



THE SCHOOL DISTRICT OF  
PHILADELPHIA

## School Selection in Philadelphia, 2015-16 to 2018-19: Applications for 9<sup>th</sup> Grade

### Key Findings

- The overall applicant pool was diverse, with students of all racial/ethnic groups equally likely to apply for 9<sup>th</sup> grade admission. Different subgroups were sometimes more or less likely to apply to specific types of programs.
- Male students, students receiving special education services, and English Learners were less likely to apply than students who were female, not receiving special education services, and not English Learners.
- The pool of qualified applicants was much less diverse than both the overall student body and the overall applicant pool.
- Female students were more likely than male students to meet the qualification levels for specialized high schools. Students without IEPs and who were not categorized as English Learners were much more likely to be qualified than their peers with IEPs and who were English Learners.
- For each demographic category, the group(s) with higher qualification rates also had higher application rates to Special Admission schools.
- More qualified students were more likely to participate, regardless of subgroup.

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## Introduction

Each fall (typically September–November), students entering kindergarten through 12<sup>th</sup> grade in the School District of Philadelphia (SDP) have the opportunity to apply to schools that are not their assigned neighborhood or feeder school. Although the School Selection Process (SSP) is typically most well-known for students entering 9<sup>th</sup> grade, students of all grades can apply to the schools, or special programs within schools, they would like to attend the following year. The goal of the SSP is to use an equitable process to maximize the number of students attending optimal-fit schools.<sup>1</sup>

This report is the first in a series that will provide an in-depth analysis of four years of 9<sup>th</sup> grade SSP admissions (SY 2015-16 through SY 2018-19). This first report focuses on applications to schools with competitive criteria, and it addresses the following questions as they pertain to 8<sup>th</sup> grade students:

1. *What were the rates at which different subgroups of 8<sup>th</sup> grade students applied to 9<sup>th</sup> grade schools or programs with competitive criteria?*
2. *What were the qualifications of applicants and/or non-applicants from different subgroups?*

Future reports will examine the later stages of the process, including school decisions to accept (or decline) applicants and applicants' subsequent decisions to accept (or decline) offers of admission. In each report, there will be a special focus on student characteristics (i.e., race/ethnicity, gender, students who are English Learners, and students with IEPs) and school characteristics (i.e., prior school attended and accepting schools).

## How the School Selection Process works in the School District of Philadelphia

Students who participate in the SSP may apply to as many as five programs or schools, which they rank in order of preference. Entry criteria vary, but in broad terms, the programs and schools can be divided into three categories:

- **Neighborhood Schools (NS):** These schools do not have entry requirements outside of capacity limits. Each student has right-of-access to the Neighborhood School associated with their place of residence but may also apply to a different Neighborhood School (or to a program within a Neighborhood School). Applications to Neighborhood Schools are included in overall participation rates, but detailed patterns of NS applications are outside the scope of this report.
- **Citywide Admissions (CW):** These schools might have requirements for acceptable grades, attendance, and/or behavior. During the period covered in this report, these requirements

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<sup>1</sup> For more information about the SDP School Selection Process, please visit <https://www.philasd.org/studentplacement/services/school-selection/>

sometimes varied across schools and/or across years. Admission to these schools requires an application and is not based on residence in a designated area (see Appendix for a list of CW high schools).

- **Special Admission (SA):** As a group, these schools and programs have the most stringent entry criteria. Specific schools have customized requirements, but they generally only admit students who meet minimum standards for grades, standardized test scores, attendance, and behavior. Like CW schools, admission requires application and is not dependent on the student's neighborhood (see Appendix for a list of CW high schools).

Any student in any grade may participate in the SSP, regardless of enrollment in or outside of SDP schools at the time of application. Each year, approximately two-thirds of SSP participants are 8<sup>th</sup> graders planning their transition to high school. In comparison, the next most common group (5<sup>th</sup> graders applying for 6<sup>th</sup> grade) represents approximately 7 percent of all applications.

## Which students are included in this report?

**This report focuses on 8<sup>th</sup> grade students applying for 9<sup>th</sup> grade admission**, as this is the time when students are most likely to participate in the SSP. Students included in the sample were applying for admission to 9<sup>th</sup> grade in SY 2015-16 through SY 2018-19, and were therefore in 8<sup>th</sup> grade during SY 2014-15 through SY 2017-18. ***For consistency, school years referred to in this report will correspond to 9<sup>th</sup> grade admission years, not 8<sup>th</sup> grade application years.***

**This report focuses on SSP participants who were in SDP schools during their 8<sup>th</sup> grade year.** It does not include applicants from charter schools or other external applicants. This decision results from two considerations. First, SDP has the most control over, and can respond most directly to, successes and challenges experienced by their own students. Second, SDP does not have access to many data points for *applicants* from other sectors and even less information about *non-applicants* from these sectors. Including external 8<sup>th</sup> grade potential applicants (from charters or other schools) would severely limit the depth of analysis. As a result, this report focuses on the 98 percent of internal SDP applicants who attended K-12 general education schools directly managed by SDP.<sup>2</sup>

A key theme in this report is the analysis of students who participated in the SSP (*applicants*), in the context of the full pool of students who could have participated (*potential applicants*). This report considers a student a *potential applicant* if he or she was enrolled for at least 10 calendar days in an SDP school during the SSP application window AND if the last school attended during the window was an SDP school. These criteria yielded a sample that included 34,247 *potential applicants*, of which 30,057 (87.8 percent) participated in the SSP as *applicants* (see Box 1 for additional details).

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<sup>2</sup> The remaining 2 percent of SDP SSP 8<sup>th</sup> grade participants between 2014-15 and 2017-18 attended Special Education or Alternative Schools, which are not the focus of this first report.

## Summary of Main Findings

In general terms, 8<sup>th</sup> grade participation in the School Selection Process was high. Across four years, 87.8 percent of the students in our sample submitted at least one application for 9<sup>th</sup> grade admission (in SY 2015-16 through SY 2018-19). Within this context, we highlight some of the key findings that emerged from our framing questions.

1. *What were the rates at which different subgroups of 8<sup>th</sup> grade students applied to 9<sup>th</sup> grade schools or programs with competitive criteria?*
  - **The overall applicant pool was diverse**, with students of all racial/ethnic groups equally likely to participate. Different subgroups were sometimes more or less likely to apply to specific types of programs.
  - Male students, students receiving special education services, and English Learners were less likely to apply than those who were female, not receiving special education services, and not English Learners. In each of these cases, **the gaps were small for simply submitting any application but were more pronounced for applications to Special Admissions schools.**
2. *Were there differences in the qualifications of applicants and/or non-applicants from different subgroups?*
  - **The pool of qualified applicants was much less diverse than both the overall student body and the overall applicant pool.** White and Asian 8<sup>th</sup>-graders were over-represented among competitively positioned applicants, while Black/African-American and Hispanic/Latino students were under-represented. These disparities were largest for the most competitive qualification levels.
  - Female students were more likely than male students to meet each qualification level. Students without IEPs and who were not English Learners were much more likely to be qualified than their peers with IEPs and who were English Learners.
  - For each demographic category, the group(s) with higher qualification rates also had higher application rates to Special Admissions schools.
  - More qualified students were more likely to participate, regardless of subgroup. **When subgroups were under-represented in an application category, it was because they were under-represented at corresponding qualification levels, not because they opted out of the school selection process entirely.**



## Box 1: Details about the Student Sample and Data Used in the Analyses

### Students included in the sample had to meet the following criteria:

- Student was an 8<sup>th</sup>-grader during the application window in school years 2014-15 through 2017-18 for 9<sup>th</sup> grade admission in 2015-16 through 2018-19.
- Student was enrolled for at least 10 calendar days in SDP K-12 schools during that year's application window.
- Student was enrolled in an SDP K-12 school at the close of the application window. If a student was enrolled in multiple schools throughout the window, they were attributed to their last enrolled school for analysis purposes.

Enrollment Year	Potential Applicants	Applicants	Application Rate
2015-16	8,520	7,291	85.6%
2016-17	8,554	7,450	87.1%
2017-18	8,553	7,676	89.7%
2018-19	8,620	7,640	88.6%

### Applicant Definitions

- Applicant: The student submitted at least one application to *any* school.
- NS Applicant: The student submitted at least one application to a *Neighborhood School*.
- CW Applicant: The student submitted at least one application to a *Citywide Admission School*.
- SA Applicant: The student submitted at least one application to a *Special Admission School*.

### Additional Notes

- Students can apply to as many as five different schools, which means individual students might belong to multiple categories. For example, a student might be an Applicant, a CW Applicant, and an SA Applicant.
- This report examines student applicants to high schools with competitive admissions, so analyses are focused on CW and SA Applicants.
- A list of CW and SA High Schools can be found in the Appendix.

### Data Sources

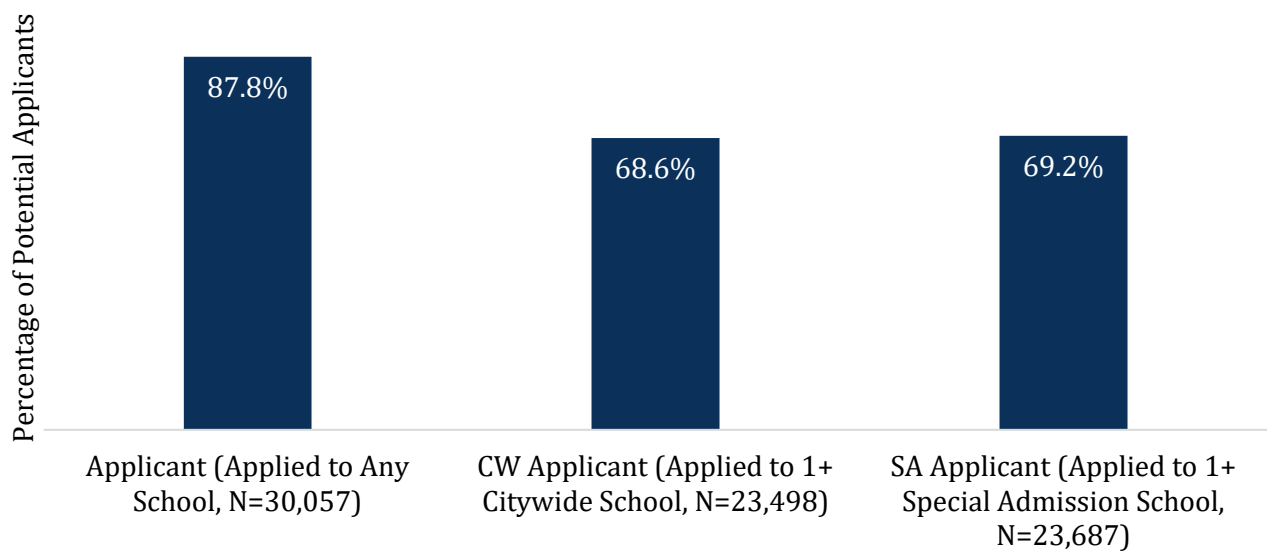
- All data about applications were provided by the Office of Student Enrollment and Placement.
- All data about school characteristics were downloaded from SDP administrative data (as of September 13, 2019).
- All data points about students were downloaded from SDP administrative data (as of September 13, 2019), where available. If a student data point was missing from administrative sources, but was available in the application data, the value in the application was accepted and used.



## What were the rates at which different subgroups of 8<sup>th</sup> grade students applied to 9<sup>th</sup> grade schools or programs with competitive criteria?

Overall, participation rates were high, with 87.8 percent of 8<sup>th</sup> grade students in the sample submitting at least one application (Figure 1). Application rates for CW and SA programs were 68.6 percent and 69.2 percent, respectively.

Figure 1. Percentage of Students who Applied, Overall and by Admission Type (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)

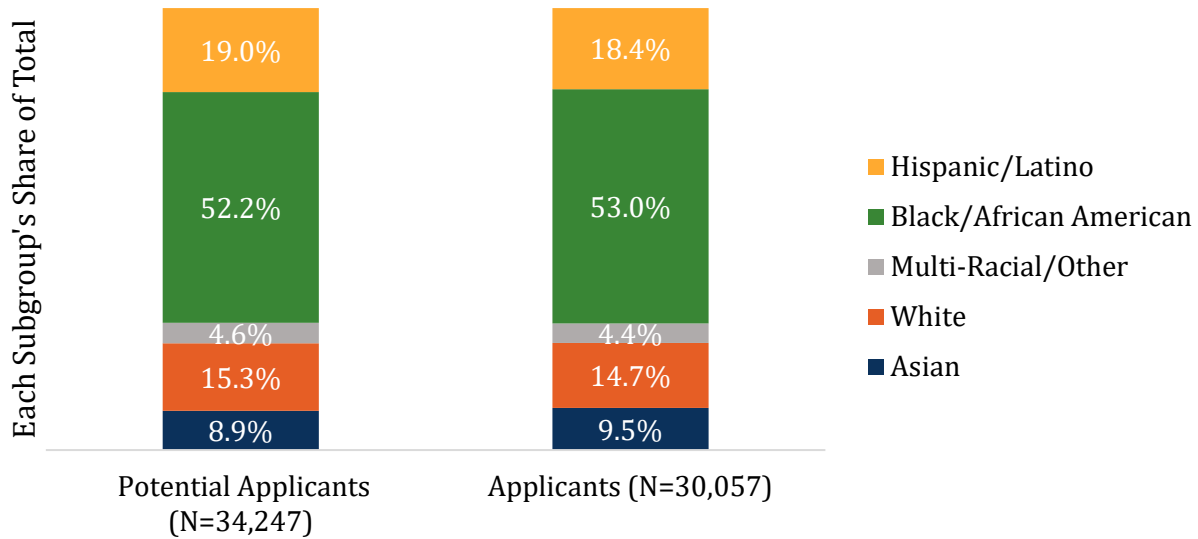


These overall rates may, however, mask different application patterns for different subgroups. This report focuses on exploring these subgroups, beginning with the question of whether members of different subgroups are equally likely to participate in the SSP.

### **Students of each race/ethnicity participated at similar rates, but there were differences in whether they applied to CW or SA programs.**

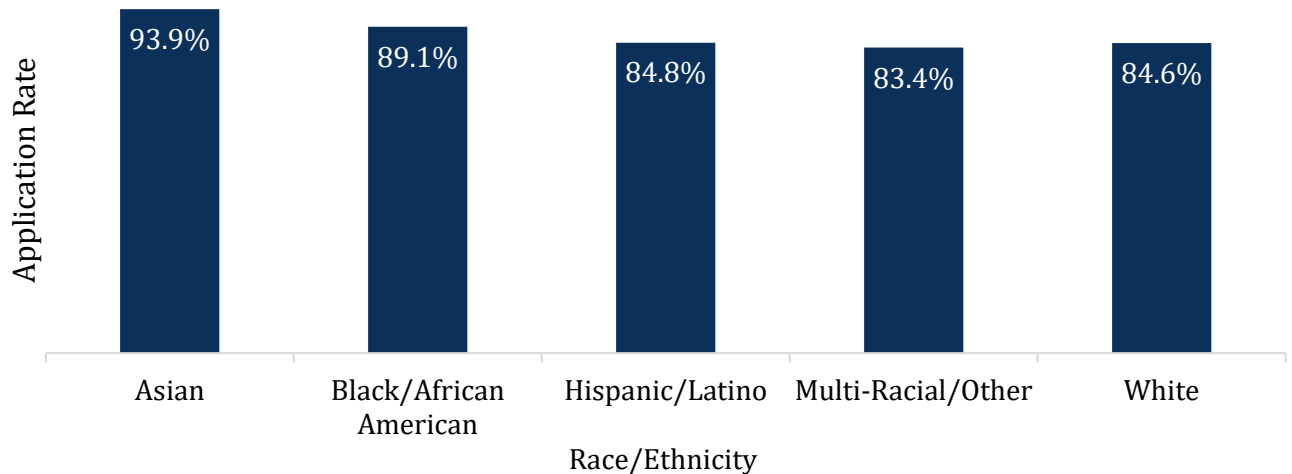
The racial/ethnic distribution of applicants was very close to the distribution of the SDP 8<sup>th</sup> grade student body (Figure 2). This indicates that, overall, no ethnic group was significantly under- or over-represented in terms of SSP participation.

Figure 2. Race/Ethnicity Distribution of Potential Applicants and Applicants (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)



Next, we used the four years of 9<sup>th</sup> grade application data to calculate the *application rate* (or rate of participation) for students in each subgroup. The rate of applying did not vary widely by race/ethnicity (Figure 3). The gap between the highest rate (Asian, 93.9 percent)<sup>3</sup> and lowest rate (Multi-Racial/Other, 83.4 percent) was about 10 percentage points.

