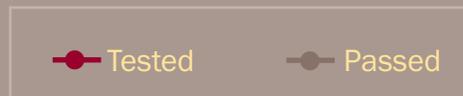
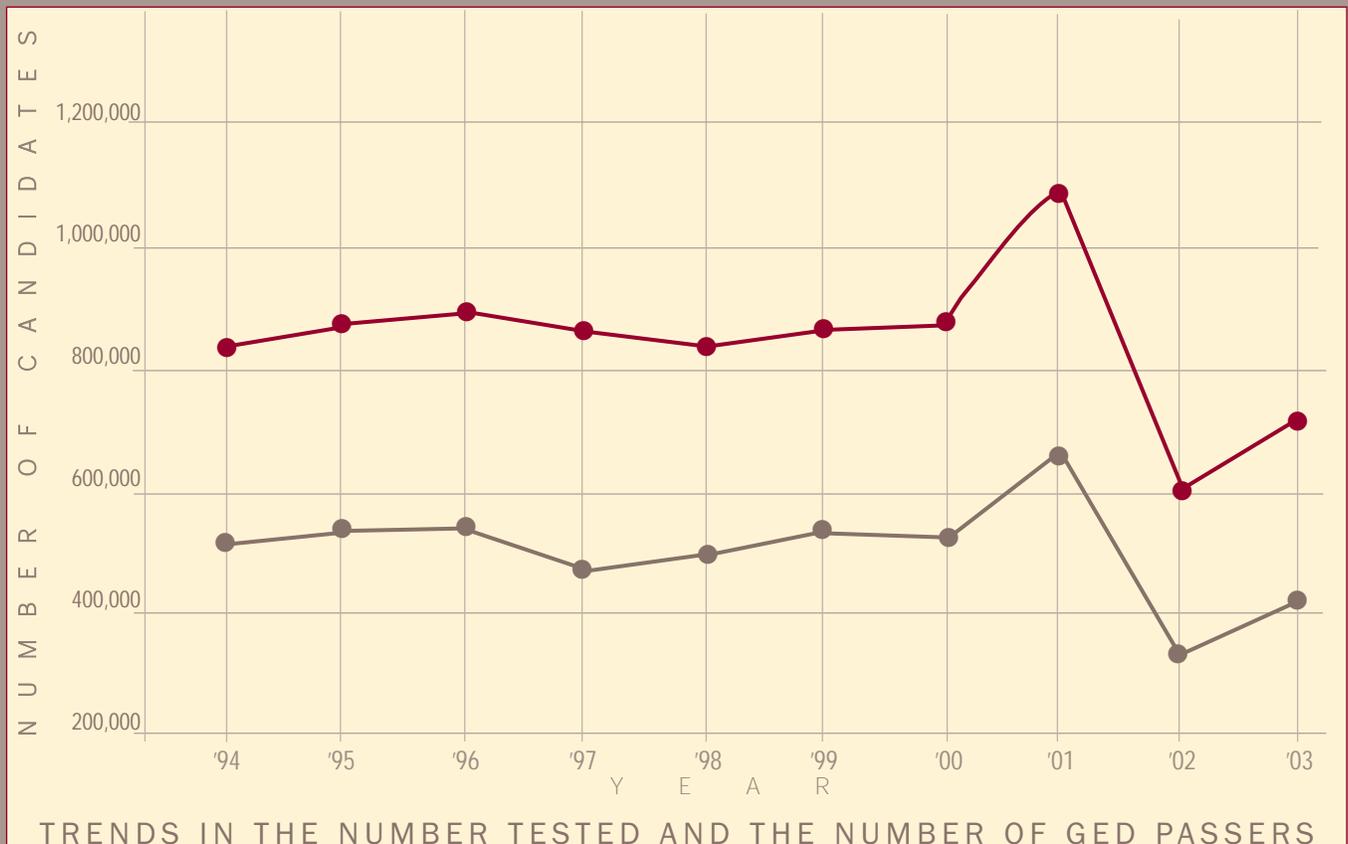


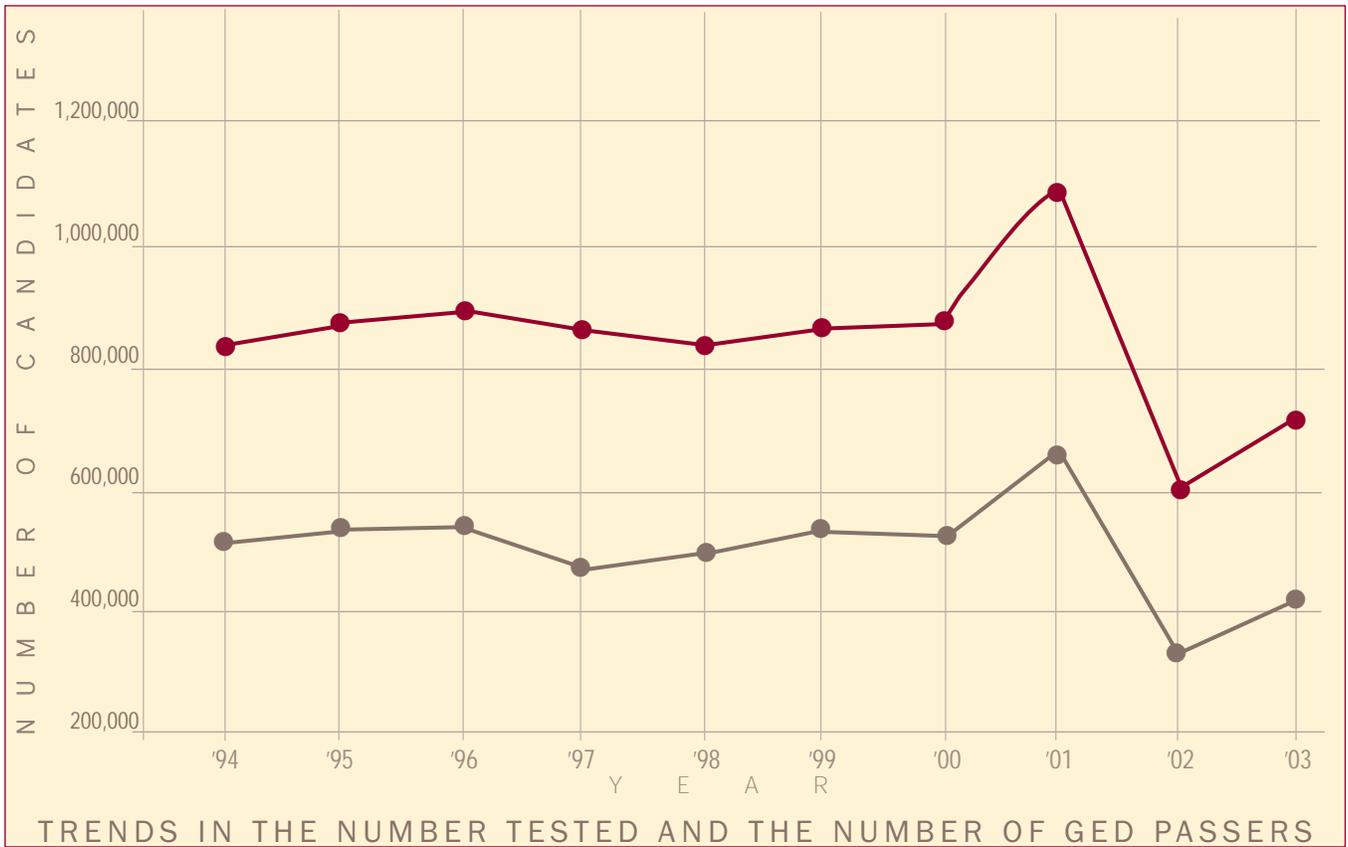
WHO PASSED THE GED TESTS?

2003 STATISTICAL REPORT



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2003 STATISTICAL REPORT



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Letter from the ACE President

The American Council on Education (ACE), the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through representation, leadership, and service. One of ACE's key areas of service is lifelong learning—providing programs to ensure the validity of nontraditional learning and promote adult access to and success in postsecondary education and the workforce.

The tens of millions of adults in America without a high school diploma represent a social challenge that intensifies each year as society demands a more highly skilled and educated workforce. Rather than a final goal, a high school diploma is a launching point for each individual and critical to the success of our larger community.

ACE is proud of its 60-year history of hosting the General Educational Development (GED) Testing Service, which serves as a cornerstone of ACE's programs that promote access. Passing the GED Tests provides adults with an opportunity to earn their jurisdiction's or state's high school credential and move forward to pursue further education and training and better jobs, and to serve as role models for their families and generations to come.

This annual *Statistical Report* shares the successful results of GED Testing conducted in 2003, the second year of the 2002 Series GED Tests. ACE salutes the many GED Administrators, Examiners, and staff members who deliver the program and administer the tests at the local level, and applauds the 412,044 adults who passed the tests in 2003!



David Ward
President, American Council on Education

On the Cover, by the GED Executive Director

Joan Chikos Auchter

An upward shift in the number of GED candidates occurred in 2003! More than 100,000 additional candidates participated in the GED Testing program compared to 2002. This means that more than 700,000 adults took the GED Tests in 2003, an increase of 16.7 percent over the 603,019 GED candidates in 2002.

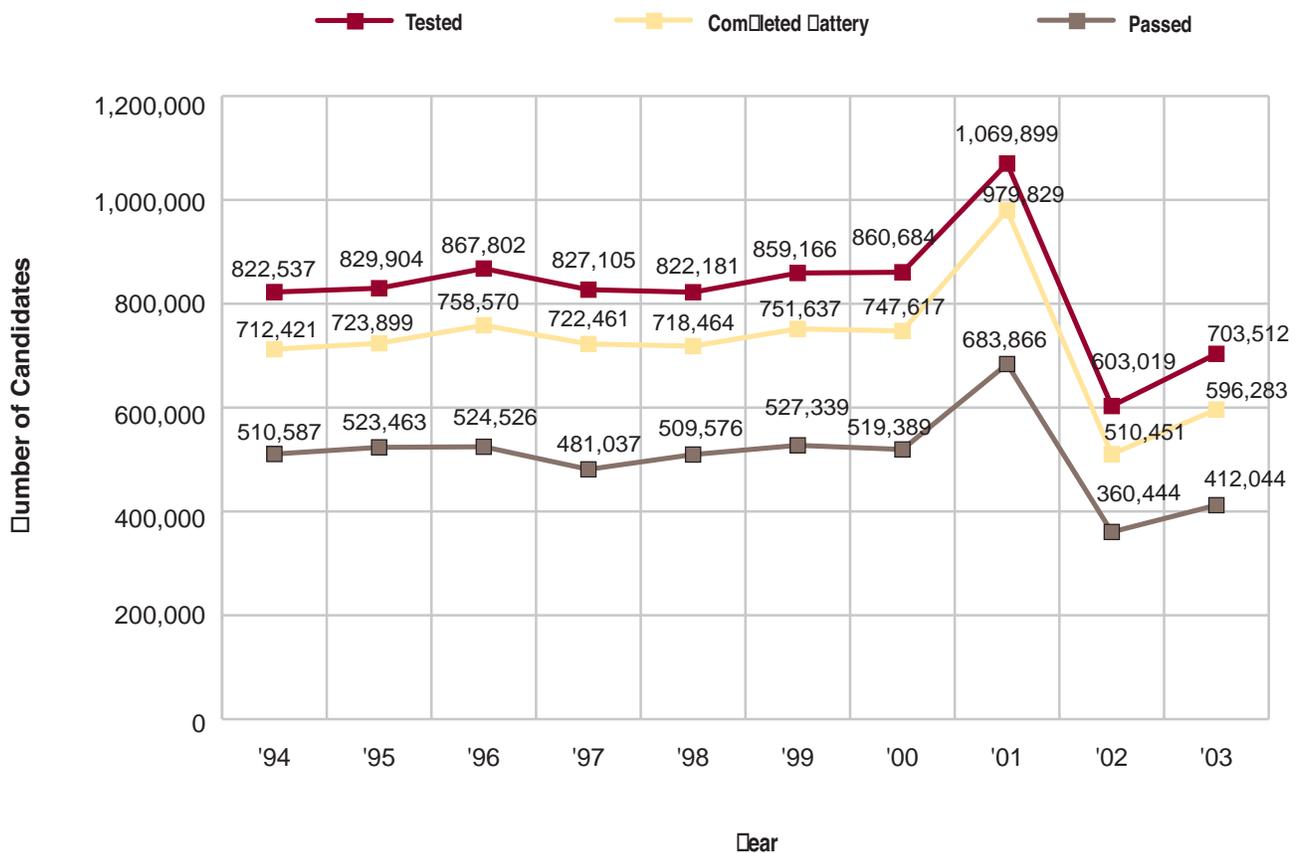
While No Child Left Behind (NCLB) legislation highlights the critical need for all students to complete their high school education, Census 2000 data report that more than 34 million adults in the United States over the age of 18 lack a high school diploma. Even though those 100,000 additional candidates in 2003 are a striking increase, a review of the trend over the past 10 years indicates that the number of candidates remains

lower than the years prior to the end of the 1988 Series GED Tests.

Such fluctuations in the number of GED candidates have occurred in prior years. When the GED Testing Service increased the passing standard for 1997, there was an anticipated increase in the number of candidates in 1996 prior to the introduction of the new standards. In 1997, as expected, the number of candidates taking and passing the tests decreased. The chart below shows a 5 percent increase in 1996 and a 5 percent decrease in 1997 of test takers.

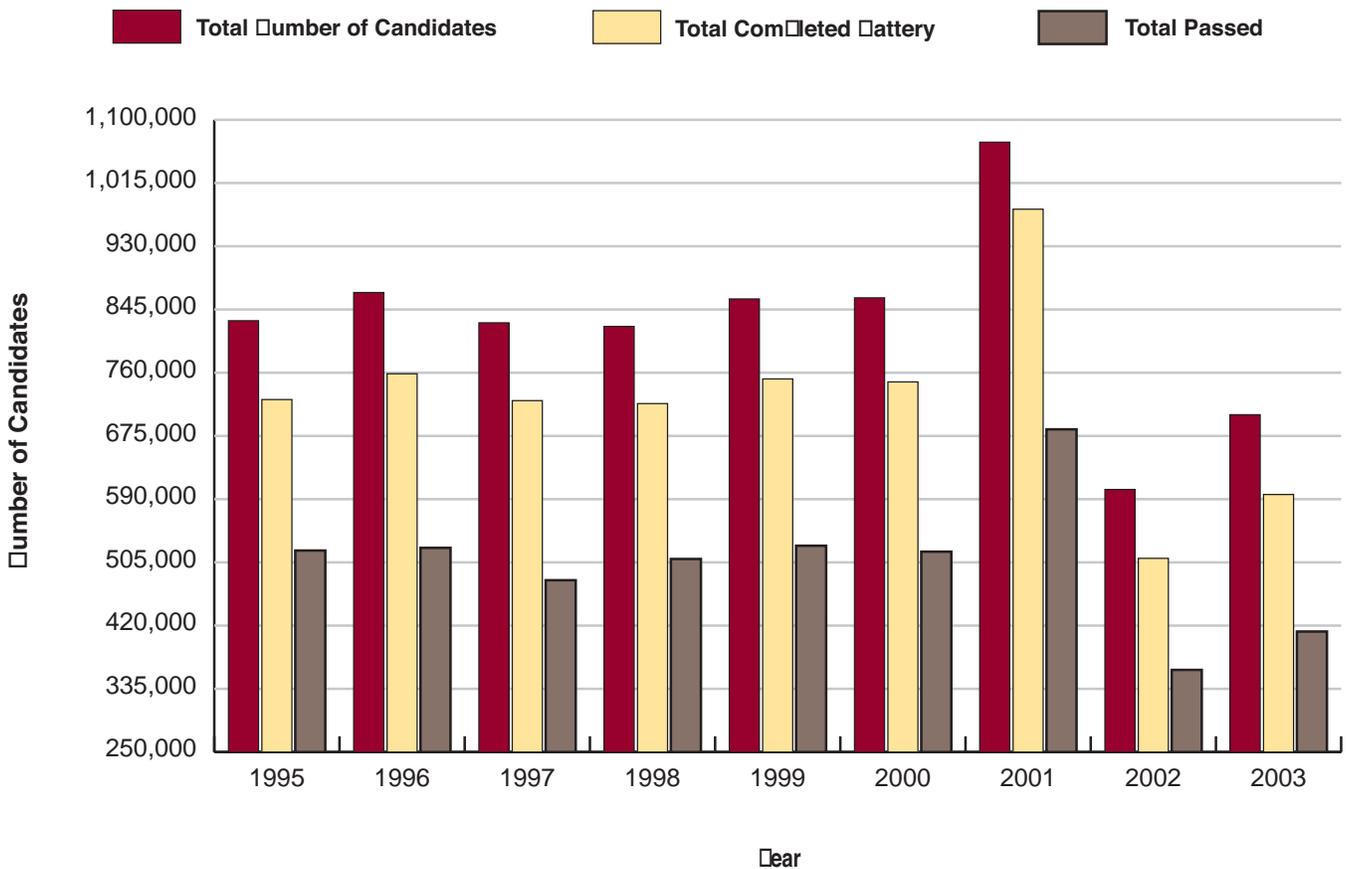
With the introduction of the 2002 Series GED Tests in January 2002, a similar, but greatly magnified pattern emerged. Exhibit 12 on page 41 shows that 657,239, the total number of candidates *who took the tests* in the United

Trends in the Number of GED Candidates Who Tested, Completed, and Passed the GED Tests: 1994–2003



Source: 2003 GED Testing Service Data.

Tracking the Numbers: 1995–2003



States in 2003, was slightly higher than the 650,574 candidates *who passed the tests* in 2001.

The magnitude of the trend is attributable in part to different events. A successful large-scale outreach campaign was conducted in 2001. From direct mailings to billboards and radio spots, adults were alerted that they needed to successfully complete all of the 1988 Series GED Tests before December 31, 2001, or start the complete test battery again in 2002. It is generally agreed that this produced an unparalleled effect. More than 1 million adults—a record number—took the tests in 2001. With this substantial increase, the residual effect for 2002 was predictable: The number of GED candidates taking the tests dropped by more than 43 percent to the smallest number in 10 years.

Through 2003, the second year of the new test series, the trend is positive once again. Ten states were responsible for approximately 50 percent of the 387,470 U.S. candidates who passed the tests: Texas (34,228), Florida (25,536), California (25,163), New York (23,618), Georgia (17,280), Illinois (15,417), Ohio (15,218), Pennsylvania (13,269), Washington (11,670), and Michigan (10,834). Although the number of adults who passed the GED Tests in 2003

remained below the 2000 count on a national basis, two states realized a slight increase from 2000 to 2003: Wyoming (3.2 percent) and Alabama (1.5 percent). An additional three states are within 5 percent of meeting the 2000 number: West Virginia (-2.5 percent), Georgia (-4.2 percent), and Minnesota (-5 percent).

There is reason to believe that the upward trend will continue. Candidates who took the 2002 Series GED Tests in the first two years have told other potential candidates about their successes. Many GED Examiners and instructional providers believed that many adults were waiting to hear about the changes from those candidates who first went through the doors to take the tests. More directly, the GED Testing Service is working with the jurisdictional administrators to evaluate their Official GED Test Centers' levels of operation to determine whether, based on the needs of their citizens, there should be more opportunities to take the tests. Some states, such as Georgia, are opening Official GED Testing Centers in facilities that are traditionally open in evenings and on weekends, such as libraries.

ARE ADULTS HAVING MORE DIFFICULTY IN PASSING THE 2002 SERIES GED TESTS?

With a second year of data, we can begin to answer one of the most important questions of interest to candidates, program staff, policy makers, and researchers: Are the 2002 Series GED Tests more challenging for adults than the previous tests?

The GED Testing Service raised the minimum passing score for the 2002 GED Tests, based on the performance of a nationally stratified random sample of 15,000 graduating high school seniors. For the 1988 Series GED Tests, the passing score was raised in 1997 so that 33.0 percent of the graduating seniors would not pass the GED Tests. For the 2002 series tests, this minimum score requirement for passing the tests was raised to 40.0 percent. In other words, the passing standard is demanding. Only six out of 10 graduating seniors would pass this series of GED Tests.

