



THE SCHOOL DISTRICT OF
PHILADELPHIA

School Selection: Enrollment of First-Time 9th Graders at District High Schools, 2019-20 through 2022-23

Key Findings

- From 2021-22 to 2022-23, the District saw increases in the percent of first-time 9th graders who identified as Hispanic/Latinx and/or were English Learners.
- At criteria-based schools, students identifying as Hispanic/Latinx, who had IEPs, were ELs, or were economically disadvantaged were consistently underrepresented in all years covered in this report (2019-20 through 2022-23).

Many staff in the Office of Evaluation, Research, and Accountability contributed to collecting, analyzing, and summarizing the information that appears in this report.

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Contents

Introduction..... 4

 Box 1. Key Terms..... 5

Research Questions..... 6

Findings 6

 Table 1. Enrollment of first-time 9th graders in Fall 2022, by student group..... 7

 RQ1: From 2019-20 through 2022-23, what were the patterns of enrollment of first-time 9th graders in District high schools? 8

 Table 2. Number and percent of first-time 9th graders enrolled in any District high school, by student group; 2019-20 through 2022-23. 9

 RQ2: From 2019-20 through 2022-23, what were the patterns of first-time 9th grade enrollment in CB schools? 10

 Table 3. Number and percent of first-time 9th graders enrolled in any District CB high school, by student group; 2019-20 through 2022-23. 11

 Box 2. Student Groups and Disproportionality..... 12

 Figure 1. Proportionality, in terms of percentage points, of first-time 9th graders enrolled at CB schools, by race/ethnicity, from 2019-20 through 2022-23. 12

 Figure 2. Proportionality, in terms of percentage points, of first-time 9th graders enrolled at CB schools, by gender, from 2019-20 through 2022-23. 14

 Figure 3. Proportionality, in terms of percentage points, of first-time 9th graders enrolled at CB schools, by IEP status, from 2019-20 through 2022-23. 15

 Figure 4. Proportionality, in terms of percentage points, of first-time 9th graders enrolled at CB schools, by EL status, from 2019-20 through 2022-23..... 16

 Figure 5. Proportionality, in terms of percentage points, of first-time 9th graders enrolled at CB schools, by economic disadvantage status, from 2019-20 through 2022-23..... 17

 RQ3: From 2019-20 through 2022-23, what were the patterns of enrollment of first-time 9th graders in CB schools that used zip code priority during the 2021-22 SSP? What were the school-level trends for these four high schools with the highest requirements for admission?..... 18

 Table 4. Number and percent of first-time 9th graders enrolled in the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by student group; 2019-20 through 2022-23..... 20

 Figure 6. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by race/ethnicity, from 2019-20 through 2022-23..... 21

Figure 7. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in each of the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by race/ethnicity, from 2019-20 through 2022-23 (see note under Figure 6 for how to read these figures).	23
Figure 8. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by gender, from 2019-20 through 2022-23.....	24
Figure 9. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in each of the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by gender, from 2019-20 through 2022-23 (see note under Figure 8 for how to read these figures).....	25
Figure 10. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by IEP status, from 2019-20 through 2022-23.....	26
Figure 11. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in each of the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by IEP status, from 2019-20 through 2022-23 (see note under Figure 10 for how to read these figures).....	27
Figure 12. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by EL status, from 2019-20 through 2022-23.	28
Figure 13. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in each of the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by EL status, from 2019-20 through 2022-23 (see note under Figure 12 for how to read these figures).....	29
Figure 14. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by economic disadvantage status, from 2019-20 through 2022-23.	30
Figure 15. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by economic disadvantage status, from 2019-20 through 2022-23 (see note under Figure 14 for how to read these figures).....	31
Conclusions	32
Appendix A: 2021-22 Qualification Levels of Criteria-Based High Schools and Programs	33
Table A1. Eligibility criteria for each CB high school.	33
Appendix B: School-Level Tables	34
Table B1: Summaries of enrollment from 2019-20 through 2022-23, by student group, at all District CB high schools (does not include CB programs embedded within catchment schools). 34	

Introduction

This report continues a series of publications on the School District of Philadelphia’s (SDP) 2021-22 school selection process (SSP), and extends the analyses to final fall enrollment.¹

During the SSP, students across the city and in all grades have the opportunity to apply to District schools for enrollment the following year. The greatest number of applications are submitted by 8th graders in anticipation of their transition to high school as 9th graders. For that reason, and because many District high schools have criteria-based (CB) admission models that require applications, this report focuses on enrollment by first-time 9th graders.

The 2021-22 cycle of the SSP saw a number of significant changes in criteria and procedures associated with CB admission from prior years.² In brief, some of the notable changes were:

- Use of a lottery, in which all qualified applicants had an equal chance of receiving an offer.
- Suspension of state tests (e.g., PSSAs) as an entry requirement.
- Use of zip code prioritization at four schools, where qualified applicants residing in one of six specified zip codes were granted priority in the lottery.
- In line with the LeGare consent decree,³ students with IEPs and students who are English Learners (ELs)⁴ who met the required qualifications were given priority in the lottery process.

Four reports have been published on the 2021-22 SSP,⁵ each of which is aligned to specific components of the annual cycle; specifically (1) student qualifications and applications; (2) outcomes of admissions lotteries; (3) distribution of admission offers via the waitlist and student responses to admission offers; and (4) comparative summaries of applicants internal to the District and external applicants (e.g., from students enrolled in charter, private, or parochial schools). This report summarizes the last phase of this process with a specific focus on high school enrollment results for 9th grade students in Fall 2022. Fall enrollment is important to consider because some students may accept an offer of admission from a particular school but ultimately enroll at a different school. For this reason, fall enrollment represents the final action that students and families take in choosing where to attend 9th grade.

¹ Previous reports can be found here: <https://www.philasd.org/research/category/school-selection/>

² For a full and detailed account of how the SSP works and a description of the changes in requirements and process in 2021-22, see “2021-22 School Selection: 8th Grade Students Qualifications and Applications to 9th Grade”: <https://www.philasd.org/research/2022/08/25/2021-22-school-selection-in-sdp>

³ The LeGare consent decree (1995) establishes that criteria-based schools must provide access to qualified students with IEPs and/or 504 plans (for physical disabilities), and/or who are English Learners.

⁴ Added to the LeGare process by a resolution passed by the School Reform Commission.

⁵ For all reports on the 2021-22 SSP, see: <https://www.philasd.org/research/2022/08/25/2021-22-school-selection-in-sdp/>

This report provides a summary of 9th grade enrollment as of October 1, 2022, and also explores enrollment patterns of first-time 9th graders, as of October 1, from 2019-20 through 2022-23.⁶ We present four years of data to better understand historical patterns at all high schools, at CB high schools,⁷ and at the four high schools that implemented zip code prioritization during the 2021-22 SSP. In addition, we aim to better understand if the set of changes to the 2021-22 SSP may have altered the historical enrollment patterns.

Box 1. Key Terms

- **First-Time 9th Grader:** First-time 9th graders are students who are entering 9th grade for the first time. Students who do not have enough credits to be promoted to 10th grade are also considered 9th graders but are not first-time 9th graders. When we summarize first-time 9th graders at high schools, we are summarizing the new incoming cohort of 9th graders.
- **Criteria-Based High Schools:** To attend a criteria-based (CB) school, a student must submit an application during the school selection process. In addition, the student must meet that school’s entry criteria (e.g., minimum course grades, attendance, assessment scores) and receive an offer of admission.
- **Criteria-Based High Schools with Zip Code Prioritization:** Historically, four District high schools (Academy at Palumbo, Carver, Central, and Masterman) have had some of the most stringent entry requirements of all District schools. Enrollment at these schools has not had even representation from students across the city. Six zip codes were identified that were most severely underrepresented at these four schools from 2017-18 through 2020-21. In 2021-22, if a student resided in one of these zip codes, AND submitted an application for 2022-23 admission to one of these four schools, AND met all of that school’s entry criteria, then they were prioritized in the lottery process.

⁶ For a range of purposes, SDP uses the “October 1 Enrollment Snapshot” as the basis for official metrics of enrollment. This practice allows for student movement during the first several weeks of the school year to resolve and identifies a consistent time each year (October 1) for a snapshot of enrollment for comparisons over time.

⁷ The analyses in this report include only CB high schools, but due to data limitations do not include CB programs embedded within Catchment schools (see Appendix A).

Research Questions

This report extends our previous analyses⁸ on student qualifications, applications, lottery outcomes, and school acceptances, and explores three research questions about eventual 9th grade enrollment of students in the following fall after the year of the school selection process. For all three questions, we summarize trends in the October 1 enrollment snapshot for incoming, first-time 9th graders at criteria-based (CB) high schools,

1. RQ1: From 2019-20 through 2022-23, what were the patterns of enrollment of first-time 9th graders in District high schools, by:
 - Race/Ethnicity
 - Gender
 - IEP status
 - EL status
 - Economic disadvantage status
2. RQ2: From 2019-20 through 2022-23, what were the patterns of enrollment of first-time 9th graders in CB schools, by:
 - Race/Ethnicity
 - Gender
 - IEP status
 - EL status
 - Economic disadvantage status
3. RQ3: From 2019-20 through 2022-23, what were the patterns of enrollment of first-time 9th graders who entered CB schools that used zip code prioritization⁹ during the 2021-22 SSP by the same student groupings as RQ1 and RQ2? What were the school-level trends for these four high schools with the highest requirements for admission?

Findings

In Fall 2022, a total of 9,514 first-time 9th graders were enrolled in District high schools (Table 1). Of those, 3,283 were enrolled in a CB high school (approximately one out of every three students), and 1,352 were enrolled in a CB high school that used zip code prioritization during the 2021-22 SSP (approximately one out of every seven students).

⁸ Previous reports can be found here: <https://www.philasd.org/research/category/school-selection/>

⁹ Four schools used a zip code prioritization in the lottery process. These four schools had three different levels of required qualifications for students to be eligible for the lottery, as described in Appendix A.

In the following sections, we present aggregated fall enrollment patterns for first-time 9th graders from 2019-20 through 2022-23 so that the historical patterns can be used as context when examining the Fall 2022 enrollment data. A table with summaries of first-time 9th grade enrollment for all District CB high schools, by student group, from 2019-20 to 2022-23 can be found in Appendix B.

Table 1. Enrollment of first-time 9th graders in Fall 2022, by student group.

Student Group	All District High Schools		CB High Schools		CB High Schools Using Zip Code Prioritization	
	Number of Students in Group	Percent of Students in Group	Number of Students in Group	Percent of Students in Group	Number of Students in Group	Percent of Students in Group
Race/Ethnicity						
Asian	985	10.4%	532	16.2%	382	28.3%
Black/African American	4,537	47.7%	1,610	49.0%	456	33.7%
Hispanic/Latinx	2,409	25.3%	442	13.5%	196	14.5%
Multi Racial/Other	476	5.0%	193	5.9%	85	6.3%
White	1,107	11.6%	506	15.4%	233	17.2%
Gender						
Female	4,698	49.4%	2,001	61.0%	779	57.6%
Male	4,802	50.5%	1,272	38.7%	570	42.2%
Non-Binary	14	0.1%	10	0.3%	3	0.2%
Receiving Special Education Services						
Does Not Have IEP	7,847	82.5%	2,977	90.7%	1,307	96.7%
Has IEP	1,667	17.5%	306	9.3%	45	3.3%
English Learner Status						
Non-EL	7,862	82.6%	3,080	93.8%	1,279	94.6%
EL	1,652	17.4%	203	6.2%	73	5.4%
Economic Disadvantage Status						
Economically Disadvantaged	6,692	70.3%	2,002	61.0%	759	56.1%
Not Economically Disadvantaged	2,822	29.7%	1,281	39.0%	593	43.9%
Overall						
All District First-Time 9th Graders	9,514	100%	3,283	100%	1,352	100%

How to read this table: Overall, moving left-to-right, the table displays students enrolled in any District high school, then only those enrolled in CB schools, then only those enrolled in four specific CB schools. These groupings are hierarchical, such that a student included in the summary for the four high schools using zip code prioritization will also be included in the other two groupings. Moving from top-to-bottom, for each set of student groups, this table displays the number of students in each group, and the corresponding percentage. These percentages, summed vertically, will equal 100%. For example, when looking at first-time 9th graders enrolled at any CB high school, 2,001 identified as female (61.0%), 1,272 as male (38.7%), and 10 as non-binary (0.3%) – and these values sum to 100%.

