Name
Date $\qquad$
$\qquad$

## Measures of Central Tendency

A measure of central tendency is a single value that attempts to describe a set of data by identifying the central position within that set of data. The mean (often called the average) is most likely the measure of central tendency that you are most familiar with, but there are others, such as the median and the mode.

- mean - the average of a set of data. The sum of a set of data divided by the number of data.
(Do not round your answer unless directed to do so.)
- median - the middle value, or the average of the middle two values, when the data is arranged in numerical order.
- mode - The value ( number) that appears the most.

It is possible to have more than one mode, and it is possible to have no mode. If there is no mode-write "no mode", do not write zero (0).

The mean, median and mode are all valid measures of central tendency, but under different conditions, some measures of central tendency become more appropriate to use than others.

- When is it best to use the mean?
- When is it best to use the median?
- When is it best to use the mode?


## Other definitions

- range - the difference between the highest and lowest values in a data set
- interquartile range - $Q_{3}-Q_{1}$
- $\quad$ five-number summary - For a set of data, the minimum, first quartile $\left(Q_{1}\right)$, median, third quartile ( $Q_{3}$ ), and maximum. Note: A boxplot is a visual display of the five-number summary.
- random sample - A subset of a statistical population in which each member of the subset has an equal probability of being chosen. A simple random sample is meant to be an unbiased representation of a group.


## Quantitative vs Categorical Data

The data we will be working with in this unit is called Univariate Data. Univariate data involves a single variable. It does not deal with causes or relationships and its main purpose is to describe.

- Quantitative Data - Quantitative data are numeric. They represent a measurable quantity. For example, when we speak of the population of a city, we are talking about the number of people in the city - a measurable attribute of the city. Therefore, population would be an example of quantitative data.
- Categorical Data - take on values that are names or labels. The color of a ball (e.g., red, green, blue) or the breed of a dog (e.g., collie, shepherd, terrier) would be examples of categorical data.


## Unit 6 Day 1 HW(1)

Determine whether the following variables are categorical (C) or quantitative (Q)

1. Brand of vehicle purchased by a customer
2. Price of a CD
3. Type of M\&Ms preferred by students (peanut, plain)
4. Phone number of each student
5. Height of a 1-year old child
6. Term paper status (turned in on time or turned in late)
7. Gender of the next baby born at a particular hospital.
8. Amount of fluid (oz) dispensed by a machine used to fill bottles with soda
9. Thickness of the gelatin coating on a Vitamin C capsule
10. Brand of computer purchased by a customer
11. State that a person is born in
12. Price of a textbook

## Example

Owen is a member of the student council and wants to present data about backpack safety to the school board. He collects these data on the weights of backpacks of 20 randomly chosen students. How much does the typical backpack weigh at Owen's school?

| Student | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Jr | Sr | Sr | Jr | Jr | Sr | Sr | Sr | Sr | Jr | Jr | Sr | Jr | Sr | Sr | Jr | Sr | Sr | Sr | Jr |
| Weight of <br> Backpack <br> (lb) | 10 | 19 | 20 | 21 | 7 | 9 | 12 | 11 | 13 | 4 | 33 | 15 | 18 | 21 | 22 | 8 | 9 | 3 | 12 | 16 |

Use the above data to find the following measures.
a. Mean:
b. Median:
c. Mode:
d. Range:
e. Five-number summary:

What would make the data in Owen's study unfair, or biased?
How could Owen insure that he had a good representation of the entire population?

## Displaying Data

## - Histograms

A histogram is a graphical representation of a one-variable data set, with columns to show how the data are distributed across different intervals of values. The columns of a histogram are called bins and should not be confused with the bars of a bar graph. Bar graphs represent categories, while histograms measure data in certain intervals.


In a histogram, the height of each bin represents the frequency, or the number that falls in that interval. The width of each bin represents an interval, in this case each interval 50.

Let's make a histogram to represent the data that Owen collected:

- Pros:
- Cons:


## Example A

For each of the following histograms, give the bin width and the number of values in the data set. Then identify the bin that contains the median of the data.
a.

b.


The percentile rank of a data value in a large distribution gives the percentage of data values that are below the given value. For example, if you are in the $95^{\text {th }}$ percentile on your PSAT, you have done better than $95 \%$ of the other students your age that took that test.

