

# Chapter 9.

## User Updates

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User updates supply data users with additional or corrected information that becomes available after the technical documentation or files are prepared. They are issued as Count Question Resolution Notes, Data Notes, Geography Notes, and Technical Documentation Notes in a numbered series and are available in portable document format (PDF) on our Web site at <http://www.census.gov>.

If you print the documentation, please file the user updates cover sheet behind this notice. If there are technical documentation replacement pages, they should be filed in their proper location and the original pages destroyed.

# School District Tabulation (STP2)

## Data Note 1

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On the Census 2000 long-form questionnaire, individuals could report more than one type of disability. STP2 Table P41, Age by Types of Disability for the Civilian Noninstitutionalized Population 5 Years and Over With Disabilities, has as its universe the total disabilities tallied. Each line of the table represents the number of occurrences of a particular disability, and the numbers should be interpreted with care. For example, the second line of data in the table titled "Total disabilities tallied for people 5 to 15 years" does not refer to the number of people 5 to 15 years old, or to the number of people 5 to 15 with a disability. Rather it is the sum of the number of all disabilities reported among the 5 to 15 year old population. Lines in the table referencing specific disabilities are more easily interpreted. The third line in the table titled "Sensory disability," for example, refers to the number of sensory disabilities reported among people 5 to 15 years (or the number of people 5 to 15 years old with a sensory disability).

Data users wanting to know the percent of civilian noninstitutionalized people 5 to 15 years old with, for example, a sensory disability should divide line 3 from Table P41 with the sum of lines 3 and 27 from Table P42, Sex by Age by Disability Status by Employment Status for the Civilian Noninstitutionalized Population 5 Years and Over. Data users wanting to know the same percentages for one of the nine race or Hispanic or Latino origin groups should use Tables PCT67A-I and Tables PCT68A-I, as appropriate.

Results from Table P41 become increasingly complex when coupled with the CH (Children – by Parent characteristics) record type in the School District Tabulation. As with all tables in the CH record type, children may be counted up to two times in a table – once for each parent with a qualifying characteristic. However, in lines referencing 'Total disabilities tallied' (items P041002, P041007, P041014) for the CH record type, a child may be counted up to twelve times in the table because a child may have up to two instances of a parent and each parent may have up to six instances of a disability – Sensory disability, Physical disability, Mental disability, Self-care disability, Go-outside-home disability, and Employment disability. These subtotals are best described in terms of their component parts. For example, P041007 may be considered as the sum of the set of children who have a parent (16-64 years) with a Sensory disability, the set of children who have a parent (16-64 years) with a Physical disability, the set of children who have a parent (16-64 years) with a Mental disability, the set of children who have a parent (16-64 years) with a Self-care disability, the set of children who have a parent (16-64 years) with a Go-outside-home disability, and the set of children who have a parent (16-64 years) with an Employment disability.

# School District Tabulation (STP2)

## Data Note 2

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The Census Bureau is aware there may be a problem or problems in the employment-status data of Census 2000 Summary File 3 and STP2 (including tables P38, P43-46, P149A-I, P150A-I, PCT35, PCT69A-I, and PCT70A-I). The labor force data for some places where colleges are located appear to overstate the number in the labor force, the number unemployed, and the percent unemployed, probably because of reporting or processing error. The exact cause is unknown, but the Census Bureau will continue to research the problem.

# School District Tabulation (STP2)

## Data Note 3

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### COMPARING STP2 ESTIMATES WITH AGGREGATED BLOCK DATA IN SF 1

As in earlier censuses, the responses from the sample of households reporting on long forms must be weighted to reflect the entire population. Specifically, each responding household represents, on average, six or seven other households who reported using short forms.

One consequence of the weighting procedures is that each estimate based on the long form responses has an associated confidence interval. These confidence intervals are wider (as a percentage of the estimate) for geographic areas with smaller populations and for characteristics that occur less frequently in the area being examined (such as the proportion of people in poverty in a middle-income neighborhood).

In order to release as much useful information as possible, statisticians must balance a number of factors. In particular, for Census 2000, the Bureau of the Census created weighting areas—geographic areas from which about two hundred or more long forms were completed—which are large enough to produce good quality estimates. If smaller weighting areas had been used, the confidence intervals around the estimates would have been significantly wider, rendering many estimates less useful due to their lower reliability.

