



THE SCHOOL DISTRICT OF
PHILADELPHIA

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:

- 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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Evaluation, Research,
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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.

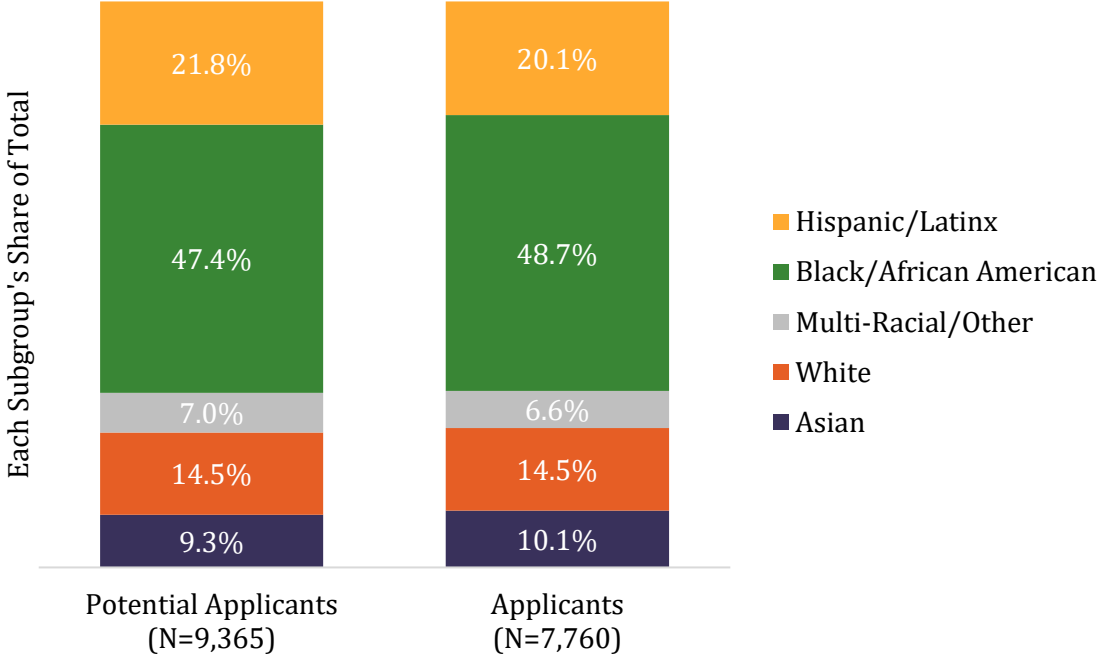
- **Special Admission Maximally Qualified (SA Max):** These applicants met the requirements of the *most* selective SA schools. These applicants were SA-Minimum Qualified *and* scored in the top 10% of SDP students on the 7th grade PSSA in English and math. By definition, these students also meet both 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

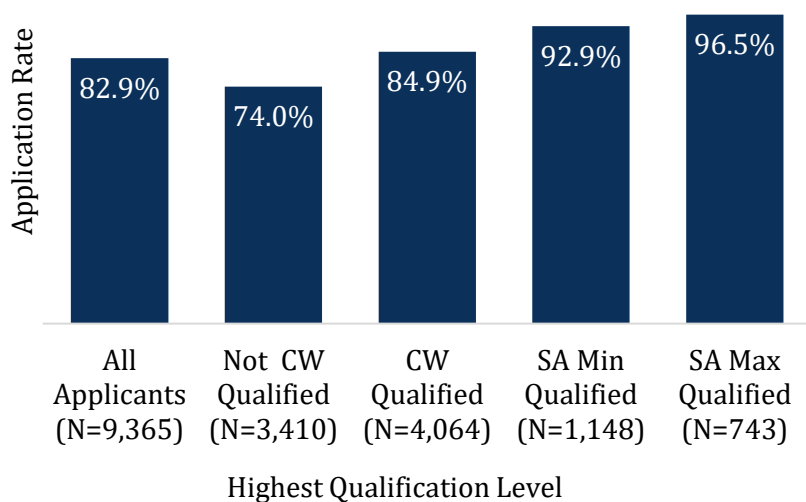
percentage of all District potential applicants within that subgroup. For example, 90.0% of SA applicants were not English Learners, and while only 10.0% of SA applicants were English Learners, 46.8% of all potential applicants who were English Learners applied to at least one SA program.

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

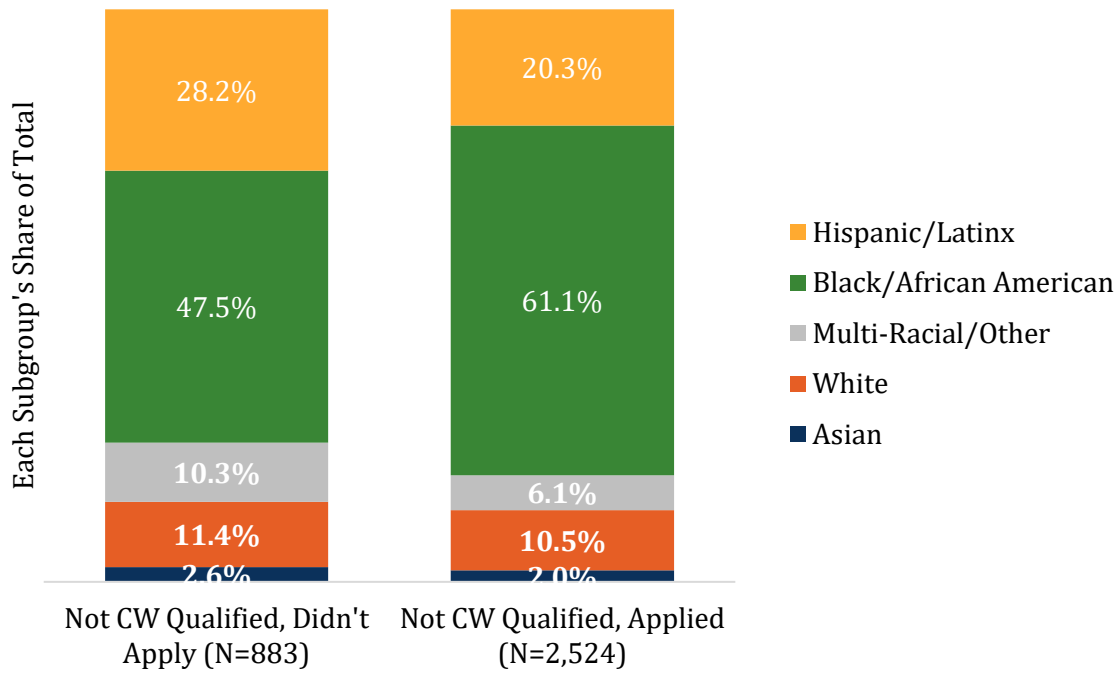


Source: Qlik School Selection App retrieved on April 12, 2021.

