NEW JERSEY

**GOAL 1  Ready to Learn**

1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1997)\(^5\)
   - New Jersey: 31% → 34% ↓
   - U.S.: 37% → 33% ↑
   - Range of State Scores: 16-48% → 24-45% ↑

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - New Jersey: 71% → 78% ↑
   - U.S.: 75% → 79% ↑
   - Range of State Scores: 41-88% → 71-87% ↑

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - New Jersey: 7% → 8% ↑
   - U.S.: 7% → 8% ↑
   - Range of State Scores: 5-15% → 3-13%↑

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - New Jersey: 82% → 81% ↓
   - U.S.: 76% → 83% ↑
   - Range of State Scores: 47-87% → 57-90%↑

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)
   - New Jersey: 47 → 48 ↑
   - Range of State Scores: 16-68 → 14-96↑

**GOAL 2  School Completion**

6. Has the high school completion rate increased? (1990 vs. 1997)
   - New Jersey: 90% → 92% ↑
   - U.S.: 86% → 85% ↓
   - Range of State Scores: 77-96% → 75-95%↑

7. Has the high school dropout rate decreased? (1992 vs. 1997)\(^5\)
   - New Jersey: — —
   - U.S.: — —
   - Range of State Scores: — —

**GOAL 3  Student Achievement and Citizenship**

8. Reading: Has the percentage of students scoring at or above Proficient increased
   - in Grade 4 (1992 vs. 1994)\(^5\)
     - New Jersey: 35% → 33% ↓
     - U.S.: 29% → 30% ↑
     - Range of State Scores: 3-38% → 8-41%↑
   - in Grade 8 (1998)
     - New Jersey: — —
     - U.S.: 33% —
     - Range of State Scores: 10-42% —

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
     - New Jersey: — —
     - U.S.: 27% —
     - Range of State Scores: 9-44% —

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**Children’s Health Index**

- Percentage of infants born with 1 or more of 4 health risks\(^1\)
  - New Jersey: 31% 1997 → 34% 1998
  - U.S.: 35% 1997 → 33% 1998

**High School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential\(^2\)
  - New Jersey: 90% 1995 → 87% 1997
  - U.S.: 87% 1995 → 87% 1997

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\(^{1}\) Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

\(^{2}\) Does not include those still in high school.

Comparable national data are not available.

\(^{5}\) Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

See pages 245-246 for an explanation of statistical significance.

See pages 16-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.
GOAL 3  Student Achievement and Citizenship (continued)

10. Mathematics: Has the percentage of students scoring at or above Proficient increased in Grade 4? (1992 vs. 1996)
   - 1992: 25%  
   - 1996: 25%

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1990 vs. 1992)
   - 1990: 21%  
   - 1992: 24%

12. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1999)
   - 1991: 81  
   - 1999: 139

GOAL 4  Teacher Education and Professional Development

13. Has the percentage of public secondary school teachers who hold a degree in their main teaching assignment increased? (1991 vs. 1994)
   - 1991: 69%  
   - 1994: 69%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - 1994: 87%  

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - 1994: 12%  

16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
   - 1991: 18%  
   - 1994: 17%
NEW JERSEY

GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
   ◀ — ◀
   • Grade 8 science achievement? (1996)
   ◀ — ◀
18. Has the percentage of public school 8th graders whose mathematics teachers report that they
   • have students work in small groups or with a partner increased? (1996)
   ◀ — ◀
   • address algebra and functions increased? (1996)
   ◀ — ◀
   • address reasoning and analytical ability increased? (1996)
   ◀ — ◀
19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)
   ◀ — ◀

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
   ◀ 43% 47% ◀
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
   ◀ 48% 50% ◀
   • female students increased? (1991 vs. 1996)
   ◀ 39% 45% ◀

GOAL 6  Adult Literacy and Lifelong Learning

21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)
   ◀ 53% — ◀
22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
   ◀ 72% 70% ◀
   • voted increased? (1988 vs. 1996)
   ◀ 64% 61% ◀

KEY

$\uparrow$ Significantly better
$\downarrow$ Significantly worse
$\leftrightarrow$ Interpret with caution. Change was not statistically significant.

* Indicators are not the same at the national and state levels.
Data not available.
See pages 245-246 for an explanation of statistical significance.
See pages 16-19 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.
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GOAL 6 Adult Literacy and Lifelong Learning (continued)

   60% 65% ↑
   33-68% 40-72%

GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools

24. Has student marijuana use decreased? (1995) 24% 20%
   7-32% 4-11%

25. Has student use of 5 or more drinks in a row decreased? (1995) 31%
   13-43%

26. Has the availability of drugs on school property decreased? (1995) 30%
   20-46%

27. Has the percentage of students threatened or injured with a weapon on school property decreased? (1995) 9%
   4-11%

28. Has the percentage of students involved in physical fights on school property decreased? (1995) 16%
   12-19%

29. Has the percentage of students carrying weapons on school property decreased? (1995) 10%
   7-14%

30. Has the percentage of students who do not feel safe at school decreased? (1995) 5%
   3-16%

31. Has teacher victimization decreased? (1994) 9%
   8-26%

32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994) 37% 45%
   23-60% 33-65%

GOAL 8 Parental Participation

33. Has the percentage of schools with minimal parental involvement decreased, according to
   • public school teachers? (1991 vs. 1994) 23% 24%
   • public school principals? (1991 vs. 1994) 12% 8%

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 12% 22%

KEY

↑ Significantly better
↓ Significantly worse
ns Interpret with caution. Change was not statistically significant.

Indicators are not the same at the national and state levels.
Data not available.
Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
See pages 245-246 for an explanation of statistical significance.
See pages 16-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (indicators 24, 25, & 26)

- Grandparents
- Stepmother or stepparent
- Nonrelative

- Gave drug to a child
- Sold or gave an illegal drug

Parent-School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence on the following areas of school policy (indicator 34)

- On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
- Interpret with caution. Change was not statistically significant.