

THE NAIS DEMOGRAPHIC CENTER

2009 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

School Age Population

1. During 2000-2009, the metropolitan area of Detroit-Warren-Livonia reported a decrease in the number of households with children of school age from 607,211 to 551,125 (9.24 percent). Furthermore, their numbers are expected to decrease slightly by 0.55 percent during the next five years, totaling 548,107 in 2014.
2. The school age population group is also expected to decrease through 2014. After recording a decline of 2.01 percent during the period 2000-2009, the school population age 0 to 17 years is projected to decrease by 4.15 percent from 1,158,128 in 2009 to 1,110,084 in 2014.
3. By gender, the female school population is expected to decrease (4.51 percent) by the year 2014, from 557,980 to 532,797, while the male school population is predicted to drop by 3.81 percent, from 600,148 in 2009 to 577,287 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 152,219 in 2009 to 137,003 in 2014 (10.00 percent), and boys in the same age group, from 166,166 in 2009 to 152,330 in 2014 (8.61 percent).
5. In absolute numbers, the largest group in 2009 was children younger than five years old, at 321,379, followed by children between five and nine years old, at 318,385. While the first group recorded the highest percent increase during 2000-2009, at 2.92 percent, it is predicted to drop slightly by 0.80 percent, reaching 318,793 by 2014.
6. Given the previous findings, the kindergarten population and the population in grades one to four are expected to decrease by 6.11 percent each between 2009 and 2014, while nursery or preschool is expected to grow by 1.04 percent (from 85,949 in 2009 to 86,840 in 2014). When broken down by gender, the number of girls and boys

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: Lapeer, MI 26087; Livingston, MI 26093; Macomb, MI 26099; Oakland, MI 26125; St. Clair, MI 26147; and Wayne, MI 26163.

attending nursery or preschool are projected to rise by 0.67 percent and 1.37 percent, respectively, during the period 2009-2014.

Enrollment in Private Schools

7. The population enrolled in private schools grew by more than 11 percent during 2000-2009; however, this growth rate is expected to drop by 1.77 percent in 2014 (from 144,292 in 2009 to 141,732 in 2014). Likewise, while total public school enrollment grew during 2000-2009 by 5.39 percent (in spite of the fall of public preprimary by 12.10 percent during the same period), it is projected to decrease by 2.06 percent, between 2009 and 2014.
8. By gender during 2009-2014, male preprimary enrollment in private schools is anticipated to grow by 5.02 percent (from 20,338 in 2009 to 21,359 in 2014); while the female preprimary enrollment is expected grow by 4.30 percent (from 18,900 in 2009 to 19,712 in 2014). Further, the anticipated male and female enrollment growth rates for elementary and high school are significant declines of 3.84 percent and 4.55 percent, respectively.

Population by Race and Ethnicity

9. By race and ethnicity, the principal changes in the Detroit-Warren-Livonia area are the declining growth rates of the white population, while Hispanics, Asians, and 'Other³ population,' have increased during the years 2000-2009 at 34.56 percent, 29.68 percent, and 26.53 percent, respectively.
10. While the white population still represents 72 percent of the total population, it is expected to decrease from 3,191,791 in 2009 to 3,129,863 in 2014 (1.94 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 196,468 in 2009 to 228,116 in 2014 (16.11 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 over \$350,000 per year are expected to increase from 3,593 in 2009 to 5,507 in 2014 (53.27 percent), followed by families in the same income level and with children between 10 and 13 years old, who are expected to increase from 2,994 in 2009 to 4,512 in 2014 (50.70 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 \$125,000 and \$149,999 per year are projected to record an increase of 32.29 percent, from 8,778 in 2009 to 11,612 in 2014. A similar trend is expected for Asian households with incomes of at least \$100,000 per year. The

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 over \$200,000 per year at 146.23 percent, from 2,040 in 2009 to 5,023 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 892 in 2009 to 2,286 in 2014 (156.28 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 soar from 1,049 in 2009 to 2,154 in 2014 (105.34 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 454.31 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 33,204 in 2009 to 49,764 in 2014 (49.87 percent).

Population with Higher Education

16. The number of people older than 25 years of age who hold college degrees in the Detroit-Warren-Livonia area increased by 10.25 percent, from 424,674 in 2000 to 468,193 in 2009. This number is expected to grow slightly by 2014 (2.51 percent increase). 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 268,703 in 2009 (7.09 percent), and it is forecasted that their numbers will grow by 1.26 percent by the year 2014.

