

THE NAIS DEMOGRAPHIC CENTER

2009 Metropolitan Area Reports

CBSA¹: Cincinnati-Middletown, OH-KY-IN²

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 Cincinnati-Middletown reported an increase in the number of households with children of school age from 281,581 to 287,894 (2.24 percent). Furthermore, their numbers are expected to grow by 5.05 percent during the next five years, totaling 302,437 in 2014.
2. The school age population group is also expected to remain increase through 2014. After recording a growth rate of 8.80 percent during the period 2000-2009, the school population age 0 to 17 years is projected to rise by 1.33 percent from 579,067 in 2009 to 586,747 in 2014.
3. By gender, the female school population is expected to increase (1.12 percent) by the year 2014, from 279,885 to 283,008, while the male school population is predicted to grow by 1.52 percent, from 299,182 in 2009 to 303,739 in 2014.

Number of Children

4. By age and gender, the only declines are projected in the number of girls age five to nine years, from 77,019 in 2009 to 75,993 in 2014 (1.33 percent), and boys in the same age group, from 83,229 in 2009 to 81,819 in 2014 (1.69 percent). In contrast, the largest growth rate is expected for boys younger than five years of age, from 83,057 in 2009 to 87,666 in 2014 (5.55 percent), followed by girls in the same age group from 78,253 in 2009 to 81,829 in 2014 (4.57 percent).
5. In absolute numbers, the largest group in 2009 was children younger than five years old, at 161,310, followed by children between five and nine years old, at 160,248. While the first group recorded the highest percent increase during 2000-2009, at 13.97 percent, it is predicted to continue growing at a rate of 5.07 percent, reaching 169,495 by 2014.

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: Dearborn, IN 18029; Franklin, IN 18047; Ohio, IN 18115; Boone, KY 21015; Bracken, KY 21023; Campbell, KY 21037; Gallatin, KY 21077; Grant, KY 21081; Kenton, KY 21117; Pendleton, KY 21191; Brown, OH 39015; Butler, OH 39017; Clermont, OH 39025; Hamilton, OH 39061; and Warren, OH 39165.

6. Given the previous findings, the kindergarten population and the population in grades one to four are expected to increase by 1.33 percent each between 2009 and 2014, while nursery or preschool is expected to grow by 7.45 percent (from 45,763 in 2009 to 49,173 in 2014). When broken down by gender, the number of girls and boys attending nursery or preschool are projected to rise by 6.94 percent and 7.94 percent, respectively, during the period 2009-2014.

Enrollment in Private Schools

7. The population enrolled in private schools grew by more than 21 percent during 2000-2009; however, this growth rate is expected to increase by 2.78 percent in 2014 (from 115,268 in 2009 to 118,478 in 2014). Likewise, while total public school enrollment grew during 2000-2009 by 15.72 percent (in spite of the fall of public preprimary by 4.95 percent during the same period), it is projected to continue growing at a rate of 3.32 percent, between 2009 and 2014.
8. By gender during 2009-2014, male preprimary enrollment in private schools is anticipated to grow by 11.03 percent (from 14,398 in 2009 to 15,986 in 2014); while the female preprimary enrollment is expected grow by 10.00 percent (from 13,566 in 2009 to 14,922 in 2014). Further, the anticipated male and female enrollment growth rates for elementary and high school are slight increases of 0.40 percent and 0.20 percent, respectively.

Population by Race and Ethnicity

9. By race and ethnicity, the principal changes in the Cincinnati-Middletown are the declining growth rates of the white population, while Hispanics, Asians, and 'Other'³ population, have increased during the years 2000-2009 at 86.03 percent, 43.21 percent, and 41.90 percent, respectively.
10. While the white population still represents over 84 percent of the total population, it is expected to grow at a slower pace, from 1,841,337 in 2009 to 1,879,071 in 2014 (2.05 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 49,140 in 2009 to 61,614 in 2014 (25.38 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 are expected to increase from 5,361 in 2009 to 8,102 in 2014 (51.13 percent), followed by families with children in the same age group with incomes over \$350,000 per year, who are expected to increase from 1,830 in 2009 to 2,666 in 2014 (45.68 percent).

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.

