



GRADUATE RECORD EXAMINATIONS[®] (GRE[®])

**FACTORS THAT CAN INFLUENCE
PERFORMANCE ON THE GRE GENERAL TEST**

2006 – 2007

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Graduate Record Examinations® (GRE®)

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Overview

The GRE® Board and Program have long been dedicated to the principles of fairness and equity. As part of its commitment in this area, the GRE Board developed a FAME (Fairness, Access, Multiculturalism, and Equity) initiative, a matrix that guides decisions about products and services.¹ The GRE Board also has a demonstrated commitment to communicating appropriate score use through many of its publications, such as the [GRE Guide to the Use of Scores](#) and [Guidelines for the Use of GRE Scores](#).

This document provides the following information and is intended to encourage appropriate score use, particularly in the evaluation of underrepresented examinees.

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Section 1: Introduction to the GRE General Test, Fairness Activities, and Research on Validity

History of GRE General Test

The Graduate Record Examinations® are an outgrowth of a project funded by The Carnegie Foundation for the Advancement of Teaching in the early 1930s to study the outcomes of college education. However, widespread use of the GRE began after World War II when a much larger and more diverse student body began to pursue graduate degrees. The test was used by institutions as a common, objective measure to evaluate the credentials of applicants from different, and often not widely known, undergraduate programs. To provide a better basis for evaluating students, test results were used to supplement other evidence of students' qualifications. Therefore, the test helped to promote greater fairness and equity than was likely through the existing admissions procedures. Today, use of the test continues to enhance equity, fairness, and access to graduate school.

¹ The FAME Report Series is available on the GRE website (www.ets.org/gre).

Role of GRE Board in Development of the Test and in Score Use

The GRE Board, which consists of graduate deans and other members of the graduate education community, defined the content of the GRE General Test as a measure of the knowledge and skills that the graduate community identified as important for graduate study. For example, the skills include the ability to read with comprehension, to perform basic mathematical operations, and to demonstrate analytical writing ability. The Technical Advisory Committee for the GRE General Test, which consists of faculty members and deans from various graduate institutions, works with Educational Testing Service® (ETS®) staff to make recommendations to the GRE Board concerning modifications of the test content. Test specialists at ETS are responsible for determining the content of specific questions.

In addition to its oversight of test development, the GRE Board endorses guidelines for the appropriate use of test scores. A major goal of the guidelines is to ensure a fair graduate application process. Within the context of appropriate test use, these guidelines emphasize that:

1. *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.*

No single measure, including the GRE General Test, assesses every discipline-related skill necessary for success in graduate work. Nor do the GRE Tests assess some factors important to academic and career success, such as motivation, creativity, and interpersonal skills. Therefore, all available pertinent information about an applicant should be considered in making admissions and funding decisions.

2. *A cut-off score should not be used as the sole criterion for denying admission.*

Because a breadth of information is relevant to judging success in graduate education, the GRE Board believes it is inadvisable to reject or accept an applicant solely on the basis of GRE scores. Differences across population groups on various measures also suggest caution in utilizing a single score for screening purposes.

3. *Decisions about applicants should not be based on small score differences, due to the inherent uncertainty in all forms of measurement.*

Because of psychometric limitations, only score differences of certain magnitudes are reliable indicators of real differences in ability. A person's test score is not a complete and perfect measure; it is an estimate of the level of that person's knowledge or ability in the area tested. The standard error of measurement is an index of the variation in scores to be expected because of imprecise measurement. (See the [GRE Guide to the Use of Scores](#), Table 6.) Small differences in the scores of two test takers may be due to measurement error and not to differences in the abilities of the test takers. Users of GRE test scores are thus cautioned not

to make decisions based on small score differences when comparing the scores of two or more test takers.

4. *Test scores should not be added together; the Verbal, Quantitative and Analytical Writing scores should be treated as three separate and independent pieces of information.*

An applicant with 300 on the Verbal measure and 800 on the Quantitative measure is very different from an applicant with 800 on Verbal and 300 on Quantitative. The latter applicant might have a high probability of success in an English department program, whereas the former might not. Summing test scores hides the differences between these applicants and conceals the fact that the number of examinees receiving a 300 on Quantitative is far fewer than those receiving a 300 on Verbal. It is important to note that the Analytical Writing scale is very different from the other two measures; this 0–6 scale is appropriate for a constructed-response measure.

5. *Departments using GRE scores should conduct a validity study within the department to determine the relationship of different score levels to success in the graduate program.*

Institutions using GRE scores are encouraged to examine the relationship between test scores and measures of performance in their academic programs. GRE Program staff will provide advice (without charge) on the design of appropriate validation studies.

The complete list of guidelines is included in the [GRE Guide to the Use of Scores](#). The purpose of these guidelines is to encourage institutions to evaluate each applicant on the variety of strengths that he/she might possess.

Steps that ETS Takes to Ensure Fairness

ETS has designed several procedures intended 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 multi-faceted 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 tests 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 institutions and different geographical areas. Members are drawn from 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 General Test. Another way that ETS involves external faculty members is through the ETS Visiting Scholars program, which provides faculty members from a variety of institutions an opportunity to

work on various item development and review activities. A third method that is used by the GRE Program is as question writers and reviewers in the test development process. 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. [Appendix A](#) provides a summary of the ETS fairness review process.

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 measuring a skill that is not well represented in the test as a whole. [Appendix B](#) provides a detailed description of the calculation of the DIF statistics. 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.

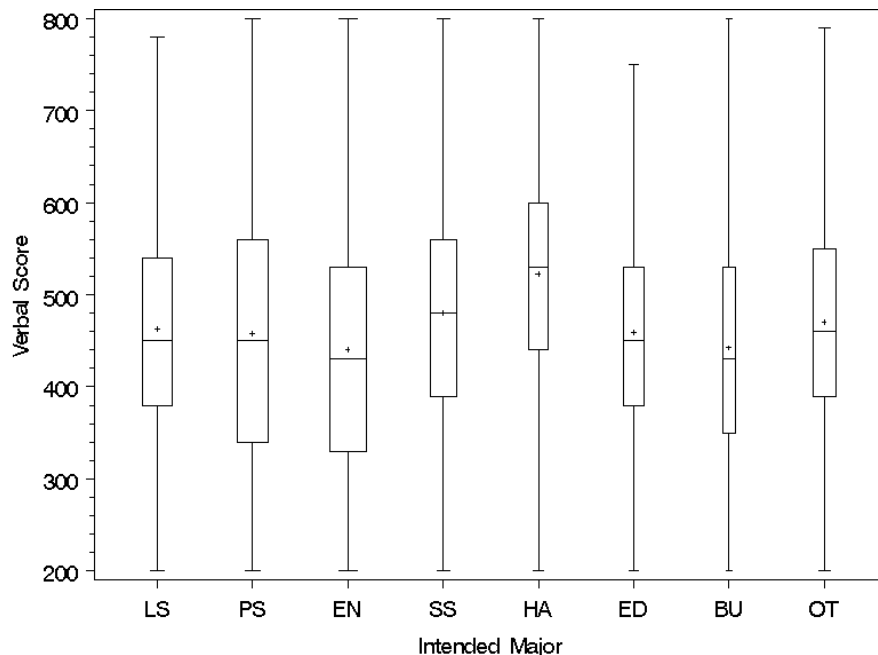
Research on Validity

ETS and the GRE Program have conducted research on the relationship between GRE General Test scores and graduate school performance. Since the main use of the GRE scores is to predict academic success in graduate school, research has tended to focus on the relationship between GRE General Test scores and graduate school grades. Although the sample sizes of minority groups are often not large enough to be definitive in these studies, the available data do not show evidence of bias. The data have shown that the scores generally predict about as well for test takers of one gender as for the other. The data also show that the test scores generally predict about as well for test takers who communicate better in English as for those who do not communicate better in English. Published predictive and concurrent validity studies are available on the GRE website (www.ets.org/gre). In addition, a meta-analysis has recently been conducted of studies of GRE tests. This meta-analysis showed: "...the GRE and UGPA are generalizably valid predictors of graduate grade point average, 1st-year graduate grade point average, comprehensive examination scores, publication citation counts, and faculty ratings."²

How to Interpret Displays of the Data

The information in this document is presented as a graph that is often called "box and whiskers plot," as shown below.³

Figure A. GRE General Test Verbal Score by Gender (Male) and Intended Major*



* LS = Life Science; PS = Physical Science; EN = Engineering; SS = Social Science; HA = Humanities and Arts; ED = Education; BU = Business; OT = Other

² Kuncel, N. R., Hezlett, S. A., and Ones, D. S. (2001) A comprehensive meta-analysis of the predictive validity of the Graduate Record Examinations: Implications for graduate student selection and performance. *Psychological Bulletin*, Volume 127, 162–181.

³ Data are not graphed if there are fewer than 25 examinees in a category.

In this type of graph, the median score for a group is indicated by a horizontal line near the center of the box; this score is the exact midpoint of the score distribution. The small plus sign (+) within the box shows the mean score for the group. For example, the mean Verbal score for men who intend to major in Life Science is 450. The 25th and 75th percentiles are shown by the lower and upper edges of the box, respectively. (For the Life Science group, the 25th percentile is a score of 380; the 75th percentile is a score of 540.) The full range of reported scores is shown by the “whiskers,” the lines extending below and above the box. The width of the box indicates the relative size of the sample; thus, there are more men in the Engineering group than in any of the other intended major fields.

Section 2: Characteristics of Interest for the GRE Population

The characteristics that will be graphed in this document are: a) intended graduate major field; b) first-generation college⁴; c) undergraduate grade point average (UGPA); and d) age. The information about these characteristics comes from the background information questionnaire that examinees are asked to complete. Since examinees are not required to answer these questions, the number of examinees responding to each of the background questions can vary. For example, more examinees complete the question about gender than the question about ethnic group membership.

Even though not all examinees provide background information, the size of the GRE population is sufficiently large to report on the demographic factors of primary interest. The four characteristics listed above are important pieces of information about examinees. In addition, each has been posited as having an effect on the likelihood of success in graduate school.

- Intended graduate major provides valuable information about the nature of the undergraduate training for many examinees. Although not all graduate students have an undergraduate major in their intended graduate field, this is often the case. Even when it is not, it is important to look at performance for a group likely to be considered for the same program from whom selections will have to be made for offers of admission. The intended graduate major will reveal the extent to which test performance is similar within, but not across, major fields.
- First-generation college has been hypothesized to be related to success in graduate school not only because college-educated parents are likely to have more financial resources to devote to a student, but also because such parents may be more likely to set expectations for graduate education for their children. Both of these factors can affect the performance level of examinees (e.g., students with limited financial support are more likely to have to work during their undergraduate schooling, which can limit their study time and affect their grades). To the extent that first-generation college students are far more prevalent in one group than in another, this could be a major influence on success in graduate school. It should be noted that the proportion of first-generation students varies across

⁴ First-generation college are those examinees for whom neither parent has completed a college degree.

groups: Asian/Pacific Americans have the lowest percentage and Mexican Americans have the largest percentage of first-generation students.

- Undergraduate grade point average (UGPA) has long been considered an important predictor of success in graduate school. Even though this information is self-reported on the GRE background questionnaire, these data may help to highlight differences across groups in their undergraduate preparation.
- With an increasing number of returning students, many institutions have become very interested in information about older students. The data in this document show how examinees at different age groups perform on the various General Test measures.

In addition to the characteristics named above, mean scores by gender and ethnic group, major field, and examinee group within major field are contained in [Appendix C](#). To the extent that there are differences in test scores both within and across ethnic groups, the differences can result from factors such as variation in course-taking patterns, interests, knowledge and skills, or different educational, economic, and social systems in which everyone does not receive equal opportunity. Descriptions of the sample in this report are contained in [Appendix C](#) and [Appendix D](#).

Section 3: Performance of the Total Group of Examinees

This section includes data about the total group of GRE examinees for the testing year 2006–2007. [Table C.1](#) presents data for U.S. citizens, non-U.S. citizens, and the total group of examinees on the Verbal, Quantitative, and Analytical Writing measures. [Table C.1](#) shows that non-U.S. citizens represent about 27 percent of the GRE population. This number represents a small increase from the 2005–2006 testing year in which this group represented about 25 percent of the test-taker population.

[Table C.1](#) also shows that the mean scores of non-U.S. citizens are substantially higher than the scores for U.S. citizens on the Quantitative measure. This score difference could be due to the fact that many of the international students are in highly quantitative fields. When compared to scores for U.S. citizens, the mean scores of non-U.S. citizens are lower on both the Verbal and the Analytical Writing measure.

In the total group, the mean score for men is substantially higher on the Quantitative measure than the mean score for women. On the Verbal measure and on the Analytical Writing measure, the scores are almost the same. The Quantitative difference may reflect the gender differences in the chosen field of study since men are more likely to pursue a quantitatively oriented graduate major.

Section 4: Patterns Across Groups

Before any discussion of specific characteristics, it may be wise to note some patterns that have emerged across both gender and ethnic groups for the background characteristics studied.

As might be expected, test scores show variability by intended major field. Examinees who intend to major in Humanities fields score higher on Verbal and Analytical Writing tests than do other majors ([Figure 1](#) and [Figure 3](#)). Examinees who intend to major in quantitative fields such as Engineering and Physical Science score higher than other majors on the Quantitative measure ([Figure 2](#)). Although the GRE tests do not measure content knowledge, they do reflect the nature of the cognitive area that is being assessed. Therefore, Humanities majors are more likely to have experience in various critical reading exercises and in persuasive and analytical writing, skills being assessed in the Verbal and Analytical Writing measures. This added experience could certainly account for their performance on these measures.

Another pattern is clear—examinees whose parents finished college have higher scores, on average, than examinees whose parents did not finish college ([Figures 4–6](#)). This result may be attributable to a number of factors such as:

- parents with college degrees may be more inclined to motivate their children to attain higher education degrees;
- parents with college degrees may have a higher standard of living which enables their children to attend better quality schools and to focus exclusively on their education without the need to work during schooling;
- parents with college degrees may provide extra educational resources in their home or in their recreational activities.

Undergraduate academic achievement, as measured by UGPA, is associated, on average, with higher GRE scores ([Figures 7–9](#)). Since the GRE General Test measures developed academic skills and abilities, the general relationship between UGPA and test scores is one that might be expected.

A further similarity across age groups is that there are far fewer high Quantitative scores as examinee age increases ([Figure 11](#)). This pattern might be expected if examinees are not using quantitative skills to any great extent in their careers or daily life. On the other hand, a similar decline does not appear in their Verbal scores ([Figure 10](#)), and only a modest decline occurs in their Analytical Writing scores ([Figure 12](#)).

Section 5: Characteristics of Gender Groups

Information in this section will be provided in the following order for gender and ethnic groups on each of the four background characteristics: a) intended graduate major field; b) first-generation college; c) undergraduate grade point average (UGPA); and d) age. The data on which the figures are based are contained in [Appendix D](#).

Gender Groups

Intended graduate major field:

[Figure 13](#) and [Figure 15](#) shows that male Humanities majors score higher on the Verbal and Analytical Writing measures, on average, than do men in other majors. [Figure 14](#) shows that male Engineering and Physical Science majors score substantially higher on the Quantitative measure, on average, than do men in other major fields. Such results are perhaps not surprising given the training provided in these various fields.

The score results for women are similar to those for men, as shown in [Figures 25–27](#). Humanities majors have the highest mean scores on the Verbal and Analytical Writing measures. Engineering and Physical Science majors have higher Quantitative mean scores than do other majors. The width of the boxes in the charts reveals that the volume by intended major is similar for men and women. The largest volumes for men are in Life Science and Social Science. The largest volume for women is Life Science, with substantial numbers also in Social Science and Education.

First-generation college:

The group of students who are first-generation college is much smaller for both men and women than the group whose parents finished college. As shown in [Figures 16–18](#) and [Figures 28–30](#), male and female examinees whose parents finished college tend to score higher on all three General Test measures than first-generation college examinees.

The difference between first-generation and college-educated parents is greatest on the Quantitative measure ([Figure 17](#) and [Figure 29](#)). It should be noted that there is only a small difference between men, and more women report that they are first-generation college examinees (43 percent versus 37 percent).

Undergraduate grade-point average:

The relationship of undergraduate grade point average (UGPA) and test score for men is shown in [Figures 19–21](#). These figures show that when men are divided into groups according to UGPA, those with higher UGPAs on all three measures have higher mean scores than those with lower UGPAs. On the UGPA scale, more male examinees report an A- than any other UGPA.

The data showing the relationship between UGPA and test score for female examinees are shown below in [Figures 31–33](#). As for male examinees, female examinees with higher UGPAs generally score better on all three General Test measures than do female examinees with lower UGPAs. Similar to men, a UGPA of A or A- is more common than any other UGPA. Additionally, the overall distribution is somewhat lower for women on the Quantitative measure than it is for men, as could be expected given the gender group differences in mean scores.

Age:

Examinees were sorted into nine age clusters: under 23; 23–25; 26–30; 31–35; 36–40; 41–45; 46–50; 51–55; and 56–60.

For most male age groups, there is little difference in Verbal and Analytical Writing scores ([Figure 22](#) and [Figure 24](#)). The exception is the under 23 age group who has the highest mean scores on the Quantitative and Analytical Writing measures, and the 46-50 age group who has the highest Verbal mean score. Older male examinees have lower average scores on the Quantitative measure than do examinees at lower ages ([Figure 23](#)). This result may be due to the fact that older examinees use quantitative reasoning skills less frequently than examinees more recently in college. Perhaps not surprisingly, there are more male examinees in the under 25 age groups than any other groups.

The data for the relationship between age and test score for women are shown in [Figures 34–36](#). On the Verbal measure, the average test score is about the same across all age groups ([Figure 34](#)), with the over 56 groups scoring slightly higher than the other groups. However, on the Quantitative measure there are far fewer high scores, on average, as age increases ([Figure 35](#)). Moreover, the overall distribution is somewhat lower for women on the Quantitative measure than it is for men, which may reflect gender differences in intended major field as well as use of quantitative skills after college.

On the Analytical Writing measure, [Figure 36](#) shows that younger women perform slightly better, on average, than older women. As for men, there are more female examinees in the under 25 age groups than in any other age group.

Section 6: Characteristics of Ethnic Groups

Ethnic group data will be reported for each of the following groups of examinees in the following order: American Indian; Asian/Pacific American; Black/African American; Mexican American; Puerto Rican; Other Hispanic; and White. Although data were also collected for a group of examinees that described themselves as having an ethnicity of “Other,” results for this group will not be discussed since there is no way of determining the exact composition of this group. However, the tables in [Appendix C](#) include information about this group.

Before presenting results by individual group, it is appropriate to point out the major similarities in performance across ethnic groups.

- For all groups, Humanities majors outperform other majors on the Verbal and Analytical Writing measures. On the Quantitative measure, Engineering and Physical Science majors outperform other majors.
- Though the proportion of first-generation college students varies in different ethnic groups, students whose parents have graduated from college have higher mean scores on all three measures than first-generation students.
- There is a strong relationship between UGPA and test score; higher UGPAs have higher mean scores on all measures.
- Older examinees generally score less well on the Quantitative measure than younger examinees, a decline not necessarily found on the other two measures.

American Indian Examinees

The number of American Indian examinees is small, especially when they are disaggregated into many categories such as UGPA. Therefore, the results for this group should be interpreted with caution.

Intended graduate major field:

[Figure 37](#) shows that American Indian Humanities majors score higher on the Verbal measure, on average, than do American Indians in other majors. [Figure 38](#) shows that American Indian Engineering and Physical Science majors score substantially higher on the Quantitative measure, on average, than do American Indian examinees in other major fields. American Indian Humanities majors score higher, on average, on the Analytical Writing measure ([Figure 39](#)). All of these results mirror findings of the total examinee group. The largest intended major for American Indian examinees is Life Science with a significant number also intending to study Social Science.

First-generation college:

The group of students who are first-generation college is slightly smaller for American Indian examinees than the group whose parents finished college. As shown in [Figures 40–42](#), examinees whose parents finished college score higher on the Verbal and Quantitative measures than first-generation college examinees. This finding is also similar to the results for the total examinee group. The difference between first-generation and college-educated parents is greatest on the Quantitative measure ([Figure 41](#)).

Undergraduate grade-point average:

[Figures 43–45](#) show that when American Indian examinees are divided into groups according to undergraduate grade point average (UGPA), those with higher UGPAs score higher on all three measures than those with lower UGPAs. At the lower UGPA levels,

the numbers of examinees are too low for reliable data. On the GPA scale, more American Indian examinees report a B average than any other UGPA.

Age:

American Indian examinees aged 26-30 score higher on the Verbal measure than other age groups ([Figure 46](#)). As the age of American Indian examinees increases, mean scores on the Quantitative measure generally decrease ([Figure 47](#)). Scores on the Analytical Writing measure do not show a consistent pattern ([Figure 48](#)). There are more American Indian examinees in the 23–25 age group than in any other group.

Black/African American Examinees

Intended graduate major field:

[Figure 49](#) shows that Black/African American Humanities majors score higher on the Verbal measure and the Analytical Writing measure, on average, than do Black/African American examinees in other majors. [Figure 50](#) shows that Black/African American Engineering and Physical Science majors score substantially higher on the Quantitative measure, on average, than do Black/African American examinees in other major fields. The largest intended major for Black/African American examinees is Life Science with significant volumes also found for Education.

First-generation college:

The group of students who are first-generation college is slightly smaller for Black/African American examinees than the group whose parents finished college. As shown in [Figures 52–54](#), examinees whose parents finished college tend to score higher on all three General Test measures than first-generation college examinees. The difference between first-generation and college-educated parents is greatest on the Quantitative measure ([Figure 53](#)).

Undergraduate grade-point average:

[Figures 55–57](#) show that Black/African American examinees with higher UGPAs generally score higher on all three measures than those with lower UGPAs, a finding typical of all groups. At the lowest UGPA level, the number of examinees is small. On the GPA scale, more Black/African American examinees report a B average than any other average.

Age:

Black/African American examinees under age 23 score higher on each of the three General Test measures than other age groups ([Figures 58–60](#)). As the age of Black/African American examinees increases, the scores on each of the three General Test measures tend to decrease. There are more Black/African American examinees in the under 25 age groups than in any other group.

Mexican American Examinees

Intended graduate major field:

[Figure 61](#) shows that Mexican American Humanities majors score higher on the Verbal measure, on average, than do Mexican American examinees in other majors. [Figure 62](#) shows that Mexican American Physical Science and Engineering majors score substantially higher on the Quantitative measure, on average, than do Mexican American examinees in other major fields. Mexican American Humanities majors have slightly higher mean scores than other majors on the Analytical Writing measure ([Figure 63](#)). These results are similar to those of other ethnic groups. The largest intended majors for Mexican American examinees are Social Science, Education, and Life Science.

First-generation college:

The group of students who are first-generation college is larger for Mexican American examinees than the group whose parents finished college. As shown in [Figures 64–66](#), examinees whose parents finished college tend to score higher on all three General Test measures than first-generation college examinees. The difference between first-generation and college-educated parents is noticeable on all measures ([Figures 64–66](#)), though the difference is smallest on the Analytical Writing measure.

Undergraduate grade-point average:

[Figures 67–69](#) show that Mexican American examinees with higher UGPAs score higher on all three measures than those with lower UGPAs. At the lowest UGPA level, the number of examinees is small and data may not be reliable. On the GPA scale, more Mexican American examinees report a B average than any other average.

Age:

Mexican American examinees under age 23 score higher on each of the three General Test measures than other age groups ([Figures 70–72](#)). As the age of Mexican American examinees increases, the scores on the Quantitative and Analytical Writing measures decrease. There are more Mexican American examinees in the 23–25 age group than in any other group.

Asian/Pacific American Examinees

Intended graduate major field:

As with other groups, [Figure 73](#) shows that Asian/Pacific American Humanities majors score higher on the Verbal measure, on average, than do Asian/Pacific American examinees in other majors. [Figure 74](#) shows that Asian/Pacific American Physical Science and Engineering majors score substantially higher on the Quantitative measure, on average, than do Asian/Pacific American examinees in other major fields. Asian/Pacific American Humanities majors score higher on the Analytical Writing measure ([Figure 75](#)), on average, than other majors. The largest intended major for Asian/Pacific American examinees is Life Science.

First-generation college:

The group of students who are first-generation college is much smaller for Asian/Pacific American examinees than the group whose parents finished college. As shown in [Figures 76–78](#), examinees whose parents finished college tend to score higher on all three General Test measures than first-generation college examinees. The difference between first-generation and college-educated parents is greatest on the Verbal measure ([Figure 76](#)).

Undergraduate grade-point average:

[Figures 79–81](#) show that Asian/Pacific American examinees with higher UGPAs score higher on all three measures, on average, than those with lower UGPAs. At the lowest UGPA level, the number of examinees is small and data may not be reliable. On the GPA scale, more Asian/Pacific American examinees report a B average than any other average.

Age:

Asian/Pacific American examinees under age 23 score higher on each of the three General Test measures than other age groups ([Figures 82–84](#)). As the age of Asian/Pacific American examinees increases, the scores on all three General Test measures tend to decrease. There are more Asian/Pacific American examinees in the under 23 age group than in any other group.

Puerto Rican Examinees

Intended graduate major field:

[Figure 85](#) shows that Puerto Rican Humanities majors score higher on the Verbal measure, on average, than do Puerto Rican examinees in other majors. [Figure 86](#) shows that Puerto Rican Engineering majors score higher on the Quantitative measure, on average, than do Puerto Rican examinees in other major fields. The highest mean score on the Analytical Writing measure is achieved by Puerto Rican Humanities majors ([Figure 87](#)). The largest intended major for Puerto Rican examinees is Life Science.

First-generation college:

The group of students who are first-generation college is smaller for Puerto Rican examinees than the group whose parents finished college. As shown in [Figures 88–89](#), examinees whose parents finished college have higher mean scores on the Verbal and Quantitative measures than first-generation college examinees. There is no difference between first-generation and college-educated parents on the Analytical Writing measure ([Figure 90](#)).

Undergraduate grade-point average:

[Figures 91–93](#) shows that Puerto Rican examinees who reported a UGPA of A- had the highest mean score on the Verbal, Quantitative, and Analytical Writing measures. [Figure 92](#) shows that those examinees with higher UGPAs score higher on the Quantitative measure than those with lower UGPAs. For the Analytical Writing measure ([Figure 93](#)), there were only slight differences in mean performance across UGPA groups. On the GPA scale, more Puerto Rican examinees report a B average than any other average.

Age:

Like other ethnic groups, examinees most recently out of college have the highest mean score on the Verbal measure ([Figure 94](#)). This pattern is also true for the Quantitative measure ([Figure 95](#)) and the Analytical Writing measure ([Figure 96](#)). There are more Puerto Rican examinees in the 23–25 age group than in any other group.

Other Hispanic Examinees

Intended graduate major field:

[Figure 97](#) and [Figure 99](#) show that Other Hispanic Humanities majors score higher on the Verbal and Analytical Writing measures, on average, than do Other Hispanic examinees in other majors. [Figure 98](#) shows that Other Hispanic Engineering and Physical Science majors score substantially higher on the Quantitative measure, on average, than do Other Hispanic examinees in other major fields. The largest intended majors for Other Hispanic examinees are Social Science and Life Science.

First-generation college:

The group of students who are first-generation college is smaller for Other Hispanic examinees than the group whose parents finished college. As shown in [Figures 100–102](#), examinees whose parents finished college score higher on all three General Test measures than first-generation college examinees.

Undergraduate grade-point average:

[Figures 103–105](#) show that Other Hispanic examinees with higher UGPAs generally score higher on all three General Test measures than those with lower UGPAs. On the GPA scale, more Other Hispanic examinees report a B average than any other average.

Age:

Other Hispanic examinees in the under 23 age group score higher on all three of the General Test measures than other age groups ([Figures 106–108](#)). As the age of Other Hispanic examinees increases, scores on all three measures generally decrease. There are more Other Hispanic examinees in the 23–25 age group than in any other group.

White Examinees

Intended graduate major field:

As with other ethnic groups, [Figures 109–111](#) show that White Humanities majors score higher on the Verbal and Analytical Writing measures, on average, than do White examinees in other majors. [Figure 110](#) shows that White Engineering and Physical Science majors score substantially higher on the Quantitative measure, on average, than do White examinees in other major fields. The largest intended major for White examinees is Life Science.

First-generation college:

The group of students who are first-generation college is much smaller for White examinees than the group whose parents finished college. As shown in [Figures 112–114](#), examinees whose parents finished college score higher on all three General Test measures than first-generation college examinees. The difference between first-generation and college-educated parents is greatest on the Quantitative measures ([Figure 113](#)).

Undergraduate grade-point average:

[Figures 115–117](#) show that White examinees with higher UGPAs have higher scores on all three General Test measures than those with lower UGPAs. On the GPA scale, more White examinees report an A- average than any other average.

Age:

[Figure 118](#) shows that as the age of White examinees increases, their scores on the Verbal measure generally increase. This is in contrast to the pattern for the Quantitative measure ([Figure 119](#)) where mean scores decrease significantly, and to the pattern for the Analytical Writing measure ([Figure 120](#)), where mean scores decrease slightly. There are more White examinees in the <23 age group than in any other group.

Appendix A

The ETS Fairness Review Process

Reviewers

Reviews of ETS publications are conducted by ETS staff members who are specifically trained in fairness issues at one-day workshops. These workshops are supplemented with periodic refresher courses and the advice of experienced mentors. All staff who write, review, produce test assessments and publications, or who conduct research, receive this training. In addition, non-ETS staff members who review test questions and test forms are trained in fairness issues.

Test Fairness Review Procedures

The test fairness review process has three components—an optional preliminary review (required by some testing programs), a mandatory final review, and an arbitration process. A preliminary review is an excellent means of identifying potential problems early, when modification can easily be made. The mandatory review occurs when the document or assessment is in final form. If a writer and the fairness reviewer disagree about the material, and the disagreement cannot be resolved to mutual satisfaction, an arbitration process occurs in which a panel of staff members who are not involved with the material makes a final determination about what is acceptable.

Review Criteria

The fairness review training sessions teach reviewers to evaluate material in light of specific criteria.

1. *Stereotyping.* All ETS publications are reviewed to ensure that their language and illustrations reflect a fair and unbiased attitude toward all people and are free of material that might reinforce stereotypes.
2. *Examinee perspective.* Test fairness reviewers have a particular concern that does not apply often to reviewers of other kinds of publications. They must evaluate all questions from the perspective of test takers, who do not necessarily know the correct answers. If an examinee must know the correct answer in order to prevent a question from reinforcing negative attitudes or stereotypes, the question may be in violation of the guidelines.
3. *Underlying assumptions.* Whereas stereotypes are often blatant, underlying assumptions can be extremely subtle. Underlying assumptions may lead one to mistake aspects of Western culture for universal norms or to misunderstand a particular group. For instance, a publication that refers to an “afflicted” person “suffering from” cerebral palsy reflects the writer’s underlying assumptions about what it is like to have this physical condition.

4. *Controversial material.* Highly controversial material, such as abortion, is to be included in tests only when it is relevant to what is being tested. For example, a test for doctors or nurses may have to contain questions on abortion, but a test of reading ability should not include a reading passage on this controversial subject. The reason for this exclusion is that controversial material may distract some examinees, thereby reducing their performance on the test.

5. *Contextual considerations.* Sometimes the use of potentially sensitive material is unavoidable. There are four main areas in which this may occur.

- *Historical domain:* To measure an individual's knowledge of history, it may sometimes be necessary to quote from material written during a period when social values differed markedly from today's. For example, an older passage describing members of the African American community may use the term "colored." While it is desirable to avoid such material when possible, the material must be judged in the overall context in which it appears.
- *Literary domain:* Material that is designed to measure an individual's knowledge of literature or quotes from works of literature often contains similar problems. For example, a passage may use the so-called "generic he" in referring to men and women. Again, such material must be evaluated in light of the overall purpose of the test.
- *Legal domain:* Material drawn from legal sources may sometimes deal with sensitive issues. For example, a law test question on the detention of citizens may refer to the incarceration of Japanese Americans during World War II.
- *Health domain:* Certain examinations in the health professions require knowledge that may be considered sensitive in other contexts. For example, it may be necessary to test nursing candidates' knowledge of Tay-Sachs disease in Jewish families.

Inclusion of potentially sensitive material depends on the content of the entire test or publication. Given an appropriate context, use of certain material may be justifiable.

6. *Elitism, ethnocentricity, and related problems.* To eliminate concepts, words, phrases, or examples that may upset or otherwise disadvantage a test taker, ETS makes every effort not to include expressions that might be more familiar to members of a particular social class or ethnic group than the general population, such as "soul food" and "trust fund," unless the terms are defined or knowledge of them is relevant to the purpose of the test. Words and sentence constructions that could have different meanings for different ethnic or geographic groups are avoided. Care is also taken to assess the appropriateness of dialect or slang.

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Appendix B

Differential Item Difficulty Statistics and Categories

Overview

This appendix provides more detailed descriptions of the calculations of the Mantel-Haenszel and Standardized P-Difference statistics and of the assignment of questions to categories than were provided in the body of the document. The descriptions of the calculations are designed for readers who are not specialists in statistics. Readers with training in statistics may prefer the level of detail to be found in the following publications:

Dorans, N. "Two new approaches to assessing differential item functioning: standardization and the Mantel-Haenszel method." *Applied Measurement in Education*, 2, no. 3, 1989, pp. 217–233.

Holland, P. and Thayer, D. "Differential item performance and the Mantel-Haenszel procedure." In Wainer, H., and Braun, H. (Eds.) *Test Validity*. Hillsdale, NJ: Erlbaum, 1988.

Mantel, N., and Haenszel, W. "Statistical aspects of the analysis of data from retrospective studies of disease." *Journal of the National Cancer Institute*, 22, 1959, pp. 719–748.

The DIF Process

The DIF analysis is based on a comparison between groups of test takers of the same overall ability, as determined by their performance on the test as a whole. A DIF statistic is computed for each question, indicating the extent to which members of the focal group perform differently from members of the reference group who have similar ability levels. On the basis of this type of analysis, any questions that members of one group miss substantially more often than members of the other group are deleted from the criterion used to match the two groups on ability. Then the DIF analysis is repeated to see if this improved criterion reveals any additional questions that are particularly difficult for members of either the reference or focal group. When questions are pretested and sample sizes permit, DIF analyses are performed before the questions are selected for the operational test. A question showing a large DIF value will not be included in the test, unless the question is considered essential for the test's content coverage.

Mantel-Haenszel Statistic

In its use with tests, the Mantel-Haenszel statistic is based on a comparison of the odds of answering a question correctly for matched people in the groups being compared. In operational use of indices of differential item difficulty at ETS, people are matched on the basis of ability as estimated by performance on tests and subtests. These ability estimates have been shown to be reliable and valid, and they are obtained under standardized conditions for all examinees. Even though people with the same

performance level are not identical, they are likely to be reasonably well matched in terms of the knowledge and skill measured by the test.

The procedure looks within each cluster of people at a single ability level and calculates the odds that members of the two groups being compared will answer the question correctly. For example, if there are 20 women at a particular ability level and 16 of them answer correctly, the odds are 16/4 or 4 to 1 that a woman at that ability level will answer correctly. If 12 out of 18 men answer the questions correctly, the odds are 12/6 or 2 to 1 that a man at that ability level will answer the question correctly.

After each ability level has been analyzed, there is a calculation of the ratio of the two odds to obtain an indication of the relative advantage within the ability level of one group over the other. For example, the ratio is 4/1 (the women's odds) divided by 2/1 (the men's odds), which equals 2. This indicates that the women's odds of answering the question correctly in that particular ability level are twice as great as the men's odds. The "odds ratios" are then averaged across all of the ability levels using statistically optimal weights. See Holland and Thayer (1988) for a full description of the weighting procedure.

The Mantel-Haenszel statistic can be defined as the average factor by which the odds that members of one group will answer a question correctly exceed the corresponding odds for *comparable* members of the other group. The Mantel-Haenszel statistic is, therefore, in the form of an odds ratio. To obtain a statistic that is more meaningful to ETS test developers, the odds ratios are transformed to an index that can be interpreted directly in terms of differences in the difficulty of questions. The DIF statistic is expressed as *differences* on the delta scale that is commonly used by test developers at ETS to indicate the difficulty of test questions.⁵ For that statistic, known as MH D-DIF, a value of 1.00 means that one of the two groups being analyzed found the question to be one delta point harder than did *comparable* members of the other group.

Standardized P-Difference

The other DIF statistic in routine use at ETS is called the Standardized P-Difference. To compute this statistic, all the examinees in each of the two groups being compared are classified according to their ability levels. At each ability level, the proportion of examinees answering the question correctly in each of the two groups being compared (male and female examinees, Black and White examinees, etc.) is computed. The difference between these two proportions at each ability level is computed. Then the data for all the ability levels are combined in the following way: (1) the difference between groups at each ability level is multiplied by the percentage of the focal group scoring at that level; and (2) these weighted differences are combined to get a weighted average difference. This weighted average difference between the two groups is the Standardized P-Difference. A concise way to describe this procedure is to say that the difference between groups is computed separately at each ability level, using all available focal

⁵ The delta scale is an inverse normal transformation of percent correct to a linear scale with a mean of 13 and standard deviation of 4.

group and reference group examinees. Then the differences over all the ability levels are averaged using the frequency distribution of scores in the focal group as weights. Computing a weighted average with weights based on the relative frequency of scores in the focal group has the effect of emphasizing the differences at those ability levels with the greatest concentration of focal group members.

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Appendix C

Mean Score Data by Gender and Ethnic Group, Major Field, and Subgroup within Major Field

Table C.1

GRE General Test Score Information by Citizenship Status and Gender: 2006-07

| GRE General Test Score Information | | | | | | | | |
|---|------------------|-----------------|---------------|-----------|---------------------|-----------|---------------------------|-----------|
| Group | Examinees | | Verbal | | Quantitative | | Analytical Writing | |
| | Number | Percent* | Mean | SD | Mean | SD | Mean | SD |
| U.S. Citizens | 333,200 | 73 | 481 | 111 | 548 | 144 | 4.2 | 0.84 |
| Men | 114,762 | 25 | 502 | 113 | 599 | 141 | 4.3 | 0.86 |
| Women | 218,438 | 48 | 470 | 109 | 521 | 138 | 4.2 | 0.82 |
| Non-U.S. Citizens | 125,552 | 27 | 418 | 125 | 667 | 136 | 3.5 | 0.86 |
| Men | 73,249 | 16 | 414 | 126 | 687 | 127 | 3.5 | 0.86 |
| Women | 52,303 | 11 | 424 | 123 | 640 | 144 | 3.6 | 0.86 |
| Total | 458,752 | 100 | 464 | 118 | 580 | 152 | 4.0 | 0.90 |
| Men | 188,011 | 41 | 468 | 125 | 633 | 142 | 4.0 | 0.95 |
| Women | 270,741 | 59 | 461 | 113 | 544 | 147 | 4.1 | 0.86 |

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Note: A total of 504,391 examinees took the GRE General Test in 2006-07 and 91 percent responded to questions in this table.

*Percentages in this table are based on the column total.

Table C.2

*GRE General Test Score Information by Ethnic Group and Gender: 2006-07
(U.S. Citizens Only)*

| Group ¹ | GRE General Test Score Information | | | | | | | |
|--------------------|------------------------------------|----------------------|--------|-----|--------------|-----|--------------------|------|
| | Examinees | | Verbal | | Quantitative | | Analytical Writing | |
| | Number | Percent ² | Mean | SD | Mean | SD | Mean | SD |
| American Indian | 1,978 | 1 | 446 | 109 | 497 | 141 | 3.9 | 0.92 |
| Men | 683 | <1 | 457 | 118 | 536 | 145 | 3.9 | 1.03 |
| Women | 1,295 | <1 | 440 | 103 | 476 | 135 | 4.0 | 0.86 |
| Asian/Pacific | 18,294 | 6 | 485 | 121 | 617 | 138 | 4.2 | 0.85 |
| Men | 6,961 | 2 | 493 | 123 | 661 | 128 | 4.2 | 0.89 |
| Women | 11,333 | 3 | 480 | 120 | 590 | 137 | 4.2 | 0.82 |
| Black/African | 29,432 | 9 | 395 | 95 | 419 | 139 | 3.6 | 0.83 |
| Men | 7,467 | 2 | 405 | 100 | 456 | 151 | 3.6 | 0.86 |
| Women | 21,965 | 7 | 392 | 93 | 406 | 132 | 3.6 | 0.82 |
| Mexican American | 8,447 | 3 | 431 | 102 | 485 | 143 | 4.0 | 0.79 |
| Men | 2,935 | 1 | 447 | 104 | 530 | 147 | 4.0 | 0.81 |
| Women | 5,512 | 2 | 423 | 99 | 460 | 134 | 4.0 | 0.78 |
| Puerto Rican | 3,329 | 1 | 411 | 106 | 469 | 144 | 3.6 | 0.95 |
| Men | 1,109 | <1 | 429 | 112 | 513 | 146 | 3.7 | 1.00 |
| Women | 2,220 | 1 | 402 | 102 | 447 | 137 | 3.6 | 0.92 |
| Other Hispanic | 8,653 | 3 | 444 | 109 | 498 | 147 | 4.0 | 0.85 |
| Men | 2,791 | 1 | 466 | 112 | 553 | 146 | 4.0 | 0.87 |
| Women | 5,862 | 2 | 434 | 106 | 472 | 139 | 3.9 | 0.84 |
| White | 246,671 | 75 | 493 | 106 | 562 | 135 | 4.3 | 0.79 |
| Men | 86,367 | 26 | 514 | 107 | 610 | 131 | 4.4 | 0.81 |
| Women | 160,304 | 49 | 482 | 104 | 537 | 129 | 4.3 | 0.78 |
| Other | 13,142 | 4 | 501 | 117 | 554 | 147 | 4.3 | 0.85 |
| Men | 4,968 | 2 | 522 | 118 | 602 | 142 | 4.4 | 0.87 |
| Women | 8,174 | 2 | 489 | 115 | 524 | 142 | 4.3 | 0.84 |
| Total | 329,946 | 100 | 481 | 111 | 547 | 144 | 4.2 | 0.83 |
| Men | 113,281 | 34 | 502 | 112 | 598 | 141 | 4.3 | 0.85 |
| Women | 216,665 | 66 | 469 | 109 | 521 | 138 | 4.2 | 0.82 |

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Note: A total of 333,200 U.S. citizens took the GRE General Test in 2006-07 and 99 percent responded to questions in this table.

¹ Ethnic groups are defined as follows: American Indian: American Indian or Alaskan Native; Asian/Pacific: Asian, Asian American, or Pacific Islander; Black/African: Black or African American; Mexican American: Mexican, Mexican American, or Chicano; Puerto Rican-same; Other Hispanic: Other Hispanic or Latin American; White-White (non-Hispanic); Other-same.

² Percentages in this table are based on the column total.

Table C.3*Mean GRE General Test Verbal Scores by Intended Graduate Major Field and Gender: 2006-07*

| Graduate Major | | Men | Women | No Response | Total |
|-------------------------------|------|------------|--------------|------------------------|--------------|
| Business | N | 5,011 | 4,993 | 66 | 10,070 |
| | Mean | 455 | 433 | 401 | 444 |
| | SD | 119 | 108 | 99 | 114 |
| Education | N | 12,796 | 39,780 | 281 | 52,857 |
| | Mean | 459 | 440 | 426 | 445 |
| | SD | 107 | 101 | 108 | 103 |
| Engineering | N | 31,396 | 8,825 | 421 | 40,642 |
| | Mean | 448 | 450 | 401 | 448 |
| | SD | 123 | 122 | 122 | 123 |
| Humanities and Arts | N | 15,010 | 20,395 | 170 | 35,575 |
| | Mean | 552 | 532 | 497 | 541 |
| | SD | 115 | 118 | 137 | 118 |
| Life Science | N | 27,470 | 75,527 | 560 | 103,557 |
| | Mean | 458 | 450 | 424 | 452 |
| | SD | 110 | 102 | 116 | 104 |
| Physical Science | N | 25,988 | 12,862 | 370 | 39,220 |
| | Mean | 468 | 459 | 400 | 464 |
| | SD | 130 | 127 | 123 | 129 |
| Social Science | N | 24,199 | 47,557 | 293 | 72,049 |
| | Mean | 503 | 477 | 460 | 486 |
| | SD | 118 | 111 | 125 | 114 |
| Other Fields | N | 16,653 | 32,336 | 270 | 49,259 |
| | Mean | 482 | 466 | 455 | 472 |
| | SD | 119 | 114 | 125 | 116 |
| No Response | N | 42,831 | 37,025 | 21,306 | 101,162 |
| | Mean | 405 | 430 | 396 | 412 |
| | SD | 128 | 124 | 125 | 127 |
| Total | N | 201,354 | 279,300 | 23,737 | 504,391 |
| | Mean | 461 | 459 | 400 | 457 |
| | SD | 127 | 114 | 125 | 121 |

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Table C.4

Mean GRE General Test Quantitative Scores by Intended Graduate Major Field and Gender: 2006-07

| Graduate Major | | Men | Women | No Response | Total |
|-------------------------------|------|------------|--------------|------------------------|--------------|
| Business | N | 5,011 | 4,993 | 66 | 10,070 |
| | Mean | 622 | 552 | 561 | 587 |
| | SD | 149 | 159 | 166 | 158 |
| Education | N | 12,796 | 39,780 | 281 | 52,857 |
| | Mean | 534 | 487 | 457 | 498 |
| | SD | 144 | 137 | 142 | 140 |
| Engineering | N | 31,396 | 8,825 | 421 | 40,642 |
| | Mean | 710 | 691 | 675 | 705 |
| | SD | 97 | 104 | 112 | 99 |
| Humanities and Arts | N | 15,010 | 20,395 | 170 | 35,575 |
| | Mean | 573 | 531 | 512 | 549 |
| | SD | 139 | 137 | 160 | 140 |
| Life Science | N | 27,470 | 75,527 | 560 | 103,557 |
| | Mean | 610 | 546 | 563 | 563 |
| | SD | 131 | 134 | 148 | 136 |
| Physical Science | N | 25,988 | 12,862 | 370 | 39,220 |
| | Mean | 698 | 652 | 648 | 682 |
| | SD | 111 | 126 | 133 | 119 |
| Social Science | N | 24,199 | 47,557 | 293 | 72,049 |
| | Mean | 600 | 534 | 533 | 556 |
| | SD | 143 | 142 | 162 | 145 |
| Other Fields | N | 16,653 | 32,336 | 270 | 49,259 |
| | Mean | 565 | 509 | 504 | 528 |
| | SD | 143 | 143 | 160 | 145 |
| No Response | N | 42,831 | 37,025 | 21,306 | 101,162 |
| | Mean | 657 | 600 | 636 | 632 |
| | SD | 143 | 161 | 147 | 153 |
| Total | N | 201,354 | 279,300 | 23,737 | 504,391 |
| | Mean | 635 | 547 | 629 | 586 |
| | SD | 142 | 148 | 150 | 152 |

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Table C.5

Mean GRE General Test Analytical Writing Scores by Intended Graduate Major Field and Gender: 2006-07

| Graduate Major | | Men | Women | No Response | Total |
|---------------------------|------|------------|--------------|--------------------|--------------|
| Business | N | 5,011 | 4,993 | 66 | 10,070 |
| | Mean | 3.9 | 3.9 | 3.7 | 3.9 |
| | SD | 0.90 | 0.85 | 0.77 | 0.87 |
| Education | N | 12,796 | 39,780 | 281 | 52,857 |
| | Mean | 4.1 | 4.0 | 3.8 | 4.0 |
| | SD | 0.87 | 0.83 | 0.83 | 0.84 |
| Engineering | N | 31,396 | 8,825 | 421 | 40,642 |
| | Mean | 3.8 | 3.9 | 3.4 | 3.8 |
| | SD | 0.90 | 0.87 | 0.85 | 0.89 |
| Humanities and Arts | N | 15,010 | 20,395 | 170 | 35,575 |
| | Mean | 4.5 | 4.5 | 4.1 | 4.5 |
| | SD | 0.87 | 0.86 | 0.97 | 0.86 |
| Life Science | N | 27,470 | 75,527 | 560 | 103,557 |
| | Mean | 3.9 | 4.0 | 3.6 | 4.0 |
| | SD | 0.86 | 0.79 | 0.85 | 0.82 |
| Physical Science | N | 25,988 | 12,862 | 370 | 39,220 |
| | Mean | 3.9 | 3.9 | 3.4 | 3.9 |
| | SD | 0.92 | 0.90 | 0.85 | 0.92 |
| Social Science | N | 24,199 | 47,557 | 293 | 72,049 |
| | Mean | 4.3 | 4.3 | 4.0 | 4.3 |
| | SD | 0.89 | 0.83 | 0.85 | 0.85 |
| Other Fields | N | 16,653 | 32,336 | 270 | 49,259 |
| | Mean | 4.1 | 4.1 | 4.0 | 4.1 |
| | SD | 0.90 | 0.84 | 0.93 | 0.86 |
| No Response | N | 42,831 | 37,025 | 21,306 | 101,162 |
| | Mean | 3.3 | 3.7 | 3.3 | 3.4 |
| | SD | 0.93 | 0.91 | 0.91 | 0.93 |
| Total | N | 201,354 | 279,300 | 23,737 | 504,391 |
| | Mean | 3.9 | 4.1 | 3.3 | 4.0 |
| | SD | 0.97 | 0.87 | 0.91 | 0.92 |

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Table C.6

*Mean GRE General Test Verbal Scores by Intended Graduate Major Field and Ethnic Group: 2006-07
(U.S. Citizens Only)*

| Graduate Major | | Other | | | | | | | | | | Total |
|-------------------------------|------|-----------------|------------------------|------------------------|------------------|--------------|-------------------------|---------|--------|-------------|---------|-------|
| | | American Indian | Asian/Pacific American | Black/African American | Mexican American | Puerto Rican | Hispanic Latin American | White | Other | No Response | | |
| Business | N | 45 | 390 | 899 | 164 | 109 | 254 | 4,144 | 200 | 23 | 6,228 | |
| | Mean | 436 | 482 | 384 | 413 | 380 | 421 | 470 | 470 | 454 | 453 | |
| | SD | 106 | 124 | 91 | 95 | 100 | 96 | 97 | 116 | 120 | 104 | |
| Education | N | 262 | 1,506 | 6,265 | 1,566 | 339 | 1,195 | 36,965 | 1,266 | 178 | 49,542 | |
| | Mean | 426 | 465 | 381 | 404 | 401 | 414 | 461 | 459 | 465 | 447 | |
| | SD | 99 | 111 | 85 | 90 | 94 | 103 | 99 | 107 | 123 | 102 | |
| Engineering | N | 69 | 2,238 | 933 | 382 | 274 | 441 | 11,622 | 648 | 137 | 16,744 | |
| | Mean | 444 | 495 | 421 | 443 | 408 | 444 | 514 | 499 | 534 | 500 | |
| | SD | 115 | 120 | 95 | 92 | 97 | 103 | 95 | 118 | 120 | 104 | |
| Humanities and Arts | N | 179 | 1,054 | 1,353 | 700 | 242 | 714 | 24,829 | 1,643 | 273 | 30,987 | |
| | Mean | 527 | 551 | 456 | 483 | 484 | 500 | 560 | 561 | 590 | 552 | |
| | SD | 114 | 123 | 114 | 117 | 124 | 119 | 104 | 108 | 115 | 109 | |
| Life Science | N | 485 | 5,363 | 6,492 | 1,815 | 849 | 2,029 | 66,189 | 2,822 | 330 | 86,374 | |
| | Mean | 430 | 462 | 395 | 426 | 392 | 434 | 466 | 477 | 517 | 459 | |
| | SD | 91 | 111 | 87 | 93 | 96 | 99 | 97 | 111 | 122 | 100 | |
| Physical Science | N | 90 | 1,474 | 1,055 | 398 | 261 | 393 | 14,972 | 743 | 226 | 19,612 | |
| | Mean | 465 | 499 | 406 | 453 | 392 | 472 | 530 | 529 | 562 | 517 | |
| | SD | 103 | 134 | 102 | 97 | 110 | 119 | 103 | 118 | 121 | 112 | |
| Social Science | N | 395 | 2,816 | 5,402 | 1,675 | 603 | 1,868 | 43,014 | 2,790 | 348 | 58,911 | |
| | Mean | 467 | 507 | 404 | 443 | 431 | 456 | 506 | 510 | 554 | 493 | |
| | SD | 105 | 119 | 100 | 101 | 103 | 109 | 104 | 112 | 110 | 110 | |
| Other Fields | N | 270 | 1,931 | 4,706 | 1,235 | 449 | 1,170 | 30,820 | 1,752 | 230 | 42,563 | |
| | Mean | 442 | 480 | 391 | 423 | 410 | 441 | 495 | 501 | 538 | 479 | |
| | SD | 106 | 117 | 96 | 104 | 108 | 106 | 107 | 117 | 120 | 113 | |
| No Response | N | 183 | 1,522 | 2,327 | 512 | 203 | 589 | 14,116 | 1,278 | 1,509 | 22,239 | |
| | Mean | 392 | 477 | 378 | 421 | 405 | 430 | 499 | 490 | 483 | 478 | |
| | SD | 122 | 132 | 95 | 114 | 107 | 117 | 113 | 130 | 137 | 122 | |
| Total | N | 1,978 | 18,294 | 29,432 | 8,447 | 3,329 | 8,653 | 246,671 | 13,142 | 3,254 | 333,200 | |
| | Mean | 446 | 485 | 395 | 431 | 411 | 444 | 493 | 501 | 513 | 481 | |
| | SD | 109 | 121 | 95 | 102 | 106 | 109 | 106 | 117 | 133 | 111 | |

