

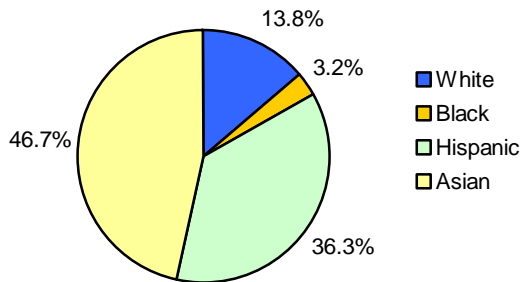
The Status of Girls in Wisconsin: Research Appendices

Appendix I: Additional Demographics	76
A. Foreign-Born Wisconsin Girls	76
B. Additional Poverty Information	76
C. Additional Labor Force Information	76
Appendix II: Primary & Secondary Education	79
A. Mathematics	79
B. Science	80
C. Language Arts	81
D. Social Studies	82
E. Arts & Music	83
F. Special Education	84
Appendix III: Post-Secondary Education & Aspirations	86
A. Post-Secondary Entrance Exams	86
B. Post-Secondary Awards & Financial Aid	87
Appendix IV: Physical Activity, Sports, & Body Weight	91
A. Sports	91
Appendix V: Social Support & Activities	92
A Community Involvement/Volunteerism	92
Appendix VI: Girls as Computer and Internet Users	95
Appendix VII: Reproductive Health	94
A. Sexually Transmitted Disease	94
B. HIV/AIDS	96
Appendix VIII: Substance & Alcohol Abuse	97
A. Tobacco	97
B. Treatment Rates	98
Appendix IX: Violence & Abuse	99
A. Intimate Partner Violence	99
B. Bullying & Fighting	99
Appendix X: Crime & Incarceration	100
A. Alternatives to Incarceration	100

Appendix I: Additional Demographics

A. Foreign-Born Wisconsin Girls

**Population of Foreign-Born Wisconsin Girls,
by Race/Ethnicity, 2005**



In 2005, about 4% (14,467) of all girls under age 18 living in Wisconsin were foreign-born. Of these girls, 46.7% were of Asian descent, 36.3% were of Hispanic descent, 13.8% were white, and 3.2% were black (USCB, 2005[a]).

Source: United States, Census Bureau, American Community Survey, 2005
American Community Survey, 2005.

B. Additional Poverty Information

A goal of the Wisconsin State Health Plan 2010 relates to poverty levels of Wisconsin families. The goal seeks to increase to 70% the number of Wisconsin families with annual income at least three times the federal poverty level. In 2004, 46% of Wisconsin families with children met this standard. White families are more likely to have this level of household income (52% in 2004) than are African American families (25%) or Hispanic families (20%) (DHFS, 2005[f]).

It is also important to note that poverty rates are not evenly spread throughout the state. Child poverty is a particularly serious problem in the city of Milwaukee, which has the fourth highest child poverty rate in the United States (United Way of Greater Milwaukee [UWGM], 2006).

C. Additional Labor Force Information

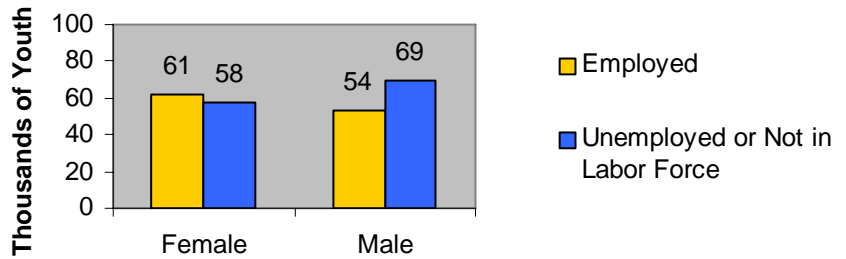
National data shows that older teens are more likely to be employed and enrolled in school than their younger counterparts. High school students interviewed between 1997 and 2003 were more likely to report employment at higher grade levels. Twenty-three percent of high school freshman reported working during the academic year, compared to 75% of high school seniors. Over half of high school seniors reported working more than 21 hours a week during the school year. While boys are more likely to be employed than are girls in 9th grade, this gender difference disappears as students age. By the senior year of high school, girls are just as likely as boys to be employed (Wirt, Choy, Rooney, Provasnik, Sen, & Tobin, 2006).

Appendix I: Additional Demographics

C. Additional Labor Force Information, cntd.

The United States Census Bureau collects data on youth aged 16 to 19 years who are employed, unemployed, or not in the labor force. The chart to the right shows employment status of Wisconsin youth *who are enrolled in school*. The U.S. Census Bureau defines school enrollment as attending an institution such as “nursery or preschool, kindergarten, elementary school, and schooling which leads to a high school diploma, or a college degree.” Therefore, high school students and college students would be included in this data.

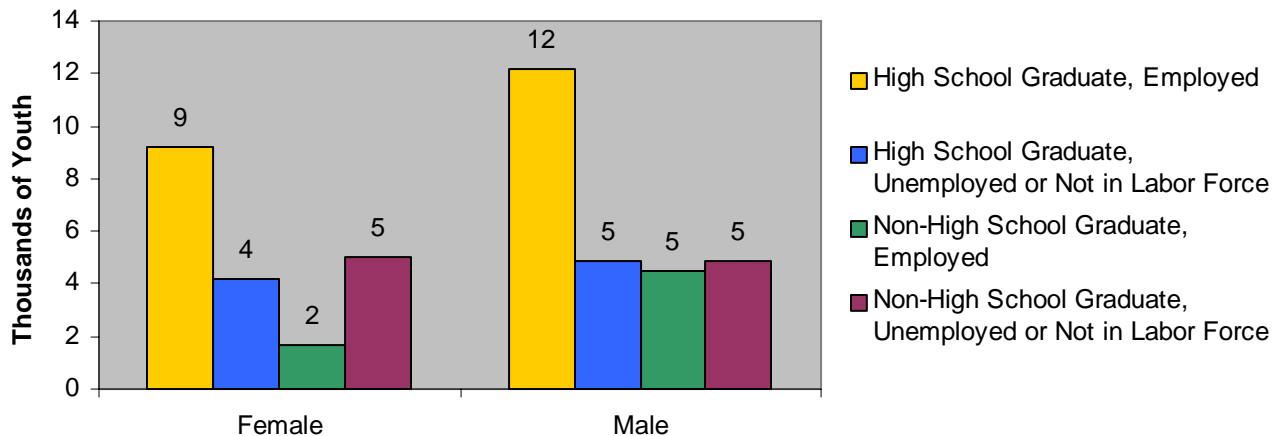
Employment Status of Wisconsin Youth Enrolled in School, Aged 16-19 Years, By Gender, 2005



Source: United States, Census Bureau, American Community Survey, 2005 American Community Survey, 2005.

In 2005, 61,463 Wisconsin girls between the ages of 16 and 19 years were both enrolled in school and employed. In the same year, 53,508 of their male peers were enrolled in school and employed. There were 57,614 Wisconsin girls of this age group enrolled in school and unemployed or not in the labor force, compared to 69,397 of their male peers (USCB, 2005[a]).

Employment Status and High School Graduation Status of Wisconsin Youth Not Enrolled in School, Aged 16-19 Years, By Gender, 2005



Source: United States, Census Bureau, American Community Survey, 2005 American Community Survey, 2005.

Appendix I: Additional Demographics

C. Additional Labor Force Information, cntd.

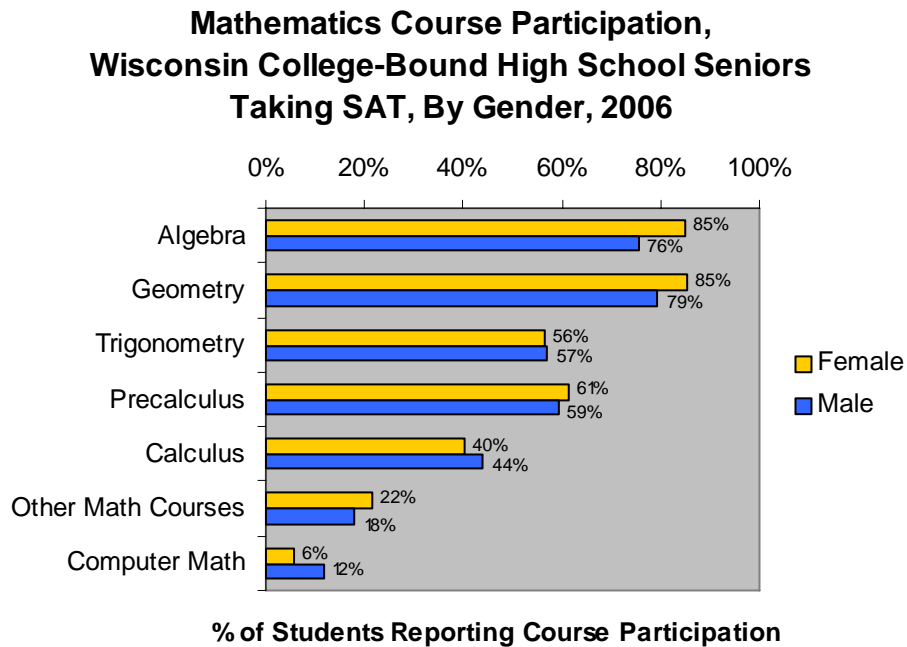
In 2005, there were 9,201 Wisconsin girls between 16 and 19 years of age who had graduated from high school and were employed. Another 4,164 Wisconsin girls of this age group had graduated from high school and were unemployed or not in the labor force. In comparison, 12,191 Wisconsin boys of this age were high school graduates and employed, and 4,859 were high school graduates and unemployed or not in the labor force (USCB, 2005[a]).

