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ABSTRACT

The Career Planning Profile (CPP) national norms presented in this document provide comprehensive information on the abilities, interests, and other personal characteristics of a cross section of vocational and technical students enrolled in a wide range of programs. It was developed to help young people consider a broad range of occupations and educational programs beyond high school. The national norms presented represent 17,137 vocational-technical students entering 100 postsecondary vocational-programs in community (or junior) colleges and other public vocational-technical institutions. Chapter 1 discusses norming the CPP and presents information on the selection of the national norm group, characteristics of the national norm group, norm group students, norm group institutions, and scaling the CPP measures. Chapter 2 concerns general norms, vocational-technical program cluster norms, and special subgroup norms. Chapter 3 presents career planning profile student report modifications and interpretative aids. Chapter 4 contains a summary of reliability and validity data, including vocational interest profile scale structure, differentiation of vocational-technical programs, and prediction of grades in vocational-technical courses. Appendixes, making up two-thirds of the document, contain a list of institutions administering the CPP during the national norming period, and detailed information and data on general norms, vocational-technical cluster norms, special subgroup norms, and program cluster profiles. (TA)

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CAREER PLANNING PROFILE NATIONAL NORMS

FOR

VOCATIONAL-TECHNICAL STUDENTS BEYOND HIGH SCHOOL

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April 1971

The American College Testing Program, Inc., Iowa City, Iowa

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PREFACE

This publication joins several other ACT publications on the guidance and education of vocational and technical students. While much of this report is related to Career Planning Profile National Norms, more than another set of test norms is presented here. The national norms, themselves, provide perspective on the abilities, interests, and other personal characteristics of a cross section of vocational and technical students enrolled in a wide range of programs. Comprehensive information on the characteristics of this long-neglected group of students has been extremely rare. Perhaps more important, however, are the validity studies summarized in Chapter 4. These studies represent the beginning of a series of studies designed to investigate the relationship of human characteristics to career development. The resulting information should be of considerable value in developing better tools for use in educational and vocational guidance.

Chapters 1 and 4 of this report contain the information originally intended for a technical supplement to the Handbook for the ACT Career Planning Profile, 1970-71 Edition. Additional technical data for the Career Planning Profile will appear in the ACT Research Report Series as analyses are completed, and in the 1972-73 edition of the Handbook.

Many persons, both inside and outside ACT, have contributed to this publication and the research on which it is based. The ACT Educational Services staff was particularly helpful in working with the vocational-technical institutions that participated in the Career Planning Profile norming. These institutions are listed in Appendix A of this report. To the staffs of these institutions, and particularly to the students, we owe a very special debt of gratitude.

Copy for this report was prepared by Tom Greenland (norming and norms), James Maxey (norms), Harold Engen (Student Report modifications and interpretative aids), Gary Hanson (norming, reliability data, and chi-square analyses), Dale Prediger (norming and discriminant analyses), and Nancy Cole (norming, configural analyses, and regression analyses). The cover was designed by Stan Haring.

Leo A. Munday, Vice President
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Iowa City, Iowa
April 1971

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CHAPTER 1

NORMING THE CAREER PLANNING PROFILE

The Career Planning Profile was developed to help young people consider a broad range of occupations and educational programs beyond high school. Special emphasis has been given to vocational-technical education, an area offering unusual career opportunities but one for which high school students and their counselors have traditionally lacked adequate guidance information. As the major instrument in the Career Planning Program, the Career Planning Profile serves as the point of entry into an information system having both guidance and administrative applications. The rationale, development, psychometric characteristics, and use of instruments in the Career Planning Profile are discussed in the Handbook for the ACT Career Planning Profile, 1970-71 Edition, which is available upon request. An overview of the entire program is provided by the publication entitled "Announcing the Career Planning Program."

Although the Career Planning Profile can be used to explore the full range of educational and vocational options, it is especially valuable for students considering vocational-technical education. For this reason, the national norms represent students entering postsecondary vocational-technical programs in community (or junior) colleges and other public vocational-technical institutions.

Selection of the National Norm Group

The number of students enrolled in each of seven federally-reimbursed, postsecondary vocational-technical education program areas (hereafter called clusters) was obtained from a report entitled Vocational and Technical Education: Annual Report, Fiscal Year 1967 (U. S. Department of Health, Education, and Welfare, Office of Education, 1969). These enrollment figures, the latest available at the time norm group specifications were determined, are exclusive of enrollment in adult programs. State figures for each of the seven program clusters were grouped into six geographic regions. These regional enrollments, after translation to percentages, provided norm group specifications for type of program by geographic region.

The distribution within region of community colleges and other public institutions offering vocational-technical programs was also considered in formulating norm group specifications. A survey by Gartland and Carmody (1970), showed that for the nation as a whole, about two-thirds of the institutions offering postsecondary vocational-technical programs were community (or junior) colleges. Variation in this ratio was substantial from region to region, however. Hence, norm group specifications were also developed for type of institution within each of the six geographic regions.

With the norm group specifications described above serving as guidelines, institutions judged to be representative within each region were contacted and invited to participate in the national norming. Allocations of vocational-technical programs to be included at each institution reflected the regional distribution of programs obtained from the federal report as noted above. As institutional contacts progressed, however, programs were identified that could not be readily included in the federal classification system that was adopted. Consequently, a Social Science and Public Service cluster and an Arts and Humanities cluster were added to the original seven, thus making a total of nine program clusters.

Characteristics of the National Norm Group

The Career Planning Profile National Norms are based on 17,137 vocational-technical students entering 100 postsecondary institutions. Norm group testing involving more than 23,000 students took place in the fall of 1970. In cases where institutions tested students beyond the number and type specified, the additional students were not included in the national norm group. The distributions of norm group students and institutions across geographic regions are shown in Table 1 along with the distribution of type of institution within region. Table 2 shows the regional and national norm group distribution by vocational-technical program cluster. A student was considered to be enrolled in the program he indicated when he took the Career Planning Profile.

Because of the rapid expansion of opportunities for vocational-technical education in the United States, a "status quo" for use in evaluating the representativeness of the national norm group does not exist. Development of new areas of vocational-technical education keeps pace with the advance of technology. Periodically, whole states commit themselves to major investments in this heretofore neglected area of education. Hence, it is impossible to determine the degree to which Career Planning Profile norms adequately represent the changing national picture. The information presented in this report should help the reader who is knowledgeable about vocational-technical education make his own assessment, however. To aid in this assessment, the distribution of norm group members on a number of important variables is presented below.

Characteristics of Norm Group Students

In the process of completing the Career Planning Profile, students respond to a number of questions related to their home background, educational experiences, and plans. The distributions of student responses to items of particular importance in assessing norm group characteristics are summarized in Tables 3 through 9. Table 7 is based on all students in the norm group. The remaining tables are based on the 16,841 students who had scores on each of the Ability Measures, the numbers varying from table to table according to the number of nonresponders on a given item. Since some of the students did not answer all questions, the sample size shown for several of the tables is less than 16,841.

TABLE 1

Geographic Distribution of Norm Group Members and Institutions

Region	Component states	Regional N (% of total)	Number and type of institutions included	
			Community college	Vocational-technical institute
Western	Alaska, Calif., Hawaii, Idaho, Nev., Or., Wash.	5,612 (32.7)	29	2
Mountain-Plains	Colo., Kan., Mont., Neb., N. D. S. D., Utah, Wyo.	1,896 (11.1)	4	7
Southwestern	Ariz., Ark., N. M., Okla., Tex.	2,200 (12.8)	9	2
Midwestern	Ill., Ind., Iowa, Mich., Minn., Mo., Ohio, Wis.	1,644 (9.6)	6	2
Southeastern	Ala., Fla., Ga., Ky., La., Miss., N. C., S. C., Tenn., Va.	3,649 (21.3)	13	14
Eastern	Conn., Del., D. C., Me., Md., Mass., N. H., N. J., N. Y., Pa., R. I., Vt., W. Va.	2,136 (12.5)	9	3
National		17,137 (100.0)	70	30

TABLE 2

Percentage of Norm Group Enrollment in Vocational-Technical Program Clusters by Region

Region	N	Vocational-technical program cluster ^a									Other ^b
		100	200	300	400	500	600	700	800	900	
Western	5,612	9.4	3.7	13.7	0.7	16.9	8.9	26.5	9.1	1.1	10.1
Mountain-Plains	1,896	4.1	1.7	17.1	0.1	19.4	12.3	34.3	5.7	0.3	5.0
Southwestern	2,200	5.7	2.5	9.1	0.5	23.2	10.3	36.0	1.2	0.9	9.8
Midwestern	1,644	5.8	2.9	36.7	0.3	17.6	10.0	12.8	7.6	1.0	5.2
Southeastern	3,649	4.5	4.4	16.6	0.4	29.4	6.7	20.6	5.7	2.4	9.5
Eastern	2,136	8.0	3.9	24.2	0.1	15.0	6.8	25.0	9.1	0.2	7.7
National	17,137	6.8	3.4	17.7	0.4	20.5	8.8	25.9	6.9	1.1	8.6

Note. — Percentages accumulate by row.

^aStudents select their field of study from these clusters:

100 = Agriculture, Forestry & Maritime	200 = Persuasion & Marketing	300 = Health
400 = Home Economics	500 = Business & Office	600 = Science, Engineering & Technology
700 = Trade & Industrial	800 = Social Science & Public Service	900 = Arts & Humanities

^bIncludes students who used a nonexistent code number for their field of study or marked one of the following: "My future field is not included in the list"; "I have not yet selected among the many alternatives available to me (Undecided)"; "Housewife."

Characteristics of Norm Group Institutions

Names of the 125 institutions administering the Career Planning Profile during the norming phase are listed in Appendix A. The 100 norm group institutions are indicated by an asterisk. The remaining institutions on the list were not included in the actual norming for one of the following reasons: (a) including them would have resulted in disproportionate representation of institutions or students from particular states or regions; (b) all sections of the Career Planning Profile were not administered; or (c) answer sheets were returned too late to be included in the norm group analyses.

A survey of norm group institutions showed that approximately one-third of their vocational-technical program enrollees were part-time students (typically defined as being enrolled for less than 12 credit hours per term). From Table 8 it can be seen that this group of students is underrepresented in the norm group, probably because of difficulty in scheduling a continuous three-hour testing session for them. Norms presented for part-time students in Appendix D show that those who were tested are typical of students in the norm group as a whole.

The regional distribution for community colleges and vocational-technical institutions in the norm group is reported in Table 1. The latter category includes 15 area vocational-technical schools or centers, 10 vocational-technical institutes, 3 technical institutes, and 2 institutions identifying themselves as college level vocational schools. Unpublished data collected as part of the national survey by Gartland and Carmody (1970) show that the percentage of community colleges among all institutions offering vocational-technical programs in a region is as follows: West (88%), Mountain-Plains (61%), Southwest (82%), Midwest (63%), Southeast (56%), and East (67%). The corresponding percentages for the national norm group are: West (94%), Mountain-Plains (36%), Southwest (82%), Midwest (75%), Southeast (43%), and East (75%). For the nation as a whole, Gartland and Carmody reported that community colleges comprise 66% of the postsecondary institutions enrolling vocational-technical students. The corresponding figure for the norm group is 70%.

Scaling the Career Planning Profile Measures

Except for the interest, ability, and competency measures, the information printed on the Career Planning Profile Student Report directly represents the responses of the student. Scaled scores, on the other hand, are useful in comparing a student's results with those of various reference groups, e. g., students enrolled in a particular vocational-technical program cluster, "older students," and part-time students. Scaled scores also facilitate representation of a student's general pattern of interests and abilities. For this reason, a standard score scale was developed for the

Ability Measures and the Vocational Interest Profile, and a quasi-scale with verbal descriptors was constructed for the Special Competency measures. Scaling was conducted on Form F, the form used in all norm group testing. Subsequent forms will be equated to score scales developed for Form F.

Vocational Interest Profile and Ability Measures

Cumulative frequency distributions of raw scores on the interest and ability measures were used in converting raw scores to normalized standard scores ranging from 20 to 80 with a mean of 50 and a standard deviation of 10. The Vocational Interest Profile was scaled on the 16,926 men and women in the norm group who had scores on all 12 measures. The Ability Measures were scaled on the 16,841 norm group members with scores on all 7 measures.

Special Competency Measures

Raw scores on the Special Competency scale indicate the number of competencies checked by the student in a given competency area. These scores have been transformed into verbal labels indicating the relative number of competencies reported when compared with students in the norm group. The labels used are many, some, few, and none. Scaling for each Special Competency involved all students having a score on that measure. Students indicating no competencies in a given area (i. e., those with a raw score of zero) were assigned the label "none." On the basis of cumulative frequency distributions for men and women combined, scores falling at approximately the 90th percentile or above were assigned the label "many." The labels "some" and "few" were assigned to the remainder of the raw score distribution falling above and below the 50th percentile, respectively. The resulting four-category, quasi-scale should be adequate for identifying students who have talent in areas not usually assessed by standardized tests.

TABLE 3

Percentage Distribution for Parents' Educational Level

Highest level of education completed	Father's Education			Mother's Education		
	Men	Women	Total	Men	Women	Total
Eighth grade or less	21	22	22	12	14	13
Some high school	17	16	17	17	20	18
High school graduate	26	24	25	39	34	37
Technical or business school	5	6	5	5	8	6
Some college	6	8	7	6	7	6
2-year college graduate	3	3	3	3	4	4
4-year college graduate	5	5	5	4	3	4
Some post-college schooling	1	2	1	1	1	1
Received advanced degree	2	3	3	1	1	1
Do not know or prefer not to say	13	11	12	11	7	9
Sample size	10,354	6,405	16,759	10,341	6,411	16,752

TABLE 4

Percentage Distribution of Parents' Occupation

Occupational categories of parents	Men	Women	Total
Father's occupation			
Managerial or executive	9	10	9
Professional	4	4	4
Sales	4	4	4
Semi-professional or technical	4	3	4
Semi-skilled	16	18	17
Skilled trades	18	16	17
Small business owner or farm owner	15	13	14
Supervisor or public official	8	8	8
Unskilled	10	9	9
Not applicable or prefer not to say	14	14	14
Sample size	10,273	6,354	16,627
Mother's occupation			
Housewife	57	54	56
Managerial, executive, or professional	4	5	4
Sales	4	4	4
Secretary-stenographer	6	6	6
Semi-professional or technical	3	4	3
Semi-skilled	9	9	9
Small business owner	2	2	2
Supervisor or public official	2	2	2
Unskilled	7	8	7
Not applicable or prefer not to say	6	6	6
Sample size	10,313	6,377	16,690

TABLE 5

Distribution of Ethnic Background in Percentages

Student response	Men	Women	Total
Afro-American/black	6.8	11.4	8.6
American Indian	2.6	1.8	2.3
Caucasian American/white	72.5	71.9	72.3
Mexican/Spanish American	3.4	2.2	3.0
Oriental American	5.2	4.2	4.8
Other or I prefer not to respond	9.5	8.5	9.1
Sample size	10,264	6,429	16,693

TABLE 6

Distribution of Family Income in Percentages

Student response	Men	Women	Total
Less than \$3,000 per year	4	6	5
\$3,000 to \$4,999	7	7	7
\$5,000 to \$7,499	14	11	13
\$7,500 to \$9,999	15	11	14
\$10,000 to \$14,999	19	14	17
\$15,000 to \$19,999	6	5	5
\$20,000 to \$24,999	2	2	2
\$25,000 or more	2	2	2
Consider confidential	10	11	10
I do not know	21	31	25
Sample size	10,325	6,387	16,712

TABLE 7

Age Distribution in Percentages

Age	Men	Women	Total
15	0.0	0.0	0.0
16	1.4	0.8	1.1
17	3.1	2.5	2.9
18	32.5	46.0	37.7
19	20.1	18.3	19.4
20	8.1	6.6	7.5
21	4.7	3.7	4.3
22	4.9	2.1	3.8
23	5.7	1.6	4.1
24	4.2	1.2	3.1
25-29	7.6	4.5	6.4
30-34	2.8	3.8	3.2
35-39	1.7	3.1	2.2
40-44	1.2	2.2	1.6
45 & over	1.9	3.6	2.6
Sample size	10,583	6,554	17,137

TABLE 8

Enrollment Status in Percentages

Enrollment	Men	Women	Total
Part-time	9.2	8.7	9.0
Full-time	90.8	91.3	91.0
Sample size	8,721	5,959	14,680

TABLE 9

Mean High School Grade and Percentage Distribution of Letter Grades for Six Subject Areas

Grade	Subject Area					
	English	Math	Social Studies	Natural Sciences	Business	Vocational
A	9	8	12	8	19	34
B	34	27	37	32	40	43
C	45	47	43	47	34	20
D	10	16	8	11	5	2
F	1	2	0	1	1	0
Sample size ^a	16,275	15,875	15,664	14,776	10,835	10,634
Mean ^b	2.41	2.22	2.51	2.35	2.72	3.09
S. D.	.82	.89	.82	.82	.86	.80

Note. -- Total number of students in analysis was 16,841. All grades were self-reported.

^aBased on number of students reporting grades.

^bBase on a scale of A=4, B=3, C=2, D=1, F=0.

CHAPTER 2

NATIONAL NORMS

The Career Planning Profile National Norms are discussed in this section; however, the norms tables have been placed in the appendix where they may be easily accessed for counseling and administrative purposes. Three types of national norms are provided by sex and total group:

1. General norms (Appendix B)
2. Norms for seven vocational-technical program clusters (Appendix C)
3. Norms for five special subgroups as follows: (a) students aged 25 and over; (b) Afro-American/black students; (c) Mexican/Spanish American students; (d) part-time students; (e) students enrolled in transfer programs (Appendix D).

Local norms are also available to institutions through the Career Planning Program Descriptive Summary Service. These norms should be especially useful for institutions enrolling students who are not typical of vocational-technical students in general. To facilitate comparisons between national norms and local norms, similar table sequence and format have been used.

Standard score profiles for vocational-technical program clusters and for students enrolled in transfer programs are presented in Appendix E. Each profile covers both ability and interest measures. As described in Chapter 3, the profiles can be used in helping students explore various vocational-technical program options.

General Norms

The General Norms are based on the combined group of 10,403 men and 6,438 women who completed all seven Ability Measures. Norms for other CPP measures are usually based on slightly smaller samples because of missing data. For example, normative information for the Scientific Scale of the Vocational Interest Profile was based on 16,700 students because 141 students with all seven Ability Measures lacked scores on the Scientific Scale. The measures for which general norms are provided are listed on the following page. The norms, themselves, are presented in Appendix B.

General Norm Group Measures

1. Ability Measures
2. Vocational Interest Profile
3. Special Competencies
4. High School Grades
5. Self-estimates
6. Goal Orientation
7. Job Values
8. Working Condition Preferences
9. Work Experiences

In addition, means and standard deviations for the Ability Measures are presented by vocational-technical program cluster (tabled as "Educational Program") and by vocational choice.

Trends and Patterns in the General Norms

A few of the major trends and patterns in the normative data are discussed below. The reader interested in making a more detailed analysis may refer to Appendix B.

As expected, consistent sex differences exist for many of the CPP measures. Examples of measures for which men obtained higher scores include Mechanical Skills Ability; Scientific, Electrical, and Mechanical Interests; Special Competency in the Skilled Trades area; and Self-estimates of Mechanical Ability, Mathematical Ability, and Physical Energy. In contrast, women obtained higher scores on scales such as: Clerical Skills Ability; Health, Artistic, Social Service, and Business Detail Interests; Special Competencies in the Home Economics, Artistic, and Community Service areas; and Self-estimates of Academic Motivation, English Ability, and Clerical Ability. In general, men obtained higher scores on the mechanical-technical measures and the females obtained higher scores on the academic, clerical, and social service measures.

Substantial differences among students enrolled in various vocational-technical programs are also evident. Higher mean scores are consistently found on Ability Measures logically related to an educational program. For example, students enrolled in Science, Engineering, and Technology Fields and Trade and Industry Fields obtained their highest mean score on Mechanical Skills. Moreover, the Mechanical Skills means are higher for these two fields than for any other group. Results for vocational choice groups are similar.

Vocational-Technical Program Cluster Norms

In Appendix C, norms for seven vocational-technical program clusters are presented for the first five measures listed in the previous section. The clusters are listed below along with examples of representative programs:

1. Agriculture, Forestry, and Maritime Fields (Farming, Ranching, and other agricultural production fields; Agricultural Business; Forestry)
2. Persuasion and Marketing Fields (Hotel, Motel, and Restaurant Management; Salesmanship and Retailing)
3. Health Fields (Dental Assisting; Medical Technology; Nursing [registered]; Nursing [practical])
4. Business and Office Fields (Accounting; Computer Programming; Data Processing; Secretarial Science)
5. Science, Engineering, and Technology (Civil Engineering Technology; Electrical or Electronic Engineering Technology)
6. Trade and Industrial Fields (Automobile Mechanics and Technology; Drafting; Graphic Arts; Machinework)
7. Social Science and Public Service Fields (Beautician or Cosmetologist; Fireman; Police Science).

Cluster Norms have been omitted for Home Economics programs and Arts and Humanities programs because of small sample sizes.

Special Subgroup Norms

Appendix D presents norms for four special subgroups of the general norm group and for one additional group (transfer students). Norms for these particular subgroups are provided because of their relevance to vocational-technical education, counseling, and placement. The sequence of tables for the subgroups corresponds to the table sequence for the Cluster Norms.

A note of caution concerning use of the Special Subgroup Norms is warranted. Because students within these subgroups have had diverse educational experiences, implications of the same normative standing can vary from student to student. For example, the self-report information related to high school grades for adult students will probably be of reduced accuracy and usefulness because of the time interval between high school and postsecondary enrollment. Likewise, students from culturally different backgrounds may not have had the life experiences and educational opportunities which result in high test scores. The Special Subgroup Norms can be used to obtain an indication of how an individual compares with others from similar circumstances. Comparison of an individual's scores with local norms based on students with whom he will compete should also prove useful--both to the student in making educational plans and to the institution in helping him implement them.

CHAPTER 3

CAREER PLANNING PROFILE STUDENT REPORT MODIFICATIONS AND INTERPRETATIVE AIDS

Several changes in Career Planning Profile reporting procedures have been instituted since publication of the Handbook for the ACT Career Planning Profile, 1970-71 Edition. National percentiles and standard scores are now used on the Student Report instead of the local percentiles initially provided. (Local percentile norms are available as part of Career Planning Program Descriptive Summary Service.) Changes in the format of the Student Report for the Career Planning Profile have also been made, and the interpretative guide presented on the back of the form has been revised. Copies of both, the latter entitled "Information to Help You Understand Your Career Planning Profile Report," are presented in this chapter. Finally, Vocational-Technical Program Cluster Profiles for various programs are described here for the first time. These profiles represent a new interpretative aid of considerable practical importance in guidance and counseling.

Modifications of the interpretative guidelines presented in Chapter 4 of the Handbook are described below. However, this chapter is not meant to replace Chapter 4 in the 1970-71 edition of the Handbook. Rather, it is meant to supplement Career Planning Profile interpretative guidelines until publication of the 1972-73 edition.

Modifications of the Career Planning Profile Student Report

The front of the Career Planning Profile Student Report (1971 Form) is divided into three main areas or fields (numbered at the left). Changes in each field are discussed below.

Changes in Field 1

The upper field has one change which is the addition of the student's present Educational Level. This box is located to the right of the college code and will indicate if the student is a high school junior, senior, or in his first or second year of study after high school. When none of these four options is appropriate, other will be used.

Changes in Field 2

The second box in Field 2 has two major changes. The name is now more appropriately given as Special Competencies, and the local percentile ranks have been replaced with a description of the relative number of competencies reported. The labels used on the Student Report are many,

ACT CAREER PLANNING PROFILE

1

FIELD OF STUDY	VOCATIONAL CHOICE	EDUCATIONAL ASPIRATION
----------------	-------------------	------------------------

COLLEGE CODE	EDUCATIONAL LEVEL	TEST DATE	ENROLLMENT PART-TIME FULL-TIME	STUDENT ASKED FOR HELP WITH					TIME OF VOCATIONAL CHOICE	SURE ABOUT VOCATIONAL CHOICE?			
				EMPLOY	FIN AID	HOUSING	MAJOR	STUDY	READING	MATH	TECH/ ICH		

THE INTERPRETATIVE MATERIAL ON THE REVERSE SIDE IS IDENTICAL TO THAT PROVIDED THE STUDENT ON HIS SCORE REPORT FORM. HE HAS BEEN ADVISED TO CONSULT HIS COUNSELOR OR ADVISOR FOR A MORE DETAILED EXPLANATION OF HIS SCORES REFER TO THE CAREER PLANNING PROFILE HANDBOOK AND TECHNICAL SUPPLEMENT.

2

<p style="text-align: center;">SELF ESTIMATES</p> <p style="text-align: right; font-size: small;">SELF RATING</p> <p>ACADEMIC MOTIVATION ADAPTABILITY ARTISTIC ABILITY CLERICAL ABILITY COMMON SENSE COPING ABILITY ENGLISH ABILITY GETTING ALONG WITH OTHERS LEARNING ABILITY LIKING SCHOOL MATHEMATICAL ABILITY MECHANICAL ABILITY PHYSICAL ENERGY SCIENTIFIC ABILITY SOCIAL SELF-CONFIDENCE WORK MOTIVATION</p> <p style="font-size: x-small;">* TT = TOP 10 PERCENT AA = ABOVE AVERAGE A = AVERAGE BB = BELOW AVERAGE</p>	<p style="text-align: center;">SPECIAL COMPETENCIES</p> <p style="text-align: right; font-size: small;">NUMBER REP. TIED</p> <p>SKILLED TRADES SCIENCE COMMUNITY SERVICE HOME ECONOMICS SPORTS ART BUSINESS CLERICAL LEADERSHIP</p> <p style="font-size: x-small;">* LABELS INCLUDE MANY SOME FEW NONE</p>	<p style="text-align: center;">GOAL ORIENTATION</p> <p style="text-align: right; font-size: small;">SELF RATING</p> <p>COMMUNITY SERVICE FAMILY FINANCES JOB PERSONAL ADJUSTMENT</p> <p style="font-size: x-small;">* VI = VERY IMPORTANT I = IMPORTANT U = UNIMPORTANT VU = VERY UNIMPORTANT</p>	<p style="text-align: center;">JOB VALUES</p> <p style="text-align: right; font-size: small;">SELF RATING</p> <p>CO-WORKERS INDEPENDENCE INTEREST JOB SECURITY PAY RESPONSIBILITY</p> <p style="font-size: x-small;">* VI = VERY IMPORTANT I = IMPORTANT U = UNIMPORTANT VU = VERY UNIMPORTANT</p>
WORKING CONDITION PREFERENCES			
WORK ORIENTATION		SELF RATING	
PAST WORK EXPERIENCE	INDOOR WORK WITH OTHERS VARIED WORK PHYSICAL WORK	OUTDOOR WORK ALONE ROUTINE WORK NONPHYSICAL WORK	
WORK PLANS			

3

VOCATIONAL INTEREST PROFILE									
STANDARD SCORE	SCALE	INTEREST LEVEL	DISLIKE			NEUTRAL		LIKE	
			1	2	3	3	4	5	
	SCIENTIFIC HEALTH ARTISTIC SOCIAL SERVICE BUS CONTACT BUS MANAGEMENT BUS. DETAIL HOUSEHOLD TECH-CARPENTRY TECH-MECHANICAL TECH-ELECTRICAL TECH-AGRICULTURE								

ABILITY MEASURES																
STANDARD SCORE	SCALE	PERCENTILE RANK IN NATIONAL NORM GROUP														
		1	10	20	30	40	50	60	70	80	90	99				
	MECHANICAL SKILLS NONVERBAL REASONING CLERICAL SKILLS NUMERICAL COMPUTATION MATHEMATICAL REASONING SPACE RELATIONS READING SKILLS															

* NORMS ARE BASED ON STUDENTS ENTERING POST HIGH SCHOOL VOCATIONAL AND TECHNICAL PROGRAMS

HIGH SCHOOL GRADES						
ENGLISH	MATH	SOC S	NAT SCI	BUSINESS	VOCATION	

THE AMERICAN COLLEGE TESTING PROGRAM
P O BOX 168
IOWA CITY, IOWA 52240

28

29

INFORMATION TO HELP YOU UNDERSTAND YOUR CAREER PLANNING PROFILE REPORT

WHAT'S IN THIS REPORT? This report organizes and summarizes a wide variety of career-related personal characteristics. Many of these characteristics are relevant to the educational and vocational plans of almost everyone. As you read the descriptions that follow, think of how they relate to the career choices that lie ahead of you.

Your SELF-ESTIMATES might best be considered by noting the way certain scales go together for specific purposes. For example, important aspects of *Technical Ability* are covered by your self-estimates in the Mathematics, Mechanical, and Scientific areas. *Industriousness* is related to Work Motivation. Physical Energy, and Academic Motivation, and ability in the area of *Interpersonal Relations* involves your self-ratings on Getting Along with Others, Social Self-Confidence, and Common Sense. Different occupations involve various amounts of these important but difficult-to-measure characteristics. No doubt you and your counselor can think of other important combinations of your self-estimates.

Now look at the SPECIAL COMPETENCIES section. This section covers important "can do" type skills seldom measured by tests. Note particularly your skills marked many. The number of items you checked in those areas exceeded the number checked by most of the students in the national norm group.

The sections labeled GOAL ORIENTATION and JOB VALUES will be helpful if you consider how well your occupational choices satisfy the goals and values you rated important and very important. The WORKING CONDITION PREFERENCES section relates to general areas found in most jobs and occupations. The location of the X with respect to a particular working condition indicates the strength of your preference. The WORK ORIENTATION section is directed to the school to assist you in arranging a reasonable work-study load.

Your INTEREST LEVEL score under the VOCATIONAL INTEREST PROFILE section corresponds directly to how you responded to the questions related to each of the 12 scales. If you said you liked or liked very much most of the activities on a scale, your *interest level* will be on the "like" side (above 3.0). If you disliked most of the activities on a scale, your interest level will be low (below 3.0). Your STANDARD SCORES on the interest profile may be used to relate your interests to those of other students. For example, from *interest norms* available through your counselor you can see how your interest in the Business Contact area (or interests in any of the other 11 areas) compares with those of students entering business programs of study. Your counselor will also have interest (and ability) norms for several other vocational and technical programs. Remember interest scores are more related to what you "like to do", than what you "can do".

Your ABILITY MEASURES are can do scores and should be examined in terms of their relationship to the kinds of skills and abilities required by your probable field of study and vocational choice. Keep in mind that your HIGH SCHOOL GRADES are also indicators of a special kind of ability. ABILITY MEASURES, together with HIGH SCHOOL GRADES, should assist you in deciding which courses of study will be relatively hard for you and which will be easier.

HOW ACCURATE IS THIS INFORMATION? Many indicators such as SELF-ESTIMATES, WORKING CONDITION PREFERENCES, and JOB VALUES are direct reports of your rating of yourself and are as accurate as your own self-evaluation. Other indicators must be reviewed in light of the measurement procedures that were used. After all, your ability and interest scores might have been different—if slightly different but equally relevant questions had been asked or if you had written your responses on a different day. In addition, your interest in a given area of activities might change as a result of recent experiences you might have had. Therefore, you should consider your scale scores as estimates rather than precise measures. For example, your STANDARD SCORES can best be thought of as a band or range of scores approximately 10 standard score units wide (5 points above and 5 points below the score you obtained). Likewise, a band or range can be placed around your PERCENTILE RANKS. The percentile bands for your ability scores will vary in size depending on where you score—but the technical details are not important. What is important is that you realize that scores for all tests and surveys, including the Career Planning Profile, are estimates, not exact measures. Hence, it is important to consider your scores in the context of other kinds of information about yourself.

HOW SHOULD YOU USE THIS INFORMATION? The major value of this report will be in helping you to explore possible fields of study and to make career decisions. In exploring career choices, you will probably want to find areas where you are likely to obtain both success and satisfaction. Achieving success usually depends more on ability and motivation while satisfaction relates more to your interests, job values, goal orientation, and working condition preferences. You may want to draw upon the knowledge and experience of your parents, counselors, and instructors in order to help you relate your special interests, abilities, and aspirations to possible fields of study and occupations. For example, your counselor can provide you with information on vocational and technical programs and general descriptions of characteristics of students who enter these programs. You may also be able to visit institutions in your area and talk to friends and students enrolled in vocational programs. You must always remember, however, that the final and continuing decisions rest with you.

some, few, and none. Students receiving the label "many" for a given scale have indicated a larger number of competencies in that area than approximately 90% of the students in the general norm group. In a similar manner, the label "some" spans the 50th to the 90th percentiles. Students falling below the 50th percentile receive the label "few" except for those indicating no competencies in a given area. This latter group will receive the label "none." The Special Competency scales should be viewed as a means of identifying students with special talent in areas not usually assessed by standardized tests.

Changes in Field 3

The first section in Field 3 has been renamed Vocational Interest Profile, and the format used to present the scores has been changed. The first column now includes normalized standard scores instead of the student's average score for each scale. The student's average score has replaced the local percentile rank and is now reported under the column labeled Interest Level. Each average score can range from 1 (dislike very much) to 5 (like very much). A profile of these average scores has replaced the local percentile profile provided on the previous form.

The area formerly labeled "Test Scores" is now named Ability Measures. Normalized standard scores have been added and local percentiles have been replaced by national percentiles. The national percentiles facilitate the comparison of a student's abilities in the seven areas with those of students in the general norm group.

The normalized standard scores developed for the interest and ability measures range from 20 to 80 with a mean of 50 and a standard deviation of 10. These scores are used in the Vocational-Technical Program Cluster Profiles described below. The standard scores can also be used with the 13 sets of norms presented in the appendixes in addition to the local norms provided through the Career Planning Program Descriptive Summary Service. Hence, the standard scores make it possible to consider a student's interests and abilities in a variety of contexts.

Interpretative Aids

The reverse side of the Student Report for the Career Planning Profile has been extensively changed. Persons assisting students in the interpretation of Career Planning Profile information should become familiar with the revisions, as much of what appears is not included in the Handbook.

Eighteen Vocational-Technical Program Cluster Profiles are provided in Appendix E. The profiles were developed to indicate, graphically, the standard scores associated with selected percentile ranks (e. g., 10, 25, 50, 75, and 90). A blank profile sheet is included and can be duplicated to

facilitate plotting standard score profiles for students. Locally-prepared transparencies for the Program Cluster Profiles can then be placed over the student's standard score profile in order to compare his abilities and interests with students in various vocational-technical programs. A student's standard scores are most appropriately plotted as a band of 10 units width; that is, 5 units above and 5 units below the standard score the student actually obtained. Use of this band concept takes into account the average standard error of measurement found for the interest and ability measures.

The reader should refer to Chapter 4 of the Handbook for the ACT Career Planning Profile, 1970-71 Edition for other suggestions regarding use and interpretation of information on the Student Report. Two cases are reported, for example, one placing emphasis upon helping a student evaluate the appropriateness of his educational-vocational plans and the other illustrating use of Career Planning Profile information to facilitate exploration of choice options. The Handbook is also the basic resource for descriptions of the various measures in the Career Planning Profile.

CHAPTER 4

SUMMARY OF RELIABILITY AND VALIDITY DATA

The reliability and validity data summarized in this chapter are based on students selected from the fall 1970 norming sample. A detailed description of these data and the results of other analyses will be presented in the 1972-73 edition of the Handbook for the ACT Career Planning Profile. Persons interested in previous reliability and validity data and a discussion of the rationale used in constructing Career Planning Profile measures should consult the 1970-71 edition of the Handbook.

Reliability Data

Two estimates of reliability, internal analysis and test-retest, were obtained for the ability and interest measures. The internal analysis estimates are based on a 10% sample ($N = 1,713$) of the national norm group. Test-retest estimates are based on 261 students enrolled in a broad range of vocational-technical programs in three norm group institutions.

The internal analysis (alpha) coefficients for the Vocational Interest Profile scales range from .83 to .93 with the median being .88. The test-retest correlations over a 60-day interval range from .73 to .86 with a median of .79. Thus, the Vocational Interest Profile scales show substantial precision of measurement and stability over short time periods.

The seven Ability Measures were designed to cover a broad range of abilities in a relatively short testing time. None of the measures has more than 40 items nor requires more than 20 minutes. The three shortest tests (requiring only 5 minutes each) were also designed to be the most speeded. Test-retest correlations for these three speeded measures, Clerical Skills (.68), Numerical Computation (.79), and Space Relations (.70), indicate satisfactory reliabilities for tests of this length. Internal analysis (alpha) coefficients for Reading Skills (.86), Mechanical Skills (.82), Mathematical Reasoning (.83), and Nonverbal Reasoning (.88) are also relatively high for tests of this type.

Standard errors of measurement based on test-retest reliability data for the Vocational Interest Profile scales range from 4.0 to 5.4 standard score units. The median is 4.7. For the ability measures, the standard errors of measurement range from 3.4 to 6.0 with a median of 4.2.

Validity Data

It is commonly recognized that there are several types of validity evidence relevant to test use. Basic information on the content and construct validity of Career Planning Profile measures along with preliminary data on criterion-related validity were presented in the 1970-71 edition of the Handbook. A summary of additional data relevant to construct and criterion-related validity follows.

Vocational Interest Profile Scale Structure

Roe (1956) and Holland (Holland, Whitney, Cole, & Richards, 1969) have proposed a similar structure for vocational interests. In Holland's structural model, six interest types are arranged in a circular order with the following sequence of types around the circumference of the circle: Artistic, Social, Enterprising, Conventional, Realistic, Intellectual, and once again, Artistic. The model specifies that adjacent interests are more similar in nature than those separated by one or more interest types.

As noted in the 1970-71 edition of the Handbook, Vocational Interest Profile scales were constructed to conform to Holland's structural model. For example, the Business Contact scale and the Business Detail scale cover Holland's Enterprising and Conventional interest types, respectively, while the Scientific scale and the four technical scales parallel the Intellectual and Realistic categories.

Analyses of the spatial configuration (Cole & Cole, 1970) of Vocational Interest Profile scales were performed on the correlation matrices for men and women in the national norm group in order to determine the degree to which the scales demonstrated the desired structure. Both analyses yielded a circular configuration of scales largely conforming to the structure described above. The results are similar to those reported on a preliminary sample by Cole and Hanson (1971). Demonstration of the circular configuration for Vocational Interest Profile scales provides evidence crucial to the construct validation of the inventory.

Differentiation of Vocational-Technical Programs

Another major type of validity evidence relevant to the Career Planning Profile is its ability to differentiate students enrolled in various vocational-technical programs. For example, one would expect substantial differences among the interests, abilities, and working condition preferences of students enrolled in Auto Mechanics, Electrical Engineering Technology, Accounting, and Police Science programs--to name just a few. If students in these and other programs obtain similar scores on the various sections of the Career Planning Profile, serious questions about construct and criterion-related validity could be raised. Evidence of the ability of the Career Planning Profile measures to differentiate students enrolled in various programs was obtained in two ways: discriminant analysis and chi-square analysis.

Discriminant analysis. Discriminant analysis is a statistical technique for finding those combinations of measures in a set of measures which best differentiate members of various groups. Usually, two combinations (or factors) are sufficient to illustrate the main ways in which the groups differ. This was the case for the groups and measures included in the Career Planning Profile analyses.

Figure 1 shows the distribution of selected vocational-technical programs on the two most important factors. The analyses for men and women included 15 and 12 measures, respectively, which were selected from the following sections of the Career Planning Profile: Ability Measures, Vocational Interest Profile, Special Competencies, Self-estimates, and Working Condition Preferences. Factors 1 and 2 carried 52% and 26% of the total discriminating power of the measures used in the analyses for men. The corresponding figures for women were 74% and 13%.

As can be seen from Figure 1, there is substantial differentiation among programs except in instances in which similarities would be expected, e. g., the Electronics and the Electrical Engineering Technology programs for males. The adjacent positions of the Drafting program and the Arts and Humanities cluster is probably due to the large proportion of architectural design and drafting students included in the latter group. Multivariate analyses of variance showed that overall program differentiation achieved for both men and women is very unlikely to be the result of chance.

The Career Planning Profile measures that are most effective in differentiating the vocational programs are shown as anchors on the factor axes in each graph. Factor 1 for the men is basically a scientific-technical dimension with Computer Programming, Electronics, and Electrical Engineering Technology students located toward the end of the factor scale characterized by high electrical and scientific interests. The second factor for the men clearly differentiates students in business-related programs from those in mechanical-technical areas. Other program differences can be analyzed in a similar manner.

The vocational-technical programs shown in Figure 1 consist of newly enrolled students (2,468 males and 1,789 females). When analyses are conducted with students who persist in the various programs and who express satisfaction with their program choice, program differentiation should be even more pronounced. Ultimately, the analyses will involve only "satisfactory and satisfied" employees in occupations related to their vocational-technical training. The follow-up services provided as part of the Career Planning Program will facilitate the collection of data on the career progress of students.

