

## UNDERSTANDING THE DATA

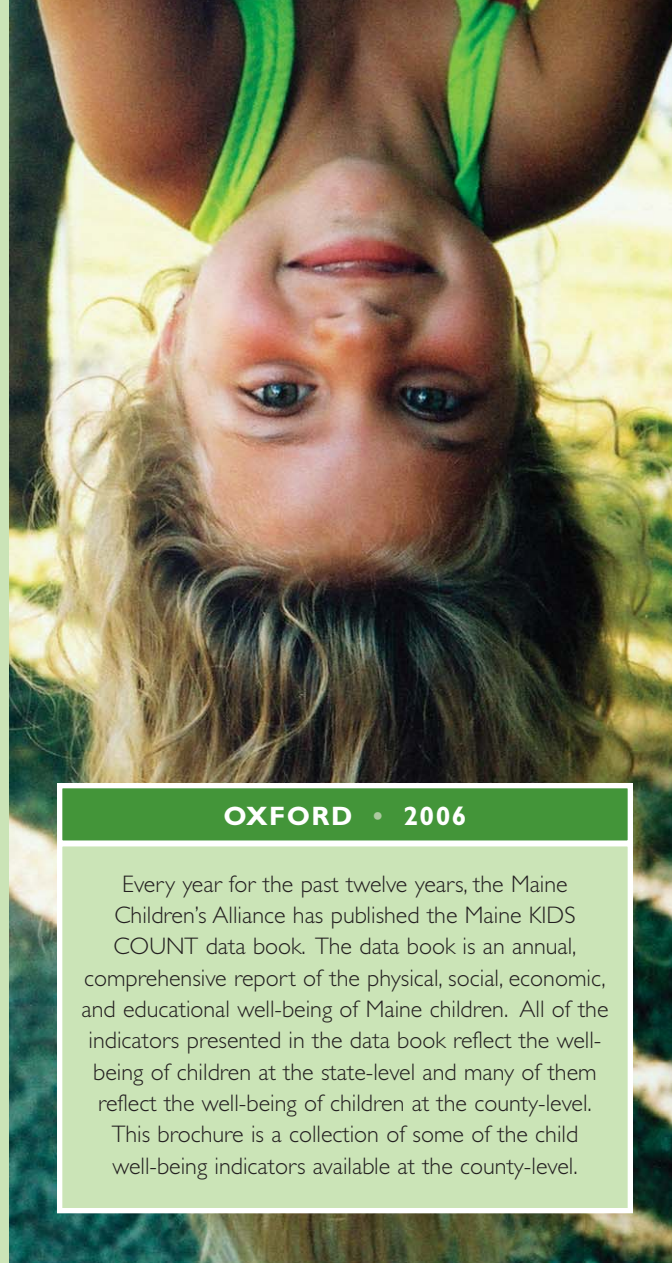
In order to understand the indicators, it is necessary to know what is being measured and how. Detailed definitions and data sources inside the brochure provide a comprehensive definition of each indicator and an explanation of how and by whom the data are collected and measured.

Whenever possible, for each indicator, we report a number. We also report a percentage or rate for each indicator. This is simply the number of times the event occurs, divided by the total population of the county or state that could experience the event. We report the indicators as percents or rates in order to accurately compare groups of different population size.

For the majority of the indicators, we compare the county rate to the state rate. This is expressed as a percent above or below the statewide average for the indicator. When looking at these percents, it is important to understand that large percents resulting from the difference between the county rate and the state rate may be due to small numbers. This does not mean that these differences are not important, but that these differences should be interpreted carefully. **It should be noted that we chose not to compare the county rate to the state rate of four indicators because of small numbers.**

The comparison of the county rates to the state rates was computed by subtracting the value for the state rate from the value for the county rate, and then dividing that quantity by the value for the state rate. The results are multiplied by 100 for readability.

