

Educational Geography: An Overview of Common Geographic Areas Used in Educational Research

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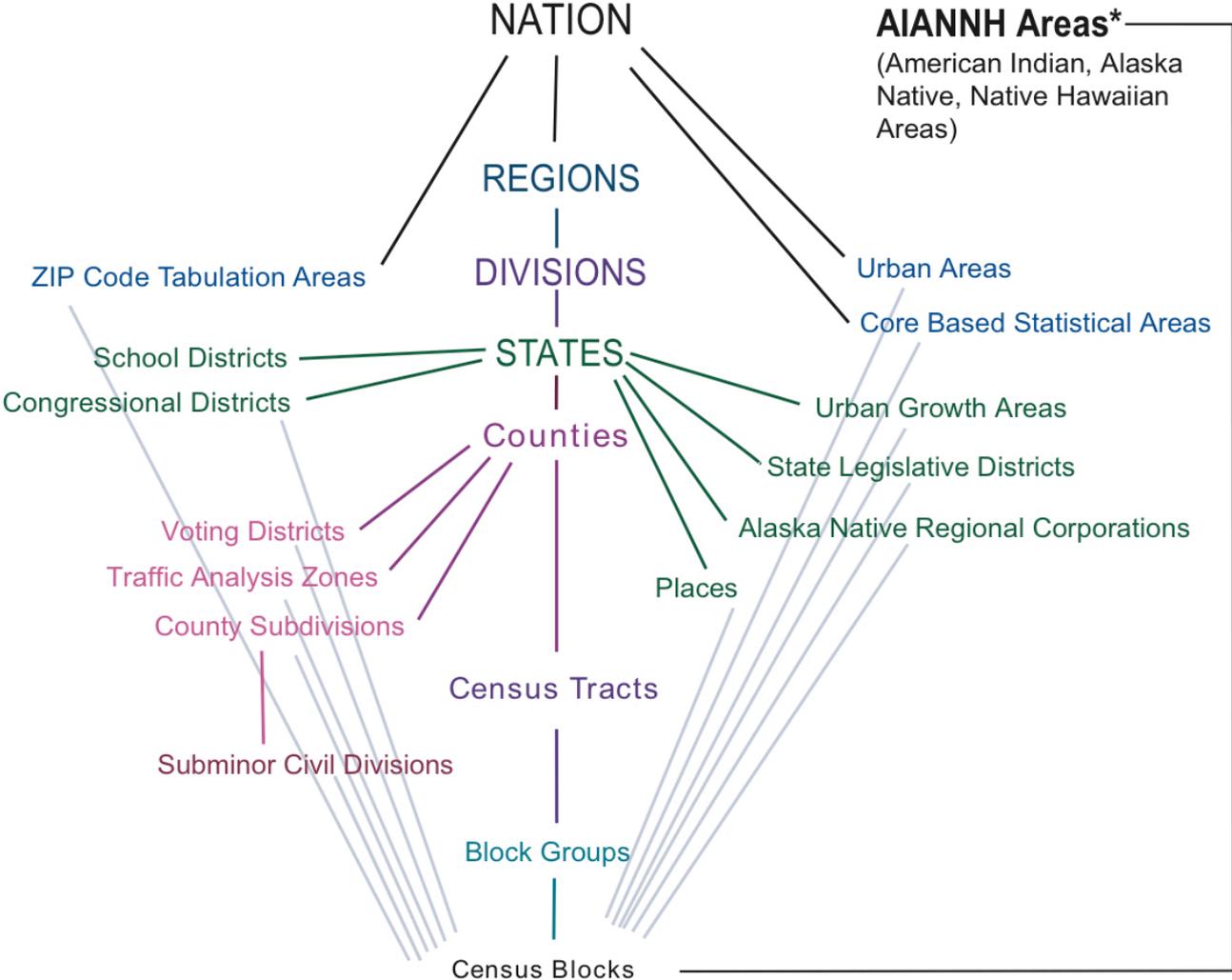
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This presentation is intended to inform interested parties of research and to encourage discussion. The views expressed on methodological issues are those of the author and not necessarily those of the U.S. Census Bureau

Overview

- Census Geography
 - Structure
 - Small areas, Urban, Metropolitan
- NCES Geography (National Center for Education Statistics)
 - School district boundaries
 - School attendance area boundaries
 - School point locations (public, private, post-secondary)
 - Geocodes (associations with geographic areas)
 - Locales
- Demographic Data Sources
 - American Community Survey
 - TIGER/Line
 - Etc.

Census Geography



Census Geography

- Structure
 - Basic Hierarchy (fully nested)
 - Extended Hierarchy
- Type
 - Statistical areas
 - Legal areas
- TIGER & MAF
 - TIGER - Topologically Integrated Geographic Encoding and Referencing
 - MAF – Master Address File
 - MTDB – MAF/TIGER Database
 - TIGER/Line – Annual public product derived from MTDB

TIGER Products

TIGER = Topologically Integrated Geographic Encoding and Referencing

TIGER products are spatial extracts from the Census Bureau's MAF/TIGER database, containing features such as roads, railroads, rivers, as well as legal and statistical geographic areas. The Census Bureau offers several file types and an online mapping application. Our products are:

- [TIGER/Line Shapefiles - New 2013 Shapefiles](#)
- [TIGER/Line Geodatabases](#)
- [TIGER/Line Shapefiles & Geodatabases pre-joined with Demographic Data](#)
- [Cartographic Boundary Files](#)
- [KML Prototype Files](#)
- [TIGERweb](#)

Which product should I use?

Product	Best For...	File Format	Type of Data	Level of Detail	Descriptive Attributes	Vintages Available
TIGER/Line Shapefiles	Most mapping projects--this is our <i>most comprehensive dataset</i> . Designed for use with GIS (geographic information systems).	Shapefiles (.shp) and database files (.dbf)	Boundaries, roads, address information, water features, and more	Full detail (not generalized)	Extensive	2006 - 2013, CD 113
TIGER Geodatabases	Useful for users needing national datasets or all major boundaries for by state. Designed for use in ArcGIS. Files are extremely large.	Geodatabase (.gdb)	Boundaries, roads, address information, water features, and more	Full detail (not generalized)	Limited	2013
TIGER/Line Shapefiles & Geodatabases with Demographic Data	Demographic analysis from selected attributes from the 2010 Census, 2006-2010 ACS 5-year estimates, 2007-2011 ACS 5-year estimates, and 2008-2012 ACS 5-year estimates for selected geographies. Designed for use with GIS.	Shapefiles (.shp) and Geodatabases	Boundaries, Population Counts, Housing Unit Counts, 2010 Census Demographic Profile 1 attributes, 2006-2010 ACS 5-year estimates data profiles, 2007-2011 ACS 5-year estimates data profiles.	Full detail (not generalized)	Limited	2010, 2006-2010 ACS, 2007-2011 ACS, 2008-2012 ACS
Cartographic Boundary Files	Small scale (limited detail) mapping projects clipped to shoreline. Designed for thematic mapping using GIS.	Shapefiles (.shp)	Selected boundaries	Less detail (generalized)	Limited	2010, 2000, 1990
KML Prototype Files	Viewing data or creating maps using Google Earth, Google Maps, or other platforms that use KML.	KML (.kml)	Selected boundaries	Less detail (generalized)	Limited	2010
TIGERweb	Viewing spatial data online or streaming to your mapping application.	Interactive viewer, HTML data files, plus REST and WMS map services	Boundaries, roads, address information, water features, and more	Detailed	Extensive	2012, 2010, 2012 ACS and 2011 ACS

Measuring America—People, Places, and Our Economy

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Are You in a Survey?
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BUSINESS & INDUSTRY