Chi-square analysis. Additional information on the ability of the Career Planning Profile to differentiate among students in various vocational-technical programs was obtained via chi-square analyses of self-report items in the Student Information Section. Separate analyses were conducted for men

FIGURE 1

Distribution of Specific Programs on First Two Discriminant Factors for Selected Career Planning Profile Measures

Figure 1A: Males

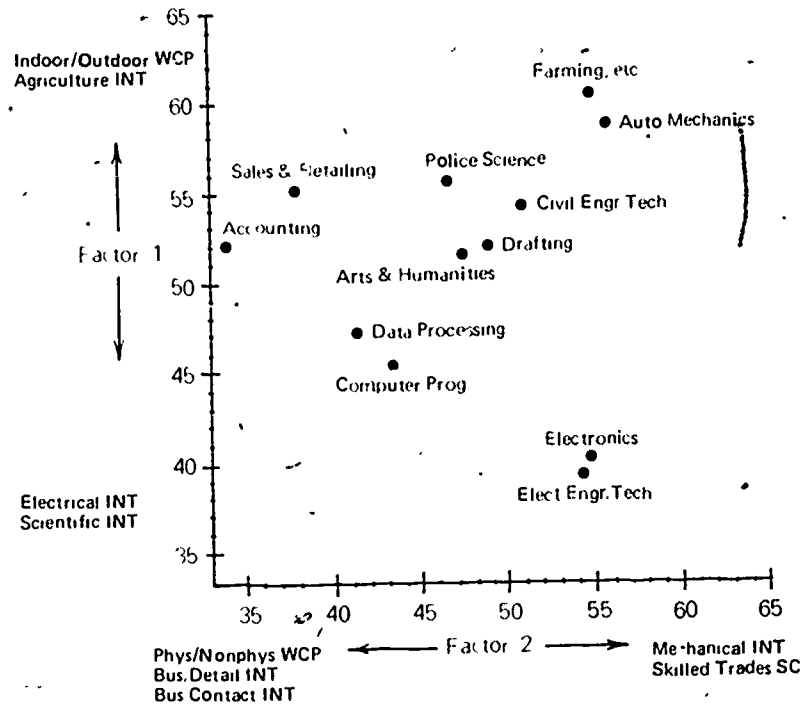
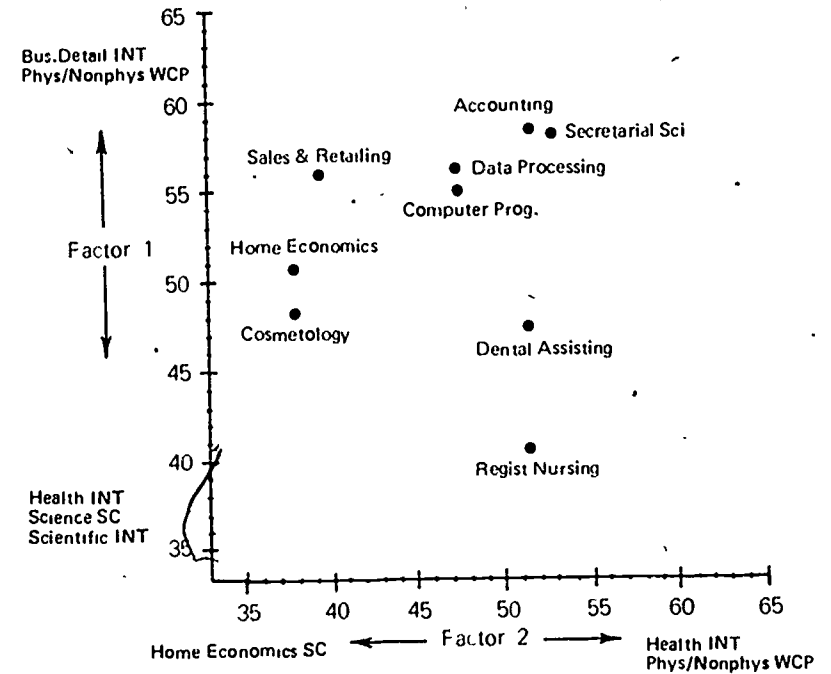


Figure 1B: Females



Note.—Factor score scales ($\bar{X} = 50, SD = 10$) are based on all students in groups represented in a figure. All measures correlating with discriminant factors at .40 or higher are shown as factor anchors in rank order according to level of correlation. Where no measure met this criterion, measures with the highest correlations are shown.

Abbreviations used with measures are as follows: INT = interests. WCP = working condition preferences. SC = special competencies.

and women. Differences in item response distributions across the program clusters (eight for males, nine for females) were identified by using the 99.9th percentile point of the chi-square distribution as a screening device to avoid interpreting differences due only to random variation. The chi-square values for 27 of the 31 items included in the analyses exceeded this criterion. The nature of item response differences across the program clusters was then determined for these 27 items.

For each vocational-technical program cluster, the responses to selected Student Information Section items differed in a meaningful way from the responses of other clusters. For example, men enrolled in Trade and Industrial Fields rated themselves higher on the Mechanical Ability Self-estimate and indicated a higher preference for physical labor than did men enrolled in other programs. Men in business-related programs were relatively low in these two areas. On the other hand, men enrolled in health-related programs and programs in Science, Engineering, and Technology Fields rated themselves substantially higher on the Scientific Ability Self-estimate than men in Trade and Industrial Fields. Women in Business and Office Fields were especially high on the Clerical Ability Self-estimate and valued job security and pay to a higher degree than women in other fields. In general, results of the analyses showed that Student Information Section items are tapping personal characteristics relevant to a broad range of vocational and technical programs.

Prediction of Grades in Vocational-Technical Courses

Estimates of performance in vocational-technical education programs are important considerations in helping students formulate educational and vocational plans. For this reason, the predictive validity of selected Career Planning Profile measures was assessed in terms of how the measures relate to success in postsecondary vocational-technical courses. The criterion of success consisted of the first-term grade-point-average (GPA) earned by students in vocational-technical course work exclusive of general studies or academic courses. Although first-term GPA cannot be considered the ultimate criterion, it should be related to final program success, especially in programs of 2 years duration or less.

Zero-order correlations. Table 10 gives the zero-order correlations of the Ability Measures, Self-estimate Composites, and the average of self-reported high school grades with GPA in 11 program areas. For each program, correlations are given for the two norm group institutions with the largest number of students in that program.

The correlations in Table 10 are generally quite high for the prediction of grades in vocational-technical programs, an area which has historically yielded lower correlations than those found in academic courses. Numerical Computation, Mathematical Reasoning, and Reading Skills appear to be the

TABLE 10

Zero-Order Correlations with Grades
in Selected Vocational-Technical Programs

Program	Insti- tution code	N	Ability Measures							Self-estimates				HS GPA
			MS	NP	CS	NC	MR	SR	RS	T	A	I	IP	
Dental	10	41	.53	.40	<u>.60</u>	<u>.61</u>	.57	.55	<u>.72</u>	.22	.35	.17	.12	.43
Assisting	12	40	.06	.02	<u>.49</u>	<u>.57</u>	.27	.17	<u>.40</u>	-.01	.36	.26	.10	<u>.49</u>
Nursing	1	53	.17	.16	<u>.63</u>	<u>.19</u>	.02	.10	<u>.52</u>	.01	.06	.07	-.05	.07
(Registered)	3	58	.11	.11	.06	.15	<u>.21</u>	<u>.20</u>	<u>.24</u>	-.25	-.19	.00	-.33	<u>.21</u>
Computer	7	58	.23	.31	<u>.39</u>	<u>.42</u>	<u>.39</u>	.34	.38	.18	.11	.23	.13	.27
Programming	9	52	.36	<u>.48</u>	<u>.52</u>	<u>.58</u>	.42	.26	.25	.20	.33	.06	-.01	.33
Secretarial	5	46	.18	.49	.57	<u>.67</u>	<u>.69</u>	.26	.47	-.07	.34	.19	-.08	<u>.60</u>
Science	6	46	.01	.25	<u>.36</u>	.33	.22	.13	.06	.24	<u>.51</u>	.30	-.31	<u>.52</u>
Business & Off.	8	44	.27	.20	.19	.29	<u>.48</u>	<u>.30</u>	<u>.37</u>	.15	.12	.12	.22	<u>.30</u>
(Males)	13	34	.24	.37	.22	<u>.58</u>	<u>.49</u>	.34	.19	.38	<u>.55</u>	.11	-.11	.37
Business & Off.	2	31	<u>.50</u>	.07	.05	.05	.17	.17	<u>.26</u>	.02	-.08	-.16	-.31	<u>.42</u>
(Females)	4	36	<u>.34</u>	.33	.26	<u>.45</u>	<u>.36</u>	.31	<u>.62</u>	-.12	.01	-.15	-.16	-.24
Science &	13	55	.36	.11	.37	<u>.50</u>	<u>.58</u>	.09	.16	.31	<u>.56</u>	.34	.16	.27
Tech.	12	45	<u>.33</u>	.22	.16	<u>.33</u>	<u>.40</u>	.31	.32	-.06	.13	-.19	-.27	<u>.44</u>
Elect. Engr.	9	68	.23	<u>.40</u>	.23	<u>.58</u>	<u>.42</u>	.13	.30	.26	.36	.09	-.01	.33
Tech.	12	64	.18	.02	.30	<u>.37</u>	<u>.32</u>	.14	.23	<u>.37</u>	.30	.21	.07	.23
Trades &	9	197	.34	.27	.22	.28	<u>.47</u>	.20	<u>.43</u>	.18	.27	.23	.18	<u>.41</u>
Industry	12	190	.27	.03	.19	<u>.30</u>	<u>.35</u>	.15	<u>.29</u>	.21	.14	.26	.03	.21
Auto	9	149	.27	.19	<u>.37</u>	<u>.37</u>	<u>.37</u>	.16	<u>.43</u>	.18	.17	.09	.07	.27
Mechanics	12	79	<u>.45</u>	.07	.13	.22	<u>.31</u>	-.04	.28	<u>.41</u>	.28	.29	.18	.19
Drafting	9	53	.27	.24	.38	<u>.48</u>	<u>.49</u>	.18	.37	.30	.30	<u>.51</u>	.28	.29
	11	58	<u>.34</u>	.13	.22	.13	.16	.23	<u>.34</u>	.28	.15	<u>.32</u>	-.11	.20

Note. -- The three highest correlations for each program have been underlined to facilitate use of the table. Predictors are abbreviated as follows:

Ability Measures: Mechanical Skills--MS, Nonverbal Reasoning--NR, Clerical Skills--CS, Numerical Computation--NC, Mathematical Reasoning--MR, Space Relations--SR, and Reading Skills--RS

Self-estimate Composites: Technical Ability--T, Academic Ability--A, Industriousness--I, Interpersonal Relations--IP

Overall high school GPA--HS GPA

most consistent predictors of grades across the various types of programs, with overall high school GPA and Clerical Skills frequently of importance, also. Institutions participating in the Career Planning Program receive similar data for their own students as part of the In-Program Follow-up Service.

Multiple correlations. Because predictors will be used in combination in the Career Planning Program, multiple correlations must be considered. Multiple correlations for the 11 programs are quite high when all variables are used, even when corrected for statistical bias. However, for the prediction systems that will be used in the Career Planning Program two restrictions will be introduced. These restrictions are considered in the present analysis so that the results will give an accurate indication of predictive effectiveness which can be achieved in the operational prediction systems of the Career Planning Program. First, not all 12 predictors shown in Table 10 will be included in a multiple prediction equation. Second, in order to predict in small programs (and many vocational programs are small), it will be important to use predictors which are applicable to all (or most) programs of a similar type. For example, a few variables which, in combination, predict grades well in many different Dental Assisting programs must be identified.

Table 11 gives the results of selecting (on logical and empirical grounds) variables which predict well for the program pairs. For each program, the selected variables are listed along with the multiple correlation for each of the selected variables. In the final column, an approximate unbiased estimate of the multiple correlation (Wherry, 1940) is given in order to provide a more accurate indication of the level of correlation to be expected upon cross-validation. Because the variables were selected on logical as well as empirical grounds and examined in two independent samples, these unbiased estimates of the multiple correlation should not involve much, if any, capitalization on chance relationships.

The predictor variables selected for each field are generally the variables one would expect to be related to grades in that field. For example, Mechanical Skills is included for Trade and Industry Fields, and Space Relations is one of the variables for the Drafting programs. Clerical Skills is included for women enrollees in Secretarial Science and Business and Office Fields, while Nonverbal Reasoning is used for the Computer Programming area. Each of the seven Ability Measures is used in some program, and no single subset of the measures would be adequate for all the programs. Thus, these results support the appropriateness of measuring several types of ability in the Career Planning Profile.

TABLE II

Multiple Correlations with Vocational-Technical
Program Grades for Selected Predictors

Program	Institution code	Predictors selected ^a	R	R _u
Dental	10	CS, NC, RS	.77	.75
Assisting	12		.60	.55
Nursing	1	NC, RS	.53	.50
(registered)	3		.24	.15
Computer	7	NR, CS, NC, MR	.52	.46
Programing	9		.64	.60
Secretarial	5	CS, NC	.69	.67
Science	6		.40	.35
Business & Off.	8	NC, MR, SR	.51	.45
(Males)	13		.62	.57
Business & Off.	2	MS, CS, RS	.55	.47
(Females)	4		.64	.60
Science &	11	MS, NC, MR	.45	.39
Tech.	12		.66	.63
Elect. Engr.	9	NC, MR	.58	.56
Tech.	12		.30	.35
Trades &	9	MS, NC, MR, RS	.53	.51
Industry	12		.38	.35
Auto	9	MS, NC, RS	.49	.47
Mechanics	12		.46	.42
Drafting	9	MS, NC, SR, RS	.57	.52
	11		.42	.34

Note. --R_u is the Wherry (1940) approximate correction for bias of R. In all cases, Wherry's corrected estimate of multiple correlation was slightly less than the unbiased estimate of the multiple correlation due to Olkin and Pratt (1958). Thus, the more conservative estimate was used.

^aThe same predictors were selected for both institutions in a pair. Predictors are abbreviated as follows: Mechanical Skills--MS, Nonverbal Reasoning--NR, Clerical Skills--CS, Numerical Computation--NC, Mathematical Reasoning--MR, Space Relations--SR, and Reading Skills--RS.

The corrected multiple correlations in Table 11 range from .15 to .75 with a median of .50. Multiple correlations of this magnitude are quite high when compared with values historically obtained in predicting success in job training and vocational-technical programs. In fact, these values compare favorably with the prediction of academic course grades achieved by traditional academic aptitude tests.

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APPENDIXES

- APPENDIX A INSTITUTIONS ADMINISTERING THE CPP DURING
THE NATIONAL NORMING PERIOD
- APPENDIX B GENERAL NORMS
- APPENDIX C VOCATIONAL-TECHNICAL PROGRAM CLUSTER
NORMS
- APPENDIX D SPECIAL SUBGROUP NORMS
- APPENDIX E PROGRAM CLUSTER PROFILES

APPENDIX A .

INSTITUTIONS ADMINISTERING THE CPP DURING THE NATIONAL NORMING PERIOD

The following institutions administered the Career Planning Profile during the national norming period. Only the institutions that have an asterisk before their name were included in the national norm group:

- *Douglas MacArthur State Technical Institute, Opp, Alabama
- *Wallace State Technical Junior College, Dothan, Alabama
- *Jefferson State Junior College, Birmingham, Alabama
- *Theodore Lawson State Junior College, Birmingham, Alabama
- *Anchorage Community College, Anchorage, Alaska
- *Central Arizona College, Coolidge, Arizona
- *Maricopa Technical College, Phoenix, Arizona
- *Navajo Community College, Chinle, Arizona
- *Phoenix College, Phoenix, Arizona
- *College of the Redwoods, Eureka, California
- *College of San Mateo, San Mateo, California
- *College of the Sequoias, Visalia, California
- *College of the Siskiyous, Weed, California
- East Los Angeles Junior College, Los Angeles, California
- *Fresno City College, Fresno, California
- *Gavilan College, Gilroy, California
- *Pierce College, Woodland Hills, California
- *Modesto Junior College, Modesto, California
- *Pasadena City College, Pasadena, California
- *Porterville College, Porterville, California
- *Santa Barbara City College, Santa Barbara, California
- *Santa Rosa Junior College, Santa Rosa, California
- *Solano Community College, Suisun City, California
- *West Hills College, Coalinga, California
- *Aims College, Greeley, Colorado
- *Community College of Denver-North Campus, Denver, Colorado
- *Community College of Denver-West Campus, Denver, Colorado
- Broward Junior College, Ft. Lauderdale, Florida
- Central Florida Junior College, Ocala, Florida
- Daytona Beach Junior College, Daytona Beach, Florida
- Edison Junior College, Ft. Myers, Florida
- Florida Junior College at Jacksonville, Jacksonville, Florida
- *Hillsborough Junior College, Tampa, Florida
- Lake City Junior College, Lake City, Florida
- *Lake County Vocational-Technical Center, Eustis, Florida
- Lake-Sumter Community College, Leesburg, Florida
- Lewis M. Lively Area Vocational-Technical Center, Tallahassee, Florida
- Lindsey-Hopkins Education Center, Miami, Florida
- Manatee County Vocational-Technical Center, Bradenton, Florida
- *Manatee Junior College, Bradenton, Florida

Miami-Dade Junior College-North Campus, Miami, Florida
 Miami-Dade Junior College-South Campus, Miami, Florida
 *Mid-Florida Technical Institute, Orlando, Florida
 *North Technical Education Center, Riviera Beach, Florida
 Okaloosa-Walton Junior College, Niceville, Florida
 *Palm Beach Junior College, Lake Worth, Florida
 Pinellas Technical Education Center, Clearwater, Florida
 Polk Junior College, Winter Haven, Florida
 *Polk Vocational Technical Center, Lakeland, Florida
 *St. Johns River Junior College, Palatka, Florida
 St. Petersburg Junior College, St. Petersburg, Florida
 Santa Fe Junior College, Gainesville, Florida
 *Sarasota County Vocational-Technical Center, Sarasota, Florida
 Seminole Junior College, Sanford, Florida
 Sheridan Vocational Center, Hollywood, Florida
 Tampa Bay Vocational-Technical Center, Tampa, Florida
 *Valencia Junior College, Orlando, Florida
 *Leeward Community College, Pearl City, Hawaii
 *Vocational-Technical School, Idaho State University, Pocatello, Idaho
 *North Idaho Junior College, Coeur D'Alene, Idaho
 Black Hawk College, Moline, Illinois
 *Carl Sandburg College, Galesburg, Illinois
 *Kaskaskia College, Centralia, Illinois
 *Parkland College, Champaign, Illinois
 Vocational-Technical Institute, Southern Illinois University, Carbondale, Illinois
 Drake University, Des Moines, Iowa
 *Kirkwood Community College, Cedar Rapids, Iowa
 *Cowley County Community College, Arkansas City, Arkansas
 *Hutchinson Community Junior College, Hutchinson, Kansas
 *Kansas City Area Vocational-Technical School, Kansas City, Kansas
 *Kansas Technical Institute, Salina, Kansas
 *North Central Kansas Area Vocational-Technical School, Beloit, Kansas
 *Ashland Community College, Ashland, Kentucky
 *Jefferson Community College, Louisville, Kentucky
 *Somerset Community College, Somerset, Kentucky
 *Allegheny Community College, Cumberland, Maryland
 *Catonsville Community College, Catonsville, Maryland
 *Frederick Community College, Frederick, Maryland
 Fisher Junior College, Boston, Massachusetts
 *Kellogg Community College, Battle Creek, Michigan
 *Anoka-Ramsey State Junior College, Coon Rapids, Minnesota
 University of Minnesota Technical College, Crookston, Minnesota
 *Jones County Junior College, Ellisville, Mississippi
 *Flathead Valley Community College, Kalispell, Montana
 *Nevada Technical Institute, Reno, Nevada
 *Camden County College, Blackwood, New Jersey

- *Cape May County Vocational-Technical Center, Cape May Court House, N. J.
- *Ocean County College, Tom's River, New Jersey
- * Union County Vocational-Technical Schools, Scotch Plains, New Jersey
- * New Mexico Junior College, Hobbs, New Mexico
- * Alfred Agricultural & Technological College, Alfred, New York
- *Catawba Valley Technical Institute, Hickory, North Carolina
- *James Sprunt Institute, Kenansville, North Carolina
- *Lenoir Community College, Kinston, North Carolina
- *Nash Technical Institute, Rocky Mount, North Carolina
- *Pitt Technical Institute, Greenville, North Carolina
- *North Dakota State School of Science, Wahpeton, North Dakota
- *Penta Technical Institute, Perrysburg, Ohio
- *Eastern Oklahoma State College, Wilburton, Oklahoma
- *Northern Oklahoma College, Tonkawa, Oklahoma
- *Oklahoma State Technical Training School, Okmulgee, Oklahoma
- *Oklahoma State University, The Technical Institute, Oklahoma City, Oklahoma
- *Chemeketa Community College, Salem, Oregon
- *Clackamas Community College, Oregon City, Oregon
- *Portland Community College, Portland, Oregon
- *Community College of Delaware County, Media, Pennsylvania
- *Montgomery County Community College, Conshohocken, Pennsylvania
- *Rhode Island Junior College, Providence, Rhode Island
- *Orangeburg-Calhoun Technical Ed. Center, Orangeburg, South Carolina
- *Piedmont Technical Education Center, Greenwood, South Carolina
- *York County Technical Education Center, Rock Hill, South Carolina
- *Lee College, Baytown, Texas
- *San Antonio College, San Antonio, Texas
- *Utah Technical College at Salt Lake, Salt Lake City, Utah
- *Bellevue Community College, Bellevue, Washington
- *Columbia Basin College, Pasco, Washington
- *Everett Junior College, Everett, Washington
- *Green River Community College, Auburn, Washington
- *Olympic Junior College, Bremerton, Washington
- *Seattle Central Community College, Seattle, Washington
- *Spokane Community College, Spokane, Washington
- *Walla Walla Community College, Walla Walla, Washington
- *Yakima Valley College, Yakima, Washington
- *Potomac State College, Keyser, West Virginia
- *Milwaukee Area Technical Institute, Milwaukee, Wisconsin

APPENDIX B

GENERAL NORMS

- Table B. 1 Distribution of Test Scores (Ability Measures)
- Table B. 2 Distribution of Vocational Interests
- Table B. 3 Distribution of Special Competencies
- Table B. 4 Distribution of High School Grades
- Table B. 5 Distribution of Self-Estimates of Skills
- Table B. 6 Means and Standard Deviations for CPP Tests by
Educational Program
- Table B. 7 Means and Standard Deviations for CPP Tests by
Vocational Choice
- Table B. 8 Distribution of Goals and Job Values
- Table B. 9 Distribution of Working Condition Preferences
- Table B. 10 Distribution of Work Experiences

APPENDIX B

NATIONAL NORMS

TABLE B.1—DISTRIBUTION OF TEST SCORES (IN PERCENTILES)

SCORE	MECHANICAL SKILLS			NONVERBAL REASONING			CLERICAL SKILLS			NUMERICAL COMPUTATION			SCORE
	M	W	T	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	98	99	98	98	97	98	98	98	98	71-75
66-70	94	99	96	96	96	96	95	92	94	96	95	96	66-70
61-65	84	99	90	89	89	89	90	86	88	89	88	89	61-65
56-60	67	95	78	79	78	79	82	75	79	77	77	77	56-60
51-55	45	86	61	63	61	52	66	57	63	60	59	60	51-55
46-50	28	69	43	42	41	42	47	38	44	43	41	42	46-50
41-45	14	45	26	25	24	25	28	22	26	25	24	25	41-45
36-40	6	23	12	12	12	12	13	11	12	12	10	11	36-40
31-35	2	9	5	5	5	5	5	5	5	6	5	5	31-35
26-30	1	2	1	1	1	1	2	2	2	1	1	1	26-30
20-25	1	1	1	1	1	1	1	1	1	1	1	1	20-25
MEN	10403			10403			10403			10403			MEN
WOMEN	6438			6438			6438			6438			WOMEN
TOTAL	16841			16841			16841			16841			TOTAL
MEAN	53.7	44.3	50.1	49.9	50.1	50.0	49.4	51.4	50.1	49.9	50.4	50.1	MEAN
S.D.	9.4	7.9	10.0	10.0	10.1	10.0	10.2	10.3	10.5	10.1	10.0	10.1	S.D.

SCORE	MATHEMATICAL REASONING			SPACE RELATIONS			READING SKILLS			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	98	99	99	99	99	99	71-75
66-70	94	97	96	94	99	96	96	96	96	66-70
61-65	86	93	89	87	96	90	89	88	89	61-65
56-60	74	85	78	73	88	79	77	75	76	56-60
51-55	55	69	60	53	73	60	61	59	60	51-55
46-50	33	46	38	33	52	40	42	40	42	46-50
41-45	20	30	27	19	32	24	24	23	24	41-45
36-40	12	18	14	10	17	13	12	11	11	36-40
31-35	5	9	7	6	9	7	5	4	5	31-35
26-30	3	5	4	3	4	3	2	1	1	26-30
20-25	1	3	2	1	1	1	1	1	1	20-25
MEN	10403			10403			10403			MEN
WOMEN	6438			6438			6438			WOMEN
TOTAL	16841			16841			16841			TOTAL
MEAN	51.3	47.7	49.9	51.8	47.0	50.0	49.9	50.5	50.2	MEAN
S.D.	10.3	10.1	10.4	10.5	9.4	10.3	9.9	9.9	9.9	S.D.

APPENDIX B
NATIONAL NORMS

TABLE B.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)

SCORE	SCIENTIFIC			HEALTH			ARTISTIC			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	99	98	99	99	98	99	71-75
66-70	96	99	96	99	92	97	98	93	96	66-70
61-65	87	96	91	97	78	90	94	84	90	61-65
56-60	73	89	79	91	56	78	85	67	78	56-60
51-55	54	76	62	79	37	63	71	48	62	51-55
46-50	34	58	43	57	22	43	52	30	43	46-50
41-45	13	39	26	33	11	24	30	14	24	41-45
36-40	8	21	13	16	5	12	14	6	11	36-40
31-35	2	10	5	7	2	5	6	3	5	31-35
26-30	1	4	2	3	1	2	2	1	2	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25
MEN	10316			10297			10312			MEN
WOMEN	6384			6378			6381			WOMEN
TOTAL	16700			16675			16693			TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	9.5	9.6	10.0	8.6	9.6	10.0	9.4	9.6	9.8	S.D.

SCORE	SOCIAL SERV.			BUS. CONTACT			BUS. MANAG.			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	97	99	99	98	99	98	99	99	71-75
66-70	99	92	96	97	94	96	95	98	96	66-70
61-65	97	82	91	92	86	90	87	94	90	61-65
56-60	89	61	79	84	72	79	74	87	78	56-60
51-55	77	39	62	68	52	62	55	74	63	51-55
46-50	58	21	44	48	32	42	35	57	44	46-50
41-45	25	8	25	30	17	25	18	36	25	41-45
36-40	17	2	12	14	7	11	7	18	11	36-40
31-35	7	1	5	5	2	4	3	8	5	31-35
26-30	2	1	1	2	1	1	1	3	2	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25
MEN	10292			10313			10227			MEN
WOMEN	6376			6384			6345			WOMEN
TOTAL	16668			16697			16572			TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	9.0	8.6	9.9	9.8	9.4	9.9	9.5	9.8	9.9	S.D.

APPENDIX B

NATIONAL NORMS

TABLE B.2--DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)--CONTINUED

SCORE	BUS. DETAIL			HOUSEHOLD			CARPENTRY			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	90	97	99	99	97	99	98	99	99	71-75
66-70	98	92	96	99	91	96	94	99	96	66-70
61-65	94	81	89	98	79	91	85	98	90	61-65
56-60	87	66	79	93	57	79	68	94	78	56-60
51-55	77	49	63	82	34	63	46	83	60	51-55
46-50	49	31	42	50	16	43	27	66	42	46-50
41-45	29	17	24	35	6	24	13	45	26	41-45
36-40	14	9	12	18	2	12	5	24	12	36-40
31-35	5	3	5	8	1	5	2	10	5	31-35
26-30	2	1	2	3	1	2	1	3	2	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25
MEN	10274			10332			10285			MEN
WOMEN	6360			6394			6367			WOMEN
TOTAL	16634			16726			16652			TOTAL
MEAN	47.9	53.2	49.9	45.7	56.6	49.9	53.5	44.4	50.0	MEAN
S.D.	9.1	10.3	9.9	8.2	8.5	9.9	9.0	8.6	9.9	S.D.

SCORE	AGRICULTURE			MECHANICAL			ELECTRICAL			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	98	99	99	98	99	99	71-75
66-70	95	98	96	94	99	96	94	99	96	66-70
61-65	86	94	89	84	99	90	83	99	89	61-65
56-60	73	87	78	61	99	75	65	98	78	56-60
51-55	56	70	64	32	92	55	41	88	59	51-55
46-50	35	56	43	13	75	37	19	69	38	46-50
41-45	17	36	24	5	52	23	7	46	22	41-45
36-40	7	19	12	1	30	12	2	25	11	36-40
31-35	2	8	4	1	16	7	1	11	5	31-35
26-30	1	3	2	1	9	3	1	5	2	26-30
20-25	1	1	1	1	2	1	1	2	1	20-25
MEN	10290			10337			10287			MEN
WOMEN	6371			6394			6367			WOMEN
TOTAL	16661			16731			16654			TOTAL
MEAN	52.1	46.7	50.1	56.1	41.7	50.6	54.8	43.2	50.4	MEAN
S.D.	9.5	9.7	9.9	7.3	8.5	10.5	8.1	8.2	9.9	S.D.

APPENDIX B

NATIONAL NORMS

TABLE B.3—DISTRIBUTION OF SPECIAL COMPETENCIES

SCORE	SKILLED TRADES			HOME ECONOMICS			SCIENTIFIC			SCORE
	M	W	T	M	W	T	M	W	T	
0	113	2402	2515	1352	29	1381	574	550	1124	0
1	106	823	929	1159	73	1232	804	739	1543	1
2	192	814	1006	1410	129	1539	1402	1182	2584	2
3	332	612	944	1233	187	1420	1579	1051	2630	3
4	358	363	721	1060	292	1352	1428	855	2283	4
5	446	231	677	943	415	1356	1276	625	1901	5
6	505	130	635	737	461	1198	1023	417	1440	6
7-8	1154	149	1303	1002	1195	2197	1184	444	1628	7-8
9-10	1359	100	1459	514	1284	1798	418	144	562	9-10
11-12	1379	125	1504	225	1172	1397				11-12
13-14	1300	26	1326	75	963	1036				13-14
OVER 14	2845	76	2921							OVER 14
N-CT	10089	5851	15940	9710	6200	15910	9688	6007	15695	N-CT
MEAN	11.1	2.2	7.9	3.8	8.8	5.7	4.1	3.3	3.8	MEAN
S.D.	5.0	3.4	6.2	3.0	3.3	4.0	2.4	2.2	2.4	S.D.

SCORE	SPORTS			ARTISTIC			COMMUNITY SERV.			SCORE
	M	W	T	M	W	T	M	W	T	
0	232	442	674	1568	196	1764	4505	1075	5580	0
1	440	1026	1466	1439	335	1774	1696	1025	2721	1
2	790	1337	2127	1563	579	2142	1310	1134	2444	2
3	1106	1058	2164	1358	705	2063	910	934	1844	3
4	1293	780	2073	1088	785	1873	483	657	1140	4
5	1329	496	1825	781	755	1536	325	462	788	5
6	1167	298	1465	558	676	1234	197	314	511	6
7-8	1926	244	2170	722	1039	1761	220	321	541	7-8
9-10	1032	102	1134	285	642	927	85	129	214	9-10
11-12	342	99	441	148	271	419				11-12
13-14				52	111	163				13-14
OVER 14				27	23	50				OVER 14
N-CT	9657	5882	15539	9589	6117	15706	9732	6051	15783	N-CT
MEAN	5.4	3.1	4.5	3.2	5.4	4.1	1.5	2.7	1.9	MEAN
S.D.	2.7	2.3	2.8	2.8	3.1	3.1	2.0	2.3	2.2	S.D.

SCORE	BUSINESS			LEADERSHIP			CLERICAL			SCORE
	M	W	T	M	W	T	M	W	T	
0	145	291	436	1533	436	1969	1021	283	1304	0
1	549	604	1153	1401	651	2052	1419	488	1907	1
2	1017	1111	2128	1449	939	2388	1581	706	2287	2
3	1447	1206	2653	1237	852	2089	1324	691	2015	3
4	1507	1030	2537	1030	776	1806	1170	683	1853	4
5	1461	778	2239	785	660	1445	842	608	1450	5
6	1198	501	1699	554	508	1062	616	531	1147	6
7-8	1370	360	1730	706	760	1466	791	937	1728	7-8
9-10	571	102	673	359	325	684	407	657	1064	9-10
11-12	186	54	240	160	90	250	153	365	518	11-12
13-14	32	18	50				56	132	188	13-14
OVER 14	67	34	101				29	24	53	OVER 14
N-CT	9550	6089	15639	9214	5997	15211	9409	6105	15514	N-CT
MEAN	4.9	3.7	4.4	3.2	4.0	3.5	3.6	5.3	4.3	MEAN
S.D.	2.6	2.4	2.6	2.7	2.7	2.7	2.9	3.4	3.2	S.D.

APPENDIX B

NATIONAL NORMS

TABLE B.4-DISTRIBUTION OF HIGH SCHOOL GRADES

MEN STUDENTS

	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	402	4	677	7	783	3	564	5	712	7	2183	21
B	2583	25	2366	23	3152	30	2610	25	2127	20	2926	28
C	5431	52	4684	45	4595	44	4509	43	2425	23	1536	15
D	1473	14	1791	17	1008	10	1245	12	439	4	172	2
F	124	1	276	3	71	1	121	1	72	1	24	
NOT TAKEN	390	4	609	6	794	8	1354	13	4628	44	3562	34
MEAN		2.17		2.14		2.37		2.25		2.51		3.03
S.D.		.766		.891		.807		.817		.850		.821
NO. STUDENTS	10,403		10,403		10,403		10,403		10,403		10,403	

WOMEN STUDENTS

	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	1089	17	567	9	1075	17	632	10	1387	22	1442	22
B	3029	47	1906	30	2577	40	2162	34	2222	35	1694	26
C	1946	30	2765	43	2134	33	2488	39	1302	20	626	10
D	186	3	773	12	260	4	407	6	135	2	26	
F	12		70	1	9		38	1	14		5	
NOT TAKEN	176	3	357	6	383	6	711	11	1378	21	2645	41
MEAN		2.80		2.35		2.73		2.51		2.96		3.20
S.D.		.762		.859		.803		.808		.813		.739
NO. STUDENTS	6,438		6,438		6,438		6,438		6,438		6,438	

TOTAL STUDENTS

	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	1491	9	1244	7	1858	11	1196	7	2099	12	3625	22
B	5612	33	4272	25	5729	34	4772	28	4349	26	4620	27
C	7377	44	7449	44	6729	40	6997	42	3727	22	2162	13
D	1659	10	2564	15	1268	8	1652	10	574	3	198	1
F	136	1	346	2	80		159	1	86	1	29	
NOT TAKEN	566	3	966	6	1177	7	2065	12	6006	36	6207	37
MEAN		2.41		2.22		2.51		2.35		2.72		3.09
S.D.		.824		.885		.824		.823		.862		.797
NO. STUDENTS	16,841		16,841		16,841		16,841		16,841		16,841	

APPENDIX B

NATIONAL NORMS

TABLE B.5--DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)

HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE

TRAITS	SEX	N-CT	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
ACADEMIC MOTIVATION	MEN	10372	6	59	29	6
	WOMEN	6404	3	51	37	9
	TOTAL	16776	5	56	32	7
ADAPTABILITY	MEN	10364	5	54	35	6
	WOMEN	6417	4	56	34	6
	TOTAL	16781	5	55	34	6
ARTISTIC ABILITY	MEN	10336	41	37	18	4
	WOMEN	6378	35	43	19	3
	TOTAL	16714	39	40	18	4
CLERICAL ABILITY	MEN	10318	27	54	16	3
	WOMEN	6402	15	54	26	5
	TOTAL	16720	22	54	20	4
COMMON SENSE	MEN	10366	2	43	44	11
	WOMEN	6422	2	52	37	8
	TOTAL	16788	2	47	4	10
COPIING ABILITY	MEN	10362	7	60	29	5
	WOMEN	6412	7	65	25	3
	TOTAL	16774	7	62	27	4
ENGLISH ABILITY	MEN	10358	27	57	14	2
	WOMEN	6417	11	60	24	5
	TOTAL	16775	21	58	18	3
GETTING ALONG	MEN	10369	3	43	43	12
	WOMEN	6416	2	41	46	12
	TOTAL	16785	2	42	44	12

APPENDIX B
NATIONAL NORMS

TABLE B.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)—CONTINUED

TRAITS	SEX	N-CT	HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE			
			BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
LEARNING ABILITY	MEN	10366	8	63	25	4
	WOMEN	6421	7	66	24	4
	TOTAL	16787	7	64	25	4
LIKING SCHOOL	MEN	10376	12	57	26	5
	WOMEN	6424	6	51	33	9
	TOTAL	16800	10	55	29	7
MATHEMATICAL ABILITY	MEN	10376	25	51	21	4
	WOMEN	6423	39	48	11	2
	TOTAL	16799	30	49	17	3
MECHANICAL ABILITY	MEN	10375	6	37	44	13
	WOMEN	6413	44	45	9	1
	TOTAL	16788	21	40	31	8
PHYSICAL ENERGY	MEN	10372	5	42	40	13
	WOMEN	6425	7	58	29	6
	TOTAL	16797	6	48	36	10
SCIENTIFIC ABILITY	MEN	10368	37	49	12	2
	WOMEN	6413	43	48	8	1
	TOTAL	16781	39	49	10	2
SOCIAL SELF-CONFIDENCE	MEN	10368	20	56	20	4
	WOMEN	6422	13	57	24	6
	TOTAL	16790	17	56	22	5
WORK MOTIVATION	MEN	10328	2	37	49	12
	WOMEN	6388	1	34	51	14
	TOTAL	16716	1	36	50	13

APPENDIX B

NATIONAL NORMS

TABLE B.6—MEANS AND STANDARD DEVIATIONS FOR CPP TESTS BY EDUCATIONAL PROGRAM

PROGRAM		MECH. SKILLS	NONVERB. REAS.	CLER. SKILLS	NUM. COMP.	MATH. REAS.	SPACE REL.	READING SKILLS
ALL STUDENTS	MEAN	50.1	50.0	50.1	50.1	49.9	50.0	50.2
	S.D.	10.0	10.0	10.5	10.1	10.4	10.3	9.9
	N-CT	16841	16841	16841	16841	16841	16841	16841
AGRIC., FORESTRY, AND MARITIME FLDS	MEAN	52.8	49.2	48.5	48.5	50.1	51.1	49.7
	S.D.	9.2	9.5	10.0	9.6	10.1	10.2	9.9
	N-CT	1125	1125	1125	1125	1125	1125	1125
PERSUASION AND MARKETING FLDS	MEAN	49.0	49.0	50.0	49.4	49.8	48.9	50.0
	S.D.	9.6	9.5	10.4	9.4	9.8	9.8	9.8
	N-CT	573	573	573	573	573	573	573
HEALTH FIELDS	MEAN	45.9	50.0	51.1	50.0	48.7	47.6	51.7
	S.D.	8.3	10.3	10.7	9.8	10.1	9.4	9.6
	N-CT	2955	2955	2955	2955	2955	2955	2955
HOME ECONOMICS	MEAN	46.1	50.4	52.4	49.2	47.7	49.2	49.7
	S.D.	8.6	11.8	12.0	10.8	10.0	9.6	9.8
	N-CT	74	74	74	74	74	74	74
BUSINESS AN. OFFICE FIELDS	MEAN	47.2	50.5	52.5	52.7	50.2	49.0	50.8
	S.D.	9.2	9.5	10.1	9.7	10.4	9.7	9.5
	N-CT	3471	3471	3471	3471	3471	3471	3471
SCI., ENGINEERING, AND TECHNOLOGY	MEAN	57.5	53.1	51.4	53.7	56.0	54.2	53.3
	S.D.	8.9	9.8	9.2	9.6	9.2	9.7	9.2
	N-CT	1500	1500	1500	1500	1500	1500	1500
TRADE AND INDUSTRIAL FIELDS	MEAN	53.4	49.1	48.7	48.6	49.5	51.7	48.3
	S.D.	9.5	9.7	10.3	9.9	10.2	10.7	9.8
	N-CT	4372	4372	4372	4372	4372	4372	4372
SOCIAL SCI. AND PUBLIC SERVICE	MEAN	48.8	50.8	50.8	49.0	49.4	49.9	51.3
	S.D.	9.3	10.0	10.2	9.8	9.8	10.1	9.8
	N-CT	1163	1163	1163	1163	1163	1163	1163
ARTS AND HUMANITIES	MEAN	51.1	51.4	48.5	49.2	50.2	50.4	50.0
	S.D.	9.0	11.0	10.3	10.8	10.4	10.9	9.9
	N-CT	192	192	192	192	192	192	192
UNDECIDED	MEAN	49.6	50.4	47.8	49.0	49.1	49.0	49.2
	S.D.	9.7	10.6	10.0	9.4	10.7	10.4	10.3
	N-CT	572	572	572	572	572	572	572

