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AUTHOR Pennock-Roman, Maria  
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ABSTRACT

Background characteristics and future plans of average and above average Graduate Record Examinations (GRE) General test takers are described for the various racial and ethnic groups. Characteristics included: (1) percentage of females; (2) undergraduate college major and grades; (3) intended field of graduate study; (4) graduate degree objective; (5) year of receipt of baccalaureate degree; (6) location of high school; (7) family socioeconomic background; (8) citizenship status; and (9) language spoken in the home. Distribution of these characteristics is given in tables for students classified according to level of GRE verbal, quantitative, or analytic scores in intervals of 50 points. High parental socioeconomic indicators were associated with higher GRE scores, although a substantial proportion of high-scoring students came from homes where the father had less than a high school education. Patterns of financial need and timing in taking the GRE are discussed, along with racial and ethnic differences in choice of major. Fifty-eight tables present the information. (Contains 32 references.) (SLD)

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## BACKGROUND CHARACTERISTICS AND FUTURE PLANS OF HIGH-SCORING GRE GENERAL TEST EXAMINEES

María Pennock-Román



Educational Testing Service  
Princeton, New Jersey  
March 1994

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**Background Characteristics and Future Plans of  
High-Scoring GRE General Test Examinees**

**María Pennock-Román<sup>1</sup>**

**Educational Testing Service**

**Draft Final Report**

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## Background Characteristics and Future Plans of High-Scoring GRE General Test Examinees

### Abstract

The purpose of this study was to describe the background characteristics and future plans of average and above average Graduate Record Examinations (GRE) General Test takers in the various racial/ethnic groups. In this report, the characteristics included percentage of females, undergraduate college major and grades, intended field of graduate study, graduate degree objective, year of receipt of baccalaureate degree, location of high school, family socioeconomic background, citizenship status, and language spoken in the home. The distribution of these characteristics is given in tables for students classified according to level of GRE Verbal (GRE-V), GRE Quantitative (GRE-Q), or GRE Analytic (GRE-A) scores in intervals of 50 points beginning with scores of 500-549 until 750-800.

It was found that high parental socioeconomic indicators were associated with higher GRE scores, but a substantial proportion (17%) of the high-scoring students came from homes where fathers had less than a high school education. This figure was particularly large for the Mexican American group (36%). The distribution of parental income showed that, for all groups, there was a sizable percentage who would be unable to afford graduate school without financial aid.

Most examinees with very high GRE-Q scores tended to take the GRE soon after they had graduated from college, but the opposite tended to be true for very high GRE-V scorers in the non-Hispanic White group. This pattern is discussed in light of choice of major (humanities versus science) and the availability of financial aid for graduate study in various fields.

One surprising finding was that the pattern of choice of major for racial/ethnic groups in the high scoring levels was substantially different from that in the overall GRE population. Holding GRE-Q level constant, high-scoring non-Hispanic Black, Hispanic American, and Asian American students were more likely to major in engineering and computer science than were non-Hispanic White test takers.

**Background Characteristics and Future Plans of  
High-Scoring GRE General Test Examinees**

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## BACKGROUND CHARACTERISTICS AND FUTURE PLANS OF HIGH-SCORING GRE GENERAL TEST EXAMINEES

1

### Objective

The objective of this study was to present descriptive information on Graduate Record Examinations (GRE) test takers in 1986-87 who had high scores on the General Test and were U.S. citizens or permanent residents. In this report, the focus is on characteristics related to family background, undergraduate education, and graduate school aspirations. High scorers were defined as persons scoring above 500 on either the Verbal (GRE-V) or Quantitative (GRE-Q) tests of the GRE. For each characteristic, results are presented separately by score intervals of 50 points for each of the three tests and by race/ethnicity. Another forthcoming report will address issues related to the types of undergraduate institutions attended by high scorers.

### Background

The study of high-scoring GRE test takers is motivated by the need to increase the participation of minority students in higher education. Although data analyses included all racial/ethnic groups identified in the GRE Background

Information Questionnaire, the major focus of this section of the report is on the larger minority groups that are underrepresented in higher education --Black and Hispanic students. Asian-American students are less underrepresented in higher education (although this varies by field). The American Indian group shares many of the same educational disadvantages experienced by Black and Hispanic groups but is difficult to study because this group is often not included as a separate category in educational surveys. Gathering information on the Other group is also problematical because of its heterogeneous nature and varying definitions of the category across surveys.

### Participation in Higher Education

For many years, the percentages of Blacks and Hispanics among students in undergraduate, graduate, and professional schools have been much smaller than their respective proportions among U.S. youth. Owing to the socioeconomic disadvantages of many Hispanic and Black youth, they have less access to a quality education, are less likely to score well on achievement



tests, and are more prone to drop out of school before completion of degrees at every level. For example, while the high school graduation rate of White students was about 85% in 1972-1982, this rate was only 72% to 77% for Black students and 56% to 60% for Hispanic students during the same period (National Center for Education Statistics, 1985).

Consequently, the percentages of Black and Hispanic students tend to decline for each higher level of education. Specifically, Hispanics constituted 8.8% of students enrolled in Grades 1-12 (Current Population Survey, (CPS) 1984 cited in Orun, 1986), but only 4.6% of undergraduate students enrolled in college in 1984 (Brown, 1987, Table 8), 2.3% to 3.3% of baccalaureate degree recipients in the years 1976-1984 (Brown, 1987, Table 9), 2.4% to 3.2% of GRE test takers in 1976-1983 (Brown, 1987, Table 11), 1.9% to 2.8% of students enrolled in graduate schools in 1976-1984 (Brown, 1987, Table 18), 1.9% to 4.1% of students enrolled in professional schools in 1976-1984 (Brown, 1987, Table 18), and 1.7% to 2.5% of doctoral degree recipients in 1977-1986 (derived from National Research Council (NRC), 1987, Table E).

Corresponding figures for Black students show similar patterns of decline in percentages with higher levels of

education. Black persons constituted 15.2% of students enrolled in Grades 1-12 (CPS, 1984 cited in Orun, 1986), 9.5% of undergraduate students enrolled in college in 1984 (Brown, 1987, Table 8), 5.9% to 6.6% of baccalaureate degree recipients in the years 1976-1984 (Brown, 1987, Table 9), 6.1% to 7.0% of GRE test takers in 1976-1983 (Brown, 1987, Table 11), 4.0% to 5.1% of students enrolled in graduate schools in 1976-1984 (Brown, 1987, Table 18), 4.4% to 5.0% of students enrolled in professional schools in 1976-1984 (Brown, 1987, Table 18), and 3.6% to 4.5% of doctoral degree recipients in 1977-1986 (derived from NRC, 1987, Table E).

Comparing the late 1970's with the mid 1980's, the enrollment of Black students in higher education declined whereas enrollment for Hispanic students changed less or increased at some levels (Brown, 1987). The percentages of baccalaureate degrees conferred to Black students declined from a high of 6.6% in 1978 to a low of 5.9% in 1984. The percent of Black students enrolled in graduate school dropped from 5.1% in 1976 to a low of 4.0% in 1984, although the professional school enrollment remained relatively stable around 4.5% during this period. The percent of baccalaureate degrees awarded to Hispanic students was also lower in 1984 (2.3%) as

### GRE General Test Scores Reflect Educational Background and English Proficiency

Like many tests used to select applicants for admission to higher education, the GRE General Test measures *developed abilities* (ETS, 1989, pp. 6-7). Unlike the GRE Subject Tests, the GRE General Test measures skills that are not dependent on specific fields of study, and its content is balanced across arts, sciences, and other areas. However, it cannot be considered a test of aptitude independent of academic achievement because it requires highly developed reading comprehension skills and knowledge of college-level vocabulary and basic mathematical concepts (ETS, 1989, p. 7). It measures skills that are difficult to develop without the appropriate kind of schooling. The GRE General Test is highly correlated with other measures used for admissions to colleges such as the Scholastic Aptitude Test (SAT). For example, Angoff and Johnson (1988) and Pennock-Román (1993a) found GRE-SAT correlations in the mid .80's.

There is evidence that the lower average test performance of Hispanic and Black students as compared with non-Hispanic students can be attributed, at least in part, to reduced access to quality schooling (Chambers, 1988; Pennock-Román, 1992, 1993b). Although the association between GRE scores and

compared with the high of 3.3% achieved in 1978. However, the graduate and professional school enrollments of Hispanics show clear gains over time. The percent of Hispanic students in postbaccalaureate programs rose from lows of 1.9% in both types to 2.8% in graduate school and 4.1% in professional schools from 1976 to 1984.

These trends are reflected in the percentage of Black and Hispanic students at various years of GRE administrations. From a minimum of 6.1% in the years 1976-1983, the percentage of Black GRE test takers dropped to 5.5%, 5.3%, and 5.5% in the years 1985, 1986, and 1987 respectively (derived from Smith, 1986; ETS, 1987; ETS, 1988). The percentage of Hispanic students, all groups taken together, has remained relatively constant, from a high of 3.2% in the period 1976-1983 to 3.4% in 1985, 3.2% in 1986, and 3.4% in 1987, (derived from Smith, 1986; ETS, 1987; ETS, 1988). For both groups, their proportions in the GRE population of test takers are substantially smaller than their corresponding percentages in the overall population enrolled in school.

quality of prior schooling has not been well studied, there is some indication that curricular choices during the undergraduate school years have an impact on scores, particularly for the Quantitative test (Angoff & Johnson, 1988). Research on similar tests, such as the SAT and the American College Test (ACT) examination, has shown that variables related to the quality of schooling, such as parental socioeconomic status, and advanced academic course work in high school are correlated with test scores (Laing, Engen, & Maxey, 1987; ACT, 1989; Arbeiter, 1984, College Board, 1982; Ramist & Arbeiter, 1982; 1984; 1986).

The lower average verbal test performance of students who are Asian American and Hispanic may be partly attributable to lower proficiency in English for those who are recent immigrants. Proficiency in the language of the test is correlated with test performance, particularly for verbal tests (Pennock-Román, 1990, 1992). Test takers with limited proficiency in English are often unable to complete verbal sections of selective admissions tests because they have lower reading speed in their weaker language (see review by Pennock-Román, 1992). The GRE General Test is designed to be a fairly difficult test for native speakers of English and assumes native-level reading

speed. Thus, for non-native speakers of English, who are frequently found among Asian American and some Hispanic groups, the Verbal GRE test reflects not only verbal skills but also proficiency in, and amount of exposure to, English. When followed longitudinally, non-native speakers of English within these groups taking the SAT and GRE typically show a relatively large improvement in verbal test performance over the college years (Pennock-Román, forthcoming).

#### Rationale for Choosing 500 as a Minimum Score

*Scale and Means of GRE General Test Scores.* The GRE General Test has three components, the Verbal, Quantitative, and Analytical measures. All three are standardized to a scale that ranges from 200 to 800 points. The Verbal and Quantitative tests had a mean of 500 and a standard deviation of 100 in the population of college seniors at 11 universities used initially in 1952 for normative purposes (ETS, 1989, p. 32). The Analytical Test in current use was developed in 1981, and scores were placed on the GRE scale according to a special scaling procedure (ETS, 1989, p. 33). However, the means for U.S. citizens taking the GRE General Test in 1986-1987 were above 500 in all three tests: 505.2, 530.7, 540.9 for the Verbal,

Quantitative, and Analytical measures, respectively (ETS, 1988). The standard deviations in 1986-1987 were also larger than 100 for all three: 115, 133, and 123 for the Verbal, Quantitative, and Analytical tests. Black and Hispanic groups tend to score notably below average on all three measures, whereas the Asian American group tends to score substantially above average on the Quantitative and Analytical tests, although scores on the Verbal test tend to be below average for this group.

*Reasons for Choosing 500 as a Minimum Score.* The choice of 500 as a minimum cut-off value in selecting the sample leads to the inclusion of students scoring in the interval 500-549, whose scores are approximately average for the GRE test-taking population. However, given the highly select nature of these examinees who are bound for graduate school, such students would be considerably above average if they were to be compared with national norms based on a cross-section of adults.

The cut-off of 500 was chosen for several reasons. One was to maximize the numbers of Black and Hispanic examinees in the sample. The percentage of Black examinees scoring 500 or above constituted only 14% and 19% of all Black GRE Verbal and Quantitative test takers, respectively, in 1986-1987 (U.S. citizens only, ETS, 1988). For the largest Hispanic

group, Mexican Americans, those scoring above 500 constituted 28% and 37%, respectively, of Mexican Americans taking the GRE Verbal and Quantitative tests of the same year (U. S. citizens only, ETS, 1988). Using this cutoff allowed for fairly generous sample sizes-- 2612 Black, 3147 Hispanic, and 602 American Indian examinees were included.

Furthermore, from the perspective of within-racial/group norms, scores above 500 in the GRE Verbal and Quantitative tests represent notably above average performance for some groups. A Black or Hispanic examinee scoring in the interval 500-549 is usually substantially above average with respect to his or her own group, although "average" with respect to the GRE population of U.S. citizens.

A third reason is that one can consider persons with scores in the average range for GRE test takers to be "high scorers" because the GRE population is a highly selected group. Most have completed, or are close to completing, their baccalaureate degree. To be "average" with respect to this population indicates significant academic achievement and persistence. Given the selectiveness of the GRE test takers, we can extrapolate that, if these tests were administered to a representative national sample of adults, the mean score would



be considerably below 500 on each test. Thus, students who actually take the GRE and score above 500, if compared to a representative cross-section of the U.S. population, would be regarded as "high scoring."

### **Rationale for Studying High Scorers on the GRE General**

#### **Test**

The investigation of the background and future plans of students who have obtained average to very high scores on the GRE General Test can suggest ways to increase the access to higher education for minorities underrepresented in graduate and professional schools. Many of these students are likely candidates for admission to graduate programs and their needs ought to be examined closely. For example, one can determine how frequently these students are likely to come from homes with low family incomes to estimate roughly what percent will need substantial financial aid. Furthermore, patterns of choices in their fields of study at the undergraduate and graduate levels can help policy makers target the most popular fields for greater financial aid.

#### **Method**

##### **Data Source**

Examinees who were U.S. citizens or permanent residents (resident aliens) were selected from the 1986-87 Graduate Record Examinations test score files. In this report, the term "non-foreign" will be used as a shorthand to refer to the combined group of permanent residents and U.S. citizens. Only persons who identified their race/ethnicity on the Background Information Questionnaire were included in the study. If more than one test administration was available for an examinee for this period, the scores on the most recent administration were kept. Furthermore the population was further restricted by eliminating all examinees who had scores below 500 on both the GRE General Verbal and Quantitative measures.

##### ***Inclusion of GRE Population (All Scores) for Comparison***

**Purposes.** For each characteristic, results are presented in three ways: (1) The distribution of the characteristic is given within each racial/ethnic group among the high scorers and within each 50-point score interval of the Verbal, Quantitative, and Analytic measures. (2) The distribution of each characteristic is given for all high-scoring examinees, collapsing across all score levels. (3) In addition, results are also presented for the population of

GRE General Test examinees as published in the Data Summary Report for the 1986-87 administration (ETS, 1988), which includes all U.S. citizens regardless of score.

**Sample Used in Score-Level Breakdowns.** For the analyses in which groups are broken down by score level, the complete population of high scorers was not used in order to conserve costs. Instead, for score intervals below 700, a 50% random, stratified sample of non-Hispanic (NH) White examinees and a 100% sample of racial/ethnic minorities was selected. At score intervals at 700 and above, 100% samples were selected from all groups. This procedure was followed because the non-Hispanic (NH) White group was so large in the middle score levels (500-699) that a 50% sample was more than enough to give stable results. In the analyses where score levels were collapsed for the high scorers, the complete population of non-foreign high scorers was used (not the 50% sample).

#### ***Subdivision of the Puerto Rican Group by Home***

**Residence.** Where possible, the Puerto Rican group was subdivided on the basis of home address at the time of registration for the GRE General Test: Puerto Ricans residing on the Commonwealth of Puerto Rico (the group labeled "Island" in the tables) v. those residing in the continental United

States (the group labeled "50 State" in the tables). These groups differ in two important ways. Members of the first group usually speak English as their second language and have had most of their education on the island of Puerto Rico; members of the second group are usually more proficient in English and have had most of their education, including undergraduate school, in the continental United States. This breakdown by residence was not possible for analyses showing the complete GRE General Test population results (all scorers) because the Data Summary Report (ETS, 1988) did not give a breakdown by home residence for the Puerto Rican group.

#### **Characteristics Included in This Report**

In this first report, the distribution of the following demographic and background characteristics are included: U. S. citizenship, language in which most competent, gender, fathers' and mothers' education, family income during high school, location of high school, undergraduate major, year in which baccalaureate degree was obtained, undergraduate grade-point average in major field, and grade-point average in the last two years of undergraduate school. The distribution of degree objective and intended field of graduate study are also described.

(In a subsequent report, we will examine the relationship between the characteristics of the undergraduate institution, college grades, and changes in field of study from undergraduate to graduate school.)

### Results and Discussion

#### Organization of Tables

The results are reported in sets of tables by characteristic, score level, and race/ethnicity. For each characteristic, three groups of tables are given, for the Verbal, Quantitative, and Analytic measures. Only the Verbal and Quantitative ones are discussed to avoid redundancy. Since the Analytic test is highly related to the Quantitative test, and to a lesser extent, to the Verbal test, a breakdown by Analytic score level tended to resemble a compromise between the findings for the other two measures. Typically, it was more similar to the findings for the breakdown by Quantitative score. For the Verbal and Quantitative measures, results in the full population of GRE General test takers (U. S. citizens) are first contrasted with the high-scoring population. Then the breakdown by score levels on the Verbal and Quantitative tests are discussed. The analyses by

score intervals are based on a selected sample of examinees with at least one score above 500 as explained above.

#### Numbers of Students at Each Score Level by Race/Ethnicity

Table 1 shows the distribution of scores in the non-foreign sample of high scorers. Naturally, the largest numbers of students were found in the interval closest to the population means -- 500-549 for all racial/ethnic groups.

Table 2 shows the distribution<sup>1</sup> of scores for the population of GRE General Test examinees who were U. S. citizens, which partially overlaps with the sample of high scorers in Table 1. As explained earlier, the subpopulation of high scorers encompassed all of the high scorers represented in the GRE population (Table 2) but also included permanent residents (resident aliens). Hence, there were more minority students at all intervals and more NH White students in the two top intervals in Table 1 than in Table 2. (In the intervals 500-699, the counts for NH White students in Table 1 were lower than those in Table 2 because of the sampling procedure. Among the complete population of non-foreign high scorers, the actual numbers of NH White students at each score level from 500 to 699 were approximately double those shown in Table 1. For

intervals 700 and above, the full sample sizes are shown in Table 1.)

Comparing the results from Table 2 with demographic figures for students at earlier educational levels, it becomes evident that only a very small proportion of Black and Hispanic adults were represented in the GRE General Test population. From Table 2, we can see that 5,789 Hispanic students (numbers summed over three groups) constituted only 3.4% of the 170,385 GRE General Test examinees who were U. S. citizens and reported their race/ethnicity. In contrast, there were 8.8% students who were Hispanic among those enrolled in Grades 1-12 in 1984 (Orun, 1986) and there were 4.6% students who were Hispanic among those enrolled in undergraduate colleges in 1984 (Brown, 1987).

Similarly Black students were underrepresented in the GRE General Test population in 1986-87. Black examinees numbered 9,324 or only 5.5% out of 170,835 in Table 2 whereas 15.2% students were Black among those enrolled in Grades 1-12 in 1984 (Orun, 1986), and 9.5% of students were Black among

those enrolled in undergraduate colleges in 1984 (Brown, 1987).

Moreover, Black and Hispanic test takers constituted an even smaller percentage of examinees in the two top score intervals for each test. Summing the counts for the two top score intervals of the Verbal test for Table 1, it can be seen that there were only 65 Black examinees, or 0.6% out of a total of 11,265 examinees in these intervals. Similarly there were only 118 Hispanic students or 1.0% out of 11,265, (taking all four Hispanic groups together) in the two top score intervals of the Verbal test. The corresponding percentages for U.S. citizens in Table 2 are very similar -- 56 students or 0.5% were Black and 120 students or 1.1% were Hispanic out of the 10,902 students in the two top score intervals who identified their race/ethnicity.

Summing the two top intervals for the Quantitative test in Table 1, there were only 164 Black (0.7%) and 349 Hispanic (1.5%) students out of a total of 23,258 examinees scoring in the range 700-800. Similar percentages were found for U. S. citizens only from Table 2 -- 149 students or 0.7% were Black and 322 students or 1.5% were Hispanic out of 22,006 students

<sup>1</sup>These counts are accurate to three significant digits because they were derived from percentile ranks and group sizes given in Tables 62-64 of GRE Data Summary Report #12 (ETS, 1988). Also, Table 2 shows two columns of "total" numbers of examinees. The first column of totals gives the number of examinees who reported their race/ethnicity in the Background Information Questionnaire. The second column of totals includes those examinees who did not report their race/ethnicity, that is, the full population of examinees who were U. S. citizens. In all subsequent tables referring to the population of GRE examinees, the "total" column provides results on the latter total group -- all examinees who were U. S. citizens, not just the ones who reported their race/ethnicity.



in the two top score intervals who identified their race/ethnicity.

There are many factors that can account for the lower test performance and underrepresentation of Black and Hispanic student in the pool of GRE test takers, as explained in the Background section. Students who are disadvantaged economically have less access to quality schools and universities and have substantially lower graduation rates from high school and college. Later, in Tables 6.01 to 8.07, it will be shown that Black and Hispanic examinees in 1986-87 came from homes with substantially lower parental educational levels and family income as compared with non-Hispanic White students.

#### *GRE-Q Scores Were Generally Higher Than GRE-V*

*Scores.* Students who scored below 500 on any one measure were included if they had a score above 500 on either the Verbal or Quantitative test; thus, they were not typical of students scoring below 500 on these tests. In this sample, the percentage of students scoring below 500 on the Verbal test was much larger than the percentage of students scoring below 500 on the Quantitative test. That is, when one of the scores was below 500 for a student in this sample, it tended to be the Verbal one.

This is not surprising because the mean score on the Verbal

measure was lower than the mean on the Quantitative measure in the full population of GRE General Test takers in 1986-87.

*Larger Difference between GRE-Q and GRE-V for Non-Native Speakers of English.* This effect was particularly dramatic for the Puerto Rican island residents; 200 out of 224 (89%) of this sample had scores above 500 on the Quantitative test but were below 500 on the Verbal test. The effect was also magnified for the Asian American students in that 3266 out of 5453 (60%) had scores below 500 on the Verbal measure while having scores above 500 on the Quantitative measure. As will be shown later, these groups had a large percentage of students for whom English is not their best language. It is likely that their limited proficiency in English affected their performance on the Verbal test much more than it did on the Quantitative test. This trend is common among non-native speakers of English (Alderman, 1982; Powers, 1980; Sharon, 1972; Wilson, 1982, 1985, 1986).

*Caution about Score Intervals with Scarce Data.* It should be noted that, at the high score levels, frequencies get very small for some groups. Descriptive statistics based on very few cases are subject to more statistical sampling error. Thus, results for the higher score levels are less generalizable from this sample to

other years of GRE General Test data because there can be large fluctuations in percentages or means from year to year when the number of cases is small. Frequencies fell below 50 for the following score levels and groups:

- 1) for the Black group, GRE-V and GRE-A scores above 750;
- 2) for the Mexican American group, GRE-V scores above 700, GRE-Q scores above 750, and GRE-A scores above 700;
- 3) for the Puerto Rican 50-state-resident group, GRE-V scores above 600, GRE-Q scores above 650, and GRE-A scores above 600;
- 4) for the Puerto-Rican-island-resident group, GRE-V scores above 500, GRE-Q scores above 550, and GRE-A scores above 500;
- 5) for the Other Hispanic group, GRE-V and GRE-A scores above 750;
- 6) for the American Indian group, GRE-V, GRE-Q, and GRE-A scores above 700.

Therefore, in interpreting trends in the results, one should rely less on the findings at the noted intervals for the above groups because of the small numbers. In particular, for the

Puerto Rican island-resident group which was the smallest group, one should rely more on the description of the population of high scorers as a whole rather than in the breakdown by score level.

**Percentage of Examinees Who Were U.S. Citizens and for Whom English Was Their Best Language**

*Citizenship Status.* Table 3 shows the percentage of U.S. citizens in the non-foreign examinees with either GRE-V or GRE-Q scores above 500. The percentages are given for each group broken down by race/ethnicity and by 50-point score intervals on each test. The last row gives the results by race/ethnicity summing across all score levels. Comparable figures were not available for the complete 1986-87 GRE General Test population including all score levels because the breakdown by race/ethnicity in the Data Summary Report (ETS, 1988) included only U.S. citizens.

The last row shows that over all score levels, the three groups with the lowest percentage of U.S. citizens (or highest percentage of resident aliens) were the Asian American (73%), Other Hispanic (82%), and Other groups (81%). In the breakdown by score level, one can see that for the Asian

American, NH Black, Other Hispanic, and Other groups, the lower GRE-V score intervals had a lower percentage of U.S. citizens than did the higher score levels. In contrast, the opposite pattern was shown on GRE-Q for Asian American and Other examinees; that is, the highest GRE-Q score levels tended to have fewer U.S. citizens.

**Language Background: GRE General Test Population vs.**

**High Scorers.** The next table shows the results for language background in a format similar to the one of the preceding table. One difference is that there is one more row at the bottom of Table 4, which reports the percentage of GRE examinees who replied that English was their best language (EBL) for all U.S. citizens, regardless of score level (taken from the Data Summary Report, ETS, 1988). It can be seen that these percentages were 94.4% or higher for all groups except the Puerto Rican (31%), Asian American (80%), and Other Hispanic group (86%). In the second to the last row of Table 4, the results are shown for all high scorers who were U.S. citizens or permanent residents, collapsing across score levels. The percentage of EBL examinees in this row tended to be smaller than it is among U.S. citizens who are often native born or long-established immigrants. The Puerto Rican island-resident group had the

lowest percent EBL (9%), followed by the Puerto Rican examinees residing in the 50 states (61%), then the Asian American group (67%), and the Other Hispanic (79%) group.

**Language Background: Breakdown by Score Levels.** In the breakdown by GRE-V and GRE-Q score levels for the non-foreign sample, we can see that for the Asian American group, the percentage EBL tended to increase with score level on GRE-V, but decreased as the score level on GRE-Q increased. For the Other Hispanic group, the percentage EBL increased as scores on both GRE-V and GRE-Q increased. For the NH Black group, the percentage of EBL examinees fluctuated up and down as GRE-V increased, but was lowest among the top two score levels on the quantitative test. For the NH White group, the percentage stayed at a high (97%-98%) rate regardless of score level on either test, and for other groups it fluctuated inconsistently as the score levels increased, perhaps because the samples were small. It is evident from this table that the group of students who scored above 700 on the quantitative measure included a sizable percentage (more than 18%) who had limited proficiency in English, especially for the Puerto Rican, Asian American, Other Hispanic, and Other groups.

### *Explanation of Trends in Citizenship Status and Language*

*Background as a Function of Score Levels.* These findings suggest that resident aliens may be at some disadvantage on the Verbal test because of lower proficiency in English, but their performance on the GRE-Q tends to be less influenced by language proficiency. For the Asian American and Other groups, high scores on GRE-Q tended to be associated with being permanent residents rather than U.S. citizens. It is possible that these students received a better foundation in quantitative literacy in their original home country. Another possibility is that the Asian Americans and Other groups who aspired for graduate study may have focussed their efforts to excel in quantitative areas during their residency in the U.S. Realizing that their lower proficiency in English may put them at a disadvantage for some fields, they might believe that their best chances for future success would be found in content areas where language proficiency was of lesser importance.

### **Percentage of Females by Score Level and Race/Ethnicity**

*GRE General Test Population vs. All High Scorers.* The last line of Table 5 shows the percentage of females in each race/ethnic group in the complete population of U.S. citizens

among GRE General Test takers (taken from the Data Summary Report for GRE General Test takers in 1986-87).

Unfortunately, the Data Summary Report series does not distinguish among Puerto Ricans by home residence, so that the percentage is shown only for the combined group of Puerto Rican students. This table shows that, in the overall population of GRE General Test takers, the NH Black group had the highest percentage of females (66%), followed by the NH White and American Indian groups (57%). The lowest percentages of females were found for the Other (47%) and for the Asian American (48%) groups.

Since females tend to score slightly below males on all measures of the GRE General Test, one would expect that the percentage of females would be lower among high scorers than it was in the overall GRE General Test population. This expectation was confirmed, as seen in the second to the last line of the table, where the percentage of females is shown for all high scorers in the sample, including not only U.S. citizens but permanent residents. The percentage of females in the high-scoring sample was lower than it was in the overall population of GRE General Test takers who were U.S. citizens shown in the previous row. However, the groups tended to have the same

rank order in terms of the size of the percentage of females. As before, the NH Black, NH White, and American Indian groups had the highest percentages of females (51%-52%). The Other (39%) and the Asian American (42%) groups had two of the lowest percentages of females but the Puerto Rican island-resident group (34%) had the lowest percentage of females. (Comparable data for this group were not available in the entire GRE General Test population for the aforementioned reasons).

**Breakdown by Score Level.** On the basis of gender differences in scores, one would also expect the percentage of females to drop as the score interval rose for all measures. This expected trend was seen for every group in the score intervals for GRE-Q and GRE-A, but not necessarily for GRE-V. For example, in the NH White group, the percentage of females went from a high of 63% in the GRE-Q 500-549 interval to a low of 22% in the 750-800 interval. However, in the Verbal test, for some groups the percentage of females was lowest in the middle intervals, not the highest intervals. For instance, among NH White examinees, the percentage of females was highest (53%) in the 500-549 interval but lowest (46%) in the 650-699 interval. For the Asian American group, the percentage of females was highest in the top interval for GRE-V (55%).

### Distribution of Father's Education, Mother's Education, and Family Income

**Organization of Tables.** The next set of tables is less compact than the previous ones because each of the variables has multiple possible categories. In each set of tables for parental education and family income, the first table contrasts the findings for two overlapping populations, without a breakdown by score interval: (1) the non-foreign high-scorer population and (2) the population of all GRE General Test examinees who were U.S. citizens, regardless of score (taken from the Data Summary Report, GRE 1988). The latter differs from the former because the high scorer population included resident aliens and excluded persons who obtained scores below 500 on both GRE-V and GRE-Q.

Following this first table in each set for a given variable, are several tables showing a breakdown by 50-point intervals on each measure for the high-scoring non-foreign sample. Two or more score intervals are placed on each page. Unlike previous tables, each cross-classification of racial/ethnic group by score interval has not one cell, but a column of seven cells. The percentages within a column (abbreviated col%) add up to 100%

down the seven cells within each group-by-score-level cross-classification.

**Father's Education: GRE General Test Population vs.**

**High Scorers.** The first set of tables (Tables 6.01-6.10) gives the distribution of father's education. The bottom of Table 6.01 shows that, in the overall GRE General Test population (U.S. citizens, all scores), there were five groups for which the most frequent category of father's education was a graduate or professional degree: the Asian-American (35%), Other (33%), NH White (27%), Other Hispanic (26%) and Puerto Rican (24%) groups. Less than a high school education was the most frequent category of father's education for the other three groups: Mexican American (47%), NH Black (33%), and American Indian (27%). Most groups were more variable than the NH White group. In particular, the Puerto Rican and Other Hispanic groups had the two most frequent categories at opposite extremes; i.e., after the graduate/professional category, the second most frequent one was "less than a high school education."

The top of Table 6.01 shows that, in comparison to the overall GRE General Test population, the distribution of father's education for the high scorers showed a slight shift upward for

most groups. That is, in the high-scoring population, the percentage with fathers who had less than a high school education tended to be smaller, and the percentage with fathers who had graduate or professional degrees tended to be larger. One exception was the Asian-American high-scoring group which had a slightly smaller percentage of fathers with graduate/professional degrees than the overall group who were U.S. citizens, perhaps because of the inclusion of resident aliens in the high-scoring population. More detail is available for the Puerto Rican group in the high-scoring population than in the overall population from the Data Summary Report, since the analyses for high scorers separated examinees by residence. Here it can be seen that the two groups of Puerto Rican test takers differed little in the distribution of father's education.

**Father's Education: Breakdown by GRE-V Score Levels.**

The next few tables (6.02-6.04) show the distribution of father's education broken down by score level on GRE-V. Clearly, there was an association between father's education and GRE-V test scores, since the percentage of fathers with graduate/professional degrees steadily increased as the score interval increased for all groups. For the NH White group, this percentage went from a low of 28% in the interval 500-549 to a

high of 43% in the 750-800 interval. For the Asian-American and Other groups, the same trend was evident, except that the percentage of fathers with graduate/professional degrees was usually higher than it was for the NH White group for the same interval of GRE-V. For instance, the percentage of fathers with graduate/professional degrees for Asian-Americans rose from 38% in the 500-549 range to 59% and 64% in the top two score intervals. Despite the increase in father's education associated with high scores, there were still sizable percentages of examinees in the top intervals whose fathers had less than a high school education. For example, the percentage was 14% in the Mexican American group with scores ranging from 700-749, and 38% in the Other Hispanic group with scores ranging from 650 to 699; all other percentages for these two groups fell within the range 14% to 38% among those scoring from 600 to 749.

**Father's Education: Breakdown by GRE-Q Score Levels.** The same trend was evident in the analysis of father's education by Quantitative score levels, with the exception that the breakdowns for Asian-American and NH White groups showed only small differences. Although most students scoring at very high levels came from homes in which fathers had college degrees or higher, about 20% or more of NH Black, Mexican-

American, and Other Hispanic examinees with GRE-Q scores in the 700-749 range had fathers who did not graduate from high school.

