

SCHOOL ENROLLMENT AND CENSUS 2000

I. School Enrollment - background

Impt. To look at changes/trends in enrollment numbers for district and individual schools. For purposes of

Need to examine: forces that are driving school enrollment (at different periods of time) – population characteristics that influence/determine enrollment in a district's schools. – look at population within school district to see who resides there and detect changes in population characteristics/trends

II. Build a solid/comprehensive database (that when analyzed together will give us idea of student numbers and characteristics (mst impt census data)

- a. Census Data – gives foundation to database; build almost everything around it. Together with School District Administrative records (historical to current) – enrollment figures and student address file district and school attendance area boundaries Local planners, building permit data and birth records – health division

Look at trends here and make adjustments according to other data. Starting point, reveals important trends; can make estimates from it. From it calc. Fertility rate, migration rate, growth rate, capture rates

1. Population number within school district, city itself, outlying area (county, metropolitan area), housing growth. Pop and housing characteristics – who live there, age of population, types of housing, number of units in structures, renters, owners, housing value, income, race, language, poverty
2. Make pop/hsg forecast for district and make adjustments according to trends learned from planners.

Population: how many, growth rates, what age. Housing data tells us more detail about who they are: what type of household – family type, rent, own, apt. dwellers, household income

III. GIS

c.

IV. Census Data – (compare through time 1990 census to now?)

IV. Portland Public Schools

VI. Differences between 1990 and 2000 Census Data

What is available now

What is not available; what won't ever be available

When will it be available

How to get the data and TIGER files

Narrative

Historical enrollment, current enrollment, forecast future enrollment

Census data provides the foundation of the database that needs to be constructed when explaining school enrollment.

Specifically in tables in the Census that report: population number

Race

Language spoken at home

Income

Poverty

Movement

Number housing units

Number of units in housing structures: SFR, MFR

Types of households: single person, married-couple with children, etc.

Renter/owner occupied housing

Housing value

Migration – 1990-2000

Movement of children (preschool and school-age) and adults

Fertility – pop. of women of child-bearing ages for several years to be used with number of births

Capture rates – the share children attending public school to total number of school-age children

I. Why look at school enrollment

It is necessary to assess school enrollment and its changes and trends for planning purposes : 1) staffing. To determine the number and types of teachers needed at what grade levels and which schools; 2) facilities planning. To decide how much space is needed to accommodate the students considering the necessity of building new schools or closing schools, perhaps redrawing school boundaries to shift student flows into particular schools. 3) land acquisition. If district doesn't have enough property to build new schools. 4) aid to program and curriculum planning based on student needs. Add or remove programs.

II. Socioeconomics and demographics of school districts' population are primary driving force behind school enrollment

Characteristics of population within the school district help to explain public school enrollment of children and enrollment changes and trends that have occurred or may take place in the future. Several variables

Census data reveal the primary force that drives school enrollment which are the characteristics of the population within the school district. They reveal who live in the district – what is the socioeconomic and demographic composition of the residents.

Population and housing growth, migration, fertility, and market share of students attending public schools in the district (capture rates).

III. Census data alone and when combined with data from other sources provide solid foundation of database that that is built when analyzing factors that determine school enrollment.

Past census data with historical enrollment, current enrollment with estimation of population characteristics in school district using most current census data, forecast future enrollment based on trends found when comparing the two.

database comprised of past and most recent census data

Relevant to school enrollment, Census data not only reveals characteristics about population, but about housing and households as well. Census data key to understanding

We learn from Census data about:

1. population composition such as race, age, language spoken at home, movement, etc....

2. number of housing units, numbers of units in housing structures, household type: single person, married-couple, etc...., tenure,

3. Tables:

Population by sex and 5-year age groups to get school age children – make a forecast of population

Population of females 10-49

Persons in group quarters (to take out)

School enrollment and type of school: private or public

Income, poverty rate

Housing data: number of housing units, housing type (married-couple, single-parent, etc.), units in structure, age of structure, household size can be calculated.

Occupancy rate, tenure, average housing value

b. has been available at geographic levels: county, city, census tracts (comprised of population of 4,000), block groups (~300 hsg units or 1100 ppl), and blocks.

1. block level data most often used when examining school districts and aggregate those within school district boundary.

d. Explain which data is needed to be examined for specific planning purposes: 1. staffing, facilities: pop.& hsgstuff, migration, income (specifics) – need to look at trends

1. program/curriculum planning: in addition to above, also race, language, poverty, place born.

e. can calculate different growth rates, net migration& migration rates, fertility rates, capture rates, poverty rates, median income

1. can compare rates over time

2. which data is need to calculate rates

f. GIS

a. To make a base map that consists of school district/esa boundaries major arterials, water bodies, surrounding counties and cities, census blocks and tracts, perhaps zip codes.

a. GIS enables extraction of data with speed and ease; decide what level of info you want to extract – depend on what is available; blocks, lowest level of geography in census best and provides most accuracy than larger geographical areas.

d. Can map census data by geo id-

e. Enables a look at patterns- who lives where in district – see a need for ESL classes in schools located in an area with high in-migration of foreign born. Or see area of high poverty which indicates high capture rate.

Procedure – To extract census data (use of boundaries and data) that are within the geog. Area desired, blocks, tracts, county (blocks more accurate) –census data and TIGER boundaries have in common geographical id – the FIPS; take proportion of blocks in school district or esa to make population (and other data) estimates. –and mult. by data values. Add up proportions of blocks and blocks to get district or esaa total.

g. PPS as an example

How Census information and GIS have helped to understand changing enrollment trends.

Declining enrollments explained: looking at Census data from 1980 to 1990 and the Census Bureau's American Community survey data for 1996, 1)household type (married-couples, etc) could detect that young couples declining in households 2) net out-migration of youth – pre-schoolers to 17 year olds. However, outflow partially balanced by in-migration – including foreign born students/parents.

h. Census 2000

- a. What is available now, what is not, when available, how different from 1990.
- b. How to get Census 2000 data and TIGER files