

A Snapshot of the Individuals Who Took the *GRE*® revised General Test



The **GRE**®
r e v i s e d
General Test

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Overview

This report provides characteristics of interest and performance information for test takers who took the GRE® revised General Test between August 1, 2011, and June 30, 2012. The report is intended to help GRE score users understand the scores they receive and to encourage appropriate score use. The GRE Board and Program are committed to communicating to GRE score users about the appropriate use of GRE scores, and score use guidelines are included in this report. Readers are also encouraged to review the *Guidelines for the Appropriate Use of Scores* at www.ets.org/gre/guidelines. The GRE Board and Program have long been dedicated to the principles of fairness and equity, and this report includes information about the steps that ETS takes to ensure fairness in GRE tests.

The GRE® revised General Test

On August 1, 2011, the GRE revised General Test replaced the GRE® General Test. Like the prior test, the revised test measures the verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills required for success in graduate and business school. The test is composed of three measures: Verbal Reasoning, Quantitative Reasoning, and Analytical Writing. Scores for the Verbal Reasoning and Quantitative Reasoning measures are reported on a scale from 130–170 in 1-point increments, while the Analytical Writing measure is reported on a scale from 0–6 in half-point increments.

GRE test scores can be used by admissions and fellowship panels to supplement undergraduate records and other qualifications for graduate-level study. The scores provide common measures for comparing the qualifications of applicants from around the world and aid in the evaluation of grades and recommendations.

The Data

It should be noted that the terms *test takers* and *examinees* are used interchangeably throughout this report. The data used in the analyses were based on test takers who took the GRE revised General Test between August 1, 2011, and June 30, 2012. Generally, the GRE Program reports interpretive data based on a testing year (i.e., July–June). Due to the launch of the revised General Test in August 2011, test-taker data for July 2011 are not included in this report because examinees who tested in July 2011 took the prior General Test. This report is only based on examinees who took the GRE revised General Test. If a test taker had more than one set of GRE revised General Test scores, the test taker's most recent scores were used and the previous scores were removed from the analysis, which allowed for a more accurate description of the test-taker population and its characteristics. This resulted in a total of 471,339 test takers with valid, reportable scores on at least one of the three measures of the test. Further data refinement was conducted to include only test takers with valid scores on all three measures.

The results in this report are based on 466,674 test takers with valid scores on all three measures of the GRE revised General Test. In addition, 98 percent of the test takers took the computer-based version of the test, while 2 percent took the paper-based version.

The data summarized in this document comes from the background information questionnaire that test takers are asked to complete during the registration process. Since they are not required to answer all of these questions, the number of respondents to each of the background questions can vary. For example, more test takers complete the question about gender than the question about ethnic group membership. Even though not all test takers provide background information, the size of the GRE population is sufficiently large to report on the demographic factors of primary interest.

Appropriate Use of This Document

These data can be used to learn more about the backgrounds of test takers, as well as some factors that relate to their performance on the GRE revised General Test. Users of this information should be careful not to generalize this information. For example, while the GRE revised General Test provides accurate scores at the individual level; it is not appropriate for comparing countries. The GRE Program does not endorse the practice of ranking countries on the basis of GRE scores, as this is a misuse of data. It should be noted that when a new test is launched, test-taking patterns tend to shift. These data are not meant to be representative of the undergraduate population intending to attend graduate school, nor does this report represent the characteristics and performance of enrolled graduate students. The results provided in this report represent an initial view of examinees who took the GRE revised General Test. These factors should be considered as this report and future reports are reviewed.

Mean scores by gender and ethnic group, intended graduate major field, and test-taker group within major field are included in this document. To the extent that there are differences in test scores both within and across the groups under analysis, the differences can result from factors such as variation in course-taking patterns, interests, knowledge, and skills, or differential educational, economic, and social systems in which everyone does not receive equal opportunity.

Appropriate Use of GRE Test Scores

GRE® test scores are appropriately used as one factor in the selection of applicants for admission to graduate and business programs or recipients of graduate fellowships. Scores may also be used diagnostically for guidance and counseling.

Scores are most effectively used when validation evidence for score use and interpretation is available to document the relationship of different score levels to success in the graduate program. Such evidence may be obtained from a single program or may be based on combined evidence from similar programs.

Validity studies should be used to determine the validity of GRE test scores for identified appropriate uses and interpretations. Programs interested in conducting a validity study may contact the GRE Program (gretests@ets.org or 1-609-683-2002) for assistance with the technical aspects of conducting such a study.

Within the context of appropriate test use, the following guidelines should be followed:

- Test scores should always be used along with other sources of information, such as course grades, letters of recommendation, personal statements, samples of academic work, or professional experience.

- A cut-off score (i.e., a minimum score) should never be used as the only criterion for denial of admission or awarding of a fellowship.
- The Verbal Reasoning, Quantitative Reasoning and Analytical Writing scores should be treated as three separate and independent pieces of information. They should not be combined into a single score.
- Scores on the Analytical Writing measure should be expressed on the 0–6 scale on which the measure is scored. They should not be equated to the scores on the Verbal Reasoning and Quantitative Reasoning measures because the scales are not comparable.
- Decisions about applicants should not be based on small score differences, due to the inherent uncertainty in all forms of measurement. Standard errors of measurement vary by test and are available in the *GRE® Guide to the Use of Scores*, which can be downloaded at www.ets.org/gre/guide.
- GRE scores should not be used as a credential to grant a degree, to offer course credit by examination, or for advancement to candidacy.

Steps that ETS Takes to Ensure Fairness

ETS has designed several procedures to build fairness into its tests: a) involving external faculty members in the design and oversight of the tests; b) using a fairness review process; and c) conducting differential item functioning (DIF) analyses. This multifaceted approach ensures that an array of information is considered in the development and review of test questions and test services.

Involving External Faculty Members in the Design and Oversight of the Test. The purpose of involving faculty members in the design and oversight of the test is to make sure that the perspectives of a diverse group of people are considered in planning and ongoing operational activities. In this effort, the GRE Program involves undergraduate and graduate faculty members through the GRE Technical Advisory Committee, which is composed of men and women from different academic disciplines and who represent a variety of ethnic groups. Drawing on a diverse group of educators, who are not ETS employees, is one way ETS seeks to ensure the fairness of the GRE test. In addition, faculty members from various minority groups contribute reading comprehension passages and questions, analytical writing prompts, and other question types; the pool of outside reviewers of GRE test questions and GRE essays also includes minority group faculty members.

Fairness Review. The purpose of the ETS fairness review process is to ensure that tests reflect the multicultural nature of society, and to screen out any material that might be offensive or less accessible to major subgroups of test takers, such as those based on age, disability, ethnic group, race or gender. Every question in an ETS test (and all materials published by ETS) must pass a fairness review. This review is based on a set of written guidelines; each review is conducted by an ETS staff member specifically trained in the application of these guidelines. In addition, the GRE Program solicits reviews from external minority and female faculty members. Any test question that does not pass the fairness review must be revised to comply with the guidelines or be removed from the test. The fairness review does not guarantee that women, minority group members or individuals with disabilities will perform well on the test, but it does guard against the possibility of distraction caused by language or content that might be found offensive or inaccessible.

DIF Analysis. Differential item functioning (DIF) occurs when people in different groups who have approximately equal knowledge and skill perform in substantially different ways on a particular test question. The purpose of a DIF analysis is to identify any test question on which members of a particular group of test takers perform differently than would be expected on the basis of their overall ability in the areas covered by the test. DIF analysis is a statistical technique used as part of the try-out process that is designed to identify test questions that are more difficult for members of one group than for members of another group, after controlling for the examinees' overall ability. It is important to realize that DIF is not synonymous with bias. DIF may occur if a perfectly fair question happens to be mastering a skill that is not well represented in the test as a whole. In a DIF analysis, a DIF statistic is computed for each question, indicating the extent to which members of one group perform differently from members of another group who have similar ability levels. Any questions that exhibit large group differences will not be included in the test, unless the question is considered essential for the test's content coverage. In addition, ETS has produced a set of guidelines, based on many years of research related to DIF statistics that identifies several content categories of questions that are associated with differential difficulty for gender or minority groups. ETS prohibits, for skills tests, further use of questions in those categories, regardless of the DIF performance of particular questions in those categories.

The GRE Program encourages test takers to report concerns about specific test questions directly to the test center administrator or to the GRE Program immediately following the test administration. Subject-matter specialists will review these questions and eliminate them from scoring if potential bias is determined. The test specialists will also respond in writing to the examinees. If a response does not resolve an examinee's concern, the examinee may pursue the matter further with ETS.

Performance Statistics on the GRE revised General Test

Table 1 shows that 52 percent of the examinees were women, 41 percent were men, and 7 percent did not provide any gender classification.

| Table 1. Performance Statistics on the GRE revised General Test | | | |
|---|------------------|------------------------|--------------------|
| | Verbal Reasoning | Quantitative Reasoning | Analytical Writing |
| Mean | 150.8 | 151.4 | 3.7 |
| Standard Deviation (SD) | 8.4 | 8.7 | 0.8 |
| Number of Examinees (N) | 466,674 | | |
| Percent Men | 41 | | |
| Percent Women | 52 | | |

Note: Seven percent of examinees did not provide any gender classification.

Performance Statistics on the GRE revised General Test, by Gender

Table 2 shows similar performance on the GRE Verbal Reasoning measure for men and women. However, on average, higher scores are observed on Quantitative Reasoning for men than for women. Women performed better on Analytical Writing than men.

| Table 2. Performance Statistics on the GRE revised General Test, by Gender | | | |
|--|------------------|------------------------|--------------------|
| | Verbal Reasoning | Quantitative Reasoning | Analytical Writing |
| Men | | | |
| Number of Examinees | 191,394 | | |
| Mean | 150.9 | 154.3 | 3.6 |
| Standard Deviation | 8.9 | 8.6 | 0.9 |
| Women | | | |
| Number of Examinees | 244,712 | | |
| Mean | 150.6 | 149.4 | 3.7 |
| Standard Deviation | 8.0 | 8.1 | 0.8 |
| No Response | | | |
| Number of Examinees | 30,568 | | |
| Mean | 151.7 | 149.2 | 3.8 |
| Standard Deviation | 8.6 | 8.5 | 0.9 |

Note: These analyses are based on a total of 466,674 test takers.

GRE revised General Test Score Information, by U.S. Citizenship Status and Gender

Table 3 shows average test score data for U.S. citizens and non-U.S. citizens by gender on the Verbal Reasoning, Quantitative Reasoning and Analytical Writing measures. Table 3 also shows that non-U.S. citizens represent about 30 percent of the GRE revised General Test examinee population.

The table shows that the mean scores of non-U.S. citizens are substantially higher than the scores of U.S. citizens on the Quantitative Reasoning measure. When compared to scores for U.S. citizens, the mean scores of non-U.S. citizens are lower on both the Verbal Reasoning and the Analytical Writing measures.