Strategic Considerations for Schools

Given the findings of this report, independent schools in the Detroit-Warren-Livonia 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: Detroit-Warren-Livonia, MI

CBSA Code: 19820

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

State Name: Michigan

Dominant Profile: MED_INC

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Description	2000	2009	2014	% Growth (2000-2009)	% Growth Forecast (2009-2014)
Total Population and Households					
Population	4,452,557	4,418,973	4,343,528	-0.75	-1.71
Households	1,696,943	1,694,285	1,665,255	-0.16	-1.71
Households with School Age Population					
Households with Children Age 0 to 17 Years	607,211	551,125	548,107	-9.24	-0.55
Percent of Households with Children Age 0 to 17 Years	35.78	32.53	32.91	-9.08	1.17
School Age Population					
Population Age 0 to 17 Years	1,181,921	1,158,128	1,110,084	-2.01	-4.15
Population Age 0 to 4 Years	312,260	321,379	318,793	2.92	-0.80
Population Age 5 to 9 Years	348,346	318,385	289,333	-8.60	-9.12
Population Age 10 to 13 Years	268,330	267,776	261,165	-0.21	-2.47
Population Age 14 to 17 Years	252,985	250,588	240,793	-0.95	-3.91
School Age Population by Gender					
Male Population Age 0 to 17 Years	605,510	600,148	577,287	-0.89	-3.81
Female Population Age 0 to 17 Years	576,411	557,980	532,797	-3.20	-4.51
Male School Age Population by Age					
Male Population Age 0 to 4 Years	160,046	166,575	165,787	4.08	-0.47
Male Population Age 5 to 9 Years	178,429	166,166	152,330	-6.87	-8.33
Male Population Age 10 to 13 Years	137,263	137,734	134,451	0.34	-2.38
Male Population Age 14 to 17 Years	129,772	129,673	124,719	-0.08	-3.82
Female School Age Population by Age					
Female Population Age 0 to 4 Years	152,214	154,804	153,006	1.70	-1.16
Female Population Age 5 to 9 Years	169,917	152,219	137,003	-10.42	-10.00

Female Population Age 10 to 13 Years	131,067	130,042	126,714	-0.78	-2.56
Female Population Age 14 to 17 Years	123,213	120,915	116,074	-1.87	-4.00
Population in School					
Nursery or Preschool	84,671	85,949	86,840	1.51	1.04
Kindergarten	71,189	72,112	67,707	1.30	-6.11
Grades 1 to 4	284,756	288,447	270,826	1.30	-6.11
Grades 5 to 8	274,184	303,246	305,575	10.60	0.77
Grades 9 to 12	258,503	283,781	281,739	9.78	-0.72
Population in School by Gender					
Male Enrolled in School	498,579	535,553	526,634	7.42	-1.67
Female Enrolled in School	474,724	497,981	486,052	4.90	-2.40
Male Population in School by Grade					
Male Nursery or Preschool	43,397	44,549	45,161	2.65	1.37
Male Kindergarten	36,464	37,635	35,647	3.21	-5.28
Male Grades 1 to 4	145,857	150,541	142,586	3.21	-5.28
Male Grades 5 to 8	140,257	155,979	157,314	11.21	0.86
Male Grades 9 to 12	132,603	146,849	145,927	10.74	-0.63
Female Population in School by Grade					
Female Nursery or Preschool	41,274	41,400	41,679	0.31	0.67
Female Kindergarten	34,725	34,476	32,060	-0.72	-7.01
Female Grades 1 to 4	138,899	137,906	128,240	-0.71	-7.01
Female Grades 5 to 8	133,926	147,267	148,261	9.96	0.67
Female Grades 9 to 12	125,901	136,932	135,812	8.76	-0.82
Population in School					
Education, Total Enrollment (Pop 3+)	973,303	1,033,534	1,012,686	6.19	-2.02
Education, Not Enrolled in School (Pop 3+)	3,040,268	2,959,106	2,909,787	-2.67	-1.67
Population in Public vs Private School					
Education, Enrolled Private Schools (Pop 3+)	129,569	144,292	141,732	11.36	-1.77
Education, Enrolled Private Preprimary (Pop 3+)	31,527	39,238	41,071	24.46	4.67
Education, Enrolled Private Elementary or High School (Pop 3+)	98,042	105,054	100,661	7.15	-4.18
Education, Enrolled Public Schools (Pop 3+)	843,734	889,242	870,954	5.39	-2.06
Education, Enrolled Public Preprimary (Pop 3+)	53,144	46,711	45,769	-12.10	-2.02

