

Chapter 8

The Role of Oregon Law Schools in Addressing Racial Problems in the Oregon Legal Community

Each Oregon law school—University of Oregon School of Law, Willamette University College of Law, and Northwestern School of Law at Lewis and Clark College—completed a general questionnaire sent by the task force.¹² Each law school also responded to specific follow-up questions.

Minorities comprise 9.35 percent of the Oregon population, but minority lawyers make up only 2.66 percent of the members of the Oregon State Bar. The task force believes that the state's three law schools, in conjunction with the Oregon State Bar, must address the problem of minority underrepresentation in Oregon's legal community in four areas: (1) recruitment of minority law students; (2) support, retention and graduation of minority law students; (3) assistance in passing the bar exam; and (4) placement in Oregon jobs. Action in each area is an essential step in achieving the ultimate goal—increasing the number of and opportunities for minority attorneys in Oregon.

Recruitment of Minority Law Students

Findings

Since the 1987–88 school year, applications to the three Oregon law schools have grown steadily. For example, 1993–94 saw 5,628 applicants compared to 2,306 in 1987–88. Although the number of minority applicants has also grown steadily, the percentage of the total number of applicants who are minorities has remained, for the most part, constant. Minorities made up 13 percent of all applicants in 1987–88, 14 percent in 1988–89, 12 percent in 1989–90, 13 percent in 1990–91, 13 percent in 1991–92, 17 percent in 1992–93, and 16 percent in 1993–94.

Similar figures exist for the number of Oregon residents who applied to other law schools approved by the American Bar Association. For the 1987–88 academic year, 428 applications were reported from Oregon residents; 49 (11.44 percent) of those from minorities. For 1988–89, 522 applicants, 51 (9.77 percent) from minorities; for 1989–90, 528 applicants, 55 (10.41 percent) from minorities; for 1990–91, 563

applicants, 57 (10.12 percent) from minorities; and for 1991–92, 560 applicants, 69 (12.32 percent) from minorities.

Since 1987, 10.87 percent of Oregon residents who applied to an American Bar Association (ABA) approved law school were minorities, while 9.35 percent of Oregon's population consisted of minorities. Thus, the percentage of law school minority applicants from Oregon slightly exceeded the percentage of minorities in the Oregon population. Law schools and the Oregon State Bar must work together to recruit Oregon minority students to remain in Oregon for law school and become active members of the bar.

Nationwide, the percentage of minority law school applicants is less than the percentage of minorities in the general population. In 1990, African Americans were 12.05 percent of the United States population, but only 8.03 percent of all law school applicants in 1987–92. Asians/Pacific Islanders were 2.92 percent of the population and were 3.92 percent of all law school applicants. Hispanics/Latinos were 8.98 percent of the population and a mere 4.91 percent of all law school applicants. Native Americans were .78 percent of the population and .52 percent of all law school applicants.

During 1987–93, total student matriculation at Oregon law schools fluctuated. Entering Oregon law schools for the 1987–88 year were 543 students, compared to 575 in 1993–94. The high for the period surveyed was 610 in 1989–90, with a low of 515 in 1991–92.¹³ In those same years, the number of minority students entering Oregon law schools ranged from a high of 84 in 1993–94 to a low of 59 in 1989–90.

In the three Oregon law schools, minorities constituted 13 percent of matriculating students in 1987–88, 11 percent in 1988–89, 10 percent in 1989–90, 13 percent in 1990–91, 15 percent in 1991–92, 12 percent in 1992–93, and 15 percent in 1993–94. African-American students ranged from a high of four percent in 1993–94 to a low of one percent in 1988–89. Asians/Pacific Islanders ranged from a high of seven percent in 1991–92 to a low in 1992–93 and 1989–90 of four percent. Hispanics/Latinos comprised two percent of the entering class in every year except 1991–93, when they comprised three percent. In every year, Native Americans represented two percent of the total number of entering law students.

These statistics demonstrate that Oregon law schools are recruiting minority students in relative proportion to Oregon's minority population. Over the last six years, 12 percent of students who matriculated at Oregon law schools were minorities. Increasing the number of and opportunities for minority attorneys in Oregon, however, requires more than mere statistical correlations. Innovative methods and ideas must be utilized to increase the diversity of entering classes at Oregon's three law schools, the first step in creating a truly diverse bar.