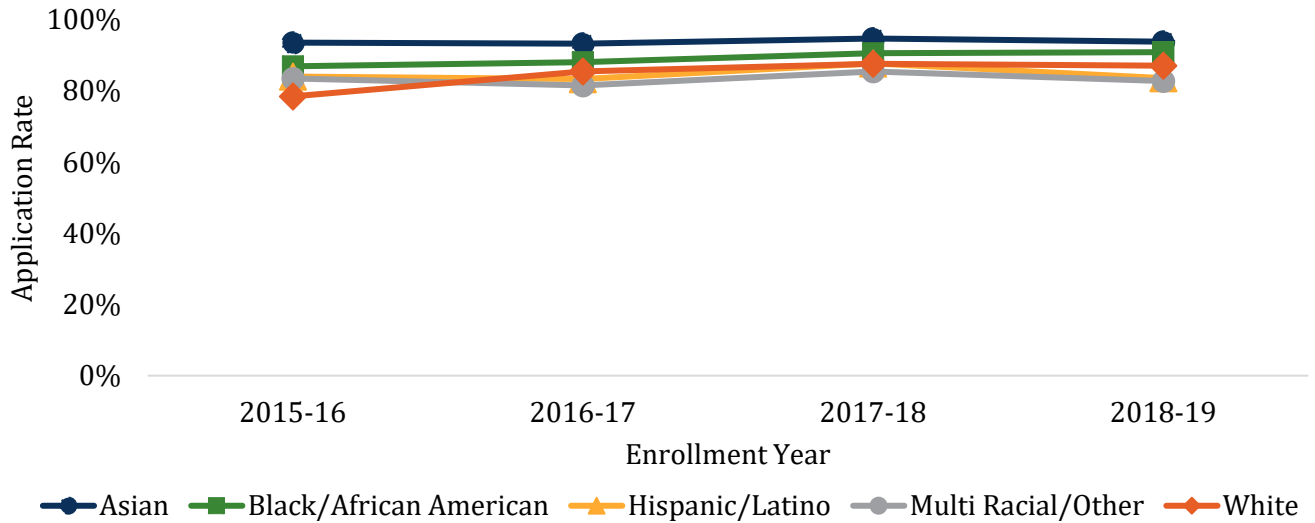
Figure 3. Application Rate, by Race/Ethnicity (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)



<sup>3</sup> While the overall distribution of applicants is similar to that of SDP students (Figure 2), one subgroup (Asian students) participated in the SSP at an especially high rate (Figure 3). These findings may appear to be in conflict, but the Asian population comprises a relatively small portion of the overall pool (8.9 percent). Even though this group participates at the highest rate, they are not numerous enough to change the overall pattern.

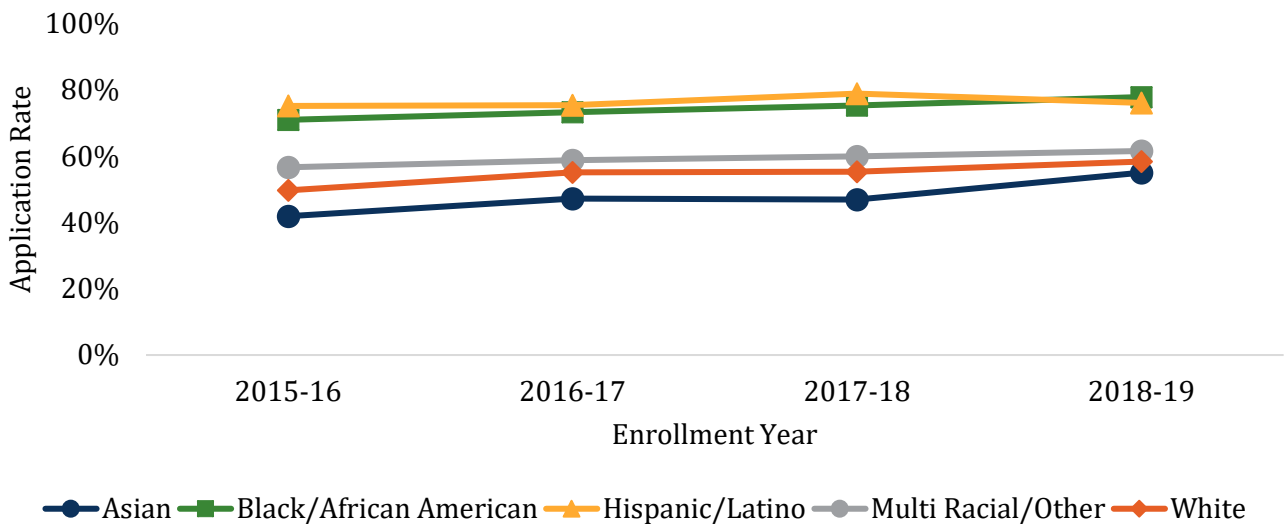
These findings, which incorporate all four years combined, are also stable from year to year (Figure 4). Asian students were consistently the most likely to participate in the SSP, but the differences across groups are small.

Figure 4. Percentage of Each Race/Ethnicity who Submitted Any Application(s), by Year



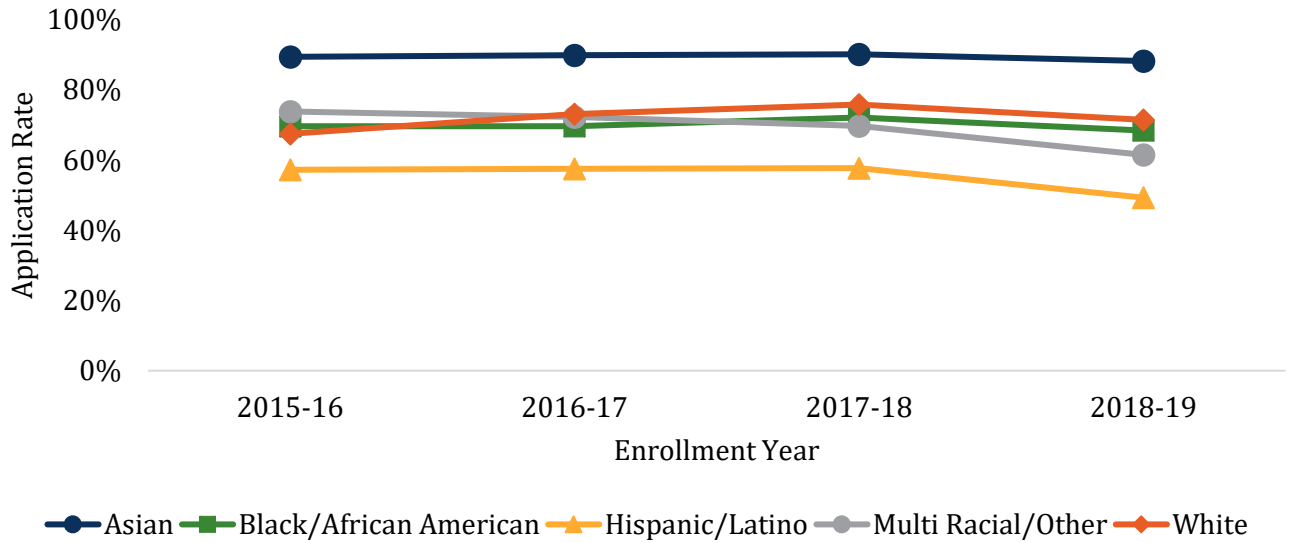
Additional patterns emerge when applicants are organized by the types of programs/schools to which they applied. Across the four years of our sample, all subgroups increased the rate at which they applied to CW schools (Figure 5). However, Black/African American and Hispanic/Latino students were more likely to apply to CW schools than other student subgroups. For example, over the four application years considered in this study, the differences between Black/African American and Asian student application rates to Citywide schools ranged from a minimum of 22.8 percentage points (2018-19) to a maximum of 29.0 percentage points (2015-16).

Figure 5. Percentage of Each Race/Ethnicity who Submitted Citywide Application(s)



The pattern of applications to Special Admission (SA) schools was very different (Figure 6). In this case, each group maintained a stable application rate over the four-year period, with only small fluctuations from year to year. However, the gaps *between* subgroups were wide—and in a different direction than for the CW applicants. In this case, it was Asian students who were more likely than other groups to apply, while Hispanic/Latino students were least likely to apply.

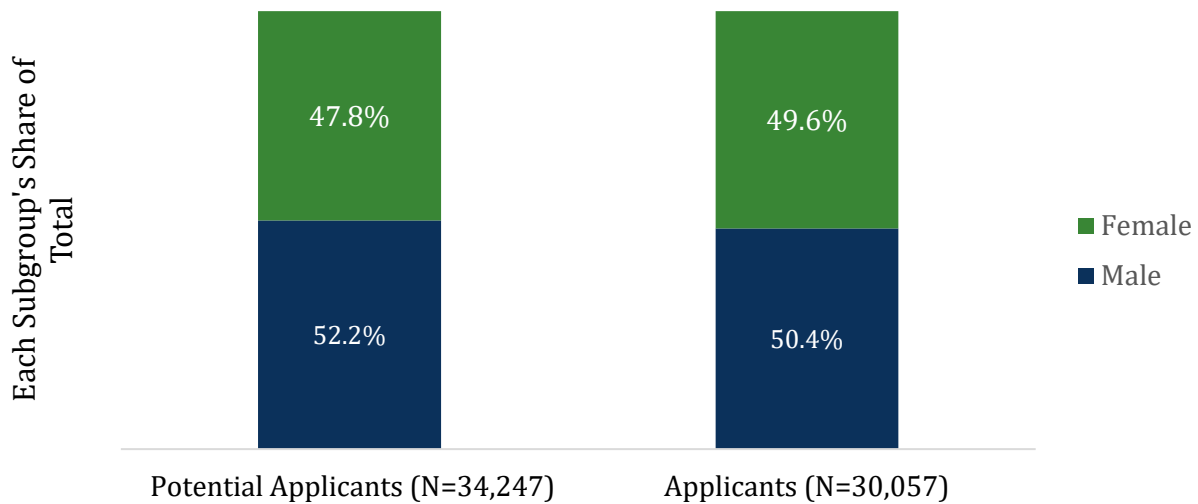
Figure 6. Percentage of Each Race/Ethnicity who Submitted Special Admission Application(s)



## Female students were more likely than male students to apply, especially to SA programs.

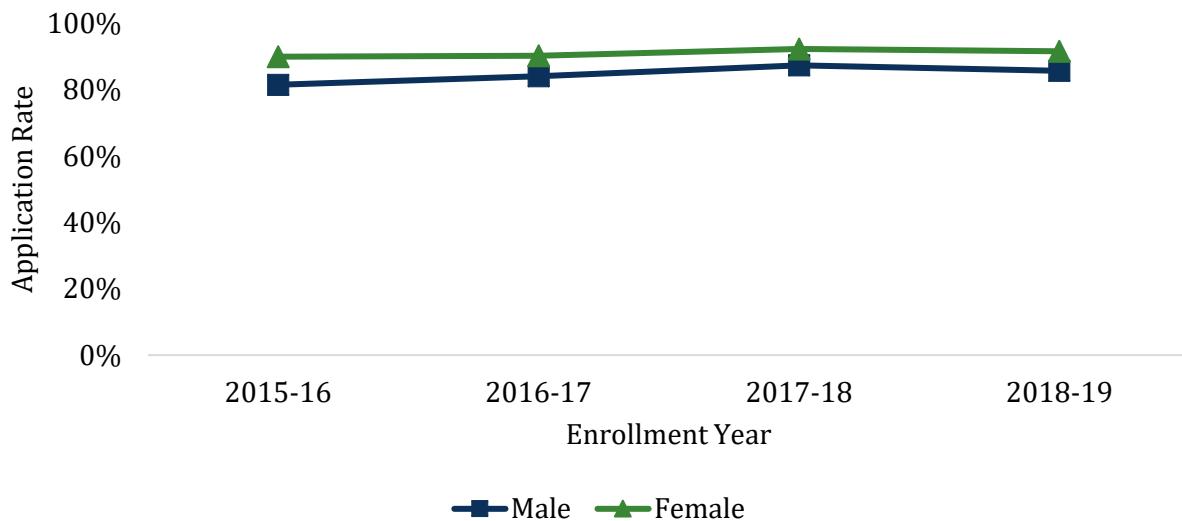
Across the four-year span, there were slightly more male than female potential applicants (Figure 7). Though female students comprised only 47.8 percent of the student pool, they represented 49.6 percent of applicants, indicating that they were slightly more likely to participate in the SSP than their male counterparts.

Figure 7. Gender Distribution of Potential Applicants and Applicants (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)



This overall finding was also consistent on a year-by-year basis (Figure 8). Female students were, by a small margin, consistently more likely to apply.

Figure 8. Percentage of Each Gender who Submitted Any Application(s), by Year



However, when we focus on *where* students applied, gender patterns become more complex. Male students were less likely to apply in general, but they were equally (or very slightly *more*) likely to submit an application to at least one CW school (Figure 9). In contrast, there was a larger gap among applicants to SA schools, where the pattern was reversed and female students were more likely to apply (Figure 10).

Figure 9. Percentage of Each Gender who Submitted Citywide Application(s), by Year

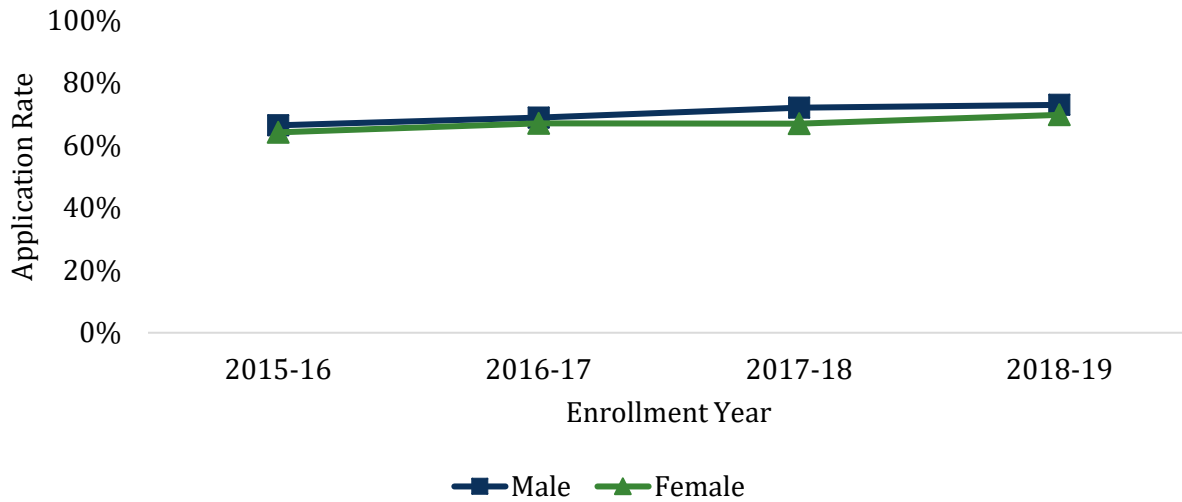
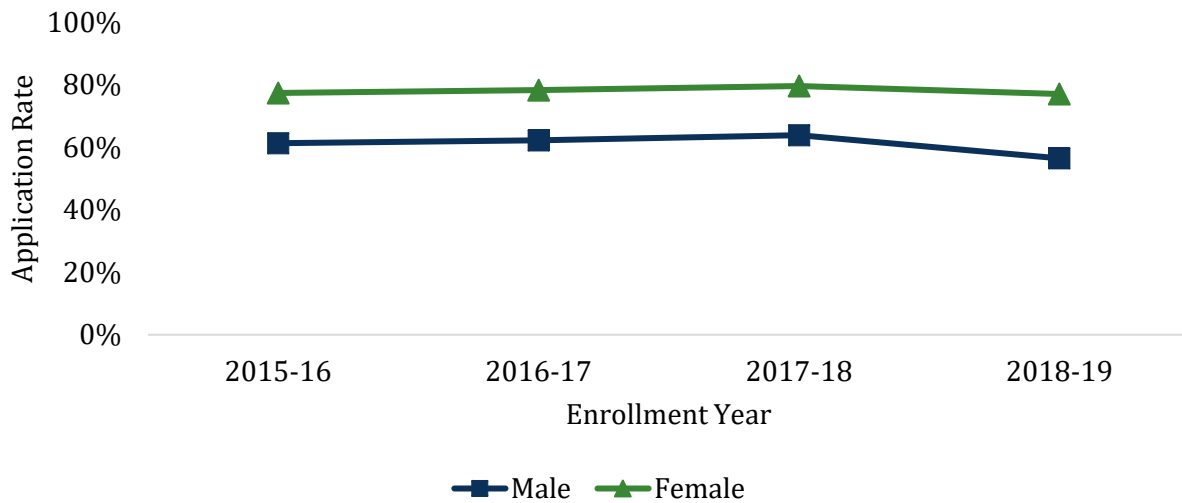


Figure 10. Percentage of Each Gender who Submitted Special Admission Application(s), by Year



When we look at gender and race/ethnicity together, we find that the pattern is straightforward. Female potential applicants of every race/ethnicity were more likely to apply than their male counterparts, and this was true for almost all years. (The exception was among Multi-Racial/Other students in 2017-18.)