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 \$125,000 and \$149,999 per year are projected to record an increase of 49.86 percent, from 1,851 in 2009 to 2,774 in 2014. A similar trend is expected for Asian households with incomes of at least \$100,000 per year. The highest growth rate is projected for Asian households with annual incomes between \$125,000 and \$149,000 per year at 124.45 percent, from 724 in 2009 to 1,625 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 \$100,000 and \$124,999 per year, who are expected to more than quadruple their numbers, from 348 in 2009 to 1,203 in 2014 (245.69 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 over \$200,000 per year are projected to soar from 129 in 2009 to 272 in 2014 (110.85 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 812.02 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 12,671 in 2009 to 18,773 in 2014 (48.16 percent).

Population with Higher Education

16. The number of people older than 25 years of age who hold college degrees in the Cincinnati-Middletown area increased by 19.40 percent, from 207,010 in 2000 to 247,163 in 2009. This number is expected to grow slightly by 2014 (6.70 percent increase). A similar pattern is observed for people older than 25 years old who hold graduate degrees. Their numbers increased from 112,094 in 2000 to 128,952 in 2009 (15.04 percent), and it is forecasted that their numbers will grow by 4.75 percent by the year 2014.

Strategic Considerations for Schools

Given the findings of this report, independent schools in the Cincinnati-Middletown 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,

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 StatsOnline⁵ 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).

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: Cincinnati-Middletown, OH-KY-IN

CBSA Code: 17140

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

State Name: Ohio

Dominant Profile: SUB_BUS

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Description	2000	2009	2014	% Growth (2000-2009)	% Growth Forecast (2009-2014)
Total Population and Households					
Population	2,009,632	2,161,116	2,222,709	7.54	2.85
Households	779,226	854,013	876,766	9.60	2.66
Households with School Age Population					
Households with Children Age 0 to 17 Years	281,581	287,894	302,437	2.24	5.05
Percent of Households with Children Age 0 to 17 Years	36.14	33.71	34.49	-6.72	2.31
School Age Population					
Population Age 0 to 17 Years	532,241	579,067	586,747	8.80	1.33
Population Age 0 to 4 Years	141,537	161,310	169,495	13.97	5.07
Population Age 5 to 9 Years	149,486	160,248	157,812	7.20	-1.52
Population Age 10 to 13 Years	122,198	129,381	130,466	5.88	0.84
Population Age 14 to 17 Years	119,020	128,128	128,974	7.65	0.66
School Age Population by Gender					
Male Population Age 0 to 17 Years	272,402	299,182	303,739	9.83	1.52
Female Population Age 0 to 17 Years	259,839	279,885	283,008	7.71	1.12
Male School Age Population by Age					
Male Population Age 0 to 4 Years	72,195	83,057	87,666	15.05	5.55
Male Population Age 5 to 9 Years	76,465	83,229	81,819	8.85	-1.69
Male Population Age 10 to 13 Years	62,822	66,838	67,565	6.39	1.09
Male Population Age 14 to 17 Years	60,920	66,058	66,689	8.43	0.96
Female School Age Population by Age					
Female Population Age 0 to 4 Years	69,342	78,253	81,829	12.85	4.57
Female Population Age 5 to 9 Years	73,021	77,019	75,993	5.48	-1.33

Female Population Age 10 to 13 Years	59,377	62,542	62,902	5.33	0.58
Female Population Age 14 to 17 Years	58,099	62,071	62,284	6.84	0.34
Population in School					
Nursery or Preschool	39,089	45,763	49,173	17.07	7.45
Kindergarten	30,029	35,203	35,672	17.23	1.33
Grades 1 to 4	120,117	140,811	142,686	17.23	1.33
Grades 5 to 8	122,738	142,109	147,452	15.78	3.76
Grades 9 to 12	119,545	140,733	145,765	17.72	3.58
Population in School by Gender					
Male Enrolled in School	221,029	260,950	269,637	18.06	3.33
Female Enrolled in School	210,489	243,669	251,110	15.76	3.05
Male Population in School by Grade					
Male Nursery or Preschool	19,938	23,563	25,433	18.18	7.94
Male Kindergarten	15,361	18,283	18,494	19.02	1.15
Male Grades 1 to 4	61,442	73,134	73,977	19.03	1.15
Male Grades 5 to 8	63,099	73,414	76,361	16.35	4.01
Male Grades 9 to 12	61,189	72,556	75,371	18.58	3.88
Female Population in School by Grade					
Female Nursery or Preschool	19,151	22,200	23,740	15.92	6.94
Female Kindergarten	14,669	16,919	17,177	15.34	1.52
Female Grades 1 to 4	58,675	67,677	68,709	15.34	1.52
Female Grades 5 to 8	59,639	68,695	71,091	15.18	3.49
Female Grades 9 to 12	58,356	68,177	70,393	16.83	3.25
Population in School					
Education, Total Enrollment (Pop 3+)	431,518	504,619	520,747	16.94	3.20
Education, Not Enrolled in School (Pop 3+)	1,380,582	1,448,204	1,487,587	4.90	2.72
Population in Public vs Private School					
Education, Enrolled Private Schools (Pop 3+)	95,046	115,268	118,478	21.28	2.78
Education, Enrolled Private Preprimary (Pop 3+)	20,363	27,964	30,908	37.33	10.53
Education, Enrolled Private Elementary or High School (Pop 3+)	74,683	87,304	87,570	16.90	0.30
Education, Enrolled Public Schools (Pop 3+)	336,472	389,351	402,269	15.72	3.32
Education, Enrolled Public Preprimary (Pop 3+)	18,726	17,799	18,265	-4.95	2.62

