

# THE NAIS DEMOGRAPHIC CENTER

## 2009 Metropolitan Area Reports

### **CBSA<sup>1</sup>: New York-Northern New Jersey-Long Island, NY-NJ-PA<sup>2</sup>**

*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](http://www.nais.org/go/demographics).*

### **Key Findings**

#### **School Age Population**

1. During 2000-2009, the metropolitan area of New York-Northern New Jersey-Long Island reported a decrease in the number of households with children of school age from 2,376,771 to 2,281,967 (3.99 percent). Furthermore, their numbers are expected to grow by 1.60 percent during the next five years, totaling 2,318,384 in 2014.
2. The school age population group is also expected to decrease through 2014. After recording a growth rate of 2.20 percent during the period 2000-2009, the school population age 0 to 17 years is projected to decrease by 2.29 percent from 4,614,119 in 2009 to 4,508,236 in 2014.
3. By gender, the female school population is expected to decrease (2.94 percent) by the year 2014, from 2,217,527 to 2,152,384, while the male school population is predicted to drop by 1.70 percent, from 2,396,592 in 2009 to 2,355,852 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 613,815 in 2009 to 569,072 in 2014 (7.29 percent decline), and boys in the same age group, from 672,720 in 2009 to 638,958 in 2014 (5.02 percent decline). In contrast, the only growth rate is expected for boys younger than five years of age, from 683,346 in 2009 to 687,649 in 2014 (0.63 percent).
5. In absolute numbers, the largest group in 2009 was children younger than five years old, at 1,314,791, followed by children between five and nine years old, at 1,286,535. While the first group recorded the highest percent increases during 2000-2009, at 5.63 percent, the second group recorded the highest percent decrease during the same

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<sup>1</sup> 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.

<sup>2</sup> This CBSA includes the following counties: Bergen, NJ 34003; Essex, NJ 34013; Hudson, NJ 34017; Hunterdon, NJ 34019; Middlesex, NJ 34023; Monmouth, NJ 34025; Morris, NJ 34027; Ocean, NJ 34029; Passaic, NJ 34031; Somerset, NJ 34035; Sussex, NJ 34037; Union, NJ 34039; Bronx, NY 36005; Kings, NY 36047; Nassau, NY 36059; New York, NY 36061; Putnam, NY 36079; Queens, NY 36081; Richmond, NY 36085; Rockland, NY 36087; Suffolk, NY 36103; Westchester, NY 36119; and Pike, PA 42103.

period at 1.95 percent. The number of children younger than five years old will decrease slightly, reaching 1,314,670 by 2014 (0.01 percent) while the number of children between five and nine years old will decrease significantly, reaching 1,208,030 by 2014 (6.10 percent).

6. Given the previous findings, the kindergarten population and the population in grades one to four are expected to decrease by 2.68 percent each between 2009 and 2014, while nursery or preschool is expected to grow by 3.14 (from 393,453 in 2009 to 405,805 in 2014). When broken down by gender, the number of girls and boys attending nursery or preschool are projected to rise by 2.43 percent and 3.80 percent, respectively, during the period 2009-2014.

### **Enrollment in Private Schools**

7. The population enrolled in private schools grew by more than 14 percent during the years 2000 to 2009; however, this growth rate is expected to decrease slightly by 0.25 to the year 2014 (from 846,522 in 2009 to 844,394 in 2014). This decrease will be mainly due to the decrease in enrollment in private elementary and high school by 2014 (2.24 percent). Likewise, while total public school enrollment grew during 2000-2009 by 11.71 percent (in spite of the fall of public preprimary by 7.18 percent during the same period), it is projected to continue growing at a lower rate of 0.79 percent, between 2009 and 2014.
8. By gender during 2009-2014, male preprimary enrollment in private schools is anticipated to grow by 5.37 percent (from 125,956 in 2009 to 132,720 in 2014); while the female preprimary enrollment is expected grow by 3.98 percent (from 116,389 in 2009 to 121,018 in 2014). Further, the enrollment rates for elementary and high school anticipated for males and females are declines of 1.66 percent and 2.87 percent, respectively.

