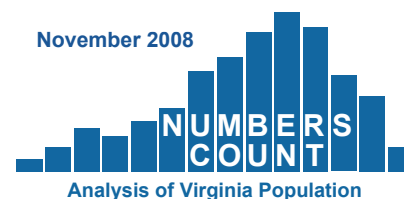


Virginia's Triennial Census

A Preliminary Study of Process, Accuracy, & Options

By Susan Perrone



The Weldon Cooper Center for Public Service at the University of Virginia has undertaken a study of the Commonwealth's Triennial Census of the school-age population. This report identifies operational problems, offers analysis of the 2005 triennial census results, and suggests improvements to increase accuracy and decrease costs.

BACKGROUND

In accordance with sections 22.1-281 through 22.1-286 of the Code of Virginia, every three years each school division must conduct a count of all persons ages 5 through 19 residing within the district. In addition, the Code specifies that:

- Persons ages 5 through 19 who reside in orphanages, federal military or naval reservations, or other federal property will be included in the census of the school district within which the institutions belongs.
- Persons ages 5 through 19 who reside in state hospitals, state training schools, state mental institutions, state or federal correctional institutions, the Virginia School for the Deaf and Blind at Hampton or the Virginia School for the Blind at Staunton will be included in the census for the school division within which their parents or guardians legally reside.

The most recent triennial census was conducted in 2008; the next census is scheduled for 2011. The results from the triennial census are used primarily for the distribution of 1.125 percent of the state sales tax to the school divisions as part of the Commonwealth's funding for public education.

The Census Process

While the Virginia Department of Education (VDOE) provides guidelines for conducting the triennial census, the planning and execution of the triennial census is left to local school boards. The following is a summary of recommendations made in the Virginia Department of Education's Instructions for Conducting the 2008 School Census ¹ :

School divisions conduct the official count of the school-aged population during each designated census year. Each school division is responsible for appointing a census director, preparing a budget, developing a schedule, and planning how the census will be conducted. Division costs include personnel, enumerators, postage, printing, training, travel, and publicity.

Each census director identifies all households in the school division so that proper steps can be taken to contact all residents. The VDOE suggests that school divisions may be divided into areas, zones or tracks to which mailings or enumerators will be assigned. School boards may contact local government organizations (such as planning commissions, zoning boards, utility departments, and tax authorities) for help identifying all households. The census director must also contact and collaborate with a number of organizations such as private and parochial schools, orphanages, correctional facilities, state hospitals, the community, and military and naval reservations to gather a complete list of all persons ages 5 to 19.

The VDOE also recommends that each school division conduct a pre-census count (a preliminary survey of the in-school population) that can be used for planning the full triennial census. This pre-count can be obtained using existing student information databases or through a form filled out by students and parents.

The school divisions are required to provide "adequate publicity" of the triennial census to inform the community about the purpose and importance of the census, and so that higher response rates are achieved.

The VDOE does not provide specific requirements for the triennial census process, but does make the following recommendations for data collection:

- A. Survey mailings to private schools, institutions, and all households in the school division,
- B. In-school forms (pre-printed with enrollment data) to be sent to parents for corrections and verifications, and
- C. Door-to-door enumeration ².

After data collection, the school divisions must tabulate the census counts using information systems, scanning procedures, or clerical personnel. Additionally, each school division must have a follow-up procedure in place for households that are not responsive to information requests and for residents who are repeatedly absent from home. Such procedures may include additional mailers, reminder notices, follow-up calls, and return call notification.

Finally, school divisions are advised to establish procedures for evaluating the data, which includes form completion,

data accuracy, and cross-checking the data against any of the following: the results of the preliminary census of the in-school population, enrollment reports, school membership totals, previous triennial census data, or U.S. Census Bureau data. Once the census count is complete, it is reported to the VDOE by the division superintendent. The VDOE then submits the data to the VDOE Budget Office for distribution of the state sales tax.

PROBLEMS WITH THE TRIENNIAL CENSUS

Virginia has no central and uniform procedure for conducting the triennial school census; consequently, the process varies widely across school divisions – and so does the accuracy of the data. Important variations between school divisions include: inaccurate or incomplete identification of the target population; poor or inconsistent training of census enumerators; widely varying methods for obtaining responses; and differences in the actual questionnaires used. Each of the variations is described in brief below.

Inaccurate or incomplete identification of the census frame

Professional demographers call the list of all members of the target population a “census frame.” Making the list of everyone who should be included (known as frame development) is a key component of triennial census preparation because it determines which students should be given a census form to take home, which mailing addresses should be sent a census form, which houses should be visited by enumerators, etc. While the goal is to have a target population of every person 5 – 19 in the school division, actually making the list of where those people are and how to contact them is quite a challenge, because not all of those who should be counted are enrolled in the public schools.

For the triennial census, the VDOE provides recommendations for building the frame, but each locality ultimately decides how it is done. As a result, localities with many resources may be able to develop a complete frame by combining data from many sources, by maintaining a single staff expert or database between the censuses, or by paying outside firms to produce accurate and timely address lists. Localities with scarce resources may start the census process with an incomplete frame, therefore having no chance of counting the entire target population, and little chance of receiving a fair share of the sales and use tax allocations.

By providing no consistent requirements for preparing the census frame, VDOE allows variation between divisions and inadequate coverage in some divisions.

