THE NAIS DEMOGRAPHIC CENTER
2009 Metropolitan Area Reports

CBSA[1]: Buffalo-Niagara Falls, NY[2]

Metropolitan Area Reports summarize key demographic changes for a specific geographic region, suggest strategic considerations for schools given these changes, and offer resources that can assist schools in dealing with an ever-changing marketplace. For specific demographic reports for your geographic region, please visit the NAIS Demographic Center at www.nais.org/go/demographics.

Key Findings

School Age Population

1. During 2000-2009, the metropolitan area of Buffalo-Niagara Falls reported a decrease in the number of households with children of school age from 149,144 to 133,980 (10.17 percent). Furthermore, their numbers are expected to decrease by 0.74 percent during the next five years, totaling 132,988 in 2014.
2. The school age population group is also expected to decrease through 2014. After recording a decline of 4.71 percent during the period 2000-2009, the school population age 0 to 17 years is projected to decrease by 4.57 percent from 271,367 in 2009 to 258,974 in 2014.
3. By gender, the female school population is expected to drop (4.77 percent) by the year 2014, from 130,979 to 124,733, while the male school population is predicted to decrease by 4.38 percent, from 140,388 in 2009 to 134,241 in 2014.

Number of Children

4. By age and gender, the largest declines are projected in the number of girls age five to nine years, from 34,643 in 2009 to 31,169 in 2014 (10.03 percent), and boys in the same age group, from 37,491 in 2009 to 34,116 in 2014 (9.00 percent).
5. In absolute numbers, the largest group in 2009 was children between five and nine years old, at 72,134, followed by children younger than five years old, at 70,105. All school age population groups are predicted to decrease significantly by 2014.
6. Given the previous findings, the kindergarten population and the population in grades one to four are expected to decrease by 6.52 and 6.53 percent each between 2009 and 2014, while nursery or preschool is expected to grow slightly by 0.98 percent (from 19,970 in 2009 to 20,166 in 2014). When broken down by gender, the number of girls

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[1] CBSAs are Core Based Statistical Areas, a new census geographic area stemming from the results of the Census 2000. CBSAs combine both Metropolitan Areas (formerly MSAs) and new Micropolitan Areas.
[2] This CBSA includes the following counties: Erie, NY 36029; and Niagara, NY 36063.

and boys attending nursery or preschool are projected to rise by 0.75 percent and 1.20 percent, respectively, during the period 2009-2014.

Enrollment in Private Schools

7. The population enrolled in private schools grew by more than 8 percent during 2000-2009; however, this growth rate is expected to decrease by 2.03 percent in 2014 (from 43,656 in 2009 to 42,770 in 2014). Likewise, while total public school enrollment grew during 2000-2009 by 2.39 percent (in spite of the fall of public preprimary by 16.49 percent during the same period), it is projected to decrease at a rate of 2.18 percent, between 2009 and 2014.

8. By gender during 2009-2014, male preprimary enrollment in private schools is anticipated to grow by 4.14 percent (from 5,795 in 2009 to 6,035 in 2014); while the female preprimary enrollment is expected grow by 3.67 percent (from 5,421 in 2009 to 5,620 in 2014). Further, the anticipated male and female enrollment growth rates for elementary and high school are significant declines of 3.90 percent and 4.28 percent, respectively.

Population by Race and Ethnicity

9. By race and ethnicity, the principal changes in the Buffalo-Niagara Falls area are the declining growth rates of the white population, while Hispanics, Asians, and 'Other[3] population,' have increased during the years 2000-2009 at 27.43 percent, 21.62 percent, and 17.41 percent, respectively.

10. While the white population still represents over 82 percent of the total population, it is expected to decrease from 939,548 in 2009 to 911,634 in 2014 (2.97 percent). On the contrary, minority groups are predicted to continue increasing between 2009 and 2014, especially the 'Other' population, which is forecasted to grow from 43,840 in 2009 to 49,818 in 2014 (13.64 percent).