In 2005, 1,668 Wisconsin girls of this age group were not high school graduates, not attending school, and employed. Another 5,051 girls were not high school graduates, were not attending school, and were unemployed or not in the labor force. In comparison, 4,518 Wisconsin boys between 16 and 19 years of age were not high school graduates, not enrolled in school, and employed, and 4,833 boys were not high school graduates, were not enrolled in school, and were unemployed or not in the labor force (USCB, 2005[a]).

Appendix II: Primary & Secondary Education

A. Mathematics

In terms of standardized testing on a national level, mathematics scores generally differ only slightly, if at all, between genders. However, attitudes toward the subject of mathematics are divided. While 31% of male students indicate that mathematics is their least favorite subject, 40% of girls choose mathematics as their least favorite subject (Girls Incorporated, 2004).



Source: The College Board, *SAT 2006 College-Bound Seniors, State Profile Report, Wisconsin, 2006*.

Of the 4,012 college-bound high school seniors in Wisconsin taking the SAT Reasoning Test in 2006 (about 6% of all Wisconsin high school seniors), 2,052 were girls and 1,960 were boys. Students were asked about their course participation in a variety of subject areas (The College Board, 2006).

Eighty-five percent of girls reported course participation in Algebra and Geometry. In comparison, 76% of boys reported course participation in Algebra, and 79% in Geometry. Fifty-six percent of girls, and 57% of boys, reported taking Trigonometry. Sixty-one percent of girls reported taking Precalculus, and 40% of girls reported taking Calculus. In comparison, 59% of boys reported course participation in Precalculus, and 44% in Calculus. Twenty-two percent of girls reported course participation in other mathematics courses, compared to 18% of boys. Finally, 6% of girls reported taking Computer Math, compared to 12% of boys (The College Board, 2006).

Twelve percent of girls reported more than four years of mathematics course participation, compared to 14% of boys. Sixty-two percent of girls reported four years of mathematics course participation, compared to 56% of boys (The College Board, 2006).

Appendix II: Primary & Secondary Education

B. Science

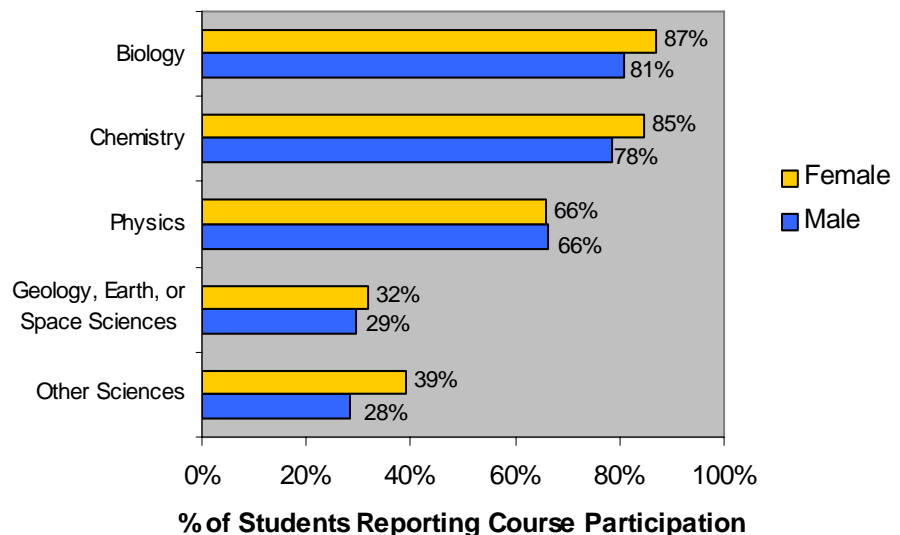
Attitudes toward the general subject of science show similar gender differences as seen in attitudes towards mathematics. Twenty-one percent of girls, compared to 17% of boys, describe science as their least favorite subject (Girls Incorporated, 2004).

National data also show that girls and boys show some differences in course participation. Throughout the 1990's, girls had been more likely to take courses in chemistry and biology, while boys are more likely to have taken physics classes (Girls Incorporated, 2004).

Of the 4,012 college-bound high school seniors in Wisconsin taking the SAT Reasoning Test in 2006 (about 6% of all Wisconsin high school seniors), 2,052 were girls and 1,960 were boys. Students were asked about their course participation in a variety of subject areas (The College Board, 2006).

Of college bound seniors taking the SAT in 2006 in Wisconsin, girls reported more course participation in almost all fields of science than did their male counterparts (The College Board, 2006).

**Science Course Participation,
Wisconsin College-Bound High School Seniors
Taking the SAT, By Gender, 2006**



Source: The College Board, *SAT 2006 College-Bound Seniors, State Profile Report, Wisconsin*, 2006.

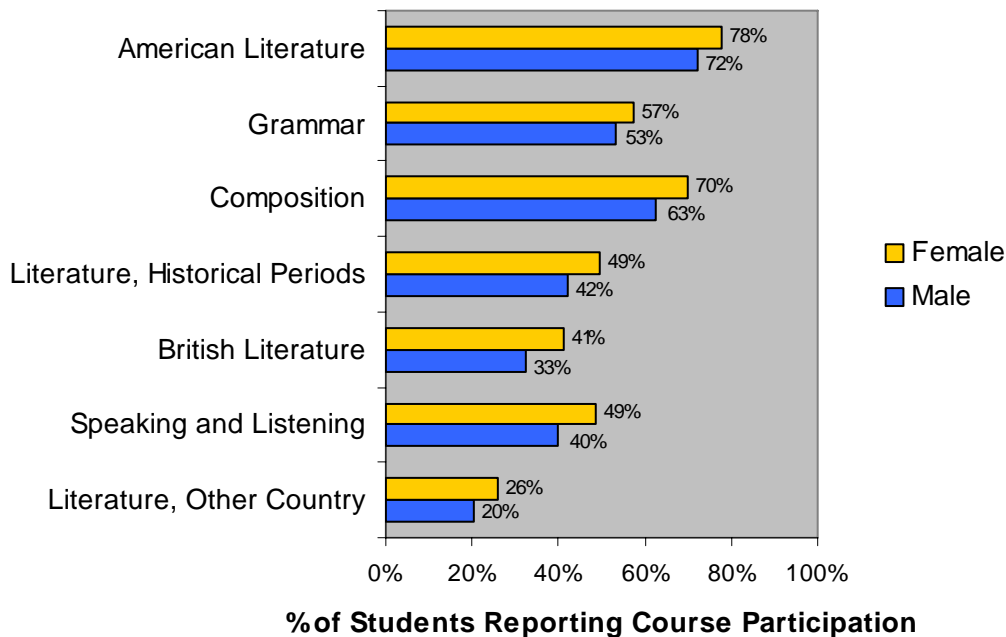
Eighty-seven percent of female students reported course participation in Biology, compared to 81% of male students. Eighty-five percent of girls reported taking Chemistry courses, compared to 78% of boys. Sixty-six percent of both male and female students reported Physics course participation. Thirty-two percent of girls reported course participation in Geology, Earth, or Space Sciences, compared to 29% of boys. Finally, 39% of girls reported course participation in other science classes, compared to 28% of boys (The College Board, 2006).

Thirteen percent of female students reported more than four years of course participation in science, compared to fourteen percent of male students. Fifty-three percent of female students reported four years of science course participation, compared to 49% of male students (The College Board, 2006).

Appendix II: Primary & Secondary Education

C. Language Arts

Language Arts Course Participation, Wisconsin College-Bound High School Seniors Taking the SAT, By Gender, 2006



Source: The College Board, *SAT 2006 College-Bound Seniors, State Profile Report, Wisconsin, 2006*.

