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Non-English Language Students in Palm Beach School District:  
An Examination of Administrative and American Community Survey Data

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## ABSTRACT

The American Community Survey (ACS) has been envisioned by the Census Bureau as the replacement of the once-a-decade long form data collection previously undertaken as part of the decennial Census. In addition to providing more frequent and timely data, the survey is designed to provide reliable data at small geographic levels for meeting policy and programmatic needs. This analysis examines data from the Palm Beach Florida (PBF) school district regarding schoolchildren who speak a language other than English. We compare estimates from the administrative school-based data with those from the sample survey estimates of the ACS. We find that while the ACS one-year data file provides reasonable quality estimates for the major language groups, the five-year ACS data provides better information for a larger number of specific languages, as well as estimates that are closer to the administrative levels reported.

## INTRODUCTION

One of the greatest needs researchers and policy-makers have is for timely data about detailed characteristics of the population. As social, demographic and economic issues emerge and change, the need for high quality reliable data on an ongoing basis is a central need, both for the research community as well as for the legions of practitioners who must often take prompt action for changes in their local environments. For many decades, these researchers have used administrative data, local-scale surveys, and often, summary detailed data produced by the Census Bureau as part of the once-a-decade long form Decennial Census data collection.

The main criticism of the decennial long form data was that within a few years of collection (the ‘zero year’), small-scale geographic estimates could already be out-of-date and misleading. While estimates of the base population count are annually updated by the Census Bureau as part of its Population Estimates Program (including fundamental demographic characteristics such as sex, race and age), estimates of a myriad of other social, demographic, economic and housing phenomenon go unmeasured, other than at a high geographic level such as nation or state, at best.

This very basic limitation of the long form data became readily apparent in the 1970's and 1980's, as growing demand for more and more extended analyses of data came to the fore. Driven by this demand/need of the data community, as well as other fundamental logistical and operational challenges associated with a massively growing decennial census operation, the Census Bureau made the decision to decouple the long form data collection from the Decennial Census and implement it as an independent survey operation. This new program, which has come to be known as the American Community Survey (ACS), began test operations in the late 1990's, was functional enough to provide basic estimates for comparison/comparability concurrent with 2000 Census, and was fully implemented (including group quarters and Puerto Rico) in 2006<sup>1</sup>.

In short, the survey now delivers estimates comparable to those from the decennial census long form, but does this every single year. And, utilizing the multi-year period files (which constitute data collections from 5 sequential years of data), also provides hundreds of thousands of unique substantive estimates down to the Census tract and block group geographic level.

One of the concerns expressed about the ACS is its ability to provide small-scale geographic estimates of comparable statistical quality to those from the traditional long form-based estimates. While both the Census Bureau and other researchers have provided the start of a sizable base of knowledge on this topic, the final judgment on this topic is far from being issued or known, and there is no clear consensus that the ACS small-scale geographic estimates are sizably deficient from their predecessors in the census long form. In fact, from a perspective of timeliness and periodicity, the ACS estimates are vastly superior. In terms of substantive scope, the ACS provide far more data estimates and capability for analyzing emerging and evolving issues than any other national general survey. Within the federal statistical system, the ACS has rapidly moved to become the flagship survey data collection program for a wide variety of data and information needs.

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<sup>1</sup> Fuller explanation and description about the design and functional components of the program are discussed in a variety of documents available at <http://www.census.gov/acs/www>

This analysis continues the process of providing real empirical evidence to demonstrate support for the statistical and substantive validity of the ACS program. Estimates from the Palm Beach Florida School District are compared to those produced from the ACS in an effort to assess the comparability of the two datasets. In this paper, we examine the estimates, their statistical reliability, and the degree to which they substantively corroborate or conflict with one another. The specific estimates in question are the counts of school-age children who speak a language other than English, and the specific non-English languages they speak.

## DATA AND ANALYSIS

This analysis uses data from both the one-year and five-year data files from the ACS as well as administrative data provided to the Census Bureau by the Palm Beach Florida School District (PBF). School enrollment and language use items are collected as part of the ACS, and are reproduced in Appendix A. The language question is a 3-part question in use since the 1980 census. The question asks of all persons ages 5 and over: (a) if they speak a language other than English at home; (b) what that language is; (c) “how well” they speak English. In many households, one ‘household respondent’ may provide answers to all or most questions for all persons. The 2010 one-year dataset is designed to provide estimates of areas of populations 65,000 or more, and the PBF, at 178,301 students, easily exceeds that threshold. These data have the advantage of being timely data—collected in the same year as our administrative records.

The five-year dataset has the advantage of having a much larger sample, and therefore has the possibility of identifying subpopulations that may be relatively rare. The five-year data are the result of combining data collected over five consecutive years so that the sample size is much larger than any one year of data. While the single-year data for PBF (Palm Beach County, Florida) is based on a sample of 7,800 housing units, the five-year sample constitutes a sample of 40,281 housing units. While the five-year estimates benefit from the large sample size, they are less timely. When a population changes rapidly between years, the resulting estimate can be seen as the average over the whole time period. For small but stable populations that do not change much over time, the estimates should be much better with the five-year data.

The administrative data were provided to Census by the PBF school district and reflect their counts of public school attendees who report having non-English language backgrounds. The specific questions asked are: (1) Is a language other than English used in the home; (2) Does the student have a first language other than English; (3) Does the student most frequently speak a language other than English (collection form is reproduced as Appendix B). Note that none of these questions match exactly those asked in the ACS, so direct comparability is an issue in the analysis.

This analysis examines several issues regarding non-English language students in the PBF school district. We hypothesize that the one-year ACS data will provide reasonable estimates of the overall level of non-English language students in the PBF school district, as well as for large specific languages (1,000 speakers or more). We also hypothesize that the five-year ACS dataset will provide more complete and reliable estimates of a greater number of specific languages spoken, as well as a better sense of the relative size of these language groups.

## RESULTS

Table 1 provides estimates of the count distributions of the languages spoken by children in the PBF school district, based on the administrative counts for school year 2010, the 1-year (2010) ACS dataset and the 5-year (2006-10) ACS dataset. The table has been sorted by the number of speakers recorded by the school district.

