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THE UNIVERSITY OF ALBERTA

THE RELATIONSHIP BETWEEN VARIOUS FACTORS AND PERSISTENCE AND NON-PERSISTENCE IN THE STUDY OF FRENCH

by

© JOSEPH FREDERICK CIPOLLA

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE

DEGREE OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA

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UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "The Relationship Between Various Factors and Persistence and Non-Persistence in the Study of French," submitted by Joseph Frederick Cipolla in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

Supervisor

Date February 23rd, 1973

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Supervisor

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ABSTRACT

With a trend toward giving students in secondary schools an increasing number of options in the selection of their areas of study, the concomitant phenomenon of the course dropout has become more and more readily apparent. Any improved understanding of the causes underlying this phenomenon could lead to more efficient school administration as well as provide other benefits to those concerned with the learning of a subject area. This provides the rationale for the present study. The purpose of the study is to attempt to discover some differences between those students who drop out of a subject area and those students who persist in the same subject area.

The study was planned and carried out in the Edmonton Public School System at ten randomly selected junior high schools. Taking French at the grade nine level as the subject area to be investigated, the study was begun by dividing the students into the three categories of those presently taking French, those who have never taken French and those who started to take French but later dropped it. Using criteria suggested by a survey of the literature, the three groups were compared using the mathematical technique of discriminant analysis. A number of significant differences between the three groups were noted and the null hypotheses of no differences between groups were rejected. In the

subject area under investigation, it appeared that the most effective discriminant was student attitude toward foreign language study in general with no specified target language.

Areas where the three groups differed significantly were: (1) student sex; (2) student scores on the S.C.A.T., level 3; (3) student scores on the Alberta Departmental English examinations; (4) student total scores on the social studies, mathematics and science parts of the Alberta Departmental examinations; (5) student perception of parental attitude toward the importance of studying French; (6) student scores on the modern language attitude scale; (7) student scores on the French attitude scale; (8) student scores on the cultural allegiance scale; (9) student original motive for choosing French as a subject.

In conclusion certain topics for further investigation were suggested with the hope that the results of these would result in a much greater understanding of the subject area dropout.

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I would like to acknowledge the debt of gratitude which I owe to the following people who have given of their time and energy in making possible the present study.

To Dr. B. T. Keeler who encouraged me to come to graduate school in the first place; to my advisor, Dr. M. J. Monod who started my thoughts along the course of the present study and who was always ready to encourage and spur me on when needed; to the Edmonton Public School Board and particularly to Dr. Earl Mansfield and Mr. Tom Summers who made the data available to me; to Dr. H. Kass and Dr. T. O. Maguire who rendered vital help with the mathematical treatment of the data; to Dr. Ernst Grundke whose assistance at a crucial moment saved several weeks' time in the completion of this study; to Mrs. Isabel D. Bince who made it possible to prepare the study for duplication at a distance of 3200 miles; to the other members of my committee, Dr. D. V. Parker, Dr. D. Petherbridge, and Dr. W. H. O. Schmidt who, together with Dr. Kass and Dr. Monod, have given of their time and talent in evaluating and correcting the present study; to all of the above, my sincere thanks.

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CHAPTER 1

THE PROBLEM

Introduction

In 1958, with the passage of the National Defense Education Act (NDEA), the United States government became heavily involved in education. This involvement gave a strong impetus to new developments in several fields, including modern languages. In the latter field new programs were prepared, methods of teaching were reviewed, and increasing numbers of students were enrolled in modern language classes. This was the situation in the United States for ten years until it was decided that the NDEA had served its purpose, most of its provisions were allowed to lapse and Federal financial aid to education was sharply curtailed.

In 1968 the Modern Language Association's comprehensive national survey of modern language enrollments in colleges and public secondary schools revealed a definite decrease in enrollment as a percentage of total secondary school enrollment in grades 7 to 12 (Brod, 1970: 342). In 1966 Dusel (1966) reported that in California, 77 percent of secondary school students dropped out of modern language study after two years or less of study. These two facts, which are not necessarily related, would appear to provide some cause for concern on the part of those interested in the role of modern languages in the educational curriculum.

Canada did not have its NDEA but it was influenced by the activity and developments in the United States. New audio-lingual and audio-visual programs developed for the U.S. market became available to Canadian teachers; the results of U.S. research and experience in the use of these programs exerted a strong influence on Canadian modern language teachers, and, if nothing else, the U.S. activity exerted a heuristic effect on Canadian educators. Canada experienced a boom in educational growth comparable to that of the United States during the same period. In addition, Canadians at large became more aware of the existence of Quebec and of the fact that French is the native language of nearly a quarter of the population of this country. Therefore, the relevance of teaching French to Canadian learners became more evident. The United States is a unilingual country and any modern language to be taught in its schools is a 'foreign' language. There are areas where this appears to be untrue, such as the Southwestern states but we must recognize this distinct difference: the Spanish of the Southwestern U.S. is a remnant of Mexican influence and is nourished by proximity to Mexico. The French of Quebec is a remnant of French influence in North America but it has also developed a cultural and artistic vigor of its own and gives every indication of being able to maintain its own existence and even grow without the proximity of France. The dynamic strength of the French language, the French people and the

French culture in Canada gives an importance to the study of French by English speaking Canadians which is difficult to question.

Need for the Study

We have no source in Canada comparable to the Modern Language Association national survey. The education yearbooks of the various provinces do not give data such as number of students taking modern languages expressed as a percentage of the total enrollment. There appears to be a lack of hard data in this area in Canada. However if the United States continues to exert an influence which is certainly real in spite of its being difficult to measure, it is certainly reasonable to imagine that we may have to deal with declining enrollments in modern language classes at some time in the future if not in the present. The investigator has interviewed or communicated with several educators in the provinces of Nova Scotia, Ontario, Saskatchewan, and Alberta. All were of the opinion that enrollments in modern language classes had declined over the past two years but could not give any exact figures to support their opinions. Finally the Supervisor of Modern Languages of the Edmonton Public School Board was interviewed and provided the following data: at the senior high school level, between 1970 and 1971, the French enrollment dropped by 6 percent while the gross enrollment grew by 4.6 percent. At the junior high school level, as of October 1971, the enrollments were

as follows:

	Total Enrollment	French Enrollment	Percent Enrolled
Grade 7	6346	3212	50.6
Grade 8	5942	2298	38.7
Grade 9	5489	1728	31.3

An examination of the above reveals that total enrollment decreases approximately 13.4 percent from Grade 7 to Grade 9. French enrollment decreases approximately 46.1 percent. It appears that a very large number of students between the time they begin grade 7 up to the time they are in grade 9, discontinue the study of French. We must find the above data disquieting if we cherish the concept of the learner as a resource which should be utilized and husbanded wisely. Always inherent in a democratic society and system of education, the concept has had a resurgence of publicity in North America during the late fifties and sixties of this century. This has resulted in a great deal of research on the school dropout and the loss to society which he represents.

It appears that the very nature of a democratic system of education tends to blind one to the problem of the subject area dropout. So long as the learner remains in school, he is simply thought of as exercising his option to pick and choose among the offerings of his school system. This would appear to be the popular opinion of a learner who takes a course for a year or two and then drops it.

Statement of the Problem

The initial concept of the present study is found in the following question: For an optional subject area such as modern language study, what should be considered as a "normal" rate of dropping out? From this vague beginning an area of study has been more sharply delimited into the following form. In Edmonton, at the grade nine level in the public school system, the learners may be classified into three categories: those students who have never studied French, those students who are presently studying French, and those students who began to study French but stopped at some time previous to the present. What differences, if any, exist between these three groups. What are the factors which cause a large number of students at the junior high school level to discontinue French after one or two years' study? What are their perceived motives for dropping French? What factors cause some students to persist in their study of French? Can any of these factors be affected by administrators and school officials if the need to do so becomes apparent. These questions constitute a very real problem.

Purpose of the Study

It is the purpose of this study to determine what factors differentiate between students who have never taken French in school, those who persist in their study of French in school, and those who began to study French but

dropped it at some time previous to the investigation.

Definition of Terms

Anomie scale. The term Anomie Scale shall refer to an eleven-item measure of the individual's dissatisfaction with his or her role in society. It is taken from Srole's original scale as modified by Lambert (1963). Of this scale Jakobovits (1970: 264) says:

> The successful development of communicative skills in a second language often involves a prior tendency to "identify" with people who are native representatives of the foreign culture. Such an identification process appears to facilitate the acquisition of communicative skills, but at the same time it can create feelings of dissatisfaction with one's own culture and "way of doing things." These feelings of dissatisfaction are referred to as "anomie."

Cultural allegiance scale. The term Cultural Allegiance Scale shall refer to a nine-item measure of the degree of loyalty to what the individual perceives as being his own cultural background. The scale is taken from Jakobovits (1970: 267) who attributes it to Lambert.

Ethnocentrism scale. The term Ethnocentrism Scale shall refer to a seven-item measure of attitude toward those who are perceived by the subject as being not from his own cultural milieu or not sharing his own cultural background. Jakobovits (1970: 265) refers to ethnocentrism as "cultural myopia." The scale was developed by Adorno et al., (1950).

French attitude scale. The term French Attitude Scale shall refer to a twenty-item measure of attitude

toward French speaking people. It was developed by Lambert and is presented in Jakobovits (1970: 262-264).

French dropout or FDO. A French dropout or FDO shall be defined as a student who, having begun the study of French at some time in the past, ceased this study prior to the investigation.

Modern Language Attitude Scale. The term Modern Language Attitude Scale shall refer to a seven-item measure of attitude toward the learning of any modern language which is not the native language of the subject. The scale is presented in Jakobovits (1970: 276-278) who credits it to Lambert.

Non-French or NF student. A non-French or NF student shall be defined as one who has never undertaken the study of French during his or her school career.

Persister, French student or F student. A persister or French student or F student shall be defined as a student who, having begun the study of French at some time in the past, was still continuing this study at the time of the investigation.

S.C.A.T. The initials S.C.A.T. shall refer to the School and College Ability Test. Level 3 of this standardized test provided some of the variables in the present study. It consists of two parts, a verbal scale and a quantitative scale, and a third percentile scale which is a combination of the two.

Design of the Study

The sample will consist of all the grade nine students in ten of the junior high schools in the Edmonton Public

School System. Various data about these students will be gathered and the students will then be divided into the three groups in the following areas: (1) age; (2) sex; (3) original motive for taking French; (4) perceived parental attitude toward the study of French; (5) student attitude toward learning a modern language; (6) student attitude toward French-speaking people; (7) student anomie; (8) student ethnocentrism; (9) student cultural allegiance; (1) student I.Q.; (11) student achievement in English as measured by the Alberta Departmental examinations; (12) Grade point average of student achievement on the same examinations in other subject areas, not including English. The basic hypothesis being tested here is that the apparently very high rate of student dropout in French in the Edmonton Public School System is not due simply to student caprice or random chance; that some, or all, of the above factors will be significantly different for the three groups of NF, F, and FDO students.

The general null hypothesis of the present study may be stated thus: if a group of grade nine students be selected from the Edmonton Public School System and divided into groups of students who have never taken French in school, students who are taking French in school now, and students who have taken French in school but have ceased to do so; these three groups will not differ significantly from each other in any way other than in the fact of the criterion just stated.

Delimitations

The study is delimited in the following ways:

1. The study was conducted in the Edmonton Public School System and with grade nine students ranging in age from thirteen to seventeen years of age. Since students older or younger and in another school system might vary in their attitudes and achievements, no generalizations can be made to other age groups or other school systems.

2. The study was limited solely to attitudes toward the French people and language. Results cannot be generalized to any other ethnic or linguistic group.

3. No attempt was made to evaluate proficiency in French in the sample population studying the language or in the sample population which had ceased to study it. Categories were formed solely on the basis of whether the subject was presently studying French or not; and, if not, whether he or she had previously studied it or not.

4. No attempt was made to determine the reason for students discontinuing the study of French other than in their own perception.

5. No attempt was made to evaluate teacher proficiency either in an absolute sense or in relation to the students in the sample.

Limitations

There is no guarantee that the subjects have responded

with complete honesty to the questionnaire. Many of the items cannot be validated by cross-reference to other sources. There is the possibility that some subjects may have given the response which they thought was desired by the investigator rather than the one which was the truth as they perceived it. Such limitations are common to all paper-and-pencil measures of attitude.

Hypotheses

The following null hypotheses will be tested. It is hypothesized that:

1. There is no significant difference between the non-French, French and French dropout groups in the sample population when compared on the basis of age.

2. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of sex.

3. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the S.C.A.T., level 3.

4. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Alberta Departmental English examinations.

5. There is no significant difference between the non-French, French and French dropout groups of the sample

population when compared on the basis of their total scores on the social studies, mathematics and science parts of the Alberta Departmental examinations.

6. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their perception of their parents' attitude toward the importance of studying French.

7. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the modern language attitude scale.

8. There is no significant difference between the non-French, French and French dropout groups in the sample population when compared on the basis of their scores on the French attitude scale.

9. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the anomie scale.

10. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the ethnocentrism scale.

11. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their total scores

on the cultural allegiance scale.

12. There is no significant difference between the French and the French dropout groups of the sample population when compared on the basis of their original motive for choosing French as a subject.

Overview of the Report

The first chapter has included a discussion of the need for the study, a statement of the problem and the purpose of the study, definitions of terms, the design of the study, delimiations, limitations and hypotheses. In chapter 2 the relevant literature will be reviewed. Chapter 3 will present details of the instrumentation, sampling and research procedures, and statistical methods used in the study. The results of the study will be presented and discussed in Chapter 4. The final chapter will include a summary of findings, implications for the teaching of modern languages and suggestions for further study.

CHAPTER 2

REVIEW OF THE LITERATURE

The literature on modern language instruction which has appeared during the past twenty years may be viewed under five main headings, namely: (1) the historical and philosophical foundations of modern language instruction; (2) the linguistic aspects of language at the level of phonology, morphology and syntax; (3) the psychological and physiological bases underlying the teaching and learning of a second language; (4) the methodology concerned with the presentation and acquisition of modern language structure in a learning situation; (5) the administration involved in the implementation of modern language instruction in schools and colleges; and (6) the evaluation of the teaching and/or learning of second languages, implicit, but generally unstated is: the presence of the learner. When his achievement is below a certain standard, then he vanishes from the literature on modern language instruction.

Searching the literature on modern language instruction for material directly related to dropouts from modern language classes is a disappointing task. However, a large number of studies relating to dropouts from school have appeared during the past decade. In addition a fair amount

of research was done during the same period of time on the effects of intelligence, attitudes and special aptitudes on success in second language study. Apparently the problem of the modern language dropout has only recently begun to draw attention in education circles and little that pertains directly to it has been published. Some studies dealing with the school dropout are relevant to the more specific problem of modern language dropouts.

The school dropout as he pertains to the modern language dropout. Coker (1968) found a definite difference between male and female with regard to persistence and non-persistence. He noted also that persistence was positively correlated with original commitment to study:

> . . . persisting students seemed to anticipate the completion of the four years within any of the five institutions investigated as well as holding aspirations for graduate study. Male and female students who did not persist because of academic reasons appeared to anticipate their non-persistence . . . (1968:93).

Operation D.I.R.E., a report by the Education Service Bureau, Inc., of Arlington, Va., noted a correlation between "subject liked least" and "subject failed." The report also noted a difference in attitude to second language study based on sex. For girls, one percent of the group liked second language study least and one percent liked it most. For boys, none liked second language study most and five percent liked it least.

Factors which appear to affect enrollment and dropping out. Mueller and Leutenegger (1964) found a high dropout rate in an "intensified oral" approach to modern language teaching at the University of Wisconsin-Milwaukee. They describe the type of course as follows:

> Reading was de-emphasized. The student had no chance to follow in his book or other printed materials during the T.V. lecture, during the conversational class, or in the laboratory. His lesson preparation at home, although following a book, was to be done orally. The printed word was considered a crutch which was apt to mislead the student and retard the automaticity of his response (1964: 91).

In attempting to explain the dropout rate in this course, they interviewed a number of their students and questioned them as to their previous experience of modern language learning. It appeared that most of the students had been introduced to the language being taught (French in this case) in a manner which was almost wholly visual in its modality and the authors express the opinion that the students were "preconditioned" against an audio-lingual course. In their conclusion they state:

> It is likely that the emphasis on audio-lingual learning is a frustrating experience for the students especially since our culture seems to be becoming more and more visual minded (1964:93)

Dusel (1966) laments the very high dropout rate among U.S. modern language students after two years, or less, of study. He suggests six reasons: (1) teaching methods not consistent over several years; (2) teacher qualities; (3) difficulties in programming and time tabling; (4) unwise counseling; (5) change in student plans and (6) transfer to a school where the previously studied language is not

available.

Mueller and Harris (1966) report on their development and use a programmed audio-lingual language program (ALLP) with the terminal goal of: ". . . native-like pronunciation and facility in speaking the language equivalent to a seven-year-old." Attempting to improve on the previous efforts of Mueller and Leutenegger (1964), they encountered the same resistance to the exclusive use of the audio-lingual mode. They refer to the study of Sawyer et al. (1962) and appear to agree with one of its conclusions that students may benefit from training with a textbook before them during the first thirty hours of second language study. In their analysis of the reasons for students dropping out of the ALLP, it appeared that the student's aptitude had little or no bearing on dropping out of the course. That is, an equal percentage dropped out from the high aptitude as from the low aptitude range. The criterion used for aptitude was the results of the Modern Language Aptitude Test (MLAT).

Hoye (1966) reports on the effect on modern language enrollment of the implementation of a new flexible system of scheduling classes. Of his system he says:

> The approaches used by the author at Ramsay and Folwell junior high schools in Minneapolis were designed not to achieve superior gains in pupil achievement but rather to allow students to explore more widely, to use more creatively the resources of the school, and to spare students the necessity of making choices between important subjects, e.g., science and foreign languages, just to satisfy the requirements of a rigid conventional schedule. The Ramsey and Folwell experiments showed dramatically how more flexible schedules can affect foreign language enrollments (1966:2).

The author reports that at one of the two schools (Folwell), modern language enrollment went from 61 to 270 over a period of a year. However, the author does not give the school enrollment over the same period of time.

Zeldner (1966) speaks from his experience at a New York City high school. Surprised at the large number of students seeking to drop out of modern languagae study after two or three years of study, he interviewed a number of parents and students. His findings were that the majority of students needed a credit for two or three years of study of a second language for their career plans and when this had been satisfied, they dropped the subject speedily, with their parents' approval in most cases. A confirmation of this attitude in U.S. students comes from Lambert (1961:137). "The results indicate that achievement in foreign language training is not a central goal for American students."

Bartley (1969) attempted to discover to what extent aptitude and attitude are two of the possible causes for students dropping modern language study after grade eight in a Palo Alto junior high school. She used the Modern Language Aptitude Test (MLAT) as her measure of aptitude and the Foreign Language Attitude Scale (FLAS) as her measure of attitude. She found that persisters were significantly higher in both aptitude (t significant at 0.001 level) and in attitude toward the language being studied (t significant at the 0.05 level) than the non-persisters. She concludes:

> In light of the size and uniformity of the sample and only one administration of the measurement, it is evident that the results can only be generalized to a comparable sample. However, it is submitted that in all probability these factors are indeed playing a decisive role (1969:55).

Reinert (1970) reports that the biggest reason for dropping modern language study is the discontinuance of the college entrance requirement. Like Zeldner (1966) and Lambert (1961), he found that the majority of his students appeared to view language study with little favor:

> Well over half of them indicated that college requirements--either for admission or graduation--influenced their original enrollment in foreign language classes. Furthermore, both by word and deed these students showed that once they had completed these requirements, they intended to have nothing more to do with foreign languages (1970: 107).

Some of the factors which appear to influence enrollment have been considered. Next the literature will be reviewed for factors which appear to influence success in modern language study.

Factors which appear to affect success in modern language study. Jones (1950) reports that there is a statistically significant sex difference in his results (correlation significant at the 0.01 level). Girls show a more favorable attitude toward language study than boys. He also found that the attitude of the student toward the target language (Welsh in this case) has an increasingly important effect on the student's achievement. In other words, attitude and achievement were more highly correlated after two years of study than after one year. Correlation was significant at the 0.01 level in the third year.

Lambert (1961) found that a factor analysis of student achievement in language study indicated that "aptitude and intelligence formed a factor which was independent of a second comprising indices of motivation, types of orientation toward language and social attitudes toward French-Canadians" (p. 3). Lambert's studies have led increasingly toward the formulation of a "social psychology of bilingualism" which lays great stress on the role of attitudinal factors in language study. Lambert (1961) puts it this way:

> This theory, in brief, holds that an individual successfully acquiring a second language gradually adopts various aspects of behaviour which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitudes toward the other group are believed to determine his success in learning the new language. His motivation to learn is thought to be determined by his attitudes and by his orientation toward learning a second language (p. 114).

Von Wittich (1962), Pimsleur (1964), and Gardner and Lambert (1965), all agreed that general pupil intelligence correlates poorly with achievement in modern language study. Von Wittich and Pimsleur both find that total grade point average (GPA) is one of the best predictors of success in modern language study. They also found English grade point marks to be an intermediate correlator: not as good as total GPA but better than intelligence; Pimsleur says (p.122): "English grades and I.Q. are less effective than GPA in predicting FL success. A combination of these predictors is likely even better."

Carroll (1963) in speaking of the findings of Gardner and Lambert, says:

> These writers stress, therefore, that the student's attitude toward language study and toward the speakers of the language he is studying can have profound influences over and above those of aptitude (1963:1090).

In the same work Carroll reports that a "high proportion" of students attain a level of achievement on the Modern Language Aptitude Test (MLAT) high enough to forecast success in foreign language study "in academic settings" (p. 1089). He also reports that girls tend to achieve higher on the test (MLAT) and also tend to get higher marks in schools (p. 1091).

Feenstra (1967) found eight interpretable factors which had a bearing upon success in second language study. These were: (1) a language aptitude factor as defined by a test of modern language aptitude; (2) an English language factor which was interpreted as meaning that skills learned while mastering a first language transfer to a second language learning situation; (3) a factor of "studentship" as defined by the student's study habits; (4) a complex of motivational variables which was labelled 'student motivation to learn French' and was dependent upon the student's attitude toward French-speaking people; (5) a parental attitude factor which indicated that parents with positive attitudes toward French-speaking peoples encouraged their children to study French; (6) a factor which was labelled 'student ethnocentrism' and indicated that negative feelings toward a linguistic group hindered acquisition of the language; (7) a parent ethnocentrism factor which indicated that a direct relationship existed between parent's ethnocentric attitudes

and the students' ethnocentric attitudes; (8) a factor which indicated a difference between the sexes and was labelled a 'sex difference' factor.

A number of factors which appear to influence success in modern language study have been considered. In the next section there will be reviewed three reports which apparently come under none of the headings previously listed and yet which appear to bear upon the central problem of the modern language dropout.

Reports pertaining to the present study but in a less direct manner than those previously cited. Smith (1969) reported a rather interesting finding of the Pennsylvania Project. He collected data on teacher subject matter competency using the Modern Language Association Foreigh Language Proficiency Tests for Teachers and Advances Students as his criterion of teacher knowledge of subject matter. Using the Modern Language Association Classroom Cooperative Tests and the 1939-41 Cooperative French and German Tests as criterion of student achievement, he looked for a correlation between teacher competency and student achievement. His findings are as follows:

> Date from the two foreign languages under study support previously cited research on the lack of significant relationships between teacher content matter knowledge and student achievement (1969:206).

Strasheim (1970) gives three factors which, she feels, bear upon the problem of lessening modern language enrollments. They are: (1) the disappearance of the college

language requirement; (2) the "now" student with his frequently expressed need to "communicate" and (3) the concept that a modern language is one option for the student to control his environment, out of many other options. She feels that in spite of many changes in methodology, the philosophical basis of modern language teaching has changed but little, if any: "the ultimate (and usually unstated) goal of modern language education in the secondary school has remained the preparation of the student to meet college requirements through all the objective priority changes of the past decade and a half" (1970:88-89).

McConnell (1971) appears to agree with Strasheim about the "now" student. He emphasizes the pragmatism of contemporary students who will not accept a promise of future relevance:

> The vast majority of students will take those subjects they find the most interesting at any given time, providing of course these same subjects lead to a graduation diploma. Delayed gratification is alien to them; they will not be convinced by the argument that when they take their Ph.D. in applied physics, the grade 10 German course may help them decipher some obscure, untranslated thesis (1971:65).

Summary

We have reviewed the literature on the modern language dropout under the four headings: (1) The school dropout as he pertains to the modern language dropout; (2) factors which appear to affect enrollment and dropping out; (3) factors which appear to affect success in modern language study; and (4) works which pertain to the present study but

in a less direct manner than those previously cited. The following factors appear to have an effect upon either enrollment or success in modern language study: (1) sex of student; (2) attitude of student toward the language to be studied or its parent culture; (3) choice and arrangement of material to be studied; (4) relevance to career plans of the language to be studied; (5) the physical availability of the language due to timetabling; and (6) special student aptitude for the study of modern language.

The following have been suggested as predictors of success in modern language study: (1) responses to student questionnaires; (2) various measures of student attitude; (3) student English grade point marks; (4) Student grade point average of several subjects and generally excluding English marks if these have been already used for a predictor; (f) some measure of student aptitude in the study of modern language; (6) some measure of student I.Q.; (7) some measures of parental attitude toward the language or the culture being studied, or both.

It is felt that some mention should be made of the special status of the study of Feenstra (1967) in relation to the present study. Some reasons for this status are: (1) it is a wholly Canadian study. This distinction is not made from any motives of chauvinism but simply to point out that if differences do exist between students in Canada and in other countries, then it is desirable to be able to make comparisons with a Canadian study; (2) it is the most recent

major study of this type known to the investigator; (3) it appears to be the closest in design and method to the present study of any published in Canada within the last ten years. In recognizing these qualities, we must also recognize that it is different from the present study in the following ways: (1) it deals with a different age level; (2) Feenstra is seeking a relationship between certain predictor variables and the degree of success of the subjects in language study which they are already taking. In Feenstra's study, the subjects are all members of one group, while in the present study, the subjects may be members of any one of three groups, and the predictors are used in an attempt to assign membership. This poses certain conceptual problems which are reflected in the mathematical treatment of the data. For further details of this, see "Treatment of the Data,"

CHAPTER 3

DESIGN AND PROCEDURES

The problem being studied is whether there are, in some areas, significant group differences between students at the grade nine level who have never studied French, those who are persisting in the study of French, and those who have studied French in the past but are no longer doing so.

THE SAMPLE

In order to test the hypotheses it was necessary to locate a sample of grade nine students large enough to contain a significant number of students in each of the categories listed above.

Ten junior high schools in the Edmonton Public School System were selected out of the thirty-eight in which French is taught at the grade nine level. Permission having been granted by the Edmonton Public School Board to conduct the study in these schools, the principals were contacted and the following arrangements made: (1) a block of time not to exceed eighty minutes was allocated for the administration of the testing instrument; (2) all the grade nine students in the school were to be tested at the same time; and (3) the teachers who would be normally teaching the students would be requested to assist in the administration of the testing instrument. A schedule was made up and each of the ten schools

visited within a period of less than two weeks. It was ascertained at this time that the largest school to be tested had slightly over 200 students in grade nine, while the smallest had slightly under forty. It was assumed that the schools, being randomly selected, were a cross section of junior high schools in the Edmonton Public School System.

During the testing period, the investigator visited every room in which students were being tested and explained to them, without recourse to technical terms and concepts, the purpose of the research and the rationale for the various routines in the testing procedure. It was felt that by doing this, the cooperation of the respondents would be maximized.

INSTRUMENTATION

1. The questionnaire consisted of 67 items of which 13 were on personal data and 54 were from the five scales mentioned below. In addition special notation was provided for the respondent's name, sex, and age in months. The complete questionnaire is given in Appendix A.

2. Several measures of student attitude were considered necessary and the following attitude and psychological scales were included in the instrument: (1) a foreign language attitude scale taken from Jakobovits (1970) who credits it to Lambert: (2) a French attitude scale developed by Lambert (1961); (3) an anomie scale adapted by Lambert (1963) from the original by Srole; (4) an ethnocentrism scale adapted by

Lambert from the original by Levinson (1950). The adaptations are such as to render it more relevant to teenage respondents; (5) a scale of cultural allegiance. This is taken from Jakobovits (1970) who attributes it to Lambert.

A classification of questionnaire items according to subgroupings is provided in Table 1.

Notice that the items from four of the scales were randomly dispersed among questions 21 to 67. This was done to discourage the formation of any response set on the part of the subjects. Items from the remaining scale were not included in the dispersal because of the different response required. It was felt that the danger of response set was not great with the seven items of this scale coming directly after the biographical data and could be ignored.

The instrument will be discussed in detail in the following sections.

Foreign Language Attitude Scale

The Foreign Language Attitude Scale which is presented in Jakobovits (1970: 276-278) and is attributed by him to Lambert, consists of seven statements dealing with the learning of foreign languages in general. Each statement may be either negative or affirmative and the subjects were asked to indicate their agreement or disagreement on a five-point scale ranging from strong agreement to strong disagreement. The five-point scale is variously worded and variously ordered in the seven statements to discourage the formation of response

TABLE 1

CLASSIFICATION OF QUESTIONNAIRE ITEMS

ACCORDING TO SUBGROUPINGS

	Item number
Personal Data	1-13 inclusive, also special notation provided for name, age and sex
Foreign Language Attitude Scale	14-20 inclusive
French Attitude Scale	23, 24, 25, 26, 29, 30, 33, 36, 38, 42, 43, 44, 45, 46, 48, 49, 52, 53, 55, 64
Anomie Scale	31, 35, 47, 50, 51, 54, 56, 58, 63, 65, 67
Ethnocentrism Scale	32, 37, 39, 40, 41, 57, 62
Cultural Allegiance	21, 22, 27, 28, 34, 59, 60, 61, 66

set. No provision is made for a "no opinion" or "undecided" answer though some of the intermediate responses are very nearly neutral in meaning.

The scoring of the Foreigh Language Attitude Scale is so weighted that a high score indicates a favourable attitude toward the learning of a language other than English. Responses are weighted 0,1,2,3,4, for the progression from disagreement to agreement with a positively worded statement, and 4,3,2,1,0, for the same progression from disagreement to agreement with a negatively worded statement. Maximum value for the scale was 28 while the minimum value was 0.

A check on the validity of the Foreign Language Attitude test was made by comparing the mean scores of the students in the F group with the mean scores of the students in the NF and FDO groups. It might be expected that students persisting in the study of French would register higher on the scale than the members of the other two groups. Table 2 shows the means and variances of the three groups. A one-way analysis of variance showed a significant difference among group means ($F=49.6$, $df=2,983$, $p<0.001$).The French persisters have a significantly more favorable attitude than the other two groups. On this basis the validity of the scale would appear to be supported.

TABLE 2

MEANS, VARIANCES AND ANALYSIS OF VARIANCE:
FOREIGN LANGUAGE ATTITUDE SCALE SCORES
FOR NON-FRENCH, FRENCH PERSISTERS,
AND FRENCH DROPOUTS

Group	$\bar{X}$	Variance	(N)
Non-French	14.1	21.2	192
French Persister	17.1	20.8	341
French Dropout	14.1	19.5	453
Total	15.2	22.3	986

One-way ANOVA

Source	SS	MS	DF	F	p
Groups	2012.9	1006.4	2	49.6	<0.001
Error	19948.4	20.3	983		

Homogeneity of variance $\chi^2 = 0.70$ Probability = 0.70

FRENCH ATTITUDE SCALE

The French Attitude Scale developed by Lambert et al. (1961) and presented in Jakobovits (1970: 263-264) consists of twenty positively-worded statements about French-speaking people. The original scale is presented in Appendix C. The wording of six of the statements was changed slightly to remove ambiguity or to adapt the item to local conditions. For example, items 26, 33, and 55 as originally worded carry an implication that French-speaking people are not really Canadians. Item 55 was worded as follows: "Canadians should make a greater effort to meet more French-speaking people." (Jakobovits, 1970: 263). This was changed to "English-speaking Canadians should make a greater effort to meet more French-speaking people." Item 33 was changed to : "It is wrong to try to force the French-speaking person to become completely Anglicized (like the English) in his habits." Item 26 was changed to: "The French-speaking people show great understanding in the way they adjust to the Anglo-Canadian way of life."

Item 24 originally was worded: "The French people in this country have made a great contribution to the richness of our society." This was changed by the addition of "speaking" after the word "French" to give: "The French-speaking people in this country have made a great contribution to the richness of our society." Item 45 was changed from: "Canadian children can learn much of value by

associating with French-speaking playmates." to "English-speaking children can learn much of value by associating with French-speaking playmates." The rationale behind these changes was to emphasize the language contrast and de-emphasize any nationalistic basis of contrast. As far as possible, the contrast was intended to be between Canadians who speak French and Canadians who speak English.

In Jakobovits (1970: 264) item 18 is written "London would be a much better city if more French-speaking people would move here." This was changed to "Edmonton would be a much better city if more French-speaking people would move here to live." The first change was mandatory since the scale was to be administered in Edmonton while it was felt that the addition of words "to live" rendered the entire statement somewhat clearer in meaning.

The subjects were asked to indicate their degree of agreement or disagreement on a six-point scale ranging from strong agreement to strong disagreement. No provision was made for a "neutral" or "undecided" response since it was felt that some subjects who held unfavorable attitudes might wish to conceal them.

The scoring of the items on the French Attitude Scale was weighted so that a high score indicated a favorable attitude toward French-speaking people. Positive responses were weighted 5, 6, or 7 points depending on the degree of agreement. Negative responses were weighted 1, 2, or 3 points depending on the degree of disagreement. The maximum score

for the entire scale was 140 points while the minimum score was 20.

A check on the validity of the French Attitude Scale was made by comparing the mean score of the students in the F group with the mean scores of the students in the NF and FDO groups. It might be expected that students persisting in the study of French would register higher on the scale than the members of the other groups if indeed the scale measures favourable attitudes toward French-speaking people. A one-way analysis of variance revealed a significant difference among groups ($F=14.85$, $df=2,983$, $p<0.001$). See Table 3. The scale appears to differentiate between students taking French and those not taking French. As expected, the French persisters had a significantly more favorable attitude toward French-speaking people. On this basis the validity of the scale would appear to be supported.

Anomie Scale

The Anomie Scale used here is taken from the original by Srole as modified by Lambert (1961) and presented in Jakobovits (1970: 264-265). It consists of eleven variously worded statements all expressing some dissatisfaction with society or the role of the individual in it. Jakobovits says (1970: 264).

TABLE 3

MEANS, VARIANCES, AND ANALYSIS OF VARIANCE: FRENCH ATTITUDE SCALE SCORES OF NON-FRENCH, FRENCH PERSISTERS AND FRENCH DROPOUTS

Group	$\bar{X}$	Variance	(N)
Non-French	75.9	393.5	192
French Persister	83.2	399.8	341
French Dropout	75.8	409.1	453
Total	78.4	413.8	986

One-way ANOVA

Source	SS	MS	DF	F	p
Groups	11966	5983	2	14.85	<0.001
Error	396018	402.9	983		

Homogeneity of variance

$\chi^2 = 0.12$ Probability = 0.94

> The successful development of communicative skills in a second language often involves a prior tendency to "identify" with people who are native representatives of the foreign culture. Such an identification process appears to facilitate the acquisition of communicative skills, but at the same time it can create feelings of dissatisfaction with one's own culture and "way of doing things." These feelings of dissatisfaction are referred to as "anomie."

The scale as quoted by Jakobovits is given in Appendix D and this is the form which was used without alteration in the present study. Marking was as in the French Attitude scale with the exception that two of the statements are differently worded from the others. Students were asked to indicate their agreement or disagreement on a six-point scale ranging from strong agreement to strong disagreement. As in the French Attitude Scale there is no "undecided" or "neutral" category to prevent as far as possible the concealment of negative feelings.

The scale is so weighted that a high score indicates a high degree of anomie. With the exception of items 51 and 67, positive responses are weighted 5, 6, or 7 points depending on the degree of agreement while negative responses are weighted 3, 2, or 1 depending on the degree of disagreement. Items 51 and 67 are reversed in that positive responses are weighted 3, 2, and 1 depending on the degree of agreement while negative responses are weighted 5, 6, and 7 depending on the degree of disagreement. The maximum score for the scale was 77 points and the minimum was 7.

A check on the validity of the Anomie Scale was made by comparing the mean scores of the students in the F group

with the mean scores of the students in the NF and FDO groups. If the scale has construct validity, it might be expected that French students would have a higher degree of Anomie than non-French or French dropout students. Table 4 presents the means, variances and analysis of variance results for the three groups. There was no significant difference among the means ($F=0.57$, $df=2,983$, $P = 0.57$).

Ethnocentrism Scale

The Ethnocentrism Scale consists of seven items taken from the original Ethnocentrism Scale of Adorno et al. (1950) and is presented in Jakobovits (1970: 266-267). The seven items presented by Jakobovits (1970) are given in Appendix E. These seven items were changed as follows for the present study: Item 2 was changed to "With modern transportation bringing countries closer and closer together, Canada must be sure that she loses none of her independence and complete power as a sovereign nation." Item 7 was changed to "The best guarantee of our national security is for Canada to have atomic weapons." The reason for both changes was that it was felt that the new wording was more relevant to contemporary students.

The Ethnocentrism Scale purports to measure rejection of outgroups in general. As with the French Attitude Scale, subjects indicate their degree of agreement or disagreement with each item on a six-point scale. The maximum score is 49 and the minimum is 7.

TABLE 4

MEANS, VARIANCES AND ANALYSIS OF VARIANCE: ANOMIE SCALE SCORES FOR NON-FRENCH, FRENCH PERSISTERS AND FRENCH DROPOUTS

Group	$\bar{X}$	Variance	(N)
Non-French	44.0	89.7	192
French Persister	44.7	74.5	341
French Dropout	44.0	94.5	453
Total	44.3	86.5	986

One-way ANOVA

Source	SS	MS	DF	F	p
Groups	99	49.5	2	0.57	0.57
Error	85163	86.6	983		

Homogeneity of variance

$\chi^2 = 5.58$ Probability = 0.06

Shaw and Wright (1967: 403) state that the validity of the scale has been questioned for two reasons. One is the attempt to measure such a broadly conceived construct as ethnocentrism as it was defined by the authors. The second reason is that all of the items are stated negatively and there is the danger of response act. In the present study the seven items from the ethnocentrism scale are randomly distributed among the items from the other four scales.

Shaw and Wright (1967: 403) report a reliability coefficient of 0.79 for the entire scale. It is possible that the reliability coefficient for a number of selected items from the whole scale could differ considerably.

Cultural Allegiance Scale

The Cultural Allegiance Scale is adapted from Lambert (1961) and is presented in Jakobovits (1970: 267). The original scale from Jakobovits (1970) is given in Appendix F. It consists of nine items of which no less than seven have been reworded since they carried to a greater or lesser extent the implication that French-speaking people are not Canadians. The rationale for the rewording was to ensure, as far as possible, that the contrast was between English-speaking and French-speaking Canadians.

The marking and scoring of this scale is the same as for the French Attitude Scale. The scoring is weighted so that a high score indicates a strong allegiance to the parent culture. The maximum score possible is 63 and the minimum

is 9.

A check on the validity of the Cultural Allegiance Scale was made by comparing the mean scores of the students in the F group with the mean scores of the students in the NF and FDO groups. It might be expected that students persisting in the study of another language and culture would have differing mean scores on this scale from students who are not so engaged.

Table 5 presents the means variances and analysis of variance for the three groups. The means of the three groups differ significantly on this scale ($F=15.37$, $df=2,983$ $p<0.001$). However, due to lack of homogeneity of variance, the above results should be interpreted with caution.

Personal Data

The student data for age, sex, personal history, and attitude scale scores were collected on optically scored answer sheets.

In addition to the data furnished by the questionnaire, further data on the sample were provided by the results of the standardized tests administered by the Alberta Department of Education in April of each year and written by all students at the grade nine level in the Edmonton Public School System. A copy of the results of the 1972 administration of these tests was made available and it contained the following test results for each student: a percentile mark for reading, language arts, social studies, mathematics, and science. In

TABLE 5

MEANS, VARIANCES, AND ANALYSIS OF VARIANCE: CULTURAL ALLEGIANCE SCALE SCORES FOR NON-FRENCH, FRENCH PERSISTERS AND FRENCH DROPOUTS

Group	X	Variance	(N)
Non-French	40.6	89.0	192
French Persisters	44.2	69.8	341
French Dropouts	40.8	96.1	453
Total	41.9	87.9	986

One-way ANOVA

Source	SS	MS	DF	F	p
Groups	2630	1315	2	15.37	<0.001
Error	84083	85.5	983		

Homogeneity of variance

$\chi^2 = 10.0$ Probability = 0.007

addition the copy contained the percentile results of the S.C.A.T. (level 3) and the raw scores of both the verbal and quantitative scales of the S.C.A.T.

The first three spaces on the answer sheet were reserved for the student's age in months. Questions number 1 to number 13 (see appendix A) deal with the students' contact with the French language. These include the criterion which establishes the three categories of non-French (NF), French persister (F), and French dropout (FDO), student perception of parental attitude toward the importance of studying French, and original reason for taking French in school.

