Changing Demographics: Data, Data, Data

Census and Me

Lesson Rationale: The overall essential question is: How are demographics changing both locally and nationally? For this lesson students will interpret census data to identify how demographics are changing in the various regions. Students will analyze demographic information for their own school district (Fayetteville-Manlius School District), the local county (Onondaga County), New York State, and the United States. This gradual expanding of geographic regions will allow students to gain a wider perspective of how their local demographics compare to national demographics. My goal is for students to analyze demographic data to increase their understanding of racial diversity and to explore how race statistics are changing. Students will determine the percentage and the percent change based on race and ethnicity. This activity will increase students' understanding of ratios and proportions. I modified and adapted this lesson from the resource: "Expeditions in Your Classroom for Common Core State Standards: Middle School Mathematics"[CITATION Lis09 \l 1033]. The original resources included in the Changing Communities Lesson are no longer available on the internet. So I researched and adjusted the information to better match my goals for the lesson with my students. In addition, I merged some topics from Open Up Resources lesson called "How Crowded is This Neighborhood" [CITATION How18 \l 1033]. By merging activities from these two sources, I was able to create a more culturally relevant project for my students to complete.

Background information:

The Fayetteville-Manlius School District is a typical middle-class suburban school district with a total student population of 4,220. The following demographics for Wellwood Middle School were obtained at the Web site: https://data.nysed.gov/enrollment.php?year=2017&instid=800000040974 [CITATION dat18 \l 1033]. This data is obtained using the school district Basic Educational Data System (BEDS) form for the 2016-2017 school year. Wellwood reported a total enrollment of 651 students.

Wellwood Middle School Ethnicity

Race	Number of Students (percent)
Black or African American	24 (4%)
Hispanic or Latino	22 (3%)
Asian or Native Hawaiian/Other Pacific Islander	45 (7%)
White	548 (84%)
Multiracial	12 (2%)

Enrollment by Gender: 327 Male (50%) Female: 324 (50%)

English Language Learners: 6 (1%) Students with Disabilities: 66 (10%)

Economically Disadvantaged: 103 (16%)

There is a lot of diversity in terms of the socio-economic status of the students' families. There are students with upper middle class families as well as students who are living in poverty and homeless. The majority of students have White middle-class to upper-middle class families. There is a lot of religious diversity among the students. Some students do not actively participate in religious

organizations. Other students participate regularly. Fayetteville-Manlius is one of the few local school disticts that recognize Jewish religious holidays. Some students are immigrants from Bosnia as well as China. While most students have spent several years in the Fayetteville-Manlius School District, some studnets have recently moved into the district.

There is also diversity in terms of the adults living in the students' households. Some students have both parents at home (a mother and father, two mothers, or two fathers). Some students are being raised by their grandparents because their parents have abandoned them, are imprisioned, or do not have custody rights. Some students are adopted and still in contact with their biological families. Some students are adopted and have not contact with their biological families. Some families are single-parent households. Some families share children between two households. One student even had a unique situation where she stayed in the same house, but the parents rotated who stayed with her throughout the week. There are blended families as well as multi-racial families. Some students are in foster care and have supervised visits with biological parents. Some students are dealing with severe emotional difficulties such as depression, suicidal thoughts and oppositional/defiant behavior. Some students are in the middle of custody trials and meeting with judges to determine custody rights of parents. Some students have orders of protection against one or both parents. When you consider more than just racial backgrounds, there is a lot of diversity among the students in my school.

Highlighted Multicultural Components:

When I taught percent and percent change in the past, I typically gave students numbers both with and without a context. I would give a typical problem such as “4 is what percent of 20?” or “If there are 6 red marbles and 8 blue marbles, what percent of the marbles are red? Similarly, for percent change I would ask students to find the percent change from 5 to 26 or the percent change from $12 to $2. With this revamped lesson, I am incorporating students’ cultural needs and awareness of cultural diversity by utilizing demographic data of race across time. Students will investigate demographic information of the local school district compared to the national demographic data across several years. I would like to increase the diversity awareness of my students in terms of race and how race statistics are changing. For this lesson, students will work with a group of three assigned by me. This will allow me to create diverse groups to explore the data together. In addition, the demographics give students a context for percent and percent change. My goal is for students to develop an understanding of the cultures within our own community as well as the national community and notice any changes, patterns or trends in the data. There is a perception among the community that there is little diversity among the students at Wellwood. I would like the students to dispel this image. By giving a context to statistics that the students are analyzing, I will meet their cultural needs.

Technology Component: Students will use technology to access various Web sites to obtain demographic statistics of the local school district, Onondaga County, New York State, and the United Sates. They will then create data display (either

circle graphs or bar graphs) of the different data sets for the various regions. In addition to using technology to access the data, students will also record and analyze their data using Google documents. They will access the Google document through a link on the class Schoology Web site. This Google document is at the following link:

https://docs.google.com/document/d/1JnSt1hkN8q8NMMf_fD9XT5VY71FxPlbVASJaOeib2C0/edit?usp=sharing

A print copy of the handout document is included in Appendix A. An answer key for the handout is available as a Google document at the following link:

https://docs.google.com/document/d/1-AHCddYViLbFzBxgj4cuhBBoRLiReBMOH9Ewqkq1M90/edit?usp=sharing

A print copy of the answer key for the handout document is included in Appendix B.

Lesson Plan (5-E model):

Topic, Grade Level, Time

Topic : Explore the percent change in race and ethnicity for various regions (local school district, local county, New York State, and the United States). In addition, students will investigate the percent each race and ethnicity is of the total population for each region.

Grade Level : 7th Grade Math

Time : 4-5- 42 minute class periods

Standards

New York Common Core Learning Standards

7.RP.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the populations; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

Engage: Students will participate in a warm up activity where they will complete the 2010 U.S. census for their current primary household. We will brainstorm as a class how the data from the U.S. Census is used to determine funding for various government programs. We will also reflect on what information is included or excluded from the U.S. Census form.

Explore: Students will use technology (Chromebooks and iPads) to gather demographic information about the local school district, Onondaga County, New York State, and the United States of America. They will enter this data into a Google document and then analyze this data to determine the percent of each race for the population as well as the percent change of races over time. Data sources include information from the NYS BEDS forms, PAD (Program on Applied Demographics via the New York State Labor Department at Cornell University), 2000 U.S. Census, and 2010 U.S. Census.

Explain: Based on their analysis of the data, students will identify patterns and changes in the data sets. They can hypothesize reasons for the changes in the populations based upon region sizes and locations. Students will apply their knowledge of percent and percent change to populations based on race. They will also create data displays (bar graphs or circle graphs) for a region assigned by me to present to the class.

Elaborate: Once all the groups have presented the information for their particular region, we will reflect as a class any patterns or trends that the students notice in the data sets. We will also explore the trend lines available on the Census website to further analyze the demographic statistics. For a historical context, as a class we can discuss how race and ethnicity categories for the U.S. Census have changed over time by exploring the visual timeline of the categories at the link:

https://www.census.gov/data-tools/demo/race/MREAD_1790_2010.html [CITATION Mea18 \l 1033]

A print copy of this website is included in Appendix C. This conversation will lead to a discussion about the impact of labels and how the meaning of ethnicities have evolved and progressed throughout history.

