

SCHOOL DISTRICT DATA BOOK USER'S GUIDE

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1.0. School District Data Book

This section provides general information regarding the role, scope and uses of the School District Data Book.

1.1. General -- School District Data Book -- Version 1.0.

The School District Data Book is an information resource of the National Center for Education Statistics (NCES), U.S. Department of Education. For information about the School District Data Book project, contact:

National Center for Education Statistics
U.S. Department of Education
555 New Jersey Avenue, NW, Room 408
Washington, DC 20208

The School District Data Book has been developed by The MESA Group using

data supplied by the Census Bureau and NCES.

For assistance with use of the Data Book, contact:

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For information on other topics about the system, press the F2 function key for the table of contents. With the highlight bar on the topic of interest (in the table of contents) press Enter and you will be transferred to that section.

1.1.1.1. Overview

The School District Data Book is an electronic library containing social, economic and administrative data for each of the 15,274 public school districts in the United States. Perhaps most notably, the School District Data Book contains the most comprehensive demographic database ever developed for the nation's children.

The School District Data Book is contained on a set of 44 CD-ROM's. Using a conventional microcomputer equipped with a CD-ROM reader, immediate access is provided to data for every school district, county and state and the United States as a whole.

This immense database of approximately 20 gigabytes, 20 billion characters, of data (after reduction by data compression techniques) provides up to 200,000 data items for each school district or county. The mapping features enables users to view maps of all individual school districts in the nation for the first time.

The School District Data Book enables users to:

- o Examine demographics, operations and finances of any school district.
 - Assess special needs of the children and households served.
 - Plan for types of growth or decline in student membership.
- o Compare characteristics of one school district to any other.
- o Locate districts within a region having certain characteristics.
- o Draw a thematic map to examine geographic distributions.
- o Extract data in a form that can be manipulated and used with your own data.
- o Use reference features as a handy electronic library.

The School District Data Book has been developed under the sponsorship of the U.S. Department of Education National Center for Education Sta-

tistics (NCES). The principal interest of NCES in developing the School District Data Book is to provide an effective way for the Department and Congress to access, analyze and interpret data from the 1990 Census School District Special Tabulation. However, since this information can benefit state and local education agencies as well as researchers, policy analysts and administrators in a variety of other organizations, NCES implemented a program to meet these broader needs.

1.1.1.1. Background and Development

Census Mapping Project

Development of the School District Data Book started in 1988 with the Census Mapping Project. Under this initiative, sponsored by the National Center for Education Statistics and coordinated by the Council of Chief State School Officers, all states participated in a program to develop school district maps. The maps, the first complete set ever to be developed for the nation, were the critical first step in the development of the database.

A public school district is an area whose public schools are administratively affiliated with a local education agency recognized by the state education agency as responsible for implementing the state's elementary and secondary public education program. Through the Census Mapping Project, 15,274 school districts were mapped.

School districts delineated by the Census Mapping Project are usually the same as those referenced in the NCES Common Core of Data Program. Accordingly, the Census Mapping Project used names and codes from the 1989-90 Common Core of Data as a means of identification.

Most areas of the U.S. are covered by one or more school districts. However, there are parts of some states that are not covered by any school district. These 60 areas are referred to as "balance of county" areas and treated as "pseudo" school districts in the SDDB. As a result, all areas of the U.S. are accounted for through the Census Mapping Project.

Paper maps developed by individual states were sent to the U.S. Bureau of the Census. The Census Bureau digitized the maps and transferred the resulting data into the Census Bureau's TIGER System. The TIGER (Topologically Integrated Geographic Encoding and Referencing) System is used by the Census Bureau as a way of tabulating address-oriented data. Once the school district maps were a part of the TIGER system, each of the nation's 6.5 million census blocks could be uniquely associated with their respective school districts.

MESA Group and SDDB Development

In 1992, the National Center for Education Statistics contracted with The MESA Group of Alexandria, Virginia to develop the School District Data Book (SDDB). It would be MESA's responsibility to assemble the raw data into the databases that became a part of the SDDB and to design and develop the software to meet the goals of the Department of Education for utility and ease of use.

1990 Census School District Special Tabulation

In 1993, under the sponsorship of NCES, the Census Bureau produced the 1990 Census School District Special Tabulation files that comprise approximately 95 percent of the SDDB's data. MESA and Census Bureau staff worked together to develop data compression techniques to transfer the data files from a mainframe computing environment into microcomputer databases.

The Census Bureau delivered the school district special tabulation files to MESA on approximately 200 high density magnetic tape reels. MESA transformed the census special tabulation data into a database structure suitable for CD-ROM and microcomputer use.

Additional Statistical Data Sources

In 1993-94, The MESA Group, with support from NCES, acquired two non-decennial census data files and integrated these into the SDDB CD-ROM framework. Described in more detail below, these files include:

- o administrative data from the NCES 1989-90 Common Core of Data (data on teachers, schools and students) and
- o financial data from the 1989-90 Survey of School District Finances produced by the Census Bureau for the Department of Education.

School District Boundary Files

In 1994, also under sponsorship of NCES, the Census Bureau provided The MESA Group with the TIGER/Line files for the U.S. The TIGER/Line files are a product of the Census Bureau and are themselves contained on CD-ROM. They contain data describing attributes of all street and non-street (such as rivers) features of the entire U.S.

The 1994 TIGER/Line files used in development of the SDDB are referred to as "Version 5," are the only TIGER/Line files that contain coding for the school districts resulting from the Census Mapping Project. Other versions of TIGER/Line files have been released earlier.

Using the TIGER/Line files, The MESA Group developed boundary files for all school districts in the U.S. These boundary files are used by the

SDDB software to draw maps of school districts. The boundary files are an integral part of the SDDB CD-ROM series.

SDDB Software

During the period 1992-94, The MESA Group developed the software to be distributed on the SDDB CD-ROM. The SDDB software design is critical to meeting the goals of NCES to have the data not only easily accessible but also highly usable -- by users with varying interests and technical backgrounds.

The main features of the SDDB include:

- o Profiles and Tables

- select geography through menu-driven operations
- select prestructured profiles providing highlight data, or
- select data for tabular display from the school district special tabulation files

- o Database Operations

- extract data from SDDB databases for use in other applications
- locate districts/counties/states meeting any specified criteria in the SDDB database
- prepare reports showing data across geographic areas
- obtain basic distributional statistics for SDDB data

- o Maps

- display map outlines for
 - U.S. by State
 - State by District
 - State by County
- display thematic maps showing subject matter in the SDDB for states, districts and counties

- o Electronic Index, Glossary and Reference

- the reference manual is electronic and may be queried for information to help answer any immediate application question or to lookup information on any topic by keyword.
- the electronic glossary functions like the reference manual providing online definitions
- the electronic index, a subject matter index, functions like the reference manual and facilitates access to data by topic.

1.1.1.2. Contents of the School District Data Book

The School District Data Book is distributed only on CD-ROM. The 44-volume CD-ROM set includes a U.S. by State volume and state by school district and county volumes.

Basic content of each CD-ROM includes:

- o SDDB software and reference files
- o For all districts, counties, states and the U.S.:
 - "Top 100" database of key demographic items
 - Administrative database (no county data)
 - Financial database (no county data)
- o Boundary files for maps
 - U.S. by State
 - State by county (all states)

The U.S. by State CD-ROM contains, in addition to the basic content:

- o U.S. and State 1990 Census school district special tabulation data.

Each of the State CD-ROM contain, in addition to the basic content:

- o State, district and county 1990 Census school district special tabulation data for that state. Several states require two or more CD-ROM, while in other cases two or more states are contained on one CD-ROM.

1990 Census School District Special Tabulation

The 1990 Census School District Special Tabulation data are provided for each school district, county, state and the U.S. This section provides an overview of the types of data tabulated in the special tabulation. Section 5 provides an expanded description of the record types described below and references the source of additional electronic documentation. Issues concerning processing and data accuracy are described in the appendices.

For the 1990 Census school district special tabulation, data are organized by 7 types of tabulation records:

	Data Items
1 - Characteristics of All Households	981
2 - Characteristics of All Persons	5,688
3 - Characteristics of Households with Children	808
4 - Characteristics of Parents with Children	3,187
5 - Children's Households Characteristics	808
6 - Children's Parents Characteristics	2,813
7 - Children's Own Characteristics	2,271

Roughly 70 percent of the data items in each record correspond to the Census Bureau subject matter tables used in the 1990 Census Summary Tape

File 3. The additional tables follow similar numbering/reference nomenclature but have been defined by NCES to meet more specific types of data uses; e.g., dropout population and at-risk populations.

For record types 3 through 7, tabulation categories are further detailed by type of enrollment:

- 1 - Total Enrolled & Not Enrolled
- 2 - Total Enrolled (Public & Private)
- 3 - Enrolled in Public School
- 4 - Enrolled in Private School
- 5 - Not Enrolled

For each type of enrollment category, as applicable for a school district age/grade coverage, in record types 3 through 7, the data are further broken down by the following age/grade categories:

- 1- Total Relevant
- 2- Pre-Kindergarten
- 3- Kindergarten
- 4- Grade 1- 4
- 5- Grade 5- 8
- 6- Grade 9-12
- 7- Age 0- 2 years
- 8- Age 3- 4 years
- 9- Age 5-13 years
- 10- Age 14-17 years
- 11- Age 18-19 years
- 12- Age 3-19 years
- 13- Age 5-17 years

Top 100 Database

The "Top 100" database was developed to provide a compact file of key data items to be provided on each CD-ROM for each district, county, state and the U.S. These data have been drawn mainly from the Census school district special tabulation. They include:

Persons by Sex
Persons by Type of Household
Persons by Urban/Rural Status
Persons by Race/Ethnic Origin
Labor Force Status
Educational Attainment
Families
Households with Children
Housing Units by Tenure/Occupancy
Occupied Housing Units by Urban/Rural Status
Economic Characteristics
 Median Gross Rent
 Median Housing Value
 Per Capita Income in 1989
 Median Household Income
 Public Assistance Income in 1989
 Poverty Status, Income in 1989
Dropouts
At-Risk Pre-School Age Children
At Risk School Age Children

Attributes of Children

- Sex
- Urban/Rural Status
- Race/Ethnicity
- Age
- Household Type
- Poverty Status
- Enrolled in School
 - Sex
 - Race/Ethnicity
- Enrolled in Public School
 - Sex
 - Race/Ethnicity

Administrative (Common Core of Data)

- Students
- Teachers
- Schools

Financial (Census of Governments)

- Total Revenue
 - Local Revenue
 - State Revenue
 - Federal Revenue
- Total Expenditures
 - Current Expenditures
 - Instruction Expenditures
 - Support Expenditures

Financial Data

The financial data, from the 1989-90 Survey of School District Finances, includes data on the following subjects (complete detail not shown). Section 5 provides an expanded description of these data.

Total Revenue by Sources

- Total Local Revenue
 - Taxes by category
 - Parent Government Contribution
 - Local Intergovernmental
 - School Lunch and other charges by category
 - Interest Earnings
 - Other
- Total State Revenue
 - Direct from State
 - State Revenue on Behalf of LEA
- Total Federal Aid
 - Federal Aid Through State
 - Direct Federal Aid

Total Expenditures by Function

- Current For Instructional Programs
 - Instruction by category
 - Support Services by category
- Noninstructional Current Spending by category
- Capital Outlay Expenditure by category
- Payments to Other LEA's & Governments
- Interest on Debt

Long-Term Debt Issued
Long-Term Debt Retired
Long-Term Debt Outstanding, End Yr
Short-Term Debt Outstanding, Beg Yr
Assets at End of Year
Sinking Fund
Bond Fund

Administrative Data

The administrative data have been derived from the 1989-90 Common Core of Data - School Level File. Using the school level data, school district level aggregates were prepared for schools, teachers and students cross-classified by:

Urban/Rural classifications
Race/ethnic origin
Enrollment size
Type of school
Free lunch eligibility

Section 5 provides an expanded description of these data.

1.1.1.3. Slide Show

The CD-ROM contains a slide show that may be useful in obtaining an overview of the School District Data Book project. All of the slide show is contained in the directory SDDBSHOW.

You may view the slide show by entering the following commands:

D:\>E: <enter> (change drives to your CD-ROM drive)
E:\>CD SDDBSHOW <enter> (change directory and move into the SDDBSHOW directory)
E:\>SHOW Sddb <enter> (start the slide show)

After the show has started, use the following commands:

Esc ... stop show
PgDn ... go to next slide
PgUP ... go to previous slide

The show has automatic timing on the slide display time. This timing may be suitable and not require you to use the PgDn/PgUp keys. As appropriate use the spacebar to pause on one display. Press Enter to restart display after space bar.

1.1.2. Summary of Operations

1.1.2.1. Main Menu

This section reviews options available from the Main Menu.

From the Main Menu you may choose one of the following operations:

- 1 - Profiles and Tables
- 2 - Database Operations
- 3 - Maps
- 4 - Quit (exit)

Profiles and Tables enables you to retrieve data and have it presented in a preorganized format. Detailed information is presented in section 2.

Database Operations enables you to extract data from the master database, locate areas with certain characteristics, prepare custom structured reports and obtain basic distributional statistics. Detailed information is presented in section 3.

Maps enables you to draw thematic maps for the geography and subject matter that you select. Detailed information is presented in section 4.

1.1.2.2. Menu Operations

Most of the School District Data Book is operated by making a selection from a menu. A menu is presented on the display screen with choices from which you may select. A selection is made from the current menu and the system determines the next course of action.

When a menu is displayed, the number of choices available varies. To move between alternative choices, press the up or down arrow. As the arrow key is pressed, the highlight bar moves in the direction indicated.

To choose an option from the menu, press Enter when the highlight bar is on the selection of choice.

Mouse Usage. There is no mouse functionality in the system.

Previous Menu. In general, you may press the Esc key and control will be returned to the previous menu.

1.2. Step-by-Step Examples of Using SDDB

The next few sections provide examples of how you can use SDDB to perform various types of applications.

1.2.1. Basic data for the United States

Follow these steps:

- 1 - Start SDDB
- 2 - Enter to select Profiles and Tables
- 3 - Enter to select United States (this defines geographic scope)
- 4 - Enter to select a District, State or the U.S.

- 5 - Enter to select the United States (this defines specific geography)
- 6 - Enter to select Proceed ...
- 7 - Enter to select Profiles
- 8 - Enter to select General Characteristics--Summary
- 9 - Enter to select Use default ...

View the display. The form of this display is always of a geographic comparative nature. The general characteristics profile offers you a "primary" area and two "comparison" areas. In this simple display, the primary and comparison areas are all the same. Ready for a more interesting example? Proceed to 1.3.2.

Note: if you followed these steps and did not get the U.S. profile, the system has not been fully installed. Refer to installation in the appendix (A.1.) for more information.

Make a mistake? Anyplace along the way, press Esc to go to the previous menu.

1.2.2. Basic data for New York City school district

Follow these steps:

- 1 - Start SDDB
- 2 - Enter to select Profiles and Tables
- 3 - Arrow (use directional arrow) down to New York
Enter to select New York (this defines geographic scope)
- 4 - Enter to select a District, State or the U.S.
- 5 - Press the F3 Key
Key in (without quotes) "New Y" and press Enter
Enter to select New York City PSD (this defines specific geography)
- 6 - Enter to select Proceed ...
- 7 - Enter to select Profiles
- 8 - Enter to select General Characteristics--Summary
- 9 - Enter to select Use default ...

View the display. The form of this display is always of a geographic comparative nature. The general characteristics profile offers you a "primary" area and two "comparison" areas. This display shows use of the default comparison area geography--if you select a district (or county) the default comparison areas will always be the respective state and the U.S.

For a comparative display depicting two or more districts, Proceed to section 1.3.3.

1.2.3. A comparative display of two selected districts

Follow these steps (only step 9 and remaining steps differ from the previous example):

- 1 - Start SDDB
- 2 - Enter to select Profiles and Tables
- 3 - Arrow (use directional arrow) down to New York

- Enter to select New York (this defines geographic scope)
- 4 - Enter to select a District, State or the U.S.
- 5 - Press the F3 Key
 - Key in (without quotes) "New Y" and press Enter
 - Enter to select New York City PSD (this defines specific geography)
- 6 - Enter to select Proceed ...
- 7 - Enter to select Profiles
- 8 - Enter to select General Characteristics--Summary
- 9 - Enter to select Select my Own ...
- 10 - Press the F3 Key
 - Key in (without quotes) "Ill" and press Enter
 - Enter to select Illinois
- 11 - Press the F3 Key
 - Key in (without quotes) "City of C" and press Enter
 - Enter to select City of Chicago PSD
- 12 - Press the F3 Key
 - Key in (without quotes) "Cal" and press Enter
 - Enter to select California
- 13 - Press the F3 Key
 - Key in (without quotes) "Los Angeles U" and press Enter
 - Enter to select Los Angeles Unified

View the display.

1.2.4. Printing a profile

To print the profile displayed in the forgoing example (or any other such display) verify that your printer is connected and turned on and press the F10 key. The contents of the display will then be printed.

1.2.5. Profile in a DOS file for Word Processing

If you want to modify the profile you just displayed, as you exit SDDB to DOS, you can retrieve the file named "NEWFILE.DAT" that is located in the SDDB directory. This file contains a verbatim display of what you viewed on the last session screen display.

This file is re-written each time SDDB performs a display. So, if you want to retain a particular display, exit to DOS after the display and rename the print file.

1.2.6. A summary for all counties (districts) in a state

This example shows you how to create your own booklet to take out of the SDDB library! This example is a variation of 1.3.2.

Follow these steps:

- 1 - Start SDDB
- 2 - Enter to select Profiles and Tables
- 3 - Arrow (use directional arrow) down to Arizona
 - Enter to select Arizona (this defines geographic scope)
- 4 - Arrow down to the 4th option
- 5 - Enter to select All counties in the state
- 6 - Enter to select Proceed ...
- 7 - Enter to select Profiles

- 8 - Enter to select General Characteristics--Summary
- 9 - Enter to select Use default ...

View the display. Now as you press page down and browse through the display, you will see that the summary profile has been created for each county in Arizona. If you press F10 now, and the printer is connected, a page will be printed for each county.

1.2.7. A report with one line for each state from the Census CD

The example in 1.3.6. presents the data in a "table-oriented" manner. To obtain a report or list-oriented display, use Database Operations.

To run the following example, remember that you must have the U.S. by State CD-ROM as the active CD-ROM.

You might want a simple display of data by states to appear as follows:

Record #	NAME	P008001
1	United States	29477923
2	Alabama	446664
3	Alaska	75307
...		
49	Washington	678646
50	West Virginia	301488
51	Wisconsin	686790
52	Wyoming	88334

The above display has been prepared using the Database Operation-Report.

Each line provides the name of the area and a single data item.

P008001 is table 008, item 001 from the total relevant children record. P008 is total relevant children by race. Item 001 is White. Though not shown on the header line above, this report has been prepared for total relevant children enrolled in public school.

To prepare the above report, follow these steps (assuming the U.S. by State CD-ROM is active):

- 1 - Start SDDB

Step 1 - extract the data from the CD-ROM database

- 2 - Enter to select Profiles and Tables
- 3 - Enter to select United States
- 4 - Arrow down to the 5th option
- 5 - Enter to select All States
- 6 - Enter to select Proceed ...
- 7 - Arrow down one to Tables
- 8 - Enter to select Tables
- 9 - Arrow down one to Children's Own Characteristics
- 10 - Enter to select Children's Own Characteristics
- 11 - Enter to select the first option Total Relevant

- 12 - Arrow down three to Enrolled in Public School
- 13 - Enter to select Enrolled in Public School
- 14 - Enter to select Proceed ...
- 15 - Enter to accept default geography comparison
- 16 - After the table displays, press Esc

Step 2 - prepare the report

- 17 - Enter Database Operations
- 18 - Arrow down one to Report
- 19 - Enter to select Report
- 20 - Arrow down four to 1990 Census ...
- 21 - Enter to select 1990 Census database
- 22 - Enter at the prompt for file name to see the data on screen
- 23 - Enter NAME at the prompt for the first output field
- 24 - Enter P008001 at the prompt for the second output field
- 25 - Enter to terminate the field selection list
- 26 - Enter to use no selection expression

The report now appears. At this stage, you may return to the top of Step 2 above and repeat the report with different options (e.g., different field order, different fields, redirect the display to a file or use a selection criteria to qualify areas for your report.

Note that the underlying file that is being used as the source for the data, extract.dat, will be overwritten the next time you perform a sequence of steps like Step 1 (or use the Database Operations-Extract).

1.1.3. Copyrights and Redistribution

All statistical, geographic and text data files contained on the SDDDB CD-ROM are regarded as public domain and may be used in any manner.

All files, including software, contained in the SDDDB CD-ROM directory "SDDDB," may also be used in any manner.

Certain software in the SDDDB CD-ROM directory "IMAGE3A," is copyrighted and is being distributed by the Department of Education under a restricted licensing agreement.

The files named IMAGE2.EXE and IMAGE2.OVR are copyrighted products of Warren G. Glimpse and are licensed for use only with a SDDDB CD-ROM issued by the Department of Education.

The files named DRIVERS.EXE and files named in the manner *.SYS are copyrighted products of Graphic Software Systems, Inc. and are licensed for use only with a SDDDB CD-ROM issued by the Department of Education.

2.0. Profiles and Tables

A profile is defined as an organized data presentation where all of the descriptive information and items displayed are predetermined.

A table is defined as an organized data presentation where the describe information and items are predetermined IN MODULAR SECTIONS. The modular sections, selected by the user, are organized into the composite display in the manner specified by the user.

Tables are only found as a request option for Census data.

2.1. Select Geography and Subject Matter

2.1.1. Select Geography

2.1.1.1. Select a State

The selection made from this menu sets the geographic scope for the data request--the U.S. or a state.

- UNITED STATES -- ALL STATES
- ALABAMA
- ALASKA
- ARIZONA
- ARKANSAS
- CALIFORNIA
- COLORADO
- CONNECTICUT
- DELAWARE
- DISTRICT OF COLUMBIA
- FLORIDA
- GEORGIA
- HAWAII
- ...

2.1.1.2. Select Type of Geography

The selection made from this menu specifies what type of geography is being requested and the scope of the selection (i.e., one area or all areas).

- School District, State or U.S.
- All School Districts
- County
- All Counties
- All States [U.S. & State Summaries]

Option 1 should be used to retrieve data for one district, county or state.

Option 2 will result in all districts being selected for the state specified in the previous menu. This option is state-specific and should not be used to select all districts in the U.S.

Option 3 is used to select one county.

Option 4 operates like Option 2 but for counties.

Option 5 selects the U.S. and all states.

2.1.1.2.1. Select a School District

If option 1 is selected from Select Type of Geography menu, the Select a School District menu appears. The following example, assuming Arizona was selected previously, shows districts listed in alphabetical order.

```
00000    ARIZONA
00450    AGUA FRIA UNION HS DIST 216
00480    AGUILA SCHOOL DISTRICT 63
00520    AJO UNIFIED DIST 15
00600    ALHAMBRA SCHOOL DISTRICT 68
00630    ALPINE ELEMENTARY DIST 7
04770    ALTAR VALLEY DIST #51
00680    AMPHITHEATER UNIFIED DIST #10
00720    ANTELOPE UNION HS DIST 50
00790    APACHE JUNCTION UNIF DIST 43
00750    APACHE SCHOOL DISTRICT #42
00840    ARLINGTON SCHOOL DISTRICT 47
00870    ASH CREEK SCHOOL DISTRICT #53
00910    ASH FORK UNIF DIST 31
...

```

2.1.1.2.2. Select a County

If option 3 is selected from Select Type of Geography menu, the Select a School County menu appears. The following example, assuming Arizona was selected previously, shows counties listed in alphabetical order.

```
000      ARIZONA -- ALL COUNTIES
001      APACHE, AZ
003      COCHISE, AZ
005      COCONINO, AZ
007      GILA, AZ
009      GRAHAM, AZ
011      GREENLEE, AZ
012      LA PAZ, AZ
013      MARICOPA, AZ
015      MOHAVE, AZ
017      NAVAJO, AZ
019      PIMA, AZ
021      PINAL, AZ
023      SANTA CRUZ, AZ
025      YAVAPAI, AZ
027      YUMA, AZ

```

2.1.1.3. Select Another Area

This feature allows you to "stack" requests for multiple geographic areas.

```
Proceed to display using selected geography
Change existing geographic selection
Select additional geographic area - same state
Select additional geographic area - different state
Review geographic selections

```

Option 1--Accepting the first option will result in control passing

to the next step of display (no additional geography can be added to the request list).

Option 2--Using the second option results in the selection that was most recently made being replaced with a new selection.

Option 3--Use this option to select another area from the same state.

Option 4--Use this option to select another area from a different state.

Option 5--Present a summary on the screen of the active requests to this point.

2.1.2. Select Type of Display

Profiles and tables are two types of preorganized data presentation formats.