Numbers of Affluent Families

11. The number of families with school age children and incomes of at least $100,000 per year is predicted to increase throughout 2014. In particular, families with children younger than five years old and incomes between $125,000 and $149,999 per year are expected to increase from 2,112 in 2009 to 2,909 in 2014 (37.74 percent), followed by families in the same income level and with children between 10 and 13 years old, who are expected to increase from 1,988 in 2009 to 2,718 in 2014 (36.72 percent).

12. The number of African American households with incomes of at least $100,000 per year is projected to continue growing through 2014. In particular, households with annual incomes between $100,000 and $124,999 per year are projected to record an increase of 33.62 percent, from 1,648 in 2009 to 2,202 in 2014. A similar trend is expected for Asian households with incomes of at least $100,000 per year. The

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[3] "Other race" includes all other responses not included in the "white," "black or African American," "American Indian and Alaska Native," "Asian," and "Native Hawaiian and Other Pacific Islander" race categories. Respondents providing write-in entries such as multiracial, mixed, interracial, or a Hispanic/Latino group (for example, Mexican, Puerto Rican, or Cuban) are included here.

highest growth rate is projected for Asian households with annual incomes between $125,000 and $149,000 per year at 91.67 percent, from 168 in 2009 to 322 in 2014.

13. Although their numbers are not that large, 'Other households' with annual incomes of at least $100,000 per year are also predicted to more than double their numbers by 2014, especially those households with incomes between $125,000 and $149,999 per year, who are expected to increase from 64 in 2009 to 289 in 2014 (351.56 percent).

14. Likewise, Hispanic households with annual incomes of at least $100,000 per year are forecasted to expand. For example, Hispanic families with annual incomes between $125,000 and $149,999 per year are projected to increase from 132 in 2009 to 219 in 2014 (65.91 percent).

15. In general, the number of households with homes valued over $500,000 reported record growth numbers during the period 2000-2009. In particular, the number of households with homes valued between $750,000 and $999,999 increased by 914.03 percent during this period. A positive trend is projected to continue through 2014. For instance, the number of owner households with homes valued between $500,000 and $749,999 is expected to increase from 2,083 in 2009 to 3,018 in 2014 (44.89 percent).

Population with Higher Education

16. The number of people older than 25 years of age who hold college degrees in the Buffalo-Niagara Falls area increased by 6.68 percent, from 107,731 in 2000 to 114,930 in 2009. This number is expected to grow by 2014 (1.28 percent increase). A similar pattern is observed for people older than 25 years old who hold graduate degrees. Their numbers increased from 74,200 in 2000 to 77,473 in 2009 (4.41 percent), and it is forecasted that their numbers will grow slightly by 0.40 percent by the year 2014.

Strategic Considerations for Schools

Given the findings of this report, independent schools in the Buffalo-Niagara Falls metropolitan area need to consider what strategies they will implement now to ensure full classrooms in the years ahead. For example, this may mean further diversifying their enrollment in terms of gender, ethnicity, and income. Some of the questions that schools should consider are:

General Considerations
- Considering these demographic changes, on which areas does our school most need to focus?
- Have we benchmarked our school's admission statistics? How do they look in comparison to other schools in our community? Do we understand the strengths and weaknesses of our own numbers?
- How well do we know our market? Do we know who our competitors are (other independent schools, magnet schools, charter schools, Catholic schools, home schoolers, etc.)? How familiar are people in our community with our school mission and value proposition?
- If we have feeder schools, are we watching their enrollment changes to understand how our school could be impacted?