Evaluate: Throughout the lesson, students will collect and analyze statistics from various Web sites. I will monitor and help students identify the appropriate data and determine the percent and percent change for the different races. I will assign each group a particular region to create either circle graphs or bar graphs of their statistics (either Fayetteville-Manlius School District, Onondaga County, New York State or the United States). Student groups will present their data displays as well as their analysis of the percent change to their peers. As a class, we will explore

any patterns students notice in their analyses of the data. We will also discuss any questions students encounter throughout this project.

Assessment: Throughout the project, I will engage in both formal and informal assessment. Students will share their Google documents with me so that I can offer ongoing suggestions and feedback. At the conclusion of the project, students will independently analyze similar data about gender for the various data sets. They will then analyze this data to determine trends and patterns they notice for gender as well as create bar graphs or circle graphs for a particular region. This assessment is included in Appendix D and at the following Google link:

https://docs.google.com/document/d/1-KNM2zOi6FHaZNPsd7YBuyNQT4Jwe2R_6W1LYn1AqqI/edit?usp=sharing

An answer key for the assessment is included in Appendix E and also at the following Google link:

https://docs.google.com/document/d/16gsEOJRT37TNnx4ymof49pmv6FPV21kJiLYtQQvUNfA/edit?usp=sharing

References

data.nysed.gov. (2018, June 21). Retrieved June 21, 2018, from Wellwood Middle School Enrollement (2016-2017): https://data.nysed.gov/enrollment.php?year=2017&instid=800000040974

How Crowded is This Neighborhood? (2018, June 21). Retrieved from Open Up Resources: https://im.openupresources.org/7/students/9/5.html

List, H. (2009). Changing Communities. In *Expeditions in Your Classroom for Common Core State Standards: Middle School Mathematics* (pp. 89-109). Portland, ME: Walch Education.

Measuring Race and Ethnicity Across the Decades: 1790-2010. (2018, June 21). Retrieved June 21, 2018, from United States Census Bureau: https://www.census.gov/data-tools/demo/race/MREAD_1790_2010.html

Appendix A: Handout for Census and Me Project

Changing Demographics: Data, Data, Data

Census and Me

Every 10 years the United States conducts a census, which is a count of all people living in the U.S. As stated on the U.S. Census website:

> "The results of the decennial census determine the number of seats for each state in the U.S. House of Representatives and are used to draw congressional and state legislative districts and to distribute more than $675 billion in federal funds each year."
>
> Source: https://www.census.gov/about/what/census-at-a-glance.html

For this project, you will analyze and compare demographic data about the Fayetteville-Manlius School District, Onondaga County, New York State, and the United States using different data sources.

Before investigating the data, complete the information from the 2010 Census based upon your current primary household. Complete the form as if you are the current adult of your primary household. If there is information you are not sure about, such as age and birthday, use your best estimate.

United States Census 2010

U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

This is the official form for all the people at this address.
It is quick and easy, and your answers are protected by law.

Use a blue or black pen.

Start here

The Census must count every person living in the United States on April 1, 2010.

Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2010.
- Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on April 1, 2010, count that person. Otherwise, he or she may be missed in the census.

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?

Number of people = ☐☐

2. Were there any additional people staying here April 1, 2010 that you did not include in Question 1? *Mark ☒ all that apply.*

- ☐ Children, such as newborn babies or foster children
- ☐ Relatives, such as adult children, cousins, or in-laws
- ☐ Nonrelatives, such as roommates or live-in baby sitters
- ☐ People staying here temporarily
- ☐ No additional people

3. Is this house, apartment, or mobile home — *Mark ☒ ONE box.*

- ☐ Owned by you or someone in this household with a mortgage or loan? *Include home equity loans.*
- ☐ Owned by you or someone in this household free and clear (without a mortgage or loan)?
- ☐ Rented?
- ☐ Occupied without payment of rent?

4. What is your telephone number? *We may call if we don't understand an answer.*

Area Code + Number

☐☐☐ – ☐☐☐ – ☐☐☐☐

OMB No. 0607-0919-C: Approval Expires 12/31/2011.

Form **D-61** (1-15-2009)

5. Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.

What is Person 1's name? *Print name below.*

Last Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

First Name ☐☐☐☐☐☐☐☐☐☐☐☐ MI ☐

6. What is Person 1's sex? *Mark ☒ ONE box.*

☐ Male ☐ Female

7. What is Person 1's age and what is Person 1's date of birth?
Please report babies as age 0 when the child is less than 1 year old.
Print numbers in boxes.

Age on April 1, 2010	Month	Day	Year of birth
☐☐	☐☐	☐☐	☐☐☐☐

➜ **NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.**

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

- ☐ **No,** not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

9. What is Person 1's race? *Mark ☒ one or more boxes.*

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*

- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*

- ☐ Some other race — *Print race.*

10. Does Person 1 sometimes live or stay somewhere else?

☐ No ☐ Yes — *Mark ☒ all that apply.*

- ☐ In college housing
- ☐ In the military
- ☐ At a seasonal or second residence
- ☐ For child custody
- ☐ In jail or prison
- ☐ In a nursing home
- ☐ For another reason

➜ **If more people were counted in Question 1, continue with Person 2.**

INFORMATION ONLY COPY

1. Print name of Person 2

Last Name

First Name MI

2. How is this person related to Person 1? *Mark ✗ ONE box.*

- ☐ Husband or wife
- ☐ Biological son or daughter
- ☐ Adopted son or daughter
- ☐ Stepson or stepdaughter
- ☐ Brother or sister
- ☐ Father or mother
- ☐ Grandchild
- ☐ Parent-in-law
- ☐ Son-in-law or daughter-in-law
- ☐ Other relative
- ☐ Roomer or boarder
- ☐ Housemate or roommate
- ☐ Unmarried partner
- ☐ Other nonrelative

3. What is this person's sex? *Mark ✗ ONE box.*

☐ Male ☐ Female

4. What is this person's age and what is this person's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes.

Age on April 1, 2010	Month	Day	Year of birth

➜ **NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.**

5. Is this person of Hispanic, Latino, or Spanish origin?

- ☐ **No**, not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

6. What is this person's race? *Mark ✗ one or more boxes.*

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*
- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*
- ☐ Some other race — *Print race.*

7. Does this person sometimes live or stay somewhere else?

☐ No ☐ Yes — *Mark ✗ all that apply.*

- ☐ In college housing
- ☐ In the military
- ☐ At a seasonal or second residence
- ☐ For child custody
- ☐ In jail or prison
- ☐ In a nursing home
- ☐ For another reason

➜ **If more people were counted in Question 1 on the front page, continue with Person 3.**

