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ABSTRACT

One hundred and three students from the 1985 graduating class of Hightstown (New Jersey) High School took New Jersey's College Basic Skills Placement Test (CBSPT) after entering two-year and four-year colleges in New Jersey. The 103, who represented the entire distribution of class ranks, rated themselves fairly accurately on their abilities in mathematics and written expression. In this group, 60% had taken four years of high school mathematics; 97% had taken four years of English. Thirty-three percent achieved state-mandated proficiency on the verbal subtests of the CBSPT, 51% on mathematics computation, and 26% on elementary algebra. In each category, proficiency was positively correlated with class rank. The average Scholastic Aptitude Test (SAT) score, among those who took the SAT, was 488 in mathematics and 436 in verbal. Fifty-three percent of the students were attending two-year colleges, and 47% were at four-year colleges. Both SAT scores and class rank were found to be higher among those attending four-year colleges. Furthermore, all three scales--class rank, SAT scores and CBSPT proficiencies--were positively intercorrelated. (JGL)

NEW JERSEY STATE ASSESSMENT PROGRAM

COLLEGE BASIC SKILLS PLACEMENT TEST RESULTS

1985

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East Windsor Regional Schools
May 1986

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BACKGROUND INFORMATION

The New Jersey College Basic Skills Placement Test (NJCBSPT) is administered each year to all New Jersey residents entering those New Jersey two and four year colleges who elect to participate in the assessment program (see Appendix A). By resolution of the State Board of Higher Education, the test can be administered only after the student has been admitted to the college. The test is not used in any way for making admission decisions. Further, the test is not an aptitude test, an intelligence test or a predictor of success in college. The test is merely a means of assessing present student proficiencies in the following areas:

1. essay writing
2. reading comprehension
3. sentence sense
4. computation
5. elementary algebra

After the 3 hour and 20 minute tests have been scored by Educational Testing Service (ETS), each student's results are shared with his/her college as well as the student's former high school. Students do have the option, however, of not revealing their name when their scores are forwarded to their former high school.

Colleges use the test results to assess if students are in need of remedial assistance as well as to determine an appropriate level for first year courses. High Schools, on the other hand, are encouraged to use the results as a means of assessing how well their students are prepared for college level work.

STUDY POPULATION

Table A presents the total number of students state-wide and from Hightstown High School participating in the 1985 test administration. A total of 111 graduates of the class of 1985 at Hightstown High School completed the tests. Of this number, 8 students selected not to reveal their names.

Table A
Population

Group	Male	Female	No Response	TOTAL
New Jersey	12,329	14,565	397	27,291
Hightstown High School	56	54	1	111

RESULTS OF THE DATA

Provided in Table B is a breakdown of the class ranking of the 103 Hightstown High School 1985 graduates who permitted their test results to be shared with the district. There were a total of 367 students in the class. The largest number of the 101 students participating in the College Basic Skills Test administration were in the fourth fifth of their class (24). A total of 21 students were in the top fifth while 17 students were ranked in the bottom fifth of the class. As can be noted on the table, the percentages of 1985 students in the bottom classifications were higher than both 1983 and 1984.

Table B
Student Class Ranking

Rank	Number 1985	% 1985	% 1984	% 1983
1/5	21	20%	16%	21%
2/5	20	20%	22%	24%
3/5	16	16%	28%	26%
4/5	24	23%	22%	15%
5/5	17	17%	12%	10%
Classified	4	4%	0%	4%
TOTAL	103	100%	100%	100%

Before beginning the College Basic Skills Test, the students were asked to respond to questions focusing on their academic preparation and their future plans. When asked about their high school class rank, the students' perception of their class rank was somewhat accurate for those students ranking in the top two fifths of their class. However, 34 more students than actually were in the third fifth (16) identified themselves to be in this middle ranking. At the bottom end of the distribution, only 2 students felt that they were in the fifth fifth of their class when actually 17 students fell into this category.

Table C
Actual and Perceived Student Ranking

Rank	Actual Number	Perceived Number
1/5	21	25
2/5	20	21
3/5	16	50
4/5	24	12
5/5	17	2
No response	1	-

Approximately, 92% (102) of the 111 students planned to attend college full time while the remaining 8% indicated that they would attend college part-time. A total of 38% of the Hightstown students stated that they would like outside help in developing good study habits when they start college. Another 31% indicated that they would like help in math while 29% (9% and 20%) would like help in improving their reading and writing ability. These district percentages were similar in math and reading when examined state-wide (see Table D).