During the first year of the new series administration (2002), 70.6 percent of the U.S. candidates met the score requirement and passed the tests. In 2003, the U.S. pass rate was 70.1 percent. Although this was a slight decrease, the 2003 pass rate is similar to the pass rate of the last year of the 1988 Series GED Tests. The candidate pass rate of 70.1 exceeds the graduating senior pass rate of 60 percent by 10.1 percentage points. Also, it is interesting to note that 42.7 percent of U.S. GED passers completed at least the 11th or 12th grade (Exhibit 20, page 49), and 45.6 percent of all passers returned to take the tests within two years of leaving school. It is likely that many of these passers took high school classes that relied on the standards introduced with the 2002 tests.

While overall the 2003 U.S. GED candidates are passing at a comparable rate to that of 2002, it does appear that those candidates at the cut point are having more difficulty earning the minimum passing score of 410 on certain tests. The Mathematics Test and the Language Arts, Writing Test continue to be the most difficult tests for the candidates to pass. Exhibit 22 on page 51 shows that the U.S. GED passers' Mathematics Test mean score of 497, and the Language Arts, Writing Test mean score of 512 are substantially lower than the mean scores of the Social Studies Test (537), Science Test (554), and Language Arts, Reading Test (569). Further, Exhibit 23 on page 52 reveals that more passers scored in the 410–440 standard score range on the Mathematics Test (25 percent) and Language Arts, Writing Test (19 percent) than on any of the other three tests. The Language Arts, Writing Test and the Mathematics Test both require the candidates to construct some responses rather than respond to an entire test of multiple-choice questions. Beginning with the 1988 Series GED Tests and continuing with the 2002 Series GED Tests, 37 percent of the Language Arts, Writing Test score is based on the candidates' written responses to an essay prompt. Candidates have 45 minutes

to construct this essay. Beginning with the 2002 Series GED Tests, candidates taking the Mathematics Test are required to construct responses to 20 percent of the questions by either writing in answers or marking the correct point on a coordinate plane grid.

Canadian candidate performance is closer to that of the graduating senior population who set the passing standard. In 2002, 64.8 percent of Canadian candidates earned their GED credential by passing the tests. The 2003 pass rate was 61.0 percent, a decrease of 3.8 percentage points from 2002. Canadian GED candidates' pass rate is similar to the Canadian senior graduate pass rate of 57 percent. Canadian GED passers' average age of 29.9 years (Table 7, page 65) and the number of years out of school could contribute to this pass rate.

The Mathematics Test is the most difficult for Canadian passers. Exhibit 29 on page 58 shows that the Mathematics Test mean standard score was 532. The Language Arts, Writing Test and Social Studies Test follow in difficulty with respective mean standard scores of 568 and 572. Least difficult are the Science Test with a mean score of 599 and the Language Arts, Reading Test with a mean standard score of 631. Score distributions for all Canadian GED passers reflect the same pattern of difficulty. Exhibit 30, on page 59, reveals that 32 percent of Canadian passers earn scores in the 450–490 standard score range on the Mathematics Test, with an additional 37 percent in the 500–540 range.

A third year of data in 2004 will produce another opportunity to evaluate the content areas and skills that challenge the candidates. The GED Testing Service continues to create opportunities to disseminate performance information to those who develop the training and materials used to instruct candidates. Our collective goal is to support each adult who is striving to earn his or her jurisdiction's high school credentials.

Once again, we dedicate this report to those adults in the United States without a high school diploma who refused to be left behind and demonstrated that they are mature, motivated, and ready to prove themselves. More specifically, we congratulate the 412,044 adults who met the score requirements and earned their jurisdictions' high school credential in 2003. For them, the GED Tests are not an educational end point, but the beginning of further education and lifelong learning. We wish them success as they shape their futures.

The updated and revised *Who Passed the GED Tests? 2003 Statistical Report* is the result of hard work by many individuals. We wish to highlight several for special thanks: Stephen J. Ruffini for his commitment to accurate and valid information; Sen Qi for his data checking and data analysis efforts; and Zenitta Anderson, who coordinated production and quality control activities with reliable dedication; the talented staff of the GED Testing Service—Charles Bedore, Bob Mason, Lyn Schaefer, Carol Ezzelle, and Chhaya Rao—as well as other dedicated staff of the American Council on Education—Tim McDonough, Paul Hassen, Jacqueline King, Melanie Corrigan, and Benjamin Quillian—and

Wendy Bresler, Brian Jenkins, and their Publications and Procurement departments, for editing, proofing, producing, and printing this report. We offer special recognition to the Official GED Electronic Scoring Sites for uploading data from the jurisdictions to our centralized database. Again, we recognize the exceptional leadership of the GED Administrators as well as the GED Examiners who lead the program and serve the candidates, and who collect and forward the data that make this publication possible.

About the 2002 Series GED Tests

THE GED TESTS ALLOW PEOPLE TO PROVE WHAT THEY KNOW.

The GED Tests serve only one purpose—to certify a high school level of academic knowledge and skills. The GED Tests certify these competencies, no matter where or in what manner the individual learned them. Every U.S. state and Canadian jurisdiction recognizes that passing the GED Tests demonstrates the knowledge and skills of a high school graduate.

THE GED TESTS DEMAND ACHIEVEMENT.

- The GED Tests are rigorous. GED candidates' performance must meet or surpass the performance of 40 percent of traditional graduating high school seniors.
- The GED Tests provide adults the opportunity to certify their attainment of high school-level knowledge and skills. In 2003, more than 700,000 adults worldwide took some portion of the GED Tests. Of that total, almost 600,000 completed the battery of tests, and more than 410,000 of the completers (approximately 70 percent) earned their jurisdictions' high school diploma by passing the GED Tests.
- The GED Tests are demanding. To earn a credential, a candidate must complete a battery of five tests covering math, science, reading, writing, and social studies. The five tests, which last for 7½ hours, also measure skills in communication, information processing, problem solving, and critical thinking.
- The GED Tests provide a uniform measure of high school achievement. Passing the tests means the same thing in every state in the United States, throughout Canada, and around the world.
- The 2002 Series GED Tests reflect current high school curriculum standards while including content relevant to the workplace and community. The test series is the fourth edition in the 60-year history of the program. The 2002 Series GED Tests reflect the standards developed at the national and jurisdictional levels and recommended by panels of experts representing the core academic disciplines of English-language arts, mathematics, science, and social studies.

- The process of taking the GED Tests is demanding. Candidates must demonstrate competence in lifelong learning and problem-solving skills such as:

- Solving problems and making decisions.
- Taking responsibility for learning.
- Learning through research.
- Planning.
- Reflecting and evaluating.

DEVELOPING THE GED TESTS

During the initial four-year design stage (1997–2001), national panels of experts researched and developed the test specifications, a score scale, and passing score for the 2002 Series GED Tests. Each year thereafter, the GED Testing Service initiates a three-year process to develop three equated forms of the tests, which involve international committees of professional educators, subject matter experts, and test specialists in each content area.

Each test question undergoes multiple reviews by internal and external content and psychometric specialists. Test questions included on the GED Tests are reviewed for fairness using both judgmental and statistical procedures. Further, each question is screened through the use of trained GEDTS staff, through sensitivity review by panels of outside experts, and through differential item functioning (DIF) statistical analysis. Only questions that show evidence of meeting both content and statistical requirements—that match the content specifications, have passed fairness and DIF reviews, and possess appropriate values of discrimination and difficulty—are included on the GED Tests forms. This ensures that the tests are as free as possible from material that might be advantageous or disadvantageous to particular groups of individuals, and that each question truly measures the candidate's knowledge and skills.

Further, these questions are pre-tested on high school seniors before becoming a part of final test forms. These final forms are then administered to a national stratified random sample of graduating high school seniors to set passing standards. Individual states, provinces, and territories may set a passing standard higher, but not lower, than the passing score established by the GED Testing Service. The GED Testing Service follows the Standards for Educational and Psychological Testing established by the American Psychological Association, the American Educational Research Association, and the National Council on Measurement in Education (1999).

SCORING THE GED TESTS

Each test is scored on a scale ranging from 200 to 800. To receive a credential based on passing the GED Tests, a candidate must earn an average score across the five tests of at least 450, with no individual test score below 410 in the United States and 450 in Canada, based on norming data from each country. These score requirements ensure that

GED candidates are able to read, compute, interpret information, and express themselves in writing at a level exceeding that of at least 40 percent of graduating high school seniors. In other words, four out of 10 graduating high school seniors could not pass the GED Tests on their first attempt.

MINIMUM GED SCORE STANDARDS BY JURISDICTION

Minimum GED Score Standard ¹	Percentage of High School Graduates Meeting Standard	Jurisdictions Requiring GED Standard
United States + Insular Areas and Freely Associated States (IAFAS)		
Minimum 410 and Mean 450	60 ²	Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Puerto Rico, Republic of the Marshall Islands, Republic of Palau
Minimum of 420 on Language Arts, Writing; 410 on Language Arts, Reading; Science; and Social Studies; 450 on Mathematics; and minimum total score of 2,250	NA	New Jersey
Minimum 450 (each test)	NA	Virgin Islands
Canada		
Minimum 450 (each test)	57	Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland, Northwest Territories, Nova Scotia, Ontario, Prince Edward Island, Quebec, Saskatchewan, Yukon Territory

¹ Each jurisdiction that awards high school equivalency credentials based on the GED Tests establishes its own minimum score requirement. In January 2002, the GED Testing Service raised the minimum score requirement for passing the GED Tests to a minimum of 410 per test and a mean standard score of 450. In the United States, this minimum standard was met by 60 percent of graduating high school seniors. Jurisdictions may set passing score requirements that are more stringent than this established minimum, but may not set a lower standard.

² U.S. percentages are based on data from a national sample of graduating high school seniors who took all five sections of the GED Tests in the spring of 2000. The percentage reported for Canada is an estimate based on the performance of Canadian high school seniors who took individual GED Tests during the spring of 2000. This percentage was estimated using a conditional probability method.

Source: 2003 GED Testing Service Data.

INTERPRETING GED TEST SCORES

GED standard scores are normalized based on a nationally representative, stratified random sample of high school seniors tested in the spring of their graduating year. Only seniors who are expected to meet the academic requirements for graduation are included in the norming study. Separate norms are prepared for the United States, Canada, and Puerto Rico; scores are re-standardized when the norm group shows significant changes. The standard scores currently reported are based on a 2001 standardization study.

The resulting standard scores and percentile ranks can be used to describe the skills of adults who take the GED Tests, compared with the performance of contemporary high school seniors. GED standard scores have the following properties:

- The median standard score for U.S. graduating high school seniors is 500 for each of the five tests.
- The standard deviation is 100 points for U.S. graduating high school seniors.
- The percentage of graduating seniors at or below each GED standard score value is the same for each of the five tests.
- The percentile ranks provided on the Official Transcript of GED Tests Results are those for graduating high school seniors, not for the GED candidates.

GED STANDARD SCORE AND ESTIMATED NATIONAL CLASS RANK OF GRADUATING U.S. HIGH SCHOOL SENIORS: 2001

GED Standard Score	Estimated National Class Rank
700	Top 1%
670	Top 2%
660	Top 3%
640	Top 5%
610	Top 10%
580	Top 15%
570	Top 20%
550	Top 25%
530	Top 33%
520	Top 40%
500	Top 50%
460	Top 55%
450	Top 60%

Source: 2001 GED Testing Service Data.

THE GED TESTS OFFER AN OPPORTUNITY TO GROW.

- Ninety-seven percent of colleges and universities accept the GED credential as equivalent to a traditional high school diploma (College Board, 2001).
- More than one in 20 college freshmen hold a GED credential (National Center for Educational Statistics, 2002).
- More than 90 percent of U.S. employers consider those who earned their GED diploma the same as traditional high school graduates with regard to hiring, salary, and opportunity for advancement (Society for Human Resource Management, 2002).
- According to the Bureau of Labor Statistics, those who have a high school diploma, including those with a GED diploma, earn \$7,400 more a year than those who did not graduate from high school. This difference represents a 35 percent difference in median annual earnings (*Occupational Outlook Quarterly*, Spring 2002).

GED CREDENTIAL HOLDERS REFLECT THE MOSAIC OF AMERICA.

- Apart from the desire to demonstrate their high school knowledge and skills, no single characteristic typifies GED candidates. GED candidates have myriad backgrounds—from working adults, young parents, and entrepreneurs to immigrants, senior citizens, and displaced workers.
- GED candidates self-select; no one is required to take the GED Tests. Typically, candidates have a long involvement in traditional educational programs before taking the GED Tests. More than 40 percent of the GED passers in 2003 completed the 11th grade or higher in a traditional high school program, and almost an additional 30 percent completed the 10th grade.
- The success of all GED graduates is highlighted by such notable GED recipients as comedian Bill Cosby, Governor Ruth Ann Minner of Delaware, and U.S. Surgeon General Richard Carmona.

About the Data

Most of the information presented in this report was collected directly from the 703,512 GED candidates who took GED Tests in 2003. Individual candidate data were available for all jurisdictions with the exceptions of Puerto Rico and the Prometric Centers that administered tests outside the United States. Among jurisdictions that reported data, only three did not provide individual candidate information for foreign language test takers: Connecticut, New Brunswick, and New York. The 2000 U.S. Census data were obtained to describe the population of adults without high school credentials.

Data collection for the GED annual *Statistical Report* is the joint responsibility of the General Educational Development Testing Service (GEDTS), GED Administrators, GED Chief Examiners, and the Official GED Electronic Scoring Sites. Currently, more than 3,000 Official GED Testing Centers operate in the 50 states, the District of Columbia, eight U.S. Insular Areas and Freely Associated States (IAFAS), 13 Canadian provinces and territories, U.S. military bases throughout the world, U.S. correctional institutions, and Prometric Centers outside the United States and Canada. As of June 2003, 20 sites were certified as Official GED Electronic Scoring Sites and were responsible for uploading the candidates' demographic responses and test data directly to a centralized international database.

As part of their testing sessions, GED candidates were encouraged to complete demographic forms prior to taking the GED Tests. New GED candidates completed the survey in 2003 while most candidates who initiated testing in 2002 completed the demographic survey in 2002. Analyses of survey data are based on surveys completed at the time the candidate began testing. Time-related analyses, such as age, are based on the most recent testing date and date of birth. All ages represent age in 2003 as of the most recent test date.

The background data collected with the demographic forms were merged with the actual GED Tests results to allow analyses of candidate performance on the GED Tests in conjunction with candidate demographics. The number of candidates, number of completers, and the number of passers in 2003 statistics are based on complete data. GED candidates' statistics and passers' demographic profiles are based on available demographic data. Test score analyses are based on 2003 test scores for candidates who took the 2002 Series Tests. This does not include foreign language tests or tests administered through Prometric Centers.

It is important to note that with the availability of individual scores, candidates are represented in the jurisdiction where they last tested in the current report year. Hence, each candidate is represented only once in the analyses. Prior to the 2002 test series, jurisdictions may have reported the same candidate if the candidate tested in more than one jurisdiction.

When asked to indicate their reasons for taking the GED Tests, GED candidates were allowed to provide multiple answers. This report presents the results indicated by the candidates, giving equal weight to all the answers mentioned. However, in reality, some response categories may have been more important than others, a distinction the data do not capture.

In parts of this report, GED pass rates are compared across different jurisdictions. When making such comparisons, it is important to not over-interpret differences that appear. For example, if one state has a higher passing rate than another, this may reflect underlying differences in candidates' characteristics or GED Program rules, such as a prescreening requirement (see Table 18, pages 90–91).

Candidates were encouraged, but not required, to complete all information on the demographic form. As a result, not everyone answered every question, and because of this, some data were not reported consistently. The level of available information is presented in each table. GEDTS will continue to work with the GED Administrators and Examiners to encourage candidates to report information, thus improving the completeness of the data for future annual statistical reports.

With reference to passers, it must be noted that with more than one year of data, passers include candidates who began testing and passed in the current report year as well as other candidates who also passed in the current report year but who began testing in a prior report year. For the first year of the 2002 Series Tests, all passers began testing, completed testing, and passed in a single year.

To further explore research questions that emerge from this descriptive report, the GED Testing Service plans to develop a complementary series of reports to highlight important information about GED candidates and passers. These reports will include such topics as:

- GED Candidates and Passers: The Age Factor.
- Why Did They Leave School? (Analysis of more than 40 reasons candidates and passers selected for leaving or not attending high school.)
- GED Candidates and Passers: The Race/Ethnicity Factor.
- The Education of GED Candidates and Passers: Schooling, Study, and Academic Goals.
- GED Candidates and Passers and the Workforce.
- GED Passers: Comparison of First-Year Passers and Passers Taking Multiple Years.

(Please note that these are working titles and topics and are subject to modification.)

How to Use This Report

The General Educational Development Testing Service (GEDTS) has produced annual statistical reports profiling GED candidates for every calendar year since 1958. This report is developed primarily for GED partners who rely on the statistical tables and graphs for program status and trend information to provide comparisons across categories, jurisdictions, and years. The GED partners and other interested constituents may use this report to make informed educational and policy decisions.

THIS 2003 STATISTICAL REPORT ADDRESSES THE FOLLOWING KEY RESEARCH QUESTIONS:

1. Who needs a high school diploma?
2. How do the number of candidates, the number of completers, the number of passers, and the passing rate vary over time?
3. Who passed the GED Tests?
4. What is the rate at which candidates passed the GED Tests and how does this passing rate vary across different states and jurisdictions?
5. How many candidates took the GED Tests in a language other than English?
6. How many candidates requested and used special editions of the tests?

This report is a direct presentation of census data that represent all jurisdictions. This report has four distinct sections featuring detailed statistics by jurisdiction. These four sections combine exhibits, tables, and text to present the following:

SECTION I

- Uses 2000 U.S. Census data to describe the potential need for high school credentials among U.S. adults. Presented by state and for a range of different demographic groups, the analysis shows the proportion of the U.S. adult population that left high school without a diploma. Further, this section continues the tradition of presenting the proportion of the population of adults in the United States and Canada without a high school diploma who took the GED Tests in the report year. A demographic profile of adults who took the tests is presented, which includes information on age, gender, ethnicity, and educational history.

SECTION II

- Provides the test score results for GED completers and then describes the 2003 population of GED passers, who are a subset of the completers. Results are presented for the U.S. GED passers and for Canadian passers separately. This section reports GED passers' performance, which includes pass rates for all tests, the variation in overall pass rates by jurisdiction, and the distribution of scores for all passers. Further, the section presents a demographic profile of GED passers in the United States and Canada. The profiles include information on age, gender, ethnicity, educational history, and the reasons candidates cited for taking the GED Tests.

SECTION III

- Provides trend information about the GED Testing Program, such as statistics on the use of non-English language tests and special editions tests; trend data on the number of candidates and passers by test series, by jurisdiction; and trends in GED testing from 1949 to 2003, including both performance and demographic statistics.

SECTION IV

- Provides information about the GED Testing Program, including the policies for issuing high school credentials based on passing the GED Tests, by jurisdiction; a list of GED Administrators and their contact information; and lists of ACE and GEDTS boards and committees.

DEFINITIONS OF TERMS

- **Federal and other contracts**—Federal Correctional Institutions, International Testing Sites, Michigan Prisons, Overseas (Non-military and Military), CONUS Military, and Veterans Administration Hospitals.
- **GED candidates**—Adults who have taken at least one of the five tests in the GED Tests Battery regardless of whether they passed the test(s).
- **GED completers**—Adults who have taken all five tests in the GED Tests Battery regardless of whether they passed any tests. The number of completers serves as the denominator for calculating the pass rate. All five tests must be completed for the candidate to have an opportunity to be a passer.
- **GED passers**—Adults who have earned their jurisdictions' high school diplomas or credentials by meeting the jurisdictional passing standard score on each of the five tests, and an average passing standard of 450 on the GED Tests Battery. The number of adults meeting these passing standards provides the basis (i.e., the numerator) for calculating the pass rate for the GED Testing Program.
- **Jurisdictions**—U.S. states, Canadian provinces and territories, and special testing entities such as U.S. military bases and correctional facilities.
- **IAFAS**—U.S. Insular Areas and Freely Associated States.

Who Needs a High School Diploma and Who Took the GED Tests?

