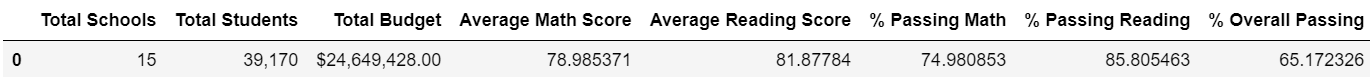
**Report of Results**

**School District summary**

Sorting the provided data, a high-level snapshot of the district’s key metrics shows us that the district is constituted by 15 schools, there are over 39K students, average Maths and Reading passing rates respectably are 74.9 and 85.8 % and the overall passing rate is 65% further details can be found on Table 1

## Table 1. District Summary



The data also provide detail per school on total of students, annual budget, Math and Reading scores and pass rates, as well as the overall pass rate, further detail can be observed in Table 2.

## Table 2. School Summary

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**School Performance**

It could be observed that even when there is not a significantly high number of schools in the studied district, profound differences in academic performance could be identified between charter and district schools among other distinct differences below a compendium of the top 5 (Table 3) and bottom 5 (Table 4) schools based on its performance. Its relevant to point that the general difference between top and bottom schools is the school type, all bottom 5 schools are of the type district and all of the top 5 schools are of the type chapter, which rather than being part of a public school district, which dictates curriculum and standards in all schools, charters operate autonomously through individual agreements, or charters, with state or local governments that dictate rules and performance standards. Which in this case have proved to be very successful.

## Table 3. Highest-Performing Schools (By % Overall Passing)

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## Table 4. Bottom Performing Schools (By % Overall Passing)

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**Scores by Grades**

In other hand the scores seem not to be affected by grades which spread homogeneously between grades 9th through 12th, refer to Table 5 and 6, and the deterministic variable seems to be the School.

|  |  |
| --- | --- |
| Table 5. Math Scores by Grade | Table 6. Reading Scores by Grad |
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## School Spending

## It does not seem the spence per capita has a positive effect on academic performance but the opposite. Schools with big spending budgets per student perform worst than those with small budgets, it will be interesting perform further statistical analysis to identify the root cause of this phenomenon. Please refer to Table 7. for detailed brake down.

## Table 7. Scores by School Spending SummaryA picture containing text, screenshot, font, receipt Description automatically generated

## School Size

## Another factor that showed to have significant effect on student performance, besides school type, was the number of students per school or school size, been those with low population the ones that perform better. It’s important to point at charter schools are either medium or small schools rarely large (Table 8.).

## Table 8. Score by School Size

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## All off them that appeared in the top 5 are medium and small only. A strong difference in performance can be observed between small and medium schools vs large schools being the last ones the ones whit the worst numbers. Please refer to Table 9. For further detail.

## Table 9. Score by School Size Summary

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## School Type

## As seen previously in this document the school type has a deterministic impact on student performance, summarized in Table 10. It can be observed that the overall passing percentage (% Overall Passing ) for schools in the district type is 53.67% compare to 90.43% of the charter type.

## Table 10. Scores by School Type

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**Summary: Two Conclusions from the Analysis**

1. The school type has a deterministic impact on student performance, summarized in Table 10. It can be observed that the overall passing percentage (% Overall Passing ) for schools in the district type is 53.67% compare to 90.43% of the charter type. Making the difference between District and Charter schools an imperative subject of further analysis.
2. Number of students per school or school size is another variable of interest, being those schools with low population the ones that perform better (Table 8.) and because of that worth to study further.