1. Print name of Person 3

Last Name

First Name MI

2. How is this person related to Person 1? *Mark ✗ ONE box.*

- ☐ Husband or wife
- ☐ Biological son or daughter
- ☐ Adopted son or daughter
- ☐ Stepson or stepdaughter
- ☐ Brother or sister
- ☐ Father or mother
- ☐ Grandchild
- ☐ Parent-in-law
- ☐ Son-in-law or daughter-in-law
- ☐ Other relative
- ☐ Roomer or boarder
- ☐ Housemate or roommate
- ☐ Unmarried partner
- ☐ Other nonrelative

3. What is this person's sex? *Mark ✗ ONE box.*

☐ Male ☐ Female

4. What is this person's age and what is this person's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes.

Age on April 1, 2010	Month	Day	Year of birth

➜ **NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.**

5. Is this person of Hispanic, Latino, or Spanish origin?

- ☐ **No**, not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

6. What is this person's race? *Mark ✗ one or more boxes.*

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*
- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*
- ☐ Some other race — *Print race.*

7. Does this person sometimes live or stay somewhere else?

☐ No ☐ Yes — *Mark ✗ all that apply.*

- ☐ In college housing
- ☐ In the military
- ☐ At a seasonal or second residence
- ☐ For child custody
- ☐ In jail or prison
- ☐ In a nursing home
- ☐ For another reason

➜ **If more people were counted in Question 1 on the front page, continue with Person 4.**

INFORMATIONAL COPY

1. Print name of Person 4

Last Name

First Name MI

2. How is this person related to Person 1? *Mark ☒ ONE box.*

- ☐ Husband or wife
- ☐ Biological son or daughter
- ☐ Adopted son or daughter
- ☐ Stepson or stepdaughter
- ☐ Brother or sister
- ☐ Father or mother
- ☐ Grandchild
- ☐ Parent-in-law
- ☐ Son-in-law or daughter-in-law
- ☐ Other relative
- ☐ Roomer or boarder
- ☐ Housemate or roommate
- ☐ Unmarried partner
- ☐ Other nonrelative

3. What is this person's sex? *Mark ☒ ONE box.*

☐ Male ☐ Female

4. What is this person's age and what is this person's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes.

Age on April 1, 2010	Month	Day	Year of birth

➜ **NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.**

5. Is this person of Hispanic, Latino, or Spanish origin?

- ☐ **No,** not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

6. What is this person's race? *Mark ☒ one or more boxes.*

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*
- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*
- ☐ Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*
- ☐ Some other race — *Print race.*

7. Does this person sometimes live or stay somewhere else?

☐ No ☐ Yes — *Mark ☒ all that apply.*

- ☐ In college housing
- ☐ In the military
- ☐ At a seasonal or second residence
- ☐ For child custody
- ☐ In jail or prison
- ☐ In a nursing home
- ☐ For another reason

➜ **If more people were counted in Question 1 on the front page, continue with Person 5.**

1. Print name of Person 5

Last Name

First Name MI

2. How is this person related to Person 1? *Mark ☒ ONE box.*

- ☐ Husband or wife
- ☐ Biological son or daughter
- ☐ Adopted son or daughter
- ☐ Stepson or stepdaughter
- ☐ Brother or sister
- ☐ Father or mother
- ☐ Grandchild
- ☐ Parent-in-law
- ☐ Son-in-law or daughter-in-law
- ☐ Other relative
- ☐ Roomer or boarder
- ☐ Housemate or roommate
- ☐ Unmarried partner
- ☐ Other nonrelative

3. What is this person's sex? *Mark ☒ ONE box.*

☐ Male ☐ Female

4. What is this person's age and what is this person's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes.

Age on April 1, 2010	Month	Day	Year of birth

➜ **NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.**

5. Is this person of Hispanic, Latino, or Spanish origin?

- ☐ **No,** not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

6. What is this person's race? *Mark ☒ one or more boxes.*

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*
- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*
- ☐ Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*
- ☐ Some other race — *Print race.*

7. Does this person sometimes live or stay somewhere else?

☐ No ☐ Yes — *Mark ☒ all that apply.*

- ☐ In college housing
- ☐ In the military
- ☐ At a seasonal or second residence
- ☐ For child custody
- ☐ In jail or prison
- ☐ In a nursing home
- ☐ For another reason

➜ **If more people were counted in Question 1 on the front page, continue with Person 6.**

INFORMATIONAL COPY

1. Print name of Person 6

Last Name

First Name MI

2. How is this person related to Person 1? *Mark ☒ ONE box.*

- ☐ Husband or wife
- ☐ Biological son or daughter
- ☐ Adopted son or daughter
- ☐ Stepson or stepdaughter
- ☐ Brother or sister
- ☐ Father or mother
- ☐ Grandchild
- ☐ Parent-in-law
- ☐ Son-in-law or daughter-in-law
- ☐ Other relative
- ☐ Roomer or boarder
- ☐ Housemate or roommate
- ☐ Unmarried partner
- ☐ Other nonrelative

3. What is this person's sex? *Mark ☒ ONE box.*

☐ Male ☐ Female

4. What is this person's age and what is this person's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes.

Age on April 1, 2010	Month	Day	Year of birth

➜ **NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.**

5. Is this person of Hispanic, Latino, or Spanish origin?

- ☐ **No,** not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

6. What is this person's race? *Mark ☒ one or more boxes.*

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*
- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*
- ☐ Some other race — *Print race.*

7. Does this person sometimes live or stay somewhere else?

☐ No ☐ Yes — *Mark ☒ all that apply.*

- ☐ In college housing
- ☐ In the military
- ☐ For child custody
- ☐ In jail or prison

➜ ***If more people live here, turn the page and continue.***

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Use this section to complete information for the rest of the people you counted in Question 1 on the front page. *We may call for additional information about them.*

Person 7

Last Name | First Name | MI

Sex: ☐ Male ☐ Female

Age on April 1, 2010

Date of Birth: Month | Day | Year

Related to Person 1? ☐ Yes ☐ No

Person 8

Last Name | First Name | MI

Sex: ☐ Male ☐ Female

Age on April 1, 2010

Date of Birth: Month | Day | Year

Related to Person 1? ☐ Yes ☐ No

Person 9

Last Name | First Name | MI

Sex: ☐ Male ☐ Female

Age on April 1, 2010

Date of Birth: Month | Day | Year

Related to Person 1? ☐ Yes ☐ No

Person 10

Last Name | First Name | MI

Sex: ☐ Male ☐ Female

Age on April 1, 2010

Date of Birth: Month | Day | Year

Related to Person 1? ☐ Yes ☐ No

Person 11

Last Name | First Name | MI

Sex: ☐ Male ☐ Female

Age on April 1, 2010

Date of Birth: Month | Day | Year

Related to Person 1? ☐ Yes ☐ No

Person 12

Last Name | First Name | MI

Sex: ☐ Male ☐ Female

Age on April 1, 2010

Date of Birth: Month | Day | Year

Related to Person 1? ☐ Yes ☐ No

Thank you for completing your official 2010 Census form.

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JIC1 | JIC2

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Demographics for Fayetteville-Manlius School District

Every year, New York State school districts record data about the demographics of their student populations. This information is collected by New York State and used to determine program funding. For this portion of the project, you will access the Basic Educational Data System (BEDS) information for the Fayetteville-Manlius School District. Complete the table for the years 2012-2013 and 2016-2017 and record the number of students enrolled in Fayetteville-Manlius Central School District based on ethnicity.

