

## lab\_7

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### commit 1 (code hidden)

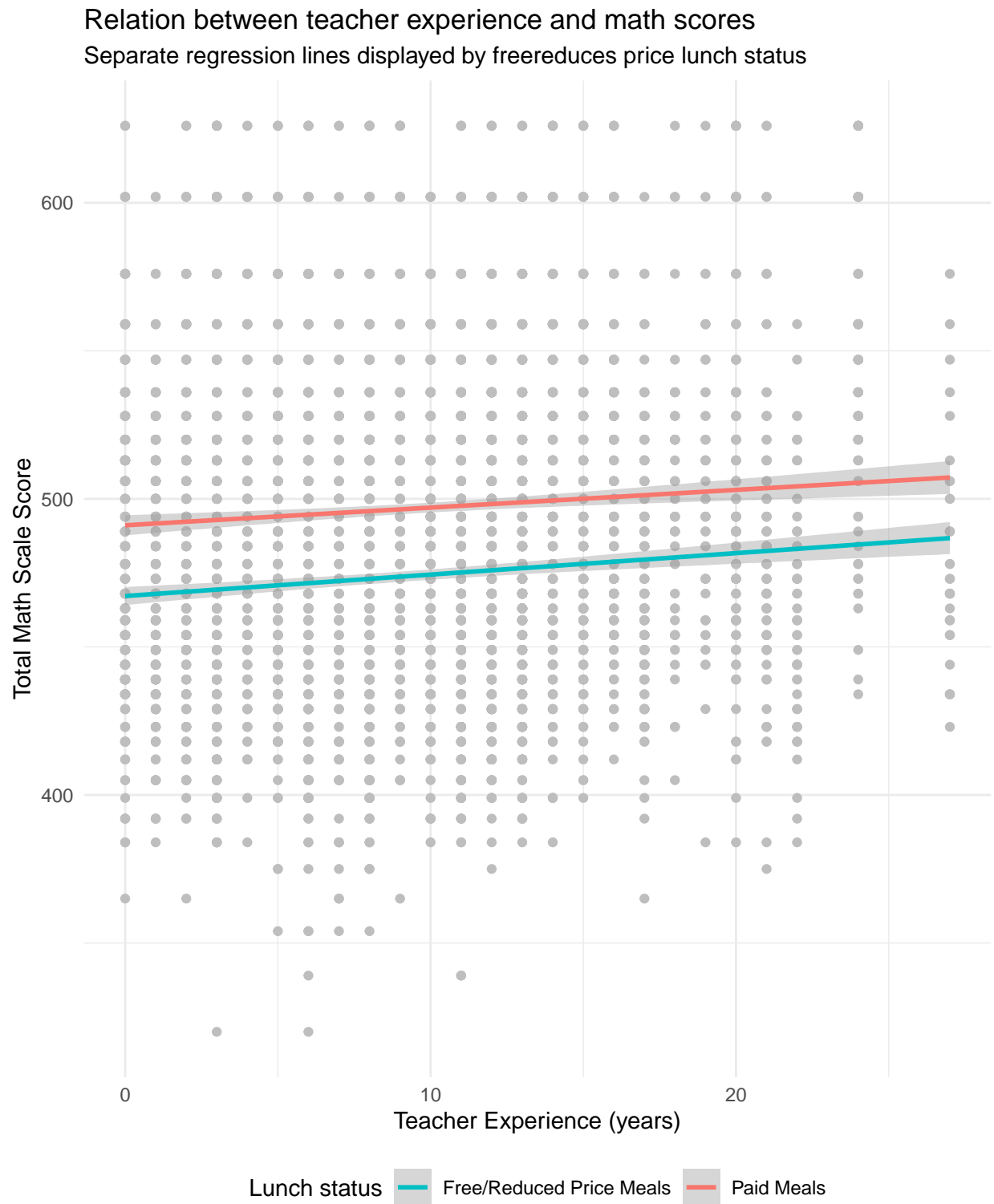
### commit 3

sex	frl	math_mean	math_sd	rdg_mean	rdg_sd
boy	no	492.8523	46.33845	441.4553	32.31828
boy	yes	469.8716	46.09285	425.3794	26.62931
girl	no	501.2057	45.96210	448.5353	34.52403
girl	yes	477.5084	46.30459	430.8029	27.42125

The scores 492.8523316, 469.8716312, 501.2057383, 477.5084249 represent ( *in order* ) the mean math scores for boys *without*, boys *with*, and girls *without*, and girls *with* free or reduced price lunches in this data sample. The standard deviation of the math mean scores 46.338454, 46.0928474, 45.9621047, 46.3045917 represent ( *in order* ) the standard deviation of math scores for boys *without*, boys *with*, and girls *without*, and girls *with* free or reduced price lunches in this data sample. The scores 441.4553109, 425.3794326, 448.5353394, 430.8029304 represent the mean reading scores for boys *without*, boys *with*, and girls *without*, and girls *with* free or reduced price lunches in this sample. And the standard deviation of reading scores 32.3182782, 26.6293061, 34.5240292, 27.4212547 represent the standard deviation of reading scores for for boys *without*, boys *with*, and girls *without*, and girls *with* free or reduced price lunches in this data sample.

This data set was collected from the Tennessee class size project, which is a three-phase study designed to investigate short-term and long-term pupil performance in the earliest grades. Mosteller (1995)

commit 4



Mosteller (1995)

## References

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- Clotfelter, Ladd, and Vigdor (2007)
- Kukla-Acevedo (2009)
- Kane, Rockoff, and Staiger (2008)
- Buddin, Richard, and Gema Zamarro. 2009. "Teacher Qualifications and Student Achievement in Urban Elementary Schools." *Journal of Urban Economics* 66 (2): 103–15. <https://doi.org/https://doi.org/10.1016/j.jue.2009.05.001>.
- Clotfelter, Charles T., Helen F. Ladd, and Jacob L. Vigdor. 2007. "Teacher Credentials and Student Achievement: Longitudinal Analysis with Student Fixed Effects." *Economics of Education Review* 26 (6): 673–82. <https://doi.org/https://doi.org/10.1016/j.econedurev.2007.10.002>.
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- Kukla-Acevedo, Sharon. 2009. "Do Teacher Characteristics Matter? New Results on the Effects of Teacher Preparation on Student Achievement." *Economics of Education Review* 28 (1): 49–57. <https://doi.org/https://doi.org/10.1016/j.econedurev.2007.10.007>.
- Mosteller, Frederick. 1995. "The Tennessee Study of Class Size in the Early School Grades." *The Future of Children* 5 (2): 113–27. <http://www.jstor.org/stable/1602360>.