Summary results based on Table 1 are shown below:

|                            | PBF admin       | 2006-10 ACS     | 2010 ACS        |
|----------------------------|-----------------|-----------------|-----------------|
| Total public K-12 students | 178,301         | 171,270         | 176,030         |
| Speak English only         | 125,684 (70.5%) | 116,315 (67.9%) | 111,445 (63.3%) |
| Non-English speakers       | 52,617 (29.5%)  | 54,950 (32.1%)  | 64,585 (36.7%)  |
| Number of languages        | 128             | 57              | 33              |

Source: 2010 administrative data from Palm Beach County School District, 2010 1-year ACS, 2006-2010 5-year ACS.

For more information on the ACS, see <http://www.census.gov/acs/www>

The ACS 2010 single-year estimate does a good job of estimating public school enrollment--176,205 students ( $\pm 4,459$ ) – the administrative count is well within the margin of error for this estimate. With 128 different languages spoken in the school district, the ACS data are limited in their ability to capture all of the diverse number of languages spoken by students, especially when many of those languages are spoken by only a handful of people.

The 2010 ACS estimated that 36.7% of public school children spoke a language other than English at home and these children spoke 33 different languages<sup>2</sup>. The ACS estimate for non-English language speakers is about 7% higher than the school district number (about 12,000 more students), while the number of reported languages is much smaller (95 fewer languages). As mentioned earlier, ACS single-year estimates are best for large populations (at least 65,000 population) but we are now examining a much smaller and focused sub-population—children enrolled in public school grades K-12 who speak a language other than English with an administratively-known population of about 56,000. Obviously, at least some of this variation in the estimates is due to the small sample of the ACS, so we turn to a larger sample, obtained by using the 5-year ACS dataset.

Using the 5-year ACS data for 2006-2010, the estimate for public school enrollment in PBF Schools is 171,270 students ( $\pm 1,789$ ). This is short by about 7,000 students from the admin count, and the difference does not fall within the margin of error. Looking at the percentage of students who speak a language other than English, we see better news. ACS 2006-2010 estimates that 32% of enrolled students spoke a language other than English, which is closer to the 30% reported by the school district (although still statistically different). This dataset also captured 57 distinct non-English languages, which is 24 more than the single-year data did, and just under half of the admin count.

All three sources identify Spanish as the predominant non-English language, with French Creole second.

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<sup>2</sup> As part of the U.S. Census Bureau's commitment to protecting the identities of respondents, not all estimates can be shown in this paper. Table 1 contains only those estimates based on respondents from 3 or more different households.

Together, these two languages constitute well over 80% of all non-English languages reported, regardless of the data source used. However, irregularity occurs in the list after this point. Admin records and 5-year estimates show Portuguese as the third largest language, however the margins of error are too large to determine if French or Portuguese is next using the 1-year data<sup>3</sup>. Vietnamese (4th), Chinese (7th), and Arabic (8th) are not statistically different from each other in the 1 or 5-year data. The fifth most common language Mayan languages (Kanjobal) does not appear at all in 1-year and is too small to show an estimate in 5-year.

A common method for evaluating a sample estimate is to see if it differs statistically from some other known estimate. In the case of administrative data, we often accept those data as ‘true’, with a sampling variance of zero. Comparing the 1-yr ACS estimates to the admin data (and ignoring any pairing which has a zero value for either source), we found only 6 of the 32 estimates (19%) were significantly different from the admin records. Not too bad, until one realizes that of the 26 non-significant differences, the margin of error for 20 include zero. Additionally, in 30 of the 32 comparisons (94%), the coefficient of variation (CV) for the ACS estimate exceeds 0.3 – not an official statistical standard for evaluation, but often the point at which sample estimates are deemed statistically “suspect”.

The larger sample of the 5-yr ACS data would lead us to expect that the estimates would be more stable and closer to the admin ‘truth’. Certainly, the 5-yr data does identify a larger number of specific languages - 57 instead of 33. Of the 52 languages in the 5-yr ACS file with a corresponding non-zero admin estimate, just 14 were statistically significantly different (27%). Of those 38 cases where the estimates were not different, 19 of the ACS values also included the value of zero. In 42 of the 52 cases (81%), the CV exceeded 0.3. So, the 5-year file shows some relative improvement, but nothing sizable.

Of the 128 languages in the school district, only 9 are large enough that we could reasonably expect to collect data on them in amounts large enough to publish with the 1-year data (see part A of Table 1). Spanish, French Creole, Portuguese, Vietnamese, Mayan languages (Kanjobal), French, Chinese, Arabic, and Bengali make up 94% of all languages identified in the admin

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<sup>3</sup> The French estimate in 1-year 2,090 ( $\pm 1,570$ ) is not statistically different from the Portuguese estimate 945 ( $\pm 522$ ).

records. These languages make up 90% of the 1-year ACS and 92% of the 5-year ACS<sup>4</sup>. So, while the ACS estimates have “noise” in them, taken as a picture of the entire situation, they do not mischaracterize the language diversity or relative composition of the non-English speaking school-age population in the school district.

## WHY ARE THE ESTIMATES SO INCONSISTENT?

For the seven of the top nine languages in the school district, either the 1-year, 5-year, or both ACS estimates are statistically different, only Chinese and Arabic hit the mark in both datasets. Statistical evaluations of estimates, while a common method, do not fully capture the relationship between these sets of estimates. Mostly, the results shown thus far advise the ACS user to proceed with caution in accepting the estimates as precise. However, an important thing to remember in comparing these various data sources is that each of them has their own sources of creation and variation, and not all of it is statistical in nature. It is not possible to identify or enumerate all of these, but some are important in understanding why the estimates will not easily align with one another, no matter how much we would like them to.

1) Administrative data are not the ‘truth’ – they are just another data source with potential error.

One main point of variation is that the admin counts presumably are complete enumeration counts collected from all public school students in the PBF. While that is likely to a high degree correct, there are reasons why these data are not the same as what is collected in ACS. People often know multiple languages or dialects; it is common for people to use English and Spanish along with their native languages. The data are collected by different agencies and the respondents may see different purposes for the data. When reporting a language to the school, they may be reporting a language they wish the student to receive tutoring in, while there may be other reasons for reporting other languages to the government. There may be different respondents- the mother may fill out an ACS form while the father filled out the school enrollment form. The schools collect the data when a child first enrolls in school and this may

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<sup>4</sup> While the 1-year and 5-year estimates are not statistically different from each other, we do not recommend comparing the two files because the periods of data collection are different lengths and one file is a subset of the other.

not be updated until the student transfers to middle school or high school, if ever- language preferences may change during that time.