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Table C.7

*Mean GRE General Test Quantitative Scores by Intended Graduate Major Field and Ethnic Group: 2006-07
(U.S. Citizens Only)*

| Graduate Major | | Other | | | | | | | | | | Total |
|---------------------|------|-----------------|------------------------|------------------------|------------------|--------------|-------------------------|---------|--------|-------------|---------|-------|
| | | American Indian | Asian/Pacific American | Black/African American | Mexican American | Puerto Rican | Hispanic Latin American | White | Other | No Response | | |
| Business | N | 45 | 390 | 899 | 164 | 109 | 254 | 4,144 | 200 | 23 | 6,228 | |
| | Mean | 473 | 619 | 414 | 462 | 435 | 493 | 560 | 539 | 580 | 534 | |
| Education | SD | 145 | 145 | 133 | 144 | 141 | 141 | 132 | 152 | 163 | 146 | |
| | N | 262 | 1,506 | 6,265 | 1,566 | 339 | 1,195 | 36,965 | 1,266 | 178 | 49,542 | |
| Engineering | Mean | 449 | 565 | 394 | 438 | 427 | 443 | 513 | 494 | 493 | 494 | |
| | SD | 123 | 138 | 126 | 130 | 130 | 136 | 130 | 145 | 159 | 138 | |
| Engineering | N | 69 | 2,238 | 933 | 382 | 274 | 441 | 11,622 | 648 | 137 | 16,744 | |
| | Mean | 643 | 721 | 586 | 635 | 602 | 643 | 707 | 685 | 725 | 696 | |
| Humanities and Arts | SD | 119 | 86 | 133 | 111 | 129 | 118 | 85 | 107 | 75 | 98 | |
| | N | 179 | 1,054 | 1,353 | 700 | 242 | 714 | 24,829 | 1,643 | 273 | 30,987 | |
| Life Science | Mean | 515 | 593 | 426 | 475 | 455 | 493 | 554 | 543 | 596 | 546 | |
| | SD | 142 | 131 | 138 | 141 | 144 | 144 | 131 | 143 | 133 | 137 | |
| Life Science | N | 485 | 5,363 | 6,492 | 1,815 | 849 | 2,029 | 66,189 | 2,822 | 330 | 86,374 | |
| | Mean | 507 | 598 | 438 | 509 | 473 | 508 | 559 | 558 | 619 | 549 | |
| Physical Science | SD | 129 | 130 | 131 | 130 | 131 | 137 | 124 | 136 | 135 | 131 | |
| | N | 90 | 1,474 | 1,055 | 398 | 261 | 393 | 14,972 | 743 | 226 | 19,612 | |
| Physical Science | Mean | 596 | 695 | 528 | 606 | 526 | 619 | 675 | 669 | 720 | 664 | |
| | SD | 112 | 112 | 149 | 130 | 152 | 134 | 109 | 118 | 97 | 120 | |
| Social Science | N | 395 | 2,816 | 5,402 | 1,675 | 603 | 1,868 | 43,014 | 2,790 | 348 | 58,911 | |
| | Mean | 487 | 598 | 409 | 482 | 452 | 489 | 557 | 546 | 604 | 540 | |
| Social Science | SD | 141 | 135 | 135 | 133 | 138 | 139 | 130 | 138 | 143 | 140 | |
| | N | 270 | 1,931 | 4,706 | 1,235 | 449 | 1,170 | 30,820 | 1,752 | 230 | 42,563 | |
| Other Fields | Mean | 451 | 572 | 395 | 447 | 430 | 471 | 538 | 527 | 578 | 517 | |
| | SD | 132 | 140 | 130 | 139 | 129 | 140 | 130 | 140 | 144 | 140 | |
| No Response | N | 183 | 1,522 | 2,327 | 512 | 203 | 589 | 14,116 | 1,278 | 1,509 | 22,239 | |
| | Mean | 511 | 613 | 388 | 454 | 445 | 478 | 554 | 536 | 567 | 535 | |
| No Response | SD | 161 | 150 | 140 | 150 | 155 | 154 | 141 | 160 | 161 | 156 | |
| | N | 1,978 | 18,294 | 29,432 | 8,447 | 3,329 | 8,653 | 246,671 | 13,142 | 3,254 | 333,200 | |
| Total | Mean | 497 | 617 | 419 | 485 | 469 | 498 | 562 | 554 | 593 | 548 | |
| | SD | 141 | 138 | 139 | 143 | 144 | 147 | 135 | 147 | 156 | 144 | |

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Table C.8

*Mean GRE General Test Analytical Writing Scores by Intended Graduate Major Field and Ethnic Group: 2006-07
(U.S. Citizens Only)*

| Graduate Major | | Other | | | | | | | | | | Total |
|---------------------|------|-----------------|------------------------|------------------------|------------------|--------------|-------------------------|---------|--------|-------------|---------|-------|
| | | American Indian | Asian/Pacific American | Black/African American | Mexican American | Puerto Rican | Hispanic Latin American | White | Other | No Response | | |
| Business | N | 45 | 390 | 899 | 164 | 109 | 254 | 4,144 | 200 | 23 | 6,228 | |
| | Mean | 3.9 | 4.2 | 3.5 | 3.8 | 3.4 | 3.8 | 4.2 | 4.0 | 4.2 | 4.0 | |
| Education | SD | 0.76 | 0.85 | 0.86 | 0.80 | 0.97 | 0.96 | 0.81 | 0.98 | 0.85 | 0.87 | |
| | N | 262 | 1,506 | 6,265 | 1,566 | 339 | 1,195 | 36,965 | 1,266 | 178 | 49,542 | |
| Engineering | Mean | 3.9 | 4.2 | 3.5 | 3.8 | 3.6 | 3.8 | 4.1 | 4.1 | 4.1 | 4.0 | |
| | SD | 0.92 | 0.82 | 0.81 | 0.79 | 0.88 | 0.87 | 0.80 | 0.86 | 0.90 | 0.83 | |
| Humanities and Arts | N | 69 | 2,238 | 933 | 382 | 274 | 441 | 11,622 | 648 | 137 | 16,744 | |
| | Mean | 3.7 | 4.2 | 3.8 | 4.0 | 3.6 | 4.0 | 4.4 | 4.2 | 4.4 | 4.3 | |
| Life Science | SD | 0.95 | 0.85 | 0.78 | 0.71 | 0.81 | 0.83 | 0.74 | 0.88 | 0.81 | 0.79 | |
| | N | 179 | 1,054 | 1,353 | 700 | 242 | 714 | 24,829 | 1,643 | 273 | 30,987 | |
| Physical Science | Mean | 4.5 | 4.5 | 4.0 | 4.3 | 4.1 | 4.3 | 4.6 | 4.6 | 4.8 | 4.6 | |
| | SD | 0.79 | 0.84 | 0.85 | 0.91 | 0.95 | 0.88 | 0.78 | 0.81 | 0.77 | 0.81 | |
| Social Science | N | 485 | 5,363 | 6,492 | 1,815 | 849 | 2,029 | 66,189 | 2,822 | 330 | 86,374 | |
| | Mean | 3.9 | 4.1 | 3.6 | 4.0 | 3.4 | 3.9 | 4.2 | 4.2 | 4.3 | 4.1 | |
| Other Fields | SD | 0.78 | 0.78 | 0.76 | 0.72 | 0.90 | 0.80 | 0.76 | 0.79 | 0.77 | 0.78 | |
| | N | 90 | 1,474 | 1,055 | 398 | 261 | 393 | 14,972 | 743 | 226 | 19,612 | |
| No Response | Mean | 4.0 | 4.2 | 3.6 | 4.0 | 3.3 | 4.0 | 4.4 | 4.3 | 4.5 | 4.3 | |
| | SD | 0.94 | 0.90 | 0.82 | 0.76 | 0.99 | 0.83 | 0.76 | 0.82 | 0.92 | 0.82 | |
| Total | N | 395 | 2,816 | 5,402 | 1,675 | 603 | 1,868 | 43,014 | 2,790 | 348 | 58,911 | |
| | Mean | 4.1 | 4.4 | 3.7 | 4.1 | 3.9 | 4.1 | 4.4 | 4.4 | 4.6 | 4.4 | |
| Total | SD | 0.79 | 0.82 | 0.86 | 0.77 | 0.91 | 0.81 | 0.78 | 0.82 | 0.88 | 0.82 | |
| | N | 270 | 1,931 | 4,706 | 1,235 | 449 | 1,170 | 30,820 | 1,752 | 230 | 42,563 | |
| Total | Mean | 4.0 | 4.2 | 3.6 | 3.9 | 3.7 | 4.0 | 4.3 | 4.4 | 4.5 | 4.2 | |
| | SD | 0.92 | 0.84 | 0.83 | 0.81 | 0.97 | 0.86 | 0.79 | 0.83 | 0.84 | 0.84 | |
| Total | N | 183 | 1,522 | 2,327 | 512 | 203 | 589 | 14,116 | 1,278 | 1,509 | 22,239 | |
| | Mean | 3.2 | 4.0 | 3.4 | 3.8 | 3.4 | 3.8 | 4.3 | 4.1 | 4.0 | 4.1 | |
| Total | SD | 1.17 | 0.98 | 0.89 | 0.82 | 1.01 | 0.88 | 0.83 | 0.98 | 1.09 | 0.93 | |
| | N | 1,978 | 18,294 | 29,432 | 8,447 | 3,329 | 8,653 | 246,671 | 13,142 | 3,254 | 333,200 | |
| Total | Mean | 3.9 | 4.2 | 3.6 | 4.0 | 3.6 | 4.0 | 4.3 | 4.3 | 4.3 | 4.2 | |
| | SD | 0.92 | 0.85 | 0.83 | 0.79 | 0.95 | 0.85 | 0.79 | 0.85 | 0.99 | 0.84 | |

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Appendix D

U.S. Examinee Characteristics: Intended Major Field, First-Generation College, Undergraduate GPA, Age

Data are not presented for subgroups containing fewer than 25 test takers.

All Examinees: Intended Graduate Major Field

**Table D.1. GRE General Test Verbal Scores by Intended Graduate Major Field: 2006-07
(U.S. Citizens Only)**

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|--------|------------|-----------------------------|-----------------------------|
| Life Science | 86,328 | 459 | 530 | 380 |
| Physical Science | 19,596 | 517 | 590 | 440 |
| Engineering | 16,735 | 500 | 570 | 430 |
| Social Science | 58,856 | 493 | 570 | 410 |
| Humanities | 30,938 | 552 | 630 | 480 |
| Education | 49,499 | 447 | 520 | 370 |
| Business | 6,223 | 453 | 520 | 370 |
| Other | 42,529 | 479 | 560 | 390 |

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**Table D.2. GRE General Test Quantitative Scores by Intended Graduate Major Field: 2006-07
(U.S. Citizens Only)**

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|--------|------------|-----------------------------|-----------------------------|
| Life Science | 86,328 | 549 | 650 | 460 |
| Physical Science | 19,596 | 664 | 760 | 600 |
| Engineering | 16,735 | 696 | 770 | 650 |
| Social Science | 58,856 | 540 | 650 | 440 |
| Humanities | 30,938 | 546 | 650 | 460 |
| Education | 49,499 | 494 | 590 | 390 |
| Business | 6,223 | 534 | 640 | 430 |
| Other | 42,529 | 517 | 620 | 420 |

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**Table D.3. GRE General Test Analytical Writing Scores by Intended Graduate Major Field: 2006-07
(U.S. Citizens Only)**

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|--------|------------|-----------------------------|-----------------------------|
| Life Science | 86,328 | 4.1 | 4.5 | 3.5 |
| Physical Science | 19,596 | 4.3 | 5.0 | 4.0 |
| Engineering | 16,735 | 4.3 | 5.0 | 4.0 |
| Social Science | 58,856 | 4.4 | 5.0 | 4.0 |
| Humanities | 30,938 | 4.6 | 5.0 | 4.0 |
| Education | 49,499 | 4.0 | 4.5 | 3.5 |
| Business | 6,223 | 4.0 | 4.5 | 3.5 |
| Other | 42,529 | 4.2 | 5.0 | 3.5 |

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All Examinees: First Generation College Student Status

Table D.4. GRE General Test Verbal Scores by First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|---------|------------|-----------------------------|-----------------------------|
| No | 230,646 | 496 | 570 | 410 |
| Yes | 93,398 | 445 | 510 | 370 |

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Table D.5. GRE General Test Quantitative Scores by First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|---------|------------|-----------------------------|-----------------------------|
| No | 230,646 | 569 | 680 | 480 |
| Yes | 93,398 | 498 | 610 | 390 |

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Table D.6. GRE General Test Analytical Writing Scores by First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|---------|------------|-----------------------------|-----------------------------|
| No | 230,646 | 4.3 | 5.0 | 4.0 |
| Yes | 93,398 | 4.0 | 4.5 | 3.5 |

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All Examinees: Undergraduate GPA

Table D.7. GRE General Test Verbal Scores by Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|---------|------------|-----------------------------|-----------------------------|
| <=D | 53 | 414 | 540 | 310 |
| C- | 632 | 421 | 490 | 340 |
| C | 9,349 | 425 | 490 | 350 |
| B- | 24,735 | 437 | 500 | 360 |
| B | 8,7004 | 454 | 530 | 380 |
| A- | 102,340 | 491 | 570 | 410 |
| A | 95,529 | 513 | 590 | 430 |

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Table D.8. GRE General Test Quantitative Scores by Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75th Percentile | 25th Percentile |
|------|---------|------------|-----------------|-----------------|
| <=D | 53 | 528 | 660 | 390 |
| C- | 632 | 484 | 610 | 350 |
| C | 9,349 | 495 | 610 | 380 |
| B- | 24,735 | 513 | 630 | 400 |
| B | 87,004 | 523 | 630 | 420 |
| A- | 102,340 | 560 | 670 | 470 |
| A | 95,529 | 576 | 680 | 480 |

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Table D.9. GRE General Test Analytical Writing Scores by Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75th Percentile | 25th Percentile |
|------|---------|------------|-----------------|-----------------|
| <=D | 53 | 3.2 | 4.0 | 3.0 |
| C- | 632 | 3.7 | 4.5 | 3.0 |
| C | 9,349 | 3.8 | 4.5 | 3.0 |
| B- | 24,735 | 3.9 | 4.5 | 3.5 |
| B | 87,004 | 4.0 | 4.5 | 3.5 |
| A- | 102,340 | 4.3 | 5.0 | 4.0 |
| A | 95,529 | 4.4 | 5.0 | 4.0 |

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All Examinees: Age Group

Table D.10. GRE General Test Verbal Scores by Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|---------|------------|-----------------------------|-----------------------------|
| <23 | 109,675 | 481 | 550 | 400 |
| 23-25 | 100,404 | 477 | 550 | 390 |
| 26-30 | 59,899 | 487 | 570 | 400 |
| 31-35 | 24,228 | 482 | 570 | 390 |
| 36-40 | 14,959 | 478 | 560 | 380 |
| 41-45 | 9,801 | 476 | 570 | 380 |
| 46-50 | 7,410 | 482 | 570 | 390 |
| 51-55 | 4,502 | 492 | 580 | 390 |
| 56-60 | 1,710 | 502 | 600 | 390 |
| >60 | 323 | 493 | 610 | 380 |

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Table D.11. GRE General Test Quantitative Scores by Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|---------|------------|-----------------------------|-----------------------------|
| <23 | 109,675 | 585 | 690 | 500 |
| 23-25 | 100,404 | 555 | 660 | 460 |
| 26-30 | 59,899 | 536 | 650 | 430 |
| 31-35 | 24,228 | 504 | 610 | 390 |
| 36-40 | 14,959 | 480 | 590 | 370 |
| 41-45 | 9,801 | 465 | 570 | 350 |
| 46-50 | 7,410 | 459 | 570 | 350 |
| 51-55 | 4,502 | 453 | 550 | 340 |
| 56-60 | 1,710 | 452 | 560 | 340 |
| >60 | 323 | 433 | 550 | 310 |

[Return to Text](#)**Table D.12. GRE General Test Analytical Writing Scores by Age Group: 2006-07 (U.S. Citizens Only)**

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|---------|------------|-----------------------------|-----------------------------|
| <23 | 109,675 | 4.4 | 5.0 | 4.0 |
| 23-25 | 100,404 | 4.2 | 5.0 | 3.5 |
| 26-30 | 59,899 | 4.2 | 4.5 | 3.5 |
| 31-35 | 24,228 | 4.1 | 4.5 | 3.5 |
| 36-40 | 14,959 | 4.0 | 4.5 | 3.5 |
| 41-45 | 9,801 | 3.9 | 4.5 | 3.5 |
| 46-50 | 7,410 | 3.9 | 4.5 | 3.5 |
| 51-55 | 4,502 | 3.9 | 4.5 | 3.5 |
| 56-60 | 1,710 | 3.9 | 4.5 | 3.5 |
| >60 | 323 | 3.9 | 4.5 | 3.5 |

[Return to Text](#)*Male Examinees: Intended Graduate Major Field***Table D.13. GRE General Test Verbal Scores by Gender (Male) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|--------|------------|-----------------------------|-----------------------------|
| Life Science | 20,280 | 474 | 540 | 400 |
| Physical Science | 12,492 | 525 | 600 | 450 |
| Engineering | 12,991 | 502 | 570 | 430 |
| Social Science | 18,539 | 517 | 590 | 440 |
| Humanities | 13,334 | 561 | 640 | 490 |
| Education | 11,934 | 463 | 540 | 380 |
| Business | 2,929 | 468 | 550 | 390 |
| Other | 13,974 | 493 | 570 | 410 |

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Table D.14. GRE General Test Quantitative Scores by Gender (Male) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75th Percentile | 25th Percentile |
|------------------|--------|------------|-----------------|-----------------|
| Life Science | 20,280 | 593 | 690 | 510 |
| Physical Science | 12,492 | 685 | 770 | 630 |
| Engineering | 12,991 | 703 | 770 | 660 |
| Social Science | 18,539 | 581 | 690 | 490 |
| Humanities | 13,334 | 572 | 680 | 490 |
| Education | 11,934 | 532 | 640 | 430 |
| Business | 2,929 | 574 | 690 | 480 |
| Other | 13,974 | 556 | 660 | 470 |

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Table D.15. GRE General Test Analytical Writing Scores by Gender (Male) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|--------|------------|-----------------------------|-----------------------------|
| Life Science | 20,280 | 4.1 | 4.5 | 3.5 |
| Physical Science | 12,492 | 4.3 | 5.0 | 4.0 |
| Engineering | 12,991 | 4.3 | 5.0 | 4.0 |
| Social Science | 18,539 | 4.4 | 5.0 | 4.0 |
| Humanities | 13,334 | 4.6 | 5.0 | 4.0 |
| Education | 11,934 | 4.1 | 4.5 | 3.5 |
| Business | 2,929 | 4.1 | 4.5 | 3.5 |
| Other | 13,974 | 4.2 | 5.0 | 3.5 |

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Male Examinees: First Generation College Student Status

Table D.16. GRE General Test Verbal Scores by Gender (Male) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|--------|------------|-----------------------------|-----------------------------|
| No | 81,560 | 517 | 590 | 430 |
| Yes | 29,797 | 465 | 540 | 380 |

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Table D.17. GRE General Test Quantitative Scores by Gender (Male) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|--------|------------|-----------------------------|-----------------------------|
| No | 81,560 | 618 | 730 | 530 |
| Yes | 29,797 | 550 | 660 | 450 |

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Table D.18. GRE General Test Analytical Writing Scores by Gender (Male) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|--------|------------|-----------------------------|-----------------------------|
| No | 81,560 | 4.4 | 5.0 | 4.0 |
| Yes | 29,797 | 4.0 | 4.5 | 3.5 |

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Male Examinees: Undergraduate GPA

Table D.19. GRE General Test Verbal Scores by Gender (Male) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|--------|------------|-----------------------------|-----------------------------|
| <=D | 28 | 444 | 580 | 305 |
| C- | 243 | 444 | 530 | 350 |
| C | 3,650 | 446 | 520 | 360 |
| B- | 9,343 | 458 | 530 | 380 |
| B | 30,872 | 475 | 550 | 400 |
| A- | 36,084 | 513 | 590 | 430 |
| A | 30,210 | 540 | 620 | 460 |

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Table D.20. GRE General Test Quantitative Scores by Gender (Male) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|--------|------------|-----------------------------|-----------------------------|
| <=D | 28 | 541 | 690 | 440 |
| C- | 243 | 539 | 660 | 430 |
| C | 3,650 | 542 | 660 | 440 |
| B- | 9,343 | 561 | 680 | 460 |
| B | 30,872 | 573 | 690 | 480 |
| A- | 36,084 | 611 | 720 | 520 |
| A | 30,210 | 633 | 740 | 550 |

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Table D.21. GRE General Test Analytical Writing Scores by Gender (Male) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|--------|------------|-----------------------------|-----------------------------|
| <=D | 28 | 3.3 | 4.25 | 2.5 |
| C- | 243 | 3.8 | 4.50 | 3.5 |
| C | 3,650 | 3.8 | 4.50 | 3.5 |
| B- | 9,343 | 4.0 | 4.50 | 3.5 |
| B | 30,872 | 4.1 | 4.50 | 3.5 |
| A- | 36,084 | 4.4 | 5.00 | 4.0 |
| A | 30,210 | 4.5 | 5.00 | 4.0 |

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Table D.22. GRE General Test Verbal Scores by Gender (Male) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|--------|------------|-----------------------------|-----------------------------|
| <23 | 32,246 | 509 | 580 | 430 |
| 23-25 | 36,304 | 494 | 570 | 410 |
| 26-30 | 23,618 | 506 | 590 | 420 |
| 31-35 | 9,744 | 502 | 590 | 410 |
| 36-40 | 5,543 | 500 | 590 | 410 |
| 41-45 | 3,042 | 500 | 590 | 400 |
| 46-50 | 2,119 | 502 | 590 | 400 |
| 51-55 | 1,286 | 509 | 610 | 410 |
| 56-60 | 620 | 512 | 610 | 410 |
| >60 | 133 | 500 | 600 | 390 |

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Table D.23. GRE General Test Quantitative Scores by Gender (Male) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|--------|------------|-----------------------------|-----------------------------|
| <23 | 32,246 | 650 | 750 | 580 |
| 23-25 | 36,304 | 605 | 710 | 520 |
| 26-30 | 23,618 | 583 | 690 | 490 |
| 31-35 | 9,744 | 550 | 660 | 450 |
| 36-40 | 5,543 | 526 | 640 | 420 |
| 41-45 | 3,042 | 513 | 630 | 400 |
| 46-50 | 2,119 | 515 | 630 | 400 |
| 51-55 | 1,286 | 502 | 620 | 390 |
| 56-60 | 620 | 503 | 620 | 385 |
| >60 | 133 | 495 | 630 | 370 |

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Table D.24. GRE General Test Analytical Writing Scores by Gender (Male) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|--------|------------|-----------------------------|-----------------------------|
| <23 | 32,246 | 4.4 | 5.0 | 4.0 |
| 23-25 | 36,304 | 4.3 | 5.0 | 3.5 |
| 26-30 | 23,618 | 4.2 | 5.0 | 3.5 |
| 31-35 | 9,744 | 4.1 | 4.5 | 3.5 |
| 36-40 | 5,543 | 4.1 | 4.5 | 3.5 |
| 41-45 | 3,042 | 4.0 | 4.5 | 3.5 |
| 46-50 | 2,119 | 4.0 | 4.5 | 3.5 |
| 51-55 | 1,286 | 3.9 | 4.5 | 3.5 |
| 56-60 | 620 | 3.9 | 4.5 | 3.5 |
| >60 | 133 | 3.9 | 4.5 | 3.5 |

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Table D.25. GRE General Test Verbal Scores by Gender (Female) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|--------|------------|-----------------------------|-----------------------------|
| Life Science | 66,048 | 454 | 520 | 380 |
| Physical Science | 7,104 | 501 | 580 | 420 |
| Engineering | 3,744 | 495 | 570 | 420 |
| Social Science | 40,317 | 481 | 560 | 400 |
| Humanities | 17,604 | 544 | 620 | 470 |
| Education | 37,565 | 442 | 510 | 370 |
| Business | 3,294 | 439 | 510 | 360 |
| Other | 28,555 | 472 | 550 | 390 |

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Table D.26. GRE General Test Quantitative Scores by Gender (Female) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|--------|------------|-----------------------------|-----------------------------|
| Life Science | 66,048 | 535 | 630 | 450 |
| Physical Science | 7,104 | 627 | 730 | 550 |
| Engineering | 3,744 | 672 | 750 | 620 |
| Social Science | 40,317 | 521 | 620 | 420 |
| Humanities | 17,604 | 526 | 630 | 430 |
| Education | 37,565 | 482 | 580 | 380 |
| Business | 3,294 | 499 | 600 | 400 |
| Other | 28,555 | 498 | 600 | 400 |

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Table D.27. GRE General Test Analytical Writing Scores by Gender (Female) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|--------|------------|-----------------------------|-----------------------------|
| Life Science | 66,048 | 4.1 | 4.5 | 3.5 |
| Physical Science | 7,104 | 4.3 | 5.0 | 4.0 |
| Engineering | 3,744 | 4.3 | 5.0 | 4.0 |
| Social Science | 40,317 | 4.3 | 5.0 | 4.0 |
| Humanities | 17,604 | 4.6 | 5.0 | 4.0 |
| Education | 37,565 | 4.0 | 4.5 | 3.5 |
| Business | 3,294 | 4.0 | 4.5 | 3.5 |
| Other | 28,555 | 4.2 | 5.0 | 3.5 |

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Female Examinees: First Generation College Student Status

Table D.28. GRE General Test Verbal Scores by Gender (Female) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|---------|------------|-----------------------------|-----------------------------|
| No | 149,086 | 485 | 560 | 400 |
| Yes | 63,601 | 435 | 500 | 360 |

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Table D.29. GRE General Test Quantitative Scores by Gender (Female) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|---------|------------|-----------------------------|-----------------------------|
| No | 149,086 | 543 | 640 | 450 |
| Yes | 63,601 | 474 | 570 | 370 |

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Table D.30. GRE General Test Analytical Writing Scores by Gender (Female) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|---------|------------|-----------------------------|-----------------------------|
| No | 149,086 | 4.3 | 5.0 | 4.0 |
| Yes | 63,601 | 4.0 | 4.5 | 3.5 |

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Female Examinees: Undergraduate GPA

Table D.31. GRE General Test Verbal Scores by Gender (Female) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|--------|------------|-----------------------------|-----------------------------|
| <=D | 25 | 381 | 440 | 310 |
| C- | 389 | 406 | 460 | 330 |
| C | 5,699 | 412 | 470 | 340 |
| B- | 15,392 | 424 | 480 | 350 |
| B | 56,132 | 442 | 510 | 370 |
| A- | 66,256 | 480 | 550 | 400 |
| A | 65,319 | 501 | 580 | 420 |

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Table D.32. GRE General Test Quantitative Scores by Gender (Female) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|--------|------------|-----------------------------|-----------------------------|
| <=D | 25 | 514 | 630 | 380 |
| C- | 389 | 449 | 570 | 330 |
| C | 5,699 | 464 | 570 | 360 |
| B- | 15,392 | 484 | 590 | 380 |
| B | 56,132 | 496 | 600 | 390 |
| A- | 66,256 | 533 | 630 | 440 |
| A | 65,319 | 550 | 650 | 460 |

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Table D.33. GRE General Test Analytical Writing Scores by Gender (Female) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|--------|------------|-----------------------------|-----------------------------|
| <=D | 25 | 3.2 | 4.0 | 3.0 |
| C- | 389 | 3.7 | 4.0 | 3.0 |
| C | 5,699 | 3.7 | 4.0 | 3.0 |
| B- | 15,392 | 3.9 | 4.5 | 3.5 |
| B | 56,132 | 4.0 | 4.5 | 3.5 |
| A- | 66,256 | 4.3 | 5.0 | 4.0 |
| A | 65,319 | 4.4 | 5.0 | 4.0 |

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Female Examinees: Age Group

Table D.34. GRE General Test Verbal Scores by Gender (Female) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|--------|------------|-----------------------------|-----------------------------|
| <23 | 77,429 | 470 | 540 | 390 |
| 23-25 | 64,100 | 467 | 540 | 380 |
| 26-30 | 36,281 | 474 | 550 | 390 |
| 31-35 | 14,484 | 468 | 550 | 380 |
| 36-40 | 9,416 | 465 | 550 | 370 |
| 41-45 | 6,759 | 465 | 550 | 370 |
| 46-50 | 5,291 | 474 | 570 | 380 |
| 51-55 | 3,216 | 485 | 570 | 390 |
| 56-60 | 1,090 | 496 | 590 | 380 |
| >60 | 190 | 488 | 610 | 360 |

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Table D.35. GRE General Test Quantitative Scores by Gender (Female) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|--------|------------|-----------------------------|-----------------------------|
| <23 | 77,429 | 558 | 650 | 470 |
| 23-25 | 64,100 | 527 | 630 | 430 |
| 26-30 | 36,281 | 506 | 610 | 410 |
| 31-35 | 14,484 | 473 | 570 | 370 |
| 36-40 | 9,416 | 454 | 550 | 350 |
| 41-45 | 6,759 | 443 | 540 | 340 |
| 46-50 | 5,291 | 437 | 540 | 330 |
| 51-55 | 3,216 | 433 | 530 | 330 |
| 56-60 | 1,090 | 423 | 510 | 320 |
| >60 | 190 | 389 | 470 | 290 |

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Table D.36. GRE General Test Analytical Writing Scores by Gender (Female) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|--------|------------|-----------------------------|-----------------------------|
| <23 | 77,429 | 4.3 | 5.0 | 4.0 |
| 23-25 | 64,100 | 4.2 | 4.5 | 3.5 |
| 26-30 | 36,281 | 4.1 | 4.5 | 3.5 |
| 31-35 | 14,484 | 4.0 | 4.5 | 3.5 |
| 36-40 | 9,416 | 3.9 | 4.5 | 3.5 |
| 41-45 | 6,759 | 3.9 | 4.5 | 3.5 |
| 46-50 | 5,291 | 3.9 | 4.5 | 3.5 |
| 51-55 | 3,216 | 3.9 | 4.5 | 3.5 |
| 56-60 | 1,090 | 3.9 | 4.5 | 3.5 |
| >60 | 190 | 3.9 | 4.5 | 3.5 |

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American Indian Examinees: Intended Graduate Major Field

Table D.37. GRE General Test Verbal Scores by Ethnic Group (American Indian) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-----|------------|-----------------------------|-----------------------------|
| Life Science | 485 | 430 | 490 | 370 |
| Physical Science | 90 | 465 | 540 | 410 |
| Engineering | 69 | 444 | 530 | 330 |
| Social Science | 394 | 467 | 530 | 390 |
| Humanities | 179 | 527 | 620 | 440 |
| Education | 260 | 428 | 500 | 355 |
| Business | 45 | 436 | 500 | 370 |
| Other | 270 | 442 | 520 | 370 |

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Table D.38. GRE General Test Quantitative Scores by Ethnic Group (American Indian) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-----|------------|-----------------------------|-----------------------------|
| Life Science | 485 | 507 | 610 | 420 |
| Physical Science | 90 | 596 | 670 | 530 |
| Engineering | 69 | 643 | 730 | 580 |
| Social Science | 394 | 488 | 590 | 390 |
| Humanities | 179 | 515 | 630 | 420 |
| Education | 260 | 450 | 540 | 350 |
| Business | 45 | 473 | 550 | 370 |
| Other | 270 | 451 | 540 | 350 |

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Table D.39. GRE General Test Analytical Writing Scores by Ethnic Group (American Indian) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-----|------------|-----------------------------|-----------------------------|
| Life Science | 485 | 3.9 | 4.5 | 3.5 |
| Physical Science | 90 | 4.0 | 4.5 | 3.5 |
| Engineering | 69 | 3.7 | 4.5 | 3.5 |
| Social Science | 394 | 4.1 | 4.5 | 3.5 |
| Humanities | 179 | 4.5 | 5.0 | 4.0 |
| Education | 260 | 3.9 | 4.5 | 3.5 |
| Business | 45 | 3.9 | 4.5 | 3.5 |
| Other | 270 | 4.0 | 4.5 | 3.5 |

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American Indian Examinees: First Generation College Student Status

Table D.40. GRE General Test Verbal Scores by Ethnic Group (American Indian) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|-------|------------|-----------------------------|-----------------------------|
| No | 1,098 | 466 | 540 | 390 |
| Yes | 780 | 429 | 500 | 350 |

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Table D.41. GRE General Test Quantitative Scores by Ethnic Group (American Indian) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|-------|------------|-----------------------------|-----------------------------|
| No | 1,098 | 516 | 620 | 420 |
| Yes | 780 | 471 | 570 | 360 |

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Table D.42. GRE General Test Analytical Writing Scores by Ethnic Group (American Indian) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|-------|------------|-----------------------------|-----------------------------|
| No | 1,098 | 4.1 | 4.5 | 3.5 |
| Yes | 780 | 3.8 | 4.5 | 3.5 |

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American Indian Examinees: Undergraduate GPA

Table D.43. GRE General Test Verbal Scores by Ethnic Group (American Indian) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-----|------------|-----------------------------|-----------------------------|
| C | 88 | 403 | 480 | 330 |
| B- | 171 | 428 | 490 | 360 |
| B | 563 | 435 | 500 | 370 |
| A- | 533 | 457 | 530 | 380 |
| A | 497 | 478 | 560 | 390 |

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Table D.44. GRE General Test Quantitative Scores by Ethnic Group (American Indian) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-----|------------|-----------------------------|-----------------------------|
| C | 88 | 444 | 535 | 350 |
| B- | 171 | 475 | 580 | 370 |
| B | 563 | 484 | 580 | 380 |
| A- | 533 | 503 | 600 | 410 |
| A | 497 | 524 | 630 | 420 |

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Table D.45. GRE General Test Analytical Writing Scores by Ethnic Group (American Indian) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-----|------------|-----------------------------|-----------------------------|
| C | 88 | 3.6 | 4.0 | 3.0 |
| B- | 171 | 3.8 | 4.5 | 3.0 |
| B | 563 | 3.9 | 4.5 | 3.5 |
| A- | 533 | 4.0 | 4.5 | 3.5 |
| A | 497 | 4.2 | 5.0 | 4.0 |

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Table D.46. GRE General Test Verbal Scores by Ethnic Group (American Indian) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-----|------------|-----------------------------|-----------------------------|
| <23 | 483 | 437 | 520 | 350 |
| 23-25 | 534 | 451 | 510 | 380 |
| 26-30 | 375 | 455 | 530 | 380 |
| 31-35 | 233 | 440 | 510 | 370 |
| 36-40 | 122 | 443 | 520 | 360 |
| 41-45 | 97 | 446 | 530 | 360 |
| 46-50 | 67 | 448 | 540 | 360 |
| 51-55 | 44 | 462 | 530 | 390 |

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Table D.47. GRE General Test Quantitative Scores by Ethnic Group (American Indian) and Age Group: 2006-07 (U.S Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-----|------------|-----------------------------|-----------------------------|
| <23 | 483 | 549 | 650 | 460 |
| 23-25 | 534 | 523 | 620 | 430 |
| 26-30 | 375 | 486 | 590 | 380 |
| 31-35 | 233 | 462 | 550 | 360 |
| 36-40 | 122 | 431 | 520 | 330 |
| 41-45 | 97 | 415 | 490 | 330 |
| 46-50 | 67 | 423 | 510 | 310 |
| 51-55 | 44 | 427 | 540 | 320 |

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Table D.48. GRE General Test Analytical Writing Scores by Ethnic Group (American Indian) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-----|------------|-----------------------------|-----------------------------|
| <23 | 483 | 3.9 | 4.5 | 3.5 |
| 23-25 | 534 | 4.0 | 4.5 | 3.5 |
| 26-30 | 375 | 4.1 | 4.5 | 3.5 |
| 31-35 | 233 | 3.8 | 4.5 | 3.0 |
| 36-40 | 122 | 3.9 | 4.5 | 3.5 |
| 41-45 | 97 | 3.8 | 4.5 | 3.5 |
| 46-50 | 67 | 3.9 | 4.5 | 3.5 |
| 51-55 | 44 | 3.7 | 4.0 | 3.5 |

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Table D.49. GRE General Test Verbal Scores by Ethnic Group (African American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-------|------------|-----------------------------|-----------------------------|
| Life Science | 6,491 | 395 | 450 | 330 |
| Physical Science | 1,055 | 406 | 460 | 330 |
| Engineering | 933 | 421 | 480 | 350 |
| Social Science | 5,395 | 404 | 470 | 330 |
| Humanities | 1,352 | 456 | 540 | 370 |
| Education | 6,254 | 381 | 430 | 320 |
| Business | 897 | 384 | 430 | 320 |
| Other | 4,702 | 391 | 450 | 320 |

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Table D.50. GRE General Test Quantitative Scores by Ethnic Group (African American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-------|------------|-----------------------------|-----------------------------|
| Life Science | 6,491 | 438 | 530 | 330 |
| Physical Science | 1,055 | 528 | 640 | 410 |
| Engineering | 933 | 586 | 690 | 500 |
| Social Science | 5,395 | 409 | 500 | 300 |
| Humanities | 1,352 | 426 | 530 | 310 |
| Education | 6,254 | 394 | 480 | 290 |
| Business | 897 | 414 | 500 | 310 |
| Other | 4,702 | 395 | 490 | 290 |

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Table D.51. GRE General Test Analytical Writing Scores by Ethnic Group (African American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-------|------------|-----------------------------|-----------------------------|
| Life Science | 6,491 | 3.6 | 4.0 | 3.0 |
| Physical Science | 1,055 | 3.6 | 4.0 | 3.0 |
| Engineering | 933 | 3.8 | 4.5 | 3.0 |
| Social Science | 5,395 | 3.7 | 4.5 | 3.0 |
| Humanities | 1,352 | 4.0 | 4.5 | 3.5 |
| Education | 6,254 | 3.5 | 4.0 | 3.0 |
| Business | 897 | 3.5 | 4.0 | 3.0 |
| Other | 4,702 | 3.6 | 4.0 | 3.0 |

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Table D.52. GRE General Test Verbal Scores by Ethnic Group (African American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|--------|------------|-----------------------------|-----------------------------|
| No | 15,292 | 412 | 470 | 340 |
| Yes | 1,2462 | 377 | 430 | 310 |

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Table D.53. GRE General Test Quantitative Scores by Ethnic Group (African American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|--------|------------|-----------------------------|-----------------------------|
| No | 15,292 | 445 | 550 | 330 |
| Yes | 12,462 | 391 | 480 | 290 |

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Table D.54. GRE General Test Analytical Writing Scores by Ethnic Group (African American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|--------|------------|-----------------------------|-----------------------------|
| No | 15,292 | 3.8 | 4.5 | 3 |
| Yes | 12,462 | 3.5 | 4.0 | 3 |

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Table D.55. GRE General Test Verbal Scores by Ethnic Group (African American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|--------|------------|-----------------------------|-----------------------------|
| C- | 165 | 368 | 410 | 310 |
| C | 2,236 | 375 | 420 | 320 |
| B- | 4,310 | 381 | 430 | 320 |
| B | 10,530 | 388 | 440 | 320 |
| A- | 6,339 | 412 | 470 | 340 |
| A | 4,230 | 419 | 490 | 340 |

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Table D.56. GRE General Test Quantitative Scores by Ethnic Group (African American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|--------|------------|-----------------------------|-----------------------------|
| C- | 165 | 391 | 470 | 290 |
| C | 2,236 | 409 | 500 | 300 |
| B- | 4,310 | 410 | 510 | 300 |
| B | 10,530 | 411 | 510 | 300 |
| A- | 6,339 | 437 | 540 | 320 |
| A | 4,230 | 439 | 540 | 320 |

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Table D.57. GRE General Test Analytical Writing Scores by Ethnic Group (African American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|--------|------------|-----------------------------|-----------------------------|
| C- | 165 | 3.4 | 4.0 | 3.0 |
| C | 2,236 | 3.4 | 4.0 | 3.0 |
| B- | 4,310 | 3.5 | 4.0 | 3.0 |
| B | 10,530 | 3.6 | 4.0 | 3.0 |
| A- | 6,339 | 3.8 | 4.5 | 3.0 |
| A | 4,230 | 3.9 | 4.5 | 3.5 |

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African American Examinees: Age Group

Table D.58. GRE General Test Verbal Scores by Ethnic Group (African American) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 6,716 | 409 | 470 | 340 |
| 23-25 | 8,006 | 392 | 440 | 320 |
| 26-30 | 5,753 | 397 | 450 | 320 |
| 31-35 | 3,378 | 399 | 460 | 330 |
| 36-40 | 2,253 | 387 | 440 | 320 |
| 41-45 | 1,383 | 377 | 430 | 310 |
| 46-50 | 1,027 | 374 | 430 | 300 |
| 51-55 | 611 | 385 | 460 | 310 |
| 56-60 | 225 | 377 | 440 | 310 |
| >60 | 48 | 383 | 445 | 310 |

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Table D.59. GRE General Test Quantitative Scores by Ethnic Group (African American) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 6,716 | 473 | 580 | 370 |
| 23-25 | 8,006 | 431 | 530 | 320 |
| 26-30 | 5,753 | 415 | 510 | 310 |
| 31-35 | 3,378 | 398 | 490 | 300 |
| 36-40 | 2,253 | 374 | 450 | 280 |
| 41-45 | 1,383 | 352 | 420 | 260 |
| 46-50 | 1,027 | 335 | 400 | 240 |
| 51-55 | 611 | 333 | 400 | 240 |
| 56-60 | 225 | 330 | 390 | 250 |
| >60 | 48 | 317 | 365 | 220 |

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Table D.60. GRE General Test Analytical Writing Scores by Ethnic Group (African American) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 6,716 | 3.9 | 4.5 | 3.5 |
| 23-25 | 8,006 | 3.6 | 4.0 | 3.0 |
| 26-30 | 5,753 | 3.6 | 4.0 | 3.0 |
| 31-35 | 3,378 | 3.6 | 4.0 | 3.0 |
| 36-40 | 2,253 | 3.5 | 4.0 | 3.0 |
| 41-45 | 1,383 | 3.4 | 4.0 | 3.0 |
| 46-50 | 1,027 | 3.3 | 4.0 | 2.5 |
| 51-55 | 611 | 3.4 | 4.0 | 3.0 |
| 56-60 | 225 | 3.3 | 4.0 | 3.0 |
| >60 | 48 | 3.2 | 4.0 | 2.5 |

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Mexican American Examinees: Intended Graduate Major Field

Table D.61. GRE General Test Verbal Scores by Ethnic Group (Mexican American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-------|------------|-----------------------------|-----------------------------|
| Life Science | 1,815 | 426 | 490 | 360 |
| Physical Science | 398 | 453 | 520 | 380 |
| Engineering | 382 | 443 | 510 | 370 |
| Social Science | 1,673 | 443 | 510 | 360 |
| Humanities | 700 | 483 | 570 | 390 |
| Education | 1,566 | 404 | 460 | 330 |
| Business | 164 | 413 | 465 | 340 |
| Other | 1,235 | 423 | 500 | 340 |

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Table D.62. GRE General Test Quantitative Scores by Ethnic Group (Mexican American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-------|------------|-----------------------------|-----------------------------|
| Life Science | 1,815 | 509 | 610 | 420 |
| Physical Science | 398 | 606 | 710 | 520 |
| Engineering | 382 | 635 | 720 | 570 |
| Social Science | 1,673 | 483 | 580 | 380 |
| Humanities | 700 | 475 | 580 | 370 |
| Education | 1,566 | 438 | 530 | 340 |
| Business | 164 | 462 | 575 | 345 |
| Other | 1,235 | 447 | 560 | 340 |

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Table D.63. GRE General Test Analytical Writing Scores by Ethnic Group (Mexican American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-------|------------|-----------------------------|-----------------------------|
| Life Science | 1,815 | 4.0 | 4.5 | 3.5 |
| Physical Science | 398 | 4.0 | 4.5 | 3.5 |
| Engineering | 382 | 4.0 | 4.5 | 3.5 |
| Social Science | 1,673 | 4.1 | 4.5 | 3.5 |
| Humanities | 700 | 4.3 | 5.0 | 3.5 |
| Education | 1,566 | 3.8 | 4.5 | 3.0 |
| Business | 164 | 3.8 | 4.5 | 3.5 |
| Other | 1,235 | 3.9 | 4.5 | 3.5 |

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Mexican American Examinees: First Generation College Student Status

Table D.64. GRE General Test Verbal Scores by Ethnic Group (Mexican American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|-------|------------|-----------------------------|-----------------------------|
| No | 3,365 | 462 | 540 | 380 |
| Yes | 4,875 | 410 | 470 | 340 |

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Table D.65. GRE General Test Quantitative Scores by Ethnic Group (Mexican American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|-------|------------|-----------------------------|-----------------------------|
| No | 3,365 | 524 | 630 | 420 |
| Yes | 4,875 | 459 | 560 | 350 |

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Table D.66. GRE General Test Analytical Writing Scores by Ethnic Group (Mexican American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|-------|------------|-----------------------------|-----------------------------|
| No | 3,365 | 4.1 | 4.5 | 3.5 |
| Yes | 4,875 | 3.9 | 4.5 | 3.5 |

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Mexican American Examinees: Undergraduate GPA

Table D.67. GRE General Test Verbal Scores by Ethnic Group (Mexican American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-------|------------|-----------------------------|-----------------------------|
| C- | 26 | 388 | 430 | 350 |
| C | 413 | 407 | 470 | 340 |
| B- | 954 | 404 | 460 | 340 |
| B | 2,715 | 418 | 480 | 340 |
| A- | 2,269 | 444 | 520 | 360 |
| A | 1,684 | 460 | 530 | 380 |

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Table D.68. GRE General Test Quantitative Scores by Ethnic Group (Mexican American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-------|------------|-----------------------------|-----------------------------|
| C- | 26 | 433 | 540 | 300 |
| C | 413 | 473 | 580 | 360 |
| B- | 954 | 470 | 590 | 360 |
| B | 2,715 | 477 | 580 | 370 |
| A- | 2,269 | 495 | 600 | 400 |
| A | 1,684 | 507 | 620 | 400 |

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Table D.69. GRE General Test Analytical Writing Scores by Ethnic Group (Mexican American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-------|------------|-----------------------------|-----------------------------|
| C- | 26 | 3.8 | 4.5 | 3.0 |
| C | 413 | 3.8 | 4.0 | 3.5 |
| B- | 954 | 3.8 | 4.5 | 3.5 |
| B | 2,715 | 3.9 | 4.5 | 3.5 |
| A- | 2,269 | 4.1 | 4.5 | 3.5 |
| A | 1,684 | 4.2 | 5.0 | 3.5 |

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Table D.70. GRE General Test Verbal Scores by Ethnic Group (Mexican American) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 2,009 | 446 | 510 | 370 |
| 23-25 | 2,687 | 429 | 490 | 350 |
| 26-30 | 1,848 | 432 | 500 | 350 |
| 31-35 | 884 | 422 | 490 | 340 |
| 36-40 | 512 | 414 | 480 | 330 |
| 41-45 | 262 | 410 | 470 | 330 |
| 46-50 | 133 | 428 | 500 | 350 |
| 51-55 | 74 | 409 | 490 | 320 |
| 56-60 | 29 | 419 | 490 | 330 |

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Table D.71. GRE General Test Quantitative Scores by Ethnic Group (Mexican American) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 2,009 | 538 | 640 | 440 |
| 23-25 | 2,687 | 501 | 600 | 400 |
| 26-30 | 1,848 | 471 | 570 | 360 |
| 31-35 | 884 | 439 | 540 | 330 |
| 36-40 | 512 | 414 | 505 | 310 |
| 41-45 | 262 | 400 | 490 | 300 |
| 46-50 | 133 | 395 | 490 | 300 |
| 51-55 | 74 | 373 | 430 | 290 |
| 56-60 | 29 | 360 | 430 | 270 |

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Table D.72. GRE General Test Analytical Writing Scores by Ethnic Group (Mexican American) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 2,009 | 4.2 | 4.5 | 3.5 |
| 23-25 | 2,687 | 4.1 | 4.5 | 3.5 |
| 26-30 | 1,848 | 3.9 | 4.5 | 3.5 |
| 31-35 | 884 | 3.8 | 4.5 | 3.0 |
| 36-40 | 512 | 3.7 | 4.0 | 3.0 |
| 41-45 | 262 | 3.6 | 4.0 | 3.0 |
| 46-50 | 133 | 3.5 | 4.0 | 3.0 |
| 51-55 | 74 | 3.6 | 4.0 | 3.0 |
| 56-60 | 29 | 3.4 | 4.0 | 3.0 |

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Table D.73. GRE General Test Verbal Scores by Ethnic Group (Asian American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-------|------------|-----------------------------|-----------------------------|
| Life Science | 5,357 | 462 | 540 | 380 |
| Physical Science | 1,474 | 499 | 600 | 400 |
| Engineering | 2,236 | 494 | 580 | 410 |
| Social Science | 2,809 | 507 | 590 | 420 |
| Humanities | 1,053 | 551 | 640 | 460 |
| Education | 1,503 | 465 | 550 | 380 |
| Business | 390 | 482 | 570 | 370 |
| Other | 1,928 | 480 | 570 | 390 |

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Table D.74. GRE General Test Quantitative Scores by Ethnic Group (Asian American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-------|------------|-----------------------------|-----------------------------|
| Life Science | 5,357 | 598 | 700 | 510 |
| Physical Science | 1,474 | 695 | 790 | 640 |
| Engineering | 2,236 | 721 | 790 | 680 |
| Social Science | 2,809 | 598 | 710 | 510 |
| Humanities | 1,053 | 593 | 700 | 510 |
| Education | 1,503 | 566 | 670 | 470 |
| Business | 390 | 619 | 740 | 520 |
| Other | 1,928 | 572 | 680 | 470 |

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Table D.75. GRE General Test Analytical Writing Scores by Ethnic Group (Asian American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-------|------------|-----------------------------|-----------------------------|
| Life Science | 5,357 | 4.1 | 4.5 | 3.5 |
| Physical Science | 1,474 | 4.2 | 5.0 | 3.5 |
| Engineering | 2,236 | 4.2 | 5.0 | 3.5 |
| Social Science | 2,809 | 4.4 | 5.0 | 4.0 |
| Humanities | 1,053 | 4.5 | 5.0 | 4.0 |
| Education | 1,503 | 4.2 | 5.0 | 3.5 |
| Business | 390 | 4.2 | 5.0 | 3.5 |
| Other | 1,928 | 4.2 | 4.5 | 3.5 |

