

**2008 Oregon Benchmark Race & Ethnicity Report:
A Report on the Progress of Oregon's
Racial and Ethnic Diverse Populations**



May 2008

Final Review



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Created by the Oregon Legislature in 1989; the Oregon Progress Board is chaired by the governor and made up of citizen leaders reflecting Oregon's social, ethnic and political diversity. The Oregon Progress Board is responsible for developing and monitoring the implementation of Oregon's twenty-year strategic vision, *Oregon Shines*.

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Final Review

Table of Contents

I. INTRODUCTION	5
Oregon's Population	8
II. SUMMARY OF FINDINGS	11
Status of African Americans	11
Status of American Indians	12
Status of Asians/Pacific Islanders (APIs)	13
Status of Hispanics	14
III. OREGON BENCHMARK ANALYSIS	15
Education	
High School Completion	16
College Completion	18
Eighth Grade Reading	20
Eighth Grade Math	22
High School Dropout Rate	24
Health and Safety	
Oregonians Without Health Insurance	26
Prenatal Care	28
Arrests	30
Financial Status	
Poverty	32
Home Ownership	34
APPENDIX A: Source Data	36
APPENDIX B: Limitations of the Data	41
APPENDIX C: Scoring Worksheets	44

Final Review

Final Review

I. INTRODUCTION

About the Report

The Oregon Progress Board periodically assesses how well Oregon's racially and ethnically diverse groups are doing in regards to the Oregon Benchmarks. The last report was done in 2006. The Progress Board hopes this report will provide a base of information to help readers understand issues and challenges faced by racially and ethnically diverse groups in Oregon.

Oregon Benchmarks (benchmarks.oregon.gov) provide Oregonians with quality-of-life trends within the state. This report analyzes those benchmark trends that are specifically related to education, health and safety, and financial status for Black or African Americans, Latino or Hispanic Americans, Asians and Pacific Islanders, American Indians and Alaska Natives.

This report has three sections.

- I. Introduction provides terms, data limitations and demographic information as important context for the tables and charts that follow.
- II. Summary of Findings summarizes the education, health and safety and financial status for each racially and ethnically diverse group. Arrows suggest positive, negative or neutral/stalled developments. See the scoring worksheets shown in Appendix C.
- III. Oregon Benchmark Analysis provides detailed charts and tables that analyze the positive and negative developments for racially and ethnically diverse groups by benchmark. Raw data for the charts are shown in Appendix A.

Changes from the 2006 Report

The report has undergone a primary change since the last iteration in 2006. Previous reports displayed data tables where every other year was often presented on the charts. We have chosen to change our approach to where a longer term/less cluttered chart is used. This change is undertaken with the realization that some information is forfeited in the chart to clearly present data on multiple racial and ethnic groups and across our chosen timeframe.

Final Review

As such, the charts display data at ten year increments (or as near as possible), dating back to 1990, along with the latest data point available. What is lost in the charts is year over year or biennial change that previous reports allowed. However, all data can still be found in the data tables in Appendix A.

Terms

Race: Populations *based on physical characteristics*. Distinct racial groups addressed in this report are White, African American, Asian/Pacific Islander and American Indian.¹

Ethnicity: Populations *based on ancestry or nation of origin*. Ethnic groups addressed in this report are “Hispanic” and “non-Hispanic”. Ethnic categories are used by the U.S. Census Bureau and are therefore addressed in this report for benchmarks fed by U.S. Census data. In these cases, an individual can be in both a race and an ethnicity category (e.g., African-American and Hispanic).²

Racial and ethnic groups: All of the population groups addressed in this paper, including those who identify themselves as Whites, Asian/Pacific Islanders, African Americans, American Indians, Other, Multi-Racial, Hispanics and non-Hispanics.

Racially and ethnically diverse groups: All of the above racial and ethnic groups except Whites.

Asian/Pacific Islander (API): A racial group including Asians, Asian Americans and Pacific Islanders.

African American: A racial group including African Americans, Blacks and Africans.

American Indian: A racial group including American Indians, Alaska Natives and Native Americans.

Hispanic: An ethnic category including Hispanics and Latinos. Hispanics are shown as a separate ethnic category for charts in this paper fed by U.S. Census data – Charts 1, 2, 3, 7, 10 and 11. In these charts, the racial categories may include individuals who also consider themselves Hispanic (as in African-American and Hispanic).

Multi-racial: A race category created by the U.S. Census in 2000 to accommodate those who identify themselves as having two or more races. Previously, individuals were required to identify a primary race. Technically, this means that U.S. Census race categories between 1990 and 2000 are not strictly comparable.

¹ A wide degree of variability is present within each racial and/or ethnic population and among various self identified sub-classifications. This analysis offers general information on societal-scaled categories and may obfuscate specific racial & ethnic information within Oregon. As such further more detailed examination into the causes and population characteristics presented in these societal measures is encouraged.

² Ibid.

Data Limitations

More than half of the charts in this report are based on survey data from the U.S. Census and other sources. Readers should be aware of some of the survey-related issues affecting the reliability of data on racially and ethnically diverse populations. (See Appendix B for more complete information on these issues.)

- Telephone survey response rates for Oregon’s racially and ethnically diverse populations are historically lower than response rates for non-Hispanic Whites. This may be due to the difficulties of culturally competent data collection and analysis, surveys conducted in English or Spanish only, concerns regarding confidentiality, residency issues, or a greater prevalence of residents that only use cell phones.
- Low survey response rates mean that the resulting data may not be truly representative of these populations. The small number of responses from racially and ethnically diverse populations can negatively impact the external validity³ of the findings. The most common loss of external validity comes from the fact that experiments using human participants often employ small samples obtained from a single geographic location. Because of this, one can not be sure that any results obtained would apply to similar groups or people in other geographic locations.

³ External validity is the degree to which the conclusions in a study would hold for other persons in other places and at other times.

Oregon's 2006 Population

Please see Chart 1, next page.

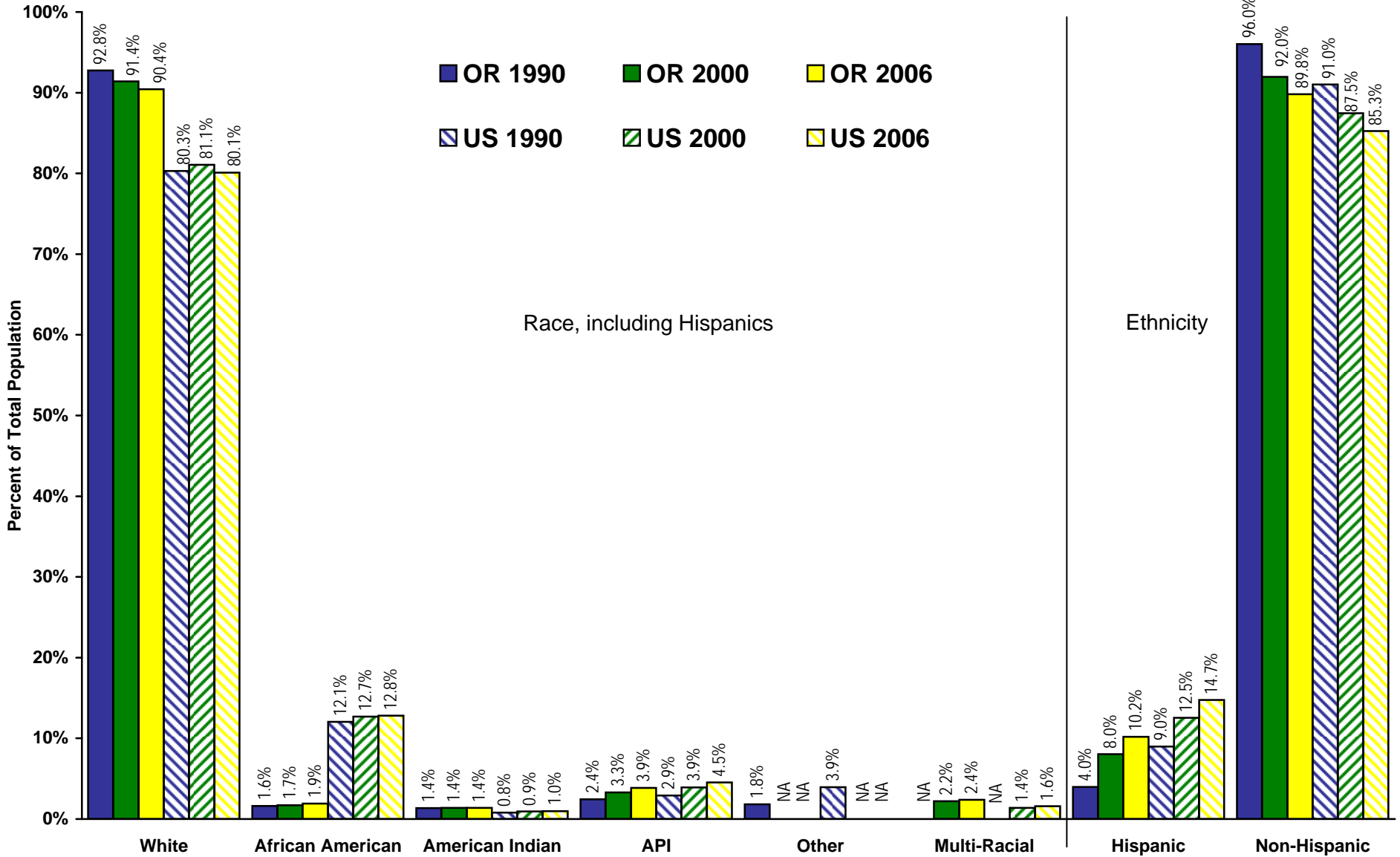
Oregon continues to become a more diverse state

Throughout the last decade Oregon's population continues to diversify with an increased representation of Asian and Pacific Islanders. Couple this with a significant increase in the Hispanic population has dramatically changed Oregon's Racial and Ethnic composition from that of 1990. In 2006 approximately 10 percent of Oregon's population classified themselves as Hispanic up from 9.6 percent in 2004 and 8 percent in 2000. The proportion of Oregon's population that is Hispanic is three times larger than any racially diverse group in Oregon. The American Indian and African American populations have seen little change in the rate of their representativeness within the state over the last 15 years.

However, Oregon continues to lag behind the national diversity rates

Oregon's growth is fairly similar to the national patterns and trends. For 2006, Oregon remained less racially and ethnically diverse than the United States as a whole. American Indians continue to be the least represented group within Oregon, with less than two percent of the population; yet, American Indians are more representative in the state than in the national rate. Additionally, Oregon experienced a greater increase in its Hispanic population than the U.S. since 2000. The 2006 overall percentage of the population that is Hispanic remained lower than in the U.S. overall (10.2 versus 14.7 percent).

Chart 1: Oregon and U.S. Population by Race and Ethnicity



Data Source: US Census Bureau (see Appendix A, Table 1)

Data Note: Prior to 2000, multi-racial persons were tabulated in the single race categories

Data Note: After 1997, Other was dropped as an official race category. See Appendix B for more information.

II. SUMMARY OF FINDINGS

The following tables summarize data by certain racial and ethnic groups.¹ Arrows suggest whether the results are positive, negative or mixed. The arrows are based on evaluating how each diverse group fared along several dimensions: how the data trended over time, and how the groups compared to other groups, to the target and/or the state average, and to their counterparts nationwide. (Please see Appendix C for scoring method and worksheets.)