The school district may also make a mistake or struggle to read the handwriting of respondents resulting in incorrect data. For example, the admin data lists 32 “Fox” speakers. Fox is a family of Algonquin languages native to the Midwest that includes “Meskwaki.” The school does not report any speakers of “Mikasuki” nor “Muskogee” which are languages that are native to the Seminole Tribe in Florida. Given the similarity in spelling, it is possible that this is a misclassification of the admin data. The point is that there are many sources of ‘error’ on all sides of the equation, and in cases where many of the languages have admin counts of just 1 or 2, even being off by a value of 1 is a major degree of error.

2) Small, very rare events cannot adequately be captured in a general multipurpose survey. These events can easily be under- or OVER-represented in a survey. There were 128 different languages reported by students to the school district in the admin data, compared to just 33 in the 1-year ASC and 57 in the 5-year ACS. However, 34 (27%) of these 128 languages were reported by just one student each, 58 (45%) by fewer than 5 students, and 101 (79%) by fewer than 50 students. The underlying population probably needs to be over 50 before we could reasonably expect to interview three different households over the course of 5 years to produce a publishable estimate for this school district and the vast majority of languages are simply not that large.

In fact, in the 2006-10 5-yr file, the average final weight of school age children in Palm Beach was 17, and in the individual one-year files from 2006-10, it ranged between 79 and 89. This creates the possibility that for very rare languages, either: (a) a child with the specific language falls into sample and (likely) gets a weight far larger than the ‘true’ population level recorded for that language in the PBF admin data, or, (b) no children with that specific language are sampled, thus leading to an ACS estimate of zero.

Over-representation in the ACS in this situation may be driven in some cases by a sample household that holds not one school-age child of a rare language, but multiple children – each of

whom will be given a sample weight, thus ‘running up’ the total weighted number of school age children in this rare language.

Using data from the individual 1-year ACS public use files (to avoid disclosure issues); the table shows the frequency with which sample cases of public school children show up in the file.

While these data are not as complete as the full internal file, they demonstrate that many languages occur in very small incidence in the ACS data. For languages of even 100 or so speakers (in the admin data), the ACS may not be able to detect them, or may overestimate them because of the weighting structure. For instance, that there were seven Gujarati cases in 2010, but between zero and two in each of the remaining years of 5-year period. If we had done this analysis a year earlier, we might have estimated zero speakers in 1-year data rather than 1,190.

While the simple realities of sample survey design underlie much of the disagreement in the three sets of estimate, they are not the only source of inconsistency in these data.

### 3) Definitional and circumstantial situations can have an impact

The 5<sup>th</sup> most common language reported in the PBF admin data is are the 535 Mayan language speakers. In the school district, this refers exclusively to Kanjobal but because of the historically small size of this language, it is combined with other Mayan languages that are native to Central America. We found outside research regarding to the Guatemalan population in Palm Beach County, Florida<sup>5</sup> that indicates that this population communicates in Spanish, English, and Mayan dialects like Kanjobal. It also explains that a large portion of this population is undocumented and goes to great pains to appear Hispanic when interacting with people outside their communities including with the government who has frequently raided and deported Guatemalans from the community. The desire to “pass” as Hispanic as well as the prevalence of Spanish-speaking interviewers and instructional materials for the ACS may encourage this particular community to report Spanish rather than Kanjobal in our data.

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<sup>5</sup> Supanich, Colleen. “‘You’re Too Late!’ Prenatal Health Seeking Behaviors of Guatemalan Mayan Women in Palm Beach County.” Master’s Thesis. Florida Atlantic University, 2009.

Different systems may code languages, and especially, different dialects of a language family, in different ways.

Table 2 contains six related Asian Indian languages. Taken individually, these languages show great variability across the three data sources. However, when added together, the admin estimate of 605 and the 5-year ACS estimate of 625, are within sampling error.

Table 2. South Asian languages

|          | Admin Records | 2006-10 ACS | 2010 ACS |
|----------|---------------|-------------|----------|
| Bengali  | 403           | 235         | 440      |
| Gujarati | 107           | 235         | 1,190    |
| Hindi    | 67            | 155         | *        |
| Panjabi  | 16            |             |          |
| Marathi  | 11            |             |          |
| Bhojpuri | 1             |             |          |
|          | 605           | 625         | 1670     |

\* Indicates that there was at least 1 observation in the Public Use data (see Appendix Table 1), but not 3 respondents from 3 separate households which is required to publish an estimate.

Source: 2010 administrative data from Palm Beach County School District, 2010 1-year ACS, 2006-2010 5-year ACS.

For more information on the ACS, see <http://www.census.gov/acs/www>

A related issue has to do with the misreporting of “school-learned” languages in the ACS and other surveys (and perhaps in the admin collection as well). Anecdotal evidence over the years has shown the occurrence of languages such as French, Italian and German for some groups with demographic characteristics that would not indicate the language is native to the individual, such as US-born persons with no evidence of the language-related nativity who also report that they speak English “very well”. All three of these languages have ACS estimates that exceed the admin values<sup>6</sup>, quite likely an indication that they contain at least some ‘school-learned’ participants.

These three issues alone certainly do not account for all of the variation witnessed between the three datasets. What they do, however, is make it clear that we cannot simply assume ‘truth’ in

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<sup>6</sup> Except Italian which was not reported in 2010.

any one place. There are enough sources of measurement variation and uncertainty in the data sources that all of them have to be viewed with caution.

#### A DEEPER ISSUE: ENGLISH-SPEAKING ABILITY

One of the most important uses of the language data for school districts is that Title III provides for the distribution of federal dollars to school districts that have children who need English-language assistance. These “English Language Learners’ (ELL) are identified by states and school districts in a variety of ways. Many jurisdictions use standardized tests, which vary across the country. In some cases, schools and school districts still use less formal mechanisms to determine the number of ELL students. In the past decade, the Department of Education, the National Academy of Sciences<sup>7</sup> and the Government Accountability Office<sup>8</sup> all have examined the possibility of using data from a single comprehensive source to assist with the distribution of funds for ELL programs. One suggestion that has been made is to use the English-language ability data collected in the ACS to undertake these determinations.

The English-language ability question in the ACS is quite different from any kind of standardized English test, or any teacher-assessment method. The question on the ACS asks people to self-assess their English-speaking ability, giving them four response options: “Very well”, “Well”, “Not well”, and “Not at all”. Over time, a common use that the ACS language data (and the predecessor decennial Census data) has been put to, is to identify “limited English proficiency” (LEP). This equivalence has evolved in part because of the Census Bureau’s use of the question, and creation of a standard to identify eligible populations for bilingual ballots under Section 203(c) of the Voting Rights Act. Over time, other organizations have decided to use the standard of “less than ‘very well’” as an operational definition of identifying persons who may require English language assistance.