Table 3. GRE revised General Test Score Information, by U.S. Citizenship Status and Gender

| Group | N | Percent | Verbal Reasoning | | Quantitative Reasoning | | Analytical Writing | |
|--------------------------|---------|---------|------------------|-----|------------------------|------|--------------------|-----|
| | | | Mean | SD | Mean | SD | Mean | SD |
| U.S. Citizens | 318,240 | 68 | 152.9 | 7.8 | 149.5 | 7.8 | 3.9 | 0.8 |
| Men | 110,214 | 24 | 154.5 | 7.7 | 152.4 | 8.0 | 3.9 | 0.8 |
| Women | 185,289 | 40 | 151.9 | 7.6 | 147.8 | 7.2 | 3.9 | 0.8 |
| No Response | 22,737 | 5 | 153.0 | 8.2 | 149.1 | 8.1 | 3.9 | 0.8 |
| Non-U.S. Citizens | 130,004 | 28 | 146.2 | 8.1 | 155.6 | 8.8 | 3.2 | 0.8 |
| Men | 74,456 | 16 | 145.9 | 8.2 | 156.8 | 8.6 | 3.1 | 0.8 |
| Women | 52,179 | 11 | 146.5 | 7.9 | 154.1 | 8.8 | 3.3 | 0.8 |
| No Response | 3,369 | 1 | 148.2 | 9.0 | 153.6 | 8.8 | 3.4 | 0.9 |
| No Response | 18,430 | 4 | 146.6 | 7.7 | 154.4 | 10.7 | 3.2 | 0.8 |
| Men | 6,724 | 1 | 146.2 | 7.4 | 158.8 | 9.3 | 3.1 | 0.7 |
| Women | 7,244 | 2 | 146.2 | 7.2 | 155.2 | 10.4 | 3.2 | 0.7 |
| No Response | 4,462 | 1 | 147.7 | 8.5 | 146.3 | 8.4 | 3.4 | 0.9 |

Note: The group “Non-U.S. Citizens” is determined by examinees who indicated a country of citizenship other than the United States. The number under the percent column represents the percentage of total test takers (466,674) who are within each of the identified groups. Due to rounding, percentages may not add up to 100.

GRE revised General Test Score Information, by Ethnic Group and Gender (U.S. Citizens)

Table 4 shows that test takers who classified themselves as U.S. citizens and Asian or Asian American, on average, obtained higher Quantitative Reasoning scores than any other race/ethnicity group. Test takers who classified themselves as U.S. citizens and White (non-Hispanic), on average, obtained higher Verbal Reasoning and Analytical Writing scores.

| | | Verbal Reasoning | | Quantitative Reasoning | | Analytical Writing | |
|------------------------|---------|------------------|-----|------------------------|-----|--------------------|-----|
| Group | N | Mean | SD | Mean | SD | Mean | SD |
| American Indian | 1,789 | 151.5 | 7.4 | 147.1 | 7.1 | 3.8 | 0.7 |
| Men | 598 | 153.1 | 7.4 | 149.8 | 7.5 | 3.8 | 0.8 |
| Women | 1,099 | 150.5 | 7.2 | 145.7 | 6.4 | 3.7 | 0.7 |
| No Response | 92 | 152.7 | 7.0 | 146.6 | 6.6 | 3.9 | 0.6 |
| Asian | 19,522 | 152.6 | 8.0 | 153.5 | 8.2 | 3.9 | 0.8 |
| Men | 7,539 | 153.5 | 8.0 | 156.3 | 8.1 | 3.9 | 0.8 |
| Women | 10,541 | 151.7 | 7.9 | 151.4 | 7.7 | 3.9 | 0.8 |
| No Response | 1,442 | 153.9 | 8.0 | 154.3 | 7.9 | 4.0 | 0.8 |
| Black | 27,812 | 146.7 | 7.1 | 143.1 | 6.7 | 3.4 | 0.8 |
| Men | 7,580 | 147.6 | 7.5 | 145.0 | 7.4 | 3.4 | 0.8 |
| Women | 18,744 | 146.4 | 6.9 | 142.3 | 6.2 | 3.4 | 0.8 |
| No Response | 1,488 | 147.1 | 7.1 | 142.9 | 6.6 | 3.4 | 0.8 |
| Mexican | 8,643 | 149.7 | 7.4 | 146.5 | 7.3 | 3.7 | 0.7 |
| Men | 3,125 | 151.0 | 7.4 | 149.0 | 7.9 | 3.7 | 0.8 |
| Women | 5,193 | 148.9 | 7.1 | 145.0 | 6.6 | 3.7 | 0.7 |
| No Response | 325 | 150.1 | 7.9 | 146.5 | 7.1 | 3.8 | 0.7 |
| Puerto Rican | 3,309 | 148.7 | 7.6 | 145.9 | 7.1 | 3.5 | 0.8 |
| Men | 1,170 | 149.4 | 7.9 | 147.9 | 7.6 | 3.5 | 0.9 |
| Women | 2,012 | 148.2 | 7.3 | 144.6 | 6.5 | 3.5 | 0.8 |
| No Response | 127 | 149.8 | 8.2 | 146.8 | 7.5 | 3.5 | 1.0 |
| Other Hispanic | 11,369 | 150.2 | 7.6 | 147.0 | 7.6 | 3.7 | 0.8 |
| Men | 3,874 | 151.9 | 7.6 | 150.1 | 7.9 | 3.7 | 0.8 |
| Women | 7,060 | 149.2 | 7.4 | 145.4 | 6.8 | 3.7 | 0.8 |
| No Response | 435 | 150.7 | 7.4 | 146.9 | 7.4 | 3.6 | 0.8 |
| White | 220,706 | 154.1 | 7.3 | 150.4 | 7.4 | 4.0 | 0.7 |
| Men | 79,397 | 155.6 | 7.1 | 153.1 | 7.5 | 4.0 | 0.7 |
| Women | 128,934 | 153.1 | 7.2 | 148.7 | 6.8 | 4.0 | 0.7 |
| No Response | 12,375 | 154.9 | 7.4 | 150.7 | 7.4 | 4.0 | 0.7 |
| Other | 14,035 | 154.1 | 8.0 | 149.8 | 8.0 | 4.0 | 0.8 |
| Men | 4,759 | 155.6 | 8.0 | 152.7 | 8.2 | 4.0 | 0.8 |
| Women | 7,801 | 152.8 | 7.9 | 147.9 | 7.3 | 4.0 | 0.8 |
| No Response | 1,475 | 156.0 | 7.8 | 150.5 | 7.9 | 4.0 | 0.8 |
| No Response | 11,055 | 149.6 | 8.5 | 146.3 | 8.4 | 3.6 | 0.9 |
| Men | 2,172 | 151.1 | 8.7 | 149.4 | 8.9 | 3.6 | 0.9 |
| Women | 3,905 | 149.0 | 8.2 | 145.4 | 7.9 | 3.6 | 0.8 |
| No Response | 4,978 | 149.5 | 8.5 | 145.6 | 8.2 | 3.6 | 0.9 |

Table continues on next page

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Table 4. GRE revised General Test Score Information, by Ethnic Group and Gender (U.S. Citizens) continued

| | | Verbal Reasoning | | Quantitative Reasoning | | Analytical Writing | |
|--------------|---------|------------------|-----|------------------------|-----|--------------------|-----|
| Group | N | Mean | SD | Mean | SD | Mean | SD |
| Total | 318,240 | 152.9 | 7.8 | 149.5 | 7.8 | 3.9 | 0.8 |
| Men | 110,214 | 154.5 | 7.7 | 152.4 | 8.0 | 3.9 | 0.8 |
| Women | 185,289 | 151.9 | 7.6 | 147.8 | 7.2 | 3.9 | 0.8 |
| No Response | 22,737 | 153.0 | 8.2 | 149.1 | 8.1 | 3.9 | 0.8 |

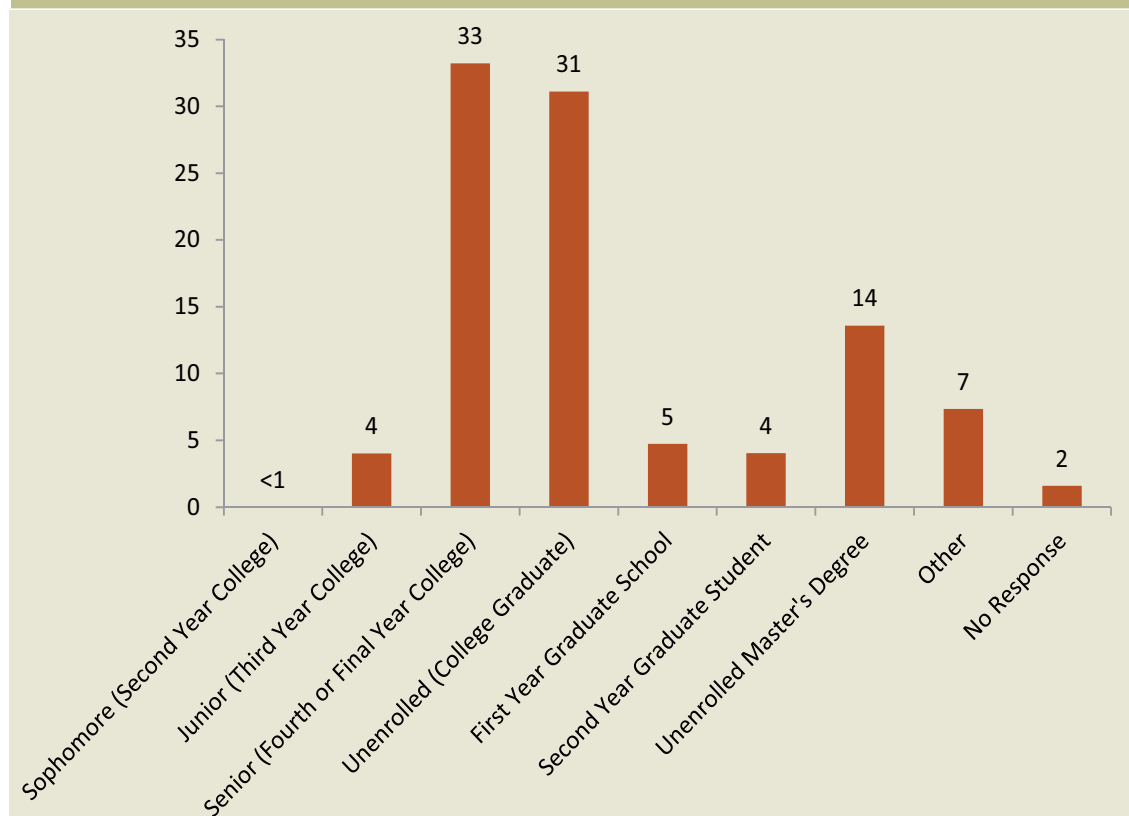
Note: A total of 318,240 U.S. Citizens took the GRE revised General Test between August 1, 2011, and June 30, 2012.

