



THE SCHOOL DISTRICT OF
PHILADELPHIA

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School Selection in SDP: Applications and Admissions to 9th Grade for School Year 2020-21

In 2020, we published a three-part series of reports that took an in-depth look at four years of 9th grade school selection process admissions (2015-16 through 2018-19). This report extends that analysis by summarizing applications and admissions to 9th grade during the 2020-21 selection process (for the 2021-22 school year).

Key Findings Include:

- Changes made to the 2020-21 application process in response to COVID-19 resulted in more students meeting minimum Special Admission (SA) Criteria. Qualification rates increased for all subgroups. Rates were still disproportionately low for English Learners, students receiving special education services, and Black/African American, Hispanic/Latinx, and male students, though the gaps were smaller than in previous years.
- Application rates declined for all demographic groups and qualification levels, but the overall applicant pool remained diverse. However, the pool of applicants who met SA criteria was not representative of the pool of potential applicants.
- Each year, students are accepted to schools where they do not meet the full criteria. In 2020-21, Asian and white students who did not meet the full criteria were overrepresented among students who were offered admission.
- Most students receiving an offer from a program accepted that offer, especially when accepted by SA schools.

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Introduction

Each fall (typically September–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 school (see Box 1 for details of school types). Although the School Selection Process (SSP) is most widely employed by students entering 9th grade, students of all grades can apply to 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.

This report examines the applications and admissions of rising 9th graders who applied during the 2020-21 school year (SY) and will focus on applications, admission offers, and offer acceptances associated with schools with competitive criteria, known as Special Admission (SA) schools. In some cases, we also consider schools that require applications, but do not apply entry criteria, called Citywide (CW) schools.¹

This report is a follow-up to three longitudinal reports produced by the Office of Research and Evaluation on the School Selection Process. For more details on methodology, year-over-year changes, and other information, see the following reports on the SDP Office of Research and Evaluation Reports and Briefs website²:

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

Box 1. Terms and Definitions: School Types

Neighborhood School (NS): Every student may attend their designated neighborhood school, and it is not necessary to apply for admission, though students may apply to attend a neighborhood that is not their designated school.

Citywide (CW): These schools do not have entry criteria, and accept students from anywhere in the city, but students must apply to gain admission.

Special Admission (SA): These schools have entry standards for grades, attendance, and standardized test scores in math and English. The rigor of these requirements varies.

¹ In previous years, some citywide schools did have entry criteria, but this is no longer the case. Students may apply from anywhere in the city, and if there are more applicants than available seats then admission offers are assigned randomly. See Box 2 for more details about criteria historically used by citywide schools.

² For more information about the SDP School Selection Process and a list of Special Admission and Citywide programs, please visit <https://www.philasd.org/studentplacement/services/school-selection/>.

Which students are included in this report?

This report focuses on 8th grade students applying for 9th grade admission, as this is the time when students are most likely to participate in the SSP. In fact, over 80% of applications for 2020-21 were from rising 9th graders. Students included in the sample applied for admission to 9th grade for the 2021-22 school year and were therefore in 8th grade during 2020-21.

Further, this report focuses on SSP participants who were enrolled in SDP during the application process. It does not include applicants from charter schools or other external applicants (except for the limited information available in Appendix A). The primary reason for this is because the most complete data is available for SDP applicants and potential applicants. Including external 8th grade potential applicants (from charters or other schools) would severely limit the depth of analysis. As a result, this report focuses on the 98% of internal SDP applicants who attended K-12 general education schools directly managed by SDP.³

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)**. A student is considered a potential applicant if they were enrolled in an SDP school for at least 10 calendar days 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 9,365 potential applicants, of which 7,760 (82.9%) participated in the SSP as applicants during the 2020-21 school selection process.

School Selection in the Context of COVID-19

The application window takes place during the fall, so, in a typical year, 8th grade students would submit their 7th grade information in their 9th grade applications. However, significant disruptions during Spring 2019-20, resulting from the COVID-19 pandemic, meant that grades and attendance from the 2019-20 school year could not be directly compared with similar data from previous years. In addition, the Pennsylvania System of School Assessment (PSSA) and Pennsylvania Alternate System of Assessment (PASA) exams were not administered during the 2019-20 school year, so those data were completely unavailable. To accommodate these unusual circumstances, student application requirements were changed, and applications submitted during Fall 2020-21 included two years of data for each criterion, instead of the usual one year. In the case of PSSA scores, English Language Arts (ELA) and Math scores from 5th and 6th grade were included in place of the usual 7th grade scores. Similarly, two years of course grades and attendance were included. For each criterion, schools were instructed to utilize the data point most favorable to the student, even if those were distributed across different years.

³ The remaining 2% of SDP SSP 8th grade attended Special Education or Alternative Schools, which are not the focus of this report.

About this Report

This report is organized in four sections, each of which addresses one of the following four research questions:

1. What were the rates at which 8th grade students met the minimum entry criteria for Special Admission Schools?
2. What were application rates overall and to Special Admission schools specifically?
3. What were student applicant success rates overall and to Special Admission schools specifically?
4. When students received offers, how likely were they to accept them? How did this vary by school type and student group?

Summary of Findings

What were the rates at which 8th grade students met the representative entry criteria for Special Admission Schools?

The percentage of students meeting SA qualification requirements increased for all subgroups.

The percentage of students who met all four of the minimum SA requirements (SA qualified, or SA Min qualified⁴) was 20.2% in 2020-21, up from 14.0% in 2019-20 (see Box 2 for additional information about qualification levels used in this report).⁵ However, within this group of SA qualified students there were disproportionalities between student groups, as seen in previous years. These differences occurred with male students compared with female students (16.8% vs. 23.8%), students receiving special education services⁶ compared to those not receiving services (1.6% vs. 25%), and English Learners (ELs) compared with non-ELs (2.7% vs. 22.8%; See Table 1).

⁴ Unless otherwise specified, the terms SA Min Qualified and SA Qualified are used interchangeably.

⁵ Previous reports in this series have also included analyses of students who met criteria for citywide (CW) schools. This standard was based on 95% attendance and grades of C or better in the four core courses. However, Citywide schools no longer apply these requirements. For informational purposes, and to provide some information about “partially-qualified students,” we report that the proportion of students who were CW or SA qualified among all District 8th grade students improved by 25.2 percentage points (42.3% vs. 67.5%) from 2019-20 to 2020-21.

⁶ Throughout this report, “Receiving Special Education Services” 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).

While these disparities are consistent with previous years, the percentage point differences between subgroups were the lowest in the past five years.

Although the pool of SA qualified students grew, it did not grow equally for all student groups.⁷ White and Asian students were most likely to be qualified and also saw the largest increases in qualification rates (11.2 and 9.6 percentage points, respectively). Similarly, larger percentage-point gains were seen for non-ELs, students not receiving special education services, and students who are not economically disadvantaged, compared with their peers.⁸

Table 1. Special admissions (SA) qualification by subgroup, 2020-21

		Percentage of Group Who Were SA Qualified (%)	Change from 2019-20 (percentage points)
Overall		20.2%	+6.1
Sex	Female	23.8%	+6.8
	Male	16.8%	+5.4
Race / Ethnicity	Asian	55.0%	+9.6
	Black/African American	10.9%	+4.3
	Hispanic/ Latinx	14.0%	+6.5
	Multi-Racial/Other	19.6%	+2.5
	White	37.9%	+11.2
English Learner	No	22.8%	+6.9
	Yes	2.7%	+0.9
Receiving Special Education Services	No	25.0%	+7.8
	Yes	1.6%	+0.8
Economically Disadvantaged	No	32.5%	+10.1
	Yes	15.1%	+5.0

Source: Qlik School Selection App retrieved on April 12, 2021.

How to read this table: This table shows the total number of District students within a subgroup who were SA qualified as a percentage of all eligible District students within that subgroup. For example, 23.8% of female students in the applicant pool were SA qualified, whether or not they applied. This percentage does not compare female students to male students, only females to females. The change from 2019-20 is the change in the percentage of SA qualified students within a subgroup from 2019-20 to 2020-21.

⁷ The group of students described in this report as Multi-Racial/Other includes any student who has self-identified as Multi-Racial, American Indian, Alaskan Native, Native Hawaiian, Pacific Islander, or Other. This aggregation is due to the small number of students within some of these groups in order to maintain their privacy.

⁸ It is worth noting that percentage point gains are not the same as proportional gains. A group that goes from a qualification rate of 5% to 10% will show a 5 percentage point gain, but will also double its rate. Given the existing disparities, we chose to focus on the percentage point changes.

Box 2: Four Levels of 8th Grade Applicant Qualifications

Different Special Admission schools have different specific requirements, and those requirements can shift from year to year. We do not assert that the qualification levels we define here perfectly capture the full diversity of criteria, nor the ways in which weighting or assessing criteria varies across years or across schools. However, for purposes of clarity in this report, and also to be consistent with previous reports, we categorize students into four categories in an effort to capture their *general* qualification level with respect to admissions to SA schools as an entire sector.

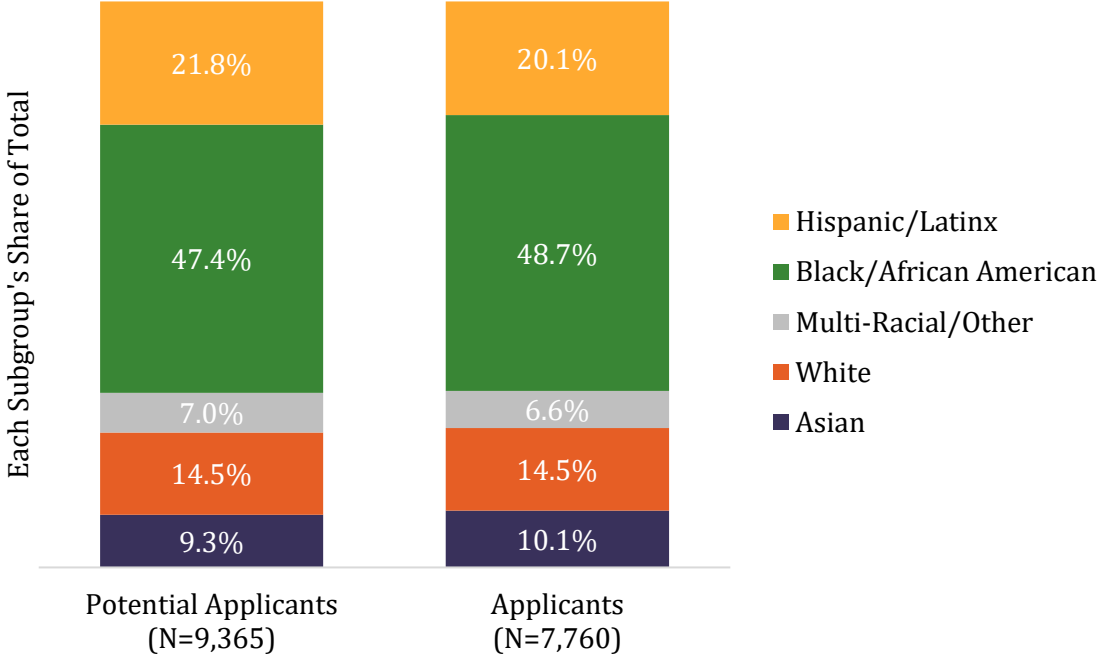
- **Special Admission Maximally Qualified (SA Max):** These applicants met the requirements of the *most* selective SA schools. These applicants were SA-Minimum Qualified *and* scored in the top 10% of SDP students on the 7th grade PSSA in English and Math. By definition, these students also meet both CW and SA-Min qualification levels (see below).
- **Special Admission Minimally Qualified (SA Min):** These applicants met (or exceeded) 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* scored in the top 30% of SDP students on the ELA and math PSSA exams. It should be noted that in 2020-21, advertised criteria allowed the possibility of earning one grade of C in a core course, but for continuity of reporting this was not incorporated into the SA Min analytic definition. If this allowance persists, future analyses may revise the way the SA Min level is calculated.
- **Citywide (CW) Qualified:** Historically, some CW schools had entry criteria, but this is no longer the case, and CW schools assigning offers using a lottery approach. We continue to identify students who would have met the historic CW criteria, both for consistency across reports, and also to provide an intermediate qualification level. Applicants in this level received grades of A, B, or C in all four core subjects, *and* attended at least 95% of their enrolled days. This is the highest category possible for students with missing PSSA data, as CW admissions do not have a PSSA requirement.
- **Not CW Qualified (or Not Meeting any Qualification Level):** 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).