APPENDIX B
NATIONAL NORMS

TABLE B.7—MEANS AND STANDARD DEVIATIONS FOR CPP TESTS BY VOCATIONAL CHOICE

VOCATIONAL CHOICE		MECH. SKILLS	NONVERB. REAS.	CLER. SKILLS	NUM. COMP.	MATH. REAS.	SPACE REL.	READING SKILLS
ALL STUDENTS	MEAN	50.1	50.0	50.1	50.1	49.9	50.0	50.2
	S.D.	10.0	10.0	10.5	10.1	10.4	10.3	9.9
	N-CT	16841	16841	16841	16841	16841	16841	16841
AGRIC., FORESTRY, AND MARITIME FLDS	MEAN	54.7	50.4	49.5	49.8	52.0	52.6	52.0
	S.D.	8.6	9.6	9.6	9.4	9.7	9.9	9.5
	N-CT	895	895	895	895	895	895	895
PERSUASION AND MARKETING FLDS	MEAN	48.2	48.3	47.7	47.8	47.8	47.9	47.7
	S.D.	9.7	9.6	10.7	9.8	10.2	10.3	10.0
	N-CT	954	954	954	954	954	954	954
HEALTH FIELDS	MEAN	46.1	50.1	51.3	50.1	48.9	47.7	51.9
	S.D.	8.3	10.2	10.6	9.8	10.0	9.4	9.6
	N-CT	2895	2895	2895	2895	2895	2895	2895
HOME ECONOMICS	MEAN	43.3	48.6	50.4	47.5	45.3	46.5	46.9
	S.D.	8.1	10.8	13.3	10.7	10.5	10.0	10.1
	N-CT	106	106	106	106	106	106	106
BUSINESS AND OFFICE FIELDS	MEAN	47.2	50.4	52.5	52.8	50.2	49.1	50.7
	S.D.	9.1	9.6	10.1	9.7	10.2	9.7	9.4
	N-CT	3297	3297	3297	3297	3297	3297	3297
SCI., ENGINEERING, AND TECHNOLOGY	MEAN	57.1	52.7	50.9	53.0	55.4	54.0	52.6
	S.D.	8.9	9.8	9.5	9.8	9.6	9.7	9.3
	N-CT	1622	1622	1622	1622	1622	1622	1622
TRADE AND INDUSTRIAL FIELDS	MEAN	53.6	49.1	48.9	48.7	49.6	51.7	48.5
	S.D.	9.4	9.7	10.2	9.8	10.1	10.7	9.8
	N-CT	4042	4042	4042	4042	4042	4042	4042
SOCIAL SCI. AND PUBLIC SERVICE	MEAN	48.6	50.6	50.6	49.4	49.3	49.7	51.2
	S.D.	9.4	10.2	10.3	9.8	10.0	10.2	9.9
	N-CT	1235	1235	1235	1235	1235	1235	1235
ARTS AND HUMANITIES	MEAN	50.8	51.9	48.2	49.3	50.4	50.3	50.5
	S.D.	9.5	10.9	9.9	10.3	10.6	10.5	10.1
	N-CT	347	347	347	347	347	347	347
UNDECIDED	MEAN	49.4	49.7	49.2	49.1	48.7	49.2	49.4
	S.D.	9.9	10.2	9.7	9.4	11.3	10.5	9.9
	N-CT	411	411	411	411	411	411	411

APPENDIX B
NATIONAL NORMS

TABLE B.8—DISTRIBUTION OF GOALS AND JOB VALUES (IN PERCENTAGES)

HOW IMPORTANT WILL THE FOLLOWING GOALS AND JOB CHARACTERISTICS
Be IN YOUR LIFE

GOALS IN LIFE	SEX	N-C	VERY UN- IMPORT.	UN- IMPORT.	IMPORT.	VERY IMPORT.
COMMUNITY SERVICE	MEN	10348	4	25	57	13
	WOMEN	6415	2	11	63	24
	TOTAL	16763	3	20	60	18
FAMILY-CENTERED	MEN	10347	2	3	19	77
	WOMEN	6407	2	1	9	88
	TOTAL	16754	2	2	15	81
FINANCIAL	MEN	10355	2	8	50	40
	WOMEN	6409	2	15	60	23
	TOTAL	16764	2	11	54	34
JOB-CENTERED	MEN	10354	1	1	26	72
	WOMEN	6418	1	1	29	68
	TOTAL	16772	1	1	28	70
PERSONAL ADJUSTMENT	MEN	10332	1	1	32	66
	WOMEN	6406	1		17	82
	TOTAL	16738	1	1	26	72
JOB CHARACTERISTICS						
CO-WORKERS	MEN	10341	2	6	47	45
	WOMEN	6413	1	4	41	53
	TOTAL	16754	2	5	45	48
INDEPENDENCE	MEN	10346	2	28	47	22
	WOMEN	6400	4	40	43	13
	TOTAL	16746	3	33	46	18
INTEREST	MEN	10351	1	2	24	72
	WOMEN	6409	2	1	21	76
	TOTAL	16760	1	1	23	74
JOB SECURITY	MEN	10359	6	24	46	24
	WOMEN	6412	8	32	42	17
	TOTAL	16771	7	27	45	21
PAY	MEN	10341	7	38	42	14
	WOMEN	6394	13	48	32	8
	TOTAL	16735	9	42	38	11
RESPONSIBILITY	MEN	10352	2	14	54	30
	WOMEN	6414	2	19	51	28
	TOTAL	16766	2	16	53	29

APPENDIX B
NATIONAL NORMS

TABLE B.9—DISTRIBUTION OF WORKING CONDITION PREFERENCES (IN PERCENTAGES)

DO YOU PREFER WORKING CONDITION A OR B AND HOW STRONG IS YOUR PREFERENCE

	SEX	N-CT	STRONGLY PREFER A	PREFER A	PREFER B	STRONGLY PREFER B
(A) INDOOR WORK OR (B) OUTDOOR WORK	MEN	10106	14	35	30	20
	WOMEN	6328	23	53	18	7
	TOTAL	16434	17	42	25	15
(A) WORK WITH PEOPLE OR (B) WORK ALONE	MEN	10126	28	48	17	6
	WOMEN	6324	49	40	8	2
	TOTAL	16450	36	45	14	4
(A) VARIETY OF TASKS OR (B) SAME TASK	MEN	10104	39	48	9	4
	WOMEN	6316	45	45	7	2
	TOTAL	16420	41	47	9	3
(A) PHYSICAL LABOR OR (B) DESK WORK	MEN	10106	38	41	15	6
	WOMEN	6305	30	38	23	8
	TOTAL	16411	35	40	18	7

TABLE B.10—DISTRIBUTION OF WORK EXPERIENCES (IN PERCENTAGES)

	SEX	N-CT	NO EXP.	ONLY PART-TIME	LESS THAN 1 YEAR	1-5 YEARS	MORE THAN 5 YEARS
WORK EXPERIENCE PRIOR TO PRESENT SCHOOLING	MEN	10355	3	25	29	27	15
	WOMEN	6418	14	36	23	19	8
	TOTAL	16773	7	29	27	24	13

APPENDIX C

VOCATIONAL-TECHNICAL PROGRAM CLUSTER NORMS

Clusters

Agriculture, Forestry, and Maritime

Persuasion and Marketing

Health

Business and Office

Science, Engineering, and Technology

Trade and Industrial

Social Science and Public Service

The following tables are provided for each of the above clusters:

Table C. 1 Distribution of Test Scores (Ability Measures)

Table C. 2 Distribution of Vocational Interests

Table C. 3 Distribution of Special Competencies

Table C. 4 Distribution of High School Grades

Table C. 5 Distribution of Self-Estimates of Skills

APPENDIX C
AGRICULTURE,
FORESTRY, AND
MARITIME CLUSTER

TABLE C.1—DISTRIBUTION OF TEST SCORES (IN PERCENTILES)

SCORE	MECHANICAL SKILLS			NONVERBAL REASONING			CLERICAL SKILLS			NUMERICAL COMPUTATION			SCORE
	M	W	T	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	99		99	76-80
71-75	99		99	99		99	99		99	99		99	71-75
66-70	95		95	98		97	96		95	98		98	66-70
61-65	87		87	92		92	92		92	93		93	61-65
56-60	69		71	83		82	85		85	82		82	56-60
51-55	45		48	66		66	69		70	65		65	51-55
46-50	26		29	44		44	50		51	47		47	46-50
41-45	13		16	26		26	30		31	28		28	41-45
36-40	5		7	12		12	14		14	14		15	36-40
31-35	2		3	5		5	5		6	7		7	31-35
26-30	1		1	1		1	1		2	2		2	26-30
20-25	1		1	1		1	1		1	1		1	20-25
MEN	1048			1048			1048			1048			MEN
WOMEN	77			77			77			77			WOMEN
TOTAL	1125			1125			1125			1125			TOTAL

	M	W	T	M	W	T	M	W	T	M	W	T	MEAN
MEAN	53.4		52.8	49.1		49.2	48.6		48.5	48.6		48.5	MEAN
S.D.	8.9		9.2	9.4		9.5	9.9		10.0	9.5		9.6	S.D.

SCORE	MATHEMATICAL REASONING			SPACE RELATIONS			READING SKILLS			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	99		99	99		99	71-75
66-70	96		96	95		96	96		96	66-70
61-65	88		89	88		89	90		89	61-65
56-60	77		78	74		75	77		77	56-60
51-55	58		59	53		55	62		62	51-55
46-50	35		37	33		35	44		44	46-50
41-45	21		23	18		20	25		26	41-45
36-40	13		14	10		11	11		12	36-40
31-35	6		6	6		7	4		5	31-35
26-30	3		3	3		3	1		1	26-30
20-25	1		2	1		1	1		1	20-25
MEN	1048			1048			1048			MEN
WOMEN	77			77			77			WOMEN
TOTAL	1125			1125			1125			TOTAL

	M	W	T	M	W	T	M	W	T	MEAN
MEAN	50.6		50.1	51.5		51.1	49.8		49.7	MEAN
S.D.	10.0		10.1	10.0		10.2	9.8		9.9	S.D.

APPENDIX C
AGRICULTURE,
FORESTRY, AND
MARITIME CLUSTER

TABLE C.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)

SCORE	SCIENTIFIC			HEALTH			ARTISTIC			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	99		99	99		99	71-75
66-70	97		97	99		99	98		98	66-70
61-65	93		93	98		97	96		95	61-65
56-60	83		83	93		91	88		86	56-60
51-55	64		65	82		79	76		73	51-55
46-50	44		44	61		59	58		56	46-50
41-45	25		25	38		36	36		34	41-45
36-40	11		12	19		18	19		18	36-40
31-35	5		5	7		7	9		9	31-35
26-30	2		2	3		3	4		3	26-30
20-25	1		1	1		1	1		1	20-25
MEN		1043			1041			1043		MEN
WOMEN		76			76			76		WOMEN
TOTAL		1119			1117			1119		TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	49.7		49.6	45.6		46.0	46.3		47.0	S.D.
	9.4		9.5	8.4		8.8	9.5		9.8	
SCORE	SOCIAL SERV.			BUS. CONTACT			BUS. MANAG.			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	99		99	99		99	71-75
66-70	99		98	98		97	95		95	66-70
61-65	97		96	94		93	89		89	61-65
56-60	90		88	87		85	77		78	56-60
51-55	79		77	72		71	60		61	51-55
46-50	61		59	54		53	40		41	46-50
41-45	39		37	35		35	22		22	41-45
36-40	20		18	17		17	9		9	36-40
31-35	8		7	6		6	3		3	31-35
26-30	2		2	2		2	1		1	26-30
20-25	1		1	1		1	1		1	20-25
MEN		1043			1043			1043		MEN
WOMEN		76			76			76		WOMEN
TOTAL		1119			1119			1119		TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	45.8		46.4	47.1		47.4	50.9		50.8	S.D.
	9.0		9.3	9.7		10.0	9.6		9.6	

APPENDIX C
AGRICULTURE,
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TABLE C.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)—CONTINUED

SCORE	BUS. DETAIL			HOUSEHOLD			CARPENTRY			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	99		99	97		98	71-75
66-70	99		98	99		99	92		93	66-70
61-65	96		95	98		97	81		82	61-65
56-60	89		88	93		90	64		65	56-60
51-55	76		74	81		77	42		44	51-55
46-50	55		54	60		57	24		25	46-50
41-45	35		34	37		35	11		12	41-45
36-40	17		17	20		18	3		4	36-40
31-35	6		6	8		8	1		1	31-35
26-30	2		2	3		3	1		1	26-30
20-25	1		1	1		1	1		1	20-25
MEN	1042			1042			1043			MEN
WOMEN	76			76			76			WOMEN
TOTAL	1118			1118			1119			TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	46.8		47.1	45.7		46.4	54.6		54.2	S.D.
	8.7		9.1	8.5		8.9	8.9		9.0	

SCORE	AGRICULTURE			MECHANICAL			ELECTRICAL			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	98		98	99		99	99		99	76-80
71-75	93		93	98		98	99		99	71-75
66-70	79		80	92		92	98		99	66-70
61-65	58		59	80		82	93		94	61-65
56-60	39		40	58		61	81		82	56-60
51-55	24		26	30		33	56		58	51-55
46-50	12		13	10		14	28		30	46-50
41-45	5		6	3		5	11		13	41-45
36-40	2		2	1		2	3		4	36-40
31-35	1		1	1		1	1		1	31-35
26-30	1		1	1		1	1		1	26-30
20-25	1		1	1		1	1		1	20-25
MEN	1042			1042			1041			MEN
WOMEN	76			77			76			WOMEN
TOTAL	1118			1119			1117			TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	60.1		59.7	57.0		56.1	51.7		51.3	S.D.
	9.3		9.6	7.2		7.9	7.0		7.2	

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TABLE C.3—DISTRIBUTION OF SPECIAL COMPETENCIES

SCORE	SKILLED TRADES			HOME ECONOMICS			SCIENTIFIC			SCORE
	M	W	T	M	W	T	M	W	T	
0	5		29	103		104	59		67	0
1	10		15	145		146	62		72	1
2	11		20	157		158	146		157	2
3	28		36	133		135	164		177	3
4	33		40	105		110	147		153	4
5	55		59	78		80	137		148	5
6	67		67	70		75	105		109	6
7-8	112		115	97		107	103		106	7-8
9-10	153		156	47		65	39		43	9-10
11-12	164		167	24		36				11-12
13-14	139		140	8		18				13-14
OVER 14	235		235							OVER 14
N-CT	1012	67	1079	967	67	1034	562	70	1032	N-CT
MEAN	10.8		10.3	3.7		4.1	4.0		4.0	MEAN
S.D.	4.6		4.9	3.0		3.2	2.3		2.3	S.D.

SCORE	SPORTS			ARTISTIC			COMMUNITY SERV.			SCORE
	M	W	T	M	W	T	M	W	T	
0	14		20	159		160	384		394	0
1	31		36	151		156	183		194	1
2	84		103	164		174	148		162	2
3	93		100	152		154	116		127	3
4	116		128	114		121	41		47	4
5	142		151	73		84	37		43	5
6	134		137	56		60	23		27	6
7-8	211		216	60		73	22		24	7-8
9-10	100		100	15		26	11		11	9-10
11-12	35		36	17		20				11-12
13-14				4		4				13-14
OVER 14				1		2				OVER 14
N-CT	960	67	1027	966	68	1034	965	64	1029	N-CT
MEAN	5.6		5.5	3.0		3.2	1.6		1.7	MEAN
S.D.	2.6		2.7	2.6		2.8	2.0		2.0	S.D.

SCORE	BUSINESS			LEADERSHIP			CLERICAL			SCORE
	M	W	T	M	W	T	M	W	T	
0	17		24	119		125	129		133	0
1	64		69	140		145	165		177	1
2	119		129	147		156	171		178	2
3	154		169	126		134	134		142	3
4	152		164	121		129	125		132	4
5	135		141	77		83	61		66	5
6	107		109	61		68	44		47	6
7-8	118		127	72		81	54		64	7-8
9-10	46		46	36		42	31		39	9-10
11-12	16		17	22		24	13		14	11-12
13-14	4		4				5		6	13-14
OVER 14	12		12				5		6	OVER 14
N-CT	944	67	1011	921	66	987	937	67	1004	N-CT
MEAN	4.7		4.6	3.4		3.5	3.2		3.3	MEAN
S.D.	2.8		2.7	2.7		2.8	2.8		2.9	S.D.

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TABLE C.4—DISTRIBUTION OF HIGH SCHOOL GRADES

MEN STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	36	3	53	5	73	7	50	5	69	7	280	27
B	280	27	224	21	360	34	272	26	232	22	317	30
C	557	53	463	44	442	42	464	44	269	26	129	12
D	123	12	219	21	102	10	136	13	51	5	19	2
F	9	1	32	3	3		3		4		1	
NOT TAKEN	43	4	57	5	68	6	123	12	423	40	302	29
MEAN		2.21		2.05		2.41		2.25		2.50		3.15
S.D.		.732		.888		.785		.780		.820		.800
NO. STUDENTS	1,048		1,048		1,048		1,048		1,048		1,048	
WOMEN STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A												
B												
C												
D												
F												
NOT TAKEN												
MEAN												
S.D.												
NO. STUDENTS	77		77		77		77		77		77	
TOTAL STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	50	4	59	5	88	8	61	5	81	7	300	27
B	317	28	244	22	393	35	301	27	252	22	337	30
C	582	52	493	44	463	41	492	44	285	25	135	12
D	123	11	236	21	108	10	138	12	54	5	19	2
F	9	1	33	3	3		3		4		1	
NOT TAKEN	44	4	60	5	70	6	130	12	449	40	333	30
MEAN		2.26		2.06		2.43		2.28		2.52		3.16
S.D.		.748		.891		.796		.787		.827		.795
NO. STUDENTS	1,125		1,125		1,125		1,125		1,125		1,125	

APPENDIX C
AGRICULTURE,
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TABLE C.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)

HOW THE STUDENTS THINK THEY COMPARE WITH
PERSONS THEIR OWN AGE

TRAITS	SEX	N=CT	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
ACADEMIC MOTIVATION	MEN	1046	6	63	28	3
	WOMEN	75				
	TOTAL	1121	6	62	28	4
ADAPTABILITY	MEN	1048	5	55	34	6
	WOMEN	77				
	TOTAL	1125	5	55	33	7
ARTISTIC ABILITY	MEN	1043	46	36	15	3
	WOMEN	75				
	TOTAL	1118	45	36	16	3
CLERICAL ABILITY	MEN	1039	28	56	14	2
	WOMEN	77				
	TOTAL	1116	27	56	15	2
COMMON SENSE	MEN	1045	2	44	44	10
	WOMEN	77				
	TOTAL	1122	2	44	44	10
COPING ABILITY	MEN	1045	7	62	26	4
	WOMEN	76				
	TOTAL	1121	7	63	26	4
ENGLISH ABILITY	MEN	1043	29	58	12	2
	WOMEN	77				
	TOTAL	1120	28	58	13	2
GETTING ALONG	MEN	1047	2	44	43	11
	WOMEN	76				
	TOTAL	1123	2	44	43	11

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TABLE C.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)—CONTINUED

TRAITS	SEX	N-CT	HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE			
			BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
LEARNING ABILITY	MEN	1043	10	63	24	2
	WOMEN	77				
	TOTAL	1120	10	64	24	3
LIKING SCHOOL	MEN	1044	13	60	24	3
	WOMEN	77				
	TOTAL	1121	12	58	25	4
MATHEMATICAL ABILITY	MEN	1046	31	49	18	2
	WOMEN	77				
	TOTAL	1123	31	49	17	2
MECHANICAL ABILITY	MEN	1045	5	39	44	11
	WOMEN	77				
	TOTAL	1122	7	40	42	10
PHYSICAL ENERGY	MEN	1047	4	35	45	16
	WOMEN	77				
	TOTAL	1124	4	36	44	15
SCIENTIFIC ABILITY	MEN	1046	38	50	11	1
	WOMEN	77				
	TOTAL	1123	38	50	11	1
SOCIAL SELF-CONFIDENCE	MEN	1045	21	55	20	4
	WOMEN	77				
	TOTAL	1122	21	55	20	4
WORK MOTIVATION	MEN	1046	1	37	50	12
	WOMEN	77				
	TOTAL	1123	1	36	51	12

APPENDIX C

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TABLE C.1—DISTRIBUTION OF TEST SCORES (IN PERCENTILES)

SCORE	MECHANICAL SKILLS			NONVERBAL REASONING			CLERICAL SKILLS			NUMERICAL COMPUTATION			SCORE
	M	W	T	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		59	99		99	76-80
71-75	99		99	99		99	99		79	99		99	71-75
66-70	96		97	98		98	95		95	97		97	66-70
61-65	89		92	92		92	90		88	91		91	61-65
56-60	75		81	84		82	81		79	82		81	56-60
51-55	56		65	68		65	64		62	66		64	51-55
46-50	38		49	48		45	45		43	46		44	46-50
41-45	21		29	28		26	27		26	26		25	41-45
36-40	8		13	12		11	13		14	12		12	36-40
31-35	3		5	4		5	6		6	6		6	31-35
26-30	1		2	1		2	1		2	1		1	26-30
20-25	1		1	1		1	1		1	1		1	20-25

MEN	402			402			402			402			MEN
WOMEN	171			171			171			171			WOMEN
TOTAL	573			573			573			573			TOTAL

MEAN	M	W	T	M	W	T	M	W	T	M	W	T	MEAN
S.D.	51.3		49.0	48.5		49.0	49.5		50.0	49.1		49.4	S.D.
	9.2		9.6	9.1		9.5	10.2		10.4	9.3		9.4	

SCORE	MATHEMATICAL REASONING			SPACE RELATIONS			READING SKILLS			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	99		99	99		99	71-75
66-70	96		96	97		98	97		97	66-70
61-65	88		90	91		93	91		90	61-65
56-60	78		81	80		83	79		78	56-60
51-55	57		60	62		65	61		60	51-55
46-50	33		36	43		45	41		41	46-50
41-45	20		22	25		27	24		24	41-45
36-40	12		14	13		13	12		12	36-40
31-35	5		6	8		7	5		5	31-35
26-30	2		3	4		3	1		1	26-30
20-25	1		2	1		1	1		1	20-25

MEN	402			402			402			MEN
WOMEN	171			171			171			WOMEN
TOTAL	573			573			573			TOTAL

MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	50.7		49.8	49.4		48.9	49.8		50.0	S.D.
	9.6		9.8	10.3		9.8	9.7		9.8	



APPENDIX C
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MARKETING CLUSTER

TABLE C.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)

SCORE	SCIENTIFIC			HEALTH			ARTISTIC			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	99		99	99		99	71-75
66-70	98		99	99		99	98		96	66-70
61-65	96		96	98		98	92		89	61-65
56-60	86		88	93		91	81		76	56-60
51-55	68		73	80		75	63		58	51-55
46-50	45		54	55		52	44		40	46-50
41-45	23		33	31		29	24		22	41-45
36-40	11		18	15		14	10		9	36-40
31-35	5		9	6		5	4		4	31-35
26-30	2		4	2		2	1		1	26-30
20-25	1		1	1		1	1		1	20-25
MEN		401			401			401		MEN
WOMEN		171			171			171		WOMEN
TOTAL		572			572			572		TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	8.7		9.6	7.9		8.2	9.0		9.5	S.D.
	49.3		47.2	46.6		47.3	49.7		50.8	

SCORE	SOCIAL SERV.			BUS. CONTACT			BUS. MANAG.			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	97		97	95		96	71-75
66-70	98		96	90		90	86		89	66-70
61-65	94		91	77		76	68		74	61-65
56-60	82		77	57		56	46		54	56-60
51-55	66		58	35		34	28		36	51-55
46-50	43		37	19		18	15		22	46-50
41-45	21		17	10		9	6		11	41-45
36-40	8		7	4		4	2		4	36-40
31-35	3		3	2		1	1		2	31-35
26-30	1		1	1		1	1		1	26-30
20-25	1		1	1		1	1		1	20-25
MEN		401			401			401		MEN
WOMEN		171			171			171		WOMEN
TOTAL		572			572			572		TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	8.8		9.2	9.3		9.1	9.2		10.0	S.D.
	49.7		51.2	56.0		56.2	58.4		56.4	

APPENDIX C

PERSUASION AND
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TABLE C.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)—CONTINUED

SCORE	BUS. DETAIL			HOUSEHOLD			CARPENTRY			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	99		99	99		99	71-75
66-70	96		96	99		98	97		98	66-70
61-65	89		88	98		93	89		92	61-65
56-60	77		75	92		82	76		81	56-60
51-55	55		54	81		68	57		65	51-55
46-50	30		31	59		47	38		46	46-50
41-45	15		16	35		27	22		29	41-45
36-40	7		8	20		15	8		14	36-40
31-35	3		4	9		7	3		5	31-35
26-30	2		2	3		2	2		2	26-30
20-25	1		1	1		1	1		1	20-25
MEN		401			401			401		MEN
WOMEN		171			171			171		WOMEN
TOTAL		572			572			572		TOTAL

	M	W	T	M	W	T	M	W	T	MEAN
MEAN	51.8		51.8	45.7		48.7	50.8		48.8	MEAN
S.D.	9.2		9.4	8.7		9.1	9.4		9.6	S.D.

SCORE	AGRICULTURE			MECHANICAL			ELECTRICAL			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	99		99	99		99	71-75
66-70	98		98	97		98	99		99	66-70
61-65	93		94	92		95	93		95	61-65
56-60	84		85	78		84	80		86	56-60
51-55	68		71	49		61	55		65	51-55
46-50	44		49	23		38	27		40	46-50
41-45	22		28	10		23	12		24	41-45
36-40	10		14	4		13	4		13	36-40
31-35	4		5	1		7	2		6	31-35
26-30	2		2	1		4	1		2	26-30
20-25	1		1	1		1	1		1	20-25
MEN		401			401			401		MEN
WOMEN		171			171			171		WOMEN
TOTAL		572			572			572		TOTAL

	M	W	T	M	W	T	M	W	T	MEAN
MEAN	49.6		48.3	52.8		49.2	51.8		48.8	MEAN
S.D.	8.8		9.2	7.4		9.7	7.4		9.1	S.D.

APPENDIX C

PERSUASION AND
MARKETING CLUSTER

TABLE C.3—DISTRIBUTION OF SPECIAL COMPETENCIES

SCORE	SKILLED TRADES			HOME ECONOMICS			SCIENTIFIC			SCORE
	M	W	T	M	W	T	M	W	T	
0	9		81	49		52	29		58	0
1	10		28	45		48	37		63	1
2	15		37	46		53	69		94	2
3	26		39	67		71	57		82	3
4	17		21	29		38	60		82	4
5	37		41	36		48	40		51	5
6	25		29	23		33	31		38	6
7-8	57		67	51		89	32		39	7-8
9-10	53		55	26		58	14		16	9-10
11-12	39		48	8		30				11-12
13-14	32		32	4		27				13-14
OVER 14	66		67							OVER 14
N-CT	386	152	538	384	163	547	369	154	523	N-CT
MEAN	9.0		7.0	4.0		5.2	3.6		3.3	MEAN
S.D.	5.1		5.6	3.1		3.7	2.3		2.3	S.D.

SCORE	SPORTS			ARTISTIC			COMMUNITY SERV.			SCORE
	M	W	T	M	W	T	M	W	T	
0	9		21	60		65	162		207	0
1	6		32	51		63	48		66	1
2	28		61	55		67	60		86	2
3	46		77	55		74	41		66	3
4	45		67	54		75	25		39	4
5	41		53	19		36	13		25	5
6	60		71	26		51	9		18	6
7-8	79		80	32		56	11		23	7-8
9-10	51		57	18		35	5		7	9-10
11-12	17		20	5		14				11-12
13-14				2		4				13-14
OVER 14				3		3				OVER 14
N-CT	382	157	539	380	163	543	374	163	537	N-CT
MEAN	5.8		5.0	3.5		4.1	1.7		2.0	MEAN
S.D.	2.7		2.9	3.0		3.1	2.1		2.3	S.D.

SCORE	BUSINESS			LEADERSHIP			CLERICAL			SCORE
	M	W	T	M	W	T	M	W	T	
0	6		9	35		47	29		32	0
1	18		34	45		59	42		57	1
2	22		48	35		61	52		76	2
3	46		71	49		71	50		66	3
4	52		80	56		75	52		80	4
5	66		87	34		52	37		55	5
6	41		57	34		45	24		40	6
7-8	71		90	42		63	51		67	7-8
9-10	35		41	22		37	19		32	9-10
11-12	15		16	4		10	8		16	11-12
13-14	1		3				5		9	13-14
OVER 14	2		4							OVER 14
N-CT	375	165	540	356	164	520	369	161	530	N-CT
MEAN	5.5		5.1	4.0		4.1	4.2		4.4	MEAN
S.D.	2.8		2.8	2.7		2.8	3.0		3.0	S.D.

APPENDIX C

PERSUASION AND
MARKETING CLUSTER

TABLE C.4—DISTRIBUTION OF HIGH SCHOOL GRADES

MEN STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	10	2	15	4	37	9	14	3	27	7	55	14
B	104	26	74	18	116	29	81	20	98	24	79	20
C	220	55	197	49	184	46	193	48	108	27	68	17
D	52	13	77	19	31	8	54	13	19	5	10	2
F	3	1	12	3	7	2	7	2	2		2	
NOT TAKEN	13	3	27	7	27	7	53	13	148	37	188	47
MEAN	2.17		2.01		2.39		2.12		2.51		2.82	
S.D.	.711		.831		.844		.783		.812		.901	
NO. STUDENTS	402		402		402		402		402		402	

WOMEN STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A												
B												
C												
D												
F												
NOT TAKEN												
MEAN												
S.D.												
NO. STUDENTS	171		171		171		171		171		171	

TOTAL STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	31	5	29	5	54	9	20	3	52	9	97	17
B	175	31	111	19	186	32	136	24	156	27	131	23
C	285	50	267	47	241	42	266	46	161	28	82	14
D	61	11	112	20	41	7	64	11	24	4	11	2
F	3	1	17	3	7	1	8	1	2		2	
NOT TAKEN	18	3	37	6	44	8	79	14	178	31	250	44
MEAN	2.31		2.04		2.45		2.19		2.59		2.96	
S.D.	.759		.870		.828		.771		.811		.863	
NO. STUDENTS	573		573		573		573		573		573	

APPENDIX C

PERSUASION AND
MARKETING CLUSTER

TABLE C.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)

TRAITS	SEX	N-CT	HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE			
			BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
ACADEMIC MOTIVATION	MEN	401	7	63	25	5
	WOMEN	170				
	TOTAL	571	7	63	26	4
ADAPTABILITY	MEN	400	5	46	41	9
	WOMEN	171				
	TOTAL	571	4	49	38	8
ARTISTIC ABILITY	MEN	399	41	39	15	5
	WOMEN	171				
	TOTAL	570	39	39	18	5
CLERICAL ABILITY	MEN	398	26	52	18	4
	WOMEN	170				
	TOTAL	568	24	54	18	4
COMMON SENSE	MEN	401	1	40	47	12
	WOMEN	171				
	TOTAL	572	1	45	44	9
COPING ABILITY	MEN	401	5	56	33	5
	WOMEN	171				
	TOTAL	572	6	59	31	4
ENGLISH ABILITY	MEN	402	23	59	16	2
	WOMEN	171				
	TOTAL	573	20	61	10	2
GETTING ALONG	MEN	402	2	34	47	17
	WOMEN	171				
	TOTAL	573	2	34	49	16

APPENDIX C

PERSUASION AND
MARKETING CLUSTER

TABLE C.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)—CONTINUED

TRAITS	SEX	N-CT	HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE			
			BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
LEARNING ABILITY	MEN	401	8	65	23	4
	WOMEN	171				
	TOTAL	572	9	65	23	4
LIKING SCHOOL	MEN	401	10	63	22	5
	WOMEN	171				
	TOTAL	572	11	61	22	6
MATHEMATICAL ABILITY	MEN	401	31	55	12	2
	WOMEN	171				
	TOTAL	572	35	51	11	3
MECHANICAL ABILITY	MEN	401	14	44	33	8
	WOMEN	171				
	TOTAL	572	25	42	26	6
PHYSICAL ENERGY	MEN	400	8	39	40	14
	WOMEN	171				
	TOTAL	571	8	44	37	11
SCIENTIFIC ABILITY	MEN	400	49	42	8	1
	WOMEN	170				
	TOTAL	570	52	40	7	1
SOCIAL SELF- CONFIDENCE	MEN	401	10	55	25	10
	WOMEN	171				
	TOTAL	572	12	54	25	9
WORK MOTIVATION	MEN	399	1	33	49	17
	WOMEN	171				
	TOTAL	570	1	34	48	16

APPENDIX C
HEALTH CLUSTER

TABLE C.1—DISTRIBUTION OF TEST SCORES (IN PERCENTILES)

SCORE	MECHANICAL SKILLS			NONVERBAL REASONING			CLERICAL SKILLS			NUMERICAL COMPUTATION			SCORE
	M	W	T	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	98	98	98	98	97	97	98	98	98	71-75
66-70	96	99	99	96	96	96	95	92	92	97	95	96	66-70
61-65	86	99	97	89	88	88	91	86	86	90	89	89	61-65
56-60	70	94	92	78	77	77	84	75	76	80	78	78	56-60
51-55	52	83	80	63	61	61	71	57	59	65	61	61	51-55
46-50	33	66	62	45	41	42	52	38	40	49	42	43	46-50
41-45	17	42	39	27	25	25	31	22	23	30	24	24	41-45
36-40	7	20	19	12	12	12	15	10	11	13	10	10	36-40
31-35	3	8	7	5	5	5	6	5	5	5	4	4	31-35
26-30	1	2	2	2	2	2	2	2	2	1	1	1	26-30
20-25	1	1	1	1	1	1	1	1	1	1	1	1	20-25
MEN		335			335			335			335		MEN
WOMEN		2620			2620			2620			2620		WOMEN
TOTAL		2955			2955			2955			2955		TOTAL

	M	W	T	M	W	T	M	W	T	M	W	T	
MEAN	52.4	45.0	45.9	49.6	50.1	50.0	48.4	51.5	51.1	49.0	50.2	50.0	MEAN
S.D.	9.4	7.8	8.3	10.3	10.3	10.3	10.3	10.7	10.7	9.9	9.7	9.8	S.D.

SCORE	MATHEMATICAL REASONING			SPACE RELATIONS			READING SKILLS			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	98	99	99	99	99	99	99	99	99	71-75
66-70	94	97	97	96	99	98	97	96	96	66-70
61-65	86	92	92	90	96	95	90	86	87	61-65
56-60	74	84	83	77	88	87	75	71	71	56-60
51-55	57	67	66	60	73	71	58	54	54	51-55
46-50	36	44	43	42	52	51	39	35	36	46-50
41-45	23	27	27	23	31	30	21	18	19	41-45
36-40	12	16	16	12	16	16	9	8	8	36-40
31-35	4	8	7	6	9	8	3	3	3	31-35
26-30	2	4	4	2	4	4	1	1	1	26-30
20-25	1	2	2	1	1	1	1	1	1	20-25
MEN		335			335			335		MEN
WOMEN		2620			2620			2620		WOMEN
TOTAL		2955			2955			2955		TOTAL

	M	W	T	M	W	T	M	W	T	
MEAN	51.0	48.4	48.7	50.3	47.2	47.6	50.8	51.8	51.7	MEAN
S.D.	10.5	10.0	10.1	10.1	9.3	9.4	9.4	9.6	9.6	S.D.

APPENDIX C
HEALTH CLUSTER

TABLE C.2--DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENT LES)

SCORE	SCIENTIFIC			HEALTH			ARTISTIC			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	97	99	99	97	95	95	98	98	93	71-75
66-70	90	98	97	88	84	85	95	93	93	66-70
61-65	79	95	93	69	58	60	87	82	83	61-65
56-60	60	85	82	43	27	29	71	65	65	56-60
51-55	37	68	64	24	9	11	51	46	46	51-55
46-50	20	48	45	12	3	4	33	28	28	46-50
41-45	11	28	26	5	1	1	18	13	14	41-45
36-40	4	12	11	2	1	1	7	6	6	36-40
31-35	1	4	4	1	1	1	2	2	2	31-35
26-30	1	1	1	1	1	1	1	1	1	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25
MEN	331			332			331			MEN
WOMEN	2613			2611			2614			WOMEN
TOTAL	2944			2943			2945			TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	9.2	8.9	9.2	8.4	6.6	6.9	9.4	9.6	9.6	S.D.
SCORE	SOCIAL SERV.			BUS. CONTACT			BUS. MANAG.			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	98	96	96	99	99	99	98	99	99	71-75
66-70	95	91	92	97	97	97	96	99	99	66-70
61-65	90	80	81	90	92	92	90	97	96	61-65
56-60	75	57	59	81	82	82	78	92	91	56-60
51-55	55	34	36	63	62	62	59	83	80	51-55
46-50	34	17	19	40	41	41	38	67	64	46-50
41-45	16	6	7	21	23	23	21	46	43	41-45
36-40	6	2	2	10	9	9	8	25	23	36-40
31-35	2	1	1	5	3	3	2	11	10	31-35
26-30	1	1	1	2	1	1	1	4	3	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25
MEN	331			331			331			MEN
WOMEN	2613			2610			2610			WOMEN
TOTAL	2944			2941			2941			TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	9.1	8.3	8.5	9.4	9.0	9.1	9.3	9.1	9.4	S.D.

APPENDIX C

HEALTH CLUSTER

TABLE C.2-DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)--CONTINUED

SCORE	BUS. DETAIL			HOUSEHOLD			CARPENTRY			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	99	97	97	98	99	99	71-75
66-70	98	97	97	99	91	92	96	99	99	66-70
61-65	93	92	92	98	79	81	89	98	97	61-65
56-60	86	81	82	93	57	61	75	94	92	56-60
51-55	72	65	66	81	33	39	57	83	80	51-55
46-50	47	44	44	57	16	21	39	66	63	46-50
41-45	26	26	26	31	6	9	20	44	42	41-45
36-40	14	13	13	17	3	4	7	23	21	36-40
31-35	6	5	5	8	1	2	2	10	9	31-35
26-30	3	2	2	3	1	1	1	3	3	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25
MEN	331			331			333			MEN
WOMEN	2612			2613			2611			WOMEN
TOTAL	2943			2944			2944			TOTAL

	M	W	T	M	W	T	M	W	T	MEAN
MEAN	48.3	49.2	49.1	46.2	56.6	55.4	51.3	44.5	45.3	MEAN
S.D.	9.3	9.5	9.5	8.2	8.5	9.1	9.6	8.5	8.9	S.D.

SCORE	AGRICULTURE			MECHANICAL			ELECTRICAL			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	98	99	99	98	99	99	99	99	99	71-75
66-70	95	94	98	97	99	99	98	99	99	66-70
61-65	94	93	92	93	99	99	90	99	98	61-65
56-60	69	85	83	78	99	96	77	98	96	56-60
51-55	52	70	68	52	92	88	52	90	86	51-55
46-50	31	49	47	27	76	70	27	73	67	46-50
41-45	14	30	28	11	53	48	11	49	45	41-45
36-40	5	15	14	4	31	28	3	28	25	36-40
31-35	1	5	5	2	16	15	1	13	12	31-35
26-30	1	2	2	1	8	7	1	6	5	26-30
20-25	1	1	1	1	2	2	1	2	2	20-25
MEN	331			332			332			MEN
WOMEN	2613			2613			2611			WOMEN
TOTAL	2944			2945			2943			TOTAL

	M	W	T	M	W	T	M	W	T	MEAN
MEAN	53.2	48.2	48.8	52.4	41.6	42.8	52.5	42.3	43.4	MEAN
S.D.	9.4	9.4	9.6	8.1	8.4	9.0	7.5	8.3	8.8	S.D.

APPENDIX C

HEALTH CLUSTER

TABLE C.3—DISTRIBUTION OF SPECIAL COMRETENCIES

SCORE	SKILLED TRADES			HOME ECONOMICS			SCIENTIFIC			SCORE
	M	W	T	M	W	T	M	W	T	
0	11	839	850	28	6	34	10	68	78	0
1	4	329	333	19	15	34	16	132	148	1
2	12	353	365	32	44	76	25	464	489	2
3	10	272	282	43	56	99	44	435	479	3
4	13	184	197	36	87	123	38	420	458	4
5	28	120	148	33	130	163	48	334	382	5
6	27	58	85	23	156	179	43	259	302	6
7-8	27	74	101	49	440	489	60	275	335	7-8
9-10	36	44	80	26	527	553	32	101	133	9-10
11-12	50	52	102	13	542	555				11-12
13-14	27	13	40	6	541	547				13-14
OVER 14	74	34	108							OVER 14
N-CT.	319	2372	2691	308	2544	2852	316	2488	2804	N-CT
MEAN	10.0	2.5	3.4	4.9	9.5	9.0	5.0	4.1	4.2	MEAN
S.D.	5.4	3.5	4.5	3.3	3.2	3.5	2.5	2.2	2.2	S.D.

SCORE	SPORTS			ARTISTIC			COMMUNITY SERV.			SCORE
	M	W	T	M	W	T	M	W	T	
0	7	150	157	34	56	90	83	275	358	0
1	13	353	366	40	119	159	68	374	442	1
2	20	549	569	46	215	261	46	467	513	2
3	30	438	468	41	286	327	33	402	435	3
4	41	367	408	39	303	342	22	319	341	4
5	43	215	258	26	315	341	17	218	235	5
6	37	151	188	19	283	302	16	177	193	6
7-8	61	110	171	42	435	477	16	174	190	7-8
9-10	38	36	74	16	300	316	5	73	78	9-10
11-12	16	36	52	6	126	132				11-12
13-14				3	48	51				13-14
OVER 14					11	11				OVER 14
N-CT.	306	2405	2711	312	2497	2809	306	2479	2785	N-CT.
MEAN	5.7	3.2	3.5	3.9	5.7	5.5	2.3	3.2	3.1	MEAN
S.D.	2.8	2.2	2.4	3.0	3.1	3.1	2.3	2.3	2.3	S.D.

SCORE	BUSINESS			LEADERSHIP			CLERICAL			SCORE
	M	W	T	M	W	T	M	W	T	
0	5	76	81	30	118	148	24	136	160	0
1	21	214	235	39	255	294	61	248	309	1
2	23	462	485	45	353	398	41	350	391	2
3	34	487	521	28	349	377	40	315	355	3
4	49	447	496	32	325	357	36	273	309	4
5	52	342	394	35	273	308	31	234	265	5
6	44	208	252	28	243	271	15	193	208	6
7-8	44	169	213	28	372	400	29	341	370	7-8
9-10	18	42	60	21	148	169	13	239	252	9-10
11-12	8	18	26	12	47	59	7	125	132	11-12
13-14	2	9	11				4	36	40	13-14
OVER 14	5	11	16				2	11	13	OVER 14
N-CT.	30	2485	2790	298	2483	2781	303	2501	2804	N-CT.
MEAN	5.1	3.8	4.0	4.1	4.3	4.3	3.8	4.9	4.8	MEAN
S.D.	2.1	2.3	2.4	3.0	2.7	2.7	3.1	3.3	3.3	S.D.

