



## A Summary of the 2023-24 School Selection Process

This report summarizes qualifications, applications, admission offers, and student responses for the 2023-24 School Selection Process, with a focus on 8<sup>th</sup> graders applying to criteria-based schools. Similar to previous reports, changes to the selection process and criteria for applicants and schools are described.

### Key Findings

- **Overall Participation (Internal and External Students):** Across all grades, a total of 16,852 different students (District students and external students) submitted at least one application to a District school or program during the 2023-24 School Selection Process. Consistent with historical patterns, the majority (10,557) of all applicants participating in the School Selection Process were 8<sup>th</sup> graders.
- **Qualifications (District 8<sup>th</sup> Graders Only):** Based on *pre-application student qualification levels*, approximately one-half (48.2%) of all District 8<sup>th</sup> graders met or exceeded the Minimum qualification level for criteria-based (CB) high schools in 2023-24. This represents a large increase from 2022-23 (which was 27.1%), and is attributable to modifications made to the Minimum eligibility requirements at some CB schools.
- **Applications (District 8<sup>th</sup> Graders Only):** Overall, 62.4% of District 8<sup>th</sup> graders applied to at least one criteria-based school in 2023-24. This represents a 1.4 percentage point decrease from the 2022-23 CB application rate of 63.8%.
- **Applications (District 8<sup>th</sup> Graders Only):** Of all CB applications submitted by District 8<sup>th</sup> graders (up to 5 applications per student), 59.1% were submitted to a school where that student met the school's requirements (including attendance, grades, and standardized test scores). This is an increase of 14 percentage points from the 2022-23 rate of 45.1%.
- **Admission Offers (District 8<sup>th</sup> Graders Only):** Over 97% of District 8<sup>th</sup> graders who submitted at least one eligible CB application received at least one CB admission offer. The rate was almost identical to the rate observed in 2022-23.
- **Student Responses (District 8<sup>th</sup> Graders Only):** About 85% of students who received at least one CB offer accepted one.

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

*Major contributions were made by Theodore Wills, Ph.D., Joy Lesnick, Ph.D., and Michael Frisone, M.S.*

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# Introduction

Students living in Philadelphia have the option to attend their designated catchment school, or to apply for admission to any other school that serves their grade level. Those who wish to apply can do so by participating in the annual School Selection Process. Each fall, these students may, if they choose, submit applications for admission in the next fall (e.g., during Fall 2023, students were applying to be admitted in Fall 2024). During the 2023-24 selection process, each student could submit a maximum of five applications; and those applications could be to attend a catchment high school, a high school with a citywide admission, or a criteria-based high school (see Box 1).

This report provides a summary of student participation, qualifications, and outcomes from the 2023-24 School Selection Process. These summaries, however, must be understood within the context of substantial changes that were made to the process itself, and in particular to changes in some of the qualification criteria used by some (but not all) of the criteria-based schools and programs (Table 1). Foremost among these were changes to the attendance requirement (18 rather than 9 unexcused absences), and to the ELA and math standardized test requirements (shift from a minimum of 50<sup>th</sup> percentile among SDP students on *both* assessments, to a minimum of 50<sup>th</sup> on *either* assessment). (See Box 2 for a detailed description of the qualification levels that were used during the 2023-24 process.)

**Table 1. Summary of changes to the School Selection Process for CB schools from Fall 2021-22 through Fall 2023-24**

<b>Major Changes to the School Selection Process for CB Schools</b>	<b>Fall 2021-22</b>	<b>Fall 2022-23</b>	<b>Fall 2023-24</b>
PSSA (standardized test) criteria	Not included	Minimum ELA and Math scores at all CB schools	Some schools' requirements modified to require minimum ELA or Math score (but not both)
Course grade requirements	Revised	Continued 2021-22 categories	Additional category added (AB2C)
Attendance Requirements	Maximum of 9 unexcused absences at all CB schools (95% attendance)	Continued 2021-22 practice	Some schools' requirements modified to allow maximum of 18 unexcused absences (90% attendance)
Use of school-level lotteries conducted centrally by the District to allocate initial offers of admission	Newly established	Continued 2021-22 practice	Continued 2021-22 practice
Use of two years of student data for criteria determinations	Continued practice first put in place in 2020-21 for course grades and attendance	Continued 2021-22 practice	Expanded practice to include PSSA (standardized test scores) <sup>1</sup>

<sup>1</sup> During 2019-20, PSSA exams were fully canceled, and administration in 2020-21 was heavily curtailed. For this reason, Fall 2023-24 was the first year in which applicants had reliable access to two years of standardized tests.

<b>Major Changes to the School Selection Process for CB Schools</b>	<b>Fall 2021-22</b>	<b>Fall 2022-23</b>	<b>Fall 2023-24</b>
Lottery priority for designated student groups, including students protected under the LeGare Consent Decree <sup>2</sup> and students who live in any of a set of specified priority zip codes	Newly established	Continued for priority zip codes only	Continued for priority zip codes only
Post-lottery placement phase, in which eligible students are offered placement in schools to which they did not apply, but that still have open seats	Not included	Not included	Newly established

### **Box 1. Key Terms**

**Criteria-Based (CB) Schools and Programs:** Schools where students must meet eligibility criteria 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.

**Citywide Schools:** Schools where students must apply to attend, but there are no entry criteria.

**Catchment Schools:** Schools where students that live within defined boundaries may attend without applying. Students that live outside those boundaries may apply to attend, though they are not guaranteed admission.

**Potential Internal Applicant:** A student is considered a Potential Internal Applicant if they were enrolled in an SDP school at the close of the 2023-24 application window (October 27, 2023), and were classified in administrative data as an 8<sup>th</sup> grader.

**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 March 21, 2024. 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, those resulting from appeals, or those associated with the post-lottery placement process.

<sup>2</sup> 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.

## Box 2. Tiered Qualification Levels for 2023-24

Across all criteria-based (CB) schools, there were six different criteria profiles in 2023-24, compared with five during the previous two years (Table X1). For ease of presentation, the analyses in this report collapse those six profiles into four overall levels (High, Medium-1, Medium-2, and Minimum). Please note that these levels, and the associated terminology, are not used in the School Selection Process, and are only adopted here to facilitate aggregation of groups of schools (see Appendix B for a list of criteria-based schools and programs, and their respective requirements).

Table X1. Qualification Tiers and number of schools/programs; 2022-23 and 2023-24

2022-23	Number of Schools and Programs	2023-24	Number of Schools and Programs
High-80 Algebra	1	High-80 Algebra	1
High-80	1	High-80	1
High-65	4	High-65	5
Medium	8	Medium-1	6
	NA	Medium-2	5
Minimum	8	Minimum (different criteria)	4

Note that each year, criteria profiles have changed (particularly the Minimum requirements). Careful attention should be used in assessing year-over-year changes in summary numbers associated with a specific level, in recognition that those changes may reflect changes in the requirements, rather than changes in practice or student achievement.

**Qualifications are determined by taking the best records from the student's two years of school prior to the application process.** For example, the student might use their attendance and English course marks from 6<sup>th</sup> grade, but use their remaining course marks and their standardized assessment scores from 7<sup>th</sup> grade.

**The following qualification levels are hierarchical**, such that a student who meets the High requirements would, by definition, also meet the Medium-1, Medium-2, and Minimum requirements.

## Box 2. Tiered Qualification Levels for 2023-2024 (continued)

**High Qualifications (unchanged from prior year):** Across the four core content areas, students must have earned a grade of A or B, and may have no more than 9 unexcused absences. There were five schools and two embedded programs with High requirements. These same schools and programs 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 profiles, which are collectively grouped in the High overall level:

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

**High-80:** High qualifications, plus placement in at least the 80<sup>th</sup> percentile among SDP students on both PSSA tests

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

**Medium-1 Qualifications (comparable to *Medium* level in prior year):** Across the four core content areas, students must earn a grade of A or B, with a **maximum of one C**. These schools also required students to place in at least the **50<sup>th</sup> percentile among SDP students on both PSSA tests**, and to have a maximum of 18 unexcused absences. There were six schools with these requirements. Of those six schools, four also had an additional audition or portfolio requirement.