**Mother's Education: GRE General Test Population vs. High Scorers.** The next set of tables shows the distribution of mother's education. As seen in the lower half of Table 7.01, in the overall GRE General Test population of U.S. citizens, the majority of students had mothers who were high school graduates or had some post-high school education but did not graduate from a four-year college. One exception was the Mexican-American group, for which the most frequent category was mothers with less than a high school education (44%). Other groups for which this category was also frequent were the Puerto Rican (25%), NH Black (24%), Other Hispanic (21%), and American Indian (20%) groups.

In the upper half of Table 7.01, it can be seen that the distribution of mother's education among high scorers on the GRE General Test tended to have higher frequencies in the upper educational categories in comparison to the overall GRE General Test population. The groups with the largest contrast with the overall population were the high-scoring NH Black and Puerto Rican island-resident groups, which had two of the three

highest frequencies overall of mothers with graduate or professional degrees. The highest frequency of mothers with advanced degrees in the high scorers was found for the Other group; in the overall GRE General Test population, this group also has a very high frequency of mothers with advanced degrees. Again, as was found with father's education, the group with the lowest levels of mother's education was the Mexican-American group, among both the high scorers and the overall GRE General Test population.

*Mother's Education: Breakdown by GRE-V and GRE-Q*

*Score Levels.* The tables that follow (Tables 7.02-7.10) show the distribution of mother's education by score level on each test. As score levels rose, the upper categories of mother's education increased in frequency, in a pattern very similar to that of father's education. The relationship between mother's education and test score appeared to be stronger for the Verbal measure than for the Quantitative measure. The proportion of mothers with graduate/professional degrees was much higher at top score levels for the Verbal test than they were at top levels for the Quantitative test. Specifically, the percentage of mothers with professional/graduate degrees was particularly high for Asian-American test takers in the two top score intervals for

GRE-V (32%-43%). In contrast, the percentages for this group in the top two GRE-Q intervals were 14% and 19%. Nevertheless, there were many examinees who scored in the higher ranges whose mothers had less than a high school education. For instance, in the 600-649 score range for GRE-V, 25% of the Mexican-American students had mothers with less than a high school education. Also in the 600-649 range of GRE-Q, 34% and 22% of Mexican-American and Asian American students' mothers, respectively, had less than a high school education.

*Family Income: GRE General Test Population vs. All*

*High Scorers.* Family income distributions are shown in the next set of tables (Tables 8.01-8.07). As seen in Table 8.01, among the GRE General Test population of U.S. citizens as a whole or in the non-foreign population scoring above 500 in GRE-V or GRE-Q, more than 40% of examinees in the NH White, Asian American, and Other group came from families with incomes above \$25,000 during the years that they were in high school. The groups with the lowest percentages of cases with family incomes above \$25,000 were the Puerto Rican (both subgroups), Mexican-American, and NH Black groups.



**Family Income: Breakdown by Score Levels.** For most groups, the proportion with family incomes above \$25,000 increased with GRE-V and GRE-Q level. However, for the NH White group, the frequency of this category was fairly constant and high (near 50%) at most score levels for GRE-V. Despite the association between high scores and high family income, there were substantial proportions of students with high scores who came from families with low incomes. For example, summing percentages for the two lowest income categories among NH Black, Mexican-American, Puerto Rican, Other Hispanic, American Indian, and Other examinees who scored between 650 to 699 on the GRE-V, we can see that 23%-42% came from families with incomes below \$15,000. Among Asian-American and NH Black examinees who scored between 700 to 749 on GRE-Q, 31% and 25%, respectively, came from homes in which family income was below \$15,000.

**Trends Seen in the Relationship between Socioeconomic Indicators and Test Scores.** In sum, the well-known association between test scores and familial economic and educational factors is evident here. The proportion of students from families with high incomes and educational levels was greater in the upper score intervals. Nevertheless, a substantial percentage of

the high scorers for every group, but especially minority groups, came from low income families in which parents had less than a college education. Among the high scorers, the group with the lowest family income and parental education was the Mexican American group. One can infer from these findings that a large percentage of graduate school applicants from every group would be unable to attend graduate school without financial assistance.

**Rural vs. Urban or Suburban Location of High School GRE General Test Population vs. High Scorers.** As shown in the lower half of Table 9.01, in the GRE General Test population of U.S. citizens, the majority of NH White students attended high schools in a medium-sized city or town or a suburb of a large city. All groups except American Indians tended to come more frequently than NH White students from large cities. The American-Indian group was the most rural (31% from farming communities). Asian-American, NH Black, Mexican-American, Puerto Rican, Other Hispanic, and Other examinees attended high schools that were distributed fairly evenly among three types of location -- large cities, medium-size cities or towns, and suburbs. Among minority groups, the

lowest frequency of suburban locations occurred for NH Black and Mexican-American groups; in contrast, Asian Americans had the highest frequency of high schools in a suburban location. These patterns were also evident in the population of high scorers, shown in the upper half of Table 9.01.

*Expected Patterns for Location of High School in the Breakdown by Score Level.* One can expect some association between test scores and location of high school that is mediated through the quality of schooling. The large cities can be expected to have schools that vary greatly in quality, including some of the worst and some of the best in the country. In contrast, the suburbs, which are often affluent, and the medium-sized cities would tend to have fewer schools at the extremely low end of quality, whereas farming communities would tend to have schools limited in resources.

*Findings in the Breakdown by GRE-V Score Level.* These expectations for some association between test scores and location of high school were supported to some extent, as seen in the breakdown by score intervals in the sample of non-foreign high scorers (the next six tables, 9.02-9.07). For NH White, Asian-American, NH Black, and Mexican-American students, the location of student's high school was associated with high

GRE-V scores in expected patterns. The frequency of suburban schools tended to increase with GRE-V score level for these groups (e.g., going from 25%-39% in the 500 to 549 GRE-V level to 29%-47% in the 600 to 650 GRE-V level). For the NH White, NH Black, and Mexican-American groups, the percentage attending schools in a farming community decreased as score level increased, whereas the percentage of large cities, medium cities or towns was fairly constant, regardless of score level. For Asian-American students, the percentage of large cities decreased as score levels rose, whereas the numbers from farming communities remained constantly low. However, trends for the association between GRE-V score levels and location of high school (Tables 9.02-9.03) were not very consistent for Puerto Rican, Other Hispanic, American Indian, and Other groups.

*Findings in the Breakdown by GRE-Q Score Level.* The tables for GRE-Q (Tables 9.04-9.05) show the same trends as do the tables for GRE-V for the NH White group. Unlike the pattern evident in GRE-V score levels, the frequency of large cities did not necessarily decrease as GRE-Q score level rose for Asian American, NH Black, and Mexican-American high scorers. For Puerto Rican examinees (both groups), the

proportion from suburban high schools increased with score level. As in GRE-V score levels, no consistent association was found between rises in GRE-Q levels and location of high school for Other Hispanic, American Indian, and Other Hispanic groups.

#### **Undergraduate Field of Study**

##### *Categorization of Undergraduate Majors in the Present*

**Study.** The categorization used in the present study for grouping majors took into account five aspects. Similarities in the following five dimensions were considered: (1) subject matter and type of method used in research (i.e., library/archival research vs. empirical studies vs. laboratory work); (2) the average level of GRE scores for students with these majors; (3) the average difference between quantitative and verbal GRE scores for these majors; (4) the kind of jobs open to graduates -- whether nonacademic/industrial jobs vs. academic research; and (5) the ratio of males to females in that field. Population data on average GRE scores for each individual major from the Data Summary Report (ETS, 1986, 1988) were used to group majors. These considerations led to separating some fields from the usual category in which they are included. For example, architecture

differs from other humanities in that it does not usually lead to a research/teaching career, the work involves less library research and writing, and students tend to have high quantitative skills and to be predominantly males.

##### *Categorization of Undergraduate Majors in the Data*

##### *Summary Report (ETS, 1988) for the GRE General Test*

##### *Population Description.* Unfortunately, this level of detail in

the grouping of undergraduate majors used for the high scorers was not available for the GRE General Test population as a whole. The Data Summary Report series does not give the breakdown by race/ethnicity for each individual major, only for categories of majors, and these categories are defined somewhat differently than they are in the present study. The main difference in regard to the sciences is that the categories in the Data Summary Report series are coarser; that is, health sciences are subsumed under biological sciences, and engineering, computer science, earth, physical sciences and mathematics are subsumed under one category labeled physical sciences. Thus, it is straightforward to achieve comparability in the science groupings by adding the corresponding subcategories within the present study.

On the other hand, the comparability of the classifications in this study with those used for the Data Summary report is more limited in the social sciences and humanities categories. Not only are the categories coarser in the Data Summary Report (ETS, 1988, p. 13), but there are differences in the placing of specific fields. For the Data Summary Report series, linguistics is grouped with humanities, and history, journalism, library science are grouped with the social sciences. In contrast, for the present analyses on high scorers, linguistics was subsumed under the social sciences, and the other fields aforementioned were subsumed under the humanities. These limitations should be kept in mind in reviewing the tables that follow.

*Undergraduate Majors in the GRE General Test Population vs. the High Scorers.* The next set of tables shows the distribution of undergraduate major in the GRE General Test population of U.S. citizens (Table 10.01) and in the population of high scorers (Table 10.02), followed by a breakdown by score level for the sample of high scorers (Tables 10.03-10.20). Percentages across the classes of majors from Table 10.02 can be summed in order to establish a better correspondence to the Data Summary Report categories in Table 10.01. However even without summing percentages, it can be seen that the distribution

of undergraduate majors showed some marked differences between the overall GRE General Test population and the high scorers as a whole. Among the overall population, the physical sciences and engineering combined comprised fewer than 20% of the examinees for most groups. In contrast, among the high scorers, engineering/computer sciences by itself was usually one of the most frequent categories, usually comprising more than 20% of students for nearly all groups, including the Asian-American group (40%), NH Black students (22%), Mexican-Americans (20%), both Puerto Rican groups (21%-29%), and Other Hispanics (25%). Among the high scorers, the NH White group had one of the lowest percentages majoring in engineering or computer sciences (although this percentage was still moderately high - 14%).

As in the overall population, the biological science majors tended to be chosen by more than 10% of students across all groups among high scorers, especially the two Puerto Rican groups (17%-19%). The behavioral/academic social sciences and humanities were also quite frequent in most groups for both high scorers and the overall GRE General Test population. The two exceptions were the Asian Americans and island-resident

Puerto Ricans, possibly because of the demand for high competency in English language proficiency in these fields.

Among the high scorers, the three groups with the highest percentages of students in the physical sciences were the island-resident Puerto Ricans (26%), Asian Americans (13%), and NH Blacks (12%). For the NH White group, the single most frequent category was humanities (21%) followed by the behavioral or academic social sciences (18%). The American Indian and Other groups were similar to the NH White group in their profiles of undergraduate majors.

#### *Undergraduate Majors and the Breakdown by Score Levels.*

In the breakdown by intervals of score levels above 500, it can be seen that the frequency of humanities majors increased with GRE-V score level for all groups (e.g., 17% in the 500-549 range vs. 44% in the 750-800 range among NH White examinees). The frequency of engineering/computer science majors increased in a parallel way with GRE-Q for all groups (e.g., from 3% in the 500-549 range to 44% in the 750-800 range among NH White examinees).

A breakdown by Quantitative minus Verbal differences and by the sum of the two scores gives an even more interesting perspective on score level and undergraduate major (which are

not presented in the tables here because they take up a great deal of space). Although GRE General Test scores are not usually summed to produce a total score and norms are not provided for total scores, the sum is used here as a rough index of overall ability. Also, the difference between the verbal and quantitative scores is used as a rough index of specialization in verbal versus quantitative skills.

Using these rough indexes, one finds that among those who had nearly equal GRE-V and GRE-Q scores in the lower total score categories, the most frequent majors were the (1) behavioral/academic social sciences or (2) biological and agricultural sciences, (3) health and helping professions, and (4) education and administration. At the upper total-score categories, persons who differed little in GRE-V and GRE-Q frequently majored in the behavioral and academic social sciences or the biological sciences, but less often in the health/helping professions, or in education/administration. Regardless of how high the total score was, humanities majors were most frequent among students for whom GRE-V was much higher than GRE-Q, whereas engineering and computer science majors were most frequent among those for whom GRE-Q was much higher than GRE-V.

### Intended Field of Graduate Study

*GRE General Test Population vs. High Scorers.* Graduate majors for this study were classified in the same way as were undergraduate majors. Fortunately, the Data Summary Report (ETS, 1988) gives very detailed breakdowns for each field by race/ethnicity, so that comparable groupings can be achieved for both the overall GRE General Test population and the population of high scorers, which are given in Tables 11.01-11.20. As was found with undergraduate majors, the frequency of graduate engineering/computer science majors was higher in the high scorer population (Table 11.02) than in the overall GRE General Test population (Table 11.01).

### *Type of Graduate Major and Undergraduate Major Had*

*Similar Relationships to Score Level.* In comparison to the statistics for the undergraduate majors, the breakdown by score level showed the same general trends as were found for undergraduate major. However, there were more undeclared graduate majors, and the frequencies in the humanities, behavioral/academic social sciences, biological/agricultural sciences, and physical sciences were smaller.

### Graduate Degree Objective

The percent of examinees aspiring to a Ph.D. or postdoctoral training is given in Table 12. The breakdown by score level is given in the main body of the table and the population results are given in the bottom of the second page of the table. It can be seen that in the overall GRE population, only 38% of General Test examinees were aspiring to a Ph.D. or higher, and this proportion was somewhat larger (43%) for all high scorers. Among the high scorers, there were four groups for which the proportion was above 50%: both Puerto Rican groups, NH Blacks, and Others.

There was an increase in the number aspiring to a Ph.D. with score intervals for every test, but the rise in proportions was steeper in the breakdown by verbal score. The number aspiring to a Ph.D. may rise less as a function of quantitative score level because there may be more students entering engineering fields (where the master's degree is the more common end degree) at the high quantitative score levels. At the high verbal levels, examinees may be opting for academic careers in the humanities and social sciences where a Ph.D. is more necessary.

### Average Year of Receipt of Bachelor's Degree

*GRE General Test Population vs. All High Scorers.* The next table shows the mean year of receipt of bachelor's degree (B.A. or B.S.). As before, the breakdown by score level is given in the main body of the table, and the population results are given in the lower portion of the second page of the table. In the bottom two rows, it can be seen that, among the overall GRE General Test population of test takers in 1986-87 who were U.S. citizens, the mean year ranged from 81.93 for NH Black examinees to 83.83 for Puerto Rican examinees. (Of course, the smaller the year, the more delay between college graduation and graduate school application.) The two groups that tended to wait longer after completing their undergraduate study before taking the GRE General Test were the American Indian and NH Black groups. The groups that waited the least amount of time were the Puerto Rican, Asian American, and Other Hispanic groups.

In contrast, among the population of high scorers, the means were considerably higher (i.e., less delay in continuing their education), ranging from 82.65 for American Indians to 84.9 for island-resident Puerto Ricans. The relative ranking of groups in terms of delay was about the same as in the overall GRE General Test population, except that NH Black students delayed

less than did NH White students before taking the GRE after college graduation.

*Year of Bachelor's Degree Showed Opposite Trends as a Function of GRE-V vs. GRE-Q Score Levels.* In the breakdown by score levels, one sees that the relationship between year of bachelor's degree and GRE-V score was opposite to the trend seen in GRE-Q score levels. For most groups, there was a trend toward more recent graduates (higher years) as GRE-Q increased. In contrast, for GRE-V score patterns, there were some groups (NH White, Other Hispanic, and Other) for which increases in GRE-V score intervals were associated with greater time between graduation and GRE General Test administration (i.e., smaller mean years). For the Asian American and Mexican American groups there appeared to be no relationship between GRE-V score level and year of degree. For the NH Black group, mean year of graduation was fairly constant across GRE-V score levels, except at the upper two score levels where cases were few. The Puerto Rican and American Indian groups had too few cases in the upper three GRE-V score levels to see clear trends.

*Possible Differential Growth in Quantitative vs. Verbal Skills Over Time.* It is possible that part of these trends may

reflect longitudinal changes in scores; quantitative skills tend to decrease whereas verbal skills tend to increase with age for most adults. Quantitative skills tend to atrophy more than verbal skills for the average person in non-technical jobs because most jobs require constant use of verbal skills more often than they require practice in quantitative skills, especially algebra or geometry.

#### *Differences in the Graduate School Pipeline for*

*Humanities vs. Science Majors.* On the other hand, these patterns may be related to the availability of financial aid for graduate school by field of study. For example, persons who eventually complete Ph.D.s in the humanities average more time between college graduation and obtaining their Ph.D. than do engineers and physical scientist -- about 12 years versus 8 years for engineering (NRC, 1986, p. 14, pp. 29-31). However, their time registered as graduate students in the humanities is only about two years longer than that of graduate science students. Thus, many humanities majors may wait longer than physical science majors before continuing their education, perhaps because technical fields are better funded by federal and university sources (NRC, 1986, pp. 27-28).

Since students scoring highly on the quantitative test tend to enter engineering and the physical sciences, they would show little delay between college graduation and GRE General Test administration. In contrast, students scoring highly on GRE-V often wish to major in the humanities but may have to work for a while before being able to accumulate savings to pay for graduate school. There is also a greater percentage of female graduate students in the humanities who may delay entry into graduate school for family-related reasons.

#### **Average Undergraduate Grades in Major Field and in All Subject Areas in the Last Two Years**

Undergraduate grade point averages (GPAs) are shown in two tables, one containing grades in the major field (across all years), another containing grades in the last two years (across different subject areas). In both tables, the breakdown by score levels for GPA is shown in the main body of the table, and the mean GPAs for the complete high scoring, non-foreign population are shown in the bottom row. Unfortunately, no average statistics on GPAs were available for the complete GRE General Test population of U.S. citizens from the Data Summary Report (ETS, 1988).



*Average Grades in All High Scorers.* Looking at all high scorers (bottom row of each table), it can be seen that average grades in the last two years were very close to average grades in the major field, but slightly higher. All groups had average grades that would be considered good -- above 3.0 or a "B" level. The two groups with the highest GPAs (about 3.5) in both major field and the last two years were the Puerto Rican group residing on the island of Puerto Rico and the NH White group. The NH Black group had the lowest GPAs of both types (about 3.0), and the others had averages in the 3.2 to 3.3 range.

*Average Grades as a Function of Score Level.* In the breakdown by score level, one generally sees an increase in GPA with higher levels of test score intervals, particularly for the groups with large sample sizes at each score level; the patterns were often more irregular and sometimes showed less increase for other groups. Results for groups that had fewer cases per score level can be expected to be subject to larger sampling fluctuations. From the lowest to the highest score intervals, the increases in average GPA were often in the range 0.2 to 0.3, but there was considerable variation (standard deviations of about 0.5 grade points) within each score interval for every group.

Two exceptions to the steady pattern of increase in GPA with score level were the NH Black and Other groups, for which the increases in GPA with Quantitative score intervals were much smaller. These deviations from the pattern seen in other groups were probably not due to chance since the NH Black and Other groups were sufficiently large to give stable estimates of means.

For the NH Black group, there were marked differences in the percentages of engineering majors from the lowest (18%) to the highest GRE-quantitative score intervals (68%), in contrast to a range of 7% to 44% for NH Whites over the same score intervals. Hence, the lack of increase in grades with rising score for NH Blacks may reflect greater grading leniency among courses outside of engineering and the physical sciences (Goldman, Schmidt, Hewitt, & Fisher, 1974; Elliott & Strenta, 1988; Strenta & Elliott, 1987; Willingham, Lewis, Morgan, & Ramist, 1990) that are more common for persons at low GRE-quantitative levels.

On the other hand, the Asian-American group also showed a steep rise in the numbers of engineering majors with GRE-quantitative score, from 18% to 61% from lowest to highest interval. Yet, there was an increase in grades, from 3.12 to

3.44 from highest to lowest GRE-quantitative score interval for this group. The pattern variation may reflect differences in regard to the type of undergraduate school attended by NH Black and Asian-American groups.

In the next report, institutional characteristics such as competitiveness, size, and other qualities will be taken into account, which may clarify these results. Perhaps the institutions attended by students scoring at different levels vary more in grading standards for some groups than for others.

### Conclusions

The background characteristics of GRE General Test examinees who scored above 500 on either the Quantitative or Verbal measures revealed few surprises. In general, high scorers tended to come from homes where income was above \$25,000 and parents had high levels of education. The findings with respect to language background were consistent with prior studies on examinees who were non-native speakers of English. As expected, there were very few students in the top GRE-V score intervals who reported that English was not their best language. Mean undergraduate grade point averages were high -- "B" level. Also, high scorers were more likely to aim for a

Ph.D. than were lower-scoring GRE General Test takers.

Persons with very high GRE-V scores tended to major in the humanities, whereas those with very high GRE-Q scores tended to major in engineering and computer sciences.

Nevertheless, there were some less obvious findings.

- Females slightly outnumbered males among the high scorers who were non-Hispanic (NH) White or Black (52%), but were outnumbered by males among the Asian-American (42%), Puerto Rican (34% - 45%), and Other (39%) high scorers.
- The percentage of high scorers whose fathers had less than a high school education was larger than 17% for most race/ethnicity groups, especially for the Mexican-American group (36%).
- The distribution of parental income showed that, for all groups, there was a sizable percentage who would be unable to afford graduate school without financial aid. The percentage of high scorers whose yearly parental income was less than \$15,000 exceeded 18% for all groups including the NH White group.

GRE-V scorers in the NH White group. This pattern is discussed in light of choice of major (humanities vs. science) and the availability of financial aid for graduate study in various fields.

• The percentages of examinees whose best language was not English and/or who were permanent residents rather than U.S. citizens increased as GRE-Q score level rose for the Asian-American and Other groups. This finding suggests that some resident alien students may have had a better foundation in quantitative literacy in their home country than their peers who had received more of their education in the U.S. Alternatively, students with limited proficiency in English may focus more narrowly on excelling in quantitative areas.

• The most frequent choice of undergraduate and graduate majors for NH White students was humanities; for other groups it was engineering and computer sciences. Holding GRE-Q score level constant, high-scoring NH Black, Hispanic, and Asian American students were more likely to major in engineering and computer science than were NH White test takers.

• Most examinees with very high GRE-Q scores tended to take the GRE General Test soon after they graduated from college, but the opposite tended to be true for very high

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TABLE 1  
SAMPLE OF HIGH SCORERS: SCORE DISTRIBUTION

GRE GENERAL TEST SCORE	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	Puerto Rican		OTHER HISP.	AMER. INDIAN	OTHER
					50-STATE	ISLAND			
<b>Verbal</b>									
Under 500	16931	3266	1226	436	181	200	546	176	744
500 - 549	15112	785	679	302	100	26	337	145	415
550 - 599	12386	599	353	165	58	8	221	113	380
600 - 649	9554	434	183	103	30	4	137	67	311
650 - 699	7140	309	106	53	19	3	100	62	280
700 - 749	7249	197	50	29	12	1	50	29	186
750 - 800	3227	81	15	10	2	0	14	10	103
Total	71599	5671	2612	1098	402	242	1405	602	2419
<b>Quantitative</b>									
Under 500	9942	218	635	225	79	18	237	144	387
500 - 549	12541	709	819	280	108	85	333	172	431
550 - 599	10882	654	497	199	79	44	261	92	372
600 - 649	9475	910	294	160	58	47	230	71	402
650 - 699	8543	980	203	137	40	31	147	55	366
700 - 749	11000	967	106	61	25	15	111	40	250
750 - 800	9216	1033	58	36	13	2	86	28	211
Total	71599	5671	2612	1098	402	242	1405	602	2419
<b>Analytic</b>									
Under 500	11051	2042	1182	389	168	144	475	187	704
500 - 549	10123	848	558	220	76	41	243	101	379
550 - 599	12124	877	393	180	73	28	246	106	386
600 - 649	12141	699	251	148	39	13	171	99	328
650 - 699	11084	518	141	94	30	11	138	59	297
700 - 749	8138	404	60	45	13	3	84	28	153
750 - 800	6938	283	27	22	3	2	48	22	172
Total	71599	5671	2612	1098	402	242	1405	602	2419

Note: Sample of U.S. citizens and resident aliens scoring above 500 on either GRE-V or GRE-Q in the 1986-87 administration of the GRE General Test. It differs from the full population of non-foreign high scorers in that only 50% of NH White examinees scoring in the intervals 500-699 were selected.

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TABLE 2  
GRE GENERAL TEST TAKERS (U.S. CITIZENS ONLY): SCORE DISTRIBUTION

GRE GENERAL TEST SCORE	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN	OTHER HISP.	AMER. INDIAN	OTHER	TOTAL (ROW SUM)	TOTAL (INCL. MISS. RACE)
<b>Verbal</b>										
Under 500	66360	2699	8056	1583	1409	1155	623	997	82881	85154
500 - 549	25659	674	615	296	116	283	139	346	28129	28794
550 - 599	20055	506	326	160	65	190	106	329	21739	22298
600 - 649	14599	377	168	98	32	122	63	265	13724	16153
650 - 699	10618	268	103	49	23	89	58	253	11461	11939
700 - 749	7078	182	47	31	15	49	23	174	7599	7725
750 - 800	3097	72	9	9	2	13	10	91	3303	3512
Total	147466	4777	9324	2226	1661	1902	1023	2456	170835	175576
<b>Quantitative</b>										
Under 500	55447	984	7534	1400	1118	962	586	943	68975	71108
500 - 549	22562	525	746	265	196	266	165	334	25060	25634
550 - 599	18876	611	420	187	120	196	90	285	20784	21420
600 - 649	16516	631	289	151	103	194	64	275	18224	18611
650 - 699	14304	659	186	125	70	114	51	278	15787	16153
700 - 749	10618	650	93	62	38	91	39	179	11770	12115
750 - 800	9143	717	56	36	17	78	28	162	10235	10535
Total	147466	4777	9324	2226	1661	1902	1023	2456	170835	175576
<b>Analytical</b>										
Under 500	46894	1834	7487	1407	1249	995	557	906	61329	63207
500 - 549	23595	683	867	301	173	280	134	349	26380	27214
550 - 599	23152	664	485	205	120	228	129	339	25321	25810
600 - 649	19908	545	252	154	55	156	95	287	21451	22123
650 - 699	16074	430	149	93	43	120	58	275	17243	17558
700 - 749	10175	358	56	45	17	76	31	140	10897	11237
750 - 800	7668	263	28	22	5	48	19	160	8213	8428
Total	147466	4777	9324	2226	1661	1902	1023	2456	170835	175576

Note: Counts are derived from percentile ranks and group sizes in ETS 1988, Tables 62-64 (examinees in 1986-1987) and are accurate to three significant digits. The last column of totals includes non-respondents to the race/ethnicity question; the previous column does not.



TABLE 3  
 PERCENT WHO ARE U.S. CITIZENS WITHIN SCORE LEVELS AND RACIAL/ETHNIC GROUPS IN HIGH-SCORING, NON-FOREIGN SAMPLE

GRE GENERAL TEST SCORE	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND				
<u>Verbal</u>										
500 - 549	98.99%	88.15%	93.67%	96.36%	100.00%	96.15%	87.54%	100.00%	88.92%	
550 - 599	99.05%	89.32%	96.32%	100.00%	100.00%	100.00%	89.59%	100.00%	91.84%	
600 - 649	98.87%	91.24%	95.08%	99.03%	96.67%	100.00%	89.78%	100.00%	92.28%	
650 - 699	99.19%	91.91%	98.11%	98.11%	100.00%	100.00%	89.00%	98.39%	98.21%	
700 - 749	99.10%	93.40%	100.00%	100.00%	100.00%	100.00%	98.00%	100.00%	96.77%	
750 - 800	98.82%	90.12%	73.33%	100.00%	100.00%	-----	100.00%	100.00%	98.06%	
<u>Quantitative</u>										
500 - 549	98.52%	75.74%	90.84%	94.29%	100.00%	98.82%	79.88%	100.00%	82.13%	
550 - 599	98.46%	73.77%	89.13%	97.99%	100.00%	100.00%	76.53%	100.00%	80.11%	
600 - 649	98.64%	73.19%	91.50%	95.62%	100.00%	100.00%	84.78%	98.59%	73.13%	
650 - 699	98.55%	70.31%	93.60%	98.54%	97.50%	100.00%	78.23%	96.36%	78.14%	
700 - 749	98.55%	71.35%	90.57%	96.72%	100.00%	93.33%	81.08%	97.50%	76.00%	
750 - 800	98.55%	70.76%	86.21%	100.00%	100.00%	100.00%	89.53%	100.00%	81.99%	
<u>Analytic</u>										
500 - 549	98.34%	72.76%	94.62%	98.18%	98.68%	100.00%	85.60%	99.01%	79.42%	
550 - 599	98.80%	78.45%	96.95%	98.33%	100.00%	100.00%	79.27%	100.00%	86.53%	
600 - 649	98.95%	81.55%	95.62%	97.97%	100.00%	100.00%	90.64%	100.00%	89.33%	
650 - 699	99.04%	85.52%	97.87%	100.00%	100.00%	90.91%	87.68%	100.00%	94.61%	
700 - 749	98.99%	91.09%	98.33%	97.78%	100.00%	100.00%	90.48%	100.00%	96.73%	
750 - 800	99.28%	93.99%	88.89%	100.00%	100.00%	100.00%	95.83%	100.00%	98.84%	
<u>Whole Population Collapsed Across Score Levels</u>										
Non-Foreign, V or Q ≥ 500 <sup>b</sup>	98.61%	73.09%	91.92%	96.90%	99.75%	99.17%	82.42%	99.17%	80.94%	95.95%
<u>Total</u>										

Note. Unless otherwise indicated, percentages are based on a sample that differs from the full population of U.S. citizens and resident aliens in the 1986-87 administration with GRE-V or GRE-Q above 500 in that only 50% of non-Hispanic White examinees in the intervals 500-699 were selected. The examinees who are not U.S. citizens in this sample are permanent residents. <sup>a</sup>There were no students at this level. <sup>b</sup>Percentages are based on the full population of U.S. citizens and resident aliens having a score above 500 on either GRE-V or GRE-Q in 1986-87.



TABLE 4  
PERCENT HAVING ENGLISH AS THEIR BEST LANGUAGE WITHIN SCORE LEVEL AND RACIAL/ETHNIC GROUP IN HIGH-SCORING, NON-FOREIGN SAMPLE

GRE SCORE	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND				
<b>Verbal</b>										
500 - 549	97.81%	88.15%	97.05%	96.36%	74.00%	30.77%	83.09%	88.28%	94.94%	
550 - 599	97.74%	92.49%	96.32%	96.97%	81.03%	(1/8)	86.88%	81.42%	95.79%	
600 - 649	97.78%	94.24%	92.90%	96.12%	90.00%	(0/4)	89.78%	86.57%	95.82%	
650 - 699	97.51%	95.15%	100.00%	100.00%	84.21%	(3/3)	90.00%	83.87%	91.79%	
700 - 749	97.31%	96.95%	96.00%	89.66%	91.67%	(0/1)	98.00%	86.21%	95.70%	
750 - 800	96.99%	93.83%	80.00%	100.00%	(2/2)	(0/0)	100.00%	80.00%	94.17%	
<b>Quantitative</b>										
500 - 549	97.23%	71.79%	94.38%	91.79%	58.33%	3.53%	76.88%	86.05%	85.61%	
550 - 599	97.29%	67.33%	94.16%	93.47%	46.84%	6.82%	70.88%	85.87%	85.22%	
600 - 649	97.27%	65.05%	93.88%	93.13%	53.45%	6.38%	80.00%	85.92%	79.85%	
650 - 699	97.24%	63.67%	93.10%	93.43%	55.00%	12.90%	80.27%	83.64%	86.89%	
700 - 749	97.39%	63.50%	90.57%	91.80%	52.00%	0.00%	77.48%	90.00%	81.60%	
750 - 800	97.47%	65.34%	87.93%	94.44%	76.92%	(0/2)	87.21%	92.86%	84.83%	
<b>Analytic</b>										
500 - 549	96.79%	65.57%	97.13%	95.91%	48.68%	7.32%	81.89%	83.17%	84.96%	
550 - 599	97.49%	73.32%	95.67%	94.44%	65.75%	3.57%	79.67%	85.85%	90.16%	
600 - 649	97.87%	77.11%	97.21%	96.62%	66.67%	7.69%	91.23%	86.87%	96.04%	
650 - 699	97.72%	87.64%	93.62%	95.74%	83.33%	18.18%	84.78%	89.83%	94.28%	
700 - 749	98.00%	88.61%	95.00%	93.33%	84.62%	33.33%	88.10%	82.14%	97.39%	
750 - 800	98.00%	88.61%	95.00%	93.33%	84.62%	(1/3)	88.10%	82.14%	97.39%	
<b>Whole Population Collapsed Across Score Levels</b>										
Non-Foreign, V or Q Score $\geq$ 500 <sup>a</sup>	97.30%	66.83%	94.60%	93.72%	60.70%	8.68%	78.72%	85.71%	85.61%	
U.S. Citizens, V & Q 200-800 <sup>b</sup>	98.61%	80.06%	98.39%	94.42%	30.88%		85.61%	96.38%	95.00%	

Note. Unless otherwise indicated, percentages in the main body of this table are based on a sample that differs from the full population of U.S. citizens and resident aliens, in that only 50% of non-Hispanic White examinees in the intervals 500-699 were elected. When the number of cases in a cell drops below 10, the percent is shown as a ratio in parenthesis ( $f/N$ ) where  $f$  is the frequency and  $N$  the total number in the cell. Percentages are based on the full population of U. S. citizens and resident aliens having a score above 500 on either GRE-V or GRE-Q in 1986-87. Percentages are based on the full population of GRE 1986-87 examinees who were U.S. citizens. From ETS (1988), Table 55, p. 73. In this report, Puerto Rican groups were not separated by home residence.

