POSTENLISTMENT MENTAL QUALIFICATION VERIFICATION: CALENDAR YEAR 1979

NAVY PERSONNEL RESEARCH AND DEVELOPMENT CENTER
San Diego, California 92152

This document has been approved for public release and sale; its distribution is unlimited.
POSTENLISTMENT MENTAL QUALIFICATION VERIFICATION:
CALENDAR YEAR 1979

Edward F. Alf
James W. Stapleton

Reviewed by
Martin F. Wiskoff

Released by
James F. Kelly, Jr.
Commanding Officer

Navy Personnel Research and Development Center
San Diego, California 92152
The mental qualifications of entering recruits were verified by retesting approximately 10,000 recruits who had been first tested in Calendar Year 1979, prior to entering the Navy. On retesting, there was a small but significant drop of scores on the Armed Services Vocational Aptitude Battery (ASVAB) subtests used primarily for selection and classification. Unusually large discrepancies for some Armed Forces Examining and Entrance Stations and Navy Recruiting Districts indicated that some test compromise may exist. Furthermore, the norms for ASVAB Forms 5, 6, and 7 were not comparable.
FOREWORD

This study was conducted in response to BUPERS Instruction 1130.24 of 15 March 1977, which directs that the accuracy of mental test scores, medical examinations, educational attainments, and moral information recorded for Navy enlistees during their enlistment processing be verified. This Center is charged with verifying the mental test scores.

This report, the third in a series to result from this effort, summarizes the findings obtained during Calendar Year 1979. Previous reports presented data obtained during the first 3 months and during the first year of retesting (NPRDC SRs 78-6 and 79-19).

The work of classification and testing personnel of the three Naval Training Centers is gratefully acknowledged. Without their help, this effort would have been much more difficult.

JAMES F. KELLY, JR.  JAMES J. REGAN
Commanding Officer  Technical Director
SUMMARY

Problem

Bureau of Naval Personnel Instruction 1130.24 of 15 March 1977 established a program to verify the accuracy of mental test scores, educational attainment, medical examinations, and moral information recorded for nonprior-service Navy enlistees during their enlistment processing. The Navy Personnel Research and Development Center (NAVPERSRANDCEN) was asked to verify the mental qualification portion of the records.

Objectives

The objective of this study is to provide continuing verification of the accuracy of mental test scores obtained during enlistment processing.

Approach

Approximately 10,000 recruits who entered military service in 1979 were retested on a form of the Armed Services Vocational Aptitude Battery (ASVAB) other than the one used during accession processing. Scores on both initial and retest forms were reported to NAVPERSRANDCEN. Initial test scores and retest scores were compared by sex, by recruiting source, and by form of ASVAB used for initial test and retest.

Findings

Average scores on the ASVAB subtests used primarily for selection and classification (WK, AR, EI, and GS) decreased on retest. Since this change was slightly more than regression effects alone would be expected to produce, it appears that some initial test scores had been artificially inflated. Comparison of test and retest scores by recruiting source (NRD and AFEES) has identified some sources where unusual discrepancies exist.

The finding that differences between test and retest scores varied for different forms of the ASVAB is consistent with findings of earlier reports in this series and suggests that the norms for ASVAB Forms 5, 6, and 7 are not equivalent.

Conclusions

While there is no indication of major manipulation or error in initial testing overall, there is evidence of discrepancies in specific areas (e.g., recruiting source or form of ASVAB).

Recommendations

1. The AFQT percentile and Navy standard score conversion tables for ASVAB Forms 5, 6, and 7 do not appear to be comparable. Therefore, if these forms are again considered for operational use, their conversion tables should be revised.

2. The ASVAB retesting program should be continued for the new Forms 8, 9, and 10. These forms should be compared with earlier forms (ASVAB 5, 6, and 7) and the accuracy of their AFQT percentiles should be monitored. The ASVAB retesting program should also review test results at the various recruiting stations for possible aberrations if future results continue to demonstrate discrepancies or test compromise.
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Problem</td>
<td>1</td>
</tr>
<tr>
<td>Purpose</td>
<td>1</td>
</tr>
<tr>
<td>Background</td>
<td>1</td>
</tr>
<tr>
<td>APPROACH</td>
<td>2</td>
</tr>
<tr>
<td>Procedure</td>
<td>2</td>
</tr>
<tr>
<td>Sample</td>
<td>2</td>
</tr>
<tr>
<td>Analysis</td>
<td>2</td>
</tr>
<tr>
<td>RESULTS</td>
<td>3</td>
</tr>
<tr>
<td>ASVAB Subtests</td>
<td>3</td>
</tr>
<tr>
<td>AFQT Score Means and Mental Group Percentages</td>
<td>3</td>
</tr>
<tr>
<td>School and Occupational Area Selection Standards</td>
<td>4</td>
</tr>
<tr>
<td>Analyses by Recruiting Source</td>
<td>5</td>
</tr>
<tr>
<td>Analysis by Form of Initial Test</td>
<td>6</td>
</tr>
<tr>
<td>CONCLUSIONS</td>
<td>17</td>
</tr>
<tr>
<td>RECOMMENDATIONS</td>
<td>17</td>
</tr>
<tr>
<td>APPENDIX--NAVY CONVERSION TABLES</td>
<td>A-0</td>
</tr>
<tr>
<td>DISTRIBUTION LIST</td>
<td></td>
</tr>
</tbody>
</table>
LIST OF TABLES

Page

1. Sample Distribution by Initial Test Form ............................................................... 2

2. Comparison of Initial Test and Retest Raw Score and
Navy Standard Score (NSS) Means ................................................................. 7

3. Raw Score Means for Initial Test, Predicted Retest, and
Actual Retest for ASVAB Subtests Having Positive Differences ............... 8

4. Mean AFQT Raw Scores .................................................................................. 9

5. Cross Tabulations of Mental Group Percentages ............................................. 9

6. AFQT Mental Group Percentage Distribution ................................................. 10

7. Cross Tabulations of Percentage of Recruits Meeting Selection
Point--Initial vs. Retest Scores ........................................................................ 10

8. Percentages Meeting Selection Standards ...................................................... 11

9. Recruits Qualifying for School Assignment or Occupational
Specialty ............................................................................................................. 12

10. Difference Between Initial and Retest (I-R) Navy Standard Score
Means by Recruiting Source ............................................................................ 13

11. Percentage of Recruits Initially Qualified on AFQT or School
Guarantee Standard but Not on Retest ............................................................. 14

12. Comparison of Initial Test and Retest Raw Score Means by Initial
Test Form ....................................................................................................... 15

13. Comparison of Initial Test and Retest Navy Standard Scores (NSS)
Means by Initial Test Form ............................................................................. 16

14. Male Recruits Initially Qualified on School Guarantee Standard
but Not on Retest by Initial Form ................................................................... 17
INTRODUCTION

Problem

Bureau of Naval Personnel Instruction 1130.24 of 15 March 1977 established a program to verify the accuracy of mental test scores, educational attainment, medical examinations, and moral information recorded for nonprior-service enlistees during their initial processing. In this instruction, the Navy Personnel Research and Development Center (NAVPERSRANDCEN) was directed to verify the mental qualification portion of the program. This procedure basically involves (1) retesting samples of recruits at Naval Training Centers (NTCs), San Diego, California, Great Lakes, Illinois, and Orlando, Florida with a form of the expanded Armed Services Vocational Aptitude Battery (ASVAB) other than the one used for initial testing, and (2) analyzing discrepancies between initial test scores and retest scores. This analysis should reveal whether initial test scores have been artificially inflated by faulty testing procedures, "coaching" the tests, compromise, or other aberrations.

Purpose

The purpose of this effort was to provide continuing verification of the accuracy of mental test scores of recruits obtained during enlistment processing. This is the third report in the series associated with the program. Previous reports presented data obtained during the first 3 months and during the first year of retesting.

Background

The ASVAB was first developed in the 1960s as a military aptitude test for high school students. It was hoped that the ASVAB would be useful as a common-service test, replacing the separate testing batteries then in use at recruiting stations or recruit training depots. However, the early forms of the ASVAB (Forms 1 through 4) were unsuitable for joint-service testing, because they did not include tests for all the aptitudes for which the military services require assessments. This deficiency led to the development of the expanded ASVAB (Forms 5, 6, 7), which includes 12 component tests that cover all the types of aptitude measures needed by the various services. The 12 component tests are:

1. General Information (GI)
2. Numerical Operations (NO)
3. Attention to Detail (AD)
4. Word Knowledge (WK)
5. Arithmetic Reasoning (AR)
6. Space Perception (SP)
7. Mathematics Knowledge (MK)
8. Electronics Information (EI)
9. Mechanical Comprehension (MC)
10. General Science (physical and biological) (GS)
11. Shop Information (SI)
12. Automotive Information (AI)

ASVAB Forms 5, 6, and 7 cover the same information and are at the same level of difficulty. During the period of this report, Form 5 was generally administered to potential applicants at high schools; and Forms 6 and 7, at Armed Forces Examining and Entrance Stations (AFEES) or by mobile testing teams.

**APPROACH**

**Procedure**

Beginning in April 1977, about 20 percent of the recruits entering each NTC were retested on a form of the ASVAB other than that used for initial testing. Since April 1979, this retesting requirement has been changed to 880 recruits each quarter at each NTC. The retesting is conducted during the first week of training. During the period of this report, ASVAB Forms 6 and 7 were used for retesting at NTCs Great Lakes and Orlando; and Form 5, at NTC San Diego.