**Medium-2 Qualifications (new designation introduced this year):** Across the four core content areas, students must earn a grade of A or B, with a **maximum of two Cs**. These schools also required students to place in at least the **50<sup>th</sup> percentile among SDP students on either the ELA or math PSSA tests**, and to have a maximum of 18 unexcused absences. There were five schools and one embedded program with these requirements. Of those five schools, two also had an additional audition or portfolio requirement.

**Minimum Qualifications (different criteria from prior year's *Minimum* category):** Across the four core content areas, students must earn a grade of A, B, or C. These schools also required students to place in at least the **50<sup>th</sup> percentile among SDP students on either the ELA or math PSSA tests**, and to have a maximum of 18 unexcused absences. There were four schools with these requirements.

## Research Questions

Similar to previous reports,<sup>3</sup> 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 8<sup>th</sup> 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 8<sup>th</sup> grade Potential Applicants, how many applied to criteria-based schools and programs? How did those application rates differ by student characteristics, and by students' tiered qualification levels (based on pre-lottery classifications; see Box 2)?
4. For each criteria-based high school and program, how many District students applied? How many of those applicants met pre-lottery requirements and how many met final eligibility requirements?
5. For District 8<sup>th</sup> grade applicants, how many received an offer of admission, and how many accepted those offers as of March 21, 2024? How did those admission offers and student acceptance rates differ by student characteristics and by eligibility requirements of schools?
6. As of March 21, 2024, for each criteria-based high school and program, how many students received an offer of admission? As of March 21, 2024, how many of those admission offers were accepted by students?

## Methods

Each year, the largest group of applicants are 8<sup>th</sup> grade students applying for admission to high schools (or middle-high schools) as 9<sup>th</sup> grade students. At the time they apply, many of these students are external (i.e., enrolled in non-District schools like charter, parochial, or private schools), but the majority are District students. For these reasons, this report focuses on 8<sup>th</sup> graders applying to 9<sup>th</sup> grade, and on internal, District applicants.

## Student Qualifications and Application Eligibility

The research questions explored in this report require two distinct time points at which a student's qualification status is evaluated: before applying (*Pre-Application Student Qualification Level*) and after applications are completed (*Final Application Eligibility*). These terms are defined below.

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<sup>3</sup> Previous reports can be found here: <https://www.philasd.org/research/category/school-selection/>



**Pre-Application Student Qualification Level:** Some analyses in this report focus on the pool of Potential Internal Applicants (see Box 1 for a description of terms). In these cases, the goal is to understand the extent to which internal, District students participate in the School Selection Process; and detailed patterns of that participation. This requires that we determine which students would be eligible to attend criteria-based schools, regardless of whether they ultimately choose to submit any applications to these schools. These analyses help to understand patterns of student choice, and also to understand whether all students have the opportunity to compile the requisite academic achievements that are required to access some of the District’s most competitive sites.<sup>4</sup> We calculate Pre-Application Student Qualification Level using only those data points that are available for all internal 8<sup>th</sup> graders, and we do so to maintain comparability between applicants and non-applicants. This means that we do not consider data that only becomes available if a student proceeds with the application process.

**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. For this reason, we also analyze patterns associated with Final Application Eligibility, but *these analyses are restricted to applicants only*.

Below are three examples of how Pre-Application Qualification Level might differ from Final Application Eligibility:

- 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-1*. 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.
- 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 which is reviewed through the Individual Review Process (IRP).<sup>5</sup> 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-1* qualification level. This student applies to two CB schools, both of which have *Medium-1* 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*.

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<sup>4</sup> 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/>

<sup>5</sup> For information about the Individualized Review Process, see: <https://www.philasd.org/studentplacement/school-selection/#legare>

## Findings

**RQ1: How many applicants (both internal and external) participated in the School Selection Process for all grades at all schools and programs, and at 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, well over half of all applications submitted in the School Selection Process came from students applying for admission as 9th graders.**

Across all grades, all admission types (catchment, citywide, and criteria-based), and including both internal and external applicants, a total of 16,852 different students submitted at least one application to a District school or program (Table 2). Of these, 15,808 submitted at least one fully eligible application. The majority of applicants (10,557, or 63%) were 8<sup>th</sup> graders applying for admission as 9<sup>th</sup> graders. Consistent with historical patterns, students applying for 10<sup>th</sup> grade (1,263; 7%), 5<sup>th</sup> grade (1,183; 7%) and kindergarten (854; 5%) were the next most active grade levels.

Table 2. For all grades and schools and programs: Number of applicants submitting applications, number submitting eligible applications, number and percentage receiving admission offers, and number and percentage accepting those offers; District and external students, 2022-23 and 2023-24

Grade Level Applied For	Students Submitting At Least One Application	Students Submitting At Least One Fully Eligible Application	Number of Students 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 Offers Who Accepted One	
				This Year (2023-24)	Percentage Point Change From Last Year (2022-23)		This Year (2023-24)	Percentage Point Change From Last Year (2022-23)
K	854	854	653	76.5%	13.5	499	76.4%	-1.5
1	237	237	146	61.6%	-0.6	83	56.8%	1.0
2	141	141	96	68.1%	13.5	54	56.3%	-0.1
3	129	129	93	72.1%	15.7	47	50.5%	-7.2
4	124	124	89	71.8%	12.4	45	50.6%	-16.5
5	770	709	583	82.2%	10.7	480	82.3%	-1.0
6	1,183	1,134	821	72.4%	4.2	664	80.9%	5.5
7	385	345	202	58.6%	-8.3	123	60.9%	-6.6
8	223	197	128	65.0%	1.2	84	65.6%	3.5
9	10,557	10,033	9,303	92.7%	4.8	7,960	85.6%	2.1
10	1,263	1,049	796	75.9%	11.5	417	52.4%	7.8
11	792	685	487	71.1%	10.3	215	44.1%	5.5
12	194	171	112	65.5%	12.6	41	36.6%	6.5
Total	16,852	15,808	13,509	85.5%	5.5	10,712	79.3%	0.9

Source: Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

With respect to CB schools and programs, there were 11,741 applicants, all applying to grades 5 through 12 (there are no CB schools or programs that serve grades K-4; Table 3). Almost two-thirds of these (7,966; 65%) were for entry in 9<sup>th</sup> grade. When considering only fully eligible applications, we find that there were 6,975 unique applicants; again, about two-thirds (4,739; 68%) were applying for admission to 9<sup>th</sup> grade.

Table 3. For criteria-based schools and programs: Number of applicants submitting applications, number submitting eligible applications, number and percentage receiving admission offers, and number and percentage accepting those offers; District and external students, 2022-23 and 2023-24

Grade Level Applied For	Students Submitting At Least One Application	Students Submitting At Least One Fully Eligible Application	Number of Students 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 Offers Who Accepted One	
				This Year (2023-24)	Percentage Point Change From Last Year (2022-23)		This Year (2023-24)	Percentage Point Change From Last Year (2022-23)
5	639	461	354	76.8%	-8.3	287	81.1%	-4.0
6	797	539	406	75.3%	-4.0	319	78.6%	-0.8
7	294	190	115	60.5%	-14.8	81	70.4%	-4.9
8	184	120	74	61.7%	0.6	55	74.3%	13.2
9	7,966	4,739	4,633	97.8%	8.3	3,925	84.7%	-4.7
10	1,017	438	391	89.3%	53.4	215	55.0%	19.1
11	696	421	254	60.3%	17.3	104	40.9%	-2.1
12	148	67	40	59.7%	23.7	16	40.0%	4.0
Total	11,741	6,975	6,267	89.8%	5.7	5,002	79.8%	-4.3

Source: Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

**RQ2: For the pool of District 8<sup>th</sup> 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 half of District 8<sup>th</sup> graders met the Minimum qualification level, though this rate varied across student groups.**

The percentage of Potential Internal Applicants (see Box 1 for definitions) who met the Minimum qualification requirements was 48.2%, which represents almost double the percentage from Fall 2022 (27.1%; Table 4). As noted above, however, the Minimum qualification level was revised between Fall 2022 and Fall 2023. The new requirements allowed for more unexcused absences and for lower performance on one (but not both) standardized assessments. Had the criteria been unchanged, 31.8% of 8<sup>th</sup> graders in Fall 2023 would have met the Minimum qualification level. This suggests that the changes to criteria were largely responsible for the dramatic increase in the percentage of District 8<sup>th</sup> graders who met Minimum qualifications.