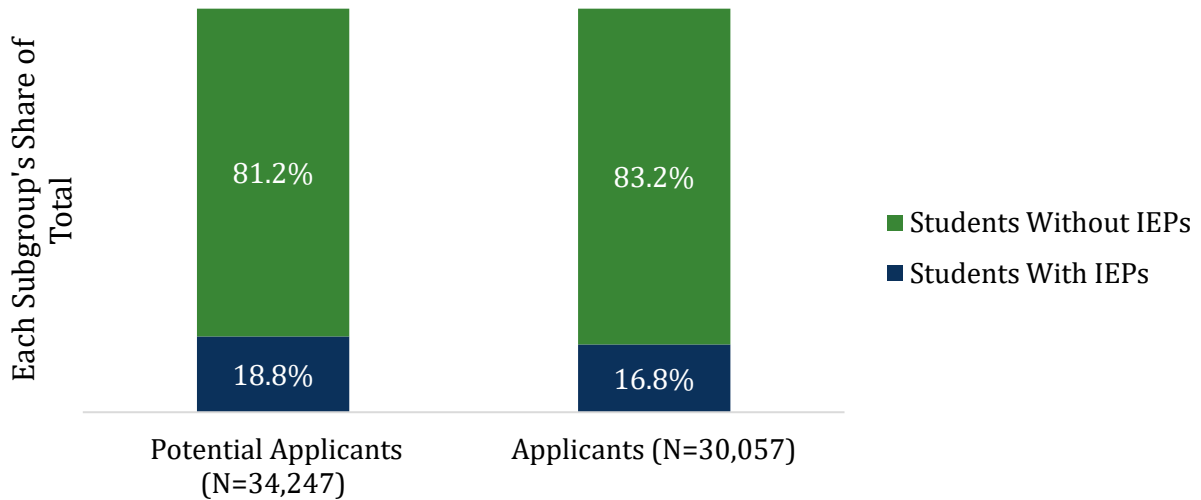
Table 1. Application Rates by Race/Ethnicity and Gender, by Enrollment Year

Enrollment Year	Asian		Black/African American		Hispanic/Latino		Multi Racial/Other		White	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2015-16	91.1%	96.4%	83.4%	91.0%	78.8%	89.2%	79.7%	87.6%	73.8%	84.3%
2016-17	92.7%	94.1%	84.3%	92.2%	80.7%	86.3%	77.3%	86.7%	84.4%	86.7%
2017-18	93.5%	96.2%	88.1%	93.4%	85.2%	90.9%	86.2%	84.8%	84.9%	90.6%
2018-19	91.8%	95.7%	88.6%	93.5%	80.4%	87.2%	79.3%	87.7%	84.0%	90.4%

**Compared to students without IEPs, students with IEPs were equally likely to apply to CW programs but less likely to apply to SA programs.**

Across all four years, students with an Individualized Education Program (IEP)<sup>4</sup> represented 18.8 percent of potential applicants but 16.8 percent of applicants (Figure 11). Students without IEPs were more likely to apply (81.2 percent of potential applicants and 83.2 percent of applicants).

Figure 11. Distribution of Potential Applicants and Applicants, With and Without IEPs (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)

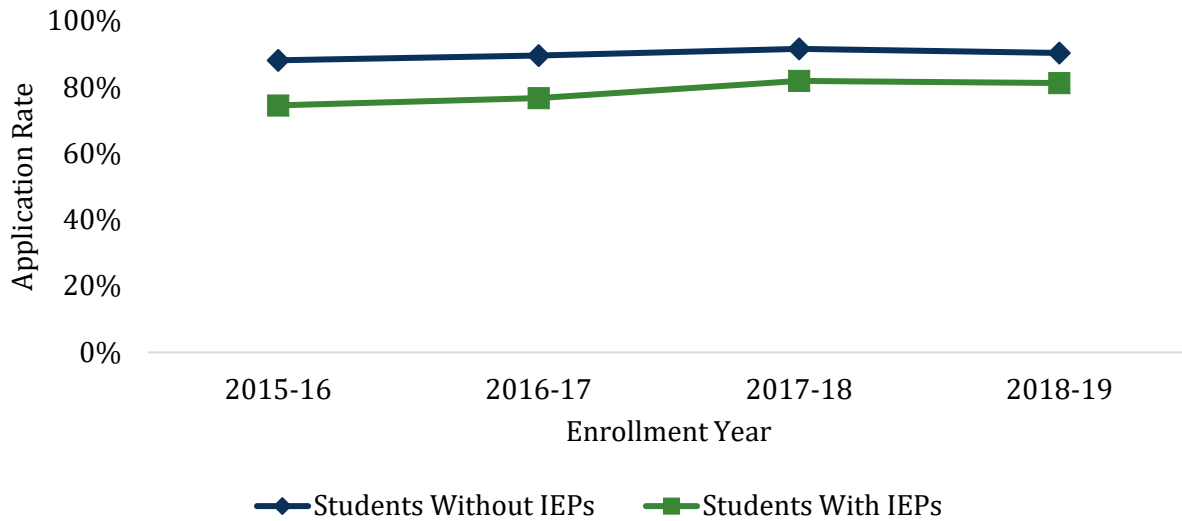


<sup>4</sup> Throughout this report, “Students with IEPs” does not include students with gifted IEPs, but does include students with *low-incidence disabilities* (Autism, Hearing Impaired including Deafness, Other Health Impairment, Visual Impairment including Blindness, Other Low-Incidence). Students with low-incidence disabilities participated in the School Selection Process in rates that were similar to other students with IEPs. Between 2015-16 and 2018-19, students with low-incidence disabilities and IEPs applied to 9th grade at a rate of 80.3%, while other students with IEPs (those without low-incidence disabilities) applied at a rate of 78.1%.



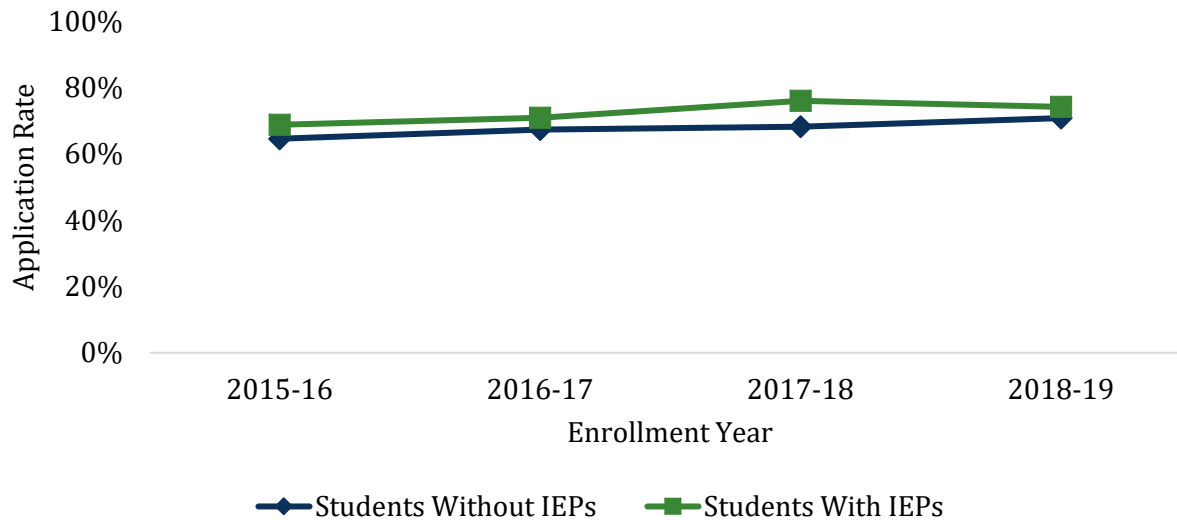
This overall trend was also consistent across individual years. In all years, students with IEPs were less likely to participate in the SSP (Figure 12). Over four years, the gap did narrow somewhat, from 13.6 percentage points in 2015-16 to 9.0 percentage points in 2018-19.

Figure 12. Percentage of Students With and Without IEPs who Submitted Any Application(s), by Year



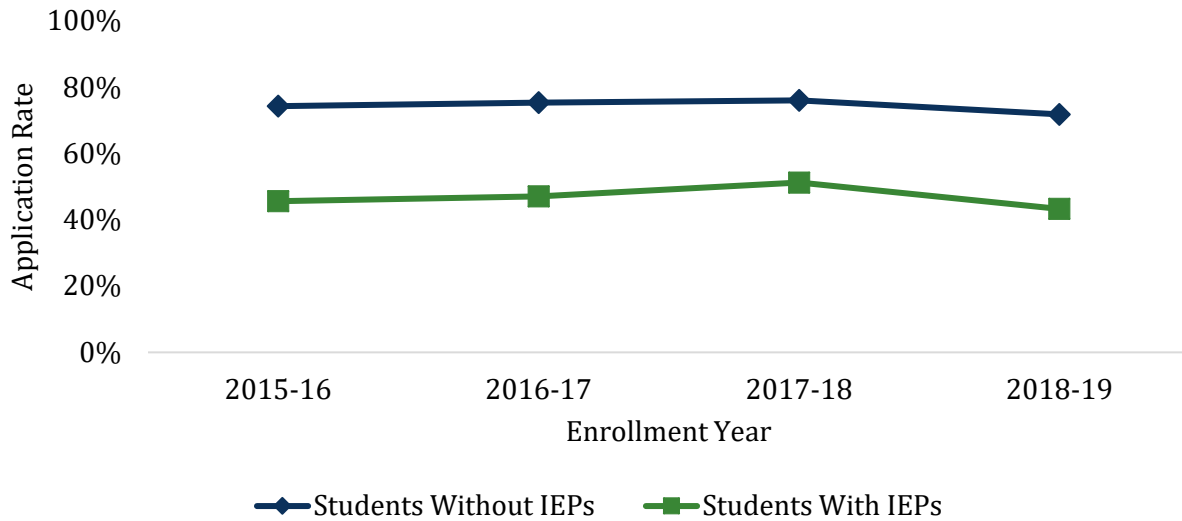
Despite this gap in overall participation, students with IEPs were just as likely as their peers to apply to CW schools; in fact, the rate was slightly *higher* for students with IEPs (Figure 13).

Figure 13. Percentage of Students With and Without IEPs who Submitted Citywide Application(s), by Year



However, students without IEPs were more likely to apply to at least one SA school by sizable margins (24.8 to 28.7 percentage points; represented as the difference between the two lines in Figure 14). This is likely what drove the overall participation gap.

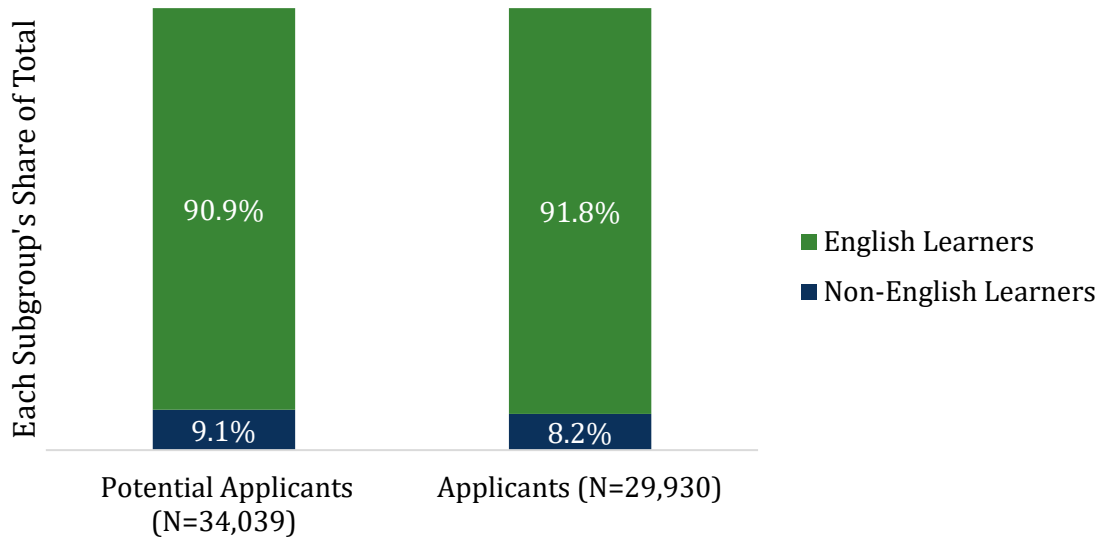
Figure 14. Percentage of Students With and Without IEPs who Submitted Special Admission Application(s), by Year



**Students with EL status were less likely to apply than those without EL status, especially to SA programs.**

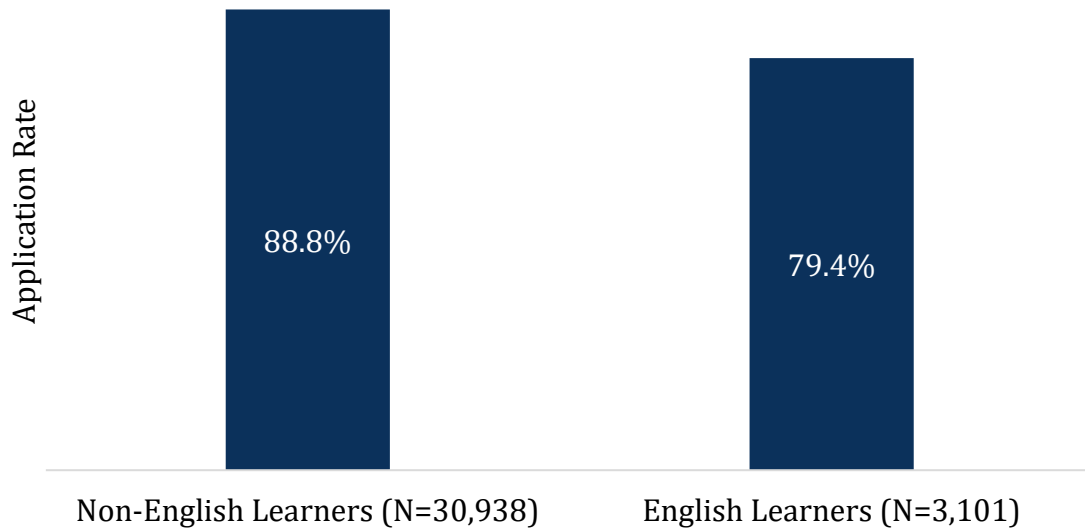
Across all four years, students who had English Learner (EL) status (at the time of application) represented a small percentage of the potential applicants (9.1 percent; Figure 15). These students comprised 8.2 percent of the applicant pool, indicating they were slightly less likely than their non-EL peers to participate in the SSP.

Figure 15. Distribution of EL/Non-EL Potential Applicants and Applicants (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)



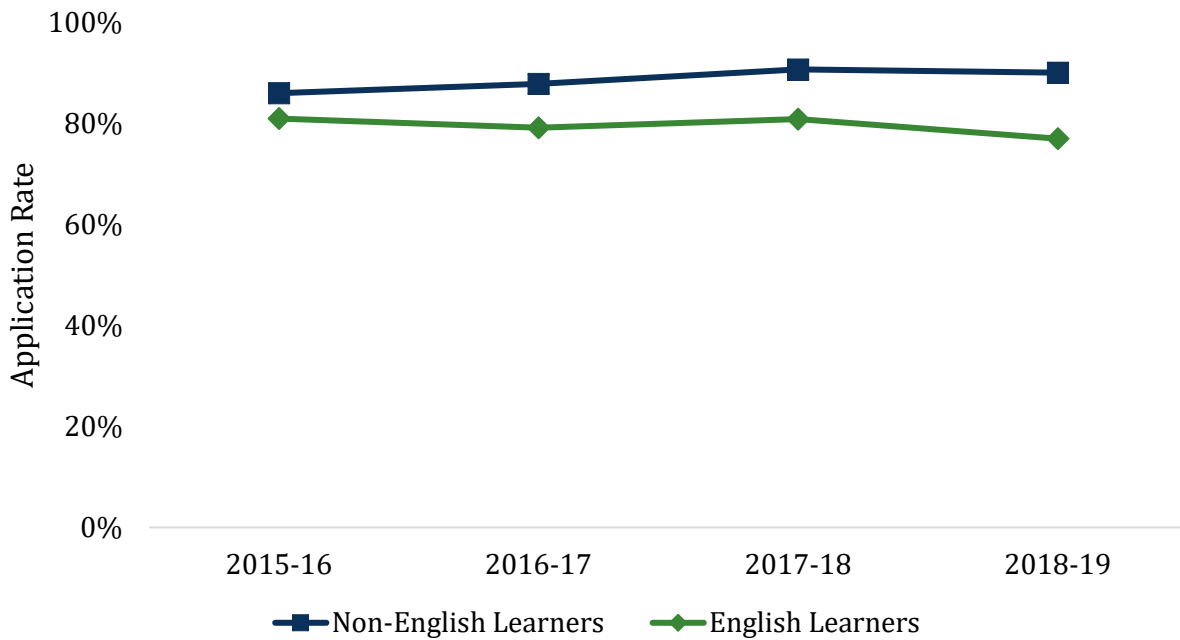
The overall percentage of EL students is small, which means that even a small difference between potential and actual applicants (9.1 percent versus 8.2 percent) is meaningful. In this case, the gap between the application rates of EL and non-EL students averaged 9.4 percentage points from 2015-16 through 2018-19 (Figure 16).

