

THE NAIS DEMOGRAPHIC CENTER

2009 Metropolitan Area Reports

CBSA¹: San Francisco-Oakland-Fremont, CA²

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 San Francisco-Oakland-Fremont reported a decrease in the number of households with children of school age from 499,230 to 479,988 (3.85 percent). Furthermore, their numbers are expected to grow by 3.93 percent during the next five years, totaling 498,872 in 2014.
2. The school age population group is also expected to remain almost the same through 2014. After recording a growth rate of 2.54 percent during the period 2000-2009, the school population age 0 to 17 years is projected to drop slightly by 0.07 percent from 955,127 in 2009 to 954,412 in 2014.
3. By gender, the female school population is expected to decrease slightly (0.91 percent) by the year 2014, from 459,112 to 454,953, while the male school population is predicted to grow slightly by 0.26 percent, from 496,015 in 2009 to 497,303 in 2014.

Number of Children

4. By age and gender, significant declines are projected in the number of girls age five to nine years, from 129,450 in 2009 to 124,099 in 2014 (4.13 percent), and boys in the same age group, from 140,102 in 2009 to 136,609 in 2014 (2.49 percent). In contrast, the largest growth rate is expected for boys younger than five years of age, from 141,768 in 2009 to 146,990 in 2014 (3.68 percent), followed by girls in the same age group from 130,197 in 2009 to 132,795 in 2014 (2.00 percent).
5. In absolute numbers, the largest group in 2009 was children younger than five years old, at 271,965, followed by children between five and nine years old, at 269,552. While the first group recorded the highest percent increase during 2000-2009, at 6.69

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: Alameda, CA 06001; Contra Costa, CA 06013; Marin, CA 06041; San Francisco, CA 06075; and San Mateo, CA 06081.

percent, they are predicted to continue growing at a rate of 2.88 percent, reaching 279,785 by 2014.

6. Given the previous findings, the kindergarten population and the population in grades one to four are expected to increase by 0.46 percent each between 2009 and 2014, while nursery or preschool is expected to grow by 5.74 percent (from 79,457 in 2009 to 84,014 in 2014). When broken down by gender, the number of girls and boys attending nursery or preschool are projected to rise by 4.83 percent and 6.56 percent, respectively, during the period 2009-2014.

Enrollment in Private Schools

7. The population enrolled in private schools grew by more than 15 percent during 2000-2009; however, this growth rate is expected to increase slightly by 1.72 percent in 2014 (from 167,218 in 2009 to 170,101 in 2014). This increase will be mainly due to the decreasing enrollment in private elementary and high school by 2014 (0.90 percent). Likewise, while total public school enrollment grew during 2000-2009 by 12.29 percent (in spite of the fall of public preprimary by 7.22 percent during the same period), it is projected to continue growing at a lower rate of 2.26 percent, between 2009 and 2014.
8. By gender during 2009-2014, male preprimary enrollment in private schools is anticipated to grow by 8.46 percent (from 26,871 in 2009 to 29,145 in 2014); while the female preprimary enrollment is expected grow by 6.70 percent (from 24,677 in 2009 to 26,330 in 2014). Further, the anticipated male and female enrollment change rates for elementary and high school are decreases of 0.45 percent and 1.40 percent, respectively.

Population by Race and Ethnicity

9. By race and ethnicity, the principal changes in the San Francisco-Oakland-Fremont area are the declining growth rates of the white population, while Hispanics, Asians, and 'Other'³ population, have increased during the years 2000-2009 at 14.38 percent, 5.61 percent, and 17.05 percent, respectively.
10. While the white population still represents 51 percent of the total population, it is expected to decrease, from 2,183,181 in 2009 to 2,081,339 in 2014 (4.66 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 958,635 in 2009 to 1,096,525 in 2014 (14.38 percent).

Numbers of Affluent Families

11. The number of families with school age children and incomes of at least \$100,000 per year is predicted to increase throughout 2014. In particular, families with children younger than five years old and incomes over \$350,000 per year are expected to

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.

increase from 8,190 in 2009 to 10,948 in 2014 (33.68 percent), followed by families with children in the same age group but with incomes between \$200,000 and \$349,999 per year, who are expected to increase from 10,798 in 2009 to 14,375 in 2014 (33.13 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 \$100,000 and \$124,999 per year are projected to record an increase of 33.29 percent, from 13,083 in 2009 to 17,438 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 \$149,999 per year at 54.72 percent, from 24,978 in 2009 to 38,645 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 over \$200,000 per year, who are expected to increase their numbers from 6,387 in 2009 to 12,869 in 2014 (101.49 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 14,665 in 2009 to 22,404 in 2014 (52.77 percent).
15. In general, the number of households with homes valued over \$500,000 reported decreasing numbers during the period 2000-2009. In particular, the number of households with homes valued between \$750,000 and \$999,999 increased by 232.44 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 122,424 in 2009 to 140,507 in 2014 (14.77 percent).