A profile is defined as an organized data presentation where all of the descriptive information and items displayed are predetermined.

Financial (F-33) and administrative (Common Core of Data) data are only presented in the form of profiles--no tables.

A table is defined as an organized data presentation where the describe information and items are predetermined IN MODULAR SECTIONS. The modular sections, selected by the user, are organized into the composite display in the manner specified by the user.

Tables contain only Census data.

TABLES ARE ONLY AVAILABLE FOR THE GEOGRAPHY COVERED IN THE CENSUS SPECIAL TABULATION DATABASE ON THE ACTIVE CD-ROM.

EXAMPLE: NO SCHOOL DISTRICT OR COUNTY LEVEL DATA ARE AVAILABLE ON THE U.S. BY STATE CD-ROM.

2.1.2.1. Select Type of Profile

The following profiles are available for all areas at for each CD-ROM:

Integrated Census, Administrative and Financial Data:

- 001 General Characteristics - Summary
- 002 General Characteristics - Detailed

Financial Data Only (no county data):

- 101 Financial Profile - Summary
- D
- 102 Financial Profile - Detailed
- D

Administrative Data Only (no county data):

- 105 Administrative Profile - Summary
- D
- 106 Administrative Profile - Detailed
- D

The following CENSUS profiles are available on each CD-ROM for the geography included on that CD for the special tabulation database:

- C01 Demographic Profile - Households
- D
- C02 Demographic Profile - Persons/Parents
- D
- C03 Demographic Profile - Children's Own Characteristics
- D
- C04 Economic Profile - Households
- D
- C05 Economic Profile - Persons/Parents
- D

Iteration possibilities differ for the "C" profiles as described below.

- C01 Demographic Profile - Households
- D

Iterated for:
All Households
Households with Children
Children's Households

(latter category available for:)

Total Enrolled & Not Enrolled
Total Enrolled (Public & Private)
Enrolled in Public School
Enrolled in Private School
Not Enrolled

(crossed for each of:)

Total Relevant
Pre-Kindergarten
Kindergarten
Grade 1- 4
Grade 5- 8
Grade 9-12
Age 0- 2 years
Age 3- 4 years
Age 5-13 years
Age 14-17 years
Age 18-19 years
Age 3-19 years
Age 5-17 years

- C02 Demographic Profile - Persons/Parents
- D

Iterated for:

All Persons
Parents with Children

(latter category available for:)

Total Enrolled & Not Enrolled
Total Enrolled (Public & Private)
Enrolled in Public School
Enrolled in Private School
Not Enrolled

(crossed for each of:)

Total Relevant
Pre-Kindergarten
Kindergarten
Grade 1- 4
Grade 5- 8
Grade 9-12
Age 0- 2 years
Age 3- 4 years
Age 5-13 years
Age 14-17 years
Age 18-19 years
Age 3-19 years
Age 5-17 years

C03 Demographic Profile - Children's Own Characteristics
D

Iterated for:

Total Enrolled & Not Enrolled
Total Enrolled (Public & Private)
Enrolled in Public School
Enrolled in Private School
Not Enrolled

(crossed for each of:)

Total Relevant
Pre-Kindergarten
Kindergarten
Grade 1- 4
Grade 5- 8
Grade 9-12
Age 0- 2 years
Age 3- 4 years
Age 5-13 years
Age 14-17 years
Age 18-19 years
Age 3-19 years
Age 5-17 years

C04 Economic Profile - Households
D

Iterated for:
All Households
Households with Children
Children's Households

(latter category available for:)

Total Enrolled & Not Enrolled
Total Enrolled (Public & Private)
Enrolled in Public School
Enrolled in Private School
Not Enrolled

(crossed for each of:)

Total Relevant
Pre-Kindergarten
Kindergarten
Grade 1- 4
Grade 5- 8
Grade 9-12
Age 0- 2 years
Age 3- 4 years
Age 5-13 years
Age 14-17 years
Age 18-19 years
Age 3-19 years
Age 5-17 years

C05 Economic Profile - Persons/Parents
D

Iterated for:
All Persons
Parents with Children

(latter category available for:)

Total Enrolled & Not Enrolled
Total Enrolled (Public & Private)
Enrolled in Public School
Enrolled in Private School
Not Enrolled

(crossed for each of:)

Total Relevant
Pre-Kindergarten
Kindergarten
Grade 1- 4
Grade 5- 8
Grade 9-12
Age 0- 2 years
Age 3- 4 years
Age 5-13 years
Age 14-17 years
Age 18-19 years

Age 3-19 years
Age 5-17 years

2.1.2.2. Select Type of Table

The following types of tables are available:

Children's Households Characteristics	CH
Children's Own Characteristics	CO
Children's Parents Characteristics	CP
Characteristics of All Households	HT
Characteristics of Households with Children	HC
Characteristics of All Persons	PS
Characteristics of Parents with Children	PR

Each type of table corresponds to a type of tabulation universe.

For each of the following types of tables, there is also potentially an iteration by enrollment and age/grade category.

Children's Households Characteristics	CH
Children's Own Characteristics	CO
Children's Parents Characteristics	CP
Characteristics of Households with Children	HC
Characteristics of Parents with Children	PR

For districts with smaller enrollment sizes, there may have been insufficient observations upon which to base an estimate. In such cases, the data record is not contained within the database.

2.1.2.2.1. Select an Enrollment Category

The following enrollment categories are available:

Total Enrolled & Not Enrolled	1
Total Enrolled (Public & Private)	2
Enrolled in Public School	3
Enrolled in Private School	4
Not Enrolled	5

The availability of this iteration means that all of the children's characteristics are equally available for those enrolled in public school as well as those enrolled in public school.

2.1.2.2.2. Select a Grade/Age Category

The following age/grade categories are available:

Total Relevant	F
Pre-Kindergarten	A
Kindergarten	B
Grade 1- 4	C
Grade 5- 8	D
Grade 9-12	E
Age 0- 2 years	1
Age 3- 4 years	2
Age 5-13 years	3

Age 14-17 years	4
Age 18-19 years	5
Age 3-19 years	6
Age 5-17 years	7

Note that the age/grade iteration for a particular grade is subject to that age/grade being relevant to the particular school district. As an example, since secondary grades are 9-12, a secondary school district will not have an age/grade iteration for grades PK, K, 1-4 or 5-8.

2.1.2.2.3. Select a Specific Table

The menu options for selecting a specific table are too large to usefully replicate here. Instead, the first few tables available for the "Characteristics of All Households" are reviewed as an example.

When the "Select a Specific Table" menu first appears, the top of the menu options appear as follows.

TYPE TABLE ITEM

```

HT P004      Families (1) [1]
HT P004      Universe: Families
HT P005      Households (1) [1]
HT P005      Universe: Households
HT P016      Persons in Household (7) [7]
HT P016      Universe: Households
HT P019      Household Type (4) [4]
HT P019      Universe: Households
HT P019B     Household Type (4) by Poverty Status in 1989
HT P019B     of Householder (2) [8]
HT P019B     Universe: Households
...

```

Tables available in the above example are P004, P005, P016, P019, and P019B. As shown in the brackets, Table P004 contains one item whereas Table P019B contains eight items. By looking at the references to P019B,

it is seen that these data are tabulations of households ("Universe: Households"). The table contains the number of households by household type (4 categories) by poverty status of householder in 1989 (2 categories).

Suppose that you want to see the subject referred to as P019B. To select this table, move the highlight bar to the line with P019B and press Enter. The selection process will proceed with the next step (see next subsection).

Suppose that you do not know whether or not you want this table. For example, what the 4 household types are. To view the more detailed description of the tables, press the function key F5. The menu will now appear as shown below.

TYPE TABLE ITEM

```

HT P004      Families (1) [1]
HT P004      Universe: Families
HT P004 001  Total
HT P005      Households (1) [1]
HT P005      Universe: Households
HT P005 001  Total
HT P016      Persons in Household (7) [7]
HT P016      Universe: Households
HT P016 001  1 person
HT P016 002  2 persons
HT P016 003  3 persons
HT P016 004  4 persons
HT P016 005  5 persons
HT P016 006  6 persons
HT P016 007  7 or more persons
HT P019      Household Type (4) [4]
HT P019      Universe: Households
HT P019      Family households:
HT P019 001  Married-couple family
HT P019      Other family
HT P019 002  Male householder, no wife present
HT P019 003  Female householder, no husband present
HT P019 004  Nonfamily households
HT P019B     Household Type (4) by Poverty Status in 1989
HT P019B     of Householder (2) [8]
HT P019B     Universe: Households
HT P019B     Family households:
HT P019B     Married-couple family:
HT P019B 001  Income in 1989 above poverty level
HT P019B 002  Income in 1989 below poverty level
HT P019B     Other family:
HT P019B     Male householder, no wife present:
HT P019B 003  Income in 1989 above poverty level
HT P019B 004  Income in 1989 below poverty level
HT P019B     Female householder, no husband present:
HT P019B 005  Income in 1989 above poverty level
HT P019B 006  Income in 1989 below poverty level
HT P019B     Nonfamily households:
HT P019B 007  Income in 1989 above poverty level
HT P019B 008  Income in 1989 below poverty level
...

```

Note that the only difference in the above display, versus the previous one, is that the item descriptions are now shown. It can be seen that the types of households are:

```

Family households
  Married-couple family
  Other family
Nonfamily households

```

If this categorization meets the data need, move the highlight bar onto any "P019B line" and press enter. The selection process will then proceed as described in the next subsection.

2.1.2.3. Select a Table or Display

This feature allows you to "stack" requests for multiple tables.

- Proceed to display using selected table(s)
- Change existing table selection
- Select another table with same categories
- Select another table with different categories
- Review table selections

Option 1--Accepting the first option will result in control passing to the next step of display (no additional tables could be added to the request list).

Option 2--Using the second option results in the selection that was most recently made being replaced with a new selection.

Option 3--If you are using the same type of tabulation (e.g., all households) and same iterations (e.g., total relevant and enrolled in public school, the third option will minimize the numbers of additional menu responses required to add more tables.

Option 4--Like option 3 except you will pass through the type of table and iteration menus so other table types and iterations may be selected.

Option 5--Present a summary on the screen of the active requests to this point.

2.1.3. Comparison Area

All tables and profiles provide a comparison area display. This menu allows the user to accept the selection of "default" geography or to make your own selections.

2.1.3.1. Use Default Comparison Geography

For Tables, the default geography is the U.S. if the primary geographic area is a state or the U.S. If the primary geographic area is a district, the default comparison area is the corresponding state.

For profiles, two comparative geographic areas are presented. The default is for the first comparison area to be the state and the second comparison area to be the U.S. summary.

2.1.3.2. Select My Own Comparison Geography

Tables.

If you choose to select your own geography, the following succession of menus will occur:

- Select a State for Comparison Area
- Select Comparison Area Type of Geography
- Select an Area

Profiles.

Select a State (for Comparison Area 1)
 Select Comparison Area
 Select a State (for Comparison Area 2)
 Select Comparison Area

Note that for profiles other than those beginning with "C" (Census CD-ROM database), the comparison area may be in any state or the U.S.

2.1.4. Display and Automatic Spreadsheet File Extraction

2.1.4.1. Display Structure and Associated ASCII File

An Example

- The U.S. by State CD-ROM is loaded and all states are selected.
- Table display is selected with the following options:
 - Children's Own Characteristics
 - Enrolled in Public School
 - Total Relevant Children
- Table 118 is selected

The table is displayed as follows (the U.S. and all states are displayed; this example shows only the first two areas):

```
School District Data Book
1990 Census School District Tabulations
AREA 1: United States          [00900 00000]
AREA 2: United States          [00900 00000]
                                AREA 1   AREA 2

CO -P118  Poverty Status in 1989 (2) by Sex (2) [4]
          Universe:  Children for whom poverty status is determined
          FOR:      Enrolled in Public School AND: Total Relevant
          Income in 1989 above poverty level:
001      Male                16592979 16592979
002      Female              15439888 15439888
          Income in 1989 below poverty level:
003      Male                3682090 3682090
004      Female              3576546 3576546
```

```
School District Data Book
1990 Census School District Tabulations
AREA 1: Alabama                [01901 00000]
AREA 2: United States          [00900 00000]
                                AREA 1   AREA 2

CO -P118  Poverty Status in 1989 (2) by Sex (2) [4]
          Universe:  Children for whom poverty status is determined
          FOR:      Enrolled in Public School AND: Total Relevant
          Income in 1989 above poverty level:
001      Male                271295 16592979
002      Female              252906 15439888
          Income in 1989 below poverty level:
```

003	Male	87153	3682090
004	Female	84709	3576546

The entirety of this file is also written into the file named newfile.dat which may be further manipulated with a word processor of choice. This enables you to tie in other data, add commentary and/or headers and stubs.

The file named newfile.dat is overwritten each time a data display occurs.

2.1.4.2. Automatic Spreadsheet File Extraction

Note that there are two ways to extract data from the Census CD-ROM files. Use of the "automatic" mode, described in this section, requires no knowledge of file specifications which are used in the "database" mode. The advantage of the "automatic" mode is that less technical knowledge, and your time, is required to perform an extraction. The advantage of the "database" mode (discussed further in section 5.4.) is that you may specify your subject matter and geographic specifications in a DOS file which can be reused at other times without having to re-enter the specifications each time through a menu. Again, this discussion is relevant only to the Census CD-ROM files and not the other databases.

The extracted data output files from either method are similar. In both cases the files named "extract.dat" and "extract.dct" are created in the same format/file structure. These files are used for the automatic interface to the mapping operation (see section 4.3.2.) when you specify the source of data is from "pregenerated" files.

While more elaborate data extraction processing is provided under database operations, the automatic spreadsheet file extraction occurs as the table display (above) is being generated. This feature enables users an ability to load data directly into a spreadsheet program of choice with minimal technical knowledge and learning time.

An Example

Note that this example makes use of the U.S. by State CD-ROM. The hypothetical objective would be to obtain a file, via the "automatic spreadsheet extraction," which includes a data record for each state. Because of this, it is important to select "U.S. by State" from the type of geography menu. Follow these steps:

```

Profiles and Tables
<enter>
Select Geography and Subject Matter
<enter>
Select a State
<enter> ... while on United States -- All States
Select Type of Geography
arrow-down to All States [U.S. and State Summaries]
<enter>
Select Another Areas?
<enter>
Select Type of Display

```

```

arrow-down to Table
<enter>
Select Type of Table
arrow to Children's Own Characteristics
<enter>
Select an Enrollment Category
arrow to Total Enrolled (Public and Private)
<enter>
Select Grade/Age Category
<enter> ... while on Total Relevant
Select a Specific Table
F3
P118<enter>
<enter> ... with CO P118 highlighted

```

Processing now proceeds.

As the processing takes place, the screen summarizes which geography is being processed and that two files, extract.prn and extract.dct, are being created. A third file, extract.dat, is also generated. Portions of these files are shown below. The rightmost portions of the data records are truncated for purposes of depicting the data here.

extract.dct

```

GEOCODE (SSCCDDDD)
AREA NAME (A30)
P118      70 2F001      9    <-- male above poverty level
P118      70 2F002      9    <-- female above poverty level
P118      70 2F003      9    <-- male below poverty level
P118      70 2F004      9    <-- female below poverty level

```

extract.prn

```

"00","900","00000","United States           ",19341333,18102535,
"01","901","00000","Alabama                 ",309322,289201,8974
"02","902","00000","Alaska                  ",53454,49130,6158,5
"04","904","00000","Arizona                  ",274593,255890,6895
...
"54","954","00000","West Virginia            ",130635,120521,4034
"55","955","00000","Wisconsin                ",413094,386441,6352
"56","956","00000","Wyoming                  ",44554,41466,6444,6

```

extract.dat

```

00 900 00000 United States           19341333 18102535 3871923
01 901 00000 Alabama                 309322   289201   89748
02 902 00000 Alaska                  53454    49130    6158
04 904 00000 Arizona                  274593   255890   68954
...
54 954 00000 West Virginia            130635   120521   40348
55 955 00000 Wisconsin                413094   386441   63526
56 956 00000 Wyoming                  44554    41466    6444

```

These files are now permanent, until overwritten, and control is

returned to the main menu.

2.2. Glossary

The Glossary is activated by pressing the F8 function key. At the top of the glossary is a list of terms described/defined within the glossary.

To view the text associated with any glossary term, position the highlight bar on that term and press Enter. To view another term, press the F2 function key.

2.3. Index

The Index is an index of Census tables. The index is useful for locating specific subject matter. The index is organized alphabetically by major subject matter groupings. The Index is activated by pressing the F9 function key.

3.0. Database Operations

3.1. Using Database Operations

Database operations enable you to extract data, prepare a report or obtain basic statistics. Each of these operations are described below.

3.2. Extract Data

The Extract Data feature enables you to pull-out selected data from the master database files. The purpose of this feature is to enable you to (1) take data out of the SDDB for use with other application software or (2) create a sub-file for use within SDDB Database Operations.

The reason that you might want to extract data for further use within SDDB Database Operations is that processing time can often be minimized.

As an example, if your applications involve certain data items in the Top 100 Items database, but only for the state of Arizona, you may find it easier to first create an extract file for Arizona before proceeding with other applications. Within SDDB, extract files may only be used with other database operations and mapping operations. If you create an extract once for Arizona, your subsequent processing involves only 244 records as opposed to processing the master database of more than 18,000 records.

3.2.1. Select a Database

Select a database to instruct the system from which file you wish to extract data.

Available databases include:

- Top 100 Items
- Common Core of Data

School District Finances
1990 Census School District Special Tabulation

See Section 5 for more detail on the content of these databases.

To reach Section 5, press F2 now to go to the Table of Contents. Then PgDn or Arrow-Down to Section 5.0 and press Enter,

Alternatively, you may press PgDn repeatedly until you reach that section.

Sections 3.2.2 through 3.2.8. apply to extracting data from all databases other than the Census CD-ROM database. For information on this feature, see section 3.2.9.

3.2.2. Extract (E) or Master (M)

The first time you work with Database Operations-Extract, enter M to select Master file. This will enable you to select a portion of the Master file for further processing.

If you have already selected a portion of the Master file, enter E to make further selections of data from that file.

3.2.3. Enter File Name [for Extract only]

If you specified Extract (E) in the previous step, you will be prompted for the DOS file name of the file that you created when you previously extracted data from the Master file.

3.2.4. Enter Output File Name

Enter the DOS file name for the new file to be created. This name must be a valid DOS file name.

3.2.5. Selected (S) or All (A) Fields

This operation allows you to select one, several or all fields from the file from which data are being extracted. By selecting only the fields that will be used, the extraction processing time will be minimized and the extracted file will process faster in subsequent applications.

3.2.6. Enter Output Field Names

If the Selected Fields option was selected in the previous step, you will be prompted for the fields to be selected. Field names for the Top 100, CCD and F33 file are listed in an earlier section. Use PgUp to view the listings of the names and descriptions.

You are prompted for one field at a time. The field must be spelled exactly as specified in the database or the prompt will appear again.

Caution: if you press enter with no value specified, the field selection will terminate and the output will be produced as you have specified to that point.

3.2.7. Enter Selection Expression

The selection option permits you to select only those records meeting certain criteria. Some examples follow for applications using the Top 100 database.

Specification	Result
ST='04'	Only records for the state of Arizona will be selected.
ST='04' .and. CTY='000'	Only records for the state of Arizona will be selected and also only if the county FIPS code (CTY) is 000 which means that only district records are extracted.
D058>1000	Only those records with D058 (total relevant children) greater than 1,000 will be selected.
D018>25000	Only those records with D018 (median household income) greater than \$25,000 will be selected.
CTY='000' .and. DIST='00000'	Only state records will be selected.
ST='36' .and. DIST='20850'	Only the New York City PSD will be selected.

3.2.8. Enter Output Format: DBF, ASC or PRN

If you enter:

DBF ... the output file will be dBASE III structure
ASC ... the output file will be fixed length field ASCII structure
PRN ... the output file will be a comma-delimited structure

NOTE: To use the output file as the SOURCE file in future other database operations, the output file must be a DBF file.

Examples

If an extraction is performed using:

- o the Top 100 items database
- o a selection expression of:

ST='04' .and. DIST='00000'

(this says select Arizona (state FIPS 04) and records where the district code is all zero (county records))

- o the selected items are:

st, cty, dist, name, d001

The ASC version of the resulting extracted file appears as:

0400000000ARIZONA	1368843
0400100000APACHE, AZ	15981
0400300000COCHISE, AZ	34546
0400500000COCONINO, AZ	29918
0400700000GILA, AZ	15438
0400900000GRAHAM, AZ	7930
0401100000GREENLEE, AZ	2809
0401200000LA PAZ, AZ	5348
0401300000MARICOPA, AZ	807560
0401500000MOHAVE, AZ	36801
0401700000NAVAJO, AZ	22189
0401900000PIMA, AZ	261792
0402100000PINAL, AZ	39154
0402300000SANTA CRUZ, AZ	8808
0402500000YAVAPAI, AZ	44778
0402700000YUMA, AZ	35791

The PRN version of the resulting extracted file appears as:

"04","000","00000","ARIZONA	",1368843
"04","001","00000","APACHE, AZ	",15981
"04","003","00000","COCHISE, AZ	",34546
"04","005","00000","COCONINO, AZ	",29918
"04","007","00000","GILA, AZ	",15438
"04","009","00000","GRAHAM, AZ	",7930
"04","011","00000","GREENLEE, AZ	",2809
"04","012","00000","LA PAZ, AZ	",5348
"04","013","00000","MARICOPA, AZ	",807560
"04","015","00000","MOHAVE, AZ	",36801
"04","017","00000","NAVAJO, AZ	",22189
"04","019","00000","PIMA, AZ	",261792
"04","021","00000","PINAL, AZ	",39154
"04","023","00000","SANTA CRUZ, AZ	",8808
"04","025","00000","YAVAPAI, AZ	",44778
"04","027","00000","YUMA, AZ	",35791

3.2.9. Extracting Data from Census CD-ROM Database

Note that there are two ways to extract data from the Census CD-ROM files. Use of the "database" mode, described in this section. The "automatic" mode is described in section 2.1.4.2. If in doubt as to your requirements, consider the automatic mode first.

The database mode provides more flexibility but is more technical. It requires you to prepare DOS files to control which subject matter and geography are selected. Using these files, you may extract the same types of data for a number of states, districts, etc. in a single operation. Once extracted, they can be imported into spreadsheets for analysis and manipulation.

The extracted data output files from either method are similar. In both cases the files named "extract.dat" and "extract.dct" are created in the same format/file structure. These files are used for the automatic interface to the mapping operation (see section 4.3.2.)

when you specify the source of data is from "pregenerated" files.

You are prompted for the names of two control files which are described in detail below. For use with the U.S. by State CD-ROM, a sample geographic specifications file named ALLSTATE.TXT (listing all states) may be used with corresponding sample subject matter specifications file named TABLEX.TXT. These are both ASCII files corresponding to the rules listed below.

3.2.9.1. Preparing the Geographic Specifications File

You must first prepare a geographic specifications file to tell the system for which geography the extractions are to be made. This must be done outside SDDB using the DOS text editor or equivalent software. You can choose any name for the file, but it is suggested that you use the name GEO so it can be easily remembered. Each line (record) in the geographic specifications file corresponds to one geographic area. The content of the record is:

Character	Content
1- 2	State FIPS code (see Appendix A.2.)
3- 5	County FIPS code (for U.S. by State CD-ROM, the county code is "9" followed by the state FIPS code)
7-11	District Code (all zero, not blank, for state or county retrievals)

Sample Geographic Specifications File

```
00900 00000
01901 00000
02902 00000
04904 00000
...
54954 00000
55955 00000
56956 00000
```

3.2.9.2. Preparing the Subject Matter Specifications File

The subject matter specifications allow you to select whole tables as opposed to individual items. The subject matter specifications file has one line in it for each table to be selected. You can choose any name for the file, but it is suggested that you use the name SUB so it can be easily remembered. The record content is as follows.

Character	Content
1- 5	Table number
10-11	Record number
13	Enrollment category
14	Age/Grade Category

A more detailed description follows.

- o table number (characters 1-5 left-justified)
- o record number (characters 10-11)

10	Characteristics of All Households	HT
2A	Characteristics of All Persons	PS
2B	Characteristics of All Persons	PT
30	Characteristics of Households with Children	HC
40	Characteristics of Parents with Children	PR
50	Children's Households Characteristics	CH
60	Children's Parents Characteristics	CP
70	Children's Own Characteristics	CO

o enrollment category (character 13)

1	Total Enrolled & Not Enrolled
2	Total Enrolled (Public & Private)
3	Enrolled in Public School
4	Enrolled in Private School
5	Not Enrolled

o age/grade category (character 14)

F	Total Relevant
A	Pre-Kindergarten
B	Kindergarten
C	Grade 1- 4
D	Grade 5- 8
E	Grade 9-12
1	Age 0- 2 years
2	Age 3- 4 years
3	Age 5-13 years
4	Age 14-17 years
5	Age 18-19 years
6	Age 3-19 years
7	Age 5-17 years

Sample Subject Matter Specifications File

P008 70 3F

This file contains one table extraction record. There can be as many table extraction records as you like but remember, most application software packages have maximum size record lengths--so choose only the number of tables that you really need.

