



THE SCHOOL DISTRICT OF
PHILADELPHIA

School Selection in Philadelphia, 2015-16 to 2018-19

Part 2: Admissions to 9th Grade

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Findings

- In general, applicants from various subgroups had similar overall success rates, but different success rates at special admission (SA) schools.
- The more qualified students were, the more likely they were to be admitted to SA schools.
- Qualified students of all subgroups had similar SA success rates. This was true for students of all races, ethnicities, and genders, regardless of IEP or EL status.
- In some cases, the success rates of *under-qualified* students varied by subgroup.

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Summary of Key Findings

This is the second report in a series examining trends in the School Selection Process in Philadelphia between 2015-16 and 2018-19. The first report¹ described the rates at which different subgroups of 8th-grade students applied to 9th-grade schools or programs with competitive criteria and the differences in the qualifications of applicants and/or non-applicants from different subgroups. This report examines two questions that focus on the next step of the School Selection Process—offers of 9th-grade admission to 8th-grade students. The following key findings align to our two study questions:

1. *What were the rates at which different subgroups of 8th-grade applicants were offered admission to 9th-grade schools or programs with competitive criteria?*
 - **In general, applicants from various subgroups had similar overall success rates, but different success rates at special admission (SA) schools.** Applicants who were Black/African American or Hispanic/Latino were less likely to receive an SA offer than their Asian or White peers. Students who were male, had IEPs, or had EL status were less likely to receive SA offers than their peers who were female, did not have IEPs, or did not have EL status, respectively.
2. *Were there differences in the qualifications of applicants from different subgroups who were or were not offered admission to 9th-grade schools or programs with competitive criteria?*
 - **The more qualified students were, the more likely they were to be admitted to SA schools.**
 - **Qualified students of all subgroups had similar SA success rates.** This was true for students of different races/ethnicities, genders, IEP status, and EL status.
 - **In some cases, the success rate of *under*-qualified students did vary by subgroup.** For example, Hispanic/Latino students who did not meet the minimum SA requirements were less likely to receive SA offers than students of other races/ethnicities, and students who did not meet minimum citywide (CW) admission requirements and had IEPs were less likely to receive CW offers than their counterparts without IEPs.

¹ [School Selection in Philadelphia, 2015-16 to 2018-19: Applications for 9th Grade.](#)

Introduction

Each fall (typically September through November), students entering kindergarten through 12th 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 9th 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.²

This report is the second in a series that will provide an in-depth analysis of four years of 9th-grade SSP admissions (2015-16 through 2018-19). It focuses on the second phase, when schools respond to their applicants. Additional information about the SSP and this series of reports is available in Box 1 and in the first report: [School Selection in Philadelphia, 2015-16 to 2018-19: Applications for 9th Grade](#).

Research Questions

This report addresses the following questions, as they pertain to 8th-grade students:

1. *What were the rates at which different subgroups of 8th-grade applicants were offered admission to 9th-grade schools or programs with competitive criteria?*
2. *Were there differences in the qualifications of applicants from different subgroups who were or were not offered admission to 9th-grade schools or programs with competitive criteria?*

Each of these questions is explored at the District level, across the four school years, and in terms of 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).

² For more information about the SDP SSP, visit <https://www.philasd.org/studentplacement/services/school-selection/>.

Box 1: Study Sample and Definitions

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

- Student was in 8th grade during the application window in school years 2014-15 through 2017-18 for 9th-grade admission in 2015-16 through 2018-19.
- Student was enrolled for at least ten 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.

Note: We intend referenced school years to mean *admissions* years, not *application* years. For example, if an 8th-grader applied in 2016-17 for admission to a 9th-grade program beginning in 2017-18, that student will appear in analyses for 2017-18.

School and 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* (NS). Each student has right-of-access to the neighborhood school in their catchment. Students may also apply to a neighborhood school in a different catchment.
- **CW Applicant:** The student submitted at least one application to a *Citywide Admission* (CW) school. These schools and programs accept applicants from any part of Philadelphia. Historically, these programs had minimum requirements for grades, attendance, and suspensions. Starting in 2017-18, however, all but four of these schools dropped all entry requirements.
- **SA Applicant:** The student submitted at least one application to a *Special Admission* (SA) school. Like CW schools, SA schools and programs accept applicants from across the city. SA entry requirements are more stringent than those at CW schools and may also include minimum standardized test scores.

Note: 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.

Other Definitions

- **Successful Applicant and Success Rate:** A *successful applicant* is one who receives at least one offer of admission. The *success rate* is the percentage of applicants who receive an offer of admission.
- **Successful CW Applicant and CW Success Rate:** A *successful CW applicant* is one who receives at least one offer of admission from a CW program. The *CW success rate* is the percentage of CW Applicants who receive a CW offer of admission.
- **Successful SA Applicant and SA Success Rate:** A *successful SA applicant* is one who receives at least one offer of admission from an SA program. The *SA success rate* is the percentage of SA applicants who receive an SA offer of admission.

Note: A student can be simultaneously *successful* as an Applicant, CW Applicant, and/or SA Applicant.

Box 2: Data Sources

All data used in this report came from two sources:

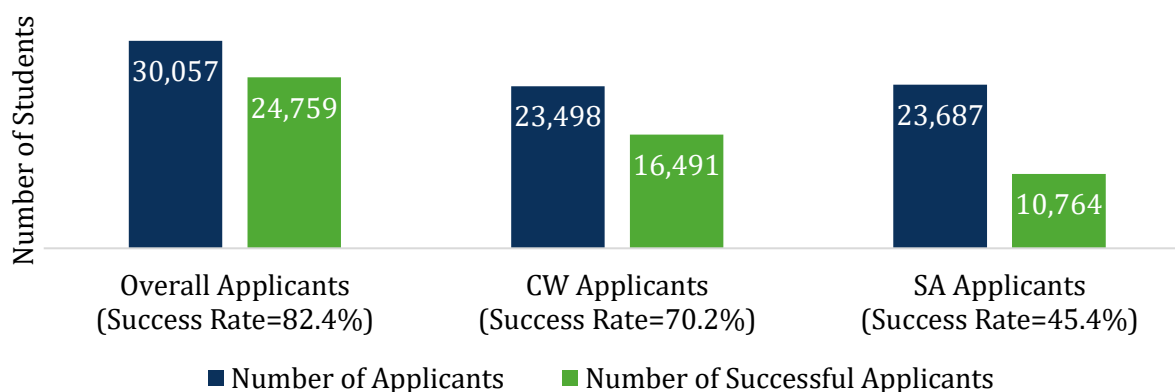
- Every time a student submits an application, a record captures where the student applied. This record is later updated with the school's decision, and, when relevant, whether the student accepted the offer of admission. These records were provided to ORE for all years in the analysis.
- Student administrative data, including demographics, academic records, attendance records, and suspension records, were taken from the District's data warehouse.
- These data sources were merged using a data visualization tool to facilitate flexible analysis.
- All analyses in this report are based on data loaded into the visualization tool on September 13, 2019.

What were the rates at which different subgroups of 8th-grade applicants were offered admission to 9th-grade schools or programs with competitive criteria?

Once a student chose to participate in the SSP and applied to one or more programs, how likely were they to be offered admission? This report summarizes admissions patterns, both for applicants in general and for subgroups of interest.

Of the 30,057 students who participated in the SSP, 24,759 (82.4 percent) received at least one offer of admission (Figure 1). Success rates were lower for CW applicants (70.2 percent), and still lower for SA applicants (45.4 percent).

Figure 1. Numbers of Applicants and Successful Applicants by Admission Type
(9th Grade 2015-16—2018-19 Cohorts)

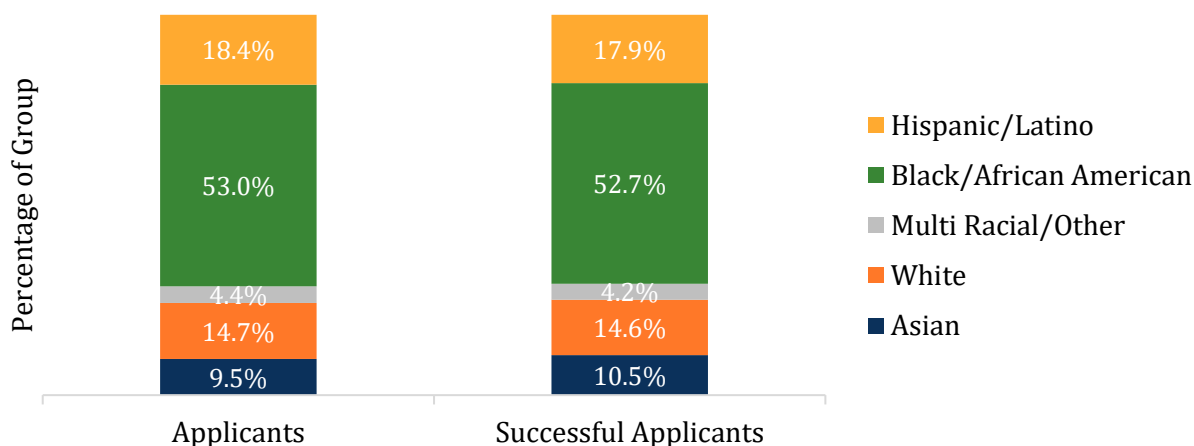


Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Applicants of different races/ethnicities had similar overall success rates, but different SA success rates.

Across all four years, applicants from each race/ethnicity had similar success rates, with only slight differences in the distributions of the applicant pool and the successful applicants (Figure 2). Overall, Asian students were slightly over-represented among successful applicants (1 percentage point), and all other groups were very slightly under-represented (0.1-0.5 percentage points).

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

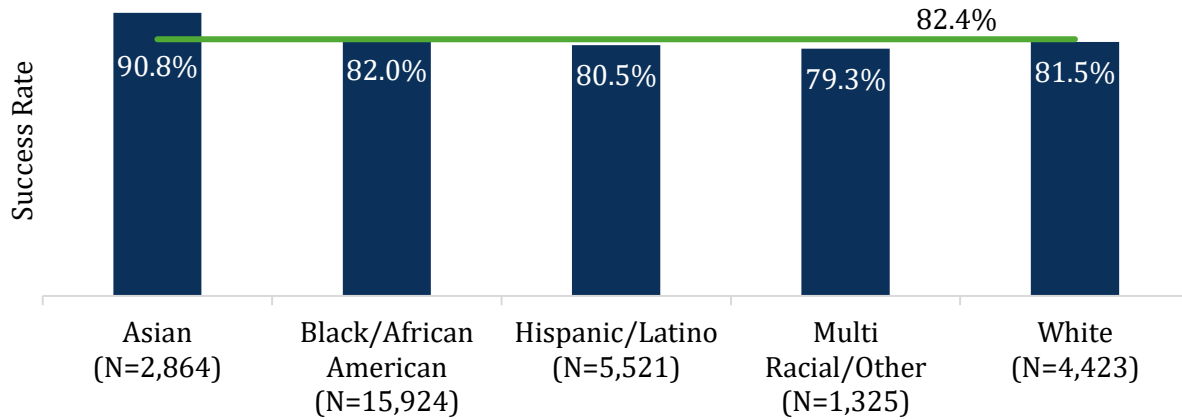


Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

How to read this graph: The percentage listed in each segment of a stacked bar answers the question “Of all the students in the group, what percentage belonged to a particular racial/ethnic group?” For example, of *all applicants*, 18.4 percent were Hispanic/Latino, while 17.9 percent of *successful applicants* were Hispanic/Latino.

Another way to look at the same data is to look at the percentage of applicants from specific subgroups who were successful. Asian students had the highest success rate (90.8 percent) with the widest gap between Asian and Multi-Racial/Other students (about 11 percentage points; Figure 3).

Figure 3. Probability of Being a Successful Applicant, by Race/Ethnicity
(9th Grade 2015-16—2018-19 Cohorts)

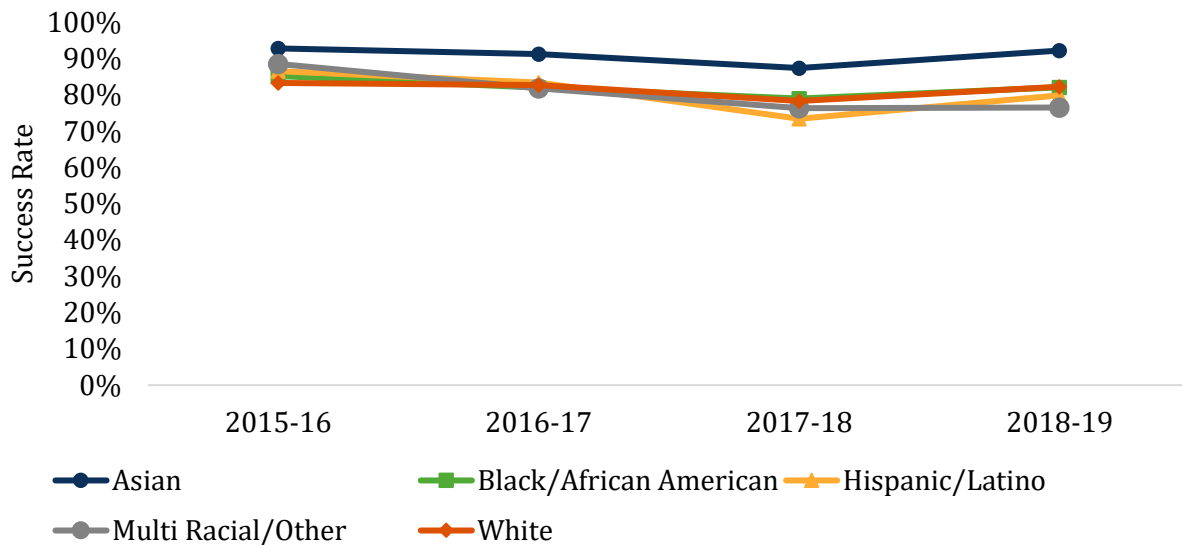


Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Note: The green line represents the overall success rate of 82.4 percent.

Success rates for students from different racial/ethnic subgroups were generally consistent across all four years (Figure 4). In each year, Asian students had the highest success rate, though the size of the gap was narrower in 2015-16 than in more recent years.

