Zoey Quach

Challenge 4: Py City School Analysis

**Written Report (15 points)**

To receive all points, the written report presents a cohesive written analysis that:

* Summarizes the analysis (5 points)
* Draws two correct conclusions or comparisons from the calculations (10 points)

In this data, we observed that the district summary section includes 15 schools, serving a total of 39,000 students with a budget of $24.6 million. The average math score across these schools was nearly 79%, while the average reading score was about 82%. Approximately 75% of students achieved a passing score in math, 86% in reading, and the overall passing rate was 65%. This data compares the average math and reading scores among the 15 schools to calculate the overall passing rate.

In the school summary, the data is further broken down by the type, size, and budget of each school. When reviewing the final table, it becomes apparent that schools with larger student bodies averaged around a 50% overall passing rate, while smaller schools, which had smaller budgets, achieved an overall passing rate of 89-90%. This suggests that smaller schools may be better equipped to provide students with the resources they need to succeed, in contrast to larger schools that may face limitations in resources (such as staff, tutors, etc.).

From the school spending section, it is evident that schools with lower budgets performed better academically than those with higher budgets. This indicates that higher spending does not necessarily translate to better academic performance.

Lastly, the data showed that charter schools outperformed district schools in terms of academic achievement.

In conclusion, we can infer the following:

1. A larger budget does not necessarily lead to higher academic performance. The key factor is how well students understand their studies; therefore, no amount of money can increase the success rate.
2. Charter schools, which are generally smaller than district schools, demonstrated better academic performance. This suggests that smaller to medium-sized student bodies may be receiving more targeted resources, which contributed to their academic success. Bigger classes with one instructor may not be able to give all his/her students the attention they need.