

THE NAIS DEMOGRAPHIC CENTER Metropolitan Area Reports

CBSA¹: Detroit-Warren-Livonia, MI²

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

Decreasing School Age Population

- 1. During 2000-2008, the metropolitan area of Detroit-Warren-Livonia reported declining numbers of households with children of school age, from 607,211 to 554,760 (an 8.64 percent decrease). However, this number is expected to grow by 2.90 percent during the next five years, totaling 570,842 in 2013.
- 2. All school population groups are expected to diminish during the next five years, however. After remaining steady during the period 2000-2008, the school population age 0 to 17 years is projected to decline by 4.39 percent from 1,168,059 in 2008 to 1,116,812 in 2013.
- 3. By gender, the female school population is expected to drop by 5.21 percent by the year 2013, from 561,469 to 532,190; while the male school population is predicted to drop by 3.62 percent, from 606,590 in 2008 to 584,622 in 2013.

Declining Numbers of Young Children

- 4. In absolute numbers, the largest group in 2008 was children between five and nine years old at 321,009; however, this was the only group that recorded a decline between 2000 and 2008 (7.85 percent decrease). By 2013, this declining trend will continue and the number of children between five and nine years old is expected to drop by 10.38 percent, the largest fall during the period 2008-2013. Children in this group age will become the second largest group at 287,684, after children younger than five years old at 315,038.
- 5. By age and gender, the main population declines are projected to be in the number of girls age five to nine years, from 152,946 in 2008 to 134,383 in 2013 (a 12.14 percent decline), and boys in the same age group, from 168,063 in 2008 to 153,301 in 2013 (a

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 area includes the following counties: Lapeer, MI 26087; Livingston, MI 26093; Macomb, MI 26099; Oakland, MI 26125; St. Clair, MI 26147; and Wayne, MI 26163.



8.78 percent decline). Teen girls between 14 and 17 years old are also expected to record a minor drop of 3.38 percent during the same five-year period.

- 6. Given the previous findings, the kindergarten population and the population in grades one to four are expected to be the most affected with declines 7.18 percent in each case by the year 2013. When broken down by gender, the number of girls attending kindergarten and grades one to four are projected to drop by 8.99 percent in each case during the period 2008-2013.
- 7. By contrast, the school population attending grades five to eight and grades nine to 12 in Detroit-Warren-Livonia are forecasted to barely grow (1.69 percent and 0.53 percent, respectively) during the years 2008 to 2013, after reporting growth rates of 11.03 percent and 10.91 percent, respectively, during the period 2000-2008.

Declining Enrollment in Private Schools

- 8. Population enrolled in private schools grew by 12.78 percent during the years 2000 to 2008; however, it is expected to diminish from 146,133 in 2008 to 143,256 by the year 2013. Similarly, while total public school enrollment grew during 2000-2008 by more than five percent (in spite of the fall of public preprimary enrollment by 11.32 percent), it is projected to remain almost the same between 2008 and 2013 (a 1.10 percent decline).
- 9. By gender, male preprimary enrollment in private schools is anticipated to grow from 19,732 in 2008 to 20,428 in 2013 (3.53 percent), while the female preprimary enrollment is expected to grow from 18,243 in 2008 to 18,613 in 2013 (2.03 percent.) In contrast, the anticipated male and female enrollments for elementary and high school are expected to decrease from 56,156 in 2008 to 54,563 in 2013 (2.84 percent decline) in the first case; and from 52,002 in 2008 to 49,652 in 2013 (4.52 percent decline), in the second one.

Increasing Numbers of Some Minority Groups

- 10. By race and ethnicity, the principal changes in the Detroit-Warren-Livonia area are the declining numbers of African Americans, while Hispanics, Asians, and 'Other³ population' have increased substantially during the years 2000-2008 at 30.43 percent, 27.25 percent, and 24.24 percent, respectively. These minority groups are predicted to continue increasing by 2013, especially the 'Other' population, which is forecasted to grow from 192,918 in 2008 to 226,170 in 2013 (17.24 percent).
- 11. Given that the African American population is expected to continue its declining numbers, from 921,084 in 2008 to 864,024 in 2013 (a 6.19 percent decrease), their percentage over the total population is also expected to decrease from 20.60 percent to 19.60 percent, during the same period.