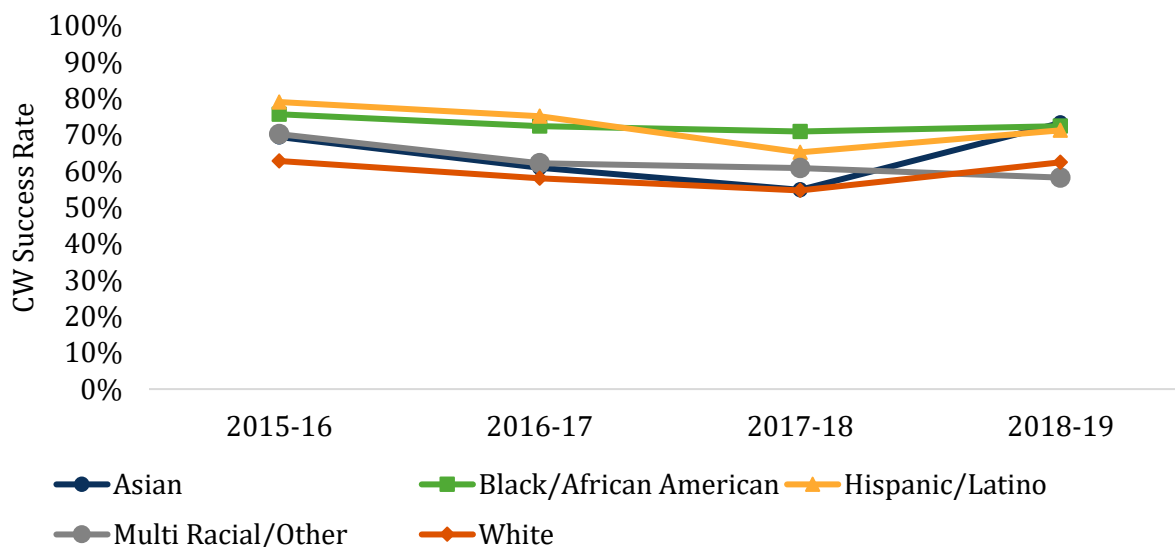
Figure 4. Percentage of Successful Applicants of Each Race/Ethnicity



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Success rates for CW applicants trended slightly downward from 2015-16 to 2018-19, with the exception of a notable increase in the success rate of Asian CW applicants in the final year (Figure 5). The drop in success rate may be due to a corresponding increase in the number of students who submitted CW applications across these four years.³

Figure 5. Percentage of Successful CW Applicants of Each Race/Ethnicity

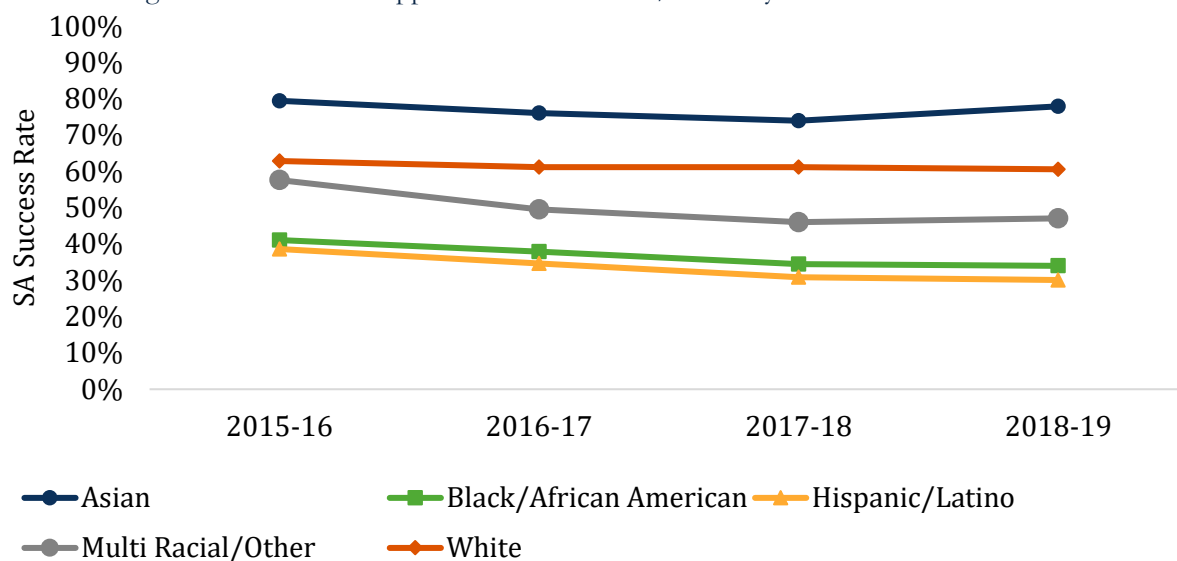


Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

The success rate for SA applicants showed a very different pattern. Success rates for students applying to SA schools remained stable across all four years, but there were clear differences in the success rates across subgroups (Figure 6). Asian students received the highest percentage of SA offers compared to all other subgroups. In contrast, Black/African-American and Hispanic/Latino students received the lowest percentage of SA offers.

³ Wills, T., Negus, S., & Lesnick, J. (2019). [School Selection in Philadelphia, 2015-16 to 2018-19: Applications for 9th Grade Philadelphia](#). The School District of Philadelphia.

Figure 6. Percentage of Successful SA Applicants of Each Race/Ethnicity

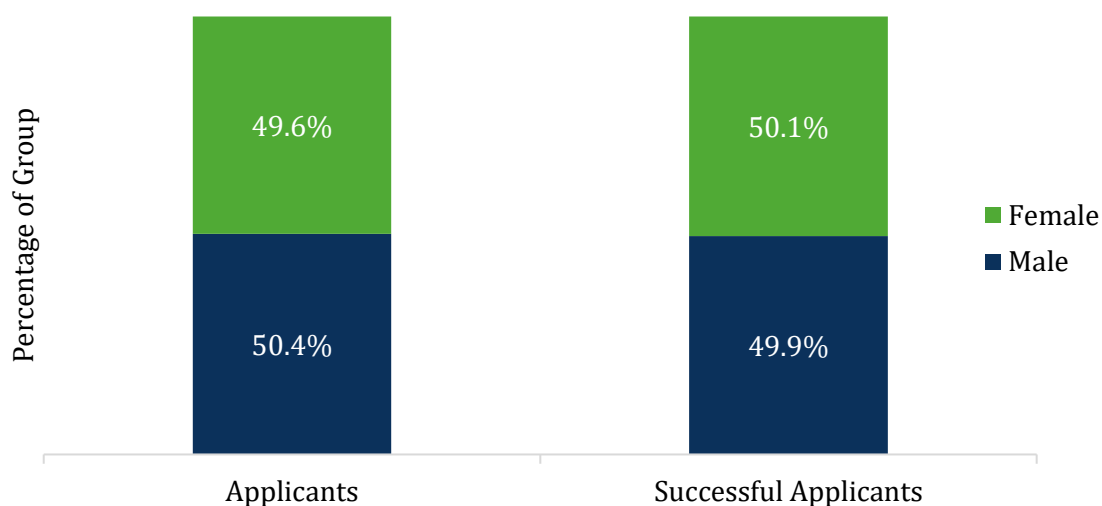


Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Male and female students had similar overall success rates, but female students were more likely to receive offers from SA schools.

Across the four years, female applicants had similar success rates to their male peers (Figure 7).

Figure 7. Gender Distribution of Applicants and Successful Applicants (9th Grade 2015-16—2018-19 Cohorts)

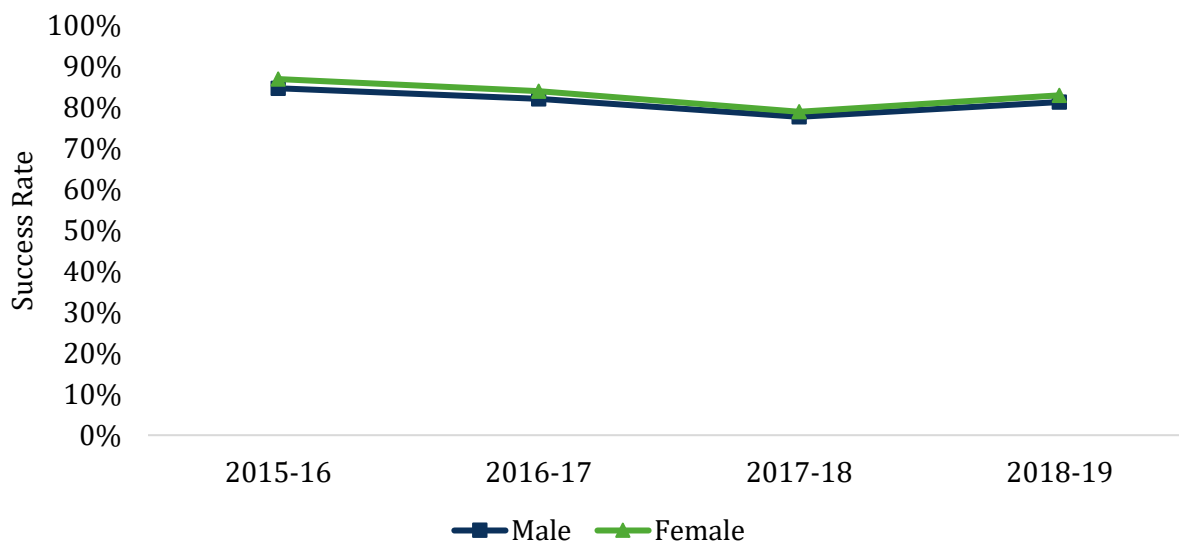


Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

How to read this graph: The percentage listed in each segment of a stacked bar answers the question “Of all students in the group, what percentage belonged to a particular gender?” For example, of *all applicants*, 49.6 percent were female, while 50.1 percent of *successful applicants* were female.

This overall finding was also consistent on a year-by-year basis (Figure 8). Overall success rates varied somewhat from year to year, but females and males had similar success rates within each year. Descriptively, female students did have slightly higher success rates, but the gender gap was extremely small, ranging from 1.2 to 2.3 percentage points.

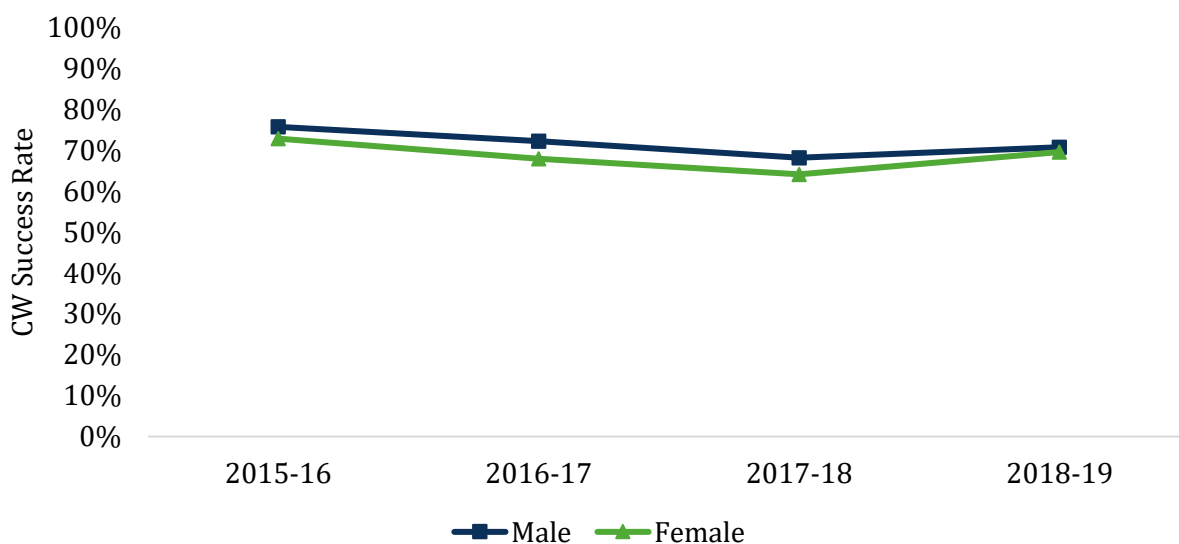
Figure 8. Percentage of Successful Applicants, by Gender



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

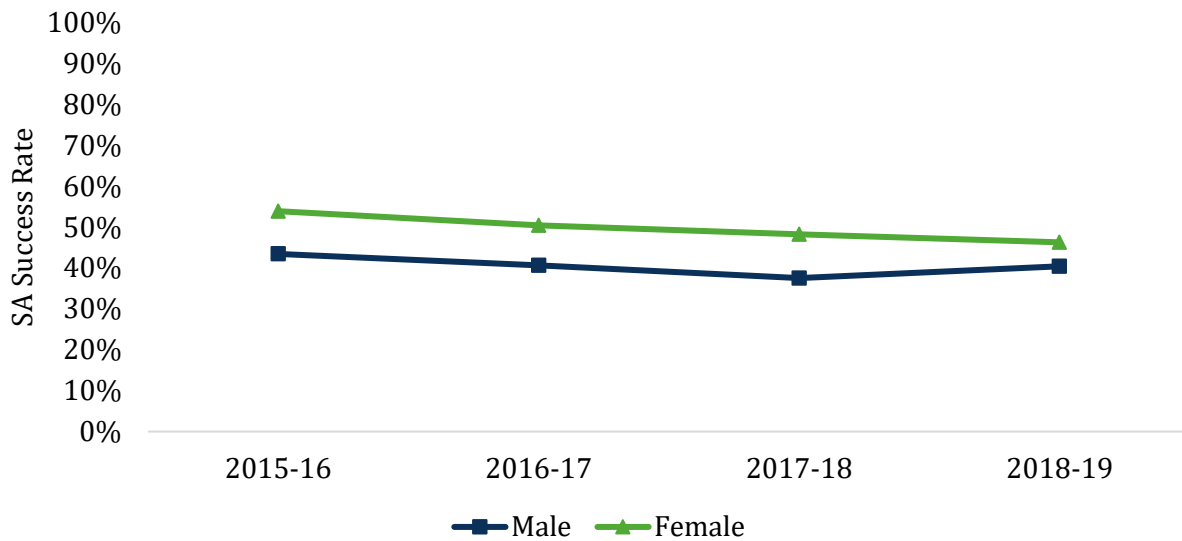
More significant gender gaps become apparent when types of programs are considered. Overall, male students were *more* successful as CW applicants (though this gap was both small and inconsistent across years; see Figure 9). In contrast, among SA applicants, female students were more likely to be successful (Figure 10).