DATA COLLECTION

The instrument was administered in the ten schools between April 12 and April 21, 1972. Every effort was made to ensure that the identical procedure was followed in every school.

TABULATION OF DATA

Upon completion of the data collection, the answer sheets were scored using the optical scanner of the University of Alberta and the results transferred to IBM cards. The results of the Departmental examinations were also transferred to IBM cards. Using the student I.D. number as an identifier, these cards were matched so that each student was represented

by two cards each bearing different data. During the process of matching the cards, a number of students were rejected when it was found that there were no departmental results for them or their names were on the departmental lists but they had not been present for the administration of the testing instrument. Next the 54 raw data items comprising the five scales of the instrument were summed by computer and this resulted in a saving of space on the IBM card which made it possible to put all of the student data relevant to each individual on one card. Thus from an original total of approximately 1100 student respondents, the net result was 986 IMB cards bearing all the collected data and each identified by an I.D. number.

STATISTICAL TREATMENT OF THE DATA

Theoretical Rationale

In the studies conducted thus far on the relationship between success in foreign language study and certain aptitudes and attitudes of the learner, the statistical approach has been to employ analysis of variance and multiple regression techniques. Examples are Gardner (1965), Pimsleur (1964) and Feenstra (1967). In the studies cited, the criterion has been achievement in foreign language study while the predictors have been various scores on aptitude, attitude and achievement tests. The scores of both criterion and predictor variables have been continuous at least within a certain range of values. The present study poses certain

problems in this respect in that the criterion variable is discrete and can have only one of three values; i.e., the membership in one of three groups.

Fisher (1936) was the first to suggest the discriminate analysis as the technique needed for such cases. Travers (1939) used it to distinguish successful engineers from successful air pilots using six test scores as his predictors. Garret (1943) further demonstrated the technique using only three predictors. These early researchers were still limited to two groups and it was only in 1950 that the method was expanded to be used with more than two groups. Tiedeman and Steinberg (1951) and Tiedeman, Bryan, and Rulon (1953) investigated the difference between the regression analysis and discriminant analysis and showed the possibility of misclassification in the former when applied to assigning membership to groups. Further work showing the utility of discriminant analysis has been carried out by Stinson (1958) and Dunn (1959). Tiedeman (1951) pointed out that discriminant analysis is not a replacement for regression analysis but that the two techniques are useful for entirely different types of problems. Cooley and Lohnes put it most succinctly (1962: 140).

> The basic difference is that discriminant analysis, and the resulting centours and probabilities of group membership, are designed to answer the question, "What group am I most like?" Multiple-regression analysis, on the other hand, is concerned with the question, "In what group would I perform the best?"

Since the present study is concerned with the problem of membership in one or the other of three groups rather than how well an individual will perform on a given measure which is continuous in nature or can be treated as such, it was decided that discriminant analysis appeared to be the technique which would yield the best and most accurate picture of the relationship between the criterion and predictor variables.

Treatment of the Data

Existing computer programs from the Division of Educational Research Services (DERS) at the University of Alberta were used in the analysis of the data. Programs used were as follows:

1. A one-way analysis of variance (fixed effects model), which is listed in the DERS catalogue as ANOV 15, was used to determine the means, variances, and standard deviations of all variables which were not nominal or ordinal in nature. This program also yielded a chi-square test for homogeneity of variance among the NF, F, and FDO groups, as well as a test for the significance of differences between group means.

2. A chi-square contingency program, which is listed in the DERS catalogue as NONP 02, was used to determine the significance of differences of responses for the three groups when the response constituted a discrete variable (either nominal or ordinal).

3. A discriminant analysis procedure listed in the DERS catalogue as MULV 10 was used. In the case of a functional relationship with a number of variables, this program will determine the weights of the linear composite of the variables which will maximally discriminate among the groups. It was used to determine the relative importance of each of the predictor variables in assigning membership to one or the other of the three groups.

4. A common dispersion multiple discriminant analysis which uses both the conditional and Bayesian probabilities of group membership, listed in the DERS catalogue as MULV 11, was used. Using a pre-set proportion of group membership which follows the known membership in the three groups, it assigns membership on the basis of the predictor function. This was used to assess the accuracy of the predictor function.

CHAPTER 4

RESULTS AND DISCUSSION

The purpose of the study was to determine what factors differentiate between students who have never taken French in school, those who persist in their study of French in school, and those who began to study French in school but dropped it at some time previous to the investigation. This purpose presupposes that the three groups do differ in some manner other than the criterion.

The achieved value of p (< 0.001) warrants rejection of the general null hypothesis, stated in Chapter 1, that the three groups will not differ other than in the fact of the criterion. The twelve specific null hypotheses stated in Chapter 1 will now be considered consecutively.

Table 6 shows the values of Wilks' lambda criterion for three different discriminant analyses performed on the sample data. Lambda (which ranges in value from 0 to 1) is considered to be a good indicator of how well a function discriminates into discrete categories. The values achieved here, namely 0.75, 0.76 and 0.78, are quite high and indicate a high degree of efficiency in discrimination.

The three discriminant analyses were each performed somewhat differently in an attempt to achieve maximal discrimination. The first two analyses were carried out using the three groups of NF, F, and FDO students but with

TABLE 6

VALUES OF WILKS' LAMBDA, F RATIO APPROXIMATION, AND SIGNIFICANCE: THREE DISCRIMINANT ANALYSES USING 2 OR 3 GROUPS AND 12 OR 14 VARIABLES

Source	Lambda	F	p
(1) 3 groups and 14 variables	0.75	10.5	< 0.001
(2) 3 groups and 12 variables	0.76	11.8	< 0.001
(3) 2 groups and 12 variables	0.78	22.9	< 0.001

Variables

1. Age in months.
2. French attitude scale score.
3. Anomie scale score.
4. Ethnocentrism scale score.
5. Cultural allegiance scale score.
6. Foreign language attitude scale score.
7. Reading.
8. Language Arts
9. Social Studies
10. Mathematics
11. Science
12. S.C.A.T. percentile score.
13. S.C.A.T. verbal score.
14. S.C.A.T. Quantitatives score.

NOTE: In the second and third analysis, the number of variables was reduced by summing variables #9, #10 and #11 (above) and using the resultant sum as one variable.

two different numbers of variables, namely, 14 or 12. Table 6 gives the variables used and indicates how the number was reduced from 14 to 12. The third analysis was performed using 12 variables but only two groups. The reduction in groups was achieved by combining the NF and FDO groups into one and comparing it with the F group. Note that each successive analysis results in a different value of lambda but in each case the significance is at the 0.001 level or higher. This probability was estimated by using the F ratio approximation (Cooley, 1962:61). Since any of the given values of lambda can be considered high and since there could be a loss of information with any further reduction of groups or variables, it was decided not to apply the procedure further.

Hypothesis 1

> There is no significant difference between the non-French, French and French dropout groups in the sample population when compared on the basis of age.

Table 7 presents the means and variances of the ages of the NF, F and FDO groups as well as the results of a one-way analysis of variance performed on these data. Note that the assumption of homogeneity of variance is violated making the use of this procedure inappropriate. Nevertheless, the value of p of 0.99 gives us no reason for assuming that any differences in mean age among groups are not due simply to chance.

TABLE 7

MEANS, VARIANCES, AND ANALYSIS OF VARIANCE:
AGE IN MONTHS OF NON-FRENCH, FRENCH
PERSISTERS AND FRENCH DROPOUTS

Groups	$\bar{X}$	Variance	(N)
Non-French	174.6	871.9	192
French Persister	174.8	300.2	341
French Dropout	174.9	1199.8	453
Total	174.8	822.4	986

One-way ANOVA

Source	SS	MS	DF	F	p
Groups	16.0	8.00	2	0.01	0.99
Error	810912	824.94	983		

Homogeneity of variance

$\chi^2 = 163.5$, probability = < 0.001

Although the differences in age are likely not significant, a pattern is apparent in the variance column. Note that the F group has the smallest variance while the FDO group has the largest. The NF group has an intermediate variance which is very nearly that of the total sample. It would appear that the F group has a much marrower age variation than either of the two other groups. What significance this may have for modern language teaching is, as yet, not clear.

Hypothesis 2

> There is no significant difference among the non-French, French and French dropout groups in the sample population when compared on the basis of sex.

Table 8 shows the breakdown into male and female for the three groups of NF, F, and FDO students and the results of a chi-square contingency test. The significant χ^2 appears to confirm the findings of Coker (1968) and the Educational Service Bureau (1966) that the F group is female dominated and the FDO group is male dominated, both to a significantly high degree. Hyposhesis 2 may therefore be rejected.

Hypothesis 3

> There is no significant difference between the non-French, French and French dropout groups in the sample population when compared on the basis of their scores on the S.C.A.T., level 3.

Table 9 shows the means and variances for the three

TABLE 8

BREAKDOWN OF NON-FRENCH, FRENCH PERSISTER, AND FRENCH DROPOUT GROUPS ON BASIS OF MALE AND FEMALE IN EACH WITH VALUE OF CHI-SQUARE FOR THE MATRIX AND SIGNIFICANCE

Group	Male	Female	Total
Non-French	96	96	192
French Persister	128	213	341
French Dropout	259	194	453
Total	483	503	986

$\chi^2 = 30.1$ $p < 0.001$

TABLE 9

MEANS, AND VARIANCES: S.C.A.T. PERCENTILE, VERBAL AND QUANTITATIVE SCORES FOR NON-FRENCH, FRENCH PERSISTERS AND FRENCH DROPOUTS

S.C.A.T. PERCENTILE

Group	$\bar{X}$	Variance	(N)
Non-French	44.3	733.6	192
French Persister	72.5	600.0	341
French Dropout	53.6	757.9	453
Total	58.3	815.0	986

S.C.A.T. VERBAL

Group	$\bar{X}$	Variance	(N)
Non-French	35.3	111.1	192
French Persister	45.3	116.1	341
French Dropout	38.6	114.9	453
Total	40.3	128.9	986

S.C.A.T. QUANTITATIVE

Group	$\bar{X}$	Variance	(N)
Non-French	24.9	70.1	192
French Persister	32.9	74.1	341
French Dropout	27.1	82.5	453
Total	28.5	85.4	986

S.C.A.T. scale scores for the three groups. Table 10 shows the results of one-way analyses of variance performed on the scores for the three groups. Note that in each case there is a significant difference among groups ($p<0.001$ in each case). On the basis of the above, hypothesis 3 may be rejected.

Hypothesis 4

> There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Alberta Departmental English examinations.

Table 11 shows the means and variances for the Reading and Language Arts divisions of the Alberta Departmental examinations for the NF, F, and FDO groups. It also presents the results of a one-way analysis of variance carried out on these data which shows the means to be significantly different ($F=77.05$, $df=2, 983$, $p < 0.001$ for Reading and $F = 101.08$, $df: 2, 983$, $p < 0.001$ for Language Arts) for the three groups. On this basis, hypothesis 4 may be rejected.

Hypothesis 5

> There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their total scores on the social studies, mathematics and science parts of the Alberta Departmental examinations.

Table 12 shows the means and variances for the NF, F, and FDO groups of the sample on their total scores for Social Studies, Mathematics and Science. It also presents the

TABLE 10

ONE-WAY ANOVA: ANALYSES OF VARIANCE OF S.C.A.T. SCORES FOR NON-FRENCH, FRENCH PERSISTERS AND FRENCH DROPOUTS

S.C.A.T. Percentile Scores

Source	SS	MS	DF	F	p
Groups	116916	58458	2	83.68	< 0.001
Error	686680	698.6	983		

Homogeneity of variance $\chi^2 = 5.50$ Probability = 0.064

S.C.A.T. Verbal Scores

Source	SS	MS	DF	F	p
Group	14479	7239.5	2	63.18	< 0.001
Error	112634	114.6	983		

Homogeneity of variance $\chi^2 = 0.12$ Probability = 0.94

S.C.A.T. Quantitative Scores

Source	SS	MS	DF	F	p
Groups	8285.13	4142.56	2	53.67	< 0.001
Error	75874.44	77.19	983		

Homogeneity of variance $\chi^2 = 2.18$ Probability = 0.34

TABLE 11

MEANS, VARIANCES, AND ANALYSES OF VARIANCE: READING AND LANGUAGE ARTS SCORES ON ALBERTA DEPARTMENTAL EXAMINATIONS FOR NON-FRENCH, FRENCH PERSISTERS AND FRENCH DROPOUTS

Departmental Reading

Group	$\bar{X}$	Variance	(N)
Non-French	47.6	681.6	192
French Persister	74.3	598.1	341
French Dropout	56.6	730.2	453
Total	61.0	778.5	986

One-way ANOVA (Reading)

Source	SS	MS	DF	F	p
Groups	104033	52016.5	2	77.05	<0.001
Error	663612	675.1	983		

Homogeneity of variance $\chi^2 = 3.83$ Probability = 0.15

Departmental Language Arts

Groups	$\bar{X}$	Variance	(N)
Non-French	41.8	674.0	192
French Persister	71.5	617.5	341
French Dropout	50.1	712.1	453
Total	55.9	807.7	986

One-way ANOVA (Language Arts)

Source	SS	MS	DF	F	p
Groups	135853	67926.5	2	101.08	<0.001
Error	660564	671.9	983		

Homogeneity of variance $\chi^2 = 1.95$ probability = 0.38

TABLE 12

MEANS, VARIANCES, AND ANALYSIS OF VARIANCE: TOTAL MEAN SCORES FOR SOCIAL STUDIES, MATHEMATICS AND SCIENCE COMBINED, FOR NON-FRENCH, FRENCH PERSISTERS AND FRENCH DROPOUTS

Group	$\bar{X}$	Variance	(N)
Non-French	125.5	5316.7	192
French Persister	204.8	4655.4	341
French Dropout	152.9	5728.9	453
Total	165.5	6178.7	986

One-way ANOVA

Source	SS	MS	DF	F	p
Groups	904416	452208	2	85.69	<0.001
Error	5187776	5277.5	983		

Homogeneity of variance

$\chi^2 = 4.13$, Probability = 0.12

results of a one-way analysis of variance performed on the data which shows that the group means are significantly different ($F=85.69$, $df=2,983$, $p< 0.001$. On this basis it appears that hypothesis 5 may be rejected. These results would appear to relate to the findings of Von Wittich (1962) and Pimsleur (1964) who find that grade point average is a good predictor of success in foreign language study. It appears from the present results that such an average can also discriminate among non-takers, persisters and dropouts in the study of French.

Hypothesis 6

> There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their perception of their parents' attitude toward the importance of studying French.

Table 13 shows the breakdown of responses to item 9 of the questionnaire which was seeking a categorization of perceived parental attitude into positive, neutral and negative with respect to the importance of studying French. The χ^2 computed for the resulting 3 x 3 contingency table is significant at the 0.001 level. On this basis we may reject hypothesis 6. Note that the largest segment of the F group perceives parental attitude as positive, a lesser segment perceives it as neutral and the smallest segment perceives it as negative toward the study of French. The NF and FDO groups display the reverse trend in that the largest segment of both groups perceives parental attitude as negative and

TABLE 13

BREAKDOWN OF ITEM 9 OF QUESTIONNAIRE (HOW DO YOUR PARENTS FEEL ABOUT THE IMPORTANCE OF STUDYING FRENCH?) FOR THE NF, F, AND FDO GROUPS OF THE SAMPLE POPULATION

Response	NF	F	FDO	TOTAL
(a) They feel it's important....	46	178	118	342
(b) ... no more important	60	110	147	317
(c) ... not very important	76	45	166	287
Total responding	182	333	431	946

$\chi^2 = 91.18$ Signifance: < 0.001

the smallest segment perceives it as positive.

Hypothesis 7

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Foreign Language Attitude Scale.

It has been previously noted (pp. 29-30) that the mean scores on this scale are significantly different for the three groups of non-French, French persisters and French dropouts ($F=49.6$, $df=2,983$, $p < 0.001$). On this basis we may reject hypothesis 7.

Hypothesis 8

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the French Attitude Scale.

It has been previously noted (see pp 32-34) that the mean scores on this scale are significantly different for the three groups, consequently hypothesis 8 is rejected.

Hypothesis 9

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Anomie Scale.

In the section of discussion of this scale (see pp. 33, 35-37), it was noted that the mean scores on this scale for the three groups were not significantly different ($F=0.57$ $df=2,983$, $p = 0.57$). On the basis of the above there is no evidence for rejecting hypothesis 9.

Hypothesis 10

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Ethnocentrism Scale.

Table 14 presents the mean scores, variances, and the results of a one-way analysis of variance of the scores of the three groups in the sample. Note the lack of significant difference among the groups ($F=2.22$, $df=2,983$ $p = 0.11$). On this basis, there is no evidence for rejecting hypothesis 10.

Hypothesis 11

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Cultural Allegiance Scale.

In the section where this scale was previously discussed (see pp 38-40), it was noted that the means scores for the three groups were significantly different ($F=15.37$, $df=2,983$, $p = 0.001$). Consequently hypothesis 11 is rejected.

Hypothesis 12

There is no significant difference between the French and French dropout groups of the sample population when compared on the basis of their original motive for choosing French as a subject.

Table 15 presents the breakdown of responses to item 7 of the questionnaire (why did you take French at first?) together with a chi-square value for significance. Note that statistical significance is at the 0.001 level or greater,

TABLE 14

MEANS, VARIANCES, AND ANALYSIS OF VARIANCE: ETHNOCENTRISM SCALE SCORES FOR NON-FRENCH, FRENCH PERSISTERS AND FRENCH DROPOUTS

Group	$\bar{X}$	Variance	(N)
Non-French	31.2	49.2	192
French Persister	31.7	53.2	341
French Dropout	30.6	58.0	453
Total	31.1	54.7	986

One-way ANOVA

Source	SS	MS	DF	F	p
Groups	242.8	121.4	2	2.22	0.11
Error	53702.4	54.6	983		

Homogeneity of variance

$\chi^2 = 1.94$ Probability = 0.38

TABLE 15

BREAKDOWN OF RESPONSE TO ITEM 7 OF QUESTIONNAIRE
(WHY DID YOU TAKE FRENCH AT FIRST?)

Response	F	FDO	TOTAL
(a) I was told . . .	115	234	349
(b) It fitted . . .	10	24	34
(c) My friends . . .	11	23	34
(d) I needed it . . .	67	14	81
(e) I wanted to take it . . .	58	34	92
(f) Other . . .	74	90	164
Total Responding	335	419	754

$\chi^2 = 84.77$ $p < 0.001$

leading to rejection of hypothesis 12. An examination of the 2 x 6 contingency table suggests a pattern. In the responses which indicate a more passive role on the part of the student toward the choice of French (a,b, or c), there are approximately twice as many members of the FDO group as of the F group. In the responses which indicate a more active role on the part of the students in the choice of the language (d,e), the trend is reversed. This appears to indicate that a greater involvement of the student in the decision-making process makes him less likely to reverse the decision at a later date.

FURTHER CONSIDERATIONS

Of the original twelve null hypotheses set up in Chapter 1, nine have rejected the three have not been rejected. The three which have not been rejected are those which dealt with the significance of the age differences of the groups in the sample, with the significance of the Anomie Scale score differences of the groups in the sample and with the significance of the Ethnocentrism Scale score differences of the three groups in the sample.

If it is accepted that French study forms a criterion which divides the sample into groups with significant differences, a logical further step would be a consideration of the magnitude of the contribution made by each of a number of differentiating factors. Also valuable would be an assessment, if possible, of the accuracy with which these factors do

differentiate among students who have never studied French, students who are presently studying French, and students who have studied French but have ceased to do so.

Using the three groups and fourteen variables, a discriminant function analysis was performed on the data with results as shown in Table 16. The analysis was performed using the MULV10 program (DERS).

Although not strictly proportional to relative importance in assigning group membership (i.e.the Foreign Language Attitude Scale scores are not exactly six times as important as the language arts marks in assigning group membership), the weights in Table 16 are hierarchical or ordinal so that a higher numerical values does indicate a greater degree of discriminatory power associated with the variable.

Since there are three troups to be discriminated, the discrimination function procedure generates two equations, each of which has a root. Equation 1 accounts for over 94 percent of the discrimination (see "percent of trace" at the bottom of Table 16) so we need not concern ourselves greatly with the second orthogonal equation and its root. It should be noted in passing that equation 2 accounts for less than 6 percent of the discriminating power of the set of variables used. It is also worthy of comment that the Foreign Language Attitude Scale score has the highest relative contribution in both equation 1 and equation 2.

TABLE 16

NORMALIZED WEIGHTS FOR CLASSIFICATION FROM DISCRIMINANT FUNCTION ANALYSIS DONE ON 14 VARIABLES FOR THREE GROUPS

Variable	Equation 1	Equation 2
Age	0.012	-0.007
French Attitude Scale	0.043	0.087
Anomie Scale	0.026	0.032
Ethnocentrism Scale	-0.107	0.299
Cultural Allegiance Scale	0.140	-0.035
Foreign Language Attitude Scale	0.953	0.769
Reading	0.023	-0.095
Language Arts	0.162	0.206
Social Studies	0.042	-0.393
Mathematics	0.042	0.051
Science	-0.016	0.073
S.C.A.T. Percentile	0.091	-0.097
S.C.A.T. Verbal	-0.109	0.092
S.C.A.T. Quantitative	0.091	0.278

Significance test for roots (see Rao, 1965:474)

Root 1 = 0.30 Chi-square = 275.46 Significance < 0.001

Root 2 = 0.02 Chi-square = 18.44 Significance: = 0.14

Percent of trace: Root 1 = 94.05, Root 2 = 5.74

The next highest weight in equation 1 is that assign to Language Arts which is interesting in that it parallels one of Feenstra's (1967) findings that this variable is a good predictor of success in modern language study. Note also the very low relative weights assigned to age and anomie scale scores. This might have been anticipated in the light of their earlier failure (hypothesis 1 and hypothesis 9) to discriminate among the groups.

Next a common dispersion multiple discriminant analysis using the conditional and Bayesian probabilities of group membership was performed on the data. Results are shown in Table 17. The analysis was performed using the MULV11 program (DERS).

According to Villagonzalo (1969:53), conditional classification of a person to a certain group is determined by

$$P(\underline{y}_i \mid H_j) = P(x^2 \geq x_i^2) \qquad \begin{matrix} i = 1,2,\ldots n \\ j = 1,2,\ldots k \end{matrix}$$

where p is the probability of person i obtaining a score vector $\underline{y}_i$; given that he is a member of the jth group. Thus the probability of his receiving a certain score is computed, assuming membership in a given group.

The use of the Bayesian theorem calls for the computation of <u>a priori</u> probabilities of i groups as given by

$$P_j = \frac{N_i}{\sum_{i=1}^{k} N_i}$$

Where N_i is the number of persons in group i based on prior

TABLE 17

RESULTS OF COMMON DISPERSION MULTIPLE DISCRIMINANT ANALYSIS USING CONDITIONAL AND BAYESIAN PROBABILITIES OF GROUP MEMBERSHIP FOR THREE GROUPS AND 14 VARIABLES

Mean Scores in reduced space

NF	F	FDO
35.35	48.47	38.36

Variance of Scores in reduced space

95.17

Number of observations in each group

192	341	453

A Priori probability used

0.19	0.35	0.46

Results:	Conditional	Bayesian
	456 Correct	574 Correct
	= 46.2 percent	= 58.2 percent

knowledge. In this study the known membership of the NF, F and FDO groups is used for this purpose. If an individual is randomly selected from a hypothetically composite population, and if only his measurement u is observed, then the probability that he belongs to category i is given by

$$P(i|u) = g_i P(u|i)/P(u)$$

P(u) is the probability that any individual randomly selected from the hypothetical composite population has measurement u and g_i is the a priori probability of group membership. Group membership is assigned on the basis of the highest probability obtained.

Running the risk of oversimplification, we might say that the conditional procedure involves computing the likelihood of an individual receiving a certain score assuming his membership in 1 of n groups. The use of the Bayesian theorem involves computing the likelihood of an individual's membership in 1 of n groups assuming his having a certain score.

We should note that accuracy of prediction approaching or surpassing 50 percent is rate in the social sciences (as opposed to the physical sciences). The results in Table 17 show that the variables used in the present study are capable of a very high order of accuracy when used for the purpose of discriminating among non-takers, persisters and dropouts of French at the junior high school level.

In an attempt to assess the importance of grade point average as a discriminator in assigning membership to the

three groups, a second discriminant analysis was performed on the data using three groups and twelve variables. This was done by additively combining Social Studies, Mathematics, and Science into one variable. Results are as shown in Table 18. The analysis was carried out using the MULV10 program (DERS). Following this, a common dispersion multiple discriminant analysis was performed using the three groups and twelve variables. Results are as shown in Table 19.

Finally, in an attempt to increase discrimination accuracy, one further discriminant function analysis and common dispersion multiple discriminant analysis were performed using fourteen variables and two groups only, French and non-French which included both dropouts and those students who have never taken French. Even though some information regarding details of group membership may have been "lost," it was desired to see how far one could reasonably expect to go in the direction of increasing discrimination accuracy. Results of the last two analyses are given in Tables 20 and 21.

DISCUSSION OF RESULTS OF DISCRIMINANT ANALYSES

1. We have already noted (p 72) the very high accuracy of prediction possible with the variables used. If we compare Tables 17 and 19, we note that there appears to be a slight advantage in using the sum of Social Studies, Mathematics and Science as one variable for the conditional

TABLE 18

NORMALIZED WEIGHTS FOR CLASSIFICATION FROM DISCRIMINANT FUNCTION ANALYSIS DONE ON 12 VARIABLES AND THREE GROUPS

Variable	Equation 1	Equation 2
Age	0.012	-0.003
French Attitude Scale	0.043	0.091
Anomie Scale	0.026	0.036
Ethnocentrism Scale	-0.100	0.341
Cultural Allegiance Scale	0.140	-0.040
Foreign Language Attitude Scale	0.951	0.784
Reading	0.027	-0.134
Language Arts	0.161	0.151
Sum of Social Studies, Mathematics and Science	0.018	-0.065
S.C.A.T. percentile	0.095	-0.113
S.C.A.T. Verbal	-0.117	-0.001
S.C.A.T. Quantitative	0.113	0.446

Significance test of roots (see Rao, 1965:474)

Root 1 = 0.30, chi-square = 266.5 Significance: > 0.001

Root 2 = 0.01, chi-square = 9.70 Significance: = 0.55

Percent of trace: Root 1 = 96.77

Root 2 = 3.88

TABLE 19

RESULTS OF A COMMON DISPERSION MULTIPLE DISCRIMIANT ANALYSIS USING CONDITIONAL AND BAYESIAN PROBABILITIES OF GROUP MEMBERSHIP DONE USING THREE GROUPS AND TWELVE VARIABLES

Mean scores in reduced space			
	NF	F	FDO
	35.59	48.47	38.49
Variance of scores in reduced space			
	92.60		
Number of observations in each group			
	192	341	453
A Priori probability used			
	0.19	0.35	0.46

Results:	Conditional	Bayesian
	497 Correct	576 Correct
	= 50.4 percent	= 58.4 percent

TABLE 20

NORMALIZED WEIGHTS FOR CLASSIFICATION FROM DISCRIMINANT FUNCTION ANALYSIS DONE ON FOURTEEN VARIABLES AND TWO GROUPS

Variable	Equation 1
Student age	0.011
French Attitude Scale	0.047
Anomie Scale	0.027
Ethnocentrism Scale	-0.079
Cultural Allegiance Scale	0.129
Foreign Language Attitude Scale	0.957
Reading	0.015
Language Arts	0.168
Social Studies	0.010
Mathematics	0.043
Science	-0.010
S.C.A.T. percentile	0.079
S.C.A.T. verbal	-0.095
S.C.A.T. quantitative	0.106

Significance test of roots (see Rao, 1965:474)
Root 1 = 0.286, chi-square = 242.34, Significance: > 0.001

Percent of trace: Inapplicable in this instance as there is only one root.

TABLE 21

RESULTS OF A COMMON DISPERSION MULTIPLE DISCRIMINANT ANALYSIS USING CONDITIONAL AND BAYSIAN PROBABILITIES OF GROUP MEMBERSHIP. DONE USING TWO GROUPS (FRENCH AND NON-FRENCH) AND 14 VARIABLES

Mean scores in reduced space

French	non-French
47,51	37.07

Variance of scores in reduced space

86.21

Number of observations in each group

341	645

A priori probability used

0.35	0.65

Results:

Conditional	Baysian
710 Correct	738 Correct
= 72.0 percent accuracy	= 74.8 percent accuracy

classification (50.4% correct vs 46.2% correct). The difference in the Bayesian classification is not significant (58.4% correct vs 58.2% correct). A likely explanation is found in the reduction in the variance (92.60 vs 95.17) which would affect the conditional classification to a greater extent than the Bayesian classification since the probability of the individual's score vector will be directly affected by a change in variance.

If we compare Table 17 or 19 with Table 21, we note the appreciable increase in prediction accuracy gained by reducing the number of groups from three to two. Accuracy of this order (70+percent) is truly outstanding in social sciences data and again demonstrates the efficacy of the variables used in the study. At the same time it should be recognized that some information is being "lost" in the process of reducing the number of groups from three to two in that the distinction between those who have never taken French and those who have dropped it is now "lost" in the one category of non-takers of French.

2. We have already noted (pp 68-9) the extremely high significance which the discriminant function analysis gives to Root 1. At the very least (see Table 16), Root 1 accounts for over 94 percent of the discrimination of the function. For this reason we shall limit ourselves to a discussion of the normalized weights associated with Root 1. At the same time we should note, as illustration of the

importance of this variable, that both Equation 1 and Equation 2 assign the highest weight to the Foreign Language Attitude Scale scores (see Tables 16 and 18).

3. In the three discriminant function analyses (Tables 16, 18, 20) the scores for the Foreign Language Attitude Scale, Language Arts, and the Cultural Allegiance Scale, have the three highest weights, respectively, and maintain the same position with respect to each other. The fourth highest weight in two of three cases is the S.C.A.T. verbal score (see Tables 16, 18, 20).

4. The very low weights assigned to student age, Ethnocentrism Scale scores, and Anomie Scale scores would appear to be a reflection of the failure of these variables to show a significant difference among the groups (see Tables 7,14 and 4). In apparent contradiction to this is the weight assigned to the Ethnocentrism Scale scores in the analyses (see Tables 16, 18, 20). In spite of its failure to differentiate significantly among groups in the analysis of variance (see Table 14), it is assigned the fifth highest weight in one of the analyses (see Table 16) and the sixth highest in the other two (see Tables 18, 20).

5. The very high weight assigned to the Foreign Language Attitude Scale scores would appear to be a confirmation of the findings of Carroll and others that student attitude toward language study ". . . can have profound influences over and above those of aptitude"

(Carroll, 1963: 1090). The fairly low weights assigned to the other attitude scale scores are disappointing. If we consider the intercorrelations of the fourteen variables (see Table 22) and the probabilities of the t values associated with these correlations (see Table 23), it appears that a reason for the low weights assigned by the discriminant analysis to the other four attitude scales is that they are all five fairly highly correlated. Note that student age, the Anomie scale and the Ethnocentrism scale, the three variables which showed no significant difference among groups according to the analysis of variance, are also the three variables which have the lowest correlations with other variables.

TABLE 22

CORRELATIONS AMONG VARIABLES USED IN STUDY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Student Age	1.00	-0.08	-0.05	-0.03	-0.07	-0.06	0.02	0.02	-0.02	0.01	-0.02	-0.03	-0.03	0.01
2. French Attitude Scale		1.00	-0.12	-0.08	0.17	0.36	0.12	0.14	0.12	0.11	0.09	0.10	0.11	0.06
3. Anomie Scale			1.00	0.21	0.17	0.02	0.08	0.05	0.06	0.07	0.05	0.07	0.06	0.05
4. Ethnocentrism Scale				1.00	0.47	0.15	0.13	0.13	0.03	0.04	-0.02	0.03	0.06	-0.01
5. Cultural Allegiance Scale					1.00	0.27	0.20	0.22	0.14	0.13	0.08	0.13	0.14	0.07
6. Foreign language attitude scale						1.00	0.20	0.23	0.17	0.17	0.11	0.13	0.17	0.08
7. Reading							1.00	0.81	0.75	0.62	0.64	0.75	0.72	0.55
8. Language Arts								1.00	0.80	0.65	0.71	0.80	0.78	0.58
9. Social Studies									1.00	0.71	0.78	0.82	0.75	0.64
10. Mathematics										1.00	0.73	0.79	0.62	0.77
11. Science											1.00	0.76	0.67	0.62
12. S.C.A.T. percentile												1.00	0.90	0.86
13. S.C.A.T. verbal													1.00	0.65
14. S.C.A.T. quantitative														1.00

TABLE 23

PROBABILITIES OF t VALUES ASSOCIATED WITH CORRELATION COEFFICIENTS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Student Age	0.00	0.01	0.11	0.33	0.02	0.07	0.65	0.51	0.57	0.89	0.46	0.43	0.40	0.73
2. French Attitude Scale		0.00	0.00	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.08
3. Anomie Scale			0.00	0.00	0.00	0.61	0.01	0.14	0.07	0.03	0.10	0.04	0.07	0.11
4. Ethnocentrism Scale				0.00	0.00	0.00	0.00	0.00	0.42	0.20	0.51	0.31	0.08	0.76
5. Cultural Allegiance Scale					0.00	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.02
6. Foreign language attitude scale						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.01
7. Reading							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Language Arts								0.00	0.00	0.00	0.00	0.00	0.00	0.00
9. Social Studies									0.00	0.00	0.00	0.00	0.00	0.00
10. Mathematics										0.00	0.00	0.00	0.00	0.00
11. Science											0.00	0.00	0.00	0.00
12. S.C.A.T. percentile												0.00	0.00	0.00
13. S.C.A.T. verbal													0.00	0.00
14. S.C.A.T. quantitative														0.00

(Note: 0.00 means p < 0.001)

CHAPTER 5

SUMMARY, IMPLICATIONS AND FURTHER RESEARCH

SUMMARY

Procedure

The problem in the present study was to determine whether there are factors which discriminate among students who have never studied a modern language, students who are presently studying a modern language, and students who have studied a modern language but have dropped it before the time of the investigation. Areas where comparisons were made included: (1) academic ability; (2) academic achievement; (3) various measures of student attitude; (4) motivation for undertaking modern language study originally; (5) student perception of parental attitude as to the importance of studying another language, French being specified in this case; and (6) the sex and age of the student.

The total grade nine population of 10 randomly selected junior high schools in the Edmonton Public School System comprised the study sample. The 986 subjects ranged in age from 13 to 17 years.

Results from the Alberta Departmental examinations provided the measures of academic ability and achievement. The investigator administered the following five measures of attitude: (1) the anomie scale, an 11 item measure of

dissatisfaction with one's role in society; (2) the cultural allegiance scale, comprising nine items; (3) the ethnocentrism scale of seven items; (4) the modern language attitude scale of seven items; and (5) the French attitude scale of 20 items.

Statistical techniques used in the investigation were as follows: (1) one-way analysis of variance (fixed effects model) for comparison of test results of subgroups when these test results comprised non-discrete variables; (2) chi-square contingency tests for independence when variables were discrete (ordinal or categorical); (3) discriminant analysis was carried out in an attempt to assess the importance of the contribution made by each of a number of variables to the total process of discrimination among the groups. A variation of this technique was used to assess accuracy of discrimination in assigning membership to the groups as identified in the particular analysis.

Results

The non-French (NF), French (F) and French dropout (FDO) group memberships were 192, 341, and 453 respectively. It was found that the subgroups differed significantly when compared on the basis of (1) proportion of male and female members; (2) academic ability as measured by the S.C.A.T., level 3; (3) results of Departmental English achievement examinations; (4) results of Departmental examinations in Social Studies, Mathematics and Science combining these three scores by summing them for each of the students in

the sample, (5) student perception of parental attitude toward the importance of the study by French; (6) student attitude toward the study of a modern language as measured by the Foreign Language Attitude scale; (7) student attitude toward French-speaking people as measured by the French Attitude Scale; (8) student cultural allegiance as measured by the Cultural Allegiance Scale; (9) student's reason for the selection of French as a school subject originally.

It was found that the subgroups did not differ significantly when compared on the basis of the following: (1) student anomie as measured by the Anomie Scale; (2) student ethnocentrism as measured by the Ethnocentrism Scale: (3) student age.

The discriminant analysis indicated that the three factors which were assigned the highest weight by the analysis were, in order of relative magnitude, the modern language attitude scale scores, the language arts scores, and the cultural allegiance scale scores. As an assessment of the effectiveness of the variables used in the discriminant analysis, a variation of this technique was used to measure accuracy of assignment of subjects to the subgroups. Depending upon whether two or three subgroups were used, accuracy of placement ranged from a low of 46.2 percent for 3 groups to a high of 74.8 percent for 2 groups. It should be noted that when 2 groups are compared, namely F vs NF + FDO, these variables have a very high discriminative capability with an accuracy ranging between 72.0 and 74.8%.

IMPLICATIONS

One of the reasons given for the present study was to determine what factors affect dropping out of modern language study and what steps could be taken to affect these factors if, and when, the need to do so arises. In the next two sections, there will be discussed certain administrative alternatives under the heading of (1) student sex, parental attitude and student attitude, and (2) student aptitude and achievement.

Student Sex, Parental Attitude and Student Attitude

That the sexual difference is reflected in many aspects of modern language study is attested to by a large number of researchers. Carroll (1963) finds that it affects aptitude for modern language study; Feenstra (1967) finds that it affects achievement in modern language study; Scagliola (1971) finds that it affects preference of topics in language study; Jones (1972) finds that it affects favorableness of attitude toward French-speaking people. In the light of the above it is possible that grouping by sexes in modern language classes together with entirely different programs of study for each group might be an alternative well worth studying.

Parental attitude has been found to be very important in shaping student attitude and actions. Fink (1962) finds

that parental attitude affects dropping out of school and Feenstra finds that parental attitude affects success in modern language study. It may well be that educational administration officials and language teachers may consider using some of the techniques that have proved so effective in product merchandising and in political image making. It may be accepted in the near future that language teachers are selling a product and that, to do so with the maximum efficiency, they need to prepare the market for their product.

All that has been said about parental attitude applies with equal force to student attitude. Both Lambert (1961) and Carroll (1963) appear to feel that student attitude is a vital factor in success in modern language study. The implications would seem to indicate that teachers should strive first for a favorable attitude toward the language to be studied before they attempt to foster learning of the language. It may well be that the order of priorities needs changing for language teachers in that the cultivation of a favorable attitude toward the language to be studied should be the first goal pursued as it may yield an unexpected harvest later in the form of increased speed of comprehension and retention in the successive stages of study.

General Aptitude and General Achievement of Student

The roles these two factors play in student success and in student persistence in modern language study is not

clearly defined. Both Von Wittich (1962) and Pimsleur (1964) find that total grade point average is a good predictor of future success in modern language study. Von Wittich (1962), Pimsleur (1964) and Lambert (1965) all agree that general aptitude or intelligence correlates poorly with modern language success. In the present study the NF, F, and FDO groups were found to be significantly different in general aptitude as measured by S.C.A.T. and also in all measures of academic achievement. The discriminant analysis did not however assign a heavy weight to any of these factors with the exception of language arts. The likely explanation for this is found in the high intercorrelations among the variables relating to academic achievement (see Tables 22, 23). An interesting sidelight on this is to be seen in the finding of Feenstra that one of his eight factors was an 'English Language Factor' which he interpreted as meaning that skills acquired in learning a first language transfer to a second language learning situation. A conclusion which may be drawn from the above is that there is not a clearly delineated causal relationship between taking a modern language in school and either general aptitude or achievement. Provided that student and parent attitude toward modern language study is favorable, it is probably safe to assume that a student of high general ability and high general achievement should be encouraged to take a modern language. It is likely that he will persist in the study of it. It is also a reasonable

assumption, providing that the student and parent attitude are as above, that the student of less than high ability and achievement should be encouraged to take a modern language. Attitude would appear to be a factor in persistence which has yet to be fully evaluated.

General Discussion

Under this heading it is intended to discuss certain matters which do not appear to fit under any other heading. Perhaps a more fitting heading for this section would be 'conjecture' since it is intended to be less severely critical of unsubstantiated statements than elsewhere.

Age: It was somewhat surprising to the investigator that the age difference between the NF, F, and FDO groups was not significant. It is perhaps due to the policy of the Edmonton Public School Board which does not allow a student to remain in a course or a program which is not suitable to his abilities beyond a certain age. In other school boards and areas where repeated failures are permitted, there is a noticeable inverse correlation between age and achievement.

An interesting point which showed up in the ages of the three subgroups is that the F group has a very low variance in comparison with the NF and FDO groups, even though the three groups do not differ significantly (see Table 11). This tendency toward homogeneity of age of the F group is puzzling and no explanation is offered for it. It is a fact which would appear to warrant further

investigation.

Anomie: The lack of significant difference between the NF, F, and FDO groups in anomie was somewhat surprising. Lambert's writing on this concept perhaps provide an explanation. Anomie has been most noticeable in students taking an intense 'total immersion' course where they have agreed to renounce all use of English until the end of the course. Anomie has manifested itself as a cultural and linguistic 'dislocation' with an attendant threat to the individual's identity. Grade nine students in the Edmonton Public School System, on the other hand, are immersed in a French atmosphere for twenty or thirty minutes at a time, at most. Their cultural and linguistic identity is apparently never threatened to a measurable degree. It may well be that for anomie to manifest itself, the alien culture and language must be of a certain intensity and duration for some minimum period of time.