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 writein entries such as multiracial, mixed, interracial, or a Hispanic/Latino group (for example, Mexican, Puerto Rican, or Cuban) are included here.



Rising Number of Affluent Families

- 12. The number of families with school age children and incomes of at least \$100,000 per year is predicted to increase through 2013. In particular, families with children younger than five years old and incomes between \$200,000 and \$349,999 are expected to increase from 5,640 in 2008 to 8,747 in 2013 (55.09 percent growth), followed by families with children between 10 and 13 years old and incomes between \$200,000 and \$349,999 who are expected to grow from 4,771 in 2008 to 7,391 in 2013 (54.92 percent).
- 13. The number of African American households with incomes of at least \$100,000 per year is projected to continue growing through 2013. In particular, households with annual incomes between \$125,000 and \$149,999 are projected to record an increase of 35.51 percent, from 12,876 in 2008 to 17,448 in 2013. 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 over \$200,000 at 108.95 percent, from 2,792 in 2008 to 5,834 in 2013.
- 14. Although their numbers are not that large, 'Other households' with annual incomes of at least \$100,000 per year are also predicted to increase their numbers by 2013, especially those households with incomes between \$125,000 and \$149,999 a year, who are expected to more than triple their numbers from 1,166 in 2008 to 3,122 in 2013 (167.75 percent growth).
- 15. Likewise, Hispanic households with annual incomes of at least \$100,000 are forecasted to expand. For example, the number of Hispanic families with annual incomes of \$125,000 to \$149,999 is projected to rise from 1,228 in 2008 to 2,653 in 2013 (116.04 percent).
- 16. In general, the number of households with homes valued over \$500,000 reported record growth numbers during the period 2000-2008. In particular, the number of households with homes valued between \$750,000 and \$999,999 increased by 747.11 percent during this period. This positive trend is expected to continue through 2013. For instance, the number of owner households with homes valued between \$500,000 and \$749,999 is expected to increase from 50,055 in 2008 to 141,641 in 2013 (182.97 percent).

Modest Increase in Population with Higher Education

17. The number of people older than 25 years of age who hold college degrees in the Detroit-Warren-Livonia area increased by 9.19 percent, from 424,674 in 2000 to 463,714 in 2008. This number is expected to grow by 2013 (1.81 percent). A similar pattern is observed for people older than 25 years old who hold graduate degrees. Their numbers increased from 250,915 in 2000 to 270,884 in 2008 (7.96 percent), and it is forecasted that their numbers will grow slightly (by 1.29 percent) by the year 2013.

Strategic Considerations for Schools



Given that all school population groups are projected to decline by 2013, independent schools in the Detroit-Warren-Lavonia 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 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 Decreasing 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?
- 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?
- What are the best/most profitable fund-raising activities? 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: <u>www.trendletter.com</u> and/or <u>www.hermangroup.com</u>. Also, the *NAIS Opinion Leaders' Survey* (free to browse at <u>www.nais.org</u> or buy in bulk to share) identifies what demographic, social, economic, political, scientific, and technological trends opinion leaders in education, business, and the media believe will have the greatest impact on independent education. 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 (<u>www.nais.org</u>) that collects data on

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. <u>http://www.nais.org/resources/seriesdoc.cfm?ItemNumber=148270</u>.



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 <u>www.nais.org/go/advocacy</u>), 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 <u>www.nais.org/go/advocacy</u>) 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 <u>www.nais.org/go/advocacy</u>).
 - ✓ Admission and Marketing Tools (brochures, ad templates, video clips, etc. at www.nais.org/advocacy).
 - ✓ *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 <u>http://transact.nais.org/Purchase/SearchCatalog.aspx</u>).