Responding to School Age Population
- Does our school have a waiting list? Is the school working at maximum enrollment capacity already? What do our admission statistics look like (inquiries, applications, acceptances, enrollees)? Are there changes that need our attention?
- If our school is in high demand, what tuition policy should it follow?
- What are the demographic changes in the geographic areas from which we recruit students? Are the statistics more favorable in surrounding areas from which we have not traditionally recruited students? What would it take to attract this population?
- What percentage of all children would we need to attract to survive? Is that doable?
- Have we considered merging with another school? Should we consider going coed (for single-sex schools)? How will this affect our mission?
- How many students attending public schools can afford our school? Can we lure them away from the public system? How would we make our case?
- What is the typical profile of families in our school? Do we know why are they enrolling their children in our school?
- Can we work with the local businesses and the chamber of commerce to attract new families to the area?

Responding to Racial/Ethnic Changes
- Given the demographic changes, what percentage of students of color should the school aim for? How do our diversity numbers compare to those of this geographic region?

- What are the key characteristics that parents of color are looking for in a school? Does the school highlight these characteristics in its messages?
- What communication channels should the school use to reach out to the people of color in its community? Should the school include other languages in its communications with parents?
- Do we know why families of color who can afford our tuition are not enrolling their children in our school? Do we know where these families are located?

Responding to Household Income Changes

- Can we adjust pricing to attract more middle-class families? Can we increase financial aid or structure it to increase enrollment?
- Are middle-class families aware of all the options offered to pursue an education in our school (need-based financial aid, merit awards, tuition payment plans, and tuition loan programs)?
- Are our students' grandparents nearby? What percentage of students have their tuitions paid for by their grandparents? How can we involve grandparents in the life of the school?

Financial Considerations

- What financial planning do we need to do to help us weather the downturn?
- If our school is facing high demand, what financial planning do we need to ensure a sound use of the resources?
- Are there any building maintenance or improvements that are needed? Can we afford to offer better salaries or benefits? What major investment projects are needed?
- What are the best/most profitable fund-raising activities? Is our school relying mainly on income as a source of revenue? Are there other opportunities for revenue enhancement (non-tuition options)?[4]
- Who are our best donors? What is their profile? Since we are dealing with different generations, do we understand how to attract them? Are they more responsive to mail or online solicitations?
- What types of causes are our donors more inclined to support? How should the school keep them informed about the use of charitable funds?

NAIS Resources that Can Help

1. **Trends** — To stay abreast of changing trends, in addition to the NAIS Demographic Center, school administrators can check the following websites: www.trendletter.com and/or www.hermangroup.com. Also, the *NAIS Opinion Leaders' Survey* (free to browse at www.nais.org or buy in bulk to share) identifies what demographic, social,

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[4] The 2006 NAIS Non-Tuition Survey presents alternative sources of revenue different from tuitions, annual/capital giving, and investments that many schools have in place to achieve the balance between operating expenses and affordability. http://www.nais.org/resources/seriesdoc.cfm?ItemNumber=148270.

economic, political, scientific, and technological trends opinion leaders in education, business, and the media believe will have the greatest impact on independent education in the future. This report also suggests actions that schools should consider now to successfully manage these important trends.

2. **Benchmarking** — To gather data and conduct benchmark analysis, schools can participate in the StatsOnline[5] annual survey (www.nais.org/go/statsonline) that collects data on admissions, annual giving, financial aid, financial operations, salaries, schools, students, staff, and tuition. Available tools include:
   - ✓ **Benchmarking tools** to create custom groups and reports based upon any of the survey variables.
   - ✓ **Financing Schools Calculator** to project budgets based on various preferred and possible scenarios to see the impact on the "bottom line" of changes in some of the variables.
   - ✓ **Executive Compensation Reports** that you can provide to your board or compensation committee so they can either authorize or perform a comparative compensation study (of salary, other forms of compensation, and benefits) and create a documented "rebuttable presumption" of the reasonableness of the compensation (available only to heads and business managers).