Of the 4,012 college-bound high school seniors in Wisconsin taking the SAT Reasoning Test in 2006 (about 6% of all Wisconsin high school seniors), 2,052 were girls and 1,960 were boys. Students were asked about their course participation in a variety of subject areas (The College Board, 2006).

Seventy-eight percent of female college-bound high school seniors taking the SAT in 2006 reported course participation in American Literature, compared to 72% of male students. Fifty-seven percent of female students reported Grammar course participation, compared to 53% of male students. Seventy percent of girls reported Composition course participation, compared to 63% of their male peers. Forty-nine percent of girls reported course participation in Literature, Historical Periods, compared to 42% of boys. Forty-one percent of girls reported participating in British Literature courses, compared to 33% of boys. Forty-nine percent of girls reported Speaking and Listening course participation, compared to 40% of boys. Finally, 26% of female students reported course participation in Literature, Other Country, compared to 20% of male students (The College Board, 2006).

Twelve percent of girls reported more than four years of course participation in Language Arts, and 69% reported four years of course participation. Eight percent of boys reported more than four years of Language Arts course participation, and sixty-six percent reported four years of course participation (The College Board, 2006).

Appendix II: Primary & Secondary Education

D. Social Studies

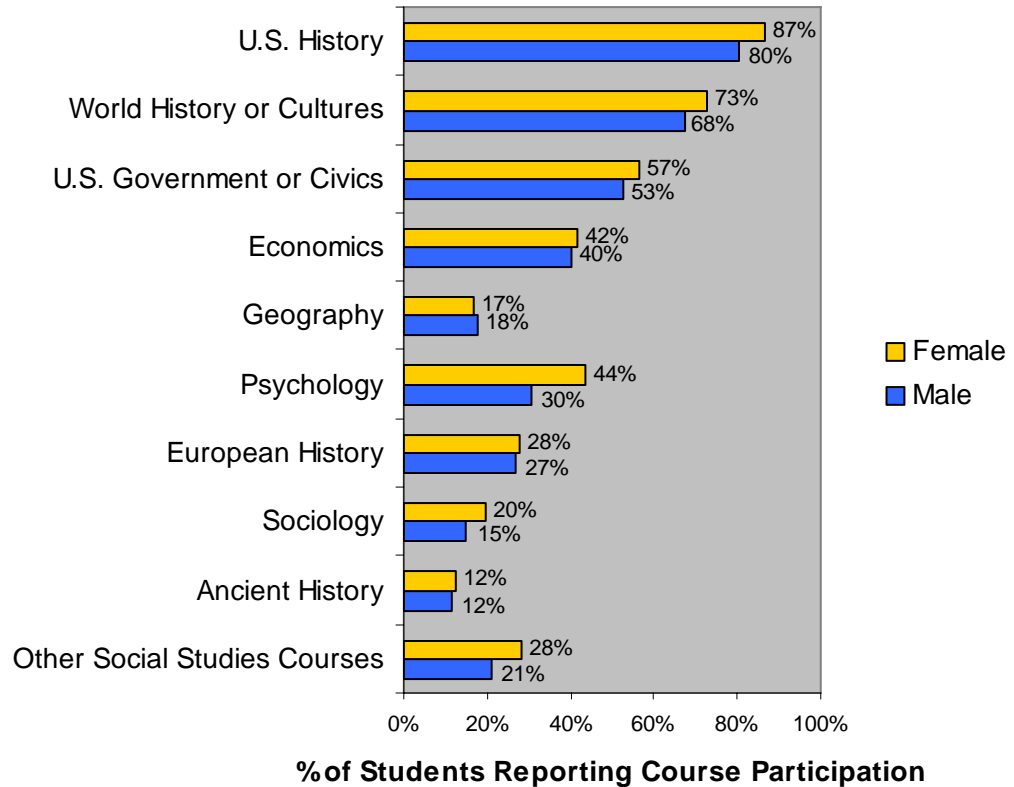
Of the 4,012 college-bound high school seniors in Wisconsin taking the SAT Reasoning Test in 2006 (about 6% of all Wisconsin high school seniors), 2,052 were girls and 1,960 were boys. Students were asked about their course participation in a variety of subject areas (The College Board, 2006).

Girls represent a majority of those students reporting course participation in virtually all categories of study. Eighty-seven percent of girls reported course participation in U.S. History, compared to 80% of boys. Seventy-

three percent of girls reported World History or Cultures course participation, compared to 68% of boys. Fifty-seven percent of girls, and 53% of boys reported U.S. Government or Civics course participation. Forty-two percent of girls, and 40% of boys, reported Economics course participation. Seventeen percent of female students, compared to 18% of male students, reported Geography course participation. Forty-four percent of female students reported course participation in Psychology, compared to 30% of male students. Twenty-eight percent of female students reported course participation in European History, compared to 27% of male students. Twenty percent of girls reported Sociology course participation, compared to 15% of boys. Twelve percent of both male and female students reported Ancient History course participation. Finally, 28% of girls reported course participation in other Social Studies courses, compared to 21% of boys (The College Board, 2006).

Eleven percent of female students, and ten percent of male students, reported more than four years of social studies course participation. Fifty-one percent of girls, and 47% of boys, reported four years of social studies course participation (The College Board, 2006).

**Social Studies Course Participation,
Wisconsin College-Bound High School Seniors
Taking the SAT, By Gender, 2006**

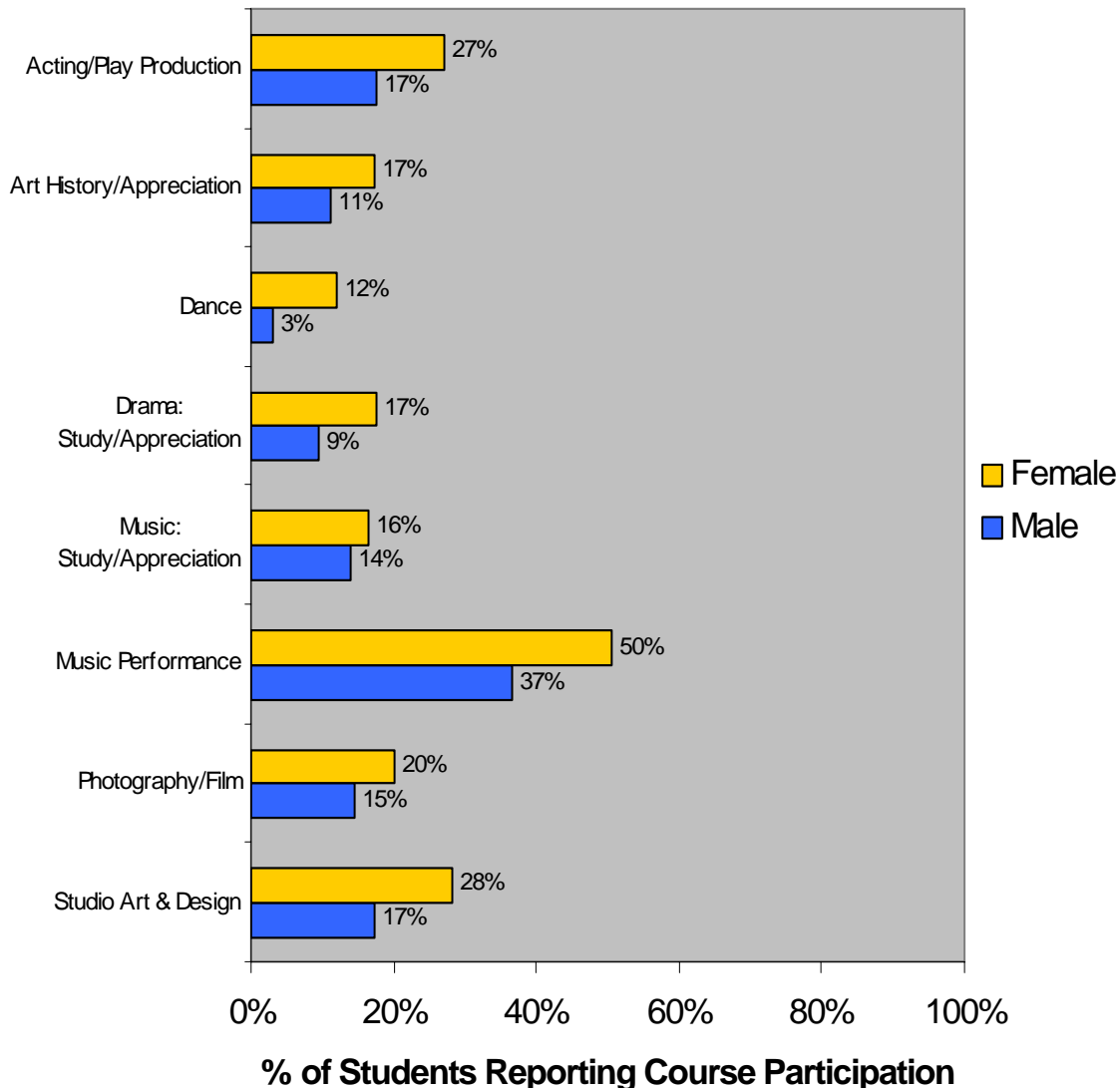


Source: The College Board, *SAT 2006 College-Bound Seniors, State Profile Report, Wisconsin, 2006*.