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Table D.76. GRE General Test Verbal Scores by Ethnic Group (Asian American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|--------|------------|-----------------------------|-----------------------------|
| No | 12,826 | 505 | 590 | 410 |
| Yes | 4,992 | 437 | 520 | 350 |

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Table D.77. GRE General Test Quantitative Scores by Ethnic Group (Asian American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|--------|------------|-----------------------------|-----------------------------|
| No | 12,826 | 634 | 740 | 560 |
| Yes | 4,992 | 576 | 690 | 480 |

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Table D.78. GRE General Test Analytical Writing Scores by Ethnic Group (Asian American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|--------|------------|-----------------------------|-----------------------------|
| No | 12,826 | 4.3 | 5.0 | 4.0 |
| Yes | 4,992 | 4.0 | 4.5 | 3.5 |

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Table D.79. GRE General Test Verbal Scores by Ethnic Group (Asian American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-------|------------|-----------------------------|-----------------------------|
| C- | 81 | 451 | 530 | 380 |
| C | 835 | 435 | 520 | 350 |
| B- | 2,008 | 450 | 530 | 370 |
| B | 5,577 | 466 | 550 | 380 |
| A- | 5,166 | 501 | 590 | 410 |
| A | 3,650 | 527 | 620 | 430 |

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Table D.80. GRE General Test Quantitative Scores by Ethnic Group (Asian American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-------|------------|-----------------------------|-----------------------------|
| C- | 81 | 592 | 710 | 520 |
| C | 835 | 571 | 680 | 470 |
| B- | 2,008 | 600 | 700 | 510 |
| B | 5,577 | 604 | 710 | 520 |
| A- | 5,166 | 630 | 740 | 550 |
| A | 3,650 | 643 | 760 | 560 |

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Table D.81. GRE General Test Analytical Writing Scores by Ethnic Group (Asian American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-------|------------|-----------------------------|-----------------------------|
| C- | 81 | 3.8 | 4.5 | 3.5 |
| C | 835 | 3.9 | 4.5 | 3.5 |
| B- | 2,008 | 4.0 | 4.5 | 3.5 |
| B | 5,577 | 4.1 | 4.5 | 3.5 |
| A- | 5,166 | 4.3 | 5.0 | 4.0 |
| A | 3,650 | 4.4 | 5.0 | 4.0 |

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Asian American Examinees: Age Group

Table D.82. GRE General Test Verbal Scores by Ethnic Group (Asian American) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 6,642 | 502 | 580 | 410 |
| 23-25 | 6,240 | 478 | 570 | 390 |
| 26-30 | 3,181 | 483 | 570 | 390 |
| 31-35 | 1,064 | 479 | 580 | 370 |
| 36-40 | 529 | 454 | 550 | 340 |
| 41-45 | 285 | 424 | 510 | 320 |
| 46-50 | 184 | 421 | 535 | 320 |
| 51-55 | 91 | 410 | 530 | 300 |
| 56-60 | 46 | 414 | 510 | 310 |

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Table D.83. GRE General Test Quantitative Scores by Ethnic Group (Asian American) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 6,642 | 655 | 760 | 580 |
| 23-25 | 6,240 | 616 | 720 | 540 |
| 26-30 | 3,181 | 592 | 700 | 500 |
| 31-35 | 1,064 | 561 | 680 | 460 |
| 36-40 | 529 | 539 | 660 | 420 |
| 41-45 | 285 | 511 | 650 | 380 |
| 46-50 | 184 | 492 | 595 | 380 |
| 51-55 | 91 | 505 | 660 | 390 |
| 56-60 | 46 | 479 | 610 | 350 |

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Table D.84. GRE General Test Analytical Writing Scores by Ethnic Group (Asian American) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 6,642 | 4.4 | 5.0 | 4.0 |
| 23-25 | 6,240 | 4.2 | 5.0 | 3.5 |
| 26-30 | 3,181 | 4.1 | 4.5 | 3.5 |
| 31-35 | 1,064 | 4.0 | 4.5 | 3.5 |
| 36-40 | 529 | 3.8 | 4.5 | 3.0 |
| 41-45 | 285 | 3.6 | 4.0 | 3.0 |
| 46-50 | 184 | 3.5 | 4.0 | 3.0 |
| 51-55 | 91 | 3.4 | 4.0 | 2.5 |
| 56-60 | 46 | 3.5 | 4.0 | 3.0 |

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Puerto Rican Examinees: Intended Graduate Major Field

Table D.85. GRE General Test Verbal Scores by Ethnic Group (Puerto Rican) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-----|------------|-----------------------------|-----------------------------|
| Life Science | 848 | 392 | 450 | 320 |
| Physical Science | 260 | 392 | 470 | 305 |
| Engineering | 274 | 408 | 480 | 330 |
| Social Science | 603 | 431 | 500 | 350 |
| Humanities | 242 | 484 | 580 | 380 |
| Education | 339 | 401 | 450 | 330 |
| Business | 109 | 380 | 430 | 310 |
| Other | 449 | 410 | 480 | 330 |

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Table D.86. GRE General Test Quantitative Scores by Ethnic Group (Puerto Rican) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-----|------------|-----------------------------|-----------------------------|
| Life Science | 848 | 473 | 565 | 380 |
| Physical Science | 260 | 526 | 640 | 405 |
| Engineering | 274 | 602 | 700 | 540 |
| Social Science | 603 | 452 | 550 | 340 |
| Humanities | 242 | 455 | 570 | 330 |
| Education | 339 | 427 | 520 | 320 |
| Business | 109 | 435 | 520 | 340 |
| Other | 449 | 430 | 510 | 340 |

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Table D.87. GRE General Test Analytical Writing Scores by Ethnic Group (Puerto Rican) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-----|------------|-----------------------------|-----------------------------|
| Life Science | 848 | 3.4 | 4.0 | 3.0 |
| Physical Science | 260 | 3.3 | 4.0 | 2.5 |
| Engineering | 274 | 3.6 | 4.0 | 3.0 |
| Social Science | 603 | 3.9 | 4.5 | 3.5 |
| Humanities | 242 | 4.1 | 4.5 | 3.5 |
| Education | 339 | 3.6 | 4.0 | 3.0 |
| Business | 109 | 3.4 | 4.0 | 2.5 |
| Other | 449 | 3.7 | 4.5 | 3.0 |

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Puerto Rican Examinees: First Generation College Student Status

Table D.88. GRE General Test Verbal Scores by Ethnic Group (Puerto Rican) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|-------|------------|-----------------------------|-----------------------------|
| No | 2,128 | 414 | 490 | 330 |
| Yes | 1,103 | 405 | 470 | 320 |

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Table D.89. GRE General Test Quantitative Scores by Ethnic Group (Puerto Rican) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|-------|------------|-----------------------------|-----------------------------|
| No | 2,128 | 484 | 590 | 370 |
| Yes | 1,103 | 441 | 540 | 330 |

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Table D.90. GRE General Test Analytical Writing Scores by Ethnic Group (Puerto Rican) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|-------|------------|-----------------------------|-----------------------------|
| No | 2,128 | 3.6 | 4.5 | 3.0 |
| Yes | 1,103 | 3.6 | 4.0 | 3.0 |

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Puerto Rican Examinees: Undergraduate GPA

Table D.91. GRE General Test Verbal Scores by Ethnic Group (Puerto Rican) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-----|------------|-----------------------------|-----------------------------|
| C | 112 | 395 | 460 | 320 |
| B- | 287 | 396 | 460 | 320 |
| B | 977 | 395 | 460 | 320 |
| A- | 835 | 429 | 500 | 350 |
| A | 978 | 419 | 500 | 330 |

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Table D.92. GRE General Test Quantitative Scores by Ethnic Group (Puerto Rican) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-----|------------|-----------------------------|-----------------------------|
| C | 112 | 463 | 580 | 350 |
| B- | 287 | 457 | 550 | 350 |
| B | 977 | 460 | 560 | 350 |
| A- | 835 | 480 | 590 | 370 |
| A | 978 | 482 | 600 | 370 |

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Table D.93. GRE General Test Analytical Writing Scores by Ethnic Group (Puerto Rican) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-----|------------|-----------------------------|-----------------------------|
| C | 112 | 3.6 | 4.0 | 3.0 |
| B- | 287 | 3.5 | 4.0 | 3.0 |
| B | 977 | 3.5 | 4.0 | 3.0 |
| A- | 835 | 3.8 | 4.5 | 3.0 |
| A | 978 | 3.7 | 4.5 | 3.0 |

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Table D.94. GRE General Test Verbal Scores by Ethnic Group (Puerto Rican) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 980 | 420 | 480 | 340 |
| 23-25 | 1,061 | 404 | 470 | 320 |
| 26-30 | 670 | 410 | 490 | 330 |
| 31-35 | 254 | 420 | 490 | 330 |
| 36-40 | 168 | 416 | 490 | 330 |
| 41-45 | 113 | 383 | 460 | 290 |
| 46-50 | 46 | 414 | 520 | 310 |
| 51-55 | 27 | 382 | 460 | 300 |

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Table D.95. GRE General Test Quantitative Scores by Ethnic Group (Puerto Rican) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 980 | 507 | 610 | 400 |
| 23-25 | 1,061 | 476 | 580 | 370 |
| 26-30 | 670 | 464 | 570 | 360 |
| 31-35 | 254 | 438 | 540 | 330 |
| 36-40 | 168 | 397 | 480 | 300 |
| 41-45 | 113 | 372 | 480 | 280 |
| 46-50 | 46 | 350 | 420 | 240 |
| 51-55 | 27 | 334 | 380 | 240 |

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Table D.96. GRE General Test Analytical Writing Scores by Ethnic Group (Puerto Rican) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 980 | 3.8 | 4.5 | 3.0 |
| 23-25 | 1,061 | 3.6 | 4.5 | 3.0 |
| 26-30 | 670 | 3.6 | 4.0 | 3.0 |
| 31-35 | 254 | 3.6 | 4.0 | 3.0 |
| 36-40 | 168 | 3.5 | 4.0 | 3.0 |
| 41-45 | 113 | 3.3 | 4.0 | 2.5 |
| 46-50 | 46 | 3.2 | 4.0 | 2.5 |
| 51-55 | 27 | 3.3 | 3.5 | 2.5 |

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Table D.97. GRE General Test Verbal Scores by Ethnic Group (Other Hispanic) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-------|------------|-----------------------------|-----------------------------|
| Life Science | 2,029 | 434 | 500 | 360 |
| Physical Science | 393 | 472 | 550 | 380 |
| Engineering | 441 | 444 | 510 | 360 |
| Social Science | 1,866 | 456 | 530 | 370 |
| Humanities | 713 | 500 | 580 | 420 |
| Education | 1,195 | 414 | 480 | 340 |
| Business | 254 | 421 | 490 | 350 |
| Other | 1,166 | 441 | 520 | 360 |

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Table D.98. GRE General Test Quantitative Scores by Ethnic Group (Other Hispanic) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-------|------------|-----------------------------|-----------------------------|
| Life Science | 2,029 | 508 | 610 | 400 |
| Physical Science | 393 | 619 | 730 | 540 |
| Engineering | 441 | 643 | 730 | 570 |
| Social Science | 1,866 | 489 | 600 | 380 |
| Humanities | 713 | 493 | 600 | 380 |
| Education | 1,195 | 443 | 530 | 340 |
| Business | 254 | 493 | 600 | 390 |
| Other | 1,166 | 471 | 580 | 360 |

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Table D.99. GRE General Test Analytical Writing Scores by Ethnic Group (Other Hispanic) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-------|------------|-----------------------------|-----------------------------|
| Life Science | 2,029 | 3.9 | 4.5 | 3.5 |
| Physical Science | 393 | 4.0 | 4.5 | 3.5 |
| Engineering | 441 | 4.0 | 4.5 | 3.5 |
| Social Science | 1,866 | 4.1 | 4.5 | 3.5 |
| Humanities | 713 | 4.3 | 5.0 | 3.5 |
| Education | 1,195 | 3.8 | 4.5 | 3.0 |
| Business | 254 | 3.8 | 4.5 | 3.0 |
| Other | 1,166 | 4.0 | 4.5 | 3.5 |

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Other Hispanic Examinees: First Generation College Student Status

Table D.100. GRE General Test Verbal Scores by Ethnic Group (Other Hispanic) and First Generation College Student Status 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|-------|------------|-----------------------------|-----------------------------|
| No | 4,777 | 469 | 550 | 380 |
| Yes | 3,604 | 414 | 480 | 340 |

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Table D.101. GRE General Test Quantitative Scores by Ethnic Group (Other Hispanic) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|-------|------------|-----------------------------|-----------------------------|
| No | 4,777 | 532 | 640 | 430 |
| Yes | 3,604 | 455 | 560 | 350 |

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Table D.102. GRE General Test Analytical Writing Scores by Ethnic Group (Other Hispanic) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|-------|------------|-----------------------------|-----------------------------|
| No | 4,777 | 4.1 | 4.5 | 3.5 |
| Yes | 3,604 | 3.8 | 4.5 | 3.0 |

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Other Hispanic Examinees: Undergraduate GPA

Table D.103. GRE General Test Verbal Scores by Ethnic Group (Other Hispanic) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-------|------------|-----------------------------|-----------------------------|
| C- | 28 | 379 | 445 | 305 |
| C | 361 | 400 | 460 | 330 |
| B- | 860 | 411 | 470 | 330 |
| B | 2,646 | 429 | 500 | 350 |
| A- | 2,500 | 457 | 540 | 370 |
| A | 1,837 | 478 | 560 | 390 |

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Table D.104. GRE General Test Quantitative Scores by Ethnic Group (Other Hispanic) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-------|------------|-----------------------------|-----------------------------|
| C- | 28 | 426 | 505 | 315 |
| C | 361 | 470 | 570 | 360 |
| B- | 860 | 468 | 570 | 360 |
| B | 2,646 | 487 | 600 | 370 |
| A- | 2,500 | 510 | 620 | 400 |
| A | 1,837 | 527 | 640 | 420 |

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Table D.105. GRE General Test Analytical Writing Scores by Ethnic Group (Other Hispanic) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-------|------------|-----------------------------|-----------------------------|
| C- | 28 | 3.3 | 4.0 | 3.0 |
| C | 361 | 3.6 | 4.0 | 3.0 |
| B- | 860 | 3.8 | 4.5 | 3.5 |
| B | 2,646 | 3.9 | 4.5 | 3.5 |
| A- | 2,500 | 4.1 | 4.5 | 3.5 |
| A | 1,837 | 4.2 | 5.0 | 3.5 |

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Other Hispanic Examinees: Age Group

Table D.106. GRE General Test Verbal Scores by Ethnic Group (Other Hispanic) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 2,381 | 459 | 540 | 380 |
| 23-25 | 2,680 | 442 | 510 | 360 |
| 26-30 | 1,806 | 445 | 520 | 360 |
| 31-35 | 786 | 435 | 520 | 340 |
| 36-40 | 425 | 424 | 520 | 330 |
| 41-45 | 252 | 422 | 500 | 330 |
| 46-50 | 189 | 415 | 500 | 330 |
| 51-55 | 89 | 409 | 490 | 320 |
| 56-60 | 29 | 390 | 490 | 290 |

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Table D.107. GRE General Test Quantitative Scores by Ethnic Group (Other Hispanic) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 2,381 | 550 | 650 | 460 |
| 23-25 | 2,680 | 509 | 610 | 410 |
| 26-30 | 1,806 | 483 | 590 | 370 |
| 31-35 | 786 | 448 | 550 | 340 |
| 36-40 | 425 | 434 | 540 | 310 |
| 41-45 | 252 | 407 | 500 | 300 |
| 46-50 | 189 | 395 | 480 | 290 |
| 51-55 | 89 | 385 | 460 | 290 |
| 56-60 | 29 | 400 | 570 | 280 |

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Table D.108. GRE General Test Analytical Writing Scores by Ethnic Group (Other Hispanic) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 2,381 | 4.2 | 4.5 | 3.5 |
| 23-25 | 2,680 | 4.0 | 4.5 | 3.5 |
| 26-30 | 1,806 | 3.9 | 4.5 | 3.5 |
| 31-35 | 786 | 3.8 | 4.5 | 3.0 |
| 36-40 | 425 | 3.6 | 4.0 | 3.0 |
| 41-45 | 252 | 3.5 | 4.0 | 3.0 |
| 46-50 | 189 | 3.5 | 4.0 | 3.0 |
| 51-55 | 89 | 3.4 | 4.0 | 3.0 |
| 56-60 | 29 | 3.3 | 4.0 | 2.5 |

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White Examinees: Intended Graduate Major Field

Table D.109. GRE General Test Verbal Scores by Ethnic Group (White) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|--------|------------|-----------------------------|-----------------------------|
| Life Science | 66,153 | 466 | 530 | 390 |
| Physical Science | 14,957 | 530 | 600 | 460 |
| Engineering | 11,616 | 514 | 580 | 450 |
| Social Science | 42,980 | 506 | 580 | 430 |
| Humanities | 24,786 | 560 | 630 | 490 |
| Education | 36,938 | 461 | 530 | 390 |
| Business | 4,141 | 470 | 540 | 400 |
| Other | 30,797 | 495 | 570 | 410 |

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Table D.110. GRE General Test Quantitative Scores by Ethnic Group (White) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|--------|------------|-----------------------------|-----------------------------|
| Life Science | 66,153 | 559 | 650 | 480 |
| Physical Science | 14,957 | 675 | 760 | 610 |
| Engineering | 11,616 | 707 | 770 | 670 |
| Social Science | 42,980 | 557 | 650 | 470 |
| Humanities | 24,786 | 554 | 650 | 470 |
| Education | 36,938 | 513 | 610 | 420 |
| Business | 4,141 | 560 | 660 | 470 |
| Other | 30,797 | 538 | 630 | 450 |

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Table D.111. GRE General Test Analytical Writing Scores by Ethnic Group (White) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|--------|------------|-----------------------------|-----------------------------|
| Life Science | 66,153 | 4.2 | 4.5 | 3.5 |
| Physical Science | 14,957 | 4.4 | 5.0 | 4.0 |
| Engineering | 11,616 | 4.4 | 5.0 | 4.0 |
| Social Science | 42,980 | 4.4 | 5.0 | 4.0 |
| Humanities | 24,786 | 4.6 | 5.0 | 4.0 |
| Education | 36,938 | 4.1 | 4.5 | 3.5 |
| Business | 4,141 | 4.2 | 4.5 | 3.5 |
| Other | 30,797 | 4.3 | 5.0 | 4.0 |

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White Examinees: First Generation College Student Status

Table D.112. GRE General Test Verbal Scores by Ethnic Group (White) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|---------|------------|-----------------------------|-----------------------------|
| No | 180,270 | 504 | 580 | 420 |
| Yes | 61,984 | 463 | 530 | 390 |

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Table D.113. GRE General Test Quantitative Scores by Ethnic Group (White) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|---------|------------|-----------------------------|-----------------------------|
| No | 180,270 | 578 | 680 | 490 |
| Yes | 61,984 | 520 | 620 | 420 |

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Table D.114. GRE General Test Analytical Writing Scores by Ethnic Group (White) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|---------|------------|-----------------------------|-----------------------------|
| No | 180,270 | 4.4 | 5.0 | 4.0 |
| Yes | 61,984 | 4.1 | 4.5 | 3.5 |

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White Examinees: Undergraduate GPA

Table D.115. GRE General Test Verbal Scores by Ethnic Group (White) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|--------|------------|-----------------------------|-----------------------------|
| C- | 283 | 449 | 520 | 360 |
| C | 4,922 | 450 | 520 | 380 |
| B- | 15,047 | 455 | 520 | 380 |
| B | 60,399 | 467 | 540 | 390 |
| A- | 79,916 | 499 | 570 | 420 |
| A | 78,388 | 519 | 590 | 440 |

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Table D.116. GRE General Test Quantitative Scores by Ethnic Group (White) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|--------|------------|-----------------------------|-----------------------------|
| C- | 283 | 519 | 620 | 420 |
| C | 4,922 | 525 | 630 | 430 |
| B- | 15,047 | 537 | 640 | 440 |
| B | 60,399 | 540 | 640 | 440 |
| A- | 79,916 | 569 | 670 | 480 |
| A | 78,388 | 584 | 690 | 500 |

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Table D.117. GRE General Test Analytical Writing Scores by Ethnic Group (White) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|--------|------------|-----------------------------|-----------------------------|
| C- | 283 | 3.9 | 4.5 | 3.5 |
| C | 4,922 | 3.9 | 4.5 | 3.5 |
| B- | 15,047 | 4.0 | 4.5 | 3.5 |
| B | 60,399 | 4.1 | 4.5 | 3.5 |
| A- | 79,916 | 4.3 | 5.0 | 4.0 |
| A | 78,388 | 4.5 | 5.0 | 4.0 |

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Table D.118. GRE General Test Verbal Scores by Ethnic Group (White) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|--------|------------|-----------------------------|-----------------------------|
| <23 | 85,494 | 486 | 550 | 410 |
| 23-25 | 73,799 | 488 | 560 | 410 |
| 26-30 | 42,916 | 503 | 580 | 420 |
| 31-35 | 16,474 | 505 | 580 | 420 |
| 36-40 | 10,358 | 505 | 580 | 420 |
| 41-45 | 7,025 | 503 | 580 | 420 |
| 46-50 | 5,484 | 509 | 590 | 430 |
| 51-55 | 3,403 | 518 | 600 | 430 |
| 56-60 | 1,284 | 531 | 620 | 440 |
| >60 | 232 | 533 | 630 | 445 |

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Table D.119. GRE General Test Quantitative Scores by Ethnic Group (White) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|--------|------------|-----------------------------|-----------------------------|
| <23 | 85,494 | 591 | 690 | 510 |
| 23-25 | 73,799 | 567 | 670 | 480 |
| 26-30 | 42,916 | 555 | 660 | 460 |
| 31-35 | 16,474 | 529 | 630 | 430 |
| 36-40 | 10,358 | 507 | 610 | 410 |
| 41-45 | 7,025 | 491 | 590 | 390 |
| 46-50 | 5,484 | 487 | 590 | 380 |
| 51-55 | 3,403 | 477 | 570 | 380 |
| 56-60 | 1,284 | 476 | 570 | 370 |
| >60 | 232 | 467 | 580 | 360 |

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Table D.120. GRE General Test Analytical Writing Scores by Ethnic Group (White) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|--------|------------|-----------------------------|-----------------------------|
| <23 | 85,494 | 4.4 | 5.0 | 4.0 |
| 23-25 | 73,799 | 4.3 | 5.0 | 4.0 |
| 26-30 | 42,916 | 4.3 | 5.0 | 4.0 |
| 31-35 | 16,474 | 4.2 | 4.5 | 3.5 |
| 36-40 | 10,358 | 4.1 | 4.5 | 3.5 |
| 41-45 | 7,025 | 4.1 | 4.5 | 3.5 |
| 46-50 | 5,484 | 4.1 | 4.5 | 3.5 |
| 51-55 | 3,403 | 4.1 | 4.5 | 3.5 |
| 56-60 | 1,284 | 4.1 | 4.5 | 3.5 |
| >60 | 232 | 4.2 | 4.5 | 3.5 |

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Table D.121. GRE General Test Verbal Scores by Ethnic Group (Other) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-------|------------|-----------------------------|-----------------------------|
| Life Science | 2,820 | 478 | 560 | 390 |
| Physical Science | 743 | 529 | 610 | 450 |
| Engineering | 647 | 499 | 590 | 420 |
| Social Science | 2,788 | 510 | 590 | 430 |
| Humanities | 1,640 | 561 | 640 | 490 |
| Education | 1,266 | 459 | 540 | 380 |
| Business | 200 | 470 | 550 | 380 |
| Other | 1,752 | 501 | 590 | 410 |

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Table D.122. GRE General Test Quantitative Scores by Ethnic Group (Other) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-------|------------|-----------------------------|-----------------------------|
| Life Science | 2,820 | 558 | 660 | 470 |
| Physical Science | 743 | 669 | 760 | 610 |
| Engineering | 647 | 685 | 760 | 640 |
| Social Science | 2,788 | 546 | 650 | 455 |
| Humanities | 1,640 | 543 | 650 | 450 |
| Education | 1,266 | 494 | 610 | 380 |
| Business | 200 | 539 | 650 | 420 |
| Other | 1,752 | 527 | 630 | 430 |

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Table D.123. GRE General Test Analytical Writing Scores by Ethnic Group (Other) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

| Intended Major | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------------------|-------|------------|-----------------------------|-----------------------------|
| Life Science | 2,820 | 4.2 | 4.5 | 3.5 |
| Physical Science | 743 | 4.3 | 5.0 | 3.5 |
| Engineering | 647 | 4.2 | 5.0 | 4.0 |
| Social Science | 2,788 | 4.4 | 5.0 | 4.0 |
| Humanities | 1,640 | 4.6 | 5.0 | 4.0 |
| Education | 1,266 | 4.1 | 4.5 | 3.5 |
| Business | 200 | 4.0 | 4.5 | 3.5 |
| Other | 1,752 | 4.4 | 5.0 | 4.0 |

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Other Ethnicity Examinees: First Generation College Student Status

Table D.124. GRE General Test Verbal Scores by Ethnic Group (Other) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|-------|------------|-----------------------------|-----------------------------|
| No | 9,387 | 516 | 600 | 430 |
| Yes | 3,219 | 460 | 540 | 370 |

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Table D.125. GRE General Test Quantitative Scores by Ethnic Group (Other) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|-------|------------|-----------------------------|-----------------------------|
| No | 9,387 | 573 | 680 | 480 |
| Yes | 3,219 | 501 | 610 | 390 |

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Table D.126. GRE General Test Analytical Writing Scores by Ethnic Group (Other) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

| First Generation College | N | Mean Score | 75 th Percentile | 25 th Percentile |
|--------------------------|-------|------------|-----------------------------|-----------------------------|
| No | 9,387 | 4.4 | 5.0 | 4.0 |
| Yes | 3,219 | 4.1 | 4.5 | 3.5 |

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Other Ethnicity Examinees: Undergraduate GPA

Table D.127. GRE General Test Verbal Scores by Ethnic Group (Other) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-------|------------|-----------------------------|-----------------------------|
| C- | 29 | 458 | 490 | 390 |
| C | 352 | 431 | 505 | 350 |
| B- | 1,007 | 446 | 520 | 370 |
| B | 3,283 | 470 | 550 | 380 |
| A- | 4,172 | 516 | 600 | 430 |
| A | 3,561 | 538 | 620 | 460 |

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Table D.128. GRE General Test Quantitative Scores by Ethnic Group (Other) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-------|------------|-----------------------------|-----------------------------|
| C- | 29 | 476 | 630 | 350 |
| C | 352 | 514 | 630 | 410 |
| B- | 1,007 | 526 | 640 | 420 |
| B | 3,283 | 530 | 640 | 420 |
| A- | 4,172 | 567 | 680 | 470 |
| A | 3,561 | 575 | 680 | 480 |

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Table D.129. GRE General Test Analytical Writing Scores by Ethnic Group (Other) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

| UGPA | N | Mean Score | 75 th Percentile | 25 th Percentile |
|------|-------|------------|-----------------------------|-----------------------------|
| C- | 29 | 4.1 | 4.5 | 3.5 |
| C | 352 | 3.8 | 4.5 | 3.5 |
| B- | 1,007 | 4.0 | 4.5 | 3.5 |
| B | 3,283 | 4.1 | 4.5 | 3.5 |
| A- | 4,172 | 4.4 | 5.0 | 4.0 |
| A | 3,561 | 4.5 | 5.0 | 4.0 |

[Return to Text](#)

Other Ethnicity Examinees: Age Group

Table D.130. GRE General Test Verbal Scores by Ethnic Group (Other) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 3,827 | 504 | 580 | 420 |
| 23-25 | 4,442 | 500 | 580 | 410 |
| 26-30 | 2,752 | 502 | 590 | 410 |
| 31-35 | 935 | 497 | 590 | 390 |
| 36-40 | 478 | 498 | 600 | 390 |
| 41-45 | 290 | 500 | 610 | 390 |
| 46-50 | 214 | 484 | 600 | 360 |
| 51-55 | 128 | 516 | 610 | 395 |
| 56-60 | 56 | 528 | 610 | 425 |

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Table D.131. GRE General Test Quantitative Scores by Ethnic Group (Other) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 3,827 | 590 | 700 | 500 |
| 23-25 | 4,442 | 560 | 670 | 470 |
| 26-30 | 2,752 | 540 | 650 | 440 |
| 31-35 | 935 | 512 | 630 | 400 |
| 36-40 | 478 | 493 | 610 | 380 |
| 41-45 | 290 | 478 | 610 | 350 |
| 46-50 | 214 | 458 | 590 | 320 |
| 51-55 | 128 | 463 | 560 | 360 |
| 56-60 | 56 | 469 | 590 | 345 |

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Table D.132. GRE General Test Analytical Writing Scores by Ethnic Group (Other) and Age Group: 2006-07 (U.S. Citizens Only)

| Age Group | N | Mean Score | 75 th Percentile | 25 th Percentile |
|-----------|-------|------------|-----------------------------|-----------------------------|
| <23 | 3,827 | 4.4 | 5.00 | 4.0 |
| 23-25 | 4,442 | 4.3 | 5.00 | 4.0 |
| 26-30 | 2,752 | 4.2 | 5.00 | 3.5 |
| 31-35 | 935 | 4.1 | 4.50 | 3.5 |
| 36-40 | 478 | 4.1 | 5.00 | 3.5 |
| 41-45 | 290 | 4.0 | 4.50 | 3.5 |
| 46-50 | 214 | 3.8 | 4.50 | 3.0 |
| 51-55 | 128 | 4.1 | 4.50 | 3.5 |
| 56-60 | 56 | 4.0 | 4.75 | 3.5 |

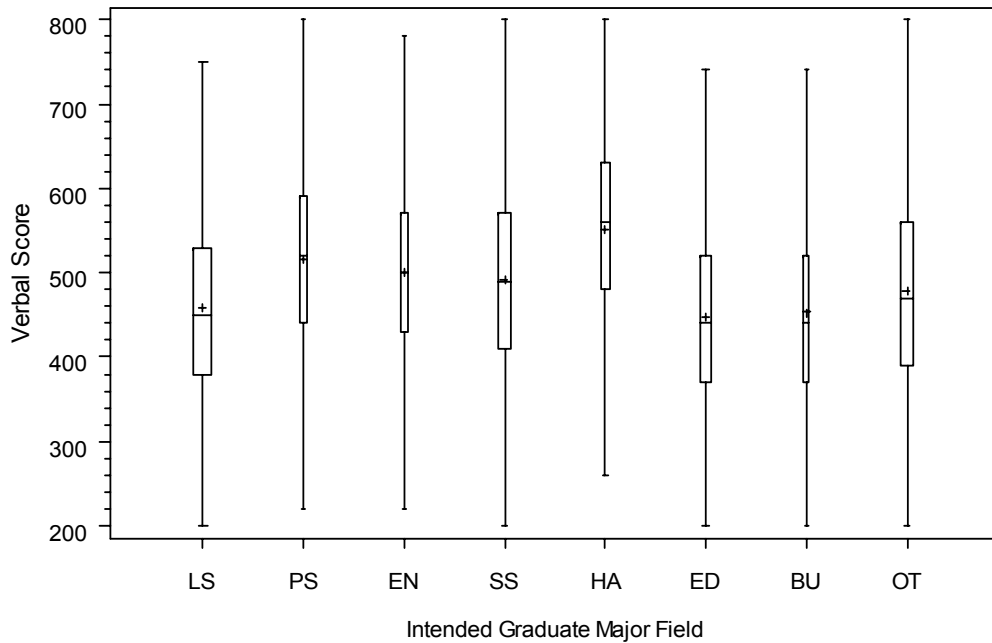
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Examinee Characteristics: Intended Major Field, First-Generation College,
Undergraduate GPA, Age
July 1, 2006 – June 30, 2007

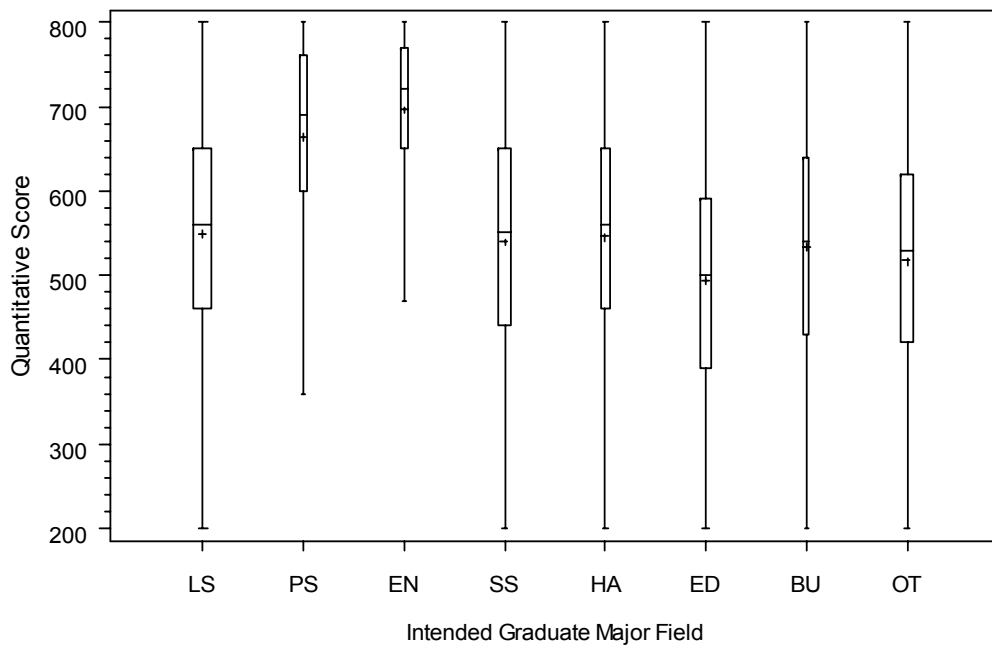
Data is not graphed for subgroups containing fewer than 25 test takers.

**Figure 1. GRE General Test Verbal Scores by Intended Graduate Major Field: 2006-07
(U.S. Citizens Only)**

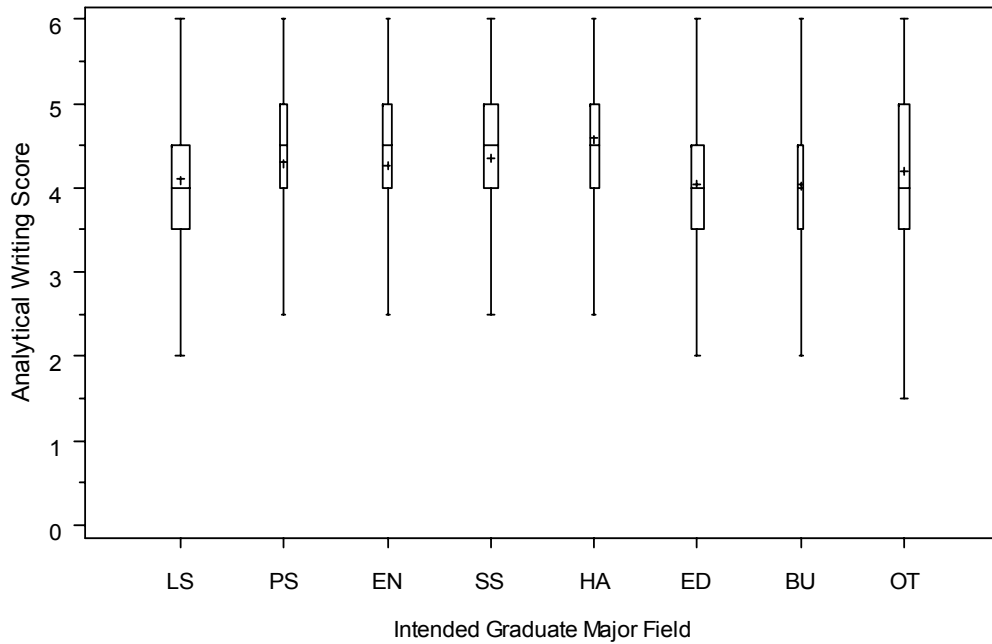


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**Figure 2. GRE General Test Quantitative Scores by Intended Graduate Major Field: 2006-07
(U.S. Citizens Only)**

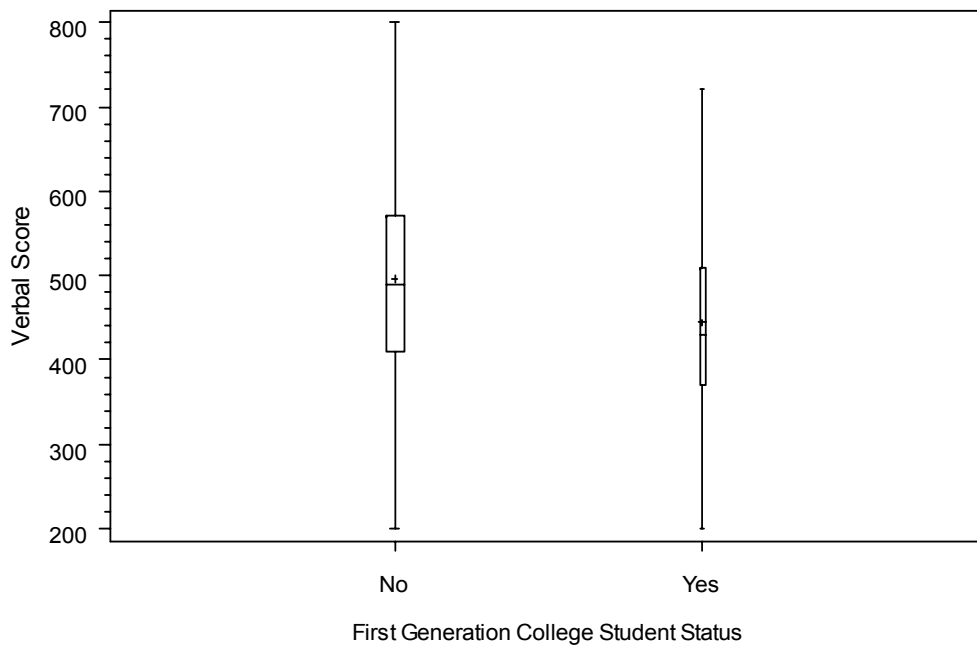


**Figure 3. GRE General Test Analytical Writing Scores by Intended Graduate Major Field: 2006-07
(U.S. Citizens Only)**



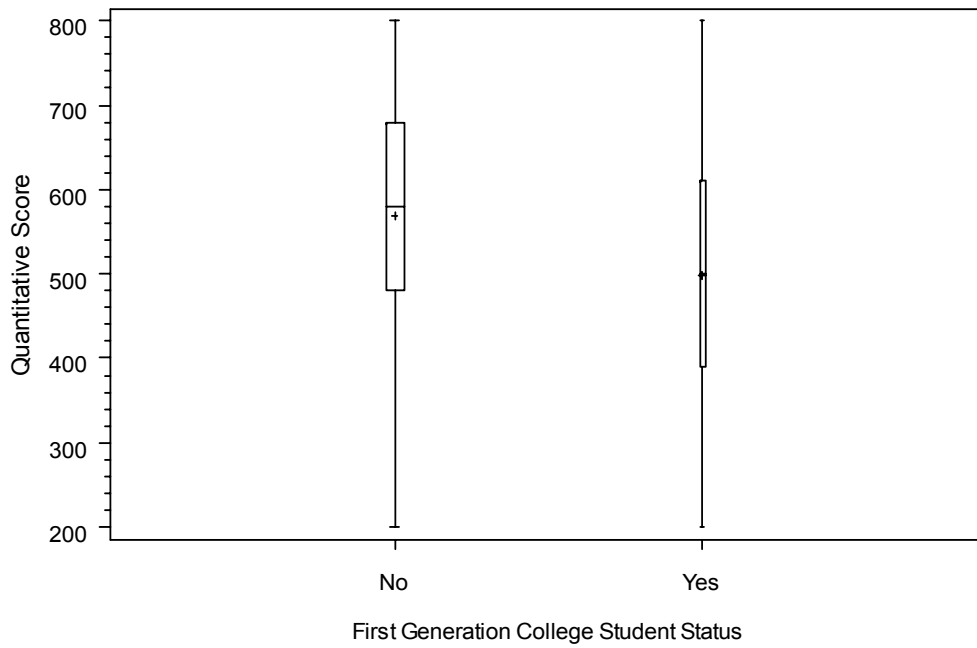
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**Figure 4. GRE General Test Verbal Scores by First Generation College Student Status: 2006-07
(U.S. Citizens Only)**



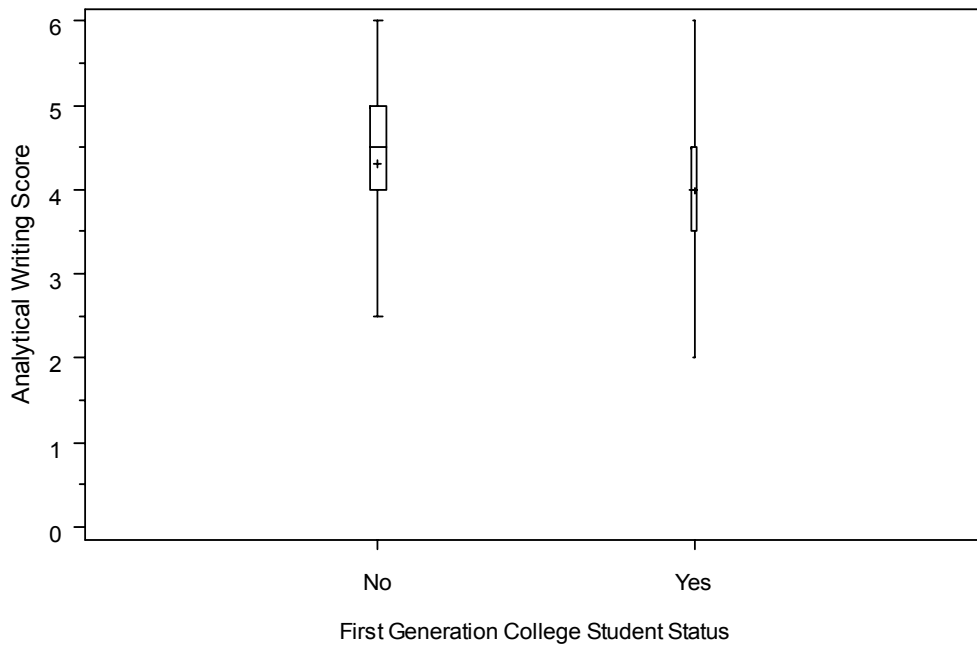
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**Figure 5. GRE General Test Quantitative Scores by First Generation College Student Status: 2006-07
(U.S. Citizens Only)**



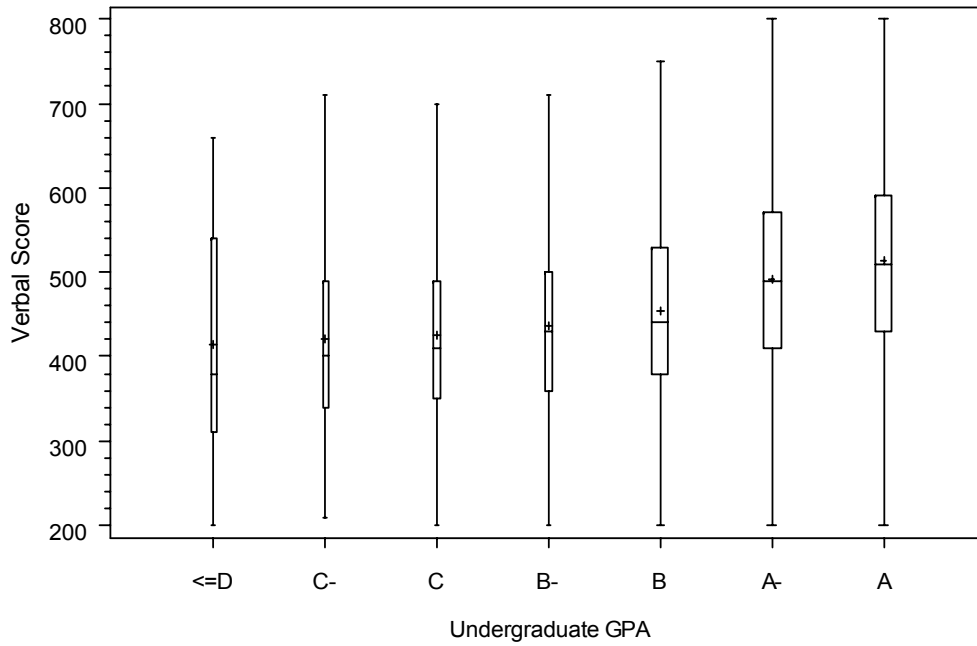
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**Figure 6. GRE General Test Analytical Writing Scores by First Generation College Student Status: 2006-07
(U.S. Citizens Only)**



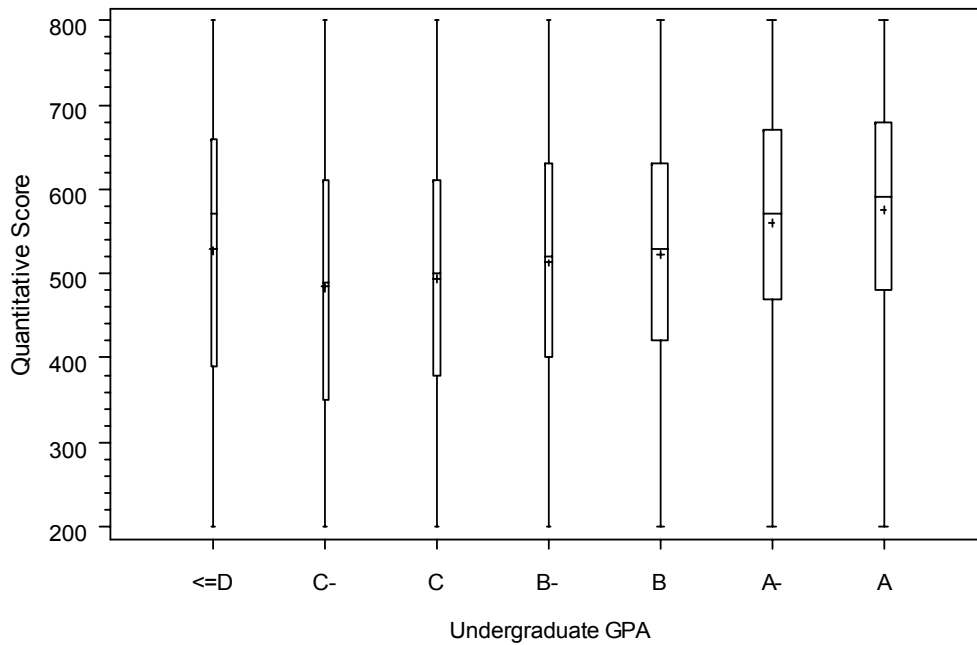
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**Figure 7. GRE General Test Verbal Scores by Undergraduate GPA: 2006-07
(U.S. Citizens Only)**



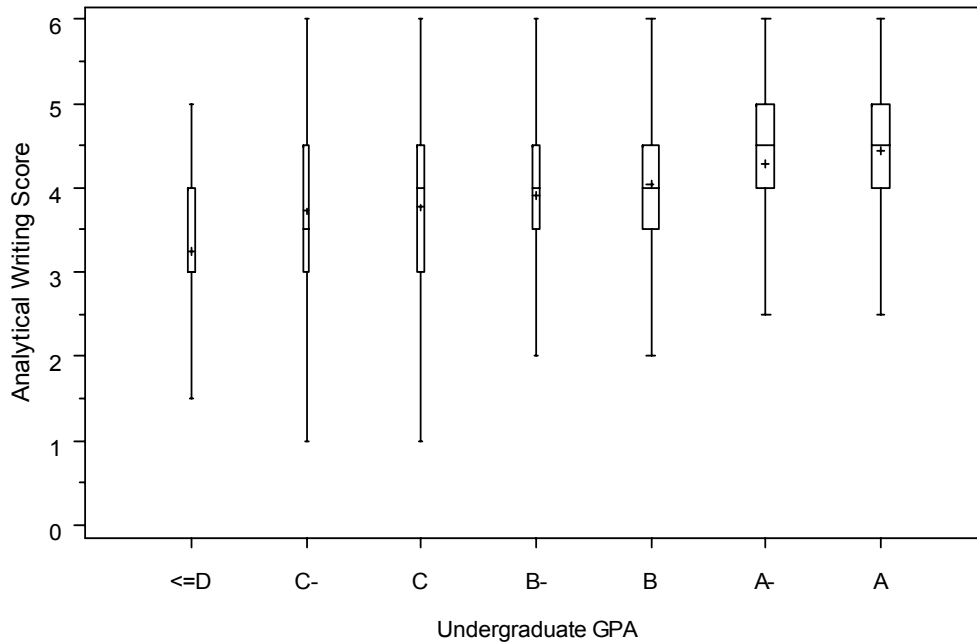
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**Figure 8. GRE General Test Quantitative Scores by Undergraduate GPA: 2006-07
(U.S. Citizens Only)**



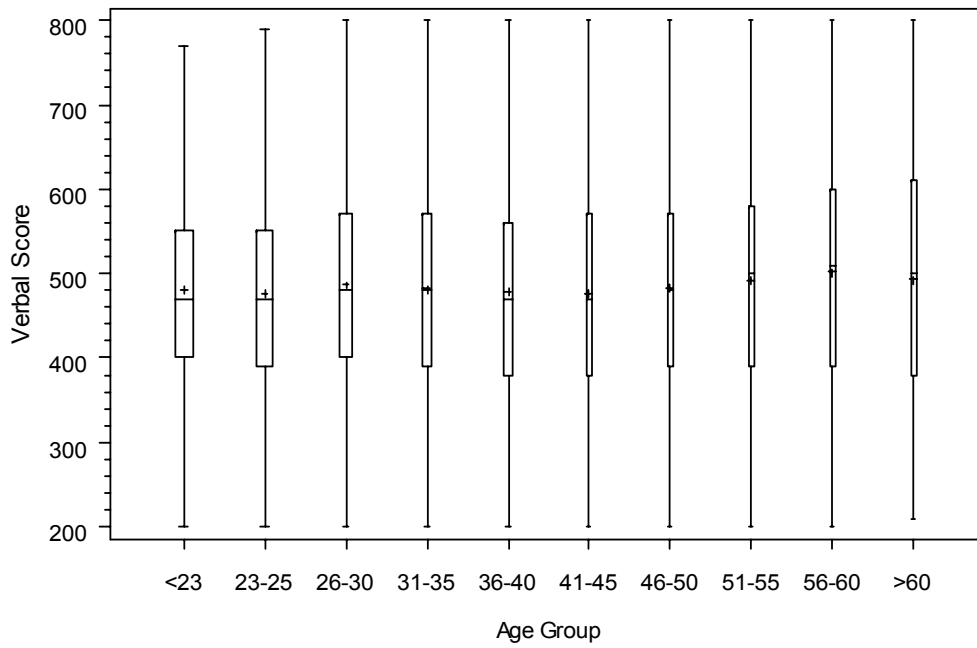
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**Figure 9. GRE General Test Analytical Writing Scores by Undergraduate GPA: 2006-07
(U.S. Citizens Only)**