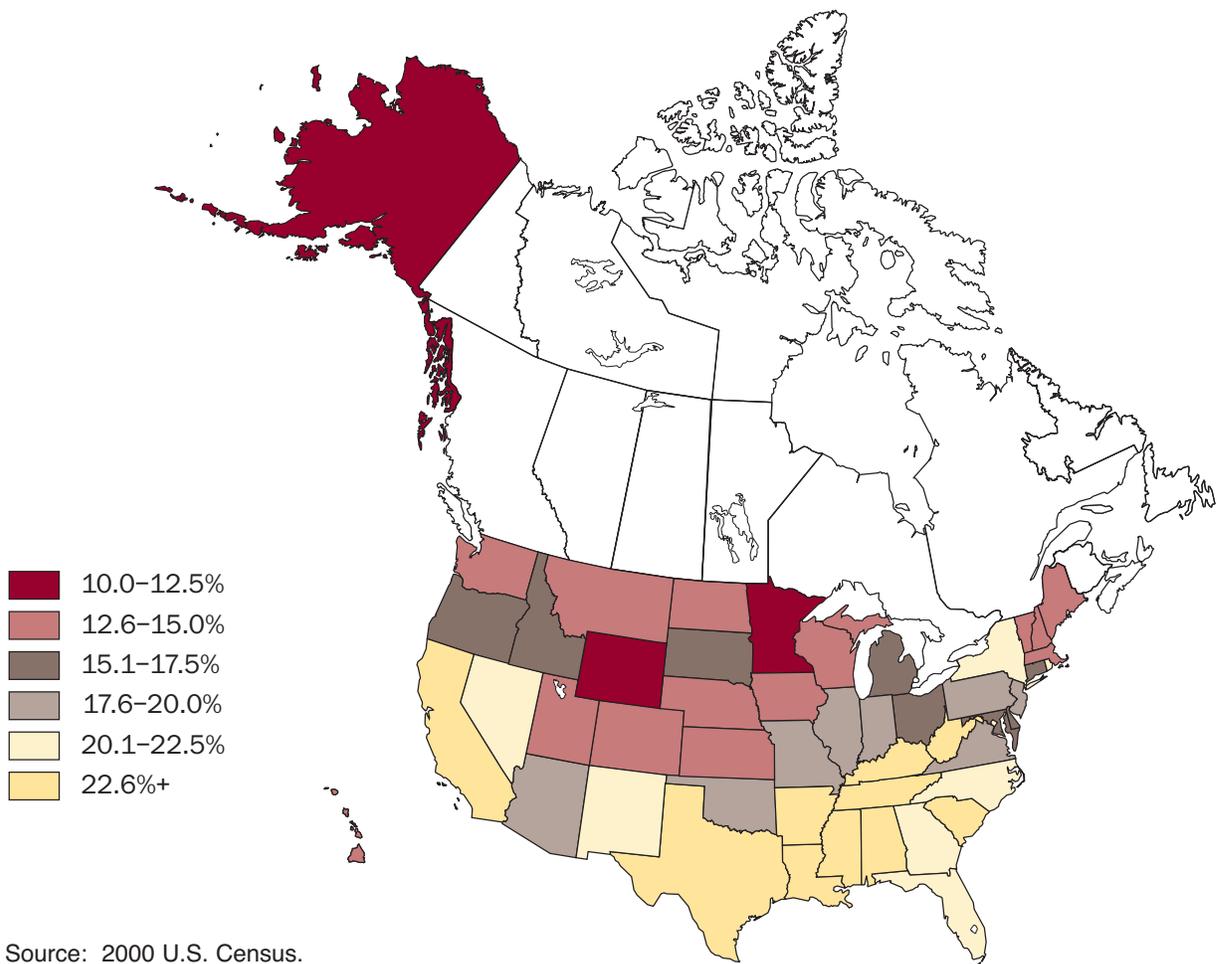
According to the 2000 Census, more than 34 million adults in the United States over the age of 18 years, or 16 percent of the entire U.S. adult population within this age range, did not complete their high school education and do not have a high school diploma. Of these, about 27 million were estimated to have at least a ninth-grade education. These adults are considered most likely to benefit from the GED Testing Program, which might help them prove their skills, gain access to postsecondary education, find a more rewarding job, or enrich their lives in other ways.

Exhibit 1 shows the percentage of adults in the 50 U.S. states who lack a high school diploma. As shown on the map,

adults who live in southern states are more likely to have left high school without a diploma. In roughly one-sixth of the nation, approximately one in four adults does not have a high school diploma. In nine states, approximately one quarter of adults lack a high school diploma: Mississippi (26.5 percent), Kentucky (25.2 percent), Louisiana (25.0 percent), Texas (24.5 percent), Alabama (24.4 percent), Arkansas (23.9 percent), West Virginia (23.8 percent), Tennessee (23.6 percent), and California (23.4 percent). In contrast, in New Hampshire (12.7 percent), Utah (12.6 percent), Alaska (12.2 percent), Minnesota (12.1 percent), and Montana (12.0 percent), about 12 percent, or approximately one in eight adults, did not have a high school diploma.

EXHIBIT 1:

Percentage of U.S. Adults Without a High School Diploma, by State



Source: 2000 U.S. Census.

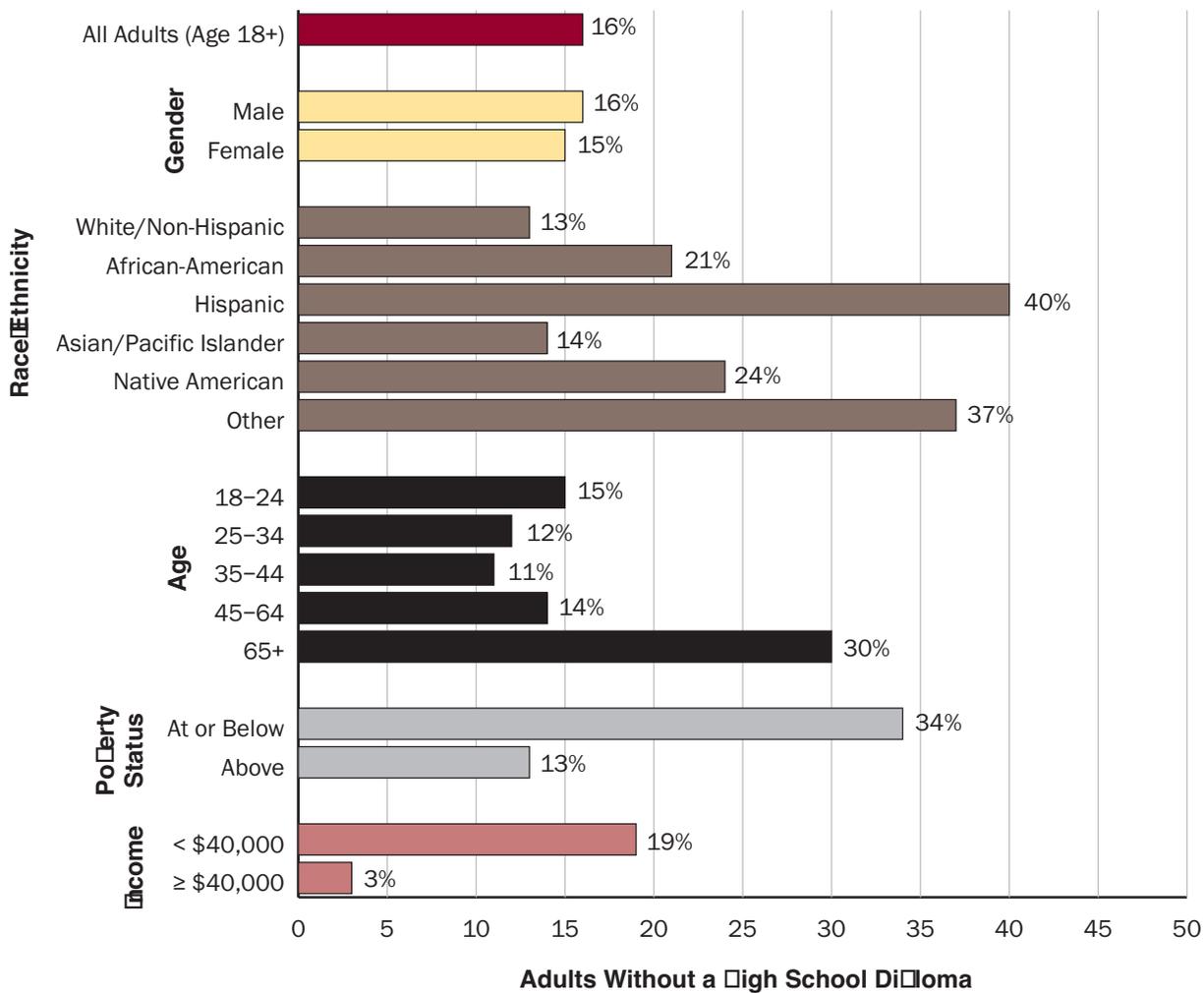
Exhibit 2 shows that adults in a variety of different demographic and age groups lack a high school diploma. Males and females are equally likely to have left high school without a diploma.

There also is notable variation in the percentage of people without a high school diploma across racial and ethnic groups. Forty percent of Hispanic adults, 24 percent of Native American adults, and 21 percent of African-American adults in the United States do not have a high school diploma, compared with only 13 percent of white/Non-Hispanic adults and 14 percent Asian/Pacific Islander adults. With reference to age, adults aged 65 and older tend to lack a high school diploma at a higher rate than adults in any other reported age groups.

Finally, those with household incomes below the federal poverty line (established in 2000 as \$18,400 for a family of four) are more likely not to have a high school diploma than adults with incomes above the poverty line. More than one-third of this group does not have a high school diploma, compared with only one in eight adults whose household income is above the poverty line.

EXHIBIT 2:

Percentage of U.S. Adults in Key Demographic Groups Who Do Not Have a High School Diploma



Source: 2000 U.S. Census.

SERVING THE TARGET POPULATION: GED CANDIDATES IN THE TOTAL GED PROGRAM

In 2003, only 1.7 percent of adults in the United States and Canada without a high school diploma took the GED Tests. This percentage includes those who completed and passed the tests and those who did not.

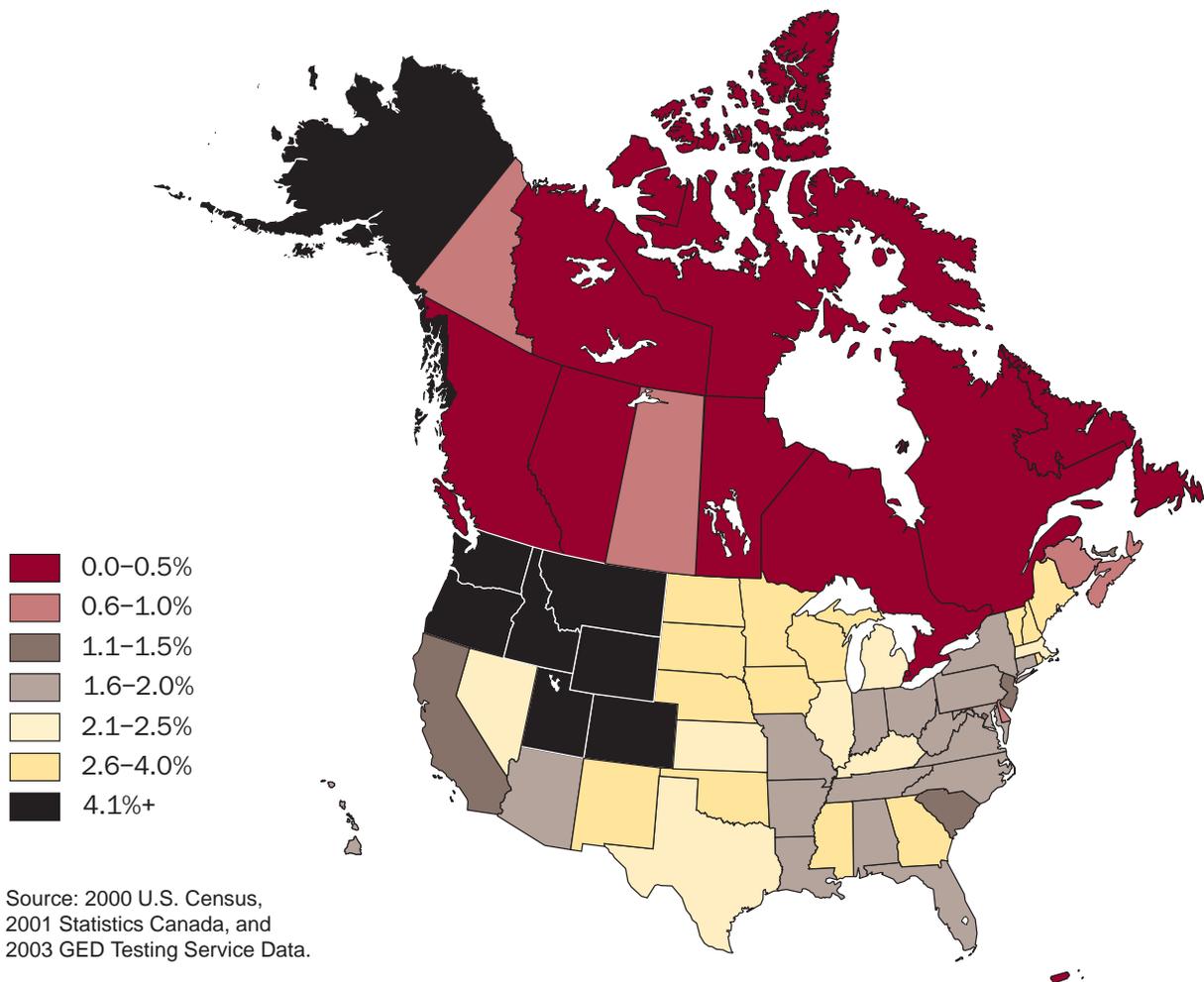
Exhibit 3 shows the estimated percentage of adults without a high school diploma (estimated with data from the 2000 U. S. Census¹ and Statistics Canada 2001) who took the GED Tests in each jurisdiction in 2003. The map shows that only very small percentages (0.1 percent to 4.6 percent) of adults without a high school diploma took the GED Tests in 2003.

The proportion of adults without a high school diploma varies greatly across the states. In general, the GED Testing Program served a higher proportion of adults in the northern states, especially the Northwest, than in the eastern or the southern states.

Some states, such as Wyoming and Utah, stand out by serving a considerably larger share of their potential GED population than other nearby states. But it is important to keep in mind that even in the three most successful states, only 5.0 percent to 7.8 percent of adults without a high school diploma took the GED Tests. Hence, there is significant room for increasing the percentage of the target population being served.

EXHIBIT 3:

Percentage of U.S. and Canadian Candidates Without a High School Diploma Who Took the GED Tests, by State and Province/Territory



¹ U.S. Census data does not include 16- to 18-year-olds who are out of school and do not have a diploma.

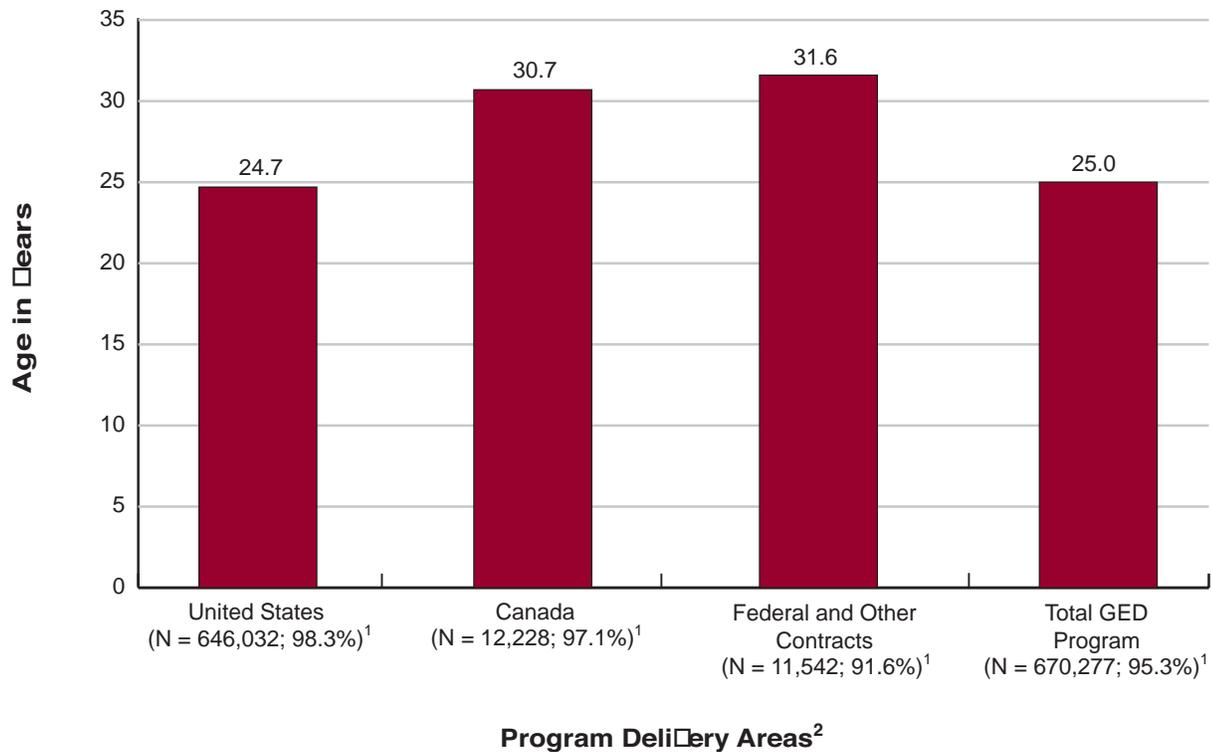
AGE OF GED CANDIDATES IN THE TOTAL GED PROGRAM

The average age of candidates who took the GED Tests worldwide in 2003 was 25.0 years, slightly less than the 2002 average of 25.2 years. The average age of candidates ranges from 24.7 years in the United States to 31.6 years for those whose tests were administered in federal contracts sites. The average age among Canadian test takers was 30.7 years, a decrease of more than one and a half years from 2002.

Related information in Table 2, on pages 28–29, shows that 17 to 19 year olds represented one in every five U.S. candidates, compared with approximately one in 10 candidates in Canada. This difference is probably related to the higher minimum age for testing in Canada. Additionally, U.S. candidates aged 20 to 24 years old represented approximately three in 10 candidates in both the United States and Canada.

EXHIBIT 4:

Average Age of Candidates in the GED Testing Program: 2003



¹ N = number of candidates with known age; % = percentage of candidates with known age.

² IAFAS not shown; 97.7 percent of data missing.

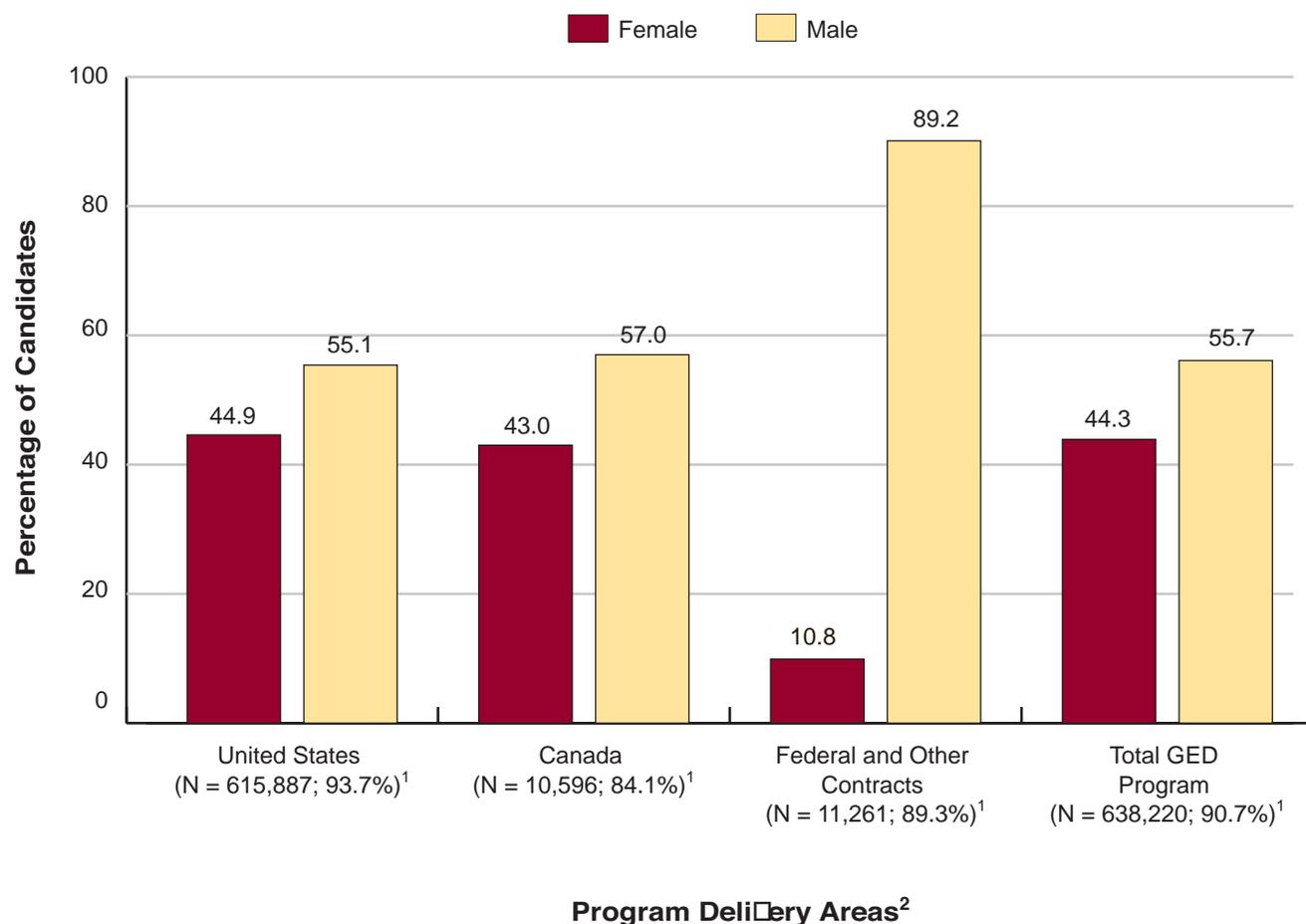
Source: 2003 GED Testing Service Data.