**Sample**

The sample for the present report comprises 10,747 recruits tested initially during 1979. The distribution of this sample by sex and initial test form is presented in Table 1.

**Table 1**

Sample Distribution by Initial Test Form

<table>
<thead>
<tr>
<th>Initial Test Form</th>
<th>Sample</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>283</td>
<td>0</td>
<td></td>
<td>283</td>
</tr>
<tr>
<td>6</td>
<td>4550</td>
<td>796</td>
<td></td>
<td>5346</td>
</tr>
<tr>
<td>7</td>
<td>4440</td>
<td>678</td>
<td></td>
<td>5118</td>
</tr>
<tr>
<td>Total</td>
<td>9273</td>
<td>1474</td>
<td></td>
<td>10747</td>
</tr>
</tbody>
</table>

**Analysis**

Analysis consisted of comparing initial test scores and retest scores. Comparisons were made by sex, by recruiting source, and by form of ASVAB used for initial tests and retests.
RESULTS

ASVAB Subtests

Table 2\(^3\) presents initial and retest raw and Navy Standard Score (NSS) means obtained by sample members on the ASVAB subtests. The Navy Standard Scores were obtained from the subtest raw scores by using the existing Navy conversion tables, which are presented in the appendix.

Numbers in the "Difference" columns in Table 2 were derived by subtracting the retest scores from the initial test scores; thus, positive numbers indicate that the initial test scores were higher than the retest scores.

In the total sample, positive raw score mean differences were found on the WK, AR, and SP subtests, which comprise the Armed Forces Qualification Test (AFQT) composite, as well as on the EI and GS subtests, which play an important role in selection for electronic schools. Raw score mean differences for the remaining subtests were all negative. This pattern of positive and negative subtest difference confirms the pattern found by Hodges in 1979.

Predicted retest mean scores were developed for subtests having positive differences. Developing these predicted scores required the ASVAB subtest means from an unselected sample. These means were estimated from data for an applicant sample (18,483 males and 5,037 females) that was gathered in November 1979. The predicted scores also require the reliabilities of the subtests. Since these were not known, an estimate of .85 (a typical reliability for aptitude subtests of this type) was used as the test-retest reliability for all subtests. The predicted retest means are presented in Table 3, along with the initial test and the retest means. As shown, the retest means were lower than the predicted retest means for WK, AR, and GS in all three samples, for EI in the total and male samples only, and for SP and AI in the female sample only. These differences could be considered a result of regression if the subtest reliabilities had been somewhat lower than the estimate of .85. The reliabilities necessary to produce the retest difference actually obtained have been calculated and are presented in Table 3.

The low estimated reliabilities for AR in all three samples, for EI and GS in the total and male samples, and for SP in the female sample tend to cast some suspicion on these tests. The low retest means for these tests cannot be explained easily in terms of regression effects. On the other hand, WK is the test that is most susceptible to coaching, and the results for WK suggest that coaching probably did not occur.

AFQT Score Means and Mental Group Percentages

Table 4 presents mean AFQT raw scores (derived by averaging the sums of raw scores obtained on the WK, AR, and SP subtests) for the three samples on initial test, predicted retest, and actual retest. The estimated means for an unselected sample were derived from data for the applicant sample of 18,483 males and 5,037 females that was gathered in November 1979. An estimate of .86 was used as the test-retest reliability for the AFQT.

\(^3\)Because of the large number of tables included in this section relative to the amount of text, the tables are provided at the end of the section, commencing on page 7.
The differences between initial and retest means are positive for all samples, particularly for the female sample, where greater selectivity is exercised in accepting applicants. The positive differences between the predicted and retest scores indicate that the drop in scores on retest cannot be explained entirely on the basis of selection.

There are six AFQT mental level groups: 1, 2, Upper 3, Lower 3, 4, and 5. Recruits who are assigned to groups 1, 2, and Upper 3 based on their AFQT score are considered "school-eligible"; that is, they may be assigned to Navy Class "A" Schools. Cross tabulations of mental group percentages in the total, male, and female samples are presented in Table 5.

Table 6 presents AFQT mental group percentage distributions for the three samples on initial test and retest and indicates the percentages of recruits who are school-eligible. As shown, for all samples, there is an increase in the number of recruits in mental groups 1, Lower 3, 4, and 5 on retest. There is a tendency for the number of persons in mental groups Lower 3, 4, and 5 to increase on retest because they were initially selected based on the AFQT standard; however, there is no immediate explanation for the increase of those in mental group 1. (This increase was also found by Hodges in 1979.) Table 6 also shows that the percentage of school-eligible males decreased by 5.63 percent on retest, compared to 9.50 percent for females. This finding reflects the greater selectivity used in accepting female recruits.

A primary concern is the effect of retest results on the number of recruits meeting the selection point for the Navy (the 21st percentile on the AFQT). Table 7 provides cross tabulations of the percentage of recruits who meet that selection point on initial and retests.

When persons are selected above a given cut point, a small percentage of them are expected to fall below that point on retest. Assuming 80 to 90 percent as a plausible estimate of the proportion of applicants who would be acceptable on initial test scores, a proportion—up to an estimated 4 percent—could be expected to fall below the selection point on retest. Thus, the total percentages shown in Table 7 are not excessive.

School and Occupational Area Selection Standards

The various standard score composite selection standards for Class "A" school assignment or occupational area guarantee are listed below.

<table>
<thead>
<tr>
<th>Identifying Number</th>
<th>Selection Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>WK+AR=96</td>
</tr>
<tr>
<td>2</td>
<td>WK+AR=100</td>
</tr>
<tr>
<td>3</td>
<td>WK+AR=105</td>
</tr>
<tr>
<td>4</td>
<td>WK+AR=110</td>
</tr>
<tr>
<td>5</td>
<td>WK+AR=115</td>
</tr>
<tr>
<td>6</td>
<td>WK+MC=96</td>
</tr>
<tr>
<td>7</td>
<td>AR+SI=101</td>
</tr>
<tr>
<td>8</td>
<td>WK+NO+AR+AD=206</td>
</tr>
<tr>
<td>9</td>
<td>WK+NO+AD=163</td>
</tr>
<tr>
<td>10</td>
<td>WK+MC+MK+El+GS=258</td>
</tr>
<tr>
<td>11</td>
<td>WK+MC+SI=150</td>
</tr>
<tr>
<td>12</td>
<td>WK+MC+SI=156</td>
</tr>
<tr>
<td>13</td>
<td>WK+MC+SI=163</td>
</tr>
</tbody>
</table>
Table 8 shows the percentage of the samples meeting selection standards on initial and retest administrations. Although there is some reduction in the percentage meeting the selector standard on retest for most of the standards, the differences are small and are not considered excessive. Averaged across all standards, there is a decrease of about 2.5 percent in females meeting the standard, while for males there is a very slight increase.

Table 9 shows that about 55 percent of the males and 48 percent of the females qualified for a school assignment or occupational specialty based on initial test scores. This is 5 to 10 percent less than reported by Hodges in 1979. About 76 percent of the males and 71 percent of the females qualified on retest, somewhat less than the 80 percent normally expected. However, the expected percentage that qualify on retesting varies according to the selection standard used, making it difficult to interpret any overall discrepancies.

Analyses by Recruiting Source

It is postulated that discrepancies between initial and retest scores could result from such factors as regression, reduced motivation on retest, or chance. These factors should operate similarly for persons from all recruiting sources; that is, Naval Recruiting Districts (NRDs) or Armed Forces Examining and Entrance Stations (AFEEEs). To test this hypothesis, analyses of test results were conducted separately for recruiting sources from which a minimum of 160 male recruits were initially tested on ASVAB Form 6 or 7. This criterion was met by 26 NRDs and 19 AFEEEs, which accounted for 73 and 53 percent respectively of males initially tested on Forms 6 or 7.

Table 10 presents the differences between initial and retest Navy Standard Score (NSS) means obtained by sample members on each subtest, the total of all subtests, and the AFQT percentile. Table 11 shows the percentages of recruits who initially qualified on the AFQT standard (the 21st percentile), or the school or occupational guarantee standard, but not on retest. In these tables, the recruiting sources are not identified by location; rather, they are identified by an alphabetic code assigned arbitrarily.

Table 11 indicates that the overall average "loss" rates for sample members who initially qualified under AFQT or school standards are 3.2 and 23.5 percent respectively. The loss rates for the individual recruiting sources were compared to the overall rates, using a one-tailed test of significance of differences in proportions. Loss rates for NRDs and AFEEEs with significantly higher loss rates than overall are indicated by asterisks in Table 11.
Analysis by Form of Initial Test

Table 12 compares the initial and retest raw score means by initial test form given to sample members; and Table 13, the initial and retest standard scores obtained by initial test form. It is assumed that converting raw scores to standard scores should cancel out much of the difference in difficulty level between test forms, as well as provide control for differential subtest length.

When Form 5 or 6 is given initially, Form 7 is used at the NTCs for retesting. When Form 7 is given initially, Form 6 is used. Thus, in Tables 12 and 13, positive differences in Form 7 means suggest that it is more "difficult" than the other forms, while negative differences suggest that Form 7 is "easier" than other forms. Table 12 suggests that Form 7 is less "difficult" than Forms 5 or 6 on the AFQT percentile; and Table 13, that Form 7 is slightly more "difficult" on standard score determinations. Hodges (1979) made the same findings.