Table D
Desire Help to Improve Skills

Subject	Hightstown %	New Jersey %
Improve Math ability	31%	29%
Improve Reading ability	9%	10%
Improve Study Habits	38%	33%
Improve Writing ability	20%	21%
No Response	23%	30%

Another question asked the students how they would label their high school program. A total of 65% of the 111 graduates responded "academic" while 29% stated "general." The remaining 6% said they were enrolled in vocational, business or industrial arts programs.

Students also were asked how many years of mathematics and English they had taken in high school. Table E provides the results of this question. A total of 60% (66) of the students took four years of math while another 32% (36) took three years of math. In English, on the other hand, 97% of the students indicated that they had taken 4 years of English.

Table E
Total Years of Math and English Studied
As Perceived by the Students

# of Years	Math		English	
	Hightstown	N.J.	Hightstown	N.J.
4	60%	56%	97%	93%
3	32%	30%	1%	2%
2	8%	11%	0%	1%
1	0%	1%	1%	1%
0	0%	1%	0%	0%
No Response	0%	2%	2%	3%

One of the last questions asked the students focused on what specific math courses they had taken in high school. The largest percentage of Hightstown High School students (87%) took Geometry followed by 79% who took Algebra I. A breakdown of the number and percentage of students taking each math course is presented in Table F. As compared to last year, 6% more of the students are taking business math. However, the enrollment in Algebra II has not returned to the 1983 level of 81%.

Table F
Math Courses Taken in High School
As Perceived by Students
(Percentages of Students)

Math Courses	Hightstown			New Jersey		
	1983	1984	1985	1983	1984	1985
General Math	20%	18%	20%	37%	36%	24%
Business Math	7%	4%	10%	17%	16%	12%
Algebra I	76%	80%	79%	72%	72%	78%
Algebra II	81%	65%	67%	56%	56%	70%
Geometry	85%	86%	87%	65%	64%	78%
Trigonometry	50%	46%	44%	27%	28%	37%
Sr. Academic	6%	8%	9%	10%	10%	14%
Calculus	10%	10%	9%	9%	9%	11%
No Response	0%	0%	0%	2%	3%	2%

The last item on the student background section asked students to rate themselves compared to their peers in math ability and written expression. Table G provides the percentages for both the district and state results. For the most part, Hightstown High School students view themselves as average to above average in written expression and in math. The actual responses of the students appear in Table G.

Table G
Self Opinions of Writing and Math Ability

Responses	Written Expression		Math	
	Hightstown	N.J.	Hightstown	N.J.
Highest 1%	1%	3%	0%	3%
Highest 10%	16%	17%	15%	16%
Above Average	37%	38%	33%	31%
Average	41%	37%	49%	40%
Below Average	5%	2%	3%	7%
No Response	0%	3%	0%	3%

Tables H through L provide a variety of statistics related to the results of the College Basic Skills Tests. The mean ($\bar{X}$) scores are provided for each of the six subtests plus a total score for English. As can be noted on the tables, East Windsor's mean scores are approximately two to three points higher than the state averages. When looking at the standard deviations for each subtest, it was found that students had the greatest range of abilities on the reading comprehension subtest (11.1) while students were closest in abilities on the computation subtest (8.5). For all subtests this year, it can be observed that the standard deviations were larger than those attained by students last year which means the 1985 students had a wider range of abilities .

The percentile scores show the actual score received by a student at the three bench marks listed. In other words, the 51st student (half of the total 103 tested) would be at the 50th percentile. For example, the score for the 51st student in computation would be 172.

Proficiency levels attained also are provided on these tables. A total of 52 students (51%) were found to be proficient in computation while 25 students (26%) were reported to be proficient in elementary algebra. In English, 34 students (33%) reached the State's desired proficiency level. The following are the proficiency level scores for the three subject areas tested:

Figure 1
Proficiency Level
Score Ranges

Subject Area	Proficient	Lacks Some Prof.	Lacks Prof.
Verbal	173 +	161 - 172	0 - 160
Computation	173 +	165 - 172	0 - 164
Elem. Algebra	183 +	167 - 182	0 - 166

