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IS606 Chapter 5 Homework

5.6 Working backwards, Part II. A 90% confidence interval for a population mean is (65, 77). The population distribution is approximately normal and the population standard deviation is unknown. This confidence interval is based on a simple random sample of 25 observations. Calculate the sample mean, the margin of error, and the sample standard deviation.

77-65 = 12,

12 / 2 = **margin of error = 6**,

77-6 = **sample mean = 71**

@90% confidence, df = 24, t = 1.71

1.71\*(x/5) = 6

**Standard deviation = 17.5**

5.14 SAT scores. SAT scores of students at an Ivy League college are distributed with a standard deviation of 250 points. Two statistics students, Raina and Luke, want to estimate the average SAT score of students at this college as part of a class project. They want their margin of error to be no more than 25 points.

moe10, sd100, 95 ci

(a) Raina wants to use a 90% confidence interval. How large a sample should she collect?

1.65\*(250/sqrt(x)) = 25

Sqrt(x) = 250/(25/1.65)

X = 272.25, so **at least n=273**

(b) Luke wants to use a 99% confidence interval. Without calculating the actual sample size, determine whether his sample should be larger or smaller than Raina's, and explain your reasoning.

**Much larger, he wants more precision**

(c) Calculate the minimum required sample size for Luke.

Sqrt(x) = 250/(25/2.58)

X = 665.64, so **at least n=666**

5.20 High School and Beyond, Part I. The National Center of Education Statistics conducted a survey of high school seniors, collecting test data on reading, writing, and several other subjects. Here we examine a simple random sample of 200 students from this survey. Side-by-side box plots of reading and writing scores as well as a histogram of the differences in scores are shown below.

(a) Is there a clear difference in the average reading and writing scores?

It looks like they score better on writing than reading, but it’s not statistically clear

(b) Are the reading and writing scores of each student independent of each other?

The scores of each student should be independent of each other

(c) Create hypotheses appropriate for the following research question: is there an evident difference in the average scores of students in the reading and writing exam?

Ho = μ diff = 0

Ha = μ diff ≠ 0

(d) Check the conditions required to complete this test.

The data is independent

The sample size is 200, which is large enough to assume normality

(e) The average observed difference in scores is xread-write = -0.545, and the standard deviation of the differences is 8.887 points. Do these data provide convincing evidence of a difference between the average scores on the two exams?

SE = 8.887/sqrt(200) = .63

T = -0.545/.63 = -.867

.867 is smaller than any value in the 200 df row, so p-value is larger than .20, and we fail to reject the null

(f) What type of error might we have made? Explain what the error means in the context of the

application.

Type 2 error, we may have incorrectly failed to reject null, because we couldn’t detect a difference in scores, potentially due to the size of the sample.

(g) Based on the results of this hypothesis test, would you expect a confidence interval for the

average difference between the reading and writing scores to include 0? Explain your reasoning.

Yes, sample statistic is -.545, and se is .63, so even at smaller confidence’s, it’s like to overlap 0 on the upper bound.

5.32 Fuel effciency of manual and automatic cars, Part I. Each year the US Environmental Protection Agency (EPA) releases fuel economy data on cars manufactured in that year. Below are summary statistics on fuel efficiency (in miles/gallon) from random samples of cars with manual and automatic transmissions manufactured in 2012. Do these data provide strong evidence of a difference between the average fuel efficiency of cars with manual and automatic transmissions in terms of their average city mileage? Assume that conditions for inference are satisfied.

|  |  |  |
| --- | --- | --- |
|  | Automatic | Manual |
| Mean | 16.12 | 19.85 |
| SD | 3.58 | 4.51 |
| n | 26 | 26 |

Ho = μ diff = 0

Ha = μ diff ≠ 0

SE = sqrt((3.58^2/26)+(4.51^2/26)) = **1.13**

T = 19.85-16.12/1.13 = **3.3**

Df = 25

**P < .010, so the data provides strong evidence of a difference in average fuel efficiency**

P272 p252

5.48 Work hours and education. The General Social Survey collects data on demographics, education, and work, among many other characteristics of US residents.47 Using ANOVA, we can consider educational attainment levels for all 1,172 respondents at once. Below are the distributions of hours worked by educational attainment and relevant summary statistics that will be helpful in carrying out this analysis.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Less than HS | HS | Jr Coll | Bachelor’s | Graduate | Total |
| Mean | 38.67 | 39.6 | 41.39 | 42.55 | 40.85 | 40.45 |
| SD | 15.81 | 14.97 | 18.1 | 13.62 | 15.51 | 15.17 |
| N | 121 | 546 | 97 | 253 | 155 | 1172 |

a.

Ho: average number of hours worked does not vary across groups

Ha: average number of hours worked varies across groups

b.

observations are independent within and across groups

the data within each group are nearly normal

the variability across the groups is about equal

c.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Df | Sum Sq | Mean Sq | F value | Pr(>F) |
| Degree | 5 | 2507.7 | 501.54 | 2.19 | .0682 |
| Residuals | 1166 | 267,382 | 229.32 |  |  |
| Total | 1172 | 269889.7 |  |  |  |

d. what is the conclusion of the test?

The p value is larger than .05, indicating the evidence is not strong enough to reject the null hypothetsis at a significance level of .05