Population with Higher Education

16. The number of people older than 25 years of age who hold college degrees in the San Francisco-Oakland-Fremont area increased by 10.04 percent, from 689,942 in 2000 to 759,228 in 2009. This number is expected to grow by 2014 (4.36 percent increase). A similar pattern is observed for people older than 25 years old who hold graduate degrees. Their numbers increased from 412,326 in 2000 to 436,343 in 2009 (5.82 percent), and it is forecasted that their numbers will grow by 2.59 percent by the year 2014.

Strategic Considerations for Schools

Given the findings of this report, independent schools in the San Francisco-Oakland-Fremont 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: San Francisco-Oakland-Fremont, CA

CBSA Code: 41860

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

State Name: California

Dominant Profile: SUB_BUS

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Description	2000	2009	2014	% Growth (2000-2009)	% Growth Forecast (2009-2014)
Total Population and Households					
Population	4,123,740	4,283,234	4,387,407	3.87	2.43
Households	1,551,948	1,644,727	1,686,931	5.98	2.57
Households with School Age Population					
Households with Children Age 0 to 17 Years	499,230	479,988	498,872	-3.85	3.93
Percent of Households with Children Age 0 to 17 Years	32.17	29.18	29.57	-9.29	1.34
School Age Population					
Population Age 0 to 17 Years	931,453	955,127	954,412	2.54	-0.07
Population Age 0 to 4 Years	254,909	271,965	279,785	6.69	2.88
Population Age 5 to 9 Years	270,511	269,552	260,708	-0.35	-3.28
Population Age 10 to 13 Years	206,507	210,521	209,364	1.94	-0.55
Population Age 14 to 17 Years	199,526	203,089	202,399	1.79	-0.34
School Age Population by Gender					
Male Population Age 0 to 17 Years	477,317	496,015	497,303	3.92	0.26
Female Population Age 0 to 17 Years	454,136	459,112	454,953	1.10	-0.91
Male School Age Population by Age					
Male Population Age 0 to 4 Years	130,346	141,768	146,990	8.76	3.68
Male Population Age 5 to 9 Years	138,433	140,102	136,609	1.21	-2.49
Male Population Age 10 to 13 Years	105,975	108,717	108,350	2.59	-0.34
Male Population Age 14 to 17 Years	102,563	105,428	105,354	2.79	-0.07
Female School Age Population by Age					
Female Population Age 0 to 4 Years	124,563	130,197	132,795	4.52	2.00
Female Population Age 5 to 9 Years	132,078	129,450	124,099	-1.99	-4.13

Female Population Age 10 to 13 Years	100,532	101,804	101,014	1.27	-0.78
Female Population Age 14 to 17 Years	96,963	97,661	97,045	0.72	-0.63
Population in School					
Nursery or Preschool	70,783	79,457	84,014	12.25	5.74
Kindergarten	55,922	62,296	62,583	11.40	0.46
Grades 1 to 4	223,688	249,184	250,330	11.40	0.46
Grades 5 to 8	213,454	243,266	251,288	13.97	3.30
Grades 9 to 12	206,238	234,679	242,928	13.79	3.52
Population in School by Gender					
Male Enrolled in School	394,837	450,767	464,599	14.17	3.07
Female Enrolled in School	375,248	418,115	426,544	11.42	2.02
Male Population in School by Grade					
Male Nursery or Preschool	36,194	41,419	44,138	14.44	6.56
Male Kindergarten	28,618	32,379	32,793	13.14	1.28
Male Grades 1 to 4	114,472	129,515	131,171	13.14	1.28
Male Grades 5 to 8	109,540	125,627	130,046	14.69	3.52
Male Grades 9 to 12	106,013	121,827	126,451	14.92	3.80
Female Population in School by Grade					
Female Nursery or Preschool	34,589	38,038	39,876	9.97	4.83
Female Kindergarten	27,304	29,917	29,790	9.57	-0.42
Female Grades 1 to 4	109,217	119,668	119,159	9.57	-0.43
Female Grades 5 to 8	103,914	117,639	121,242	13.21	3.06
Female Grades 9 to 12	100,225	112,852	116,477	12.60	3.21
Population in School					
Education, Total Enrollment (Pop 3+)	770,085	868,882	891,143	12.83	2.56
Education, Not Enrolled in School (Pop 3+)	2,860,407	2,922,445	2,994,053	2.17	2.45
Population in Public vs Private School					
Education, Enrolled Private Schools (Pop 3+)	145,234	167,218	170,101	15.14	1.72
Education, Enrolled Private Preprimary (Pop 3+)	40,702	51,548	55,475	26.65	7.62
Education, Enrolled Private Elementary or High School (Pop 3+)	104,532	115,670	114,626	10.66	-0.90
Education, Enrolled Public Schools (Pop 3+)	624,851	701,664	721,042	12.29	2.76
Education, Enrolled Public Preprimary (Pop 3+)	30,081	27,909	28,539	-7.22	2.26