In the above example, the line reads extract table P008 from record type 7 (children's own characteristics) for children enrolled in public school (3) for the total relevant population (F).

The following file contains a table extraction record for table P008 total enrolled and enrolled in public school.

P008	70 2F	<-- total enrolled
P008	70 3F	<-- enrolled in public school

3.2.9.3. Census Extract Output File

Files produced are (assuming default names):

newfile.dct
newfile.prn
extract.dat
extract.dct

Sample Output from Census CD-ROM Extraction

newfile.prn

"00","900","00000","00","00",29477923,6404300,463505,1291510,2242982
"01","901","00000","00","00",446664,246209,4784,4097,1039
"02","902","00000","00","00",75307,4630,23115,3811,1097
"04","904","00000","00","00",449603,23977,55442,9647,80292
...

"54","954","00000","00","00",301488,11440,583,1378,493
"55","955","00000","00","00",686790,65388,9887,13464,10679
"56","956","00000","00","00",88334,742,2723,621,2534

newfile.dct

GEOCODE,A5
LO,A2
HI,A2
CO_3FP008__001,i9
CO_3FP008__002,i9
CO_3FP008__003,i9
CO_3FP008__004,i9
CO_3FP008__005,i9

3.3. Report

Report is used to prepare custom reports from any of the databases. While report can be used as a primitive "report generator," the primary reason for using the report feature is to obtain listings of data items ACROSS geographic areas. Here are some examples report applications:

- o obtain a listing of all district codes and names.
- o identify just those districts with certain characteristics.
(e.g., percent at-risk, dropout rate above a certain level)

Report can direct the display of data to the screen or to a file.

3.3.1. Select a Database

Select a database to be used in the report processing.

Available databases include:

Top 100 Items
Common Core of Data
School District Finances
1990 Census School District Special Tabulation

See Section 5 for more detail on the content of these databases.

Sections 3.3.2 through 3.3.7. apply to report generation using all databases other than the Census CD-ROM database. For information on this feature, see section 3.3.8.

3.3.2. Extract (E) or Master (M)

If you have not previously extracted data from a master file, enter M to select Master file. Using this option means that you will select a portion of the Master file.

If you wish to prepare a report based on an extract file from a from a previously extracted file, enter E for this operation.

3.3.3. Enter File Name [for Extract only]

If you specified Extract (E) in the previous step, you will be prompted for the DOS file name of the file that you created when you previously extracted data from the Master file.

3.3.4. Enter Output File Name

Enter the DOS file name for the new report file to be created. This name must be a valid DOS file name.

If you press Enter with no name, the report will be directed to the screen.

3.3.5. Selected (S) or All (A) Fields

This operation allows you to select one, several or all fields from the file from which data are being extracted. This option allows you to select on the items that you desire to have displayed as well as the order (from left to right).

3.3.6. Enter Output Field Names

If the Selected Fields option was selected in the previous step, you will be prompted for the fields to be selected. Field names for the Top 100, CCD and F33 file are listed in an earlier section. Use PgUp to view the listings of the names and descriptions.

You are prompted for one field at a time. The field must be spelled exactly as specified in the database or the prompt will appear again.

Caution: if you press enter with no value specified, the field selection will terminate and the output will be produced as you have specified to that point.

3.3.7. Enter Selection Expression

The selection option permits you to select only those records meeting certain criteria. Some examples follow for applications using the Top 100 database.

See section 3.2.7. for examples.

3.3.8. Using Data from Census CD-ROM Extracted Database

You may create a report using a file that you extracted from the Census CD-ROM database in a previous step.

Using this feature without previously extracting a file will result in an error.

The extracted file used by SDDDB is named "extract.dbf". Extract.dbf may have a maximum of 125 data fields.

The names of data items available in the file extract.dbf correspond to the table/item names that you selected during the extract process.

In addition, the file extract.dbf has the standard names included of code (the geographic code for the area) and name (the name of the area).

3.4. Statistics

The statistics feature provides basic statistics. While the statistics provided are quite few (count, total and sum), the logical manipulation offered through this feature makes it a powerful tool. For example, you can process all district records in the U.S. (or a subset area) for the number of at-risk children in districts with a certain level of Federal aid per student. At the end of the process you are given the count of the districts that qualify, the sum of the "expression" used and the total for the "expression" used.

USAGE CAVEATS:

Note that the Top 100 database contains records for states, counties and districts. Unless you use the Selection feature to screen on the type of geography, there will be a double/triple counting. For example, if you only wanted district records in Arizona, the selection expression would be ST='04' .and. CTY='000'. This selection criteria tells the system to only process records with a state FIPS code of 04 (Arizona) and where the value of the county FIPS code is 000 (the county FIPS code is 000 for district records).

The statistics expression is computed for each record meeting the selection criteria.

3.4.1. Select a Database

Select a database to be used in the statistics processing.

Available databases include:

- Top 100 Items
- Common Core of Data
- School District Finances
- 1990 Census School District Special Tabulation

See Section 5 for more detail on the content of these databases.

Sections 3.4.2. through 3.4.5. apply to statistics from all databases other than the Census CD-ROM database. For information on this feature, see section 3.4.9.

3.4.2. Extract (E) or Master (M)

If you have not previously extracted data from a master file, enter M to select Master file. Using this option means that you will select a portion of the Master file.

If you wish to prepare statistics based on an extract file from a from a previously extracted file, enter E for this operation.

3.4.3. Enter File Name [for Extract only]

If you specified Extract (E) in the previous step, you will be prompted for the DOS file name of the file that you created when you previously extracted data from the Master file.

3.4.4. Enter Expression for Statistics

The expression for statistics instructs the system as to what data mathematical combination of items in the selected database to process.

Suppose that you want statistics on the value of X, where

X = EXPRESSION

At the prompt key in the EXPRESSION (just the EXPRESSION, not X=) and press Enter.

As an example, suppose you wanted statistics on total relevant children from the Top 100 Items database. The expression value would be only the data item name. The data item name for total relevant children is D058 (the names of items are presented by database in section 5).

As another example, suppose that you want the number of Hispanic children enrolled in private school from this database. By looking at the item list, it is determined that the specific item desired is not included. But, the item value can be derived by subtracting Hispanic children enrolled in public school (D100) from Hispanic children enrolled (D092).

Thus the EXPRESSION that would be entered is:

D092-D100

3.4.5. Enter Selection Expression

The selection option permits you to select only those records meeting certain criteria. Some examples follow for applications using the Top 100 database.

See section 3.2.7. for examples.

4.0. MAPS

This section provides general information on use of the SDDB map feature.

Sections that follow correspond to the operations of the system as you proceed through the mapping steps in a sequential manner.

Maps available through the SDDB are generated dynamically to meet your requirements. The maps are referred to as thematic maps.

4.1. Select Type of Map

Select from three types of maps:

U.S. by State -- displays the U.S. with all states
State by District -- displays a selected state with all districts
State by County -- displays a selected state with all counties

4.2. Select a State

This menu does not appear if you have selected the U.S. by state map.

4.3. Select Type of Subject Matter

To prepare a thematic map, you must instruct the SDDB which subject item to display.

In total, you may select from more than 200,000 subject matter items from the SDDB databases. Select the type of file containing the data that you want to select from.

Standard - Top 100 Items Database
Custom - Pregenerated Custom Census File
User Supplied File Name

4.3.1. Using the Standard Top 100 Items Database

These data are available for all districts, counties and states on each CD-ROM.

The state by district maps are not available on the first version of the U.S. by state CD-ROM as not all of the source TIGER files had been provided by the time this CD-ROM was developed.

4.3.2. Using Pregenerated Custom Census File

Use of this feature is limited to the Census database available on the installed CD-ROM.

Pregenerated Custom Census Files are those which have been prepared as an automatic product from displaying tables using the Profiles and Tables feature. To prepare a file for use with the mapping operation, the geography option:

All states (U.S. by state CD-ROM)
All counties (State CD-ROM)
All districts (State CD-ROM)

must be selected. Note that the all counties and all districts option is not available on the U.S. by State CD-ROM (and vice-versa) since the corresponding data do not exist on those CD-ROM.

Example

Suppose that you desire to prepare a map of the U.S. by state depicting the number of children enrolled in public school who are below poverty level.

The first step is to use Profiles and Tables to select the desired data item for all states. To perform this operation, the All States geographic selection is used. Tables is selected as the type of display.

Within Tables, the following tabulation selection is made:

- Children's Own Characteristics
- Enrolled in Public School
- Total Relevant Children

- Table 118 is selected

As the processing takes place, the screen summarizes which geography is being processed and that two files, extract.prn and extract.dct, are being created. A third file, extract.dat, is also generated. Portions of these files are shown below. The rightmost portions of the data records are truncated for purposes of depicting the data here.

extract.dct

```
GEOCODE (SSCCDDDD)
AREA NAME (A30)
P118      70 2F001      9    <-- male above poverty level
P118      70 2F002      9    <-- female above poverty level
P118      70 2F003      9    <-- male below poverty level
P118      70 2F004      9    <-- female below poverty level
```

extract.prn

```
"00","900","00000","United States          ",19341333,18102535,
"01","901","00000","Alabama              ",309322,289201,8974
"02","902","00000","Alaska                ",53454,49130,6158,5
"04","904","00000","Arizona                ",274593,255890,6895
...
"54","954","00000","West Virginia          ",130635,120521,4034
"55","955","00000","Wisconsin              ",413094,386441,6352
"56","956","00000","Wyoming                ",44554,41466,6444,6
```

extract.dat

```
00 900 00000 United States          19341333 18102535 3871923
01 901 00000 Alabama              309322   289201   89748
02 902 00000 Alaska                53454    49130    6158
04 904 00000 Arizona                274593   255890   68954
```

```

...
54 954 00000 West Virginia          130635   120521   40348
55 955 00000 Wisconsin              413094   386441   63526
56 956 00000 Wyoming                44554    41466    6444

```

These files are now permanent, until overwritten, and control is returned to the main menu.

From the main menu, the maps option is selected. The options then selected are:

- U.S. by state map
- Custom pregenerated census file
- Equal number intervals

After some additional processing steps, a spreadsheet is displayed depicting the data shown in the file extract.dat. At the top of the spreadsheet, the item names P1180001 through P1180004 are shown. The column of data beneath the each name contains the data for each of the geographic areas (states in this case).

To prepare the map, one final step is required--to add the male and females below poverty level (P1180003 and P1180004). To accomplish this task, spreadsheet operations are used. Refer to Section 3.5. for more information on summing the two fields and selecting the summed value for display.

4.3.3. Use Supplied File Name

This option enables you to use the Map View feature to display data other than that from the School District Data Book. The requirement to use this option is that the data file format must follow the structural specifications of those used in the dBASE-structured file

4.4. Select Type of Interval

- Equal Number
- Equal Value

The map display classifies the data value for each area into one of five intervals. Select the type of interval classification that you prefer.

4.4.1. Equal Number

Equal Number results in the number of areas being divided equally into the five intervals. For example, if the map display is for a state by county and a state has 15 counties, under the Equal Number option, each interval will be assigned 3 counties.

4.4.2. Equal Value

Equal Value results in the number of areas being divided into the five intervals based on the data values. The range for the data value for each interval is determined by dividing the range (maximum minus minimum value for all areas being mapped) by five.

The intervals then contain areas based on the interval size:

interval 1: minimum value to minimum + 20% of range
interval 2: interval 1 maximum to minimum + 40% of interval range
interval 3: interval 2 maximum to minimum + 60% of interval range
interval 4: interval 3 maximum to minimum + 80% of interval range
interval 5: interval 4 maximum to minimum +100% of interval range

4.5. Map Spreadsheet Operations

Map View automatically selects and opens the correct boundary file and data file for the thematic map display. Since many users will desire the ability to make mathematical relationships among the data items, Map View is designed to pause at a fully loaded spreadsheet.

When the spreadsheet is displayed, you may select an item and draw a map or mathematically manipulate the data before drawing a map. For example, if your data file contains children enrolled in public school and total children enrolled, you might prefer to map the percent of children enrolled in public school (rather than number of children). To facilitate such mapping flexibility, several spreadsheet operations are available.

The spreadsheet is matrix where each line corresponds to a geographic area. Each column corresponds to a data item.

In summary, if you do not want to manipulate the data, follow the instructions on the top line of the spreadsheet:

- 1 - Using arrows, position the highlight box on the topmost cell of the data column of interest.
- 2 - Press Enter and the spreadsheet menu appears at the bottom of the screen.
- 3 - Using the right arrow, move right to highlight the Select option and press Enter.
- 4 - Press D (for Draw) and the map is automatically drawn.

When done viewing the map, press Esc. The map screen clears and a prompt is given asking whether or not to print the map.

Note: if the map is to be printed, an HP Laserjet compatible printer (compatible with HP PCL) must be connected and operational on LPT1:.. For most map applications, the printer must have 2 MB or more memory.

Spreadsheet menu options are discussed below.

4.5.1. Edit

Used to manually alter the value of a spreadsheet cell.

Useful to alter title for legend name for item being mapped.

4.5.2. Insert

Used to insert a column. If you are creating a new item to map, such as a percentage, insert a column first.

4.5.3. Delete

Not used this version

4.5.4. Format

Not used this version

4.5.5. Math

To create a new item, move the highlight cell to the top of a newly inserted column and press Enter. Move the highlight to Math and press Enter. A data entry line appears at the bottom of the screen. Enter the right-hand side of an equation to assign a value to the cells of the present (new) column.

This expression may be of a standard mathematical form and obeys standard manipulative hierarchy of operation rules. The four basic operators + - / and * are permissible as are parentheses for argument grouping. Constants and variables are permissible. Variables must be referenced through the use of the "V" notation in the topmost row of the screen/spreadsheet.

As an example suppose that you want to map the percent V2 is of V5 (after inserting a column that has become V1). After pressing Enter from the Math option, you would enter the following on the data entry line:

$100*(V2/V3)$

A zero value in V3 will result in an error and the computation will not be made.

Under Map View operations it is not possible to save the results of mathematical operations into a new file. The underlying DOS file is not affected by math operations.

4.5.6. Select

Select instructs the system to use this designated column as the active variable (item) to map. To use select, position the highlight box on the topmost cell of the column (item) to be selected and press Enter. Press the right-arrow key until the Select option is highlighted on the menu line. As the spreadsheet re-displays, a box will appear around the column header box indicating the item has been selected for display.

4.5.7. Deselect

An item previously selected may be deselected in an identical manner as

selecting the item. Instead of choosing Select, choose Deselect.

4.6. Map Interpretation

The map display consists of three windows--the map, the legend and the scale.

The map is a display of the geography that you requested in an earlier step. Each area has a colorized cross-hatch pattern corresponding to one of the intervals shown in the legend. As the data values for each area are evaluated, the area is assigned to a data interval which is associated with a particular hatch pattern.

The legend shows intervals with the hatch pattern representing that interval appearing in a small box. Beside each interval hatch pattern is the data range for that interval. If, for example, the range reads 5.00 - 10.00, then any geographic area which has a data value falling into that range will be displayed with that hatch pattern.

At the top of the legend box is the name of the item being displayed. If you are planning to print a map, you may want to edit the item name (within spreadsheet) and choose a name meaningful for your application.

The scale box shows the area measurements represented by the map. The scale bar shows the physical distance on the map screen equal to the stated measure. Note that, due to variation among printer size and orientation, the scale as printed in hardcopy form will typically not accurately represent distances. The scale is of most use on the map when shown on the display device.

Interpretation--Perhaps the most typical use of a thematic map is to "see" which areas have relatively high or low values for the selected item. You can see areas at-a-glance where concentrations exist.

5.0. Databases

5.1. TOP 100 ITEMS DATABASE

This database is available on each CD-ROM. It contains the data items listed below for each county, school district and state.

ST	State FIPS Code
C 2	
CTY	County FIPS Code
C 3	
DIST	District Code (15274 districts + 30 BOC)
C 5	
STCODE	State's Own Code
C 14	
MSAC	CMSA Code (2-digit part) from LEA
C 2	
MSA	MSA Code "
C 4	
DISTCTY	County FIPS Code (for district records)
C 3	
ZIP	ZIP Code
C 5	

LOW_GRADE	Low Grade			
C	2			
HIGH_GRADE	High Grade			
C	2			
NAME	Area Name			
C	30			
D001	Occupied Housing Units			
H004	10 00	N	9	
D002	Vacant Housing Units			
H004	10 00	N	9	
D003	Occupied Housing Units - Urban - Inside Urbanized Area			
H005	10 00	N	9	
D004	Occupied Housing Units - Urban - Outside Urbanized Area			
H005	10 00	N	9	
D005	Occupied Housing Units - Rural - Farm			
H005	10 00	N	9	
D006	Occupied Housing Units - Rural - Nonfarm			
H005	10 00	N	9	
D007	Occupied Housing Units - Inside Metro - In Central City			
H006	10 00	N	9	
D008	Occupied Housing Units - Inside Metro - Not in Central City			
- Urban		H006	10 00	N 9
D009	Occupied Housing Units - Inside Metro - Not in Central City			
- Rural		H006	10 00	N 9
D010	Occupied Housing Units - Outside Metro - Urban			
H006	10 00	N	9	
D011	Occupied Housing Units - Outside Metro - Rural			
H006	10 00	N	9	
D012	Occupied Housing Units - Owner Occupied			
H008	10 00	N	9	
D013	Occupied Housing Units - Renter Occupied			
H008	10 00	N	9	
D014	Median Gross Rent			
H043A	10 00	N	9	
D015	Median Value			
H061A	10 00	N	9	
D016	Families			
P004	10 00	N	9	
D017	Households			
P005	10 00	N	9	
D018	Median Household Income			
P080A	10 00	N	9	
D019	Households with Public Assistance Income in 1989			
P095	10 00	N	9	
D020	Households without Public Assistance Income in 1989			
P095	10 00	N	9	
D021	Households with Children Under 18 Years			
P200	10 00	N	9	
D022	Households with Children 5 to 17 Years			
P201	10 00	N	9	
D023	Unweighted Sample Count of Housing Units			
H002	1A 00	N	9	
D024	100-Percent Count of Housing Units			
H003	1A 00	N	9	
D025	Unweighted Sample Count of Persons			
P002	2A 00	N	9	

D026			100-Percent Count of Persons
P003	2A	00	N 9
D027			Dropouts 16-19 NEIS & NHG - In Households
P061	2A	00	N 9
D028			Dropouts 16-19 NEIS & NHG - In Group Quarters
P061	2A	00	N 9
D029			Per Capita Income in 1989
P114A	2A	00	N 9
D030			At Risk Pre-School Age Children - Less than 4 years
P300	2A	00	N 9
D031			At Risk Pre-School Age Children - 4 to 5 years of age
P300	2A	00	N 9
D032			At Risk School Age Children (6-19 years)
P304	2A	00	N 9
D033			Persons with Income in 1989 Above Poverty Level
P117	2A	00	N 9
D034			Persons with Income in 1989 Below Poverty Level
P117	2A	00	N 9
D035			Total Persons
P001	2B	00	N 9
D036			Persons - Urban - Inside Urbanized Area
P006	2B	00	N 9
D037			Persons - Urban - Outside Urbanized Area
P006	2B	00	N 9
D038			Persons - Rural - Farm
P006	2B	00	N 9
D039			Persons - Rural - Nonfarm
P006	2B	00	N 9
D040			Persons - Male
P007	2B	00	N 9
D041			Persons - Female
P007	2B	00	N 9
D042			Persons - NonHispanic White
P012	2B	00	N 9
D043			Persons - NonHispanic Black
P012	2B	00	N 9
D044			Persons - NonHispanic American Indian, Eskimo, Aleut
P012	2B	00	N 9
D045			Persons - NonHispanic Asian and Pacific Islander
P012	2B	00	N 9
D046			Persons - NonHispanic Other Races
P012	2B	00	N 9
D047			Persons - Hispanic
P012	2B	00	N 9
D048			Persons in Group Quarters
P040	2B	00	N 9
D049			Persons 16 Years and Over - In Labor Force
P070	2B	00	N 9
D050			Persons 16 Years and Over - Civilian Employed
P070	2B	00	N 9
D051			Persons 16 Years and Over - Civilian Unemployed
P070	2B	00	N 9
D052			Persons 20 Years and Over by Educational Attainment - 12th Grade or less, no diploma
			P188 2B 00 N 9
D053			Persons 20 Years and Over by Educational Attainment - High school graduate
			P188 2B 00 N 9

D054		Persons 20 Years and Over by Educational Attainment - Some college, no bachelor or higher degree	P188	2B	00	N	9
D055		Persons 20 Years and Over by Educational Attainment - Bachelor's or higher degree	P188	2B	00	N	9
D056		Households with Relevant Children					
P005	30	1F	N				9
D057		Persons (Parents Living with Relevant Children)					
P001	40	1F	N				9
D058		Total Relevant Children					
P001	70	1F	N				9
D059		Relevant Children - Urban - Inside Urbanized Area					
P006	70	1F	N				9
D060		Relevant Children - Urban - Outside Urbanized Area					
P006	70	1F	N				9
D061		Relevant Children - Rural - Farm					
P006	70	1F	N				9
D062		Relevant Children - Rural - Nonfarm					
P006	70	1F	N				9
D063		Relevant Children - Male					
P007	70	1F	N				9
D064		Relevant Children - Female					
P007	70	1F	N				9
D065		Relevant Children - NonHispanic White					
P012	70	1F	N				9
D066		Relevant Children - NonHispanic Black					
P012	70	1F	N				9
D067		Relevant Children - NonHispanic American Indian, Eskimo, Aleut	P012	70	1F	N	9
D068		Relevant Children - NonHispanic Asian and Pacific Islander					
P012	70	1F	N				9
D069		Relevant Children - NonHispanic Other Races					
P012	70	1F	N				9
D070		Relevant Children - Hispanic					
P012	70	1F	N				9
D071		Relevant Children Age 3 Years					
P013A	70	1F	N				9
D072		Relevant Children Age 4 Years					
P013A	70	1F	N				9
D073		Relevant Children Age 5 Years					
P013A	70	1F	N				9
D074		Relevant Children Ages 5-13 Years					
P013A	70	1F	N				9
D075		Relevant Children Ages 14-17 Years					
P013A	70	1F	N				9
D076		Relevant Children Ages 18-19 Years					
P013A	70	1F	N				9
D077		Relevant Children in Family Households - Householder, Spouse, Grandchild, Other Relative, NonRelative	P017	70	1F	N	9
D078		Relevant Children in Family Households - Child (natural, adopted, step)	P017	70	1F	N	9
D079		Relevant Children in Non-Family Households					
P017	70	1F	N				9
D080		Relevant Children in Group Quarters					
P017	70	1F	N				9
D081		Relevant Children by Poverty Status - Income Above Poverty Level	P118	70	1F	N	9

D082	Relevant Children by Poverty Status - Income Below Poverty					
Level		P118	70	1F	N	9
D083	Relevant Children Ages 14-17 in Households					
P017	70	14	N	9		
D084	Relevant Children Ages 14-17 in Group Quarters					
P017	70	14	N	9		
D085	Relevant Children Enrolled in School - Male					
P007	70	2F	N	9		
D086	Relevant Children Enrolled in School - Female					
P007	70	2F	N	9		
D087	Relevant Children Enrolled in School - NonHispanic White					
P012	70	2F	N	9		
D088	Relevant Children Enrolled in School - NonHispanic Black					
P012	70	2F	N	9		
D089	Relevant Children Enrolled in School - NonHispanic American Indian, Eskimo, Aleut					
		P012	70	2F	N	9
D090	Relevant Children Enrolled in School - NonHispanic Asian and Pacific Islander					
		P012	70	2F	N	9
D091	Relevant Children Enrolled in School - NonHispanic Other Races					
		P012	70	2F	N	9
D092	Relevant Children Enrolled in School - Hispanic					
P012	70	2F	N	9		
D093	Relevant Children Enrolled in Public School - Male					
P007	70	3F	N	9		
D094	Relevant Children Enrolled in Public School - Female					
P007	70	3F	N	9		
D095	Relevant Children Enrolled in Public School - NonHispanic White					
		P012	70	3F	N	9
D096	Relevant Children Enrolled in Public School - NonHispanic Black					
		P012	70	3F	N	9
D097	Relevant Children Enrolled in Public School - NonHispanic American Indian, Eskimo, Aleut					
		P012	70	3F	N	9
D098	Relevant Children Enrolled in Public School - NonHispanic Asian and Pacific Islander					
		P012	70	3F	N	9
D099	Relevant Children Enrolled in Public School - NonHispanic Other Races					
		P012	70	3F	N	9
D100	Relevant Children Enrolled in Public School - Hispanic					
P012	70	3F	N	9		
CCDMEM	CCD Membership from File A					
N	7					
STUDENTS	CCD Students					
N	9					
TEACHERS	CCD Teachers					
N	9					
SCHOOLS	CCD Schools					
N	9					
TOTREV	F33 Total Revenue					
N	12					
LOCREV	F33 Local Revenue					
N	12					
STREV	F33 State Revenue					
N	12					
FEDREV	F33 Federal Revenue					
N	12					
TOTEXP	F33 Total Expenditures					
N	12					

CIPEXP	F33 Current Instructional Programs Expenditures
N 12	
INSEXP	F33 Instruction Expenditures
N 12	
NICEXP	F33 Current NonInstructional Program Expenditures
N 12	
X	Not Used
N 12	
STATUS	Not Used
C 1	

5.2. COMMON CORE OF DATA DATABASE

This database is available on each CD-ROM. It contains the data items listed below for each school district and state.