All Oregon law schools use one or more of the following techniques to attract minority applicants: direct mail campaigns to minorities who have applied to take the LSAT; hosting Minority Law Day, where high school and college students are invited to visit

with minority law students, lawyers and judges; attending regional and national law forums; recognizing in the admissions process the value of a diverse class; involving minority students in recruitment, and follow-up contact with minority applicants.

The offer of a scholarship is the most effective means of attracting minority students. All three Oregon law schools have minority scholarship programs. Northwestern School of Law at Lewis and Clark College has a \$100,000 Native American endowed scholarship fund, and an ethnic scholarship program at Willamette University College of Law is more than two decades old. All three Oregon law schools have received significant, yet rapidly diminishing, funding for minority scholarships from the Oregon Law Foundation. The University of Oregon stated in its survey response, “[We are] still behind many law schools across the country who are able to offer full tuition for all three years of law school and if we were able to compete with more scholarship money, the numbers of minorities would clearly increase.”

The Oregon State Bar provides two types of financial assistance to minority students to encourage them to enroll at an Oregon law school as well as to remain in Oregon through a waiver-of-repayment incentive. The first type of assistance is a conditional loan. These loans are made to financially-needy minority students. If the borrower takes the Oregon bar exam before taking an exam of any other state and passes within one year of graduation, repayment of the loan is waived. The second type of assistance is a minority scholarship. Repayment is also waived if the borrower becomes an active member of the Oregon State Bar within one year of graduation. These are effective ways to increase minority lawyers in Oregon.

The three Oregon law schools also have taken steps to increase the pool of minorities interested in a legal career. These steps include visiting minority organizations on undergraduate campuses and inviting minority youth to the Minority Law Day. The University of Oregon School of Law offers a program in which undergraduate minority students interested in a legal career are matched with law students in a mentoring relationship.

The task force received extensive testimony concerning the need for bilingual attorneys. As noted throughout this report, non-English-speaking persons face significant barriers in the legal system. The number of bilingual attorneys is believed to be small in comparison to the number of non-English-speaking litigants. One method of remedying this problem is to increase the number of bilingual law students and afford them an opportunity to pursue a legal career in Oregon. Currently, Oregon law schools have no programs that aim to increase the number of bilingual law school students.

As the minority population of Oregon continues to grow, more residents will not speak English. There is a great need now, and there will be an increasing need in the future, for bilingual attorneys. Oregon law schools should encourage students to be proficient in a second language.

Support, Retention and Graduation

Findings

All three schools recognize that the ultimate goal is not to just encourage minorities to attend law school, but to provide support for those students once they arrive, and to ensure that they graduate. The total number of students who graduated at Oregon law schools increased over the period surveyed. In 1988–89, 446 students graduated; in 1992–93, 534 students graduated. The number of minority graduates over the same period was 32 in 1988–89, 48 in 1989–90 and 1991–92, 42 in 1990–91, and 63 in 1992–93.

For those five academic years, minorities were 7.17 percent of all graduates in 1988–89, 9.79 percent in 1989–90, 8.46 percent in 1990–91, 8.90 percent in 1991–92, and 12 percent in 1992–93. African-American graduates represented a high of 2.80 percent in 1992–93 and a low of .44 percent in 1988–89. Asian/Pacific Islanders constituted a high of 5.24 percent in 1992–93 and a low of 3.13 percent in 1988–89. Hispanics/Latinos were a high of 2.44 percent in 1989–90 and a .60 percent low in 1990–91. Native Americans ranged from a high of 1.48 percent in 1991–92 to a low of .93 percent in 1992–93.

Disturbingly, the average percentage of minority students who graduated from Oregon law schools between 1989–93, 9.26 percent, was significantly lower than the average percentage of minority students who matriculated over that same period, 12.20 percent. Enrolling larger numbers of minority law students is only one step in eliminating underrepresentation. Efforts must be made to ensure that minority students who enroll at Oregon law schools remain to graduate. The average attrition rate among minority students, 25 percent, is significantly higher than among nonminority students, eight percent. See Table 8-9, *infra*.

Retention and graduation of minority students requires attention to two areas. The first is academic support for those in need of it. In order to assist minority students academically, each law school has an Academic Support Program that provides tutorial services for minority students. The tutors assist students with analytical and writing skills, exam preparation and study skills. In addition, at the University of Oregon and Northwestern School of Law, a summer orientation program is offered before the first semester.