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PEOPLE & HOUSEHOLDS

2010 Census
2000 Census

GEOGRAPHY

Maps and Data
TIGER

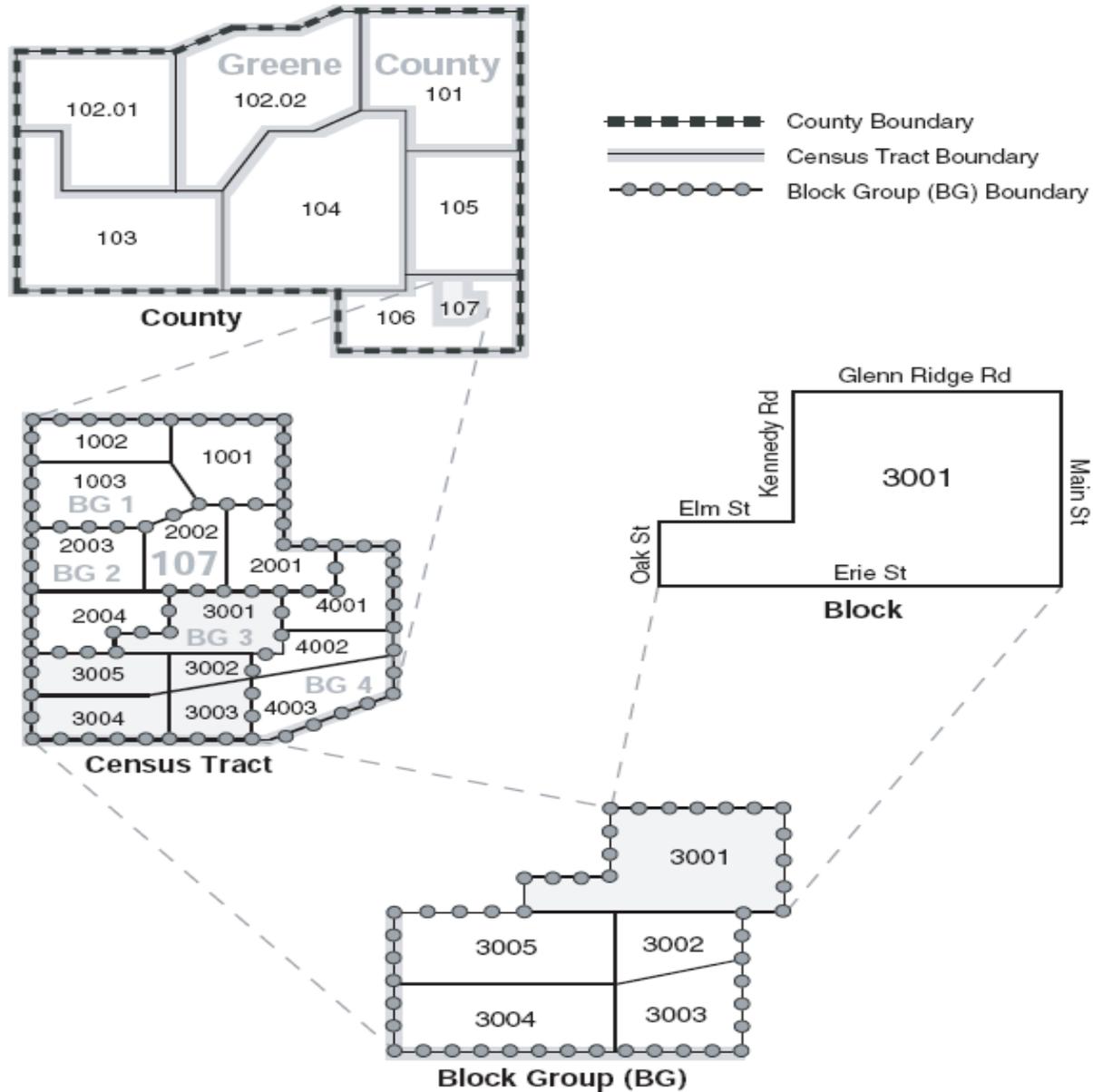
NEWSROOM

News Releases
Release Calendar

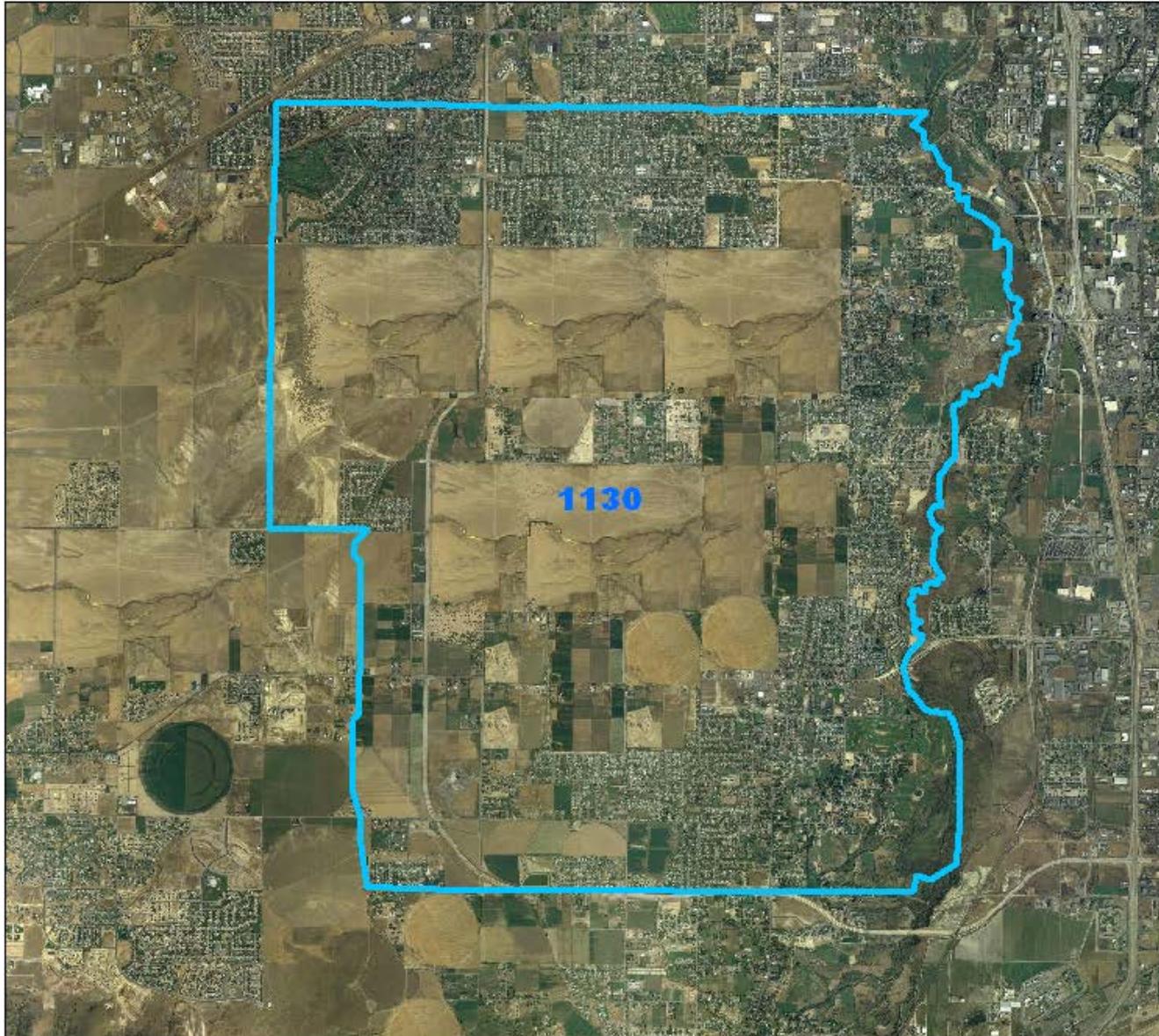
1. Small Areas

- Blocks (11 million+)
 - Smallest unit for tabulation
 - ID = State-County-Tract-BlockGroup-Block
 - **Limited demographic data** – only basic items from 2010 Census
- Block Groups (217,000+)
 - Collections of blocks
 - Population approximately 1,500 (600 – 3,000)
 - Smallest area for census sample data – ACS
- Tracts (73,000+)
 - Collections of block groups
 - Population approximately 4,000 (1,500 – 8,000)
 - Relatively stable over time (longitudinal comparison)
 - All demographic data available from ACS and censuses

