

THE NAIS DEMOGRAPHIC CENTER

2009 Metropolitan Area Reports

CBSA¹: Philadelphia-Camden-Wilmington, PA-NJ-DE-MD²

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 Philadelphia-Camden-Wilmington reported a decrease in the number of households with children of school age from 753,326 to 732,554 (2.76 percent). Furthermore, their numbers are expected to grow by 3.23 percent during the next five years, totaling 756,228 in 2014.
2. The school age population group is also expected to decrease through 2014. After recording a growth rate of 2.10 percent during the period 2000-2009, the school population age 0 to 17 years is projected to decrease slightly by 0.50 percent from 1,473,563 in 2009 to 1,466,205 in 2014.
3. By gender, the female school population is expected to decrease (0.91 percent) by the year 2014, from 710,739 to 704,262, while the male school population is predicted to decrease by 0.12 percent, from 762,824 in 2009 to 761,943 in 2014.

Number of Children

4. By age and gender, the only declines are projected in the number of girls age five to nine years, from 193,084 in 2009 to 183,480 in 2014 (4.97 percent), and boys in the same age group, from 209,716 in 2009 to 203,062 in 2014 (3.17 percent). In contrast, the largest growth rate is expected for boys younger than five years of age, from 204,236 in 2009 to 210,849 in 2014 (3.24 percent), followed by girls in the same age group from 191,616 in 2009 to 196,832 in 2014 (2.72 percent).
5. In absolute numbers, the largest group in 2009 was children between five and nine years old, at 402,800, followed by children younger than five years old, at 395,852. While the first group recorded the highest percent increase during 2000-2009, at 7.27 percent, it is predicted to continue growing a rate of 2.99 percent, reaching 407,681 by 2014.

¹ CBSAs are Core Based Statistical Areas, a new census geographic area stemming from the results of the Census 2000. CBSAs combine both Metropolitan Areas (formerly MSAs) and new Micropolitan Areas.

² This CBSA includes the following counties: New Castle, DE 10003; Cecil, MD 24015; Burlington, NJ 34005; Camden, NJ 34007; Gloucester, NJ 34015; Salem, NJ 34033; Bucks, PA 42017; Chester, PA 42029; Delaware, PA 42045; Montgomery, PA 42091; and, Philadelphia, PA 42101.

6. Given the previous findings, the kindergarten population and the population in grades one to four are expected to decrease by 0.97 percent each between 2009 and 2014, while nursery or preschool is expected to grow by 5.51 percent (from 129,142 in 2009 to 136,258 in 2014). When broken down by gender, the number of girls and boys attending nursery or preschool are projected to rise by 5.24 percent and 5.76 percent, respectively, during the period 2009-2014.

Enrollment in Private Schools

7. The population enrolled in private schools grew by 14 percent during 2000-2009; however, this growth rate is expected to increase slightly by 1.20 percent in 2014 (from 325,152 in 2009 to 329,060 in 2014). Likewise, while total public school enrollment grew during 2000-2009 by 10.16 percent (in spite of the fall of public preprimary by 8.90 percent during the same period), it is projected to continue growing at a rate of 1.94 percent, between 2009 and 2014.
8. By gender during 2009-2014, male preprimary enrollment in private schools is anticipated to grow by 7.77 percent (from 44,196 in 2009 to 47,631 in 2014); while the female preprimary enrollment is expected grow by 7.23 percent (from 41,465 in 2009 to 44,464 in 2014). Further, the anticipated male and female enrollment growth rates for elementary and high school are declines of 0.61 percent and 1.53 percent, respectively.

Population by Race and Ethnicity

9. By race and ethnicity, the principal changes in the Philadelphia-Camden-Wilmington are the declining growth rates of the white population, while Hispanics, Asians, and 'Other'³ population,' have increased during the years 2000-2009 at 30.99 percent, 25.41 percent, and 23.79 percent, respectively.
10. While the white population still represents over 69 percent of the total population, it is expected to decrease slightly from 4,177,884 in 2009 to 4,166,402 in 2014 (0.27 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 298,684 in 2009 to 346,351 in 2014 (15.96 percent).

Numbers of Affluent Families

11. The number of families with school age children and incomes of at least \$100,000 per year is predicted to increase throughout 2014. In particular, families with children younger than five years old and incomes between \$125,000 and \$149,999 per year are expected to increase from 17,239 in 2009 to 23,211 in 2014 (34.64 percent), followed by families with children in the same age group with incomes over \$350,000 per year, who are expected to increase from 6,479 in 2009 to 8,701 in 2014 (34.30 percent).