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<sup>7</sup> For further discussion of this issue and the recommendations made, see the full report from the National Academy of Science: National Research Council. *Allocating Federal Funds for State Programs for English Language Learners*. Washington, DC: The National Academies Press, 2011.

<sup>8</sup> Also see the full report: Government Accountability Office. *No Child Left Behind Act Education's Data Improvement Efforts Could Strengthen the Basis for Distributing Title III Funds*. GAO-07-140, 2006.

So, a natural question that arises in this case is: how do the levels of English Language Learner (ELL) children, as identified in the PBF, match up with the estimates of Limited English Proficient (LEP) students, as measured in the ACS data?

The table below provides a summary of data provided by the PBF, regarding their ELL population. Of the 52,617 children identified as speakers of a language other than English, 17,331 (32.9%) have been classified as ELL – persons in need of English assistance. We do not know how PBF makes this assessment. Using the 5-yr ACS data, we have tabulated for all students enrolled in K-12 in public schools speaking a language other than English at home, by the four different English-speaking ability categories. As can be seen in the table, the ACS estimate of the overall proportion of non-English language users who need assistance is somewhat smaller than the admin estimate (26.0% vs. 32.9%). Numerically, it is a difference of several thousand people. It is not clear what the source of this difference is – by now, it should be clear to the reader that it could be any of many different sources.

Looking specifically at the largest language groups (based on admin data), we see a similar pattern. Some groups have similar numeric estimates; others vary by a great deal. Even the Spanish and French Creole groups, which are the two largest by far, have varying results – Creole highly similar, Spanish fairly different.

Table 3. Proportion of non-English language school age children identified as ELL or LEP

|                                  | % English Language Learners (Admin) |      | %Less than "very well" (2006-10 ACS) |      |
|----------------------------------|-------------------------------------|------|--------------------------------------|------|
| All languages other than English | 17,331                              | 32.9 | 14,300                               | 26.0 |
| Specific languages:              |                                     |      |                                      |      |
| Spanish                          |                                     | 32.8 |                                      | 23.1 |
| French Creole                    |                                     | 40.1 |                                      | 41.1 |
| Portuguese                       |                                     | 21.3 |                                      | 9.4  |
| Vietnamese                       |                                     | 24.9 |                                      | 26.5 |
| Chinese                          |                                     | 19.6 |                                      | 21.0 |
| Arabic                           |                                     | 17.4 |                                      | 1.6  |

Source: 2010 administrative data from Palm Beach County School District, 2010 1-year ACS, 2006-2010 5-year ACS.

For more information on the ACS, see <http://www.census.gov/acs/www>

As with the estimates of the basic languages themselves, the estimates of persons in need of assistance with English within these groups is also highly subject to the sources of the data.

## SUMMARY AND CONCLUSIONS

It is easy enough to look at the ACS and administrative data shown in Table 1 and come to the snap conclusion that the ACS falls short in being of any utility for understanding the non-English language school age child population in the Palm Beach Florida School District. Such a judgment overlooks many of the realities of survey sample and administrative data in general, and the strengths of the ACS in particular. When one steps away from the need for an exact count of a specific and small subpopulation, the general patterns in the ACS data are similar to those seen in the admin data.

Perhaps one way of summarizing this analysis is to ask the two following questions:

### **1) What CAN the ACS tell us?**

- The general level and percentage overall of the basic group of interest: non-English language school age children
- A sense of diversity of the number of languages, and their relative proportionate composition
- A variety of social, economic and demographic characteristic detail about these children, their families and the homes they live in
- How this school district compares to others in the state and across the country, especially over time.

These last two components are a key part of planning processes. We generally do not just need the count; we also need to know detail about these individuals and various aspects of their lives. We need to be able to compare one place to another. Generally speaking, the admin data cannot provide these things, but the survey based data set can.

## 2) What CAN'T the ACS tell us?

- The exact number of any specific language group, especially ones that are relatively small.

For some data users, the answer to question 2 is enough to indict the ACS as a poor substitute for other data, and as a substitute for a complete count (census), it is. The ACS is not intended to be a complete count, and virtually no survey can provide exact estimate for thousands of phenomena simultaneously. Few surveys can provide an exact estimate for ONE phenomenon, much less thousands.

Palm Beach is fortunate in that it has resources to monitor and collect data on its students to attempt to provide the services they need. But PBF – and every other administrative unit – has its own ways of collecting, processing and producing their data and information. Some school districts may not have these data at all, because they do not have the resources, or do not want to collect the data. While sample survey data brings its own problems, it offers comparability across space and time that allow us to see how Palm Beach compares to other parts of Florida as well as other parts of the country. Over time, with yearly cycles of information, the survey can also shed light on how things are changing. Cost considerations have not been a part of this work, but it is unlikely that the cost of the ACS exceeds ALL of the many unique administrative data collection systems spread across the nation, each focused on a very specific area and topic as well. To the extent data exist from both sources, users should be prepared to use both of them, and form a fuller idea of the reality of the place they intend to study.

Table 1A. Languages large enough to expect 3 unrelated observations in single year.

| ACS code                                        | Admin<br>Records | 2006-2010<br>ACS | Margin<br>of Error | Coeff of<br>Variation | 2010<br>ACS | Margin<br>of Error | Coeff of<br>Variation |
|-------------------------------------------------|------------------|------------------|--------------------|-----------------------|-------------|--------------------|-----------------------|
| Total Enrolled In Public , K-12, age 5 and over | 178,301          | 171,268          |                    |                       | 176,205     |                    |                       |
| English only                                    | 125,684          | 116,316          |                    |                       | 111,619     |                    |                       |
| Speak a language other than English             | 52,617           | 54,952           |                    |                       | 64,586      |                    |                       |
| 625 Spanish                                     | 31,273           | 33,536           | 1,129              | 0.02                  | 37,466      | 3,055              | 0.05                  |
| 623 French Creole                               | 13,815           | 12,193           | 1,188              | 0.06                  | 16,365      | 3,063              | 0.11                  |
| 629 Portuguese                                  | 1,503            | 1,832            | 393                | 0.13                  | 947         | 522                | 0.34                  |
| 728 Vietnamese                                  | 571              | 532              | 191                | 0.22                  | *           |                    |                       |
| 968 Mayan (Kanjolal)                            | 535              | *                |                    |                       |             |                    |                       |
| 620 French                                      | 534              | 1,249            | 377                | 0.18                  | 2,088       | 1,570              | 0.46                  |
| 708 Chinese                                     | 484              | 535              | 235                | 0.27                  | 432         | 358                | 0.50                  |
| 777 Arabic                                      | 465              | 609              | 279                | 0.28                  | 285         | 258                | 0.55                  |
| 664 Bengali                                     | 403              | 233              | 164                | 0.43                  | 440         | 447                | 0.62                  |

