



THE SCHOOL DISTRICT OF
PHILADELPHIA

A Summary of the 2022-23 School Selection Process: Qualifications, Applications, Admission Offers, and Student Responses, with a focus on District 8th Graders Applying to Criteria-Based Schools

Key Findings

- **Overall Participation (Internal and External Students):** Across all grades, a total of 16,496 different students (District students and external students) submitted at least one application to a District school or program during the 2022-23 School Selection Process. Consistent with historical patterns, the majority (10,701) of all applicants participating in the School Selection Process were 8th graders.
- **Qualifications (District 8th Graders Only):** Based on *pre-application student qualification levels*, approximately one-fourth (27.1%) of all District 8th graders met or exceeded the Minimum qualification level for criteria-based (CB) high schools in 2022-23. This represents a large decrease from 2021-22 (65.0%), when there was no PSSA requirement; but represents an increase from 2020-21 (20.2%), when the PSSA requirement was last in effect.

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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- **Applications (District 8th Graders Only):** Overall, 63.8% of District 8th graders applied to at least one criteria-based school in 2022-23. This represents a 1.2 percentage point decrease from the 2021-22 CB application rate of 65.0%.
- **Applications (District 8th Graders Only):** Less than half (45.1%) of all CB applications (students can apply to up to 5 schools) submitted by District 8th graders were submitted to a school where that student met the school's requirements (including attendance, grades, and standardized test scores).
- **Admission Offers (District 8th Graders Only):** Over 97% of District 8th graders who submitted at least one eligible CB application received at least one CB admission offer.
- **Student Responses (District 8th Graders Only):** Over 90% of students who received at least one CB offer accepted one.

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Introduction

Students throughout Philadelphia have the opportunity to apply to attend School District of Philadelphia (SDP) schools of their choice through an annual School Selection Process (SSP). Students across all grades may apply to all available SDP K-12 schools, but 8th graders applying for 9th grade constitute the largest group of participants.

Among the 9th grade options provided by SDP are 21 criteria-based (CB) high schools and programs. These schools and programs all have minimum requirements for students’ grades in core courses (English, math, science, and social studies), attendance, and standardized test scores. In addition, some schools have specialized requirements (e.g., an audition as part of an application to a specialized performing arts program, prior course completion, or a project-based presentation).

Major changes were made to the SSP during the 2021-22 school year,¹ and most of those changes were retained for the 2022-23 school year (see Table 1). One substantive difference in the criteria used in 2022-23 compared to the 2021-22 school year was a return to using standardized test scores as criteria for admission (which were not available in 2021-22 due to Covid-19 disruptions).²

Table 1. Summary of changes to the School Selection Process for CB schools during Fall 2021-22 and Fall 2022-23

Major Changes to the School Selection Process for CB Schools	Fall 2021-22	Fall 2022-23
PSSA (standardized test) criteria	Not included	Included
Course grade requirements	Revised	Continued 2021-22 categories
Use of school level lotteries conducted centrally by the District to allocate initial offers of admission	Newly established	Continued 2021-22 practice
Use of two years of student data for attendance and course grade criteria determinations	Continued practice first put in place in 2020-21	Continued 2021-22 practice
Lottery priority for designated student groups, including students protected under the LeGare Consent Decree, ³ and students who live in any of 6 priority zip codes.	Newly established	Continued for priority zip codes only

¹ For details on the SSP as it was conducted during the 2021-22 school year, see: <https://www.philasd.org/research/2022/08/25/2021-22-school-selection-in-sdp>

² Prior to Fall of 2021-22, District PSSA percentile rankings were consistently used as one of the criteria at CB schools. However, as a result of disruptions related to the Covid-19 pandemic, PSSA test administration was canceled in 2019-20 and sharply limited in 2020-21. As a result, use of PSSA scores was not feasible for Fall of 2021-22 because few students had valid scores. Standard administration of the PSSA resumed in 2021-22, and scores on both ELA and Math tests were reinstated as criteria in Fall 2022-23. Students from outside the District who did not have PSSA scores could substitute scores on an approved alternative standardized test (e.g., a comparable state assessment from an out-of-state student’s point of origin). For District students, if, and only if, they did not have valid PSSA scores, they could substitute scores from the TerraNova exam. The District provided several opportunities to students to take the TerraNova during the Fall of 2022-23.

³ The District entered into the LeGare Consent Decree in 1995 and it was amended in 1998. The Consent Decree addressed the inclusion of students with IEPs and 504 plans within the School Selection Process.

This report includes analyses of several phases of the 2022-23 School Selection Process, including the rates at which students of all grades participated by applying to schools and programs, and the rates at which those students received and/or accepted offers of admission as of February 6, 2023. This date represents the end of the initial offer and waitlist phase, when the majority of offers and acceptances had been completed. This brief does not include final, Fall 2023-24 enrollment. Analyses include information about all grades, applications to schools of all admission types, and students from inside and outside of the District. However, the majority of the analyses focus on 8th graders enrolled in District (non-charter) schools, and their engagement with the School Selection Process (SSP) to enroll in 9th grade CB schools and programs in the 2023-24 school year. These analyses are further divided into those that concern all District 8th graders, whether they applied or not; and others that are restricted to students who participated in the SSP by submitting at least one application to a criteria-based (CB) school. In addition, these analyses are supplemented with school-level information for all 8th grade applicants, both internal and external, which can be found in Appendix C.

Box 1. Key Terms

Criteria-Based (CB) Schools and Programs: Schools with eligibility criteria that students must meet in order to be entered into the admission lottery (see Box 2 for details about these criteria). In addition, there are two schools with neighborhood enrollment boundaries that also have embedded programs with entry criteria.

Potential Applicant: A student is considered a Potential Applicant if they were enrolled in an SDP school at the close of the application window, and were classified in administrative data as an 8th grader. For the 2022-23 School Selection Process, the application window closed on November 4, 2022.

Offer of Admission: This refers to an offer to attend a specific school or program, which is extended to a specific student. This report includes all offers that were extended in this way as of February 6, 2023. This includes all offers directly from initial lotteries, as well as the high-volume initial phase of the waitlist process. It does not include all offers, including those that occurred as the waitlist offers continued into the fall, or those offers resulting from appeals processes.

Box 2. Tiered Qualification Levels for 2022-2023

All criteria-based schools had an eligibility requirement of nine unexcused absences or fewer; and all had minimum, but varied, requirements for grades in the four core subject areas (English, math, science, and social studies). Three qualification tiers (High, Medium, and Minimum) were established to correspond with groups of schools with the same course grade requirements.

High Qualifications: Students must have a grade of A or B in each of the four core content areas. There were five schools, and one embedded program, with this requirement. These same five schools also required students to meet a minimum threshold on the PSSA ELA and PSSA Math, and one also required applicants to complete Algebra I prior to enrollment. These additional considerations result in the following sub-tiers:

High-80 Algebra: Meets requirements for High-80, and is on track to complete Algebra I by the end of 8th grade (see Appendix A for information about schools offering Algebra I in 8th grade).

High-80: High qualifications, plus placement in at least the 80th percentile among SDP students on both PSSA tests.

High-65: High qualifications, plus placement in at least the 65th percentile among SDP students on both PSSA tests.

Medium Qualifications: Students must have a grade of A or B in three of the four core content areas, and a grade of A, B, or C in the fourth. These schools also required students to place in at least the 50th percentile among SDP students on both PSSA tests. There were seven schools with these requirements. Among those seven schools, five also had an additional audition or portfolio requirement.

Minimum Qualifications: Students must have a grade of A, B, or C in each of the four core content areas. These schools also required students to place in at least the 50th percentile among SDP students on both PSSA tests. There were seven schools and two embedded programs with these requirements.

These qualification levels are hierarchical, such that a student who meets the High requirements would, by definition, also meet the Medium and Minimum requirements.

See Appendix B for a list of criteria-based schools and programs, and their respective requirements.

Research Questions

Similar to previous reports,⁴ this brief explores the following sets of related research questions:

1. How many applicants (both internal and external) participated in the School Selection Process for all schools and programs, and for criteria-based schools and programs? For each prospective grade level, how many students a) submitted at least one application, b) submitted at least one fully eligible application, c) received at least one admission offer, and d) accepted an admission offer?
2. For the pool of District 8th grade Potential Applicants, how many met each of the tiered qualification levels (based on pre-application classifications)? How did those qualification rates differ by student characteristics?
3. For the pool of District 8th grade Potential Applicants, how many applied to criteria-based schools and programs? How did those application rates differ by student characteristics, by students' tiered qualification levels (based on pre-lottery classifications; see Box 2), and by eligibility requirements of schools?
4. For each criteria-based high school and program, how many District 8th graders applied? How many of those applicants met pre-lottery requirements and how many met final eligibility requirements?
5. For District 8th grade applicants, how many received an offer of admission and how many accepted those offers as of February 6, 2023? How did those admission offer and student acceptance rates differ by student characteristics and by eligibility requirements of schools?
6. As of February 6, 2023, for each criteria-based high school and program, how many students received an offer of admission? As of February 6, 2023, how many of those admission offers were accepted by students?

