

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



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

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Overview

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

The GRE® revised General Test

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

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

The Data

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

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

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

Appropriate Use of This Document

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

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

Appropriate Use of GRE Test Scores

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

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

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

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

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

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

Steps that ETS Takes to Ensure Fairness

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

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

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

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

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

Performance Statistics on the GRE revised General Test

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

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

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

Performance Statistics on the GRE revised General Test, by Gender

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

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

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

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

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

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

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

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

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

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

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

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

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

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

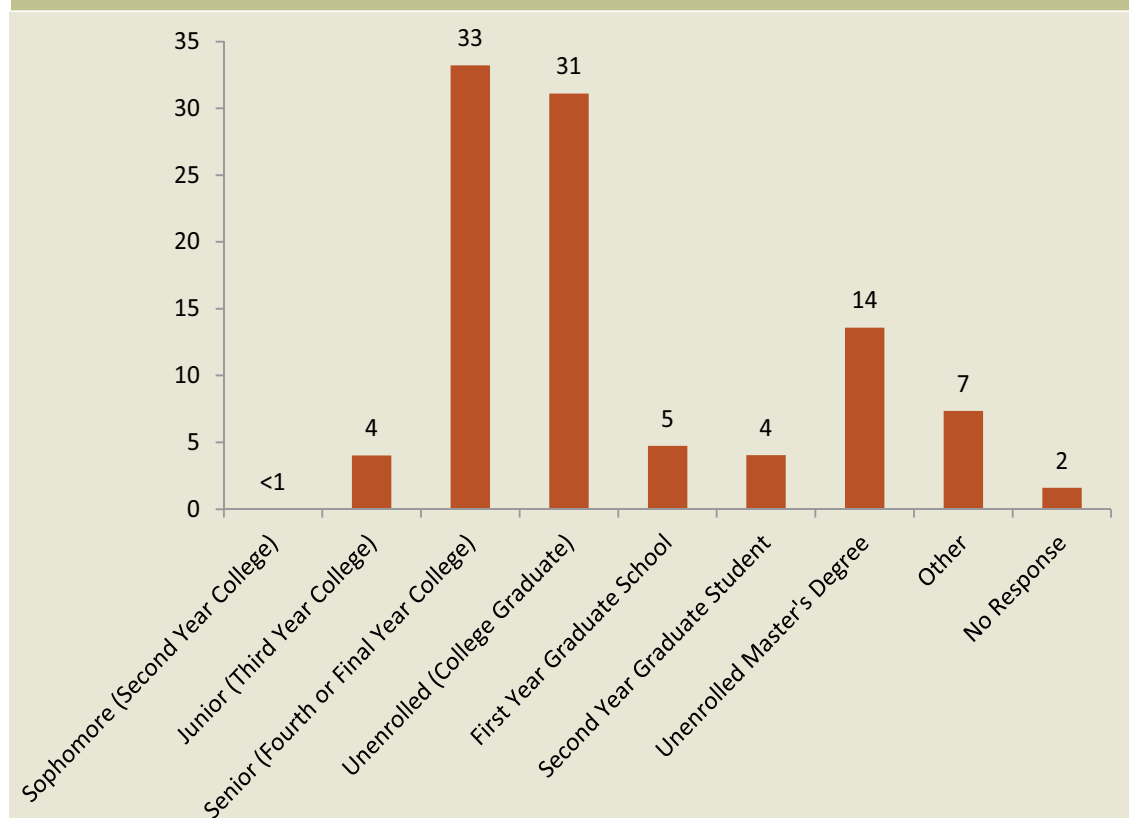
Note: A total of 318,240 U.S. Citizens took the GRE revised General Test between August 1, 2011, and June 30, 2012.

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

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

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

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



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

Distribution of Graduate Degree Objective for GRE revised General Test Examinees

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

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

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

Intended Graduate Major Fields

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

Business

Accounting
Banking and Finance
Business Administration and Management

Education

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

Engineering

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

Humanities and Arts

Arts
English Language and Literature
Foreign Languages and Literatures
History
Philosophy