Table 1B. Languages large enough to expect 3 unrelated observations in five year.

| ACS code                   | Admin<br>Records | 2006-2010<br>ACS | Margin<br>of Error | Coeff of<br>Variation | 2010<br>ACS | Margin<br>of Error | Coeff of<br>Variation |
|----------------------------|------------------|------------------|--------------------|-----------------------|-------------|--------------------|-----------------------|
| 742 Tagalog                | 250              | 172              | 137                | 0.48                  |             |                    |                       |
| 639 Russian                | 187              | 215              | 96                 | 0.27                  | 200         | 202                | 0.62                  |
| 671 Urdu                   | 154              | 145              | 98                 | 0.41                  | *           |                    |                       |
| 645 Polish                 | 144              | 175              | 110                | 0.38                  | *           |                    |                       |
| 778 Hebrew                 | 125              | 216              | 107                | 0.30                  | 294         | 264                | 0.55                  |
| 607 German                 | 112              | 280              | 127                | 0.28                  | 563         | 394                | 0.43                  |
| 667 Gujarathi              | 107              | 235              | 176                | 0.46                  | 1,189       | 1,006              | 0.51                  |
| 616 Norwegian              | 102              | *                |                    |                       | *           |                    |                       |
| 622 Jamaican Creole/Patois | 97               | 188              | 117                | 0.38                  | *           |                    |                       |
| 619 Italian                | 90               | 195              | 100                | 0.31                  |             |                    |                       |
| 720 Thai                   | 83               | 106              | 104                | 0.60                  |             |                    |                       |
| 631 Romanian               | 81               | *                |                    |                       |             |                    |                       |
| 691 Turkish                | 68               | 185              | 104                | 0.34                  | 457         | 442                | 0.59                  |
| 663 Hindi                  | 67               | 156              | 82                 | 0.32                  | *           |                    |                       |
| 724 Korean                 | 62               | 117              | 92                 | 0.48                  | *           |                    |                       |
| 638 Albanian               | 60               | 135              | 141                | 0.63                  |             |                    |                       |
| 637 Greek                  | 57               | 97               | 71                 | 0.44                  | 299         | 325                | 0.66                  |
| 712 Mandarin               | 53               | 58               | 52                 | 0.54                  | *           |                    |                       |

\* Indicates that there was at least 1 observation in the Public Use data (see Appendix Table 1), but not 3 respondents from 3 separate households which is required to publish an estimate.

Source: 2010 administrative data from Palm Beach County School District, 2010 1-year ACS, 2006-2010 5-year ACS.

For more information on the ACS, see <http://www.census.gov/acs/www>

Table 1C. Languages too small to tabulate in ACS.

| ACS code                     | Admin<br>Records | 2006-2010<br>ACS | Margin<br>of Error | Coeff of<br>Variation | 2010<br>ACS | Margin<br>of Error | Coeff of<br>Variation |
|------------------------------|------------------|------------------|--------------------|-----------------------|-------------|--------------------|-----------------------|
| 656 Persian                  | 49               | 128              | 106                | 0.51                  | 212         | 218                | 0.62                  |
| 723 Japanese                 | 49               | 33               | 35                 | 0.54                  | *           |                    |                       |
| 679 Finnish                  | 49               | *                |                    |                       | *           |                    |                       |
| 701 Telugu                   | 49               | *                |                    |                       |             |                    |                       |
| 682 Hungarian                | 47               | 63               | 74                 | 0.72                  |             |                    |                       |
| 782 Hausa                    | 44               |                  |                    |                       |             |                    |                       |
| 999 Other                    | 43               |                  |                    |                       |             |                    |                       |
| 655 Armenian                 | 41               | *                |                    |                       | *           |                    |                       |
| 703 Malayalam                | 39               | *                |                    |                       |             |                    |                       |
| 732 Indonesian               | 35               | *                |                    |                       | *           |                    |                       |
| 711 Cantonese                | 34               | 172              | 107                | 0.38                  | *           |                    |                       |
| 642 Czech                    | 34               | 48               | 54                 | 0.69                  |             |                    |                       |
| 813 Fox                      | 32               |                  |                    |                       |             |                    |                       |
| 674 Nepali                   | 32               | *                |                    |                       |             |                    |                       |
| 653 Lithuanian               | 31               | 61               | 60                 | 0.59                  |             |                    |                       |
| 614 Swedish                  | 28               | *                |                    |                       |             |                    |                       |
| 651 Serbian                  | 27               | *                |                    |                       |             |                    |                       |
| 647 Bulgarian                | 25               |                  |                    |                       |             |                    |                       |
| 725 Laotian                  | 23               |                  |                    |                       |             |                    |                       |
| 704 Tamil                    | 22               | 71               | 56                 | 0.48                  |             |                    |                       |
| 610 Dutch                    | 21               | 73               | 83                 | 0.69                  | *           |                    |                       |
| 809 Blackfoot                | 20               |                  |                    |                       |             |                    |                       |
| 792 Bantu                    | 19               |                  |                    |                       |             |                    |                       |
| 843 Quinault                 | 18               |                  |                    |                       |             |                    |                       |
| 665 Panjabi                  | 16               |                  |                    |                       |             |                    |                       |
| 680 Estonian                 | 15               |                  |                    |                       |             |                    |                       |
| 650 Croatian                 | 15               | *                |                    |                       | *           |                    |                       |
| 874 Patwin                   | 14               |                  |                    |                       |             |                    |                       |
| 646 Slovak                   | 14               | *                |                    |                       |             |                    |                       |
| 726 Cambodian                | 14               | *                |                    |                       |             |                    |                       |
| 611 Afrikaans                | 12               | 80               | 81                 | 0.62                  |             |                    |                       |
| 783 Somali                   | 12               |                  |                    |                       |             |                    |                       |
| 666 Marathi                  | 11               |                  |                    |                       |             |                    |                       |
| 696 Abkhazian                | 11               |                  |                    |                       |             |                    |                       |
| 717 Burmese                  | 11               | *                |                    |                       | *           |                    |                       |
| 615 Danish                   | 10               |                  |                    |                       |             |                    |                       |
| 796 Twi                      | 10               |                  |                    |                       |             |                    |                       |
| 648 Macedonian               | 9                |                  |                    |                       |             |                    |                       |
| 816 French Cree              | 9                |                  |                    |                       |             |                    |                       |
| 641 Ukrainian                | 9                | *                |                    |                       | *           |                    |                       |
| 830 Kwakiutl                 | 8                |                  |                    |                       |             |                    |                       |
| 649 Serbocroatian            | 7                | *                |                    |                       |             |                    |                       |
| 934 Arikara                  | 6                |                  |                    |                       |             |                    |                       |
| 702 Kannada                  | 5                |                  |                    |                       |             |                    |                       |
| 738 Malagasy                 | 5                |                  |                    |                       |             |                    |                       |
| 761 Chuukese/Trukese         | 5                |                  |                    |                       |             |                    |                       |
| 791 Swahili                  | 5                |                  |                    |                       |             |                    |                       |
| 959 Picuris                  | 5                |                  |                    |                       |             |                    |                       |
| 657 Pashto (Includes Pushtu) | 4                |                  |                    |                       |             |                    |                       |
| 670 Oriya                    | 4                |                  |                    |                       |             |                    |                       |
| 780 Amharic                  | 4                |                  |                    |                       |             |                    |                       |
| 936 Pawnee                   | 4                |                  |                    |                       |             |                    |                       |