DIST	School District ID
LAT	Approx Latitude of District Center
LNG	Approx Longitude of District Center
LATP	Approx Latitude of Dist Center of Pop
LNGP	Approx Longitude of Dist Center of Pop
TPOP	Total Population (100%) of District
AREA	Area of District (Square kilometers)
ST	FIPS Code -- State
STAGID	State's own ID for Dist
SCHOOLS	Number of Schools in CCD Schools File
TEACHERS	FTE Classroom Teachers
STUDENTS	Sum of Students Reported in Schools
FREELUNCH	Sum of Free Lunch Eligible Students reported
AMERIND	Sum of Amer Ind/Alaska Ntv students reported
API	Sum of Asian/Pacific Island students reported
HISPANIC	Sum of Hispanic students reported
BLACK	Sum of Black, not Hispanic, students reported
WHITE	Sum of White, not Hispanic, students reported
SIZE1	Schools with Enrollment <100
SIZE2	Schools with 100 <= Enrollment < 200
SIZE3	Schools with 200 <= Enrollment < 300
SIZE4	Schools with 300 <= Enrollment < 400
SIZE5	Schools with 500 <= Enrollment < 600
SIZE6	Schools with 400 <= Enrollment < 500
SIZE7	Schools with 600 <= Enrollment < 700
SIZE8	Schools with 700 <= Enrollment < 800
SIZE9	Schools with 800 <= Enrollment < 1000
SIZE10	Schools with 1000 <= Enrollment <1500
SIZE11	Schools with Enrollment >= 1500
SIZE12	Schools with Enrollment not reported
ENROLL1	Students in schools reporting < 100 students
ENROLL2	Students in schools reporting 100< students <200
ENROLL3	Students in schools reporting 200< students <300
ENROLL4	Students in schools reporting 300< students <400
ENROLL5	Students in schools reporting 400< students <500
ENROLL6	Students in schools reporting 500< students <600
ENROLL7	Students in schools reporting 600< students <700
ENROLL8	Students in schools reporting 700< students <800
ENROLL9	Students in schools reporting 800< students <1000
ENROLL10	Students in schools reporting 1000<students <1500
ENROLL11	Students in schools reporting >= 1500 students

TYPE1	Number of regular schools
TYPE2	Number of Special education schools
TYPE3	Nuber of vocational schools
TYPE4	Number of other/alternative schools
TYPNR01	Students reported in Regular Schools
TYPNR02	Students reported in Special Ed Schools
TYPNR03	Students reported in Vocational Schools
TYPNR04	Students reported in Other/Alternative Schools
LOCAL1	Schools in Large Central City
LOCAL2	Schools in Mid-Size Central City
LOCAL3	Schools in Urban Fringe of Large City
LOCAL4	Schools in Urban Fringe of Mid-Sized City
LOCAL5	Schools in Large Town
LOCAL6	Schools in Small Town
LOCAL7	Schools in Rural Territory
LOCNR01	Students reported in Large Cntrl City Schools
LOCNR02	Students reported in Mid-Size Cntrl City Schools
LOCNR03	Students reported in Schools in Fringe of Large City
LOCNR04	Students reported in Schools in Fringe of Med City
LOCNR05	Students reported in Schools in Large Towns
LOCNR06	Students reported in Schools in Small Towns
LOCNR07	Students reported in Schools in Rural Territory
LOCFTE1	Teachers reported in Large Central City Schools
LOCFTE2	Teachers reported in Mid-Size Central City Schools
LOCFTE3	Teachers reported in Schools in Fringe of Large City
LOCFTE4	Teachers reported in Schools in Fringe of Med City
LOCFTE5	Teachers reported in Schools in Large Town
LOCFTE6	Teachers reported in Schools in Small Town
LOCFTE7	Teachers reported in Schools in Rural Territory
LNCH1	Schools w/ Free Lunch Eligible <5%
LNCH2	Schools w/ 5 <= % Free Lunch Eligible <10
LNCH3	Schools w/ 10 <= % Free Lunch Eligible <15
LNCH4	Schools w/ 15 <= % Free Lunch Eligible <20
LNCH5	Schools w/ 20 <= % Free Lunch Eligible <25
LNCH6	Schools w/ 25 <= % Free Lunch Eligible <40
LNCH7	Schools w/ Free Lunch Eligible >= 40%
LNCH8	Schools w/ Free Lunch Eligible > Students
LNCH9	Schools w/Free Lunch or Students missing
LNCHNR01	Students reported in schools w/ Free Lunch <5%
LNCHNR02	Students reported in schools w/ 5<= %Free Lunch<10
LNCHNR03	Students reported in schools w/10<= %Free Lunch <15
LNCHNR04	Students reported in schools w/15<= %Free Lunch <20
LNCHNR05	Students reported in schools w/20<= %Free Lunch <25
LNCHNR06	Students reported in schools w/25<= %Free Lunch <40
LNCHNR07	Students reported in schools w/ Free Lunch >= 40%
LNCHNR08	Students reported in schools w/FreeLunchElg>Students
LNCHNR09	Students reported in schools w/Free Lunch missing
LNCHFTE1	Teachers reported in schools w/ Free Lunch <5%
LNCHFTE2	Teachers reported in schools w/5<= %Free Lunch<10
LNCHFTE3	Teachers reported in schools w/10<= %Free Lunch<15
LNCHFTE4	Teachers reported in schools w/15<= %Free Lunch<20
LNCHFTE5	Teachers reported in schools w/20<= %Free Lunch<25
LNCHFTE6	Teachers reported in schools w/25<= %Free Lunch<40
LNCHFTE7	Teachers reported in schools w/ Free Lunch >= 40%
LNCHFTE8	Teachers reported in schools w/FreeLunch> Students
LNCHFTE9	Teachers in Schools w/FreeLunch or Stdts mssng
RACE	Studnts whose Race/Ethnicity is reported

PCTBLK1 Schools reporting <5% Black
PCTBLK2 Schools reporting 5 <= % Black < 10
PCTBLK3 Schools reporting 10 <= % Black < 20
PCTBLK4 Schools reporting 20 <= % Black < 35
PCTBLK5 Schools reporting 35 <= % Black < 65
PCTBLK6 Schools reporting 65 <= % Black < 80
PCTBLK7 Schools reporting 80 <= % Black < 90
PCTBLK8 Schools reporting 90 <= % Black < 95
PCTBLK9 Schools reporting % Black >= 95
PCTBLK10 Schools with % Black missing
PBNRO1 Students reported in schools w/ <5% Black
PBNRO2 Students reported in schools w/ 5 <= % Black < 10
PBNRO3 Students reported in schools w/10 <= % Black < 20
PBNRO4 Students reported in schools w/20 <= % Black < 35
PBNRO5 Students reported in schools w/35 <= % Black < 65
PBNRO6 Students reported in schools w/65 <= % Black < 80
PBNRO7 Students reported in schools w/80 <= % Black < 90
PBNRO8 Students reported in schools w/90 <= % Black < 95
PBNRO9 Students reported in schools w/ % Black >= 95
PBNRO10 Students reported in schools w/ % Black missing
PBFTE1 Teachers reported in schools w/<5% Black
PBFTE2 Teachers reported in schools w/ 5 <= % Black < 10
PBFTE3 Teachers reported in schools w/10 <= % Black < 20
PBFTE4 Teachers reported in schools w/20 <= % Black < 35
PBFTE5 Teachers reported in schools w/35 <= % Black < 65
PBFTE6 Teachers reported in schools w/65 <= % Black < 80
PBFTE7 Teachers reported in schools w/80 <= % Black < 90
PBFTE8 Teachers reported in schools w/90 <= % Black < 95
PBFTE9 Teachers reported in schools w/ % Black >= 95
PBFTE10 Teachers reported in schools w/% Black missing
PCTWYT1 Schools reporting <5% White
PCTWYT2 Schools reporting 5 <= % White < 10
PCTWYT3 Schools reporting 10 <= % White < 20
PCTWYT4 Schools reporting 20 <= % White < 35
PCTWYT5 Schools reporting 35 <= % White < 65
PCTWYT6 Schools reporting 65 <= % White < 80
PCTWYT7 Schools reporting 80 <= % White < 90
PCTWYT8 Schools reporting 90 <= % White < 95
PCTWYT9 Schools reporting % White >= 95
PCTWYT10 Schools with % White not reported
PWNRO1 Students reported in schools w/<5% White
PWNRO2 Students reported in schools w/ 5 <= % White < 10
PWNRO3 Students reported in schools w/10 <= % White < 20
PWNRO4 Students reported in schools w/20 <= % White < 35
PWNRO5 Students reported in schools w/35 <= % White < 65
PWNRO6 Students reported in schools w/65 <= % White < 80
PWNRO7 Students reported in schools w/80 <= % White < 90
PWNRO8 Students reported in schools w/90 <= % White < 95
PWNRO9 Students reported in schools w/ % White >= 95
PWNRO10 Students reported in schools w/% White missing
PWFTE1 Teachers reported in schools w/<5% White
PWFTE2 Teachers reported in schools w/ 5 <= % White < 10
PWFTE3 Teachers reported in schools w/10 <= % White < 20
PWFTE4 Teachers reported in schools w/20 <= % White < 35
PWFTE5 Teachers reported in schools w/35 <= % White < 65
PWFTE6 Teachers reported in schools w/65 <= % White < 80
PWFTE7 Teachers reported in schools w/80 <= % White < 90

PWFTE8 Teachers reported in schools w/90 <= % White < 95
 PWFTE9 Teachers reported in schools w/ % White >=95
 PWFTE10 Teachers reported in schools w/% White missing
 PCTHSP1 Schools reporting <5% Hispanic
 PCTHSP2 Schools reporting 5 <= % Hispanic < 10
 PCTHSP3 Schools reporting 10 <= % Hispanic < 15
 PCTHSP4 Schools reporting 15 <= % Hispanic < 25
 PCTHSP5 Schools reporting 25 <= % Hispanic < 75
 PCTHSP6 Schools reporting 75 <= % Hispanic < 90
 PCTHSP7 Schools reporting % Hispanic >=90
 PCTHSP8 Schools with % Hispanic not reported
 PHNRO1 Students reported in schools w/<5% Hispanic
 PHNRO2 Students reported in schools w/ 5<= %Hispanic <10
 PHNRO3 Students reported in schools w/10<= %Hispanic <15
 PHNRO4 Students reported in schools w/15<= %Hispanic <25
 PHNRO5 Students reported in schools w/25<= %Hispanic <75
 PHNRO6 Students reported in schools w/75<= %Hispanic <90
 PHNRO7 Students reported in schools w/Hispanic >=90 %
 PHNRO8 Students reported in schools w/%Hispanic missing
 PHFTE1 Teachers reported in schools w/<5% Hispanic
 PHFTE2 Teachers reported in schools w/5<= % Hispanic <10
 PHFTE3 Teachers reported in schools w/10<= % Hispanic <15
 PHFTE4 Teachers reported in schools w/15<= % Hispanic <25
 PHFTE5 Teachers reported in schools w/25<= % Hispanic <75
 PHFTE6 Teachers reported in schools w/75<= % Hispanic <90
 PHFTE7 Teachers reported in schools w/ Hispanic >= 90 %
 PHFTE8 Teachers reported in schools w/ % Hispanic missing
 PCTIND1 Schools reporting <5% Native American
 PCTIND2 Schools reporting 5<= % Native American <10
 PCTIND3 Schools reporting 10<= % Native American <15
 PCTIND4 Schools reporting 15<= % Native American <25
 PCTIND5 Schools reporting 25<= % Native American <75
 PCTIND6 Schools reporting 75<= % Native American <90
 PCTIND7 Schools reporting Native American >= 90 %
 PCTIND8 Schools with % Native American missing
 PINRO1 Students reported in schools w/<5% Nat Amer
 PINRO2 Students reported in schools w/5<= % Nat Am <10
 PINRO3 Students reported in schools w/10<= % Nat Am <15
 PINRO4 Students reported in schools w/15<= % Nat Am <25
 PINRO5 Students reported in schools w/25<= % Nat Am <75
 PINRO6 Students reported in schools w/75<= % Nat Am <90
 PINRO7 Students reported in schools w/Nat Amer >= 90 %
 PINRO8 Students reported in schools w/% Nat Am missing
 PIFTE1 Teachers reported in schools w/<5% Nat Amer
 PIFTE2 Teachers reported in schools w/5<= % Nat Amer <10
 PIFTE3 Teachers reported in schools w/10<= % Nat Amer <15
 PIFTE4 Teachers reported in schools w/15<= % Nat Amer <25
 PIFTE5 Teachers reported in schools w/25<= % Nat Amer <75
 PIFTE6 Teachers reported in schools w/75<= % Nat Amer <90
 PIFTE7 Teachers reported in schools w/Nat Amer >= 90 %
 PIFTE8 Teachers reported in schools w/% Nat Amer missing
 PCTAPI1 Schools rptng <5% Asian/Pacific Is
 PCTAPI2 Schools rptng 5<= %Asian/Pacific Is <10
 PCTAPI3 Schools rptng 10<= %Asian/Pacific Is <15
 PCTAPI4 Schools rptng 15<= %Asian/Pacific Is <25
 PCTAPI5 Schools rptng 25<= %Asian/Pacific Is <75
 PCTAPI6 Schools rptng 75<= %Asian/Pacific Is <90

PCTAPI7	Schools rptng Asian/Pacific Island>= 90%
PCTAPI8	Schools with % Asian/Pacific Island mssng
PAPNRO1	Students reported in schools w/<5% Asian/PI
PAPNRO2	Students reported in schools w/ 5 <= % A/PI < 10
PAPNRO3	Students reported in schools w/10 <= % A/PI < 15
PAPNRO4	Students reported in schools w/15 <= % A/PI < 25
PAPNRO5	Students reported in schools w/25 <= % A/PI < 75
PAPNRO6	Students reported in schools w/75 <= % A/PI < 90
PAPNRO7	Students reported in schools w/A/PI >= 90 %
PAPNRO8	Students reported in schools w/% A/PI missing
PAPFTE1	Teachers reported in schools w/<5% Asian/Pacif Is
PAPFTE2	Teachers reported in schools w/5 <= % A/PI < 10
PAPFTE3	Teachers reported in schools w/10 <= % A/PI < 15
PAPFTE4	Teachers reported in schools w/15 <= % A/PI < 25
PAPFTE5	Teachers reported in schools w/25 <= % A/PI < 75
PAPFTE6	Teachers reported in schools w/75 <= % A/PI < 90
PAPFTE7	Teachers reported in schools wA/PI />= 90 %
PAPFTE8	Teachers reported in schools w/% A/PI missing

5.3. SCHOOL DISTRICT FINANCES DATABASE

This database is available on each CD-ROM. It contains the data items listed below for each school district and state.

ID	Census Code
NAME	Area Name
STFIPS	State FIPS
CTY	County FIPS
R	Not used
C	Not used
Y	Not used
S	Not used
D	Not used
ST	State FIPS
DIST	District Code
W	Not used
F	Not used
F1	Local-Property Taxes
F2	Local-Parent Govt
F3	Local-General Sales
F4	Local-Net Income Taxes
F5	Local-All Other Taxes
F6	Local-School Lunch Charges
F7	Local-Tuition & Trans Charges
F8	Local-All Other Charges
F9	Local-Interest Earnings
F10	Local-Misc Revenue
F11	Revenue Direct from Fed Govt
F12	Fed Rev on Behalf of SS
F13	Revenue Direct from State Govt
F14	Fed Aid Thru State-School Lunch
F15	Fed Aid Thru State-All Other
F16	State Revenue on Behalf of SS
F17	Loc Inter Rev-Interschool Trans
F18	Loc Inter Rev-from Cities/Ctys
F19	Instruction Expenditure
F20	Support Svc Exp Not in 45-9

F21	Food Svc Exp
F22	All Other Curr Op Exp
F23	Exp on Behalf of SS-Instr
F24	Exp on Behalf of SS-Support
F25	Exp on Behalf of SS-Other
F26	Ret Fund Trans to Own Sys-Instr
F27	Interschool Trans
F28	Capital Outlay-Constr
F29	Capital Outlay-New & Rep Eq
F30	Capital Outlay-Land & Ex Struc
F31	Interg Exp-Payments to St
F32	Interg Exp-Payments to Loc
F33	Interest on Debt
F34	Tot Salaries for E-S
F35	Salaries-Instr Only
F36	Long-term Debt-Out Beg Year
F37	Long-term Debt-Issued
F38	Long-term Debt-Retired
F39	Long-term Debt-Out End Year
F40	Short-term Debt Out Beg Yr
F41	Short-tern Debit Out End Yr
F42	Sinking Fund-Total Assets
F43	Bond Fund-Total Assets
F44	Other Funds-Total Assets
F45	Fall Membership
F46	Support Svcs Exp-Pupils
F47	Support Svcs Exp-Instr Staff
F48	Support Svcs Exp-Gen Admin
F49	Support Svcs Exp-Schl Admin
F50	Support Svcs Exp-All Other
F51	Schl Ret Fund Trans-Spt Svcs
F52	Cen State Rev/NCES Loc Rev
F53	Public Utility Taxes

5.4. 1990 CENSUS SCHOOL DISTRICT SPECIAL TABULATION

The 1990 Census School District Special Tabulation contains data tabulated by the U.S. Bureau of the Census, under the sponsorship of the National Center for Education Statistics, U.S. Department of Education, from the 1990 Census basic record files.

Users may access the table/item descriptions for the 1990 Census School District Special Tabulation in two ways using the SDDB. Using the Profiles and Tables feature of SDDB, the menus may be used to examine the table descriptions.

The Census table documentation is also provided electronically in separate ASCII files on the CD-ROM. These files are named in the manner SDDB???.TXT where ?? corresponds to the 2-character abbreviation provided below. The files may be printed directly or manipulated with word processor software of choice.

>> THESE FILES ARE LOCATED IN THE ROOT DIRECTORY OF THE CD-ROM. <<

In summary, there are 7 type of tabulation records (and hence a documentation file for each):

Type of Tabulation Record	Abbreviation	#
Characteristics of All Households	HT	1
Characteristics of All Persons	PS and PT	2A and 2B
Characteristics of Households with Children	HC	3
Characteristics of Parents with Children	PR	4
Children's Households Characteristics	CH	5
Children's Parents Characteristics	CP	6
Children's Own Characteristics	CO	7

These records are assigned abbreviations and numeric references, as shown to the right of the tabulation title, as a short-hand method of referring to a type of tabulation.

Each of these record types is discussed in more detail below. Each file is more fully documented in a DOS file provided separately on the CD-ROM. You may print the documentation file either with DOS print or using a word processor of your choice. However, it is not recommended that you print these files unless you have a specific requirement. While some programming applications might be facilitated by having a hard copy listing available, the Data Book has been designed to minimize the requirement for a hard copy reference.

Use of data compression. The census data are stored quite differently that the database structures described above. A data compression technique removes data fields having a zero value so that no space is used on the disk storage media. As a result, a special program must be used to read and interpret the records.

The format of the documentation files are identical and described via example in section 5.4.1.

5.4.1. Characteristics of All Households HT 1

Record layout documentation is contained in the DOS file named SDDBHT.TXT located in the root directory of the CD-ROM.

You can determine the table numbers containing the data that you want by using the Index feature (F9 key) under Profiles and Tables.

This record contains 981 data fields. All fields have a maximum width of nine except items 168,169,260,261,262,263,264,265,266,267,268,269, 300,301,675,721 and 722.

Example. The following example is based on the same tables used in the example used in section 2.1.2.2.3. "Select a Specific Table" for Profiles and Tables. These lines are taken directly from the file SDDBHT.TXT. For presentation purposes, 20 characters of each line have been removed so that the index number and field width will shown in this display.

In this example, there are 21 data fields described by this documentation. These data fields are referenced in two ways. First, they are described are "item numbers" within "table numbers." Total families (item 001) is the only data item (field) shown in table P004. The combination of table and item references uniquely describe all data fields in the record. However, these references do provide

positional or locational reference. Thus, to determine where a particular item is located in a record, the field index, shown to right of each item descriptor, is used. As an example, total families is the first data field in the HT record. The 21st field is the number of nonfamily households with income in 1989 below poverty level.

The number to the right of the dash following the index number is the maximum field width. All data fields are numeric with a width of nine being the typical maximum.

Total Households, Record Type 1

Table P004 Families (1) [1]
Universe: Families

001 Total 1- 9

Table P005 Households (1) [1]
Universe: Households

001 Total 2- 9

Table P016 Persons in Household (7) [7]
Universe: Households

001 1 person 3- 9
002 2 persons 4- 9
003 3 persons 5- 9
004 4 persons 6- 9
005 5 persons 7- 9
006 6 persons 8- 9
007 7 or more persons 9- 9

Table P019 Household Type (4) [4]
Universe: Households

Family households:
001 Married-couple family 10- 9
Other family
002 Male householder, no wife present 11- 9
003 Female householder, no husband present 12- 9
004 Nonfamily households 13- 9

Table P019B Household Type (4) by Poverty Status in 1989
of Householder (2) [8]
Universe: Households

Family households:
Married-couple family:
001 Income in 1989 above poverty level 14- 9
002 Income in 1989 below poverty level 15- 9
Other family:
Male householder, no wife present:
003 Income in 1989 above poverty level 16- 9
004 Income in 1989 below poverty level 17- 9
Female householder, no husband present:
005 Income in 1989 above poverty level 18- 9

006	Income in 1989 below poverty level	19- 9
	Nonfamily households:	
007	Income in 1989 above poverty level	20- 9
008	Income in 1989 below poverty level	21- 9

5.4.2. Characteristics of All Persons PS and PT 2A and 2B

Record layout documentation is contained in the DOS files named SDDDBPS.TXT and SDDDBPT.TXT located in the root directory of the CD-ROM.

You can determine the table numbers containing the data that you want by using the Index feature (F9 key) under Profiles and Tables.

PS (Persons Supplemental) Record -- contains 2501 data fields.

All fields have a maximum width of nine except items 1062,1063,1064, 1069,1070,1071,1072,1073,1074,1075,1076,1077 and 1078.

PT (Persons Total) Record -- contains 3187 data fields.

All fields have a maximum width of nine except 2564,2565,3118,3119, 3186,3187 which have maximum width of 18.

5.4.3. Characteristics of Households with Children HC 3

Record layout documentation is contained in the DOS file named SDDDBHC.TXT located in the root directory of the CD-ROM.

You can determine the table numbers containing the data that you want by using the Index feature (F9 key) under Profiles and Tables.

Note: The record structure and documentation for this record is identical to the first 808 cells of record type 1.

HC Record -- contains 808 data fields.

All fields have a maximum width of nine except 168,169,260,261,262, 263,264,265,266,267,268,269,300,301,675,721,722 which have maximum width of 18.

5.4.4. Characteristics of Parents with Children PR 4

Record layout documentation is contained in the DOS file named SDDDBPR.TXT located in the root directory of the CD-ROM.

You can determine the table numbers containing the data that you want by using the Index feature (F9 key) under Profiles and Tables.

Note: The record structure and documentation for this record is identical to record type 2B.

PR Record -- contains 3187 data fields.

All fields have a maximum width of nine except 2564,2565,3118,3119, 3186,3187 which have maximum width of 18.

5.4.5. Children's Households Characteristics CH 5

Record layout documentation is contained in the DOS file named SDD BCH.TXT located in the root directory of the CD-ROM.

You can determine the table numbers containing the data that you want by using the Index feature (F9 key) under Profiles and Tables.

CH Record -- contains 808 data fields.

All fields have a maximum width of nine except 168,169,260,261,262, 263,264,265,266,267,268,269,300,301,675,721,722 which have maximum width of 18.

5.4.6. Children's Parents Characteristics CP 6

Record layout documentation is contained in the DOS file named SDD BCP.TXT located in the root directory of the CD-ROM.

You can determine the table numbers containing the data that you want by using the Index feature (F9 key) under Profiles and Tables.

CP Record -- contains 2813 data fields.

All fields have a maximum width of nine except 2190,2191,2744,2745, 2812,2813 which have maximum width of 18.