Ethnic groups are defined as follows: **American Indian** — American Indian or Alaskan Native; **Asian** — Asian or Asian American, Native Hawaiian, or Other Pacific Islander; **Black** — Black or African American; **Mexican** — Mexican, Mexican American, or Chicano; **Puerto Rican** — Puerto Rican; **Other Hispanic** — Other Hispanic, Latino, or Latin American; **White** — White (non-Hispanic); **Other** — Other

Percentage of GRE revised General Test Examinees, by Current Educational Level

Figure 1 shows that 64 percent of examinees reported a current educational level of senior (fourth or final year college) or being an unenrolled college graduate.

Figure 1. Percentage of GRE revised General Test Examinees, by Current Educational Level



Note: These analyses are based on a total of 466,674 test takers. The sophomore level (second year college) represented about 0.4 percent of examinees.

Distribution of Graduate Degree Objective for GRE revised General Test Examinees

Table 5 shows that almost 70 percent of examinees who responded to this question reported a graduate degree objective of either master's degree (40 percent) or doctoral degree (29 percent).

| Table 5. Distribution of Graduate Degree Objective for GRE revised General Test Examinees | | |
|---|---------|---------|
| Graduate Degree Objective | Number | Percent |
| Master's (M.A., M.S., M.B.A., M.Ed.) | 185,650 | 40 |
| Intermediate (Such as Specialist) | 3,192 | 1 |
| Doctorate (Ph.D., Ed.D.) | 134,169 | 29 |
| Postdoctoral Study | 5,577 | 1 |
| Non-Degree Graduate Study | 722 | <1 |
| Not Currently Planning Graduate Study | 943 | <1 |
| No Response | 136,421 | 29 |
| Total | 466,674 | 100 |

Note: About 71 percent (330,253) of the examinees responded to this background question.

Intended Graduate Major Fields

Some of the tables and figures that follow refer to the Intended Graduate Major Fields listed below:

Business

Accounting
Banking and Finance
Business Administration and Management

Education

Administration
Curriculum and Instruction
Early Childhood Education
Elementary Education
Evaluation and Research
Higher Education
Secondary Education
Special Education
Student Counseling and Personnel Services

Engineering

Chemical Engineering
Civil Engineering
Electrical and Electronics Engineering
Industrial Engineering
Materials Engineering
Mechanical Engineering

Humanities and Arts

Arts
English Language and Literature
Foreign Languages and Literatures
History
Philosophy

Natural Sciences

Agriculture
Biological Sciences
Chemistry
Computer and Information Sciences
Earth, Atmospheric and Marine Sciences
Health and Medical Sciences
Mathematical Sciences
Physics and Astronomy

Social Sciences

Anthropology and Archaeology
Economics
Political Science
Psychology
Sociology

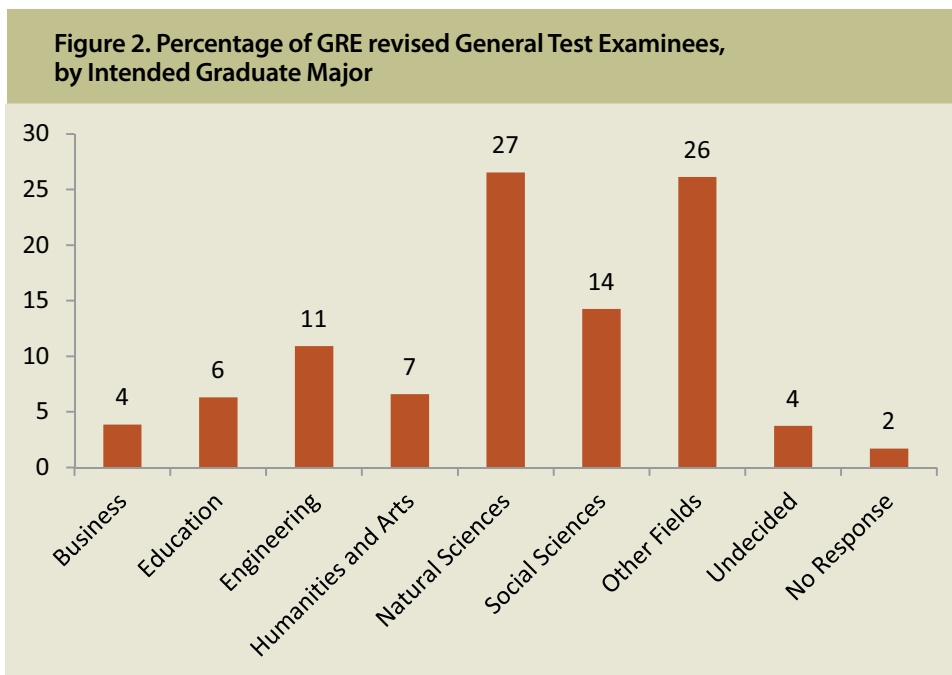
Other Fields

Architecture and Environmental Design
Communications
Home Economics
Library and Archival Sciences
Public Administration
Religion and Theology
Social Work
Other

Note: For a more detailed list of Intended Graduate Major Fields, go to www.ets.org/gre/gradmajorfields.

Percentage of GRE revised General Test Examinees, by Intended Graduate Major

Figure 2 shows that, overall, the most commonly reported Intended Graduate Major Fields are within the Natural Sciences and Other Fields, followed by Social Sciences and Engineering.



Note: These analyses are based on a total of 466,674 test takers. See page 10 for a list of Intended Graduate Major Fields.

Mean GRE Scores, by Intended Graduate Major Field and Gender

Table 6 shows that men indicating an intended graduate major in the field of Humanities and Arts score higher on the Verbal Reasoning measure, on average, than men in other majors. Table 7 shows that men with an intended graduate major in Engineering had higher Quantitative Reasoning mean scores than men in other intended majors. The intended graduate majors with the largest volumes for both men and women are in Other Fields and the Natural Sciences.

Tables 6–8 show that the score results for women are similar to those for men. Examinees with a Humanities intended graduate major have the highest mean scores on the Verbal Reasoning and Analytical Writing measures. Examinees listing Engineering as their intended graduate major have higher Quantitative Reasoning scores than other majors.

**Mean GRE Verbal Reasoning Scores,
by Intended Graduate Major Field and Gender**

Table 6. Mean GRE Verbal Reasoning Scores, by Intended Graduate Major Field and Gender

| Intended Graduate Major | | Men | Women | No Response | Total |
|-------------------------|------|---------|---------|-------------|---------|
| Business | N | 9,238 | 7,863 | 947 | 18,048 |
| | Mean | 150.0 | 148.8 | 150.3 | 149.5 |
| | SD | 8.1 | 7.6 | 8.2 | 7.9 |
| Education | N | 6,928 | 20,200 | 2,223 | 29,351 |
| | Mean | 152.2 | 150.4 | 150.6 | 150.8 |
| | SD | 8.1 | 7.5 | 7.9 | 7.7 |
| Engineering | N | 38,204 | 10,893 | 1,864 | 50,961 |
| | Mean | 148.6 | 148.5 | 152.3 | 148.7 |
| | SD | 8.7 | 8.5 | 8.9 | 8.7 |
| Humanities and Arts | N | 12,250 | 16,276 | 2,229 | 30,755 |
| | Mean | 157.4 | 155.8 | 156.9 | 156.5 |
| | SD | 7.5 | 7.7 | 7.8 | 7.7 |
| Natural Sciences | N | 51,962 | 65,505 | 6,377 | 123,844 |
| | Mean | 151.0 | 150.5 | 152.7 | 150.8 |
| | SD | 8.8 | 7.7 | 8.3 | 8.2 |
| Social Sciences | N | 22,616 | 39,762 | 4,139 | 66,517 |
| | Mean | 154.2 | 152.1 | 153.2 | 152.9 |
| | SD | 8.0 | 7.6 | 8.1 | 7.8 |
| Other Fields | N | 40,823 | 73,011 | 8,111 | 121,945 |
| | Mean | 149.7 | 149.6 | 150.8 | 149.7 |
| | SD | 8.9 | 7.9 | 8.5 | 8.3 |
| Undecided | N | 7,615 | 8,818 | 960 | 17,393 |
| | Mean | 147.9 | 148.4 | 151.8 | 148.3 |
| | SD | 9.2 | 8.8 | 9.8 | 9.1 |
| No Response | N | 1,758 | 2,384 | 3,718 | 7,860 |
| | Mean | 148.8 | 147.4 | 148.0 | 148.0 |
| | SD | 9.0 | 8.2 | 8.5 | 8.5 |
| Total | N | 191,394 | 244,712 | 30,568 | 466,674 |
| | Mean | 150.9 | 150.6 | 151.7 | 150.8 |
| | SD | 8.9 | 8.0 | 8.6 | 8.4 |

See page 10 for a list of Intended Graduate Major Fields.

Mean GRE Quantitative Reasoning Scores, by Intended Graduate Major Field and Gender

Table 7. Mean GRE Quantitative Reasoning Scores, by Intended Graduate Major Field and Gender

| Intended Graduate Major | | Men | Women | No Response | Total |
|-------------------------|------|---------|---------|-------------|---------|
| Business | N | 9,238 | 7,863 | 947 | 18,048 |
| | Mean | 153.3 | 150.8 | 149.7 | 152.0 |
| | SD | 8.6 | 9.0 | 8.5 | 8.9 |
| Education | N | 6,928 | 20,200 | 2,223 | 29,351 |
| | Mean | 149.1 | 146.7 | 146.4 | 147.3 |
| | SD | 8.0 | 7.4 | 7.4 | 7.6 |
| Engineering | N | 38,204 | 10,893 | 1,864 | 50,961 |
| | Mean | 159.1 | 158.2 | 158.3 | 158.9 |
| | SD | 6.9 | 6.7 | 6.6 | 6.9 |
| Humanities and Arts | N | 12,250 | 16,276 | 2,229 | 30,755 |
| | Mean | 150.3 | 148.3 | 148.9 | 149.2 |
| | SD | 7.6 | 7.3 | 7.4 | 7.5 |
| Natural Sciences | N | 51,962 | 65,505 | 6,377 | 123,844 |
| | Mean | 156.0 | 150.9 | 151.9 | 153.1 |
| | SD | 8.1 | 7.7 | 7.9 | 8.3 |
| Social Sciences | N | 22,616 | 39,762 | 4,139 | 66,517 |
| | Mean | 152.6 | 148.7 | 149.2 | 150.1 |
| | SD | 8.3 | 7.7 | 8.1 | 8.1 |
| Other Fields | N | 40,823 | 73,011 | 8,111 | 121,945 |
| | Mean | 151.3 | 147.7 | 147.3 | 148.9 |
| | SD | 8.5 | 7.9 | 7.9 | 8.3 |
| Undecided | N | 7,615 | 8,818 | 960 | 17,393 |
| | Mean | 154.0 | 151.6 | 150.3 | 152.6 |
| | SD | 9.1 | 9.1 | 8.7 | 9.2 |
| No Response | N | 1,758 | 2,384 | 3,718 | 7,860 |
| | Mean | 148.5 | 144.6 | 145.4 | 148 |
| | SD | 8.8 | 7.8 | 8.1 | 8.3 |
| Total | N | 191,394 | 244,712 | 30,568 | 466,674 |
| | Mean | 154.3 | 149.4 | 149.2 | 151.4 |
| | SD | 8.6 | 8.1 | 8.5 | 8.7 |

See page 10 for a list of Intended Graduate Major Fields.