Status of African Americans: Mixed, overall

EDUCATION: Mixed ²	HEALTH & SAFETY: Mixed	FINANCIAL STATUS: Mixed
<p>↑ <i>Adult high school completion rate</i> improved from 1990-2006 and was likely better than the national African American rate. (Chart 2)</p> <p>↔ <i>Adult college completion rate</i> may have increased from 1990 – 2006, however there is a level of uncertainty given the small African American population in Oregon, which affects the survey reliability. The graduation rate was significantly behind that of Oregonians overall. (Chart 3)</p> <p>↓ <i>Eighth grade reading</i> improved over the short timeframe of comparable data (2005-2007). However, African-Americans were quite low in comparison to the overall rate at 15 percentage points below the state average. (Chart 4)</p> <p>↓ <i>Eighth grade math</i> improved over the short timeframe of comparable data (2006-2007). Yet, in comparison to the state average, African Americans were significantly behind. (Chart 5)</p> <p>↔ <i>High school dropout rate</i> improved from roughly 12 percent in 1992 to roughly 6 percent in 2006. This substantial increase nearly met the overall statewide 2005 target of 5.4 percent. (Chart 6)</p>	<p>↔ <i>Health insurance</i> data suggests that African American rates have not seen much improvement over the last decade and a half. On the positive side African American rates are very similar to the statewide average for all Oregonians. (Chart 7)</p> <p>↔ <i>Prenatal care</i> rates have improved since 1990 and have closed the gap with the overall statewide rate. However, over the last few years (2000-2006) the rate has decreased more substantially than other Racial or Ethnic groups. (Chart 8)</p> <p>↓ <i>Arrests</i> decreased for African-Americans between 1990 and 2005. Yet, there remains a severe disparity in the arrests rates of African Americans and other Racial or Ethnic groups in the state. (Chart 9)</p>	<p>↓ <i>Poverty</i> may have increased from 1990 to 2006. While there is a wide variability in the poverty estimate, African Americans Oregonians have not experienced any significant improvement towards the state average. (Chart 10)</p> <p>↓ <i>Home ownership</i> possibly dropped between 1990 and 2006 for African American Oregonians. This negative trend has increased the disparity between African American rates of home ownership and other Racial and Ethnic groups. The difference between the African American national rate and Oregon’s rate has also increased. (Chart 11)</p>

¹ The groups labeled “multi-racial” and “other” in the charts are not summarized here.

² The African American 2008 Education analysis improved from a grade of ‘Negative’ in the 2006 report.

Status of American Indians: Negative, overall³

EDUCATION: Mixed	HEALTH & SAFETY: Negative	FINANCIAL STATUS: Negative ⁴
<p>↓ <i>Adult high school completion rate</i> while still higher than the 1990 rate has seen declines in recent years. This has increased the disparity between American Indian High School Completion rate and that of Oregon Overall. (Chart 2).</p> <p>↓ <i>Adult college completion</i> lagged behind most groups and Oregon overall. As with HS completion the gap between American Indians with a college degree and Oregon overall has widened. (Chart 3)</p> <p>↔ <i>Eighth grade reading</i> improved across the measures short timeline (2005-2007). However, little improvement was seen against Oregon's overall rate. (Chart 4)</p> <p>↔ <i>Eighth grade math</i> improved for American Indian children as well. However, American Indian children achieved standards at a rate 10 percentage points lower than seen overall. (Chart 5)</p> <p>↔ <i>High school dropout rate</i> improved significantly in recent years. Yet, the dropout rate remained below the Oregon average and statewide target. (Chart 6)</p>	<p>↓ <i>Health insurance</i> rates appear to have declined across the 1992-2006 timeframe. While there is a wide degree of variance in the survey instrument, which is seen in the swing between the 2000 and 2006 rates, little if any progress is being made toward decreasing the gap between Health Insurance rates of Native Americans and Oregon's rate overall. (Chart 7)</p> <p>↓ <i>Prenatal care</i> has increased since 1990, but more recently has seen declines. American Indians in Oregon trail the state average by nearly 13 percentage points. (Chart 8)</p> <p>↔ <i>Arrests have declined across the last 15 years.</i> American Indian arrest rate is similar to that of Oregonians overall. (Chart 9)</p>	<p>↓ American Indian <i>poverty</i> rates are roughly double that of Oregonians overall. The progress that had been made against poverty in the 1990s seems to have eroded so far in the 2000s. (Chart 10)</p> <p>↓ <i>Home ownership</i> rates for American Indians may have declined across the last decade and a half. Due to the small population size the estimated rates have a large degree of variability in any give years rates. However, homeownership rates for American Indians were below the state average with the gap widening. (Chart 11)</p>

³ The American Indian overall grade declined from 'Mixed, Overall' in the 2006 report due to the changes in the Financial Status category.

⁴ The American Indian 2008 Financial Status analysis declined from a grade of 'Mixed' in the 2006 report.

Status of Asian/Pacific Islanders (APIs): Positive, overall

EDUCATION: Positive	HEALTH & SAFETY: Positive	FINANCIAL STATUS: Mixed ⁵
<p>↑ <i>Adult high school completion rate</i> rose from 1990 to 2006, with the gap between the statewide rate and the API rate diminishing. (Chart 2)</p> <p>↑ <i>Adult college completion</i> has increased rapidly over the last roughly 15 years, exceeding the benchmark statewide target and ahead of the statewide rate by roughly 15 percentage points. (Chart 3)</p> <p>↑ <i>Eighth grade reading</i> has exceeded the statewide 2005 target as well as the overall Oregon average. (Chart 4)</p> <p>↑ <i>Eighth grade math</i> similarly excelled for Asian/Pacific Islanders. As a group API rates surpassed the Oregon average by over ten percentage points. (Chart 5)</p> <p>↑ <i>High school dropout rate</i> were lower than the Oregon overall rate and decreased substantially since 2000. (Chart 6)</p>	<p>↑ Asian/Pacific Islander lack of <i>health insurance</i> rates appear to have declined since the early 1990s. The 2006 rate may have bucked the trend seen with other Racial and Ethnic groups by continuing to decrease. However, there is a degree of uncertainty in estimating the rates for Racial groups with small populations. (Chart 7)</p> <p>↔ <i>Prenatal care rates</i> experienced a decline from 2000 to 2006, however the rate is still higher than it was in 1990. Asian/Pacific Islanders had the same rate as Oregonians overall.</p> <p>↑ The <i>Arrest</i> rate has declined by roughly .5 percentage points over the past 15 years. This represents over a 50 percent decrease in arrests. The 2005 rate was lower for Asian/Pacific Islanders than Oregonians overall. (Chart 9)</p>	<p>↔ <i>Poverty</i> improved since 1990. However, little change since 2000 is evident. (Chart 10)</p> <p>↑ <i>Home ownership</i> rates for Asian/Pacific Islanders increased nearly 20 percentage points since 1990. For 2006 Asian/Pacific Islanders neared and may have equaled the overall home owner rate in Oregon. (Chart 11)</p>

⁵ The API 2008 Financial Status analysis declined from a grade of 'Positive' in the 2006 report.

Status of Hispanics: Negative, overall

EDUCATION: Negative	HEALTH & SAFETY: Mixed	FINANCIAL STATUS: Negative
<p>↓ <i>Adult high school completion</i> rate increased from 1990. However, the rate lagged behind Oregon's overall rate and that of Hispanics nationally. (Chart 2)</p> <p>↓ <i>Adult college completion</i> rate changed little since 1990. Because of this stagnation and increases in the overall Oregon rate and the national Hispanic rate, Hispanic Oregonians are falling farther behind. (Chart 3)</p> <p>↓ <i>Eighth grade reading</i> improved markedly over the near term of 2005-2007. However, there is a substantial divide that needs to be overcome to reach Oregon's overall rate. (Chart 4)</p> <p>↓ The percent of students achieving <i>eighth grade math</i> increased in our one year measure. Yet, 20 percentage points separate the Hispanic Oregonians eighth grade rate from that of Oregon's overall rate. (Chart 5)</p> <p>↓ <i>High school dropout rate</i> has decreased substantially since 1992. However, the rate in 2006 was roughly double that of Oregonians overall. (Chart 6)</p>	<p>↓ <i>Health insurance</i> rates appear to be moving in the wrong direction since 2000. Nearly one third of Hispanics lack health insurance. This mirrors a nationwide estimate (Appendix A, Table 7b). The Hispanic rate is roughly double that of Oregonian's overall. (Chart 7)</p> <p>↓ <i>Prenatal care</i> has increased substantially from 1990 to 2006, but remained below the state average. (Chart 8)</p> <p>↑ The <i>arrest rate</i> among Hispanics dropped substantially since 1990, to near the overall statewide rate. (Chart 9)</p>	<p>↓ <i>Poverty</i> rates worsened from 2000 to 2006. With Hispanic Oregonians in poverty at rates roughly double that of Oregon's average. Additionally, Hispanic Oregonians were more likely to be in poverty than Hispanics nationwide. (Chart 10)</p> <p>↓ <i>Home ownership</i> rates improved over the last 15 or so years, but were roughly half that of the overall Oregon rate. Hispanic Oregonians trailed the Hispanic national average as well. (Chart 11)</p>

Final Review

Final Review

III. OREGON BENCHMARK ANALYSIS

Charts and analysis on the following pages are organized as shown below. The analysis highlights the positive and negative developments experienced by Oregon’s racially and ethnically diverse populations along several dimensions: 1) trend over time, 2) comparison to groups within Oregon at the most recent data point, 3) target achievement and 4) comparison to the U.S.

Education

High School Completion, page 16

College Completion, page 18

Eighth Grade Reading, page 20

Eighth Grade Math, page 22

High School Dropout Rate, page 24

Health and Safety

Oregonians without Health Insurance, page 26

Prenatal Care, page 28

Arrests, page 30

Financial Status

Poverty, page 32

Home Ownership, page 34

Final Review

Education

High School Completion

Oregon Benchmark #23: Percent of Oregon adults (25+) who have completed high school or equivalent

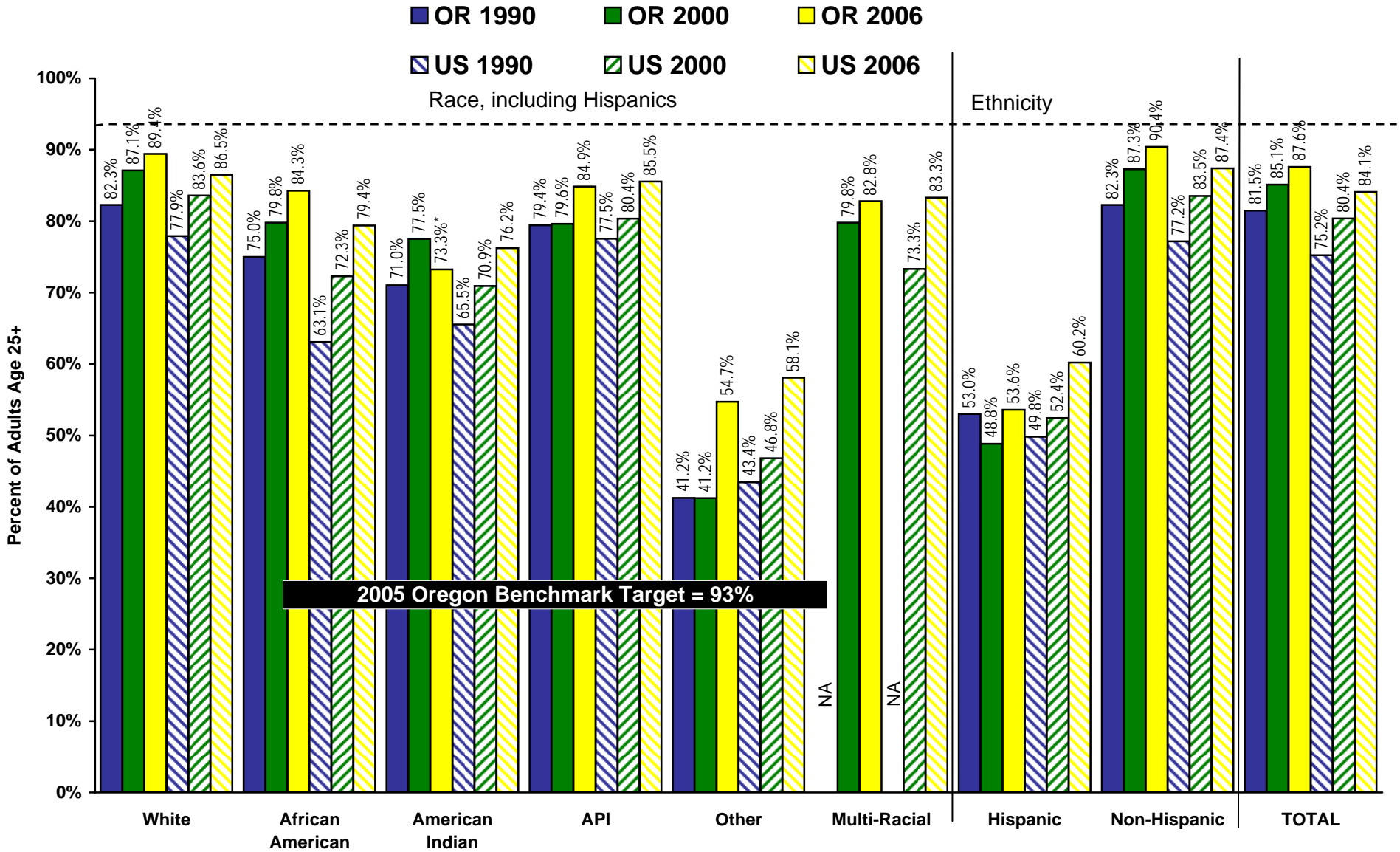
2005 statewide target = 93 percent; 2010 statewide target = 95 percent

Please see Chart 2, next page.