Table H
General Statistics of the Test Results
Math - Computation

Statistics	CBSPT Subtest Area Computation		
	1983	1984	1985
Number Tested	89	74	111
Hightstown $\bar{X}$ Score	168.1	169.8	169.8
N.J. $\bar{X}$ Score	164.9	164.7	167.3
H.H.S. Standard Dev.	9.3	8.4	8.5
Percentile Scores			
75th	176	178	177
50th	171	171	172
25th	161	164	166
Proficiency Levels	#	#	#
Lack Proficiency	27	21	23
Lack Some Prof.	20	21	28
Proficient	42	32	52
Proficiency Levels			
Lack Proficiency	30%	28%	22%
Lack Some Prof.	23%	28%	27%
Proficient	47%	44%	51%

Table I
General Statistics of the Test Results
Math - Elementary Algebra

Statistics	CBSPT Subtest Area Elementary Algebra		
	1983	1984	1985
Number Tested	89	74	106
Hightstown $\bar{X}$ Score	170.6	173.1	173.3
N.J. $\bar{X}$ Score	166.8	166.6	169.4
H.H.S. Standard Dev.	11.0	9.8	10.9
Percentile Scores			
75th	178	181	182
50th	172	171	173
25th	161	164	164
Proficiency Levels	#	#	#
Lack Proficiency	27	18	29
Lack Some Prof.	44	39	43
Proficient	18	17	25
Proficiency Levels			
Lack Proficiency	30%	24%	30%
Lack Some Prof.	50%	53%	44%
Proficient	20%	23%	26%

Table J
General Statistics of the Test Results
Language

Statistics	CBSPT Subtest Area					
	Reading Comprehension			Sentence Sense		
	1983	1984	1985	1983	1984	1985
Number Tested	89	74	111	89	74	111
H.H.S. $\bar{X}$ Score	164.4	165.7	165.7	166.1	169.1	168.1
N.J. $\bar{X}$ Score	162.6	160.8	162.5	162.3	164.1	165.8
H.H.S. S.Dev.	11.2	8.6	11.1	10.2	8.3	9.5
Percentiles						
75th	173	173	173	174	174	174
50th	168	167	169	168	172	171
25th	159	161	161	161	165	163

Table K
General Statistics of the Test Results
Language

Statistics	CBSPT Subtest Area					
	Essay			Composition		
	1983	1984	1985	1983	1984	1985
Number Tested	89	74	111	89	74	111
H.H.S. $\bar{X}$ Score	6.8	7.8	7.4	167.0	169.7	168.5
N.J. $\bar{X}$ Score	6.7	7.0	7.3	162.3	164.9	166.5
H.H.S. S. Dev.	1.8	1.4	1.7	9.0	7.1	9.5

Table L
General Statistics of the Test Results
Language Total

Statistics	CBSPT Subtest Area		
	Language Total		
	1983	1984	1985
Number Tested	89	74	111
H.H.S. $\bar{X}$ Score	166.2	168.2	167.3
N.J. $\bar{X}$ Score	161.7	163.3	165.1
H.H.S. S. Dev.	9.6	7.4	10.1
Proficiency Levels	#	#	#
Lack Proficiency	24	10	22
Lack Some Prof.	43	45	47
Proficient	22	19	34
Proficiency Levels			
Lack Proficiency	27%	13%	21%
Lack Some Prof.	48%	61%	46%
Proficient	25%	26%	33%

Out of the 367 students graduating from Hightstown High School in 1985, 185 attend a four year college while 109 attend a two year college or trade school. The remaining 73 students did not plan to go on for further education. A total of 48 of the 185 students attend a four year college in New Jersey while 55 of the graduates attend a two year school in New Jersey. Therefore, the group of students administered the CBSPT represent 26% of those graduates attending four year schools and 51% of those graduates attending two year schools. Combined, the 103 students' results represent 35% of the 294 Hightstown High School 1985 graduates attending college (see Table M).

Table M
Types of College Attended by Class of 1985

Group	4 Year College	2 Year College	No College	Total
Class of 1985	185	109	73	367
Students attend N.J. College	48	55	0	103
Percent of Students Represented by CBSPT	26%	51%	0%	28%
	35%			

The information supplied in Table N presents a breakdown of the 103 students by class rank and by type of college attending. A total of 100% of the top fifth of these students attend a four year college. In comparison, 50% of the third fifth, 79% of the fourth fifth and 100% of the bottom fifth and classified students attend two year colleges. It would appear from the data that there is a relationship between class rank and the type of college selected.