Mean GRE Analytical Writing Scores, by Intended Graduate Major Field and Gender

Table 8. Mean GRE Analytical Writing Scores, by Intended Graduate Major Field and Gender

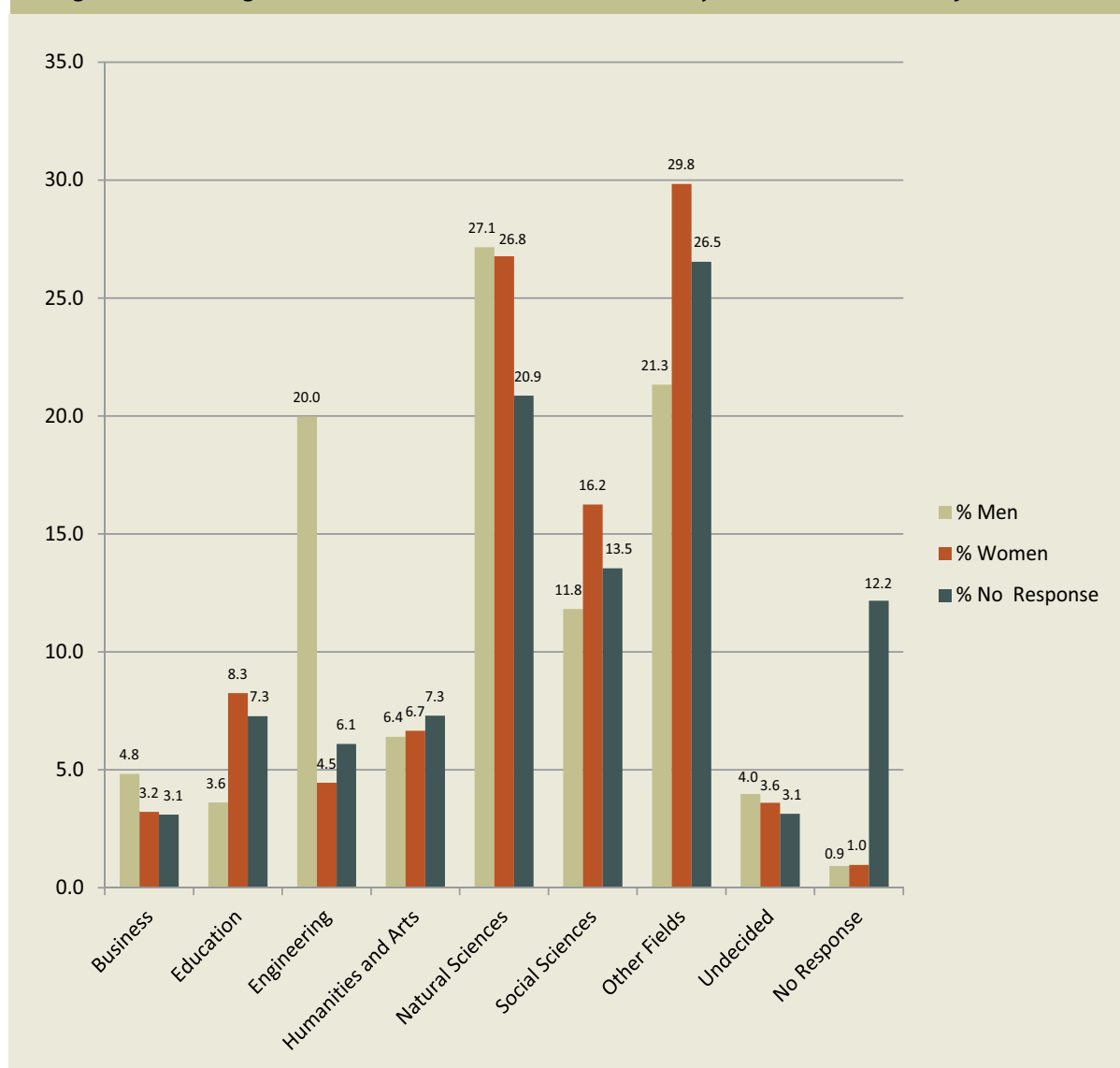
| Intended Graduate Major | | Men | Women | No Response | Total |
|-------------------------|------|---------|---------|-------------|---------|
| Business | N | 9,238 | 7,863 | 947 | 18,048 |
| | Mean | 3.6 | 3.6 | 3.6 | 3.6 |
| | SD | 0.8 | 0.8 | 0.9 | 0.8 |
| Education | N | 6,928 | 20,200 | 2,223 | 29,351 |
| | Mean | 3.8 | 3.8 | 3.7 | 3.8 |
| | SD | 0.8 | 0.8 | 0.8 | 0.8 |
| Engineering | N | 38,204 | 10,893 | 1,864 | 50,961 |
| | Mean | 3.4 | 3.5 | 3.7 | 3.4 |
| | SD | 0.8 | 0.8 | 0.9 | 0.8 |
| Humanities and Arts | N | 12,250 | 16,276 | 2,229 | 30,755 |
| | Mean | 4.1 | 4.1 | 4.1 | 4.1 |
| | SD | 0.8 | 0.8 | 0.8 | 0.8 |
| Natural Sciences | N | 51,962 | 65,505 | 6,377 | 123,844 |
| | Mean | 3.6 | 3.7 | 3.8 | 3.7 |
| | SD | 0.9 | 0.8 | 0.8 | 0.8 |
| Social Sciences | N | 22,616 | 39,762 | 4,139 | 66,517 |
| | Mean | 4.0 | 3.9 | 3.9 | 3.9 |
| | SD | 0.8 | 0.8 | 0.8 | 0.8 |
| Other Fields | N | 40,823 | 73,011 | 8,111 | 121,945 |
| | Mean | 3.5 | 3.7 | 3.7 | 3.6 |
| | SD | 0.9 | 0.8 | 0.8 | 0.9 |
| Undecided | N | 7,615 | 8,818 | 960 | 17,393 |
| | Mean | 3.3 | 3.4 | 3.7 | 3.4 |
| | SD | 0.9 | 0.9 | 0.9 | 0.9 |
| No Response | N | 1,758 | 2,384 | 3,718 | 7,860 |
| | Mean | 3.4 | 3.5 | 3.4 | 3.5 |
| | SD | 0.9 | 0.8 | 0.9 | 0.9 |
| Total | N | 191,394 | 244,712 | 30,568 | 466,674 |
| | Mean | 3.6 | 3.7 | 3.8 | 3.7 |
| | SD | 0.9 | 0.8 | 0.9 | 0.8 |

See page 10 for a list of Intended Graduate Major Fields.

Percentage of GRE revised General Test Examinees, by Intended Graduate Major and Gender

Figure 3 shows that the percentage of men who indicated an intended graduate major of Engineering (20 percent) exceeded the percentage of women indicating an intended graduate major of Engineering (4.5 percent). The percentage of women who indicated an intended graduate major of Education (8.3 percent) and Social Sciences (16.2 percent) exceeded the number of men indicating an intended graduate major in Education (3.6 percent) and Social Sciences (11.8 percent). A similar percentage of men and women indicated an intended graduate major within Humanities and Arts and Natural Sciences.

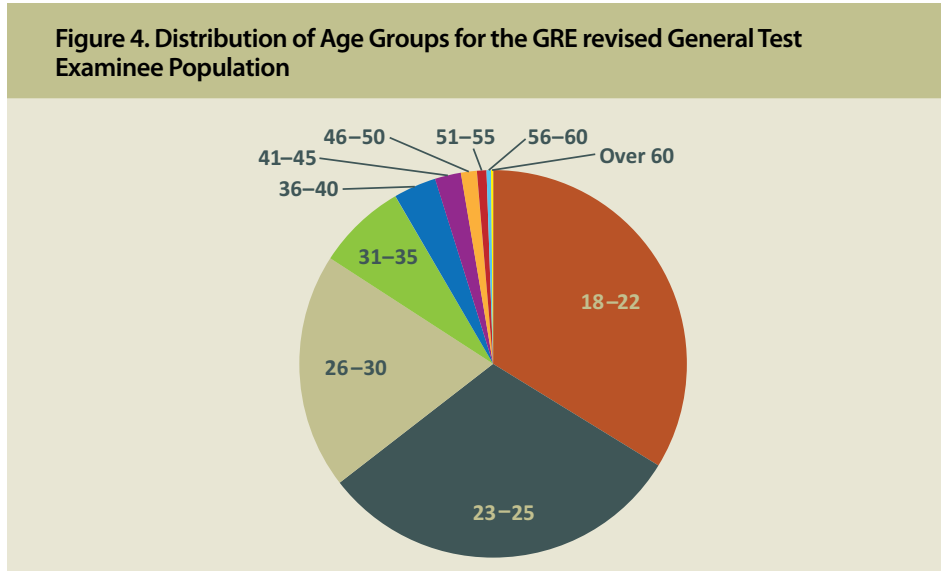
Figure 3. Percentage of GRE revised General Test Examinees, by Intended Graduate Major and Gender



Note: These analyses are based on a total of 466,674 test takers. The percentages reported in this table have been rounded to the nearest tenth of a percent so that reported group percentages could be appropriately interpreted. See page 10 for a list of Intended Graduate Major Fields.

Distribution of Age Groups for the GRE revised General Test Examinee Population

Figure 4 shows that the majority of examinees are between the ages of 18 and 30.