⁵ StatsOnline is available to the 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.



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Male Grades 1 to 4145,857150,946142,6123.4995.52Male Grades 5 to 8140,257156,811159,90111.801.97Male Grades 9 to 12132,603148,544149,97221.2020.06Female Population in School by Grade111111Female Population in School by Grade141.27440,88340,8340.0950.0.12Female Narsery or Preschool34,72534,34231,2533.1.108.899Female Grades 1 to 4138,899137,368125,0131.01.021.8.899Female Grades 5 to 8133,926147,607149,66010.0221.3.90Female Grades 5 to 8133,926148,707138,2733.9.740.0.07Female Grades 9 to 12125,901138,170138,2733.9.740.0.75Female Grades 9 to 12125,901138,170138,2733.9.740.0.75Female Grades 9 to 12125,901138,170138,2731.0.71.0.8Female Grades 9 to 12125,901138,170138,2733.9.73.9.73.9.1Female Grades 9 to 12125,901138,170138,2731.0.71.0.11.0.1Female Grades 9 to 12125,901138,170138,2731.0.11.0.11.0.1Female Grades 9 to 12125,901138,170138,2731.0.11.0.11.0.1Female Grades 9 to 13130,2021.0.11.0.11.0.11.0.11.0.1<	Male Kindergarten	36,464	37,736	35,653	3.49	-5.52
Male Grades 5 to 8140,257156,811159,90111.8011.97Male Grades 9 to 12132,603148,544149,97212.020.0.96Female Population in School by GradeVVVVVFemale Nursery or Preschool41,27440,88340.8340.0.950.0.12Female Nursery or Preschool41,27440,88340.8340.0.950.0.12Female Grades 1 to 4138,89137,368125,0130.1.100.8.89Female Grades 5 to 8133,926147,607149,6600.0.221.3.9Female Grades 5 to 8133,926147,607149,6600.0.221.3.9Female Grades 5 to 8133,926147,607149,6600.0.221.3.9Female Grades 5 to 8133,926147,607149,6600.0.221.3.9Female Grades 5 to 8133,926147,607149,6601.0.21.0.9Female Grades 5 to 8133,926147,607149,6601.0.91.0.9Female Grades 5 to 8133,9261.0.11.38,2731.0.11.0.9Female Grades 5 to 81.0.11.0.11.0.11.0.11.0.1Female Grades 5 to 81.0.11.0.11.0.11.0.11.0.1Female Grades 5 to 81.0.21.0.11.0.11.0.11.0.1Female Grades 5 to 81.0.11.0.11.0.11.0.11.0.1Female Grades 5 to 81.0.11.0.11.0.11.0.11.0.1Fema	Male Grades 1 to 4	145,857	150,946	142,612	3.49	-5.52
Maie Grades 9 to 12132,603148,544149,97212.020.0.05Female Population in School by Grade40.0840.88340.83440.0550.0.12Female Nursery or Preschool34.72534.34231.25331.1010.8899Grade Grades 1 to 4138,899137,368125,0130.1.020.9899Female Grades 5 to 8133,926147,607149,6000.10.220.1.03Female Grades 5 to 8133,926147,607149,6000.10.220.1.03Female Grades 5 to 8133,926138,170138,2730.9.740.007Female Grades 5 to 8133,926138,170138,273139,2730.0170.017Female Grades 5 to 8133,926139,170139,170139,170139,170139,170139,170139,170139,170Female Grades 5 to 8139,170139,170139,170139,170139,170139,170139,170139,170139,170139,170139,170139,170139,170139,170139,170139,170139,170139,170	Male Grades 5 to 8	140,257	156,811	159,901	11.80	1.97
Female Population in School by GradeIII <th>Male Grades 9 to 12</th> <th>132,603</th> <th>148,544</th> <th>149,972</th> <th>12.02</th> <th>0.96</th>	Male Grades 9 to 12	132,603	148,544	149,972	12.02	0.96
Female Nursery or Preschool441.27440.88340.83460.9536.0.121Female Kindergarten33.472531.432331.25331.1016.8.99Female Grades 1 to 4138.899137.368125.0131.0.1026.8.99Female Grades 5 to 5133.926147.007149.66020.0.226.9.91Female Grades 9 to 12125.901138.170138.2739.7.9.40.0.07Female Grades 9 to 12125.901138.170138.2732.9.9.40.0.07Female Grades 9 to 12125.901138.170138.2732.9.9.40.0.7Female Grades 9 to 12125.901138.170138.2732.9.9.41.0.101Female Grades 9 to 12125.901138.070138.2731.0.121.0.12Female Grades 9 to 12125.901138.0701.0.121.0.121.0.12Female Grades 9 to 1297.3.331.036.6281.01.981.0.121.0.12Feducation, Not Enrolled in School (Pog 3+)3.040.282.998.5932.968.1741.0.131.0.12Feducation, Enrolled Private Schools (Pog 3+)1.0.121.0.121.0.121.0.121.0.12Feducation, Enrolled Private Schools (Pog 3+)1.0.251.4.131.4.2.51.0.121.0.12Feducation, Enrolled Private Schools (Pog 3+)1.0.121.0.121.0.121.0.121.0.12Feducation, Enrolled Private Preprimary (Pog 3+)1.0.121.0.121.0.121.0.121.0.12Feducation, Enrolled Private School	Female Population in School by Grade					
