**Assignment-1**

**Data Analysis of Student Performance Dataset Results**

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1. This graph shows how people are distributed by gender across various racial and ethnic groupings in each dataset. Race and ethnicity are divided into five groups in the dataset: Groups A, B, C, D, and E. In each of these racial/ethnic divisions, the graph uses red to indicate the number of females and blue to indicate the number of men.

A graph of a bar graph

Description automatically generated

Evidently, Group C is the racial/ethnic group that both males and females belong to in the majority. Within the Group D racial/ethnic group, both genders are found in the second-highest concentration. On the other hand, the lowest percentages of both men and women belong to the Group A racial/ethnic category.

1. Histograms have been applied to depict the distribution of Reading, Writing, and Math Scores. You can see the score ranges for these subjects on the X-axis, and the frequency of occurrence is shown on the Y-axis. In conclusion, the majority of kids have Reading, Math, and Writing Scores that fall between 60 and 80.

A group of graphs showing different levels of writing

Description automatically generated

In conclusion, the majority of kids have Reading, Math, and Writing Scores that fall between 60 and 80.

1. The graph compares several score categories for males and girls. The score kinds that are being looked at for each gender are shown on the X-axis, and the associated counts are shown on the Y-axis.

A graph of different colored bars

Description automatically generated with medium confidence

According to the statistics shown in the image, men typically do well in arithmetic whereas women typically score higher in both reading and writing.

In conclusion, the graph shows a pattern where men tend to score better in arithmetic while women perform better in reading and writing.

1. The graph compares the scores of male and female students who completed a test preparation course with those who did not. The Y-axis displays the different types of scores, while the X-axis distinguishes between those who finished the course and those who did not.

A group of boxes with text

Description automatically generated with medium confidence

In conclusion, it can be shown that depending on the kind of score and the gender of the students, the impact of test preparation courses on student performance differs somewhat.

1. It is clear, then, that the effect of test preparation classes on student’s performance varies somewhat, depending on the student's gender and the sort of score they receive.

A screenshot of a graph

Description automatically generated

In conclusion, there is a positive link between reading and writing scores, but math scores are negatively correlated with both reading and writing scores.