Cultural Allegiance. Another interesting result of the investigation is the fact that the F group is significantly higher in cultural allegiance than either of the two non-French groups. A possible explanation is that this may have arisen as a reaction to the exposure to another language and culture. In place of a reaction which could be labelled as 'anomie', the grade nine student in Edmonton may well react with an increased allegiance to his parent culture. It might be suggested that the F group's higher cultural allegiance score is in some way related to the fact that this

group is female dominated in numbers. A look at the composition of the other two groups would make this suggestion doubtful however. The FDO group which is male dominated in numbers and the NF group which is split evenly into male and female differ to a very small degree from each ogher.

Ethnocentrism. The failure of the investigation to uncover any significant difference among the NF, F, and FDO groups on the Ethnocentrism scale is disappointing. Jakobovits (1970:266) says that the way these scales react with one another and with modern language study is as yet not fully known and in this we must agree with him. The significance of the cultural allegiance score differences and the non-significance of the ethnocentrism score differences might be interpreted as showing that the French student in grade nine in the Edmonton Public System has developed a loyalty to his own culture without rejecting the possible values of others.

Foreign Language Attitude Scale. A fact worthy of attention in the investigation is the extremely high weight assigned by the discriminant analysis to the scores of the Foreign Language Attitude Scale. This high weight is an illustration of the importance which student attitude plays in the selection of and perseverance in modern language study. We have previously noted the high correlation among the scores of four of the five attitude scales (see Tables 22 and 23) which serves to prevent their showing up as

effectively as discriminators as they might individually. The Foreigh Language Attitude Scale is the best discriminator among the attitude scales and is also highly correlated with the others (except Anomie). The nature of the discriminant function analysis is such that it assigns a high weighting to only one of several highly correlated variables.

FOR FURTHER RESEARCH

As a consequence of the findings of the present study it would appear that the following related topics might be particularly appropriate as the focus of further investigation. These are given in order of importance as perceived by the investigator.

1. A more general study of school options, with the object of finding factors which affect the selection of, and persistence in, optional subject areas.

2. Replication of the present study in other communities, both in Alberta and in other provinces, with the object of determining how far the present results may be generalized.

3. Replication of the present study at other grade levels.

4. Replication of the present study using different cognitive and affective variables, such as the Modern Language Aptitude Test (Carroll-Sapon).

5. Replications of this study, over a period of time and to the same subjects, with the object of finding what effect maturation has upon the variables.

6. In view of the apparently important place which attitude holds in language study, a study conducted over a period of several years which would seek to clarify the interrelationship between student attitude and student persistence. This study would seek

to find which is cause and which is effect in the relationship of the two variables.

7. Having apparently identified that persistence is significantly related to sex, a study with the object of determining what factors are responsible for this.

8. Studies aimed at the development of pedagogical techniques capable of modifying student attitudes toward other cultural and linguistic groups as a preliminary step in the teaching of the language.

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APPENDIX A

1. Question Booklet, Part A (Personal Data)
2. Direction Sheet

DO NOT MARK IN THIS BOOKLET

YOU SHOULD HAVE FOUR THINGS IN FRONT OF YOU: (1) an eight page question booklet (this one), (2) an answer sheet, white with red print on it, (3) a direction sheet, a long sheet with your identification number (I.D. number) on it in the upper right corner and, (4) an HB pencil.

FIRST READ YOUR DIRECTION SHEET

Now that you've read the directions, you have a good idea of how this test is to be conducted. You should have already filled in, on the answer sheet, your I.D. number, your age (in months), your name, whether you're male or female, and any other information called for.

In this question booklet you will find a number of questions. Each question is followed by a number of possible answers, lettered a,b,c,...Some have more answers than others. You're supposed to pick the answer that fits you, notice what letter it has (a,b,c,...etc), and then go to the answer sheet where you find the space with the same number as the question. When you find this, read across till you find the letter that fits your answer and fill in the guidelines above the letter. Notice that the guidelines are above the letters, for example ▬ . Let's take an example.
a

Suppose you have the following on your paper:

75. You live in
- a Winnipeg
- b Calgary
- c Edmonton
- d Vancouver
- e Other (please specify)

On your answer sheet you have the following:

75. ▬ ▬ ▬ ▬ ▬
a b c d e

If you live in Edmonton, you will fill in the guidelines above c like this: ▬
c

Remember that questions 2,3,7, and 8 have "other (please specify)" answers. If none of the answers given for these four questions suits you, then mark the letter opposite "other" on your answer sheet AND write your answer in the space provided on the direction sheet.

PART A

1. Please mark the one which describes you now.

   a) I am taking French now and plan to continue.
   b) I never took French.
   c) I took French but I dropped it at the end of grade 7.
   d) I took French but I dropped it at the end of grade 8.
   e) I am planning to drop French at the end of grade 9.

2. Why did you drop French?

   a) I did not drop French.
   b) I was doing poorly.
   c) I was doing all right but I didn't like French.
   d) I did not get along with the teacher.
   e) I don't need French for my career.
   f) I never took French.
   g) Other (please specify). Mark g on the answer sheet and write other reason on direction sheet.

3. Perhaps you have a second reason beside the one above for dropping French. If you did, please give it here.

   a) I did not drop French.
   b) I was doing poorly.
   c) I was doing all right but I didn't like French.
   d) I did not get along with the teacher.
   e) I don't need French for my career.
   f) I never took French.
   g) I didn't have a second reason beside the one above.
   h) Other (please specify). Don't forget to mark h on answer sheet.

4. Do you think that French should be compulsory for everybody?

   a) **Yes.**
   b) No
   c) Undecided

5. Which one describes the way you feel about French?

   a) I hate it.
   b) French is all right but it takes too much time.
   c) I like French.
   d) French is my favorite subject.
   e) I never took French.

6. Mark the way you feel you are doing in French this year.

   a) I'm not taking French this year.
   b) I'm afraid I'm not going to pass French this year.
   c) I'm doing all right.
   d) I'm pretty happy with the way I'm doing in French this year.

7. Why did you take French at first?

   a) I didn't take French.
   b) I was told that I had to take it.
   c) It fitted in my timetable.
   d) My friends were taking it.
   e) I needed it for my career plans.
   f) I wanted to take it because I'm interested in the French language and people.
   g) Other (please specify). Don't forget to mark g on answer sheet.

8. What do you think could be done to improve the French program?

   a) I've never taken French.
   b) I'd like to see reading and writing introduced at the same time as speaking and listening.
   c) I'd prefer that we learned to read and write only without any speaking or listening.
   d) The vocabulary and stories should be more directly related to life in Canada.
   e) The program is all right as it is.
   f) Other (please specify). Don't forget to mark f on answer sheet.

9. How do your parents feel about the importance of studying French?

   a) They feel it's important to study French.
   b) They feel that learning French is no more important than any other subject.
   c) They feel that learning French is not very important.

10. If you dropped French, did you talk it over first with a counselor?

   a) Yes.
   b) No.
   c) I did not drop French.
   d) I never took French.

11. Did the counselor advise you to drop French or to keep it up?

    a) I didn't talk it over with a counselor.
    b) I was advised to drop it.
    c) I was advised to keep it up.
    d) I didn't drop French.
    e) I never took French.

12. If you are not taking French now, do you plan to take it next year in grade 10?

    a) Definitely not.
    b) Probably not.
    c) Undecided.
    d) Probably yes.
    e) Definitely yes.
    f) I'm taking French now.

13. When you dropped French, how were you doing in it?

    a) I never dropped French.
    b) I never took French.
    c) I was doing badly.
    d) I was doing pretty well.
    e) I was doing very well.

DIRECTION SHEET

1. Your identification number is _____
2. You should have (1) a question booklet which has 8 pages stapled together, (2) an answer sheet, white with red printing on it, (3) a direction sheet (this one you're reading now) with an I.D. number on it, and (4) an HB pencil.
3. On your answer sheet, notice the section marked "I.D." number. On your direction sheet (this sheet) at the top, is your I.D. number. Because the answer sheet will be marked by computer, it is necessary to mark your I.D. number on it in the following way: notice that under the words "I.D. number" there are six lines, each of which has the digits 0,1,2....up to 9 on it. Note also that you mark a digit by filling in the space between the guidelines which run through the digit; for example 3 is marked by filling in as follows: =3=. Mark only one digit on a line. Use the HB pencil and, if you make a mistake, erase completely before you put in the correct answer. Your I.D. number has 5 digits in it so you will need 5 of the 6 lines.
4. On the sixth line, would you mark in male/female. Males should mark in =0=. If you are a female, mark in =1= . In other words, mark in 0 for males and 1 for females.
5. Put your name in the space provided on the answer sheet. Please be sure to put your last name first, as it says on the sheet, and then your first name and middle name, or names. Then fill in the other information called for on the answer sheet.
6. Age: look down the left side of the answer sheet. Notice that the first three lines are numbered like the lines under "I.D. number" and that the word "AGE" is placed opposite these three lines. These lines are for your age which, as you might expect, has to be marked in a special way. For the computer, your age must be months. Here's how to get it: take the age you are now and multiply it by 12. Then count the number of months which have passed since your last birthday, and add this to the number you have just obtained. Example: suppose you're 14 and your last birthday was in November. 14 times 12 is 168. Now if we count from November, December is one month, January is two months, February is three months, March is four months, April is five months. 168 + 5 = 173. So you're 173 months old and, so the computer can read it, you must put it in the same way you did your I.D. number: fill in the 1 on the first line opposite "AGE" like this: =4= and so on for the 7 and the 3 in the second line and the third line.

7. One more thing: If you look at your question booklet, (the one with 8 pages, remember?) you will notice that each question on it has several different answers given and these answers are lettered, a,b,c,..etc. and you answer by picking the answer you like and marking the letter corresponding to it on the answer sheet. For example, question #25 has six different answers lettered a,b,c,d,e,f, and on the answer sheet opposite #25 you see six guidelines marked a,b,c,d,e,f, and you're supposed to mark one letter by filling in the guideline over it. This is fine but questions 2,3,7, and 8 have an answer "other, please specify" which means you may have an answer which is not on the paper. If you do, mark the letter opposite the "other" on the answer sheet sheet and give the other answer, in your own words, on this sheet in the spaces provided below.

QUESTION NUMBERS

2 G . . . . . .

. . . . . .

3 H . . . . . .

. . . . . .

7 G . . . . . .

. . . . . .

8 F . . . . . .

. . . . . .

Don't forget to pass in this sheet with your answer sheet and the question booklet when you're finished.

APPENDIX B

Modern Language Attitude Scale

as given in Jakobovits (1970)

1. I would study a foreign language in school even if it were not required.

   a) definitely
   b) probably
   c) possibly
   d) probably not
   e) definitely not

2. I would enjoy going to see foreign films in the original language.

   a) some
   b) not much
   c) quite a bit
   d) not at all
   e) a great deal

3. Our lack of knowledge of foreign languages accounts for many of our political difficulties abroad.

   a) strongly agree
   b) disagree
   c) doubtful
   d) agree
   e) strongly agree

4. I want to read the literature of a foreign language in the original.

   a) strongly agree
   b) doubtful
   c) agree
   d) strongly disagree
   e) disagree

5. I wish I could speak another language perfectly.

   a) a great deal
   b) quite a bit
   c) some
   d) not much
   e) not at all

6. If I planned to stay in another country, I would make a great effort to learn the language even though I could get along in English.

   a) definitely not
   b) probably not
   c) possibly
   d) probably
   e) definitely

7. Even though Canada is relatively far from countries speaking other languages, it is important for Canadians to learn foreign languages.

a) strongly agree
b) doubtful
c) agree
d) disagree
e) strongly disagree

APPENDIX C

Ethnocentrism Scale

as given in Jakobovits (1970)

The following statements are ones with which many people agree, and many people disagree. There are no right or wrong answers since many people have different opinions. Please indicate your agreement or disagreement by wiring on the line preceding each statement the number from the following scale which best describes your feelings.

+1 slight support, agreement
+2 moderate support, agreement
+3 strong support, agreement
-1 slight opposition, disagreement
-2 moderate opposition, disagreement
-3 strong opposition, disagreement

----1. The worst danger to real Canadians during the last 50 years has come from foreign ideas and agitators.

----2. Now that a new world organization is set up, Canada must be sure that she loses none of her independence and complete as a sovereign nation.

----3. Certain people who refuse to salute the flag should be forced to conform to such a patriotic action, or else be imprisoned.

----4. Foreigners are all right in their place, but they carry it too far when they get too familiar with us.

----5. Canada may not be perfect, but the Canadian way has brought us about as close as human beings can get to a perfect society.

----6. It is only natural and right for each person to think that his family is better than any other.

----7. The best guarantee of our national security is for Canada to get the secret of the nuclear bomb.

APPENDIX D

Anomie Scale

as given in Jakobovits (1970)

The following statements are ones with which many people agree, and many people disagree. There are no right or wrong answers since many people have different opinions. Please indicate your agreement or disagreement by writing on the line preceding each statement the number from the following scale which best describes your feelings:

+1 slight support, agreement
+2 moderate support, agreement
+3 strong support, agreement
-1 slight opposition, disagreement
-2 moderate opposition, disagreement
-3 strong opposition, disagreement

____1. In Canada today, public officials aren't really very interested in the problems of the average man.

____2. Our country is by far the best country in which to live.

____3. The state of the world being what it is, it is very difficult for the student to plan his career.

____4. In spite of what some people say, the lot of the average man is getting worse, not better.

____5. These days, a person doesn't really know whom he can count on.

____6. It is hardly fair to bring children into the world with the way things look for the future.

____7. No matter how hard I try, I seem to get a "raw deal" in school.

____8. The opportunities offered young people today are far greater than they have ever been.

____9. Having lived this long in this culture, I'd be happier living in some other country now.

___10. In this country, it's whom you know, not what you know, that makes for success.

___11. The big trouble with our country is that it relies, for the most part, on the law of the jungle: "get him before he gets you."

APPENDIX E

Cultural Allegiance Scale

as given in Jakobovits (1970)

The following statements are ones with which many people agree, and many people disagree. There are no right or wrong answers since many people have different opinions. Please indicate your agreement or disagreement by wiring on the line preceding each statement the number from the following scale which best describes your feelings:
+1 slight support, agreement
+2 moderate support, agreement
+3 strong support, agreement
-1 slight opposition, disagreement
-2 moderate opposition, disagreement
-3 strong opposition, disagreement

----1. Compared to French-speaking people, Canadians are more sincere and honest.

----2. Family life if more important to Canadians than it is to the French-speaking.

----3. Canadian children are better mannered than French-speaking children are.

----4. Canadians appreciate and understand the arts better than do most people in France.

----5. Compared to Canadians, the French are a very unimaginative people.

----6. The French way of life seems crude when compared to ours.

----7. The French would benefit greatly if they adopted many aspects of the Canadian culture.

----8. People are much happier in France than they are here.

----9. The opportunities offered young people in Canada is far greater than in France.

APPENDIX F

French Attitude (Francophone) Scale

as given in Jakobovits (1970)

The following statements are ones with which many people agree, and many people disagree. There are no right or wrong answers since many people have different opinions. Please indicate your agreement or disagreement by writing on the line preceding each statement the number from the following scale which best describes your feelings:
+1 slight support, agreement
+2 moderate support, agreement
+3 strong support, agreement
-1 slight opposition, disagreement
-2 moderate opposition, disagreement
-3 strong opposition, disagreement

____1. The French who have moved to this country have made a great contribution to the richness of our society.

____2. The more I get to know French-speaking people, the more I want to be able to speak their language.

____3. French-speaking people are very democratic in their politics and philosophy.

____4. French-speaking people have produced outstanding artists and writers.

____5. By bringing the old French folkways to our society, they have contributed greatly to our way of life.

____6. French-speaking people's undying faith in their religious beliefs is a positive force in this modern world.

____7. The French-speaking person has every reason to be proud of his race and his traditions.

____8. If Canada should lose the influence of French-speaking people, it would indeed be a deep loss.

____9. French-speaking peoples are much more polite than many Canadians.

___10. We can learn better ways of cooking, serving food, and entertaining from the French-speaking people.

___11. French-speaking people are very dependable.

___12. Canadian children can learn much of value by associating with French-speaking playmates.

---13 French-speaking people set a good example for us by their family life.

---14 French-speaking people are generous and hospitable to strangers.

---15 Canadians should make a greater effort to meet more French-speaking people.

---16 It is wrong to try to force the French-speaking person to become completely Canadian in his habits.

---17 If I had my way, I would rather live in France than in this country.

---18 London would be a much better city if more French-speaking people would move here.

---19 The French-speaking people show great understanding in the way they adjust to the Canadian way of life.

---20 In general, Canadian industry tends to benefit from the employment of French-speaking people.

APPENDIX G

Raw Data

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
10771	F	177	CECBB ABEBB AADDD ACCDD EFFFB DDCED DDCFB DFFEF FHB D CEEFF EEDBB EDFAF AEEEF FC	99 99 97 54 87 75 53 24
10932	F	179	AAAAC DFBBC DFAAA DBBEA FFCCB BEFDD DBCFA BFAAB BJC A CBAAB BBBBB ADEDF AEEDF FC	94 97 90 81 77 87 54 41
10910	M	186	DBGBA ABBAB AECCD ADBCD ECDBA FCBCE BACCB EACBD CJA C BDECD BDEBA CDEBA CFEDC DB	35 43 30 98 56 70 37 37
10102	M	186	CBGCA ABEBB ABCDD EEACC DCBAE FEDAB CBDCE FEDBA EBC E CCBDD ABAFE FECAA BCDDE AF	84 85 95 97 92 93 48 42
10200	F	078	AB C F D EE E E F F E F ECA F CBBBF EDECC EBAFE DFFFE FC	67 73 64 66 29 64 33 37
10177	M	178	AAAAB CBDAC DFACB DBADB EEAED BFECF EAAFB ECFBF FBH F CBBBF EDECC EBAFE DFFFE FC	46 29 35 88 37 42 35 25
10179	F	185	AAAAB CEEAC DFACA BCAED EECEF DFFFE BCFFE FBDFF CBJ F DECFA FBEBE EDFFF EEEEF DA	46 45 46 65 44 56 36 29
10191	M	000	BB D CACAD AADAA ADADF EDDAD DC	98 99 99 99 99 99 60 46
10187	M	000	G D FF	11 2 18 12 12 11 25 16
10186	M	000	BH D CAAAF BABCB AACFA CAABC FB DBDBB ABDAB ADCCC ECAEB BECBF FFDBF FBBEB CBBCD DBG E CBAEE FDF D DDEFC FFFBA BC	42 49 69 79 59 83 45 37
10184	F	181	BFFBE AAABD EABCB CBBCB AEADA BEDAF DAADD DAAAD BBE D BBAAD EDEBA DBBDD DDDAD AA	38 23 20 48 1 30 31 23
10185	M	000	BF C DAAAB ABBDC CBDFA CAFDB CB	10 3 15 26 19 1 13 14
10183	F	180	BFFCE AAAAD EEBAA BCBEB AEBDC DDDEE ABCEC ADADF CBD D BACDD AABEB BCAAE FFEEF BC	56 38 38 88 59 66 37 35
10176	F	171	AAAAC CEEAC DFABA DCAEA FFCCD BFFBE FCCFC CFBEE FBG B CFCBE ABAAB BDCFF EFFAF EC	99 97 93 90 89 92 57 32
10175	F	176	BFABE AAABD EDBDA BBCCB DFDDA DDFFF BABFC ABBDF FBF F BFCFB EEAEB EADFA AFFAA AB	58 60 64 20 26 25 32 18
10174	F	173	BFFBE AAAAD EABCD DBADB ECBDD EBFEE ACCAB BCCEE BBE C CBCFA AEDDA CBAEA FEAED BC	23 7 11 26 26 5 23 12
10173	M	181	BFFBE AAACD EABCB CCADC DFFFF EFEDF AABDB BCDDF CBD D BBBFB EDBAE FAAFE FDADF DF	63 38 58 26 21 30 34 20

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
10172	F	173	AAACC CEBAC DFABA ECADA FDBDE BAAEF BAADB DDBEF BBC D ACBAA ADEEA AEBEE ADDDF DB	88 89 84 79 65 88 54 32
10161	M	181	CAGBC ABEC CDEA BCCDD EFBFE EFFEB EAAFA FADCF CBB F CDCFC DFFFA FFFCF FFFFF FC	0 36 50 77 39 62 42 28
10162	M	164	AAABB BEDAC AFACA DDADD BEFFA FFFFF FCCEC FCBDE FBC F FFEFE EDFFF BCFFF DFAFF BC	67 63 48 65 73 0 0 0
10170	F	182	DGGBC ABDAB AECCA BDBCB FEDED AFFAD DCAFB EEBDF FBA F BBBFD EAEAA ABEEF BFFFF DB	54 49 48 26 68 24 32 18
10171	F	183	EGGBC CFBCC AFACB DDDDD FCABC BFFBE FCCFF CBCFB FBB C BCCBB ACFCA CFCFF FFFEF AC	91 80 87 72 65 90 55 32
10221	F	175	AAABC CEBAC DFABB CCABA FEBDE EEEBC EDADB EEDEF ACB D B BDB EDAAB AAADF DEFDD AC	80 69 58 54 49 72 43 32
10169	F	182	AAABB DEFAC DEABA BBBEB FFBBA DFFEA BCCFB BBBEF BBJ A CBCDD BCECC BDCBF EEFBF EC	91 94 60 58 80 73 50 24
10226	F	176	AAAAC CEBAC DEACE ABAEA FECBC EFFDD FDCFF CFCFF ECG A CACEA EBBCC ABCAF AFFAF EC	72 75 46 75 59 66 41 29
10222	F	181	DGGBA A FCB AACDB CDCCC EFADD FEFEF FECFB EFEFA DCC E CAAFF DDEBC EEAFB FAEFE EB	58 76 48 57 44 38 35 23
10157	M	181	EGHBA BGFCC DAAED CCDCC EAFCC FFFDF EDBBC BCAAC CBH F CAFFB BDBCC BAFFF DCCCA EB	28 75 73 62 49 79 49 30
10164	F	179	CCEBA ABEAB AABDC CCCCB DBEBB DDBBF ACDAB EBCAD BBE D BADDD ADDBD ABDEA BDEBA DB	4 29 2 20 12 1 20 17
10206	M	171	DCBBA ABECB ACDDD ADBCC FFEAD EDAED FCBDC CBCBE ACG D FFFFF FDCCA DCCDA AAABC DD	42 43 74 67 56 58 44 24
10207	M	175	CGHBA ABFCB AACCA CDACA AFFAD FEBDE CBDDC FEDBF FCH D BDEFA FFEBF EFFDC CDFCF FC	76 40 46 26 61 48 39 24
10214	F	179	EBBBB BGFBB AACDB CCCDC FFDBC ECCDD BFDCC CDBDD BCE D CDDDC DDCAD DBBDD DDDFD DC	67 67 71 38 75 64 49 22
10218	F	172	BFFBE AAACD EEBBE DAAEB FFCBA ADFCC AACFD CBB D DCI D CBBAA DBACC BECCF FFFFF CC	72 58 62 59 68 77 49 29
10219	F	179	AAABB CEFCC DFADD CCCDC EEDAA DEDAF ECADA ABABD DCJ D ABBDD AAEAA ADADF ADDAE EB	84 76 76 93 80 97 55 41
10215	M	181	DEEBA ABBCB ACCDD DCABC FFEFB EFFBE ECBFD BBBBE CCF F BBBAE EEBEB BBBEE EFFBB FB	63 48 58 67 71 80 46 34

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
10211	F	181	BFFBE AAACD EABBD CCBEB FFABD AFFEF ECCFB BEEDE ECB E BBBDE EDFCD DDAFF FFFEF EC	96 89 83 96 90 86 51 33
10210	F	169	AAABA CGBBC DFABA DBAEA EEBBA CFFED ACCFB BDBCF BCA E BAADA AAADA AACBA ADDEE DC	63 96 78 89 83 95 49 43
10165	F	176	AAACC DBEBC DFACA DBBEB EDCAB CDEBA BCCFC BCCCB CBF E CBEEB EBBCD ABCEF FAABB BC	91 62 74 75 77 80 48 34
10163	M	179	EBEBB ABDBB AACEB AEDAE FFEBC FFFEF FCEFA ECEFD DBD F AEEEA BDFBA DFEFD FFFAA EC	98 85 99 99 99 96 59 35
10155	M	184	AAABA CBFCC DFACD ADBED EEFFD FFEFF FCDEC EEFCA EBF F BFFFE FFDBF FCFFE AFFAA AF	96 97 97 99 97 96 53 41
10156	M	179	EAABA ABDAC DFADA CCBCD DAADB EDCAF DCEDB ABEDC CBG E DDAFE DADBE EADFE DAAAF EC	94 58 83 96 92 80 45 35
10005	M	178	ECDBA BBBAC AFAEA BEACD DABED EEADF AAAAA DDDAD DAF E AADEA EDAAE EADFD EAAEE BB	63 71 60 54 65 62 47 23
10013	F	167	DBGAA ACFAB AACCC CCBBB FFBBC BDFFC FFCFF FFFFF FAD F CADDD E AE DCCF FEEEF DC	88 89 89 89 84 80 56 24
10015	M	176	CCDBA AAFCB AADED ABADC DFDDD AFDDF ECCFC DEBAF FAF D FDDAA ADFDC DDACF FADAF AD	15 23 27 57 51 42 32 28
10014	M	174	AAABA CEDCC DFAED BEADB BFBEA EDEDF EABDD BFAAF AAE D CDBDA DEEAC EABEE EDDBF DC	94 69 84 98 80 86 44 40
10017	M	179	CGGCC ABBBB ABDAA CBAEB FFCCD ADDAF EABFF CAADD EAH D BDCDA EDABB DECFE EDDBA EC	99 86 99 96 97 90 48 39
10022	F	168	BFFBE AAACD EDBAC ABAEC FEBCC CCFFF CCCFC CFFFF FAC A DDCDC EFAB EEBAF EFFFF FB	97 93 98 86 96 99 59 41
10024		172	AAABB CFEAC DFACB ACBDC FDEEA FBFFF FFCFF EFFFF FAE F CFFFB EBEAE EDEFF FFFBB FC	NO DEPARTMENTAL RECORD
10025	F	177	AAABC DGBBC DFAAA CBADC FDAAA DDDAF DABDD DAAAF DAF D CADD DDDBE DDBFD DDDAF BC	84 84 88 90 69 91 58 40
10001	F	174	BGGBE AB D ADDCB CDBCB ED A F EF FBB D AADF BAB E A E BEBE DA E FEEEE DB	67 76 67 97 97 80 43 37
10007	M	164	AAABB CBEAC DFABA DCADB EEDAD FFDAF BCEFE ECBCE CAH E CEAED DAFAC DABCD CDDDE DC	80 86 90 85 94 83 54 28
10006	M	170	AAACB CBCAC DFADA BCCCC DDDDA DFDDF FADDA FAFAA FAG F AAFFD DADFF FAFFD DDDAD AA	88 83 95 99 83 97 49 47

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RECORDS
10002	F	172	DBHEB ABCDB ABCCA DECDA EFABA ..FCE FDCFE DFECF AAC F BBCFC DBFCC CDEDE DFEBF .F	96 31 71 61 69 43 45 27
10003	F	182	CBGBC AEFAD AEDBA BBADB EFBEC FFFFE FBFDC BEEDF DAD F BBEFE FCAAA DFAEF FEFAF EC	91 26 62 62 54 54 40 31
10010	F	175	BFFBE AAACD EABCE CCBCD DECCC DEEFF EEEEE CEEEF DAA B DEBDD CBDEF EBCCC DDDDC ED	9 3 15 12 4 6 21 15
10009	M	173	AAABA BFEBC DFAED AEDEC ABEAB BFBAF DFEDC DEFCE CAJ EEFFF EEDFE DEFFE CCCDD DD	38 13 33 54 26 48 32 31
10012	M	163	BGGBE AAACD EABDA CCCCB EEFDB BEDEF ECCDB EFEBD AAC D BDDEE EDDBD EEBFE DAAEA D	76 73 69 29 71 46 41 21
10011	M	172	CGGEA AGFCE AACED AECEE BFEFF FEDCF FCFDD ACFCE CAB F BFFF AFFFC EBFFE CCCCF AA	55 78 64 89 96 87 48 36
10197	F	185	AAACC DBDCC DFACA CBAEB EFABA ABEEF FBF E DBAFF ABH F BAAEA ABABB DEAFA AAAAF FC	80 91 76 28 91 53 50 36
10029	F	180	BFEEE AAAAD FCBDE CCBDB FBEBC BDDAE EBFEB DBBDF DAJ D BDBBE BBDAB DABCB AEEEF AB	67 36 25 10 0 25 36 13
10152	F	135	CCECC AEBAB ABEEB BCCDE EDFED DEEEF CFCFP EEDEF FBC F CEFFC FDCCF FEFFE FEFFF EC	35 31 15 44 26 25 30 21
10212	M	180	AAABA BEDAC DFACD CCBCC ADEDD DFDFF FCADD CBCEE DCC F AEEEA EAFDA DALFC DEDDB CB	53 54 91 79 71 88 49 37
10213	M	191	AAABB BEDAC DFACE CLADD CFFED FCDCF FCBBE AEBDC ECD D FDCDE FAEEC CBE D BEDDE EB	90 40 37 59 59 70 40 34
10192	F	178	AAAEC BEDBC DFAAD CEADD AEBEE FFFAF EDFFC EDBFF EBC E CEDFA EEACE CEAFF CFFFF CC	25 52 0 32 37 36 27 20
10199	M	172	AAAEB CBEAC DDFAB EBEBD EDECE EFCBE ECCAD CBBDE CSJ C DBCDC BDEA EDEBD CEBDE EB	58 29 50 51 29 54 40 26
10181	F	173	DCCCB AFEAB AEDBB ECADA DACAD DAEEF ABCFC CFBAE EEB D CDDEE AACCB ABCDF DFDED DC	46 75 55 29 49 38 40 18
10220	F	172	DDBEA AEFAA BACAA AEAEB EPCDD DFCEF CCCFC DDDAF ECA A CACAB ABEEB AEEFD CEFAF AC	43 43 15 29 26 24 33 17
10160	M	171	AAAAB BGGAC DFABB CCAFA FECFA CCFCF CBCFC FFDCB DBA F CBFFB CDBFB CEBCE BECDD BF	84 71 71 48 37 56 42 26
10203	M	189	EFFBG E ED CADBD FFCDB CEBDB ADFFC BDCFC ECD D CCDCD CFBDC DBCBD AEDEF CD	NO DEPARTMENTAL RECORD

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
10166	F	180	ECCBA BBEAC DCADD CBCCC ECBCD DDEFF DDDEC BBDCA ABG D CEDBB CDCDE DEDEF DDDDE CB	46 40 50 57 26 60 37 32
10180	F	189	FBGBF ABBAA BECCD BBBDB CBCDD DEBDE EADCC DAECE EBA E DECEE EEECE EDEEC ECCCD EE	84 80 73 51 54 73 51 25
10010	F	103	CFFBA AABBA BBBAB CAADA DEFCA CCFCB DBABE CFDCB AA F CDCFC DBCFA ACDCB CBCBC CB	9 3 15 12 4 6 21 15
10019	M	172	CCGBA ABFCB AADCD BEACD EFFBB BFFDB BBCFC BBCBB BAJ B BBCEE AAACC DDEAF FFFED DC	67 76 80 79 80 91 46 40
10020	F	078	AAAAB DBDAC DFABB DCAEB ADCBA DEBDF DCCEA CDBCA AAA D BDCAE BBFCA AACFF ADDAD AC	72 71 40 0 68 0 0 0
10004	M	172	C BA AAABD EABCB BCACB AAFDD DDEF DCADB EDEAA AAE E BDDAA EEEDF FAFFE ABABB BA	54 71 74 62 61 60 49 20
10097	M	177	BFFCE AAACD EABED CCEBD CBDAB EFDDF ECDBA DDFFF FAH F FFEFF EDACC EDFFA FCCCD DF	35 4 15 65 3 52 33 32
10139	F	179	AAACB BEDAC DFACB DBADB DEBCB DFDDD AECDA BABDF FBJ F AABDE EDEDC DEAAA AEFDE AC	NO DEPARTMENTAL RECORD
10080	M	178	EEBBB BBFAB AADEB DCCDC FAFFC FEDDF DBDEA FDFAC CAA F AFCFE CAABE EBEFB ADFAE D	23 45 78 79 68 72 44 31
10071	F	183	CGGBE AGACD EEBDD AEAED CAFFF FFCDF ECABC FBBCF CAB F CFFFC FFCCC B FFC FFDBF FC	72 29 58 67 21 56 38 29
10108	M	167	AAABC CBBAC DEACB CBBDC EEAAD DDDAE FBFEB DDDED FBI A EDBEC AAFDD ECEDF DCC F	97 97 99 99 99 99 56 47
10205	M	184	DBDBA AEGBB ADCED BBBDD FDBFA ADAEF CCCFB AFDFC ACF F FFCFF EFCFB BCAFF CBDDF CF	84 99 97 44 88 73 57 19
10168	F	162	AAABC DFBBC DEACA BBAED EEBCC EFFED ACCFB EBBBF DBI E CCEEF BBECC EEBFF FFFEE EC	99 83 74 72 63 64 50 22
10106	M	189	CBGB AAA C DEACB DEACC ADFFE BCBDB DCADA EBDCE BBG F FFFFC FDAAD CFFFB BCCCB FE	76 73 71 48 90 66 44 28
10104	M	181	EEDBA CB C AA CA CDCDB F EB A DF C FF CDD F EBE F CECFC EFDFF FCFCF BFFFF FC	84 69 76 62 87 68 55 18
10103	M	182	AAAAA BBFBC DFAED BAADE DCFFF FFCFF FCFAC FCFCF CBD F AAFFA FFCFA CFFC FDDCF CF	38 56 94 79 65 91 51 37
10086	F	174	AAABC BEEBC DFADB ACACB EFBCC BFEFF ABFFC FEBBF DAG F BADFB BBDCB BBBFB BEEAC CB	76 52 40 72 51 77 41 37

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RECORD
10063	F	191	AAACC DFFBC DDABA DBABA EFCBA BABAA ADBFA	72 65 40 70 54 60 43 37
			EEBDF EAD D CDDAB DACBA ACEAF FCEAE FC	
10118	F	177	AAACD CGBBC DFAAE CAAEA EBCBC CDECD DCCDB	46 65 87 67 75 70 46 28
			CDBCC EBI D CCDCD BCDBC BACDF CEDBF EC	
10119	F	181	AAACC CF AC DFABC BBBEA EFCBB B AAF CFBFF	76 63 48 79 21 42 30 30
			DDBDE CBJ B BCBEB BBBFA DCAEF BDDEF FC	
10039	F	185	ECECA CBBBB AFABB BBAEB EFEBB BFBBD FBCCB	80 80 69 88 63 66 42 30
			CBBAF BAJ E BBCEB AABDB BBBBF FEEFC DC	
10159	M	181	AAABA BFFAC DFABD DBADC EFDAB DBDBD EBAFA	28 58 60 90 77 77 47 31
			ACBBD DBJ A BAADA ABDCB AACAF CADAF EC	
10076	F	184	BBFFB EAABD EBBCD DBBDB EEDBB AADDD DCCFC	35 29 10 29 29 13 27 16
			BDAFF AAG DBBBC EAADB AABAF DEEDA DC	
10129	F	171	BGHAC AGFAE ADEAB CCAFB FFBBC DEEA EFEFC	58 19 15 32 0 27 30 22
			D AEF CBJ F BBCEE FCBFD DCCAE FEBFF FC	
10102	M	175	CGHBB AGBEB AADBD CEADB FEEBA EDEFC CCCFE	94 85 95 97 92 93 43 42
			BFEFD FBC CDEEB FBCBB CAACC CEEAF FC	
10099	M	182	DDEBB ADEBB ABCDB BCBDD EFEBA DFEFF FCBAE	50 43 67 51 47 83 50 32
			ECBEF EAJ F CAEFE EAFCA EFAFE EFFFA EC	
10100		180	CGGBB AAACD EBBDD EBADB FFBAA BEFFA ACCBC	NO DEPARTMENTAL RECORD
			CEACF FBA D CEDDD EECCC BAFEB BFFAC CC	
10033	F	170	DGCB AGEAA BEDCE DBAEA DFCBA CFFFF CCCEC	11 3 3 29 5 8 22 16
			DDEDF FAD F BBFD CDFFE EDBDF DFFDD DB	
10145	M	185	CCCCB AGFCC AABCA CBAEB DEEED EDDDE DEDCD	26 19 35 19 26 13 28 15
			BECDA CBF C DEDDE FFEDD EDEFE DEFFE EF	
10149	M	175	AAACB BEEAC DFADB BDADB ADEBA DFDBF ECBEC	84 56 81 96 92 82 41 40
			DEDDE CBJ F BDBFE BDFEA DDAFE BBADE BB	
10134	F	186	EE GB CCFBA CDBAB AABBD BDBBF FFDDC FEDCC	23 7 15 8 26 12 27 15
			CCDCE CBE F CDBDE CDCDC DDFFE DABC AC	
10144	M	178	BFFBE AAACD EABDC CDBDB BBEDE FDDDE EDBDD	15 23 25 44 63 34 32 24
			DEEDD EBE D DEDED DDEEA DAACD EDDDE DD	
10167	F	180	AAABA BEBAC DFACA AAAEA FFCCC DDFCC CCCFC	84 85 81 88 69 66 53 19
			FCCCF CBH F CBBCB AAD D ECCBD BFFDF BC	
10124	M	184	CCEBA AGFAB ADDCD BDDED BDCCD ADDFF CCCAC	80 88 97 99 99 99 57 44
			DFDFF FBE FDCFC CFFCC FCFFC CCFCF CC	

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
10096	M	178	EEBBA CBEAC DFADB BECAD FFFFE DFFDF DCDED FDBCE EAG E CFFEE DCCDE FEDDE EFFDC EE	50 45 69 57 80 58 38 30
10126	F	178	CDGAC AFEAB AEDCC CBAEA FFAFF DFFAF FADFA DAFAD FBG F CDAFF FFDAF FDFFC FFFDD FC	36 15 38 35 51 0 0 0
10141	M	187	CCGBA AEAB AADDD ADADC ABBDC BBEEA DBCDC CEEFF FBB B DCACA CEAFE BDCCB CDBAB DC	11 23 3 0 12 34 39 17
10121	M	177	EAAB ABBCC AAACD DBDDC BDEFF DDCCF FBCCA FAFFF ABB FCFFF FFFFF FFBFF AFFFB DD	35 36 58 10 31 24 28 22
10196	F	171	ECDB AG CADCB CBD EFD C EF EECFB FDCEF EBG B CEFDC AFDFF EFEFF FCBCF DE	42 56 15 65 47 62 40 30
10077	F	175	CCCBA ADFBB AADCB BDBBB EEDDD DEDDE DDAFA AEAFF AAH D BDBCB AAADA DCAEA DDDCF AC	17 15 15 44 26 27 33 19
10066	F	177	CFFBA AAABD EABCD BDDEB EEDDD BAAAF CCCFC BDBFF AAG D CCCAA AAAFC CACFF DEEAF DC	46 19 40 48 19 34 32 24
10035	F	182	AAABB CEFAC DFAAA CDADB FFEAA EFDDE EBCFE BCBFF FAF CBCBA CEEEC DBCFF DFFFE FC	97 98 87 97 99 97 55 40
10130	M	180	CBGA BABEA BACCC ADBAE A BA	80 76 69 81 63 91 53 35
10131	F	173	EBEBA ABDCB AACED CDBBE DEFFD FEBFF DCCBC FBFDF BBB E ABBFB BBDBC FC A AAABA CA	42 58 35 35 65 52 39 26
10120	M	174	CCGBB ABDBB AEEAB ABAED FFBEF EFFAD FFCFC AAAFF DBA F ABDDF FDFCD FDDEF FFFFF FC	84 71 85 94 99 87 50 35
10050	M	181	CGHBB AGECB AADDD DDAEB DFACC CFDCC ACCEC DBCCC DAA CDCCC FCDDF EEDCC DDCCF CF	80 56 82 86 93 66 44 28
10093	M	177	BFFCE AAACD EBBED AEADD AFEDB EFFFF DBCFE AFAEF AAD F CEBFA DBBBE FAAFA CBFAF EC	35 19 46 72 68 24 22 28
10091	M	170	AGAAC AEEAC DEAAE ADAEA FFCFC CCFCC CCBFA CBBCF BAB F CCCAC ACCBB AABCF CFCEA CC	58 49 67 75 0 52 45 20
10094	M	177	CGGBB AGECB ABDDD CCADD EDEFE DABFD CCBDB EDABD CAE F BEADC EFDCD BAIBC DCCBF BD	67 52 73 91 83 87 47 38
10092	M	177	CGCBA AG FC DBDCD CCBDB FFCBB ADEBA ACCEA BEBAF CAC A CAAFD DBFDE DAAAD EAEDE AB	17 23 27 54 65 48 35 28
10114	M	178	CGCBB AGBAB ADDDD ADCDB FEBBB BEEEF ECBEB EEBBE BBE E BBBDE BAECB BEBFF FFEAE AC	84 76 98 77 95 92 55 34

