

# AP STATISTICS - Summer Work

Mrs. Anguiano

Dear Future AP Statistics students,

1. In order to best prepare you for the exciting AP Stats class this fall I believe it necessary to create a summer packet so all students will be able to hit the ground running on the first day of school. The purpose of this summer work is to review some basic topics from previous math coursework, as well as introduce you to some of the statistical capabilities of the graphing calculator. To be successful, you must be comfortable with the tools we will use throughout the year. It will also teach you the basic vocabulary and concepts that we will see in the first several units of the class. We must speak the same language if you are hoping to understand what I am teaching.
2. **It is required that you to have a TI-84 or NumWorks graphing calculator.** If you choose to use any other model, please know that you will be responsible for learning the key strokes.
3. **Do not wait until the last minute to complete this packet.** Pace yourself so you can complete it over an extended period of time. Take the time to play around with each of the features so you truly learn the capabilities of your calculator. This packet also includes the Khan Academy AP Stats prep course
4. All work should be shown in a neat and orderly fashion. Place answers, where applicable, in the space provided on this handout.
5. **Turn this packet in on the first day of class.** Completion is mandatory, and the result will be your first grade for the course. Start with an A! If you lose this packet, you may print another from the summer assignment webpage.
6. This is a college level course, and the expectation is that you rise to the challenge. Our ultimate goal is that you receive a grade on the AP Exam that will transfer into the college of your choice.

I am looking forward to taking you through this exciting course. Have a wonderful summer and I will see you in August.

## Activity 1: Types of Data

There are two types of data: quantitative and qualitative (also called categorical)

**Quantitative** variables (think quantity) are data that take on numerical values that actually represent a measurement such as size, weight, how many, how long, score on a test, etc. For these data, it makes sense to find things like "average" or "range". For instance, it doesn't make sense to find the mean eye color because eye color is not an example of a quantitative variable. There are two types of quantitative data, **discrete** and **continuous**.

Discrete values are those such as shoe size (6, 6.5, 7, 7.5, 8, 8.5, ...), the number of cans collected by each homeroom during the Eden Student Council food drive, or class size. These variables have a finite, or countable, number of values.

Continuous variables are those such as height (60 in., 62.45 in., 63.342 in.) or how much water it takes to fill a water balloon before it bursts. These variables can assume an infinite number of values, and can assume any decimal quantity within a small range of values, even though we may choose to round the answer (as in our height). These are typically values that result from some kind of measurement, like height, weight, surface area of an orange, ERA in baseball, GPA, etc.

**Qualitative** (Categorical) variables are data that categorize individuals or place them in groups. Examples are eye color, gender, year in school (junior, senior, ...). Within the qualitative group we find binary variables. A binary variable is a qualitative variable that has only two outcomes. Gender (male or female), do you have your license, do you play the piano, results of flipping a coin ...)

NOTE: *Just because your variable's values are numbers, don't assume that it is quantitative.* For example, a social security number is a numerical output that is not quantitative. You are not the 117,565,487 person born in the USA. The area code is a designation to a region, not a numerical quantity. Your year in school is also not quantitative; rather it categorizes you as a 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grader.

Summary:



Problem set 1: Once you answer the question, determine if the data is Quantitative (discrete or continuous) or Qualitative (binary or not binary).

Question:	Answer	Type
1. In what grade did you take Algebra 1?		
2. How many DVD's do you own?		
3. How old was your father when you were born?		
4. What is your zip code?		
5. What score do you want on the AP exam?		
6. How many siblings do you have?		
7. Do you like broccoli?		
8. What is your favorite subject?		
9. What is your gender?		
10. How tall are you (in inches)?		
11. How many AP classes will you be taking this year?		
12. How many cousins do you have?		
13. How long have you lived in your current home?		
14. How far do you live from school?		