RQ1: From 2019-20 through 2022-23, what were the patterns of enrollment of first-time 9th graders in District high schools?

From 2019-20 through 2022-23, the number of first-time 9th graders enrolled in District high schools fluctuated, with an overall increase from 9,124 in October 2019-20 to 9,514 in October 2022-23 (Table 2).

Across that same time frame (2019-20 through 2022-23), there was some variation in the number and percent of first-time 9th graders who belonged to specific student groups (Table 2):

- The percent of students identifying with each race/ethnicity was generally stable between 2019-20 and 2022-23, with most variations consisting of less than two percentage points. Two exceptions were an increase in students identifying as Hispanic/Latinx (+3.0 percentage points), and a decrease in those identifying as Black/African American (-2.4 percentage points).
- Across all years, there were about the same number of first-time 9th graders in District high schools who identified as male and female.¹⁰
- The percent of first-time 9th graders in District high schools who had Individualized Education Plans (IEPs) and were receiving specialized services ranged from 16 percent in October 2019-20 to 17.5 percent in October 2022-23.¹¹
- From 2019-20 to 2021-22, the percent of first-time 9th graders in District high schools who were English Learners (ELs) ranged narrowly between 12 and 13 percent. In 2022-23, the percentage of ELs increased to 17.4 percent.¹²
- The percent of first-time 9th graders in District high schools who were classified as economically disadvantaged increased steadily, from 58.4 percent in 2019-20 to 70.3 percent in 2022-23.

¹⁰ Starting in 2022-23, students had the option to select “Non-Binary” as their gender identity. There were 14 students among 2022-23 first-time 9th graders whose records reflected this choice. Due to the small sample size and the absence of a historical baseline these students have been omitted from most analyses in this report. We expect in future reports to incorporate non-binary students into our analyses as more students and families choose this option.

¹¹ It is likely that the typical process for identifying students in need of an Individualized Education Plan (IEP) was disrupted during the 2020-21 and 2021-22 school years by the Covid-19 pandemic. Although there was an increase in the percentage of first-time 9th grade students with IEPs from 2019-20 to 2022-23, there was a slight decrease in the percentage of students with IEPs from 2021-22 to 2022-23, which may have been the result of disruptions due to the Covid-19 pandemic.

¹² Classification of students as ELs depends in part on assessments that were severely disrupted during the 2020-21 and 2021-22 school years by the Covid-19 pandemic. This may mean that the relatively large increase in 2022-23 would have presented as a more gradual increase across three years had that disruption been absent.

Table 2. Number and percent of first-time 9th graders enrolled in any District high school, by student group; 2019-20 through 2022-23.

Student Group	2019-20		2020-21		2021-22		2022-23	
	Number of Students in Group	Percent of Students in Group	Number of Students in Group	Percent of Students in Group	Number of Students in Group	Percent of Students in Group	Number of Students in Group	Percent of Students in Group
Race/Ethnicity								
Asian	936	10.2%	960	10.3%	971	10.0%	985	10.4%
Black/African American	4,443	48.6%	4,656	49.9%	4,863	50.1%	4,537	47.7%
Hispanic/Latinx	2,047	22.4%	1,976	21.2%	2,160	22.3%	2,409	25.3%
Multi Racial/ Other	593	6.5%	506	5.4%	565	5.8%	476	5.0%
White	1,123	12.3%	1,228	13.2%	1,138	11.7%	1,107	11.6%
Gender								
Female	4,602	50.3%	4,642	49.8%	4,946	51.0%	4,698	49.4%
Male	4,540	49.7%	4,684	50.2%	4,751	49.0%	4,802	50.5%
Non-Binary	0	0.0%	0	0.0%	0	0.0%	14	0.1%
Receiving Special Education Services								
Does Not Have IEP	7,682	84.0%	7,688	82.4%	7,931	81.7%	7,847	82.5%
Has IEP	1,460	16.0%	1,638	17.6%	1,775	18.3%	1,667	17.5%
English Learner Status								
Non-EL	7,990	87.4%	8,207	88.0%	8,449	87.0%	7,862	82.6%
EL	1,152	12.6%	1,119	12.0%	1,257	13.0%	1,652	17.4%
Economic Disadvantage Status								
Economically Disadvantaged	5,338	58.4%	6,054	64.9%	6,519	67.2%	6,692	70.3%
Not Economically Disadvantaged	3,804	41.6%	3,272	35.1%	3,187	32.8%	2,822	29.7%
Overall								
All District First-Time 9th Graders	9,142	100%	9,326	100%	9,706	100%	9,514	100%

How to read this table: Overall, moving left-to-right, the table displays students enrolled in any District high school, across the years 2019-20 through 2022-23. Moving from top-to-bottom, for each set of student groups, this table displays (for each year) the number of students in each group, and the corresponding percentage. These percentages, summed vertically, will equal 100%. For example, when looking at first-time 9th graders enrolled at any high school in 2020-21, 4,642 identified as female (49.8%), 4,684 as male (50.2%), and 0 as non-binary (0%) – and these values sum to 100%.

RQ2: From 2019-20 through 2022-23, what were the patterns of first-time 9th grade enrollment in CB schools?

At criteria-based (CB) schools, students must meet entry requirements. At all of these schools, there are minimum standards for attendance and for grades in core courses (English, math, science, and social studies). Schools may also have additional requirements (e.g., assessment scores, performance auditions, or completion of specific courses; see Appendix A for a list of CB high schools and their qualification requirements for applicants during the 2021-22 SSP).

From 2019-20 through 2020-23, the number of first-time 9th graders enrolled at CB high schools varied slightly, ranging from 3,203 in 2021-22 to 3,283 in 2022-23 (Table 3).

During this span:

- Students identifying as Black/African American constituted the largest race/ethnicity group entering CB schools. This is not surprising, given that the largest number of District students identify with this race/ethnicity.¹³
- Although about half of all District first-time 9th graders were female, the enrollment of students identifying as female at CB schools was greater than 60 percent in each year from 2019-20 through 2022-23.¹⁴
- From 2019-20 through 2021-22, approximately 6 to 7 percent of first-time 9th graders at CB schools received special education services. In 2022-23, that figure increased to 9.3 percent.
- The percent of first-time 9th graders at CB schools who were ELs increased each year by increments of 0.5 to 0.9 percentage points.
- Similar to the increase in the percent of all first-time 9th graders (Table 2), the percent of first-time 9th graders at CB schools who were classified as economically disadvantaged increased steadily each year, from 45.1% in 2019-20 to 61.0% in 2022-23.

¹³ For a summary of public school enrollment in Philadelphia, including District enrollment, see:

<https://www.philasd.org/research/2023/02/07/philadelphia-public-school-enrollment-2022-23/>

¹⁴ To some extent, the disproportionately high CB enrollment of students who are female is influenced by Philadelphia High School for Girls. This school had nearly 100% female enrollment each year (there were a total of two first-time 9th graders at Philadelphia High School for Girls, across all four years, with enrollment records indicating a gender identity other than female). However, the actual impact of Philadelphia High School for Girls on the overall CB rate is quite small; when it is removed from the analysis, the annual enrollment percentage for students identifying as female still ranged from 58 to 60 percent at the remaining CB schools. For detailed, school-level counts of students by student group, see Appendix B.

In Table 2, we provided a summary of all first-time District 9th graders. Table 3 provides a summary of all first-time District 9th graders at criteria-based (CB) schools.

Table 3. Number and percent of first-time 9th graders enrolled in any District CB high school, by student group; 2019-20 through 2022-23.

Student Group	2019-20		2020-21		2021-22		2022-23	
	Number of Students in Group	Percent of Students in Group	Number of Students in Group	Percent of Students in Group	Number of Students in Group	Percent of Students in Group	Number of Students in Group	Percent of Students in Group
Race/Ethnicity								
Asian	527	16.3%	538	16.5%	541	16.9%	532	16.2%
Black/African American	1,524	47.2%	1,530	46.8%	1,499	46.8%	1,610	49.0%
Hispanic/Latinx	390	12.1%	418	12.6%	405	12.8%	442	13.5%
Multi Racial/Other	195	6.0%	172	6.0%	191	5.3%	193	5.9%
White	595	18.4%	610	18.7%	567	17.7%	506	15.4%
Gender								
Female	2,025	62.7%	2,021	61.8%	1,997	62.3%	2,001	61.0%
Male	1,206	37.3%	1,247	38.2%	1,206	37.7%	1,272	38.7%
Non-Binary	0	0.0%	0	0.0%	0	0.0%	10	0.3%
Receiving Special Education Services								
Does Not Have IEP	3,050	94.4%	3,088	94.5%	2,982	93.1%	2,977	90.7%
Has IEP	181	5.6%	180	5.5%	221	6.9%	306	9.3%
English Learner Status								
Non-EL	3,091	95.7%	3,111	95.2%	3,032	94.7%	3,080	93.8%
EL	140	4.3%	157	4.8%	171	5.3%	203	6.2%
Economic Disadvantage Status								
Economically Disadvantaged	1,457	45.1%	1,686	51.6%	1,744	54.4%	2,002	61.0%
Not Economically Disadvantaged	1,774	54.9%	1,582	48.4%	1,459	45.6%	1,281	39.0%
Overall								
All District First-Time 9 th Graders Enrolled in CB High Schools	3,231	100%	3,268	100%	3,203	100%	3,283	100%

How to read this table: Overall, moving left-to-right, the table displays students enrolled in any District CB high school, across the years 2019-20 through 2022-23. Moving from top-to-bottom, for each set of student groups, this table displays (for each year) the number of students in each group, and the corresponding percentage. These percentages, summed vertically, will equal 100%. For example, when looking at first-time 9th graders enrolled at any CB high school in 2020-21, 2,021 identified as female (61.8%), 1,247 as male (38.2%), and 0 as non-binary (0%) – and these values sum to 100%.

Box 2. Student Groups and Disproportionality

The District routinely tracks key metrics in the aggregate, but also by disaggregating across several student groups. The most common disaggregations we explore are by economic disadvantage status, English Learner status, gender, race/ethnicity, and special education status.

However, some student groups have larger numbers of students than others, so it is sometimes informative to consider patterns not just by number or percentage of students, but also in terms of proportionality. Examples of this practice include ORE briefs on math PSSA performance,^a application and acceptance patterns in the school selection process,^b and the sample representativeness of the annual Senior Exit Survey.^c

In this report we describe, for each student group, whether the percentage enrolled in *all* high schools was similar to the percentage enrolled at CB schools. In this way we can see whether enrollment at the CB schools was proportional, or in line with, general enrollment.

Examination of proportionality may provide some insight into questions such as:

- Are we educating all students? Or are there indications that some student groups with specific needs may not be receiving adequate support?
- Where we see disproportionality, can we identify ways in which District practices or policies are creating or perpetuating barriers to access for some student groups?