For the 2012-2013 data, use the link: https://data.nysed.gov/enrollment.php?year=2013&instid=800000040971

For the 2016-2017 data, use the link: https://data.nysed.gov/enrollment.php?year=2017&instid=800000040971

Determine the percent of the total enrollment for each ethnicity for the 2012-2013 and the 2016-2017 data.

Fayetteville-Manlius School District Student Demographics: Percent

Ethnicity	2012-2013	Percent of 2012-2013 Total Enrollment (Rounded to the nearest tenth of a percent)	2016-2017	Percent of 2016-2017 Total Enrollment (Rounded to the nearest tenth of a percent)
American Indian or Alaska Native				
Black or African-American				
Hispanic or Latino				
Asian or Native Hawaiian/Other Pacific Islander				
White				
Multiracial				
Total Enrollment				

Determine the percent change for each ethnicity from 2012-2013 to 2016-2017.

Fayetteville-Manlius School District Student Demographics: Percent Change

Ethnicity	2012-2013	2016-2017	Percent Change (Rounded to the nearest tenth of a percent)
American Indian or Alaska Native			
Black or African-American			
Hispanic or Latino			
Asian or Native Hawaiian/Other Pacific Islander			
White			
Multiracial			
Total Enrollment			

Similar data about race of people living in Onondaga County is available through the New York State Department of Labor.

Click on the link below and then select the Population by Race table for counts. When you click on one of the graphs, you will be taken to the data table. Record the data for race in the following table for the years 2012 and 2016.

https://pad.human.cornell.edu/counties/trends1geo.cfm?geo=67

Use the data to determine the percent for each race for 2012 and 2016. For the Total Population use the table "Total Population" and select Population Counts.

Onondaga Country Population by Race: Percent

Race	2012	Percent of the 2012 Total Population (Rounded to the nearest tenth of a percent)	2016	Percent of the 2016 Total Population (Rounded to the nearest tenth of a percent)
White Non-Hispanic				
Black Non-Hispanic				
American Indian Non-Hispanic				
Asian Non-Hispanic				
Hispanic				
Total Population				

Use the data to determine the percent change in each race from 2012 to 2016. For the Total Population use the table “Total Population” and select Population Counts.

Onondaga Country Population by Race: Percent Change

Race	2012	2016	Percent Change (Rounded to the nearest tenth of a percent)
White Non-Hispanic			
Black Non-Hispanic			
American Indian Non-Hispanic			
Asian Non-Hispanic			
Hispanic			
Total Population			

Similar data about race of people living in New York State is available through the New York State Department of Labor.

Click on the link below and then select the Population by Race table for counts. When you click on one of the graphs, you will be taken to the data table. Record the data for race in the following table for the years 2012 and 2016.

https://pad.human.cornell.edu/counties/trends1geo.cfm?geo=0

Use the data to determine the percent for each race for 2012 and 2016. For the Total Population use the table "Total Population" and select Population Counts.

New York State Population by Race: Percent

Race	2012	Percent of the 2012 Total Population (Rounded to the nearest tenth of a percent)	2016	Percent of the 2016 Total Population (Rounded to the nearest tenth of a percent)
White Non-Hispanic				
Black Non-Hispanic				
American Indian Non-Hispanic				
Asian Non-Hispanic				
Hispanic				
Total Population				

Use the data to determine the percent change in each race from 2012 to 2016. For the Total Population use the table “Total Population” and select Population Counts.

New York State Population by Race: Percent Change

Race	2012	2016	Percent Change (Rounded to the nearest tenth of a percent)
White Non-Hispanic			
Black Non-Hispanic			
American Indian Non-Hispanic			
Asian Non-Hispanic			
Hispanic			
Total Population			

Similar data about race of people living in the United States is available through the U.S. Census.

For data about the demographics from the 2000 U.S. Census, use the following link:

https://www.census.gov/prod/2001pubs/c2kbr01-1.pdf

For data about demographics from the 2010 U.S. Census, use the following link:

https://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf

Use the data to determine the percent of each race for 2000 and 2010.

United States Population by Race: Percent

Race	2000	Percent of the Total 2000 Population (Rounded to the nearest tenth of a percent)	2010	Percent of the Total 2010 Population (Rounded to the nearest tenth of a percent)
White				
Black or African-American				
American Indian or Alaska Native				
Asian				
Native Hawaiian or Other Pacific Islander				
Some Other Race				
Two or More Races				
Hispanic or Latino				
Total Population				

Use the data to determine the percent change for each race from 2000 to 2010.

United States Population by Race

Race	2000	2010	Percent Change Rounded to the nearest tenth of a percent.
White			
Black or African-American			
American Indian or Alaska Native			
Asian			
Native Hawaiian or Other Pacific Islander			
Some Other Race			
Two or More Races			
Hispanic or Latino			
Total Population			

Your teacher will assignment you one region to present to the class. For the region you are assigned, as a group create either circle graphs or bar graphs for each year of the race data. In your presentation, include at least three things you noticed or wondered about for your region’s data about the percebt and percent change for race.

Appendix B: Answer Key for Census and Me Project

Changing Demographics: Data, Data, Data

Census and Me

Every 10 years the United States conducts a census, which is a count of all people living in the U.S. As stated on the U.S. Census website:

> "The results of the decennial census determine the number of seats for each state in the U.S. House of Representatives and are used to draw congressional and state legislative districts and to distribute more than $675 billion in federal funds each year."
>
> Source: https://www.census.gov/about/what/census-at-a-glance.html

For this project, you will analyze and compare demographic data about the Fayetteville-Manlius School District, Onondaga County, New York State, and the United States using different data sources.

Before investigating the data, complete the information from the 2010 Census based upon your current primary household. Complete the form as if you are the current adult of your primary household. If there is information you are not sure about, such as age and birthday, use your best estimate.

United States Census 2010

This is the official form for all the people at this address.
It is quick and easy, and your answers are protected by law.

U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

Use a blue or black pen.

Start here

The Census must count every person living in the United States on April 1, 2010.

Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2010.
- Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on April 1, 2010, count that person. Otherwise, he or she may be missed in the census.

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?

Number of people = ☐☐

2. Were there any additional people staying here April 1, 2010 that you did not include in Question 1? *Mark ☒ all that apply.*

- ☐ Children, such as newborn babies or foster children
- ☐ Relatives, such as adult children, cousins, or in-laws
- ☐ Nonrelatives, such as roommates or live-in baby sitters
- ☐ People staying here temporarily
- ☐ No additional people

3. Is this house, apartment, or mobile home — *Mark ☒ ONE box.*

- ☐ Owned by you or someone in this household with a mortgage or loan? *Include home equity loans.*
- ☐ Owned by you or someone in this household free and clear (without a mortgage or loan)?
- ☐ Rented?
- ☐ Occupied without payment of rent?