GENDER OF GED CANDIDATES IN THE TOTAL GED PROGRAM

As shown in Exhibit 5, more men than women took the GED Tests in 2003 in the United States and Canada. The male/female ratio for those candidates served by the Federal and Other Contracts is starkly higher, with a nine-to-one male/female ratio. Federal and Other Contracts include correctional institutions, overseas military and non-military, and Veterans Administration Hospitals. For more information on specific jurisdictions, see Table 3, on pages 30–31.

These 2003 patterns were similar to ones in 2002. However, the percentages changed among program delivery areas. The percentage of females increased by 1 percentage point in the United States but decreased by 0.9 percentage points in Canada. The percentage of female candidates increased by 1.6 percentage points among Federal and Other Contracts.

EXHIBIT 5:
Gender of Candidates in the GED Testing Program: 2003



¹ N = number of candidates with known gender; % = percentage of candidates with known gender.

² IAFAS not shown; 97.7 percent of data missing.

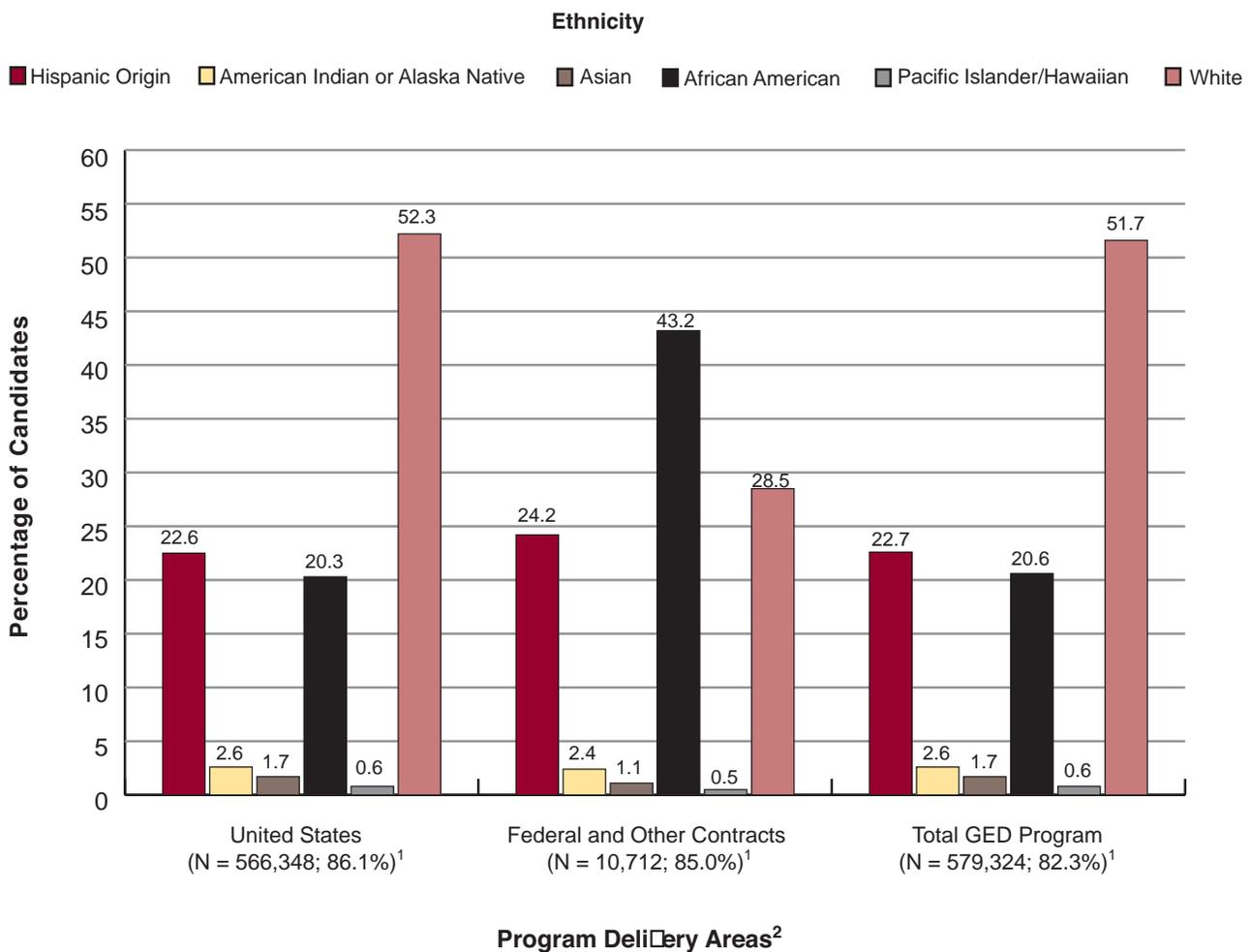
Source: 2003 GED Testing Service Data.

RACE/ETHNICITY OF GED CANDIDATES IN THE TOTAL GED PROGRAM

The majority of the GED candidates in 2003, for whom race/ethnicity was known, were white. Of the other candidates, there was a slightly higher percentage of Hispanic candidates than African-American candidates. Hispanics and African Americans each accounted for more than 20 percent of the candidates. American Indians, Asians, and Pacific Islanders/Hawaiians each represented less than 3 percent of the candidates.

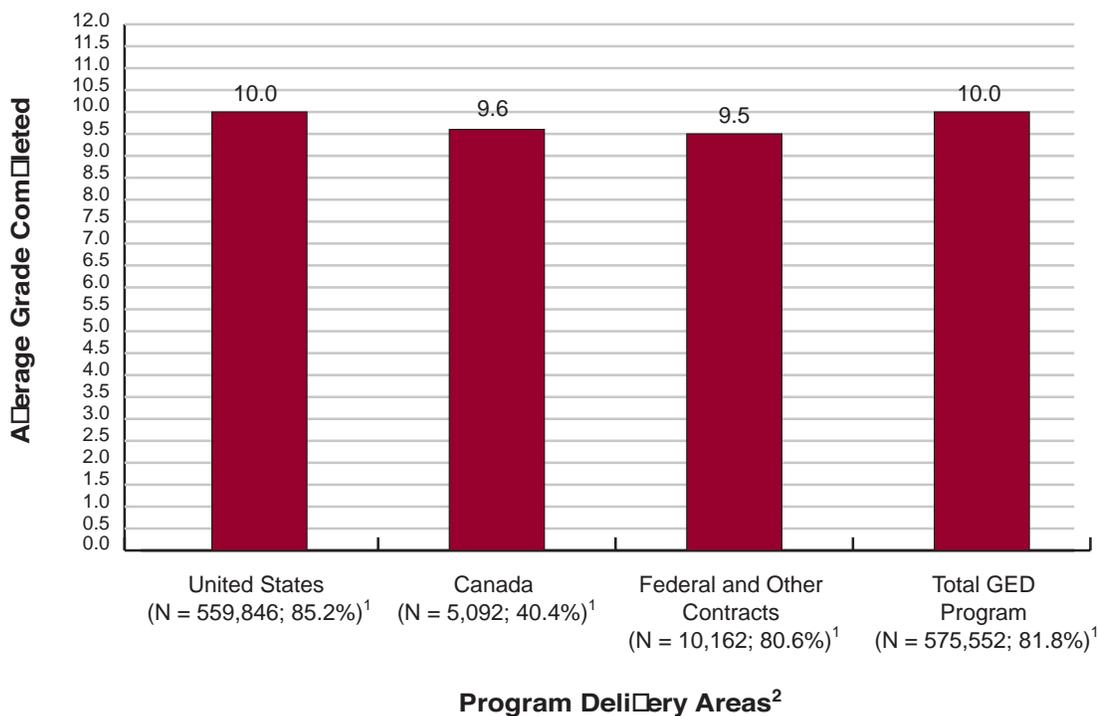
Comparisons among all program delivery areas were not interpretable due to the small amount of data available from Canada and the Insular Areas and Freely Associated States. Since the United States accounts for 98 percent of the available race/ethnicity data, the distribution is the same as that for the total GED program. Among Federal and Other Contracts, more than 40 percent of the candidates were African American, more than 25 percent were white, and almost 25 percent were Hispanic.

EXHIBIT 6:
Percentage of All GED Candidates, by Ethnicity: 2003



¹ N = number of candidates with known ethnicity; % = percentage of candidates with known ethnicity.

² IAFAS not shown; 97.8 percent of data missing. Canada not shown; 85.7 percent of data missing.

EXHIBIT 7:**Average Grade Completed by Candidates in the GED Testing Program: 2003**

¹ N = number of candidates with known grade completed; % = percentage of candidates with known grade completed.

² IAFAS not shown; 97.8 percent of data missing.

Source: 2003 GED Testing Service Data.

EDUCATION OF GED CANDIDATES IN THE TOTAL GED PROGRAM

Exhibit 7 shows that the average grade level completed by GED candidates is 10th grade in the United States. Candidates served by the Federal and Other Contracts and

in Canada averaged a half grade less of completed education. For additional information on specific jurisdictions, see Table 5, pages 34–35.

EXHIBIT 8:**GED Standard Score Statistics for All GED Candidates¹: 2003**

Test Area ²	Standard Score			N	Pass Rate
	Median	Mean	Standard Deviation		
Language Arts, Writing	470	481	97	546,031	89.1
Social Studies	510	508	83	553,758	90.6
Science	520	524	87	551,347	92.5
Language Arts, Reading	520	537	105	559,222	92.8
Mathematics	460	463	82	545,316	77.4

¹ Statistics in this table do not include Spanish- and French-language versions of the tests, which use a different standard score scale.

² Statistics are based on each candidate's best score earned in 2003 for each area tested. Statistics based on all tests are not presented here. All candidates did not take all five tests in 2003. Overall results based on each candidate's best score would not be informative.

Source: 2003 GED Testing Service Data.

GED STANDARD SCORE DISTRIBUTIONS AND STATISTICS FOR ALL CANDIDATES: 2003

The average standard scores for all candidates who took at least one 2002 series test ranged from 463 in Mathematics to 537 in Language Arts, Reading. Average scores for Social Studies, Science, and Language Arts, Reading were above 500, while Language Arts, Writing and Mathematics average scores were below 500. Median scores were very similar to the averages. The standard deviations were highest for both

Language Arts parts of the test battery. This indicated greater scattering of the individual scores compared with the individual scores on the other test areas. Finally, the pass rate for each test is consistent with the other information that indicates that Mathematics was the most difficult test area while Language Arts, Reading and Science were passed at higher rates.

EXHIBIT 8A:**GED Standard Score Statistics for All U.S. Candidates¹: 2003**

Test Area ²	Standard Score			N	Pass Rate
	Median	Mean	Standard Deviation		
Language Arts, Writing	470	479	96	525,415	89.6
Social Studies	510	508	83	533,237	90.8
Science	520	523	86	531,030	92.6
Language Arts, Reading	520	536	104	538,677	92.8
Mathematics	460	463	82	524,765	77.8

¹ Statistics in this table do not include Spanish- and French-language versions of the tests, which use a different standard score scale.

² Statistics are based on each candidate's best score earned in 2003 for each area tested. Statistics based on all tests are not presented here. All candidates did not take all five tests in 2003. Overall results based on each candidate's best score would not be informative.

Source: 2003 GED Testing Service Data.

The average and median scores for all U.S. candidates closely mirror the results for all candidates. This is expected since approximately 95 percent of the 2002 series tests taken in 2003 were taken in the United States. The average and median standard scores in Mathematics (463 and 460, respectively) and Language Arts, Writing (479 and 470, respectively) were below 500. However, the individual test

pass rate of 89.6 percent for the Language Arts, Writing Test was higher than the Mathematics Test pass rate of 77.7 percent. The average and median scores for Social Studies, Science, and Language Arts, Reading were greater than 500; all pass rates for these tests exceeded 90 percent.

EXHIBIT 8B:**GED Standard Score Statistics for All Canadian Candidates¹: 2003**

Test Area ²	Standard Score			N	Pass Rate
	Median	Mean	Standard Deviation		
Language Arts, Writing	520	519	110	11,573	91.1
Social Studies	520	535	85	11,312	94.9
Science	550	559	94	11,255	95.4
Language Arts, Reading	570	587	114	11,328	96.5
Mathematics	480	486	84	11,696	83.8

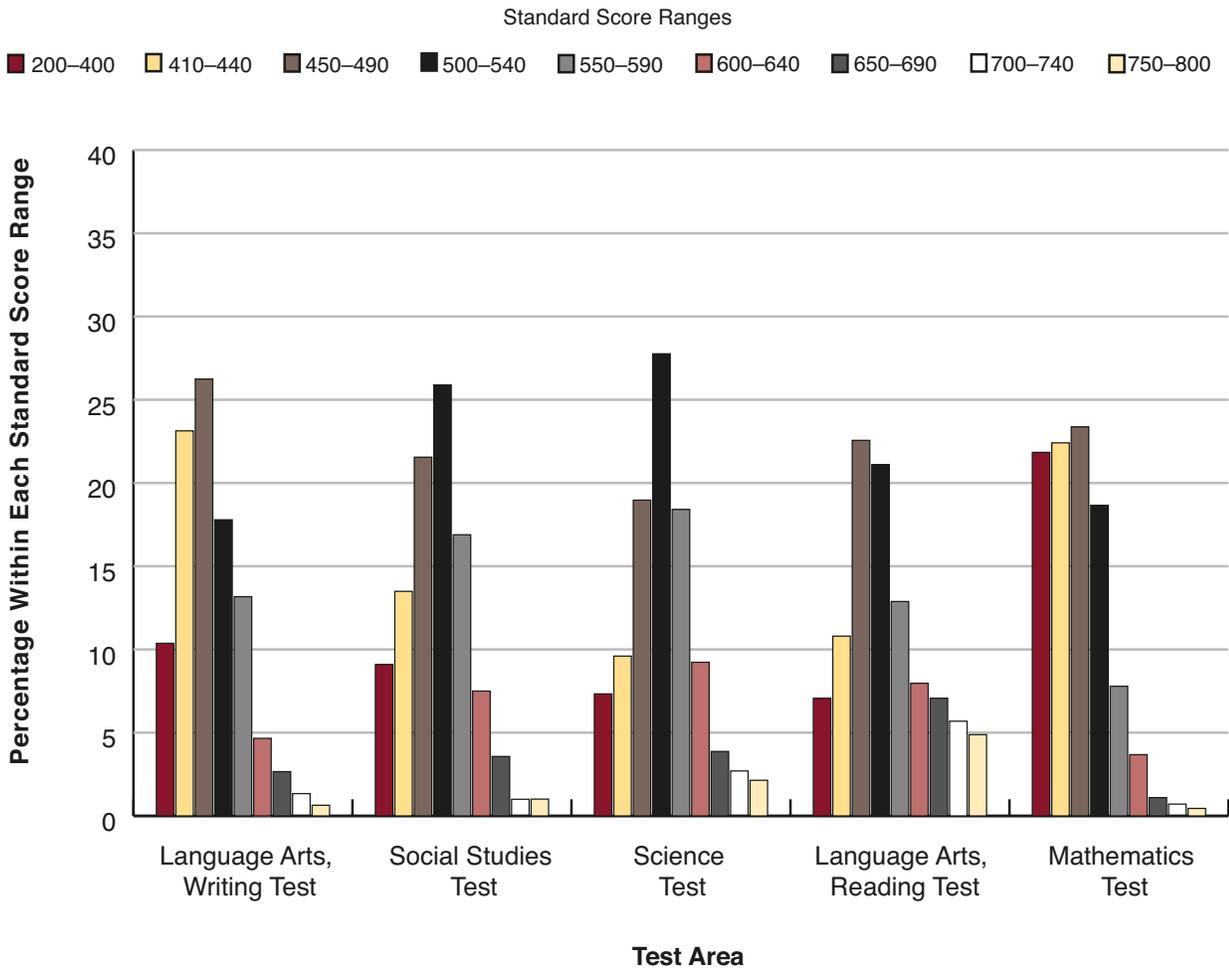
¹ Statistics in this table do not include Spanish- and French-language versions of the tests, which use a different standard score scale.

² Statistics are based on each candidate's best score earned in 2003 for each area tested. Statistics based on all tests are not presented here. All candidates did not take all five tests in 2003. Overall results based on each candidate's best score would not be informative.

Source: 2003 GED Testing Service Data.

Among all Canadian candidates, the average and median standard scores for all tests were above 500 except in Mathematics. The average of 486 and median of 480 on the Mathematics test and the average of 587 and median of 570 on the Language Arts, Reading test show the range for the

five tests. The individual test pass rate for the Mathematics test was 83.8 percent while the pass rates for all other tests were above 91 percent. The pass rates for Social Studies, Science, and Language Arts, Reading are near or above 95 percent.

EXHIBIT 9:**Score Distribution for All Candidates in the GED Testing Program, by Test Area¹: 2003**

¹ Statistics in this table do not include Spanish- and French-language versions of the tests, which use a different standard score scale.

Source: 2003 GED Testing Service Data.

The distribution of standard score ranges present the same test score information from a different perspective. Approximately 65 percent of the candidates' Mathematics scores were below 500, compared with less than 40 percent for Language Arts, Reading. Also, more than 10 percent of

the candidates scored in the 700–800 range on the Language Arts, Reading Test, compared with 5 percent in Science and less than 5 percent in all other test areas (see Exhibit 9). Other descriptive statistics in Exhibit 8 confirm the patterns in the graph.