3. **Market Research** — The report, *Marketing Independent Schools to Generation X and Minority Parents* (free to download at www.nais.org/go/advocacy), provides information on the factors that are relevant to families of color and Generation X parents when selecting schools for their children. It also gives specific advice on which messages to consider when reaching out to particular groups of families. In addition, the *NAIS Public Opinion Poll* (free to download at www.nais.org/go/advocacy) provides information on characteristics the American public associates with a quality education and their perceptions of independent schools. The members-only version of the report also includes implications and recommendations for ways schools can communicate with constituents about the value of independent education.

4. **Advocacy and Marketing** — NAIS has created several resources to help you in communicating with important constituents like prospective students and families, prospective teachers, the media, and policymakers. They can help you explain the value of independent education and of your school:
   - ✓ *Values Added: The Lifelong Returns of an Independent School Education* (free to download at www.nais.org/go/advocacy).
   - ✓ Admission and Marketing Tools (brochures, ad templates, video clips, etc. at www.nais.org/go/advocacy).

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[5] StatsOnline is available to five key administrators at each participating school who are responsible for providing the statistical data each year. The five administrators include: head, business manager, director of admission, director of development, and director of financial aid.

- ✓ *Communications Handbook* (free to download at www.nais.org/go/advocacy)
- ✓ Parent Admission Brochure (view a sample as a pdf or purchase copies from the online bookstore at http://transact.nais.org/Purchase/SearchCatalog.aspx).

5. **Financial Sustainability** — NAIS believes that schools need to work toward financial sustainability by becoming more efficient and strategic financially to ensure long-term viability. As part of NAIS's Sustainability Initiative (www.nais.org/sustainableschools/), we have assembled below articles, presentations, and reports on admission-marketing, development, leadership, communications, and finance topics, all related to financial sustainability.

ADMISSION AND MARKETING
- ✓ Parents Views on Independent Schools under the Current Economic Situation.
- ✓ Demography and the Economy
- ✓ AdmissionQuest's podcast: Exploring School Sustainability Directions & Ideas with Patrick Bassett
- ✓ Admission Trends, Families, and the School Search
- ✓ Enrollment Dilemmas, Part I and Part II
- ✓ Sticky Messages
- ✓ *Net Tuition Revenue Management: The Why, When, and How, NAIS Leadership Series (Article 2009)*
- ✓ *Enrollment and Marketing Considerations in a Tight Financial Market, NAIS Leadership Series (Article 2009)*

EASI NAIS Detailed Trend Report & Analysis - 2009

CBSA Name: Buffalo-Niagara Falls, NY

CBSA Code: 15380

CBSA Type (1=Metro, 2=Micro): 1

State Name: New York

Dominant Profile: NO_CAR

Description	2000	2009	2014	% Growth (2000-2009)	% Growth Forecast (2009-2014)
Total Population and Households					
Population	1,170,111	1,122,167	1,098,709	-4.10	-2.09
Households	468,719	466,195	456,449	-0.54	-2.09
Households with School Age Population					
Households with Children Age 0 to 17 Years	149,144	133,980	132,988	-10.17	-0.74
Percent of Households with Children Age 0 to 17 Years	31.82	28.74	29.14	-9.68	1.39
School Age Population					
Population Age 0 to 17 Years	284,787	271,367	258,974	-4.71	-4.57
Population Age 0 to 4 Years	71,002	70,105	68,845	-1.26	-1.80
Population Age 5 to 9 Years	81,223	72,134	65,285	-11.19	-9.49
Population Age 10 to 13 Years	67,235	66,002	64,333	-1.83	-2.53
Population Age 14 to 17 Years	65,327	63,126	60,511	-3.37	-4.14
School Age Population by Gender					
Male Population Age 0 to 17 Years	145,906	140,388	134,241	-3.78	-4.38
Female Population Age 0 to 17 Years	138,881	130,979	124,733	-5.69	-4.77
Male School Age Population by Age					
Male Population Age 0 to 4 Years	36,317	36,222	35,649	-0.26	-1.58
Male Population Age 5 to 9 Years	41,546	37,491	34,116	-9.76	-9.00
Male Population Age 10 to 13 Years	34,602	34,116	33,227	-1.40	-2.61
Male Population Age 14 to 17 Years	33,441	32,559	31,249	-2.64	-4.02
Female School Age Population by Age					
Female Population Age 0 to 4 Years	34,685	33,883	33,196	-2.31	-2.03
Female Population Age 5 to 9 Years	39,677	34,643	31,169	-12.69	-10.03