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
10095	M	180	DBDB BBDCA CCDEC CBADC FFDDD BFDDD DDDEB BCDCC BAF CDDDC DDDDD DEDEE ADFBF CC	NO DEPARTMENTAL RECORD
10113	M	182	CGGAC AGBAB AADAA BAAEB DDCCC CDFFF ECCDE AFACF FBD A CACDC CACFA ACCAF CDDDF AC	97 89 97 94 98 96 55 39
10098	M	177	EAABA BBDAC DFAEB CEDBD BEFFF FFCFF CCFCF FFFCC AI C FFFFF FFCFF FFFFC CCCCC CF	97 73 76 70 75 75 43 34
10109	M	183	DGGBA ABBCB ABCDD DDCBE DFEEA BADBF ABBF CBBBC ABJ E EADFD EDCBE EBEFA CCFCF BC	42 15 30 54 56 27 34 18
10101	M	168	CBGBB AFBAB ADCBD BDBBC FD B BB C F F	91 98 99 99 99 99 57 48
10112	M	174	CE BA ABBBB ABDDB CCCBC ADBED FFFEF BACFF FBFDD DBC F FFFFC FBFFD FFEFC CCCCD DC	67 13 73 79 80 66 42 30
10111	M	179	AAABA BGCBC DFABD CCADB DDABB ABABF BCCEB CCADF DBB A BACAD ACEBB ADCFD DDAAF FC	99 93 99 98 97 99 56 45
10110	M	181	CCEBB BABBA BACDC ADBBC BBFEA ABABD FBBED CFBAD CBA B CBDBD DAECB ABAFA BDABF DA	17 2 30 51 44 22 24 25
10115	F	183	DDBBB ABFAB ACDDA BCACC FFAAE EFFEF BBFB ECDFF FBF F CFCFF EEFBC FFBFF AFFAF DC	94 65 83 91 56 95 48 44
10032	F	179	DDGBA ABDAB ADDCA CEAEC F F F F DC FFFFF FAC F DFFF FFFFF FFBFF FFFCF CA	67 58 50 35 44 46 43 19
10034	M	183	AAABC CEBAC DEABA DBBDB DFABD DFFBF FCEFB BFAFF EAE D BAAEA AADDD A ADF ADFAF AC	76 73 89 81 93 83 53 29
10036	F	179	AAABC DFBAC DFAAE AAAEA FDACD FFFAF EECFA BFBCF FAG F CCCAA DAFCE BEFEF FFFEF AC	99 89 91 90 77 91 52 36
10146	M	177	CCCCB BAEEA BADDC DDDAE ABFCF DEFDF FBCDE CAAAB DBG B CDCDA CADCB EBBBD EEFDF EF	91 67 89 85 65 87 46 39
10150	M	175	BFFBE AAACD EABBD AEBCD DEECF EFDDF FBEFF FEFFF BBA F ADCFC FFFCF FAFFF DCCCF CC	58 49 74 77 81 79 51 28
10148	M	174	AAACC DBBBC DFABB ACBDB FFBBA ADFDF CACEC CBCEF BBI A CAADD AAFDC ADCFF AFFAF FC	88 78 95 98 98 0 0 0
10147	F	183	AAACC CGDAC DFABA BDBDB FFFEE EFFFF EDDFB FFFEF FBH F EFCEF FFFBC DECFF FFFFF FA	94 73 64 70 92 68 46 27
10031	F	172	AAABB BBEAC DFADB CCABB EEDDD DEECE CBCEE EEEDE EAB F FFFFA DFFCF FBFFF FFFFF FF	58 69 55 86 71 85 41 42

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
10137	F	173	AAABA BDBAC AFAED CEAEB DDCDF FDAFF DBCDC EBEBD CBH B DCDA DBCCD DCBFD EADED AC	84 65 78 90 75 64 43 28
10138	F	175	AAACB BFDBC DFACA CAABB AFABE FAFFF CCCFB CFBFF FBI A AFAAC BAFCB AFBAF AFFAF AC	98 96 94 96 68 95 58 35
10135	F	177	CGGBB ABFAB AEDCB DDBEB FFCAA EEFFA DCCFC AABFF BBF D CBDED DACFB EBBCC CFFFF CC	80 85 69 81 80 13 29 14
10142	M	175	A ACC DBEAC DFABD BAADB FFABB AFFBA ACFFE AFBAF BC A CAAAD DAFAA AEBEF ADEAF EC	99 97 81 89 88 94 56 35
10133	F	171	BFFBE AAA D EDBDB BBBDC BCBDC BCCBD BDCDC BCDED EBD C AACBD BCEDC BCCBC BDCBC DC	6 13 8 0 5 4 22 11
10132	M	180	CCGBA ABFAB AADCD ADCDB AFEFF FFDFD ACCDA ADFAF DBC D AADFA DDDAA FDAFD EDDDD EB	35 7 58 54 51 88 48 40
10143	M	187	CEEBB ABFBB AACEC ABABC AAFFF BBBBB BBDBD BDBCB EBD B CADBE BEBCD CBECB ACBCA BA	8 1 11 10 5 30 30 24
10122	M	173	EAABB CBECC DFADB BECDD AEBAD FFFDF DACF DFAAF FBC F BDAFE CADAD FDDFF BFFFF FC	99 88 94 99 99 99 59 44
10123	F	182	CCHCB A GEB AAECC CDAEB DDBEB EFEBE BBBFB DEBEF EBD A BABFA DAEEA ABDBF ADEDF AB	72 58 64 35 49 36 37 21
10128	F	178	CCEBB ABBCB AADDD CDCDD DFDAB EFEFE FCCFC AADEF BBI F AABEA AAFBA DDAEE EFFFF FC	91 93 78 79 87 92 50 39
10127	F	173	CBHBA ABECB AACCB BBABB ADEFF FEDAF DCDDA EDDDF EBH F AFFFA FFAAF FAFDD DDDDD DE	NO DEPARTMENTAL RECORD
10136	F	176	AAAAB BBBAC DFABB DBACA DCCDD BAACA ACBAB ABDEA CBG C BACAD CABCC ACCCC B DCB BC	83 36 18 72 56 34 32 24
10125	F	178	CBBCA AAEBC DCDBB DCBCB ADBED FFDDF EFBDC CBACA CBF F CFFFC FFFFE FCECE AFEED CC	17 19 15 2 10 6 22 14
10140	M	178	AAABC CBFAC DFABB BCAEB FFBAD EDFBF FABFB ADBBE BBA E EBAEB BAADC EDADE ADDDF EC	99 93 97 86 93 96 53 39
10075	F	173	BFFCE AAA D E BCB DADBB A DBA ABDAD ECBAE CBBBB AAF B BBABA DBCBB ABBDF BDD B EC	5 4 4 29 16 4 14 18
10062	F	173	AAABA CGFAC DFABB CBADA EEBAE EDEAD ECCFC BABBF BAC E BBADE BBAEA CECBF FEFFF BC	97 95 85 72 80 95 57 35
10107	M	176	AAABA BBBAC DFADD CDABD EEEEE EEEDF DCCEC DCDDF ABH E CDDFA DCDAC BEABC FECCF FE	94 67 83 96 94 94 46 45

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
10105	M	177	ECGBA CBDBB AADEA BECBE EEFFE FFADF FCBAB FBEBB CBF E BDEFA EDFBD DDFFE BAAAD AA	76 76 95 72 63 92 52 37
10085	F	179	AAAAC DEDAC DFABC EBAEA EFCBB BDDBA ACBEC BBBCA DAF A BBBBC BBDBB ACCDE BDDDF EB	84 91 80 96 80 92 49 40
10087	F	179	AAABC DEEBC DFABC CBADB EFBDA ECEEB FCCEB BDACE BAH B BBCDB ABBCB BDBEE ADDAF DC	84 97 85 96 94 98 54 40
10089	F	167	AAACB CEEBC DEABC CDAEC EFBDD EDEAF A FC EBDCF EAJ A CABAB DAAFD CCAFD DEADF DC	94 89 74 72 73 60 46 23
10088	F	177	AAACC CGFBC DFABA CCBDB FEABA DDEAE FCEEA DAAAD AAI D BABAE DAABA BAAEF DDDAD EB	63 78 90 85 87 80 47 33
10090	F	169	AAACC DEEAC DFABA DBAEA EEBDB DEFDE BDCFA ABBBD EAA E CACAD AAEEB BBCDE BADAE EC	96 95 55 83 80 91 48 40
10078	F	174	C BC A BB ACDAC CB E EFCCB AFFFA CDCFB BDCCF BAI B CBBDB CBDBB BBCDD EFEA FC	76 78 53 77 31 62 41 29
10079	F	159	CGGBC AGBAA BAEBE DAAEA EFBAD EBEBE BCCFB BBEEF BAJ B CBBDA DABBC BCAEF AFFAE EC	72 97 83 98 93 91 52 36
10072	F	179	AAABB CBDAC DFABB CCAEB FEBAD EDFEF DBBFB ADADA AAC D BABAB AAFDA AABFF ADDDF DC	99 99 99 99 99 99 59 48
10073	F	179	A ABC CBDCC DFACA CC EE FE EFEDF BBEFB FB DF DAD D CABFB AAECE AABFF EDDDF DC	42 45 53 48 26 50 34 30
10070	F	179	AAABB CEFBC AFABD CCAEC FDABA FFFFA ADCFB CBADA AAA D BABAB AAFDA AABFF ADDDF DC	91 89 78 89 92 86 50 34
10074	F	175	BFFBE AAAAD EEBED CEACC EDAFE FDDDF BCAEF FFEDF AE B AEBFC DBCCC ADCFD FDAFF BC	72 43 53 41 56 72 46 29
10068	F	176	AAABA CEFCC DFAEB CEBDC EFDDD DFFFE EEBDA AFEAF DAI E BDADB DAEAA AADEE AAAAE DB	86 75 74 93 86 93 50 40
10067	F	179	AAABA CGBAC DFABB DDBEB EFADE EEEBF EBBEA BAAFF DAH E BCCDD AADCE ADCFF DDDAF BB	99 99 99 93 98 99 58 45
10069	F	174	DGGBB ABEBB AADDD BDCCC FFDFF FFDFF FCFDF FEEFF FAJ F BFDFF DFFCF FFEFF D CFF FC	80 23 46 83 37 50 37 27
10061	F	173	AAAAC CEBAC DFABA ABBEA AABBE B BAB B C	97 98 97 93 97 95 55 37
10064	F	179	AAABA BEFBC DFABB ABADE FFDBE FFFDD FCCFA EFCFF CAE F CBCFC CDCCC DCEEF BFFDF EC	94 80 80 70 86 91 53 35

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
10065	F	171	AAABB DBBBC DFABC BCADC EFABA FEEBF DDAEB DAABF AAF D BCAF DABBA ADBFE EDDAF EA	99 95 80 90 81 98 58 39
10116	F	180	AAABD DEBAC DFAAC CAAEA EFBEE FEEFF CCEFA EEBEF FBG E CDBFB FCBBC EFCFF BAEBF FC	97 92 93 91 80 86 52 32
10081	M	180	CGGC ABF B AEDBD ACADB E CB E F AB D B D F FC	76 78 94 90 65 90 51 36
10117	M	176	CGGAC AGEBB AADDD BDCBB EDDCA DDFFF BCCFD CFCBF EBH D AABBB DABEA AACFF FDDEF FC	94 88 99 99 96 99 57 48
10008	M	177	DBGBB AEDAB AECAD CAAEA EEBFF EFFFF ECCFC AFACF CAI F CDCDB DDBBB DFCFF FDDDD EC	99 95 95 96 98 97 59 37
10018	F	175	AAACC DGEAC DFAAA DBADC FDCBA EDDBF DABFE BFBBA CAI A CCDEB FEFBB ACCEA EDFAE FC	97 80 93 94 77 93 49 41
10021	F	163	CCEBB AGECB ACDDD BECDD EEADD BFDAF FCBEA ADBBF EAB D BBAEE DADCA DDDFE FDDBD EC	99 97 74 88 73 96 51 43
10023	M	180	CGBEA ABDCB AACDA DCABB DCDBB CDDAF ACCDC DADDF AAD D BDCEB AACAB BBBFE EAAEE EC	76 45 83 91 77 92 47 42
10026	F	174	CECEA ABABB AADBD DDADC EFAED EFEEF EBDED FDFEE EAG E EEEFE EECEE EDEEE EEEEF EF	46 43 55 29 59 15 23 21
10028	F	179	AAABC CBBAC DFACC BBAEB FFBBE AFEBF EAAFB AFBDF CAI F BBACE BBDDD CCBFF FFFFE EA	46 95 97 98 94 84 54 47
10030	F	180	CCEBA ABCBB AADDD ADBDC EFDDB CFFCF ACCEC EFCBE BAA F CDCEC EFCCE EC AD BFFFA BC	72 60 59 63 84 66 33 39
10150	M	176	CCEBA ABEBB AADDB BDDDB DFDDB DDDDF DCBEC FCADF DB D BDBDD DABCA DBAFA DDFFA BC	58 49 74 77 81 79 51 28
10154	M	174	DBGBC AEEAB ACCAA AAAEA EDCBA EDEBF BCCFC BEBAF BBE E CBBBB EBFCA DDBFE AAAAF BC	NO DEPARTMENTAL RECORD
10153	F	178	EECCB BGFCB AFADB DCBDC FFADB BFFFA CBAFB BACAB BBD C BACAB FBCBC DCBAD CEDAD EB	80 84 78 62 81 62 49 32
10204	M	182	EECCA CDFAB ABCCD DECCB EFAED AFFEF CFCFA FBACF DCE F CACFD DDABD DAFFA DDDCF DB	88 75 78 88 95 94 49 42
10208	M	181	CEGBB ABBBB AADCB DBAEC FFDDC DDCCF CBCAC CFAEF BCI F CDCDC DDFDA DAAFF ADDDF BC	76 71 80 67 75 70 43 31
10209	M	088	E E B EFD FFD F FF F DCJ D FFCFB DEABF FC EF BABDF AA	72 54 94 93 87 94 51 40

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
10216	M	079	A A C CGBBC DFAAA BB EC FEBBD DDDDB FDBFA DFDEF FCG E BADDE DDECB AEADF ADDED EB	84 89 97 93 98 97 55 36
10217	M	174	AAABA BBCCC DCAED BDABE FFFAE AFAEF FBBFC EEEDF CCH F CAFD FACCF FAAFC FCCCC FC	76 25 67 72 47 54 36 30
10190	M	174	BFFAE AAAAD EEBEA DCAEA FFECB FFFFF FCEFE CFDCC FBA E FFDDD EFFCF EDCFD DDDCD FC	72 49 38 35 39 25 31 20
10188	M	181	CAGCA ABBCC ABAEB DDCCC EAFAB CDDFF EBCAB DFABF ABI B BDDFB FADBD ADAFE FAAAF DC	58 31 50 65 54 54 34 32
10194	F	166	AAABC DDFAC DFAAB CBADA DEBDD EFEBD ECDED EDDBA BBE F BDDDD DEEDA DDBFF AFDAE EB	58 76 88 67 59 64 44 27
11001	F	192	BFFAE AAABD ECBDB BDCDB BDAEA AFFDF CFCAC DBDBF BAB DDDDB DDFEB DBCFF EDDDE AA	50 40 43 44 0 52 39 24
11002	F	176	BFFCE AAA B EABDD DCCCD DFDDE DFFFF FFCFA DFAEF FAC F EEFEA CEEFE EACFF FFFFD EC	67 38 46 35 6 20 25 19
11004	F	173	CCEBA ADBCB AAEDE BDDBD EEEDE EEEEE EEEEE FFFFF FAE F AADDD ADAAB EDADD EADEE AA	72 58 25 38 47 52 40 25
11006	F	180	BFFBB AAABD EABBD BDDBD AFEFD FFDFE FBEEE EEFDE CAG E DDDFD EFDCE EDDFD BACCD EB	46 25 40 26 12 22 27 22
11007	F	188	BFFBE AAACD EBBBA BCBCB ABCDC AFDBD EDBDE BACDE EAH C DCDED FDBAD EFDCE BACDE FC	4 13 5 26 1 2 17 12
11008	F	177	DCGBB AGECB AADDB CDBCB EFFBD DFEDF FCFE EAFDF DAI F ABDDE DADDA DADFD ADDBE EB	63 65 40 65 54 73 46 30
11009	F	184	BFGBE AAACD EAAED CECDB BFFEA DFFFF DCCFC CFBDF FAJ F CCDCC CAAFC DCCFF DFFFF CC	2 11 46 54 26 0 0 0
11010	M	000	BFFBE AAACD EBBED CEAAE FFFDF DFFFF CCCFC ADFFF FAA F CFFFF FFFFF CFFFF FFFFF FC	43 54 35 41 21 42 33 27
11011	M	174	BGFBA AAACD EABED DEACB FEFED FDFDC DCCDC AAAAD FAB F CDBFC EDCFF FCECF FFFDC DF	50 36 30 26 56 11 22 19
11013	F	178	BFFCE AAACD EDBAA CCADA BCBDA ADBAC CBCFC ABDBF BAD FCACA CAFCF BBBEC EFABF ED	50 54 43 12 26 32 39 14
11014	F	291	BAFBE AAABD FABBB CDCDB ADDEB EEEDF D BEE BDDDB FAE D EEEDE EDDBE DDEFD DDDDD DD	17 36 2 12 10 9 24 15
11015		000	BFFBE AAACD EABDD BDCAC CBCEC ACDBB ABCCB DCBDE CAF F FFFEF FFFFE FFFFE EFFEE FE	NO DEPARTMENTAL RECORD

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
11019	M	274	DBCBA AEFCB AECED AEAEE EAFED DABFF DCEAC FBFBD DAJ D EDDEA AFCBD EAEFD DAABD EE	80 82 85 90 92 66 41 31
11021	M	184	BFFBA AAACD EABDD AEECE CBDCA EACEB CBDBD CBDEA CAB B CAEFC FBFCF DBADC FFFCF CC	42 29 30 38 68 60 42 27
11022	F	187	BFFCE AAAAD ECBAA DBAEB ADAFA DFFFF ECCFF EAEDF BAC D AADFF EAECB FDAAF FDDDD DD	23 29 35 59 19 20 28 20
11023	M	176	DBCBA AFEAB AACED CDADD AAEFB FACAF FCFDC EAEDD AAD A BFDFD EBAAD DAEEB FABAE DD	67 44 48 86 71 70 33 41
11025	M	000	DBBBB AFECB ACDEB DABDB BFDCF CFFCC DCCFC CDCCC CAF C CCDDC ABDDC DCECE DEDBE DC	28 40 58 41 68 20 29 19
11026	F	000	CGGBC AFBCB AEDBA CBBDB FFBBB EEEEF FBCEF AFAFF FAG E CEEFC EEAEE EBBEF BFEFF FC	97 85 60 72 54 82 50 31
11054	F	175	CGGAC ABFAB AEEBD CBADD ADABD FDDFF DCBFC DDAFF AAE F BEBEC ADEBA DBDFF ADCEC AC	97 97 98 94 80 91 54 34
11058	F	175	DCGBB ADECB AADCA CCBDD FFDDD BEEAF DBBFD EFFDF DAI E EFDFD F DFC DDAFF EDFDD EB	54 63 46 32 47 38 37 21
11038	F	173	CCGBB AGDCB ABDCA CBACB DBEBD ADDDB DBBFB AAADE AAI D ADBEE DADBD DDCAE EDDAA DB	91 95 78 29 59 70 53 21
11039	F	181	CCGBB AGBBB AADBA CCAEB DEFFE FFBDF FCCAE AEFCA AAJ E CCAFB FAACE EABFE AABAE AB	91 76 67 48 37 56 47 20
11057	F	163	CGGBB AGBBB ADEBA BCBDC FFEAB AEFEB BBBFB ADAEF DAH D BABDD AAAAA ADBDE EDDFE EC	56 93 81 97 83 96 54 40
11049	F	174	CGGCB ACEAC DBEBA DBADB DDAAA ADEAE FCEDB ABADE BAJ A BDADD ADABB DADBF ADDAD AB	67 89 62 65 0 66 50 22
11031	M	178	BFFCE AAAAD EEBCB DBADB AACBA ADEAE ABADB DBAAA BAB A BAADA AAABA AAADD EDAAA DA	67 65 50 61 92 68 44 29
11050	M	185	CB HB AABCA BAACC DACDB EAAFF FFFEF FFCAB CACAC CAA A CCAAF BFBCC CFBDF BFDBD FF	12 54 62 38 77 56 40 27
11035	M	173	CCDBA AEBBB AAECD DCADB ADFBB BFAAB FCCDC CBBAD AAF D AAAEA DFFCA DAAAA DDDAD CA	84 91 99 99 97 93 48 42
11046	F	179	CDCBA AGFBB AADCD BBACD FFADD FFFFD BBCFB EDEEF BAG F ADBFA AFCBA EBEED AFFDD AB	63 80 58 86 80 90 49 38
11032	M	182	BFFBE AAACD EDBDD BCCCD BCFED DDAEF EDEEE EDEDB EAC E BDEEB DAECA DDDED ADDDE DA	67 71 58 59 81 58 40 24

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
11041	M	188	BFFBE AAACD ECBDA ACACC FFFFF FFAFF FCFCA FDBFE FAB F F FFF F FD BCACE FFAFB FF	9 13 15 3 56 27 32 20
11051	M	176	BFFBE AAACD EBBCC CBADB AFFDA EEECF DBBAB ADADD AAB E ADEED EAAAD DBAED DAABB AB	50 52 40 72 86 54 36 34
11042	M	181	BFFBA FGAAA DABAB AEABA AFFFF ACFFF AABFD FFFEA CAC F BBFFB FCFBD BCBDA FDFBD EC	3 15 35 3 37 17 26 20
11040	M	170	CCCBB ADFAB AEDCB ACABD BFAFF FFAFF FCFCC FFFEC FAA F BFFFC DFBFD ECFFF ECCCC FF	97 83 99 94 95 98 59 39
11045	F	183	CDCBA ABECB AADED CECCD AEDAD AFFAF BBBCB DBEBE BAF F DDBEE DDEBE EBBFD EFABF DC	50 36 25 75 42 56 33 34
11034	M	182	AFFBB EAAAA DEABD ACCBB DAFDB BEBFF BCCBA CCAEF DAE A CADED DFABD DDADD ADDAD DA	23 36 11 26 31 29 27 24
11044	F	176	BFFCE AAACD EABBD BCCCD AAFDD DDAAF FBBCC DADBB BAE F BDBFB DDDBD FEDFB FFFFD FB	98 88 80 83 63 93 53 37
11043	M	180	BFFBE AAACD EFBDB BEBDC DEDBA AEADE EABAA AEAAE BAD E BDBDB DDDBB DDDED EDDBE BA	63 56 20 79 71 66 38 34
11047	M	169	CBGCA ABEAB ABCCB CDACB DDDDD BDEBF EBCDB FABAE FAH F BAAAE ADECB AABFD EABDC FF	35 29 40 32 80 29 32 31
11053	F	184	BFFBE AAACD EDBCD BDBCC FFABB FDDFF BDCFB AEBAF FAD D CAAAE BAAEC ABBFF CEEAE BC	72 71 30 29 26 46 40 22
11115	F	179	BFFBE AAAC DBBCA DBCEB FFDDD BDDDD FFDDB DAFDF FBF F CAAFF DAFCF FFCFF CFFFC FC	63 60 30 81 54 62 39 11
11101	M	173	AAABB CBCBC DFACB CDDDB DBEFF EEBEF AACCD ECFCF EBB E BEBFB BFEDB DBBDC BCCBD BB	28 71 62 44 89 44 42 19
11102	M	176	BFFBE AAAAD EBBDD DCDAC FBABB AFDDF DACFC BDDAD ABC F CAAFD FBEAA DDDDE DDDED AC	28 76 84 83 99 83 51 39
11117	F	174	CDGBB AFBCB ABDBB BCBDB AFCFA FFEBF FCBEB FFFFF FBH F BDFFE EFDCE FDAFF EFFEF CC	42 36 35 48 10 36 33 24
11123	M	169	CCGAC ABBAB AEDCA BCBDC FFABB BFFBD ECCFB ABBBA ABD F BDAAE FFDBA EEAEF AFFEE EC	89 94 95 90 86 97 54 42
11121	M	176	BFFBE AAACD EBBCB CCBDD FFDDD DFFEF FBBFA ABBAA ABB F BEAEF FAEDA FADFD BFFAD AC	35 36 35 67 29 54 33 33
11120	M	182	AAAAA DGDAC DFAAD CAAEA FFBBA EEFBF FCCFB BFBCF CBA F CFCBF BFFCB FFCFF CFFBF FC	96 95 90 94 94 99 54 47

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
11099	F	174	AAABC DFBAC DFAAA CBAEB FEBED FEEFF BCAFB AEEAE BAJ D BAAEB AAEBA AAAFE AEDAF AC	94 75 84 86 88 93 52 38
11105	F	175	DDGBB ABBAA BDDDD BCBCA AFCBA FADBE FCCEB FFFDF FBF F BBDCF EEFCB FDBFF FFFDF AC	88 71 48 67 69 58 43 25
11124	M	184	CCGBA AGBCB AADAA BBADB AADAD DFCEF FDFDB FFACF CBE D BAAEC AABAC ECBBF BDDBD AC	72 54 60 88 71 62 38 32
11125	M	180	DCGBA AGCBB AADAA BBADB AADAD DFCEF EDFDB FFABF BBF D BAADC AABAC DCBAA ADDBD AC	88 78 83 41 80 0 0 0
11100	F	169	AAABC DFBBC DFACC BBAEB FECDD EFFED ACCFA DFEDA BBA F BAAAB EAFBA DBCEF AFFAE EB	80 99 80 89 80 96 56 36
11097	F	182	AAACC DGBAC DFABB ABAEB EFBBA FFAEF FCAEB FBADB BAH F BEBFC DEBCF FBAFF CFFDA FC	72 75 87 72 65 93 51 39
11111	F	173	AAACC DGFBC DFAAA ABAEA FFDFB FFFFF CCCFB FFFCF FBB F BDFFD FFFBF FECFE FFFEF FC	88 93 73 89 84 96 57 40
11095	F	157	AAABC DCFBC CFAAB EEADB EFBBD AFFFF FCDFA BBDCF BAF F BDCBB DAFAD DDBFF FFFEF EC	80 95 90 86 71 90 49 38
11094	F	179	EBGBB CGBAC DFACB DCBDB EFBBD BFFAF EAFBC CEBFE AAE F BBAAB AEEAB DABEF FFFFF EC	76 75 53 51 37 56 45 22
11096	F	179	BFFBE AAACD EEBAB EEADA EFEBA AFFFF FCDFB ACECF BAG F BBEAC BBFCB DDBFF FFFBF DC	88 92 93 97 92 88 46 40
11098	F	175	EEGAC DFEBC DFABD DCAEA EFDEA BFDDB ABCEB BFEDF EAI E BBAEA EEFCE FCCAF DFFFB DC	43 67 35 77 49 70 43 31
11103	M	199	BFFCE AAAAB EBBBD BCADB EBBEE EAEDF EDFFF FADBD ABD F EDAFE FEDFD AEDBE FEFBE FF	26 8 15 10 26 5 16 16
11113	M	181	BFGBE AAACD EABCD CEBAD BAAAA ADBED CDADC DDDBD DBD A ADALA DDADF EADFE DCBAF DA	35 23 11 35 45 17 25 21
11122	M	179	BFFBE EAAAB DEBED CEDBE CFFFF FFDBA DEFED CADCF DBC F FFFFF FFFFC DCBAE CBCEE CF	9 13 10 6 37 12 31 11
11104	M	173	BFFC EAAAA DEEBC BCCBC BAABB AAAAA AAAAA BAABA BBE A ABBBB AAAAA BAABA ABAAA AA	26 47 8 62 31 22 21 22
11112	M	178	EBHBB BGFAC CFCDD CCBDC DAAAA ADAEF EBADC DDDAD DBC A ADADA DADAA AADBE AAAAF AB	96 92 81 81 80 95 55 37
11061	F	179	AAGCC CGEAC DFADB ABAEB AADBB CDEBF FCBFB CDBEF BAB A CDCEB BCFCB DFBFF FFFBF EC	91 82 84 75 56 75 43 34

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
11079	F	166	CGGBC AGBAB AEDAB CBAEB EDCBD EDDAF CFCDB ABACF BAJ F CDCEC FAFFC EECFA FF EF FC	84 89 78 88 90 87 48 37
11067	F	175	BFFBE AAABD EABDD CECCB FFEAD BFFAF FDCFB AABAF FAH F BAAFC EDAFD DCAFF EFFAF CB	15 43 38 14 31 44 40 21
11072	F	180	AAAAC DFBBC DFAAB DBAEA BACAC DACAE BCADC BBABA AAC B ACCBB BACCB ACCDD EADAF CC	76 56 48 26 51 34 33 23
11062	F	160	AAABC DFDBC DFAAA BBAEA FFBAD EEDDE CBBDF DAADF FAC B CACDB ABDCB ACCFF EDDAE FC	67 91 76 99 98 97 50 46
11073	F	174	BFFBE AAACD EBBAB BCADC ADDBA EDADF ACBAD AAABF EAD A BAADA EADBB ADDEF EDDBA DA	50 78 69 67 80 73 46 30
11066	M	177	CCGBA ABDCB AADED AEDCE EEFDE EDEED DEEDE DCECC DAG D BDDDC DDDDE ECDDA AAAAC CD	15 25 10 3 5 11 23 18
11068	M	169	CCGBB AGBBB ABDDD CDDBD AADFF EFBCF FBBBC FCFBF DAI D DFEFC FDCCE FBEFA BAABC DB	80 89 49 79 97 86 46 38
11069	F	180	AAACB CGFAC DFADD CCACB DFBBC AFEEF FBCFA BDBCE DAJ F BBCFA BEBBD CFCFE EEFAD DC	58 43 38 72 44 48 31 32
11081	M	172	AAABA CGFAC DFAEA AAAEE DDFFD EFDEF BCFDF FCFBC CAB A BFFFA DDDCC DEFFD DDDCC EC	67 75 83 85 87 86 51 35
11074	F	180	AAABC CBEBB ADACB CCBDB CBABA CADCF ECDCF DECFD EAE FFDFD EDEFB DACAD ACBDD BD	19 23 10 0 10 32 26 27
11080	M	180	EBGBB CBFAA AFD B CBBEA DFBAD BDEDF BCCEB DAACA AAA A BAEAB ABABC ABBFF CADDF FA	50 73 64 79 90 62 36 34
11085	M	182	DGHBC AGFBB ABECB DDAEB BFCEB BDDEF FCBEE BBDBD DAF A CBBDE DBFBA DABFD FDDAF EC	97 80 46 94 77 79 45 34
11089	M	177	AAABC CGEBC DEACC BDBBB ADDFF FDDDF CCDC DDDBD DAJ D DDDD DDDCC DDDFC DDDEA DA	54 86 76 83 92 93 53 37
11087	M	191	DB GC BABEC ABCCC BCCBE CAADA ADADF BCDAC CADBC BAH A ADAEA DDBDA DBABB BAAAB AA	72 69 71 51 89 46 47 15
11076	M	194	AAABA CGFAB AFAAB ACAEB FFCAF FFFDF FCAFC DECCC FAG C CDCFC FACFC BCDFF CFFCC AC	41 76 90 85 86 94 56 35
11088	M	178	AAACC DFEBC DFABA BBBEB EEBED DABCF FCAAA ECDCD CAI E ADDDE EFFCD FFBFF FBDDF FB	72 99 89 91 92 96 55 39
11070	M	174	DGHBA AGFCB ABCCB CBBCE FFAAC FDDAF CCCDF DFEFF CAA DDCAD CACFA ACCDF CDDAF AC	58 45 64 81 80 62 34 34

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
11084	F	177	BFFBE AAABD EABCB CBAEB DEADA DFEAF EBBEB EFEAF BAE F BDDEB EDDDD DAAFA BFAAA DA	80 58 0 86 0 85 49 34
11064	M	190	BFFAE AAAAD EEBBB ABAEA FBFAD EDFAF ACCEF DFDFF FAE F CBCCC CFFCF FCBFF FCDBC FF	97 80 64 48 87 80 47 33
11065	M	185	BFFBE AAACD EABED CEDCD BCBCB CDCAC ECACA DFEFB AAF C CDCBD BFECE CFDCB DBEFD BD	35 19 11 20 39 24 29 21
11071	M	178	CC BB AGEBB ADDCD CCAEB EFBBD BFFAD DCAFC DAABF CAB F CACFC BADCA FCCED CDDDF DC	88 47 67 72 73 62 37 33
11086	M	173	AAABA CEFAC DFADB ACCDC EDABB DDDEF ACBEB BDABD EAG E BABEB AADBA ABBFE ADDDD DB	99 96 99 65 98 95 58 34
11063	M	183	CCCBA ABECB AACDD CBDCC FFDEB DF EF FCCDC DCCBF EAD D BADDE DAEBA AEDEE EDDAD DE	58 45 43 94 84 56 28 39
11003	M	000	BCFBD AFDBA BDABA CCAEA BAFCB DAFCF CBACA DBDBA FAD C CAABA DCBAE DEBCB CACAF DE	19 36 43 32 56 48 40 33
11012	M	140	BFEBE AAACD EABBD DCAEB ACBCA DACBC FCBAC BDFCB BAC C DABCE ACBEC BACEE ADDBA CB	26 33 10 54 31 32 30 25
11015	M	000	CCCBA AGBCB AADCD BCCBD ACECB CBCAB DEEFF FECDA BAF F DFEBF FFAFF DFEED AACEE EE	NO DEPARTMENTAL RECORD
11017	F	173	CGGBA ABFBB AADCA CDBEB BBDDB AEEAA BCCCC EBBBE BAH B BAAFA ADAEE EADEF ADAAE AB	54 71 67 57 37 44 39 22
11018	F	000	CGABB AFECB AAEBC ECAEC DFADC AFDDF FEFDF DFBAE CAI D BACFD ADCCD AAECE FFCBD FC	42 56 60 81 49 64 36 35
11024	M	000	BFGBE AAACD EABDD AEADB CDFFD DFAFF FAA B FADCD AAE D CCDCD BCCAE CEEAA EABDC BE	35 23 50 14 47 48 36 25
11055	F	176	BFFBE AAACD EEBCD CCBAC DBCDB AEECF BABCE DCADF FAF A DBACC BBCF ADBED BACEA DF	26 36 11 4 8 20 30 16
11080	M	169	BFFBE AAACD EBBAC CBAEB EFBBF EEEBF FFCFC AABEA BAA A EECDA DEBDC DACEE CDDDE DC	50 73 64 79 90 62 36 34
11056	M	181	CBDB BACCC BABDE DCEAB CAAFA AAAAA FBCCA CDCAD FAG D DAAAE CAACC AABBF EFAAA FA	43 52 68 93 69 56 33 34
11036	F	189	DBHBC ABBBB AEDEB DBAEB FACCA ADEEA ABCFF DFBAF FAG B CBBDE DDCCE ECBAD DDEAF BC	84 65 58 6 31 34 40 16
11037	F	183	BFFBE AAACD EDBCA BBACD EFBFF EABEB DBCAC FFABF CAH D BBBEC EDBEB CBABD BDDBF AB	54 52 53 48 39 36 28 29

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
11114	F	182	CDBCB AB B BDDCA DBCCB FF DD BDDFB FDDB EADBF FBE A ACFFE DAFCF FFCFF CFFFC FC	26 23 58 12 10 9 20 19
11119	F	183	AAABC DEFBC DFBBB BCAED AFBFA FEBBF FCBEB FFFFF FBJ F BDFF EEFDC EDAFF EFD D CC	67 95 83 88 71 73 43 33
11117	F	182	BFFBE AAABD EBBBD BCBDB FEBBA CEDCE CBEEC DBCBB CBH E ABFAA AAAAB CDEBE BABBF CB	42 36 35 48 10 36 33 24
11118	M	178	BFFBE AAACD EEBCD AECBA AAEEA AACAE AAAAA AAAAA ABI A AAAFB AAAAA AAAAA AB CB BE	50 23 69 38 87 48 34 29
11008	F	188	DECBB ADCCB ADDDB CCBCC BCEDD ABADD DADBC ACADA D I A CADAD BAC E EABCD BADAD BC	63 65 40 65 54 73 46 30
11078	F	182	DCCCB ABDBB BCDBB BEAEE EDCEC EDEDA DECDD BBCDE AAI A BDBFB CFBFD CDADB FCADB DD	5 29 2 26 5 20 31 17
11075	F	178	CCCEB AAGFB BAADE DCDCC CAABD CFBAE EAEEF CEBFC DAF C BBFCC DBC B CEBDB ABCBE EB	58 64 25 6 16 27 38 14
11005	M	186	CCDBA ABBCB AADDD DDBDE DAEEE DDDDE ABBBB DAEBE EAF B AABDC DDBEA EABBA BFFFF CC	10 13 5 20 26 6 18 16
11033	M	168	BEEBE AAACD ECBCA CCCCC AAABD BCBDA BDCBD BCDAA CAD B CBCBC BCABC CBC	7 2 25 0 5 8 25 13
11082	F	175	AAABC CGFAC DBAAD BCAEA FFBDD FFFFF FFBFF FFAAA BAC F AACFB FAAFA EECFF FFACF DD	63 63 53 17 44 60 46 23
11700	F	190	BFFBE AAACD EBBDD CDBBD BDBEA CBCAF BDFFB CAFDC EH F FFFFF DFFFF FCDFF FCECD FA	NO DEPARTMENTAL RECORD
10178	M	176	A ABB CBDBC DFABB C ADB D DE DEEAF E E DABE ABI A CBBDA DAECA EDDEE AEEAF FC	94 95 97 94 99 96 53 41
10198	M	178	B ABF D EC D C EFB DE E D CFD BD F BI C CBBBA ADDBB DABDD CEEDF DB	35 38 6 28 51 32 34 21
10195	M	180	BFFCE AAAAD EDBDD BDBEC DDDAA EFAAD EBEDA DADAA DBF E AADEA DDEAD DADED ADDDA DA	23 25 40 90 63 85 44 37
10180	F	080	FE BA B BBCDC BBECB ABCDF CDDAD FC	84 80 73 51 54 73 51 25
10193	F	173	DECBB ABDCA ABCDB DBCEB EDABA DEDDF FCEDE AEBAE DBD D ACDDE ECBAB DCDEE EEDDC CB	28 36 40 59 39 25 26 25
10182	F	175	EBGBB BFCCB ABCBB CCCCD FADDE BCBCF BCDCB DECCA CBC C ACDFC DDCDC DCDCF BCCBB CC	6 1 2 3 1 1 19 20

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
12075	F	179	DCCBB ABDCB AADCD BEAED FFFEA BFFEF FBCFC FEEFF FAF E ABEEA FBADB EEDFF BFFEE FB	96 97 88 86 80 96 53 41
12076	F	176	DCCBA ABBCB AEDED CEAEC FFFEA EFFEF FFCFB BCEFF FAG F BBBEE DADCE BCCFF BFFFF FC	72 65 64 29 61 36 37 20
12054	F	176	DCCAC AEBAB ACCCA CCBEB DDCDA ADDDC CAEDC BDCDF FAE F CDFEC BBBFE AABDF CFFFF DB	35 25 25 38 16 19 25 22
12072	F	177	DCEAA AGDCB AADEB CDAAB FEEEB AFFAF ABAFC FDACE FAC E DABFC AECCB EBDCE CAABB BC	91 56 67 54 59 68 53 20
12088	M	184	CCGBB ABDCB ACDDD ADBDD EEFFB EFECF DCBEC FBABF FAI E CDDDD FDAEE DAAFB ADDCD AB	84 40 48 79 56 50 37 27
12035	M	186	CCGBA ABDCB ACDDB EDBDD DBFFB FFFCF EBDDD EBDDB DAF E ECEFD EDCBF EDCEB DCEBD BB	50 4 38 32 44 34 30 26
12071	F	176	CCGBC ABBBB AADAC CDAEB FFACA AFFEE FDAFC DEDAA CAB F BAAFF FAFCA EAAAE FFFDF DC	84 69 76 54 47 90 48 39
12084	M	189	CCBAA ABFCB AADCD CDAED EFFEF FFFFF FCEDF FFFFF FAE F CAFFF FAFCC FFFFF CFCAC CC	42 31 48 41 54 32 33 22
12044	M	189	CDHBA ABGCB ACCCD CCCBE ACFFC FFCFF DCFCC FFFCF AAE F FFEFC FFFFF FDFFC BCCCC BB	72 29 48 57 31 50 41 23
12041	M	184	CDGBA ABDBB AACED CCAED ACFFC FFCFF DCFCC FFFBF AAB F FDEFA FFFFF FAFFC DBCCA AD	88 65 83 65 68 62 47 23
12050	M	170	CGGBC AGFCB ADDAD ACADD ADDFE EFDEF CADDB FEFBE EAA F EEDFC EEDCB EBBCE FEEDB CA	NO DEPARTMENTAL RECORD
12048	M	176	CEGBC AGEBA BBEAB CCAEC DBFCE ECFCF EEEFC FFFFF FAI F CFCFF FEFEE ECEFE EFFFF FC	10 23 20 20 21 6 24 12
12045	M	178	CDBBA ABDBB AACDD DDAEC FEEFA FFDDF CCEFC FBABB CAF E CBBFA BCCCB DBBCE BAABF BB	91 73 60 65 56 82 49 32
12046	F	172	DGGBC ABBBB ACDEB CCAEA DCCBC DCBCD DCCCB CBABC BAG D CACCC BBDBC ABCBA CADEC AD	42 29 20 26 10 22 30 19
12104	F	179	EAABB BBFBC A ACB CCADD EFCDD DDDDE FBAFF DFFFF FBE F FFBFE FDCFD ECCFE EFFCC BC	28 19 8 26 29 22 26 23
12106	F	177	EGGCB B EAB AFDBB CDCDC FFBBE EFFFF BCFFA CBBAF EBG F CBCEF EBFDB EEDFF FFFFF AC	42 40 38 48 49 38 36 22
12116	F	179	AAABC CBEBC DFABB CCADB EEBBB AEEDF DCCDB EBBDF FBG F CAAFE EBDD ADABF EDEEE DC	96 78 69 70 84 60 47 22