## Activity 2: Data and Lists

Quantitative data can be stored in lists on the TI-84 calculator. There are several ways to create a list. From the home screen, braces can be used to define a data set, which then can be stored in one of the list names  $L_1$  through  $L_6$  (see figure 1.1) It seems much easier to use the calculator's editing abilities. From the STAT menu, choose edit: you may now enter the data into any of the lists (figure 1.2)

Figure 1.1:

$$\{1,4,6,7,8,9\} \rightarrow L_2$$

Figure 1.2:

The image shows a TI-84 calculator screen in the 'EDIT' mode for list L2. The top status bar reads 'NORMAL FLOAT AUTO REAL RADIAN MP'. Below it, a table of lists is shown with L2 selected. The data for L2 is as follows:

L1	L2	L3	L4	L5	1
-----	1	-----	-----	-----	
-----	4	-----	-----	-----	
-----	6	-----	-----	-----	
-----	7	-----	-----	-----	
-----	8	-----	-----	-----	
-----	9	-----	-----	-----	
-----	-----	-----	-----	-----	

At the bottom of the screen, it says 'L1(1)=

In either case, new lists can be created from existing lists, such as  $L_2 + 5$  (figure 1.3 and 1.4)

Make sure when you enter the command that you are on the  $L_3$  icon and not within the list of numbers.

Figure 1.3

The image shows a TI-84 calculator screen in the 'EDIT' mode for list L3. The top status bar reads 'NORMAL FLOAT AUTO REAL RADIAN MP'. Below it, a table of lists is shown with L3 selected. The data for L3 is as follows:

L1	L2	L3	L4	L5	3
-----	1	-----	-----	-----	
-----	4	-----	-----	-----	
-----	6	-----	-----	-----	
-----	7	-----	-----	-----	
-----	8	-----	-----	-----	
-----	9	-----	-----	-----	
-----	-----	-----	-----	-----	

At the bottom of the screen, it says 'L3=L2+5

Figure 1.4

The image shows a TI-84 calculator screen in the 'EDIT' mode for list L3. The top status bar reads 'NORMAL FLOAT AUTO REAL RADIAN MP'. Below it, a table of lists is shown with L3 selected. The data for L3 is as follows:

L1	L2	L3	L4	L5	3
-----	1	6	-----	-----	
-----	4	9	-----	-----	
-----	6	11	-----	-----	
-----	7	12	-----	-----	
-----	8	13	-----	-----	
-----	9	14	-----	-----	
-----	-----	-----	-----	-----	

At the bottom of the screen, it says 'L3={6, 9, 11, 12, 13, 14}

Lists may also be given their own names and will be retained in memory until deleted. This is particularly useful for data that will be used repeatedly.

Example 1: Create a named list for the following set of running speeds in mph for various animals:

Cheetah	70	Warthog	30
Lion	50	Cat	30
Coyote	43	Man	27.89
Hyena	40	Pig	11
Greyhound	39.35	Tortoise	.17
Rabbit	35	Snail	.03

Source: 1996 Information Please Almanac



Problem set 2

Exercises:

1. Create a list L1 using {4,7,9,11,14,17,20}

From that, create new lists:

- A.  $L_1 - 7$ : \_\_\_\_\_
- B.  $2 * L_1$ : \_\_\_\_\_
- C.  $L_1^2$ : \_\_\_\_\_
- D.  $\sqrt{L_1}$ : \_\_\_\_\_
- E.  $\ln L_1$ : \_\_\_\_\_

2. Create a list PLANM showing the mean distance from the sun in millions of miles for each planet. Create a new list PLANK showing the mean distance in millions of kilometers. (Use the internet to find the miles:kilometers conversion)

Planet	Mean distance in millions of miles	Mean distance in millions of kilometers
Mercury	36.0	
Venus	67.24	
Earth	92.9	
Mars	141.71	
Jupiter	483.88	
Saturn	887.14	
Uranus	1783.98	
Neptune	2796.46	

## Activity 3: Numerical Descriptions of Quantitative Data

There are two categories of numbers that are used to describe a set of data: measures of center and measures of spread.

### Measures of Center:

1. The **Mean** is the average number. It is the sum of all the data values divided by the number (n) of values.

Example: {4, 36, 10, 22, 9} mean =  $\bar{X} = \frac{\sum X_i}{n} = \frac{4+36+10+22+9}{5} = 16.2$

2. The **median** is the value that separates the bottom 50% of data from the top 50% of data. It is the middle element of an ordered set of data that is odd in number. It is the average of the two middle elements of an ordered set of data that is even in number.

Example: {4, 9, 10, 22, 36}

median is 10

{4, 9, 10, 22, 36, 43}

median is  $\frac{10+22}{2} = 16$

3. The **mode** is the value that occurs most often in a set of data. If the data occurs with the same frequency, then there is no mode. If two (or more) values occur the most then they are both the mode. We call this bimodal.