Methods

Although students in every grade level participate in the School Selection Process, the largest group of applicants are 8th graders applying for admission to high schools (or middle-high schools) as 9th graders. Further, any student in Philadelphia can submit applications, including students already enrolled in District schools, but also including those enrolled elsewhere (e.g., in charter, private, or parochial schools). Given the high volume of applications from rising 9th graders, and given that the District directly supports those applicants who are enrolled in District schools, this report primarily focuses on internal District 8th graders.

Consistent with analyses of previous years, we first identified the students who should be classified as internal, 8th grade *Potential Applicants*. For the 2022-23 application year, students were included if they were enrolled in 8th grade in a District school on November 4, 2022 (the close of the application window).

⁴ Previous reports can be found here: <https://www.philasd.org/research/category/school-selection/>

Student Qualifications and Application Eligibility

In this report, there are two distinct time points at which a student’s qualification status is determined: *Pre-application student qualification level* and *final application eligibility*.

Pre-Application Student Qualification Level: Not every Potential Applicant submits an application and becomes an Applicant. However, whether students apply or not, it is important to understand which of the District’s options they might be *eligible* to attend, which in turn requires understanding details of qualification patterns among the entire Potential Applicant pool. These analyses help to understand student choice, by contextualizing whether and which students forego options that are available to them. It also helps to understand whether all students are given equitable opportunities to compile the academic achievements that are required to access some of the District’s most competitive sites.⁵

For all Potential Applicants, all available course grade and attendance data from the two prior school years were compiled, and each student’s qualification profile was based on choosing the most favorable data points across the two years. For the standardized assessment requirement, ELA and Math scores from the Spring 2021-22 PSSA were used. Students were classified at a particular qualification level if they met all of that level’s requirements (see Box 2). This resulted in an analytic sample of 8,715 District 8th graders.

Pre-application student qualification levels are used in this report to describe patterns of qualification within the pool of internal Potential Applicants. In some cases, additional information becomes available later in the School Selection Process that might affect final eligibility (e.g., LeGare waivers, or audition requirements; see below for more details). However, these changes are associated with the introduction of supplemental materials during the application process, and therefore can only possibly occur for those students who choose to submit one or more applications. For that reason, our analysis of the pool of Potential Applicants is based strictly on data that was available for all students in that sample, prior to the addition of supplemental materials.

Final Application Eligibility: For some students, pre-application data may be supplemented with additional data during the application process, and this supplemental data may affect whether an application is ultimately classified as eligible or ineligible. Three examples include:

- A student has internal SDP data for one, but not both prior years (e.g., because they were enrolled in a charter school for one year). Based on this single year of data, the student’s pre-application qualification level is determined to be *Medium*. During the application process, that same student has the opportunity to provide relevant data for the “missing” year, which is then validated by District staff. The student’s application to a school with *High-65* requirements is classified as eligible, because the new information now indicates that they affirmatively meet this level.

⁵ Additionally, and concretely, these analyses support the ongoing evaluation of Guardrail 4 of the Philadelphia’s Board of Education’s Goals and Guardrails. For more information about the Goals and Guardrails see: <https://www.philasd.org/era/goals-and-guardrails/>

- A student meets all of the *Minimum* criteria, except for the attendance requirement. However, the student has an individualized education plan, and is eligible to waive one requirement under the terms of the LeGare Consent Decree. This waiver is applied to the attendance requirement, and as a result the student’s application to a school with *Minimum* criteria is classified as *eligible*.
- A student with complete data for two years is classified as meeting the *Medium* qualification level. This student applies to two CB schools, both of which have *Medium* requirements. At the first school, the student’s application is classified as *eligible*. However, the second school has an additional audition requirement. The student’s audition does not meet the school’s standard for its additional requirement, and as a result that application is classified as *ineligible*.

Final application eligibility is used in this report to describe patterns of all phases of the school selection process that are specifically restricted to those students who submit at least one application. This includes descriptions of the patterns of application submissions and application eligibility, as well as patterns of admission offers and student responses to those offers.

Findings

RQ1: How many applicants (both internal and external) participated in the School Selection Process for all grades at all schools and programs, and criteria-based schools and programs? For each prospective grade level, how many students a) submitted at least one application, b) submitted at least one fully eligible application, c) received at least one admission offer, and d) accepted an admission offer?

Consistent with historical patterns, over half of all applications submitted in the School Selection Process came from 8th graders.

Across all grades, a total of 16,496 different students submitted at least one application to a District school or program (Table 2). This total includes applicants already enrolled in District schools *and also* external applicants. The majority of applicants (10,701) were 8th graders applying for admission to schools for 9th grade. Of the 16,496 applicants, 14,864 submitted at least one application that was classified as eligible (meaning that they met all of the criteria for the school they applied to), and 11,888 received at least one admission offer.

Table 2. Number of applicants submitting applications and number submitting eligible applications, number and percentage receiving admission offers, and number and percentage accepting those offers; District and external students, all grades and schools and programs

Grade level Applied For	Number of Students Submitting At Least One Application (Applicants)	Number of Students Submitting At Least One Fully Eligible Application (Eligible Applicants)	Number of Eligible Applicants Receiving One or More Admission Offers	Percentage of Applicants Receiving One or More Admission Offers	Percentage of Eligible Applicants Receiving One or More Admission Offers	Number of Students With One or More Admission Offers Who Accepted One	Percentage of Students With One or More Admission Offer Who Accepted One
Kindergarten	807	807	508	62.9%	62.9%	396	78.0%
1	193	193	120	62.2%	62.2%	67	55.8%
2	130	130	71	54.6%	54.6%	40	56.3%
3	126	126	71	56.3%	56.3%	41	57.7%
4	128	128	76	59.4%	59.4%	51	67.1%
5	738	647	463	62.7%	71.6%	386	83.4%
6	1,230	1,165	795	64.6%	68.2%	599	75.3%
7	348	299	200	57.5%	66.9%	135	67.5%
8	196	149	95	48.5%	63.8%	59	62.1%
9	10,701	9,755	8,578	80.2%	87.9%	7,162	83.5%
10	1,157	863	556	48.1%	64.4%	248	44.6%
11	565	464	282	49.9%	60.8%	109	38.7%
12	177	138	73	41.2%	52.9%	22	30.1%
Total	16,496	14,864	11,888	72.1%	80.0%	9,315	78.4%

Source: Data provided by SDP Office of Information Systems on 1/25/2023

With respect to CB schools and programs, there were 11,961 applicants, all applying to grades 5 through 12 (there are no CB schools or programs that serve grades K-4; Table 3). The majority of these (8,439) were for entry in 9th grade. Among the 4,910 who submitted at least one eligible CB application, 4,214 (85.8%) received at least one CB admission offer.

Table 3. Number of applicants submitting applications and number submitting eligible applications, number and percentage receiving admission offers, and number and percentage accepting those offers; District and external students, all grades, and schools, and programs

Grade Level Applied For	Number of Students Submitting At Least One CB Application (Applicants)	Number of Students Submitting At Least One Fully Eligible CB Application (Eligible Applicants)	Number of Eligible Applicants Receiving One or More CB Admission Offers	Percentage of Applicants Receiving One or More CB Admission Offers	Percentage of Eligible Applicants Receiving One or More CB Admission Offers	Number of Students With One or More CB Admission Offers Who Accepted One	Percentage of Students With One or More CB Admission Offer Who Accepted One
5	639	414	308	48.2%	74.4%	262	85.1%
6	787	374	266	33.8%	71.1%	211	79.3%
7	252	117	77	30.6%	65.8%	58	75.3%
8	160	64	36	22.5%	56.3%	22	61.1%
9	8,439	3,276	3,202	37.9%	97.7%	2,864	89.4%
10	1,016	348	156	15.4%	44.8%	56	35.9%
11	522	257	144	27.6%	56.0%	62	43.1%
12	146	60	25	17.1%	41.7%	9	36.0%
Total	11,961	4,910	4,214	35.2%	85.8%	3,544	84.1%

Source: Data provided by SDP Office of Information Systems on 1/25/2023

RQ2: For the pool of District 8th grade Potential Applicants, how many met each of the tiered qualification levels (based on pre-application classifications)? How did those qualification rates differ by student characteristics?