APPENDIX C
HEALTH CLUSTER

TABLE C.4—DISTRIBUTION OF HIGH SCHOOL GRADES

MEN STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	14	4	21	6	41	12	32	10	23	7	43	13
B	111	33	76	23	114	34	91	27	63	19	87	26
C	167	50	146	44	134	40	148	44	66	20	43	13
D	30	9	68	20	20	6	26	8	12	4	6	2
F	3	1	7	2	1		3	1	3	1	1	
NOT TAKEN	10	3	17	5	25	7	35	10	168	50	155	46
MEAN	2.32		2.11		2.56		2.41		2.54		2.92	
S.D.	.737		.890		.812		.830		.880		.809	
NO. STUDENTS	335		335		335		335		335		335	
WOMEN STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	465	18	215	8	439	17	298	11	486	19	570	22
B	1262	48	806	31	1096	42	932	36	850	32	696	27
C	764	29	1171	45	880	34	988	38	543	21	242	9
D	53	2	265	10	76	3	128	5	44	2	8	
F	4		21	1	2		6		8		1	
NOT TAKEN	72	3	142	5	127	5	268	10	689	26	1103	42
MEAN	2.84		2.37		2.76		2.59		2.91		3.20	
S.D.	.744		.820		.775		.787		.808		.722	
NO. STUDENTS	2,620		2,620		2,620		2,620		2,620		2,620	
TOTAL STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	479	16	236	8	480	16	330	11	509	17	613	21
B	1373	46	882	30	1210	41	1023	35	913	31	783	26
C	931	32	1317	45	1014	34	1136	38	609	21	285	10
D	83	3	333	11	96	3	154	5	56	2	14	
F	7		28	1	3		9		11		2	
NOT TAKEN	82	3	159	5	152	5	303	10	857	29	1258	43
MEAN	2.78		2.35		2.74		2.57		2.88		3.17	
S.D.	.761		.833		.782		.794		.820		.737	
NO. STUDENTS	2,955		2,955		2,955		2,955		2,955		2,955	

APPENDIX C

HEALTH CLUSTER

TABLE C.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)

HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE

TRAITS	SEX	N-C	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
ACADEMIC MOTIVATION	MEN	334	4	52	37	7
	WOMEN	2612	2	45	42	11
	TOTAL	2946	2	46	42	10
ADAPTABILITY	MEN	334	3	45	41	11
	WOMEN	2615	3	53	37	6
	TOTAL	2949	3	52	38	7
ARTISTIC ABILITY	MEN	331	35	39	23	3
	WOMEN	2597	35	45	18	2
	TOTAL	2928	35	44	19	2
CLERICAL ABILITY	MEN	333	26	55	16	3
	WOMEN	2604	21	55	21	3
	TOTAL	2937	22	55	21	3
COMMON SENSE	MEN	334	1	42	42	15
	WOMEN	2613	2	50	40	8
	TOTAL	2947	2	49	40	9
COPING ABILITY	MEN	333	4	51	37	8
	WOMEN	2611	5	61	29	4
	TOTAL	2944	5	60	30	5
ENGLISH ABILITY	MEN	335	19	59	20	3
	WOMEN	2616	10	58	27	5
	TOTAL	2951	11	58	26	5
GETTING ALONG	MEN	334	3	34	46	17
	WOMEN	2613	1	40	47	12
	TOTAL	2947	1	40	47	12

APPENDIX C
HEALTH CLUSTER

TABLE C.5--DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)--CONTINUED

HOW THE STUDENTS THINK THEY COMPARE WITH
PERSONS THEIR OWN AGE

TRAITS	SEX	N-C	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
LEARNING ABILITY	MEN	335	8	56	32	4
	WOMEN	2618	7	66	24	4
	TOTAL	2953	7	65	25	4
LIKING SCHOOL	MEN	334	6	51	36	7
	WOMEN	2617	5	48	37	10
	TOTAL	2951	5	49	37	9
MATHEMATICAL ABILITY	MEN	334	27	50	19	4
	WOMEN	2616	40	47	11	1
	TOTAL	2950	38	48	12	2
MECHANICAL ABILITY	MEN	334	15	37	38	10
	WOMEN	2616	40	48	10	1
	TOTAL	2950	37	47	13	2
PHYSICAL ENERGY	MEN	333	5	41	43	11
	WOMEN	2618	6	56	32	7
	TOTAL	2951	5	54	33	7
SCIENTIFIC ABILITY	MEN	334	16	57	22	5
	WOMEN	2615	28	59	11	1
	TOTAL	2949	27	59	13	2
SOCIAL SELF- CONFIDENCE	MEN	333	14	47	33	7
	WOMEN	2618	12	56	26	6
	TOTAL	2951	12	55	27	6
WORK MOTIVATION	MEN	331	2	29	54	15
	WOMEN	2605	1	29	55	15
	TOTAL	2936	1	29	55	15

APPENDIX C

BUSINESS AND
OFFICE CLUSTER

TABLE C.1—DISTRIBUTION OF TEST SCORES (IN PERCENTILES)

SCORE	MECHANICAL SKILLS			NONVERBAL REASONING			CLERICAL SKILLS			NUMERICAL COMPUTATION			SCORE
	M	W	T	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	98	99	99	98	97	97	97	97	97	71-75
66-70	96	99	98	96	97	97	93	91	92	93	93	93	66-70
61-65	87	99	95	89	90	89	87	83	84	83	84	84	61-65
56-60	71	96	87	78	78	78	76	71	73	67	70	69	56-60
51-55	50	87	74	60	60	60	57	52	54	47	52	50	51-55
46-50	30	71	56	39	38	39	37	32	34	29	34	32	46-50
41-45	15	47	35	22	22	22	20	17	18	15	18	17	41-45
36-40	5	24	17	10	10	10	7	7	7	5	7	6	36-40
31-35	2	9	7	4	4	4	2	3	3	2	3	3	31-35
26-30	1	2	2	1	1	1	1	1	1	1	1	1	26-30
20-25	1	1	1	1	1	1	1	1	1	1	1	1	20-25
MEN	1269			1269			1269			1269			MEN
WOMEN	2202			2202			2202			2202			WOMEN
TOTAL	3471			3471			3471			3471			TOTAL

	M	W	T	M	W	T	M	W	T	M	W	T	
MEAN	52.9	44.0	47.2	50.6	50.4	50.5	51.8	52.9	52.5	53.4	52.4	52.7	MEAN
S.D.	8.8	7.7	9.2	9.7	9.4	9.5	9.8	10.3	10.1	9.5	9.9	9.7	S.D.

SCORE	MATHEMATICAL REASONING			SPACE RELATIONS			READING SK. LS			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	98	99	99	98	99	99	99	99	99	71-75
66-70	92	97	95	95	99	98	96	96	96	66-70
61-65	81	92	88	88	96	93	87	90	89	61-65
56-60	66	84	78	74	88	83	72	77	75	56-60
51-55	44	68	59	53	72	65	54	60	58	51-55
46-50	23	45	37	33	51	44	35	41	39	46-50
41-45	12	29	23	18	30	26	18	23	21	41-45
36-40	6	18	14	9	15	13	7	10	9	36-40
31-35	2	9	7	5	7	7	2	3	3	31-35
26-30	1	5	4	2	3	3	1	1	1	26-30
20-25	1	3	2	1	1	1	1	1	1	20-25
MEN	1269			1269			1269			MEN
WOMEN	2202			2202			2202			WOMEN
TOTAL	3471			3471			3471			TOTAL

	M	W	T	M	W	T	M	W	T	
MEAN	54.0	48.0	50.2	51.7	47.4	49.0	51.7	50.3	50.8	MEAN
S.D.	9.4	10.3	10.4	10.1	9.1	9.7	9.3	9.5	9.5	S.D.

APPENDIX C
BUSINESS AND
OFFICE CLUSTER

TABLE C.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)

SCORE	SCIENTIFIC			HEALTH			ARTISTIC			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	98	99	99	99	99	99	99	98	99	71-75
66-70	95	99	98	99	98	99	97	95	96	66-70
61-65	87	97	94	97	92	94	93	87	89	61-65
56-60	74	93	86	90	78	82	83	72	76	56-60
51-55	54	84	73	76	57	64	69	54	59	51-55
46-50	32	68	55	52	36	42	49	35	40	46-50
41-45	16	49	37	26	18	21	27	17	21	41-45
36-40	6	29	20	11	8	9	11	8	9	36-40
31-35	2	14	9	4	3	3	4	3	4	31-35
26-30	1	6	4	1	1	1	2	1	1	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25
MEN	1269			1268			1269			MEN
WOMEN	2199			2198			2199			WOMEN
TOTAL	3468			3466			3468			TOTAL
MEAN	52.8	43.9	47.1	47.8	51.1	49.9	48.7	52.1	50.9	MEAN
S.D.	9.0	9.4	10.2	7.7	8.7	8.5	9.1	9.6	9.5	S.D.

SCORE	SOCIAL SERV.			BUS. CONTACT.			BUS. MANAG.			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	98	98	98	97	97	96	99	98	71-75
66-70	99	94	95	92	92	92	89	97	94	66-70
61-65	95	85	89	82	80	81	75	91	85	61-65
56-60	85	66	73	68	62	64	56	80	72	56-60
51-55	70	44	53	47	39	42	37	55	55	51-55
46-50	48	24	33	27	20	23	20	46	37	46-50
41-45	24	10	15	14	9	11	9	26	20	41-45
36-40	10	3	5	5	3	4	3	12	8	36-40
31-35	3	1	2	1	1	1	1	5	3	31-35
26-30	1	1	1	1	1	1	1	2	1	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25
MEN	1269			1268			1268			MEN
WOMEN	2199			2198			2198			WOMEN
TOTAL	3468			3466			3466			TOTAL
MEAN	48.8	54.4	52.3	53.8	55.3	54.7	56.4	49.6	52.0	MEAN
S.D.	8.4	8.5	8.9	9.3	8.8	9.0	9.3	9.7	10.1	S.D.

APPENDIX C

BUSINESS AND
OFFICE CLUSTER

TABLE C.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)—CONTINUED

SCORE	BUS, DETAIL			HOUSEHOLD			CARPENTRY			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	98	94	95	99	96	97	99	99	99	71-75
66-70	94	83	87	99	90	93	98	99	99	66-70
61-65	82	64	70	99	77	85	92	98	96	61-65
56-60	65	41	50	94	54	69	79	95	89	56-60
51-55	43	23	30	84	31	50	61	85	76	51-55
46-50	21	10	14	64	15	33	40	70	59	46-50
41-45	9	4	6	39	5	17	20	49	39	41-45
36-40	4	1	2	20	2	8	7	26	19	36-40
31-35	1	1	1	8	1	3	2	11	8	31-35
26-30	1	1	1	3	1	1	1	4	3	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25
MEN	1268			1268			1268			MEN
WOMEN	2199			2198			2198			WOMEN
TOTAL	3467			3466			3466			TOTAL

	M	W	T	M	W	T	M	W	T	
MEAN	54.5	59.4	57.6	45.1	57.3	52.8	50.4	43.6	46.1	MEAN
S.D.	8.5	8.3	8.7	8.0	8.3	10.1	8.4	8.4	9.0	S.D.

SCORE	AGRICULTURE			MECHANICAL			ELECTRICAL			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	99	99	99	99	99	99	71-75
66-70	98	99	99	98	99	99	97	99	99	66-70
61-65	94	97	96	93	99	97	86	99	95	61-65
56-60	86	92	90	78	99	91	65	98	86	56-60
51-55	71	83	79	50	92	77	38	86	69	51-55
46-50	47	65	59	24	76	57	16	65	47	46-50
41-45	25	44	37	8	54	37	5	41	28	41-45
36-40	10	25	19	2	31	21	1	21	14	36-40
31-35	3	10	8	1	17	11	1	8	5	31-35
26-30	1	5	3	1	10	6	1	3	2	26-30
20-25	1	1	1	1	3	2	1	1	1	20-25
MEN	1268			1268			1268			MEN
WOMEN	2198			2199			2198			WOMEN
TOTAL	3466			3467			3466			TOTAL

	M	W	T	M	W	T	M	W	T	
MEAN	48.8	44.5	46.1	52.8	41.3	45.5	55.0	44.2	48.2	MEAN
S.D.	8.5	9.2	9.2	6.7	8.5	9.7	7.1	7.8	9.2	S.D.

APPENDIX C

BUSINESS AND
OFFICE CLUSTER

TABLE C.3—DISTRIBUTION OF SPECIAL COMPETENCIES

SCORE	SKILLED TRADES			HOME ECONOMICS			SCIENTIFIC			SCORE
	M	W	T	M	W	T	M	W	T	
0	32	988	1020	199	10	209	68	293	361	0
1	34	311	345	165	33	198	110	392	502	1
2	55	278	333	150	48	198	197	446	643	2
3	74	187	261	159	79	236	200	347	547	3
4	89	89	178	128	123	251	172	235	407	4
5	78	52	130	124	177	301	147	157	304	5
6	82	32	114	95	194	289	126	85	211	6
7-8	169	31	200	101	472	573	129	84	213	7-8
9-10	185	19	204	56	450	506	55	18	73	9-10
11-12	148	31	179	18	343	361				11-12
13-14	108	5	113	9	207	216				13-14
OVER 14	180	19	199							OVER 14
N-CT	1234	2042	3276	1204	2136	3340	1204	2057	3261	N-CT
MEAN	8.8	1.7	4.4	3.5	8.2	6.5	3.9	2.6	3.1	MEAN
S.D.	5.0	3.0	5.2	2.9	3.2	3.8	2.4	2.0	2.2	S.D.

SCORE	SPORTS			ARTISTIC			COMMUNITY SERV.			SCORE
	M	W	T	M	W	T	M	W	T	
0	20	170	190	183	90	273	535	511	1046	0
1	44	419	463	170	142	312	235	413	648	1
2	98	497	595	202	217	419	166	404	570	2
3	128	356	484	165	265	430	115	290	405	3
4	150	237	387	131	293	424	63	183	246	4
5	155	159	314	119	265	384	46	134	180	5
6	143	76	219	67	224	291	20	53	82	6
7-8	257	64	321	106	340	446	30	57	87	7-8
9-10	148	22	170	30	186	216	8	26	34	9-10
11-12	53	33	86	18	67	85				11-12
13-14				9	26	35				13-14
OVER 14					4	4				OVER 14
N-CT	1196	2033	3229	1200	2119	3319	1218	2081	3299	N-CT
MEAN	5.7	2.8	3.9	3.3	5.0	4.4	1.5	2.2	1.9	MEAN
S.D.	2.8	2.2	2.8	2.8	3.0	3.0	1.9	2.1	2.0	S.D.

SCORE	BUSINESS			LEADERSHIP			CLERICAL			SCORE
	M	W	T	M	W	T	M	W	T	
0	13	133	146	163	201	364	42	38	80	0
1	54	231	285	156	263	419	97	76	173	1
2	124	393	517	187	351	538	130	142	272	2
3	179	415	594	166	312	478	136	168	324	3
4	176	326	502	138	270	408	154	230	384	4
5	187	267	454	115	229	344	144	246	390	5
6	156	182	338	81	137	218	134	216	350	6
7-8	195	97	292	91	199	290	192	425	617	7-8
9-10	79	26	105	54	89	143	113	302	415	9-10
11-12	33	15	48	23	17	40	41	174	215	11-12
13-14	4	4	8				11	74	85	13-14
OVER 14	8	14	22				5	8	13	OVER 14
N-CT	1208	2103	3311	1174	2068	3242	1199	2119	3318	N-CT
MEAN	5.1	3.5	4.1	3.5	3.6	3.6	5.1	6.4	5.9	MEAN
S.D.	2.7	2.3	2.6	2.8	2.5	2.6	3.0	3.3	3.2	S.D.

APPENDIX C

BUSINESS AND
OFFICE CLUSTER

TABLE C.4--DISTRIBUTION OF HIGH SCHOOL GRADES

MEN STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	75	6	107	8	134	11	79	6	178	14	167	13
B	373	29	350	28	424	33	360	28	378	30	321	25
C	662	52	543	43	555	44	568	45	280	22	192	15
D	132	10	207	16	87	7	137	11	35	3	22	2
F	6		18	1	2		14	1	4		4	
NOT TAKEN	21	2	44	3	67	5	111	9	394	31	563	44
MEAN	2.30		2.26		2.50		2.30		2.79		2.89	
S.D.	.756		.891		.792		.811		.825		.819	
NO. STUDENTS	1,269		1,269		1,269		1,269		1,269		1,269	
WOMEN STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	366	17	250	11	381	17	208	9	647	29	513	23
B	1066	48	711	32	859	39	737	33	873	40	575	26
C	661	30	877	40	732	33	864	39	367	17	203	9
D	62	3	230	10	99	4	145	7	35	2	7	
F	2		17	1	4		8		2		1	
NOT TAKEN	45	2	117	5	127	6	240	11	278	13	903	41
MEAN	2.80		2.45		2.73		2.51		3.11		3.23	
S.D.	.749		.870		.819		.796		.773		.727	
NO. STUDENTS	2,202		2,202		2,202		2,202		2,202		2,202	
TOTAL STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	441	13	357	10	515	15	287	8	825	24	680	20
B	1439	41	1061	31	1283	37	1097	32	1251	36	896	26
C	1323	38	1420	41	1287	37	1432	41	647	19	395	11
D	194	6	437	13	186	5	282	8	70	2	29	1
F	8		35	1	6		22	1	6		5	
NOT TAKEN	66	2	161	5	194	6	351	10	672	19	1466	42
MEAN	2.62		2.38		2.65		2.43		3.01		3.11	
S.D.	.789		.883		.817		.808		.803		.778	
NO. STUDENTS	3,471		3,471		3,471		3,471		3,471		3,471	

APPENDIX C

BUSINESS AND
OFFICE CLUSTER

TABLE C.5--DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)

TRAITS	SEX	N-CT	HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE			
			BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
ACADEMIC MOTIVATION	MEN	1266	4	56	33	7
	WOMEN	2190	2	55	34	8
	TOTAL	3456	3	55	34	8
ADAPTABILITY	MEN	1265	4	54	35	6
	WOMEN	2194	3	60	31	5
	TOTAL	3459	4	58	33	6
ARTISTIC ABILITY	MEN	1254	45	38	14	3
	WOMEN	2185	39	43	15	3
	TOTAL	3439	41	41	15	3
CLERICAL ABILITY	MEN	1262	13	52	29	5
	WOMEN	2198	5	50	37	8
	TOTAL	3460	8	51	34	7
COMMON SENSE	MEN	1267	1	42	45	12
	WOMEN	2200	2	56	34	7
	TOTAL	3467	2	51	38	9
COPING ABILITY	MEN	1265	6	61	28	5
	WOMEN	2199	8	70	20	2
	TOTAL	3464	7	67	23	3
ENGLISH ABILITY	MEN	1268	23	59	16	3
	WOMEN	2196	13	62	22	4
	TOTAL	3464	16	61	20	3
GETTING ALONG	MEN	1266	2	42	43	13
	WOMEN	2198	1	42	44	12
	TOTAL	3464	2	42	44	12

APPENDIX C

BUSINESS AND
OFFICE CLUSTER

TABLE C.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)——CONTINUED

TRAITS	SEX	N-CT	HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE			
			BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
LEARNING ABILITY	MEN	1265	6	61	29	3
	WOMEN	2195	6	65	25	4
	TOTAL	3460	6	64	26	4
LIKING SCHOOL	MEN	1267	9	57	28	5
	WOMEN	2199	7	55	29	9
	TOTAL	3466	7	56	29	7
MATHEMATICAL ABILITY	MEN	1267	19	50	26	5
	WOMEN	2199	34	50	13	3
	TOTAL	3466	29	50	18	3
MECHANICAL ABILITY	MEN	1267	12	47	35	6
	WOMEN	2197	49	42	8	1
	TOTAL	3464	35	44	18	3
PHYSICAL ENERGY	MEN	1267	4	45	39	11
	WOMEN	2201	8	61	25	6
	TOTAL	3468	7	55	30	8
SCIENTIFIC ABILITY	MEN	1267	40	49	9	1
	WOMEN	2195	58	37	4	1
	TOTAL	3462	51	42	6	1
SOCIAL SELF- CONFIDENCE	MEN	1267	17	55	24	4
	WOMEN	2200	14	60	21	5
	TOTAL	3467	15	58	22	5
WORK MOTIVATION	MEN	1262	1	35	50	14
	WOMEN	2187	1	36	49	14
	TOTAL	3449	1	36	49	14

APPENDIX C
SCIENCE,
ENGINEERING, AND
TECHNOLOGY CLUSTER

TABLE C.1—DISTRIBUTION OF TEST SCORES (IN PERCENTILES)

SCORE	MECHANICAL SKILLS			NONVERBAL REASONING			CLERICAL SKILLS			NUMERICAL COMPUTATION			SCORE
	M	W	T	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	99		99	76-80
71-75	97		97	97		97	98		98	97		97	71-75
66-70	88		86	94		94	94		94	93		93	66-70
61-65	73		73	83		83	88		88	82		82	61-65
56-60	52		52	68		68	79		79	65		65	56-60
51-55	29		29	50		50	60		60	46		46	51-55
46-50	14		14	30		30	39		39	29		29	46-50
41-45	6		6	16		16	18		18	14		14	41-45
36-40	2		2	6		6	5		5	5		5	36-40
31-35	1		1	2		2	2		2	2		2	31-35
26-30	1		1	1		1	1		1	1		1	26-30
20-25	1		1	1		1	1		1	1		1	20-25
MEN	1477			1477			1477			1477			MEN
WOMEN													WOMEN
TOTAL	1477			1477			1477			1477			TOTAL

	M	W	T	M	W	T	M	W	T	M	W	T	MEAN
MEAN	57.7		57.7	53.1		53.1	51.5		51.5	53.7		53.7	MEAN
S.D.	8.8		8.8	9.8		9.8	9.1		9.1	9.6		9.6	S.D.

SCORE	MATHEMATICAL REASONING			SPACE RELATIONS			READING SKILLS			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	97		97	97		97	98		98	71-75
66-70	89		89	92		92	95		95	66-70
61-65	75		75	82		82	84		84	61-65
56-60	58		58	66		66	67		67	56-60
51-55	36		36	44		44	48		48	51-55
46-50	17		17	24		24	28		28	46-50
41-45	8		8	12		12	13		13	41-45
36-40	4		4	6		6	5		5	36-40
31-35	2		2	3		3	2		2	31-35
26-30	1		1	2		2	1		1	26-30
20-25	1		1	1		1	1		1	20-25
MEN	1477			1477			1477			MEN
WOMEN										WOMEN
TOTAL	1477			1477			1477			TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	56.0		56.0	54.3		54.3	53.3		53.3	S.D.
	9.2		9.2	9.7		9.7	9.2		9.2	

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TABLE C.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)

SCORE	SCIENTIFIC			HEALTH			ARTISTIC			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	96		96	99		99	99		99	71-75
66-70	89		89	99		99	99		99	66-70
61-65	73		73	98		98	95		95	61-65
56-60	53		53	92		92	86		86	56-60
51-55	32		32	78		78	70		70	51-55
46-50	16		16	54		54	50		50	46-50
41-45	6		6	29		29	27		27	41-45
36-40	2		2	13		13	12		12	36-40
31-35	1		1	5		5	5		5	31-35
26-30	1		1	2		2	1		1	26-30
20-25	1		1	1		1	1		1	20-25
MEN	1476			1475			1476			MEN
WOMEN										WOMEN
TOTAL	1476			1475			1476			TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	57.5		57.5	47.1		47.1	48.4		48.4	S.D.
	8.8		8.8	7.8		7.8	8.6		8.6	
SCORE	SOCIAL SERV.			BUS. CONTACT			BUS. MANAG.			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	99		99	99		99	71-75
66-70	99		99	99		99	97		97	66-70
61-65	98		98	96		96	90		90	61-65
56-60	94		94	90		90	76		76	56-60
51-55	83		83	75		75	57		57	51-55
46-50	63		63	55		55	36		36	46-50
41-45	38		38	33		33	18		18	41-45
36-40	18		18	15		15	7		7	36-40
31-35	7		7	5		5	2		2	31-35
26-30	2		2	2		2	1		1	26-30
20-25	1		1	1		1	1		1	20-25
MEN	1476			1475			1476			MEN
WOMEN										WOMEN
TOTAL	1476			1475			1476			TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	45.3		45.3	46.9		46.9	51.5		51.5	S.D.
	8.1		8.1	8.7		8.7	8.9		8.9	

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TABLE C.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)—CONTINUED

SCORE	BUS. DETAIL			HOUSEHOLD			CARPENTRY			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	99		99	99		99	71-75
66-70	99		99	99		99	96		96	66-70
61-65	98		98	99		99	87		87	61-65
56-60	92		92	96		96	69		69	56-60
51-55	79		79	85		85	45		45	51-55
46-50	54		54	64		64	24		24	46-50
41-45	30		30	37		37	12		12	41-45
36-40	13		13	18		18	4		4	36-40
31-35	4		4	8		8	2		2	31-35
26-30	1		1	3		3	1		1	26-30
20-25	1		1	1		1	1		1	20-25
MEN		1476			1476			1476		MEN
WOMEN										WOMEN
TOTAL		1476			1476			1476		TOTAL

	M	W	T	M	W	T	M	W	T	
MEAN	46.9		46.9	45.0		45.0	53.5		53.5	MEAN
S.D.	7.7		7.7	7.6		7.6	8.4		8.4	S.D.

SCORE	AGRICULTURE			MECHANICAL			ELECTRICAL			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	98		98	96		96	71-75
66-70	98		98	95		95	87		87	66-70
61-65	91		91	86		86	67		67	61-65
56-60	81		81	63		63	43		43	56-60
51-55	65		65	31		31	23		23	51-55
46-50	42		42	11		11	9		9	46-50
41-45	21		21	4		4	3		3	41-45
36-40	8		8	1		1	1		1	36-40
31-35	3		3	1		1	1		1	31-35
26-30	1		1	1		1	1		1	26-30
20-25	1		1	1		1	1		1	20-25
MEN		1476			1476			1476		MEN
WOMEN										WOMEN
TOTAL		1476			1476			1476		TOTAL

	M	W	T	M	W	T	M	W	T	
MEAN	50.2		50.2	56.1		56.1	59.1		59.1	MEAN
S.D.	8.8		8.8	6.8		6.8	8.1		8.1	S.D.

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TABLE C.3—DISTRIBUTION OF SPECIAL COMPETENCIES

SCORE	SKILLED TRADES			HOME ECONOMICS			SCIENTIFIC			SCORE
	M	W	T	M	W	T	M	W	T	
0	9		9	223		223	29		29	0
1	6		6	181		181	64		64	1
2	13		13	210		210	119		119	2
3	32		32	178		178	181		181	3
4	27		27	155		155	203		203	4
5	44		44	127		127	215		215	5
6	53		53	100		100	216		216	6
7-8	157		157	131		131	294		294	7-8
9-10	184		184	62		62	95		95	9-10
11-12	204		204	25		25				11-12
13-14	211		211	5		5				13-14
OVER 14	509		509							OVER 14
N-CT	1449		1449	1397		1397	1416		1416	N-CT
MEAN	12.3		12.3	3.		3.3	5.0		5.0	MEAN
S.D.	4.8		4.8	2.9		2.9	2.3		2.3	S.D.

SCORE	SPORTS			ARTISTIC			COMMUNITY SERV.			SCORE
	M	W	T	M	W	T	M	W	T	
0	25		25	206		206	713		713	0
1	81		81	217		217	250		250	1
2	122		122	234		234	178		178	2
3	153		153	216		216	128		128	3
4	192		192	178		178	66		66	4
5	185		185	114		114	29		29	5
6	179		179	82		82	25		25	6
7-8	296		296	94		94	18		18	7-8
9-10	137		137	35		35	8		8	9-10
11-12	36		36	13		13				11-12
13-14				2		2				13-14
OVER 14				2		2				OVER 14
N-CT	1406		1406	1393		1393	1415		1415	N-CT
MEAN	5.3		5.3	3.1		3.1	1.2		1.2	MEAN
S.D.	2.6		2.6	2.5		2.5	1.7		1.7	S.D.

SCORE	BUSINESS			LEADERSHIP			CLERICAL			SCORE
	M	W	T	M	W	T	M	W	T	
0	13		13	235		235	137		137	0
1	74		74	222		222	217		217	1
2	152		152	212		212	239		239	2
3	210		210	197		197	203		203	3
4	241		241	157		157	189		189	4
5	199		199	114		114	128		128	5
6	205		205	87		87	94		94	6
7-8	215		215	85		85	110		110	7-8
9-10	68		68	38		38	49		49	9-10
11-12	20		20	12		12	17		17	11-12
13-14	2		2				6		6	13-14
OVER 14	3		3				3		3	OVER 14
N-CT	1402		1402	1359		1359	1392		1392	N-CT
MEAN	4.8		4.8	3.0		3.0	3.5		3.5	MEAN
S.D.	2.4		2.4	2.5		2.5	2.7		2.7	S.D.

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TABLE C.4—DISTRIBUTION OF HIGH SCHOOL GRADES

MEN STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	74	5	132	9	144	10	128	9	96	6	367	25
B	427	29	404	27	502	34	460	31	303	21	390	26
C	758	51	657	44	646	44	626	42	306	21	177	12
D	170	12	192	13	104	7	116	8	44	3	14	1
F	17	1	43	3	6		14	1	3		2	
NOT TAKEN	31	2	49	3	75	5	133	9	725	49	527	36
MEAN	2.26		2.27		2.48		2.43		2.59		3.16	
S.D.	.774		.913		.793		.819		.799		.790	
NO. STUDENTS	1,477		1,477		1,477		1,477		1,477		1,477	

WOMEN STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A												
B												
C												
D												
F												
NOT TAKEN												
MEAN												
S.D.												
NO. STUDENTS												

TOTAL STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	74	5	132	9	144	10	128	9	96	6	367	25
B	427	29	404	27	502	34	460	31	303	21	390	26
C	758	51	657	44	646	44	626	42	306	21	177	12
D	170	12	192	13	104	7	116	8	44	3	14	1
F	17	1	43	3	6		14	1	3		2	
NOT TAKEN	31	2	49	3	75	5	133	9	725	49	527	36
MEAN	2.26		2.27		2.48		2.43		2.59		3.16	
S.D.	.774		.913		.793		.819		.799		.790	
NO. STUDENTS	1,477		1,477		1,477		1,477		1,477		1,477	

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TABLE C.5. DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)

TRAITS	SEX	N-CT	HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE			
			BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
ACADEMIC MOTIVATION	MEN	1471	4	53	36	7
	WOMEN					
	TOTAL	1471	4	53	36	7
ADAPTABILITY	MEN	1472	4	50	39	6
	WOMEN					
	TOTAL	1472	4	50	39	6
ARTISTIC ABILITY	MEN	1472	35	40	21	4
	WOMEN					
	TOTAL	1472	35	40	21	4
CLERICAL ABILITY	MEN	1469	28	55	16	2
	WOMEN					
	TOTAL	1469	28	55	16	2
COMMON SENSE	MEN	1473	1	39	47	13
	WOMEN					
	TOTAL	1473	1	39	47	13
COPING ABILITY	MEN	1472	4	56	34	5
	WOMEN					
	TOTAL	1472	4	56	34	5
ENGLISH ABILITY	MEN	1472	25	56	17	2
	WOMEN					
	TOTAL	1472	25	56	17	2
GETTING ALONG	MEN	1475	3	42	45	10
	WOMEN					
	TOTAL	1475	3	42	45	10

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TABLE C.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)—CONTINUED

TRAITS	SEX	N-CY	HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE			
			BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
LEARNING ABILITY	MEN	1475	7	60	29	4
	WOMEN					
	TOTAL	1475	7	60	29	4
LIKING SCHOOL	MEN	1473	8	54	32	6
	WOMEN					
	TOTAL	1473	8	54	32	6
MATHEMATICAL ABILITY	MEN	1474	16	47	31	6
	WOMEN					
	TOTAL	1474	16	47	31	6
MECHANICAL ABILITY	MEN	1474	3	30	48	18
	WOMEN					
	TOTAL	1474	3	30	48	18
PHYSICAL ENERGY	MEN	1475	4	42	42	13
	WOMEN					
	TOTAL	1475	4	42	42	13
SCIENTIFIC ABILITY	MEN	1473	20	55	21	4
	WOMEN					
	TOTAL	1473	20	55	21	4
SOCIAL SELF-CONFIDENCE	MEN	1475	20	56	20	3
	WOMEN					
	TOTAL	1475	20	56	20	3
WORK MOTIVATION	MEN	1467	1	35	51	12
	WOMEN					
	TOTAL	1467	1	35	51	12

APPENDIX C

TRADE AND INDUSTRIAL CLUSTER

TABLE C.1—DISTRIBUTION OF TEST SCORES (IN PERCENTILES)

SCORE	MECHANICAL SKILLS			NONVERBAL REASONING			CLERICAL SKILLS			NUMERICAL COMPUTATION			SCORE
	M	W	T	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	99		99	76-80
71-75	99		99	99		99	98		98	99		99	71-75
66-70	94		94	97		97	95		95	97		97	66-70
61-65	84		84	91		91	91		91	91		91	61-65
56-60	67		68	82		82	83		83	81		82	56-60
51-55	46		47	66		66	69		69	65		65	51-55
46-50	28		29	46		45	50		50	47		47	46-50
41-45	14		15	27		27	31		31	29		29	41-45
36-40	6		7	13		13	14		15	14		14	36-40
31-35	3		3	5		5	6		6	7		7	31-35
26-30	1		1	1		1	2		2	2		2	26-30
20-25	1		1	1		1	1		1	1		1	20-25
MEN	4244			4244			4244			4244			MEN
WOMEN	128			128			128			128			WOMEN
TOTAL	4372			4372			4372			4372			TOTAL

	M	W	T	M	W	T	M	W	T	M	W	T	MEAN
MEAN	53.7		53.4	49.0		49.1	48.7		48.7	48.6		48.6	MEAN
S.D.	9.5		9.5	9.7		9.7	10.3		10.3	9.9		9.9	S.D.

MATHEMATICAL REASONING

SPACE RELATIONS

READING SKILLS

SCORE	MATHEMATICAL REASONING			SPACE RELATIONS			READING SKILLS			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	98		98	99		99	71-75
66-70	96		96	94		94	97		97	66-70
61-65	90		90	86		86	92		92	61-65
56-60	80		80	72		73	82		82	56-60
51-55	62		62	53		53	68		68	51-55
46-50	39		39	33		34	49		49	46-50
41-45	24		24	19		19	29		29	41-45
36-40	15		15	11		11	15		15	36-40
31-35	7		7	6		6	6		6	31-35
26-30	4		4	3		3	2		2	26-30
20-25	2		2	1		1	1		1	20-25
MEN	4244			4244			4244			MEN
WOMEN	128			128			128			WOMEN
TOTAL	4372			4372			4372			TOTAL

	M	W	T	M	W	T	M	W	T	MEAN
MEAN	49.6		49.5	51.8		51.7	48.3		48.3	MEAN
S.D.	10.2		10.2	10.7		10.7	9.9		9.8	S.D.

APPENDIX C

TRADE AND INDUSTRIAL CLUSTER

TABLE C.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)

SCORE	SCIENTIFIC			HEALTH			ARTISTIC			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	99		99	99		99	71-75
66-70	96		96	99		99	98		98	66-70
61-65	89		89	99		98	95		94	61-65
56-60	77		77	94		94	87		86	56-60
51-55	57		58	84		84	75		74	51-55
46-50	37		38	64		63	57		56	46-50
41-45	20		21	40		39	34		34	41-45
36-40	9		10	20		20	17		17	36-40
31-35	4		4	9		9	8		8	31-35
26-30	2		2	4		4	3		3	26-30
20-25	1		1	1		1	1		1	20-25
MEN	4233			4231			4234			MEN
WOMEN	128			128			128			WOMEN
TOTAL	4361			4359			4362			TOTAL

	M	W	T	M	W	T	M	W	T	MEAN
MEAN	51.4		51.2	44.9		45.0	46.8		47.0	S.D.
S.D.	9.4		9.5	8.5		8.5	9.4		9.6	

SCORE	SOCIAL SERV.			BUS. CONTACT			BUS. MANAG.			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	99		99	99		99	71-75
66-70	99		99	98		98	96		97	66-70
61-65	98		97	95		95	90		90	61-65
56-60	93		92	89		89	78		78	56-60
51-55	83		82	75		75	61		61	51-55
46-50	66		65	56		55	40		40	46-50
41-45	43		42	36		36	21		22	41-45
36-40	23		23	18		18	9		9	36-40
31-35	10		10	7		7	3		3	31-35
26-30	3		3	3		2	1		1	26-30
20-25	1		1	1		1	1		1	20-25
MEN	4232			4233			4232			MEN
WOMEN	128			128			128			WOMEN
TOTAL	4360			4361			4360			TOTAL

	M	W	T	M	W	T	M	W	T	MEAN
MEAN	44.5		44.8	46.5		46.6	50.7		50.6	S.D.
S.D.	8.9		9.0	9.6		9.6	9.4		9.4	

APPENDIX C

TRADE AND INDUSTRIAL CLUSTER

TABLE C.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)—CONTINUED

SCORE	BUS. DETAIL			HOUSEHOLD			CARPENTRY			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	99		99	97		97	71-75
66-70	99		99	99		99	92		92	66-70
61-65	97		96	98		97	81		81	61-65
56-60	91		90	93		92	62		62	56-60
51-55	78		77	81		79	39		40	51-55
46-50	56		56	59		57	21		22	46-50
41-45	34		34	34		33	10		11	41-45
36-40	17		17	18		17	3		4	36-40
31-35	7		7	8		7	1		1	31-35
26-30	3		3	3		3	1		1	26-30
20-25	1		1	1		1	1		1	20-25
MEN	4233			4232			4232			MEN
WOMEN	128			128			128			WOMEN
TOTAL	4361			4360			4360			TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	46.3		46.4	46.0		46.3	55.0		54.8	S.D.
	8.9		8.9	8.3		8.5	9.0		9.1	

SCORE	AGRICULTURE			MECHANICAL			ELECTRICAL			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		99	97		97	98		98	71-75
66-70	96		96	91		91	93		93	66-70
61-65	87		87	77		78	81		82	61-65
56-60	73		74	49		50	63		64	56-60
51-55	55		56	20		22	39		41	51-55
46-50	33		34	6		8	18		19	46-50
41-45	16		17	2		3	7		8	41-45
36-40	7		7	1		1	2		3	36-40
31-35	2		3	1		1	1		1	31-35
26-30	1		1	1		1	1		1	26-30
20-25	1		1	1		1	1		1	20-25
MEN	4232			4232			4232			MEN
WOMEN	128			128			128			WOMEN
TOTAL	4360			4360			4360			TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	52.1		52.0	58.3		57.9	55.2		54.9	S.D.
	9.1		9.2	6.8		7.2	8.3		8.5	

APPENDIX C

TRADE AND INDUSTRIAL CLUSTER

TABLE C.3—DISTRIBUTION OF SPECIAL COMPETENCIES

SCORE	SKILLED TRADES			HOME ECONOMICS			SCIENTIFIC			SCORE
	M	W	T	M	W	T	M	W	T	
0	14		35	540		541	265		276	0
1	13		31	444		446	381		392	1
2	33		45	586		590	615		633	2
3	80		95	475		477	700		726	3
4	93		110	440		441	593		614	4
5	122		130	404		415	496		509	5
6	159		162	298		308	358		366	6
7-8	432		440	420		440	395		404	7-8
9-10	523		530	205		232	132		134	9-10
11-12	586		588	99		120				11-12
13-14	626		627	27		47				13-14
OVER 14	1455		1459							OVER 14
N-CT	4136	116	4252	3938	119	4057	3935	119	4054	N-CT
MEAN	12.3		12.0	3.8		4.0	3.8		3.8	MEAN
S.D.	4.7		4.8	3.0		3.1	2.3		2.3	S.D.

SCORE	SPORTS			ARTISTIC			COMMUNITY SERV.			SCORE
	M	W	T	M	W	T	M	W	T	
0	118		127	695		698	1992		2024	0
1	210		233	596		600	666		690	1
2	327		344	629		636	509		529	2
3	495		518	534		540	325		340	3
4	547		555	408		420	174		185	4
5	553		561	309		320	114		121	5
6	460		466	211		223	72		77	6
7-8	718		723	268		287	74		82	7-8
9-10	374		379	122		146	34		34	9-10
11-12	120		122	62		74				11-12
13-14				22		29				13-14
OVER 14				12		13				OVER 14
N-CT	3922	106	4028	3868	118	3986	3960	122	4082	N-CT
MEAN	5.2		5.1	3.2		3.3	1.3		1.4	MEAN
S.D.	2.7		2.7	2.9		3.0	1.9		1.9	S.D.

SCORE	BUSINESS			LEADERSHIP			CLERICAL			SCORE
	M	W	T	M	W	T	M	W	T	
0	63		71	723		737	478		485	0
1	221		228	602		606	618		631	1
2	423		441	611		636	697		715	2
3	592		620	484		497	551		576	3
4	599		622	373		383	433		449	4
5	617		629	288		299	321		331	5
6	479		488	180		189	210		223	6
7-8	527		534	251		267	250		261	7-8
9-10	225		228	120		130	124		133	9-10
11-12	60		63	62		65	47		52	11-12
13-14	11		11				17		18	13-14
OVER 14	28		30				10		11	OVER 14
N-CT	3845	120	3965	3694	115	3809	3766	119	3885	N-CT
MEAN	4.8		4.8	3.0		3.0	3.2		3.3	MEAN
S.D.	2.6		2.6	2.7		2.7	2.7		2.7	S.D.