Table 14 compares the percentage of recruits who qualified initially for school but did not qualify on retest across the three test forms. These results also indicate that Form 7 is more "difficult" than Forms 5 and 6. Only 52 percent of male recruits initially tested on Form 7 met the school guarantee standard, compared to 74 and 58 percent of those tested on Forms 5 and 6. This finding suggests that the AFQT percentile tables, the Navy Standard Score conversion tables, or both, may be faulty.
Table 2
Comparison of Initial Test and Retest Raw Score and Navy Standard Score (NSS) Means

<table>
<thead>
<tr>
<th>ASVAB Subtest</th>
<th>Raw Score Means</th>
<th>NSS Means</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial Test</td>
<td>Retest</td>
<td>Diff. (I-R)</td>
</tr>
<tr>
<td>GI</td>
<td>9.6</td>
<td>9.7</td>
<td>-0.1</td>
</tr>
<tr>
<td>NO</td>
<td>32.9</td>
<td>34.8</td>
<td>-1.9</td>
</tr>
<tr>
<td>AD</td>
<td>14.9</td>
<td>15.5</td>
<td>-0.6</td>
</tr>
<tr>
<td>WK</td>
<td>20.9</td>
<td>20.4</td>
<td>+0.5</td>
</tr>
<tr>
<td>AR</td>
<td>13.1</td>
<td>12.7</td>
<td>+0.4</td>
</tr>
<tr>
<td>SP</td>
<td>13.5</td>
<td>13.4</td>
<td>+0.1</td>
</tr>
<tr>
<td>MK</td>
<td>12.1</td>
<td>12.1</td>
<td>0.0</td>
</tr>
<tr>
<td>EI</td>
<td>19.6</td>
<td>19.3</td>
<td>+0.3</td>
</tr>
<tr>
<td>MC</td>
<td>10.9</td>
<td>11.2</td>
<td>-0.3</td>
</tr>
<tr>
<td>GS</td>
<td>11.6</td>
<td>11.4</td>
<td>+0.2</td>
</tr>
<tr>
<td>SI</td>
<td>13.7</td>
<td>13.8</td>
<td>-0.1</td>
</tr>
<tr>
<td>AI</td>
<td>11.3</td>
<td>11.5</td>
<td>-0.2</td>
</tr>
<tr>
<td>Total</td>
<td>184.0</td>
<td>185.6</td>
<td>-1.6</td>
</tr>
</tbody>
</table>

Male Sample (N = 9273)

| GI            | 10.0         | 10.0    | 0.0        | 52.0         | 51.9 | +0.1 |
| NO            | 32.3         | 34.3    | -2.0       | 50.5         | 52.4 | -1.9 |
| AD            | 14.6         | 15.3    | -0.7       | 50.1         | 51.9 | -1.8 |
| WK            | 20.6         | 20.2    | +0.4       | 53.4         | 52.9 | +0.5 |
| AR            | 13.1         | 12.7    | +0.4       | 52.2         | 51.9 | +0.3 |
| SP            | 13.5         | 13.5    | 0.0        | 54.2         | 54.1 | +0.1 |
| MK            | 12.0         | 12.0    | 0.0        | 52.8         | 52.6 | +0.2 |
| EI            | 20.1         | 19.7    | +0.4       | 54.2         | 53.6 | +0.6 |
| MC            | 11.2         | 11.6    | -0.4       | 51.4         | 52.3 | -0.9 |
| GS            | 11.6         | 11.4    | +0.2       | 52.9         | 52.1 | +0.8 |
| SI            | 14.3         | 14.4    | -0.1       | 52.9         | 53.2 | -0.3 |
| AI            | 11.9         | 12.1    | -0.2       | 52.2         | 52.5 | -0.3 |
| Total         | 185.2        | 187.1   | -1.9       | 628.9        | 631.5 | -2.6 |

Female Sample (N = 1474)

| GI            | 7.5          | 7.6     | -0.1       | 45.0         | 45.0 | 0.0 |
| NO            | 37.0         | 38.2    | -1.2       | 54.6         | 55.7 | -1.1 |
| AD            | 16.2         | 16.4    | -0.2       | 53.8         | 54.1 | -0.3 |
| WK            | 22.6         | 22.0    | +0.6       | 55.9         | 55.2 | +0.7 |
| AR            | 12.9         | 12.5    | +0.4       | 51.9         | 51.1 | +0.8 |
| SP            | 13.1         | 13.0    | +0.1       | 53.4         | 52.7 | +0.7 |
| MK            | 12.9         | 12.8    | +0.1       | 54.6         | 54.4 | +0.2 |
| EI            | 16.3         | 16.2    | +0.1       | 48.3         | 48.0 | +0.3 |
| MC            | 8.9          | 8.8     | +0.1       | 46.6         | 46.5 | +0.1 |
| GS            | 11.5         | 11.3    | +0.2       | 52.7         | 52.3 | +0.4 |
| SI            | 9.9          | 9.8     | +0.1       | 44.0         | 43.8 | +0.2 |
| AI            | 7.5          | 7.4     | +0.1       | 43.8         | 43.5 | +0.3 |
| Total         | 176.3        | 176.0   | +0.3       | 604.7        | 602.4 | +2.3 |
Table 3

Raw Score Means for Initial Test, Predicted Retest, and Actual Retest for ASVAB Subtests Having Positive Differences

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Initial Test (I)</th>
<th>Predicted Retest (P)</th>
<th>Retest (R)</th>
<th>Estimateda Reliability</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I-R</td>
<td>P-R</td>
</tr>
<tr>
<td><strong>Total Sample (N = 10747)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WK</td>
<td>20.906</td>
<td>20.565</td>
<td>20.423</td>
<td>.788</td>
<td>.483</td>
</tr>
<tr>
<td>MK</td>
<td>12.083</td>
<td>11.942</td>
<td>12.076</td>
<td>.993</td>
<td>.007</td>
</tr>
</tbody>
</table>

**Male Sample (N = 9273)**

| WK      | 20.633           | 20.283               | 20.165     | .798                    | .468        | .120        |
| AR      | 13.079           | 12.904               | 12.735     | .704                    | .344        | .169        |
| SP      | 13.314           | 13.424               | 13.456     | .904                    | .058        | -.032       |
| GS      | 11.615           | 11.480               | 11.358     | .715                    | .237        | .122        |

**Female Sample (N = 1474)**

| WK      | 22.607           | 22.186               | 22.043     | .799                    | .564        | .143        |
| SP      | 13.149           | 13.067               | 12.951     | .640                    | .198        | .116        |
| MK      | 12.860           | 12.696               | 12.767     | .915                    | .093        | -.071       |
| MC      | 8.892            | 8.789                | 8.841      | .926                    | .031        | -.052       |
| GS      | 11.465           | 11.332               | 11.295     | .809                    | .170        | .037        |
| SI      | 9.862            | 9.766                | 9.782      | .875                    | .080        | -.016       |
| AI      | 7.506            | 7.434                | 7.370      | .717                    | .136        | .064        |

aThese reliabilities would make the predicted drop in mean test score equal to the actual drop in mean test score.
Table 4
Mean AFQT Raw Scores

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Initial Test (I)</th>
<th>Predicted Retest (P)</th>
<th>Retest (R)</th>
<th>I-R</th>
<th>P-R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>10747</td>
<td>47.425</td>
<td>46.855</td>
<td>46.511</td>
<td>.914</td>
<td>.344</td>
</tr>
<tr>
<td>Male</td>
<td>9273</td>
<td>47.226</td>
<td>46.654</td>
<td>46.357</td>
<td>.869</td>
<td>.297</td>
</tr>
<tr>
<td>Female</td>
<td>1474</td>
<td>48.665</td>
<td>48.029</td>
<td>47.472</td>
<td>1.193</td>
<td>.557</td>
</tr>
</tbody>
</table>

Table 5
Cross Tabulations of Mental Group Percentages

<table>
<thead>
<tr>
<th>Initial Test Mental Group</th>
<th>Retest Mental Group</th>
<th>Initial Test Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

For the Total Sample (N = 10747):

<table>
<thead>
<tr>
<th>Retest Mental Group</th>
<th>1</th>
<th>2</th>
<th>U₃</th>
<th>L₃</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.0</td>
<td>1.6</td>
<td>0.1</td>
<td>0.0</td>
<td>---</td>
<td>---</td>
<td>4.7</td>
</tr>
<tr>
<td>2</td>
<td>2.4</td>
<td>18.7</td>
<td>6.7</td>
<td>0.7</td>
<td>0.1</td>
<td>0.1</td>
<td>28.7</td>
</tr>
<tr>
<td>Upper 3</td>
<td>0.1</td>
<td>6.6</td>
<td>22.1</td>
<td>10.4</td>
<td>0.6</td>
<td>0.1</td>
<td>40.0</td>
</tr>
<tr>
<td>Lower 3</td>
<td>0.0</td>
<td>0.4</td>
<td>5.5</td>
<td>14.3</td>
<td>3.2</td>
<td>0.4</td>
<td>23.8</td>
</tr>
<tr>
<td>4</td>
<td>---</td>
<td>---</td>
<td>0.1</td>
<td>1.5</td>
<td>1.0</td>
<td>0.2</td>
<td>2.8</td>
</tr>
<tr>
<td>5</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>0.0</td>
</tr>
</tbody>
</table>

| Retest Total        | 5.5 | 27.3 | 34.5 | 26.9 | 4.9 | 0.9 | 100.0 |

For the Male Sample (N = 9273):