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

12. The number of African American households with incomes of at least \$100,000 per year is projected to continue growing through 2014. In particular, households with annual incomes between \$100,000 and \$124,999 per year are projected to record an increase of 33.89 percent, from 28,004 in 2009 to 37,495 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 over \$200,000 per year at 72.83 percent, from 3,621 in 2009 to 6,258 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 1,641 in 2009 to 3,403 in 2014 (107.37 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 \$100,000 and \$124,999 per year are projected to soar from 5,582 in 2009 to 8,721 in 2014 (56.23 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 583.97 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 35,224 in 2009 to 51,192 in 2014 (45.33 percent).

Population with Higher Education

16. The number of people older than 25 years of age who hold college degrees in the Philadelphia-Camden-Wilmington area increased by 13.38 percent, from 643,392 in 2000 to 729,484 in 2009. This number is expected to grow by 2014 (5.28 percent increase). A similar pattern is observed for people older than 25 years old who hold graduate degrees. Their numbers increased from 392,985 in 2000 to 430,505 in 2009 (9.55 percent), and it is forecasted that their numbers will grow by 3.72 percent by the year 2014.

Strategic Considerations for Schools

Given the findings of this report, independent schools in the Philadelphia-Camden-Wilmington 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: Philadelphia-Camden-Wilmington, PA-NJ-DE-MD

CBSA Code: 37980

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

State Name: Pennsylvania

Dominant Profile: SUB_BUS

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Description	2000	2009	2014	% Growth (2000- 2009)	% Growth Forecast (2009- 2014)
Total Population and Households					
Population	5,687,147	5,851,001	5,960,349	2.88	1.87
Households	2,134,404	2,277,572	2,319,696	6.71	1.85
Households with School Age Population					
Households with Children Age 0 to 17 Years	753,326	732,554	756,228	-2.76	3.23
Percent of Households with Children Age 0 to 17 Years	35.29	32.16	32.60	-8.87	1.37
School Age Population					
Population Age 0 to 17 Years	1,443,301	1,473,563	1,466,205	2.10	-0.50
Population Age 0 to 4 Years	369,018	395,852	407,681	7.27	2.99
Population Age 5 to 9 Years	413,778	402,800	386,542	-2.65	-4.04
Population Age 10 to 13 Years	338,212	345,600	344,923	2.18	-0.20
Population Age 14 to 17 Years	322,293	329,311	327,059	2.18	-0.68
School Age Population by Gender					
Male Population Age 0 to 17 Years	738,945	762,824	761,943	3.23	-0.12
Female Population Age 0 to 17 Years	704,356	710,739	704,262	0.91	-0.91
Male School Age Population by Age					
Male Population Age 0 to 4 Years	188,387	204,236	210,849	8.41	3.24
Male Population Age 5 to 9 Years	211,486	209,716	203,062	-0.84	-3.17
Male Population Age 10 to 13 Years	173,548	178,302	178,251	2.74	-0.03
Male Population Age 14 to 17 Years	165,524	170,570	169,781	3.05	-0.46
Female School Age Population by Age					
Female Population Age 0 to 4 Years	180,631	191,616	196,832	6.08	2.72
Female Population Age 5 to 9 Years	202,292	193,084	183,480	-4.55	-4.97

Female Population Age 10 to 13 Years	164,664	167,298	166,672	1.60	-0.37
Female Population Age 14 to 17 Years	156,769	158,741	157,278	1.26	-0.92
Population in School					
Nursery or Preschool	115,125	129,142	136,258	12.18	5.51
Kindergarten	84,202	90,689	89,813	7.70	-0.97
Grades 1 to 4	336,808	362,757	359,254	7.70	-0.97
Grades 5 to 8	344,123	389,055	400,716	13.06	3.00
Grades 9 to 12	327,926	370,718	379,962	13.05	2.49
Population in School by Gender					
Male Enrolled in School	618,953	695,453	710,708	12.36	2.19
Female Enrolled in School	589,231	646,908	655,296	9.79	1.30
Male Population in School by Grade					
Male Nursery or Preschool	58,772	66,630	70,471	13.37	5.76
Male Kindergarten	43,036	47,217	47,182	9.72	-0.07
Male Grades 1 to 4	172,146	188,868	188,727	9.71	-0.07
Male Grades 5 to 8	176,581	200,721	207,084	13.67	3.17
Male Grades 9 to 12	168,417	192,017	197,244	14.01	2.72
Female Population in School by Grade					
Female Nursery or Preschool	56,353	62,512	65,787	10.93	5.24
Female Kindergarten	41,166	43,472	42,632	5.60	-1.93
Female Grades 1 to 4	164,662	173,889	170,527	5.60	-1.93
Female Grades 5 to 8	167,542	188,334	193,632	12.41	2.81
Female Grades 9 to 12	159,509	178,700	182,719	12.03	2.25
Population in School					
Education, Total Enrollment (Pop 3+)	1,208,184	1,342,361	1,366,004	11.11	1.76
Education, Not Enrolled in School (Pop 3+)	3,896,224	3,921,760	3,995,093	0.66	1.87
Population in Public vs Private School					
Education, Enrolled Private Schools (Pop 3+)	284,803	325,152	329,060	14.17	1.20
Education, Enrolled Private Preprimary (Pop 3+)	67,398	85,661	92,095	27.10	7.51
Education, Enrolled Private Elementary or High School (Pop 3+)	217,405	239,491	236,965	10.16	-1.05
Education, Enrolled Public Schools (Pop 3+)	923,381	1,017,209	1,036,944	10.16	1.94
Education, Enrolled Public Preprimary (Pop 3+)	47,727	43,481	44,163	-8.90	1.57