Female Kindergarten34,72534,34231,253-1.100-8.89Icher Kinder Grades 1 to 4138,899137,368125,0131.1.006.8.99Female Grades 5 to 8133,926147,607149,66010.0.221.3.9Female Grades 9 to 12125,901138,170138,2739.7.40.0.07Female Grades 9 to 12125,901138,170138,2739.7.40.0.07Female Grades 9 to 12125,901138,170138,2739.7.40.0.07Female Grades 9 to 12125,901138,170138,2739.7.40.0.07Female Grades 9 to 12131,0211.0.1.91.0.1.91.0.1.91.0.1.9Female Grades 9 to 12973,0311.036,6281.0.1.91.0.1.91.0.1.9Female Grades 9 to 12973,0331.036,6281.0.1.91.0.1.91.0.1.9Feducation, Not Enrolled In School (Pop 3)3.040,262.988,952.968,1741.0.1.91.0.1.9Feducation, Enrolled Private Schools (Pop 3+)129,59146,133143,2561.0.2.91.0.1.9Feducation, Enrolled Private Preprimary (Pop 3+)131,5273.9.0412.0.4.52.9.8.1Feducation, Enrolled Private School (Pop 3+)98,0421.08,1581.0.2.51.0.3.23.0.1.3Feducation, Enrolled Private Flementary or High School (Pop 3+)98,0421.0.8.181.0.2.51.0.3.23.0.3.5	Female Nursery or Preschool	41,274	40,883	40,834	-0.95	-0.12
Female Grades 1 to 4138,899137,368125,013-1.10-8.99Female Grades 5 to 8133,926147,607149,66010.221.3.97Grade Grades 9 to 12125,901138,170138,2739.740.007Female Grades 9 to 12125,901130,02138,273138,2739.740.007Female Grades 9 to 12973,3031,036,6281,017,9876.511.108Female Grades 9 to 133,040,2682,998,5952,968,1741.1371.101Female Grades 9 to 14,013140,1251.1031.1011.101Female Grades 9 to 14,013143,2561.27.81.1031.101Female Grades 9 to 14,0141.1011.1021.1031.101Female Grades 9 to 14,0151.0011.0011.1011.101Female Grades 9 to 14,0151.0011.0011.101	Female Kindergarten	34,725	34,342	31,253	-1.10	-8.99
Female Grades 5 to 8133,926147,607149,66010.221.39Female Grades 9 to 12125,901138,170138,2739.7440.007Population in SchoolIIIIIIIPopulation in SchoolIIIIIIIIEducation, Total Enrollment (Pop 3+)973,3031,036,6281,017,987G.6.11IIEducation, Not Enrolled in School (Pop 3+)3,040,2682,998,5952,968,174IIIIFemale Grades 9 to 12IIIIIIIIIIEducation, Not Enrolled in School (Pop 3+)3,040,268I198,5952,968,174III <th< th=""><th>Female Grades 1 to 4</th><th>138,899</th><th>137,368</th><th>125,013</th><th>-1.10</th><th>-8.99</th></th<>	Female Grades 1 to 4	138,899	137,368	125,013	-1.10	-8.99
Female Grades 9 to 12 125,901 138,170 138,273 9.74 0.07 Image: Constraint of the second secon	Female Grades 5 to 8	133,926	147,607	149,660	10.22	1.39
Image: section is setting is section is setting is set	Female Grades 9 to 12	125,901	138,170	138,273	9.74	0.07
Population in School Image: Marcine School Sc						
Education, Total Enrollment (Pop 3+) 973,303 1,036,628 1,017,987 6.51 -1.80 Education, Not Enrolled in School (Pop 3+) 3,040,268 2,998,595 2,968,174 -1.37 -1.01 Population in Public vs Private School Image: Color Col	Population in School					
Education, Not Enrolled in School (Pop 3+) 3,040,268 2,998,595 2,968,174 -1.37 -1.01 Image: Comparison of the comparison of	Education, Total Enrollment (Pop 3+)	973,303	1,036,628	1,017,987	6.51	-1.80
Population in Public vs Private School Image: Constraint of the sector of	Education, Not Enrolled in School (Pop 3+)	3,040,268	2,998,595	2,968,174	-1.37	-1.01
Population in Public vs Private School Image: Constraint of the school schol school school school school school school school scho						
Education, Enrolled Private Schools (Pop 3+) 129,569 146,133 143,256 12.78 -1.97 Education, Enrolled Private Preprimary (Pop 3+) 31,527 37,975 39,041 20.45 2.81 Education, Enrolled Private Elementary or High School (Pop 3+) 98,042 108,158 104,215 10.32 -3.65	Population in Public vs Private School					
Education, Enrolled Private Preprimary (Pop 3+) 31,527 37,975 39,041 20.45 2.81 Education, Enrolled Private Elementary or High School (Pop 3+) 98,042 108,158 104,215 10.32 -3.65	Education, Enrolled Private Schools (Pop 3+)	129,569	146,133	143,256	12.78	-1.97
Education, Enrolled Private Elementary or High School (Pop 3+) 98,042 108,158 104,215 10.32 -3.65	Education, Enrolled Private Preprimary (Pop 3+)	31,527	37,975	39,041	20.45	2.81
	Education, Enrolled Private Elementary or High School (Pop 3+)	98,042	108,158	104,215	10.32	-3.65