Presently, Academic Support Programs focus on first year courses with some time spent, at least at one law school, on “bar exam courses” in a student’s second and third year. We believe that law schools should emphasize the importance of and provide tutorial assistance for all “bar exam courses.” Minority students needing assistance would have access to—and we hope be encouraged to take advantage of—tutorial assistance while earning credit towards graduation.

The second type of support that law schools should provide is cultural. A law school environment should be culturally sensitive and integrative. To provide a reasonable level of comfort and acceptability for minority students, the cultural support of nonminorities is as important as the support of other minorities. As noted throughout

this report, whether one is a minority or nonminority, one's cultural background has a significant impact on one's relation to the legal system. All law professors, students and staff should have some understanding of cross-cultural differences that contribute to the problems discussed in this report. ***The group that is most likely to lack cross-cultural sensitivity is the nonminority group. The same attitudes that commend cross-cultural training of judges, court staff and lawyers commend cross-cultural training of law students and law faculty.***

All three Oregon law schools have various activities to promote the level of cultural awareness. Northwestern School of Law has several seminars that address topics such as "Racism and the Law" and Native-American law. The University of Oregon has had two special summer classes for law students and members of the community. The courses were titled "Racial Issues in the Criminal Justice System," and "Civil Rights and Civil Wrongs." Willamette College of Law sent a faculty member to a conference that focused on incorporating different ethnic and gender perspectives into course content and also offers a course titled "Civil Rights." Each school has extra-curricular activities ranging from "Minority Law Day" and "Diversity Week" presentations to Martin Luther King, Jr. birthday celebrations.

Although each law school offers some classes and/or activities designed to constructively build upon racial and cultural differences, all such programs are voluntary. Due to the amount of work required of a law student, it is likely that only those students specifically interested in these issues will attend such activities. The task force's experience is that the audience at such affairs was mainly minorities. Further, the focus of some extra-curricular activities may be more social than what is traditionally thought of as educational.

In addition to the efforts of the law schools, the Oregon State Bar Affirmative Action Program is also active in supporting law students during law school. The Bar offers a Professional Partnership Program. This program is designed to provide a bridge between minority students and members of the professional legal community. Students are matched with attorney mentors who are active members of the Oregon State Bar. Mentors offer support, advice and guidance to the student partner concerning the realities of the legal profession, information concerning preparation for and sitting for the bar exam, and other helpful tips concerning law school.

The task force's experience is that the law school students and faculty that participate in cross-cultural activities are those least in need of cross-cultural training.

Assistance in Passing the Bar Exam

Findings

Exhaustive figures on bar exam results were provided by the Oregon State Bar Affirmative Action Program and the Oregon State Bar for the years 1983 to 1993. See

Table 8-10, *infra*. Disappointingly, in each of those years, the minority passage rate was lower than the nonminority passage rate, the worst differential occurring on the July 1983 exam when the nonminority passage rate was 73 percent, and 29 percent for all minorities. The passage rates for five recent exams are:

Table 8-1

Passage rates of state bar exams

Date of exam	Nonminority passage percentage	Minority passage percentage	Oregon law schools minority pass rate
July 1991	74%	36%	29%
Feb 1992	78	33	29
July 1992	86	49	45
Feb 1993	79	42	43
July 1993	76	54	55

For the most recent exam, July 1993, individual minority groups statistics were: (1) Asian American, 19 of 25 (76 percent) passed; (2) African American, 3 of 13 (23 percent) passed; (3) Hispanic, 6 of 12 (50 percent) passed; and (4) Native American, 3 of 7 (42 percent) passed. Of male minorities, 21 of 36 (58 percent) passed, while 10 of 21 (48 percent) of female minorities passed. These consistently lower minority passage rates are troubling.

The Oregon State Bar Affirmative Action Program offers various forms of bar exam assistance to minority applicants. The bar offers low interest bar exam loans to defer exam costs and also holds workshops before the bar exam to prepare participants on exam-taking techniques. Further, the bar maintains a library of materials, such as preparatory books, cassettes and flash cards, that are available to minority applicants to assist them in preparing for the exam.