TABLE 5  
PERCENT FEMALE WITHIN SCORE LEVELS AND RACIAL/ETHNIC GROUPS IN HIGH-SCORING, NON-FOREIGN SAMPLE

GRE SCORE	NH WHITE	ASIAN AMER.	NH BLACK AMER.	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.	OTHER		
<b>Verbal</b>										
500 - 549	53.12%	51.72%	61.41%	50.00%	53.00%	38.46%	50.15%	62.76%	46.27%	
550 - 599	51.05%	48.75%	56.94%	50.91%	65.52%	(1/8)	47.06%	54.87%	43.16%	
600 - 649	49.58%	49.31%	57.38%	54.37%	60.00%	(1/4)	52.55%	58.21%	39.87%	
650 - 699	45.92%	48.54%	53.77%	50.94%	31.58%	(0/3)	42.00%	51.61%	41.43%	
700 - 749	49.80%	48.22%	58.00%	37.93%	58.33%	(1/1)	34.00%	37.93%	33.33%	
750 - 800	49.12%	55.56%	53.33%	60.00%	(2/2)	(0/0)	50.00%	20.00%	40.78%	
<b>Quantitative</b>										
500 - 549	63.17%	54.72%	51.53%	50.00%	47.22%	43.53%	53.15%	58.14%	48.96%	
550 - 599	56.61%	51.87%	48.29%	45.73%	34.18%	34.09%	46.74%	44.57%	46.24%	
600 - 649	49.00%	45.38%	39.46%	37.50%	34.48%	25.53%	40.43%	52.11%	35.32%	
650 - 699	41.22%	41.22%	38.42%	26.28%	37.50%	29.03%	27.89%	30.91%	29.23%	
700 - 749	32.05%	29.27%	26.42%	27.87%	24.00%	6.67%	19.82%	22.50%	29.20%	
750 - 800	21.88%	25.46%	24.14%	8.33%	23.08%	(0/2)	11.63%	10.71%	13.74%	
<b>Analytic</b>										
500 - 549	53.11%	42.10%	54.66%	45.45%	42.11%	39.02%	47.74%	54.46%	40.37%	
550 - 599	52.45%	42.42%	53.69%	47.22%	47.95%	32.14%	48.37%	50.00%	40.41%	
600 - 649	50.15%	48.78%	55.78%	46.62%	56.41%	38.46%	50.29%	42.42%	37.80%	
650 - 699	46.26%	45.37%	54.61%	36.17%	53.33%	27.27%	47.10%	52.54%	41.75%	
700 - 749	44.65%	41.09%	55.00%	53.33%	38.46%	(1/3)	32.14%	53.57%	35.29%	
750 - 800	39.90%	38.87%	33.33%	40.91%	(1/3)	(1/2)	35.42%	27.27%	33.14%	
<b>Whole Population Collapsed Across Score Levels</b>										
Non-Foreign, V or Q ≥ 500 <sup>a</sup>	51.99%	41.65%	51.76%	44.72%	44.53%	33.88%	43.99%	50.83%	39.48%	
U.S. Citizens, V & Q 200-800 <sup>b</sup>	57.17%	48.08%	66.40%	55.75%	55.02%	55.54%	56.95%	46.62%		

Note. Unless otherwise indicated, percentages are based on a sample that differs from the full population of U.S. citizens and resident aliens with GRE-V or GRE-Q scores above 500 in that only 50% of non-Hispanic White examinees in the intervals 500-699 were selected. When the number of cases in a cell drops below 10, the percent females is shown as a ratio in parenthesis. That is, if the number is given as (f/N), then there are f females out of N cases in that cell. <sup>a</sup>Based on the whole population of U.S. citizens and resident aliens with scores on the GRE-V or GRE-Q above 500. <sup>b</sup>From A Summary of Data Collected from GRE Test-Takers During 1986-1987, ETS (1988), Table 55, p. 73. In this report, Puerto Rican groups were not separated by home residence.

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TABLE 6.01  
FATHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: POPULATION OF GRE EXAMINEES

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER	OTHER
					50 STATE	ISLAND	HISP.			
<b>HAVING GRE-V OR GRE-Q ABOVE 500, (U.S. CITIZENS OR PERMANENT RESIDENTS)</b>										
LT HS DEGREE	COL% 9.46%	12.84%	23.89%	35.52%	20.40%	17.77%	18.86%	19.44%	11.70%	
HS DEGREE	COL% 18.56%	15.18%	20.87%	18.03%	17.16%	12.40%	14.95%	22.92%	13.77%	
HS DEGREE +	COL% 17.57%	14.09%	19.41%	18.21%	16.92%	11.57%	16.80%	17.11%	16.37%	
BACHELOR D.	COL% 17.63%	18.66%	9.42%	9.47%	14.43%	21.07%	12.53%	11.79%	13.97%	
BACHELOR D. +	COL% 5.29%	4.71%	3.98%	2.73%	2.74%	5.79%	4.84%	6.15%	6.12%	
GRADUATE/PROF. D.	COL% 29.80%	32.25%	19.60%	14.57%	27.11%	30.99%	30.18%	20.10%	34.48%	
MISSING	COL% 1.69%	2.27%	2.83%	1.46%	1.24%	0.41%	1.85%	2.49%	3.60%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 114668	5671	2612	1098	402	242	1405	602	2419	
<b>GRE EXAMINEES, ALL SCORES (U. S. CITIZENS)<sup>a</sup></b>										
LT HS DEGREE	COL% 11.34%	12.75%	33.13%	46.78%	23.00% <sup>b</sup>		22.02%	26.61%	13.78%	
HS DEGREE	COL% 20.63%	14.61%	26.42%	17.66%	19.16% <sup>b</sup>		16.43%	23.59%	16.50%	
HS DEGREE +	COL% 18.61%	15.89%	17.28%	15.61%	15.99% <sup>b</sup>		18.15%	17.17%	17.51%	
BACHELOR D.	COL% 17.13%	17.05%	7.66%	7.03%	15.01% <sup>b</sup>		12.57%	10.54%	13.32%	
BACHELOR D. +	COL% 5.04%	4.57%	2.79%	2.15%	2.93% <sup>b</sup>		4.94%	5.62%	5.73%	
GRADUATE/PROF. D.	COL% 27.26%	35.12%	12.71%	10.77%	23.92% <sup>b</sup>		25.89%	16.47%	33.16%	
MISSING	COL% NR	NR	NR	NR	NR		NR	NR	NR	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%		100.00%	100.00%	100.00%	100.00%
	N 147466	4777	9324	2226	1661 <sup>b</sup>		1902	1023	2456	

Note. NR = not reported. The percentages may not add up exactly to 100% because of rounding errors.

<sup>a</sup>From ETS (1988), Table 55, pp. 73-74.

<sup>b</sup>The GRE Data Summary Report (ETS, 1988) groups all Puerto Ricans into one category without regard to residence.

TABLE 6.02

FATHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 500 - 599

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND	OTHER	AMER.			
500 - 549											
LT HS DEGREE	COL% 9.90%	9.68%	24.01%	34.77%	30.00%	19.23%	18.69%	21.38%	13.98%		
HS DEGREE	COL% 19.98%	13.50%	20.47%	19.87%	16.00%	11.54%	13.06%	22.76%	16.87%		
HS DEGREE +	COL% 17.56%	14.52%	19.29%	17.88%	21.00%	7.69%	16.62%	16.55%	18.55%		
BACHELOR D.	COL% 18.01%	17.07%	9.87%	7.95%	9.00%	19.23%	14.24%	12.41%	13.73%		
BACHELOR D. +	COL% 5.13%	4.33%	4.57%	3.51%	3.00%	11.54%	4.75%	4.83%	5.54%		
GRADUATE/PROF. D.	COL% 27.85%	38.47%	19.15%	14.24%	21.00%	26.92%	30.86%	19.31%	29.16%		
MISSING	COL% 1.58%	2.42%	2.65%	1.99%	0.00%	3.85%	1.78%	2.76%	2.17%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 15112	785	679	302	100	26	337	145	415		
550 - 599											
LT HS DEGREE	COL% 9.55%	8.35%	23.23%	31.52%	20.69%	(4/8)	14.93%	18.58%	13.68%		
HS DEGREE	COL% 17.63%	10.35%	21.53%	16.36%	20.69%	(0/8)	15.38%	23.01%	13.16%		
HS DEGREE +	COL% 17.38%	14.69%	16.71%	20.61%	12.07%	(1/8)	17.65%	17.70%	17.11%		
BACHELOR D.	COL% 17.83%	16.36%	10.20%	8.48%	15.52%	(1/8)	12.67%	11.50%	11.32%		
BACHELOR D. +	COL% 5.48%	6.34%	5.10%	2.42%	3.45%	(1/8)	3.62%	6.19%	6.05%		
GRADUATE/PROF. D.	COL% 30.40%	42.40%	20.68%	20.00%	27.59%	(1/8)	35.29%	18.58%	35.00%		
MISSING	COL% 1.72%	1.50%	2.55%	0.61%	0.00%	(0/8)	0.45%	4.42%	3.68%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(8/8)	100.00%	100.00%	100.00%	100.00%	100.00%
	N 12386	599	353	165	58	8	221	113	380		

Note: These analyses are based on a selected sample of high-scoring NH White examinees at these score levels and the full population of minority-group examinees at the same score levels.

TABLE 6.03

FATHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 600 - 699

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND				
600 - 649										
LT HS DEGREE	COL% 8.40%	COL% 6.22%	COL% 21.86%	COL% 24.27%	COL% 16.67%	(0/4)	COL% 20.44%	COL% 20.90%	COL% 7.40%	
HS DEGREE	COL% 15.43%	COL% 9.22%	COL% 17.49%	COL% 14.56%	COL% 16.67%	(1/4)	COL% 13.14%	COL% 26.87%	COL% 10.61%	
HS DEGREE +	COL% 16.72%	COL% 12.67%	COL% 20.77%	COL% 24.27%	COL% 16.67%	(0/4)	COL% 16.79%	COL% 8.96%	COL% 16.08%	
BACHELOR D.	COL% 17.37%	COL% 16.36%	COL% 8.74%	COL% 12.62%	COL% 6.67%	(2/4)	COL% 9.49%	COL% 17.91%	COL% 12.86%	
BACHELOR D. +	COL% 5.93%	COL% 3.46%	COL% 6.01%	COL% 2.91%	COL% 3.33%	(0/4)	COL% 5.11%	COL% 2.99%	COL% 10.29%	
GRADUATE/PROF. D.	COL% 34.28%	COL% 50.69%	COL% 22.40%	COL% 19.42%	COL% 33.33%	(1/4)	COL% 33.58%	COL% 17.91%	COL% 8.26%	
MISSING	COL% 1.86%	COL% 1.38%	COL% 2.73%	COL% 1.94%	COL% 6.67%	(0/4)	COL% 1.46%	COL% 4.48%	COL% 4.50%	
TOTAL	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	(4/4)	COL% 100.00%	COL% 100.00%	COL% 100.00%	
	N 9554	N 434	N 183	N 103	N 30	N 4	N 137	N 67	N 311	
650 - 699										
LT HS DEGREE	COL% 7.38%	COL% 8.41%	COL% 15.09%	COL% 22.64%	COL% 10.53%	(1/3)	COL% 14.00%	COL% 29.03%	COL% 9.29%	
HS DEGREE	COL% 14.16%	COL% 8.09%	COL% 13.21%	COL% 16.98%	COL% 10.53%	(0/3)	COL% 13.00%	COL% 19.35%	COL% 12.14%	
HS DEGREE +	COL% 15.28%	COL% 11.33%	COL% 20.75%	COL% 22.64%	COL% 21.05%	(0/3)	COL% 15.00%	COL% 22.58%	COL% 16.79%	
BACHELOR D.	COL% 18.01%	COL% 14.56%	COL% 13.21%	COL% 7.55%	COL% 10.53%	(1/3)	COL% 11.00%	COL% 3.23%	COL% 11.79%	
BACHELOR D. +	COL% 6.19%	COL% 4.53%	COL% 4.72%	COL% 5.66%	COL% 5.26%	(0/3)	COL% 5.00%	COL% 4.84%	COL% 6.79%	
GRADUATE/PROF. D.	COL% 37.06%	COL% 50.16%	COL% 30.19%	COL% 22.64%	COL% 36.84%	(1/3)	COL% 39.00%	COL% 20.97%	COL% 39.64%	
MISSING	COL% 1.92%	COL% 2.91%	COL% 2.83%	COL% 1.89%	COL% 5.26%	(0/3)	COL% 3.00%	COL% 0.00%	COL% 3.57%	
TOTAL	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	(3/3)	COL% 100.00%	COL% 100.00%	COL% 100.00%	
	N 7140	N 309	N 106	N 53	N 19	N 3	N 100	N 62	N 280	

Note: These analyses are based on a selected sample of high-scoring MH White examinees at these score levels and the full population of minority-group examinees at the same score levels.

TABLE 6.04  
FATHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 700 - 800

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER	AMER. INDIAN	OTHER
					50	STATE	ISLAND				
700 - 749											
LT HS DEGREE	COL% 7.21%	2.54%	20.00%	37.93%	33.33%	(0/1)	18.00%	17.24%	8.6		
HS DEGREE	COL% 12.93%	7.11%	14.00%	17.24%	25.00%	(0/1)	10.00%	24.14%	9.1		
HS DEGREE +	COL% 14.03%	7.61%	22.00%	17.24%	0.00%	(0/1)	10.00%	13.79%	12.9		
BACHELOR D.	COL% 18.35%	15.74%	10.00%	0.00%	25.00%	(1/1)	12.00%	10.34%	12.9		
BACHELOR D. +	COL% 5.57%	5.58%	4.00%	0.00%	0.00%	(0/1)	10.00%	3.45%	1.6		
GRADUATE/PROF. D.	COL% 40.09%	59.39%	26.00%	27.59%	16.67%	(0/1)	38.00%	31.03%	50.0		
MISSING	COL% 1.82%	2.03%	4.00%	0.00%	0.00%	(0/1)	2.00%	0.00%	4.8		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(1/1)	100.00%	100.00%	100.0		
	N 7249	197	50	29	12	1	50	29	18		
750 - 800											
LT HS DEGREE	COL% 6.69%	3.70%	13.33%	10.00%	(0/2)	0.00%	7.14%	0.00%	5.83%		
HS DEGREE	COL% 10.51%	6.17%	20.00%	30.00%	(0/2)	0.00%	7.14%	10.00%	6.80%		
HS DEGREE +	COL% 12.64%	1.23%	13.33%	0.00%	(0/2)	0.00%	28.57%	0.06%	10.68%		
BACHELOR D.	COL% 18.28%	19.75%	6.67%	20.00%	(0/2)	0.00%	14.29%	10.00%	16.50%		
BACHELOR D. +	COL% 7.38%	3.70%	6.67%	10.00%	(0/2)	0.00%	7.14%	10.00%	7.77%		
GRADUATE/PROF. D.	COL% 42.58%	64.20%	40.00%	30.00%	(2/2)	0.00%	35.71%	50.00%	47.57%		
MISSING	COL% 1.92%	1.23%	0.00%	0.00%	(0/2)	0.00%	0.00%	20.00%	4.85%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	(2/2)	0.00%	100.00%	100.00%	100.00%		
	N 3227	81	15	10	2	0	14	10	103		

Note: These analyses are based on a selected sample of high-scoring NH White examinees at these score levels and the full population of minority-group examinees at the same score levels. When the group size falls below a value of 10, the frequency is given as a ratio (f/N) where f is the count for that cell and N is the group size.



TABLE 6.05

## FATHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 500 - 599

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.	OTHER		
500 - 549										
LT HS DEGREE	COL% 11.04%	16.22%	25.89%	41.07%	22.22%	18.82%	21.32%	17.44%	9.51%	
HS DEGREE	COL% 20.47%	16.50%	23.93%	17.86%	16.67%	12.94%	15.02%	19.77%	17.87%	
HS DEGREE +	COL% 18.24%	14.25%	18.93%	15.71%	17.59%	15.29%	15.02%	17.44%	20.65%	
BACHELOR D.	COL% 16.82%	17.77%	10.26%	9.29%	14.81%	23.53%	14.11%	12.21%	13.46%	
BACHELOR D. +	COL% 4.94%	5.08%	3.17%	1.43%	0.93%	3.53%	4.50%	9.88%	3.71%	
GRADUATE/PROF. D.	COL% 26.84%	27.93%	15.26%	13.57%	25.93%	25.88%	27.03%	21.51%	31.79%	
MISSING	COL% 1.65%	2.26%	2.56%	1.07%	1.85%	0.00%	3.00%	1.74%	3.02%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 12541	709	819	280	108	85	333	172	431	
550 - 599										
LT HS DEGREE	COL% 9.26%	14.40%	24.35%	37.19%	21.52%	11.36%	22.61%	18.48%	12.63%	
HS DEGREE	COL% 18.83%	17.68%	18.91%	19.60%	11.39%	18.18%	14.18%	29.35%	12.37%	
HS DEGREE +	COL% 18.13%	17.10%	20.52%	15.53%	16.46%	13.64%	18.77%	8.70%	18.82%	
BACHELOR D.	COL% 17.79%	15.93%	8.25%	6.03%	10.13%	18.18%	8.43%	20.65%	10.75%	
BACHELOR D. +	COL% 4.82%	4.57%	3.62%	4.02%	2.53%	4.55%	5.75%	3.26%	8.33%	
GRADUATE/PROF. D.	COL% 29.56%	28.69%	20.32%	15.58%	36.71%	34.09%	29.50%	17.39%	34.41%	
MISSING	COL% 1.60%	1.64%	4.02%	2.01%	1.27%	0.00%	0.77%	2.17%	2.69%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 10882	854	497	199	79	44	261	92	372	

Note: These analyses are based on a 50% random sample of NH White examinees at these score levels and the full population of minority-group examinees at these score levels.



TABLE 6.06

FATHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 600 - 699

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.	OTHER		
600 - 649										
LT HS DEGREE	COL% 7.79%	13.63%	21.77%	31.88%	12.07%	19.15%	13.48%	16.90%	14.93%	
HS DEGREE	COL% 17.31%	17.58%	19.05%	15.63%	27.59%	10.64%	16.52%	18.31%	13.18%	
HS DEGREE +	COL% 17.55%	14.84%	21.09%	18.75%	22.41%	2.13%	17.39%	28.17%	14.93%	
BACHELOR D.	COL% 18.42%	16.48%	9.52%	12.50%	15.52%	23.40%	12.17%	9.86%	16.42%	
BACHELOR D. +	COL% 5.36%	4.62%	4.42%	2.50%	0.00%	6.38%	4.35%	4.23%	3.98%	
GRADUATE/PROF. D.	COL% 31.93%	30.44%	21.77%	16.88%	22.41%	38.30%	34.35%	22.54%	32.09%	
MISSING	COL% 1.65%	2.42%	2.38%	1.88%	0.00%	0.00%	1.74%	0.00%	4.48%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 9475	910	294	160	58	47	230	71	402	
650 - 699										
LT HS DEGREE	COL% 7.25%	13.06%	18.72%	29.20%	5.00%	19.35%	11.56%	14.55%	11.75%	
HS DEGREE	COL% 16.47%	15.20%	19.70%	22.63%	5.00%	6.45%	17.69%	16.36%	12.57%	
HS DEGREE +	COL% 15.92%	14.08%	21.67%	18.98%	20.00%	16.13%	18.37%	21.82%	12.84%	
BACHELOR D.	COL% 18.73%	18.57%	7.39%	12.41%	27.50%	16.13%	17.01%	10.91%	15.03%	
BACHELOR D. +	COL% 5.92%	4.18%	3.45%	3.65%	5.00%	9.68%	5.44%	7.27%	7.38%	
GRADUATE/PROF. D.	COL% 33.82%	32.35%	26.60%	13.14%	35.00%	32.26%	28.57%	23.64%	36.34%	
MISSING	COL% 1.90%	2.55%	2.46%	0.00%	2.50%	0.00%	1.36%	5.45%	4.10%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 8543	980	203	137	40	31	147	55	366	

Note: These analyses are based on a 50% random sample of NH White examinees at these score levels and the full population of minority-group examinees at these score levels.

TABLE 6.07

## FATHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE U'F 700 - 800

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN					AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.	INDIAN	OTHER		
700 - 749											
LT HS DEGREE	COL% 6.25%	COL% 10.65%	COL% 21.70%	COL% 24.59%	COL% 20.00%	COL% 13.33%	COL% 19.82%	COL% 7.50%	COL% 8.00%		
HS DEGREE	COL% 15.26%	COL% 14.17%	COL% 14.15%	COL% 13.11%	COL% 12.00%	COL% 6.67%	COL% 11.71%	COL% 22.50%	COL% 7.60%		
HS DEGREE +	COL% 15.78%	COL% 14.06%	COL% 16.98%	COL% 27.87%	COL% 12.00%	COL% 13.33%	COL% 14.41%	COL% 17.50%	COL% 12.00%		
BACHELOR D.	COL% 19.75%	COL% 20.58%	COL% 8.49%	COL% 9.84%	COL% 12.00%	COL% 20.00%	COL% 17.12%	COL% 7.50%	COL% 16.40%		
BACHELOR D. +	COL% 5.97%	COL% 6.10%	COL% 1.89%	COL% 4.92%	COL% 8.00%	COL% 6.6%	COL% 8.11%	COL% 7.50%	COL% 7.20%		
GRADUATE/PROF. D.	COL% 35.29%	COL% 32.47%	COL% 33.96%	COL% 19.67%	COL% 36.00%	COL% 40.00%	COL% 26.13%	COL% 30.00%	COL% 46.00%		
MISSING	COL% 1.68%	COL% 1.96%	COL% 2.83%	COL% 0.00%	COL% 0.00%	COL% 0.00%	COL% 2.70%	COL% 7.50%	COL% 2.80%		
TOTAL	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%		
	N 11000	N 967	N 106	N 61	N 25	N 15	N 111	N 40	N 250		
750 - 800											
LT HS DEGREE	COL% 5.09%	COL% 10.45%	COL% 12.07%	COL% 16.67%	COL% 7.69%	COL% (0/2)	COL% 9.30%	COL% 10.71%	COL% 7.11%		
HS DEGREE	COL% 13.02%	COL% 10.65%	COL% 15.52%	COL% 13.89%	COL% 23.08%	COL% (0/2)	COL% 10.47%	COL% 14.29%	COL% 8.06%		
HS DEGREE +	COL% 13.56%	COL% 10.55%	COL% 15.52%	COL% 22.22%	COL% 7.69%	COL% (0/2)	COL% 19.77%	COL% 21.43%	COL% 10.90%		
BACHELOR D.	COL% 20.15%	COL% 23.04%	COL% 18.97%	COL% 16.67%	COL% 7.69%	COL% (1/2)	COL% 11.63%	COL% 14.29%	COL% 15.64%		
BACHELOR D. +	COL% 6.17%	COL% 3.97%	COL% 5.17%	COL% 8.33%	COL% 0.00%	COL% (1/2)	COL% 5.81%	COL% 3.57%	COL% 8.06%		
GRADUATE/PROF. D.	COL% 40.49%	COL% 38.53%	COL% 27.59%	COL% 22.22%	COL% 53.85%	COL% (0/2)	COL% 41.86%	COL% 28.57%	COL% 45.97%		
MISSING	COL% 1.51%	COL% 2.81%	COL% 5.17%	COL% 0.00%	COL% 0.00%	COL% (0/2)	COL% 1.16%	COL% 7.14%	COL% 4.27%		
TOTAL	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% (2/2)	COL% 100.00%	COL% 100.00%	COL% 100.00%		
	N 9216	N 1933	N 58	N 36	N 13	N 2	N 86	N 28	N 211		

Note: These analyses are based on the full population of N; white examinees and minority examinees at these score levels. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 6.08

## FATHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 500 - 599

	COL%	PUERTO RICAN							AMER. INDIAN	OTHER	AMER. INDIAN	OTHER
		NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	50 STATE	ISLAND	OTHER HISP.				
500 - 549												
LT HS DEGREE	COL%	10.64%	16.04%	21.68%	40.45%	15.79%	17.07%	18.93%	15.84%	10.82%		
HS DEGREE	COL%	20.82%	15.21%	19.18%	19.55%	13.16%	12.20%	19.34%	25.74%	15.04%		
HS DEGREE +	COL%	18.37%	14.62%	19.89%	18.18%	15.79%	17.07%	14.81%	15.84%	16.36%		
BACHELOR D.	COL%	17.16%	17.45%	8.96%	9.09%	11.84%	19.51%	14.81%	15.84%	13.98%		
BACHELOR D. +	COL%	5.01%	4.95%	4.66%	0.45%	3.95%	9.76%	5.35%	5.94%	6.33%		
GRADUATE/PROF. D.	COL%	26.25%	29.36%	23.48%	10.91%	36.84%	24.39%	23.46%	19.80%	31.13%		
MISSING	COL%	1.75%	2.36%	2.15%	1.36%	2.63%	0.00%	3.29%	0.99%	6.33%		
TOTAL	COL%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
	N	10123	848	558	220	76	41	243	101	379		
550 - 599												
LT HS DEGREE	COL%	9.69%	10.83%	21.12%	37.22%	17.81%	10.71%	17.48%	13.21%	10.10%		
HS DEGREE	COL%	19.86%	15.05%	18.32%	20.00%	9.59%	10.71%	12.60%	22.64%	13.73%		
HS DEGREE +	COL%	17.85%	14.94%	18.32%	15.56%	23.29%	14.29%	19.51%	16.04%	15.54%		
BACHELOR D.	COL%	17.10%	19.61%	11.45%	8.89%	20.55%	28.57%	10.16%	14.15%	16.32%		
BACHELOR D. +	COL%	5.01%	5.36%	6.11%	3.33%	1.37%	0.00%	6.10%	9.43%	6.22%		
GRADUATE/PROF. D.	COL%	28.96%	32.27%	22.14%	13.89%	27.40%	35.71%	33.33%	20.75%	33.94%		
MISSING	COL%	1.53%	1.94%	2.54%	1.11%	0.00%	0.00%	0.81%	3.77%	4.15%		
TOTAL	COL%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
	N	12124	877	393	180	73	28	246	106	386		

Note: These analyses are based on a selected sample of high-scoring MI White examinees and the full population of high-scoring minority-group examinees.

TABLE 6.09

## FATHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 600 - 699

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				OTHER INDIAN	AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.				
600 - 649											
LT HS DEGREE	COL% 7.89%	COL% 8.87%	COL% 16.73%	COL% 20.95%	COL% 5.13%	COL% 0.00%	COL% 13.45%	COL% 19.19%	COL% 10.06%		
HS DEGREE	COL% 17.30%	COL% 13.16%	COL% 17.93%	COL% 16.22%	COL% 23.08%	COL% 15.38%	COL% 15.79%	COL% 20.20%	COL% 10.67%		
HS DEGREE +	COL% 16.94%	COL% 13.30%	COL% 22.71%	COL% 20.27%	COL% 15.38%	COL% 0.00%	COL% 16.96%	COL% 16.16%	COL% 15.55%		
BACHELOR D.	COL% 18.85%	COL% 19.17%	COL% 7.17%	COL% 10.81%	COL% 12.82%	COL% 15.38%	COL% 14.62%	COL% 13.13%	COL% 14.63%		
BACHELOR D. +	COL% 5.48%	COL% 4.58%	COL% 5.58%	COL% 4.73%	COL% 0.00%	COL% 7.69%	COL% 2.92%	COL% 5.05%	COL% 5.18%		
GRADUATE/PROF. D.	COL% 31.95%	COL% 38.91%	COL% 27.49%	COL% 24.32%	COL% 41.03%	COL% 61.54%	COL% 34.50%	COL% 23.23%	COL% 40.24%		
MISSING	COL% 1.58%	COL% 2.00%	COL% 2.39%	COL% 2.70%	COL% 2.56%	COL% 0.00%	COL% 1.75%	COL% 3.03%	COL% 3.66%		
TOTAL	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%
	N 12141	N 699	N 251	N 148	N 39	N 13	N 171	N 99	N 328		
650 - 699											
LT HS DEGREE	COL% 6.40%	COL% 7.53%	COL% 16.31%	COL% 19.15%	COL% 20.00%	COL% 9.09%	COL% 12.32%	COL% 11.86%	COL% 9.76%		
HS DEGREE	COL% 16.04%	COL% 9.65%	COL% 10.15%	COL% 13.83%	COL% 3.33%	COL% 0.00%	COL% 12.32%	COL% 25.42%	COL% 10.77%		
HS DEGREE +	COL% 16.67%	COL% 13.51%	COL% 18.44%	COL% 26.60%	COL% 23.33%	COL% 0.00%	COL% 21.01%	COL% 22.03%	COL% 16.50%		
BACHELOR D.	COL% 19.41%	COL% 16.60%	COL% 14.89%	COL% 14.89%	COL% 13.33%	COL% 36.36%	COL% 10.87%	COL% 8.47%	COL% 13.13%		
BACHELOR D. +	COL% 5.82%	COL% 4.83%	COL% 3.55%	COL% 3.19%	COL% 6.67%	COL% 9.09%	COL% 7.25%	COL% 5.08%	COL% 9.09%		
GRADUATE/PROF. D.	COL% 34.00%	COL% 44.98%	COL% 24.11%	COL% 22.34%	COL% 30.00%	COL% 45.45%	COL% 34.78%	COL% 23.73%	COL% 38.72%		
MISSING	COL% 1.66%	COL% 2.90%	COL% 3.55%	COL% 0.00%	COL% 3.33%	COL% 0.00%	COL% 1.45%	COL% 3.39%	COL% 2.02%		
TOTAL	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%
	N 11084	N 518	N 141	N 94	N 30	N 11	N 138	N 59	N 297		

Note: These analyses are based on a selected sample of high-scoring NH White examinees and the full population of high-scoring minority-group examinees.

TABLE 6.10  
 FATHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 700 - 800

	N	WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER	
						50 STATE	ISLAND	HISP.	OTHER			
700 - 749												
LT HS DEGREE	COL%	5.69%	4.46%	13.33%	22.22%	15.38%	(0/3)	11.90%	10.71%	10.71%	9.80%	
HS DEGREE	COL%	13.89%	7.43%	18.33%	22.22%	15.38%	(0/3)	10.71%	17.86%	17.86%	9.15%	
HS DEGREE +	COL%	15.02%	13.86%	18.33%	15.56%	23.08%	(0/3)	8.33%	25.00%	25.00%	12.42%	
BACHELOR D.	COL%	19.69%	19.06%	5.00%	15.56%	7.69%	(0/3)	19.05%	7.14%	7.14%	10.46%	
BACHELOR D. +	COL%	6.37%	3.22%	8.33%	2.22%	7.69%	(1/3)	5.95%	3.57%	3.57%	5.23%	
GRADUATE/PROF. D.	COL%	37.79%	50.50%	31.67%	22.22%	30.77%	(2/3)	41.67%	28.57%	28.57%	50.98%	
MISSING	COL%	1.57%	1.49%	5.00%	0.00%	0.00%	(0/3)	2.38%	7.14%	7.14%	1.96%	
TOTAL	COL%	100.00%	100.00%	100.00%	100.00%	100.00%	(3/3)	100.00%	100.00%	100.00%	100.00%	
	N	8138	404	60	45	13	3	84	28	28	153	
750 - 800												
LT HS DEGREE	COL%	3.89%	5.30%	3.70%	9.09%	(0/3)	(0/2)	10.42%	4.55%	4.55%	1.74%+	
HS DEGREE	COL%	11.57%	4.95%	18.52%	13.64%	(1/3)	(0/2)	2.08%	13.64%	13.64%	9.30%+	
HS DEGREE +	COL%	13.36%	10.25%	33.33%	36.36%	(0/3)	(0/2)	29.17%	27.27%	27.27%	10.47%+	
BACHELOR D.	COL%	19.05%	19.43%	11.11%	13.64%	(1/3)	(1/2)	6.25%	13.64%	13.64%	13.37%	
BACHELOR D. +	COL%	6.54%	5.30%	3.70%	4.55%	(0/3)	(1/2)	8.33%	4.55%	4.55%	6.40%	
GRADUATE/PROF. D.	COL%	43.99%	53.36%	29.63%	22.73%	(1/3)	(0/2)	43.75%	27.27%	27.27%	54.07%	
MISSING	COL%	1.59%	1.41%	0.00%	0.00%	(0/3)	(0/2)	0.00%	9.09%	9.09%	4.65%	
TOTAL	COL%	100.00%	100.00%	100.00%	100.00%	(3/3)	(2.2)	100.00%	100.00%	100.00%	100.00%	
	N	6938	283	27	22	3	2	48	22	22	172	

Note: These analyses are based on a selected sample of high-scoring III White examinees and the full population of high-scoring minority-group examinees. When the group size falls below a value of 10, the frequency is given as a ratio (A/B) where A is the number of cases and N is the si. of the group.