Appendix II: Primary & Secondary Education

E. Arts & Music

Arts & Music Course Participation, Wisconsin College-Bound High School Seniors Taking the SAT, By Gender, 2006



Source: The College Board, *SAT 2006 College-Bound Seniors, State Profile Report, Wisconsin, 2006*.

Of the 4,012 college-bound high school seniors in Wisconsin taking the SAT Reasoning Test in 2006 (about 6% of all Wisconsin high school seniors), 2,052 were girls and 1,960 were boys. Students were asked about their course participation in a variety of subject areas (The College Board, 2006).

Appendix II: Primary & Secondary Education

E. Arts & Music, cntd.

Among Wisconsin college-bound high school seniors taking the SAT in 2006, substantially more female students reported course participation in arts and music classes. Twenty-seven percent of female students, compared to 17% of male students, reported Acting/Play Production course participation. Seventeen percent of girls, and 11% of boys, reported course participation in Art History/Appreciation. Twelve percent of girls reported Dance course participation, compared to 3% of boys. Seventeen percent of girls reported Drama: Study/Appreciation course participation, compared to 9% of boys. Sixteen percent of girls, and 14% of boys, reported Music: Study/Appreciation course participation. Fifty percent of girls reported Music Performance course participation, compared to 37% of boys. Twenty percent of girls reported Photography/Film course participation, compared to 15% of boys. Finally, 28% of girls reported Studio Art and Design course participation, compared to 17% of boys (The College Board, 2006).

Ten percent of female students reported more than four years of course participation in arts and music education, compared to six percent of male students. Thirty-two percent of girls reported four years of course participation, compared to 21% of boys (The College Board, 2006).

F. Special Education

**Wisconsin Special Education Students,
By Primary Disability and Age Group, 2005-2006**

	Ages 6-11	Ages 12-17
Cognitive Disability	3,499	5,971
Hearing Impairment	684	729
Speech or Language Impairment	17,586	2,598
Visual Impairment	173	204
Emotional Behavioral Disability	4,903	10,323
Orthopedic Impairment	521	462
Other Health Impairment	5,534	6,869
Specific Learning Disability	12,524	29,493
Deaf-Blind	2	4
Autism	2,463	1,797
Traumatic Brain Injury	129	216
Significant Developmental Delay**	139	0
Total	48,157	58,666

Source: State of Wisconsin, Department of Public Instruction, *IDEA Child Count 2005-2006*, 2006.

**Significant Developmental Delay is a designation used for children who are three, four, or five years old (who are not subject to compulsory school attendance), and in certain cases (depending on where the child's birth date falls in the school year) for six-year-olds.

Appendix II: Primary & Secondary Education

F. Special Education, cntd.

Of students who participated in special education in the state of Wisconsin in the 2005-2006 school year, 48,157 were between the ages of 6 and 11 years old, and another 58,666 were between the ages of 12 and 17 years old (DPI, 2006[c]). Of Wisconsin's total high school enrollment during the 2005-2006, 13.6% of students had disabilities. Of the total middle school/junior high enrollment in this school year, 14.1% of students had disabilities. Approximately 17.7% of male students had some type of disability, compared to 9.4% of female students (DPI, 2006[a]).

The most common disabilities among Wisconsin students aged 6-17 years of age who participated in special education curriculum were cognitive disabilities, speech or language impairment, emotional behavioral disabilities, specific learning disabilities, autism, and other health impairment (DPI, 2006[c]). American Indian and African American students of both genders were, on average, more likely to have some type of disability than other students of the same gender (DPI, 2006[a]).

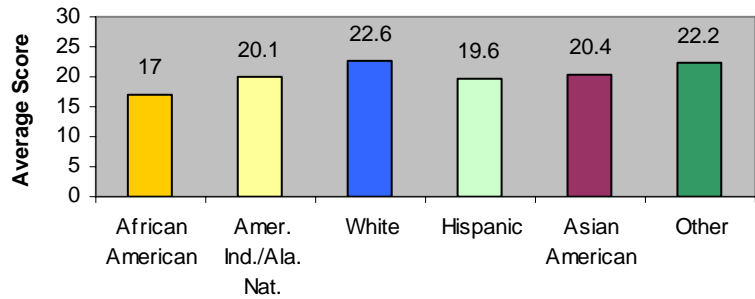
Students with disabilities were less likely to graduate with a high school diploma. In the 2004-2005 school year, 80.6% of students with disabilities earned a high school diploma, while 89.7% of students without disabilities earned diplomas (DPI, 2006[a]).

Appendix III: Post-Secondary Education & Aspirations

A. Post-Secondary Entrance Exams

Racial and ethnic disparities exist in Wisconsin students' ACT scores. In 2006, the average score achieved by African American students was 17.0, compared to white students' average score of 22.6, Asian American students' average score of 20.4, American Indian/Alaskan Native students' average score of 20.1, and Hispanic students' average score of 19.6 (ACT, Inc., 2006). Gender-specific data are not available.

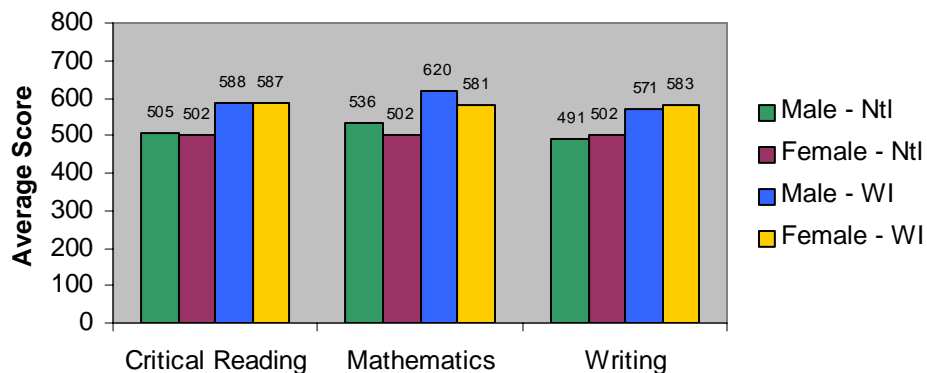
Average ACT Scores, Wisconsin, By Race/Ethnicity, 2006



Source: State of Wisconsin, Department of Public Instruction, *Wisconsin's Information Network for Successful Schools (WINSS) Data Analysis*, 2006.

The SAT Reasoning Test is taken by high school students around the nation every year as an assessment of college readiness and reasoning ability based on students' course participation. SAT results are commonly submitted to post-secondary institutions as part of admissions processes (The College Board, 2006).

Average SAT Scores, United States and Wisconsin, By Gender, 2006



Source: The College Board, *2006 College-Bound Seniors, State Profile Report, Wisconsin*, 2006.

In 2006, 4,012 Wisconsin students took the SAT. Of these, 2,052 were female. Wisconsin students performed better than national averages on all sections of the SAT Reasoning Test. Female students, both in Wisconsin and nationally, performed better than their male counterparts in the writing section of the examination, and about the same as their male peers in the critical reading portion. Male students, both in Wisconsin and nationally, achieved higher average scores in the mathematics section of the exam (The College Board, 2006).

Appendix III: Post-Secondary Education & Aspirations

A. Post-Secondary Entrance Exams, cntd.

Racial disparities also existed in average SAT scores. In 2006, female African American students in Wisconsin achieved an average critical reading score of 494, an average mathematics score of 468, and an average writing score of 484. Asian, Asian American, and Pacific Islander females achieved an average critical reading score of 557, an average mathematics score of 610, and an average writing score of 562. Mexican and Mexican American females achieved an average critical reading score of 519, an average mathematics score of 516, and an average writing score of 498. Other Hispanic and Latino females (with the exception of two Puerto Rican test-takers, for whom average scores were not reported) achieved an average critical reading score of 513, an average mathematics score of 501, and an average writing score of 526. White females achieved an average critical reading score of 596, an average mathematics score of 587, and an average writing score of 592. Similar differences were seen among male students (The College Board, 2006).