# Maine KIDS COUNT



## OXFORD • 2006

Every year for the past twelve years, the Maine Children's Alliance has published the Maine KIDS COUNT data book. The data book is an annual, comprehensive report of the physical, social, economic, and educational well-being of Maine children. All of the indicators presented in the data book reflect the well-being of children at the state-level and many of them reflect the well-being of children at the county-level. This brochure is a collection of some of the child well-being indicators available at the county-level.



### FOR MORE INFORMATION

on the Maine Children's Alliance, the Maine KIDS COUNT project, or the data in this brochure, visit the MCA website at [www.mekids.org](http://www.mekids.org) or contact the office at (207) 623-1868.

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### OXFORD COUNTY

#### DEMOGRAPHICS

Total population - 2003 estimate  
Children age 0-17  
Children age 10-17  
Children age 1-14  
Children age 15-19

#### PHYSICAL AND MENTAL HEALTH

Children participating in MaineCare, SFY 2005  
Live births for which prenatal care began in the first trimester, 2003  
Low birth-weight infants, 2003  
Infant mortality, 1999-2003 annual average \*  
Child deaths (age 1-14), 1999-2003 annual average \*\*  
Teen deaths (age 15-19), 1999-2003 annual average \*\*  
High school students reporting alcohol use in the past 30 days, 2006  
High school students reporting cigarette use in the past 30 days, 2006  
High school students reporting marijuana use in the past 30 days, 2006  
Children (age 0-17) in the care or custody of DHHS, December 2005 \*

#### SOCIAL AND ECONOMIC STATUS

Children in poverty, 2003  
Children receiving TANF, December 2005  
Children receiving food stamps, December 2005  
School children receiving subsidized school lunch, 2005-06  
Median household income, 2003  
Unemployment, 2004  
Teen pregnancies (females age 10-17), 2003 \*  
Births to single teens (females age 10-19) who have not completed 12 years of school, 1999-2003 annual average \*  
Arrests of children (age 10-17), 2004 \*  
Arrests of children (age 10-17) for crimes against persons, 2004 \*

#### EDUCATION AND LEARNING

Public high school graduates, Class of 2004  
Public high school dropouts, 2003-04  
Public high school graduates planning to attend post-secondary school, 2003-04  
Special education students (age 3-21), 2004-05

	COUNTY		STATE		COMPARISON TO STATEWIDE AVERAGE
	Number	Rate or Percent	Number	Rate or Percent	
	56,151		1,305,728		
	12,568	22.4%	285,615	21.9%	2.3
	6,661	11.9%	144,320	11.1%	7.3
	9,413	16.8%	216,051	16.5%	1.3
	3,951	7.0%	93,546	7.2%	-1.8
	6,838	51.6%	124,442	40.8%	26.5
	471	86.1%	12,072	87.2%	-1.3
	45	8.2%	904	6.5%	26.2
	3	5.3	68	5.0	See "Understanding the Data"
	2	2.2	42	1.9	See "Understanding the Data"
	3	6.8	57	6.3	See "Understanding the Data"
		38.4%		40.3%	-4.7
		18.0%		19.5%	-7.7
		20.0%		21.4%	-6.5
	103	8.2	2,350	8.2	-0.1
	2,065	17.4%	39,896	14.3%	21.7
	1,466	11.7%	23,282	8.2%	42.7
	3,328	26.5%	56,823	19.9%	33.2
	4,597	44.2%	69,093	34.9%	26.6
	\$35,205		\$39,212		-10.2
	1,590	5.6%	32,130	4.6%	21.7
	33	10.1	532	7.6	32.9
	35	9.0	575	6.5	38.5
	257	38.6	8,539	59.2	-34.8
	9	2.2	145	1.0	See "Understanding the Data"
	628	85.2%	13,219	87.4%	-2.5
	93	3.0%	1,678	2.7%	11.1
	369	58.7%	9,219	69.2%	-15.2
	1,775	16.5%	37,573	18.4%	-10.3

\* rate per 1,000

\*\* rate per 10,000