### **Population by Race and Ethnicity**

9. By race and ethnicity, the principal changes in the New York-Northern New Jersey-Long Island area are the declining numbers of the white population, while Hispanics, Asians, and 'Other<sup>3</sup> population,' have increased during the years 2000-2009 at 30.89 percent, 21.16 percent, and 25.67 percent, respectively.
10. While the white population still represents over 57 percent of the total population, it is expected to decrease from 10,933,130 in 2009 to 10,476,427 in 2014 (4.18 percent). On the contrary, minority groups are predicted to continue increasing between 2009 and 2014, especially the Hispanic population, which is forecasted to grow from 4,668,426 in 2009 to 5,134,959 in 2014 (9.99 percent).

### **Numbers of Affluent Families**

<sup>3</sup> "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.

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 are expected to increase from 28,859 in 2009 to 37,113 in 2014 (28.67 percent), followed by families in the same age group and incomes between \$125,000 and \$149,999, who are expected to increase from 52,739 in 2009 to 67,440 in 2014 (27.88 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 are projected to record an increase of 30.19 percent, from 49,217 in 2009 to 64,077 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 at 59.00 percent, from 32,456 in 2009 to 51,606 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 nearly double their numbers, from 40,386 in 2009 to 76,749 in 2014 (90.04 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 are projected to soar from 44,377 in 2009 to 69,272 in 2014 (56.10 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 329.10 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 208,685 in 2009 to 282,934 in 2014 (35.58 percent).

### **Population with Higher Education**

16. The number of people older than 25 years of age who hold college degrees in the New York-Northern New Jersey-Long Island area increased by 11.33 percent, from 2,176,405 in 2000 to 2,422,965 in 2009. This number is expected to grow by 2014 (2.90 percent increase). A similar pattern is observed for people older than 25 years old who hold graduate degrees. Their numbers increased from 1,523,760 in 2000 to 1,645,149 in 2009 (7.97 percent), and it is forecasted that their numbers will grow by 1.60 percent by the year 2014.

## Strategic Considerations for Schools

Given the findings of this report, independent schools in the New York-Northern New Jersey-Long Island 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)?<sup>4</sup>
- 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](http://www.trendletter.com) and/or [www.hermangroup.com](http://www.hermangroup.com). Also, the *NAIS Opinion Leaders' Survey* (free to browse at [www.nais.org](http://www.nais.org) or buy in bulk to share) identifies what demographic, social,

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

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

2. **Benchmarking** — To gather data and conduct benchmark analysis, schools can participate in the StatsOnline<sup>5</sup> annual survey ([www.nais.org/go/statsonline](http://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](http://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](http://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](http://www.nais.org/go/advocacy)).
  - ✓ Admission and Marketing Tools (brochures, ad templates, video clips, etc. at [www.nais.org/go/advocacy](http://www.nais.org/go/advocacy)).

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<sup>5</sup> 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](http://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/](http://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:** New York-Northern New Jersey-Long Island,  
NY-NJ-PA

**CBSA Code:** 35620

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

**State Name:** New York

**Dominant Profile:** APT20

Edit Report
Print Friendly Report
Save Report
Help
Definitions
Frequently Asked Questions
NAIS Demographic Center
Contact NAIS
Contact EASI