What were application rates overall and to Special Admission schools specifically?

Overall application rates (to all school types) declined across all subgroups but remained representative of the potential applicant pool.

The application rate is the total number of District students who submitted at least one admission application to any school, as a percentage of potential applicants. For the past five years, the application rate for eligible 8th grade students has hovered at or slightly above 90%, but it decreased 9.8 percentage points to 82.9% in 2020-21. The demographic characteristics of race, ethnicity, sex, economic disadvantage, EL status, and receipt of special education services for the applicant pool were within 2 percentage points of the same demographic characteristics of potential applicants enrolled in District schools. In other words, the overall application rate decreased, but the applicant pool was strongly representative of 8th grade District students (Figure 1).

Figure 1. Race/ethnicity distribution of potential applicants and applicants, 2020-21



Source: Qlik School Selection App retrieved on April 12, 2021.
How to read this chart: The stacked bar on the left refers to all 8th grade potential applicants who could have participated in the 2020-21 SSP, and the right stacked bar contains only 8th grade District students who actually participated in the SSP. Since the percentages in both bars are similar, we can conclude the group of applicants is representative of the pool of potential applicants.

Application rates to SA schools were not proportional across all groups.

When looking only at SA applications, the percentage of potential applicants who submitted at least one SA application (the SA application rate) was 60.1 %, Further, there were some differences across subgroups. Application rates among different races/ethnicities varied greatly, with Hispanic/Latinx students having the lowest rate of 49.0% while Asian students had the highest (82.8%). Male students had lower application rates than female students (52.3% vs. 68.4%), and ELs had lower application rates than non-ELs (48.6% vs. 62.0%). The difference between students who were and were not economically disadvantaged was comparatively small (58.1% vs. 64.8%); but the gap between receiving and not special education services was particularly large (40.1% vs. 65.2%) (Table 2).

It is important to note that these SA application rates aligned with the percentage of students within each subgroup who were SA qualified. In other words, disproportionalities in *participation* are grounded in disproportionalities in *qualification rates* and do not necessarily reflect differences in approaches to the SSP. This finding is consistent with previous reports.

Table 2. Special admission applications by subgroup, 2020-21

		Applicants to SA programs	Percentage of applicants within subgroup	SA Application Rate (%)
Overall		5,624	100%	60.1%
Sex	Female	3,105	55.2%	68.4%
	Male	2,519	44.8%	52.3%
Race / Ethnicity	Asian	724	12.9%	82.8%
	Black/African American	2,619	46.6%	59.0%
	Hispanic/Latinx	999	17.8%	49.0%
	Multi-Racial/Other	374	6.7%	57.2%
	White	908	16.1%	66.9%
English Learner	No	5,061	90.0%	62.0%
	Yes	563	10.0%	46.8%
Receiving Special Education Services	No	4,854	86.4%	65.2%
	Yes	765	13.6%	40.1%
Economically Disadvantaged	No	1,778	31.6%	64.8%
	Yes	3,841	68.4%	58.1%

Source: Qlik School Selection App retrieved on April 12, 2021.

How to read this table: This table shows the number of applicants within a subgroup who applied to at least one SA program. The *percentage of applicants within subgroup* column shows the percentage of all SA applicants who fall within that specific subgroup (sex, race/ethnicity, English Learner status, receipt of special education services, and economic disadvantage). The *SA application rate* represents the number of District students within a subgroup who applied as a

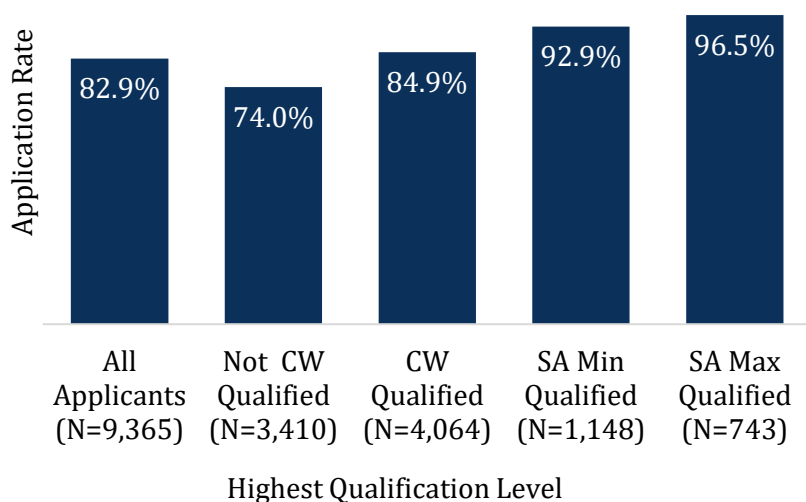
percentage of all District potential applicants within that subgroup. For example, 90.0% of SA applicants were not English Learners, and while only 10.0% of SA applicants were English Learners, 46.8% of all potential applicants who were English Learners applied to at least one SA program.

Note: A complete list of overall applicant numbers and application rates can be found in Tables A.1, A.2, and A.3 in Appendix A.

Students meeting higher qualification levels were more likely to apply to at least one school of any type.

The higher a student’s qualification level, the more likely they were to apply to at least one school (Figure 2). For example, nearly all (96.5%) students meeting the SA maximum qualification requirements applied, compared with only 74.0% of students who did not meet SA qualifications. Those who did not meet the qualifications for SA schools may not have applied because they did not expect to be accepted to criterion-based schools, or because they chose to attend their neighborhood schools.

Figure 2. Overall application rates (SA, CW and NS combined) by applicant qualifications, 2020-21

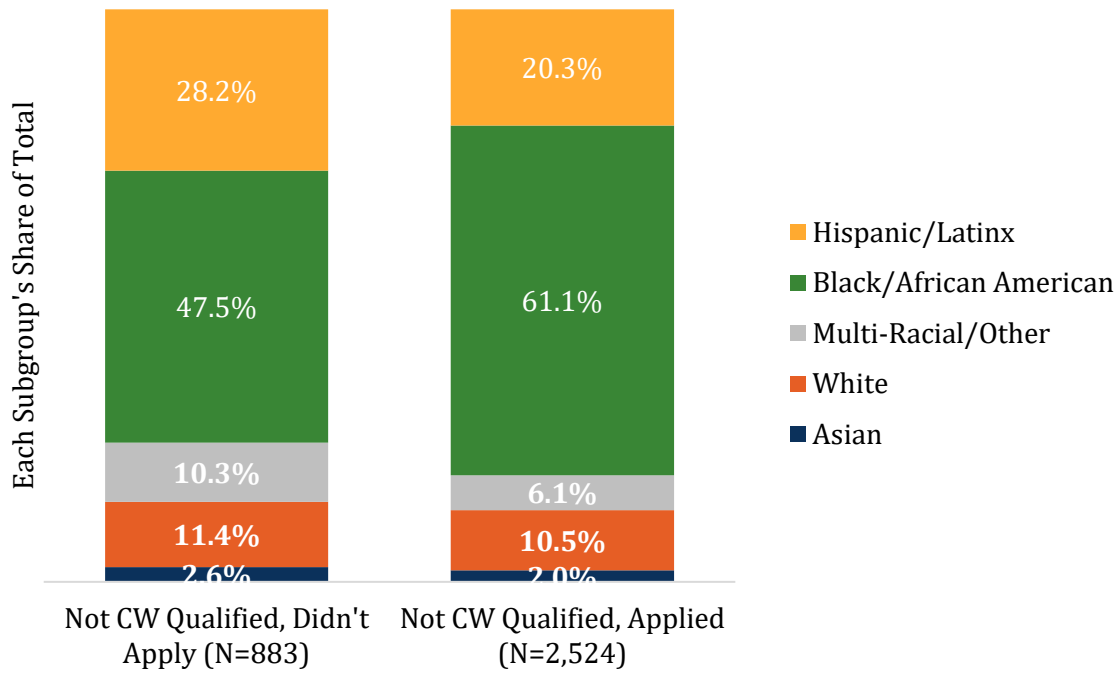


Source: Qlik School Selection App retrieved on April 12, 2021.

Note: 9,365 students refers to the total number of District 8th graders who were eligible for the SSP in 2020-21. In this figure, a student is only included in their highest qualification level. For details of the CW and SA Max qualification levels see Box 2.

In addition, while students who did not meet any qualification level generally had lower application rates, this varied by race/ethnicity. A larger percentage of Black/African American students submitted an application even though they did not meet any qualification level (47.5% of non-applicants and 61.6% of applicants; Figure 3).

Figure 3. Race/ethnicity distribution of students who did not meet any qualification level, by overall application status (SA, CW, or NS), 2020-21



Source: Qlik School Selection App retrieved on April 22, 2021.

Note: Each group of students did not meet any qualification level. The column on the right refers to students who applied to at least one program.

Students meeting higher qualification levels were *much* more likely to apply to at least one SA school.

Qualification level was strongly associated with applications to SA schools (Figure 4). Students with the highest qualifications submitted at least one application to a SA school at a rate of 95.4%. In contrast, students who did not meet any qualification level were much less likely to attempt at least one SA application (39.9%). However, within this group there were differences across racial/ethnic student groups. Among students who did not meet any qualification level, Black/African American students were overrepresented among applicants, as were white students (Figure 5).