About one in four District 8th graders met the Minimum qualification level, though this rate varied across student groups.

In this, and in all subsequent sections of the main body of the report, analyses are restricted to internal applicants.

Based on *pre-application student qualification levels*, approximately one-fourth (27.1%) of all District 8th graders met or exceeded the Minimum qualification level for CB high schools in 2022-23 (Table 4). This represents a large decrease from 2021-22 (65.0%), when there was no PSSA requirement; but represents an increase from 2020-21 (20.2%), when the PSSA requirement was last in effect.

The Minimum qualification rate varied by student demographics. For example, about 18% of Black/African American and Hispanic/Latinx students met Minimum qualifications, compared with 47.2% and 60.5% for White and Asian students, respectively. Similarly, students receiving special education services met the Minimum qualifications (4.6%) at a much lower rate than those not receiving special education services (32.7%); and students identifying as male at a lower rate than those identifying as female (22.9% versus 31.7%). Finally, in 2021-22 English Learners (ELs) and non-

ELs met the Minimum qualification level at comparable rates; but in 2022-23 non-ELs (30.5%) did so at about three times the rate as ELs (10.6%).

Table 4. Number and percentage of 2022-23 District 8th grade students meeting or exceeding Minimum qualifications for criteria-based schools, via pre-lottery qualification classification, by student groups

Student Group	Number of Students in Group (2022-23)	Number of 8th Graders that Did Not Meet Minimum Qualifications (2022-23)	Number of 8th Graders that Met or Exceeded Minimum Qualifications (2022-23)	Percentage of 8th Graders that Met or Exceeded Minimum Qualifications (2021-22)	Percentage of 8th Graders that Met or Exceeded Minimum Qualifications (2022-23)	Percentage Point Change in Minimum Qualification Rate for the District 8th Grade Cohort from 2021-22 to 2022-23
Race/Ethnicity						
Asian	828	327	501	88.7%	60.5%	-28.2
Black/African American	4,001	3,281	720	58.8%	18.0%	-40.8
Hispanic/Latinx	2,204	1,801	403	59.1%	18.3%	-40.8
Multi Racial/Other*	447	287	160	67.1%	35.8%	-31.3
White	1,231	650	581	76.8%	47.2%	-29.6
Gender						
Female	4,164	2,842	1,322	69.1%	31.7%	-37.4
Male	4,540	3,502	1,038	61.2%	22.9%	-38.3
English Learner Status						
Non-EL	7,246	5,036	2,210	65.0%	30.5%	-34.5
EL	1,465	1,310	155	64.8%	10.6%	-54.2
Receiving Special Education Services						
Non-Special Education	6,986	4,701	2,285	68.9%	32.7%	-36.2
Special Education	1,725	1,645	80	48.2%	4.6%	-43.6
Overall						
All District 8th Graders	8,715	6,350	2,365	65.0%	27.1%	-37.9

Source: Data provided by SDP Office of Information Systems on 1/25/2023

*Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

How to read this table: For each student group, the first column (number of students in group) represents the total number of 8th graders, in that group, who were enrolled in District schools at the close of the application window. The next two columns (did not and did meet Minimum requirements in 2022-23) show the number of students in that same sample who did not (or did) meet the Minimum requirements according to the *pre-lottery student qualification classifications*. The next column shows the percentage who similarly met Minimum qualifications the prior year (2021-22). The final two columns show the percentage who met the Minimum requirements in 2022-23, and then the difference in percentage points from 2021-22.

We also determined the number of 8th grade students who met each qualification level (Table 5; see Box 2 for detailed descriptions of each level). Of all 8th grade Potential Applicants attending District schools, 1.7% met *only* the Minimum qualification level, but none of the other levels. An additional 6.7% met the requirements for the Medium level (but not High), and another 18.8%⁶ met one of the High qualification variants (for a total of 27.1% of Potential Applicants meeting at least the Minimum qualification level).

Table 5. Number and percentage of District 8th grade students meeting each qualification level (pre-lottery), by student groups

Student Group	Number of Students in Group	Percentage of Student Group Meeting Each Qualification Level					
		High-80 Algebra	High-80	High-65	Medium	Minimum	Not Qualified
Race/Ethnicity							
Asian	828	28.1%	9.1%	13.4%	8.8%	1.1%	39.5%
Black/African American	4,001	2.0%	1.8%	6.0%	6.3%	1.8%	82.0%
Hispanic/Latinx	2,204	3.4%	1.7%	5.9%	5.9%	1.4%	81.7%
Multi Racial/Other*	447	13.4%	2.5%	8.9%	8.9%	2.0%	64.2%
White	1,231	20.1%	6.5%	11.6%	7.1%	1.8%	52.8%
Gender							
Female	4,164	9.3%	3.7%	9.1%	7.9%	1.8%	68.3%
Male	4,540	6.7%	2.7%	6.3%	5.6%	1.5%	77.1%
English Learner Status							
Non-EL	7,246	9.5%	3.7%	8.6%	6.9%	1.8%	69.5%
EL	1,465	0.5%	0.5%	2.8%	5.7%	1.0%	89.4%
Receiving Special Education Services							
Non-Special Education	6,986	9.9%	3.8%	9.3%	7.9%	1.8%	67.3%
Special Education	1,725	0.3%	0.4%	1.1%	1.9%	0.9%	95.4%
Overall							
All District 8th Graders	8,715	8.0%	3.1%	7.6%	6.7%	1.7%	72.9%

Source: Data provided by SDP Office of Information Systems 1/25/2023

* Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

How to read this table: For each student group, the percentages (read horizontally) will sum to 100%. For example, of the Potential Applicants who identify as Asian, 28.1% met the High-80 Algebra requirements, an additional 9.1% met the High-80 requirements (but not the High-80 Algebra requirements), 13.4% met the High-65 requirements, 8.8% met the Medium requirements, 1.1% met the Minimum requirements, and 39.5% were not qualified. The columns can reveal information about levels of qualification within and between student groups. For example, if students of all races/ethnicities were proportionally represented among High-80 Algebra students, then the numbers in the corresponding column would be similar to each other and also to the overall 8th grade District percentage of 8.0%. Instead, we see that only 2.0% of students who are Black/African American met the High-80 Algebra qualification level, compared with the 28.1% mentioned above for students who are Asian.

⁶ This value does not match the simple addition of 8.0% + 3.1% + 7.6% due to rounding.

RQ3: For the pool of District 8th grade Potential Applicants, how many applied to criteria-based schools and programs? How did those application rates differ by student characteristics, by students' tiered qualification levels (based on pre-lottery classifications), and by eligibility requirements of schools?

About two-thirds of District 8th graders submitted at least one CB application, but this rate was not consistent across student groups.

Overall, 63.8% of 8th grade Potential Applicants applied to at least one criteria-based school in 2022-23 (Table 6). This represents a 1.2 percentage point decrease from the 2021-22 CB application rate of 65.0%. Application rates varied across student groups, with most seeing small increases or decreases within two percentage points. Exceptions to this include decreases among students identifying as Hispanic/Latinx (4.1 percentage points) and ELs (6.6 percentage points).

Table 6. Percentage of 8th grade District Potential Applicants who submitted at least one application to a criteria-based school or program, by student groups, with year-over-year comparison to 2021-22

Student Group	Number of Students in Group (2022-23)	Participation Rate Within Each Student Group (2021-22)	Participation Rate Within Each Student Group (2022-23)	Percentage Point Change in CB Application Rate from 2021-22 to 2022-23
Race/Ethnicity				
Asian	724	86.5%	87.4%	0.9
Black/African American	2,564	64.4%	64.1%	-0.3
Hispanic/Latinx	1,104	54.2%	50.1%	-4.1
Multi Racial/Other*	298	66.3%	66.7%	0.4
White	863	68.8%	70.1%	1.3
Gender				
Female	2,948	72.4%	70.8%	-1.6
Male	2,599	58.3%	57.2%	-1.1
English Learner Status				
Non-EL	4,856	66.8%	67.0%	0.2
EL	697	54.2%	47.6%	-6.6
Receiving Special Education Services				
Non-Special Education	4,763	69.1%	68.2%	-0.9
Special Education	790	47.1%	45.8%	-1.3
Overall				
All District 8th Graders	5,556	65.0%	63.8%	-1.2

Source: Data provided by SDP Office of Information Systems on 1/25/2023

*Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

In general, students meeting higher qualification levels also had higher CB application rates.