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Education, Enrolled Public Schools (Pop 3+)	843,734	890,495	874,731	5.54	-1.77
Education, Enrolled Public Preprimary (Pop 3+)	53,144	47,128	46,608	-11.32	-1.10
Education, Enrolled Public Elementary or High School (Pop 3+)	790,590	843,367	828,123	6.68	-1.81
Population in Public vs Private School by Gender					
Male Population in Public vs Private School					
Male Education, Enrolled Private Schools (Pop 3+)	66,379	75,888	74,991	14.33	-1.18
Male Education, Enrolled Private Preprimary (Pop 3+)	16,159	19,732	20,428	22.11	3.53
Male Education, Enrolled Private Elementary or High School (Pop 3+)	50,220	56,156	54,563	11.82	-2.84
Male Education, Enrolled Public Schools (Pop 3+)	432,200	462,369	457,963	6.98	-0.95
Male Education, Enrolled Public Preprimary (Pop 3+)	27,238	24,488	24,387	-10.10	-0.41
Male Education, Enrolled Public Elementary or High School (Pop 3+)	404,962	437,881	433,575	8.13	-0.98
Female Population in Public vs Private School					
Female Education, Enrolled Private Schools (Pop 3+)	63,190	70,245	68,265	11.16	-2.82
Female Education, Enrolled Private Preprimary (Pop 3+)	15,368	18,243	18,613	18.71	2.03
Female Education, Enrolled Private Elementary or High School (Pop 3+)	47,822	52,002	49,652	8.74	-4.52
Female Education, Enrolled Public Schools (Pop 3+)	411,534	428,126	416,768	4.03	-2.65
Female Education, Enrolled Public Preprimary (Pop 3+)	25,906	22,640	22,221	-12.61	-1.85
Female Education, Enrolled Public Elementary or High School (Pop 3+)	385,628	405,486	394,548	5.15	-2.70
Population by Race					
White Population, Alone	3,177,013	3,216,158	3,170,330	1.23	-1.42
Black Population, Alone	1,015,931	921,084	864,024	-9.34	-6.19
Asian Population, Alone	104,336	132,767	148,325	27.25	11.72
Other Population	155,277	192,918	226,170	24.24	17.24
Population by Ethnicity					
Hispanic Population	126,918	165,541	190,604	30.43	15.14
White Non-Hispanic Population	3,110,679	3,119,873	3,050,841	0.30	-2.21
			<u> </u>		
Population by Race As Percent of Total Population					
Percent of White Population, Alone	71.35	72.06	71.91	1.00	-0.21
Percent of Black Population, Alone	22.82	20.64	19.60	-9.55	-5.04