Figure 4. SA application rates by applicant qualifications, 2020-21

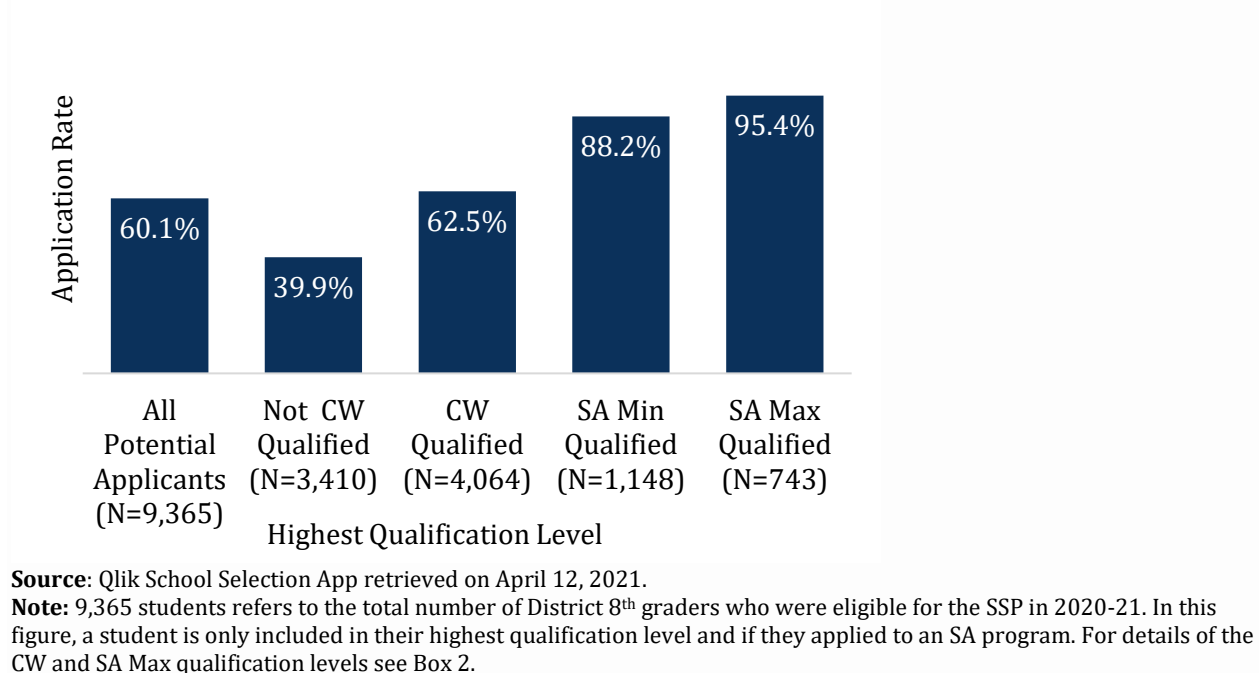
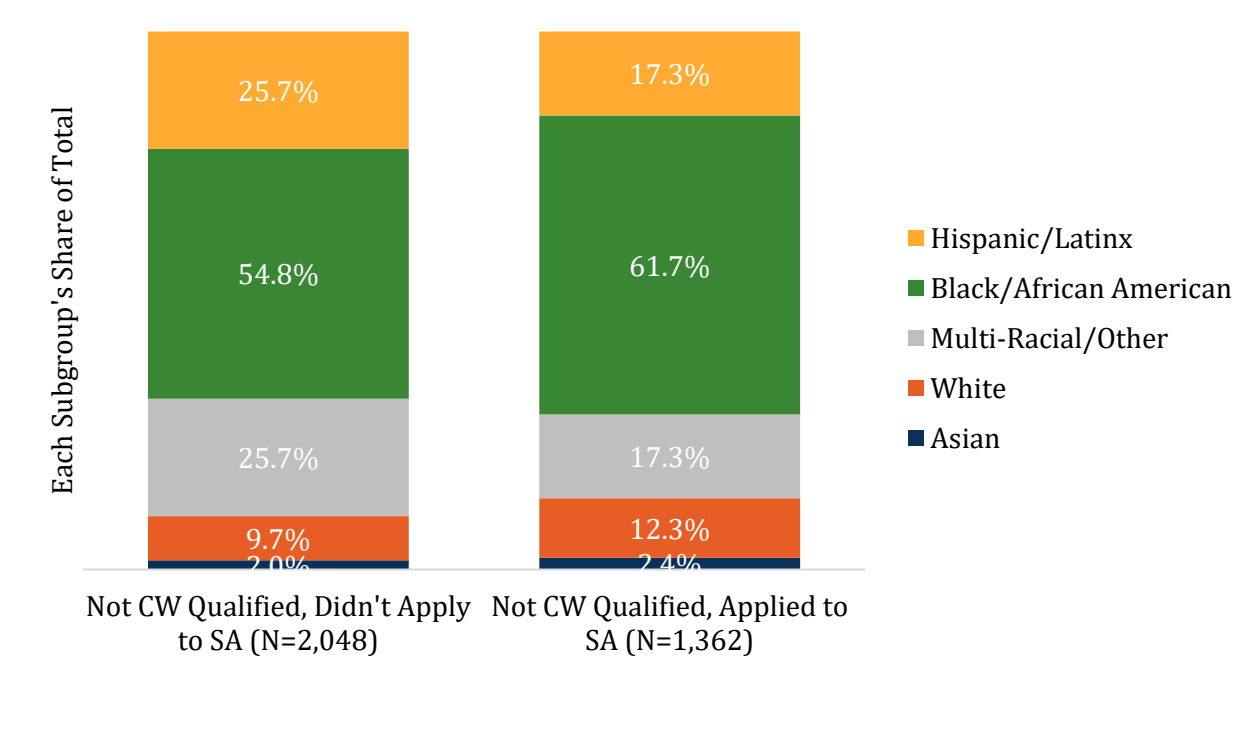
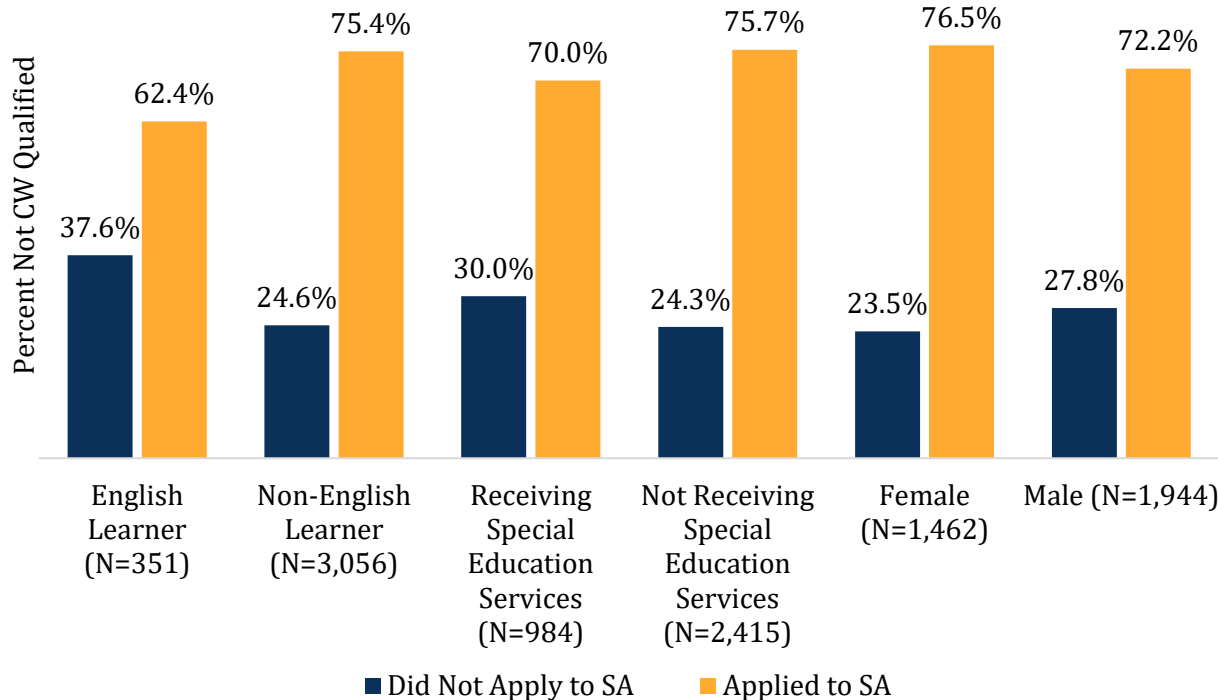


Figure 5. Race/ethnicity distribution of students who did not meet any qualification level, by SA application status, 2020-21



There were other demographic differences in the rates at which students who did not meet any qualification level applied to at least one SA school. Male students and students receiving special education services were less likely to apply to at least one SA school than their counterparts who were female or who were not receiving special education services (Figure 6). Notably, ELs were much less likely to apply if they were not qualified compared with non-ELs.

Figure 6. District students who did not meet any qualification level by subgroup, 2020-21



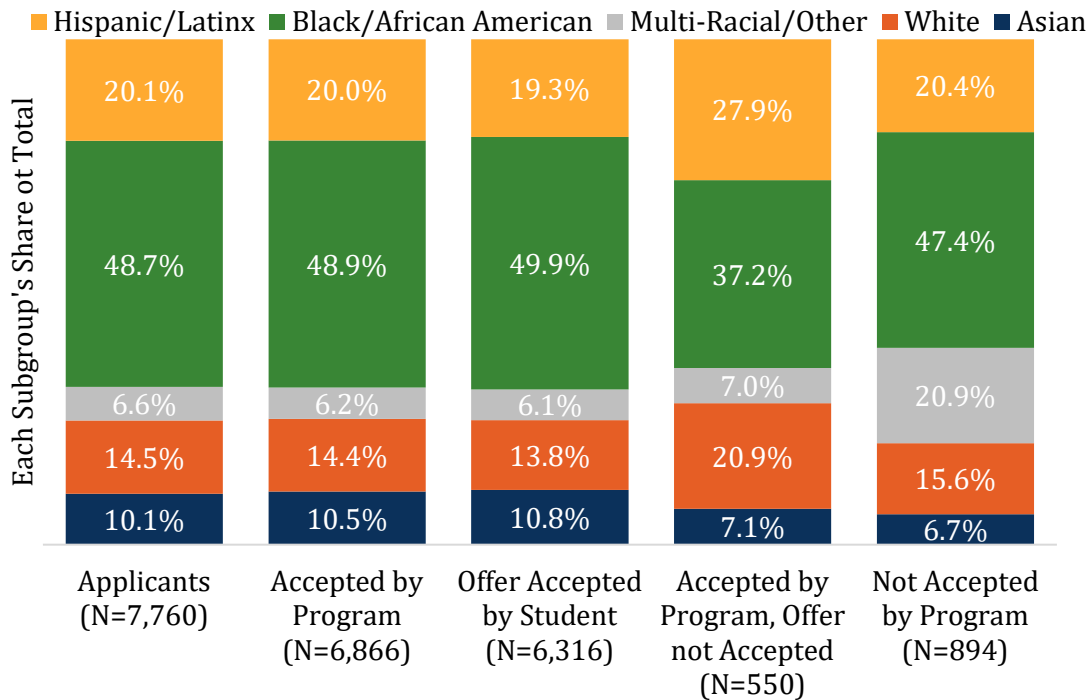
Source: Qlik School Selection App retrieved on April 12, 2021.

What were student applicant success rates overall and to Special Admission schools specifically?

While Citywide (CW) acceptance rates were representative across subgroups, SA acceptance rates had disparities consistent with previous years.

Acceptances to at least one program (the *success rate*) increased slightly from last year and were representative across all student demographics, with nearly nine out of ten student applicants receiving at least one acceptance from a SA or CW school. In general, applicants from various subgroups had similar *overall* success rates (Figure 7).

Figure 7. Race/ethnicity distribution of applicants, offers, and acceptances: all schools, 2020-21



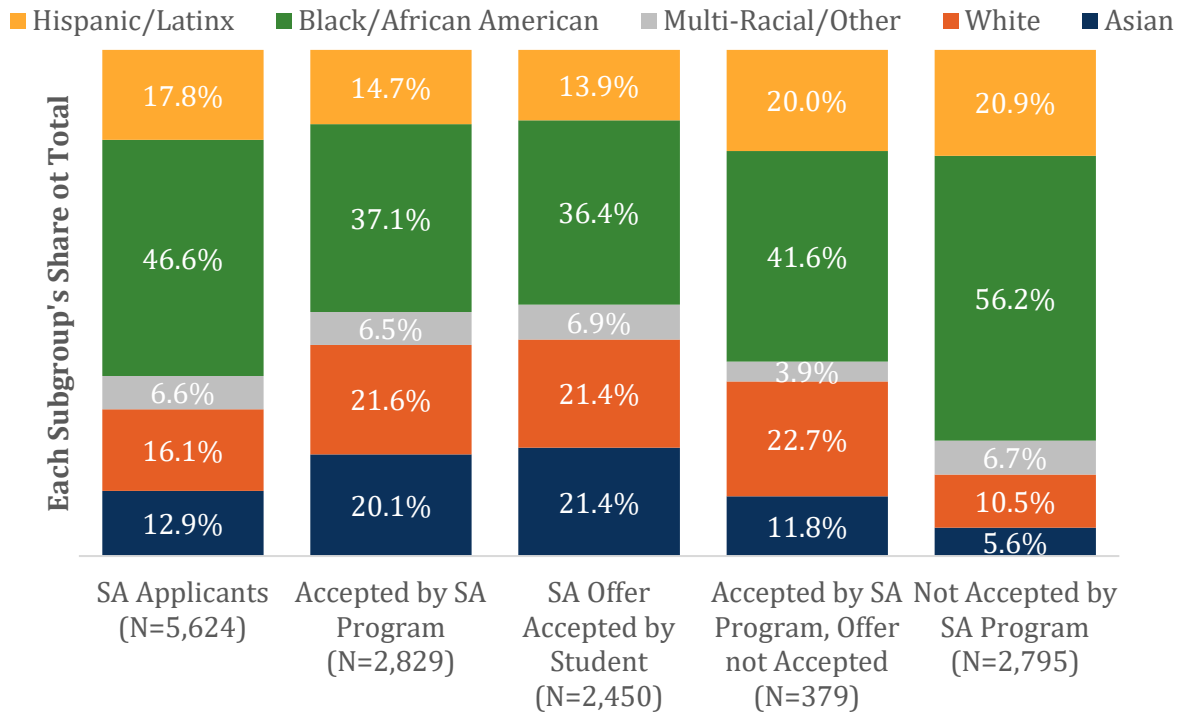
Source: Qlik School Selection App retrieved on April 22, 2021.