Consistent with our research from prior years, the more highly qualified students were (based on pre-application qualification levels), the more frequently they submitted at least one application to at least one CB school (Table 7). Students who met a High qualification level submitted at least one CB application at rates that ranged from 98.4% (for High-80 Algebra) to 92.7% (for High-80; see bottom row of Table 7). Among students classified at the Medium qualification level, 89.9% submitted at least one CB application, as did 82.8% of students at the Minimum level. Overall, 63.8% of 8th grade District students submitted at least one application to a CB school or program (the CB application rate).

When looking at application rates by qualification level and student group, we find that students identifying as Hispanic/Latinx had a lower overall application rate (50.1%) than those identifying with other races/ethnicities. However, application rates for Hispanic/Latinx students were not consistently lower across all qualification levels. In fact, the pattern is most pronounced among students who did not meet any qualification level, and would therefore have a basis to forego such applications.

Among other student groups, those identifying as male (57.2%), ELs (47.6%), and/or students who were receiving special education services (45.8%) had lower overall CB application rates than those of (respectively) female students, non-ELs, and students not receiving special education services. In each of these instances the differences in rates were most pronounced among those who did not meet any qualification level, but were present to some degree for almost all combinations of student group and qualification level.⁷

⁷ The only exceptions were among ELs/non ELs at the High-80 qualification level, and students receiving/not receiving special education services at the High-80 and High-80 Algebra levels.

Table 7. Percentage of District 8th grade students in each qualification level who submitted at least one application to *any* criteria-based school or program [ignoring the requirements of the school(s) they applied to]

Student Group	Number of Students in Group	Student's Highest Qualification Level						CB Application Rate for Student Group
		High-80 Algebra	High-80	High-65	Medium	Minimum	Not Qualified	
Race/Ethnicity								
Asian	828	100.0%	94.7%	97.3%	98.6%	88.9%	70.9%	87.4%
Black/African American	4,001	98.8%	94.4%	97.1%	94.4%	89.2%	57.2%	64.1%
Hispanic/Latinx	2,204	94.6%	91.9%	90.0%	80.9%	74.2%	41.9%	50.1%
Multi Racial/ Other*	447	98.3%	90.9%	97.5%	85.0%	66.7%	52.3%	66.7%
White	1,231	98.0%	90.0%	88.8%	85.2%	77.3%	50.6%	70.1%
Gender								
Female	4,164	98.7%	95.4%	95.5%	92.1%	89.2%	59.4%	70.8%
Male	4,540	98.0%	89.3%	92.0%	87.0%	75.7%	47.2%	57.2%
English Learner Status								
Non-EL	7,246	98.5%	92.5%	94.4%	91.0%	83.2%	55.2%	67.0%
EL	1,465	87.5%	100.0%	87.8%	83.3%	78.6%	43.1%	47.6%
Receiving Special Education Services								
Non-Special Education	6,986	98.4%	92.5%	94.1%	90.2%	82.9%	55.8%	68.2%
Special Education	1,725	100.0%	100.0%	89.5%	84.4%	81.3%	43.8%	45.8%
Overall								
All District 8th Graders	8,715	98.4%	92.7%	94.0%	89.9%	82.8%	52.7%	63.8%

Source: Data provided by SDP Office of Information Systems on 1/25/2023

*Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

How to read this table: Each cell shows the percentage of students in the corresponding student group (row) and qualification level (column) who applied to at least one CB school or program. For example, among students who were male and whose highest qualification was Medium, 87.0% submitted at least one CB application. The “CB Application Rate for Student Group” column on the far right shows the CB application rate for the entire student group. For example, 50.1% of students who identify as Hispanic/Latinx applied to at least one CB school or program (ignoring those students’ qualification levels).

Students meeting high qualification levels had the highest application rates to CB schools and programs with High eligibility requirements; however, students who did not meet the High qualification criteria still applied frequently to these schools and programs.

Students with higher qualification levels (based on pre-application classifications) were also more likely to apply to the six schools and programs with High qualification requirements (Table 8; see Appendix B for the specific schools and programs). Students in each High category applied at rates ranging from 86.3% of all students qualified at the High-65 level to 96.6% of all students qualified at the High-80 Algebra level (see bottom row of Table 8). In many cases, students who did not meet high qualification levels (at least prior to the application process) also applied to these schools. Overall, 65.9% of students at the Medium level, 48.3% of those at the Minimum level, and 29.3% of students meeting no qualification levels submitted at least one application to a High qualification school.

Table 8. Percentage of District 8th grade students in each qualification level who submitted at least one application to a High qualification CB school or program

Student Group	Number of Students in Group	Student's Highest Qualification Level						High Qualification Schools Application Rate for Student Group
		High-80 Algebra	High-80	High-65	Medium	Minimum	Not Qualified	
Race/Ethnicity								
Asian	828	99.1%	94.7%	96.4%	83.6%	66.7%	56.0%	79.6%
Black/African American	4,001	96.3%	88.7%	89.3%	62.7%	52.7%	28.9%	37.6%
Hispanic/Latinx	2,204	90.5%	91.9%	80.8%	64.9%	41.9%	25.0%	34.2%
Multi Racial/ Other*	447	98.3%	63.6%	92.5%	62.5%	11.1%	30.0%	48.1%
White	1,231	95.6%	80.0%	76.9%	63.6%	50.0%	29.7%	54.5%
Gender								
Female	4,164	96.4%	87.5%	86.6%	67.8%	45.9%	31.9%	48.0%
Male	4,540	96.7%	86.9%	86.0%	63.8%	51.4%	27.2%	39.6%
English Learner Status								
Non-EL	7,246	96.7%	87.2%	86.9%	64.6%	47.3%	29.9%	45.9%
EL	1,465	87.5%	87.5%	78.0%	73.8%	57.1%	27.3%	32.3%

Student Group	Number of Students in Group	Student's Highest Qualification Level						High Qualification Schools Application Rate for Student Group
		High-80 Algebra	High-80	High-65	Medium	Minimum	Not Qualified	
Receiving Special Education Services								
Non-Special Education	6,986	96.5%	87.6%	86.4%	66.5%	48.8%	32.7%	49.0%
Special Education	1,725	100.0%	71.4%	84.2%	56.3%	43.8%	19.8%	21.9%
Overall								
All District 8th Graders	8,715	96.6%	87.2%	86.3%	65.9%	48.3%	29.3%	43.6%

Source: Data provided by SDP Office of Information Systems on 1/25/2023

*Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

How to read this table: Each cell shows the percentage of students in the corresponding student group (row) and qualification level (column) who applied to at least one of the six CB schools and programs with *High* qualification requirements. For example, among students who were female, and whose highest qualification was High-65, 86.6% submitted at least one application to, specifically, one of those six schools or programs. The “High Qualification Schools Application Rate for Student Group” column on the far right shows the High qualification school application rate for the entire student group. For example, 34.2% of students who identify as Hispanic/Latinx applied to at least one High qualification school (ignoring those students’ qualification levels).

RQ4: For each criteria-based high school and program, how many District 8th graders applied? How many of those applicants met pre-lottery requirements and how many met final eligibility requirements?

Less than half of District 8th graders’ applications to CB schools and programs were fully eligible for entry into the lottery.

Criteria-based schools and programs received different numbers of applications from District students (Table 9). In addition, the percentage of applications that met pre-application qualification levels and those that met final eligibility requirements also varied. Less than half (45.1%) of CB applications submitted by District 8th graders were submitted to a school where that student did, in fact, ultimately meet the school’s requirements.