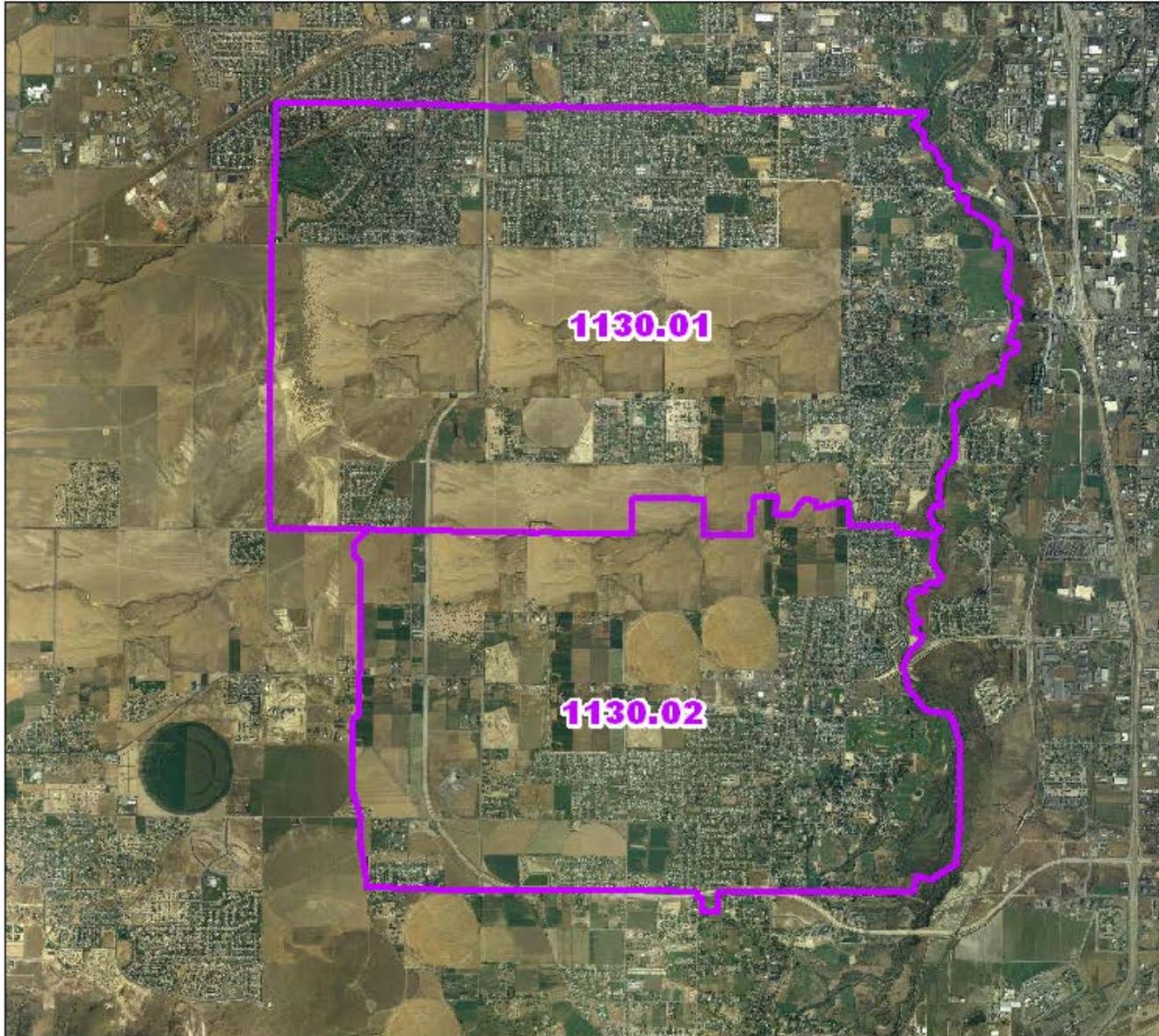
Small Area Hierarchy



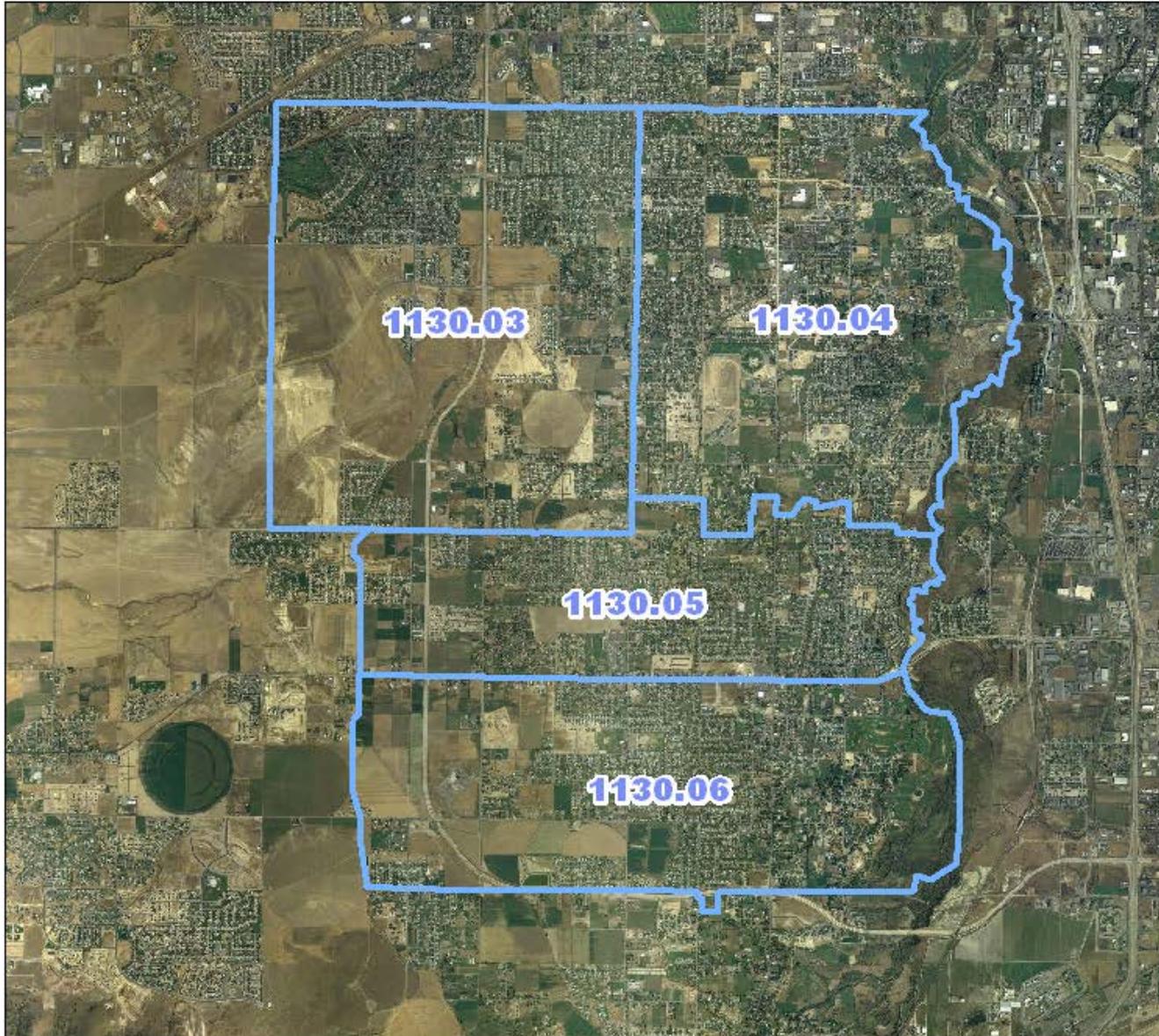
1970 Census Tracts



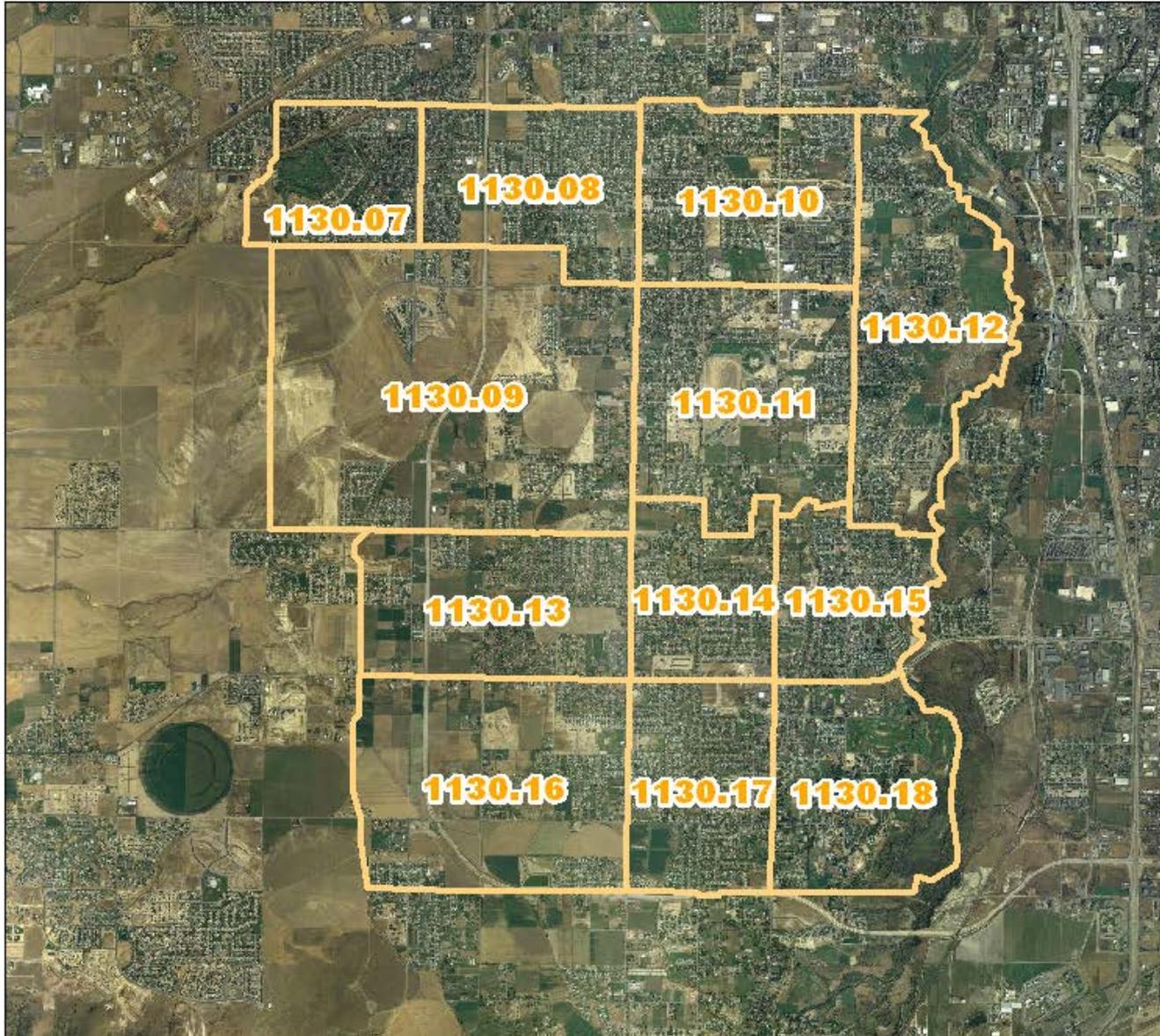
1980 Census Tracts



1990 Census Tracts



2000 Census Tracts



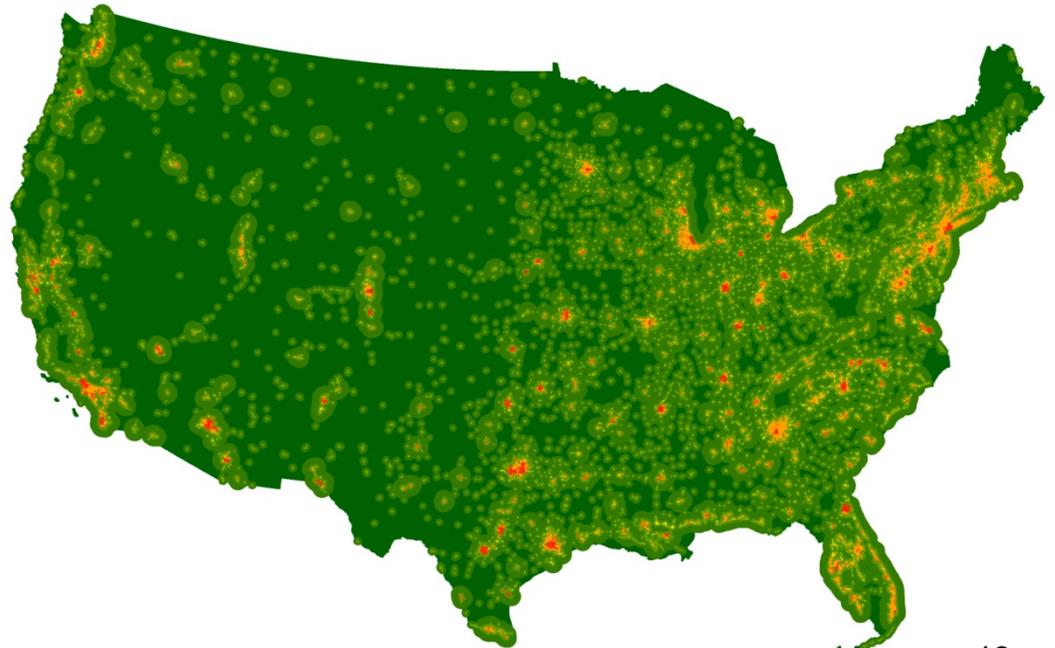
2. Urban

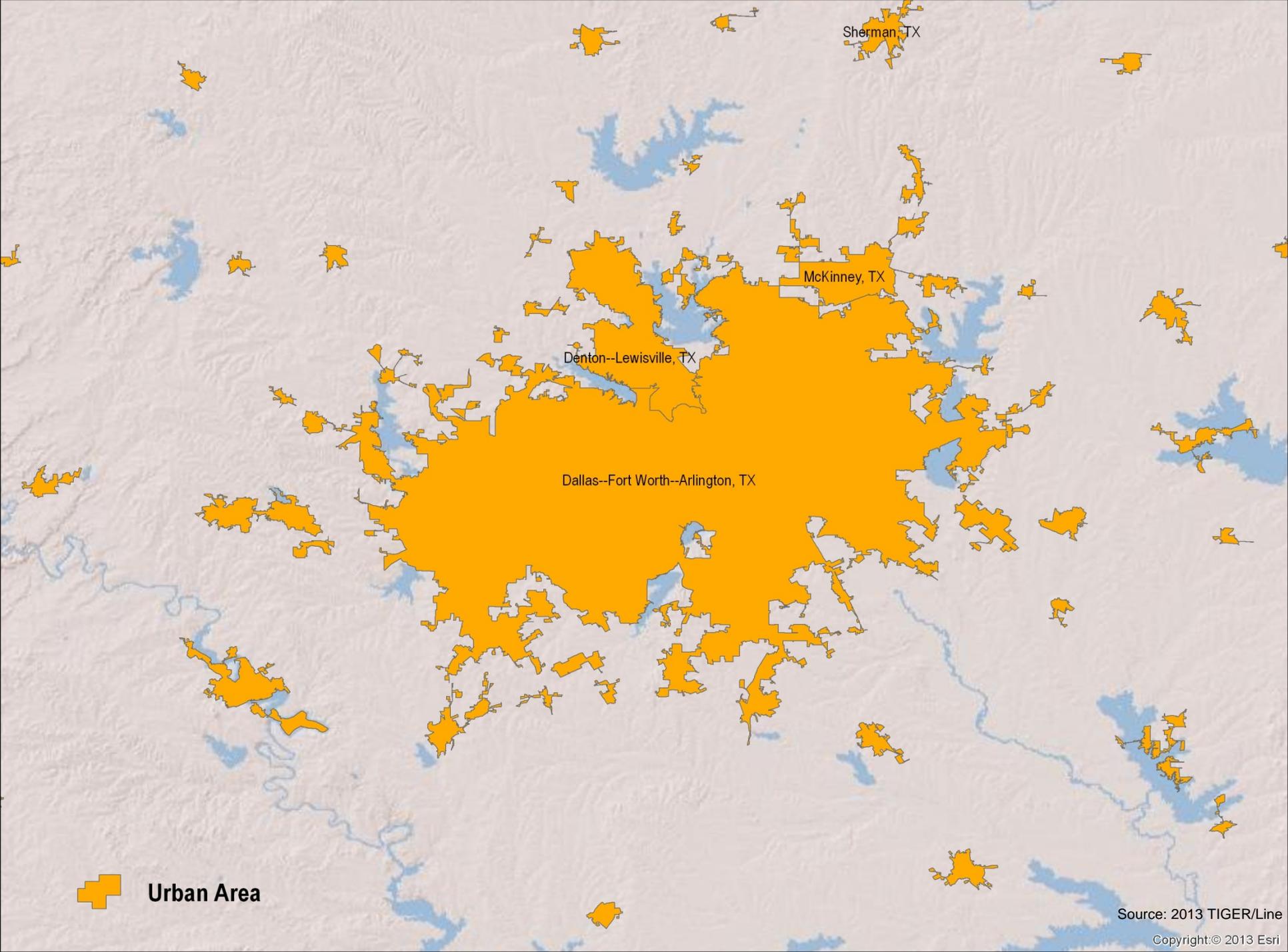
- Densely developed territory, encompassing residential, commercial, and other non-residential land uses in which frequent social and economic interactions occur
- Represent the “Urban Footprint”
- **Constructed from blocks and tracts**
- Aggregated in larger units based on population density and physical proximity
- Accounts for non-residential land uses that are functionally part of the urban landscape
- Rural = non-urban residual



Urban: Classification

- Census Bureau identifies and classifies urban and rural areas after each decennial census (updated once every 10 years)
- Urban areas (Urbanized Areas, Urban Clusters)
 - UA – population $\geq 50,000$
 - UC – $2,500 < \text{population} < 50,000$
- Identified solely for the purpose of tabulating and presenting statistical data.
- Multiple federal definitions for urban and rural (program specific)