Table N
Number of Students Attending
2 and 4 Year Colleges by Class Rank

H.S. Class Rank	N	4 Year College	2 Year College
1/5	21	21 (100%)	0 (0%)
2/5	21	14 (67%)	7 (33%)
3/5	16	8 (50%)	8 (50%)
4/5	24	5 (21%)	19 (79%)
5/5	17	0 (0%)	17 (100%)
TOTAL	103	48 (47%)	55 (53%)

Table O provides the proficiency levels in computation attained by the 103 students tested as reflected by their class rank. A total of 51% or 52 of the students were rated "proficient" while 28 students "lacked proficiency in some areas" and 23 students "lack proficiency." The majority of students who were rated proficient were in at least the fourth fifth of their class while those students lacking proficiency were for the most part in the fourth to fifth fifth of their graduating class. Class rank appeared to be somewhat related to proficiency levels in computation. The percentage of students found to be "proficient" in computation this year is greater than last year's figure (44% to 51%).

Table O
Computation

Class Rank	N	Lacks Prof. N	%	Lacks Some Prof. N	%	Proficient N	%
1/5	21	0	0%	2	2%	19	19%
2/5	21	3	3%	7	7%	11	11%
3/5	16	0	0%	7	7%	9	9%
4/5	24	8	8%	7	7%	9	9%
5/5	17	9	9%	4	4%	4	4%
Classified	4	3	3%	1	1%	0	0%
Total 1985	103	23	22%	28	27%	52	51%
1984	74	21	28%	21	28%	32	44%
1983	89	27	30%	20	22%	42	47%

Elementary algebra results are presented in Table P. Again, class rank appeared to be related. With the exception of five students, mostly students ranked in the top fifth and second fifth attained proficiency on this test. Again, the percentage of students achieving proficiency was greater this year than last year (23% to 26%).

Table P
Elementary Algebra

Class Rank	N	Lacks Prof. N	%	Lacks Some Prof. N	%	Proficient N	%
1/5	21	0	0%	7	7%	13	13%
2/5	21	4	4%	9	9%	7	7%
3/5	16	3	3%	10	10%	3	3%
4/5	24	9	9%	11	11%	2	2%
5/5	17	11	11%	5	5%	0	0%
Total 1985	97	29	30%	43	44%	25	26%
1984	74	18	24%	39	53%	17	23%
1983	89	27	30%	44	50%	18	20%

Proficiency levels in verbal skills are provided in Table Q. Verbal skills represent the students' combined results in reading comprehension, sentence sense, essay and composition. More students lacked proficiency in this area this year as compared to last year (21% to 13%). The percentage of students that were found to be proficient, however, increased from 26% to 33%.

Table Q
Verbal Skills

Class Rank	N	Lacks Prof. N	Lacks Prof. %	Lacks Some Prof. N	Lacks Some Prof. %	Proficient N	Proficient %
1/5	21	0	0%	6	6%	15	15%
2/5	21	4	4%	10	10%	7	7%
3/5	16	2	2%	8	8%	6	6%
4/5	24	6	6%	12	12%	5	5%
5/5	17	8	8%	10	10%	0	0%
Classified	4	2	2%	1	1%	1	1%
Total 1985	103	22	21%	47	46%	34	33%
1984	74	10	13%	45	61%	19	26%
1983	89	24	27%	42	48%	22	25%

In order to make comparisions with other data in addition to class rank, SAT scores were obtained for 80 of the 103 students (78%). Many students selected to attend two year colleges where SAT scores were not required, therefore, scores are not available for all students. The average SAT score for the 80 students in math was 488 while their average verbal score was 436. When analyzing verbal skills, it was found that those students who were rated "proficient" on the CBSPT had SAT verbal scores, for the most part, of 400 or better. Likewise, those students lacking proficiency had SAT scores under 400.

Table R
Relationship of Proficiency Levels
and College Board SAT Results in Verbal Skills

SAT Range	Lacks Prof.	Lacks Some Prof.	Proficient	TOTAL
200 - 300	3	2	0	5
301 - 400	6	18	3	27
401 - 500	0	17	13	30
501 - 600	0	1	15	16
601 - 700	0	0	1	1
701 - 800	0	0	1	1
TOTALS	9	38	33	80

Mean SAT Verbal Score: 1985 = 436; 1984 = 427

Table S provides similar information for the SAT scores in math. Elementary algebra was the math subtest area used for this comparision. Again, SAT scores appeared to be related to student proficiency on the CBSPT. The majority of students "lacking proficiency" tended to have SAT math scores of 400 or lower while those displaying "proficiency," for the most part, had SAT scores of 500 or better. Interesting to note, however, there were 10 students in the 501 to 600 range who "lacked some proficiency" in elementary algebra.