4. What is your telephone number? *We may call if we don't understand an answer.*

Area Code + Number

☐☐☐ – ☐☐☐ – ☐☐☐☐

OMB No. 0607-0919-C: Approval Expires 12/31/2011.

Form **D-61** (1-15-2009)

5. Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.

What is Person 1's name? *Print name below.*

Last Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

First Name ☐☐☐☐☐☐☐☐☐☐☐☐ MI ☐

6. What is Person 1's sex? *Mark ☒ ONE box.*

☐ Male ☐ Female

7. What is Person 1's age and what is Person 1's date of birth?
Please report babies as age 0 when the child is less than 1 year old.
Print numbers in boxes.

Age on April 1, 2010	Month	Day	Year of birth
☐☐	☐☐	☐☐	☐☐☐☐

➔ **NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.**

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

- ☐ **No,** not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

9. What is Person 1's race? *Mark ☒ one or more boxes.*

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*

- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*

- ☐ Some other race — *Print race.*

10. Does Person 1 sometimes live or stay somewhere else?

☐ No ☐ Yes — *Mark ☒ all that apply.*

- ☐ In college housing
- ☐ In the military
- ☐ At a seasonal or second residence
- ☐ For child custody
- ☐ In jail or prison
- ☐ In a nursing home
- ☐ For another reason

➔ **If more people were counted in Question 1, continue with Person 2.**

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1. Print name of Person 2

Last Name

First Name MI

2. How is this person related to Person 1? *Mark ✗ ONE box.*

- ☐ Husband or wife
- ☐ Biological son or daughter
- ☐ Adopted son or daughter
- ☐ Stepson or stepdaughter
- ☐ Brother or sister
- ☐ Father or mother
- ☐ Grandchild
- ☐ Parent-in-law
- ☐ Son-in-law or daughter-in-law
- ☐ Other relative
- ☐ Roomer or boarder
- ☐ Housemate or roommate
- ☐ Unmarried partner
- ☐ Other nonrelative

3. What is this person's sex? *Mark ✗ ONE box.*

☐ Male ☐ Female

4. What is this person's age and what is this person's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes.

Age on April 1, 2010	Month	Day	Year of birth

➜ **NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.**

5. Is this person of Hispanic, Latino, or Spanish origin?

- ☐ **No**, not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

6. What is this person's race? *Mark ✗ one or more boxes.*

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*
- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*
- ☐ Some other race — *Print race.*

7. Does this person sometimes live or stay somewhere else?

☐ No ☐ Yes — *Mark ✗ all that apply.*

- ☐ In college housing
- ☐ In the military
- ☐ At a seasonal or second residence
- ☐ For child custody
- ☐ In jail or prison
- ☐ In a nursing home
- ☐ For another reason

➜ **If more people were counted in Question 1 on the front page, continue with Person 3.**

1. Print name of Person 3

Last Name

First Name MI

2. How is this person related to Person 1? *Mark ✗ ONE box.*

- ☐ Husband or wife
- ☐ Biological son or daughter
- ☐ Adopted son or daughter
- ☐ Stepson or stepdaughter
- ☐ Brother or sister
- ☐ Father or mother
- ☐ Grandchild
- ☐ Parent-in-law
- ☐ Son-in-law or daughter-in-law
- ☐ Other relative
- ☐ Roomer or boarder
- ☐ Housemate or roommate
- ☐ Unmarried partner
- ☐ Other nonrelative

3. What is this person's sex? *Mark ✗ ONE box.*

☐ Male ☐ Female

4. What is this person's age and what is this person's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes.

Age on April 1, 2010	Month	Day	Year of birth

➜ **NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.**

5. Is this person of Hispanic, Latino, or Spanish origin?

- ☐ **No**, not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

6. What is this person's race? *Mark ✗ one or more boxes.*

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*
- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*
- ☐ Some other race — *Print race.*

7. Does this person sometimes live or stay somewhere else?

☐ No ☐ Yes — *Mark ✗ all that apply.*

- ☐ In college housing
- ☐ In the military
- ☐ At a seasonal or second residence
- ☐ For child custody
- ☐ In jail or prison
- ☐ In a nursing home
- ☐ For another reason

➜ **If more people were counted in Question 1 on the front page, continue with Person 4.**

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1. Print name of Person 4

Last Name

First Name MI

2. How is this person related to Person 1? *Mark ☒ ONE box.*

- ☐ Husband or wife
- ☐ Biological son or daughter
- ☐ Adopted son or daughter
- ☐ Stepson or stepdaughter
- ☐ Brother or sister
- ☐ Father or mother
- ☐ Grandchild
- ☐ Parent-in-law
- ☐ Son-in-law or daughter-in-law
- ☐ Other relative
- ☐ Roomer or boarder
- ☐ Housemate or roommate
- ☐ Unmarried partner
- ☐ Other nonrelative

3. What is this person's sex? *Mark ☒ ONE box.*

☐ Male ☐ Female

4. What is this person's age and what is this person's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes.

Age on April 1, 2010 | Month | Day | Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

- ☐ **No,** not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

6. What is this person's race? *Mark ☒ one or more boxes.*

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*
- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*
- ☐ Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*
- ☐ Some other race — *Print race.*

7. Does this person sometimes live or stay somewhere else?

☐ No ☐ Yes — *Mark ☒ all that apply.*

- ☐ In college housing
- ☐ In the military
- ☐ At a seasonal or second residence
- ☐ For child custody
- ☐ In jail or prison
- ☐ In a nursing home
- ☐ For another reason

→ If more people were counted in Question 1 on the front page, continue with Person 5.

1. Print name of Person 5

Last Name

First Name MI

2. How is this person related to Person 1? *Mark ☒ ONE box.*

- ☐ Husband or wife
- ☐ Biological son or daughter
- ☐ Adopted son or daughter
- ☐ Stepson or stepdaughter
- ☐ Brother or sister
- ☐ Father or mother
- ☐ Grandchild
- ☐ Parent-in-law
- ☐ Son-in-law or daughter-in-law
- ☐ Other relative
- ☐ Roomer or boarder
- ☐ Housemate or roommate
- ☐ Unmarried partner
- ☐ Other nonrelative

3. What is this person's sex? *Mark ☒ ONE box.*

☐ Male ☐ Female

4. What is this person's age and what is this person's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes.

Age on April 1, 2010 | Month | Day | Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

- ☐ **No,** not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

6. What is this person's race? *Mark ☒ one or more boxes.*

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*
- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*
- ☐ Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*
- ☐ Some other race — *Print race.*

7. Does this person sometimes live or stay somewhere else?

☐ No ☐ Yes — *Mark ☒ all that apply.*

- ☐ In college housing
- ☐ In the military
- ☐ At a seasonal or second residence
- ☐ For child custody
- ☐ In jail or prison
- ☐ In a nursing home
- ☐ For another reason

→ If more people were counted in Question 1 on the front page, continue with Person 6.

