

## **COMPARISONS OF JEWISH COMMUNITIES: A COMPENDIUM OF TABLES AND BAR CHARTS**

*Comparisons of Jewish Communities: A Compendium of Tables and Bar Charts* was prepared by Dr. Ira M. Sheskin for the Berman Jewish DataBank, under a grant provided by the Mandell and Madeleine Berman Foundation and with support from The Jewish Federations of North America.

The compendium is a single source of tables and bar charts designed to provide a comparative context for understanding American Jewish communities. It is intended for local Jewish communities seeking to compare themselves to others, as well as for researchers, teachers, and students of American Jewry.

Each of the 36 Sections of this compendium is available as a stand-alone PDF. A single PDF (a "portfolio of all Sections") with all content is also available.

The comparison tables and bar charts are based on local Jewish community studies archived at the DataBank ([www.jewishdatabank.org](http://www.jewishdatabank.org)). The Data Bank holds reports, questionnaires, methodological documentation and information about sponsoring organizations and researchers for each study in the compendium. From time to time, the compendium is updated with information from new local Jewish community studies.

Following social science convention, the year of each community study reflects when the survey interviews were completed, which may differ from the year the study report was issued.

The compendium also includes information from the National Jewish Population Survey 2000-01 (NJPS, [www.jewishdatabank.org/NJPS2000.asp](http://www.jewishdatabank.org/NJPS2000.asp)) and the US Census Bureau's Decennial Census and American Community Survey (ACS, [www.census.gov/acs/www/](http://www.census.gov/acs/www/)).

The Appendix at the end of this section provides further information to help readers use the tables and bar charts.

For further information or inquiries, please contact the Data Bank at:  
[info@jewishdatabank.org](mailto:info@jewishdatabank.org).

**Note that this edition of *Comparisons of Jewish Communities* (Current Jewish Population Report 12) is an updated version of reports released in 2012 (Report 5) and 2013 (Report 8). It replaces the Columbus 2001 results with 2013 results, Miami 2004 results with 2014 results, and St. Louis 1995 results with 2014 results.**

---

Dr. Sheskin ([isheskin@miami.edu](mailto:isheskin@miami.edu)) is the Director of the Jewish Demography Project of the Sue and Leonard Miller Center for Contemporary Judaic Studies and Professor and Chair of Geography and Regional Studies at the University of Miami.

## SECTION 19 - CURRENT JEWISH EDUCATION OF CHILDREN

June 2015

### LIST OF TABLES

Table 1: Jewish Children Who Currently Attend Formal Jewish Education .....	4
Table 2: Familiarity with the Local Jewish Supplemental High School in Households with Jewish Children .....	13
Table 3: Perception of the Local Jewish Supplemental High School in Households with Jewish Children .....	16
Table 4: Providing Jewish Education for Children as a Motivation to Donate to a Jewish Organization .....	19
Table 5: Perceived Quality of Children's Jewish Education .....	21
Table 6: Familiarity with the Local Bureau of Jewish Education .....	24
Table 7: Familiarity with the Local Bureau of Jewish Education in Households with Children .....	27
Table 8: Perception of the Local Bureau of Jewish Education .....	30
Table 9: Perception of the Local Bureau of Jewish Education in Households with Children .....	33
Table 10: Jewish Children Currently Involved in Formal or Informal Jewish Education .....	36

### LIST OF BAR CHARTS

Bar Chart 1: Jewish Children Age 5-12 Who Currently Attend Formal Jewish Education (Based upon the Jewish Institutions Survey) .	7
Bar Chart 2: Jewish Children Age 13-17 Who Currently Attend Formal Jewish Education (Based upon the Jewish Institutions Survey) .	8
Bar Chart 3: Retention Rate in Formal Jewish Education (Based upon the Jewish Institutions Survey) .....	9
Bar Chart 4: Jewish Children Age 5-12 Who Currently Attend Formal Jewish Education (Based upon the Telephone Survey) .....	10
Bar Chart 5: Jewish Children Age 13-17 Who Currently Attend Formal Jewish Education (Based upon the Telephone Survey) .....	11
Bar Chart 6: Retention Rate in Formal Jewish Education (Based upon the Telephone Survey) .....	12
Bar Chart 7: Very Familiar with the Local Jewish Supplemental High School .....	14
Bar Chart 8: Not at All Familiar with the Local Jewish Supplemental High School ..	15
Bar Chart 9: Excellent Perceptions of the Local Supplemental High School .....	17
Bar Chart 10: Fair/Poor Perceptions of the Local Supplemental High School .....	18
Bar Chart 11: Importance of Providing Jewish Education for Children as a Motivation to Donate to a Jewish Organization .....	20
Bar Chart 12: Excellent Perceptions of Children's Jewish Education .....	22
Bar Chart 13: Fair/Poor Perceptions of Children's Jewish Education .....	23

## **SECTION 19 - CURRENT JEWISH EDUCATION OF CHILDREN**

Bar Chart 14: Very Familiar with the Local Bureau of Jewish Education . . . . .	25
Bar Chart 15: Not at All Familiar with the Local Bureau of Jewish Education . . . . .	26
Bar Chart 16: Very Familiar with the Local Bureau of Jewish Education in Households with Children . . . . .	28
Bar Chart 17: Not at All Familiar with the Local Bureau of Jewish Education in Households with Children . . . . .	29
Bar Chart 18: Excellent Perceptions of the Local Bureau of Jewish Education . . . . .	31
Bar Chart 19: Fair/Poor Perceptions of the Local Bureau of Jewish Education . . . . .	32
Bar Chart 20: Excellent Perceptions of the Local Bureau of Jewish Education in Households with Children . . . . .	34
Bar Chart 21: Fair/Poor Perceptions of the Local Bureau of Jewish Education in Households with Children . . . . .	35
Bar Chart 22: Jewish Children Currently Involved in Formal or Informal Jewish Education . . . . .	37
Appendix . . . . .	38

<b>TABLE 1</b>				
<b>JEWISH CHILDREN WHO CURRENTLY ATTEND FORMAL JEWISH EDUCATION</b>				
<b>COMMUNITY COMPARISONS</b>				
<b>BASE: JEWISH CHILDREN</b>				
<b>Community</b>	<b>Year</b>	<b><i>Pre-B'nai Mitzvah Age 5-12</i></b> <sup>1</sup>	<b><i>Post-B'nai Mitzvah Age 13-17</i></b>	<b>Retention Rate</b> <b>①</b>
<b>Based upon the Jewish Institutions Survey</b>				
Westport	2000	96%	51%	53%
Rhode Island	2002	91%	46%	51%
Milwaukee	1996	83%	28%	34%
Charlotte	1997	82%	55%	67%
Sarasota	2001	82%	12%	15%
Lehigh Valley ❁	2007	80%	27%	34%
Monmouth	1997	79%	36%	46%
Tidewater	2001	74%	19%	26%
Bergen	2001	73%	34%	46%
Hartford	2000	73%	33%	45%
Martin-St. Lucie	1999	73%	0% <sup>2</sup>	0%
Minneapolis	2004	71%	34%	48%
York	1999	67%	30%	45%
St. Paul	2004	66%	39%	59%
Harrisburg	1994	66%	31%	47%
Jacksonville	2002	66%	28%	42%
Rochester	1999	62%	29%	47%
New Haven ❁	2010	61%	24%	39%
Wilmington	1995	59%	34%	58%
Richmond	1994	58%	15%	26%
San Antonio ❁	2007	57%	43%	75%
Washington	2003	56%	31%	56%
Atlantic County	2004	56%	24%	43%

<b>TABLE 1</b>				
<b>JEWISH CHILDREN WHO CURRENTLY ATTEND FORMAL JEWISH EDUCATION</b>				
<b>COMMUNITY COMPARISONS</b>				
<b>BASE: JEWISH CHILDREN</b>				
<b>Community</b>	<b>Year</b>	<b><i>Pre-B'nai Mitzvah</i> Age 5-12 <sup>1</sup></b>	<b><i>Post-B'nai Mitzvah</i> Age 13-17</b>	<b>Retention Rate ●</b>
S Palm Beach	2005	56%	22%	40%
Miami ❁	2014	54%	23%	43%
Middlesex ❁	2008	53%	33%	61%
Tucson	2002	53%	21%	40%
Orlando	1993	50%	11%	22%
W Palm Beach	2005	46%	16%	36%
Broward	1997	45%	16%	37%
Las Vegas ❁	2005	45%	11%	25%
Portland (ME) ❁	2007	43%	18%	43%
St. Petersburg	1994	40%	23%	57%
<b>Based upon the Telephone Survey</b>				
Pittsburgh	2002	95%	67%	71%
Columbus	2013	92%	56%	61%
New York	2011	90%	73%	81%
Cincinnati	2008	90%	65%	72%
Baltimore	2010	86%	57%	66%
Cleveland	2011	81%	69%	85%
Middlesex ❁	2008	81%	51%	63%
Howard County	2010	77%	52%	67%
San Antonio ❁	2007	77%	39%	50%
Chicago	2010	73%	48%	66%
Lehigh Valley ❁	2007	72%	27%	38%
Miami ❁	2014	71%	43%	61%
Portland (ME) ❁	2007	71%	43%	61%

<b>TABLE 1</b>				
<b>JEWISH CHILDREN WHO CURRENTLY ATTEND FORMAL JEWISH EDUCATION</b>				
<b>COMMUNITY COMPARISONS</b>				
<b>BASE: JEWISH CHILDREN</b>				
<b>Community</b>	<b>Year</b>	<b>Pre-B'nai Mitzvah Age 5-12 <sup>1</sup></b>	<b>Post-B'nai Mitzvah Age 13-17</b>	<b>Retention Rate ❶</b>
San Diego	2003	69%	47%	68%
Denver	2007	67%	55%	82%
New Haven ❁	2010	67%	46%	69%
St. Louis <sup>3</sup>	2014	57%	57%	NA
Los Angeles	1997	47%	27%	57%
Las Vegas ❁	2005	37%	18%	48%
Seattle	2000	55%		NA
San Francisco	2004	38%		NA
NJPS <sup>4</sup>	2000	76%	68%	89%

❶ The *retention rate* is defined as the percentage of Jewish *students* age 5-12 who continue their formal Jewish education after their b'nai mitzvah. This is calculated by dividing the percentage of Jewish children age 13-17 who currently attend formal Jewish education by the percentage of Jewish children age 5-12 who currently attend formal Jewish education.

❁ Both the Jewish Institutions Survey and the Telephone Survey results are shown.

<sup>1</sup> Excludes Jewish children age 5 who do not yet attend kindergarten.

<sup>2</sup> No formal Jewish education programs existed for Jewish children age 13-17 at the time of the survey.

<sup>3</sup> Excludes 38% being tutored regularly at home.

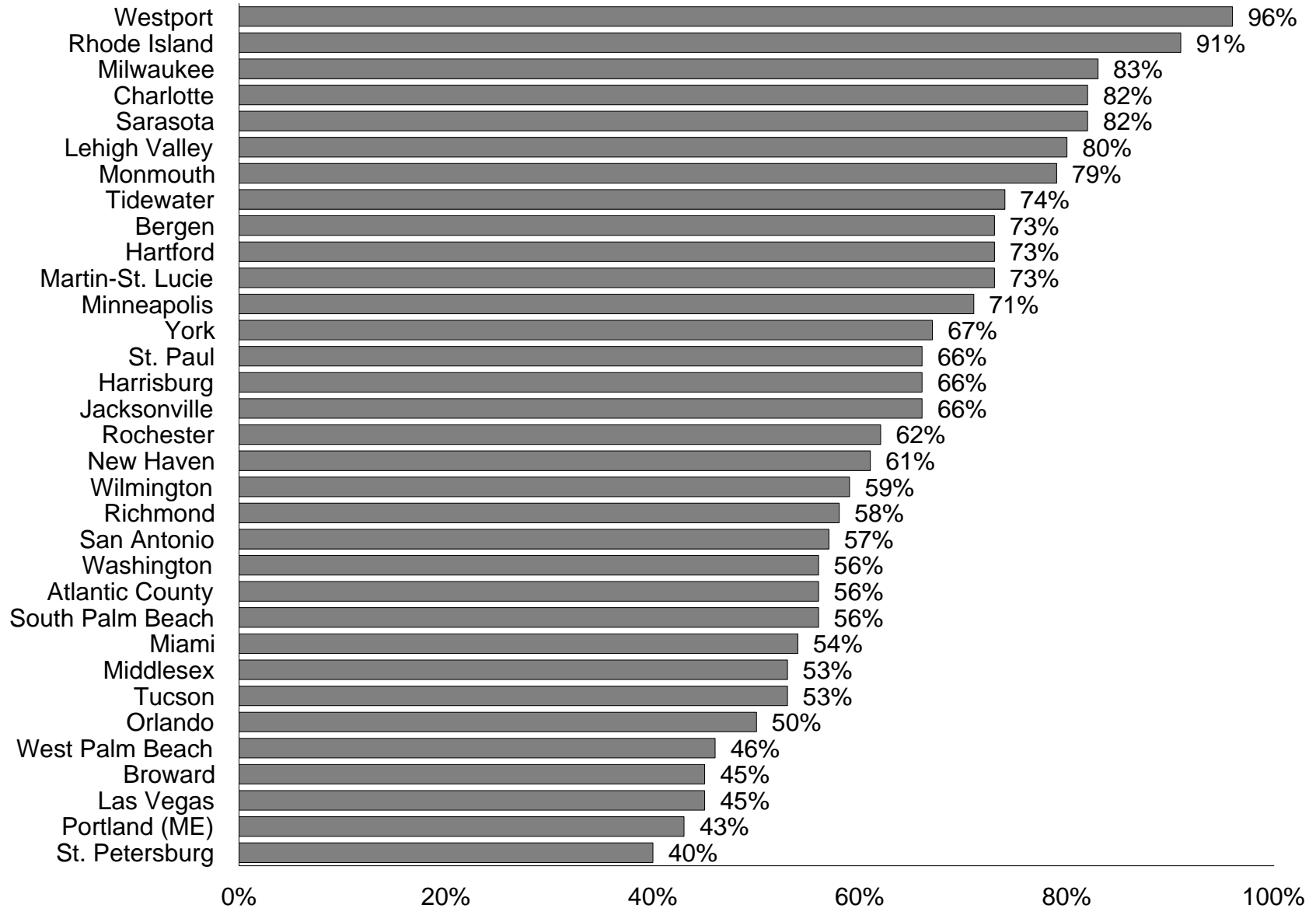
<sup>4</sup> NJPS 2000 data are based on the Telephone Survey for the *more Jewishly-connected sample*.