Poor or inconsistent training of enumerators

Enumerators are census employees or volunteers who go door-to-door collecting census information or following-up on non-responsive households. Adequate training of enumerators is crucial to accurate census counts; in fact, research has shown that the amount of training enumerators receive is important to their success in completing their job.³ The VDOE recommends enumerator training sessions of one half to one full day, and recommends topics to be covered, including background information on the triennial census, safety, state laws pertaining to the triennial census, overall school organization, review of forms and instructions, practice enumeration, accounting purposes, and respondent refusal. It is likely that the half to full day sessions recommended by VDOE do not provide enough time to train enumerators fully in each of these areas. Additionally, the training is not standardized state-wide, so some divisions' enumerators may be better prepared than others to complete an accurate count.

Widely varying data collection methods

In addition to variations in the accuracy of the target population and the training of enumerators, Virginia school divisions use a number of methods to actually collect the census data. The methods include: web-based questionnaires, mailed forms, and face-to-face enumeration. Localities may choose to conduct a mixed mode census that incorporates two or more methods of data collection.

The choice of method is critical because: 1) different methods have different requirements, 2) the methods vary in the quality of the data produced, and 3) coverage errors and non-response rates vary between the methods. For example, each method requires creating a different frame. The frame for mailed forms is a list of mailing addresses in the locality, while the frame for face-to-face enumeration may be a list of physical addresses (not including PO boxes), or a map of the locality. If a locality decides to use BOTH mailed forms and enumerators, significant resources are required to create accurate frames for each approach.

Additionally, the census method may determine the quality of data collected. Research has shown that face-to-face enumeration results in a higher rate of data completeness.⁴ When people fill out forms without the help of enumerators (in the case of web-based and mailed forms), the respondents may fail to read and follow the instructions, resulting in incomplete or inaccurate data.

Coverage error and nonresponse rates also vary between census methods. In mail and web-based surveys, for example, localities are less able to differentiate between non-

respondents who have children (who just ignored the form or threw it away) and nonrespondents who do not have children. Enumerators increase the likelihood of being able to identify those with children.

Census collection methods vary significantly in cost. Mail and web-based data collection is relatively low cost, but face-to-face enumeration (more expensive) provides more accurate results, more complete answers, and more participation.⁵ Enumerators can answer questions, assist respondents in providing complete and accurate responses, and alleviate parental concerns about sharing information about their children. Localities with the resources to use enumerators for the census are likely to have more accurate census counts.

Differences in questionnaire design

Questionnaire design can affect the triennial census count, for example:

Instructions – Forms with explicit instructions are more likely to result in accurate data. Without explicit instructions, parents may be confused about whether to list children attending college away from home or children in private schools. Appendices 1 and 2 provide examples of differing instructions to respondents.

Space to list names – The number of lines provided to list children's names may affect responses. If there are five lines available, a parent with six children may list only five if there are no instructions to "attach an additional sheet if necessary." On web-based forms, like the one in Appendix 3, there may be no way to submit additional names.

To achieve optimal accuracy in a census, the same form should be used throughout the entire operation. In Virginia's triennial census, localities have the options of using a sample form provided by the VDOE or designing and using their own form.

Overall, the quality of Virginia's triennial census suffers from both the lack of a centralized and uniform procedure for conducting the operation, and disparities between school divisions' ability to pay for careful and complete procedures. Our experience working with the United States Census and with other forms of professional census and survey research suggest the need to improve the approach to Virginia's triennial census.

We took this study one step further by examining whether the approach to the triennial census in 2005 resulted in inaccuracies.

CENSUS ACCURACY

The goal of the triennial census is to obtain an accurate count of the population aged 5-19 in each locality. To evaluate the accuracy of the 2005 Triennial Census counts, we compared them to a second data source, in this case the Weldon Cooper Center's population estimates for July 1, 2005. We compared the Weldon Cooper Center's estimates of the school-age population with the triennial census counts to quantify the over- or undercount of the population in the triennial census.

The Cooper Center's estimates have been widely recognized for their accuracy, including a 2003 evaluation by the United

