

## **ABSTRACT**

This qualitative study investigated the experiences of incorporating real world examples into an Honors-level high school statistics classroom. Twenty one students in grades eleven and twelve participated in the study conducted in an urban high school containing approximately 3000 students in the northeastern United States.. Methods of gathering data included teacher observation, student surveys, informal and formal student interviews, and student work. Methods of analysis included coding, construction of theme statements, and review of student work. The students were presented with statistical concepts through real world examples, which included collecting data in and outside of class and using examples of statistics meaningful to the participants. Findings suggest that using real world examples is an essential part of student engagement and achievement in a secondary school statistics classroom. Furthermore, students are likely to become more eager to learn even challenging concepts when statistics are related to their own lives. All participants involved in the study reported a preference for real world examples to those typically provided by the textbook publisher.