5.4.7. Children's Own Characteristics CO 7

Record layout documentation is contained in the DOS file named SDD BCO.TXT located in the root directory of the CD-ROM.

You can determine the table numbers containing the data that you want by using the Index feature (F9 key) under Profiles and Tables.

CO Record -- contains 2271 data fields.

All fields have a maximum width of nine.

A.1. Installation Procedures

The installation procedure is used to set up your computer for using the School District Data Book. The installation procedure needs to be used only once.

The install program is located in the root directory of the CD-ROM and is named INSTALL.EXE. This program can be copied from the CD-ROM and run from any drive/directory. However, under normal circumstances you should not need to copy install.exe.

A.1.1. Computer Configuration and System Requirements

To install the School District Data Book (SDDB) you must have the following ready:

- 1 - The SDDB CD-ROM in the CD-ROM drive that you will use.

(Note: no checks are made to verify that the CD-ROM drive is properly connected. This step must be performed in advance of the SDDB setup.)

- 2 - A hard disk on your computer with sufficient space to install files required to use the SDDB.

A minimum of 30 MB hard disk space is required to use SDDB.

If your applications will involve extensive file extractions from the CD-ROM databases, your system should have 50-to-60 MB of space available at minimum.

In addition, performance of the SDDB can be substantially enhanced by moving certain CD-ROM files to hard disk. This performance enhancement requires an additional 50 MB of space. See performance enhancement section below.

While these hard disk requirements may seem substantial, remember that the size of the CD-ROM database supported is approximately 20 gigabytes of space -- in a compressed structure.

Other computer system features.

The recommended basic computer configuration is as follows:

- 1 - PC operating with 386 or 486 CPU
- 2 - MS-DOS 3.1 or later operating system
- 3 - CD-ROM drive with ability to process ISO 9660 CD-ROM connected to computer with MSCDEX software
- 4 - Display device:
 - Profiles and Tables <-- most devices
 - Database Operations <-- most devices
 - Maps <-- VGAColor suggested, not required, for all applications
- 5 - Printer device:
 - Profiles and Tables <-- most devices
 - Database Operations <-- most devices
 - Maps <-- HP Laserjet compatible with 2.5 MB memoryHP Laserjet compatible suggested for all applications
- 6 - Mouse device: not used.
- 7 - Hard disk device:
 - Minimum space available: 30MB
 - Suggested hard disk space for typical applications: 30 MB
 - Suggested hard disk space for extensive use applications: 200MB
 - Directories used: SDDB and IMAGE3A (created by install)

A.1.1.2. Installation Processing

The install procedure requests the following information:

- 1 - The CD-ROM drive letter referencing the drive that you will use.

(Note: a check is made immediately to verify that the installation CD-ROM exists and that the necessary files can be read.)

- 2 - The hard disk drive letter referencing the drive where you want SDDB hard disk files to be located.

A.1.3. SDDB Configuration File

The file named sddb.cfg controls certain default features for operation of the system. When initially set up, assuming the hard disk is d: and the CD-ROM drive is e:, the sddb.cfg appears as follows (line numbers do not appear in the file:

```
1. on          <-- not presently used
2. 01          <-- not presently used
3. e:\        <-- path for optional CD-ROM databases
4. X          <-- not presently used
5. newfile.dat <-- default primary name for certain extract files
6. sddb.dbf   <-- path\filename for Census online dictionary
7. ccdctla.dbf <-- not presently used
8. e:\us.dat  <-- active Census master file path\name
9. usctl.dbf  <-- active Census master index file path\name
10. newfile.dbf <-- not presently used
11. newfile.ndx <-- not presently used
12. dbgeol.txt <-- not presently used
13. P101.txt  <-- not presently used
14. f33.rpt   <-- not presently used
15. bnd       <-- not presently used
16. ovr       <-- not presently used
17. vga       <-- not presently used
18. hplaser   <-- not presently used
```

A.1.4. Performance Enhancement

Processing speed of the system can be improved by moving several files from the CD-ROM default location to hard disk. If you have the additional 50 MB required to implement this suggested procedure, follow these steps:

- 1 - While in the SDDB hard disk directory, e.g., D:\SDDB, issue the DOS commands:

```
d:\sddb\>copy e:\top100.dbf <enter>
d:\sddb\>copy e:\ccdext?.dbf <enter>
d:\sddb\>copy e:\f33.dbf <enter>
```

where E: is the CD-ROM drive containing the SDDB CD-ROM.

- 2 - change line 3 of the sddb.cfg file to read:

```
D:\SDDB\
```

```
>>>> End of Installation Section <<<<<
```

A.2. Codes and Reference Lists

A.2.1. State FIPS Codes

```
00 United States
01 ALABAMA
```

02 ALASKA
04 ARIZONA
05 ARKANSAS
06 CALIFORNIA
08 COLORADO
09 CONNECTICUT
10 DELAWARE
11 DISTRICT OF COLUMBIA
12 FLORIDA
13 GEORGIA
15 HAWAII
16 IDAHO
17 ILLINOIS
18 INDIANA
19 IOWA
20 KANSAS
21 KENTUCKY
22 LOUISIANA
23 MAINE
24 MARYLAND
25 MASSACHUSETTS
26 MICHIGAN
27 MINNESOTA
28 MISSISSIPPI
29 MISSOURI
30 MONTANA
31 NEBRASKA
32 NEVADA
33 NEW HAMPSHIRE
34 NEW JERSEY
35 NEW MEXICO
36 NEW YORK
37 NORTH CAROLINA
38 NORTH DAKOTA
39 OHIO
40 OKLAHOMA
41 OREGON
42 PENNSYLVANIA
44 RHODE ISLAND
45 SOUTH CAROLINA
46 SOUTH DAKOTA
47 TENNESSEE
48 TEXAS
49 UTAH
50 VERMONT
51 VIRGINIA
53 WASHINGTON
54 WEST VIRGINIA
55 WISCONSIN
56 WYOMING

A.3. Sample Profiles

A.3.1. Profile 001

Primary Area.....MESA UNIFIED SCHOOL DISTRICT State ID: 070204
 Comparison Area 1..ARIZONA
 Comparison Area 2..UNITED STATES

	Primary Area	Area 1	Area 2
State-County-District Codes	04-000-04970	04-00000	00-00000
Metropolitan Area (MSA) Code	00-6200	00-0000	-
County Code (Some Districts)	013	000	
Zip Code (Some Districts)	85203	00000	
Grade Range (Districts)	PK-12	00-00	00-00
Total Persons	340,125	3,665,228	248,709,873
Percent Urban	98.37	87.50	75.21
Percent White	85.20	71.81	75.76
Percent Black	1.60	2.87	11.77
Percent Asian/Pacific Islander	1.33	1.40	2.81
Percent Hispanic	10.06	18.57	8.81
Percent in Poverty	9.78	15.40	12.76
Total Housing Units	167,690	1,659,430	102,263,678
Median Housing Value	\$ 85,116	79,680	78,500
Median Household Income	\$ 30,111	27,540	30,056
Per Capita Income in 1989	\$ 13,449	13,461	14,420
Total Children	80,649	843,522	55,325,634
Enrolled	65,560	675,205	45,745,358
Percent Public of Those Enrolled	92.86	91.67	87.18
Percent Private of Those Enrolled	7.14	8.33	12.82
Percent Urban	97.72	85.24	72.82
Percent White	79.24	59.88	68.92
Percent Black	1.87	3.52	14.77
Percent Asian and Pacific Islander	1.57	1.42	3.10
Percent Hispanic	14.80	26.89	12.04
Percent in Poverty	12.39	21.38	17.84
Percent Ages 3- 5 At-Risk	7.05	14.65	12.54
Percent Ages 6-19 At-Risk	1.85	5.29	5.04
Students per Teacher	22	19	17
Total Revenue per Student	\$ 4,041	4,761	5,261
Federal Revenue per Student	\$ 163	392	308
Total Expenditure per Student	\$ 3,766	4,874	5,312

A.3.2. Profile 002

**** School District Data Book ****
 General Characteristics Profile-Detailed (002)

Primary Area.....MESA UNIFIED SCHOOL DISTRICT State ID: 070204
 Comparison Area 1..ARIZONA
 Comparison Area 2..UNITED STATES

Primary Area Area 1 Area 2

State-County-District Codes	04-000-04970	04-00000	00-00000
Metropolitan Area (MSA) Code	00-6200	00-0000	-
County Code (Some Districts)	013	000	
Zip Code (Some Districts)	85203	00000	
Grade Range (Districts)	PK-12	00-00	00-00
Total Persons	340,125	3,665,228	248,709,873
Male	165,786	1,807,996	121,172,379
Female	174,339	1,857,232	127,537,494
Total Persons - 100-Percent Count	340,295	3,665,228	248,709,873
Unweighted Sample Count	42,935	468,178	38,607,515
Persons by Type of Household			
Persons in Households	337,861	3,585,308	242,050,161
Persons in Non-household Settings	2,264	79,920	6,659,712
Persons by Urban/Rural Status			
Urban - Inside Urbanized Areas	334,584	2,656,388	158,258,042
Urban - Outside Urbanized Areas	0	550,687	28,793,501
Rural - Farm	70	6,967	3,871,583
Rural - Nonfarm	5,471	451,186	57,786,747
Persons by Race/Ethnic Origin			
NonHispanic			
White	289,777	2,631,906	188,424,773
Black	5,433	105,371	29,284,596
American Indian, Eskimo, Aleut	5,869	192,202	1,866,807
Asian and Pacific Islander	4,528	51,274	6,994,302
Other Races	292	3,847	239,306
Hispanic	34,226	680,628	21,900,089
Labor Force Status			
(Persons 16 Years & Over)			
In Labor Force	164,940	1,753,478	125,182,378
Civilian Employed	155,548	1,603,896	115,681,202
Civilian Unemployed	8,686	123,902	7,792,248
Educational Attainment			
(Persons 20 Years & Over)			
12th Grade or Less, No Diploma	38,390	549,012	42,600,296
High School Graduate	65,233	676,884	53,459,489
Some College, No Bachelor Degree	87,988	862,638	47,160,089
Bachelor or Higher Degree	44,367	487,037	34,293,949
Families	90,018	949,418	65,049,428
Parents Living with Children	70,908	742,519	51,984,201
Households	128,453	1,371,885	91,993,582
With Children 3-19 Years, NHSG	41,886	450,522	31,050,897
With Children Under 18 Years	46,690	494,059	33,989,004
With Children 5 to 17 Years	35,901	388,849	26,867,196
Total Housing Units	167,690	1,659,430	102,263,678
Occupied Housing Units	128,607	1,368,843	91,947,410
Owner Occupied	83,718	879,000	59,031,378
Renter Occupied	44,889	489,843	32,916,032
Vacant Housing Units	39,083	290,587	10,316,268
Total Housing Units-100-Pct Count	167,829	1,659,430	102,263,678
Unweighted Sample Count	21,206	216,958	16,326,603

Occupied Housing Units			
Urban - Inside Urbanized Area	127,125	1,023,467	59,243,029
Urban - Outside Urbanized Area	0	197,421	10,792,596
Rural - Farm	24	2,475	1,391,483
Rural - Nonfarm	1,458	145,480	20,520,302
Inside Metro			
In Central City	104,401	772,874	29,793,633
Not in Central City - Urban	22,724	288,436	32,332,671
Not in Central City - Rural	1,482	43,833	9,139,082
Outside Metro - Urban	0	162,393	7,937,968
Outside Metro - Rural	0	101,307	12,744,056
Economic Characteristics			
Median Gross Rent	474	438	447
Median Housing Value	85,116	79,680	78,500
Per Capita Income in 1989	13,449	13,461	14,420
Median Household Income	30,111	27,540	30,056
Public Assistance Income in 1989			
Persons with Assistance	5,146	84,132	6,943,269
Persons without Assistance	123,307	1,287,753	85,050,313
Poverty Status, Income in 1989			
With Income Above Poverty Level	303,784	3,020,037	210,234,995
With Income Below Poverty Level	33,277	564,362	31,742,864
Dropouts, Persons 16-19 Years, Not HS Graduates and Not Enrolled in School			
In Households	2,087	29,438	1,528,412
In Group Quarters	19	919	77,082
At-Risk Pre-School Age Children			
Less than 4 years	817	17,651	951,559
4 to 5 years of age	361	7,913	431,465
At Risk School Age Children			
6 to 19 years of age	1,186	35,397	2,232,178
Total Children (3-19 Years, Not High School Graduate)			
Male	41,447	436,474	28,562,469
Female	39,202	407,048	26,763,165
Children by Urban/Rural Status			
Urban - Inside Urbanized Area	78,811	587,694	33,726,276
Urban - Outside Urbanized Area	0	131,295	6,563,128
Rural - Farm	16	1,621	892,513
Rural - Nonfarm	1,822	122,912	14,143,717
Children by Race/Ethnicity			
NonHispanic			
White	63,909	505,091	38,131,162
Black	1,506	29,731	8,174,313
American Indian, Eskimo, Aleut	1,892	68,460	553,604
Asian and Pacific Islander	1,270	12,011	1,714,600
Other Races	138	1,382	92,780
Hispanic	11,934	226,847	6,659,175
Children by Age			
Age 3 Years	5,636	57,922	3,656,737
Age 4 Years	5,430	58,538	3,682,236
Age 5 Years	5,632	58,022	3,686,738
Age 5 to 13 Years	48,503	490,267	32,007,392

Age 14 to 17 Years	17,737	192,866	13,061,288
In Households	17,659	190,270	12,914,917
In Group Quarters	78	2,596	146,371
Age 18 to 19 Years	3,343	43,929	2,917,981
Children by Household Type			
In Family Households			
Child (natural, adopted, step)	75,171	760,705	50,150,370
Other (e.g., householder, spouse)	4,416	68,917	4,389,525
In Nonfamily Households	931	9,592	483,176
In Group Quarters	131	4,308	302,563
Children by Poverty Status			
Income Above Poverty Level	69,616	648,713	44,568,994
Income Below Poverty Level	9,990	180,331	9,869,682
Children Enrolled in School	65,560	675,205	45,745,358
Male	33,728	349,250	23,574,082
Female	31,832	325,955	22,171,276
By Race/Ethnicity			
NonHispanic			
White	52,265	412,254	31,799,914
Black	1,229	23,759	6,732,276
American Indian, Eskimo, Aleut	1,553	54,712	449,369
Asian and Pacific Islander	1,149	9,916	1,457,709
Other Races	114	1,030	73,480
Hispanic	9,250	173,534	5,232,610
Children Enrolled in Public School	60,882	618,961	39,880,220
Male	31,384	320,433	20,594,707
Female	29,498	298,528	19,285,513
By Race/Ethnicity			
NonHispanic			
White	48,201	369,412	27,095,956
Black	1,159	22,540	6,265,423
American Indian, Eskimo, Aleut	1,494	51,681	424,747
Asian and Pacific Islander	1,044	8,971	1,239,862
Other Races	110	918	63,453
Hispanic	8,874	165,439	4,790,779
Administrative (Common Core of Data)			
Students	61,636	607,615	39,809,102
Teachers	2,755	32,134	2,319,127
Schools	63	1,026	81,637
Financial (Census of Governments)			
Total Revenue	249,055	2,892,838	209,434,632
Local Revenue	114,586	1,458,750	97,589,934
State Revenue	124,446	1,196,109	99,578,091
Federal Revenue	10,023	237,979	12,266,607
Total Expenditures	232,107	2,961,338	211,456,830
Current Expenditures	205,126	2,375,739	190,031,006
Instruction Expenditures	127,919	1,386,502	113,348,615
Support Expenditures	69,202	891,448	64,938,830

A.3.3. Profile 101

**** School District Data Book ****
 District Financial Profile (101)

Primary Area.....MESA UNIFIED SCHOOL DIST
 Comparison Area 1..ARIZONA
 Comparison Area 2..United States Total

	Primary Area	Area 1	Area 2
ST-CCD##:	04-04970	04-00000	00-00000
Students	67,483	607,615	
40,573,365			
Total Revenue per Student	\$ 3,691	4,793	
5,177			
Local Taxes per Student	1,168	1,751	
1,568			
Parent Govt Contribution/Student	0	0	
438			
State Revenue per Student	1,844	1,969	
2,446			
Federal Revenue per Student	149	392	
302			
Total Expenditure per Student	\$ 3,439	4,874	
5,280			
Current Spending per Student	3,040	3,910	
4,675			
Instructional Expenditure/Student	1,896	2,282	
2,785			
Support Services Spending/Student	1,025	1,467	
1,601			
TOTAL REVENUE BY SOURCE (000's)	\$ 249,055	2,912,469	
210,062,764			
Percent Local	46.01	50.76	
46.91			
Percent from Property Tax	31.65	36.53	
29.51			
Percent Parent Government	0.00	0.00	
8.47			
Percent Local Intergovernmental	6.09	4.14	
2.10			
Percent Charges	3.38	2.54	
2.89			
Percent State Sources	49.97	41.07	
47.25			
Percent Federal Sources	4.02	8.17	
5.84			
TOTAL EXPENDITURES (000's)	232,107	2,961,338	
214,215,801			
Percent Current Instruction Program	84.93	76.92	
83.07			
Percent Instruction	55.11	46.82	
52.75			
Percent Support Services	29.81	30.10	
30.31			

Percent Current Noninstructional	3.45	3.30
5.48		
Percent Capital Outlay	6.68	15.16
8.06		

A.3.4. Profile 102

**** School District Data Book ****
 District Financial Profile (102)

Primary Area.....MESA UNIFIED SCHOOL DIST
 Comparison Area 1..ARIZONA
 Comparison Area 2..United States Total

	Primary Area	Area 1	Area 2
ST-CCD##:	04-04970	04-00000	00-00000
Students	67,483	607,615	
40,573,365			
Total Revenue per Student	\$ 3,691	4,793	
5,177			
Local Taxes per Student	1,168	1,751	
1,568			
Parent Govt Contribution/Student	0	0	
438			
State Revenue per Student	1,844	1,969	
2,446			
Federal Revenue per Student	149	392	
302			
Total Expenditure per Student	\$ 3,439	4,874	
5,280			
Current Spending per Student	3,040	3,910	
4,675			
Instructional Expenditure/Student	1,896	2,282	
2,785			
Support Services Spending/Student	1,025	1,467	
1,601			
TOTAL REVENUE BY SOURCE (000's)	\$ 249,055	2,912,469	
210,062,764			
Total Local Revenue	114,586	1,478,381	
98,548,112			
Taxes	78,833	1,063,853	
63,071,397			
Property Tax	78,833	1,063,853	
61,991,641			
General Sales Tax	0	0	
480,610			
Income Tax	0	0	
531,492			
Public Utility Tax	0	0	
67,654			
Other Tax	0	0	
557,749			

Parent Government Contribution	0	0
17,789,644		
Local Intergovernmental	15,171	120,507
4,405,288		
Interschool Transfer	340	19,631
1,515,927		
Cities and Counties	14,831	100,876
2,889,361		
Charges	8,425	74,064
6,062,738		
School Lunch	5,425	48,142
3,425,419		
Tuition & Transportation	125	906
956,571		
Other Charges	2,875	25,016
1,680,748		
Interest Earnings	3,184	60,555
3,715,353		
Other	8,973	159,402
3,503,692		
Total State Revenue	124,446	1,196,109
99,248,045		
Direct from State	124,446	1,195,589
92,800,968		
State Revenue on Behalf of LEA	0	520
6,447,077		
Total Federal Aid	10,023	237,979
12,266,607		
Federal Aid Through State	8,066	159,551
10,923,599		
School Lunch	2,837	52,227
3,405,163		
All Other	5,229	107,324
7,518,436		
Direct Federal Aid	1,957	78,428
1,343,008		
TOTAL EXPENDITURES (000's)	232,107	2,961,338
214,215,801		
Current For Instructional Programs	197,121	2,277,950
177,944,675		
Instruction	127,919	1,386,502
113,005,845		
Direct Instruction	127,919	1,386,502
108,000,000		
Retirement Fund Transfer to LEA	0	0
470,718		
Expenditures on Behalf of LEA	0	0
4,535,127		
Support Services	69,202	891,448
64,938,830		
Pupil Support Services	0	0
6,487,772		
Instructional Staff Support Svc	0	0
5,607,468		
General Admin Support Services	5,157	96,291
4,602,537		

School Admin Support Services	0	0
9,098,041		
Other Support Services	33,746	420,393
32,882,439		
Support Services - NEC	30,299	374,764
6,260,573		
Noninstructional Current Spending	8,005	97,789
11,743,561		
Food Service	8,005	97,789
7,614,989		
Expenditures on Behalf of the LEA	0	0
88,767		
Other	0	0
4,039,805		
Capital Outlay Expenditure	15,511	449,070
17,275,179		
Equipment	5,272	65,269
4,828,022		
Construction	9,836	371,512
9,896,710		
Land and Existing Structures	403	12,289
2,550,447		
Payments to Other LEA's & Govts	0	0
3,749,350		
Interschool Transfer	0	0
3,101,741		
Payments to State Governments	8,005	97,789
11,743,561		
Payments to Local Governments	0	0
305,642		
Interest on Debt	11,470	136,529
3,503,036		
Long-Term Debt Issued	\$ 5,000	315,591
8,397,806		
Long-Term Debt Retired	15,305	164,352
4,215,116		
Long-Term Debt Outstanding, End Yr	166,372	1,951,236
52,004,222		
Short-Term Debt Outstanding, Beg Yr	0	0
2,680,489		
Assets at End of Year	48,893	768,867
41,767,465		
Sinking Fund	16,126	160,692
3,212,577		
Bond Fund	5,070	266,322
9,926,480		
Other	27,697	341,853
28,628,408		

A.3.5. Profile 105

**** School District Data Book ****
Administrative Profile - Summary (105)

Primary Area.....MESA UNIFIED SCHOOL DISTRICT
Comparison Area 1..ARIZONA

Comparison Area 2..United States Total

State and District Codes	Primary Area 04-04970	Area 1 04-00000	Area 2 00-
00000			
Number of Students	61,324	615,475	
39,858,731			
Percent Free Lunch Eligible	0.00	0.00	
8.47			
Percent Amer. Indian/Alaska Native	2.36	7.03	
0.86			
Percent Asian & Pacific Islander	1.60	1.55	
2.95			
Percent Hispanic	10.59	25.26	
10.58			
Percent Black, Not Hispanic	1.98	4.35	
14.55			
Percent White, Not Hispanic	89.73	68.19	
61.70			
in Schools by Enrollment Size			
Percent Under 100 Students	0.19	0.61	
0.89			
Percent 100 - 199 Students	0.00	1.37	
3.31			
Percent 200 - 299 Students	0.35	2.57	
6.24			
Percent 300 - 399 Students	0.55	5.52	
10.33			
Percent 400 - 499 Students	0.00	8.29	
12.47			
Percent 500 - 599 Students	0.96	13.25	
12.73			
Percent 600 - 699 Students	1.11	11.34	
10.89			
Percent 700 - 799 Students	10.01	11.44	
8.52			
Percent 800 - 999 Students	35.99	16.63	
11.48			
Percent 1,000 - 1,499 Students	27.09	11.88	
13.10			
Percent 1,500 or More Students	23.74	17.10	
10.05			
in Schools by Urban/Rural Category			
Percent Large Central City	0.00	23.82	
13.30			
Percent Mid-Size Central City	89.41	28.80	
16.63			
Percent Urban Fringe of Large City	10.59	13.74	
17.52			
Percent Urban Fringe of Midsz City	0.00	3.75	
11.97			
Percent Large Town	0.00	4.63	
2.34			
Percent Small Town	0.00	18.80	
21.68			

Percent Rural Territory	0.00	6.46
16.55		
in Schools by Type of School		
Percent Regular Schools	99.48	98.82
99.05		
Percent Special Education Schools	0.06	0.09
0.32		
Percent Vocational Schools	0.00	0.21
0.28		
Number of Schools	63	1,010
81,370		
Percent Regular	92.06	95.64
96.24		
Percent Special Education	3.17	1.29
1.56		
Percent Vocational	0.00	0.59
0.86		
by Urban/Rural Category		
Percent Large Central City	0.00	19.01
9.13		
Percent Mid-Size Central City	88.89	25.05
14.12		
Percent Urban Fringe of Large City	11.11	10.20
14.24		
Percent Urban Fringe of Midsz City	0.00	3.17
9.87		
Percent Large Town	0.00	3.86
2.20		
Percent Small Town	0.00	23.07
22.84		
Percent Rural Territory	0.00	15.64
27.58		
Number of Teachers	2,755	30,922
2,235,169		
in Schools by Urban/Rural Category		
Percent Large Central City	0.00	24.06
12.80		
Percent Mid-Size Central City	90.02	27.43
16.18		
Percent Urban Fringe of Large City	9.98	13.25
16.78		
Percent Urban Fringe of Midsz City	0.00	3.56
11.92		
Percent Large Town	0.00	4.48
2.27		
Percent Small Town	0.00	19.65
21.97		
Percent Rural Territory	0.00	7.55
18.05		

