

Descriptive Statistics

$$\bar{x} = \frac{1}{n} \sum x_i = \frac{\sum x_i}{n}$$

$$\hat{y} = a + bx$$

$$r = \frac{1}{n-1} \sum \left(\frac{x_i - \bar{x}}{s_x} \right) \left(\frac{y_i - \bar{y}}{s_y} \right)$$

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

$$\bar{y} = a + b\bar{x}$$

$$b = r \frac{s_y}{s_x}$$

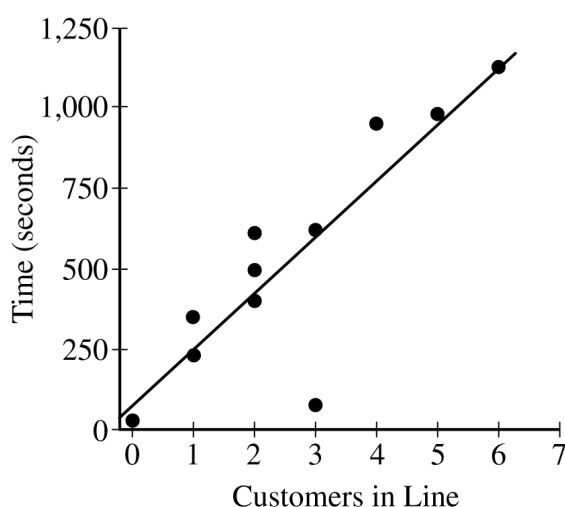
STATISTICS**SECTION II****Part A****Questions 1-5**

Spend about 1 hour and 5 minutes on this part of the exam.

Percent of Section II score—75

Directions: Show all your work. Indicate clearly the methods you use, because you will be scored on the correctness of your methods as well as on the accuracy and completeness of your results and explanations.

1. The manager of a grocery store selected a random sample of 11 customers to investigate the relationship between the number of customers in a checkout line and the time to finish checkout. As soon as the selected customer entered the end of a checkout line, data were collected on the number of customers in line who were in front of the selected customer and the time, in seconds, until the selected customer was finished with the checkout. The data are shown in the following scatterplot along with the corresponding least-squares regression line and computer output.



Predictor	Coef	SE Coef	T	P
Constant	72.95	110.36	0.66	0.525
Customers in line	174.40	35.06	4.97	0.001
S = 200.01		R-Sq = 73.33%		R-Sq (adj) = 70.37%

- (a) Identify and interpret in context the estimate of the intercept for the least-squares regression line.
- (b) Identify and interpret in context the coefficient of determination, r^2 .
- (c) One of the data points was determined to be an outlier. Circle the point on the scatterplot and explain why the point is considered an outlier.

STATISTICS**SECTION II****Part A****Questions 1-5**

Spend about 65 minutes on this part of the exam.

Percent of Section II score—75

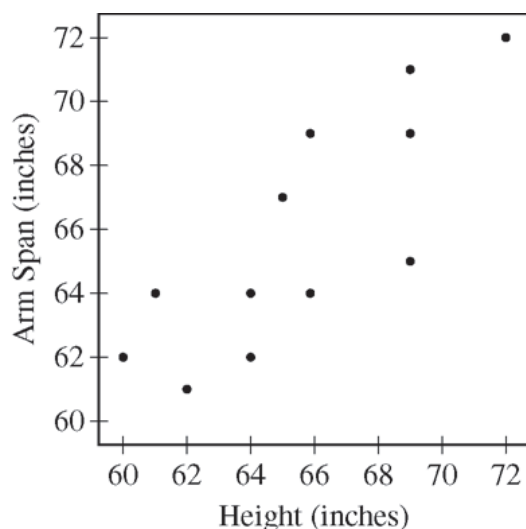
Directions: Show all your work. Indicate clearly the methods you use, because you will be scored on the correctness of your methods as well as on the accuracy and completeness of your results and explanations.