Education, Enrolled Public Elementary or High School (Pop 3+)	594,770	673,755	692,503	13.28	2.78
Population in Public vs Private School by Gender					
Male Population in Public vs Private School					
Male Education, Enrolled Private Schools (Pop 3+)	74,423	86,850	88,857	16.70	2.31
Male Education, Enrolled Private Preprimary (Pop 3+)	20,813	26,871	29,145	29.11	8.46
Male Education, Enrolled Private Elementary or High School (Pop 3+)	53,610	59,980	59,713	11.88	-0.45
Male Education, Enrolled Public Schools (Pop 3+)	320,414	363,917	375,742	13.58	3.25
Male Education, Enrolled Public Preprimary (Pop 3+)	15,382	14,548	14,993	-5.42	3.06
Male Education, Enrolled Public Elementary or High School (Pop 3+)	305,033	349,369	360,748	14.53	3.26
Female Population in Public vs Private School					
Female Education, Enrolled Private Schools (Pop 3+)	70,811	80,368	81,244	13.50	1.09
Female Education, Enrolled Private Preprimary (Pop 3+)	19,889	24,677	26,330	24.07	6.70
Female Education, Enrolled Private Elementary or High School (Pop 3+)	50,922	55,690	54,913	9.36	-1.40
Female Education, Enrolled Public Schools (Pop 3+)	304,437	337,747	345,300	10.94	2.24
Female Education, Enrolled Public Preprimary (Pop 3+)	14,699	13,361	13,546	-9.10	1.38
Female Education, Enrolled Public Elementary or High School (Pop 3+)	289,737	324,386	331,755	11.96	2.27
Population by Race					
White Population, Alone	2,340,035	2,183,181	2,081,339	-6.70	-4.66
Black Population, Alone	396,908	413,597	442,238	4.20	6.92
Asian Population, Alone	817,906	962,799	1,016,821	17.72	5.61
Other Population	568,891	723,657	847,009	27.20	17.05
Population by Ethnicity					
Hispanic Population	733,249	958,635	1,096,525	30.74	14.38
White Non-Hispanic Population	2,026,022	1,818,412	1,729,088	-10.25	-4.91
Population by Race As Percent of Total Population					
Percent of White Population, Alone	56.75	50.97	47.44	-10.19	-6.93
Percent of Black Population, Alone	9.62	9.66	10.08	0.42	4.35
Percent of Asian Population, Alone	19.83	22.48	23.18	13.36	3.11
Percent of Other Population	13.80	16.90	19.31	22.46	14.26