Distribution of Age Groups for the GRE revised General Test Examinee Population

Table 9 shows that 34 percent of examinees were between the ages of 18 and 22. Eighty-five percent (85 percent) of the examinees were 30 years of age or younger.

| Age Group | N | Percent | Verbal Reasoning | | Quantitative Reasoning | | Analytical Writing | |
|--------------|----------------|------------|------------------|------------|------------------------|------------|--------------------|------------|
| | | | Mean | SD | Mean | SD | Mean | SD |
| 18–22 | 157,446 | 34 | 150.9 | 8.2 | 153.8 | 8.6 | 3.8 | 0.8 |
| 23–25 | 143,474 | 31 | 150.5 | 8.3 | 151.8 | 8.4 | 3.7 | 0.8 |
| 26–30 | 91,643 | 20 | 150.7 | 8.8 | 150.4 | 8.2 | 3.6 | 0.9 |
| 31–35 | 34,741 | 7 | 151.1 | 8.8 | 148.2 | 8.1 | 3.6 | 0.9 |
| 36–40 | 16,655 | 4 | 150.9 | 8.6 | 146.2 | 7.9 | 3.5 | 0.8 |
| 41–45 | 10,141 | 2 | 151.3 | 8.7 | 145.0 | 7.6 | 3.5 | 0.8 |
| 46–50 | 6,187 | 1 | 151.3 | 8.5 | 144.2 | 7.7 | 3.5 | 0.8 |
| 51–55 | 3,701 | 1 | 151.9 | 8.6 | 143.8 | 7.5 | 3.5 | 0.8 |
| 56–60 | 1,748 | <1 | 152.0 | 8.8 | 143.2 | 7.4 | 3.5 | 0.9 |
| Over 60 | 792 | <1 | 152.3 | 9.0 | 144.1 | 8.3 | 3.5 | 0.9 |
| Total | 466,528 | 100 | 150.8 | 8.4 | 151.4 | 8.7 | 3.7 | 0.8 |

Note: A total of 466,528 examinees were included in the analysis for this table. One hundred forty-six (146) examinees were excluded from the results in this table due to a reported age less than 18.

Mean GRE Verbal Reasoning Scores, by Age Group

Table 10 shows that, on average, older examinees have higher GRE Verbal Reasoning scores than examinees at younger ages; this pattern is similar for both men and women.

| Age Group | Men | | | | Women | | | | No Response | | | |
|--------------|----------------|------------|--------------|------------|----------------|------------|--------------|------------|---------------|------------|--------------|------------|
| | N | % | Mean Score | SD | N | % | Mean | SD | N | % | Mean | SD |
| 18–22 | 61,254 | 32 | 150.8 | 8.9 | 87,797 | 36 | 150.8 | 7.6 | 8,395 | 27 | 152.8 | 7.9 |
| 23–25 | 60,745 | 32 | 150.4 | 8.7 | 73,761 | 30 | 150.3 | 8.0 | 8,968 | 29 | 151.9 | 8.6 |
| 26–30 | 40,032 | 21 | 150.9 | 9.2 | 44,964 | 18 | 150.3 | 8.5 | 6,647 | 22 | 151.6 | 9.0 |
| 31–35 | 15,210 | 8 | 151.7 | 9.2 | 16,708 | 7 | 150.7 | 8.4 | 2,823 | 9 | 150.8 | 8.9 |
| 36–40 | 6,452 | 3 | 151.6 | 9.0 | 8,723 | 4 | 150.5 | 8.2 | 1,480 | 5 | 150.5 | 9.0 |
| 41–45 | 3,583 | 2 | 152.4 | 9.1 | 5,602 | 2 | 150.8 | 8.3 | 956 | 3 | 149.5 | 9.1 |
| 46–50 | 2,019 | 1 | 151.8 | 8.7 | 3,590 | 1 | 151.2 | 8.3 | 578 | 2 | 150.2 | 8.8 |
| 51–55 | 1,099 | 1 | 153.4 | 8.9 | 2,214 | 1 | 151.4 | 8.3 | 388 | 1 | 150.2 | 9.0 |
| 56–60 | 611 | <1 | 153.1 | 8.8 | 925 | <1 | 152.0 | 8.6 | 212 | 1 | 149.0 | 9.5 |
| Over 60 | 339 | <1 | 153.5 | 8.9 | 366 | <1 | 151.6 | 9.0 | 87 | <1 | 150.5 | 8.2 |
| Total | 191,344 | 100 | 150.9 | 8.9 | 244,650 | 100 | 150.6 | 8.0 | 30,534 | 100 | 151.7 | 8.6 |

Note: A total of 466,528 examinees were included in the analysis for this table. One hundred forty-six (146) examinees were excluded from the results in this table due to a reported age less than 18.

Mean GRE Quantitative Reasoning Scores, by Age Group

Table 11 shows that older examinees have lower average scores on the GRE Quantitative Reasoning measure than examinees at younger ages. In addition, men consistently score higher than women on the Quantitative Reasoning measure across all age groups.

| Age Group | Men | | | | Women | | | | No Response | | | |
|--------------|----------------|------------|--------------|------------|----------------|------------|--------------|------------|---------------|------------|--------------|------------|
| | N | % | Mean Score | SD | N | % | Mean | SD | N | % | Mean | SD |
| 18–22 | 61,254 | 32 | 157.3 | 8.2 | 87,797 | 36 | 151.6 | 8.1 | 8,395 | 27 | 151.6 | 8.0 |
| 23–25 | 60,745 | 32 | 154.7 | 8.2 | 73,761 | 30 | 149.7 | 7.8 | 8,968 | 29 | 150.1 | 8.1 |
| 26–30 | 40,032 | 21 | 152.9 | 8.2 | 44,964 | 18 | 148.3 | 7.7 | 6,647 | 22 | 149.0 | 8.3 |
| 31–35 | 15,210 | 8 | 150.6 | 8.1 | 16,708 | 7 | 146.2 | 7.4 | 2,823 | 9 | 146.8 | 8.2 |
| 36–40 | 6,452 | 3 | 148.8 | 8.2 | 8,723 | 4 | 144.5 | 7.1 | 1,480 | 5 | 145.2 | 8.0 |
| 41–45 | 3,583 | 2 | 147.5 | 7.9 | 5,602 | 2 | 143.7 | 7.0 | 956 | 3 | 143.4 | 7.7 |
| 46–50 | 2,019 | 1 | 146.5 | 8.2 | 3,590 | 1 | 143.1 | 7.0 | 578 | 2 | 143.2 | 8.0 |
| 51–55 | 1,099 | 1 | 147.1 | 8.1 | 2,214 | 1 | 142.5 | 6.7 | 388 | 1 | 142.4 | 7.3 |
| 56–60 | 611 | <1 | 146.1 | 7.9 | 925 | <1 | 141.8 | 6.5 | 212 | 1 | 141.3 | 7.3 |
| Over 60 | 339 | <1 | 147.0 | 8.7 | 366 | <1 | 142.0 | 7.4 | 87 | <1 | 3.3 | 0.9 |
| Total | 191,344 | 100 | 154.3 | 8.6 | 244,650 | 100 | 149.4 | 8.1 | 30,534 | 100 | 149.2 | 8.5 |

Note: A total of 466,528 examinees were included in the analysis for this table. One hundred forty-six (146) examinees were excluded from the results in this table due to a reported age less than 18.

Mean GRE Analytical Writing Scores, by Age Group

Table 12 shows that, on the Analytical Writing measure, younger women perform slightly better, on average, than older women. As was found with the men, there are more women test takers between the ages of 18 and 25 than in any other age group. In addition, women examinees performed the same or better than men across all age groups.

Table 12. Mean GRE Analytical Writing Scores, by Age Group

| Age Group | Men | | | | Women | | | | No Response | | | |
|--------------|----------------|------------|------------|------------|----------------|------------|------------|------------|---------------|------------|------------|------------|
| | N | % | Mean Score | SD | N | % | Mean | SD | N | % | Mean | SD |
| 18–22 | 61,254 | 32 | 3.6 | 0.9 | 87,797 | 36 | 3.8 | 0.8 | 8,395 | 27 | 4.0 | 0.8 |
| 23–25 | 60,745 | 32 | 3.6 | 0.9 | 73,761 | 30 | 3.7 | 0.8 | 8,968 | 29 | 3.8 | 0.8 |
| 26–30 | 40,032 | 21 | 3.6 | 0.9 | 44,964 | 18 | 3.7 | 0.8 | 6,647 | 22 | 3.7 | 0.9 |
| 31–35 | 15,210 | 8 | 3.6 | 0.9 | 16,708 | 7 | 3.6 | 0.8 | 2,823 | 9 | 3.5 | 0.9 |
| 36–40 | 6,452 | 3 | 3.5 | 0.9 | 8,723 | 4 | 3.6 | 0.8 | 1,480 | 5 | 3.5 | 0.9 |
| 41–45 | 3,583 | 2 | 3.5 | 0.9 | 5,602 | 2 | 3.6 | 0.8 | 956 | 3 | 3.4 | 0.9 |
| 46–50 | 2,019 | 1 | 3.5 | 0.9 | 3,590 | 1 | 3.6 | 0.8 | 578 | 2 | 3.4 | 0.9 |
| 51–55 | 1,099 | 1 | 3.5 | 0.9 | 2,214 | 1 | 3.5 | 0.8 | 388 | 1 | 3.4 | 0.8 |
| 56–60 | 611 | <1 | 3.4 | 0.9 | 925 | <1 | 3.6 | 0.8 | 212 | 1 | 3.2 | 0.9 |
| Over 60 | 339 | <1 | 3.5 | 0.9 | 366 | <1 | 3.5 | 0.9 | 87 | <1 | 3.3 | 0.9 |
| Total | 191,344 | 100 | 3.6 | 0.9 | 244,650 | 100 | 3.7 | 0.8 | 30,534 | 100 | 3.8 | 0.9 |

Note: A total of 466,528 examinees were included in the analysis for this table. One hundred forty-six (146) examinees were excluded from the results in this table due to a reported age less than 18.

Examinee Volume for the Top Three World Regions

Table 13 shows that the most common world region where examinees have taken the GRE revised General Test, outside of the United States, is Asia, with 17 percent of examinees testing in that region.

Table 13. Examinee Volume for the Top Three World Regions

| World Region | N | Percent |
|---------------|---------|---------|
| United States | 344,468 | 74 |
| Asia | 78,066 | 17 |
| Europe | 13,748 | 3 |

Note: These data are based on the world regions where examinees took the test.

Distribution of Intended Graduate Major for Examinees Who Tested in the United States

Table 14 shows that of those who reported their intended graduate major, the top three intended graduate majors were in the fields of Other Fields (27 percent), Natural Sciences (27 percent), and Social Sciences (16 percent).

| Table 14. Distribution of Intended Graduate Major for Examinees Who Tested in the United States | | |
|---|---------|---------|
| Intended Graduate Major | N | Percent |
| Business | 12,380 | 4 |
| Education | 27,283 | 8 |
| Engineering | 22,051 | 6 |
| Humanities and Arts | 26,787 | 8 |
| Natural Sciences | 93,204 | 27 |
| Social Sciences | 54,105 | 16 |
| Other Fields | 94,394 | 27 |
| Undecided | 9,106 | 3 |
| No Response | 5,158 | 1 |
| Total | 344,468 | |

Note: A total of 344,468 examinees tested in the United States, with 98.5 percent of examinees (339,310) reporting their intended graduate major. See page 10 for a list of Intended Graduate Major Fields.