Table S
Relationship of Proficiency Levels
and College Board SAT Results in Math Skills
(Elementary Algebra Results Utilized)

SAT Range	Lacks Prof.	Lacks Some Prof.	Proficient	TOTAL
200 - 300	2	0	0	2
301 - 400	10	10	0	20
401 - 500	3	17	3	23
501 - 600	0	10	11	21
601 - 700	0	1	9	10
701 - 800	0	0	2	2
TOTALS	15	38	25	78

Mean SAT Math Score: 1985 = 488; 1984 = 450

Since there appeared to be a relationship between SAT scores and performance on the CBSPT tests, the data was taken one step further to analyze the relationship between class rank and SAT scores. In Table T, verbal SAT scores are reviewed while in Table U math SAT scores are analyzed.

The twenty students ranked in the top fifth of their class had SAT verbal scores ranging from 360 to 710. Three of these students had scores in the 301 to 400 range. Likewise, in looking at the second fifth, 5 students had scores in the 301 to 400 range.

Table T
Relationship of Class Rank and College Board Scores
Verbal Skills

Class Rank	N	200-300	301-400	401-500	501-600	601-700	701-800
1/5	20	0	3	8	8	1	1
2/5	17	1	5	8	3	0	0
3/5	15	0	7	6	3	0	0
4/5	18	2	7	7	2	0	0
5/5	8	2	5	1	0	0	0
TOTAL	80	5	27	30	16	1	1
1985	100%	6%	33%	38%	21%	1%	1%
1984	100%	2%	46%	29%	21%	2%	0%
1983	100%	6%	42%	40%	8%	4%	0%

SAT and class rank comparisons for math are provided in Table U. Increases in math performance over last year were observed with 42% of the 79 students attaining SAT math scores of 501 or better as compared to 29% for this same score range in 1984. The largest percentage of students (30%) attained math SAT scores in the 401 to 500 range.

Table U
Relationship of Class Rank and College Board Scores (Math Skills)

Class Rank	N	200-300	301-400	401-500	501-600	601-700	701-800
1/5	21	0	1	3	7	8	2
2/5	17	1	2	8	4	2	0
3/5	15	0	1	7	7	0	0
4/5	18	1	12	2	3	0	0
5/5	8	0	4	4	0	0	0
TOTAL	79	2	20	24	21	10	2
1985	100%	3%	25%	30%	27%	13%	2%
1984	100%	7%	26%	38%	14%	15%	0%
1983	100%	2%	39%	27%	20%	10%	0%

SUMMARY

In summary, the results of the 1985 College Basic Skills Placement Test do not provide any information that is drastically different from past years. Nevertheless, it should be noted that the percentage of Hightstown High School 1985 graduates who are "proficient" in the various subtests has increased in all areas from 3 to 7 percentage points over the 1984 results. This year, 33% of the 1985 Hightstown graduates attending New Jersey colleges were proficient in the verbal subtests while 51% mastered computation and 26% mastered elementary algebra. As in past years since its inception in 1978, the CBSPT is based on a ninth grade difficulty level similiar to the new High School Proficiency Test.

The Hightstown High School graduating class of 1985 was composed of 367 students. Out of this figure, 294 students (80%) elected to go on to a two or four-year college or trade school. A total of 35% of these students selected to attend a school in New Jersey. Therefore, the results presented in this report reflect the proficiencies of approximately a third of the Hightstown High School class of 1985 college-bound students.

In an effort to obtain a "total picture" of the students included in this testing program, other variables were examined. It was found from the data that the 103 identified students were about equally distributed as far as class rank is concerned. Approximately 20% of the students represented each fifth of their graduating class. In addition, 4 classified students were included in the test population.

A total of 60% of these students indicated that they had taken 4 years of math in high school. Further, 97% stated they had completed 4 years of high school English. Fewer students, again this year, (67% as compared to 81% in 1983) had taken Algebra II in their high school program.

As far as type of college is concerned, 53% of the 103 students are attending two-year colleges while the remaining 47% are attending four-year schools. When analyzing these students' SAT scores, it was found that those students who are attending four-year schools have higher SAT scores than those students attending two-year colleges. In fact, many of the students enrolled in two-year programs have never taken the SAT test since it is not an admission requirement for most two-year colleges.

