

Appendix B. Definitions and Explanations

Population Coverage—The figures in this report for October 1983 are sample survey data and related to the civilian noninstitutional population of the 50 States and the District of Columbia.

Introduction of 1980 Census Population Controls—The estimation procedure used for this survey involves the inflation of the weighted sample results to independent estimates of the civilian noninstitutional population of the United States by age, race, and sex. These independent estimates are based on civilian noninstitutional population counts from the decennial censuses and are updated with statistics on births, deaths, immigration, and emigration and statistics on the strength of the Armed Forces. Data published for 1972 through 1980 were based on independent population estimates derived by updating the 1970 Decennial Census counts. Starting with the data collected in the October 1981 Current Population Survey (CPS), independent estimates were based on civilian noninstitutional population controls for age, race, and sex established by the 1980 Decennial Census.

The April 1980 census population count differed somewhat from the independent estimates for April 1980 derived by updating 1970 census population figures. The April 1980 census count of the civilian noninstitutional population was 222,420,441, compared with the 1970 census based figure of 217,400,244 used for the CPS. Basically, this difference had little impact on summary or proportional measures, such as medians and percent distributions; however, use of the new controls could have significant effect on the absolute numbers.

School Enrollment—The school enrollment statistics from the current survey are based on replies to the enumerator's inquiry as to whether the person was enrolled in school. Enumerators were instructed to count as enrolled anyone who had been enrolled at any time during the current term or school year in any type of graded public, parochial, or other private school in the regular school system. Such schools include nursery schools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Thus, regular schooling is that which may advance a person toward an elementary or high school diploma, or a college, university, or professional school degree. Children enrolled in nursery schools and kindergarten are included in the enrollment figures for regular schools, and are also shown separately.

Special schools are those which are not in the regular school system, such as trade schools or business colleges. Persons attending special schools are not included in the enrollment figures.

Persons enrolled in classes which do not require physical presence in school, such as correspondence courses or other courses of independent study, and in training courses given

directly on the job, are also excluded from the count of those enrolled in school, unless such courses are being counted for credit at a regular school.

College Enrollment—The college enrollment statistics are based on replies to the enumerator's inquiry as to whether the person was attending or enrolled in college. Enumerators were instructed to count as enrolled anyone who had been enrolled at any time during the current term or school year, except those who have left for the remainder of the term. Thus, regular college enrollment includes those persons attending a 4-year or 2-year college, university, or professional school (such as medical or law school) in courses that may advance the student toward a recognized college or university degree (e.g. BA or MA). Attendance may be either full time or part time, during the day or night.

Two-Year and Four-Year Colleges—Students enrolled in the first 3 years of college were asked to report whether the college in which they were enrolled was a 2-year college (junior or community college) or a 4-year college or university. Students in the fourth academic year of college or higher were assumed to be in a 4-year college or university.

School Enrollment in Year Preceding Current Survey—An inquiry on enrollment in regular school or college in October of the preceding year was asked in the survey for persons 14 to 24 years old who were enrolled in college or not currently attending regular school.

Level of School—The statistics on level of school indicate the number of persons enrolled at each of five levels—nursery, kindergarten, elementary school (first to eighth grades), high school (ninth to twelfth grades), and college or professional school. The last group includes graduate students in colleges or universities. Persons enrolled in junior high school through the eighth grade are classified as in elementary school and the others as in high school.

Nursery School—A nursery school is defined as a group or class that is organized to provide educational experiences for children during the year or years preceding kindergarten. It includes instruction as an important and integral phase of its program of child care. Private homes in which essentially custodial care is provided are not considered nursery schools. Children attending nursery school are classified as attending during either part of the day or the full day. Part-day attendance refers to those who attend either in the morning or in the afternoon, but not both. Full-day attendance refers to those who attend both in the morning and afternoon.

Head Start—Children enrolled in Head Start programs or similar programs sponsored by local agencies to provide preschool education to young children are counted under Nursery or Kindergarten as appropriate.

Public or Private School—In this report, a public school is defined as any educational institution operated by publicly elected or appointed school officials and supported by public funds. Private schools include educational institutions established and operated by religious bodies, as well as those which are under other private control. In cases where enrollment was in a school or college which was both publicly and privately controlled or supported, enrollment was counted according to whether it was primarily public or private.

Full-Time and Part-Time Attendance—College students were classified, in this report, according to whether they were attending school on a full-time or part-time basis. A student was regarded as attending college full time if he was taking 12 or more hours of classes during the average school week, and part time if he was taking less than 12 hours of classes during the average school week.

Modal Grade—Enrolled persons are classified according to their relative progress in school, that is, whether the grade or year in which they were enrolled was below, at, or above the modal (or typical) grade for persons of their age at the time of the survey. The modal grade is the year of school in

which the largest proportion of students of a given age is enrolled.

Age—The age classification is based on the age of the person at his last birthday.

Race—The population is divided into three groups on the basis of race—White, Black, and other races. The last category includes Indians, Japanese, Chinese, and any other race except White and Black. In this report, other races is not shown separately.