Figure 9. Percentage of Successful CW Applicants, by Gender



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Figure 10. Percentage of Successful SA Applicants, by Gender

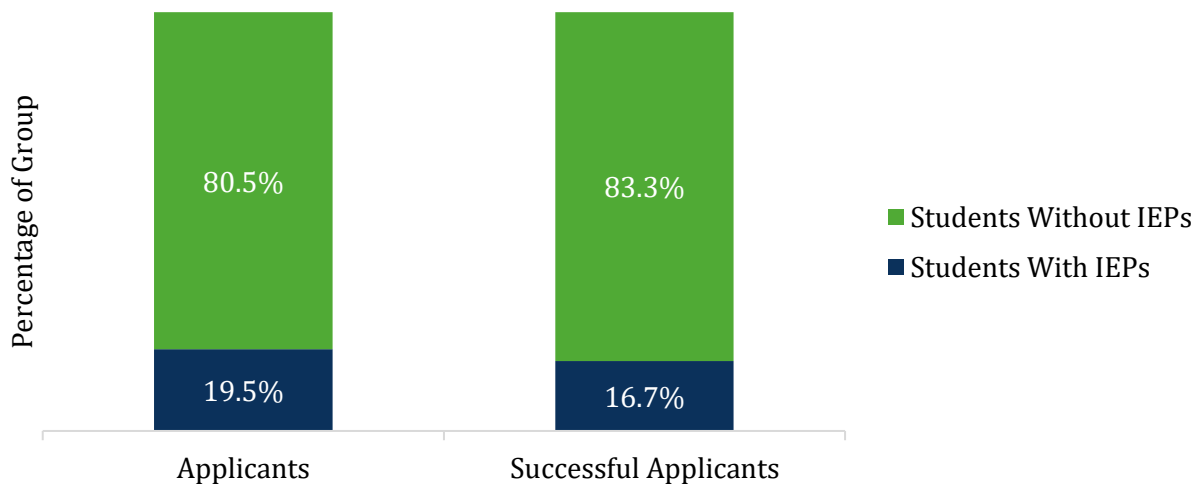


Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Students with IEPs had lower success rates than students without IEPs.

Across all four years, applicants with Individualized Education Programs (IEPs)⁴ were less likely to receive an offer of admission than students without IEPs (Figure 11).

Figure 11. Distribution of Applicants With and Without IEPs Among Applicants and Successful Applicants (9th Grade 2015-16—2018-19 Cohorts)



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

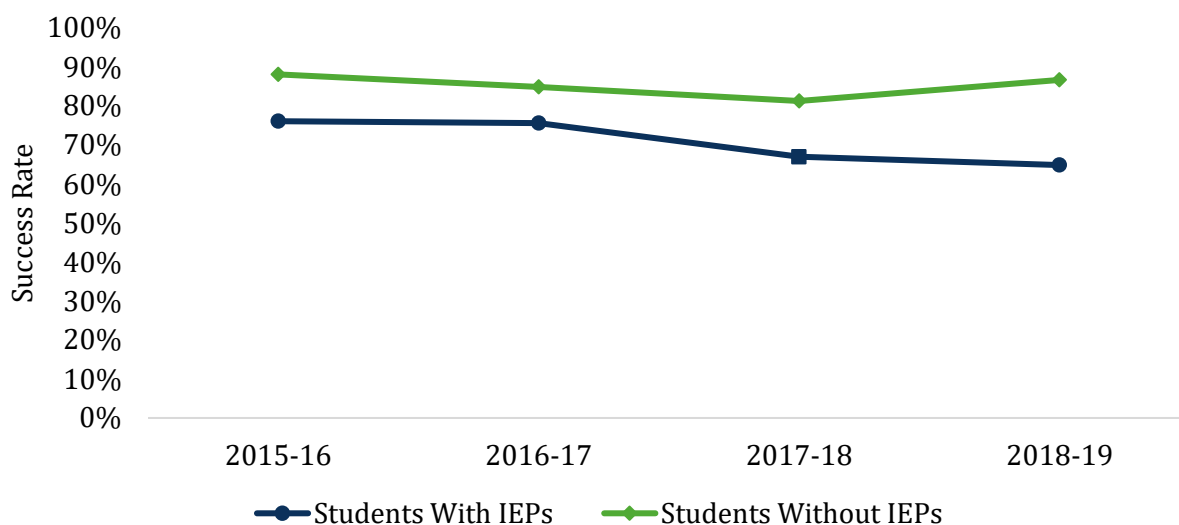
How to read this graph: The percentage listed in each segment of a stacked bar answers the question “Of all students in

⁴ Throughout this report, “Students with IEPs” does not include students with gifted IEPs.

the group, what percentage did or did not have IEPs?" For example, of *all applicants*, 80.5 percent did not have IEPs, while of *successful applicants*, 83.3 percent did not have IEPs.

Across years, applicants with IEPs were less likely to be successful (Figure 12). This gap increased from a minimum value of 9.8 percentage points in 2016-17 to a maximum of 24.5 percentage points in 2018-19. This increase is mostly due to a decline in the success rate of students with IEPs, as the non-IEP success rate has been comparatively stable.

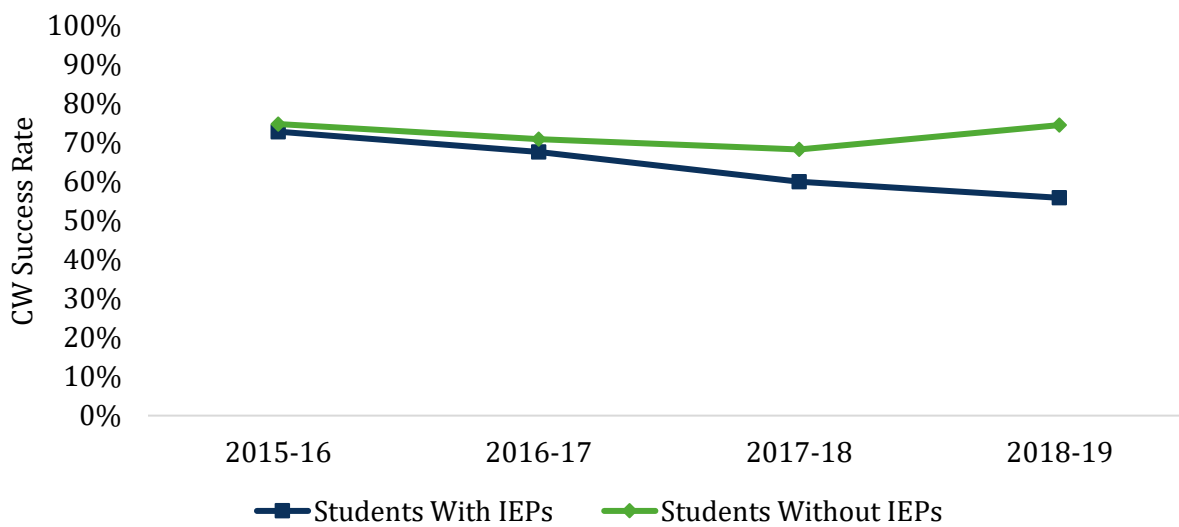
Figure 12. Percentage of Successful Applicants, by IEP Status



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Among CW applicants, rates for students with and without IEPs varied from year to year (Figure 13). Rates for both groups decreased from 2015-16 to 2017-18, after which the success rate for applicants with IEPs declined, while the rate for applicants without IEPs increased.

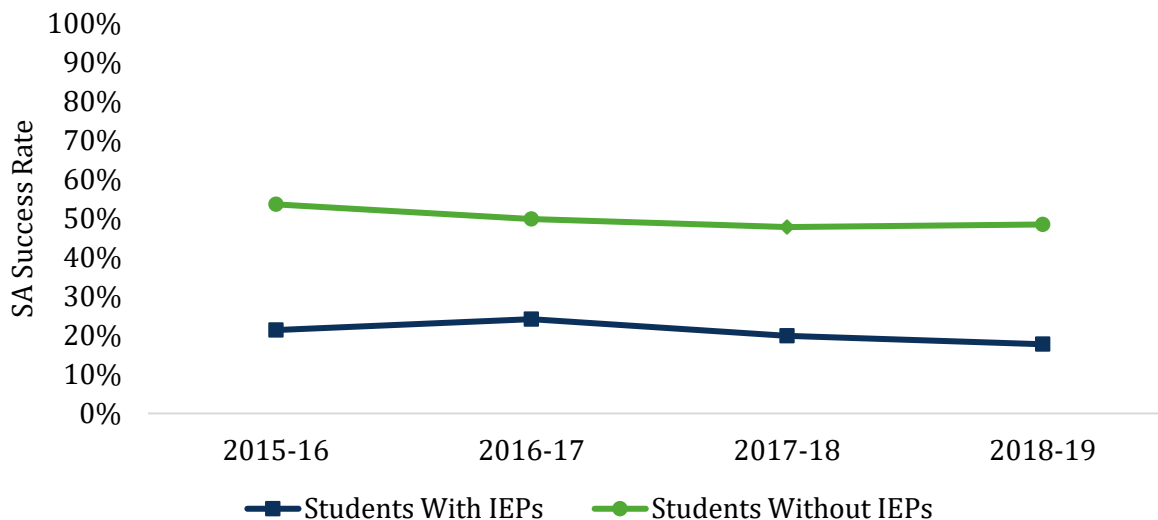
Figure 13. Percentage of Successful CW Applicants, by IEP Status



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

For SA applicants, students without IEPs were more likely to receive an SA offer (Figure 14). This gap was both large and consistent across all four years.

Figure 14. Percentage of Successful SA Applicants, by IEP Status

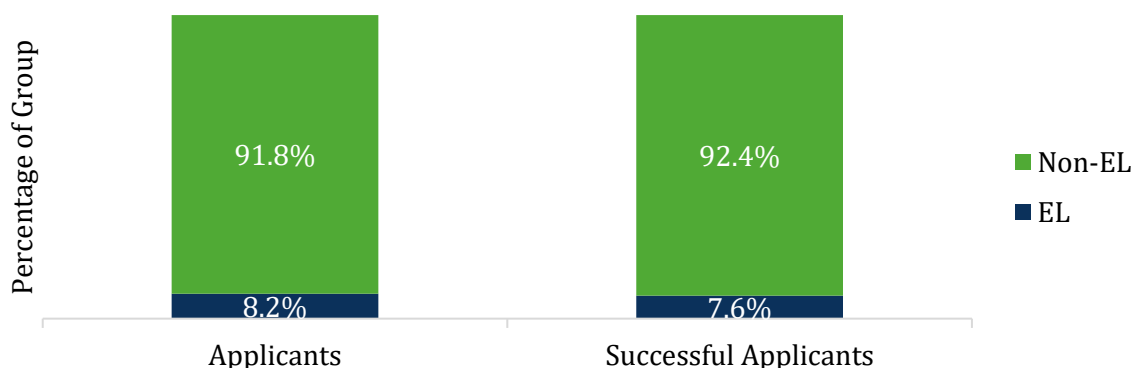


Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Students with English Learner (EL) status had slightly lower success rates than non-EL students.

Across all four years, 8.2 percent of 8th-grade applicants had English Learner status (Figure 15). These students comprised 7.6 percent of the successful applicants, indicating they were less likely than their non-EL peers to receive admission offers, though this tendency was small.

Figure 15. Distribution of EL and Non-EL Applicants and Successful Applicants (9th Grade 2015-16—2018-19 Cohorts)

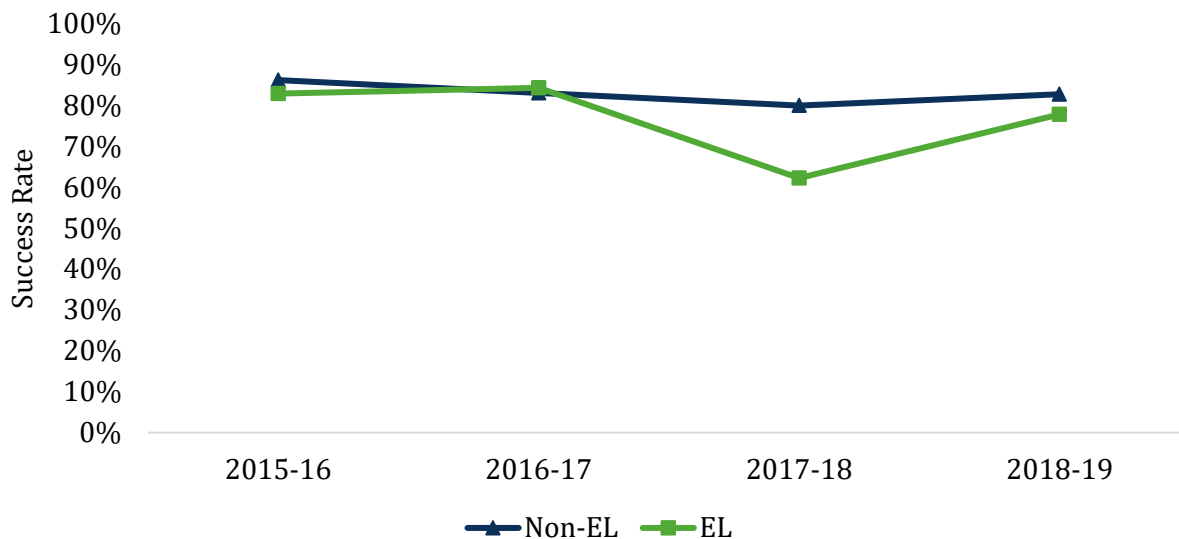


Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

How to read this graph: The percentage listed in each segment of a stacked bar answers the question “Of all students in the group, what percentage were or were not ELs?” For example, of *all applicants*, 8.2 percent were ELs, while of *successful applicants*, 7.6 percent were ELs.

This small gap between EL and non-EL success rates did not occur consistently across all four years (Figure 16). In fact, the overall gap was almost entirely attributable to 2017-18, when there was a 17 percentage point difference between the two groups.