Sherman, TX

McKinney, TX

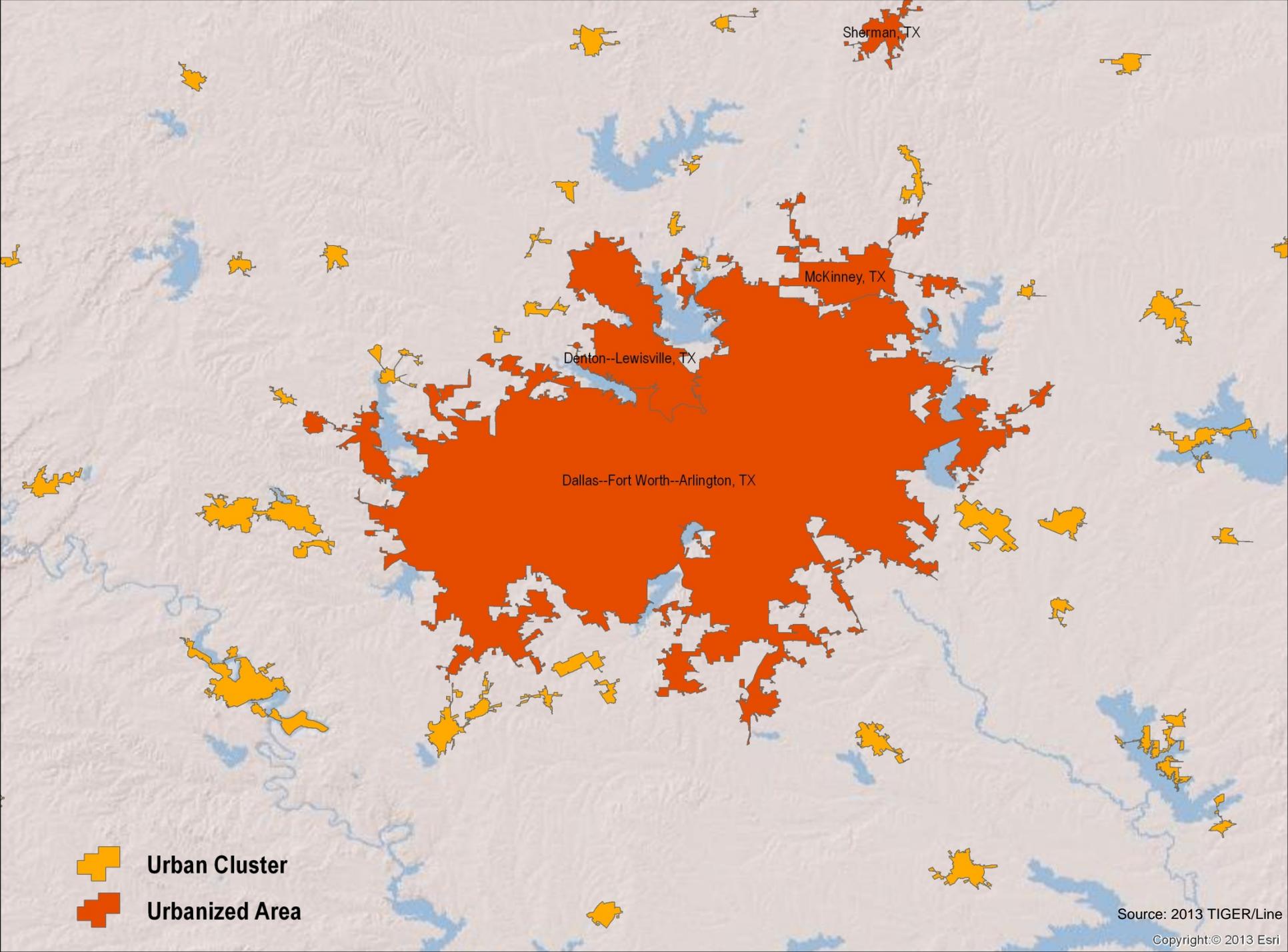
Denton--Lewisville, TX

Dallas--Fort Worth--Arlington, TX

 Urban Area

Source: 2013 TIGER/Line

Copyright:© 2013 Esri



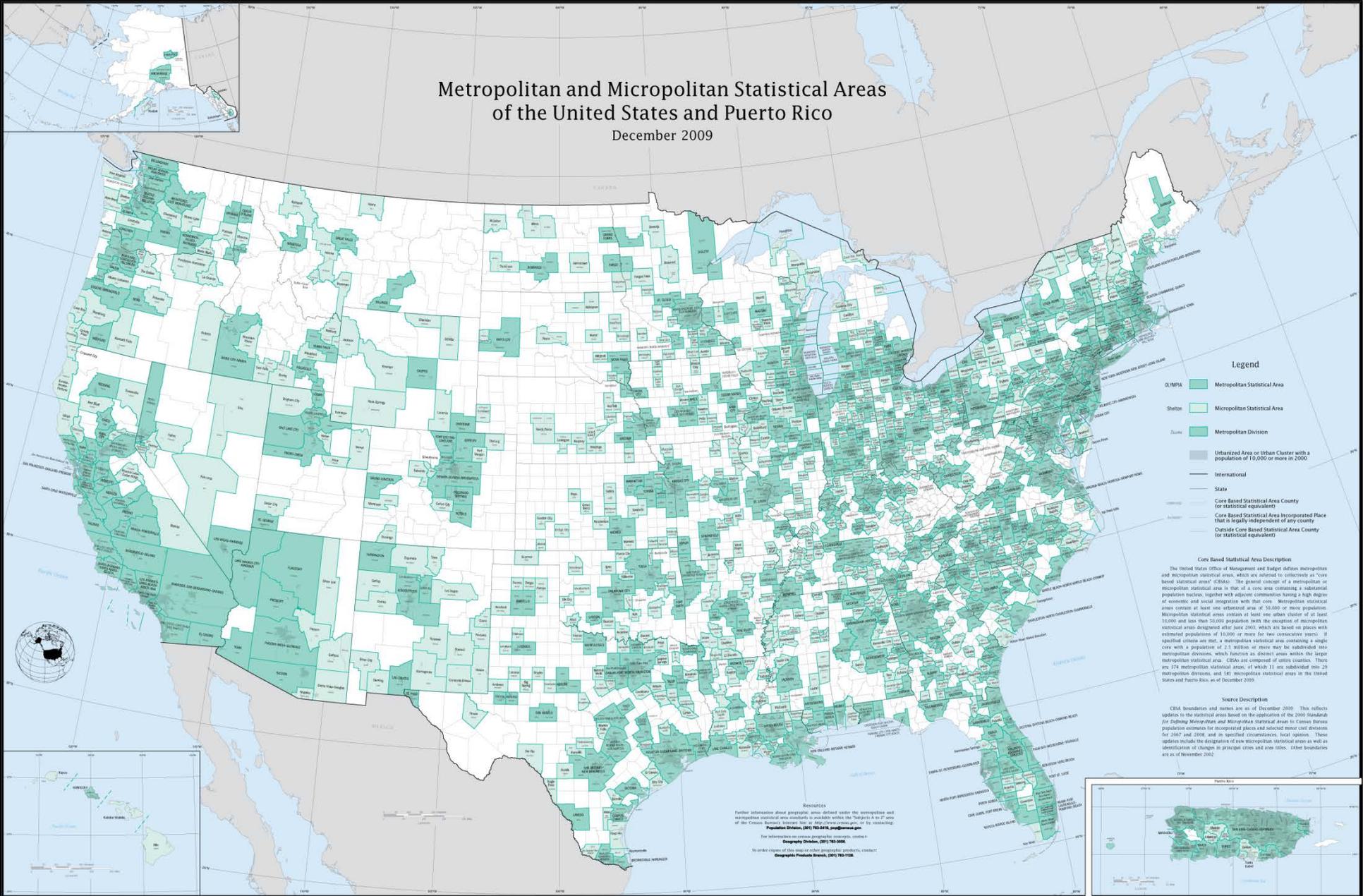
-  Urban Cluster
-  Urbanized Area

3. Core Based Statistical Areas

- CBSA – urban nucleus *and* surrounding area
- **Constructed out of one or more counties**
 - Identify central county
 - Add outlying counties with significant economic ties
- May contain urban and rural territory and multiple urban cores
- Contains one or more Principal City
- Metropolitan Area – CBSA with population core 50,000+
- Micropolitan Area – CBSA with population core 10,000 – 49,999

Metropolitan and Micropolitan Statistical Areas of the United States and Puerto Rico

December 2009



Legend

- Metropolitan Statistical Area
- Micropolitan Statistical Area
- Metropolitan Division
- Unincorporated Area or Urban Cluster with a population of 10,000 or more in 2000
- International
- State
- Core Based Statistical Area County (or statistical equivalent)
- Core Based Statistical Area Incorporated Place that is legally independent of any county
- Outside Core Based Statistical Area County (or statistical equivalent)

Core Based Statistical Area Description
The United States Office of Management and Budget defines metropolitan and micropolitan statistical areas, which are referred to collectively as "core based statistical areas" (CBSAs). The general concept of a metropolitan or micropolitan statistical area is that of a core area containing a substantial population nucleus, together with adjacent communities having a high degree of economic and social integration with that core. Metropolitan statistical areas contain at least one urbanized area of 50,000 or more population. Micropolitan statistical areas contain at least one urban cluster of at least 10,000 and less than 50,000 population (with the exception of micropolitan statistical areas designated after June 2003, which are based on places with estimated populations of 10,000 or more for two consecutive years; if specified criteria are met, a micropolitan statistical area containing a single core with a population of 25,000 or more may be subdivided into metropolitan divisions, which function as distinct areas within the larger metropolitan statistical area. CBSAs are composed of entire counties. There are 174 metropolitan statistical areas, of which 11 are subdivided into 29 metropolitan divisions, and 581 micropolitan statistical areas in the United States and Puerto Rico as of December 2009.

Source Description
CBSA boundaries and names are as of December 2009. This reflects updates to the statistical areas based on the publication of the 2009 Guidelines for Delineating Metropolitan and Micropolitan Statistical Areas. In Census Bureau population estimates for micropolitan places and statistical areas (and divisions for 2007 and 2008, and in specified circumstances, local options). These updates include the designation of new micropolitan statistical areas as well as identification of changes in principal cities and area ratios. Other boundaries are as of November 2002.

RESOURCES
Further information about geographic areas defined under the metropolitan and micropolitan statistical area standards is available under the "Resources" link on the Census Bureau homepage: <http://www.census.gov/ipeds/www/>. For information on census geographic arrangements, contact:
Geography Division, (301) 763-3000
To order copies of the map, contact geographic products, contact:
Geographic Products Branch, (301) 763-1128.

NCES Educational Geography

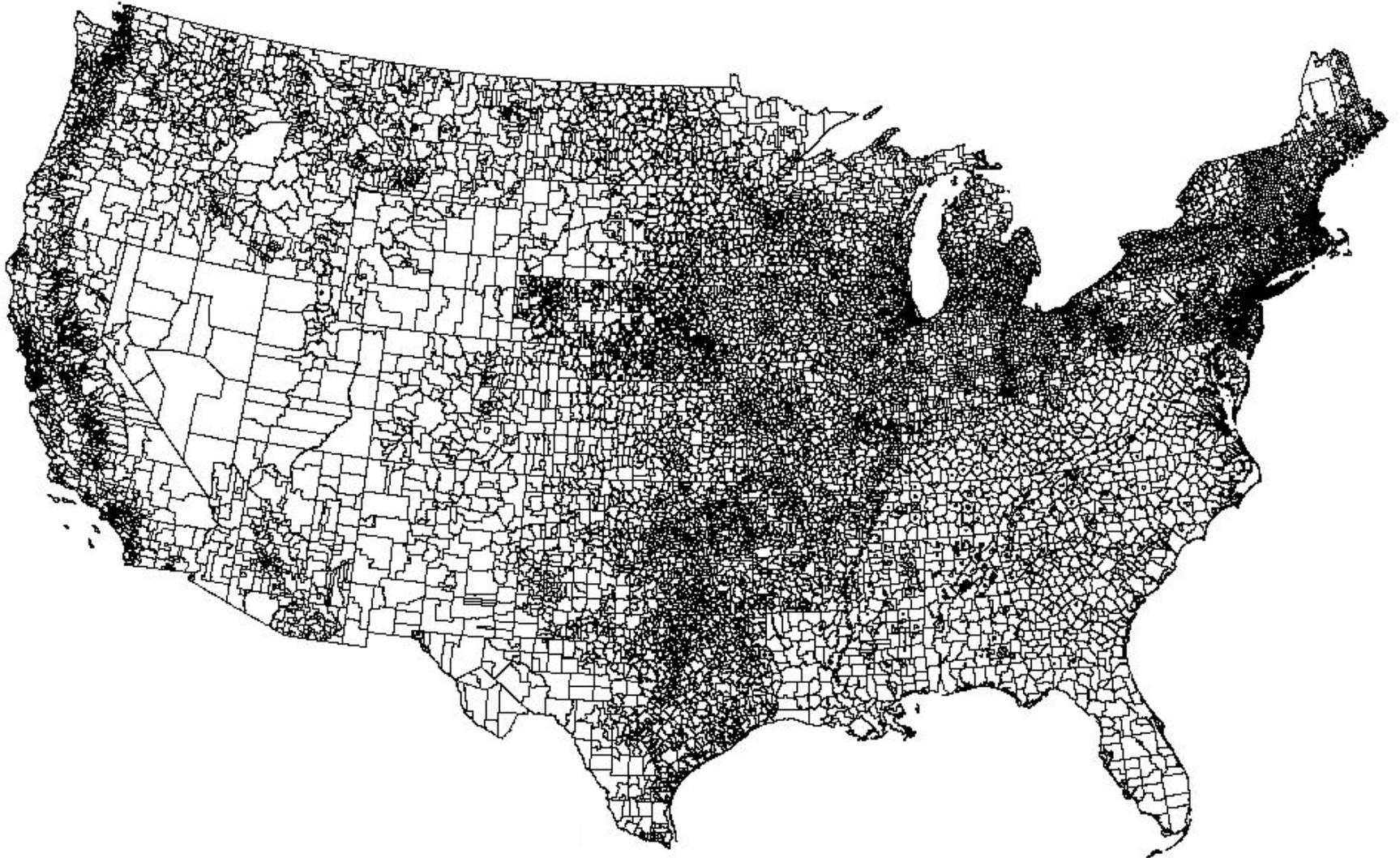
NCES Geography

- Why does NCES care about geographic information?
 - Geography is a fundamental organizing feature of public education
 - Geographic classifications are present in federal and state law
 - Geographic indicators are needed for research and survey design
 - Research results inform administrative and policy decisions
- What types of geographic areas does NCES provide?
 - School districts
 - School attendance areas
 - School point locations
 - Geocodes (school and school district associations with other geographic areas)
 - Locales