Spanish Origin—Information on origin or descent was obtained by asking, "What is (this person's) origin or descent?" Responses generally refer to a person's perceived national or ethnic lineage and do not necessarily indicate the country of birth of himself or his parents.

Persons of Spanish origin are persons who reported themselves as Mexican American, Chicano, Mexican, Mexicano, Puerto Rican, Cuban, Central or South American, or other Spanish origin. However, all persons who reported themselves as Mexican American, Chicano, Mexican, or Mexicano were combined into the one category—Mexican. Persons of Spanish origin may be of any race.

Basic School Enrollment Supplement

(Questions included in the October CPS since 1967 with appropriate date changes)

<p>29. Is . . . attending or enrolled in school? Yes <input type="radio"/> (Ask 30) No <input type="radio"/> (Skip to 34) ➔</p>	<p>34. (Besides those college courses) Is . . . taking any (other) courses, for personal development, for job skills, as in business or vocational courses, for general enjoyment, or for credit towards a degree, certificate or diploma? * * Yes <input type="radio"/> No <input type="radio"/> ➔ <i>Include correspondence courses.</i></p>
<p>30. Is it a public or private school? Private <input type="radio"/> <input checked="" type="checkbox"/> Public <input type="radio"/> } (Ask 31)</p>	<p>35. INTERVIEWER CHECK ITEM: Age 14-34 <input type="radio"/> (Ask 36) Age 35+ <input type="radio"/> (End questions)</p>
<p>31. What grade or year is . . . attending? E1 E2 E3 E4 E5 E6 E7 E8 } (End questions) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> H1 H2 H3 H4 } (End questions) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="checkbox"/> C1 C2 C3 C4 C5 C6+ } (Ask 32) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Special School <input type="radio"/> (Specify type and skip to 34) ➔</p>	<p>36. Was . . . attending or enrolled in a regular school or college in October 1979 that is, October of last year? Yes <input type="radio"/> <input checked="" type="checkbox"/> No <input type="radio"/> } (Fill 37)</p>
<p>32. Is . . . attending college full-time or part-time? Full-time <input type="radio"/> <input checked="" type="checkbox"/> Part-time <input type="radio"/> } (Ask 33)</p>	<p>37. INTERVIEWER CHECK ITEM: High School Graduate (Entries of "H4" and "Yes" in Control Card items 23a and 23b OR entry of "C1-C6+" in Control Card item 23a) <input type="radio"/> ➔ (Skip to 39) Not High School Graduate Age 14-24 . . . <input type="radio"/> (Ask 38) Age 25+ <input type="radio"/> (Go to next person)</p>
<p>33. Is this a two-year college or a four-year college or university? * 2-year college (community or junior college) <input type="radio"/> <input checked="" type="checkbox"/> 4-year college <input type="radio"/> } (Skip to 35)</p>	<p>38. In what CALENDAR year did . . . last attend regular school? 1980 <input type="radio"/> <input checked="" type="checkbox"/> 1979 <input type="radio"/> } (Go to next person) 1978 <input type="radio"/> } 1977 <input type="radio"/> } 1976 <input type="radio"/> } 1975 or earlier <input type="radio"/> } (Go to next person) Never attended <input type="radio"/> }</p>
<p>39. In what CALENDAR year did . . . graduate from high school? 1980 <input type="radio"/> <input checked="" type="checkbox"/> 1979 <input type="radio"/> } 1978 <input type="radio"/> } 1977 <input type="radio"/> } 1976 <input type="radio"/> 1975 or earlier <input type="radio"/></p>	<p>39. In what CALENDAR year did . . . graduate from high school? 1980 <input type="radio"/> <input checked="" type="checkbox"/> 1979 <input type="radio"/> } 1978 <input type="radio"/> } 1977 <input type="radio"/> } 1976 <input type="radio"/> 1975 or earlier <input type="radio"/></p>

*Added in 1972.

**Added in 1973; revised in 1982. Not included in annual tabulations.

Marital Status—The marital status category shown in this report, “married, spouse present,” includes persons who are currently married and living with their spouse.

The category “other marital status” includes persons who are single (never married), separated, divorced, or widowed.

Family—The term “family,” as used here, refers to a group of two persons or more related by blood, marriage, or adoption and residing together; all such persons are considered as members of one family.

Primary Family—A primary family is a family that includes among its members the persons or couple who maintains the household.

Family Head—In the CPS, the term “head of family” is used to refer to persons maintaining the household. This practice was discontinued in surveys conducted after the 1980 Census of Population. However, in surveys taken prior to the 1980 Census of Population, women were not classified as the “head of family” if their husbands were present.

Head Versus Householder—In the 1980 census, the Bureau of the Census discontinued the use of the terms “head of household” and “head of family.” Instead, the terms “householder” and “family householder” were used. Recent social changes resulted in greater sharing of household responsibilities among the adult members and, therefore, made the term “head” inappropriate in the analysis of household and family data. Specifically, the Bureau reconsidered its longtime practice of always classifying the husband as the head when he and his wife are living together.