Note: In these communities, a *Jewish Institutions Survey* gathered information from local Jewish educational institutions concerning current attendance in formal Jewish education. Some communities reported data based upon the Jewish Institutions Survey; others reported data based upon the Telephone Survey (querying current attendance of each Jewish child in formal Jewish education).

1

# JEWISH CHILDREN AGE 5-12 WHO CURRENTLY ATTEND FORMAL JEWISH EDUCATION

(Based upon the Jewish Institutions Survey)

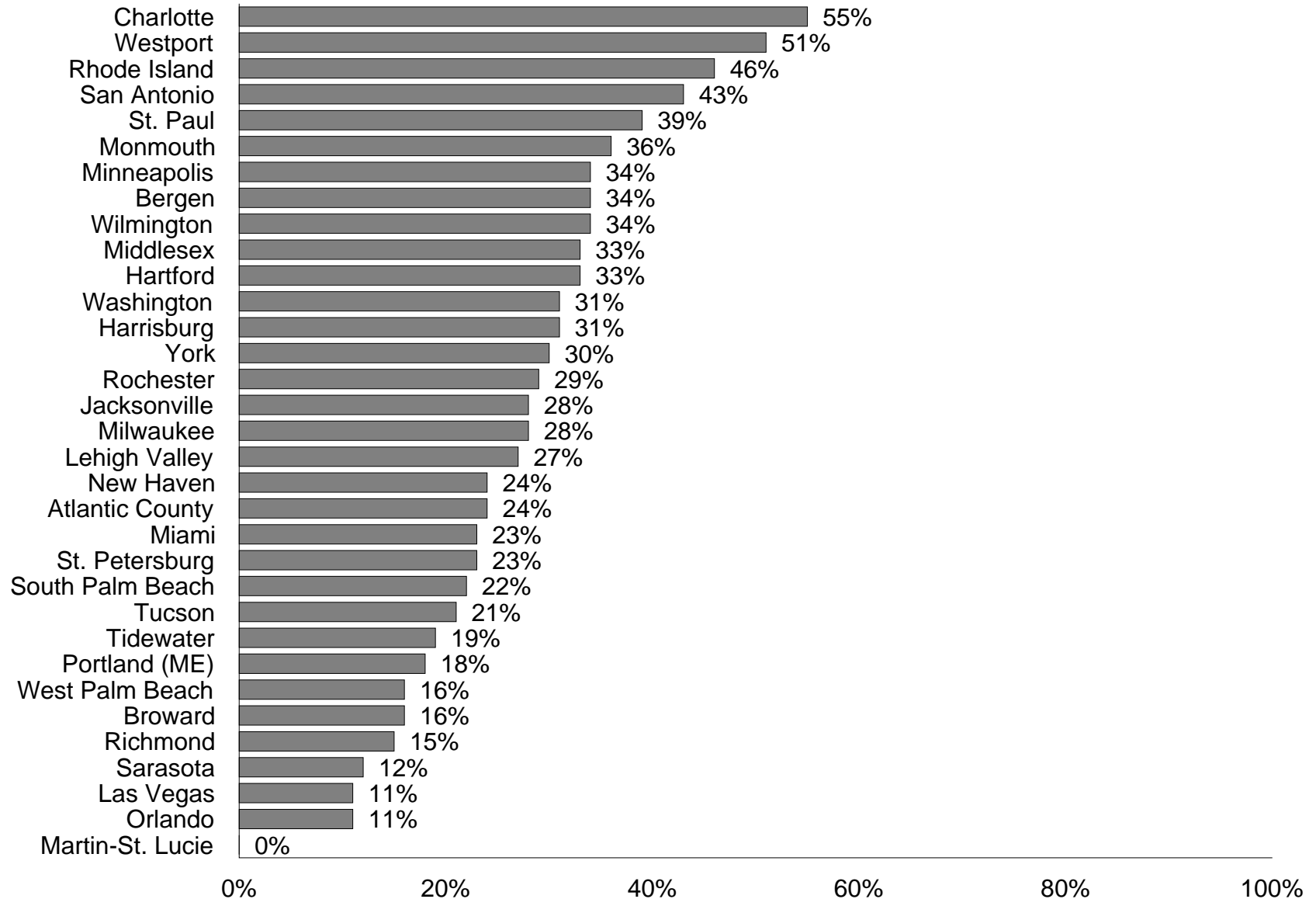


2

# JEWISH CHILDREN AGE 13-17

## WHO CURRENTLY ATTEND FORMAL JEWISH EDUCATION

(Based upon the Jewish Institutions Survey)

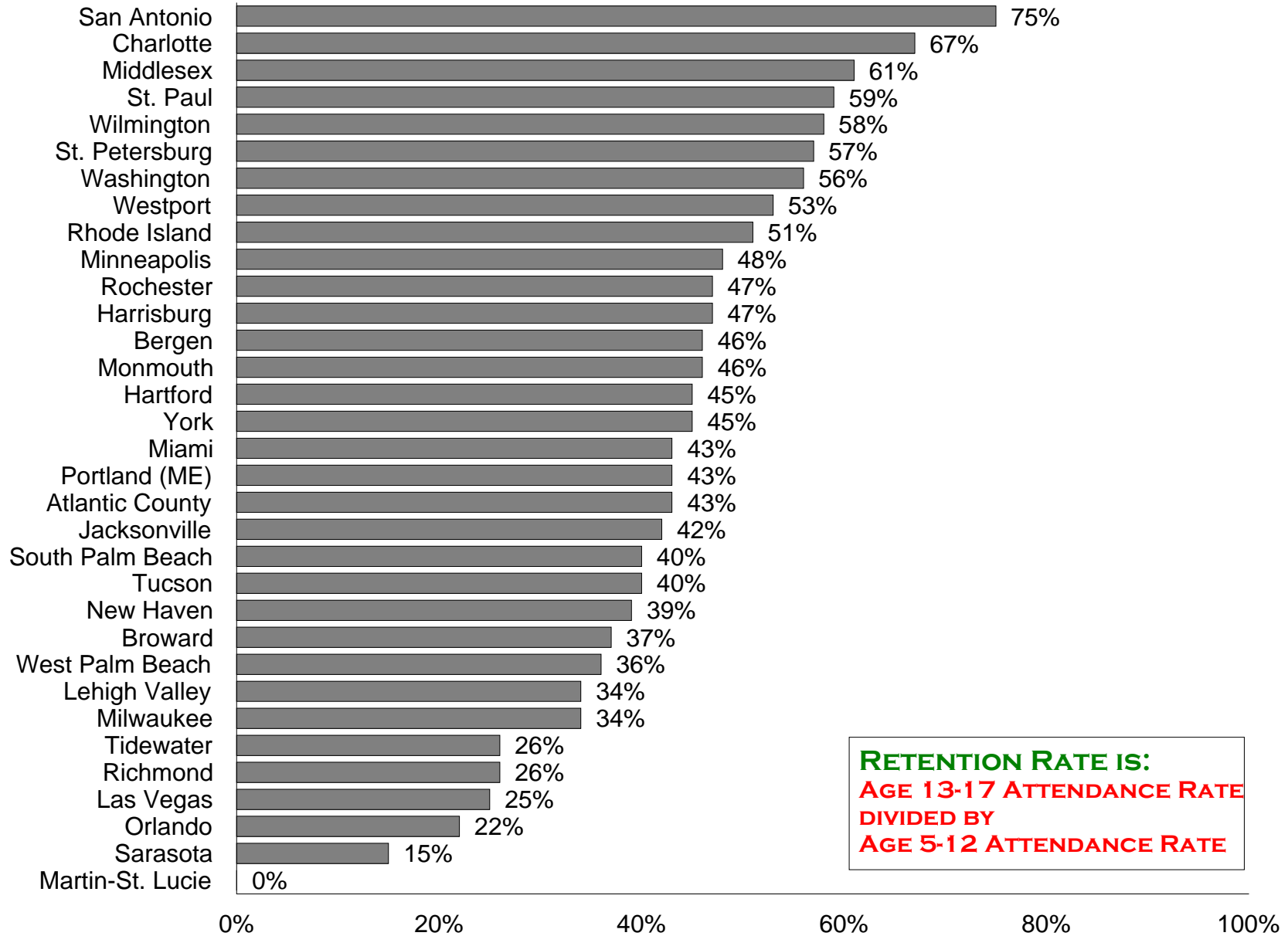




3

# RETENTION RATE IN FORMAL JEWISH EDUCATION

(Based upon the Jewish Institutions Survey)  
(Jewish Children Age 5-17)