Table 4. Number and percentage of 2023-24 District 8<sup>th</sup> grade students meeting or exceeding Minimum qualifications for criteria-based schools, via pre-lottery qualification classification, with comparison to 2022-23 8<sup>th</sup> graders.

2023-24 SDP 8 <sup>th</sup> Graders (Potential Internal Applicants)	Number of 2023-24 Potential Internal Applicants Meeting Minimum Qualifications (Fall 2023)	Percentage of 2023-24 Potential Internal Applicants Meeting Minimum Qualifications (Fall 2023)	Percentage of 2022-23 Potential Internal Applicants Meeting Minimum Qualifications (Fall 2022)	Percentage of 2023-24 Potential Internal Applicants who Would Have Met Unchanged* Minimum Qualifications
8,440	4,071	48.2%	27.1%	31.8%

\*This calculation actually allows for one change—the use of two years of standardized test data. The use of a single year of assessment data during Fall 2022 was necessitated by pandemic-related disruptions, which meant that most students only had a single year to draw from. We assume that even if no other criteria were altered, students would have been allowed to use two years of assessments in Fall 2023.

For all student groups, the rate of meeting or exceeding Minimum qualifications increased from 2022-23 to 2023-24, but there were variations in both the rate and the degree of year-over-year change (Table 5). Rates were particularly high among students identifying as Asian (77.5%) or White (66.1%); and particularly low among students with IEPs (16.0%). English Learners met (or exceeded) Minimum qualifications at a rate of 38.0%, which was well below the overall rate, but this represented the largest percentage-point increase of any student group in the analysis (+27.5 percentage points).

Table 5. Number and percentage of 2023-24 District 8<sup>th</sup> 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 (2023-24)	Number of 8 <sup>th</sup> Graders that Did Not Meet Minimum Qualifications (2023-24)	Number of 8 <sup>th</sup> Graders that Met or Exceeded Minimum Qualifications (2023-24)	Percentage of 8 <sup>th</sup> Graders that Met or Exceeded Minimum Qualifications (2022-23)	Percentage of 8 <sup>th</sup> Graders that Met or Exceeded Minimum Qualifications (2023-24)	Percentage Point Change in Minimum Qualification Rate for the District 8 <sup>th</sup> Grade Cohort from 2022-23 to 2023-24
<b>Race/Ethnicity</b>						
Asian	848	191	657	60.5%	77.5%	17.0
Black/African American	3,778	2,291	1,487	18.0%	39.4%	21.4
Hispanic/Latine	2,151	1251	900	18.3%	41.8%	23.6
Multi Racial/Other*	472	232	240	35.8%	50.8%	15.1
White	1,191	404	787	47.2%	66.1%	18.9
<b>Gender</b>						
Female	3,954	1,918	2,036	31.7%	51.5%	19.7
Male	4,476	2,447	2,029	22.9%	45.3%	22.5
<b>English Learner Status</b>						
Non-EL	6,784	3,343	3,441	30.5%	50.7%	20.2
EL	1,656	1026	630	10.6%	38.0%	27.5
<b>Receiving Special Education Services</b>						
Does not have IEP	6,741	2,942	3,799	32.7%	56.4%	23.6
Has IEP	1,699	1427	272	4.6%	16.0%	11.4
<b>Overall</b>						
All District 8 <sup>th</sup> Graders	8,440	4,369	4,071	27.1%	48.2%	21.1

**Source:** Application, offer, and student acceptance data provided by SDP Office of Information Systems, 3/21/2024

\*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 8<sup>th</sup> 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 2023-24) show the number of students in that same sample who did not (or did) meet the Minimum requirements according to the *Pre-Application Student Qualification Level*. The next column shows the percentage who similarly met Minimum qualifications the prior year (2022-23). The final two columns show the percentage who met the Minimum requirements in 2023-24, and then the difference in percentage points from 2022-23.

Variation across student groups was also found for other qualification levels (Table 6). In general terms, student groups with comparatively high overall qualification rates also had higher rates of meeting the High qualification categories. For example, students identifying as Asian had the highest rate of meeting the High-80 Algebra level (34.1%), while students with IEPs had the lowest (1.1%).

Table 6. Number and percentage of District 8<sup>th</sup> 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-1	Medium-2	Minimum	Not Qualified
<b>Race/Ethnicity</b>								
Asian	848	34.1%	6.1%	13.1%	12.3%	10.3%	1.7%	22.5%
Black/African American	3,778	3.5%	2.3%	6.7%	10.5%	13.1%	3.3%	60.6%
Hispanic/Latine	2,151	4.7%	1.6%	7.9%	11.4%	13.9%	2.3%	58.2%
Multi Racial/Other*	472	13.8%	3.2%	8.9%	12.9%	9.5%	2.5%	49.2%
White	1,191	27.1%	5.4%	9.2%	12.3%	9.4%	2.7%	33.9%
<b>Gender</b>								
Female	3,954	11.3%	3.2%	9.3%	12.6%	12.8%	2.3%	48.5%
Male	4,476	10.3%	2.7%	7.1%	10.2%	11.8%	3.2%	54.7%
<b>English Learner Status</b>								
Non-EL	6,784	13.1%	3.6%	8.8%	11.5%	10.9%	2.9%	49.3%
EL	1,656	1.4%	0.4%	5.4%	10.7%	17.8%	2.2%	62.0%
<b>Receiving Special Education Services</b>								
Does not have IEP	6,741	13.2%	3.6%	9.9%	13.4%	13.4%	2.9%	43.6%
Has IEP	1,699	1.1%	0.6%	1.1%	3.0%	8.0%	2.2%	84.0%
<b>Overall</b>								
All District 8 <sup>th</sup> Graders	8,440	10.8%	3.0%	8.1%	11.3%	12.3%	2.7%	51.8%

Source: Pre-lottery qualification data downloaded from SDP internal systems on 10/30/2023

\*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, 34.1% met the High-80 Algebra requirements, an additional 6.1% met the High-80 requirements (but not the High-80 Algebra requirements), 13.1% met the High-65 requirements, 12.3% met the Medium-1 requirements, 10.3% met the Medium-2 requirements, 1.7% met the Minimum requirements, and 22.5% 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 8<sup>th</sup> grade District percentage of 10.8%. Instead, we see that only 3.5% of students who are Black/African American met the High-80 Algebra qualification level, compared with the 34.1% mentioned above for students who are Asian.

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

**Consistent with historic patterns, about two-thirds of District 8<sup>th</sup> graders submitted at least one CB application.**

Overall, 62.4% of 8<sup>th</sup> grade Potential Internal Applicants applied to at least one criteria-based school in 2023-24, which represents a 1.4 percentage point decrease from the 2022-23 CB application rate (Table 7). There was variation across student groups for the application rate, and also the year-to-year change. In terms of percentage points, English Learners showed the largest increase (+5.9 percentage points), while students identifying as Multi Racial/Other showed the largest decrease (-5.0 percentage points).