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
12121	F	184	AAACC BBBAC DEABA CCBCB BBFCC ACCFA AACCF DCDAA ABB D CBCDD BCDED DBCCB DDDDE CC	23 15 10 26 8 32 34 23
12005	F	172	EGGBC DBFAB AAACC DBAEB FFFBF FFFBF CCCFA FEBFF BAF F BBFFF FEFFF BEEEF BFFBF FB	50 23 11 8 29 9 30 9
12001	M	182	CBHBA ABDCB AFCBD CDBDC BFBDD DDDDF FBDFA BEDEF FAB D BACBE ADFCC BAAFE FAABA FC	76 19 27 26 26 25 28 23
12002	M	182	DBEBB ACBCB AACDA DDCDB DDEDD DCECF ACCDC CCBBD BAC D BDBDB AACBA ADDEA BADDE EC	26 7 27 44 37 27 30 22
12007	M	174	CCEBA ACBCB AADCA ADAED DCEFB FFEBF ACFFE BBEBB DAH F BABFB BBBFB BBBFF CEECC CC	84 63 90 51 80 93 51 39
12067	F	173	CBGBA ABBCB BCCBA DBADA ECCBD EEFED CBAFD CBAED CAH C DEDEB ACCDF BFDCF CEEDE CB	7 1 4 4 16 4 13 19
12058	M	187	CBCBB ABECB AFCDA BCADB DAABB BEBEF FBBFD CCBFF FAI C CECEB BAEEB EBBEE EFFCF BC	35 3 25 1 16 15 28 16
12042	F	176	CCHBC AFBCB AEDBB BCADD FFDFD DFFCF CACFA FAADF DAC F CFFFD FFEEF FEFEF FFFFE DC	76 93 74 35 63 86 47 37
12036	M	175	CBDDB ABDCB AACAB ABAEB EEFFF FFFFF FFFCC FCFCF CAG F FFFFC FFFFF CFFFC CCCCC CF	26 29 53 38 54 27 26 26
12037	M	179	CCEBB ADFCB AADEB AEAAE CFFFA FFFFF CCCFC CFFFF FAH F FCFCC CFCCC FFCFC CCCCF CF	NO DEPARTMENTAL RECORD
12049	M	186	DDGBB ACEBB ABDDD CEBCD DEFDD DEEEF FDCFC DDEDF FAJ E CACEA DEDCF FEDFF FFFFF EB	NO DEPARTMENTAL RECORD
12091	M	175	AAABC CEFBC DFAAA CCACA DFBBD EEEAF BCCEA DDBAF BAB E BABDB BBBCD BDBDD AFEAF EC	80 56 95 70 44 87 49 36
12092	F	183	AAABB CBCAC DFABA BBAEB AFCAF AFADF FFCFC FAAFF BAC F ADCFB FDCCF DAADA DDDDF FC	54 23 55 44 39 44 35 26
12093	F	179	AAABC DBFAC DFAAA CCAEA DFBAA EFDDD FCBFC FEAEF DAD F DFFFB EFCBE FCFBF BFFFF EC	76 83 67 48 31 79 51 28
12094	F	176	AAABC DBFBC DFABA CAAEA FFBAA DAEDF DBBFE CEEFC FAE A BACAE AAFDA AFAEF AFFDF EC	91 97 89 77 80 77 47 31
12095	F	174	AAABC DFBBC DFAAC CCADB FFCCD DFECE ECCEB BDBCF FAF E BABBE ABDCE DACEF EDDDE FC	99 97 89 89 84 90 52 42
12096	F	175	AAABC CGEBC DEABD BCADC DFBAA DFFEF DCBFE DFDEF BAG F BBBFE ECBCD EFAFB EFFAB FC	96 93 64 59 65 93 93 37

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
12097	F	176	AAABC BFFAC DFACB CBADB AEAAD BEDAE BCAED DBEED FAH D AADBD DCBDF ADDAD ADADD DB	84 15 15 26 29 19 33 14
12098	M	174	AAACC CEDAC DFABB DAAEB BFCDD CFDCF FCCFC CBCCF FAI D CBCCC BBECB BCCFB CDDCF BC	72 71 84 79 92 66 45 27
12099	F	172	AAABC DFBAC DFABB DCAEB FDBDA EEDDF EBBBB DDEEF BAJ D BABAA AABDA DDEDD BDDDF CA	91 89 91 83 84 95 55 37
12100	M	179	EGDBA BDBCC ACABD ABAEA DECDC EFEDF DEEEB DEFED FBA F CEDFC DCEDF EDCAB DCDCC DE	26 36 6 35 44 40 35 24
12101	F	176	AAABA CBEAC DFABD CBADD FFBAA AFEDF FAEFC ABAAF CBB D AACFB FBFCB BFBDF DFFAD FC	91 85 78 65 56 85 49 34
12102	F	177	AAABC BBEAC DFACB ABAED DDBED FCABF ABEDE ABABD CBC F BABAE EBFCA DFBFF BEEEF FC	46 58 64 81 37 75 40 37
12103	F	173	AAABC BGFBC DDADD BDADD EFBBE BEECE FCCFE CBBCC CBD BBCBB ACDBC CDCDB CFFAF FC	26 36 48 51 44 44 38 23
12105	F	179	AAABB DGEBC DFAAE CBAEB FDCBB DFFCF DCCFB CEAFF BBF F CBCDE BEFBB BFCFF BFFAF FC	98 98 78 75 56 97 53 43
12107	F	174	AGABB CGEBC DFADA CEBCC ACAFF FFACF FFFFE FCFFF FBH F AFFFF FFCCA FFFFF FFFFF FC	23 8 19 32 26 22 31 18
12108	F	174	AAACA BGFBC DFADD CDADC DEBEA DFEBF ADBFE FADFF DBI F BDBFB FBCAD EFAFF BEFFF AC	58 43 30 32 31 62 41 29
12109	F	181	AAABC DBBBC DFACB CCCCD FFBBB BFFDD EDCFB DDBBF FBJ F AFEFD DDD C EEDEF EFFFF AC	38 15 35 51 29 25 29 22
12110	M	172	AAABC DBBAC DEACA DCADA FFCFC FFFCF FCBEC BCBCC CBA F CBCAC ABCCC BCBFC FFFFF FC	58 71 62 41 49 77 47 31
12111	M	172	AAABC DFFAC DFAAE CAAEA FFCCF FFFFF FCBFC CACCF CBB F CBCCF CBACC CFCFF FFFAB FC	94 96 99 83 96 99 60 42
12112	M	183	EA BA BBBCC DFDEB ADBBE EFDFD EDEAF CDCAC DFEDF BBC D ADDDC ABAAA ACBFF BDDAF AC	67 85 76 57 51 92 56 33
12113	M	162	AAABB CGBBC DFABE ABAEC FFBFE EFFFA ECCFC FEFFF FBD F CDAEC EFFCF FBADF FFFAF CC	26 58 71 67 63 68 41 32
12114	M	183	AAACC CGECC DFADA AAACD DBDFD FEAFF FCDAC FFBCB BBE D BABFB ADCFB DCBFE BFBCF DC	19 36 48 44 20 54 34 32
12115	F	180	AAABC DGBCC AFAAA BBAED DFDFE DFAFF FCCFD FAECD ABF F AADFC DAFAF FAAFA FFFFF FC	94 40 43 41 44 68 41 32

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
12117	F	181	AAABC DBEBC AFABE CCBCB FFCAA AFFFF FAEAF EEFEF FBH F FFBFF FEBBB EEBFF FBABF FB	72 40 64 81 63 75 42 35
12118	F	175	AAABA BBBAC DFACA ACCBB AFAEF EFFFF FECFC FEAFF FBI F FFFFF FFBBF FAAFF FFFFF FC	94 88 88 48 31 60 44 25
12119	F	179	BAABA CCEAC DFACB CCCCC AFAFF EFFFF FEFFC EEEFF FBJ F AFFFF FFBFF FDFFF FFFFF FC	NO DEPARTMENTAL RECORD
12120	F	000	AAABB BBBBC ADAEA DDADB AFBAF DFFEF ECAFC BEFBF ABA D ADFED EDBAB ACCFD DADAF FC	17 23 25 26 32 24 27 23
12122	M	167	AAABC BECAC DFAAB CCACA ADCCD FAACF CCADD CDCCF CBC C CDCDB CADFC BCCFE FDACC EC	84 65 81 72 89 72 45 30
12123	M	172	AAABC CBBBC AFABC ACADD EFBBD DEDBF ECDED DFBFF FBD E BDCDE BDCCD CCBFE EEEAC CF	98 99 99 88 99 97 57 39
12124	M	167	AAABC CFBAC AFAAA CBABB FDBCA EAFAF FCCFF BECCF BBE A CAAAB ABECA ADAFF FFEFF FC	88 89 99 88 99 98 58 40
12009	M	182	DBBBB AFDCB ABDCE DEBEB ADDEE DFBEF AFCEE BCBEB DAJ F EFBDB ABDDD DACDE BFFFF EC	5 3 4 1 1 1 12 11
12010	F	173	CBGBA ABEAB BCCDA BEADB DFBEA CBDEB CAEFD CBCAF DAA A DEAFB CEBDC DECCB ACBBE AC	1 1 1 8 6 1 8 11
12021	F	177	CCGBA AGFCB AADAA BAAEA DEDAA DFFDF ECBEB ADAFF DAB D AAADF EADBD DAAEF FEEAA FC	84 54 25 38 31 46 39 23
12014	M	178	CCEBA ABFAB AADEA CDDCD AEFEA AFBAF FACAC FCEAC BAE C CBAFD AAFCC AABFF EAFEA FC	88 60 53 26 58 56 38 29
12016	F	173	CGGBB ABFCC ABACD CECDC DFFDD AFFEE DDFDE DDAAF EAG E AABDA EAAAD DDADE EFFED AC	26 19 30 48 12 19 22 25
12018	M	173	DG CA ABFCB ACCDB BDABD DFDED DFFDE BCCED AADDE DAI D ADADA AAAED DAADA DDDDE DA	38 15 25 41 42 40 32 27
12012	M	179	CBDBA ABECB AACCC CCADC BFFED DADCE DBDBB EDFDE DAC F DEDDC EDCDB BCADD ABACA BF	17 19 15 41 19 40 24 35
12011	F	179	BFFBE AAACD ECBDD BDDCC DDFAD DFFAF BCCFB AFBDD EAB E DDAED EAFCB DBAFE DEDDE DE	80 75 60 35 44 48 42 21
12008	M	183	CCGBA ABBCB AADDD BDCCD EEEDB FFEBF ACCEC EEECF FAI D BCDDD DAAED DDDFE EEEEF DB	97 96 87 70 94 86 59 27
12020	F	188	CBEBA ABFCA BACDD AECBD AF DB AFDEF FDCFB FCDCF AAA F BFAFA FFCAE FAFFD FFCCF FC	63 23 30 26 37 27 35 17

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
12117	F	181	AAABC DBEBC AFABE CCBCB FFCAA AFFFF FAEAF EEFEF FBH F FFBFF FEBBB EEBFF FBABF FB	72 40 64 81 63 75 42 35
12118	F	175	AAABA BBBAC DFACA ACCBB AFAEF EFFFF FECFC FEAFF FBI F FFFFF FFBBF FAAFF FFFFF FC	94 88 88 48 31 60 44 25
12119	F	179	EAABA CCEAC DFACB CCCCC AFAEF EFFFF FEFFC EEEFF FBJ F AFFFF FFBFF FDFFF FFFFF FC	NO DEPARTMENTAL RECORD
12120	F	000	AAABB BBBBC ADAEA DDADB AFBAF DFFEF ECAFC BEFBF ABA D ADFED EDBAB ACCFD DADAF FC	17 23 25 26 32 24 27 23
12122	M	167	AAABC BECAC DFAAB CCACA ADCCD FAACF CCADD CDCCF CBC C CDCDB CADFC BCCFE FDACC EC	84 65 81 72 89 72 45 30
12123	M	172	AAABC CBBBC AFABC ACADD EFBBD DEDBF ECDED DFBFF FBD E BDCDE BDCCD CCBFE EEEAC CF	98 99 99 88 99 97 57 39
12124	M	167	AAABC CFBAC AFAAA CBABB FDBCA EAFAF FCCFF BECCF BBE A CAAAB ABECA ADAFF FFEFF FC	88 89 99 88 99 98 58 40
12009	M	182	DBBBB AFDCB ABDCE DEBEB ADDEE DFBEF AFCEE BCBEB DAJ F EFBDB ABDDD DACDE BFFFF EC	5 3 4 1 1 1 12 11
12010	F	173	CBGBA ABEAB BCCDA BEADB DFBEA CBDEB CAEFD CBCAF DAA A DEAFB CEBDC DECCB ACBBE AC	1 1 1 8 6 1 8 11
12021	F	177	CCGBA AGFCB AADAA BAAEA DEDAA DFFDF ECBEB ADAFF DAB D AAADF EADBD DAAEF FEEAA FC	84 54 25 38 31 46 39 23
12014	M	178	CCEBA ABFAB AADEA CDDCD AEFEA AFBAF FACAC FCEAC BAE C CBAFD AAFCC AABFF EAFEA FC	88 60 53 26 58 56 38 29
12016	F	173	CGGBB ABFCC ABACD CECDC DFFDD AFFEE DDFDE DDAAF EAG E AABDA EAAAD DDADE EFFED AC	26 19 30 48 12 19 22 25
12018	M	173	DG CA ABFCB ACCDB BDABD DFDED DFFDE BCCED AADDE DAI D ADADA AAAED DAADA DDDDE DA	38 15 25 41 42 40 32 27
12012	M	179	CBDBA ABECB AACCC CCADC BFFED DADCE DBDBB EDFDE DAC F DEDDC EDCDB BCADD ABACA BF	17 19 15 41 19 40 24 35
12011	F	179	BFFBE AAACD ECBDD BDDCC DDFAD DFFAF BCCFB AFBDD EAB E DDAED EAFCB DBAFE DEDDE DE	80 75 60 35 44 48 42 21
12008	M	183	CCGBA ABBCB AADDD BDCCD EEEDB FFEBF ACCEC EEECF FAI D BCDDD DAAED DDDFE EEEEF DB	97 96 87 70 94 86 59 27
12020	F	188	CBEBA ABFCA BACDD AECBD AF DB AFDEF FDCFB FCDCF AAA F BFAFA FFCAE FAFFD FFCCF FC	63 23 30 26 37 27 35 17

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
12022	M	179	CCGCA ABDAB ACDDD CEDCC AAFED DEDDF ABACB DCDAB DAC A BDDEA ADABA ADDEA ABBBD BB	50 36 64 32 71 70 44 30
12006	M	172	DGGBC AEBAB ADECA DBBEB EFCBB BEEBD EBBFE BCBAF BAG B BBCAA AEECB BBBBD BDDBB EB	NO DEPARTMENTAL RECORD
12019	M	180	CCGBA ABECB AADCD BCBEB DFDAB BDDAF FCCEB BECEF DAJ E ADCAA EEACC EACAF FFFDF DC	NO DEPARTMENTAL RECORD
12004	F	173	CGGBA ABBCB AACCB BBAEB DFBAA EFFBD DACFB BFBDF AAE D AEDEB DECEE EBAAF ADFFF BB	88 82 60 26 37 72 46 29
12017	F	171	CCGBB ABECB ADDCD CDBDD EFDEE DFFDF FEDFC BAEDF FAH F BEEFE EEBDE FAEDE AFFFD DA	76 52 58 35 63 56 43 24
12023	F	182	CCGBA ABDBB AADAB BBAEB EEEFD DFFFF FDBEE AAFDF BAD F FEFFE FADCF EFAFF EDDEF FC	88 78 43 65 49 70 45 29
12013	M	167	BFFBA AAACD EABCD CAADE BAFEF FFDEF FAEBE FDEDF EAD F ADEFB EAEBE DCDDC FDADF AB	97 88 84 81 94 90 52 35
12003	M	191	DCDBB ABCCA BADBB ADEDE BAFFF FFDEF FBCFA FCBCC BAD E CEDFD FAFCA EFDFF BDDAF AA	80 69 93 75 86 79 39 40
12024	M	180	CCGAA ABFCB AABAB DAADA AADAA AEDDF CCFDA CBCCF CAE D CDBAD DAFCA AAADD ADDDD AC	42 49 74 65 81 62 40 30
12078	M	172	BFFBE AAABD EBBDB BDCCD FFEDA EFAFF FCFFA DEDCE CAI E BDEDC DADFD DAAEB EDFED AC	72 58 50 12 73 58 50 18
12077	M	179	CCGBC ACEAB AADBA CCADB EFCDE DBCCF FBEDC BBACD EAH C DEDCA ABCDE EFFEC AFFFF CC	15 16 5 6 6 0 0 0
12083	M	240	CCGBB ABBCB ADDAA CCADB BEDEB FECDF FBCBB BCDCF BAD F CDECD AECBC DDEEE DACCD BD	58 43 58 32 31 56 45 22
12047	F	175	CGCCA ACEAB ADDEB CCACA EDDBD CEDDF DCEC DDDDB DAH F BDEDD DFFFF FEDED CDFDF CC	15 36 2 26 6 4 21 12
12057	F	173	CCCBB ACFBB ACECB BCCDB EDABD CDFDD DECFA AECAF AAH B DDCBA ABDCD ADAFF DEDDA EC	88 80 38 48 73 56 50 17
12040	M	174	CC CA A AB AEDED BCAEB FFDFF FFFFF FCFFC CFFCF BAA F CFFFC FFCFC F CFF CFFFF FC	50 43 67 29 49 44 33 28
10202	M	183	E B GFB C E E F F EF F FCC F CDBAC BDFBB DCAFF FFFFF FE	94 76 89 88 75 95 54 39
10201	M	173	AAABA BEDAC DFAED BCAED BEEFE FDBFF FCFFE FEFBE ACB A BABFE EBABB AEFFB EDDBD DA	97 89 97 62 81 83 56 26

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
12039	M	179	CC CB A AB ADDEA BCAEB FFAAA EFFAA ABFAF FAFAB BAJ F CFAFC BFCAF FAFBA CCCCF CF	11 3 27 14 5 22 25 24
12036	M	173	CDCAB ABEBB AEDED AEAEB FFCCB DDFCF DCCFA CFCCF CAG F CACEF BBFCB AFFFF AFFFF FC	26 29 53 38 54 27 26 26
12031	M	181	BFFCE AAAAD EDBBD BCADA FFCEA FFFDF FAFFD DDADF CAB D FDBFE FEDBD FCCFF FDEFF EC	23 29 58 35 68 50 27 37
12066	F	172	DGHBA AEFCB AFCBD CDBEB DDAEE DDDDF CCFEB E CDF BAG E EEEFF FEFFF FEEBF FECEF DC	46 36 46 8 16 11 25 16
12064	F	182	CGGBC ABECB ABDBD BCACC FFCBB AFFBF DCCDB CBBAF FAE F CDBEA CAFCE EDAFD AFFFC DF	35 29 53 8 26 38 39 19
12065	F	182	DGCBB ABFCB ACDCB CDADB FDEED DDDDF BBCFD FDDEF FAF F BDD C FDFCF FAAFB CEEEE FC	76 56 76 62 44 75 40 37
12061	F	181	CGGCB AFECB ACDBD CCBEC EFBAB FFBAF ACCFD BCBDF EAB F CDBEC BBEBB DBCFE EFFEB FC	28 58 60 32 54 68 45 28
12033	F	175	CCGBB ABEBB AEDBB CDADB FFCBC BFBBF CCBEB CECEF EAD B BDDEC DBFAD ADBDA CBDDF FC	94 73 53 54 31 79 45 34
12070	F	177	CCDCC ABBBB AADCD CBDED FFFCF AFFFF DACBD CDFDD FAA F FFFCC CCFFF FFDCA BFFFF EE	54 45 25 12 16 15 27 17
12069	F	182	CCGBA ABBBB ABDBD CCBCB FFFAB EFFDF EBCFB DFAAF FAJ F BAADD EDCFB DCBCF EFFDA DC	67 60 35 85 37 56 36 31
12074	F	175	CCGBA ABBCB AADCD CDCBB ADFEB DFDDE FCBAC AEDBF DAE E BDAED BCDBD CFBAC EDEBF BC	28 3 16 35 16 34 37 19
12032	M	174	CCGBA AGFBB AADCD BDDCC BBFFD ABBBB FBCFD EEEEA FAC A CBCFF FBFFF FBBBC FFFFB BA	42 19 35 12 8 19 28 19
12073	F	173	CCGBA ADEAB AADDD BDBEC FFACE FDCFF FBFF CFFFF FAD E FBBDF ADFFF FF FF AFFCF CC	43 23 30 26 37 27 35 17
12034	F	175	DGGBB ABDCB ABDCD ACBDD AFBFE EFEBF FBBFB EBAAF DAE F BBFFB EAFBE FBAFF BEEEF EC	84 73 89 79 86 93 46 44
12068	F	172	BF BE AAA C DDBBA BCADB DDCAA BEAED BCCDC BDFDD BAI B AADDD EACED BBDAD BDDDF AB	23 6 18 57 16 8 13 25
12086	M	189	CCGCC AB AB AEDBC CBAEB AACAC BAACA ACAAC DCCDA CAG A BACDF FDACA DEAFF FFFBF DC	35 19 53 26 29 15 25 19
12053	F	182	CCCAB ABBAB ADDBB BDAEC BCAAB DDABD FFAFF FFFAF FAD F BEEFF AAFCA ACBFF BFBBF FC	72 49 62 48 8 36 35 22

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
12055	F	176	CCCBA ADBCB AEDED DEAAB CFFFE FFFFF CFCFC FBFAA AAF F BCAFE FFFAE FAFFB CCFFF FA	67 38 25 35 29 25 29 22
12052	M	172	CGGBB ABEBB AADCD ACADB FFDEF FFFFE FDCFF FDAFF FAC F EDEFB FFFFF FFFFF FBFFF FF	76 40 69 83 39 75 38 39
12056	M	171	CGGCC ABECB ADEBD BDAEC EFFEB FFFFF FCBBB FFBFF FAG F BDFFF FFFFF FFFFF FBFFF FF	97 89 89 70 71 88 53 33
12051	M	187	BFFBE AAAAD EEBCA DCAEB CCAFD BADDC ACBDC EABDC CAB B CBCDE FFFFF FECB ACBEA AF	9 1 1 20 56 19 20 27
12043	M	176	CGHCA ABE C BADBA CCBEA AFDDD CDEFF ECDEE BFECF FAD B EBEDE CDBCD FECDE CFDBC BA	50 19 46 83 73 44 31 30
12085	M	190	CBGBA ACBBC BACED AAEAA AFFFF FFCFF FAFFA FCFAC CAF F FFCFF FFFFF FBFCF DCCCA CF	54 43 58 29 63 60 48 21
12008	M	178	CBHBA AGFAB AACED AEAAE FCFFF FFCFF FCFFF FCFCC C I F FFCFF FFFFF FBFCA BCCCB CC	97 96 87 70 94 86 59 27
12062	F	179	DGHCC AGBBB ACDCA BCACB DDCFD FFFDF FFFFC DEDAA CAC F BAAFF FAFCA EBEFB CFFDF DC	46 25 10 38 42 22 24 25
13063	M	169	AAABC BFBAC DDABC CAACA FFABA FEFFE CCCFB AFBFF FAD E CACBB CBEDB AACBF BFFFF CC	91 89 95 88 37 95 54 39
13064	M	169	AAABA BBEAC DFADD BEACB AFDAB DFEBE FCCFC EFACB CAE D CCEFB BABCB ACBFF AEADF BC	91 86 85 77 61 91 49 39
13070	M	183	A AAC CBFBC DFAAC BBAEA FFABB DDEDB EDCFB BFDEF BAA D EDDAB DDEED DBACF BDDDF EB	96 95 99 99 96 99 57 49
13060	F	177	AAACB CGDBC DFABC CBAEA EEBCC BDDDF DBCDD DDBAE EAA A BABAD DBDBB BACDE FADEE EC	91 89 95 98 84 94 46 45
13056	F	167	AAAAC DBDBC DFAAB CCADB FEBCA ADDAF FBCEB BDBCF EAG D BABAE ABFAA ADBFF FEEDF EC	98 98 97 88 92 97 58 37
13057	F	172	AAACC CBDCC DFABA DBAEB FFBBD EDDDF ECBFC ABAAF CAH F BADFE DEFBA EDBEE DFEEF EC	94 96 93 70 92 80 50 30
13036	M	180	AAABB CGBBC DFADA DCAEB FFCCB BFFFE AFFFD BFFFF EAG F C EEB EEDCE EAAAF DEFFF DC	88 99 99 97 99 99 57 48
13058	F	177	AAABC CBDBC DFABA CDADB FEBBB DFFBE FBBFA BDBBF EAI BADFE D EB EDE A AF EC	91 97 97 88 68 92 53 36
13062	M	176	AAACC BGDAC DFABC CBBDB AEBCD EFF E FCCFC CEECE DAC D CDDDB DBEBD EDBDF FDEEF FC	94 99 99 70 99 99 59 43

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
13055	F	173	EGGBC BGFAB AFAAC CBAEB FEBBB BCFBB BCCFC AFACF FAF B CBCCA ACCFC CBBBF AFFFF CC	88 97 71 70 68 88 52 34
13059	F	175	AAACB CBFAC DFAAA BBAEB EFBBA BFFFE FBCFB ACADF FAJ F AEEFF FBDBE FFFEF FFFFF EC	97 96 89 79 56 83 49 33
13043	F	178	AAACC BFFAC DDABA AAAEA EFCAA FFFDC FFCFA BECCF FAD E ADCBF BAFBB DABDF BFFBF CB	58 65 53 75 51 56 39 28
13048	F	168	AAAAA CGFAC CFAAE DBAEA EFCCE FFFDE FACFA CECCF FAI F ADCCF FCEAB DACEF BFFBF AC	99 96 93 94 80 98 53 44
13053	F	180	AAABC CCFAC DFABC BCAEA FFCBB EFFCD BCFFB CECAF FAD C CBCCB DCCCC BCCCF AEFFF CC	88 94 94 90 54 97 48 48
13038	F	182	BG CA ABFBC AACCC ECAEC DCFBF FFCFF DCACB DBAFF DAI F DFFFC FFFFA FFFDB ACAAA FC	35 47 27 44 39 46 39 23
13050	F	186	AAAAB BEFAC DFABA BBAEA FFCCD BFFBF BBCFC CFBFF BAA F CFFFD ACABA FCCFF AFFAF FC	94 85 81 51 65 88 54 32
13049	F	182	AAAAC DFDAC DEAAE BAAEA FFCCF CFFCF ACCFC CBFFF BAJ F CBCDA FBFCD DFCBF FFFFF BC	98 85 74 96 80 72 41 34
13065	F	175	AAABC CBDAC DDFAB CBACA DEEAD EDDDE EBBDB ABABF AAF D BACAB ABDBB DBCEF BDDAE BC	97 99 95 94 81 95 55 38
13040	F	180	AAAAB CEDAC DFADC CBBDB FFBAA DEDAF FABFA AAADF EAA A BAAAE AAFCB AEBFE BFFAE EB	NO DEPARTMENTAL RECORD
13068	M	175	AAACC CCFAC DFAAC BAAEC FFACB BDEAF FCCFF CEDCF FAI D CCAEB AEECC DCCFF A EEF FC	99 97 95 86 95 86 55 29
13039	F	177	AAABA CBFBC DFABE AAAED FFFBB FFFFF FDCFA FFFFF AJ F BEFFF FAFEF FFDFF BFFFF CC	98 88 64 67 31 54 38 28
13066	M	177	AAACB DFAAC DFABC BBBEB BFAEF FEEDF FCFFC FAFCF FAG F AAAEF EAEAA EDDEA BDDDF CB	63 76 89 38 83 62 50 20
13061	M	182	EAABA CBF C DFADE AAAED FFBAC EEEFF FFDEC FEEEF FAB E CBDFA EBFFB EEAFE E C C	96 88 90 81 94 82 49 32
13051	F	171	AAABC CDDBC DFABA DCBDB EFBBA BDDAF FBCEA CACBF BAB A BBAAE ABDCA ADAFD FDDAE EC	98 98 98 94 97 99 57 45
13052	F	172	A BC DBFCC DFAAC DBAEA FFCAB DBFBF FCCFC CFCCF BAC A AACCD AABCA ACCFF FEAEF FC	97 98 97 99 99 97 51 44
13044	F	183	AAABA BEFBC DFACC ABAEA FFBB BFFCF FBCFB BFABF FAE E CACBC ABFBC DAFFF C EDB CC	97 92 85 65 69 77 49 29

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
13010	F	180	CGDBA ABFBB ACCBB BDBDD EEEFD FDEEF DBBDA DEBFF EAA A BDEDA EDAAA DAEFF EDEEF FC	96 97 95 86 88 92 54 35
13001	M	178	CGGBA ABDAB ADCBB CCACB FFBAB BFFDB FACFE CEBEF FAB ABBDE AAADB AEBAF FFFEA FC	88 95 81 65 54 72 40 35
13028	F	179	CCDBA A BAC DDADD BBADC AFFFD FFAEF ACCFC FBABF CAI E BAAFB FEECF FEFFF ACFEB BC	96 73 50 57 26 64 41 30
13023	M	178	CGHCA AGECB AEDDD BDCBC AFEED BFFDF EDFDF EDDBF BAD E CDFFB FDBBD FECDF FCCCE FC	67 67 69 59 37 56 38 29
13004	M	181	DGGBC AFBAB AECBD DBBDB FFBBF BDEAE BCCFC CCDDC EAE B CBBEF EBBFB ACBFB BBEDF EC	67 75 46 54 65 66 41 31
13017	F	183	CGGCE AGFAD EEBCA CCADA FFCFF FFFFD FCCFE EFFFF CAH F FFFFF EEFCF FECAF FFFFF FB	28 40 48 44 10 30 32 22
13005	M	176	CCCCA A BB ADFAC BEAEC FFFFF FFFFF FFAFA BBBDF AAF F BFCFF FFFFF FFFFF FFFFF FC	46 60 25 59 59 48 36 27
13006	F	175	B FGB AAACD ECBCB BBBDB EEABB AFADF EBCED BBCEF AAG E CABDE BAFCE FBDFE FDDAB AC	98 63 84 81 39 56 34 33
13029	M	172	DGBBA ABFAB AECED BCAEB FFABA FFAEF ACCFC BDBBD BAJ D AAADA DEDBB FAAFA ADDAF BB	96 78 98 83 81 94 50 41
13026	M	179	CCGBA ABEBB AADDB CCAED DFAAE DFFDE CECFE AFEEF FAG F AEEFD EFFCB EFEFF FFFED AC	72 52 60 83 71 56 36 32
13016	M	184	CCGCB ABECB AEDCB DDCCB EFDAD EFDDF EDEDD DEDAD AAG D ADADA AEDDA ADAED ADDDE DA	91 93 95 97 84 80 47 33
13024	M	181	CGDCA ABCCB AEDDB ADACB CDEFF FFAFF ECDAC DFEAF BAE CFEFE EEFFA DEAFD AAAAF FD	94 93 98 99 97 97 54 42
13022	M	178	CC BC AFDBB A EBD BDAED FFCDE CDABF DBDEF EFDDF DAC A DDDEF DADFA DAECD BDECF DC	35 52 69 51 84 25 25 24
13027	F	179	DCEBB ACBBB ACDCA DCBEB DFDDA CFBDC DCCFF BABBF BAH D BCBDE FAFBC DFECE FFDDB AC	NO DEPARTMENTAL RECORD
13014	M	178	DGDBA ABFBB ABDCD DCBEB EDEBD DFAAF ABBEA BEBBD AAE E ADBDB DBDEA BAAFF EDABE BB	91 88 94 86 69 93 55 35
13021	F	176	CC BB ABBAB AEDCA BBAEA EDBAB EDFBF BCBFC CEBFF FAB D CECAB FAFFA ABBFF EEDEF EC	72 85 81 67 65 68 40 33
13011	M	150	BCFCA ACBCB ACACD BECDC AFFFF CFAFE FCFEA ECCCC CAB F FFFFF FFFFF FFFFF FFFFF FF	63 47 58 59 49 68 37 36

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
13012	M	173	DGDBA AGFCB AACBD CECDE AAFAA FDBEF BAFBA FCFAF AAC F FEFFD EEAEF FBCFB EADBC BA	67 91 93 96 92 91 47 41
13020	M	175	DBBBA ABFBB ACCED CDECD EFFFE CDDDF EACBC FCFAF EAA B AAAFE ADDAF FDDFE FDDDF EC	84 56 71 86 81 83 44 38
13003	M	173	DGHBB ABEBB AACCD CBBEC DFFCA DFFDF FAAFE ADCEF CAD F ADCDF ACFAC CFDFF AECCD FA	99 98 98 96 99 99 58 45
13009	M	181	DGDBB ABFBB ACCCD BCCED FFACA CDEEF FBCFC CBCCF AAJ B CACAA DAFCC AFAFF FDAAF EC	91 0 97 0 92 0 0 0
13042	M	181	AAABA CBEAC DFACD DEEDE FFFDA FFFCF CCCFC BFDFF BAC B BACFC BCBFB ADBFA DBCBD CC	58 63 46 41 51 70 42 32
13054	F	179	AAABC CBFAC DFAAA ABAEB ADBBB DAFBF FBCFE AEDFF AAE F BABAD DBEBA DDBEF FFFFF AC	72 93 85 86 65 93 51 39
13041	M	175	AAABC CEEBC AFADD CCAEC FFCBB CDFFE ACCCC CBCFF CAB F CCCCE FAFCC BCCBF CFF E EC	67 73 69 81 80 68 40 33
13002	F	180	BFFAE AAAAD EEBCE CAAEA DECBF FFFFC CFCFF CECAF AAC A DFCAD ADFCA ACBCF BFFFF CC	46 65 46 67 37 50 40 24
13008	M	191	CBGBA BBBCB ACCEA CEBCE EFFDD DDDDF ADADC ADADB DAI A AAAAD AAECA IAADD EDDDD BA	NO DEPARTMENTAL RECOPD
13019	M	182	BFFCE AAABD EEBBD CBADB BFCDC DEAAC DBDCF EFFDB BAJ C ADBCD EDCBA CDABC BDEEC CB	63 47 20 57 47 64 39 32
13030	M	177	CGGCB AEBBB ADDCB DDAEB DABCD BECB ECFFD BFCDB DAA C BDACE BBDAD ACBCF DACAF CA	80 69 50 12 39 36 43 14
13020	M	176	CCDBA AABCA AECCE DCAAC BED C FCACE ADBDC ECFEB AA E FFABD AFFCD ACBFD BDABE BD	84 56 71 86 81 83 44 38
13007	M	172	DBGCB AFBCB ACCCA CCACC EEAAE DDDED FFCEB AFDFF AAH D BDADB DDFBA DBDDF CAAAD AC	72 76 91 44 89 79 54 25
13067	M	180	AAABC BBBAC DDFAC ABBBD BFFBA ADFBC DDCFF DDDEF FAH ECADD DDD F DDAAF BEFDF DB	50 63 43 44 29 64 38 33
13037	M	181	AAABC CFDAC DACCE DAAEA FAFC FCFCF DFCFC DDCFD FAH C CCC EFC CCCAF C FF CC	96 99 99 41 92 92 56 31
13015	M	173	DGDBA AGDBB ABCDD BECBC DDADD FFDFF FCCDC FADDF CAF F DFFFF FFFFF FCDFF FFFFF FA	88 89 88 96 99 99 56 43
13018	F	176	CCBBA ABFCB ABDED CCBBD EFAAA BDDAF EACEC BEAEF FAI E BFFFF FFECF FBDEF EFFFF FB	97 83 78 86 16 58 41 27

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
14024	M	174	CGBAA AGBAB ABCDD BDDDD ADCCC FFFFF FFFFC FFFFF FAE F FFFFF FFFDF FFFFA CCCCF AC	23 13 8 38 51 46 21 35
14002	M	180	CBGBA A DBB AADAD CEADE BCFFF FFFFF FECFF FFFFF CAC F FFFFD FFFFF CCDFE ACCCC CF	23 7 53 67 19 42 27 33
14001	M	179	BFFBE AAABD EABDB CAABC BBFFF FFFFF FFFFF FFDCF FAB D BCAAF FFFDB CFECB ABFCC DA	36 23 53 17 10 38 29 29
14003	M	175	BFFAE AAAAD EABDB ECCDE FFBDF FFFFF FFFFF CCCFF CAD F FFFFF FFFFF FFFCC CCFFF FC	54 43 38 48 29 42 39 21
14004	F	172	CBBBB ACBAC ACCAD BDAEB CFFEE EFCAC FCBFC EBBCF CAE F DDCDC DCFCC FFCFF FFFAF CC	91 47 62 59 39 83 49 33
14005	F	176	BFFCE AAAAD ECBBE CCAEB FEADA AFBFE DBFFB ABEED BAF F BECED EADEA DACFF BDFDF FC	76 47 27 72 26 64 39 32
14008	M	173	DBGBA ABECB AACED BDACD FFDAA AEFFF FFCFF FCAFF FAI F AABED ABFDA DDDDD FEAAF FC	63 76 74 17 44 73 51 25
14007	M	161	BFFBE AAACD EABBD BCAEB EEEEF FDEDF BCFDB BEEFC CAH E BFDEB DEBBB FBDFA EDABE DA	67 78 81 65 84 82 47 34
14009	F	161	CGGBA AGFCB ABCDA CDCBC EFEB FFBA FBFFF BFFEF FAJ F FCFF FFFBE EEBEE EEEEF EC	80 83 87 85 63 95 52 40
14010	M	176	CBHAC ABFAB AEDAA CBAEA FEBBB BADBD FCCFA BBACE BAA A CAAAA AAFDA CFCFF FDAAE FC	84 69 81 93 89 88 47 39
14011	M	180	AAABB BEFAC CFACD BBADB EFAAB BAEBF FCCFC BCACF BAB F CABAA ABFCC AEBBF CFFAC DC	23 25 27 51 31 38 39 19
14012	F	178	AAAAB CGFBC DFADD BDABC DFDAB DFFDF FBBFF BADFF FAC D DADEF FEFCC EFCFF FFECF BC	80 89 48 67 54 79 45 34
14013	M	000	CB CA ABCAC ABBED CCCBB DEBEA DCBCD FFACB DBFCB AAD C AACBC CDAAA BCCBB DBABC FE	28 23 38 8 26 25 30 21
14014	M	173	CCCBA AB B ABDED ABE D A F AE F FF D	26 4 10 2 10 15 27 17
14016	F	190	DC BA ABDCB ACDBA AAAEC ACDFB FDDFF CEFDB FBFCB FAG B BABEC ECCEB ACCBE CEEDF BC	50 24 15 8 16 20 31 17
14017	M	175	DGGCB ABBAB ABCCB BEADB FCAAB BDDAF FCFDC ABADD BAH D CDCAE ACCBC EDCFD FFEBF FC	46 36 62 94 84 56 32 35
14019	M	183	BFGBE AAACD ECBCD ADCDD AAFFF FFBEF BCCAB CDDBB EAJ F DEDEB AEFEE EBDFA AAABF BC	28 80 58 48 42 75 43 34