TABLE 7.01

## MOTHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: POPULATION OF GRE EXAMINEES

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER	OTHER HISP.	OTHER
					50 STATE	ISLAND	OTHER HISP.	AMER. INDIAN				
<b>HAVING GRE-V OR GRE-Q ABOVE 500, (U.S. CITIZENS OR PERMANENT RESIDENTS)</b>												
LT HS DEGREE	COL% 6.25%	20.58%	16.31%	35.15%	22.39%	17.77%	18.29%	14.45%	12.98%			
HS DEGREE	COL% 27.76%	23.95%	20.90%	25.05%	19.40%	13.64%	24.56%	29.07%	22.70%			
HS DEGREE +	COL% 27.09%	17.30%	24.73%	22.13%	24.88%	22.31%	25.77%	25.75%	21.50%			
BACHELOR D.	COL% 17.23%	16.84%	11.26%	6.65%	17.16%	21.07%	11.46%	11.79%	13.68%			
BACHELOR D. +	COL% 5.85%	4.43%	6.62%	2.09%	3.23%	5.79%	3.91%	4.32%	6.24%			
GRADUATE/PROF. D.	COL% 14.15%	14.55%	17.80%	7.47%	11.69%	19.01%	14.31%	12.29%	19.26%			
MISSING	COL% 1.67%	2.36%	2.37%	1.46%	1.24%	0.41%	1.71%	2.33%	3.64%			
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 114668	5671	2612	1098	402	242	1405	602	2419			
<b>GRE EXAMINEES, ALL SCORES (U. S. CITIZENS)<sup>a</sup></b>												
LT HS DEGREE	COL% 7.57%	17.62%	23.60%	44.18%	25.09% <sup>b</sup>	17.77%	20.96%	20.04%	11.66%			
HS DEGREE	COL% 30.10%	23.60%	25.74%	25.56%	18.88% <sup>b</sup>	13.64%	25.67%	29.56%	24.77%			
HS DEGREE +	COL% 27.64%	19.76%	24.51%	17.98%	21.99% <sup>b</sup>	22.31%	25.83%	24.95%	23.75%			
BACHELOR D.	COL% 16.23%	16.93%	8.50%	5.11%	16.75% <sup>b</sup>	21.07%	12.09%	11.52%	13.91%			
BACHELOR D. +	COL% 5.48%	4.70%	4.72%	1.73%	3.35% <sup>b</sup>	5.79%	3.10%	3.51%	6.70%			
GRADUATE/PROF. D.	COL% 12.99%	17.38%	12.93%	5.43%	13.95% <sup>b</sup>	19.01%	12.35%	10.42%	19.21%			
MISSING	COL% NR	NR	NR	NR	NR	NR	NR	NR	NR			
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 147466	4777	9324	2226	1661 <sup>b</sup>	1902	1023	2456				

Note: NR = not reported. The percentages may not add up exactly to 100% because of rounding errors.

<sup>a</sup>From ETS (1988), Table 55, pp. 73-74.

<sup>b</sup>The GRE Data Summary Report (ETS, 1988) groups all Puerto Ricans into one category without regard to residence.

TABLE 7.02

## MOTHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 500 - 599

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER	OTHER
					50	STATE	ISLAND			
500 - 549										
LT HS DEGREE	COL% 6.35%	13.63%	15.46%	33.11%	24.00%	15.38%	18.40%	18.62%	13.25%	
HS DEGREE	COL% 29.12%	21.15%	20.91%	23.51%	32.00%	15.38%	23.74%	26.90%	25.30%	
HS DEGREE +	COL% 27.89%	19.87%	26.51%	26.16%	20.00%	15.38%	24.93%	25.52%	23.61%	
BACHELOR D.	COL% 17.10%	18.22%	10.31%	5.30%	12.00%	23.08%	10.09%	13.10%	10.84%	
BACHELOR D. +	COL% 5.27%	6.62%	7.22%	2.98%	4.00%	7.69%	5.93%	2.07%	6.75%	
GRADUATE/PROF. D.	COL% 12.73%	18.22%	17.67%	7.28%	8.00%	19.23%	15.43%	11.72%	17.35%	
MISSING	COL% 1.55%	2.29%	1.91%	1.66%	0.00%	3.85%	1.48%	2.07%	2.89%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 15112	785	679	302	100	26	337	145	415	
550 - 599										
LT HS DEGREE	COL% 5.85%	11.69%	14.16%	30.30%	31.03%	(3/8)	15.84%	13.27%	8.68%	
HS DEGREE	COL% 27.14%	20.87%	20.40%	27.27%	13.79%	(0/8)	19.00%	28.32%	22.89%	
HS DEGREE +	COL% 27.29%	19.87%	22.38%	22.42%	18.97%	(2/8)	29.86%	27.43%	25.79%	
BACHELOR D.	COL% 17.44%	21.37%	11.33%	7.88%	22.41%	(1/8)	13.12%	12.39%	15.26%	
BACHELOR D. +	COL% 6.18%	6.84%	7.37%	3.64%	5.17%	(1/8)	2.71%	4.42%	5.26%	
GRADUATE/PROF. D.	COL% 14.42%	17.86%	22.10%	7.88%	8.62%	(1/8)	19.00%	9.73%	18.68%	
MISSING	COL% 1.67%	1.50%	2.27%	0.61%	0.00%	(0/8)	0.45%	4.42%	3.42%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 12386	599	353	165	50	8	221	113	380	

Note: These analyses are based on a 50% random sample of NH White examinees at these score levels and the full population of minority-group examinees at these score levels. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 7.03

MOTHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 600 - 699

	COL%	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER	
						50 STATE	ISLAND	HISP.	OTHER			
600 - 649												
LT HS DEGREE	COL%	5.31%	7.83%	13.11%	25.24%	23.33%	(1/4)	16.06%	11.94%	6.11%		
HS DEGREE	COL%	24.51%	17.74%	15.30%	24.27%	10.00%	(0/4)	28.47%	29.85%	21.86%		
HS DEGREE +	COL%	26.65%	18.89%	24.59%	27.18%	16.67%	(1/4)	19.71%	25.37%	20.26%		
BACHELOR D.	COL%	18.45%	22.35%	13.66%	9.71%	10.00%	(1/4)	15.33%	10.45%	17.04%		
BACHELOR D. +	COL%	6.85%	5.07%	10.38%	2.91%	3.33%	(0/4)	4.38%	7.46%	7.72%		
GRADUATE/PROF. D.	COL%	16.40%	26.50%	21.31%	8.74%	30.00%	(1/4)	14.60%	10.45%	23.47%		
MISSING	COL%	1.83%	1.61%	1.64%	1.94%	6.67%	(0/4)	1.46%	4.48%	3.54%		
TOTAL	COL%	100.00%	100.00%	100.00%	100.00%	100.00%	(4/4)	100.00%	100.00%	100.00%		
	N	9554	434	183	103	30	4	137	67	311		
650 - 699												
LT HS DEGREE	COL%	5.00%	8.09%	6.60%	32.08%	5.26%	(0/3)	11.00%	16.13%	7.14%		
HS DEGREE	COL%	22.52%	15.53%	16.04%	20.75%	21.05%	(1/3)	21.00%	32.26%	17.86%		
HS DEGREE +	COL%	25.48%	20.39%	18.87%	9.43%	31.58%	(0/3)	26.00%	19.35%	23.21%		
BACHELOR D.	COL%	19.37%	17.15%	18.87%	18.87%	10.53%	(0/3)	10.00%	9.68%	12.86%		
BACHELOR D. +	COL%	6.92%	7.44%	8.49%	3.77%	5.26%	(0/3)	6.00%	1.61%	6.43%		
GRADUATE/PROF. D.	COL%	18.81%	28.48%	27.36%	13.21%	21.05%	(2/3)	23.00%	20.97%	28.57%		
MISSING	COL%	1.90%	2.91%	3.77%	1.89%	5.26%	(0/3)	3.00%	0.00%	3.93%		
TOTAL	COL%	100.00%	100.00%	100.00%	100.00%	100.00%	(3/3)	100.00%	100.00%	100.00%		
	N	7140	309	106	53	19	3	100	62	280		

Note: These analyses are based on a 50% random sample of NH White examinees at these score levels and the full population of minority-group examinees at these score levels. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.





TABLE 7.04

MOTHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 700 - 800

	NH WHITE	ASIAN AMER.	BLACK	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
						50 STATE	ISLAND	HISP.	OTHER		
700 - 749											
LT HS DEGREE	COL% 4.48%	5.58%	8.00%	8.00%	34.43%	41.67%	(0/1)	10.00%	13.79%	4.84%	
HS DEGREE	COL% 19.62%	14.72%	14.00%	14.00%	13.79%	16.67%	(0/1)	20.00%	20.69%	17.20%	
HS DEGREE +	COL% 24.86%	17.77%	24.00%	24.00%	31.03%	25.00%	(0/1)	18.00%	17.24%	17.20%	
BACHELOR D.	COL% 20.55%	23.86%	8.00%	8.00%	3.45%	16.67%	(0/1)	18.00%	13.79%	16.67%	
BACHELOR D. +	COL% 8.40%	4.57%	10.00%	10.00%	3.45%	0.00%	(0/1)	4.00%	13.79%	10.75%	
GRADUATE/PROF. D.	COL% 20.26%	31.98%	32.00%	32.00%	13.79%	0.00%	(1/1)	28.00%	20.69%	28.49%	
MISSING	COL% 1.82%	1.52%	4.00%	4.00%	0.00%	0.00%	(0/1)	2.00%	0.00%	4.84%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 7249	197	50	50	29	12	1	50	29	186	
750 - 800											
LT HS DEGREE	COL% 4.09%	3.70%	20.00%	20.00%	10.00%	(0/2)	0.00%	7.14%	0.00%	2.91%	
HS DEGREE	COL% 18.28%	17.28%	6.67%	6.67%	20.00%	(0/2)	0.00%	21.43%	20.00%	10.68%	
HS DEGREE +	COL% 22.84%	14.81%	26.67%	26.67%	20.00%	(0/2)	0.00%	28.57%	20.00%	20.39%	
BACHELOR D.	COL% 20.76%	13.58%	13.33%	13.33%	0.00%	(0/2)	0.00%	21.43%	10.00%	17.48%	
BACHELOR D. +	COL% 8.06%	4.94%	6.67%	6.67%	0.00%	(1/2)	0.00%	7.14%	0.00%	9.71%	
GRADUATE/PROF. D.	COL% 24.02%	43.21%	26.67%	26.67%	50.00%	(1/2)	0.00%	14.29%	30.00%	33.98%	
MISSING	COL% 1.95%	2.47%	0.00%	0.00%	0.00%	(0/2)	0.00%	0.00%	20.00%	4.85%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(2/2)	0.00%	100.00%	100.00%	100.00%	
	N 3227	81	15	15	10	2	0	14	10	103	

Note: These analyses are based on the full population of NH White examinees and minority examinees at these score levels. When the group size falls below a value of 10, the frequency is given as a ratio (f/N) where f is the count for that cell and N is the group size.



TABLE 7.05

MOTHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 500 - 599

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.		
500 - 549									
LT HS DEGREE	COL% 7.05%	24.26%	19.78%	40.71%	25.00%	20.00%	21.02%	14.53%	14.39%
HS DEGREE	COL% 30.06%	25.11%	23.69%	25.71%	21.30%	10.59%	25.53%	25.00%	24.36%
HS DEGREE +	COL% 27.06%	15.80%	22.71%	18.93%	23.15%	27.06%	25.53%	23.84%	24.13%
BACHELOR D.	COL% 15.98%	15.94%	9.40%	5.71%	13.89%	18.82%	10.81%	13.37%	11.37%
BACHELOR D. +	COL% 5.49%	3.10%	5.01%	0.71%	2.76%	3.53%	3.60%	6.40%	6.73%
GRADUATE/PROF. D.	COL% 12.75%	13.54%	17.22%	6.79%	12.06%	20.00%	11.11%	15.12%	16.01%
MISSING	COL% 1.62%	2.26%	2.20%	1.43%	1.85%	0.00%	2.40%	1.74%	3.02%
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 12541	709	819	280	108	85	333	172	431
550 - 599									
LT HS DEGREE	COL% 6.12%	22.95%	16.10%	38.19%	18.99%	11.36%	22.99%	5.43%	13.71%
HS DEGREE	COL% 27.92%	27.28%	23.14%	25.13%	12.66%	11.36%	19.16%	38.04%	23.66%
HS DEGREE +	COL% 27.95%	19.56%	23.74%	21.11%	36.71%	29.55%	26.05%	26.09%	18.82%
BACHELOR D.	COL% 16.54%	12.65%	11.47%	5.03%	15.19%	18.18%	13.03%	15.22%	15.05%
BACHELOR D. +	COL% 5.56%	4.10%	6.64%	1.51%	2.53%	9.09%	5.36%	3.26%	7.26%
GRADUATE/PROF. D.	COL% 14.46%	11.83%	16.50%	7.04%	12.66%	20.45%	12.64%	10.87%	18.82%
MISSING	COL% 1.66%	1.66%	2.41%	2.01%	1.27%	0.00%	0.77%	1.09%	2.69%
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 10882	854	497	199	79	44	261	92	372

Note: These analyses are based on a 50% random sample of NH White examinees at these score levels and the full population of minority-group examinees at these score levels.



TABLE 7.06

## MOTHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 600 - 699

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER	OTHER
					50 STATE	ISLAND	HISP.			
600 - 649										
LT HS DEGREE	COL% 5.46%	22.42%	11.90%	33.75%	13.79%	21.28%	14.78%	11.27%	15.92%	
HS DEGREE	COL% 26.72%	26.92%	20.75%	21.25%	27.59%	14.89%	27.83%	36.62%	21.14%	
HS DEGREE +	COL% 27.27%	16.59%	27.21%	26.88%	25.86%	17.02%	29.13%	36.62%	19.90%	
BACHELOR D.	COL% 17.72%	14.62%	11.22%	10.00%	20.69%	25.53%	10.43%	7.04%	15.42%	
BACHELOR D. +	COL% 6.36%	3.96%	9.18%	1.88%	3.45%	2.13%	3.48%	4.23%	5.47%	
GRADUATE/PROF. D.	COL% 14.85%	12.75%	17.35%	5.00%	8.62%	19.15%	12.61%	4.23%	17.66%	
MISSING	COL% 1.61%	2.75%	2.38%	1.25%	0.00%	0.00%	1.74%	0.00%	4.48%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 9475	910	294	160	58	47	230	71	402	
650 - 699										
LT HS DEGREE	COL% 2.21%	20.82%	14.29%	27.74%	2.50%	19.35%	10.20%	10.91%	13.93%	
HS DEGREE	COL% 5.35%	23.67%	14.29%	29.20%	10.00%	19.35%	27.21%	32.73%	21.86%	
HS DEGREE +	COL% 26.33%	16.53%	27.59%	24.82%	32.50%	16.13%	29.93%	21.82%	21.58%	
BACHELOR D.	COL% 19.47%	17.45%	14.29%	7.30%	27.50%	16.13%	12.93%	12.73%	12.57%	
BACHELOR D. +	COL% 6.43%	5.41%	8.37%	2.92%	5.00%	12.90%	2.72%	3.64%	5.46%	
GRADUATE/PROF. D.	COL% 16.33%	13.67%	17.73%	8.03%	20.00%	16.13%	15.65%	12.73%	21.04%	
MISSING	COL% 1.88%	2.45%	3.45%	0.00%	2.50%	0.00%	1.36%	5.45%	3.55%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 8543	980	203	137	40	31	147	55	366	

Note: These analyses are based on a 50% random sample of NH White examinees at these score levels and the full population of minority-group examinees at these score levels.

TABLE 7.07  
MOTHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 700 - 800

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER	OTHER
					50 STATE	ISLAND	HISP.			
700 - 749										
LT HS DEGREE	COL% 4.06%	19.13%	16.04%	26.23%	24.00%	6.67%	17.12%	5.00%	9.20%	
HS DEGREE	COL% 24.23%	22.54%	13.21%	31.15%	16.00%	13.33%	21.62%	32.50%	20.80%	
HS DEGREE +	COL% 26.16%	19.54%	30.19%	22.95%	24.00%	13.33%	26.13%	22.50%	20.40%	
BACHELOR D.	COL% 19.97%	17.27%	14.15%	6.56%	16.00%	46.67%	9.91%	12.50%	16.00%	
BACHELOR D. +	COL% 6.97%	5.69%	5.66%	3.28%	4.00%	0.00%	1.80%	2.50%	6.40%	
GRADUATE/PROF. D.	COL% 16.93%	13.55%	17.92%	9.84%	16.00%	20.00%	20.72%	17.50%	23.20%	
MISSING	COL% 1.67%	2.28%	2.83%	0.00%	0.00%	0.00%	2.70%	7.50%	4.00%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 11C00	967	106	61	25	15	111	40	250	
750 - 800										
LT HS DEGREE	COL% 3.29%	16.94%	6.90%	16.67%	30.77%	(0/2)	8.14%	14.29%	9.48%	
HS DEGREE	COL% 72.69%	20.23%	20.69%	30.56%	0.00%	(0/2)	27.91%	10.71%	13.27%	
HS DEGREE +	COL% 74.25%	15.20%	20.69%	16.67%	30.77%	(1/2)	19.77%	28.57%	17.54%	
BACHELOR D.	COL% 21.81%	21.97%	18.97%	8.33%	7.69%	(1/2)	12.79%	10.71%	17.54%	
BACHELOR D. +	COL% 7.25%	3.87%	8.62%	8.33%	7.69%	(0/2)	8.14%	3.57%	7.58%	
GRADUATE/PROF. D.	COL% 19.22%	18.97%	18.97%	19.44%	23.08%	(0/2)	22.09%	25.00%	30.33%	
MISSING	COL% 1.50%	2.81%	5.17%	0.00%	0.00%	(0/2)	1.16%	7.14%	4.27%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(2/2)	100.00%	100.00%	100.00%	
	N 9216	1033	58	36	13	2	86	28	211	

Note: These analyses are based on the full population of NH White examinees and minority examinees at these score levels. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.



TABLE 7.08

MOTHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 500 - 599

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.	OTHER		
500 - 549										
LT HS DEGREE	COL% 7.70%	22.17%	13.80%	41.36%	19.74%	14.63%	18.93%	12.87%	11.61%	
HS DEGREE +	COL% 30.47%	26.53%	21.68%	25.45%	14.47%	12.20%	22.22%	28.71%	23.48%	
BACHELOR D.	COL% 26.95%	18.16%	23.66%	21.36%	27.63%	24.39%	31.69%	25.74%	24.54%	
BACHELOR D. +	COL% 15.57%	14.27%	13.26%	5.45%	15.79%	19.51%	10.29%	13.86%	14.51%	
GRADUATE/PROF. D.	COL% 5.38%	4.01%	8.06%	0.91%	3.95%	9.76%	4.53%	6.93%	3.43%	
MISSING	COL% 12.16%	12.50%	17.20%	4.09%	15.79%	19.51%	9.47%	10.89%	16.36%	
	COL% 1.78%	2.36%	2.33%	1.36%	2.63%	0.00%	2.88%	0.99%	6.07%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 10123	848	558	220	76	41	243	101	379	
550 - 599										
LT HS DEGREE	COL% 6.06%	18.47%	11.20%	28.33%	19.18%	7.14%	12.20%	9.43%	10.62%	
HS DEGREE +	COL% 29.64%	22.81%	18.07%	25.00%	10.96%	17.86%	24.39%	30.19%	24.87%	
BACHELOR D.	COL% 27.13%	20.07%	31.04%	26.67%	39.73%	21.43%	26.83%	24.53%	22.28%	
BACHELOR D. +	COL% 16.99%	18.36%	12.21%	6.67%	20.55%	28.57%	12.20%	14.15%	14.77%	
GRADUATE/PROF. D.	COL% 5.31%	4.90%	6.36%	2.22%	0.00%	10.71%	6.50%	8.49%	6.48%	
MISSING	COL% 13.40%	13.23%	18.83%	10.56%	9.59%	14.29%	17.07%	9.43%	17.88%	
	COL% 1.47%	2.17%	2.29%	0.56%	0.00%	0.00%	0.81%	3.77%	3.11%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 12124	877	393	180	73	28	246	106	386	

Note: These analyses are based on a selected sample of high-scoring NH White examinees at these score levels and the full population of minority-group examinees at the same score levels.



TABLE 7.09

## MOTHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 600 - 699

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER HISP.	OTHER
					50 STATE	ISLAND	OT	HER			
600 - 649											
LT HS DEGREE	COL% 4.55%	14.74%	6.37%	21.62%	12.82%	0.00%	13.45%	7.07%	8.84%		
HS DEGREE	COL% 27.05%	20.46%	18.33%	25.00%	25.64%	7.69%	25.15%	34.34%	24.09%		
HS DEGREE +	COL% 27.56%	20.03%	27.89%	24.32%	17.95%	30.77%	26.32%	20.20%	20.73%		
BACHELOR D.	COL% 18.17%	18.17%	11.55%	10.14%	20.51%	30.77%	13.45%	14.14%	13.41%		
BACHELOR D. +	COL% 6.28%	6.15%	6.77%	2.03%	0.00%	7.69%	2.92%	1.01%	6.10%		
GRADUATE/PROF. D.	COL% 14.77%	18.31%	28.29%	13.51%	20.51%	23.08%	16.96%	20.20%	23.48%		
MISSING	COL% 1.62%	2.15%	0.80%	3.38%	2.56%	0.00%	1.75%	3.03%	3.35%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 12141	699	251	148	39	13	171	99	328		
650 - 699											
LT HS DEGREE	COL% 4.11%	10.42%	5.67%	20.21%	23.33%	18.18%	13.04%	8.47%	6.40%		
HS DEGREE	COL% 24.07%	18.53%	16.31%	29.79%	26.67%	0.00%	21.74%	32.20%	17.51%		
HS DEGREE +	COL% 26.96%	19.50%	26.95%	29.79%	20.00%	9.09%	24.64%	30.51%	23.91%		
BACHELOR D.	COL% 19.85%	19.69%	12.06%	10.64%	3.33%	45.45%	13.04%	10.17%	16.50%		
BACHELOR D. +	COL% 6.33%	6.95%	9.93%	3.19%	6.67%	0.00%	4.35%	6.78%	8.08%		
GRADUATE/PROF. D.	COL% 17.11%	22.20%	26.24%	6.38%	16.67%	27.27%	21.74%	10.17%	24.92%		
MISSING	COL% 1.56%	2.70%	2.84%	0.00%	3.33%	0.00%	1.45%	1.69%	2.69%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 11084	518	141	94	30	11	138	59	297		

Note: These analyses are based on a selected sample of high-scoring NH White examinees at these score levels and the full population of minority-group examinees at the same score levels.

TABLE 7.10

MOTHER'S EDUCATION WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 700 - 800

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND				
700 - 749										
LT HS DEGREE	COL% 3.23%	7.67%	5.00%	24.44%	7.69%	(0/3)	7.14%	7.14%	7.14%	4.58%
HS DEGREE	COL% 22.09%	20.05%	16.67%	22.22%	7.69%	(0/3)	19.05%	25.00%	25.00%	13.73%
HS DEGREE +	COL% 26.38%	19.55%	25.00%	24.44%	30.77%	(1/3)	29.76%	35.71%	35.71%	25.49%
BACHELOR D.	COL% 20.36%	22.28%	13.33%	11.11%	15.38%	(0/3)	13.10%	10.71%	10.71%	13.73%
BACHELOR D. +	COL% 7.83%	5.20%	16.67%	8.89%	15.38%	(0/3)	2.38%	0.00%	0.00%	5.88%
GRADUATE/PROF. D.	COL% 18.48%	23.51%	20.00%	8.89%	23.08%	(2/3)	26.19%	14.29%	14.29%	33.33%
MISSING	COL% 1.62%	1.73%	3.33%	0.00%	9.00%	(0/3)	2.38%	7.14%	7.14%	3.27%
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(3/3)	100.00%	100.00%	100.00%	100.00%
	N 8138	404	60	45	13	3	84	28		153
750 - 800										
LT HS DEGREE	COL% 2.28%	4.59%	11.11%	22.73%	(1/3)	(1/2)	12.50%	9.09%	9.09%	2.33%
HS DEGREE	COL% 19.36%	12.72%	25.93%	22.73%	(0/3)	(1/2)	27.08%	22.73%	22.73%	11.63%
HS DEGREE +	COL% 24.70%	17.31%	25.93%	22.73%	(1/3)	(1/2)	22.92%	22.73%	22.73%	13.95%
BACHELOR D.	COL% 21.69%	25.80%	14.81%	13.64%	(0/3)	(1/2)	10.42%	13.64%	13.64%	16.86%
BACHELOR D. +	COL% 8.32%	4.95%	7.41%	9.09%	(1/3)	(0/2)	8.33%	4.55%	4.55%	15.12%
GRADUATE/PROF. D.	COL% 22.14%	32.86%	14.81%	9.09%	(0/3)	(0/2)	18.75%	18.18%	18.18%	35.47%
MISSING	COL% 1.51%	1.77%	0.00%	0.00%	(0/3)	(0/2)	0.00%	9.09%	9.09%	4.65%
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	(3/3)	(2/2)	100.00%	100.00%	100.00%	100.00%
	N 6938	283	27	22	3	2	48	22		172

Note: These analyses are based on a selected sample of high-scoring NH White examinees at these score levels and the full population of minority-group examinees at the same score levels. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.



TABLE 8.01  
FAMILY INCOME WITHIN RACIAL/ETHNIC GROUPS: POPULATION OF GRE EXAMINEES

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND	-----			
HAVING GRE-V OR GRE-Q										
ABOVE 500 (U.S. CITIZENS OR PERMANENT RESIDENTS)										
LESS THAN \$6,500	COL% 3.72%	14.79%	12.48%	11.66%	9.95%	16.12%	8.40%	11.96%	9.96%	9.96%
\$6,500 TO \$14,999	COL% 14.97%	16.65%	25.08%	26.59%	26.12%	31.40%	18.86%	24.09%	16.49%	16.49%
\$15,000 TO \$25,000	COL% 26.30%	21.65%	26.45%	31.79%	29.85%	30.58%	28.75%	22.26%	25.13%	25.13%
MORE THAN \$25,000	COL% 50.55%	41.72%	32.54%	27.14%	30.85%	19.83%	39.43%	37.21%	40.80%	40.80%
MISSING	COL% 4.46%	5.18%	3.45%	2.82%	3.23%	2.07%	4.56%	4.49%	7.61%	7.61%
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 114668	5671	2612	1098	402	242	1405	602	2419	2419
GRE EXAMINEES, ALL SCORES (U.S. CITIZENS) <sup>a</sup>										
LESS THAN \$6,500	COL% 4.31%	10.04%	17.21%	17.29%	19.11% <sup>b</sup>	9.60%	16.05%	7.24%	7.24%	7.24%
\$6,500 TO \$14,999	COL% 16.69%	15.80%	31.58%	30.43%	33.44% <sup>b</sup>	21.30%	26.99%	18.62%	18.62%	18.62%
\$15,000 TO \$25,000	COL% 28.10%	24.19%	26.68%	30.84%	27.30% <sup>b</sup>	30.46%	23.52%	28.46%	28.46%	28.46%
MORE THAN \$25,000	COL% 50.91%	49.98%	24.53%	21.44%	20.16% <sup>b</sup>	38.64%	33.44%	45.68%	45.68%	45.68%
MISSING	COL% NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 147466	4777	9324	2226	1661 <sup>b</sup>	1902	1023	2456	2456	2456

Note: NR = not reported. The percentages may not add up exactly to 100% because of rounding errors. <sup>a</sup>From ETS (1988), Table 55, pp. 74-75. <sup>b</sup>The GRE Data Summary Report (ETS, 1988) groups all Puerto Ricans into one category without regard to residence.



TABLE 8.02

FAMILY INCOME WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 500 - 649

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.	OTHER		
<b>500 - 549</b>										
LESS THAN \$6,500	COL% 3.69%	5.22%	12.08%	10.60%	10.00%	19.23%	8.31%	16.55%	7.23%	
\$6,500 TO \$14,999	COL% 14.41%	12.23%	26.66%	32.12%	30.00%	26.92%	18.69%	22.76%	17.35%	
\$15,000 TO \$25,000	COL% 26.48%	22.68%	25.63%	28.81%	27.00%	19.23%	26.71%	15.17%	27.95%	
MORE THAN \$25,000	COL% 51.03%	54.52%	32.84%	25.50%	22.00%	23.08%	42.14%	41.38%	41.93%	
MISSING	COL% 4.41%	5.35%	2.80%	2.98%	1.00%	11.54%	4.15%	4.14%	5.54%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 15112	785	679	302	100	26	337	145	415	
<b>550 - 599</b>										
LESS THAN \$6,500	COL% 3.67%	6.34%	10.76%	12.12%	13.79%	(1/8)	6.79%	11.50%	7.11%	
\$6,500 TO \$14,999	COL% 15.04%	7.68%	26.06%	26.06%	20.69%	(3/8)	17.65%	27.43%	15.00%	
\$15,000 TO \$25,000	COL% 25.38%	26.21%	25.50%	33.33%	22.41%	(2/8)	27.15%	24.78%	24.74%	
MORE THAN \$25,000	COL% 51.75%	57.10%	33.14%	27.27%	41.38%	(2/8)	44.34%	30.09%	47.11%	
MISSING	COL% 4.16%	2.67%	4.53%	1.21%	1.72%	(0/8)	4.07%	6.19%	6.05%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(8/8)	100.00%	100.00%	100.00%	
	N 12386	599	353	165	58	8	221	113	380	
<b>600 - 649</b>										
LESS THAN \$6,500	COL% 3.59%	3.69%	9.84%	4.85%	10.00%	(0/4)	4.38%	8.96%	6.43%	
\$6,500 TO \$14,999	COL% 15.32%	10.60%	21.31%	23.30%	20.00%	(0/4)	23.36%	32.84%	14.15%	
\$15,000 TO \$25,000	COL% 24.72%	18.66%	30.60%	33.01%	20.00%	(2/4)	26.28%	20.90%	26.69%	
MORE THAN \$25,000	COL% 51.61%	63.36%	34.97%	34.95%	40.00%	(2/4)	43.07%	31.34%	42.77%	
MISSING	COL% 4.75%	3.69%	3.28%	3.88%	10.00%	(0/4)	2.92%	5.97%	9.97%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(4/4)	100.00%	100.00%	100.00%	
	N 9554	434	183	103	30	4	137	67	311	

Note: These analyses are based on a 50% random sample of NH White examinees at these score levels and the full population of minority-group examinees at these score levels. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.



TABLE 8.03  
FAMILY INCOME WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 650 - 800

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND				
<b>650 - 699</b>										
LESS THAN \$6,500	COL% 3.94%	4.21%	8.49%	7.55%	5.26%	(0/3)	9.00%	17.74%	4.29%	
\$6,500 TO \$14,999	COL% 15.36%	11.33%	16.04%	18.87%	26.32%	(2/3)	14.00%	24.19%	21.79%	
\$15,000 TO \$25,000	COL% 24.73%	19.42%	33.02%	41.51%	21.05%	(0/3)	26.00%	29.03%	24.64%	
MORE THAN \$25,000	COL% 51.36%	59.87%	38.68%	28.30%	42.11%	(1/3)	44.00%	24.04%	41.79%	
MISSING	COL% 4.61%	5.18%	3.77%	3.77%	5.26%	(0/3)	7.00%	4.84%	7.50%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(3/3)	100.00%	100.00%	100.00%	
	N 7140	309	106	53	19	3	100	62	280	
<b>700 - 749</b>										
LESS THAN \$6,500	COL% 4.18%	2.54%	10.00%	10.34%	0.00%	(0/1)	10.00%	6.90%	5.91%	
\$6,500 TO \$14,999	COL% 15.17%	8.12%	18.00%	31.03%	33.33%	(0/1)	10.00%	31.03%	11.83%	
\$15,000 TO \$25,000	COL% 26.35%	18.27%	22.00%	34.48%	16.67%	(0/1)	28.00%	17.24%	29.03%	
MORE THAN \$25,000	COL% 49.66%	67.01%	40.00%	20.69%	50.00%	(1/1)	46.00%	37.93%	47.31%	
MISSING	COL% 4.64%	4.06%	10.00%	3.45%	0.00%	(0/1)	6.00%	6.90%	5.91%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(1/1)	100.00%	100.00%	100.00%	
	N 7249	197	50	29	12	1	50	29	186	
<b>750 - 800</b>										
LESS THAN \$6,500	COL% 3.78%	2.47%	26.67%	0.00%	(0/2)	0.00%	0.00%	0.00%	1.94%	
\$6,500 TO \$14,999	COL% 17.07%	3.70%	26.67%	20.00%	(0/2)	0.00%	14.29%	10.00%	14.56%	
\$15,000 TO \$25,000	COL% 23.92%	14.81%	20.00%	40.00%	(2/2)	0.00%	35.71%	20.00%	23.30%	
MORE THAN \$25,000	COL% 50.14%	74.07%	26.67%	40.00%	(0/2)	0.00%	50.00%	50.00%	50.49%	
MISSING	COL% 5.08%	4.94%	0.00%	0.00%	(0/2)	0.00%	0.00%	20.00%	9.71%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	(2/2)	0.00%	100.00%	100.00%	100.00%	
	N 3227	81	15	10	2	0	14	10	103	

Note: These analyses are based on a 50% random sample of NH White examinees at the 650-700 score level, the full population of NH White examinees at score levels 700-800, and the full population of minority group examinees at these score levels. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.