Table 7. Percentage of 8<sup>th</sup> 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 2022-23

Student Group	Number of Students in Group (2023-24)	Participation Rate Within Each Student Group (2022-23)	Participation Rate Within Each Student Group (2023-24)	Change in CB Application Rate from 2022-23 to 2023-24 (percentage points)
<b>Race/Ethnicity</b>				
Asian	711	87.4%	83.8%	-3.6
Black/African American	2,298	64.1%	60.8%	-3.3
Hispanic/Latine	1,100	50.1%	51.1%	1.0
Multi Racial/Other*	291	66.7%	61.7%	-5.0
White	863	70.1%	72.5%	2.4
<b>Gender</b>				
Female	2,712	70.8%	68.6%	-2.2
Male	2,544	57.2%	56.8%	-0.4
<b>English Learner Status</b>				
Non-EL	4,377	67.0%	64.5%	-2.5
EL	886	47.6%	53.5%	5.9
<b>Receiving Special Education Services</b>				
Does not have IEP	4,538	68.2%	67.3%	-0.9
Has IEP	725	45.8%	42.7%	-3.1
<b>Overall</b>				
<b>All District 8<sup>th</sup> Graders</b>	5,263	63.8%	62.4%	-1.4

Source: Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

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



## **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 8). CB application rates ranged from 98.9% among students who met the High-80 Algebra qualification level to 57.1% among students meeting only the Minimum qualification level. In addition, 41.5% of students who did not meet any qualification level submitted at least one CB application, which is an 11.2 percentage point reduction from the previous year's value of 52.7%.<sup>6</sup>

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<sup>6</sup> See Table 7 in the report found here: <https://www.philasd.org/research/2024/01/05/2022-23-school-selection-in-sdp/>

Table 8. Percentage of District 8<sup>th</sup> 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 Potential Applicants in Group	Student's Highest Qualification Level							CB Application Rate for Student Group
		High-80 Algebra	High-80	High-65	Medium-1	Medium-2	Minimum	Not Qualified	
<b>Race/Ethnicity</b>									
Asian	848	99.0%	94.2%	98.2%	86.5%	77.0%	50.0%	53.9%	83.8%
Black/African American	3,778	98.5%	97.7%	94.4%	89.2%	77.1%	61.3%	45.1%	60.8%
Hispanic/Latine	2,151	98.0%	97.1%	90.1%	79.3%	60.7%	49.0%	33.0%	51.1%
Multi Racial/Other*	472	100.0%	93.3%	90.5%	70.5%	75.6%	75.0%	37.9%	61.7%
White	1,191	99.1%	96.9%	84.4%	79.6%	71.4%	50.0%	43.6%	72.5%
<b>Gender</b>									
Female	3,954	99.6%	96.9%	93.8%	85.7%	73.7%	67.4%	48.9%	68.6%
Male	4,476	98.3%	95.9%	90.2%	81.4%	69.8%	50.4%	35.7%	56.8%
<b>English Learner Status</b>									
Non-EL	6,784	99.0%	96.3%	92.4%	84.3%	73.9%	56.7%	41.8%	64.5%
EL	1,656	95.8%	100.0%	90.0%	80.9%	66.3%	59.5%	40.4%	53.5%
<b>Receiving Special Education Services</b>									
Does not have IEP	6,741	98.9%	96.3%	92.2%	83.8%	72.3%	57.7%	43.7%	67.3%
Has IEP	1,699	100.0%	100.0%	89.5%	80.4%	67.6%	54.1%	36.9%	42.7%
<b>Overall</b>									
All District 8 <sup>th</sup> Graders	8,440	98.9%	96.4%	92.1%	83.7%	71.7%	57.1%	41.5%	62.4%

**Source:** Pre-lottery qualification data downloaded from SDP internal systems on 10/30/2023; Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

\*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-1, 81.4% 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, 51.1% of students who identify as Hispanic/Latine applied to at least one CB school or program (ignoring those students’ qualification levels).

**More than 90% of students meeting High-80 qualification levels applied 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 seven schools and programs with High qualification requirements (Table 9; see Appendix B for the specific schools and programs). Students in each High category applied at rates ranging from 81.2% of all students qualified at the High-65 level to 97.7% of all students meeting the High-80 Algebra requirements. Among the remaining students, the application rate to these programs ranged from 54.3% among students meeting Medium-1 qualifications to 27.7% among those meeting Minimum qualifications. Students who did not meet any qualification level also applied to these schools and programs at a rate of 22.3%.

Table 9. Percentage of District 8<sup>th</sup> 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-1	Medium-2	Minimum	Not Qualified	
<b>Race/Ethnicity</b>									
Asian	848	98.6%	94.2%	96.4%	76.0%	72.4%	35.7%	43.5%	79.1%
Black/African American	3,778	97.7%	95.5%	81.3%	49.4%	35.8%	25.8%	21.6%	34.9%
Hispanic/Latine	2,151	95.1%	91.2%	76.0%	54.5%	35.6%	22.4%	17.9%	34.1%
Multi Racial/Other*	472	96.9%	93.3%	76.2%	57.4%	37.8%	33.3%	22.0%	45.8%
White	1,191	97.8%	93.8%	75.2%	51.0%	42.9%	37.5%	29.7%	59.9%
<b>Gender</b>									
Female	3,954	98.7%	92.2%	80.2%	53.0%	39.4%	25.8%	24.9%	46.0%
Male	4,476	96.8%	95.9%	82.3%	55.8%	39.8%	29.1%	20.3%	40.8%
<b>English Learner Status</b>									
Non-EL	6,784	97.9%	93.9%	80.8%	51.5%	35.7%	25.8%	21.4%	44.4%
EL	1,656	91.7%	100.0%	83.3%	66.9%	49.7%	37.8%	25.2%	38.8%
<b>Receiving Special Education Services</b>									
Does not have IEP	6,741	97.6%	93.8%	81.2%	54.5%	40.7%	29.4%	42.1%	48.7%
Has IEP	1,699	100.0%	100.0%	78.9%	51.0%	33.1%	18.9%	29.7%	21.5%
<b>Overall</b>									
All District 8 <sup>th</sup> Graders	8,440	97.7%	94.1%	81.2%	54.3%	39.7%	27.7%	22.3%	43.3%

**Source:** Pre-lottery qualification data downloaded from SDP internal systems on 10/30/2023; Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

\*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, 80.2% submitted at least one application to, specifically, one of those seven 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, 34.1% of students who identify as Hispanic/Latine 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 8<sup>th</sup> graders applied? How many of those applicants met pre-lottery requirements and how many met final eligibility requirements?**

**About 60% of District 8<sup>th</sup> 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 10). In addition, the percentage of applications that met pre-application qualification levels and those that met final eligibility requirements also varied. Overall, about 60% of applications from District 8<sup>th</sup> graders were eligible, based on pre-lottery qualifications, which is 17 percentage points higher than in Fall 2022.<sup>7</sup>

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<sup>7</sup> See Table 9 in the report found here: <https://www.philasd.org/research/2024/01/05/2022-23-school-selection-in-sdp/>

Table 10. Number of applications, number of (pre-lottery) qualified applications, and number of applications meeting final eligibility requirements, from District 8<sup>th</sup> 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*	917	638	69.6%	645	70.3%
High-80	Central High School*	2,046	973	47.6%	1035	50.6%
High-60	Academy at Palumbo*	1,304	863	66.2%	938	71.9%
	Carver (High School of Engineering and Science)*	1,071	731	68.3%	780	72.8%
	Northeast High School - Magnet	1,110	582	52.4%	638	57.5%
	Parkway Center City Middle College	800	455	56.9%	495	61.9%
	Northeast High School - IB	898	330	36.7%	370	41.2%
Medium-1	Creative and Performing Arts (CAPA)	683	373	54.6%	157	23.0%
	George Washington High School	170	125	73.5%	139	81.8%
	Girard Academic Music Program	199	134	67.3%	112	56.3%
	Science Leadership Academy (SLA)	909	641	70.5%	323	35.5%
	William W. Bodine High School	1,042	688	66.0%	753	72.3%
	Science Leadership Academy (SLA) at Beeber	267	158	59.2%	178	66.7%