Description	2000	2009	2014	% Growth (2000-2009)	% Growth Forecast (2009-2014)
Total Population and Households					
Population	18,323,002	19,014,603	19,143,215	3.77	0.68
Households	6,676,963	7,085,353	7,139,366	6.12	0.76
Households with School Age Population					
Households with Children Age 0 to 17 Years	2,376,771	2,281,967	2,318,384	-3.99	1.60
Percent of Households with Children Age 0 to 17 Years	35.60	32.21	32.47	-9.52	0.81
School Age Population					
Population Age 0 to 17 Years	4,514,604	4,614,119	4,508,236	2.20	-2.29
Population Age 0 to 4 Years	1,244,665	1,314,791	1,314,670	5.63	-0.01
Population Age 5 to 9 Years	1,312,074	1,286,535	1,208,030	-1.95	-6.10
Population Age 10 to 13 Years	1,001,627	1,027,548	1,016,956	2.59	-1.03
Population Age 14 to 17 Years	956,238	985,245	968,580	3.03	-1.69
School Age Population by Gender					
Male Population Age 0 to 17 Years	2,310,991	2,396,592	2,355,852	3.70	-1.70
Female Population Age 0 to 17 Years	2,203,613	2,217,527	2,152,384	0.63	-2.94
Male School Age Population by Age					
Male Population Age 0 to 4 Years	636,341	683,346	687,649	7.39	0.63
Male Population Age 5 to 9 Years	671,265	672,720	638,958	0.22	-5.02
Male Population Age 10 to 13 Years	512,405	529,413	525,055	3.32	-0.82
Male Population Age 14 to 17 Years	490,980	511,113	504,190	4.10	-1.35
Female School Age Population by Age					
Female Population Age 0 to 4 Years	608,324	631,445	627,021	3.80	-0.70

<b>Female Population Age 5 to 9 Years</b>	640,809	613,815	569,072	-4.21	-7.29
<b>Female Population Age 10 to 13 Years</b>	489,222	498,135	491,901	1.82	-1.25
<b>Female Population Age 14 to 17 Years</b>	465,258	474,132	464,390	1.91	-2.05
<b>Population in School</b>					
<b>Nursery or Preschool</b>	357,952	393,453	405,805	9.92	3.14
<b>Kindergarten</b>	272,632	298,101	290,110	9.34	-2.68
<b>Grades 1 to 4</b>	1,090,526	1,192,404	1,160,439	9.34	-2.68
<b>Grades 5 to 8</b>	1,040,624	1,190,457	1,221,115	14.40	2.58
<b>Grades 9 to 12</b>	993,467	1,141,447	1,163,027	14.90	1.89
<b>Population in School by Gender</b>					
<b>Male Enrolled in School</b>	1,922,855	2,189,359	2,215,363	13.86	1.19
<b>Female Enrolled in School</b>	1,832,346	2,026,503	2,025,133	10.60	-0.07
<b>Male Population in School by Grade</b>					
<b>Male Nursery or Preschool</b>	183,005	204,492	212,260	11.74	3.80
<b>Male Kindergarten</b>	139,480	155,875	153,446	11.75	-1.56
<b>Male Grades 1 to 4</b>	557,920	623,499	613,786	11.75	-1.56
<b>Male Grades 5 to 8</b>	532,354	613,347	630,463	15.21	2.79
<b>Male Grades 9 to 12</b>	510,096	592,146	605,409	16.09	2.24
<b>Female Population in School by Grade</b>					
<b>Female Nursery or Preschool</b>	174,947	188,961	193,545	8.01	2.43
<b>Female Kindergarten</b>	133,152	142,226	136,663	6.81	-3.91
<b>Female Grades 1 to 4</b>	532,606	568,904	546,653	6.82	-3.91
<b>Female Grades 5 to 8</b>	508,270	577,110	590,652	13.54	2.35
<b>Female Grades 9 to 12</b>	483,372	549,301	557,619	13.64	1.51
<b>Population in School</b>					
<b>Education, Total Enrollment (Pop 3+)</b>	3,755,201	4,215,862	4,240,496	12.27	0.58
<b>Education, Not Enrolled in School (Pop 3+)</b>	12,635,850	12,869,389	12,972,446	1.85	0.80
<b>Population in Public vs Private School</b>					
<b>Education, Enrolled Private Schools (Pop 3+)</b>	739,048	846,522	844,394	14.54	-0.25
<b>Education, Enrolled Private Preprimary (Pop 3+)</b>	195,157	242,345	253,738	24.18	4.70
<b>Education, Enrolled Private Elementary or High School (Pop 3+)</b>	543,891	604,177	590,656	11.08	-2.24
<b>Education, Enrolled Public Schools (Pop 3+)</b>	3,016,153	3,369,340	3,396,102	11.71	0.79