Female Population Age 10 to 13 Years	32,634	31,886	31,106	-2.29	-2.45
Female Population Age 14 to 17 Years	31,885	30,567	29,262	-4.13	-4.27
Population in School					
Nursery or Preschool	19,769	19,970	20,166	1.02	0.98
Kindergarten	16,539	16,171	15,116	-2.23	-6.52
Grades 1 to 4	66,155	64,686	60,465	-2.22	-6.53
Grades 5 to 8	68,453	73,984	74,478	8.08	0.67
Grades 9 to 12	66,510	70,759	70,054	6.39	-1.00
Population in School by Gender					
Male Enrolled in School	121,686	127,081	124,583	4.43	-1.97
Female Enrolled in School	115,740	118,490	115,696	2.38	-2.36
Male Population in School by Grade					
Male Nursery or Preschool	10,112	10,318	10,442	2.04	1.20
Male Kindergarten	8,460	8,405	7,899	-0.65	-6.02
Male Grades 1 to 4	33,839	33,620	31,597	-0.65	-6.02
Male Grades 5 to 8	35,228	38,242	38,467	8.56	0.59
Male Grades 9 to 12	34,047	36,496	36,177	7.19	-0.87
Female Population in School by Grade					
Female Nursery or Preschool	9,657	9,652	9,724	-0.05	0.75
Female Kindergarten	8,079	7,766	7,217	-3.87	-7.07
Female Grades 1 to 4	32,316	31,066	28,868	-3.87	-7.08
Female Grades 5 to 8	33,225	35,742	36,011	7.58	0.75
Female Grades 9 to 12	32,463	34,263	33,877	5.54	-1.13
Population in School					
Education, Total Enrollment (Pop 3+)	237,426	245,571	240,279	3.43	-2.15
Education, Not Enrolled in School (Pop 3+)	814,092	765,577	749,573	-5.96	-2.09
Population in Public vs Private School					
Education, Enrolled Private Schools (Pop 3+)	40,220	43,656	42,770	8.54	-2.03
Education, Enrolled Private Preprimary (Pop 3+)	9,286	11,216	11,655	20.78	3.91
Education, Enrolled Private Elementary or High School (Pop 3+)	30,934	32,440	31,115	4.87	-4.08
Education, Enrolled Public Schools (Pop 3+)	197,206	201,915	197,509	2.39	-2.18
Education, Enrolled Public Preprimary (Pop 3+)	10,483	8,754	8,511	-16.49	-2.78

