



ELEMENTARY STATISTICS

???????SUBHEADER????????????????

IMPORTANT TERMS

- Categorical/quantitative data falls into groups or categories.**
EX: State, type of pet, and gender
- Quantitative data represents counts or measurements.**
EX: Profit, number of people in line, and lifetime of a product
- Population:** The entire group studied.
EX: All U.S. registered voters
- Sample:** A subset of a population from which data is collected.
EX: 1,000 randomly sampled, registered U.S. voters
- Parameter:** A number that summarizes a population and is typically unknown.
EX: The average price of gas in the U.S.
- Statistic:** A number that summarizes a sample.
EX: The average price of gas from 1,000 gas stations randomly selected from the U.S.

DATA TABLES

- Frequency:** The number in each group.
- Relative frequency:** The percentage in each group.

Data Table: Type of Pet

Type of pet	Frequency	Relative frequency
Dog	10	.33
Cat	15	.50
Other	5	.17
Total	30	1.00

Data Table: Age Group

Age group	Frequency	Relative frequency
Under 18	800	.24
18-30	200	.47
Over 30	125	.29
Total	425	1.00

GRAPHS FOR SINGLE VARIABLE

The purpose of a graph is to show a visual of data.

PIE CHART

Pie chart: A graph of categorical data showing frequency or relative frequency in a circle with a slice for each group.



BAR GRAPH

Bar graph: A graph of categorical data showing frequency or relative frequency in a bar for each group.



HISTOGRAM

Histogram: A graph of quantitative data with the variable on the X axis divided into groups (bars) and the frequency or relative frequency in each group on the Y axis.



STEM-LEAF PLOT

Stem-leaf plot: A numerical graph of quantitative data with the last digit on the right of the line and the leading digits to the left of the line. You can recover the data set from a stem-leaf plot.

EX: Test scores, with 70, 70, 71, 71, 76, and 79 as the lowest 6 scores.

Stem	Leaf
7	001169
8	00447779
9	0023777999
00	00

BOXPLOT

Boxplot: A one-dimensional graph of quantitative data that shows the locations of the 5-number summary.

- 25% of the data lies in each section.
- A box contains the middle 50% of the data.
- The line in the box indicates the median.
- The lines coming out of the box end at the minimum and maximum.
- In this boxplot, the minimum = 70, Q1 = 80, Q2 = the median = 87.5, Q3 = 97, and the maximum = 100.



DESCRIPTIVE STATISTICS FOR SINGLE VARIABLE

Summarize quantitative data to indicate the center, variation, and relative standing.

MEASURES OF CENTER

Measures of center indicate where the "middle" of the data is in different ways.

- Mean:** The average of the data set. Sample mean is $\bar{x} = \frac{1}{n} \sum_{i=1}^n x_i$, where:
 x_1 = first data value
 x_2 = second data value
 x_n = last data value (n = number of values)
EX: Given 2, 4, and 5, the average is $\frac{2+4+5}{3} = 3.67$.
- Median:** Divides the data set in half.
 If the data has an odd sample size, the median is the middle value.
EX: Given 1, 2, 3, 4, and 5, the median is 3.
 If the data has an even sample size, the median is the average of the two middle values.
EX: Given 1, 2, 3, and 4, the median is $\frac{2+3}{2} = 2.5$.
- Mode:** The data value that occurs most often. This is not a good measure of center.

PROPERTIES

- Mean is affected by outliers; median is not.
- If mean > median, data are skewed right.
- EX:** In this graph, mean = 1.32 and median = 1.



Elementary Statistics Pacing Guide

Jin-Ying Zhang



Elementary Statistics Pacing Guide:

From Rigorous Standards to Student Achievement Laura Mc Cullough,2013-09-27 This book showcases strategies which support teachers and principals as they implement high standards for students At the same time it demonstrates how to meet the needs of diverse learners **Schoolwide Action Research for Professional Learning Communities** Karl H.