A.3.6. Profile 106

Primary Area.....MESA UNIFIED SCHOOL DISTRICT
 Comparison Area 1..ARIZONA
 Comparison Area 2..United States Total

	Primary Area	Area 1	Area 2
State and District Codes	04-04970	04-00000	00-
00000			
Total Population (100%) of District	340,097	4,869,347	
262,421,785			
Area of District (Square kilometers)	473	271,820	
8,848,435			
Number of Schools in CCD Schools Fil	63	1,010	
81,370			
Teachers (Full-Time Equivalence: FTE	2,755	30,922	
2,235,169			
Students Reported in Schools			
Total	61,324	615,475	
39,858,731			
Total - Free Lunch Eligible	0	0	
3,374,471			
American Indian & Alaska Native	1,449	43,246	
341,575			
Asian & Pacific Islander	984	9,511	
1,177,609			
Hispanic	6,497	155,458	
4,218,093			
Black, not Hispanic	1,212	26,760	
5,798,934			
White, not Hispanic	55,023	419,675	
24,591,250			
Number of Schools by Enrollment Size			
Less than 100	5	81	
6,842			
100 - 199	0	57	
8,754			
200 - 299	1	63	
9,893			
300 - 399	1	96	
11,773			
400 - 499	0	114	
11,082			
500 - 599	1	148	
9,271			
600 - 699	1	108	
6,718			
700 - 799	8	94	
4,548			
800 - 999	25	115	
5,163			
1,000 - 1,499	14	62	
4,379			
1,500 or More	7	53	
2,019			

Enrollment not reported	0	19
928		

Number of Students in Schools
by Enrollment Reported Size

Schools with less than 100 Student	119	3,784
353,299		
Schools with 100 - 199 Students	0	8,414
1,319,257		
Schools with 200 - 299 Students	217	15,834
2,486,460		
Schools with 300 - 399 Students	339	33,992
4,117,724		
Schools with 400 - 499 Students	0	51,025
4,971,946		
Schools with 500 - 599 Students	587	81,536
5,075,502		
Schools with 600 - 699 Students	682	69,779
4,340,413		
Schools with 700 - 799 Students	6,140	70,416
3,395,071		
Schools with 800 - 999 Students	22,069	102,329
4,574,390		
Schools with 1000 - 1499 Students	16,610	73,120
5,220,665		
Schools with 1500 or more Students	14,561	105,246
4,004,004		

Number of Schools by Type

Regular schools	58	966
78,313		
Special education schools	2	13
1,270		
Vocational schools	0	6
696		
Other/alternative schools	3	25
1,091		

Number of Students by Type of School

Regular Schools	61,003	608,196
39,481,695		
Special Ed Schools	37	584
126,659		
Vocational Schools	0	1,273
112,229		
Other/Alternative Schools	284	5,422
138,148		

Number of Schools

by Urban/Rural Category		
Large Central City	0	192
7,432		
Mid-Size Central City	56	253
11,493		
Urban Fringe of Large City	7	103
11,591		

Urban Fringe of Mid-Sized City	0	32
8,034		
Large Town	0	39
1,794		
Small Town	0	233
18,581		
Rural Territory	0	158
22,445		

Number of Students Reported in School
by Urban/Rural Category

Large Central City	0	146,613
5,301,358		
Mid-Size Central City	54,830	177,254
6,628,597		
Fringe of Large City	6,494	84,555
6,984,702		
Fringe of Med City	0	23,064
4,770,167		
Large Towns	0	28,519
932,990		
Small Towns	0	115,732
8,643,161		
Rural Territory	0	39,738
6,597,756		

Number of Teachers (FTE) in Schools
by Urban/Rural Category

Large Central City	0	7,441
286,171		
Mid-Size Central City	2,480	8,483
361,747		
Fringe of Large City	275	4,096
375,119		
Fringe of Med City	0	1,100
266,455		
Large Town	0	1,384
50,660		
Small Town	0	6,075
491,003		
Rural Territory	0	2,334
403,364		

Number of Schools

by Free Lunch Eligibility		
Less than 5 percent eligible	0	2
12,919		
5 - 9 percent eligible	0	0
3,936		
10 - 14 percent eligible	0	0
3,815		
15 - 19 percent eligible	0	0
3,139		
20 - 24 percent eligible	0	0
2,714		
25 - 39 percent eligible	0	0
5,307		

40 percent or more eligible	0	0
6,128		
With Eligible > Reported Students	0	0
72		
With Free Lunch or Students missin	63	1,008
43,340		
Number of Students in Schools		
by Free Lunch Eligibility		
Less than 5 percent eligible	0	153
6,223,087		
5 - 9 percent eligible	0	0
2,222,002		
10 - 14 percent eligible	0	0
1,894,107		
15 - 19 percent eligible	0	0
1,463,043		
20 - 24 percent eligible	0	0
1,188,958		
25 - 39 percent eligible	0	0
2,436,015		
40 percent or more eligible	0	0
2,698,487		
With Eligible > Reported Students	0	0
17,747		
With Free Lunch or Students missin	61,324	615,322
21,715,285		
Number of Teachers (FTE) in Schools		
by Free Lunch Eligibility		
Less than 5 percent eligible	0	2
362,447		
5 - 9 percent eligible	0	0
126,922		
10 - 14 percent eligible	0	0
108,721		
15 - 19 percent eligible	0	0
84,682		
20 - 24 percent eligible	0	0
68,563		
25 - 39 percent eligible	0	0
144,434		
40 percent or more eligible	0	0
164,646		
With Eligible > Reported Students	0	0
1,746		
With Free Lunch or Students missin	2,755	30,920
1,171,686		
Number of Students		
with Race/Ethnicity reported	65,165	654,644
36,125,497		
Number of Schools by Percent Black		
Less than 5 percent	61	742
43,557		

5 - 9 percent	1	144
5,986		
10 - 19 percent	0	62
6,219		
20 - 34 percent	0	14
5,798		
35 - 64 percent	0	5
5,596		
65 - 79 percent	0	2
1,422		
80 - 89 percent	0	1
801		
90 - 94 percent	0	0
539		
95 percent or more	0	0
1,841		
With percent Black missing	1	40
9,611		

Number of Students in Schools
by Percent Black

Less than 5 percent	59,653	454,366
19,292,869		
5 - 9 percent	920	93,566
3,608,595		
10 - 19 percent	0	44,474
3,900,924		
20 - 34 percent	0	7,808
3,498,637		
35 - 64 percent	0	2,499
3,223,606		
65 - 79 percent	0	821
783,391		
80 - 89 percent	0	560
474,547		
90 - 94 percent	0	0
312,804		
95 percent or more	0	0
1,043,781		
With percent Black missing	751	11,381
3,719,577		

Number of Teachers (FTE) in Schools
by Percent Black

Less than 5 percent	2,685	22,810
1,052,110		
5 - 9 percent	39	4,675
189,887		
10 - 19 percent	0	2,212
212,926		
20 - 34 percent	0	486
199,775		
35 - 64 percent	0	135
190,094		
65 - 79 percent	0	44
46,933		

80 - 89 percent	0	30
27,826		
90 - 94 percent	0	0
18,500		
95 percent or more	0	0
58,427		
With percent Black missing	31	502
237,651		

Number of Schools by Percent White

Less than 5 percent	1	76
4,405		
5 - 9 percent	0	24
1,185		
10 - 19 percent	0	44
2,013		
20 - 34 percent	0	60
3,222		
35 - 64 percent	3	222
10,819		
65 - 79 percent	13	169
8,707		
80 - 89 percent	29	178
8,868		
90 - 94 percent	12	150
8,274		
95 percent or more	4	47
24,266		
With percent White missing	1	40
9,611		

Number of Students in Schools
by Percent White

Less than 5 percent	28	36,177
2,902,567		
5 - 9 percent	0	13,122
766,152		
10 - 19 percent	0	24,507
1,245,613		
20 - 34 percent	0	31,675
1,952,829		
35 - 64 percent	1,790	139,763
6,206,199		
65 - 79 percent	13,025	105,317
4,865,521		
80 - 89 percent	29,612	128,425
4,787,254		
90 - 94 percent	12,706	103,452
4,169,100		
95 percent or more	3,412	21,656
9,243,919		
With percent White missing	751	11,381
3,719,577		

Number of Teachers (FTE) in Schools
by Percent White

Less than 5 percent	0	2,042
158,706		
5 - 9 percent	0	686
41,298		
10 - 19 percent	0	1,291
65,474		
20 - 34 percent	0	1,681
104,551		
35 - 64 percent	79	7,071
340,267		
65 - 79 percent	598	5,237
267,040		
80 - 89 percent	1,340	6,124
262,448		
90 - 94 percent	571	5,081
230,554		
95 percent or more	134	1,143
525,225		
With percent White missing	31	502
237,651		

Number of Schools by Percent Hispani

Less than 5 percent	13	199
51,104		
5 - 9 percent	27	166
5,565		
10 - 14 percent	11	110
2,931		
15 - 24 percent	9	157
3,553		
25 - 74 percent	2	268
6,687		
75 - 89 percent	0	49
1,029		
90 percent or more	0	21
890		
With percent Hispanic missing	1	40
9,611		

Number of Students by Percent Hispan

Less than 5 percent	11,535	116,120
23,533,129		
5 - 9 percent	27,812	120,381
3,088,956		
10 - 14 percent	12,250	77,039
1,738,172		
15 - 24 percent	7,225	95,881
2,189,155		
25 - 74 percent	1,751	158,322
4,193,390		
75 - 89 percent	0	23,854
721,814		
90 percent or more	0	12,497
674,538		
With percent Hispanic missing	751	11,381
3,719,577		

Number of Teachers (FTE)		
by Percent Hispanic		
Less than 5 percent	503	6,070
1,342,259		
5 - 9 percent	1,245	5,757
165,118		
10 - 14 percent	568	3,759
91,977		
15 - 24 percent	330	4,763
113,415		
25 - 74 percent	76	8,231
213,900		
75 - 89 percent	0	1,190
35,654		
90 percent or more	0	601
34,281		
With percent Hispanic missing	31	502
237,651		
Number of Schools		
by Percent Native American		
Less than 5 percent	51	788
68,546		
5 - 9 percent	7	61
1,157		
10 - 14 percent	3	21
514		
15 - 24 percent	0	21
536		
25 - 74 percent	0	27
660		
75 - 89 percent	0	4
72		
90 percent or more	1	48
274		
With percent Native American missi	1	40
9,611		
Number of Students		
by Percent Native American		
Less than 5 percent	53,377	509,160
35,063,391		
5 - 9 percent	4,627	35,596
486,667		
10 - 14 percent	2,541	10,642
181,539		
15 - 24 percent	0	12,950
169,834		
25 - 74 percent	0	13,216
169,726		
75 - 89 percent	0	599
12,653		
90 percent or more	28	21,931
55,344		
With percent Native American missi	751	11,381
3,719,577		

Number of Teachers (FTE)		
by Percent Native American		
Less than 5 percent	2,394	25,230
1,934,690		
5 - 9 percent	218	1,897
26,663		
10 - 14 percent	111	528
10,357		
15 - 24 percent	0	700
10,206		
25 - 74 percent	0	646
10,564		
75 - 89 percent	0	43
898		
90 percent or more	0	1,349
3,765		
With percent Native American missi	31	502
237,651		
Number of Schools		
by Percent Asian/Pacific Islander		
Less than 5 percent	62	948
63,543		
5 - 9 percent	0	21
4,236		
10 - 14 percent	0	1
1,668		
15 - 24 percent	0	0
1,231		
25 - 74 percent	0	0
937		
75 - 89 percent	0	0
115		
90 percent or more	0	0
29		
With percent missing	1	40
9,611		
Number of Students		
by Percent Asian/Pacific Islander		
Less than 5 percent	60,573	589,949
30,511,027		
5 - 9 percent	0	13,348
2,775,956		
10 - 14 percent	0	797
1,117,996		
15 - 24 percent	0	0
921,723		
25 - 74 percent	0	0
714,284		
75 - 89 percent	0	0
78,574		
90 percent or more	0	0
19,594		
With percent missing	751	11,381
3,719,577		

Number of Teachers (FTE)		
by Percent Asian/Pacific Islander		
Less than 5 percent	2,724	29,709
1,719,938		
5 - 9 percent	0	659
142,130		
10 - 14 percent	0	39
54,542		
15 - 24 percent	0	0
43,624		
25 - 74 percent	0	0
31,551		
75 - 89 percent	0	0
4,128		
90 percent or more	0	0
1,026		
With percent missing	31	502
237,651		

A.4. Accuracy of the Data

Approximately 70 percent of the subject matter tables contained in the 1990 Census school district special tabulation are directly derived from

the subject matter table specifications used in the 1990 Census Summary Tape File 3 released by the Census Bureau as a standard data product of the 1990 Census. As a result, much of the description regarding accuracy of the data, collection and processing procedures is the same for the special tabulation and the standard census products. To insure consistency, much of the information presented in sections A.4. and A.5.

are taken directly from the 1990 Census STF3 documentation.

The data contained in the SDDB are based on the 1990 census sample. The data are estimates of the actual figures that would have been obtained from a complete count. Estimates derived from a sample are expected to be different from the 100-percent figures because they are subject to sampling and nonsampling errors. Sampling error in data arises from the selection of persons and housing units to be included in the sample. Nonsampling error affects both sample and 100-percent data, and is introduced as a result of errors that may occur during the collection and processing phases of the census. Provided below is a detailed discussion of both types of errors and a description of the estimation procedures.

A.4.1. Sample Design

Every person and housing unit in the United States was asked certain basic demographic and housing questions (for example, race, age, marital status, housing value, or rent). A sample of these persons and housing units was asked more detailed questions about such items as income, occupation, and housing costs in addition to the basic demographic and housing information. The primary sampling unit for the 1990 census was the housing unit, including all occupants. For persons living in group quarters, the sampling unit was the person. Persons in group quarters were sampled at a 1-in-6 rate.

The sample designation method depended on the data collection procedures. Approximately 95 percent of the population was enumerated by the mailback procedure. In these areas, the Bureau of the Census either purchased a commercial mailing list, which was updated by the United States Postal Service and Census Bureau field staff, or prepared a mailing list by canvassing and listing each address in the area prior to Census Day. These lists were computerized and the appropriate units were electronically designated as sample units. The questionnaires were either mailed or hand-delivered to the addresses with instructions to complete and mail back the form.

Housing units in governmental units with a precensus (1988) estimated population of fewer than 2,500 persons were sampled at 1-in-2. Governmental units were defined for sampling purposes as all incorporated places, all counties, all county equivalents such as parishes in Louisiana, and all minor civil divisions in Connecticut, Maine, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and Wisconsin. Housing units in census tracts and block numbering areas (BNA's) with a precensus housing unit count below 2,000 housing units were sampled at 1-in-6 for those portions not in small governmental units (governmental units with a population less than 2,500). Housing units within census tracts and BNA's with 2,000 or more housing units were sampled at 1-in-8 for those portions not in small governmental units.

In list/enumerate areas (about 5 percent of the population), each enumerator was given a blank address register with designated sample lines. Beginning about Census Day, the enumerator systematically canvassed an assigned area and listed all housing units in the address register in the order they were encountered. Completed questionnaires, including sample information for any housing unit listed on a designated sample line, were collected. For all governmental units with fewer than 2,500 persons in list/enumerate areas, a 1-in-2 sampling rate was used. All other list/enumerate areas were sampled at 1-in-6.

Housing units in American Indian reservations, tribal jurisdiction statistical areas, and Alaska Native villages were sampled according to the same criteria as other governmental units, except the sampling rates were based on the size of the American Indian and Alaska Native population in those areas as measured in the 1980 census. Trust lands were sampled at the same rate as their associated American Indian reservations. Census designated places in Hawaii were sampled at the same rate as governmental units because the Census Bureau does not recognize incorporated places in Hawaii.

The purpose of using variable sampling rates was to provide relatively more reliable estimates for small areas and decrease respondent burden in more densely populated areas while maintaining data reliability. When all sampling rates were taken into account across the Nation, approximately one out of every six housing units in the Nation was included in the 1990 census sample.

A.4.2. Confidentiality

To maintain the confidentiality required by law (Title 13, United States Code), the Bureau of the Census applies a confidentiality edit to the 1990 census data to assure that published data do not disclose

information about specific individuals, households, or housing units. As a result, a small amount of uncertainty is introduced into the estimates of census characteristics. The sample itself provides adequate protection for most areas for which sample data are published since the resulting data are estimates of the actual counts; however, small areas require more protection. The edit is controlled so that the basic structure of the data is preserved.

The confidentiality edit is implemented by selecting a small subset of individual households from the internal sample data files and blanking a subset of the data items on these household records. Responses to those data items were then imputed using the same imputation procedures that were used for nonresponse. A larger subset of households is selected for the confidentiality edit for small areas to provide greater protection for these areas. The editing process is implemented in such a way that the quality and usefulness of the data were preserved.

A.4.3. Errors in the Data

Since statistics in this data product are based on a sample, they may differ somewhat from 100-percent figures that would have been obtained if all housing units, persons within those housing units, and persons living in group quarters had been enumerated using the same questionnaires, instructions, enumerators, etc. The sample estimate also would differ from other samples of housing units, persons within those housing units, and persons living in group quarters. The deviation of a sample estimate from the average of all possible samples is called the sampling error. The standard error of a sample estimate is a measure of the variation among the estimates from all the possible samples and thus is a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples. The sample estimate and its estimated standard error permit the construction of interval estimates with prescribed confidence that the interval includes the average result of all possible samples. Described below is the method of calculating standard errors and confidence intervals for the data in this product.

In addition to the variability which arises from the sampling procedures, both sample data and 100-percent data are subject to nonsampling error. Nonsampling error may be introduced during any of the various complex operations used to collect and process census data. For example, operations such as editing, reviewing, or handling questionnaires may introduce error into the data. A detailed discussion of the sources of nonsampling error is given in the section on "Control of Nonsampling Error" in this appendix.

Nonsampling error may affect the data in two ways. Errors that are introduced randomly will increase the variability of the data and should therefore be reflected in the standard error. Errors that tend to be consistent in one direction will make both sample and 100-percent data biased in that direction. For example, if respondents consistently tend to under-report their income, then the resulting counts of households or families by income category will tend to be understated for the higher income categories and overstated for the lower income categories. Such biases are not reflected in the standard error.

A.4.4. Calculation of Standard Errors

Totals and Percentages--Tables A through C in this appendix contain the information necessary to calculate the standard errors of sample estimates in this data product. To calculate the standard error, it is necessary to know the basic standard error for the characteristic (given in table A or B) that would result under a simple random sample design (of persons, households, or housing units) and estimation technique; the design factor for the particular characteristic estimated (given in table C); and the number of persons or housing units in the tabulation area and the percent of these in the sample.

The steps given below should be used to calculate the standard error of an estimate of a total or a percentage contained in this product. A percentage is defined here as a ratio of a numerator to a denominator where the numerator is a subset of the denominator. For example, the proportion of Black teachers is the ratio of Black teachers to all teachers.

1. Obtain the standard error from table A or B (or use the formula given below the table) for the estimated total or percentage, respectively.
2. Find the geographic area to which the estimate applies in the appropriate percent-in-sample table or appropriate matrix, and obtain the person or housing unit "percent-in-sample" figure for this area. Use the person "percent-in-sample" figure for person and family characteristics. Use the housing unit "percent-in-sample" figure for housing unit characteristics.
3. Use table C to obtain the design factor for the characteristic (for example, employment status, school enrollment) and the range that contains the percent-in-sample with which you are working. Multiply the basic standard error by this factor.

The unadjusted standard errors of zero estimates or of very small estimated totals or percentages will approach zero. This is also the case for very large percentages or estimated totals that are close to the size of the tabulation areas to which they correspond. Nevertheless, these estimated totals and percentages still are subject to sampling and nonsampling variability, and an estimated standard error of zero (or a very small standard error) is not appropriate. For estimated percentages that are less than 2 or greater than 98, use the basic standard errors in table B that appear in the "2 or 98" row. For an estimated total that is less than 50 or within 50 of the total size of the tabulation area, use a basic standard error of 16.

An illustration of the use of the tables is given in the section entitled "Use of Tables to Compute Standard Errors."

Sums and Differences--The standard errors estimated from these tables are not directly applicable to sums of and differences between two sample estimates. To estimate the standard error of a sum or difference, the tables are to be used somewhat differently in the

following three situations:

1. For the sum of or difference between a sample estimate and a 100-percent value, use the standard error of the sample estimate. The complete count value is not subject to sampling error.
2. For the sum of or difference between two sample estimates, the appropriate standard error is approximately the square root of the sum of the two individual standard errors squared;

This method, however, will underestimate (overestimate) the standard error if the two items in a sum are highly positively (negatively) correlated or if the two items in a difference are highly negatively (positively) correlated. This method may also be used for the difference between (or sum of) sample estimates from two censuses or from a census sample and another survey. The standard error for estimates not based on the 1990 census sample must be obtained from an appropriate source outside of this appendix.

For the differences between two estimates, one of which is a subclass of the other, use the tables directly where the calculated difference is the estimate of interest. For example, to determine the estimate of non-Black teachers, one may subtract the estimate of Black teachers from the estimate of total teachers. To determine the standard error of the estimate of non-Black teachers apply the above formula directly.

Ratios--Frequently, the statistic of interest is the ratio of two variables, where the numerator is not a subset of the denominator. For example, the ratio of teachers to students in public elementary schools. The standard error of the ratio between two sample estimates is estimated as follows:

1. If the ratio is a proportion, then follow the procedure outlined for "Totals and Percentages."
2. If the ratio is not a proportion, then approximate the standard error.

Medians--For the standard error of the median of a characteristic, it is necessary to examine the distribution from which the median is derived, as the size of the base and the distribution itself affect the standard error. An approximate method is given here. As the first step, compute one-half of the number on which the median is based (refer to this result as $N/2$). Treat $N/2$ as if it were an ordinary estimate and obtain its standard error as instructed above. Compute the desired confidence interval about $N/2$. Starting with the lowest value of the characteristic, cumulate the frequencies in each category of the characteristic until the sum equals or first exceeds the lower limit of the confidence interval about $N/2$. By linear interpolation, obtain a value of the characteristic corresponding to this sum. This is the lower limit of the confidence interval of the median. In a similar manner, continue cumulating frequencies until the sum equals or exceeds the count in excess of the upper limit of the interval about $N/2$. Interpolate as before to obtain the upper limit of

the confidence interval for the estimated median.

When interpolation is required in the upper open-ended interval of a distribution to obtain a confidence bound, use 1.5 times the lower limit of the open-ended confidence interval as the upper limit of the open-ended interval.

Confidence Intervals

A sample estimate and its estimated standard error may be used to construct confidence intervals about the estimate. These intervals are ranges that will contain the average value of the estimated characteristic that results over all possible samples, with a known probability. For example, if all possible samples that could result under the 1990 census sample design were independently selected and surveyed under the same conditions, and if the estimate and its estimated standard error were calculated for each of these samples, then:

1. Approximately 68 percent of the intervals from one estimated standard error below the estimate to one estimated standard error above the estimate would contain the average result from all possible samples;
2. Approximately 90 percent of the intervals from 1.645 times the estimated standard error below the estimate to 1.645 times the estimated standard error above the estimate would contain the average result from all possible samples.
3. Approximately 95 percent of the intervals from two estimated standard errors below the estimate to two estimated standard errors above the estimate would contain the average result from all possible samples.

The intervals are referred to as 68 percent, 90 percent, and 95 percent confidence intervals, respectively.

The average value of the estimated characteristic that could be derived from all possible samples is or is not contained in any particular computed interval. Thus, we cannot make the statement that the average value has a certain probability of falling between the limits of the calculated confidence interval. Rather, one can say with a specified probability of confidence that the calculated confidence interval includes the average estimate from all possible samples (approximately the 100-percent value).

Confidence intervals also may be constructed for the ratio, sum of, or difference between two sample figures. This is done by first computing the ratio, sum, or difference, then obtaining the standard error of the ratio, sum, or difference (using the formulas given earlier), and finally forming a confidence interval for this estimated ratio, sum, or difference as above. One can then say with specified confidence that this interval includes the ratio, sum, or difference that would have been obtained by averaging the results from all possible samples.

The estimated standard errors given in this appendix do not include all portions of the variability due to nonsampling error that may be present in the data. The standard errors reflect the effect of simple response variance, but not the effect of correlated errors introduced by enumerators, coders, or other field or processing personnel. Thus, the standard errors calculated represent a lower bound of the total error. As a result, confidence intervals formed using these estimated standard errors may not meet the stated levels of confidence (i.e., 68, 90, or 95 percent). Thus, some care must be exercised in the interpretation of the data in this data product based on the estimated standard errors.

A standard sampling theory text should be helpful if the user needs more information about confidence intervals and non sampling errors.