Table 9. Number of applications, number of (pre-lottery) qualified applications, and number of applications meeting final eligibility requirements, from District 8th graders to CB schools and programs

Criteria Level	Criteria-Based School or Program	Number of Applications	Number of Applications From Students Meeting Eligibility Requirements Based on Pre-Lottery Classification	Percentage of Applications From Students Meeting Eligibility Requirements Based on Pre-Lottery Classification	Number of Applications Meeting Final Eligibility Requirements	Percentage of Applications Meeting Final Eligibility Requirements
High-80 Algebra	Julia R. Masterman School*	943	490	52.0%	541	57.4%
High-80	Central High School*	2,235	818	36.6%	937	41.9%
High-65	Academy at Palumbo*	1,436	809	56.3%	914	63.6%
	Carver (High School of Engineering and Science)*	1,113	650	58.4%	719	64.6%
	Northeast High School - Magnet	1,214	495	40.8%	578	47.6%
	Parkway Center City Middle College	831	343	41.3%	397	47.8%
Medium	Arts Academy at Benjamin Rush	652	256	39.3%	171	26.2%
	Creative and Performing Arts (CAPA)	802	358	44.6%	147	18.3%
	Franklin Learning Center	1,091	320	29.3%	425	39.0%
	Girard Academic Music Program	216	135	62.5%	126	58.3%
	Hill-Freedman World Academy	409	133	36.7%	150	36.7%
	Philadelphia High School for Girls	679	284	41.8%	317	46.7%
	Science Leadership Academy (SLA)	919	568	61.8%	362	39.4%

Criteria Level	Criteria-Based School or Program	Number of Applications	Number of Applications From Students Meeting Eligibility Requirements Based on Pre-Lottery Classification	Percentage of Applications From Students Meeting Eligibility Requirements Based on Pre-Lottery Classification	Number of Applications Meeting Final Eligibility Requirements	Percentage of Applications Meeting Final Eligibility Requirements
Minimum	Science Leadership Academy (SLA) at Beeber	304	128	42.1%	136	44.7%
	George Washington High School	169	120	71.0%	133	78.7%
	Lankenau High School	355	116	32.7%	139	39.2%
	Motivation High School	257	48	18.7%	59	23.0%
	Northeast High School - IB	883	335	37.9%	325	36.8%
	Parkway Northwest High School	333	85	25.5%	106	31.8%
	Parkway West High School	248	50	20.2%	59	23.8%
	Walter B. Saul High School	435	143	32.9%	174	40.0%
	William W. Bodine High School	821	425	51.8%	464	56.5%
All District 8th Graders (Total Applications)		16,345	7,126	43.6%	7,379	45.1%

*These schools incorporated zip code prioritization into their admission processes in 2021-22 and 2022-23.

RQ5: For District 8th grade applicants, how many received an offer of admission and how many accepted those offers as of February 6, 2023? How did those admission offer and student acceptance rates differ by student characteristics and by eligibility requirements of schools?

Over 97% of District 8th graders who submitted at least one eligible CB application received at least one CB admission offer.

Of the 2,354 District 8th graders who submitted at least one fully eligible CB application, 2,300 (97.7%) received at least one offer of admission to a CB program or school via the lottery (Table 10). Of those 2,300 with at least one CB lottery offer, 2,078 (90.3%) accepted one.

Table 10. Number of applicants meeting final eligibility requirements, number and percentage receiving admission offers, and number and percentage accepting those offers; District 8th graders and CB schools and programs

	Students Submitting One or More Fully Eligible CB Applications	Number of Students Receiving One or More CB Admission Offers	Percentage of Students Receiving One or More CB Admission Offers	Number of Students With One or More CB Admission Offers Who Accepted One	Percentage of Students With One or More CB Admission Offers Who Accepted One
All District 8th Graders (Unique Applicants)	2,354	2,300	97.7%	2,078	90.3%

Note: Many students submit multiple applications to CB schools or programs. This table provides information about unique applicants only. For example, 2,354 unique (or different) students submitted one or more fully eligible applications to a CB school or program, and 2,300 unique students received one or more offers of admission to a CB school or program.

Across students identifying with different races/ethnicities and with different genders, the percentage of students with at least one eligible CB application who received at least one CB admission offer ranged from 96.5% to 98.7% (Table 11). The variations were somewhat wider between ELs (93.8%) and non-ELs (98.3%), and between students who were receiving special education services (94.0%) and students who were not receiving services (98.0%).

Among students who received at least one CB offer, the percentage who accepted an offer in most student groups was within two percentage points of the overall average of 90.3%. Exceptions to this were higher rates for students identifying as Asian (95.2%), and lower rates for those identifying as Hispanic/Latinx (83.5%), for ELs (81.9%), and for students receiving special education services (84.7%).

Table 11. Number of applicants meeting final eligibility requirements, number and percentage receiving admission offers, and number and percentage accepting those offers, by student group; District 8th graders and CB schools and programs

Student Group	Number of Students Submitting One or More Fully Eligible CB Applications	Number of Students Receiving One or More CB Admission Offers	Percentage of Students Receiving One or More CB Admission Offers	Number of Students With One or More CB Admission Offers Who Accepted One	Percentage of Students With One or More CB Admission Offers Who Accepted One
Race/Ethnicity					
Asian	538	525	97.6%	500	95.2%
Black/African American	718	709	98.7%	638	90.0%
Hispanic/Latinx	395	381	96.5%	318	83.5%
Multi Racial/Other*	149	147	98.7%	135	91.8%
White	554	538	97.1%	487	90.5%
Gender					
Female	1,325	1,297	97.9%	1169	90.1%
Male	1,024	998	97.5%	904	90.6%
English Learner Status					
Non-EL	2,066	2,030	98.3%	1857	91.5%
EL	288	270	93.8%	221	81.9%
Receiving Special Education Services					
Non-Special Education	2,187	2,143	98.0%	1945	90.8%
Special Education	167	157	94.0%	133	84.7%
Overall					
All District 8th Graders	2,354	2,300	97.7%	2078	90.3%

Source: Data provided by SDP Office of Information Systems on 1/25/2023

*Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

Applications, Eligibility, Admission Offers, and Student Responses by School/Program Qualification Level

In the following tables, we present eligibility, admission offers, and student acceptances at schools and programs associated with each qualification level separately (see Appendix B for details of qualification levels and for the schools and programs within each level). In each case, all values are restricted to the specific qualification level displayed in that table.

Among students who submitted at least one eligible application to a school or program with Minimum qualification criteria, 88.7% received an offer of admission to one (or more) of those schools or programs; however, only 28.3% of those students accepted such an offer (Table 12).

Table 12. Number of applicants meeting final eligibility requirements, number and percentage receiving admission offers, and number and percentage accepting those offers, by student group; District 8th graders and CB schools and programs with Minimum criteria

Student Group	CB Schools/Programs with Minimum Criteria				
	Eligible Applications	Admission Offers		Student Acceptances	
	Students Submitting One or More Fully Eligible CB Applications at this Qualification Level	Number of Students Receiving One or More CB Admission Offers at this Qualification Level	Percentage of Students Receiving One or More CB Admission Offers at this Qualification Level	Number of Students With One or More CB Admission Offers at this Qualification Level Who Accepted One	Percentage of Students With One or More CB Admission Offers at this Qualification Level Who Accepted One
Race/Ethnicity					
Asian	233	198	85.0%	25	12.6%
Black/African American	391	371	94.9%	141	38.0%
Hispanic/Latinx	196	167	85.2%	51	30.5%
Multi Racial/Other*	74	67	90.5%	26	38.8%
White	261	221	84.7%	47	21.3%
Gender					
Female	621	545	87.8%	147	27.0%
Male	532	477	89.7%	142	29.8%

	CB Schools/Programs with Minimum Criteria				
	Eligible Applications	Admission Offers		Student Acceptances	
Student Group	Students Submitting One or More Fully Eligible CB Applications at this Qualification Level	Number of Students Receiving One or More CB Admission Offers at this Qualification Level	Percentage of Students Receiving One or More CB Admission Offers at this Qualification Level	Number of Students With One or More CB Admission Offers at this Qualification Level Who Accepted One	Percentage of Students With One or More CB Admission Offers at this Qualification Level Who Accepted One
English Learner Status					
Non-EL	1,014	911	89.8%	266	29.2%
EL	141	113	80.1%	24	21.2%
Receiving Special Education Services					
Non-Special Education	1,070	945	88.3%	256	27.1%
Special Education	85	79	92.9%	34	43.0%
Overall					
All District 8 th Graders	1,155	1,024	88.7%	290	28.3%

Source: Data provided by SDP Office of Information Systems on 1/25/2023

*Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

Among students who submitted at least one eligible application to a school or program with Medium qualification criteria, 94.1% received an offer of admission to one (or more) of those schools or programs. About half of those students (46.6%) accepted such an offer (Table 13).