APPENDIX C

TRADE AND INDUSTRIAL CLUSTER

TABLE C.4—DISTRIBUTION OF HIGH SCHOOL GRADES

MEN STUDENTS

	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	121	3	273	6	235	6	172	4	216	5	998	24
B	884	21	922	22	1108	26	980	23	740	17	1303	31
C	2238	53	1934	46	1916	45	1819	43	997	23	678	16
D	739	17	712	17	519	12	561	13	222	5	58	1
F	64	2	99	2	42	1	57	1	36	1	8	
NOT TAKEN	198	5	304	7	424	10	655	15	2033	48	1199	28
MEAN	2.06		2.14		2.26		2.18		2.40		3.06	
S.D.	.762		.879		.807		.807		.856		.804	
NO. STUDENTS	4,244		4,244		4,244		4,244		4,244		4,244	

WOMEN STUDENTS

	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A												
B												
C												
D												
F												
NOT TAKEN												
MEAN												
S.D.												
NO. STUDENTS	128		128		128		128		128		128	

TOTAL STUDENTS

	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	136	3	282	6	249	6	183	4	233	5	1034	24
B	947	22	954	22	1164	27	1020	23	778	18	1342	31
C	2277	52	1989	45	1957	45	1870	43	1023	23	691	16
D	744	17	738	17	525	12	575	13	230	5	60	1
F	66	2	100	2	43	1	59	1	36	1	8	
NOT TAKEN	202	5	309	7	434	10	665	15	2072	47	1237	28
MEAN	2.08		2.14		2.27		2.19		2.41		3.06	
S.D.	.770		.879		.809		.810		.859		.804	
NO. STUDENTS	4,372		4,372		4,372		4,372		4,372		4,372	

APPENDIX C

TRADE AND
INDUSTRIAL CLUSTER

TABLE C.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)

HOW THE STUDENTS THINK THEY COMPARE WITH
PERSONS THEIR OWN AGE

TRAITS	SEX	N-CT	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
ACADEMIC MOTIVATION	MEN	4237	7	60	27	6
	WOMEN	128				
	TOTAL	4365	7	60	27	6
ADAPTABILITY	MEN	4230	5	57	32	6
	WOMEN	127				
	TOTAL	4357	5	57	32	6
ARTISTIC ABILITY	MEN	4225	41	37	18	4
	WOMEN	128				
	TOTAL	4353	40	37	18	4
CLERICAL ABILITY	MEN	4205	31	54	13	2
	WOMEN	127				
	TOTAL	4332	31	54	13	2
COMMON SENSE	MEN	4229	2	45	42	11
	WOMEN	127				
	TOTAL	4356	2	45	42	11
COPING ABILITY	MEN	4230	7	63	26	4
	WOMEN	127				
	TOTAL	4357	7	63	26	4
ENGLISH ABILITY	MEN	4225	29	56	12	2
	WOMEN	127				
	TOTAL	4352	29	56	12	2
GETTING ALONG	MEN	4227	3	44	41	12
	WOMEN	128				
	TOTAL	4355	3	44	41	12

APPENDIX C
TRADE AND
INDUSTRIAL CLUSTER

TABLE C.5--DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)--CONTINUED

TRAITS	SEX	N-C ^T	HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE			
			BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
LEARNING ABILITY	MEN	4233	8	64	24	4
	WOMEN	128				
	TOTAL	4361	8	64	24	4
LIKING SCHOOL	MEN	4237	13	56	25	5
	WOMEN	128				
	TOTAL	4365	13	56	26	5
MATHEMATICAL ABILITY	MEN	4236	23	54	20	4
	WOMEN	128				
	TOTAL	4364	24	53	20	3
MECHANICAL ABILITY	MEN	4236	3	33	49	15
	WOMEN	127				
	TOTAL	4363	3	34	48	15
PHYSICAL ENERGY	MEN	4234	5	44	38	12
	WOMEN	128				
	TOTAL	4362	5	44	38	12
SCIENTIFIC ABILITY	MEN	4230	41	47	11	2
	WOMEN	128				
	TOTAL	4358	41	47	10	2
SOCIAL SELF- CONFIDENCE	MEN	4229	22	57	18	4
	WOMEN	128				
	TOTAL	4357	21	57	18	4
WORK MOTIVATION	MEN	4215	1	39	48	12
	WOMEN	126				
	TOTAL	4341	1	39	48	12

**APPENDIX C
SOCIAL SCIENCE
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SERVICE CLUSTER**

TABLE C.1—DISTRIBUTION OF TEST SCORES (IN PERCENTILES)

SCORE	MECHANICAL SKILLS			NONVERBAL REASONING			CLERICAL SKILLS			NUMERICAL COMPUTATION			SCORE
	M	W	T	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	99	99	99	76=80
71-75	99	99	99	98	98	98	97	98	98	97	99	98	71=75
66-70	96	99	98	95	96	95	92	94	93	95	97	96	66=70
61-65	88	99	93	87	88	88	86	89	88	89	93	91	61=65
56-60	70	96	83	77	77	77	77	80	78	79	84	81	56=60
51-55	46	88	67	59	59	59	60	62	61	64	68	66	51=55
46-50	28	71	49	38	37	38	41	43	42	47	49	48	46=50
41-45	15	46	30	22	21	22	22	24	23	26	29	28	41=45
36-40	5	21	13	11	9	10	9	10	9	10	14	12	36=40
31-35	2	7	4	5	4	4	4	4	4	4	7	6	31=35
26-30	1	2	1	1	1	1	1	1	1	1	1	1	26=30
20-25	1	1	1	1	1	1	1	1	1	1	1	1	20=25
MEN		586			586			586			586		MEN
WOMEN		577			577			577			577		WOMEN
TOTAL		1163			1163			1163			1163		TOTAL

	M	W	T	M	W	T	M	W	T	M	W	T	MEAN
MEAN	53.2	44.3	48.8	50.7	50.9	50.8	51.1	50.4	50.8	49.7	48.2	49.0	MEAN
S.D.	8.8	7.4	9.3	10.3	9.6	10.0	10.4	10.0	10.2	10.1	9.5	9.8	S.D.

SCORE	MATHEMATICAL REASONING			SPACE RELATIONS			READING SKILLS			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76=80
71-75	99	99	99	97	99	99	98	99	98	71=75
66-70	94	99	96	92	99	96	94	96	95	66=70
61-65	86	96	91	85	97	91	84	89	87	61=65
56-60	74	89	81	70	90	80	69	77	73	56=60
51-55	53	74	63	51	73	62	52	62	57	51=55
46-50	31	51	41	32	50	41	31	45	38	46=50
41-45	16	32	24	17	30	23	15	24	20	41=45
36-40	8	20	14	9	16	12	7	10	8	36=40
31-35	3	9	6	5	8	6	3	3	3	31=35
26-30	1	5	3	2	4	3	1	1	1	26=30
20-25	1	2	1	1	1	1	1	1	1	20=25
MEN		586			586			586		MEN
WOMEN		577			577			577		WOMEN
TOTAL		1163			1163			1163		TOTAL

	M	W	T	M	W	T	M	W	T	MEAN
MEAN	52.1	46.7	49.4	52.5	47.2	49.9	52.5	50.0	51.3	MEAN
S.D.	9.5	9.4	9.8	10.5	8.9	10.1	9.8	9.7	9.8	S.D.

**APPENDIX C
SOCIAL SCIENCE
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SERVICE CLUSTER.**

TABLE C.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)

SCORE	SCIENTIFIC			HEALTH			ARTISTIC			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	99	99	99	99	98	98	71-75
66-70	97	99	98	99	98	99	97	93	95	66-70
61-65	91	98	94	98	91	95	91	83	87	61-65
56-60	78	94	86	89	76	83	80	65	72	56-60
51-55	59	82	71	73	55	64	66	44	55	51-55
46-50	38	66	52	48	31	39	46	26	36	46-50
41-45	20	47	34	24	13	19	24	13	18	41-45
36-40	10	26	18	10	5	8	10	6	8	36-40
31-35	4	13	8	3	2	3	4	2	3	31-35
26-30	1	6	3	1	1	1	1	1	1	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25
MEN		586			586			586		MEN
WOMEN		576			576			576		WOMEN
TOTAL		1162			1162			1162		TOTAL

	M	W	T	M	W	T	M	W	T	
MEAN	51.1	44.4	47.8	48.4	52.1	50.2	49.7	54.0	51.8	MEAN
S.D.	9.1	9.2	9.8	7.6	8.2	8.1	9.3	9.4	9.6	S.D.

SCORE	SOCIAL SERV.			BUS. CONTACT			BUS. MANAG.			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	95	97	99	98	98	99	99	99	71-75
66-70	97	87	92	96	93	95	97	98	97	66-70
61-65	93	74	83	91	85	88	90	95	92	61-65
56-60	80	51	66	81	74	78	76	90	83	56-60
51-55	61	30	45	60	54	57	55	77	66	51-55
46-50	39	15	27	37	32	34	32	59	45	46-50
41-45	18	5	12	19	16	18	15	38	26	41-45
36-40	5	1	4	7	7	7	6	18	12	36-40
31-35	2	1	1	2	2	2	2	8	5	31-35
26-30	1	1	1	1	1	1	1	3	2	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25
MEN		586			586			586		MEN
WOMEN		576			576			576		WOMEN
TOTAL		1162			1162			1162		TOTAL

	M	W	T	M	W	T	M	W	T	
MEAN	50.9	57.7	54.3	50.7	52.3	51.5	52.2	46.5	49.4	MEAN
S.D.	8.5	8.6	9.2	8.7	9.5	9.1	8.4	9.5	9.4	S.D.

APPENDIX C
SOCIAL SCIENCE
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TABLE C.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)—CONTINUED

SCORE	BUS. DETAIL			HOUSEHOLD			CARPENTRY			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	98	99	99	98	99	99	99	99	71-75
66-70	99	95	97	99	91	95	97	99	98	66-70
61-65	97	88	93	99	80	90	87	98	92	61-65
56-60	91	77	84	94	61	77	72	95	83	56-60
51-55	74	60	67	83	39	61	53	84	68	51-55
46-50	47	40	44	57	20	39	34	66	50	46-50
41-45	26	23	25	30	8	19	16	44	30	41-45
36-40	13	12	12	16	4	10	6	23	14	36-40
31-35	4	5	4	6	2	4	2	10	6	31-35
26-30	2	2	2	2	1	1	1	4	2	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25
MEN	586			586			586			MEN
WOMEN	576			576			576			WOMEN
TOTAL	1162			1162			1162			TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	8.1	10.1	9.2	7.7	8.9	9.5	8.8	8.6	9.5	S.D.

SCORE	AGRICULTURE			MECHANICAL			ELECTRICAL			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	99	99	99	99	99	99	71-75
66-70	97	98	97	96	99	98	98	99	99	66-70
61-65	90	94	92	90	99	95	93	99	96	61-65
56-60	77	88	82	73	99	86	80	98	89	56-60
51-55	60	76	68	45	91	68	55	90	72	51-55
46-50	36	57	46	23	74	48	29	72	50	46-50
41-45	17	35	26	9	52	31	12	49	30	41-45
36-40	7	17	12	2	30	16	3	27	15	36-40
31-35	2	6	4	1	17	9	1	13	7	31-35
26-30	1	3	2	1	9	5	1	6	3	26-30
20-25	1	1	1	1	2	1	1	2	1	20-25
MEN	586			586			586			MEN
WOMEN	576			576			576			WOMEN
TOTAL	1162			1162			1162			TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	8.6	9.5	9.3	7.4	8.6	10.0	7.0	8.4	9.1	S.D.

**APPENDIX C
SOCIAL SCIENCE
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SERVICE CLUSTER**

TABLE C.3—DISTRIBUTION OF SPECIAL COMPETENCIES

SCORE	SKILLED TRADES			HOME ECONOMICS			SCIENTIFIC			SCORE
	M	W	T	M	W	T	M	W	T	
0	9	209	218	46	3	49	29	65	94	0
1	9	75	84	50	5	55	35	80	115	1
2	12	76	88	93	12	105	81	116	197	2
3	22	54	76	60	15	75	91	98	189	3
4	36	34	70	62	27	89	96	67	163	4
5	30	21	51	58	31	89	83	53	136	5
6	31	14	45	63	36	99	50	27	77	6
7-8	79	13	92	71	92	163	67	19	86	7-8
9-10	82	16	98	44	113	157	14	7	21	9-10
11-12	59	11	70	16	128	144				11-12
13-14	65		65	5	92	97				13-14
OVER 14	140	6	146							OVER 14
N-CT	374	529	1103	588	554	1122	546	532	1078	N-CT
MEAN	10.3	2.3	6.4	4.4	9.1	6.7	4.0	2.8	3.4	MEAN
S.D.	5.1	3.2	5.9	3.1	3.4	4.0	2.2	2.0	2.2	S.D.

SCORE	SPORTS			ARTISTIC			COMMUNITY SERV.			SCORE
	M	W	T	M	W	T	M	W	T	
0	12	43	55	77	20	97	185	81	266	0
1	14	89	103	73	22	95	87	83	170	1
2	26	103	129	90	61	151	92	95	187	2
3	43	101	144	78	54	132	62	97	159	3
4	74	64	138	61	76	137	58	72	110	4
5	79	44	123	53	67	120	35	37	72	5
6	56	28	84	39	58	97	18	28	46	6
7-8	139	31	170	47	93	140	21	30	51	7-8
9-10	89	17	106	19	54	73	10	18	28	9-10
11-12	28	8	36	10	27	37				11-12
13-14				2	14	16				13-14
OVER 14				2	5	7				OVER 14
N-CT	560	528	1088	551	551	1102	548	541	1089	N-CT
MEAN	6.1	3.3	4.7	3.5	5.6	4.5	2.1	2.9	2.5	MEAN
S.D.	2.7	2.5	3.0	2.8	3.2	3.2	2.3	2.3	2.3	S.D.

SCORE	BUSINESS			LEADERSHIP			CLERICAL			SCORE
	M	W	T	M	W	T	M	W	T	
0	6	21	27	60	35	95	50	39	89	0
1	27	51	78	54	44	98	69	56	125	1
2	46	94	140	72	76	148	89	75	164	2
3	77	126	203	72	69	141	73	70	143	3
4	91	87	178	62	70	132	75	55	130	4
5	88	78	166	60	63	123	53	55	108	5
6	59	43	102	50	55	105	49	44	93	6
7-8	92	29	121	68	77	145	45	64	109	7-8
9-10	44	9	53	26	34	60	34	52	86	9-10
11-12	15	5	20	14	11	25	11	26	37	11-12
13-14	4	1	5				4	12	16	13-14
OVER 14	1	2	3					1	1	OVER 14
N-CT	550	546	1096	538	534	1072	552	549	1101	N-CT
MEAN	5.2	3.7	4.4	4.0	4.4	4.2	3.9	4.8	4.3	MEAN
S.D.	2.7	2.2	2.6	2.8	2.7	2.8	2.9	3.4	3.2	S.D.

**APPENDIX C
SOCIAL SCIENCE
AND PUBLIC
SERVICE CLUSTER**

TABLE C.4—DISTRIBUTION OF HIGH SCHOOL GRADES

MEN STUDENTS													
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL		
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	
A	27	5	30	5	49	8	23	4	32	5	95	16	
B	150	26	116	20	204	35	139	24	130	22	165	28	
C	300	51	277	47	261	45	273	47	160	27	101	17	
D	80	14	109	19	43	7	70	12	19	3	9	2	
F		1	22	4	1		3	1	6	1	2		
NOT TAKEN	24	4	32	5	28	5	78	13	239	41	214	37	
MEAN	2.20		2.04		2.46		2.21		2.47		2.92		
S.D.	.772		.883		.767		.755		.804		.816		
NO. STUDENTS	586		586		586		586		586		586		
WOMEN STUDENTS													
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL		
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	
A	115	20	31	5	113	20	51	9	109	19	132	23	
B	231	40	147	25	220	38	169	29	167	29	155	27	
C	181	31	251	44	169	29	216	37	141	24	59	10	
D	28	5	98	17	30	5	56	10	19	3	1		
F	3	1	13	2	1		11	2	2		1		
NOT TAKEN	19	3	37	6	44	8	74	13	139	24	229	40	
MEAN	2.77		2.16		2.78		2.38		2.83		3.20		
S.D.	.851		.869		.849		.891		.869		.740		
NO. STUDENTS	577		577		577		577		577		577		
TOTAL STUDENTS													
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL		
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	
A	142	12	61	5	162	14	74	6	141	12	227	20	
B	381	33	263	23	424	36	308	26	297	26	320	28	
C	481	41	528	45	430	37	489	42	301	26	160	14	
D	108	9	207	18	73	6	126	11	38	3	10	1	
F	8	1	35	3	2		14	1	8	1	3		
NOT TAKEN	43	4	69	6	72	6	152	13	378	33	443	38	
MEAN	2.48		2.10		2.62		2.30		2.67		3.05		
S.D.	.860		.878		.824		.830		.859		.792		
NO. STUDENTS	1,163		1,163		1,163		1,163		1,163		1,163		

**APPENDIX C
SOCIAL SCIENCE
AND PUBLIC
SERVICE CLUSTER**

TABLE C.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)

HOW THE STUDENTS THINK THEY COMPARE WITH
PERSONS THEIR OWN AGE

TRAITS	SEX	N-CT	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
ACADEMIC MOTIVATION	MEN	586	4	61	29	6
	WOMEN	575	2	54	35	9
	TOTAL	1161	3	58	32	8
ADAPTABILITY	MEN	585	4	49	40	6
	WOMEN	575	3	56	34	6
	TOTAL	1160	4	52	37	6
ARTISTIC ABILITY	MEN	584	46	34	15	4
	WOMEN	572	35	42	19	4
	TOTAL	1156	41	38	17	4
CLERICAL ABILITY	MEN	584	26	53	17	3
	WOMEN	575	19	60	17	4
	TOTAL	1159	23	57	17	4
COMMON SENSE	MEN	586	1	37	48	13
	WOMEN	575	3	51	37	8
	TOTAL	1161	2	44	43	11
COPING ABILITY	MEN	585	4	52	36	7
	WOMEN	572	7	63	26	4
	TOTAL	1157	6	58	31	5
ENGLISH ABILITY	MEN	585	22	58	17	3
	WOMEN	574	14	60	22	5
	TOTAL	1159	18	59	20	4
GETTING ALONG	MEN	586	3	38	44	15
	WOMEN	575	2	39	48	11
	TOTAL	1161	2	39	46	13

APPENDIX C
SOCIAL SCIENCE
AND PUBLIC
SERVICE CLUSTER

TABLE C.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)—CONTINUED

TRAITS	SEX	N-CT	HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE			
			BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
LEARNING ABILITY	MEN	583	8	64	24	4
	WOMEN	574	8	67	22	3
	TOTAL	1157	8	65	23	4
LIKING SCHOOL	MEN	585	9	60	25	6
	WOMEN	575	7	51	33	9
	TOTAL	1160	8	55	29	8
MATHEMATICAL ABILITY	MEN	584	35	47	14	3
	WOMEN	575	47	44	8	1
	TOTAL	1159	41	46	11	2
MECHANICAL ABILITY	MEN	585	11	44	38	8
	WOMEN	573	49	44	7	1
	TOTAL	1158	30	44	22	4
PHYSICAL ENERGY	MEN	583	4	42	42	13
	WOMEN	572	9	56	30	5
	TOTAL	1155	6	49	36	9
SCIENTIFIC ABILITY	MEN	586	38	50	11	1
	WOMEN	575	51	44	5	1
	TOTAL	1161	45	47	8	1
SOCIAL SELF-CONFIDENCE	MEN	586	13	55	25	7
	WOMEN	573	11	55	27	7
	TOTAL	1159	12	55	26	7
WORK MOTIVATION	MEN	584	2	34	50	14
	WOMEN	570	2	36	51	12
	TOTAL	1154	2	35	50	13

APPENDIX D

SPECIAL SUBGROUP NORMS*

Special Subgroups

Age 25 and over

Afro-American/black

Mexican/Spanish American

Part-time students

Transfer students

The following tables are provided for each of the above clusters:

Table D. 1 Distribution of Test Scores (Ability Measures)

Table D. 2 Distribution of Vocational Interests

Table D. 3 Distribution of Special Competencies

Table D. 4 Distribution of High School Grades

Table D. 5 Distribution of Self-Estimates of Skills

Cautions

A note of caution is needed when interpreting special subgroup norms. Because students within these special subgroups have had diverse educational experiences, the implications of the normative information for counseling, guidance, and placement can vary from group to group. For example, the self-report information related to high school grades for adult students may not be as accurate or useful because of the time interval between high school and entry into a postsecondary educational institution. Likewise, subgroups of students from culturally different backgrounds may not have had the life experiences and educational opportunities which result in high test scores. The Special Subgroup Norms can be used to obtain an indication of how an individual compares with others from similar circumstances. Comparison of an individual's scores with local norms based on students with whom he will compete should also prove useful--both to the student in making educational plans and to the institution in helping him implement them.

APPENDIX D

AGE 25 AND OVER

TABLE D.1—DISTRIBUTION OF TEST SCORES (IN PERCENTILES)

SCORE	MECHANICAL SKILLS			NONVERBAL REASONING			CLERICAL SKILLS			NUMERICAL COMPUTATION			SCORE
	M	W	T	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	99	99	99	76-80
71-75	98	99	99	99	99	99	97	99	98	98	99	99	71-75
66-70	92	99	95	97	98	97	92	95	94	97	98	97	66-70
61-65	81	99	88	93	94	94	86	91	88	92	96	93	61-65
56-60	64	94	77	87	88	87	78	83	80	83	91	86	56-60
51-55	44	84	61	76	77	76	65	69	67	69	78	72	51-55
46-50	27	69	44	59	61	60	49	53	51	52	60	55	46-50
41-45	14	47	28	39	44	41	31	35	33	32	37	34	41-45
36-40	6	27	15	21	27	24	15	18	16	16	18	16	36-40
31-35	2	12	6	9	13	11	6	8	7	8	8	8	31-35
26-30	1	4	2	2	4	3	2	3	2	2	2	2	26-30
20-25	1	1	1	1	1	1	1	1	1	1	1	1	20-25
MEN	1490			1490			1490			1490			MEN
WOMEN	1071			1071			1071			1071			WOMEN
TOTAL	2561			2561			2561			2561			TOTAL

	M	W	T	M	W	T	M	W	T	M	W	T	
MEAN	54.3	43.8	49.9	46.2	45.1	45.7	49.6	47.8	48.8	48.0	46.0	47.1	MEAN
S.D.	9.7	8.7	10.6	10.1	10.7	10.4	11.2	10.8	11.1	10.1	9.1	9.7	S.D.

SCORE	MATHEMATICAL REASONING			SPACE RELATIONS			READING SKILLS			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	97	99	98	98	99	98	71-75
66-70	96	99	97	93	99	96	95	96	95	66-70
61-65	90	97	93	87	97	91	88	88	88	61-65
56-60	80	92	85	75	92	82	76	75	76	56-60
51-55	61	79	68	59	81	68	61	61	61	51-55
46-50	37	57	45	40	63	50	43	44	44	46-50
41-45	23	38	29	25	42	32	25	26	26	41-45
36-40	14	25	18	15	26	20	13	13	13	36-40
31-35	7	13	9	10	17	13	5	6	5	31-35
26-30	4	7	5	5	9	7	2	2	2	26-30
20-25	2	4	3	1	3	2	1	1	1	20-25
MEN	1490			1490			1490			MEN
WOMEN	1071			1071			1071			WOMEN
TOTAL	2561			2561			2561			TOTAL

	M	W	T	M	W	T	M	W	T	
MEAN	49.8	45.1	47.8	50.2	44.2	47.7	50.0	49.8	50.0	MEAN
S.D.	10.1	9.7	10.2	11.8	10.3	11.6	10.5	10.6	10.5	S.D.

APPENDIX D
AGE 25 AND OVER

TABLE D.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)

SCORE	SCIENTIFIC			HEALTH			ARTISTIC			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	98	99	99	99	96	98	99	98	99	71-75
66-70	93	98	95	98	88	94	98	93	96	66-70
61-65	84	94	88	96	66	84	94	83	89	61-65
56-60	68	84	75	89	40	69	84	65	76	56-60
51-55	47	66	55	78	24	55	69	46	60	51-55
46-50	28	46	35	58	14	40	51	28	41	46-50
41-45	15	28	20	35	7	23	30	13	23	41-45
36-40	7	13	9	18	3	12	15	6	11	36-40
31-35	3	5	4	8	1	5	7	3	5	31-35
26-30	1	2	2	4	1	2	3	1	2	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25
MEN	1485			1486			1486			MEN
WOMEN	1064			1060			1064			WOMEN
TOTAL	2549			2546			2550			TOTAL

	M	W	T	M	W	T	M	W	T	
MEAN	53.7	49.3	51.9	46.4	58.8	51.5	48.2	53.8	50.5	MEAN
S.D.	9.8	9.1	9.7	9.4	9.3	11.2	9.7	9.6	10.1	S.D.

SCORE	SOCIAL SERV.			BUS. CONTACT			BUS. MANAG.			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	97	98	99	99	99	97	99	98	71-75
66-70	98	93	96	96	97	96	94	98	95	66-70
61-65	95	85	91	91	91	91	85	94	89	61-65
56-60	87	65	78	82	81	82	69	87	76	56-60
51-55	74	42	61	67	62	65	50	75	60	51-55
46-50	55	23	42	49	41	46	32	58	43	46-50
41-45	33	10	23	31	23	28	17	38	26	41-45
36-40	17	3	11	15	10	13	8	20	13	36-40
31-35	7	1	4	6	4	5	3	9	5	31-35
26-30	2	1	1	2	1	2	1	4	2	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25
MEN	1485			1485			1485			MEN
WOMEN	1063			1061			1061			WOMEN
TOTAL	2548			2546			2546			TOTAL

	M	W	T	M	W	T	M	W	T	
MEAN	47.1	54.7	50.3	48.4	49.9	49.0	52.8	46.6	50.2	MEAN
S.D.	9.5	8.6	9.9	10.3	9.3	9.9	10.1	10.0	10.5	S.D.

APPENDIX D

AGE 25 AND OVER

TABLE D.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)—CONTINUED

SCORE	BUS. DETAIL			HOUSEHOLD			CARPENTRY			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	98	99	99	98	99	97	99	98	71-75
66-70	97	94	96	99	92	96	92	99	95	66-70
61-65	92	84	89	97	80	90	81	97	88	61-65
56-60	83	71	78	90	59	77	63	92	75	56-60
51-55	66	55	61	77	37	60	41	80	57	51-55
46-50	44	36	40	54	19	39	24	63	40	46-50
41-45	26	21	24	31	7	21	12	43	25	41-45
36-40	13	11	12	17	3	11	5	24	13	36-40
31-35	5	4	5	7	1	5	2	11	6	31-35
26-30	2	1	2	3	1	2	1	4	2	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25

MEN	1485			1485			1485			MEN
WOMEN	1063			1062			1063			WOMEN
TOTAL	2548			2547			2548			TOTAL

MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	9.5	10.3	9.9	8.7	8.6	9.8	9.5	9.1	10.5	S.D.
	49.1	51.8	50.2	46.8	56.0	50.7	54.5	44.9	50.5	

SCORE	AGRICULTURE			MECHANICAL			ELECTRICAL			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	98	99	99	98	99	99	98	99	99	71-75
66-70	94	98	96	94	99	96	94	99	97	66-70
61-65	83	93	87	83	99	90	83	99	89	61-65
56-60	69	85	76	59	98	76	63	97	77	56-60
51-55	52	73	61	31	91	56	39	86	59	51-55
46-50	31	51	39	13	74	39	18	66	38	46-50
41-45	14	31	21	5	52	25	7	43	22	41-45
36-40	6	15	10	2	31	14	2	25	12	36-40
31-35	3	5	4	1	17	8	1	12	6	31-35
26-30	2	2	2	1	9	4	1	6	3	26-30
20-25	1	1	1	1	2	1	1	2	1	20-25

MEN	1485			1485			1485			MEN
WOMEN	1062			1063			1061			WOMEN
TOTAL	2547			2548			2546			TOTAL

MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	9.7	9.4	9.9	7.6	8.7	10.8	8.1	8.7	10.2	S.D.
	53.0	48.0	50.9	56.2	41.7	50.1	55.1	43.5	50.3	

APPENDIX D

AGE 25 AND OVER

TABLE D.3-DISTRIBUTION OF SPECIAL COMPETENCIES

SCORE	SKILLED TRADES			HOME ECONOMICS			SCIENTIFIC			SCORE
	M	W	T	M	W	T	M	W	T	
0	12	286	298	98	-2	100	97	45	142	0
1	4	91	95	80	8	88	123	111	234	1
2	17	129	146	125	9	134	211	228	439	2
3	27	126	153	138	5	143	213	184	397	3
4	29	84	113	123	10	133	213	170	383	4
5	30	63	93	165	11	176	169	106	275	5
6	51	31	82	154	26	180	135	59	194	6
7-8	108	51	159	253	84	337	157	51	208	7-8
9-10	175	35	210	168	172	340	37	20	57	9-10
11-12	210	19	229	60	260	320				11-12
13-14	207	9	216	22	423	445				13-14
OVER 14	563	19	582							OVER 14
N-CT	1433	943	2376	1386	1010	2396	1355	974	2329	N-CT
MEAN	12.8	3.2	9.0	5.4	11.2	7.8	3.8	3.3	3.6	MEAN
S.D.	4.9	3.8	6.5	3.2	2.8	4.2	2.3	2.0	2.2	S.D.

SCORE	SPORTS			ARTISTIC			COMMUNITY SERV.			SCORE
	M	W	T	M	W	T	M	W	T	
0	57	109	166	275	40	315	540	79	619	0
1	79	168	247	200	56	256	213	130	343	1
2	112	220	332	211	99	310	188	151	339	2
3	166	157	323	171	114	285	137	140	277	3
4	192	112	304	133	110	243	92	115	207	4
5	178	73	251	104	113	217	67	108	175	5
6	158	33	191	59	107	166	47	81	128	6
7-8	237	40	277	102	162	264	57	125	182	7-8
9-10	141	20	161	46	105	151	24	60	84	9-10
11-12	60	17	77	18	50	68				11-12
13-14				5	23	28				13-14
OVER 14				6	6	12				OVER 14
N-CT	1380	949	2329	1330	985	2315	1365	989	2354	N-CT
MEAN	5.2	2.9	4.3	3.1	5.5	4.1	1.9	3.9	2.7	MEAN
S.D.	2.9	2.4	2.9	2.9	3.3	3.3	2.3	2.6	2.6	S.D.

SCORE	BUSINESS			LEADERSHIP			CLERICAL			SCORE
	M	W	T	M	W	T	M	W	T	
0	16	26	42	157	56	213	81	40	121	0
1	69	80	149	128	71	199	125	63	188	1
2	141	160	301	188	125	313	169	94	263	2
3	185	187	372	182	122	304	153	98	251	3
4	179	185	364	153	126	279	156	102	258	4
5	194	134	328	128	85	213	134	90	224	5
6	160	104	264	108	88	196	124	74	198	6
7-8	224	74	298	149	178	327	185	160	345	7-8
9-10	117	26	143	74	97	171	135	118	253	9-10
11-12	42	7	49	34	29	63	53	107	160	11-12
13-14	6	5	11				15	35	50	13-14
OVER 14	14	11	25				3	11	14	OVER 14
N-CT	1347	999	2346	1301	977	2278	1333	992	2325	N-CT
MEAN	5.3	4.1	4.8	3.9	4.8	4.3	4.8	6.1	5.4	MEAN
S.D.	2.9	2.5	2.8	2.9	2.9	2.9	3.2	3.7	3.5	S.D.

APPENDIX D

AGE 25 AND OVER

TABLE D.4—DISTRIBUTION OF HIGH SCHOOL GRADES

MEN STUDENTS													
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL		
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	
A	43	3	117	8	74	5	64	4	61	4	195	13	
B	296	20	364	24	390	26	315	21	250	17	405	27	
C	759	51	630	42	674	45	615	41	339	23	282	19	
D	219	15	185	12	108	7	138	9	53	4	26	2	
F	20	1	27	2	11	1	12	1	14	1	3	3	
NOT TAKEN	153	10	167	11	233	16	346	23	773	52	579	39	
MEAN	2.09		2.27		2.32		2.25		2.41		2.84		
S.D.	.752		.881		.749		.775		.822		.801		
NO. STUDENTS	1,490		1,490		1,490		1,490		1,490		1,490		
WOMEN STUDENTS													
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL		
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	
A	167	16	98	9	129	12	82	8	145	14	173	16	
B	461	43	335	31	400	37	335	31	299	28	283	26	
C	335	31	427	40	377	35	401	37	253	24	149	14	
D	22	2	97	9	43	4	35	3	20	2	5	5	
F	3	3	12	1	2	2	3	3	3	3	2	2	
NOT TAKEN	83	8	102	10	120	11	215	20	351	33	459	43	
MEAN	2.78		2.42		2.64		2.54		2.78		3.01		
S.D.	.758		.849		.777		.737		.809		.767		
NO. STUDENTS	1,071		1,071		1,071		1,071		1,071		1,071		
TOTAL STUDENTS													
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL		
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	
A	210	8	215	8	203	8	146	6	206	8	368	14	
B	757	30	699	27	790	31	650	25	549	21	688	27	
C	1094	43	1057	41	1051	41	1016	40	592	23	431	17	
D	241	9	282	11	151	6	173	7	73	3	31	1	
F	23	1	39	2	13	1	15	1	17	1	5	5	
NOT TAKEN	236	9	269	11	353	14	561	22	1124	44	1038	41	
MEAN	2.38		2.34		2.46		2.37		2.59		2.91		
S.D.	.827		.871		.777		.773		.837		.792		
NO. STUDENTS	2,561		2,561		2,561		2,561		2,561		2,561		

APPENDIX D

AGE 25 AND OVER

TABLE D.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)

HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE

TRAITS	SEX	N-CY	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
ACADEMIC MOTIVATION	MEN	1486	4	47	38	10
	WOMEN	1065	2	38	45	15
	TOTAL	2551	3	43	41	12
ADAPTABILITY	MEN	1482	5	48	39	8
	WOMEN	1063	4	54	35	8
	TOTAL	2545	5	50	37	8
ARTISTIC ABILITY	MEN	1475	52	33	12	3
	WOMEN	1050	42	41	15	2
	TOTAL	2525	48	36	14	2
CLERICAL ABILITY	MEN	1473	24	53	19	4
	WOMEN	1057	20	58	18	5
	TOTAL	2530	22	55	18	4
COMMON SENSE	MEN	1482	2	41	42	14
	WOMEN	1063	3	53	37	7
	TOTAL	2545	2	46	40	12
COPING ABILITY	MEN	1484	6	56	31	6
	WOMEN	1063	5	59	30	6
	TOTAL	2547	6	58	31	6
ENGLISH ABILITY	MEN	1486	29	55	13	3
	WOMEN	1061	12	60	23	5
	TOTAL	2547	22	57	17	4
GETTING ALONG	MEN	1486	4	41	42	13
	WOMEN	1060	2	45	41	12
	TOTAL	2546	3	42	42	12

APPENDIX D

AGE 25 AND OVER

TABLE D.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)—CONTINUED

TRAITS	SEX	N-CY	HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE			
			BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
LEARNING ABILITY	MEN	1488	9	63	24	4
	WOMEN	1063	10	69	19	3
	TOTAL	2551	10	65	22	3
LIKING SCHOOL	MEN	1487	5	49	37	9
	WOMEN	1065	3	39	44	15
	TOTAL	2552	4	45	40	11
MATHEMATICAL ABILITY	MEN	1487	24	54	18	4
	WOMEN	1062	42	48	8	1
	TOTAL	2549	32	52	14	3
MECHANICAL ABILITY	MEN	1484	6	39	41	14
	WOMEN	1063	40	48	10	2
	TOTAL	2547	20	43	28	9
PHYSICAL ENERGY	MEN	1484	8	44	36	12
	WOMEN	1063	6	56	33	6
	TOTAL	2547	7	49	35	9
SCIENTIFIC ABILITY	MEN	1484	41	46	10	2
	WOMEN	1056	42	50	6	1
	TOTAL	2540	42	48	8	2
SOCIAL SELF-CONFIDENCE	MEN	1482	18	54	23	6
	WOMEN	1064	10	57	26	7
	TOTAL	2546	15	55	24	6
WORK MOTIVATION	MEN	1472	2	30	52	17
	WOMEN	1053	2	27	54	18
	TOTAL	2525	2	28	53	17

APPENDIX D

AFRO-AMERICAN/BLACK

TABLE D.1—DISTRIBUTION OF TEST SCORES (IN PERCENTILES)

SCORE	MECHANICAL SKILLS			NONVERBAL REASONING			CLERICAL SKILLS			NUMERICAL COMPUTATION			SCORE
	M	W	T	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	99	99	99	99	98	99	99	99	99	71-75
66-70	99	99	99	99	99	99	97	95	96	99	99	99	66-70
61-65	99	99	99	99	99	99	95	90	93	98	96	97	61-65
56-60	97	99	99	96	97	96	92	84	88	95	89	92	56-60
51-55	91	99	95	88	90	89	87	76	81	87	79	83	51-55
46-50	77	96	87	75	74	74	79	66	72	76	67	71	46-50
41-45	54	85	70	55	50	53	65	51	58	56	45	51	41-45
36-40	29	63	46	32	27	30	46	34	40	34	24	29	36-40
31-35	12	33	23	15	13	14	24	18	21	18	13	15	31-35
26-30	9	10	7	5	4	4	9	8	9	5	4	5	26-30
20-25	1	2	1	1	1	1	3	2	3	1	1	1	20-25
MEN		676			676			676			676		MEN
WOMEN		696			696			696			696		WOMEN
TOTAL		1372			1372			1372			1372		TOTAL

	M	W	T	M	W	T	M	W	T	M	W	T	MEAN
MEAN	42.6	36.0	39.2	42.0	42.5	42.2	40.6	44.5	42.6	41.8	44.6	43.2	MEAN
S.D.	7.9	6.4	7.9	8.4	8.0	8.2	10.9	12.6	11.9	9.2	9.7	9.6	S.D.

SCORE	MATHEMATICAL REASONING			SPACE RELATIONS			READING SKILLS			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	99	99	99	99	99	99	71-75
66-70	99	99	99	99	99	99	99	99	99	66-70
61-65	99	99	99	99	98	99	99	99	99	61-65
56-60	97	99	98	95	98	97	97	97	97	56-60
51-55	89	93	91	87	94	91	92	94	93	51-55
46-50	72	78	75	72	85	79	82	85	84	46-50
41-45	53	60	57	52	68	60	65	67	66	41-45
36-40	36	42	39	33	45	39	45	42	44	36-40
31-35	18	23	20	19	26	23	24	19	21	31-35
26-30	9	13	11	9	12	11	9	6	8	26-30
20-25	5	7	6	2	3	2	2	2	2	20-25
MEN		676			676			676		MEN
WOMEN		696			696			696		WOMEN
TOTAL		1372			1372			1372		TOTAL
MEAN	41.8	40.0	40.9	42.3	39.0	40.6	39.5	39.8	39.7	MEAN
S.D.	8.9	8.7	8.8	9.5	8.5	9.2	8.9	8.0	8.5	S.D.

APPENDIX D.

AFRO-AMERICAN/BLACK

TABLE D.2-DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)

SCORE	SCIENTIFIC			HEALTH			ARTISTIC			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	97	99	98	99	96	98	98	96	97	71-75
66-70	91	97	94	98	90	94	94	90	92	66-70
61-65	79	92	86	93	75	84	84	77	81	61-65
56-60	62	82	72	78	54	66	66	59	62	56-60
51-55	39	64	52	58	34	46	45	40	43	51-55
46-50	21	45	33	35	20	27	26	23	25	46-50
41-45	9	27	19	16	10	13	11	10	11	41-45
36-40	3	13	8	6	5	5	4	4	4	36-40
31-35	1	6	3	2	1	2	2	2	2	31-35
26-30	1	3	2	1	1	1	1	1	1	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25

MEN	675			672			675			MEN
WOMEN	691			687			691			WOMEN
TOTAL	1366			1359			1366			TOTAL

MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	9.2	10.0	10.1	8.4	9.7	9.4	9.0	9.8	9.4	S.D.
	55.9	49.5	52.7	51.3	56.4	53.9	53.8	55.5	54.7	

SCORE	SOCIAL SERV.			BUS. CONTACT.			BUS. MANAG.			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	98	98	99	99	99	76-80
71-75	99	94	96	95	92	94	95	97	96	71-75
66-70	96	87	92	88	83	85	88	92	90	66-70
61-65	90	74	82	75	69	72	73	83	78	61-65
56-60	74	51	62	58	52	55	53	72	62	56-60
51-55	54	30	42	37	32	35	35	56	46	51-55
46-50	33	16	24	20	17	18	20	37	29	46-50
41-45	15	6	11	10	9	10	9	21	15	41-45
36-40	6	3	4	4	4	4	4	10	7	36-40
31-35	2	1	2	1	1	1	1	4	3	31-35
26-30	1	1	1	1	1	1	1	1	1	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25

MEN	674			673			674			MEN
WOMEN	691			690			688			WOMEN
TOTAL	1365			1363			1362			TOTAL

MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	9.1	9.2	9.6	9.7	10.2	10.0	9.7	10.7	10.5	S.D.
	52.1	57.6	54.9	56.0	57.5	56.8	56.8	52.1	54.4	



APPENDIX D

AFRO-AMERICAN/BLACK

TABLE D.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)—CONTINUED

SCORE	BUS. DETAIL			HOUSEHOLD			CARPENTRY			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	96	99	99	99	99	76-80
71-75	97	93	95	99	94	97	98	99	99	71-75
66-70	93	83	88	99	87	93	95	99	97	66-70
61-65	84	68	76	95	74	84	86	98	92	61-65
56-60	68	50	59	86	53	69	70	94	82	56-60
51-55	46	37	39	72	32	52	51	85	68	51-55
46-50	26	16	21	52	18	35	33	70	52	46-50
41-45	12	8	10	31	9	20	18	51	35	41-45
36-40	5	4	4	17	5	11	7	30	19	36-40
31-35	1	1	1	7	2	5	2	15	9	31-35
26-30	1	1	1	2	1	2	1	6	4	26-30
20-25	1	1	1	1	1	1	1	2	1	20-25

MEN	674			674			674			MEN
WOMEN	690			689			690			WOMEN
TOTAL	1364			1363			1364			TOTAL

MEAN	53.8	57.6	55.8	47.6	57.1	52.4	52.4	42.8	47.6	MEAN
S.D.	9.2	9.8	9.7	9.6	10.0	10.9	9.6	9.2	10.5	S.D.