Population by Ethnicity As Percent of Total Population					
Percent of Hispanic Population	17.78	22.38	24.99	25.87	11.66
Percent of White Non-Hispanic Population	49.13	42.45	39.41	-13.60	-7.16
Educational Attainment					
Education Attainment, College (Pop 25+)	689,942	759,228	792,322	10.04	4.36
Education Attainment, Graduate Degree (Pop 25+)	412,326	436,343	447,659	5.82	2.59
Household Income					
Household Income, Median (\$)	62,006	76,530	90,380	23.42	18.10
Household Income, Average (\$)	83,351	107,990	136,509	29.56	26.41
Households by Income					
Households with Income Less than \$25,000	291,364	249,295	210,852	-14.44	-15.42
Households with Income \$25,000 to \$49,999	340,802	284,345	236,228	-16.57	-16.92
Households with Income \$50,000 to \$74,999	299,449	274,441	243,119	-8.35	-11.41
Households with Income \$75,000 to \$99,999	213,243	233,375	249,140	9.44	6.76
Households with Income \$100,000 to \$124,999	142,362	177,300	211,253	24.54	19.15
Households with Income \$125,000 to \$149,999	83,908	132,289	171,024	57.66	29.28
Households with Income \$150,000 to \$199,999	85,798	121,342	141,200	41.43	16.37
Households with Income \$200,000 and Over	95,022	172,340	224,115	81.37	30.04
Families by Age of Children and Income					
Families with one or more children aged 0-4 and Income \$100,000 to \$124,999	15,241	17,534	21,035	15.04	19.97
Families with one or more children aged 5-9 and Income \$100,000 to \$124,999	16,174	17,378	19,600	7.44	12.79
Families with one or more children aged 10-13 and Income \$100,000 to \$124,999	12,347	13,573	15,740	9.93	15.97
Families with one or more children aged 14-17 and Income \$100,000 to \$124,999	11,930	13,093	15,217	9.75	16.22
Families with one or more children aged 0-4 and Income \$125,000 to \$149,999	9,082	13,711	18,182	50.97	32.61
Families with one or more children aged 5-9 and Income \$125,000 to \$149,999	9,638	13,589	16,942	40.99	24.67
Families with one or more children aged 10-13 and Income \$125,000 to \$149,999	7,358	10,613	13,606	44.24	28.20
Families with one or more children aged 14-17 and Income \$125,000 to \$149,999	7,109	10,238	13,153	44.01	28.47
Families with one or more children aged 0-4 and Income \$150,000 to \$199,999	9,433	12,803	15,444	35.73	20.63
Families with one or more children aged 5-9 and					

Income \$150,000 to \$199,999	10,010	12,689	14,391	26.76	13.41
Families with one or more children aged 10-13 and Income \$150,000 to \$199,999	7,642	9,910	11,557	29.68	16.62
Families with one or more children aged 14-17 and Income \$150,000 to \$199,999	7,383	9,561	11,172	29.50	16.85
Families with one or more children aged 0-4 and Income \$200,000 to \$349,999	6,182	10,798	14,375	74.67	33.13
Families with one or more children aged 5-9 and Income \$200,000 to \$349,999	6,561	10,702	13,395	63.12	25.16
Families with one or more children aged 10-13 and Income \$200,000 to \$349,999	5,008	8,359	10,757	66.91	28.69
Families with one or more children aged 14-17 and Income \$200,000 to \$349,999	4,839	8,064	10,399	66.65	28.96
Families with one or more children aged 0-4 and Income \$350,000 and over	4,516	8,190	10,948	81.36	33.68
Families with one or more children aged 5-9 and Income \$350,000 and over	4,792	8,117	10,201	69.39	25.67
Families with one or more children aged 10-13 and Income \$350,000 and over	3,658	6,339	8,192	73.29	29.23
Families with one or more children aged 14-17 and Income \$350,000 and over	3,535	6,116	7,920	73.01	29.50
Households by Home Value					
Housing, Owner Households Valued Less than \$250,000	266,687	135,130	109,243	-49.33	-19.16
Housing, Owner Households Valued \$250,000-\$299,999	93,654	113,117	89,954	20.78	-20.48
Housing, Owner Households Valued \$300,000-\$399,999	166,124	87,970	87,175	-47.05	-0.90
Housing, Owner Households Valued \$400,000-\$499,999	118,272	239,082	222,280	102.15	-7.03
Housing, Owner Households Valued \$500,000-\$749,999	125,326	122,424	140,507	-2.32	14.77
Housing, Owner Households Valued \$750,000-\$999,999	47,528	158,002	191,627	232.44	21.28
Housing, Owner Households Valued More than \$1,000,000	43,714	62,564	86,985	43.12	39.03
Households by Length of Residence					
Length of Residence Less than 2 Years	83,356	324,397	459,078	289.17	41.52
Length of Residence 3 to 5 Years	125,034	486,596	688,617	289.17	41.52
Length of Residence 6 to 10 Years	437,433	456,405	464,164	4.34	1.70
Length of Residence More than 10 Years	906,126	377,329	75,071	-58.36	-80.10
Households by Race and Income					
White Households by Income					
White Households with Income Less than \$25,000	157,363	107,797	82,456	-31.50	-23.51
White Households with Income \$25,000 to \$49,999	209,663	142,300	109,336	-32.13	-23.17
White Households with Income \$50,000 to \$74,999	192,951	149,429	124,009	-22.56	-17.01