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

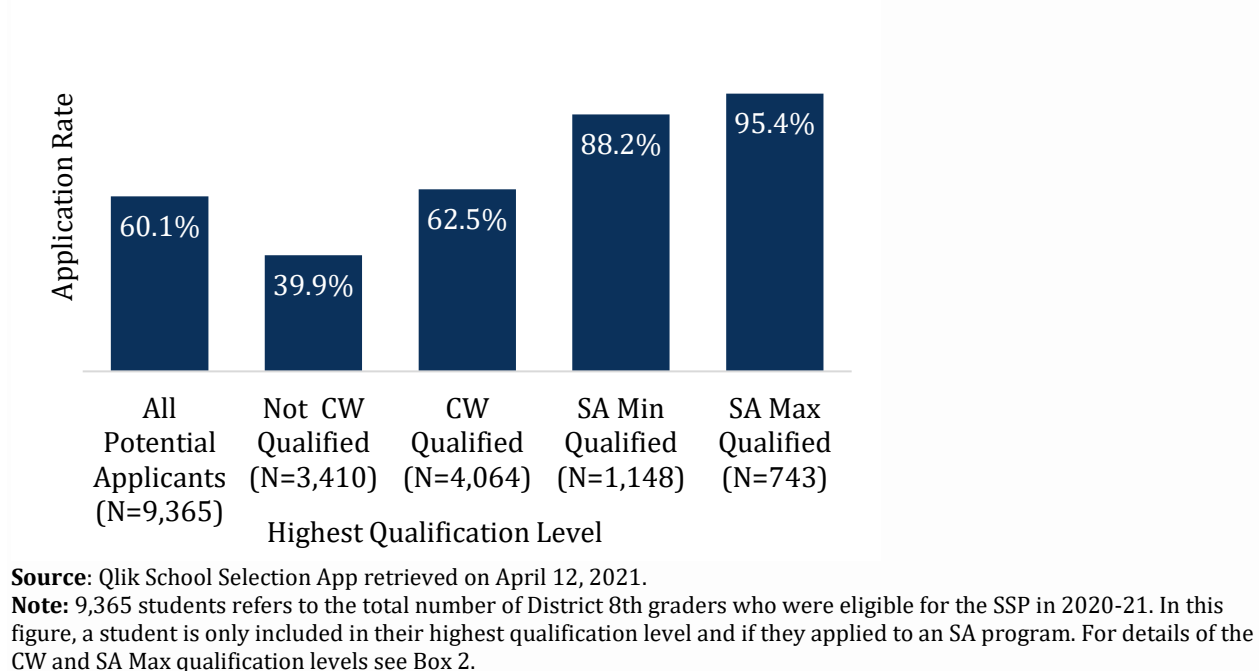
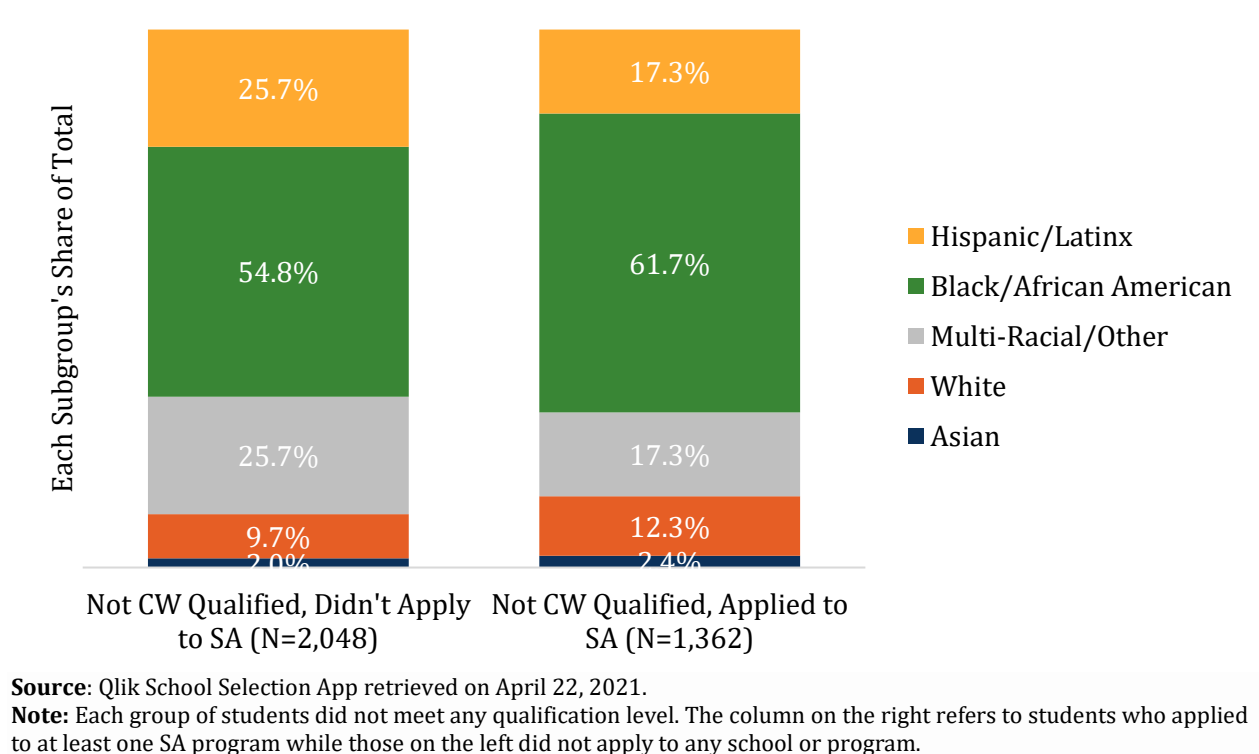
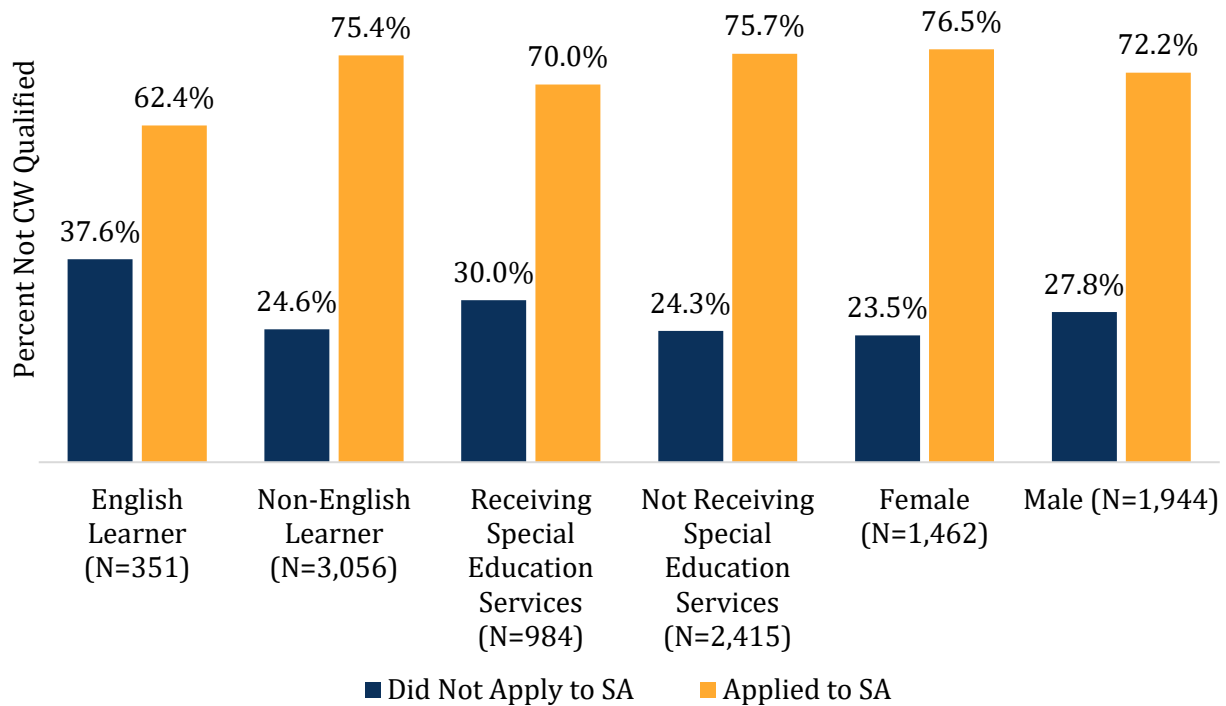