Characteristics of Examinees Who Tested in the United States:

- 65 percent are women
- 32 percent are between the ages of 18 and 22
- About 62 percent are 25 years of age or younger
- Approximately 82 percent are 30 years of age or younger
- Almost all examinees who tested within the United States reside within the United States (99.4 percent)
- 36 percent are in their fourth or final year of college
- 35 percent are unenrolled college graduates

Distribution of Intended Graduate Major for Examinees Who Tested in Asia

Table 15 shows that of those who tested in Asia, the top two reported intended graduate majors were in Natural Sciences (27 percent) and Engineering (26 percent).

| Intended Graduate Major | N | Percent |
|-------------------------|---------------|---------|
| Business | 3,475 | x4 |
| Education | 1,213 | 2 |
| Engineering | 20,042 | 26 |
| Humanities and Arts | 1,710 | 2 |
| Natural Sciences | 21,171 | 27 |
| Social Sciences | 4,713 | 6 |
| Other Fields | 18,975 | 24 |
| Undecided | 6,404 | 8 |
| No Response | 363 | <1 |
| Total | 78,066 | |

Note: A total of 78,066 examinees tested in Asia, with 99.5 percent of examinees (77,703) reporting their intended graduate major. See page 10 for a list of Intended Graduate Major Fields.

Characteristics of Examinees Who Tested in Asia:

- 60 percent are men
- Almost 50 percent are between the ages of 18 and 22
- More than 95 percent are 30 years of age or younger
- About 80 percent have residences within China (42 percent) or India (39 percent)
- About 28 percent are in their fourth or final year of college, with another 14 percent in their third year of college
- 19 percent are unenrolled college graduates

Distribution of Intended Graduate Major for Examinees Who Tested in Europe

Table 16 shows that of those who tested in Europe, the top three reported intended graduate majors were in the fields of Social Sciences (23 percent), Other Fields (20 percent), and Natural Sciences (19 percent).

| Table 16. Distribution of Intended Graduate Major for Examinees Who Tested in Europe | | |
|--|--------|---------|
| Intended Graduate Major | N | Percent |
| Business | 979 | 7 |
| Education | 181 | 1 |
| Engineering | 2,327 | 17 |
| Humanities and Arts | 934 | 7 |
| Natural Sciences | 2,673 | 19 |
| Social Sciences | 3,096 | 23 |
| Other Fields | 2,714 | 20 |
| Undecided | 518 | 4 |
| No Response | 326 | 2 |
| Total | 13,748 | |

Note: A total of 13,748 examinees tested in Europe, with 98 percent of examinees (13,422) reporting their intended graduate major. See page 10 for a list of Intended Graduate Major Fields.

Characteristics of Examinees Who Tested in Europe:

- 55 percent are men
- 25 percent are between the ages of 18 and 22
- Almost 64 percent are 25 years of age or younger
- Approximately 90 percent are 30 years of age or younger
- Top countries of residency are Turkey (16 percent), United Kingdom (15 percent), Germany (10 percent), France (8 percent), and United States (6 percent)
- About 24 percent are in their fourth or final year of college
- 15 percent are unenrolled college graduates

Preferred Region for Graduate Study, Examinee Population

Table 17 shows that in general, examinees tend to prefer to study within a U.S. region. In terms of non-U.S. regions, examinees showed most interest in Europe (10 percent) and Canada (8 percent).

| | N | Percent |
|-------------------------|---------|---------|
| U.S. Regions | | |
| New England | 108,225 | 23 |
| Mid-Atlantic | 132,714 | 28 |
| South | 141,207 | 30 |
| Midwest | 114,238 | 25 |
| Southwest | 89,383 | 19 |
| West | 138,270 | 30 |
| Non-U.S. Regions | | |
| Canada | 35,147 | 8 |
| Africa | 4,190 | 1 |
| Asia | 13,288 | 3 |
| Australia/New Zealand | 19,558 | 4 |
| Europe | 45,716 | 10 |
| Latin America | 10,170 | 2 |

Note: The examinee population includes 466,674 test takers. They were asked, "In what geographic region(s) would you prefer to attend graduate school? (Select all that apply)." Since examinees were allowed to select more than one region, the percentages do not add up to 100.

Preferred Region for Graduate Study, Examinees Who Tested in the United States

Table 18 shows that examinees who tested in the United States preferred a variety of regions within the United States, particularly the South (33 percent), Mid-Atlantic (29 percent), and the West (30 percent). When considering regions of the world outside of the United States, examinees that tested in the United States preferred Canada (4 percent) and Europe (7 percent).

| Table 18. Preferred Region for Graduate Study, Examinees Who Tested in the United States | | |
|---|----------|----------------|
| | N | Percent |
| U.S. Regions | | |
| New England | 80,038 | 23 |
| Mid-Atlantic | 98,817 | 29 |
| South | 112,331 | 33 |
| Midwest | 84,717 | 25 |
| Southwest | 63,051 | 18 |
| West | 102,755 | 30 |
| Non-U.S. Regions | | |
| Canada | 14,004 | 4 |
| Africa | 2,813 | 1 |
| Asia | 5,025 | 2 |
| Australia/New Zealand | 10,148 | 3 |
| Europe | 24,878 | 7 |
| Latin America | 5,097 | 2 |

Note: A total of 344,468 examinees tested in the United States. They were asked, "In what geographic region(s) would you prefer to attend graduate school? (Select all that apply)." Since examinees were allowed to select more than one region, the percentages do not add up to 100.

Preferred Region for Graduate Study, Examinees Who Tested Outside of the United States

Table 19 shows that examinees who tested outside of the United States preferred a variety of regions within the United States, particularly the Mid-Atlantic and the West, selected by about 28 percent and 29 percent, respectively. When considering regions of the world outside of the United States, examinees who tested outside of the United States preferred Canada (17 percent) and Europe (17 percent).

**Table 19. Preferred Region for Graduate Study,
Examinees Who Tested Outside of the United States**

| | N | Percent |
|-------------------------|--------|---------|
| U.S. Regions | | |
| New England | 28,187 | 23 |
| Mid-Atlantic | 33,897 | 28 |
| South | 28,876 | 24 |
| Midwest | 29,521 | 24 |
| Southwest | 26,332 | 22 |
| West | 35,515 | 29 |
| Non-U.S. Regions | | |
| Canada | 21,143 | 17 |
| Africa | 1,377 | 1 |
| Asia | 8,263 | 7 |
| Australia/New Zealand | 9,410 | 8 |
| Europe | 20,838 | 17 |
| Latin America | 5,073 | 4 |

Note: A total of 122,206 examinees tested outside of the United States. They were asked, "In what geographic region(s) would you prefer to attend graduate school? (Select all that apply.)" Since examinees were allowed to select more than one region, the percentages do not add up to 100.

Preferred Region for Graduate Study, Examinees Who Tested in Asia

Table 20 shows that examinees who tested in Asia preferred various regions within the United States. These examinees also demonstrated interest in Canada (17 percent) and Europe (16 percent).

| Table 20. Preferred Region for Graduate Study, Examinees Who Tested in Asia | | |
|---|--------|---------|
| | N | Percent |
| U.S. Regions | | |
| New England | 18,275 | 23 |
| Mid-Atlantic | 22,139 | 28 |
| South | 20,746 | 27 |
| Midwest | 21,285 | 27 |
| Southwest | 19,651 | 25 |
| West | 24,315 | 31 |
| Non-U.S. Regions | | |
| Canada | 13,269 | 17 |
| Africa | 949 | 1 |
| Asia | 6,838 | 9 |
| Australia/New Zealand | 6,978 | 9 |
| Europe | 12,346 | 16 |
| Latin America | 3,842 | 5 |

Note: A total of 78,066 examinees tested in Asia. They were asked, "In what geographic region(s) would you prefer to attend graduate school? (Select all that apply.)" Since examinees were allowed to select more than one region, the percentages do not add up to 100.

Preferred Region for Graduate Study, Examinees Who Tested in Europe

Table 21 shows that examinees who tested in Europe preferred a variety of regions in the United States, including the Mid-Atlantic (32 percent), the West (31 percent) and New England (28 percent). Europe (30 percent) was the most preferred region outside of the United States.

| Table 21. Preferred Region for Graduate Study, Examinees Who Tested in Europe | | |
|---|-------|---------|
| | N | Percent |
| U.S. Regions | | |
| New England | 3,871 | 28 |
| Mid-Atlantic | 4,353 | 32 |
| South | 2,689 | 20 |
| Midwest | 2,816 | 21 |
| Southwest | 2,241 | 16 |
| West | 4,229 | 31 |
| Non-U.S. Regions | | |
| Canada | 1,862 | 14 |
| Africa | 104 | 1 |
| Asia | 483 | 4 |
| Australia/New Zealand | 771 | 6 |
| Europe | 4,167 | 30 |
| Latin America | 228 | 2 |

Note: A total of 13,748 examinees tested in Europe. They were asked, "In what geographic region(s) would you prefer to attend graduate school? (Select all that apply.)" Since examinees were allowed to select more than one region, the percentages do not add up to 100.

GRE revised General Test Score Information, by Country of Citizenship

Although the majority of examinees took the GRE revised General Test within the United States, Table 22 shows that examinees reported citizenship in more than 200 countries/regions around the world.