Natural Sciences

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

Social Sciences

Anthropology and Archaeology
Economics
Political Science
Psychology
Sociology

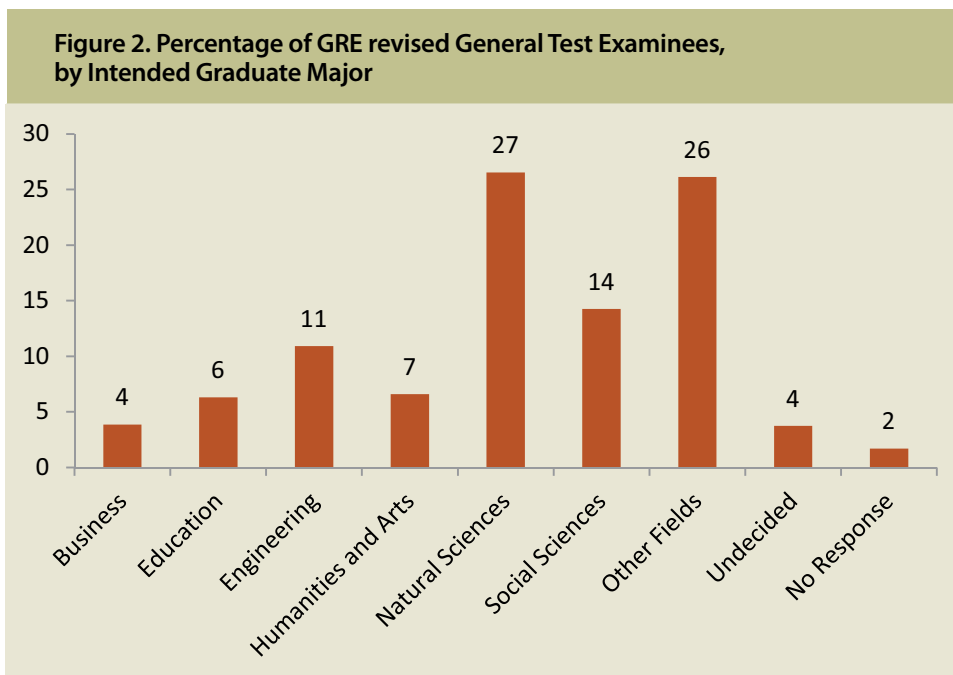
Other Fields

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

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

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

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



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

Mean GRE Scores, by Intended Graduate Major Field and Gender

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

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

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

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

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

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

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

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

Intended Graduate Major		Men	Women	No Response	Total
Business	N	9,238	7,863	947	18,048
	Mean	153.3	150.8	149.7	152.0
	SD	8.6	9.0	8.5	8.9
Education	N	6,928	20,200	2,223	29,351
	Mean	149.1	146.7	146.4	147.3
	SD	8.0	7.4	7.4	7.6
Engineering	N	38,204	10,893	1,864	50,961
	Mean	159.1	158.2	158.3	158.9
	SD	6.9	6.7	6.6	6.9
Humanities and Arts	N	12,250	16,276	2,229	30,755
	Mean	150.3	148.3	148.9	149.2
	SD	7.6	7.3	7.4	7.5
Natural Sciences	N	51,962	65,505	6,377	123,844
	Mean	156.0	150.9	151.9	153.1
	SD	8.1	7.7	7.9	8.3
Social Sciences	N	22,616	39,762	4,139	66,517
	Mean	152.6	148.7	149.2	150.1
	SD	8.3	7.7	8.1	8.1
Other Fields	N	40,823	73,011	8,111	121,945
	Mean	151.3	147.7	147.3	148.9
	SD	8.5	7.9	7.9	8.3
Undecided	N	7,615	8,818	960	17,393
	Mean	154.0	151.6	150.3	152.6
	SD	9.1	9.1	8.7	9.2
No Response	N	1,758	2,384	3,718	7,860
	Mean	148.5	144.6	145.4	145.9
	SD	8.8	7.8	8.1	8.3
Total	N	191,394	244,712	30,568	466,674
	Mean	154.3	149.4	149.2	151.4
	SD	8.6	8.1	8.5	8.7