Figure 5. Race/ethnicity distribution of students who did not meet any qualification level, by SA application status, 2020-21



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



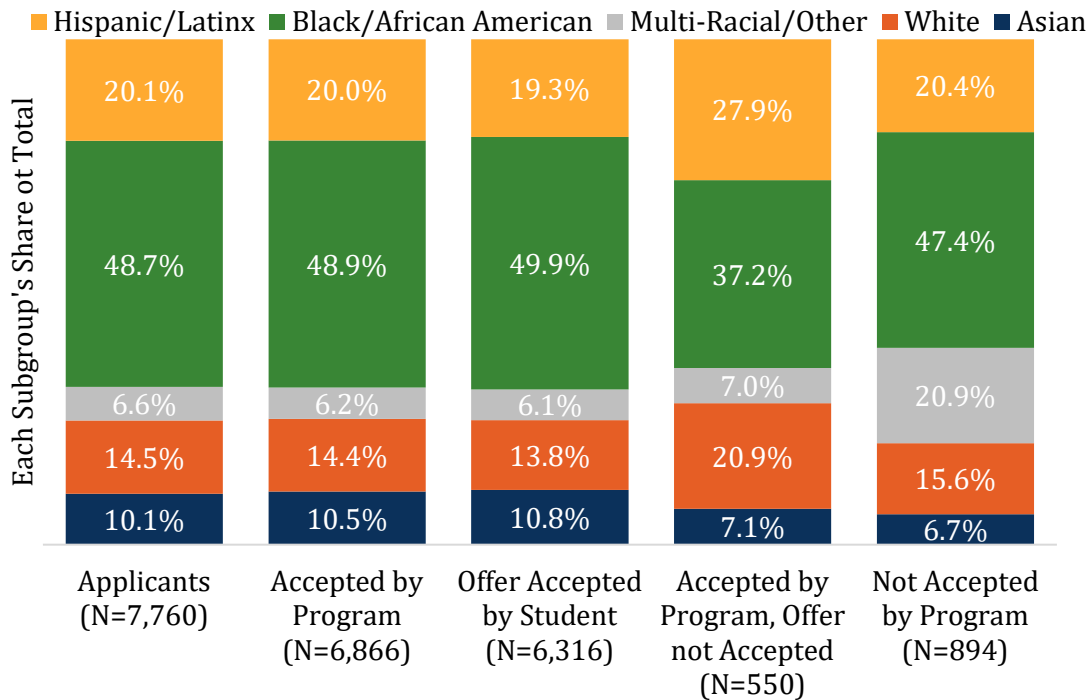
Source: Qlik School Selection App retrieved on April 12, 2021.

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



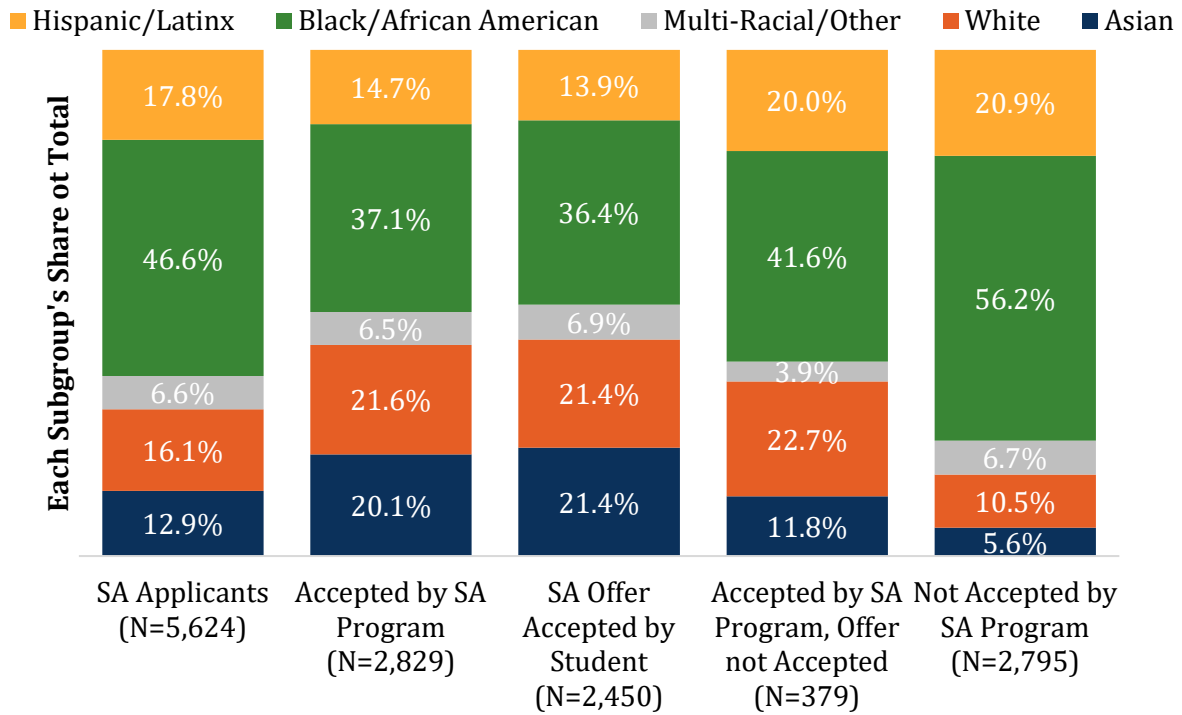
Source: Qlik School Selection App retrieved on April 22, 2021.