B. Post-Secondary Awards & Financial Aid

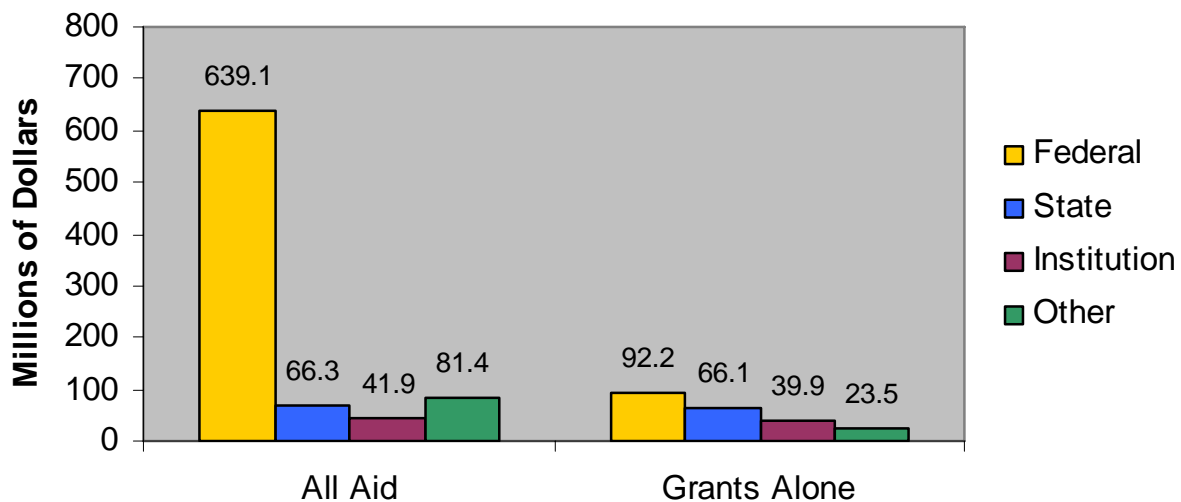
Data is available regarding the number of UW students receiving some form of financial aid. In the 2004-2005 academic year, approximately 67% of all UW undergraduate students (and 65% of all UW students) received some form of financial aid, including grants, scholarships, student loans, and work-study programs (University of Wisconsin System [UW], 2007[b]).

Of this financial aid, 77% was from federal sources, 8% was from state sources, 5% was from the individual UW system institutions, and 10% was from community or private sources. More than half of all UW students received student loan funds in the 2004-2005 academic year. Six percent of UW students received financial aid from a federal work-study program (UW, 2007[b]).

Appendix III: Post-Secondary Education & Aspirations

C. Post-Secondary Awards & Financial Aid, cntd.

Level of Financial Aid from Various Sources, UW System, 2004-2005



The majority of financial aid to UW students came from non-grant based federal programs (including federal student loan programs). Most of the state aid received was grant based, as was the aid received from individual UW institutions. Aid received from “other” grant-based sources includes most private scholarship funds. Non-grant “other” sources included alternative student loan programs, which are not guaranteed by government entities (UW, 2007[b]).

The largest source of federal grant aid is the Pell Grant Program. In the 2005-2006 academic year, a total of \$62.3 million in Pell Grant funds were distributed to UW students. The average Pell grant amount for this period was \$2,434 per student, and Pell grants were received by over 25,000 UW students in the 2005-2006 academic year (UW, 2007[b]).

The State of Wisconsin also administers several grant-based programs that provide financial aid to Wisconsin residents. The largest of these is the need-based Wisconsin Higher Education Grant (WHEG). The WHEG is distributed to students who attend UW institutions, Wisconsin Technical Colleges, or tribal institutions. The minimum WHEG award is \$250, and the maximum is \$3,000 per student (Wisconsin Higher Educational Aids Board [HEAB], 2006). In the 2005-2006 academic year, UW students received a total of \$41.2 million in WHEG grants, for an average grant of \$1,682 per student (UW, 2007[b]).

Appendix III: Post-Secondary Education & Aspirations

C. Post-Secondary Awards & Financial Aid, cntd.

The Wisconsin Higher Educational Aids Board [HEAB] also distributes other grants to state residents. The Wisconsin Tuition Grant (WTG) is similar to the WHEG, but is distributed to students attending non-profit or independent colleges. The minimum WTG award is \$250, and the maximum is set annually by the HEAB. The WTG is also need-based (HEAB, 2006).

The HEAB also distributes the Talent Incentive Program (TIP) grant, intended for students who have the most financial need (HEAB, 2006). In the 2005-2006 academic year, UW students received \$2.9 million in TIP grants (UW, 2007[b]).

The HEAB also distributes the Undergraduate Minority Retention Grant and the Indian Student Assistance Grant (HEAB, 2006). In the 2005-2006 academic year, UW students received a total of \$5.24 million in financial aid under the Undergraduate Minority Retention Grant Program and \$200,000 under the Indian Student Assistance Program (UW, 2007[b]).

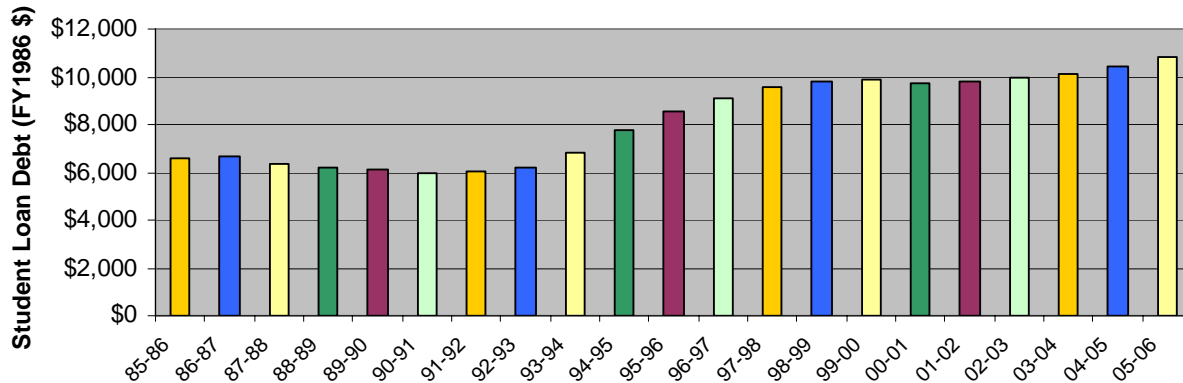
The HEAB also administers the Academic Excellence Scholarship Program, which is awarded to Wisconsin high school seniors with the highest grade point averages. The number of students receiving the Academic Excellence Scholarship varies by high school, depending on student enrollment figures, and the awards are funded equally by the state and the individual post-secondary institution the student attends. The maximum value of the scholarship is \$2,250 per year (HEAB, 2006). In the 2005-2006 academic year, UW students received a total of \$5.86 million in Academic Excellence Scholarship funds (UW, 2007[b]).

The National Merit Scholarship Program is designed to award the most academically talented students. The program is administered by the National Merit Scholarship Corporation, and awards are based on students' scores on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT) and other measures designed to assess suitability and potential for advanced college studies. In 2006, 21,893 Wisconsin students entered the National Merit Scholarship competition, and 369 were named Semifinalists. Semifinalists are then considered for Finalist standing, in which financial awards are conferred. Of the national group of 14,961 Semifinalists, 8,319 were designated as finalists, and received a total of \$35.6 million in financial aid awards, an average per-student award of over \$4,000 (National Merit Scholarship Corporation, 2006).

Appendix III: Post-Secondary Education & Aspirations

C. Post-Secondary Awards & Financial Aid, cntd.

**Cumulative Student Loan Debt Upon Graduation (B.A.),
UW Students, 1985-2006 (FY1986 \$)**



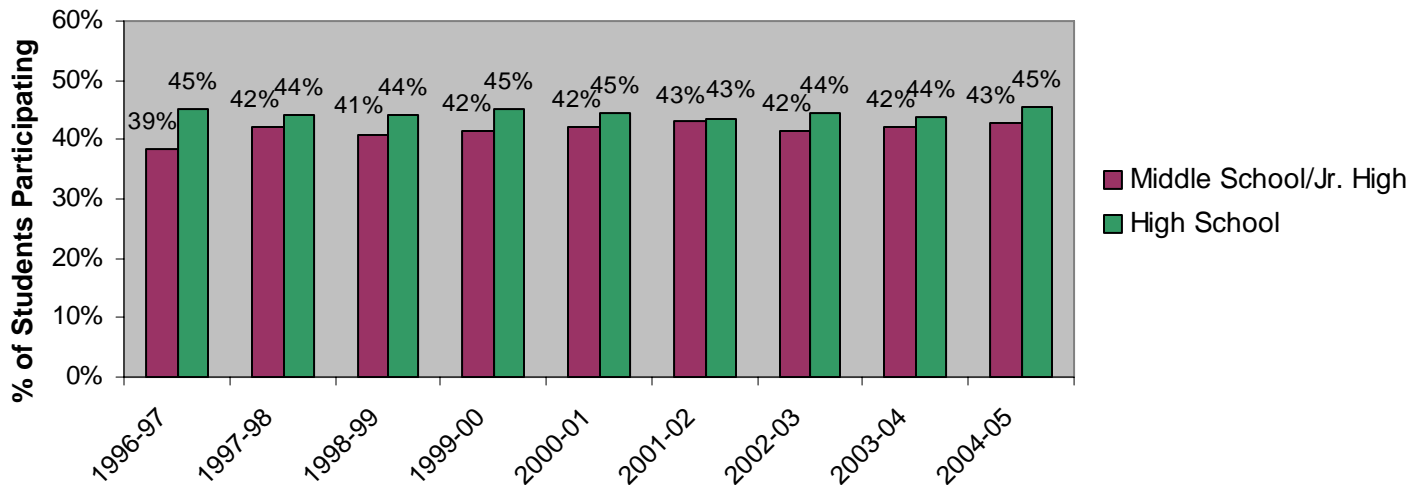
Source: University of Wisconsin System, Office of Policy Analysis and Research, *Informational Memorandum: Student Financial Aid 2005-2006*, 2007.