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
Medium-2	Arts Academy at Benjamin Rush	536	323	60.3%	179	33.4%
	Franklin Learning Center	1,117	694	62.1%	796	71.3%
	Hill-Freedman World Academy	422	251	59.5%	258	61.1%
	Lankenau High School	314	193	61.5%	216	68.8%
	Philadelphia High School for Girls	591	390	66.0%	428	72.4%
Minimum	Motivation High School	290	150	51.7%	176	60.7%
	Parkway Northwest High School	434	262	60.4%	291	67.1%
	Parkway West High School	300	158	52.7%	181	60.3%
	Walter B. Saul High School	408	249	61.0%	274	67.2%
All District 8 <sup>th</sup> Graders (Total Applications)		<b>15,828</b>	<b>9,361</b>	<b>59.1%</b>	<b>9,362</b>	<b>59.1%</b>

**Source:** Pre-lottery qualification data downloaded from SDP internal systems on 10/30/2023; Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

\* These schools incorporated zip code prioritization into their admission processes in 2021-22 through 2023-24.

**RQ5: For District 8<sup>th</sup> grade applicants, how many received an offer of admission, and how many accepted those offers as of March 21, 2024? How did those admission offers and student acceptance rates differ by student characteristics and by eligibility requirements of schools?**

**The numbers of eligible applicants and accepted admission offers increased from last year.**

Of the 3,278 District 8<sup>th</sup> graders who submitted at least one fully eligible CB application, 3,196 (97.5%) received at least one offer of admission to a CB program or school (Table 11). Compared with Fall 2022, this represents 924 more students with an eligible application, though the percentage receiving an admission offer was almost unchanged (97.7% in Fall 2022) due to a corresponding increase in admission offers (an additional 613). The percentage of students who accepted a CB offer decreased from 90.3% to 84.2%.

Table 11. For criteria-based schools and programs: Number of applicants meeting final eligibility requirements, number and percentage receiving admission offers, and number and percentage accepting those offers; District 8<sup>th</sup> graders; Fall 2022 and Fall 2023

All District 8 <sup>th</sup> Graders (Unique Applicants)	Students Submitting At Least One Fully Eligible CB Application	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
Fall 2022	2,354	2,300	97.7%	2,078	90.3%
Fall 2023	3,278	3,196	97.5%	2,691	84.2%

**Source:** Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

**Note:** Many students submit multiple applications to CB schools or programs. This table provides information about unique applicants only. For example, 3,278 unique (or different) students submitted one or more fully eligible applications to a CB school or program, and 3,196 unique students received one or more offers of admission to a CB school or program.



As noted previously, among students who submitted at least one eligible CB application, 97.5% received at least one offer, and this rate differed only slightly across student groups (from 95.9% to 98.9%). The variation associated with offer acceptance rates was larger, ranging from values of 77.2% among English Learners to 92.0% among students identifying as Asian (Table 12).

Table 12. For criteria-based schools and programs: Number of applicants meeting final eligibility requirements, number and percentage receiving admission offers, and number and percentage accepting those offers, by student group; District 8<sup>th</sup> graders

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
<b>Race/Ethnicity</b>					
Asian	591	575	97.3%	529	92.0%
Black/African American	1,223	1,210	98.9%	998	82.5%
Hispanic/Latine	637	611	95.9%	480	78.6%
Multi Racial/Other*	184	180	97.8%	155	86.1%
White	643	620	96.4%	529	85.3%
<b>Gender</b>					
Female	1,735	1,702	98.1%	1,449	85.1%
Male	1,539	1,490	96.8%	1,238	83.1%
<b>English Learner Status</b>					
Non-EL	2,794	2,732	97.8%	2,333	85.4%
EL	484	464	95.9%	358	77.2%
<b>Receiving Special Education Services</b>					
Does not have IEP	3,055	2,978	97.5%	2,520	84.6%
Has IEP	223	218	97.8%	171	78.4%
<b>Overall</b>					
All District 8 <sup>th</sup> Graders	3,278	3,196	97.5%	2,691	84.2%

Source: Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

\*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 these can be submitted to any combination of criteria-based, citywide, or catchment schools and programs. Further, as noted above, many applications to criteria-based schools and programs do not ultimately meet the necessary eligibility requirements. This might raise concerns that many students are “wasting” all five of their application opportunities on schools and programs for which they are not eligible. The data, however, do not support this, as 95.3% of students who submitted five CB applications received at least one offer (Table 13). This means that over 95% of students submitting five CB applications met eligibility requirements for at least one of those schools or programs.

Table 13. District 8<sup>th</sup> 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	926	245	0	0	0	0	245	20.9%	1,171
2	574	248	196	0	0	0	444	43.6%	1,018
3	342	185	250	145	0	0	580	62.9%	922
4	167	146	199	243	150	0	738	81.5%	905
5	58	89	160	301	425	214	1,189	95.3%	1,247
Total	2,067	913	805	689	575	214	3,196	60.7%	5,263

Source: Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

**Students who submitted eligible CB applications were very likely to receive an offer of admission to a CB program/school. The more eligible applications submitted, the higher the percentage of admission rate offers. All students who submitted five eligible CB applications received at least one offer of admission.**

When each application’s eligibility status is taken into consideration, we find that students who submitted a single *eligible* CB application received a CB admission offer at a rate of 92.7% (Table 14). As the number of eligible CB applications increases, so does the percentage of students receiving at least one offer, reaching a rate of 100% for students who submitted the maximum of five eligible applications.

Table 14. District 8<sup>th</sup> 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	59	752	0	0	0	0	752	92.7%	811
2	17	116	562	0	0	0	678	97.6%	695
3	5	29	149	386	0	0	564	99.1%	569
4	1	10	58	166	326	0	560	99.8%	561
5	0	6	36	137	249	214	642	100.0%	642
Total	82	913	805	689	575	214	3,196	97.5%	3,278

Source: Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

When considering only 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 77.5% (Table 15). Students who submitted two or more eligible applications received an offer at rates ranging from 93.7% for two eligible applications up to 100% for five. In other words, similar to applications to all CB schools, all students who submitted five eligible applications to the schools and programs with High eligibility requirements received at least one admission offer.

Table 15. District 8<sup>th</sup> 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	74	255	0	0	0	0	255	77.5%	329
2	31	149	309	0	0	0	458	93.7%	489
3	10	64	189	204	0	0	457	97.9%	467
4	3	15	78	167	109	0	369	99.2%	372
5	0	2	17	43	40	39	141	100.0%	141
Total	118	485	593	414	149	39	1,680	93.4%	1,798

Source: Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

**RQ6: As of March 21, 2024, for each criteria-based high school and program, how many students received an offer of admission? As of March 21, 2024, how many of those admission offers were accepted by students?**

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

CB schools and programs vary in terms of their size, and thus have different sizes of incoming 9<sup>th</sup> grade cohorts. They also vary in the number of admission offers that are required to yield an incoming cohort of the desired size. It follows that some schools and programs extend more admission offers than others, and that students accept those admission offers at different rates (Table 16).