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

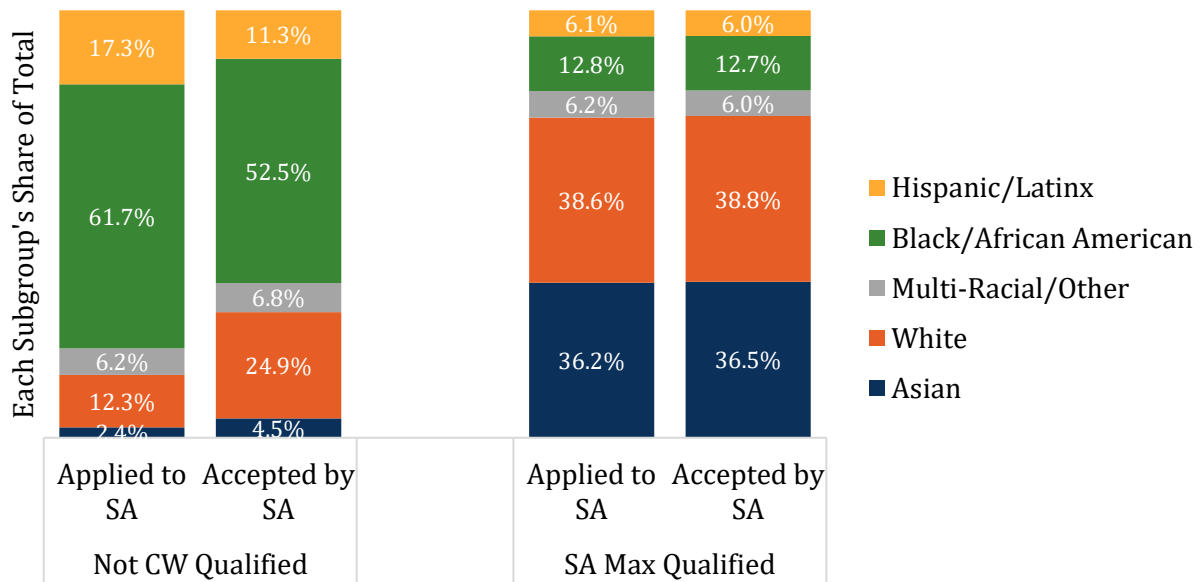
| | | Offers to SA programs | % of applicants within subgroup | SA Acceptance Rate (%) |
|--------------------------------------|------------------------|------------------------------|--|-------------------------------|
| Overall | | 2, 829 | 100% | 36.5% |
| Sex | Female | 1,689 | 59.7% | 43.8% |
| | 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

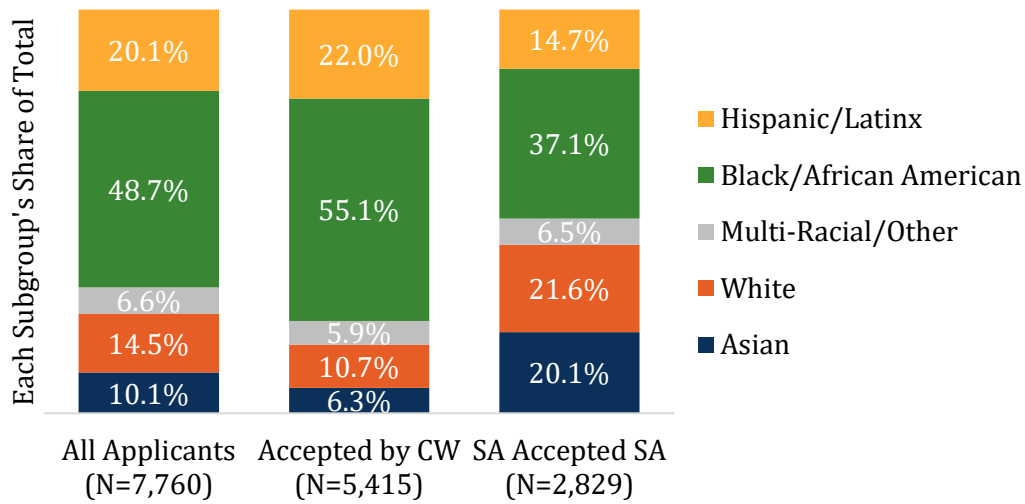


Source: Qlik School Selection App retrieved on April 12, 2021.

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

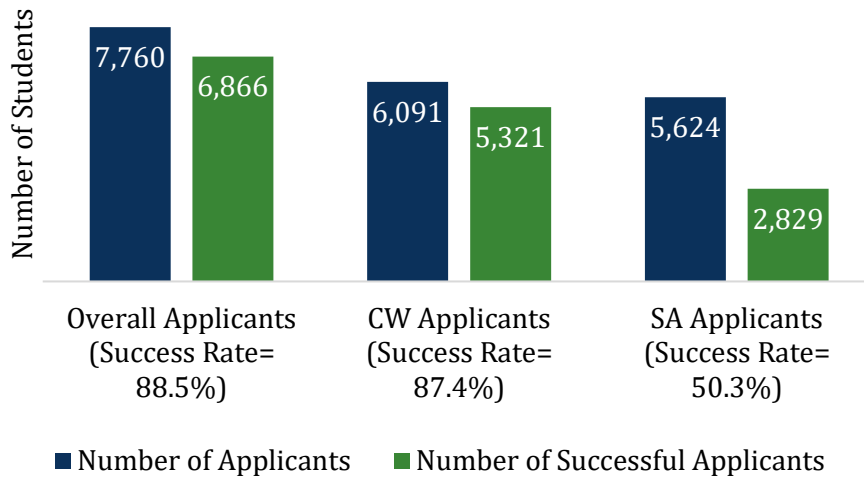


Source: Qlik School Selection App retrieved on April 22, 2021.

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

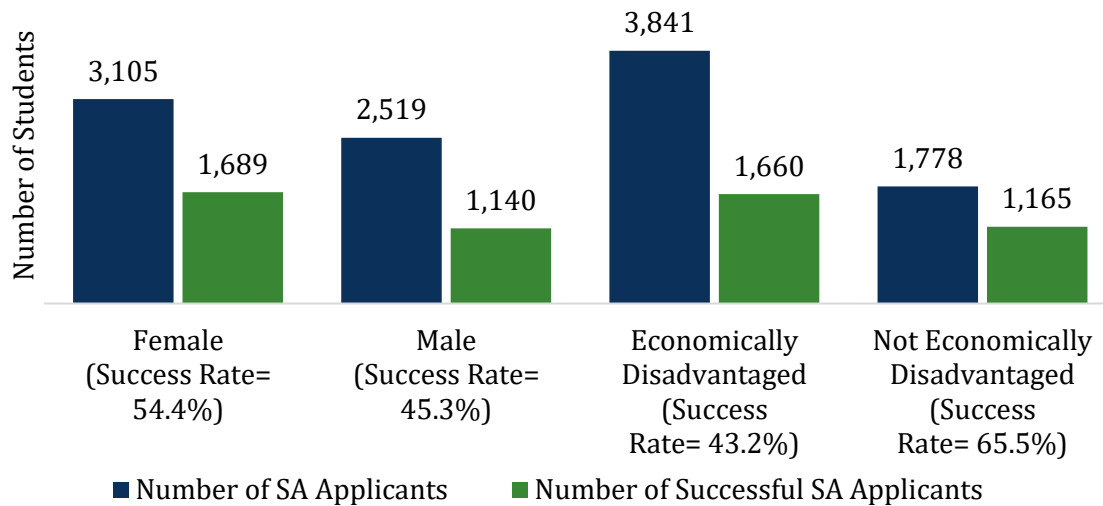


Source: Qlik School Selection App retrieved on April 22, 2021.

