

hw_6

Commit 1

Load libraries

```
-- Attaching core tidyverse packages ----- tidyverse 2.0.0 --
v dplyr      1.1.4      v readr      2.1.5
v forcats    1.0.0      v stringr    1.5.1
v ggplot2    3.5.1      v tibble     3.2.1
v lubridate  1.9.3      v tidyr      1.3.1
v purrr      1.0.2
-- Conflicts ----- tidyverse_conflicts() --
x dplyr::filter() masks stats::filter()
x dplyr::lag()     masks stats::lag()
i Use the conflicted package (<http://conflicted.r-lib.org/>) to force all conflicts to become
Attaching package: 'janitor'
```

The following objects are masked from 'package:stats':

chisq.test, fisher.test

here() starts at /Users/stephenanti/Desktop/hw_6

Code to load data

	schidkn	sex	frl	reg_size	reg_size_aid	small_size	white	black	other	totexp
1	63	girl	no	0	0	1	1	0	0	7
2	20	girl	no	0	0	1	0	1	0	21
3	19	boy	yes	0	1	0	0	1	0	0

4	69	boy	no	1	0	0	1	0	0	16
5	79	boy	yes	0	0	1	1	0	0	5
6	5	boy	yes	1	0	0	1	0	0	8
tmathss treadss										
1	473		447							
2	536		450							
3	463		439							
4	559		448							
5	489		447							
6	454		431							

Commit 2

Today's group meeting discussed the following. 1. Group by ID, select ID response time Nabi, Gustafson, and Jensen (2018). For Scatter plot. what questions should we ask? Example: What is the relationship between error and response time? (Cabán et al. 2023; Thompson and Ofori-Parku 2021). What is the position of the cycle and the relationship from that to the response time?

Commit 3

1. Write the code to create the summary statistics shown in the table below. Output the table below and briefly describe it in text.

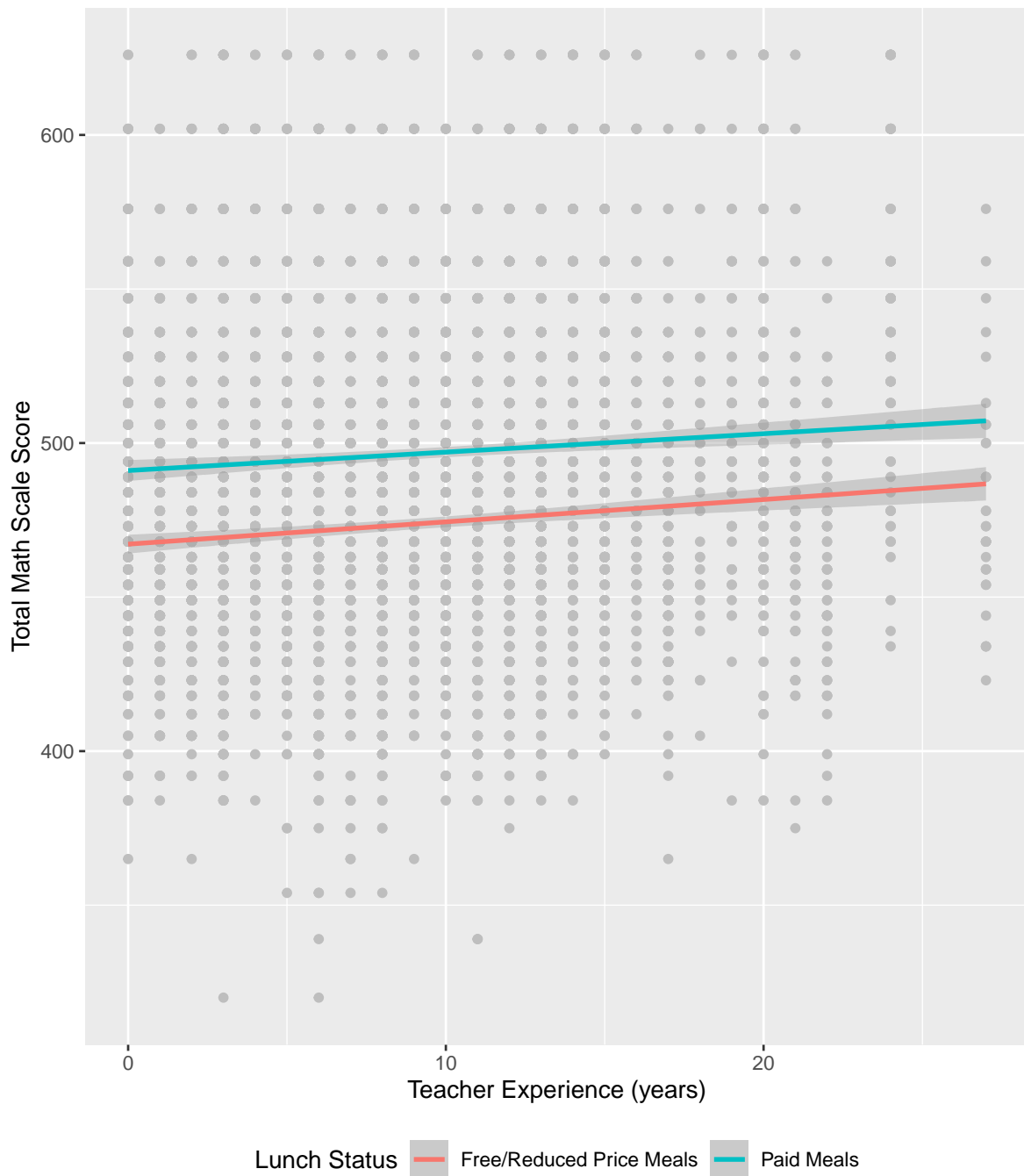
Commit 4

Create the following plot, using whatever theme you'd like, and briefly discuss it in text. (Note that might need to problem-solve how to put the legend at the bottom.)

A: got everything to be similar aside from the difference in color of FRL yes and no, but this says basically the same thing. We see that there isn't a huge difference in math scores based on number of teachers experience until you get to around 24 years of experience, there is no longer a math score under 423. However since there are only two teachers above 24 years of teaching experience compared with under 24, I wouldn't hold too much weight in this observation. As with the FRL lines, we see that when kids receive FRL, they tend to have lower math scores on average then kids who pay for lunch regardless of their respective teachers experience.

```
`geom_smooth()` using formula = 'y ~ x'
```

Relation between teacher experience and math scores
 Separate regression lines displayed by free/reduced price lunch status



References

- Cabán, Madelyn, Justas V. Rodarte, Madeleine Bibby, Matthew D. Gray, Justin J. Taylor, Marie Pancera, and Jim Boonyaratanakornkit. 2023. “Cross-Protective Antibodies Against Common Endemic Respiratory Viruses.” *Nature Communications* 14 (1): 798. <https://doi.org/10.1038/s41467-023-36459-3>.
- Nabi, Robin L., Abel Gustafson, and Risa Jensen. 2018. “Framing Climate Change: Exploring the Role of Emotion in Generating Advocacy Behavior.” *Science Communication* 40 (4): 442–68. <https://doi.org/10.1177/1075547018776019>.
- Thompson, Esi E., and S. Senyo Ofori-Parku. 2021. “Advocacy and Mobilizing for Health Policy Change: Ghanaian News Media’s Framing of a Prescription Opioid Crisis.” *Health Communication* 36 (14): 1909–20. <https://doi.org/10.1080/10410236.2020.1808403>.