### Measures of Spread:

1. The **range** is measure of spread of the entire data. It is calculated by subtracting the minimum value from the maximum value.

Ex: {4, 36, 10, 22, 9, 43} = {4, 9, 10, 22, 36, 43} range = 43 - 4 = 39

2. The **interquartile range (IQR)** is a measure of the spread of the middle 50% of the data. It is calculated by subtracting the 25<sup>th</sup> percentile (Q1) from the 75<sup>th</sup> percentile (Q3). Q1 is the median of the lower half of the data. It separates the bottom 25% of values from the top 75% of values. Q3 is the median of the upper half of the data. It separates the top 25% of values from the bottom 75% of values. In neither of these cases is the median considered in the top half or the bottom half of the data.

Ex: {4, 9, 10, |22, 36, 43}

Q1

Q3

IQR = 36 - 9 = 27

3. The **standard deviation** is the measure of the spread around the mean. It is calculated using the formula:

$$s = \sqrt{\frac{\sum (x_i - \bar{X})^2}{n-1}}$$

Luckily, we don't calculate the standard deviation by hand. It is easier to put the data into List 1 and calculate the 1-VAR STATS.

To see statistical results including the quartiles, mean and standard deviation, use STAT CALC 1:1-Var Stats

L1	L2	L3	L4	L5	1
4	-----	-----	-----	-----	
36					
10					
22					
9					
43					
-----					

L1(1)=4

NORMAL	FLOAT	AUTO	REAL	RADIAN	MP
EDIT <b>CALC</b> TESTS					
1:1-Var Stats					
2:2-Var Stats					
3:Med-Med					
4:LinReg(ax+b)					
5:QuadReg					
6:CubicReg					
7:QuartReg					
8:LinReg(a+bx)					
9↓LnReg					

NORMAL	FLOAT	AUTO	REAL	RADIAN	MP
<b>1-Var Stats</b>					
x̄=20.66666667					
Σx=124					
Σx²=3826					
Sx=15.89549202					
σx=14.51053257					
n=6					
minX=4					
↓Q1=9					

If you arrow down you will see the rest of the stats.

NORMAL	FLOAT	AUTO	REAL	RADIAN	MP
<b>1-Var Stats</b>					
↑Sx=15.89549202					
σx=14.51053257					
n=6					
minX=4					
Q1=9					
Med=16					
Q3=36					
maxX=43					

Problem set 3:

Here is a list of parents' ages at the time their sons were born

Dad:	41	27	23	31	30	33	26	32	43	25	34	27	25
	34	27	26	28	32	32	35	27	33	34	34	34	35
Mom:	39	26	23	30	28	33	23	32	38	23	35	24	24
	33	24	32	23	30	24	29	34	35	26	31	23	37

Enter these two lists into your calculator and use the 1-Var Stat option to calculate the following:

1. Data for Dad: mean \_\_\_\_\_ median \_\_\_\_\_ Which is larger? \_\_\_\_\_

2. Data for Mom: mean \_\_\_\_\_ median \_\_\_\_\_ Which is larger? \_\_\_\_\_

3. Now compare the two means. Which is larger? \_\_\_\_\_

4. Is this what you expected? \_\_\_\_\_ Explain why or why not. \_\_\_\_\_

---

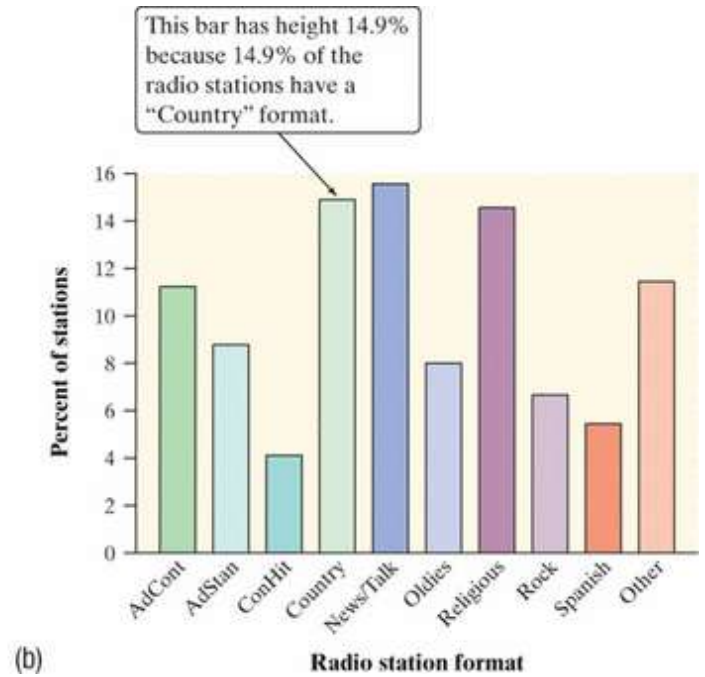
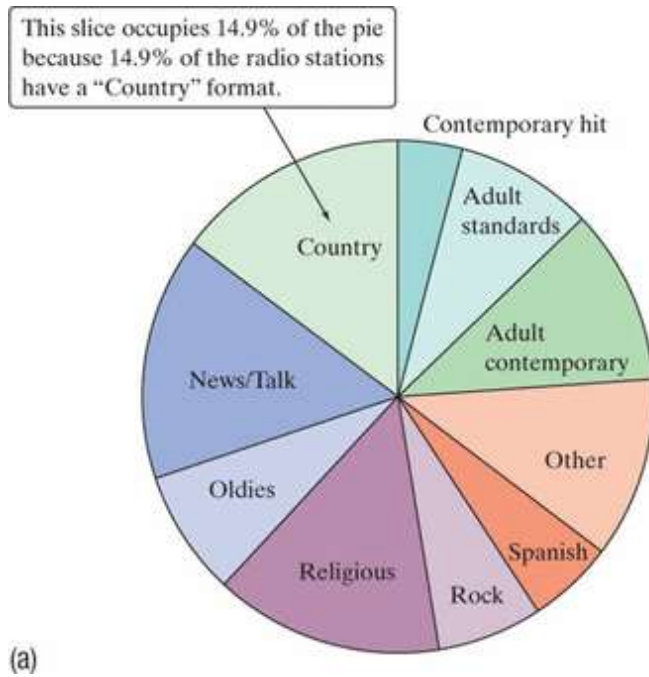
5. Find Q1 and Q3 and the IQR for Dad: Q1 \_\_\_\_\_ Q3 \_\_\_\_\_ IQR \_\_\_\_\_

Mom: Q1 \_\_\_\_\_ Q3 \_\_\_\_\_ IQR \_\_\_\_\_

There are two basic graphical techniques used for qualitative data as described below:

1. Bar graph - one axis is the values of your variable (order does not matter) and the other axis is the frequency or relative frequency (percentages). The bars do not touch.
2. Pie chart - the whole group of values is shown as a circle. Each "piece of the pie" corresponds to the relative frequency of the values. To determine the central angle that forms each "piece" use the following:  $\text{central angle} = 360 (\text{relative frequency})$

Radio Station formats: pie graph vs. bar graph



You should have extensive practice with these techniques so we won't cover them in this packet.

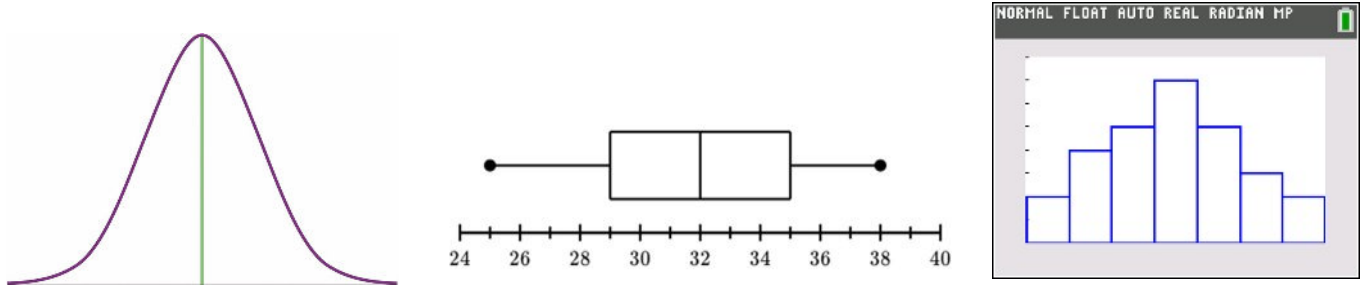
## Activity 4: Assessing the Shape of a Graph