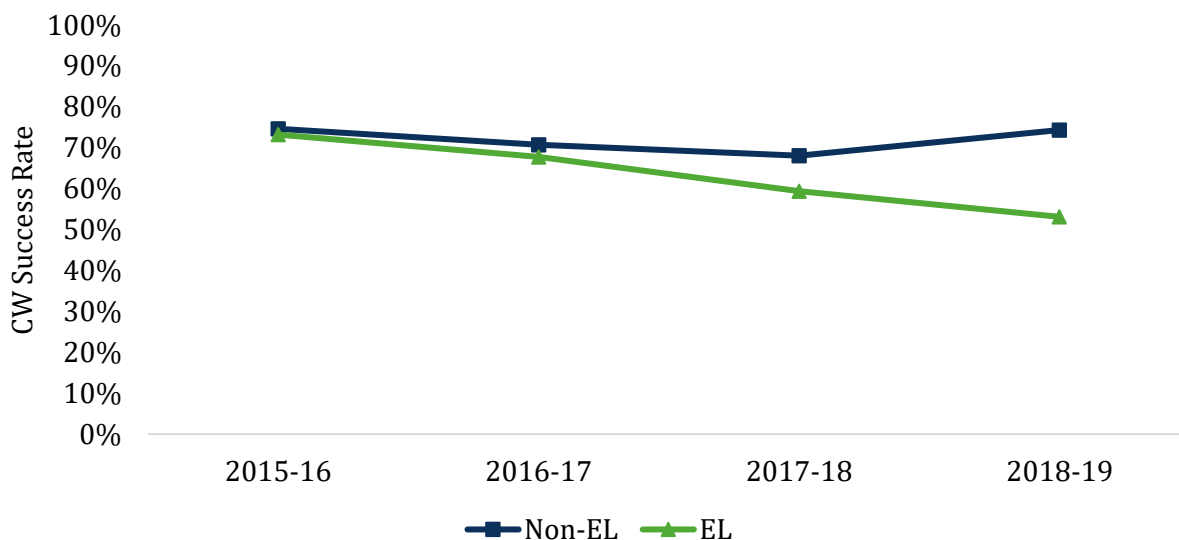
Figure 16. Percentage of Successful Applicants, by EL Status



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Success rates for EL CW applicants declined steadily across years (Figure 17). Non-EL CW success rates declined from 2015-16 through 2017-18, but increased in 2018-19.

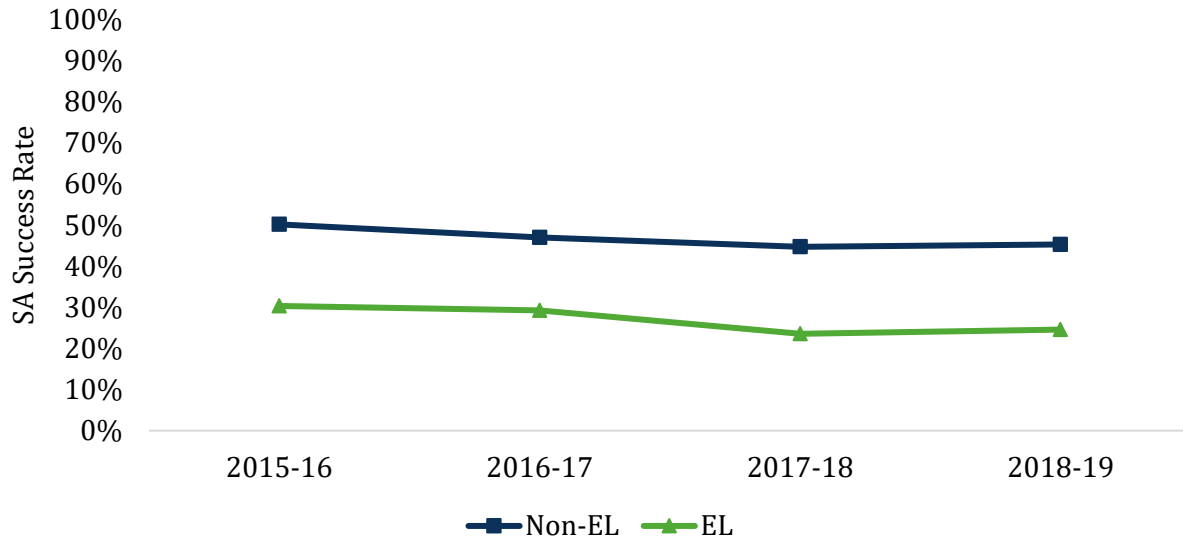
Figure 17. Percentage of Successful CW Applicants, by EL Status



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Among SA applicants, non-EL students had higher success rates across all four years (Figure 18). This gap was consistent across years, ranging from a minimum of 17.7 percentage points in 2016-17 to a maximum of 21.3 percentage points in 2017-18

Figure 18. Percentage of Successful SA Applicants, by EL Status



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Home Language

From 2015-16 to 2018-19, across all home languages, 82.4 percent of applicants received at least one offer of admission. Students with a home language of English were the largest group (82.0 percent of all applicants) and had a mathematically outsized role in setting the District application rate overall. Thus, they determined (and therefore nearly matched) the District success rates for both CW and SA applications. Among students with other home languages, we found:

- Students with a home language of Spanish (the second-largest group) received an admission offer at a rate similar to the District for *CW applications* (1.8 percentage points above the District rate), but lower for SA applications (9.7 percentage points below the District rate).
- Languages with the highest overall applicant success rates were Indonesian, Gujarati, Swahili, Malayalam and Chinese (Mandarin). Each of these language groups also had higher-than-average SA applicant success rates.
- Some language groups had above-average CW success rates but below-average SA rates (English; Spanish; Creoles and Pidgins, English-Based [Other]; Mandingo), while others showed the reverse pattern (Chinese [Yue/Cantonese], Albanian, Urdu, Tagalog).

Table 1 presents detailed information about the 25 home languages with the largest numbers of applicants across all four years. Speakers of these top 25 home languages comprised 29,663 of 30,057 potential applicants (98.6 percent).

Table 1. Top 25 Home Languages by Number of Applicants (Four Years Combined)

Home Language	Total Applicants	Successful Applicants		CW Applicants	Successful CW Applicants		SA Applicants	Successful SA Applicants	
		Number of Successful Applicants	Percentage of Total Applicants		Number of Successful CW Applicants	Percentage of CW Applicants		Number of Successful SA Applicants	Percentage of SA Applicants
English	24,078	19,740	82.0%	19,068	13,480	70.7%	18,961	8,114	42.8%
Spanish	2,558	2,049	80.1%	2,342	1,699	72.5%	1,606	531	33.1%
Chinese (Mandarin)	562	527	93.8%	244	161	66.0%	545	458	84.0%
Arabic	328	253	77.1%	222	119	53.6%	288	167	58.0%
Vietnamese	309	280	90.6%	163	106	65.0%	294	228	77.6%
Khmer	303	251	82.8%	209	142	67.9%	281	145	51.6%
Chinese (Yue/Cantonese)	199	180	90.5%	83	38	45.8%	196	159	81.1%
Russian	174	155	89.1%	100	63	63.0%	152	113	74.3%
Creoles/Pidgins, Eng-Based (Other)	159	138	86.8%	124	94	75.8%	133	57	42.9%
Malayalam	137	129	94.2%	78	61	78.2%	137	113	82.5%
Albanian	116	98	84.5%	66	30	45.5%	108	77	71.3%
French	93	80	86.0%	75	51	68.0%	76	36	47.4%
Portuguese	83	53	63.9%	70	38	54.3%	62	23	37.1%
Ukrainian	65	59	90.8%	40	20	50.0%	57	44	77.2%
Nepali	59	44	74.6%	49	31	63.3%	49	21	42.9%
Bengali	55	49	89.1%	40	21	52.5%	52	37	71.2%
Gujarati	54	52	96.3%	36	23	63.9%	51	40	78.4%
Pashto	51	39	76.5%	36	23	63.9%	46	24	52.2%
Urdu	50	44	88.0%	33	15	45.5%	48	34	70.8%
Mandingo	50	43	86.0%	41	32	78.0%	42	16	38.1%
Indonesian	46	46	100.0%	18	15	83.3%	45	40	88.9%
Swahili	36	34	94.4%	26	22	84.6%	25	13	52.0%
Uzbek	35	28	80.0%	31	19	61.3%	29	14	48.3%
Tagalog	33	30	90.9%	19	8	42.1%	30	27	90.0%
Burmese	30	27	90.0%	22	17	77.3%	26	16	61.5%
Total (Top 25 Language Groups)	29,663	24,428	82.4%	23,235	16,328	70.3%	23,339	10,547	45.2%
Total (All Language Groups)	30,057	24,759	82.4%	23,498	16,491	70.2%	23,687	10,764	45.4%

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.

Students from different sending schools varied widely in their success rates, and sending schools tended to have a high success rate with either CW or SA schools, but not both.

A “sending school” is the last school where a student was enrolled during the application window. The 25 sending schools with the most applicants accounted for 45.3 percent of all applicants in the District (13,630 of 30,057; Table 2). The success rate for students from these 25 sending schools (82.0 percent) was slightly lower than the overall District rate (82.4 percent). Their CW success rate (68.7 percent) was also below the District average (70.2 percent), and their SA rate (41.5 percent) was also lower than the District rate (45.4 percent). In addition, overall success rates varied widely, from a maximum of 97.9 percent (Masterman H.S.) to a minimum of 72.7 percent (Wilson M.S.). Schools with a high CW success rate (greater than 60 percent) rarely had a similarly high SA success rate, and vice versa. (Only two schools, Masterman H.S. and AMY Northwest, were above 60 percent in both sectors.) Students from a given school tended to be successful in one of these sectors, but not both.

Table 2. Success Rates of 25 Sending Schools with the Most Applicants, by Admission Type

Sending School	Total Applicants	Successful Applicants		CW Applicants	Successful CW Applicants		SA Applicants	Successful SA Applicants	
		Successful Applicants	Percentage of Total Applicants (a)		Successful CW Applicants	Percentage of CW Applicants (b)		Successful SA Applicants	Percentage of SA Applicants (c)
Baldi M.S.	1,403	1,192	85.0%	902	526	58.3%	1,225	841	68.7%
Wilson M.S.	1,102	801	72.7%	764	406	53.1%	1,011	495	49.0%
Meehan M.S.	828	617	74.5%	736	470	63.9%	626	193	30.8%
Harding M.S.	822	688	83.7%	734	560	76.3%	519	75	14.5%
Masterman H.S.	770	754	97.9%	82	50	61.0%	770	747	97.0%
Wagner M.S.	583	475	81.5%	539	417	77.4%	422	93	22.0%
Feltonville A&S	575	473	82.3%	527	404	76.7%	375	103	27.5%
Clemente M.S.	567	438	77.2%	557	428	76.8%	240	23	9.6%
Mayfair	520	404	77.7%	414	237	57.2%	421	234	55.6%
Spruance	519	384	74.0%	438	277	63.2%	455	174	38.2%
AMY 5 at Martin	485	360	74.2%	378	220	58.2%	398	174	43.7%
Washington M.S.	466	351	75.3%	389	259	66.6%	384	119	31.0%
Juniata Park	448	415	92.6%	403	341	84.6%	225	121	53.8%
Conwell M.S.	441	379	85.9%	335	242	72.2%	390	209	53.6%
Tilden M.S.	431	387	89.8%	419	364	86.9%	265	71	26.8%
De Burgos	415	320	77.1%	404	296	73.3%	266	51	19.2%
Franklin E.S.	414	334	80.7%	369	267	72.4%	341	94	27.6%
Decatur	402	314	78.1%	330	192	58.2%	303	125	41.3%
Amy Northwest	371	326	87.9%	184	121	65.8%	367	264	71.9%
Farrell	370	286	77.3%	289	153	52.9%	296	169	57.1%
Hopkinson	357	320	89.6%	344	287	83.4%	201	82	40.8%
Allen, Ethan	345	298	86.4%	297	226	76.1%	273	107	39.2%
Disston	337	254	75.4%	317	219	69.1%	218	50	22.9%
Hill-Freedman	335	288	86.0%	112	56	50.0%	333	251	75.4%
Rhodes E.S.	324	282	87.0%	312	263	84.3%	210	42	20.0%
Total (All Schools)	30,057	24,759	82.4%	23,498	16,491	70.2%	23,687	10,764	45.4%
Total (Top 25)	13,630	11,140	82.0%	10,575	7,281	68.7%	10,534	4,907	41.5%

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:** Column (a) answers the question *Of all applicants to the school in the row, what percentage received at least one admission offer of any kind?*; (b) answers *Of all applicants to the school in the row, what percentage received at least one admission offer to a CW program?*; (c) answers *Of all the applicants in the school in the row, what percentage received at least one admission offer to an SA program?*

Receiving schools varied widely in the rates at which they offered admission.

Application and admission data for the ten schools that received the most applications across the four years are displayed in Table 3. For schools with multiple programs, the information for each program is displayed separately. The lowest applicant success rates were associated with specialized programs with limited numbers of seats, as opposed to high numbers of applications. For example, there were very low success rates at Swenson's digital media program (5.6 percent), as well as at CAPA's dance (7.0 percent) and vocal music (9.5 percent) programs. One exception to this is Parkway Center City Middle College (10.3 percent), which can be characterized as a unique combination of school and specialized program.

Nine of the top ten schools were either Career and Technical Education (CTE) schools or SA schools. The tenth school, Northeast, is a neighborhood school, but the programs housed there are CW and SA programs.

Table 3. Top Ten Selected Programs and Schools by Most Applicants (9th Grade 2015-16—2018-19 Cohorts)

School	Selected Program	Number of Applicants	School Total	Program Offers		School Offers	
				Number	Percentage	Number	Percentage
Northeast	Sports Marketing & Management	1,778	10,110	368	20.7%	3,598	35.6%
	Communications Technology	2,628		765	29.1%		
	International Baccalaureate.	1,193		457	38.3%		
	Magnet Program	4,511		2,008	44.5%		
Swenson	Welding	85	9,356	19	22.4%	1,353	14.5%
	Auto Collision Repair	390		76	19.5%		
	Automotive Technology	626		117	18.7%		
	Baking	1,245		155	12.4%		
	Carpentry	432		100	23.1%		
	Communications Technology	571		125	21.9%		
	Computer Systems Networks	1,137		154	13.5%		
	Culinary Arts	1,400		156	11.1%		
	Digital Media Production	270		15	5.6%		
	Electrical & Power	394		78	19.8%		
	Engineering Technology	1,427		167	11.7%		
	Health Related Technology	1,265		156	12.3%		
	Plumbing Technology	114		35	30.7%		
Central High School		9,111	9,111	2713	29.8%	2,713	29.8%
FLC	Vocal Music	415	5,681	126	30.4%	1,657	29.2%
	Art	778		169	21.7%		
	Business Administration	385		131	34.0%		
	Clinical Medical Assistant	333		112	33.6%		
	Computer Business Applications	1,043		358	34.3%		

School	Selected Program	Number of Applicants	School Total	Program Offers		School Offers	
				Number	Percentage	Number	Percentage
	Dance	615		100	16.3%		
	Drama	175		40	22.9%		
	Health Related Technology	905		260	28.7%		
	Humanities/Lib Arts	820		295	36.0%		
	Instrumental Music	212		66	31.1%		
Dobbins	Sports Marketing & Management	717	5,531	278	38.8%	2,494	45.1%
	Barbering	636		237	37.3%		
	Biotechnology	33		20	60.6%		
	Business Administration	73		47	64.4%		
	Business Technology	428		170	39.7%		
	Commercial Advertising Art	182		83	45.6%		
	Computer Systems	100		62	62.0%		
	Cosmetology	1,357		649	47.8%		
	Culinary Arts	807		395	48.9%		
	Digital Media Production	48		22	45.8%		
	Fac. & Property Maintenance	13		5	38.5%		
	Fashion Design	729		334	45.8%		
	Graphic Design	107		60	56.1%		
	Plumbing Technology	109		55	50.5%		
	Sports Marketing	192		77	40.1%		
Parkway C.C.	Parkway Center City High	4,005	5,277	822	20.5%	952	18.0%
	Parkway C.C. Middle College	1,272		130	10.2%		
Academy At Palumbo		4,934	4,934	2,230	45.2%	2,230	45.2%
CAPA	Vocal Music	881	4,796	83	9.4%	670	14.0%
	Cinematography/Video	177		29	16.4%		
	Communications Technology	297		43	14.5%		
	Creative Writing	514		98	19.1%		
	Dance	935		65	7.0%		
	Drama	552		103	18.7%		
	Instrumental Music	485		132	27.2%		
	Visual Arts	955		117	12.3%		
Science Leadership Academy		4,560	4,560	467	10.2%	467	10.2%
Engineering & Science High		4,420	4,420	1722	39.0%	1,722	39.0%

Were there differences in the qualifications of applicants from different subgroups who were or were not offered admission to 9th-grade schools or programs with competitive criteria?