TABLE 8.04

FAMILY INCOME WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 500 - 649

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.		
<b>500 - 549</b>									
LESS THAN \$6,500	COL% 4.13%	COL% 14.39%	COL% 14.29%	COL% 15.71%	COL% 12.96%	COL% 17.65%	COL% 9.01%	COL% 8.14%	COL% 9.05%
\$6,500 TO \$14,999	COL% 16.46%	COL% 19.32%	COL% 26.62%	COL% 27.14%	COL% 26.85%	COL% 35.29%	COL% 19.52%	COL% 23.26%	COL% 19.03%
\$15,000 TO \$25,000	COL% 27.97%	COL% 24.40%	COL% 27.35%	COL% 30.71%	COL% 32.41%	COL% 25.88%	COL% 31.83%	COL% 23.26%	COL% 26.91%
MORE THAN \$25,000	COL% 47.11%	COL% 36.25%	COL% 28.33%	COL% 23.57%	COL% 25.93%	COL% 21.18%	COL% 34.83%	COL% 43.02%	COL% 38.75%
MISSING	COL% 4.33%	COL% 5.64%	COL% 3.42%	COL% 2.86%	COL% 1.85%	COL% 0.00%	COL% 4.80%	COL% 2.33%	COL% 6.26%
TOTAL	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%
	N 12541	N 709	N 819	N 280	N 108	N 85	N 333	N 172	N 431
<b>550 - 599</b>									
LESS THAN \$6,500	COL% 3.46%	COL% 16.16%	COL% 11.27%	COL% 11.56%	COL% 6.33%	COL% 9.09%	COL% 8.43%	COL% 9.78%	COL% 11.02%
\$6,500 TO \$14,999	COL% 14.91%	COL% 18.15%	COL% 25.96%	COL% 27.14%	COL% 22.78%	COL% 36.36%	COL% 19.92%	COL% 21.74%	COL% 15.59%
\$15,000 TO \$25,000	COL% 26.02%	COL% 22.13%	COL% 26.56%	COL% 33.67%	COL% 25.32%	COL% 50.00%	COL% 26.44%	COL% 29.35%	COL% 26.34%
MORE THAN \$25,000	COL% 51.23%	COL% 38.88%	COL% 32.60%	COL% 24.12%	COL% 40.51%	COL% 2.27%	COL% 39.08%	COL% 35.87%	COL% 40.05%
MISSING	COL% 4.38%	COL% 4.68%	COL% 3.62%	COL% 3.52%	COL% 5.06%	COL% 2.27%	COL% 6.13%	COL% 3.26%	COL% 6.99%
TOTAL	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%
	N 10882	N 854	N 497	N 199	N 79	N 44	N 261	N 92	N 372
<b>600 - 649</b>									
LESS THAN \$6,500	COL% 2.89%	COL% 19.01%	COL% 9.52%	COL% 7.50%	COL% 5.17%	COL% 19.15%	COL% 6.09%	COL% 7.04%	COL% 10.95%
\$6,500 TO \$14,999	COL% 13.22%	COL% 17.69%	COL% 24.15%	COL% 27.50%	COL% 25.86%	COL% 25.53%	COL% 21.74%	COL% 18.31%	COL% 15.92%
\$15,000 TO \$25,000	COL% 27.11%	COL% 20.77%	COL% 26.53%	COL% 30.63%	COL% 39.66%	COL% 29.79%	COL% 28.70%	COL% 19.72%	COL% 26.12%
MORE THAN \$25,000	COL% 52.51%	COL% 36.48%	COL% 37.07%	COL% 31.88%	COL% 24.14%	COL% 23.40%	COL% 39.57%	COL% 49.30%	COL% 35.32%
MISSING	COL% 4.46%	COL% 6.04%	COL% 2.72%	COL% 2.50%	COL% 5.17%	COL% 2.13%	COL% 3.91%	COL% 5.63%	COL% 11.69%
TOTAL	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%	COL% 100.00%
	N 9475	N 910	N 294	N 160	N 58	N 47	N 230	N 71	N 402

Note: These analyses are based on a 50% random sample of NH White examinees at these score levels and the full population of minority-group examinees at these score levels.

TABLE 8.05  
FAMILY INCOME WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 650 - 800

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.		
<b>650 - 699</b>									
LESS THAN \$6,500	COL% 2.88%	13.98%	8.87%	9.49%	7.50%	19.35%	8.16%	9.09%	9.56%
\$6,500 TO \$14,999	COL% 12.15%	16.22%	21.18%	23.36%	15.00%	22.58%	13.61%	23.64%	14.75%
\$15,000 TO \$25,000	COL% 25.31%	22.76%	24.63%	29.20%	22.50%	22.58%	27.89%	21.82%	26.23%
MORE THAN \$25,000	COL% 55.23%	41.02%	40.89%	36.50%	52.50%	35.48%	46.26%	36.36%	41.80%
MISSING	COL% 4.44%	6.02%	4.43%	1.46%	2.50%	0.00%	4.08%	9.09%	7.65%
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 8543	980	203	137	40	31	147	55	366
<b>700 - 749</b>									
LESS THAN \$6,500	COL% 2.24%	14.68%	11.32%	3.28%	12.00%	13.33%	5.41%	5.00%	11.60%
\$6,500 TO \$14,999	COL% 11.85%	15.93%	14.15%	16.39%	28.00%	40.00%	15.32%	22.50%	12.40%
\$15,000 TO \$25,000	COL% 23.84%	21.61%	27.36%	36.07%	24.00%	20.00%	25.23%	22.50%	19.20%
MORE THAN \$25,000	COL% 57.62%	43.33%	44.34%	42.62%	32.00%	26.67%	48.65%	40.00%	52.00%
MISSING	COL% 4.45%	4.45%	2.83%	1.64%	4.00%	0.00%	5.41%	10.00%	4.80%
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 11000	967	106	61	25	15	111	40	250
<b>750 - 800</b>									
LESS THAN \$6,500	COL% 1.99%	12.88%	8.62%	2.78%	0.00%	(0/2)	6.98%	7.11%	8.53%
\$6,500 TO \$14,999	COL% 9.74%	14.13%	15.52%	8.33%	7.69%	(0/2)	12.79%	10.71%	11.85%
\$15,000 TO \$25,000	COL% 22.16%	17.13%	24.14%	36.11%	53.85%	(1/2)	29.07%	21.43%	21.80%
MORE THAN \$25,000	COL% 61.83%	51.50%	44.83%	50.00%	38.46%	(0/2)	47.67%	53.57%	48.34%
MISSING	COL% 4.29%	4.36%	6.90%	2.78%	0.00%	(1/2)	3.49%	7.14%	9.48%
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(2/2)	100.00%	100.00%	100.00%
	N 9216	1033	50	36	13	2	86	28	211

Note: These analyses are based on a 50% random sample of NH White examinees at the 650-700 score level, the full population of NH White examinees at score levels 700-800, and the full population of minority-group examinees at these score levels. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 8.06

## FAMILY INCOME WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 500 - 649

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND	-----			
<b>500 - 549</b>										
LESS THAN \$6,500	COL% 4.76%	13.09%	10.75%	10.00%	11.84%	14.63%	8.23%	14.85%	10.29%	
\$6,500 TO \$14,999	COL% 17.08%	20.17%	23.48%	28.18%	22.37%	29.27%	20.99%	22.77%	14.78%	
\$15,000 TO \$25,000	COL% 27.76%	24.65%	26.70%	38.64%	28.95%	39.02%	27.98%	19.80%	29.02%	
MORE THAN \$25,000	COL% 46.03%	36.56%	36.20%	20.45%	30.26%	14.63%	37.86%	41.58%	35.09%	
MISSING	COL% 4.37%	5.54%	2.87%	2.73%	6.58%	2.44%	4.94%	0.99%	10.82%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 10123	848	558	220	76	41	243	101	379	
<b>550 - 599</b>										
LESS THAN \$6,500	COL% 3.76%	11.29%	8.40%	10.00%	8.22%	10.71%	6.10%	8.49%	7.25%	
\$6,500 TO \$14,999	COL% 15.89%	14.48%	22.39%	27.78%	24.66%	25.00%	17.48%	19.81%	16.06%	
\$15,000 TO \$25,000	COL% 26.92%	25.31%	28.24%	35.56%	20.55%	39.29%	27.24%	22.64%	22.28%	
MORE THAN \$25,000	COL% 49.20%	43.90%	37.40%	24.44%	43.84%	21.43%	43.50%	42.45%	45.08%	
MISSING	COL% 4.23%	5.02%	3.56%	2.22%	2.74%	3.57%	5.69%	6.60%	9.33%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 12124	877	393	180	73	28	246	106	386	
<b>600 - 649</b>										
LESS THAN \$6,500	COL% 2.95%	8.44%	5.98%	6.08%	12.82%	7.69%	4.09%	4.04%	6.10%	
\$6,500 TO \$14,999	COL% 12.81%	14.02%	19.52%	18.24%	12.82%	7.69%	14.62%	24.24%	13.11%	
\$15,000 TO \$25,000	COL% 25.99%	19.89%	32.27%	33.11%	35.90%	15.38%	28.07%	27.27%	23.78%	
MORE THAN \$25,000	COL% 53.84%	53.79%	38.65%	37.84%	33.33%	69.23%	47.95%	37.37%	50.00%	
MISSING	COL% 4.41%	3.86%	3.59%	4.73%	5.13%	0.00%	5.26%	7.07%	7.01%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 12141	699	251	148	39	13	171	99	328	

Note: These analyses are based on a selected sample of NH White examinees at these score levels and the full population of minority-group examinees at these score levels.

TABLE 8.07

## FAMILY INCOME WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 650 - 800

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND	OTHER	INDIAN			
<b>650 - 699</b>											
LESS THAN \$6,500	COL% 2.22%	6.37%	4.26%	4.26%	3.33%	9.09%	2.17%	5.08%	3.70%		
\$6,500 TO \$14,999	COL% 12.13%	8.30%	19.15%	19.15%	13.33%	45.45%	15.94%	28.81%	16.16%		
\$15,000 TO \$25,000	COL% 24.96%	18.73%	27.66%	29.79%	40.00%	0.00%	24.64%	25.42%	30.64%		
MORE THAN \$25,000	COL% 56.13%	61.20%	45.39%	46.81%	40.00%	36.36%	54.35%	35.59%	43.77%		
MISSING	COL% 4.55%	5.41%	3.55%	0.00%	3.33%	9.09%	2.90%	5.08%	5.72%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 11084	518	141	94	30	11	138	59	297		
<b>700 - 749</b>											
LESS THAN \$6,500	COL% 1.87%	3.22%	3.33%	0.00%	15.38%	(0/3)	5.95%	0.00%	3.27%		
\$6,500 TO \$14,999	COL% 9.97%	7.92%	18.33%	31.11%	7.69%	(0/3)	16.67%	14.29%	11.76%		
\$15,000 TO \$25,000	COL% 23.58%	21.04%	25.00%	28.89%	38.46%	(1/3)	22.62%	21.43%	23.53%		
MORE THAN \$25,000	COL% 60.36%	65.35%	46.33%	35.56%	38.46%	(2/3)	50.00%	50.00%	55.56%		
MISSING	COL% 4.23%	2.48%	5.00%	4.44%	0.00%	(0/3)	4.76%	14.29%	5.88%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(3/3)	100.00%	100.00%	100.00%	100.00%	100.00%
	N 8138	404	60	45	13	3	84	28	153		
<b>750 - 800</b>											
LESS THAN \$6,500	COL% 1.34%	2.47%	7.41%	4.55%	(0/3)	(0/2)	6.25%	4.55%	1.74%		
\$6,500 TO \$14,999	COL% 9.27%	3.89%	18.52%	18.18%	(1/3)	(0/2)	8.33%	13.64%	9.88%		
\$15,000 TO \$25,000	COL% 21.42%	13.78%	29.63%	18.18%	(1/3)	(1/2)	25.00%	13.64%	20.35%		
MORE THAN \$25,000	COL% 63.32%	76.33%	44.44%	59.09%	(1/3)	(1/2)	58.33%	59.09%	59.30%		
MISSING	COL% 4.66%	3.53%	0.00%	0.00%	(0/3)	(0/2)	2.08%	9.09%	8.72%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	(3/3)	(2/2)	100.00%	100.00%	100.00%	100.00%	100.00%
	N 6938	283	27	22	3	2	48	22	172		

Note: These analyses are based on a selected sample of NH White examinees, and the full population of minority-group examinees at these score levels. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 9.01

## LOCATION OF HIGH SCHOOL WITHIN RACIAL/ETHNIC GROUPS: POPULATION OF GRE EXAMINEES

	NH WHITE	ASIAN AMER.	NH BLACK	HISPANIC AMER.	PUERTO RICAN				OTHER AMER.	INDIAN	OTHER
					50 STATE	ISLAND	HISP.	INDIAN			
<b>HAVING GRE-V OR GRE-Q ABOVE 500 (U.S. CITIZENS OR PERMANENT RESIDENTS)</b>											
LARGE CITY	COL% 12.83%	33.63%	35.64%	29.42%	33.08%	20.25%	33.74%	13.29%	24.43%		
SUBURB OF LARGE CITY	COL% 34.16%	35.60%	23.47%	27.32%	34.08%	35.54%	35.37%	27.08%	33.07%		
OTHER CITY/TOWN	COL% 35.64%	23.58%	29.17%	32.24%	26.62%	38.43%	24.84%	32.23%	28.81%		
RURAL	COL% 15.80%	4.99%	9.92%	9.47%	4.98%	4.96%	4.13%	25.08%	10.05%		
MISSING	COL% 1.57%	2.20%	1.80%	1.55%	1.24%	0.83%	1.92%	2.33%	3.64%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 114668	5671	2612	1098	402	242	1405	602	2419		
<b>GRE EXAMINEES, ALL SCORES (U.S. CITIZENS)<sup>d</sup></b>											
LARGE CITY	COL% 12.75%	28.82%	34.01%	28.92%	29.22% <sup>b</sup>		32.26%	13.04%	21.02%		
SUBURB OF LARGE CITY	COL% 32.79%	39.24%	19.92%	19.92%	32.46% <sup>b</sup>		34.94%	23.97%	35.66%		
OTHER CITY/TOWN	COL% 36.74%	25.62%	31.75%	36.46%	33.07% <sup>b</sup>		26.74%	31.70%	30.58%		
RURAL	COL% 17.71%	6.33%	14.32%	14.71%	5.26% <sup>b</sup>		6.06%	31.29%	12.73%		
MISSING	COL% NR	NR	NR	NR	NR		NR	NR	NR		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%		100.00%	100.00%	100.00%	100.00%	
	N 147466	4777	9324	2226	1661 <sup>b</sup>		1902	1023	2456		

Note: NR = not reported. The percentages may not add up exactly to 100% because of rounding errors.

<sup>d</sup>From ETS (1988), Table 55, pp. 73-74.

<sup>b</sup>The GRE Data Summary Report (ETS, 1988) groups all Puerto Ricans into one category without regard to residence.

TABLE 9.02

## LOCATION OF HIGH SCHOOL WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 500 - 649

	COL%	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER	AMER. INDIAN	OTHER	AMER. INDIAN	OTHER
						50	STATE	ISLAND	HISP.						
<b>500 - 549</b>															
LARGE CITY	COL%	12.06%	28.03%	36.23%	25.17%	34.00%	15.38%	32.05%	13.79%	21.20%					
SUBURB OF LARGE CITY	COL%	34.26%	39.24%	25.48%	28.81%	31.00%	46.15%	39.47%	27.59%	33.73%					
OTHER CITY/TOWN	COL%	36.06%	24.97%	27.98%	32.45%	26.00%	26.92%	22.26%	32.41%	33.01%					
RURAL	COL%	16.14%	5.99%	8.69%	11.92%	9.00%	3.85%	4.75%	24.14%	9.64%					
MISSING	COL%	1.48%	1.78%	1.62%	1.66%	0.00%	7.69%	1.48%	2.07%	2.41%					
TOTAL	COL%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%					
	N	15112	785	679	302	100	26	337	145	415					
<b>550 - 599</b>															
LARGE CITY	COL%	12.39%	24.37%	36.83%	31.52%	39.66%	(2/8)	32.58%	14.16%	21.84%					
SUBURB OF LARGE CITY	COL%	35.27%	42.07%	25.78%	31.52%	37.93%	(1/8)	36.20%	26.55%	36.58%					
OTHER CITY/TOWN	COL%	35.14%	25.21%	25.21%	29.09%	18.97%	(0/8)	26.24%	29.20%	30.26%					
RURAL	COL%	15.56%	7.18%	9.92%	7.27%	3.45%	(1/8)	4.52%	26.55%	8.42%					
MISSING	COL%	1.64%	1.17%	2.27%	0.61%	0.00%	(0/8)	0.45%	3.54%	2.89%					
TOTAL	COL%	100.00%	100.00%	100.00%	100.00%	100.00%	(8/8)	100.00%	100.00%	100.00%					
	N	12386	599	353	165	58	8	221	113	380					
<b>600 - 649</b>															
LARGE CITY	COL%	13.14%	20.74%	35.52%	26.21%	26.67%	(0/4)	36.50%	13.43%	24.44%					
SUBURB OF LARGE CITY	COL%	36.12%	46.54%	28.96%	35.92%	23.33%	(3/4)	35.04%	26.87%	35.69%					
OTHER CITY/TOWN	COL%	35.89%	26.04%	27.8%	27.18%	26.67%	(1/4)	21.90%	29.85%	25.08%					
RURAL	COL%	13.13%	5.53%	7.10%	8.74%	20.00%	(0/4)	4.38%	25.37%	11.25%					
MISSING	COL%	1.73%	1.15%	1.64%	1.94%	3.33%	(0/4)	2.19%	4.48%	3.54%					
TOTAL	COL%	100.00%	100.00%	100.00%	100.00%	100.00%	(4/4)	100.00%	100.00%	100.00%					
	N	9554	434	183	103	30	4	137	67	311					

Note: These analyses are based on a 50% random sample of NH White examinees at these score levels and the full population of minority-group examinees at these score levels. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.



TABLE 9.03

## LOCATION OF HIGH SCHOOL WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 650 - 800

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER	OTHER HISP.	OTHER
					50 STATE	ISLAND					
<b>650 - 699</b>											
LARGE CITY	COL% 13.63%	21.36%	31.13%	41.51%	26.32%	(2/3)	30.00%	14.52%	17.14%		
SUBURB OF LARGE CITY	COL% 36.75%	44.34%	29.25%	20.75%	31.58%	(1/3)	42.00%	27.42%	40.71%		
OTHER CITY/TOWN	COL% 34.55%	24.92%	28.30%	33.96%	26.32%	(0/3)	23.00%	30.65%	26.07%		
RURAL	COL% 13.29%	6.15%	8.49%	1.89%	5.26%	(0/3)	3.00%	27.42%	11.79%		
MISSING	COL% 1.78%	3.24%	2.83%	1.89%	10.53%	(0/3)	2.00%	0.00%	4.29%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(3/3)	100.00%	100.00%	100.00%	100.00%	100.00%
	N 7140	309	106	53	19	3	100	62	280		
<b>700 - 749</b>											
LARGE CITY	COL% 13.85%	21.32%	42.00%	31.03%	50.00%	(0/1)	36.00%	17.24%	20.43%		
SUBURB OF LARGE CITY	COL% 37.78%	41.12%	28.00%	34.48%	33.33%	(1/1)	36.00%	24.14%	37.63%		
OTHER CITY/TOWN	COL% 34.17%	28.43%	22.00%	31.03%	16.67%	(0/1)	22.00%	44.83%	25.27%		
RURAL	COL% 12.35%	7.61%	4.00%	3.45%	0.00%	(0/1)	4.00%	13.79%	12.37%		
MISSING	COL% 1.85%	1.52%	4.00%	0.00%	0.00%	(0/1)	2.00%	0.00%	4.30%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(1/1)	100.00%	100.00%	100.00%	100.00%	100.00%
	N 7249	197	50	29	12	1	50	29	186		
<b>750 - 800</b>											
LARGE CITY	COL% 15.99%	16.05%	60.00%	30.00%	(0/2)	0.00%	35.71%	10.00%	20.39%		
SUBURB OF LARGE CITY	COL% 37.84%	54.32%	6.67%	40.00%	(2/2)	0.00%	35.71%	20.00%	36.89%		
OTHER CITY/TOWN	COL% 33.34%	24.69%	13.33%	30.00%	(0/2)	0.00%	14.29%	30.00%	25.24%		
RURAL	COL% 10.97%	3.70%	20.00%	0.00%	(0/2)	0.00%	14.29%	20.00%	12.62%		
MISSING	COL% 1.86%	1.23%	0.00%	0.00%	(0/2)	0.00%	0.00%	20.00%	4.85%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	(2/2)	0.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 3227	81	15	10	2	0	14	10	103		

Note: These analyses are based on a 50% random sample of NH White examinees at the 650 -700 score level, the full population of NH White examinees at score levels 700-800, and the full population of minority-group examinees at these score levels. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 9.04

## LOCATION OF HIGH SCHOOL WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 500 - 649

	COL%	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			OTHER HISP.	AMER. INDIAN	OTHER
						50 STATE	ISLAND	-----			
<b>500 - 549</b>											
LARGE CITY	COL%	12.88%	33.29%	34.92%	31.43%	32.41%	24.71%	27.63%	16.86%	23.43%	
SUBURB OF LARGE CITY	COL%	32.49%	32.44%	18.19%	23.57%	28.70%	27.06%	36.64%	28.49%	31.79%	
OTHER CITY/TOWN	COL%	35.69%	26.38%	32.36%	32.86%	34.26%	43.53%	27.93%	32.56%	32.25%	
RURAL	COL%	17.38%	5.78%	12.70%	10.71%	3.70%	4.71%	5.71%	20.35%	9.51%	
MISSING	COL%	1.55%	2.12%	1.83%	1.43%	0.93%	0.00%	2.10%	1.74%	3.02%	
TOTAL	COL%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N	12541	709	819	280	108	85	333	172	431	
<b>550 - 599</b>											
LARGE CITY	COL%	12.79%	32.90%	34.21%	31.16%	25.32%	11.36%	38.70%	14.13%	19.09%	
SUBURB OF LARGE CITY	COL%	33.74%	35.71%	24.95%	29.65%	39.24%	38.64%	34.87%	26.09%	33.33%	
OTHER CITY/TOWN	COL%	35.78%	24.47%	29.98%	27.14%	27.85%	47.73%	22.22%	32.61%	31.18%	
RURAL	COL%	16.05%	5.15%	8.65%	10.55%	5.06%	2.27%	2.68%	26.09%	12.90%	
MISSING	COL%	1.63%	1.76%	2.21%	1.51%	2.53%	0.00%	1.53%	1.09%	3.49%	
TOTAL	COL%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N	10882	854	497	199	79	44	261	92	372	
<b>600 - 649</b>											
LARGE CITY	COL%	12.64%	34.40%	41.50%	32.50%	36.21%	17.02%	31.74%	0.00%	29.10%	
SUBURB OF LARGE CITY	COL%	34.28%	32.53%	20.41%	25.63%	43.10%	42.55%	35.65%	35.21%	29.10%	
OTHER CITY/TOWN	COL%	36.38%	24.29%	28.91%	35.00%	15.52%	31.91%	27.39%	32.39%	27.36%	
RURAL	COL%	15.11%	5.93%	8.16%	5.63%	5.17%	8.51%	3.04%	30.99%	9.95%	
MISSING	COL%	1.58%	2.86%	1.02%	1.25%	0.00%	0.00%	2.17%	1.41%	4.48%	
TOTAL	COL%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N	9475	910	294	160	58	47	230	71	402	

Note: These analyses are based on a 50% random sample of NH White examinees at these score levels and the full population of minority-group examinees at these score levels.

TABLE 9.05

## LOCATION OF HIGH SCHOOL WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 650 - 800

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER	OTHER
					50 STATE	ISLAND	HISP.	OTHER			
<b>650 - 699</b>											
LARGE CITY	COL% 12.34%	35.20%	36.95%	25.55%	32.50%	16.13%	32.65%	10.91%	25.41%		
SUBURB OF LARGE CITY	COL% 36.04%	34.39%	31.53%	34.31%	30.00%	48.39%	39.46%	25.45%	33.88%		
OTHER CITY/TOWN	COL% 35.57%	23.37%	24.63%	29.93%	27.50%	29.03%	22.45%	34.55%	26.23%		
RURAL	COL% 14.39%	4.80%	5.42%	9.49%	7.50%	6.45%	4.08%	25.45%	10.66%		
MISSING	COL% 1.66%	2.24%	1.48%	0.73%	2.50%	0.00%	1.36%	3.64%	3.83%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
	N 8543	980	203	137	40	31	147	55	366		
<b>700 - 749</b>											
LARGE CITY	COL% 12.59%	34.85%	25.47%	22.95%	32.00%	26.67%	41.44%	20.00%	26.00%		
SUBURB OF LARGE CITY	COL% 37.81%	36.30%	33.96%	27.87%	44.00%	33.33%	29.73%	27.50%	36.40%		
OTHER CITY/TOWN	COL% 35.19%	21.92%	29.25%	39.34%	24.00%	33.33%	23.42%	32.50%	26.40%		
RURAL	COL% 12.95%	4.86%	9.43%	9.84%	0.00%	6.67%	2.70%	12.50%	8.40%		
MISSING	COL% 1.45%	2.07%	1.89%	0.00%	0.00%	0.00%	2.70%	7.50%	2.80%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
	N 11000	967	106	61	25	15	111	40	250		
<b>750 - 800</b>											
LARGE CITY	COL% 12.21%	33.49%	32.76%	30.56%	15.38%	(1/2)	34.88%	25.00%	27.01%		
SUBURB OF LARGE CITY	COL% 40.74%	40.17%	31.03%	30.56%	76.92%	(0/2)	41.86%	21.43%	37.44%		
OTHER CITY/TOWN	COL% 34.05%	21.30%	17.24%	33.33%	7.69%	(1/2)	17.44%	39.29%	27.01%		
RURAL	COL% 11.59%	2.71%	13.79%	5.56%	0.00%	(0/2)	5.49%	7.14%	5.21%		
MISSING	COL% 1.41%	2.32%	5.17%	0.00%	0.00%	(0/2)	2.33%	7.14%	3.32%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(2/2)	100.00%	100.00%	100.00%		
	N 9216	1033	58	36	13	2	86	28	211		

Note: These analyses are based on a 50% random sample of NH White examinees at the 650-700 score level, the full population of NH White examinees at score levels 700-800, and the full population of minority-group examinees at these score levels. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 9.06

LOCATION OF HIGH SCHOOL WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 500 - 649

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.	OTHER		
<b>500 - 549</b>										
LARGE CITY	COL% 13.92%	35.02%	34.59%	28.64%	35.53%	14.63%	30.86%	17.82%	24.80%	
SUBURB OF LARGE CITY	COL% 32.17%	35.73%	25.99%	27.27%	32.89%	41.46%	33.33%	31.68%	30.34%	
OTHER CITY/TOWN	COL% 35.88%	22.52%	28.14%	34.09%	23.68%	41.46%	26.75%	26.73%	27.18%	
RURAL	COL% 16.33%	4.36%	9.50%	8.64%	5.26%	2.44%	6.58%	22.77%	11.61%	
MISSING	COL% 1.70%	2.36%	1.79%	1.36%	2.63%	0.00%	2.47%	0.99%	6.07%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 10123	848	558	220	76	41	243	101	379	
<b>550 - 599</b>										
LARGE CITY	COL% 12.68%	33.87%	34.35%	28.89%	32.88%	17.86%	31.71%	15.09%	18.91%	
SUBURB OF LARGE CITY	COL% 34.02%	34.89%	26.46%	25.56%	36.99%	50.00%	40.65%	25.47%	36.53%	
OTHER CITY/TOWN	COL% 35.67%	24.63%	27.99%	37.22%	27.40%	32.14%	23.58%	33.96%	30.31%	
RURAL	COL% 16.24%	4.68%	9.41%	7.78%	2.74%	0.00%	3.25%	22.64%	10.10%	
MISSING	COL% 1.39%	1.94%	1.78%	0.56%	0.00%	0.00%	0.81%	2.83%	4.15%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 12124	877	393	180	73	28	246	106	386	
<b>600 - 649</b>										
LARGE CITY	COL% 11.67%	29.33%	37.05%	33.78%	30.77%	7.69%	36.26%	9.09%	18.90%	
SUBURB OF LARGE CITY	COL% 35.33%	38.20%	25.90%	31.08%	41.03%	30.77%	37.43%	33.33%	40.55%	
OTHER CITY/TOWN	COL% 36.13%	25.18%	29.08%	27.03%	17.95%	53.85%	18.71%	30.30%	28.66%	
RURAL	COL% 15.34%	5.15%	6.37%	5.41%	7.69%	7.69%	5.26%	24.24%	8.84%	
MISSING	COL% 1.53%	2.15%	1.59%	2.70%	2.56%	0.00%	2.34%	3.03%	3.05%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 12141	699	251	148	39	13	171	99	328	

Note: These analyses are based on a selected sample of NH White examinees at these score levels and the full population of minority-group examinees at these score levels.



TABLE 9.07

## LOCATION OF HIGH SCHOOL WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 650 - 800

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.	OTHER		
<b>650 - 699</b>										
LARGE CITY	COL% 12.56%	23.36%	34.04%	27.66%	23.33%	18.18%	24.64%	8.47%	19.87%	
SUBURB OF LARGE CITY	COL% 36.26%	44.40%	29.79%	38.30%	46.67%	36.36%	40.58%	32.20%	39.73%	
OTHER CITY/TOWN	COL% 35.36%	24.32%	24.82%	23.40%	23.33%	45.45%	30.43%	42.37%	29.29%	
RURAL	COL% 14.33%	5.79%	9.93%	9.57%	3.33%	0.00%	2.17%	15.25%	8.75%	
MISSING	COL% 1.50%	2.12%	1.42%	1.06%	3.33%	0.00%	2.17%	1.69%	2.36%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 11084	518	141	94	30	11	138	59	297	
<b>700 - 749</b>										
LARGE CITY	COL% 11.62%	19.31%	28.33%	22.22%	30.77%	(1/3)	25.00%	10.71%	22.88%	
SUBURB OF LARGE CITY	COL% 38.42%	44.06%	36.67%	33.33%	38.46%	(1/3)	44.05%	14.29%	32.03%	
OTHER CITY/TOWN	COL% 35.45%	28.47%	25.00%	31.11%	23.08%	(1/3)	20.24%	42.86%	29.41%	
RURAL	COL% 12.98%	6.68%	6.67%	13.33%	7.69%	(0/3)	8.33%	28.57%	13.07%	
MISSING	COL% 1.52%	1.49%	3.33%	0.00%	0.00%	(0/3)	2.38%	3.57%	2.61%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(3/3)	100.00%	100.00%	100.00%	
	N 8138	404	60	45	13	3	84	28	153	
<b>750 - 800</b>										
LARGE CITY	COL% 11.72%	18.02%	11.11%	27.27%	(0/3)	(1/2)	39.58%	13.64%	16.86%	
SUBURB OF LARGE CITY	COL% 39.95%	53.71%	40.74%	36.36%	(3/3)	(1/2)	35.42%	18.18%	40.12%	
OTHER CITY/TOWN	COL% 34.94%	25.44%	25.93%	31.82%	(0/3)	(0/2)	22.92%	45.45%	27.91%	
RURAL	COL% 12.01%	1.77%	18.52%	4.55%	(0/3)	(0/2)	2.08%	13.64%	11.63%	
MISSING	COL% 1.38%	1.06%	3.70%	0.00%	(0/3)	(0/2)	0.00%	9.09%	3.49%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	(3/3)	(2/2)	100.00%	100.00%	100.00%	
	N 6938	283	27	22	3	2	48	22	172	

Note: These analyses are based on a selected sample of NH White examinees, and the full population of minority-group examinees at these score levels. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 10.01  
 PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: POPULATION OF GRE EXAMINEES (U.S. CITIZENS ONLY, ALL SCORE LEVELS)

		NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN	OTHER HISP.	AMER. INDIAN	OTHER	NO RESPONSE
TOTAL										
HUMANITIES 15.96%	COL %	16.42%	9.61%	10.63%	14.53%	13.40%	16.27%	13.55%	21.32%	18.46%
SOCIAL SCIENCES 42.86%	COL %	42.57%	25.07%	53.94%	52.19%	38.19%	44.32%	52.68%	40.44%	44.03%
BIOLOGICAL SCIENCES 19.97%	COL %	20.30%	20.17%	17.44%	15.30%	25.09%	16.37%	18.40%	15.75%	18.33%
PHYSICAL SCIENCES 18.94%	COL %	18.46%	43.98%	14.91%	15.35%	21.54%	21.33%	11.93%	19.29%	16.72%
OTHERS AND UNDECIDED 2.28%	COL %	2.24%	1.17%	3.08%	2.64%	1.77%	1.71%	3.44%	3.21%	2.45%
TOTAL 100.00%	COL %	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
N		147466	4777	9324	2226	1661	1902	1023	2456	4741

Note. From A Summary of Data Collected from GRE Test-Takers During 1986-1987, Data Summary Report #12, ETS (1988).

TABLE 10.02

PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: POPULATION OF GRE EXAMINEES HAVING GRE-V  
(OR GRE-Q ABOVE 500 (U.S. CITIZENS OR PERMANENT RESIDENTS))

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER- INDIAN	OTHER	TOTAL
					50 STATE	ISLAND	HISP.	OTHER			
HUMANITIES	COL% 20.91%	8.71%	13.28%	17.40%	16.42%	9.09%	15.23%	18.77%	22.36%	20.11%	
ARCHITECTURE	COL% 0.83%	1.46%	0.54%	1.09%	1.99%	2.48%	1.42%	1.16%	0.91%	0.87%	
<u>SOCIAL SCIENCES</u>											
PROF. SCHOOLS	COL% 4.22%	2.94%	4.67%	4.83%	3.48%	4.13%	3.42%	6.98%	2.77%	4.16%	
EDUCATION/ADMINISTR/LAW	COL% 7.49%	1.78%	4.40%	5.65%	4.23%	0.41%	2.92%	7.97%	3.22%	7.01%	
BEHAVIORAL/ACADEMIC	COL% 18.07%	9.68%	20.25%	21.86%	17.16%	4.96%	19.50%	19.44%	17.49%	17.76%	
ECONOMICS	COL% 1.88%	2.12%	3.14%	0.91%	1.00%	1.24%	3.49%	2.49%	2.36%	1.93%	
HEALTH & HELPING PROFESSIONS	COL% 7.37%	4.53%	5.13%	5.01%	3.73%	2.89%	4.13%	7.31%	3.89%	7.06%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 12.44%	13.03%	11.49%	11.29%	18.91%	17.36%	13.67%	11.96%	10.83%	12.45%	
ENGINEERING/COMPUTER SCI.	COL% 13.68%	40.38%	21.90%	19.76%	21.14%	29.34%	24.91%	10.47%	19.06%	15.33%	
MATH & EARTH/PHYSICAL SCI.	COL% 9.55%	12.56%	12.10%	8.11%	9.70%	26.03%	8.54%	6.98%	10.87%	9.76%	
MISSING/UNCATEGORIZED	COL% 3.55%	2.80%	3.10%	4.10%	2.24%	2.07%	2.78%	6.48%	6.24%	3.56%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 114668	5671	2612	1098	402	242	1405	602	2419	129119	

TABLE 10.03

## PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 500 - 549

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.	OTHER		
HUMANITIES	COL% 16.98%	10.32%	16.64%	19.54%	23.00%	34.62%	18.40%	17.24%	20.48%	
ARCHITECTURE	COL% 0.91%	1.27%	0.44%	0.66%	1.00%	3.85%	0.89%	1.38%	0.48%	
SOCIAL SCIENCES PROF. SCHOOLS	COL% 4.67%	4.33%	5.30%	3.31%	3.00%	3.85%	4.15%	8.28%	4.10%	
EDUCATION/ADMINISTR/LAW	COL% 8.59%	2.55%	4.71%	4.97%	6.00%	0.00%	3.86%	8.97%	4.10%	
BEHAVIORAL/ACADEMIC	COL% 18.38%	16.82%	28.57%	27.48%	23.00%	19.23%	23.15%	28.28%	23.13%	
ECONOMICS	COL% 1.52%	1.78%	4.12%	0.66%	0.00%	0.00%	4.75%	0.69%	2.17%	
HEALTH & HELPING PROFESSIONS	COL% 8.82%	5.86%	8.25%	5.63%	2.00%	0.00%	4.45%	9.66%	6.02%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 12.01%	15.80%	10.16%	12.25%	21.00%	15.38%	14.54%	10.34%	11.08%	
ENGINEERING/COMPUTER SCI.	COL% 15.38%	28.03%	11.63%	13.25%	9.00%	11.54%	15.13%	5.52%	13.25%	
MATH & EARTH/PHYSICAL SCI.	COL% 9.38%	10.32%	6.63%	9.60%	7.00%	7.69%	7.72%	4.83%	8.67%	
MISSING/UNCATEGORIZED	COL% 3.35%	2.93%	3.53%	2.65%	5.00%	3.85%	2.97%	4.83%	6.51%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 15112	785	679	302	100	26	337	145	415	

Note: These analyses are based on a 50% random sample of NH White examinees at this score level and the full population of minority-group examinees at this score level.