The disadvantage of using weighting areas this large is that, for smaller geographic areas within them, the estimates of characteristics from STP2 that are also reported on the short form will not match the counts reported in SF 1. Examples of these characteristics are the total number of people, the number of people reporting specific racial categories, and the number of housing units. The official values for items reported on the short form come from SF 1.

The differences between the long form estimates in STP2 and values in SF 1 are particularly noticeable for the small geographic areas. The long form estimates of total population and total housing units in STP2 will, however, match the SF 1 counts for larger geographic areas such as counties and states, and will be essentially the same for medium and large cities. (Note that even in large areas minor differences will continue to exist between STP2 and SF 1 due to rounding requirements imposed on STP2 data).

This phenomenon also occurred for the 1990 Census, although in that case, the weighting areas included relatively small places. As a result, the long form estimates matched the short form counts for those places, but the confidence intervals around the estimates of characteristics collected only on the long form were often significantly wider (as a percentage of the estimate).

SF 1 gives exact numbers even for very small groups and areas; whereas, STP2 gives estimates for small groups and areas such as small school districts that are less exact. The goal of STP2 is to identify large differences among areas or large changes over time. Estimates for small areas and small population groups often do exhibit large changes from one census to the next, so having the capability to measure them is worthwhile.

# School District Tabulation (STP2)

## Data Note 4

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In July 2002, the Census Bureau issued the following Data Note 4 regarding the Census 2000 Summary File 3 (SF3) data:

The Census Bureau is aware there may be a problem or problems in the employment-status data of Census 2000 Summary File 3 (including tables P38, P43-46, PCT35, P149A-1, P150A-1, PCT35, PCT69A-1, and PCT 70A-1). The labor force data for some places where colleges are located appear to overstate the number in the labor force, the number unemployed, and the percent unemployed, probably because of reporting or processing errors. The exact cause is unknown, but the Census Bureau will continue to research the problem.

Our further research into this “college-town” issue indicates that the problem extended beyond places with colleges to the country in general. We learned that it stems from the tendency of many working-age people living in civilian noninstitutional group quarters (GQ), such as college dormitories, worker dormitories, and group homes (for the mentally ill or physically handicapped), to exhibit a particular pattern of entries to the employment questions in Census 2000.<sup>1</sup> We now estimate that the pattern affected the employment data for about 15 percent of the civilian noninstitutional GQ population 16 years of age and over in the United States, or around 500,000 people. It had an impact on the Census 2000 labor force statistics for the entire country, but its effects were most visible and substantial for places, such as college towns, with high concentrations of people living in civilian noninstitutional group quarters.

In Census 2000, the majority of people in the GQ population were enumerated by the Individual Census Report (ICR) form, which collected employment data in a battery of six questions (questions 23, 27a-e). The responses to these questions were captured and fed into a set of rules (called the Employment Status Recode (ESR) edit) that used the combined information from all six questions to assign each person to one of the following four employment-status categories: not in universe (all people less than 16 years old), employed, unemployed, and not in labor force.

For a significant segment of the GQ population, a so-called “3/3” response pattern was entered into the ESR edit.<sup>2</sup> This pattern is shown in the following table:

### 3/3 Input Pattern From ICR Forms

Question Number on ICR	Question wording	Entry
23	LAST WEEK, did you do ANY work for either pay or profit?	Missing
27a	LAST WEEK, were you on layoff from a job?	Missing
27b	LAST WEEK, were you TEMPORARILY absent from a job or business?	Missing
27c	(For people on layoff) Have you been informed that you will be recalled to work within the next 6 months OR been given a date to return to work?	Yes
27d	Have you been looking for work during the last four weeks?	Yes
27e	LAST WEEK, could you have started a job if offered one, or returned to work if recalled?	Yes

The 3/3 pattern represents an incomplete set of information, since entries to the first three questions are missing. The ESR edit assigned people with this pattern to the “unemployed” category, because the edit had three built-in assumptions:

<sup>1</sup>The pattern also appeared frequently for people in institutional group quarters, such as prisons and juvenile institutions, but because of the way employment categories are defined, it had no impact on the employment data for these people.

<sup>2</sup>“3/3” refers to the fact that the responses to the first three questions, which appeared on page 4 of the ICR, are all missing; and those responses to the last three questions, which were on page 5 of the ICR, are all “yes.”