Percent of Asian Population, Alone	2.34	2.97	3.36	26.92	13.13
Percent of Other Population	3.49	4.32	5.13	23.78	18.75
Population by Ethnicity As Percent of Total Population					
Percent of Hispanic Population	2.85	3.71	4.32	30.18	16.44
Percent of White Non-Hispanic Population	69.86	69.91	69.20	0.07	-1.02
Educational Attainment					
Education Attainment, College (Pop 25+)	424,674	463,714	472,109	9.19	1.81
Education Attainment, Graduate Degree (Pop 25+)	250,915	270,884	274,367	7.96	1.29
Household Income					
Household Income, Median (\$)	49,784	63,828	81,588	28.21	27.82
Household Income, Average (\$)	63,763	81,840	109,396	28.35	33.67
Households by Income					
Households with Income Less than \$25,000	406,186	309,484	219,853	-23.81	-28.96
Households with Income \$25,000 to \$49,999	446,001	372,079	291,802	-16.57	-21.58
Households with Income \$50,000 to \$74,999	348,429	318,947	277,367	-8.46	-13.04
Households with Income \$75,000 to \$99,999	217,781	255,052	290,798	17.11	14.02
Households with Income \$100,000 to \$124,999	124,861	177,050	232,107	41.80	31.10
Households with Income \$125,000 to \$149,999	60,415	114,618	172,180	89.72	50.22
Households with Income \$150,000 to \$199,999	47,936	84,203	120,574	75.66	43.19
Households with Income \$200,000 and Over	45,334	84,533	126,615	86.47	49.78
Families by Age of Children and Income					
Families with one or more children aged 0-4 and Income \$100,000 to \$124,999	15,276	20,478	26,529	34.05	29.55
Families with one or more children aged 5-9 and Income \$100,000 to \$124,999	17,041	20,510	24,225	20.36	18.11
Families with one or more children aged 10-13 and Income \$100,000 to \$124,999	13,127	17,324	22,417	31.97	29.40
Families with one or more children aged 14-17 and Income \$100,000 to \$124,999	12,376	16,317	20,874	31.84	27.93
Families with one or more children aged 0-4 and Income \$125,000 to \$149,999	7,435	13,630	20,876	83.32	53.16
Families with one or more children aged 5-9 and Income \$125,000 to \$149,999	8,294	13,651	19,064	64.59	39.65
Families with one or more children aged 10-13 and Income \$125,000 to \$149,999	6,389	11,531	17,641	80.48	52.99