Figure 16. Application Rates of English Learners and non-English Learners (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)



However, this gap more than doubled over that span, from 5.1 percentage points in 2015-16 to 13.0 percentage points in 2018-19 (Figure 17). This reflects a small increase in non-EL application rates and a simultaneous decline in EL application rates.

Figure 17. Percentage of EL and Non-EL Students who Submitted Any Application(s), by Year



A different pattern emerged when we examined application rates for different types of receiving schools. Compared with non-EL students, EL students were about equally likely to apply to at least one CW school (Figure 18) but much less likely to apply to one or more SA schools (Figure 19).

Figure 18. Percentage of EL and Non-EL Students who Submitted Citywide Application(s), by Year

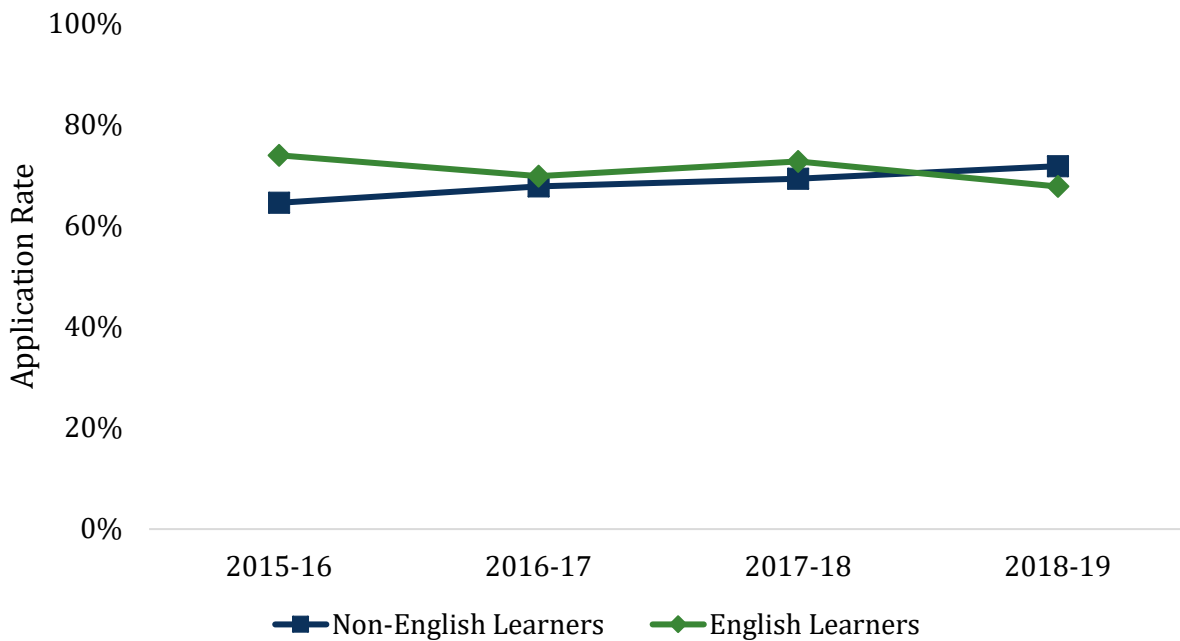
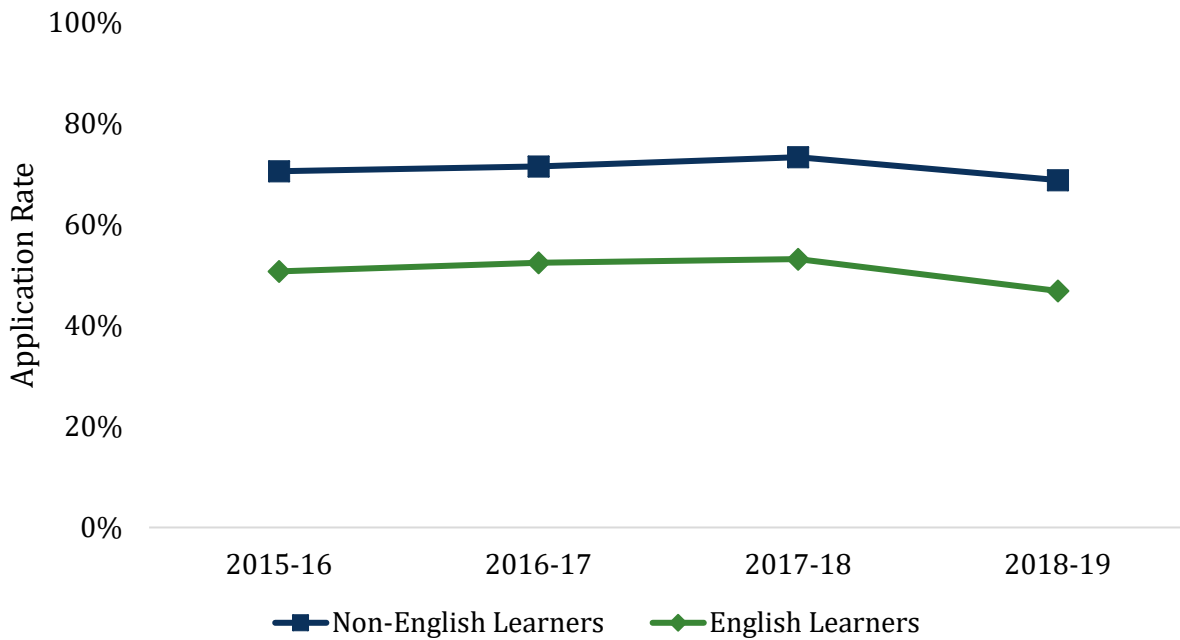


Figure 19. Percentage of EL and Non-EL Students who Submitted Special Admission Application(s), by Year



**Students with a home language of *Spanish* had a higher-than-average application rate to CW programs but a lower-than-average application rate to SA programs.**

Across all home languages, the overall 9<sup>th</sup> grade application rate from 2015-16 to 2018-19 was 87.8 percent. When we examine application rates by school or program type, we find that students with a home language of English had a mathematically outsized role in setting the District application rate overall, and thus determined (and therefore matched) the District rate for both SW and SA applications. Among students with other home languages, we found:

- Students with a home language of Spanish (the second-largest group) submitted *any application* at a rate about 3 percentage points below the District rate; however, they submitted *Citywide applications* at a rate about 9 percentage points above the District rate. This gap may be attributed to this group’s relatively low SA application rate (16 percentage points below the District rate).
- Languages with the top overall application rates were Chinese (Minnan Fukiene), Gujarati, Indonesian, Burmese, and Albanian. Several home language groups (including Chinese [Mandarin], Vietnamese, Chinese [Yue/Cantonese], and Malayam) had higher-than-average SA application rates and lower-than-average CW application rates.

Table 2 presents detailed information about the 30 home languages with the largest numbers of applicants across all four years

Table 2. Top 25 Home Languages by Population (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts )

Home Language	Number of Potential Applicants	Any Application		CW Application		SA Application	
		# of Applicants	% of Potential Applicants	# of Applicants	% of Potential Applicants	# of Applicants	% of Potential Applicants
English	27,366	24,078	88.0%	19,068	69.7%	18,961	69.3%
Spanish	3,015	2,558	84.8%	2,342	77.7%	1,606	53.3%
Chinese (Mandarin)	589	562	95.4%	244	41.4%	545	92.5%
Arabic	401	328	81.8%	222	55.4%	288	71.8%
Vietnamese	329	309	93.9%	163	49.5%	294	89.4%
Khmer	329	303	92.1%	209	63.5%	281	85.4%
Russian	221	174	78.7%	100	45.2%	152	68.8%
Chinese (Yue/Cantonese)	208	199	95.7%	83	39.9%	196	94.2%
Creoles and Pidgins, English-Based (Other)	181	159	87.8%	124	68.5%	133	73.5%
Malayalam	145	137	94.5%	78	53.8%	137	94.5%
Portuguese	132	83	62.9%	70	53.0%	62	47.0%
Albanian	121	116	95.9%	66	54.5%	108	89.3%
French	105	93	88.6%	75	71.4%	76	72.4%
Ukrainian	83	65	78.3%	40	48.2%	57	68.7%
Bengali	67	55	82.1%	40	59.7%	52	77.6%
Nepali	65	59	90.8%	49	75.4%	49	75.4%
Pashto	62	51	82.3%	36	58.1%	46	74.2%
Urdu	60	50	83.3%	33	55.0%	48	80.0%
Gujarati	55	54	98.2%	36	65.5%	51	92.7%
Mandingo	53	50	94.3%	41	77.4%	42	79.2%
Indonesian	47	46	97.9%	18	38.3%	45	95.7%
Uzbek	42	35	83.3%	31	73.8%	29	69.0%
Swahili	40	36	90.0%	26	65.0%	25	62.5%
Tagalog	35	33	94.3%	19	54.3%	30	85.7%
Burmese	31	30	96.8%	22	71.0%	26	83.9%
<b>Total (Top 25 Language Groups)</b>	<b>33,782</b>	<b>29,663</b>	<b>87.8%</b>	<b>23,235</b>	<b>68.8%</b>	<b>23,339</b>	<b>69.1%</b>
<b>Total (All Lang. Groups: Excluding Missing)</b>	<b>34,208</b>	<b>29,845</b>	<b>87.2%</b>	<b>23,498</b>	<b>68.7%</b>	<b>23,687</b>	<b>69.2%</b>

**Notes:** Green tones correspond to the highest rates, followed by yellow, then orange, then red tones, which correspond to the lowest rates. Due to missing Home Language data for some students, total numbers of potential applicants and applicants in each category are reduced.

## **“Sending schools” had a wide range of application rates but did not simultaneously have high CW and high SA application rates.**

To this point, we have analyzed application rates in terms of student demographics. It is also likely that application activity is influenced by the schools that house the potential applicants during the application window. For each potential applicant, we define the *sending school* as the last SDP school where a student was enrolled during the application period. An analysis of application rates by sending school reveals considerable differences from school-to-school (Table 3).

Twenty-five “sending schools” accounted for almost half (47.2 percent) of the students who participated in the 9<sup>th</sup> grade SSP from 2015-16 to 2018-19. The application rate for students from these schools (84.1 percent) was slightly lower than the overall District rate (87.8 percent). Their CW rate of 65.2 percent and SA rate of 65.2 percent were also below the District rates of 68.6 percent and 69.2 percent, respectively. In addition, application rates varied from a maximum of 99.6 percent (Masterman)<sup>5</sup> to a minimum of 63 percent (Wilson). Schools with a high CW application rate (> 80 percent) did not have a high SA application rate, and vice versa.

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<sup>5</sup> Students attending Masterman Middle School are required to submit a School Selection Process application in order to continue at Masterman High School. This likely explains the high rate of SSP participation.



Table 3. Top 25 Sending Schools by Population (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)

School	# of Potential Applicants	Any Application		CW Application		SA Application	
		# of Applicants	% of Potential Applicants (a)	# of CW Applicants	% of Potential Applicants (b)	# of SA Applicants	% of Potential Applicants (c)
Woodrow Wilson	1,750	1,102	63.0%	764	43.7%	1,011	57.8%
Baldi	1,681	1,403	83.5%	902	53.7%	1,225	72.9%
Austin Meehan	1,137	828	72.8%	736	64.7%	626	55.1%
Warren G. Harding	1,030	822	79.8%	734	71.3%	519	50.4%
Julia R. Masterman	773	770	99.6%	82	10.6%	770	99.6%
Feltonville Arts And Sciences	696	575	82.6%	527	75.7%	375	53.9%
Roberto Clemente	642	567	88.3%	557	86.8%	240	37.4%
General Louis Wagner	623	583	93.6%	539	86.5%	422	67.7%
Gilbert Spruance	623	519	83.3%	438	70.3%	455	73.0%
Grover Washington, Jr.	586	466	79.5%	389	66.4%	384	65.5%
Mayfair	572	520	90.9%	414	72.4%	421	73.6%
William T. Tilden	563	431	76.6%	419	74.4%	265	47.1%
Alternative Middle Years at James Martin	517	485	93.8%	378	73.1%	398	77.0%
Benjamin Franklin	458	414	90.4%	369	80.6%	341	74.5%
Juniata Park Academy	452	448	99.1%	403	89.2%	225	49.8%
Russell H. Conwell	451	441	97.8%	335	74.3%	390	86.5%
Julia De Burgos	439	415	94.5%	404	92.0%	266	60.6%
Louis H. Farrell	438	370	84.5%	289	66.0%	296	67.6%
Stephen Decatur	437	402	92.0%	330	75.5%	303	69.3%
Hill-Freedman	394	335	85.0%	112	28.4%	333	84.5%
Ethan Allen	388	345	88.9%	297	76.5%	273	70.4%
Theodore Roosevelt	386	284	73.6%	271	70.2%	209	54.1%
Academy for the Middle Years At Northwest	379	371	97.9%	184	48.5%	367	96.8%
Hamilton Disston	373	337	90.3%	317	85.0%	218	58.4%
Francis Hopkinson	365	357	97.8%	344	94.2%	201	55.1%
<b>Total (Top 25 Sending Schools)</b>	<b>16,153</b>	<b>13,590</b>	<b>84.1%</b>	<b>10,534</b>	<b>65.2%</b>	<b>10,533</b>	<b>65.2%</b>
<b>Total (All Sending Schools)</b>	<b>34,247</b>	<b>30,057</b>	<b>87.8%</b>	<b>23,498</b>	<b>68.6%</b>	<b>23,687</b>	<b>69.2%</b>

Notes: Green tones correspond to the highest rates, followed by yellow, orange, then red tones, which correspond to the lowest rates.

**How to read this table:** Column (a) answers the question: *Of all the potential applicants in the school in the row, what percentage submitted at least one application of any kind?*; Column b answers the question: *Of all the potential applicants in the school in the row, what percentage submitted at least one application to a Citywide program?*; Column c answers the question: *Of all the potential applicants in the school in the row, what percentage submitted at least one application to a Special Admission program?*

## Ten “receiving schools” accounted for almost half of all applications.

Each student may apply to as many as five 9<sup>th</sup> grade schools or programs; altogether, the students in our sample submitted 138,957 applications. Of these, programs associated with 10 “receiving schools” (schools receiving 8<sup>th</sup> grade applicants) accounted for 63,527 applications (45.7 percent). These 10 schools offer either CW or SA programs (including some that are housed in Northeast High school, which also offers NS programming; Table 4).

Table 4. Top 10 Selected/Receiving Schools by Number of Applicants, by Program (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)

Receiving School	Total Applicants to School	Selected Program	Number of Applicants to Program
<b>Northeast</b>	10,089	Northeast-Sports Marketing and Management	1,774
		Northeast-Magnet Program	4,505
		Northeast-International Baccalaureate	1,193
		Northeast-Communications Technology	2,617
<b>Swenson</b>	9,329	Swenson-Welding	85
		Swenson-Health-Related Technology	1,263
		Swenson-Electrical & Power	392
		Swenson-Plumbing Technology	114
		Swenson-Carpentry	432
		Swenson-Engineering Technology	1,426
		Swenson-Baking	1,238
		Swenson-Culinary Arts	1,397
		Swenson-Automotive Technology	622
		Swenson-Auto Collision Repair	388
		Swenson-Digital Media Production	269
		Swenson-Computer Systems Networks	1,134
Swenson-Communications Technology	569		
<b>Central High School</b>	9,081	Central High School	9,081
<b>FLC</b>	5,653	F.L.C.-Humanities/Liberal Arts	815
		F.L.C.-Vocal Music	411
		F.L.C.-Drama	175
		F.L.C.-Instrumental Music	212
		F.L.C.-Clinical Medical Assistant	333
		F.L.C.-Health Related Technology	902
		F.L.C.-Business Administration	383
		F.L.C.-Dance	611
		F.L.C.-Computer Business Applications	1,038
		F.L.C.-Art	773

Receiving School	Total Applicants to School	Selected Program	Number of Applicants to Program
<b>Dobbins</b>	5,506	Dobbins-Fac. & Property Maintenance	13
		Dobbins-Computer Systems Networks	100
		Dobbins-Digital Media Production	48
		Dobbins-Biotechnology	33
		Dobbins-Sports Marketing and Management	712
		Dobbins-Sports Marketing	192
		Dobbins-Fashion Design	723
		Dobbins-Cosmetology	1,351
		Dobbins-Plumbing Technology	109
		Dobbins-Barbering	633
		Dobbins-Culinary Arts	801
		Dobbins-Graphic Design	107
		Dobbins-Commercial Advertising Art	181
		Dobbins-Business Administration	73
Dobbins-Business Technology	430		
<b>Parkway Center City</b>	5,253	Parkway Center City Middle College	1,267
		Parkway Center City High School	3,986
<b>Academy At Palumbo</b>	4,908	Academy At Palumbo	4,908
<b>CAPA</b>	4,771	C.A.P.A.-Communications Tech	294
		C.A.P.A.-Vocal Music	874
		C.A.P.A.-Drama	548
		C.A.P.A.-Instrumental Music	486
		C.A.P.A.-Cinematography/Video	176
		C.A.P.A.-Dance	929
		C.A.P.A.-Creative Writing	513
		C.A.P.A.-Visual Arts	951
<b>Science Leadership Academy</b>	4,538	Science Leadership Academy	4,538
<b>Engineering &amp; Science High</b>	4,399	Engineering & Science High	4,399

## Were there differences in the qualifications of applicants and non-applicants from different subgroups?

Neighborhood high schools, Citywide schools, and Special Admissions schools all have different criteria for students. Admissions criteria over the four years examined in this report included test scores, grades, disciplinary records, and other factors (for more details, see Box 2). To better understand student participation in the SSP, we examined how admission qualifications varied across subgroups of students and applicants.