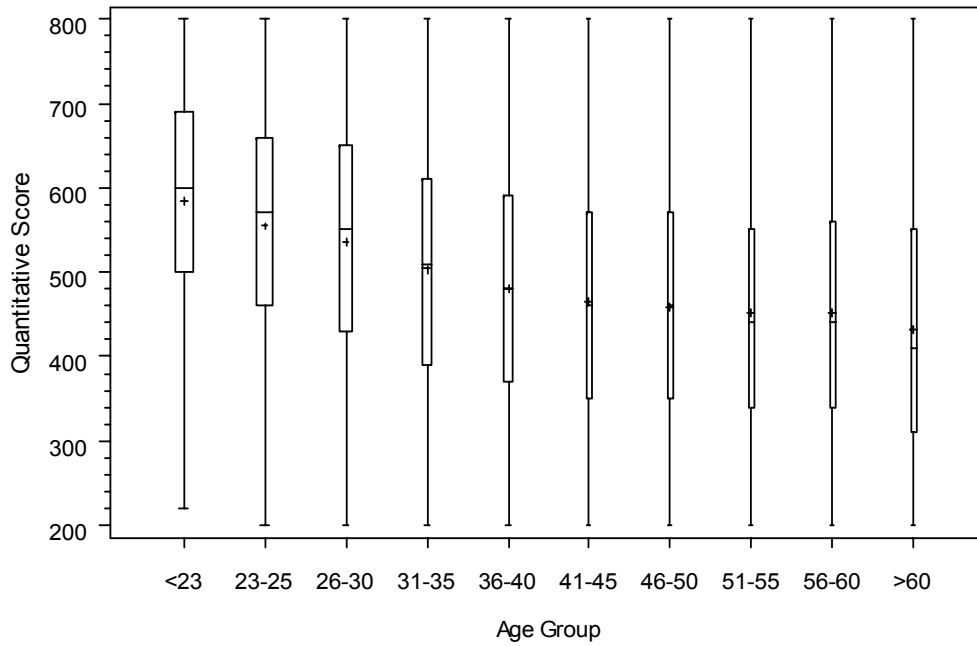
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**Figure 10. GRE General Test Verbal Scores by Age Group: 2006-07
(U.S. Citizens Only)**



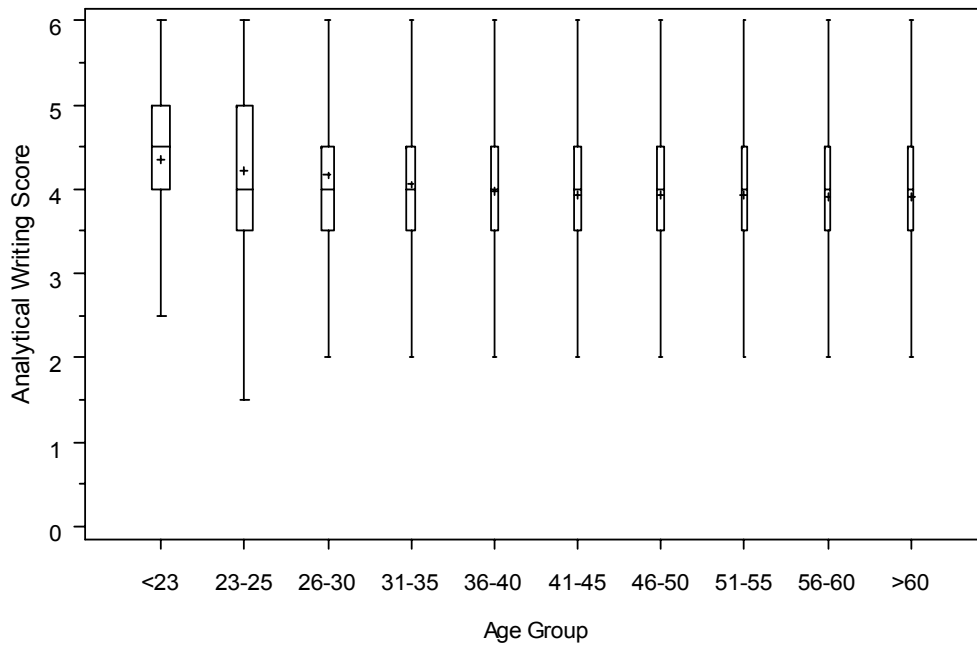
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**Figure 11. GRE General Test Quantitative Scores by Age Group: 2006-07
(U.S. Citizens Only)**



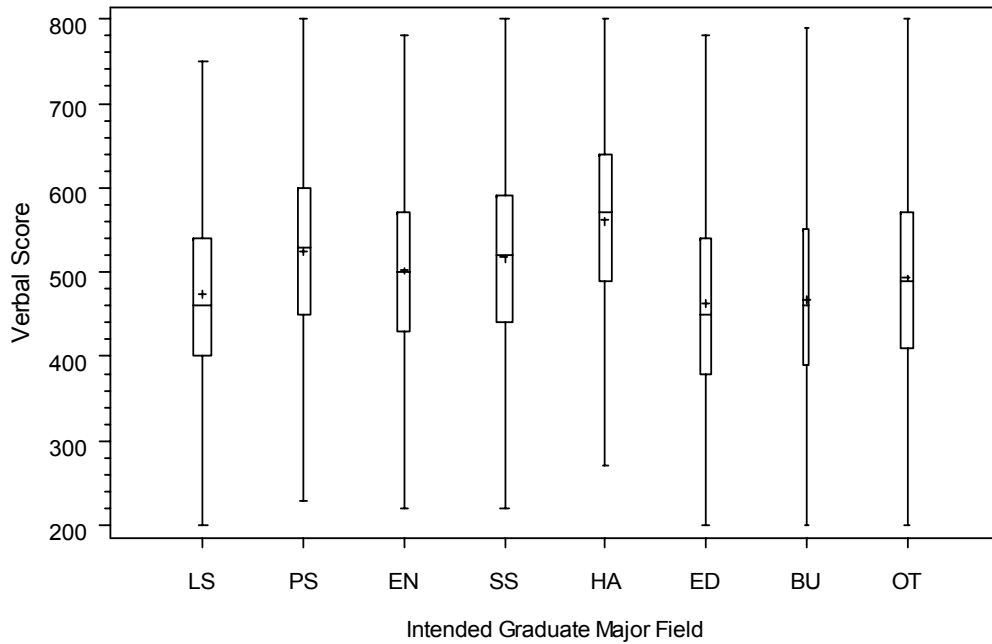
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**Figure 12. GRE General Test Analytical Writing Scores by Age Group: 2006-07
(U.S. Citizens Only)**



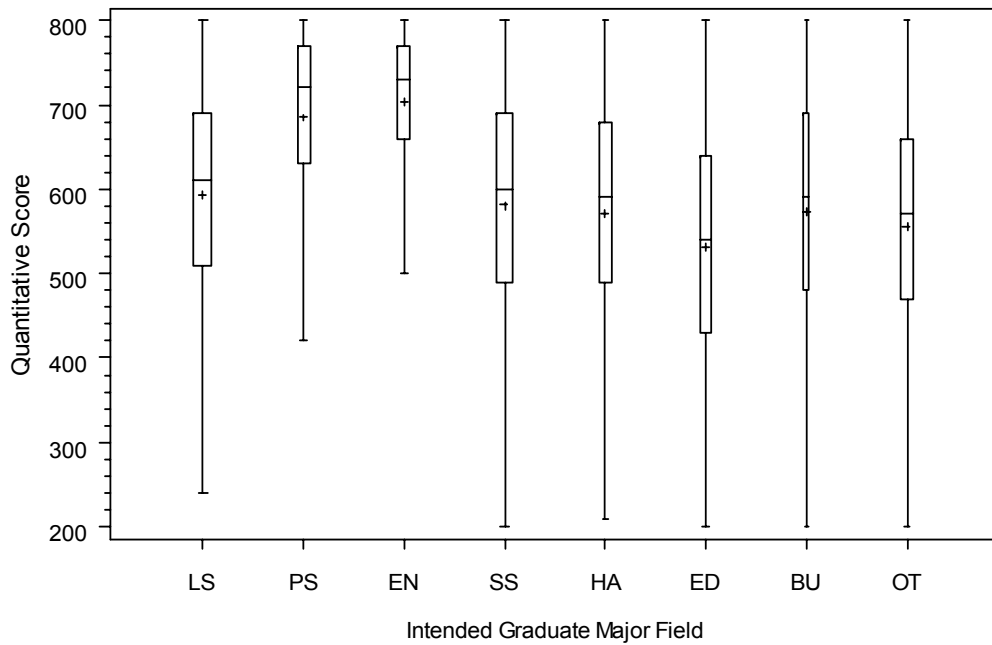
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**Figure 13. GRE General Test Verbal Scores by Sex (Male)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



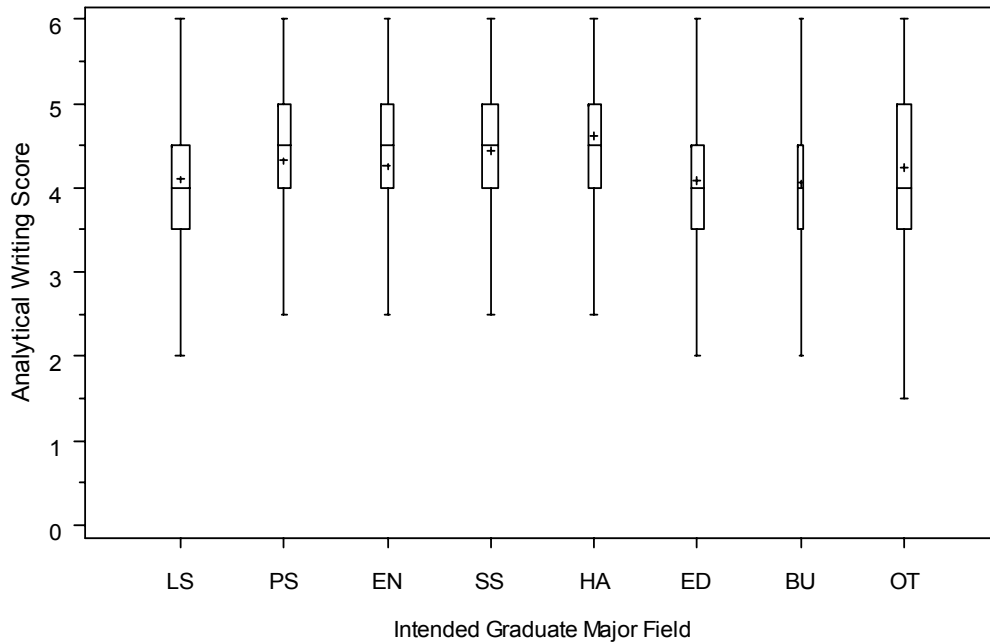
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**Figure 14. GRE General Test Quantitative Scores by Sex (Male)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



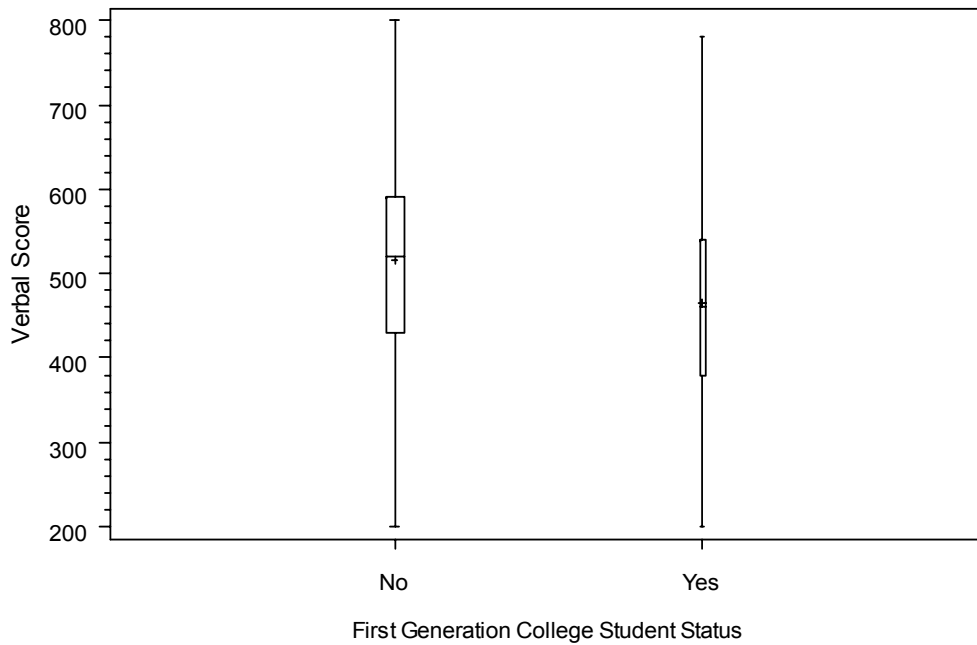
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**Figure 15. GRE General Test Analytical Writing Scores by Sex (Male)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



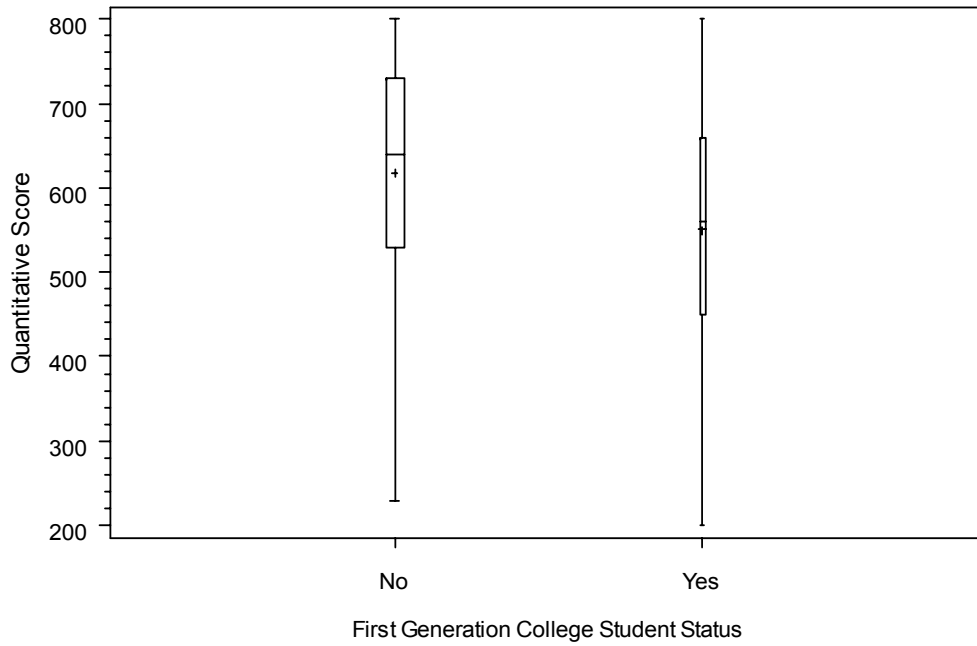
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**Figure 16. GRE General Test Verbal Scores by Sex (Male)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



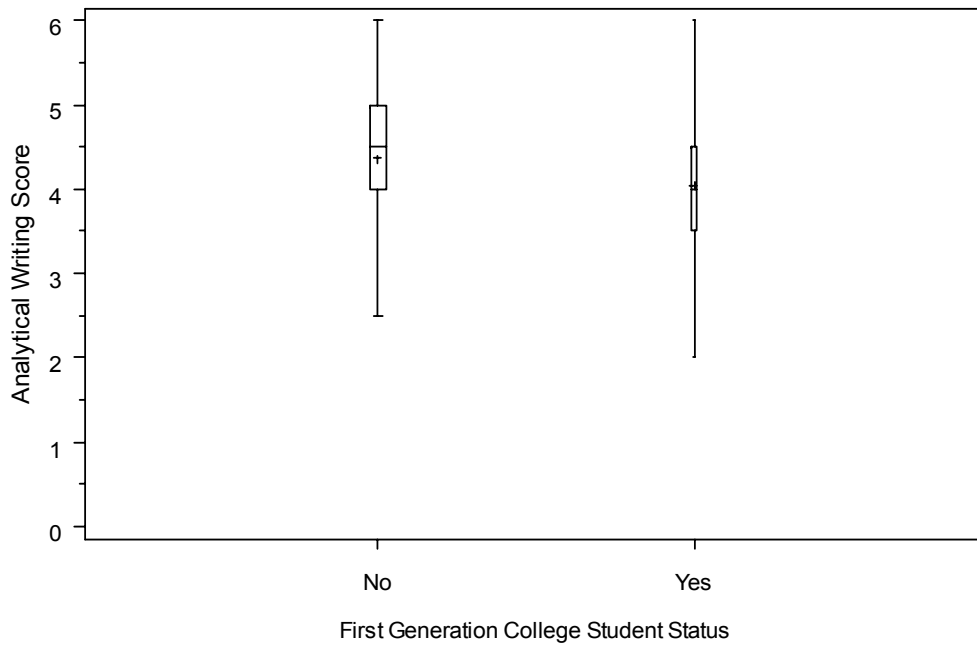
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**Figure 17. GRE General Test Quantitative Scores by Sex (Male)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



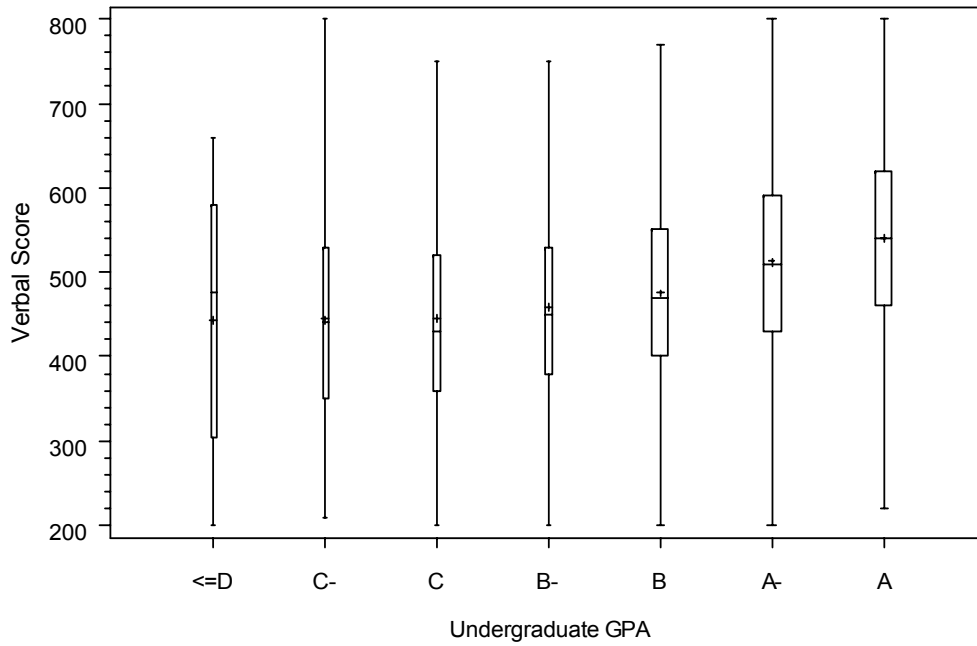
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**Figure 18. GRE General Test Analytical Writing Scores by Sex (Male)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



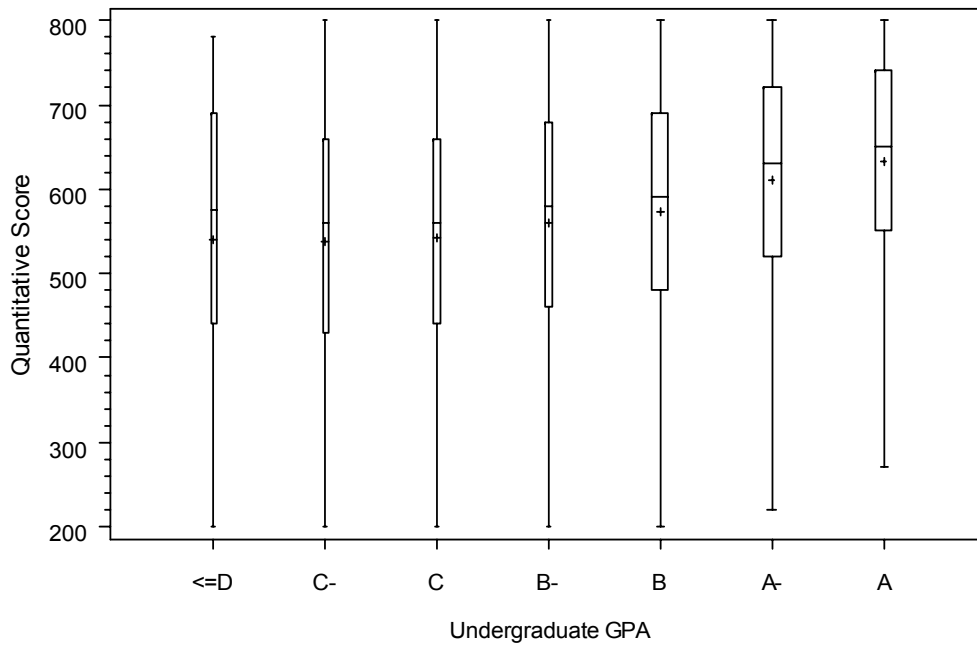
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**Figure 19. GRE General Test Verbal Scores by Sex (Male)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



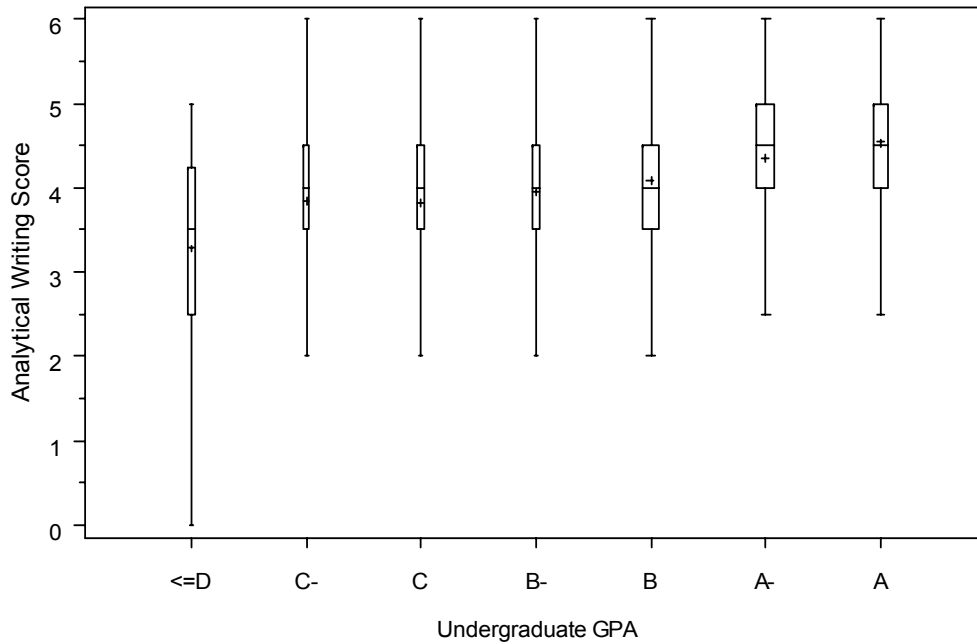
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**Figure 20. GRE General Test Quantitative Scores by Sex (Male)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



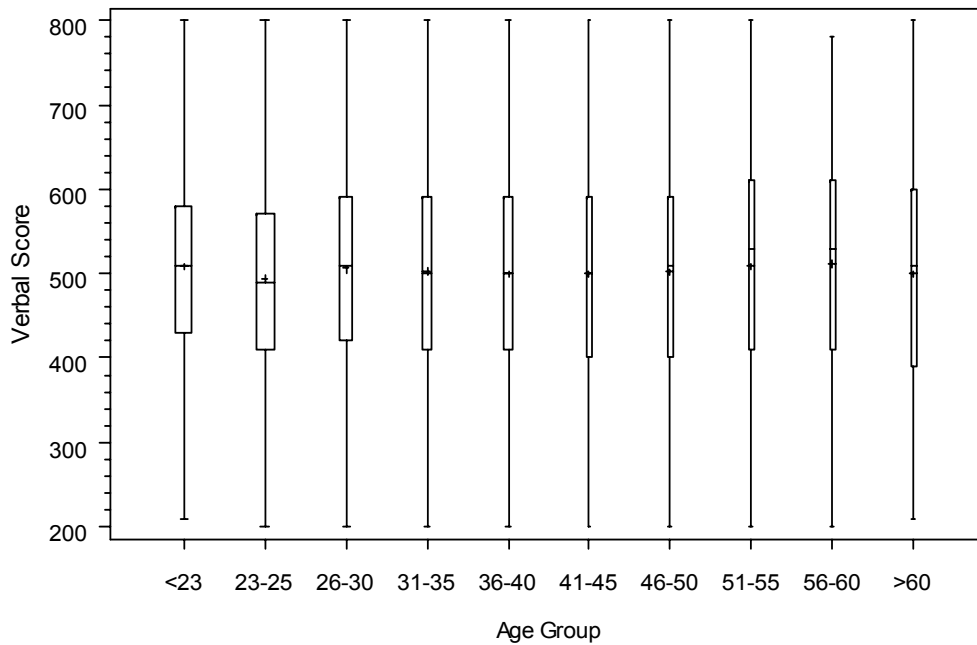
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**Figure 21. GRE General Test Analytical Writing Scores by Sex (Male)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



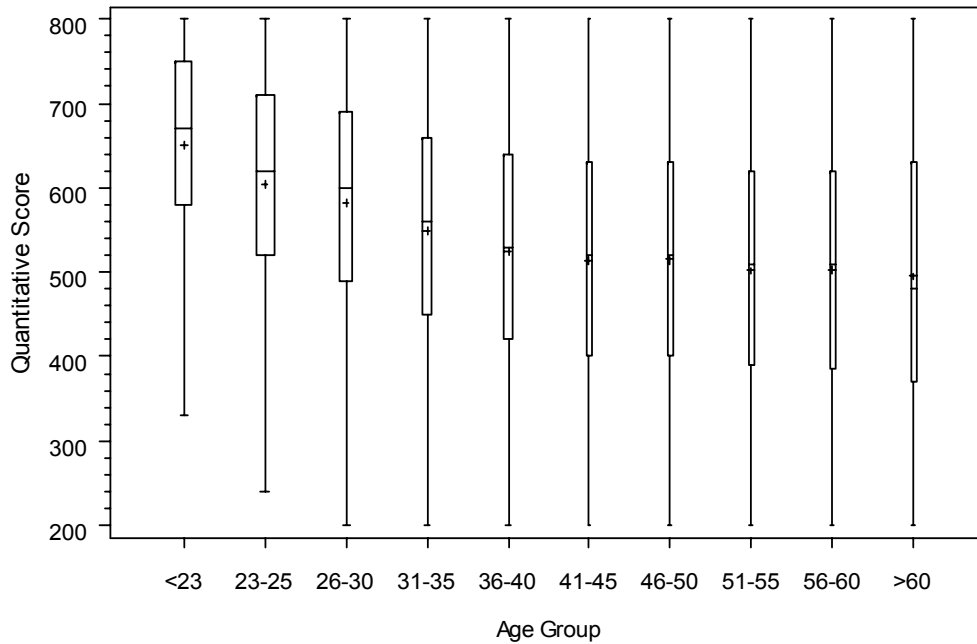
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**Figure 22. GRE General Test Verbal Scores by Sex (Male)
And Age Group: 2006-07 (U.S. Citizens Only)**



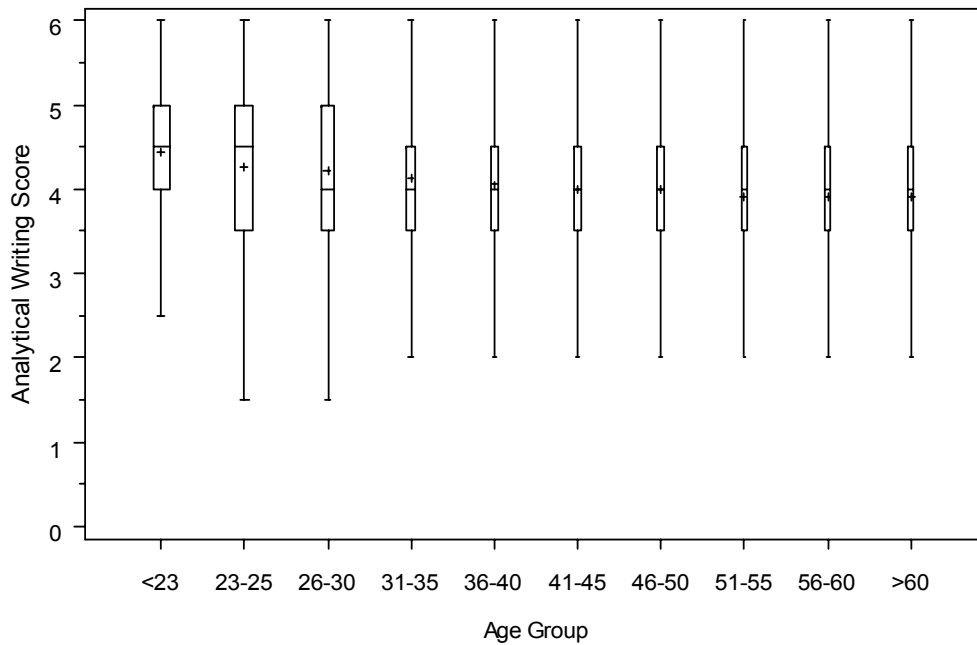
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**Figure 23. GRE General Test Quantitative Scores by Sex (Male)
And Age Group: 2006-07 (U.S. Citizens Only)**



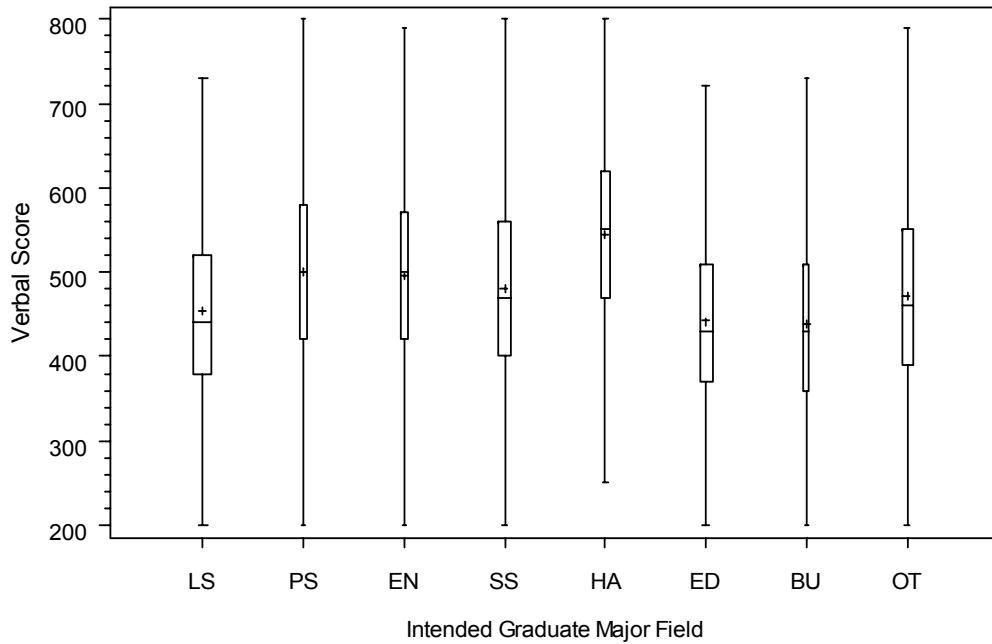
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**Figure 24. GRE General Test Analytical Writing Scores by Sex (Male)
And Age Group: 2006-07 (U.S. Citizens Only)**



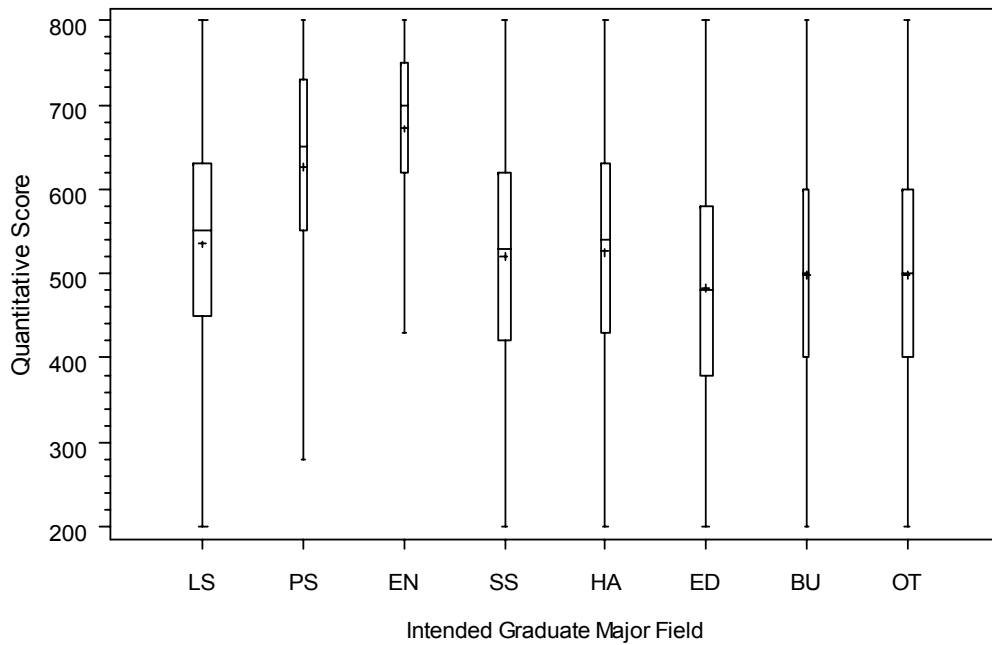
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**Figure 25. GRE General Test Verbal Scores by Sex (Female)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



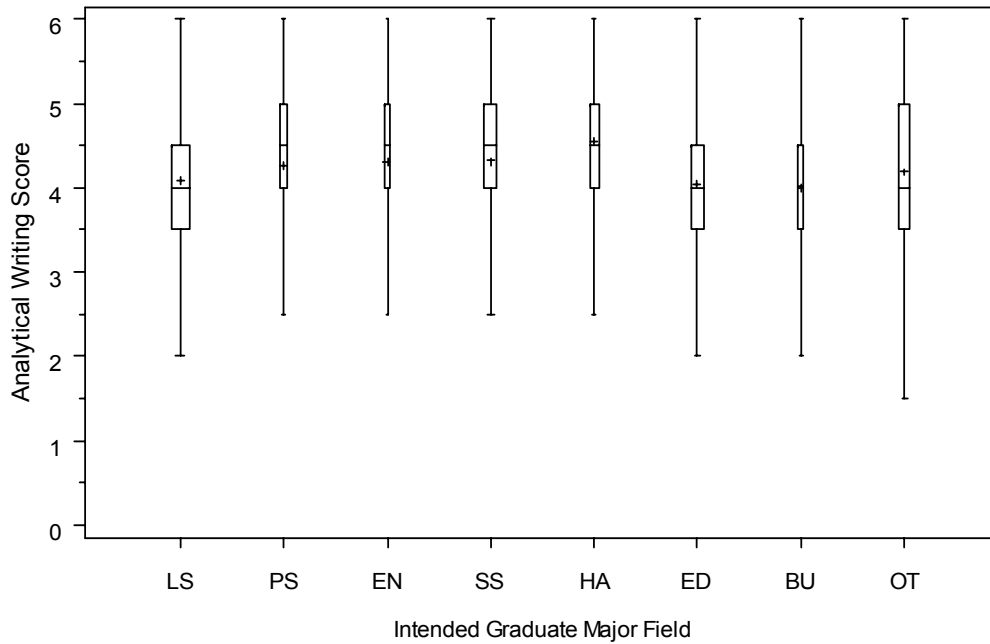
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**Figure 26. GRE General Test Quantitative Scores by Sex (Female)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



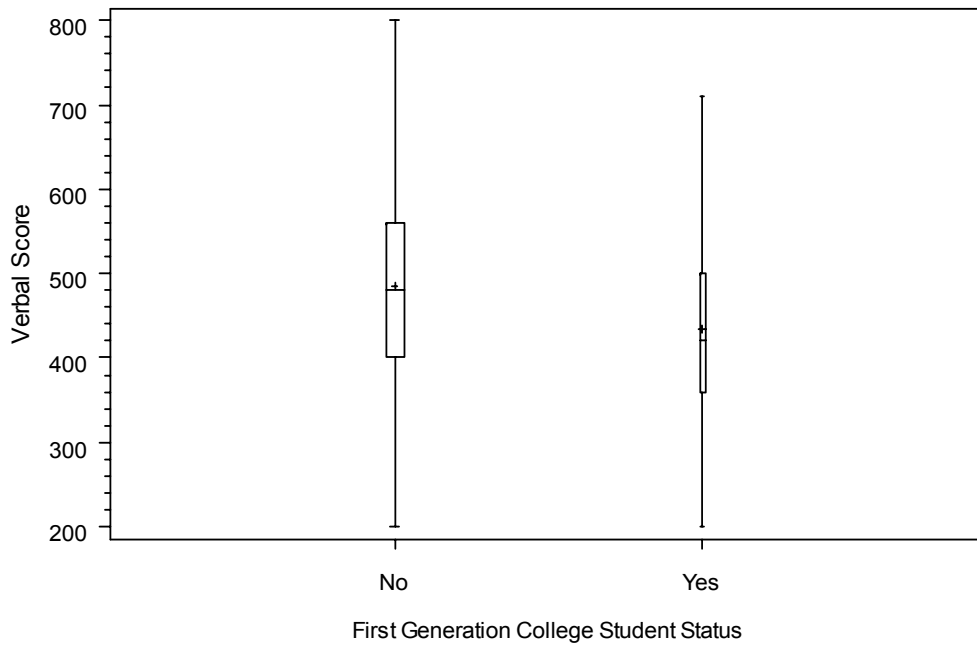
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**Figure 27. GRE General Test Analytical Writing Scores by Sex (Female)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



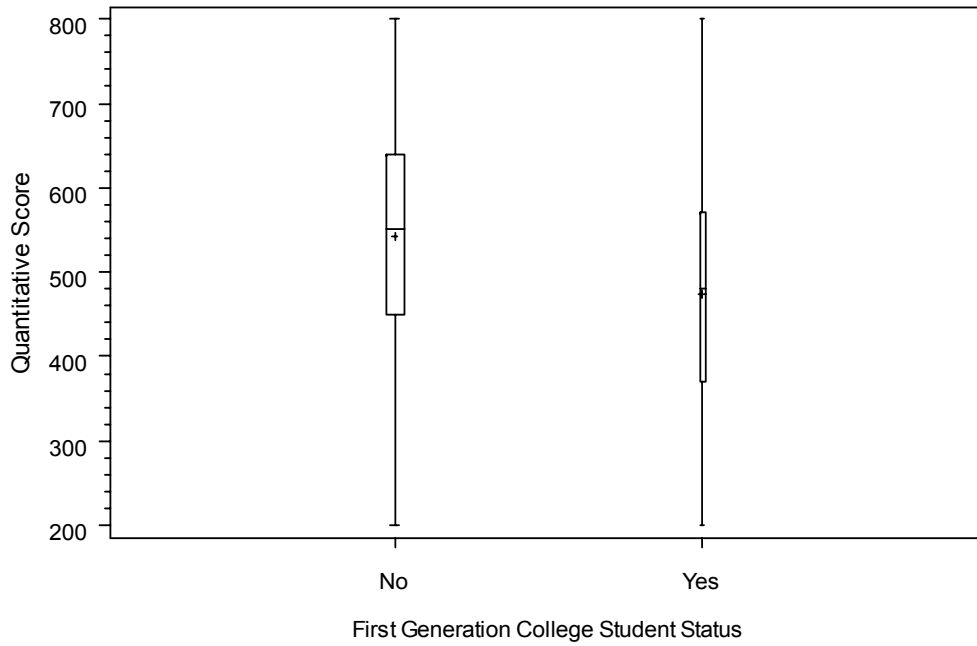
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**Figure 28. GRE General Test Verbal Scores by Sex (Female)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



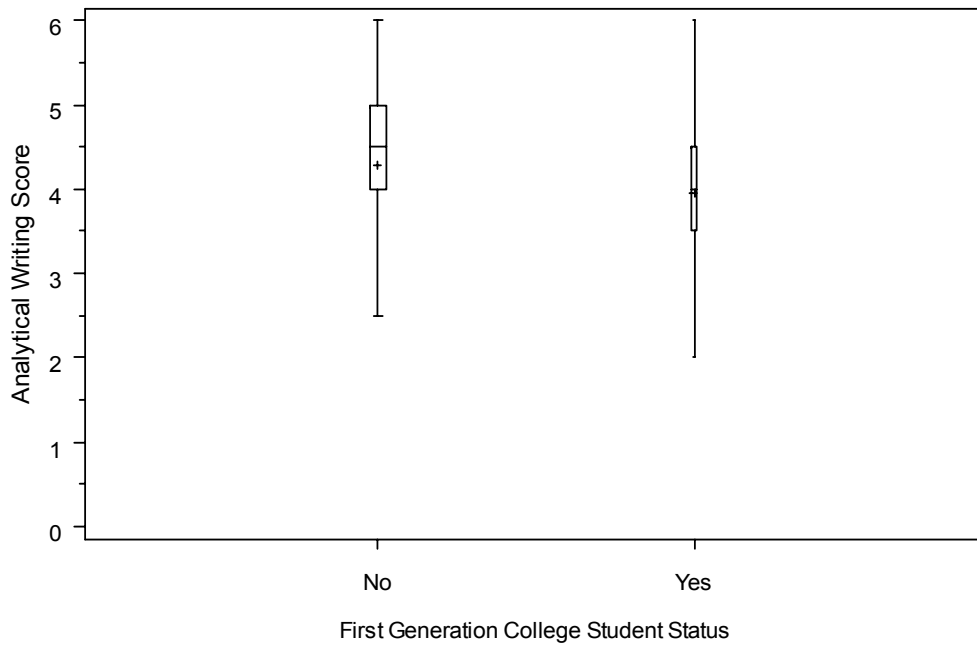
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**Figure 29. GRE General Test Quantitative Scores by Sex (Female)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



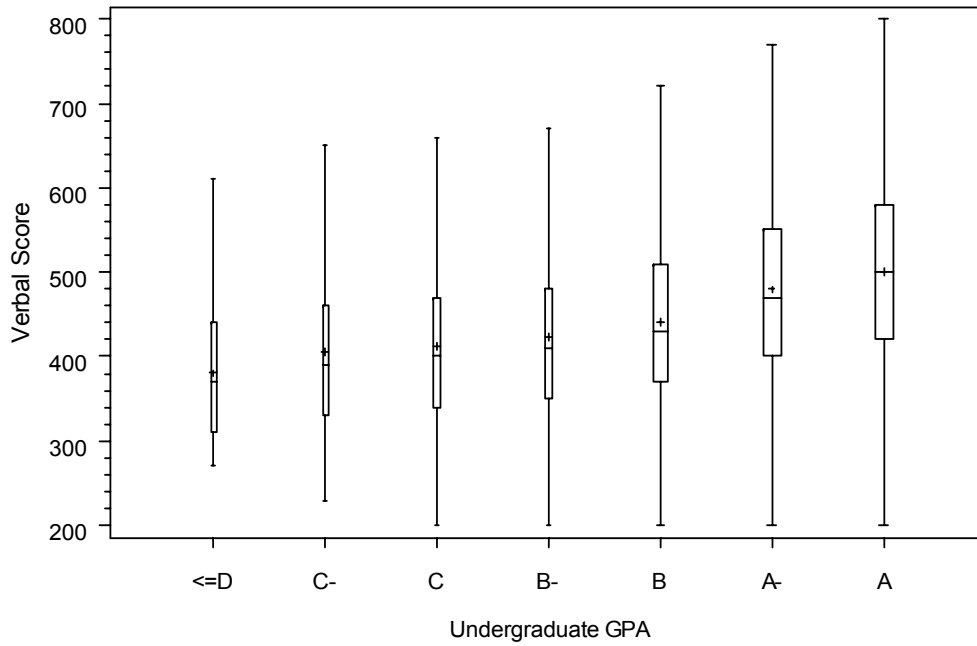
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**Figure 30. GRE General Test Analytical Writing Scores by Sex (Female)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



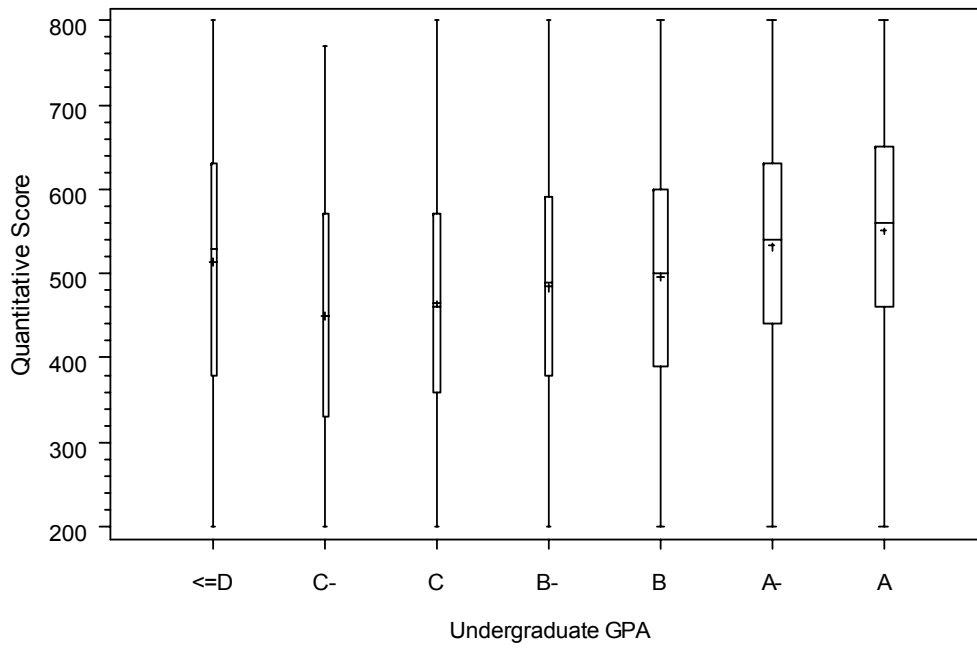
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**Figure 31. GRE General Test Verbal Scores by Sex (Female)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



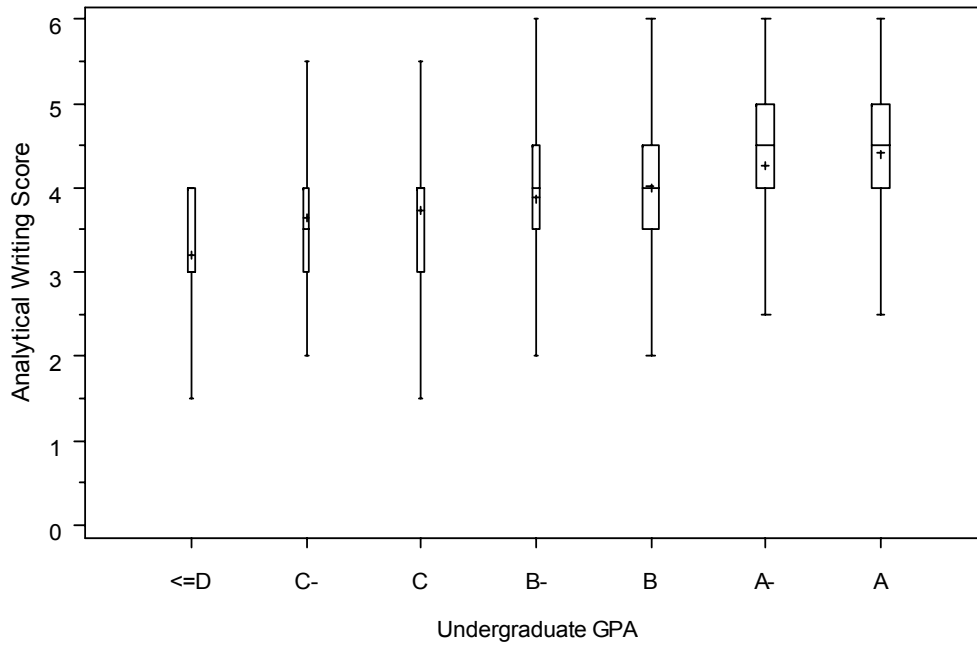
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**Figure 32. GRE General Test Quantitative Scores by Sex (Female)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



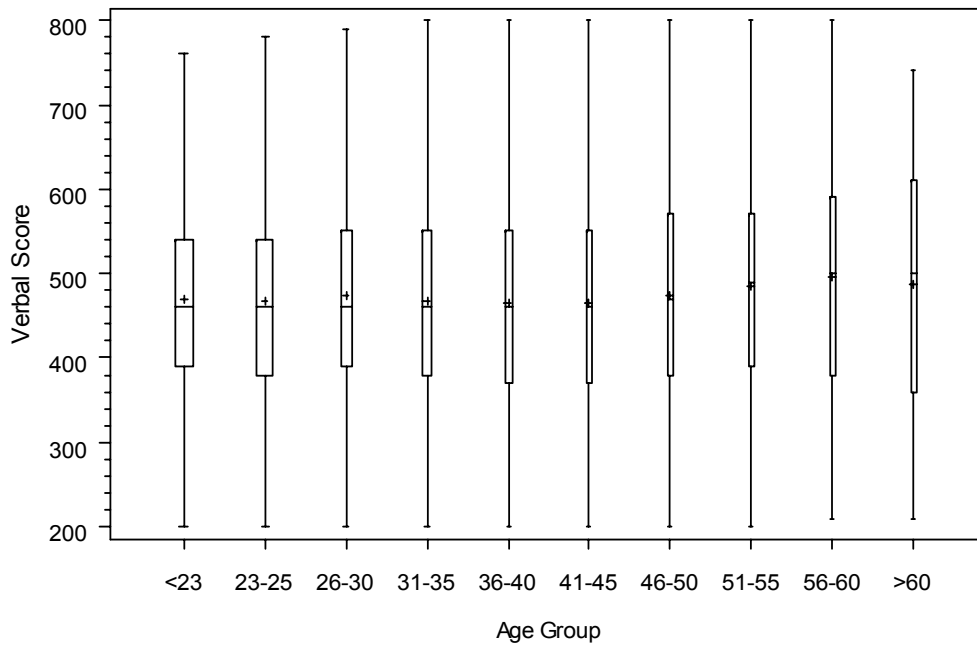
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**Figure 33. GRE General Test Analytical Writing Scores by Sex (Female)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



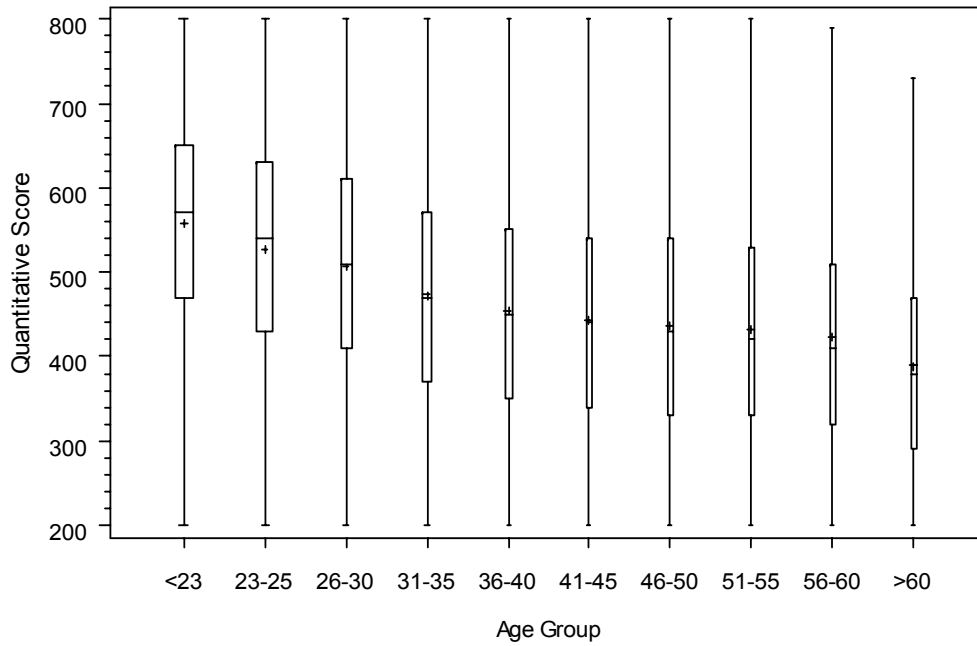
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**Figure 34. GRE General Test Verbal Scores by Sex (Female)
And Age Group: 2006-07 (U.S. Citizens Only)**