TABLE 10.04  
 PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 550 - 599

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND				
HUMANITIES	COL% 20.47%	11.02%	17.28%	19.39%	18.97%	(4/8)	20.81%	23.01%	27.11%	
ARCHITECTURE	COL% 0.60%	1.50%	0.28%	0.61%	1.72%	(0/8)	0.90%	1.77%	0.53%	
SOCIAL SCIENCES PROF. SCHOOLS	COL% 3.68%	3.01%	5.10%	6.06%	3.45%	(0/8)	4.98%	2.65%	1.84%	
EDUCATION/ADMINISTRN/LAW	COL% 6.22%	1.67%	4.53%	4.24%	5.17%	(0/8)	2.26%	6.19%	3.68%	
BEHAVIORAL/ACADEMIC	COL% 18.06%	11.85%	27.48%	29.09%	27.59%	(0/8)	23.08%	25.66%	22.11%	
ECONOMICS	COL% 2.02%	2.00%	3.12%	0.00%	1.72%	(0/8)	0.90%	4.42%	3.16%	
HEALTH & HELPING PROFESSIONS	COL% 6.65%	4.17%	5.67%	7.27%	10.34%	(0/8)	5.88%	6.19%	2.89%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 11.76%	18.53%	10.76%	9.09%	12.07%	(2/8)	16.29%	9.73%	10.26%	
ENGINEERING/COMPUTER SCI.	COL% 17.20%	30.55%	13.03%	13.94%	8.62%	(1/8)	15.38%	8.85%	14.21%	
MATH & EARTH/PHYSICAL SCI.	COL% 10.09%	13.36%	8.50%	3.64%	10.34%	(0/8)	6.79%	6.19%	7.89%	
MISSING/UNCATEGORIZED	COL% 3.24%	2.34%	4.25%	6.67%	0.00%	(1/8)	2.71%	5.31%	6.32%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(8/8)	100.00%	100.00%	100.00%	
	N 12386	599	353	165	58	8	221	113	380	

Note: These analyses are based on a 50% random sample of NH White examinees at this score level and the full population of minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 10.05

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER	OTHER
					50 STATE	ISLAND	HISP.			
HUMANITIES	COL% 22.96%	11.98%	31.15%	33.01%	33.33%	(1/4)	22.63%	25.37%	27.97%	0.96%
ARCHITECTURE	COL% 0.72%	1.38%	0.00%	0.00%	0.00%	(0/4)	0.00%	0.00%	0.00%	0.96%
SOCIAL SCIENCES PROF. SCHOOLS	COL% 3.32%	2.30%	3.28%	4.85%	3.33%	(0/4)	2.92%	11.94%	2.89%	2.89%
EDUCATION/ADMINISTRN/LAW	COL% 4.84%	2.30%	2.73%	1.94%	0.00%	(0/4)	2.19%	4.48%	4.50%	4.50%
BEHAVIORAL/ACADEMIC	COL% 18.14%	14.75%	23.50%	22.33%	16.67%	(1/4)	21.17%	22.39%	19.29%	19.29%
ECONOMICS	COL% 2.38%	2.30%	2.19%	0.97%	3.33%	(0/4)	2.19%	5.97%	3.22%	3.22%
HEALTH & HELPING PROFESSIONS	COL% 5.25%	2.76%	4.37%	5.83%	3.33%	(0/4)	4.38%	8.96%	3.22%	3.22%
BIOLOGICAL/AGRICULTURAL SCI.	COL% 11.40%	16.13%	9.29%	10.68%	16.67%	(0/4)	14.60%	5.97%	11.90%	11.90%
ENGINEERING/COMPUTER SCI.	COL% 16.45%	30.18%	15.30%	6.80%	3.33%	(0/4)	20.44%	7.46%	11.25%	11.25%
MATH & EARTH/PHYSICAL SCI.	COL% 11.44%	14.29%	7.10%	9.71%	20.00%	(2/4)	6.57%	1.49%	8.68%	8.68%
MISSING/UNCATEGORIZED	COL% 3.10%	1.61%	1.09%	3.88%	0.00%	(0/4)	2.92%	5.97%	6.11%	6.11%
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(4/4)	100.00%	100.00%	100.00%	100.00%
	N 9554	434	183	103	30	4	137	67	311	311

Note: These analyses are based on a 50% random sample of NH White examinees at this score level and the full population of minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 10.06

## PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL THE RANGE OF 650 - 699

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER	OTHER
					50 STATE	ISLAND	HISP.			
HUMANITIES	COL% 27.90%	23.95%	26.42%	26.42%	26.32%	(1/3)	28.00%	32.26%	33.93%	
ARCHITECTURE	COL% 0.56%	1.29%	0.00%	0.00%	0.00%	(0/3)	1.00%	0.00%	0.71%	
SOCIAL SCIENCES PROF. SCHOOLS	COL% 2.91%	1.94%	0.94%	3.77%	0.00%	(0/3)	2.00%	4.84%	3.21%	
EDUCATION/ADMINISTR/LAW	COL% 3.49%	0.32%	1.89%	0.00%	0.00%	(0/3)	5.00%	6.45%	1.07%	
BEHAVIORAL/ACADEMIC	COL% 16.90%	14.89%	33.96%	30.19%	26.32%	(0/3)	23.60%	8.06%	16.43%	
ECONOMICS	COL% 2.61%	3.56%	2.83%	3.77%	0.00%	(0/3)	3.00%	3.23%	3.93%	
HEALTH & HELPING PROFESSIONS	COL% 3.73%	2.91%	0.94%	3.77%	0.00%	(0/3)	3.00%	1.61%	2.50%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 11.11%	12.30%	10.38%	13.21%	21.05%	(0/3)	12.00%	12.90%	10.00%	
ENGINEERING/COMPUTER SCI.	COL% 15.03%	25.24%	15.09%	7.55%	26.32%	(0/3)	12.00%	6.45%	8.57%	
MATH & EARTH/PHYSICAL SCI.	COL% 12.56%	10.36%	3.77%	5.66%	0.00%	(2/3)	8.00%	9.68%	10.00%	
MISSING/UNCATEGORIZED	COL% 3.21%	3.24%	3.77%	5.66%	0.00%	(0/3)	3.00%	14.52%	9.64%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(3/3)	100.00%	100.00%	100.00%	
	N 7140	309	106	53	19	3	100	62	280	

Note: These analyses are based on a 50% random sample of NH White examinees at this score level and the full population of minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio (f/N) where f is the count for that cell and N is the group size.

TABLE 10.07

PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 700 - 749

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
					50 STATE	ISLAND	OTHER HISP.	AMER. INDIAN		
HUMANITIES	COL% 36.89%	18.27%	34.00%	41.38%	33.33%	(1/1)	34.00%	34.48%	36.02%	
ARCHITECTURE	COL% 0.50%	0.51%	0.00%	0.00%	0.00%	(0/1)	0.00%	0.00%	0.54%	
SOCIAL SCIENCES PROF. SCHOOLS	COL% 2.12%	2.54%	2.00%	6.90%	0.00%	(0/1)	4.00%	3.45%	2.15%	
EDUCATION/ADMINISTRN/LAW	COL% 2.47%	0.00%	6.00%	0.00%	0.00%	(0/1)	0.00%	3.45%	1.08%	
BEHAVIORAL/ACADEMIC	COL% 18.09%	18.27%	26.00%	13.79%	41.67%	(0/1)	22.00%	13.79%	20.97%	
ECONOMICS	COL% 2.65%	5.08%	4.00%	3.45%	0.00%	(0/1)	4.00%	3.45%	0.54%	
HEALTH & HELPING PROFESSIONS	COL% 2.88%	2.03%	2.00%	0.00%	0.00%	(0/1)	0.00%	6.90%	3.23%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 9.77%	16.75%	8.00%	6.90%	8.33%	(0/1)	8.00%	6.90%	8.60%	
ENGINEERING/COMPUTER SCI.	COL% 10.88%	21.83%	8.00%	17.24%	8.33%	(0/1)	18.00%	10.34%	8.60%	
MATH & EARTH/PHYSICAL SCI.	COL% 10.43%	12.18%	6.00%	6.90%	8.33%	(0/1)	8.00%	10.34%	11.83%	
MISSING/UNCATEGORIZED	COL% 3.32%	2.54%	4.00%	3.45%	0.00%	(0/1)	2.00%	6.90%	6.45%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(1/1)	100.00%	100.00%	100.00%	
	N 7249	197	50	29	12	1	50	29	186	

Note: These analyses are based on the full population of NH White and minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio (f/N) where f is the count for that cell and N is the group size.

TABLE 10.08

PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 750 - 800

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
					50	STATE	ISLAND	HISP.		
HUMANITIES	COL% 44.07%	27.16%	40.00%	50.00%	(0/2)	0.00%	35.71%	30.00%	47.57%	
ARCHITECTURE	COL% 0.37%	1.23%	0.00%	10.00%	(0/2)	0.00%	0.00%	0.00%	0.00%	
SOCIAL SCIENCES PROF. SCHOOLS	COL% 1.74%	0.00%	0.00%	0.00%	(0/2)	0.00%	7.14%	0.00%	0.97%	
EDUCATION/ADMINISTR/LAW	COL% 1.30%	0.00%	0.00%	10.00%	(0/2)	0.00%	7.14%	0.00%	0.97%	
BEHAVIORAL/ACADEMIC	COL% 16.33%	4.94%	26.67%	30.00%	(1/2)	0.00%	14.29%	30.00%	10.68%	
ECONOMICS	COL% 2.14%	4.94%	0.00%	0.00%	(0/2)	0.00%	14.29%	0.00%	0.97%	
HEALTH & HELPING PROFESSIONS	COL% 1.98%	0.00%	6.67%	0.00%	(0/2)	0.00%	7.14%	0.00%	0.00%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 8.34%	23.46%	0.00%	0.00%	(0/2)	0.00%	0.00%	10.00%	3.88%	
ENGINEERING/COMPUTER SCI.	COL% 8.68%	19.75%	13.33%	0.00%	(0/2)	0.00%	7.14%	0.00%	12.62%	
MATH & EARTH/PHYSICAL SCI.	COL% 11.25%	17.28%	13.33%	0.00%	(1/2)	0.00%	7.14%	20.00%	18.45%	
MISSING/UNCATEGORIZED	COL% 3.81%	1.23%	0.00%	0.00%	(0/2)	0.00%	0.00%	10.00%	3.88%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	(2/2)	0.00%	100.00%	100.00%	100.00%	
	N 3227	81	15	10	2	0	14	10	103	

Note: These analyses are based on the full population of NH White and minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio (f/N) where f is the count for that cell and N is the group size.

TABLE 10.09

## PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 500 - 549

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER HISP.	OTHER
					50 STATE	ISLAND	-----			
HUMANITIES	COL% 25.03%	15.94%	10.50%	15.71%	13.89%	1.18%	18.02%	15.92%	26.45%	
ARCHITECTURE	COL% 0.67%	1.55%	0.37%	1.43%	3.70%	4.71%	0.58%	2.10%	0.93%	
<u>SOCIAL SCIENCES</u> PROF. SCHOOLS	COL% 5.37%	3.67%	5.86%	9.29%	3.70%	4.71%	6.98%	5.41%	3.25%	
EDUCATION/ADMINISTRN/LAW	COL% 11.06%	4.37%	5.49%	9.64%	5.56%	0.00%	9.30%	5.71%	4.64%	
BEHAVIORAL/ACADEMIC	COL% 23.00%	17.63%	17.46%	23.93%	17.59%	8.24%	23.84%	21.92%	21.35%	
ECONOMICS	COL% 1.23%	1.41%	4.40%	0.71%	0.00%	0.00%	1.16%	3.00%	1.16%	
HEALTH & HELPING PROFESSIONS	COL% 10.61%	10.01%	6.35%	6.79%	5.56%	5.88%	11.05%	5.11%	6.03%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 12.02%	17.35%	16.24%	12.14%	29.63%	36.47%	18.02%	16.52%	13.46%	
ENGINEERING/COMPUTER SCI.	COL% 3.40%	18.48%	18.07%	9.29%	10.19%	18.82%	2.91%	16.52%	11.14%	
MATH & EARTH/PHYSICAL SCI.	COL% 3.59%	6.91%	12.09%	6.79%	7.41%	17.65%	3.49%	4.50%	5.57%	
MISSING/UNCATEGORIZED	COL% 4.03%	2.68%	3.17%	4.29%	2.78%	2.35%	4.65%	3.30%	6.03%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 12541	709	819	280	108	85	172	333	431	

Note: These analyses are based on a 50% random sample of NH White examinees at this score level and the full population of minority-group examinees at this score level.

TABLE 10.10

PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 550 - 599

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND	---			
HUMANITIES	COL% 22.46%	11.71%	10.26%	15.58%	12.66%	9.09%	13.03%	10.87%	19.89%	
ARCHITECTURE	COL% 1.23%	1.17%	1.41%	1.51%	2.53%	2.27%	4.21%	1.09%	1.08%	
SOCIAL SCIENCES PROF. SCHOOLS	COL% 5.31%	3.86%	4.23%	4.52%	5.06%	6.82%	1.53%	9.78%	2.96%	
EDUCATION/ADMINISTR/LAW	COL% 8.02%	2.22%	4.63%	6.03%	6.33%	0.00%	1.53%	9.78%	5.11%	
BEHAVIORAL/ACADEMIC	COL% 20.13%	13.93%	18.71%	22.11%	16.46%	2.27%	21.07%	17.39%	23.66%	
ECONOMICS	COL% 1.83%	2.69%	2.62%	1.51%	1.27%	2.27%	5.36%	2.17%	2.96%	
HEALTH & HELPING PROFESSIONS	COL% 8.38%	6.67%	2.21%	3.02%	1.27%	2.27%	3.45%	6.52%	3.49%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 15.91%	15.57%	12.47%	15.58%	24.05%	6.82%	16.48%	13.04%	14.52%	
ENGINEERING/COMPUTER SCI.	COL% 6.63%	27.87%	21.33%	19.10%	18.99%	31.82%	22.22%	10.87%	12.63%	
MATH & EARTH/PHYSICAL SCI.	COL% 6.28%	11.01%	19.11%	7.04%	7.59%	31.82%	8.43%	8.70%	5.91%	
MISSING/UNCATEGORIZED	COL% 3.81%	3.28%	3.02%	4.02%	3.80%	4.55%	2.68%	9.78%	7.80%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 10882	854	497	199	79	44	261	92	372	

Note: These analyses are based on a 50% random sample of NH White examinees at this score level and the full population of minority-group examinees at this score level.

TABLE 10.11

## PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 600 - 649

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER	INDIAN	OTHER
					50 STATE	ISLAND	OTHER HISP.	INDIAN				
HUMANITIES	COL% 20.53%	8.68%	7.14%	11.88%	12.07%	6.38%	10.00%	15.49%	18.91%			
ARCHITECTURE	COL% 1.18%	2.09%	1.02%	0.63%	0.00%	2.13%	0.43%	0.00%	2.24%			
<u>SOCIAL SCIENCES</u> PROF. SCHOOLS	COL% 4.21%	3.08%	3.74%	1.88%	1.72%	2.13%	3.48%	8.45%	2.74%			
EDUCATION/ADMINISTR/LAW	COL% 5.91%	2.20%	1.36%	3.75%	1.72%	2.13%	0.43%	7.04%	1.74%			
BEHAVIORAL/ACADEMIC	COL% 18.20%	9.12%	14.63%	19.38%	12.07%	0.00%	16.52%	18.31%	15.42%			
ECONOMICS	COL% 2.37%	2.20%	4.08%	1.25%	3.45%	4.26%	4.78%	5.63%	2.24%			
HEALTH & HELPING PROFESSIONS	COL% 5.58%	4.62%	1.70%	4.38%	1.72%	0.00%	3.48%	4.23%	3.48%			
BIOLOGICAL/AGRICULTURAL SCI.	COL% 16.35%	16.37%	8.50%	13.75%	13.79%	4.26%	15.22%	12.68%	11.94%			
ENGINEERING/COMPUTER SCI.	COL% 12.41%	37.14%	35.03%	27.50%	39.66%	36.17%	30.87%	18.31%	21.64%			
MATH & EARTH/PHYSICAL SCI.	COL% 9.52%	11.43%	19.73%	11.25%	13.79%	42.55%	12.17%	5.63%	13.43%			
MISSING/UNCATEGORIZED	COL% 3.74%	3.08%	3.06%	4.38%	0.00%	0.00%	2.61%	4.23%	6.22%			
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 9475	910	294	160	58	47	230	71	402			

Note: These analyses are based on a 50% random sample of NH White examinees at this score level and the full population of minority-group examinees at this score level.



TABLE 10.12  
 PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE THE RANGE OF 650 - 699

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER	AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.				
HUMANITIES	COL% 17.91%	6.33%	6.40%	12.41%	7.50%	6.45%	8.16%	14.55%	18.31%		
ARCHITECTURE	COL% 1.03%	1.43%	0.00%	1.46%	2.50%	0.00%	0.00%	5.45%	0.82%		
SOCIAL SCIENCES PROF. SCHOOLS	COL% 3.36%	3.16%	0.99%	1.46%	5.00%	3.23%	2.04%	5.45%	2.73%		
EDUCATION/ADMINISTR/LAW	COL% 3.50%	0.92%	1.97%	0.73%	2.50%	0.00%	0.68%	1.82%	1.37%		
BEHAVIORAL/ACADEMIC	COL% 14.82%	8.06%	13.30%	13.14%	2.50%	3.23%	16.97%	1.82%	11.75%		
ECONOMICS	COL% 3.02%	2.45%	3.94%	0.00%	2.50%	0.00%	2.04%	5.45%	3.55%		
HEALTH & HELPING PROFESSIONS	COL% 3.52%	3.37%	0.99%	0.73%	5.00%	3.23%	1.36%	3.64%	3.01%		
BIOLOGICAL/AGRICULTURAL SCI.	COL% 14.77%	12.86%	7.39%	11.68%	15.00%	3.23%	14.97%	18.18%	10.38%		
ENGINEERING/COMPUTER SCI.	COL% 20.60%	44.49%	49.26%	40.15%	42.50%	54.84%	42.86%	16.36%	26.78%		
MATH & EARTH/PHYSICAL SCI.	COL% 14.09%	13.88%	12.32%	12.41%	15.00%	25.81%	10.20%	18.18%	15.85%		
MISSING/UNCATEGORIZED	COL% 3.37%	3.06%	3.45%	5.84%	0.00%	0.00%	2.72%	9.09%	5.46%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 8543	980	203	137	60	31	147	55	366		

Note: These analyses are based on a 50% random sample of NH White examinees at this score level and the full population of minority-group examinees at this score level.

TABLE 10.13  
 PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 700 - 749

	COL%	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
						50 STATE	ISLAND	HISP.	OTHER		
HUMANITIES	COL%	11.40%	3.52%	2.83%	4.92%	0.00%	0.00%	0.00%	7.21%	20.00%	13.20%
ARCHITECTURE	COL%	0.90%	1.86%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.50%	0.40%
SOCIAL SCIENCES PROF. SCHOOLS	COL%	2.31%	2.48%	3.77%	0.00%	0.00%	0.00%	0.00%	1.80%	2.50%	2.40%
EDUCATION/ADMINISTR/LAW	COL%	2.41%	0.83%	0.94%	1.64%	0.00%	0.00%	0.00%	0.90%	0.00%	0.80%
BEHAVIORAL/ACADEMIC	COL%	10.15%	5.48%	9.43%	9.84%	16.00%	0.00%	0.00%	10.81%	5.00%	9.60%
ECONOMICS	COL%	2.90%	2.28%	3.77%	1.64%	0.00%	0.00%	0.00%	4.50%	5.00%	3.60%
HEALTH & HELPING PROFESSIONS	COL%	1.75%	2.07%	0.00%	0.00%	0.00%	0.00%	0.00%	0.90%	0.00%	1.20%
BIOLOGICAL/AGRICULTURAL SCI.	COL%	12.00%	10.03%	6.60%	8.20%	16.00%	13.33%	5.41%	46.85%	7.50%	10.40%
ENGINEERING/COMPUTER SCI.	COL%	33.54%	53.26%	56.60%	52.46%	48.00%	46.67%	46.85%	46.85%	30.00%	34.40%
MATH & EARTH/PHYSICAL SCI.	COL%	19.89%	15.93%	15.09%	19.67%	16.00%	33.33%	21.62%	21.62%	17.50%	18.00%
MISSING/UNCATEGORIZED	COL%	2.75%	2.28%	0.94%	1.64%	4.00%	6.67%	0.00%	0.00%	10.00%	6.00%
TOTAL	COL%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N	11000	967	106	61	25	15	111	40	250	

Note: These analyses are based on the full population of NH White and minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 10.14

	COL%	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER	AMER. INDIAN	OTHER
						50 STATE	ISLAND	OTHER HISP.	AMER. INDIAN				
HUMANITIES	COL%	6.97%	3.29%	5.17%	5.56%	0.00%	(1/2)	3.49%	7.14%	10.90%			
ARCHITECTURE	COL%	0.42%	0.87%	0.00%	0.00%	0.00%	(0/2)	1.16%	0.00%	0.00%			
SOCIAL SCIENCES PROF. SCHOOLS	COL%	1.48%	1.45%	0.00%	0.00%	0.00%	(0/2)	1.16%	7.14%	1.42%			
EDUCATION/ADMINISTR/LAW	COL%	1.46%	0.58%	0.00%	0.00%	0.00%	(0/2)	0.00%	3.57%	0.00%			
BEHAVIORAL/ACADEMIC	COL%	6.24%	2.52%	6.90%	11.11%	7.69%	(0/2)	3.49%	3.57%	5.21%			
ECONOMICS	COL%	2.64%	1.84%	0.00%	0.00%	0.00%	(0/2)	3.49%	3.57%	2.37%			
HEALTH & HELPING PROFESSIONS	COL%	0.59%	1.06%	1.72%	0.00%	0.00%	(0/2)	0.00%	0.00%	0.47%			
BIOLOGICAL/AGRICULTURAL SCI.	COL%	7.94%	8.91%	3.5%	0.00%	7.69%	(1/2)	11.63%	3.57%	4.74%			
ENGINEERING/COMPUTER SCI.	COL%	44.17%	61.08%	68.97%	55.56%	53.85%	(0/2)	59.30%	46.43%	44.55%			
MATH & EARTH/PHYSICAL SCI.	COL%	26.13%	16.55%	12.07%	22.22%	30.77%	(0/2)	16.28%	25.00%	26.54%			
MISSING/UNCATEGORIZED	COL%	1.96%	1.84%	1.72%	5.56%	0.00%	(0/2)	0.00%	0.00%	3.79%			
TOTAL	COL%	100.00%	100.00%	100.00%	100.00%	100.00%	(2/2)	100.00%	100.00%	100.00%			
	N	9216	1033	58	36	13	2	86	28	211			

Note: These analyses are based on the full population of NH White and minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 10.15

PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 500 - 549

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER	OTHER
					50 STATE	ISLAND	HISP.			
HUMANITIES	COL% 22.44%	7.78%	13.98%	13.64%	15.79%	9.76%	17.82%	14.81%	17.82%	22.43%
ARCHITECTURE	COL% 0.94%	1.53%	0.18%	0.91%	2.63%	2.44%	2.97%	2.47%	2.97%	0.79%
SOCIAL SCIENCES PROF. SCHOOLS	COL% 4.80%	3.89%	4.84%	9.09%	1.32%	2.44%	7.92%	5.35%	7.92%	2.37%
EDUCATION/ADMINISTR/LAW	COL% 9.44%	1.53%	5.20%	4.09%	5.26%	0.00%	7.92%	3.29%	7.92%	3.96%
BEHAVIORAL/ACADEMIC	COL% 18.88%	10.14%	20.43%	17.27%	15.79%	7.32%	20.79%	24.28%	20.79%	19.79%
ECONOMICS	COL% 1.58%	2.48%	1.97%	1.36%	3.95%	4.88%	0.99%	2.06%	0.99%	2.11%
HEALTH & HELPING PROFESSIONS	COL% 8.94%	4.60%	4.66%	4.09%	3.95%	2.44%	12.87%	3.29%	12.87%	4.49%
BIOLOGICAL/AGRICULTURAL SCI.	COL% 11.93%	13.80%	14.16%	15.45%	22.37%	21.95%	10.89%	15.23%	10.89%	11.61%
ENGINEERING/COMPUTER SCI.	COL% 10.06%	38.68%	20.25%	18.18%	23.68%	17.07%	6.93%	17.28%	6.93%	15.83%
MATH & EARTH/PHYSICAL SCI.	COL% 7.02%	12.03%	11.29%	10.00%	3.95%	31.71%	2.97%	9.47%	2.97%	8.18%
MISSING/UNCATEGORIZED	COL% 3.96%	3.54%	3.05%	5.91%	1.32%	0.00%	7.92%	2.47%	7.92%	8.44%
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N 10123	848	558	220	76	41	101	243	101	379

Note: These analyses are based on a selected sample of NH White examinees at this score level and the full population of minority-group examinees at this score level.

TABLE 10.16  
 PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 550 - 599

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND	AMER.	INDIAN			
HUMANITIES	COL% 21.75%	9.58%	11.96%	18.89%	15.07%	14.29%	15.85%	20.75%	22.28%		
ARCHITECTURE	COL% 0.82%	0.80%	0.51%	0.00%	2.74%	0.00%	0.41%	1.89%	1.04%		
SOCIAL SCIENCES PROF. SCHOOLS	COL% 4.39%	2.28%	5.34%	5.00%	6.85%	0.00%	2.85%	7.55%	2.07%		
EDUCATION/ADMINISTR/LAW	COL% 7.31%	2.17%	3.56%	7.22%	4.11%	0.00%	4.07%	6.60%	4.15%		
BEHAVIORAL/ACADEMIC	COL% 18.64%	13.91%	21.12%	21.11%	12.33%	7.14%	22.76%	16.98%	22.02%		
ECONOMICS	COL% 1.60%	2.17%	4.33%	1.11%	1.37%	0.00%	4.07%	0.94%	1.81%		
HEALTH & HELPING PROFESSIONS	COL% 7.80%	4.45%	4.07%	4.44%	4.11%	7.14%	4.07%	7.55%	2.85%		
BIOLOGICAL/AGRICULTURAL SCI.	COL% 12.83%	13.00%	9.67%	12.78%	17.81%	7.14%	12.60%	13.21%	12.69%		
ENGINEERING/COMPUTER SCI.	COL% 12.75%	39.11%	23.92%	19.44%	24.66%	39.29%	26.02%	11.32%	13.99%		
MATH & EARTH/PHYSICAL SCI.	COL% 8.64%	10.15%	11.96%	6.67%	8.22%	21.43%	5.69%	4.72%	8.81%		
MISSING/UNCATEGORIZED	COL% 3.47%	2.39%	3.56%	3.33%	2.74%	3.57%	1.63%	8.49%	8.29%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
	N 12124	877	393	180	73	28	246	106	386		

Note: These analyses are based on a selected sample of NH White examinees at this score level and the full population of minority-group examinees at this score level.

TABLE 10.17

PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 600 - 649

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND	-----	-----			
HUMANITIES	COL% 19.94%	9.87%	13.55%	12.84%	23.08%	15.38%	19.30%	18.18%	0.00%	22.56%	
ARCHITECTURE	COL% 0.74%	1.29%	0.80%	0.68%	0.00%	0.00%	0.58%	0.00%	0.00%	0.30%	
SOCIAL SCIENCES PROF. SCHOOLS	COL% 4.04%	3.00%	3.98%	4.73%	0.00%	7.69%	4.68%	10.10%	4.88%		
EDUCATION/ADMINISTRN/LAW	COL% 5.70%	1.86%	1.59%	2.70%	0.00%	0.00%	1.17%	5.05%	2.74%		
BEHAVIORAL/ACADEMIC	COL% 17.60%	12.02%	24.30%	31.08%	15.38%	7.69%	18.71%	13.13%	17.38%		
ECONOMICS	COL% 2.15%	1.14%	2.79%	0.00%	0.00%	0.00%	1.75%	5.05%	3.66%		
HEALTH & HELPING PROFESSIONS	COL% 5.96%	4.58%	1.99%	3.38%	0.00%	0.00%	5.85%	5.05%	3.35%		
BIOLOGICAL/AGRICULTURAL SCI.	COL% 13.03%	14.74%	10.36%	12.16%	25.6%	15.38%	14.62%	12.12%	12.50%		
ENGINEERING/COMPUTER SCI.	COL% 16.95%	37.48%	27.09%	18.92%	20.51%	38.46%	22.22%	11.11%	17.07%		
MATH & EARTH/PHYSICAL SCI.	COL% 10.65%	11.16%	9.96%	8.11%	12.82%	7.69%	8.19%	9.09%	9.76%		
MISSING/UNCATEGORIZED	COL% 3.23%	2.86%	3.59%	5.41%	2.56%	7.69%	2.92%	11.11%	5.79%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 12141	699	251	148	39	13	171	99	328		

Note: These analyses are based on a selected sample of NH White examinees at this score level and the full population of minority-group examinees at this score level.

TABLE 10.18

PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 650 - 699

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER	OTHER
					50 STATE	ISLAND	HISP.			
HUMANITIES	COL% 19.55%	8.11%	14.18%	15.96%	6.67%	27.27%	14.49%	13.56%	25.93%	
ARCHITECTURE	COL% 0.83%	2.12%	0.71%	1.06%	0.00%	0.00%	0.00%	0.00%	1.01%	
SOCI. L. SCIENCES PROF. SCHOOLS	COL% 3.46%	2.32%	2.84%	4.26%	0.00%	9.09%	1.45%	3.39%	3.37%	
EDUCATION/ADMINISTRN/LAW	COL% 4.15%	1.54%	3.55%	3.19%	0.00%	0.00%	0.00%	1.69%	2.69%	
BEHAVIORAL/ACADEMIC	COL% 14.99%	10.42%	21.99%	17.02%	33.33%	0.00%	23.91%	22.03%	17.17%	
ECONOMICS	COL% 2.36%	4.05%	5.67%	0.00%	0.00%	0.00%	5.07%	3.39%	1.68%	
HEALTH & HELPING PROFESSIONS	COL% 4.40%	2.51%	0.00%	2.13%	3.33%	0.00%	2.17%	3.39%	2.69%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 12.74%	14.09%	7.09%	10.64%	6.67%	9.09%	15.22%	22.03%	11.11%	
ENGINEERING/COMPUTER SCI.	COL% 21.05%	38.61%	26.95%	31.91%	30.00%	27.27%	23.91%	15.25%	17.85%	
MATH & EARTH/PHYSICAL SCI.	COL% 13.36%	14.09%	14.18%	11.70%	16.67%	27.27%	11.59%	11.86%	9.76%	
MISSING/UNCATEGORIZED	COL% 3.10%	2.12%	2.84%	2.13%	3.33%	0.00%	2.17%	3.39%	6.73%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 11084	518	141	94	30	11	138	59	297	

Note: These analyses are based on a selected sample of NH White examinees, and the full population of minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 10.19

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER	AMER. INDIAN	OTHER
					50 STATE	ISLAND	OTHER HISP.				
HUMANITIES	COL% 18.19%	9.41%	16.67%	20.00%	15.38%	(0/3)	11.90%	14.29%	18.30%	14.29%	18.30%
ARCHITECTURE	COL% 0.76%	0.99%	0.00%	2.22%	0.00%	(0/3)	1.19%	3.57%	0.65%	3.57%	0.65%
SOCIAL SCIENCES PROF. SCHOOLS	COL% 3.05%	1.73%	3.33%	0.00%	7.69%	(0/3)	2.38%	7.14%	0.00%	7.14%	0.00%
EDUCATION/ADMINISTRN/LAW	COL% 3.04%	1.24%	3.33%	2.22%	0.00%	(0/3)	2.38%	3.57%	2.61%	3.57%	2.61%
BEHAVIORAL/ACADEMIC	COL% 14.64%	8.66%	25.00%	31.11%	30.77%	(0/3)	20.24%	10.71%	17.65%	10.71%	17.65%
ECONOMICS	COL% 2.91%	2.23%	3.33%	0.00%	0.00%	(0/3)	3.57%	14.29%	3.92%	14.29%	3.92%
HEALTH & HELPING PROFESSIONS	COL% 2.80%	1.98%	1.67%	0.00%	0.00%	(0/3)	1.19%	0.00%	2.61%	0.00%	2.61%
BIOLOGICAL/AGRICULTURAL SCI.	COL% 11.82%	16.58%	11.67%	11.11%	30.77%	(2/3)	14.29%	10.71%	11.11%	10.71%	11.11%
ENGINEERING/COMPUTER SCI.	COL% 24.58%	42.08%	25.00%	17.78%	15.38%	(0/3)	33.33%	17.86%	24.18%	17.86%	24.18%
MATH & EARTH/PHYSICAL SCI.	COL% 15.68%	13.61%	8.33%	11.11%	0.00%	(1/3)	8.33%	17.86%	15.03%	17.86%	15.03%
MISSING/UNCATEGORIZED	COL% 2.54%	1.49%	1.67%	4.44%	0.00%	(0/3)	1.19%	0.00%	3.92%	0.00%	3.92%
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(3/3)	100.00%	100.00%	100.00%	100.00%	100.00%
	N 8138	404	60	45	13	3	84	28	153	84	153

Note: These analyses are based on a selected sample of NH White examinees, and the full population of minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.