Currently, aside from providing rooms for bar review courses, Oregon law schools play no part in preparing a law student for the bar exam after the student has graduated. The law schools, either in conjunction with the bar or by utilizing resources at their institutions, should consider a program to complement, not replace, current bar preparation courses. We envision that such a program might select one person—an alumnus, professor or interested lawyer—to serve as a specialist in each of the 18 or so subjects that are covered on the Oregon bar exam. This specialist would be available to meet with minority students to clarify and answer questions about a particular subject. The administration of programs such as this might be handled by the school's career services.

Placement in Oregon Jobs

Findings

The discussion above should be considered in light of the ultimate goal—to increase the number of and opportunities for minority attorneys in Oregon, so that, in *all* respects, they stand on equal footing with nonminority lawyers. The most recent census figures establish that the population of Oregon in 1990 was 2,842,000. The Caucasian/White population was 2,637,000, or 92.78 percent of the total population. Minorities and Hispanics were 266,000, or 9.35 percent. (Some Hispanics also are counted in the total of nonminorities.)

The latest data shows 9,653 active members of the Oregon State Bar. Of those active members, 257 or 2.66 percent are minorities. In 1990, the African-American population of Oregon was 46,000, 1.61 percent. In 1993, this same group had 48 active members in the bar, .49 percent. The 1990 Asian/Pacific Islander population of Oregon was 69,000, 2.42 percent. In 1993, Asian/Pacific Islanders had 100 active members in the bar, 1.03 percent. The 1990 Hispanic/Latino population was 113,000, 3.97 percent. In 1993, this group had 74 active members in the bar, .76 percent. The 1990 Native American population was 38,000, 1.33 percent. In 1993, Native Americans had 35 active members in the bar, .36 percent.

Officials at the University of Oregon School of Law said that their efforts to place minority graduates in legal positions in Oregon have been quite successful “with two minority graduates clerking for Oregon Supreme Court Justices in the coming year, three others working for Portland law firms, one working for a Eugene law firm and one continuing in graduate work.” Willamette University College of Law noted that “part of our goal is to graduate more ethnic students. Where they choose to practice is not essential, though we strongly desire that they practice in Oregon.” Northwestern School of Law stated, “Our placement office tries to find employment for graduates wherever there are jobs.”

We believe that minority placement assistance should begin with the students’ first summer position. The Oregon State Bar Affirmative Action Program encourages minority graduates to stay in Oregon. The bar, in conjunction with the three law schools and a distinguished group of legal employers, offers the First-Year Honors Program. This program is designed to provide summer job opportunities for minority law students in Oregon.

A pool of qualified first-year minority students is chosen by each of the three schools. Participating Oregon legal employers, including the largest firms in the state, may then select students to work as law clerks during the summer after the students’ first year. With early exposure to the legal market, minority students are afforded an opportunity to develop skills and abilities that will assist them in obtaining a job upon graduation.

In addition, the Affirmative Action Program operates the Minority Clerkship Program. This program encourages legal employers to hire minority law students for summer or

school-year clerkships by providing a wage stipend to employers who hire these students. The Affirmative Action Program also has engaged the services of an attorney search-and-placement firm to assist with employment opportunities and mail job notices to all minority students.

Law school placement offices should continue to alert minority applicants to job opportunities, to offer comprehensive assistance to these students in finding positions, and to explore new ways that they might be helpful in these efforts. For example, the University of Oregon provides “mock interviews” to prepare and sharpen minority students’ interviewing skills.

Oregon law schools have a problem. The theme appears to be that they do reasonably well in attracting and admitting minorities, less well in graduating them, and dreadfully in equipping them to pass the bar examinations. We suggest that the law schools must find out why this situation exists and address the problem more effectively than in the past. (In this connection, see an article written by an African-American psychology professor from Stanford, *Race and the Schooling of Black Americans*, *The Atlantic Monthly* 68 (April 1992).) Law schools that undertake to educate students have an obligation to educate them well enough to pass the bar examination. For their minority students, the law schools are not doing this well.

Law Schools and Minorities

Recommendations

Preliminary Comment: The task force recognizes the important and substantial work of all three Oregon law schools in increasing the number of minority lawyers. The law schools have a unique opportunity to influence future Oregon lawyers because most new members of the Oregon State Bar are their graduates. Consequently, a heavy burden necessarily falls on Oregon law schools to address issues that can best be addressed through the educational process.