<table>
<thead>
<tr>
<th>Retest Mental Group</th>
<th>1</th>
<th>2</th>
<th>U₃</th>
<th>L₃</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.1</td>
<td>1.6</td>
<td>0.1</td>
<td>0.0</td>
<td>---</td>
<td>---</td>
<td>4.8</td>
</tr>
<tr>
<td>2</td>
<td>2.4</td>
<td>18.3</td>
<td>6.5</td>
<td>0.7</td>
<td>0.1</td>
<td>0.2</td>
<td>28.1</td>
</tr>
<tr>
<td>Upper 3</td>
<td>0.1</td>
<td>6.5</td>
<td>21.8</td>
<td>10.0</td>
<td>0.6</td>
<td>0.2</td>
<td>39.2</td>
</tr>
<tr>
<td>Lower 3</td>
<td>0.1</td>
<td>0.4</td>
<td>5.5</td>
<td>14.9</td>
<td>3.4</td>
<td>0.4</td>
<td>24.8</td>
</tr>
<tr>
<td>4</td>
<td>---</td>
<td>---</td>
<td>0.1</td>
<td>1.7</td>
<td>1.1</td>
<td>0.3</td>
<td>3.0</td>
</tr>
<tr>
<td>5</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>0.0</td>
</tr>
</tbody>
</table>

| Retest Total        | 5.6 | 26.9 | 34.0 | 27.3 | 5.3 | 1.0 | 100.0 |

For the Female Sample (N = 1474):

<table>
<thead>
<tr>
<th>Retest Mental Group</th>
<th>1</th>
<th>2</th>
<th>U₃</th>
<th>L₃</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.2</td>
<td>1.8</td>
<td>0.1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>4.1</td>
</tr>
<tr>
<td>2</td>
<td>2.6</td>
<td>21.0</td>
<td>8.1</td>
<td>0.7</td>
<td>---</td>
<td>---</td>
<td>32.5</td>
</tr>
<tr>
<td>Upper 3</td>
<td>---</td>
<td>7.3</td>
<td>23.9</td>
<td>13.0</td>
<td>0.7</td>
<td>0.1</td>
<td>45.0</td>
</tr>
<tr>
<td>Lower 3</td>
<td>---</td>
<td>0.2</td>
<td>5.0</td>
<td>10.7</td>
<td>1.9</td>
<td>0.1</td>
<td>17.9</td>
</tr>
<tr>
<td>4</td>
<td>---</td>
<td>---</td>
<td>0.1</td>
<td>0.2</td>
<td>0.1</td>
<td>---</td>
<td>0.4</td>
</tr>
<tr>
<td>5</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>0.0</td>
</tr>
</tbody>
</table>

| Retest Total        | 4.9 | 30.3 | 37.2 | 24.6 | 2.8 | 0.3 | 100.0 |

Note. As a result of rounding, the sums of columns and rows may differ slightly from the percentage totals shown in this table.
### Table 6
AFQT Mental Group Percentage Distribution

<table>
<thead>
<tr>
<th>Mental Group</th>
<th>Total Sample (N = 10747)</th>
<th>Male Sample (N = 9273)</th>
<th>Female Sample (N = 1474)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial Test</td>
<td>Retest</td>
<td>Diff. (I-R)</td>
</tr>
<tr>
<td>1</td>
<td>4.70</td>
<td>5.46</td>
<td>-0.76</td>
</tr>
<tr>
<td>2</td>
<td>28.68</td>
<td>27.34</td>
<td>+1.34</td>
</tr>
<tr>
<td>Upper 3</td>
<td>40.03</td>
<td>34.45</td>
<td>+5.58</td>
</tr>
<tr>
<td>Lower 3</td>
<td>23.83</td>
<td>26.91</td>
<td>-3.08</td>
</tr>
<tr>
<td>4</td>
<td>2.76</td>
<td>4.94</td>
<td>-2.18</td>
</tr>
<tr>
<td>5</td>
<td>0.00</td>
<td>0.90</td>
<td>-0.90</td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>100.00</td>
<td></td>
</tr>
</tbody>
</table>

School Eligible (MG 1, 2, U3)

|                | 73.41 | 67.25 | +6.16 | 72.07 | 66.44 | +5.63 | 81.69 | 72.39 | +9.50 |

### Table 7
Cross Tabulations of Percentage of Recruits Meeting Selection Point--Initial vs. Retest Scores

<table>
<thead>
<tr>
<th>Initial Test Score</th>
<th>21 and above</th>
<th>20 or less</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample (N = 10747)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 and above</td>
<td>97.1</td>
<td>2.9</td>
<td>99.9</td>
</tr>
<tr>
<td>20 or less</td>
<td>0.1</td>
<td>0.0</td>
<td>0.1</td>
</tr>
<tr>
<td>Total</td>
<td>97.1</td>
<td>2.9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

| Male Sample (N = 9273) |                   |            |       |
| 21 and above          | 96.8          | 3.2        | 99.9  |
| 20 or less            | 0.1           | 0.0        | 0.1   |
| Total                 | 96.8          | 3.2        | 100.0 |

| Female Sample (N = 1474) |                   |            |       |
| 21 and above           | 98.5          | 1.5        | 100.0 |
| 20 or less             | 0.0           | 0.0        | 0.0   |
| Total                  | 98.5          | 1.5        | 100.0 |

**Note.** As a result of rounding, the sums of columns and rows may differ slightly from the totals shown in this table.
Table 8
Percentages Meeting Selection Standards

<table>
<thead>
<tr>
<th>Selection Standard Number</th>
<th>Total Sample (N = 10747)</th>
<th>Male Sample (N = 9273)</th>
<th>Female Sample (N = 1474)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial Test</td>
<td>Retest</td>
<td>Initial Test</td>
</tr>
<tr>
<td>1</td>
<td>81.8</td>
<td>76.6</td>
<td>80.3</td>
</tr>
<tr>
<td>2</td>
<td>71.3</td>
<td>65.5</td>
<td>69.8</td>
</tr>
<tr>
<td>3</td>
<td>53.6</td>
<td>51.4</td>
<td>52.7</td>
</tr>
<tr>
<td>4</td>
<td>36.5</td>
<td>36.3</td>
<td>35.8</td>
</tr>
<tr>
<td>5</td>
<td>23.0</td>
<td>24.2</td>
<td>22.9</td>
</tr>
<tr>
<td>6</td>
<td>77.4</td>
<td>76.3</td>
<td>77.9</td>
</tr>
<tr>
<td>7</td>
<td>60.3</td>
<td>59.8</td>
<td>65.0</td>
</tr>
<tr>
<td>8</td>
<td>53.6</td>
<td>58.1</td>
<td>50.7</td>
</tr>
<tr>
<td>9</td>
<td>33.0</td>
<td>42.0</td>
<td>29.4</td>
</tr>
<tr>
<td>10</td>
<td>56.7</td>
<td>55.5</td>
<td>58.2</td>
</tr>
<tr>
<td>11</td>
<td>64.2</td>
<td>65.8</td>
<td>67.9</td>
</tr>
<tr>
<td>12</td>
<td>50.8</td>
<td>53.3</td>
<td>54.7</td>
</tr>
<tr>
<td>13</td>
<td>35.5</td>
<td>38.5</td>
<td>39.0</td>
</tr>
<tr>
<td>14</td>
<td>78.8</td>
<td>75.1</td>
<td>79.1</td>
</tr>
<tr>
<td>15</td>
<td>66.6</td>
<td>63.6</td>
<td>67.4</td>
</tr>
<tr>
<td>16</td>
<td>48.3</td>
<td>46.0</td>
<td>49.3</td>
</tr>
<tr>
<td>17</td>
<td>71.2</td>
<td>71.1</td>
<td>73.2</td>
</tr>
<tr>
<td>Average</td>
<td>56.6</td>
<td>56.4</td>
<td>57.3</td>
</tr>
</tbody>
</table>

Note. Selection standards are identified on pages 4 and 5. Those that contain two or more composites (Nos. 18 through 23) are not included in this table. They are included in Table 9.
### Recruits Qualifying for School Assignment
or Occupational Specialty

<table>
<thead>
<tr>
<th>Selection Standard Number</th>
<th>Recruits Qualifying on Initial Test (N)</th>
<th>Recruits Qualifying on Retest (%)</th>
<th>Recruits not Qualifying on Retest (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Sample (N = 10747)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>55</td>
<td>43.6</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>597</td>
<td>70.2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>661</td>
<td>71.4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>400</td>
<td>77.2</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>223</td>
<td>70.4</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>92</td>
<td>76.9</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>17</td>
<td>88.2</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>128</td>
<td>64.1</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>1163</td>
<td>77.8</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>32</td>
<td>75.0</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>426</td>
<td>84.7</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>1119</td>
<td>79.4</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>17</td>
<td>52.9</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>199</td>
<td>71.9</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>102</td>
<td>60.8</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>269</td>
<td>73.5</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>59</td>
<td>65.3</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>328</td>
<td>86.6</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>149</td>
<td>92.9</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>5</td>
<td>60.0</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>28</td>
<td>78.6</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>40</td>
<td>65.0</td>
</tr>
<tr>
<td></td>
<td>Total (5882)</td>
<td>4455</td>
<td>75.7</td>
</tr>
</tbody>
</table>

