local Charter High Schools. Remember you need to research charter high schools the same way you would any other school, and it can often be hard to tell how quality a charter school is because many are so new:

- St. Paul Conservatory for the Performing Arts
- Avalon School
- Community of Peace Academy
- Great River Montessori

Parochial Schools

Parochial schools engage students in religious education in addition to basic core academic education. However, students are not required to subscribe to the religion in order to attend. Schools tend to be smaller than public schools, which allows for more individual attention. Parochial schools generally have lower tuition than private schools and offer financial aid.

- Cretin-Derham Hall
- De La Salle
- Hill Murray

Independent Schools

Independent schools are separate from the public education system and religious organizations. School sizes are generally small and have low student-to-teacher ratios. Private schools focus on getting students to college. They provide excellent, rigorous college-preparatory curriculum. Schools aim to provide services tailored to the specific needs of the individual students. Although the cost for these schools is usually high, they may offer financial aid packages and scholarships.

Mounds Park Academy

Mounds Park Academy, founded in 1982, is an independent, PreK through 12, co-educational, college preparatory day school in Saint Paul serving students from throughout the Twin Cities metropolitan area. MPA teaches students to think independently, communicate effectively and act with respect and integrity in a diverse community that models intellectual ambition, global responsibility and the joy of learning.

Other independent schools include:

- Saint Paul Academy
- The Blake School

SECTION 4: NEXT STEPS

Finish Your Research

High School Options Chart

Finish filling out your “High School Options Chart” for your top three schools. Visit their websites, read this packet, call for information, and talk to students who currently attend the school. A good option is to contact Breakthrough’s own high school students.

Open House

Almost every high school provides prospective families with an opportunity to visit the school and ask questions. This is a very important step in the process for both the student and family. Take a tour of the school, meet your teachers, get any application materials, and grill the administrators with your toughest questions. Oh, and do you like the mascot?

Shadowing

If you are very serious about a school, it is also a good idea to visit it during an actual school day. Most high schools have a system for setting you up with a current ninth grader who you will “shadow” for the day. Call them to request one. When you shadow, it is really important to tell your own school why you are missing a day. While you are there, get to know the other students, watch how the teachers interact with students, analyze the schedule, and soak in the atmosphere.

Paragraphs

When you are finished researching, write one paragraph for each of your top two choices explaining why they are your favorites. Make sure to use good paragraph structure. Turn this in to the BSP Student & Family Liaison before winter break.

Apply

Once you have identified the schools that you like best, the next step is to apply. Schools all have different application processes, and it is important that you get those details during your research process. Ask for a copy of the application requirements, which for some schools may include a student statement, parent statement, teacher recommendations, test scores, and your transcripts. Sound familiar? It’s almost exactly like what you had to do to get in to Breakthrough Saint Paul!

Choose

Sometime after you apply, you will hear back from the school with an acceptance, wait list, or denial. Again, when and how you hear depends on the school. Along with that information will come forms that you and your family will need to complete and return to enroll. Wait to hear back from all of the schools you applied to before you choose one. That way you will know all of your options before making your final choice.

SECTION 5: FURTHER RESOURCES

Sample College Application (Blank)

Sample High School Application