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
14018	F	184	DBGAB ABDAB AECEB BCBCD FFBBA EFFDF EBCBF EAAEF AAI E AEBEB EEAFE EAAFD EFFFB EB	80 73 70 15 49 77 43 35
14021	F	180	CGCCB AGFAD EDDDB CCACB FFABD DFFDA FBBFC ACBCE AAB F AECFB AEEAA FBDFA CFFCF AB	43 76 40 41 42 68 42 31
14020	M	176	DCGBB AEDBB ADDBD DCADB EFBBB DEEAD ECDEE DABAD CAA D BDBDE BAFBA ADAEF EDDCD CB	97 67 93 83 93 82 55 26
14025	M	180	CCGDA AGECB AAECD ADADD EFABE DFFBF FBCFC CBCCB FAF B CFCBC ABCCC EBCFF CFFEF FC	46 31 60 54 65 42 42 18
14023	M	184	DCGBA ABDAB ACCDB DCABD FFDEF CFFEF FCFFC BDABF DAD F CFAEC DDFCA AFADF FFFDF DC	67 63 81 65 37 70 47 27
14006	M	000	CGGCC ABDAB ADDDD CEBED FFABA FFFFF FCEFE ABFAF EAG F BBEFF FFFAF FDAFF EFFFF DB	38 56 64 67 86 70 45 29
14126	M	179	AAACC CEECC DFAAA CBADB EEDDD DEFFD FCAFD EEDBC DBG D EDAAA DDEDD EADBF EEEEF EA	94 96 95 93 96 88 56 30
14170	M	181	CGHBA ABFCB ABCDD CCADC EFDBA DFFEA DCAFC DBAAF EBA F EDAFA FBAAE DBEEE DFEEA BD	91 56 64 70 56 64 44 34
14169	M	183	AAABC CEEAC DFACB ADAEC FFEEB EFFDF EBCFD EBEBE CBJ B BEFFB FAECA FEFFF FFFFF FC	94 92 84 79 80 77 45 33
14168	M	178	BFFBE AAAAD ECBDB CBCDB FEBBD BFFBC FCCFC BACAF FBI B BACBA DAEFA ABCBF FFFEF BC	50 65 48 59 71 66 43 29
14167	M	178	CCGBA ABFBB AACCB CCCCC AAABA BAAAB BBBAB DBBAD BBH F BBBDD DAACB AAAFE AEEBD BC	58 40 67 67 50 73 44 32
14166	M	186	BFFBE AAABD EBBCD EBACB FFDBC CEFEF FCCFC CDCFF DBG F CDBDC DDCFC BCFFC FFDEF CC	76 36 40 26 26 21 34 18
14165	M	178	BFFBE AAABD EABBA ADAEB BFEEA DAFDD CBCEC BABDF EBF A CBCEE DBBDB ABADE EDEAD DC	46 49 27 35 44 27 35 17
14164	M	183	CGGCC AGDCC AADBD CCAEB EFADF FDDEF FCCFB EBBCD BBE A BEBEC ABECC BEBFB EEEDF DD	72 63 74 51 44 66 42 30
14163	M	168	CBDBA AGFCB AACDE CCBDD AEAFF BFADF CAAAC FCFCC CBD D CDDFC DACFC DCAFC CADCF CC	76 71 87 85 65 85 51 42
14162	M	177	BFFBE AAADD ECBCB BCCDD ABBBA AFDEF FAEDA ACBDE FBC D CAAAA DADAD AAAEE DEEEF EC	23 23 20 29 10 27 27 25
14161	M	174	CCCBA ACECB ADDCB CCCDC DDADD DDDAF EBBDA EACAB FBB D ADADA DDDBE EAAFE DEEAD EB	80 47 76 97 94 93 48 42

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
14159	M	175	BFFBE AAACD ECBED CEACA CFFAE EFFEF FBAEA EBDDE FBJ F ADEFF EEDAD EAADF FADDE EB	23 25 35 92 42 72 33 42
14158	M	176	BFFBE AAACD EABED CDDCD EDFCA FFFFF CCCFD EFFBD ABI C EFFFF DCCBA BABDE ECFFF DC	91 82 88 93 86 92 47 42
14157	M	180	DCGBA ABBCB ABDED CDCDD ADEFE DFDDF ECBEB DAEB ABH A BADED DBACB EBAFB FDDAF FB	84 80 95 97 99 98 49 48
14155	F	178	BFFBE AAACD EABCC ABBDC AEFFA FFCDF ECCFC EEDBF FBF D BDBEB EBCEC DBBCF EDEEF FB	76 40 60 65 42 79 46 33
14153	F	174	AAABC CEDAC DFABA BBAEB FFCBC CFFDB CBAFB CFBBF ABD F CACFE BEEFC DDBAF FFFAF FC	96 83 60 67 51 80 42 38
14151	F	173	BFFCE AAABD EABCA BCBDC EEDAA AEDDD FAEEA ABAAD BBB E BAADD DAFBB ADAEE EDDAF DC	72 67 43 54 56 46 40 22
14146	F	176	DEBBA ABCCA CADCB BBAED DFCDB EFFEF ACBFB EBDDF FBG F CBBFB FDECB FBEFF FFFEE FC	NO DEPARTMENTAL RECORD
14147	F	176	BFGBA AAACD EABBA DDADD EEFFE FDBBF ECEEB FEFBF EBH F DEEFB FEBAF FBFEE EDBEF EE	54 65 50 35 26 50 46 18
14145	F	171	CCGBB ABECB AADDB CEABE AFAAA AFFFC FFAFF FFAAF FBF F AADDC DAFFA AFFCF AFFFF AC	84 78 71 44 56 64 46 25
14144	F	177	FFCE AAABD EBBCB CCCDB EEDEB CEDAF EDBFB DDAED CBE F DFAFB EDEDE EDEEF AFFFF AC	11 29 5 35 10 12 16 26
14141	F	172	CCEBA ABDCB AADEB DDDBC EFBDD DFFAE DCBFA DFDAD DBB A BDDEB FEABA ABBDE BDFDF DC	80 82 40 67 31 42 42 16
14142	F	181	AAABC DEFAC DFAAC CBAEB DDCAA ADDBA FBFEB BDBAF DBC D BACBD AEFBA BACDF DEFAF DC	98 97 87 96 77 92 56 33
14140	F	181	AAABA CDDAC DCACB DAAEB FFCAC FFFFA ABCFC FFBFF FBA F CBEAD EEBBB ACCBF BFFFF EC	91 83 67 51 39 54 41 25
14143	F	174	DGGCC ABEAC DDAEB BCADB FFBBB EFFFF BCCDF BBDAF ABD D CBBED DBFBD ABBDF FFFFF FC	67 52 53 44 47 46 39 23
14131	M	164	DCGBA ABDCC ABDED BEDBD EAFFF FFAAF AFFEB FEFEC CBB D BDCFB FDECF ACBFF DDCCF FC	96 94 97 98 97 99 56 45
14132	M	181	CGGBA AGBCB AACDB ACADE DDFAA FDEFF CCEDC EFACC DBC D CCCBC DBCBA ACBFF CDDDF AC	67 23 60 65 86 54 34 32
14130	M	300	DCGBA ACECB ABCCB BDBDB DFAEF FFFAF ECBEB AADAD CBA FEAED EEECA D AFE AEEDC FB	72 89 91 89 73 88 48 38

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
14133	F	171	EBGBB AECBB ABCBB BCADA AFDBD EFFFF CCCFC CEADD CBD E CBBDD DDFCB DBBFD BFFDA DB	99 98 87 97 77 95 54 39
14128	M	000	CCGBA ABDBB ABDCB CDBCB FFEAB CAEAD ECCFC CDBCF EBI A FBBAA BCFEC BCCEF ABEDF DC	91 71 78 70 69 83 47 35
14135	F	182	AAACC CBFAC DFADA ACBCB EFBED AFFDE EAEFA CDAAE EBF E FEEAD EDFCA AACEF AFFEF DC	91 86 81 91 84 86 46 38
14138	F	174	DBGCA ACBBB ABCBD BCADA EFFEE BFFDD DEFFF EEDED DBI F EFFFF EEEBC DBEFF FFFFE DD	63 47 43 32 3 60 42 27
14139	M	183	AAABB CBFAC DFACB BDAEB FFAAE EEFBD DCCEC ABABF EBJ DDADD DBEEB AABAF BFFDF DC	96 82 89 41 81 90 57 30
14137	F	176	CCHBA ABEBB ABDCB CDADB FFAC FFFF ACCFD EFAEF CBH E BABAE ABEBB ADCEF DEEAD FC	63 65 58 62 49 75 48 29
14134	M	173	BFFBB ABACD EABDB BCCCD DDFDD DFDDF FCBEA FFFEF CBE D ADAFF FEFDE FDEEF AEFAB DC	NO DEPARTMENTAL RECORD
14127	M	168	AAABC BBEAC DFAAB ABAED EFCDE FEFBF CCCFC CDBBB FBH E CDDDE BACAC EABFF EDCDF EC	80 91 84 79 94 79 45 34
14039	M	169	AAAAB CGFAC DFABA EBAEB EECCB FEDDF ABCEB CACCF DAJ A CABAE AAAEC AEADB ADDDF CC	99 99 99 98 98 99 59 49
14040	F	181	AAABC DFBAC DFABE DBAEA EFCCB AEFDF DCCFF CEBAA FAA B CACDF ACBCB CACFF FEEBA FC	99 97 91 0 86 0 0 0
14034	M	178	AAAAA DEDBC DFACE DEADD EECDB BCCCD DBCCA BBBDC BAE B BCABD ACAAA BCCBD FFFBF FC	91 0 99 98 97 91 46 42
14035	F	174	AAABC DFFAC DFACA ABAEB FFCAD EFFFF FCAFB CDBBF FAF F CFCEE FFEDF FACEF EFFEE EC	99 97 91 94 87 91 54 34
14038	M	169	AAACB DBDBC DFABB CCCDE DFDEE ADDAE FDCEB EAABF EAI D BDBFB FDFCF EEFFD FFFAF FC	67 94 93 97 77 97 54 42
14036	F	172	AAACC DFDAC DFAAA ABAEB EDBAE EFFFF FCAFB EDDDF FAG A CFCFA FFEDE FABFD EFFEE EC	94 85 90 83 77 96 53 41
14050	M	170	AAABC DBEBC DFAAB BBADA EFBAA EFEFF DCDFB EAAFE CAA B CCCED AAFCB DADDD BDFBE EC	88 97 99 94 98 95 54 39
14029	M	171	AAABB CBFAC DFADD ADADD AFADE DFEFF CCFDC FFDCF CAJ F CFBFC FCFCF FCDFD CDDCC AC	91 93 97 94 99 98 55 42
14037	F	172	AAACC CFDAC AFABA BBADB EEAAE EFFFE ECAFA EDDFE EAH F FECFB FFEDF FADDF DFFFF EC	58 69 80 81 59 90 51 36

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
14172	M	173	AAABA CBEEA CAADD BDACD FFBBF FAAAF BBCFF CABCF EBC F CCBCF FABDB ACCCD CFFF FC	98 96 97 97 92 91 51 37
14173	F	176	AAABC CDCBC DFABA CBAEC FFCBD ADDCF FCFFC BEBBF FBD F CBEDA DAFCF FBEFF DFFED AC	91 83 89 85 65 87 51 28
14075	F	175	AAABC DFEAC DFABC EBBEA DFCCD BFCAE BCCFB CBBFF FAF F BCAAA AAECB AACCD DDDBF AC	91 63 43 89 37 66 40 32
14045	F	175	AAABB DEDCC DEACA CBAEB BFCBB FAEEF FBCFB EDDFE FAF F CECDB FDFCA FACEF FFEDF EA	96 86 97 83 94 97 53 43
14074	F	178	AAABC DEEAC DFABB CCCEB EEADE EFDEE EBCDD BDDDE AAE F EFEFC FBFCC FEBFE CDFFB DC	91 80 83 85 29 86 51 35
14044	F	183	AAACB CGDAC DFAAB DAADA EFBEA EFFAA FBCFC DEBAF FAE F CDCDD FBFCC DBBDF FFFAE EC	88 80 40 70 37 80 45 35
14028	F	172	AAABB CBEAC DEACB DCADB EFBAA AFEAF FEDFA FBFCD CAI F CEBFC ACBDC BAADD EDDBF DA	94 88 84 81 71 95 52 40
14027	M	178	AAACB CBCCC DDACA CCBBC DFEED ADEDF DAEFB FDEAF CAH A CBBFE EBFBB FDEFC ADDCB BA	88 78 84 85 83 95 52 41
14031	F	178	AAABC DGEAC DFADD DEABC FFCFF FFFEF FCCDF FFFFF FAB B BDCCB EFFCC FCCEF FFFFF BF	80 82 81 51 49 90 51 36
14026	M	169	AAABB CEDAC DDAB CBAEB FFABC AEFCE BCCFB AFACF FAG A AAADC DDFFB AABDF BDFAF FB	0 0 99 0 93 0 0 0
14032	F	174	AAACC DFFBC DFAAA BAADB FFCDD ADFFE FCDFC CFDBF FAC F FEFAC FABEF FBCCF AFFFF DC	84 75 62 93 47 70 46 28
14047	M	182	AAAAC CEFAC DFABA DBADA FFCCC CFFBA FCEFF CABCF FAH B CECDE EBFBF EECFC FFFEE FC	88 80 84 88 61 82 47 34
14046	F	172	AAACB DGBAC DFAAB DBADB FFCCD FFFBB BBCFB CFCEF FAG F BABBA AAADA DABBF FFFFF EC	91 88 99 97 88 98 56 42
14049	F	178	AAABA CGEAC DFADD DAACB AFBED FDFDE BBCFB AEAAF FAJ F CCCEB AACAD ABAEF FFFBF EC	91 80 84 81 80 90 47 40
14033	F	180	AAABC DFFAC DFAAB CBADB FFBDD AFFEF BABFB DFADF EAD E ADADB DAADA ACAFF CEFDF FD	NO DEPARTMENTAL RECORD
14030	F	182	AAABB CGFBC DFADD ADAEE FFEFF FFFFB FCFFB FEFBF FAA F FFAFA FFACF FDBEA AFFFF FE	96 98 90 85 80 96 53 45
14048	M	177	AAABC CBEBC DFACB CCCCB FFCEA BFFDF FBCFB ADCEF EAI F CDFFE DDAEA EAEEF AFFEF AC	84 95 69 90 96 95 53 40

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
14051	M	181	CCEBA ABECB ABDED BADBD DFFEE EEFEF ECDFB FEEEF DAB F ADDEB EBDBE EDDFD CEDDB DB	38 31 35 26 63 40 41 16
14052	M	173	BGGAC ACFBD ECECA EDDBD FFFEE EBFEF EEEEE BDBEB EAC A BDDBE DBEBB DFEEF EFBBE FB	38 15 25 26 29 20 34 14
14053	M	187	CBDBB ABCBB ABCDD CECCD EEEEF FFBEF FBCEC FBACB FAD D CAADE FBECA DBEFE AEDD BC	63 58 71 59 68 66 40 32
14055	M	000	CCCCA ABBCB AAECD DCCDC EDEED CDDDF BADEC DDDBD DAF B CBADE EBABB ABDFE BAEDD DC	63 31 58 38 51 48 42 21
14057	M	183	CBDBA ABFCB AACBD EBABD DDFFD EFDFF FCBAF CEEBF DAH D BDAFF ADCCA EADAF FBFBF CB	84 58 81 65 31 87 45 40
14058	M	172	AAABC CBEBC DFADB DBACA FEBEA BFEDF DCCED BBADD CAI F BFBEF DFFBA DAAFF FFFDC EA	67 63 53 91 59 70 32 42
14059	M	183	CG BA ABFAB ABDCD CDADC DEECD BDFF DCCCD CCBFA EAJ F BECFC CEACC EBFFD BEADE AC	50 38 81 59 83 88 52 34
14060	M	179	AAABC DBFBC DFACA BCCBC FEAD BFEAE ECBEB BBAAE AAA E CBADA DBEBD DDAEE DDEDD AB	58 63 64 86 56 92 49 40
14061	M	181	CEHAC ABBAB ABDCD BBADA FFBCC DBECF FCCFE CBCFF FAB C CACBB CCFCC BFCFF FEECF FC	99 92 98 93 96 93 55 35
14063	F	172	DGEBA BEAB AACCB CDCCC DDEBC CCCAF ABBCE FDECF BAD F DBCBC ABBEB DCCBC EBCCE FA	NO DEPARTMENTAL RECORD
14064	F	174	EAABA DGCCC DFACD ABAED EBFEF FFCEF FCDCE FDECF BAE F DBCBC ABBEB DCCBC EBCCE BA	88 89 89 89 75 95 50 42
14066	F	184	BFFBE AAAAD EEBBD DCBEB EFBCA AFFAF FCCFA CABDF CAG F CCBAB DAFAD ADAFF B FAF DC	46 65 64 93 59 77 44 34
14067	F	176	CGHCC ABBAB AAEAA ACADC FFBCC DFFCD FCDFC CECFF AAH F BBCBC BCFCE ECBFF FFFFF FC	35 58 35 26 6 27 39 13
14069	F	176	CEGBB ABBBB AADBD ADBDC FFBDD BFBBF EEFFB ECEEF DAJ E CDDDB DCDBC DAEEF EFEDF FC	50 54 15 54 16 24 30 20
14070	F	173	BFFBE AAAAD EEBDD ADAEB FFBDA DFFBE BEFFB DCEEF CAA F BBBEE EDDBE EABDF EFEAF FC	72 49 64 70 42 60 43 28
14071	F	176	CECBB ABEAB AADBD ADADB FECBB EFEBF EEFFB DBEEF FAB E EDFFC CEFCB DABFD EFFEF FC	3 7 10 29 0 17 22 24
14072	F	180	BFFAE AAAAD ECBDD BCADB DCCEA EEDAF FCEAB ECEEE AAC E ABDDE DAFCE BEBBF FEFEF FC	58 49 25 29 10 44 34 27

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
14073	F	171	BFFBE AAACD EDBBA DDAEA EACCD DFFEB CBEAC DFCCA AAD C CBAFC BACBD ADADA CEFCA FC	35 25 6 10 31 20 28 20
14198	M	197	CGHBB ABFAB AACDA CCADB FFFAB FFAFF AABFC FFFFF FBI F FFFFC FFCCF FCFCA CFFFF CF	67 29 35 6 42 36 34 23
14197	F	173	BFFCE AAAAD EBBDB ACBDC EFDDE BFFDE FDCFB BBBEF FBH F BBADB FDFEA DIAFF DFFFF FA	58 23 10 54 44 25 24 27
14196	M	198	BCDDB ABABC DEADE DAAEB ACFDE DFDAF CFAFD AFEAF CBG C AFFFC FFAAF FACFB FACCF DC	28 25 6 41 26 27 25 27
14193	F	173	BFFBE AAABD EBBCB DCBCB ADEDC DFDBD ADFDC ACEDF DBD C FDABD BFFCA EBDCF FDBAA EC	23 36 8 8 8 19 29 18
14192	F	174	AAABA CBFAC DFAED DEAEA FFFBB AFFFF CCCCC AFCCF FBC D BAAAC BACCA EBCFF EDDDF FC	96 92 89 81 81 88 46 40
14191	M	187	CFFBE AAACD EABED BDEBD DDDEA AFDDF FFFAE FDECB EBB F ABAFD EEEED DAFFD DDDED DA	23 29 38 44 37 22 30 19
14189	M	176	DGGBA AEDAB AACBD AEAEA FFABA DACAF FCCFC BABCE EBJ A AACAC ADECD FFCFF ADCCF BC	63 60 78 38 63 72 48 27
14188	M	178	BBBBB ABECB AACEA AAABE EEEDB BFFDF FAEFA FBADF EBI F BAADB AABE AAADD BDDDF EA	63 29 35 48 77 34 34 22
14187	M	178	EGGBA CEEBB AFAAB DCADD EEDDE DDEFD BBCEB EFADF EBH A AAADC DBCFB ACAEF BDDDF EB	94 91 80 86 49 94 54 37
14194	M	176	AAABB CEDAC DFADD ADACD FFAAF ACBCE BDBFC DECDA CBE F ADCCA FDFCC FFFFF FFFAA CA	96 89 95 90 81 95 51 41
14185	M	180	CCCBB ABBBB AACBD CCACC DEFAD ADEAF ABCDB EDAAF BBF B BEEAE AEAFE IFAAD EDDDA CB	67 43 48 75 42 68 34 38
14184	M	175	B FFA EAAAA DEEBB DDCAD BDBAA AADAD AABED BEDED EBE AAAAE ADDAA AAACE EAAAA BD	67 76 86 72 84 82 53 28
14183	M	174	BCGBA AAACD EABED ADCAD BDEFD EFCFF FBECC FBFEC CBD A BEEFA FFECD EEAFC CDACB BC	NO DEPARTMENTAL RECORD
14181	F	168	CGCBC ADEAB ADDCA CBACB EEAAD DDFDE FDFDC DDAFF ABB F AAEDC EEFCA DAEFE DDEDD CC	28 40 25 10 1 7 22 15
14180	M	172	CCCBB ADDAB ABDCD CDACD EEEFD BDEEB ABDEA EAEDF DBA E BEEED EBEBA DBBAE CDDFF BC	40 29 53 32 47 44 40 21
14179	M	185	DBHBA AFDBB ADCDB ACBCC FFFBB EDDFE EBCFB FBEDE ABJ B CEBEE EAEBC DEDEE EDEBF EC	58 31 58 59 42 80 39 41

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
14177	M	177	BFFBE AAACD EABAD ACACB FEDEB BEFAC AACFD FFAAF CBH A CBADA ABCBB AAAEF EEFEF CC	54 69 64 67 47 79 43 36
14176	M	181	AAABC DEEAC DFABC DBAEB FFBBB BFFDB EBCFC BDAEE ABG E BADA DEEBB EDBFE BEEAE EB	72 75 95 83 66 91 53 35
14101	F	176	CGGAC AFDAA BEEAD DBAEB FFCAD FDDFF FCADC EEBCD BBB F AABFE EAFCE FD DB EFEDF FC	94 83 83 72 69 85 50 33
14102	M	188	CCDBB ABBAB AADDD DEACB CFFAD CFFDF FAADC ADAFF DBC F AACFE EAEFA EABFF FABEF DA	35 23 11 32 26 52 32 33
14103	M	177	BFFBE AAABD EDBCA EBAEB FEBEB FFDAF CCCAC ECFCF FBD F FFFFB FFCFF FAAFD FCBBF CB	84 80 93 93 95 94 51 40
14105	M	176	DCCBB BGFBB AADED ADCCD DFFEE FDDEF ABAAB DAAFC EBF FFCDF EFEBA DDEFF BAABD DD	84 60 93 86 87 82 44 37
14107	F	180	DCCA AGFCB AADED ECCEB EFFBB AEFFF FCCFE AFEBF CBH FBCEC FBFCF FBBDF FFFFF BC	76 58 30 51 26 56 30 31
14109	F	173	BFGCE AAABD EABCB BCBCC EFEEA F BBF ABADC DBEAF ABJ F ACFFA A BAA CADCF BAAAD BA	17 10 30 20 21 20 30 18
14118	M	000	AAABC DBEAC DFABE EBADA FFCBC CEEDF CCEFC BCBED FBI F CECFB FEBCE EBBFB EEEEF EC	42 31 27 72 10 42 31 29
14119	F	194	BFFBE AAACD EBBDB BDCCC EEAAA BFBDD ACBEC BDADF DBJ D BCBDB DDCED DCAAF BDDAF CC	58 49 20 17 29 54 42 24
14121	F	183	CCDCB ABEBB ADDBB DCCEB EFBDE FFDBC BCCEC DBAEF CBB D BBCAC ADCFD BCBCA FDDBF CC	38 36 25 41 47 58 40 28
14116	M	175	CCGC AABFC BABCD DCDDC DDEFE EBDFD FDDED BDADB FBG DCDDF BDADD DACDF ADDED FB	88 49 71 48 49 73 48 28
14122	M	181	CGGBC ABFBB ABDDD CCACC DEEDA EDDDF ECFDC DEDDF DBC EDADB DEECA DADFD ADAAD CB	42 49 46 38 42 50 40 24
14123	M	183	CGGBC AGDCB AADCD ABAEB AADEE FFADF FCAAC FCFAF ABD F FFEFE FEDBF FDAED ACCCB FF	97 86 99 85 97 99 58 46
14114	M	174	CDHAB AFBBB ACDBA ABAEB FFCBA CFFBF FCCFB CBCCC EBE F CCCBE FBFDD DFFFF AFFAF FC	88 67 69 79 51 83 48 34
14113	M	175	BFFCE AAABD ECBBB CCADB FEDFD DDFDF DCCFC DDDDC DBD F CCCDC DAFFD DCCFF FFCA CC	58 43 64 89 49 80 45 35
14106	F	179	CCEBA ABECB ABDCD DCBCC FFAAA DFEDB FBCDF AADDF DBG E BDCAD EDDBA DAAAD FEDAC CC	35 23 40 36 8 29 31 22

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
14108	F	187	BFFAE AAAA DDBBD DCBDB EFDFE EFEFF FBBEC EAEAF DBI D AAEFA FDFDE FAAFA EFFDA BC	91 38 11 70 51 66 40 32
14110	F	176	CCGBB ABBCB ABDDD BDECC EADCE DBEBD AABEE BEAEF DBA B BBABA DCDBB BBCAB CDBED AB	88 71 55 65 59 72 47 28
14111	F	172	BFFBE AAABD ECBDD DDADB DDDDD AADDD ADDDD ADADD DBB A ABEAA BCADD AAAED ADEFF CA	35 13 10 20 2 12 24 18
14085	F	183	BFFBE AAABD EABED DEBDB AFFEA AFDDA ACCFC ACBBA AAF DFDDF DAECB FFBFE FAAAF DF	67 49 48 26 49 46 38 24
14076	F	176	AAAAC CBDAC DEACB CBAEB FFCED DFFEF ECCFD CEBBF FAG E CADDE ABBDD DBBFD EFFEF FC	80 76 55 75 49 70 39 35
14080	F	189	BFFAE AAABD EABDD BCBCD EFCBD BFFDD ECCFB BEBFF FAA E BBBDB DDACB AAABF BBBDB DC	46 36 40 51 31 58 40 28
14079	F	182	EGHBB AGFBB ACDAB ACAED AAFDE BDDEB CAFFD CADBF AAJ B BBBEB DDECE ECDCA FDDDD CC	54 25 30 26 26 29 37 14
14078	F	171	CCGC AAGBC BAADB AECAE BDFCF AFFFA FBFFF CFCFC FAI C FCFDF CFEFC FBFCF EFAFB FC	26 29 33 17 26 34 36 20
14083	M	181	CGGBB ABBBB AADBB CCBDB FDBB BEFFE FCCFB BADBF BAD A BDBFA EAFEF EEBEF EFEFF EB	72 82 84 99 97 99 58 42
14089	M	176	BHB AAGEC BAACC DBDCB CEFAC BFFFF FCCCF ECECE FAJ CCFCC BBEBB BEDBF FBFFF CF	76 56 90 96 90 87 44 41
14088	M	175	CGGBA ABACD EABDD ADAEC DADFA ADDEF DCBAA FBEBD BAI D CABFA EDDCD DADFD EDDBF FC	63 78 80 98 97 98 54 43
14082	M	178	CBBAA BEABA ACDBA CACDD FFFAA DADFA CCBCD CDBBC CAC F CAADA DDAFA FCDFD CAAAC CC	42 45 25 36 37 42 36 22
14090	M	172	CBGC BABEA BABCC ABCCD BEFAB BBFFA FFBCF BBBCC DAA B FBBBA FBBAE BBDBE EFFFE FE	76 31 55 57 65 64 40 31
14084	M	183	BGHCE AGABD EBBCB ADCBC FFAEA BEDAF DCBBD EBCFA BAE EFDEF AECBD FBDFD BFECF BE	4 7 2 32 6 6 17 19
14081	M	179	CCGCA ABECC A CDB DCACE AFBBA BDBDF DCFDA DCCCC CAB E BDBED EBDCB DBBFE FAADF AC	15 13 46 26 26 36 30 21
14087	M	174	CGGCB ABDAC ADCDD DCACA EFADD DFEDF AEAFA CDEEF DAH D CDADF DDCAC DBCFD BDEDF DC	50 43 25 62 49 42 34 26
14086	F	176	CBGB AAGBC BAACC BDDAD DEEDC BCFFE FCCCF CBBBB BAG DCDDB BBDBB EECCE EEFFD FE	80 65 50 54 29 82 44 37

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
14092	M	179	CBDBB ABCCB AACBB CCAED DEFEE B EAF BBDDC DBBDC BAC A ADADD DAABA DADEE ADADD DD	28 29 35 48 49 40 32 27
14093	M	177	AAABA CBEAC DFABD BBABB EDADA DDEDF AADDC CADFA DAD DDBDB FECFC AABDA CDDBF AD	50 45 71 90 65 77 38 40
14094	M	191	CBBCC A CB ADCDD BDADB EEBDE AEEED FFBDB ADDEF AAE D FDFAF DAFCA DABFF ADDBE DC	35 23 40 57 56 29 28 25
14095	M	179	CGGCB ACFCB ABDDA CDADB AABAD CEDFE DBAEB ADADE BAF ABADA ADACA DADFB BDDAD DA	44 19 15 38 8 42 35 25
14098	M	181	AAAAC CCFFA CDFAA AAAAE EFFCE DFFFF FCFFA CFCEC EAI F CFCCC BDFCE BFCCE AFFCF EC	67 73 83 86 97 93 50 40
14077	F	177	CGGAC AGFAB AEEAB BCBDD EEEFE DEDDF ABCFF FEEBF BAH F CEAEB DDBCD DAAED EFFFD EC	67 63 64 86 71 75 46 31
14097	M	179	CGGBA AGBAB ADCCC CCADB EFEFA BDDDF BACDC FEAAF AAH A BAAFD DDBAB ACFEB BFEAB AC	NO DEPARTMENTAL RECORD
14096	M	179	AAAAA BEBAC DFAAC CBBEB FFCBD DBFEF BCBFC BFBFF FAG B BDCAB AAFCA BFCFF AFFAF EC	94 95 99 96 89 99 58 42
14068	F	179	C BB ABBBB AADEB AECDB FFCEE AFCEF FCDFC CECFF AAI F BBCDC DBFCD ECBFF FFFFF FC	15 23 30 51 26 42 40 20
14195	M	173	BFFB EAAAC DEBBD DCCAD CFFC BDAEC DBCBE DDCED BBF FBFFE DCEDC FF FF BFFFF D	10 15 38 44 16 34 25 31
14054	M	000	BFFBE AGABD EBBCB ADCCC CCBEC BFECF DEAAB BDDCB DAE A AACAF BCCCB BDCDD DDEBC DD	50 15 35 26 49 46 41 21
14190	F	181	BFFAE AAACD ABBBB DBBED FFCBD EEEFF FCCFC CFCEF EBA F CBCAD AAABC ADAFF AFFAF EC	80 85 81 89 69 86 47 37
14182	M	017	BFFBB AAAAD ECBCE DCAEB FFABB EFFBF CBCCC EFDEA ABC F CACEC BAFFA FCCFF CEEAF DC	28 31 46 8 16 32 34 21
14178	F	183	BFFBE AAACD EABDD CCADC BFAED EFEBF AFFFC FBACF BBI EDEBF CEFBB DBAFF AADAE EC	72 65 73 48 49 50 47 17
14112	F	179	BFFBE AAABD ECBDB DCADB ADCAA DCFEF CACFC AFBFA CBC F CBAAB BBABC BCCEF AFEBA AA	58 40 48 20 1 27 34 18
14117	F	178	CGGCC AFDCC DEDAB EAAEA AFBEE BFDBE BCEAC CBCBB ABH A BBCDB DDCDE EBBEF ABABE FB	72 60 67 54 61 82 48 33
14120	F	175	CBGBA AFEBB ACCCB CBADB DFCBD DFDFE ADFFB FDBCE CBA D BBCAC ADCED DCAAF BDDAF CC	46 23 25 59 37 70 39 35

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
14124	M	183	DBEB BABDC BABDD DCCDB CEFDE ABEED EBBDA DADDF ABE EAADE BDADA DDAAD DADDD EA	46 19 15 59 31 46 29 33
14115	M	174	CGGBA ABDCB AACDD BCDCC FFDAB EFFFF AFFFC BFDFF BBF F BFAAC AAFCA FEAFF AFFEB FC	NO DEPARTMENTAL RECORD
14104	F	178	DCDCB AGFAB AAECD DCADB DEBBD EFFDF ABCFA BDAAF DBE F BCAED ABAAF DAAFE EEFDD AB	50 67 53 35 42 54 44 22
14091	M	167	CECBA ABFCB AAEAB BEABE AFFFD FFEFF FAEFE FEFDA DAB C AEEFA DEFAC FCEFD CCCDF EA	67 60 53 65 65 85 48 35
14015	M	176	BGHBE AAACD ADBBD DCAEC DBFED DFCDE DDCCC DBDCD DAF F FBDFB FDBDF DDDCC DDEEF FD	28 23 50 72 8 72 35 40
14022	F	175	BAFAE AAACD EBBDB ACADB FFCBB BFFFA FABFB CBBAF BAC F CECAA DAFCA BABEF EEEEE AC	63 52 5 32 19 58 33 35
14160	M	193	CGFBB AGDBB AEDCB AEECC FFEEF EDABF FCBAC BCDEC EBA C FCDB EACBA DEDFF FBDCB BA	3 8 20 97 26 64 34 37
14156	M	192	AAAAC CEDAC DEADE CBAEA AECAD BAECB CEBDB FFFBC ABG D CDBCE BACBC EADBC ECFBD AC	76 76 69 54 73 73 48 28
14154	F	176	BFFAE AAAAD EEBAD DCACB EFCAA AFFAF BAFFC AEAFF FBE F BEDFC FFEBE FCFFF FFFEF FC	58 75 60 51 47 64 50 21
14152	F	189	CFFAE AAFAA BCEBE CBAEA FECC DAED CCCFE BABFD FBC A BAABA AADBA BEBCF BDEAF BB	97 75 93 67 80 83 56 26
14129	M	000	CFFCE AAAAD EEBDD AEDEE AAFEF FEGEF DBBAC FEEEE BBJ E BEECD DAECB ACBFG DGEAF AB	58 54 84 72 89 87 55 30
14136	F	172	CCGCA ABCBB AADBD CDBED DFFAD BFDEF FCCFF BBEEB CBG B DDAED CBECB EFBCE EEFDE EC	54 47 40 26 26 32 41 14
14042	M	180	AAAAB CGDAC DFACD CDADA FFBBA BBEAF FCCDC CAACC EAC B BACAD ABBDA FCBEE ADDAF BB	94 88 93 91 88 98 57 41
14041	F	178	AAABC CCFBB CD AC DCAEE EFBAD EDFFF FCCFB BBCEF EAB E CBBED BBDAB BBABF FDDAF EC	96 80 74 77 49 83 50 32
14043	F	176	EECBB CBDBB AFDCB CBBEE EFBEA EFFBE FBCFC EDEAF FAD F CDCDD FB BA AEBFE DFFDF EB	88 89 75 83 71 77 49 29
14056	M	176	BCBBA ABABB AACEB DDABC BEFFF FFCFF FCFFF FFDFF FAG F BFAFF AFFCF FAFFD FFFAF CC	38 36 35 41 16 38 34 24
14062	M	183	CGGAC ABFAB ABEAC ADAEA EFCCD FDEEE EBCFB CECEE EAC E BABAD AACCD DDBFF BFFEF FC	72 80 95 81 75 62 52 16

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
14065	F	183	BFFBE AAAAD EEBAD CAEAE DFBBA FFEFF BAEDC CBACF BAF F ABCBC ABBCA DECFF BFFBF BA	84 89 90 62 80 88 53 33
14186	F	184	BFGCE AAACD ECBCA CBCDB EFADE AEFDF ECCDE BCCEF BBG EDBEF CDFDD DDCFD EDFDF CC	19 10 25 10 16 24 31 19
16057	M	182	BFFCE AAAAD EBBBB BDBDD DDDAD BLEDF EABED EBDBE AAH E EDAED ADBCC DDDF DEDBE AF	72 58 97 83 69 62 41 40
16091	M	178	CDDBB ABDBB AAAEB DAACB DBACA CDBDB CCCDE CFFBD BAB B FBCBE EACDF FA CD CCCDB AA	15 10 15 1 8 7 21 16
16096	M	179	BABBE AAACD EABBD ADADE DFFFD BFFDF FCCFF EFBEC FAG C C BFE EFFDC EFEFE FFFFF FC	54 15 10 6 37 10 27 13
16162	M	193	AAABB AAACD ECBED CEADB DBBED BDFFF BBCAC AACCF DBC E BDCEC BBAAA ADBFB FCBCF BC	28 40 27 44 37 52 35 30
16176	F	080	C BC A BB AABBA CBAEB FFBAA AAAAE DCCCA AFBFF FBG D BDCAC AABBA ACBDF CADEA CE	88 47 53 2 10 48 39 24
16100	M	196	CCCBB ABDCB AADBE CBACD ACBEC DADCF BDADD FDECA DBA E CBDDC AECEA CBAFF ECADB D	5 4 2 1 12 4 26 13
16112	F	167	DGGCC ABBAB ACEBA CBBDA FFBFF EFFEC FECFC BEADF FBC F BCCBC FFCFD ACBBE FEFFF BC	NO DEPARTMENTAL RECORD
16174	F	176	EDBA ADDCB AACCD BCCDC AFECA CFFDF CCCFC BFEBD DBE C EBAFC FFCCF ADBDA CEAFB FC	94 85 83 38 61 80 51 29
16167	F	179	AAABA BECBC DDACD BEDCB DAFFF FFCFF FCCCC FCFDA DBH F FFFFC FFDFF FCFFF BCCCF CE	35 63 38 14 31 54 47 19
16079	F	203	BFFCE AAABD EBBEB DBABC DACAB ACBDC BCDBD CFDEB AAJ E DAAED DDFAD EEDBD EABDB AA	11 1 3 12 16 1 12 15
16075	F	176	CC BA ABBBB BACBA ACAEC BFFEF EFFAF FAAFA FDEAF AAF F CCEFD FDAFB DCECC FDBBC BC	NO DEPARTMENTAL RECORD
16070	F	181	BFFCE AAABD EABBB BDADE DEFFA EDADA ABACF EFDFE BAA A EAFCD ECDED FFEDD EFEDD EF	15 10 3 10 10 1 17 9
16071	F	174	CGGBA AGFBB AADED CEACD ACADB ACBAD BACBD ABDAE CAB A CACBE ACBAD BCACD BADEC A	7 3 1 3 6 13 29 14
16004	F	179	CCCBA ABFCB AAEED ECEAE ADFFF EFEEF FCACC FEFBC EAE F CAAFF FDBCF EACCA EBECB AF	54 47 40 48 26 64 46 25
16082	F	182	C DCC ECEDC DADBD BBDBD BEDBD BDCBD ABEDC EACDD CAC B DCEED CDCFF EFECC FAFBC BF	6 6 10 8 1 20 27 21

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
16007	F	197	CCCCE AABFC BAAEC DAECC ECAFF FFFAF FCACC FCCFC FAH FFFFF FFFCF FFFFF FCCCC AC	46 36 3 10 56 70 51 23
16190	F	190	DCCCB AABEA BAFDA ADBDD BDACA DADAD BCBCF BEBDC EB C DBDBF CFCEF FBFCB CBEBF CF	NO DEPARTMENTAL RECORD
16009	M	169	CGGBC ABBBB ADECB ABBCC AADEF FEEAE ECCCB EDBAF CAJ B CEAFA DADBC FFECA FAACB DB	60 31 58 70 86 60 39 30
16047	M	178	CGGBA ABFBD EABDD AEAED FFDFF AEFDF FCBDC AABBE AAH E CBCEB DBCCC BEBBF BDBEF BC	42 52 43 6 44 52 44 21
16037	M	179	BFFAE AAABD EABDD CCADC EEDCD DFDDF EBFED EEBDF FAH F CDDFD EBEDE FAABE BCCCF FA	35 2 27 17 6 27 30 22
16035	F	175	BFFBE AAACD EABDB CCBCC EEDDE DFDEF EBFFD CFCEF FAF F CCDDD ECEDD EDCEF EEEED ED	26 36 25 10 19 20 30 18
16050	F	179	BF BE AAABD EBBCD CDBCB DDFED DDDCD BBBAB DDBBB BAA E BBDEE BBFBB BBBDD ADDDE DC	15 10 5 6 8 8 22 16
16036	M	174	CGGBB ABFCB ABDDD CCADC CFFFD AFFFF CCCDB CBDCF FAG F DFFFE FBAFA ADEFB BFCBB BC	35 43 55 67 56 75 47 30
16166	F	175	BEFBE AAAAD EDBCD BDBCC EFABF BFFDF DDCFC BCBFF DBG F FFFFF FCFFF FDFFE CCDEF CB	58 54 60 29 26 68 48 25
16043	F	160	DGGBC AFFBA CECBA CCAEB FACDF FFFFF FAFFF FEFFF FAD F FFFFF FFFFF FFFFF FFFFF FF	84 52 60 48 42 30 33 21
16042	F	178	CGGBC AGFBD ECBED AECCB BFADD FDFDD DDDDD DDDD DAC D D D D DDDD DD	0 47 40 17 39 54 38 28
16053	F	180	BFFBE AAACD EEBBD DBACB DFDFB ECBEF EFAFF BAEBA BAD F EAEFB FBFCF EADFB DFEAC FC	5 19 58 62 51 32 22 33
16052	F	179	CCGBA ABFBB ABDBA DBAEA DFDBD BEFBB DCBFC CECDF BAC E CBCAD DDECC BABDF AEEAA FC	46 29 64 67 51 80 44 36
16051	F	183	BFFBE AAAAD EBBCB DCBDC DBEDB AEADF BBBAB ADBBE BAB E AADEB ABFBB DAADE BDDDF DC	63 45 43 17 8 34 35 21
16098	M	182	BFFBA ABCFA DBDBA AEEAE AECDA BCACB AFEFF FDDBC AAI C CCDFC FCCCC FCAEF CFCFE EB	38 38 25 44 37 42 38 22
16034	F	177	BFFBE AAABD EABCD CDABB EEFDC DFDDF EBFED EEBDF FAE F CDFD EBCDE FAABE BEFFB FB	58 25 8 26 21 34 34 22
16120	F	184	CCGBA AGECB AAEAA ABAEA FFDED DEEEF BCCFA EEBDF BBA E CDBEB EEDBE EBBFE BEEEA DC	38 56 40 51 42 66 36 36