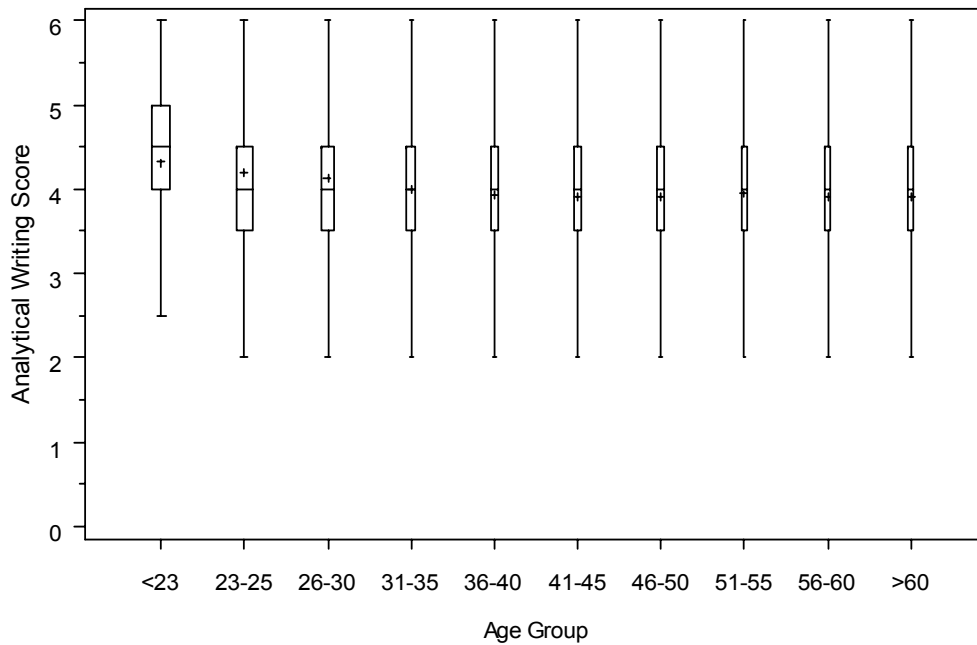
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**Figure 35. GRE General Test Quantitative Scores by Sex (Female)
And Age Group: 2006-07 (U.S. Citizens Only)**



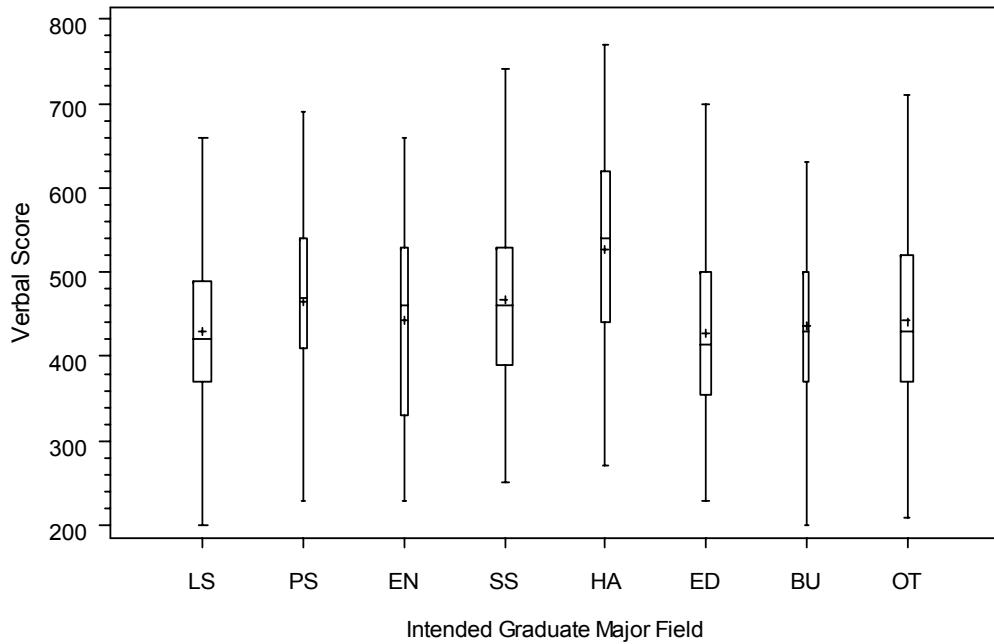
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**Figure 36. GRE General Test Analytical Writing Scores by Sex (Female)
And Age Group: 2006-07 (U.S. Citizens Only)**



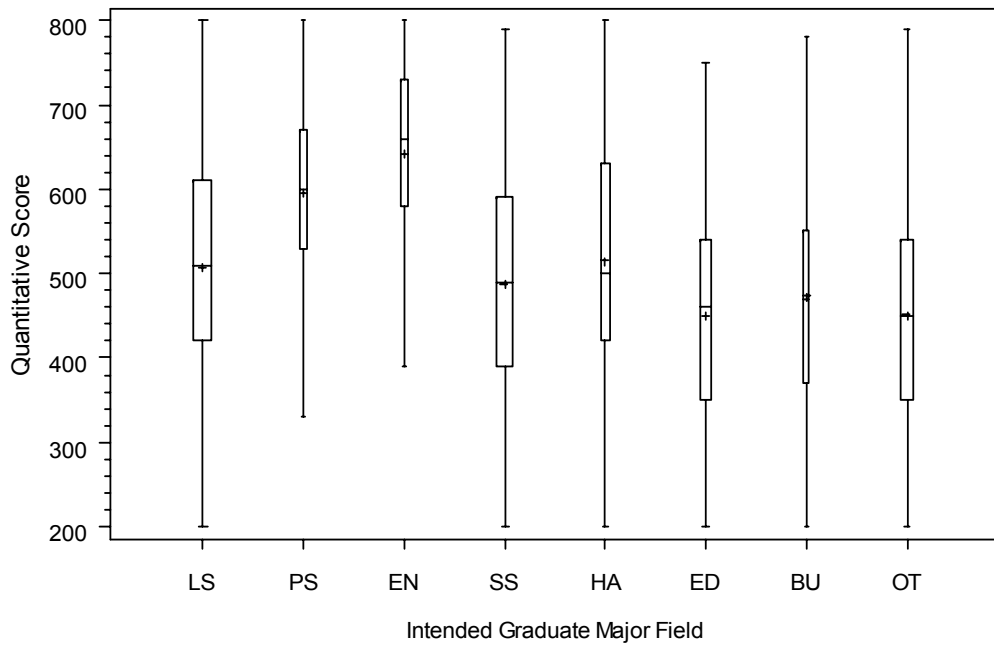
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Figure 37. GRE General Test Verbal Scores by Ethnic Group (American Indian) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



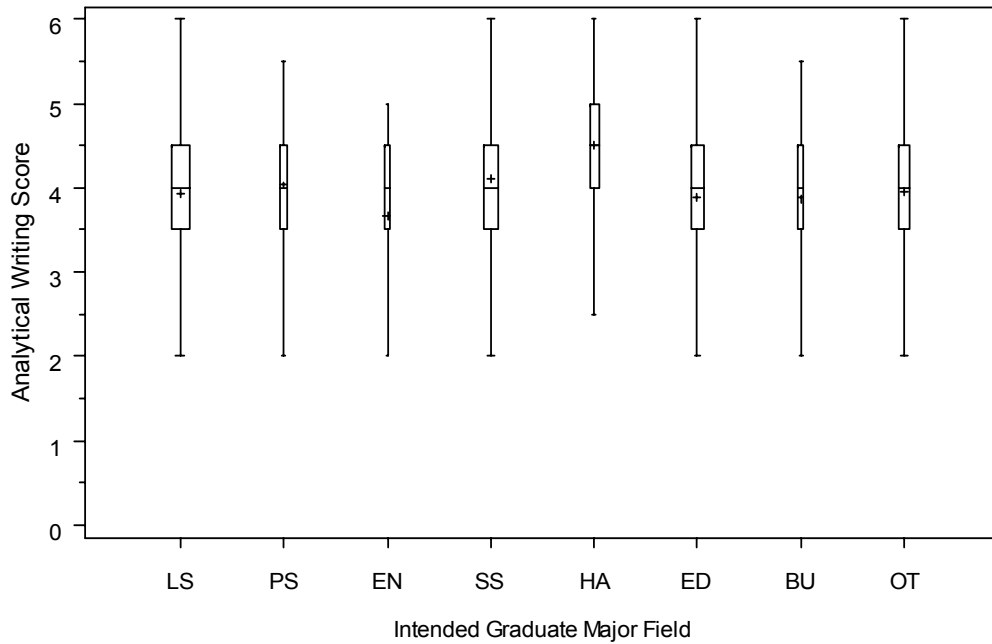
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Figure 38. GRE General Test Quantitative Scores by Ethnic Group (American Indian) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



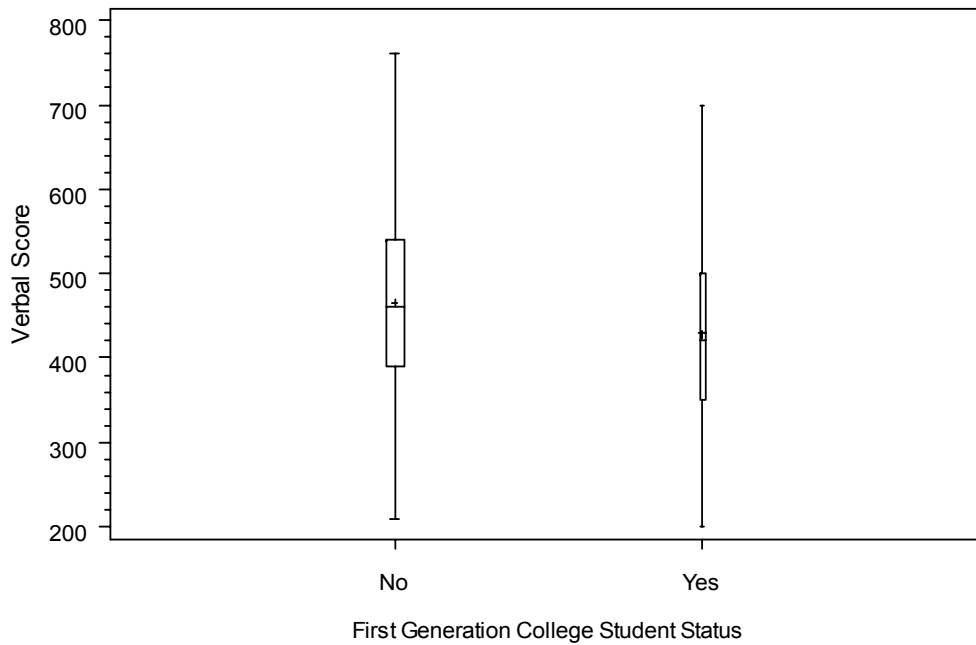
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Figure 39. GRE General Test Analytical Writing Scores by Ethnic Group (American Indian) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



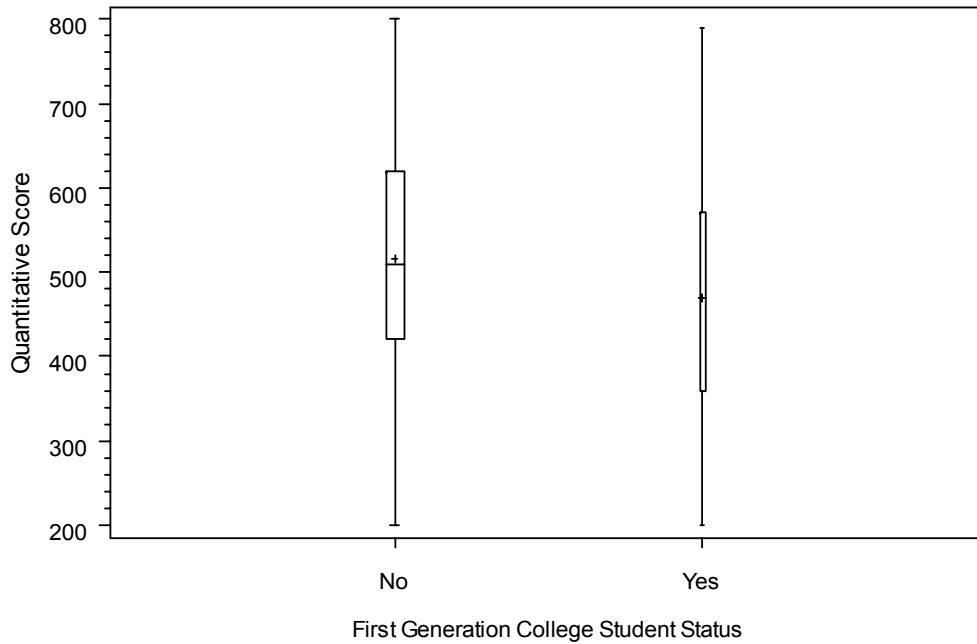
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Figure 40. GRE General Test Verbal Scores by Ethnic Group (American Indian) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



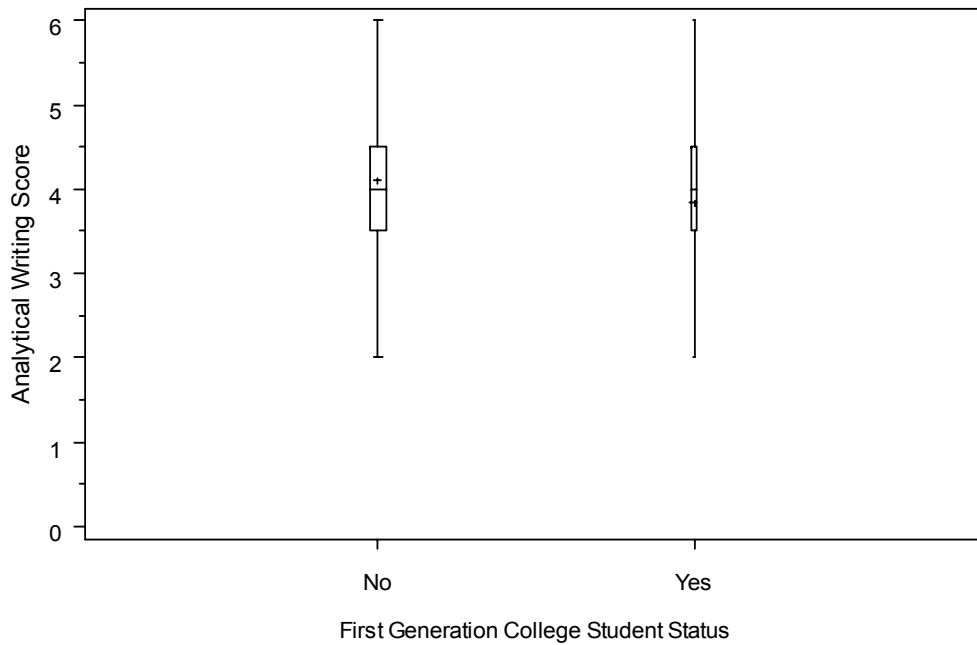
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Figure 41. GRE General Test Quantitative Scores by Ethnic Group (American Indian) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



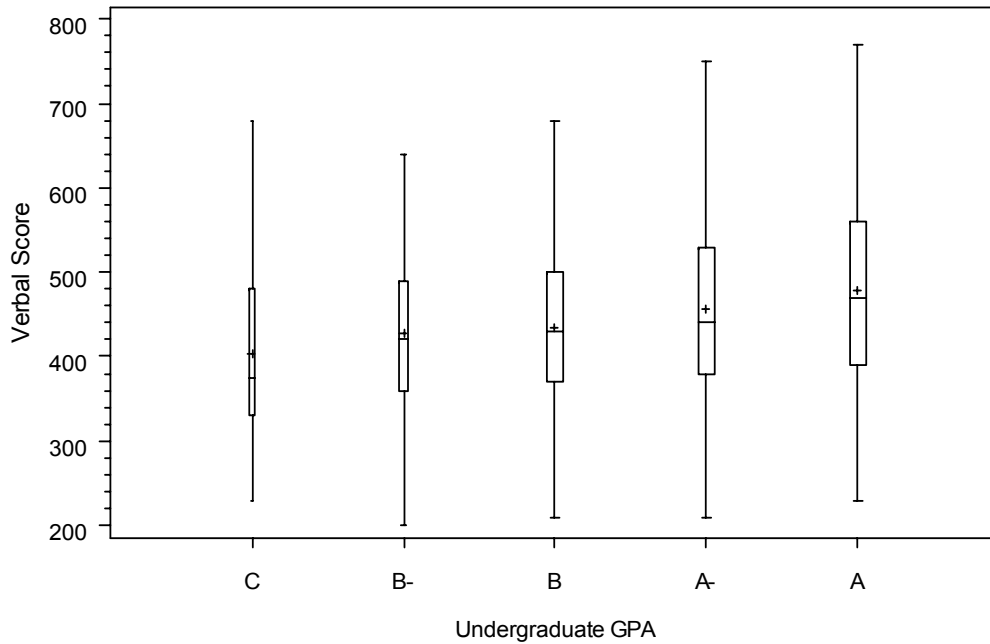
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Figure 42. GRE General Test Analytical Writing Scores by Ethnic Group (American Indian) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



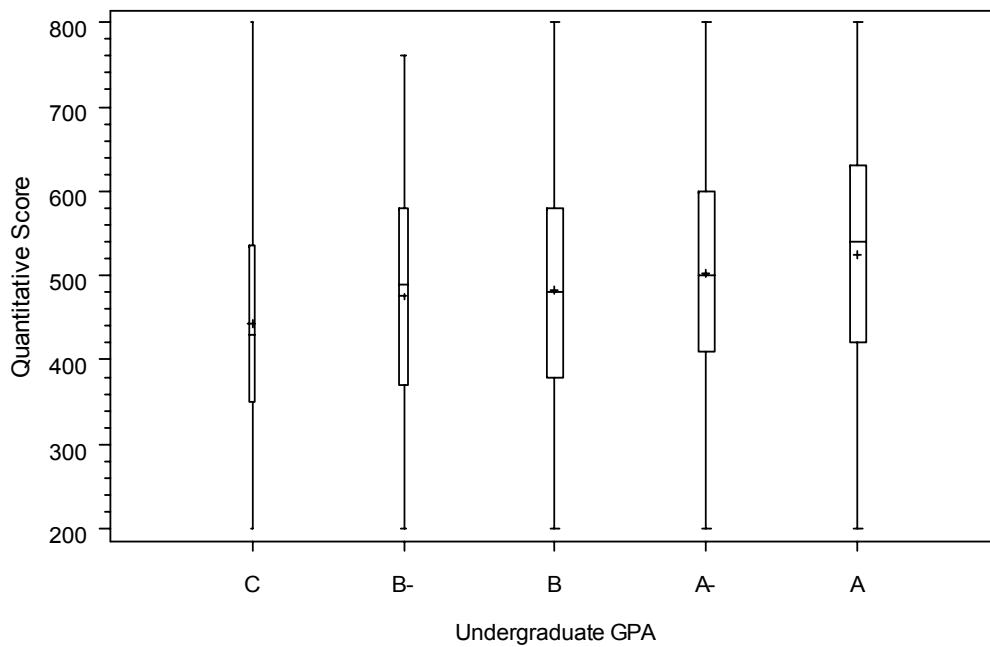
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Figure 43. GRE General Test Verbal Scores by Ethnic Group (American Indian) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



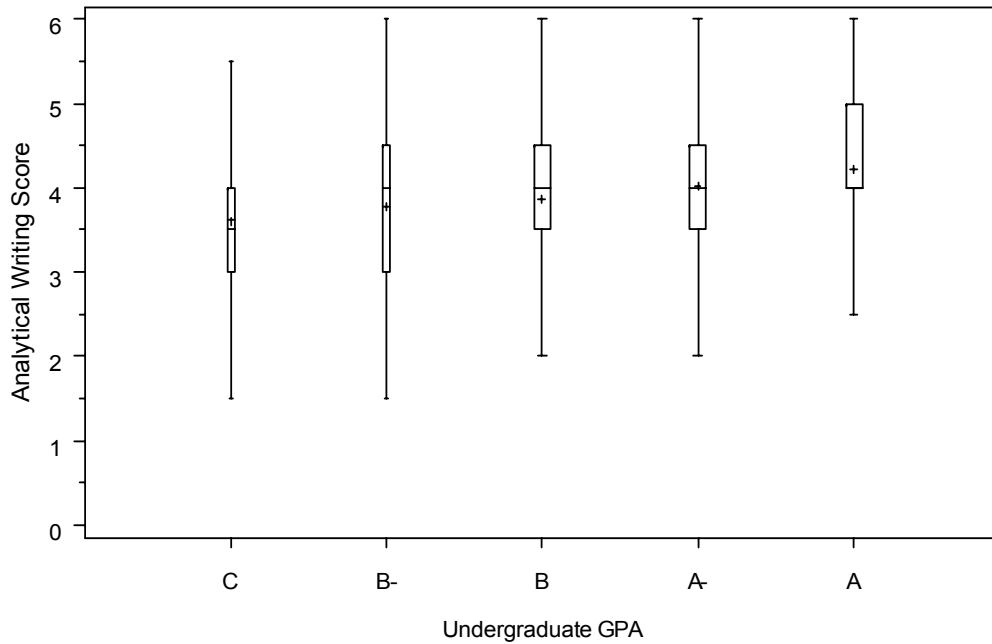
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Figure 44. GRE General Test Quantitative Scores by Ethnic Group (American Indian) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



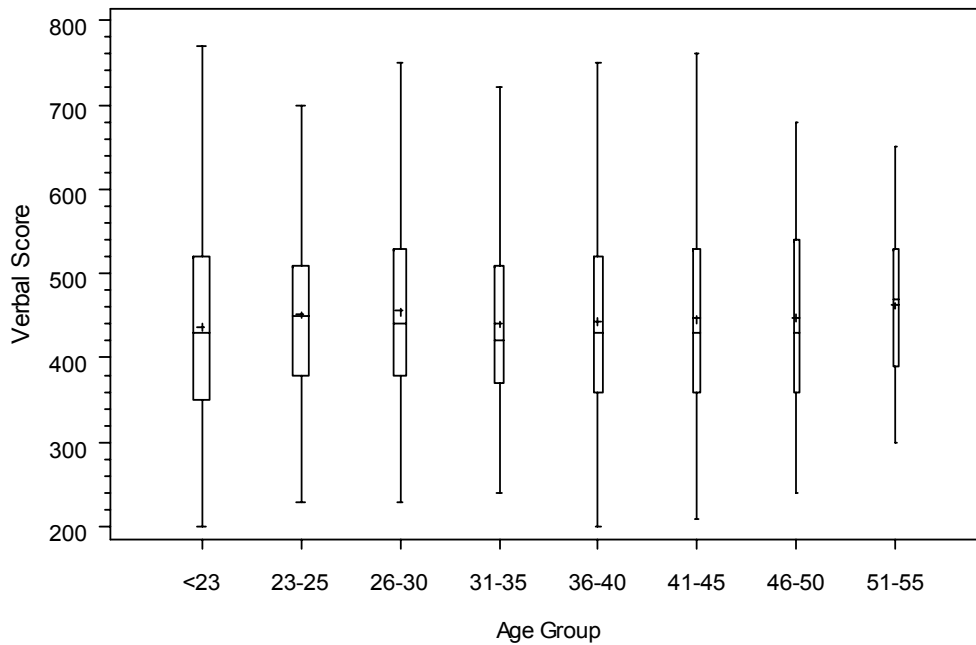
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Figure 45. GRE General Test Analytical Writing Scores by Ethnic Group (American Indian) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



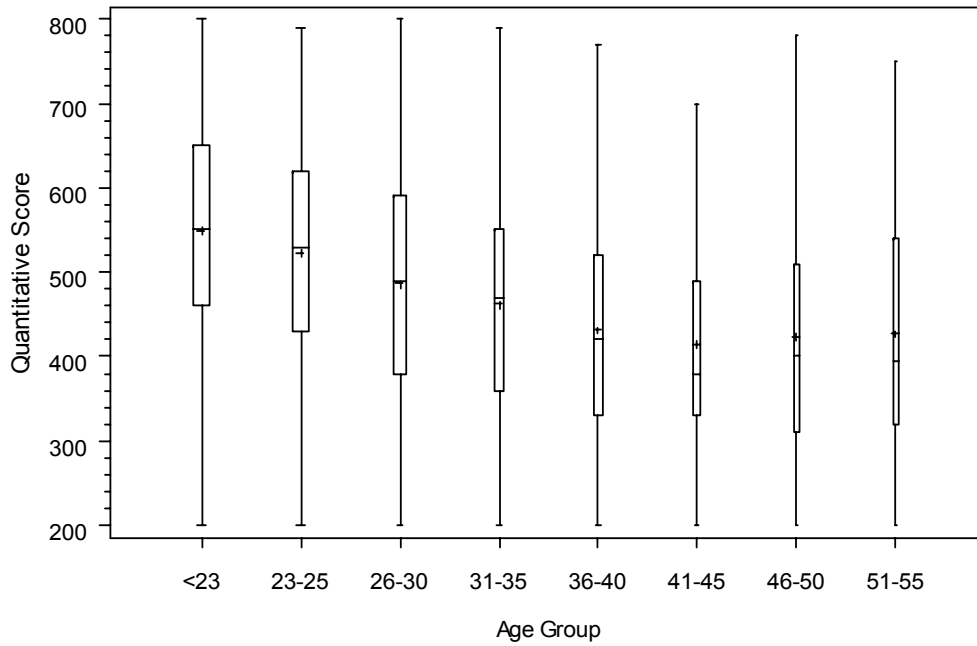
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Figure 46. GRE General Test Verbal Scores by Ethnic Group (American Indian) And Age Group: 2006-07 (U.S. Citizens Only)



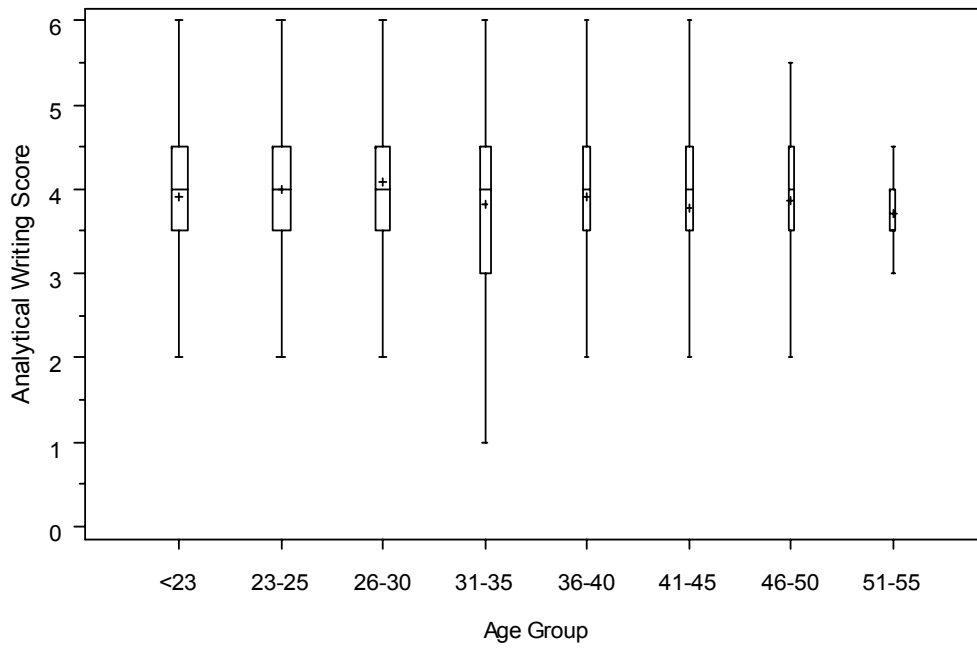
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Figure 47. GRE General Test Quantitative Scores by Ethnic Group (American Indian) And Age Group: 2006-07 (U.S. Citizens Only)



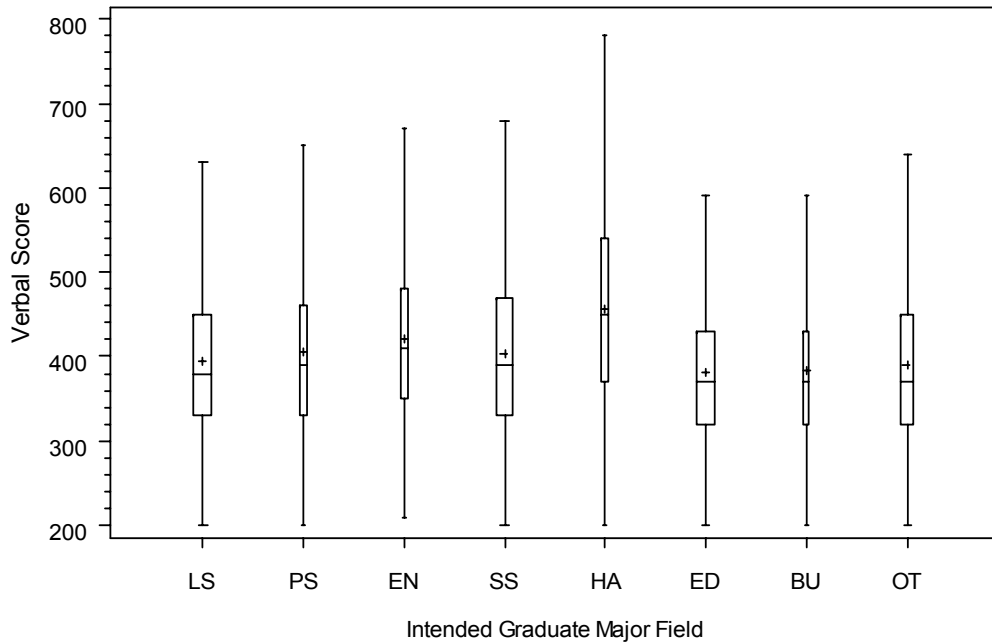
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Figure 48. GRE General Test Analytical Writing Scores by Ethnic Group (American Indian) And Age Group: 2006-07 (U.S. Citizens Only)



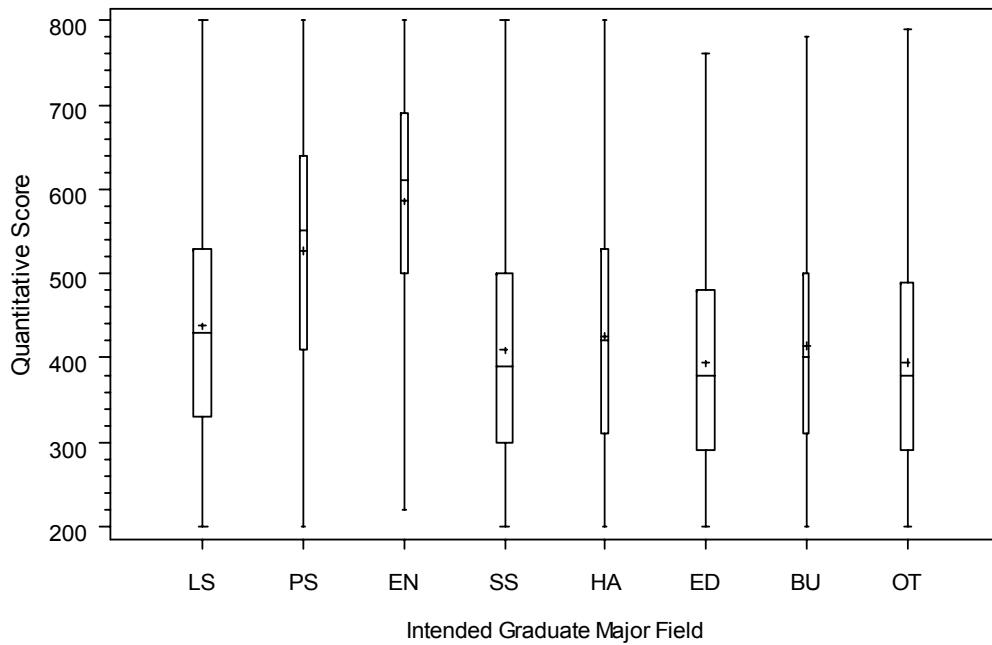
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Figure 49. GRE General Test Verbal Scores by Ethnic Group (African American) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



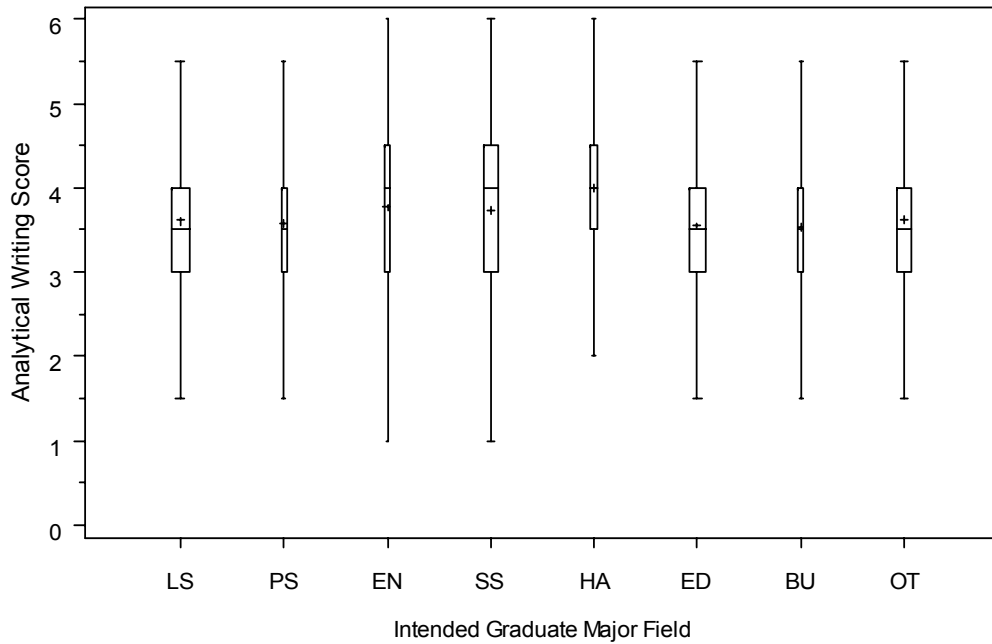
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Figure 50. GRE General Test Quantitative Scores by Ethnic Group (African American) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



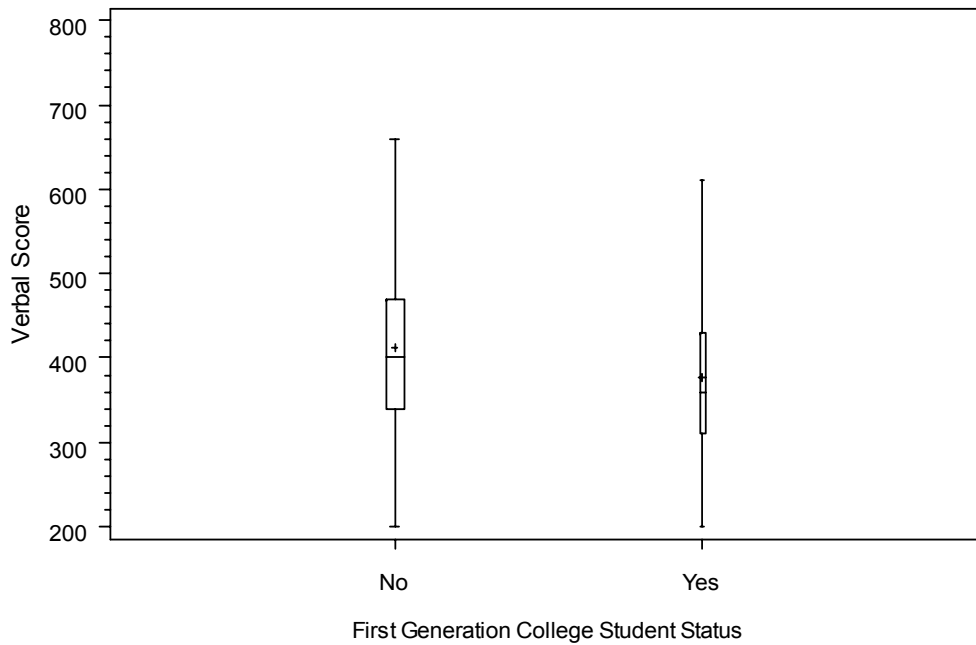
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Figure 51. GRE General Test Analytical Writing Scores by Ethnic Group (African American) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



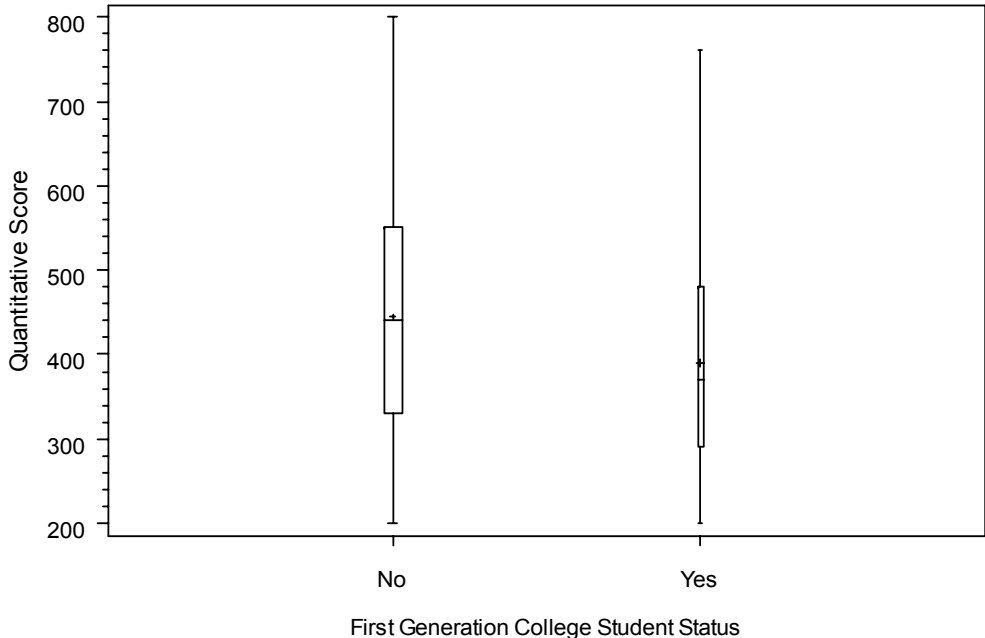
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Figure 52. GRE General Test Verbal Scores by Ethnic Group (African American) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



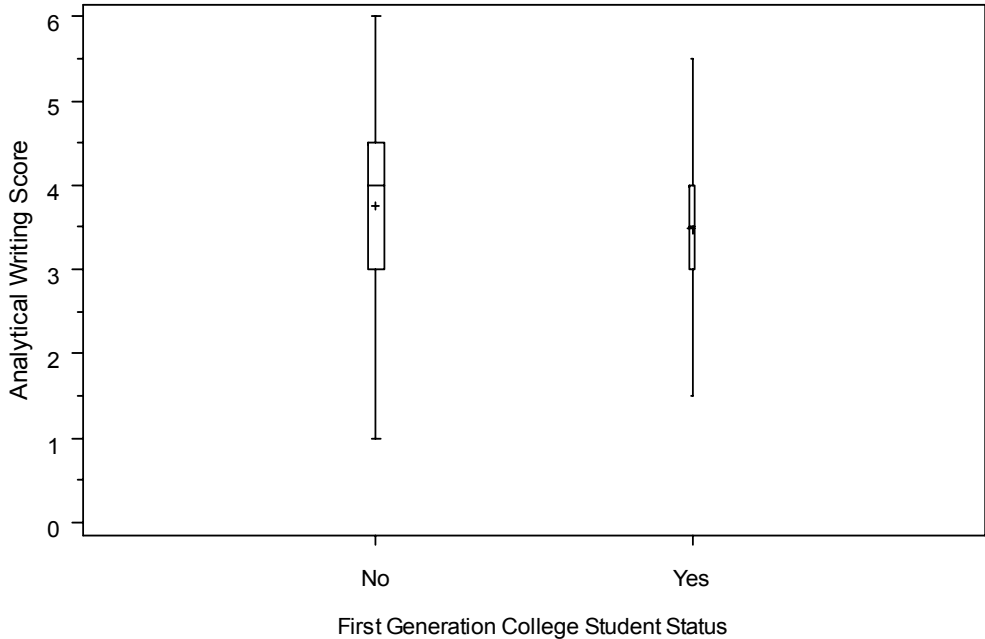
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Figure 53. GRE General Test Quantitative Scores by Ethnic Group (African American) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



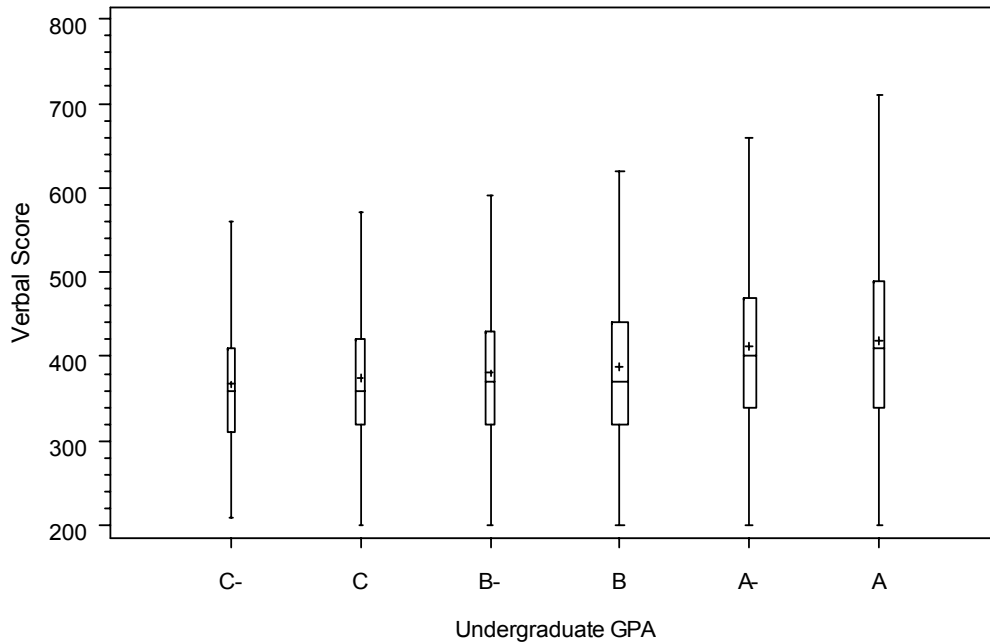
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Figure 54. GRE General Test Analytical Writing Scores by Ethnic Group (African American) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



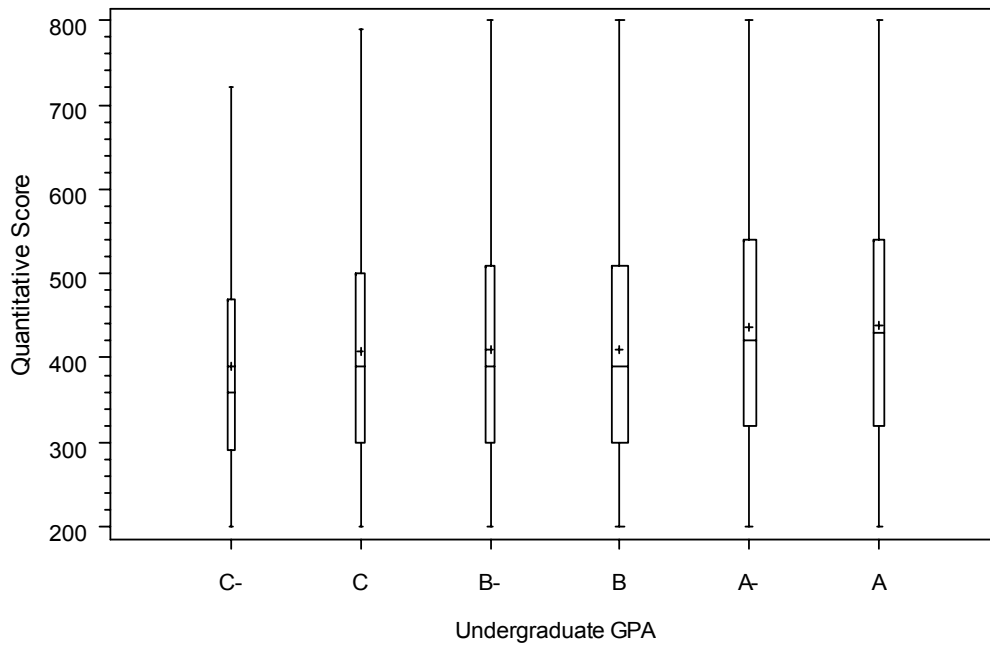
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Figure 55. GRE General Test Verbal Scores by Ethnic Group (African American) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



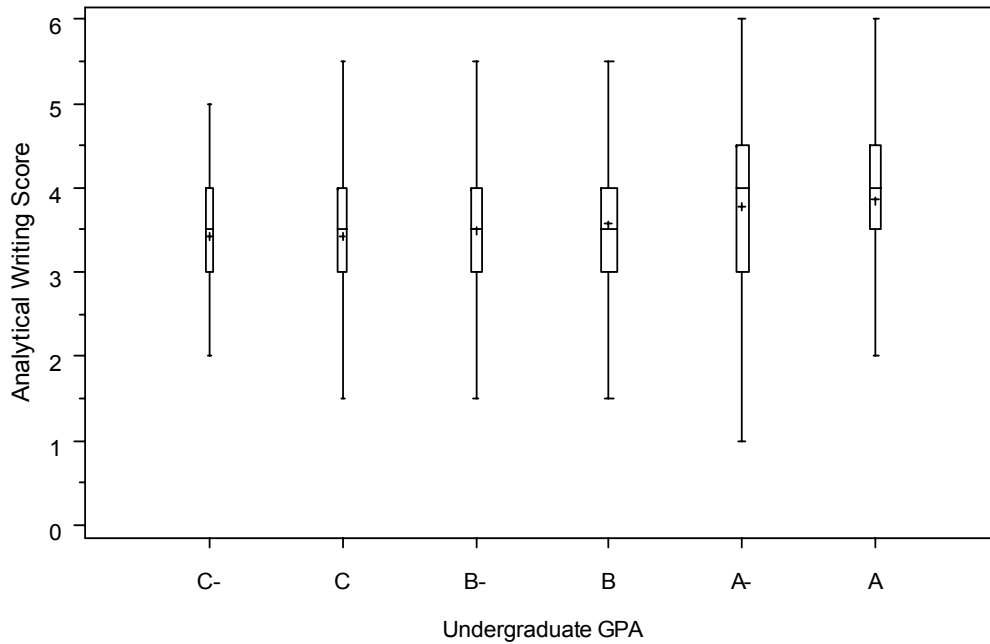
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Figure 56. GRE General Test Quantitative Scores by Ethnic Group (African American) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



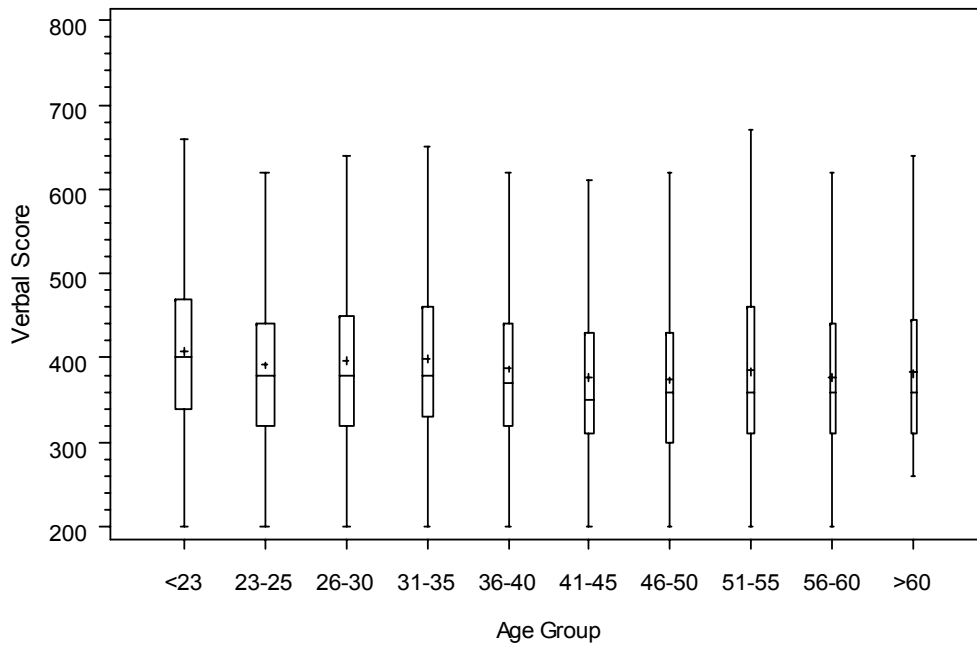
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Figure 57. GRE General Test Analytical Writing Scores by Ethnic Group (African American) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



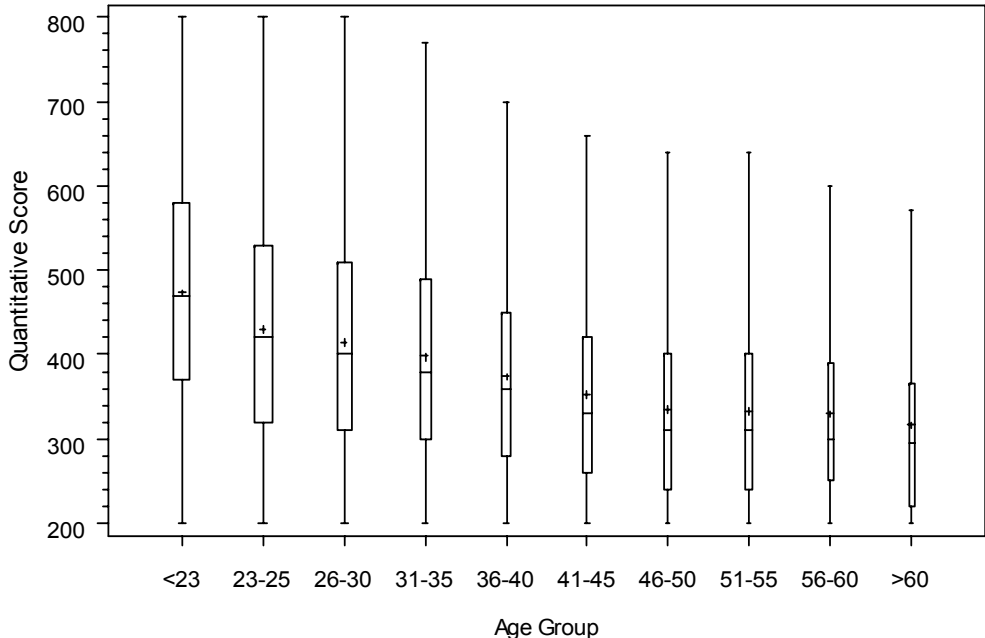
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Figure 58. GRE General Test Verbal Scores by Ethnic Group (African American) And Age Group: 2006-07 (U.S. Citizens Only)