Use of Tables to Compute Standard Errors

The following is a hypothetical example of how to compute a standard error of a total and a percentage. Suppose a particular data table shows that for City A 9,948 persons out of all 15,888 persons age 16 years and over were in the civilian labor force. The percent-in-sample table lists City A with a percent-in-sample of 16.0 percent (Persons column). The column in table C which includes 16.0 percent-in-sample shows the design factor to be 1.1 for "Employment status."

The basic standard error for the estimated total 9,948 may be obtained from table A or from the formula given below table A. In order to avoid interpolation, the use of the formula will be demonstrated here. Suppose that the total population of City A was 21,220.

The standard error of the estimated 9,948 persons 16 years and over who were in the civilian labor force is found by multiplying the basic standard error 163 by the design factor, 1.1 from table C. This yields an estimated standard error of 179 for the total number of persons 16 years and over in City A who were in the civilian labor force.

The estimated percent of persons 16 years and over who were in the civilian labor force in City A is 62.6. From table B, the unadjusted standard error is found to be approximately 0.85 percentage points. The standard error for the estimated 62.6 percent of persons 16 years and over who were in the civilian labor force is $0.85 \times 1.1 = 0.94$ percentage points.

A note of caution concerning numerical values is necessary. Standard errors of percentages derived in this manner are approximate. Calculations can be expressed to several decimal places, but to do so would indicate more precision in the data than is justifiable. Final results should contain no more than two decimal places when the estimated standard error is one percentage point (i.e., 1.00) or more.

In the previous example, the standard error of the 9,948 persons 16 years and over in City A who were in the civilian labor force was found to be 179. The interval is 9,654 to 10,242

One can say, with about 90 percent confidence, that this interval includes the value that would have been obtained by averaging the

results from all possible samples.

The following is an illustration of the calculation of standard errors and confidence intervals when a difference between two sample estimates is obtained. For example, suppose the number of persons in City B age 16 years and over who were in the civilian labor force was 9,314 and the total number of persons 16 years and over was 16,666. Further suppose the population of City B was 25,225. Thus, the estimated percentage of persons 16 years and over who were in the civilian labor force is 55.9 percent. The unadjusted standard error determined using the formula provided at the bottom of table B is 0.86 percentage points. We find that City B had a percent-in-sample of 15.7. The range which includes 15.7 percent-in-sample in table C shows the design factor to be 1.1 for "Employment Status." Thus, the approximate standard error of the percentage (55.9 percent) is $0.86 \times 1.1 = 0.95$ percentage points.

Now suppose that one wished to obtain the standard error of the difference between City A and City B of the percentages of persons who were 16 years and over and who were in the civilian labor force. The difference in the percentages of interest for the two cities is:

$$62.6 - 55.9 = 6.7 \text{ percent.}$$

Using the results of the previous example:

$$1.34 \text{ percentage points}$$

The 90 percent confidence interval for the difference is formed as before:

$$4.50 \text{ to } 8.90$$

One can say with 90 percent confidence that the interval includes the difference that would have been obtained by averaging the results from all possible samples.

For reasonably large samples, ratio estimates are normally distributed, particularly for the census population. Therefore, if we can calculate the standard error of a ratio estimate then we can form a confidence interval around the ratio. Suppose that one wished to obtain the standard error of the ratio of the estimate of persons who were 16 years and over and who were in the civilian labor force in City A to the estimate of persons who were 16 years and over and who were in the civilian labor force in City B. The ratio of the two estimates of interest is:

$$\begin{aligned} 9948/9314 &= 1.07 \\ &= .029 \end{aligned}$$

Using the results above, the 90 percent confidence interval for this ratio would be:

$$1.02 \text{ to } 1.12$$

A.4.5. Estimation Procedure

The estimates which appear in this publication were obtained from an iterative ratio estimation procedure (iterative proportional fitting) resulting in the assignment of a weight to each sample person or housing unit record. For any given tabulation area, a characteristic total was estimated by summing the weights assigned to the persons or housing units possessing the characteristic in the tabulation area. Estimates of family or household characteristics were based on the weight assigned to the family member designated as householder. Each sample person or housing unit record was assigned exactly one weight to be used to produce estimates of all characteristics. For example, if the weight given to a sample person or housing unit had the value 6, all characteristics of that person or housing unit would be tabulated with the weight of 6. The estimation procedure, however, did assign weights varying from person to person or housing unit to housing unit. The estimation procedure used to assign the weights was performed in geographically defined "weighting areas." Weighting areas generally were formed of contiguous geographic units which agreed closely with census tabulation areas within counties. Weighting areas were required to have a minimum sample of 400 persons. Weighting areas never crossed State or county boundaries. In small counties with a sample count below 400 persons, the minimum required sample condition was relaxed to permit the entire county to become a weighting area.

Within a weighting area, the ratio estimation procedure for persons was performed in four stages. For persons, the first stage applied 17 household-type groups. The second stage used two groups: sampling rate of 1-in-2; sampling rate less than 1-in-2. The third stage used the dichotomy householders/non householders. The fourth stage applied 180 aggregate age-sex-race-Hispanic origin categories. The stages were as follows:

PERSONS

STAGE I: TYPE OF HOUSEHOLD

Group	Persons in Housing Units With a Family With Own Children Under 18
1	2 persons in housing unit
2	3 persons in housing unit
3	4 persons in housing unit
4	5 to 7 persons in housing unit
5	8 or more persons in housing unit
	Persons in Housing Units With a Family Without Own Children Under 18
6- 10	2 through 8 or more persons in housing unit
	Persons in All Other Housing Units
11	1 person in housing unit
12-16	2 through 8 or more persons in housing unit
	Persons in Group Quarters
17	Persons in Group Quarters

STAGE II: SAMPLING RATES

- 1 Sampling rate of 1-in-2
- 2 Sampling rate less than 1-in-2

STAGE III: HOUSEHOLDER/NON HOUSEHOLDER

- 1 Householder
- 2 Non householder

STAGE IV: AGE/SEX/RACE/HISPANIC ORIGIN

- Group White
- Persons of Hispanic Origin
 - Male
 - 1 0 to 4 years
 - 2 5 to 14 years
 - 3 15 to 19 years
 - 4 20 to 24 years
 - 5 25 to 34 years
 - 6 35 to 54 years
 - 7 55 to 64 years
 - 8 65 to 74 years
 - 9 75 years and over
- Female
- 10-18 Same age categories as groups 1 through 9.
- Persons Not of Hispanic Origin
- 19-36 Same sex and age categories as groups 1 through 18.
- Black
- 37-72 Same age/sex/Hispanic origin categories as groups 1 through 36.
- Asian or Pacific Islander
- 73-108 Same age/sex/Hispanic origin categories as groups 1 through 36.
- American Indian, Eskimo, or Aleut
- 109-144 Same age/sex/Hispanic origin categories as groups 1 through 36.
- Other Race (includes those races not listed above)
- 145-180 Same age/sex/Hispanic origin categories as groups 1 through 36.

Within a weighting area, the first step in the estimation procedure was to assign an initial weight to each sample person record. This weight was approximately equal to the inverse of the probability of selecting a person for the census sample.

The next step in the estimation procedure, prior to iterative proportional fitting, was to combine categories in each of the four estimation stages, when needed to increase the reliability of the ratio estimation procedure. For each stage, any group that did not meet certain criteria for the unweighed sample count or for the ratio of the 100-percent to the initially weighted sample count, was combined,

or collapsed, with another group in the same stage according to a specified collapsing pattern. At the fourth stage, an additional criterion concerning the number of complete count persons in each race/Hispanic origin category was applied.

As the final step, the initial weights underwent four stages of ratio adjustment applying the grouping procedures described above. At the first stage, the ratio of the complete census count to the sum of the initial weights for each sample person was computed for each stage I group. The initial weight assigned to each person in a group was then multiplied by the stage I group ratio to produce an adjusted weight.

In stage II, the stage I adjusted weights were again adjusted by the ratio of the complete census count to the sum of the stage I weights for sample persons in each stage II group. Next, at stage III, the stage II weights were adjusted by the ratio of the complete census count to the sum of the stage II weights for sample persons in each stage III group. Finally, at stage IV, the stage III weights were adjusted by the ratio of the complete census count to the sum of the stage III weights for sample persons in each stage IV group. The four stages of ratio adjustment were performed two times (two iterations) in the order given above. The weights obtained from the second iteration for stage IV were assigned to the sample person records. However, to avoid complications in rounding for tabulated data, only whole number weights were assigned. For example, if the final weight of the persons in a particular group was 7.25 then 1/4 of the sample persons in this group were randomly assigned a weight of 8, while the remaining 3/4 received a weight of 7.

The ratio estimation procedure for housing units was essentially the same as that for persons, except that vacant units were treated differently. The occupied housing unit ratio estimation procedure was done in four stages, and the vacant housing unit ratio estimation procedure was done in a single stage. The first stage for occupied housing units applied 16 household type categories, while the second stage used the two sampling categories described above for persons. The third stage applied three units-in-structure categories; i.e. single units, multi-unit less than 10 and multi-unit 10 or more. The fourth stage could potentially use 200 tenure-race-Hispanic origin-value/rent groups. The stages for ratio estimation for housing units were as follows:

OCCUPIED HOUSING UNITS

STAGE I: TYPE OF HOUSEHOLD

Group	Housing Units With a Family With Own Children Under 18
1	2 persons in housing unit
2	3 persons in housing unit
3	4 persons in housing unit
4	5 to 7 persons in housing unit
5	8 or more persons in housing unit
	Housing Units With a Family Without Own Children Under 18
6-10	2 through 8 or more persons in housing unit

All Other Housing Units

- 11 1 person in housing unit
- 12-16 2 through 8 or more persons in housing unit

STAGE II: SAMPLING RATE CATEGORY

- 1 Sampling rate of 1-in-2
- 2 Sampling rate less than 1-in-2

STAGE III: UNITS IN STRUCTURE

- 1 Single unit structure
- 2 Multi-unit structure consisting of fewer than 10 individual units
- 3 Multi-unit structure consisting of 10 or more individual units

STAGE IV: TENURE/RACE AND HISPANIC ORIGIN OF HOUSEHOLDER/VALUE OR RENT

- Group Owner
 - White Householder
 - Householder of Hispanic Origin
 - Value
 - 1 Less than \$20,000
 - 2 \$20,000 to \$39,999
 - 3 \$40,000 to \$59,999
 - 4 \$60,000 to \$79,999
 - 5 \$80,000 to \$99,999
 - 6 \$100,000 to \$149,999
 - 7 \$150,000 to \$249,999
 - 8 \$250,000 to \$299,999
 - 9 \$300,000 or more
 - 10 Other1/
 - Householder Not of Hispanic Origin
 - 11-20 Same value categories as groups 1 through 10
 - Black Householder
 - 21-40 Same Hispanic origin/value categories as groups 1 through 20
 - Asian or Pacific Islander Householder
 - 41-60 Same Hispanic origin/value categories as groups 1 through 20
 - American Indian, Eskimo, or Aleut Householder
 - 61-80 Same Hispanic origin/value categories as groups 1 through 20
 - 20
 - Householder of Other Race
 - 81-100 Same Hispanic origin/value categories as groups 1 through 20
- Renter
 - White Householder
 - Householder of Hispanic origin

	Rent
101	Less than \$100
102	\$100 to \$199
103	\$200 to \$299
104	\$300 to \$399
105	\$400 to \$499
106	\$500 to \$599
107	\$600 to \$749
108	\$750 to \$999
109	\$1,000 or more
110	No cash rent
	Householder Not of Hispanic Origin
111-120	Same rent categories as groups 101 through 110
	Black Householder
121-140	Same Hispanic origin/rent categories as groups 101 through 120
	Asian or Pacific Islander House holder
141-160	Same Hispanic origin/rent categories as groups 101 through 120
	American Indian, Eskimo, or Aleut Householder
161-180	Same Hispanic origin/rent categories as groups 101 through 120
	Householder of Other Race
181-200	Same Hispanic origin/rent categories as groups 101 through 120
	Vacant Housing Units
1	Vacant for rent
2	Vacant for sale
3	Other vacant

(1) Value of units in this category results from other factors besides housing value alone, for example, inclusion of more than 10 acres of land, or presence of a business establishment on the premises.

The estimates produced by this procedure realize some of the gains in sampling efficiency that would have resulted if the population had been stratified into the ratio estimation groups before sampling, and if the sampling rate had been applied independently to each group. The net effect is a reduction in both the standard error and the possible bias of most estimated characteristics to levels below what would have resulted from simply using the initial, unadjusted weight. A by-product of this estimation procedure is that the estimates from the sample will, for the most part, be consistent with the complete count figures for the population and housing unit groups used in the estimation procedure.

Control of Non sampling Error

As mentioned earlier, both sample and 100-percent data are subject to non sampling error. This component of error could introduce serious

bias into the data, and the total error could increase dramatically over that which would result purely from sampling. While it is impossible to completely eliminate nonsampling error from an operation as large and complex as the decennial census, the Bureau of the Census attempted to control the sources of such error during the collection and processing operations. Described below are the primary sources of nonsampling error and the programs instituted for control of this error. The success of these programs, however, was contingent upon how well the instructions actually were carried out during the census. As part of the 1990 census evaluation program, both the effects of these programs and the amount of error remaining after their application will be evaluated.

Undercoverage--It is possible for some households or persons to be missed entirely by the census. The undercoverage of persons and housing units can introduce biases into the data.

Several coverage improvement programs were implemented during the development of the census address list and census enumeration and processing to minimize undercoverage of the population and housing units. These programs were developed based on experience from the 1980 census and results from the 1990 census testing cycle. In developing and updating the census address list, the Census Bureau used a variety of specialized procedures in different parts of the country.

In the large urban areas, the Census Bureau purchased and geocoded address lists. Concurrent with geocoding, the United States Postal Service (USPS) reviewed and updated this list. After the postal check, census enumerators conducted a dependent canvass and update operation. In the fall of 1989, local officials were given the opportunity to examine block counts of address listings (local review) and identify possible errors. Prior to mailout, the USPS conducted a final review.

In small cities, suburban areas, and selected rural parts of the country, the Census Bureau created the address list through a listing operation. The USPS reviewed and updated this list, and the Census Bureau reconciled USPS corrections and updated through a field operation. In the fall of 1989, local officials participated in reviewing block counts of address listings. Prior to mailout, the USPS conducted a final review.

The Census Bureau (rather than the USPS) conducted a listing operation in the fall of 1989 and delivered census questionnaires in selected rural and seasonal housing areas in March of 1990. In some inner-city public housing developments, whose addresses had been obtained via the purchased address list noted above, census questionnaires were also delivered by Census Bureau enumerators.

Coverage improvement programs continued during and after mailout. A recheck of units initially classified as vacant or nonexistent improved further the coverage of persons and housing units. All local officials were given the opportunity to participate in a post-census local review, and census enumerators conducted an additional recanvass. In addition, efforts were made to improve the coverage of unique population groups, such as the homeless and parolees/probationers. Computer and clerical edits and telephone and personal visit followup also contributed to improved coverage.

More extensive discussion of the programs implemented to improve coverage will be published by the Census Bureau when the evaluation of the coverage improvement program is completed.

Respondent and Enumerator Error--The person answering the questionnaire or responding to the questions posed by an enumerator could serve as a source of error, although the questions were phrased as clearly as possible based on precensus tests, and detailed instructions for completing the questionnaire were provided to each household. In addition, respondents' answers were edited for completeness and consistency, and problems were followed up as necessary.

The enumerator may misinterpret or otherwise incorrectly record information given by a respondent; may fail to collect some of the information for a person or household; or may collect data for households that were not designated as part of the sample. To control these problems, the work of enumerators was monitored carefully. Field staff were prepared for their tasks by using standardized training packages that included hands-on experience in using census materials. A sample of the households interviewed by enumerators for nonresponse were reinterviewed to control for the possibility of data for fabricated persons being submitted by enumerators. Also, the estimation procedure was designed to control for biases that would result from the collection of data from households not designated for the sample.

Processing Error--The many phases involved in processing the census data represent potential sources for the introduction of nonsampling error. The processing of the census questionnaires includes the field editing, followup, and transmittal of completed questionnaires; the manual coding of write-in responses; and the electronic data processing. The various field, coding and computer operations undergo a number of quality control checks to insure their accurate application.

Nonresponse--Nonresponse to particular questions on the census questionnaire allows for the introduction of bias into the data, since the characteristics of the nonrespondents have not been observed and may differ from those reported by respondents. As a result, any imputation procedure using respondent data may not completely reflect this difference either at the elemental level (individual person or housing unit) or on the average. Some protection against the introduction of large biases is afforded by minimizing nonresponse. In the census, nonresponse was reduced substantially during the field operations by the various edit and followup operations aimed at obtaining a response for every question. Characteristics for the nonresponses remaining after this operation were imputed by the computer by using reported data for a person or housing unit with similar characteristics.

EDITING OF UNACCEPTABLE DATA

The objective of the processing operation is to produce a set of data that describes the population as accurately and clearly as possible. To meet this objective, questionnaires were edited during field data collection operations for consistency, completeness, and

acceptability. Questionnaires also were reviewed by census clerks for omissions, certain specific inconsistencies, and population coverage. For example, write-in entries such as "Don't know" or "NA" were considered unacceptable. For some district offices, the initial edit was automated; however, for the majority of the district offices, it was performed by clerks. As a result of this operation, a telephone or personal visit followup was made to obtain missing information. Potential coverage errors were included in the followup, as well as a sample of questionnaires with omissions and/or inconsistencies.

Subsequent to field operations, remaining incomplete or inconsistent information on the questionnaires was assigned using imputation procedures during the final automated edit of the collected data. Imputations, or computer assignments of acceptable codes in place of unacceptable entries or blanks, are needed most often when an entry for a given item is lacking or when the information reported for a person or housing unit on that item is inconsistent with other information for that same person or housing unit. As in previous censuses, the general procedure for changing unacceptable entries was to assign an entry for a person or housing unit that was consistent with entries for persons or housing units with similar characteristics. The assignment of acceptable codes in place of blanks or unacceptable entries enhances the usefulness of the data.

Another way in which corrections were made during the computer editing process was through substitution; that is, the assignment of a full set of characteristics for a person or housing unit. When there was an indication that a housing unit was occupied but the questionnaire contained no information for the people within the household or the occupants were not listed on the questionnaire, a previously accepted household was selected as a substitute, and the full set of characteristics for the substitute was duplicated. The assignment of the full set of housing characteristics occurred when there was no housing information available. If the housing unit was determined to be occupied, the housing characteristics were assigned from a previously processed occupied unit. If the housing unit was vacant, the housing characteristics were assigned from a previously processed vacant unit.

Table A. Unadjusted Standard Error for Estimated Totals

\[Based on a 1-in-6 simple random sample\]

Estimated Total 1/	Size of publication area 2/							
	500	1,000	2,500	5,000	10,000	25,000	50,000	100,000
50	16	16	16	16	16	16	16	16
100	20	21	22	22	22	22	22	22
250	25	30	35	35	35	35	35	35
500	-	35	45	45	50	50	50	50
1,000	-	-	55	65	65	70	70	70
2,500	-	-	-	80	95	110	110	110
5,000	-	-	-	-	110	140	150	150

10,000	-	-	-	-	-	170	200	210
15,000	-	-	-	-	-	170	230	250
25,000	-	-	-	-	-	-	250	310
75,000	-	-	-	-	-	-	-	310
100,000	-	-	-	-	-	-	-	-
250,000	-	-	-	-	-	-	-	-
500,000	-	-	-	-	-	-	-	-
1,000,000	-	-	-	-	-	-	-	-
5,000,000	-	-	-	-	-	-	-	-
10,000,000	-	-	-	-	-	-	-	-

--

Estimated
Total 1/

	250,000	500,000	1,000,000	5,000,000	10,000,000	
25,000,000						
50	16	16	16	16	16	
16						
100	22	22	22	22	22	
22						
250	35	35	35	35	35	
35						
500	50	50	50	50	50	
50						
1,000	70	70	70	70	70	
70						
2,500	110	110	110	110	110	
110						
5,000	160	160	160	160	160	
160						
10,000	220	220	220	220	220	
220						
15,000	270	270	270	270	270	
270						
25,000	340	350	350	350	350	
350						
75,000	510	570	590	610	610	
610						
100,000	550	630	670	700	700	
710						
250,000	-	790	970	1 090	1 100	1
100						
500,000	-	-	1 120	1 500	1 540	1
570						
1,000,000	-	-	-	2 000	2 120	2
190						
5,000,000	-	-	-	-	3 540	4
470						
10,000,000	-	-	-	-	-	5
480						

(1) For estimated totals larger than 10,000,000, the standard error is somewhat larger than the table values.

(2) The total count of persons in the area if the estimated total is a

person characteristic, or the total count of housing units in the area

if the estimated total is a housing unit characteristic.

Table B. Unadjusted Standard Error in Percentage Points for Estimated Percentage

Based on a 1-in-6 simple random sample

Base of percentagel/ Estimated Percentage	500	750	1,000	1,500	2,500	5,000	7,500
10,000							
2 or 98	1.4	1.1	1.0	0.8	0.6	0.4	0.4
0.3							
5 or 95	2.2	1.8	1.5	1.3	1.0	0.7	0.6
0.5							
10 or 90	3.0	2.4	2.1	1.7	1.3	0.9	0.8
0.7							
15 or 85	3.6	2.9	2.5	2.1	1.6	1.1	0.9
0.8							
20 or 80	4.0	3.3	2.8	2.3	1.8	1.3	1.0
0.9							
25 or 75	4.3	3.5	3.1	2.5	1.9	1.4	1.1
1.0							
30 or 70	4.6	3.7	3.2	2.6	2.0	1.4	1.2
1.0							
35 or 65	4.8	3.9	3.4	2.8	2.1	1.5	1.2
1.1							
50	5.0	4.1	3.5	2.9	2.2	1.6	1.3
1.1							

Estimated Percentage	25,000	50,000	100,000	250,000	500,000
2 or 98	0.2	0.1	0.1	0.1	0.1
5 or 95	0.3	0.2	0.2	0.1	0.1
10 or 90	0.4	0.3	0.2	0.1	0.1
15 or 85	0.5	0.4	0.3	0.2	0.1
20 or 80	0.6	0.4	0.3	0.2	0.1
25 or 75	0.6	0.4	0.3	0.2	0.1
30 or 70	0.6	0.5	0.3	0.2	0.1
35 or 65	0.7	0.5	0.3	0.2	0.2
50	0.7	0.5	0.4	0.2	0.2

(1) For a percentage and/or base of percentage not shown in the table, the formula given below may be used to calculate the standard error. This table should only be used for proportions, that is, where the numerator is a subset of the denominator.

A.5. Census Collection and Processing Procedures

Approximately 70 percent of the subject matter tables contained in the 1990 Census school district special tabulation are directly derived from the subject matter table specifications used in the 1990 Census Summary Tape File 3 released by the Census Bureau as a standard data product of the 1990 Census. As a result, much of the description regarding accuracy of the data, collection and processing procedures is the same for the special tabulation and the standard census products. To insure consistency, much of the information presented in sections A.4. and A.5. are taken directly from the 1990 Census STF3 documentation.

A.5.1. Census Enumeration and Residence Rules

In accordance with census practice dating back to the first United States census in 1790, each person was to be enumerated as an inhabitant of his or her "usual residence" in the 1990 census. Usual residence is the place where the person lives and sleeps most of the time or considers to be his or her usual residence. This place is not necessarily the same as the person's legal residence or voting residence. In the vast majority of cases, however, the use of these different bases of classification would produce substantially the same statistics, although there might be appreciable differences for a few areas.

The implementation of this practice has resulted in the establishment of rules for certain categories of persons whose usual place of residence is not immediately apparent. Furthermore, this practice means that persons were not always counted as residents of the place where they happened to be staying on Census Day (April 1, 1990).

Enumeration Rules

Each person whose usual residence was in the United States was to be included in the census, without regard to the person's legal status or citizenship. In a departure from earlier censuses, foreign diplomatic personnel participated voluntarily in the census, regardless of their residence on or off the premises of an embassy. As in previous censuses, persons in the United States specifically excluded from the census were foreign travelers who had not established a residence.

Americans with a usual residence outside the United States were not enumerated in the 1990 census. United States military and Federal civilian employees, and their dependents overseas, are included in the population counts for States for purposes of Congressional apportionment, but are excluded from all other tabulations for States and their subdivisions. The counts of United States military and Federal civilian employees, and their dependents, were obtained from administrative records maintained by Federal departments and agencies. Other Americans living overseas, such as employees of international agencies and private businesses and students, were not enumerated, nor were their counts obtained from administrative sources. On the other hand, Americans temporarily overseas were to be enumerated at their usual residence in the United States.

Residence Rules

Each person included in the census was to be counted at his or her usual residence--the place where he or she lives and sleeps most of the time or the place where the person considers to be his or her usual home. If a person had no usual residence, the person was to be counted where he or she was staying on April 1, 1990.