Note: Applicants included students who applied to any SDP school in the SSP, including neighborhood schools. However, only 118 applicants applied to only neighborhood schools using SSP.

How to read this figure: Each stacked bar shows the racial/ethnic distribution of students that fits the bar's label. For example, of the 7,760 students who submitted at least one application ("Applicants"), 20.1% were Hispanic/Latinx. Similarly, there were 550 students who received at least one admission offer, but did not accept any of those offers. Of those, 37.2% were Black/African American.

Students from different subgroups had different success rates at SA schools. Applicants who were Black/African American or Hispanic/Latinx were less likely to receive at least one SA offer than their Asian or white peers (Figure 8). Students who were male, ELs, or receiving special education services were less likely to receive SA offers than their peers who were female, non-ELs, or did not receive special education services, respectively (Table 3).

Figure 8. Race/ethnicity distribution of SA applicants and offers, 2020-21



Source: Qlik School Selection App retrieved on April 12, 2021.

How to read this figure: Each stacked bar shows the racial/ethnic distribution of students that fits the bar’s label. For example, of the 5,624 students who submitted at least one SA application (“applicants”), 17.8% were Hispanic/Latinx. Similarly, there were 379 students who received at least one SA admission offer but did not accept any of those offers. Of those, 41.6% were Black/African American.

Table 3. Special admission acceptance by subgroup, 2020-21

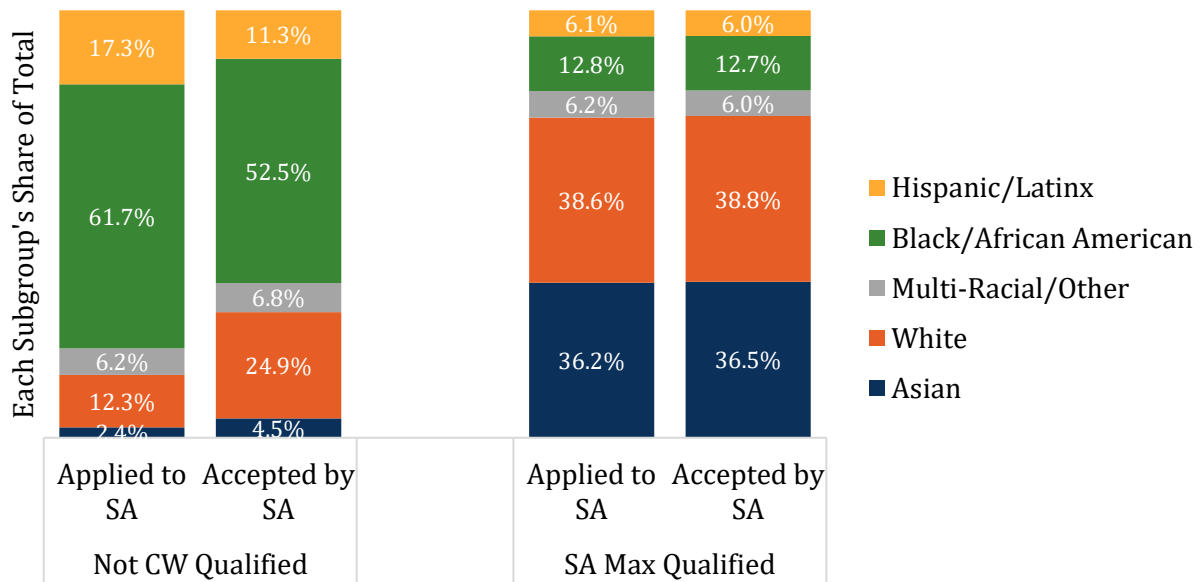
		Offers to SA programs	% of applicants within subgroup	SA Acceptance Rate (%)
Overall		2, 829	100%	36.5%
Sex	Female	1,689	59.7%	43.8%
	Male	1,140	40.3%	29.2%
Race / Ethnicity	Asian	569	20.1%	73.0%
	Black/African American	1,050	37.1%	27.8%
	Hispanic/Latinx	416	14.7%	26.7%
	Multi-Racial/Other	184	6.5%	35.9%
	White	611	21.6%	54.1%
English Learner	No	2,614	92.4%	37.9%
	Yes	215	7.6%	24.8%
Receiving Special Education Services	No	2,666	94.4%	42.6%
	Yes	159	5.6%	10.6%
Economically Disadvantaged	No	1,165	41.2%	52.7%
	Yes	1,660	58.8%	30.0%

Source: Qlik School Selection App retrieved on April 28, 2021.

Disproportionalities by race or ethnicity in the number of SA offers continued from previous years, but the magnitude varied depending on the student’s level of qualification. As previously noted, students who met the maximum SA requirements were disproportionately white and Asian, but students who did meet this requirement level were accepted by at least one SA program at proportional rates across races/ethnicities (see Figure 9). Among students who only met the minimum SA requirements and were accepted by at least one SA program, Asian and Black/African American students were slightly overrepresented, while Hispanic/Latinx and white students were underrepresented.

Students of different racial/ethnic groups received offers from SA programs at different rates, even among students who did not meet any level of qualification. White and Asian students were overrepresented in these offers, while Black/African American and Hispanic/Latinx students were underrepresented.

Figure 9. Race/ethnicity distribution of SA applicants, highest and lowest qualification levels, 2020-21

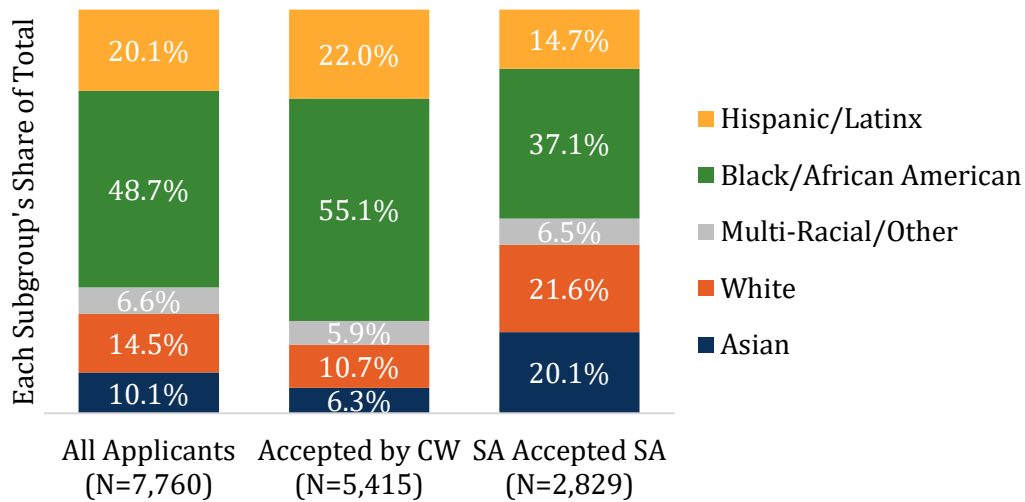


Source: Qlik School Selection App retrieved on April 12, 2021.

Note: Students may apply to any program they wish, no matter their qualification level. The qualification levels do not include the interview, portfolio presentation, or audition required at some SA schools.

Acceptance into at least one CW school through the SSP was representative of each race/ethnicity group, which shows that the lottery system for CWs fairly distributes slots to students among each racial/ethnic group (Figure 10). On the other hand, SA offers were not representative, as Asian and white students were greatly overrepresented, while Black/African American and Hispanic/Latinx students were underrepresented. Again, a portion of these disparities are the result of the underrepresentation of Black/African American and Hispanic/Latinx students in the qualified SA applicant pool.

Figure 10. Race/ethnicity distribution for CW and SA offers, 2020-21

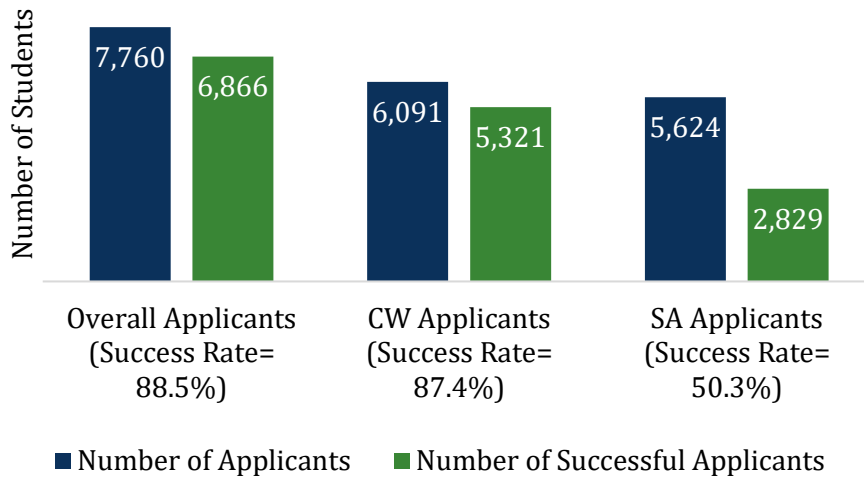


Source: Qlik School Selection App retrieved on April 22, 2021.

Note: Applicants includes students who applied to any SDP school in the SSP, including neighborhood schools. However, only 118 applicants applied to only neighborhood schools using SSP.

Not surprisingly, applicants were more successful in acquiring an offer from a CW school (without entry criteria) than a SA school (Figure 11). Of those applicants who submitted at least one CW application, the percentage who received at least one CW offer (the *CW success rate*) was 87.4%. By comparison, 50.3% of SA applicants were accepted by at least one SA program (the *SA success rate*). The SA success rate may appear high, considering only 30.6% of SA applicants, and 20.2% of District students overall, met the SA requirements. This disconnect is due to the greater number of SA slots than qualified students to fill those slots.

Figure 11. Applicants and offers by receiving program type, 2020-21

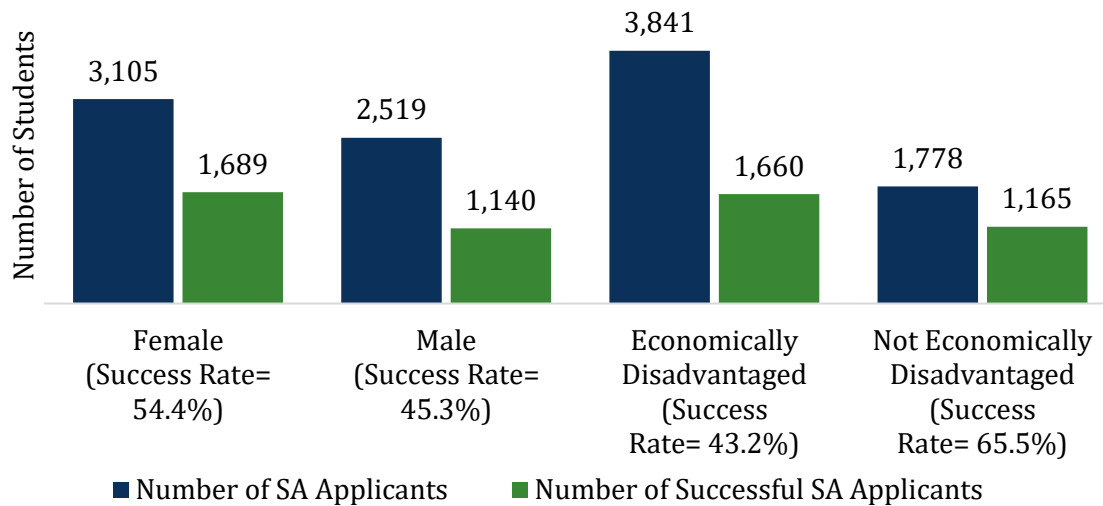


Source: Qlik School Selection App retrieved on April 22, 2021.