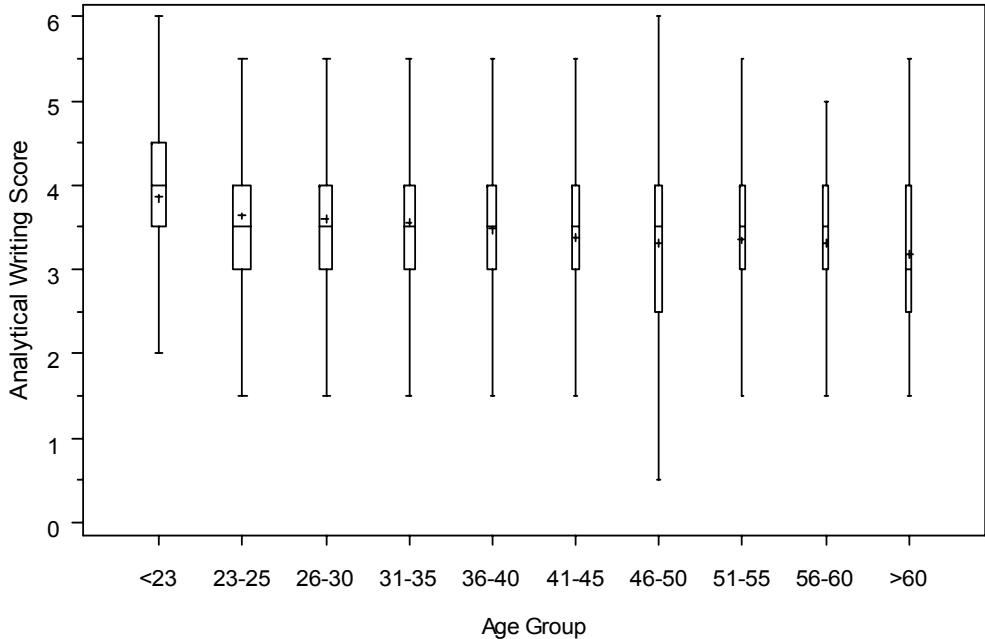
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Figure 59. GRE General Test Quantitative Scores by Ethnic Group (African American) And Age Group: 2006-07 (U.S. Citizens Only)



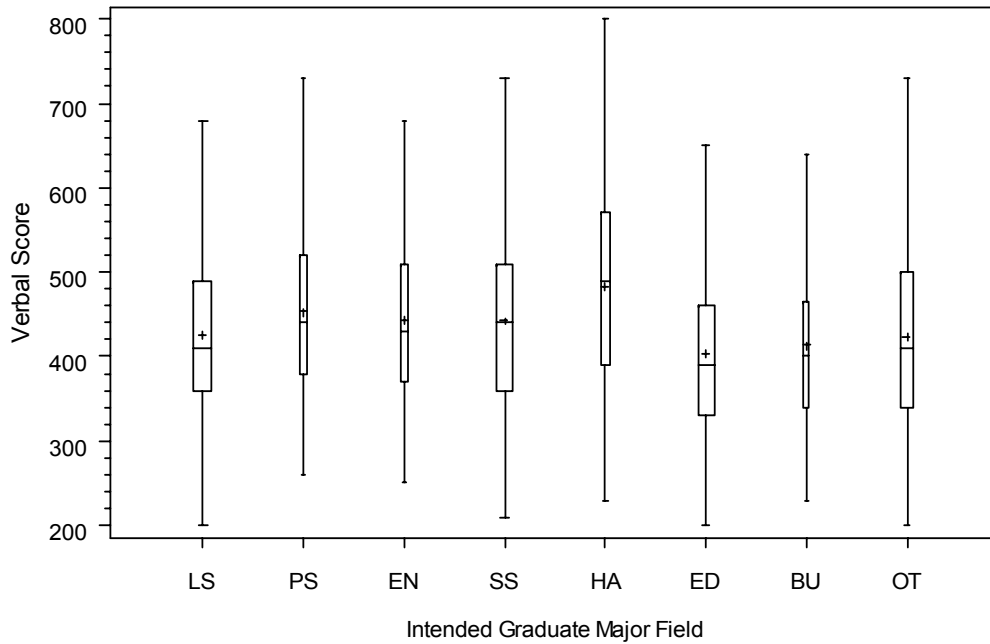
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Figure 60. GRE General Test Analytical Writing Scores by Ethnic Group (African American) And Age Group: 2006-07 (U.S. Citizens Only)



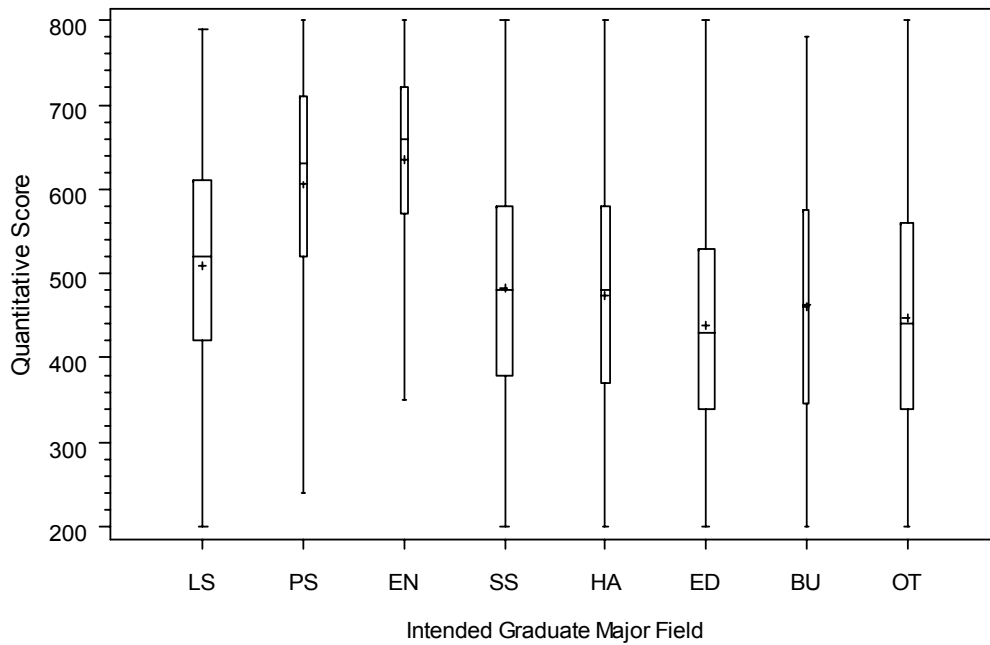
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Figure 61. GRE General Test Verbal Scores by Ethnic Group (Mexican American) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



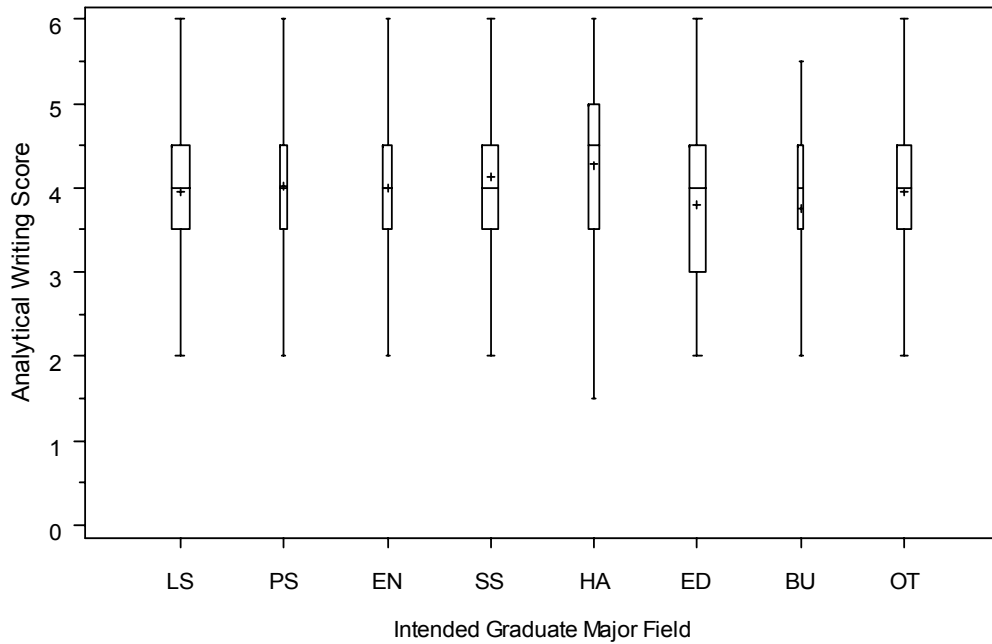
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Figure 62. GRE General Test Quantitative Scores by Ethnic Group (Mexican American) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



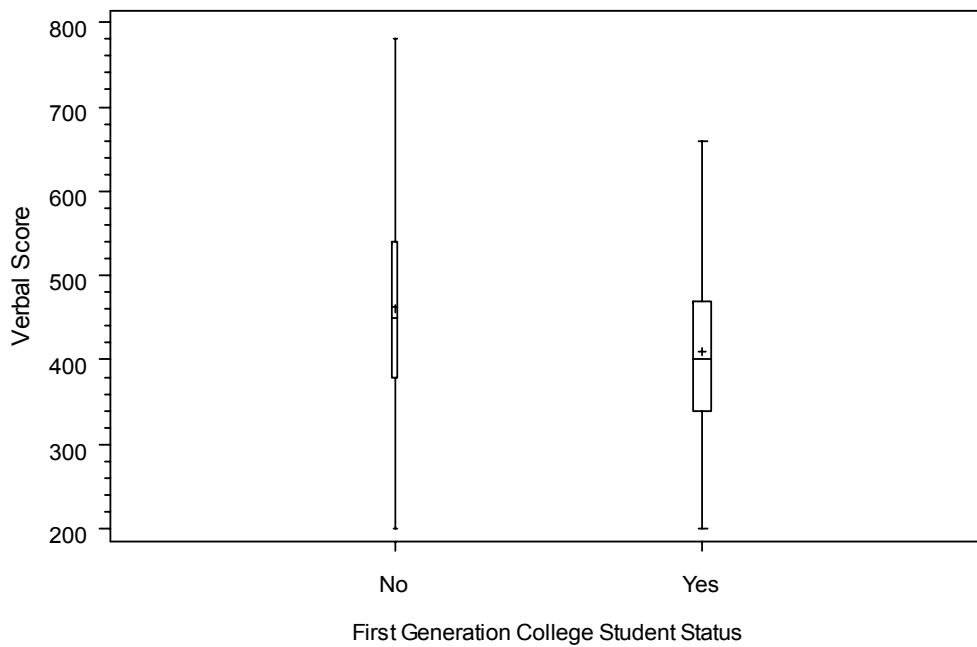
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Figure 63. GRE General Test Analytical Writing Scores by Ethnic Group (Mexican American) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



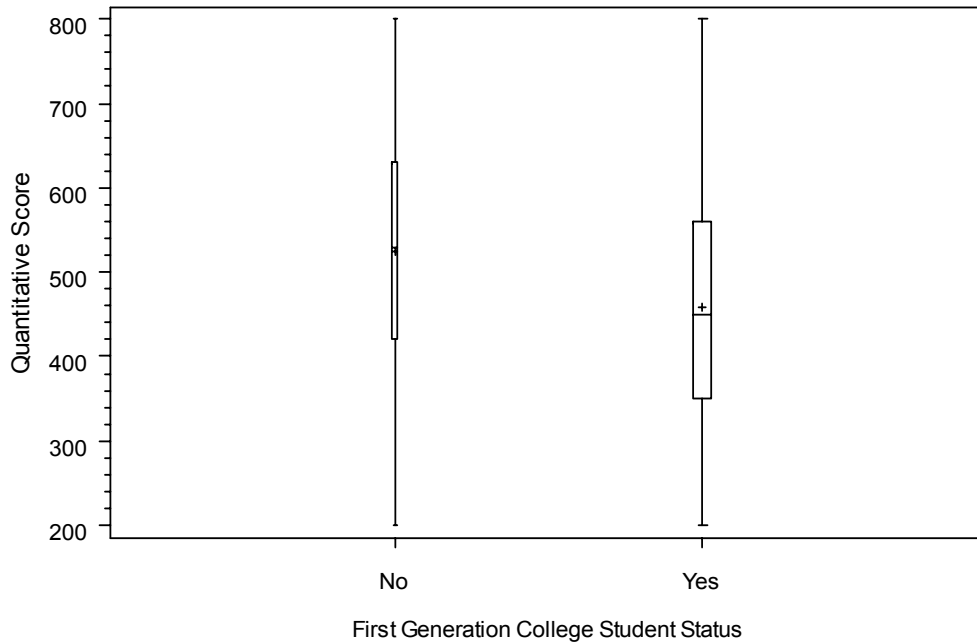
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Figure 64. GRE General Test Verbal Scores by Ethnic Group (Mexican American) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



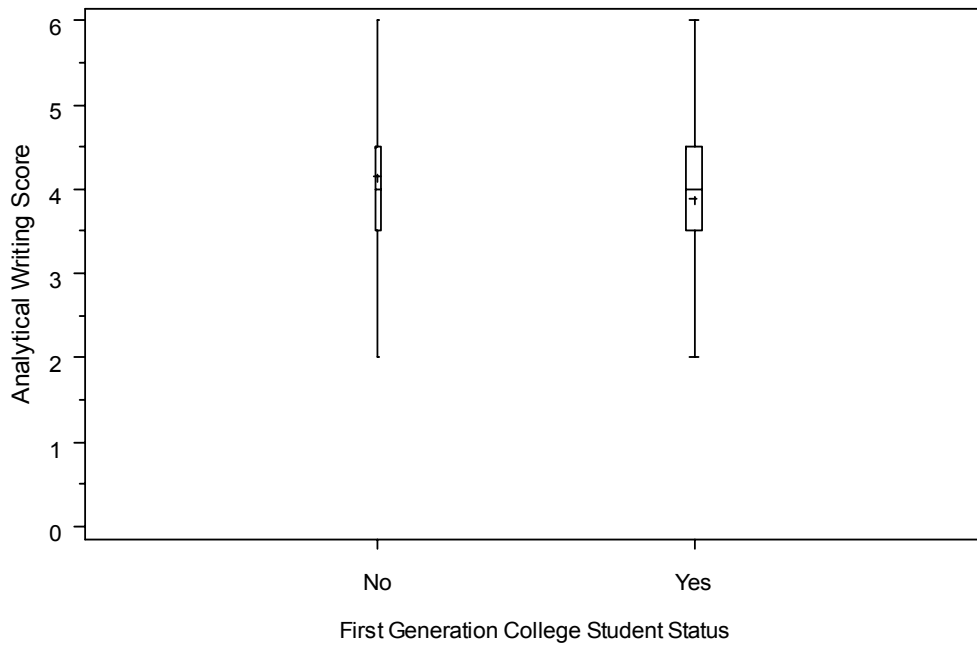
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Figure 65. GRE General Test Quantitative Scores by Ethnic Group (Mexican American) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



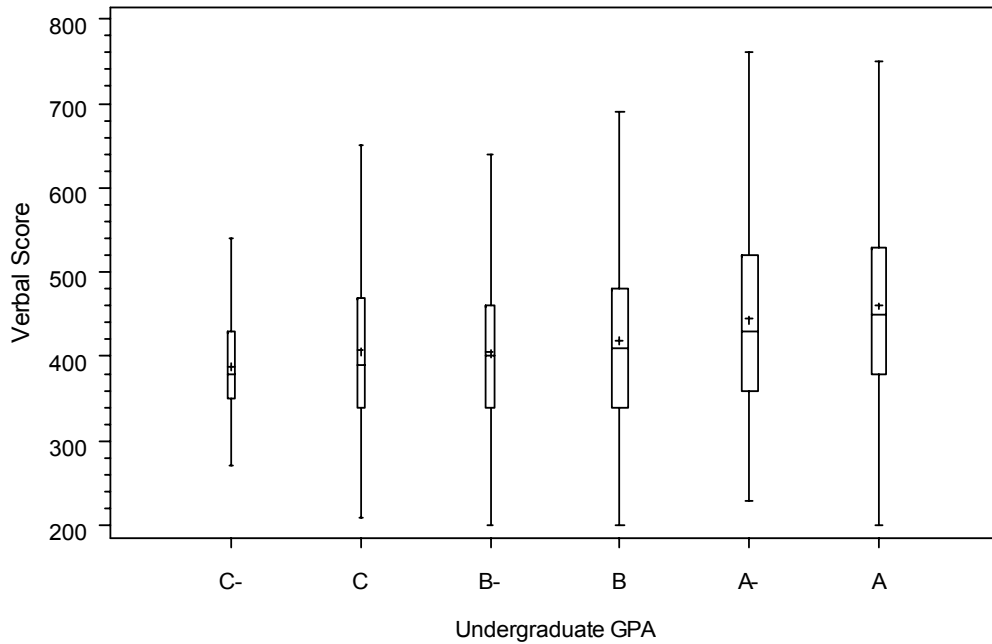
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Figure 66. GRE General Test Analytical Writing Scores by Ethnic Group (Mexican American) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



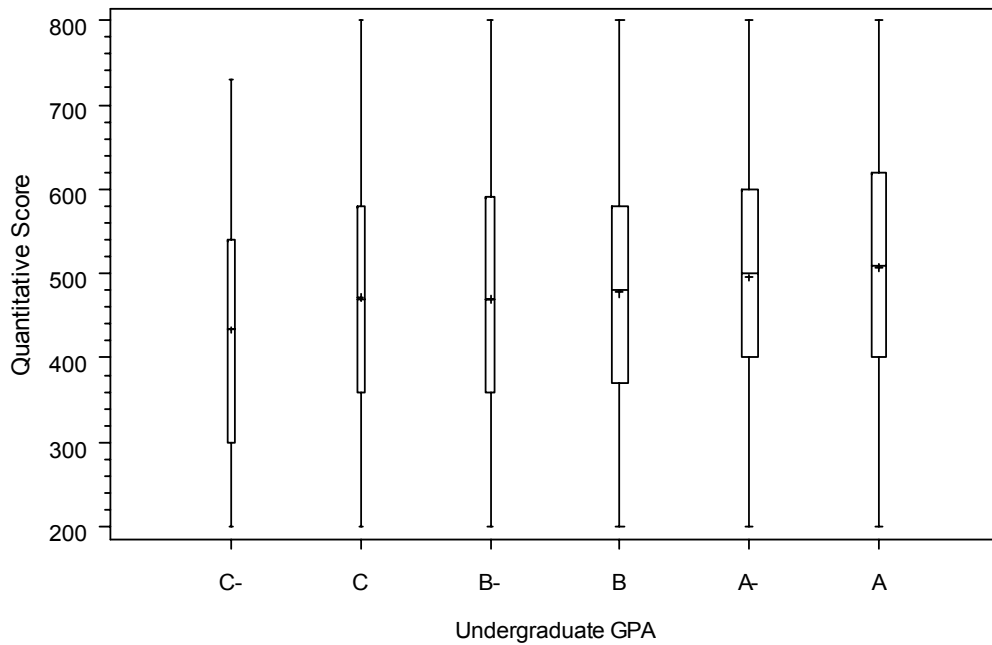
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Figure 67. GRE General Test Verbal Scores by Ethnic Group (Mexican American) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



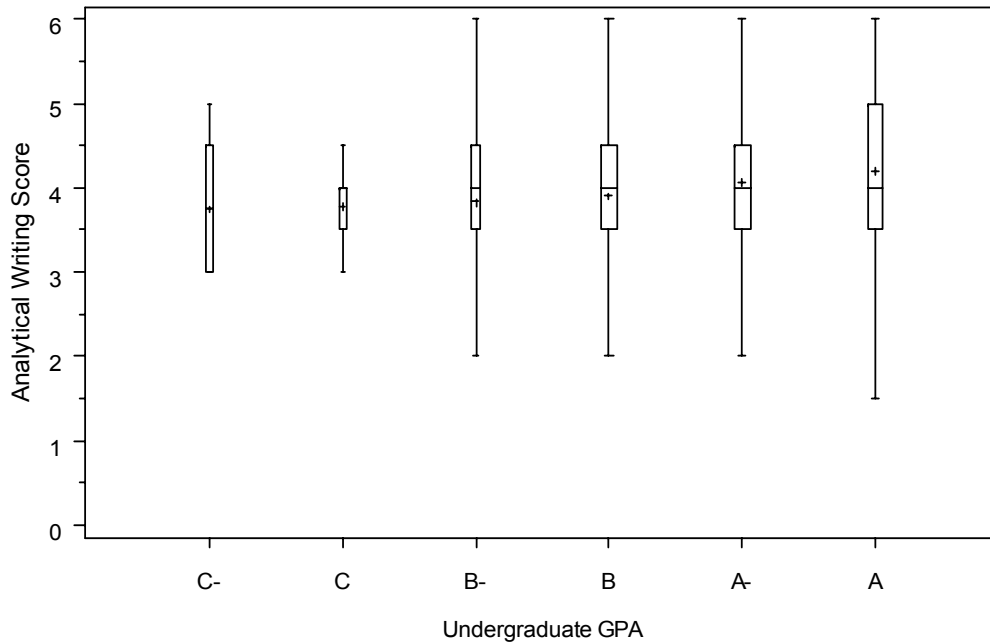
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Figure 68. GRE General Test Quantitative Scores by Ethnic Group (Mexican American) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



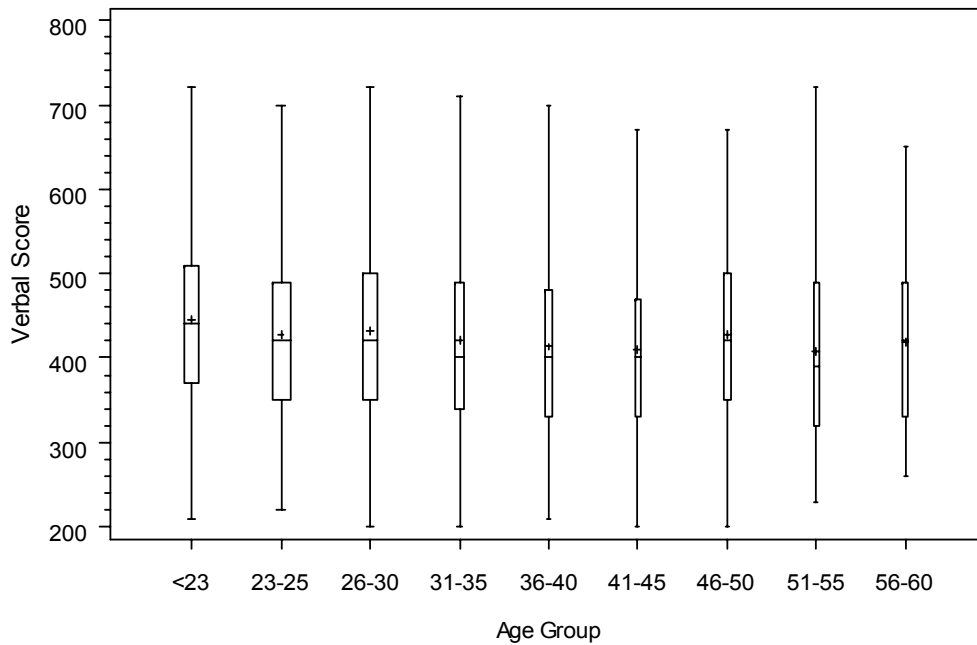
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Figure 69. GRE General Test Analytical Writing Scores by Ethnic Group (Mexican American) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



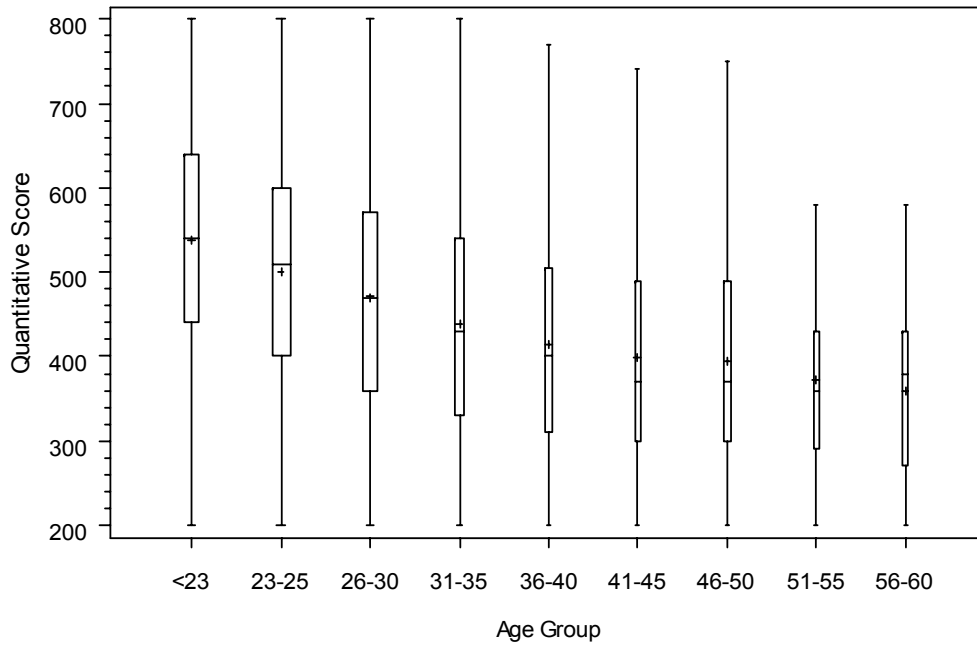
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Figure 70. GRE General Test Verbal Scores by Ethnic Group (Mexican American) And Age Group: 2006-07 (U.S. Citizens Only)



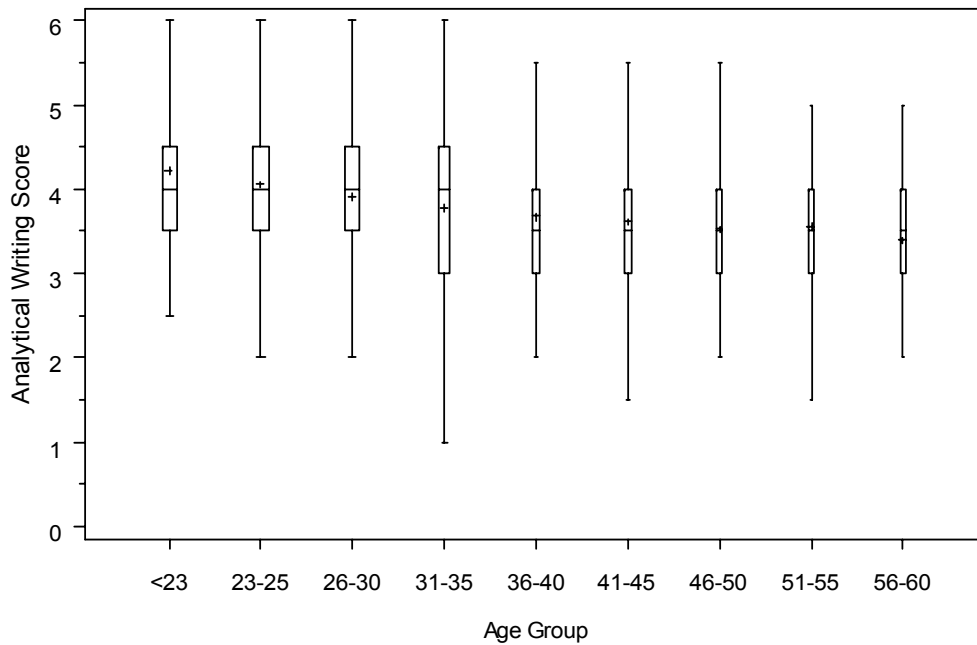
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Figure 71. GRE General Test Quantitative Scores by Ethnic Group (Mexican American) And Age Group: 2006-07 (U.S. Citizens Only)



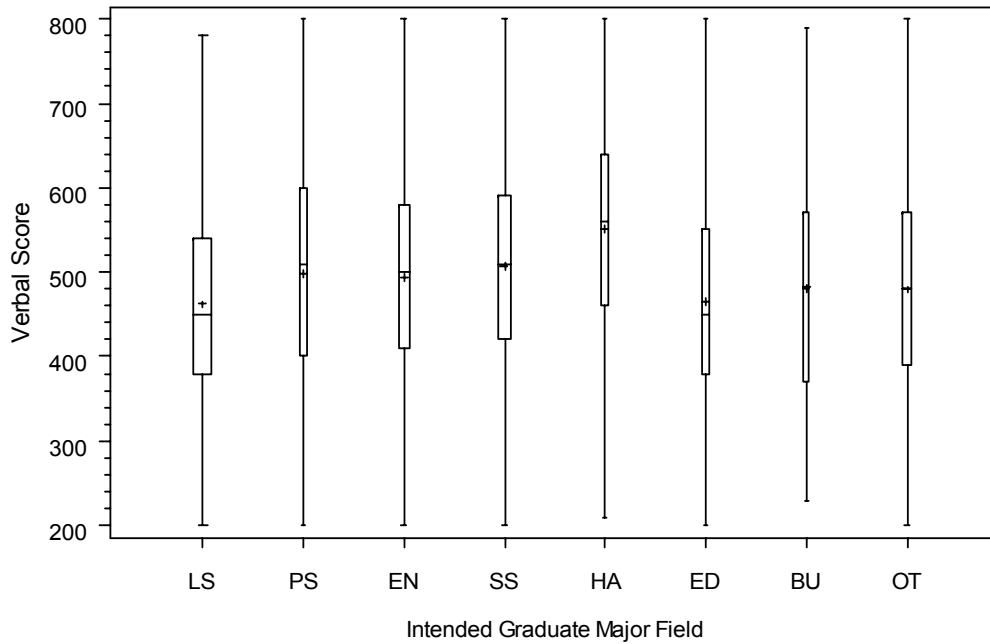
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Figure 72. GRE General Test Analytical Writing Scores by Ethnic Group (Mexican American) And Age Group: 2006-07 (U.S. Citizens Only)



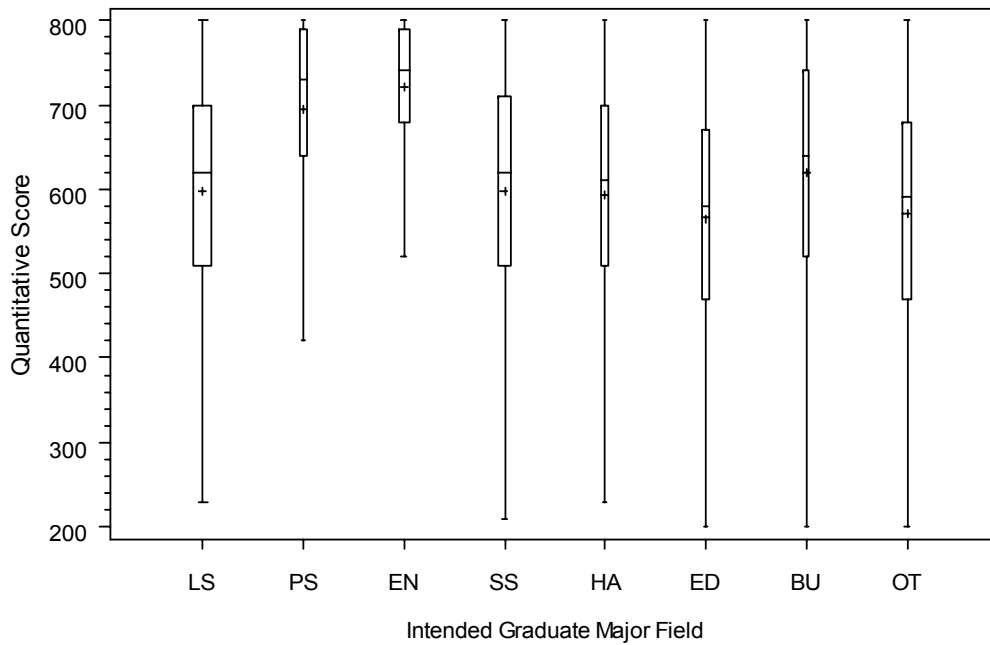
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Figure 73. GRE General Test Verbal Scores by Ethnic Group (Asian American) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



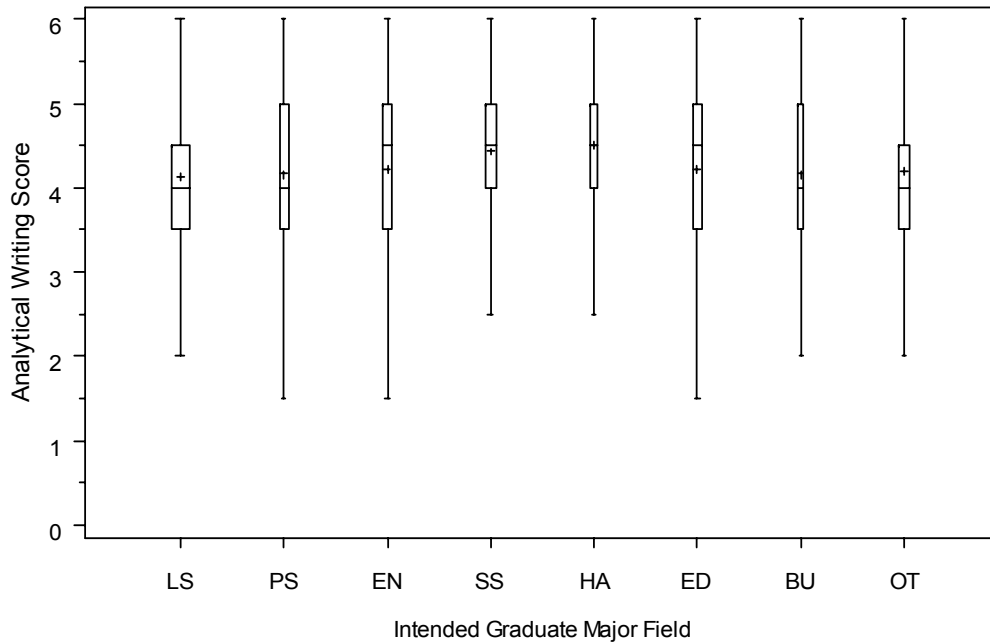
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Figure 74. GRE General Test Quantitative Scores by Ethnic Group (Asian American) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



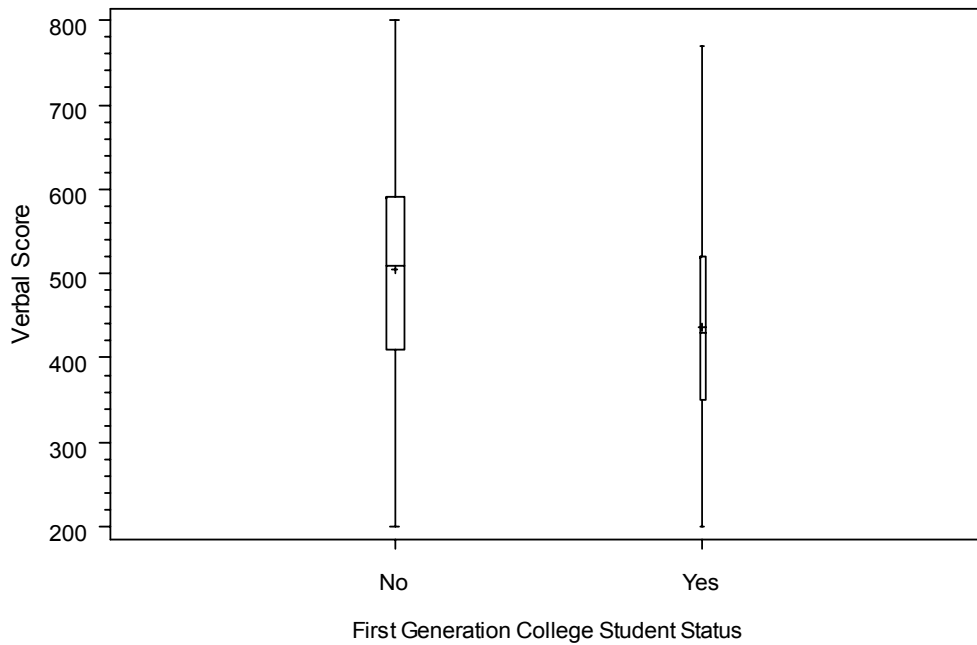
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Figure 75. GRE General Test Analytical Writing Scores by Ethnic Group (Asian American) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



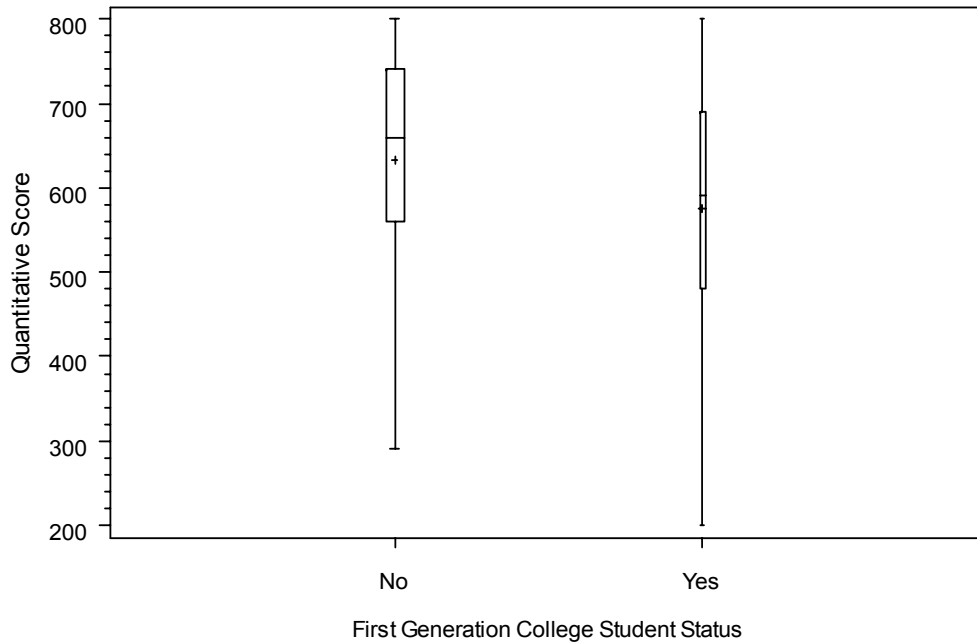
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Figure 76. GRE General Test Verbal Scores by Ethnic Group (Asian American) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



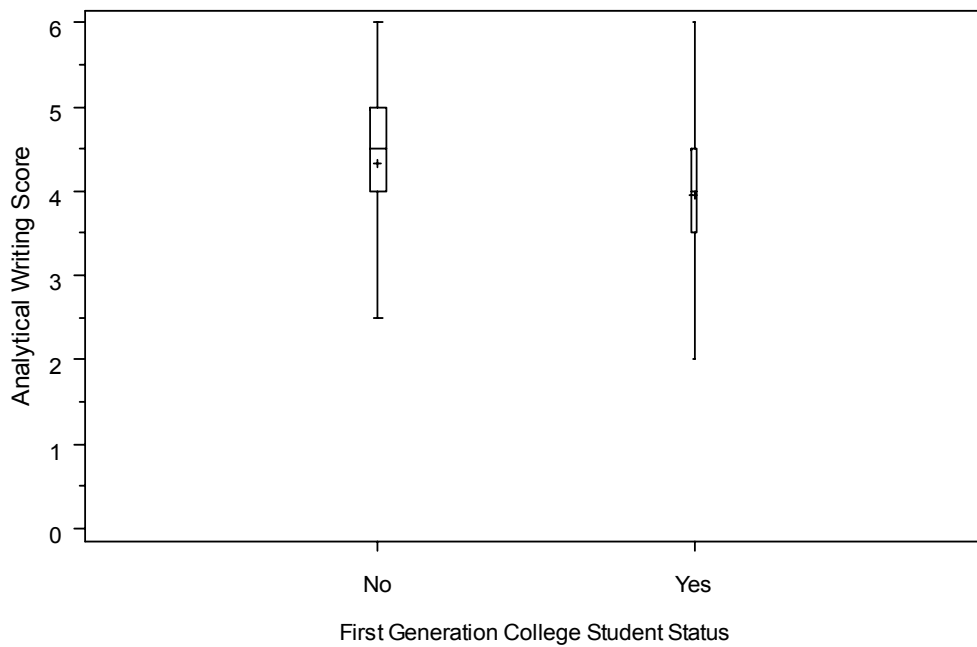
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Figure 77. GRE General Test Quantitative Scores by Ethnic Group (Asian American) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



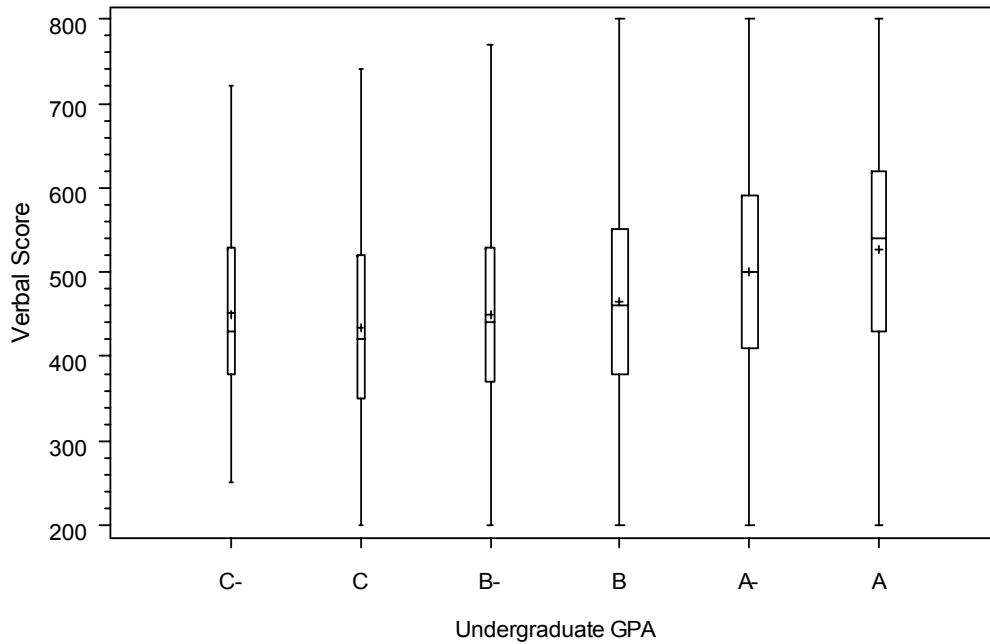
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Figure 78. GRE General Test Analytical Writing Scores by Ethnic Group (Asian American) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



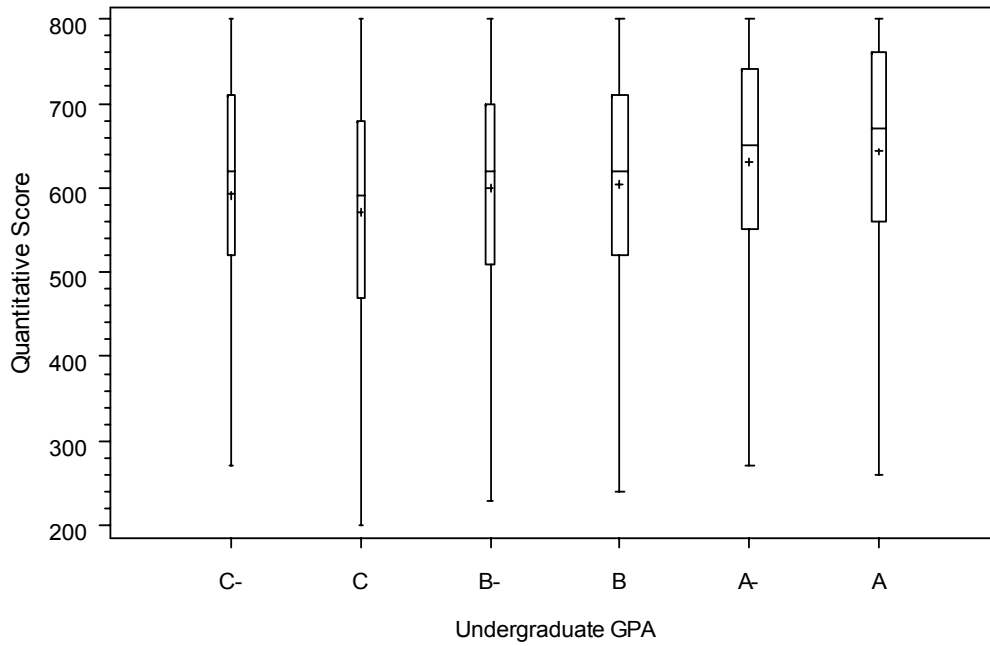
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Figure 79. GRE General Test Verbal Scores by Ethnic Group (Asian American) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



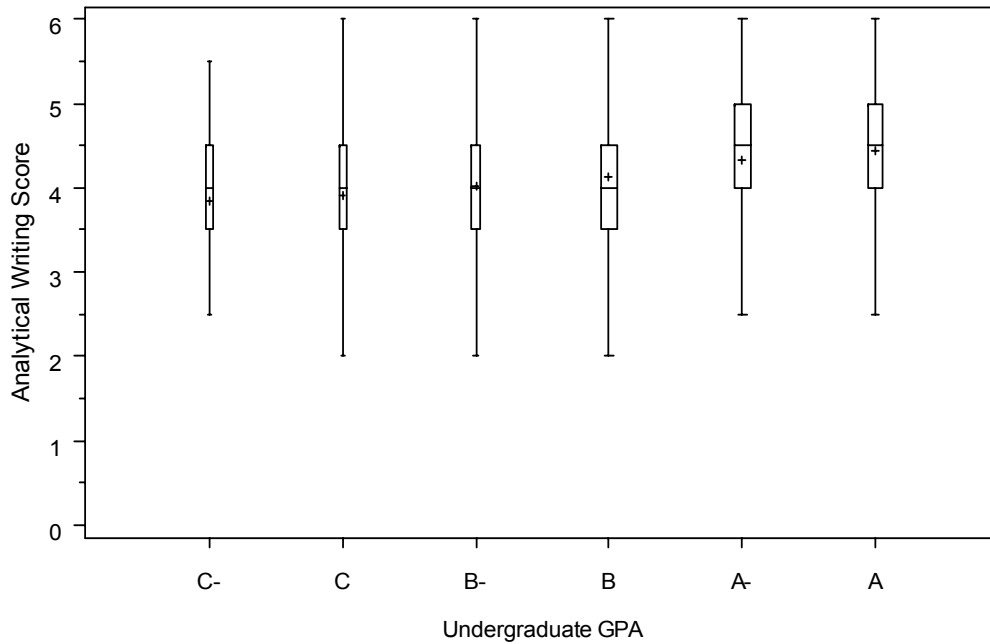
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Figure 80. GRE General Test Quantitative Scores by Ethnic Group (Asian American) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



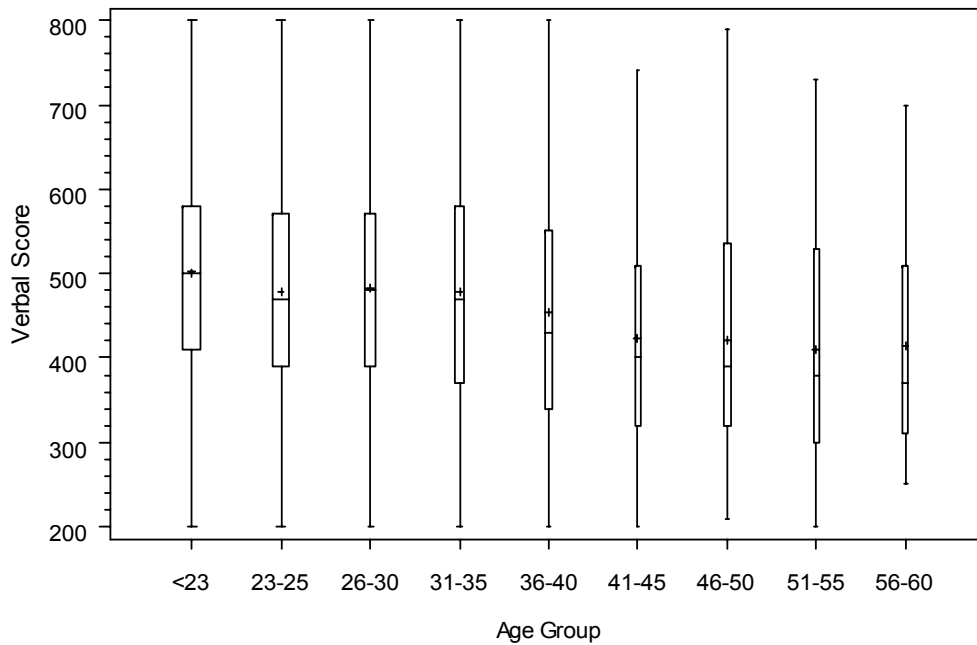
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Figure 81. GRE General Test Analytical Writing Scores by Ethnic Group (Asian American) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



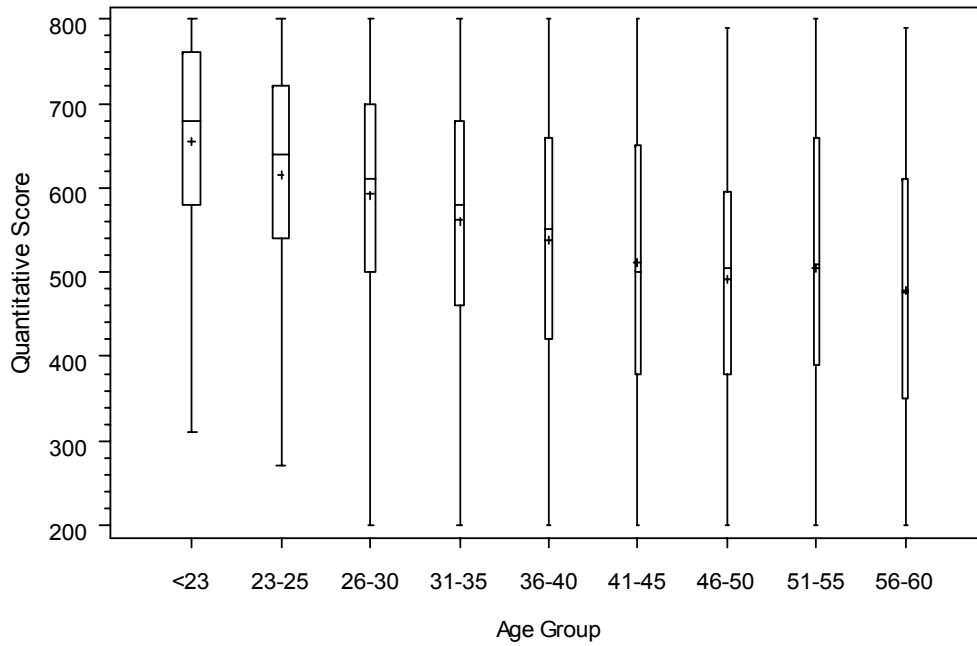
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Figure 82. GRE General Test Verbal Scores by Ethnic Group (Asian American) And Age Group: 2006-07 (U.S. Citizens Only)