^a See some examples in Figures 13-16: <https://www.philasd.org/research/2021/05/03/trends-in-sdp-math-pssa-performance-2015-16-to-2018-19>

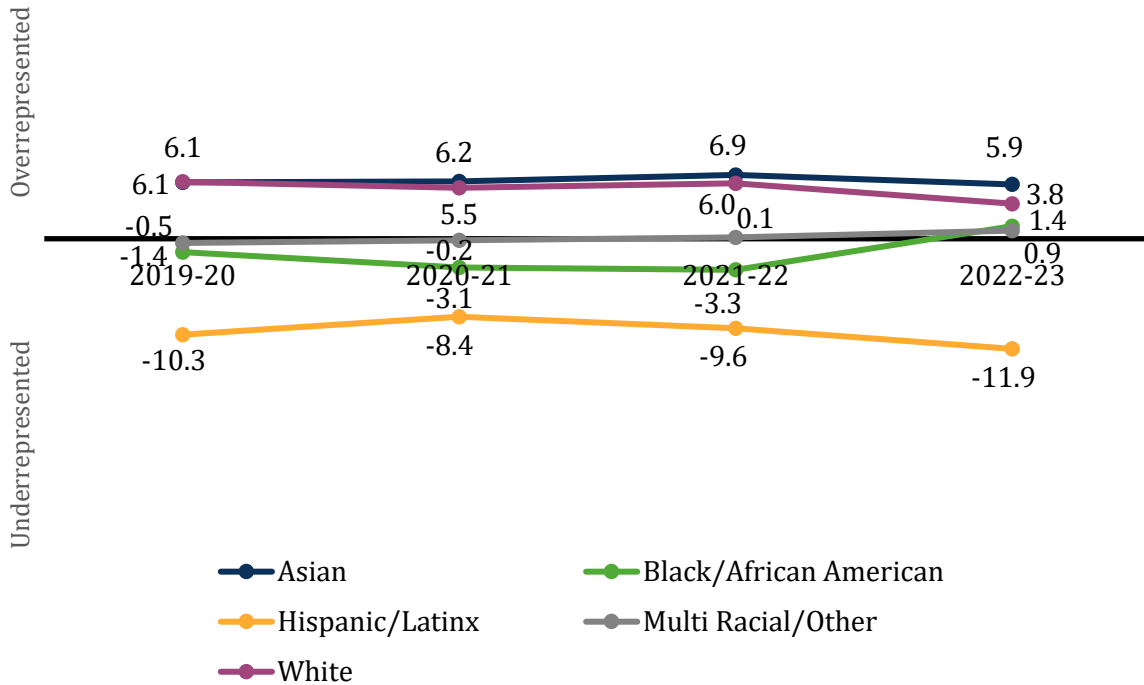
^b See some examples in Figures 9, 12, and 15: <https://www.philasd.org/research/2021/05/14/school-selection-in-sdp-applications-and-admissions-to-9th-grade-for-school-year-2020-21/>

^c See some examples in Slides 8-11: <https://www.philasd.org/research/2021/10/26/2020-21-senior-exit-survey-district-level-report/>

When the same enrollment data are examined in terms of proportionality, a more nuanced picture emerges. In the case of race/ethnicity, from 2019-20 through 2021-22, students who were Black/African American were underrepresented at CB schools (Figure 1). Compared to the overall percentage of first-time 9th graders who were Black/African American, the percentage who were specifically enrolled at CB high schools was 1.4 to 3.3 points lower. In 2022-23, however, students identifying as Black/African American were slightly overrepresented at CB schools (by 1.4 percentage points).

Students identifying as Hispanic/Latinx were consistently underrepresented by the largest margin, and that margin was largest in 2022-23 (11.9 percentage points). In contrast, those identifying as White or Asian were consistently overrepresented across all four years.

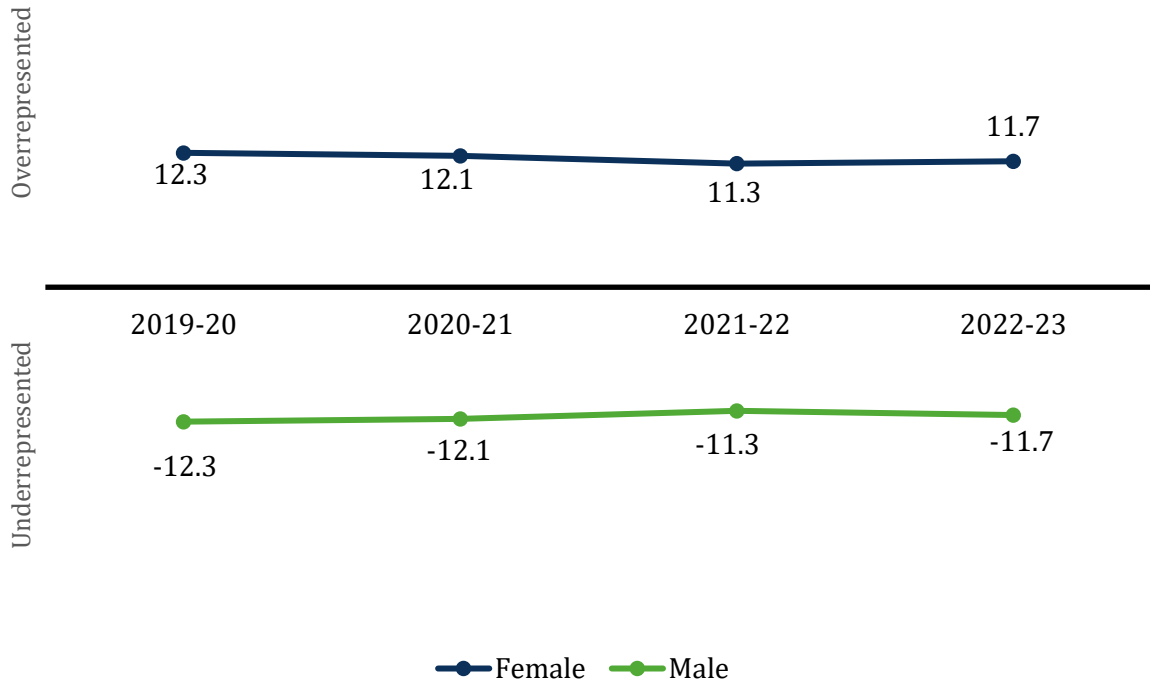
Figure 1. Proportionality, in terms of percentage points, of first-time 9th graders enrolled at CB schools, by race/ethnicity, from 2019-20 through 2022-23.



How to read this graph: This graph indicates the difference, in percentage points, between each group’s share of 9th graders enrolled in CB schools and that same group’s share of first-time 9th graders enrolled overall. If the group is represented proportionally, then the value for that year would appear close to the horizontal black line. For example, in Table 2 we show that in 2022-23, first-time 9th graders identifying as Hispanic/Latinx comprised 25.3% of all District first-time 9th graders; and in Table 3 we show that in 2022-23 they comprised 13.5% of first-time 9th graders enrolled at CB schools. The difference between these two values is displayed here (-11.9 percentage points), indicating that these students were underrepresented at CB schools by about 12 percentage points. Note that due to rounding, values in this figure may differ slightly from what would be expected from the values displayed in Tables 2 and 3.

From 2019-20 through 2022-23, first-time 9th graders identifying as female were disproportionately enrolled at CB schools by 11 to 12 percentage points (Figure 2).¹⁵

Figure 2. Proportionality, in terms of percentage points, of first-time 9th graders enrolled at CB schools, by gender, from 2019-20 through 2022-23.

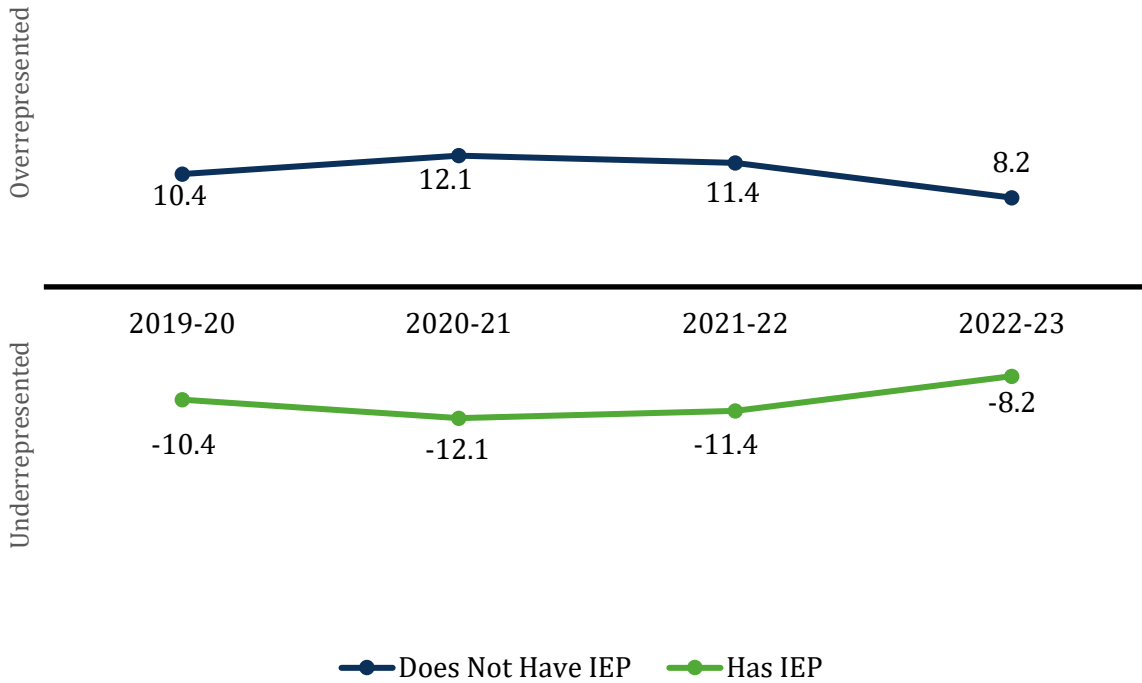


How to read this graph: This graph indicates the difference, in percentage points, between each group’s share of 9th graders enrolled in CB schools and that same group’s share of first-time 9th graders enrolled overall. If the group is represented proportionally, then the value for that year would appear close to the horizontal black line. In Table 2 we show that in 2022-23, first-time 9th graders identifying as female comprised 49.4% of all District first-time 9th graders; and in Table 3 we show that in 2022-23 they comprised 61.0% of first-time 9th graders enrolled at CB schools. The difference between these two values is displayed here (+11.7 percentage points), indicating that these students were overrepresented at CB schools by about 12 percentage points. Note that due to rounding, values in this figure may differ slightly from what would be expected from the values displayed in Tables 2 and 3.

¹⁵ When Philadelphia High School for Girls is removed from the analysis, students identifying as female were overrepresented at the remaining CB schools by 8 to 10 percentage points, annually, across the same time span (see also; footnote 14).

First-time 9th graders with IEPs were underrepresented at CB schools in all years, but the degree of disproportionality was least pronounced in 2022-23 (Figure 3).

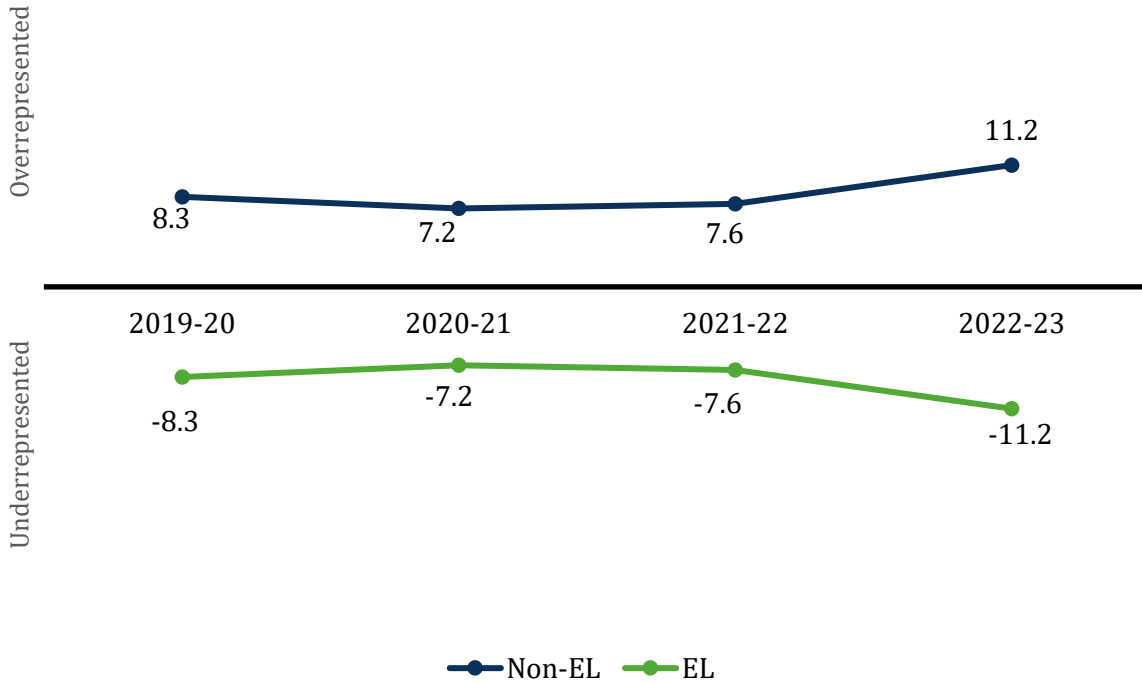
Figure 3. Proportionality, in terms of percentage points, of first-time 9th graders enrolled at CB schools, by IEP status, from 2019-20 through 2022-23.