When describing a set of data we look at the following features:

Shape          center          spread          clusters and gaps          outliers

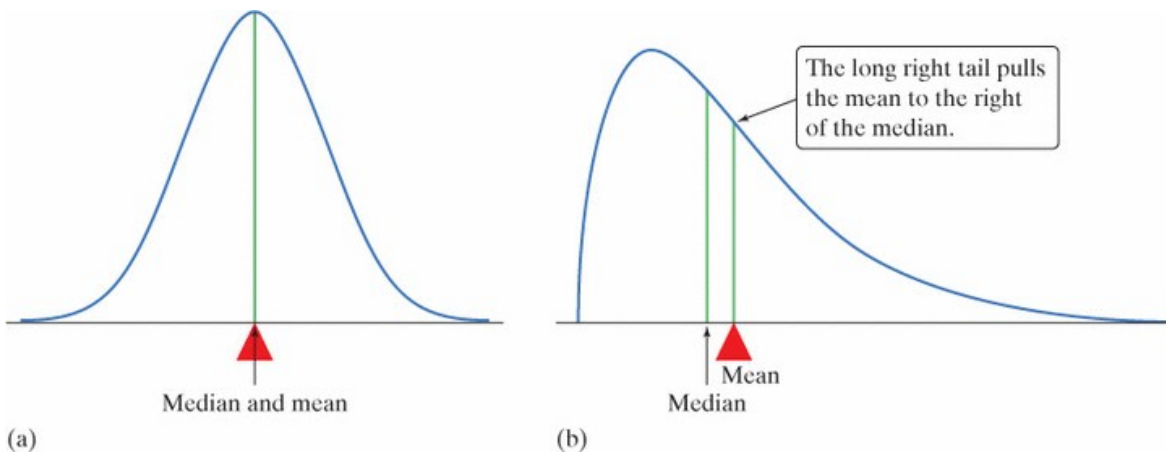
We have several terms that we use to describe the shape but this packet will concentrate on only two: symmetric and skewed.

You can tell if a graph is symmetric if a vertical line in the center divides the graph into two fairly congruent shapes. The following sets of data can be described as symmetric:

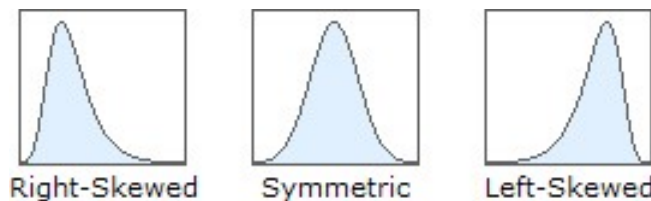


The mean and the median are approximately the same in a symmetric graph. Figure (a) below.

One can tell if a graph is skewed if the graph has a big clump of data on either the left or the right with a tendency to get flatter on the opposite side.



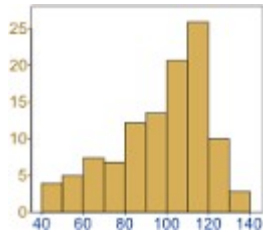
The distribution in figure (b) is skewed right. The mean gets pulled toward the tail, which is the direction of the skewness. So the mean > median



The mean is always pulled closer toward the tail.

Exercise 1. Determine if the distribution is symmetric, skewed left or skewed right. Then determine if the mean or the median is the larger value. If they are equal, state so.

1.

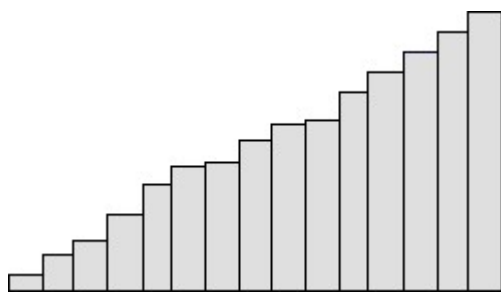



---



---

2.