|     |                             |   |    |    |      |  |  |
|-----|-----------------------------|---|----|----|------|--|--|
| 675 | Sindhi                      | 3 |    |    |      |  |  |
| 709 | Chinese Hakka               | 3 |    |    |      |  |  |
| 741 | Sundanese                   | 3 |    |    |      |  |  |
| 744 | Cebuano                     | 3 |    |    |      |  |  |
| 759 | Palauan                     | 3 |    |    |      |  |  |
| 842 | Puget Sound Salish          | 3 |    |    |      |  |  |
| 654 | Latvian                     | 2 |    |    |      |  |  |
| 692 | Turkmen                     | 2 |    |    |      |  |  |
| 794 | Wolof                       | 2 |    |    |      |  |  |
| 803 | Inupiak                     | 2 |    |    |      |  |  |
| 824 | Potawatomi                  | 2 |    |    |      |  |  |
| 848 | Ahtena                      | 2 |    |    |      |  |  |
| 863 | Kiowa-Apache                | 2 |    |    |      |  |  |
| 871 | Plains Miwok                | 2 |    |    |      |  |  |
| 879 | Siuslaw                     | 2 |    |    |      |  |  |
| 617 | Icelandic Islenzk           | 1 |    |    |      |  |  |
| 630 | Pamiamento                  | 1 |    |    |      |  |  |
| 632 | Rhaeto-Romance              | 1 |    |    |      |  |  |
| 652 | Slovenian                   | 1 |    |    |      |  |  |
| 658 | Kurdish                     | 1 |    |    |      |  |  |
| 672 | Assamese                    | 1 |    |    |      |  |  |
| 688 | Bashkir                     | 1 |    |    |      |  |  |
| 689 | Uzbek                       | 1 |    |    |      |  |  |
| 690 | Azerbaijani                 | 1 |    |    |      |  |  |
| 716 | Tibetan Bodskad             | 1 |    |    |      |  |  |
| 743 | Visayan                     | 1 |    |    |      |  |  |
| 746 | Ilacano                     | 1 |    |    |      |  |  |
| 752 | Guamanian                   | 1 |    |    |      |  |  |
| 760 | Pohnpeians                  | 1 |    |    |      |  |  |
| 804 | Saint Lawrence Island Yupik | 1 |    |    |      |  |  |
| 817 | Miami                       | 1 |    |    |      |  |  |
| 827 | Yurok                       | 1 |    |    |      |  |  |
| 836 | Coeur D'Alene               | 1 |    |    |      |  |  |
| 846 | Haida                       | 1 |    |    |      |  |  |
| 855 | Tanana                      | 1 |    |    |      |  |  |
| 867 | Northwest Maidu             | 1 |    |    |      |  |  |
| 881 | Nez Perce                   | 1 |    |    |      |  |  |
| 889 | Shastan                     | 1 |    |    |      |  |  |
| 903 | Yuchi                       | 1 |    |    |      |  |  |
| 910 | Kansa                       | 1 |    |    |      |  |  |
| 945 | Ute                         | 1 |    |    |      |  |  |
| 949 | Cahuilla                    | 1 |    |    |      |  |  |
| 954 | Pima                        | 1 |    |    |      |  |  |
| 955 | Yaqui                       | 1 |    |    |      |  |  |
| 961 | Sandia                      | 1 |    |    |      |  |  |
| 962 | Tewa                        | 1 |    |    |      |  |  |
| 964 | Zuni                        | 1 |    |    |      |  |  |
| 978 | Chiricahua                  | 1 |    |    |      |  |  |
| 668 | Bhojpuri                    | 1 |    |    |      |  |  |
| 609 | Yiddish                     | 0 | 47 | 44 | 0.57 |  |  |

\* Indicates that there was at least 1 observation in the Public Use data (see Appendix Table 1), but not 3 respondents from 3 separate households which is required to publish an estimate.

Source: 2010 administrative data from Palm Beach County School District, 2010 1-year ACS, 2006-2010 5-year ACS.

For more information on the ACS, see <http://www.census.gov/acs/www>



THE SCHOOL DISTRICT OF PALM BEACH COUNTY

# New and Returning Student Registration

Complete **ALL AREAS** on both sides of the form. Correct any preprinted information. **Do not leave any area unanswered.**  
**ALL** students **MUST COMPLETE** a registration form **ANNUALLY**.