High School Completion	Positive Developments	Negative Developments
Trends, 1990-2006	The percent of Oregon adults with a high school education improved for all racial and ethnic groups since 1990.	This improvement has not been consistent across race or ethnicity. As the chart illustrates both American Indians and Hispanics have not measurably improved over this timeframe.
2006 Results	African Americans and Asian/Pacific Islanders saw high school completion rates within 5 percentage points of Whites.	All racially and ethnically diverse groups trailed whites in High School Completion.
Target Achievement, 2006		None of Oregon's racial or ethnic groups met the 2005 statewide target.
Compared to the U.S., 2006	Whites and African-Americans out-performed their counterparts nationally on average. Asian/Pacific Islanders and Multi-Racial nearly mirrored the national average.	Oregon's Hispanic population lagged behind their counterparts nationwide, by approximately 6.5 percentage points.

Final Review

Chart 2: High School Completion by Oregon Adults (25+)



Data Source: US Census Bureau (see Appendix A, Table 2)

Data Note: Prior to 2000, multi-racial persons were tabulated in the single race categories

Data Note: American Indian data for the 2006 data point from the 2005 ACS

Final Review

College Completion

Oregon Benchmark #26: Percent of Oregon adults (25+) who have completed a bachelor's degree

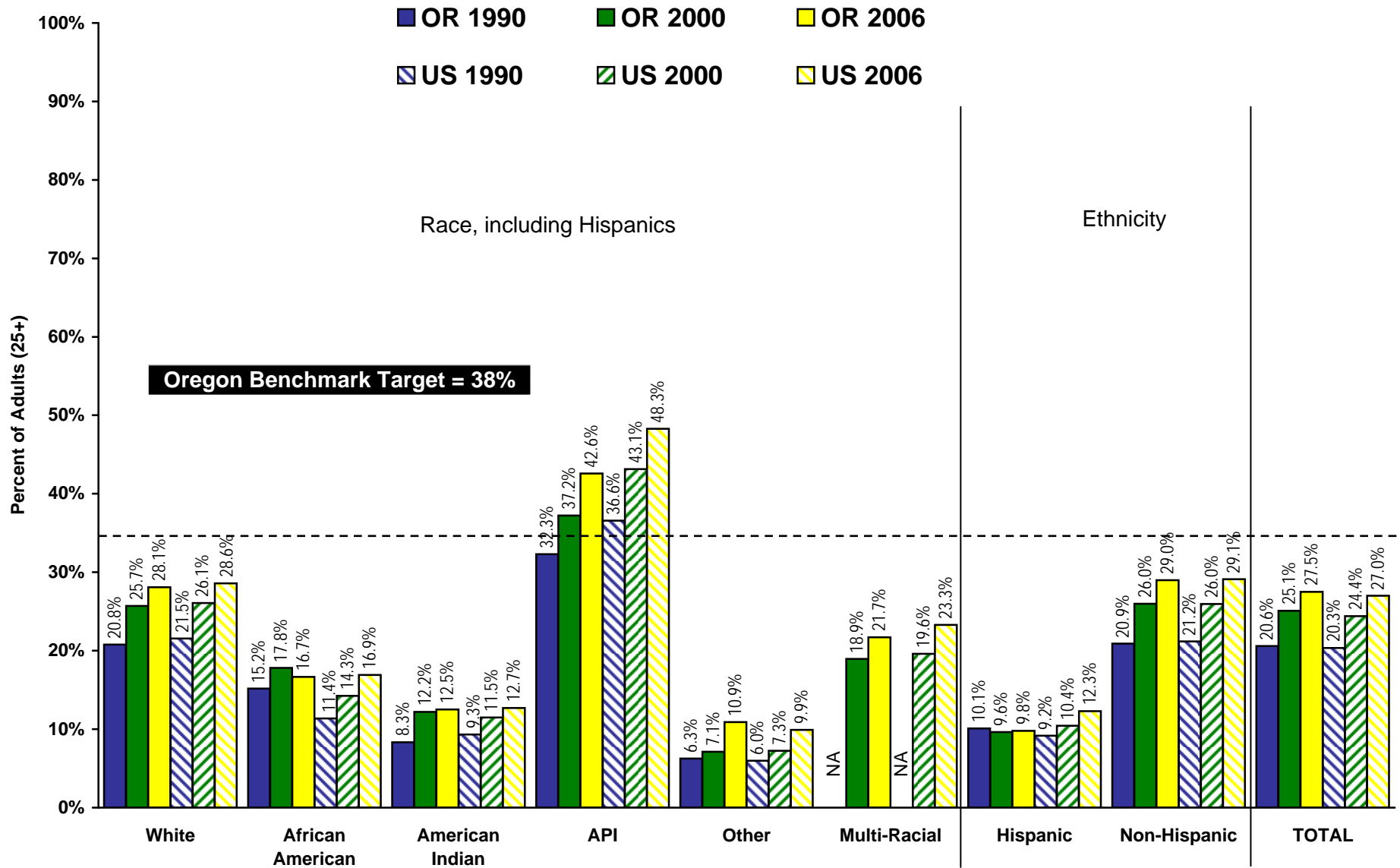
2005 statewide target = 38 percent; 2010 statewide target = 45 percent

Please see Chart 3, next page.

College Completion	Positive Developments	Negative Developments
Trends, 1990-2006	College completion improved for most racial and ethnic categories since 1990. The rate of Asian/Pacific Islanders led the way with a roughly 10 percentage point increase over that time.	The American Indian and Hispanic populations have not experienced the improved educational attainment seen by other groups over the analysis timeframe.
2006 Results	Asian/Pacific Islander adults continue to have the highest college completion rate of all racial and ethnic populations in Oregon.	American Indians and Hispanics showed the lowest adult college completion levels at 12.5 and 9.8 percent respectively.
Target Achievement, 2006	Asians/Pacific Islanders exceeded the statewide benchmark target.	Except for Asians/Pacific Islanders, no racially or ethnically diverse group was within ten percentage points of the benchmark target.
Compared to the U.S., 2006		Asian/Pacific Islanders, while leading all racial and ethnic groups, trails

Final Review

Chart 3: College Completion by Oregon Adults (25+)



Data Source: US Census Bureau (see Appendix A, Table 3)
 Data Note: Prior to 2000, multi-racial persons were tabulated in the single race categories
 Data Note: American Indian data for the 2006 data point from the 2005 ACS

Eighth Grade Reading

Oregon Benchmark #20a: Percent of Eighth graders who achieve established skill levels in reading

Due to changes in the source data, the long-term trend for Eighth Grade Math can not be determined. The short-term trend will be substituted for this analysis.

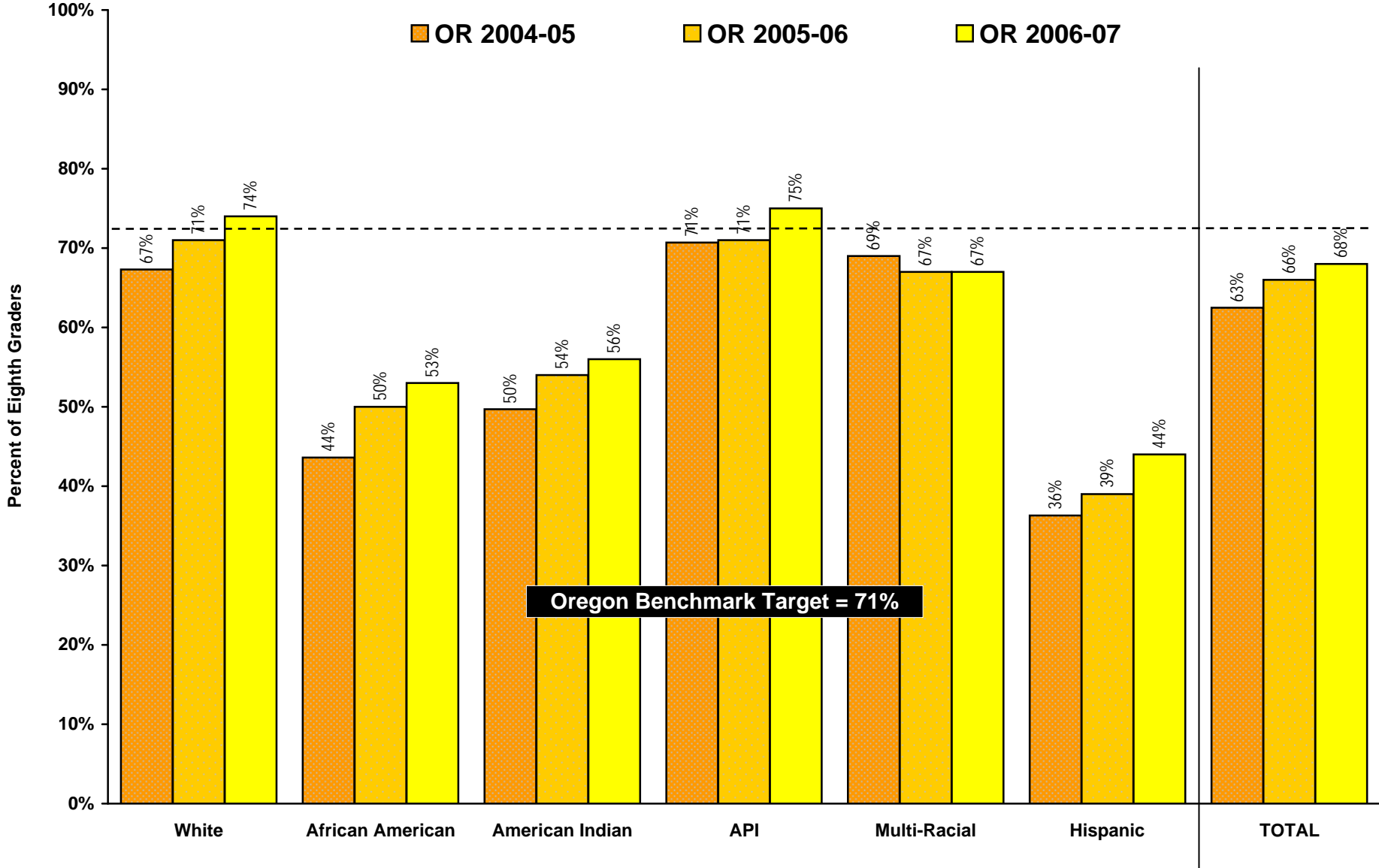
2005 statewide target = 71 percent; 2010 statewide target = 80 percent

Please see Chart 4, next page.

Eighth Grade Reading	Positive Developments	Negative Developments
Trends, 2004-05 to 2006-07 years	Eighth grade reading improved over this short term for most racial and ethnic categories.	Little or no improvement was seen for those identified as Multi-Racial across the three year timeframe.
2006-07 Results	Eighth graders identified as White, Asian/Pacific Islander, and Multi-Racial experienced a higher level of reading success than did other racial or ethnic groups.	African Americans, American Indians and Hispanics achieved reading standards at a lower rate than Whites and Asian/Pacific Islanders.
Target Achievement, 2006-07	Both Whites and Asians/Pacific Islanders surpassed the 2005 benchmark target. While African Americans, American Indians, and Hispanics made progress toward the target over this three-year timeframe.	
Compared to the U.S., 2004	National comparators not available.	

Final Review

Chart 4: Oregon Eighth Graders Who Meet Reading Standards



Data Source: Oregon Department of Education (see Appendix A, Table 4)
 Data Note: Race and Ethnicity is not designated as separate categories for the educational achievement measures

Final Review

Eighth Grade Math

Oregon Benchmark #20b: Percent of 8th graders who achieve established skill levels in math

Due to changes in the data series, the long-term trend for Eighth Grade Math can not be determined. The near-term trend will be substituted for this analysis.