Education, Enrolled Public Elementary or High School (Pop 3+)	317,746	371,552	384,004	16.93	3.35
Population in Public vs Private School by Gender					
Male Population in Public vs Private School					
Male Education, Enrolled Private Schools (Pop 3+)	48,656	59,565	61,334	22.42	2.97
Male Education, Enrolled Private Preprimary (Pop 3+)	10,387	14,398	15,986	38.62	11.03
Male Education, Enrolled Private Elementary or High School (Pop 3+)	38,270	45,166	45,348	18.02	0.40
Male Education, Enrolled Public Schools (Pop 3+)	172,373	201,386	208,303	16.83	3.43
Male Education, Enrolled Public Preprimary (Pop 3+)	9,552	9,165	9,447	-4.05	3.08
Male Education, Enrolled Public Elementary or High School (Pop 3+)	162,821	192,221	198,856	18.06	3.45
Female Population in Public vs Private School					
Female Education, Enrolled Private Schools (Pop 3+)	46,390	55,703	57,144	20.08	2.59
Female Education, Enrolled Private Preprimary (Pop 3+)	9,976	13,566	14,922	35.99	10.00
Female Education, Enrolled Private Elementary or High School (Pop 3+)	36,413	42,138	42,222	15.72	0.20
Female Education, Enrolled Public Schools (Pop 3+)	164,099	187,965	193,966	14.54	3.19
Female Education, Enrolled Public Preprimary (Pop 3+)	9,174	8,634	8,818	-5.89	2.13
Female Education, Enrolled Public Elementary or High School (Pop 3+)	154,925	179,331	185,148	15.75	3.24
Population by Race					
White Population, Alone	1,718,701	1,841,337	1,879,071	7.14	2.05
Black Population, Alone	231,064	234,495	240,018	1.48	2.36
Asian Population, Alone	25,238	36,144	42,006	43.21	16.22
Other Population	34,629	49,140	61,614	41.90	25.38
Population by Ethnicity					
Hispanic Population	22,631	42,100	52,009	86.03	23.54
White Non-Hispanic Population	1,706,337	1,811,512	1,840,843	6.16	1.62
Population by Race As Percent of Total Population					
Percent of White Population, Alone	85.52	85.20	84.54	-0.37	-0.77
Percent of Black Population, Alone	11.50	10.85	10.80	-5.65	-0.46
Percent of Asian Population, Alone	1.26	1.67	1.89	32.54	13.17
Percent of Other Population	1.72	2.27	2.77	31.98	22.03