Persons temporarily away from their usual residence, whether in the United States or overseas, on a vacation or on a business trip, were counted at their usual residence. Persons who occupied more than one residence during the year were counted at the one they considered to be their usual residence. Persons who moved on or near Census Day were counted at the place they considered to be their usual residence.

Persons in the Armed Forces--

Members of the Armed Forces were counted as residents of the area in which the installation was located, either on the installation or in the surrounding community. Family members of Armed Forces personnel were counted where they were living on Census Day (for example, with the Armed Forces person or at another location).

Each Navy ship not deployed to the 6th or 7th Fleet was attributed to the municipality that the Department of the Navy designated as its homeport. If the homeport included more than one municipality, ships berthed there on Census Day were assigned by the Bureau of the Census to the municipality in which the land immediately adjacent to the dock or pier was actually located. Ships attributed to the homeport, but not physically present and not deployed to the 6th or 7th Fleet, were assigned to the municipality named on the Department of the Navy's homeport list. These rules also apply to Coast Guard vessels.

Personnel assigned to each Navy and Coast Guard ship were given the opportunity to report a residence off the ship. Those who did report an off-ship residence in the communities surrounding the homeport were counted there; those who did not were counted as residents of the ship. Personnel on Navy ships deployed to the 6th or 7th Fleet on Census Day were considered to be part of the overseas population.

Persons on Maritime Ships--

Persons aboard maritime ships who reported an off-ship residence were counted at that residence. Those who did not were counted as residents of the ship, and were attributed as follows:

The port where the ship was docked on Census Day, if that port was in the United States or its territories.

The port of departure if the ship was at sea, provided the port was in the United States or its territories.

The port of destination in the United States or its territories, if the port of departure of a ship at sea was a foreign port.

The overseas population if the ship was docked at a foreign port or at sea between foreign ports. (These persons were not included in the overseas population for apportionment purposes.)

Persons Away at School--

College students were counted as residents of the area in which they were living while attending college, as they have been since the 1950 census. Children in boarding schools below the college level were counted at their parental home.

Persons in Institutions--

Persons under formally authorized, supervised care or custody, such as in Federal or State prisons; local jails; Federal detention centers; juvenile institutions; nursing, convalescent, and rest homes for the aged and dependent; or homes, schools, hospitals, or wards for the physically handicapped, mentally retarded, or mentally ill, were counted at these places.

Persons Away From Their Usual Residence on Census Day--

Migrant agricultural workers who did not report a usual residence elsewhere were counted as residents of the place where they were on Census Day. Persons in worker camps who did not report a usual residence elsewhere were counted as residents of the camp where they were on Census Day.

In some parts of the country, natural disasters displaced significant numbers of households from their usual place of residence. If these persons reported a destroyed or damaged residence as their usual residence, they were counted at that location.

Persons away from their usual residence were counted by means of interviews with other members of their families, resident managers, or neighbors.

A.5.2. Census Data Collection Procedures

The 1990 census was conducted primarily through self-enumeration. The questionnaire packet included general information about the 1990 census and an instruction guide explaining how to complete the questionnaire. Spanish-language questionnaires and instruction guides were available on request. Instruction guides also were available in 32 other languages.

Enumeration of Housing Units

Each housing unit in the country received one of two versions of the census questionnaire:

A short-form questionnaire that contained a limited number of basic population and housing questions; these questions were asked of all persons and housing units and are often referred to as 100-percent questions.

A long-form questionnaire that contained the 100-percent items and a number of additional questions; a sampling procedure was used to determine those housing units that were to receive the long-form questionnaire.

Three sampling rates were employed. For slightly more than one-half of the country, one in every six housing units (about 17 percent) received the long-form or sample questionnaire. In functioning local governmental units (counties and incorporated places, and in some parts of the country, towns and townships) estimated to have fewer than 2,500 inhabitants, every other housing unit (50 percent) received the sample questionnaire in order to enhance the reliability of the sample data for these small areas. For census tracts and block numbering areas having more than 2,000 housing units in the Census Bureau's address files, one in every eight housing units (about 13 percent) received a sample questionnaire, providing reliable statistics for these areas while permitting the Census Bureau to stay within a limit of 17.7 million sample questionnaires, or a one-in-six sample, nationwide.

The mail-out/mail-back procedure was used mainly in cities, suburban areas, towns, and rural areas where mailing addresses consisted of a house number and street name. In these areas, the Census Bureau developed mailing lists that included about 88.4 million addresses. The questionnaires were delivered through the mail and respondents were to return them by mail. Census questionnaires were delivered 1 week before Census Day (April 1, 1990)

The update/leave/mail-back method was used mainly in densely populated rural areas where it was difficult to develop mailing lists because mailing addresses did not use house number and street name. The Census Bureau compiled lists of housing units in advance of the census. Enumerators delivered the questionnaires, asked respondents to return them by mail, and added housing units not on the mailing lists. This method was used mainly in the South and Midwest, and also included some high-rise, low-income urban areas. A variation of this method was used in urban areas having large numbers of boarded-up buildings. About 11 million housing units were enumerated using this method.

The list/enumerate method (formerly called conventional or door-to-door enumeration) was used mainly in very remote and sparsely-settled areas. The United States Postal Service delivered unaddressed short-form questionnaires before Census Day. Starting a week before Census Day, enumerators canvassed these areas, checked that all housing units received a questionnaire, created a list of all housing units, completed long-form questionnaires, and picked up the completed short-form questionnaires. This method was used mainly in the West and Northeast to enumerate an estimated 6.5 million housing units.

Followup

Nonresponse Followup--

In areas where respondents were to mail back their questionnaires, an enumerator visited each address from which a questionnaire was not received.

Coverage and Edit-Failure Followup--

In the mail-back areas, some households returned a questionnaire that did not meet specific quality standards because of incomplete or inconsistent information, or the respondent had indicated difficulty in

deciding who was to be listed on the questionnaire. These households were contacted by telephone or by personal visit to obtain the missing information or to clarify who was to be enumerated in the household. In areas where an enumerator picked up the questionnaires, the enumerator checked the respondent-filled questionnaire for completeness and consistency.

Special Enumeration Procedures

Special procedures and questionnaires were used for the enumeration of persons in group quarters, such as college dormitories, nursing homes, prisons, military barracks, and ships. The questionnaires (Individual Census Reports, Military Census Reports, and Shipboard Census Reports) included the 100-percent population questions but did not include any housing questions. In all group quarters, all persons were asked the basic population questions; in most group quarters, additional questions were asked of a sample (one-in-six) of persons.

Shelter and Street Night (S-Night)

The Census Bureau collected data for various components of the homeless population at different stages in the 1990 census. "Shelter and Street Night" (S-Night) was a special census operation to count the population in four types of locations where homeless people are found. On the evening of March 20, 1990, and during the early morning hours of March 21, 1990, enumerators counted persons in pre-identified locations:

Emergency shelters for the homeless population (public and private; permanent and temporary).

Shelters with temporary lodging for runaway youths.

Shelters for abused women and their children.

Open locations in streets or other places not intended for habitation.

Emergency shelters include all hotels and motels costing \$12 or less (excluding taxes) per night regardless of whether persons living there considered themselves to be homeless, hotels and motels (regardless of cost) used entirely to shelter homeless persons, and pre-identified rooms in hotels and motels used for homeless persons and families. Enumeration in shelters usually occurred from 6 p.m. to midnight; street enumeration, from 2 a.m. to 4 a.m.; abandoned and boarded-up buildings from 4 a.m. to 8 a.m.; and shelters for abused women, from 6 p.m. on March 20 to noon on March 21.

Other components, which some consider as part of the homeless population, were enumerated as part of regular census operations. These include persons doubled up with other families, as well as persons with no other usual home living in transient sites, such as commercial campgrounds, maternity homes for unwed mothers, and drug/alcohol abuse detoxification centers. In institutions, such as local jails and mental hospitals, the Census Bureau does not know who has a usual home elsewhere; therefore, even though some are literally homeless, these persons cannot be identified separately as a component of the homeless

population.

There is no generally agreed-upon definition of "the homeless," and there are limitations in the census count that prevent obtaining a total count of the homeless population under any definition. As such, the Census Bureau does not have a definition and will not provide a total count of "the homeless." Rather, the Census Bureau will provide counts and characteristics of persons found at the time of the census in selected types of living arrangements. These selected components can be used as building blocks to construct a count of homeless persons appropriate to particular purposes as long as the data limitations are taken into account.

In preparation for "Shelter-and-Street-Night" enumeration, the regional census centers (RCC's) mailed a certified letter (Form D-33 (L)) to the highest elected official of each active functioning government of the United States (more than 39,000) requesting them to identify:

All shelters with sleeping facilities (permanent and temporary, such as church basements, armories, <j> public buildings, and so forth, that could be open on March 20).

Hotels and motels used to house homeless persons and families.

A list of outdoor locations where homeless persons tend to be at night.

Places such as bus or train stations, subway stations, airports, hospital emergency rooms, and so forth, where homeless persons seek shelter at night.

The specific addresses of abandoned or boarded-up buildings where homeless persons were thought to stay at night.

The letter from the RCC's to the governmental units emphasized the importance of listing night-time congregating sites. The list of shelters was expanded using information from administrative records and informed local sources. The street sites were limited to the list provided by the jurisdictions. All governmental units were eligible for "Shelter and Street Night." For cities with 50,000 or more persons, the Census Bureau took additional steps to update the list of shelter and street locations if the local jurisdiction did not respond to the certified letter. Smaller cities and rural areas participated if the local jurisdiction provided the Census Bureau a list of shelters or open public places to visit or if shelters were identified through our inventory development, local knowledge update, or during the Special Place Prelist operation.

The Census Bureau encouraged persons familiar with homeless persons and the homeless themselves to apply as enumerators. This recruiting effort was particularly successful in larger cities.

For shelters, both long- and short-form Individual Census Reports (ICR's) were distributed. For street enumeration, only short-form ICR's were used. Persons in shelters and at street locations were asked the basic population questions. Additional questions about social

and economic characteristics were asked of a sample of persons in shelters only.

Enumerators were instructed not to ask who was homeless; rather, they were told to count all persons (including children) staying overnight at the shelters, and everyone they saw on the street except the police, other persons in uniform, and persons engaged in employment or obvious money-making activities other than begging and panhandling.

At both shelter and street sites, persons found sleeping were not awakened to answer questions. Rather, the enumerator answered the sex and race questions by observation and estimated the person's age to the best of his or her ability. In shelters, administrative records and information from the shelter operator were used, when available, for persons who were already asleep.

Less than 1 percent of shelters refused to participate in the census count at first. By the end of the census period, most of those eventually cooperated and the number of refusals had been reduced to a few. For the final refusals, head counts and population characteristics were obtained by enumerators standing outside such shelters and counting people as they left in the morning.

The "street" count was restricted to persons who were visible when the enumerator came to the open, public locations that had been identified by local jurisdictions. Homeless persons who were well hidden, moving about, or in locations other than those identified by the local governments were likely missed. The number missed will never be known and there is no basis to make an estimate of the number missed from census data. The count of persons in open, public places was affected by many factors, including the extra efforts made to encourage people to go to shelters for "Shelter and Street Night," the weather (which was unusually cold in many parts of the country), the presence of the media, and distrust of the census. Expectations of the number of homeless persons on the street cannot be based on the number seen during the day because the night-time situation is normally very different as more homeless persons are in shelters or very well hidden.

For both "Shelter-and-Street-Night" locations, the Census Bureau assumed that the usual home of those enumerated was in the block where they were found (shelter or street).

The "Shelter-and-Street-Night" operation replaced and expanded the 1980 Mission Night (M-Night) and Casual Count operations. These two operations were aimed at counting the population who reported having no usual residence. M-Night was conducted a week after Census Day, in April 1980. Enumerators visited hotels, motels, and similar places costing \$4 or less each night; missions, flophouses, local jails and similar places at which the average length of stay was 30 days or less; and nonshelter locations, such as bus depots, train stations, and all night movie theaters. Questions were asked of everyone, regardless of age. Enumerators conducted M-Night up to midnight on April 8, 1980, and returned the next morning to collect any forms completed after midnight.

The Casual Count operation was conducted in May 1980 at additional nonshelter locations, such as street corners, pool halls, welfare and employment offices. This operation lasted for approximately 2 weeks. Casual Count was conducted during the day only in selected large central cities. Only persons who appeared to be at least 15 years of age were asked if they had been previously enumerated.

A.5.3. Processing Procedures

Respondents returned many census questionnaires by mail to 1 of over 344 census district offices or to one of six processing offices. In these offices, the questionnaires were "checked in" and edited for completeness and consistency of the responses. After this initial processing had been performed, all questionnaires were sent to the processing offices.

In the processing offices, the household questionnaires were microfilmed and processed by the Film Optical Sensing Device for Input to Computers (FOSDIC). For most items on the questionnaire, the information supplied by the respondent was indicated by filling circles in predesignated positions. FOSDIC electronically "read" these filled circles from the microfilm copy of the questionnaire and transferred the information to computer tape. The computer tape did not include individual names, addresses, or handwritten responses.

The data processing was performed in several stages. All questionnaires were microfilmed, "read" by FOSDIC, and transferred to computer disk. Selected written entries in the race question on both the short and long forms were keyed from the microfilm and coded using the data base developed from the 1980 census and subsequent content and operational tests. Keying of other written entries on the long forms occurred in the seven processing offices.

The information (for example, income dollar amounts or homeowner shelter costs) on these keyed files was merged with the FOSDIC data or processed further through one of three automated coding programs. The codes for industry, occupation, place-of-birth, migration, place-of-work, ancestry, language, relationship, race, and Hispanic origin were merged with the FOSDIC data for editing, weighting, and tabulating operations at Census Bureau headquarters. All responses to the questions on Individual Census Reports (ICR's), Military Census Reports (MCR's), and Shipboard Census Reports (SCR's) were keyed, not processed by microfilm or FOSDIC.

A.5.4. Features Unique to the School District Special Tabulation

The 1990 Census School District Special Tabulation has many features that are unique to this set of data in comparison to the standard 1990 Census data products. Many of these features are discussed in this section.

A.5.4.1. File A and File D

During the early stages of developing this special tabulation different types of statistical files were planned. Of these various file types only those referred to as File A and File D were released for use.

There is no mention to File A and File D elsewhere in the School District Data Book since all 1990 Census data contained in the SDDB is from File D. File A contains a very small set of items (approximately 20 items per district) and was prepared specifically to meet requirements for usage in formula allocations of Federal aid. The data in File D were not developed to meet the formula allocation requirements but rather for purposes of general statistical analysis.

References to File A and to File D are important since:

- (1) it was the File A data distributed to states for review and comment prior to finalizing these data for use in formula allocations and thus may be known to some users, and
- (2) it is possible that in some districts the total population data shown in the final File A data differs from the total population shown in the final File D data.

The reason that the File A data can differ from the File D data is due to possible adjustments that were made to the File A data upon further examination by NCES. The review and revision process was closed and File A data finalized in the fall of 1993.

A.5.4.2. Assigning Children to a Specific Grade

Grades were assigned to every person reported age 3-19 years on April 1, 1990. Students had to be assigned to single grades of enrollment because of the considerable variation in grade ranges of U.S. school districts.

Grade of enrollment was assumed to be the grade succeeding the highest grade completed reported on the 1990 Census. For the highest grade completed groups 1-4 and 5-8, a method for placing persons in specific grades within those ranges was developed using data collected in the Current Population Survey (CPS).

The October supplement to the CPS asks respondents for the specific single grade enrollment of each student in a household. Using the data from the age-grade distribution in the CPS, persons whose grade falls within the grade groups in the Census can be assigned to specific grades.

First, persons were "aged" in the CPS distribution half a year from October to April assuming individuals' grades remained fixed. Half the students in a given grade in October will have the same age (in years) in April, and half will be one year older.

Second, from this synthetic April age by grade of enrollment data, the single grade of enrollment distribution was estimated for the combinations of highest grade completed and age present in the Census. To reduce sampling variation, the average of CPS data for October of 1988, 1989 and 1990 (aged to April of 1989, 1990 and 1991) was used.

The complete set of grade of enrollment distributions conditional on highest grade completed and age in April is referred to as a "grade assignment rule." Because the grade distribution varies by gender, ethnicity, and race, there are grade assignment rules for each of the following groups: Hispanic males, Hispanic females, non-Hispanic black males, non-Hispanic black females, non-black non-Hispanic males, and non-black non-Hispanic females. The weighted values of each not high school graduate student in the CPS between 3 and 19 years old were used to create these "grade assignment rules" for each group. Each student was assigned a grade using these rules and his/her highest grade completed, age, sex, and race as reported in the 1990 Census.

This method of assigning students to grades using CPS age-grade distributions was examined using data from the 1980 Census, where the question on grade enrollment included possible responses for single specific grades. Grade assignment rules for black and non-black males and females were created from October 1979 CPS data, and were then applied to the 1980 census in the same way as the grade assignment rules were applied to the 1990 census.

It is important to note that the chief reason people were assigned specific grades was to assign them to one school district. The grades on the boundaries of elementary and secondary school districts, usually 6, 7, or 8, are the most important for the purposes of school district assignment.

Assigning a person to the "wrong" grade in the "right" district has no impact on the accuracy of most tabulations. The 1980 tests showed that there is no pattern of assigning more or less people to any grade using the rule when compared to the total enrollment for each grade as reported in the Census.

A.5.4.3. School District Grade Span and "Augmented" Grade Span

Each school district's grade range in the 1989-1990 Common Core of Data (CCD) Public Education Agency represents the lowest and highest grades with non-zero student counts in the schools operated by the agency. Grades recognized for inclusion in the universe of elementary and secondary agencies range from prekindergarten (PK) through grade twelve (12).

Where the CCD grade ranges of the school districts that serve a block do not include every grade from first through twelfth, then those district grade ranges have been augmented. It was presumed that each school district has one grade range that is the same throughout its territory. Upon reviewing the mapped school districts with their grade ranges, the Census Bureau found a few instances where the grade range for a given district was not consistent throughout the territory. A school district's grade span was only augmented, however, when the added grades did not cause that school district's range to overlap with the reported grades from other school districts for any piece of the school district. Augmentation does not add kindergarten or pre-kindergarten to school districts that do not report those grades.

The grade range of a school district reported as "elementary"

could be augmented down to first grade and up no farther than eighth grade. The grade range of a school district reported as "secondary" could be augmented up to twelfth grade and down no farther than seventh grade. The grade range of a school district reported as "consolidated" was augmented up to twelfth grade and down to first grade. There are areas mapped as being covered by elementary districts but no secondary districts. The grade ranges for these elementary districts are augmented as indicated.

A.5.4.4. Allocating Persons Living on Split Blocks

Forty states have at least a few instances in which a school district boundary divides a census block. Connecticut, the District of Columbia, Florida, Georgia, Louisiana, Maine, Maryland, Massachusetts, Nevada, New Jersey, Rhode Island, and West Virginia have no split blocks. Some blocks have been split into five pieces, so that five different school districts or combinations of school districts serve the residents. The Census Bureau's Geography Division worked with each state education agency to create a list of the blocks, or pieces of blocks, in each school district. For some school districts, the boundaries follow county or Minor Civil Division (MCD) lines that have already been coded in the Topologically Integrated Geographic Encoding and Reference System (TIGER). For other school districts, the states had to map the school district boundaries in order to produce the list of blocks.

The boundaries of Census blocks tend to follow physical features or political boundaries (roads, railroads, county line, etc.). Where school district boundaries split census blocks, states had the option of supplying proportions to represent the population fractions on each side of the boundary, or letting a computer determine the geographic area within the block on each side of the boundary and splitting the population using that fraction.

All of the housing units in a split block are distributed among the districts in proportion to these fractions. In addition, the sample (long form) housing unit records for the sample cases in a split block are distributed among the districts in proportion to these fractions. For further information regarding sample design, estimation, or confidentiality, please refer to the 1990 CP-5 Census report, Appendix C, Accuracy of the Data.

The sample records of a block were allocated between parts of split blocks separately for each of four types of housing units (Households containing no persons age 5-17, Households with 5-17 above poverty, Households with persons age 5-17 below poverty, and group quarters). The school districts are allocated persons sequentially, beginning with any consolidated school district(s), followed by elementary, middle, and finally secondary school district(s). The first school district is assigned households until it achieves its quota (allocated percentage), followed by the other school districts until all persons are allocated to one district.

The table presented below illustrates this assignment when a block has been split. The first line shows the allocation frac

tions either supplied or calculated from the area of the block part. Subsequent lines show how people in different living situations are allocated.

Persons in:	Total	Housing Units		
	Housing Units	Allocated to:		
		SD #1	SD #2	SD #3
Allocation fraction		.50	.30	.20
Households without 5-17	40	20	12	8
Households with 5-17 above poverty	27	14	8	5
Households with 5-17 below poverty	14	7	4	3
Group Quarters	1	1	0	0

A.5.4.5. Persons Not Covered by a School District

There are some blocks that are not covered by any school district. In most cases, there are no students living in these blocks. This tabulation treats these areas as pseudo school districts, with grade ranges PK-12. They are reported as "balance of county" school districts for each county in which they occur. Students who live on these blocks are assigned to these "balance of county" school districts. Thus, each school age person of each county is assigned to one and only one school district. Balance of county records have a school district identification number of "81" followed by the FIPS county code CCC (e.g. 81CCC).

A.5.4.6. Persons Assigned to Grade Not Served by School District on Block

There are blocks covered only by an elementary school district and not a secondary school district (or vice versa). A student who is assigned a grade not in the range served by the school district(s) present is tabulated as relevant in one of the school districts that serve the student's block, with priority going to the elementary school(s) followed by any secondary school(s). A tabulation of all the students by grade in each school district will show how many students are assigned to a grade not in the range of the school district to which they are assigned.

A.5.4.7. Overlapping Grade Ranges

There are some rural school districts that do not serve every grade throughout their territory. In some cases, another school district may have a school close to an isolated group of blocks; so, the students who live in those blocks may attend high school, for example, in the closer school district. Both school districts might include these blocks in the mapped boundaries and it would appear from the maps that both school districts served the high school students on those "overlapped" blocks. If there is an overlap between a consolidated and an elementary school district, the students in elementary grades are assigned to the elementary school district. If there is an overlap between an elementary and a secondary school district, the students in secondary grades are assigned to the secondary school district. Finally, if there is an overlap between a consolidated and a secondary school dis

trict, the students in secondary grades are assigned to the secondary school district.

A.5.4.8. The Concept of Relevancy

A person is "relevant" to a school district if he/she lives within the territory of the district and his/her assigned grade falls within the augmented grade range. Persons in the territory covered by no district are relevant to the "balance of county." Persons in the territory not covered by a school district whose grade range includes theirs are tallied as relevant in the school district with the next lower grade range. In the latter cases, it will be clear in the tabulations by specific grade that there are "relevant" students who were assigned a grade outside the grade range of the district.

Most of 1990 census school district special tabulation data are shown in two ways--characteristics by the children's age category or their grade range. In fact, school districts differ considerably as to the grade range or levels educated within each type, to the point that some districts may not offer a particular level at all [e.g., elementary and middle levels are blended into one type for some districts, or all levels are offered by one type [e.g., the concept of a consolidated school district offering all grades within that type]. For this reason, age categories may not be a particularly good presentation for some analysis purposes. Thus, data is also presented by the concept of grade relevancy in an effort to afford users the most flexible presentation in terms of anticipated analyses.

Grade relevancy as a concept attempts to classify the actual grade span provided within each particular school district. For example, the data for a district which offers middle schooling for grades 6 through 9 are presented with that grade span, i.e., 6-9; while another district which defines middle as 5-8, contains a data presentation with that range. These grade relevancy data within the district level(s) were determined from administrative data gathered from each school district separate from and outside of the 1990 Census. The census data were then tallied as appropriate based on response data as directed by the appropriate administrative level and grade range information.

Note the assignment to a particular grade range and thus level within a school district is based primarily on actual response data from the 1990 census. However, where persons were of the appropriate "school age" age and there was not a census response or the category contained more than one grade, a grade was assigned to that person. Such assignment was based on a person's age and other selected demographic characteristics. For example, a six year old could be assigned to either elementary or kindergarten since a proportion of persons with this age will be in kindergarten while others are already in first grade.

Presentation of Relevant Data

Data for relevant children are presented by complete records in the database. For each of record types 3 through 7 (see discus-

sion in section 5), there is a record type iteration for each the following age/grade ranges:

Total Relevant
Pre-Kindergarten
Kindergarten
Grade 1- 4
Grade 5- 8
Grade 9-12
Age 0- 2 years
Age 3- 4 years
Age 5-13 years
Age 14-17 years
Age 18-19 years
Age 3-19 years
Age 5-17 years

Each of the above record iterations is repeated for each of the following enrollment categories:

Total Enrolled & Not Enrolled
Total Enrolled (Public & Private)
Enrolled in Public School
Enrolled in Private School
Not Enrolled