The HEAB and federal government also offer a number of student loan programs (HEAB, 2006; UW, 2007), and students may also obtain loan funds from private, non-government sources. In 2005-2006, UW students graduating with a bachelor's degree held an average of \$19,809 in student loan debt. As shown above (in 1986 dollars), cumulative student loan debt among graduating UW students has been rising for the last two decades, even when adjusted for inflation (UW, 2007[b]).

Appendix IV: Physical Activity, Sports, and Body Weight

A. Sports

Participation in Athletic Extra/Co-Curricular Activities, Wisconsin High School and Middle School/Jr. High Students, 1996-2005

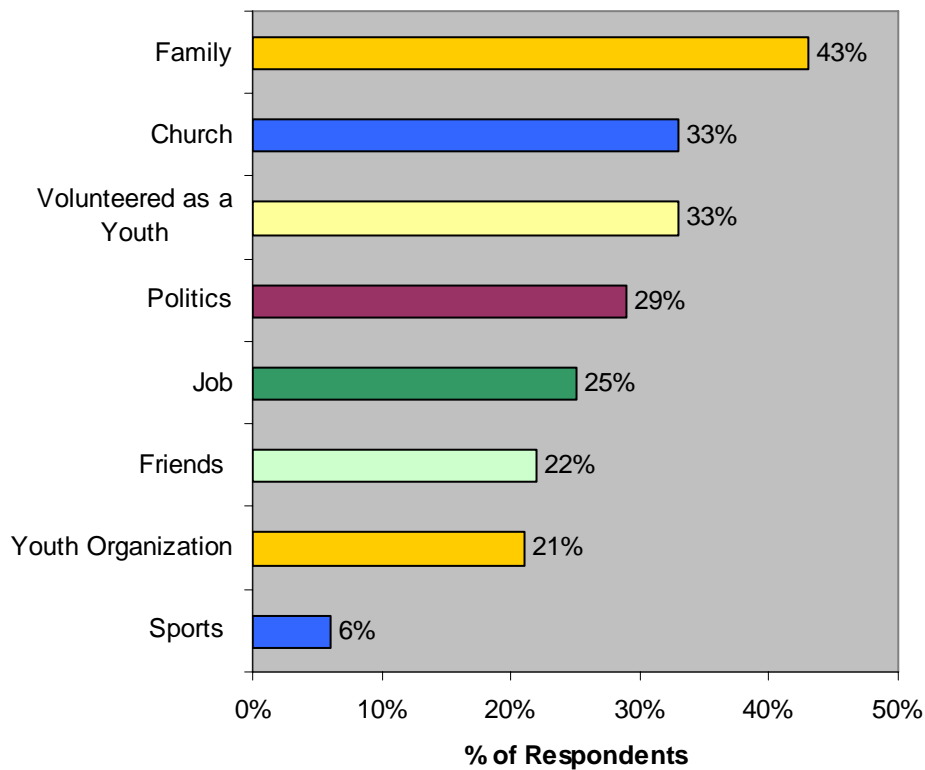


Almost half of Wisconsin high school and middle school/junior high school students participate in one or more athletic extra-curricular activities. As shown above, Wisconsin high school students are slightly more likely to participate in athletic extra/co-curricular activities, although it is not clear whether this difference is due to student characteristics or differences in programs offered to students. In the 2004-2005 school year, 42.8% of Wisconsin middle school/junior high school students participated in athletic extra/co-curricular activities, compared to 45.4% of Wisconsin high school students (DPI, 2006[a]).

Appendix IV: Social Influences & Activities

B. Community Involvement/Volunteerism

Most Significant Influences on Interest in Volunteering, Female Volunteers Aged 18-29 Years, United States, 2003



Source: Girl Scouts of the USA, *Voices of Volunteers 18-29*, 2003.

National research shows that most adult volunteers, 60%, had been youth volunteers in the past. Of college graduates, 71% had been youth volunteers. The figure is even higher among graduate students, with 76% having volunteered as minors. Female volunteers ages 18 to 29 years were most likely to cite family as the most significant influence of their volunteerism (43%), followed by church involvement and youth volunteer experiences, with 33% of respondents selecting each of these as significant influences. Twenty nine-percent reported that politics was a significant influence on their volunteer activities, and 25% indicated that their job had been a significant influence. Twenty-two percent reported that their volunteerism had been significantly influenced by friends, 21% selected a youth organization, and 6% selected sports as a significant influence (Girl Scouts of the USA, 2003[b]).

Appendix V: Girls as Computer & Internet Users

National data shows an increasing integration of computer usage in today's schools, as well as in the lives of young people in this country. In 2003, about 100% of United States public schools had internet connections, and 95% were using broadband connections. Ninety percent of students aged 7 to 17 years used a computer at school in 2003 (The Children's Partnership, 2005).

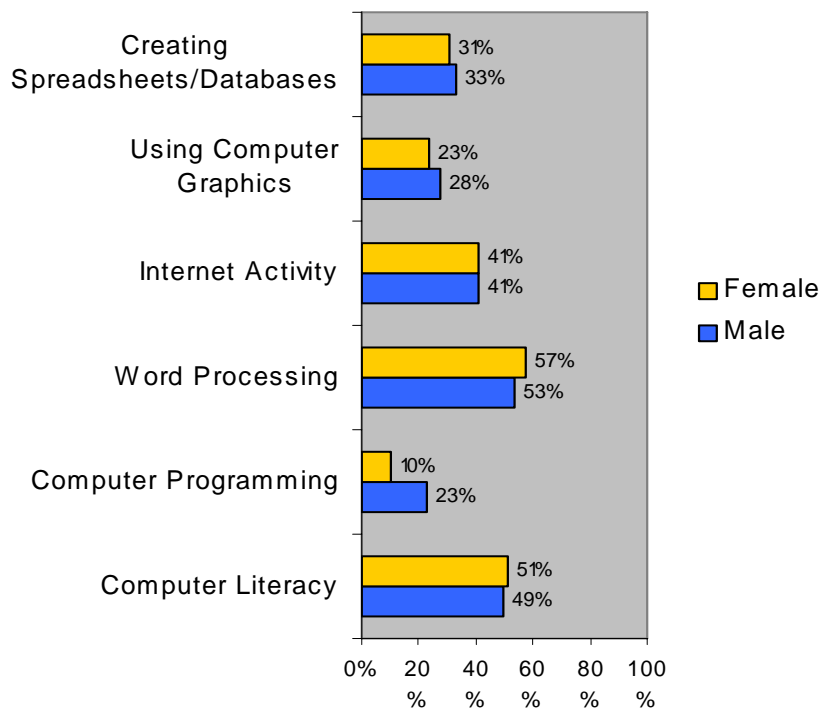
In 2003, 77% of children aged 7 to 17 years in the United States lived in a home with a personal computer, and 68% lived in a home with internet access. Twenty-six percent of these children lived in a home with a broadband internet connection (The Children's Partnership, 2005).

In terms of access to and use of personal computers and the Internet, national research suggests that girls spend about as much time using computers as boys do, and are just as likely to have a computer available to them (Girl Scouts of the USA, 2001).

When asked who was the savviest computer user in their household in a national study, over half (58%) of girls aged 13 to 17 years reported that they were the savviest computer user. Seventy-five percent of these girls reported that their parents had set rules regarding their internet use, and forty-three percent of these girls reported breaking these rules at least once (Girl Scouts of the USA, 2002[b]).

Of college-bound high school seniors taking the SAT in 2006, some gender differences were seen in terms of computer course participation. Thirty-one percent of female students reported course participation in Creating Spreadsheets/Databases, compared to 33% of male students. Twenty-three percent of girls reported course participation in Using Computer Graphics, compared to 28% of boys. Forty-one percent of both boys and girls reported Internet Activity course participation. Fifty-seven percent of girls reported Word Processing course participation, compared to 53% of boys. Ten percent of girls reported Computer Programming course participation, compared to 23% of boys. Finally, 51% of girls, and 49% of boys, reported Computer Literacy course participation (The College Board, 2006).

