**PyCity Schools Report**

First a possible data problem: there is an unusual student near the top of Table 1, Dr. Richard Scott – might faculty have gotten mixed in with students? I didn’t pursue this further, but the student lists could be cross-checked with faculty lists.

The percent passing reading is always higher than the percent passing math (Table 1) – “math is hard”, to quote Barbie. Perhaps unexpectedly, math and reading scores actually decrease with per-student spending (Table 8); some possible reasons are addressed below. Smaller schools (Table 9) and charter schools (Tables 4 and 5) have better test results. The mean scores don’t seem to differ that much between charter and district schools at first glance, but the difference in passing rates is striking (Table 10).

This raises a number of questions, most of which require additional data to address.

--How selective are charter schools? If they are allowed to take only high-scoring students, of course that will make them look good, and also “steal” good students from the district.

-- Do charter schools have costs such as lunch programs, transportation, sports, arts and music, etc.? Per-student costs are a fairly crude measure.

-- With the existing data, it would probably be instructive to look at the interactions among school type, size, and spending; and of course to use statistics.

-- I have ignored gender; I hope it’s not true, but one might expect girls to be better in reading and boys to be better in math.

-- I think graphs would be needed to make much sense of the by-grade tables.

-- Where are the schools of different size located? Are students assigned strictly by geography? Size alone may not be the relevant factor. Here or elsewhere ☺.