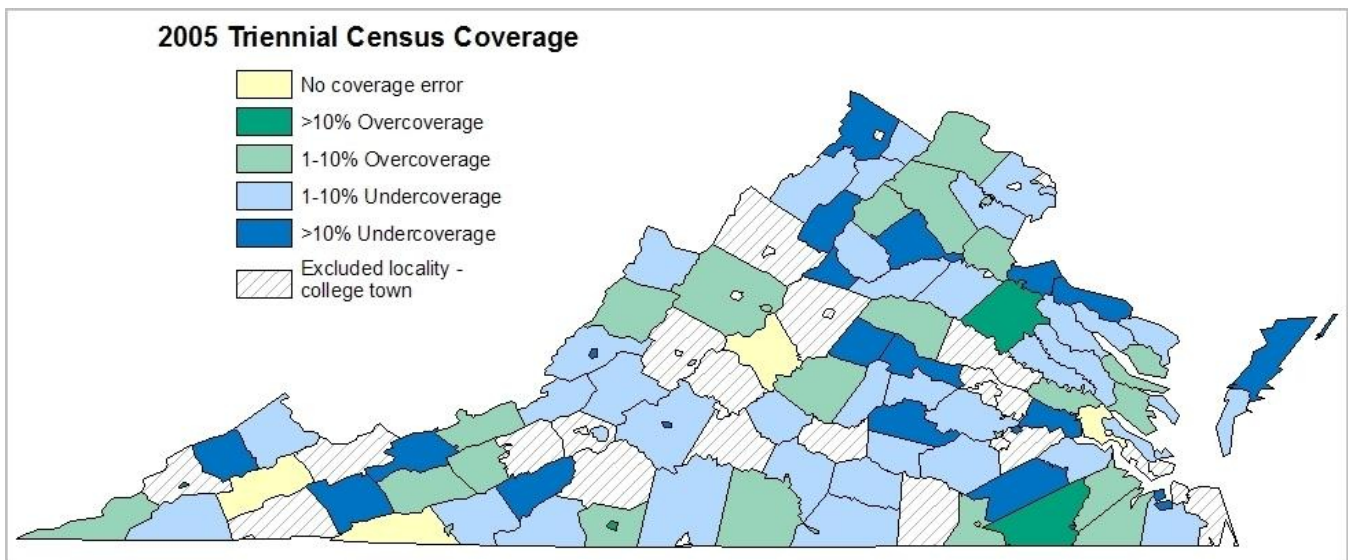


Figure 1 — Map of Coverage Errors in 2005 Triennial Census

States Census Bureau, in which the Center's estimates were evaluated as more accurate than those produced by the Census Bureau itself. In addition to estimates for Virginia's counties and cities, the Cooper Center also produces age estimates, which are used in this analysis, using a cohort component method that incorporates Virginia Department of Health data on births, Census 2000 age-specific migration data, and 2005 public school enrollment counts by grade.

Important notes:

1. The Weldon Cooper Center estimates and the triennial census differ in their treatment of "usual residence" for college students. In Cooper Center estimates, children who attend college away from home are counted in their college location, whereas they are counted at their parents' home in the triennial census. This could cause the two population numbers to be drastically different for college towns. While this methodological difference can be remedied, it was outside the bounds of this preliminary study. Therefore, the analysis that follows excludes all major college towns in Virginia. The list of excluded cities and counties can be found in Table 2.

2. The total counts used by VDOE for the sales tax distribution in 2005 comprised the triennial census count and the December 1, 2004 special education count of persons ages 2, 3, 4, 20, and 21. Since the triennial census is the focus of this analysis, all tax distributions have been adjusted to represent only the tax money that was distributed for the 5-19 year olds that were counted through the triennial census.

Demographers refer to the failure to count everyone in the target population as coverage error. For the Commonwealth overall (excluding college towns), our analysis revealed a total triennial census count in 98 localities of 940,496 children, compared to an expected figure from the Weldon Cooper Center of 981,520 children. This means that more than 41,000 children age 5-19 (4.2 percent) may have been missed by the triennial census and therefore not accounted for in the distribution of sales and use tax funds. Out of the 98 counties and cities included in this analysis, only Grayson County, James City County, Nelson County, and Russell County had no coverage error in their triennial census results.