**Male Sample (N = 9273)**

<table>
<thead>
<tr>
<th>Selection Standard Number</th>
<th>Recruits Qualifying on Initial Test (N)</th>
<th>Recruits Qualifying on Retest (%)</th>
<th>Recruits not Qualifying on Retest (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Sample (N = 9273)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>52</td>
<td>46.2</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>408</td>
<td>68.9</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>309</td>
<td>71.5</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>308</td>
<td>78.2</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>212</td>
<td>72.6</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>49</td>
<td>75.5</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>13</td>
<td>84.6</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>72</td>
<td>63.3</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>1050</td>
<td>78.8</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>16</td>
<td>81.2</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>411</td>
<td>83.2</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>1071</td>
<td>79.6</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>15</td>
<td>60.0</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>192</td>
<td>71.9</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>101</td>
<td>61.4</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>293</td>
<td>73.3</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>87</td>
<td>66.0</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>304</td>
<td>86.5</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>11</td>
<td>90.9</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>5</td>
<td>60.0</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>28</td>
<td>78.6</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>40</td>
<td>65.0</td>
</tr>
<tr>
<td></td>
<td>Total (5164)</td>
<td>3946</td>
<td>76.4</td>
</tr>
</tbody>
</table>

**Female Sample (N = 1476)**

<table>
<thead>
<tr>
<th>Selection Standard Number</th>
<th>Recruits Qualifying on Initial Test (N)</th>
<th>Recruits Qualifying on Retest (%)</th>
<th>Recruits not Qualifying on Retest (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Sample (N = 1476)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>189</td>
<td>73.0</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>152</td>
<td>71.1</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>91</td>
<td>74.7</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>11</td>
<td>27.3</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>3</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>4</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>49</td>
<td>63.5</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>93</td>
<td>66.7</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>16</td>
<td>68.8</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>13</td>
<td>69.2</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>45</td>
<td>75.6</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>2</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>7</td>
<td>71.4</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>6</td>
<td>83.3</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>24</td>
<td>87.3</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>3</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Total (718)</td>
<td>510</td>
<td>71.6</td>
</tr>
</tbody>
</table>

*Selection standards are identified on pages 8 and 9. Although Number 18 was not used during the period of this report, it has been retained for comparability with earlier reports in this series (Hodges, 1978, 1979).*
### Table 10

**Difference Between Initial and Retest (I-R)**

**Navy Standard Score Means by Recruiting Source**

<table>
<thead>
<tr>
<th>Item</th>
<th>GI</th>
<th>NO</th>
<th>AD</th>
<th>WK</th>
<th>AR</th>
<th>SP</th>
<th>MK</th>
<th>El</th>
<th>MC</th>
<th>GS</th>
<th>SI</th>
<th>Al</th>
<th>Subtest Total</th>
<th>AFQT Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>-0.4</td>
<td>-1.3</td>
<td>-1.7</td>
<td>0.4</td>
<td>-0.1</td>
<td>0.2</td>
<td>-0.4</td>
<td>0.1</td>
<td>0.2</td>
<td>-1.0</td>
<td>-0.2</td>
<td>-0.5</td>
<td>0.5</td>
<td>-0.3</td>
</tr>
<tr>
<td>B</td>
<td>-0.2</td>
<td>-2.6</td>
<td>-3.9</td>
<td>0.0</td>
<td>0.2</td>
<td>-0.4</td>
<td>0.1</td>
<td>0.2</td>
<td>-1.0</td>
<td>-0.2</td>
<td>-0.5</td>
<td>0.5</td>
<td>-0.5</td>
<td>-0.4</td>
</tr>
<tr>
<td>C</td>
<td>1.5</td>
<td>-2.6</td>
<td>-2.8</td>
<td>0.7</td>
<td>0.3</td>
<td>0.4</td>
<td>-0.0</td>
<td>1.1</td>
<td>1.8</td>
<td>-1.2</td>
<td>2.2</td>
<td>-0.1</td>
<td>0.3</td>
<td>-0.9</td>
</tr>
<tr>
<td>D</td>
<td>-1.2</td>
<td>-2.5</td>
<td>-2.3</td>
<td>0.5</td>
<td>0.6</td>
<td>0.4</td>
<td>0.2</td>
<td>0.7</td>
<td>1.2</td>
<td>0.6</td>
<td>0.3</td>
<td>0.5</td>
<td>3.4</td>
<td>-3.4</td>
</tr>
<tr>
<td>E</td>
<td>-0.3</td>
<td>-2.3</td>
<td>-1.9</td>
<td>0.0</td>
<td>0.0</td>
<td>-0.3</td>
<td>0.7</td>
<td>0.0</td>
<td>-0.2</td>
<td>0.6</td>
<td>-0.8</td>
<td>-0.8</td>
<td>-5.3</td>
<td>-3.3</td>
</tr>
<tr>
<td>F</td>
<td>-0.6</td>
<td>-2.2</td>
<td>-2.1</td>
<td>0.3</td>
<td>0.7</td>
<td>0.0</td>
<td>0.9</td>
<td>0.1</td>
<td>-0.8</td>
<td>0.6</td>
<td>-0.3</td>
<td>-0.9</td>
<td>-0.1</td>
<td>-5.6</td>
</tr>
<tr>
<td>G</td>
<td>1.9</td>
<td>-3.1</td>
<td>-4.8</td>
<td>-0.4</td>
<td>0.0</td>
<td>-0.5</td>
<td>0.5</td>
<td>1.8</td>
<td>1.6</td>
<td>2.6</td>
<td>-0.9</td>
<td>0.2</td>
<td>-3.9</td>
<td>1.0</td>
</tr>
<tr>
<td>H</td>
<td>-0.7</td>
<td>-1.6</td>
<td>-2.2</td>
<td>-0.0</td>
<td>0.4</td>
<td>0.3</td>
<td>1.2</td>
<td>0.2</td>
<td>-0.6</td>
<td>0.6</td>
<td>-0.4</td>
<td>0.3</td>
<td>-1.1</td>
<td>4.6</td>
</tr>
<tr>
<td>I</td>
<td>1.4</td>
<td>-2.8</td>
<td>-3.4</td>
<td>0.2</td>
<td>1.0</td>
<td>0.4</td>
<td>0.6</td>
<td>1.1</td>
<td>-1.4</td>
<td>2.4</td>
<td>0.0</td>
<td>0.2</td>
<td>-0.3</td>
<td>3.7</td>
</tr>
<tr>
<td>J</td>
<td>-0.3</td>
<td>-1.7</td>
<td>-2.4</td>
<td>0.8</td>
<td>0.5</td>
<td>-0.2</td>
<td>0.8</td>
<td>0.4</td>
<td>0.2</td>
<td>0.4</td>
<td>-0.5</td>
<td>-0.2</td>
<td>-2.2</td>
<td>1.4</td>
</tr>
<tr>
<td>K</td>
<td>0.3</td>
<td>-1.2</td>
<td>-0.8</td>
<td>0.5</td>
<td>0.2</td>
<td>0.3</td>
<td>-0.2</td>
<td>1.0</td>
<td>-0.2</td>
<td>0.9</td>
<td>-0.1</td>
<td>0.4</td>
<td>0.3</td>
<td>1.0</td>
</tr>
<tr>
<td>L</td>
<td>-1.3</td>
<td>-3.4</td>
<td>-3.2</td>
<td>0.1</td>
<td>1.0</td>
<td>-0.6</td>
<td>0.3</td>
<td>1.0</td>
<td>-1.8</td>
<td>0.5</td>
<td>0.1</td>
<td>-0.7</td>
<td>-11.5</td>
<td>-1.4</td>
</tr>
<tr>
<td>M</td>
<td>-0.4</td>
<td>-1.8</td>
<td>-2.3</td>
<td>0.4</td>
<td>-0.3</td>
<td>0.3</td>
<td>0.1</td>
<td>0.3</td>
<td>-0.7</td>
<td>0.0</td>
<td>0.4</td>
<td>0.4</td>
<td>3.6</td>
<td>0.7</td>
</tr>
<tr>
<td>N</td>
<td>0.1</td>
<td>-1.1</td>
<td>-0.4</td>
<td>0.7</td>
<td>0.6</td>
<td>0.9</td>
<td>0.6</td>
<td>0.8</td>
<td>-0.9</td>
<td>0.6</td>
<td>0.4</td>
<td>-0.1</td>
<td>2.3</td>
<td>2.2</td>
</tr>
<tr>
<td>O</td>
<td>-0.5</td>
<td>-0.8</td>
<td>-1.0</td>
<td>0.4</td>
<td>1.0</td>
<td>0.9</td>
<td>1.1</td>
<td>0.9</td>
<td>-0.5</td>
<td>0.8</td>
<td>0.6</td>
<td>0.1</td>
<td>1.8</td>
<td>2.8</td>
</tr>
<tr>
<td>P</td>
<td>-0.5</td>
<td>-0.9</td>
<td>-1.2</td>
<td>1.6</td>
<td>0.1</td>
<td>0.6</td>
<td>0.1</td>
<td>0.6</td>
<td>-1.2</td>
<td>0.6</td>
<td>-1.2</td>
<td>-0.3</td>
<td>-2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Q</td>
<td>1.1</td>
<td>1.8</td>
<td>-2.6</td>
<td>0.2</td>
<td>0.5</td>
<td>0.3</td>
<td>1.3</td>
<td>1.1</td>
<td>-2.1</td>
<td>3.7</td>
<td>0.9</td>
<td>0.2</td>
<td>0.5</td>
<td>2.7</td>
</tr>
<tr>
<td>R</td>
<td>-0.6</td>
<td>-1.3</td>
<td>0.6</td>
<td>0.9</td>
<td>0.6</td>
<td>-0.5</td>
<td>0.4</td>
<td>0.8</td>
<td>-1.3</td>
<td>0.6</td>
<td>-0.3</td>
<td>-0.7</td>
<td>-0.9</td>
<td>1.4</td>
</tr>
<tr>
<td>S</td>
<td>1.1</td>
<td>1.6</td>
<td>1.2</td>
<td>1.8</td>
<td>0.6</td>
<td>1.1</td>
<td>1.6</td>
<td>0.3</td>
<td>0.5</td>
<td>0.5</td>
<td>0.1</td>
<td>8.8</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>0.4</td>
<td>-1.8</td>
<td>-0.9</td>
<td>0.6</td>
<td>0.6</td>
<td>1.3</td>
<td>1.0</td>
<td>0.7</td>
<td>0.3</td>
<td>1.0</td>
<td>0.7</td>
<td>0.6</td>
<td>4.6</td>
<td>2.0</td>
</tr>
<tr>
<td>U</td>
<td>0.7</td>
<td>-0.8</td>
<td>-0.6</td>
<td>0.9</td>
<td>0.1</td>
<td>0.0</td>
<td>-0.3</td>
<td>0.6</td>
<td>-1.8</td>
<td>1.1</td>
<td>-0.5</td>
<td>-0.1</td>
<td>-0.8</td>
<td>1.8</td>
</tr>
<tr>
<td>V</td>
<td>0.2</td>
<td>-0.9</td>
<td>-0.1</td>
<td>0.7</td>
<td>1.0</td>
<td>-0.5</td>
<td>-0.2</td>
<td>0.2</td>
<td>-2.3</td>
<td>-1.0</td>
<td>-1.1</td>
<td>-0.3</td>
<td>-6.6</td>
<td>-0.4</td>
</tr>
<tr>
<td>W</td>
<td>0.4</td>
<td>-2.1</td>
<td>-1.8</td>
<td>0.6</td>
<td>0.1</td>
<td>1.0</td>
<td>-0.9</td>
<td>0.4</td>
<td>0.8</td>
<td>1.2</td>
<td>0.5</td>
<td>-0.4</td>
<td>-2.0</td>
<td>0.8</td>
</tr>
<tr>
<td>X</td>
<td>0.1</td>
<td>-2.3</td>
<td>-0.9</td>
<td>0.2</td>
<td>0.7</td>
<td>-0.5</td>
<td>1.1</td>
<td>0.1</td>
<td>1.7</td>
<td>0.9</td>
<td>0.2</td>
<td>-0.9</td>
<td>-5.2</td>
<td>0.1</td>
</tr>
<tr>
<td>Y</td>
<td>1.2</td>
<td>-1.6</td>
<td>-1.4</td>
<td>0.0</td>
<td>-0.8</td>
<td>-0.6</td>
<td>0.7</td>
<td>0.6</td>
<td>-1.8</td>
<td>2.0</td>
<td>0.1</td>
<td>-0.9</td>
<td>-2.5</td>
<td>1.7</td>
</tr>
<tr>
<td>Z</td>
<td>0.8</td>
<td>-1.4</td>
<td>-1.9</td>
<td>0.1</td>
<td>0.8</td>
<td>-0.2</td>
<td>0.5</td>
<td>0.3</td>
<td>-1.4</td>
<td>1.6</td>
<td>-0.7</td>
<td>0.1</td>
<td>-2.3</td>
<td>2.2</td>
</tr>
<tr>
<td>Other</td>
<td>0.3</td>
<td>-2.0</td>
<td>-1.6</td>
<td>0.7</td>
<td>0.6</td>
<td>0.7</td>
<td>0.4</td>
<td>0.6</td>
<td>-1.0</td>
<td>0.7</td>
<td>0.3</td>
<td>-0.1</td>
<td>-0.7</td>
<td>2.7</td>
</tr>
</tbody>
</table>