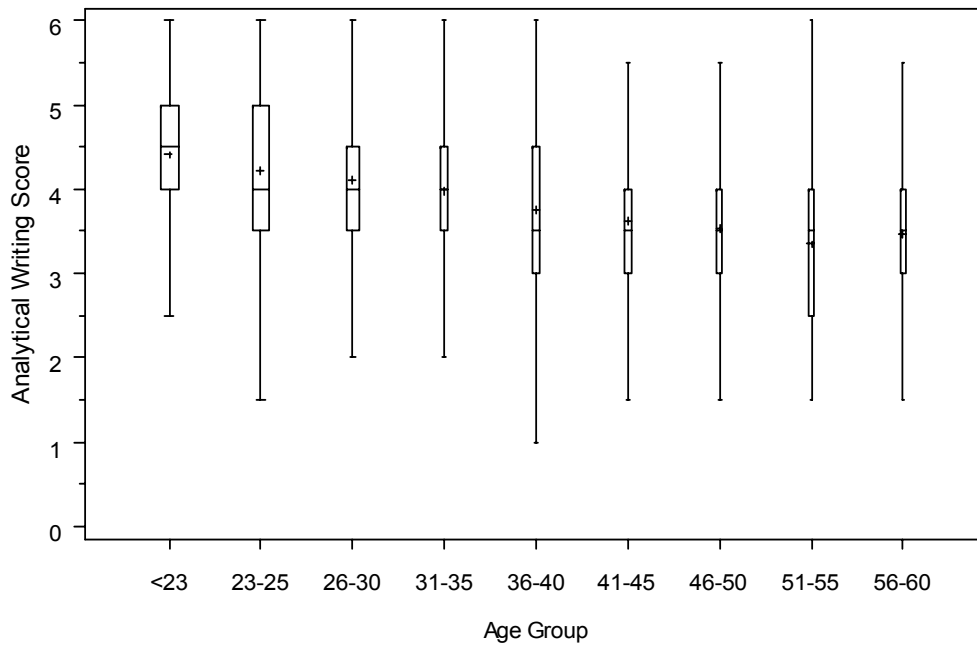
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Figure 83. GRE General Test Quantitative Scores by Ethnic Group (Asian American) And Age Group: 2006-07 (U.S. Citizens Only)



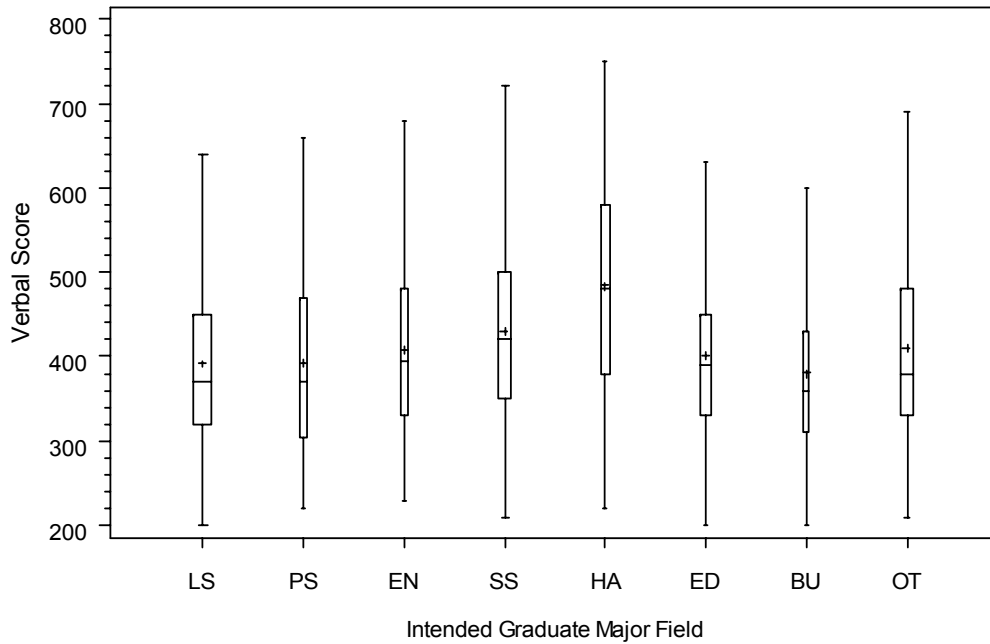
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Figure 84. GRE General Test Analytical Writing Scores by Ethnic Group (Asian American) And Age Group: 2006-07 (U.S. Citizens Only)



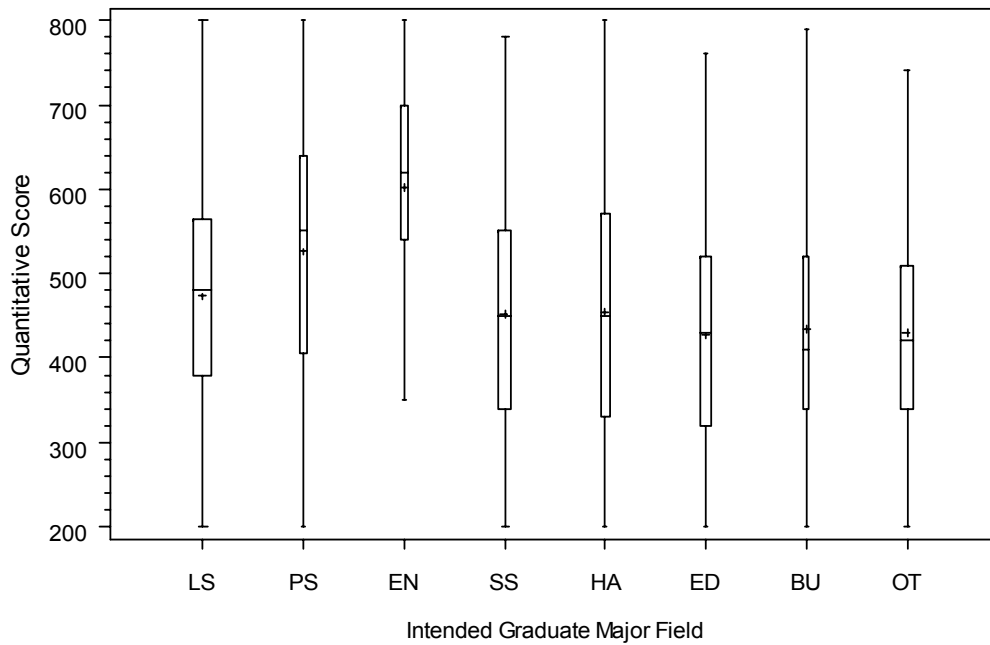
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**Figure 85. GRE General Test Verbal Scores by Ethnic Group (Puerto Rican)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



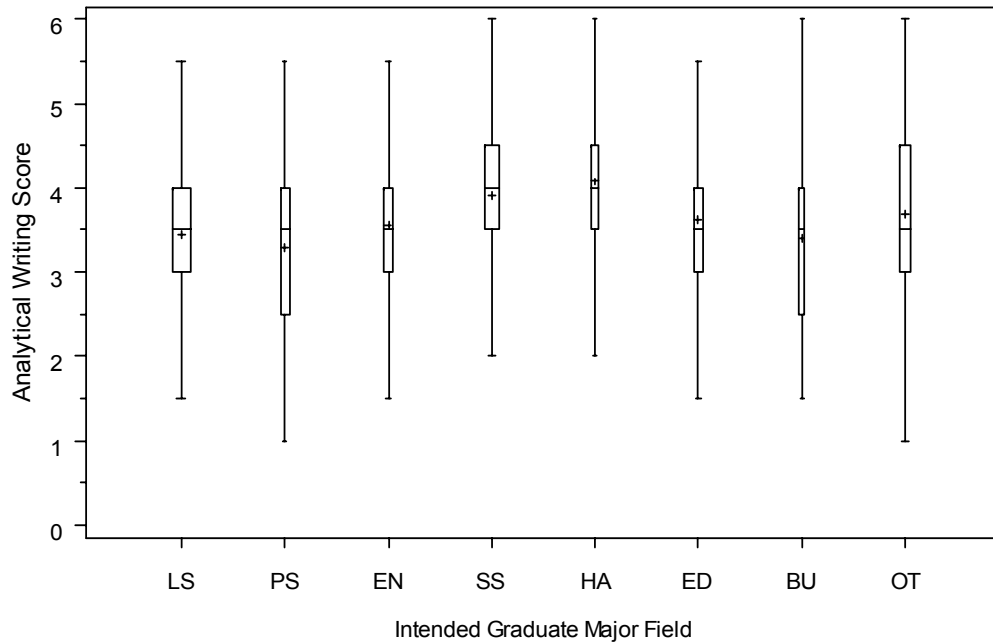
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**Figure 86. GRE General Test Quantitative Scores by Ethnic Group (Puerto Rican)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



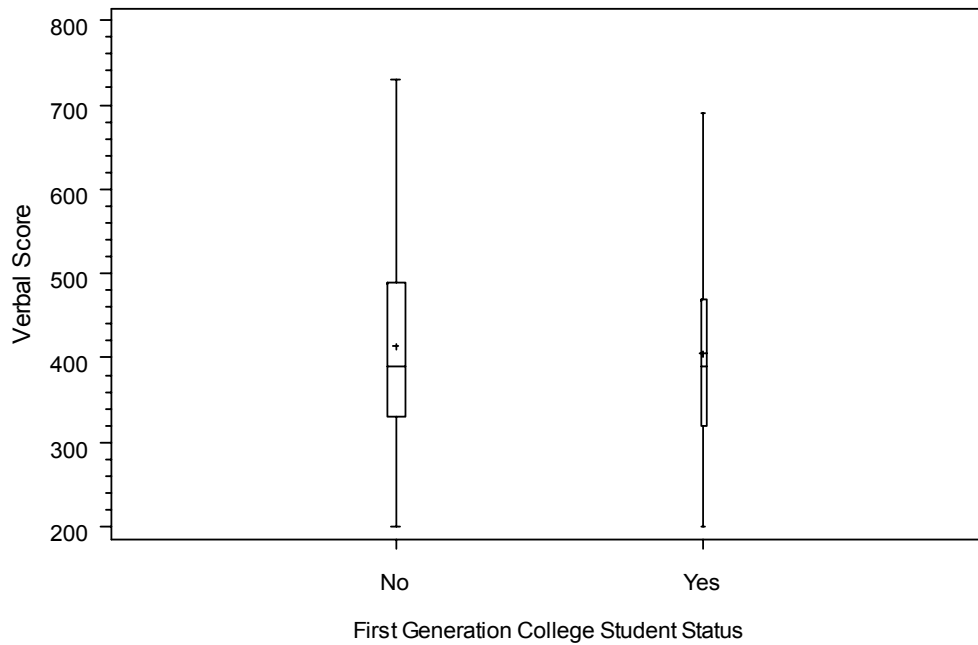
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Figure 87. GRE General Test Analytical Writing Scores by Ethnic Group (Puerto Rican) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



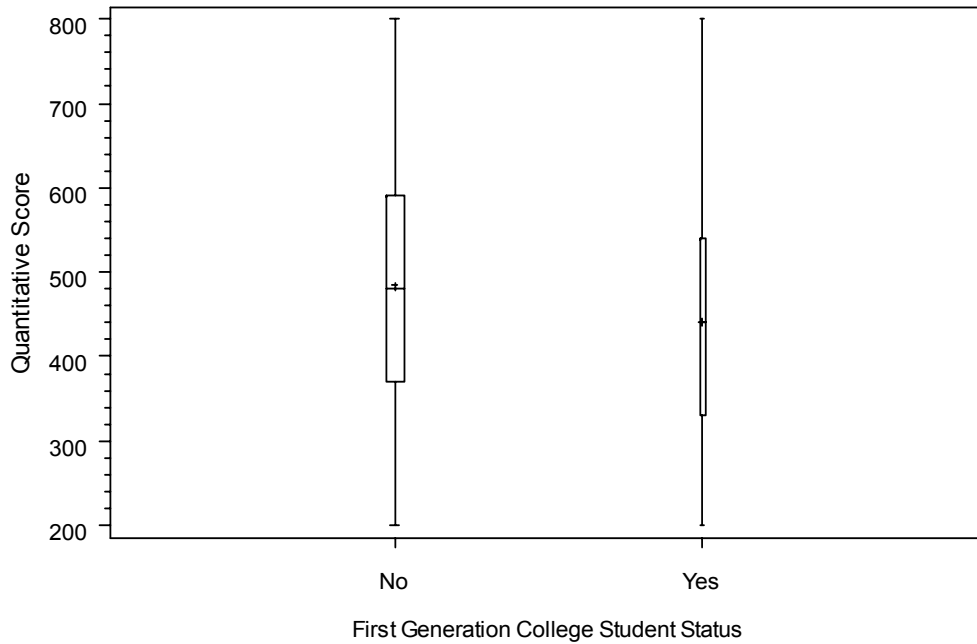
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Figure 88. GRE General Test Verbal Scores by Ethnic Group (Puerto Rican) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



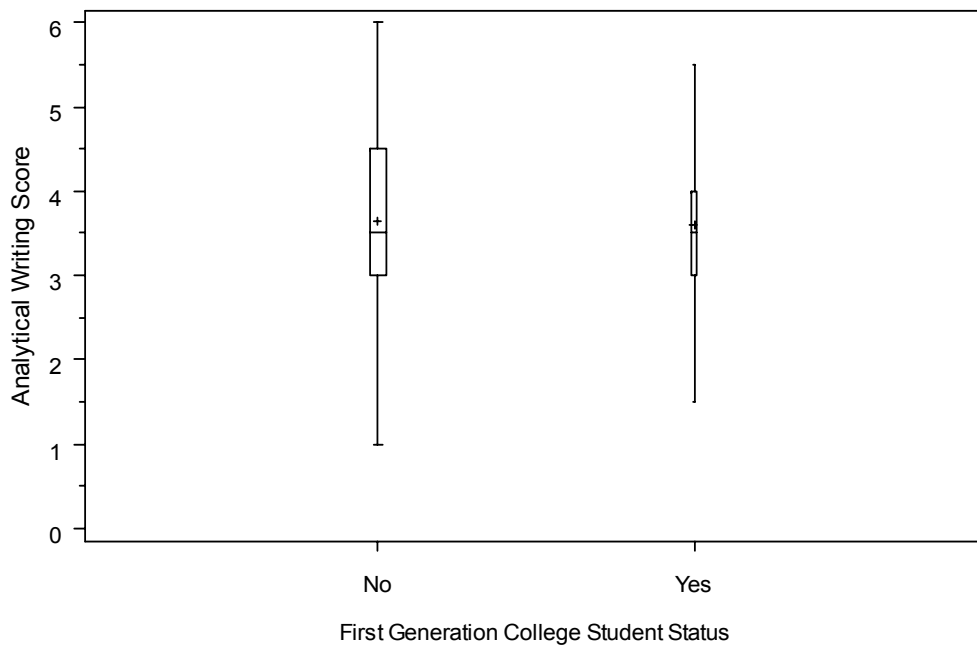
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**Figure 89. GRE General Test Quantitative Scores by Ethnic Group (Puerto Rican)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



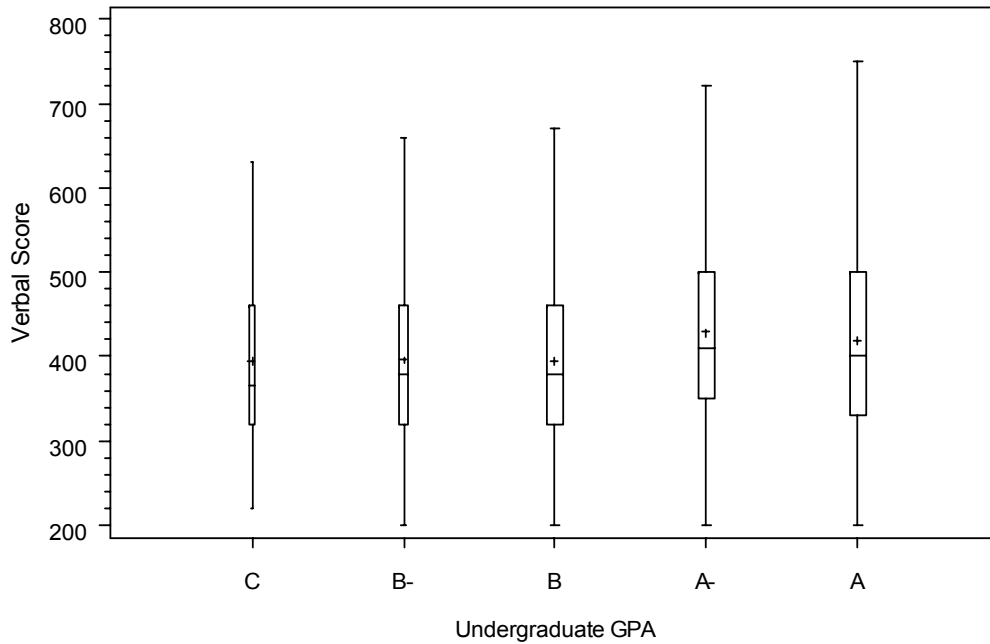
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**Figure 90. GRE General Test Analytical Writing Scores by Ethnic Group (Puerto Rican)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



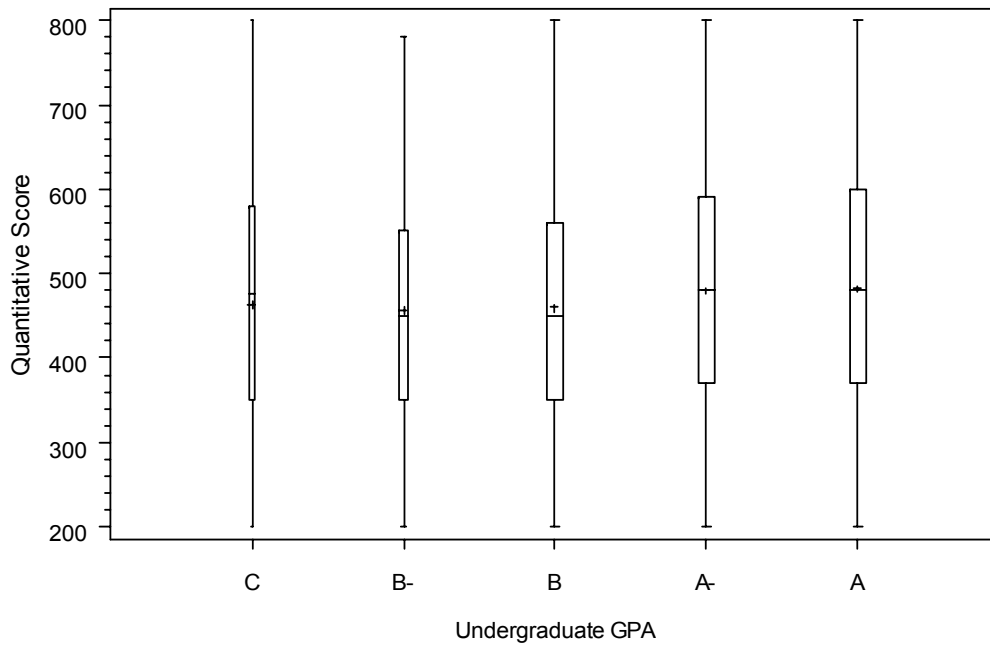
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**Figure 91. GRE General Test Verbal Scores by Ethnic Group (Puerto Rican)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



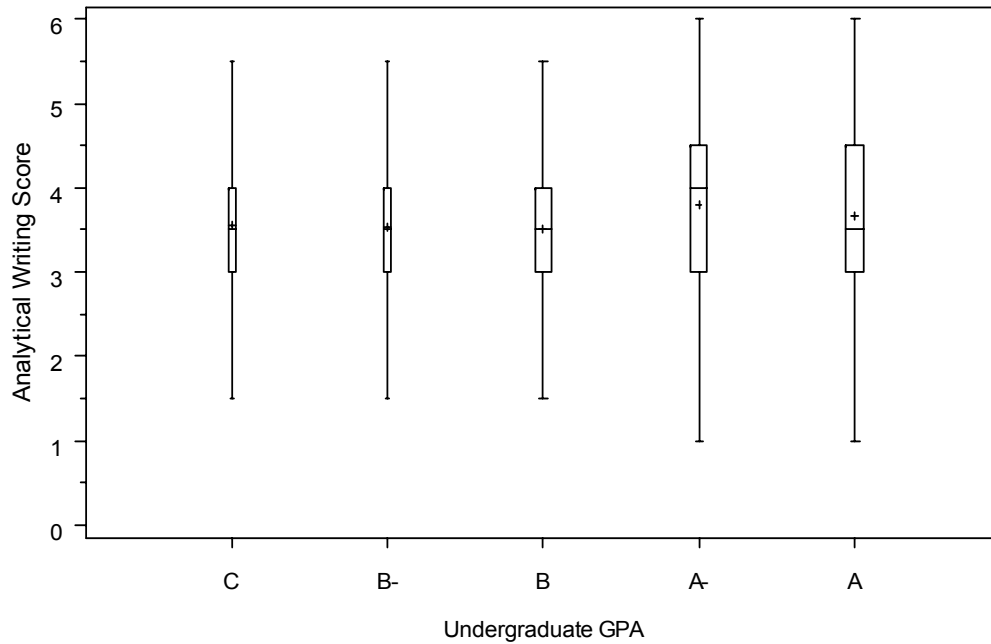
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**Figure 92. GRE General Test Quantitative Scores by Ethnic Group (Puerto Rican)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



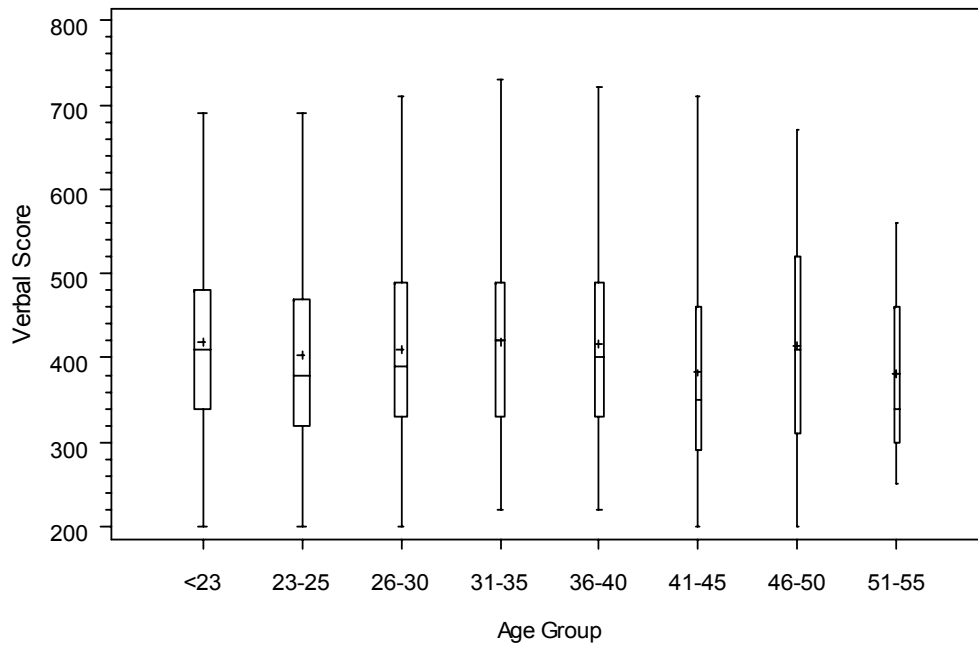
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Figure 93. GRE General Test Analytical Writing Scores by Ethnic Group (Puerto Rican) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



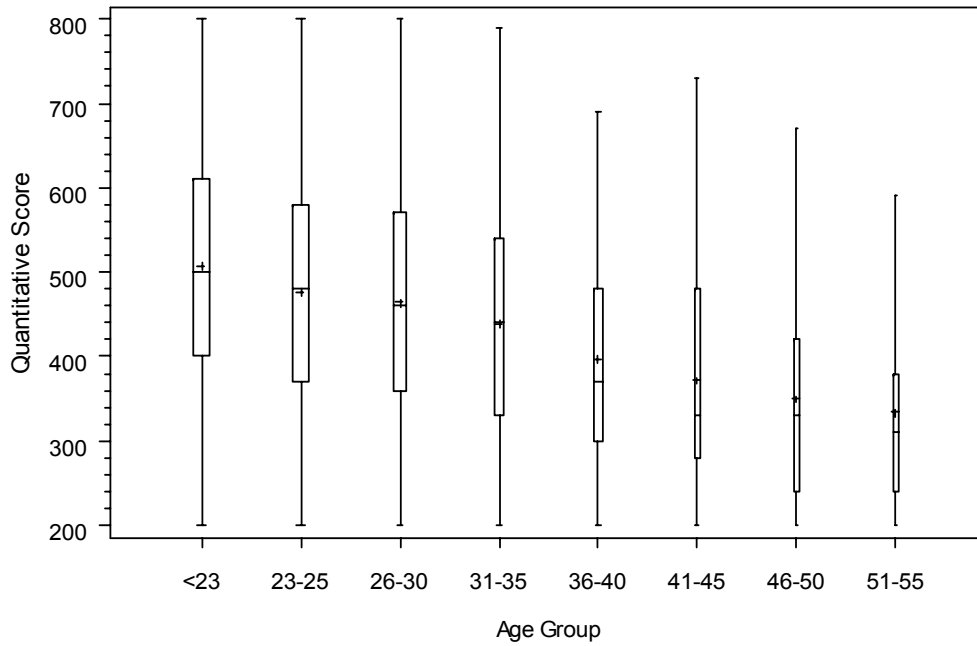
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Figure 94. GRE General Test Verbal Scores by Ethnic Group (Puerto Rican) And Age Group: 2006-07 (U.S. Citizens Only)



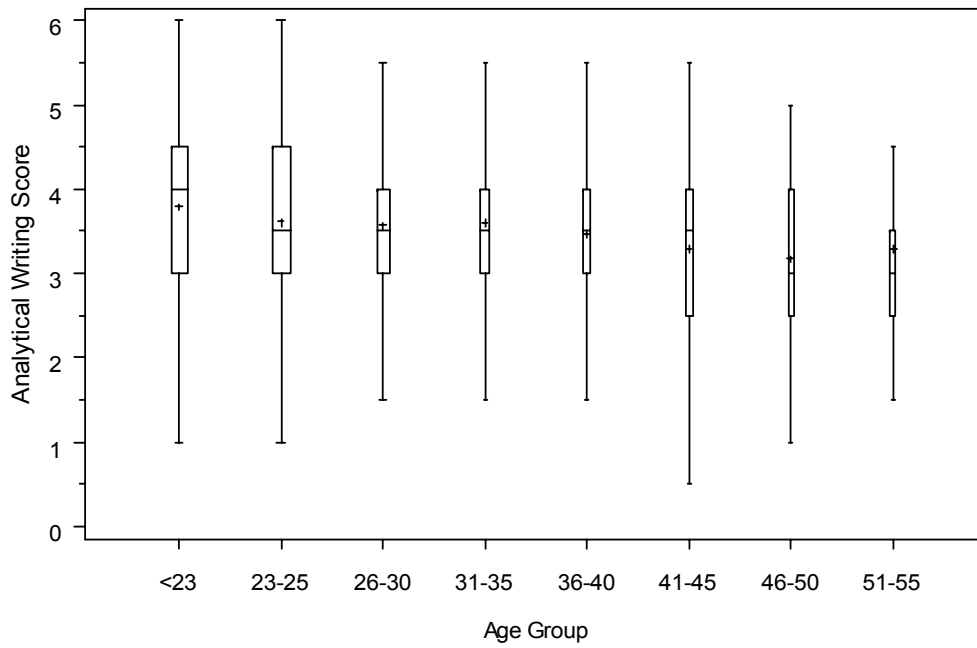
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**Figure 95. GRE General Test Quantitative Scores by Ethnic Group (Puerto Rican)
And Age Group: 2006-07 (U.S. Citizens Only)**



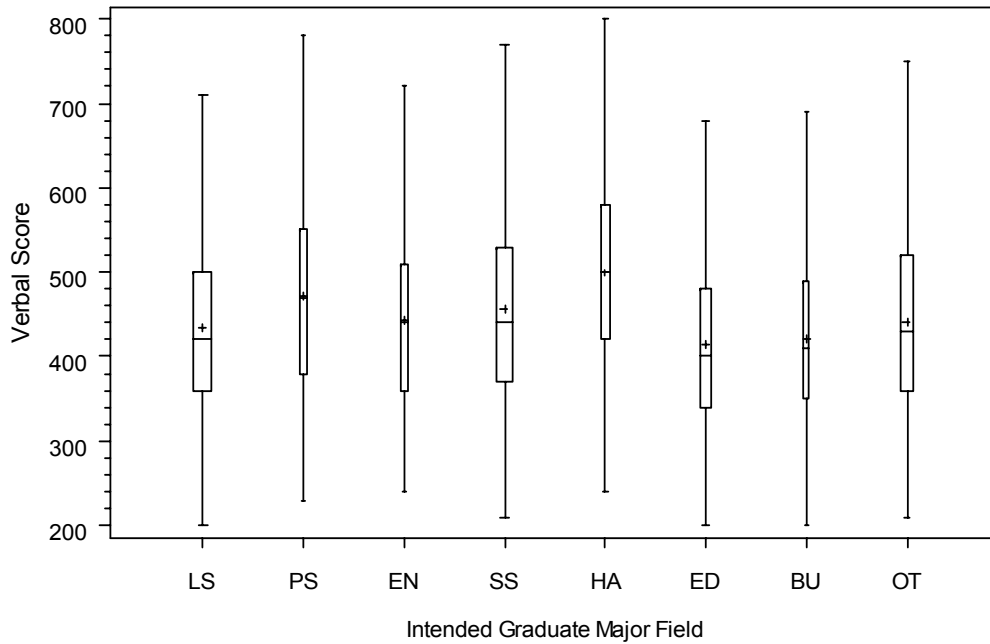
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**Figure 96. GRE General Test Analytical Writing Scores by Ethnic Group (Puerto Rican)
And Age Group: 2006-07 (U.S. Citizens Only)**



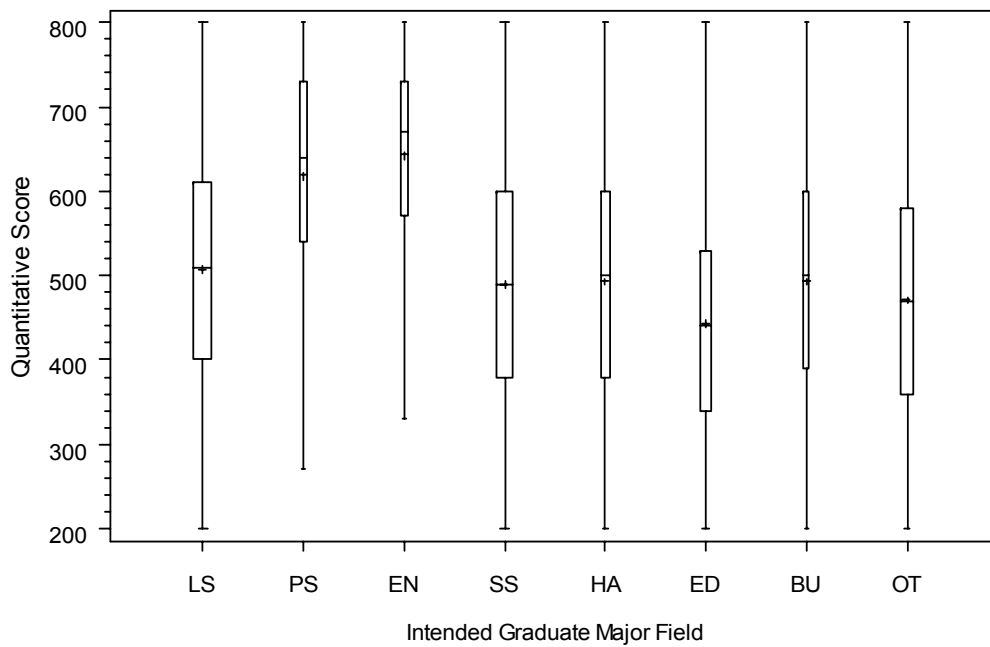
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Figure 97. GRE General Test Verbal Scores by Ethnic Group (Other Hispanic) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



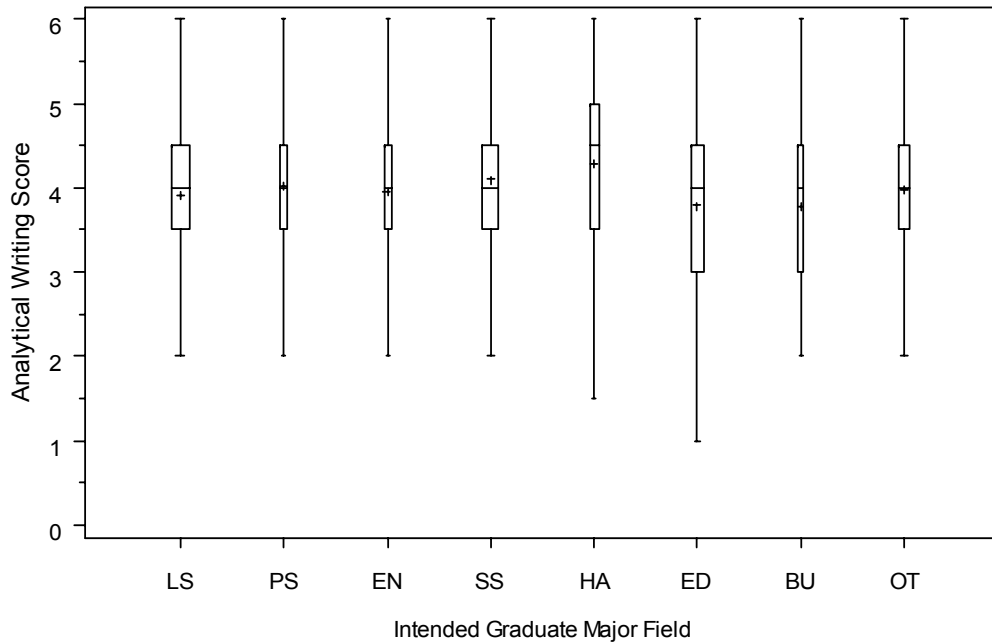
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Figure 98. GRE General Test Quantitative Scores by Ethnic Group (Other Hispanic) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



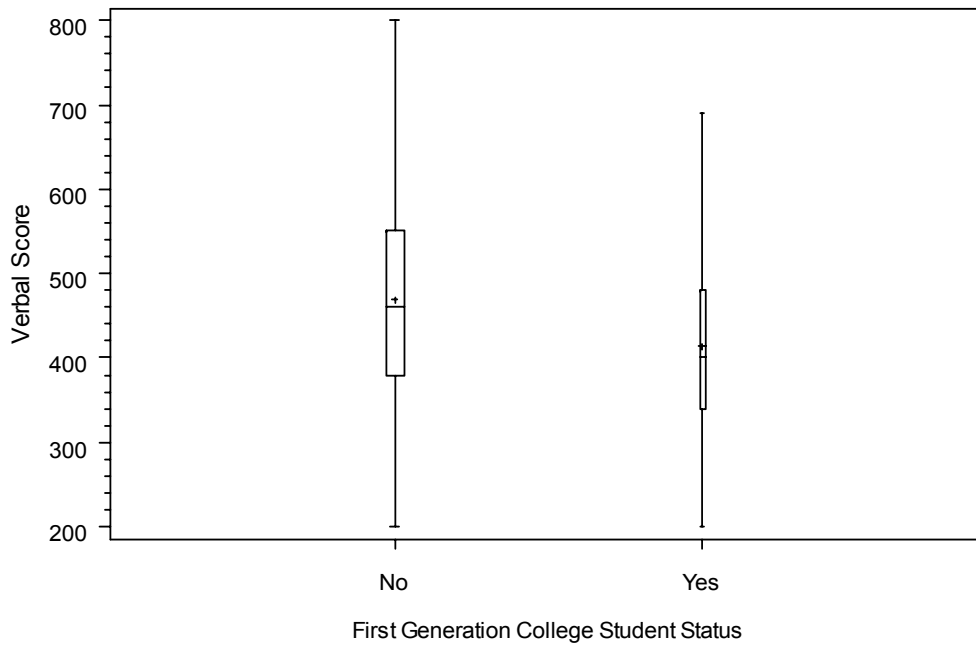
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Figure 99. GRE General Test Analytical Writing Scores by Ethnic Group (Other Hispanic) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



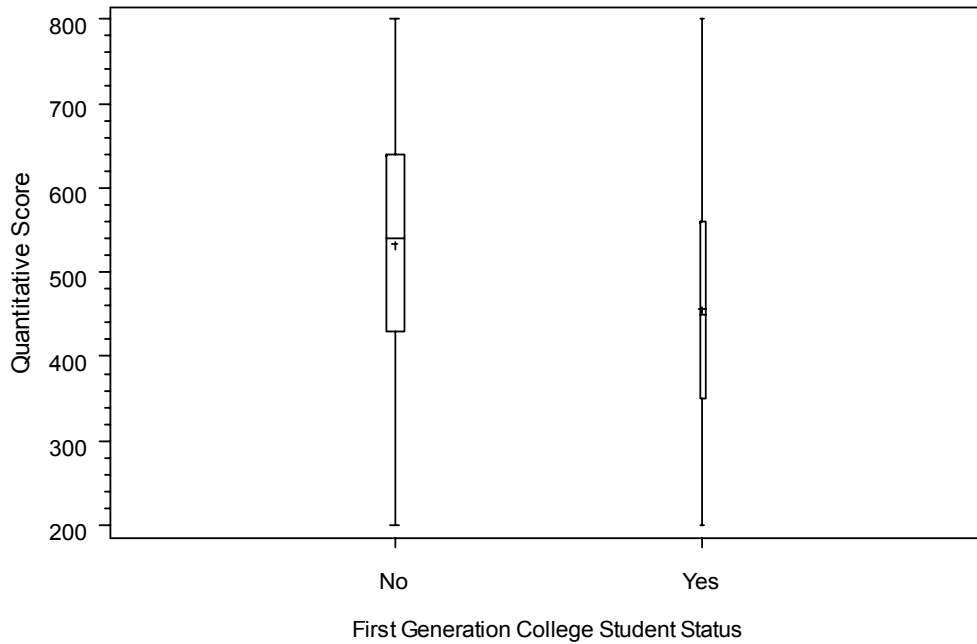
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Figure 100. GRE General Test Verbal Scores by Ethnic Group (Other Hispanic) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



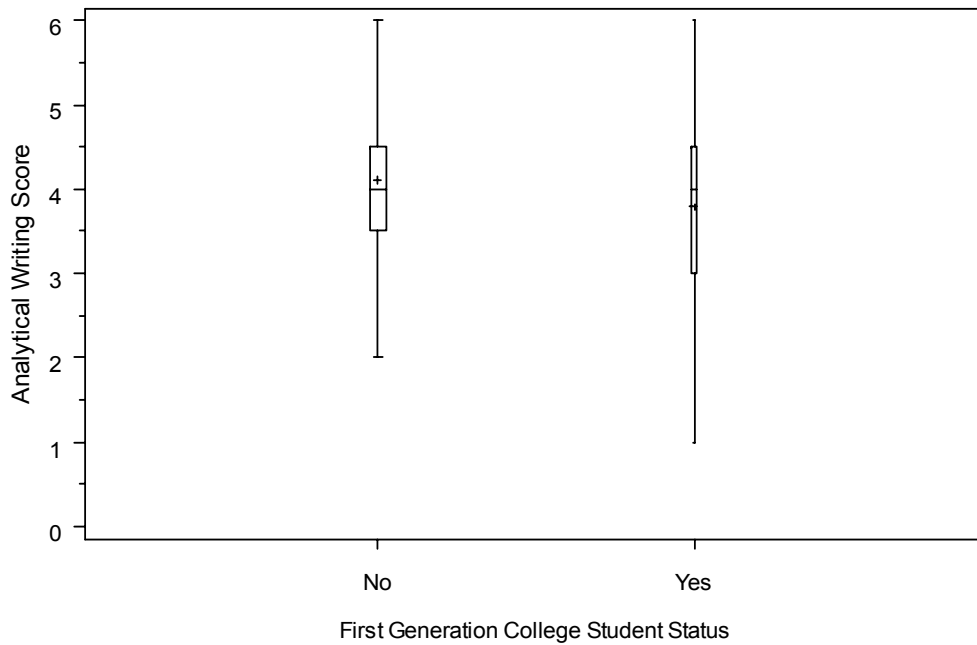
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Figure 101. GRE General Test Quantitative Scores by Ethnic Group (Other Hispanic) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



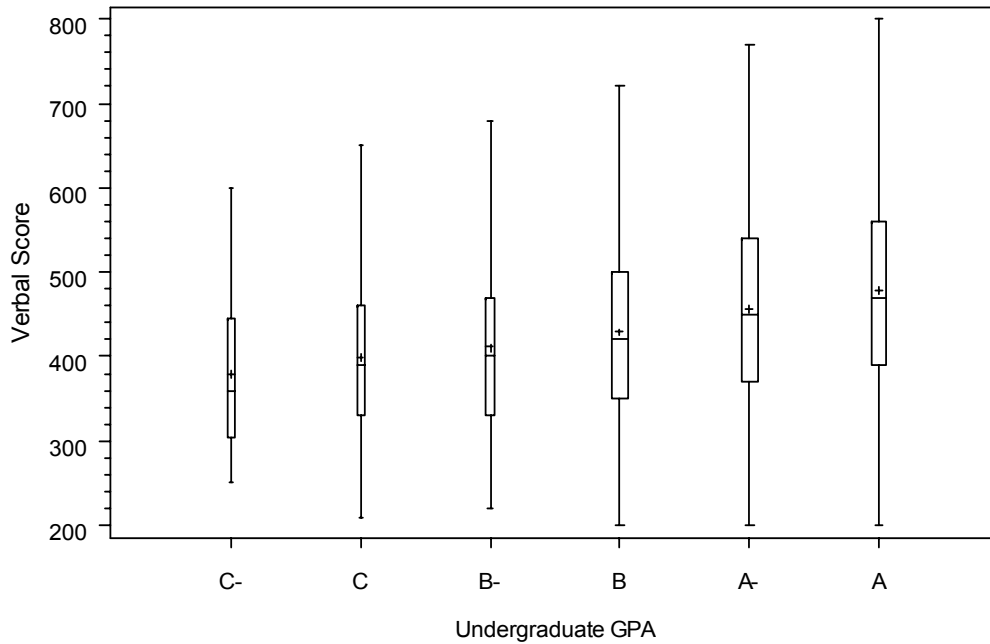
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Figure 102. GRE General Test Analytical Writing Scores by Ethnic Group (Other Hispanic) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



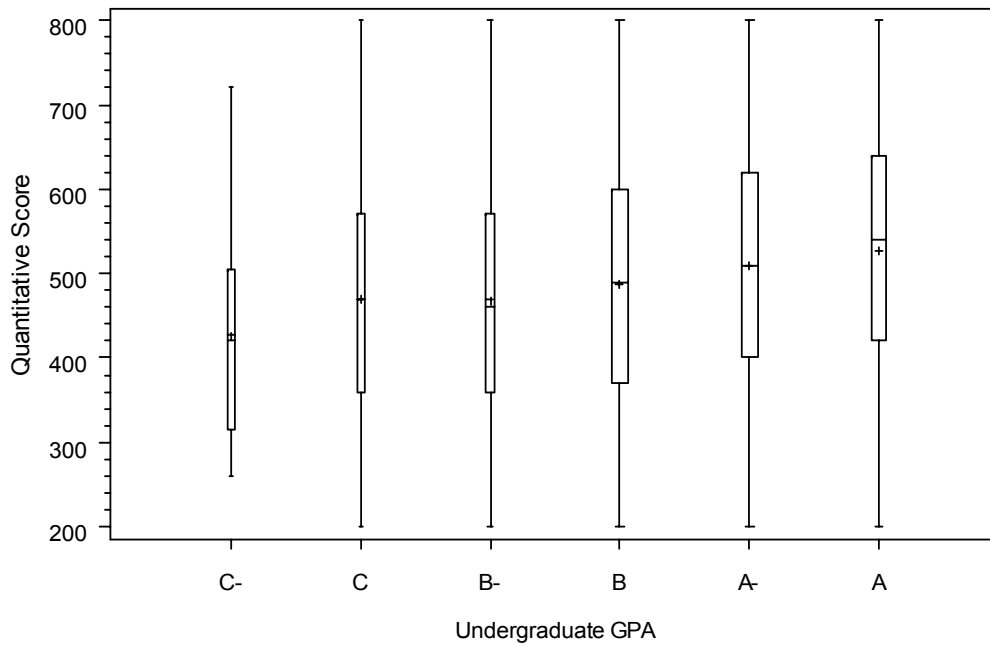
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Figure 103. GRE General Test Verbal Scores by Ethnic Group (Other Hispanic) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



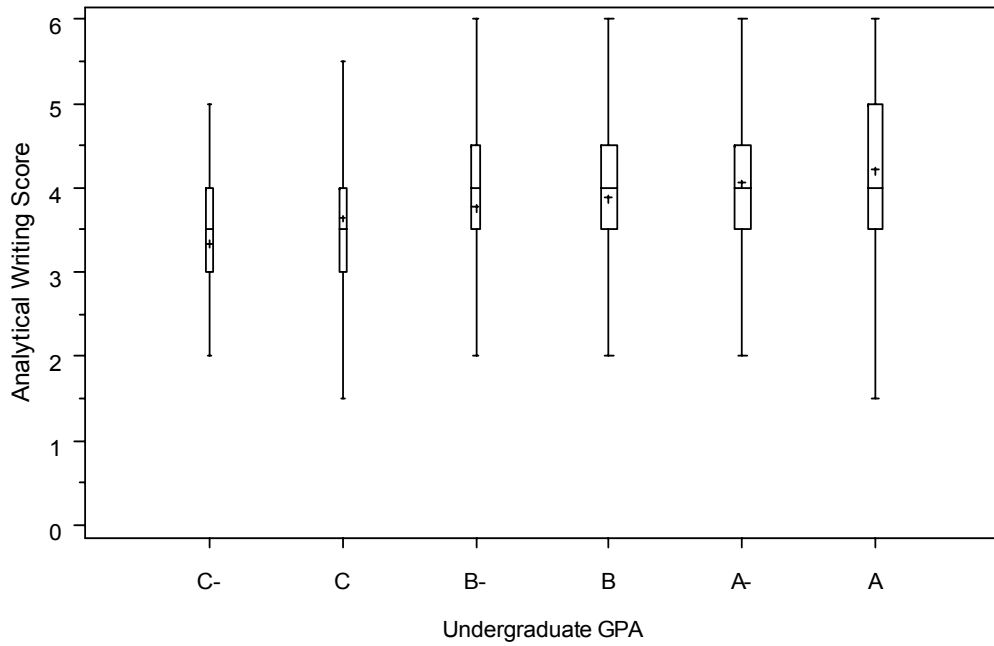
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Figure 104. GRE General Test Quantitative Scores by Ethnic Group (Other Hispanic) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



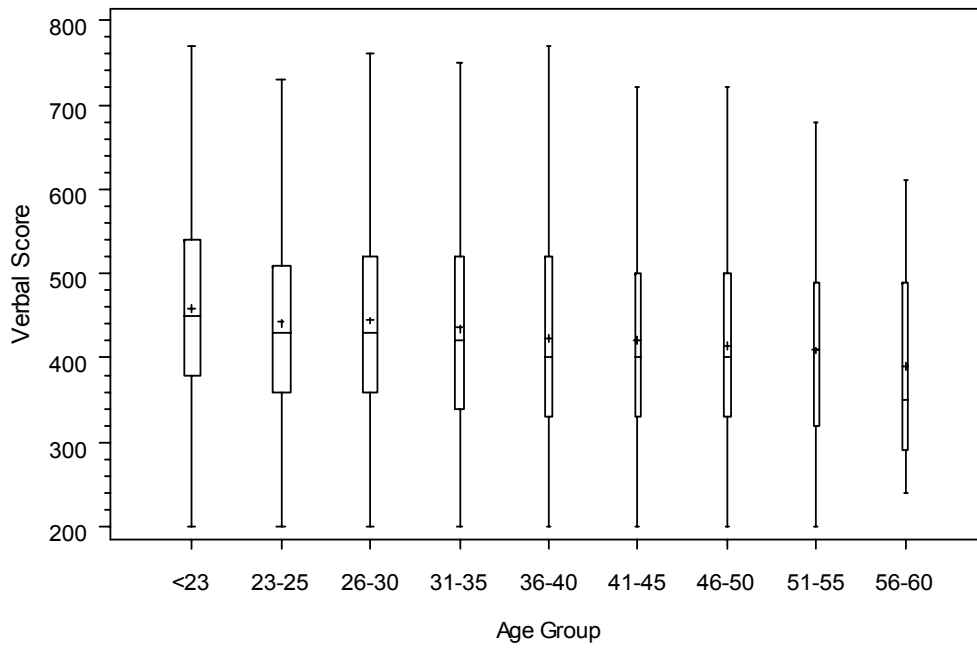
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Figure 105. GRE General Test Analytical Writing Scores by Ethnic Group (Other Hispanic) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



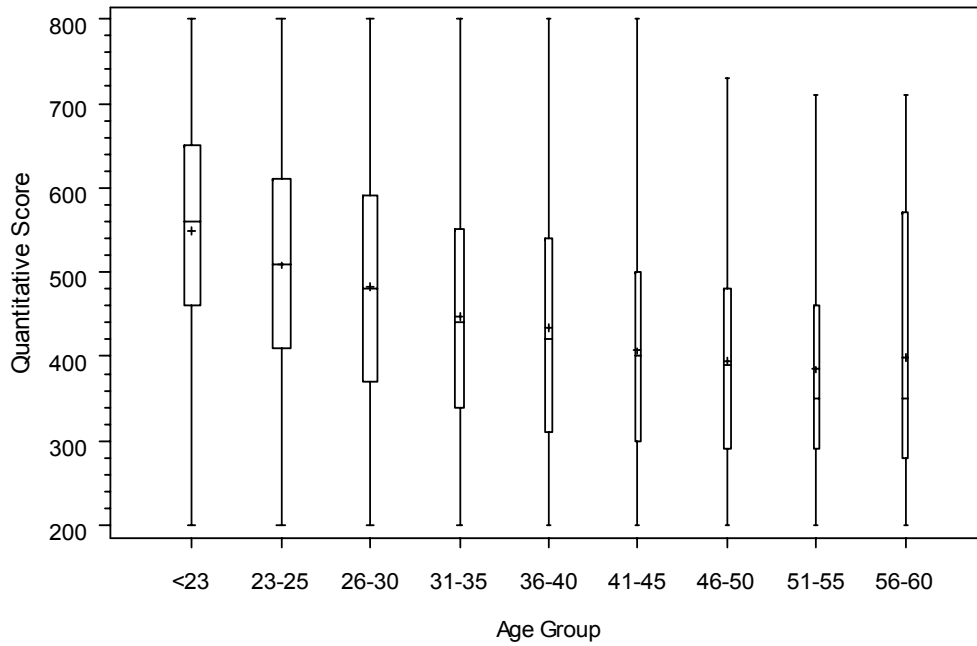
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Figure 106. GRE General Test Verbal Scores by Ethnic Group (Other Hispanic) And Age Group: 2006-07 (U.S. Citizens Only)



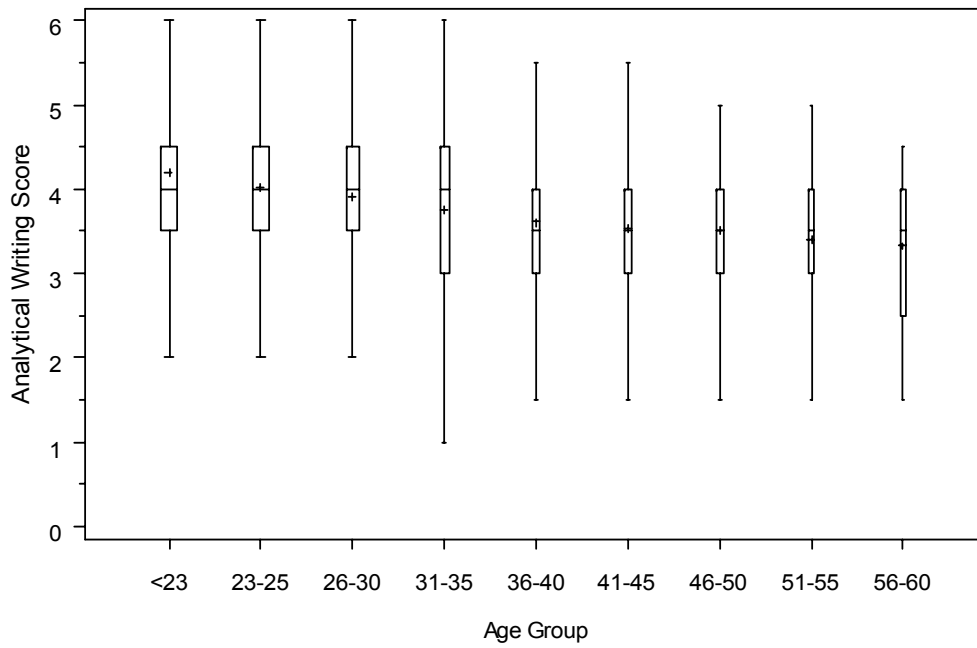
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Figure 107. GRE General Test Quantitative Scores by Ethnic Group (Other Hispanic) And Age Group: 2006-07 (U.S. Citizens Only)