Section I: Tables

TABLE 1: Target Population of Adults Without High School Diplomas:

- Number Tested
- Percent Completing Battery of Tests
- Percent Passing Battery of Tests

TABLE 2: Percentage of GED Candidates, by Age Group, and Average Age: 2003

TABLE 3: Percentage of GED Candidates, by Gender: 2003

TABLE 4: Percentage of GED Candidates, by Ethnicity: 2003

TABLE 5: Percentage of GED Candidates, by Grade Completed, and Average Grade Completed: 2003

TABLE 1:
Target Population of Adults Without High School Diplomas

Jurisdiction	Population of Adults Without Diplomas ¹ (N)	Target Population Tested, 2003 (N)	Target Population Tested, 2003 ² (%)	Completed Battery of Tests, 2003 (N)	Completed Battery of Tests, 2003 ³ (%)	Passed Tests, 2003 (N)	Passed Tests, 2003 ⁴ (%)	Target Population Passed Tests, 2003 ⁵ (%)
Alabama	655,048	12,092	1.8	11,937	1.8	7,197	60.3	1.1
Alaska	40,908	3,183	7.8	2,241	5.5	1,864	83.2	4.6
Arizona	584,715	11,693	2.0	10,699	1.8	7,164	67.0	1.2
Arkansas	386,684	7,267	1.9	7,002	1.8	5,753	82.2	1.5
California	4,459,756	47,894	1.1	37,895	0.8	25,163	66.4	0.6
Colorado	341,449	14,284	4.2	10,460	3.1	8,390	80.2	2.5
Connecticut	315,263	5,244	1.7	4,497	1.4	2,838	63.1	0.9
Delaware	78,840	452	0.6	444	0.6	417	93.9	0.5
District of Columbia	71,221	1,013	1.4	986	1.4	460	46.7	0.6
Florida	1,867,394	37,997	2.0	36,061	1.9	25,536	70.8	1.4
Georgia	1,060,181	30,708	2.9	26,103	2.5	17,280	66.2	1.6
Hawaii	106,259	1,817	1.7	1,651	1.6	1,228	74.4	1.2
Idaho	110,276	4,981	4.5	3,302	3.0	2,904	87.9	2.6
Illinois	1,337,964	27,998	2.1	24,612	1.8	15,417	62.6	1.2
Indiana	655,045	11,724	1.8	11,213	1.7	8,925	79.6	1.4
Iowa	241,364	6,778	2.8	4,129	1.7	3,929	95.2	1.6
Kansas	220,122	4,541	2.1	4,469	2.0	3,929	87.9	1.8
Kentucky	655,482	13,801	2.1	13,107	2.0	9,394	71.7	1.4
Louisiana	654,643	10,212	1.6	10,103	1.5	7,381	73.1	1.1
Maine	113,880	3,966	3.5	2,784	2.4	2,421	87.0	2.1
Maryland	491,028	7,974	1.6	7,488	1.5	5,043	67.3	1.0
Massachusetts	557,948	11,732	2.1	10,379	1.9	6,836	65.9	1.2
Michigan	952,222	21,917	2.3	15,742	1.7	10,834	68.8	1.1
Minnesota	345,419	10,892	3.2	7,885	2.3	6,575	83.4	1.9
Mississippi	437,019	11,226	2.6	10,676	2.4	6,177	57.9	1.4
Missouri	622,435	10,476	1.7	10,391	1.7	7,941	76.4	1.3
Montana	66,933	3,159	4.7	2,566	3.8	2,106	82.1	3.1
Nebraska	132,734	3,878	2.9	2,444	1.8	2,095	85.7	1.6
Nevada	221,351	5,286	2.4	5,234	2.4	3,848	73.5	1.7
New Hampshire	90,616	2,493	2.8	1,880	2.1	1,539	81.9	1.7
New Jersey	854,197	11,543	1.4	10,924	1.3	5,667	51.9	0.7
New Mexico	224,843	7,266	3.2	5,988	2.7	3,817	63.7	1.7
New York	2,228,614	45,155	2.0	38,420	1.7	23,618	61.5	1.1
North Carolina	1,106,599	21,382	1.9	9,594	0.9	9,004	93.9	0.8
North Dakota	60,130	1,781	3.0	1,155	1.9	943	81.6	1.6
Ohio	1,130,205	19,341	1.7	19,325	1.7	15,218	78.7	1.3
Oklahoma	394,415	10,203	2.6	10,078	2.6	7,015	69.6	1.8
Oregon	304,062	12,333	4.1	8,519	2.8	7,106	83.4	2.3
Pennsylvania	1,313,060	22,701	1.7	19,906	1.5	13,269	66.7	1.0
Rhode Island	140,164	3,583	2.6	1,854	1.3	1,271	68.6	0.9
South Carolina	574,245	7,439	1.3	7,108	1.2	4,775	67.2	0.8
South Dakota	70,560	2,361	3.3	1,654	2.3	1,336	80.8	1.9
Tennessee	834,607	14,223	1.7	14,052	1.7	10,396	74.0	1.2
Texas	3,031,350	62,445	2.1	53,447	1.8	34,228	64.0	1.1
Utah	133,457	6,626	5.0	6,208	4.7	4,786	77.1	3.6
Vermont	48,863	1,524	3.1	951	1.9	783	82.3	1.6
Virginia	800,929	16,037	2.0	15,595	1.9	10,119	64.9	1.3
Washington	440,891	20,704	4.7	14,131	3.2	11,670	82.6	2.6
West Virginia	286,859	5,074	1.8	4,953	1.7	3,453	69.7	1.2
Wisconsin	460,837	16,953	3.7	8,673	1.9	7,091	81.8	1.5
Wyoming	34,838	1,887	5.4	1,481	4.3	1,321	89.2	3.8
U.S. Subtotal	32,347,924	657,239	2.0	552,396	1.7	387,470	70.1	1.2
American Samoa	11,364	38	0.3	35	0.3	6	17.1	0.1
Guam	19,705	98	0.5	84	0.4	54	64.3	0.3
Marshall Islands	NA ⁶	33	— ⁷	33	—	4	12.1	—
Micronesia	NA	NA	—	NA	—	NA	NA	—
N. Mariana Islands	11,025	71	0.6	34	0.3	19	55.9	0.2
Palau	3,950	54	1.4	23	0.6	9	39.1	0.2
Puerto Rico	1,043,400	20,580	2.0	20,580	2.0	9,932	48.3	1.0
Virgin Islands	27,962	195	0.7	186	0.7	120	64.5	0.4
IAFAS Subtotal	1,117,406	21,069	1.9	20,975	1.9	10,144	48.4	0.9

Jurisdiction	Population of Adults Without Diplomas ¹ (N)	Target Population Tested, 2003 (N)	Target Population Tested, 2003 ² (%)	Completed Battery of Tests, 2003 (N)	Completed Battery of Tests, 2003 ³ (%)	Passed Tests, 2003 (N)	Passed Tests, 2003 ⁴ (%)	Target Population Passed Tests 2003 ⁵ (%)
Alberta	550,160	1,946	0.4	1,891	0.3	1,190	62.9	0.2
British Columbia	691,850	1,493	0.2	1,459	0.2	913	62.6	0.1
Manitoba	269,735	622	0.2	600	0.2	365	60.8	0.1
New Brunswick	183,440	1,322	0.7	1,295	0.7	739	57.1	0.4
Newfoundland	150,280	166	0.1	153	0.1	105	68.6	0.1
Northwest Territories	6,865	—	—	—	—	NA	—	—
Nova Scotia	211,635	1,427	0.7	1,397	0.7	712	51.0	0.3
Nunavut	5,950	15	0.3	13	0.2	5	38.5	0.1
Ontario	2,098,740	3,751	0.2	3,703	0.2	2,545	68.7	0.1
Prince Edward Island	32,530	343	1.1	341	1.0	186	54.5	0.6
Quebec	1,582,480	—	—	—	—	NA	—	—
Saskatchewan	237,395	1,484	0.6	1,408	0.6	717	50.9	0.3
Yukon Territory	3,920	30	0.8	30	0.8	15	50.0	0.4
Canada Subtotal	6,024,980	12,599	0.2	12,290	0.2	7,492	61.0	0.1
Federal Corr. Inst.	NA	6,541	—	6,309	—	3,963	62.8	—
International ⁸	NA	1,226	—	1,086	—	720	66.3	—
Michigan Prisons	NA	4,171	—	2,592	—	1,763	68.0	—
Overseas: Non-Mil. ⁹	NA	NA	—	NA	—	NA	NA	—
Overseas: Military ¹⁰	NA	NA	—	NA	—	NA	NA	—
CONUS Military ¹¹	NA	664	—	632	—	490	77.5	—
VA Hospitals	NA	3	—	3	—	2	66.7	—
Federal and Other Contracts Subtotal	NA	12,605	—	10,622	—	6,938	65.3	—
Program Total	39,490,310	703,512	1.8	596,283	1.5	412,044	69.1	1.0

FOOTNOTES:

- ¹ Population totals for the United States and Insular Areas and Freely Associated States (IAFAS) include adults 19 years and older, based on 2000 U.S. Census data. Population totals for Canadian jurisdictions include out-of-school adults 15 years and older, without a high school diploma and further training or degrees, based on 2001 Canadian Census data, as reported by Statistics Canada.
- ² Target Population Tested (%) is calculated by first dividing the number of persons who took the tests by the total population of adults without a diploma, then multiplying that number by 100.
- ³ Completed Battery of Tests (%) is calculated by first dividing the number of persons who completed the battery of GED Tests by the total population of adults without a diploma, then multiplying that number by 100.
- ⁴ Passed Tests (%), is the passing rate of persons who completed the GED battery in 2003.
- ⁵ Target Population Passed Tests is calculated by first dividing the number of persons who passed the tests by the total population of adults without a diploma, then multiplying that number by 100.
- ⁶ NA = Not available.
- ⁷ — = Not applicable or not possible to calculate.
- ⁸ International = Civilians of any nationality tested through Prometic, a division of Sylvan Learning, Thomson ITP. Previously, overseas testing was available only to U.S. and, later, Canadian civilians tested through specially established centers and/or U.S. embassies. These data were reported in prior years as "U.S. Civilians Overseas" and, later, as "U.S. embassies."
- ⁹ Overseas: Non-military = U.S. military family members and U.S. government personnel tested on U.S. military bases overseas.
- ¹⁰ Overseas: Military = U.S. military personnel tested on U.S. military bases overseas.
- ¹¹ CONUS Military = U.S. military personnel tested on military bases within the continental United States. This category may include some non-military personnel, such as dependent family members.

Source: 2003 GED Testing Service Data.

TABLE 2:
Percentage of GED Candidates, by Age Group, and Average Age: 2003

Jurisdiction	Candidates with Known Age (N)	Age Groups ¹											Avg. Age ²
		16 (%)	17 (%)	18 (%)	19 (%)	20-24 (%)	25-29 (%)	30-34 (%)	35-39 (%)	40-49 (%)	50-59 (%)	60+ (%)	
Alabama	12,085	4.7	15.4	20.3	11.7	23.0	10.3	5.6	3.5	3.7	1.3	0.6	23.2
Alaska	3,176	8.1	18.0	15.7	11.3	24.5	8.1	4.4	3.3	5.2	1.2	0.1	22.9
Arizona	11,693	5.1	11.3	11.8	8.2	27.5	12.6	8.6	5.4	6.7	2.3	0.5	25.5
Arkansas	7,237	10.0	20.1	13.8	7.9	20.4	9.8	6.4	4.1	5.3	1.6	0.5	23.6
California	47,877	0.0	7.3	14.6	9.2	23.9	13.0	11.2	8.9	9.2	2.3	0.4	27.1
Colorado	14,267	1.2	17.3	14.4	10.2	26.4	11.1	6.9	5.0	6.0	1.3	0.2	24.3
Connecticut	4,729	0.2	6.5	13.4	14.0	32.6	12.3	7.3	5.6	6.4	1.4	0.3	25.1
Delaware	452	2.9	9.1	14.8	10.8	34.1	11.7	6.6	5.3	4.0	0.7	NA	23.9
District of Columbia	1,001	3.0	8.6	14.5	13.0	36.9	8.7	5.3	3.5	4.4	2.2	NA	23.8
Florida	37,987	5.2	14.5	19.5	11.0	23.8	8.9	6.1	4.0	4.9	1.6	0.4	23.6
Georgia	30,702	3.6	9.3	16.5	12.8	28.8	10.8	6.7	4.2	4.8	1.8	0.6	24.3
Hawaii	1,808	7.3	17.6	18.2	8.8	22.2	8.4	6.9	4.3	4.6	1.5	0.2	23.4
Idaho	4,981	9.2	17.8	14.2	8.1	22.3	10.1	6.1	4.4	6.2	1.3	0.3	23.9
Illinois	27,991	1.6	7.6	14.3	12.6	29.0	12.5	8.4	5.2	6.7	1.9	0.3	25.3
Indiana	11,721	0.1	17.2	18.4	10.6	25.9	10.6	6.5	3.8	5.0	1.6	0.4	23.9
Iowa	6,778	2.0	13.4	13.1	10.4	32.1	11.4	6.6	4.3	5.0	1.3	0.4	24.2
Kansas	4,506	6.8	17.2	15.4	11.7	25.8	9.7	5.5	3.1	3.5	1.2	0.1	22.8
Kentucky	13,700	3.0	11.1	13.1	11.2	29.0	12.4	7.2	4.4	6.0	2.3	0.4	25.0
Louisiana	10,072	5.3	20.3	14.9	11.1	23.0	10.9	6.0	3.6	3.8	1.0	0.1	23.0
Maine	3,944	0.2	13.4	17.4	12.9	26.9	9.6	6.6	4.5	5.7	2.5	0.5	24.6
Maryland	7,935	6.7	15.7	14.5	9.8	24.8	10.3	7.1	4.4	4.9	1.4	0.4	23.9
Massachusetts	11,596	3.8	12.6	17.0	12.7	26.4	9.2	6.2	4.9	5.2	1.5	0.4	24.1
Michigan	21,673	1.6	7.1	16.7	13.5	30.8	12.1	7.4	4.2	5.0	1.4	0.3	24.4
Minnesota	10,803	1.1	6.7	11.6	14.7	35.0	12.2	7.0	4.7	5.6	1.2	0.3	24.8
Mississippi	11,158	5.3	15.6	18.4	12.9	25.8	9.3	4.6	3.0	3.8	1.2	0.2	22.8
Missouri	10,338	5.5	13.5	14.8	9.5	25.4	11.6	7.0	4.5	6.3	1.8	0.2	24.4
Montana	3,146	3.6	23.2	16.4	11.3	24.7	7.5	4.5	3.3	3.9	1.3	0.2	22.7
Nebraska	3,863	3.0	12.2	16.7	11.9	30.3	11.2	6.0	3.4	3.7	1.4	0.3	23.6
Nevada	5,220	3.7	16.6	16.5	9.5	23.3	11.0	7.6	4.7	5.2	1.6	0.3	24.2
New Hampshire	2,331	3.4	9.7	19.3	12.2	29.8	8.1	5.7	4.2	5.6	1.5	0.4	24.0
New Jersey	11,529	3.0	9.3	12.0	9.3	26.4	13.3	9.9	6.3	7.7	2.3	0.6	26.2
New Mexico	7,201	7.0	15.7	17.2	10.2	23.9	9.4	5.9	3.9	5.1	1.3	0.3	23.5
New York	38,778	1.6	12.0	14.0	13.9	28.0	9.9	6.8	5.4	6.3	1.7	0.4	24.7
North Carolina	21,080	5.2	10.7	10.7	9.0	26.8	12.4	8.4	5.5	7.7	2.9	0.8	26.1
North Dakota	1,773	4.5	15.2	15.1	12.3	28.9	10.2	4.2	3.4	4.8	1.0	0.3	23.3
Ohio	19,327	1.7	6.8	11.7	12.2	33.3	13.6	7.7	4.5	5.9	2.0	0.5	25.3
Oklahoma	10,134	5.2	12.8	13.9	9.9	26.5	11.5	7.4	4.9	5.9	1.6	0.4	24.6
Oregon	12,332	8.2	16.8	13.6	8.9	21.9	9.6	7.5	5.1	6.7	1.6	0.3	24.3
Pennsylvania	22,645	2.0	9.5	17.3	11.5	27.9	11.2	7.0	4.9	6.1	2.1	0.5	24.9
Rhode Island	3,314	0.7	9.8	13.8	11.1	29.3	11.6	9.7	5.7	6.3	1.3	0.6	25.5
South Carolina	7,269	2.9	17.1	15.3	11.4	28.5	10.2	5.2	3.4	4.3	1.6	0.2	23.4
South Dakota	2,353	5.4	13.6	12.9	10.3	30.3	9.4	6.5	3.6	6.2	1.2	0.7	24.3
Tennessee	14,184	0.1	23.6	16.4	9.2	21.4	10.3	6.5	4.5	5.2	2.2	0.4	24.1
Texas	61,151	3.4	13.3	12.8	9.2	24.7	11.7	8.1	6.1	7.8	2.6	0.4	25.7
Utah	6,626	0.1	12.1	21.2	13.3	29.8	9.6	5.1	4.0	4.1	0.6	0.2	23.2
Vermont	1,524	9.1	19.6	16.5	12.8	24.6	6.6	3.0	3.3	2.6	1.4	0.4	22.1
Virginia	15,921	6.3	16.9	18.1	9.8	21.7	8.9	6.1	4.7	5.4	1.7	0.3	23.7
Washington	20,408	5.2	13.0	12.6	9.8	27.1	11.0	7.6	5.5	6.5	1.4	0.3	24.7
West Virginia	5,058	3.5	12.5	16.0	11.7	26.1	10.5	6.9	4.6	5.8	2.1	0.2	24.4
Wisconsin	16,769	0.0	10.2	14.6	9.8	30.1	13.5	8.8	5.4	6.0	1.6	0.2	25.1
Wyoming	1,886	1.9	13.7	20.8	12.1	28.7	8.7	4.8	2.7	4.8	1.4	0.5	23.3
U.S. Subtotal	646,032	3.2	12.4	15.0	10.9	26.6	11.1	7.4	5.1	6.1	1.8	0.4	24.7
American Samoa	34	NA ³	5.9	14.7	23.5	41.2	8.8	NA	NA	5.9	NA	NA	22.3
Guam	95	3.2	7.4	14.7	12.6	31.6	12.6	9.5	7.4	NA	1.1	NA	23.9
Marshall Islands	33	3.0	12.1	18.2	36.4	21.2	9.1	NA	NA	NA	NA	NA	20.1
Micronesia	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
N. Mariana Islands	69	2.9	5.8	8.7	11.6	39.1	24.6	4.3	2.9	NA	NA	NA	23.1
Palau	54	NA	3.7	5.6	20.4	31.5	7.4	7.4	11.1	11.1	1.9	NA	27.2
Puerto Rico	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	190	4.2	8.4	11.1	8.4	24.7	12.6	12.1	7.9	8.4	2.1	NA	26.7
IAFAS Subtotal	475	2.9	7.4	11.6	14.1	29.9	13.3	8.2	6.3	5.1	1.3	NA	24.9

Jurisdiction	Candidates with Known Age (N)	Age Groups ¹											Avg. Age ²
		16 (%)	17 (%)	18 (%)	19 (%)	20-24 (%)	25-29 (%)	30-34 (%)	35-39 (%)	40-49 (%)	50-59 (%)	60+ (%)	
Alberta	1,942	NA	0.4	2.9	6.7	32.2	17.7	13.0	9.3	14.1	3.6	0.1	29.8
British Columbia	1,493	NA	0.1	0.4	6.7	28.0	17.3	16.1	11.8	14.8	4.4	0.5	31.2
Manitoba	617	NA	0.2	1.1	7.6	28.4	15.1	14.6	10.0	16.4	6.3	0.3	31.5
New Brunswick	1,020	NA	NA	0.7	11.8	31.6	14.2	9.8	9.1	18.1	4.0	0.7	30.5
Newfoundland	139	NA	NA	0.7	12.9	28.8	11.5	14.4	14.4	10.1	7.2	NA	30.2
Northwest Territories	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Nova Scotia	1,396	NA	NA	0.3	9.0	27.6	11.5	10.0	12.2	23.1	6.4	0.1	32.6
Nunavut	15	NA	NA	NA	6.7	66.7	6.7	NA	13.3	6.7	NA	NA	25.0
Ontario	3,750	NA	NA	0.0	10.4	35.0	16.8	10.6	8.4	14.8	3.6	0.3	29.6
Prince Edward Island	343	NA	0.3	5.5	7.3	21.9	8.7	9.0	11.4	26.8	8.7	0.3	33.8
Quebec	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Saskatchewan	1,483	NA	0.2	2.0	6.3	27.4	16.9	12.3	11.4	19.3	4.1	0.1	31.4
Yukon Territory	30	NA	NA	3.3	26.7	33.3	NA	16.7	3.3	13.3	3.3	NA	27.8
Canada Subtotal	12,228	NA	0.1	1.1	8.6	30.9	15.8	11.9	10.0	16.8	4.4	0.3	30.7
Federal Corr. Inst.	6,497	NA	0.0	0.1	0.8	18.6	25.6	21.4	13.5	15.4	3.9	0.8	32.8
International	214	12.1	21.5	26.6	8.9	11.7	6.5	3.3	4.2	3.7	1.4	NA	21.8
Michigan Prisons	4,165	NA	0.1	1.4	3.3	29.4	18.5	14.5	12.5	15.6	4.3	0.5	31.4
Overseas: Non-Mil.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Overseas: Military	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CONUS Military	663	0.6	6.5	9.8	11.2	47.7	12.7	6.2	3.2	2.0	0.3	NA	23.4
VA Hospitals	3	NA	NA	NA	NA	NA	NA	NA	NA	66.7	33.3	NA	48.7
Federal and Other Contracts Subtotal	11,542	0.3	0.8	1.6	2.4	24.0	21.9	17.7	12.3	14.5	3.8	0.6	31.6
Program Total	670,277	3.1	12.0	14.5	10.7	26.6	11.4	7.6	5.3	6.4	1.9	0.4	25.0

FOOTNOTES:

- Percentage of each age group is calculated by first dividing the total number of persons in that age group by the total number of persons for whom age was calculated using their date of birth, then multiplying that number by 100. People for whom age could not be calculated were excluded from this calculation.
- People for whom age could not be calculated were excluded from this calculation.
- NA = Not available.