Education, Enrolled Public Elementary or High School (Pop 3+)	875,654	973,728	992,781	11.20	1.96
Population in Public vs Private School by Gender					
Male Population in Public vs Private School					
Male Education, Enrolled Private Schools (Pop 3+)	145,825	168,326	171,001	15.43	1.59
Male Education, Enrolled Private Preprimary (Pop 3+)	34,407	44,196	47,631	28.45	7.77
Male Education, Enrolled Private Elementary or High School (Pop 3+)	111,418	124,130	123,370	11.41	-0.61
Male Education, Enrolled Public Schools (Pop 3+)	473,128	527,126	539,707	11.41	2.39
Male Education, Enrolled Public Preprimary (Pop 3+)	24,365	22,434	22,841	-7.93	1.81
Male Education, Enrolled Public Elementary or High School (Pop 3+)	448,763	504,693	516,867	12.46	2.41
Female Population in Public vs Private School					
Female Education, Enrolled Private Schools (Pop 3+)	138,978	156,826	158,059	12.84	0.79
Female Education, Enrolled Private Preprimary (Pop 3+)	32,991	41,465	44,464	25.69	7.23
Female Education, Enrolled Private Elementary or High School (Pop 3+)	105,987	115,361	113,595	8.84	-1.53
Female Education, Enrolled Public Schools (Pop 3+)	450,253	490,083	497,237	8.85	1.46
Female Education, Enrolled Public Preprimary (Pop 3+)	23,362	21,047	21,322	-9.91	1.31
Female Education, Enrolled Public Elementary or High School (Pop 3+)	426,891	469,035	475,914	9.87	1.47
Population by Race					
White Population, Alone	4,126,232	4,177,884	4,166,402	1.25	-0.27
Black Population, Alone	1,131,549	1,138,568	1,189,339	0.62	4.46
Asian Population, Alone	188,078	235,865	258,257	25.41	9.49
Other Population	241,288	298,684	346,351	23.79	15.96
Population by Ethnicity					
Hispanic Population	286,205	374,906	420,918	30.99	12.27
White Non-Hispanic Population	4,016,396	4,018,980	3,989,454	0.06	-0.73
Population by Race As Percent of Total Population					
Percent of White Population, Alone	72.55	71.40	69.90	-1.59	-2.10
Percent of Black Population, Alone	19.90	19.46	19.95	-2.21	2.52
Percent of Asian Population, Alone	3.31	4.03	4.33	21.75	7.44
Percent of Other Population	4.24	5.10	5.81	20.28	13.92