SA schools (and some CW schools) require applicants to meet minimum academic and behavioral criteria. Those criteria vary by school, but the wide variety of specific requirements can be usefully condensed into three categories: (1) the requirements for CW schools that have requirements; (2) the minimal requirements for the SA sector; and (3) the most stringent requirements for the SA sector.

We used these three requirement categories, in combination with administrative data, to place each potential applicant into one of five qualification levels (*Missing*, *Not CW Qualified*, *CW Qualified*, *SA Min*, or *SA Max*; see Box 3 for details). These applicant qualification levels are based on student data from the prior year, because the application window opens early in the school year. In the case of the 8th-grade students in this sample, potential schools evaluated them based on their 7th-grade performance.

Box 3: Five Categories of 8th Grade Applicant Qualifications

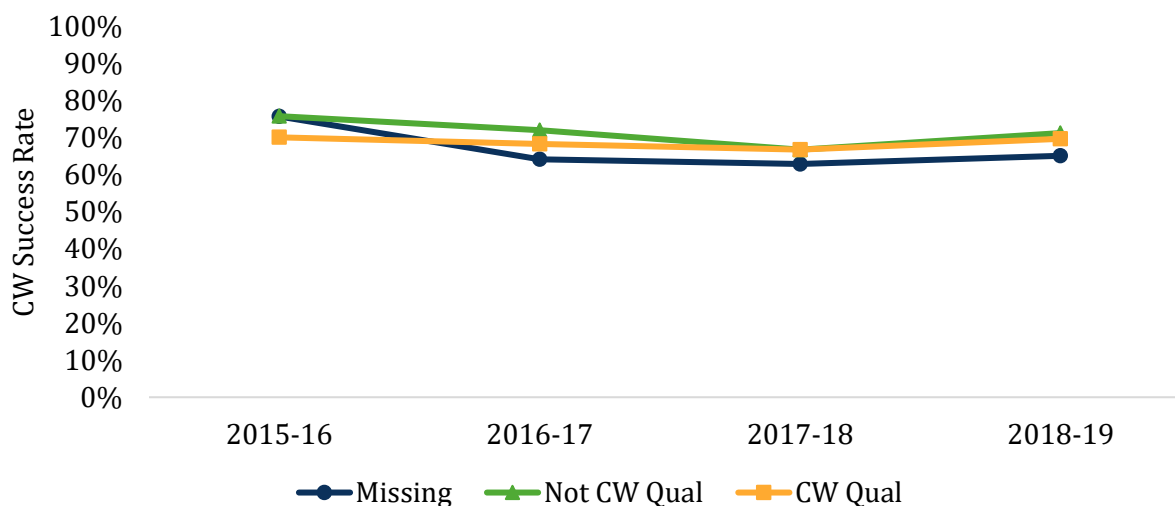
In general, special admission schools have the most rigorous requirements for accepting students. Historically, Citywide (CW) programs have had less rigorous entry requirements. This is still true in four cases, but most CW programs eliminated all requirements starting with admission in 2017-18. (Neighborhood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

Individual special admission (SA) schools have different cutoffs for some admission metrics. For example, schools can determine whether qualified applicants must score among the top 30% or 20% of District students on the 7th-grade PSSA. 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 7th grade PSSA 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 7th-grade PSSA in English and Math. 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 subjects, *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 requirements for CW qualification (which means, by definition, they did not meet the more stringent SA-Min or SA-Max qualification levels).
- **Missing:** At least one missing data point made it impossible to evaluate CW qualification (which, necessarily, also precludes evaluating SA-Min or SA-Max qualifications).

Across the four years, it has not been necessary to be CW qualified to receive CW offers (Figure 19). In fact, during 2015-16 and 2016-17, students who were *not* CW qualified had higher success rates than those who were.

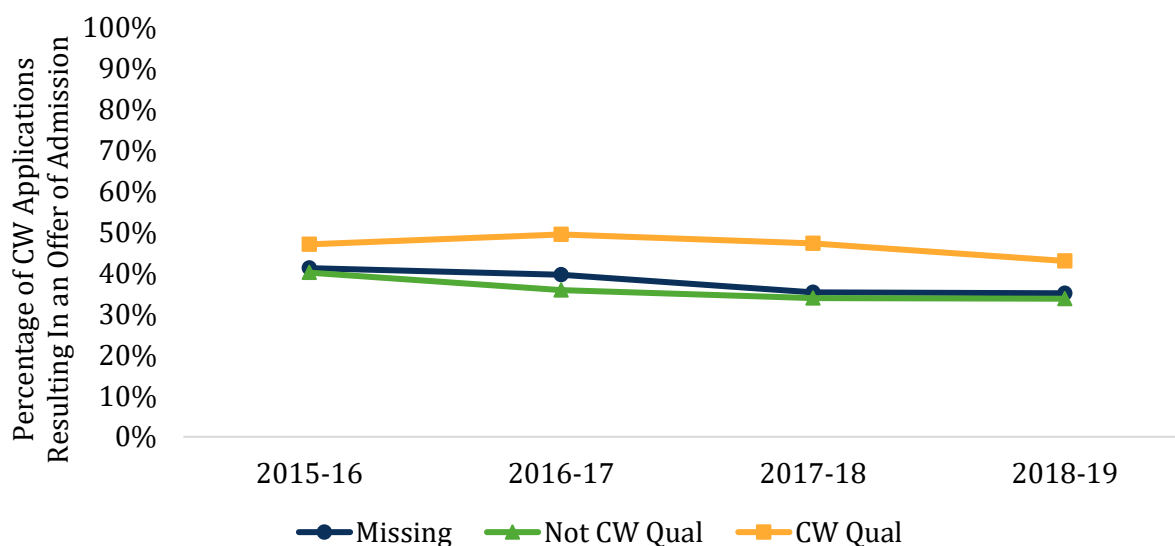
Figure 19. CW Success Rates, by CW Qualification Level



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

However, the success rates for *applicants* masks different success rates for individual *applications*. An application submitted to a CW school by a CW-qualified student resulted in an offer at a higher rate than applications submitted by students who were not CW qualified or who had missing information (Figure 20). This finding was consistent across all years.

Figure 20. Percentage of CW Applications (not Applicants) that Resulted in an Offer of Admission

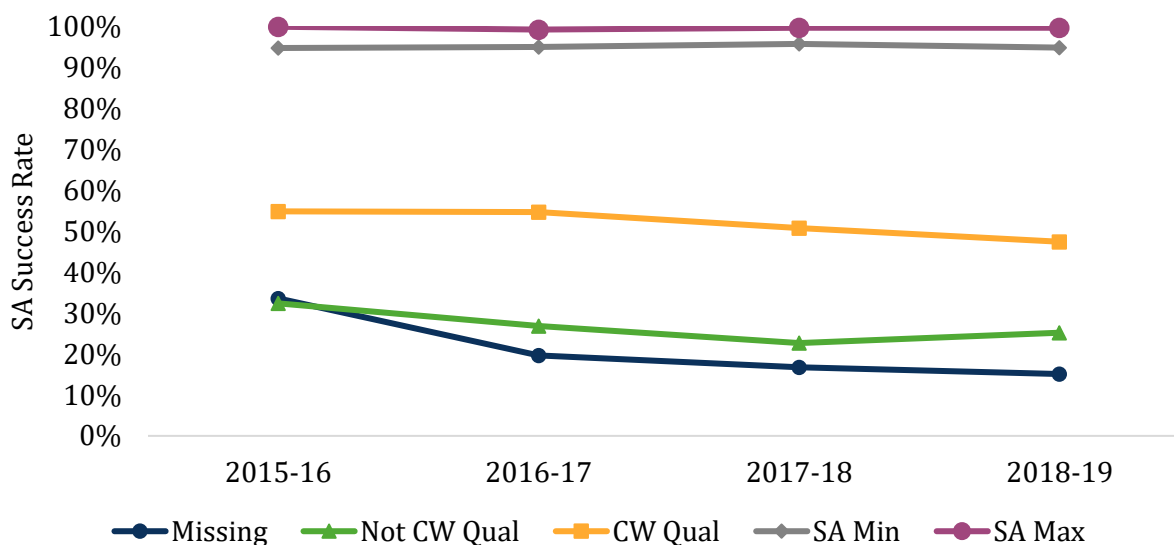


Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

In contrast to CW schools, qualification levels have been consistently important to SA schools (Figure 21). Applicants who were SA-Min qualified (but *not* SA-Max) had a high likelihood of being offered admission to at least one SA school, with success rates ranging from 94.8 percent to 95.8 percent across years. Applicants who were SA-Max qualified were extremely likely (greater than 99 percent in all years) to successfully apply to an SA school.

Applicants who were not SA qualified were still offered admission to SA programs, but at lower success rates. Students who met the criteria for CW qualification (but *not* the criteria for SA Min) had intermediate SA success rates, which declined from 54.9 percent in 2015-16 to 47.5 percent in 2018-19. Students who were not CW qualified (and by default, not SA qualified) were offered admission to SA programs at a lower rate; this also trended downward, from 32.4 percent in 2015-16 to 25.2 percent in 2018-19. Students with missing data were the least likely group to be admitted to at least one SA program.

Figure 21. SA Success Rates, by Highest Qualification Level

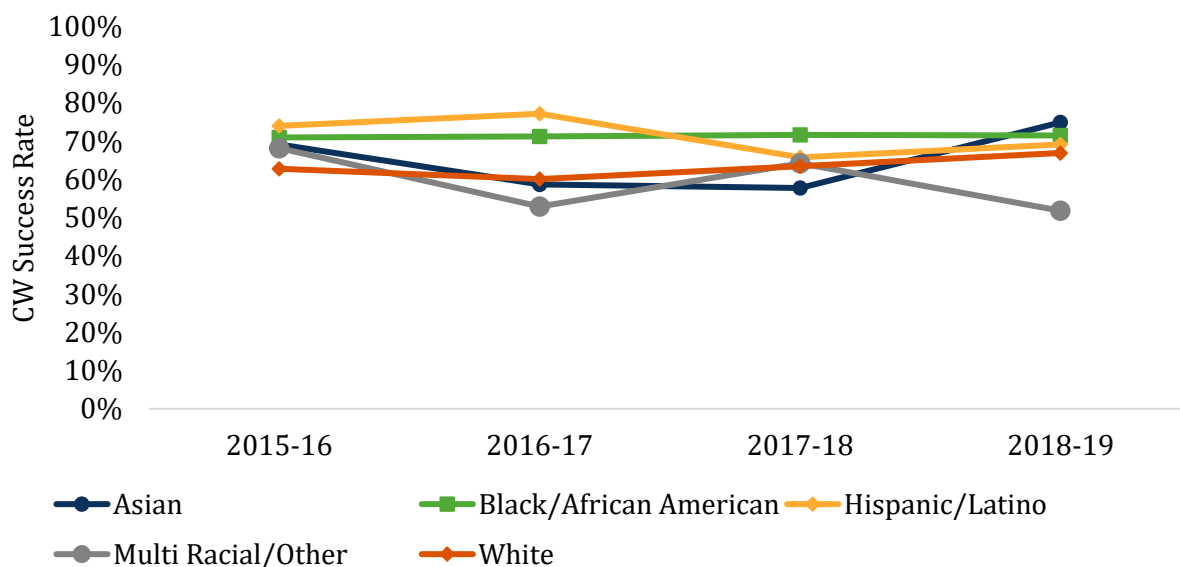


Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Qualified students of different ethnic groups were admitted at similar rates to CW and SA programs. When under-qualified, Asian students were more likely than other students to apply to SA programs, and they had higher success rates when they did.

Among CW-qualified students who applied to at least one CW program, different racial/ethnic groups received CW offers at different rates (Figure 22). Detailed rates and patterns changed from year to year, but in general, Hispanic/Latino and Black/African American students had relatively high success rates, while White and Multi-Racial/Other students had lower success rates. Asian students had the lowest rate in 2017-18, but the highest rate in 2018-19.

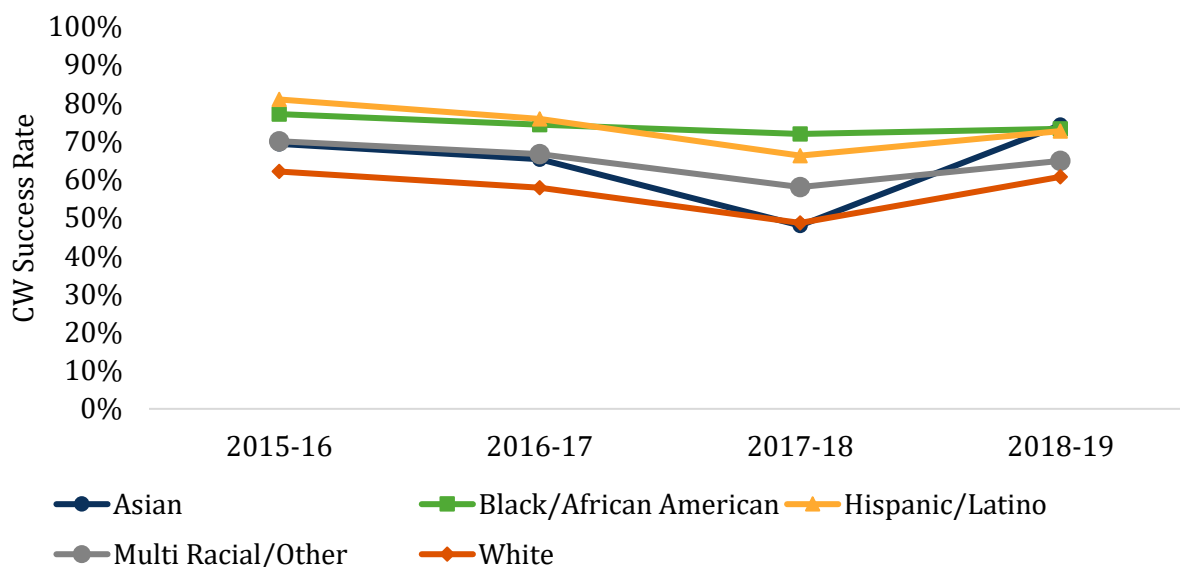
Figure 22. CW Success Rates for CW-Qualified Students, by Race/Ethnicity



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

There were many students who were not CW qualified, but who applied to a CW program and were offered admission. For these students, Black/African American and Hispanic/Latino students were most likely to receive an offer, while White students were least likely.