NCES Geography

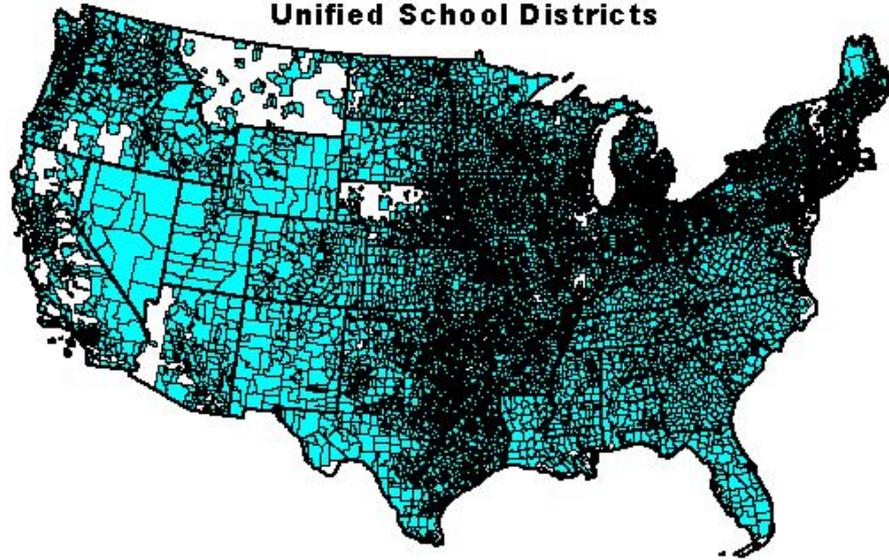
- Data developed by multiple programs (not centrally organized)
- Data shared across NCES program areas
- How does NCES use geographic information?
 - Included as data items in data products (ex: school/student identified as rural)
 - NELS, NAEP, NLSY, SASS, NHES, ECLS, IPEDS, etc.
 - CCD, PSS (Provide geographic assignments for other surveys)
 - Applied to analytic products and publications
 - Added as stratifier in survey design (school point → locale assignment → stratifier)
 - Provided in web mapping application to show spatial context of schools and districts
- NCES spatial data relies on Census geography
- Census Bureau develops almost all NCES spatial data

1. School Districts

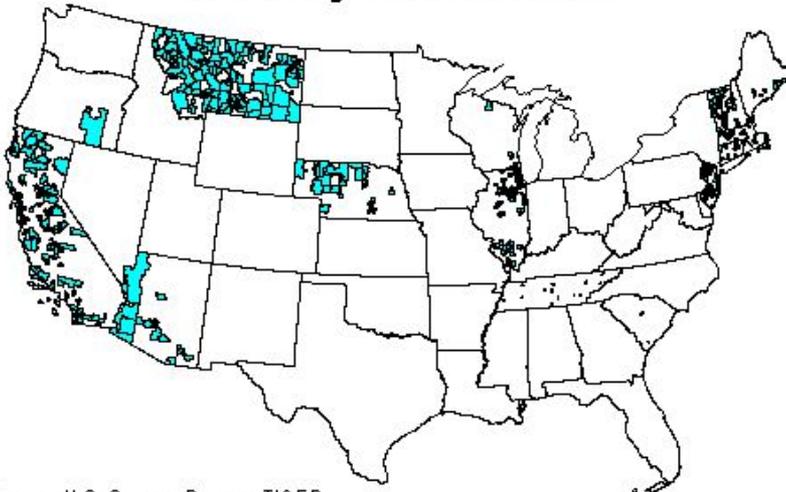


School District Type

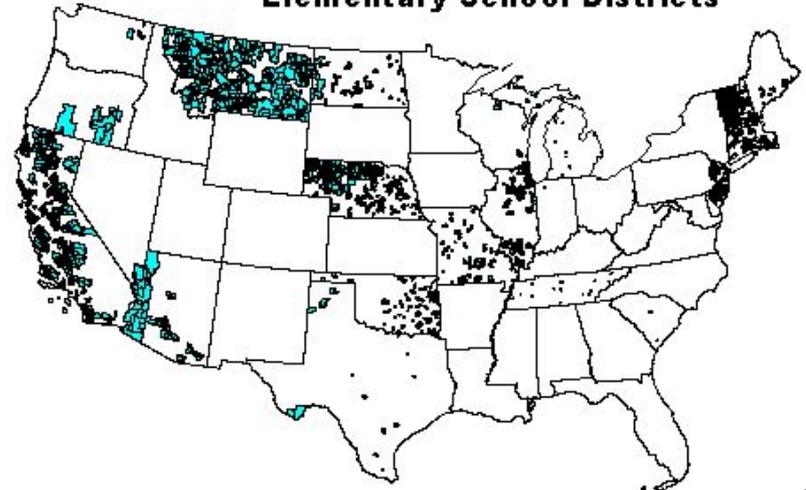
Unified School Districts



Secondary School Districts



Elementary School Districts



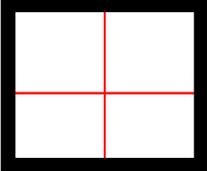
School Districts: Variation

- Geographic structure varies by region
- Multiple types – Elementary, Secondary, Unified
- Wide range in enrollment:
 - About 40% of districts in the U.S. operate only one school, but New York City has more than 1,500+ schools
 - About 50% of all public students are enrolled in 5% of districts
- Wide range in physical size:
 - ME has 10x more districts than MD, yet only 1/4 of the enrollment
 - DC covers 61 sqm; Nye County, NV covers 18,000 sqm

School Districts: Geographic Data History

- 40+ year collaboration between Census and Dept. of Ed (pre-ED)
- School district boundaries needed to create census school district data
- Development timeline:
 - 1970 and 1980 -- boundaries not retained
 - 1990 – boundaries included in TIGER (first digital collection)
 - 1994 – ESEA reauthorization required annual school district poverty data for Title I
 - 1995-present – boundaries updated every other year
 - 2005 – districts included in American Community Survey as standard geography
 - 2010 – first decennial census to include school districts as standard geography
- Developed by Census as byproduct of Title I poverty estimates program
- Included in TIGER/Line and available as shapefile and geodatabase

School Districts

- Data issues
 - Updated every other year rather than annually
 - Overlapping boundaries – Elementary and Secondary districts
 - Grade-appropriate estimates?
- Demographic data sources for relevant children
 - ACS custom tabulations (for NCES)
 - SAIPE (Title I poverty estimates)
-  Secondary District
 -  Elementary District
- 
- Handled at NCES as part of the Census Mapping program
 - Currently hosted in the School District Demographic System (SDDS)
 - Re-branding as Map.Ed and Education Demographic and Geographic Estimates

School Attendance Boundaries (SABS)

- Newest component in the NCES spatial data collection
- Grew out of NSF SABINS project (Saporito, William & Mary)
- 2009-2010 Proof of concept:
 - 20,000+ schools in about 600 districts
 - 13 Metro areas
 - 3 states
- NCES School Attendance Boundary Survey (SABS)
 - ACS demographic estimates for 2009-2010 areas
 - Experimental biennial collection – 2013-2014, 2015-2016
 - Pursuing collection from districts that offer more than one school per grade (5000+)
 - Accepting paper maps, digital boundaries, and online digitizing tool

School Attendance Boundary Survey 2013 - 2014 School Year
 OMB #1850-0897, Expiration date: 6/30/2016

Hello, SchoolMapper Assistant [Logout](#)
[Dashboard](#) | [Instructions](#) | [FAQ](#) | [Contact](#)

1 Elementary Schools

CALIFORNIA ELEMENTARY

CAMERON ELEMENTARY

MERCED ELEMENTARY

MERLINDA ELEMENTARY

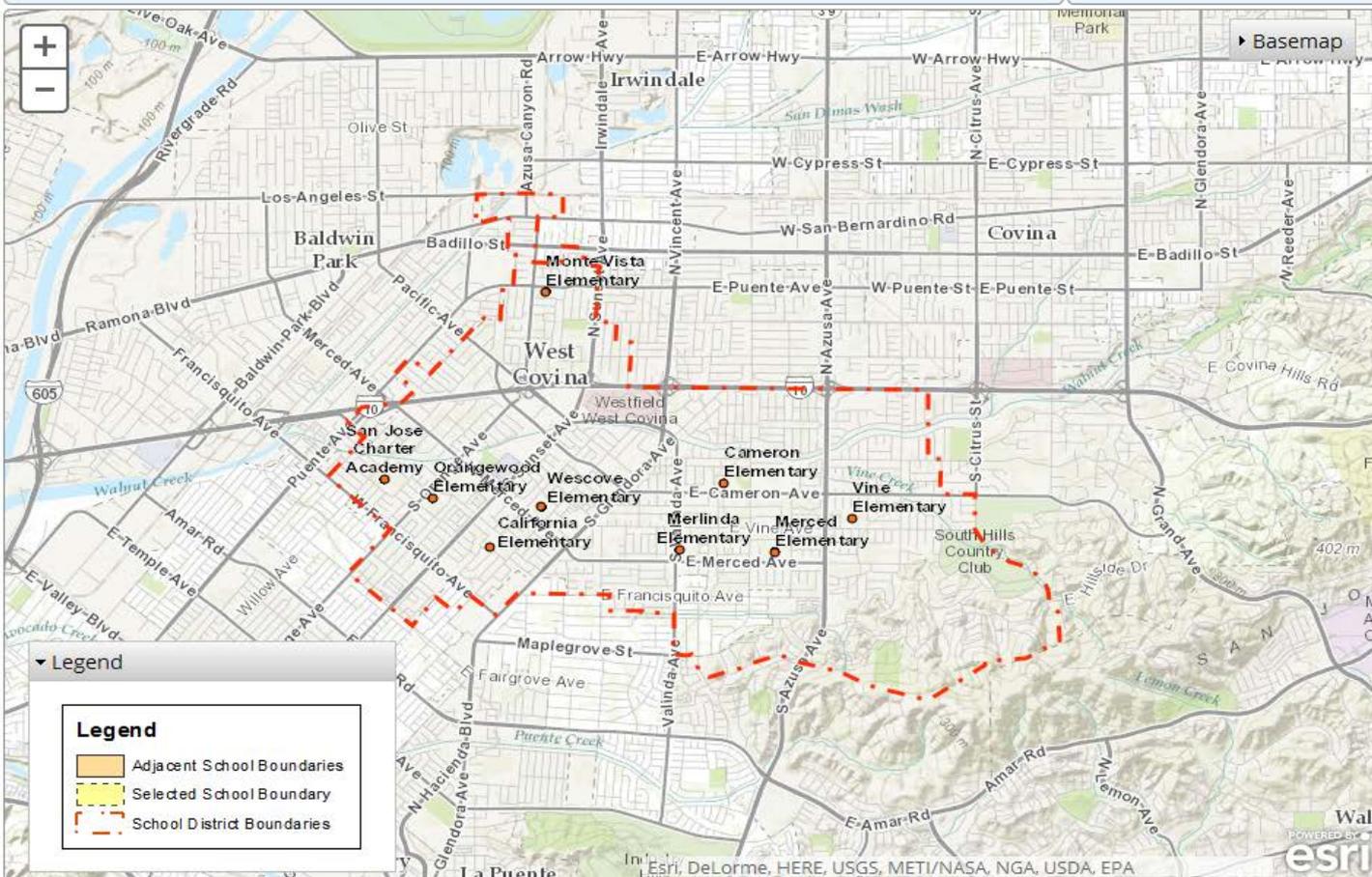
MONTE VISTA ELEMENTARY

ORANGEWOOD ELEMENTARY

VINE ELEMENTARY

WESCOVE ELEMENTARY

Select your school from the list on the left side of the map.