By **Naval Recruiting District**

By **Armed Forces Examining and Entrance Station**:
### Percentage of Recruits Initially Qualified on AFQT or School Guarantee Standard but Not on Retest

<table>
<thead>
<tr>
<th>Item</th>
<th>Percent Initially Qualified on AFQT Standard but Not on Retest</th>
<th>Percent Initially Qualified on School Guarantee Standard</th>
<th>Percent Initially Qualified on School Guarantee Standard but Not on Retest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>By Naval Recruiting District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>3.6</td>
<td>61.8</td>
<td>21.8</td>
</tr>
<tr>
<td>B</td>
<td>2.3</td>
<td>48.5</td>
<td>26.4</td>
</tr>
<tr>
<td>C</td>
<td>6.3**</td>
<td>55.2</td>
<td>18.7</td>
</tr>
<tr>
<td>D</td>
<td>3.6</td>
<td>49.4</td>
<td>27.3</td>
</tr>
<tr>
<td>E</td>
<td>2.6</td>
<td>63.6</td>
<td>18.5</td>
</tr>
<tr>
<td>F</td>
<td>1.6</td>
<td>66.0</td>
<td>19.6</td>
</tr>
<tr>
<td>G</td>
<td>3.3</td>
<td>57.6</td>
<td>29.1*</td>
</tr>
<tr>
<td>H</td>
<td>1.8</td>
<td>53.6</td>
<td>18.8</td>
</tr>
<tr>
<td>I</td>
<td>2.9</td>
<td>47.1</td>
<td>23.4</td>
</tr>
<tr>
<td>J</td>
<td>3.9</td>
<td>62.5</td>
<td>21.6</td>
</tr>
<tr>
<td>K</td>
<td>3.1</td>
<td>46.7</td>
<td>27.7</td>
</tr>
<tr>
<td>L</td>
<td>2.9</td>
<td>49.0</td>
<td>20.2</td>
</tr>
<tr>
<td>M</td>
<td>1.7</td>
<td>42.9</td>
<td>22.2</td>
</tr>
<tr>
<td>N</td>
<td>1.6</td>
<td>53.1</td>
<td>15.7</td>
</tr>
<tr>
<td>O</td>
<td>4.1</td>
<td>54.1</td>
<td>28.6</td>
</tr>
<tr>
<td>P</td>
<td>4.1</td>
<td>50.5</td>
<td>27.9</td>
</tr>
<tr>
<td>Q</td>
<td>2.0</td>
<td>62.7</td>
<td>16.4</td>
</tr>
<tr>
<td>R</td>
<td>4.3</td>
<td>56.4</td>
<td>28.9</td>
</tr>
<tr>
<td>S</td>
<td>9.1**</td>
<td>60.3</td>
<td>36.7**</td>
</tr>
<tr>
<td>T</td>
<td>4.1</td>
<td>51.0</td>
<td>38.4**</td>
</tr>
<tr>
<td>U</td>
<td>3.6</td>
<td>51.0</td>
<td>25.5</td>
</tr>
<tr>
<td>V</td>
<td>1.1</td>
<td>61.7</td>
<td>20.4</td>
</tr>
<tr>
<td>W</td>
<td>1.6</td>
<td>60.3</td>
<td>18.9</td>
</tr>
<tr>
<td>X</td>
<td>2.8</td>
<td>53.1</td>
<td>28.4</td>
</tr>
<tr>
<td>Y</td>
<td>0.6</td>
<td>62.6</td>
<td>19.6</td>
</tr>
<tr>
<td>Z</td>
<td>2.3</td>
<td>49.4</td>
<td>27.6</td>
</tr>
<tr>
<td></td>
<td>**Average (A-Z)</td>
<td>3.2</td>
<td>55.1</td>
</tr>
<tr>
<td></td>
<td>**Other</td>
<td>3.2</td>
<td>55.2</td>
</tr>
<tr>
<td></td>
<td>**Overall Average</td>
<td>3.2</td>
<td>55.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By Armed Forces Examining and Entrance Station</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>E</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>G</td>
</tr>
<tr>
<td>H</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>J</td>
</tr>
<tr>
<td>K</td>
</tr>
<tr>
<td>L</td>
</tr>
<tr>
<td>M</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>O</td>
</tr>
<tr>
<td>P</td>
</tr>
<tr>
<td>Q</td>
</tr>
<tr>
<td>R</td>
</tr>
<tr>
<td>S</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