How to read this graph: This graph indicates the difference, in percentage points, between each group’s share of 9th graders enrolled in CB schools and that same group’s share of first-time 9th graders enrolled overall. If the group is represented proportionally, then the value for that year would appear close to the horizontal black line. In Table 2 we show that in 2022-23, first-time 9th graders with IEPs comprised 17.5% of all District first-time 9th graders; and in Table 3 we show that in 2022-23 they comprised 9.3% of first-time 9th graders enrolled at CB schools. The difference between these two values is displayed here (-8.2 percentage points), indicating that these students were underrepresented at CB schools by about 8 percentage points. Note that due to rounding, values in this figure may differ slightly from what would be expected from the values displayed in Tables 2 and 3.

The percentage of ELs enrolling in CB high schools increased from 2019-20 to 2022-23 (see Table 2, above). However, this increase did not keep pace with an even greater increase in the overall number of first-time 9th graders classified as ELs (see Table 1). In fact, while students classified as ELs were underrepresented at CB schools in all years, the degree of disproportionality was *most* pronounced in 2022-23 (Figure 4).

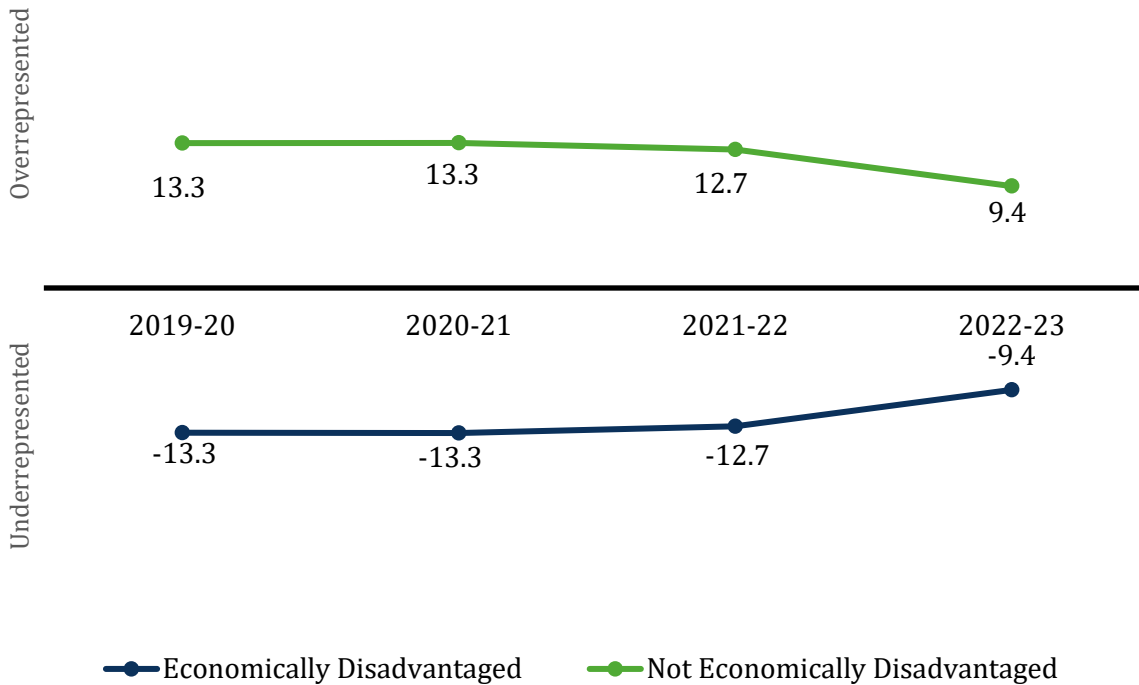
Figure 4. Proportionality, in terms of percentage points, of first-time 9th graders enrolled at CB schools, by EL status, from 2019-20 through 2022-23.



How to read this graph: This graph indicates the difference, in percentage points, between each group’s share of 9th graders enrolled in CB schools and that same group’s share of first-time 9th graders enrolled overall. If the group is represented proportionally, then the value for that year would appear close to the horizontal black line. In Table 2 we show that in 2022-23, first-time 9th graders who were ELs comprised 17.4% of all District first-time 9th graders; and in Table 3 we show that in 2022-23 they comprised 6.2% of first-time 9th graders enrolled at CB schools. The difference between these two values is displayed here (-11.2 percentage points), indicating that these students were underrepresented at CB schools by about 11 percentage points. Note that due to rounding, values in this figure may differ slightly from what would be expected from the values displayed in Tables 2 and 3.

First-time 9th graders classified as economically disadvantaged were underrepresented at CB high schools in all years, but the degree of disproportionality was least pronounced in 2022-23 (Figure 5). In the case of first-time 9th graders classified as economically disadvantaged, increases in CB enrollment kept pace with, and even exceeded, District-level increases in overall enrollment.

Figure 5. Proportionality, in terms of percentage points, of first-time 9th graders enrolled at CB schools, by economic disadvantage status, from 2019-20 through 2022-23.



How to read this graph: This graph indicates the difference, in percentage points, between each group’s share of 9th graders enrolled in CB schools and that same group’s share of first-time 9th graders enrolled overall. If the group is represented proportionally, then the value for that year would appear close to the horizontal black line. In Table 2 we show that in 2022-23, first-time 9th graders who were categorized as economically disadvantaged comprised 70.3% of all District first-time 9th graders; and in Table 3 we show that in 2022-23 they comprised 61.0% of first-time 9th graders enrolled at CB schools. The difference between these two values is displayed here (-9.4 percentage points), indicating that these students were underrepresented at CB schools by about 9 percentage points. Note that due to rounding, values in this figure may differ slightly from what would be expected from the values displayed in Tables 2 and 3.

RQ3: From 2019-20 through 2022-23, what were the patterns of enrollment of first-time 9th graders in CB schools that used zip code prioritization during the 2021-22 SSP? What were the school-level trends for these four high schools with the highest requirements for admission?

Across CB high schools, the specific criteria have differed from school-to-school. Four CB schools (Academy at Palumbo, Carver, Central, and Masterman) have historically had some of the most stringent entry criteria among District high schools. Further, during the 2021-22 school selection process (SSP) for enrollment in 2022-23, these four high schools incorporated zip code prioritization in their admission process for the first time. Students who resided in one of six specified zip codes, and who also met all of the school's admission criteria, received prioritized treatment in the lottery. We go deeper in this section into the school-level patterns of enrollment because even though it is the smallest group of schools, they have historically been the most competitive schools for 9th grade enrollment. Even so, the four schools that used zip code prioritization in 2021-22 had three different sets of requirements (Appendix A). All four schools required core grades of A or B, and also had the same attendance requirement; and together these constitute *high* requirements. However, the schools differed on the remaining requirements. Palumbo and Carver required a score of 17 on a writing assessment, Central required a score of 22, and Masterman required both a score of 22 and that students complete Algebra I prior to 9th grade.

We examined variation in patterns of enrollment for all student groupings to better understand how patterns of enrollment have changed over time at the most competitive schools, and found that from 2019-20 through 2022-23, overall enrollment at these four schools ranged from a minimum of 1,140 in 2020-21 to a maximum of 1,352 in 2022-23 (Table 4). Enrollment patterns by student group in these four schools are different from the overall pattern of enrollment for 9th grade students in all CB schools, summarized in Table 3.

- By percentage, from 2019-20 through 2021-22, first-time 9th graders identifying as Asian constituted the largest race/ethnicity group enrolled at the four CB schools with high qualification requirements (and zip code prioritization during the 2021-22 SSP). During this same time frame, students identifying as White and as Black/African American were the next largest groups, each representing approximately 25 to 27 percent of first-time 9th graders. In 2022-23, the pattern shifted at these four CB schools. The enrollment percentages for students identifying as Black/African American or Hispanic/Latinx increased, while those for students identifying as Asian or White decreased.
- From 2019-20 through 2022-23, the percentage of first-time 9th graders identifying as female at the four CB schools with high qualification requirements (and zip code prioritization during the 2021-22 SSP) ranged from 52.8 percent to 57.6 percent.
- From 2019-20 through 2022-23, first-time 9th graders with IEPs comprised from 1.4 to 3.3 percent of those enrolled at the four CB schools with high qualification requirements (and zip code prioritization during the 2021-22 SSP).
- From 2019-20 through 2022-23, the percentage of first-time 9th graders classified as ELs increased each year, from 2.4 percent to 5.4 percent at the four CB schools with high qualification requirements (and zip code prioritization during the 2021-22 SSP).
- From 2019-20 through 2022-23, the percentage of first-time 9th graders classified as economically disadvantaged increased each year, from 37.9 percent to 56.1 percent at the four CB schools with high qualification requirements (and zip code prioritization during the 2021-22 SSP).

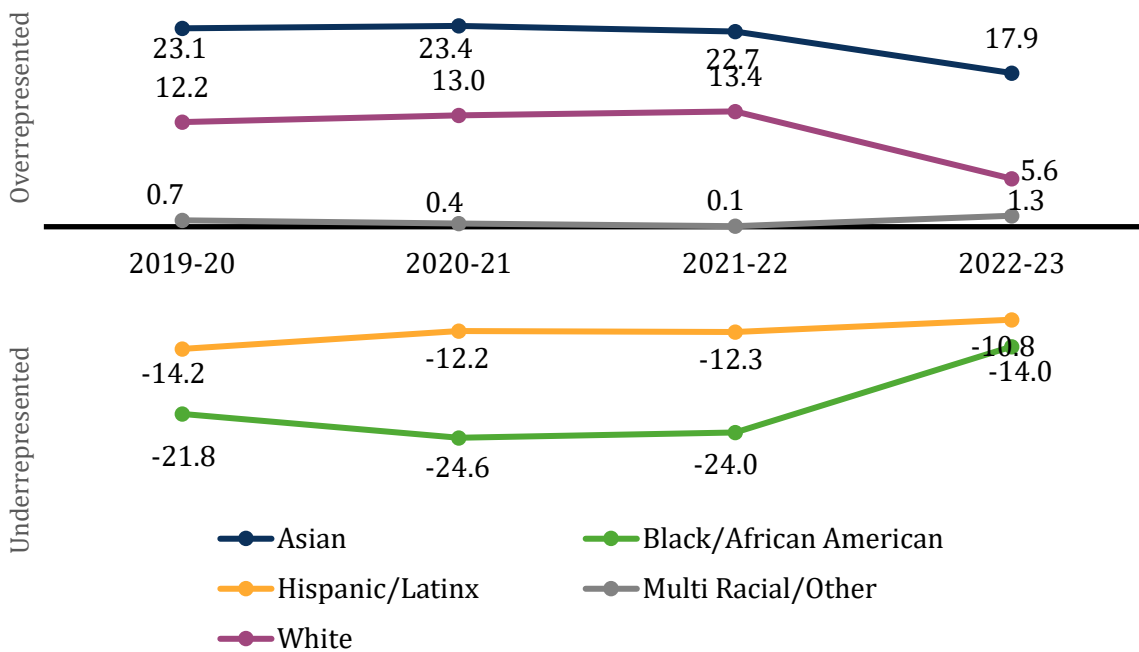
Table 4. Number and percent of first-time 9th graders enrolled in the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by student group; 2019-20 through 2022-23.