Education, Enrolled Public Elementary or High School (Pop 3+)	186,723	193,161	188,998	3.45	-2.16
Population in Public vs Private School by Gender					
Male Population in Public vs Private School					
Male Education, Enrolled Private Schools (Pop 3+)	20,607	22,585	22,170	9.60	-1.84
Male Education, Enrolled Private Preprimary (Pop 3+)	4,750	5,795	6,035	22.00	4.14
Male Education, Enrolled Private Elementary or High School (Pop 3+)	15,857	16,790	16,135	5.88	-3.90
Male Education, Enrolled Public Schools (Pop 3+)	101,079	104,496	102,413	3.38	-1.99
Male Education, Enrolled Public Preprimary (Pop 3+)	5,362	4,523	4,407	-15.65	-2.56
Male Education, Enrolled Public Elementary or High School (Pop 3+)	95,717	99,973	98,006	4.45	-1.97
Female Population in Public vs Private School					
Female Education, Enrolled Private Schools (Pop 3+)	19,613	21,071	20,600	7.43	-2.24
Female Education, Enrolled Private Preprimary (Pop 3+)	4,536	5,421	5,620	19.51	3.67
Female Education, Enrolled Private Elementary or High School (Pop 3+)	15,077	15,650	14,980	3.80	-4.28
Female Education, Enrolled Public Schools (Pop 3+)	96,127	97,419	95,096	1.34	-2.38
Female Education, Enrolled Public Preprimary (Pop 3+)	5,121	4,231	4,104	-17.38	-3.00
Female Education, Enrolled Public Elementary or High School (Pop 3+)	91,006	93,188	90,992	2.40	-2.36
Population by Race					
White Population, Alone	980,346	939,548	911,634	-4.16	-2.97
Black Population, Alone	137,049	120,078	117,042	-12.38	-2.53
Asian Population, Alone	15,376	18,701	20,215	21.62	8.10
Other Population	37,340	43,840	49,818	17.41	13.64
Population by Ethnicity					
Hispanic Population	33,967	43,283	47,737	27.43	10.29
White Non-Hispanic Population	965,233	917,746	887,350	-4.92	-3.31
Population by Race As Percent of Total Population					
Percent of White Population, Alone	83.78	83.73	82.97	-0.06	-0.91
Percent of Black Population, Alone	11.71	10.70	10.65	-8.63	-0.47
Percent of Asian Population, Alone	1.31	1.67	1.84	27.48	10.18
Percent of Other Population	3.19	3.91	4.53	22.57	15.86

Population by Ethnicity As Percent of Total Population					
Percent of Hispanic Population	2.90	3.86	4.34	33.10	12.44
Percent of White Non-Hispanic Population	82.49	81.78	80.76	-0.86	-1.25
Educational Attainment					
Education Attainment, College (Pop 25+)	107,731	114,930	116,401	6.68	1.28
Education Attainment, Graduate Degree (Pop 25+)	74,200	77,473	77,780	4.41	0.40
Household Income					
Household Income, Median ($)	38,939	50,376	60,939	29.37	20.97
Household Income, Average ($)	49,359	65,174	78,272	32.04	20.10
Households by Income					
Households with Income Less than $25,000	151,947	113,293	89,145	-25.44	-21.31
Households with Income $25,000 to $49,999	139,540	118,499	102,869	-15.08	-13.19
Households with Income $50,000 to $74,999	89,231	86,783	82,757	-2.74	-4.64
Households with Income $75,000 to $99,999	45,735	63,709	73,571	39.30	15.48
Households with Income $100,000 to $124,999	20,625	38,230	48,435	85.36	26.69
Households with Income $125,000 to $149,999	9,153	20,275	27,357	121.51	34.93
Households with Income $150,000 to $199,999	6,637	13,188	16,511	98.70	25.20
Households with Income $200,000 and Over	5,851	12,218	15,804	108.82	29.35
Families by Age of Children and Income					
Families with one or more children aged 0-4 and Income $100,000 to $124,999	2,227	3,976	5,128	78.54	28.97
Families with one or more children aged 5-9 and Income $100,000 to $124,999	2,547	4,091	4,863	60.62	18.87
Families with one or more children aged 10-13 and Income $100,000 to $124,999	2,109	3,744	4,792	77.52	27.99
Families with one or more children aged 14-17 and Income $100,000 to $124,999	2,049	3,580	4,507	74.72	25.89
Families with one or more children aged 0-4 and Income $125,000 to $149,999	985	2,112	2,909	114.42	37.74
Families with one or more children aged 5-9 and Income $125,000 to $149,999	1,127	2,173	2,759	92.81	26.97
Families with one or more children aged 10-13 and Income $125,000 to $149,999	933	1,988	2,718	113.08	36.72
Families with one or more children aged 14-17 and Income $125,000 to $149,999	906	1,902	2,557	109.93	34.44
Families with one or more children aged 0-4 and Income $150,000 to $199,999	700	1,352	1,768	93.14	30.77
Families with one or more children aged 5-9 and					