Education, Enrolled Public Elementary or High School (Pop 3+)	790,590	842,531	825,185	6.57	-2.06
Population in Public vs Private School by Gender					
Male Population in Public vs Private School					
Male Education, Enrolled Private Schools (Pop 3+)	66,379	74,773	73,706	12.65	-1.43
Male Education, Enrolled Private Preprimary (Pop 3+)	16,159	20,338	21,359	25.86	5.02
Male Education, Enrolled Private Elementary or High School (Pop 3+)	50,220	54,435	52,347	8.39	-3.84
Male Education, Enrolled Public Schools (Pop 3+)	432,200	460,780	452,928	6.61	-1.70
Male Education, Enrolled Public Preprimary (Pop 3+)	27,238	24,211	23,802	-11.11	-1.69
Male Education, Enrolled Public Elementary or High School (Pop 3+)	404,962	436,569	429,126	7.80	-1.70
Female Population in Public vs Private School					
Female Education, Enrolled Private Schools (Pop 3+)	63,190	69,519	68,026	10.02	-2.15
Female Education, Enrolled Private Preprimary (Pop 3+)	15,368	18,900	19,712	22.98	4.30
Female Education, Enrolled Private Elementary or High School (Pop 3+)	47,822	50,619	48,314	5.85	-4.55
Female Education, Enrolled Public Schools (Pop 3+)	411,534	428,462	418,026	4.11	-2.44
Female Education, Enrolled Public Preprimary (Pop 3+)	25,906	22,500	21,967	-13.15	-2.37
Female Education, Enrolled Public Elementary or High School (Pop 3+)	385,628	405,962	396,059	5.27	-2.44
Population by Race					
White Population, Alone	3,177,013	3,191,791	3,129,863	0.47	-1.94
Black Population, Alone	1,015,931	895,412	835,940	-11.86	-6.64
Asian Population, Alone	104,336	135,302	149,609	29.68	10.57
Other Population	155,277	196,468	228,116	26.53	16.11
Population by Ethnicity					
Hispanic Population	126,918	170,780	189,840	34.56	11.16
White Non-Hispanic Population	3,110,679	3,084,977	3,011,816	-0.83	-2.37
Population by Race As Percent of Total Population					
Percent of White Population, Alone	71.35	72.23	72.06	1.23	-0.24
Percent of Black Population, Alone	22.82	20.26	19.25	-11.22	-4.99
Percent of Asian Population, Alone	2.34	3.06	3.44	30.77	12.42
Percent of Other Population	3.49	4.45	5.25	27.51	17.98

Population by Ethnicity As Percent of Total Population					
Percent of Hispanic Population	2.85	3.86	4.37	35.44	13.21
Percent of White Non-Hispanic Population	69.86	69.81	69.34	-0.07	-0.67
Educational Attainment					
Education Attainment, College (Pop 25+)	424,674	468,193	479,961	10.25	2.51
Education Attainment, Graduate Degree (Pop 25+)	250,915	268,703	272,079	7.09	1.26
Household Income					
Household Income, Median (\$)	49,784	57,809	69,885	16.12	20.89
Household Income, Average (\$)	63,763	74,208	92,574	16.38	24.75
Households by Income					
Households with Income Less than \$25,000	406,186	343,598	268,127	-15.41	-21.96
Households with Income \$25,000 to \$49,999	446,001	400,182	329,565	-10.27	-17.65
Households with Income \$50,000 to \$74,999	348,429	330,893	295,367	-5.03	-10.74
Households with Income \$75,000 to \$99,999	217,781	237,114	255,679	8.88	7.83
Households with Income \$100,000 to \$124,999	124,861	154,101	188,904	23.42	22.58
Households with Income \$125,000 to \$149,999	60,415	90,615	131,391	49.99	45.00
Households with Income \$150,000 to \$199,999	47,936	69,049	96,272	44.04	39.43
Households with Income \$200,000 and Over	45,334	68,733	99,950	51.61	45.42
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	18,437	22,500	20.69	22.04
Families with one or more children aged 5-9 and Income \$100,000 to \$124,999	17,041	18,265	20,421	7.18	11.80
Families with one or more children aged 10-13 and Income \$100,000 to \$124,999	13,127	15,362	18,433	17.03	19.99
Families with one or more children aged 14-17 and Income \$100,000 to \$124,999	12,376	14,376	16,995	16.16	18.22
Families with one or more children aged 0-4 and Income \$125,000 to \$149,999	7,435	11,106	16,363	49.37	47.33
Families with one or more children aged 5-9 and Income \$125,000 to \$149,999	8,294	11,002	14,851	32.65	34.98
Families with one or more children aged 10-13 and Income \$125,000 to \$149,999	6,389	9,253	13,405	44.83	44.87
Families with one or more children aged 14-17 and Income \$125,000 to \$149,999	6,024	8,659	12,359	43.74	42.73
Families with one or more children aged 0-4 and Income \$150,000 to \$199,999	5,915	8,447	12,057	42.81	42.74
Families with one or more children aged 5-9 and					