Student Group	2019-20		2020-21		2021-22		2022-23	
	Number of Students in Group	Percent of Students in Group	Number of Students in Group	Percent of Students in Group	Number of Students in Group	Percent of Students in Group	Number of Students in Group	Percent of Students in Group
Race/Ethnicity								
Asian	392	33.3%	384	33.7%	389	32.7%	382	28.3%
Black/African American	315	26.8%	289	25.4%	311	26.2%	456	33.7%
Hispanic/ Latinx	96	8.2%	103	9.0%	119	10.0%	196	14.5%
Multi Racial/ Other	85	7.2%	66	5.8%	70	5.9%	85	6.3%
White	288	24.5%	298	26.1%	299	25.2%	233	17.2%
Gender								
Female	656	55.8%	602	52.8%	647	54.5%	779	57.6%
Male	520	44.2%	538	47.2%	541	45.5%	570	42.2%
Non-Binary	0	0.0%	0	0.0%	0	0.0%	3	0.2%
Receiving Special Education Services								
Does Not Have IEP	1,154	98.1%	1,124	98.6%	1,165	98.1%	1,307	96.7%
Has IEP	22	1.9%	16	1.4%	23	1.9%	45	3.3%
English Learner Status								
Non-EL	1,148	97.6%	1,108	97.2%	1,137	95.7%	1,279	94.6%
EL	28	2.4%	32	2.8%	51	4.3%	73	5.4%
Economic Disadvantage Status								
Economically Disadvantaged	446	37.9%	481	42.2%	532	44.8%	759	56.1%
Not Economically Disadvantaged	730	62.1%	659	57.8%	656	55.2%	593	43.9%
Overall								
All District First-Time 9 th Graders Enrolled in Four High Criteria CB Schools	1,176	100%	1,140	100%	1,188	100%	1,352	100%

How to read Table 4: Overall, moving left-to-right, the table displays students enrolled in any of four District CB high schools with high entry criteria (that used zip code prioritization during the 2021-22 SSP), across the years 2019-20 through 2022-23. Moving from top-to-bottom, for each set of student groups, this table displays (for each year) the number of students in each group, and the corresponding percentage. These percentages, summed vertically, will equal 100%. For example, when looking at first-time 9th graders enrolled at one of these four CB high school in 2020-21, 602 identified as female (52.8%), 538 as male (47.2%), and 0 as non-binary (0%) – and these values sum to 100%.

In terms of proportionality, from 2019-20 through 2022-23, first-time 9th graders identifying as Black/African American or Hispanic/Latinx were underrepresented at CB schools with 2021-22 SSP zip code prioritization, while those identifying as Asian or White were overrepresented. In 2022-23, the degree of these disproportionalities was reduced, reflecting that there were more Black/African American and Hispanic/Latinx students in the pool of qualified students.¹⁶ At the extremes, students identifying as Asian were still overrepresented at CB schools with zip code prioritization by 17.9 percentage points, while those identifying as Black/African American were still underrepresented by 14.0 percentage points (Figure 6).

Figure 6. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by race/ethnicity, from 2019-20 through 2022-23.

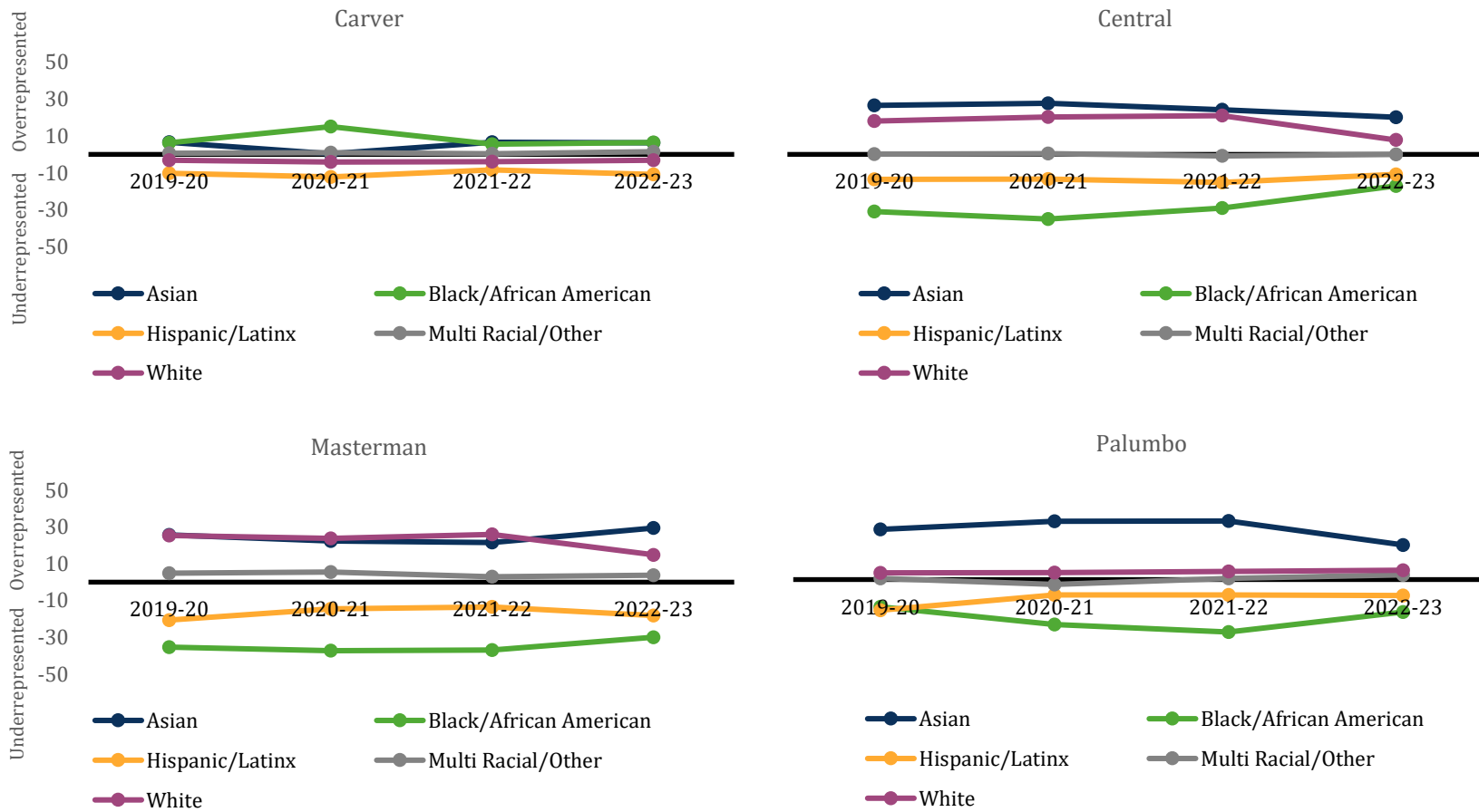


How to read this graph: This graph indicates the difference, in percentage points, between each group’s share of 9th graders enrolled in CB schools with zip code prioritization and that same group’s share of first-time 9th graders enrolled overall. If the group is represented proportionally, then the value for that year would appear close to the horizontal black line. In Table 2 we show that in 2022-23, first-time 9th graders identifying as Hispanic/Latinx comprised 25.3% of all District first-time 9th graders; and in Table 4 we show that in 2022-23 they comprised 14.5% of first-time 9th graders enrolled at CB schools with 2021-22 SSP zip code prioritization. The difference between these two values is displayed here (-10.8 percentage points), indicating that these students were underrepresented at CB schools with zip code prioritization by about 11 percentage points. Note that due to rounding, values in this figure may differ slightly from what would be expected from the values displayed in Tables 2 and 4.

¹⁶ For a summary of the number and percent of 2021-22 District 8th grade students meeting or exceeding qualifications for criteria-based schools, see “2021-22 School Selection: 8th Grade Students Qualifications and Applications to 9th Grade,” Table 1: <https://www.philasd.org/research/2022/08/25/2021-22-school-selection-in-sdp>

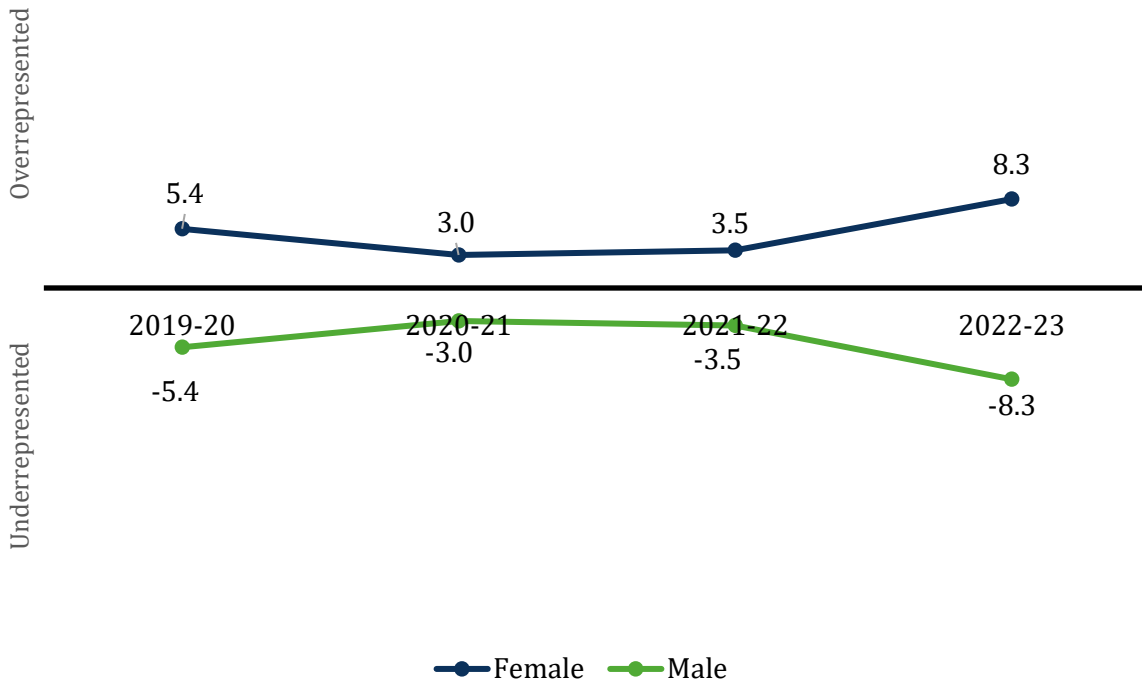
However, changes in enrollment at each of the four schools were not consistent (Figure 7), especially from 2021-22 to 2022-23. For example, students identifying as Asian were overrepresented in all four years at both Masterman and Palumbo; but the degree of overrepresentation decreased at Palumbo while increasing at Masterman. Similarly, the degree to which students identifying as Hispanic/Latinx were underrepresented declined at Central while increasing at Masterman. Further, the enrollment pattern at Carver remained essentially unchanged. See Appendix B for school-level summaries of enrollment patterns over time.

Figure 7. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in each of the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by race/ethnicity, from 2019-20 through 2022-23 (see note under Figure 6 for how to read these figures).



At CB schools with 2021-22 SSP zip code prioritization, first-time 9th graders identifying as female were overrepresented, and those identifying as male were underrepresented (Figure 8). This disproportionality fluctuated from year-to-year, and was largest in 2022-23.

Figure 8. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by gender, from 2019-20 through 2022-23.