Table 16. For criteria-based schools and programs: 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 8<sup>th</sup> graders

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*	645	232	36.0%	139	59.9%
High-80	Central High School*	1035	811	78.4%	486	59.9%
High-60	Academy at Palumbo*	938	713	76.0%	225	31.6%
	Carver (High School of Engineering and Science)*	780	516	66.2%	121	23.4%
	Northeast High School - IB	370	134	36.2%	35	26.1%
	Northeast High School - Magnet	638	464	72.7%	211	45.5%
	Parkway Center City Middle College	495	468	94.5%	110	23.5%

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-1	Creative and Performing Arts (CAPA)	157	157	100.0%	85	54.1%
	George Washington High School - IB	139	139	100.0%	26	18.7%
	Girard Academic Music Program	112	99	88.4%	28	28.3%
	Science Leadership Academy (SLA)	323	226	70.0%	83	36.7%
	Science Leadership Academy (SLA) at Beeber	178	178	100.0%	61	34.3%
	William W. Bodine High School	753	644	85.5%	153	23.8%
Medium-2	Arts Academy at Benjamin Rush	179	179	100.0%	135	75.4%
	Franklin Learning Center	796	671	84.3%	293	43.7%
	Hill-Freedman World Academy	258	258	100.0%	66	25.6%
	Lankenau High School	216	216	100.0%	51	23.6%
	Philadelphia High School for Girls	428	428	100.0%	113	26.4%
Minimum	Motivation High School	176	176	100.0%	50	28.4%
	Parkway Northwest High School	291	291	100.0%	72	24.7%
	Parkway West High School	181	181	100.0%	36	19.9%
	Walter B. Saul High School	274	274	100.0%	102	37.2%
All District 8 <sup>th</sup> Graders (Unique Applicants)		3,278	3,196	97.5%	2,691	84.2%

Source: Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

\* These schools offered zip code priority admissions.

## Conclusions

This report focuses on the School Selection Process as it was conducted during the 2023-24 school year, which was similar in most respects to the prior year in terms of the logistics, mechanics, and timeline of applications, admission offers, and student acceptances. However, as has been the case in each of the last several years, there were notable year-to-year changes to the minimum eligibility requirements at CB schools. With this context in mind, the following are some key insights from our analyses.

- **The overall rate at which District 8<sup>th</sup> graders met the minimum criteria at CB schools (48.2%) was higher than in 2022-23 (27.1%).** This increase reflects substantive changes to the minimum criteria requirements, including allowing a higher number of unexcused absences, and allowing student to reach the 50<sup>th</sup> percentile in one assessment, rather than two.
- **There were large year-over-year increases in the number of students submitting at least one eligible CB application, receiving at least one CB admission offer, and accepting a CB admission offer.** Increases in eligible applicants (from 2,354 to 3,278) and admission offers (from 2,300 to 3,196) both increased by about 40% from 2022-23. The number of accepted offers increased by about 29% (from 2,078 to 2,691).
- **Over half (59.1%) of CB applications submitted by District 8<sup>th</sup> graders ultimately met the school's eligibility requirements.** This represents an improvement over 2022-23, in which only 45.1% of CB applications met eligibility requirements.

We plan to continue to documenting and analyzing the changes to, and outcomes of, the School Selection Process in future years. These efforts will continue to include written reports (such as this one), and through transparent sharing of data through the District's Open Data archives.<sup>8</sup>

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<sup>8</sup> To access SDP's Open Data, see: <https://www.philasd.org/performance/programsservices/open-data/>

## Appendix A: Sending Schools with Students Meeting Algebra 1 Requirement

Table A1. Number of enrolled 8<sup>th</sup> grade students, and number of 8<sup>th</sup> 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 the fall of their 8<sup>th</sup> grade year.]

School	Number of 8 <sup>th</sup> Grade Students Attending this School in 2022-23 Who Met the Algebra Requirement	Number of 8 <sup>th</sup> Grade Students Attending this School in 2023-24 Who Met the Algebra Requirement	Change in number of students meeting Algebra Requirement from 2022-23 to 2023-24
Baldi MS	187	198	11
Masterman, Julia R. MS	189	192	3
GAMP HS	89	79	-10
Greenfield, Albert M. ES	56	73	17
Mayfair ES	60	68	8
SLA at Beeber	0	62	62
Kirkbride, Eliza B. ES	55	58	3
Engineering & Science MS	45	55	10
Vare-Washington ES	43	47	4
Meredith, William M. ES	44	45	1
Ethan Allen School	0	44	44
Castor Gardens Middle School	63	41	-22
Franklin, Benjamin ES	29	39	10
Decatur, Stephen ES	32	33	1
McCall, Gen. George ES	34	32	-2
Juniata Park Academy	33	31	-2
Southwark ES	33	29	-4
Fitzpatrick, A. L. ES	3	29	26
Sadie Alexander School	28	27	-1
Fell, D. Newlin ES	21	26	5
Hancock Demonstration School	27	25	-2
Marshall, Thurgood School	21	25	4
Greenberg, Joseph ES	23	24	1
Farrell, Louis H. ES	22	24	2
AMY at James Martin	23	23	0
AMY Northwest	0	23	23
Conwell, Russell H. MS	25	20	-5
Northeast Community Propel Academy	0	20	20
Marian Anderson Neighborhood Academy	20	19	-1
Ludlow, James R. ES	2	19	17
Thomas Holme School	0	19	19

School	Number of 8 <sup>th</sup> Grade Students Attending this School in 2022-23 Who Met the Algebra Requirement	Number of 8 <sup>th</sup> Grade Students Attending this School in 2023-24 Who Met the Algebra Requirement	Change in number of students meeting Algebra Requirement from 2022-23 to 2023-24
Rhoads, James ES	16	18	2
Jackson Coppin, Fanny ES	10	17	7
Jenks Academy for Arts and Sciences	0	17	17
Olney School	16	15	-1
Cook-Wissahickon School	0	15	15
George W. Nebinger School	0	15	15
Charles W. Henry School	0	13	13
Harding, Warren G. MS	0	13	13
Gilbert Spruance School	0	12	12
Bridesburg School	0	11	11
Feltonville School of Arts and Sciences	0	11	11
Grover Washington, Jr. School	0	10	10
Shawmont School	13	8	-5
John H. Taggart School	0	8	8
Finletter, Thomas K. School	10	6	-4
Lingelbach, Anna L. School	6	6	0
S. Weir Mitchell School	0	5	5
Alexander Adaire School	0	4	4
Hamilton Disston School	0	4	4
James Dobson School	0	4	4
Achieve Academy East	0	2	2
Widener Memorial School	0	2	2
Wagner, Gen. Louis MS	27	1	-26
Achieve Academy	0	1	1
Benjamin B. Comegys School	0	1	1
Crossroads Accelerated Academy	0	1	1
Henry C. Lea School	0	1	1
Penn Treaty High School	0	1	1
Robert B. Pollock School	0	1	1
Science Leadership Academy Middle School	0	1	1
MYA MS	31	0	-31
Morrison, Andrew J. School	14	0	-14
Total	1,350	1,673	323

**Source:** Algebra rostering data downloaded from SDP internal systems on 10/30/2023

**Note:** Schools are only included in this list if they had at least one 8<sup>th</sup> grader who met the Algebra I requirement, and are sorted from the highest number of students meeting the Algebra requirement in 2023-24.



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

Table B1. Qualification level, and qualification details of criteria-based schools and programs

School	Qualification Level	Required Grades and Assessment Percentiles	Required Attendance
Julia R. Masterman School	High-80 Algebra	AB-80/80 Algebra	95% (9 or Fewer Unexcused Absences)
Central High School	High-80	AB-80/80	
Academy at Palumbo	High-65	AB-65/65	
Carver (High School of Engineering and Science)			
Northeast Medical, Engineering and Aerospace Magnet*			
Northeast Pre-International Baccalaureate Diploma Program*			
Parkway Center City Middle College			
Creative and Performing Arts High School (CAPA)**	Medium-1	AB1C - 50/50	90% (18 or Fewer Unexcused Absences)
George Washington International Baccalaureate Diploma Program*			
Girard Academic Music Program**			
Science Leadership Academy (SLA)**			
Science Leadership Academy (SLA) at Beeber**			
William W. Bodine High School			
Arts Academy at Benjamin Rush**	Medium-2	AB2C - 50 or 50	
Franklin Learning Center**			
Hill-Freedman World Academy			
Lankenau High School			
Philadelphia High School for Girls			
Motivation High School	Minimum	ABC - 50 or 50	
Parkway Northwest High School			
Parkway West High School			
Walter B. Saul High School			

\*Qualification Level refers to criteria-based programs embedded within non-CB schools.