Table 13. Number of applicants meeting final eligibility requirements, number and percentage receiving admission offers, and number and percentage accepting those offers, by student group; District 8th graders and CB schools and programs with Medium criteria

	CB Schools/Programs with Medium Criteria				
	Eligible Applications	Admission Offers		Student Acceptances	
Student Group	Students Submitting One or More Fully Eligible CB Application at this Qualification Level	Number of Students Receiving One or More CB Admission Offers at this Qualification Level	Percentage of Students Receiving One or More CB Admission Offers at this Qualification Level	Number of Students With One or More CB Admission Offers at this Qualification Level Who Accepted One	Percentage of Students With One or More CB Admission Offer at this Qualification Level Who Accepted One
Race/Ethnicity					
Asian	249	226	90.8%	74	32.7%
Black/African American	482	465	96.5%	251	54.0%
Hispanic/Latinx	225	219	97.3%	87	39.7%
Multi Racial/Other*	88	83	94.3%	35	42.2%
White	334	304	91.0%	157	51.6%
Gender					
Female	912	867	95.1%	423	48.8%
Male	462	426	92.2%	177	41.5%
English Learner Status					
Non-EL	1,228	1,151	93.7%	543	47.2%
EL	150	146	97.3%	61	41.8%
Receiving Special Education Services					
Non-Special Education	1,280	1,205	94.1%	549	45.6%
Special Education	98	92	93.9%	55	59.8%
Overall					
All District 8 th Graders	1,378	1,297	94.1%	604	46.6%

Source: Data provided by SDP Office of Information Systems on 1/25/2023

*Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

Among students who submitted at least one eligible application to a school or program with High-65 qualification criteria, 89.5% received an offer of admission to one (or more) of those schools or programs. About half of those students (46.4%) accepted an admission offer (Table 14).

Table 14. Number of applicants meeting final eligibility requirements, number and percentage receiving admission offers, and number and percentage accepting those offers, by student group; District 8th graders and CB schools and programs with High-65 criteria

	CB Schools/Programs with High-65 Criteria (Palumbo, Carver, Parkway Center City, Northeast Magnet)				
	Eligible Applications	Admission Offers		Student Acceptances	
Student Group	Students Submitting One or More Fully Eligible CB Application at this Qualification Level	Number of Students Receiving One or More CB Admission Offers at this Qualification Level	Percentage of Students Receiving One or More CB Admission Offers at this Qualification Level	Number of Students With One or More CB Admission Offers at this Qualification Level Who Accepted One	Percentage of Students With One or More CB Admission Offer at this Qualification Level Who Accepted One
Race/Ethnicity					
Asian	471	427	90.7%	192	45.0%
Black/African American	339	317	93.5%	162	51.1%
Hispanic/Latinx	241	212	88.0%	123	58.0%
Multi Racial/Other*	98	86	87.8%	44	51.2%
White	399	343	86.0%	121	35.3%
Gender					
Female	823	718	87.2%	311	43.3%
Male	721	665	92.2%	331	49.8%
English Learner Status					
Non-EL	1,374	1,232	89.7%	550	44.6%
EL	174	153	87.9%	92	60.1%
Receiving Special Education Services					
Non-Special Education	1,471	1,314	89.3%	608	46.3%
Special Education	77	71	92.2%	34	47.9%
Overall					
All District 8 th Graders	1,548	1,385	89.5%	642	46.4%

Source: Data provided by SDP Office of Information Systems on 1/25/2023

*Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

Among students who submitted an eligible application to the school with High-80 qualification criteria, 82.5% received an offer of admission. The majority of those students (62.4%) accepted that offer (Table 15).

Table 15. Number of applicants meeting final eligibility requirements, number and percentage receiving admission offers, and number and percentage accepting those offers, by student group; District 8th graders and CB schools and programs with High-80 criteria

Student Group	CB School with High-80 Criteria (Central)				
	Eligible Applications	Admission Offers		Student Acceptances	
	Students Submitting One or More Fully Eligible CB Application at this Qualification Level	Number of Students Receiving One or More CB Admission Offers at this Qualification Level	Percentage of Students Receiving One or More CB Admission Offers at this Qualification Level	Number of Students With One or More CB Admission Offers at this Qualification Level Who Accepted One	Percentage of Students With One or More CB Admission Offer at this Qualification Level Who Accepted One
Race/Ethnicity					
Asian	326	266	81.6%	182	68.4%
Black/African American	145	121	83.4%	73	60.3%
Hispanic/Latinx	110	96	87.3%	54	56.3%
Multi Racial/Other*	59	48	81.4%	27	56.3%
White	297	242	81.5%	146	60.3%
Gender					
Female	503	414	82.3%	255	61.6%
Male	431	358	83.1%	227	63.4%
English Learner Status					
Non-EL	844	695	82.3%	439	63.2%
EL	93	78	83.9%	43	55.1%
Receiving Special Education Services					
Non-Special Education	918	759	82.7%	473	62.3%
Special Education	19	14	73.7%	9	64.3%
Overall					
All District 8 th Graders	937	773	82.5%	482	62.4%

Source: Data provided by SDP Office of Information Systems on 1/25/2023

*Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

Among students who submitted an eligible application to the school with High-80 Algebra qualification criteria, 21.8% received an offer of admission. About half of those students (50.8%) accepted that offer (Table 16).

Table 16. Number of applicants meeting final eligibility requirements, number and percentage receiving admission offers, and number and percentage accepting those offers, by student group; District 8th graders and CB schools and programs with High-80 Algebra Criteria

Student Group	CB School with High-80 Algebra Criteria (Masterman)				
	Eligible Applications	Admission Offers		Student Acceptances	
	Students Submitting One or More Fully Eligible CB Applications at this Qualification Level	Number of Students Receiving One or More CB Admission Offers at this Qualification Level	Percentage of Students Receiving One or More CB Admission Offers at this Qualification Level	Number of Students With One or More CB Admission Offers at this Qualification Level Who Accepted One	Percentage of Students With One or More CB Admission Offer at this Qualification Level Who Accepted One
Race/Ethnicity					
Asian	203	42	20.7%	27	64.3%
Black/African American	60	17	28.3%	11	64.7%
Hispanic/Latinx	51	14	27.5%	3	21.4%
Multi Racial/Other*	39	8	20.5%	3	37.5%
White	188	37	19.7%	16	43.2%
Gender					
Female	290	63	21.7%	33	52.4%
Male	249	54	21.7%	27	50.0%
English Learner Status					
Non-EL	506	110	21.7%	59	53.6%
EL	35	8	22.9%	1	12.5%
Receiving Special Education Services					
Non-Special Education	533	116	21.8%	59	50.9%
Special Education	8	2	25.0%	1	50.0%
Overall					
All District 8 th Graders	541	118	21.8%	60	50.8%

Source: Data provided by SDP Office of Information Systems on 1/25/2023

*Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

Students who submitted more CB applications were more likely to receive an offer of admission to a CB program/school.

Students may submit up to five applications, and those can be distributed in any way across criteria-based, citywide, and catchment schools. When students submitted a larger number of CB applications (whether they were eligible or not), they were more likely to receive at least one CB admission offer (Table 17). For example, 8.5% of students who submitted exactly one CB application received a CB offer, compared with 19.9% of students who submitted exactly two. Of those who submitted the maximum five CB applications, 84.6% received at least one CB admission offer.

Table 17. District 8th grade student outcomes for CB schools: Number of CB offers by number of applications submitted to CB schools (whether those applications met eligibility requirements or not)

Number of Applications Submitted per Student (Eligible or Not) to Any Criteria-Based School	Offers to Attend Any Criteria-Based School						Number Receiving at Least One CB Offer	Percentage Receiving at Least One CB Offer	Total
	0	1	2	3	4	5			
1	1,163	108	0	0	0	0	108	8.5%	1,271
2	917	131	97	0	0	0	228	19.9%	1,145
3	626	133	156	97	0	0	386	38.1%	1,012
4	360	98	169	181	84	0	532	59.6%	892
5	190	60	191	322	341	132	1,046	84.6%	1,236
Total	3,256	530	613	600	425	132	2,300	41.4%	5,556

Source: Data provided by SDP Office of Information Systems on 1/25/2023

Students who submitted eligible CB applications were very likely to receive an offer of admission to a CB program/school.

When each application’s eligibility status is taken into consideration, we find that even students who submitted a single *eligible* CB application received a CB admission offer at a rate of 90.2% (Table 18). The percentage of students receiving a CB offer increased as the number of *eligible* CB applications increased, and every student who submitted the maximum of five eligible CB applications received at least one CB offer.