2 Middle Schools

3 High Schools

4 Other Schools

Legend

- Adjacent School Boundaries
- Selected School Boundary
- School District Boundaries

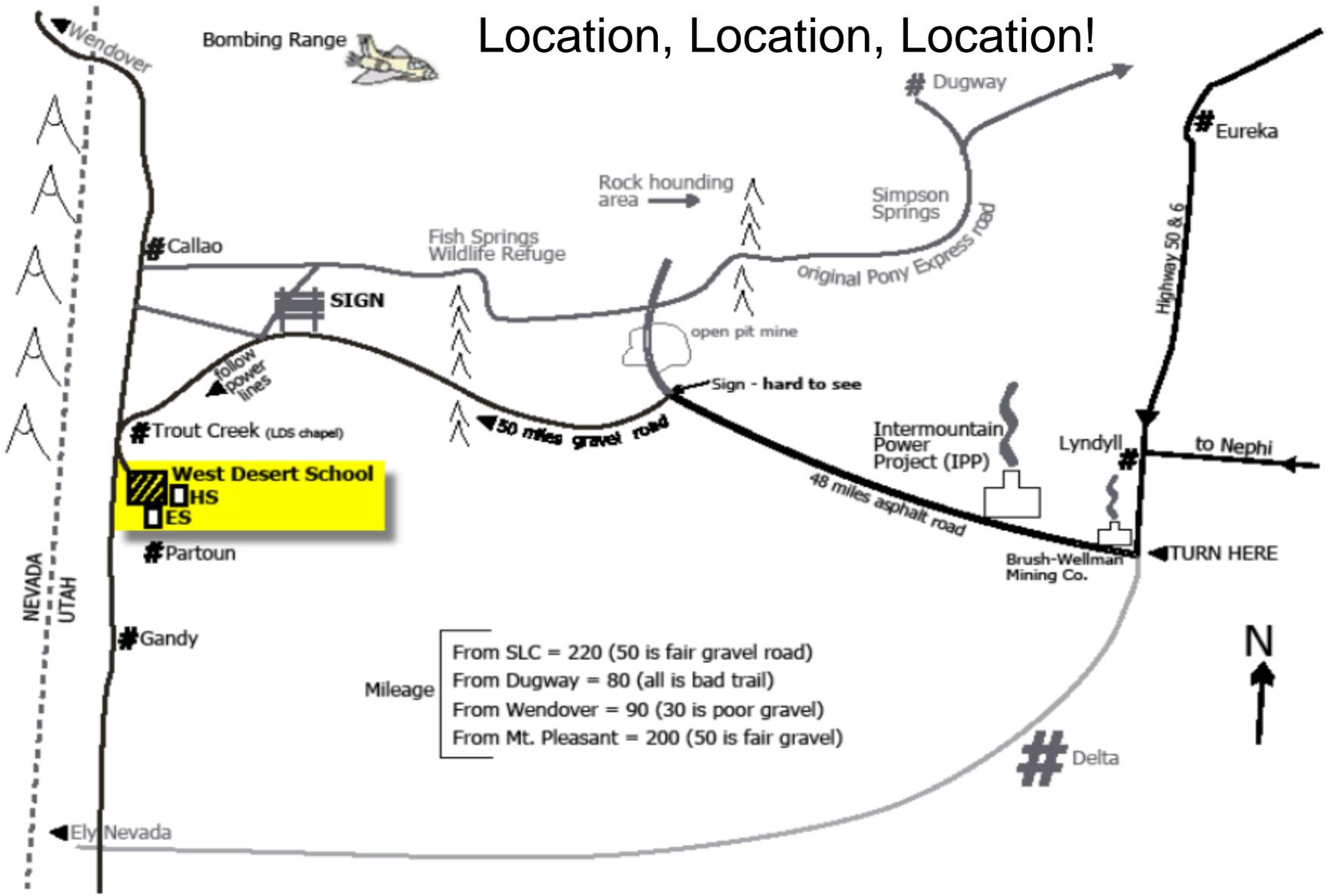
School Attendance Boundaries (SABS)

- Four levels/layers:
 - Primary – Low: PK-3rd; High: PK-8th
 - Middle – Low: 4th-7th; High: 4th-9th
 - High School – Low: 7th-12th; High: 12th
 - Other
- Geographic data structure
 - Boundaries stored as a composite package that includes all layers
 - Overlapping boundaries – between levels and within levels
 - Includes school and agency IDs for linking with CCD, state data, etc.
- Demographic data considerations
 - Boundaries come bundled with ACS estimates – social, economic, housing, etc.
 - Residence-based estimates
 - Total population (not grade-specific)

SABS: Benefits and Challenges

- Benefits:
 - Defines extent of school neighborhood(s)
 - Provides clues to functional relationships between school levels
 - Allows for spatial analysis (geoprocesses)
 - Provides demographic estimates of local characteristics
 - Provides new research questions and analytic opportunities
- Challenges:
 - How to scale/sustain project for the entire U.S.?
 - How to handle open enrollment and local arrangements?
 - How reliable are the ACS demographic estimates?
 - How to manage geodata? (file size, disaggregating layers)
 - How to handle variations in grade span and feeders?
 - How to handle gaps in layer coverage and overall district participation?
 - How to best visualize overlapping layers?

Location, Location, Location!

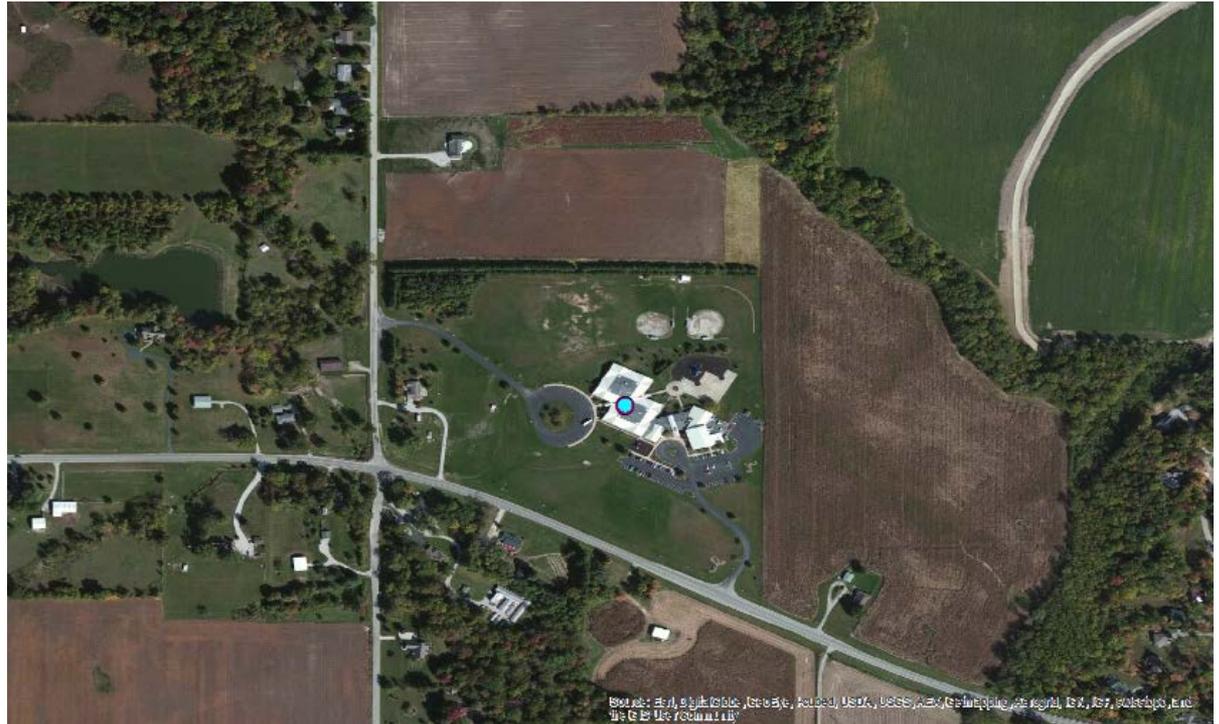


Tintic SD Eureka, UT

3. School Point Locations

- Longitude/Latitude based on reported physical location (vs. mailing address)
- Geocoders = algorithms estimate address location based on street info
- Spatial accuracy can vary depending on many factors:

- Address quality
- Address changes
- New schools in new subdivisions
- Quality of source data for streets and address ranges and points
- Etc.