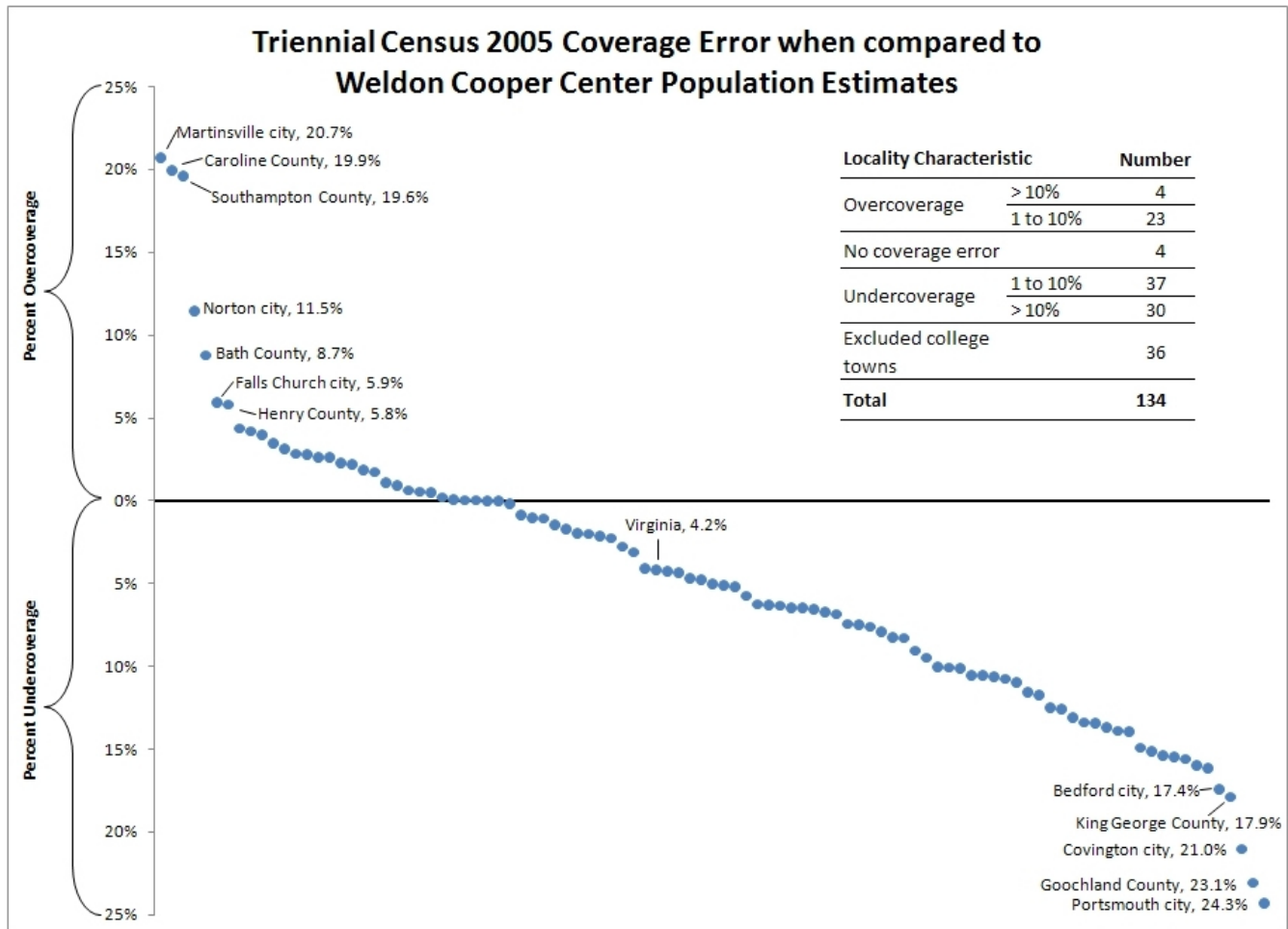


Figure 2 — Chart of Coverage Error in 2005 Triennial Census

Our analysis identified coverage errors across the state, ranging from a 20.7 percent overcount in Martinsville to a 24.3 percent undercount in Portsmouth (shown in Figure 1 and Figure 2). The Martinsville triennial census reported 3,351 children ages 5-19, while the Weldon Cooper Center estimate of 5-19 year olds in that locality was 2,776. In Portsmouth, the triennial census count was 15,784 and the Weldon Cooper Center estimate was 20,856.

The significance of coverage errors is the effect these errors can have on a locality's funding. To determine how much money should be distributed to a given locality, the VDOE uses the following formula:

$$\text{Tax Distribution for Locality} = \frac{\text{Tax Distribution for Virginia} \times \text{Triennial Census Count for Locality}}{\text{Triennial Census Count for Virginia}}$$

This means that an inaccurate count can have a dramatic effect on the amount of tax money distributed. To measure the impact of the inaccuracy in dollars given to each locality, we first used the following formula to calculate a theoretical statewide "dollars per child" allocation:

$$\text{Theoretical Dollars per Child} = \frac{\text{Tax Distribution for Virginia}}{\text{Triennial Census Count for Virginia}}$$

An accurate triennial census count in each locality should result in every school division receiving the same dollar amount per child. By dividing the total 2007 tax distribution for our 98 localities (\$723 million) by the total number of children in these localities, we determined that the distribution should have been \$768.44 per child. In actuality, each school division received a different amount of money per child.

