



## Statistics Summer Assignment

Dear Parents/Students,

In the summer time, many necessary mathematical skills are lost due to the absence of daily exposure. The loss of skills may result in a lack of success and unnecessary frustration for students as they begin the new school year. The purpose of this math assignment is to set the stage for instruction for the 2018-2019 school year. Packets are to be downloaded, printed out, and worked on neatly in the packet or on a separate piece of paper. Additionally, students should attempt all problems without calculators. The completed packet is due on the first day of school during math class and will be worth 30 points.

The packet is a review of previously taught concepts. Each concept includes a quick review and practice. Some might even include review videos students can access. Additional help can be found at [www.khanacademy.org](http://www.khanacademy.org). These skills are required to be successful in the upcoming year. We will be briefly reviewing this information on the first day of school, and then moving into the class curriculum.

Thank you,

The High School Math Team

Dear Students,

Welcome to Statistics! This class is going to be extremely interesting, challenging, and hopefully fun. It is impossible to cover all the material required in the time allotted, so you will have some work to do over the summer. The following packet contains topics and definitions that you will be required to know in order to succeed in Statistics for the 2018-2019 school year. You must familiarize yourselves with each of the concepts. Upon your return, we will review this material and you will be taking a summative assessment the first week of school. I will not be covering them in class, so it is up to you to prepare yourself for a challenging summative as soon as you return. I will always expect you to have started studying before I cover a topic in class, so this will be your chance to get into good study habits.

You should purchase your digital textbook from the bookstore as soon as possible. There you will find plenty of reference material to complete the summer assignment. You can also go to [www.stattek.com](http://www.stattek.com) which is another excellent source of reference material. You must learn to navigate the Microsoft Excel chart-making software. This is the software we will be using in class. Follow these steps:

1. Open an Excel document. You may need to add the Data Analysis Add-in
2. Click “File” then “Options” at the bottom on the left
3. Click “Add-ins” on the left, then “Manage” at the bottom
4. From the drop-down box, click “Excel Add-ins” then “Go”
5. The following four boxes should be checked:
  - A. Analysis ToolPak
  - B. Analysis ToolPak-VBA
  - C. Euro Currency Tools
  - D. Solver Add-in
6. Click “Ok”

Now you will have the ability to make bar charts, pie charts, scatter plots, and line graphs with Excel.

To make a chart, follow these steps:

1. Open an Excel document
2. Click the “Insert” tab at the top of the page
3. In the middle at the top, you will see “Recommended Charts” and to its right, you will see the different types of charts you can use: bar graphs, pie charts, scatter plots, line graphs, etc.
4. Click on the desired type of graph and practice trying to make bar charts, pie charts, and scatter plots

There are plenty of YouTube and Khan Academy videos to help you learn to navigate the chart making abilities of Excel, and believe it or not, it’s actually fun! I will expect you to have this software on your computer on the first day of school. You will be using this software on the first assessment

Have a great summer!

Sincerely,

Mr. Jacobs

## **PART 1 - Definitions**

Write a 1 or 2 sentence definition for each of the following vocabulary words. You can use your online textbook if needed. [www.stat trek.com](http://www.stat trek.com) is a good resource!

1. **Mean:**
2. **Median:**
3. **Mode:**
4. **Range:**
5. **Categorical Variables:**
6. **Quantitative Variables:**
7. **Population:**
8. **Sample:**
9. **Parameter:**
10. **Statistic:**
11. **Random Sample:**
12. **Outlier:**
13. **Center:**
14. **Spread:**
15. **Symmetry:**
16. **Dot Plot:**
17. **Stem Plot:**
18. **Box Plot:**
19. **Quartiles:**
20. **Interquartile Range (IQR):**
21. **Left Skewed:**
22. **Right Skewed**

## **Part 2: Probabilities**

1. A lottery is to be held to select the student who will live in the deluxe room in a dormitory. There are 100 seniors, 150 juniors, and 200 sophomores who applied. What is the probability that a junior will be chosen?

- A.  $\frac{1}{8}$       B.  $\frac{2}{7}$       C.  $\frac{1}{2}$       D.  $\frac{1}{3}$       E.  $\frac{3}{8}$

2. Which of the following has a probability closest to 0.5?

- A. The sun will rise tomorrow.  
B. It will rain tomorrow.  
C. You will see a dog with only three legs when you leave the room.  
D. A fair die will come up with a score of 6 four times in a row.

3. If a coin is tossed twice what is the probability that it will land on heads both times?

- A.  $\frac{1}{8}$       B.  $\frac{1}{4}$       C. 1      D.  $\frac{1}{6}$       E.  $\frac{1}{2}$

4. Calculate the following probabilities and arrange them in order from least to greatest.

- I. The probability that a fair die will produce an even number. \_\_\_\_\_  
II. A random digit from 1 to 9 (inclusive) is chosen, with all digits being equally likely. The probability that the number is divisible by 3. \_\_\_\_\_  
III. The probability that a letter chosen from the alphabet will be a vowel. \_\_\_\_\_  
IV. A random number between 1 and 20 (inclusive) is chosen. The probability that it is a perfect square. \_\_\_\_\_

ORDER: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## **Part 3: Measures of Central Tendency**

Find the mean, median, mode and range of the following data sets:

1.

154	109	137	115	152	140	154	178	101
103	126	126	137	165	165	129	200	148

Mean:

Mode:

Median:

Range:

2.

16	16	17	16	18	17	17	16	16	27	16	17	16	17	16	16
17	18	19	20	18	19	20	18	18	17	16	18	19	17	18	25

Mean:

Mode:

Median:

Range:

**Part 4: Fractions, Percents, Decimals**

1. Write each fraction as a percent.

a)  $\frac{35}{100}$

\_\_\_\_\_

b)  $\frac{12}{20}$

\_\_\_\_\_

c)  $\frac{9}{25}$

\_\_\_\_\_

d)  $\frac{3}{8}$

\_\_\_\_\_

2. Write each decimal as a percent.

a) 0.13

\_\_\_\_\_

b) 0.85

\_\_\_\_\_

c) 0.07

\_\_\_\_\_

d) 0.875

\_\_\_\_\_

3. Write each percent as a fraction in lowest terms or as a mixed number.

a) 36%

\_\_\_\_\_

b) 70%

\_\_\_\_\_

c) 12%

\_\_\_\_\_

d) 110%

\_\_\_\_\_

4. Write each percent as a decimal.

a) 31%

\_\_\_\_\_

b) 12.5%

\_\_\_\_\_

c) 95%

\_\_\_\_\_

d) 0.0125%

\_\_\_\_\_

### **Part 5: Categorical or Quantitative?**

Determine if the variables listed below are quantitative or categorical. Place an "X" in the appropriate column.

<b>Variable</b>	<b>Categorical</b>	<b>Quantitative</b>
Time it takes to get to school		
Number of minors living in a household		
Hair color		
Temperature of a cup of coffee		
Salary		
Gender		
Smoking status		
Height		
Amount of milk spilled		
Age of Oscar winners		
Type of shoes worn		
Jelly bean flavor		
Type of cheese		
Number of shoes owned		