TABLE 10.20

## PERCENT DISTRIBUTION OF UNDERGRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 750 - 800

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND	---			
HUMANITIES	COL% 15.77%	7.42%	3.70%	9.09%	(0/3)	(1/2)	16.67%	22.73%	29.07%	
ARCHITECTURE	COL% 0.48%	1.06%	0.00%	0.00%	(0/3)	(0/2)	0.00%	0.00%	0.00%	
SOCIAL SCIENCES PROF. SCHOOLS	COL% 1.93%	1.41%	3.70%	0.00%	(0/3)	(0/2)	4.17%	4.55%	1.74%	
EDUCATION/ADMINISTRN/LAW	COL% 1.83%	0.00%	0.00%	0.00%	(0/3)	(0/2)	0.00%	0.00%	0.00%	
BEHAVIORAL/ACADEMIC	COL% 11.83%	4.24%	14.81%	22.73%	(0/3)	(0/2)	12.50%	4.55%	9.30%	
ECONOMICS	COL% 3.17%	3.18%	11.11%	9.09%	(0/3)	(0/2)	8.33%	9.09%	4.07%	
HEALTH & HELPING PROFESSIONS	COL% 1.59%	0.71%	3.70%	0.00%	(0/3)	(0/2)	2.08%	0.00%	1.16%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 11.30%	15.90%	7.41%	13.64%	(1/3)	(1/2)	10.42%	4.55%	8.14%	
ENGINEERING/COMPUTER SCI.	COL% 29.49%	45.23%	48.15%	31.82%	(0/3)	(0/2)	31.25%	27.27%	20.93%	
MATH & EARTH/PHYSICAL SCI.	COL% 19.83%	19.79%	7.41%	9.09%	(2/3)	(0/2)	14.58%	22.73%	21.51%	
MISSING/UNCATEGORIZED	COL% 2.78%	1.06%	0.00%	4.55%	(0/3)	(0/2)	0.00%	4.55%	4.07%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	(3/3)	(2/2)	100.00%	100.00%	100.00%	
	N 6938	203	27	22	3	2	48	22	172	

Note: These analyses are based on a selected sample of NH White examinees, and the full population of minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 11.01

## PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: POPULATION OF GRE EXAMINEES (U.S. CITIZENS ONLY)

	WH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN	OTHER HISP.	AMER. INDIAN	OTHER	NO RESPONSE	TOTAL
HUMANITIES	14.80%	7.70%	9.36%	11.99%	11.08%	12.36%	12.71%	18.57%	11.33%	14.17%
ARCHITECTURE	1.07%	1.76%	0.56%	1.08%	1.51%	2.00%	1.17%	1.58%	0.74%	1.07%
SOCIAL SCIENCES PROF. SCHOOLS	3.73%	2.85%	6.91%	4.45%	7.65%	4.26%	4.50%	3.18%	2.78%	3.90%
EDUCATION/ADMINISTR/LAW	15.70%	6.68%	23.37%	24.57%	10.36%	13.99%	20.04%	11.12%	10.55%	15.73%
BEHAVIORAL/ACADEMIC	14.73%	9.67%	14.08%	15.54%	15.41%	19.19%	17.20%	16.37%	9.81%	14.53%
ECONOMICS	0.97%	1.00%	0.87%	0.67%	0.72%	1.52%	1.17%	1.18%	0.91%	0.97%
HEALTH & HELPING PROFESSIONS	13.00%	11.72%	15.73%	12.76%	10.78%	11.04%	15.25%	9.00%	8.56%	12.90%
BIOLOGICAL/AGRICULTURAL SCI.	8.07%	8.75%	4.78%	5.88%	14.57%	7.83%	5.87%	7.13%	4.63%	7.83%
ENGINEERING/COMPUTER SCI.	10.10%	31.99%	8.39%	9.61%	12.16%	13.67%	6.74%	10.06%	6.41%	10.54%
MATH & EARTH/PHYSICAL SCI.	4.99%	5.65%	3.05%	3.05%	6.32%	3.73%	3.13%	5.09%	3.10%	4.82%
MISSING/UNCATEGORIZED	12.83%	12.23%	12.90%	10.38%	9.45%	16.41%	12.22%	16.94%	41.21%	13.55%
TOTAL N	147466	4777	9324	2226	1661	1902	1033	2456	4741	175576

TABLE 11.02

PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: POPULATION OF GRE EXAMINEES HAVING GRE-V  
OR GRE-Q ABOVE 500 (U.S. CITIZENS OR PERMANENT RESIDENTS)

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER HISP.	OTHER	TOTAL
					50 STATE	ISLAND	-----				
HUMANITIES	COL% 15.69%	6.47%	9.80%	12.75%	9.70%	8.26%	11.39%	13.79%	17.24%	15.08%	
ARCHITECTURE	COL% 1.27%	1.69%	0.73%	1.46%	1.00%	2.48%	1.85%	1.33%	1.49%	1.29%	
<u>SOCIAL SCIENCES</u> PROF. SCHOOLS	COL% 3.58%	2.66%	5.09%	3.46%	4.73%	4.13%	4.34%	5.48%	2.52%	3.57%	
EDUCATION/ADMINISTR/LAW	COL% 10.10%	3.60%	11.33%	11.66%	7.96%	2.48%	6.76%	10.30%	5.79%	9.71%	
BEHAVIORAL/ACADEMIC	COL% 14.81%	7.81%	14.01%	16.76%	16.17%	4.96%	16.87%	14.62%	13.97%	14.50%	
ECONOMICS	COL% 1.21%	1.29%	1.76%	0.91%	1.00%	1.65%	2.14%	1.66%	1.61%	1.24%	
HEALTH & HELPING PROFESSIONS	COL% 10.33%	8.11%	9.00%	8.74%	7.71%	5.37%	8.47%	10.96%	6.95%	10.09%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 9.28%	8.68%	7.39%	8.29%	13.18%	16.94%	10.18%	9.47%	7.61%	9.21%	
ENGINEERING/COMPUTER SCI.	COL% 13.03%	40.70%	21.63%	17.94%	20.40%	30.99%	21.71%	10.80%	18.15%	14.70%	
MATH & EARTH/PHYSICAL SCI.	COL% 6.30%	7.09%	5.90%	5.56%	5.72%	17.36%	5.34%	4.65%	7.03%	6.33%	
MISSING/UNCATEGORIZED	COL% 14.41%	11.90%	13.36%	12.48%	12.44%	5.37%	10.96%	16.94%	17.65%	14.28%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 114668	5671	2612	1098	402	242	1405	602	2419	129119	

TABLE 11.03

## PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 500 - 549

	COL%	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER HISP.	OTHER
						50 STATE	ISLAND	OTHER HISP.	AMER. INDIAN			
HUMANITIES	COL%	12.92%	6.88%	12.08%	13.25%	16.00%	23.08%	12.76%	8.97%	17.59%		
ARCHITECTURE	COL%	1.34%	1.66%	0.44%	0.99%	0.00%	3.85%	1.19%	1.38%	1.20%		
SOCIAL SCIENCES PROF. SCHOOLS	COL%	3.58%	4.71%	5.30%	2.32%	6.00%	3.85%	2.37%	3.45%	2.41%		
EDUCATION/ADMINISTR/LAW	COL%	10.81%	4.97%	14.14%	14.24%	9.00%	3.85%	10.39%	11.03%	7.71%		
BEHAVIORAL/ACADEMIC	COL%	15.38%	11.72%	17.97%	20.86%	22.00%	15.38%	19.29%	21.38%	18.55%		
ECONOMICS	COL%	0.94%	9.51%	2.50%	0.99%	0.00%	0.00%	2.67%	0.69%	1.45%		
HEALTH & HELPING PROFESSIONS	COL%	11.43%	10.57%	11.49%	7.95%	4.00%	3.85%	8.61%	15.17%	11.57%		
BIOLOGICAL/AGRICULTURAL SCI.	COL%	8.95%	8.79%	6.92%	10.26%	14.00%	19.23%	10.98%	8.28%	8.43%		
ENGINEERING/COMPUTER SCI.	COL%	14.33%	26.88%	11.34%	11.92%	12.00%	19.23%	14.24%	5.52%	10.60%		
MATH & EARTH/PHYSICAL SCI.	COL%	6.70%	6.75%	2.95%	4.97%	3.00%	0.00%	4.45%	3.45%	5.78%		
MISSING/UNCATEGORIZED	COL%	13.62%	16.56%	14.87%	12.25%	14.00%	7.69%	13.05%	20.69%	14.70%		
TOTAL	COL%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	N	15112	785	679	302	100	26	337	145	415		

Note: These analyses are based on a 50% random sample of NH White examinees at this score level and the full population of minority-group examinees at this score level.

TABLE 11.04  
 PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 550 - 599

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.		
HUMANITIES	COL% 15.27%	7.51%	13.88%	13.94%	12.07%	(5/8)	16.29%	16.81%	19.74%
ARCHITECTURE	COL% 0.97%	2.67%	0.28%	0.61%	0.00%	(0/8)	1.36%	1.77%	1.32%
SOCIAL SCIENCES PROF. SCHOOLS	COL% 3.25%	2.67%	5.38%	4.85%	0.00%	(0/8)	4.98%	3.54%	1.58%
EDUCATION/ADMINISTR/LAW	COL% 9.44%	4.17%	10.76%	10.91%	15.52%	(0/8)	6.79%	7.96%	7.37%
BEHAVIORAL/ACADEMIC	COL% 15.31%	11.02%	21.53%	23.64%	29.31%	(0/8)	17.65%	15.04%	16.58%
ECONOMICS	COL% 1.15%	1.00%	1.98%	1.82%	1.72%	(0/8)	0.45%	3.54%	1.05%
HEALTH & HELPING PROFESSIONS	COL% 9.27%	9.35%	9.63%	9.70%	10.34%	(0/8)	10.41%	13.27%	7.11%
BIOLOGICAL/AGRICULTURAL SCI.	COL% 8.70%	12.35%	7.65%	7.27%	6.90%	(2/8)	15.38%	7.96%	8.16%
ENGINEERING/COMPUTER SCI.	COL% 15.82%	28.21%	12.46%	10.30%	8.62%	(1/8)	10.86%	10.62%	10.79%
MATH & EARTH/PHYSICAL SCI.	COL% 6.67%	6.68%	3.97%	3.03%	8.62%	(0/8)	4.98%	4.42%	4.74%
MISSING/UNCATEGORIZED	COL% 14.15%	14.36%	12.46%	13.94%	6.90%	(0/8)	10.86%	15.04%	21.58%
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(8/8)	100.00%	100.00%	100.00%
	N 12386	599	353	165	58	8	221	113	380

Note: These analyses are based on a 50% random sample of NH White examinees at this score level and the full population of minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 11.05  
 PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 600 - 649

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			OTHER INDIAN	OTHER	AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.				
HUMANITIES	COL% 17.08%	8.29%	18.03%	27.18%	13.33%	(1/4)	17.52%	22.39%	21.22%		
ARCHITECTURE	COL% 1.37%	1.84%	1.64%	0.00%	0.00%	(0/4)	0.00%	0.00%	1.29%		
<u>SOCIAL SCIENCES</u> PROF. SCHOOLS	COL% 3.37%	2.76%	3.83%	5.83%	3.33%	(0/4)	3.65%	8.96%	4.18%		
EDUCATION/ADMINISTRN/LAW	COL% 7.59%	5.07%	10.93%	10.68%	6.67%	(0/4)	7.30%	10.45%	6.11%		
BEHAVIORAL/ACADEMIC	COL% 15.55%	12.44%	19.13%	18.45%	23.33%	(1/4)	16.79%	20.90%	13.83%		
ECONOMICS	COL% 1.54%	2.53%	1.64%	0.00%	0.00%	(0/4)	1.46%	2.99%	1.61%		
HEALTH & HELPING PROFESSIONS	COL% 7.75%	6.22%	8.20%	7.77%	13.33%	(0/4)	11.68%	10.45%	6.11%		
BIOLOGICAL/AGRICULTURAL SCI.	COL% 8.68%	10.14%	5.46%	11.65%	13.33%	(0/4)	6.57%	4.48%	7.07%		
ENGINEERING/COMPUTER SCI.	COL% 15.07%	28.34%	14.21%	3.88%	6.67%	(1/4)	15.33%	7.46%	12.54%		
MATH & EARTH/PHYSICAL SCI.	COL% 7.48%	8.99%	6.01%	4.85%	10.00%	(0/4)	5.84%	0.00%	6.75%		
MISSING/UNCATEGORIZED	COL% 14.52%	13.36%	10.93%	9.71%	10.00%	(1/4)	13.87%	11.94%	19.29%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(4/4)	100.00%	100.00%	100.00%	100.00%	
	N 9554	434	183	103	30	4	137	67	311		

Note: These analyses are based on a 50% random sample of NH White examinees at this score level and the full population of minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 11.06  
 PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL THE RANGE OF 650 - 699

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER	OTHER
					50 STATE	ISLAND	HISP.			
HUMANITIES	COL% 21.16%	18.45%	17.92%	20.75%	10.53%	(1/3)	27.00%	30.65%	26.43%	
ARCHITECTURE	COL% 1.04%	1.94%	0.00%	0.00%	0.00%	(0/3)	2.00%	0.00%	1.07%	
SOCIAL SCIENCES PROF. SCHOOLS	COL% 2.75%	2.27%	2.83%	1.89%	5.26%	(0/3)	4.00%	6.45%	1.43%	
EDUCATION/ADMINISTRN/LAW	COL% 6.83%	4.53%	8.49%	3.77%	5.26%	(0/3)	7.00%	8.06%	4.64%	
BEHAVIORAL/ACADEMIC	COL% 14.27%	12.62%	23.58%	22.64%	26.32%	(0/3)	24.30%	8.06%	13.57%	
ECONOMICS	COL% 1.71%	2.27%	2.83%	3.77%	0.00%	(0/3)	0.00%	3.23%	2.50%	
HEALTH & HELPING PROFESSIONS	COL% 6.20%	5.83%	6.60%	7.55%	5.26%	(0/3)	7.00%	1.61%	5.36%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 8.29%	10.36%	6.60%	9.43%	10.53%	(0/3)	12.00%	8.06%	6.07%	
ENGINEERING/COMPUTER SCI.	COL% 15.10%	21.36%	14.15%	5.66%	15.79%	(0/3)	10.00%	6.45%	9.64%	
MATH & EARTH/PHYSICAL SCI.	COL% 8.45%	6.15%	3.77%	7.55%	0.00%	(2/3)	3.00%	6.45%	6.43%	
MISSING/UNCATEGORIZED	COL% 14.20%	14.24%	13.21%	16.98%	21.05%	(0/3)	4.00%	20.97%	22.86%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(3/3)	100.00%	100.00%	100.00%	
	N 7140	309	106	53	19	3	100	62	280	

Note: These analyses are based on a 50% random sample of NH White examinees at this score level and the full population of minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 11.07

## PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 700 - 749

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.		
HUMANITIES	COL% 27.37%	14.21%	26.00%	24.14%	16.67%	(0/1)	14.00%	27.59%	26.88%
ARCHITECTURE	COL% 1.21%	0.51%	2.00%	3.45%	0.00%	(0/1)	0.00%	0.00%	2.69%
SOCIAL SCIENCES PROF. SCHOOLS	COL% 2.39%	2.03%	0.00%	3.45%	8.33%	(0/1)	4.00%	3.45%	3.23%
EDUCATION/ADMINISTR/LAW	COL% 6.84%	3.55%	12.00%	13.79%	16.67%	(0/1)	12.00%	10.34%	4.84%
BEHAVIORAL/ACADEMIC	COL% 15.11%	15.74%	22.00%	17.24%	8.33%	(0/1)	26.00%	10.34%	15.05%
ECONOMICS	COL% 1.97%	3.55%	2.00%	0.00%	0.00%	(0/1)	2.00%	3.45%	1.08%
HEALTH & HELPING PROFESSIONS	COL% 5.13%	7.11%	12.00%	0.00%	8.33%	(1/1)	0.00%	6.90%	5.38%
BIOLOGICAL/AGRICULTURAL SCI.	COL% 7.42%	10.15%	2.00%	6.90%	0.00%	(0/1)	4.00%	3.45%	3.23%
ENGINEERING/COMPUTER SCI.	COL% 10.95%	21.83%	6.00%	13.79%	8.33%	(0/1)	18.00%	10.34%	8.60%
MATH & EARTH/PHYSICAL SCI.	COL% 6.51%	9.14%	2.00%	0.00%	8.33%	(0/1)	6.00%	10.34%	10.22%
MISSING/UNCATEGORIZED	COL% 15.09%	12.18%	14.00%	17.24%	25.00%	(0/1)	14.00%	13.79%	18.82%
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(1/1)	100.00%	100.00%	100.00%
	N 7249	197	50	29	12	1	50	29	186

Note: These analyses are based on the full population of NH White and minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.



TABLE 11.08  
 PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE VERBAL IN THE RANGE OF 750 - 800

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER	OTHER HISP.	OTHER
					50	STATE	ISLAND	-----				
HUMANITIES	COL% 31.70%	14.81%	20.00%	50.00%	(0/2)	0.00%	28.57%	20.00%	40.78%			
ARCHITECTURE	COL% 0.96%	1.23%	0.00%	10.00%	(0/2)	0.00%	0.00%	0.00%	0.97%			
SOCIAL SCIENCES PROF. SCHOOLS	COL% 2.36%	2.47%	0.00%	0.00%	(0/2)	0.00%	7.14%	0.00%	1.94%			
EDUCATION/ADMINISTRN/LAW	COL% 5.95%	0.00%	6.67%	10.00%	(0/2)	0.00%	14.29%	0.00%	1.94%			
BEHAVIORAL/ACADEMIC	COL% 14.84%	8.64%	26.67%	20.00%	(1/2)	0.00%	14.29%	30.00%	7.77%			
ECONOMICS	COL% 1.77%	1.23%	0.00%	0.00%	(0/2)	0.00%	0.00%	0.00%	1.94%			
HEALTH & HELPING PROFESSIONS	COL% 4.80%	3.70%	6.67%	0.00%	(0/2)	0.00%	7.14%	10.00%	1.94%			
BIOLOGICAL/AGRICULTURAL SCI.	COL% 7.16%	13.58%	0.00%	0.00%	(0/2)	0.00%	0.00%	0.00%	3.88%			
ENGINEERING/COMPUTER SCI.	COL% 10.54%	14.81%	13.33%	0.00%	(0/2)	0.00%	28.57%	10.00%	13.59%			
MATH & EARTH/PHYSICAL SCI.	COL% 6.04%	14.81%	13.33%	0.00%	(1/2)	0.00%	0.00%	0.00%	9.71%			
MISSING/UNCATEGORIZED	COL% 13.88%	24.65%	13.33%	10.00%	(0/2)	0.00%	0.00%	30.00%	15.53%			
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	(2/2)	0.00%	100.00%	100.00%	100.00%			
	N 3227	81	15	10	2	0	14	10	103			

Note: These analyses are based on the full population of NH White and minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio (f/N) where f is the count for that cell and N is the group size.



TABLE 11-09

## PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 500 - 549

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER HISP.	OTHER
					50 STATE	ISLAND	-----			
HUMANITIES	COL% 18.78%	10.44%	8.06%	11.43%	6.48%	1.18%	16.28%	12.01%	17.87%	
ARCHITECTURE	COL% 1.11%	1.83%	0.49%	2.14%	2.78%	4.71%	1.74%	2.70%	1.62%	
SOCIAL SCIENCES PROF. SCHOOLS	COL% 4.11%	3.39%	6.72%	4.64%	5.56%	7.06%	4.65%	5.11%	3.02%	
EDUCATION/ADMINISTRN/LAW	COL% 13.63%	7.05%	13.31%	16.79%	10.19%	2.35%	11.05%	8.41%	7.89%	
BEHAVIORAL/ACADEMIC	COL% 17.85%	14.25%	12.58%	16.79%	18.52%	7.06%	13.95%	18.62%	16.94%	
ECONOMICS	COL% 0.77%	0.42%	1.95%	0.00%	0.93%	1.18%	0.00%	2.10%	1.39%	
HEALTH & HELPING PROFESSIONS	COL% 14.42%	15.09%	10.13%	13.93%	12.04%	8.24%	13.95%	10.21%	9.98%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 8.72%	11.71%	9.28%	8.21%	20.37%	35.29%	11.41%	11.63%	9.51%	
ENGINEERING/COMPUTER SCI.	COL% 3.62%	19.46%	17.95%	8.21%	9.26%	18.82%	3.49%	13.81%	12.30%	
MATH & EARTH/PHYSICAL SCI.	COL% 2.37%	3.81%	5.37%	4.29%	1.85%	12.94%	2.91%	3.30%	1.62%	
MISSING/UNCATEGORIZED	COL% 14.62%	12.55%	14.16%	13.57%	12.04%	1.18%	20.35%	12.31%	17.87%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 12541	709	819	280	108	85	172	333	431	

Note: These analyses are based on a 50% random sample of NH White examinees at this score level and the full population of minority-group examinees at this score level.

TABLE 11.10

PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 550 - 599

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.	OTHER		
HUMANITIES	COL% 16.78%	9.02%	6.64%	11.56%	8.86%	13.64%	6.51%	5.43%	15.32%	
ARCHITECTURE	COL% 1.65%	1.05%	1.41%	2.01%	0.00%	2.27%	4.98%	1.09%	1.88%	
SOCIAL SCIENCES PROF. SCHOOLS	COL% 3.85%	3.28%	5.23%	3.02%	5.06%	4.55%	4.60%	10.87%	1.88%	
EDUCATION/ADMINISTRN/LAW	COL% 11.00%	4.80%	10.06%	11.56%	8.86%	0.00%	7.28%	15.22%	9.14%	
BEHAVIORAL/ACADEMIC	COL% 16.89%	10.77%	13.48%	20.60%	11.39%	2.27%	16.86%	11.96%	17.20%	
ECONOMICS	COL% 1.09%	1.29%	1.61%	1.51%	0.00%	2.27%	4.21%	2.17%	1.61%	
HEALTH & HELPING PROFESSIONS	COL% 11.78%	11.94%	6.24%	6.03%	10.13%	4.55%	7.66%	9.78%	6.45%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 11.35%	10.19%	8.85%	9.05%	18.99%	2.27%	12.26%	16.30%	9.95%	
ENGINEERING/COMPUTER SCI.	COL% 6.87%	29.16%	24.55%	18.59%	18.99%	34.09%	19.16%	6.52%	12.63%	
MATH & EARTH/PHYSICAL SCI.	COL% 3.85%	5.04%	9.66%	5.53%	5.06%	29.55%	5.75%	6.52%	4.30%	
MISSING/UNCATEGORIZED	COL% 14.88%	13.47%	12.27%	10.55%	12.66%	4.55%	10.73%	14.13%	19.62%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 10882	854	497	199	79	44	261	92	372	

Note: These analyses are based on a 50% random sample of NH White examinees at this score level and the full population of minority-group examinees at this score level.

TABLE 11.11

## PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 600 - 649

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER	OTHER
					50 STATE	ISLAND	HISP.			
HUMANITIES	COL% 15.03%	7.91%	5.10%	7.50%	8.62%	4.26%	9.57%	14.08%	14.18%	
ARCHITECTURE	COL% 1.75%	1.65%	1.02%	0.63%	0.00%	2.13%	0.00%	0.00%	2.24%	
SOCIAL SCIENCES PROF. SCHOOLS	COL% 3.73%	2.31%	3.74%	3.13%	1.72%	2.13%	4.35%	5.63%	3.23%	
EDUCATION/ADMINISTR/LAW	COL% 8.98%	3.41%	6.80%	7.50%	1.72%	6.38%	3.48%	2.82%	3.23%	
BEHAVIORAL/ACADEMIC	COL% 15.35%	3.24%	9.52%	16.25%	12.07%	2.13%	15.65%	11.27%	12.69%	
ECONOMICS	COL% 1.44%	1.10%	2.38%	1.25%	3.45%	4.26%	2.17%	2.82%	1.24%	
HEALTH & HELPING PROFESSIONS	COL% 8.71%	8.90%	4.76%	8.13%	3.45%	0.00%	7.83%	9.86%	7.96%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 12.06%	10.33%	6.80%	9.38%	13.79%	10.64%	11.74%	11.27%	9.45%	
ENGINEERING/COMPUTER SCI.	COL% 12.06%	35.16%	35.71%	26.88%	37.93%	38.30%	27.39%	19.72%	21.64%	
MATH & EARTH/PHYSICAL SCI.	COL% 6.06%	7.25%	8.84%	5.63%	6.90%	23.40%	6.52%	7.04%	9.45%	
MISSING/UNCATEGORIZED	COL% 14.84%	13.74%	15.31%	13.75%	10.34%	6.38%	11.30%	15.49%	14.68%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 9475	910	294	160	58	47	230	71	402	

Note: These analyses are based on a 50% random sample of NH White examinees at this score level and the full population of minority-group examinees at this score level.

TABLE 11.12

## PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE THE RANGE OF 650 - 699

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER	OTHER
					50 STATE	ISLAND	HISP.	INDIAN			
HUMANITIES	COL% 13.12%	4.59%	2.96%	8.03%	2.50%	9.68%	4.76%	16.36%	13.93%		
ARCHITECTURE	COL% 1.49%	2.65%	1.48%	1.46%	2.50%	0.00%	0.00%	5.45%	1.91%		
<u>SOCIAL SCIENCES</u> PROF. SCHOOLS	COL% 2.69%	2.24%	4.43%	2.92%	7.50%	3.23%	6.80%	7.27%	2.19%		
EDUCATION/ADMINISTRN/LAH	COL% 6.24%	2.35%	8.37%	3.65%	2.50%	0.00%	4.08%	3.64%	2.73%		
BEHAVIORAL/ACADEMIC	COL% 13.16%	5.61%	6.90%	8.03%	2.50%	3.23%	12.93%	9.09%	9.56%		
ECONOMICS	COL% 2.15%	1.33%	1.48%	2.19%	2.50%	0.00%	2.72%	1.82%	2.73%		
HEALTH & HELPING PROFESSIONS	COL% 6.48%	6.73%	4.43%	3.65%	5.00%	3.23%	3.40%	1.82%	4.64%		
BIOLOGICAL/AGRICULTURAL SCI.	COL% 11.19%	8.16%	4.93%	13.14%	10.00%	0.00%	11.56%	14.55%	9.29%		
ENGINEERING/COMPUTER SCI.	COL% 19.50%	47.14%	45.81%	35.04%	40.00%	58.06%	36.73%	18.18%	24.04%		
MATH & EARTH/PHYSICAL SCI.	COL% 9.18%	8.27%	7.39%	10.22%	12.50%	16.13%	6.80%	5.45%	8.47%		
MISSING/UNCATEGORIZED	COL% 14.80%	10.92%	11.82%	11.68%	12.50%	6.45%	10.20%	16.36%	20.49%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 8543	980	203	137	40	31	147	55	366		

Note: These analyses are based on a 50% random sample of NH White examinees at this score level and the full population of minority-group examinees at this score level.

TABLE 11.13

## PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 700 - 749

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND	-----	-----			
HUMANITIES	COL% 8.91%	2.90%	3.77%	3.28%	0.00%	0.00%	0.00%	2.70%	10.00%	13.20%	
ARCHITECTURE	COL% 1.46%	1.76%	0.00%	1.64%	0.00%	0.00%	0.00%	1.80%	0.00%	0.80%	
SOCIAL SCIENCES PROF. SCHOOLS	COL% 2.58%	2.38%	1.89%	0.00%	0.00%	0.00%	0.00%	3.60%	5.00%	2.80%	
EDUCATION/ADMINISTR/LAW	COL% 5.10%	2.48%	1.89%	3.28%	4.00%	0.00%	0.00%	3.60%	5.00%	1.60%	
BEHAVIORAL/ACADEMIC	COL% 8.73%	4.86%	7.55%	6.56%	8.00%	0.00%	0.00%	14.41%	2.50%	8.80%	
ECONOMICS	COL% 1.87%	1.76%	5.66%	0.00%	0.00%	0.00%	0.00%	0.90%	5.00%	2.00%	
HEALTH & HELPING PROFESSIONS	COL% 3.76%	4.34%	4.72%	3.28%	4.00%	6.67%	2.70%	2.50%	3.60%		
BIOLOGICAL/AGRICULTURAL SCI.	COL% 9.76%	7.03%	2.83%	14.75%	16.00%	13.33%	7.21%	10.00%	4.80%		
ENGINEERING/COMPUTER SCI.	COL% 31.06%	53.98%	50.94%	42.62%	48.00%	46.67%	41.44%	30.00%	31.20%		
MATH & EARTH/PHYSICAL SCI.	COL% 12.94%	7.86%	9.43%	11.48%	12.00%	13.33%	11.71%	10.00%	14.00%		
MISSING/UNCATEGORIZED	COL% 13.82%	10.65%	11.32%	13.11%	8.00%	20.00%	9.91%	20.00%	17.20%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 11000	967	106	61	25	15	111	40	250		

Note: These analyses are based on the full population of NH White and minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 11.14

PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE QUANTITATIVE IN THE RANGE OF 750 - 800

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND				
HUMANITIES	COL% 5.51%	2.03%	6.90%	5.56%	0.00%	(1/2)	4.65%	3.57%	8.53%	
ARCHITECTURE	COL% 0.94%	1.16%	0.00%	0.00%	0.00%	(0/2)	1.16%	0.00%	0.47%	
SOCIAL SCIENCES PROF. SCHOOLS	COL% 1.84%	1.94%	0.00%	2.78%	0.00%	(0/2)	1.16%	0.00%	2.37%	
EDUCATION/ADMINISTRN/LAW	COL% 3.44%	1.55%	3.45%	0.00%	0.00%	(0/2)	1.16%	3.57%	0.95%	
BEHAVIORAL/ACADEMIC	COL% 5.84%	2.71%	5.17%	8.33%	7.69%	(0/2)	5.81%	0.00%	3.79%	
ECONOMICS	COL% 2.16%	1.84%	0.00%	0.00%	0.00%	(0/2)	1.16%	7.14%	2.37%	
HEALTH & HELPING PROFESSIONS	COL% 2.04%	2.42%	1.72%	0.00%	0.00%	(0/2)	4.65%	3.57%	2.84%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 7.32%	6.58%	3.45%	0.00%	0.00%	(1/2)	9.30%	0.00%	3.32%	
ENGINEERING/COMPUTER SCI.	COL% 41.24%	59.34%	56.90%	50.00%	53.85%	(0/2)	52.33%	57.14%	40.28%	
MATH & EARTH/PHYSICAL SCI.	COL% 18.06%	10.26%	10.34%	22.22%	23.08%	(0/2)	11.63%	17.86%	18.96%	
MISSING/UNCATEGORIZED	COL% 11.60%	10.16%	12.07%	11.11%	15.38%	(0/2)	6.98%	7.14%	16.11%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(2/2)	100.00%	100.00%	100.00%	
	N 9216	1033	58	36	13	2	86	28	211	

Note: These analyses are based on the full population of NH White and minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio (f/N) where f is the count for that cell and N is the group size.



TABLE 11.15

## PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 500 - 549

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND	---			
HUMANITIES	COL% 16.33%	5.78%	10.75%	13.18%	9.21%	7.32%	13.58%	12.87%	15.83%	
ARCHITECTURE	COL% 1.49%	2.00%	0.00%	0.91%	2.63%	2.44%	2.47%	2.97%	1.06%	
<u>SOCIAL SCIENCES</u> <u>PROF. SCHOOLS</u>	COL% 3.76%	3.77%	5.20%	4.55%	6.58%	0.00%	5.35%	3.96%	3.43%	
EDUCATION/ADMINISTR/LAW	COL% 11.43%	3.89%	10.57%	10.91%	5.26%	0.00%	4.94%	9.90%	6.60%	
BEHAVIORAL/ACADEMIC	COL% 16.12%	7.55%	14.52%	13.64%	15.79%	14.63%	20.58%	13.86%	17.41%	
ECONOMICS	COL% 0.88%	1.53%	1.43%	1.82%	1.32%	4.88%	2.06%	0.99%	0.53%	
HEALTH & HELPING PROFESSIONS	COL% 12.52%	9.79%	8.78%	9.55%	9.21%	2.44%	8.64%	16.83%	7.12%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 8.68%	8.14%	8.42%	10.91%	15.79%	29.27%	9.88%	9.90%	7.65%	
ENGINEERING/COMPUTER SCI.	COL% 9.66%	39.39%	19.53%	18.64%	21.05%	19.51%	15.23%	5.94%	15.04%	
MATH & EARTH/PHYSICAL SCI.	COL% 4.86%	7.19%	6.27%	4.55%	1.32%	17.07%	4.53%	3.96%	5.54%	
MISSING/UNCATEGORIZED	COL% 14.26%	10.97%	14.52%	11.36%	11.84%	2.44%	12.76%	18.81%	19.79%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 10123	848	558	220	76	41	243	101	379	

Note: These analyses are based on a selected sample of NH White examinees at this score level and the full population of minority-group examinees at this score level.