TABLE 3
Percentage of GED Candidates, by Gender: 2003

Jurisdiction	Candidates with Known Gender (N)	Tested, by Gender ¹	
		Male (%)	Female (%)
Alabama	11,985	52.2	47.8
Alaska	3,148	58.3	41.7
Arizona	11,576	52.5	47.5
Arkansas	7,206	58.2	41.8
California	47,208	54.9	45.1
Colorado	14,267	55.7	44.3
Connecticut	4,729	57.8	42.2
Delaware	445	68.8	31.2
District of Columbia	904	48.9	51.1
Florida	37,981	53.4	46.6
Georgia	30,576	52.4	47.6
Hawaii	1,797	54.3	45.7
Idaho	4,944	58.2	41.8
Illinois	26,413	53.9	46.1
Indiana	11,642	58.9	41.1
Iowa	6,777	55.6	44.4
Kansas	4,476	56.8	43.2
Kentucky	13,643	58.2	41.8
Louisiana	10,028	57.8	42.2
Maine	3,878	59.6	40.4
Maryland	7,843	61.4	38.6
Massachusetts	11,436	51.0	49.0
Michigan	21,447	58.3	41.7
Minnesota	10,647	62.2	37.8
Mississippi	11,120	55.5	44.5
Missouri	9,982	57.3	42.7
Montana	3,114	56.8	43.2
Nebraska	3,866	52.5	47.5
Nevada	5,197	57.4	42.6
New Hampshire	288	61.8	38.2
New Jersey	11,408	50.2	49.8
New Mexico	7,080	52.7	47.3
New York	38,440	53.1	46.9
North Carolina	21,000	53.0	47.0
North Dakota	1,736	56.6	43.4
Ohio	190	62.6	37.4
Oklahoma	10,096	52.4	47.6
Oregon	12,332	55.7	44.3
Pennsylvania	22,350	56.3	43.7
Rhode Island	694	43.5	56.5
South Carolina	7,221	57.8	42.2
South Dakota	2,337	57.1	42.9
Tennessee	14,004	53.1	46.9
Texas	60,766	52.7	47.3
Utah	6,621	57.7	42.3
Vermont	1,522	53.4	46.6
Virginia	15,851	57.7	42.3
Washington	20,180	56.4	43.6
West Virginia	5,021	54.2	45.8
Wisconsin	16,596	62.1	37.9
Wyoming	1,879	55.3	44.7
U.S. Subtotal	615,887	55.1	44.9
American Samoa	36	44.4	55.6
Guam	98	52.0	48.0
Marshall Islands	32	43.8	56.3
Micronesia	NA ²	NA	NA
N. Mariana Islands	68	51.5	48.5
Palau	54	66.7	33.3
Puerto Rico	NA	NA	NA
Virgin Islands	188	45.2	54.8
IAFAS Subtotal	476	49.8	50.2

Jurisdiction	Candidates with Known Gender (N)	Tested, by Gender ¹	
		Male (%)	Female (%)
Alberta	348	62.4	37.6
British Columbia	1,493	56.5	43.5
Manitoba	602	54.0	46.0
New Brunswick	968	59.7	40.3
Newfoundland	139	55.4	44.6
Northwest Territories	NA	NA	NA
Nova Scotia	1,424	56.4	43.6
Nunavut	14	57.1	42.9
Ontario	3,751	58.9	41.1
Prince Edward Island	343	45.2	54.8
Quebec	NA	NA	NA
Saskatchewan	1,484	54.0	46.0
Yukon Territory	30	60.0	40.0
Canada Subtotal	10,596	57.0	43.0
Federal Corr. Inst.	6,416	89.1	10.9
International	213	53.1	46.9
Michigan Prisons	3,974	94.8	5.2
Overseas: Non-Military	NA	NA	NA
Overseas: Military	NA	NA	NA
CONUS Military	655	68.9	31.1
VA Hospitals	3	100	NA
Federal and Other Contracts Subtotal	11,261	89.2	10.8
Program Total	638,220	55.7	44.3

FOOTNOTES:

- ¹ Percentage of each gender is calculated by first dividing the total number of candidates of that gender by the total number of candidates for whom gender was known, then multiplying that number by 100. People who did not report their gender were excluded from this calculation.
- ² NA = Not available.

TABLE 4
Percentage of GED Candidates, by Ethnicity: 2003

Jurisdiction	Candidates Without Known Ethnicity (N)	Candidates with Known Ethnicity (N)	Ethnicity ¹					
			Hispanic Origin (%)	American Indian or Alaska Native (%)	Asian (%)	African American (%)	Pacific Islander/Hawaiian (%)	White (%)
Alabama	273	11,819	1.5	1.2	0.5	30.9	0.1	65.8
Alaska	235	2,948	6.1	29.8	2.6	4.9	2.0	54.5
Arizona	1,147	10,546	38.8	8.0	1.1	5.1	0.6	46.6
Arkansas	71	7,196	3.9	1.8	0.6	16.1	0.1	77.5
California	2,559	45,335	50.1	1.7	5.4	10.6	2.0	30.1
Colorado	10,671	3,613	43.2	2.7	1.5	11.4	0.4	40.8
Connecticut	515	4,729	20.2	0.6	1.5	27.6	0.3	49.7
Delaware	13	439	6.2	0.5	0.5	25.5	0.2	67.2
District of Columbia	210	803	13.2	0.7	0.5	79.8	0.4	5.4
Florida	39	37,958	18.0	0.8	1.4	22.6	0.5	56.8
Georgia	3,577	27,131	4.6	0.6	1.0	39.6	0.1	54.1
Hawaii	62	1,755	9.9	1.4	22.3	4.0	33.9	28.5
Idaho	363	4,618	11.2	4.3	1.0	1.0	0.6	82.0
Illinois	2,945	25,053	22.7	0.6	1.2	28.4	0.2	46.8
Indiana	260	11,464	4.5	1.1	0.5	16.4	0.1	77.4
Iowa	2,058	4,720	7.4	1.2	1.4	12.0	0.1	77.9
Kansas	240	4,301	13.0	2.7	1.1	10.7	0.2	72.4
Kentucky	330	13,471	3.2	0.7	0.3	17.4	0.1	78.3
Louisiana	305	9,907	2.7	1.4	0.8	32.6	0.1	62.4
Maine	133	3,833	5.9	2.6	1.3	6.1	0.2	84.0
Maryland	469	7,505	5.5	1.1	1.7	47.4	0.3	44.1
Massachusetts	1,196	10,536	24.0	0.8	3.1	17.7	0.3	54.2
Michigan	1,071	20,846	6.9	2.2	0.9	30.3	0.1	59.5
Minnesota	1,766	9,126	8.0	6.2	3.5	17.1	0.3	64.9
Mississippi	270	10,956	1.3	1.0	0.5	42.7	0.1	54.4
Missouri	1,172	9,304	2.9	1.2	0.6	17.7	0.2	77.3
Montana	314	2,845	5.1	20.6	0.4	1.1	0.7	72.1
Nebraska	216	3,662	11.9	4.9	1.2	14.0	0.3	67.7
Nevada	506	4,780	23.1	3.1	2.7	10.5	2.2	58.4
New Hampshire	321	2,172	4.9	1.7	1.0	3.1	0.0	89.3
New Jersey	859	10,684	29.4	0.6	2.3	32.3	0.6	34.7
New Mexico	695	6,571	51.7	11.3	1.1	2.8	0.4	32.7
New York	9,915	35,240	76.2	3.6	1.4	8.1	0.2	10.5
North Carolina	1,557	19,825	3.7	1.8	1.0	33.0	0.2	60.4
North Dakota	658	1,123	4.2	26.4	0.3	2.3	0.5	66.3
Ohio	19,290	51	5.9	2.0	0.0	45.1	2.0	45.1
Oklahoma	425	9,778	7.8	15.3	0.7	12.3	0.4	63.5
Oregon	8,189	4,144	18.8	4.5	2.1	6.2	0.7	67.8
Pennsylvania	872	21,829	11.0	0.6	1.4	28.5	0.2	58.2
Rhode Island	365	3,218	26.2	2.1	2.5	13.7	0.4	55.0
South Carolina	461	6,978	3.0	0.9	0.4	32.8	0.2	62.7
South Dakota	55	2,306	4.2	24.7	1.2	5.3	0.5	64.1
Tennessee	410	13,813	3.0	0.7	0.5	18.5	0.1	77.3
Texas	4,470	57,975	48.5	0.7	1.1	14.7	0.2	34.9
Utah	5,311	1,315	22.4	3.6	1.2	3.0	1.4	68.3
Vermont	0	1,524	17.0	1.0	1.1	4.7	0.7	75.5
Virginia	582	15,455	5.6	0.8	2.0	32.3	0.4	59.0
Washington	1,208	19,496	13.4	5.8	3.8	9.2	1.9	65.8
West Virginia	145	4,929	1.5	0.8	0.4	14.1	0.2	83.0
Wisconsin	2,044	14,909	9.9	4.0	1.8	24.0	0.1	60.1
Wyoming	73	1,814	11.0	9.0	0.7	1.7	0.1	77.7
U.S. Subtotal	90,891	566,348	22.6	2.6	1.7	20.3	0.6	52.3
American Samoa	8	30	0.0	0.0	0.0	6.7	83.3	10.0
Guam	1	97	1.0	0.0	22.7	0.0	67.0	9.3
Marshall Islands	0	33	0.0	0.0	0.0	0.0	100.0	0.0
Micronesia	NA ²	NA	NA	NA	NA	NA	NA	NA
N. Mariana Islands	4	67	0.0	3.0	11.9	0.0	80.6	4.5
Palau	2	52	0.0	0.0	5.8	0.0	94.2	0.0
Puerto Rico	20,580	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	9	186	11.3	0.5	0.5	83.3	0.0	4.3
IAFAS Subtotal	20,604	465	4.7	0.6	7.3	33.8	48.6	4.9

Jurisdiction	Candidates Without Known Ethnicity (N)	Candidates with Known Ethnicity (N)	Ethnicity ¹					
			Hispanic Origin (%)	American Indian or Alaska Native (%)	Asian (%)	African American (%)	Pacific Islander/Hawaiian (%)	White (%)
Alberta	1,862	84	19.0	15.5	28.6	2.4	11.9	22.6
British Columbia	334	1,159	75.1	0.0	0.0	0.0	9.9	15.0
Manitoba	401	221	24.0	14.9	26.2	1.4	0.9	32.6
New Brunswick	1,158	164	21.3	40.2	15.9	2.4	0.0	20.1
Newfoundland	165	1	100.0	0.0	0.0	0.0	0.0	0.0
Nova Scotia	1,403	24	20.8	20.8	20.8	16.7	0.0	20.8
Nunavut	15	NA	NA	NA	NA	NA	NA	NA
Ontario	3,731	20	25.0	15.0	30.0	5.0	5.0	20.0
Prince Edward Island	336	7	57.1	0.0	28.6	0.0	0.0	14.3
Quebec	NA	NA	NA	NA	NA	NA	NA	NA
Saskatchewan	1,386	98	6.1	7.1	20.4	0.0	2.0	64.3
Yukon Territory	9	21	33.3	4.8	19.0	4.8	0.0	38.1
Canada Subtotal	10,800	1,799	55.7	7.1	8.1	0.8	7.2	21.1
Federal Corr. Inst.	525	6,016	38.3	2.9	1.0	35.9	0.7	21.1
International	1,017	209	2.4	0.0	1.4	79.4	0.5	16.3
Michigan Prisons	319	3,852	4.8	1.7	0.6	57.5	0.1	35.3
Overseas: Non-Mil.	NA	NA	NA	NA	NA	NA	NA	NA
Overseas: Military	NA	NA	NA	NA	NA	NA	NA	NA
CONUS Military	32	632	15.2	2.7	5.1	13.3	1.9	61.9
VA Hospitals	0	3	0.0	0.0	0.0	66.7	0.0	33.3
Federal and Other Contracts Subtotal	1,893	10,712	24.2	2.4	1.1	43.2	0.5	28.5
Program Total	124,188	579,324	22.7	2.6	1.7	20.6	0.6	51.7

FOOTNOTES:

- Percentage of each ethnic group is calculated by first dividing the total number of candidates of that ethnic group by the total number of candidates for whom ethnicity was known, then multiplying that number by 100. People who did not report their ethnicity were excluded from this calculation.
- NA = Not available.

TABLE 5

Percentage of GED Candidates, by Grade Completed, and Average Grade Completed: 2003

Jurisdiction	Candidates with Known Grade Completed (N)	Percentage of Candidates Who Completed Grade ¹								Average Grade Completed ²
		None-5th (%)	6th (%)	7th (%)	8th (%)	9th (%)	10th (%)	11th (%)	12th (%)	
Alabama	11,753	0.1	0.4	2.1	8.7	19.0	28.7	31.9	9.1	10.0
Alaska	2,861	0.5	0.4	1.6	9.7	20.0	32.1	32.0	3.8	9.9
Arizona	9,890	0.9	1.5	1.5	9.4	18.6	28.7	34.7	4.7	9.9
Arkansas	7,062	0.2	0.5	1.7	8.3	19.5	31.6	33.9	4.3	10.0
California	39,878	0.7	2.6	1.2	4.3	14.1	24.7	44.7	7.7	10.2
Colorado	13,841	0.5	1.0	1.3	7.8	19.8	31.5	33.4	4.7	10.0
Connecticut	4,718	0.3	0.5	0.6	8.2	21.9	32.9	32.7	3.0	9.9
Delaware	414	0.7	0.5	0.7	15.7	21.3	29.7	30.2	1.2	9.7
District of Columbia	773	1.4	0.5	3.1	9.6	20.1	28.7	32.9	3.8	9.8
Florida	37,111	0.5	0.4	1.5	8.7	19.2	29.9	31.9	7.9	10.0
Georgia	24,098	0.1	0.1	0.4	1.3	9.5	22.3	32.8	33.5	10.9
Hawaii	1,706	0.4	0.3	0.8	5.6	16.6	28.9	40.6	6.8	10.2
Idaho	4,558	0.7	0.6	1.7	9.3	21.7	29.7	31.4	5.0	9.9
Illinois	21,521	1.8	1.0	3.0	7.9	17.3	29.3	34.6	5.2	9.9
Indiana	11,416	0.2	0.3	1.0	8.3	19.9	31.7	34.7	3.9	10.0
Iowa	6,629	0.2	0.6	1.0	8.5	18.6	32.3	36.0	2.8	10.0
Kansas	4,206	0.4	0.4	1.7	8.3	19.3	32.8	33.5	3.6	10.0
Kentucky	13,015	0.3	0.4	1.4	11.1	22.1	30.2	32.0	2.5	9.9
Louisiana	9,741	0.3	0.9	3.0	12.9	22.7	28.1	28.3	3.9	9.7
Maine	3,608	0.4	0.7	1.3	11.6	18.9	30.2	33.0	3.9	9.9
Maryland	7,484	0.2	0.3	1.4	10.2	21.5	31.4	31.2	3.7	9.9
Massachusetts	10,269	1.4	1.0	2.5	10.4	21.6	29.2	30.1	4.0	9.7
Michigan	20,285	0.4	0.3	1.3	7.7	18.3	32.7	36.3	3.0	10.0
Minnesota	8,901	0.4	0.4	1.2	4.4	13.5	30.4	44.1	5.6	10.2
Mississippi	10,549	0.3	0.9	3.2	12.2	22.8	28.5	27.5	4.6	9.7
Missouri	9,044	0.3	0.5	1.4	9.0	19.2	33.0	32.9	3.5	9.9
Montana	2,729	0.3	0.4	0.8	9.2	20.0	30.5	33.5	5.3	10.0
Nebraska	3,421	0.3	0.5	1.5	7.2	17.7	31.9	35.9	5.1	10.1
Nevada	4,617	0.7	0.3	1.5	6.0	14.6	30.5	40.7	5.7	10.1
New Hampshire	2,174	0.1	0.3	1.1	11.3	21.7	30.4	31.5	3.7	9.9
New Jersey	9,858	0.5	0.7	1.2	7.1	19.2	31.2	33.4	6.6	10.0
New Mexico	6,362	1.4	0.6	2.6	7.1	19.4	31.9	31.7	5.3	9.9
New York	20,832	0.5	0.3	0.7	6.5	18.3	29.9	35.2	8.5	10.1
North Carolina	19,792	0.5	1.5	12.2	25.7	31.1	24.5	3.7	0.8	8.8
North Dakota	1,098	NA ³	0.5	1.5	9.8	22.5	28.2	34.9	2.6	9.9
Ohio	19,285	1.2	0.3	0.8	8.9	19.2	29.1	36.2	4.4	9.9
Oklahoma	9,519	1.0	0.8	2.6	9.6	21.5	30.0	31.4	3.2	9.8
Oregon	11,136	0.7	1.4	1.3	8.2	19.9	30.1	33.0	5.2	9.9
Pennsylvania	21,101	0.5	0.5	1.5	7.5	19.4	31.8	35.2	3.7	10.0
Rhode Island	3,187	1.4	1.5	2.4	12.7	22.8	28.1	27.2	3.9	9.7
South Carolina	6,683	0.1	0.3	1.0	9.4	24.5	30.8	30.3	3.4	9.9
South Dakota	2,205	0.2	0.2	1.2	11.9	21.0	30.0	32.7	2.7	9.9
Tennessee	13,218	0.2	0.4	1.2	6.9	17.6	31.6	38.5	3.6	10.1
Texas	49,639	0.4	0.8	1.8	11.7	22.7	28.4	29.9	4.3	9.8
Utah	3,803	0.8	0.6	1.1	4.4	13.1	26.4	42.2	11.5	10.3
Vermont	182	3.3	1.6	NA	7.7	14.8	15.9	34.1	22.5	10.1
Virginia	15,262	0.3	0.5	1.8	10.2	22.1	30.5	31.8	2.8	9.9
Washington	17,700	0.2	0.4	1.2	1.8	7.3	18.3	31.9	38.9	10.9
West Virginia	4,771	0.2	0.4	2.2	10.5	23.4	28.7	31.0	3.6	9.8
Wisconsin	14,206	0.8	0.6	1.8	6.4	16.0	28.6	43.0	2.9	10.1
Wyoming	1,735	NA	0.1	0.7	0.8	7.1	18.4	32.9	39.8	11.0
U.S. Subtotal	559,846	0.5	0.7	1.9	8.6	18.9	28.8	33.2	7.3	10.0
American Samoa	34	NA	NA	NA	2.9	17.6	26.5	44.1	8.8	10.4
Guam	96	NA	NA	NA	1.0	10.4	37.5	45.8	5.2	10.4
Marshall Islands	32	3.1	NA	NA	NA	3.1	9.4	50.0	34.4	10.9
Micronesia	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
N. Mariana Islands	65	NA	1.5	4.6	7.7	13.8	36.9	24.6	10.8	10.0
Palau	53	1.9	NA	1.9	5.7	24.5	34.0	24.5	7.5	9.9
Puerto Rico	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	172	0.6	1.7	4.1	9.3	14.5	22.1	25.0	22.7	10.1
IAFAS Subtotal	452	0.7	0.9	2.4	5.8	14.2	28.3	32.5	15.3	10.2

Jurisdiction	Candidates with Known Grade Completed (N)	Percentage of Candidates Who Completed Grade ¹								Average Grade Completed ²
		None-5th (%)	6th (%)	7th (%)	8th (%)	9th (%)	10th (%)	11th (%)	12th (%)	
Alberta	154	1.3	1.9	1.3	5.2	18.8	27.9	38.3	5.2	10.0
British Columbia	1,493	9.0	0.3	1.8	4.8	14.5	38.5	29.5	1.6	9.1
Manitoba	416	1.0	0.5	2.9	8.2	23.3	31.0	29.8	3.4	9.8
New Brunswick	924	0.5	1.0	3.5	8.2	26.3	31.5	27.1	1.9	9.7
Newfoundland	135	NA	NA	3.0	5.9	17.8	35.6	34.8	3.0	10.0
Northwest Territories	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Nova Scotia	54	NA	NA	5.6	11.1	22.2	27.8	33.3	NA	9.7
Nunavut	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ontario	137	1.5	0.7	NA	3.6	16.8	33.6	39.4	4.4	10.1
Prince Edward Island	295	0.3	1.4	4.4	10.2	21.7	33.9	27.8	0.3	9.6
Quebec	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Saskatchewan	1,454	0.5	1.2	2.4	10.2	22.7	38.2	22.1	2.8	9.7
Yukon Territory	30	3.3	NA	6.7	10.0	23.3	36.7	20.0	NA	9.2
Canada Subtotal	5,092	3.1	0.8	2.6	7.7	20.5	35.6	27.5	2.3	9.6
Federal Corr. Inst.	5,768	6.7	3.3	6.9	12.0	18.7	24.1	25.6	2.9	9.1
International	119	NA	NA	NA	0.8	4.2	9.2	52.9	32.8	11.1
Michigan Prisons	3,678	0.8	1.3	2.6	11.2	20.8	29.7	28.8	4.7	9.8
Overseas: Non-Mil.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Overseas: Military	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CONUS Military	595	0.5	0.2	1.0	3.0	12.1	24.0	46.9	12.3	10.5
VA Hospitals	2	NA	NA	NA	NA	NA	50.0	50.0	NA	10.5
Federal and Other Contracts Subtotal	10,162	4.1	2.3	4.9	11.0	18.9	25.9	28.3	4.5	9.5
Program Total	575,552	0.6	0.8	2.0	8.6	18.9	28.8	33.1	7.2	10.0

FOOTNOTES:

- Percentage of each grade level is calculated by first dividing the total number of persons who had completed that grade level by the total number of persons who reported their grade level completed, then multiplying that number by 100. People who did not report their highest grade completed were excluded from this calculation.
- People who did not report their highest grade completed were excluded from this calculation.
- NA = Not available.