*p < .05

**p < .01
<table>
<thead>
<tr>
<th>ASVAB Subtest</th>
<th>Initial Test</th>
<th>Retest</th>
<th>Diff. (I-R)</th>
<th>Initial Test</th>
<th>Retest</th>
<th>Diff. (I-R)</th>
<th>Initial Test</th>
<th>Retest</th>
<th>Diff. (I-R)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Form 3 Means</td>
<td>Form 6 Means</td>
<td>Form 7 Means</td>
<td>Male Sample (N = 9273)</td>
<td>(N = 4550)</td>
<td>(N = 4440)</td>
<td>(N = 283)</td>
<td>(N = 4550)</td>
<td>(N = 4440)</td>
</tr>
<tr>
<td>GI</td>
<td>10.223</td>
<td>10.355</td>
<td>-0.335</td>
<td>9.733</td>
<td>10.153</td>
<td>-0.420</td>
<td>10.210</td>
<td>9.790</td>
<td>+0.420</td>
</tr>
<tr>
<td>NO</td>
<td>31.933</td>
<td>34.470</td>
<td>-2.537</td>
<td>31.879</td>
<td>34.334</td>
<td>-2.455</td>
<td>32.613</td>
<td>34.271</td>
<td>-1.658</td>
</tr>
<tr>
<td>AD</td>
<td>14.512</td>
<td>15.261</td>
<td>-0.749</td>
<td>14.855</td>
<td>15.256</td>
<td>-0.401</td>
<td>14.427</td>
<td>15.338</td>
<td>-0.911</td>
</tr>
<tr>
<td>WK</td>
<td>20.021</td>
<td>20.830</td>
<td>-0.809</td>
<td>20.572</td>
<td>20.185</td>
<td>+0.387</td>
<td>20.734</td>
<td>20.103</td>
<td>+0.631</td>
</tr>
<tr>
<td>AR</td>
<td>12.827</td>
<td>13.074</td>
<td>-0.247</td>
<td>13.289</td>
<td>12.586</td>
<td>+0.703</td>
<td>12.879</td>
<td>12.867</td>
<td>+0.012</td>
</tr>
<tr>
<td>SP</td>
<td>11.495</td>
<td>13.223</td>
<td>-1.728</td>
<td>13.183</td>
<td>13.842</td>
<td>-0.659</td>
<td>13.982</td>
<td>13.075</td>
<td>+0.907</td>
</tr>
<tr>
<td>MK</td>
<td>12.721</td>
<td>13.548</td>
<td>+0.827</td>
<td>11.949</td>
<td>12.028</td>
<td>-0.079</td>
<td>11.920</td>
<td>11.864</td>
<td>+0.056</td>
</tr>
<tr>
<td>MC</td>
<td>11.873</td>
<td>12.276</td>
<td>-0.403</td>
<td>11.166</td>
<td>11.730</td>
<td>-0.564</td>
<td>11.190</td>
<td>11.335</td>
<td>-0.145</td>
</tr>
<tr>
<td>GS</td>
<td>11.784</td>
<td>12.078</td>
<td>-0.294</td>
<td>11.924</td>
<td>12.271</td>
<td>+0.653</td>
<td>11.289</td>
<td>11.403</td>
<td>-0.114</td>
</tr>
<tr>
<td>AI</td>
<td>10.862</td>
<td>12.813</td>
<td>-1.951</td>
<td>11.755</td>
<td>12.203</td>
<td>-0.448</td>
<td>12.173</td>
<td>11.990</td>
<td>+0.183</td>
</tr>
<tr>
<td>Total</td>
<td>181.724</td>
<td>192.809</td>
<td>-11.085</td>
<td>184.945</td>
<td>187.653</td>
<td>-2.707</td>
<td>185.763</td>
<td>186.166</td>
<td>-0.404</td>
</tr>
<tr>
<td>Sum of WK, AR, SP</td>
<td>44.343</td>
<td>47.127</td>
<td>-2.784</td>
<td>47.045</td>
<td>46.613</td>
<td>+0.432</td>
<td>47.595</td>
<td>46.045</td>
<td>+1.55</td>
</tr>
<tr>
<td>AFQT Percentile</td>
<td>54.721</td>
<td>58.488</td>
<td>-3.767</td>
<td>58.258</td>
<td>57.509</td>
<td>+0.748</td>
<td>59.207</td>
<td>56.501</td>
<td>+2.706</td>
</tr>
</tbody>
</table>

**Female Sample (N = 1474)\(^a\)**

<table>
<thead>
<tr>
<th>ASVAB Subtest</th>
<th>Initial Test</th>
<th>Retest</th>
<th>Diff. (I-R)</th>
<th>Initial Test</th>
<th>Retest</th>
<th>Diff. (I-R)</th>
<th>Initial Test</th>
<th>Retest</th>
<th>Diff. (I-R)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Form 3 Means</td>
<td>Form 6 Means</td>
<td>Form 7 Means</td>
<td>Female Sample (N = 1474)(^a)</td>
<td>(N = 796)</td>
<td>(N = 678)</td>
<td>(N = 0)</td>
<td>(N = 796)</td>
<td>(N = 678)</td>
</tr>
<tr>
<td>GI</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7.048</td>
<td>8.068</td>
<td>-1.020</td>
<td>8.083</td>
<td>7.078</td>
<td>+1.005</td>
</tr>
<tr>
<td>NO</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>36.696</td>
<td>38.462</td>
<td>-1.766</td>
<td>37.428</td>
<td>37.873</td>
<td>-0.445</td>
</tr>
<tr>
<td>AD</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>16.211</td>
<td>16.097</td>
<td>+0.114</td>
<td>16.217</td>
<td>16.791</td>
<td>-0.547</td>
</tr>
<tr>
<td>WK</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>22.687</td>
<td>21.624</td>
<td>+1.063</td>
<td>25.513</td>
<td>22.335</td>
<td>+2.978</td>
</tr>
<tr>
<td>AR</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>13.126</td>
<td>12.195</td>
<td>+0.931</td>
<td>12.665</td>
<td>12.808</td>
<td>-0.143</td>
</tr>
<tr>
<td>SP</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>12.857</td>
<td>13.216</td>
<td>-0.369</td>
<td>13.822</td>
<td>12.640</td>
<td>+1.182</td>
</tr>
<tr>
<td>MK</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>12.959</td>
<td>12.742</td>
<td>+0.217</td>
<td>12.793</td>
<td>12.796</td>
<td>-0.053</td>
</tr>
<tr>
<td>EI</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>15.548</td>
<td>16.587</td>
<td>-1.039</td>
<td>17.198</td>
<td>15.836</td>
<td>+1.362</td>
</tr>
<tr>
<td>MC</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8.737</td>
<td>8.965</td>
<td>-0.228</td>
<td>9.074</td>
<td>8.718</td>
<td>+0.356</td>
</tr>
<tr>
<td>GS</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>11.771</td>
<td>10.993</td>
<td>+0.778</td>
<td>11.106</td>
<td>11.708</td>
<td>-0.602</td>
</tr>
<tr>
<td>SI</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>9.648</td>
<td>9.960</td>
<td>-0.312</td>
<td>10.112</td>
<td>9.574</td>
<td>+0.538</td>
</tr>
<tr>
<td>AI</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7.681</td>
<td>7.163</td>
<td>+0.518</td>
<td>7.301</td>
<td>7.614</td>
<td>-0.313</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>174.687</td>
<td>176.003</td>
<td>-1.315</td>
<td>178.251</td>
<td>175.972</td>
<td>+2.279</td>
</tr>
<tr>
<td>Sum of WK, AR, SP</td>
<td>48.348</td>
<td>47.033</td>
<td>+1.313</td>
<td>48.990</td>
<td>47.984</td>
<td>+1.006</td>
<td>48.550</td>
<td>58.349</td>
<td>+2.201</td>
</tr>
<tr>
<td>AFQT Percentile</td>
<td>60.550</td>
<td>58.349</td>
<td>+2.201</td>
<td>61.333</td>
<td>59.786</td>
<td>+1.547</td>
<td>61.333</td>
<td>59.786</td>
<td>+1.547</td>
</tr>
</tbody>
</table>

\(^a\) No women were initially tested using ASVAB Form 5.
Table 13
Comparison of Initial Test and Retest Navy Standard Scores (NSS) Means by Initial Test Form

<table>
<thead>
<tr>
<th>ASVAB Subtest</th>
<th>Form 5 Means</th>
<th>Form 6 Means</th>
<th>Form 7 Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial Test</td>
<td>Retest</td>
<td>Diff. (I-R)</td>
</tr>
<tr>
<td></td>
<td>(N = 283)</td>
<td>(N = 4550)</td>
<td>(N = 4440)</td>
</tr>
<tr>
<td>GI</td>
<td>52.184</td>
<td>52.827</td>
<td>-0.643</td>
</tr>
<tr>
<td>NO</td>
<td>50.643</td>
<td>52.322</td>
<td>-1.679</td>
</tr>
<tr>
<td>AD</td>
<td>51.502</td>
<td>51.028</td>
<td>+0.474</td>
</tr>
<tr>
<td>WK</td>
<td>53.145</td>
<td>53.283</td>
<td>-0.138</td>
</tr>
<tr>
<td>AR</td>
<td>53.286</td>
<td>51.982</td>
<td>+1.304</td>
</tr>
<tr>
<td>SP</td>
<td>50.376</td>
<td>52.682</td>
<td>-2.106</td>
</tr>
<tr>
<td>MK</td>
<td>53.240</td>
<td>54.023</td>
<td>-0.783</td>
</tr>
<tr>
<td>EI</td>
<td>54.272</td>
<td>54.578</td>
<td>-0.686</td>
</tr>
<tr>
<td>MC</td>
<td>53.792</td>
<td>53.049</td>
<td>+0.743</td>
</tr>
<tr>
<td>GS</td>
<td>52.774</td>
<td>53.837</td>
<td>-1.063</td>
</tr>
<tr>
<td>SI</td>
<td>51.869</td>
<td>54.484</td>
<td>-2.615</td>
</tr>
<tr>
<td>AI</td>
<td>49.809</td>
<td>53.926</td>
<td>-4.117</td>
</tr>
</tbody>
</table>

Male Sample (N = 9273)

| Sum of WK, AR, SP | 157.007 | 157.947 | +0.940 | 161.195 | 158.277 | +2.918 | 158.697 | 159.522 | -0.825 |

<table>
<thead>
<tr>
<th>Female Sample (N = 1474)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(N = 0)</td>
</tr>
<tr>
<td>GI</td>
</tr>
<tr>
<td>NO</td>
</tr>
<tr>
<td>AD</td>
</tr>
<tr>
<td>WK</td>
</tr>
<tr>
<td>AR</td>
</tr>
<tr>
<td>SP</td>
</tr>
<tr>
<td>MK</td>
</tr>
<tr>
<td>EI</td>
</tr>
<tr>
<td>MC</td>
</tr>
<tr>
<td>GS</td>
</tr>
<tr>
<td>SI</td>
</tr>
<tr>
<td>AI</td>
</tr>
</tbody>
</table>