Income \$150,000 to \$199,999	6,598	8,368	10,943	26.83	30.77
Families with one or more children aged 10-13 and Income \$150,000 to \$199,999	5,083	7,038	9,877	38.46	40.34
Families with one or more children aged 14-17 and Income \$150,000 to \$199,999	4,792	6,586	9,107	37.44	38.28
Families with one or more children aged 0-4 and Income \$200,000 to \$349,999	3,084	4,721	6,975	53.08	47.74
Families with one or more children aged 5-9 and Income \$200,000 to \$349,999	3,440	4,677	6,331	35.96	35.36
Families with one or more children aged 10-13 and Income \$200,000 to \$349,999	2,650	3,933	5,715	48.42	45.31
Families with one or more children aged 14-17 and Income \$200,000 to \$349,999	2,499	3,681	5,269	47.30	43.14
Families with one or more children aged 0-4 and Income \$350,000 and over	2,394	3,593	5,507	50.08	53.27
Families with one or more children aged 5-9 and Income \$350,000 and over	2,670	3,559	4,998	33.30	40.43
Families with one or more children aged 10-13 and Income \$350,000 and over	2,057	2,994	4,512	45.55	50.70
Families with one or more children aged 14-17 and Income \$350,000 and over	1,939	2,801	4,160	44.46	48.52
Households by Home Value					
Housing, Owner Households Valued Less than \$250,000	1,057,662	849,491	746,029	-19.68	-12.18
Housing, Owner Households Valued \$250,000-\$299,999	70,092	152,701	150,458	117.86	-1.47
Housing, Owner Households Valued \$300,000-\$399,999	55,986	75,610	102,782	35.05	35.94
Housing, Owner Households Valued \$400,000-\$499,999	23,057	97,743	119,366	323.92	22.12
Housing, Owner Households Valued \$500,000-\$749,999	15,987	33,204	49,764	107.69	49.87
Housing, Owner Households Valued \$750,000-\$999,999	5,489	30,426	41,769	454.31	37.28
Housing, Owner Households Valued More than \$1,000,000	5,147	12,756	17,314	147.83	35.73
Households by Length of Residence					
Length of Residence Less than 2 Years	80,631	317,517	445,033	293.79	40.16
Length of Residence 3 to 5 Years	120,947	476,275	667,550	293.79	40.16
Length of Residence 6 to 10 Years	438,929	451,096	450,232	2.77	-0.19
Length of Residence More than 10 Years	1,056,436	449,397	102,440	-57.46	-77.21
Households by Race and Income					
White Households by Income					
White Households with Income Less than \$25,000	244,971	203,501	152,208	-16.93	-25.21
White Households with Income \$25,000 to \$49,999	324,958	285,381	228,343	-12.18	-19.99
White Households with Income \$50,000 to \$74,999	273,184	254,729	221,257	-6.76	-13.14