## Example B

The following histograms were both constructed with the data below.

| Metropolitan Area | Percent Population <br> Change (2000 - 1990) |
| :---: | :---: |
| Las Vegas, NV | 83.3 |
| Naples, FL | 65.3 |
| Yuma, AZ | 49.7 |
| McAllen, TX | 48.5 |
| Austin, TX | 47.7 |
| Fayetteville, AR | 47.5 |
| Boise City, ID | 46.1 |
| Phoenix, AZ | 45.3 |
| Laredo, TX | 44.9 |
| Provo, UT | 39.8 |
| Atlanta, GA | 38.9 |
| Raleigh, NC | 38.9 |
| Myrtle Beach, SC | 38.9 |
| Wilmington, NC | 36.3 |
| Fort Collins, CO | 35.1 |

Histogram 1:


## Histogram 2:


a. What is the range of the data?
b. What is the bin width of each graph?
c. Use the information in the table to create the same graphs on your calculator.
d. How can you know if the graph accounts for all 25 metropolitan areas?
e. Why are the columns shorter in Graph B?

- Frequency Tables: A chart used to show the amount of times an event occurs in a data set. A summary of a histogram. Create a frequency table for Owen's data.

| Student | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Jr | Sr | Sr | Jr | Jr | Sr | Sr | Sr | Sr | Jr | Jr | Sr | Jr | Sr | Sr | Jr | Sr | Sr | Sr | Jr |
| Weight of <br> Backpack <br> (lb) | 10 | 19 | 20 | 21 | 7 | 9 | 12 | 11 | 13 | 4 | 33 | 15 | 18 | 21 | 22 | 8 | 9 | 3 | 12 | 16 |


| Weight of <br> Backpack | Frequency |
| :--- | :--- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

- Pros:
- Cons:
- Stem and Leaf Plots are created much like histograms but they retain original data values. These plots have two parts:

Leaf. Represents the last digit of each number regardless of whether it falls before or after a decimal point.
Stem: Represents the other digits of each number. Stems should be in increasing order ${ }^{* * *}$ It is important to $\underline{A L W A Y S}$ have a key so viewers can read the plot.

Create a Stem and Leaf Plot for Owen's data:

|  |  |
| :--- | :--- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Key:

You can create a Stem and Leaf plot for separate sets of data. This is called a "Back to Back" Stem and Leaf Plot. Let's separate Owen's data into a back to back stem and leaf plot separating Juniors and Seniors.

|  |  |  |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

- Pros:
- Cons

The following vocabulary words can be used to describe graphical displays

| Uniform <br> Each bin has <br> approximately the same <br> height | Gaps <br> Spaces between data <br> points | Uni-Modal <br> One bin has the highest <br> value | Bi-Modal <br> Two bins tie for the <br> highest value |
| :--- | :--- | :--- | :--- |
| Multi-Modal <br> There are more than two <br> ties for the highest bin | Outliers <br> Extreme values that don't <br> appear to belong with the <br> rest of the data | Symmetric <br> The two halves look like <br> approximate mirror <br> images | Normal <br> Looks like a hill with the <br> highest peak near the <br> middle |
| Long Tails <br> The edges slowly drop off | Short Tails <br> The edges drop off <br> quickly | Skewed Left <br> The longer tail reaches to <br> the left | Skewed Right <br> The longer tail reaches to <br> the right |

Use as many of these vocabulary words to describe the following displays
1.

3.


4.
5.


2.
Excess Rainfall Bar Graph of a 24 hr Storm


## Mean, Median, Mode...Which One?

- Skewed data or data with outliers: Median
- Continuous and Symmetrical: Mean
- Categorical (nominal) Data: Mode

Unit 6 Day 1 HW(2): Mean - Median - Mode - Range
In Exercise 1-4, order the data from least to greatest using your graphing calculator. Then find the mean, median, mode and range of the data.

1. Number of inches of rain that fell on 14 towns in a 50 mile radius during a three day period: $8,4,7,6,5,6,7,8,9,10,11,5,4,8$
2. Cost of admission to a ballgame at 20 different stadiums:
$\$ 4.25, \$ 3.75, \$ 5.00, \$ 5.25, \$ 4.00, \$ 4.50, \$ 5.00, \$ 3.75, \$ 5.25, \$ 6.25, \$ 5.75, \$ 6.00, \$ 5.50, \$ 5.75, \$ 6.25, \$ 6.50$, $\$ 7.00, \$ 6.25, \$ 6.50, \$ 6.25$.
3. Number of states 20 people have visited.: $5,15,2,10,30,26,2,3,20,22,14,48,18,10,8,9,12,40,15,15$.
4. Number of students in 25 different $11^{\text {th }}$ grade classes: $12,17,13,5,7,20,24,18,20,21,14,18,19,8,13$, $25,20,21,4,10,20,21,16,14,20$.
5. The table shows the number of nations represented in the Summer Olympic Games from 1960 through 2004. Find the mean, median, mode and range of the data. Which do you think best represents the data? Explain.