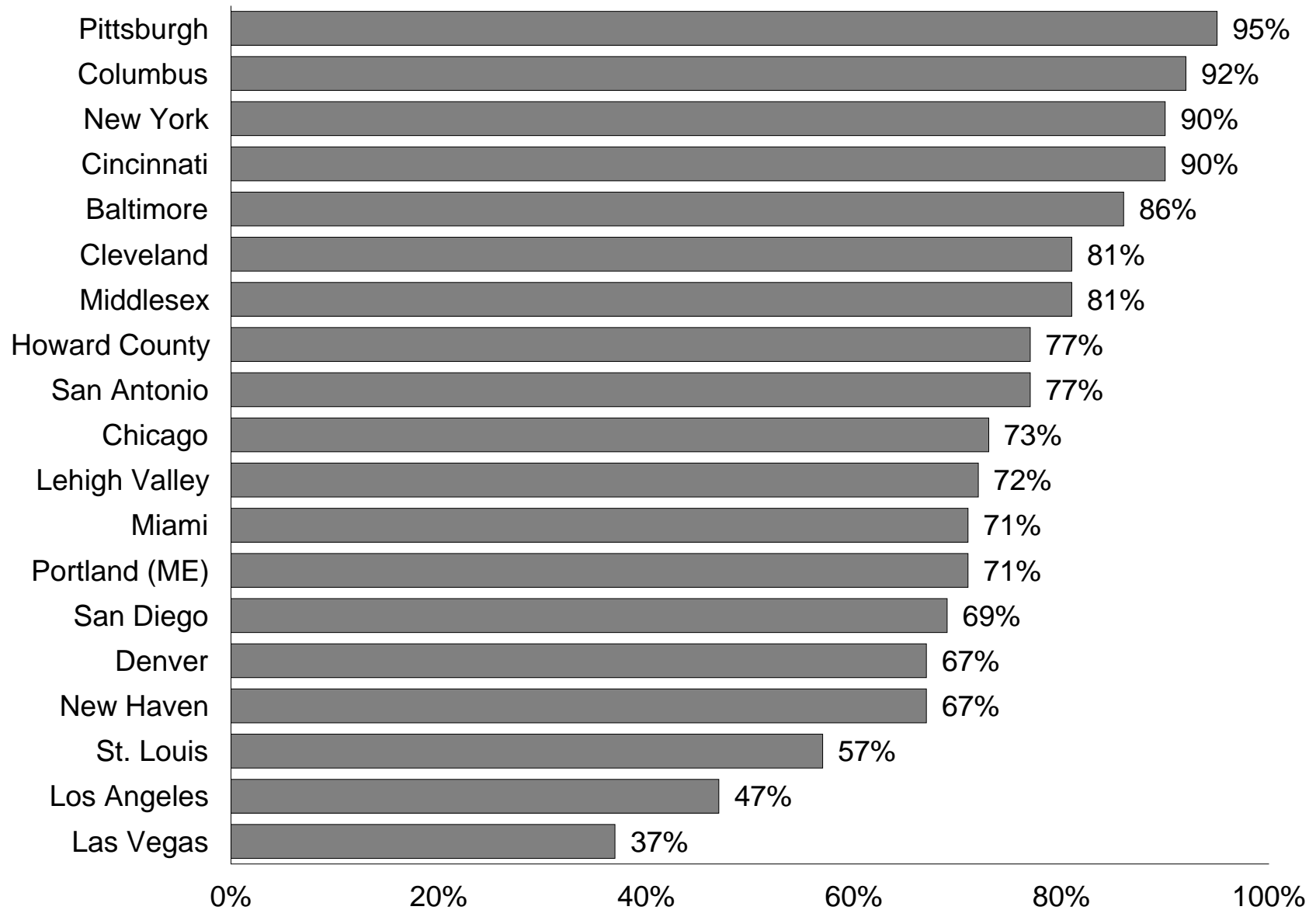


**RETENTION RATE IS:**  
**AGE 13-17 ATTENDANCE RATE**  
**DIVIDED BY**  
**AGE 5-12 ATTENDANCE RATE**

## 4

**JEWISH CHILDREN AGE 5-12****WHO CURRENTLY ATTEND FORMAL JEWISH EDUCATION**

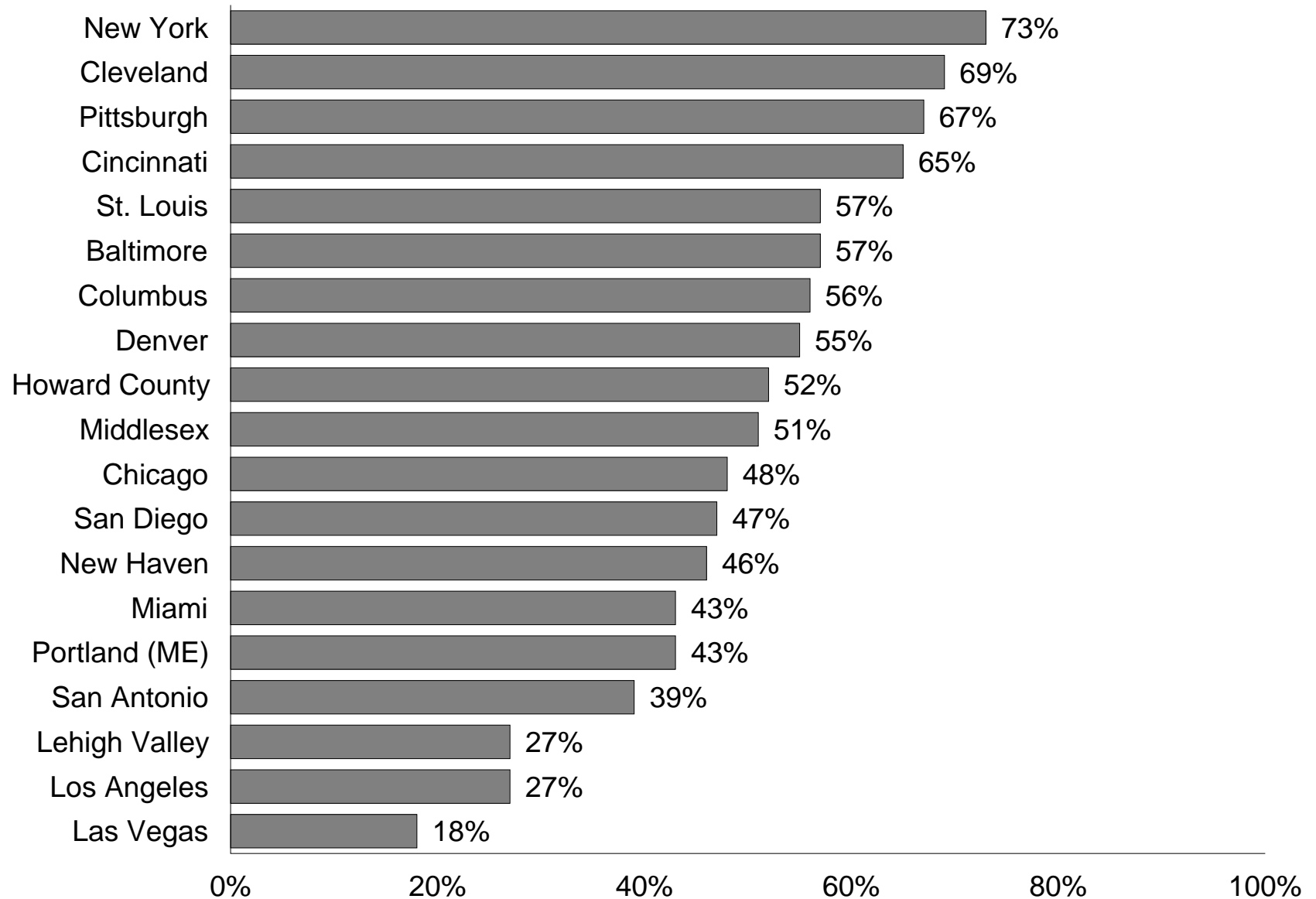
(Based upon the Telephone Survey)



## 5

# JEWISH CHILDREN AGE 13-17 WHO CURRENTLY ATTEND FORMAL JEWISH EDUCATION

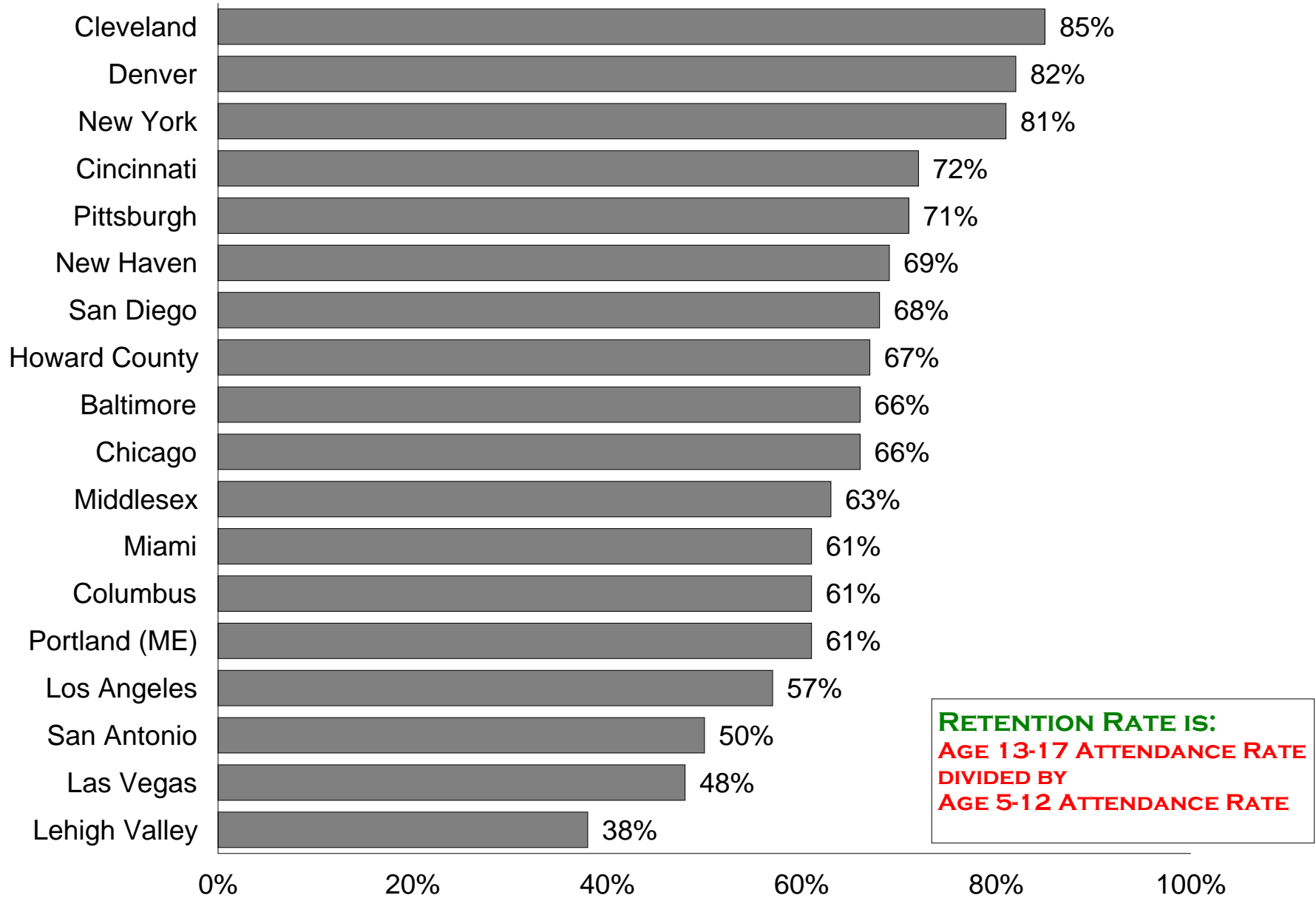
(Based upon the Telephone Survey)



6

# RETENTION RATE IN FORMAL JEWISH EDUCATION

(Based upon the Telephone Survey)  
 (Jewish Children Age 5-17)

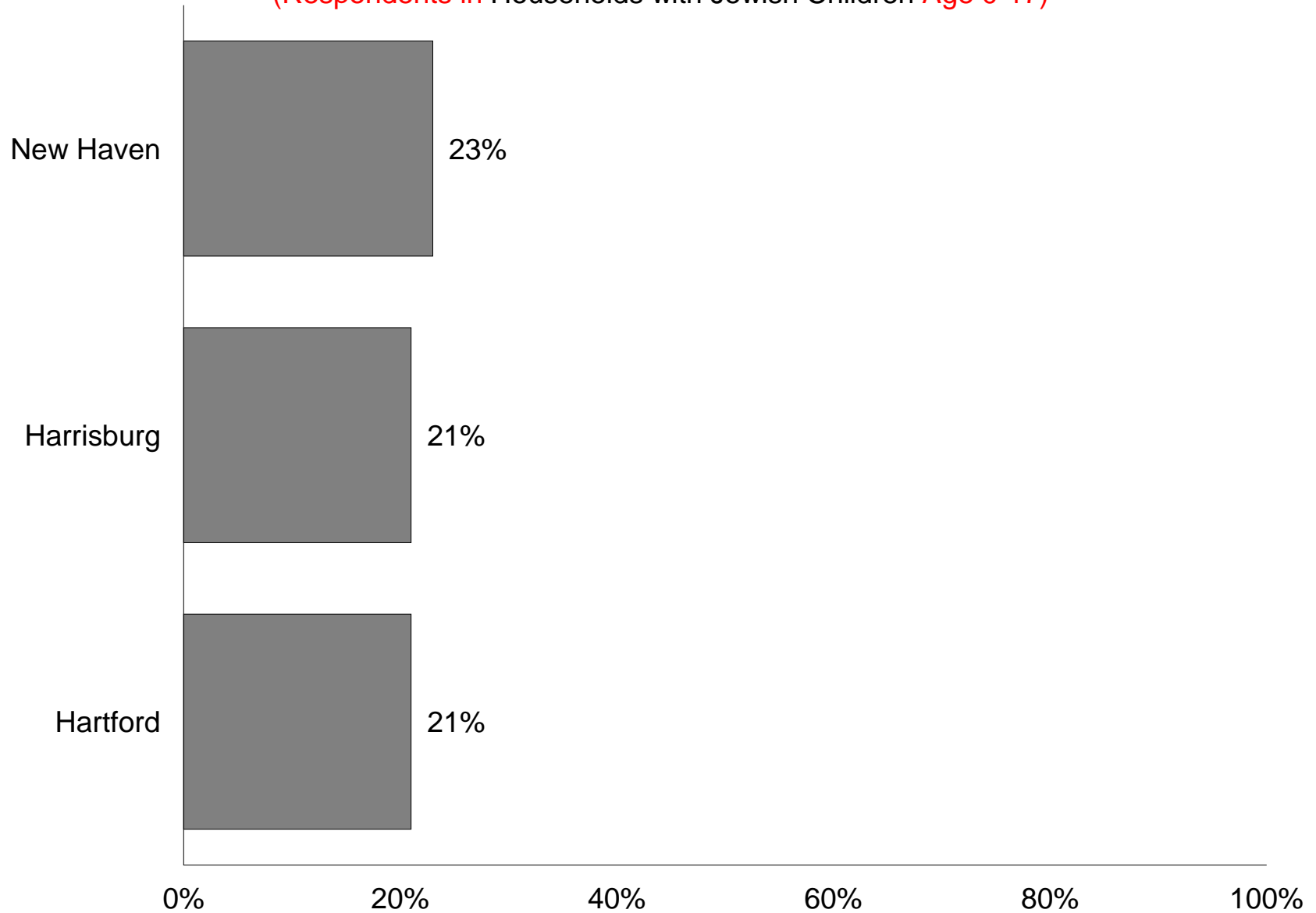


<b>TABLE 2</b>				
<b>FAMILIARITY WITH THE LOCAL JEWISH SUPPLEMENTAL HIGH SCHOOL IN HOUSEHOLDS WITH JEWISH CHILDREN COMMUNITY COMPARISONS</b>				
<b>BASE: RESPONDENTS IN HOUSEHOLDS WITH JEWISH CHILDREN AGE 0-17</b>				
<b>Community</b>	<b>Year</b>	<b><i>Very Familiar</i></b>	<b>Somewhat Familiar</b>	<b>Not at All Familiar</b>
New Haven	2010	23%	34	44
Harrisburg	1994	21%	29	50
Hartford	2000	21%	26	53

# 7

## VERY FAMILIAR WITH THE LOCAL JEWISH SUPPLEMENTAL HIGH SCHOOL

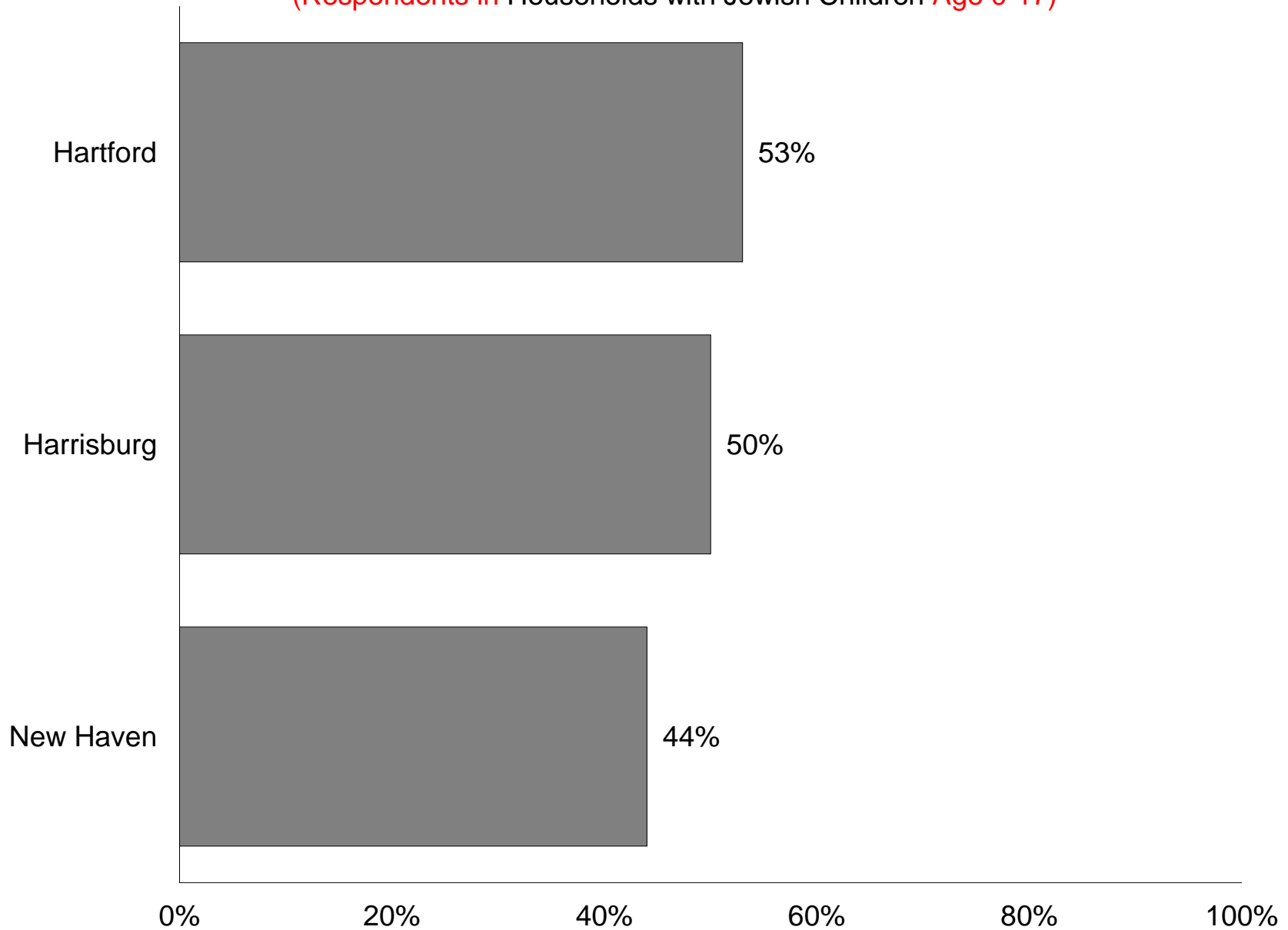
(Respondents in Households with Jewish Children Age 0-17)