Recommendation Number 8-1

Oregon law schools should intensify their efforts to recruit more minority students, especially Hispanic/Latino students.

Recommendation Number 8-2

Organizations that provide funding and scholarships, such as the Oregon Law Foundation, should increase their efforts to provide funds to Oregon law schools. Funding assistance has enabled Oregon law schools recently

to make tremendous progress. A loss of or decrease in funding frustrates these efforts.

Recommendation Number 8-3

Law schools should commit more of the money they obtain from their fund raising efforts to programs targeting minority students and applicants.

Recommendation Number 8-4

Still greater efforts must be made to enlarge the pool of *Oregon* minorities interested in a legal career, to relieve the need for inter-school competition for minority students.

The University of Oregon mentorship program between undergraduates and law students is a fine example. Programs enlisting law students in the education of elementary school and high school students may help. In addition, we encourage the Oregon law schools to work with the Oregon State Bar Law Related Education Committee. Law students could be encouraged to participate in the bar's Mentor Program or Classroom Law Project. Elsewhere in this report, see Chapter 9, the task force recommends that the bar implement a program designed to work with secondary school minority students in order to assist them through college and into law school. We encourage the law schools to work with the bar, as appropriate, to implement the program.

Recommendation Number 8-5

Each law school should address the lower graduation rates among minority law students. This should include an objective evaluation of the scope and effectiveness of each school's academic support programs.

Estimated date for implementation to be completed: July 1, 1995.

Estimated cost: Unknown.

Recommendation Number 8-6

Each law school should endeavor to guarantee academic support, from matriculation to graduation, for those minority students who need it; at a

minimum, providing academic support for all first-year courses and all “bar exam courses.”

Recommendation Number 8-7

We encourage each law school to consider weighing bilingual skills in the admissions process.

Recommendation Number 8-8

To help eliminate racial/ethnic bias in the legal system, law school curriculum should place a greater emphasis on cultural differences and disparate treatment of minorities in the judicial system by encouraging faculty to incorporate in their course materials discussions of the legal issues that particularly affect minorities. For example, in a course on criminal procedure, a professor might discuss whether minorities are stopped by the police based solely on race. These issues should also arise in clinical programs and law school competitions. For example, in a client counseling competition, students might be required to represent non-English-speaking persons or persons unfamiliar with the United States legal system.

Recommendation Number 8-9

In addition to revising their curricula, law schools should also offer several lectures or presentations each year that directly focus on how cultural differences affect legal rights. Nonminority students and faculty should be required to participate and attend.

Recommendation Number 8-10

Minority alumni from all three schools should continue to take an active role in providing support and counseling to law students. Minority Oregon lawyers are valuable role models to demonstrate to minority students that they can succeed and should remain in Oregon.

Table 8-2

Applications to Oregon law schools

Applications	Years						
	1993-94	1992-93	1991-92	1990-91	1989-90	1988-89	1987-88
Total Applications	5628	5868	5413	4800	3576	2718	2306
Minority Applications	924	997	716	613	432	392	295
Percentage of total applications by minorities	16%	17%	13%	13%	12%	14%	13%

Table 8-3

Matriculation at Oregon law schools

Students	Years						
	1993-94	1992-93	1991-92	1990-91	1989-90	1988-89	1987-88
Total students who matriculated	575	529	515	576	610	568	543
Minority students who matriculated	84	61	77	74	59	64	71
Percentage of matriculating students							

who were minorities	15%	12%	15%	13%	10%	11%	13%
Total African-American students who matriculated	21	10	11	17	7	10	15
Percentage of African-American students who matriculated	4%	2%	2%	3%	1%	2%	3%
Total Asian/Pacific Islander students who matriculated	36	26	38	36	27	35	31
Percentage of Asian/Pacific Islander students who matriculated	6%	4%	7%	6%	4%	6%	6%
Total Hispanic/Latino students who matriculated	14	13	18	14	15	10	13
Percentage of Hispanic/Latino students who matriculated	2%	2%	3%	2%	2%	2%	2%
Total Native-American students who matriculated	12	11	10	5	9	7	8
Percentage of Native-American students who matriculated	2%	2%	2%	2%	2%	2%	2%