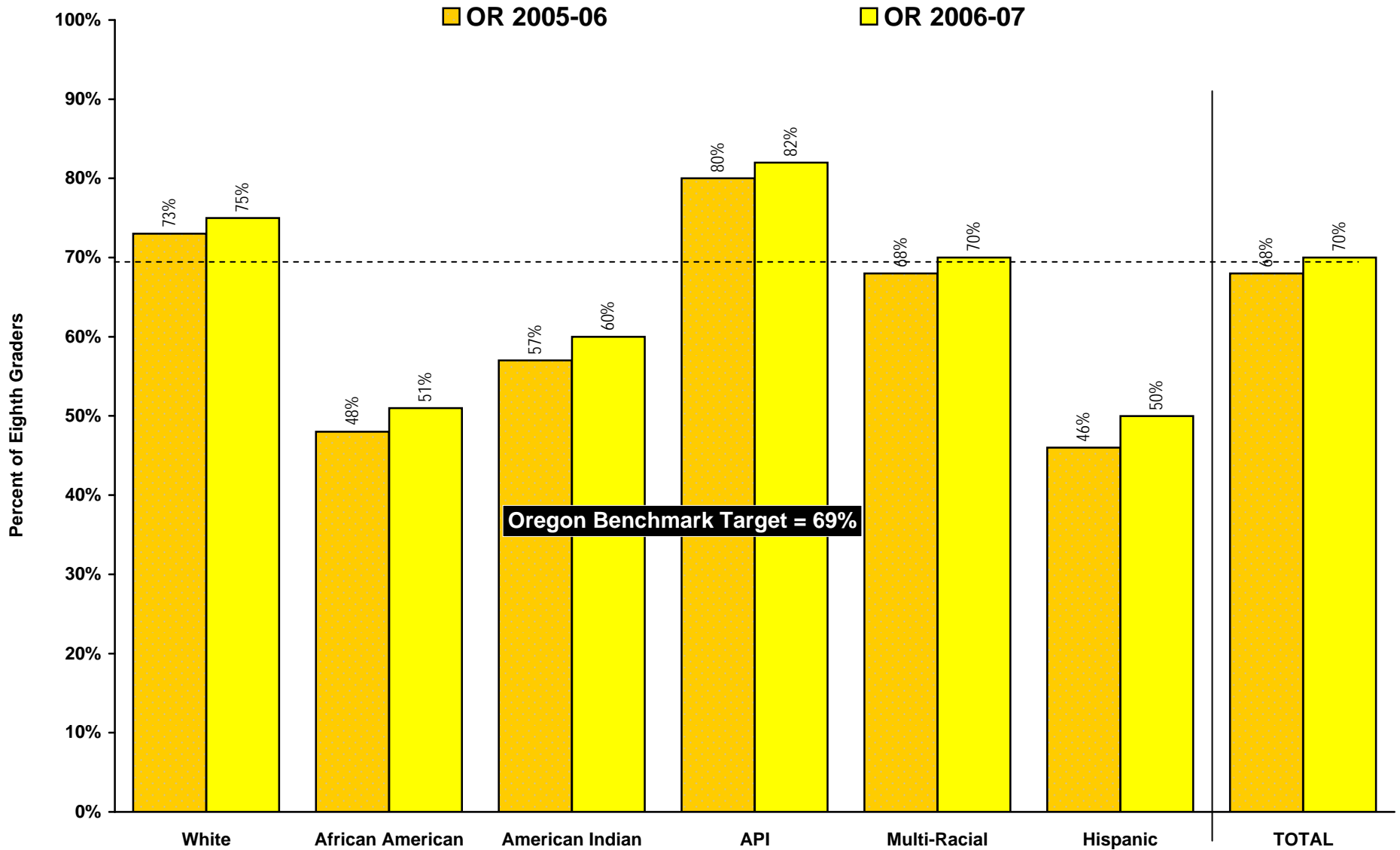
2005 statewide target = 69 percent; 2010 statewide target = 80 percent

Please see Chart 5, next page.

Eighth Grade Math	Positive Developments	Negative Developments
Trends, 2005-06 to 2006-07 school years	There was across the board improvement for all racial and ethnic groups for this short term data series.	
2006-07 Results	Whites, Asians/Pacific Islanders, and multi-racial eighth graders experienced a higher level of math success than did other racial or ethnic groups. Asian/Pacific Islanders achieved the highest rates with 82 percent achieving standards.	In contrast, 51 percent of African Americans, 60 percent of American Indians and 50 percent of Hispanics achieved the standard.
Target Achievement, 2006-07	Asians/Pacific Islanders, Multi-Racial, and Whites exceeded the 2005 target for the 2006-2007 school year.	African Americans, American Indians and Hispanics did not achieve the overall statewide target.
Compared to the U.S., 2007	National comparators not available ¹	

¹ Oregon's achievement standards are set at the state level and are not comparable nationally.

Chart 5: Oregon Eighth Graders Who Meet Math Standards



Data Source: Oregon Department of Education (see Appendix A, Table 5)
 Data Note: Race and Ethnicity is not designated as separate categories for the educational achievement measures

High School Dropout Rate

Oregon Benchmark #22: Percent of students who drop out of grades 9-12 without receiving a high school diploma or GED

The dropout rates, referred to as “event” rates, measure the percentage of students, grades nine through twelve, who drop out of school in any given year.

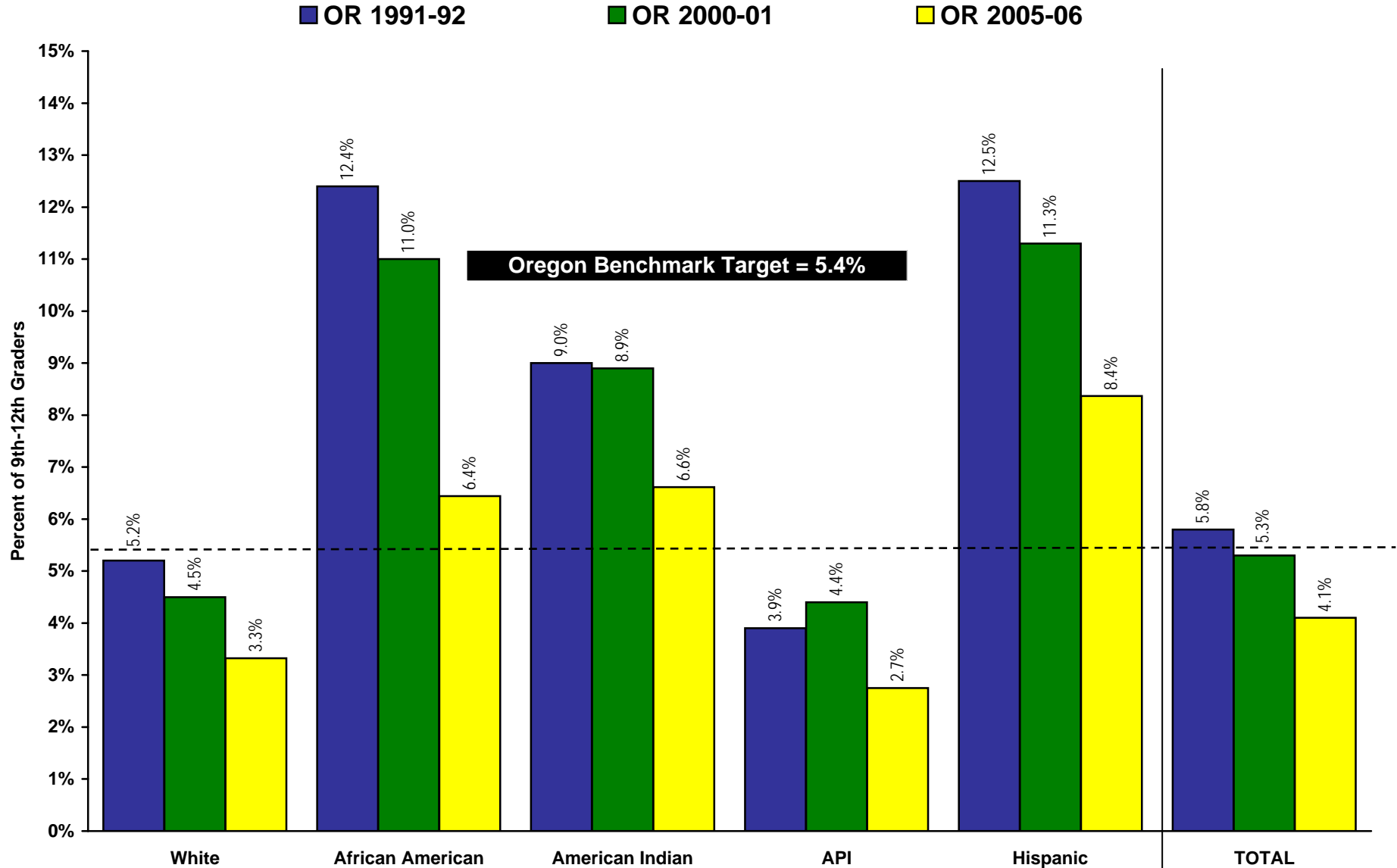
2005 statewide target = 5.4 percent; 2010 statewide target = 4 percent

Please see Chart 6, next page.

H. S. Dropout Rate	Positive Developments	Negative Developments
Trends, 1991-92 to 2006-07 school years	All populations saw improvement, with African Americans and Hispanics seeing the largest percentage point decrease.	
2006-07 Results	Asians/Pacific Islanders and Whites had the lowest dropout rates at 3.2 and 3.6 percent, respectively.	Hispanics had the highest dropout rates at 7.9 percent.
Target Achievement, 2006-07	Whites and Asians/Pacific Islanders met the statewide target.	African Americans, American Indians, and Hispanics missed the target.
Compared to the U.S., 2006-07	National comparators not available ²	

² A comparable national dropout rate is not constructed due to variability in dropout rate calculation methods across states.

Chart 6: High School Dropout Rates



Data Source: Oregon Department of Education (see Appendix A, Table 6)

Note: Prior to 1996-97, GED recipients were counted as dropouts

Data Note: Race and Ethnicity is not designated as separate categories for the educational measures

Health and Safety

Oregonians Without Health Insurance

Oregon Benchmark #55: Percent of Oregonians without health insurance

2005 statewide target = 8 percent; 2010 statewide target = 8 percent

Please see Chart 7, next page

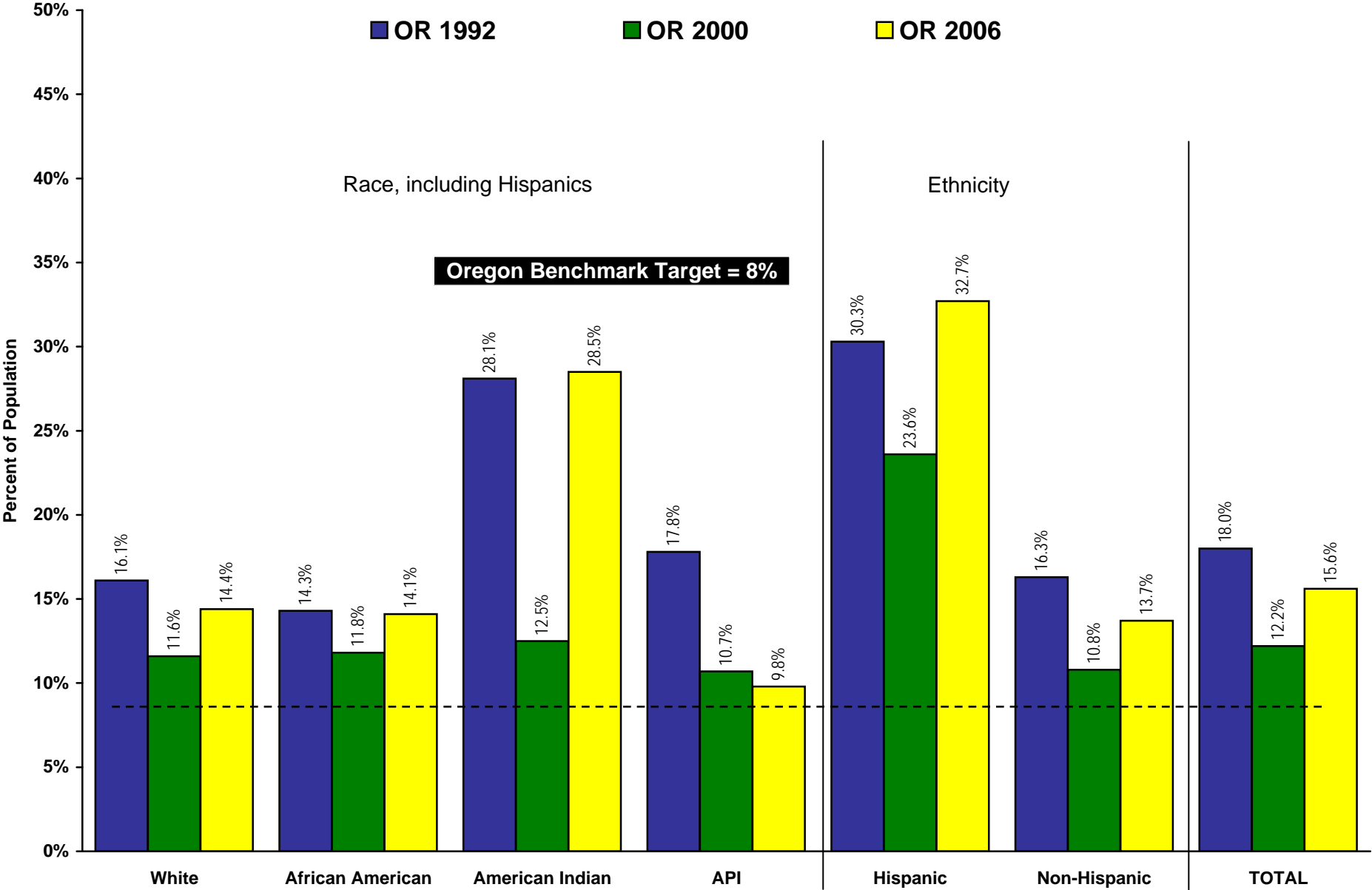
Health insurance data may be biased for racial and ethnic populations in the state. These populations represent a very small proportion of the population and are therefore challenging to sample with the random digit dialing used in the Oregon Population Survey, the data source for this chart. Please see Appendix B for more information on the limitations of survey data for racially and ethnically diverse groups.