### Box 2: Five Categories of 8<sup>th</sup> Grade Applicant Qualifications

In general, Special Admission schools have the most rigorous requirements for accepting students. Historically, Citywide programs have had entry requirements that are less rigorous. This is still true in four cases, but the other Citywide programs eliminated all admission requirements in 2017-18. (Neighborhood high schools have no entry requirements.)

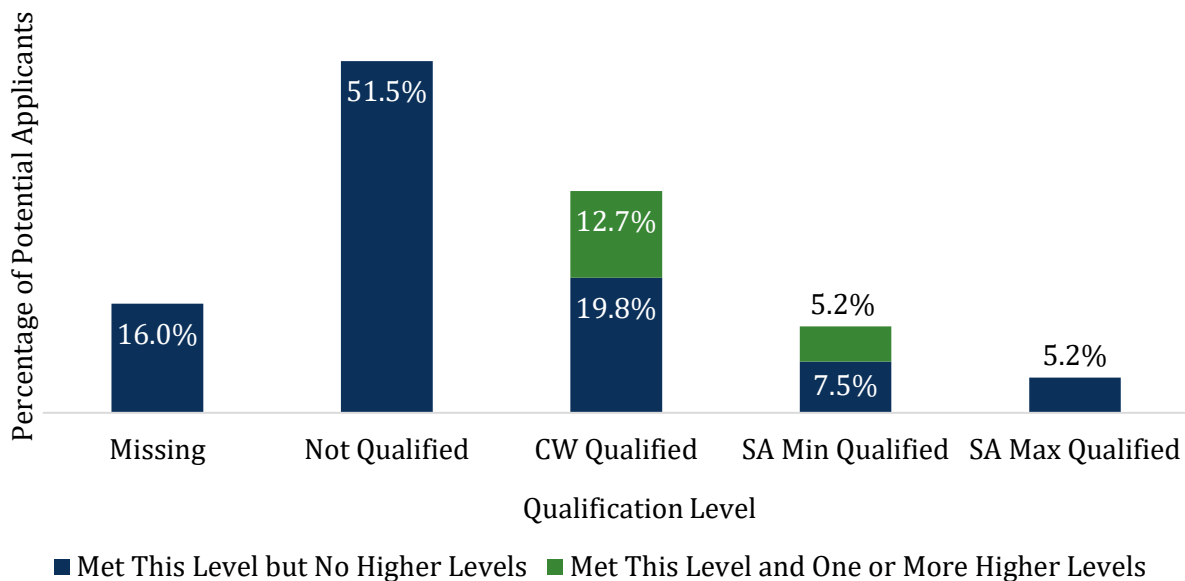
Individual Special Admission schools have different cutoffs for some of the admission metrics. For example, a school can determine whether students must score among the top 30% or 20% of District students on 7<sup>th</sup> Grade PSSA scores to be considered qualified for admission. For this report, we have grouped all individual school requirements into the following five categories:

- **Special Admission Maximally Qualified (SA Max):** These applicants met the requirements of the *most* selective SA schools. These applicants were SA Minimum Qualified *and* scored in the top 10% of SDP students on the 7<sup>th</sup> grade PSSA tests in English and Math. By definition, these students also meet both CW and SA Min qualification levels (see below).
- **Special Admission Minimally Qualified (SA Min):** These applicants met the requirements of the *least* selective SA schools. These students received only grades of A or B in all four core subjects, *and* attended at least 95% of their enrolled days, *and* had no out-of-school suspensions, *and* scored in the top 30% of SDP students on the PSSA tests in English and Math in 7<sup>th</sup> grade. By definition, these students also meet the CW qualification level (see below).
- **Citywide (CW) Qualified:** These applicants received grades of A, B, or C in all four core areas, *and* attended at least 95% of their enrolled days, *and* had no out-of-school suspensions. This is the highest category possible for students with missing PSSA data, as CW admissions do not have a PSSA requirement.
- **Not Qualified:** These students did not meet one or more requirement for CW qualification (which means, by definition, they also did not meet the more stringent SA Min or Max qualifications).
- **Missing:** At least one missing data point made it impossible to evaluate CW Qualification (which, necessarily, also precludes evaluating SA Min or Max qualifications).

**Across four years of 9<sup>th</sup> grade potential applicants, about one-third of potential applicants met the CW qualification level or higher. However, students of *all* qualification levels participated at high rates (including those who did not meet the CW criteria).**

Using data from four cohorts of 9<sup>th</sup> grade potential applicants, we found that about one-third (32.5 percent) of potential applicants met the CW qualification level (Figure 20). Of these, 12.7 percent also met the more stringent SA Min requirements. Roughly half of potential applicants (51.5 percent) did not meet the CW requirements, and an additional 16 percent lacked the data to make a determination.

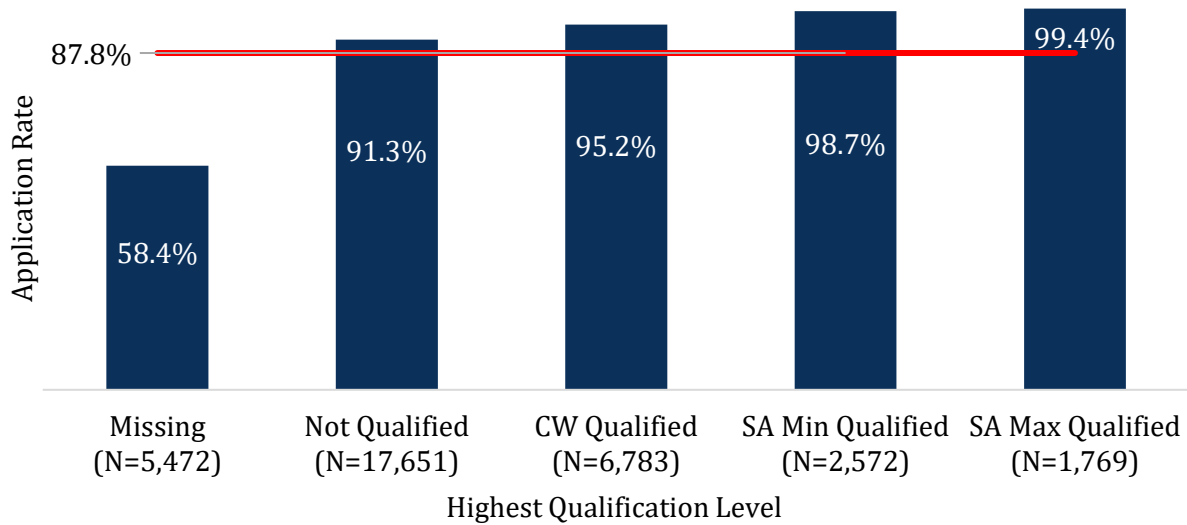
Figure 20. Qualification Rates of Potential Applicants (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)



**Notes:** The qualification levels are hierarchical. The green portion of the bar for CW qualified students reflects the 12.7 percent who were also SA Min qualified. In turn, those 12.7 percent include 5.2 percent who were also SA Max qualified (the green portion of the SA Min bar).

Across four years of 9<sup>th</sup> grade potential applicants, students of all qualification levels participated at high rates. Even students who did not meet the CW criteria were very likely to participate in the SSP (91.3 percent). Furthermore, the more qualified the student was, the more likely they were to participate (Figure 21).

Figure 21. Application Rates for Each Qualification Level: Each Potential Applicant’s Highest Qualification Level

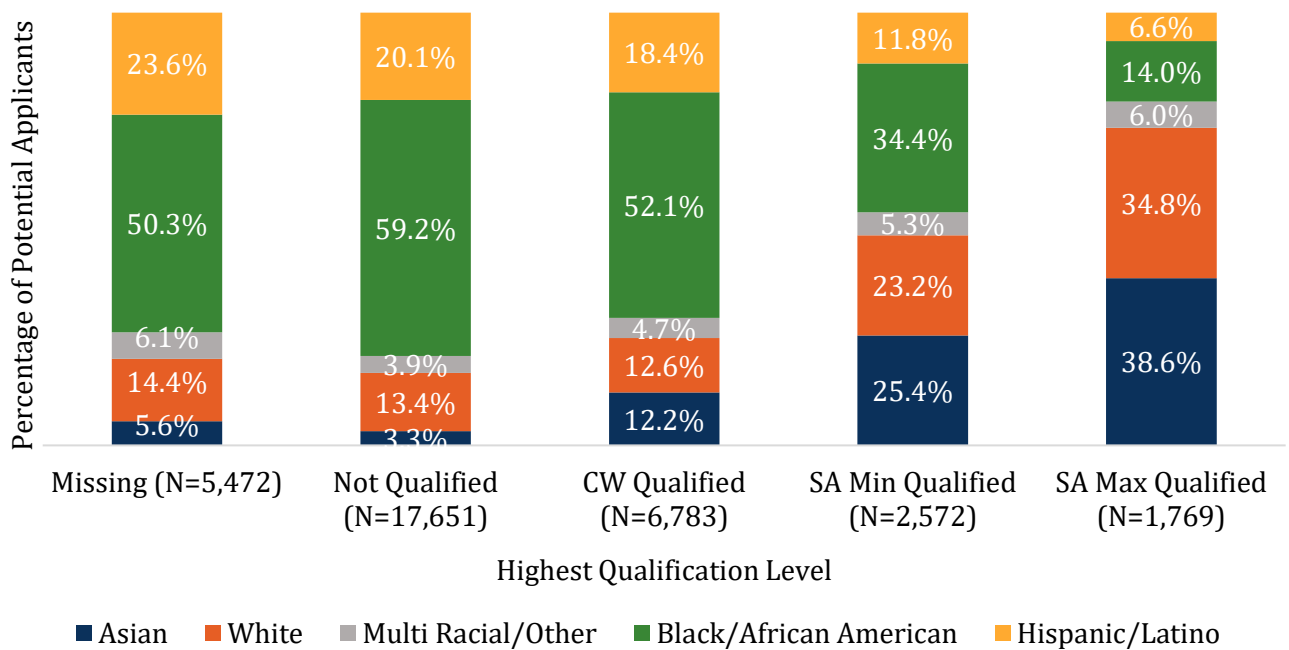


**Note:** The red line represents the overall application rate of 87.8 percent.

## Students from different racial/ethnic groups were not equally likely to meet admissions criteria, especially the more stringent SA requirements.

In general, Black/African American and Hispanic/Latino students were disproportionately unlikely to meet admissions criteria (Figure 22). For example, Hispanic/Latino students comprised 19 percent of the potential applicant pool (Figure 2) but only 6.6 percent of the SA max pool. In contrast, Asian and White students were disproportionately likely to meet admissions criteria. For example, Asian students represented 8.9 percent of potential applicants but 38.6 percent of SA Max qualified students.

Figure 22. Race/Ethnicity of Potential Applicants by Highest Qualification Level (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)

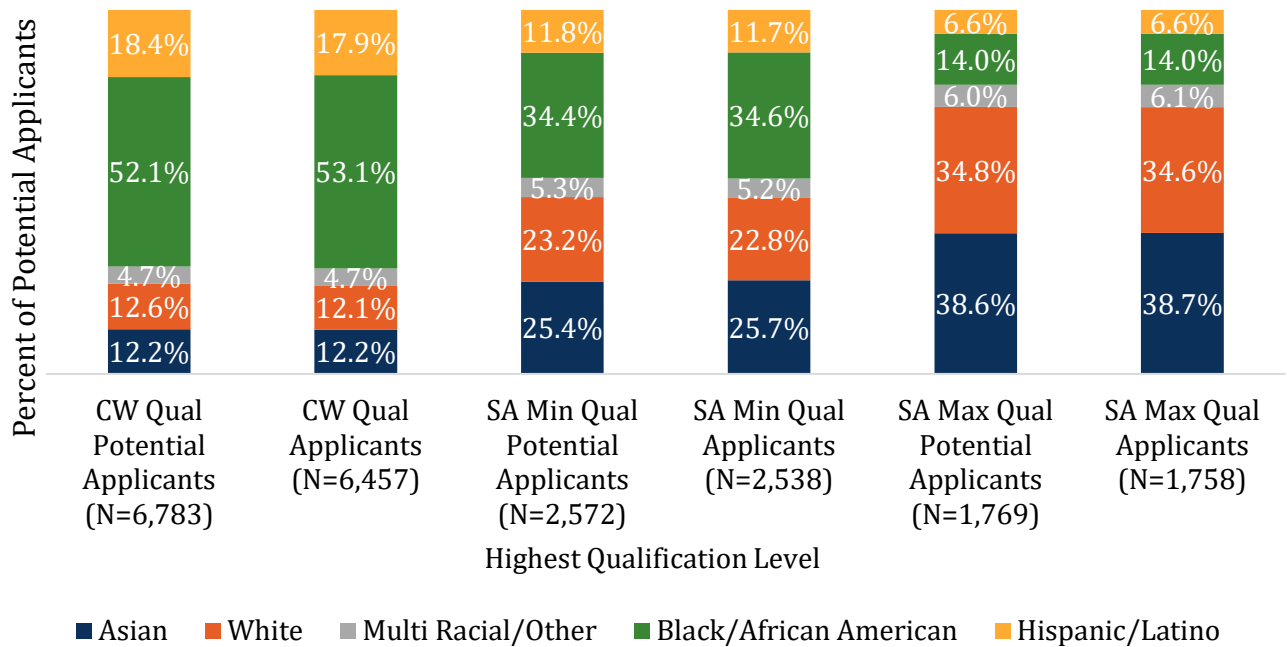


**Note:** See Box 2 for details about qualification levels. In this figure, a student is only included in their highest qualification level.



Students who *were* qualified applied at similar rates regardless of race/ethnicity (Figure 23). For CW, SA Min, and SA Max, the share of qualified candidates was within two percentage points of the share of actual applicants for each race/ethnicity.

Figure 23. Race/Ethnicity of Qualified Potential Applicants and Applicants (Highest Qualification Level)  
(9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)

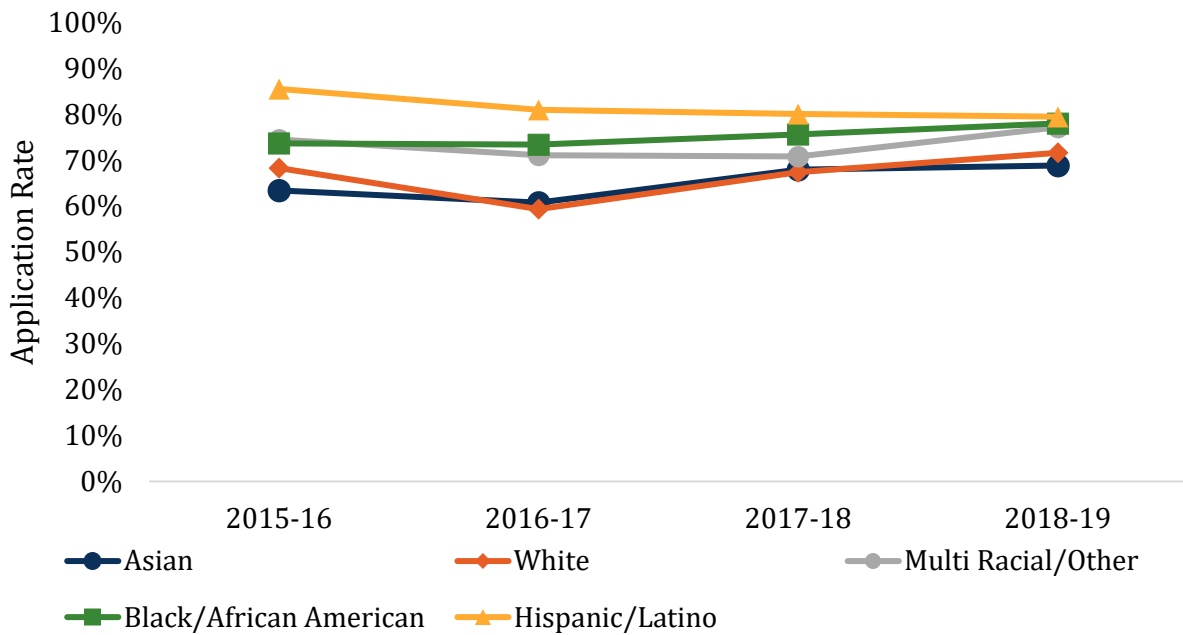


**Note:** See Box 2 for details about qualification levels. In this figure, a student is only included in their highest qualification level, even in cases where they also qualify at one or more lower levels.