<b>Education, Enrolled Public Preprimary (Pop 3+)</b>	162,795	151,108	152,067	-7.18	0.63
<b>Education, Enrolled Public Elementary or High School (Pop 3+)</b>	2,853,358	3,218,232	3,244,035	12.79	0.80
<b>Population in Public vs Private School by Gender</b>					
<b>Male Population in Public vs Private School</b>					
<b>Male Education, Enrolled Private Schools (Pop 3+)</b>	378,321	439,687	441,257	16.22	0.36
<b>Male Education, Enrolled Private Preprimary (Pop 3+)</b>	99,775	125,956	132,720	26.24	5.37
<b>Male Education, Enrolled Private Elementary or High School (Pop 3+)</b>	278,546	313,732	308,537	12.63	-1.66
<b>Male Education, Enrolled Public Schools (Pop 3+)</b>	1,544,534	1,749,672	1,774,106	13.28	1.40
<b>Male Education, Enrolled Public Preprimary (Pop 3+)</b>	83,230	78,536	79,540	-5.64	1.28
<b>Male Education, Enrolled Public Elementary or High School (Pop 3+)</b>	1,461,304	1,671,135	1,694,566	14.36	1.40
<b>Female Population in Public vs Private School</b>					
<b>Female Education, Enrolled Private Schools (Pop 3+)</b>	360,727	406,835	403,137	12.78	-0.91
<b>Female Education, Enrolled Private Preprimary (Pop 3+)</b>	95,382	116,389	121,018	22.02	3.98
<b>Female Education, Enrolled Private Elementary or High School (Pop 3+)</b>	265,345	290,445	282,119	9.46	-2.87
<b>Female Education, Enrolled Public Schools (Pop 3+)</b>	1,471,619	1,619,668	1,621,996	10.06	0.14
<b>Female Education, Enrolled Public Preprimary (Pop 3+)</b>	79,565	72,572	72,527	-8.79	-0.06
<b>Female Education, Enrolled Public Elementary or High School (Pop 3+)</b>	1,392,054	1,547,097	1,549,469	11.14	0.15
<b>Population by Race</b>					
<b>White Population, Alone</b>	11,286,058	10,933,130	10,476,427	-3.13	-4.18
<b>Black Population, Alone</b>	3,331,063	3,485,837	3,605,243	4.65	3.43
<b>Asian Population, Alone</b>	1,365,156	1,654,004	1,746,299	21.16	5.58
<b>Other Population</b>	2,340,725	2,941,632	3,315,246	25.67	12.70
<b>Population by Ethnicity</b>					
<b>Hispanic Population</b>	3,566,577	4,668,426	5,134,959	30.89	9.99
<b>White Non-Hispanic Population</b>	9,792,375	9,243,840	8,837,860	-5.60	-4.39
<b>Population by Race As Percent of Total Population</b>					
<b>Percent of White Population, Alone</b>	61.60	57.50	54.73	-6.66	-4.82
<b>Percent of Black Population, Alone</b>	18.18	18.33	18.83	0.83	2.73