# 8

## NOT AT ALL FAMILIAR WITH THE LOCAL JEWISH SUPPLEMENTAL HIGH SCHOOL

(Respondents in Households with Jewish Children Age 0-17)



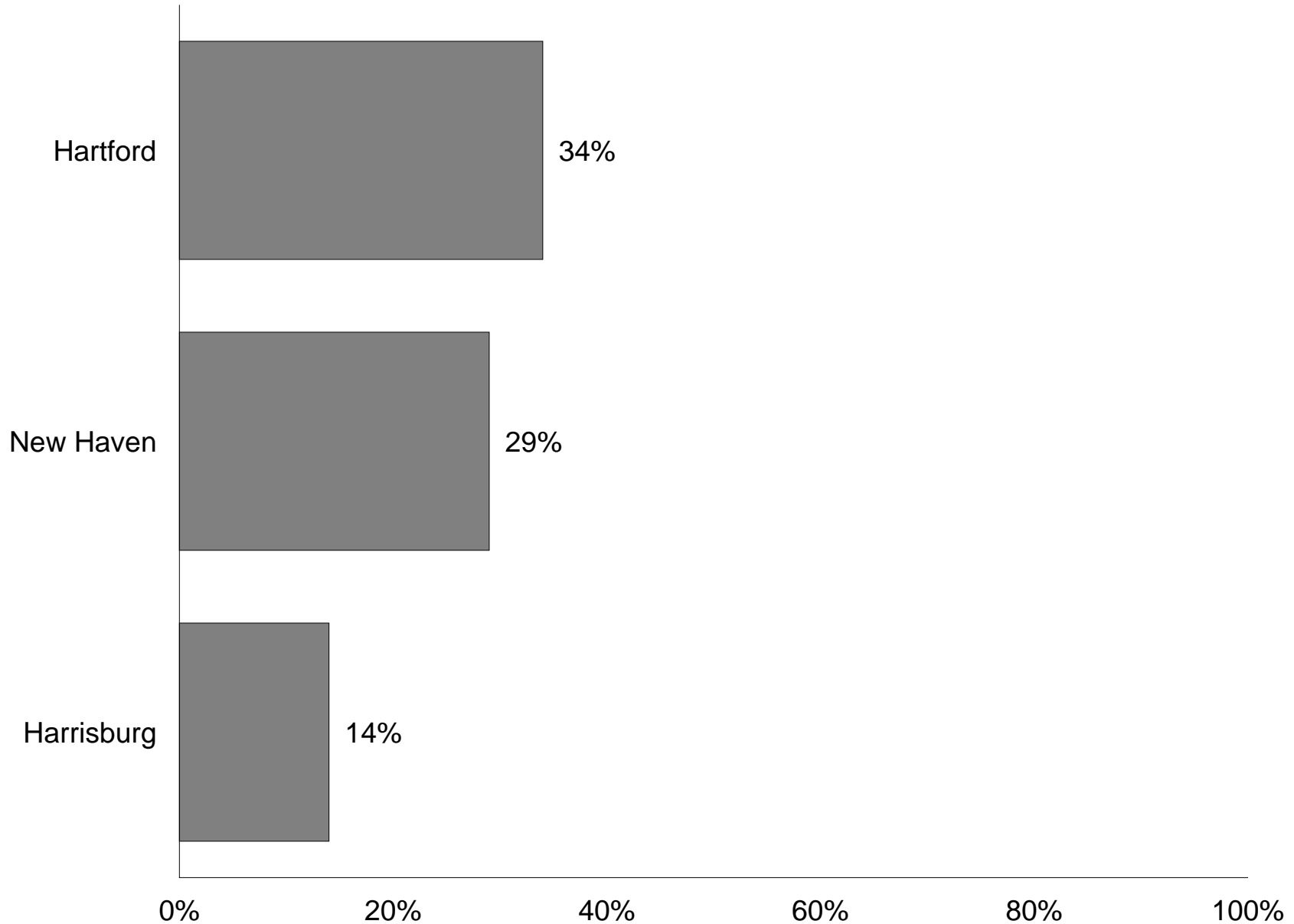
<b>TABLE 3</b>						
<b>PERCEPTION OF THE LOCAL JEWISH SUPPLEMENTAL HIGH SCHOOL IN HOUSEHOLDS WITH JEWISH CHILDREN COMMUNITY COMPARISONS</b>						
<b>BASE: RESPONDENTS IN HOUSEHOLDS WITH JEWISH CHILDREN AGE 0-17 VERY/SOMEWHAT FAMILIAR WITH THE LOCAL JEWISH SUPPLEMENTAL HIGH SCHOOL</b>						
<b>Community</b>	<b>Year</b>	<b><i>Excellent</i></b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Excellent/ Good</b>
Hartford	2000	34%	48	17	2	83%
New Haven	2010	29%	50	15	6	79%
Harrisburg	1994	14%	64	16	6	78%



# 9

## EXCELLENT PERCEPTIONS OF THE LOCAL JEWISH SUPPLEMENTAL HIGH SCHOOL

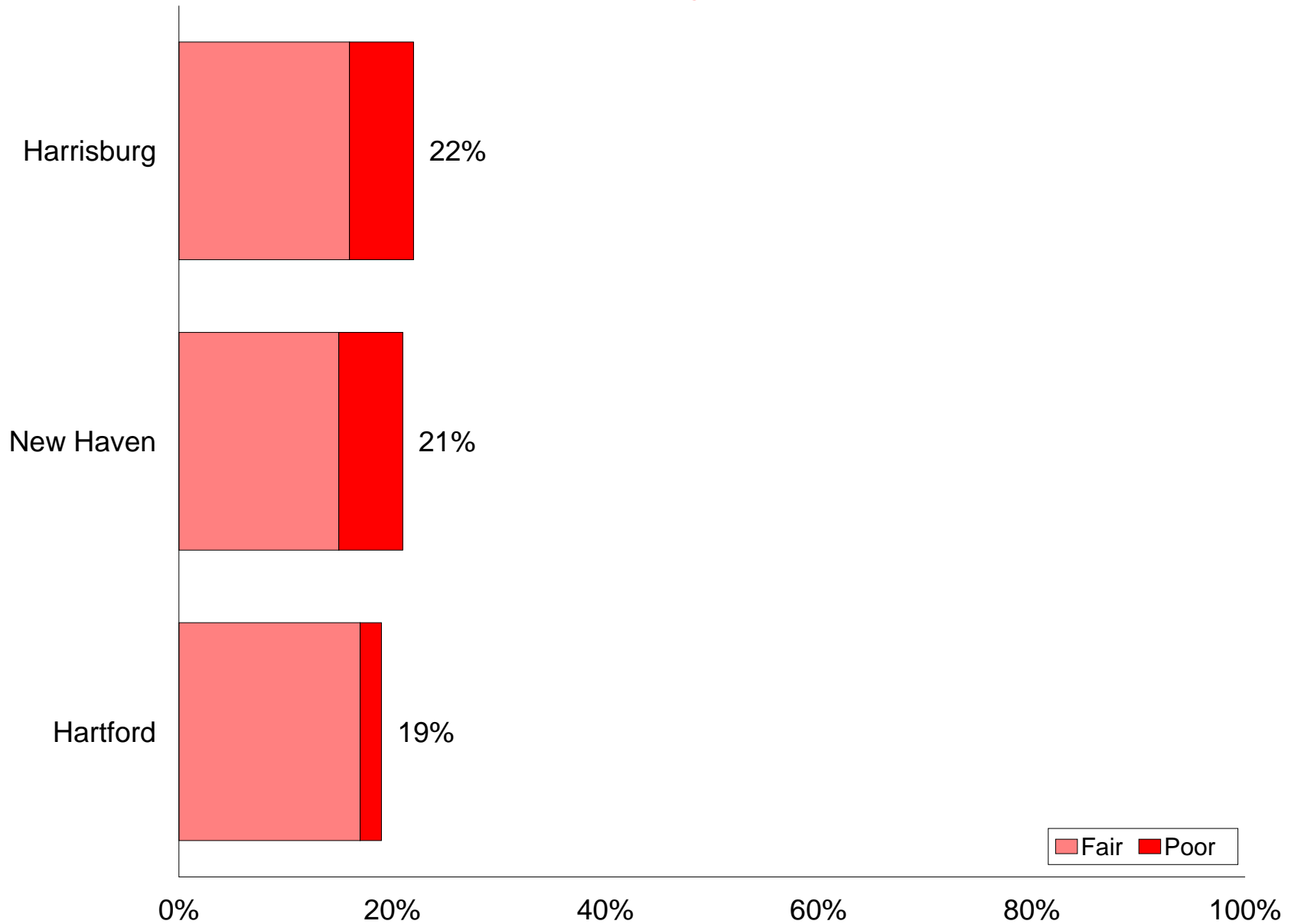
(Respondents in Households with Jewish Children Age 0-17 Who Are Very/Somewhat Familiar)



# 10

## FAIR/POOR PERCEPTIONS OF THE LOCAL JEWISH SUPPLEMENTAL HIGH SCHOOL

(Respondents in Households with Jewish Children Age 0-17 Who Are Very/Somewhat Familiar)



**TABLE 4**  
**PROVIDING JEWISH EDUCATION FOR CHILDREN**  
**AS A MOTIVATION TO DONATE TO A JEWISH ORGANIZATION**  
**COMMUNITY COMPARISONS**

**BASE: RESPONDENTS IN JEWISH HOUSEHOLDS WHO DONATED \$100 AND OVER  
 TO THE LOCAL JEWISH FEDERATION, OTHER JEWISH FEDERATIONS,  
 OR OTHER JEWISH CHARITIES IN THE PAST YEAR**

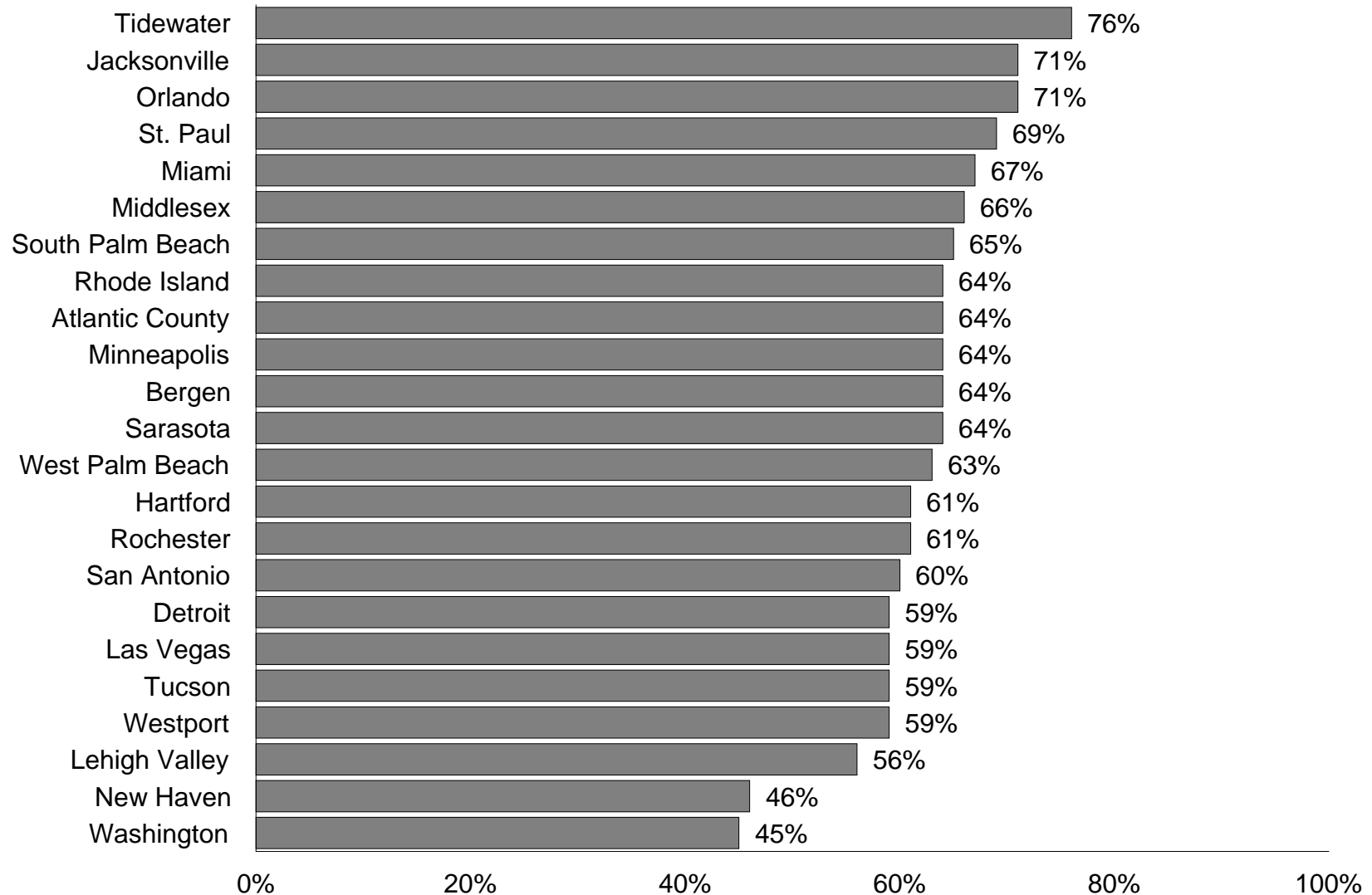
<b>Community</b>	<b>Year</b>	<b><i>Very Important</i></b>	<b><i>Somewhat Important</i></b>	<b><i>Not at All Important</i></b>
Tidewater	2001	76%	19	5
Jacksonville	2002	71%	22	7
Orlando	1993	71%	21	8
St. Paul	2004	69%	29	3
Miami	2014	67%	28	5
Middlesex	2008	66%	27	7
S Palm Beach	2005	65%	28	8
Rhode Island	2002	64%	31	6
Atlantic County	2004	64%	30	6
Minneapolis	2004	64%	29	7
Bergen	2001	64%	29	7
Sarasota	2001	64%	29	7
W Palm Beach	2005	63%	27	10
Hartford	2000	61%	32	8
Rochester	1999	61%	32	7
San Antonio	2007	60%	31	9
Detroit	2005	59%	33	7
Las Vegas	2005	59%	31	10
Tucson	2002	59%	30	12
Westport	2000	59%	29	12
Lehigh Valley	2007	56%	34	10
New Haven	2010	46%	38	17
Washington	2003	45%	42	13