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1. Print name of Person 6

Last Name

First Name MI

2. How is this person related to Person 1? *Mark ☒ ONE box.*

- ☐ Husband or wife
- ☐ Biological son or daughter
- ☐ Adopted son or daughter
- ☐ Stepson or stepdaughter
- ☐ Brother or sister
- ☐ Father or mother
- ☐ Grandchild
- ☐ Parent-in-law
- ☐ Son-in-law or daughter-in-law
- ☐ Other relative
- ☐ Roomer or boarder
- ☐ Housemate or roommate
- ☐ Unmarried partner
- ☐ Other nonrelative

3. What is this person's sex? *Mark ☒ ONE box.*

☐ Male ☐ Female

4. What is this person's age and what is this person's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes.

Age on April 1, 2010	Month	Day	Year of birth

➜ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

- ☐ **No,** not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

6. What is this person's race? *Mark ☒ one or more boxes.*

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*
- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*
- ☐ Some other race — *Print race.*

7. Does this person sometimes live or stay somewhere else?

☐ No ☐ Yes — *Mark ☒ all that apply.*

- ☐ In college housing
- ☐ In the military
- ☐ For child custody
- ☐ In jail or prison

➜ If more people live here, turn the page and continue.

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Use this section to complete information for the rest of the people you counted in Question 1 on the front page. *We may call for additional information about them.*

Person 7

Last Name | First Name | MI

Sex: ☐ Male ☐ Female

Age on April 1, 2010

Date of Birth: Month | Day | Year

Related to Person 1? ☐ Yes ☐ No

Person 8

Last Name | First Name | MI

Sex: ☐ Male ☐ Female

Age on April 1, 2010

Date of Birth: Month | Day | Year

Related to Person 1? ☐ Yes ☐ No

Person 9

Last Name | First Name | MI

Sex: ☐ Male ☐ Female

Age on April 1, 2010

Date of Birth: Month | Day | Year

Related to Person 1? ☐ Yes ☐ No

Person 10

Last Name | First Name | MI

Sex: ☐ Male ☐ Female

Age on April 1, 2010

Date of Birth: Month | Day | Year

Related to Person 1? ☐ Yes ☐ No

Person 11

Last Name | First Name | MI

Sex: ☐ Male ☐ Female

Age on April 1, 2010

Date of Birth: Month | Day | Year

Related to Person 1? ☐ Yes ☐ No

Person 12

Last Name | First Name | MI

Sex: ☐ Male ☐ Female

Age on April 1, 2010

Date of Birth: Month | Day | Year

Related to Person 1? ☐ Yes ☐ No

Thank you for completing your official 2010 Census form.

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Demographics for Fayetteville-Manlius School District

Every year, New York State school districts record data about the demographics of their student populations. This information is collected by New York State and used to determine program funding. For this portion of the project, you will access the Basic Educational Data System (BEDS) information for the Fayetteville-Manlius School District. Complete the table for the years 2012-2013 and 2016-2017 and record the number of students enrolled in Fayetteville-Manlius Central School District based on ethnicity.

For the 2012-2013 data, use the link: https://data.nysed.gov/enrollment.php?year=2013&instid=800000040971

For the 2016-2017 data, use the link: https://data.nysed.gov/enrollment.php?year=2017&instid=800000040971

Determine the percent of the total enrollment for each ethnicity for the 2012-2013 and the 2016-2017 data.

Fayetteville-Manlius School District Student Demographics: Percent

Ethnicity	2012-2013	Percent of 2012-2013 Total Enrollment (Rounded to the nearest tenth of a percent)	2016-2017	Percent of 2016-2017 Total Enrollment (Rounded to the nearest tenth of a percent)
American Indian or Alaska Native	9	$\frac{9}{4344} \approx 0.2$	7	$\frac{7}{4220} \approx 0.2$
Black or African-American	130	$\frac{130}{4344} \approx 3.0$	133	$\frac{133}{4220} \approx 3.2$
Hispanic or Latino	103	$\frac{103}{4344} \approx 2.3$	128	$\frac{128}{4220} \approx 3.0$
Asian or Native Hawaiian/Other Pacific Islander	366	$\frac{366}{4344} \approx 8.4$	398	$\frac{398}{4220} \approx 9.4$
White	3691	$\frac{3691}{4344} \approx 85.0$	3460	$\frac{3460}{4220} \approx 82.0$
Multiracial	45	$\frac{45}{4344} \approx 1.0$	94	$\frac{94}{4220} \approx 2.2$
Total Enrollment	4344	$\frac{4344}{4344} = 100$	4220	$\frac{4220}{4220} = 100$

Use the data to determine the percent change in each ethnicity from 2012-2017.

Fayetteville-Manlius School District Student Demographics: Percent Change

Ethnicity	2012-2013	2016-2017	Percent Change (Rounded to the nearest tenth of a percent)
American Indian or Alaska Native	9	7	$\frac{2}{9} \approx 22.2$
Black or African-American	130	133	$\frac{3}{130} \approx 2.3$
Hispanic or Latino	103	128	$\frac{25}{103} \approx 24.3$
Asian or Native Hawaiian/Other Pacific Islander	366	398	$\frac{32}{366} \approx 8.7$
White	3691	3460	$\frac{-231}{3691} \approx -6.3$
Multiracial	45	94	$\frac{249}{45} \approx 108.9$
Total Enrollment	4344	4220	$\frac{-124}{4344} \approx -2.9$

Similar data about race of people living in Onondaga County is available through the New York State Department of Labor.

Click on the link below and then select the Population by Race table for counts. When you click on one of the graphs, you will be taken to the data table. Record the data for race in the following table for the years 2012 and 2017.

https://pad.human.cornell.edu/counties/trends1geo.cfm?geo=67

Use the data to determine the percent change in each race from 2012 to 2016. For the Total Population use the table "Total Population" and select Population Counts.

Onondaga Country Population by Race: Percent

Race	2012	Percent of the 2012 Total Population (Rounded to the nearest tenth of a percent)	2016	Percent of the 2016 Total Population (Rounded to the nearest tenth of a percent)
White Non-Hispanic	367316	$\frac{367316}{467646} \approx 78.5$	359363	$\frac{359363}{465398} \approx 77.2$
Black Non-Hispanic	49722	$\frac{49722}{467646} \approx 10.6$	50691	$\frac{50691}{465398} \approx 10.9$
American Indian Non-Hispanic	3485	$\frac{3485}{467646} \approx 0.7$	3425	$\frac{3425}{465398} \approx 0.7$
Asian Non-Hispanic	15666	$\frac{15666}{467646} \approx 3.3$	18120	$\frac{18129}{465398} \approx 3.9$
Hispanic	20247	$\frac{20247}{467646} \approx 4.3$	22308	$\frac{22308}{465398} \approx 4.8$
Total Population	467646	$\frac{467646}{467646} = 100$	465398	$\frac{465398}{465398} = 100$

Onondaga Country Population by Race: Percent Change

Race	2012	2016	Percent Change (Rounded to the nearest tenth of a percent)
White Non-Hispanic	367316	359363	$\frac{-7953}{367316} \approx -2.2$
Black Non-Hispanic	49722	50691	$\frac{969}{49722} \approx 1.9$
American Indian Non-Hispanic	3485	3425	$\frac{-60}{3485} \approx -1.7$
Asian Non-Hispanic	15666	18120	$\frac{2454}{15666} \approx 15.7$
Hispanic	20247	22308	$\frac{2061}{20247} \approx 10.2$
Total Population	467646	465398	$\frac{-2248}{467646} \approx -0.5$

Similar data about race of people living in New York State is available through the New York State Department of Labor.