Income $150,000 to $199,999	801	1,391	1,677	73.66	20.56
Families with one or more children aged 10-13 and Income $150,000 to $199,999	663	1,273	1,652	92.01	29.77
Families with one or more children aged 14-17 and Income $150,000 to $199,999	644	1,218	1,554	89.13	27.59
Families with one or more children aged 0-4 and Income $200,000 to $349,999	331	670	885	102.42	32.09
Families with one or more children aged 5-9 and Income $200,000 to $349,999	378	690	839	82.54	21.59
Families with one or more children aged 10-13 and Income $200,000 to $349,999	313	631	827	101.60	31.06
Families with one or more children aged 14-17 and Income $200,000 to $349,999	304	603	778	98.36	29.02
Families with one or more children aged 0-4 and Income $350,000 and over	258	559	742	116.67	32.74
Families with one or more children aged 5-9 and Income $350,000 and over	295	575	704	94.92	22.43
Families with one or more children aged 10-13 and Income $350,000 and over	245	526	693	114.69	31.75
Families with one or more children aged 14-17 and Income $350,000 and over	238	503	652	111.34	29.62
Households by Home Value					
Housing, Owner Households Valued Less than $250,000	302,975	287,860	270,870	-4.99	-5.90
Housing, Owner Households Valued $250,000-$299,999	3,692	13,207	15,559	257.72	17.81
Housing, Owner Households Valued $300,000-$399,999	2,323	5,173	8,251	122.69	59.50
Housing, Owner Households Valued $400,000-$499,999	894	6,014	7,532	572.71	25.24
Housing, Owner Households Valued $500,000-$749,999	505	2,083	3,018	312.48	44.89
Housing, Owner Households Valued $750,000-$999,999	221	2,241	2,902	914.03	29.50
Housing, Owner Households Valued More than $1,000,000	204	1,088	1,471	433.33	35.20
Households by Length of Residence					
Length of Residence Less than 2 Years	20,675	84,707	118,935	309.71	40.41
Length of Residence 3 to 5 Years	31,013	127,061	178,403	309.70	40.41
Length of Residence 6 to 10 Years	102,547	115,227	120,112	12.37	4.24
Length of Residence More than 10 Years	314,484	139,199	38,999	-55.74	-71.98
Households by Race and Income					
White Households by Income					
White Households with Income Less than $25,000	114,625	81,127	60,540	-29.22	-25.38
White Households with Income $25,000 to $49,999	120,974	99,482	84,221	-17.77	-15.34
White Households with Income $50,000 to $74,999	81,658	77,596	72,159	-4.97	-7.01