Note: Some students who applied to programs using the SSP only applied to neighborhood schools.

Female students received more SA offers than their male peers (54.4% vs. 45.3%), which follows the fact that more female students met the SA qualification level than male students. Students who are economically disadvantaged were much less likely to be accepted by a SA school than those who were not economically disadvantaged, by over 20 percentage points (Figure 12).

Figure 12. SA Applications and offers by sex and economic disadvantage, 2020-21

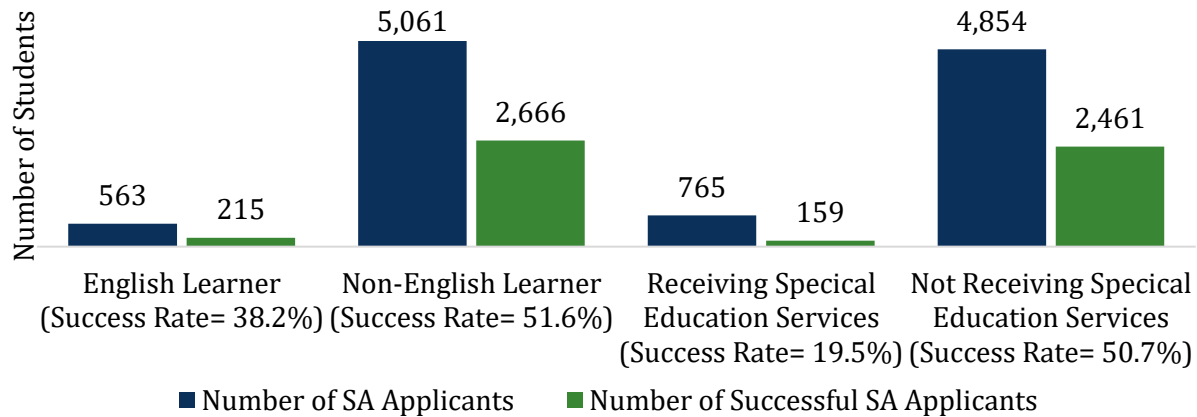


Source: Qlik School Selection App retrieved on April 12, 2021.

Note: A student may meet the conditions for more than one category.

While non-ELs and those not receiving special education services were accepted at rates similar to the average for all students, ELs and students receiving special education services were much less likely to be accepted (Figure 13). Students receiving special education services were the least likely group to obtain SA offers⁹; however, they were also the least likely to be SA qualified.

Figure 13. SA applications and offers by English Learner and receipt of Special Education Services status, 2020-21



Source: Qlik School Selection App retrieved on April 12, 2021.

Note: A student may meet the conditions for more than one category.

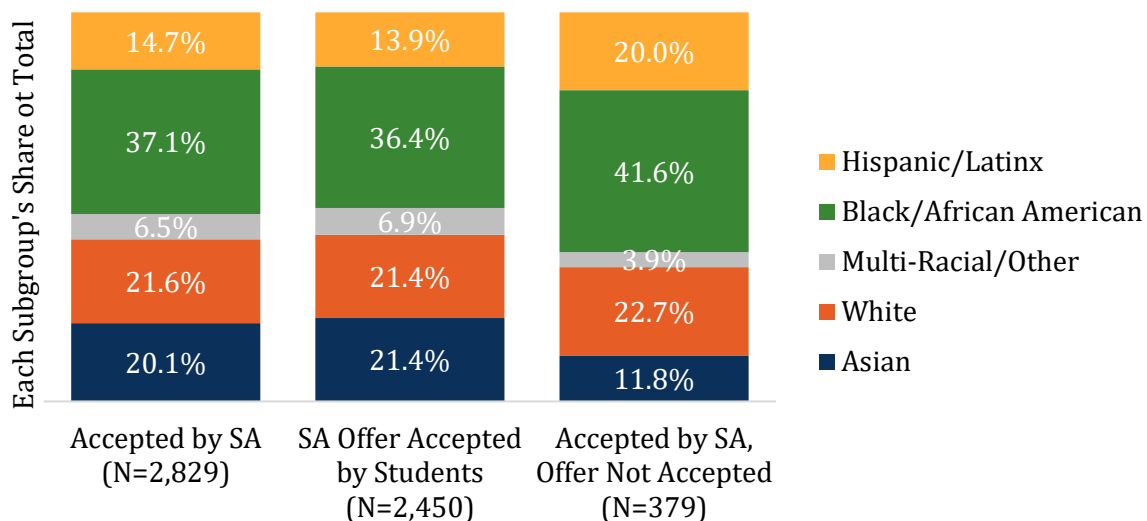
⁹ The SSP has additional procedures, aligned with the LeGare consent decree, which provide additional opportunities for students receiving special education services and ELs to gain admission to SA schools. This report focuses on the default application-offer-student acceptance components of the SSP, and does not include these additional procedures.

When students received offers, how likely were they to accept them? How did this vary by school type and student group?

Rising 9th graders generally accepted the offers they received, but there were differences in offer acceptance rates across races/ethnicities.

Of the 2,829 students who received at least one offer from a SA school, 2,450 (86.6%) accepted one of those offers. Hispanic/Latinx and Black/African American students were overrepresented in the number of students who received an offer from a SA program but declined for a CW or neighborhood school (or who did not respond to the offer with an acceptance or deferral). Acceptance of an offer requires the student to log into their Student Portal online before the deadline. Students identified as Asian and Multi-Racial/Other were much less likely to decline SA offers than their peers of other races/ethnicities (Figure 14).

Figure 14. SA offers and student decisions by race/ethnicity, 2020-21

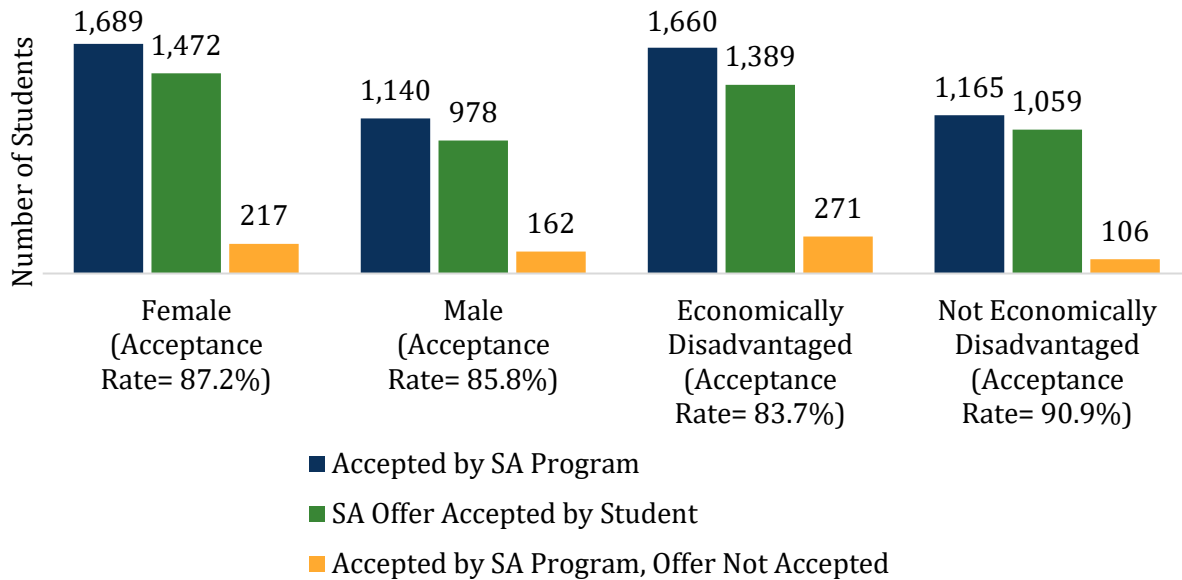


Source: Qlik School Selection App retrieved on April 12, 2021.

Note: The values depicted here represent the number of applicants, not the number of applications (as each applicant might submit as many as five applications).

Across all student subgroups, very few students did not accept their SA offers. In all cases, the proportion of offers accepted was much higher than the proportion declined (Figures 15 and 16).

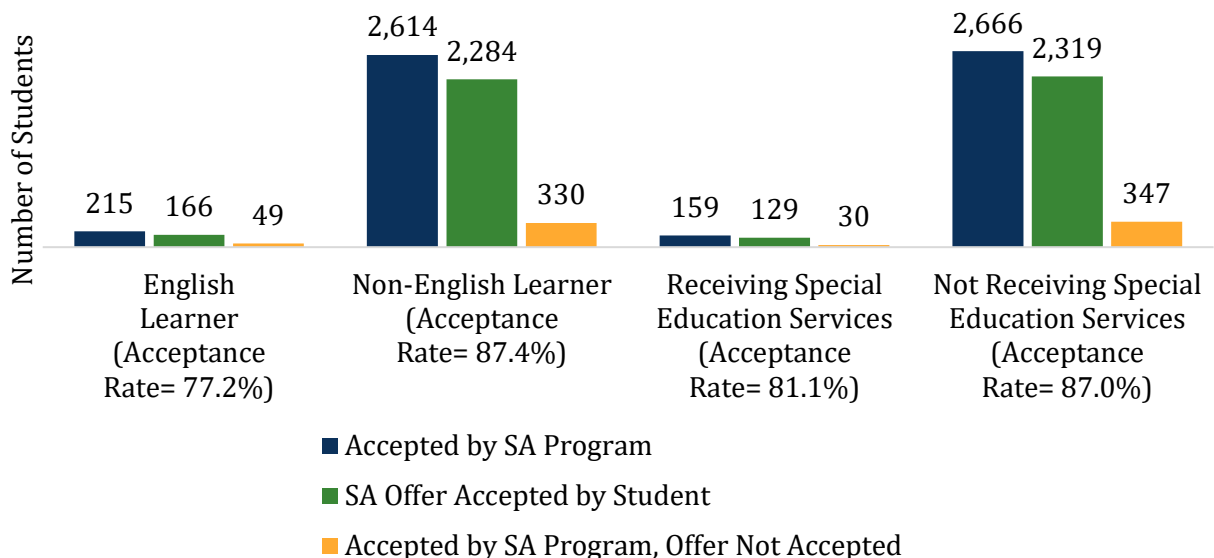
Figure 15. SA offers and student decisions by sex and economic disadvantage, 2020-21



Source: Qlik School Selection App retrieved on April 12, 2021.

Note: The students listed as “Offered by SA, Not Accepted by Student” only includes students who did not accept or decline the SA offer. It does not include students who deferred to attend a different program.

Figure 16. SA offers and student decisions by English Learner and receipt of Special Education Services status, 2020-21



Source: Qlik School Selection App retrieved on April 12, 2021.

Note: The students listed as offered by SA, not accepted by student includes only students who did not accept or decline the SA offer. It does not include students who deferred to attend a different program.

Conclusion and Future Plans

During the 2020-21 School Selection Process, most (82.9%) potential 8th grade applicants from District schools participated in the School Selection Process by applying to at least one school or program, and the majority (60.1%) applied to at least one SA school. **The likelihood of applying and the likelihood that a SA application would succeed were tied closely to the qualification level of the applicant, with higher qualification levels associated with higher application and success rates.** This pattern highlights the importance of meeting the SA minimum qualifications, and, while the percentage of potential applicants who did so remained low (20.2%), it did increase from the previous year (14.0%). This increase is attributable to the modifications to the application procedure that were necessitated by disruptions due to COVID-19, particularly the use of multiple years of data; therefore, there were multiple opportunities for a student to meet the minimum SA qualifications.