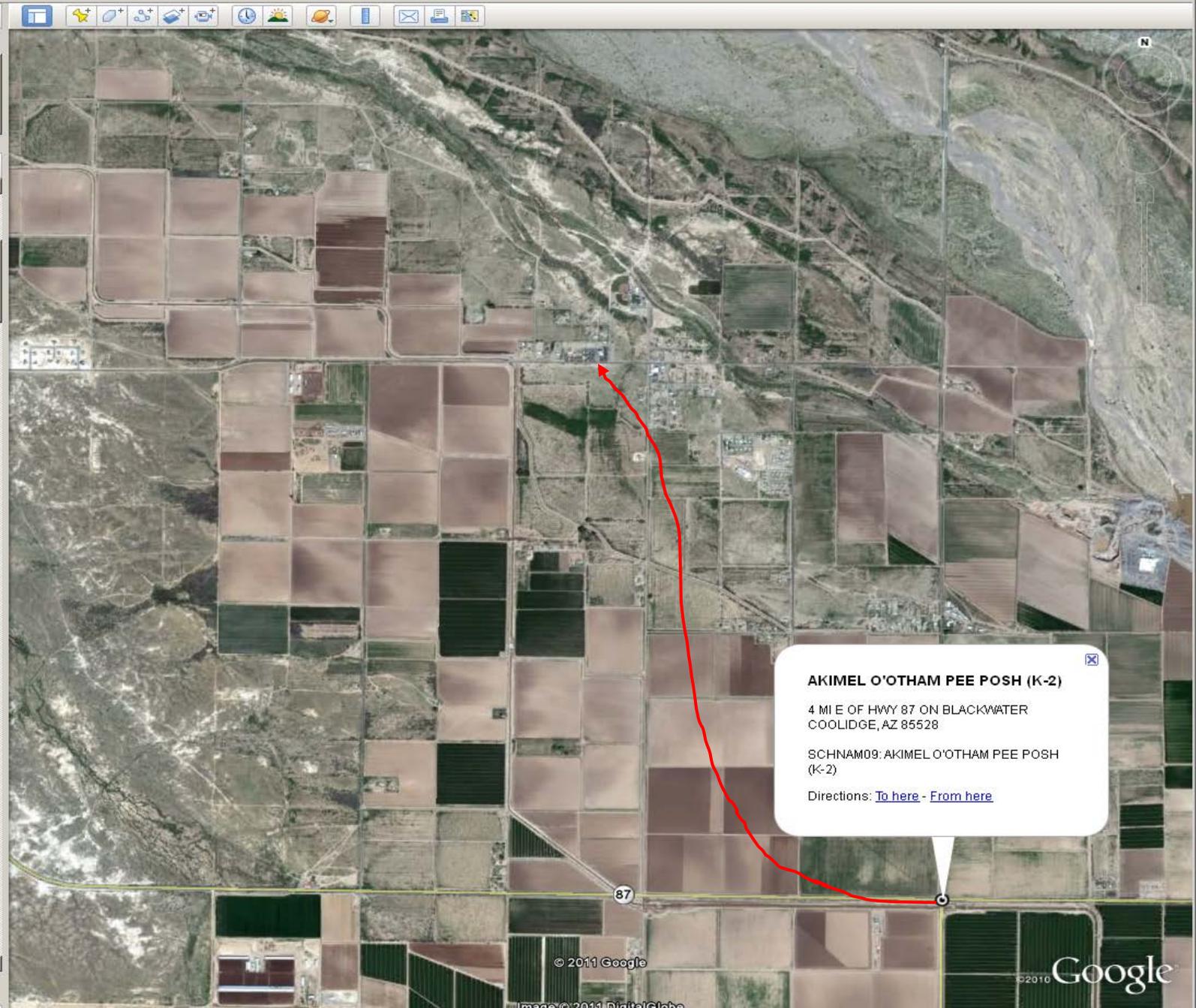
Search

Fly To Find Businesses Directions

Fly to e.g., Reservoir Rd, Clayville, NY

Places

- AKIMEL O'OTHAM PEE POSH
4 MI E OF HWY 87 ON BLACKWATER
- PIMA COUNTY JTED NW CAL
LINDA VISTA AND THORNYDALE
- CAVIAT - PAGE CENTRAL CA
583 SOUTH LAKE POWELL BOULEVAR
- MIJTED - BAGDAD HIGH SCH
210 HILL TOP BAGDAD, AZ 86321
- PAULDEN COMMUNITY SCH
24850 NAPLES DRIVE PAULDEN, AZ 86334
- WAVE - LAKE HAVASU HIGH
2675 SOUTH POLO VERDE BLVD.
- COLLEGE READY ACADEMY
1070 WILMINGTON AVE. COMPTON, CA 90002
- SCHOOL OF ENGINEERING /
1200 PLAYA DEL SOL LOS ANGELES, CA 90033
- OPPORTUNITIES FOR LEARN
1150 EAST FOOTHILL BLVD. LA CANADA, CA 91011
- CAL AERO PRESERVE ACAD
15850 MAIN ST. CHINO, CA 91708
- NANCY R. KORDYAK ELEMEN
4580 MANGO AVE. FONTANA, CA 92336
- WESTERN CENTER ACADEM
1791 WEST ACACIA AVE. HEMET, CA 92545
- MEGAN COPE ELEMENTARY
150 VIA LA SIERRA LN. SAN JACINTO, CA 92582
- ORCHARD HILLS
11555 CULVER DR. IRVINE, CA 92602
- MODOC COUNTY COMMUNI
461 SECOND ST. TULELAKE, CA 93134
- BRISTLECONE COMMUNITY
500 MAIN ST. BIG PINE, CA 93513
- KEITH B. BRIGHT HIGH JUV
201 MAZOURKA CANYON RD.
- PACHECO HIGH
200 NORTH WARD RD. LOS BANOS, CA 93635
- NORTH FORK DIGITAL MID



AKIMEL O'OTHAM PEE POSH (K-2)

4 MI E OF HWY 87 ON BLACKWATER
COOLIDGE, AZ 85528

SCHNAM09: AKIMEL O'OTHAM PEE POSH (K-2)

Directions: [To here](#) - [From here](#)

School Point Locations: Scope

- Public schools (103,000+) – Common Core of Data (CCD)
 - Updated annually
 - Initiated in 2000-2001
 - Experienced substantial variation in methods/accuracy through late 2000s
 - Increased improvement after 2010
 - Look for LATCOD, LONCOD on annual CCD data files.
- Local Education Agencies (17,000+) – Common Core of Data (CCD)
 - Identifies location of reported address for administrative office
- Private schools (30,000+) – Private School Survey (PSS)
 - Biennial update
 - Wide range of institutions (Parochial, Independents, Amish, etc)
- Colleges and universities (8,000+)
 - Integrated Postsecondary Education Data System (IPEDS)

4. Geocodes

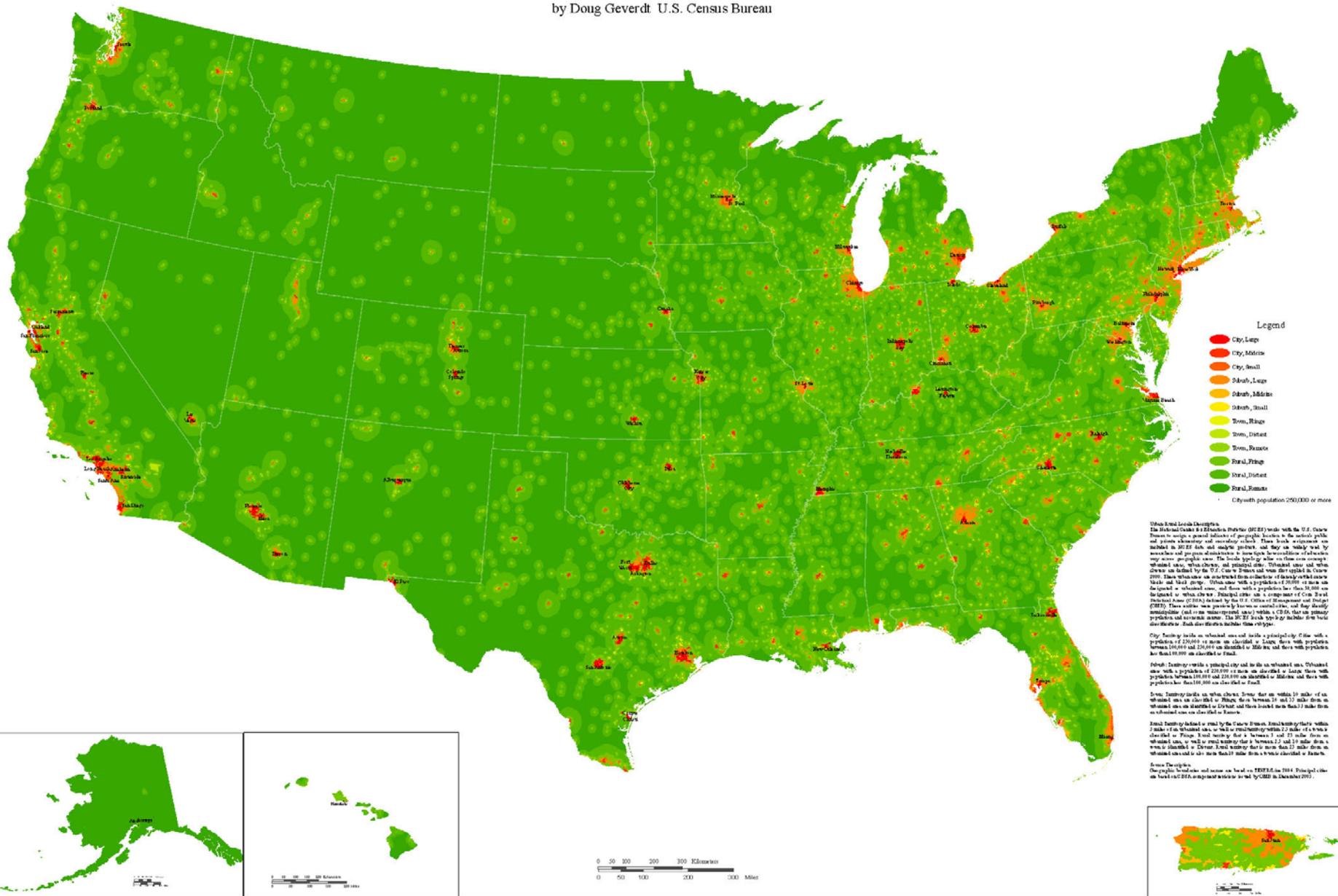
- Associations between geographic areas or entities
- NCES geocodes rely on school point locations (point in polygon)
 - NCES ID
 - Address (mailing & location)
 - County (FIPS, name)
 - Congressional District
 - Core Based Statistical Area (CBSA)
 - Consolidated Statistical Area (CSA)
 - METMIC (Metropolitan/Micropolitan indicator)
 - Others as needed
- FIPS vs. ANSI identifiers

How to handle multiple district associations?

- Structure of school district geography varies substantially
- Districts may not nest cleanly within other types of geography
- Districts may have more than one legitimate geocode:
 - Ex. About 20% of districts are in more than one Congressional District
 - Ex. About 30% of districts are in more than one county
- CCD identifies one primary association (district office location)
- Single geocode may be misleading (not comprehensive)
- What to do?

Urban-Rural Locales in the United States and Puerto Rico

by Doug Geverdt U.S. Census Bureau



5. Locale Geography

- Locale = general indicator of type of geographic area where a school is located
- Assigned since mid-1980s, though methods and criteria have changed
- Assigned relative to other types of geographic areas (e.g., urban areas, metros)
- Created for schools, school districts, libraries, post-secondary institutions
- Provides systematic geographic assignment for all schools in the U.S.
- Used for research, reporting, sampling (as stratifier), program eligibility, etc.
- NCES locale framework has twelve classifications:
 - City – Large, Midsize, Small
 - Suburban – Large, Midsize, Small
 - Town – Fringe, Distant, Remote
 - Rural – Fringe, Distant, Remote

NCES Locale Example: Classifications



Source: U.S. Census Bureau TIGER/Line

NCES Locale Framework

City-Large (11): In UA, Principal city with population > 250,000

City-Midsized (12): In UA, Principal city with population between 100,000 - 250,000

City-Small (13): In UA, Principal city with population < 100,000

Suburb-Large (21): In UA with population > 250,000

Suburb-Midsized (22): In UA with population between 100,000 – 250,000

Suburb-Small (23): In UA with population < 100,000

Town-Fringe (31): UC less than 10 miles from a UA

Town-Distant (32): UC between 10 – 35 miles of UA

Town-Remote (33): UC more than 35 miles from UA

Rural-Fringe (41): Rural area < 2.5 miles from UC and < 5 miles from UA

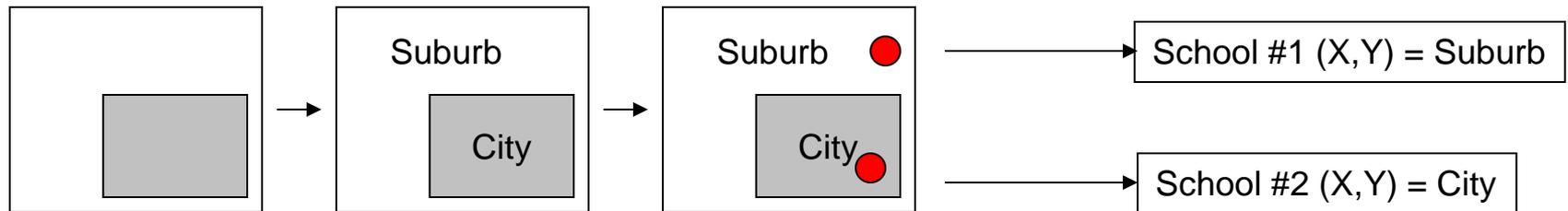
Rural-Distant (42): Rural area 2.5–10 miles from UC and 5-25 miles from UA

Rural-Remote (43): Rural territory > 10 miles from UC and > 25 miles from UA

UA = Urbanized Area UC = Urban Cluster

NCES Locale Assignments - School

- Census classifies U.S. territory according to locale criteria
- NCES collects school addresses for CCD and PSS
- Addresses are geocoded – assigned latitude/longitude
- School points (XY) are connected to U.S. territory
- School receives the locale value assigned to that area



NCES Locale Assignments - District

- Districts may have territory and schools in more than one locale
- District assignments are based on school locale assignments
- Assignments are weighted by school enrollment
 - Is there a majority sub-type? If not...
 - Is there a majority basic type? If not...
 - Consider all sub-types and assign based on plurality
- Change in school locale may change district locale
- Change in school enrollment may change district locale

REAP Locale Assignments

- Rural Education Achievement Program (REAP)
- Primary mechanism in ESEA (NCLB) to assist rural schools
- Provides modest funding and additional flexibility for using federal funds
- Two programs:
 - Small Rural Schools Achievement Program (SRSA):
 - Average daily attendance ≤ 600
 - All schools in LEA are rural (Locale = '7','8')
 - Rural Low-Income Schools Program (RLIS):
 - All schools in LEA are in towns or rural areas (Locale= '6','7','8')
 - LEA has 20% or more of its students from low-income families

REAP Locale Framework

- Original framework, based on Metropolitan areas, 8 categories

Large City (1): In Metro area, Principal city with population $\geq 250,000$

Midsized City (2): In Metro area, Principal city with population $< 250,000$

Urban Fringe-Large City (3): In Metro area with Large City, all non-city urban area

Urban Fringe-Midsized City (4): In Metro area with Midsized City, all non-city urban area

Large Town (5): Outside Metro area, place with population $\geq 25,000$

Small Town (6): Outside Metro area, place with population $< 25,000$ and $> 2,500$

Rural – Outside Metro (7): Outside Metro area, non-urban territory

Rural – Inside Metro (8): Inside Metro area, non-urban territory

Why do CCD and REAP use different locales?