Click on the link below and then select the Population by Race table for counts. When you click on one of the graphs, you will be taken to the data table. Record the data for race in the following table for the years 2012 and 2016.

https://pad.human.cornell.edu/counties/trends1geo.cfm?geo=0

Use the data to determine the percent change in each race from 2012 to 2016. For the Total Population use the table "Total Population" and select Population Counts.

New York State Population by Race: Percent

Race	2012	Percent of the 2012 Total Population (Rounded to the nearest tenth of a percent)	2016	Percent of the 2016 Total Population (Rounded to the nearest tenth of a percent)
White Non-Hispanic	11275189	$\frac{11275189}{19625409} \approx 57.5$	11009263	$\frac{11009263}{19836286} \approx 55.5$
Black Non-Hispanic	2855673	$\frac{2855673}{19625409} \approx 14.6$	2876219	$\frac{2876219}{19836286} \approx 14.5$
American Indian Non-Hispanic	56968	$\frac{56968}{19625409} \approx 0.3$	57305	$\frac{57305}{19836286} \approx 0.3$

Asian Non-Hispanic	1540851	$\frac{1540851}{19625409} \approx 7.9$	1711772	$\frac{1711772}{19836286} \approx 8.6$
Hispanic	3564276	$\frac{3564276}{19625409} \approx 18.2$	3747125	$\frac{3747125}{19836286} \approx 18.9$
Total Population	19625409	$\frac{19625409}{19625409} = 100$	19836286	$\frac{19836286}{19836286} = 100$

New York State Population by Race: Percent Change

Race	2012	2016	Percent Change Rounded to the nearest percent.
White Non-Hispanic	11275189	11009263	$\frac{-265926}{11275189} \approx -2.4$
Black Non-Hispanic	2855673	2876219	$\frac{20546}{2855673} \approx 0.7$
American Indian Non-Hispanic	56968	57305	$\frac{337}{56968} \approx 0.6$
Asian Non-Hispanic	1540851	1711772	$\frac{170921}{1540851} \approx 13.4$
Hispanic	3564276	3747125	$\frac{182849}{3564276} \approx 5.1$
Total Population	19625409	19836286	$\frac{210877}{19625409} \approx 1.1$

Similar data about race of people living in the United States is available through the U.S. Census.

For data about the demographics from the 2000 U.S. Census, use the following link:

https://www.census.gov/prod/2001pubs/c2kbr01-1.pdf

For data about demographics from the 2010 U.S. Census, use the following link:

https://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf

Use the data to determine the percent change in each race from 2000 to 2010.

United States Population by Race: Percent

Race	2000	Percent of the Total 2000 Population (Rounded to the nearest tenth of a percent)	2010	Percent of the Total 2010 Population (Rounded to the nearest tenth of a percent)
White	211460626	$\frac{211460626}{281421906} \approx 75.1$	223553265	$\frac{223553265}{308745538} \approx 72.4$

Black or African-American	34658190	$\frac{34658190}{281421906} \approx 12.3$	38929319	$\frac{38929319}{308745538} \approx 12.6$
American Indian or Alaska Native	2475956	$\frac{2475956}{281421906} \approx 0.9$	2932248	$\frac{2932248}{308745538} \approx 0.9$
Asian	10242998	$\frac{10242998}{281421906} \approx 3.6$	14674252	$\frac{14674252}{308745538} \approx 4.8$
Native Hawaiian or Other Pacific Islander	398835	$\frac{398835}{281421906} \approx 0.1$	540013	$\frac{540013}{308745538} \approx 0.2$
Some Other Race	15259073	$\frac{15259073}{281421906} \approx 5.4$	19107368	$\frac{19107368}{308745538} \approx 6.2$
Two or More Races	6826228	$\frac{6826228}{281421906} \approx 2.4$	9009073	$\frac{9009073}{308745538} \approx 2.9$
Hispanic or Latino	35305818	$\frac{35305818}{281421906} \approx 12.5$	50477594	$\frac{50477594}{308745538} \approx 16.3$
Total Population	281421906	$\frac{281421906}{281421906} = 100$	308745538	$\frac{308745538}{308745538} = 100$

United States Population by Race

Race	2000	2010	Percent Change Rounded to the nearest tenth of a percent.
White	211460626	223553265	$\frac{12092639}{211460626} \approx 5.7$
Black or African-American	34658190	38929319	$\frac{4271129}{34658190} \approx 12.3$

American Indian or Alaska Native	2475956	2932248	$\frac{456292}{2475956} \approx 18.4$
Asian	10242998	14674252	$\frac{4431254}{10242998} \approx 43.4$
Native Hawaiian or Other Pacific Islander	398835	540013	$\frac{141178}{398835} \approx 35.4$
Some Other Race	15259073	19107368	$\frac{3748295}{15259073} \approx 24.4$
Two or More Races	6826228	9009073	$\frac{2182845}{6826228} \approx 32.0$
Hispanic or Latino	35305818	50477594	$\frac{15171776}{35305818} \approx 43.0$
Total Population	281421906	308745538	$\frac{27323632}{281421906} \approx 9.7$

Your teacher will assignment you one region to present to the class. For the region you are assigned, as a group create either circle graphs or bar graphs for each year of the race data. In your presentation, include two things you noticed or wondered about for your region's data about the percent change for race.

Appendix C: Across the Decades Infographic

Gibson, Campbell, and Kay Jung. 2002. "Historical Census Statistics on Population By Race, 1790 to 1990, and By Hispanic Origin, 1790 to 1990, For The United States, Regions, Divisions, and States."
Humes, Karen, and Howard Hogan. 2009. "Measurement of Race and Ethnicity in a Changing, Multicultural America."
Humes, Karen R., Nicholas A. Jones, and Roberto R. Ramirez. 2011. "Overview of Race and Hispanic Origin: 2010."
Office of Management and Budget. 1978. "Statistical directive no. 15: Race and ethnic standards for federal agencies and administrative reporting."
Office of Management and Budget. 1997. "Revisions to the standards for the classification of federal data on race and ethnicity."
U.S. Census Bureau History Questionnaires. (2014, March 31).

Appendix D: Assessment for Gender Data

Assessment:

Diversity is also evident in populations in terms of gender. Complete each of the following tables to determine the percent change for each gender for the given years. Remember to show your work for determining the percent for each gender.

Fayetteville-Manlius School District Student Demographics: Percent

Gender	2012-2013	Percent of the 2012-2013 Total Enrollment (Rounded to the nearest tenth of a percent)	2016-2017	Percent of the 2016-2017 Total Enrollment (Rounded to the nearest tenth of a percent)
Female	2,144		2,110	
Male	2,200		2,110	
Total Enrollment	4,344		4,220	

Determine the percent change for each gender from 2012-2013 to 2016-2017.