The increase in qualification rates, however, did not benefit all students equally. Asian and white students experienced the greatest percentage point increases when the criteria were adjusted to allow 5th or 6th grade information to be used for applications when 2019-20 PSSA scores were not available due to Covid-19. Black/African American and Hispanic/Latinx students were already underrepresented among those meeting SA schools' qualifications and showed smaller percentage point gains than peers of other races/ethnicities.

When students met the maximum SA criteria, acceptances were proportional across subgroups. However, when applicants did not meet any qualification level, SA success rates did vary by subgroup. For example, Asian and white students were most likely to receive SA offers in this case, compared with their Black/African American and Hispanic/Latinx peers.

Irrespective of qualification rates, **acceptance rates varied across other demographic characteristics.** Female students, students not learning English, and students not receiving special education services were more likely to receive offers than their counterparts. The same patterns were also true when looking at which students were most likely to accept offers from SA schools.

Like the previous SSP reports, this report also found that **Hispanic/Latinx students were consistently less likely to progress through the successive stages of the School Selection Process than their peers.** These students had lower application and success rates, and they accepted offers less frequently than their peers. At each stage the effect was small, but these effects combine and compound.

This report reinforces previous findings, highlighting the importance of qualification levels in student outcomes in the SSP. These findings, in turn, inform District efforts to address root causes of inequity in educational opportunities. Specifically, the District has identified disproportionality in qualification levels as an area of urgent focus, embodied as Guardrail Indicator 4.1 in the Philadelphia School Board's system of Goals and Guardrails. Future analyses will continue to report on trends in the SSP, within the context of this commitment to equity.

Appendix A: School-Level Information

Table A.1. All District applicants by subgroup, 2020-21

		All District Applicants	% of all within Subgroup Applicants	Application Rate (%)
Overall		7,760	100%	82.9%
Sex	Female	3,857	49.7%	84.9%
	Male	3,902	50.3%	81.0%
Race / Ethnicity	Asian	781	10.1%	89.4%
	Black/ African American	3,781	48.7%	85.2%
	Hispanic/ Latinx	1,556	20.1%	76.3%
	Multi-Racial/ Other	513	6.6%	78.4%
	White	1,128	14.5%	83.1%
English Learner	No	6,892	88.8%	84.5%
	Yes	868	11.2%	72.1%
Receiving Special Education Services	No	6,252	80.7%	84.0%
	Yes	1,498	19.3%	78.6%
Economically Disadvantaged	No	2,211	28.5%	80.6%
	Yes	5,539	71.5%	83.8%

Source: Qlik School Selection App retrieved on April 12, 2021.

How to read this table: This table shows the number of applicants within a subgroup that applied to at least one program or school. The percentage of subgroup applicants is the percentage within that specific subgroup (sex, race/ethnicity, English Learner status, receipt of special education services, and economical disadvantage) while the application rate is the percentage of the total number of District students within a subgroup that applied as a percentage of all eligible District students within that subgroup. For example, 88.8% of applicants are not English Learners while only 11.2% of applicants are English Learners but 72.1% of all eligible English Learners applied to at least one program.

Table A.2. District applicants for each SA school by race/ethnicity, 2020-21

Receiving SA School	Asian	Black/ African American	Hispanic/ Latinx	Multi- Racial/ Other	White
Academy at Palumbo	307	287	156	88	260
Arts Academy at Benjamin Rush	61	198	124	38	145
Bodine, William W. High School	102	155	88	41	107
Central High School	498	531	207	126	463
Creative and Performing Arts	92	536	214	64	179
Engineering & Science High	235	348	98	61	179
Franklin Learning Center	146	637	310	76	140
Girard Academic Music Program	53	109	26	17	87
Girls, Phila High School for	118	258	54	40	61
Hill-Freedman World Academy	18	373	33	36	26
Lankenau High School	14	293	50	29	34
Masterman, Julia R. High School	193	255	101	59	216
Motivation High School	8	93	5	6	1
Parkway Center City Middle College High School	129	594	165	56	80
Parkway West High School	4	101	4	13	3
Parkway-Northwest High School	9	333	38	23	17
Saul, Walter B. High School	14	263	81	30	103
Science Leadership Academy	167	454	143	105	260
Science Leadership Academy at Beeber	28	251	24	43	71

Source: Qlik School Selection App retrieved on April 12, 2021.

Note: This table only lists SA schools and not SA programs located within a neighborhood or CW school.

Table A.3. District applications to each SA school by subgroup, 2020-21

Receiving SA School	Male	Female	English Learner	Non-English Learner	Receiving Special Education Services	Not Receiving Special Education Services
Academy at Palumbo	479	619	107	991	63	1,035
Arts Academy at Benjamin Rush	159	407	62	504	81	485
Bodine, William W. High School	199	294	35	458	39	454
Central High School	761	1,064	125	1,700	63	1,760
Creative and Performing Arts	318	767	91	994	137	947
Engineering & Science High	486	435	47	874	38	882
Franklin Learning Center	494	815	172	1,141	184	1,124
Girard Academic Music Program	104	188	7	285	24	267
Girls, Phila High School for	2	529	34	497	39	490
Hill-Freedman World Academy	261	225	11	475	136	349
Lankenau High School	199	221	20	400	91	327
Masterman, Julia R. High School	369	455	32	792	29	794
Motivation High School	53	60	19	94	21	92
Parkway Center City Middle College High School	413	611	76	948	92	931
Parkway West High School	60	65	6	119	32	93
Parkway-Northwest High School	191	229	20	400	72	346
Saul, Walter B. High School	214	277	27	464	107	382
Science Leadership Academy	575	554	69	1,060	90	1,038
Science Leadership Academy at Beeber	214	203	26	391	61	356

Source: Qlik School Selection App retrieved on April 12, 2021.

Note: This table only lists SA schools and not SA programs located within a neighborhood or CW school.

Table A.4. SA admission offers by race/ethnicity for District applicants, by receiving school, 2020-21

Receiving SA School	Asian	Black/ African American	Hispanic/ Latinx	Multi-Racial/ Other	White
Academy at Palumbo	233	81	72	41	183
Arts Academy at Benjamin Rush	25	29	32	17	58
Bodine, William W. High School	85	79	51	25	81
Central High School	239	98	45	46	254
Creative and Performing Arts	22	53	29	18	54
Engineering & Science High	164	127	40	34	145
Franklin Learning Center	109	234	169	35	85
Girard Academic Music Program	29	21	8	8	55
Girls, Phila High School for	92	142	25	27	49
Hill-Freedman World Academy	12	148	19	9	15
Lankenau High School	13	117	31	12	18
Masterman, Julia R. High School	37	24	12	12	48
Motivation High School	8	90	5	6	1
Parkway Center City Middle College High School	52	88	29	17	27
Parkway West High School	1	48	2	6	0
Parkway-Northwest High School	7	155	18	10	14
Saul, Walter B. High School	12	125	55	15	74
Science Leadership Academy	34	38	20	14	55
Science Leadership Academy at Beeber	20	76	12	20	51

Source: Qlik School Selection App retrieved on April 12, 2021.

Note: This table only lists SA schools and not SA programs located within a neighborhood or CW school.

Table A.5. SA offers by subgroup for District applicants, by receiving school, 2020-21

Receiving SA School	Male	Female	English Learner	Non-English Learner	Receiving Special Education Services	Not Receiving Special Education Services
Academy at Palumbo	258	352	36	574	10	600
Arts Academy at Benjamin Rush	25	136	13	148	11	150
Bodine, William W. High School	128	193	18	303	16	305
Central High School	309	373	2	679	4	677
Creative and Performing Arts	43	133	8	168	7	169
Engineering & Science High	253	257	4	506	8	502
Franklin Learning Center	221	411	77	555	22	610
Girard Academic Music Program	41	80	1	120	5	116
Girls, Phila High School for	0	335	7	328	3	332
Hill-Freedman World Academy	90	113	4	198	9	193
Lankenau High School	80	111	10	181	17	174
Masterman, Julia R. High School	63	70	0	133	0	133
Motivation High School	52	58	19	91	19	91
Parkway Center City Middle College High School	87	126	9	204	9	204
Parkway West High School	28	29	2	55	6	51
Parkway-Northwest High School	93	111	13	189	16	186
Saul, Walter B. High School	107	174	20	259	27	252
Science Leadership Academy	74	87	8	153	13	148
Science Leadership Academy at Beeber	94	85	9	170	16	163

Source: Qlik School Selection App retrieved on April 12, 2021.

Note: This table only lists SA schools and not SA programs located within a neighborhood or CW school.

Table A.6. SA offer acceptances by race/ethnicity for District applicants, by receiving school, 2020-21

Receiving School	Asian	Black/ African American	Hispanic/ Latinx	Multi- Racial/ Other	White
Academy at Palumbo	97	26	32	13	31
Arts Academy at Benjamin Rush	14	18	19	14	43
Bodine, William W. High School	10	31	15	6	15
Central High School	160	59	19	22	164
Creative and Performing Arts	4	39	17	5	25
Engineering & Science High	21	70	15	10	12
Franklin Learning Center	30	123	97	10	32
Girard Academic Music Program	8	12	4	4	20
Girls, Phila High School for	19	86	11	10	11
Hill-Freedman World Academy	0	67	7	6	3
Lankenau High School	3	48	10	3	2
Masterman, Julia R. High School	36	16	10	10	41
Motivation High School	1	46	1	1	1
Parkway Center City Middle College HS	7	49	10	5	4
Parkway West High School	0	18	1	4	0
Parkway-Northwest High School	1	49	4	3	2
Saul, Walter B. High School	3	59	21	9	33
Science Leadership Academy	9	13	9	4	24
Science Leadership Academy at Beeber	6	39	8	11	7

Source: Qlik School Selection App retrieved on April 12, 2021.

Note: This table only lists SA schools and not SA programs located within a neighborhood or CW school.

Table A.7 SA student offer acceptances by subgroup for District applicants, by receiving school, 2020-21

Receiving SA School	Male	Female	English Learner	Non-English Learner	Receiving Special Education Services	Not Receiving Special Education Services
Academy at Palumbo	90	109	31	168	5	194
Arts Academy at Benjamin Rush	17	91	11	97	6	102
Bodine, William W. HS	31	46	9	68	8	69
Central High School	189	235	2	421	2	421
Creative and Performing Arts	12	78	6	84	6	84
Engineering & Science High	66	62	0	128	5	123
Franklin Learning Center	105	187	40	252	10	282
Girard Academic Music Program	18	30	0	48	4	44
Girls, Phila High School for	0	137	4	133	1	136
Hill-Freedman World Academy	47	36	1	82	5	78
Lankenau High School	26	40	4	62	9	57
Masterman, Julia R. HS	58	55	0	113	0	113
Motivation High School	26	24	6	44	12	38
Parkway Center City Middle College High School	32	43	3	72	6	69
Parkway West High School	11	12	1	22	5	18
Parkway-Northwest High School	27	32	2	56	6	52
Saul, Walter B. High School	49	76	8	117	17	108
Science Leadership Academy	34	25	4	55	9	50
Science Leadership Academy at Beeber	37	34	8	63	7	64

Source: Qlik School Selection App retrieved on April 12, 2021.

Note: This table only lists SA schools and not SA programs located within a neighborhood or CW school.