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

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

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

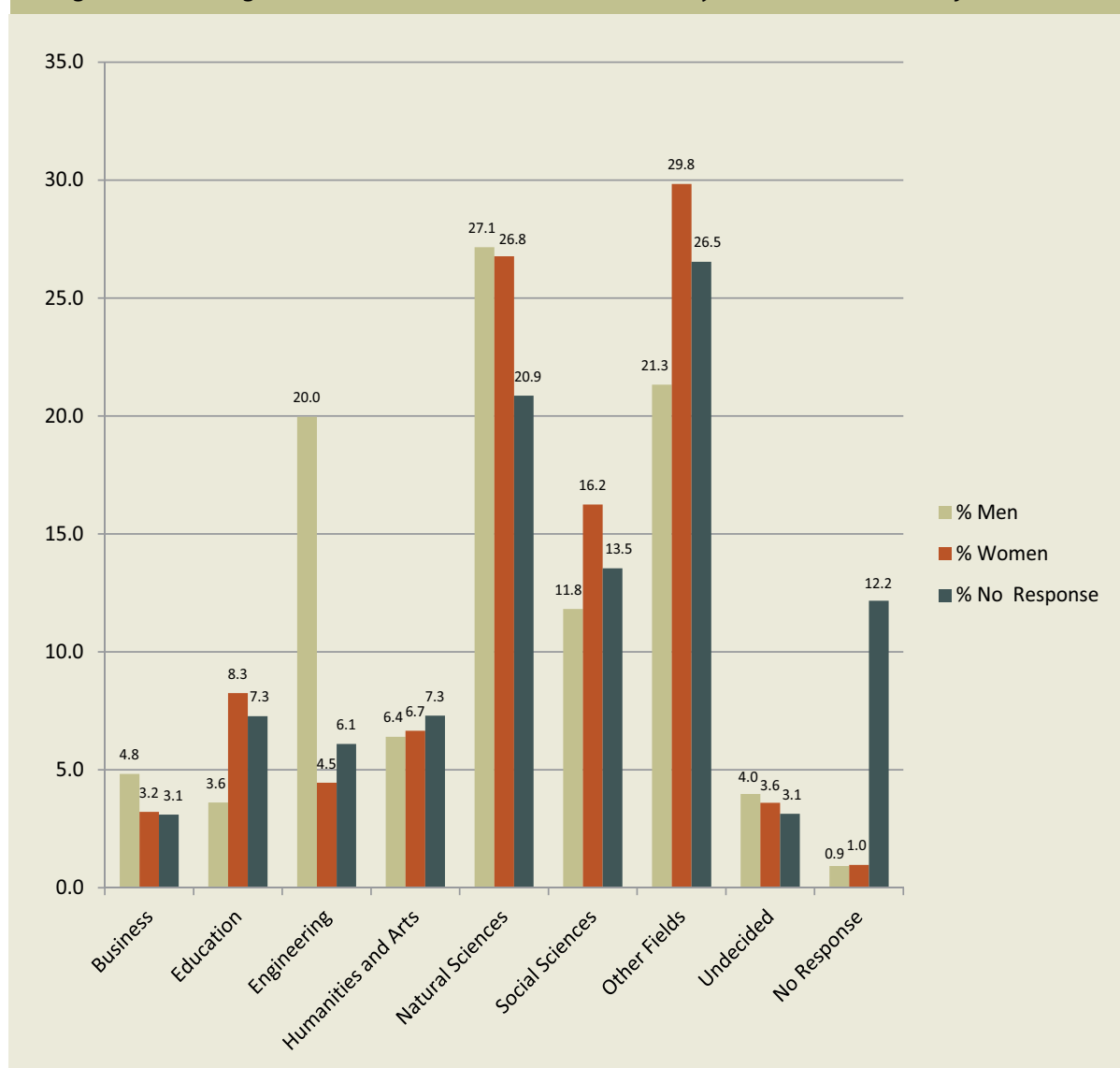
Intended Graduate Major		Men	Women	No Response	Total
Business	N	9,238	7,863	947	18,048
	Mean	3.6	3.6	3.6	3.6
	SD	0.8	0.8	0.9	0.8
Education	N	6,928	20,200	2,223	29,351
	Mean	3.8	3.8	3.7	3.8
	SD	0.8	0.8	0.8	0.8
Engineering	N	38,204	10,893	1,864	50,961
	Mean	3.4	3.5	3.7	3.4
	SD	0.8	0.8	0.9	0.8
Humanities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

See page10 for a list of Intended Graduate Major Fields.