<b>Percent of Asian Population, Alone</b>	7.45	8.70	9.12	16.78	4.83
<b>Percent of Other Population</b>	12.77	15.47	17.32	21.14	11.96
<b>Population by Ethnicity As Percent of Total Population</b>					
<b>Percent of Hispanic Population</b>	19.47	24.55	26.82	26.09	9.25
<b>Percent of White Non-Hispanic Population</b>	53.44	48.61	46.17	-9.04	-5.02
<b>Educational Attainment</b>					
<b>Education Attainment, College (Pop 25+)</b>	2,176,405	2,422,965	2,493,292	11.33	2.90
<b>Education Attainment, Graduate Degree (Pop 25+)</b>	1,523,760	1,645,149	1,671,480	7.97	1.60
<b>Household Income</b>					
<b>Household Income, Median (\$)</b>	50,406	62,733	73,701	24.46	17.48
<b>Household Income, Average (\$)</b>	71,246	91,653	113,337	28.64	23.66
<b>Households by Income</b>					
<b>Households with Income Less than \$25,000</b>	1,735,254	1,542,785	1,318,452	-11.09	-14.54
<b>Households with Income \$25,000 to \$49,999</b>	1,583,418	1,411,924	1,233,859	-10.83	-12.61
<b>Households with Income \$50,000 to \$74,999</b>	1,220,820	1,154,442	1,073,133	-5.44	-7.04
<b>Households with Income \$75,000 to \$99,999</b>	792,921	912,598	1,008,788	15.09	10.54
<b>Households with Income \$100,000 to \$124,999</b>	492,940	650,943	774,159	32.05	18.93
<b>Households with Income \$125,000 to \$149,999</b>	274,045	458,444	580,354	67.29	26.59
<b>Households with Income \$150,000 to \$199,999</b>	268,333	395,232	451,886	47.29	14.33
<b>Households with Income \$200,000 and Over</b>	309,232	558,985	698,735	80.77	25.00
<b>Families by Age of Children and Income</b>					
<b>Families with one or more children aged 0-4 and Income \$100,000 to \$124,999</b>	59,017	72,601	86,574	23.02	19.25
<b>Families with one or more children aged 5-9 and Income \$100,000 to \$124,999</b>	62,213	71,041	79,552	14.19	11.98
<b>Families with one or more children aged 10-13 and Income \$100,000 to \$124,999</b>	47,493	56,740	66,969	19.47	18.03
<b>Families with one or more children aged 14-17 and Income \$100,000 to \$124,999</b>	45,341	54,404	63,783	19.99	17.24
<b>Families with one or more children aged 0-4 and Income \$125,000 to \$149,999</b>	33,302	52,739	67,440	58.37	27.88
<b>Families with one or more children aged 5-9 and Income \$125,000 to \$149,999</b>	35,106	51,605	61,970	47.00	20.09
<b>Families with one or more children aged 10-13 and Income \$125,000 to \$149,999</b>	26,799	41,217	52,168	53.80	26.57
<b>Families with one or more children aged 14-17 and</b>					