Table 22. GRE revised General Test Score Information, by Country of Citizenship¹

| Country of Citizenship | N | Verbal Reasoning | | Quantitative Reasoning | | Analytical Writing | |
|------------------------|-------|------------------|-----|------------------------|-----|--------------------|-----|
| | | Mean | SD | Mean | SD | Mean | SD |
| Afghanistan | 116 | 141.1 | 4.7 | 144.2 | 6.9 | 3.1 | 0.8 |
| Albania | 87 | 147.6 | 7.2 | 153.4 | 8.5 | 3.5 | 0.8 |
| Algeria | 74 | 141.6 | 6.4 | 148.5 | 7.9 | 3.0 | 0.8 |
| American Samoa | 3 | * | * | * | * | * | * |
| Angola | 25 | * | * | * | * | * | * |
| Anguilla | 1 | * | * | * | * | * | * |
| Antarctica | 2 | * | * | * | * | * | * |
| Antigua and Barbuda | 13 | * | * | * | * | * | * |
| Argentina | 188 | 152.8 | 6.8 | 153.6 | 8.3 | 3.6 | 0.7 |
| Armenia | 109 | 143.7 | 6.9 | 153.8 | 9.0 | 3.1 | 0.8 |
| Aruba | 5 | * | * | * | * | * | * |
| Australia | 491 | 158.4 | 7.4 | 155.7 | 8.5 | 4.5 | 0.8 |
| Austria | 171 | 152.5 | 7.8 | 154.1 | 7.4 | 3.8 | 0.7 |
| Azerbaijan | 75 | 143.8 | 7.4 | 152.6 | 9.5 | 3.1 | 0.7 |
| Bahamas | 88 | 148.2 | 6.6 | 143.7 | 6.4 | 3.7 | 0.7 |
| Bahrain | 36 | 147.4 | 8.2 | 149.2 | 8.7 | 3.8 | 0.7 |
| Bangladesh | 1,134 | 144.2 | 7.2 | 154.7 | 6.6 | 3.0 | 0.8 |
| Barbados | 36 | 149.5 | 6.2 | 147.8 | 9.3 | 3.7 | 0.6 |
| Belarus | 107 | 147.9 | 7.5 | 154.8 | 7.6 | 3.2 | 0.7 |
| Belgium | 120 | 155.0 | 7.2 | 157.1 | 8.7 | 3.8 | 0.8 |
| Belize | 24 | * | * | * | * | * | * |
| Benin | 32 | 144.2 | 6.4 | 149.7 | 7.3 | 3.0 | 0.7 |
| Bermuda | 15 | * | * | * | * | * | * |
| Bhutan | 15 | * | * | * | * | * | * |
| Bolivia | 71 | 147.3 | 6.1 | 150.8 | 8.0 | 3.3 | 0.8 |
| Bosnia and Herzegovina | 57 | 148.6 | 7.3 | 150.1 | 7.3 | 3.4 | 0.7 |
| Botswana | 28 | * | * | * | * | * | * |
| Brazil | 1,032 | 148.9 | 7.3 | 150.5 | 8.5 | 3.1 | 0.8 |
| Brunei Darussalam | 10 | * | * | * | * | * | * |
| Bulgaria | 193 | 153.2 | 7.6 | 156.3 | 7.8 | 3.9 | 0.8 |
| Burkina Faso | 55 | 145.0 | 6.2 | 146.8 | 7.2 | 3.1 | 0.6 |
| Burundi | 12 | * | * | * | * | * | * |

¹Statistics are not reported for countries with fewer than 30 examinees.

GRE revised General Test Score Information, by Country of Citizenship¹ (continued)

Table 22. GRE revised General Test Score Information, by Country of Citizenship¹ (continued)

| Country of Citizenship | N | Verbal Reasoning | | Quantitative Reasoning | | Analytical Writing | |
|--------------------------------|--------|------------------|-----|------------------------|-----|--------------------|-----|
| | | Mean | SD | Mean | SD | Mean | SD |
| Cambodia | 26 | * | * | * | * | * | * |
| Cameroon | 345 | 143.5 | 6.7 | 146.9 | 7.6 | 3.2 | 0.7 |
| Canada | 4,924 | 156.0 | 7.3 | 153.6 | 7.7 | 4.3 | 0.7 |
| Cape Verde | 4 | * | * | * | * | * | * |
| Cayman Islands | 13 | * | * | * | * | * | * |
| Central African Republic | 1 | * | * | * | * | * | * |
| Chad | 13 | * | * | * | * | * | * |
| Chile | 515 | 148.0 | 7.0 | 152.7 | 8.2 | 3.0 | 0.7 |
| China, People's Republic of | 29,255 | 145.9 | 6.6 | 162.9 | 5.2 | 3.1 | 0.6 |
| Colombia | 1,243 | 147.7 | 6.8 | 149.4 | 7.9 | 3.2 | 0.8 |
| Comoros | 2 | * | * | * | * | * | * |
| Congo Republic | 30 | 140.9 | 6.2 | 142.4 | 5.3 | 2.9 | 0.8 |
| Congo – DRC (formerly Zaire) | 56 | 144.2 | 6.3 | 145.1 | 6.3 | 3.0 | 0.7 |
| Costa Rica | 161 | 149.1 | 6.8 | 149.7 | 7.1 | 3.4 | 0.7 |
| Cote D'Ivoire (Ivory Coast) | 58 | 144.6 | 6.7 | 148.1 | 7.7 | 3.0 | 0.8 |
| Croatia | 97 | 151.7 | 7.7 | 153.3 | 7.5 | 3.7 | 0.8 |
| Cuba | 56 | 147.6 | 6.5 | 147.3 | 8.7 | 3.1 | 0.9 |
| Cyprus | 104 | 146.1 | 7.4 | 153.7 | 7.4 | 3.6 | 0.7 |
| Czech Republic | 111 | 151.4 | 7.9 | 156.9 | 7.9 | 3.7 | 0.8 |
| Denmark | 140 | 152.3 | 7.0 | 152.8 | 8.0 | 3.8 | 0.6 |
| Djibouti | 2 | * | * | * | * | * | * |
| Dominica, Commonwealth of | 26 | * | * | * | * | * | * |
| Dominican Republic | 165 | 146.1 | 6.6 | 146.5 | 7.1 | 3.0 | 0.8 |
| Ecuador | 318 | 146.5 | 6.9 | 148.6 | 7.0 | 3.3 | 0.7 |
| Egypt | 827 | 143.8 | 6.9 | 153.3 | 7.1 | 3.1 | 0.8 |
| El Salvador | 85 | 147.6 | 6.7 | 147.5 | 7.7 | 3.5 | 0.7 |
| England | 7 | * | * | * | * | * | * |
| Equatorial Guinea | 3 | * | * | * | * | * | * |
| Eritrea | 90 | 147.2 | 5.7 | 154.5 | 6.9 | 3.1 | 0.7 |
| Estonia | 33 | 147.6 | 8.2 | 151.8 | 7.8 | 3.6 | 0.5 |
| Ethiopia | 386 | 144.2 | 6.6 | 151.8 | 6.4 | 3.2 | 0.7 |
| Federated States of Micronesia | 5 | * | * | * | * | * | * |
| Fiji | 5 | * | * | * | * | * | * |
| Finland | 115 | 151.7 | 8.2 | 151.5 | 7.2 | 3.8 | 0.7 |
| France | 1,151 | 152.7 | 6.9 | 157.5 | 8.1 | 3.5 | 0.7 |

¹Statistics are not reported for countries with fewer than 30 examinees.

GRE revised General Test Score Information, by Country of Citizenship (continued)

Table 22. GRE revised General Test Score Information, by Country of Citizenship¹ (continued)

| Country of Citizenship | N | Verbal Reasoning | | Quantitative Reasoning | | Analytical Writing | |
|------------------------|--------|------------------|-----|------------------------|-----|--------------------|-----|
| | | Mean | SD | Mean | SD | Mean | SD |
| French Polynesia | 1 | * | * | * | * | * | * |
| Gabon | 14 | * | * | * | * | * | * |
| Gambia, The | 20 | * | * | * | * | * | * |
| Gaza | 12 | * | * | * | * | * | * |
| Georgia | 54 | 148.6 | 8.4 | 151.6 | 9.3 | 3.4 | 0.7 |
| Germany | 1,482 | 152.3 | 7.2 | 155.5 | 7.6 | 3.9 | 0.7 |
| Ghana | 1,090 | 145.5 | 6.2 | 147.4 | 6.7 | 3.3 | 0.6 |
| Greece | 566 | 149.4 | 7.2 | 156.4 | 7.8 | 3.6 | 0.7 |
| Greenland | 1 | * | * | * | * | * | * |
| Grenada | 24 | * | * | * | * | * | * |
| Guadeloupe | 2 | * | * | * | * | * | * |
| Guatemala | 106 | 149.0 | 7.1 | 148.3 | 7.9 | 3.5 | 0.7 |
| Guinea | 24 | * | * | * | * | * | * |
| Guyana | 53 | 148.6 | 8.3 | 146.5 | 8.7 | 3.7 | 0.7 |
| Haiti | 144 | 144.4 | 7.0 | 144.2 | 6.5 | 3.1 | 0.7 |
| Honduras | 119 | 147.2 | 6.5 | 147.5 | 6.4 | 3.3 | 0.7 |
| Hong Kong | 643 | 147.7 | 6.7 | 159.5 | 6.9 | 3.5 | 0.7 |
| Hungary | 147 | 151.2 | 7.8 | 156.2 | 7.7 | 3.6 | 0.7 |
| Iceland | 89 | 149.8 | 7.6 | 154.5 | 7.1 | 3.7 | 0.7 |
| India | 33,504 | 144.7 | 8.0 | 154.1 | 8.1 | 3.1 | 0.8 |
| Indonesia | 811 | 144.7 | 6.8 | 154.0 | 7.1 | 3.0 | 0.7 |
| Iran | 6,843 | 141.3 | 5.8 | 157.5 | 6.6 | 2.9 | 0.7 |
| Iraq | 304 | 139.2 | 5.6 | 146.4 | 8.0 | 2.5 | 0.8 |
| Ireland | 181 | 157.1 | 7.7 | 153.8 | 8.4 | 4.2 | 0.7 |
| Isle of Man | 1 | * | * | * | * | * | * |
| Israel | 442 | 151.4 | 8.2 | 156.7 | 7.9 | 3.5 | 0.8 |
| Italy | 885 | 152.2 | 7.0 | 154.1 | 8.1 | 3.3 | 0.7 |
| Jamaica | 390 | 148.8 | 7.4 | 145.8 | 7.3 | 3.7 | 0.7 |
| Japan | 1,321 | 144.5 | 7.2 | 156.3 | 7.6 | 3.1 | 0.7 |
| Jordan | 510 | 141.4 | 7.1 | 151.9 | 7.3 | 2.8 | 0.9 |
| Kazakhstan | 184 | 145.6 | 7.2 | 152.8 | 8.0 | 3.1 | 0.8 |
| Kenya | 655 | 146.5 | 6.4 | 147.1 | 6.8 | 3.4 | 0.6 |
| Kiribati | 1 | * | * | * | * | * | * |
| Korea (DPR) | 20 | * | * | * | * | * | * |
| Korea (ROK) | 2,933 | 147.5 | 7.8 | 158.2 | 7.3 | 3.2 | 0.8 |

¹Statistics are not reported for countries with fewer than 30 examinees.