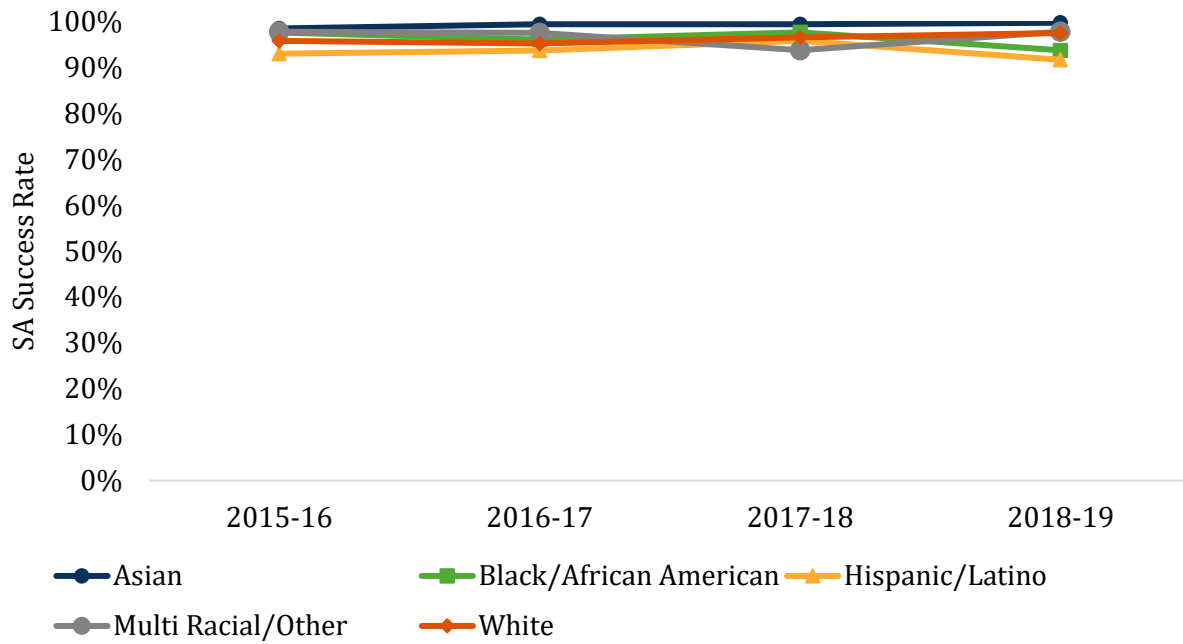
Figure 23. CW Success Rates for Students Who Were *Not* CW Qualified, by Race/Ethnicity



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Among SA-Min qualified students who applied to at least one SA program, different racial/ethnic groups received SA offers at similar rates (Figure 24). In all cases, these success rates were high, ranging from 91.7 percent to 99.7 percent.

Figure 24. SA Success Rates for SA-Min Qualified Students, by Race/Ethnicity



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

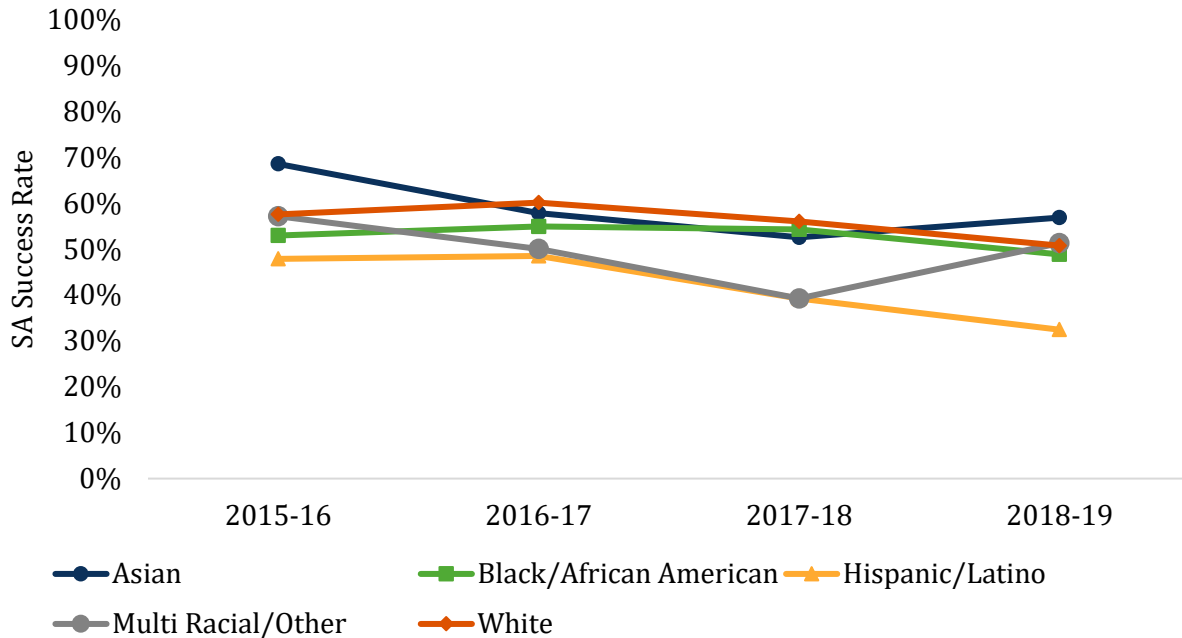
Many students who were not SA-Min qualified still applied to at least one SA program. Among different racial/ethnic groups, the qualification levels of SA applicants were highly varied (Table 4). For example, 17.1 percent of Asian SA applicants were *not* CW qualified (468 of 2,729), compared with 57.1 percent of Black/African American SA applicants (7,142 of 12,512).

Table 4. Number and Percentage of SA Applicants, by Qualification Level and Race/Ethnicity

Race/ Ethnicity	SA Applicants	Qualification Level							
		Missing		Not CW		CW (not SA Min)		SA Min or Higher	
		Number of Applicants	Percentage of Applicants	Number of Applicants	Percentage of Applicants	Number of Applicants	Percentage of Applicants	Number of Applicants	Percentage of Applicants
Asian	2,729	191	7.0%	468	17.1%	742	27.2%	1,328	48.7%
Black/African American	12,512	1,164	9.3%	7,142	57.1%	3,090	24.7%	1,116	8.9%
Hispanic / Latino	3,607	396	11.0%	1,890	52.4%	917	25.4%	404	11.2%
Multi-Racial / Other	1,077	122	11.3%	455	42.2%	265	24.6%	235	21.8%
White	3,762	268	7.1%	1,663	44.2%	664	17.7%	1,167	31.0%
Total	23,687	2,141	9.0%	11,618	49.0%	5,678	24.0%	4,250	17.9%

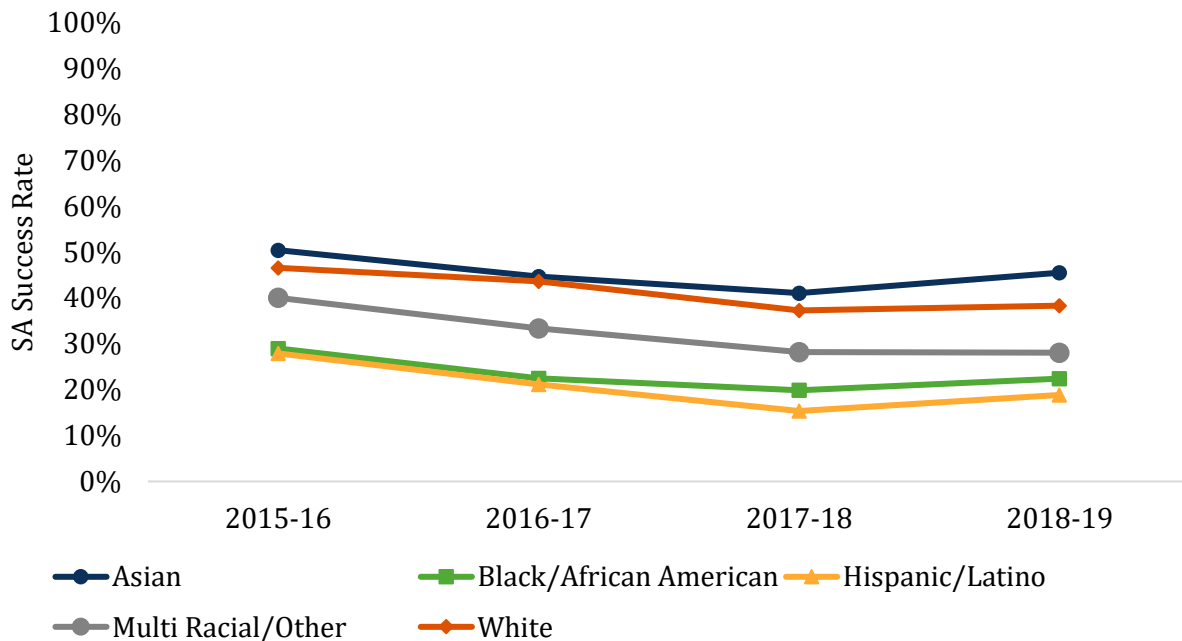
Success rates, however, were strongly associated with qualification level. Success rates were highest for SA-Min qualified applicants (Figure 24, above), followed by CW-qualified applicants (Figure 25), followed by those who did not meet any qualification standard (Figure 26).

Figure 25. SA Success Rates for CW-Qualified (but *Not* SA-Min Qualified) Students, by Race/Ethnicity



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

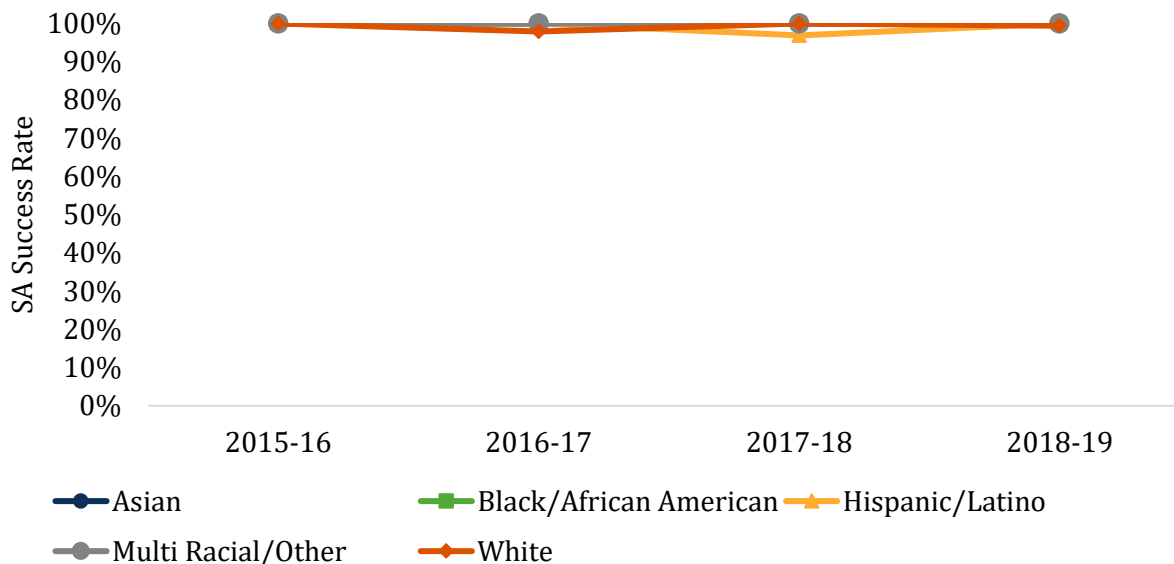
Figure 26. SA Success Rates for Students Who Were *Not* CW Qualified, by Race/Ethnicity



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

SA-Max qualified applicants almost always received at least one offer of admission from an SA program (Figure 27). With the exceptions of three individual students across four years, SA success rates for SA-Max qualified students were 100 percent.

Figure 27. SA Success Rates for SA-Max Qualified Students, by Race/Ethnicity

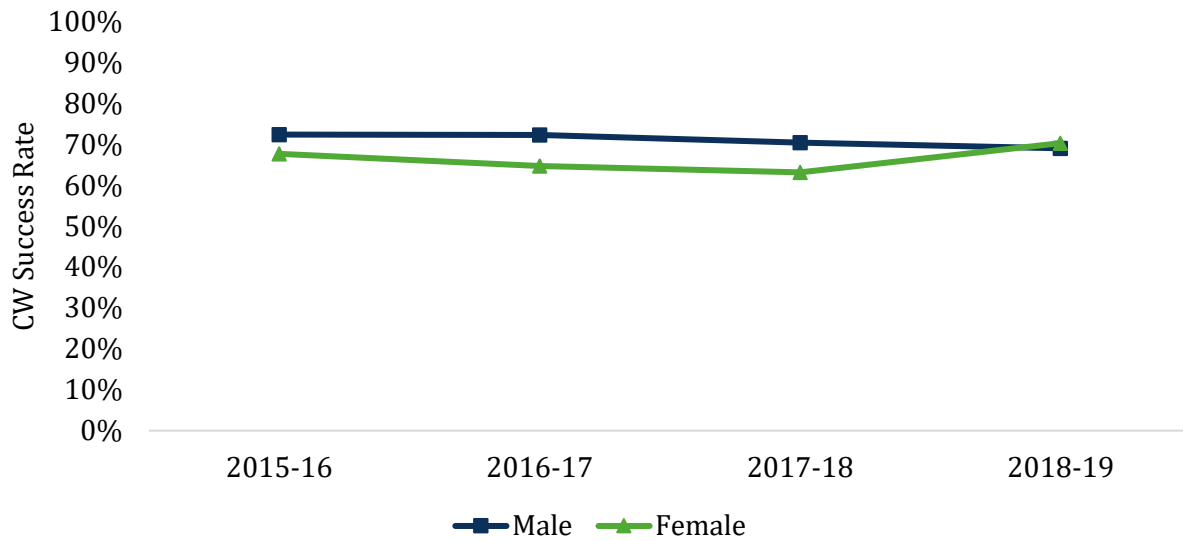


Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Male and female students had similar success rates at CW and SA schools.