<b>Income \$125,000 to \$149,999</b>	25,585	39,520	49,687	54.47	25.73
<b>Families with one or more children aged 0-4 and Income \$150,000 to \$199,999</b>	32,602	45,841	53,830	40.61	17.43
<b>Families with one or more children aged 5-9 and Income \$150,000 to \$199,999</b>	34,368	44,856	49,464	30.52	10.27
<b>Families with one or more children aged 10-13 and Income \$150,000 to \$199,999</b>	26,236	35,826	41,640	36.55	16.23
<b>Families with one or more children aged 14-17 and Income \$150,000 to \$199,999</b>	25,047	34,351	39,659	37.15	15.45
<b>Families with one or more children aged 0-4 and Income \$200,000 to \$349,999</b>	20,848	36,817	46,255	76.60	25.63
<b>Families with one or more children aged 5-9 and Income \$200,000 to \$349,999</b>	21,977	36,026	42,503	63.93	17.98
<b>Families with one or more children aged 10-13 and Income \$200,000 to \$349,999</b>	16,777	28,774	35,780	71.51	24.35
<b>Families with one or more children aged 14-17 and Income \$200,000 to \$349,999</b>	16,017	27,589	34,078	72.25	23.52
<b>Families with one or more children aged 0-4 and Income \$350,000 and over</b>	16,452	28,859	37,133	75.41	28.67
<b>Families with one or more children aged 5-9 and Income \$350,000 and over</b>	17,343	28,239	34,121	62.83	20.83
<b>Families with one or more children aged 10-13 and Income \$350,000 and over</b>	13,240	22,554	28,724	70.35	27.36
<b>Families with one or more children aged 14-17 and Income \$350,000 and over</b>	12,640	21,626	27,358	71.09	26.51
<b>Households by Home Value</b>					
<b>Housing, Owner Households Valued Less than \$250,000</b>	2,173,019	1,419,839	1,164,331	-34.66	-18.00
<b>Housing, Owner Households Valued \$250,000- \$299,999</b>	401,160	698,213	625,679	74.05	-10.39
<b>Housing, Owner Households Valued \$300,000- \$399,999</b>	384,764	379,010	458,875	-1.50	21.07
<b>Housing, Owner Households Valued \$400,000- \$499,999</b>	173,559	567,200	618,836	226.81	9.10
<b>Housing, Owner Households Valued \$500,000- \$749,999</b>	147,254	208,685	282,934	41.72	35.58
<b>Housing, Owner Households Valued \$750,000- \$999,999</b>	53,130	227,979	286,345	329.10	25.60
<b>Housing, Owner Households Valued More than \$1,000,000</b>	62,040	110,149	142,632	77.55	29.49
<b>Households by Length of Residence</b>					
<b>Length of Residence Less than 2 Years</b>	277,049	1,349,954	1,911,811	387.26	41.62
<b>Length of Residence 3 to 5 Years</b>	415,573	2,024,931	2,867,717	387.26	41.62
<b>Length of Residence 6 to 10 Years</b>	1,658,409	1,864,877	1,931,686	12.45	3.58
<b>Length of Residence More than 10 Years</b>	4,325,932	1,845,591	428,151	-57.34	-76.80

<b>Households by Race and Income</b>					
<b>White Households by Income</b>					
<b>White Households with Income Less than \$25,000</b>	942,035	700,663	548,799	-25.62	-21.67
<b>White Households with Income \$25,000 to \$49,999</b>	970,282	741,646	598,895	-23.56	-19.25
<b>White Households with Income \$50,000 to \$74,999</b>	837,189	692,631	588,754	-17.27	-15.00
<b>White Households with Income \$75,000 to \$99,999</b>	588,131	615,507	614,808	4.65	-0.11
<b>White Households with Income \$100,000 to \$124,999</b>	386,546	475,485	518,420	23.01	9.03
<b>White Households with Income \$125,000 to \$149,999</b>	220,730	357,901	425,673	62.14	18.94
<b>White Households with Income \$150,000 to \$199,999</b>	224,112	317,070	354,964	41.48	11.95
<b>White Households with Income \$200,000 and Over</b>	272,002	481,502	576,906	77.02	19.81
<b>Black Households by Income</b>					
<b>Black Households with Income Less than \$25,000</b>	432,698	387,356	370,288	-10.48	-4.41
<b>Black Households with Income \$25,000 to \$49,999</b>	318,170	292,924	284,494	-7.93	-2.88
<b>Black Households with Income \$50,000 to \$74,999</b>	193,262	206,615	216,343	6.91	4.71
<b>Black Households with Income \$75,000 to \$99,999</b>	101,775	143,452	170,870	40.95	19.11
<b>Black Households with Income \$100,000 to \$124,999</b>	50,623	86,339	109,382	70.55	26.69
<b>Black Households with Income \$125,000 to \$149,999</b>	24,160	49,217	64,077	103.71	30.19
<b>Black Households with Income \$150,000 to \$199,999</b>	17,392	33,210	38,742	90.95	16.66
<b>Black Households with Income \$200,000 and Over</b>	13,042	29,056	37,364	122.79	28.59
<b>Asian Households by Income</b>					
<b>Asian Households with Income Less than \$25,000</b>	97,387	105,443	84,490	8.27	-19.87
<b>Asian Households with Income \$25,000 to \$49,999</b>	97,736	107,737	90,821	10.23	-15.70
<b>Asian Households with Income \$50,000 to \$74,999</b>	79,092	93,124	84,155	17.74	-9.63
<b>Asian Households with Income \$75,000 to \$99,999</b>	51,329	69,451	91,365	35.31	31.55
<b>Asian Households with Income \$100,000 to \$124,999</b>	33,165	48,733	69,608	46.94	42.84
<b>Asian Households with Income \$125,000 to \$149,999</b>	19,387	32,456	51,606	67.41	59.00
<b>Asian Households with Income \$150,000 to \$199,999</b>	19,590	31,861	39,066	62.64	22.61
<b>Asian Households with Income \$200,000 and Over</b>	17,916	36,597	62,014	104.27	69.45
<b>Other Households by Income</b>					
<b>Other Households with Income Less than \$25,000</b>	263,134	349,323	314,875	32.75	-9.86
<b>Other Households with Income \$25,000 to \$49,999</b>	197,230	269,617	259,649	36.70	-3.70
<b>Other Households with Income \$50,000 to \$74,999</b>	111,277	162,072	183,881	45.65	13.46
<b>Other Households with Income \$75,000 to \$99,999</b>	51,686	84,188	131,745	62.88	56.49