Given the limitations noted above:

Oregonians Without Health Insurance	Positive Developments	Negative Developments
Trends, 1992-2006³	The rate of Asians/Pacific Islanders and Non-Hispanic Whites were the only groups to show a significant improvement over the timeframe.	Many racial and Ethnic groups experienced marginal gains in overall health insurance rates. American Indians and Hispanic rates of health insurance actually declined from their rates in 1992.
2006 Results	Asians/Pacific Islanders appeared to be insured at a higher rate than all other groups, including Whites.	Nearly one third of Hispanics lacked health insurance in 2006.
Target Achievement, 2006		No Racial or Ethnic group succeeded in achieving the overall statewide target of 8 percent.
Compared to the U.S., 2006	Oregon and U.S. data are not strictly comparable. Please see Appendix A, Table 7 for raw data of both state and the US.	

³ 1992 is used instead of 1990 due to the availability of data on the Hispanic population. The 1990 OPS did not include data on Hispanics.

Chart 7: Oregon Population Without Health Insurance



Data Source: Oregon Population Survey (see Appendix A, Table 7)

Prenatal Care

Oregon Benchmark #40: Percent of babies whose mothers received prenatal care beginning in the first trimester.

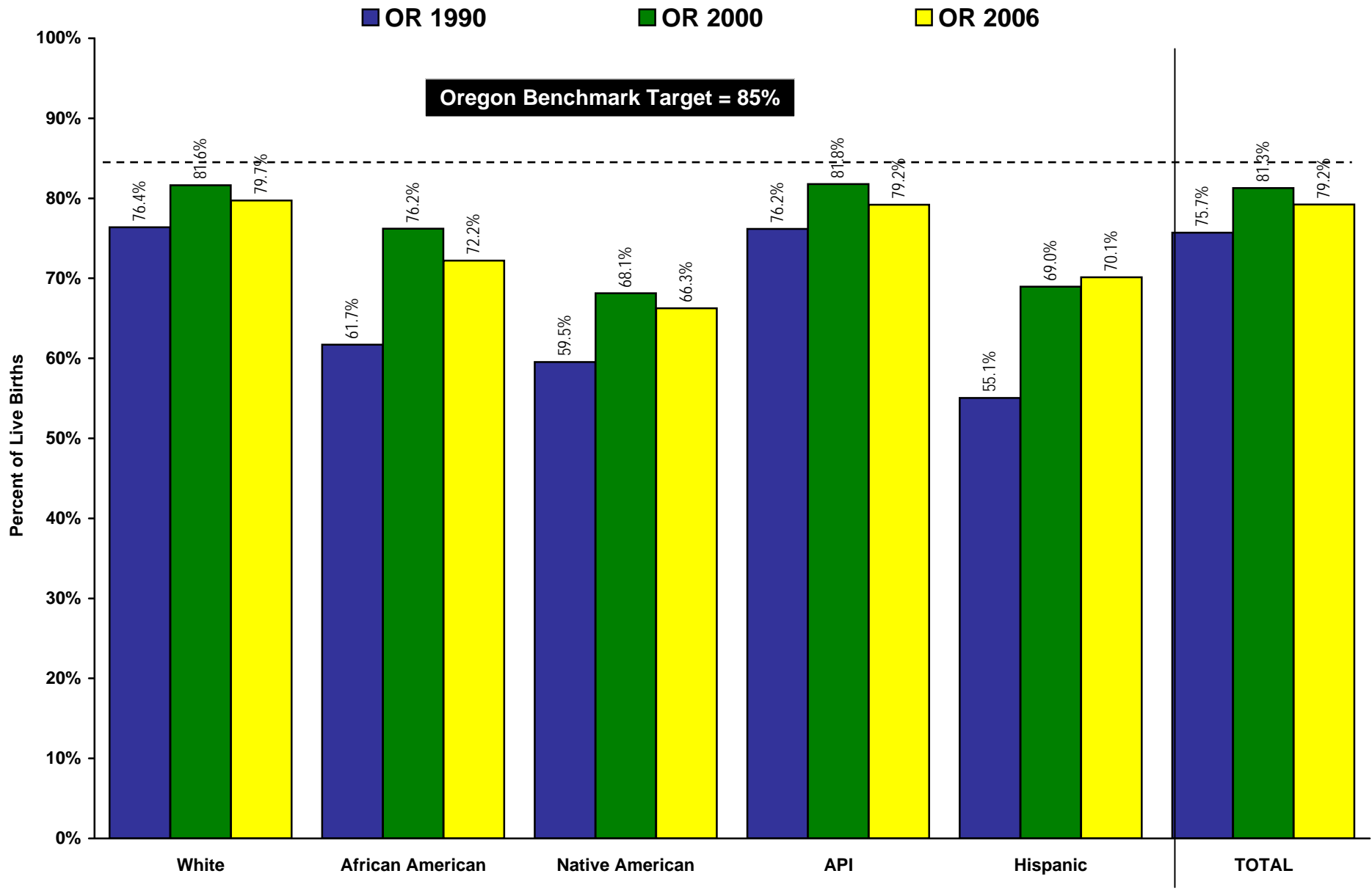
2005 statewide target = 85 percent; 2010 statewide target = 90 percent

Please see Chart 8, next page.

Prenatal Care	Positive Developments	Negative Developments
Trends, 1990-2006	All population groups in Oregon improved in prenatal care between 1990 and 2006. The Hispanic population saw the largest increase across this timeframe and may have been the only group to experience improvement since 2000.	However, the rate has seen some decline since 2000 for all racial and ethnic groups except Hispanics.
2006 Results	There is little disparity in prenatal care between the White and Asian/Pacific Islander populations in 2006.	The disparity between Whites and African Americans grew in 2006.
Target Achievement, 2006		None of the population groups achieved the statewide target set for 2005 of 85 percent.
Compared to the U.S., 2006	U.S. comparators not available	

Final Review

Chart 8: Percent Receiving Adequate Prenatal Care in Oregon



Data Source: Oregon Department of Human Services, Center for Health Statistics (see Appendix A, Table 8)

Data Note: Race and Ethnicity is not designated as separate categories for this measure

Final Review

Arrests

Percent of Oregonians arrested for index crimes (homicide, rape, robbery, aggravated assault, burglary, larceny, motor vehicle theft and arson).

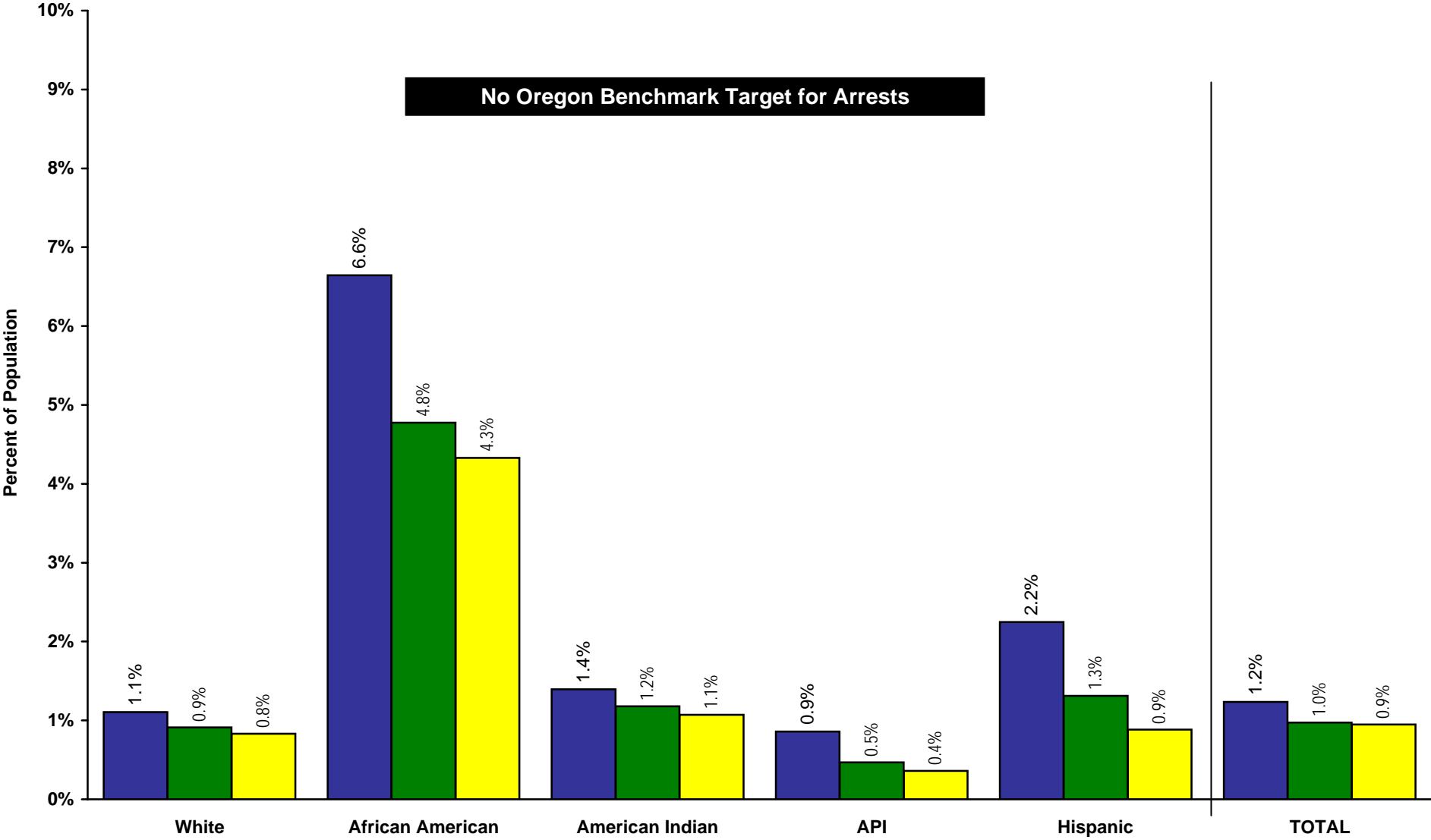
There are no targets for this indicator because the Oregon Benchmark reflects reported crimes, not arrests.

Please see Chart 9, next page.