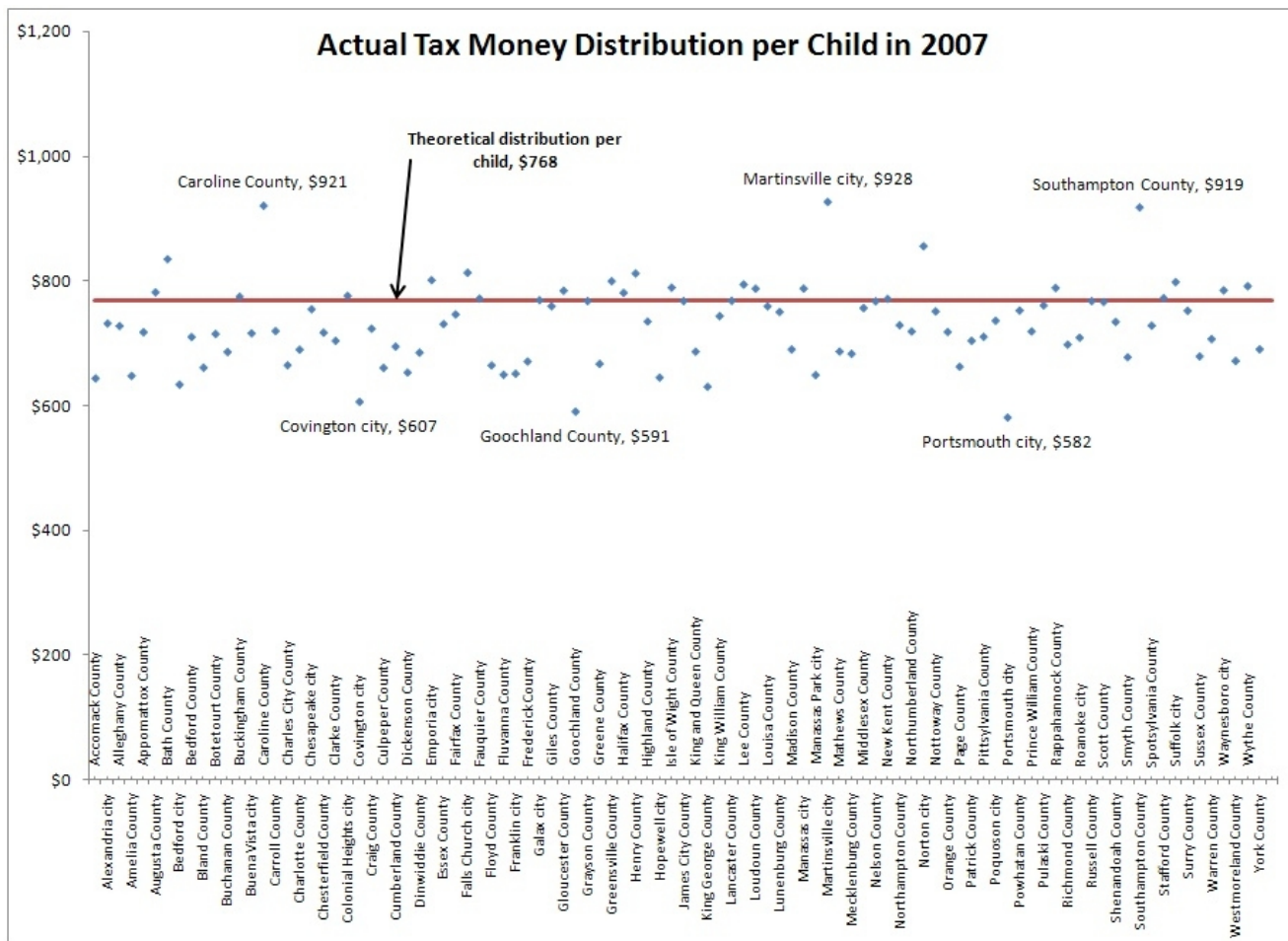


Figure 3 — Actual Distribution per Student in 2007

To determine how many actual dollars each locality received per child, we divided the tax distribution for a given locality by Weldon Cooper Center's estimate of 5-19 year olds in the locality:

Actual Dollars per Child =

$$\frac{\text{Tax Distribution for Locality}}{\text{Weldon Cooper Center Population Estimate for Locality}}$$

For example, Martinsville received a tax distribution based on a triennial census count of 3,351. At \$768.44 per child, this means that Martinsville should have received a total distribution \$2,575,057⁶. However, the Weldon Cooper Center population estimates show that the estimated number of 5-19 year olds living in that locality was 2,776. The result of dividing the total tax distribution for the locality by the Weldon Cooper Center population estimate for that locality shows that Martinsville City actually received \$928 per child.

Figure 3 shows that actual dollars per child varies widely across localities, from \$928 per child in Martinsville to \$582 per child in Portsmouth.

This analysis shows that, according to comparisons with Weldon Cooper Center 2005 estimates of the population ages 5-19, the 2005 triennial census counts are inaccurate, with the level of inaccuracy varying across localities. The coverage error in the triennial census has significant fiscal impact on localities as state sales and use tax funds are distributed proportionally based on inaccurate counts. According to estimates from this research, in fiscal year 2007 over \$17 million were misdirected to localities reporting significantly more 5-19 year olds than the Weldon Cooper Center population estimates show. That same \$17 million theoretically should have gone to localities undercounting their population. Finally, accuracy errors in the triennial census are perpetuated because localities are instructed to rely on past triennial census statistics to verify current triennial census data.

CONCLUSIONS

The triennial census presents a burden of time and resources on public school divisions and, unfortunately, does not result in accurate data. Since the census comes only once every three years, school divisions do not have permanent professional staff with experience in census taking. Often the census responsibility is assigned to individuals without proper training or adequate time for planning or preparation. Only a few school divisions have sufficient resources to devote to the triennial census; and they can be quite successful. Fairfax County spent almost \$600,000 for the 2005 Triennial Census and received fairly accurate data. Most school

divisions, however, do not have this level of resources, and census accuracy suffers as a result. While the VDOE does not collect information on expenditures for conducting the triennial census, the most recent estimates for the total cost date back to 1992 and 1995, when the cost was \$4.1 million and \$5 million, respectively. While current costs are unknown, they are, presumably, significantly higher.

There are alternatives to the current approach that could improve the accuracy of the census count, reduce costs, or both.

Alternatives to the current approach

Option 1: Use Virginia state tax forms to collect annual population totals for children age 5-19.

This option has been recommended by various sources in the past and was discussed at the July 31, 2008 meeting of the Senate Finance Subcommittee on Education. While many have suggested that it would be easy to implement, requiring a simple addition to the state tax form, the major drawback to this alternative approach is related to state tax form non-filers. While we suspect that the coverage and return rates for state tax forms would be significantly greater on average than the local triennial census, using the state tax forms would systematically penalize localities with certain demographic characteristics.

A large percentage of non-filers are low-income families; for tax year 2008, single tax filers with a Virginia adjusted gross income of less than \$11,250 and joint tax filers with an adjusted gross income of less than \$22,500 are not required to file a state income tax return. Using the tax forms to collect triennial census data would exclude many children of low-income families. This would have a detrimental effect on funding levels, especially for the poorer school districts in Virginia.

This option would also adversely affect localities with large numbers of military families. According to the Virginia Department of Taxation, members of the armed forces who are stationed in Virginia but are not Virginia residents are not subject to Virginia income tax on their military pay or on interest received from accounts held in Virginia banks. School districts with a large active-duty military population, such as Prince George County, Norfolk City, Virginia Beach City, and York County, would receive a smaller share of funds than they should because many children of active-duty parents would be missed.

Option 2: Establish an explicit, state-level plan for the triennial census and provide state-level support to the school divisions when conducting their triennial census.

To implement this option, the VDOE would develop standardized procedures for conducting the census and would require that all school divisions follow them. To assist the school divisions, a team of state-level census directors could be established at the start of the operation and sent to all of the school divisions to train local census directors. VDOE would also require localities to use a standard, fully-tested questionnaire and standardized training materials, possibly including instructional videos and workbooks.