Population by Ethnicity As Percent of Total Population					
Percent of Hispanic Population	1.13	1.95	2.34	72.57	20.00
Percent of White Non-Hispanic Population	84.91	83.82	82.82	-1.28	-1.19
Educational Attainment					
Education Attainment, College (Pop 25+)	207,010	247,163	263,717	19.40	6.70
Education Attainment, Graduate Degree (Pop 25+)	112,094	128,952	135,077	15.04	4.75
Household Income					
Household Income, Median (\$)	45,339	57,681	69,272	27.22	20.10
Household Income, Average (\$)	58,224	73,878	90,589	26.89	22.62
Households by Income					
Households with Income Less than \$25,000	201,498	166,579	134,033	-17.33	-19.54
Households with Income \$25,000 to \$49,999	228,957	207,781	177,328	-9.25	-14.66
Households with Income \$50,000 to \$74,999	163,534	171,343	164,779	4.78	-3.83
Households with Income \$75,000 to \$99,999	87,568	126,120	150,207	44.03	19.10
Households with Income \$100,000 to \$124,999	43,095	75,960	102,032	76.26	34.32
Households with Income \$125,000 to \$149,999	19,601	42,460	61,785	116.62	45.51
Households with Income \$150,000 to \$199,999	16,959	29,546	39,527	74.22	33.78
Households with Income \$200,000 and Over	18,014	34,224	47,075	89.99	37.55
Families by Age of Children and Income					
Families with one or more children aged 0-4 and Income \$100,000 to \$124,999	5,468	9,510	13,134	73.92	38.11
Families with one or more children aged 5-9 and Income \$100,000 to \$124,999	5,775	9,447	12,229	63.58	29.45
Families with one or more children aged 10-13 and Income \$100,000 to \$124,999	4,721	7,627	10,110	61.55	32.56
Families with one or more children aged 14-17 and Income \$100,000 to \$124,999	4,598	7,554	9,994	64.29	32.30
Families with one or more children aged 0-4 and Income \$125,000 to \$149,999	2,472	5,361	8,102	116.87	51.13
Families with one or more children aged 5-9 and Income \$125,000 to \$149,999	2,611	5,325	7,544	103.94	41.67
Families with one or more children aged 10-13 and Income \$125,000 to \$149,999	2,135	4,300	6,237	101.41	45.05
Families with one or more children aged 14-17 and Income \$125,000 to \$149,999	2,079	4,258	6,165	104.81	44.79
Families with one or more children aged 0-4 and Income \$150,000 to \$199,999	2,111	3,681	5,148	74.37	39.85
Families with one or more children aged 5-9 and					

Income \$150,000 to \$199,999	2,229	3,657	4,794	64.06	31.09
Families with one or more children aged 10-13 and Income \$150,000 to \$199,999	1,822	2,952	3,963	62.02	34.25
Families with one or more children aged 14-17 and Income \$150,000 to \$199,999	1,775	2,924	3,918	64.73	33.99
Families with one or more children aged 0-4 and Income \$200,000 to \$349,999	1,232	2,389	3,376	93.91	41.31
Families with one or more children aged 5-9 and Income \$200,000 to \$349,999	1,301	2,373	3,143	82.40	32.45
Families with one or more children aged 10-13 and Income \$200,000 to \$349,999	1,064	1,916	2,599	80.08	35.65
Families with one or more children aged 14-17 and Income \$200,000 to \$349,999	1,036	1,898	2,569	83.20	35.35
Families with one or more children aged 0-4 and Income \$350,000 and over	959	1,830	2,666	90.82	45.68
Families with one or more children aged 5-9 and Income \$350,000 and over	1,013	1,818	2,482	79.47	36.52
Families with one or more children aged 10-13 and Income \$350,000 and over	828	1,468	2,052	77.29	39.78
Families with one or more children aged 14-17 and Income \$350,000 and over	807	1,454	2,029	80.17	39.55
Households by Home Value					
Housing, Owner Households Valued Less than \$250,000	477,471	445,212	423,087	-6.76	-4.97
Housing, Owner Households Valued \$250,000-\$299,999	18,217	57,007	63,247	212.93	10.95
Housing, Owner Households Valued \$300,000-\$399,999	15,003	25,928	38,893	72.82	50.00
Housing, Owner Households Valued \$400,000-\$499,999	5,732	35,251	43,350	514.99	22.98
Housing, Owner Households Valued \$500,000-\$749,999	4,819	12,671	18,773	162.94	48.16
Housing, Owner Households Valued \$750,000-\$999,999	1,472	13,425	18,137	812.02	35.10
Housing, Owner Households Valued More than \$1,000,000	1,768	6,033	8,436	241.23	39.83
Households by Length of Residence					
Length of Residence Less than 2 Years	44,860	171,488	238,147	282.27	38.87
Length of Residence 3 to 5 Years	67,290	257,232	357,220	282.27	38.87
Length of Residence 6 to 10 Years	216,173	235,334	240,621	8.86	2.25
Length of Residence More than 10 Years	450,904	189,959	40,778	-57.87	-78.53
Households by Race and Income					
White Households by Income					
White Households with Income Less than \$25,000	152,922	121,976	93,957	-20.24	-22.97
White Households with Income \$25,000 to \$49,999	197,299	172,945	143,667	-12.34	-16.93
White Households with Income \$50,000 to \$74,999	147,767	150,827	141,360	2.07	-6.28