11

# IMPORTANCE OF PROVIDING JEWISH EDUCATION FOR CHILDREN AS A MOTIVATION TO DONATE TO A JEWISH ORGANIZATION

% Very Important

(Respondents in Jewish Households Who Donated \$100 and Over to Jewish Charities in the Past Year)



**TABLE 5**  
**PERCEIVED QUALITY OF CHILDREN'S JEWISH EDUCATION**  
**COMMUNITY COMPARISONS**

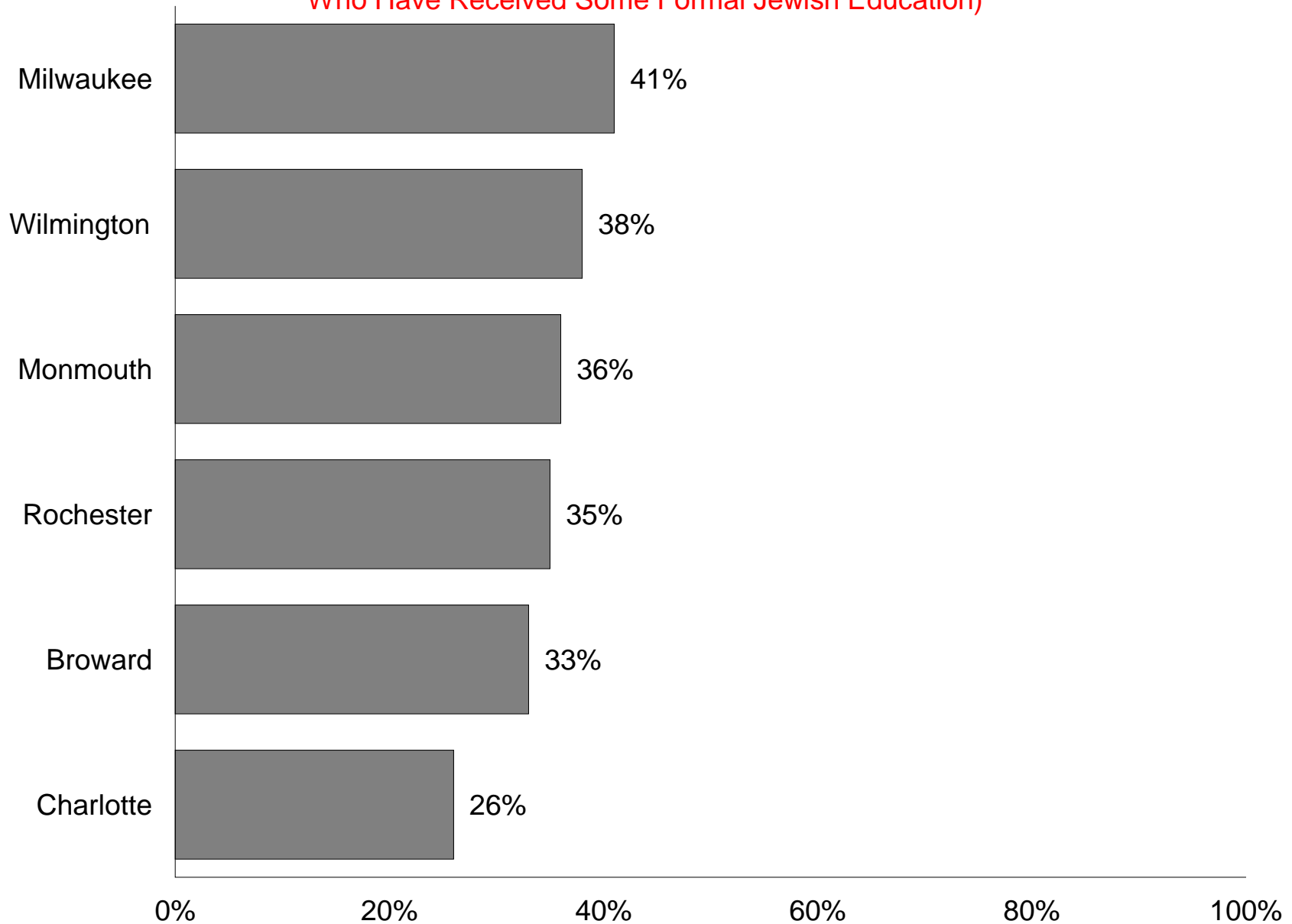
**BASE: RESPONDENTS IN HOUSEHOLDS WITH JEWISH CHILDREN AGE 0-17  
WHO HAVE RECEIVED SOME FORMAL JEWISH EDUCATION**

<b>Community</b>	<b>Year</b>	<b><i>Excellent</i></b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Excellent/ Good</b>
Milwaukee	1996	41%	43	15	2	83%
Wilmington	1995	38%	47	11	5	84%
Monmouth	1997	36%	50	11	3	86%
Rochester	1999	35%	41	22	3	75%
Broward	1997	33%	44	17	6	77%
Charlotte	1997	26%	50	22	3	75%

12

# EXCELLENT PERCEPTIONS OF CHILDREN'S JEWISH EDUCATION

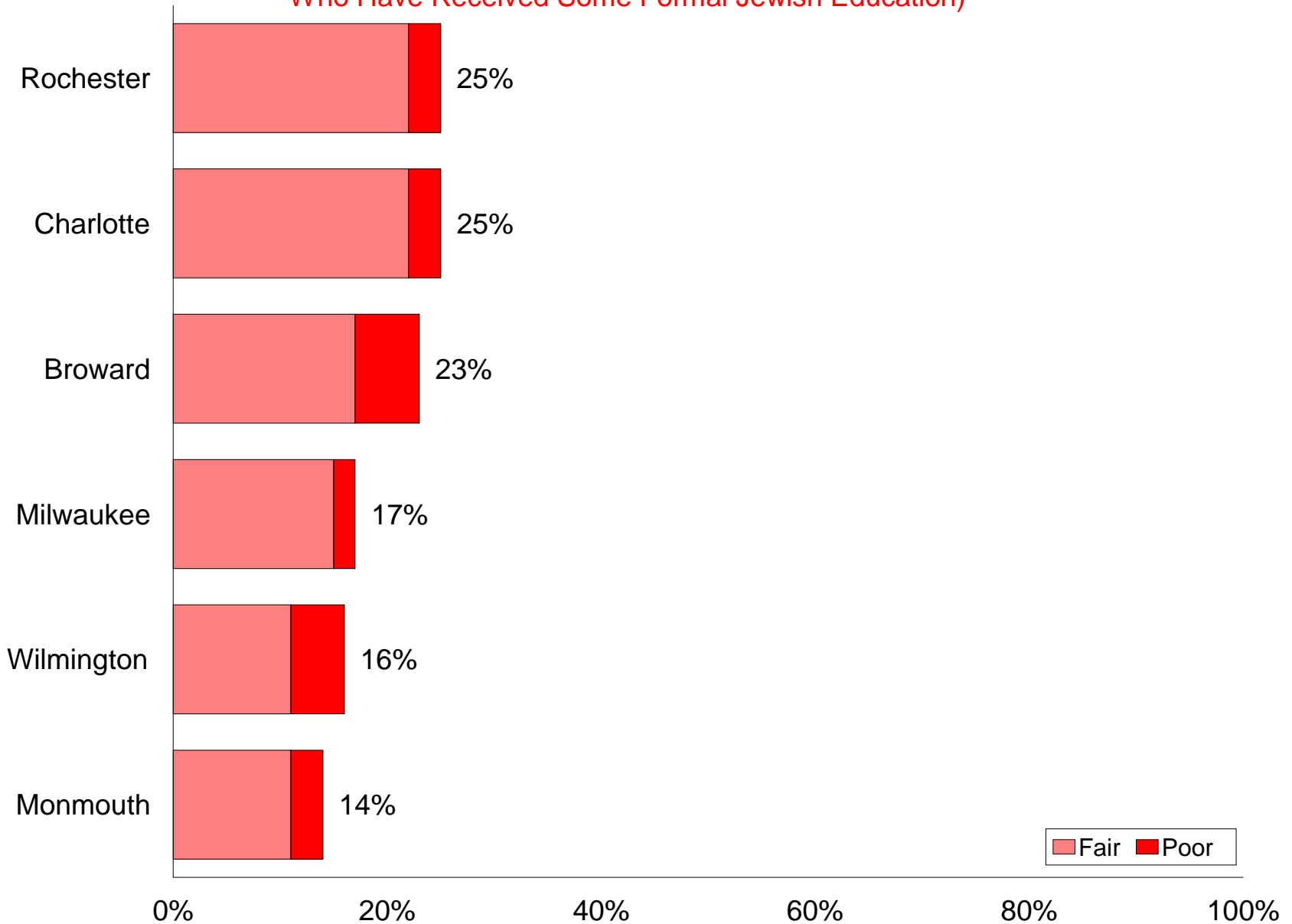
(Respondents in Households with Jewish Children Age 0-17  
Who Have Received Some Formal Jewish Education)



13

# FAIR/POOR PERCEPTIONS OF CHILDREN'S JEWISH EDUCATION

(Respondents in Households with Jewish Children Age 0-17  
Who Have Received Some Formal Jewish Education)



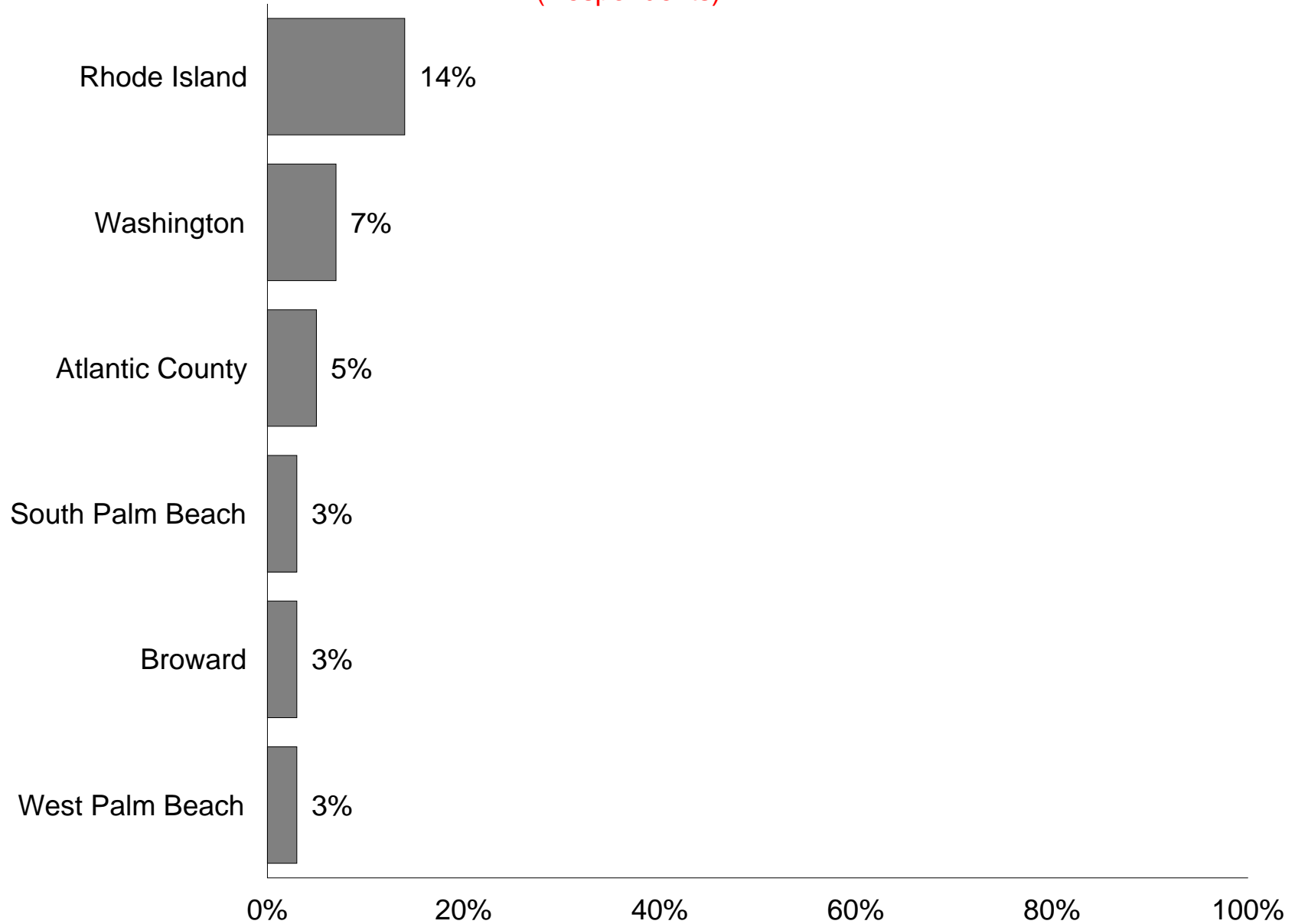
<b>TABLE 6</b>				
<b>FAMILIARITY WITH THE LOCAL BUREAU OF JEWISH EDUCATION</b>				
<b>COMMUNITY COMPARISONS</b>				
<b>BASE: RESPONDENTS</b>				
<b>Community</b>	<b>Year</b>	<b><i>Very Familiar</i></b>	<b>Somewhat Familiar</b>	<b>Not at All Familiar</b>
Rhode Island	2002	14%	28	58
Washington	2003	7%	22	71
Atlantic County	2004	5%	12	83
S Palm Beach	2005	3%	7	90
Broward	1997	3%	7	90
W Palm Beach	2005	3%	6	90