Computer Course Participation, Wisconsin College-Bound High School Seniors Taking SAT, By Gender, 2006



Source: The College Board, *SAT 2006 College-Bound Seniors, State Profile Report, Wisconsin, 2006*.

Appendix VI: Reproductive Health

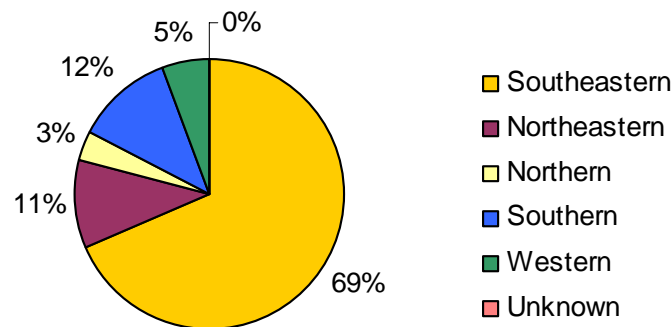
A. Sexually Transmitted Disease

Despite the relatively promising statistics on contraception use among Wisconsin high school girls, rates of sexually transmitted diseases (STDs) among adolescent populations in Wisconsin (and in general) are somewhat alarming. Internationally, young people aged 15 to 29 years are at the highest risk of contracting STDs, and young women are particularly at risk. Annually, 5% of teenagers will contract an STD (United Nations [UN], n.d.).

Young people who engage in sexual intercourse are at a higher risk of contracting STDs than older adults due to a variety of reasons: cultural, behavioral, and physical. Adolescents may be uneasy taking advantage of a healthcare system primarily designed for adults, or may lack health insurance and/or the ability to pay for proper care (DHHS, 2005[c]).

Biologically, the adolescent population is at higher risk of contracting certain STDs. For instance, young women experiencing puberty are at a higher risk of cervical ectopy, which in turn places these women at a higher risk of contracting Chlamydia (DHHS, 2005[c]).

**Wisconsin Youth Ages 15-19 Years,
Reported STD Cases by Region, 2005**



Source: State of Wisconsin, Department of Health and Family Services, Division of Public Health, Wisconsin STD Program, *Sexually Transmitted Disease in Wisconsin 2005: Cases Reported Among Persons 15-19 Years of Age*. 2005.

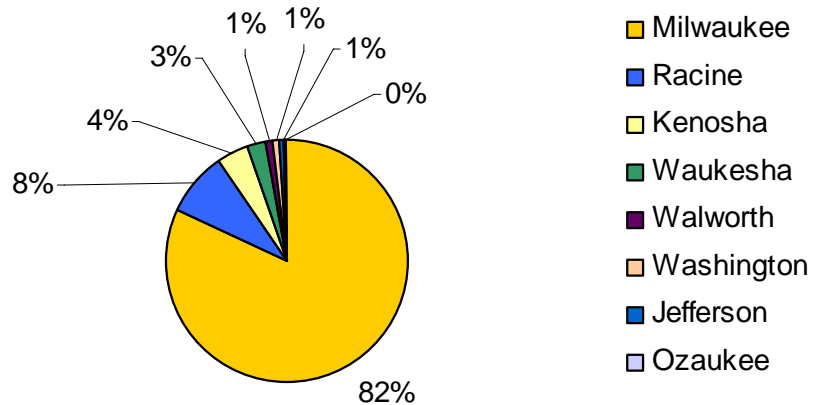
The majority of STD cases (69%) among Wisconsin adolescents were reported in Southeastern Wisconsin, an area that includes Milwaukee, Waukesha, Racine, Kenosha, Jefferson, Ozaukee, Walworth, and Washington counties. Another 12% of reported STD cases occurred in the southern region of the state (14 counties, including Dane, Rock, and Dodge), and 11% occurred in western Wisconsin (18 counties, including La Crosse and Eau Claire) (DHFS, 2005[c]). The last population data available for all Wisconsin counties is from the 2000 U.S. Census. In 2000, the southeastern region of Wisconsin accounted for 37% of the total population of the state (USCB, 2000).

Appendix VI: Reproductive Health

A. Sexually Transmitted Disease, cntd.

In the southeastern region, the majority of reported STD cases among Wisconsin youth aged 15 to 19 years occurred in Milwaukee County. In 2005, 6,549 cases were reported in this region of the state. Approximately 5,372, or 82% of these cases in the region, were reported in Milwaukee County. Cases in Milwaukee County accounted for over 56% of all 2005 reported STD cases among this age group in the state (DHFS, 2005[c]). In comparison, Milwaukee county represented about 44.9% of the entire population of this region of Wisconsin in 2005 (USCB, 2005[a]), meaning that these rates reflect a disproportionate number of cases in Milwaukee County.

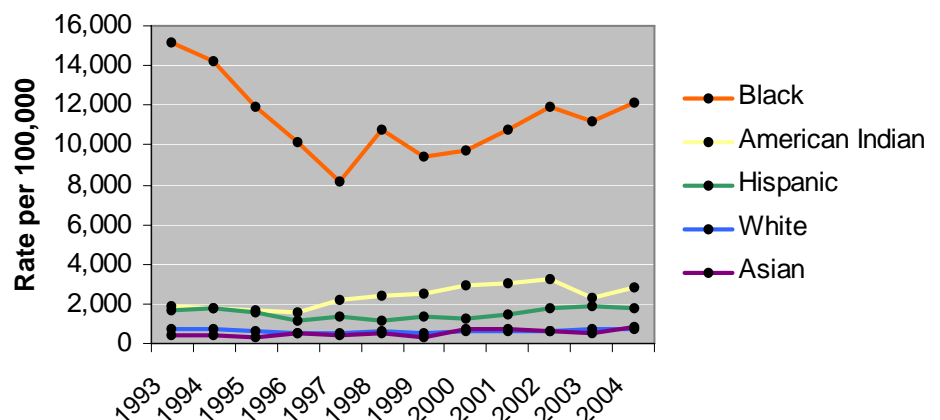
Reported STD Cases Among Wisconsin Youth Aged 15-19 Years, Southeastern Region, By County, 2005



Source: State of Wisconsin, Department of Health and Family Services, Division of Public Health, Wisconsin STD Program, *Sexually Transmitted Disease in Wisconsin 2005: Cases Reported Among Persons 15-19 Years of Age*, 2005.

Furthermore, rates of reported STDs are substantially higher among the African American adolescent population than among any other race or ethnicity, both in the state of Wisconsin and nationally. In 2004, the rate of reported STDs among African American Wisconsin youth of both genders aged 15 to 19 years was over 17 times that of their white peers (DHFS, 2006[i]).

Rates of STDs Among Wisconsin Youth Aged 15-19 Years, By Race/Ethnicity, 1993-2004

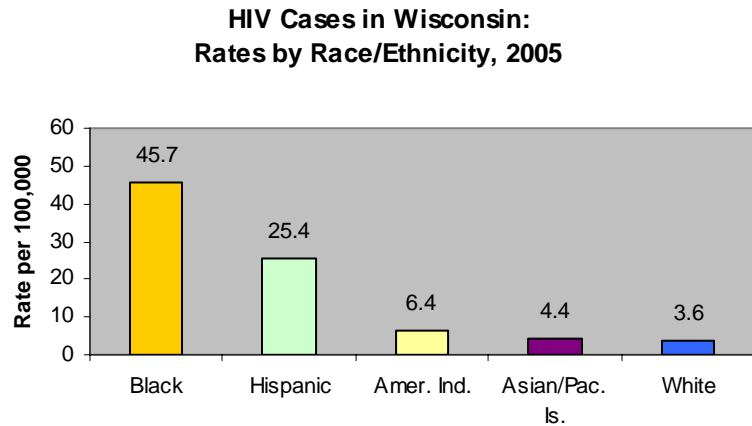


Source: State of Wisconsin, Department of Health and Family Services, Division of Public Health, Bureau of Health Information and Policy, *Wisconsin Youth Sexual Behavior and Outcomes 1993-2005*, 2006.

Appendix VI: Reproductive Health

B. HIV/AIDS

Racial and ethnic disparities exist in rates of new HIV cases in Wisconsin. In 2005, African-Americans were diagnosed with HIV at a rate of 45.7 per 100,000 population, Hispanics were diagnosed at a rate of 25.4, American Indians at a rate of 6.4, Asian Americans at a rate of 4.4, and whites at a rate of 3.6 per 100,000 population (DHFS, 2006[j]).