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1. The respondents saw and reacted to each and every question in the employment series;
  2. The 3/3 pattern represented the faithful recording of actual responses (or nonresponses) to the questions; and
  3. People who responded in this manner were more likely to meet the official criteria for the "unemployed" category than for any other category.<sup>3</sup>

Our research has revealed that most of the GQ cases with the 3/3 pattern may not have met one of the first two assumptions. We are still investigating, but we think that, in most cases, the pattern resulted from anomalies in the data collection or processing systems. Unfortunately, we cannot test our hypothesis by comparing the 3/3 pattern with actual reports from the respondents. The images of the filled-out ICR's will not be accessible until the completion, in 2006 at the earliest, of the Census Bureau's project to image the forms for delivery to the National Archives.

The potential effect of the ESR outcome for the 3/3 pattern is to increase the count of unemployed people at the expense of the counts of the employed and the not-in-labor-force groups. We have done some research to estimate the potential impact of the phenomenon on the labor force data for the nation as a whole. Our preliminary estimates are that it may have incorrectly decreased the number of employed people by about 235,000 (the number of employed in SF3 was 129.7 million), reduced the number of people not in the labor force by 285,000 (SF3 figure of 78.3 million), increased the number of unemployed by 519,000 (SF3 figure of 7.9 million), and raised the unemployment rate by 0.4 percentage point (SF3 figure was 5.8 percent).

Comparatively, the impact of the phenomenon on areas below the national level may be much greater, depending upon the relative size of the GQ population within the given area. The Census 2000 unemployment rate for the city of Williamsburg, Virginia, for example, was 41.7 percent. Our research indicated that this rate resulted primarily from the prevalence of the 3/3 pattern among residents of college dormitories, who make up a large percentage of the city's population.

We will continue our research and report on further findings as they become available.

<sup>3</sup> They reported that they were looking for work and could have started a job last week. Because they did not report whether they had a job last week (people with a job are classified as "employed"), it is reasonable to classify them as "unemployed."

# School District Tabulation (STP2)

## Data Note 5

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Median incomes for nonfamily households by race, Tables 156A through P156I, were calculated from a 38-category income distribution rather than the standard 39-category income distribution. The 38-category distribution collapsed the two highest categories (\$175,000 - \$199,999 and \$200,000 and over) into a single category of \$175,000 and over.

August 2002

# School District Tabulation (STP2)

## Data Note 6

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Table PCT55 categories designed to identify “Nonfamily householder,” nonfamily householders “Not living alone,” and “Other unrelated individuals,” instead identify population “In nonfamily households,” population in nonfamily households “Not living alone,” and “Other unrelated individuals in family households or in Group Quarters” respectively. Sourcing for SF3 table PCT55 was corrected for SF4 table PCT153, but the original specification persists in the School District Tabulation.

February 2003

# School District Tabulation (STP2)

## Geography Note 1

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**Alaska: 02**

Nelson Lagoon Alaska Native village statistical area (ANVSA) (AIANHH 7025) erroneously contains block 2010, census tract 1 (000100) in Aleutians East census area (01598), Aleutians East Borough (013). This block should have not been coded to any ANVSA (9999). This is incorrect in both the PL 94-171 data products and Summary File (SF) data products.

*Internal Errata ID 02-003*

# School District Tabulation (STP2)

## Geography Note 2

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### **Massachusetts: 25**

Mohawk Trail Regional School District (07990) is identified as a Unified school district except in areas overlapping Hawley Town (29475 ) and Charlemont Town (12505) in Franklin County (011). In these overlapping areas the district is identified as a separate Secondary school district named Mohawk Trail Regional School District in Hawley Town and Charlemont Town (22222).

December 2002

# School District Tabulation (STP2)

## Geography Note 3

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### **New Jersey: 25**

Census 2000 omits school district boundaries for Seaside Heights Borough (14790 – Elementary school district). Data for Seaside Heights Borough were erroneously attributed to Tom's River Regional School District (16230 – Unified school district).

December 2002

# School District Tabulation (STP2)

## Geography Note 4

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### **South Carolina: 45**

Richland County School District 02 (03390) is identified as a Unified school district except in areas overlapping Fort Jackson. In this overlapping area the district is identified as a separate Secondary school district named Richland County School District 02 within Fort Jackson (45079).

Beaufort County School District (01110) is identified as a Unified school district except in areas overlapping Beaufort Marine Corps Air Station. In this overlapping area the district is identified as a separate Secondary school district named Beaufort County School District within Beaufort Marine Corps Air Station (45013).

December 2002

# School District Tabulation (STP2)

## Geography Note 5

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### **Tennessee: 47**

Anderson County School District (00090) is identified as a Unified school district except in areas overlapping Clinton City Elementary School District (00720). In this overlapping area the district is identified as a separate Secondary school district named Anderson County School District in Clinton (47001).