14

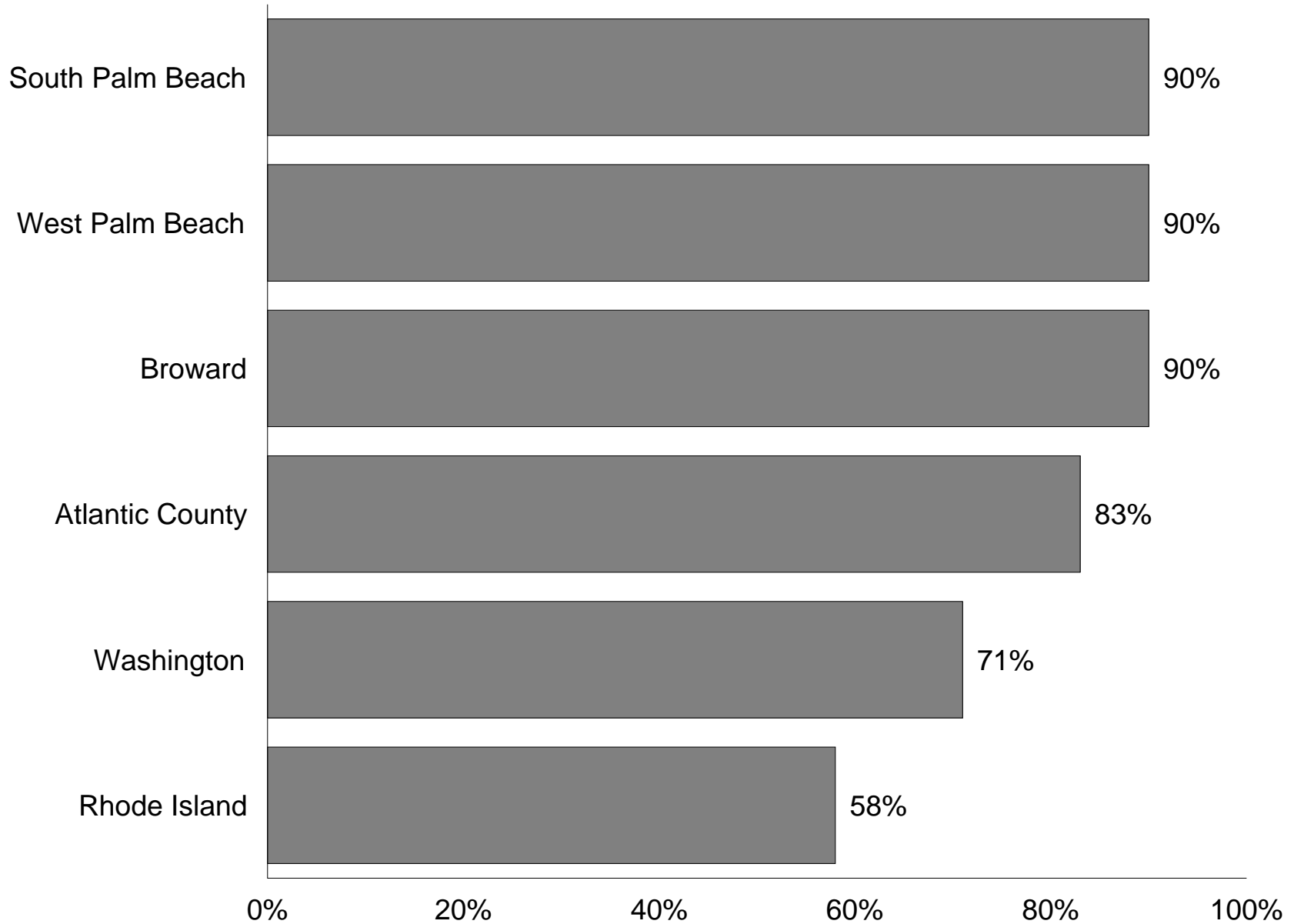
# VERY FAMILIAR WITH THE LOCAL BUREAU OF JEWISH EDUCATION

(Respondents)



15

# NOT AT ALL FAMILIAR WITH THE LOCAL BUREAU OF JEWISH EDUCATION (Respondents)



**TABLE 7**  
**FAMILIARITY WITH THE LOCAL BUREAU OF JEWISH EDUCATION**  
**IN HOUSEHOLDS WITH CHILDREN**  
**COMMUNITY COMPARISONS**

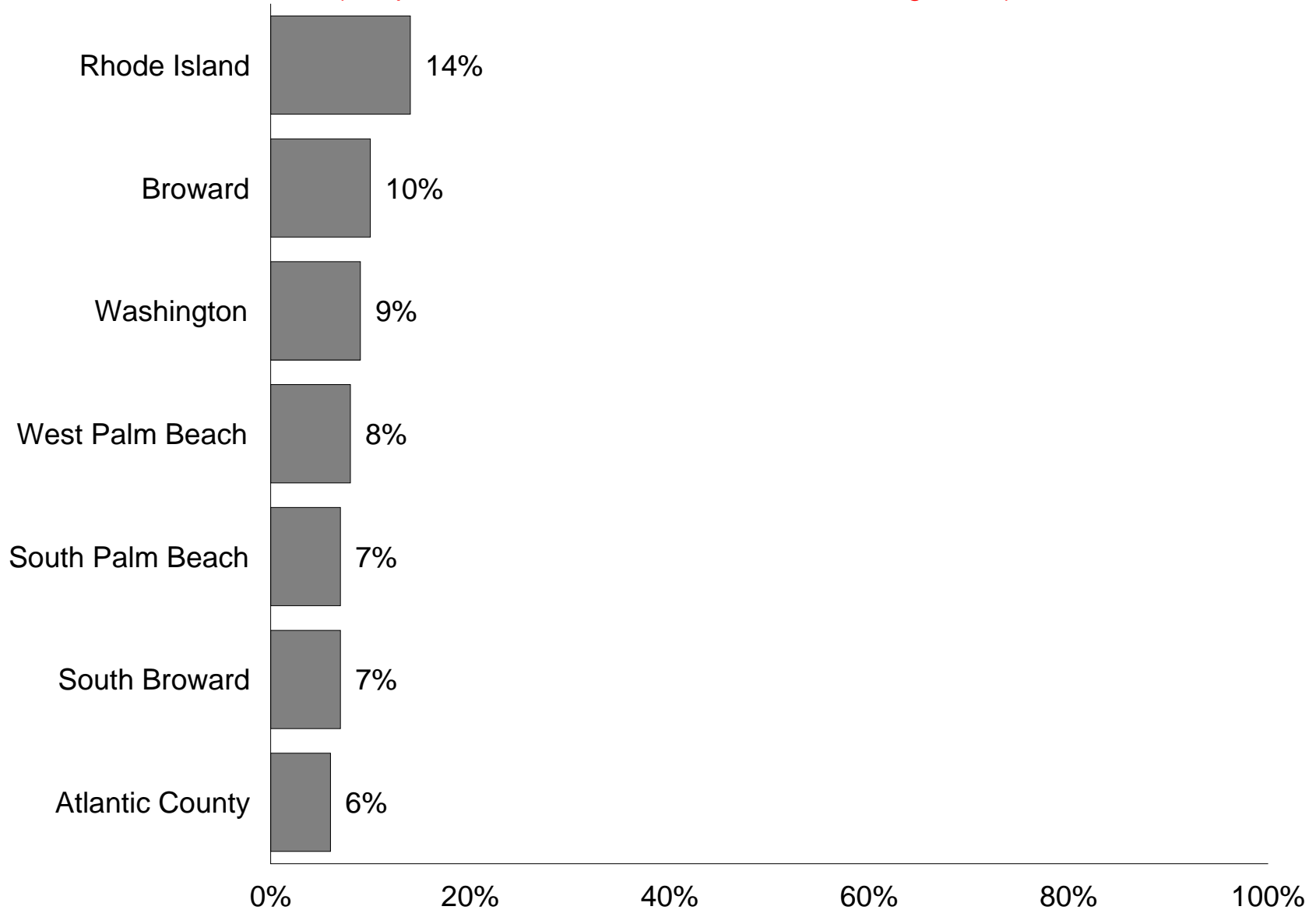
**BASE: RESPONDENTS IN HOUSEHOLDS WITH CHILDREN AGE 0-17**

<b>Community</b>	<b>Year</b>	<b><i>Very Familiar</i></b>	<b>Somewhat Familiar</b>	<b>Not at All Familiar</b>
Rhode Island	2002	14%	30	56
Broward	1997	10%	9	81
Washington	2003	9%	28	63
W Palm Beach	2005	8%	12	80
S Palm Beach	2005	7%	11	82
Atlantic County	2004	6%	16	78

16

# VERY FAMILIAR WITH THE LOCAL BUREAU OF JEWISH EDUCATION

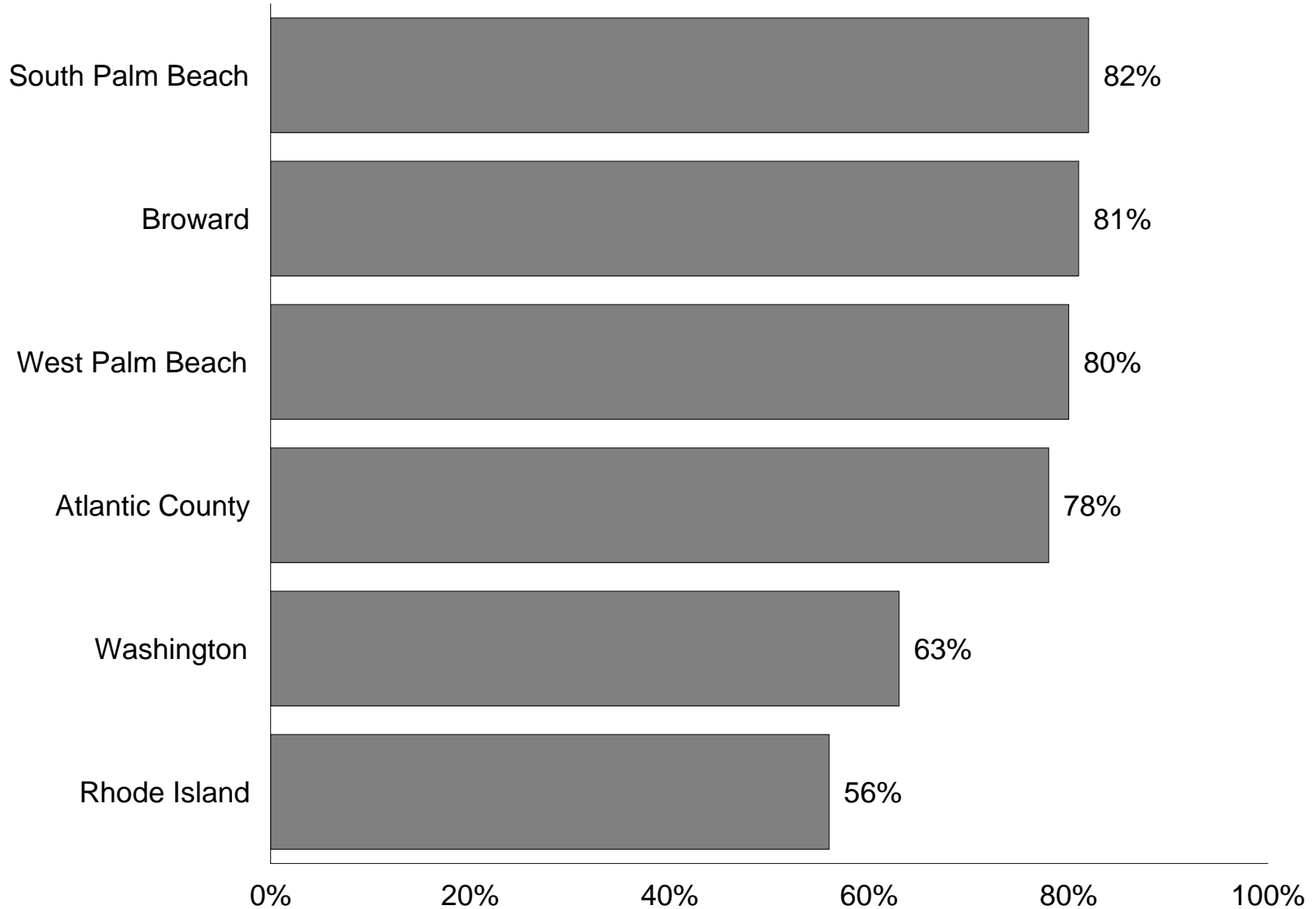
(Respondents in Households with Children Age 0-17)



17

# NOT AT ALL FAMILIAR WITH THE LOCAL BUREAU OF JEWISH EDUCATION

(Respondents in Households with Children Age 0-17)