Population by Ethnicity As Percent of Total Population					
Percent of Hispanic Population	5.03	6.41	7.06	27.44	10.14
Percent of White Non-Hispanic Population	70.62	68.69	66.93	-2.73	-2.56
Educational Attainment					
Education Attainment, College (Pop 25+)	643,392	729,484	767,972	13.38	5.28
Education Attainment, Graduate Degree (Pop 25+)	392,985	430,505	446,512	9.55	3.72
Household Income					
Household Income, Median (\$)	48,495	64,703	75,708	33.42	17.01
Household Income, Average (\$)	62,815	84,275	102,704	34.16	21.87
Households by Income					
Households with Income Less than \$25,000	532,449	418,192	348,870	-21.46	-16.58
Households with Income \$25,000 to \$49,999	567,608	477,865	413,812	-15.81	-13.40
Households with Income \$50,000 to \$74,999	431,865	412,724	386,467	-4.43	-6.36
Households with Income \$75,000 to \$99,999	263,641	339,080	377,635	28.61	11.37
Households with Income \$100,000 to \$124,999	143,334	239,014	293,441	66.75	22.77
Households with Income \$125,000 to \$149,999	72,220	150,483	196,061	108.37	30.29
Households with Income \$150,000 to \$199,999	62,168	111,912	137,811	80.02	23.14
Households with Income \$200,000 and Over	61,119	128,302	165,599	109.92	29.07
Families by Age of Children and Income					
Families with one or more children aged 0-4 and Income \$100,000 to \$124,999	16,656	26,842	33,671	61.16	25.44
Families with one or more children aged 5-9 and Income \$100,000 to \$124,999	18,677	27,313	31,925	46.24	16.89
Families with one or more children aged 10-13 and Income \$100,000 to \$124,999	15,266	23,434	28,488	53.50	21.57
Families with one or more children aged 14-17 and Income \$100,000 to \$124,999	14,547	22,330	27,012	53.50	20.97
Families with one or more children aged 0-4 and Income \$125,000 to \$149,999	8,401	17,239	23,211	105.20	34.64
Families with one or more children aged 5-9 and Income \$125,000 to \$149,999	9,420	17,542	22,007	86.22	25.45
Families with one or more children aged 10-13 and Income \$125,000 to \$149,999	7,700	15,051	19,638	95.47	30.48
Families with one or more children aged 14-17 and Income \$125,000 to \$149,999	7,337	14,341	18,621	95.46	29.84
Families with one or more children aged 0-4 and Income \$150,000 to \$199,999	7,290	12,792	16,363	75.47	27.92
Families with one or more children aged 5-9 and					

Income \$150,000 to \$199,999	8,174	13,016	15,514	59.24	19.19
Families with one or more children aged 10-13 and Income \$150,000 to \$199,999	6,681	11,168	13,844	67.16	23.96
Families with one or more children aged 14-17 and Income \$150,000 to \$199,999	6,367	10,642	13,127	67.14	23.35
Families with one or more children aged 0-4 and Income \$200,000 to \$349,999	4,019	8,363	11,114	108.09	32.89
Families with one or more children aged 5-9 and Income \$200,000 to \$349,999	4,506	8,509	10,537	88.84	23.83
Families with one or more children aged 10-13 and Income \$200,000 to \$349,999	3,683	7,301	9,403	98.24	28.79
Families with one or more children aged 14-17 and Income \$200,000 to \$349,999	3,510	6,957	8,916	98.21	28.16
Families with one or more children aged 0-4 and Income \$350,000 and over	3,106	6,479	8,701	108.60	34.30
Families with one or more children aged 5-9 and Income \$350,000 and over	3,483	6,593	8,250	89.29	25.13
Families with one or more children aged 10-13 and Income \$350,000 and over	2,847	5,656	7,362	98.67	30.16
Families with one or more children aged 14-17 and Income \$350,000 and over	2,713	5,390	6,981	98.67	29.52
Households by Home Value					
Housing, Owner Households Valued Less than \$250,000	1,327,718	1,193,470	1,111,083	-10.11	-6.90
Housing, Owner Households Valued \$250,000-\$299,999	63,929	162,869	173,930	154.77	6.79
Housing, Owner Households Valued \$300,000-\$399,999	54,173	73,071	107,664	34.88	47.34
Housing, Owner Households Valued \$400,000-\$499,999	21,403	98,560	118,362	360.50	20.09
Housing, Owner Households Valued \$500,000-\$749,999	17,811	35,224	51,192	97.77	45.33
Housing, Owner Households Valued \$750,000-\$999,999	5,684	38,877	50,830	583.97	30.75
Housing, Owner Households Valued More than \$1,000,000	5,373	16,213	22,833	201.75	40.83
Households by Length of Residence					
Length of Residence Less than 2 Years	95,273	433,840	616,018	355.37	41.99
Length of Residence 3 to 5 Years	142,910	650,760	924,027	355.36	41.99
Length of Residence 6 to 10 Years	507,465	587,514	621,946	15.77	5.86
Length of Residence More than 10 Years	1,388,756	605,459	157,705	-56.40	-73.95
Households by Race and Income					
White Households by Income					
White Households with Income Less than \$25,000	325,308	235,141	181,460	-27.72	-22.83
White Households with Income \$25,000 to \$49,999	409,601	319,584	260,363	-21.98	-18.53
White Households with Income \$50,000 to \$74,999	344,239	305,247	270,549	-11.33	-11.37