Who Completed and Passed the GED Tests?

Section II presents a series of analyses for the candidates who passed the GED Test Battery in 2003. Separate analyses were conducted for the U.S. and Canadian passers. Following the analyses of pass rates, demographic analyses address this report's

primary focus by describing the passers. Test score summaries then describe the passers' test performance levels. In order to better understand passers' test performance, test performance of candidates who completed the battery of tests is presented first.

WHO COMPLETED THE GED TESTS?

EXHIBIT 10:

GED Standard Score Statistics for All GED Completers¹: 2003

Test Area ²	Standard Score			Pass Rate
	Median	Mean	Standard Deviation	
Language Arts, Writing	480	493	78	93.6
Social Studies	510	513	80	93.5
Science	520	528	84	94.8
Language Arts, Reading	520	542	103	95.0
Mathematics	460	469	79	80.9
Overall ³	500	509	70	73.0

¹ Statistics in this exhibit do not include Spanish- and French-language versions of the tests, which use a different standard score scale.

² Test Area statistics are based on the number of people who completed all tests by the end of 2003. Some completers began testing in 2002.

³ Overall median, mean, and standard deviation are based on the number of people who completed all five tests in 2003. Overall pass rate is the number of people who passed all five tests by the end of 2003 divided by the number of people who completed all five tests by the end of 2003.

Source: 2003 GED Testing Service Data; N=513,642.

GED STANDARD SCORE DISTRIBUTIONS AND STATISTICS FOR COMPLETERS: 2003

Among all candidates who completed the 2002 series tests in 2003, their overall average standard score was 509, which had a corresponding pass rate of 80.2 percent. The individual test scores followed the same pattern as the scores for all candidates. The Mathematics Test average score of 469, median score of 460, and pass rate of 80.9 percent, indicated that this was the most difficult part of the test battery. Completers performed the best on the Language

Arts, Reading Test, as indicated by an average score of 542 and a pass rate of 95.0 percent. Average scores on the Science Test and Social Studies Test were above 500. The corresponding pass rates were 94.8 percent in Science, which is very comparable to Language Arts, Reading and 93.5 percent in Social Studies, which is the same as the Language Arts, Writing Test pass rate of 93.6 percent.

EXHIBIT 10A:**GED Standard Score Statistics for All U.S. Completers¹: 2003**

Test Area ²	Standard Score			Pass Rate
	Median	Mean	Standard Deviation	
Language Arts, Writing	480	492	78	94.1
Social Studies	510	513	80	93.6
Science	520	527	84	94.9
Language Arts, Reading	520	541	103	95.1
Mathematics	460	468	79	81.3
Overall ³	500	508	70	74.3

¹ Statistics in this exhibit do not include Spanish- and French-language versions of the tests, which use a different standard score scale.

² Test Area statistics are based on the number of people who completed all tests by the end of 2003. Some completers began testing in 2002.

³ Overall median, mean, and standard deviation are based on the number of people who completed all five tests in 2003. Overall pass rate is the number of people who passed all five tests by the end of 2003 divided by the number of people who completed all five tests by the end of 2003.

Source: 2003 GED Testing Service Data; N=494,966.

For U.S. candidates, the overall average standard score was 508, with a corresponding pass rate of 74.3 percent. The individual test average standard scores for all U.S. completers followed the basic pattern evident in the analyses for all completers. The Mathematics Test average score of 468 and pass rate of 81.3 percent were the lowest of all five tests. The Language Arts, Reading Test average score (541) was the

highest; while the average scores on the Science Test (527) and Social Studies Test (513) also exceeded 500. The pass rates on the Science and Language Arts, Reading Tests were 95 percent and the pass rates for the Language Arts, Writing and Social Studies Tests were approximately 94 percent.

EXHIBIT 10B:**GED Standard Score Statistics for All Canadian Completers¹: 2003**

Test Area ²	Standard Score			Pass Rate
	Median	Mean	Standard Deviation	
Language Arts, Writing	520	533	87	95.6
Social Studies	520	537	82	96.5
Science	550	560	90	96.8
Language Arts, Reading	570	588	112	97.7
Mathematics	480	490	81	86.5
Overall ³	536	542	75	63.0

¹ Statistics in this exhibit do not include Spanish- and French-language versions of the tests, which use a different standard score scale.

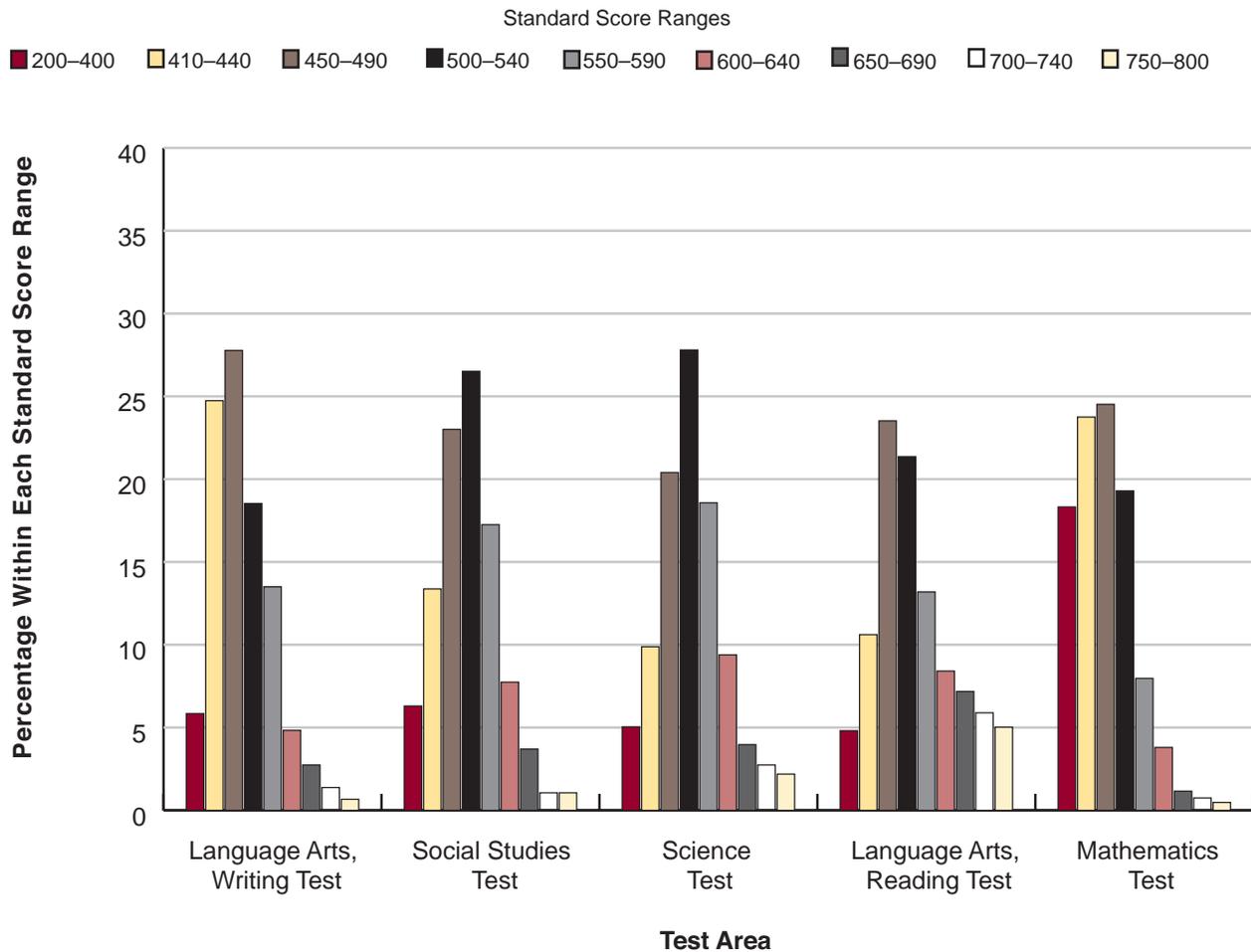
² Test Area statistics are based on the number of people who completed all tests by the end of 2003. Some completers began testing in 2002.

³ Overall median, mean, and standard deviation are based on the number of people who completed all five tests in 2003. Overall pass rate is the number of people who passed all five tests by the end of 2003 divided by the number of people who completed all five tests by the end of 2003.

Source: 2003 GED Testing Service Data; N=11,484.

The overall pass rate was 63.0 percent for Canadians who completed the 2002 series tests by the end of 2003. This corresponded to an overall average score of 542. On individual tests, the average standard scores for all Canadian completers ranged from a low of 490 on the Mathematics

Test to a high of 588 on the Language Arts, Reading Test. The average scores on all other tests were greater than 530. Pass rates for each individual test area, except Mathematics (86.5 percent), exceeded 95 percent.

EXHIBIT 11:**Score Distribution for All Completers in the GED Testing Program, by Test Area¹: 2003**

¹ Statistics in this table do not include Spanish- and French-language versions of the tests, which use a different standard score scale.

Source: 2003 GED Testing Service Data.

The standard score range distributions support the patterns that emerged from the statistics presented in Exhibit 10. Approximately 6 percent of the completers scored in the 600–800 range in Mathematics, far lower than the 25 percent of the completers who scored in the same range in

Language Arts, Reading and the 19 percent who scored in the same range in Science. At the other end of the distribution, more than 55 percent of the completers scored below 500 in Language Arts, Writing.

WHO PASSED THE GED TESTS IN THE UNITED STATES?

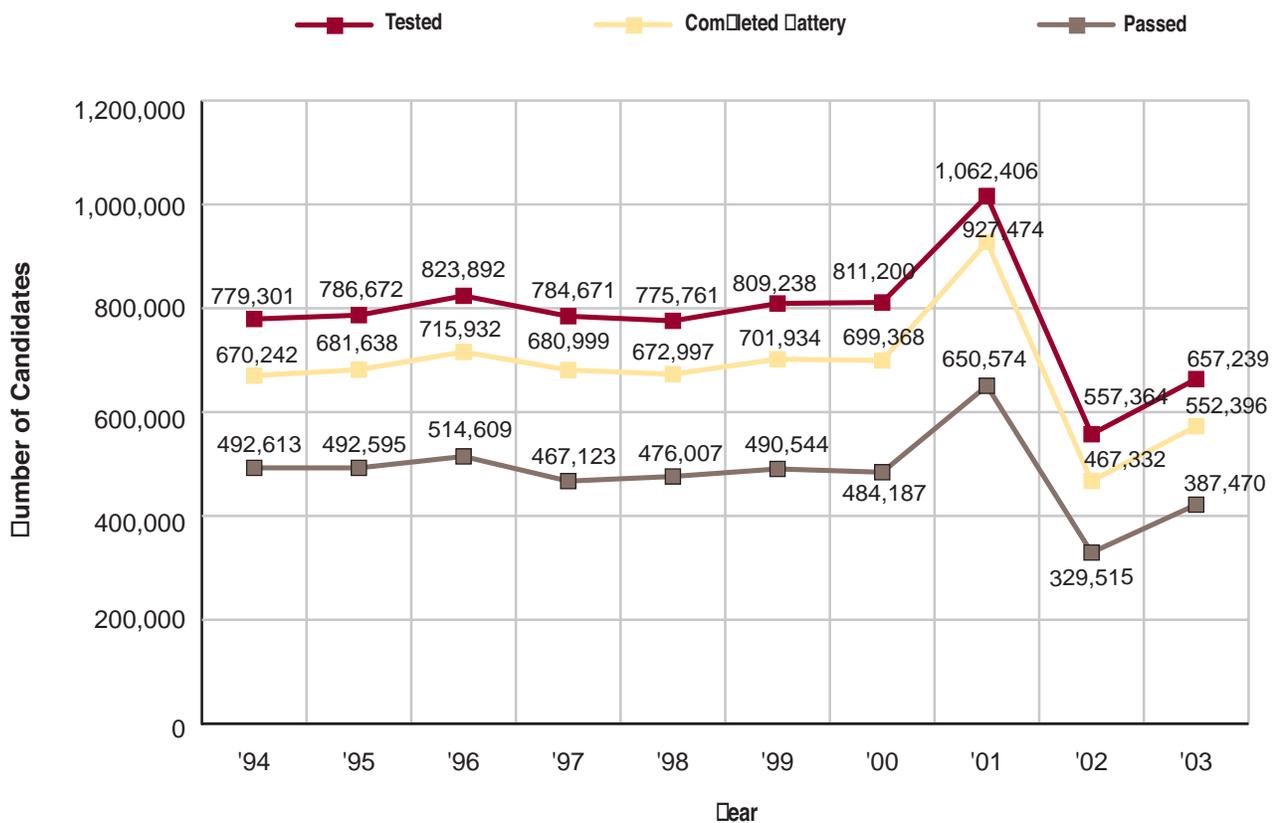
The 2003 pass rate in the United States was 70.1 percent. This rate includes passers who took the 2002 Series GED Tests as well as passers who took the tests in Spanish or French from the 1998 series. This section presents pass rates by states for all passers. Demographic analyses of passers are presented for all passers with demographic information. Test score summaries are presented for passers who took the 2002 series tests.

Exhibit 12 shows the overall 10-year trend in the number of candidates, completers, and passers from 1994 through 2003. The year 2003 was the second year for the 2002 Series GED Tests. Following a large decrease in 2002 from the end of the 1988 series, the number of adults taking the GED Tests increased by 16.7 percent from 2002 to 2003. This was still below all reported levels of candidates tested from 1994 through 2001.

The number of U.S. completers increased by 18.2 percent from 2002 to 2003. At the same time, the number of passers increased by 17.6 percent. The 10-year trends for completers and passers were the same as the trend for the number of candidates who tested. (For detailed information on changes from 2002 to 2003, see Table 6, pages 62–63.) It should be noted that, to some extent, figures for the 1988 series might be inflated due to the data collection procedures. Prior to 2002, jurisdiction administrators reported summary statistics to the GED Testing Service. This methodology may have produced multiple counts of candidates who tested in more than one jurisdiction. With the switch to electronic scoring in 2002, each candidate is represented only once, regardless of how many jurisdictions in which they took the tests. (See “On the Cover,” pages 1–3, for a full explanation.)

EXHIBIT 12:

Trends in the Number of U.S. GED Candidates Who Tested, Completed, and Passed the GED Tests: 1994–2003



Source: 2003 GED Testing Service Data.

SERVING THE TARGET POPULATION: GED PASSERS

In 2003, only 1.2 percent of U.S. adults without a high school diploma passed the GED Tests and earned their jurisdictions' high school diploma.

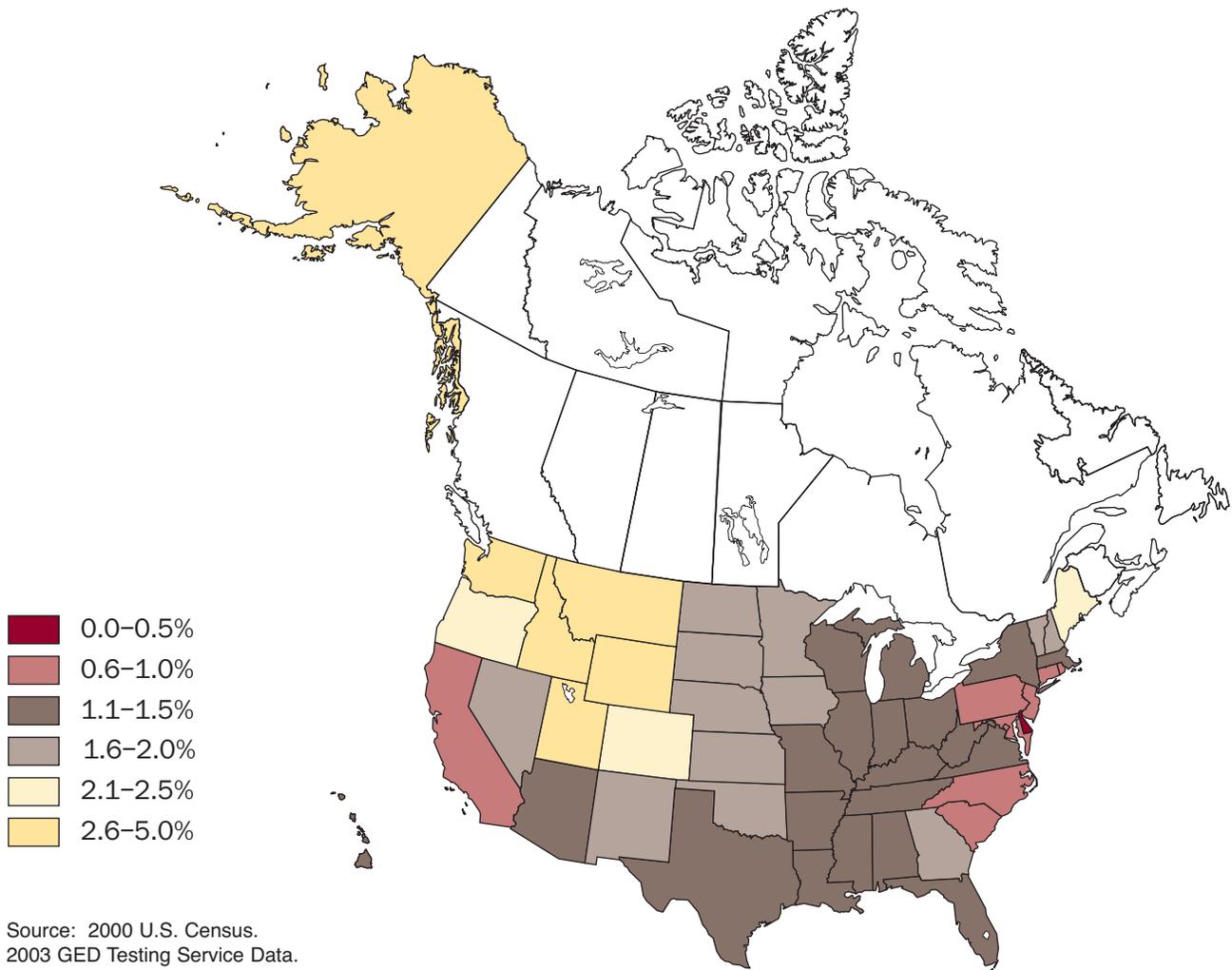
Exhibit 13 shows the percentage of adults without a high school diploma (as estimated with data from the 2000 U.S. Census) who passed the GED Tests in each state and the District of Columbia in 2003. This map shows the limited reach of the GED Testing Program. Only very small percentages (0.5–4.6 percent) of adults without a high school diploma passed the GED Tests in 2003.