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

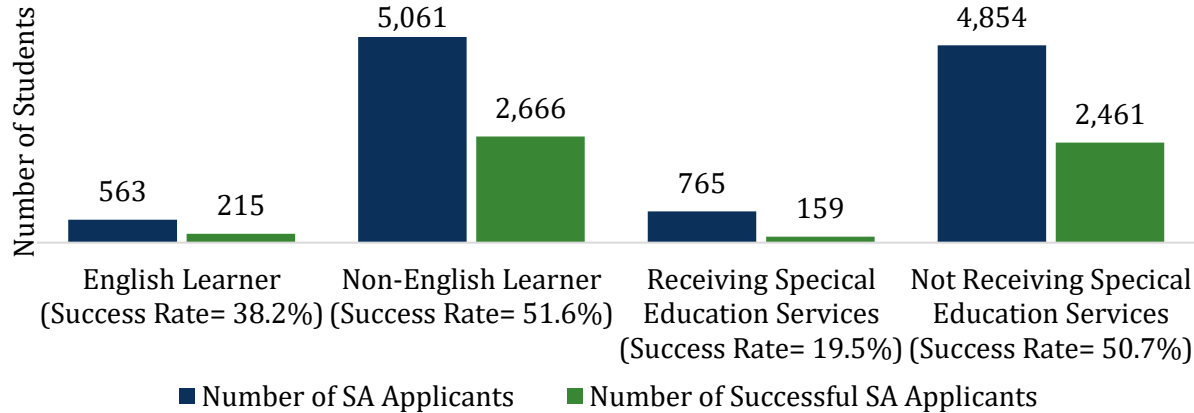


Source: Qlik School Selection App retrieved on April 12, 2021.

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.

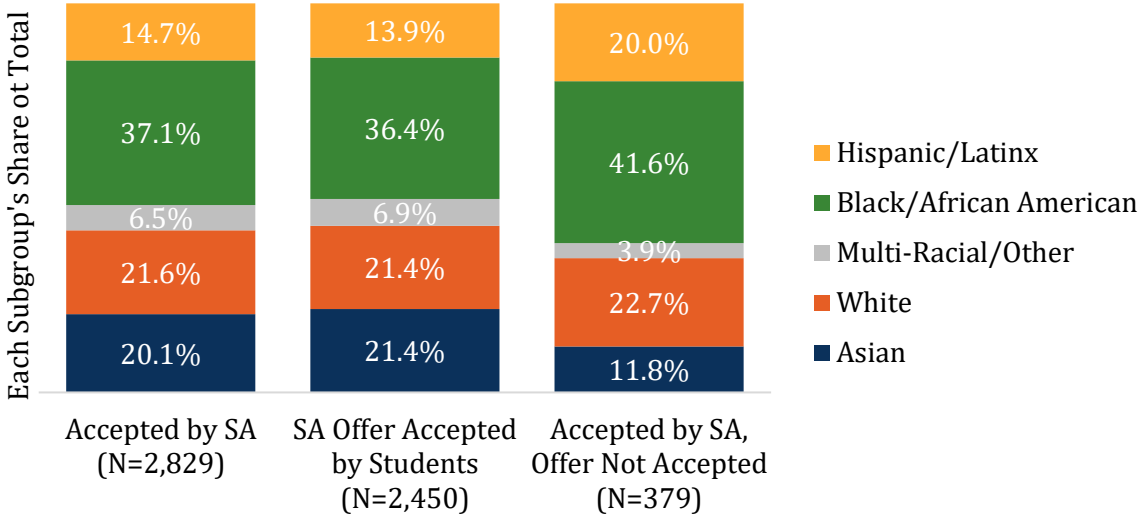
⁹ The SSP has additional procedures, aligned with the LeGare consent decree, which provide additional opportunities for students receiving special education services and ELs to gain admission to SA schools. This report focuses on the default application-offer-student acceptance components of the SSP, 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

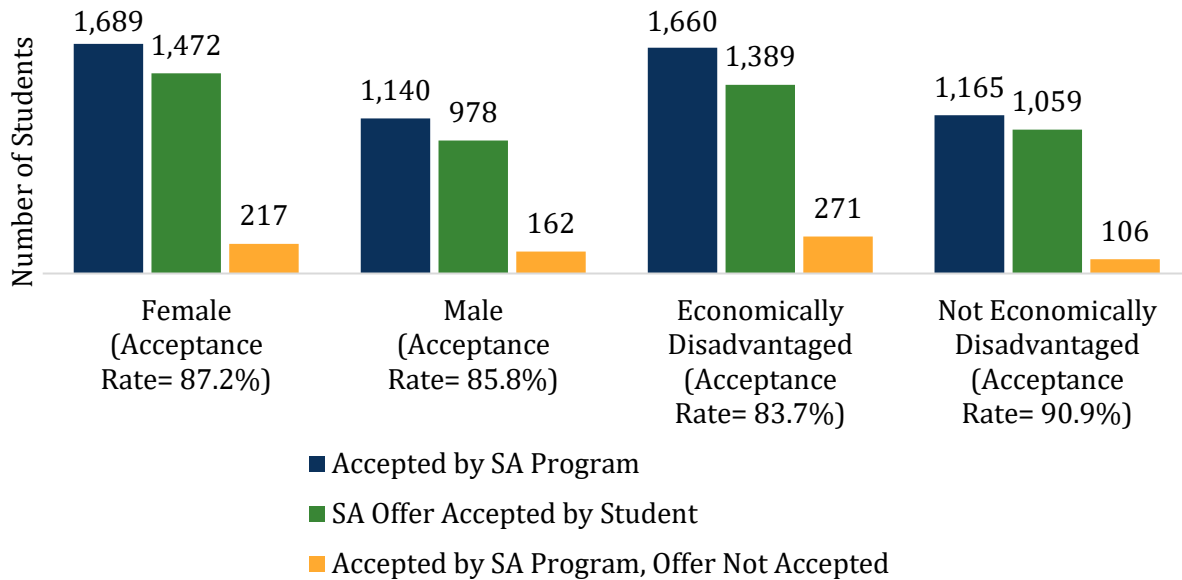


Source: Qlik School Selection App retrieved on April 12, 2021.

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).