Arrests	Positive Developments	Negative Developments
Trends, 1990-2005	The Hispanic arrest rate fell by nearly 60 percent from 1990 to 2005. While African Americans experienced a nearly 35 percent decrease.	
2005 Results	The gap in the arrest rate between most racial and ethnic groups was under a percentage point.	There is a four-fold higher rate seen with the African American population in 2005.
Target Achievement	Not applicable	
Compared to the U.S.	U.S. comparators not available	

Chart 9: Oregon Arrests for Index Crimes

■ 1990 ■ 2000 ■ 2005



Data Source: Law Enforcement Data System (LEDS) and US Census (see Appendix A, Table 9)
 Rates constructed from Census Population Estimates

Financial Status

Poverty

Oregon Benchmark #53: Percent of Oregonians with incomes below 100% of the federal poverty level.⁴

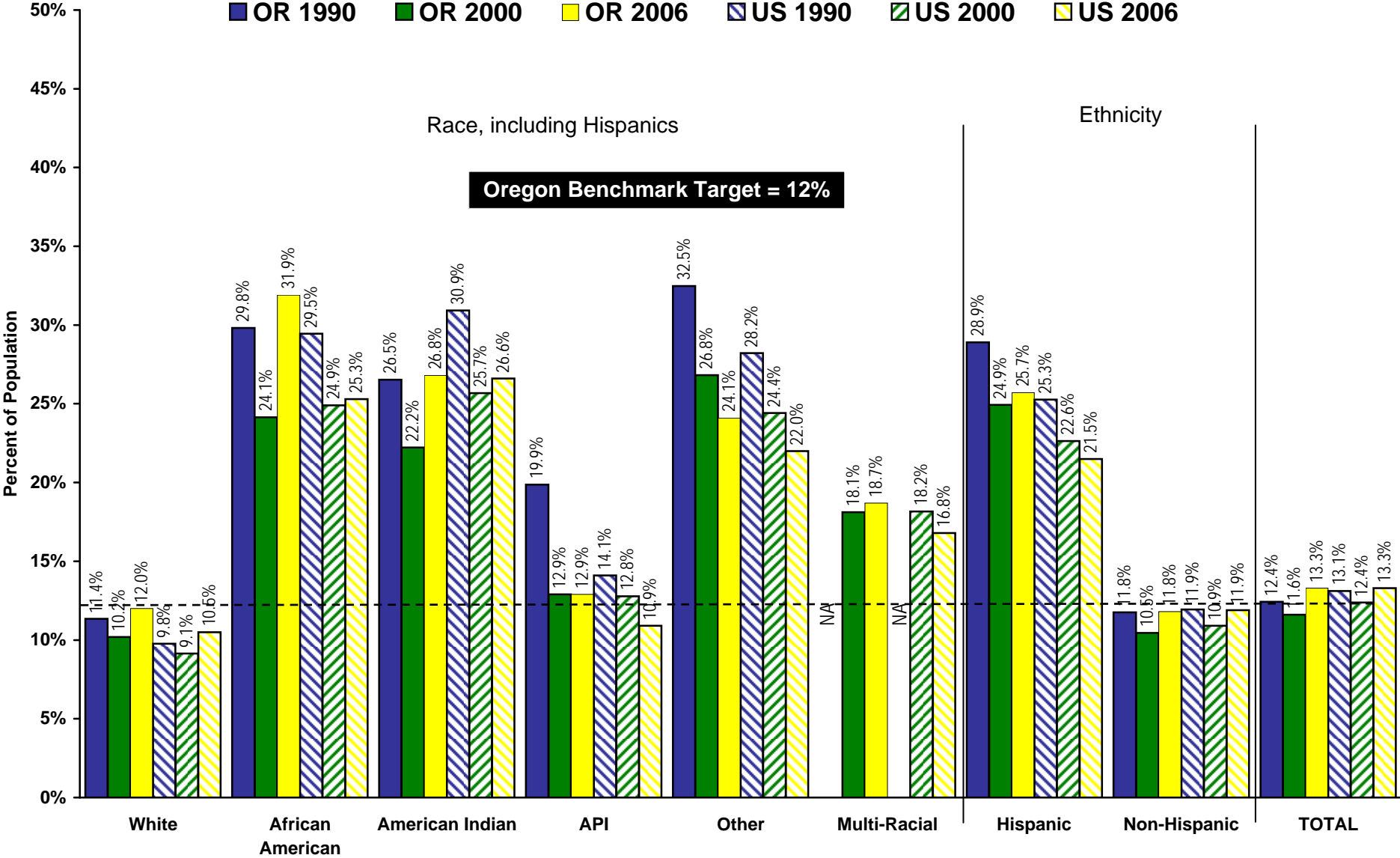
2005 statewide target = 12 percent; 2010 statewide target = 10 percent

Please see Chart 10, next page.

Poverty	Positive Developments	Negative Developments
Trends, 1990-2006	The Asians/Pacific Islander and 'other races' populations saw a decrease in poverty rates across the charted timeline.	A near-term (2000-2006) increase in estimated poverty rates is seen for most racial and ethnic groups. Often this increase surpassed the poverty rate in 1990.
2006 Results	Whites had the lowest estimated poverty rates - 12 percent in 2006.	The African American population had the highest estimated poverty rate in 2006, followed by American Indians, 'other races', and Hispanics.
Target Achievement, 2006	Whites are at or very near the target of 12 percent in 2006. The Asian/Pacific Islander population was likely near the target as well.	African Americans, American Indians, those of other races, and Hispanics all have rates of roughly double or more of the target.
Compared to the U.S., 2006		Oregonians, across racial and ethnic distinction fair lower than their counterparts nationally. A degree of this is expressed in the lower average wages Oregonians experience.

⁴ The U.S. Census collects income data from the prior year. For example, poverty data collected in 2000 is actually the condition of respondents in 1999.

Chart 10: Population Living Below 100% of Federal Poverty Level



Data Source: US Census Bureau (see Appendix, Table 10A)
 Data Note: Prior to 2000, multiracial persons were tabulated in the single race categories

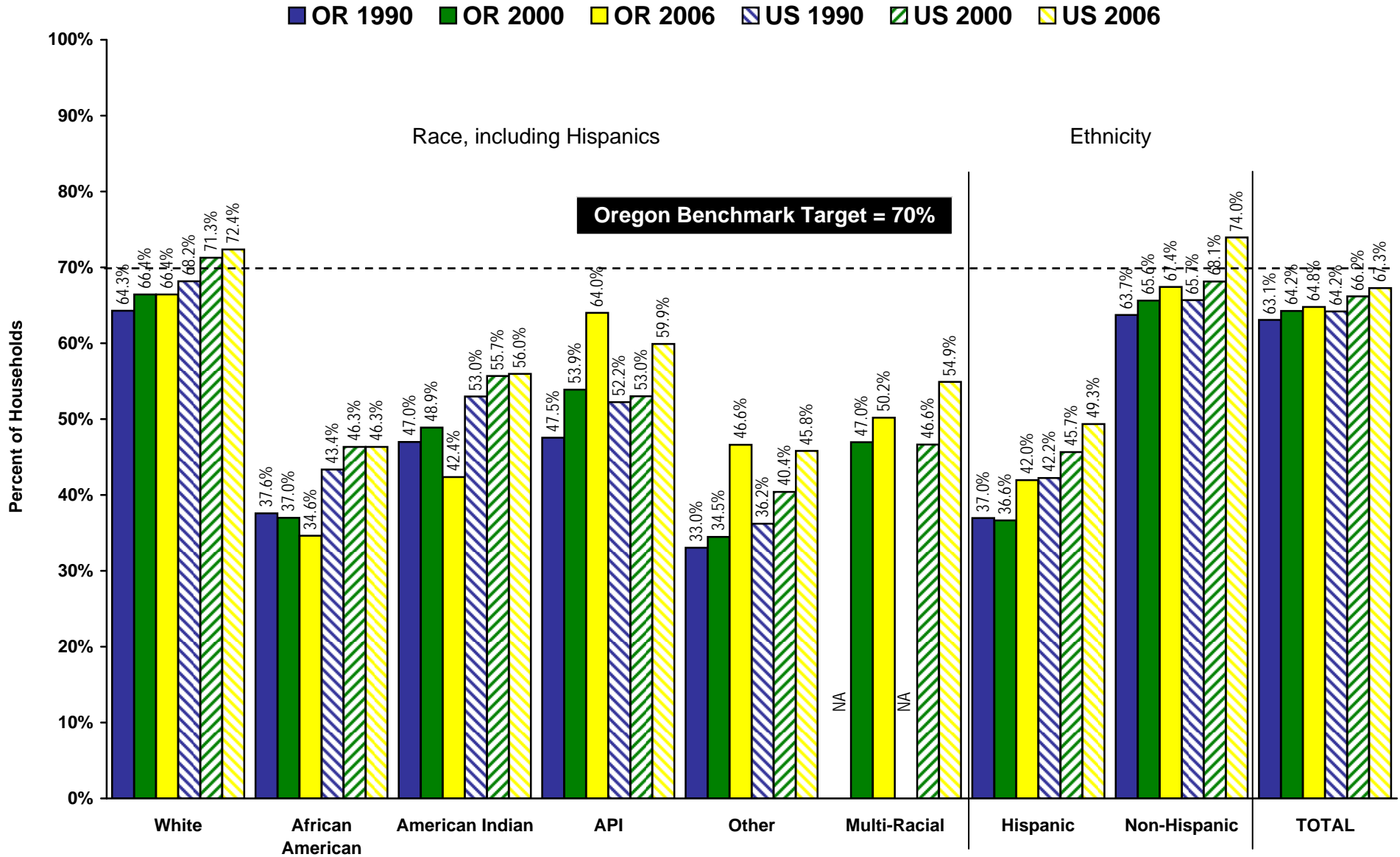
Home Ownership

Oregon Benchmark #73: Percent of households that are owner-occupied
 2005 statewide target = 70 percent; 2010 statewide target = 72 percent
 Please see Chart 11, next page.

Home Ownership	Positive Developments	Negative Developments
Trends, 1990-2006	Home ownership rates for Asians/Pacific Islanders jumped one third from 1990 to 2006. There was an increase in homeownership for Hispanic as well.	The rate of homeownership by African Americans and American Indians declined across the timeframe.
2006 Results	At approximately 66 and 64 percent respectively, Whites and Asians/Pacific Islanders had the highest rates of home ownership in Oregon.	African Americans may have had the lowest rate of homeownership; however there is a wide degree of uncertainty due to the survey limitations with the African American population.
Target Achievement, 2006		No racial or ethnic subgroup reached the statewide target of 70 percent.
Compared to the U.S., 2006	Oregon's Asians/Pacific Islanders likely surpassed their U.S. counterparts in home ownership in 2006.	Whites, African Americans, American Indians, and Hispanics own homes at a lower rate in Oregon than nationally.

Final Review

Chart 11: Households That Are Owner-Occupied



Data Source: US Census Bureau (see Appendix, Table 11A)
 Data Note: Prior to 2000, multiracial persons were tabulated in the single race categories.

APPENDIX A: Source Data

Table 1: Oregon and U.S. Population by Race and Ethnicity

	OR 1990	OR 2000	OR 2004	OR 2006	US 1990	US 2000	US 2004	US 2006
White	92.8%	91.4%	90.7%	90.4%	80.3%	81.1%	80.4%	80.1%
African American	1.6%	1.7%	1.8%	1.9%	12.1%	12.7%	12.8%	12.8%
American Indian	1.4%	1.4%	1.4%	1.4%	0.8%	0.9%	1.0%	1.0%
Asian /Pacific Islander	2.4%	3.3%	3.7%	3.9%	2.9%	3.9%	4.3%	4.5%
Other	1.8%	NA	NA	NA	3.9%	NA	NA	NA
Multi-Racial	NA	2.2%	2.3%	2.4%	NA	1.4%	1.5%	1.6%
Hispanic	4.0%	8.0%	9.5%	10.2%	9.0%	12.5%	14.1%	14.7%
Non-Hispanic	96.0%	92.0%	90.5%	89.8%	91.0%	87.5%	85.9%	85.3%

Calculated from: 1990 Census, Summary Tape File 1, Tables P001, P006, P008 & P009; 2000 Census, Summary File 1, Tables P007 & P008; Census Population Estimates, <http://www.census.gov/popest/states/asrh/SC-EST2007-03.html>

Table 2: High School Completion by Oregon and U.S. Adults (25+)

	OR 1990	OR 2000	OR 2004	OR 2006 ¹	US 1990	US 2000	US 2004	US 2006
White	82.3%	87.1%	88.6%	89.4%	77.9%	83.6%	86.1%	86.5%
African American	75.0%	79.8%	87.0%	84.3%	63.1%	72.3%	79.3%	79.4%
American Indian	71.0%	77.5%	75.4%	73.3%	65.5%	70.9%	76.6%	76.2%
Asian /Pacific Islander	79.4%	79.6%	86.2%	84.9%	77.5%	80.4%	84.8%	85.5%
Other	41.2%	41.2%	45.7%	54.7%	43.4%	46.8%	56.4%	58.1%
Multi-Racial	NA	79.8%	82.5%	82.8%	NA	73.3%	83.1%	83.3%
Hispanic	53.0%	48.8%	52.1%	53.6%	49.8%	52.4%	59.6%	60.2%
Non-Hispanic	82.3%	87.3%	89.9%	90.4%	77.2%	83.5%	87.1%	87.4%
TOTAL	81.5%	85.1%	87.2%	87.6%	75.2%	80.4%	83.9%	84.1%

Calculated from: 1990 Census, Summary Tape File 3, Tables P057-P059; 2000 Census, Summary File 3, Tables P037, P148A-H; 2004 & 2006 American Community Survey, Tables B15002, B15002A-G, I; 2006 American Community Survey, Tables B15002, B15002A-G, I.