The overall patterns mask some interesting nuances. Figures 24 and 25 display the application rates of students who met the CW entry qualifications but did not meet the more stringent SA Min criteria. There were different patterns for different subgroups, and these disparities may reflect different application strategies. For example, Asian students were the least likely to submit a CW application but the most likely to submit a SA application—even if, on paper, they were not qualified for SA admission. In other words, their low CW application rate did not reflect a low participation rate, but rather a strong tendency to “reach” for SA admission. In contrast, Hispanic/Latino students were most likely to submit a CW application and, in SY 2016-17 through 2017-18, were least likely to “reach” by applying to a SA program.<sup>6</sup>

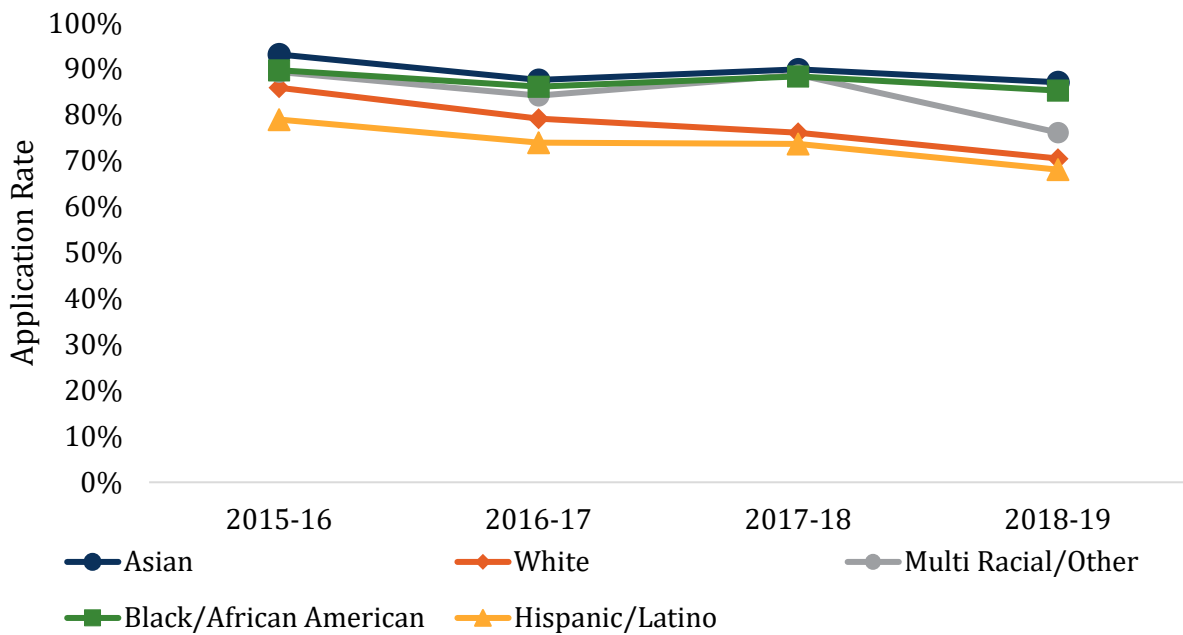
<sup>6</sup> Students frequently applied to programs even when they did not meet the stated requirements. The question of whether these “reaching” students were successful will be explored in the second report in the School Selection Process series.

Figure 24. Percentage of Students CW Qualified (but not SA Min) who Applied to Citywide, by Year



**Note:** See the stacked bar labeled “CW qualified” in Figure 21 for more information about the numbers in each subgroup.

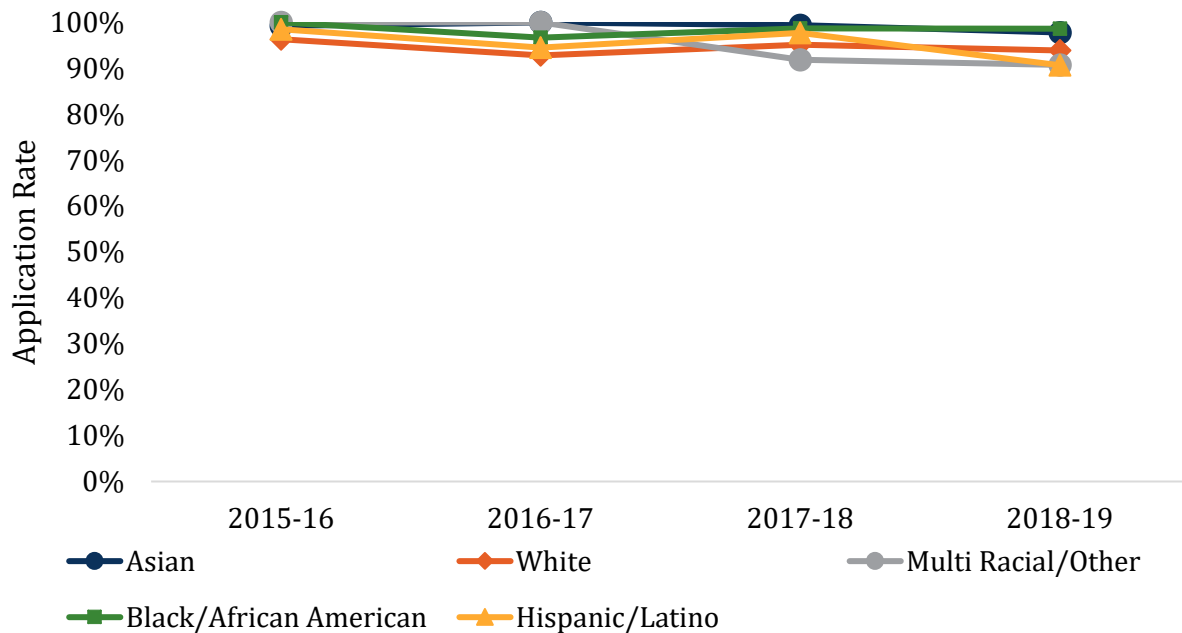
Figure 25. Percentage of Students CW Qualified (but not SA Min) who Applied to Special Admission, by Year



**Note:** See the stacked bar labeled “CW qualified” in Figure 21 for more information about the numbers in each subgroup.

The next qualification level represents those students who met SA Min requirements but *not* SA Max requirements. Students in this category were very likely to apply to at least one SA program (Figure 26). There were small variations from year to year, but all subgroups applied at rates that ranged from 90.7 percent to 100 percent.

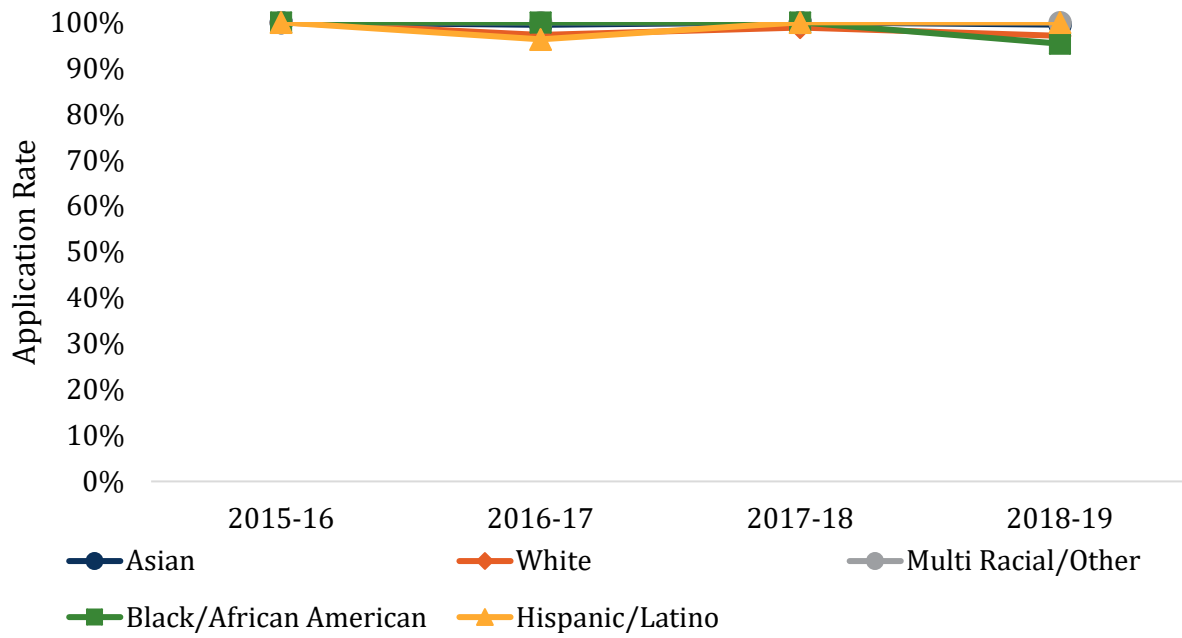
Figure 26. Percentage of Students SA Min Qualified (but not SA Max) who Applied to Special Admission, by Year



**Note:** See the stacked bar labeled “SA Min Qualified” in Figure 21 for more information about the numbers in each subgroup.

SA Max qualified students represented only 5.2 percent of potential applicants, but they almost universally applied to SA programs (Figure 27). This was true for all subgroups across all years, with rates no lower than 95% for any race/ethnicity in any year.

Figure 27. Percentage of SA Max Qualified Students who Applied to Special Admission, by Year

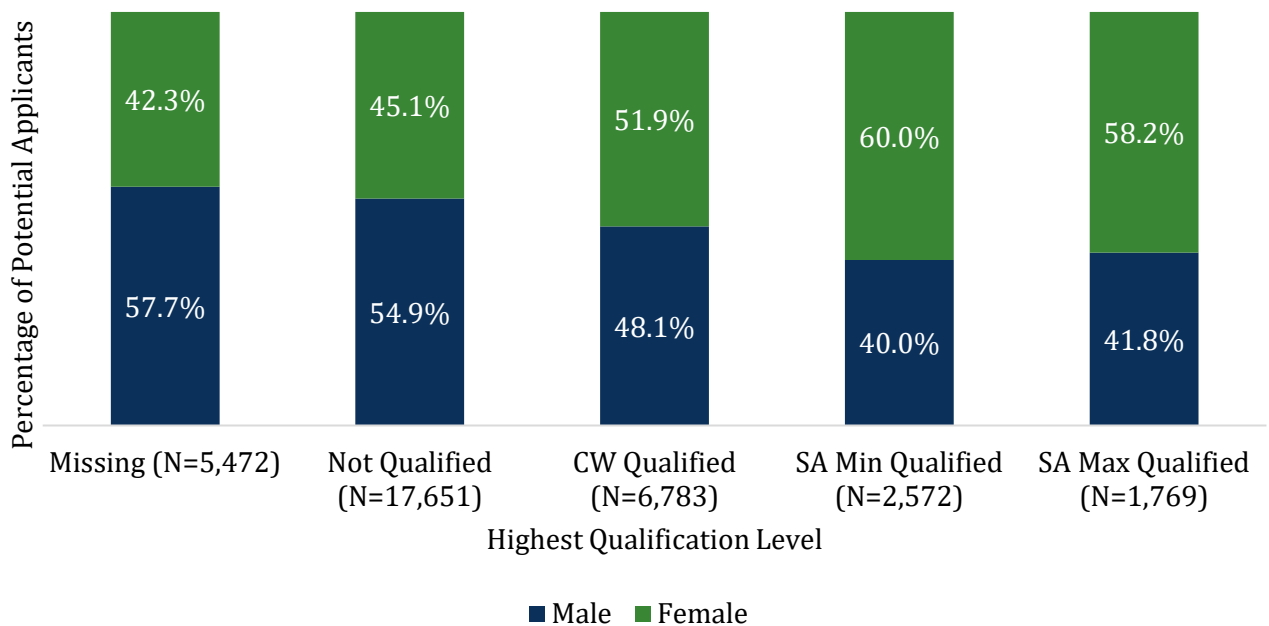


**Note:** See the stacked bar labeled “SA Max Qualified” in Figure 21 for more information about the numbers in each subgroup.

**Girls were more likely than boys to reach each level of qualification. However, once this imbalance is taken into account, there was no systematic gender gap in application behavior.**

Female students were more likely than male students to meet specialized admissions criteria, and the more rigorous the requirements, the larger the gender gap (Figure 28). Across the four years of 9<sup>th</sup> grade potential applicants in our sample, female students comprised 47.8 percent of the student body (Figure 7) and 58.2 percent of the SA Max qualified students.

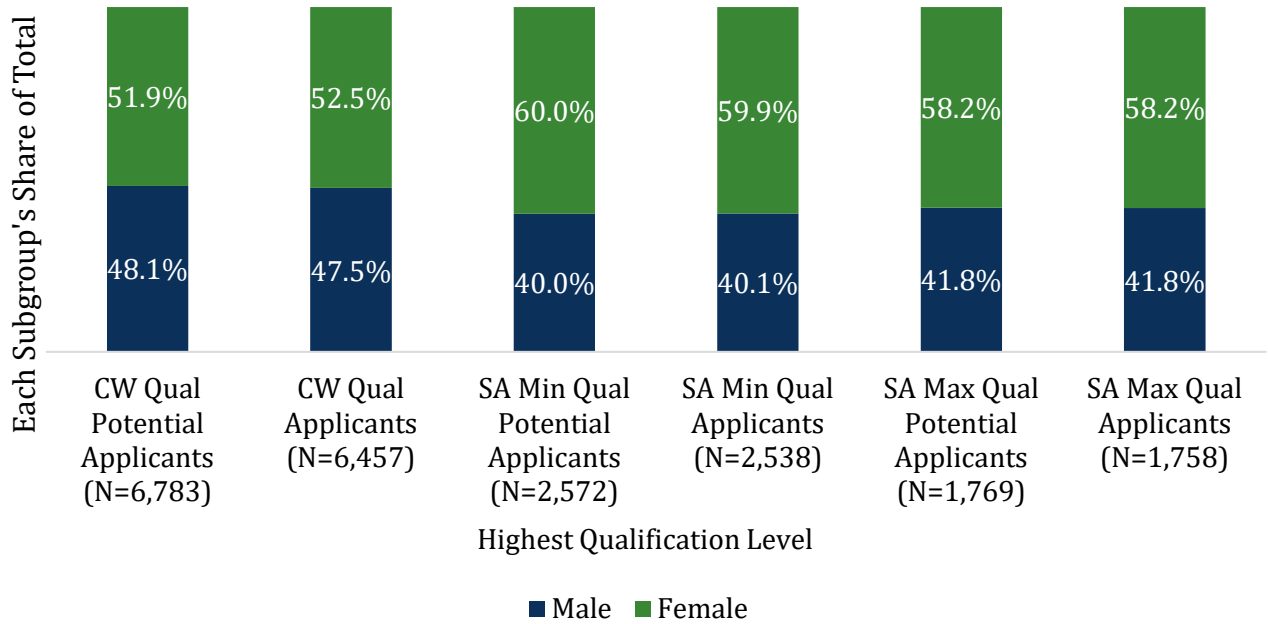
Figure 28. Gender of Potential Applicants by Highest Qualification Level (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)



**Note:** See Box 2 for details about qualification levels. In this figure, a student is only included in their highest qualification level, even in cases where they also qualify at one or more lower levels.

At all qualification levels (CW, SA Min, and SA Max), there were more qualified female students, but both female and male qualified students were equally likely to submit an application (Figure 29).