This option would require an increase in state-level participation in the triennial census and an additional fiscal impact on the VDOE. Nevertheless, this option would help to streamline the process of census-taking and would produce more consistent and reliable counts of the school-age population in Virginia.

Option 3: Appoint the Weldon Cooper Center for Public Service to provide annual estimates of the school-age population using annual population estimates in combination with other sources.

In a recent presentation to the Education Subcommittee of the Senate Finance Committee, the VDOE suggested the use of U.S. Census data on the school-age population as a possible alternative to the current triennial census⁷. Two important limitations to this alternative were raised:

Timeliness of data: the decennial U.S. Census data becomes outdated and would require updated estimates.

Distributional impact: the amount of sales tax revenue received by divisions would change as a result of a major change to the triennial census process.

The limitation of using decennial U.S. Census data can be addressed by using data from the Demographics & Workforce staff of the Weldon Cooper Center. The Weldon Cooper Center produces annual population estimates by age. School age population estimates developed by the Demographics & Workforce staff would produce consistent, timely, and reliable results for a fraction of the current cost of the triennial census, saving school districts throughout Virginia millions of dollars.

Any change to the current triennial census procedures raises the very legitimate concern that localities fear losing resources typically sent to them as a result of their census counts.

Table 1 shows the potential for dramatic changes by locality in tax money received using the 2005 Demographics & Workforce population estimates instead of the 2005 triennial census counts. The two largest changes are Portsmouth City School District, which would have received an additional \$3.2 million had the population estimates been used, and Loudoun County Schools, which would have received almost \$3 million less.

While implementing this option would make the distribution of tax money actually proportional to the number of students, the localities with major losses resulting from this switch, such as Loudoun County, would surely take issue with the change.

Option 4: Implement Option 3, using the Weldon Cooper Center estimate of the school-age population as a preliminary plan for distributing sales tax money. Allow school divisions dissatisfied with their preliminary estimate to conduct a triennial census, the results of which would be used in the final distribution of sales tax money.

By using a Weldon Cooper Center estimate of the school-age population, this option would provide both increased accuracy and reduced costs, while offering a mitigation strategy for any potential local dissatisfaction with the estimate. Under this option, school districts would receive a preliminary distribution plan based on Cooper Center estimates for all localities. Localities accepting this estimate would benefit by eliminating both fiscal and manpower costs associated with conducting a triennial census. Those localities dissatisfied with the Weldon Cooper Center estimate would be given the opportunity to replace the estimates by conducting a local triennial census.

There are reasonable options to replace Virginia's current approach to the Triennial Census. The options discussed in this paper would improve accuracy, fairness, and reduce costs.

Table 1 – 2007 Tax Money Distribution for Triennial Census vs. Weldon Cooper Center Population Estimates

County	2005 Triennial School Census, Ages 5-19		2005 Weldon Cooper Center Population Estimates, Ages 5-19	
	Count	Distribution	Estimate	Distribution
	Accomack County	6,418	\$4,931,876	7,653
Alexandria city	13,669	\$10,503,867	14,339	\$10,558,204
Alleghany County	3,061	\$2,352,208	3,229	\$2,377,591
Amelia County	2,048	\$1,573,774	2,427	\$1,786,954
Appomattox County	2,588	\$1,988,734	2,768	\$2,038,002
Augusta County	13,928	\$10,702,894	13,677	\$10,070,473
Bath County	931	\$715,422	856	\$630,382
Bedford city	897	\$688,989	1,086	\$799,628
Bedford County	11,602	\$8,915,798	12,542	\$9,235,363
Bland County	997	\$766,139	1,158	\$852,676
Botetourt County	6,184	\$4,752,060	6,640	\$4,888,869
Buchanan County	3,854	\$2,961,585	4,313	\$3,175,531
Buckingham County	2,829	\$2,173,930	2,803	\$2,064,146
Buena Vista city	1,210	\$929,817	1,297	\$955,248
Caroline County	5,806	\$4,461,588	4,842	\$3,565,490
Carroll County	4,920	\$3,780,747	5,249	\$3,864,627
Charles City County	1,016	\$780,740	1,173	\$863,843
Charlotte County	2,365	\$1,817,371	2,632	\$1,937,928
Chesapeake city	52,220	\$40,128,168	53,121	\$39,114,330
Chesterfield County	64,208	\$49,340,279	68,729	\$50,607,096
Clarke County	2,562	\$1,968,755	2,794	\$2,057,036
Colonial Heights city	3,374	\$2,592,731	3,338	\$2,457,575
Covington city	739	\$567,880	936	\$689,100
Craig County	938	\$720,801	995	\$732,924
Culpeper County	7,817	\$6,006,930	9,084	\$6,688,466
Cumberland County	1,803	\$1,385,506	1,992	\$1,466,832
Dickenson County	2,543	\$1,954,154	2,989	\$2,200,600
Dinwiddie County	4,901	\$3,766,146	5,492	\$4,043,871
Emporia city	1,165	\$895,406	1,116	\$822,054
Essex County	1,936	\$1,487,708	2,034	\$1,497,335
Fairfax County	199,127	\$153,018,016	204,824	\$150,817,033
Falls Church city	2,281	\$1,752,821	2,154	\$1,585,686
Fauquier County	14,445	\$11,100,180	14,368	\$10,579,815
Floyd County	2,517	\$1,934,174	2,907	\$2,140,644
Fluvanna County	3,894	\$2,992,322	4,601	\$3,388,071
Franklin city	1,496	\$1,149,592	1,763	\$1,298,296
Frederick County	13,810	\$10,612,218	15,802	\$11,635,612
Galax city	1,289	\$990,525	1,287	\$947,289
Giles County	3,074	\$2,362,198	3,107	\$2,287,710
Gloucester County	7,700	\$5,917,022	7,536	\$5,549,277
Goochland County	2,681	\$2,060,199	3,486	\$2,566,556