Cocke County School District (00750) is identified as a Unified school district except in areas overlapping Newport City Elementary School District (03210). In this overlapping area the district is identified as a separate Secondary school district named Cocke County School District in Newport (47029).

Coffee County School District (00780) is identified as a Unified school district except in areas overlapping Manchester City School District (03210 – Elementary school district). In this overlapping area the district is identified as a separate Secondary school district named Coffee County School District in Manchester (47031).

Crockett County School District (00850) is identified as a Unified school district except in areas overlapping Alamo City School District (00030 – Elementary school district) and Bells City School District (00210 – Elementary school district). In these overlapping areas the district is identified as a separate Secondary school district named Crockett County School District in Alamo (47033) and Crockett County School District in Bells (47034).

Hawkins County School District (01740) is identified as a Unified school district except in areas overlapping Rogersville City Elementary School District (03660). In this overlapping area the district is identified as a separate Secondary school district named Hawkins County School District in Rogersville (47073).

Henderson County School District (01800) is identified as a Unified school district except in areas overlapping Lexington City Elementary School District (02460). In this overlapping area the district is identified as a separate Secondary school district named Henderson County School District in Lexington (47077).

Henry County School District (01830) is identified as a Unified school district except in areas overlapping Paris City Special School District (03360). In this overlapping area the district is identified as a separate Secondary school district named Henry County School District in Paris (47079).

Lincoln County School District (02490) is identified as a Unified school district except in areas overlapping Fayetteville City Elementary School District (01200). In this overlapping area the district is identified as a separate Secondary school district named Lincoln County School District in Fayetteville (47103).

McMinn County School District (02820) is identified as a Unified school district except in areas overlapping Athens City Elementary School District (00120) and Etowah City Elementary School District (01140). In these overlapping areas the district is identified as a separate Secondary school district named McMinn County School District in Athens (47107) and McMinn County School District in Etowah (47108).

Monroe County School District (03000) is identified as a Unified school district except in areas overlapping Sweetwater City School District (04050). In this overlapping area the district is identified as a separate Secondary school district named Monroe County School District in Sweetwater (47123).

Rhea County School District (03510) is identified as a Unified school district except in areas overlapping Dayton City Elementary School District (00930). In this overlapping area the district is identified as a separate Secondary school district named Rhea County School District in Dayton (47143).

Rutherford County School District (03690) is identified as a Unified school district except in areas overlapping Murfreesboro City Elementary School District (03150). In this overlapping area the district is identified as a separate Secondary school district named Rutherford County School District in Murfreesboro (47149).

Tipton County School District (04080) is identified as a Unified school district except in areas overlapping Covington City Elementary School District (00810). In this overlapping area the district is identified as a separate Secondary school district named Tipton County School District in Covington (47167).

# School District Tabulation (STP2)

## Geography Note 5

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**Tennessee: 47** – Con.

Williamson County School District (04530) is identified as a Unified school district except in areas overlapping Franklin City Elementary School District (01260). In this overlapping area the district is identified as a separate Secondary school district named Williamson County School District in Franklin (47187).

Wilson County School District (04550) is identified as a Unified school district except in areas overlapping Lebanon City Elementary School District (02370). In this overlapping area the district is identified as a separate Secondary school district named Wilson County School District in Lebanon (47189).

December 2002

# School District Tabulation (STP2)

## Geography Note 6

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**Utah: 49**

Census 2000 boundaries for the Salt Lake City School District (00870) are erroneously reported as being coextensive with the city of South Salt Lake, rather than coextensive with Salt Lake City. This error causes the territory of Salt Lake City to be included in Granite School District (00360), and it causes the territory of the city of South Salt Lake to be excluded from Granite School District.

December 2002

# School District Tabulation (STP2)

## Geography Note 7

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### **Missouri: 29**

Scott County R-IV School District (04890) erroneously includes a portion of territory in Gasconade County (073). This area instead belongs to Osage County R-I School District (08490). The correct name of Gasconade County R-I (14280) is Gasconade County R-I.

January 2003

# School District Tabulation (STP2)

## Geography Note 8

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### **Tennessee: 47**

Oak Ridge City School District (4703240) is coterminous with the city of Oak Ridge and includes territory in Anderson County and Roane County. The Census 2000 School District Tabulation reflects only the portion of Oak Ridge City School District located in Anderson County.

May 2003