Clauset,Dale W. Lick,Carlene U. Murphy,2008-05-15 Clearly shows the success that can occur when a staff learns together I highly recommend this book to aspiring and beginning principals as well as those with years of experience Paul Young Executive Director West After School Center Former President National Association of Elementary School Principals Foster schoolwide professional learning through a collaborative action research model Action research is a popular method for individual educators to examine their practices and grow in their profession In this how to guide readers will learn how Whole Faculty Study Groups WFSGs use action research to involve an entire school in advancing staff learning and school performance The WFSG model is a type of professional learning community PLC that catalyzes school change with schoolwide action research as a central component With over 20 years of experience the authors draw from hundreds of examples and case studies to describe how implementing WFSGs can help students teachers administrators and other staff members work collaboratively to improve teacher practice and student learning The authors empirical data and comprehensive approach help deepen educators understanding of how to use meaningful action research to strengthen teamwork and realize school reform Additionally readers will learn how The WFSG system compares with other approaches to action research The schoolwide action research process can be applied in a wide variety of school reform efforts Study groups can move from discussion to action Principals and district leaders can support schoolwide action research Discover the ways WFSGs can enhance student learning and result in real school improvement in this highly relevant must have guide

PLC at Work® and Your Small School Breez Longwell Daniels,2020-07-07 Small schools can have a big impact With the guidance of author Breez Longwell Daniels an award winning principal in Wyoming you will learn how to build a successful professional learning community PLC in your small school The resource addresses every key aspect of a PLC at Work system and outlines how to drive immense academic success while staying true to your school s small town roots Use this resource to implement a PLC that ensures high levels of learning for every student in your small school Learn how to define your school s mission and vision in a way that both centers the school s role within the community and builds a foundation for a strong PLC Become familiar with how to develop a strong PLC school system in a small school or rural area that contains many singleton and shared teachers Learn how to effectively collect and use data to increase the effectiveness of your PLC system Study the research and real world examples that support the strategies and concepts introduced in the book to help students meet their academic goals Contents Introduction Chapter 1 Breaking With Tradition Chapter 2 Establishing a Vision Chapter 3 Structuring Time Chapter 4 Building Your Culture Chapter 5 Supporting Collaboration

Chapter 6 Using Data Chapter 7 Overcoming Barriers Chapter 8 Celebrating Success Epilogue Appendix Artifacts From Thermopolis Middle School References and Resources *Proceedings of the Section on Statistical Education* American Statistical Association, Section on Statistical Education, 1979 **Elementary Statistics** Allan G. Bluman, 2014

Elementary School Teachers' Mathematics Instructional Decision Making in the Context of District Mandates on Instruction Heather Anne Martin, 2008 In the current educational climate teachers in low performing schools are experiencing pressure from state and district policy makers to raise student performance on state tests Some district administrations have undertaken various measures including implementing numerous and specific mathematics content standards adopting particular curricular packages and requiring teachers to use them as their primary instructional materials and even creating pacing guides with uniform timelines for presenting lessons to students These efforts have had the cumulative effect of urging teachers to stick closely to a standard curriculum in order to raise student test scores Teachers must also interpret and attend to the needs of their students and ideally teach their students to understand mathematical concepts and processes as opposed to narrowly mastering procedural skills It may not always be possible to both follow administrative mandates about instruction and meet student needs and teachers may have to make a compromise between these two objectives In this study I examined how elementary school teachers in a particular accountability pressured school decided to teach mathematics Drawing on multiple interviews and ten classroom observations per teacher I created portraits of the mathematics instructional choices of four second grade teachers including their use of instructional materials such as textbooks I drew on an analytical framework adapted from Stein Grover and Henningsen 1996 to assess various features of the lesson in order to note the interaction between the materials and the teachers decisions about how to use them I developed a lesson signature for each teacher a visual representation of the typical organization of the teacher s lessons and how materials were used within them My findings indicated that the teachers individual goals for their teaching beliefs about their students needs and interpretations of the district s curricular mandates interacted to steer their instructional choices to very different results Two of the teachers dutifully followed the textbook while two essentially disregarded it in favor of other materials Teachers own senses of their autonomy to make curricular decisions and their support for their students autonomy in learning math emerged as important factors I suggest implications for teacher professional development and curricular materials development **Resources in Education**, 1973 *Research in Education*, 1973-12 Elementary Statistics Bluman, 2006-01-01 **Bluman, Elementary Statistics: A Step by Step Approach, © 2009, 7e, Student Edition (Reinforced Binding) with Formula Card** Allan G. Bluman, 2008-11-04 Teach by example with this beginning statistics book Teaches concepts intuitively and problem solving through worked examples and step by step instructions **The Elementary School Journal**, 1914 Modular Instruction in Statistics American Statistical Association, Donald Guthrie, Judith Rich O'Fallon, 1976 Test Driven Linda Valli, 2008-07-24 I don't always know