How to read this graph: This graph indicates the difference, in percentage points, between each group’s share of 9th graders enrolled in CB schools with zip code prioritization and that same group’s share of first-time 9th graders enrolled overall. If the group is represented proportionally, then the value for that year would appear close to the horizontal black line. In Table 2 we show that in 2022-23, first-time 9th graders identifying as female comprised 49.4% of all District first-time 9th graders; and in Table 4 we show that in 2022-23 they comprised 57.6% of first-time 9th graders enrolled at CB schools with 2021-22 SSP zip code prioritization. The difference between these two values is displayed here (+8.2 percentage points), indicating that these students were overrepresented at CB schools with zip code prioritization by about 8 percentage points. Note that due to rounding, values in this figure may differ slightly from what would be expected from the values displayed in Tables 2 and 4.

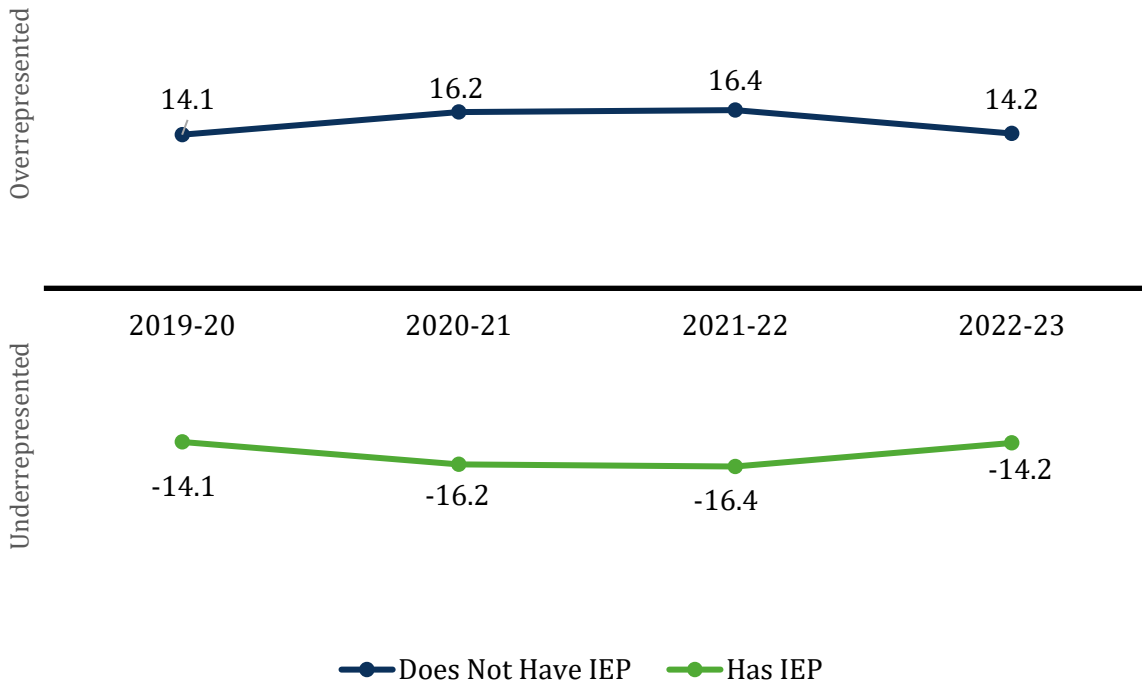
When looking at individual schools, we find that overrepresentation of female students increased at least four percentage points at two schools (Central and Palumbo), and was less than two percentage points in both years at two schools (Carver and Masterman; Figure 9).

Figure 9. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in each of the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by gender, from 2019-20 through 2022-23 (see note under Figure 8 for how to read these figures).



From 2019-20 through 2022-23, first-time 9th graders with IEPs were underrepresented and those without IEPs were overrepresented at CB schools with 2021-22 SSP zip code prioritization (Figure 10).

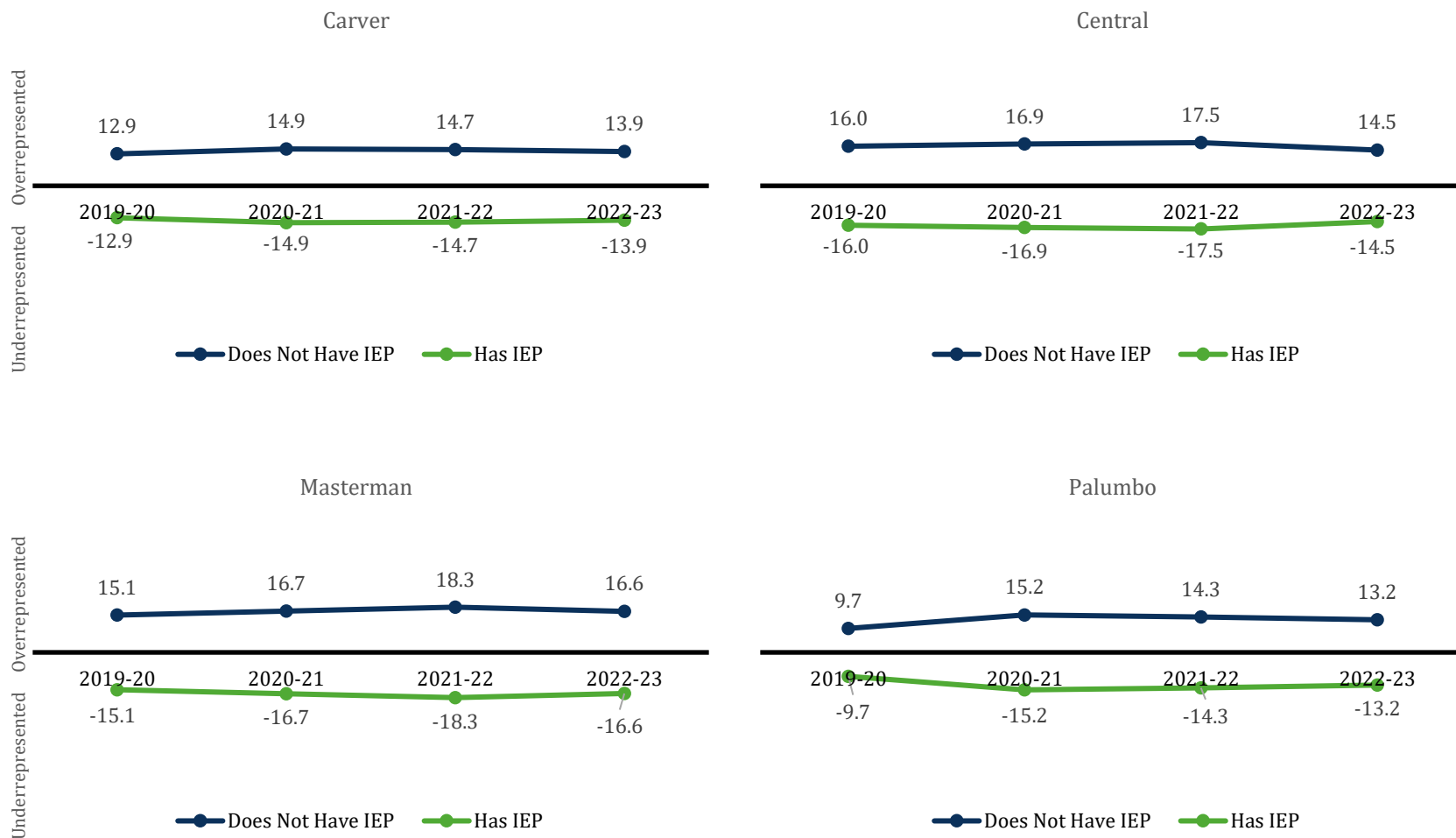
Figure 10. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by IEP status, from 2019-20 through 2022-23.



How to read this graph: This graph indicates the difference, in percentage points, between each group’s share of 9th graders enrolled in CB schools with zip code prioritization and that same group’s share of first-time 9th graders enrolled overall. If the group is represented proportionally, then the value for that year would appear close to the horizontal black line. In Table 2 we show that in 2022-23, first-time 9th graders with IEPs comprised 17.5% of all District first-time 9th graders; and in Table 4 we show that in 2022-23 they comprised 3.3% of first-time 9th graders enrolled at CB schools with 2021-22 SSP zip code prioritization. The difference between these two values is displayed here (-14.2 percentage points), indicating that these students were underrepresented at CB schools with zip code prioritization by about 14 percentage points. Note that due to rounding, values in this figure may differ slightly from what would be expected from the values displayed in Tables 2 and 4.

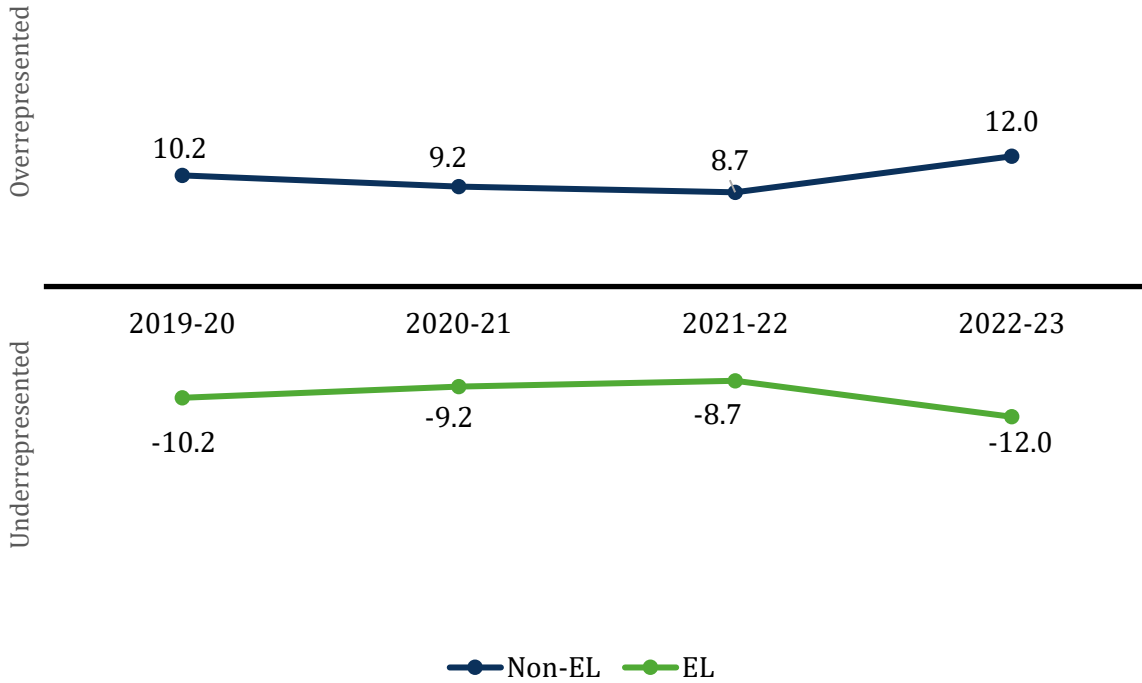
When looking at individual schools, we find that underrepresentation of students with IEPs decreased at all four schools by between one and three percentage points (Figure 11).

Figure 11. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in each of the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by IEP status, from 2019-20 through 2022-23 (see note under Figure 10 for how to read these figures).



The increase in the percent of first-time 9th graders who are ELs at CB schools with 2021-22 SSP zip code prioritization did not keep pace with the overall percent of District first-time 9th graders who are ELs. Despite increases in the percentage of enrolled students, the underrepresentation of ELs at CB schools with zip code prioritization was largest in 2022-23 (Figure 12).