Fayetteville-Manlius School District Student Demographics: Percent Change

Gender	2012-2013	2016-2017	Percent Change (Rounded to the nearest tenth of a percent)
Female	2,144	2,110	
Male	2,200	2,110	

Sources:

https://data.nysed.gov/enrollment.php?year=2013&instid=800000040971

https://data.nysed.gov/enrollment.php?year=2017&instid=800000040971

Onondaga Country Population by Gender: Percent

Gender	2000	Percent of the 2000 Total Population (Rounded to the nearest tenth of a percent)	2010	Percent of the 2010 Total Population (Rounded to the nearest tenth of a percent)
Female	239,141		242,165	
Male	219,195		224,861	
Total Population	458336		467026	

Onondaga Country Population by Gender: Percent Change

Gender	2000	2010	Percent Change (Rounded to the nearest tenth of a percent)
Female	239,141	242,165	
Male	219,195	224,861	

Source: http://censusviewer.com/county/NY/Onondaga

New York State Population by Gender: Percent

Gender	2000	Percent of the 2000 Total Population (Rounded to the nearest tenth of a percent)	2010	Percent of the 2010 Total Population (Rounded to the nearest tenth of a percent)
Female	9,829,709		10,000,955	
Male	9,146,748		9,377,147	
Total Population	18976457		19378102	

New York State Population by Gender: Percent Change

Gender	2000	2010	Percent Change (Rounded to the nearest tenth of a percent)
Female	9,829,709	10,000,955	
Male	9,146,748	9,377,147	

Sources:

https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk

https://www.health.ny.gov/statistics/vital_statistics/2010/table01.htm

United States Population by Gender: Percent

Race	2000	Percent of 2000 Total Population (Rounded to the nearest tenth of a percent)	2010	Percent of 2010 Total Population (Rounded to the nearest tenth of a percent)
Female	143,368,343		156,964,212	
Male	138,053,563		151,781,326	
Total Population	281421906		308745538	

United States Population by Gender: Percent Change

Race	2000	2010	Percent Change (Rounded to the nearest tenth of a percent)
Female	143,368,343	156,964,212	
Male	138,053,563	151,781,326	

Source: https://www.census.gov/prod/cen2010/briefs/c2010br-03.pdf

Select one of the regions above (Fayetteville-Manlius School District, Onondaga County, New York State, or United States) and create either a bar graph or a circle graph of gender for each year represented by your data.

Appendix E: Assessment: Gender Data Answer Key

Assessment:

Diversity is also evident in populations in terms of gender. Complete each of the following tables to determine the percent change for each gender for the given years. Remember to show your work for determining the percent change below each table.

Fayetteville-Manlius School District Student Demographics: Percent

Gender	2012-2013	Percent of the 2012-2013 Total Enrollment (Rounded to the nearest tenth of a percent)	2016-2017	Percent of the 2016-2017 Total Enrollment (Rounded to the nearest tenth of a percent)
Female	2,144	$\frac{2144}{4344} \approx 49.4$	2,110	$\frac{2110}{4220} = 50$
Male	2,200	$\frac{2200}{4344} \approx 50.6$	2,110	$\frac{2110}{4220} = 50$
Total Enrollment	4,344	$\frac{4344}{4344} = 100$	4,220	$\frac{4220}{4220} = 100$

Fayetteville-Manlius School District Student Demographics: Percent Change

Gender	2012-2013	2016-20	Percent Change (Rounded to the nearest tenth of a percent)
Female	2,144	2,110	$\frac{-34}{2144} \approx -1.6$
Male	2,200	2,110	$\frac{-90}{2200} \approx -4.1$

Sources:

https://data.nysed.gov/enrollment.php?year=2013&instid=800000040971

https://data.nysed.gov/enrollment.php?year=2017&instid=800000040971

Onondaga Country Population by Gender: Percent

Gender	2000	Percent of the 2000 Total Population (Rounded to the nearest tenth of a percent)	2010	Percent of the 2010 Total Population (Rounded to the nearest tenth of a percent)
Female	239,141	$\frac{239141}{458336} \approx 52.2$	242,165	$\frac{242165}{467026} \approx 51.9$
Male	219,195	$\frac{219195}{458336} \approx 47.8$	224,861	$\frac{224861}{467026} \approx 48.1$
Total Population	458336	$\frac{458336}{458336} = 100$	467026	$\frac{467026}{467026} = 100$

Onondaga Country Population by Gender: Percent Change

Gender	2000	2010	Percent Change (Rounded to the nearest tenth of a percent)
Female	239,141	242,165	$\frac{3024}{239141} \approx 1.3$
Male	219,195	224,861	$\frac{5666}{219195} \approx 2.6$

Source: http://censusviewer.com/county/NY/Onondaga

New York State Population by Gender: Percent

Gender	2000	Percent of the 2000 Total Population (Rounded to the nearest tenth of a percent)	2010	Percent of the 2010 Total Population (Rounded to the nearest tenth of a percent)
Female	9,829,709	$\frac{9829709}{18976457} \approx 51.8$	10,000,955	$\frac{10000955}{19378102} \approx 51.6$
Male	9,146,748	$\frac{9146748}{18976457} \approx 48.2$	9,377,147	$\frac{9377147}{19378102} \approx 48.4$
Total Population	18976457	$\frac{18976457}{18976457} = 100$	19378102	$\frac{19378102}{19378102} = 100$

New York State Population by Gender: Percent Change

Gender	2000	2010	Percent Change (Rounded to the nearest tenth of a percent)
Female	9,829,709	10,000,955	$\frac{171246}{9829709} \approx 1.7$
Male	9,146,748	9,377,147	$\frac{230396}{9146748} \approx 2.5$

Sources:

https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk

https://www.health.ny.gov/statistics/vital_statistics/2010/table01.htm

United States Population by Gender: Percent

Race	2000	Percent of 2000 Total Population (Rounded to the nearest tenth of a percent)	2010	Percent of 2010 Total Population (Rounded to the nearest tenth of a percent)
Female	143,368,343	$\frac{143368343}{281421906} \approx 50.9$	156,964,212	$\frac{156964212}{308745538} \approx 50.8$
Male	138,053,563	$\frac{138053563}{281421906} \approx 49.1$	151,781,326	$\frac{151781326}{308745538} \approx 49.1$
Total Population	281421906	$\frac{281421906}{281421906} = 100$	308745538	$\frac{308745538}{308745538} = 100$

United States Population by Gender: Percent Change

Race	2000	2010	Percent Change (Rounded to the nearest tenth of a percent)
Female	143,368,343	156,964,212	$\frac{13595869}{143368343} \approx 9.5$
Male	138,053,563	151,781,326	$\frac{13727763}{138053563} \approx 9.9$

Source: https://www.census.gov/prod/cen2010/briefs/c2010br-03.pdf

Select one of the regions above (Fayetteville-Manlius School District, Onondaga County, New York State, or United States) and create either a bar graph or a circle graph of gender for each year represented by your data.

What do you notice and wonder about in your analysis of the gender data?

What do you notice and wonder about in your analysis of the gender data?