Table 8-4

Graduation at Oregon law schools

Graduates	Years*				
	1992-93	1991-92	1990-91	1989-90	1988-89*
Total students who graduated	534	539	496	490	446
Minority students who graduated	63	48	42	48	32

Percentage of graduating students who were minorities	12.00%	8.90%	8.46%	9.79%	7.17%
Total African-American students who matriculated	15	5	11	10	2
Percentage of African-American students who matriculated	2.80%	0.92%	2.21%	2.04%	0.44%
Total Asian/Pacific Islander students who matriculated	28	25	25	19	14
Percentage of Asian/Pacific Islander students who matriculated	5.24%	4.63%	5.04%	3.87%	3.13%
Total Hispanic/Latino students who matriculated	13	9	3	12	7
Percentage of Hispanic/Latino students who matriculated	2.43%	1.66%	0.60%	2.44%	1.56%
Total Native-American students who matriculated	5	8	5	7	6
Percentage of Native-American students who matriculated	0.93%	1.48%	1.00%	1.42%	1.34%

* Figures for 1993–94 and 1987–88 were not available

The following statistics are taken from the *Statistical Abstract of the United States 1992* 112th edition, and are based on figures compiled from the 1990 national census.¹⁴

Table 8-5

Quantity and percentage of Oregon population in 1990

Population	Quantity of Oregon population	Percentage of Oregon population
Total population	2,842,000	100.00%
All minorities	266,000	9.35
African American	46,000	1.61
Asian/Pacific Islander	69,000	2.42
Hispanic/Latino	113,000	3.97
Native American	38,000	1.33
Caucasian/White	2,637,000	92.78

Table 8-6

Number of Oregon residents who applied to an ABA approved law school¹⁵

Applicants	1991-92	1990-91	1989-90	1988-89	1987-88
Total applicants	560	563	528	522	428
Minorities	69	57	55	51	49
Percentage of applicants who were minorities	12.32%	10.12%	10.41%	9.77%	11.44%

The following statistics were provided by the Oregon State Bar as of July 1993.¹⁶

Table 8-7

**Quantity and percentage of active members
of the Oregon State Bar**

Members	Number of active members of the bar	Percentage of bar membership
Total number	9,653	100.00%
Minorities	257	2.66
African American	48	0.49
Asian/Pacific Islander	100	1.03
Hispanic/Latino	74	0.76
Native American	35	0.36

Table 8-8

**Percentage of U.S. population and
law school applicants by racial group**

Racial Group	Percentage of U.S. population	Percentage of law school applicants in U.S. from 1987–92
African American	12.05%	8.03%
Asian/Pacific Islander	2.92	3.92
Hispanic/Latino	8.98	4.91
Native American ¹⁷	0.78	0.52

Table 8-9

Attrition rates at Oregon law schools

Students	Graduation year			
	1992-93	1991-92	1990-91	1989-90
Total students who matriculated	576	610	568	543
Minorities who matriculated	74	59	64	71
Nonminorities who matriculated	502	551	504	472
Total students who graduated	534	539	496	490
Minorities who graduated	63	48	42	48
Nonminorities who graduated	471	491	454	442
Attrition rate of minorities	15%	19%	34%	32%
Attrition rate of nonminorities	6%	11%	10%	6%