CW-qualified male students were slightly more likely to successfully apply to CW schools than female students in 2016-17 and 2017-18, but in 2018-19 male and female CW-qualified applicants were about equally likely to be admitted to at least one CW school (69.0 percent and 70.3 percent, respectively; Figure 28).

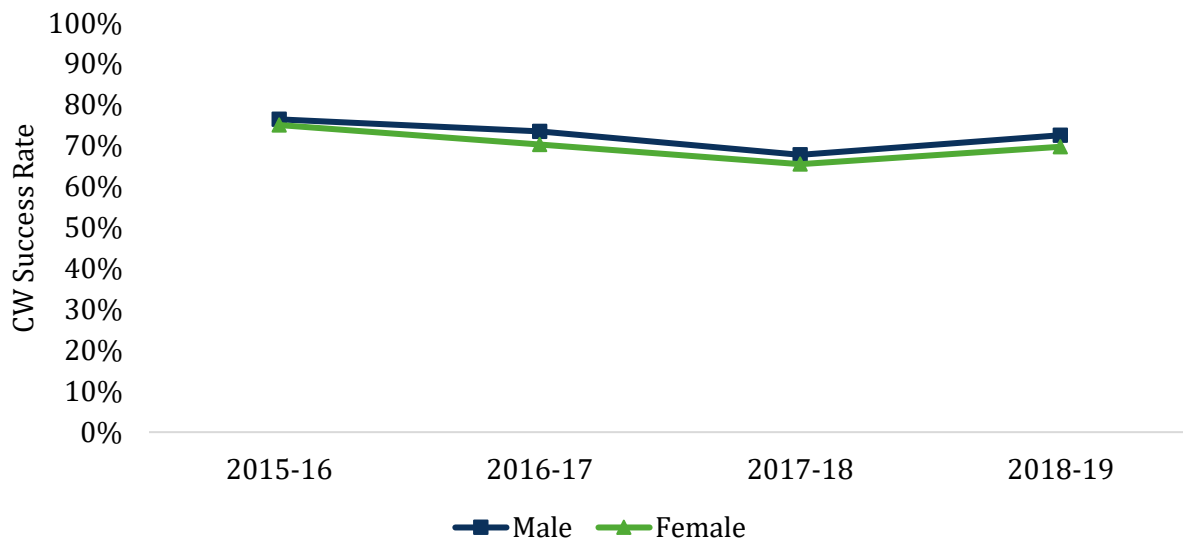
Figure 28. CW Success Rates for CW-Qualified Students, by Gender



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Male and female students who were *not* CW qualified had similar rates of success when applying to CW schools, with the success rate trending upward across four years (Figure 29).

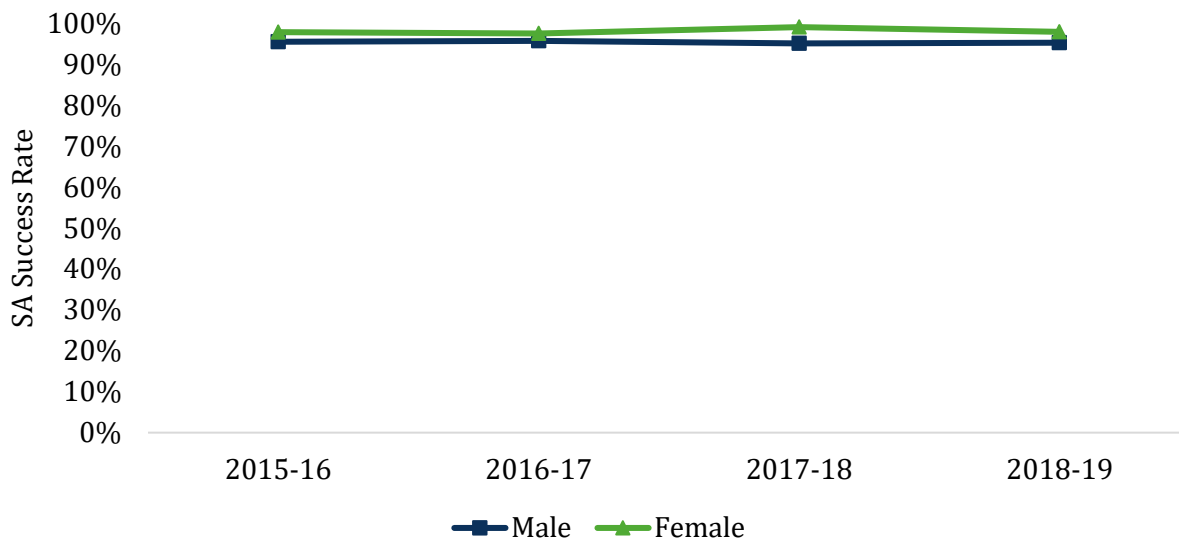
Figure 29. CW Success Rates for Students Who Were *Not* CW Qualified, by Gender



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Male and female students who were SA-min qualified had similar success rates at SA schools, with female students succeeding at slightly higher rates (3.3 percentage points higher, on average, across four years; Figure 30).

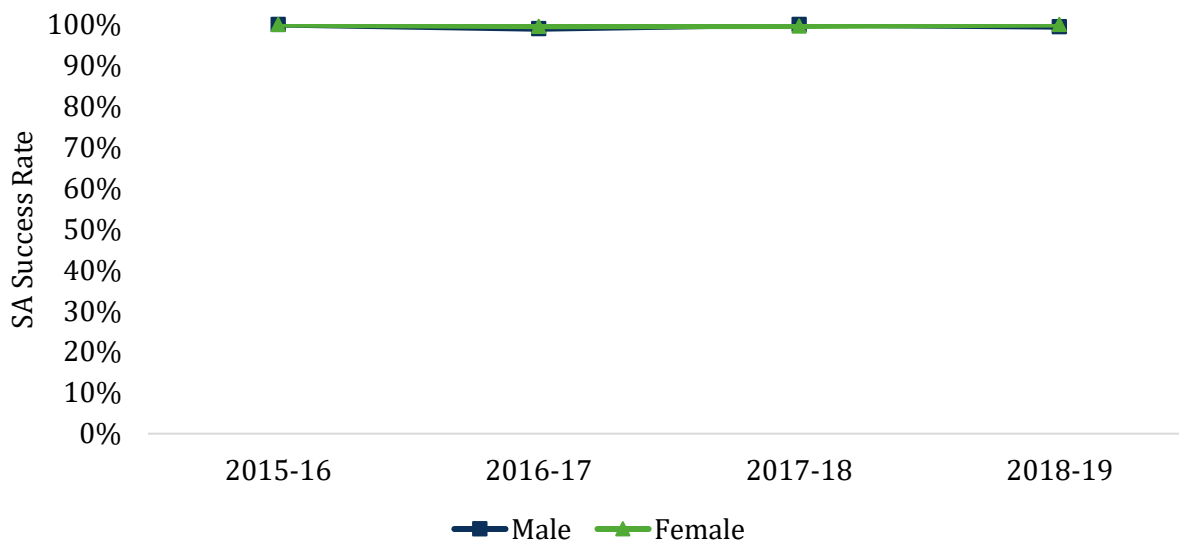
Figure 30. SA Success Rates for SA-Min Qualified Students, by Gender



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

There was almost no difference in the rates of success between male and female SA-Max qualified students who applied to SA schools (Figure 31). Both succeeded at very high rates (above 97 percent and often 100 percent).

Figure 31. SA Success Rates for SA-Max Qualified Students, by Gender

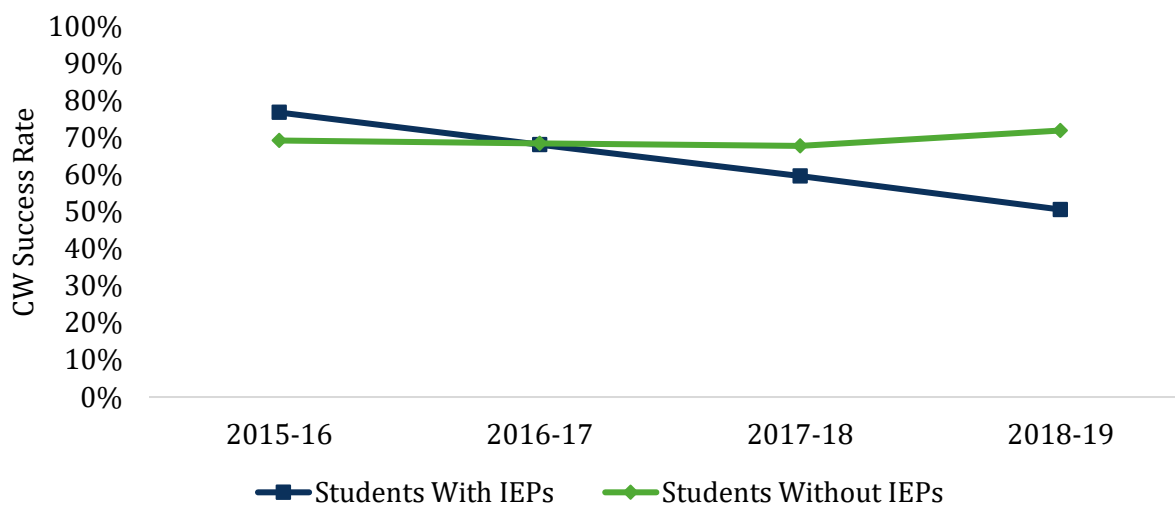


Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Qualified students with and without IEPs were equally likely to be accepted by SA schools, but students with IEPs were less likely to be accepted by CW schools, whether or not they were CW qualified.

From 2015-16 through 2018-19, CW-qualified students without IEPs successfully applied to CW schools at rates that varied narrowly between 68.4 percent and 71.9 percent (Figure 32). In comparison, the CW success rates for CW-qualified students with IEPs has declined steadily over the same period, from 76.7 percent in 2015-16 to 50.6 percent in 2018-19.

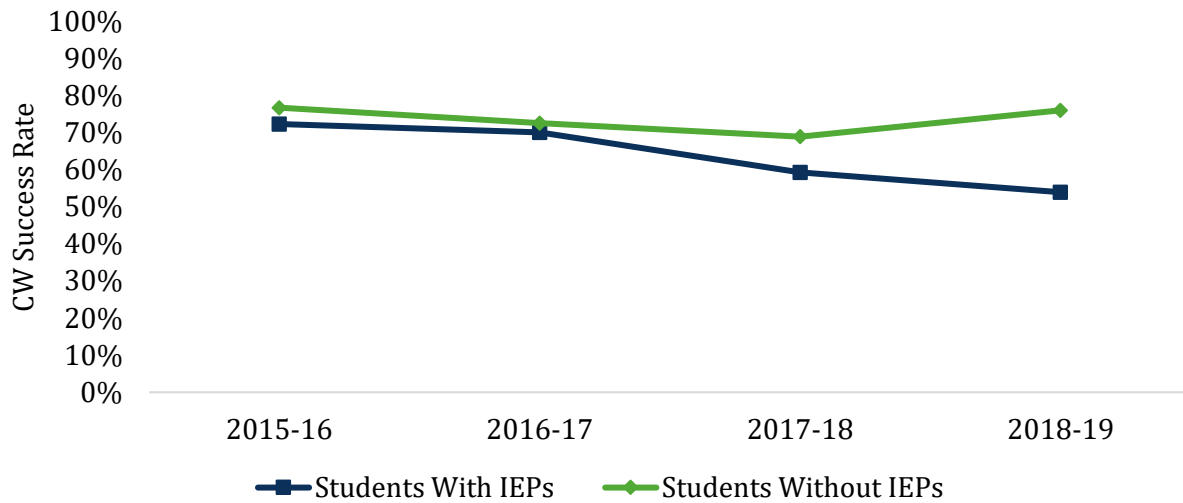
Figure 32. CW Success Rates for CW-Qualified Students, by IEP Status



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Among applicants who were *not* CW qualified, CW applicants with IEPs were less likely to be successful than applicants without IEPs (Figure 33). The gap was widest in 2018-19, when students with IEPs had a success rate of 54 percent and students without IEPs had a success rate of 76.1 percent.

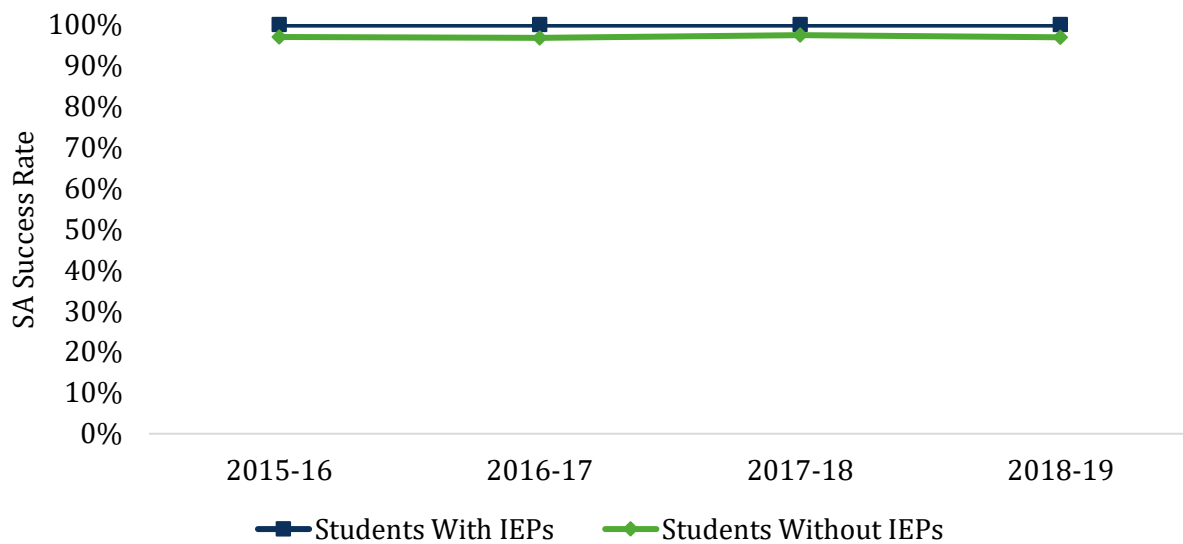
Figure 33. CW Success Rates for Students Who Were *Not* CW Qualified, by IEP Status



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

Students with IEPs were rarely SA-Min qualified, but those who were successfully applied to at least one SA school at slightly higher rates than students without IEPs (Figure 34).