County	2005 Triennial School Census, Ages 5-19		2005 Weldon Cooper Center Population Estimates, Ages 5-19	
	Count	Distribution	Estimate	Distribution
	Grayson County	2,777	\$2,133,970	2,776
Greene County	3,197	\$2,456,717	3,679	\$2,709,101
Greensville County	1,831	\$1,406,854	1,758	\$1,294,273
Halifax County	7,220	\$5,548,169	7,098	\$5,226,354
Henry County	10,506	\$8,073,277	9,932	\$7,313,433
Highland County	368	\$282,788	384	\$283,039
Hopewell city	4,255	\$3,269,731	5,063	\$3,728,309
Isle of Wight County	7,032	\$5,403,701	6,840	\$5,036,338
James City County	11,052	\$8,493,160	11,052	\$8,137,665
King and Queen County	1,114	\$856,047	1,246	\$917,161
King George County	3,795	\$2,916,247	4,622	\$3,403,323
King William County*	3,078	\$2,365,271	3,177	\$2,339,675
Lancaster County	1,701	\$1,307,124	1,700	\$1,251,574
Lee County	4,654	\$3,576,340	4,498	\$3,311,871
Loudoun County	59,097	\$45,412,760	57,603	\$42,414,329
Louisa County	5,626	\$4,323,268	5,687	\$4,187,809
Lunenburg County	2,232	\$1,715,168	2,284	\$1,681,595
Madison County	2,398	\$1,842,730	2,667	\$1,963,776
Manassas city	8,615	\$6,620,148	8,395	\$6,181,425
Manassas Park city	2,523	\$1,938,785	2,984	\$2,197,261
Martinsville city	3,351	\$2,575,057	2,776	\$2,044,260
Mathews County	1,399	\$1,075,054	1,564	\$1,151,415
Mecklenburg County	5,069	\$3,895,245	5,696	\$4,193,935
Middlesex County	1,585	\$1,217,985	1,608	\$1,184,247
Nelson County	2,739	\$2,104,769	2,740	\$2,017,748
New Kent County	3,307	\$2,541,246	3,291	\$2,423,425
Northampton County	2,287	\$1,757,432	2,408	\$1,773,348
Northumberland County	1,821	\$1,399,337	1,945	\$1,431,797
Norton city	835	\$641,651	749	\$551,610
Nottoway County	2,829	\$2,173,929	2,891	\$2,128,870
Orange County	5,494	\$4,221,833	5,873	\$4,324,447
Page County	3,965	\$3,046,882	4,594	\$3,383,009
Patrick County	3,081	\$2,367,577	3,359	\$2,473,596
Pittsylvania County	11,123	\$8,547,407	12,019	\$8,850,144
Poquoson city	2,811	\$2,160,097	2,931	\$2,158,280
Portsmouth city	15,784	\$12,129,127	20,856	\$15,356,742
Powhatan County	4,919	\$3,779,978	5,018	\$3,694,635
Prince William County	80,793	\$62,084,930	86,253	\$63,510,198
Pulaski County	5,905	\$4,537,664	5,959	\$4,387,484
Rappahannock County	1,415	\$1,087,349	1,377	\$1,014,017
Richmond County	1,323	\$1,016,652	1,455	\$1,071,409
Roanoke city	15,564	\$11,960,069	16,851	\$12,407,806

County	2005 Triennial School Census, Ages 5-19		2005 Weldon Cooper Center Population Estimates, Ages 5-19	
	Count	Distribution	Estimate	Distribution
	Russell County	5,014	\$3,852,980	5,014
Scott County	4,249	\$3,265,121	4,257	\$3,134,468
Shenandoah County	7,060	\$5,425,217	7,381	\$5,434,663
Smyth County	5,309	\$4,079,671	6,014	\$4,428,065
Southampton County	4,069	\$3,126,801	3,403	\$2,506,037
Spotsylvania County	28,215	\$21,681,659	29,739	\$21,897,617
Stafford County	31,402	\$24,130,692	31,209	\$22,980,353
Suffolk city	18,385	\$14,127,851	17,683	\$13,020,133
Surry County	1,316	\$1,011,273	1,343	\$989,004
Sussex County	1,677	\$1,288,681	1,896	\$1,396,154
Warren County	6,697	\$5,146,272	7,273	\$5,355,494
Waynesboro city	3,995	\$3,069,935	3,908	\$2,877,233
Westmoreland County**	2,696	\$2,071,726	3,081	\$2,268,778
Wythe County	5,028	\$3,863,738	4,876	\$3,590,368
York County	14,071	\$10,812,781	15,645	\$11,519,980

Table 2 – College Towns Excluded from Coverage Evaluation

Counties	Cities
Amherst	Bristol
Albemarle	Charlottesville
Arlington	Danville
Brunswick	Fairfax City
Campbell	Fredericksburg
Franklin	Hampton
Hanover	Harrisonburg
Henrico	Lexington
Montgomery	Lynchburg
Prince Edward	Newport News
Prince George	Norfolk
Roanoke County	Petersburg
Rockbridge	Radford
Rockingham	Richmond City
Tazewell	Salem
Washington	Staunton
Wise	Virginia Beach
	Williamsburg
	Winchester