White Households with Income $75,000 to $99,999	42,815	58,902	66,578	37.57	13.03
White Households with Income $100,000 to $124,999	19,500	35,989	45,121	84.56	25.37
White Households with Income $125,000 to $149,999	8,672	19,272	25,734	122.23	33.53
White Households with Income $150,000 to $199,999	6,203	12,465	15,834	100.95	27.03
White Households with Income $200,000 and Over	5,149	11,092	14,263	115.42	28.59
Black Households by Income					
Black Households with Income Less than $25,000	29,727	22,913	20,453	-22.92	-10.74
Black Households with Income $25,000 to $49,999	13,727	12,613	12,373	-8.12	-1.90
Black Households with Income $50,000 to $74,999	5,500	6,128	6,560	11.42	7.05
Black Households with Income $75,000 to $99,999	2,217	3,503	4,226	58.01	20.64
Black Households with Income $100,000 to $124,999	823	1,648	2,202	100.24	33.62
Black Households with Income $125,000 to $149,999	393	771	1,012	96.18	31.26
Black Households with Income $150,000 to $199,999	279	481	485	72.40	0.83
Black Households with Income $200,000 and Over	367	551	658	50.14	19.42
Asian Households by Income					
Asian Households with Income Less than $25,000	1,744	1,963	1,659	12.56	-15.49
Asian Households with Income $25,000 to $49,999	1,486	1,708	1,563	14.94	-8.49
Asian Households with Income $50,000 to $74,999	787	1,072	1,100	36.21	2.61
Asian Households with Income $75,000 to $99,999	336	628	1,209	86.90	92.52
Asian Households with Income $100,000 to $124,999	158	324	571	105.06	76.23
Asian Households with Income $125,000 to $149,999	69	168	322	143.48	91.67
Asian Households with Income $150,000 to $199,999	111	177	150	59.46	-15.25
Asian Households with Income $200,000 and Over	271	470	699	73.43	48.72
Other Households by Income					
Other Households with Income Less than $25,000	5,851	7,290	6,493	24.59	-10.93
Other Households with Income $25,000 to $49,999	3,353	4,696	4,712	40.05	0.34
Other Households with Income $50,000 to $74,999	1,286	1,987	2,938	54.51	47.86
Other Households with Income $75,000 to $99,999	367	676	1,558	84.20	130.47
Other Households with Income $100,000 to $124,999	144	269	541	86.81	101.12
Other Households with Income $125,000 to $149,999	19	64	289	236.84	351.56
Other Households with Income $150,000 to $199,999	44	65	42	47.73	-35.38
Other Households with Income $200,000 and Over	64	105	184	64.06	75.24
Households by Ethnicity and Income					

Hispanic Households by Income					
Hispanic Households with Income Less than $25,000	5,341	5,683	5,592	6.40	-1.60
Hispanic Households with Income $25,000 to $49,999	2,912	3,354	3,551	15.18	5.87
Hispanic Households with Income $50,000 to $74,999	1,341	2,164	2,472	61.37	14.23
Hispanic Households with Income $75,000 to $99,999	434	962	1,531	121.66	59.15
Hispanic Households with Income $100,000 to $124,999	125	380	612	204.00	61.05
Hispanic Households with Income $125,000 to $149,999	25	132	219	428.00	65.91
Hispanic Households with Income $150,000 to $199,999	31	45	44	45.16	-2.22
Hispanic Households with Income $200,000 and Over	47	89	120	89.36	34.83
White Non-Hispanic Households by Income					
White Non-Hispanic Households with Income Less than $25,000	112,584	79,544	58,983	-29.35	-25.85
White Non-Hispanic Households with Income $25,000 to $49,999	119,752	98,203	82,640	-17.99	-15.85
White Non-Hispanic Households with Income $50,000 to $74,999	80,890	76,577	70,950	-5.33	-7.35
White Non-Hispanic Households with Income $75,000 to $99,999	42,459	57,663	65,165	35.81	13.01
White Non-Hispanic Households with Income $100,000 to $124,999	19,363	34,981	44,052	80.66	25.93
White Non-Hispanic Households with Income $125,000 to $149,999	8,619	18,444	25,081	113.99	35.98
White Non-Hispanic Households with Income $150,000 to $199,999	6,163	11,960	15,484	94.06	29.46
White Non-Hispanic Households with Income $200,000 and Over	5,105	10,611	13,944	107.86	31.41

Footnotes:

In the year 2000, the US Census changed the way it collected race data allowing respondents to report as many race categories as were necessary to identify themselves. Also, note that the federal government considers race and Hispanic origin to be two separate and distinct concepts. Peoples of Hispanic origin can be of any race.

The Median Household Income is the midpoint income in a ranking from low to high. Average Household Income is the sum of all incomes divided by the number of households.

Education Total Enrollment refers to the total population age 3 and above enrolled in school in this geography. Education Not Enrolled in School refers to the total population age 3 and above not enrolled in school in this geography.

Easy Analytic Software, Inc. (EASI) is the source of all updated estimates. All other data are derived from the US Census and other official government sources.

All estimates are as of 1/1/2009 unless otherwise stated.