\*\*These schools had additional audition or portfolio requirements.

## Appendix C: Applications, Eligibility, Admission Offers, and Student Responses by School/Program Qualification Level

Table C1. For criteria-based schools and programs with Minimum criteria: Number of applicants meeting final eligibility requirements, number and percentage receiving admission offers, and number and percentage accepting those offers, by student group; District 8<sup>th</sup> graders

	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
<b>Race/Ethnicity</b>					
Asian	29	29	100.0%	3	10.3%
Black/African American	557	557	100.0%	202	36.3%
Hispanic/Latine	93	93	100.0%	33	35.5%
Multi Racial/Other*	38	38	100.0%	13	34.2%
White	47	47	100.0%	9	19.1%
<b>Gender</b>					
Female	421	421	100.0%	149	35.4%
Male	343	343	100.0%	111	32.4%
<b>English Learner Status</b>					
Non-EL	700	700	100.0%	234	33.4%
EL	64	64	100.0%	26	40.6%
<b>Receiving Special Education Services</b>					
Does not have IEP	676	676	100.0%	220	32.5%
Has IEP	88	88	100.0%	40	45.5%
<b>Overall</b>					
All District 8 <sup>th</sup> Graders	764	764	100.0%	260	34.0%

**Source:** Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024  
 \*Includes students identifying as American Indian/Alaskan Native and Native Hawaiian/Pacific Islander

Table C2. For criteria-based schools and programs with Medium-1 criteria: Number of applicants meeting final eligibility requirements, number and percentage receiving admission offers, and number and percentage accepting those offers, by student group; District 8<sup>th</sup> graders

	CB Schools/Programs with Medium-1 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
<b>Race/Ethnicity</b>					
Asian	172	158	91.9%	67	42.4%
Black/African American	701	674	96.1%	322	47.8%
Hispanic/Latine	348	324	93.1%	161	49.7%
Multi Racial/Other*	70	68	97.1%	22	32.4%
White	201	193	96.0%	81	42.0%
<b>Gender</b>					
Female	948	907	95.7%	429	47.3%
Male	543	509	93.7%	224	44.0%
<b>English Learner Status</b>					
Non-EL	1,234	1,177	95.4%	518	44.0%
EL	258	240	93.0%	135	56.3%
<b>Receiving Special Education Services</b>					
Does not have IEP	1,376	1,304	94.8%	600	46.0%
Has IEP	116	113	97.4%	53	46.9%
<b>Overall</b>					
All District 8 <sup>th</sup> Graders	1,492	1,417	95.0%	653	46.1%

Source: Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

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

Table C3. For criteria-based schools and programs with Medium-2 criteria: Number of applicants meeting final eligibility requirements, number and percentage receiving admission offers, and number and percentage accepting those offers, by student group; District 8<sup>th</sup> graders

	CB Schools/Programs with Medium-2 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
<b>Race/Ethnicity</b>					
Asian	236	228	96.6%	48	21.1%
Black/African American	383	373	97.4%	160	42.9%
Hispanic/Latine	245	242	98.8%	86	35.5%
Multi Racial/Other*	98	91	92.9%	41	45.1%
White	351	340	96.9%	107	31.5%
<b>Gender</b>					
Female	680	661	97.2%	219	33.1%
Male	630	610	96.8%	222	36.4%
<b>English Learner Status</b>					
Non-EL	1,170	1,131	96.7%	394	34.8%
EL	143	143	100.0%	48	33.6%
<b>Receiving Special Education Services</b>					
Does not have IEP	1,248	1,210	97.0%	412	34.0%
Has IEP	65	64	98.5%	30	46.9%
<b>Overall</b>					
All District 8 <sup>th</sup> Graders	1,313	1,274	97.0%	442	34.7%

**Source:** Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

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

Table C4. For criteria-based schools and programs with High-65 criteria: Number of applicants meeting final eligibility requirements, number and percentage receiving admission offers, and number and percentage accepting those offers, by student group; District 8<sup>th</sup> graders

<b>CB Schools/Programs with High-65 Criteria (Palumbo, Carver, Parkway Center City, Northeast Magnet)</b>					
	<b>Eligible Applications</b>	<b>Admission Offers</b>		<b>Student Acceptances</b>	
<b>Student Group</b>	<b>Students Submitting One or More Fully Eligible CB Applications at this Qualification Level</b>	<b>Number of Students Receiving One or More CB Admission Offers at this Qualification Level</b>	<b>Percentage of Students Receiving One or More CB Admission Offers at this Qualification Level</b>	<b>Number of Students With One or More CB Admission Offers at this Qualification Level Who Accepted One</b>	<b>Percentage of Students With One or More CB Admission Offers at this Qualification Level Who Accepted One</b>
<b>Race/Ethnicity</b>					
Asian	476	433	91.0%	215	49.7%
Black/African American	408	380	93.1%	215	56.6%
Hispanic/Latine	274	248	90.5%	135	54.4%
Multi Racial/Other*	112	101	90.2%	34	33.7%
White	444	390	87.8%	116	29.7%
<b>Gender</b>					
Female	856	769	89.8%	354	46.0%
Male	854	779	91.2%	361	46.3%
<b>English Learner Status</b>					
Non-EL	1,519	1,389	91.4%	615	44.3%
EL	195	163	83.6%	100	61.3%
<b>Receiving Special Education Services</b>					
Does not have IEP	1,650	1,491	90.4%	687	46.1%
Has IEP	64	61	95.3%	28	45.9%
<b>Overall</b>					
All District 8 <sup>th</sup> Graders	1,714	1,552	90.5%	715	46.1%

**Source:** Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

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

Table C5. For criteria-based schools and programs with High-80 criteria: Number of applicants meeting final eligibility requirements, number and percentage receiving admission offers, and number and percentage accepting those offers, by student group; District 8<sup>th</sup> graders

	<b>CB School with High-80 Criteria (Central)</b>				
	<b>Eligible Applications</b>	<b>Admission Offers</b>		<b>Student Acceptances</b>	
<b>Student Group</b>	<b>Students Submitting One or More Fully Eligible CB Applications at this Qualification Level</b>	<b>Number of Students Receiving One or More CB Admission Offers at this Qualification Level</b>	<b>Percentage of Students Receiving One or More CB Admission Offers at this Qualification Level</b>	<b>Number of Students With One or More CB Admission Offers at this Qualification Level Who Accepted One</b>	<b>Percentage of Students With One or More CB Admission Offers at this Qualification Level Who Accepted One</b>
<b>Race/Ethnicity</b>					
Asian	320	237	74.1%	150	63.3%
Black/African American	190	156	82.1%	84	53.8%
Hispanic/Latine	111	91	82.0%	58	63.7%
Multi Racial/Other*	68	56	82.4%	33	58.9%
White	346	271	78.3%	153	56.5%
<b>Gender</b>					
Female	504	400	79.4%	226	56.5%
Male	527	408	77.4%	249	61.0%
<b>English Learner Status</b>					
Non-EL	970	746	76.9%	432	57.9%
EL	65	65	100.0%	46	70.8%
<b>Receiving Special Education Services</b>					
Does not have IEP	1,004	780	77.7%	459	58.8%
Has IEP	31	31	100.0%	19	61.3%
<b>Overall</b>					
All District 8 <sup>th</sup> Graders	1,035	811	78.4%	478	58.9%

**Source:** Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

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

Table C6. For criteria-based schools and programs with High-80 Algebra criteria: Number of applicants meeting final eligibility requirements, number and percentage receiving admission offers, and number and percentage accepting those offers, by student group; District 8<sup>th</sup> graders