Table 18. District 8th grade student outcomes for CB schools: Number of CB offers by number of eligible applications submitted to CB schools

Eligible Applications to Any Criteria-Based School	Offers to attend Any Criteria-Based School						Number Receiving at Least One CB Offer	Percentage Receiving at Least One CB Offer	Total
	0	1	2	3	4	5			
1	44	405	0	0	0	0	405	90.2%	449
2	6	79	343	0	0	0	422	98.6%	428
3	1	27	121	273	0	0	421	99.8%	422
4	3	12	85	170	197	0	464	99.4%	467
5	0	7	64	157	228	132	588	100.0%	588
Total	54	530	613	600	425	132	2,300	97.7%	2,354

Source: Data provided by SDP Office of Information Systems on 1/25/2023

Finally, when the analysis is restricted only to applications and offers at CB schools and programs with High qualification criteria, we find that students with exactly one eligible application received an offer at a rate of 82.5% (Table 19). Students who submitted two or more eligible applications received an offer at rates ranging from 95.7% for two eligible applications up to 100% for five.

Table 19. District 8th grade student outcomes for CB schools with High qualification criteria: Number of High qualification CB offers by number of eligible applications submitted to High qualification CB schools

Eligible Applications to High Qualification Schools	Offers to attend High Qualification Schools						Number Receiving at Least One High Qualification Offer	Percentage Receiving at Least One High Qualification Offer	Total
	0	1	2	3	4	5			
1	70	330	0	0	0	0	330	82.5%	400
2	20	136	306	0	0	0	442	95.7%	462
3	9	62	175	149	0	0	386	97.7%	395
4	2	30	87	119	65	0	301	99.3%	303
5	0	1	12	22	28	10	73	100.0%	73
Total	101	559	580	290	93	10	1,532	93.8%	1,633

Source: Data provided by SDP Office of Information Systems on 1/25/2023

RQ6: As of February 6, 2023, for each criteria-based high school and program, how many students received an offer of admission? As of February 6, 2023, how many of those admission offers were accepted by students?

CB schools and programs offering 9th grade instruction varied in the number of admission offers extended to District 8th graders, and in the rate at which those students accepted those offers.

Across CB schools and programs, there was variation in both the rate at which eligible applicants received admission offers and the rate at which students accepted those offers (Table 20). Rates at which students received an offer ranged from 21.8% at Masterman to 100% at 14 different schools and programs. Rates at which admission offers were accepted ranged from 19.1% at Parkway Center City to 66.1% at Rush.

Table 20. Number of applicants meeting final eligibility requirements, number and percentage receiving admission offers, and number and percentage accepting those offers, by school or program; District 8th graders and CB schools and programs

Criteria Level	Criteria-Based School or Program	Students Submitting a Fully Eligible CB Application	Number of Students Receiving an Admission Offer	Percentage of Students Receiving an Admission Offer	Number of Students With an Admission Offer Who Accepted it	Percentage of Students With an Admission Offer Who Accepted it
High-80 Algebra	Julia R. Masterman School*	541	118	21.8%	60	50.8%
High-80	Central High School*	937	773	82.5%	482	62.4%
High-65	Academy at Palumbo*	914	618	67.6%	213	34.5%
	Carver (High School of Engineering and Science)*	719	583	81.1%	129	22.1%
	Northeast High School - Magnet	578	522	90.3%	224	42.9%
	Parkway Center City Middle College	397	397	100.0%	76	19.1%

Criteria Level	Criteria-Based School or Program	Students Submitting a Fully Eligible CB Application	Number of Students Receiving an Admission Offer	Percentage of Students Receiving an Admission Offer	Number of Students With an Admission Offer Who Accepted it	Percentage of Students With an Admission Offer Who Accepted it
Medium	Arts Academy at Benjamin Rush	171	171	100.0%	113	66.1%
	Creative and Performing Arts (CAPA)	147	147	100.0%	86	58.5%
	Franklin Learning Center	425	425	100.0%	125	29.4%
	Girard Academic Music Program	126	107	84.9%	45	42.1%
	Hill-Freedman World Academy	150	150	100.0%	40	26.7%
	Philadelphia High School for Girls	317	317	100.0%	77	24.3%
	Science Leadership Academy (SLA)	362	204	56.4%	68	33.3%
Minimum	Science Leadership Academy (SLA) at Beeber	136	136	100.0%	50	36.8%
	George Washington High School	133	133	100.0%	29	21.8%
	Lankenau High School	139	139	100.0%	27	19.4%
	Motivation High School	59	59	100.0%	17	28.8%
	Northeast High School - IB	325	114	35.1%	28	24.6%
	Parkway Northwest High School	106	106	100.0%	22	20.8%
	Parkway West High School	59	59	100.0%	17	28.8%
	Walter B. Saul High School	174	174	100.0%	54	31.0%
	William W. Bodine High School	464	464	100.0%	96	20.7%
All District 8th Graders (Unique Applicants)		2,354	2,300	97.7%	2,078	90.3%

Source: Data provided by SDP Office of Information Systems on 1/25/2023

Conclusions

Recent years have seen substantive changes to SDP's school selection process. This report focuses on the process as it was conducted during the 2022-23 school year, which was similar in most respects to the prior year. The most notable year-over-year change was the reinstatement of standardized test scores as an eligibility requirement at CB schools. With this context in mind, the following are some key insights from our analyses.

- **The overall rate at which District 8th graders met the minimum criteria at CB schools in 2022-23 (27.1%) was lower than in 2021-22 (65.0%),** when standardized test scores were not part of determining eligibility. However, it is important to understand that 2021-22 was unique, and that the 65.0% rate was extraordinarily high by historical standards. In particular, the 27.1% rate observed in 2022-23 represents an increase from 2020-21 (20.2%), when the PSSA requirement was last in effect.
- **The majority (63.8%) of District 8th grade Potential Applicants applied to at least one criteria-based school in 2022-23.** This represents a 1.2 percentage point decrease from the 2021-22 CB application rate of 65.0%.
- **Less than half (45.1%) of CB applications submitted by District 8th graders ultimately met the school's eligibility requirements.** This follows from the first and second findings highlighted above; about two-thirds of District 8th graders applied to a CB school, but only about one-fourth met the Minimum qualifications. This means that many students who did not meet the requirements at any CB school nonetheless submitted applications to those schools.

Appendix A: Sending Schools with Students Meeting Algebra 1 Requirement

Table A1. Number of enrolled 8th grade students, and number of 8th grade students meeting Algebra I requirement by school [students had either completed Algebra I in a previous year, or were enrolled in Algebra I as of November 21, 2022]

School	Number of 8 th Grade Students Attending this School in 2021-22 that Met the Algebra Requirement	Number of 8 th Grade Students Attending this School in 2022-23 that Met the Algebra Requirement	Change from 2021-22 to 2022-23
Masterman, Julia R. MS	188	189	1
Baldi MS	177	187	10
GAMP HS	89	89	0
Wilson, Woodrow MS	63	63	0
Mayfair ES	61	60	-1
Greenfield, Albert M. ES	41	56	15
Kirkbride, Eliza B. ES	17	55	38
Engineering & Science MS	62	45	-17
Meredith, William M. ES	40	44	4
Vare-Washington ES	1	43	42
McCall, Gen. George ES	33	34	1
Southwark ES	32	33	1
Juniata Park Academy	28	33	5
Decatur, Stephen ES	23	32	9
MYA MS	48	31	-17
Franklin, Benjamin ES	32	29	-3
Penn Alexander School	0	28	28
Hancock Demonstration School	0	27	27

School	Number of 8 th Grade Students Attending this School in 2021-22 that Met the Algebra Requirement	Number of 8 th Grade Students Attending this School in 2022-23 that Met the Algebra Requirement	Change from 2021-22 to 2022-23
Wagner, Gen. Louis MS	29	27	-2
Conwell, Russell H. MS	20	25	5
AMY at James Martin	26	23	-3
Greenberg, Joseph ES	22	23	1
Farrell, Louis H. ES	27	22	-5
Marshall, Thurgood School	0	21	21
Fell, D. Newlin ES	26	21	-5
Arthur, Chester A. School	0	20	20
Rhoads, James ES	11	16	5
Olney School	0	16	16
Morrison, Andrew J. School	0	14	14
Shawmont School	0	13	13
Jackson Coppin, Fanny ES	15	10	-5
Finletter, Thomas K. School	0	10	10
Lingelbach, Anna L. School	0	6	6
Fitzpatrick, A. L. ES	12	3	-9
Ludlow, James R. ES	17	2	-15
Harding, Warren G. MS	22	0	-22
Meehan, Austin MS	28	0	-28
SLA at Beeber	1	0	-1
Childs, George W. ES	52	0	-52
Total	1,243	1,350	107

Source: Data provided by SDP Office of Information Systems on 1/25/2023

Note: Schools are only included in this list if they had at least one 8th grader who met the Algebra I requirement.