1. Researchers studying a pack of gray wolves in North America collected data on the length x , in meters, from nose to tip of tail, and the weight y , in kilograms, of the wolves. A scatterplot of weight versus length revealed a relationship between the two variables described as positive, linear, and strong.
- (a) For the situation described above, explain what is meant by each of the following words.
- (i) Positive:
 - (ii) Linear:
 - (iii) Strong:

The data collected from the wolves were used to create the least-squares equation $\hat{y} = -16.46 + 35.02x$.

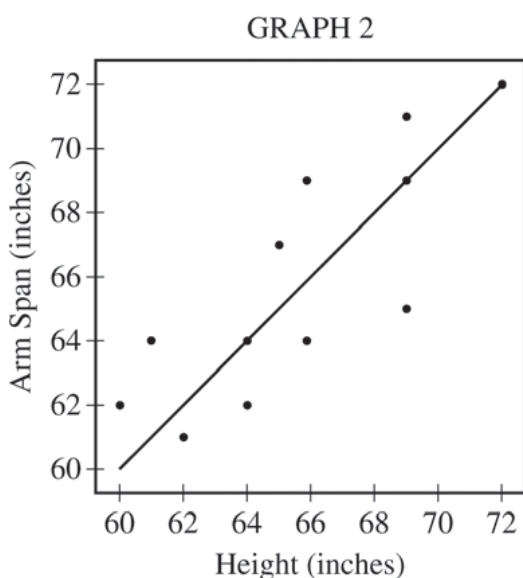
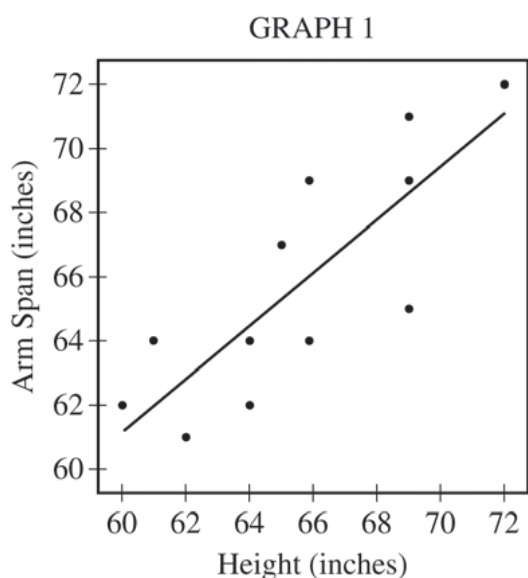
- (b) Interpret the meaning of the slope of the least-squares regression line in context.
- (c) One wolf in the pack with a length of 1.4 meters had a residual of -9.67 kilograms. What was the weight of the wolf?

5. A student measured the heights and the arm spans, rounded to the nearest inch, of each person in a random sample of 12 seniors at a high school. A scatterplot of arm span versus height for the 12 seniors is shown.



- (a) Based on the scatterplot, describe the relationship between arm span and height for the sample of 12 seniors.

Let x represent height, in inches, and let y represent arm span, in inches. Two scatterplots of the same data are shown below. Graph 1 shows the data with the least squares regression line $\hat{y} = 11.74 + 0.8247x$, and graph 2 shows the data with the line $y = x$.



- (b) The criteria described in the table below can be used to classify people into one of three body shape categories: square, tall rectangle, or short rectangle.

Square	Tall Rectangle	Short Rectangle
Arm span is equal to height.	Arm span is less than height.	Arm span is greater than height.

- (i) For which graph, 1 or 2, is the line helpful in classifying a student's body shape as square, tall rectangle, or short rectangle? Explain.

- (ii) Complete the table of classifications for the 12 seniors.

Classification	Square	Tall Rectangle	Short Rectangle
Frequency			

- (c) Using the best model for prediction, calculate the predicted arm span for a senior with height 61 inches.