White Households with Income \$75,000 to \$99,999	80,950	114,749	134,212	41.75	16.96
White Households with Income \$100,000 to \$124,999	40,168	70,341	93,256	75.12	32.58
White Households with Income \$125,000 to \$149,999	18,227	39,698	57,011	117.80	43.61
White Households with Income \$150,000 to \$199,999	16,052	27,586	36,783	71.85	33.34
White Households with Income \$200,000 and Over	16,809	32,208	43,851	91.61	36.15
Black Households by Income					
Black Households with Income Less than \$25,000	43,854	37,908	34,250	-13.56	-9.65
Black Households with Income \$25,000 to \$49,999	25,678	26,080	26,109	1.57	0.11
Black Households with Income \$50,000 to \$74,999	12,063	14,520	16,092	20.37	10.83
Black Households with Income \$75,000 to \$99,999	4,885	8,295	10,544	69.81	27.11
Black Households with Income \$100,000 to \$124,999	2,013	3,952	5,530	96.32	39.93
Black Households with Income \$125,000 to \$149,999	940	1,851	2,774	96.91	49.86
Black Households with Income \$150,000 to \$199,999	570	1,233	1,506	116.32	22.14
Black Households with Income \$200,000 and Over	797	1,275	1,676	59.97	31.45
Asian Households by Income					
Asian Households with Income Less than \$25,000	1,657	2,011	1,658	21.36	-17.55
Asian Households with Income \$25,000 to \$49,999	2,439	3,094	2,084	26.86	-32.64
Asian Households with Income \$50,000 to \$74,999	1,751	2,595	2,865	48.20	10.40
Asian Households with Income \$75,000 to \$99,999	1,069	1,846	2,649	72.68	43.50
Asian Households with Income \$100,000 to \$124,999	722	1,319	2,043	82.69	54.89
Asian Households with Income \$125,000 to \$149,999	330	724	1,625	119.39	124.45
Asian Households with Income \$150,000 to \$199,999	249	536	946	115.26	76.49
Asian Households with Income \$200,000 and Over	314	571	1,148	81.85	101.05
Other Households by Income					
Other Households with Income Less than \$25,000	3,065	4,684	4,168	52.82	-11.02
Other Households with Income \$25,000 to \$49,999	3,541	5,662	5,468	59.90	-3.43
Other Households with Income \$50,000 to \$74,999	1,953	3,401	4,462	74.14	31.20
Other Households with Income \$75,000 to \$99,999	664	1,230	2,802	85.24	127.80
Other Households with Income \$100,000 to \$124,999	192	348	1,203	81.25	245.69
Other Households with Income \$125,000 to \$149,999	104	187	375	79.81	100.53
Other Households with Income \$150,000 to \$199,999	88	191	292	117.05	52.88
Other Households with Income \$200,000 and Over	94	170	400	80.85	135.29
Households by Ethnicity and Income					

Hispanic Households by Income					
Hispanic Households with Income Less than \$25,000	1,728	2,005	1,869	16.03	-6.78
Hispanic Households with Income \$25,000 to \$49,999	2,499	3,089	3,061	23.61	-0.91
Hispanic Households with Income \$50,000 to \$74,999	1,389	2,304	2,879	65.87	24.96
Hispanic Households with Income \$75,000 to \$99,999	503	1,184	1,893	135.39	59.88
Hispanic Households with Income \$100,000 to \$124,999	200	456	888	128.00	94.74
Hispanic Households with Income \$125,000 to \$149,999	107	241	401	125.23	66.39
Hispanic Households with Income \$150,000 to \$199,999	84	211	256	151.19	21.33
Hispanic Households with Income \$200,000 and Over	56	129	272	130.36	110.85
White Non-Hispanic Households by Income					
White Non-Hispanic Households with Income Less than \$25,000	151,773	121,363	93,032	-20.04	-23.34
White Non-Hispanic Households with Income \$25,000 to \$49,999	196,278	172,160	142,304	-12.29	-17.34
White Non-Hispanic Households with Income \$50,000 to \$74,999	147,024	149,922	139,929	1.97	-6.67
White Non-Hispanic Households with Income \$75,000 to \$99,999	80,580	113,180	132,165	40.46	16.77
White Non-Hispanic Households with Income \$100,000 to \$124,999	39,960	68,802	91,555	72.18	33.07
White Non-Hispanic Households with Income \$125,000 to \$149,999	18,121	38,293	55,708	111.32	45.48
White Non-Hispanic Households with Income \$150,000 to \$199,999	15,953	26,556	35,963	66.46	35.42
White Non-Hispanic Households with Income \$200,000 and Over	16,721	30,922	42,910	84.93	38.77

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.