¹ Prior to 2006 the American Community Survey did not include data for those living in Group Quarters (GQ) facilities. See Appendix B for a definition of GQs

Table 3: College Completion by Oregon and U.S. Adults (25+)

	OR 1990	OR 2000	OR 2004	OR 2006 ²	US 1990	US 2000	US 2004	US 2006
White	20.8%	25.7%	28.0%	28.1%	21.5%	26.1%	28.3%	28.6%
African American	15.2%	17.8%	20.8%	16.7%	11.4%	14.3%	17.3%	16.9%
American Indian	8.3%	12.2%	11.7%	12.5%	9.3%	11.5%	14.2%	12.7%
Asian /Pacific Islander	32.3%	37.2%	41.4%	42.6%	36.6%	43.1%	47.3%	48.3%
Other	6.3%	7.1%	6.6%	10.9%	6.0%	7.3%	10.2%	9.9%
Multi-Racial	NA	18.9%	23.9%	21.7%	NA	19.6%	23.5%	23.3%
Hispanic	10.1%	9.6%	11.5%	9.8%	9.2%	10.4%	12.7%	12.3%
Non-Hispanic	20.9%	26.0%	28.9%	29.0%	21.2%	26.0%	28.9%	29.1%
TOTAL	20.6%	25.1%	27.7%	27.5%	20.3%	24.4%	27.0%	27.0%

Calculated from: 1990 Census, Summary Tape File 3, Tables P057-P059; 2000 Census, Summary File 3, Tables P037, P148A-H; 2004 & 2006 American Community Survey, Tables B15002, B15002A-G,I

Table 4: Oregon Eighth Graders Who Meet Reading Standards

	OR 2001-02	OR 2002-03	OR 2003-04	OR 2004-05	OR 2005-06	OR 2006-07
	Not strictly comparable ³					
White	66%	65%	64%	67%	71%	74%
African American	40%	40%	42%	44%	50%	53%
American Indian	45%	40%	43%	48%	54%	56%
Asian /Pacific Islander	67%	66%	67%	71%	71%	75%
Multi-Racial	57%	61%	69%	64%	67%	67%
Hispanic	33%	32%	32%	36%	39%	44%
TOTAL	61%	61%	59%	62%	66%	68%

Data Source: Oregon Department of Education, Assessment Results, URL: <http://www.ode.state.or.us/search/results/?id=116>
<http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx>

² Prior to 2006 the American Community Survey did not include data for those living in Group Quarters (GQ) facilities. See Appendix B for a definition of GQs

³ These rates were derived from old cut scores and aggregation methods; see the Department of Education Annual report for more details.

Table 5: Oregon Eighth Graders Who Meet Math Standards

	OR 2001-02	OR 2002-03	OR 2003-04	OR 2004-05	OR 2005-06	OR 2006-07
	Not strictly comparable ⁴					
White	58%	63%	63%	68%	70%	75%
African American	28%	36%	39%	40%	45%	51%
American Indian	36%	40%	42%	49%	53%	60%
Asian /Pacific Islander	68%	71%	73%	77%	78%	82%
Multi-Racial	49%	61%	69%	64%	65%	70%
Hispanic	26%	31%	32%	39%	43%	50%
TOTAL	54%	59%	59%	64%	66%	70%

Data Source: Oregon Department of Education, Assessment Results, URL: <http://www.ode.state.or.us/search/results/?id=116>
<http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx>

Table 6: Oregon High School Dropout Rates

	OR 1991-92	OR 2000-01	OR 2001-02	OR 2002-03	OR 2003-04	OR 2004-05	OR 2005-06	OR 2006-07
White	5.2%	4.5%	4.0%	3.6%	3.8%	3.5%	3.3%	3.6%
African American	12.4%	11.0%	9.5%	9.0%	8.3%	6.0%	6.4%	7.4%
American Indian	9.0%	8.9%	6.9%	6.3%	5.8%	8.1%	6.6%	7.0%
Asian /Pacific Islander	3.9%	4.4%	3.6%	3.8%	3.4%	2.2%	2.7%	3.2%
Hispanic	12.5%	11.3%	10.4%	9.1%	9.8%	5.6%	8.4%	7.9%
TOTAL	5.8%	5.3%	4.9%	4.4%	4.6%	4.2%	4.1%	4.4%

Data Source: Oregon Department of Education, URL: <http://www.ode.state.or.us/search/page/?id=1>

Table 7: Oregon and U.S. Population Without Health Insurance

	OR 1990	OR 1992	OR 1994	OR 1996	OR 1998	OR 2000	OR 2002	OR 2004	OR 2006
White	14.0%	16.1%	13.2%	12.0%	9.1%	11.6%	12.7%	16.2%	14.4%
African American	20.1%	14.3%	17.3%	17.4%	10.2%	11.8%	13.9%	17.1%	14.1%
American Indian	29.0%	28.1%	28.6%	16.0%	13.0%	12.5%	17.8%	23.7%	28.5%
Asian /Pacific Islander	18.2%	17.8%	14.6%	12.4%	9.4%	10.7%	11.2%	13.7%	9.8%
Hispanic	NA	30.3%	32.5%	20.0%	21.4%	23.6%	30.7%	34.2%	32.7%
Non-Hispanic	NA	16.3%	12.9%	11.9%	9.5%	10.8%	12.5%	15.4%	13.7%
TOTAL	16.3%	18.0%	13.6%	10.7%	11.0%	12.2%	14.0%	17.0%	15.6%

Oregon Data Source: 1990-2006: Oregon Population Survey, Oregon Health Policy & Research, URL: <http://www.oregon.gov/OHPPR/RSCH/index.shtml>. Summary & Reports <http://www.ohpr.state.or.us/DAS/OHPPR/RSCH/summarytables.shtml> and <http://www.oregon.gov/OHPPR/RSCH/docs/uninsuredprofile.pdf>

⁴ These rates were derived from old cut scores and aggregation methods; see the Department of Education Annual report for more details.

Table 7b⁵: United States Rate of People Without Health Insurance Coverage By Race and Ethnicity, Three year average (2004-2006)

<i>Race/Ethnicity</i>	<i>Percentage</i>	<i>Race/Ethnicity</i>	<i>Percentage</i>
All Races (total)	15.3	Asian	16.1
White	14.5	Pacific Islander	21.7
African American	19.4	Hispanic	32.7
American Indian	31.4	Non-Hispanic White	10.7

Census Data Source: Income, Poverty, and Health Insurance Coverage in the United States: 2006 (P60-233).

<http://www.census.gov/prod/2007pubs/p60-233.pdf>

Table 8: Percent Receiving Adequate Prenatal Care in Oregon

	OR 1990	OR 1995	OR 2000	OR 2003	OR 2006
White	76.4%	79.2%	81.6%	81.4%	79.7%
African American	61.7%	72.8%	76.2%	78.0%	72.2%
American Indian	59.5%	67.4%	68.1%	69.7%	66.3%
Asian /Pacific Islander	76.2%	76.9%	81.8%	81.3%	79.2%
Hispanic	55.1%	63.6%	69.0%	69.9%	70.1%
TOTAL	75.7%	78.8%	81.3%	80.3%	79.2%

Data Source: Oregon Department of Human Services, Center for Health Statistics, Vital Statistics, URL:

<http://www.dhs.state.or.us/dhs/ph/chs/data/vol1.shtml>

Table 9: Oregon Arrests for Index Crimes

	% Arrested 1990	% Arrested 2000	% Arrested 2001	% Arrested 2002	% Arrested 2003	% Arrested 2004	% Arrested 2005
White	1.1%	0.9%	0.9%	0.9%	1.0%	0.9%	0.8%
African American	6.6%	4.8%	4.5%	3.9%	2.7%	5.8%	4.3%
American Indian	1.4%	1.2%	2.2%	1.2%	1.6%	1.4%	1.1%
Asian /Pacific Islander	0.9%	0.5%	0.4%	0.4%	0.3%	0.4%	0.4%
Hispanic	2.2%	1.3%	1.3%	1.2%	1.2%	1.0%	0.9%
TOTAL	1.2%	1.0%	1.0%	0.9%	1.0%	1.1%	0.9%

Calculated from: Law Enforcement Data System (LEDS), Oregon Uniform Crime Reporting, URL:

http://egov.oregon.gov/OSP/CJIS/annual_reports.shtml (Arrests); and US Census Population Estimates, URL:

<http://www.census.gov/popest/states/asrh/SC-EST2007-03.html>

⁵ Table 7b is included as reference only

Table 10: Oregon and U.S. Population Living Below 100% of Federal Poverty Level

	OR 1990	OR 2000	OR 2004	OR 2006 ⁶	US 1990	US 2000	US 2004	US 2006
White	11.4%	10.2%	13.3%	12.0%	9.8%	9.1%	10.3%	10.5%
African American	29.8%	24.1%	24.9%	31.9%	29.5%	24.9%	25.6%	25.3%
American Indian	26.5%	22.2%	17.1%	26.8%	30.9%	25.7%	24.6%	26.6%
Asian /Pacific Islander	19.9%	12.9%	13.7%	12.9%	14.1%	12.8%	12.4%	10.9%
Other	32.5%	26.8%	27.5%	24.1%	28.2%	24.4%	22.0%	22.0%
Multi-Racial	NA	18.1%	13.8%	18.7%	NA	18.2%	17.2%	16.8%
Hispanic	28.9%	24.9%	32.5%	25.7%	25.3%	22.6%	22.0%	21.5%
Non-Hispanic	11.8%	10.5%	12.1%	11.8%	11.9%	10.9%	11.6%	11.9%
TOTAL	12.4%	11.6%	14.1%	13.3%	13.1%	12.4%	13.1%	13.3%

Calculated from: 1990 Census, Summary Tape File 3, Tables P117, P119, P120; 2000 Census, Summary File 3, Tables P87, P159A-H; 2004 American Community Survey, Tables B17001, B17001A-G,I; 2006 American Community Survey, Tables B17001, B17001A-G,I.

Table 11: Oregon and U.S. Households That Are Owner-Occupied

	OR 1990	OR 2000	OR 2004	OR 2006 ⁷	US 1990	US 2000	US 2004	US 2006
White	64.3%	66.4%	64.3%	66.4%	68.2%	71.3%	72.0%	72.4%
African American	37.6%	37.0%	35.8%	34.6%	43.4%	46.3%	46.1%	46.3%
American Indian	47.0%	48.9%	48.3%	42.4%	53.0%	55.7%	55.5%	56.0%
Asian /Pacific Islander	47.5%	53.9%	63.7%	64.0%	52.2%	53.0%	57.3%	59.9%
Other	33.0%	34.5%	35.3%	46.6%	36.2%	40.4%	45.4%	45.8%
Multi-Racial	NA	47.0%	58.6%	50.2%	NA	46.6%	53.1%	54.9%
Hispanic	37.0%	36.6%	34.9%	42.0%	42.2%	45.7%	47.8%	49.3%
Non-Hispanic	63.7%	65.6%	64.9%	67.4%	65.7%	68.1%	69.3%	74.0%
TOTAL	63.1%	64.2%	63.0%	64.8%	64.2%	66.2%	67.1%	67.3%

Calculated from: 1990 Census, Summary Tape File 3, Tables H008, H010, H012; 2000 Census, Summary File 3, Tables H011 & H012; 2004 & 2006 American Community Survey, Tables B25003, B25003A-G,I

⁶ Prior to 2006 the American Community Survey did not include data for those living in Group Quarters (GQ) facilities. See Appendix B for a definition of GQs

⁷ Ibid

APPENDIX B: Data Limitations and Source Information

I. Census Derived Charts (1, 2, 3, 10, 11)

Census derived data comes from four Census sources.