White Households with Income \$75,000 to \$99,999	180,257	193,971	202,339	7.61	4.31
White Households with Income \$100,000 to \$124,999	105,732	130,635	157,413	23.55	20.50
White Households with Income \$125,000 to \$149,999	51,129	78,000	112,158	52.56	43.79
White Households with Income \$150,000 to \$199,999	41,091	59,633	82,198	45.12	37.84
White Households with Income \$200,000 and Over	39,351	60,646	86,383	54.12	42.44
Black Households by Income					
Black Households with Income Less than \$25,000	143,331	114,725	94,779	-19.96	-17.39
Black Households with Income \$25,000 to \$49,999	99,557	85,410	75,845	-14.21	-11.20
Black Households with Income \$50,000 to \$74,999	58,872	53,692	50,714	-8.80	-5.55
Black Households with Income \$75,000 to \$99,999	29,090	31,277	35,278	7.52	12.79
Black Households with Income \$100,000 to \$124,999	14,223	16,668	20,197	17.19	21.17
Black Households with Income \$125,000 to \$149,999	6,530	8,778	11,612	34.43	32.29
Black Households with Income \$150,000 to \$199,999	4,502	6,081	8,007	35.07	31.67
Black Households with Income \$200,000 and Over	4,141	5,475	7,217	32.21	31.82
Asian Households by Income					
Asian Households with Income Less than \$25,000	4,093	5,078	3,858	24.07	-24.03
Asian Households with Income \$25,000 to \$49,999	7,374	9,304	5,970	26.17	-35.83
Asian Households with Income \$50,000 to \$74,999	7,997	10,461	8,995	30.81	-14.01
Asian Households with Income \$75,000 to \$99,999	4,661	6,563	9,053	40.81	37.94
Asian Households with Income \$100,000 to \$124,999	3,238	4,601	6,575	42.09	42.90
Asian Households with Income \$125,000 to \$149,999	2,058	2,945	5,335	43.10	81.15
Asian Households with Income \$150,000 to \$199,999	1,777	2,570	4,544	44.63	76.81
Asian Households with Income \$200,000 and Over	1,412	2,040	5,023	44.48	146.23
Other Households by Income					
Other Households with Income Less than \$25,000	13,791	20,294	17,282	47.15	-14.84
Other Households with Income \$25,000 to \$49,999	14,112	20,087	19,407	42.34	-3.39
Other Households with Income \$50,000 to \$74,999	8,376	12,011	14,401	43.40	19.90
Other Households with Income \$75,000 to \$99,999	3,773	5,303	9,009	40.55	69.88
Other Households with Income \$100,000 to \$124,999	1,668	2,197	4,719	31.71	114.79
Other Households with Income \$125,000 to \$149,999	698	892	2,286	27.79	156.28
Other Households with Income \$150,000 to \$199,999	566	765	1,523	35.16	99.08
Other Households with Income \$200,000 and Over	430	572	1,327	33.02	131.99
Households by Ethnicity and Income					

Hispanic Households by Income					
Hispanic Households with Income Less than \$25,000	9,160	11,051	10,338	20.64	-6.45
Hispanic Households with Income \$25,000 to \$49,999	11,312	13,883	13,290	22.73	-4.27
Hispanic Households with Income \$50,000 to \$74,999	7,827	10,283	11,345	31.38	10.33
Hispanic Households with Income \$75,000 to \$99,999	3,530	5,342	7,619	51.33	42.62
Hispanic Households with Income \$100,000 to \$124,999	1,569	2,519	4,187	60.55	66.22
Hispanic Households with Income \$125,000 to \$149,999	632	1,049	2,154	65.98	105.34
Hispanic Households with Income \$150,000 to \$199,999	505	740	1,169	46.53	57.97
Hispanic Households with Income \$200,000 and Over	377	620	1,077	64.46	73.71
White Non-Hispanic Households by Income					
White Non-Hispanic Households with Income Less than \$25,000	240,033	199,505	147,756	-16.88	-25.94
White Non-Hispanic Households with Income \$25,000 to \$49,999	319,669	280,818	222,377	-12.15	-20.81
White Non-Hispanic Households with Income \$50,000 to \$74,999	269,302	250,513	215,547	-6.98	-13.96
White Non-Hispanic Households with Income \$75,000 to \$99,999	178,185	189,143	196,116	6.15	3.69
White Non-Hispanic Households with Income \$100,000 to \$124,999	104,563	125,842	152,357	20.35	21.07
White Non-Hispanic Households with Income \$125,000 to \$149,999	50,505	73,619	108,132	45.77	46.88
White Non-Hispanic Households with Income \$150,000 to \$199,999	40,580	56,357	79,254	38.88	40.63
White Non-Hispanic Households with Income \$200,000 and Over	38,917	56,912	83,536	46.24	46.78

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.