Table 8-10

**Bar exam results:
Number and percentage of test-takers who passed**

Year	Ethnicity*				Total Minority	Gender		Non- Minority	Law School				First Taker	Multi- Taker
	A	AA	H	NA		M	F		U/O	WU	L&C	Other		
FEB #	5/7	0/2	2/3	1/1	8/14	3/6	5/8		2/2	1/1	3/8	2/3	4/8	4/6
'83 %	71	0	67	100	57	50	63	63%	100	100	38	67	50	67
JLY #	3/12	0/5	1/2	2/2	6/21	3/11	3/10		4/6	1/3	1/10	0/2	6/18	0/3
'83 %	25	0	50	100	29	27	30	73%	67	33	10	0	33	0
FEB #	3/10	0/5	1/3	0/1	4/19	4/12	0/7		1/3	1/3	1/9	1/4	3/10	1/9
'84 %	30	0	33	0	21	33	0	62%	33	33	11	25	30	11
JLY #	7/15	1/6	1/2	1/2	10/25	3/14	7/11		4/5	0/0	5/9	1/11	7/19	3/6
'84 %	47	17	50	50	40	21	64	77%	80	0	56	9	37	50
FEB #	4/10	1/7	1/1	0/1	6/19	5/12	1/7		2/2	0/2	2/5	2/10	4/13	2/6
'85 %	40	14	100	0	32	42	14	63%	100	0	40	20	31	33
JLY #	6/11	2/11	1/7	2/5	11/34	7/18	4/16		4/6	0/4	2/10	5/14	6/27	5/8
'85 %	55	18	14	40	32	70	25	78%	67	0	20	36	22	63
FEB #	3/5	3/5	2/5	1/3	9/18	6/9	3/9		0/0	3/3	1/6	5/9	3/3	6/15
'86 %	60	60	40	33	50	67	33	75%	0	100	17	56	100	40
JLY #	4/5	1/6	5/9	3/7	13/27	9/17	4/10		4/7	3/6	3/6	3/8	10/16	3/11
'86 %	80	17	56	43	48	53	40	67%	57	50	50	38	63	27
FEB #	3/4	3/4	2/4	3/4	11/16	7/10	4/6		3/3	1/1	3/4	4/8	4/7	7/9
'87 %	75	75	50	75	69	70	67	74%	100	100	75	50	57	78

JLY	#	5/10	3/5	3/4	4/7	15/26	8/13	7/13		5/5	4/7	5/9	1/5	12/23	3/3
'87	%	50	60	75	57	58	62	54	60%	100	57	56	20	52	100
FEB	#	4/7	0/2	3/4	1/1	8/14	3/7	5/7		2/2	0/3	2/3	4/6	4/5	4/9
'88	%	57	0	75	100	57	43	71	64%	100	0	67	67	80	44
JLY	#	2/5	0/1	3/3	1/4	6/13	2/8	4/6		0/1	1/2	5/6	0/5	6/12	0/2
'88	%	40	0	100	25	46	25	67	61%	0	50	83	0	50	0
FEB	#	4/6	3/7	1/4	1/1	9/18	5/11	4/7		1/3	3/4	1/4	4/7	6/12	3/6
'89	%	67	43	25	100	50	45	57	70%	33	75	25	57	50	50
JLY	#	4/6	1/5	5/6	0/4	10/21	5/14	5/7		1/7	3/3	3/5	3/6	7/13	3/8
'89	%	67	20	83	0	48	36	71	76%	14	100	60	50	54	38
FEB	#	0/1	2/6	3/4	1/2	6/13	4/9	2/4		3/5	0/1	1/2	2/5	4/4	2/9
'90	%	0	34	75	50	46	45	50	69%	60	0	50	40	100	22
JLY	#	8/17	4/8	4/9	1/4	17/38	12/27	5/11		5/11	3/6	2/11	7/10	14/34	2/4
'90	%	47	50	45	25	45	44	45	72%	45	50	18	70	41	50
FEB	#	4/7	4/7	4/4	1/3	13/21	9/14	4/7		4/5	4/6	4/6	4/8	5/9	7/12
'91	%	57	57	100	33	62	64	57	77%	80	67	67	50	56	58
JLY	#	3/11	2/9	3/4	2/4	10/28	2/13	8/15		2/4	1/2	2/11	5/11	9/23	1/5
'91	%	27	22	75	50	36	15	53	74%	50	50	18	45	39	20
FEB	#	5/11	1/8	2/3	0/2	8/24	3/14	5/10		0/1	2/4	3/12	3/7	5/12	2/11
'92	%	45	13	67	0	33	21	50	78%	0	50	25	43	42	18
JLY	#	6/10	1/8	6/11	4/6	17/35	10/20	7/15		3/6	2/2	4/12	7/14	15/23	2/12
'92	%	60	13	55	67	49	50	47	86%	50	100	34	50	65	17
FEB	#	4/7	2/10	4/7	1/2	11/26	3/14	8/12		2/2	0/2	5/12	4/10	6/11	5/15
'93	%	57	20	57	50	42	21	67	79%	100	0	42	40	55	33
JLY	#	19/25	3/13	6/12	3/7	31/57	21/36	10/21		5/10	7/10	8/16	10/21	29/46	2/11
'93	%	76	23	50	43	54	58	48	76%	50	70	50	48	63	18

* A = Asian/Pacific Islander AA = African American H = Hispanic NA = Native American