Figure 29. Gender of Qualified Potential Applicants and Applicants (Highest Qualification Level)  
(9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)

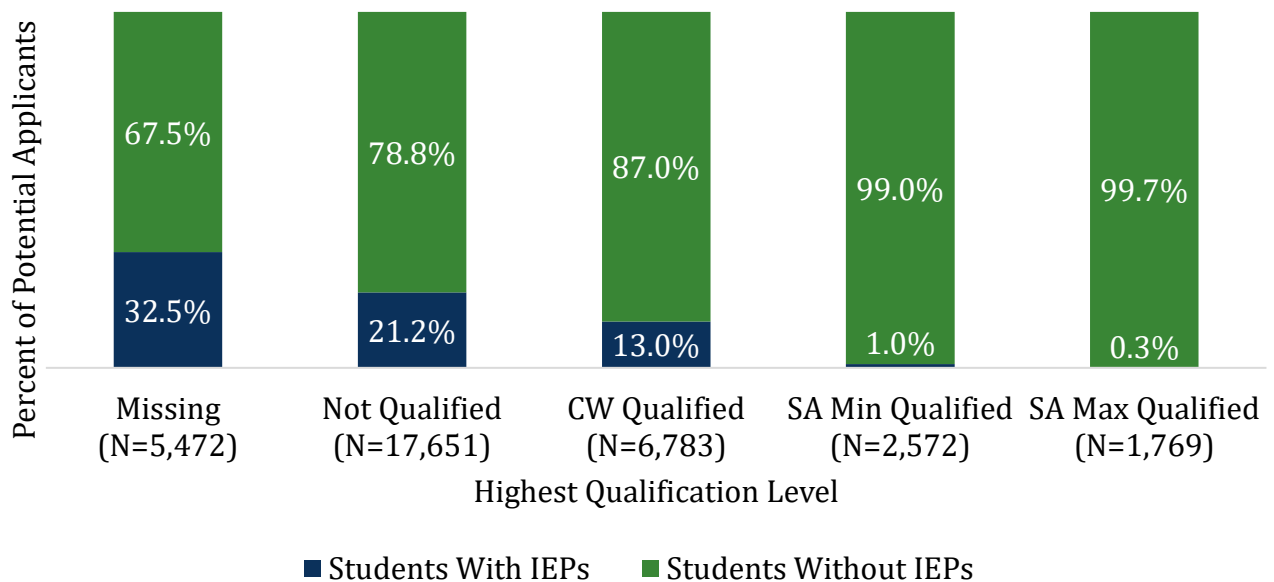


**Note:** See Box 2 for details about qualification levels. In this figure, a student is only included in their highest qualification level, even in cases where they also qualify at one or more lower levels.

**Students with IEPs were under-represented at the CW qualification level and rarely met SA qualification levels. When qualified, however, they applied at the same rate as students without IEPs.**

Across the four years of 9<sup>th</sup> grade potential applicants in our sample, 18.8 percent of students had IEPs (Figure 11). In comparison, of those students whose highest qualification level was CW, only 13.0 percent had IEPs (Figure 30). The percentage of students with IEPs was much lower among students with highest qualification levels of SA Min (1.0 percent) and SA Max (0.3 percent).

Figure 30. Potential Applicants With/Without IEPs, by Highest Qualification Level (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)

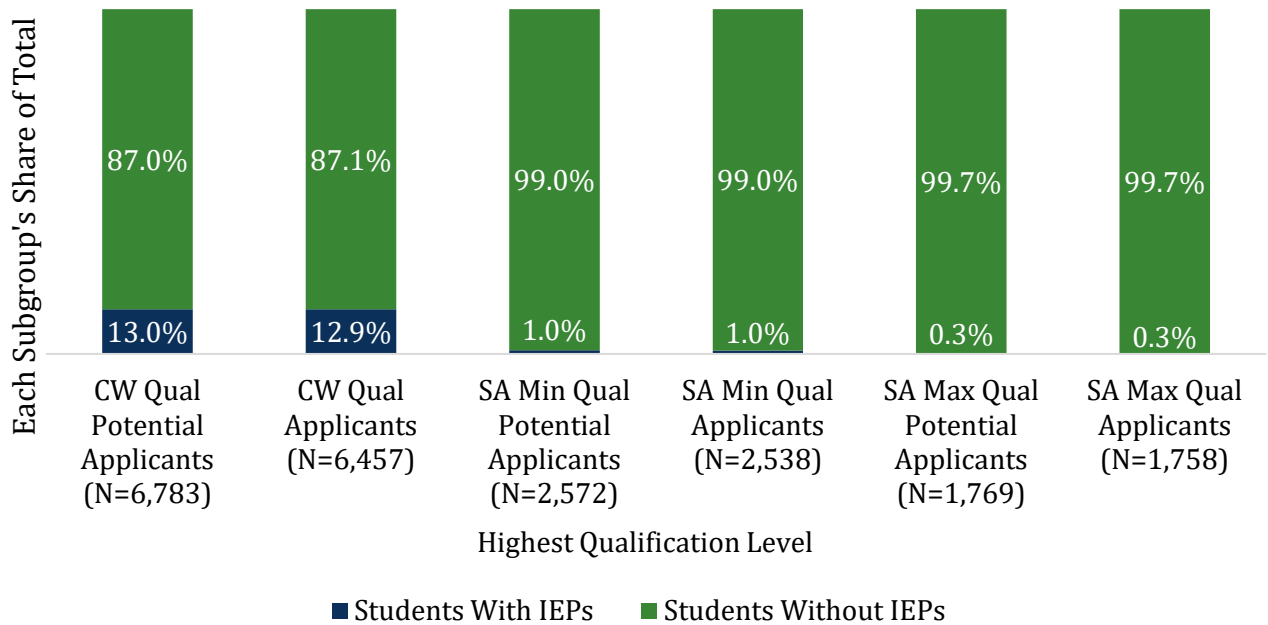


**Note:** See Box 2 for details about qualification levels. In this figure, a student is only included in their highest qualification level, even in cases where they also qualify at one or more lower levels.



Among potential applicants whose highest qualification level was CW, students with and without IEPs were equally likely to participate in the SSP (Figure 31). This was also true for students with highest qualification levels of SA Min and SA Max, though in these cases the number of students with IEPs was very small.

Figure 31. Qualification Levels of Potential Applicants and Applicants, With and Without IEPs (Highest Qualification Level) (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)

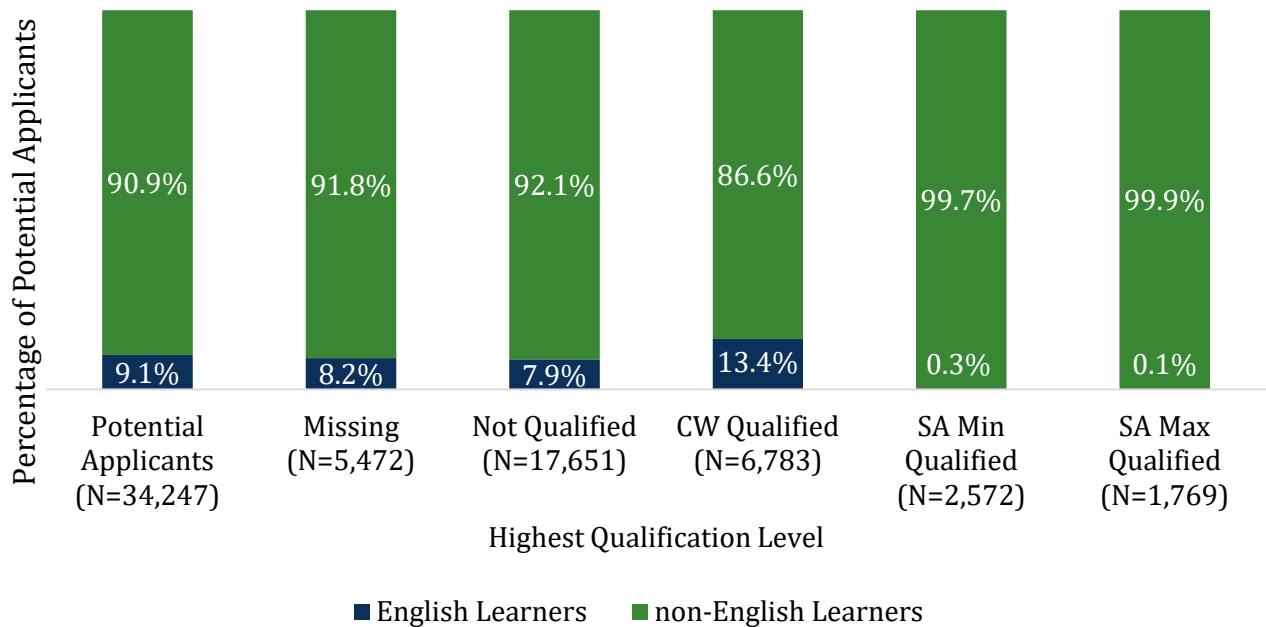


**Note:** See Box 2 for details about qualification levels. In this figure, a student is only included in their highest qualification level, even in cases where they also qualify at one or more lower levels.

**English Learners were over-represented at the CW qualification level, but at this qualification level they were less likely than non-English Learners to apply. Due to the English PSSA requirement, English Learners almost never reached SA Min or SA Max qualification levels.**

English Learners (ELs) made up 9.1 percent of potential applicants in our four year sample of 9<sup>th</sup> grade applicants (Figure 15) and were somewhat over-represented (13.4 percent) among those with a highest qualification level of CW (Figure 32). However, ELs were severely under-represented at the more stringent qualification levels. Very few SA Min students were ELs (0.3 percent), and there was only one EL student who was SA max qualified (0.1 percent).

Figure 32. EL Status of Potential Applicants at Time of Application, by Highest Qualification Level (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)

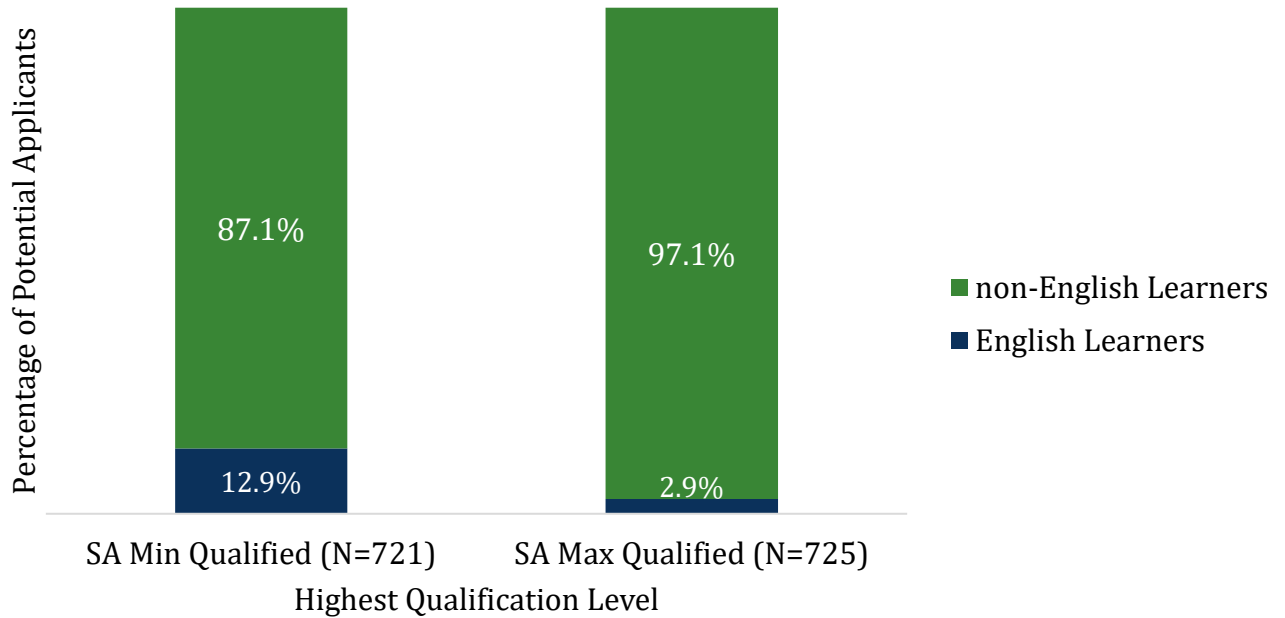


**Note:** See Box 2 for details about qualification levels. In this figure, a student is only included in their highest qualification level, even in cases where they also qualify at one or more lower levels.

One possible explanation for the very low numbers of students who were both English Learners and SA qualified might be found in the PSSA English requirement. It was likely rare for a student to perform very well on the English PSSA while also retaining EL status. (EL status switches from “English Learner” to “Exited English Learner” when a student reaches higher levels of English proficiency as measured by the ACCESS test, so students who retain EL status have not yet reached this level of proficiency.) This might also explain why ELs were over-represented at the CW level, as there may be a group that does not “move up” to the SA Min category due their PSSA score.

Figure 33 is a modification of Figure 32, and it displays students who met all SA Min and SA Max requirements *except* for PSSA English (which they affirmatively did *not* meet). With this adjustment, EL students were somewhat *over*-represented at the SA Min qualification level. At the SA Max level they remained under-represented, but the gap was much less pronounced and there were very few students who fit this extremely specific profile.

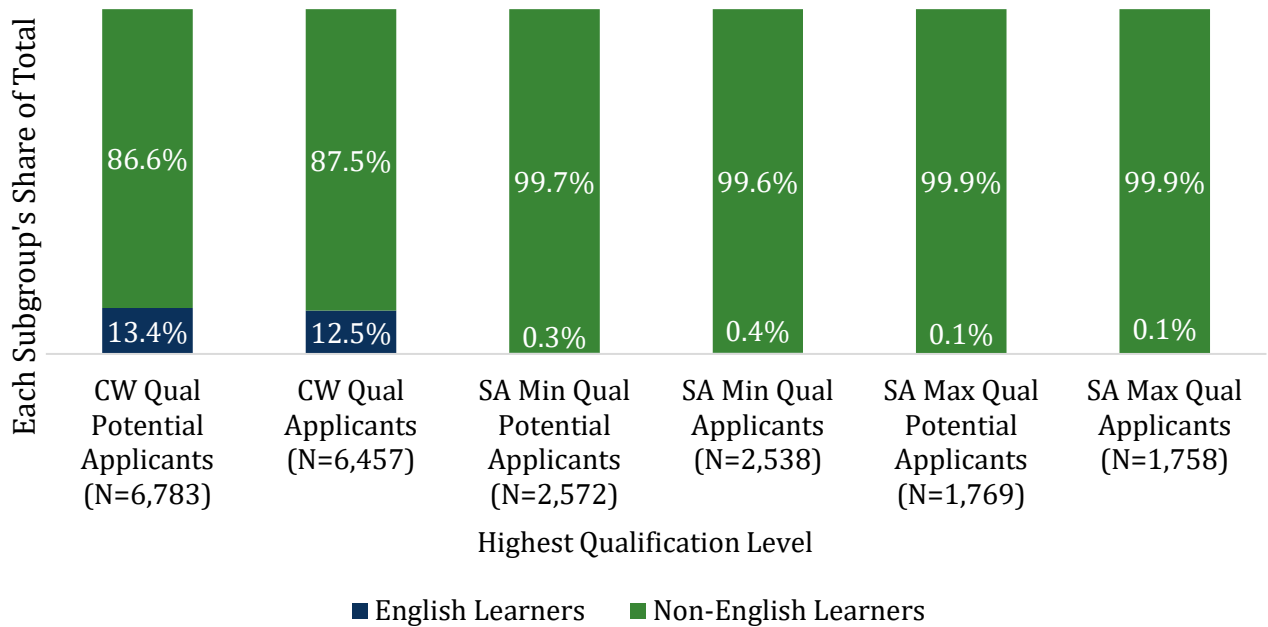
Figure 33. EL Status of Potential Applicants at Time of Application, by Highest Qualification Level, Excluding PSSA English Requirement (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)



**Note:** Only students with English PSSA scores below the SA cutoff are included; those with missing PSSA English data are excluded.

ELs were more likely than non-ELs to be CW Qualified as their highest qualification level (Figure 32) but were less likely than non-EL students to participate in the SSP even when they were (Figure 34). ELs who were SA Min qualified were few in number, but in our sample of four years of 9<sup>th</sup> grade applicants, they did apply at the same rate as their non-EL peers.