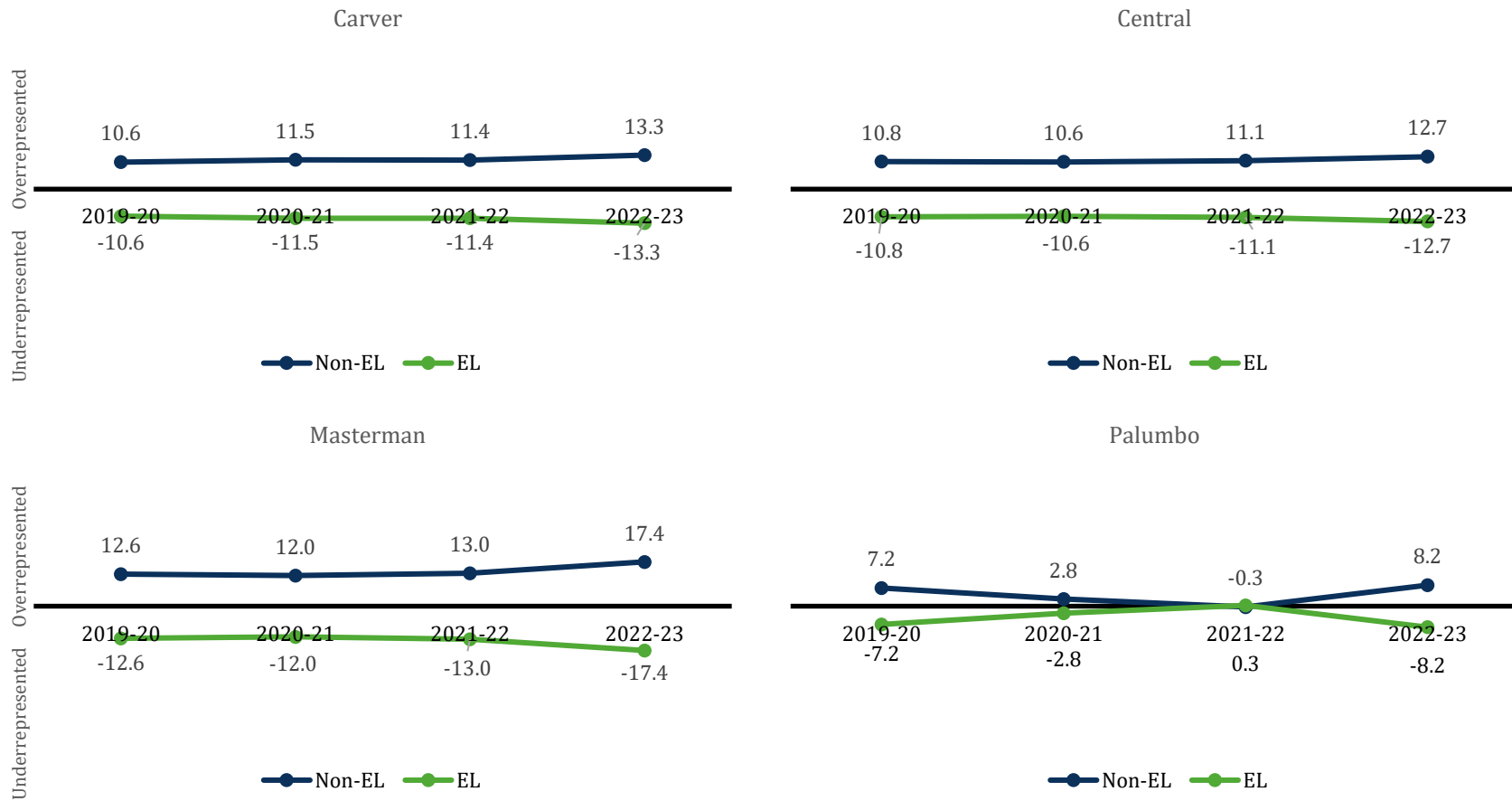
Figure 12. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by EL status, from 2019-20 through 2022-23.



How to read this graph: This graph indicates the difference, in percentage points, between each group’s share of 9th graders enrolled in CB schools with zip code prioritization and that same group’s share of first-time 9th graders enrolled overall. If the group is represented proportionally, then the value for that year would appear close to the horizontal black line. In Table 2 we show that in 2022-23, first-time 9th graders who were ELs comprised 17.4% of all District first-time 9th graders; and in Table 4 we show that in 2022-23 they comprised 5.4% of first-time 9th graders enrolled, at CB schools with 2021-22 SSP zip code prioritization. The difference between these two values is displayed here (-12.0 percentage points), indicating that these students were underrepresented at CB schools with zip code prioritization by about 12 percentage points. Note that due to rounding, values in this figure may differ slightly from what would be expected from the values displayed in Tables 2 and 4.

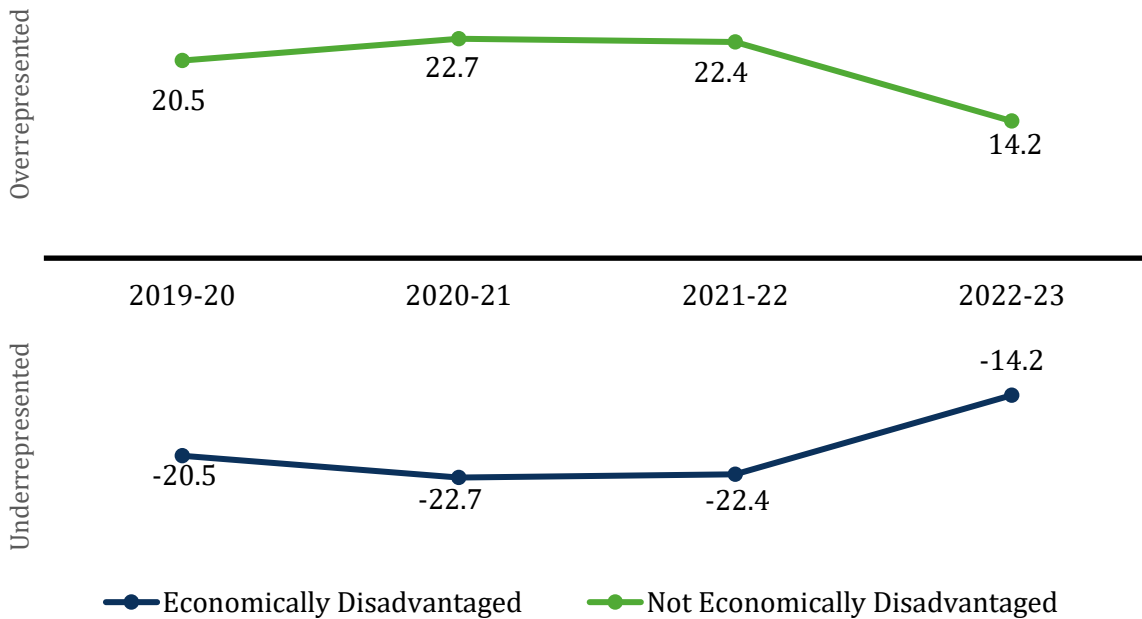
When looking at individual schools, we find that underrepresentation of ELs increased at Carver and Central by approximately two percentage points, by four percentage points at Masterman, and by over 8 percentage points at Palumbo (Figure 13).

Figure 13. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in each of the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by EL status, from 2019-20 through 2022-23 (see note under Figure 12 for how to read these figures).



First-time 9th graders classified as economically disadvantaged were underrepresented at CB schools with 2021-22 SSP zip code prioritization in all years, but the degree of disproportionality was least pronounced in 2022-23 (Figure 14). In the case of first-time 9th graders classified as economically disadvantaged, increases in enrollment at CB schools with zip code prioritization kept pace with, and even exceeded, District-level increases in overall enrollment.

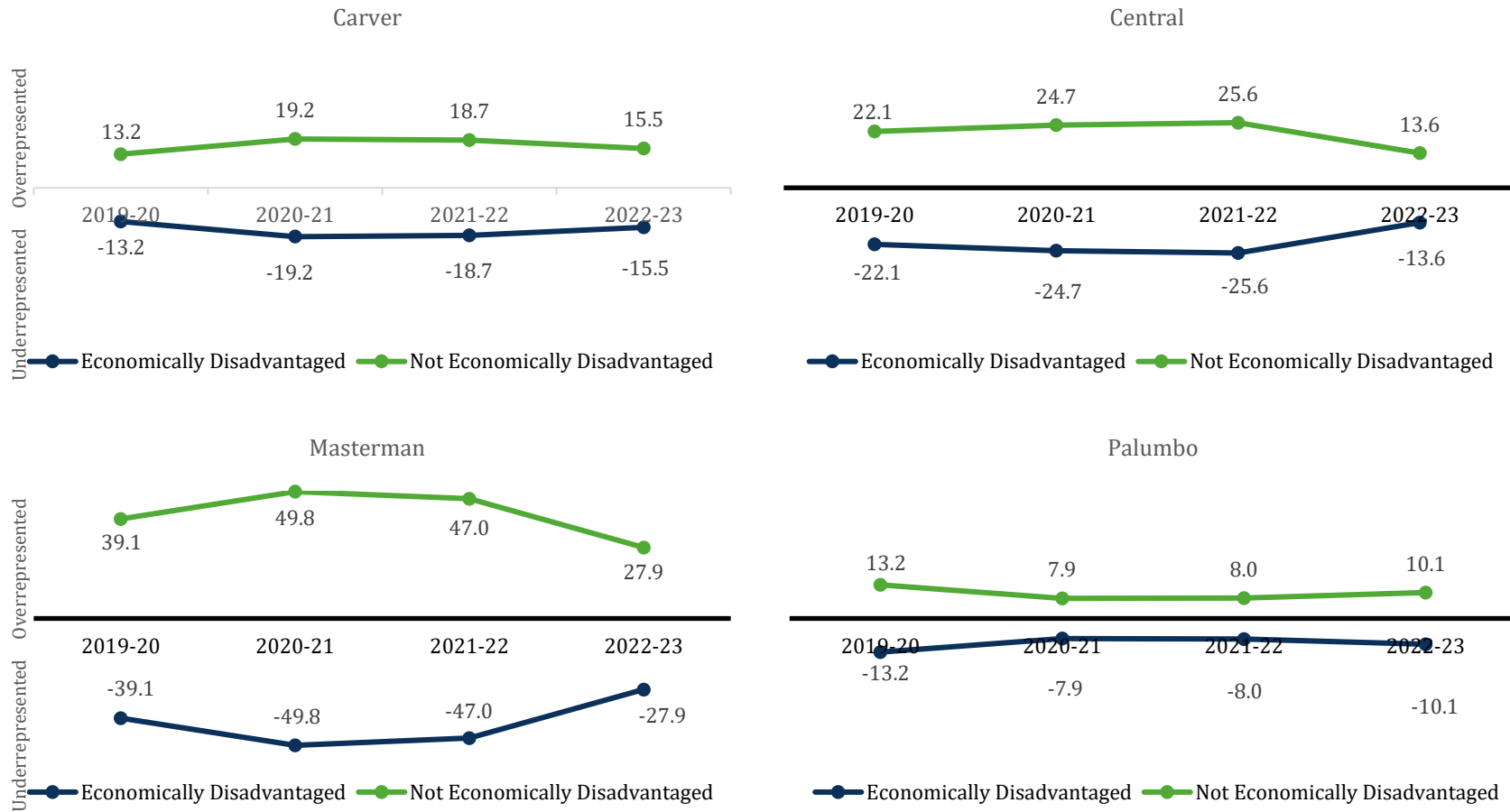
Figure 14. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by economic disadvantage status, from 2019-20 through 2022-23.



How to read this graph: This graph indicates the difference, in percentage points, between each group’s share of 9th graders enrolled in CB schools with zip code prioritization and that same group’s share of first-time 9th graders enrolled overall. If the group is represented proportionally, then the value for that year would appear close to the horizontal black line. In Table 2 we show that in 2022-23, first-time 9th graders who were categorized as economically disadvantaged comprised 70.3% of all District first-time 9th graders; and in Table 4 we show that in 2022-23 they comprised 56.1% of first-time 9th graders enrolled at CB schools with 2021-22 SSP zip code prioritization. The difference between these two values is displayed here (-14.2 percentage points), indicating that these students were underrepresented at CB schools with zip code prioritization by about 14 percentage points. Note that due to rounding, values in this figure may differ slightly from what would be expected from the values displayed in Tables 2 and 4.