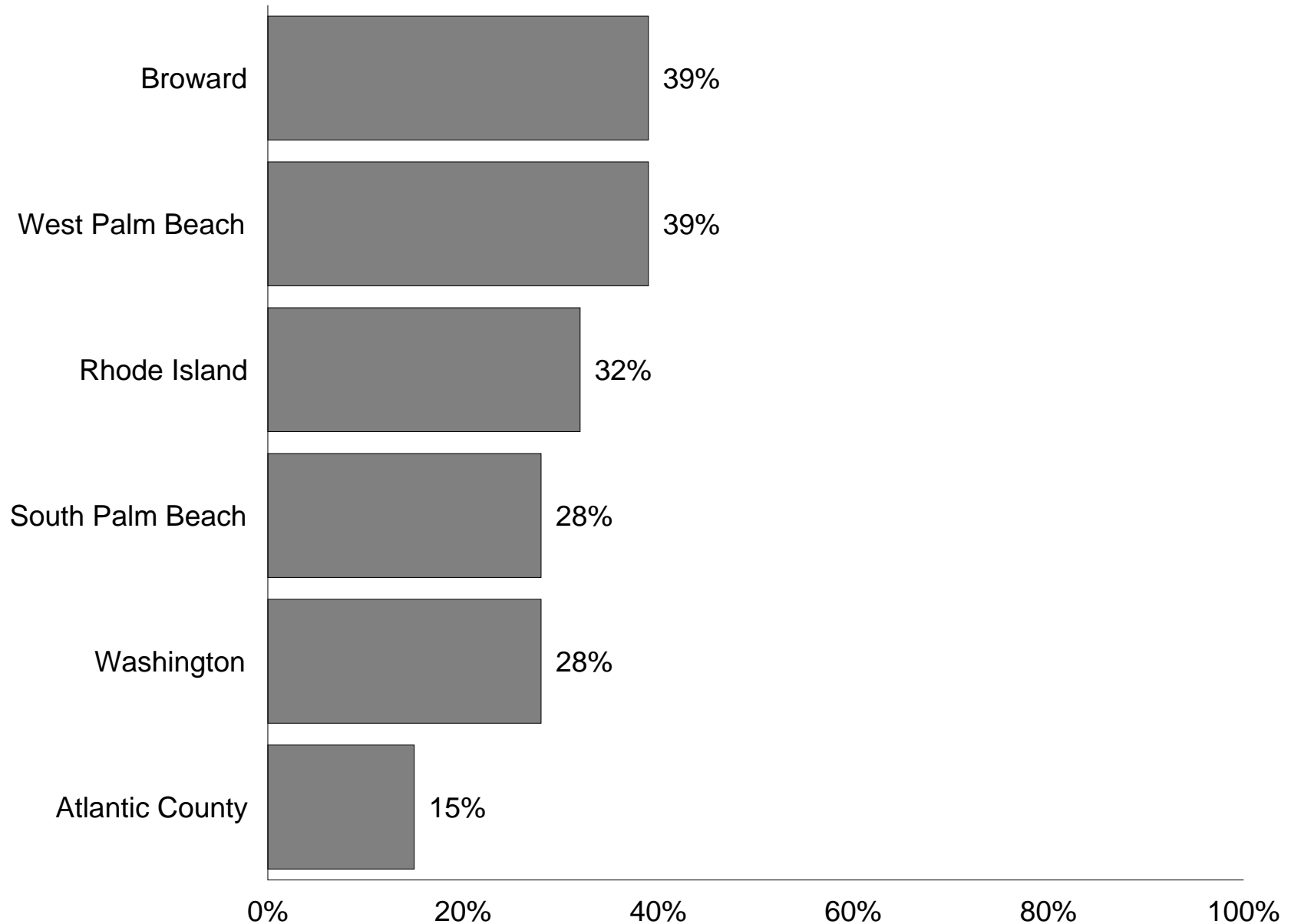


<b>TABLE 8 PERCEPTION OF THE LOCAL BUREAU OF JEWISH EDUCATION COMMUNITY COMPARISONS</b>						
<b>BASE: RESPONDENTS VERY/SOMEWHAT FAMILIAR WITH THE LOCAL BJE</b>						
<b>Community</b>	<b>Year</b>	<b><i>Excellent</i></b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Excellent/ Good</b>
Broward	1997	39%	54	5	2	93%
W Palm Beach	2005	39%	50	9	3	89%
Rhode Island	2002	32%	59	7	1	92%
S Palm Beach	2005	28%	65	6	1	93%
Washington	2003	28%	57	14	0	86%
Atlantic County	2004	15%	57	23	6	72%

18

# EXCELLENT PERCEPTIONS OF THE LOCAL BUREAU OF JEWISH EDUCATION

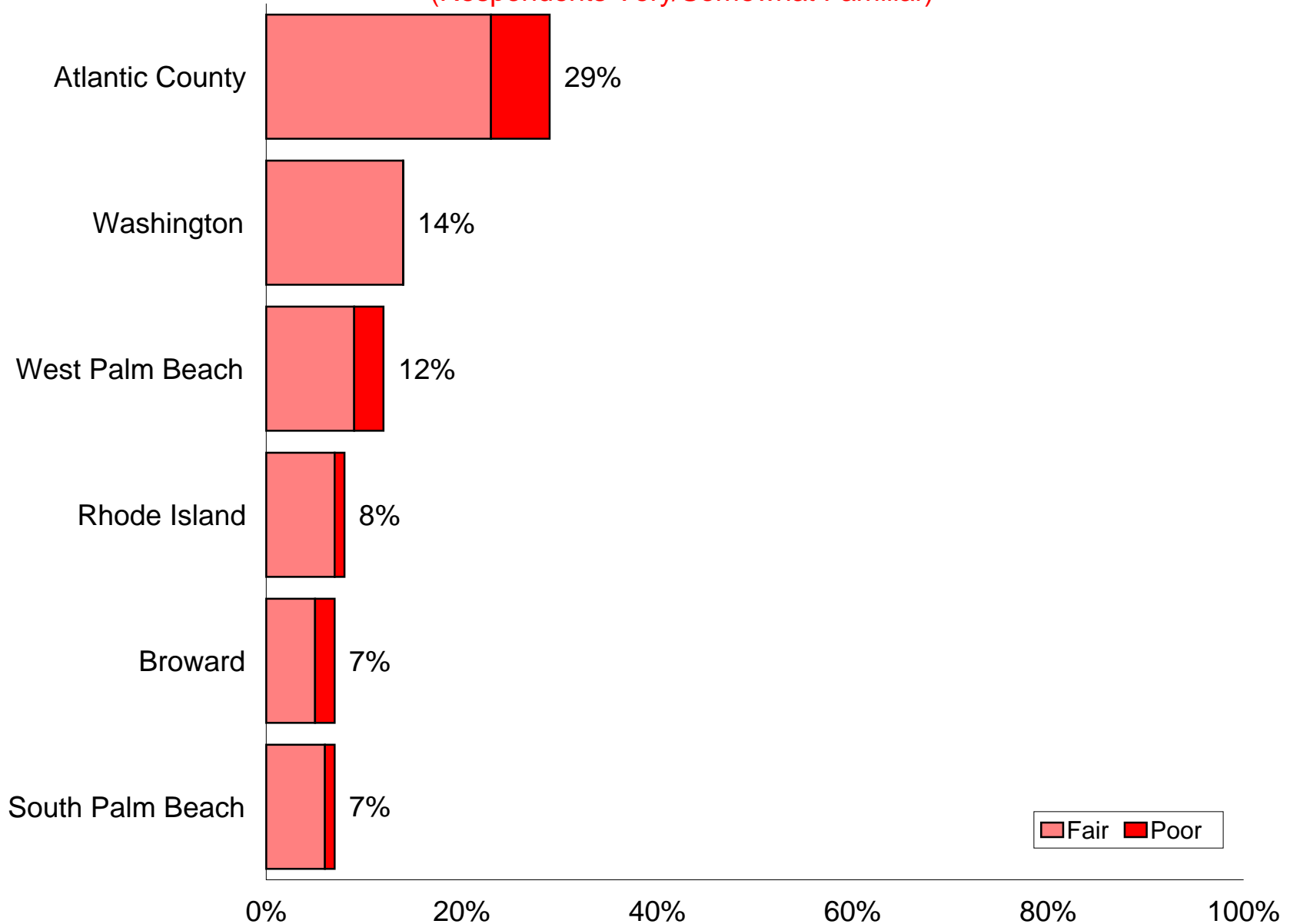
(Respondents Very/Somewhat Familiar)



19

# FAIR/POOR PERCEPTIONS OF THE LOCAL BUREAU OF JEWISH EDUCATION

(Respondents Very/Somewhat Familiar)



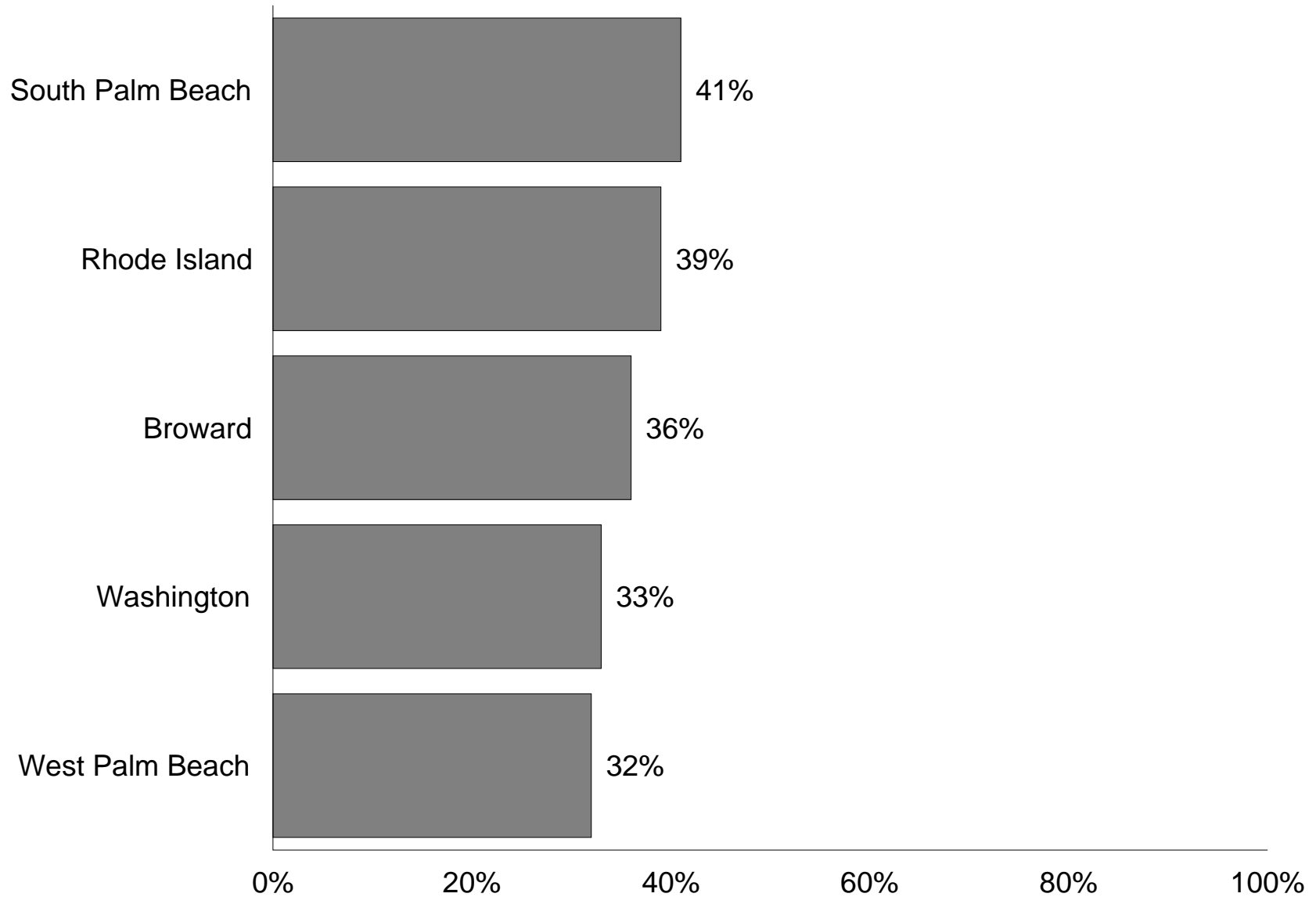


<b>TABLE 9 PERCEPTION OF THE LOCAL BUREAU OF JEWISH EDUCATION IN HOUSEHOLDS WITH CHILDREN COMMUNITY COMPARISONS</b>						
<b>BASE: RESPONDENTS IN HOUSEHOLDS WITH CHILDREN VERY/SOMEWHAT FAMILIAR WITH THE LOCAL BJE</b>						
<b>Community</b>	<b>Year</b>	<b><i>Excellent</i></b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Excellent/ Good</b>
S Palm Beach	2005	41%	53	6	0	94%
Rhode Island	2002	39%	56	4	1	94%
Broward	1997	36%	56	8	0	92%
Washington	2003	33%	57	10	0	90%
W Palm Beach	2005	32%	47	21	0	79%

20

# EXCELLENT PERCEPTIONS OF THE LOCAL BUREAU OF JEWISH EDUCATION

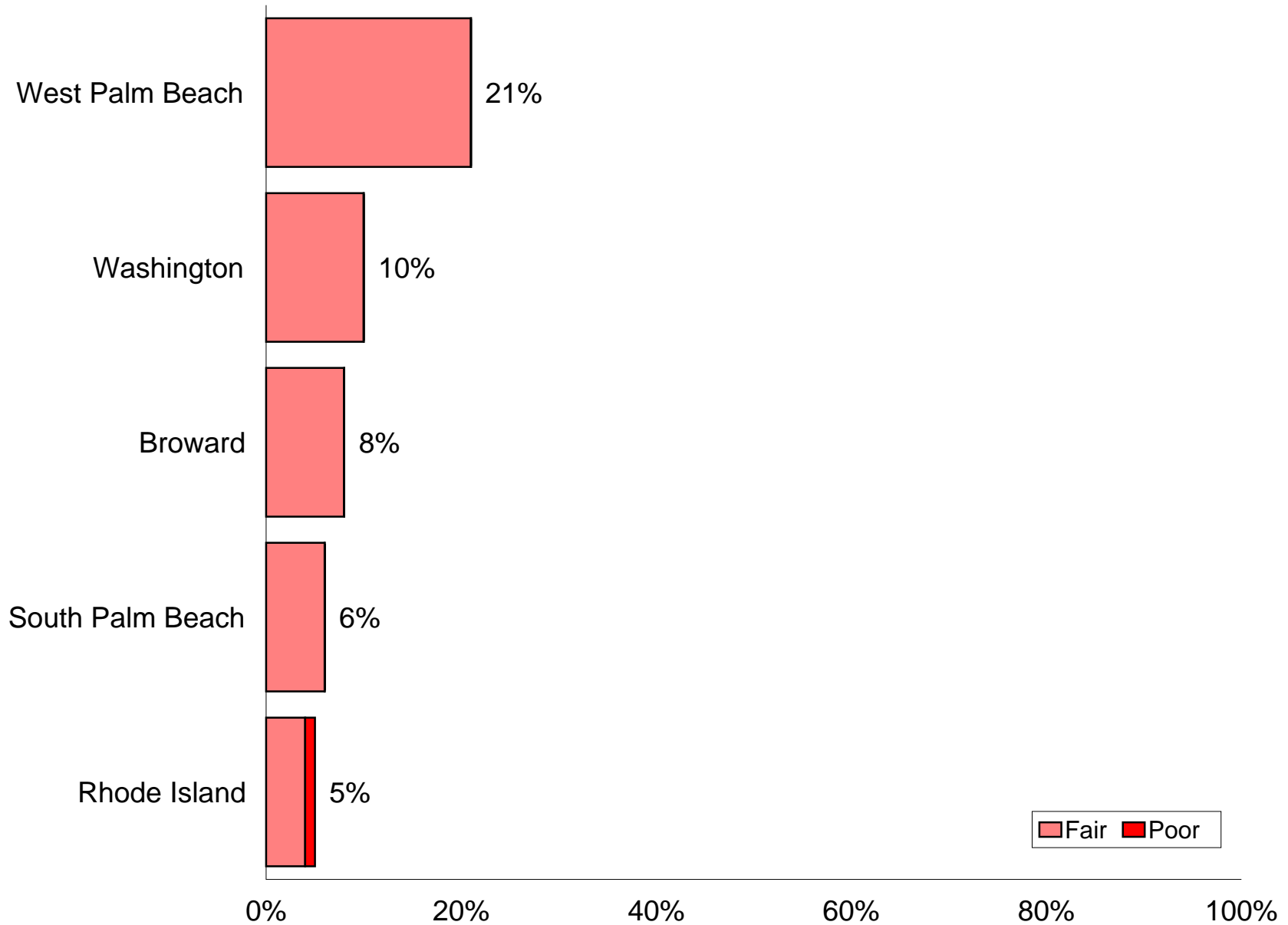
(Respondents in Households with Children Age 0-17 Very/Somewhat Familiar)