GRE revised General Test Score Information, by Country of Citizenship (continued)

| Country of Citizenship | N | Verbal Reasoning | | Quantitative Reasoning | | Analytical Writing | |
|--------------------------------------|-------|------------------|-----|------------------------|-----|--------------------|-----|
| | | Mean | SD | Mean | SD | Mean | SD |
| Kuwait | 241 | 140.8 | 6.7 | 146.5 | 8.5 | 2.8 | 0.9 |
| Kyrgyzstan | 53 | 144.9 | 6.3 | 148.3 | 8.5 | 3.2 | 0.7 |
| Laos | 7 | * | * | * | * | * | * |
| Latvia | 49 | 147.7 | 8.1 | 154.3 | 8.4 | 3.5 | 0.8 |
| Lebanon | 951 | 145.5 | 7.2 | 154.3 | 7.4 | 3.2 | 0.7 |
| Lesotho | 6 | * | * | * | * | * | * |
| Liberia | 54 | 141.0 | 6.4 | 139.6 | 5.3 | 3.0 | 0.8 |
| Libya | 177 | 137.1 | 4.7 | 145.5 | 6.3 | 2.1 | 0.6 |
| Liechtenstein | 2 | * | * | * | * | * | * |
| Lithuania | 75 | 150.3 | 7.0 | 154.7 | 6.8 | 3.7 | 0.7 |
| Luxembourg | 12 | * | * | * | * | * | * |
| Macau | 54 | 143.4 | 6.2 | 158.0 | 6.2 | 3.1 | 0.7 |
| Macedonia – Former Yugoslav Republic | 44 | 148.3 | 9.7 | 152.6 | 8.9 | 3.7 | 0.7 |
| Madagascar | 26 | * | * | * | * | * | * |
| Malawi | 55 | 145.0 | 6.8 | 143.9 | 5.2 | 3.8 | 0.6 |
| Malaysia | 546 | 149.5 | 8.5 | 154.6 | 7.5 | 3.7 | 0.8 |
| Maldives | 9 | * | * | * | * | * | * |
| Mali | 40 | 140.3 | 5.8 | 144.0 | 7.2 | 2.7 | 0.7 |
| Malta | 6 | * | * | * | * | * | * |
| Mauritania | 7 | * | * | * | * | * | * |
| Mauritius | 38 | 153.4 | 6.7 | 156.8 | 5.5 | 4.0 | 0.6 |
| Mexico | 2,325 | 148.2 | 7.1 | 149.3 | 7.9 | 3.2 | 0.8 |
| Moldova | 47 | 148.4 | 7.4 | 154.0 | 7.4 | 3.4 | 0.7 |
| Mongolia | 91 | 145.8 | 7.4 | 153.4 | 7.5 | 3.3 | 0.7 |
| Morocco | 172 | 146.3 | 7.7 | 151.8 | 9.8 | 3.3 | 0.8 |
| Mozambique | 29 | * | * | * | * | * | * |
| Myanmar | 86 | 145.7 | 8.7 | 152.4 | 8.2 | 3.3 | 0.7 |
| Namibia | 32 | 140.2 | 6.0 | 140.2 | 6.4 | 3.4 | 0.4 |
| Nauru | 1 | * | * | * | * | * | * |
| Nepal | 1,272 | 144.5 | 6.9 | 153.5 | 6.7 | 3.1 | 0.7 |
| Netherlands | 243 | 155.5 | 7.2 | 156.6 | 7.7 | 4.0 | 0.7 |
| Netherlands Antilles | 9 | * | * | * | * | * | * |
| New Zealand | 167 | 157.3 | 7.7 | 154.4 | 7.8 | 4.5 | 0.8 |
| Nicaragua | 43 | 146.3 | 8.5 | 144.5 | 8.1 | 3.5 | 0.7 |
| Niger | 33 | 145.1 | 6.5 | 146.8 | 5.9 | 3.1 | 0.7 |

¹Statistics are not reported for countries with fewer than 30 examinees.

GRE revised General Test Score Information, by Country of Citizenship (continued)

Table 22. GRE revised General Test Score Information, by Country of Citizenship¹ (continued)

| Country of Citizenship | N | Verbal Reasoning | | Quantitative Reasoning | | Analytical Writing | |
|------------------------|-------|------------------|-----|------------------------|-----|--------------------|-----|
| | | Mean | SD | Mean | SD | Mean | SD |
| Nigeria | 2,855 | 146.4 | 7.0 | 147.4 | 7.7 | 3.2 | 0.7 |
| Niue | 1 | * | * | * | * | * | * |
| Northern Ireland | 2 | * | * | * | * | * | * |
| Norway | 98 | 153.1 | 7.2 | 151.3 | 7.5 | 3.9 | 0.7 |
| Oman | 53 | 141.3 | 5.8 | 145.4 | 6.0 | 2.9 | 0.6 |
| Pakistan | 2,212 | 147.0 | 8.3 | 153.1 | 7.6 | 3.4 | 0.8 |
| Palau | 3 | * | * | * | * | * | * |
| Panama | 136 | 146.8 | 7.3 | 148.6 | 7.2 | 3.3 | 0.8 |
| Papua New Guinea | 5 | * | * | * | * | * | * |
| Paraguay | 20 | * | * | * | * | * | * |
| Peru | 366 | 148.2 | 6.7 | 152.3 | 7.9 | 3.3 | 0.8 |
| Philippines | 543 | 149.1 | 7.4 | 149.1 | 8.6 | 3.6 | 0.8 |
| Poland | 294 | 150.4 | 8.0 | 153.2 | 8.2 | 3.6 | 0.8 |
| Portugal | 155 | 150.9 | 7.1 | 153.5 | 8.4 | 3.4 | 0.8 |
| Qatar | 43 | 141.5 | 6.0 | 147.9 | 7.7 | 2.9 | 0.8 |
| Romania | 298 | 153.5 | 8.3 | 154.8 | 9.4 | 3.8 | 0.9 |
| Russia | 1,031 | 147.8 | 7.7 | 155.3 | 8.1 | 3.3 | 0.7 |
| Rwanda | 107 | 142.7 | 6.5 | 147.6 | 7.3 | 3.1 | 0.7 |
| São Tomé and Príncipe | 3 | * | * | * | * | * | * |
| Saudi Arabia | 2,972 | 137.4 | 4.9 | 142.8 | 7.3 | 2.2 | 0.7 |
| Scotland | 2 | * | * | * | * | * | * |
| Senegal | 55 | 146.3 | 6.1 | 145.3 | 7.2 | 3.3 | 0.8 |
| Serbia | 152 | 147.3 | 6.8 | 152.6 | 7.9 | 3.3 | 0.7 |
| Seychelles | 3 | * | * | * | * | * | * |
| Sierra Leone | 41 | 146.1 | 6.8 | 143.7 | 6.6 | 3.5 | 0.6 |
| Singapore | 982 | 157.1 | 6.9 | 160.3 | 7.0 | 4.3 | 0.7 |
| Slovak Republic | 66 | 152.5 | 7.4 | 155.8 | 7.6 | 3.8 | 0.8 |
| Slovenia | 33 | 153.4 | 7.3 | 157.9 | 6.9 | 4.0 | 0.7 |
| Somalia | 14 | * | * | * | * | * | * |
| South Africa | 244 | 153.3 | 8.0 | 151.3 | 9.1 | 4.1 | 0.8 |
| Spain | 612 | 150.9 | 6.4 | 153.1 | 8.0 | 3.4 | 0.7 |
| Sri Lanka | 616 | 143.4 | 7.5 | 154.2 | 5.9 | 3.4 | 0.8 |
| St. Helena | 1 | * | * | * | * | * | * |
| St. Kitts and Nevis | 10 | * | * | * | * | * | * |
| St. Lucia | 51 | 147.6 | 6.4 | 145.2 | 7.4 | 3.8 | 0.7 |

¹Statistics are not reported for countries with fewer than 30 examinees.

GRE revised General Test Score Information, by Country of Citizenship (continued)

Table 22. GRE revised General Test Score Information, by Country of Citizenship¹ (continued)

| Country of Citizenship | N | Verbal Reasoning | | Quantitative Reasoning | | Analytical Writing | |
|--------------------------------|---------|------------------|-----|------------------------|-----|--------------------|-----|
| | | Mean | SD | Mean | SD | Mean | SD |
| St. Vincent and the Grenadines | 10 | * | * | * | * | * | * |
| Sudan | 86 | 140.6 | 5.9 | 148.5 | 6.4 | 2.7 | 0.8 |
| Suriname | 14 | * | * | * | * | * | * |
| Swaziland | 14 | * | * | * | * | * | * |
| Sweden | 191 | 153.3 | 7.2 | 152.6 | 7.3 | 3.8 | 0.7 |
| Switzerland | 227 | 153.7 | 7.3 | 156.7 | 6.9 | 3.8 | 0.7 |
| Syria | 147 | 142.7 | 7.4 | 152.7 | 7.2 | 3.0 | 0.9 |
| Taiwan | 2,057 | 144.2 | 6.5 | 159.2 | 6.8 | 2.9 | 0.7 |
| Tajikistan | 19 | * | * | * | * | * | * |
| Tanzania | 103 | 143.4 | 6.7 | 146.5 | 7.6 | 3.2 | 0.8 |
| Thailand | 918 | 142.8 | 6.6 | 155.3 | 8.6 | 2.9 | 0.8 |
| Togo | 41 | 145.5 | 6.1 | 148.0 | 6.4 | 3.0 | 0.6 |
| Tonga | 4 | * | * | * | * | * | * |
| Trinidad and Tobago | 228 | 151.4 | 6.4 | 148.8 | 6.8 | 4.0 | 0.7 |
| Tunisia | 110 | 145.2 | 7.0 | 154.5 | 8.1 | 2.9 | 0.7 |
| Turkey | 2,764 | 144.1 | 7.1 | 158.7 | 6.9 | 3.0 | 0.7 |
| Turkmenistan | 36 | 143.5 | 7.5 | 152.2 | 7.1 | 3.1 | 0.6 |
| Turks and Caicos Islands | 1 | * | * | * | * | * | * |
| Uganda | 197 | 145.2 | 6.8 | 145.9 | 7.8 | 3.4 | 0.7 |
| Ukraine | 390 | 147.4 | 7.9 | 154.4 | 7.8 | 3.4 | 0.7 |
| United Arab Emirates | 194 | 140.3 | 6.8 | 148.6 | 7.4 | 2.7 | 0.8 |
| United Kingdom ² | 1,341 | 157.1 | 8.0 | 152.9 | 8.1 | 4.4 | 0.8 |
| United States of America | 318,240 | 152.9 | 7.8 | 149.5 | 7.8 | 3.9 | 0.8 |
| Uruguay | 35 | 151.6 | 6.3 | 151.3 | 8.1 | 3.7 | 0.7 |
| US Virgin Islands | 2 | * | * | * | * | * | * |
| Uzbekistan | 67 | 146.0 | 7.7 | 152.2 | 8.6 | 3.3 | 0.8 |
| Venezuela | 411 | 147.6 | 7.3 | 150.0 | 7.6 | 3.1 | 0.8 |
| Vietnam | 612 | 145.7 | 7.1 | 158.9 | 6.9 | 3.3 | 0.7 |
| West Bank | 4 | * | * | * | * | * | * |
| Western Samoa | 1 | * | * | * | * | * | * |
| Yemen | 39 | 141.0 | 7.7 | 148.6 | 6.6 | 2.8 | 1.0 |
| Zambia | 49 | 147.1 | 5.7 | 146.8 | 7.1 | 3.7 | 0.6 |
| Zimbabwe | 135 | 148.8 | 6.8 | 149.2 | 7.1 | 3.7 | 0.7 |

¹Statistics are not reported for countries with fewer than 30 examinees. ²See England, Scotland and Northern Ireland.

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