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Families with one or more children aged 14-17 and Income \$125,000 to \$149,999	6,024	10,860	16,426	80.28	51.25
Families with one or more children aged 0-4 and Income \$150,000 to \$199,999	5,915	10,023	14,851	69.45	48.17
Families with one or more children aged 5-9 and Income \$150,000 to \$199,999	6,598	10,038	13,562	52.14	35.11
Families with one or more children aged 10-13 and Income \$150,000 to \$199,999	5,083	8,479	12,550	66.81	48.01
Families with one or more children aged 14-17 and Income \$150,000 to \$199,999	4,792	7,986	11,685	66.65	46.32
Families with one or more children aged 0-4 and Income \$200,000 to \$349,999	3,084	5,640	8,747	82.88	55.09
Families with one or more children aged 5-9 and Income \$200,000 to \$349,999	3,440	5,648	7,987	64.19	41.41
Families with one or more children aged 10-13 and Income \$200,000 to \$349,999	2,650	4,771	7,391	80.04	54.92
Families with one or more children aged 14-17 and Income \$200,000 to \$349,999	2,499	4,494	6,882	79.83	53.14
Families with one or more children aged 0-4 and Income \$350,000 and over	2,394	4,365	6,752	82.33	54.68
Families with one or more children aged 5-9 and Income \$350,000 and over	2,670	4,372	6,166	63.75	41.03
Families with one or more children aged 10-13 and Income \$350,000 and over	2,057	3,693	5,706	79.53	54.51
Families with one or more children aged 14-17 and Income \$350,000 and over	1,939	3,478	5,313	79.37	52.76
Households by Home Value					
Housing, Owner Households Valued Less than \$250,000	1,057,662	754,687	566,935	-28.65	-24.88
Housing, Owner Households Valued \$250,000-\$299,999	70,092	179,561	104,383	156.18	-41.87
Housing, Owner Households Valued \$300,000-\$399,999	55,986	87,156	158,427	55.67	81.77
Housing, Owner Households Valued \$400,000-\$499,999	23,057	144,609	153,634	527.18	6.24
Housing, Owner Households Valued \$500,000-\$749,999	15,987	50,055	141,641	213.10	182.97
Housing, Owner Households Valued \$750,000-\$999,999	5,489	46,498	126,185	747.11	171.38
Housing, Owner Households Valued More than \$1,000,000	5,147	19,539	61,451	279.62	214.50
Households by Length of Residence					
Length of Residence Less than 2 Years	80,631	92,413	107,163	14.61	15.96
Length of Residence 3 to 5 Years	120,947	138,620	160,745	14.61	15.96
Length of Residence 6 to 10 Years	438,929	446,983	455,920	1.83	2.00
Length of Residence More than 10 Years	1,056,436	1,037,950	1,007,467	-1.75	-2.94
Households by Race and Income					
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White Households by Income					
White Households with Income Less than \$25,000	244,971	183,952	122,462	-24.91	-33.43
White Households with Income \$25,000 to \$49,999	324,958	263,203	197,321	-19.00	-25.03
White Households with Income \$50,000 to \$74,999	273,184	242,715	203,803	-11.15	-16.03
White Households with Income \$75,000 to \$99,999	180,257	203,282	220,346	12.77	8.39
White Households with Income \$100,000 to \$124,999	105,732	146,972	188,309	39.00	28.13
White Households with Income \$125,000 to \$149,999	51,129	97,242	145,602	90.19	49.73
White Households with Income \$150,000 to \$199,999	41,091	71,801	103,617	74.74	44.31
White Households with Income \$200,000 and Over	39,351	73,382	109,116	86.48	48.70
Black Households by Income					
Black Households with Income Less than \$25,000	143,331	103,881	80,270	-27.52	-22.73
Black Households with Income \$25,000 to \$49,999	99,557	83,054	73,522	-16.58	-11.48
Black Households with Income \$50,000 to \$74,999	58,872	55,038	52,333	-6.51	-4.91
Black Households with Income \$75,000 to \$99,999	29,090	39,119	47,588	34.48	21.65
Black Households with Income \$100,000 to \$124,999	14,223	22,557	29,755	58.60	31.91
Black Households with Income \$125,000 to \$149,999	6,530	12,876	17,448	97.18	35.51
Black Households with Income \$150,000 to \$199,999	4,502	8,379	10,713	86.12	27.86
Black Households with Income \$200,000 and Over	4,141	7,679	9,944	85.44	29.50
Asian Households by Income					
Asian Households with Income Less than \$25,000	4,093	4,501	3,115	9.97	-30.79
Asian Households with Income \$25,000 to \$49,999	7,374	7,751	5,137	5.11	-33.72
Asian Households with Income \$50,000 to \$74,999	7,997	9,495	7,153	18.73	-24.67
Asian Households with Income \$75,000 to \$99,999	4,661	6,898	10,911	47.99	58.18
Asian Households with Income \$100,000 to \$124,999	3,238	4,850	7,138	49.78	47.18
Asian Households with Income \$125,000 to \$149,999	2,058	3,334	6,008	62.00	80.20
Asian Households with Income \$150,000 to \$199,999	1,777	3,156	4,827	77.60	52.95
Asian Households with Income \$200,000 and Over	1,412	2,792	5,834	97.73	108.95
Other Households by Income					
Other Households with Income Less than \$25,000	13,791	17,150	14,006	24.36	-18.33
Other Households with Income \$25,000 to \$49,999	14,112	18,071	15,822	28.05	-12.45
Other Households with Income \$50,000 to \$74,999	8,376	11,699	14,078	39.67	20.34
Other Households with Income \$75,000 to \$99,999	3,773	5,753	11,953	52.48	107.77
Other Households with Income \$100,000 to \$124,999	1,668	2,671	6,905	60.13	158.52