1. *1990 Census*
2. *2000 Census*
3. *Census Population Estimates*
4. *American Community Survey*

1990 & 2000 Census

The [1990](#) and [2000](#) Census are counts of everyone living in the United States mandated by the U.S. Constitution. However, the detailed data utilized in this report originates in the 1990 & 2000 Census long form. The long form surveys roughly one in six household throughout the U.S. Long form information is released in the Census Summary Files. Questionnaire differences between the 1990 and 2000 Census can be found at: <http://www.census.gov/population/www/cen2000/90vs00.html>

Large-scale statistical operations, such as Census long form, are susceptible to many kinds of error. Errors are classified into two categories: sampling error and non-sampling error, both of which have many subsets. While it is impossible to completely eliminate either type of error from the results, the U.S. Census Bureau attempts to control the sources of such error throughout the collection and processing periods. *Summary File 3 Technical Documentation*, a supplement to Census 2000, contains a detailed discussion of both the types of error and institutions designed to reduce error under Chapter 8, “Accuracy of the Data” <http://www.census.gov/dmd/www/pdf/pp-60r.pdf>.

Census Population Estimates

The Population Estimates Program of the Census Bureau develops and prepares official estimates of the population by age, sex, race, and Hispanic origin for the nation, states, counties, and sub-county level. Variants of these estimates are used as controls for the American Community Survey (ACS). The population levels by age, sex, race, and Hispanic origin for states and counties, the population totals for places, and the number of housing units for states and counties, which result from the ACS will not agree with the official estimates. This is because the weighting specifications employed by the ACS use various aggregations of the estimates for states and counties. As such ACS estimates of population levels and housing unit estimates should not be used for the levels of geography specified above.

The most accurate estimates of population levels are the intercensal population estimates performed by the Census Bureau. These estimates use the race categories mandated by the Office of Management and Budget’s (OMB) 1997 standards: White; Black or African American; American Indian

Final Review

and Alaska Native; Asian; Native Hawaiian and Other Pacific Islander. The category “Some Other Race” was removed by the OMB 1997 standards, although it appears in the 2000 Census. More information is available at <http://www.census.gov/popest/topics/methodology/2007-st-char-meth.html>.

The 2000 Census population data in Chart 1 has been edited by the Census Bureau to mirror the intercensal population estimates as it allows for the most accurate comparison across years. Furthermore, due to Oregon’s relatively small NHPI population, the Progress Board has combined the Asian and Pacific Islander populations throughout this report.

American Community Survey

The [American Community Survey \(ACS\)](#) is a relatively new survey (since 2002) conducted by the U.S. Census Bureau. This survey uses a series of monthly samples to produce annually updated data for the same small areas (census tracts and block groups) as the decennial census long-form sample formerly did. Like the decennial census, the ACS includes people living in both housing units (HUs) and group quarters (GQ) facilities¹. Further information on the survey is provided in Technical Paper 67: Design and Methodology, American Community Survey. Available at: <http://www.census.gov/acs/www/Downloads/tp67.pdf> (this is a large file; download may take a moment).

II. Alternative Sourced Charts (4, 5, 6, 7, 8, 9)

5. Chart 4 & 5 – Oregon Department of Education Student Assessment Testing

Student assessment testing is gathered by the [Oregon Department of Education](#) (ODE). ODE releases annual [Statewide Report Cards](#) which includes assessment results for all grade levels. Due to recent changes in the cut score that determines assessment success, comparability across previous reports is limited. For more information on assessment reporting, limitations on comparability and the rules that govern assessment inclusion visit the ODE assessment website at: <http://www.ode.state.or.us/search/page/?id=1302>

6. Chart 6 – Oregon Department of Education Dropout Reports

High School dropout rates are gathered by the [Oregon Department of Education](#) (ODE). Annually ODE releases dropout rate data for Oregon, school districts, and specific schools. The rate is based on the total reported count of dropouts and the reported membership of each school and district. The one year dropout rate is measured as dropouts between July 1 and June 30 divided by total enrollment on October 1. More information on the definition of dropout and the synthetic four-year dropout rate is available at <http://www.ode.state.or.us/data/research/dropoutmanual.pdf>.

¹ Beginning in January 2005 the ACS fully included the GQ population into the survey. This includes roughly three million addresses throughout the United States and about 36,000 addresses in Puerto Rico

**7. *Chart 7 – Oregon Health Policy & Research
Oregon Population Survey***

The [Oregon Population Survey](#) (OPS) is a biennial (even years) statewide telephone survey of Oregon households. It has been conducted every other year since 1990. The OPS is a primary responsibility of the Oregon Progress Board and 18 participating state agencies. The Office for Oregon Health Policy & Research (OHPR) participates on the OPS Executive Committee and is the primary analyzing agency for the information on health insurance.

The OPS uses “point-in-time” estimates to measure respondents’ health insurance status (“*Are you presently without health insurance?*”) Some surveys (e.g., CPS, US Census) alternatively use a “look-back” style question (“*Over the past twelve months were you without health insurance?*”). As these questions ask different things, individuals’ responses and the corresponding rates of uninsured are also different. Typically, the look-back style question will yield a higher uninsured rate than the point-in-time estimate. Both are legitimate ways to determine uninsured, yet they are quantitatively and qualitatively different. The OPS uses the point-in-time estimate because many survey research experts believe that there is less “recall bias” in response to the point-in-time questions.

The OPS consists of two components: A base survey and an ethnic/racial supplement. The base survey includes roughly 3,200 Oregon households divided up into eight regions. The ethnic/racial supplement includes roughly 400 households in each of the following ethnic and racial subgroups: Hispanic, Native American, Asian-American, and African-American. More information on the methodology of the OPS is available at: <http://www.oregon.gov/DAS/OEA/popsurvey.shtml>.

**8. *Chart 8 – Oregon Department of Human Services
Vital Statistics***

Data on prenatal care is gathered by the Department of Human Services (DHS), [Center for Health Statistics](#) and released annually in the [Vital Statistic reports](#). Prenatal Care statistics represent the number of resident live births to women who have prenatal care visits beginning in the first trimester divided by the total number of resident live births. Detailed definitions and methodology are available at: <http://www.dhs.state.or.us/dhs/ph/chs/data/arpt/05v1/appndxb.pdf>.

**9. *Chart 9 – Oregon State Police
Oregon Annual Uniform Crime Reports (Law Enforcement Data Systems)***

Data on crime arrests is gathered by the Oregon State Police, [Criminal Justice Information Services](#) and released annually in the [Oregon Annual Uniform Crime Reports](#). Index crime arrest rates are constructed by the Oregon Progress Board from the index crime arrest totals reported by the Oregon State Police in section 6 of their annual crime report and the Census Population Estimates. See Section I above for information on Census Population Estimate methodology.

APPENDIX C: Scoring Worksheets

Method

The following worksheets show the approach used to indicate each racially or ethnically diverse group's status in Part II, Summary of Findings. Results are indicated in each group's summary with arrows. ↑ indicates overall improvement, ↓ indicates overall worsening, and ↔ indicates mixed results. Those arrows were assigned based on a brief review of each racially and ethnically diverse group's ratings in the following categories.

Trend: The trend over the entire range of data was considered. Continuous progress was indicated with ↑, while continuous worsening was indicated with ↓. If, for example, progress was made through the 1990s, but slowed significantly or reversed after 2000, ↔ was assigned.

Group Comparison: The most recent data for Whites, African Americans, American Indians, Asians/Pacific Islanders, and Hispanics were compared and ranked, with 1 being the best and 5 being the worst. Rankings of 1 or 2 were scored ↑, rankings of 3 were scored ↔, and rankings of 4 or 5 were scored ↓.

U.S. Comparison: The most recent national data were compared to the same year's data for Oregon. A score of ↑ indicated that the group in Oregon fared better than its national counterpart; a ↔ indicated that data for that group in Oregon and in the U.S. were comparable, and ↓ indicated that the group fared comparatively worse than its counterpart nationwide.

Statewide Average/Target Comparison: The most recent data point for each group was compared to the statewide average for that year and to the 2005 Oregon Benchmark Target. A ↑ indicated that the group was on par with or exceeded the statewide average or target. A ↔ indicated that the group had mixed results in regards to the statewide average and target. A ↓ indicated that the group fared worse than the statewide average, and was not on track to meet the statewide target by 2005.

Limitations

The technique utilized in this evaluation is a summary review of the data and should not be seen as a substitute for detailed qualitative or quantitative analysis regarding the status of racial and ethnic groups within Oregon. While statistical details were reviewed and guided this summary report Margins of Error across data points were only used in framing the grades give, and not used to exclude uncertainty inherent in this review or the grading technique.

Final Review

Worksheet 1: African Americans

	High School Completion	College Completion	Eighth Grade Reading	Eighth Grade Math	High School Dropout Rate	Oregonians without Health Insurance	Prenatal Care	Arrests	Poverty	Home Ownership
Trend	↑	↔	↑	↑	↑	↓	↔	↑	↓	↓
Group Comparison (Most Recent Results)	↔	↔	↓	↓	↔	↔	↔	↓	↓	↓
U.S. Comparison	↑	↔	n/a ¹	n/a	n/a	n/a	n/a	n/a	↓	↓
Statewide Average/Target Comparison	↔	↓	↓	↓	↓	↔	↓	↓	↓	↓
Overall Rating	↑	↔	↓	↓	↔	↔	↔	↓	↓	↓

¹“n/a” indicates that no national comparators exist for that benchmark or racial/ethnic group.

Worksheet 2: American Indians

	High School Completion	College Completion	Eighth Grade Reading	Eighth Grade Math	High School Dropout Rate	Oregonians without Health Insurance	Prenatal Care	Arrests	Poverty	Home Ownership
Trend	↔	↑	↑	↑	↑	↓	↔	↑	↓	↓
Group Comparison (Most Recent Results)	↓	↓	↔	↔	↔	↓	↓	↓	↓	↔
U.S. Comparison	↔	↔	n/a	n/a	n/a	n/a	n/a	n/a	↔	↓
Statewide Average/Target Comparison	↓	↓	↓	↓	↓	↓	↓	↔	↓	↓
Overall Rating	↓	↓	↔	↔	↔	↓	↓	↔	↓	↓

Final Review

Worksheet 3: Asians/Pacific Islanders (APIs)

	High School Completion	College Completion	Eighth Grade Reading	Eighth Grade Math	High School Dropout Rate	Oregonians without Health Insurance	Prenatal Care	Arrests	Poverty	Home Ownership
Trend	↑	↑	↑	↑	↑	↑	↔	↑	↔	↑
Group Comparison (Most Recent Results)	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑
U.S. Comparison	↔	↓	n/a	n/a	n/a	n/a	n/a	n/a	↓	↑
Statewide Average/Target Comparison	↔	↑	↑	↑	↑	↔	↔	↑	↔	↔
Overall Rating	↑	↑	↑	↑	↑	↑	↔	↑	↔	↑

Final Review

Worksheet 4: Hispanics

	High School Completion	College Completion	Eighth Grade Reading	Eighth Grade Math	High School Dropout Rate	Oregonians without Health Insurance	Prenatal Care	Arrests	Poverty	Home Ownership
Trend	↔	↔	↑	↑	↑	↓	↑	↑	↔	↑
Group Comparison (Most Recent Results)	↓	↓	↓	↓	↓	↓	↓	↔	↓	↔
U.S. Comparison	↓	↓	n/a	n/a	n/a	n/a	n/a	n/a	↓	↓
Statewide Average/Target Comparison	↓	↓	↓	↓	↓	↓	↓	↔	↓	↓
Overall Rating	↓	↓	↓	↓	↓	↓	↓	↑	↓	↓

Final Review

Final Review



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Final Review