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

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

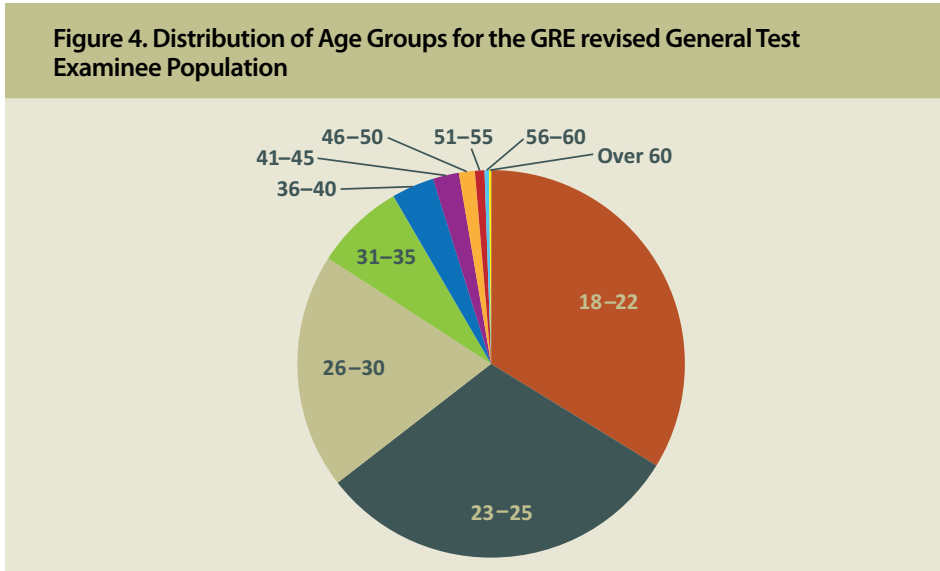
Figure 3. Percentage of GRE revised General Test Examinees, by Intended Graduate Major and Gender



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

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

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



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

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

Table 9. Distribution of Age Groups for the GRE revised General Test Examinee Population

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

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

Mean GRE Verbal Reasoning Scores, by Age Group

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

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

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

Mean GRE Quantitative Reasoning Scores, by Age Group

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

Age Group	Men				Women				No Response			
	N	%	Mean Score	SD	N	%	Mean	SD	N	%	Mean	SD
18–22	61,254	32	157.3	8.2	87,797	36	151.6	8.1	8,395	27	151.6	8.0
23–25	60,745	32	154.7	8.2	73,761	30	149.7	7.8	8,968	29	150.1	8.1
26–30	40,032	21	152.9	8.2	44,964	18	148.3	7.7	6,647	22	149.0	8.3
31–35	15,210	8	150.6	8.1	16,708	7	146.2	7.4	2,823	9	146.8	8.2
36–40	6,452	3	148.8	8.2	8,723	4	144.5	7.1	1,480	5	145.2	8.0
41–45	3,583	2	147.5	7.9	5,602	2	143.7	7.0	956	3	143.4	7.7
46–50	2,019	1	146.5	8.2	3,590	1	143.1	7.0	578	2	143.2	8.0
51–55	1,099	1	147.1	8.1	2,214	1	142.5	6.7	388	1	142.4	7.3
56–60	611	<1	146.1	7.9	925	<1	141.8	6.5	212	1	141.3	7.3
Over 60	339	<1	147.0	8.7	366	<1	142.0	7.4	87	<1	141.9	7.5
Total	191,344	100	154.3	8.6	244,650	100	149.4	8.1	30,534	100	149.2	8.5

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

Mean GRE Analytical Writing Scores, by Age Group

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

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

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

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

Examinee Volume for the Top Three World Regions

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

Table 13. Examinee Volume for the Top Three World Regions

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

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

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

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

Intended Graduate Major	N	Percent
Business	12,380	4
Education	27,283	8
Engineering	22,051	6
Humanities and Arts	26,787	8
Natural Sciences	93,204	27
Social Sciences	54,105	16
Other Fields	94,394	27
Undecided	9,106	3
No Response	5,158	1
Total	344,468	

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

Characteristics of Examinees Who Tested in the United States:

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

Distribution of Intended Graduate Major for Examinees Who Tested in Asia

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

Table 15. Distribution of Intended Graduate Major for Examinees Who Tested in Asia		
Intended Graduate Major	N	Percent
Business	3,475	4
Education	1,213	2
Engineering	20,042	26
Humanities and Arts	1,710	2
Natural Sciences	21,171	27
Social Sciences	4,713	6
Other Fields	18,975	24
Undecided	6,404	8
No Response	363	<1
Total	78,066	

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

Characteristics of Examinees Who Tested in Asia:

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

Distribution of Intended Graduate Major for Examinees Who Tested in Europe

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

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

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

Characteristics of Examinees Who Tested in Europe:

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

Preferred Region for Graduate Study, Examinee Population

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

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

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

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

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

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

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

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

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

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

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

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

Preferred Region for Graduate Study, Examinees Who Tested in Asia

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

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

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

Preferred Region for Graduate Study, Examinees Who Tested in Europe

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

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

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

GRE revised General Test Score Information, by Country of Citizenship

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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