- Previously shared same framework and will likely in the future
- Currently transitioning to new locale framework
- Background:
 - 1986 – Locales included in CCD (Only minor changes since then)
 - 2000 Census – Changes in population, Metro areas, Urban areas
 - 2003 – New Census data available and implemented
 - 2003 – 2005 – Data reviewed and new locale framework applied
 - 2006 – New locales appear in CCD
- REAP statute requires specific codes (e.g., ‘7’ vs. ‘Rural’)
- Reauthorization planned for 2007 (then 2008, 2009, etc)
- Transition delayed by delay in NCLB/ESEA reauthorization
- ‘Old’ codes needed for REAP; ‘new’ codes needed for CCD

Demographic Data Sources

Demographic Data Sources: ACS

- American Community Survey (ACS)
 - Replaced census long form (sample)
 - Annually updated multi-year estimates vs. once every 10 years
 - Sample aggregated over geography – e.g., school districts, tracts, BGs
 - Sample aggregated over time – 1yr, 3yr, 5yr
 - Wide range of social, demographic, economic, housing conditions
- ACS School District Custom Tabulations
 - 5-year period estimates for wide range of content (e.g., Income, poverty, housing value, English ability, parent educational attainment, household type, occupation, disability, etc.)
 - Subset for school-age children (parents) – e.g., children enrolled in public
- ACS File Types (Data Products)
 - Summary Tables/Profiles – most common characteristics (% , #)
 - Detailed Tables – multi-dimensional cross-tabulations (#)

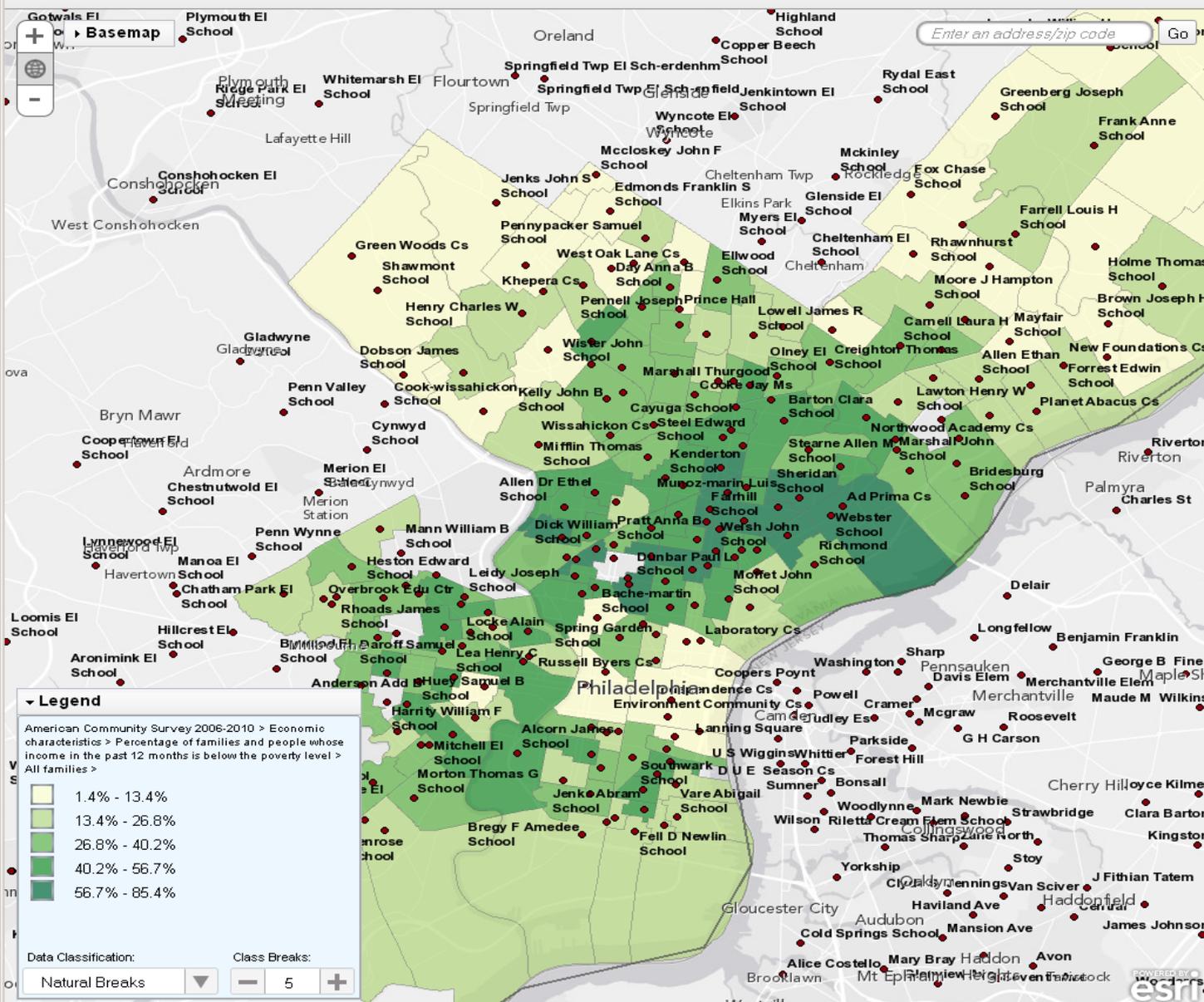
Demographic and Other Data Sources

- TIGER/Line with 2010 Census and 5yr ACS
 - Easy access to selected demographic attributes (pre-joined geo + demo data)
 - 2010 Census and 5yr ACS
 - Shapefile and geodatabase
- 2010 Census
 - Basic population/housing characteristics – age, race, sex, household type, etc.
 - Data available at block level (smallest geographic unit)
 - First census with data tabulated for school districts
- Small Area Income and Poverty Estimates (SAIPE) – Title I
 - Model-assisted estimates incorporate IRS tax data
 - Used for Title I allocations to states/districts
- Other useful sources with shared ID:
 - Common Core of Data – program participation (lunch counts, Title I school, etc)
 - F-33 School District Finance Data

Data Access: School District Demographic System (SDDS)

- Portal for NCES demographic and geographic data
 - ACS school district data – standard product and custom tabulations
 - Census – 1990, 2000
 - Spatial data – school districts, school areas, school points
- Data tables – drill down; download
- Maps – ACS summary profiles (social, demographic, economic, housing)
 - School District
 - School Attendance Boundary
- SDDS overhaul late spring
 - More flexible, streamlined mapping
 - More focus on ACS data and survey information

SDDS SCHOOL DISTRICT DEMOGRAPHICS SYSTEM **Demographic Profile Viewer**



Legend

American Community Survey 2006-2010 > Economic characteristics > Percentage of families and people whose income in the past 12 months is below the poverty level > All families >

- 1.4% - 13.4%
- 13.4% - 26.8%
- 26.8% - 40.2%
- 40.2% - 56.7%
- 56.7% - 85.4%

Data Classification: Natural Breaks
 Class Breaks: 5

Indicators **Filters**

District Boundaries

American Community Survey 2006-2010

Select: [Dropdown]

- Per capita income (dollars)
- Nonfamily households
- Median earnings for workers (dollars)
- Median earnings for male full-time, year-round workers (dollars)
- Median earnings for female full-time, year-round workers (dollars)
- PERCENTAGE OF FAMILIES AND PEOPLE WHOSE INCOME IN THE PAST 12 MONTHS IS BELOW THE POVERTY LEVEL
- All families
 - With related children under 18 years
 - With related children under 5 years only
 - Married couple families
 - Families with female householder, no husband present
 - All people
 - Under 18 years
 - 18 years and over
 - People in families
 - Unrelated individuals 15 years and over
- Housing Characteristics
- Demographic and Housing Estimates

American Community Survey 2006-10 School Boundary F.A.O.'s

SOURCE: U.S. Census Bureau and 2009-10 ICES School Boundaries



Data Tables
American Community Survey 2007-2011

[Geography > School District: Philadelphia City, PA](#)

[Enrollment: Relevant Children - Enrolled Public](#)

Find Table

[View full table list](#)

- [B17019] POVERTY STATUS IN THE PAST 12 MONTHS OF FAMILIES BY HOUSEHOLD TYPE BY TENURE**
- [B10059] POVERTY STATUS IN THE PAST 12 MONTHS OF GRANDPARENTS LIVING WITH OWN GRANDCHILDREN UNDER 18 YEARS BY RESPONSIBILITY FOR OWN GRANDCHILDREN AND AGE OF GRANDPARENT
- [B17003] POVERTY STATUS IN THE PAST 12 MONTHS OF INDIVIDUALS BY SEX BY EDUCATIONAL ATTAINMENT
- [B17005] POVERTY STATUS IN THE PAST 12 MONTHS OF INDIVIDUALS BY SEX BY EMPLOYMENT STATUS
- [B17004] POVERTY STATUS IN THE PAST 12 MONTHS OF INDIVIDUALS BY SEX BY WORK EXPERIENCE
- [B17006] POVERTY STATUS IN THE PAST 12 MONTHS OF RELATED CHILDREN UNDER 18 YEARS BY FAMILY TYPE BY AGE OF RELATED CHILDREN UNDER 18 YEARS

Table Preview

[B17019] POVERTY STATUS IN THE PAST 12 MONTHS OF FAMILIES BY HOUSEHOLD TYPE BY TENURE

Dataset: American Community Survey 2007-2011
 Universe: Families
 Geography: Philadelphia City School District, PA
 Enrollment: Relevant Children - Enrolled Public

	Estimate	Margin of Error
Total:	108,345	+/-2,352
Income in the past 12 months below poverty level:	37,720	+/-1,563
Married-couple family:	6,735	+/-588
Owner occupied	3,265	+/-417
Renter occupied	3,470	+/-561
Other families:	30,985	+/-1,396
Male householder, no wife present:	3,040	+/-468
Owner occupied	1,275	+/-293
Renter occupied	1,765	+/-385
Female householder, no husband present:	27,945	+/-1,367
Owner occupied	7,300	+/-685
Renter occupied	20,645	+/-1,199
Income in the past 12 months at or above poverty level:	70,625	+/-1,879
Married-couple family:	33,290	+/-1,401
Owner occupied	25,470	+/-1,187
Renter occupied	7,815	+/-708
Other families:	37,335	+/-1,331
Male householder, no wife present:	7,110	+/-746
Owner occupied	3,900	+/-530
Renter occupied	3,210	+/-493
Female householder, no husband present:	30,225	+/-1,243
Owner occupied	14,170	+/-907
Renter occupied	16,055	+/-923

Review

- Census Geography
 - Structure
 - Small areas, Urban, Metropolitan
- NCES Geography
 - School district boundaries
 - School attendance area boundaries
 - School point locations (public, private, post-secondary)
 - Geocodes (associations with geographic areas)
 - Locales
- Demographic Data Sources
 - American Community Survey
 - TIGER/Line
 - Etc.

Questions and Contact

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Education Demographic and Geographic Estimates Program

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Resources

- National Center for Education Statistics
 - School District Demographics System: <http://nces.ed.gov/surveys/sdds/>
 - SDDS maps: <http://nces.ed.gov/surveys/sdds/ed/profiles/>
 - School Attendance Boundary Survey: <http://nces.ed.gov/surveys/sdds/sabs/>
 - Common Core of Data: <http://nces.ed.gov/ccd/>
- U.S. Census Bureau: <http://www.census.gov/>
- Demographic data: American Factfinder: <http://factfinder2.census.gov/>
 - American Community Survey
 - 2010 Census
 - Small Area Income and Poverty Estimates: <http://www.census.gov/did/www/saipe/>
- Geographic data:
 - TIGER/Line boundaries: <http://www.census.gov/geo/www/tiger/>
 - Geocoding to TIGER/Line: <http://geocoding.geo.census.gov/geocoder/>

Resources

- ESRI

- Higher Ed Site License resources:

- http://www.esri.com/industries/university/academic_programs/sitelic-resources

- One-year student license (free):

- <http://www.esri.com/industries/apps/education/offers/promo/index.cfm>

- Training: <http://training.esri.com/>

- Resources: <http://resources.arcgis.com/en/home/>

- ArcGIS How-to: <http://resources.arcgis.com/en/help/main/10.1/>

- Conferences:

- Association of American Geographers (AAG)

- Population Association of America (PAA) – Applied Demography SIG

- ESRI Education Users Conference

- AERA-SIG?