TABLE 11.16

PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 550 - 599

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
					50 STATE	ISLAND	OTHER HISP.	OTHER		
HUMANITIES	COL% 16.12%	6.84%	9.92%	10.56%	10.96%	10.71%	13.01%	13.21%	18.91%	
ARCHITECTURE	COL% 1.28%	1.14%	1.02%	1.11%	0.00%	0.00%	1.63%	1.89%	1.55%	
<u>SOCIAL SCIENCES</u> PROF. SCHOOLS	COL% 3.53%	3.08%	3.05%	3.33%	4.11%	10.71%	2.03%	6.60%	2.59%	
EDUCATION/ADMINISTRN/LAW	COL% 10.46%	4.10%	12.47%	10.00%	10.96%	7.14%	6.91%	10.38%	6.48%	
BEHAVIORAL/ACADEMIC	COL% 15.38%	9.58%	16.28%	19.44%	12.33%	0.00%	17.48%	16.98%	13.73%	
ECONOMICS	COL% 1.09%	1.60%	2.54%	0.56%	1.37%	0.00%	2.44%	0.94%	1.04%	
HEALTH & HELPING PROFESSIONS	COL% 10.90%	8.78%	9.16%	9.44%	9.59%	7.14%	6.50%	11.32%	8.03%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 9.06%	8.89%	6.11%	7.78%	12.33%	3.57%	11.79%	7.55%	10.10%	
ENGINEERING/COMPUTER SCI.	COL% 12.48%	38.88%	22.65%	20.00%	24.66%	42.86%	21.14%	14.15%	14.77%	
MATH & EARTH/PHYSICAL SCI.	COL% 5.59%	5.93%	5.60%	4.44%	5.48%	17.86%	3.66%	3.77%	5.44%	
MISSING/UNCATEGORIZED	COL% 14.11%	11.17%	11.20%	13.33%	8.22%	0.00%	13.41%	13.21%	17.36%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 12124	877	393	180	73	28	246	106	386	

Note: These analyses are based on a selected sample of NH White examinees at this score level and the full population of minority-group examinees at this score level.



TABLE 11.17  
 PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 600 - 649

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
					50 STATE	ISLAND	HISP.	OTHER		
HUMANITIES	COL% 15.62%	7.30%	8.37%	11.49%	10.26%	15.38%	12.28%	19.19%	17.07%	
ARCHITECTURE	COL% 1.14%	2.58%	0.80%	0.00%	0.00%	0.00%	1.75%	0.00%	0.91%	
SOCIAL SCIENCES PROF. SCHOOLS	COL% 3.46%	2.72%	3.59%	3.38%	2.56%	0.00%	2.92%	8.08%	2.44%	
EDUCATION/ADMINISTR/LAW	COL% 8.78%	4.29%	9.16%	10.14%	7.69%	7.69%	9.94%	5.05%	5.49%	
BEHAVIORAL/ACADEMIC	COL% 14.47%	9.16%	17.13%	22.97%	12.82%	0.00%	15.20%	14.14%	14.63%	
ECONOMICS	COL% 1.41%	1.29%	0.80%	0.68%	0.00%	0.00%	1.17%	3.03%	2.13%	
HEALTH & HELPING PROFESSIONS	COL% 8.85%	7.58%	6.77%	6.76%	0.00%	7.69%	9.94%	7.07%	4.88%	
BIOLOGICAL/AGRICULTURAL SCI.	COL% 9.79%	9.01%	5.18%	8.78%	20.51%	30.77%	12.28%	12.12%	9.45%	
ENGINEERING/COMPUTER SCI.	COL% 15.81%	35.91%	25.90%	12.84%	23.08%	38.46%	19.88%	9.09%	15.24%	
MATH & EARTH/PHYSICAL SCI.	COL% 6.78%	6.15%	4.78%	7.43%	10.26%	0.00%	5.85%	5.05%	8.54%	
MISSING/UNCATEGORIZED	COL% 13.89%	14.02%	17.53%	15.54%	12.82%	0.00%	8.77%	17.17%	19.21%	
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 12141	699	251	148	39	13	171	99	328	

Note: These analyses are based on a selected sample of NH White examinees at this score level and the full population of minority-group examinees at this score level.

TABLE 11.18

## PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 650 - 699

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				OTHER HISP.	AMER. INDIAN	OTHER
					50 STATE	ISLAND	OTHER HISP.	AMER. INDIAN			
HUMANITIES	COL% 14.78%	6.76%	10.64%	12.77%	3.33%	27.27%	10.14%	15.25%	21.89%		
ARCHITECTURE	COL% 1.32%	2.12%	0.71%	2.13%	0.00%	0.00%	0.72%	0.00%	1.68%		
SOCIAL SCIENCES PROF. SCHOOLS	COL% 3.02%	2.32%	4.26%	3.19%	6.67%	9.09%	5.07%	5.08%	3.37%		
EDUCATION/ADMINISTR/LAW	COL% 6.99%	2.12%	9.22%	5.32%	6.67%	0.00%	3.62%	9.47%	6.06%		
BEHAVIORAL/ACADEMIC	COL% 12.80%	10.23%	12.77%	13.83%	20.00%	0.00%	21.01%	10.17%	14.81%		
ECONOMICS	COL% 1.60%	1.74%	4.26%	1.06%	0.00%	0.00%	3.62%	1.69%	0.67%		
HEALTH & HELPING PROFESSIONS	COL% 6.62%	6.76%	3.55%	3.19%	3.33%	0.00%	9.42%	3.39%	6.06%		
BIOLOGICAL/AGRICULTURAL SCI.	COL% 9.99%	10.62%	5.67%	12.77%	13.33%	9.09%	11.59%	20.34%	4.38%		
ENGINEERING/COMPUTER SCI.	COL% 19.88%	37.64%	30.50%	30.85%	23.33%	27.27%	19.57%	18.64%	15.49%		
MATH & EARTH/PHYSICAL SCI.	COL% 8.78%	7.72%	9.22%	6.38%	10.00%	0.00%	6.52%	3.39%	7.74%		
MISSING/UNCATEGORIZED	COL% 14.23%	11.97%	9.22%	8.51%	13.33%	27.27%	8.70%	13.56%	17.85%		
TOTAL	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	N 11084	518	141	94	30	11	138	59	297		

Note: These analyses are based on a selected sample of NH White examinees, and the full population of minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 11.19

PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 700 - 749

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER
					50 STATE	ISLAND	OTHER HISP.		
HUMANITIES	COL% 13.85%	5.45%	10.00%	13.33%	7.69%	(0/3)	4.76%	7.14%	13.73%
ARCHITECTURE	COL% 1.36%	0.99%	3.33%	2.22%	0.00%	(0/3)	0.00%	3.57%	1.96%
<u>SOCIAL SCIENCES</u>	COL% 2.81%	1.98%	1.67%	4.44%	0.00%	(0/3)	10.71%	14.29%	3.92%
<u>PROF. SCHOOLS</u>	COL% 5.62%	2.23%	13.33%	8.89%	0.00%	(0/3)	4.76%	0.00%	2.61%
EDUCATION/ADMINISTR/LAW	COL% 12.46%	9.16%	18.33%	22.22%	30.77%	(0/3)	20.24%	7.14%	15.69%
BEHAVIORAL/ACADEMIC	COL% 1.83%	1.98%	0.00%	0.00%	0.00%	(0/3)	0.00%	7.14%	4.58%
ECONOMICS	COL% 5.15%	7.18%	5.00%	4.44%	0.00%	(0/3)	4.76%	3.57%	7.19%
HEALTH & HELPING PROFESSIONS	COL% 9.67%	10.40%	8.33%	8.89%	23.08%	(2/3)	10.71%	10.71%	5.88%
BIOLOGICAL/AGRICULTURAL SCI.	COL% 23.25%	38.86%	23.33%	13.33%	15.39%	(0/3)	29.76%	25.00%	21.57%
ENGINEERING/COMPUTER SCI.	COL% 10.26%	9.41%	3.33%	11.11%	0.00%	(1/3)	4.76%	14.29%	7.19%
MATH & EARTH/PHYSICAL SCI.	COL% 13.74%	12.38%	13.33%	11.11%	23.08%	(0/3)	9.52%	7.14%	15.69%
MISSING/UNCATEGORIZED	COL% 100.00%	100.00%	100.00%	100.00%	100.00%	(3/3)	100.00%	100.00%	100.00%
TOTAL	N 8138	404	60	45	13	3	84	28	153

Note: These analyses are based on a selected sample of NH White examinees, and the full population of minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 11.20  
 PERCENT DISTRIBUTION OF GRADUATE MAJOR WITHIN RACIAL/ETHNIC GROUPS: GRE ANALYTICAL IN THE RANGE OF 750 - 800

	N:	WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN			AMER. INDIAN	OTHER
						50 STATE	ISLAND	HISP.		
HUMANITIES	COL%	12.18%	4.95%	3.70%	4.55%	(0/3)	(1/2)	6.25%	9.09%	22.09%
ARCHITECTURE	COL%	0.85%	1.06%	0.00%	4.55%	(0/3)	(0/2)	0.00%	0.00%	2.33%
SOCIAL SCIENCES PROF. SCHOOLS	COL%	2.28%	2.47%	0.00%	0.00%	(0/3)	(0/2)	4.17%	4.55%	1.16%
EDUCATION/ADMINISTR/LAW	COL%	4.38%	2.83%	3.70%	4.55%	(0/3)	(0/2)	6.25%	0.00%	1.16%
BEHAVIORAL/ACADEMIC	COL%	9.77%	4.59%	11.11%	9.09%	(0/3)	(0/2)	14.58%	4.55%	6.40%
ECONOMICS	COL%	2.36%	1.41%	11.11%	4.55%	(0/3)	(0/2)	0.00%	9.09%	2.91%
HEALTH & HELPING PROFESSIONS	COL%	3.27%	2.12%	7.41%	9.09%	(0/3)	(0/2)	2.08%	0.00%	2.91%
BIOLOGICAL/AGRICULTURAL SCI.	COL%	0.86%	10.95%	3.70%	13.64%	(0/3)	(1/2)	8.33%	4.55%	5.81%
ENGINEERING/COMPUTER SCI.	COL%	27.31%	37.81%	33.33%	13.64%	(0/3)	(0/2)	35.42%	31.82%	20.35%
MATH & EARTH/PHYSICAL SCI.	COL%	13.75%	13.78%	7.41%	13.64%	(2/3)	(0/2)	10.42%	9.09%	14.53%
MISSING/UNCATEGORIZED	COL%	13.98%	18.02%	18.52%	22.73%	(1/3)	(0/2)	12.50%	27.27%	20.35%
TOTAL	COL%	100.00%	100.00%	100.00%	100.00%	(3/3)	(2/2)	100.00%	100.00%	100.00%
	N	6938	283	27	22	3	2	48	22	172

Note: These analyses are based on a selected sample of NH White examinees, and the full population of minority-group examinees at this score level. When the group size falls below a value of 10, the frequency is given as a ratio ( $f/N$ ) where  $f$  is the count for that cell and  $N$  is the group size.

TABLE 12

PERCENT ASPIRING TO A PH.D. OR POSTDOCTORAL STUDY WITHIN SCORE LEVEL AND RACE/ETHNICITY

GRE SCORE	PUERTO RICAN										TOTAL
	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	50 STATE	ISLAND	OTHER HISP.	AMER. INDIAN	OTHER		
Verbal											
500 - 549	39.32%	42.93%	55.97%	51.99%	54.00%	61.54%	47.48%	46.90%	50.60%		
550 - 599	44.91%	50.59%	56.09%	52.12%	56.90%	(4/4)	57.46%	51.32%	52.63%		
600 - 649	49.75%	57.14%	59.02%	64.08%	63.33%	(2/6)	58.39%	49.25%	56.59%		
650 - 699	54.51%	58.90%	66.98%	67.92%	78.95%	(3/3)	72.00%	62.90%	61.79%		
700 - 749	57.79%	64.47%	64.00%	75.86%	50.00%	(0/1)	66.00%	55.18%	59.68%		
750 - 800	62.35%	67.90%	80.00%	60.00%	(2/2)	(0/0)	35.71%	70.00%	65.05%		
Quantitative											
500 - 549	38.10%	37.09%	48.96%	41.07%	51.86%	41.17%	40.84%	45.93%	49.42%		
550 - 599	42.19%	36.41%	52.71%	51.76%	48.10%	45.45%	44.44%	42.39%	47.31%		
600 - 649	44.63%	38.79%	50.68%	47.50%	53.45%	63.83%	52.18%	36.62%	48.51%		
650 - 699	46.48%	40.40%	39.90%	39.42%	52.50%	48.39%	50.34%	52.72%	50.82%		
700 - 749	47.05%	43.12%	56.60%	50.82%	52.00%	60.00%	51.36%	52.50%	58.00%		
750 - 800	53.08%	53.73%	65.52%	50.00%	69.23%	(2/2)	53.48%	57.14%	63.03%		
Analytic											
500 - 549	38.69%	42.69%	52.33%	39.09%	53.95%	51.22%	44.86%	43.56%	45.38%		
550 - 599	41.92%	44.35%	50.89%	48.89%	52.06%	53.58%	53.66%	42.46%	50.00%		
600 - 649	43.97%	45.92%	51.79%	48.65%	61.53%	53.85%	53.80%	51.51%	57.02%		
650 - 699	47.41%	51.93%	58.86%	56.38%	53.33%	72.73%	47.10%	47.45%	56.23%		
700 - 749	50.30%	57.67%	50.00%	60.00%	61.54%	(3/3)	57.14%	64.28%	60.78%		
750 - 800	56.49%	55.12%	74.07%	77.28%	(3/3)	(1/2)	58.34%	63.64%	68.02%		
Whole Population Collapsed Across Score Levels											
Non-Foreign, V or Q > 500 <sup>a</sup>	42.45%	42.43%	51.30%	46.90%	52.48%	51.23%	47.90%	47.84%	51.10%	42.96%	
U.S. Citizens, V & Q 200-800 <sup>b</sup>	37.84%	40.19%	37.85%	34.89%	46.56%	41.95%	41.95%	41.65%	49.13%	38.23%	

Note: Unless otherwise indicated, percentages are based on a sample that differs from the full population of U.S. citizens and resident aliens in that only 50% of non-Hispanic White examinees in the intervals 500-699 were selected. Percentages are based on the full population of U.S. citizens and resident aliens having a score above 500 on either GRE-V or GRE-Q in 1986-87. Percentages are based on all GRE examinees in 1986-87 who were U.S. citizens, regardless of score.



TABLE 13

MEAN AND STANDARD DEVIATION OF YEAR IN WHICH RECEIVED BACHELOR'S DEGREE WITHIN SCORE LEVELS AND RACIAL/ETHNIC GROUPS

		NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				OTHER HISP.	AMER. INDIAN	OTHER
						50 STATE	ISLAND	50 STATE	ISLAND			
Verbal												
500 - 549	MEAN	83.431	84.768	82.623	83.267	83.835	84.000	84.000	84.053	82.669	83.455	
	S.D.	5.584	4.007	5.957	5.546	5.518	4.637	4.637	5.028	6.258	5.230	
550 - 599	MEAN	83.053	84.693	82.926	84.101	82.544	81.750	83.919	82.613	82.613	83.262	
	S.D.	5.923	4.103	5.705	4.488	6.116	5.826	4.626	6.091	6.091	5.056	
600 - 649	MEAN	82.971	84.652	82.405	83.792	84.069	83.250	83.679	80.615	80.615	83.140	
	S.D.	5.988	4.230	6.064	4.178	4.727	5.356	4.764	7.306	7.306	5.087	
650 - 699	MEAN	82.420	84.555	82.525	84.196	84.053	81.000	83.268	82.362	82.362	82.415	
	S.D.	6.435	4.733	5.586	4.640	4.628	3.000	6.039	6.614	6.614	6.332	
700 - 749	MEAN	81.702	84.665	79.936	82.107	86.417	81.000	83.060	80.519	80.519	82.261	
	S.D.	6.823	4.007	7.736	6.079	0.640	0.000	7.433	9.195	9.195	6.338	
750 - 800	MEAN	80.861	84.373	78.000	84.333	87.000	----- <sup>b</sup>	81.462	83.900	83.900	82.323	
	S.D.	7.287	4.114	8.260	2.981	0.000	-----	3.915	2.982	2.982	5.726	
Quantitative												
500 - 549	MEAN	82.742	83.736	83.771	83.528	84.117	85.469	84.513	82.528	82.528	82.805	
	S.D.	6.030	4.905	5.240	4.864	3.855	3.155	3.836	5.803	5.803	5.877	
550 - 599	MEAN	83.189	83.798	83.981	84.221	84.390	85.159	84.084	83.705	83.705	83.376	
	S.D.	5.577	5.079	4.532	4.247	4.441	3.630	4.681	5.771	5.771	4.902	
600 - 649	MEAN	83.426	83.937	84.229	84.852	85.411	84.289	84.621	84.485	84.485	83.281	
	S.D.	5.464	4.790	4.567	3.547	2.242	5.227	4.091	3.619	3.619	4.795	
650 - 699	MEAN	83.885	84.156	84.851	84.723	84.842	85.419	84.693	84.180	84.180	83.187	
	S.O.	4.961	4.178	4.067	3.506	4.452	4.241	3.672	4.362	4.362	5.430	
700 - 749	MEAN	84.227	84.735	84.510	85.356	85.583	85.571	84.800	84.444	84.444	84.154	
	S.D.	4.697	3.862	4.470	3.588	3.108	1.801	4.235	5.356	5.356	4.184	
750 - 800	MEAN	84.492	85.035	85.792	85.353	86.077	86.000	84.535	84.464	84.464	84.490	
	S.D.	4.560	3.353	2.700	4.079	2.401	1.000	4.936	4.621	4.621	3.933	



TABLE 13 (CONTINUED)

MEAN AND STANDARD DEVIATION OF YEAR IN WHICH RECEIVED BACHELOR'S DEGREE WITHIN SCORE LEVELS AND RACIAL/ETHNIC GROUPS

		PUERTO RICAN									
		NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	50 STATE	ISLAND	OTHER HISP.	AMER. INDIAN	OTHER	
Analytic	500 - 549	MEAN	82.313	84.334	83.514	83.549	84.137	85.244	83.707	82.742	83.306
		S.D.	6.369	4.372	5.063	4.863	4.775	3.168	5.420	6.390	4.580
550 - 599		MEAN	82.930	84.637	84.590	84.587	84.743	84.385	84.760	82.869	83.397
		S.D.	5.897	3.741	4.460	3.715	3.307	5.016	3.403	5.935	5.416
600 - 649		MEAN	83.606	84.812	85.009	85.036	85.649	86.273	85.012	83.758	83.548
		S.D.	5.263	3.658	3.380	3.851	2.570	1.710	3.558	4.658	4.970
650 - 699		MEAN	84.048	85.338	84.912	85.135	86.167	83.091	84.500	85.077	84.192
		S.D.	4.812	3.212	4.034	3.445	1.440	7.192	4.022	2.960	4.038
700 - 749		MEAN	84.486	85.911	84.466	85.886	86.154	87.000	85.590	85.769	84.265
		S.D.	4.304	2.028	3.616	2.047	2.381	0.000	2.301	2.258	4.711
750 - 800		MEAN	84.918	86.063	85.571	86.000	86.333	85.500	84.979	85.900	84.711
		S.D.	3.797	2.104	2.106	1.604	0.943	0.500	5.510	1.895	3.937
Whole Population Collapsed Across Score Levels											
Non-Foreign, V or q ≥ 500 <sup>a</sup>		MEAN	83.086	84.202	83.343	83.835	84.137	84.949	84.099	82.648	83.202
		S.D.	5.879	4.498	5.499	4.800	4.687	4.073	4.759	6.331	5.172
		N	109514	5307	2484	1054	388	234	1349	566	2297
U.S. Citizens, V & q 200-800 <sup>b</sup>		MEAN	82.79	83.81	81.93	82.84	83.83	83.83	83.53	81.96	82.99
		N	147466	4777	9324	2226	1661	1902	1023	2456	2456

Note: Unless otherwise indicated, percentages are based on a sample that differs from the full population of U.S. citizens and resident aliens in the 1986-87 administration with GRE-V or GRE-Q above 500 in that only 50% of non-Hispanic White examinees in the intervals 500-699 were selected. Percentages are based on the full population of U.S. citizens and resident aliens having a score above 500 on either GRE-V or GRE-Q in 1986-87. Percentages are based on all GRE examinees in 1986-87 who were U.S. citizens, regardless of score. There were no students at this level.





TABLE 14

MEAN AND STANDARD DEVIATION OF UNDERGRADUATE GRADE POINT AVERAGE IN EXAMINEE'S MAJOR FIELD OF STUDY (COVER ALL YEARS) WITHIN SCORE LEVELS AND RACIAL/ETHNIC GROUPS

		PUERTO RICAN									
		NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	50 STATE	ISLAND	OTHER HISP.	AMER. INDIAN	OTHER	
<b>Verbal</b>											
500 - 549	MEAN	3.3263	3.2305	3.0946	3.1796	3.2120	3.6500	3.2943	3.3063	3.2545	
	S.D.	0.5255	0.5425	0.5545	0.5584	0.5740	0.4979	0.4975	0.4771	0.5809	
550 - 599	MEAN	3.3962	3.2936	3.0452	3.3227	3.1804	3.5125	3.2854	3.2083	3.3482	
	S.D.	0.5205	0.5250	0.5200	0.4882	0.5149	0.5667	0.5178	0.5033	0.5376	
600 - 649	MEAN	3.4433	3.3493	3.1356	3.3149	3.2690	3.8500	3.4037	3.3156	3.3381	
	S.D.	0.5133	0.5415	0.6051	0.4930	0.5802	0.1500	0.5044	0.4947	0.5867	
650 - 699	MEAN	3.4887	3.4175	3.1953	3.4151	3.5263	3.0000	3.5116	3.4550	3.4007	
	S.D.	0.4953	0.5176	0.5592	0.4732	0.4494	0.8165	0.4708	0.5829	0.5415	
700 - 749	MEAN	3.5326	3.4744	3.2021	3.4966	3.5667	3.7000	3.5735	3.2552	3.5228	
	S.D.	0.4836	0.5398	0.5426	0.4745	0.4190	0.0000	0.4462	0.7994	0.4993	
750 - 800	MEAN	3.5841	3.5612	3.4214	3.5200	4.0000	----- <sup>e</sup>	3.7214	3.4111	3.5042	
	S.D.	0.4633	0.4392	0.3726	0.4936	0.0000	-----	0.3949	0.4677	0.5060	
<b>Quantitative</b>											
500 - 549	MEAN	3.3109	3.1232	3.0365	3.0555	3.1421	3.3412	3.2155	3.1641	3.2740	
	S.D.	0.5294	0.5507	0.5750	0.5877	0.5660	0.5435	0.5352	0.5592	0.5516	
550 - 599	MEAN	3.3405	3.1295	3.0088	3.1682	3.2645	3.3341	3.1764	3.2278	3.2630	
	S.D.	0.5342	0.5496	0.5823	0.5835	0.5162	0.5063	0.5768	0.5556	0.5399	
600 - 649	MEAN	3.3633	3.1479	3.0110	3.2627	3.1897	3.3872	3.2322	3.2775	3.2567	
	S.D.	0.5312	0.5526	0.6061	0.5060	0.5271	0.6222	0.5451	0.4996	0.6008	
650 - 699	MEAN	3.3899	3.2178	3.0215	3.1801	3.1128	3.4710	3.2545	3.3392	3.3389	
	S.D.	0.5310	0.5380	0.5832	0.5506	0.3784	0.4834	0.5301	0.6110	0.5545	
700 - 749	MEAN	3.4112	3.2989	3.0633	3.2590	3.1880	3.5533	3.3151	3.2865	3.3707	
	S.D.	0.5185	0.5286	0.5640	0.6203	0.5624	0.8816	0.5263	0.6014	0.5449	
750 - 800	MEAN	3.5256	3.4350	3.0877	3.4250	3.3692	3.8500	3.4824	3.4000	3.4224	
	S.D.	0.4936	0.5280	0.5341	0.6326	0.5676	0.1500	0.4841	0.5657	0.5718	



TABLE 14 (CONTINUED)  
 MEAN AND STANDARD DEVIATION OF UNDERGRADUATE GRADE POINT AVERAGE IN EXAMINEE'S MAJOR FIELD OF STUDY  
 (OVER ALL YEARS) WITHIN SCORE LEVELS AND RACIAL/ETHNIC GROUPS

Analytic		NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
						50 STATE	ISLAND	HISP.	OTHER		
500 - 549	MEAN	3.3038	3.1967	2.9908	3.1284	3.1680	3.4951	3.2408	3.2798	3.2476	
	S.D.	0.5347	0.5415	0.5857	0.5281	0.5465	0.5446	0.5527	0.5536	0.5614	
550 - 599	MEAN	3.3458	3.2172	3.0776	3.2352	3.2778	3.4464	3.2884	3.2606	3.2934	
	S.D.	0.5272	0.5411	0.5801	0.5225	0.5289	0.4807	0.4994	0.5739	0.5542	
600 - 649	MEAN	3.3887	3.2836	3.1155	3.2883	3.3231	3.7538	3.3235	3.2662	3.3242	
	S.D.	0.5217	0.5417	0.5531	0.5279	0.4458	0.3478	0.5030	0.5825	0.5595	
650 - 699	MEAN	3.4289	3.3554	3.1149	3.2989	3.2276	3.9455	3.3200	3.2655	3.4341	
	S.D.	0.5134	0.5369	0.5971	0.5922	0.5638	0.1157	0.5293	0.6045	0.5636	
700 - 749	MEAN	3.4822	3.4090	3.1102	3.4750	3.4000	2.1000	3.4614	3.3704	3.3946	
	S.D.	0.4960	0.5018	0.5294	0.4498	0.3783	1.2675	0.5188	0.5442	0.5382	
750 - 800	MEAN	3.5568	3.4848	3.3000	3.4045	3.6667	3.7000	3.4312	3.4524	3.5055	
	S.D.	0.4744	0.5408	0.5423	0.4487	0.4714	0.0000	0.4908	0.4757	0.4907	

Whole Population Collapsed Across Score Levels

Non-Foreign,	MEAN	3.3590	3.2361	3.0441	3.1727	3.2003	3.4136	3.2623	3.2380	3.3138
V or Q $\geq$ 500*	S.D.	0.5298	0.5519	0.5733	0.5639	0.5368	0.5706	0.5424	0.5620	0.5599
N		5558	2565	1083	396	242	1379	587	2327	

Note: Unless otherwise indicated, percentages are based on a sample that differs from the full population of U.S. citizens and resident aliens in the 1986-87 administration with GRE-V or GRE-Q above 500 in that only 50% of non-Hispanic White examinees in the intervals 500-699 were selected. No information is presented here on this variable for all GRE examinees in 1986-87 who were U.S. citizens, regardless of score, because the corresponding Data Summary Report does not include means for undergraduate grade-point average.

\*Percentages are based on the full population of U.S. citizens and resident aliens having a score above 500 on either GRE-V or GRE-Q in 1986-87.

<sup>b</sup>There were no students at this level.

TABLE 15

MEAN AND STANDARD DEVIATION OF UNDERGRADUATE GRADE-POINT AVERAGE IN THE LAST TWO YEARS WITHIN SCORE LEVELS AND RACIAL/ETHNIC GROUPS

		PUERTO RICAN									
		NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	50 STATE	ISLAND	OTHER HISP.	AMER. INDIAN	OTHER	
Verbal											
500 - 549	MEAN	3.3651	3.2687	3.1414	3.1967	3.2030	3.6538	3.2829	3.3126	3.2752	
	S.D.	0.5068	0.5064	0.5406	0.5437	0.5755	0.4107	0.5098	0.5197	0.5650	
550 - 599	MEAN	3.4236	3.3287	3.0719	3.3706	3.2632	3.5125	3.3183	3.2944	3.3518	
	S.D.	0.4999	0.5068	0.5250	0.5166	0.5766	0.5667	0.5102	0.4956	0.5069	
600 - 649	MEAN	3.4644	3.3784	3.1503	3.3480	3.2241	3.6750	3.3970	3.3266	3.4007	
	S.D.	0.4895	0.4951	0.5590	0.4566	0.6442	0.4085	0.4984	0.5170	0.4971	
650 - 699	MEAN	3.4970	3.4330	3.1619	3.3827	3.3789	3.5667	3.5716	3.3983	3.4511	
	S.D.	0.4755	0.4903	0.5507	0.4344	0.4479	0.4190	0.4313	0.6910	0.5162	
700 - 749	MEAN	3.5343	3.4675	3.2229	3.4966	3.2917	3.0000	3.5571	3.4448	3.5089	
	S.D.	0.4583	0.4778	0.5421	0.4522	0.5346	0.0000	0.4189	0.5049	0.5069	
750 - 800	MEAN	3.5840	3.5662	3.4929	3.3500	3.8500	----- <sup>b</sup>	3.7714	3.3444	3.5219	
	S.D.	0.4523	0.3978	0.3807	0.4272	0.1500	-----	0.3990	0.5377	0.4590	
Quantitative											
500 - 549	MEAN	3.3456	3.1625	3.0669	3.1287	3.1783	3.3917	3.2334	3.2335	3.3394	
	S.D.	0.5121	0.5344	0.5433	0.5814	0.5857	0.5088	0.5126	0.5776	0.5279	
550 - 599	MEAN	3.3749	3.1341	3.0940	3.2179	3.1882	3.3727	3.1945	3.2989	3.3350	
	S.D.	0.5116	0.5451	0.5537	0.5687	0.5296	0.5127	0.5485	0.5394	0.5203	
600 - 649	MEAN	3.3899	3.2052	3.0079	3.2367	3.1569	3.4851	3.2757	3.2465	3.3141	
	S.D.	0.5052	0.5041	0.5743	0.5096	0.4742	0.4749	0.5406	0.5178	0.5451	
650 - 699	MEAN	3.4184	3.2541	3.0975	3.1824	3.1410	3.4484	3.3221	3.3100	3.3116	
	S.D.	0.5000	0.5243	0.5222	0.6054	0.5754	0.4885	0.5089	0.6503	0.5638	
700 - 749	MEAN	3.4440	3.3232	3.1748	3.3426	3.3080	3.5000	3.3636	3.2324	3.3971	
	S.D.	0.4941	0.5039	0.5256	0.5562	0.4987	0.6583	0.5105	0.6731	0.4847	
750 - 800	MEAN	3.5345	3.4694	3.1211	3.4528	3.2692	3.8500	3.5071	3.2857	3.4283	
	S.D.	0.4738	0.4843	0.5834	0.5036	0.5621	0.1500	0.4865	0.7308	0.5394	

TABLE 15 (CONTINUED)

MEAN AND STANDARD DEVIATION OF UNDERGRADUATE GRADE-POINT AVERAGE IN THE LAST TWO YEARS WITHIN SCORE LEVELS AND RACIAL/ETHNIC GROUPS

	NH WHITE	ASIAN AMER.	NH BLACK	MEXICAN AMER.	PUERTO RICAN				AMER. INDIAN	OTHER
					50	STATE	ISLAND	HISP.		
Analytic										
500 - 549	MEAN S.D.	3.3457 0.5133	3.2334 0.5172	3.0393 0.5403	3.1774 0.5528	3.2453 0.5693	3.2681 0.5623	3.2758 0.6165	3.2831 0.5558	
550 - 599	MEAN S.D.	3.3772 0.5106	3.2466 0.5273	3.0953 0.5424	3.2894 0.5150	3.1761 0.5892	3.2925 0.5260	3.2650 0.5926	3.3464 0.5160	
600 - 649	MEAN S.D.	3.4188 0.4971	3.3162 0.5167	3.1606 0.5296	3.2729 0.5102	3.3026 0.4440	3.3435 0.5214	3.3547 0.5275	3.3305 0.5189	
650 - 699	MEAN S.D.	3.4449 0.4931	3.3676 0.4945	3.1079 0.5570	3.3106 0.5599	3.2552 0.5315	3.3644 0.4715	3.2138 0.6050	3.4560 0.5158	
700 - 749	MEAN S.D.	3.4913 0.4743	3.4415 0.4800	3.1847 0.4839	3.4250 0.4941	3.2462 0.4254	3.4843 0.4781	3.3704 0.4713	3.3732 0.5250	
750 - 800	MEAN S.D.	3.5571 0.4563	3.5121 0.4501	3.2778 0.5600	3.2591 0.4821	3.5667 0.4190	3.5229 0.4597	3.2286 0.7685	3.5367 0.4088	
Whole Population Collapsed Across Score Levels										
Non-Foreign, V or Q ≥ 500*	MEAN S.D.	3.3885 0.5080	3.2673 0.5280	3.0861 0.5532	3.2085 0.5603	3.1980 0.5500	3.4640 0.5289	3.2756 0.5766	3.3466 0.5334	
N		5555	2562	1083	396	241	586	2330		

Note: Unless otherwise indicated, percentages are based on a sample that differs from the full population of U.S. citizens and resident aliens in the 1986-87 administration with GRE-V or GRE-Q above 500 in that only 50% of non-Hispanic White examinees in the intervals 500-699 were selected. No information is presented here on this variable for all GRE examinees in 1986-87 who were U.S. citizens, regardless of score, because the corresponding Data Summary Report does not include means for undergraduate grade-point average.

\*Percentages are based on the full population of U.S. citizens and resident aliens having a score above 500 on either GRE-V or GRE-Q in 1986-87.

<sup>b</sup>There were no students at this level.