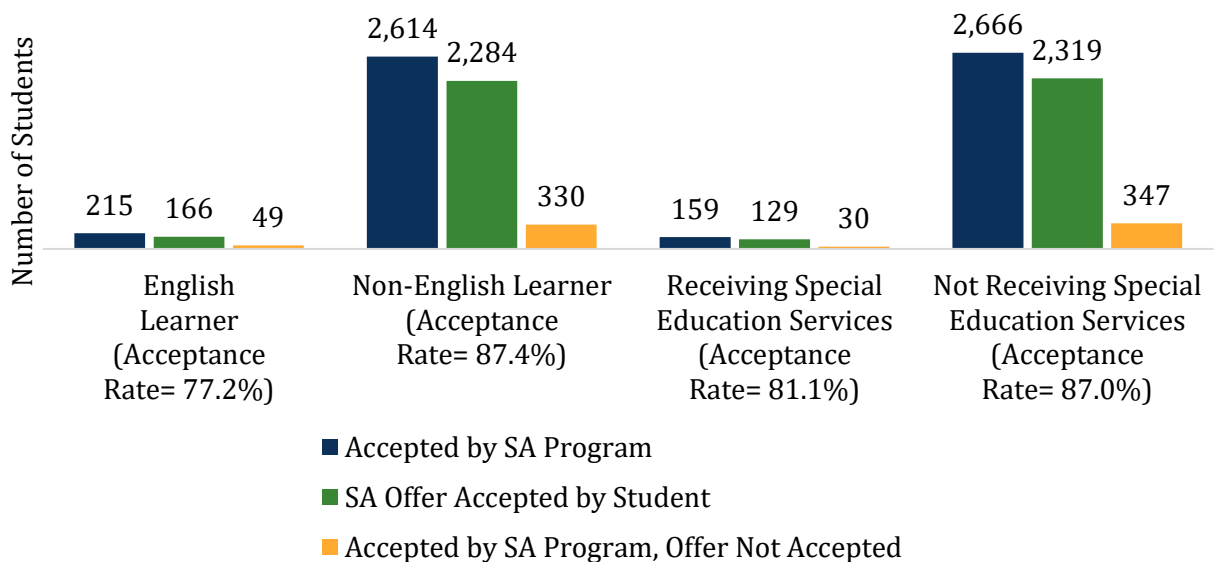
Figure 15. SA offers and student decisions by sex and economic disadvantage, 2020-21



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. HS | 102 | 155 | 88 | 41 | 107 |
| Central HS | 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 HS | 118 | 258 | 54 | 40 | 61 |
| Hill-Freedman World Academy | 18 | 373 | 33 | 36 | 26 |
| Lankenau HS | 14 | 293 | 50 | 29 | 34 |
| Masterman, Julia R. HS | 193 | 255 | 101 | 59 | 216 |
| Motivation HS | 8 | 93 | 5 | 6 | 1 |
| Parkway Center City Middle College HS | 129 | 594 | 165 | 56 | 80 |
| Parkway West HS | 4 | 101 | 4 | 13 | 3 |
| Parkway-Northwest HS | 9 | 333 | 38 | 23 | 17 |
| Saul, Walter B. HS | 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 Benjamin Rush | 159 | 407 | 62 | 504 | 81 | 485 |
| Bodine, William W. HS | 199 | 294 | 35 | 458 | 39 | 454 |
| Central HS | 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 HS | 2 | 529 | 34 | 497 | 39 | 490 |
| Hill-Freedman World Academy | 261 | 225 | 11 | 475 | 136 | 349 |
| Lankenau HS | 199 | 221 | 20 | 400 | 91 | 327 |
| Masterman, Julia R. HS | 369 | 455 | 32 | 792 | 29 | 794 |
| Motivation HS | 53 | 60 | 19 | 94 | 21 | 92 |
| Parkway Center City Middle College HS | 413 | 611 | 76 | 948 | 92 | 931 |
| Parkway West HS | 60 | 65 | 6 | 119 | 32 | 93 |
| Parkway-Northwest HS | 191 | 229 | 20 | 400 | 72 | 346 |
| Saul, Walter B. HS | 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. HS | 85 | 79 | 51 | 25 | 81 |
| Central HS | 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 HS | 92 | 142 | 25 | 27 | 49 |
| Hill-Freedman World Academy | 12 | 148 | 19 | 9 | 15 |
| Lankenau HS | 13 | 117 | 31 | 12 | 18 |
| Masterman, Julia R. HS | 37 | 24 | 12 | 12 | 48 |
| Motivation HS | 8 | 90 | 5 | 6 | 1 |
| Parkway Center City Middle College HS | 52 | 88 | 29 | 17 | 27 |
| Parkway West HS | 1 | 48 | 2 | 6 | 0 |
| Parkway-Northwest High | 7 | 155 | 18 | 10 | 14 |
| Saul, Walter B. HS | 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. HS | 128 | 193 | 18 | 303 | 16 | 305 |
| Central HS | 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 HS | 0 | 335 | 7 | 328 | 3 | 332 |
| Hill-Freedman World Academy | 90 | 113 | 4 | 198 | 9 | 193 |
| Lankenau HS | 80 | 111 | 10 | 181 | 17 | 174 |
| Masterman, Julia R. HS | 63 | 70 | 0 | 133 | 0 | 133 |
| Motivation HS | 52 | 58 | 19 | 91 | 19 | 91 |
| Parkway Center City Middle College HS | 87 | 126 | 9 | 204 | 9 | 204 |
| Parkway West HS | 28 | 29 | 2 | 55 | 6 | 51 |
| Parkway-Northwest HS | 93 | 111 | 13 | 189 | 16 | 186 |
| Saul, Walter B. HS | 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. HS | 10 | 31 | 15 | 6 | 15 |
| Central HS | 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 HS for | 19 | 86 | 11 | 10 | 11 |
| Hill-Freedman World Academy | 0 | 67 | 7 | 6 | 3 |
| Lankenau HS | 3 | 48 | 10 | 3 | 2 |
| Masterman, Julia R. HS | 36 | 16 | 10 | 10 | 41 |
| Motivation HS | 1 | 46 | 1 | 1 | 1 |
| Parkway Center City Middle College HS | 7 | 49 | 10 | 5 | 4 |
| Parkway West HS | 0 | 18 | 1 | 4 | 0 |
| Parkway-Northwest HS | 1 | 49 | 4 | 3 | 2 |
| Saul, Walter B. HS | 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 HS | 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 HS | 0 | 137 | 4 | 133 | 1 | 136 |
| Hill-Freedman World Academy | 47 | 36 | 1 | 82 | 5 | 78 |
| Lankenau HS | 26 | 40 | 4 | 62 | 9 | 57 |
| Masterman, Julia R. HS | 58 | 55 | 0 | 113 | 0 | 113 |
| Motivation HS | 26 | 24 | 6 | 44 | 12 | 38 |
| Parkway Center City Middle College HS | 32 | 43 | 3 | 72 | 6 | 69 |
| Parkway West HS | 11 | 12 | 1 | 22 | 5 | 18 |
| Parkway-Northwest High | 27 | 32 | 2 | 56 | 6 | 52 |
| Saul, Walter B. HS | 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 | 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. HS | 493 | 77 | 244 | 172 |
| Central HS | 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 HS | 531 | 137 | 198 | 196 |
| Hill-Freedman World Academy | 486 | 83 | 120 | 283 |
| Lankenau HS | 420 | 66 | 125 | 229 |
| Masterman, Julia R. HS | 824 | 113 | 20 | 691 |
| Motivation HS | 113 | 50 | 60 | 3 |
| Parkway Center City Middle College HS | 1,024 | 75 | 138 | 811 |
| Parkway West HS | 125 | 23 | 34 | 68 |
| Parkway-Northwest HS | 420 | 59 | 145 | 216 |
| Saul, Walter B. HS | 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. HS | 523 | 286 | 82 |
| Central HS | 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 HS for | 362 | 200 | 99 |
| Hill-Freedman World Academy | 295 | 159 | 52 |
| Lankenau HS | 205 | 113 | 38 |
| Masterman, Julia R. HS | 412 | 2 | 2 |
| Motivation HS | 94 | 93 | 59 |
| Parkway Center City Middle College HS | 697 | 137 | 52 |
| Parkway West HS | 160 | 109 | 40 |
| Parkway-Northwest HS | 157 | 49 | 22 |
| Saul, Walter B. HS | 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. HS | 1 |
| Franklin Learning Center | 16 |
| Girard Academic Music Program | 1 |
| Hill-Freedman World Academy | 6 |
| Lankenau HS | 1 |
| Parkway-Northwest HS | 7 |
| Saul, Walter B. HS | 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. HS | 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 HS | 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 HS | 80 | 721 | 230 | 77 | 88 |
| Dobbins, Murrell HS | 29 | 1095 | 257 | 63 | 55 |
| Edison, Thomas A. HS | 10 | 353 | 206 | 38 | 44 |
| Frankford HS | 15 | 169 | 132 | 17 | 28 |
| Franklin, Benjamin HS | 12 | 272 | 102 | 25 | 26 |
| Furness, Horace HS | 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 | 78 | 153 | 18 | 38 |
| Kensington HS | 5 | 100 | 114 | 20 | 28 |
| King, Martin Luther High Sch. | 4 | 112 | 28 | 10 | 7 |
| Lincoln, Abraham HS | 41 | 466 | 263 | 49 | 96 |
| Mastbaum, Jules E. HS | 20 | 445 | 251 | 40 | 68 |
| Overbrook HS | 2 | 95 | 10 | 9 | 9 |
| Philadelphia Military Academy | 4 | 214 | 98 | 22 | 33 |
| Randolph Technical HS | 10 | 592 | 122 | 39 | 38 |
| Robeson, Paul HS | 15 | 454 | 34 | 29 | 5 |
| Roxborough HS | 3 | 399 | 45 | 34 | 20 |
| Sayre, William L. HS | 0 | 53 | 1 | 11 | 0 |
| South Philadelphia H.S. | 28 | 166 | 57 | 8 | 28 |
| Strawberry Mansion HS | 0 | 41 | 12 | 1 | 1 |
| Swenson Arts/Tech HS | 136 | 546 | 437 | 133 | 386 |
| 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 HS | 2 | 290 | 26 | 14 | 10 |