Total                     | -         | -         | -       | 606.259  | 598.080  | +8.179  | 602.857  | 607.487  | -4.630  |

Sum of WK, AR, SP 162.210 156.992 5.218 160.139 161.348 -1.209

*No women were initially tested using ASVAB Form 5.*
Table 14
Male Recruits Initially Qualified on School Guarantee Standard but Not on Retest By Initial Form

<table>
<thead>
<tr>
<th>Initial Form</th>
<th>Sample 1 Men Initially Tested</th>
<th>Sample 2 Men From S1 Initially Qualified on School Guarantee Standard</th>
<th>Sample 3 Men From S2 Not Qualified on Retest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>5</td>
<td>283</td>
<td>3.052</td>
<td>210</td>
</tr>
<tr>
<td>6</td>
<td>4350</td>
<td>49.887</td>
<td>2640</td>
</tr>
<tr>
<td>7</td>
<td>4440</td>
<td>47.881</td>
<td>2314</td>
</tr>
<tr>
<td>Total</td>
<td>9273</td>
<td>100.00</td>
<td>5164</td>
</tr>
</tbody>
</table>

CONCLUSIONS

1. There is a tendency for scores on the tests most commonly used for selection and classification to show decrease on retest. Although this decrease is generally greater than would be expected solely on the basis of regression effects, this does not mean that initial testing practices are improper. Regression effects could account for part of the decrease, and other factors, such as change in motivation, could account for the remainder.

2. The initial test form can make a difference in the results. This fact suggests that the Navy standard score conversion tables (see appendix), which should equate test scores across forms, should be restandardized if necessary. These differences in results as a function of test form are in general the same as those found by Hodges (1979).

3. Some recruiting sources have a significantly higher than average proportion of recruits who fail to meet qualification standards on retest. The possibility that recruiting may be difficult or that the mental ability of the potential applicant population may be low in these areas should be considered in any follow-up investigation.

4. In deriving predicted mean retest scores, the present report used a random sample of applicants, rather than the AFQT standardization sample. This random applicant sample had higher test scores on the average than did the standardization sample, suggesting that the AFQT standardization sample may not have been appropriate.

RECOMMENDATIONS

1. Since ASVAB Forms 5, 6, and 7 are no longer operational, further investigation of the AFQT percentile and Navy standard score conversion tables for these forms is not recommended at present.

2. ASVAB retesting should be continued with the new Forms 8, 9, and 10. These forms should be compared with earlier forms (ASVAB 5, 6, and 7) and then should be
monitored. The ASVAB retesting program should also monitor test results at the various recruiting stations for possible aberrations if future results continue to demonstrate discrepancies or test compromise.
Table A-1
Table for Converting Armed Services Vocational Aptitude Battery (ASVAB) Subtest Raw Scores to Navy Standard Scores

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>General Information</th>
<th>Numerical Operations</th>
<th>Attention to Detail</th>
<th>Word Knowledge</th>
<th>Arithmetic Reasoning</th>
<th>Space Perception</th>
<th>Math Knowledge</th>
<th>Electronics Information</th>
<th>Mechanical Comprehension</th>
<th>General Science</th>
<th>Shop Information</th>
<th>Automotive Information</th>
<th>Raw Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>50</td>
</tr>
<tr>
<td>49</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>49</td>
</tr>
<tr>
<td>48</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>48</td>
</tr>
<tr>
<td>47</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>47</td>
</tr>
<tr>
<td>46</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>46</td>
</tr>
<tr>
<td>45</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>45</td>
</tr>
<tr>
<td>44</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>44</td>
</tr>
<tr>
<td>43</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>43</td>
</tr>
<tr>
<td>42</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>42</td>
</tr>
<tr>
<td>41</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>41</td>
</tr>
<tr>
<td>40</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>40</td>
</tr>
<tr>
<td>39</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>39</td>
</tr>
<tr>
<td>38</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>38</td>
</tr>
<tr>
<td>37</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>37</td>
</tr>
<tr>
<td>36</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>36</td>
</tr>
<tr>
<td>35</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>35</td>
</tr>
<tr>
<td>34</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>34</td>
</tr>
<tr>
<td>33</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>33</td>
</tr>
<tr>
<td>32</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>32</td>
</tr>
<tr>
<td>31</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>31</td>
</tr>
<tr>
<td>30</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>30</td>
</tr>
<tr>
<td>29</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>29</td>
</tr>
<tr>
<td>28</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>28</td>
</tr>
<tr>
<td>27</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>27</td>
</tr>
<tr>
<td>26</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>26</td>
</tr>
<tr>
<td>25</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>25</td>
</tr>
<tr>
<td>24</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>24</td>
</tr>
<tr>
<td>23</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>23</td>
</tr>
<tr>
<td>22</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>22</td>
</tr>
<tr>
<td>21</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>21</td>
</tr>
<tr>
<td>20</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>20</td>
</tr>
<tr>
<td>19</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>19</td>
</tr>
<tr>
<td>18</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>18</td>
</tr>
<tr>
<td>17</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>17</td>
</tr>
<tr>
<td>16</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>16</td>
</tr>
<tr>
<td>15</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>15</td>
</tr>
<tr>
<td>14</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>14</td>
</tr>
<tr>
<td>13</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>13</td>
</tr>
<tr>
<td>12</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>11</td>
</tr>
<tr>
<td>10</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>0</td>
</tr>
</tbody>
</table>
Table A-2

Table for Converting Armed Forces Qualification Test (WK+AR+SP) Raw Scores to Percentiles

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Percentile</th>
<th>Raw Score</th>
<th>Percentile</th>
<th>Raw Score</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASVAB Form 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>99</td>
<td>50</td>
<td>64</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>69</td>
<td>98</td>
<td>49</td>
<td>62</td>
<td>29</td>
<td>26</td>
</tr>
<tr>
<td>68</td>
<td>97</td>
<td>48</td>
<td>60</td>
<td>28</td>
<td>23</td>
</tr>
<tr>
<td>67</td>
<td>96</td>
<td>47</td>
<td>58</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>66</td>
<td>95</td>
<td>46</td>
<td>56</td>
<td>26</td>
<td>16</td>
</tr>
<tr>
<td>65</td>
<td>94</td>
<td>45</td>
<td>55</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>64</td>
<td>93</td>
<td>44</td>
<td>53</td>
<td>24</td>
<td>11</td>
</tr>
<tr>
<td>63</td>
<td>91</td>
<td>43</td>
<td>51</td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td>62</td>
<td>89</td>
<td>42</td>
<td>50</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>61</td>
<td>87</td>
<td>41</td>
<td>49</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>60</td>
<td>84</td>
<td>40</td>
<td>48</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>59</td>
<td>81</td>
<td>39</td>
<td>47</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>58</td>
<td>79</td>
<td>38</td>
<td>46</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>57</td>
<td>77</td>
<td>37</td>
<td>44</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>56</td>
<td>75</td>
<td>36</td>
<td>42</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>55</td>
<td>73</td>
<td>35</td>
<td>40</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>54</td>
<td>71</td>
<td>34</td>
<td>38</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>53</td>
<td>69</td>
<td>33</td>
<td>36</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>52</td>
<td>67</td>
<td>32</td>
<td>34</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>51</td>
<td>66</td>
<td>31</td>
<td>31</td>
<td>0-11</td>
<td>1</td>
</tr>
</tbody>
</table>
Table A-2 (Continued)

Table for Converting Armed Forces Qualification Test
(WK+AR+SP) Raw Scores to Percentiles

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw Score</td>
<td>Percentile</td>
</tr>
<tr>
<td>ASVAB Forms 6 and 7</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>99</td>
</tr>
<tr>
<td>69</td>
<td>98</td>
</tr>
<tr>
<td>68</td>
<td>97</td>
</tr>
<tr>
<td>67</td>
<td>96</td>
</tr>
<tr>
<td>66</td>
<td>95</td>
</tr>
<tr>
<td>65</td>
<td>94</td>
</tr>
<tr>
<td>64</td>
<td>93</td>
</tr>
<tr>
<td>63</td>
<td>91</td>
</tr>
<tr>
<td>62</td>
<td>89</td>
</tr>
<tr>
<td>61</td>
<td>86</td>
</tr>
<tr>
<td>60</td>
<td>83</td>
</tr>
<tr>
<td>59</td>
<td>80</td>
</tr>
<tr>
<td>58</td>
<td>77</td>
</tr>
<tr>
<td>57</td>
<td>75</td>
</tr>
<tr>
<td>56</td>
<td>73</td>
</tr>
<tr>
<td>55</td>
<td>71</td>
</tr>
<tr>
<td>54</td>
<td>69</td>
</tr>
<tr>
<td>53</td>
<td>67</td>
</tr>
<tr>
<td>52</td>
<td>65</td>
</tr>
<tr>
<td>51</td>
<td>64</td>
</tr>
</tbody>
</table>

A-5
DISTRIBUTION LIST

Assistant Secretary of the Navy (Manpower and Reserve Affairs)
Chief of Naval Operations (OP-11), (OP-12) (2), (OP-13), (OP-110), (OP-964D)
Chief of Naval Material (NMAT 08L)
Chief of Naval Research
Chief of Naval Education and Training (02), (003), (N-2), (N-5)
Chief of Naval Technical Training (016)
Commander Naval Military Personnel Command (NMPC-013C) (5)
Commander Navy Recruiting Command
Defense Technical Information Center (DDA) (12)