The average SAT math score for the 103 students was 488, up from last year's score of 450. Likewise, on the verbal section of the SAT, the average score increased this past year from 427 to 436.

Actual individual SAT scores for this group of students ranged from 220 to 750. These figures would indicate that all types of students from Hightstown High School attend New Jersey colleges.

Class rank also is related to type of college selected. Most of the students attending four-year schools are in the top and second fifth of their graduating class. Further, the higher the class rank, the higher the SAT scores and the greater the proficiencies on the CBSPT.

What does all of this information mean? First of all, it tells you that all types of students graduate from Hightstown High School. Secondly, it indicates that there is a college for all types of students in New Jersey. Further, it tells you that the more math courses a student takes in high school, the better the chances are for being proficient on the CBSPT math subtests. The data also indicates that like numerous other high schools in New Jersey, some of our graduates attending New Jersey schools are not as proficient in math and verbal skills as the colleges would like them to be upon entrance to their schools.

The data also supports some assumptions made as a result of other district testing programs that our better students are getting better. More students were proficient on the CBSPT this year and many more of these same students scored in the 500 to 700 range on their SAT tests.

What is Hightstown High School and the East Windsor Regional School District doing to improve student performance on the College Basic Skills Test and student readiness for college? First of all, the High School Proficiency Test and its related skill requirements should have a great impact in the next few years on all public high school graduates in New Jersey. As the class of 1989 prepares to take the CBSPT, student performance on this assessment instrument should greatly improve. The overall district umbrella of instructional effectiveness coupled with district action plans on the HSPT, math and reading and writing should result with higher student proficiency levels. Further, improved staff identification through test data of specific student weaknesses should have an impact on identifying students in need. In addition, the emphasis that Hightstown High School has placed on mid-term and final examinations also should impact future student test performance.

As with other testing programs in East Windsor, we look to the future for continued student improvement.

APPENDIX A

Participating New Jersey Colleges

College Code	College Name
2024	Atlantic Community College
2032	Bergen Community College
2061	Berkeley School of Garret Mountain
2072	Caldwell College
2080	Centenary College
2092	Rutgers Camden
2118	Cumberland County College
2121	Camden County College
2124	County College of Morris
2170	Rutgers Cook College
2180	Burlington County College
2181	Brookdale Community College
2192	Rutgers Douglass College
2237	Essex County College
2255	Fairleigh Dickinson University - Rutherford
2262	Fairleigh Dickinson University - Madison
2281	Gloucester County College
2291	Hudson County Community College
2321	Felician College
2384	Rutgers Livingston
2441	Middlesex County College
2444	Mercer County Community College
2512	Rutgers Newark
2513	New Jersey Institute of Technology
2515	Glassboro State College
2516	Jersey City State College
2517	Kean College of New Jersey
2518	William Paterson College of New Jersey
2519	Trenton State College
2520	Montclair State College
2566	Northeastern Bible College
2630	Ocean County College
2694	Passaic County Community College
2711	Sussex County College
2722	Warren County College
2736	Rutgers Mason Gross
2742	Rutgers University College - Camden
2748	Thomas A. Edison State College
2753	Rutgers University College - Newark
2765	Rutgers College
2777	Rutgers University College - New Brunswick
2789	Rutgers Nursing
2811	Seton Hall University
2838	Rutgers Engineering
2839	Rutgers Pharmacy
2867	Somerset County College
2868	Salem Community College
2884	Ramapo College of New Jersey
2889	Stockton State College
2921	Union College of New Jersey
2930	Upsala College
2941	Union County Technical Institute
2974	Westminster Choir College

APPENDIX B

New Jersey Colleges Attended by
Hightstown High School 1985 Graduates

COLLEGE	NUMBER OF STUDENTS ATTENDING
Mercer Community College	51
Trenton State College	12
Stockton State College	7
Rutgers College	7
Rutgers (Cook College)	4
Rutgers (Douglas College)	3
Rutgers (Engineering)	3
Montclair State College	3
Middlesex Community College	3
Rutgers (Livingston College)	2
Glassboro State College	2
Bergen Community College	1
Kean College	1
Rutgers (Mason College)	1
Rutgers Pharmacy	1
Ramapo College	1
Rutgers (New Brunswick)	1
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