Appendix B: Qualification Levels of Criteria-Based Schools and Programs

School	Required Qualification Level
Julia R. Masterman School	High-80 Algebra
Central High School	High-80
Academy at Palumbo	High-65
Carver (High School of Engineering and Science)	
Northeast Medical, Engineering and Aerospace Magnet*	
Parkway Center City Middle College	
Arts Academy at Benjamin Rush**	Medium
Creative and Performing Arts High School (CAPA)**	
Franklin Learning Center	
Girard Academic Music Program**	
Hill-Freedman World Academy	
Philadelphia High School for Girls	
Science Leadership Academy (SLA)**	
Science Leadership Academy (SLA) at Beeber**	
George Washington International Baccalaureate Diploma Program*	Minimum
Lankenau High School	
Motivation High School	
Northeast Pre-International Baccalaureate Diploma Program*	
Parkway Northwest High School	
Parkway West High School	
Walter B. Saul High School	
William W. Bodine High School	

*Qualification level refers to criteria-based programs embedded within non-CB schools

**These schools had additional audition or portfolio requirements

Appendix C: School-level Tables of Applications, Admission Offers, and Student Acceptances for Internal and External 8th Grade Applicants

Table C1. Applications, eligible applications, admission offers, and student acceptances, by school: internal and external 8th grade applicants

Criteria-Based School or Program	Number of Total Applications (including those not meeting criteria)		Number of Applications Fully Eligible for Lottery		Percentage of Applications Fully Eligible for Lottery		Number of Eligible Applications Receiving a Lottery Offer		Percentage of Eligible Applications Receiving a Lottery Offer		Number of Lottery Offers Accepted by Student		Percentage of Lottery Offers Accepted by Student	
	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External
Academy at Palumbo*	1,436	959	914	376	63.6%	39.2%	618	266	67.6%	70.7%	213	92	34.5%	34.6%
Arts Academy at Benjamin Rush	652	262	171	65	26.2%	24.8%	171	65	100.0%	100.0%	113	39	66.1%	60.0%
Carver (High School of Engineering and Science)*	1,113	743	719	313	64.6%	42.1%	583	267	81.1%	85.3%	129	59	22.1%	22.1%
Central High School*	2,235	1,418	937	315	41.9%	22.2%	773	265	82.5%	84.1%	482	167	62.4%	63.0%
Creative and Performing Arts (CAPA)	802	607	147	83	18.3%	13.7%	147	83	100.0%	100.0%	86	58	58.5%	69.9%

Criteria-Based School or Program	Number of Total Applications (including those not meeting criteria)		Number of Applications Fully Eligible for Lottery		Percentage of Applications Fully Eligible for Lottery		Number of Eligible Applications Receiving a Lottery Offer		Percentage of Eligible Applications Receiving a Lottery Offer		Number of Lottery Offers Accepted by Student		Percentage of Lottery Offers Accepted by Student	
	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External
Franklin Learning Center	1,091	515	425	153	39.0%	29.7%	425	153	100.0%	100.0%	125	42	29.4%	27.5%
George Washington High School	169	18	133	9	78.7%	50.0%	133	9	100.0%	100.0%	29	0	21.8%	0.0%
Girard Academic Music Program	216	144	126	40	58.3%	27.8%	107	37	84.9%	92.5%	45	14	42.1%	37.8%
Hill-Freedman World Academy	409	335	150	104	36.7%	31.0%	150	104	100.0%	100.0%	40	21	26.7%	20.2%
Julia R. Masterman School*	943	627	541	118	57.4%	18.8%	118	26	21.8%	22.0%	60	11	50.8%	42.3%
Lankenau High School	355	176	139	49	39.2%	27.8%	139	49	100.0%	100.0%	27	4	19.4%	8.2%
Motivation High School	257	142	59	19	23.0%	13.4%	59	19	100.0%	100.0%	17	2	28.8%	10.5%

Criteria-Based School or Program	Number of Total Applications (including those not meeting criteria)		Number of Applications Fully Eligible for Lottery		Percentage of Applications Fully Eligible for Lottery		Number of Eligible Applications Receiving a Lottery Offer		Percentage of Eligible Applications Receiving a Lottery Offer		Number of Lottery Offers Accepted by Student		Percentage of Lottery Offers Accepted by Student	
	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External
Northeast High School - Magnet	1214	351	578	79	47.6%	22.5%	522	72	90.3%	91.1%	224	17	42.9%	23.6%
Northeast High School - IB	883	190	325	27	36.8%	14.2%	114	12	35.1%	44.4%	28	3	24.6%	25.0%
Parkway Center City Middle College	831	659	397	203	47.8%	30.8%	397	203	100.0%	100.0%	76	50	19.1%	24.6%
Parkway Northwest High School	333	189	106	51	31.8%	27.0%	106	51	100.0%	100.0%	22	11	20.8%	21.6%
Parkway West High School	248	212	59	22	23.8%	10.4%	59	22	100.0%	100.0%	17	5	28.8%	22.7%
Philadelphia High School for Girls	679	409	317	144	46.7%	35.2%	317	144	100.0%	100.0%	77	34	24.3%	23.6%
Science Leadership Academy (SLA)	919	756	362	218	39.4%	28.8%	204	116	56.4%	53.2%	68	51	33.3%	44.0%

Criteria-Based School or Program	Number of Total Applications (including those not meeting criteria)		Number of Applications Fully Eligible for Lottery		Percentage of Applications Fully Eligible for Lottery		Number of Eligible Applications Receiving a Lottery Offer		Percentage of Eligible Applications Receiving a Lottery Offer		Number of Lottery Offers Accepted by Student		Percentage of Lottery Offers Accepted by Student	
	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External
Science Leadership Academy (SLA) at Beeber	304	259	136	95	44.7%	36.7%	136	95	100.0%	100.0%	50	31	36.8%	32.6%
Walter B. Saul High School	435	243	174	68	40.0%	28.0%	174	68	100.0%	100.0%	54	23	31.0%	33.8%
William W. Bodine High School	821	527	464	242	56.5%	45.9%	464	242	100.0%	100.0%	96	52	20.7%	21.5%
All District and External 8th Graders (Total Applications)	16,345	9,741	7,379	2,793	45.1%	28.7%	5,916	2,368	80.2%	84.8%	2,078	786	35.1%	33.2%

Source: Data provided by SDP Office of Information Systems on 1/25/2023

*These schools incorporated zip code prioritization into their admission processes in 2021-22 and 2022-23.

In 2021-22 and 2022-23, applicants to four schools (Carver, Central, Masterman, and Palumbo) were given admission priority if they met all of the school’s eligibility requirements *and* resided in one of six prioritized zip codes. In each of those years, the specific zip codes were identified through an analysis of which zip codes had been most underrepresented among incoming 9th graders at those specific schools.⁸

Table C2. Number and percentage of admission offers extended to internal 8th grade applicants from priority zip codes, at schools that used zip code prioritization, 2021-22 and 2022-23

Criteria-Based School or Program	Applied in 2021-22			Applied in 2022-23			Percentage Point Change in Admission Offers Extended to District 8 th Grade Applicants from Priority Zip Codes (2021-22 to 2022-23)
	Total Number of Admission Offers Extended to District 8 th Graders	Number of Admission Offers Extended to District 8 th Grade Applicants from Priority Zip Codes	Percentage of Admission Offers Extended to District 8 th Grade Applicants from Priority Zip Codes	Total Number of Admission Offers Extended to District 8 th Graders	Number of Admission Offers Extended to District 8 th Grade Applicants from Priority Zip Codes	Percentage of Admission Offers Extended to District 8 th Grade Applicants from Priority Zip Codes	
Carver (High School of Engineering and Science)	515	64	12.4%	583	71	12.2%	-0.2
Central High School	611	68	11.1%	773	53	6.9%	-4.2
Julia R. Masterman School	111	15	13.5%	118	27	22.9%	9.4
Academy at Palumbo	609	70	11.5%	618	71	11.5%	0.0
Total (across all four schools)	1,846	217	11.8%	2,092	222	10.6%	-1.2

Source: Data provided by SDP Office of Information Systems on 1/25/2023

⁸ See this report for a more detailed treatment of zip codes and their respective enrollment, which informed the zip codes used in 2021-22: <https://www.philasd.org/research/2022/02/04/where-do-9th-graders-go-to-school-an-analysis-of-home-zip-codes-and-9th-grade-school-enrollment-2015-16-to-2018-19/>