Figure 34. SA Success Rates for SA-Min Qualified Students, by IEP Status



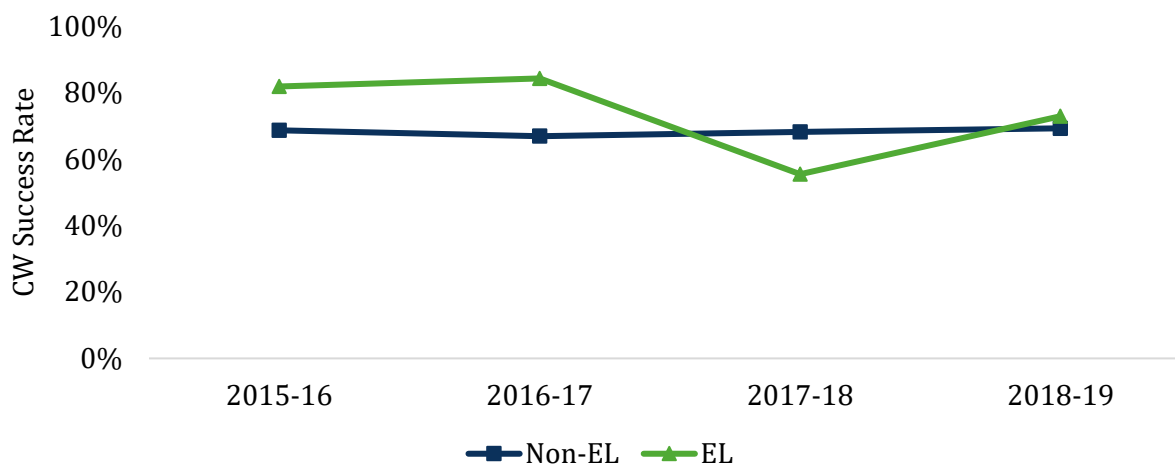
Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

There were fewer than ten SA-Max qualified students with in each of the four cohorts from 2015-2019. This number falls below the threshold for comparison and analysis, but it is notable that there have been so few students with IEPs who met maximal SA criteria.

The comparative success rates of students with and without EL status were inconsistent from 2015-16 to 2018-19.

From 2015-16 through 2018-19, the CW success rate of CW-qualified non-EL students was consistent, ranging from 66.9 percent to 69.2 percent (Figure 35). In contrast, the CW success rate for CW-qualified EL students was higher in 2015-16 and 2017-18 (81.8 and 84.2 percent, respectively), dropped sharply in 2017-18 (to 55.4 percent), then rebounded in 2018-19 to about the same level as non-EL students (72.9 percent). The success rate drop in 2017-18 coincides with the removal of qualification criteria from most CW schools.

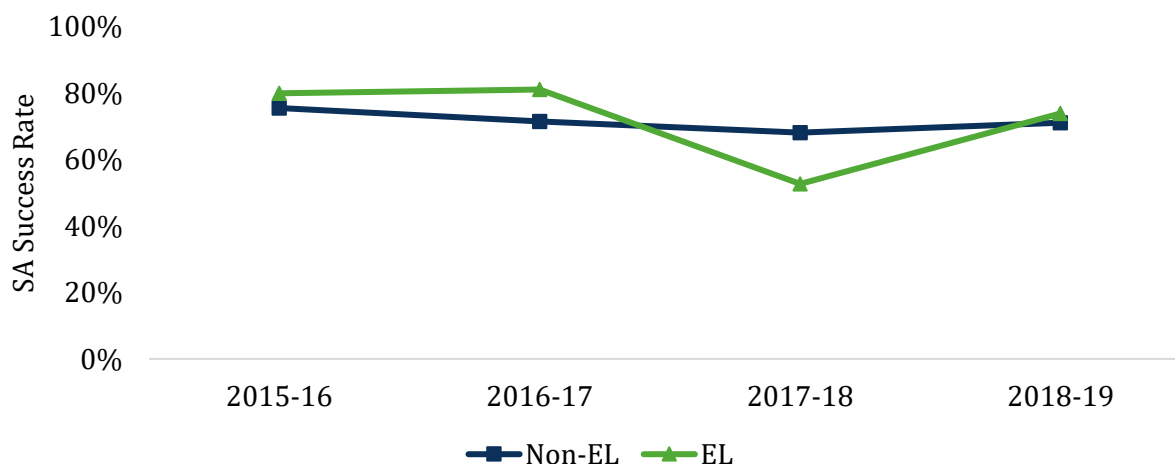
Figure 35. CW Success Rates for CW-Qualified Students, by EL Status



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

The overall pattern observed for CW-qualified students is also seen among CW applicants who were *not* CW qualified (Figure 36).

Figure 36. CW Success Rates for Students Who Were *Not* CW Qualified, by EL Status



Source: SDP School Selection App, L3 file, downloaded September 13, 2019.

There were fewer than ten SA-Min qualified EL students who applied to SA schools in each of the four cohorts from 2015-2019. There were also fewer than ten SA-Max qualified EL students who applied to SA schools in each of the four cohorts from 2015-2019. These numbers fall below the threshold for comparison and analysis.

Students at some sending schools were more (or less) likely to receive offers of admission from SA schools after accounting for student qualification level.

When 8th-grade students applied to SA schools, their success rate depended on their qualifications. The importance of those qualifications, however, varied depending on the school at which the student was enrolled when they applied (their *sending school*). Students who were CW qualified, but not SA-Min qualified, had an overall success rate of 52.1 percent at SA schools. However, students with this profile had considerably higher success rates at some sending schools (Table 5). Three of the 15 schools with the highest rates for these students were SA schools serving a middle-high grade band (Girard Academic Music Program, High School of Engineering and Science, and Julia R. Masterman School).

Table 5. Schools with the Highest SA Success Rates for CW-Qualified (but Not SA-Min Qualified) Students (Minimum 25 SA Applicants)

Sending School	Number of CW (not SA Min) Qualified Applicants	SA Success Rate of CW (not SA Min) Qualified Applicants
Girard Academic Music Program	55	98.2%
Charles W. Henry School	55	92.7%
Hill-Freedman School	65	92.3%
James Dobson School	26	92.3%
Shawmont School	63	90.5%
High School of Engineering and Science	34	88.2%
Julia R. Masterman School	66	87.9%
Sadie Alexander School	34	85.3%
Albert M. Greenfield School	52	84.6%
Fitler Academics Plus School	62	83.9%
John F. McCloskey School	42	83.3%
Overbrook Educational Center	48	83.3%
Thomas Mifflin School	30	83.3%
Andrew Hamilton School	40	82.5%
Benjamin B. Comegys School	27	81.5%
District Total	5,678	52.1%

Similarly, students at some sending schools had lower-than-average SA success rates, even when they were SA-Min (but not SA-Max) qualified (Table 6).

Table 6. Schools with the Lowest SA Success Rates for SA-Min (but Not SA-Max) Qualified Students (Minimum 25 SA Applicants)

Sending School	Number of CW (not SA Min) Qualified Applicants	SA Success Rate of CW (not SA Min) Qualified Applicants
Stephen Decatur School	54	64.8%
A.L. Fitzpatrick School	37	83.8%
Olney School	26	84.6%
Gilbert Spruance School	59	84.7%
Juniata Park Academy	33	90.9%
Thomas K. Finletter School	25	92.0%
Feltonville School of Arts and Sciences	27	92.6%
Russell H. Conwell School	70	92.9%
Austin Meehan School	56	92.9%
Louis H. Farrell School	74	93.2%
Baldi School	258	94.2%
Woodrow Wilson School	157	94.9%
Mayfair School	75	96.0%
Benjamin Franklin School	26	96.2%
George W. Sharswood School	26	96.2%
District Total	2,577	95.1%

Receiving schools varied widely in the number and qualification levels of their applicants, as well as in the success rates of applicants of different qualification levels.

The number of applicants, and their qualification levels, varied among the CW schools (Table 7). Success rates were lower for schools and programs that attracted more applications, presumably due to the limited number of seats. In general, more qualified students were more likely to be accepted.

Table 7. Number and Percentage of Applicants Who Received an Offer of Admission From Each CW Receiving School, by Applicant Qualification Level

CW School Name	Applicant's Highest Qualification Level					
	CW		SA Min		SA Max	
	Number of Applicants	Percentage Offered Admission	Number of Applicants	Percentage Offered Admission	Number of Applicants	Percentage Offered Admission
Randolph	517	47.8%	14	57.1%	3	33.3%
Building 21	392	29.6%	29	27.6%	9	33.3%
Constitution High School	1,174	18.0%	246	65.0%	52	75.0%
High School of the Future	732	48.8%	60	38.3%	12	33.3%
Mastbaum	677	42.1%	45	35.6%	9	0.0%

CW School Name	Applicant's Highest Qualification Level					
	CW		SA Min		SA Max	
	Number of Applicants	Percentage Offered Admission	Number of Applicants	Percentage Offered Admission	Number of Applicants	Percentage Offered Admission
Dobbins	787	69.3%	32	93.8%	5	60.0%
Robeson, Paul High School	254	32.3%	10	30.0%	1	0.0%
Philadelphia Military Academy	402	57.7%	38	84.2%	10	90.0%
Swenson	2,271	28.7%	628	28.0%	195	16.4%
The LINC	135	46.7%	8	37.5%	2	100.0%
The U School	225	42.2%	18	16.7%	1	0.0%
The Workshop School	310	63.2%	15	100.0%	6	83.3%
Total	7,876	39.1%	1,143	41.7%	305	32.1%

Like CW schools, SA schools varied greatly in the number and qualification levels of their applicants (Table 8). Success rates at SA schools varied as well, especially among CW-qualified (but not SA-qualified) applicants. Success rates for students with this profile ranged from 2.3 and 4.3 percent (at Masterman and Central, respectively), to 73.2 and 77.9 percent (at Saul and Lankenau, respectively).

Table 8. Number and Percentage of Applicants who Received an Offer of Admission from each SA Receiving School, By Applicant Qualification Level

SA School Name	Applicant's Highest Qualification Level					
	CW		SA Min		SA Max	
	Number of Applicants	Percentage Offered Admission	Number of Applicants	Percentage Offered Admission	Number of Applicants	Percentage Offered Admission
Academy At Palumbo	1,278	28.4%	934	83.7%	883	91.2%
Arts Acad @ Rush	667	23.2%	322	64.9%	157	70.1%
Central High School	1,985	4.3%	1,882	31.8%	1,717	99.8%
FLC	1,569	35.8%	503	81.9%	151	92.1%
Girard Academic Music Program	292	26.7%	206	59.2%	198	78.8%
CAPA	1,164	15.6%	427	40.3%	259	54.1%
Engineering & Science High	1,074	13.7%	960	67.8%	709	93.8%
Hill-Freedman World Academy	565	30.6%	297	95.6%	81	96.3%
Masterman, Julia R. High School	444	2.3%	586	5.3%	1,034	44.6%
Lankenau High School	438	77.9%	83	96.4%	21	100.0%
Motivation High School	311	58.2%	33	90.9%	7	71.4%
Parkway Center City	1,586	21.7%	505	56.0%	131	58.8%
Parkway-NW High School	365	69.9%	56	100.0%	4	100.0%
Parkway West High School	237	64.6%	21	81.0%	3	100.0%
Girls, Phila High School For	1,092	32.7%	679	95.7%	379	99.5%
Science Leadership Academy	1,245	6.7%	786	17.6%	670	28.7%
SLA @ Beeber	387	37.5%	177	59.9%	110	67.3%
Saul, Walter B. High School	548	73.2%	143	96.5%	38	100.0%

SA School Name	Applicant's Highest Qualification Level					
	CW		SA Min		SA Max	
	Number of Applicants	Percentage Offered Admission	Number of Applicants	Percentage Offered Admission	Number of Applicants	Percentage Offered Admission
Bodine, William W. High School	1,036	25.1%	745	76.5%	458	88.9%
Total	16,283	26.3%	9,345	57.0%	7,010	78.0%

Students with a home language of Spanish had lower-than-average SA success rates compared to students of other home language groups.

There were 12 home language groups with at least 25 SA applicants between 2015-16 and 2018-19 (Table 9). For most home language groups, applicants had above-average success rates when either under-qualified (CW qualified but not SA-Min qualified) or minimally qualified (SA-Min qualified but not SA-Max qualified). Students with a home language of Spanish had below-average success rates at both qualification levels.

Table 9. Home Language Groups with the Highest SA Success Rates for CW-Qualified (but not SA-Min) Students and SA-Min (but Not SA-Max) Students (Minimum 25 SA Applicants)

Home Language	CW-Qualified (not SA Min)		SA-Min Qualified (not SA Max)	
	Number of SA Applicants	SA Success Rate	Number of SA Applicants	SA Success Rate
Arabic	83	55.4%	50	100.0%
Chinese (Mandarin)	165	63.6%	145	99.3%
Chinese (Yue/Cantonese)	56	51.8%	50	100.0%
Creoles and Pidgins, English-Based (Other)	63	41.3%	20	95.0%
English	4,207	52.7%	1,732	94.6%
French	40	45.0%	6	100.0%
Khmer	104	50.0%	56	94.6%
Malayalam	29	51.7%	47	100.0%
Nepali	29	37.9%	4	100.0%
Russian	31	67.7%	28	89.3%
Spanish	494	40.1%	136	89.0%
Vietnamese	92	67.4%	96	99.0%
District Total	5,678	52.1%	2,577	95.1%

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

Conclusion and Future Plans

Over four years of the school selection process (for admission in 2015-16 through 2018-19), qualified students had similar success rates, regardless of their subgroups. For example, if a student was SA-Min qualified, they were very likely to receive at least one offer of admission to an SA school. Students in some subgroups were more likely to reach higher qualification levels; however, once a student reached a given qualification level, their demographic profile was not an additional factor in their chance of receiving an offer of admission.

When students did *not* fully meet admissions criteria, however, some success rates did vary by subgroup. This variation may reflect the admissions practices of some decision-makers, different degrees of under-qualification among students of different subgroups, differences in specific unmet criteria, or some combination of these factors.

The third report in this series will address the next phase of the school selection process—student responses to admission offers and subsequent enrollment patterns. As in this report, these will be explored overall and in terms of different applicant subgroups.