students by face I know them by data an elementary curriculum specialist explains ruefully in this broad examination of how No Child Left Behind impacts schools and shapes teaching practice Capturing the changes teachers are experiencing especially in the areas of mathematics and reading the authors compare and contrast three schools with diverse student populations examining how they differ in school norms and structures professional roles and responsibilities curriculum staff development and teaching and learning Including rich observational data and personal accounts from educators this inside look at school reform Analyzes the effects of policies from multiple levels examining relationships among initiatives at the federal state district and local school levels Focuses on the impact that high stakes testing policies have on reading and mathematics instruction in 4th and 5th grades Provides teacher and principal perspectives on factors that influence how practitioners make sense of mediate and construct school policy **Quality of Statistical Data** Slobodan S. Zarkovich, 1966

Data-Driven School Improvement Ellen B. Mandinach, Margaret Honey, 2008-04-12 With federal and local demands for increased accountability educators at all levels are now expected to acquire the necessary skills and knowledge to be effective data users and decision makers This book brings together stakeholders representing a variety of perspectives to explore how educators actually use data and technology tools to achieve lasting improvement in student performance The first comprehensive examination of the field this volume introduces the history of testing and data use explores current practices and tools and presents a groundbreaking model for data driven decision making Book Features A valuable framework based on a three year project sponsored by the National Science Foundation describing how data are transformed into usable knowledge Informative case studies illustrating how schools are using data to inform best practice Suggestions for how digital resources can be used to improve teaching in the classroom A thought provoking treatise on educational reform from the state perspective Teacher Agency in the Process of State Mandated Reform Kyle C. Ruggles, 2009 Under No Child Left Behind NCLB federally funded schools and Local Educational Agencies LEAs that do not meet Adequate Yearly Progress AYP criteria for two consecutive years are designated Program Improvement PI mandating participation in school reform interventions In February 2008 the California Department of Education CDE released a corrective action plan mandate requiring all LEAs or school districts in Year 3 of PI to participate in intensive moderate light or other levels of technical support that includes participation in the District Assistance and Intervention Team DAIT process The DAIT process brings outside consultants and district office administrators into schools and classrooms for regular walkthroughs and assessments of improvement plan implementation Yet little is known about how these state mandates influence teachers instructional practices and decision making power or agency This study explores teachers perceptions of the DAIT process and how agency is influenced in an urban fringe pre kindergarten through grade 8 PI school district in California that volunteered to pilot the DAIT process during the 2006 2009 school years The socio cultural theory of learning Gallucci 2003 and the principal agent theory Ferris 1992 guide the analysis of this embedded and longitudinal multi case study of three

middle schools and the district office within the PI school district Rich thick qualitative descriptions from 24 teachers and five district office administrators engaged in state mandated reform emerge from the single case and cross case analyses Teachers perceive the DAIT feedback as vague and lacking in teacher involvement in classroom visitations which led to teachers viewing the process as superficial Yet teachers also considered the DAIT process as beneficial in increasing teacher team reflection and collaboration around a singular common instructional focus of reading comprehension which seemed to be positively associated with agency A variance of teacher agency levels was found to depend upon school context and how teachers perceived themselves while balancing the costs and benefits from DAIT feedback Findings also reveal that the DAIT process may have compromised teacher agency due to the lack of teacher participation and involvement in the development of the process potentially eroding teachers sense of professionalism

Elementary surveying. 4th ed. Total issue, twenty thousand Charles Blaney Breed, George Leonard Hosmer, 1915 **Irregular Serials & Annuals**, 1985 Making Choices for Multicultural Education Christine E. Sleeter, Carl A. Grant, 2012-04-13 This book offers the educational community a way of thinking about race language culture class gender and disability in teaching The sixth edition incorporates the latest group population demographics and published material to provide the most current information in the field It introduces a discussion of intercultural and multicultural education along with the key points that distinguishes differences between the two concepts Readers will also find discussions on globalization and its influences on the key topics presented in the book Teachers will gain strong insight into this evolving field of study and practice

Research in Education, 1973

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