Source: Qlik School Selection App retrieved on May 28, 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 | 133 | 468 |
| Constitution HS | 515 | 681 | 137 | 1059 | 158 | 1037 |
| Dobbins, Murrell HS | 749 | 750 | 104 | 1395 | 358 | 1139 |
| Edison, Thomas A. HS | 341 | 310 | 94 | 557 | 180 | 471 |
| Frankford HS | 194 | 167 | 73 | 288 | 86 | 275 |
| Franklin, Benjamin HS | 263 | 174 | 55 | 382 | 111 | 325 |
| Furness, Horace HS | 118 | 100 | 77 | 141 | 44 | 174 |
| High School of the Future | 653 | 581 | 62 | 1172 | 362 | 870 |
| Kensington CAPA | 180 | 225 | 48 | 357 | 120 | 285 |
| Kensington Health Sciences | 114 | 182 | 67 | 229 | 71 | 225 |
| Kensington HS | 188 | 79 | 44 | 223 | 74 | 193 |
| King, Martin Luther High Sch. | 97 | 64 | 18 | 143 | 57 | 104 |
| Lincoln, Abraham HS | 478 | 437 | 129 | 786 | 206 | 708 |
| Mastbaum, Jules E. HS | 480 | 344 | 112 | 712 | 214 | 608 |
| Overbrook HS | 71 | 54 | 5 | 120 | 34 | 91 |
| Philadelphia Military Academy | 246 | 125 | 35 | 336 | 91 | 279 |
| Randolph Technical HS | 475 | 326 | 54 | 747 | 239 | 560 |
| Robeson, Paul HS | 276 | 261 | 39 | 498 | 135 | 401 |
| Roxborough HS | 295 | 206 | 13 | 488 | 133 | 367 |
| Sayre, William L. HS | 35 | 30 | 2 | 63 | 24 | 41 |
| South Philadelphia H.S. | 160 | 127 | 59 | 228 | 91 | 196 |
| Strawberry Mansion HS | 18 | 37 | 4 | 51 | 16 | 39 |
| Swenson Arts/Tech High | 930 | 708 | 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 | 157 | 357 |
| West Philadelphia HS | 224 | 118 | 24 | 318 | 119 | 223 |

Source: Qlik School Selection App retrieved on May 28, 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 HS | 15 | 98 | 30 | 10 | 20 |
| Dobbins, Murrell HS | 25 | 821 | 196 | 43 | 47 |
| Edison, Thomas A. HS | 7 | 236 | 154 | 23 | 33 |
| Frankford HS | 15 | 169 | 132 | 17 | 28 |
| Franklin, Benjamin HS | 12 | 268 | 100 | 25 | 26 |
| Furness, Horace HS | 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 | 14 | 23 | 2 | 6 |
| Kensington HS | 5 | 100 | 114 | 20 | 28 |
| King, Martin Luther High Sch. | 4 | 112 | 28 | 10 | 7 |
| Lincoln, Abraham HS | 18 | 119 | 89 | 6 | 38 |
| Mastbaum, Jules E. HS | 20 | 314 | 200 | 31 | 61 |
| Overbrook HS | 2 | 95 | 10 | 9 | 9 |
| Philadelphia Military Academy | 4 | 176 | 85 | 17 | 28 |
| Randolph Technical HS | 10 | 353 | 89 | 24 | 30 |
| Robeson, Paul HS | 1 | 71 | 3 | 3 | 0 |
| Roxborough HS | 3 | 374 | 43 | 31 | 19 |
| Sayre, William L. HS | 0 | 53 | 1 | 11 | 0 |
| South Philadelphia H.S. | 28 | 166 | 57 | 8 | 28 |
| Strawberry Mansion HS | 0 | 41 | 12 | 1 | 1 |
| Swenson Arts/Tech HS | 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 HS | 2 | 290 | 26 | 14 | 10 |

