

Descriptive Statistics Homework

Dataset: Math achievement

You have been provided with data on high school students. Here are the descriptions of some variables you will use in the analyses

Variable	Description
MI	Math identification. The degree to which students identify with mathematics
EI	Ethnic Identification. The extent to which one identifies with one's ethnicity
GS	Gender stigma consciousness. The degree to which one is conscious of negative stereotypes about his or her gender
ES	Ethnicity stigma consciousness. The degree to which one is conscious of negative stereotypes about his or her ethnicity
NA	Negative Affect: the extent to which one experiences negative emotions when one performs a difficult math test
R2	Race: White or minority
AP_Math	Students are in APA Math class (1=yes, 2= no)

1. Describe your sample based on the following characteristics:
 - a. Gender - 49.8% Male; 50.2% Female
 - b. AP_Math - 22.6% Yes, 62.9% No
 - c. Race (R2) - 77.7% minority; 22.3% white
 - d. Math identification (use variable MI) $sd = 1.32$; 5.27 - mean
 - e. Ethnic Identification (EI) $sd = 1.36$; mean = 5.03
 - f. Gender stigma consciousness. (GS) $sd = 1.32$; mean = 3.74
 - g. Ethnicity stigma consciousness. (ES) $sd = 1.33$; mean = 3.63
 - h. Negative Affect (NA) $sd = 1.30$; mean = 3.85
2. Compare males and females on the following variables:
 - a. Math identification
 - b. Negative affect
3. Compare ethnic groups (use variable R2) on the following variables:
 - a. Ethnic Identification (EI)
 - b. Ethnicity stigma consciousness. (ES)
 - c. Negative Affect (NA)

Bonus question (3 points)

1. Compare AP Math students to non-AP math students on
 - a. Q31 (Test scores on math exams reflect my true math potential)
 - b. Q32 (I do better on homework than on exams)
2. Compare ethnicities (variable r2) on
 - a. Q31 (Test scores on math exams reflect my true math potential)
 - b. Q32 ((I do better on homework than on exams)