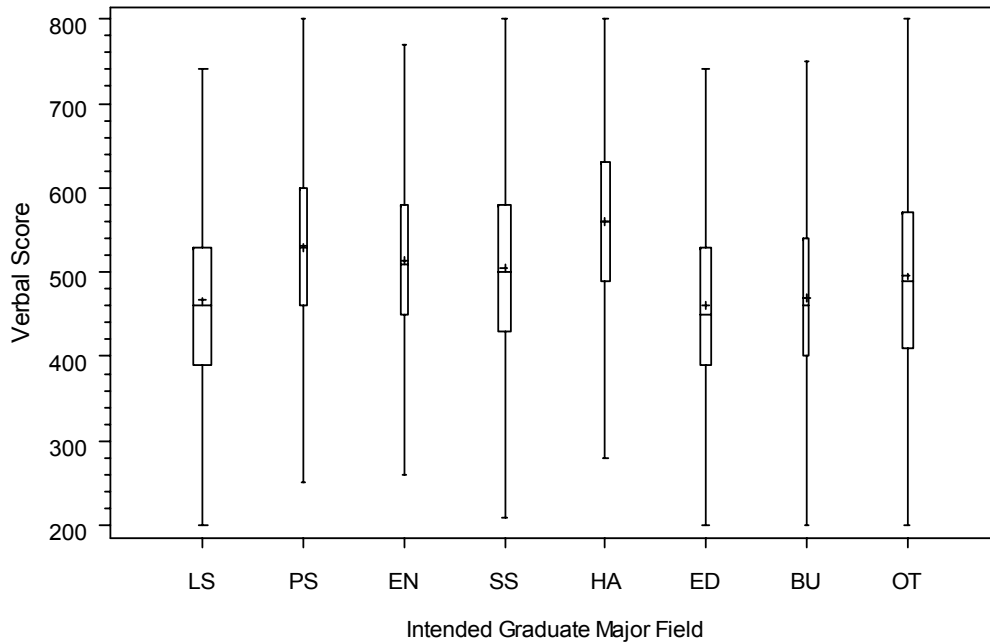
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Figure 108. GRE General Test Analytical Writing Scores by Ethnic Group (Other Hispanic) And Age Group: 2006-07 (U.S. Citizens Only)



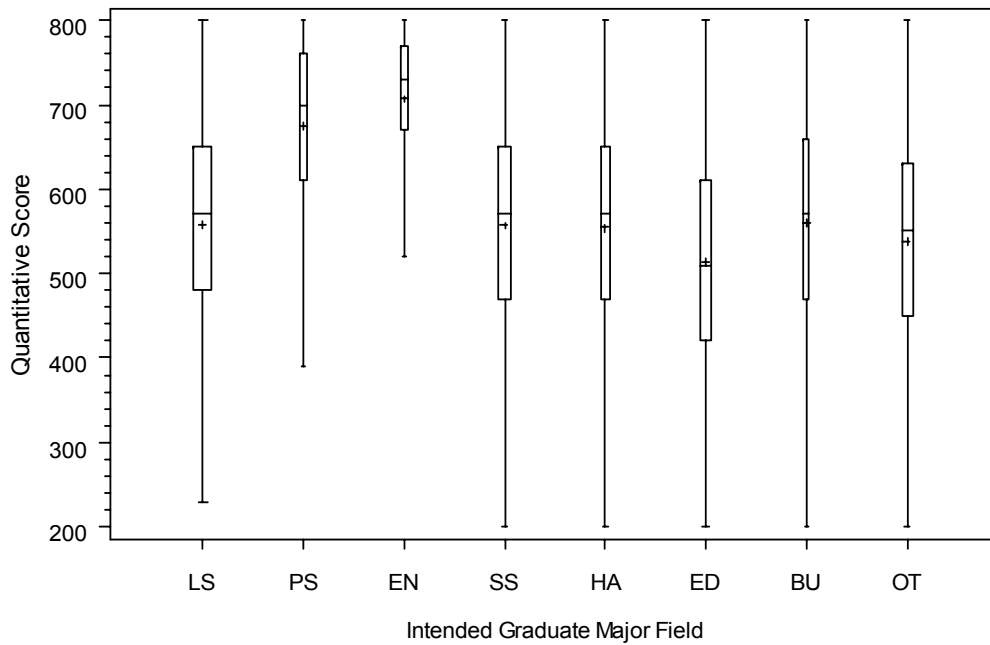
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**Figure 109. GRE General Test Verbal Scores by Ethnic Group (White)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



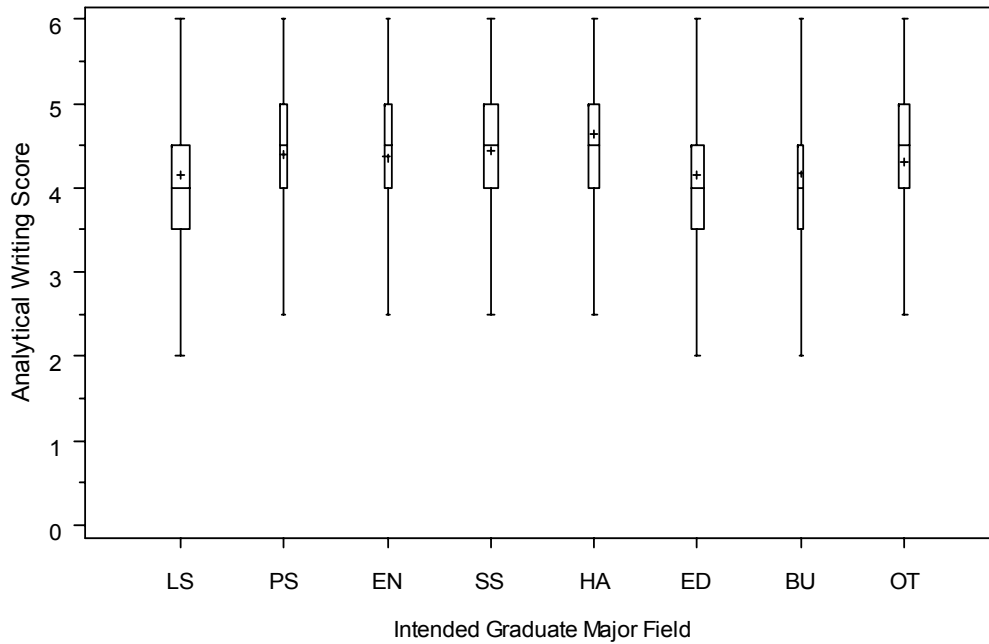
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**Figure 110. GRE General Test Quantitative Scores by Ethnic Group (White)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



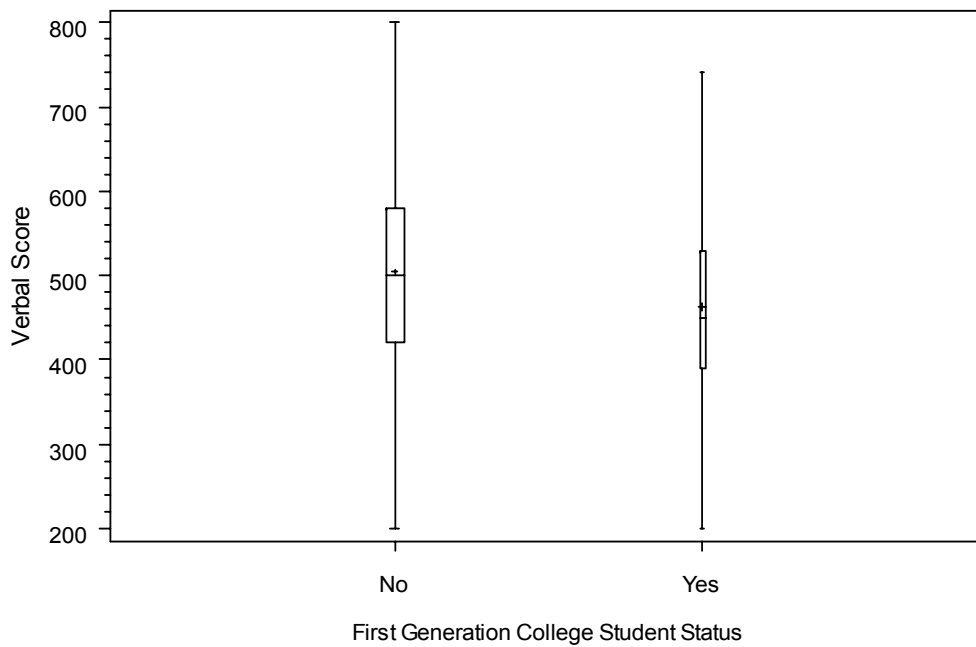
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Figure 111. GRE General Test Analytical Writing Scores by Ethnic Group (White) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



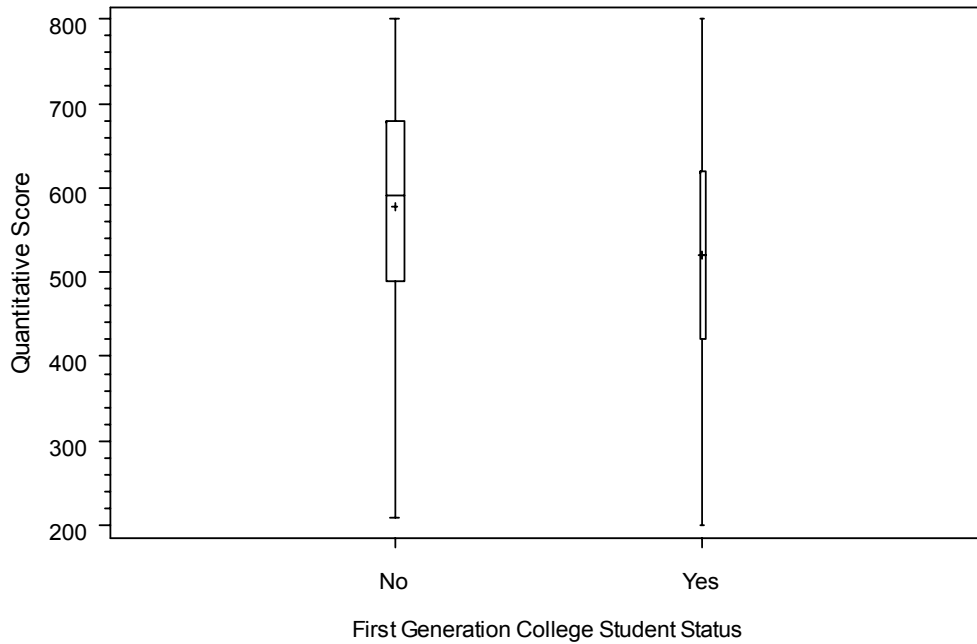
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Figure 112. GRE General Test Verbal Scores by Ethnic Group (White) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



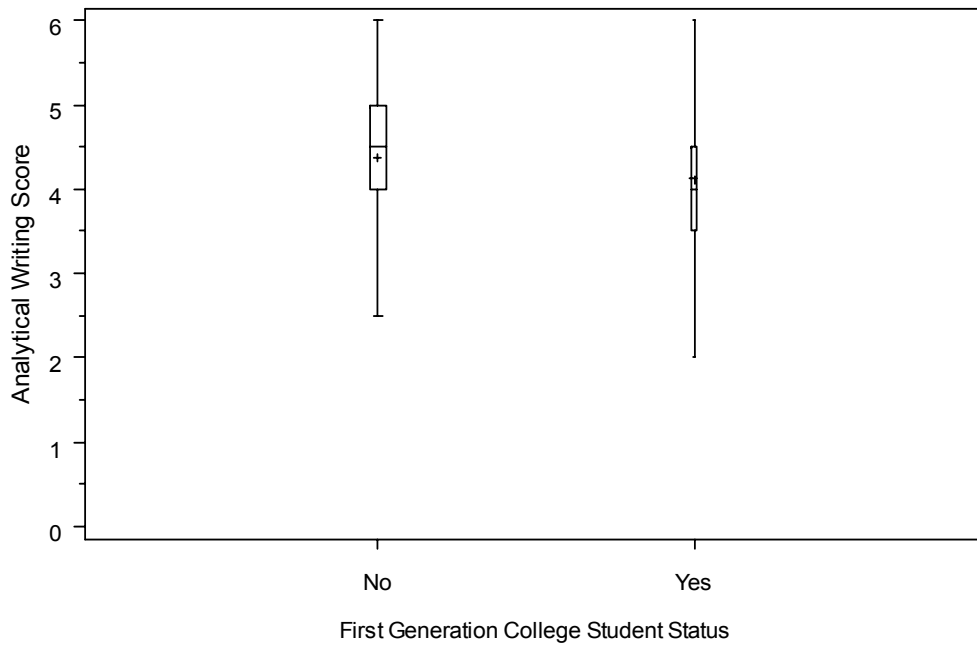
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Figure 113. GRE General Test Quantitative Scores by Ethnic Group (White) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



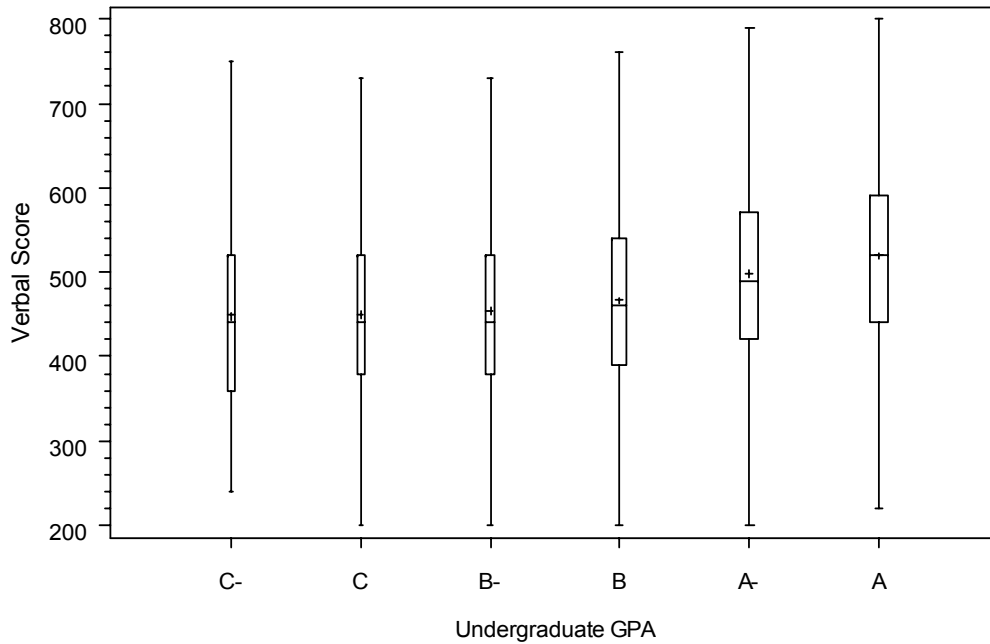
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Figure 114. GRE General Test Analytical Writing Scores by Ethnic Group (White) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



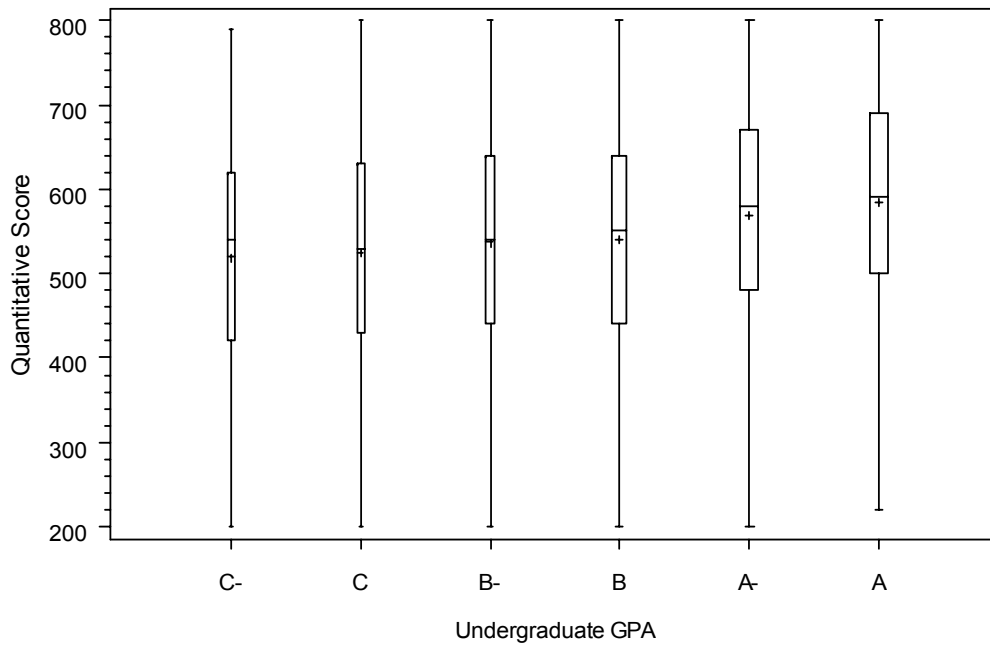
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**Figure 115. GRE General Test Verbal Scores by Ethnic Group (White)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



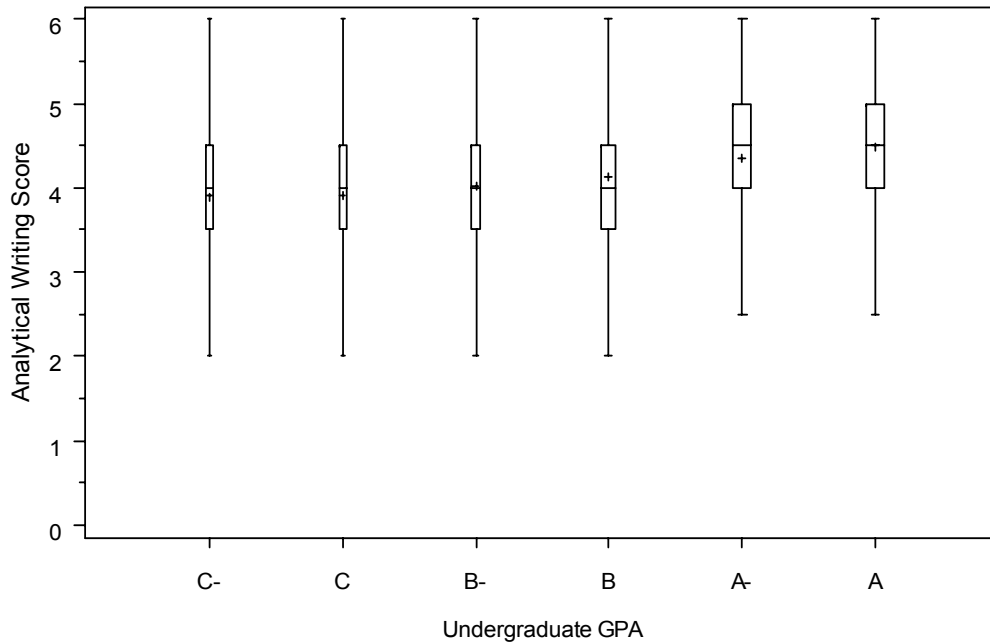
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**Figure 116. GRE General Test Quantitative Scores by Ethnic Group (White)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



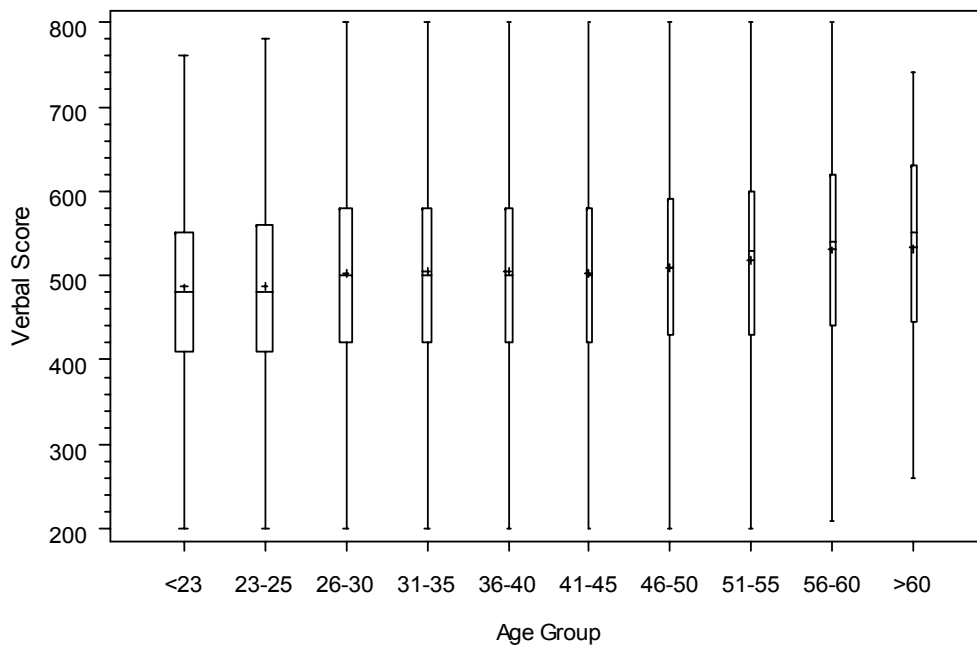
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Figure 117. GRE General Test Analytical Writing Scores by Ethnic Group (White) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



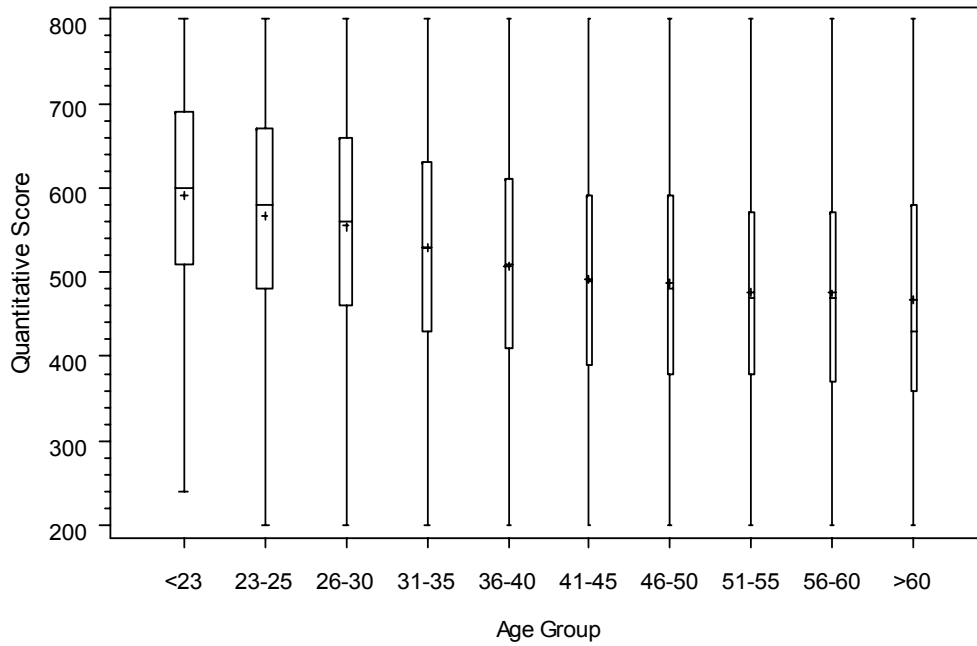
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Figure 118. GRE General Test Verbal Scores by Ethnic Group (White) And Age Group: 2006-07 (U.S. Citizens Only)



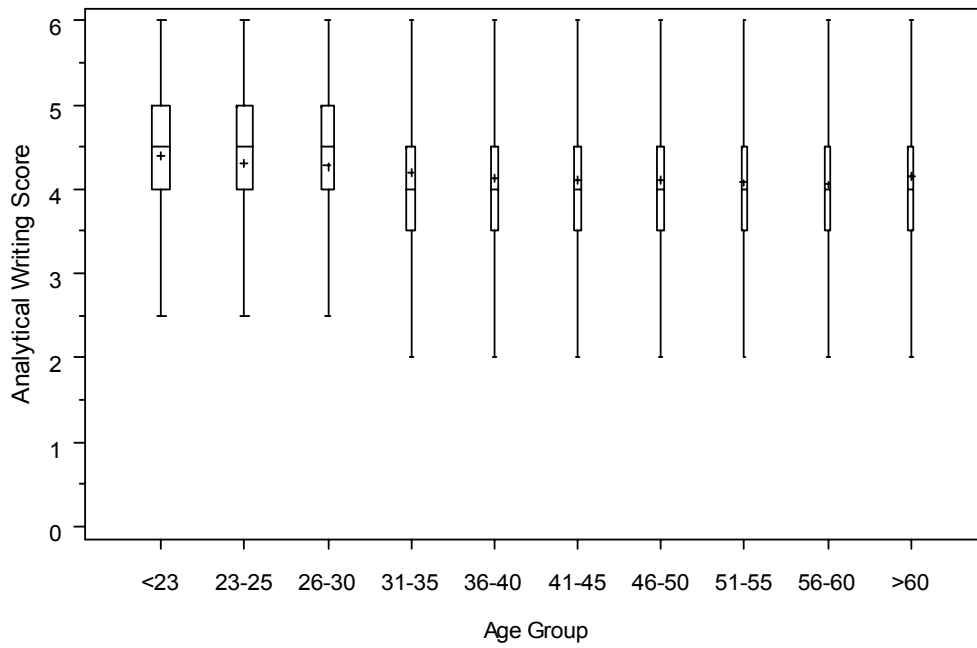
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Figure 119. GRE General Test Quantitative Scores by Ethnic Group (White) And Age Group: 2006-07 (U.S. Citizens Only)



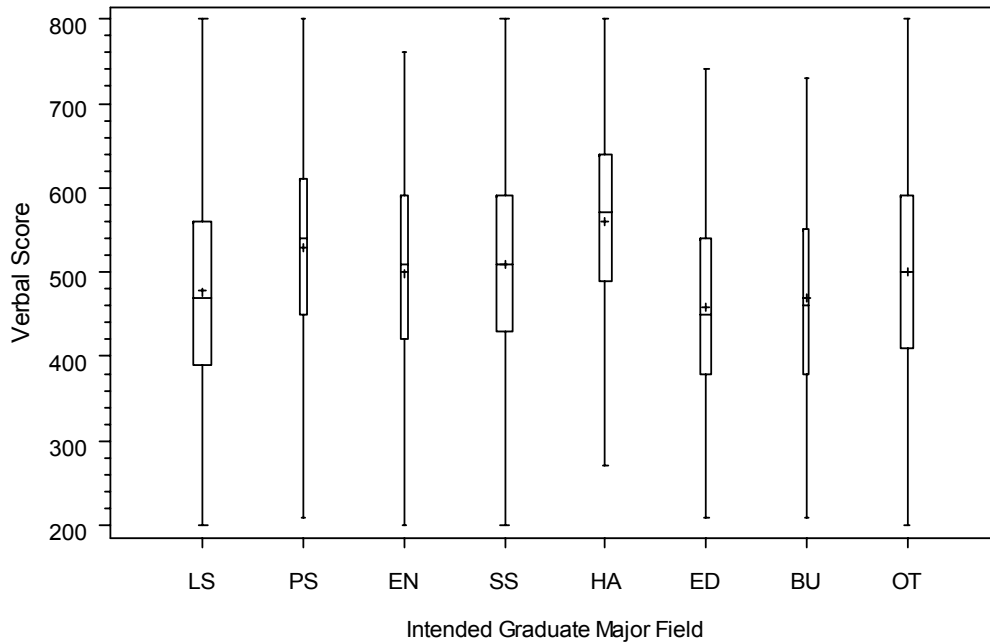
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Figure 120. GRE General Test Analytical Writing Scores by Ethnic Group (White) And Age Group: 2006-07 (U.S. Citizens Only)



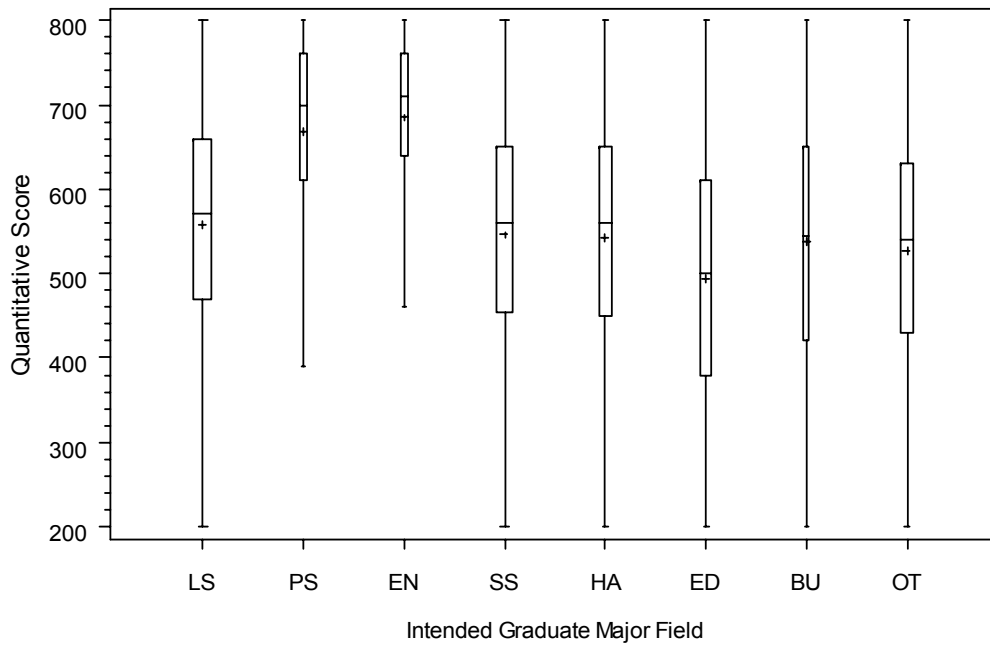
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**Figure 121. GRE General Test Verbal Scores by Ethnic Group (Other)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



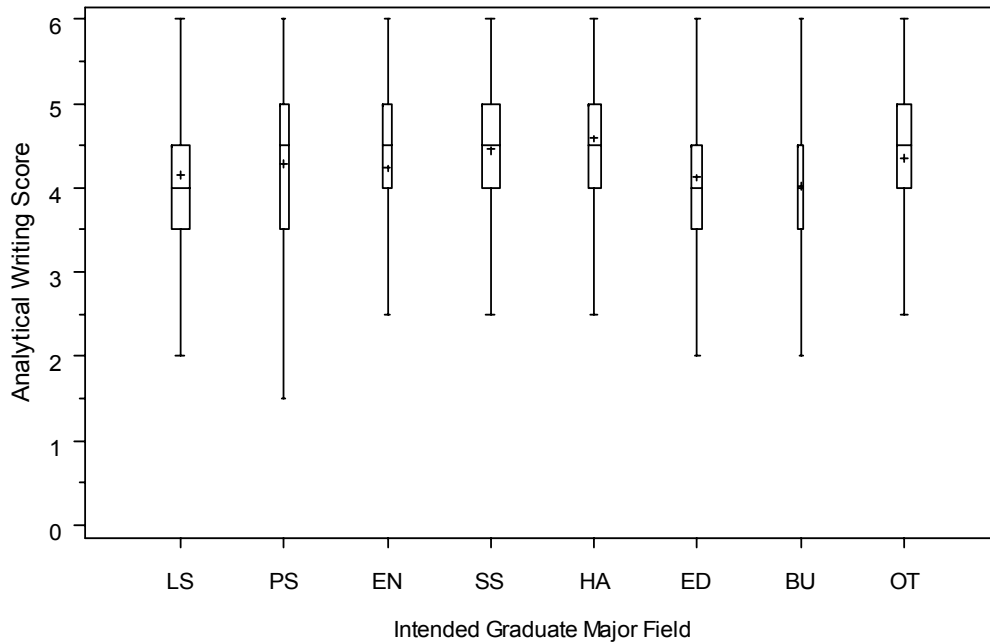
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**Figure 122. GRE General Test Quantitative Scores by Ethnic Group (Other)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



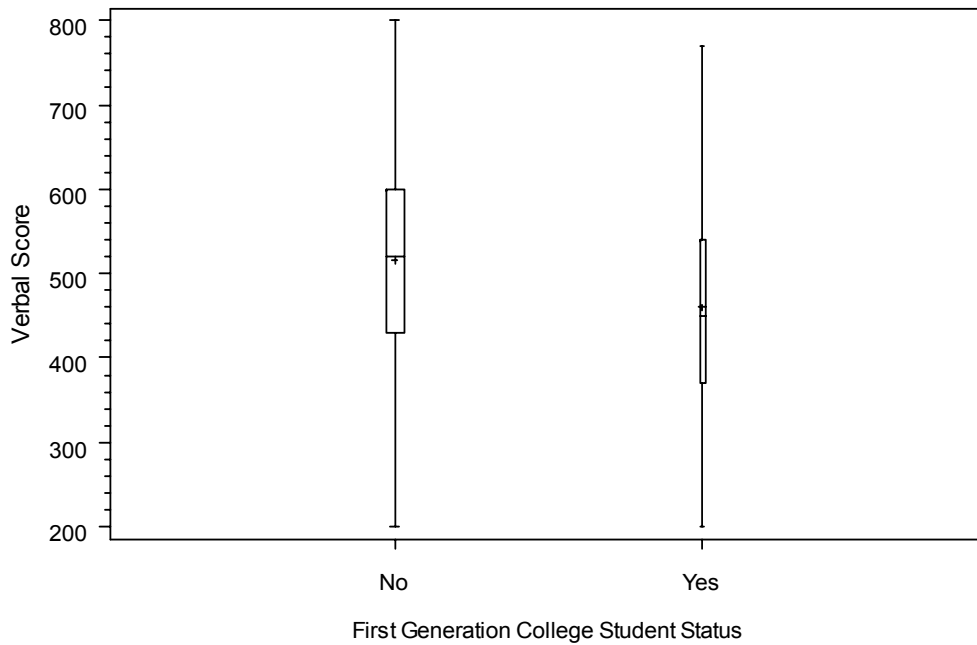
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Figure 123. GRE General Test Analytical Writing Scores by Ethnic Group (Other) And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)



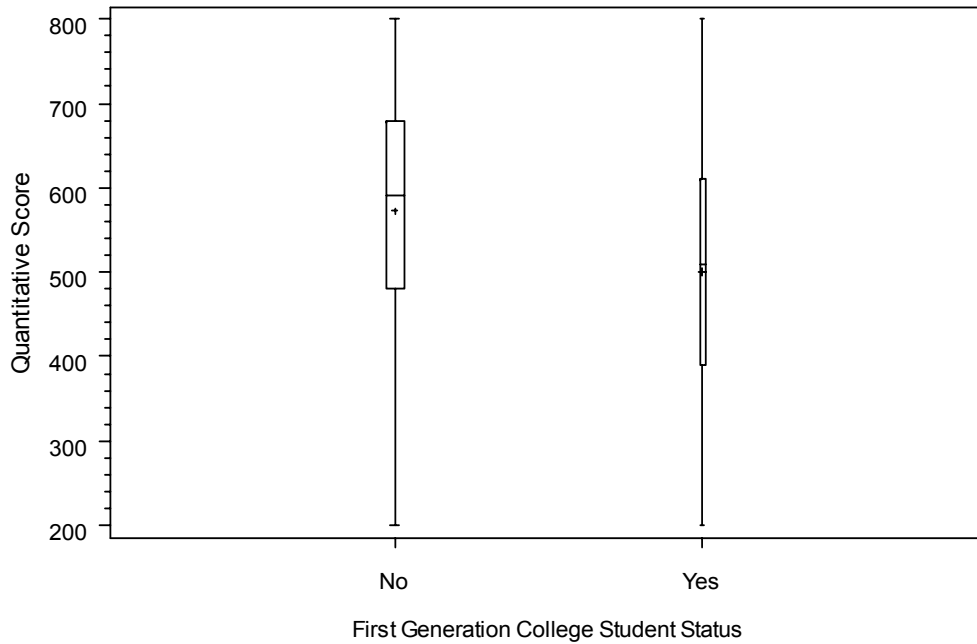
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Figure 124. GRE General Test Verbal Scores by Ethnic Group (Other) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



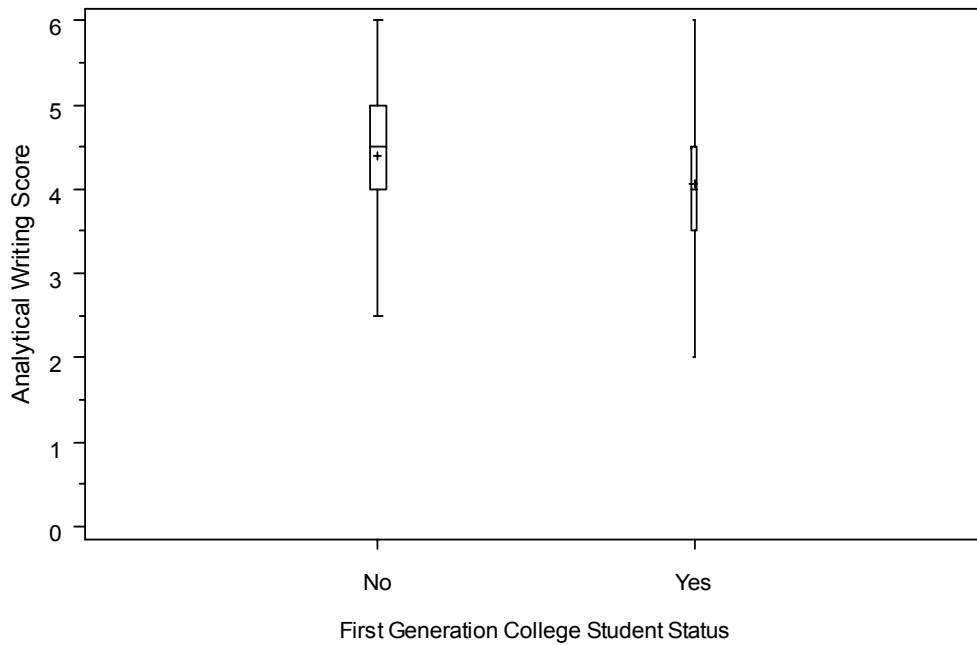
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Figure 125. GRE General Test Quantitative Scores by Ethnic Group (Other) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



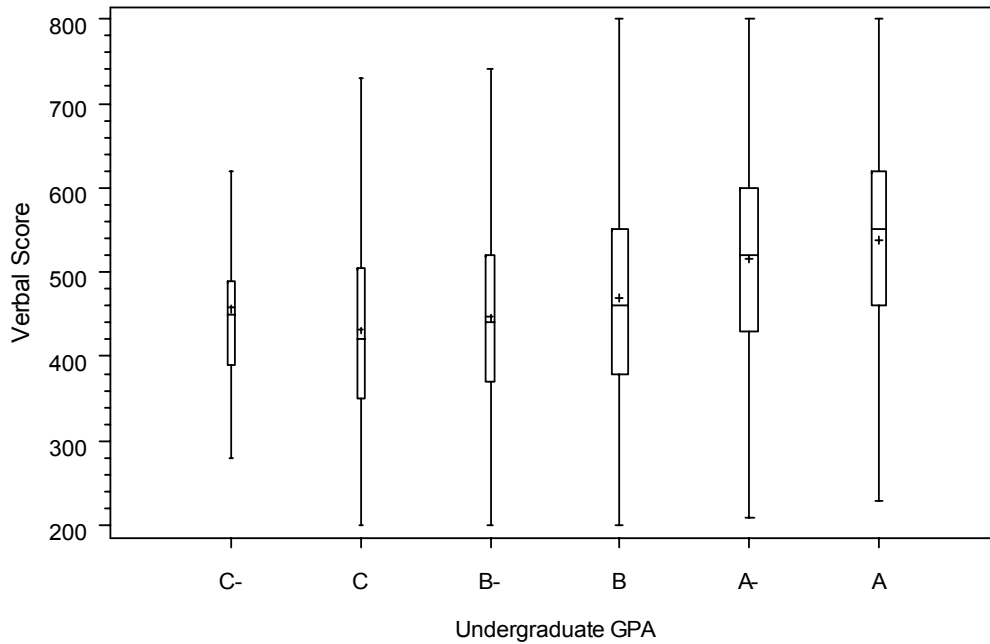
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Figure 126. GRE General Test Analytical Writing Scores by Ethnic Group (Other) And First Generation College Student Status: 2006-07 (U.S. Citizens Only)



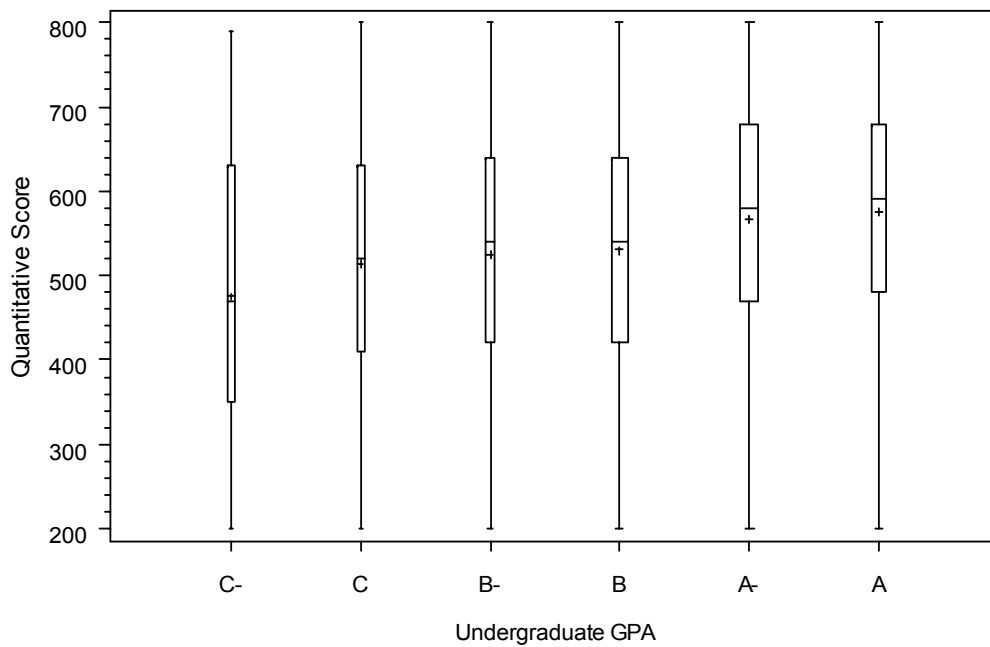
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**Figure 127. GRE General Test Verbal Scores by Ethnic Group (Other)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



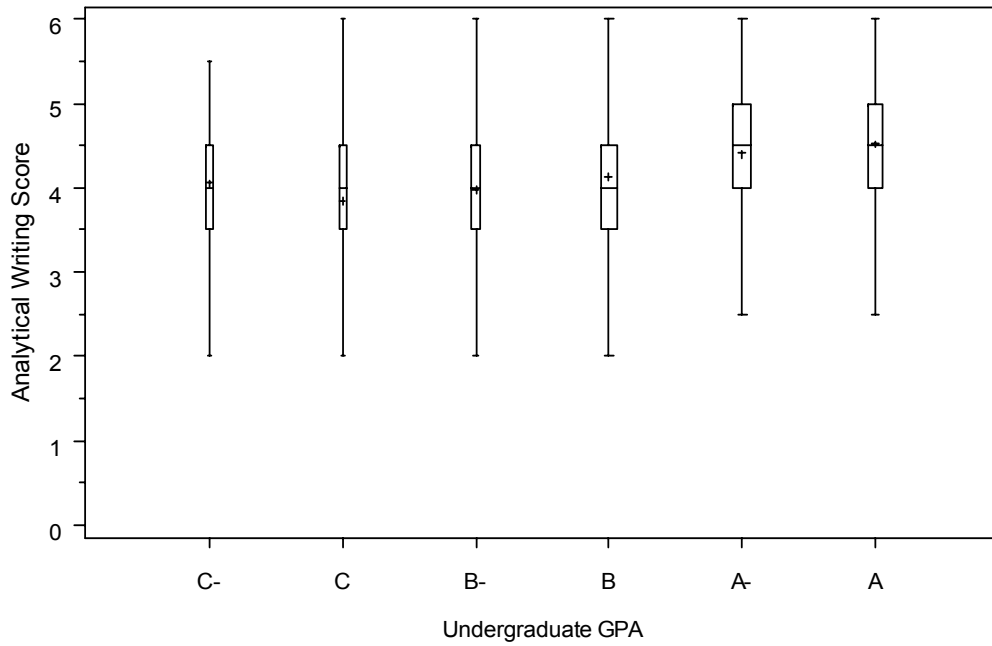
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**Figure 128. GRE General Test Quantitative Scores by Ethnic Group (Other)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



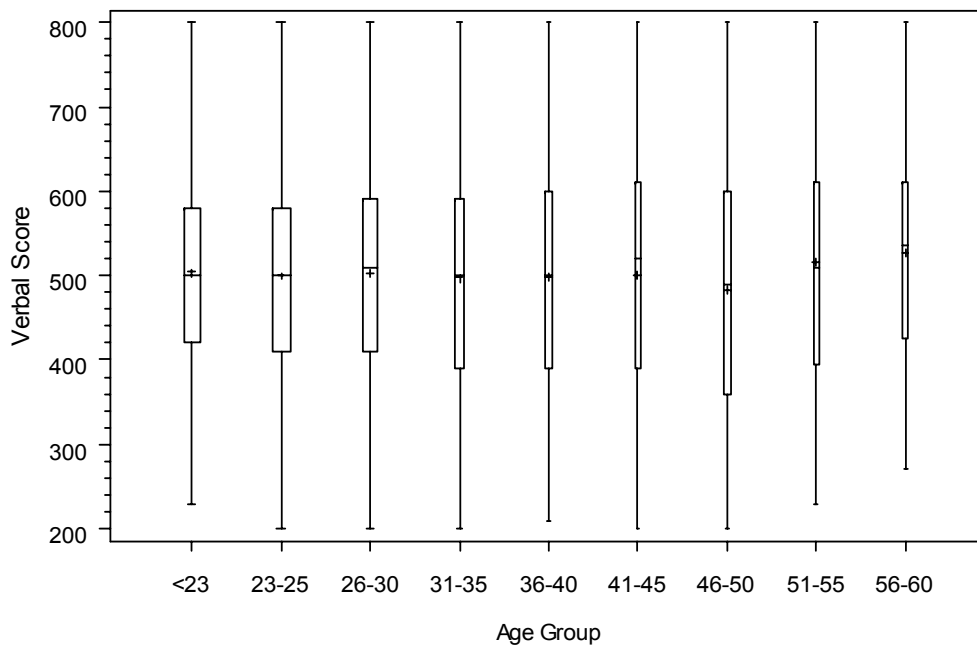
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Figure 129. GRE General Test Analytical Writing Scores by Ethnic Group (Other) And Undergraduate GPA: 2006-07 (U.S. Citizens Only)



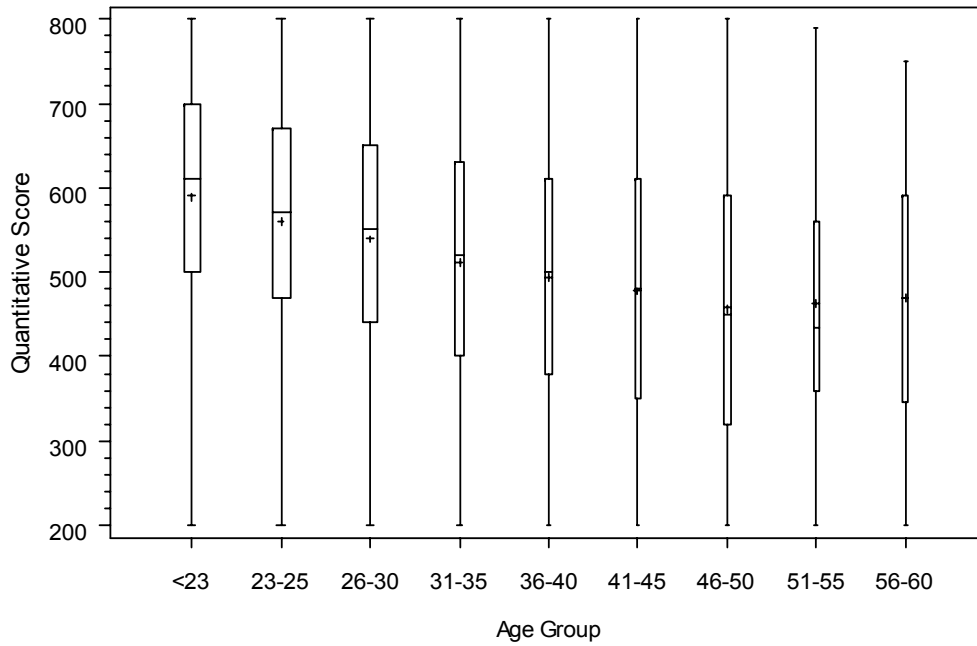
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Figure 130. GRE General Test Verbal Scores by Ethnic Group (Other) And Age Group: 2006-07 (U.S. Citizens Only)



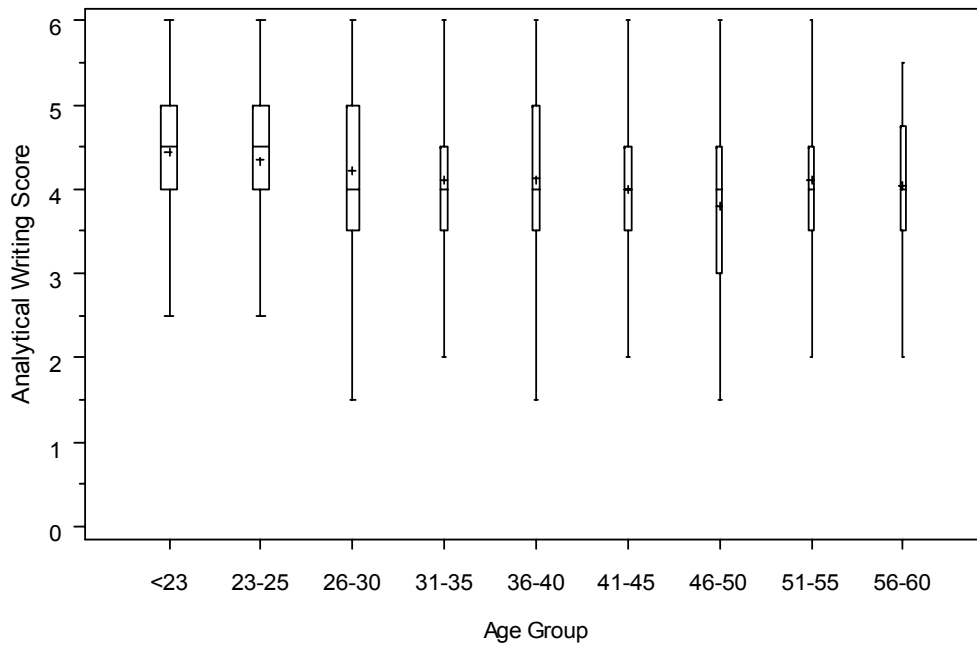
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Figure 131. GRE General Test Quantitative Scores by Ethnic Group (Other) And Age Group: 2006-07 (U.S. Citizens Only)



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Figure 132. GRE General Test Analytical Writing Scores by Ethnic Group (Other) And Age Group: 2006-07 (U.S. Citizens Only)



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