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PyCitySchools

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1. Performance Based on Spending Ranges (Per Student)

Spending Ranges (Per Student)	Average Maths Score	Average Read- ing Score	% Passing Maths	% Passing Reading	% Overall Passing
<\$585	71.36	70.72	88.84%	86.39%	76.72%
\$585-630	72.07	71.03	91.52%	87.29%	79.88%
\$630-645	69.85	69.84	84.69%	83.76%	71.00%
\$645-680	68.88	69.05	81.57%	81.77%	66.76%

Findings & Conclusions:

- As the spending per student increases, the overall passing percentage generally declines. This indicates that higher spending doesn't necessarily translate to better academic outcomes.

2. Performance Based on School Size

School Size	Average Maths Score	Average Read- ing Score	% Passing Maths	% Passing Reading	% Overall Passing
Small (<1000)	72.34	71.64	90.81%	87.56%	79.07%
Medium (1000-2000)	71.42	70.72	89.85%	86.71%	78.04%
Large (2000-5000)	69.75	69.58	84.25%	83.30%	70.29%

Findings & Conclusions:

- Schools with a smaller student population tend to outperform larger schools. This might suggest that in a smaller environment, students receive more personalized attention, leading to better academic outcomes.

3. Performance Based on School Type

School Type	Average Maths Score	Average Read- ing Score	% Passing Maths	% Passing Reading	% Overall Passing
Government	69.83	69.68	84.46%	83.59%	70.70%
Independent	71.37	70.72	89.20%	86.25%	76.97%

Findings & Conclusions:

- Independent schools have a better overall passing percentage than Government schools. This could be due to a variety of factors, including resources, teaching methods, or administrative practices.

4. Overall Analysis:

1. Funding: There's an inverse relationship between student spending and academic performance, suggesting other factors play a more prominent role in determining success.
2. School Size: Smaller schools seem to offer better learning environments, potentially due to closer student-teacher relationships, better resource allocation, or more tailored teaching approaches.
3. School Type: The distinction between Government and Independent schools suggests potential variations in teaching methods, curricula, resources, or administrative approaches that lead to differing academic outcomes.