SCORE	AGRICULTURE			MECHANICAL			ELECTRICAL			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	98	99	99	97	99	99	71-75
66-70	98	99	99	95	99	98	92	99	96	66-70
61-65	92	99	96	86	99	93	77	98	88	61-65
56-60	83	96	90	64	98	81	53	95	74	56-60
51-55	67	88	78	35	90	63	29	81	55	51-55
46-50	46	72	59	15	72	44	12	58	35	46-50
41-45	28	52	40	6	49	28	5	36	21	41-45
36-40	13	32	22	2	28	15	2	19	10	36-40
31-35	4	16	10	1	15	8	1	8	4	31-35
26-30	1	8	5	1	9	5	1	3	2	26-30
20-25	1	3	2	1	3	2	1	1	1	20-25

MEN	672			674			673			MEN
WOMEN	689			691			689			WOMEN
TOTAL	1361			1365			1362			TOTAL

MEAN	49.0	42.2	45.5	55.5	42.2	48.8	57.0	45.4	51.2	MEAN
S.D.	9.4	9.1	9.9	7.5	8.9	10.6	8.0	8.4	10.1	S.D.

APPENDIX D

AFRO-AMERICAN/BLACK

TABLE D.3--DISTRIBUTION OF SPECIAL COMPETENCIES

SCORE	SKILLED TRADES			HOME ECONOMICS			SCIENTIFIC			SCORE
	M	W	T	M	W	T	M	W	T	
0	12	306	318	36	7	43	24	60	84	0
1	7	59	66	48	9	57	47	64	111	1
2	23	48	71	63	22	85	93	107	200	2
3	44	50	94	74	20	94	102	106	208	3
4	46	24	70	70	31	101	82	85	167	4
5	44	18	62	56	37	93	87	80	167	5
6	62	9	71	55	71	126	59	37	96	6
7-8	95	17	112	88	161	249	58	42	100	7-8
9-10	132	15	147	38	145	183	15	8	23	9-10
11-12	61	7	68	14	99	113				11-12
13-14	42	3	45	16	48	64				13-14
OVER 14	51	10	61							OVER 14
N-CT	619	566	1185	558	650	1208	567	589	1156	N-CT
MEAN	2.2	2.0	5.3	4.8	8.0	6.5	3.9	3.3	3.6	MEAN
S.D.	4.3	3.7	5.1	3.2	3.1	3.5	2.2	2.2	2.2	S.D.

SCORE	SPORTS			ARTISTIC			COMMUNITY SERV.			SCORE
	M	W	T	M	W	T	M	W	T	
0	7	51	58	46	14	60	165	96	261	0
1	29	114	143	50	26	76	89	81	170	1
2	48	162	210	74	69	143	100	117	217	2
3	76	92	168	82	73	155	81	110	191	3
4	77	63	140	71	82	153	38	73	111	4
5	80	32	112	66	94	160	33	43	76	5
6	66	21	87	37	73	110	12	28	40	6
7-8	98	18	116	46	105	151	34	40	74	7-8
9-10	45	23	68	27	56	83	12	16	28	9-10
11-12	27	24	51	16	23	39				11-12
13-14				8	10	18				13-14
OVER 14				5	3	8				OVER 14
N-CT	553	600	1153	528	628	1156	564	604	1168	N-CT
MEAN	5.3	3.1	4.2	4.2	5.4	4.9	2.3	2.9	2.6	MEAN
S.D.	2.7	2.7	2.9	3.2	3.0	3.1	2.3	2.3	2.4	S.D.

SCORE	BUSINESS			LEADERSHIP			CLERICAL			SCORE
	M	W	T	M	W	T	M	W	T	
0	13	37	50	43	36	81	48	54	102	0
1	37	57	94	60	44	104	75	55	130	1
2	59	114	173	68	100	168	81	87	168	2
3	92	115	207	71	80	151	65	95	160	3
4	78	86	164	48	86	134	59	72	131	4
5	77	81	158	49	76	125	37	44	81	5
6	61	43	104	32	40	72	31	46	77	6
7-8	46	30	76	46	82	138	39	68	107	7-8
9-10	26	18	44	22	26	48	13	50	63	9-10
11-12	11	9	20	14	11	25	6	22	28	11-12
13-14		4	4				9	9	18	13-14
OVER 14	11	11	22				7	4	11	OVER 14
N-CT	511	605	1116	453	583	1036	470	606	1076	N-CT
MEAN	4.7	3.9	4.2	3.9	4.1	4.0	3.7	4.5	4.1	MEAN
S.D.	3.0	2.9	3.0	2.8	2.6	2.7	3.2	3.3	3.3	S.D.

APPENDIX D

AFRO-AMERICAN/BLACK

TABLE D.4—DISTRIBUTION OF HIGH SCHOOL GRADES

MEN STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	24	4	29	4	47	7	18	3	21	3	95	14
B	178	26	175	26	223	33	171	25	105	16	231	34
C	381	56	317	47	292	43	292	43	127	19	115	17
D	68	10	101	15	57	8	71	11	22	3	16	2
F	5	1	10	1	1		2		1			
NOT TAKEN	20	3	44	7	56	8	122	18	400	59	219	32
MEAN	2.23		2.18		2.42		2.24		2.45		2.89	
S.D.	.708		.808		.767		.724		.762		.766	
NO. STUDENTS	676		676		676		676		676		676	
WOMEN STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	71	10	47	7	76	11	37	5	63	9	125	18
B	343	49	182	26	260	37	196	28	204	29	218	31
C	249	36	360	52	277	40	273	39	128	18	70	10
D	19	3	61	9	21	3	41	6	15	2	1	
F			3				1		1			
NOT TAKEN	14	2	43	6	62	9	148	21	285	41	282	41
MEAN	2.68		2.32		2.62		2.41		2.76		3.13	
S.D.	.693		.759		.736		.734		.759		.681	
NO. STUDENTS	696		696		696		696		696		696	
TOTAL STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	95	7	76	6	123	9	55	4	84	6	220	16
B	521	38	357	26	483	35	367	27	309	23	449	33
C	630	46	677	49	569	41	565	41	255	19	185	13
D	87	6	162	12	78	6	112	8	37	3	17	1
F	5		13	1	1		3		2			
NOT TAKEN	34	2	87	6	118	9	270	20	685	50	501	37
MEAN	2.46		2.25		2.52		2.33		2.63		3.00	
S.D.	.737		.786		.758		.734		.776		.737	
NO. STUDENTS	1,372		1,372		1,372		1,372		1,372		1,372	

APPENDIX D

AFRO-AMERICAN/BLACK

TABLE D.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)

HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE

TRAITS	SEX	N-CT	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
ACADEMIC MOTIVATION	MEN	672	6	64	24	7
	WOMEN	688	4	56	29	11
	TOTAL	1360	5	60	26	9
ADAPTABILITY	MEN	668	7	59	26	8
	WOMEN	694	6	62	26	6
	TOTAL	1362	7	60	26	7
ARTISTIC ABILITY	MEN	668	31	43	19	7
	WOMEN	689	34	47	13	6
	TOTAL	1357	33	45	16	6
CLERICAL ABILITY	MEN	667	31	51	13	5
	WOMEN	685	18	55	20	8
	TOTAL	1352	24	53	17	6
COMMON SENSE	MEN	669	4	45	36	15
	WOMEN	695	3	52	31	13
	TOTAL	1364	3	49	34	14
COPING ABILITY	MEN	670	11	62	21	6
	WOMEN	691	9	66	20	5
	TOTAL	1361	10	64	21	5
ENGLISH ABILITY	MEN	672	18	60	17	5
	WOMEN	692	10	67	17	5
	TOTAL	1364	14	64	17	5
GETTING ALONG	MEN	670	3	32	43	23
	WOMEN	689	2	37	39	22
	TOTAL	1359	3	34	41	22

APPENDIX D
AFRO-AMERICAN/BLACK

TABLE D.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)—CONTINUED

TRAITS	SEX	N-CY	HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE			
			BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
LEARNING ABILITY	MEN	670	6	65	23	6
	WOMEN	693	8	66	19	8
	TOTAL	1363	7	65	21	7
LIKING SCHOOL	MEN	673	9	55	26	11
	WOMEN	692	6	54	26	14
	TOTAL	1365	8	54	26	12
MATHEMATICAL ABILITY	MEN	672	22	52	19	6
	WOMEN	692	30	57	10	3
	TOTAL	1364	26	55	14	5
MECHANICAL ABILITY	MEN	671	8	51	32	9
	WOMEN	689	46	41	11	2
	TOTAL	1360	27	46	21	5
PHYSICAL ENERGY	MEN	670	9	42	33	16
	WOMEN	695	11	55	24	10
	TOTAL	1365	10	49	28	13
SCIENTIFIC ABILITY	MEN	668	31	52	12	5
	WOMEN	691	38	51	8	4
	TOTAL	1359	35	52	10	4
SOCIAL SELF-CONFIDENCE	MEN	669	11	53	25	11
	WOMEN	693	8	56	24	12
	TOTAL	1362	9	55	24	11
WORK MOTIVATION	MEN	660	2	34	44	20
	WOMEN	686	2	30	45	23
	TOTAL	1346	2	32	44	21

APPENDIX D

MEXICAN/SPANISH
AMERICAN

TABLE D.1—DISTRIBUTION OF TEST SCORES (IN PERCENTILES)

SCORE	MECHANICAL SKILLS			NONVERBAL REASONING			CLERICAL SKILLS			NUMERICAL COMPUTATION			SCORE
	M	W	T	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	99		99	76-80
71-75	99		99	99		99	99		99	99		99	71-75
66-70	99		99	98		98	98		98	98		98	66-70
61-65	96		97	93		94	95		95	94		94	61-65
56-60	86		90	86		87	90		89	86		87	56-60
51-55	68		76	70		71	77		76	72		73	51-55
46-50	45		57	50		51	58		56	54		56	46-50
41-45	23		36	34		35	37		36	33		34	41-45
36-40	10		19	19		18	17		17	16		16	36-40
31-35	4		8	7		8	6		6	8		8	31-35
26-30	2		2	1		2	2		2	2		2	26-30
20-25	1		1	1		1	1		1	1		1	20-25
MEN		344			344			344			344		MEN
WOMEN		142			142			142			142		WOMEN
TOTAL		486			486			486			486		TOTAL

	M	W	T	M	W	T	M	W	T	M	W	T	MEAN
MEAN	48.9		46.4	47.5		47.1	46.6		46.9	47.1		46.9	MEAN
S.D.	8.3		8.9	9.7		9.6	9.2		9.4	9.5		9.4	S.D.

SCORE	MATHEMATICAL REASONING			SPACE RELATIONS			READING SKILLS			SCORE	
	M	W	T	M	W	T	M	W	T		
76-80	99		99	99		99	99		99	76-80	
71-75	99		99	99		99	99		99	71-75	
66-70	98		98	99		99	99		99	66-70	
61-65	95		95	94		94	96		97	61-65	
56-60	88		90	84		88	90		90	56-60	
51-55	72		76	67		74	81		81	51-55	
46-50	48		55	44		53	64		63	46-50	
41-45	29		36	26		33	41		41	41-45	
36-40	16		21	17		20	23		22	36-40	
31-35	6		10	11		12	9		9	31-35	
26-30	3		5	6		6	2		2	26-30	
20-25	1		3	2		2	1		1	20-25	
MEN		344			344			344		MEN	
WOMEN		142			142			142		WOMEN	
TOTAL		486			486			486		TOTAL	
MEAN		47.6		46.1	48.1		46.5	45.1		45.2	MEAN
S.D.		9.1		9.7	10.3		10.1	8.7		8.7	S.D.

APPENDIX-D

MEXICAN/SPANISH AMERICAN

TABLE D.2--DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)

SCORE	SCIENTIFIC			HEALTH			ARTISTIC			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	98		98	99		99	99		99	71-75
66-70	94		95	99		97	97		96	66-70
61-65	85		87	96		92	91		90	61-65
56-60	69		74	88		80	79		78	56-60
51-55	47		53	72		62	64		61	51-55
46-50	26		33	46		39	44		41	46-50
41-45	12		18	21		18	22		21	41-45
36-40	5		8	8		7	8		8	36-40
31-35	1		4	2		2	3		4	31-35
26-30	1		2	1		1	1		1	26-30
20-25	1		1	1		1	1		1	20-25
MEN		342			342			342		MEN
WOMEN		141			141			141		WOMEN
TOTAL		483			483			483		TOTAL

	M	W	T	M	W	T	M	W	T	MEAN
MEAN	54.2		52.3	49.1		50.8	50.1		50.6	S.D.
S.D.	8.7		9.6	7.8		8.7	9.0		9.4	

SCORE	SOCIAL SERV.			BUS. CONTACT			BUS. MANAG.			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		98	99		99	98		98	71-75
66-70	98		96	96		95	93		94	66-70
61-65	95		90	90		88	82		85	61-65
56-60	85		76	79		77	67		71	56-60
51-55	68		58	60		58	46		53	51-55
46-50	46		38	39		37	26		35	46-50
41-45	23		18	21		20	15		21	41-45
36-40	10		7	7		7	6		10	36-40
31-35	3		2	2		2	2		4	31-35
26-30	1		1	1		1	1		1	26-30
20-25	1		1	1		1	1		1	20-25
MEN		342			342			342		MEN
WOMEN		141			141			141		WOMEN
TOTAL		483			483			483		TOTAL

	M	W	T	M	W	T	M	W	T	MEAN
MEAN	49.2		51.4	50.8		51.3	54.0		52.1	S.D.
S.D.	8.6		9.3	9.1		9.3	9.7		10.3	

APPENDIX D

MEXICAN/SPANISH
AMERICAN

TABLE D.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)—CONTINUED

SCORE	BUS. DETAIL			HOUSEHOLD			CARPENTRY			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	99		98	99		99	97		98	71-75
66-70	96		95	99		96	93		95	66-70
61-65	91		86	98		91	82		87	61-65
56-60	79		72	91		81	65		73	56-60
51-55	59		53	78		65	46		57	51-55
46-50	34		31	56		45	28		39	46-50
41-45	15		15	32		25	12		22	41-45
36-40	6		7	17		13	3		10	36-40
31-35	2		2	6		5	1		5	31-35
26-30	1		1	2		1	1		2	26-30
20-25	1		1	1		1	1		1	20-25

MEN		342			342			342		MEN
WOMEN		141			142			141		WOMEN
TOTAL		483			484			483		TOTAL

MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	51.5		52.6	46.8		49.7	54.2		51.1	S.D.
	8.4		9.1	8.2		9.8	9.2		10.3	

SCORE	AGRICULTURE			MECHANICAL			ELECTRICAL			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99		99	99		99	99		99	76-80
71-75	98		99	99		99	97		98	71-75
66-70	96		96	94		96	92		94	66-70
61-65	89		91	86		90	81		86	61-65
56-60	80		83	64		74	60		71	56-60
51-55	66		70	33		49	34		49	51-55
46-50	45		49	14		30	15		29	46-50
41-45	25		30	4		17	5		16	41-45
36-40	11		15	1		9	1		7	36-40
31-35	3		6	1		4	1		3	31-35
26-30	1		2	1		2	1		1	26-30
20-25	1		1	1		1	1		1	20-25

MEN		342			342			342		MEN
WOMEN		142			142			141		WOMEN
TOTAL		484			484			483		TOTAL

MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	50.0		48.5	55.8		51.9	56.1		52.7	S.D.
	9.7		10.0	7.0		9.7	7.9		9.6	

APPENDIX D
MEXICAN/SPANISH
AMERICAN

TABLE D.3—DISTRIBUTION OF SPECIAL COMPETENCIES

SCORE	SKILLED TRADES			HOME ECONOMICS			SCIENTIFIC			SCORE
	M	W	T	M	W	T	M	W	T	
0	3		78	42		43	29		57	0
1	5		19	37		37	32		46	1
2	7		18	34		38	39		70	2
3	11		21	42		47	48		65	3
4	12		19	39		45	43		62	4
5	14		19	26		40	46		54	5
6	21		21	28		40	34		42	6
7-8	32		35	42		68	25		28	7-8
9-10	62		65	15		38	13		15	9-10
11-12	46		47	6		35				11-12
13-14	52		52	5		22				13-14
OVER 14	64		65							OVER 14
N-CT	329	130	459	316	137	453	309	130	439	N-CT
MEAN	10.3		8.0	4.0		5.4	3.8		3.4	MEAN
S.D.	4.7		5.9	3.1		3.8	2.4		2.4	S.D.

SCORE	SPORTS			ARTISTIC			COMMUNITY SERV.			SCORE
	M	W	T	M	W	T	M	W	T	
0	12		27	66		72	140		170	0
1	24		47	50		64	62		83	1
2	23		57	53		70	34		65	2
3	39		60	42		55	34		51	3
4	26		39	29		50	21		31	4
5	41		48	21		39	12		19	5
6	34		38	16		29	7		14	6
7-8	70		73	21		33	5		10	7-8
9-10	35		38	10		22	4		7	9-10
11-12	16		20	5		6				11-12
13-14				2		5				13-14
OVER 14				1		2				OVER 14
N-CT	320	127	447	316	131	447	319	131	450	N-CT
MEAN	5.4		4.7	3.0		3.5	1.6		1.8	MEAN
S.D.	3.0		3.1	2.9		3.0	2.0		2.1	S.D.

SCORE	BUSINESS			LEADERSHIP			CLERICAL			SCORE
	M	W	T	M	W	T	M	W	T	
0	10		20	67		93	43		48	0
1	30		46	47		53	47		53	1
2	41		74	46		67	55		67	2
3	55		85	34		55	37		59	3
4	43		58	28		41	38		59	4
5	44		58	12		24	24		32	5
6	39		43	22		31	14		23	6
7-8	25		29	21		30	23		45	7-8
9-10	18		19	14		18	17		30	9-10
11-12	2		3	4		5	5		14	11-12
13-14	1		2				1		3	13-14
OVER 14	2		2				2		2	OVER 14
N-CT	310	129	439	295	122	417	306	129	435	N-CT
MEAN	4.3		3.9	3.0		3.0	3.5		4.0	MEAN
S.D.	2.6		2.5	2.8		2.8	3.0		3.2	S.D.

APPENDIX D

MEXICAN/SPANISH
AMERICAN

TABLE D.4—DISTRIBUTION OF HIGH SCHOOL GRADES

MEN STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	15	4	23	7	31	9	17	5	18	5	71	21
B	80	23	89	26	119	35	86	25	74	22	96	28
C	173	50	157	46	135	39	135	39	73	21	54	16
D	52	15	45	13	30	9	44	13	10	3	6	2
F	2	1	6	2	1		2	1	1		1	
NOT TAKEN	22	6	24	7	28	8	60	17	168	49	116	34
MEAN	2.17		2.24		2.47		2.25		2.56		3.01	
S.D.	.770		.850		.809		.813		.774		.832	
NO. STUDENTS	344		344		344		344		344		344	

WOMEN STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A												
B												
C												
D												
F												
NOT TAKEN												
MEAN												
S.D.												
NO. STUDENTS	142		142		142		142		142		142	

TOTAL STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	23	5	32	7	44	9	24	5	41	8	95	20
B	138	28	128	26	175	36	123	25	124	26	142	29
C	236	49	219	45	193	40	200	41	107	22	72	15
D	59	12	64	13	39	8	55	11	17	3	7	1
F	2		6	1	1		4	1	1		1	
NOT TAKEN	28	6	37	8	34	7	80	16	196	40	169	35
MEAN	2.26		2.26		2.49		2.27		2.64		3.02	
S.D.	.761		.836		.794		.802		.806		.802	
NO. STUDENTS	486		486		486		486		486		486	

APPENDIX D

MEXICAN/SPANISH
AMERICAN

TABLE D.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)

HOW THE STUDENTS THINK THEY COMPARE WITH
PERSONS THEIR OWN AGE

TRAITS	SEX	N-CY	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
ACADEMIC MOTIVATION	MEN	341	5	58	33	4
	WOMEN	142				
	TOTAL	483	5	56	32	6
ADAPTABILITY	MEN	340	5	56	35	4
	WOMEN	140				
	TOTAL	480	5	59	32	4
ARTISTIC ABILITY	MEN	342	37	36	22	5
	WOMEN	139				
	TOTAL	481	37	38	21	4
CLERICAL ABILITY	MEN	337	28	50	18	4
	WOMEN	141				
	TOTAL	478	24	53	18	5
COMMON SENSE	MEN	341	4	47	41	8
	WOMEN	142				
	TOTAL	483	4	50	39	7
COPING ABILITY	MEN	342	8	65	22	4
	WOMEN	142				
	TOTAL	484	9	65	23	4
ENGLISH ABILITY	MEN	341	29	56	14	1
	WOMEN	141				
	TOTAL	482	24	61	13	1
GETTING ALONG	MEN	341	4	40	42	14
	WOMEN	142				
	TOTAL	483	3	43	41	14

APPENDIX D

MEXICAN/SPANISH-
AMERICAN

TABLE D.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)—CONTINUED

TRAITS	SEX	N=CT	HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE			
			BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
LEARNING ABILITY	MEN	342	6	65	25	3
	WOMEN	141				
	TOTAL	483	7	66	24	3
LIKING SCHOOL	MEN	343	7	54	31	8
	WOMEN	142				
	TOTAL	485	7	53	33	8
MATHEMATICAL ABILITY	MEN	343	22	55	18	5
	WOMEN	142				
	TOTAL	485	27	54	15	4
MECHANICAL ABILITY	MEN	342	7	39	41	13
	WOMEN	142				
	TOTAL	484	21	38	31	10
PHYSICAL ENERGY	MEN	341	6	38	42	14
	WOMEN	142				
	TOTAL	483	6	43	39	12
SCIENTIFIC ABILITY	MEN	343	45	42	11	1
	WOMEN	142				
	TOTAL	485	49	41	8	2
SOCIAL SELF-CONFIDENCE	MEN	341	18	52	23	6
	WOMEN	142				
	TOTAL	483	18	53	23	6
WORK MOTIVATION	MEN	341	3	33	52	13
	WOMEN	141				
	TOTAL	482	2	33	50	15

APPENDIX D

PART-TIME STUDENTS

TABLE D.1—DISTRIBUTION OF TEST SCORES (IN PERCENTILES)

SCORE	MECHANICAL SKILLS			NONVERBAL REASONING			CLERICAL SKILLS			NUMERICAL COMPUTATION			SCORE
	M	W	T	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	99	98	99	97	98	98	99	97	98	71-75
66-70	94	99	97	97	96	97	91	94	92	97	96	96	66-70
61-65	87	99	91	91	90	91	85	88	86	91	91	91	61-65
56-60	73	94	81	83	80	82	76	78	77	82	83	82	56-60
51-55	52	84	64	66	65	66	61	61	61	66	67	67	51-55
46-50	31	69	46	46	46	46	44	42	43	48	49	49	46-50
41-45	16	47	28	28	29	29	27	25	26	29	28	28	41-45
36-40	6	25	14	15	16	15	13	12	13	14	12	13	36-40
31-35	2	10	5	6	7	7	6	6	6	7	5	6	31-35
26-30	1	2	1	2	3	2	2	2	2	2	1	2	26-30
20-25	1	1	1	1	1	1	1	1	1	1	1	1	20-25
MEN	777			777			777			777			MEN
WOMEN	509			509			509			509			WOMEN
TOTAL	1286			1286			1286			1286			TOTAL

	M	W	T	M	W	T	M	W	T	M	W	T	
MEAN	52.7	44.3	49.4	48.7	48.9	48.8	50.5	50.3	50.4	48.6	48.9	48.7	MEAN
S.D.	9.2	8.1	9.7	9.9	10.8	10.3	11.2	10.7	11.0	9.9	9.9	9.9	S.D.

SCORE	MATHEMATICAL REASONING			SPACE RELATIONS			READING SKILLS			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	97	99	98	99	99	99	71-75
66-70	97	98	97	92	99	95	96	96	96	66-70
61-65	90	94	92	85	97	90	90	88	90	61-65
56-60	80	87	83	73	91	80	80	74	78	56-60
51-55	61	71	65	55	78	64	66	59	63	51-55
46-50	39	49	43	36	57	44	48	43	46	46-50
41-45	24	33	27	22	36	27	27	26	27	41-45
36-40	13	21	16	13	21	16	13	12	12	36-40
31-35	6	10	7	7	10	8	5	3	4	31-35
26-30	3	6	4	4	4	4	1	1	1	26-30
20-25	2	3	2	1	1	1	1	1	1	20-25
MEN	777			777			777			MEN
WOMEN	509			509			509			WOMEN
TOTAL	1286			1286			1286			TOTAL

	M	W	T	M	W	T	M	W	T	
MEAN	49.7	46.9	48.6	51.4	46.0	49.3	49.1	50.3	49.5	MEAN
S.D.	9.8	10.1	10.0	11.3	9.1	10.8	9.9	9.9	9.9	S.D.

APPENDIX D
PART-TIME STUDENTS

TABLE D.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)

SCORE	SCIENTIFIC			HEALTH			ARTISTIC			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	97	99	98	99	97	99	99	98	99	71-75
66-70	93	99	95	99	91	96	98	94	96	66-70
61-65	86	95	90	96	77	88	94	84	90	61-65
56-60	73	87	79	90	56	77	85	68	78	56-60
51-55	55	75	63	80	38	63	72	50	63	51-55
46-50	35	56	44	59	23	45	52	31	44	46-50
41-45	19	36	26	35	12	26	30	14	24	41-45
36-40	8	19	13	18	5	13	15	6	11	36-40
31-35	3	9	5	8	2	5	7	2	5	31-35
26-30	1	4	2	3	1	2	2	1	2	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25
MEN	775			774			775			MEN
WOMEN	506			505			506			WOMEN
TOTAL	1281			1279			1281			TOTAL

MEAN S.D.	M	W	T	M	W	T	M	W	T	MEAN S.D.
		52.3	47.0	50.2	46.3	55.0	49.9	47.8	53.0	
	9.9	9.6	10.1	9.1	9.9	10.4	9.3	9.2	9.6	

SCORE	SOCIAL SERV.			BUS. CONTACT			BUS. MANAG.			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	98	99	99	99	99	98	99	98	71-75
66-70	99	93	96	97	96	96	93	98	95	66-70
61-65	97	83	92	92	88	91	85	94	89	61-65
56-60	91	62	79	84	76	81	72	87	78	56-60
51-55	78	40	63	69	57	64	55	75	63	51-55
46-50	58	23	44	50	37	45	36	57	44	46-50
41-45	36	10	26	31	20	27	20	36	26	41-45
36-40	19	3	13	15	8	13	9	18	13	36-40
31-35	8	1	5	6	3	5	4	8	6	31-35
26-30	2	1	1	2	1	2	1	4	2	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25
MEN	775			774			775			MEN
WOMEN	506			506			506			WOMEN
TOTAL	1281			1280			1281			TOTAL
MEAN S.D.	M	W	T	M	W	T	M	W	T	MEAN S.D.
	46.0	54.9	49.5	47.9	51.2	49.2	52.0	47.0	50.0	
	9.0	8.6	9.8	10.0	9.5	9.9	10.2	9.8	10.4	

APPENDIX D
PART-TIME STUDENTS

TABLE D.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)—CONTINUED

SCORE	BUS. DETAIL			HOUSEHOLD			CARPENTRY			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	97	99	99	97	99	98	99	99	71-75
66-70	97	92	95	99	91	96	94	99	96	66-70
61-65	93	81	88	98	78	90	83	97	89	61-65
56-60	85	66	78	92	57	78	66	93	76	56-60
51-55	70	49	62	79	35	62	44	81	59	51-55
46-50	47	30	40	57	16	41	25	65	41	46-50
41-45	28	18	24	34	6	23	13	43	25	41-45
36-40	16	9	13	19	2	12	4	22	11	36-40
31-35	7	4	6	9	1	6	1	10	5	31-35
26-30	4	2	3	3	1	2	1	3	2	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25

MEN	775			775			775			MEN
WOMEN	506			506			506			WOMEN
TOTAL	1281			1281			1281			TOTAL

MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	48.1	53.0	50.0	46.1	56.5	50.2	54.1	45.0	50.5	S.D.
	9.7	10.5	10.3	8.8	8.5	10.0	9.0	8.6	9.9	

SCORE	AGRICULTURE			MECHANICAL			ELECTRICAL			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	98	99	99	98	99	99	98	99	99	71-75
66-70	95	98	96	92	99	95	94	99	96	66-70
61-65	86	92	89	81	99	89	82	99	89	61-65
56-60	75	85	79	59	99	75	64	97	77	56-60
51-55	60	74	65	32	92	56	41	87	59	51-55
46-50	39	54	45	14	76	38	20	68	39	46-50
41-45	20	33	25	5	52	24	8	44	22	41-45
36-40	8	17	11	1	29	12	2	23	10	36-40
31-35	3	7	4	1	15	6	1	9	4	31-35
26-30	2	3	2	1	7	3	1	4	2	26-30
20-25	1	1	1	1	2	1	1	1	1	20-25

MEN	775			775			775			MEN
WOMEN	506			507			506			WOMEN
TOTAL	1281			1282			1281			TOTAL

MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	51.4	47.4	49.8	56.4	41.9	50.7	54.9	43.8	50.5	S.D.
	9.8	9.8	10.0	7.5	8.0	10.5	8.2	8.1	9.8	

APPENDIX D

PART-TIME STUDENTS

TABLE D.3-DISTRIBUTION OF SPECIAL COMPETENCIES

SCORE	SKILLED TRADES			HOME ECONOMICS			SCIENTIFIC			SCORE
	M	W	T	M	W	T	M	W	T	
0	6	181	187	68	1	69	64	39	103	0
1	3	57	60	75	4	79	59	59	118	1
2	16	50	66	87	10	97	102	99	201	2
3	28	69	97	92	11	103	113	86	199	3
4	21	31	52	85	13	98	98	69	167	4
5	27	20	47	72	34	106	81	42	123	5
6	31	10	41	75	27	102	83	28	111	6
7-8	77	11	90	100	80	180	89	37	126	7-8
9-10	92	6	99	61	91	152	27	8	35	9-10
11-12	97	11	108	18	120	138				11-12
13-14	91	4	95	8	105	113				13-14
OVER 14	265	5	270							OVER 14
N-CT	757	455	1212	741	496	1237	716	467	1183	N-CT
MEAN	11.8	2.3	3.3	4.5	9.5	6.5	3.9	3.2	3.7	MEAN
S.D.	5.2	3.2	6.5	3.1	3.3	4.0	2.5	2.2	2.4	S.D.

SCORE	SPORTS			ARTISTIC			COMMUNITY SERV.			SCORE
	M	W	T	M	W	T	M	W	T	
0	25	45	70	120	18	138	320	83	403	0
1	27	84	111	95	34	129	123	75	198	1
2	60	116	176	136	41	177	99	90	189	2
3	80	76	156	94	63	157	69	62	131	3
4	112	53	165	76	59	135	43	43	86	4
5	106	27	133	66	72	138	31	39	70	5
6	104	22	126	50	42	92	17	28	45	6
7-8	130	24	154	57	73	130	17	41	58	7-8
9-10	85	11	96	26	57	83	10	20	30	9-10
11-12	21	5	26	14	22	36				11-12
13-14				5	7	12				13-14
OVER 14				2		2				OVER 14
N-CT	750	463	1213	741	488	1229	729	481	1210	N-CT
MEAN	5.3	2.9	4.4	3.4	5.3	4.1	1.6	3.0	2.2	MEAN
S.D.	2.7	2.3	2.8	2.9	3.1	3.1	2.1	2.6	2.4	S.D.

SCORE	BUSINESS			LEADERSHIP			CLERICAL			SCORE
	M	W	T	M	W	T	M	W	T	
0	12	19	31	133	41	174	80	21	101	0
1	46	49	95	103	51	154	94	36	130	1
2	79	87	166	112	82	194	125	47	172	2
3	113	95	208	90	58	148	109	50	159	3
4	119	88	207	100	53	153	72	47	119	4
5	117	60	177	60	49	109	63	50	113	5
6	79	43	122	38	46	84	58	37	95	6
7-8	101	31	132	65	63	128	69	33	152	7-8
9-10	59	11	70	36	39	75	47	57	104	9-10
11-12	22	2	24	10	6	16	20	44	64	11-12
13-14	3	2	5				8	22	30	13-14
OVER 14	5	4	9				1	4	5	OVER 14
N-CT	755	491	1246	747	488	1235	746	498	1244	N-CT
MEAN	5.0	3.8	4.5	3.3	4.1	3.6	3.9	5.9	4.7	MEAN
S.D.	2.8	2.4	2.7	2.8	2.8	2.8	3.1	3.7	3.5	S.D.

APPENDIX D

PART-TIME STUDENTS

TABLE D.4—DISTRIBUTION OF HIGH SCHOOL GRADES

MEN STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	23	3	45	6	46	6	43	6	47	6	141	18
B	218	28	189	24	227	29	177	23	123	16	199	26
C	368	47	344	44	341	44	320	41	149	19	124	16
D	107	14	119	15	65	8	94	12	31	4	16	2
F	14	2	13	2	9	1	10	1	7	1		
NOT TAKEN	47	6	67	9	89	11	133	17	420	54	297	38
MEAN		2.18		2.19		2.34		2.23		2.48		2.97
S.D.		.785		.851		.792		.835		.897		.827
NO. STUDENTS		777		777		777		777		777		777

WOMEN STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	76	15	54	11	89	17	48	9	111	22	102	20
B	241	47	146	29	185	36	167	33	160	31	116	23
C	151	30	204	40	172	34	192	38	118	23	55	11
D	17	3	63	12	23	5	26	5	13	3	2	
F	3	1	10	2	1		2					
NOT TAKEN	21	4	32	6	39	8	74	15	107	21	234	46
MEAN		2.76		2.36		2.72		2.54		2.92		3.16
S.D.		.775		.920		.831		.785		.832		.759
NO. STUDENTS		509		509		509		509		509		509

TOTAL STUDENTS												
	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	99	8	99	8	135	10	91	7	158	12	243	19
B	459	36	335	26	412	32	344	27	283	22	315	24
C	519	40	548	43	513	40	512	40	267	21	179	14
D	124	10	182	14	88	7	120	9	44	3	18	1
F	17	1	23	2	10	1	12	1	7	1		
NOT TAKEN	68	5	99	8	128	10	207	16	527	41	531	41
MEAN		2.41		2.26		2.50		2.35		2.71		3.04
S.D.		.832		.884		.829		.829		.890		.808
NO. STUDENTS		1,286		1,286		1,286		1,286		1,286		1,286

APPENDIX D

PART-TIME STUDENTS

TABLE D.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)

HOW THE STUDENTS THINK THEY COMPARE WITH
PERSONS THEIR OWN AGE

TRAITS	SEX	N-C	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
ACADEMIC MOTIVATION	MEN	775	7	59	29	4
	WOMEN	506	4	50	36	10
	TOTAL	1281	6	55	32	7
ADAPTABILITY	MEN	771	6	52	33	7
	WOMEN	508	5	55	35	6
	TOTAL	1279	6	53	35	6
ARTISTIC ABILITY	MEN	771	43	36	16	5
	WOMEN	503	39	40	18	3
	TOTAL	1274	41	38	17	4
CLERICAL ABILITY	MEN	769	27	51	18	4
	WOMEN	508	14	54	25	8
	TOTAL	1277	22	52	21	5
COMMON SENSE	MEN	776	2	46	40	12
	WOMEN	508	3	52	39	7
	TOTAL	1284	2	48	39	10
COPING ABILITY	MEN	773	6	58	30	6
	WOMEN	507	8	59	27	6
	TOTAL	1280	7	58	29	6
ENGLISH ABILITY	MEN	772	31	54	13	2
	WOMEN	507	12	58	25	5
	TOTAL	1279	24	56	18	3
GETTING ALONG	MEN	774	4	41	42	13
	WOMEN	508	3	40	44	13
	TOTAL	1282	4	41	43	13

APPENDIX D

PART-TIME STUDENTS

TABLE D.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)—CONTINUED

HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE

TRAITS	SEX	N-CT	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
LEARNING ABILITY	MEN	774	9	60	26	4
	WOMEN	506	8	65	23	4
	TOTAL	1280	9	62	25	4
LIKING SCHOOL	MEN	774	15	57	23	5
	WOMEN	508	7	50	35	9
	TOTAL	1282	12	54	28	6
MATHEMATICAL ABILITY	MEN	775	27	50	20	3
	WOMEN	508	44	41	13	2
	TOTAL	1283	34	47	17	2
MECHANICAL ABILITY	MEN	774	6	38	42	14
	WOMEN	506	49	40	10	2
	TOTAL	1280	23	39	30	9
PHYSICAL ENERGY	MEN	772	7	41	40	12
	WOMEN	508	8	55	30	7
	TOTAL	1280	7	47	36	10
SCIENTIFIC ABILITY	MEN	772	41	44	12	3
	WOMEN	506	46	45	7	2
	TOTAL	1278	43	44	10	3
SOCIAL SELF- CONFIDENCE	MEN	774	20	52	23	4
	WOMEN	506	12	55	29	5
	TOTAL	1280	17	53	25	4
WORK MOTIVATION	MEN	768	2	37	47	14
	WOMEN	504	1	31	53	15
	TOTAL	1272	2	34	50	14

APPENDIX D

TRANSFER STUDENTS

TABLE D.1—DISTRIBUTION OF TEST SCORES (IN PERCENTILES)

SCORE	MECHANICAL SKILLS			NONVERBAL REASONING			CLERICAL SKILLS			NUMERICAL COMPUTATION			SCORE
	M	W	T	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	97	98	98	98	98	98	98	98	98	71-75
66-70	94	99	96	95	95	95	95	93	94	95	95	95	66-70
61-65	84	98	89	86	84	86	90	87	89	87	88	87	61-65
56-60	68	93	76	74	71	73	82	76	80	74	75	75	56-60
51-55	48	82	59	56	55	56	66	59	64	58	56	57	51-55
46-50	30	67	41	35	37	35	47	41	45	40	39	40	46-50
41-45	15	44	24	19	23	20	27	24	26	23	23	23	41-45
36-40	6	23	11	8	11	9	12	11	12	11	11	11	36-40
31-35	2	10	5	3	4	4	5	4	5	5	5	5	31-35
26-30	1	2	1	1	1	1	2	1	2	1	1	1	26-30
20-25	1	1	1	1	1	1	1	1	1	1	1	1	20-25
MEN	1333			1333			1333			1333			MEN
WOMEN	607			607			607			607			WOMEN
TOTAL	1940			1940			1940			1940			TOTAL

	M	W	T	M	W	T	M	W	T	M	W	T	
MEAN	53.4	44.8	50.7	51.7	51.4	51.6	49.5	50.9	49.9	50.6	50.8	50.7	MEAN
S.D.	9.3	8.6	9.9	9.8	10.4	10.0	10.2	10.5	10.3	10.2	10.2	10.2	S.D.

SCORE	MATHEMATICAL REASONING			SPACE RELATIONS			READING SKILLS			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	98	99	98	98	99	99	99	98	99	71-75
66-70	92	97	93	95	99	96	97	94	96	66-70
61-65	82	91	85	89	96	91	88	85	87	61-65
56-60	70	82	74	74	87	78	73	71	73	56-60
51-55	51	65	55	53	69	58	57	55	56	51-55
46-50	30	42	34	34	49	38	38	40	39	46-50
41-45	18	26	20	20	31	23	22	23	22	41-45
36-40	11	16	12	11	17	13	10	10	10	36-40
31-35	5	7	6	6	9	7	4	4	4	31-35
26-30	3	4	3	3	4	3	2	1	2	26-30
20-25	1	2	2	1	1	1	1	1	1	20-25
MEN	1333			1333			1333			MEN
WOMEN	607			607			607			WOMEN
TOTAL	1940			1940			1940			TOTAL
MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	52.3	48.9	51.3	51.5	47.4	50.2	50.8	51.2	50.9	S.D.
	10.7	10.0	10.6	10.3	9.2	10.2	10.1	10.7	10.2	

APPENDIX D

TRANSFER STUDENTS

TABLE D.2—DISTRIBUTION OF VOCATIONAL INTERESTS (IN PERCENTILES)—CONTINUED

SCORE	BUS. DETAIL			HOUSEHOLD			CARPENTRY			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	99	97	99	98	99	99	71-75
66-70	98	94	97	99	93	98	96	99	97	66-70
61-65	94	85	91	99	84	94	89	98	92	61-65
56-60	85	73	81	94	63	84	73	93	80	56-60
51-55	69	56	65	84	39	70	52	81	61	51-55
46-50	46	35	42	62	20	49	33	64	43	46-50
41-45	26	20	24	37	8	28	17	43	25	41-45
36-40	12	10	11	19	3	14	6	21	11	36-40
31-35	4	4	4	8	1	6	2	9	4	31-35
26-30	2	1	2	3	1	2	1	4	1	26-30
20-25	1	1	1	1	1	1	1	1	1	20-25

MEN	1312			1320			1314			MEN
WOMEN	599			601			601			WOMEN
TOTAL	1911			1921			1915			TOTAL

MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	48.7	51.6	49.6	45.3	55.3	48.4	52.2	44.9	49.9	S.D.
	8.9	9.8	9.3	7.9	8.6	9.4	8.8	8.6	9.4	

SCORE	AGRICULTURE			MECHANICAL			ELECTRICAL			SCORE
	M	W	T	M	W	T	M	W	T	
76-80	99	99	99	99	99	99	99	99	99	76-80
71-75	99	99	99	99	99	99	98	99	99	71-75
66-70	97	98	97	97	99	98	95	99	96	66-70
61-65	90	94	91	91	99	94	84	99	89	61-65
56-60	80	87	83	74	98	81	67	98	77	56-60
51-55	65	76	68	46	91	60	44	88	58	51-55
46-50	41	56	46	22	73	38	23	68	37	46-50
41-45	22	34	26	9	51	22	9	44	20	41-45
36-40	9	17	12	3	30	11	3	24	9	36-40
31-35	3	7	4	1	17	6	1	11	4	31-35
26-30	1	3	2	1	10	3	1	5	2	26-30
20-25	1	1	1	1	3	1	1	2	1	20-25

MEN	1315			1321			1313			MEN
WOMEN	601			601			601			WOMEN
TOTAL	1916			1922			1914			TOTAL

MEAN	M	W	T	M	W	T	M	W	T	MEAN
S.D.	50.2	47.0	49.2	53.5	41.8	49.8	54.2	43.5	50.8	S.D.
	9.0	9.5	9.3	7.4	8.9	9.6	8.3	8.2	9.7	



APPENDIX D

TRANSFER STUDENTS

TABLE D.3—DISTRIBUTION OF SPECIAL COMPETENCIES

SCORE	SKILLED TRADES			HOME ECONOMICS			SCIENTIFIC			SCORE
	M	W	T	M	W	T	M	W	T	
0	28	261	289	169	1	170	57	54	111	0
1	23	77	100	167	2	169	96	80	176	1
2	33	72	105	196	20	216	170	96	266	2
3	83	53	136	160	33	193	166	83	249	3
4	76	21	97	137	30	167	176	66	242	4
5	54	8	62	104	45	149	175	67	242	5
6	84	12	96	94	49	143	144	55	199	6
7-8	158	14	172	115	125	240	177	38	215	7-8
9-10	138	7	145	67	115	182	79	17	96	9-10
11-12	164	21	185	30	111	141				11-12
13-14	168	2	170	12	58	70				13-14
OVER 14	276	6	282							OVER 14
N-CT	1285	554	1839	1251	589	1840	1240	556	1796	N-CT
MEAN	10.0	2.0	7.6	3.7	8.3	5.2	4.4	3.4	4.1	MEAN
S.D.	3.3	3.4	6.1	3.0	3.3	3.8	2.5	2.4	2.5	S.D.