Table A.8. SA applications, offers, and offer acceptances for all District applicants, 2020-21

Receiving SA School	Applicants	Offers Accepted by Student	Offers by Program, Offer Not Accepted by Student	Not Accepted by Program
Academy at Palumbo	1,098	199	411	488
Arts Academy at Benjamin Rush	566	108	53	405
Bodine, William W. High School	493	77	244	172
Central High School	1,825	424	258	1,143
Creative and Performing Arts	1,085	90	86	909
Engineering & Science High	921	128	382	411
Franklin Learning Center	1,313	292	340	681
Girard Academic Music Program	292	48	73	171
Girls, Phila High School for	531	137	198	196
Hill-Freedman World Academy	486	83	120	283
Lankenau High School	420	66	125	229
Masterman, Julia R. High School	824	113	20	691
Motivation High School	113	50	60	3
Parkway Center City Middle College High School	1,024	75	138	811
Parkway West High School	125	23	34	68
Parkway-Northwest High School	420	59	145	216
Saul, Walter B. High School	491	125	156	210
Science Leadership Academy	1,129	59	102	968
Science Leadership Academy at Beeber	417	71	108	238

Source: Qlik School Selection App retrieved on April 12, 2021.

Note: This table only lists SA schools and not SA programs located within a neighborhood or CW school.

Table A.9. SA applications, offers, and offer acceptances for external applicants, 2020-21

Receiving School	Applications	SA Offers	Student Acceptances
Academy at Palumbo	840	281	101
Arts Academy at Benjamin Rush	234	103	68
Bodine, William W. High School	523	286	82
Central High School	1,247	372	251
Creative and Performing Arts	557	141	103
Engineering & Science High	833	310	97
Franklin Learning Center	563	266	138
Girard Academic Music Program	151	35	9
Girls, Phila High School for	362	200	99
Hill-Freedman World Academy	295	159	52
Lankenau High School	205	113	38
Masterman, Julia R. High School	412	2	2
Motivation High School	94	93	59
Parkway Center City Middle College HS	697	137	52
Parkway West High School	160	109	40
Parkway-Northwest High School	157	49	22
Saul, Walter B. High School	282	147	67
Science Leadership Academy	877	139	72
Science Leadership Academy at Beeber	356	132	52
Total	8,845	3,074	1,404

Source: Qlik School Selection App retrieved on April 12, 2021 and Qlik L3 School Selection Applications and Enrollment App retrieved on April 16, 2021.

Note: This table only lists SA schools and not SA programs located within a neighborhood or CW school.

Table A.10. SA offers for District applicants who did not respond to acceptance, by receiving school, 2020-21

Receiving SA School	Number of Students
Academy at Palumbo	1
Bodine, William W. High School	1
Franklin Learning Center	16
Girard Academic Music Program	1
Hill-Freedman World Academy	6
Lankenau High School	1
Parkway-Northwest High School	7
Saul, Walter B. High School	7
Science Leadership Academy at Beeber	1
Total	41

Source: Qlik School Selection App retrieved on April 22, 2021.

Note: This table only lists SA schools and not SA programs located within a neighborhood or CW school.

Table A.11. Number of applicants, offers, and offers students did not respond to, by sending school, 2020-21

Sending School	Applicants	Offers	No Response to Offer (# Students)
Adaire, Alexander School	30	28	7
Allen, Dr. Ethel School	49	44	1
Allen, Ethan School	80	70	2
AMY 5 at James Martin	111	97	0
AMY Northwest	92	81	2
Anderson, Add B. School	55	48	2
Arthur, Chester A. School	28	24	0
Bache-Martin School	39	32	1
Baldi Middle School	405	318	6
Barry, John Elementary School	46	45	0
Bethune, Mary McLeod School	61	59	1
Blaine, James G. School	32	31	4
Blankenburg, Rudolph School	31	27	0
Bregy, F. Amedee School	49	37	0
Bridesburg School	79	60	6
Brown, Henry A. School	51	41	0
Bryant, William C. School	31	27	1
Cassidy, Lewis C Academics Plus	25	20	1
Childs, George W. School	62	56	2
Clemente, Roberto Middle Schl	82	67	7
Comegys, Benjamin B. School	39	37	0
Conwell, Russell Middle School	77	71	0
Cooke, Jay Elementary School	28	28	0
Cook-Wissahickon School	56	53	0
Day, Anna B. School	36	32	1
De Burgos, J. Elementary	98	83	0
Decatur, Stephen School	88	62	0
Dick, William School	49	46	2
Disston, Hamilton School	64	54	2
Dobson, James School	20	18	1
Duckrey, Tanner School	42	35	2
Dunbar, Paul L. School	31	26	1
Edmonds, Franklin S. School	40	35	1
Engineering & Science High	41	40	1
Farrell, Louis H. School	89	66	9
Fell, D. Newlin School	87	81	2
Feltonville Arts & Sciences	155	136	2
Finletter, Thomas K. School	78	72	0
Fitler Academics Plus	36	34	0

Sending School	Applicants	Offers	No Response to Offer (# Students)
Fitzpatrick, A. L. School	75	57	5
Franklin, Benjamin School	63	56	0
Gideon, Edward School	11	11	0
Girard Academic Music Program	95	92	1
Gompers, Samuel School	35	31	2
Greenberg, Joseph School	96	81	3
Greenfield, Albert M. School	57	51	0
Hamilton, Andrew School	64	54	1
Hancock Demonstration School	75	48	2
Harding, Warren G. Middle Sch	210	159	7
Harrington, Avery D. School	39	37	12
Hartranft, John F. School	40	35	5
Henry, Charles W. School	56	51	0
Heston, Edward School	37	34	0
Hill-Freedman World Academy	82	72	7
Hopkinson, Francis School	71	65	7
Houston, Henry H. School	55	43	1
Hunter, William H. School	61	51	1
Jackson, Andrew School	39	35	0
Jenks Academy Arts & Sciences	47	42	1
Juniata Park Academy	119	108	2
Kearny, Gen. Philip School	29	26	0
Kelley, William D. School	29	28	1
Kenderton Elementary	54	51	0
Kirkbride, Eliza B. School	55	45	0
Lamberton, Robert E Elementary	49	47	5
Lea, Henry C.	46	40	0
Lingelbach, Anna L. School	41	35	0
Locke, Alain School	34	28	0
Longstreth, William C. School	35	35	1
Ludlow, James R. School	28	23	0
Marshall, Thurgood School	71	64	3
Masterman, Julia R. High School	193	191	1
Mayfair School	241	197	6
McCall, Gen. George A. School	52	49	0
McCloskey, John F. School	46	41	0
McDaniel, Delaplaine School	31	30	0
McKinley, William School	42	38	12
McMichael, Morton School	32	27	0
Meade, Gen. George G. School	33	31	0

Sending School	Applicants	Offers	No Response to Offer (# Students)
Meehan, Austin Middle School	242	190	12
Meredith, William M. School	50	47	1
Mifflin, Thomas School	24	22	0
Mitchell Elementary School	48	45	2
Morris, Robert School	26	24	0
Morrison, Andrew J. School	67	59	3
Munoz-Marin, Hon Luis School	39	37	4
MYA-Middle Years Alternative	88	75	3
Nebinger, George W. School	41	36	1
Olney Elementary School	70	63	3
Overbrook Educational Center	31	30	0
Overbrook Elementary School	19	16	2
Penn Alexander School	48	45	0
Penn Treaty High School	53	48	1
Pennypacker, Samuel School	26	19	0
Penrose School	41	35	0
Philadelphia Virtual Academy	6	5	0
Potter-Thomas School	34	33	0
Rhoads, James School	47	44	3
Rhodes Elementary School	85	82	0
Roosevelt Elementary School	68	62	1
Science Leadership Academy MS	88	77	0
Sharswood, George School	39	35	2
Shawmont School	50	43	2
Southwark School	105	94	7
Spring Garden School	29	25	1
Spruance, Gilbert School	110	96	21
Stanton, Edwin M. School	18	13	1
Stearne, Allen M. School	33	29	10
Steel, Edward School	33	30	0
Taggart, John H. School	23	18	1
Tilden Middle School	100	96	1
Vare-Washington Elementary	33	30	2
Wagner, Gen. Louis Middle Sch.	150	141	1
Waring, Laura W. School	31	29	1
Washington, Grover Jr. Middle	151	134	11
Washington, Martha School	38	31	1
Welsh, John School	25	22	0
Wilson, Woodrow Middle School	209	145	19
Ziegler, William H. School	62	49	0

Sending School	Applicants	Offers	No Response to Offer (# Students)
Total	7,640	6,614	270

Source: Qlik School Selection App retrieved on April 22, 2021.

Note: The students listed only includes students who did not accept or decline their CW and/or SA offers. It does not include students who deferred to attend a different program.

Table A.12. District applicants for each CW school by race/ethnicity, 2020-21

Receiving CW School	Asian	Black/ African American	Hispanic/ Latinx	Multi- Racial/ Other	White
Building 21	26	435	92	36	12
Constitution High School	80	721	230	76	89
Dobbins, Murrell High School	28	1047	246	61	52
Edison, Thomas A. High School	10	353	206	38	44
Frankford High School	14	154	125	17	24
Franklin, Benjamin High School	12	272	102	25	26
Furness, Horace High School	56	77	61	6	18
High School of the Future	20	1033	84	68	29
Kensington CAPA	7	179	160	17	42
Kensington Health Sciences	9	73	152	17	37
Kensington High School	5	99	114	21	28
King, Martin Luther High Sch.	4	112	28	10	7
Lincoln, Abraham High School	41	466	263	49	96
Mastbaum, Jules E. High School	18	369	232	32	66
Overbrook High School	2	95	10	9	9
Philadelphia Military Academy	4	214	98	22	33
Randolph Technical High School	10	591	122	39	39
Robeson, Paul High School	15	454	34	29	5
Roxborough High School	3	399	45	34	20
Sayre, William L. High School	0	53	1	11	0
South Philadelphia H.S.	28	166	57	8	28
Strawberry Mansion High School	0	41	12	1	1
Swenson Arts/Tech High School	135	544	437	137	385
The LINC	10	129	118	14	5
The U School	10	271	97	20	12
The Workshop School	7	418	43	32	15
West Philadelphia High School	2	290	26	14	10

Source: Qlik School Selection App retrieved on May 4, 2021.

Note: This table lists CW CTE programs located within neighborhood schools and CW schools.

Table A.13. District applications to each CW school by subgroup, 2020-21

Receiving CW School	Male	Female	English Learner	Non-English Learner	Receiving Special Education Services	Not Receiving Special Education Services
Building 21	298	303	52	549	136	465
Constitution High School	515	681	137	1059	156	1039
Dobbins, Murrell High School	710	724	100	1334	341	1091
Edison, Thomas A. High School	341	310	94	557	179	472
Frankford High School	174	160	64	270	78	256
Franklin, Benjamin High School	263	174	55	382	109	327
Furness, Horace High School	118	100	77	141	43	175
High School of the Future	653	581	62	1172	361	871
Kensington CAPA	180	225	48	357	120	285
Kensington Health Sciences	112	176	67	221	68	220
Kensington High School	188	79	44	223	74	193
King, Martin Luther High Sch.	97	64	18	143	57	104
Lincoln, Abraham High School	478	437	129	786	205	709
Mastbaum, Jules E. High School	389	328	103	614	189	527
Overbrook High School	71	54	5	120	34	91
Philadelphia Military Academy	246	125	35	336	90	280
Randolph Technical High School	475	326	54	747	239	560
Robeson, Paul High School	276	261	39	498	138	398
Roxborough High School	295	206	13	488	133	367
Sayre, William L. High School	35	30	2	63	24	41
South Philadelphia H.S.	160	127	59	228	90	197
Strawberry Mansion High School	18	37	4	51	16	39
Swenson Arts/Tech High School	929	709	222	1416	346	1292
The LINC	142	134	44	232	60	216
The U School	213	197	34	376	120	290
The Workshop School	364	151	31	484	155	359
West Philadelphia High School	224	118	24	318	117	225

Source: Qlik School Selection App retrieved on May 4, 2021.

Note: This table lists CW CTE programs located within neighborhood schools and CW schools.