When looking at individual schools, we find that underrepresentation of economically disadvantaged students increased at Palumbo by two percentage points, and decreased by three percentage points at Carver, and by twelve percentage points at Central (Figure 15). At Masterman, the decrease was particularly large (19 percentage points), but this is in the context of a pre-existing degree of disproportionality that was approximately double that of Central, the school with the next largest gap.

Figure 15. Proportionality, in terms of percentage points, of first-time 9th graders enrolled in the four District CB high schools with high entry criteria (that used zip code priority during the 2021-22 SSP), by economic disadvantage status, from 2019-20 through 2022-23 (see note under Figure 14 for how to read these figures).



Conclusions

From 2019-20 through 2022-23, the overall demographic distributions of District first-time 9th graders have been largely stable; and in those cases where distributions have changed, they have done so incrementally over time. Two notable exceptions to this were sharper increases in 2022-23 among first-time 9th graders who were Hispanic/Latinx and students who were English Learners.

Regardless of the District enrollment, the distribution of first-time 9th graders at CB schools between 2019-20 and 2022-23 has been characterized by disproportionality. Overrepresentation has been consistent among students who identify as White or Asian, female, do not have IEPs, are not ELs, or are not economically disadvantaged. In contrast, there has been consistent underrepresentation among students who identify as Black/African American or Hispanic/Latinx, have IEPs, are ELs, or are economically disadvantaged.

When the focus is narrowed from all CB high schools to just the four CB high schools with high entry criteria (that used zip code prioritization during the 2021-22 SSP), the pattern is more pronounced. The same student groups have been over- or underrepresented at these schools, but to a greater degree. However, the patterns of enrollment varied across each of the four most competitive schools.

Appendix A: 2021-22 Qualification Levels of Criteria-Based High Schools and Programs

All CB high schools had the same attendance requirement, but varied in their requirements for grades in core courses (English, math, science, and social studies). Depending on the school, students had to earn grades of A or B (“High”), A, B, with one C (“Medium”), or A, B, or C (“Minimum”). Five schools also required a writing assessment, and these are indicated with a number (e.g., Central High School required grades of A or B, and also a score of 22 or higher on the writing assessment). One school (Masterman), also had a requirement that the student complete algebra prior to 9th grade.

Table A1. Eligibility criteria for each CB high school.

Criteria-Based School or Program	Required Qualification Level	Performance or Portfolio Requirement
Julia R. Masterman School**	High-22 Algebra	No
Central High School**	High-22	No
Academy at Palumbo**	High-17	No
Carver (High School of Engineering and Science) **		No
Parkway Center City Middle College		No
Arts Academy at Benjamin Rush		Yes
Creative and Performing Arts High School (CAPA)	Medium	Yes
Girard Academic Music Program		Yes
Science Leadership Academy (SLA)		Yes
Science Leadership Academy (SLA) at Beeber		Yes
Franklin Learning Center	Minimum	Yes (some programs)
George Washington High School*		No
Hill-Freedman World Academy		No
Lankenau High School		No
Motivation High School		No
Northeast High School*		No
Parkway Northwest High School		No
Parkway West High School		No
Philadelphia High School for Girls		No
Walter B. Saul High School		No
William W. Bodine High School		No

* Qualification level refers to Criteria-Based programs embedded within non-CB schools. These programs are not included in the analyses that are presented in this report.

** These schools offered priority admission to students with home addresses in one of six zip codes.

Appendix B: School-Level Tables

Table B1: Summaries of enrollment from 2019-20 through 2022-23, by student group, at all District CB high schools (does not include CB programs embedded within catchment schools).

School Name	School Year	Total First-Time 9th Grade Enrollment	Asian	Black/ African American	Hispanic/ Latinx	Multi Racial/ Other	White	Female	Male	Non-EL	EL	Does Not Have IEP	Has IEP	Econom. Disadvan.	Not Econom. Disadvan.
Academy at Palumbo	2019-2020	239	89	81	14	17	38	132	107	226	13	224	15	108	131
	2020-2021	249	104	64	32	7	42	156	93	226	23	243	6	142	107
	2021-2022	279	116	61	39	18	45	156	123	242	37	268	11	165	114
	2022-2023	372	108	112	62	28	62	231	141	338	34	356	16	224	148
Arts Academy at Benjamin Rush	2019-2020	187	11	33	23	11	109	146	41	185	2	177	10	59	128
	2020-2021	161	13	31	35	7	75	127	34	159	2	148	13	59	102
	2021-2022	158	16	40	27	12	63	129	29	148	10	145	13	71	87
	2022-2023	154	10	28	36	10	70	119	35	143	11	137	17	83	71
Central High School	2019-2020	626	229	111	56	41	189	361	265	615	11	626	0	227	399
	2020-2021	584	221	88	46	34	195	291	293	576	8	580	4	235	349
	2021-2022	601	205	127	43	30	196	339	262	590	11	596	5	250	351
	2022-2023	619	188	190	90	31	120	368	248	590	29	600	19	351	268

School Name	School Year	Total First-Time 9th Grade Enrollment	Asian	Black/ African American	Hispanic/ Latinx	Multi Racial/ Other	White	Female	Male	Non-EL	EL	Does Not Have IEP	Has IEP	Econom. Disadvan.	Not Econom. Disadvan.
Franklin Learning Center	2019-2020	242	15	121	68	15	23	154	88	197	45	221	21	127	115
	2020-2021	212	31	87	62	11	21	134	78	172	40	205	7	162	50
	2021-2022	342	34	177	102	13	16	220	122	300	42	328	14	253	89
	2022-2023	214	22	105	66	10	11	115	98	163	51	187	27	157	57
Girard Academic Music Program	2019-2020	66	10	23	6	8	19	44	22	66	0	55	11	23	43
	2020-2021	76	10	27	6	6	27	43	33	75	1	71	5	34	42
	2021-2022	61	11	23	6	3	18	39	22	61	0	53	8	30	31
	2022-2023	61	20	20	2	3	16	38	22	56	5	58	3	26	35
High School for Creative and Performing Arts	2019-2020	198	17	92	29	14	46	153	45	192	6	192	6	84	114
	2020-2021	177	5	74	22	18	58	140	37	174	3	170	7	82	95
	2021-2022	191	12	101	24	6	48	157	34	184	7	178	13	94	97
	2022-2023	187	13	99	20	9	46	141	43	183	4	178	9	95	92
High School of Engineering and Science	2019-2020	197	33	108	24	14	18	103	94	193	4	191	6	89	108
	2020-2021	188	20	122	17	12	17	89	99	187	1	183	5	86	102
	2021-2022	194	32	108	27	12	15	96	98	191	3	187	7	94	100
	2022-2023	248	41	134	36	16	21	122	126	238	10	239	9	136	112

School Name	School Year	Total First-Time 9th Grade Enrollment	Asian	Black/ African American	Hispanic/ Latinx	Multi Racial/ Other	White	Female	Male	Non-EL	EL	Does Not Have IEP	Has IEP	Econom. Disadvan.	Not Econom. Disadvan.
Hill-Freedman World Academy	2019-2020	76	2	67	5	1	1	37	39	74	2	66	10	35	41
	2020-2021	98	1	85	5	7	0	42	56	94	4	83	15	51	47
	2021-2022	115	1	94	5	13	2	55	60	115	0	93	22	64	51
	2022-2023	110	2	94	4	5	5	46	64	110	0	86	24	72	38
Julia R. Masterman School	2019-2020	114	41	15	2	13	43	60	54	114	0	113	1	22	92
	2020-2021	119	39	15	8	13	44	66	53	119	0	118	1	18	101
	2021-2022	114	36	15	10	10	43	56	58	114	0	114	0	23	91
	2022-2023	113	45	20	8	10	30	58	55	113	0	112	1	48	65
Lankenau High School	2019-2020	84	1	74	6	2	1	43	41	83	1	74	10	40	44
	2020-2021	109	1	101	4	1	2	58	51	107	2	102	7	72	37
	2021-2022	71	1	61	6	3	0	38	33	70	1	64	7	45	26
	2022-2023	91	0	79	4	4	4	38	53	90	1	62	29	69	22
Motivation High School	2019-2020	115	1	110	1	3	0	69	46	109	6	106	9	75	40
	2020-2021	127	1	109	10	4	3	61	66	112	15	102	25	102	25
	2021-2022	93	1	88	1	3	0	49	44	83	10	75	18	75	18
	2022-2023	83	0	77	2	3	1	49	34	78	5	66	17	69	14

School Name	School Year	Total First-Time 9th Grade Enrollment	Asian	Black/ African American	Hispanic/ Latinx	Multi Racial/ Other	White	Female	Male	Non-EL	EL	Does Not Have IEP	Has IEP	Econom. Disadvan.	Not Econom. Disadvan.
Parkway Center City Middle College High School	2019-2020	126	8	92	20	5	1	84	42	125	1	123	3	57	69
	2020-2021	132	13	84	26	6	3	80	52	126	6	130	2	65	67
	2021-2022	107	7	77	14	7	2	71	36	103	4	98	9	73	34
	2022-2023	135	10	92	19	9	5	85	50	132	3	129	6	86	49
Parkway Northwest High School	2019-2020	77	0	65	5	6	1	47	30	75	2	68	9	46	31
	2020-2021	77	0	67	5	2	3	44	33	75	2	65	12	47	30
	2021-2022	63	1	56	1	5	0	34	29	63	0	54	9	33	30
	2022-2023	77	0	71	2	4	0	38	39	76	1	66	11	58	19
Parkway West High School	2019-2020	86	1	80	1	3	1	53	33	86	0	80	6	58	28
	2020-2021	66	1	60	3	2	0	36	30	59	7	55	11	49	17
	2021-2022	67	1	57	2	7	0	39	28	65	2	52	15	56	11
	2022-2023	54	0	51	1	2	0	30	24	53	1	36	18	45	9
Philadelphia High School for Girls	2019-2020	185	26	118	25	7	9	185	0	173	12	183	2	108	77
	2020-2021	298	30	204	36	13	15	298	0	286	12	292	6	184	114
	2021-2022	234	25	166	21	10	12	233	1	224	10	229	5	145	89
	2022-2023	285	29	193	30	16	17	284	1	267	18	261	24	206	79

School Name	School Year	Total First-Time 9th Grade Enrollment	Asian	Black/ African American	Hispanic/ Latinx	Multi Racial/ Other	White	Female	Male	Non-EL	EL	Does Not Have IEP	Has IEP	Econom. Disadvan.	Not Econom. Disadvan.
Science Leadership Academy	2019-2020	124	15	36	23	8	42	58	66	117	7	109	15	38	86
	2020-2021	130	12	40	23	8	47	70	60	126	4	118	12	36	94
	2021-2022	122	12	33	24	10	43	61	61	116	6	110	12	39	83
	2022-2023	131	17	39	11	10	54	63	67	125	6	115	16	47	84
The Science Leadership Academy at Beeber	2019-2020	120	5	88	12	6	9	68	52	112	8	110	10	52	68
	2020-2021	119	5	86	8	5	15	62	57	116	3	111	8	49	70
	2021-2022	116	9	72	9	9	17	57	59	109	7	104	12	65	51
	2022-2023	102	3	81	2	7	9	56	46	98	4	91	11	52	50
Walter B. Saul High School	2019-2020	172	2	110	21	8	31	114	58	164	8	149	23	91	81
	2020-2021	159	4	103	24	2	26	104	55	154	5	133	26	87	72
	2021-2022	137	2	79	16	11	29	85	52	132	5	112	25	78	59
	2022-2023	128	2	80	19	9	18	65	62	126	2	95	33	91	37
William W. Bodine High School	2019-2020	197	21	100	49	13	14	114	83	185	12	183	14	118	79
	2020-2021	187	27	83	46	14	17	120	67	168	19	179	8	126	61
	2021-2022	138	19	64	28	9	18	83	55	122	16	122	16	91	47
	2022-2023	119	22	45	28	7	17	55	64	101	18	103	16	87	32
Grand Total		12,985	2,138	6,163	1,655	751	2,278	8,044	4,931	12,314	671	12,097	888	6,889	6,096