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
16113	F	183	BFFBE AAABD EABAC DAAEA EDAAD FEEDF BCBEC EEBDF BBD D CDBEB EEDBE EBBEE BEEEA DC	63 86 71 8 84 87 55 30
16107	F	180	DBGBB BAEBA BAECD CCADA ADBBB DACBB F BFF FFFFF FBH F FFFFD DCCAB CCDEF FFFEE AC	38 31 16 4 3 30 37 17
16105	F	181	BFFBE AAACD DBAAC BCADB FEDFD CFEDA BFFFF FFFFF FBF F FFFFD DCCAB CCDEF FFFEE DC	38 36 15 14 29 38 36 22
16044	F	177	CGGBC ABBCC ABADA CBAEB FACFE FDEDF FDFFF DADFF FAE D AADDD DDDDD DDDDD FEFFD DD	23 29 25 48 31 25 28 23
16108	F	181	CGGBC ACBAB ACDDA ECBDB ADCCB CBFAC CBCFC CACFF FBI E CBBBC BBEBB BACAF FFEEF AC	9 13 25 17 12 6 20 18
16056	M	175	CCCBB AEEAB ADDED BDAAB FFFFC BFEFF FCCFC FCFBF CAG F CBFFF ACCCC FCFFF F	67 49 64 44 37 64 40 31
16048	M	177	CGGBB ABECC AAABD BCACB EFDDD AADDE FAADA DDABF BAI A AADDA EDEFB EBEFE EEEDF DE	88 89 88 77 83 83 53 29
16181	F	182	CCGBB AGECB AADBB AECAE FFFFF FFFDF BCCFF FBEEF FBB F CFFFB FFBFF FFFFE FFFFF EA	63 58 64 77 42 62 36 34
16033	F	163	CGGAC AFEAB AEDBB BCAEB EECFB AFEDF FCCFF AEBEF FAD F CBBFD DCECC EEDFF DEFEF FC	48 82 40 67 47 58 42 26
16038	M	177	DBGAB ABCAB AECCC BBBDD FDCFD FDAFF FCFAF FCFCA FAI F CEDFF AAFAF E DFD DDACF CC	76 23 25 77 51 68 37 36
16039	M	177	CGABA ABECC DAADD CDADD ECEFE EFAAF ECBBA ABACB AAJ A AAAFA EAFAD AAAFD DAAAE DA	19 23 6 38 19 27 23 29
16049	M	180	CBDBB ABDBB ABDDA BDCCC EEFEE EDDDE EBDEB EFEBD AAJ D BADEA ABEDA DBDED EEEAA DB	80 92 93 75 92 91 51 37
16110	F	184	BFFBE AAABD ECBCA ADCDD FEAEE EFFFF DFCFB EDDDF CBA F BFFFC FFCCF FCFFF CFFFF DF	19 29 30 35 49 36 38 19
16093	M	175	CC BC ABECB ACDDB ABACD FFFFD DFEAF FAAFB FABBC FAD F CAFFD FFFFA ACFCF FFFFF EC	67 45 48 6 39 40 39 20
16126	F	179	FEBBC BEBAA BFCBA CDBBC ADBEC AFFEE ACEFC AABEA BBG F EDFFE FEEFB EEFFA FEBFE AC	80 58 67 14 51 48 36 27
16123	F	176	ECGBA CFFAB AFAEA CCBCC FFBFB EFFFE FEEFF DDD D EBD F BABED EAEAE EAADD DEEDD DB	46 47 50 35 49 66 41 31
16124	F	175	AAABC CFFAC DFAEA CCBCC FF FB EFFFE FFFFF BDDDF DBE F ADBDD FFFCA DFADF FDDDB AA	35 23 20 17 16 36 31 26

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
16121	F	179	ECGBA CGFBB AFAEA CCBCB EFEDA DFABF EBBAB DDBAF BBB F BABAB FAFCA DABFE BBADD AC	76 40 25 38 16 46 32 30
16122	F	175	AAABC DFFAC DFAEA CCBDC FFBEB EFFBE FACFB EADDF CBC F CECAE AAFAB DAAEF DDDEF EC	91 76 74 51 54 77 38 40
16126	F	178	ECGBA C BCB AFDCD CCADD EEDDB DEEDF CBEEC ADDDF BBG D BBCAE AEDCA ADBEE FEDDD DF	80 58 67 14 51 48 36 27
16130	M	188	AAAAC BBEBC DDACE CCCEB DFCBD FFFEF DFCFA FFBEF FBA F AFCFE EEFDC DAEDF EFECF FC	67 86 48 51 68 64 49 22
16147	M	190	EAAAA DBDCB BAABA CCBCB DBCDB CADBC BBBA CFFDF ABH C FFFFC BABCD EDCBB CDBCB CC	76 76 69 86 31 77 42 36
16141	M	177	AAABB CGDAC DFAAA BBAEB DFDFF FFECF FCADC FBFCA DBB E CAFFB EAEDA EDEFD CFDDF EB	96 83 95 57 94 82 48 33
16145	M	172	AAABA DBBCC DEABB BDADB EFFFF FFFCF AAFFC FBFCD DBF DFFFC FFCCA FBFFC FCCCC BC	76 80 76 54 81 77 50 26
16144	M	172	AAABA CDDCC DFABD BDACB BDFFF FFEFF DCFDC FBFCA ABE B CFFFC FACCA FCEFB AACCF AE	98 96 84 85 98 95 53 40
16131	F	180	EDBBA BBFBB AFCDD AEABE FFDED EDEDF FCCEE DCEDF ABB F ABAFC DAACD EADDC EFFEF CC	67 36 46 35 19 56 36 31
16132	F	176	EDBBA BB BB BACEB CDADE AFAEE FFACF FFACC ECFDA CBC F FFCFA ABCCE ECBFF FFFFC CC	58 47 20 14 42 40 31 28
16129	F	181	AAABC CEBAC DFAAC CAAEA BFCCA BFFEF FCBFF CDBFF BBJ F CDCCF BBECD EECFF FFFEF AC	94 69 73 48 29 68 46 27
16138	F	180	EAABA DGFCC DAADD BEDDD FFEFE EFEEF FAAFF EFEBE EBI F AEFFE FFFBD FEEFF DFFFF FC	63 58 83 51 54 80 46 34
16137	F	174	AAABC CEFAC DFABB DBADB FFCBA BDEDD FEBFD DCDBE CBH F BBBDE DEFED DBBEF FDAAF DC	26 7 15 26 2 11 22 19
16135	F	173	EGGBC DFFBC DAACB BBCDB EFBAA AEE FBCFC ABAFF FBF F BBCDE DBDED DDDDD BDDDF EC	97 98 94 98 92 99 57 45
16136		178	EAABB DB BC DFABB BBAEB FFEBA BDFBF ECFFB EFBBF EBG F BEDEE EFFBE FEEFF AFEFF FF	NO DEPARTMENTAL RECORD
16140	F	171	EAABA DGFCC DFADD BDCDD FFEFF EFFEE FAEFD FEEBE DBA F FEEFE FFFBC FEEFF DFFFF FC	54 36 35 41 49 48 34 29
16134	F	176	AAABC CFFAC DFAAA EBAEB EFCCA AFFFE FFCFF FFBFF FBE F FFFFB FFFAF FFFEF FFFFF FB	80 71 27 59 65 58 42 26

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
16109	F	190	BFFBE AAABD ECBBB ECADB AAACB CBFAC CBCFC CA FF FBJ F BBBEC BBEEB EABAE CEEEF EB	19 3 8 10 10 3 18 12
16030	M	174	CCCBB ABEBB ABDCB CCBCB DEABA BDAAF AAADA AAAAD AAA E AAADD AADDA ADAED AADAD AA	6 3 25 20 26 5 24 11
16133	F	175	EGGBC DFFBC DFACA BBADB FFCCB BFFFE FBCFF DDBEF FBD	96 99 95 91 93 99 57 44
16173	M	176	DCEBB ABBCB ABDBB BCBEB EDEBE CDCBC ADBFC EBADB CBD D BDBDC DBEBF DCCBD DDECC BD	23 13 25 32 37 27 29 23
16172	F	192	DCGBB ABFAB AADED ADDCC DEDDA DDDBD ECCBC EEDEF DBC E BEDEE EEEED EDEED FEEDF DB	84 73 83 51 93 64 46 25
16156	F	178	AAAAC DBDBC DFAAB DCAEA FFBBA DDEEA ABAFB ADBFF ABG F CBBAD ABFEA AFAAD FFEDF BC	63 78 69 26 63 83 47 35
16059	M	191	DCCAA ABFCA CBCCC DBACB DCACA DCBCE CAECB BABDB FAJ F ADBFC ACBEF DEBCA CEFCA CD	9 19 3 12 1 6 22 14
16008	F	178	CCGCA ADEBB ACDCE CCADB EFAEA BFDEF FDBDF DBBAC EAI C FCFEF DFCEF CFDBA ABDEF FE	50 29 28 32 5 44 40 21
16002	M	175	DGGAB AFDAB AEDBB ADBDB FDDAD EEDDF DCCDA AEDBF FAC D BAAFA AABBA ADAFD EFDAD EE	97 99 99 94 98 96 54 44
16006	M	182	CBBBC AGEBB AADCC DEACB DDDCB ADDDB DBCFC CBCFF CAG E CBEDC ECFCD DDEEF DDDDD DC	15 36 25 51 42 34 32 24
16012	M	200	BFFBA AAACD EABBD CDACB AFBFB FFCEF DCCDC ABADF BAC F AAAFC DFDBD FBBFD FAAAB AC	9 3 20 1 10 8 21 17
16061	M	182	CDDBA ABBAB AACDD CCACC BCDAB CABDC EFABD AFCBE AAB A DBEAF CCABE CDABF BDEAC FB	2 1 4 17 3 17 27 19
16076	F	191	BFFBA AAABD EABCB CCCDC AG	58 67 35 8 44 58 55 13
16062	M	175	CCGBA ADDCB AADCB DCEBD EFEDC BACDB DBFEC ADCEA FAC D ACDBD BEFBD EACCD BADBD BE	96 63 53 48 44 56 39 29
16072	M	176	CCGBA ABEAB AADDD ADDEC FEFBE FFFFF FCCFC FFFFF BAC E EEEEC EECEE ECEFF DFFDF CC	NO DEPARTMENTAL RECORD
16078	F	177	CCCBA AGFBB EADDD BCCDD DDFFF BFDFF FFAFF FCCCE CAI E AFFFD FFFFE EFFFD CFFFF DC	38 36 35 35 56 62 43 27
16005	M	181	C GCB BA BC BACDC ABCCD BFFAC FEDFD CCCCF CCFFF FAF A DBDCD CBBBF CBBBD FCADD FC	72 86 89 57 83 80 47 33

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
16001	M	182	CC BB CDBA ADDBC CDBBD EDEDA EFEDF EBAEB BBEBE BAB E ADAEB BAAAD ABEED EDDAA AB	63 75 81 38 83 68 48 25
16003	M	180	CGGBA ABDCB AADCD BDADD EFBCA DFFDF FCFDB ABDBB CAD E BABED BDFCD DDBFA EFEBA FC	80 92 87 75 68 85 48 35
16011	M	179	BFFCE AAABD ECBDB CCDED AE CB CDCE AEBCB DBAED BAB B DABD DBBEA DBEDA BBEDA BB	28 13 29 17 26 13 27 16
16010	M	175	DCDAA BBCBA BCDD AECDC ADEFE FFEAF ECCDA EFECF EAA F ADAFD EDEDA DADFD FDDDD CA	54 29 81 48 68 79 44 35
16054	M	180	CCCBA ADBCB AADED BDADB FFEFB BFEFF FCCFC EBBBF BAE F CFCFB DABEF BFABD CFABB AF	23 29 25 12 51 48 34 29
16069	M	180	CDGBA AGCCA BAEED AEEBE CBEFD EBAC FDC A FACFA BAJ D CBADC CDDFF CFCBA AEDCF ED	10 10 3 17 14 9 24 15
16064	M	180	CBEBA ABFCB AACED BDEBD FAFAF FFAFF BBEAC FDFBF FAE F EDEFC DFBDE FBDFC CAACF BA	76 60 60 35 42 75 47 30
16077	F	178	BCGBA ABECB AACBD CCACB BFCE CFCBF DCCFF BFAFF FAH E CBDFF BDFCF EBBEF CEEEF CC	58 38 43 17 16 16 30 15
16068	F	183	CCGBA ABDAA BADBA DAAEA FCAAD FFDBF FCCCB BBBAF BAI A CBFB CACBC ABCEC BABBB EC	NO DEPARTMENTAL RECORD
16084	F	178	CCCBC AGFCB ABEDD BCBCC EFEEA DFEEF EBEEE ADD D EAE F BDDEE EDDAA EDDFD FFFFA DC	72 49 53 44 54 66 44 28
16063	M	178	BFFBE AAABD EBBDD BCAEA FFBBE AFFAB FBCFB BABEF FAD D CBADA ADEBA BAAFF BFFEF EC	96 82 50 48 54 68 40 33
16073	M	178	CCGBA ABCBB ACDBD BDBCB BDEBE FFEBF BCBFB FBECE CAD F BBAFB ABBCB ABEFB FEBBC DC	84 75 94 17 88 60 49 20
16083	F	176	CDCBA ADBCB AADCA CEADB ADBDD DDBBB DDBDB DBDDD FAD D DDDDD DDDBD DBDDD DDDDE DD	23 23 27 48 37 38 26 31
16074	M	175	BFFBA AAA C AABED ADAAE DDFFF FFFFF CCBEB FEFCF CAE F BBFFC FCECE FFFFC CFEFF FC	80 40 58 20 63 60 44 25
16067	M	192	BFFBE AAABD EABBA DCADB DEAFE AEEDF FBCEC BEBEF EAH F CDEFE EECBE EBCEF EFDEE FC	46 56 35 65 61 54 39 27
16182	F	175	CGDBA AGB B AACBB ADCDE CCFFF FFCFF FCCCC FCFCF CBC F FFFFF FFFCF FFFFC CCCCC CF	88 86 85 35 77 70 51 23
16081	F	176	CGHBC AGFBB AACEB AEACE FFAF AB	NO DEPARTMENTAL RECORD

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
16066	M	200	DGGCC AGBBB ACDBB CCACC EEEED DEDDF FFBEE FFEFD EAG E CADDD DDADD EBDAD DDDDD DD	26 40 38 14 26 13 28 15
16065	M	185	DCEAB ABDCB ABDDD EDADC EFEED BDEDF EBCEE EBEEE EAF E BDBEE EEFFA EAEFE AEFEE EC	38 45 38 32 19 12 27 15
16080	F	179	BFFAE AAAAD ECBDB DBAEB BECBD AEBCC FBCBC BBBBF BAA B BBCAE BDECF EFBBA BBBDC DC	17 19 11 8 1 10 24 16
16165	M	180	BGFBE AAABD EBBCA CDACB DAFAD DEAFF CBFED DDBDF CBF F DEAFB EEDDF FAEFD DBECD AC	1 1 6 1 1 5 20 15
16168	F	179	DGGBD AGECB ACDCB CDCCB EFABB AFFBD CBFFC BBCCF FBI E CAAAC AACBB ACBCF FFFFF DC	58 40 55 20 16 46 36 27
16178	F	179	AAABB BBBBC DDFAC BAEDD DFFAA B EFDCF CAFAF FBI F B AF FE FF	80 62 25 32 84 73 46 30
16179	F	180	DBGBA ABFCB AACDD DCCCD FFEDA AFDDF FECFB EFFEF FBJ F FDDFE FFDEF FEFFD FFFEF FC	84 69 53 38 54 79 45 34
16149	F	000	CCCBA BDCBB AADBA CBBDD DEFFE EEFCC FDFFF DCBDC EBJ F FFFFF DFFFF FCDFF FCECD CA	10 15 8 26 16 9 28 11
16159	F	192	B FFB AAAAC DEABC DDCCC CFFED AAFFF FFBFF BEFFE FBJ F FFDFE FDDFF FEFFF FFEFF FC	7 8 25 3 4 12 28 14
16175	F	181	DCBA ABBCB AADED ACCCC FEEBD AEFEC ECEBF FBBBF BBF E CBBEA ADFCB AAADD AEEDE DC	NO DEPARTMENTAL RECORD
16160	F	176	CCGBA AGFBB AADCD DCCCD FFEDA AFFFF FBAFB EFFEF FBA F FDDFE FFDEF FEFFF FFFEF FC	50 58 40 26 29 58 45 23
16164	M	192	BGFBE AAACD EABCD CDABD EFFDD EFFFF CCCFC CBBDF CBE F CBDFB CECFC BCFFB CEBFC CE	9 19 25 12 31 25 25 26
16097	M	178	BFFBA AAACD EABCB AECCD DCFFF FFFFF EFDDE EFEDF FAH F BFFDF EFFFF FCFFF DEDFE CF	38 13 35 20 37 22 29 20
16092	M	175	BFFBE AAACD EABBD ADADE FFFDC DFFDF FCCFC CFBAC FAC A CAAFE AAFCC DFFFD FDDDF EC	99 82 91 67 91 95 55 34
16180	F	186	CGGBA ABFBB AADCD DCCCD FFEDA AFDFF FECFE FFCEF FBA F BDAFE FDFFF FEFFF FFFAF FC	46 40 46 8 37 38 40 18
16095	M	170	CCCCA ABECB AADCD CDADE DDEB D DDE DBCBC CFBBA CAF A BDBDB DECDA DDDCC A DF DF	46 23 38 14 29 19 29 16
16114	M	180	BFFBE AAACD EBBCB ABBCC FFACB CDFBE FCCFB BEBFF BBE B BAAAD BBEBE EEBBF EEFFE EC	NO DEPARTMENTAL RECORD

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
16101	M	189	BFFBE AAABD EABDB DDCBD CDDFF FCFFF CCCFC DDFFF DBB F CCEF DDDFD FDCFF EBBCF AC	58 69 27 54 61 46 38 24
16106	F	179	CGGAC AFFBB ACECA CDADA EAEFF BFFBC FCFC CBDFF FBG F CDFFD FDCFF FCCBF FFFFF CC	23 8 0 17 21 10 26 14
16094	M	175	CCCBB ABEAB AADED AEDCC FFBBB BFFFF FCCFC CCBAF FAE E CBCFF AFFCA FFCFF FFFFC FC	42 25 30 20 54 64 36 35
16163	M	175	DDDAC AEBBB AEDCB CAAEB DBBEE EFAFF BBCAC FAACB DBD F BDCEA DAABA DADDA AAAAE DB	38 58 53 81 54 82 38 43
16158	F	184	AAABC DFBBC DFACB ACBDD FFBDF FEDBF FCFFF EFFCF BBI E CGCFA FFFCD HEFFE AFFGF FC	91 45 50 44 37 73 46 30
16161	M	173	DDBBA ABE C BACED CDEAD BCCBD DBDAB ACDCC BAABB CBB C CBABB ACDCD DBBAC FBDFB CF	76 82 97 94 68 93 49 41
16103	M	188	CCEBA AGFCB AACDD EEABC CAFFF FECFF CAAEC FFAEB DBD F FFEFD FFFDF FEEBC CCCBE CA	50 52 25 12 16 42 31 23
16104	M	187	BGHBA AAABD EABCD EEACE CAFFF FECFF CCAFF FFFFF FBE F FFFFF FFFDF FEEBC CCCCD CA	5 15 40 35 21 20 26 20
16031	M	181	DCGBB AGFCB ABECD ACADC BDFFA BFFAF FCFFB EECDA FAB F CBBDB DFCF FFDFF DAABC DC	76 60 84 44 88 60 46 23
16117	M	186	CCCC ABFBB AADCD BDDDD CAFFF FECFF ACFFA A AEF FBH F ABDBA AFFC AAAFF CFFDF FC	46 31 16 26 37 27 33 19
16115	F	178	CCEB AGDBB AADCA BEAEB FFBFB FFFFC FBCFC BFCFF CBF F BEFEC FFDAB DCCFE CBBFF C	46 69 71 77 54 68 36 35
16119	F	178	CGHB AGDBB AADBD BBADC FFEBB FFFFF CBCEC BFCEF DBJ F BDEDC EDDAB DCCFE CBDEF AC	99 71 87 93 93 93 48 42
16116	F	184	BFFBE AAABD EABBD BAACC DAEFC EFAEF BFFCC BFDFF CBG F CFBFB FFEBC FCBEE BDBDB EC	63 76 60 41 51 77 45 33
16058	M	185	CDDBA ABCBB AACAC CBBCE CBEBA DBDBC FBCBC BBDBE DAI A BCBCE CACDB CEAA DBDBD BD	NO DEPARTMENTAL RECORD
16060	M	175	BFFBE AAAAD EBBAD BDACC DDDE DBADF ECCEE FEEEC CAA E EAADD DEBBE EDDFE AEEDB EC	67 58 67 75 49 85 45 38
16040	M	183	DCDBA ABECC AAEED CDACD FBFFE FFCFC FCDCC CB AD CAA F CCCDC FFFCB FFDFD EDCCC CC	54 29 48 26 54 48 37 26
16183	M	172	DCCCA ABECB ACDBA BCBCC BDBDB CAACB DCCCB DDDCB CBD D DDDFC DBCC CCCEC BDDCE CC	NO DEPARTMENTAL RECORD

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
16151	F	172	DGGCC AFEAB AEDCD AEADB FFCFF FFFFF FCCFC DCFCF BBB F BDCFD FDCCB DDCFD CDFDF CB	76 49 35 20 26 42 33 27
16152	F	182	DCCCC ABDBB AEDDD AEAEB EFCED DFBFF ACBFC ECADF BBC F BDCFA FBDCB FAAFE CFFFF BC	84 73 69 75 44 78 46 28
16153	F	179	CGGAC ABEAB AEEED AEAEA EFFFF FFFFF FCCFC FCFCF BBD F BFBFB FFFCC FFFFF CCCFF CC	72 89 69 41 26 64 46 25
16099	M	173	DGEBB ADEBB ABEDD CDBDC BDEEB EBEFF ECFFC FFFBF FAJ C CBFFC FFBDB FBFFB CFFCF BC	63 67 76 65 88 73 45 31
16111	F	179	CGGBB ABEAB ABCDB ACCCB EFAAA DFDDD FCCFB BDBDF EBB F BFFEF FDFFF FADBE DDDEC DA	15 19 10 6 21 16 29 16
16055	M	178	DCGCA ABBBB AADBA DDBDB ACFFD DEBDF ACAFC CBACE FAF D CDEFC BBAFC BACFC BDBDF BC	15 36 25 35 6 24 31 19
16032	F	195	CGGCC AFEBA AEEDA BAEEA BDAFA AFAAF FCCDA ABFFC BAC E AECFB EDECB FEFFD DDCFF FC	2 1 1 14 4 1 10 10
16154	F	174	AAABB CBBAC DFADA DDBDD FFBAA DEEEF FBAFB FDBFF ABE F AACFF DFFFF FDAFF FFBBF BB	50 36 35 41 26 40 30 29
16155	F	172	AAABC CGBBC DFABA DBADB FDBBD BDDDE BCCEB BCCDA ABF A BBCBB DEBBB BBCDF EEEDF DC	72 58 58 35 47 52 35 30
16171	F	177	CECBB ACFCB ABDCA BCAEC DFCCA DFFEB FCCFC CDBDF DBB F CDDFE DBECF FBCFF EFFFF DC	23 43 60 41 29 27 36 14
16045	F	171	AAAAC DGBAC DFAAC DBAEA FFCCC DEFBD ACCFB CACBF BAF B CBCBB BBEAB AABEF AEEEF FC	98 99 98 86 89 99 59 42
16046	F	171	AAAAC DGBAC DFAAC DBAEA FFCCC DEFBD DCCFB CACBF BAG B CBCBB BBEAD CABEF AEEEF FC	97 98 99 72 89 97 56 40
16177	M	176	B BA AAFCD EABDD CEADC ADBF CCFF C BFF AFBD CBH A FBFBF FEEFA FDECF FCCFA CF	42 52 74 32 69 56 40 27
16041	F	179	DAAB ABECC DDCAD BADBD BAABB BAAAB ADDDD DDCDB AAB D DDDDD DDDDD DDDDD DDDDD DD	15 1 2 10 16 1 17 10
16157	M	173	CBBBA ABCBB AADEE ACACB DEB A CDB C EABCD CBBBD ABH C BCCCB CCBDC AEDCB CBACB AB	46 54 64 44 56 44 35 26
16139	F	181	AAABC CEFAC DFABB DBADB FFCBA BDEFD EBBFE ABAEE BBJ C BABDE ABFCA BBBEF FDDAF DC	NO DEPARTMENTAL RECORD
16146	F	183	AAABC BF AC AFACA EBDEB ECCCA AFFFB FFCFF FFFFF FBG F FFFFB FFFBF FFFFF FFFFF FF	23 23 30 26 16 12 24 16

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
16142	M	177	EAABB BBBAC DAABB BBCDD EABAB DDAEE AADDD FCABA DBC D DABDF DADEB DDADA DDDAD AC	35 45 55 38 56 68 42 31
16127	F	179	AAABC CBBAC DADDD CCCAD ECFFD AEDBF CDBEF BCEDD EBH F BDDED EFFED DFDEC DDCAD DB	15 13 11 8 37 27 26 26
16125	F	182	AAABC CBBBC DFADD CDCCB EDADA EEDAF EBECD BBAAF ABF F BEAAD EFEBA EEAED DDBBA DD	26 31 35 3 16 13 28 15
16143	M	175	AAAAC DEDAC DFAAD ACAEA FFDBE CFFAF ACAFF DCFCC DBD C CDCFC ACCBC CCBFB FCFAF FC	50 76 69 44 65 68 49 24
16118	F	172	BFFBE AAACD EABCD BCBED EFAFF FFFDD BACFE DFDFF CBI F CFFFF FFFBF FEFFF FFFFF EC	35 38 10 12 16 13 28 15
17012	M	185	CEDBA ABFCB ABCBE EEBBC EEFEF EEEEF ECEFE FAACD DAC E CDAAC DBCCD DCDFD FEDEC CB	72 1 1 1 12 36 46 11
17011	M	100	CGHCC AGFBB ACCDB CCCCB BFADB ADABD AABEA EDBDA CAB F FACAF DFACA DABBB AFFBC AC	17 6 8 8 26 5 25 10
17020	M	177	BFFBE AAACD EBBCD ADCDA FDEAA EDDBF EABDA EADEF AAA A ADADD AAEBA DDDDB FDDDF DC	88 95 97 88 94 92 55 41
17014	M	187	BFFCE AAABD CDCCB CEABB BBCAF BDACF FBCCC BCBCF CAE A CDCDB BDBCA DBBCF BADBC CC	54 23 50 3 12 30 40 14
17017	M	188	C GBA A CC DBCCA CCABC BEEED DFEDE EBDDD DDDDD BAH E BFADD EEDDB EDAFD	58 67 40 10 44 40 38 21
17023	M	173	BFFFB ABAAD EABDD DCCCB FEBAA DFEBA BBFFD AFADF EAD B BABAD DAEAA AABAF AADDF AB	84 94 87 72 92 82 54 27
17015	M	184	DGCBA ABDBB ABDCD CDCBB EFABA EEDCB DBEFB BCBAB CAF D ADBDD DDEBA ADAEF AFEDF BC	63 67 46 89 84 92 51 38
17016	M	172	DGGBA ABBBB ABDDA DCCCB FECBB BFEBF EBCFF AABFD DAG A AADFE EBECA ADAFF ADDDE DC	94 52 64 35 39 64 46 25
17021	M	187	DCGBA AGDBB ACDDB DCDCD EFABE AFFEC EDCFE CAAEF FAB F BDBDD DBABA ABAEE BFFDF EC	67 40 40 10 16 27 31 21
17002	M	182	DCDBA ABDAB AEDBB BBACB DFBBB BFFBF FBCFB DECEF AAC F CFCDA FCFCC BBCFF FFFCF AC	54 65 60 70 63 64 41 30
17022	M	175	BAACE AAABD ECBAD ECACB DFCAD DFFFF FCCFF CFAFF AAC F CDFFF FAFCD DADFD FFFEF FC	67 47 25 10 44 27 31 21
17013	M	176	BFFCE AAAAD EBBCB CEAEB FFCDA BDFDF ECEEF CDBFF FAD F FFFFF FFFFF FFFFF FFFFF FF	42 3 15 20 26 11 27 14

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
17007	M	192	CBGBA AFDBB AACDD AEABE FEDED EFDFF EDDEC BECAD BAH F FFFFC FFFED FFBFE FFFDF FF	72 58 10 51 19 44 31 30
17009	M	174	BFFBE AAACD EABDA CCECE FFFFF FFFFF FCDFB FFFBF CAJ F AFFFB FFFCF FFFFF FFFAB FA	28 52 73 14 54 48 35 28
17010	M	194	DBBBA ADCAB AACDB CCADB FDEFF FFFFF FEEFF FFFFF FAA F CAAFE FFFCF FFFFF FFFEF FF	58 71 25 51 81 20 27 21
17051	F	172	AAABC CBEBC DFABA ABADB FFDDD AFFFF FCCFA FFFFF FAB F BECDA DDFCF FCFFF FFFAF FC	76 83 87 32 51 70 44 28
17054	F	172	CCGCA ABFCB ADECD ABAEB EFDDB DDFFF FFFFD FBFFF BAE F BDCFB FDFDD FFDFF FFFFD FC	38 54 74 41 47 62 42 28
17058	F	172	CDCB AABFB BAADE DCEAC BDEFF FFFFF FFFCF FFFFF FAI F CFFFF FFFFF FFFFF FFAAA FF	43 58 35 42 26 56 38 29
17059	F	175	AAABB CEDAC DFABC BAAEB EFBDA ABFAB FBCFC ADABF EAJ D ABBAC DADBB BBBBF CDDDF CC	98 99 83 77 80 87 56 29
17024	F	182	CDBBA AGGCB ABDBD BBCDD EFEDA DFDFF FBFFC FEAEF EAE F EFDFC FEFFF FDFBB CFFDA CC	54 43 58 8 26 52 48 19
17056	F	174	AAAB BDGEC CDFAC BCCBC CEADD DDDDD FEBAD ADDDD DAG E ADDBD DDADD DDDAF FFADD FE	98 94 90 70 84 80 46 34
17061	F	184	DGCHB AGECB CCDCD CECEB ADDCD FBDBF BBBDA DCBDF CAB F BBBBC DDCBB DBBDF CAABF BA	23 43 38 12 16 34 38 18
17064	F	179	EDCBB BFFCC DCABA ACCCC FFFFF FFEFF AAADC FCFCF FAE F AFAFA FFFCF FFFFC BFFFF DC	80 73 67 44 84 60 45 24
17067	M	196	BFFBE AAABD EBBBD CDAEC DDDE F FAD B AH	46 63 60 44 93 68 39 34
17074	F	168	DGGBA ABFAB ACCBA BCCDD FFDDD DFFFF FFFDD DDDDF FAE F FFDEF FEDFF FEDEF FFEED EF	19 15 6 26 8 15 24 18
17053	F	180	AAACB CFDCC DFACA DCAEB DEBBA DEEAC ACBFB AABAE FAD E BBAAC ABBBA ACBDE BEDAF AF	58 73 73 51 44 42 39 21
17004	F	180	DGGBA ABFAB AACDB DCADC FFDDD DFFFF FFFDD DDDDD BAE F FFDEE FFFEE EEEBE FFFEE EC	76 71 48 35 59 44 40 21
17072	M	179	CGGBA ABFAB ACCCD AEAEC DFABF FFDFF FCCFC FCBFF FAC B CBFFF FCFCC BBBFF CBBCF FC	91 83 93 48 61 96 54 40
17052	F	173	AAABC CFBCC DFABA DBACC BFCAD AFFFF ACCFD DBBBD AAC F CFAFF FDACD ACAFF BAAFF FC	42 36 35 57 37 44 30 31

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
17055	F	199	AAACC CEEAC DFAAA BBAEB EFBAA BFFAE ECBEC ABBEF BAF F DFEDD EECDA DBBEE BEFBA BB	58 89 30 20 47 44 44 17
17068	M	173	AAABC CBEAC DDABB BCABB AFDFE FFDED FCDDC DCACD CAI F ABADD DADDA ADACF FDAAF D	63 83 88 57 83 88 55 31
17066	M	193	CDBBA ACEAB ACCEB CBADA FECCD BFFCF EBEAE BDBDC EAG D DBDED BDCBC EBBDC DABCE BA	8 10 2 6 31 7 30 7
17060	F	177	DDDBC AFBAB AADAD CCAEA FFFFF FFFFF FCFFF FFFFC FAA F FFFFF BBFCF F BFF FCCCC FF	58 43 43 0 16 0 0 0
17062	F	178	DCHAC ABFAB ABEBA CDAEA FFDDD AFCCC CCCAB BBAAF CAC E CEEDC ADFCB AABBE FFFEF B	50 40 27 35 21 40 35 24
17071	M	175	CCGBA AGFBB AADAD BDBDB BBDCD BDDFF FCCFC FFFCF EAB F BFBFF FFAFC FCCCF CDECD CB	88 80 71 79 73 73 50 26
17077	F	183	AAABA CGFAC DFACB CCBEC FFAD E AC C A AH	88 86 60 44 69 60 42 27
17027	F	181	BFGBE AAAED ECBDD CCADC DEDFE EFFEF FFCDB FAFDF DAH F AFFFF FFFFF FFFFF FFFFF FC	15 14 25 10 16 8 21 17
17026	F	189	DGGCC AFEBB ACDCB CCDCC FDA F F FFCFE AFBFF FAG F CF EBF FF EFFF DC	91 93 76 57 68 80 53 27
17043	F	180	CGGB AFEAB ABDBB DCADC AEEFE FFBEB DBEBC DEEDD AAD A BCDED CEABC DEDCB ABCDE DC	23 52 25 20 26 38 34 22
17041	F	189	BAGBE AAABD EBBDD CCCDB DFEF EFECE DBBCD ECBCC EAB A BFDBC DACBC AFBDB CACCA BC	28 49 27 12 16 9 25 14
17040	F	187	BFGBA AAACD DEBED BCDBB FDFEA ECDDE FEDDE EDFEF FAA D DCCDD EDCDC BACBB CFEDD EF	35 29 8 10 2 30 24 25
17037	F	171	BFGCA AAACD EBBCD DCADB FFFAA FFFDF DACFB BCAEF BAH F FFBEB BECEF FBBAB FFFFE EC	10 3 8 8 8 4 20 13
17045	F	188	CCCBA AGF B ACDED ACDEC FFBEA AFFFF FCCFF FFFFF FAF F AAAFF AFFCA FFAFF FFFAF AA	8 15 5 10 2 15 31 13
17047	F	185	CBHBA AFECB ACCBD ACADC FFBEA AFFFF FCCAF CFFAF FAH F AACFF CAFCA FFAFD FFFAF AA	4 1 11 10 2 1 19 8
17080	F	165	EAABB CGFCC AFACB CCCCB AADDD DDADF DAAAD DADAE DAA D DDADD DADAA DDAED AAAAA DA	96 78 78 93 61 83 40 42
17039	F	181	CCGBA ABEAB AADCD CBBB AF D FFDDF DBCFC EBDCF FAJ DCFED EECBF DEBFC ECADF EC	23 10 20 35 5 5 24 11

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
17050	F	178	AAABB BFF C AFACB C CCB FF FFFF FAAFF AAFF AA F	96 83 71 38 61 66 45 27
17038	F	181	DDGBB ABFBB ABECA ACBCC DDDFF FFFFF FFFFF FFFFF FAI F FFFFF FFFFF FFFFF FFFFF FF	76 69 73 32 71 77 49 29
17035	F	276	CGEBB AGFCB ABCCB CCCDC EEEEE EEEFF FEEEE FEFFC FAF F EFFFC FEEEE FEFFE FEEEF CE	58 75 43 6 2 22 34 15
17029	F	173	AGEBC DGEBB AFDAE CBAEA FFCBA ADCCF CCCFC CECDF AAJ C CBCAB ABFCA AFCFF AFFDF BC	84 93 71 51 59 83 55 27
17036	F	180	D CC A DBB ADCCB CDBDC DCCDB DACDA BCACE FDBAC DAG F FFFCD CBACF FFFCF CFFFF FC	28 13 27 26 1 20 29 19
17046	F	180	CGHCC AFBAB ACDCA AAADB FDCEE BFDDF DBCFE FBEDF BAG FACEB FDAEC EBDAE EDDAB FF	54 47 35 41 10 40 35 24
17033	F	177	AAACC CFEAC DFAAB CCADB DEBAB DADBE EBEEA BDEDF DAD D DDBDE BBEAD DAAAE EDDAF FC	35 36 18 29 21 19 25 19
17034	F	181	AAACC CFEAC AFAAB CCADB DEBAB DADBE EBEEA BDEDF DAE D DDBDE BBEAD DAAAE EDDAF FC	58 75 80 67 59 70 47 27
17030	F	000	CBDBA AGFAB AACCD ADADB FFDFF FFFFF FDCFB BBEFF BAA F DEFFF FFDBF FBDFD AFFFF EC	42 58 35 41 26 48 32 31
17028	F	175	C GBB ABDCB AADBA CEBDC AI F	42 13 27 29 16 11 24 17
17079	F	181	AAABC CGFAC DFABF ACBCC EFFFF FFFFF FCDFF FCFFD BAJ F BBBFF FBFCF FFEFF FFFCF FE	94 96 81 85 83 87 55 30
17078	F	175	AAABC CGEBC DFABA AEAEA FFCED DFF F F FF FAI D EAF F AA	80 67 25 17 37 40 34 25
17063	F	176	AAABC DFDBC DEAAE CAAED FFCBF FEFAF FCAFC BEBEF FAD F C CFC FCFBB BB FF FDDFF FC	80 93 94 77 81 93 50 40
17018	M	178	DCGCA AGBBB ABDBD CDCEB AAABB BADBF CCBBA ABBCE CAI A ADBDC DEECB DDBFE FDDBF AC	67 58 80 51 65 79 49 30
17019	M	179	B FBA AAAAB ECBCD DDBCB CBCDB ABDDF CBAAE FFFDB BAJ F FFBFD FECFF FADCB CAFCF FC	42 13 46 35 38 20 32 16
17001	M	163	AAABB CEBAC DFADB ACAEA FECED FFFBF FAACA ABBBE AAB E ABADB EDBBA CBBFE CEEED BA	67 73 74 70 54 90 41 46
17003	M	185	CCEBB ABBCB AADDD BDBCD EBDCE ADBCF FCDBD CDEBA AAD B BDDDC AECDF FABAD AFBDF AF	84 36 50 62 68 66 40 32

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
17008	M	173	AFFBE ABACD EABED BECBE FFFFF FFFFF FCDFB FFFFB AAI F AFFFB FFFCF FFFFF FFFCB FC	1 15 8 4 8 13 25 18
17057	F	245	BFFBE AAACD DDBBA CBCDB ADAAD AEDEA AABEA EAADD DAH D DDBDA DDAAA EAAAA EDDAA AA	38 23 53 89 54 54 24 42
17073	M	177	DDCBA AGDAA CADDD CEBBD CBDBD ACCCA BDBDB CBDAC AAD B CBCCB BBCCF BBCAC ACDBC BD	46 19 1 1 16 11 30 11
17069	M	177	E GBA DCECB AFAED BCABA AFFAA CFFCC BCCAC BDBCC CAJ F CBBFB DBFCE EBAFE BEEEE EC	88 76 73 35 71 77 45 33
17075	M	175	CCCBA AGFBB ABCDB DCBDB EAEDB CAABF CCDAC EBDCF CAF D CAABC DCCCC ECBEF CDBAC DC	19 8 38 29 6 38 21 37
17070	M	174	DCCBA ADEBB ABECB ACCCC CDBBD DDCDE CADDC DEADB CAA D CDBED EAABC DDBDD ADCBE FC	63 56 76 79 63 87 45 40
17065	M	173	CDDBA ACDCB ACDDD EEAEC DCBDC CBCCC EBDCC DEBDC DAF B CABFF BCDCC CCDAA AADCB CD	46 40 30 14 26 22 27 22
17042	F	183	DCGCB AGE C ACDCD CCADC DDEDD EFDDB EBEED EDEDE DAC A BCDED CBABC LDCBA BCDED CB	35 25 40 10 5 19 29 18
17049	F	178	CCGBB A B C BACDB DACAB CEEDD DFFED ACDFC FFFDF FAJ F FFFFF FFAAF FAFFF FFFFF FB	80 65 69 51 37 66 42 30
17032	F	172	AAABB CGFCC DFACA BCBCE DFDBD DDDDB AFFFF FADDD DAC F BAAFD DDDEB DEAFD BADDD DC	76 85 62 35 47 50 37 27
17031	F	111	C B ABDDB BCCA ACBBD DFFEE ACBCF ECCFF DC AC BAB BEECB F DC CB CC D	1 3 2 32 8 1 8 15
17048	F	226	DGGBB AGF B ADDBD EE DE ABCDE DCBAB CDEDC BABCD EAI A BCDED CBABC DEDCB ABCDE DC	88 76 55 26 51 60 43 26
17076	F	178	AAACB CEFAC DFACB CCACC DEBAA AAAAA AAAAD DDDDD DAG DDDDD DDDDD DDDDD DDDDD DD	84 80 71 72 56 82 43 38
17044	F	178	DDGBA ABDAB ADDED CEADC AAFAA BBBBF BBBBC ACDEB CAE C BACCA EDFAC CCDFE FELDB AB	28 25 27 1 10 16 30 15
18035	F	175	CCGBB ACEAB ACDDA CBBEC FDDDD DEDDD DDDDD DC BD CAF C CDBBA DBCBC BCDBB DCBCD CB	35 29 1 8 37 15 33 11
18036	F	176	CGHAC AGFAB AEDAD CAAEB ADDAF DDDCE ECCFF DAFED DAG D BCDDD FBFCC DFBFE FFDAF FC	23 40 25 26 37 46 35 27
18044	M	174	CEHAA AGDCB AADBD DDBDB EADAE BEDBE BBCFC BBBDF DAE D DADDD BDECD EAABD BEABD AD	58 31 40 59 26 44 26 33