White Households with Income \$75,000 to \$99,999	223,364	269,790	284,241	20.78	5.36
White Households with Income \$100,000 to \$124,999	126,380	200,854	237,947	58.93	18.47
White Households with Income \$125,000 to \$149,999	64,293	131,554	168,879	104.62	28.37
White Households with Income \$150,000 to \$199,999	56,629	99,903	122,813	76.42	22.93
White Households with Income \$200,000 and Over	56,005	116,891	148,779	108.72	27.28
Black Households by Income					
Black Households with Income Less than \$25,000	164,393	133,063	123,874	-19.06	-6.91
Black Households with Income \$25,000 to \$49,999	121,493	112,196	111,014	-7.65	-1.05
Black Households with Income \$50,000 to \$74,999	64,744	74,524	80,447	15.11	7.95
Black Households with Income \$75,000 to \$99,999	29,853	50,216	61,541	68.21	22.55
Black Households with Income \$100,000 to \$124,999	11,602	28,004	37,495	141.37	33.89
Black Households with Income \$125,000 to \$149,999	5,010	13,006	17,412	159.60	33.88
Black Households with Income \$150,000 to \$199,999	3,255	7,097	8,588	118.03	21.01
Black Households with Income \$200,000 and Over	3,148	6,824	8,650	116.77	26.76
Asian Households by Income					
Asian Households with Income Less than \$25,000	14,943	16,177	13,511	8.26	-16.48
Asian Households with Income \$25,000 to \$49,999	15,332	16,901	14,843	10.23	-12.18
Asian Households with Income \$50,000 to \$74,999	11,563	14,896	13,745	28.82	-7.73
Asian Households with Income \$75,000 to \$99,999	6,438	10,632	16,189	65.14	52.27
Asian Households with Income \$100,000 to \$124,999	3,631	6,567	10,701	80.86	62.95
Asian Households with Income \$125,000 to \$149,999	2,188	4,282	6,367	95.70	48.69
Asian Households with Income \$150,000 to \$199,999	1,754	3,780	4,866	115.51	28.73
Asian Households with Income \$200,000 and Over	1,517	3,621	6,258	138.69	72.83
Other Households by Income					
Other Households with Income Less than \$25,000	27,805	33,811	30,025	21.60	-11.20
Other Households with Income \$25,000 to \$49,999	21,182	29,184	27,592	37.78	-5.46
Other Households with Income \$50,000 to \$74,999	11,319	18,057	21,726	59.53	20.32
Other Households with Income \$75,000 to \$99,999	3,986	8,442	15,664	111.79	85.55
Other Households with Income \$100,000 to \$124,999	1,721	3,589	7,298	108.54	103.34
Other Households with Income \$125,000 to \$149,999	729	1,641	3,403	125.10	107.37
Other Households with Income \$150,000 to \$199,999	530	1,132	1,544	113.58	36.40
Other Households with Income \$200,000 and Over	449	966	1,912	115.14	97.93
Households by Ethnicity and Income					

Hispanic Households by Income					
Hispanic Households with Income Less than \$25,000	33,112	36,096	35,519	9.01	-1.60
Hispanic Households with Income \$25,000 to \$49,999	23,551	28,699	30,416	21.86	5.98
Hispanic Households with Income \$50,000 to \$74,999	12,921	19,285	22,908	49.25	18.79
Hispanic Households with Income \$75,000 to \$99,999	5,112	11,833	17,582	131.47	48.58
Hispanic Households with Income \$100,000 to \$124,999	2,093	5,582	8,721	166.70	56.23
Hispanic Households with Income \$125,000 to \$149,999	888	2,616	3,776	194.59	44.34
Hispanic Households with Income \$150,000 to \$199,999	644	1,575	1,865	144.57	18.41
Hispanic Households with Income \$200,000 and Over	540	1,451	2,131	168.70	46.86
White Non-Hispanic Households by Income					
White Non-Hispanic Households with Income Less than \$25,000	313,670	225,534	172,322	-28.10	-23.59
White Non-Hispanic Households with Income \$25,000 to \$49,999	401,397	310,521	250,164	-22.64	-19.44
White Non-Hispanic Households with Income \$50,000 to \$74,999	338,987	297,538	261,548	-12.23	-12.10
White Non-Hispanic Households with Income \$75,000 to \$99,999	220,552	260,855	273,438	18.27	4.82
White Non-Hispanic Households with Income \$100,000 to \$124,999	124,852	192,705	229,115	54.35	18.89
White Non-Hispanic Households with Income \$125,000 to \$149,999	63,576	125,482	162,580	97.37	29.56
White Non-Hispanic Households with Income \$150,000 to \$199,999	56,033	95,741	118,841	70.87	24.13
White Non-Hispanic Households with Income \$200,000 and Over	55,469	111,621	144,346	101.23	29.32

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.