ENDNOTES

1. Virginia Department of Education Office of Educational Information Management. "School Census 2008 – Instructions for Conducting the 2008 School Census." <http://www.doe.virginia.gov/VDOE/Publications/schcensus/2008/instructions.pdf>, accessed September 1, 2008.
2. When school divisions utilize enumerators, the schools are also responsible for ensuring the enumerators receive adequate training. The VDOE states that areas to be covered in training include background information on the triennial census, safety, state laws pertaining to the school census, overall school organization, review of forms and instructions, practice enumeration, accounting purposes, and respondent refusal.
3. Groves, et. al. Survey Methodology. John Wiley & Sons, Inc., Hoboken, New Jersey, 2004, 294.4. Groves, et. al., 155.
5. Groves, et. al., 156.
6. Differences due to rounding error.
7. Dickey, Kent C. "Overview of Triennial Census of School-Age Population." Presented to the Senate Finance Subcommittee on Education, July 31, 2008.

For more information, please contact Susan Perrone, Demographics & Workforce, Weldon Cooper Center for Public Service, University of Virginia at 434-982-5690 or by email at susan.perrone@virginia.edu.

VIRGINIA SCHOOL CENSUS 2008

Please check only one:
 I live in the
 Town of Berryville
 Town of Boyce
 County of Clarke

School(s) student or students attend:
 Primary Private
 Cooley Home School
 Boyce College
 JWMS Other
 CCHS

NAME OF PARENT(S), GUARDIAN(S) OR OTHER and ADDRESS OF RESIDENCE

Primary language spoken at home
 English _____ Other _____

Last Name: _____ First Name: _____ Middle Initial _____
 Street No. and Name (Do not use PO Box addresses) _____
 City or Town _____ Zip _____

Names and dates of all persons in family with birthdates between January 1, 1988 and December 31, 2008.

Names of Children			Birthdate		Gender	Type of School Planning* to Attend Next Year (2008-09)
Last Name	First Name	MI	Mo.	Day	Year	Infant/Preschool (P), Public (L), Private (V), Home School (H), College (C), None/Work (O)
Sample: Doe	John	F	1	1	96	L

If more room is needed, please attach another sheet of paper. Please call 540-955-6100 if you have any questions.

PLEASE RETURN FORM
 Mail to: Clarke County Public Schools, Attn: School Census, 309 W. Main St., Berryville, VA 22611
 Or Return form with your child to his or her school
 Or Fax to 540-955-6109

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS IMPORTANT INFORMATION.

Madison County Schools

Post Office Box 647
Madison, Virginia 22727

Office of
Supervisor of Pupil Services

phone: 540-948-3780
fax: 540-948-5143

VERY IMPORTANT FOR MADISON COUNTY PARENTS
2008 Triennial School Census – Conducted By Madison County Public Schools
In Accordance With the Provisions of §22.1-281 through §22.1-286, Code of Virginia

The total number of people (turning 5 through 19 on or before 12-31-2008) living in Madison County directly affects the amount of 1% sales tax our county can get from the state.

Please review this family census form and send it back to school *immediately*. Note that only your youngest child (if you have more than one child in Madison County Public Schools) will carry forms home.

Please follow these directions:

- ☉ Carefully look at family information in each section. Mark through errors and print the correct information.
- ☉ Add the name and date of birth of children not listed living in your home including < those ages 2, 3, or 4 > and < those away at college or in the military who maintain residency status in your home ages 18 or 19 >.
- ☉ Write any comment on the form you feel helps us understand changes or additional children added on the form.
- ☉ Questions? Please call Bob Francis, Supervisor of Pupil Services, 948-3780.



Signature of Parent or Guardian Reviewing This Form
And Affirming the Information Below Is Correct

Date

Phone Number

Name of Parents, Guardians, or Other (Last Name, First Name, Middle Initial)	Mailing Address of Residence	Physical Address of Residence If a PO Box is used for Mailing Address

☉ Please follow directions listed above. Carefully look Add Write Questions?

Names of Children in My Home <2 Through 19 Years of Age >	Dates of Birth (Mo.-Day-Year)	Age on 12-31-08	School	Grade	Homeroom

Comments: _____

_____ (continue on back if needed)

VIRGINIA SCHOOL CENSUS 2008

(1) City of Martinsville

(2) Martinsville City Schools

Name of Parents <input type="checkbox"/> , Guardians <input type="checkbox"/> , or Other <input type="checkbox"/>	(5) Address of Residence
(3) <input style="width: 95%;" type="text"/>	*Street No. and Name <input style="width: 60%;" type="text"/> Apt. <input style="width: 10%;" type="text"/>
(4) <input style="width: 95%;" type="text"/>	City or Town <input style="width: 30%;" type="text"/> Zip <input style="width: 20%;" type="text"/>

*Need physical address for census purposes

Name and data for all persons in family who will have reached their fifth birthday and who will not have reached their twentieth birthday on December 31, 2008.

(6) NAMES OF CHILDREN	(7)			(8)			(9)		
	Dates of Birth			Dates of Birth			Dates of Birth		
	MONTH	DAY	YEAR	MONTH	DAY	YEAR	MONTH	DAY	YEAR
a. <input style="width: 95%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
b. <input style="width: 95%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
c. <input style="width: 95%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
d. <input style="width: 95%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
e. <input style="width: 95%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
f. <input style="width: 95%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
g. <input style="width: 95%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>