Other Households with Income \$100,000 to \$124,999	22,606	40,386	76,749	78.65	90.04
Other Households with Income \$125,000 to \$149,999	9,768	18,870	38,998	93.18	106.67
Other Households with Income \$150,000 to \$199,999	7,239	13,091	19,114	80.84	46.01
Other Households with Income \$200,000 and Over	6,272	11,830	22,451	88.62	89.78
Households by Ethnicity and Income					
Hispanic Households by Income					
Hispanic Households with Income Less than \$25,000	401,692	500,483	505,009	24.59	0.90
Hispanic Households with Income \$25,000 to \$49,999	296,901	382,387	402,834	28.79	5.35
Hispanic Households with Income \$50,000 to \$74,999	174,081	252,290	294,480	44.93	16.72
Hispanic Households with Income \$75,000 to \$99,999	83,561	158,679	222,266	89.90	40.07
Hispanic Households with Income \$100,000 to \$124,999	38,273	84,698	130,254	121.30	53.79
Hispanic Households with Income \$125,000 to \$149,999	17,443	44,377	69,272	154.41	56.10
Hispanic Households with Income \$150,000 to \$199,999	13,078	29,147	36,689	122.87	25.88
Hispanic Households with Income \$200,000 and Over	10,752	27,273	40,703	153.66	49.24
White Non-Hispanic Households by Income					
White Non-Hispanic Households with Income Less than \$25,000	776,774	566,022	433,890	-27.13	-23.34
White Non-Hispanic Households with Income \$25,000 to \$49,999	847,364	631,129	495,976	-25.52	-21.41
White Non-Hispanic Households with Income \$50,000 to \$74,999	760,673	605,583	500,915	-20.39	-17.28
White Non-Hispanic Households with Income \$75,000 to \$99,999	547,364	540,337	528,232	-1.28	-2.24
White Non-Hispanic Households with Income \$100,000 to \$124,999	365,019	421,598	454,617	15.50	7.83
White Non-Hispanic Households with Income \$125,000 to \$149,999	209,569	317,992	379,336	51.74	19.29
White Non-Hispanic Households with Income \$150,000 to \$199,999	214,749	287,275	322,581	33.77	12.29
White Non-Hispanic Households with Income \$200,000 and Over	263,523	440,244	531,494	67.06	20.73

**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.

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