In the 1980 census, the householder was the first adult household member listed on the census questionnaire. The instructions called for listing first the person (or one of the persons) in whose name the home is owned or rented. If a home is owned jointly by a married couple, either the husband or the wife was listed first, thereby becoming the reference person, or householder, to whom the relationship of other household members was recorded. The same procedure was followed in the CPS surveys conducted after the 1980 census. Therefore, the Bureau is publishing the responses on relationship as given in the CPS — husband or wife could be the family householder.

Years of School Completed—Data on years of school completed were derived from the combination of answers to two questions: (1) “What is the highest grade of school he/she has ever attended?” and (2) “Did he/she finish this grade?”

The questions on educational attainment apply only to progress in “regular” schools. Such schools include graded public, private, and parochial elementary and high schools (both junior and senior high), colleges, universities, and professional schools, whether day schools or night schools. Thus, regular schooling is that which may advance a person toward an elementary school certificate, high school diploma, or a college, university, or professional school degree. Schooling in other than regular schools was counted only if the credits obtained were regarded as transferable to a school in the regular school system.

Family Income—In this report, family income is derived from a single question asked of the household respondent when a household first enters the sample and is updated on the anniversary of entry. Income includes money income from jobs; net income from business, farm, or rent; pensions;

dividends; interest; social security payments; and any other money income. The income of nonrelatives living in the household is excluded, but the income of all family members 14 years old and over, including those temporarily living away, is included. It should be noted that while characteristics of the person, such as age and marital status, and the composition of families refer to the date of the interview, family income statistics refer to receipts over a 12-month period starting 12 to 16 months prior to the interview.

The income tables include in the lowest income group those who were classified as having no income in the 12-month reference period and those reporting a loss in net income from farm and nonfarm self-employment or in rental income.

The detailed income tables include a separate category for families for which no income information was obtained. In most other CPR’s showing income data, the missing income data have been allocated.

The money income level of families shown in this report may be somewhat understated. Income data from the October control card are based on the respondent’s estimate of total family money income in broad, fixed income intervals. Income data collected in the March supplement to the CPS are based on responses to 11 direct questions asked about each person 14 years old and over and identifying 23 different sources of income in the preceding calendar year.

Previous research has shown that the use of broad income intervals to record money income tends to reduce the rate of nonreporting, while increasing the likelihood that the amounts reported will be significantly understated as compared with results from more detailed questions.

Metropolitan-Nonmetropolitan Residence—The population residing in standard metropolitan statistical areas (SMSA’s) constitutes the metropolitan population. Except in New England, an SMSA is a county or group of contiguous counties which contains at least one city of 50,000 inhabitants or more, or “twin cities” with a combined population of at least 50,000. In addition to the county or counties containing such a city or cities, contiguous counties are included in an SMSA if, according to certain criteria, they are essentially metropolitan in character and are socially and economically integrated with the central county. In New England, SMSA’s consist of towns and cities rather than counties. The metropolitan population in this report is based on SMSA’s as defined in the 1970 census and does not include any subsequent additions or changes.

The population inside SMSA’s is further classified as “in central cities” and “outside central cities.” With a few exceptions, central cities are determined according to the following criteria:

1. The largest city in an SMSA is always a central city.
2. One or two additional cities may be secondary central cities on the basis and in the order of the following criteria:
 - a. The additional city or cities has at least 250,000 inhabitants.
 - b. The additional city or cities has a population of one-third or more of that of the largest city and a minimum population of 25,000.

Comparability of Metropolitan and Nonmetropolitan Data—Changes in CPS design and procedures over the last several years have made the annual series of sample population data for metropolitan and nonmetropolitan areas inconsistent. Analytic comparisons of year-to-year changes in these figures

should be avoided. Trends in metropolitan and nonmetropolitan population growth from 1970 to 1983 and from 1976 to 1983 should not be appreciably affected by the procedural changes.

The major revisions to the CPS sample design and estimation methods have involved the expansion of the number of sample units from 55,000 housing units to 69,000 housing units. This incorporation of approximately 10,000 supplemental housing units into the CPS sample in 1977 was accompanied by new procedures for inflating the sample results to reflect national estimates. It was determined subsequent to the introduction of the additional sample that the new procedures used for processing the 1977 and 1978 CPS supplement data had resulted in an apparent overestimate of the nonmetropolitan population and corresponding underestimate of the metropolitan population for those years. Another revision of the weighting process was introduced in 1979 to correct the problem discovered in the earlier procedures. The result of this change was a large spurious increase in the metropolitan population and decrease in the nonmetropolitan population relative to 1978 levels.

Other operational changes including the introduction of a coverage improvement sample designed to provide greater accuracy in survey estimation occurred in 1979. The net effect of all changes in procedure was to increase the metropolitan area estimates.

Geographic Regions—The four major regions of the United States, for which data are presented, represent groups of States, as follows:

Northeast—Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

*Midwest*¹—Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

South—Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

West—Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

Symbols—The following symbols are used throughout the tables:

- Represents zero or rounds to zero.
- B The base of the derived figure is less than 75,000.
- X Not applicable.
- NA Not available.

Rounding of Estimates—Individual figures are rounded to the nearest thousand without being adjusted to group totals which are independently rounded. With few exceptions, percentages are based on the rounded absolute numbers.

¹Formerly North Central.