21

# FAIR/POOR PERCEPTIONS OF THE LOCAL BUREAU OF JEWISH EDUCATION

(Respondents in Households with Children Age 0-17 Very/Somewhat Familiar)



**TABLE 10**  
**JEWISH CHILDREN CURRENTLY INVOLVED IN**  
**FORMAL OR INFORMAL JEWISH EDUCATION**  
**COMMUNITY COMPARISONS**

**BASE: JEWISH CHILDREN AGE 0-17**

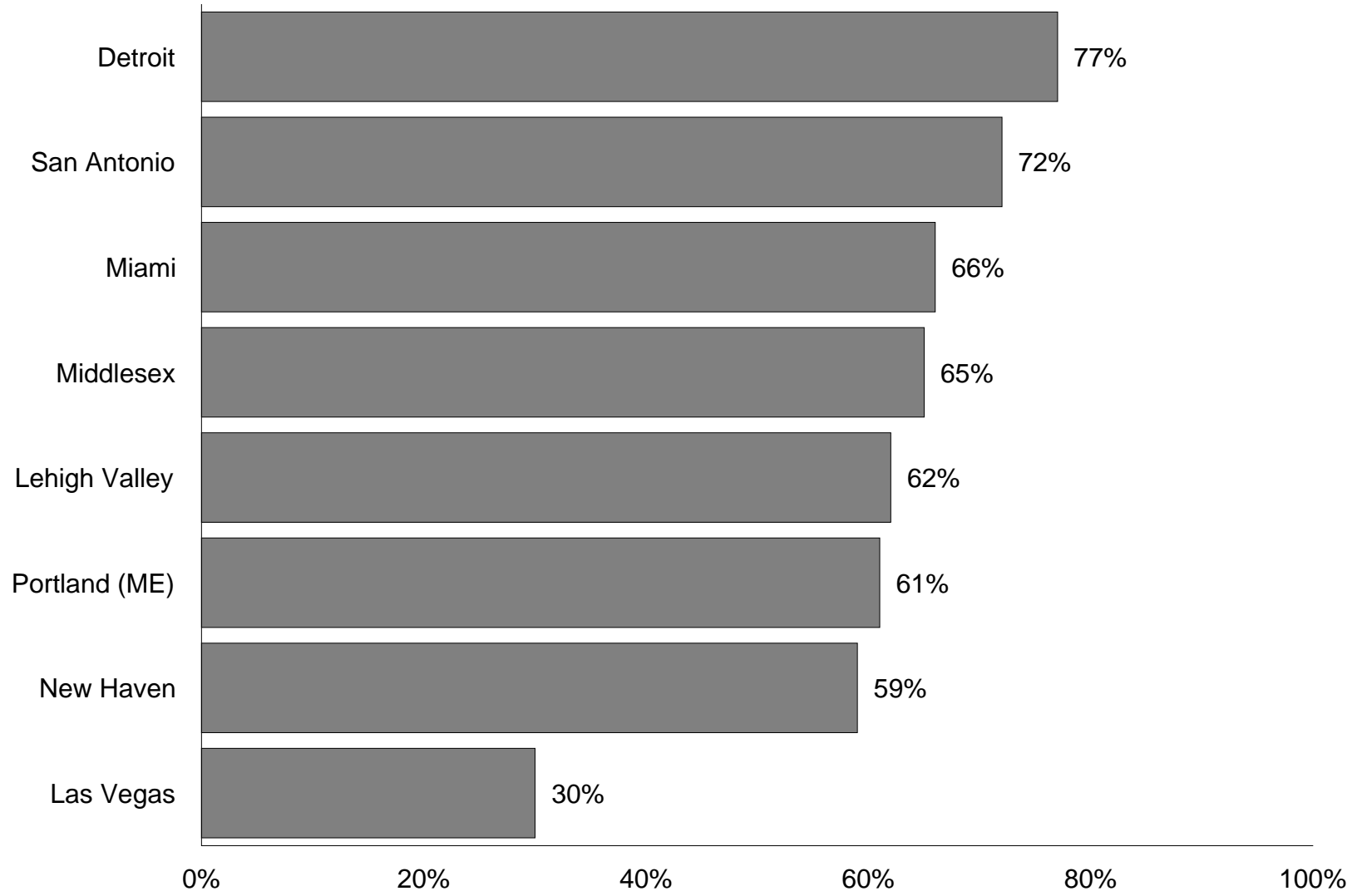
<b>Community</b>	<b>Year</b>	<b>%</b>
Detroit	2005	77%
San Antonio	2007	72%
Miami	2014	66%
Middlesex	2008	65%
Lehigh Valley	2007	62%
Portland (ME)	2007	61%
New Haven	2010	59%
Las Vegas	2005	30%

Note: Jewish children are *currently involved* in formal or informal Jewish education if they currently attend a Jewish pre-school/child care program, currently attend a Jewish day school, currently attend a Jewish supplemental school, attended or worked at a Jewish day camp this past summer, attended or worked at a Jewish overnight camp this past summer, or currently participate in a Jewish teenage youth group.

22

# JEWISH CHILDREN CURRENTLY INVOLVED IN FORMAL OR INFORMAL JEWISH EDUCATION

(Jewish Children Age 0-17)  
(Based upon the Telephone Survey)



## COMPARISONS OF JEWISH COMMUNITIES: A COMPENDIUM OF TABLES AND BAR CHARTS

### APPENDIX

This appendix provides further information to help readers use the tables and bar charts, including rules for inclusion of local studies in the compendium, methodological issues in comparing communities, the order of communities, and tips for reading the tables and bar charts.

#### RULES FOR INCLUSION OF COMMUNITY STUDIES

To be included in the comparison tables and bar charts, a community study must meet the following criteria:

- ❶ The study had to include a telephone survey using random digit dialing for at least part of the sample.
- ❷ The study had to be completed since 1993. If a community completed multiple studies during this period, only the results of the most recent study are shown.
- ❸ The study had to ask the questions addressed in the tables and bar charts using wording similar to other studies and to report the results in a manner facilitating comparison. In many cases where the original results were not reported in a manner facilitating comparison, Dr. Sheskin obtained the original survey data and produced results that permit comparisons. In some cases, differences in the wording of the questions or categories used to report the results are noted in the footnotes to the tables.
- ❹ The study had to ask the questions addressed in the tables and bar charts of the same set of households or persons in a household (known as the *base*) as other studies asked. For example, a question asked only about *Jewish children in Jewish households* cannot be included in the tables and bar charts with other studies that asked the same question about *all children (both Jewish and non-Jewish) in Jewish households*. Minor differences in the set of households or persons queried are noted in the footnotes to the tables. In some cases, communities for which the base is significantly different from that used in the table are listed at the end of the table with the alternative base noted. Such communities are not included in the comparison bar charts.

## COMPARISONS AMONG COMMUNITIES: METHODOLOGICAL CONCERNS

As noted, comparisons among Jewish communities help provide an important context for understanding American Jewish communities. Nonetheless, the comparisons should be treated with caution for the following reasons:

❶ **Different Dates of the Studies.** The Jewish community studies included in the comparison tables and bar charts were completed over an extended period of time. Differences between Community A in 1993 and Community B in 2010 may be due to the temporal differences in the community studies. For example, the intermarriage rate in Community A may be lower than in Community B simply because the community study in Community A was completed 17 years earlier, when intermarriage rates generally were lower. This is an extreme example since most comparisons are between studies completed closer in time than in this illustration.

❷ **Different Sampling Methods.** Three different sampling methods generally have been used in Jewish community studies: a random digit dialing (RDD) only sample (drawn from randomly generated telephone numbers); an RDD sample combined with a Distinctive Jewish Name (DJN) sample (drawn from a telephone directory); and an RDD sample combined with a List sample (usually drawn from the local Jewish Federation mailing list). Only Jewish communities that used RDD sampling for at least part of the sample are included in the comparison tables and bar charts. Different sampling methods *may* lead to differences in survey results. See Section I - Methodology for the sampling methods and sample sizes used in each community study included in the comparison tables and bar charts.

❸ **Different Questionnaires.** A variety of questionnaires have been used in Jewish community studies. For examples, see the Jewish Survey Question Bank (<http://jewishquestions.bjpa.org/>). The survey research literature indicates that even small changes in question wording or in the sequence in which questions are asked on a telephone survey can have a significant impact upon survey results.

❹ **Small Sample Sizes.** In general, when comparing the overall results for Jewish households or persons in Jewish households among Jewish communities, the sample sizes used in the community studies are such that differences of five percentage points or more may be considered statistically significant. On the other hand, when comparing the results among Jewish communities for *population subgroups* (such as households with children or respondents under age 35), the sample sizes may be substantially smaller such that even differences of 10-15 percentage points may not be statistically significant.

❺ **Missing Data.** Researchers sometimes treat missing data and “don’t know” responses differently, leading to minor differences in reported results.

⑥ **Identifying Jewish Households.** While there is considerable agreement among researchers and policy makers about how to define Jewish households and persons, different studies may use different questions for qualifying Jewish households and respondents, and researchers may use different methods for deciding if households and persons should be considered Jewish when a particular case is ambiguous.

⑦ **Time-Specific Conditions.** Some comparisons are affected by the year in which a study was completed. This applies particularly to comparisons on economic variables such as income and philanthropy (which may be affected by the state of the economy in a given year) and variables related to Israel (which may be affected by the political situation in Israel in a given year).

### ORDER OF COMMUNITIES IN THE COMPARISON TABLES AND BAR CHARTS

**Tables.** Each comparison table is ordered based upon one particular data column (referred to as the *primary column* in the discussion below), in descending order of magnitude of the data. Except for those tables with only one data column, the primary column has an *italicized* heading. The choice of primary column is determined by the data thought to be most interesting. Thus, for example, the household size table is ordered by the percentage of one-person households and the employment status table is ordered by the percentage employed full time. While listing the communities in alphabetical order might simplify finding the results quickly for a particular community, such a presentation would be much less helpful in facilitating comparisons among Jewish communities.

When two or more communities show the same percentage (or number) in the primary column, three rules are followed to determine the order in which the communities are listed:

① The first rule applies when a secondary column is used to order the communities that show the same percentage in the primary column.

In some cases, when the primary column is the sum of two (or more) other columns, the communities are listed according to the community that has the higher percentage on the more “extreme” of the columns being summed. For example, if two communities show the same percentage for “always/usually,” the community with the highest “always” percentage is listed first.

In other cases, a table is ordered on a particular column, but a secondary “related” column is used to order the communities that show the same percentage in the primary column. For example, in the employment status table, if two communities show the same percentage for “full time,” the community with the highest “part time” percentage is listed first.



If the communities continue to show the same percentages after applying this rule, the process is continued using the next appropriate column.

② The second rule applies when the first rule is not applicable or does not resolve the situation, that is, the communities show the same percentages in all the data columns. In this case, the community with the most recent study is listed first.

③ The third rule applies when the first two rules do not resolve the situation, that is, the communities also have the same year of study. In this case, the communities are listed in alphabetical order.

Communities for which data are unavailable for the primary column (but are available for other columns) are listed below a thick horizontal line in the tables.

**Bar Charts.** Comparison bar charts correspond to each primary column in the comparison tables, with the data presented in the same order as it appears in the table. In addition, for tables with multiple data columns, additional bar charts are presented to correspond to those additional data columns thought to be most interesting, with the data presented in descending order of magnitude. In these additional bar charts, when two or more communities show the same percentage (or number), the community with the most recent study is listed first. If the communities also have the same year of study, the communities are listed in alphabetical order.

## READING THE TABLES AND BAR CHARTS

Demographic data are easily misunderstood. The most common error in interpretation occurs when readers do not concentrate on the *nature of the denominator (or base) used in calculating a percentage*. Thus, the base in each table and bar chart is generally shown directly below the title.

In some tables and bar charts, “don't know” responses are included in the computations, while in other tables and bar charts they are excluded. The inclusion or exclusion of “don't know” responses depends on whether “don't know” is a statement of value (generally included) or merely an inability to remember or a refusal to respond (generally excluded). In some tables and bar charts, “don't know” responses are treated as negative responses. For example, if a respondent does not know whether the household maintains a synagogue membership, a reasonable assumption is that they do not. Missing responses are excluded from the tables and bar charts.

The reader may notice small differences in the percentages between tables and bar charts due to rounding. At times, also due to rounding, the reported percentages may not sum to 100% and the reported numbers may not sum to the appropriate numerical total. However, the convention employed shows the total as 100% or the appropriate numerical total.

White numbers in black circles (❶, ❷, ❸, etc.) are used in the column headings of tables to indicate that definitions of the terms are provided in the footnotes at the bottom of the table.

Some of the footnotes in the tables are not included in the bar charts to simplify the presentation.

### **ERRORS IN THE TABLES AND BAR CHARTS**

In an undertaking like this, errors in the data are inevitable. Please bring potential errors to the attention of Ira Sheskin at [isheskin@miami.edu](mailto:isheskin@miami.edu).