Source: State of Wisconsin, Department of Health and Family Services, Wisconsin AIDS/HIV Program, *The Epidemic of HIV Infection in Wisconsin*, 2006.

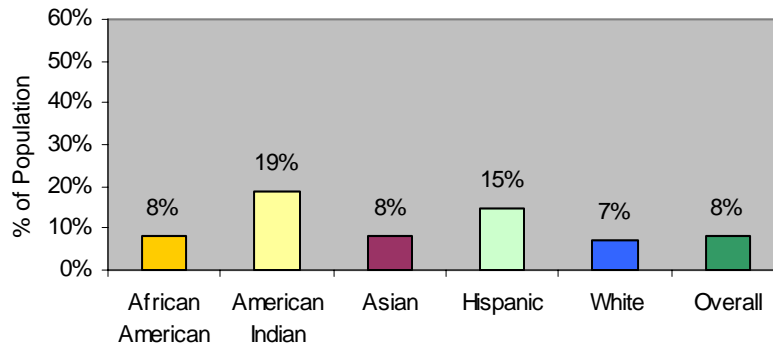
Furthermore, the racial and ethnic disparity among newly diagnosed females is far greater than that among newly diagnosed males. In the past 15 years, newly reported HIV cases among the white female population of the state of Wisconsin have declined, but reported cases among African American females have increased (DHFS, 2006[j]).

It should also be noted that major urban areas accounted for the vast majority of newly reported HIV cases. In 2005, over half of reported cases were in the four-county Milwaukee metropolitan area (including Milwaukee, Waukesha, Ozaukee, and Washington counties). Another 10% of the total cases in the state of Wisconsin were reported in Dane County (including the city of Madison) (DHFS, 2006[j]). In 2005, the four-county Milwaukee metropolitan area accounted for approximately 28% of the total Wisconsin population, and Dane County accounted for about 8% of the total Wisconsin population, so these areas are disproportionately affected (USCB, 2005[a]). It should be noted, however, that Milwaukee has experienced a substantial decline in annual numbers of HIV cases in the past 15 years, from almost 400 cases in 1990 to 195 in 2005 (DHFS, 2006[j]).

Appendix VII: Substance & Alcohol Abuse

A. Tobacco

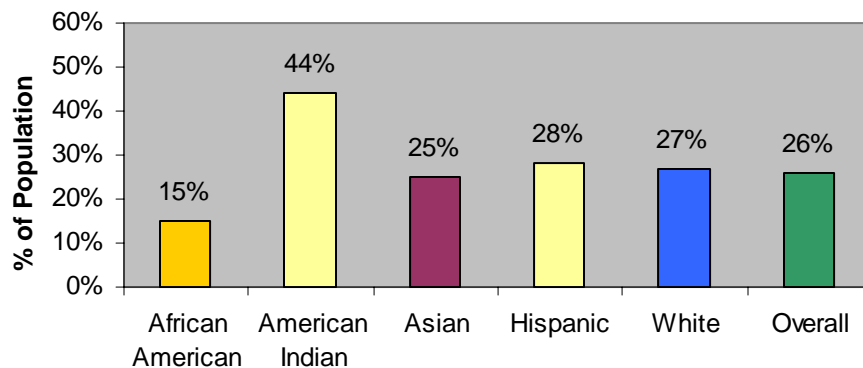
Wisconsin Middle School Students: Rates of Current Smoking by Race/Ethnicity, 2001-2004



Source: State of Wisconsin, Department of Health and Family Services, Division of Public Health, Bureau of Health Information and Policy, *Tobacco Use, Middle School Student*, 2005.

In 2001-2004, approximately 8% of Wisconsin middle school students reported current smoking. Eight percent of African American middle school students, 19% of American Indian students, 8% of Asian American students, 15% of Hispanic students, and 7% of white students reported current smoking (DHFS, 2005[a]).

Wisconsin High School Students: Rates of Current Smoking by Race/Ethnicity, 2001-2005



Source: State of Wisconsin, Department of Health and Family Services, Division of Public Health, Bureau of Health Information and Policy, *Cigarette Smoking, High School Students*, 2006.

About 26% of Wisconsin high school students reported current smoking in 2001-2005. Fifteen percent of African American high school students, 44% of American Indian students, 25% of Asian American students, 28% of Hispanic students, and 27% of white students reported current smoking (DHFS, 2005).

Appendix VII: Substance & Alcohol Abuse

B. Treatment Rates

In 2005, 1,569 Wisconsin youth (under age 18) received substance and/or alcohol abuse treatment. Approximately 1,006 of these adolescents received treatment for substance or alcohol abuse combined with treatment for mental health issues. Eighty-five facilities exist in the state of Wisconsin that offer adolescent-specific treatment programs (DHHS, 2005[b]).

In general, estimates of admissions for substance abuse treatment in the state of Wisconsin show gender disparities. In 2005, 29.2% of all admissions (adult and juvenile) to drug or alcohol treatment facilities in the state of Wisconsin were female patients, while males accounted for 70.8% of admissions. Females, however, accounted for a disproportionate amount of admissions for the following drugs: cocaine (smoked, “crack”), cocaine (other routes), opiates other than heroin, amphetamines, and tranquilizers, among others. In 2005, 2.3% of all admissions for drug or alcohol treatment in the state involved patients under the age of 18 years, and another 7.4% involved patients between the ages of 18 and 20. The majority of treatment admissions involved patients between 21 and 50 years of age (DHHS, 2007[a]).

Appendix VIII: Violence & Abuse

A. Intimate Partner Violence

On a national level, women are more likely to be killed by an intimate partner, and far more likely to suffer abuse at the hands of an intimate partner than are males. Between 1993 and 2004, 22.0% of nonfatal violent victimizations of females were perpetrated by intimate partners. In the same period, 2.9% of nonfatal violent victimizations of males were perpetrated by intimate partners (DOJ, 2006[a]).

On a national level between 1993 and 2004, females aged 12 to 15 years reported one of the lowest rates of intimate partner violence. Females aged 20 to 24 years and 25 to 34 years were at the highest risk of suffering intimate partner violence. The majority of offenders victimize people close to their own age (DOJ, 2006[a]).

During the same period, American Indian/Alaskan Native females reported the highest rates of nonfatal intimate partner violence, and rates were higher for African American women than for their white counterparts. Households with lower incomes were more likely to report intimate partner violence (DOJ, 2006[a]).

A. Bullying & Fighting

Bullying is a significant problem in American schools. In 2001, 18% of U.S. students in the 8th through 11th grades reported being afraid of being hurt or bothered while at school (AAUW, 2001). Younger girls, those between the ages of 8 and 12 years, tend to associate bullying with the actions of their male peers (Girls Scouts of the USA, 2000).

Nationally, students report that relational and physical aggression occurs during break or recess time at school, in the school cafeteria, in the school hallways, on the way home from school, in the restrooms, and even in the classroom (Ophelia Project, 2006[a]). Seventy percent of students indicated they would report instances of physical aggression to an authority figure or parent, and 47% would report instances of relational aggression (Ophelia Project, 2006[b]).

Appendix IX: Crime & Incarceration

A. Alternatives to Incarceration

The Wisconsin court system offers several alternatives to incarceration for juvenile offenders. Alternatives to incarceration have several goals: to alleviate prison overcrowding, to provide an opportunity for rehabilitation, and, of course, to continue to hold offenders responsible for their actions (Wisconsin Court System [WCS], 2006[a]).

Teen courts are programs in which a juvenile offender between the ages of 12 and 17 years appears before a court made up (in some way) of their teenage peers. Thirty-six teen courts exist, in many different forms and with different budget constraints, throughout the state of Wisconsin. Teen court programs include tribunal models, systems where an adult judge presides, and formal systems where teens serve as attorneys, bailiffs, and other court officials (WCS, 2006[b]).

Juvenile problem-solving courts are another alternative to incarceration. A wide range of problem-solving courts exist, serving the needs of both juvenile and adult offenders. Problem-solving courts focus on specific problems, such as drug addiction, and couple intervention strategies with measures designed to hold individuals accountable for their crimes (WCS, 2006[c]).

Another alternative to incarceration, one which may take the form of a referral from a juvenile secure detention facility, is the SPRITE (Support, Perseverance, Respect, Initiative, Teamwork, and Education) Program administered by the Department of Corrections. A county social worker may refer a juvenile offender to the SPRITE Program, or an offender who is already incarcerated may be referred as a pre-release measure. Since 1978, over 3,000 juvenile offenders in Wisconsin have participated in the SPRITE Program. The program is separated into two gender-specific models. Boys attend a 25-day program, and girls, formerly incarcerated at the Southern Oaks Girls School, attend an eight-day retreat. The program includes activities like rock climbing, a wilderness expedition, community service work, and job interview training (DOC, n.d.[c]).