White Households with Income \$75,000 to \$99,999	142,342	137,901	133,311	-3.12	-3.33
White Households with Income \$100,000 to \$124,999	99,625	111,506	117,021	11.93	4.95
White Households with Income \$125,000 to \$149,999	59,980	89,723	103,830	49.59	15.72
White Households with Income \$150,000 to \$199,999	63,284	84,674	93,097	33.80	9.95
White Households with Income \$200,000 and Over	79,260	136,893	162,835	72.71	18.95
Black Households by Income					
Black Households with Income Less than \$25,000	51,548	44,562	43,636	-13.55	-2.08
Black Households with Income \$25,000 to \$49,999	40,752	36,528	36,661	-10.37	0.36
Black Households with Income \$50,000 to \$74,999	25,728	27,180	29,251	5.64	7.62
Black Households with Income \$75,000 to \$99,999	14,946	19,918	24,190	33.27	21.45
Black Households with Income \$100,000 to \$124,999	7,604	13,083	17,438	72.05	33.29
Black Households with Income \$125,000 to \$149,999	3,850	7,972	10,574	107.06	32.64
Black Households with Income \$150,000 to \$199,999	3,126	5,273	5,996	68.68	13.71
Black Households with Income \$200,000 and Over	2,353	5,389	7,140	129.03	32.49
Asian Households by Income					
Asian Households with Income Less than \$25,000	51,532	55,485	47,607	7.67	-14.20
Asian Households with Income \$25,000 to \$49,999	50,398	52,110	42,800	3.40	-17.87
Asian Households with Income \$50,000 to \$74,999	49,027	53,171	43,618	8.45	-17.97
Asian Households with Income \$75,000 to \$99,999	37,597	46,133	51,003	22.70	10.56
Asian Households with Income \$100,000 to \$124,999	25,124	35,692	48,333	42.06	35.42
Asian Households with Income \$125,000 to \$149,999	14,937	24,978	38,645	67.22	54.72
Asian Households with Income \$150,000 to \$199,999	15,046	23,491	31,114	56.13	32.45
Asian Households with Income \$200,000 and Over	10,437	23,671	41,271	126.80	74.35
Other Households by Income					
Other Households with Income Less than \$25,000	30,921	41,451	37,153	34.05	-10.37
Other Households with Income \$25,000 to \$49,999	39,989	53,407	47,431	33.55	-11.19
Other Households with Income \$50,000 to \$74,999	31,743	44,661	46,241	40.70	3.54
Other Households with Income \$75,000 to \$99,999	18,358	29,423	40,636	60.27	38.11
Other Households with Income \$100,000 to \$124,999	10,009	17,019	28,461	70.04	67.23
Other Households with Income \$125,000 to \$149,999	5,141	9,616	17,975	87.05	86.93
Other Households with Income \$150,000 to \$199,999	4,342	7,904	10,993	82.04	39.08
Other Households with Income \$200,000 and Over	2,972	6,387	12,869	114.91	101.49
Households by Ethnicity and Income					

Hispanic Households by Income					
Hispanic Households with Income Less than \$25,000	37,341	42,356	42,575	13.43	0.52
Hispanic Households with Income \$25,000 to \$49,999	53,238	61,339	62,313	15.22	1.59
Hispanic Households with Income \$50,000 to \$74,999	41,614	54,633	61,465	31.29	12.51
Hispanic Households with Income \$75,000 to \$99,999	24,502	41,411	54,974	69.01	32.75
Hispanic Households with Income \$100,000 to \$124,999	12,413	26,296	39,392	111.84	49.80
Hispanic Households with Income \$125,000 to \$149,999	6,405	14,665	22,404	128.96	52.77
Hispanic Households with Income \$150,000 to \$199,999	4,730	11,095	14,462	134.57	30.35
Hispanic Households with Income \$200,000 and Over	3,366	9,422	14,234	179.92	51.07
White Non-Hispanic Households by Income					
White Non-Hispanic Households with Income Less than \$25,000	139,154	93,950	71,135	-32.48	-24.28
White Non-Hispanic Households with Income \$25,000 to \$49,999	186,277	123,626	93,206	-33.63	-24.61
White Non-Hispanic Households with Income \$50,000 to \$74,999	174,997	130,684	106,686	-25.32	-18.36
White Non-Hispanic Households with Income \$75,000 to \$99,999	131,294	119,872	114,023	-8.70	-4.88
White Non-Hispanic Households with Income \$100,000 to \$124,999	93,618	97,037	100,850	3.65	3.93
White Non-Hispanic Households with Income \$125,000 to \$149,999	56,664	78,574	91,478	38.67	16.42
White Non-Hispanic Households with Income \$150,000 to \$199,999	60,644	75,681	82,812	24.80	9.42
White Non-Hispanic Households with Income \$200,000 and Over	76,702	123,861	147,930	61.48	19.43

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.