**OFFICE USE ONLY**

Student Number

School Number

Transportation

Grade Level

EN CD

SAC Code

Student Entry Date

TERMS Data Entry: Name/Date

**Student** Legal name (last, first, middle)**Student** Former Name or AKA (if applicable)**Student** Local Address (house number and street name, apartment number, city, state, zip code)

Housing Development (if applicable)

Student Soc. Sec. # (optional)

Student Home Telephone #

Best Parent/Guardian Contact Telephone Numbers

Day or  
CellEvening  
or Cell**Student Ethnic Origin** (Must check Yes or No)☐ **Yes**, Hispanic or Latino (a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)☐ **No**, not Hispanic or Latino**Student** Gender  
☐ M ☐ F**Student** Date of Birth (mm/dd/yyyy)**Student** Place of Birth (city, state)VERIFICATION  
Office Use Only**Student** Resident Status☐ 0. Foreign Exchange Student ☐ 1. Out-of-county Resident ☐ 2. Out-of-state Resident ☐ 3. In-county Resident**Student** Country of Birth☐ USA ☐ Other \_\_\_\_\_If student's country of birth is not USA  
what date did the student enter USA? \_\_\_\_\_**Student** Race (must check at least one box - check all that apply)☐ **American Indian or Alaskan Native - I** (origins in any of the original peoples of North or South America [including Central America] and who maintains tribal affiliation or community attachment.)☐ **Asian - A** (origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, e.g., Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam)☐ **Black or African American - B** (origins in any of the black racial groups of Africa)☐ **Native Hawaiian or Other Pacific Islander - H** (origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)☐ **White - W** (origins in any of the original peoples of Europe, Middle East, or North Africa)**Federal Impact Survey**

A. The student resides on federal property.

☐ Yes ☐ No

B. The student resides in low rent housing.

☐ Yes ☐ No

C. The parent is employed on federal property located in Palm Beach County.

☐ Yes ☐ No

D. The parent is employed on low rent housing located in Palm Beach County.

☐ Yes ☐ No

E. The parent is in the uniformed services of the United States.

☐ Yes ☐ No**Type of Service**☐ Air Force☐ Army☐ Coast Guard☐ National Guard☐ Navy☐ MarinesIf "E" is YES, is the parent on active duty? ☐ Yes ☐ No (if yes, check type of service to the right)**Preschool Enrollment Information - for Student Entering Kindergarten only** ( check all program(s) attended.)☐ Did not Attend Preschool (Z)☐ Parent Fees (F)☐ School District Pre-K (S)☐ Voluntary Pre-K (V)☐ Head Start (H)☐ Pre-K Disabilities (D)☐ Teenage Parent Program (T)☐ Migrant Pre-K (M)☐ Readiness Coalition (L)☐ Title I Pre-K (C)

If student attended Pre-K provide name of Pre-K: \_\_\_\_\_

Is the **STUDENT WHO IS ENROLLING IN THIS SCHOOL** a single parent? ☐ Yes ☐ No**ONLY STUDENTS NEW TO PALM BEACH COUNTY**

Is a language other than English used in the home?

☐ Yes ☐ No

Does the student have a first language other than English?

☐ Yes ☐ No

Does the student most frequently speak a language other than English?

☐ Yes ☐ No**STUDENT**

Primary language? \_\_\_\_\_

**PARENT**

Primary language? \_\_\_\_\_

Preferred verbal language? \_\_\_\_\_

Preferred written language? \_\_\_\_\_

# Person 1

→ Please copy the name of Person 1 from page 2, then continue answering questions below.

Last Name

First Name

MI

7 Where was this person born?

☐ In the United States – Print name of state.

☐ Outside the United States – Print name of foreign country, or Puerto Rico, Guam, etc.

8 Is this person a citizen of the United States?

☐ Yes, born in the United States → SKIP to 10a

☐ Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas

☐ Yes, born abroad of U.S. citizen parent or parents

☐ Yes, U.S. citizen by naturalization – Print year of naturalization

☐ No, not a U.S. citizen

9 When did this person come to live in the United States? Print numbers in boxes.

Year

10 a. At any time IN THE LAST 3 MONTHS, has this person attended school or college? Include only nursery or preschool, kindergarten, elementary school, home school, and schooling which leads to a high school diploma or a college degree.

☐ No, has not attended in the last 3 months → SKIP to question 11

☐ Yes, public school, public college

☐ Yes, private school, private college, home school

b. What grade or level was this person attending? Mark (X) ONE box.

☐ Nursery school, preschool

☐ Kindergarten

☐ Grade 1 through 12 – Specify grade 1 – 12

☐ College undergraduate years (freshman to senior)

☐ Graduate or professional school beyond a bachelor's degree (for example: MA or PhD program, or medical or law school)

11 What is the highest degree or level of school this person has COMPLETED? Mark (X) ONE box. If currently enrolled, mark the previous grade or highest degree received.

## NO SCHOOLING COMPLETED

☐ No schooling completed

## NURSERY OR PRESCHOOL THROUGH GRADE 12

☐ Nursery school

☐ Kindergarten

☐ Grade 1 through 11 – Specify grade 1 – 11

☐ 12th grade – NO DIPLOMA

## HIGH SCHOOL GRADUATE

☐ Regular high school diploma

☐ GED or alternative credential

## COLLEGE OR SOME COLLEGE

☐ Some college credit, but less than 1 year of college credit

☐ 1 or more years of college credit, no degree

☐ Associate's degree (for example: AA, AS)

☐ Bachelor's degree (for example: BA, BS)

## AFTER BACHELOR'S DEGREE

☐ Master's degree (for example: MA, MS, MEd, MEd, MSW, MBA)

☐ Professional degree beyond a bachelor's degree (for example: MD, DDS, DVM, LLB, JD)

☐ Doctorate degree (for example: PhD, EdD)

F Answer question 12 if this person has a bachelor's degree or higher. Otherwise, SKIP to question 13.

12 This question focuses on this person's BACHELOR'S DEGREE. Please print below the specific major(s) of any BACHELOR'S DEGREES this person has received. (For example: chemical engineering, elementary teacher education, organizational psychology)

  
  


13 What is this person's ancestry or ethnic origin?

  


(For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Taiwanese, Ukrainian, and so on.)

14 a. Does this person speak a language other than English at home?

☐ Yes

☐ No → SKIP to question 15a

b. What is this language?

For example: Korean, Italian, Spanish, Vietnamese

c. How well does this person speak English?

☐ Very well

☐ Well

☐ Not well

☐ Not at all

15 a. Did this person live in this house or apartment 1 year ago?