| Year | Nations |
| :--- | :--- |
| 1960 | 83 |
| 1964 | 93 |
| 1968 | 112 |
| 1972 | 121 |
| 1976 | 92 |
| 1980 | 80 |
| 1984 | 140 |
| 1988 | 159 |
| 1992 | 169 |
| 1996 | 197 |
| 2000 | 199 |
| 2004 | 201 |

Unit 6 Day 1 HW(3): Histograms, Stem-and-Leaf and Frequency Tables
Create a frequency table, histogram, and stem and leaf plot using the given information. Then describe the graphs of the data.

1. Number of crimes committed in 1984

| January | 124 | February | 96 | March | 86 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| April | 113 | May | 107 | June | 102 |
| July | 85 | August | 87 | September | 91 |
| October | 119 | November | 122 | December | 115 |


| Interval | Frequency |
| :--- | :--- |
| $80-90$ |  |
| $90-100$ |  |
| $100-110$ |  |
| $110-120$ |  |
| $120-130$ |  |

2. Test scores for a high school biology test
$81,77,63,92,97,68,72,88,78,96,85,70,66,95,80,99,63,58,83,93,75,89,94,92,85,76,90,87$

| Interval | Frequency |
| :--- | :--- |
| $50-60$ |  |
| $60-70$ |  |
| $70-80$ |  |
| $80-90$ |  |
| $90-100$ |  |

1. The histogram below that shows data about scores on a history test.

a. How many total students took the test?
b. How many students scored at least a 71 on the test?
c. Can you determine the highest grade from the histogram?
2. The histogram below shows data about movie revenues in a recent year.

a. How many movies grossed at least \$141 million?
b. How many movies grossed between $\$ 61$ million and $\$ 180$ million?
c. Can you determine how many movies grossed between $\$ 121$ and $\$ 140$ million from the histogram?

## Unit 6 Day 1 HW(4): Central Tendency

1. Which central tendency is most affected by extreme values?
2. Five workers on an assembly line have hourly wages of $\$ 8.00, \$ 8.00, \$ 8.50, \$ 10.50$, and $\$ 12.00$. If the hourly wage of the highest paid worker is raised to $\$ 20$ per hour, how are the mean, median and mode affected? Explain.
3. Is the mean of a group of numbers always, sometimes or never a number in the group? Explain.
4. Roger Maris's regular-season home run totals for his eleven year career are $14,28,16,39,61,33,23,26$, $13,9,5$. Find the mean, median, and mode. How representative of the data is the mean? Explain.
5. A statistician was entering Roger Maris's data from \#4 above into a spreadsheet. The statistician made a small error and instead of entering the $11^{\text {th }}$ number as 5 , she accidentally entered the number 50 . Explain how this error will affect the median and mean of Roger Maris's data.
6. Suppose your mean on 4 math tests is 78 . What score would raise the mean to 80 ?
7. The median height of the 21 players on a girls' soccer team is 5 ft 7 in . What is the greatest possible number of girls who are less than 5 ft 7 in ? Suppose three girls are 5 ft 7 in tall. How would this change your answer to the first part of this question?

Please put your graphical displays and answers on another sheet of paper.
8. Below is the average number of runs scored in American League and National League stadiums for the first half of the 2001 season.

| AMERICAN |  |  |
| :--- | :---: | :---: |
| 11.1 10.8 10.3 <br> 10.3 10.1 10.0 <br> 9.5 9.4 9.3 <br> 9.2 9.2 9.0 <br> 8.3   |  |  |

NATIONAL

| 14.0 | 11.6 | 10.4 |
| :---: | :---: | :---: |
| 10.3 | 10.2 | 9.5 |
| 9.5 | 9.5 | 9.5 |
| 9.1 | 8.8 | 8.4 |
| 8.3 | 8.2 | 8.1 |
| 7.9 |  |  |

a) Create a back to back stem and leaf plot of this data. Be sure to label it and give it a key.
b) Create histograms for both groups. Be sure to label it!
c) Calculate the mean, median and mode for each league.
d) Write a brief summary comparing the average number of run scored per game in the two leagues.
e) Which central tendency best represents the American League data? Explain.
f) Which central tendency best represents the National League data? Explain.