Table A.14. CW admission offers by race/ethnicity for District applicants, by receiving school, 2020-21

Receiving CW School	Asian	Black/ African American	Hispanic/ Latinx	Multi- Racial/ Other	White
Building 21	13	174	35	13	7
Constitution High School	15	98	30	10	20
Dobbins, Murrell High School	24	786	189	41	45
Edison, Thomas A. High School	7	236	154	23	33
Frankford High School	14	154	125	17	24
Franklin, Benjamin High School	12	268	100	25	26
Furness, Horace High School	56	77	61	6	18
High School of the Future	9	208	8	10	4
Kensington CAPA	4	38	49	2	13
Kensington Health Sciences	0	9	19	1	4
Kensington High School	5	99	114	21	28
King, Martin Luther High Sch.	4	112	28	10	7
Lincoln, Abraham High School	18	119	89	6	38
Mastbaum, Jules E. High School	18	269	184	23	59
Overbrook High School	2	95	10	9	9
Philadelphia Military Academy	4	176	85	17	28
Randolph Technical High School	10	353	89	24	30
Robeson, Paul High School	1	71	3	3	0
Roxborough High School	3	374	43	31	19
Sayre, William L. High School		53	1	11	0
South Philadelphia H.S.	28	166	57	8	28
Strawberry Mansion High School		41	12	1	1
Swenson Arts/Tech High School	45	67	97	27	122
The LINC	3	110	69	11	4
The U School	10	209	83	12	11
The Workshop School	1	121	6	10	2
West Philadelphia High School	2	290	26	14	10

Source: Qlik School Selection App retrieved on May 4, 2021.

Note: This table lists CW CTE programs located within neighborhood schools and CW schools.

Table A.15. CW offers by subgroup for District applicants, by receiving school, 2020-21

Receiving CW School	Male	Female	English Learner	Non-English Learner	Receiving Special Education Services	Not Receiving Special Education Services
Building 21	112	130	9	233	31	211
Constitution High School	61	112	13	160	16	157
Dobbins, Murrell High School	491	594	87	998	180	904
Edison, Thomas A. High School	215	238	79	374	5	448
Frankford High School	174	160	64	270	78	256
Franklin, Benjamin High School	258	173	55	376	106	324
Furness, Horace High School	118	100	77	141	43	175
High School of the Future	88	151	10	229	33	206
Kensington CAPA	42	64	12	94		106
Kensington Health Sciences	7	26	9	24	7	26
Kensington High School	188	79	44	223	74	193
King, Martin Luther High Sch.	97	64	18	143	57	104
Lincoln, Abraham High School	151	119	50	220		269
Mastbaum, Jules E. High School	280	273	88	465	104	449
Overbrook High School	71	54	5	120	34	91
Philadelphia Military Academy	199	111	29	281	71	238
Randolph Technical High School	308	198	37	469	91	414
Robeson, Paul High School	31	47	4	74	11	67
Roxborough High School	284	186	13	457	130	339
Sayre, William L. High School	35	30	2	63	24	41
South Philadelphia H.S.	160	127	59	228	90	197
Strawberry Mansion High School	18	37	4	51	16	39
Swenson Arts/Tech High School	217	141	33	325	30	328
The LINC	98	99	18	179	17	180
The U School	155	170	32	293	65	260
The Workshop School	86	54	4	136	12	128
West Philadelphia High School	224	118	24	318	117	225

Source: Qlik School Selection App retrieved on May 4, 2021.

Note: This table lists CW CTE programs located within neighborhood schools and CW schools.

Table A.16. CW offer acceptances by race/ethnicity for District applicants, by receiving school, 2020-21

Receiving School	Asian	Black/ African American	Hispanic/ Latinx	Multi-Racial/ Other	White
Building 21	4	72	11	4	1
Constitution High School	8	46	16	5	13
Dobbins, Murrell High School	6	318	48	9	9
Edison, Thomas A. High School	2	49	45	10	4
Frankford High School	1	47	44	11	9
Franklin, Benjamin High School	2	93	32	9	6
Furness, Horace High School	27	31	27	4	6
High School of the Future	3	123	5	5	3
Kensington CAPA	1	19	30	0	6
Kensington Health Sciences	0	6	11	1	3
Kensington High School	1	16	33	10	11
King, Martin Luther High Sch.	3	14	1	3	1
Lincoln, Abraham High School	9	43	30	2	16
Mastbaum, Jules E. High School	5	96	73	11	11
Overbrook High School	0	21	1	2	1
Philadelphia Military Academy	1	82	38	6	11
Randolph Technical High School	2	134	24	7	6
Robeson, Paul High School	0	47	2	2	0
Roxborough High School	0	166	14	12	10
Sayre, William L. High School		17	0	3	
South Philadelphia H.S.	8	47	17	5	12
Strawberry Mansion High School		7	0	0	0
Swenson Arts/Tech High School	28	37	75	19	91
The LINC	0	40	25	3	3
The U School	4	84	38	6	4
The Workshop School	0	57	2	4	1
West Philadelphia High School	1	117	6	5	0

Source: Qlik School Selection App retrieved on May 4, 2021.

Note: This table lists CW CTE programs located within neighborhood schools and CW schools.

Table A.17. CW student offer acceptances by subgroup for District applicants, by receiving school, 2020-21

Receiving CW School	Male	Female	English Learner	Non-English Learner	Receiving Special Education Services	Not Receiving Special Education Services
Building 21	46	46	4	88	16	76
Constitution High School	31	57	6	82	9	79
Dobbins, Murrell High School	154	236	24	366	76	314
Edison, Thomas A. High School	48	62	22	88	1	109
Frankford High School	62	50	17	95	40	72
Franklin, Benjamin High School	91	51	13	129	47	94
Furness, Horace High School	54	41	40	55	20	75
High School of the Future	54	85	6	133	22	117
Kensington CAPA	21	35	7	49		56
Kensington Health Sciences	4	17	6	15	5	16
Kensington High School	59	12	11	60	31	40
King, Martin Luther High Sch.	15	7	1	21	14	8
Lincoln, Abraham High School	56	44	22	78		100
Mastbaum, Jules E. High School	98	98	33	163	50	146
Overbrook High School	15	10	1	24	9	16
Philadelphia Military Academy	91	47	17	121	39	98
Randolph Technical High School	113	60	8	165	44	128
Robeson, Paul High School	25	26	3	48	10	41
Roxborough High School	131	71	0	202	72	129

Receiving CW School	Male	Female	English Learner	Non-English Learner	Receiving Special Education Services	Not Receiving Special Education Services
Sayre, William L. High School	10	10	1	19	9	11
South Philadelphia H.S.	53	36	21	68	31	58
Strawberry Mansion High School	4	3	0	7	3	4
Swenson Arts/Tech High School	156	94	21	229	27	223
The LINC	36	35	6	65	7	64
The U School	65	71	14	122	35	101
The Workshop School	45	19	1	63	8	56
West Philadelphia High School	90	39	2	127	60	69

Source: Qlik School Selection App retrieved on May 4, 2021.

Note: This table lists CW CTE programs located within neighborhood schools and CW schools.

Appendix B: Applications to SA Schools Admitting Students Starting in 5th Grade

Table B.1. SA student offer acceptances by race/ethnicity for District rising 5th grade applicants, 2020-21

Receiving SA School	Asian	Black/ African American	Hispanic/ Latinx	Multi Racial/ Other	White
Girard Academic Music Program	11	12	1	11	42
Masterman, Julia R. High School	22	25	11	14	51
Russel H. Conwell School	1	24	25	5	6
Science Ldshp Academy @ Beeber	3	12	0	3	21
Science Leadership Academy MS	6	37	6	7	27

Source: Qlik School Selection App retrieved on April 26, 2021.

Table B.2. SA Student offer acceptances by subgroup for District rising 5th grade applicants, 2020-21

Receiving SA School	Not Receiving Special Education Services	Receiving Special Education Services	Non-English Learner	English Learner	Economically Disadvantaged	Not Economically Disadvantaged
Girard Academic Music Program	74	3	75	2	19	58
Masterman, Julia R. High School	119	3	117	6	39	83
Russel H. Conwell School	56	4	56	5	44	16
Science Ldshp Academy @ Beeber	36	3	37	2	13	26
Science Leadership Academy MS	73	8	79	4	35	46

Source: Qlik School Selection App retrieved on April 26, 2021.

Table B.3. Applications, offers, and offer acceptances for District rising 5th grade applicants, by sending school, 2020-21

Sending School	Applicants	Offers	Student Acceptances
Adaire, Alexander School	11	9	9
Allen, Ethan School	1	1	1
Arthur, Chester A. School	6	6	6
Bache-Martin School	19	18	11
Barry, John Elementary School	1	1	1
Bethune, Mary McLeod School	1	1	1
Bridesburg School	4	2	2
Brown, Joseph H. School	4	3	3
Bryant, William C. School	1	1	0
Carnell, Laura H. School	1	0	0
Childs, George W. School	1	1	1
Comly, Watson School	1	1	0
Cramp, William School	3	2	2
De Burgos, J. Elementary	2	1	1
Dobson, James School	5	3	3
Edmonds, Franklin S. School	2	2	1
Elkin, Lewis School	3	1	1
Ellwood School	1	1	0
Farrell, Louis H. School	2	2	2
Feltonville Intermediate	2	2	2
Finletter, Thomas K. School	2	1	1
Fitler Academics Plus	1	1	1
Forrest, Edwin School	2	0	0
Fox Chase School	1	1	1
Frank, Anne School	9	2	2
Girard, Stephen School	57	43	33
Gompers, Samuel School	2	1	1
Greenfield, Albert M. School	16	5	4
Hackett, Horatio B. School	7	6	6
Hamilton, Andrew School	1	1	1
Hancock Demonstration School	2	2	2
Hartranft, John F. School	1	1	0
Henry, Charles W. School	11	6	1
Holme, Thomas School	2	1	1
Houston, Henry H. School	2	2	2
Jackson, Andrew School	13	11	11
Jenks Academy Arts & Sciences	9	7	5
Jenks, Abram School	27	18	17

Sending School	Applicants	Offers	Student Acceptances
Kirkbride, Eliza B. School	1	1	1
Lamberton, Robert E Elementary	1	0	0
Lawton, Henry W. School	1	1	1
Lea, Henry C.	2	2	2
Lingelbach, Anna L. School	1	1	1
Locke, Alain School	1	1	1
Loesche, William H. School	4	4	3
Lowell, James R. School	11	10	7
Marshall, Thurgood School	1	1	1
Mayfair School	1	0	0
McCall, Gen. George A. School	28	7	5
McKinley, William School	1	1	1
Meade, Gen. George G. School	1	1	1
Meredith, William M. School	41	10	8
Moffet, John School	1	1	1
Moore, J. Hampton School	7	3	3
Morrison, Andrew J. School	1	1	1
Nebinger, George W. School	10	9	9
Patterson, John M. School	25	24	23
Penn Alexander School	22	8	4
Pennypacker, Samuel School	1	0	0
Penrose School	1	1	0
Pollock, Robert B. School	3	3	3
Powel, Samuel School	27	26	23
Prince Hall School	1	0	0
Rhawnhurst School	8	4	3
Rhodes Elementary School	1	1	1
Richmond School	4	3	3
Sharswood, George School	1	1	1
Shawmont School	1	1	1
Sheppard, Isaac A. School	10	7	3
Sheridan, Philip H. School	26	23	19
Solis-Cohen, Solomon School	3	1	1
Southwark School	3	2	1
Spruance, Gilbert School	4	3	2
Stanton, Edwin M. School	4	4	4
Taylor, Bayard School	2	1	1
Willard, Frances E. School	65	41	41

Source: Qlik School Selection App retrieved on April 26, 2021.

Note: This list includes all rising 5th grade students who applied to any school in the District using the SSP.

Table B.3. SA applications, offers, and offer acceptances for District rising 5th grade applicants, 2020-21

Receiving SA School	Applicants	Offers	Student Acceptances
Conwell, Russell Middle School	101	61	39
Girard Academic Music Program	163	77	38
Masterman, Julia R. High School	356	123	112
Science Leadership Academy at Beeber	83	39	16

Source: Qlik School Selection App retrieved on April 26, 2021.