☐ Person is under 1 year old → SKIP to question 16

☐ Yes, this house → SKIP to question 16

☐ No, outside the United States and Puerto Rico – Print name of foreign country, or U.S. Virgin Islands, Guam, etc., below; then SKIP to question 16

☐ No, different house in the United States or Puerto Rico

b. Where did this person live 1 year ago?

Address (Number and street name)

  


Name of city, town, or post office

Name of U.S. county or municipio in Puerto Rico

Name of U.S. state or Puerto Rico

ZIP Code



Appendix Table 1. Number of unweighted observations in each year of data collection

| Public Use Language Category                         | Palm Beach |      |      |      |      |      |
|------------------------------------------------------|------------|------|------|------|------|------|
|                                                      | Records    | 2010 | 2009 | 2008 | 2007 | 2006 |
| Spanish                                              | 31,273     | 375  | 334  | 309  | 325  | 328  |
| French Creole                                        | 13,815     | 144  | 88   | 88   | 92   | 105  |
| Portuguese                                           | 1,503      | 12   | 24   | 19   | 19   | 17   |
| Vietnamese                                           | 571        | 3    | 9    | 4    | 7    | 2    |
| South/Central American Indian Languages <sup>1</sup> | 535        | 0    | 0    | 2    | 2    | 1    |
| French                                               | 534        | 14   | 9    | 18   | 10   | 7    |
| Chinese                                              | 484        | 5    | 3    | 7    | 2    | 8    |
| Arabic                                               | 465        | 3    | 4    | 3    | 5    | 6    |
| Bengali                                              | 403        | 3    | 0    | 1    | 2    | 1    |
| Tagalog                                              | 250        | 0    | 4    | 0    | 3    | 5    |
| Russian                                              | 187        | 2    | 3    | 2    | 3    | 0    |
| Urdu                                                 | 154        | 1    | 2    | 0    | 5    | 0    |
| Polish                                               | 144        | 3    | 2    | 4    | 0    | 2    |
| Hebrew                                               | 125        | 3    | 1    | 6    | 2    | 1    |
| German                                               | 112        | 9    | 1    | 4    | 3    | 5    |
| Gujarati                                             | 107        | 7    | 0    | 0    | 1    | 2    |
| Norwegian                                            | 102        | 2    | 0    | 0    | 0    | 0    |
| Patois                                               | 97         | 2    | 2    | 1    | 3    | 2    |
| Italian                                              | 90         | 0    | 2    | 4    | 6    | 1    |
| Thai                                                 | 83         | 0    | 0    | 1    | 1    | 0    |
| Romanian                                             | 81         | 0    | 1    | 1    | 0    | 0    |
| Turkish                                              | 68         | 5    | 5    | 1    | 0    | 0    |
| Hindi                                                | 67         | 1    | 0    | 4    | 0    | 2    |
| Korean                                               | 62         | 1    | 0    | 3    | 0    | 3    |
| Albanian                                             | 60         | 0    | 0    | 4    | 1    | 3    |
| Greek                                                | 57         | 3    | 0    | 1    | 2    | 0    |
| Mandarin                                             | 53         | 1    | 1    | 1    | 0    | 0    |
| Persian                                              | 49         | 4    | 0    | 0    | 0    | 5    |
| Finnish                                              | 49         | 3    | 0    | 0    | 0    | 0    |
| Japanese                                             | 49         | 1    | 2    | 0    | 0    | 0    |
| Telugu                                               | 49         | 0    | 0    | 2    | 0    | 1    |
| Hungarian                                            | 47         | 0    | 0    | 0    | 2    | 1    |
| Armenian                                             | 41         | 1    | 0    | 0    | 0    | 0    |
| Malayalam                                            | 39         | 0    | 1    | 0    | 0    | 1    |
| Indonesian                                           | 35         | 2    | 0    | 0    | 0    | 0    |
| Cantonese                                            | 34         | 4    | 0    | 0    | 1    | 0    |
| Czech                                                | 34         | 0    | 1    | 0    | 0    | 1    |
| Nepali                                               | 32         | 0    | 0    | 0    | 0    | 1    |
| Lithuanian                                           | 31         | 0    | 0    | 1    | 0    | 0    |
| Swedish                                              | 28         | 0    | 2    | 0    | 0    | 0    |
| Serbian                                              | 27         | 0    | 0    | 0    | 2    | 0    |
| Tamil                                                | 22         | 0    | 0    | 3    | 2    | 1    |
| Dutch                                                | 21         | 3    | 1    | 1    | 0    | 0    |
| Other Pacific Island Languages <sup>2</sup>          | 17         | 0    | 0    | 1    | 0    | 0    |
| Croatian                                             | 15         | 1    | 0    | 0    | 0    | 0    |
| Mon-Khmer, Cambodian                                 | 14         | 0    | 1    | 0    | 0    | 0    |
| Slovak                                               | 14         | 0    | 1    | 0    | 0    | 0    |
| Afrikaans                                            | 12         | 0    | 0    | 4    | 0    | 1    |
| Other Indo-European Languages <sup>3</sup>           | 12         | 0    | 1    | 0    | 1    | 0    |
| Burmese                                              | 11         | 1    | 0    | 0    | 0    | 0    |
| Ukrainian                                            | 9          | 1    | 0    | 0    | 0    | 0    |
| Serbo-Croatian                                       | 7          | 0    | 0    | 0    | 2    | 0    |
| Yiddish                                              | 0          | 0    | 2    | 0    | 1    | 0    |

Source: American Community Survey Public Use Microdata

<sup>1</sup> South/Central American Indian Languages includes Mayan<sup>2</sup> Other Pacific Island Languages includes Malagasy , Sundanese , Palauan , Pohnpeians , and Chuukese<sup>3</sup> Other Indo-European Languages includes Icelandic , Rhaeto-Romance, Slovenian , Bhojpuri, Oriya , Assamese , Sindhi

**Notes:** County data is not available in the public use data, but Public Use Micro Areas(PUMA) were combined to replicate most of Palm beach County. PUMAs 03501, 03502, 03503, 03504, 30506, 03507, 03508, and 03509 cover 99.98% of all households in Palm Beach County according to the Missouri Census Data Center's Geographic Correspondence Engine available <http://mcdc.missouri.edu/websas/geocorr12.html>.

Public Use data differ slightly from the internal data sources used elsewhere in this paper, and are shown here in order to protect the confidentiality of respondents.

The universe for this table is persons age 5 years and over, enrolled in Kindergarten-12th grade in public schools, who reported speaking a language other than English in the home who live in Palm Beach County.