Grouping the schools based first on size, then type, and then funding per student shows us that Charter schools have the best overall passing rate regardless of size, while large District schools have the worst. It is unknown whether size would affect the passing rate of District schools as we only have one size of District school in the dataset. The District schools have higher funding than the charter schools and have a lower average passing rate. No schools have a higher percentage of students passing math than reading, and the higher the difference in percent passing reading vs math correlates with the overall passing percentage. District schools have on average 14.25% more students passing English than math, while charter schools have 2.97%. All district schools are larger and have more funding on average than charter schools. The combination of these three variables can be used to predict the overall passing percentage, however solely looking at school type vs % overall passing yields the same results. Lower funding correlates with higher percent passing, however lower funding per student is directly related to whether the school type is charter vs district. Charter schools often have required parent participation and are smaller schools on average so require less funding in general. This leads me to believe that average funding is not a good indicator of student success especially since we have no data on District schools with lower funding. Looking at just school size vs overall passing percentage shows us that smaller school size is also correlated with student success, however every charter school has a lower student count than district schools so this may not be a good indicator of student success as we have no data on district schools with low student counts. In conclusion, the best indicator of student success is the school type with district schools having an average % overall passing of 53.67% and charter schools with 90.43%. A second conclusion that can be drawn is the percentage of students passing reading is always higher than the percentage of students passing math and taking the difference of these per school gives us a good indicator of the school type and therefore the % overall passing. This indicates that the quality of math vs reading classes are lower at District schools than charter schools.