SCORE	SPORTS			ARTISTIC			COMMUNITY SERV.			SCORE
	M	W	T	M	W	T	M	W	T	
0	20	49	69	137	14	151	519	115	634	0
1	38	93	131	151	25	176	217	91	308	1
2	106	114	220	168	65	233	174	100	274	2
3	147	108	255	185	52	237	138	84	222	3
4	146	70	216	149	69	218	64	76	140	4
5	173	56	229	94	70	164	54	32	86	5
6	146	29	175	105	74	179	32	37	69	6
7-8	267	32	299	124	111	235	38	28	66	7-8
9-10	155	7	162	69	63	132	12	13	25	9-10
11-12	48	12	60	28	29	57				11-12
13-14				11	16	27				13-14
OVER 14				4	2	6				OVER 14
N-CT	1246	570	1816	1225	590	1815	1248	576	1824	N-CT
MEAN	5.6	3.2	4.9	3.9	5.7	4.5	1.7	2.7	2.0	MEAN
S.D.	2.7	2.4	2.8	3.0	3.1	3.2	2.1	2.3	2.2	S.D.

SCORE	BUSINESS			LEADERSHIP			CLERICAL			SCORE
	M	W	T	M	W	T	M	W	T	
0	18	28	46	155	33	188	127	47	174	0
1	71	74	145	129	54	183	186	61	247	1
2	126	95	221	190	85	275	224	67	291	2
3	190	127	317	172	82	254	183	79	262	3
4	204	87	291	144	85	229	130	74	204	4
5	185	72	257	114	73	187	113	57	170	5
6	139	50	189	90	53	143	73	42	115	6
7-8	186	28	214	106	62	168	92	67	159	7-8
9-10	60	10	70	63	40	103	49	54	103	9-10
11-12	27	5	32	22	12	34	23	16	39	11-12
13-14	9		9				7	13	20	13-14
OVER 14	8	3	11				2	2	4	OVER 14
N-CT	1223	579	1802	1185	579	1764	1209	579	1788	N-CT
MEAN	4.9	3.6	4.5	3.7	4.3	3.9	3.5	4.6	3.9	MEAN
S.D.	2.7	2.3	2.6	2.8	2.7	2.8	2.8	3.3	3.0	S.D.

APPENDIX D

TRANSFER STUDENTS

TABLE D.4—DISTRIBUTION OF HIGH SCHOOL GRADES

MEN STUDENTS

	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	89	7	99	7	142	11	101	8	112	8	238	18
B	401	30	275	21	461	35	344	26	273	20	318	24
C	660	50	618	46	559	42	596	45	290	22	180	14
D	142	11	237	18	90	7	141	11	48	4	23	2
F	9	1	47	4	11	1	19	1	5		3	
NOT TAKEN	32	2	57	4	70	5	132	10	605	45	571	43
MEAN		2.32		2.11		2.50		2.31		2.60		3.00
S.D.		.784		.920		.818		.843		.849		.839
NO. STUDENTS	1,333		1,333		1,333		1,333		1,333		1,333	

WOMEN STUDENTS

	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	132	22	51	8	134	22	58	10	148	24	117	19
B	253	42	152	25	238	39	198	33	159	26	152	25
C	189	31	254	42	177	29	239	39	124	20	57	9
D	18	3	100	16	29	5	49	8	17	3	3	
F			12	2	1		7	1	3			
NOT TAKEN	15	2	38	6	28	5	56	9	156	26	278	46
MEAN		2.84		2.23		2.82		2.46		2.96		3.16
S.D.		.799		.913		.849		.844		.901		.734
NO. STUDENTS	607		607		607		607		607		607	

TOTAL STUDENTS

	ENGLISH		MATH		SOC. S.		N. SCI.		BUSINESS		VOCATIONAL	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
A	221	11	150	8	276	14	159	8	260	13	355	18
B	654	34	427	22	699	36	542	28	432	22	470	24
C	849	44	872	45	736	38	835	43	414	21	237	12
D	160	8	337	17	119	6	190	10	65	3	26	1
F	9		59	3	12	1	26	1	8		3	
NOT TAKEN	47	2	95	5	98	5	188	10	761	39	849	44
MEAN		2.48		2.15		2.60		2.35		2.74		3.05
S.D.		.825		.919		.841		.846		.886		.812
NO. STUDENTS	1,940		1,940		1,940		1,940		1,940		1,940	

APPENDIX D

TRANSFER STUDENTS

TABLE D.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)

TRAITS	SEX	N-CT	HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE			
			BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
ACADEMIC MOTIVATION	MEN	1328	6	57	31	6
	WOMEN	605	3	44	41	11
	TOTAL	1933	5	53	34	8
ADAPTABILITY	MEN	1327	4	51	38	7
	WOMEN	605	4	54	37	6
	TOTAL	1932	4	52	37	7
ARTISTIC ABILITY	MEN	1329	31	37	25	7
	WOMEN	604	28	42	23	7
	TOTAL	1933	30	39	25	7
CLERICAL ABILITY	MEN	1323	27	54	16	3
	WOMEN	605	20	53	23	4
	TOTAL	1928	25	54	18	3
COMMON SENSE	MEN	1330	1	41	45	13
	WOMEN	606	2	49	39	10
	TOTAL	1936	1	43	43	12
COPING ABILITY	MEN	1327	5	57	33	5
	WOMEN	604	6	59	28	6
	TOTAL	1931	6	58	31	5
ENGLISH ABILITY	MEN	1329	22	58	16	4
	WOMEN	607	10	53	29	7
	TOTAL	1936	18	56	20	5
GETTING ALONG	MEN	1323	2	44	41	14
	WOMEN	607	1	35	49	15
	TOTAL	1930	2	41	43	14

APPENDIX D

TRANSFER STUDENTS

TABLE D.5—DISTRIBUTION OF SELF-ESTIMATES OF SKILLS (IN PERCENTAGES)—CONTINUED

HOW THE STUDENTS THINK THEY COMPARE WITH PERSONS THEIR OWN AGE

TRAITS	SEX	N-CT	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
LEARNING ABILITY	MEN	1331	7	61	28	4
	WOMEN	606	5	63	28	4
	TOTAL	1937	6	62	28	4
LIKING SCHOOL	MEN	1330	10	59	25	5
	WOMEN	607	6	47	35	12
	TOTAL	1937	9	55	29	7
MATHEMATICAL ABILITY	MEN	1330	29	46	21	4
	WOMEN	607	42	45	10	3
	TOTAL	1937	33	46	17	4
MECHANICAL ABILITY	MEN	1332	8	41	40	11
	WOMEN	607	48	44	7	1
	TOTAL	1939	21	42	30	8
PHYSICAL ENERGY	MEN	1331	5	43	38	15
	WOMEN	607	9	54	30	7
	TOTAL	1938	6	46	35	12
SCIENTIFIC ABILITY	MEN	1327	32	50	15	3
	WOMEN	605	44	47	8	1
	TOTAL	1932	36	49	13	2
SOCIAL SELF-CONFIDENCE	MEN	1331	18	55	22	5
	WOMEN	605	10	56	27	6
	TOTAL	1936	15	55	24	6
WORK MOTIVATION	MEN	1325	2	37	48	12
	WOMEN	602	1	37	50	13
	TOTAL	1927	2	37	48	13

APPENDIX E

PROGRAM CLUSTER PROFILES

The norms included in this section were developed with data obtained from students who had entered but had not necessarily completed programs in one of the following clusters:

Agriculture, Forestry, and Maritime

Persuasion and Marketing

Health

Home Economics

Business and Office

Science, Engineering, and Technology

Trade and Industrial

Social Science and Public Service

Arts and Humanities/Vocational-technical courses

Transfer

Male and female profiles are reported for each program cluster except the male Home Economics and the female Science, Engineering, and Technology cluster. Sufficient sample sizes were not available to report reliable data for these two clusters. The sample size for the other program cluster profiles are reported on each profile sheet.

Description of the Profiles

For each measure, the light line represents the range between the 10th and 90th percentiles. The bold bar represents the middle fifty percent of scores covering the range of 25th to 75th percentile and the horizontal slash represents the 50th percentile. The percentiles were used in developing the profiles, rather than the means and standard deviations because the percentiles are sensitive to skewness in the distribution.

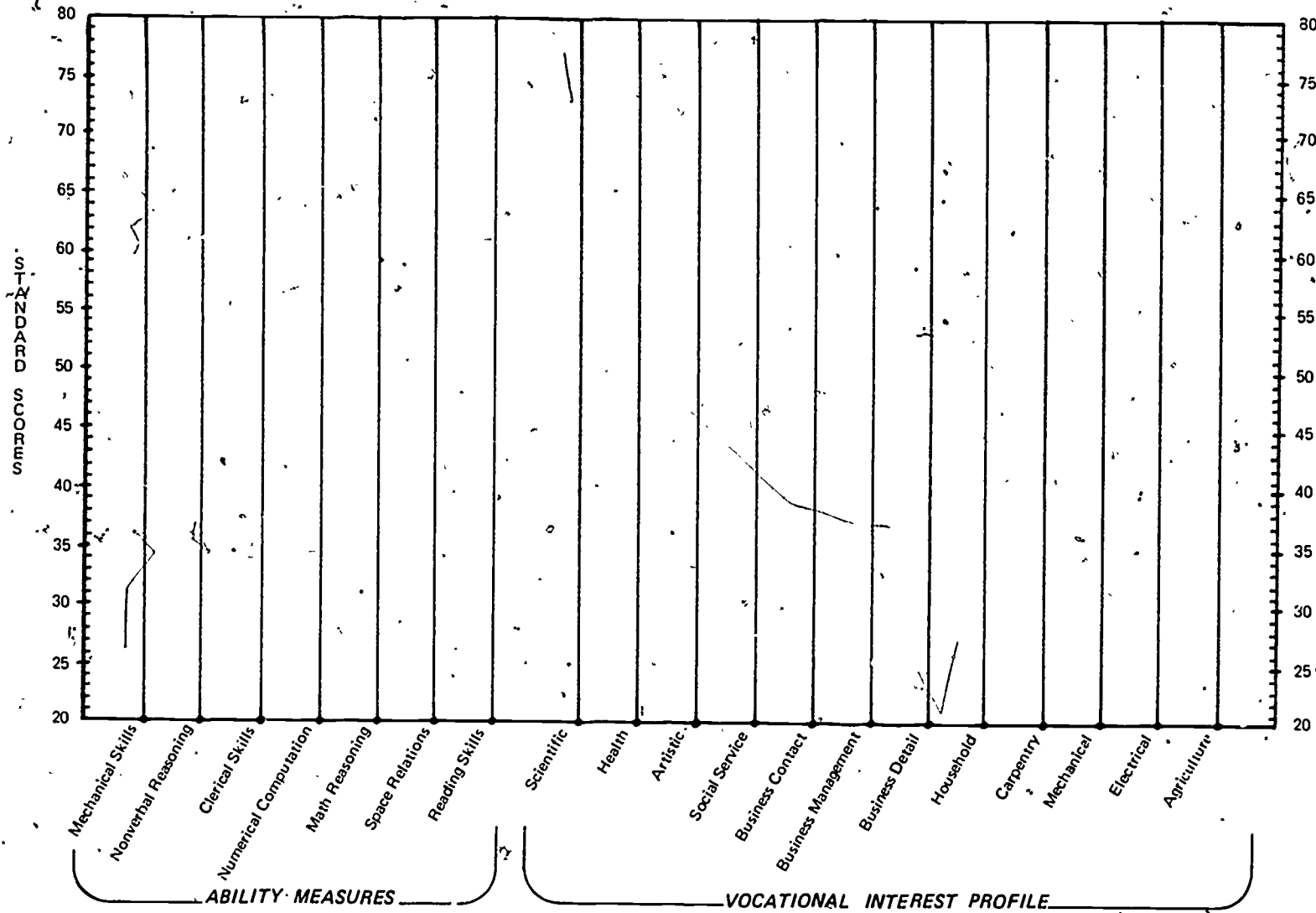
A blank profile sheet has been included for reproduction and plotting individual student scores.

Cautions

Program cluster profiles should not be treated as absolutes, rather they should be used as tools to facilitate career exploration. The norms presented in this appendix were developed on students who entered a given program area. One would logically expect they would be relevant to satisfaction and success in that program, but such a relationship cannot be guaranteed. An additional caution is that a student's abilities and interests must always be considered in the context of other information relevant to the exploration of career possibilities.

FIGURE E.0

STUDENT PROFILE SHEET FOR PLOTTING ABILITY AND INTEREST MEASURES



APPENDIX E
STUDENT PROFILE
SHEET

THIS

FIGURE E.1
PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES

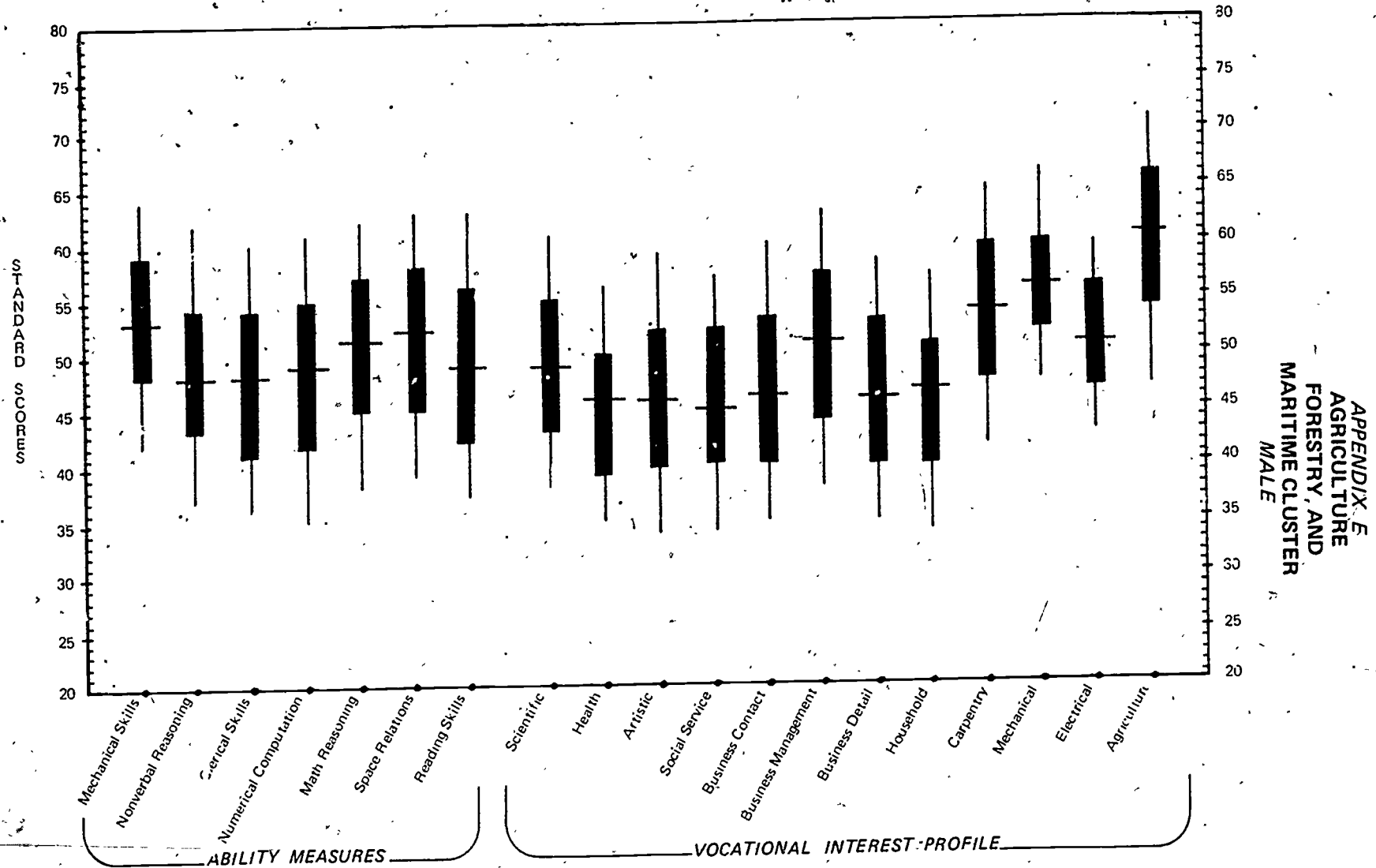
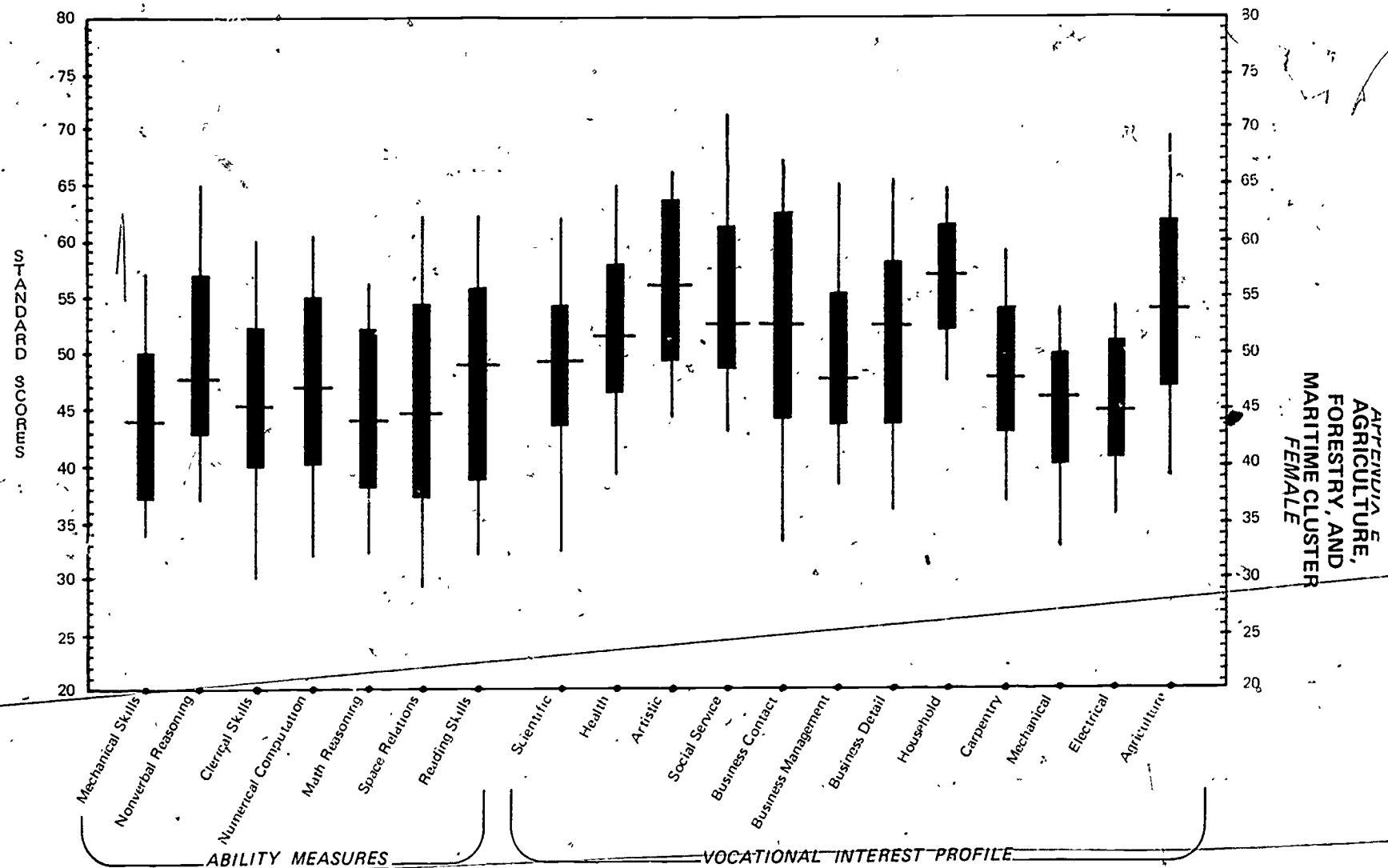


FIGURE E.2
PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES

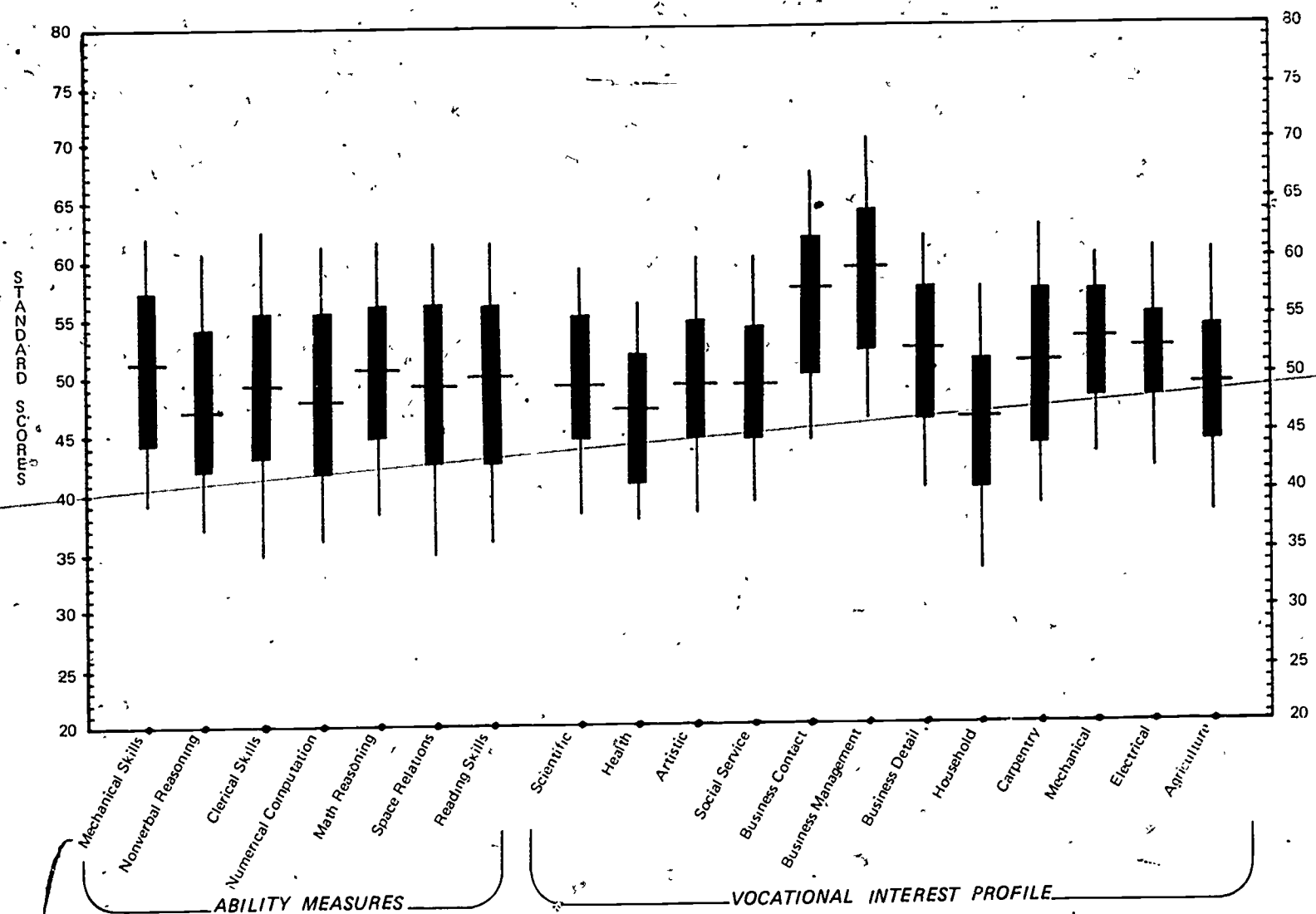


N = 77

N = 77

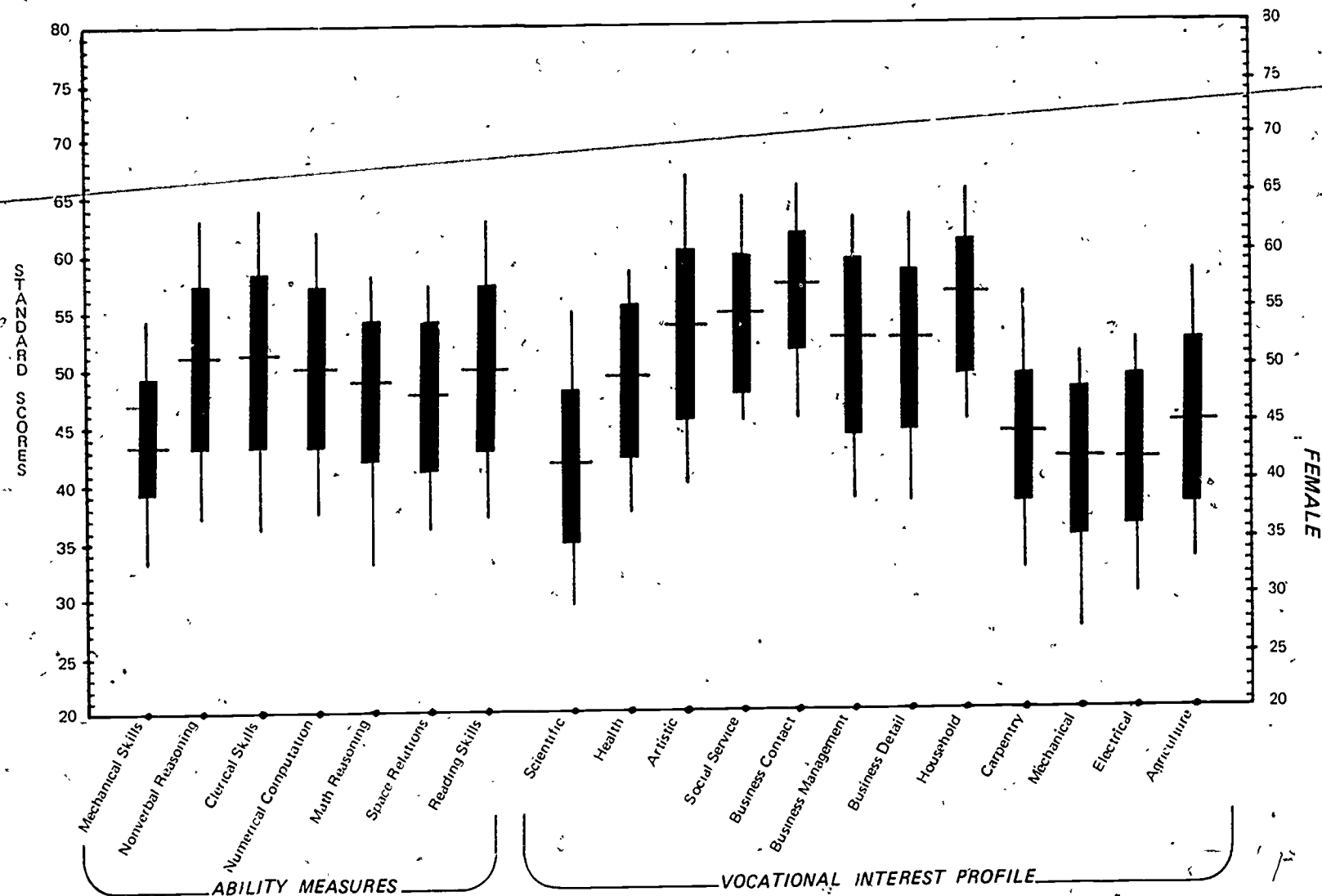
Note: Because of small sample sizes these norms should be interpreted with caution.

FIGURE E.3
PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES



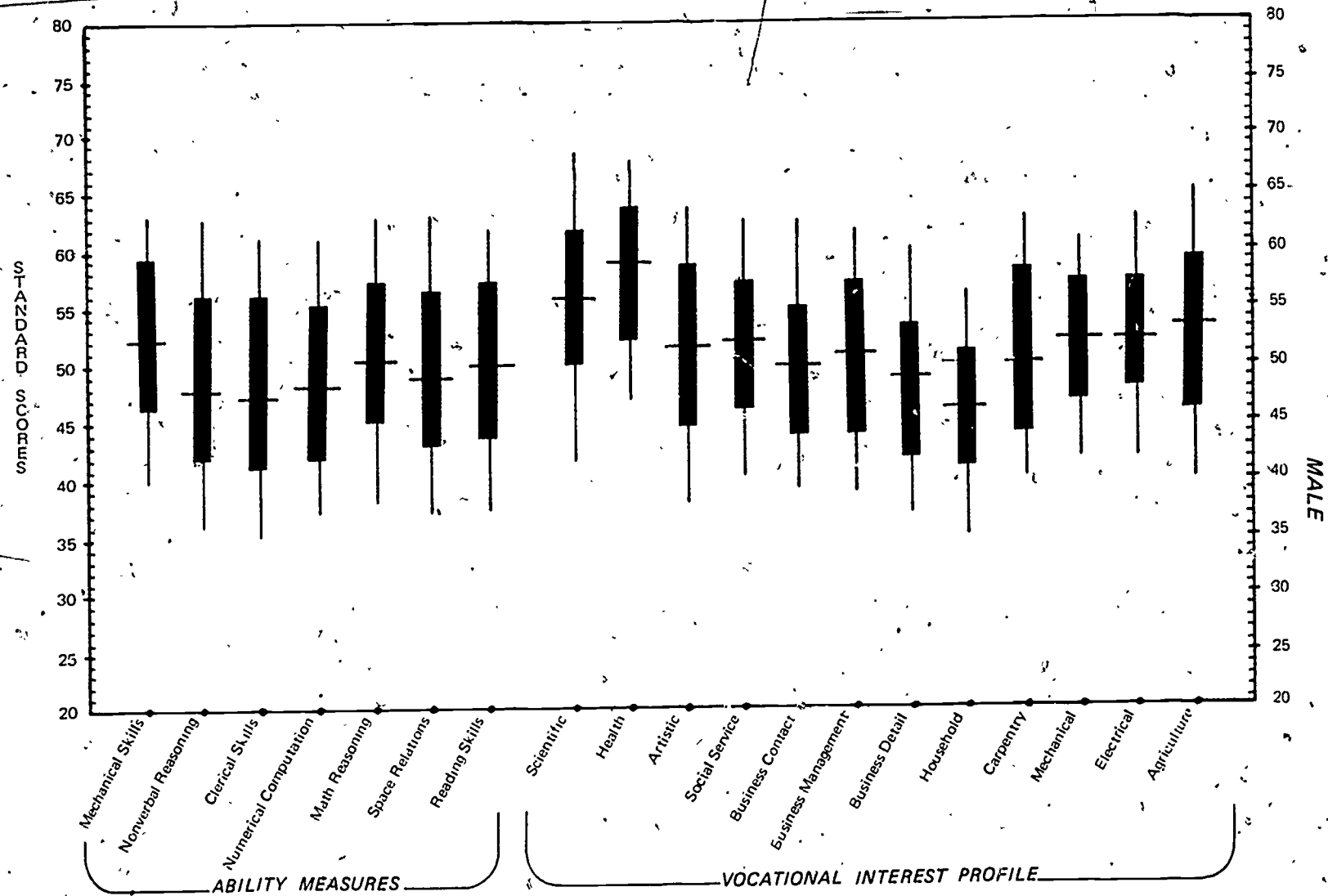
APPENDIX E
 PERSUASION AND
 MARKETING CLUSTER
 MALE

FIGURE E.4
 PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES



APPENDIX E
 PERSUASION AND
 MARKETING CLUSTER

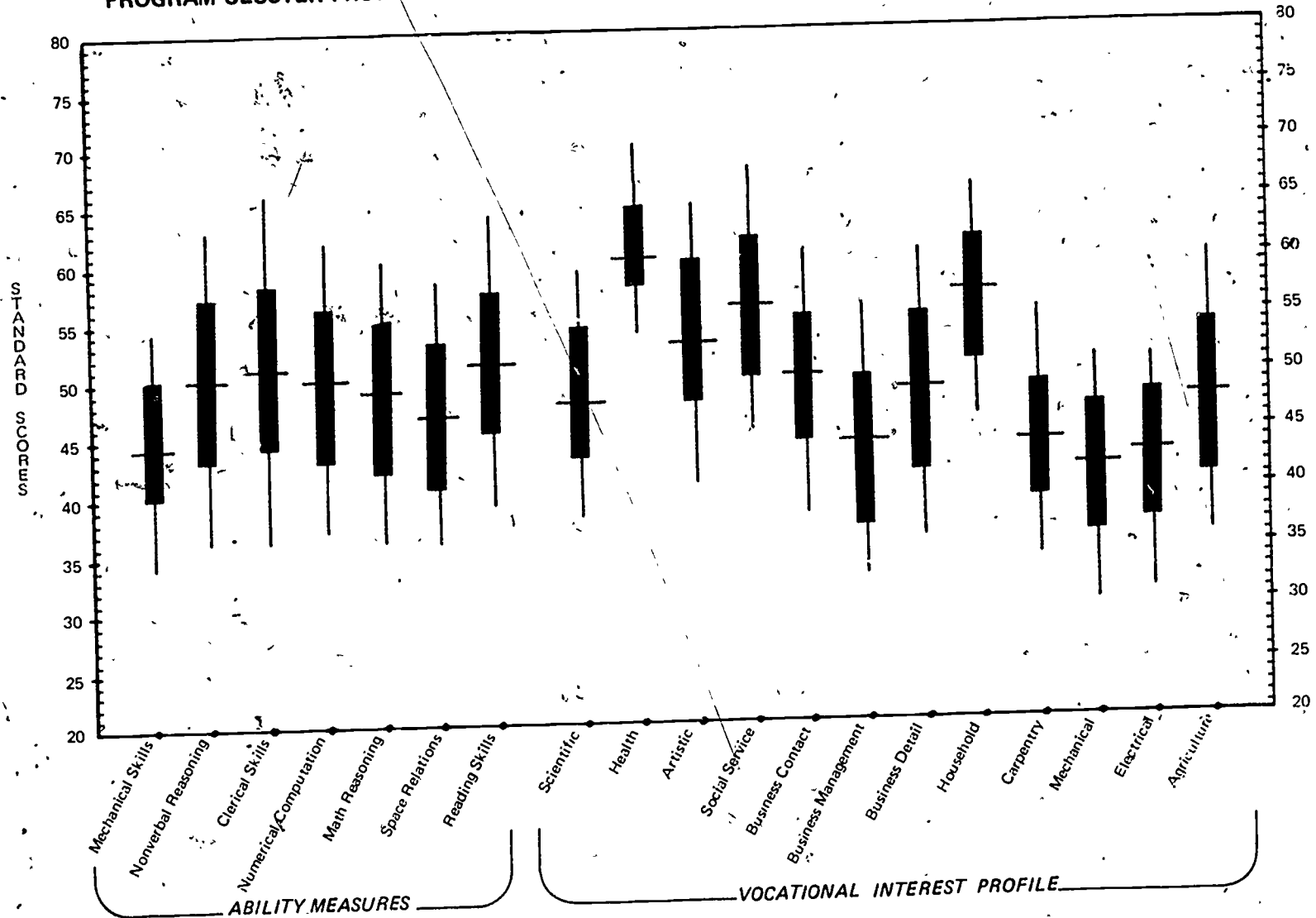
FIGURE E.5
 PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES



HEALTH CLUSTER
 APPENDIX E



FIGURE E.6
PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES

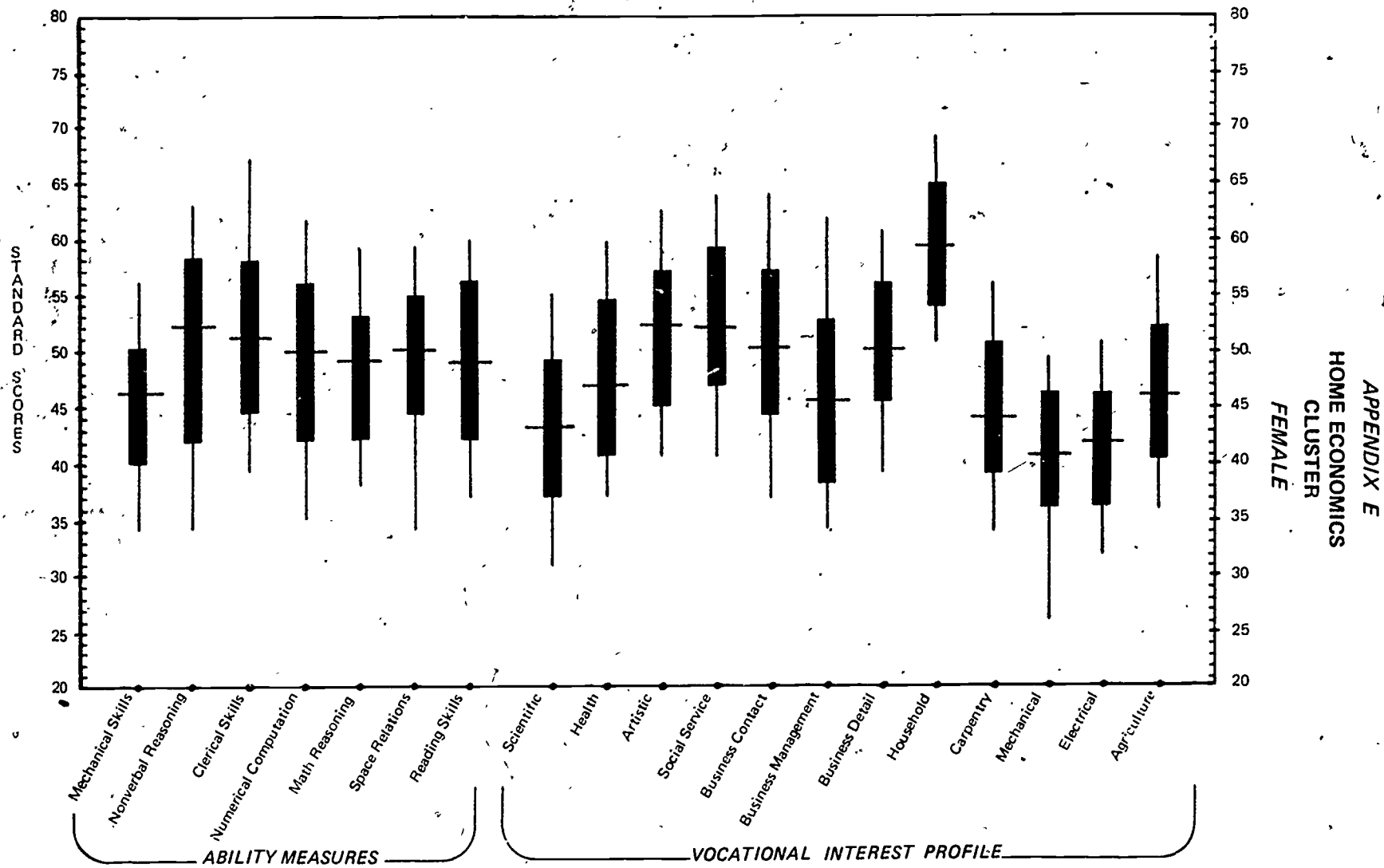


N = 2620

N = 2645

Home Economics cluster profile is not available for males

FIGURE E.7
PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES

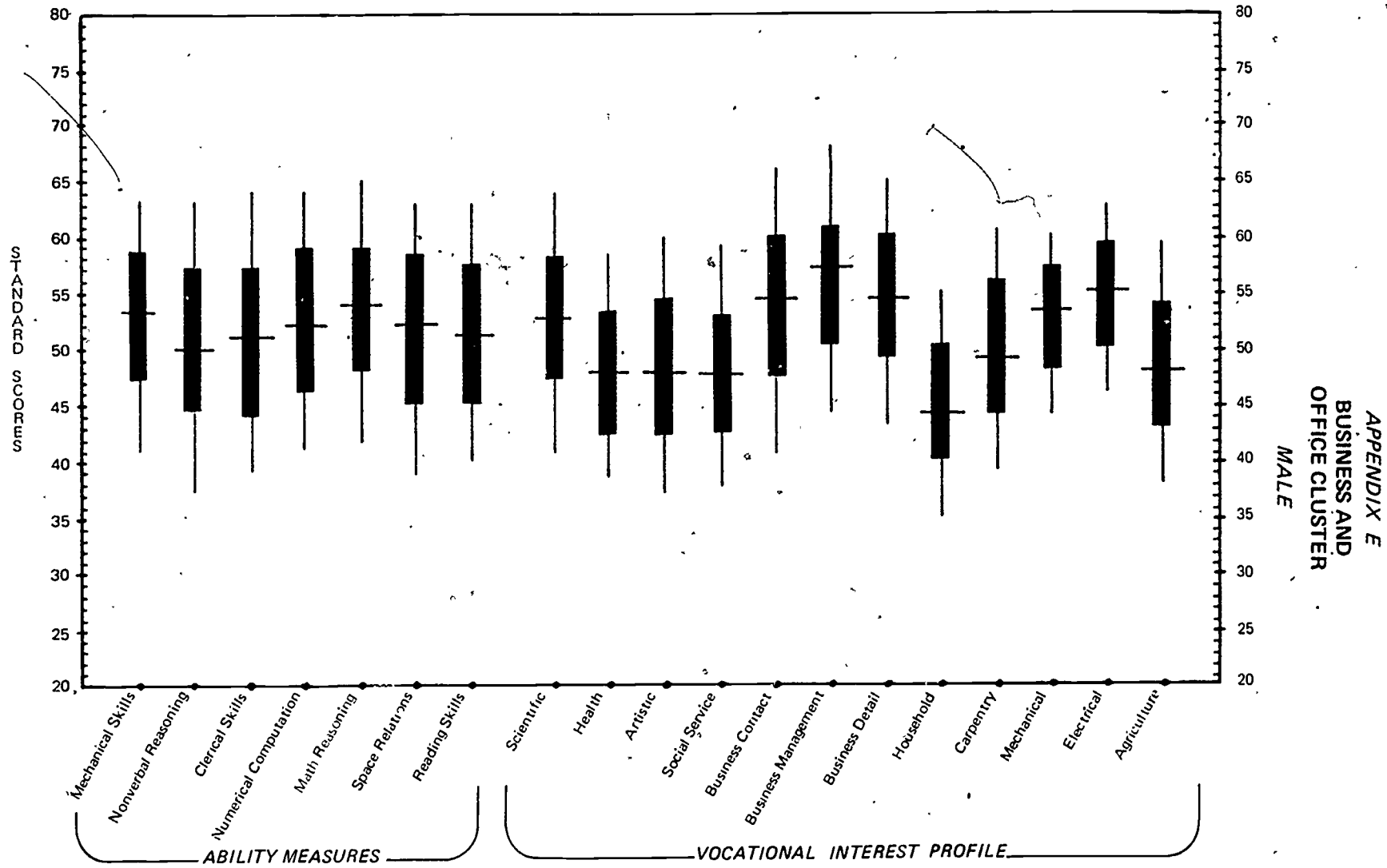


N = 72

N = 72

160 Note: Because of small sample sizes these norms should be interpreted with caution.

FIGURE E.8
PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES



N = 1269

N = 1275

103

100

FIGURE E.9
PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES

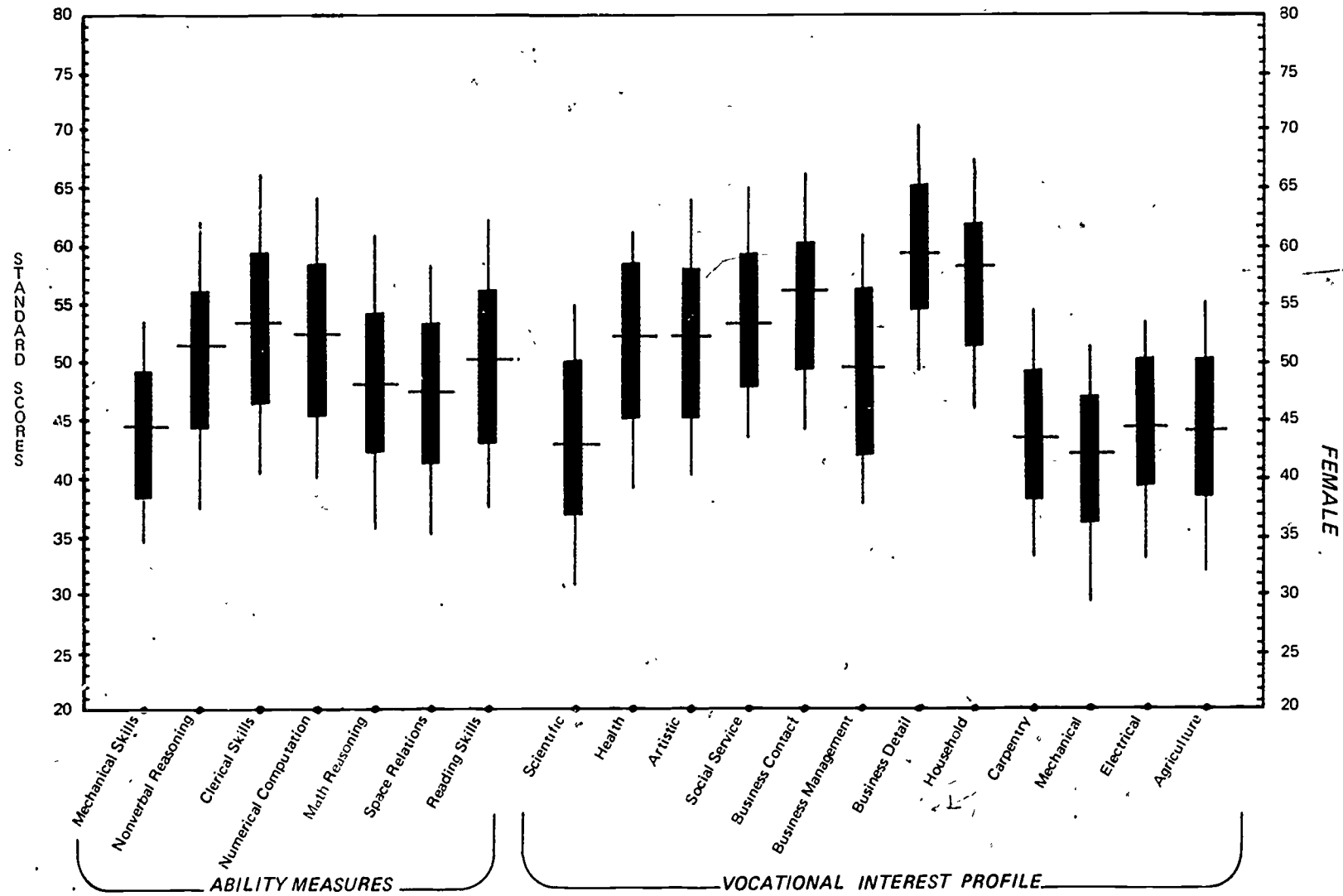
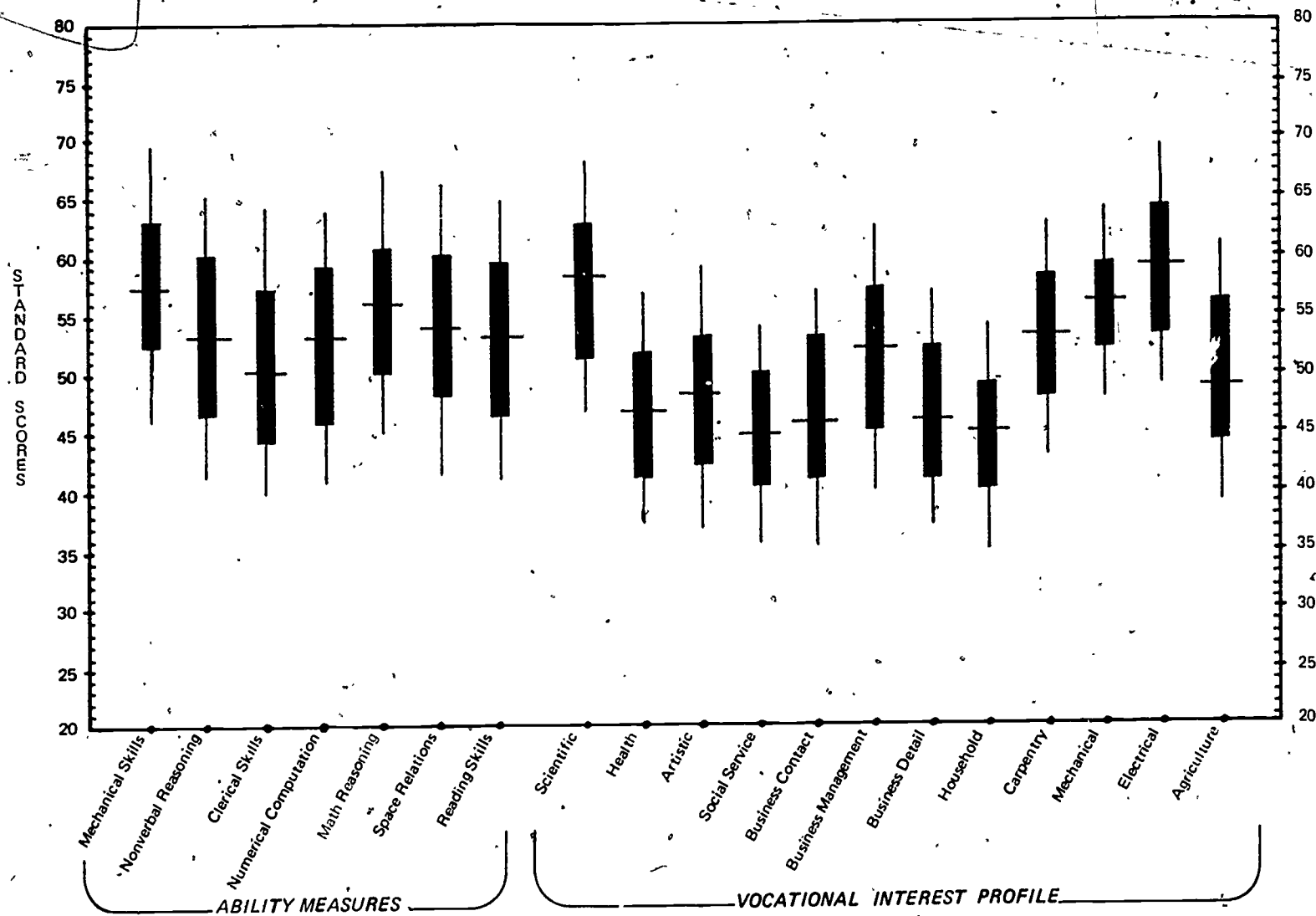


FIGURE E.10
PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES



APPENDIX E
SCIENCE, ENGINEERING, AND
TECHNOLOGY CLUSTER
MALE

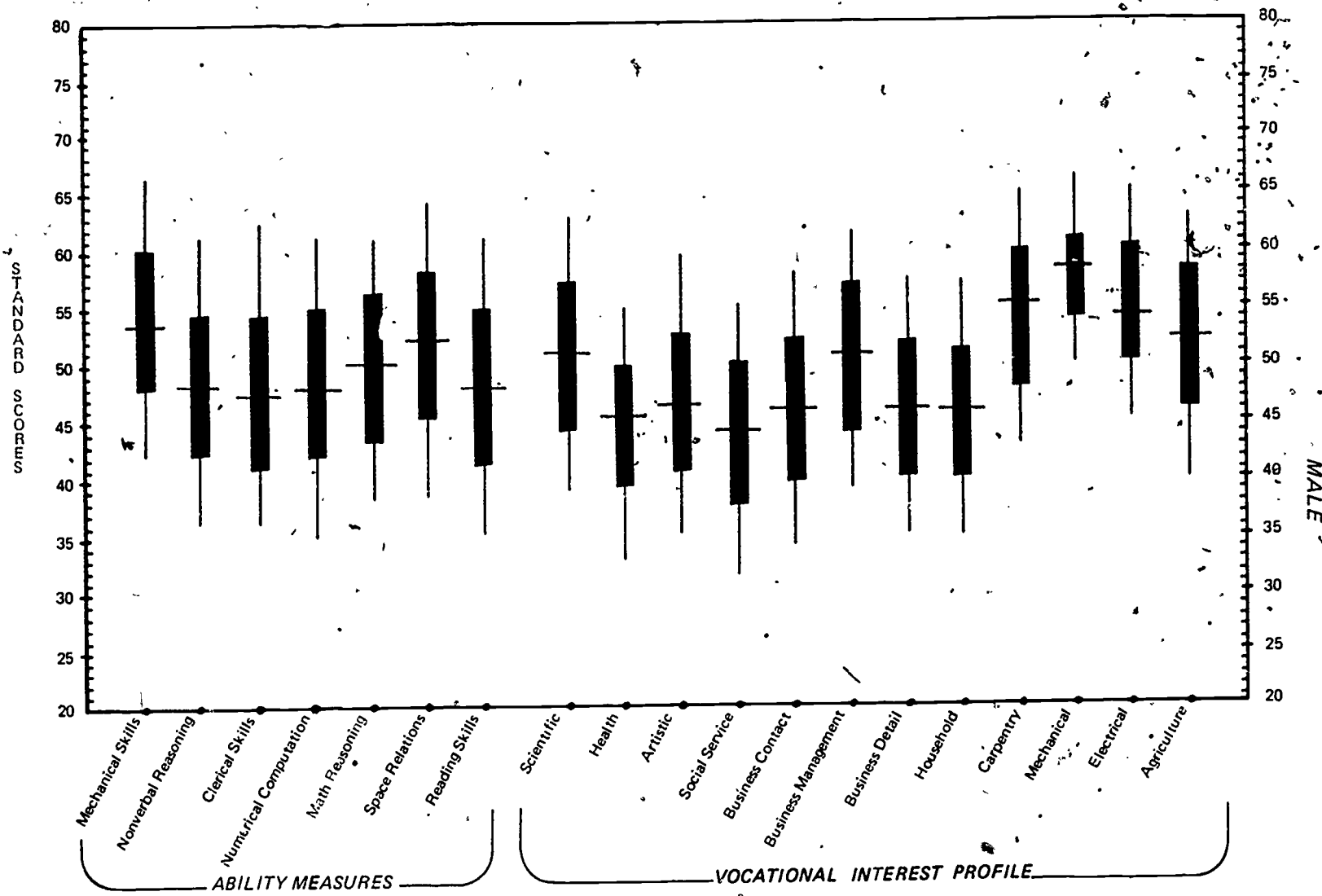
N = 1477

N = 1476

PAGE

Science, Engineering, and Technology cluster profile is not available for females

FIGURE E.11
PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES



APPENDIX E
TRADE AND
INDUSTRIAL CLUSTER
MALE

NOT FILM

FIGURE E.12
PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES

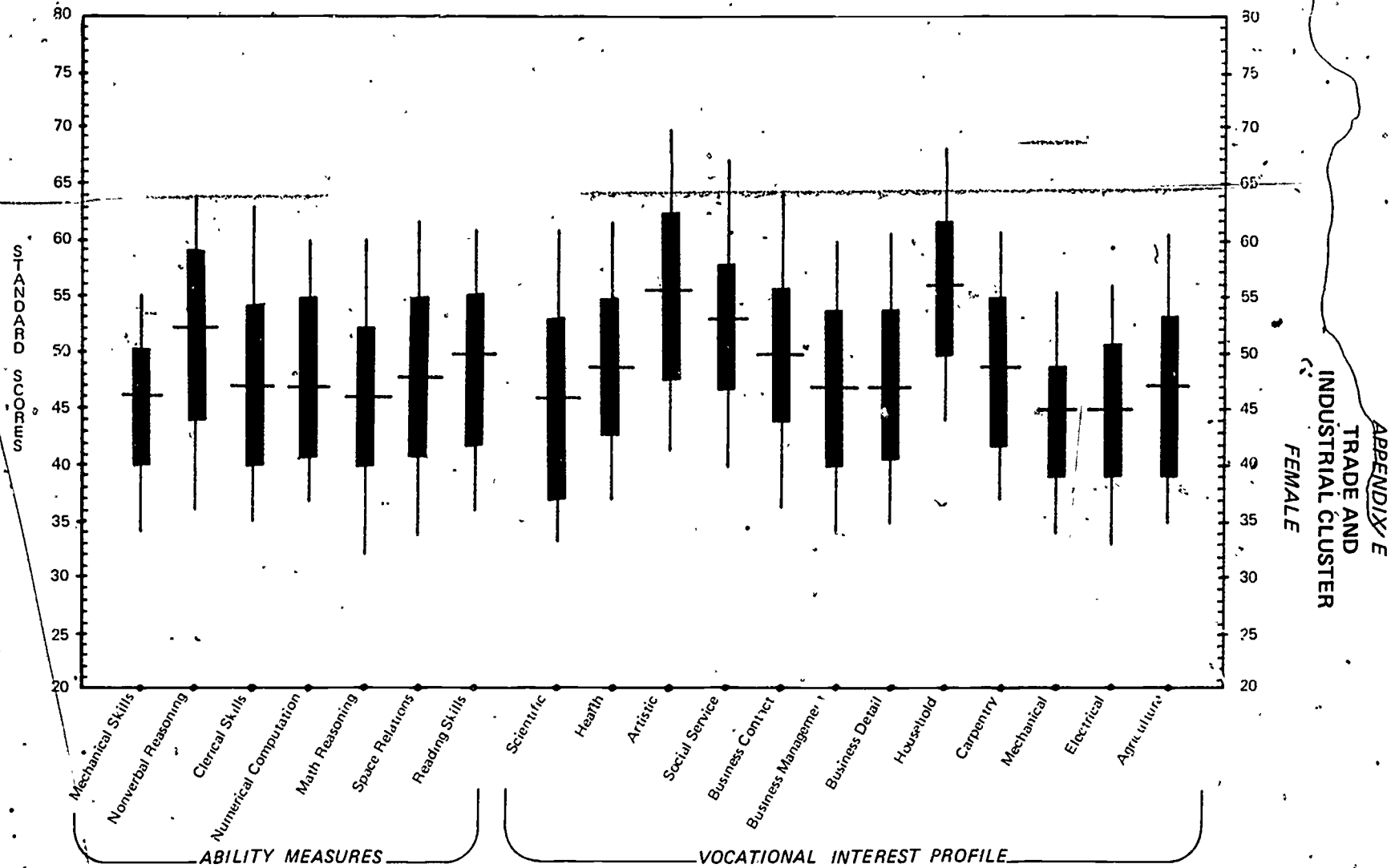
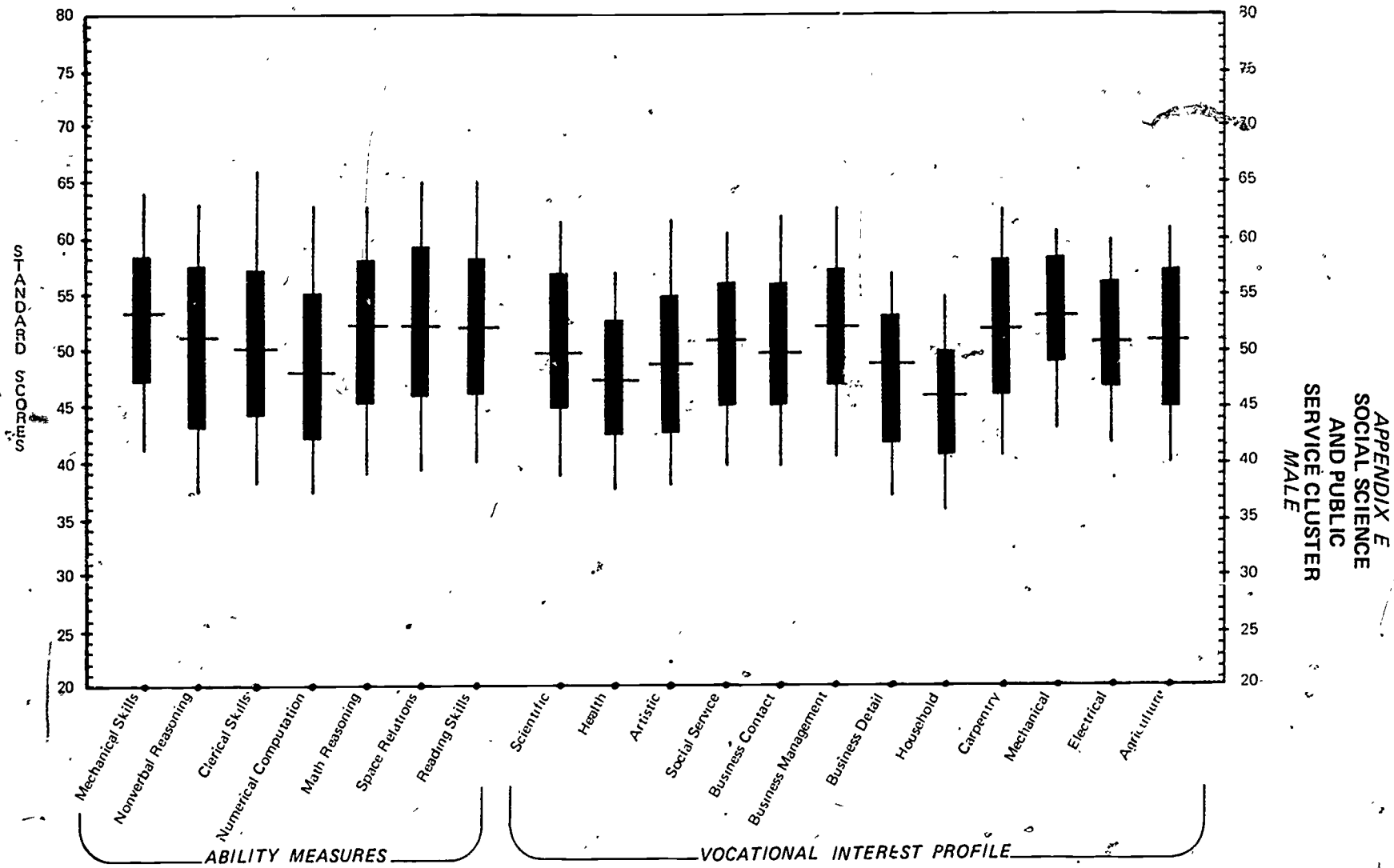


FIGURE E.13
PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES



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FIGURE E.14

PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES

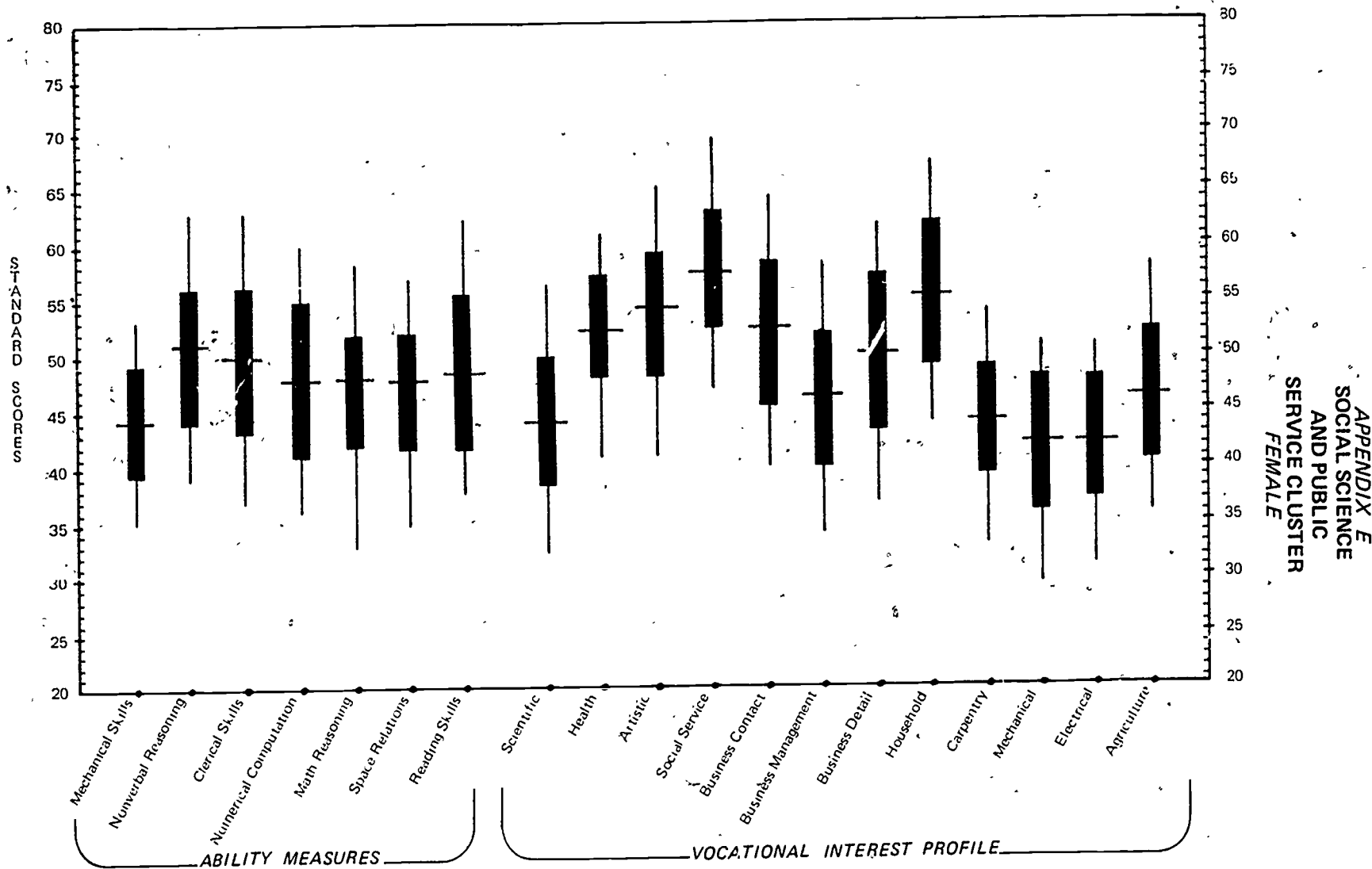


FIGURE E.15
PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES

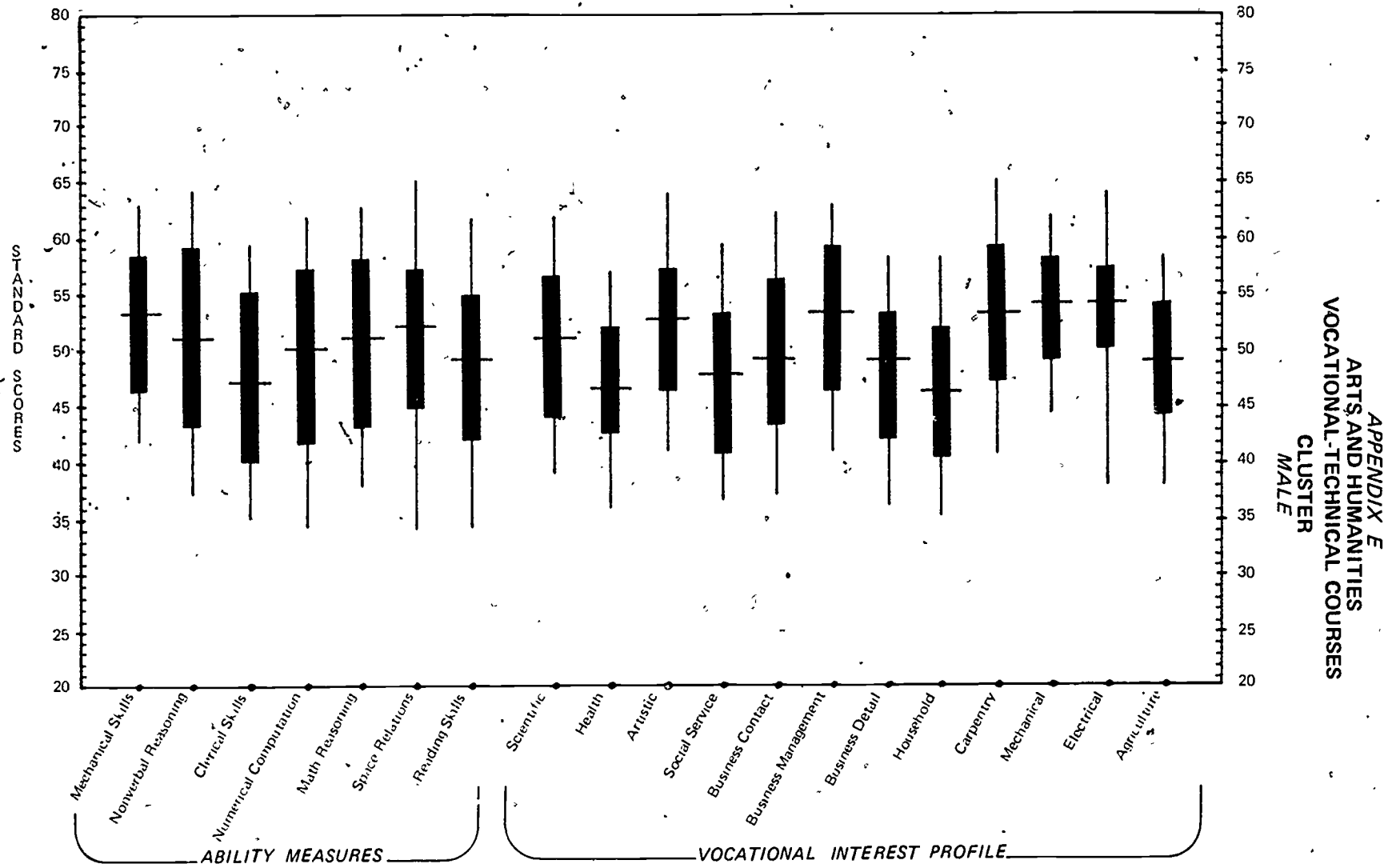
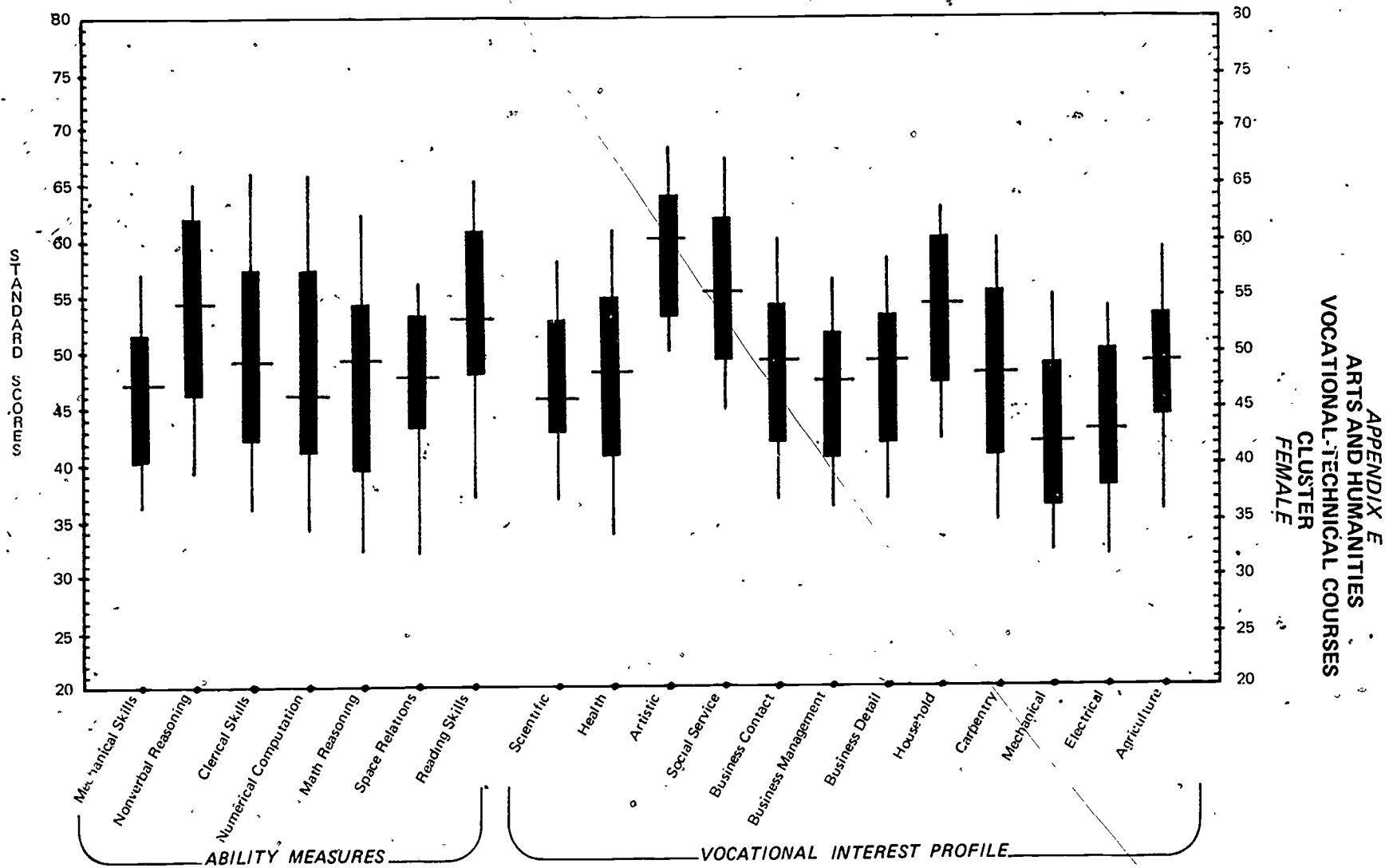


FIGURE E.16
PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES

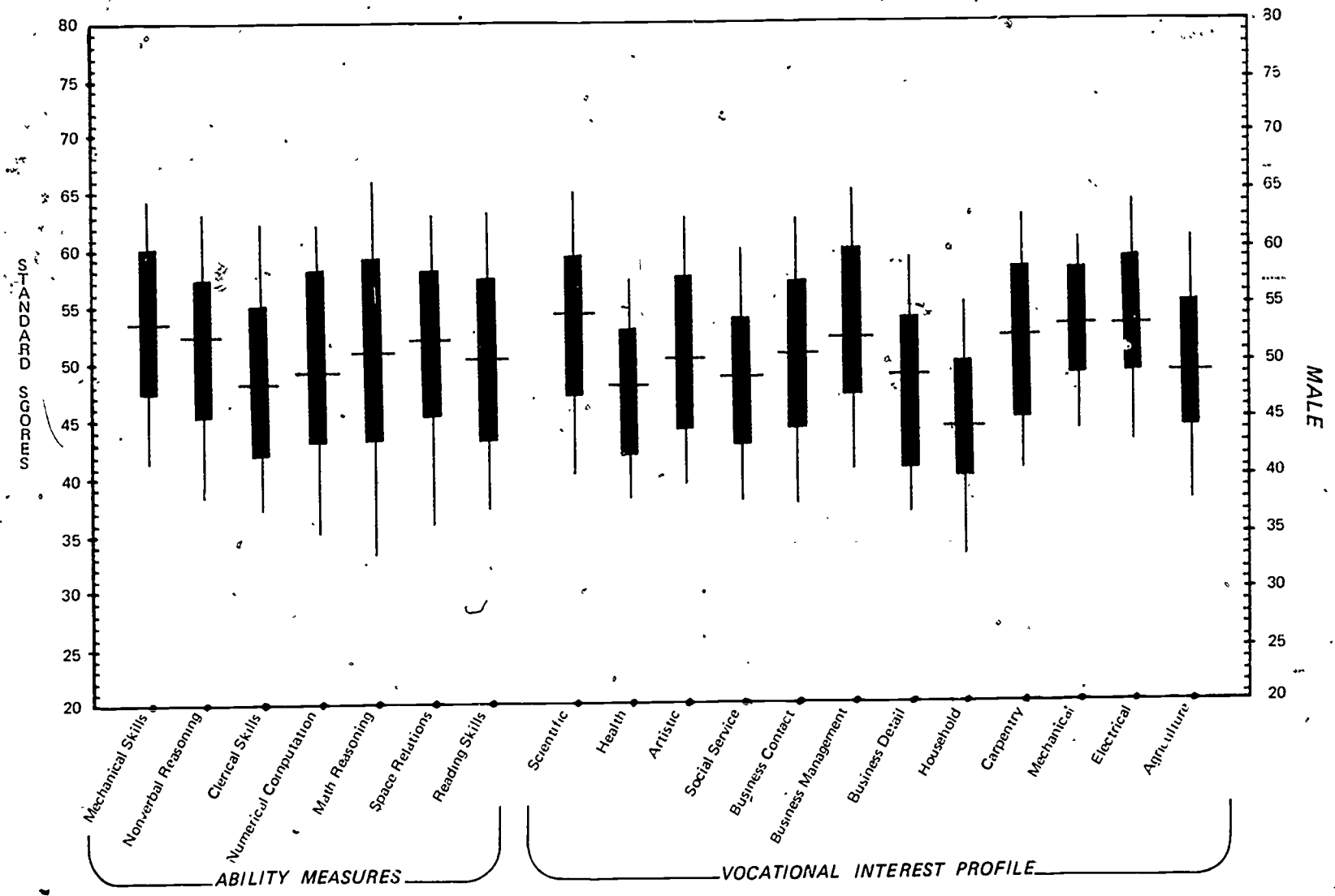


N = 46

N = 47

Note: Because of small sample sizes these norms should be interpreted with caution.

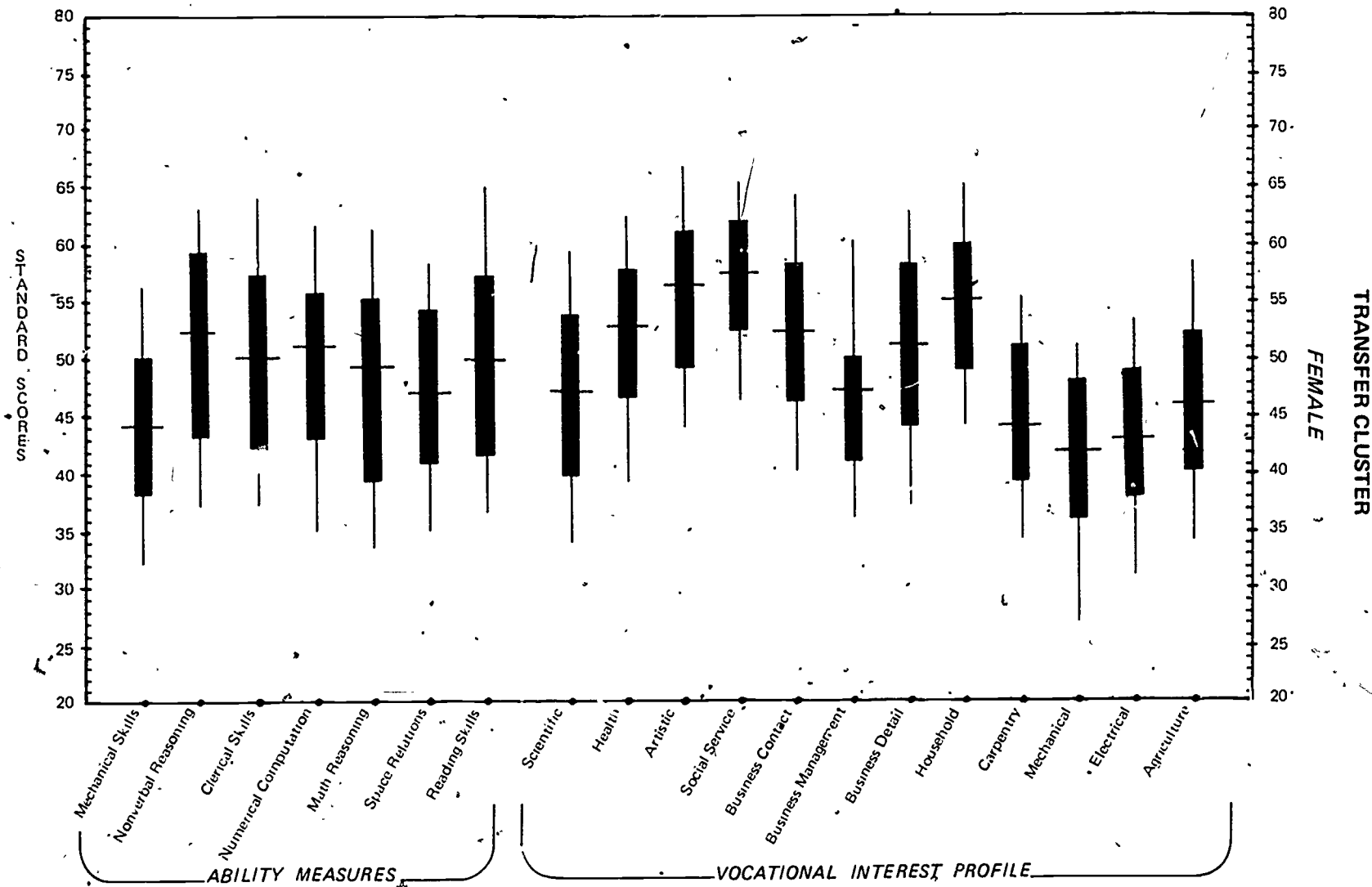
FIGURE E.17
 PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES



N = 1337

N = 1343

FIGURE E.18
PROGRAM CLUSTER PROFILES FOR ABILITY MEASURES AND VOCATIONAL INTEREST PROFILE SCALES



APPENDIX E

TRANSFER CLUSTER

FEMALE