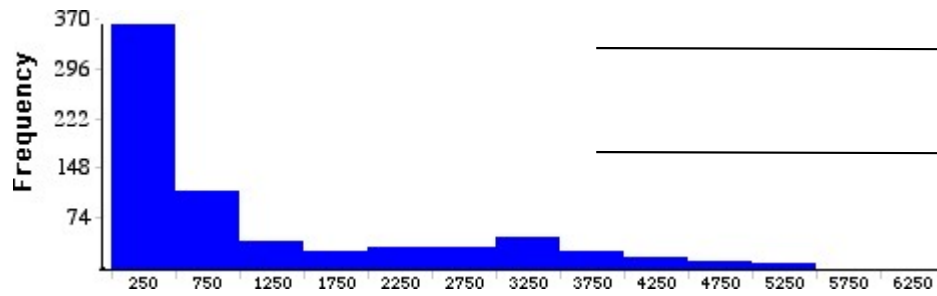



---



---

3.

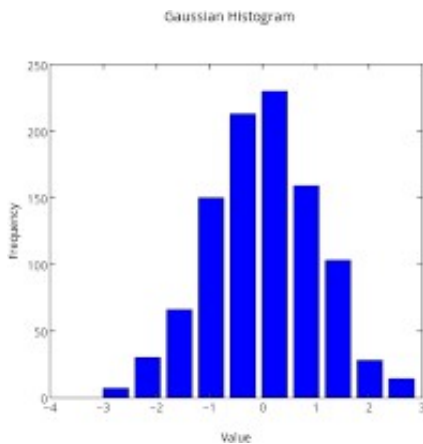



---



---

4.

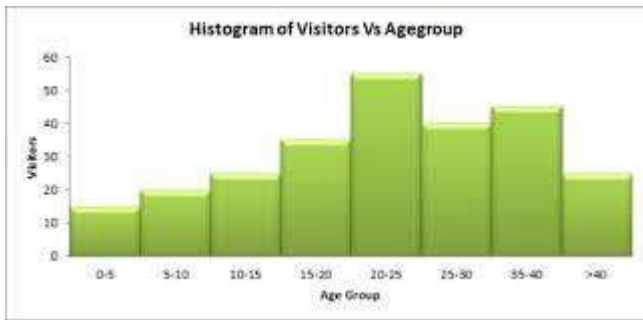



---



---

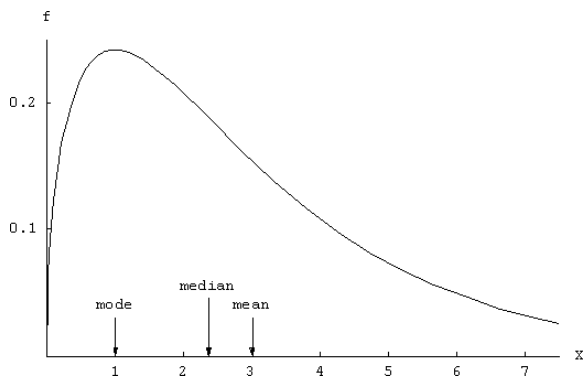
5.



---

---

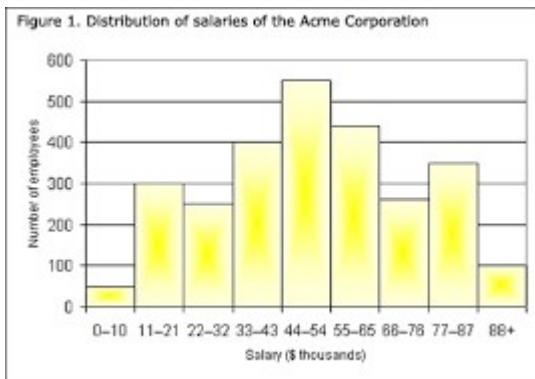
6.



---

---

7.



---

---

## Activity 5: Khan Academy: Get Ready for AP Statistics

Go to this website <https://www.khanacademy.org/join/KY7PDKSG> or visit [www.khanacademy.org/join](https://www.khanacademy.org/join) and enter your class code KY7PDKSG.



Get ready for AP® Statistics

5 UNITS · 37 SKILLS

UNIT 1

Get ready for exploring categorical data

UNIT 2

Get ready for exploring one-variable quantitative data

UNIT 3

Get ready for exploring two-variable quantitative data

UNIT 4

Get ready for probability

UNIT 5

Get ready for random variables and probability distributions

**You need to complete all 5 units and get your mastery score on EACH of the units to at least an 85% Mastery.**

Good job! You have completed this packet. Please have it ready to turn in on the first day of class. If you have any questions about anything in this packet, please write them down so you can ask them on day 1.

Mrs. Anguiano