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
18029	M	179	DBGAA BBBAB ACDCB BDADB ECLBC DCBCD CDAFB CBDCB CAJ E EDCDB BCCDA BCDCE ACDFC DB	23 7 25 2 26 16 25 20
18045	M	178	DECBB ABDBB AADED ADCCC ADABD BCABA BACAB ABABA CAF B CACBC ABABA CBBBA BAABC AB	38 15 15 0 37 38 38 20
18039	F	173	CGDAC ABBAB AAEBE BAAEA FFDCE DFFDE ACCFB FBCCE EAJ F CECBF BDFEB DCCDF FFFFF FC	88 96 94 89 77 98 56 41
18034	F	183	AAABC CBBAC DFABA BBCEB AABCC EDFAD FFFCB CEAFF FAE B ADCBC CAFCB DACFF FDFFF FA	38 47 38 38 37 52 41 24
18030	F	183	CGHBA ABFBB AACDD EEAAD EFADB BDBDB CABDC BDCBE CAA A ADDAC CBCCE ACBDC DBCAC ED	28 31 20 32 0 30 25 29
18038	F	172	AAAAC DGBAC DFAAA DBBCA FFDCF CDADD DDEFD EDAFA FAI C DDCFC CFCCE DCBCD CBDBD DC	9 13 8 26 4 17 27 19
18040	M	183	AAABB DBFA CFADD BDACC EEBBE FFEFF BBCFE CEBAE BAA F CAADD EAECC BEEEF EAAEF EC	97 76 93 67 86 75 50 27
18020	M	228	C GGC CAGEA BADDA CCBAE B A	83 49 55 29 59 58 44 24
18026	F	186	CCGBA AGBBB ABDDD CDBCC DFCBB DFFDF EEBFB AAAEF DAG F CDCAF DABBA BBDDB ACCAE EB	76 86 74 57 10 56 38 29
18040	M	183	AAABC DEEAC DFABB CBABB DFEAA DDBEF FCADF AECDE FAA F FECBF AAFAA DBCFE ADAAB EC	97 76 93 67 86 75 50 27
18043	M	202	EAEAC CBBAC DEDBA DBCCD BBBDB CBABC CBBCB ACDAA BAD C ADBEB BABBC CDBCC BBCCA BB	2 7 53 8 26 2 13 16
18015	F	183	CCCAB ABBAB ACDAB BCAEA FFCCC CFBFF CCCBB CBCCF CAF F BBCFC FBCCB FCFFF FFFBC FC	23 54 35 4 21 13 26 17
18002	M	178	EAABC CFEAB DFAAA DAADB EFAAA AFEAF DBCFD BBCFB CAC F CAAED DAFBA AEAFD DADAE FC	94 60 62 48 65 52 44 21
18013	F	192	CCCBA ABFAB AFDDB CDADC CEAFA CAADF FBBDA CEECF DAD B CCBED EAEDA DAAED DEEDB FC	17 1 20 26 3 8 19 19
18006	F	177	DBGBA ABCBB ABCCB DBAEB FFBBB BFFFF FACFB AAA F FAG E BECEC BAECB ECCBF BFFFF EC	76 69 46 8 21 48 46 17
18009	M	179	AAABB CBDCC DFABB BCBDC FFAAA AFDDF ECAFE FFDDF AAJ F FEDFB FAFBE FEEFC AFFFC AC	96 76 89 65 73 83 52 30
18004	F	183	EDGAC CBDAC ACACB ECAEB FFBD BDEDE CABCD EDCBA AAE A ABCCD EEFFD DDFAC BDCBC BD	28 8 15 29 5 40 30 29

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
18020	M	181	BFFCE AAACD EABCD DDBCB EFABA BDDCE DCBEC CDDCF EAA E CDBDB DDBCB BA DD DEDAF EC	83 49 55 29 59 58 44 24
18018	F	201	CCGBB ABBBB ACEAA EBAEA FFDCC DCDDF FCCDC CFCCC FAI C CCCDF FCFDF DFACF ADFFF CC	80 0 73 29 6 44 29 32
18003	F	178	B FFC EAAAB DECBB ADCAA CABBB ABFEC FEBDF DBCEB FAD C FCBCB CDFCF EADCE CBADE EC	28 19 18 14 26 11 22 19
18010	F	170	AAACC DCBBC DFACD DCADB AFAFE AFFBF BCBFC FCEBB CAA F FEEFD FBABF FBBFE BDDFD FC	35 56 50 54 42 36 33 24
18021	M	175	D GGC AABBB AACCB DCCDB DFEBB AEEDF EBBEB ABADF BAB E ADDEE EADAD ADAFE DEEEF CB	46 36 62 29 61 38 37 21
18007	M	180	DGGBC ABBBC AEEDD CDCDD DFAED FFCDF FCADA FDEAD AAH A ADADA ADADA ADFFB ADDBF EA	84 67 84 41 80 64 47 24
18014	F	180	AAABA CBDAC DBADB CDBEC FEAAE AEDEF FFBEB BBABE EAE F AABEA EBDDE DAAEA FEEAE FC	84 80 82 77 73 88 52 34
18005	F	204	CGGCC ACBCB ACECB BCAEC DDADD ADDDD BCCEB DEAAF BAF D CDDDE AABBD DAAAD DDDAF DB	42 65 50 41 65 50 37 27
18017	F	181	CCGBB ABEAB AADBD CCBDB ADDAE AAADF BBCDB ADABF FAH D AAADB DDBAD DBDFA FAAAA EB	50 29 38 10 6 27 37 15
18011	M	181	CCGBB ABBBB ACDCA DBAEB EFCEC BFFBE CCCFC CBACC FAB C FBCAC AAFEC BABFE CDFCB AC	60 58 27 51 26 48 39 24
18012	M	173	CBGBB ABFBB AACCB CCCDD BCEAA BDADF ECCEC BCCBF DAC A CABFB AAEED AAE F AEDDE DC	23 45 15 29 8 27 34 18
18033	M	193	DCDBA ADECB AAAEE BAAEE CDADB EBEDB DACFE CFCAD DAD F EACBE FDBDA DCEBC FBDAA DC	80 58 53 48 65 77 54 24
18027	M	172	CCBB AAFBC BADCD BEAEB DBCAF DDDBF CEBCE FAFFF FAH F EAFAF CFCAB DFCEB ECFCD ED	10 1 30 10 2 4 19 13
18032		180	DBEBA ABFCA CAEEL AECAE CBDAC BCADE CABCE ABCBE BAC A CAEDB DACEC FFDDE CFDFE CC	NO DEPARTMENTAL RECORD
18042	M	000	CCBBA ABBAB ACDDB ACABB EFBCB AADDF EBCFF CFCDF BAC CBBBA ABFCA DDCFF ADDAB EC	76 58 76 57 54 62 40 30
18037	F	103	EAABC DGFCC DFABD CCAEB AFDFD FFFFF BCCFB EEEEF BAH F DAAEB DBFDB DBACF AFFFF FC	28 45 25 51 44 62 39 31
18031	F	195	CCBA ABFBB AADDD CDCBC AFFEF EFEDF FDDDA FDECF DAB F EEEFD FABEE FDEFF DDDEF EB	54 40 50 20 37 34 34 23

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
18008	M	192	BFFBE AAABD ECBBC ABAED CCAD CCDFA BFBEC CBBAB AAI D ADBCE BACBB CBBBA BFFEB EC	5 8 20 85 31 24 16 34
18016	F	181	CCDBA ABDBB ABECB CBEEB ABDDE BDACE DCBAB ADDAD AAG A BDBDA DACED EADDB ADAAD BC	84 86 76 48 69 72 45 30
18019	F	174	AAABC DBDBC DFACB BBBCB FFABF BFFBF FCCFE FFBDF AAJ F CBBFD ABFDA AFBBF EFFFF FC	94 73 67 41 29 60 44 25
18001	M	198	DBHBE ABDCA BACDD BEADC ECEDD FFECF FCCFC CDCDB DAB C DAA CBEFE CBDBC CEEBC AB	58 54 76 32 77 58 52 16
19033	M	190	AAABC BFDAC DFACE BBBDB FFBCD DEFFE AFCFC CFCFF BAD D CABDD DADBD DCBDE CDDAF FA	94 97 97 83 94 75 53 24
19049	F	173	BFFBE AAABD EABAB CCBDB FFEDE FFE E DBEFB EFAFF DAJ F BBBFB BFACF EABFF BFFDF EB	98 76 76 94 84 86 48 36
19059	M	173	DBGBA ADECB AACDD DDBDC FFAAA DFFFF FECFC DFACC CAJ F BFBFE EBACA ACBFE BEEEE FB	54 69 48 81 77 79 49 30
19060	M	178	DBCBA AGCBA BBDCB DDCCB AFAFB FFBEF CBFAC DEDAC AAA D ADAFB FAFAE DBAEC CAAAF AA	38 47 80 85 86 72 44 31
19044	M	187	DGGBA ACFBB AACBD CCBCC EECBD AEAEA EAEAE AEAEA EAE A EAEAE AEAEA EAEAE AEAEA EA	5 25 43 79 63 48 34 29
19031	F	179	AAABC CFFAC AFABA BCADB AFAAA BFFBF FECFF CDAFF FAB F BBFDE DBEBA BBCEF FFFFF EF	96 82 69 91 73 79 45 34
19036	F	175	CCGBB ABEBB ABDDB BDBDC DDEDE DDCDA FAFFF BCCCF AAG F CFBDA FFFAD FEFFC FBCAF FC	98 92 69 14 68 77 50 28
19038	F	183	BFFCC AAFCD EEABD DCAEB AFFEF FFFFF EDEEC EEEFF AAI D BDBDF FFABD FDCFF FFFFF FC	26 23 20 17 29 15 31 13
19047	M	174	DGCBA AGFCB AADED AEEAE BCFFF FFBFF EFBEF FEFCF BAH F AFFFF FFFCF FDFFC EBBBF BC	58 43 67 79 73 58 39 29
19037	F	174	BGHCE AAACD ECBBD DCDDB DFFED DFCDF ABBAF ECAEF DAH F ADBEF ADBBA DAEED AAAAF DB	23 13 10 32 10 27 27 25
19045	M	172	CDBBA ABFBB EACED DEECD DFFAF FFDCF FFBAA FEFCF DAF F AFFFE FFDCF FFFFC ECCCF FF	54 67 35 48 39 48 35 28
19034	F	172	BF CE AAABD EBBDD CCCBC AFDEF CFEFD DACDC DADAF EAE D DDDFF FEDFD FDAFF FDDEF DB	83 69 58 81 37 56 41 26
19040	F	173	AAABC CFEAC AFABA CAAEB EFBAA DFEFA EACFB EEDFF FAA D ADAFC FFFFF FFFAF FFFDF AC	88 76 58 65 71 64 38 33

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
19048	F	162	AAAAC DEDAC DFAAC CBAEB EFBAD DDECF ECEDC BEBDE AAI E CFCAB AEACA FDDFF DFFDA EC	98 98 99 99 99 99 59 46
19046	M	192	CCGBA ABAB EDBA BDCCD CFCCD BCCBD EFDDB ADACC AAG A FFFFA FFACD FCCFC CCCCD BF	NO DEPARTMENTAL RECORD
19042	M	175	CAABA AGFCA AEEDB DDDCA AEFDE DDDEF FCADD FDFDD DAC F AFFFD FFFBD DDDED FCCCA DD	88 86 93 97 86 92 49 40
19008	M	180	DDHCB ADDBB ADDCD ECCCB ACAED CFAFF FFBFC FCEBF AAI B BFBFC ABDCB EBFFB EDABB AB	19 29 38 59 54 27 40 12
19011	F	181	CGBCC ABEBB AECCB CEADD CFFFF FFAFF FAAFC FCFFF FAB F BAFFF FAEEF FDFFD FFFCE CC	54 40 18 10 29 60 42 27
19003	M	183	DBDBB AFFCB ABCBB BBAEB EFFFF FFCFF FCBBC DBEDF AAD F BDCFD DDBEC EBCFD CDACF AA	54 54 35 88 90 72 45 30
19002	M	173	BFGBE AAAAD EEBCD BCCBC CFDCD FFFCF CCCFF CCCFF AAC D CCCDC CFCCC CFCFF FFFFC CC	96 69 69 70 90 72 49 26
19001	M	172	CCEBA AGFBB AADDD CEEAE EFFED FDDDF CCDDC FEFCF DAB E AEFFC EECEA FBFFC CDACF CE	96 60 76 81 65 72 52 23
19006	M	176	AGHBC BFDCC AFADD DDBDB ACFFF FEBDF CCEAA CBDAB DAG F AFFFA DEDDA EADBA ABAAA AB	72 54 74 75 65 54 42 24
19004	M	183	AAAGC DDGEA CAABA DCCDB DBDBC CCFAF CDDDE BDDDF DAE D BDDDE FDDCE CDDEF DCCBB FC	19 23 20 32 8 9 19 20
19007	M	184	BFFBE AAACD EABED AEEAE DFFDD DFFEF EDCDC FDFED FAH F DDFFF FDACD EAFFE FFFFF FA	19 29 30 67 21 32 22 33
19005	M	177	AAABA DEEAC DFACD CBAEB ADDFF FFFFF FFFDB BDFCF CAF D CCFF DDBEF FFFFC AAABF FE	99 85 93 99 95 99 56 44
19014	F	186	C GCC ABBCB AEDBD BDACB DAADD AFAED FACDB DFADF DAE F AAEDE DAFBA ADAEF ADDAF BC	17 29 20 29 10 34 28 30
19050	F	178	BFFBE AAABD EEBBD DDAED ADEEB FFEEF BCBEC BBBED CAA F CFCEE DDBDA ABEFD BDECF FC	96 98 95 98 93 97 56 40
19016	M	172	BFFCA AGABD EABBA DCBCB FFEEE EEEFF FEEFF FFDFD FAG F DDDFD FDFFD FAFFF FFFFB FA	23 15 4 29 4 12 24 18
19018	F	172	AAABC DFFAC DFABA BCADB FEBAA AEEFE FBBFE DFDDE EAI F DABDD DDECD DFBFE EEFEF FC	84 60 73 94 65 79 46 33
19017	F	179	AAABA BGDCC DFADA ADADD FFEFF BFEDF FCCFB FFBAA BAH E BEDEC EAFBA ECEFE FFFEF BC	94 76 73 93 65 80 42 36

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
19019	F	171	AAABC DFDBC DEAAC CCAEB FFBBE FFFEF FBBFE EDABD FAJ F EEDDA DAFCD FDCFE FDDDD FA	97 99 99 99 99 99 57 43
19020	F	180	AAABB BCEAC DFADB DCBDC EBAED EFEEF EABEB EEEAF EAA F BABFA EDFCE DDAFD AEEEE EB	80 54 48 75 56 64 40 31
19021	F	174	BFFAE AAAAD EEBBB BBAEB EFBBA DDFFE EDDEB AFDDE EAB A ADADA AEDBA DDAAE BDDDD DA	84 88 84 93 73 88 49 37
19022	M	178	BDEBA ABACB ABBDD AADBD DAEFA EDADC ACDAB EAEBE EAC D BDADD ADDCA DDEDD EDDDD DE	84 71 74 81 65 70 45 29
19035	F	176	BFFBE AAABD EDACD DBADC DDFFD EFEEE EEEED CDEBC AAF C DBBDF BCEBF DEDED CCFCD BE	72 43 53 89 75 68 36 35
19043	M	174	EFGB ACFBC ADCBE ACEDB EADBD ACEFF CFBAF CEBFE BAD FFFFD BFEDC BBABD CCBAC EC	28 10 1 44 16 24 25 25
19039	F	189	C BB AB BB AADCD CCCCC DEDFF FFDFF FFCEE DFADF FAJ F ADAFF FDAAF DDDFF FFFFF FC	43 30 43 29 12 40 36 23
19012	M	183	BFFCE AAACD ECBED AEEAD CBEDB CBCDC FBCBC EDBCC DAC B BBBBC DEDDE DCDCB BAFBD BF	35 19 25 35 29 36 44 13
19013	M	178	BFGAB EAAAA DEDBC DBCAC AFFBF FFFFF FFFFF FCCBD BAD B BDCDB DBCCB CBCBC BDBCA CD	35 13 15 4 16 19 33 14
19009	F	181	BFGCE AAAAA DEBAB DBADA FFDDA AFFDF CFCFC BFCFF DAJ E CCCAC DFFAB ACCDF ADECF DC	83 71 58 75 73 60 45 24
19041	M	173	CGGBA ABFBB AACED AECAE A CAC FEAEA EAEAE AEAEA EAB D CEFAC BDFED CBABC DEFED CB	15 23 25 77 63 40 32 27
19015	M	197	CCCBA ABCCB AADDB CECCD FFFBC CBDBF DBABC BBBFF FAF B CAADB BFBBB BBBDF FEEEE EB	54 63 60 62 71 90 51 36
10180	F	079	G B F F F FF D F FB B ECAFE FFBDF FAFF DCEBF CC	84 80 73 51 54 73 51 25
21036	F	176	EEGBC CBFCB AFDBC ABAEE FFFDB EFEDF FBABF ABADD FAG F ECBEC EAFFC EBBFF EFFEF EF	35 3 3 17 42 10 22 18
21027	M	173	AAABC CFEAC DFDCA CDAEA AFAF BDEFF FACFF CBBCF CAH E FACCE ACFCB BCCFF DDA AC	72 63 74 97 98 68 45 28
21044	M	181	AAAAC CBFAC DFABA DAAEA AFCBE BEDEF ECCFC CBBCF EAE E BBCCE BBEBC ABCDE ADABF DB	84 96 99 66 97 94 57 34
21041	F	178	AAACC CBEAC DFAAB DBAEA EECBB BEFAF CBCEB CBDBD EAB A ABBCB BBFCC BEBFF BFFEE FC	80 60 35 54 44 66 40 32

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
21043	F	180	AAACC CFFAC DFABD DBAEA FFCCB BFFFB FACFD CACAF CAD F AABEA FFFBA DACFF FFFFF FC	94 91 85 65 77 82 46 35
21026	M	170	AAABC CEBAC DFACD CDBDC EBEEB EEADF BCDDB ADDCB CAG E EEBEA DEEBE BEBEE EABBB EC	63 80 81 85 92 73 48 28
21045	M	172	BFFBE AAABD EBBCB BDACD BBDDD ADADF EDBDA EADDF AAF D BBADE DEADA DAAED BAFFE DB	38 36 25 75 80 58 35 33
21042	F	173	AAABC C BAC DFABB DBABB FFBBB BFFFF BBCFB AEAFF EAC F AFCEA FEAFE FAEF FFFEF FC	72 47 25 35 19 60 39 30
21038	M	179	AAAB C CC DFA CCBCC B F BB A B AI B F	NO DEPARTMENTAL RECORD
21049	M	183	AAACC DFBAC DFAAE CAAEB FDBAD DDDFF FABFC CCACB BAJ F BBBDC FABAA DCBFF FDDBF CC	97 93 97 97 98 95 51 41
21031	F	173	AAACC C EBC DFABB CDAEA FFCBA CFFEF FFAFB AEDAF DAB F AABEA FFFAF EDAFF FFFFF EA	76 56 35 83 39 42 41 19
21039	M	182	AAABB BGBCC DFABB BDBCB EEABD EDDEF ECDDB EEACB EAJ E AAEFF FAEEA AAAED DADBF AA	80 71 91 94 97 86 46 38
21032	M	164	CGHBB ABF D EBBCD CCBDC D AC	76 65 40 90 89 79 44 35
21035	M	179	AAAAC CBDBC DFADA BCDEB DEBCD BDDAE ECCEB BDABB BAF B AABBA BBCDA BDBED ADDAC AC	58 76 98 91 99 91 55 33
21047	F	167	AAABC CDBBC DFABB CBAEB AEBBA BFEDF DECDC ACAAF CAH F BDBEF EEFAE DBBFC BFEEF DC	94 75 62 83 87 83 46 36
21030	M	181	CCGCC ABEBB AADCC ACBEC DADDA FFDFD CCFDC CDADD CAA D AABDC DECCA FBBFF DDDDF DA	72 82 60 44 89 52 46 19
21034	F	181	BFFBE AAABD EEBDD BDCDB FFBBF BFFFA ADCFF CDC AE	84 83 84 57 73 82 50 31
21029	M	173	CCCBC ABEBB AAEED AECBD BBBBB CDEDC BABCD EFFFF FAJ F FFFFF FFFFF FFFFF FFFFF FF	10 8 11 26 65 29 25 28
21033	M	173	AD	72 92 99 98 99 98 55 42
21040	M	164	AAABC BBBBC DFADD BCABD FFCCB BFFCE FCCFC CCCCE FAA F BABAC BBFEB BCCFE CEDFF BC	67 83 88 65 84 63 50 32
21094	M	179	CCCCC ABEAB ACDAE EEABB EEBDF FDF F FEDFF D ADF FAE E ABBDE ADFAD FDFFF DAA D AF	35 19 35 54 51 12 24 18

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
21089	M	176	CBGBB ACBBB AECCD DBADB DBCCB FFBFF CFFBC BCFFD EAJ C ABAAB BDBCF FBFFD FFFAF AA	80 78 83 90 89 86 50 34
21099	F	184	EGHBB CBBAB AADCD CBBDD EFEEC DFEFF FCCEC EBFBF FAJ F BDFFE FEBAF FADFE EEFEF BC	63 63 53 65 71 64 43 28
21077	M	183	DBGBB AGDCB AACDB ACBEB EFBAB BEFDE FBBFA BDBBF FAH D BBBDD BBDDB DAAFF DFFDE AC	72 23 53 38 49 48 37 26
21087	M	177	CBHCA AGDCB AACBB ACAEE ABAAA AFAAF AACAB CBACB DAH BACFF FFFFF FFFFF BBBBB BB	42 19 20 26 8 0 0 0
21083	F	183	AAACC DEBAC AFABA DBADC FFCEA EDEBE BCBDB DEBCF BAD D CDBEA ABEEA AEBEE FFEED EC	72 82 53 70 68 66 48 26
21088	M	180	CCGBA ABFCB BADAE DBEDB FBFFF FFCFF FFFFC FAFDF FAI F FFFFF FFDCF FDFFD CCCCF FF	38 8 3 41 37 24 27 23
21084	M	178	CCGBB ABEBB AEDBA BCADC EFABF DFFEE FCCFF AFBEF DAE F FDBDD AAFBE FDDBE FFFAD FC	72 55 71 97 81 75 43 34
21098	F	183	EGBB ABFFA B FCC DCDBC CEFAD DFDEE FECCF FEDDA FAI F FBABE BEEBC ADAFE EAFFE AE	91 71 55 77 80 86 49 35
21093	M	182	AAACC CFEAC ADACA DBAEC DEABD DDADF DDADC EBDDE FAD D EDEFB DFCFE DCAFD BADDF CA	11 45 64 59 61 58 34 34
21082	F	177	D GCC AFBAB AEDBB CBBDB DDADD DDDDF BDDEB DAACF FAC F CBDEE DAFFE EDDFE DEEDF FA	35 58 38 88 59 40 27 32
21081	F	176	D GBC ABBAB AEDDB CDADB DDDED DDDDF BDDEB DAACF DAB D CBDDD DAFFB DDEFD FEDDD FA	50 38 43 36 49 38 31 27
21085	M	175	AAABB BBBAC DDABD EBAEB EFBBF FFFEF FCCFC AFABF FAF F BAADC FAAAB FABFF FFFAD FB	88 89 98 85 96 93 55 42
21076	M	184	AAABB BGCBC DFABD DDAED EFCBB BFFBE DCBFD DAACD AAG F BBBEA DBBFB ABCDE CFFCF CC	28 36 40 89 92 68 41 32
21097	F	179	AAABC DEBBC AFABB BBACC EEBAA FFEAF FBFFA AAADA AAH F EAAEA FEABE FBAFE EFFDA EC	88 80 62 75 75 91 49 39
21078	F	180	ACEBA ABBCB ADDDD DCACB DFCEA DFDDD DDADD FLEDF FAI B BAEDE DAFDE EDDEE FFFDB AD	67 38 27 57 47 25 25 24
21091	F	182	ECGCC CBECB AADCB CBBDA DEEBB BDDEF CBBAA BCBEE BAB D BCDEE DECBA CDBEB BACDD DD	58 45 25 59 49 54 37 29
21092	F	170	AAABC DGFAC DFABC BDCCD ADBFF FFBFF ABDAA EAFBB CAC E ADEFB DADBA FDEFB BBAAF FB	91 94 97 93 80 77 49 29

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
21096	M	199	BFFCE AAAAD EEBBE DDAEA FFCAD DFDDF ECCDA DABDF FAG D EDEDE EFDCE EBBFC AEDCF FA	28 4 15 51 80 32 20 35
21090	M	179	DEG B BADEC BAACD ACBCB BFFDB CBCDE ACDBD CDCEB BAA C ABAFD AACBA DCBCF FFBBD FC	36 47 4 20 47 32 36 19
21080	F	181	AAABB CGEAC DEAED CDBBC EFEFD BFDAE FDBED AEBED BAA E CAADE EAABB DAEAE EFEAF DB	88 95 69 79 77 92 50 39
21095	M	178	CCGBB A GFB AADDA ADCDE EFEBD BEDFF FDAFB CBAFD BAF F AAFFE FABAF FAFFD FFFFF FA	44 54 81 83 68 72 44 31
21023	M	189	DABBC AFBCC BAABD CCAEC DFABD DDDFF FCDDB DCDBF EAD F BFFEC DFFCF FDCFC CDBDB FC	84 49 40 26 47 32 36 19
21021	M	180	BFGCB AAABD ECBCB DCBDB EFCBB DFFAF ECEFC EEEDF AAB E EBDDD DBDEB DBDFE EEEEB BB	88 94 87 96 96 92 53 36
21019	M	172	DBBCB ABFAB AACED BEABB BBBDD BDBDF FFFBC EABBB BAJ E ABCFB BAFCC DBCFE CBBBE EB	17 13 10 26 47 36 33 24
21014	M	186	BFFBE AAABD ECBBB CDCDD EEEFE EEBFF DFAAB EEDAF AAE D AAADC BFEEA EBDFA ADADE BA	NO DEPARTMENTAL RECORD
21020	M	177	BFFCE AAACD EABDB DDDDD AABDD AAAAE DBBCC EEDBE DAA A ADAEB FDDCB DDDFE FAAAA FB	67 65 78 65 90 79 51 28
21003	F	173	BCGBA AABBD EABED CECAB EEFAE CACBF FDCEA FBBEF BAD D BDBFD DBACC ABDFC FDDAD EC	42 54 25 4 12 17 33 13
21015	F	182	DBEBC ABDCB AACDB CCAEC EEADD AFFDF ECCFA DADAF BAF F BADFB DAEAA DDAEF AFFAD EC	94 93 80 91 73 75 44 33
21002	F	196	DABBB ABBAC BACDB CCBEC DDEDB AFFEF DBCFA BBBEE AAC E EAAED DADAE AEBEE DEEAF EB	50 29 11 44 54 29 27 26
21007	F	179	CCDAA ABDAB ABDBB DBBEA EFEBB BFEDF BCCFC BBBAB AAH B CEBAB CBBBB BCCAE BFFDE DC	76 76 73 75 68 46 36 26
21006	F	180	CCGBA AGDBB AADDB CCAEC AFEBD DEEED BDBEC AEAAF EAG E AAEEC EDEEE EDDAD AEEEF EB	80 80 67 86 75 90 47 40
21016	M	184	DBECA ABCBB AACED CEEEB DFFCD CFFCF FCCCC ABACA CAG F BBACC EBCFC BCBDB CFAAF BC	67 69 85 65 93 95 54 36
21012	F	165	CCGBA ADBCB ABEDA CDDCD DEFAB BEFDF BBBEC EEAEF BAC E AEAFE FFCEB DBAFE FCCBD CA	26 47 25 12 21 19 31 16
21009	F	173	DCCBB AGCBB ADDCD DCADB EFABB BFFBE FCBFC BFBAF CAJ F CCBAB BAFEB ABCAF AAFEF AC	99 80 73 65 77 73 50 26

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
21013	F	173	BFGBE AAAAD EABBA ADBDB FFCCE DFFFF FFCFC CBCCF CAD F CCCEF CCFCC CCCFF FFFFF FC	76 82 81 91 93 94 51 40
21068	F	181	CGGCC ABCBA BDDBA DCADB AEAAB CABAD ABCBB CABCA BAI D CFCBA BCFFF FFFFD FFFFA CF	58 36 25 48 39 17 24 22
21061	M	192	CGGCC AFBCC DBDD DCCEA EBEFA FFFAF CBD AECAD CAB C DEFB BEBCD ADABA BACDB CA	58 76 74 65 86 64 44 27
21051	F	183	DBBBC AGFAB ADCCA BDBDD FFFFE DFFFF FECFF EDEEF DAB F CBBFF FDDCE EDBFF BFFEF FC	54 38 53 54 44 46 33 29
21063	F	179	DBEBA ADECB AACBD BBACC EFBBA ADDDF BEBEB ECBDF DAD D DAAEA DDBBD ECAFF BEFAF CC	54 49 62 26 51 34 35 21
21064	F	181	CGBB ACBCD EABCB CCBCC EEFFF FDDDF DCCDD DDDBF FAE F BEBEC BBDDA DEADA BDBDD EB	23 49 38 32 42 44 42 19
21070	F	176	DCECC ADECB ABDDB CBBDC AAABB BDABE AAADA AAADD DAA DBFFF FEDED DDBEB DDAAF BB	35 13 20 57 26 22 23 24
21053	M	181	CCDBA ABFCD AABBD ACACC CBDFE DCCBB CCBFF EADFC BAD F FEBFF CFAFF FEDEE DFCCF CD	54 73 85 54 94 56 46 21
21062	M	172	BFFBE AAAAD EDBCA CBAEB DFBAA DFFDF FCBFE EDEDF BAC F EEFFE FDECF FBFFE EEEEF EC	NO DEPARTMENTAL RECORD
21060	M	180	CCGBA ABACC DAABA CBADB ABFEB CCBED EBBED CEEEF FAA E CEEFF FEEBC FEFFF EBDDC BD	26 23 10 51 44 52 30 35
21058	M	182	CGGCC AGFAC AEFBB CBAEB FFCCB DDDDE CBDFB BEAEF AAI D BABDA BAAAC AABDF AFFAD FC	99 99 99 99 99 95 48 45
21059	M	177	DDBAC ABDAB AECAB ACAEA CBCFF FFFFF FFFFF FFFFF FAJ F FCFFF FFFFF CFFFF FFFFC CC	94 60 84 62 77 87 55 30
21052	M	178	CCDCE AGAAB AEABB BCADB EDAAD DDDAC FACFD ACAEF DAC E AABDD DADCB DDDFD CDAAC FA	84 75 84 97 94 86 43 41
21008	F	194	CFFBE AAACD EABCD CCBCB DBDDB DADCE FCBDA FDCDF BAI E CFDBD AECDB ECAFF FECDB DC	72 58 64 77 73 62 36 34
21011	F	171	BFFBE ACACD EBBED BDCCC FFAAA AFFEF FCCFD BDBFC CAB B FFEDF DBBBF FFDED EABCE FC	46 52 16 26 44 42 37 23
21055	F	178	CCGCB ABFCB AAADD CDDCC EEEFF FFDDD FCCDD DDDBB EAF A EDBDD AADAD DAAEE DDDDE BB	54 8 25 12 16 19 26 21
21071	F	180	AAABB DGBBC DFACB BDBCC EFEDA BFDDF FCBFC EADEF EAB D BDDDD EEDDE EDDEE DDEEF EC	94 95 87 99 81 98 54 43

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
21072	F	182	DGCBC ABBCB AAEDB CDCCB EEBBB EEEEE EBBED DFBBF BAC D BBADA BEAAB DADEE EEEEE EC	96 96 91 93 92 93 53 37
21001	M	181	CCCBA ABFCD EADDB ACDDC DBAAA AFDAD AAAAA AAAAF FAB E EEBBF AEFFB DFBFB BBBBF AF	23 6 27 26 39 40 36 23
21046	F	183	CBBBB ABBCB ABCDD AABCC FFFF FFFFF FFFFF DBBEE CAG E ACBDF FFEAB AD CF CEDAB DF	46 38 18 32 31 27 32 20
21005	F	172	AAACC D BAC DFAAA BAEB EEBDA ADDAE BCBEB DEADD DAF D ADDDD DADAA AAAEE EEEDE EB	99 96 98 94 98 86 55 31
21086	M	176	CDHBA ABCAB AACCD EDADC EEDBF FEFEF FCDFC AFFFF FAG C CAADE A FDB DBBDD DDDED EC	72 65 67 97 84 77 45 33
21079	F	183	AAABC DEBAC AFABB CCADB EEFFD DFDEB CCCFB ECBEF DAJ A CABEF DAACC EADFD EAAEE EC	46 19 40 38 47 48 33 30
21048	M	181	BFFBE AAAAD EABDD BECCC CEEFE FFCEF ECCBC FCCCC CAI F FFFFA FFCFA DCAFC ECCC CB	72 52 80 85 97 68 42 31
21037	F	176	AAACC DBBBC AFACB CEADC AABAA DEDAE EBCBD EEEDC CAH EDBAE BEBBD DBBFE FEFBF BF	42 15 38 67 56 48 34 29
21069	M	173	CCDBA ABCCB AEDDA DCBCB AEAAB ABACA CEFDB ABCBA AAJ A BAADB AABDB FCAAA AAAAC AB	84 45 76 94 94 82 38 43
21067	M	179	CBGBA ABFAB AADAA CCAEA DECCC DCCDB CCCCC DDCDC DAH C DDCFF FFEFE FFEFE CFEEF FE	23 19 15 81 47 50 34 30
21022	M	180	BGHCB AFBAB ABBBD BCACB EEBBC BABBA FABBA EFFEF BAC F ABBEE EABFB FBCBE EEEEB EC	26 38 35 17 31 24 26 24
21018	M	144	BFFBE AAACD EABED DDCCC EAFEF FFCEF FBEEB FBFAC CAI F AFBBB FA DB FEAFE BCBBF EC	10 1 3 1 6 6 20 16
21010	F	174	BCECA AAABD EABCD CDACC BCDDE DFAFF CCFFF FEEAE EAA F EDFEF FFDCF FFFFD EABCE AC	67 71 40 59 63 58 40 28
21054	M	174	CDGCC ABBBB AEDCD ADCBC CFEFE EEEEF FBBCE AAAAE AAE F AEEFA FFFBE FFAEE EEAAE EE	76 25 38 29 42 50 31 33
21017	F	180	CBEBA AGECB AACDB BDAEB FCAA AFFAF BBCFA BBBBF EAH F CDBEB AACAA DBAFF AFFAA DC	63 38 25 29 26 36 31 26
21066	F	185	CGGCB AGDCC AADAA BBAEC EABFF FFDEF D FFA FCFDD DAG D BFFFF FDFED FCFAF CEEDF DF	46 23 62 41 61 30 28 26
21100	M	180	CEEBA ACECB AADED CCDCD DDBBA ADBDE BBBEA BBABF BBA A DBBDD AADBA ADAFF BAAAD DB	56 49 80 83 83 52 38 27

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
21120	F	176	EGGBC DEBBB AFDBB DBAE F B F FBFFE DEBFF CBA C F B A FAA FCFF E F FC	80 82 84 90 68 70 43 31
21119	F	181	AAABB CEBBC DFADD CDBEE AEFE FA F DCC C AADAF FBJ F FA FAE FADFA AE D DB	99 99 93 97 99 96 56 38
21117	M	179	AAABC DBDBC DFABA DBAEA EFCCB BDAAF FCEFE BDBBF ABH F B B E BFCB D F FF FC	94 82 88 91 89 95 47 45
21125	F	174	CCEB AAB C BABDD AACAD AEEFF FFFBC FFCDE CEBFF FBF FEFFF FFFFB CFBFF DCFDD FE	76 36 53 72 49 24 29 21
21105	M	180	EBEBA BBBBB AFCDB CDCDC FEBCA DEEAF EBCFA CFAEF DBF F BABDE BDFBA EDBFF A AAD DC	84 58 91 99 96 92 47 42
21124	F	177	AAABB DBDBC DFABD BBBEC FFDEF FFFEF FCFFF FBDEA BBE F AAAFA DAFCA AEEFF AAAAF AB	88 78 93 26 61 75 47 30
21118	M	173	CBCBE ADABB AACAA EBADE FFFCF FFCFF FFAFF F CFF CBI F CFFFC FFF F F F CFCC FC	19 13 53 38 56 34 27 29
21122	F	000	BAAB EACAA DEBBC BCDAD BAFBB ADDDD CDCBE BDEAA EBC A DCAAB CDACF ADCAD AFFFF FC	43 43 58 46 59 52 34 31
21123	F	000	CCGBB AB BB ADDCD CCBDD FFABB AFFDF FBBFB EBAAA FBD F AAAFC FAFCA DBDFF DFFEE DC	72 82 69 57 96 88 49 37
21110	F	172	AAABC DGEBC DFACC BBAEC FFCDF DEFEF BBCFB BABEF FBA D ABBED ABFAA BFEFF FFFFF FA	54 73 50 51 61 48 41 22
21102	F	175	ECGBA BGECC DFADD CDADD FFAFD DFFDF FCCFB ECEAC FBC F AAFFD DDFAF FFAFF FFFFF DC	91 78 67 81 73 85 49 34
21110	F	173	AAABC CGEAC AFABA BCADD EFCDF DFFFF ECBFD ADEEF DBA D AACDD AAEBE DDFDD FDDDF AB	54 73 50 51 61 48 41 22
21101	F	175	DGBCC AEFAB ABDCB CCADA FFBDD EDFCF FEBFB BEBFF CBB F CBDDE DADDE DAAFF FEFDF FC	96 96 91 85 80 95 57 35
21116	F	188	CGHCC AAFBD FEACA ABBEA FFCBA BFFFF FFCFD AFBFF FBG F FFFFF FBFFF FFCFF FFFFF FC	58 71 80 70 69 79 48 31
21109	F	179	AAAAC DGBAD DFAAC CAAEA BDCAF DEFFF FECFA CDBDE FBJ D BAFAD ADDEA DEBFF DEFDF FC	91 75 61 89 92 79 44 35
21103	F	177	AAACC CF BC DFAAB ABAEA EFCBF FFFFF FCCFF CFCFF FBD F CCBBF ABFCB FFCFF FBFFF FC	88 63 64 38 77 54 43 23
21115	F	179	AAACC DBBBC DFAAD BCAEA FFCAA AFFDE DCADA ADDBF EBF F BACFA DAFDF FDAEF DFFFF C	99 94 97 96 84 97 53 42

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
21106	M	178	AAAB BBBDB CAEAB BCBBE CAAAE DADDE FACDA DABAB DBG A ACABD BAADA AAADF EADAA DE	97 98 99 96 99 97 60 35
21104	F	180	DBGBA ABDCB AACCD DDAEB FFCCF CEFCF FCFFC CCCCF FBE F CCCC CCFCC D CFF FFFCF FC	76 67 80 70 49 48 41 22
21108	M	181	AAABC CCDAC DEADC CCADB BDBBA DFFFD BCBFC BABAF FBI E C BDD B FC DA C AB FC	76 71 85 90 90 79 43 34
21112	F	172	CCCCC AGAAB ADDCA EBACB EFBEF DFFFE FCCFC AD F BBC F EACEA FFEBE FDEDD FEDEF AB	58 36 53 51 47 34 32 24
21107	M	172	CBDB AABAC BAECD DAECA EADFD FEDFF CCBFC BBDBF EBH F BDBFC CAA A CAAE D C F	94 89 99 99 99 99 55 47
21028	F	185	AAABC DE C AFAAD DCADE E CFB D AI	84 75 67 51 61 46 42 20

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PROJECT NO: SE01

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**** OFF AT 09:44.40    08-01-72
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**** CPU TIME USED       57.533 SEC.          $6.23
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