Source: Qlik School Selection App retrieved on May 28, 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 | 29 | 213 |
| Constitution HS | 61 | 112 | 13 | 160 | 16 | 157 |
| Dobbins, Murrell HS | 516 | 616 | 90 | 1042 | 187 | 944 |
| Edison, Thomas A. HS | 215 | 238 | 79 | 374 | 6 | 447 |
| Frankford HS | 194 | 167 | 73 | 288 | 86 | 275 |
| Franklin, Benjamin HS | 258 | 173 | 55 | 376 | 108 | 322 |
| Furness, Horace High Sch. | 118 | 100 | 77 | 141 | 44 | 174 |
| High School of the Future | 88 | 151 | 10 | 229 | 33 | 206 |
| Kensington CAPA | 42 | 64 | 12 | 94 | 0 | 106 |
| Kensington Health Sciences | 11 | 34 | 12 | 33 | 10 | 35 |
| Kensington HS | 188 | 79 | 44 | 223 | 74 | 193 |
| King, Martin Luther High | 97 | 64 | 18 | 143 | 57 | 104 |
| Lincoln, Abraham High | 151 | 119 | 50 | 220 | 0 | 269 |
| Mastbaum, Jules E. High | 340 | 286 | 96 | 530 | 114 | 512 |
| Overbrook HS | 71 | 54 | 5 | 120 | 34 | 91 |
| Philadelphia Military Academy | 199 | 111 | 29 | 281 | 72 | 237 |
| Randolph Technical HS | 308 | 198 | 37 | 469 | 91 | 414 |
| Robeson, Paul HS | 31 | 47 | 4 | 74 | 11 | 67 |
| Roxborough HS | 284 | 186 | 13 | 457 | 130 | 339 |
| Sayre, William L. High | 35 | 30 | 2 | 63 | 24 | 41 |
| South Philadelphia H.S. | 160 | 127 | 59 | 228 | 91 | 196 |
| Strawberry Mansion High | 18 | 37 | 4 | 51 | 16 | 39 |
| Swenson Arts/Tech High | 217 | 141 | 33 | 325 | 29 | 329 |
| The LINC | 98 | 99 | 18 | 179 | 17 | 180 |
| The U School | 155 | 170 | 32 | 293 | 65 | 260 |
| The Workshop School | 86 | 54 | 4 | 136 | 14 | 126 |
| West Philadelphia High | 224 | 118 | 24 | 318 | 119 | 223 |

Source: Qlik School Selection App retrieved on May 28, 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 HS | 8 | 46 | 16 | 5 | 13 |
| Dobbins, Murrell HS | 6 | 334 | 49 | 10 | 9 |
| Edison, Thomas A. HS | 2 | 49 | 45 | 10 | 4 |
| Frankford HS | 2 | 55 | 44 | 11 | 9 |
| Franklin, Benjamin HS | 2 | 93 | 32 | 9 | 6 |
| Furness, Horace HS | 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 | 7 | 12 | 1 | 4 |
| Kensington HS | 1 | 17 | 33 | 9 | 11 |
| King, Martin Luther High Sch. | 3 | 14 | 1 | 3 | 1 |
| Lincoln, Abraham HS | 9 | 43 | 30 | 2 | 16 |
| Mastbaum, Jules E. HS | 5 | 115 | 76 | 12 | 13 |
| Overbrook HS | 0 | 21 | 1 | 2 | 1 |
| Philadelphia Military Academy | 1 | 82 | 38 | 6 | 11 |
| Randolph Technical HS | 2 | 134 | 24 | 7 | 6 |
| Robeson, Paul HS | 0 | 47 | 2 | 2 | 0 |
| Roxborough HS | 0 | 166 | 14 | 12 | 10 |
| Sayre, William L. HS | 0 | 17 | 0 | 3 | 0 |
| South Philadelphia H.S. | 8 | 47 | 17 | 5 | 12 |
| Strawberry Mansion HS | 0 | 7 | 0 | 0 | 0 |
| Swenson Arts/Tech HS | 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 HS | 1 | 117 | 6 | 5 | 0 |

Source: Qlik School Selection App retrieved on May 28, 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 | 15 | 77 |
| Constitution HS | 31 | 57 | 6 | 82 | 9 | 79 |
| Dobbins, Murrell HS | 166 | 242 | 24 | 384 | 80 | 328 |
| Edison, Thomas A. HS | 48 | 62 | 22 | 88 | 1 | 109 |
| Frankford HS | 69 | 52 | 18 | 103 | 44 | 77 |
| Franklin, Benjamin HS | 91 | 51 | 13 | 129 | 47 | 94 |
| Furness, Horace HS | 54 | 41 | 40 | 55 | 20 | 75 |
| High School of the Future | 54 | 85 | 6 | 133 | 22 | 117 |
| Kensington CAPA | 21 | 35 | 7 | 49 | 0 | 56 |
| Kensington Health Sciences | 5 | 19 | 7 | 17 | 7 | 17 |
| Kensington HS | 59 | 12 | 11 | 60 | 31 | 40 |
| King, Martin Luther HS | 15 | 7 | 1 | 21 | 14 | 8 |
| Lincoln, Abraham HS | 56 | 44 | 22 | 78 | 0 | 100 |
| Mastbaum, Jules E. HS | 119 | 102 | 34 | 187 | 56 | 165 |
| Overbrook HS | 15 | 10 | 1 | 24 | 9 | 16 |
| Philadelphia Military Academy | 91 | 47 | 17 | 121 | 40 | 97 |
| Randolph Technical HS | 113 | 60 | 8 | 165 | 45 | 127 |
| Robeson, Paul HS | 25 | 26 | 3 | 48 | 10 | 41 |
| Roxborough HS | 131 | 71 | 0 | 202 | 72 | 129 |
| Sayre, William L. HS | 10 | 10 | 1 | 19 | 9 | 11 |
| South Philadelphia HS | 53 | 36 | 21 | 68 | 32 | 57 |
| Strawberry Mansion HS | 4 | 3 | 0 | 7 | 3 | 4 |
| Swenson Arts/Tech HS | 156 | 94 | 21 | 229 | 26 | 224 |
| The LINC | 36 | 35 | 6 | 65 | 7 | 64 |
| The U School | 65 | 71 | 14 | 122 | 35 | 101 |
| The Workshop School | 45 | 19 | 1 | 63 | 9 | 55 |
| West Philadelphia HS | 90 | 39 | 2 | 127 | 61 | 68 |

Source: Qlik School Selection App retrieved on May 28, 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 admission offer 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. HS | 22 | 25 | 11 | 14 | 51 |
| Russel H. Conwell School | 1 | 24 | 25 | 5 | 6 |
| Science Leadership Academy at Beeber | 3 | 12 | 0 | 3 | 21 |

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

Table B.2. SA admission offer 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. HS | 119 | 3 | 117 | 6 | 39 | 83 |
| Russel H. Conwell School | 56 | 4 | 56 | 5 | 44 | 16 |
| Science Leadership Academy at Beeber | 36 | 3 | 37 | 2 | 13 | 26 |

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

Table B.3. SA 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 | 6 | 5 | 1 | 6 | 20 |
| Masterman, Julia R. HS | 22 | 24 | 11 | 12 | 43 |
| Russel H. Conwell School | 0 | 10 | 24 | 3 | 2 |
| Science Leadership Academy at Beeber | 1 | 8 | 0 | 0 | 7 |

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

Table B.4. SA 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 | 36 | 2 | 36 | 2 | 10 | 28 |
| Masterman, Julia R. HS | 108 | 3 | 105 | 6 | 39 | 72 |
| Russel H. Conwell School | 37 | 2 | 34 | 5 | 34 | 5 |
| Science Leadership Academy at Beeber | 15 | 1 | 15 | 1 | 10 | 6 |

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

Table B.5. SA 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 |
| Kirkbride, Eliza B. School | 1 | 1 | 1 |

| Sending School | Applicants | Offers | Student Acceptances |
|--------------------------------|-------------------|---------------|----------------------------|
| 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 | 9 | 7 | 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 | 23 | 22 |
| 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 | 24 | 21 | 14 |
| 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 | 6 | 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 May 28, 2021.

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

Table B.6. 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. HS | 356 | 123 | 112 |
| Science Leadership Academy at Beeber | 83 | 39 | 16 |

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