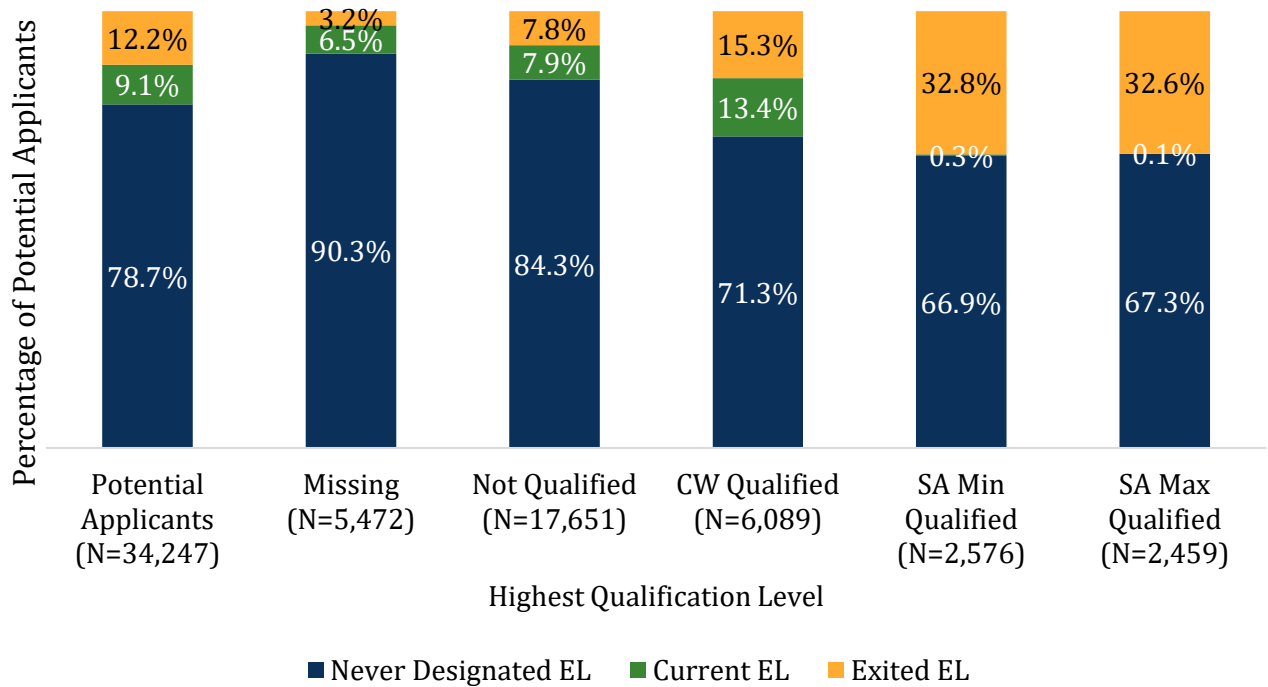
Figure 34. EL Status of Potential Applicants and Applicants at Time of Application, by Highest Qualification Level (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)



**In contrast to current ELs, exited ELs’ highest qualification levels were *more* likely to be SA Min or SA Max.**

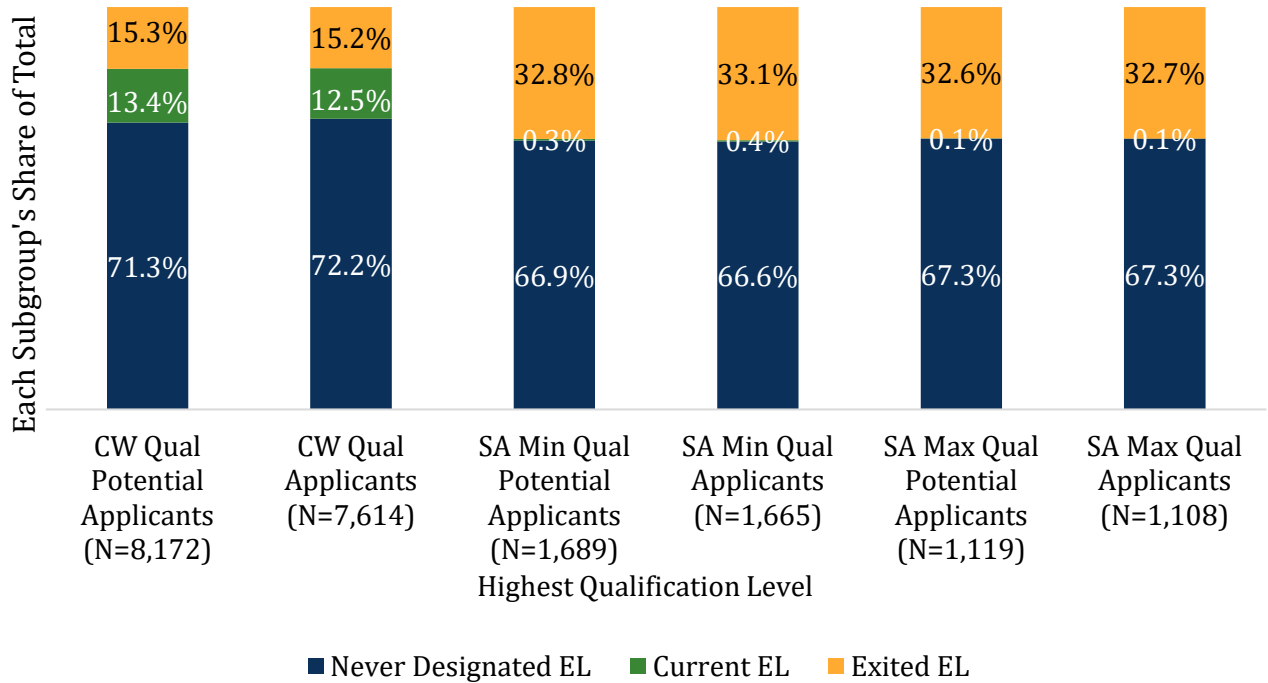
To this point, we have considered only students with an active (or “current”) EL designation, not those categorized as *exited EL* (students who were designated English Learners at one point but have since tested out of the EL program). In contrast to current ELs, exited ELs were *more* likely than non-ELs to be SA Min and SA Max qualified (Figure 35). Exited ELs made up 12.2 percent of the pool of potential applicants but 32.6 percent of the students who were SA Max qualified, making them almost three times as likely to meet this standard.

Figure 35. Current and Exited EL Status of Potential Applicants and Applicants, by Highest Qualification Level (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)



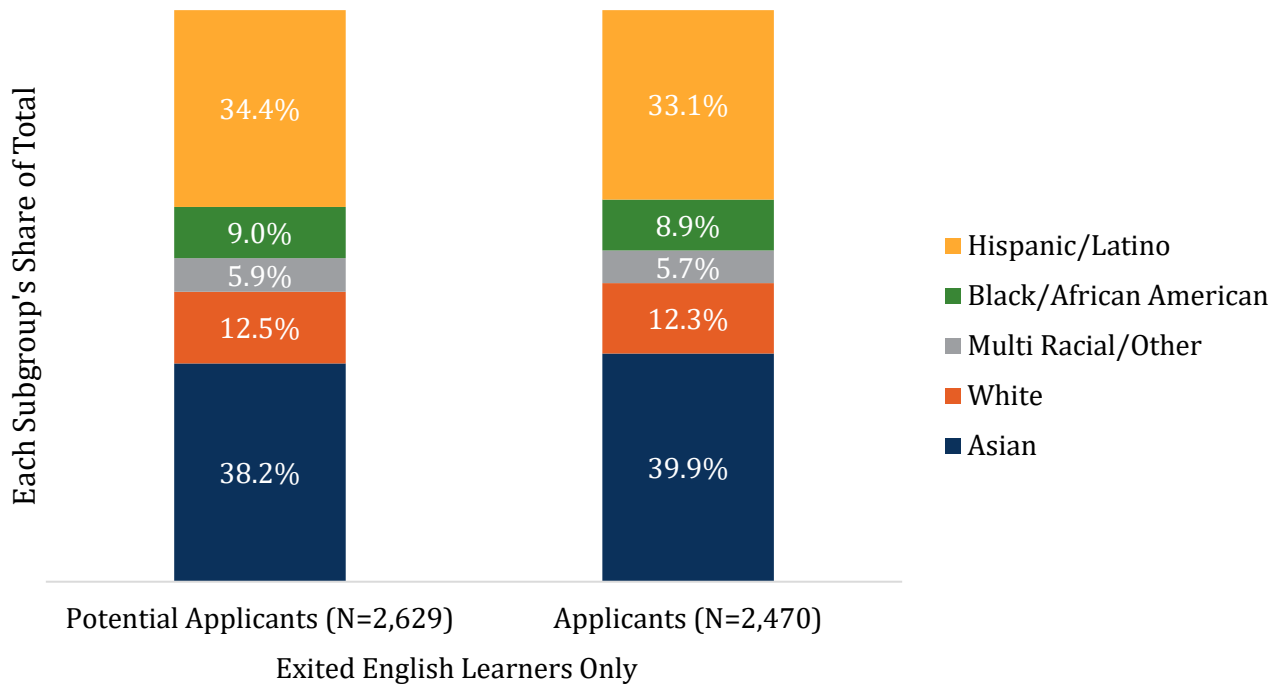
Further, exited ELs at all qualification levels had the same share of potential applicants as actual applicants, which means they participated in the SSP at comparable rates to other students (Figure 36).

Figure 36. EL Status of Potential Applicants and Applicants, by Highest Qualification Level (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)



To determine the extent to which exited EL status and race/ethnicity might interact in the context of the SSP, we combine these demographics in Figure 37. Asian students made up only 8.9 percent of potential applicants (Figure 2) but 38.2 percent of exited ELs. Recalling that Asian students were over-represented at higher qualification levels (see Figure 23), this may partly account for the over-representation of exited ELs at those same qualification levels.

Figure 37. Race/Ethnicity of Exited EL Potential Applicants and Applicants (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)



**Potential applicants with a home language of *Spanish* reached the CW qualification standard at a rate comparable to the District average but were under-represented at SA qualification levels.**

Across home languages, there was variation in the rates at which potential applicants met qualification levels and in the rates at which those students participated in the SSP. Data for the 25 home languages with the largest numbers of potential applicants (across all four years) are displayed in Table 5. Some findings of note:

- English and Spanish, the two largest home language groups, had lower-than-average qualification rates. Students from the Spanish home language group also had a lower-than-average application rate.
- Students with home languages of Chinese (Mandarin), Vietnamese, Chinese (Yue/Cantonese), Malayalam, Albanian, and Gujarati had higher-than-average qualification rates for all qualification levels.

Table 5. Qualification Levels and Application Rates of Top 25 Home Languages by Population (9<sup>th</sup> Grade 2015-16—2018-19 Cohorts)

Home Language	# of Potential Applicants	CW Qual Potential Applicants			SA Min Potential Applicants			SA Max Potential Applicants		
		# of Potential Applicants <sup>a</sup>	% of Potential Applicants <sup>a</sup>	App. Rate	# of Potential Applicants <sup>b</sup>	% of Potential Applicants <sup>b</sup>	App. Rate	# of Potential Applicants <sup>c</sup>	% of Potential Applicants <sup>c</sup>	App. Rate
English	27,366	7,885	28.8%	97.2%	2,963	10.8%	98.8%	1,211	4.4%	99.3%
Spanish	3,015	889	29.5%	92.8%	177	5.9%	99.4%	40	1.3%	97.5%
Chinese (Mandarin)	589	485	82.3%	98.4%	305	51.8%	100.0%	173	29.4%	100.0%
Arabic	401	177	44.1%	93.2%	69	17.2%	97.1%	19	4.7%	100.0%
Khmer	329	188	57.1%	96.3%	73	22.2%	97.3%	16	4.9%	100.0%
Vietnamese	329	244	74.2%	97.1%	141	42.9%	100.0%	49	14.9%	100.0%
Russian	221	102	46.2%	95.1%	63	28.5%	98.4%	32	14.5%	100.0%
Chinese (Yue/Cantonese)	208	162	77.9%	98.1%	101	48.6%	99.0%	56	26.9%	98.2%
Creoles/Pidgins	181	94	51.9%	97.9%	21	11.6%	100.0%	5	2.8%	100.0%
Malayalam	145	109	75.2%	100.0%	80	55.2%	100.0%	34	23.4%	100.0%
Portuguese	132	45	34.1%	71.1%	10	7.6%	100.0%	1	0.8%	100.0%
Albanian	121	85	70.2%	96.5%	58	47.9%	100.0%	19	15.7%	100.0%
French	105	62	59.0%	90.3%	11	10.5%	90.9%	5	4.8%	80.0%
Ukrainian	83	41	49.4%	97.6%	27	32.5%	100.0%	10	12.0%	100.0%
Bengali	67	36	53.7%	91.7%	9	13.4%	100.0%	1	1.5%	100.0%
Nepali	65	43	66.2%	95.3%	8	12.3%	100.0%	4	6.2%	100.0%
Pashto	62	29	46.8%	93.1%	6	9.7%	100.0%	3	4.8%	100.0%
Urdu	60	27	45.0%	96.3%	14	23.3%	100.0%	7	11.7%	100.0%
Gujarati	55	47	85.5%	100.0%	30	54.5%	100.0%	12	21.8%	100.0%
Mandingo	53	19	35.8%	94.7%	7	13.2%	100.0%	1	1.9%	100.0%
Indonesian	47	37	78.7%	100.0%	24	51.1%	100.0%	9	19.1%	100.0%
Uzbek	42	21	50.0%	85.7%	7	16.7%	100.0%	2	4.8%	100.0%
Swahili	40	18	45.0%	94.4%	7	17.5%	100.0%	2	5.0%	100.0%
Tagalog	35	23	65.7%	100.0%	17	48.6%	100.0%	4	11.4%	100.0%
Burmese	31	17	54.8%	100.0%	5	16.1%	100.0%	4	12.9%	100.0%
<b>Total (Top 25 Languages)</b>	<b>33,782</b>	<b>10,885</b>	<b>32.2%</b>	<b>96.7%</b>	<b>4,233</b>	<b>12.5%</b>	<b>98.9%</b>	<b>1,719</b>	<b>5.1%</b>	<b>99.4%</b>
<b>Total (All Groups)</b>	<b>34,247</b>	<b>11,122</b>	<b>32.5%</b>	<b>96.7%</b>	<b>4,341</b>	<b>12.7%</b>	<b>99.0%</b>	<b>1,769</b>	<b>5.2%</b>	<b>99.4%</b>

Notes: Green tones correspond to the highest rates, followed by yellow, then orange, then red tones which correspond to the lowest rates.

How to read this table: Columns with an (a) superscript answer the question: *Of all the potential applicants in the school in the row, what # and % were at least CW qualified?*; Columns with a (b) superscript answer the question: *Of all the potential applicants in the school in the row, what # and % were at least SA Min qualified?*; Columns with a (c) superscript answer the question: *Of all the potential applicants in the school in the row, what # and % were SA Max qualified?*



## Conclusion and Future Plans

Over the past four years (9<sup>th</sup> grade entering classes of 2015-16 to 2018-19), we find that most 8<sup>th</sup> grade students (87.8 percent) in SDP K-12 schools participated in the School Selection Process (SSP). In general, students with the necessary attendance, achievement, and behavioral qualifications for *Citywide* (CW) and *Special Admissions* (SA) programs were more likely to participate. This pattern was straightforward, with the most highly qualified students being most likely to apply, both in general and particularly to the SA sector of receiving schools.

In many cases, some subgroups were more likely to apply than others. For example, students who were male, had IEPs, or were current English Learners were less likely to apply than students who were female, without IEPs, or non-English Learners, respectively. However, these differences in application rates reflected underlying differences in qualification rates. When subgroups were under-represented in an application category, it was because they were under-represented at corresponding qualification levels, not because they simply opted out of the SSP.

The next report in this series will examine the next step of the SSP—acceptances by schools. As in this report, acceptance patterns will be analyzed overall and in terms of different applicant characteristics.

## Appendix: List of Citywide and Special Admission High Schools

Table A. School District of Philadelphia High Schools with Citywide or Special Admission status

School Name	Admission Type
A. Philip Randolph Career and Technical High School	Citywide
Building 21	Citywide
Constitution High School	Citywide
High School of the Future	Citywide
Jules E. Mastbaum Area Vocational Technical High School	Citywide
Murrell Dobbins Career and Technical High School	Citywide
Paul Robeson High School for Human Services	Citywide
Philadelphia Military Academy	Citywide
Swenson Arts and Technology High School	Citywide
The LINC	Citywide
The U School	Citywide
The Workshop School	Citywide
Academy at Palumbo	Special Admission
Arts Academy at Benjamin Rush	Special Admission
Central High School	Special Admission
Franklin Learning Center	Special Admission
Girard Academic Music Program	Special Admission
High School for Creative and Performing Arts	Special Admission
High School for Creative and Performing Arts School	Special Admission
High School of Engineering and Science	Special Admission
Hill-Freedman World Academy	Special Admission
Julia R. Masterman School	Special Admission
Lankenau High School	Special Admission
Motivation High School	Special Admission
Parkway Center City Middle College High School*	Special Admission
Parkway Northwest High School	Special Admission
Parkway West High School	Special Admission
Philadelphia High School for Girls	Special Admission
Science Leadership Academy	Special Admission
The Science Leadership Academy at Beeber	Special Admission
Walter B. Saul High School	Special Admission
William W. Bodine High School	Special Admission

\*Prior to SY 2017-18, this school was Parkway Center City High School.

**Note:** These are the schools that have CW or SA admissions requirements. In addition, some neighborhood schools house special programs that have admissions requirements, though the school itself does not.