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Other Households with Income \$125,000 to \$149,999	698	1,166	3,122	67.05	167.75
Other Households with Income \$150,000 to \$199,999	566	867	1,417	53.18	63.44
Other Households with Income \$200,000 and Over	430	680	1,721	58.14	153.09
Households by Ethnicity and Income					
Hispanic Households by Income					
Hispanic Households with Income Less than \$25,000	9,160	9,690	8,150	5.79	-15.89
Hispanic Households with Income \$25,000 to \$49,999	11,312	12,473	11,207	10.26	-10.15
Hispanic Households with Income \$50,000 to \$74,999	7,827	9,916	10,375	26.69	4.63
Hispanic Households with Income \$75,000 to \$99,999	3,530	6,155	11,006	74.36	78.81
Hispanic Households with Income \$100,000 to \$124,999	1,569	3,428	6,023	118.48	75.70
Hispanic Households with Income \$125,000 to \$149,999	632	1,585	2,816	150.79	77.67
Hispanic Households with Income \$150,000 to \$199,999	505	918	1,186	81.78	29.19
Hispanic Households with Income \$200,000 and Over	377	839	1,373	122.55	63.65
White Non-Hispanic Households by Income					
White Non-Hispanic Households with Income Less than \$25,000	240,033	180,519	118,898	-24.79	-34.14
White Non-Hispanic Households with Income \$25,000 to \$49,999	319,669	259,145	192,024	-18.93	-25.90
White Non-Hispanic Households with Income \$50,000 to \$74,999	269,302	238,831	198,484	-11.31	-16.89
White Non-Hispanic Households with Income \$75,000 to \$99,999	178,185	198,157	213,584	11.21	7.79
White Non-Hispanic Households with Income \$100,000 to \$124,999	104,563	141,904	182,372	35.71	28.52
White Non-Hispanic Households with Income \$125,000 to \$149,999	50,505	92,474	140,776	83.10	52.23
White Non-Hispanic Households with Income \$150,000 to \$199,999	40,580	68,264	100,407	68.22	47.09
White Non-Hispanic Households with Income \$200,000 and Over	38,917	69,328	105,504	78.14	52.18

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 1/1/2008 unless otherwise stated.

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