	<b>CB School with High-80 Algebra Criteria (Masterman)</b>				
	<b>Eligible Applications</b>	<b>Admission Offers</b>		<b>Student Acceptances</b>	
<b>Student Group</b>	<b>Students Submitting One or More Fully Eligible CB Applications at this Qualification Level</b>	<b>Number of Students Receiving One or More CB Admission Offers at this Qualification Level</b>	<b>Percentage of Students Receiving One or More CB Admission Offers at this Qualification Level</b>	<b>Number of Students With One or More CB Admission Offers at this Qualification Level Who Accepted One</b>	<b>Percentage of Students With One or More CB Admission Offers at this Qualification Level Who Accepted One</b>
<b>Race/Ethnicity</b>					
Asian	220	63	28.6%	46	73.0%
Black/African American	82	28	34.1%	15	53.6%
Hispanic/Latine	64	27	42.2%	7	25.9%
Multi Racial/Other*	39	15	38.5%	12	80.0%
White	240	109	45.4%	63	57.8%
<b>Gender</b>					
Female	315	131	41.6%	72	55.0%
Male	330	111	33.6%	71	64.0%
<b>English Learner Status</b>					
Non-EL	626	228	36.4%	140	61.4%
EL	19	14	73.7%	3	21.4%
<b>Receiving Special Education Services</b>					
Does not have IEP	633	239	37.8%	142	59.4%
Has IEP	12	3	25.0%	1	33.3%
<b>Overall</b>					
All District 8 <sup>th</sup> Graders	645	242	37.5%	143	59.1%

**Source:** Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

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

## Appendix D: School-level Tables of Applications, Admission Offers, and Student Acceptances: Internal and External 8<sup>th</sup> Grade Applicants

Table D1. Applications, eligible applications, admission offers, and student acceptances, by school: internal and external 8<sup>th</sup> 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 an Admission Offer		Percentage of Eligible Applications Receiving an Admission Offer		Number of Admission Offers Accepted by Student		Percentage of Admission Offers Accepted by Student	
	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External
Academy at Palumbo*	1,304	842	938	469	71.9%	55.7%	805	403	85.8%	85.9%	236	119	29.3%	29.5%
Arts Academy at Benjamin Rush	536	207	179	82	33.4%	39.6%	179	82	100.0%	100.0%	134	54	74.9%	65.9%
Carver (High School of Engineering and Science)*	1,071	710	780	364	72.8%	51.3%	780	364	100.0%	100.0%	134	82	17.2%	22.5%
Central High School*	2,046	1,168	1,035	394	50.6%	33.7%	811	311	78.4%	78.9%	478	194	58.9%	62.4%
Creative and Performing Arts (CAPA)	683	542	157	112	23.0%	20.7%	157	112	100.0%	100.0%	84	67	53.5%	59.8%



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 an Admission Offer		Percentage of Eligible Applications Receiving an Admission Offer		Number of Admission Offers Accepted by Student		Percentage of Admission Offers Accepted by Student	
	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External
Franklin Learning Center	1,117	553	796	347	71.3%	62.7%	688	314	86.4%	90.5%	290	117	42.2%	37.3%
George Washington High School	170	23	139	12	81.8%	52.2%	139	12	100.0%	100.0%	26	3	18.7%	25.0%
Girard Academic Music Program	199	137	112	46	56.3%	33.6%	112	46	100.0%	100.0%	32	10	28.6%	21.7%
Hill-Freedman World Academy	422	335	258	221	61.1%	66.0%	258	221	100.0%	100.0%	65	56	25.2%	25.3%
Julia R. Masterman School*	917	496	645	165	70.3%	33.3%	242	28	37.5%	17.0%	143	15	59.1%	53.6%
Lankenau High School	314	197	216	133	68.8%	67.5%	216	133	100.0%	100.0%	51	33	23.6%	24.8%
Motivation High School	290	167	176	74	60.7%	44.3%	176	74	100.0%	100.0%	50	21	28.4%	28.4%
Northeast High School - Magnet	1,110	309	638	147	57.5%	47.6%	464	115	72.7%	78.2%	207	37	44.6%	32.2%

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 an Admission Offer		Percentage of Eligible Applications Receiving an Admission Offer		Number of Admission Offers Accepted by Student		Percentage of Admission Offers Accepted by Student	
	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External
Northeast High School - IB	898	214	370	44	41.2%	20.6%	134	15	36.2%	34.1%	35	4	26.1%	26.7%
Parkway Center City Middle College	800	518	495	202	61.9%	39.0%	468	195	94.5%	96.5%	103	52	22.0%	26.7%
Parkway Northwest High School	434	288	291	169	67.1%	58.7%	291	169	100.0%	100.0%	72	41	24.7%	24.3%
Parkway West High School	300	228	181	104	60.3%	45.6%	181	104	100.0%	100.0%	36	22	19.9%	21.2%
Philadelphia High School for Girls	591	398	428	253	72.4%	63.6%	428	253	100.0%	100.0%	113	74	26.4%	29.2%
Science Leadership Academy (SLA)	909	712	323	241	35.5%	33.8%	226	161	70.0%	66.8%	80	63	35.4%	39.1%

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 an Admission Offer		Percentage of Eligible Applications Receiving an Admission Offer		Number of Admission Offers Accepted by Student		Percentage of Admission Offers Accepted by Student	
	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External	Internal	External
Science Leadership Academy (SLA) at Beeber	267	272	178	124	66.7%	45.6%	178	124	100.0%	100.0%	59	46	33.1%	37.1%
Walter B. Saul High School	408	257	274	146	67.2%	56.8%	274	146	100.0%	100.0%	102	45	37.2%	30.8%
William W. Bodine High School	1,042	553	753	353	72.3%	63.8%	753	353	100.0%	100.0%	161	79	21.4%	22.4%
All District and External 8 <sup>th</sup> Graders (Total Applications)	15,828	9,126	9,362	4,202	59.1%	46.0%	7,960	3,735	85.0%	88.9%	2,691	1,234	33.8%	33.0%

**Source:** Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

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

Beginning in 2021-22, applicants to four schools (Carver, Central, Masterman, and Palumbo) have been given admission priority if they met all of the school’s eligibility requirements *and* resided in one of a set of prioritized zip codes. In each year since then, the specific zip codes were identified through an analysis of which zip codes had been most underrepresented among incoming 9<sup>th</sup> graders at those specific schools.<sup>9</sup>

Table D2. Number and percentage of admission offers extended to internal 8<sup>th</sup> grade applicants from priority zip codes, at schools that used zip code prioritization, 2022-23 and 2023-24

Criteria-Based School or Program	Applied in 2022-23			Applied in 2023-24			Percentage Point Change in Admission Offers Extended to District 8 <sup>th</sup> Grade Applicants from Priority Zip Codes (2022-23 to 2023-24)
	Total Number of Admission Offers Extended to District 8 <sup>th</sup> Graders	Number of Admission Offers Extended to District 8 <sup>th</sup> Grade Applicants from Priority Zip Codes	Percentage of Admission Offers Extended to District 8 <sup>th</sup> Grade Applicants from Priority Zip Codes	Total Number of Admission Offers Extended to District 8 <sup>th</sup> Graders	Number of Admission Offers Extended to District 8 <sup>th</sup> Grade Applicants from Priority Zip Codes	Percentage of Admission Offers Extended to District 8 <sup>th</sup> Grade Applicants from Priority Zip Codes	
Carver (High School of Engineering and Science)	583	71	12.2%	516	86	16.7%	4.5
Central High School	773	53	6.9%	811	90	11.1%	4.2
Julia R. Masterman School	118	27	22.9%	232	44	19.0%	-3.9
Academy at Palumbo	618	71	11.5%	713	80	11.2%	-0.3
Total (across all four schools)	2,092	222	10.6%	2,272	300	13.2%	2.6

Source: Application, offer, and student acceptance data provided by SDP Office of Information Systems on 3/21/2024

<sup>9</sup> 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/>