In general, the GED Testing Program assisted more adults in the northern states, especially the Northwest, than in the eastern or the southern states. At least one state, Alaska, stands out by creating opportunities for the 4.6 percent of their potential GED population who passed the tests. Wyoming (3.8 percent) and Utah (3.6 percent) provided a larger share of their potential GED population with new opportunities than most of the nearby states. But, as with the total number tested, even in the most successful state, less than 5.0 percent of adults without a high school diploma passed the GED Tests.

For additional information see Table 1, pages 26–27.

EXHIBIT 13:

Percentage of Adults Without a High School Diploma Who Passed the GED Tests, by State: 2003



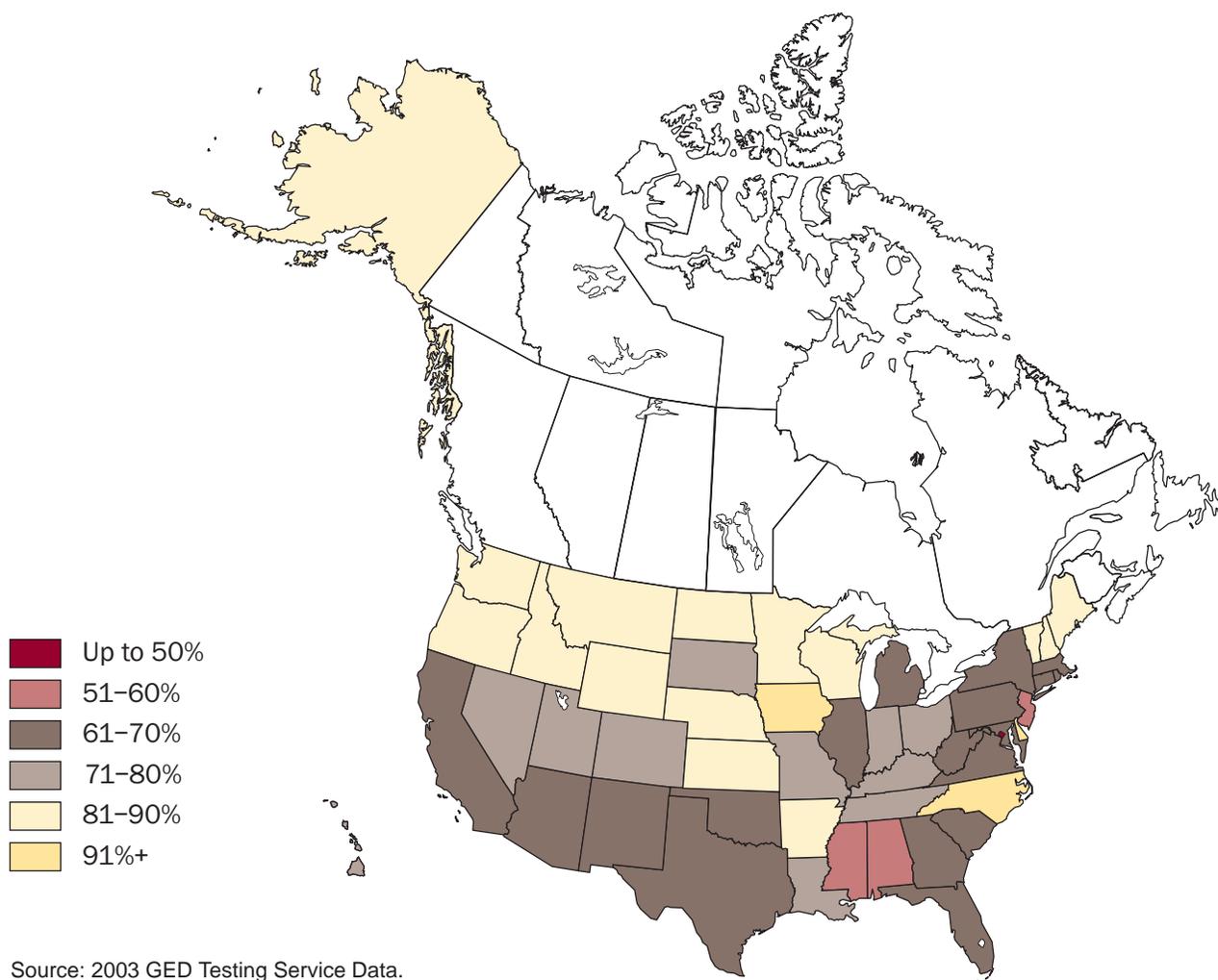
PASS RATES IN THE UNITED STATES

In 2003, the pass rate in the United States was 70.1 percent. Exhibit 14 shows that the highest pass rates generally occurred in the Midwest and upper western states, where more than 80 percent of the candidates who completed all tests passed. Overall, the southern states and southwestern states, where 70 percent or fewer of the candidates passed, accounted for most of the lowest pass rates.

When comparing the pass rates by state with the percentage of adults without a high school diploma by state, there are some interesting results in the states with the greatest challenge. Some states with the highest percentage of adults without a high school diploma had the lowest passing rates. For example, Kentucky, with 25.2 percent of its population

without a high school diploma, had a pass rate of 71.7 percent; Louisiana, 25.0 percent and 73.1 percent, respectively; and Texas, 24.5 percent and 64.0 percent, respectively. The highest pass rate, 82.2 percent, was in Arkansas, where 23.9 percent of the adults did not have a high school diploma. Note that of these four states, only Arkansas tested fewer than 10,000 candidates.

Conversely, some states with the least challenge had the highest passing rates. Wyoming, where only 12.0 percent of adults are without a high school diploma, had a pass rate of 89.2 percent; Montana, 12.0 percent and 82.1 percent, respectively; Minnesota, 12.1 percent and 83.4 percent, respectively; and Alaska, 12.2 percent and 83.2 percent, respectively. It should be noted that of these four states, only Minnesota tested more than 10,000 candidates.

EXHIBIT 14:**Pass Rates for U.S. GED Completers: 2003**

Source: 2003 GED Testing Service Data.

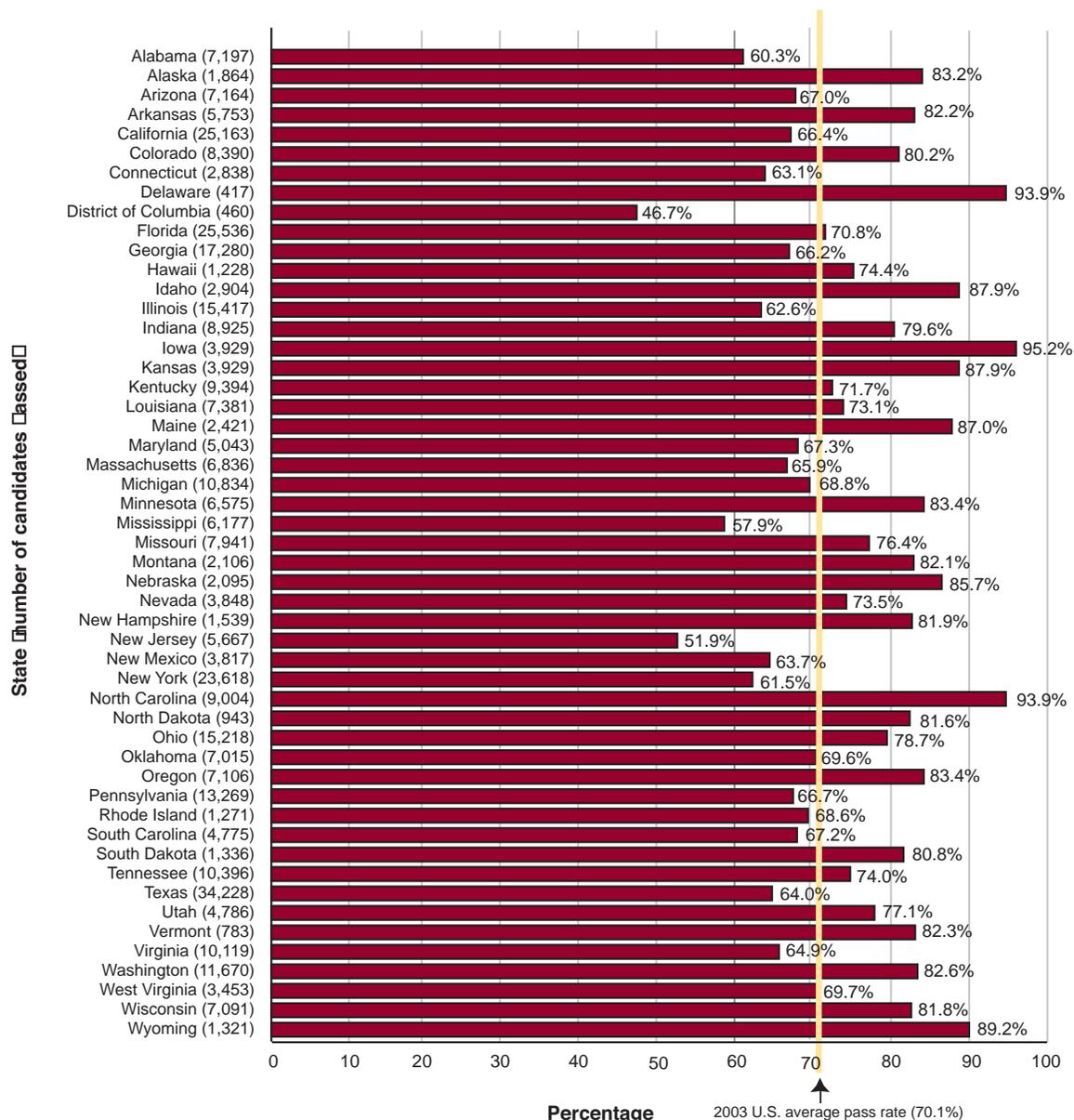
In 2003, approximately 60 percent of U.S. jurisdictions exceeded the average pass rate of 70.1 percent. This is illustrated in Exhibit 15, in which the individual pass rates are shown with reference to the U.S. average (shown as a vertical yellow line). The fact that so many jurisdictions exceeded the average pass rate indicates that some of the largest jurisdictions had the lowest pass rates. Texas, California, and New York had below-average pass rates.

Among the best performing states, six of them exceeded the 70.1 percent overall pass rate by roughly 20.0 percentage points: Iowa (95.2 percent), North Carolina² and Delaware (93.9 percent),

Wyoming (89.2 percent), and Idaho and Kansas (87.9 percent). Two additional states each had pass rates roughly 15.0 percentage points higher than the 70.1 percent average: Maine (87.0 percent) and Nebraska (85.7 percent).

Conversely, the pass rates in the District of Columbia (46.7 percent) and New Jersey (51.9 percent) were below the overall U.S. pass rate by approximately 20 percentage points or more. The U.S. pass rate requires the passers to earn a minimum standard score of 410 on each test with an average score of 450 across the five tests. (See Table 18, pages 90–91, for jurisdiction policies.)

EXHIBIT 15:
Pass Rates, by State: 2003



Source: 2003 GED Testing Service Data.

² The pass rate in North Carolina may be artificially inflated due to difficulties created by a switch in scoring services.

AGE OF GED PASSERS

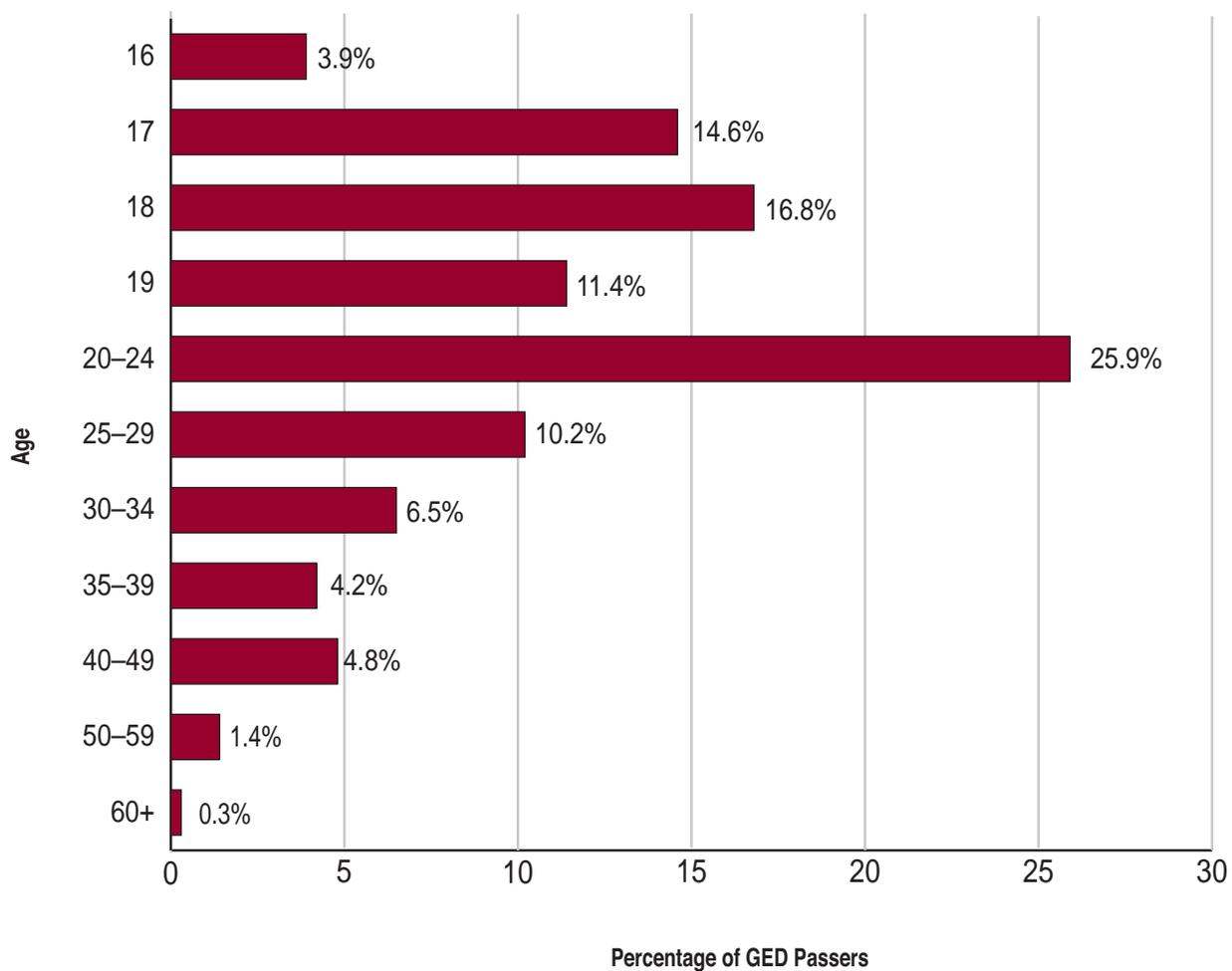
In 2003, the average age of GED passers in the United States was 23.8 years—almost one year younger than the average age (24.7 years) of all U.S. candidates. As shown in Exhibit 16, more than 35 percent of the passers were aged 16 to 18. An additional 11.4 percent were aged 19 while the 20- to 24-year-old passers accounted for more than 25 percent of the passers. That is, the majority of the passers were below the age of 25. Compared to 2002, the percentages of passers aged 16 to 18 decreased by 2.9 percentage points. At the same time, the percentage of 19-year-old passers was unchanged although the percentage of passers aged 20 to 24 increased by 1.3 percentage points.

The average age also varied across states (see Table 7, pages 64–65). Four states exceeded the passers' average age of 23.8

by at least one year: California (2.8 years), Arizona (1.2 years), Ohio (1.1 years), and Texas (1 year). Conversely, 16 states had an average age at least one year less than the 23.8 years average. Among these states, the greatest differences were in small states: Vermont (2.4 years), Montana (2.1 years), and Alaska (2.0 years).

State distributions of passers' age groups varied (see Table 6). Teenagers aged 16 to 18 represented only 21.6 percent of the passers in Ohio but more than 50 percent of the passers in Montana (50.4 percent), Hawaii (50.5 percent), and Vermont (52.4 percent). In addition to Ohio, 16- to 18-year-old passers accounted for less than 25 percent of the passers in California (24.5 percent) and Minnesota (24.9 percent). GEDTS plans to address age differences in future research studies.

EXHIBIT 16:
Percentage of U.S. GED Passers, by Age: 2003



Source: 2003 GED Testing Service Data; N = 383,931.

Potential candidates may not take the GED Tests unless they meet their state's compulsory attendance requirements and state GED age requirements (see Table 18, pages 90–91).

Exhibit 17 shows that the majority of states have GED minimum age requirements that are more stringent than the compulsory age requirements for attending K–12 schools.

While 30 states establish 16 years of age as the compulsory attendance age, only seven of those states permit candidates 16 years of age to receive a GED credential without granting an exception on a case-by-case basis. Three states have GED minimum age requirements less than the compulsory attendance age.

EXHIBIT 17:

State Compulsory Attendance and Minimum Age for GED Credential Requirements

Compulsory Attendance ¹	Minimum Age for GED Credential ²				
	16 Years (7 States)	17 Years (8 States)	18 Years (30 States)	18.5 Years (1 State)	19 Years (4 States)
16 Years (29 States)	Alaska Maryland New Jersey Vermont	Connecticut Indiana Iowa Montana South Carolina	Alabama Arizona Delaware Georgia Idaho Illinois Massachusetts Michigan Missouri Nebraska New Hampshire North Carolina North Dakota Rhode Island South Dakota West Virginia Wyoming		Kentucky Minnesota New York
17 Years (7 States)	Arkansas	Louisiana Mississippi	Maine Nevada Pennsylvania Tennessee		
18 Years (14 States)	New Mexico Ohio	Hawaii	California District of Columbia Florida Kansas Oklahoma Oregon Texas Utah Virginia	Wisconsin	Washington

¹ Colorado compulsory attendance requirements are not reported.

² In most—but not all—jurisdictions, exceptions to the minimum age policy are granted on a case-by-case basis. For more information, contact the jurisdictional GED Administrator (listing on pages 93–97).

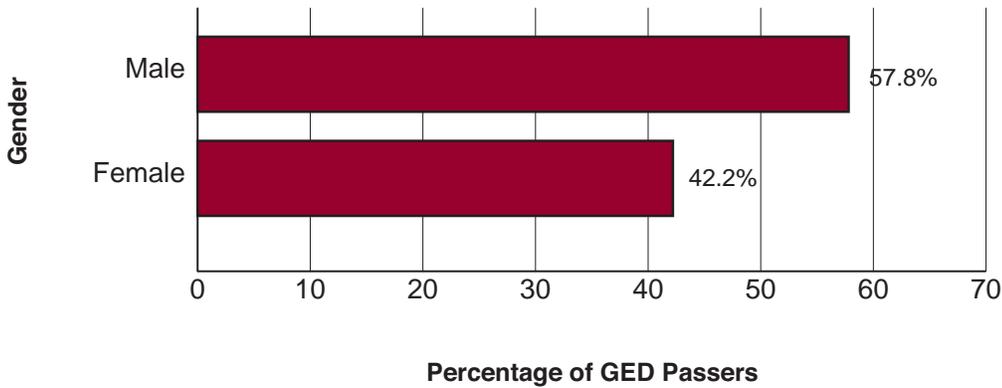
Source: 2000 NCES Data and 2003 GED Testing Service Data.

GENDER OF U.S. GED PASSERS

As shown in Exhibit 18, a higher percentage of males than females passed the GED Tests in the United States in 2003. Males accounted for 57.8 percent of all GED passers and

females accounted for 42.2 percent. This proportion is relatively the same as the male/female ratio of 55.1 percent to 44.9 percent for all GED candidates (see Exhibit 5, page 17).

EXHIBIT 18:
Percentage of U.S. GED Passers, by Gender: 2003



Source: 2003 GED Testing Service Data; N = 363,115.

EDUCATION OF U.S. GED PASSERS

As shown in Exhibit 20, many U.S. GED passers who responded to the demographic survey completed most of their high school education; 42.7 percent of U.S. GED passers reported completing 11th grade or higher of formal education. Another 29.4 percent of the passers left school after completing 10th grade, while an additional 17.9 percent completed 9th grade. Thus, 10.1 percent of the passers reported not completing 9th grade in high school.

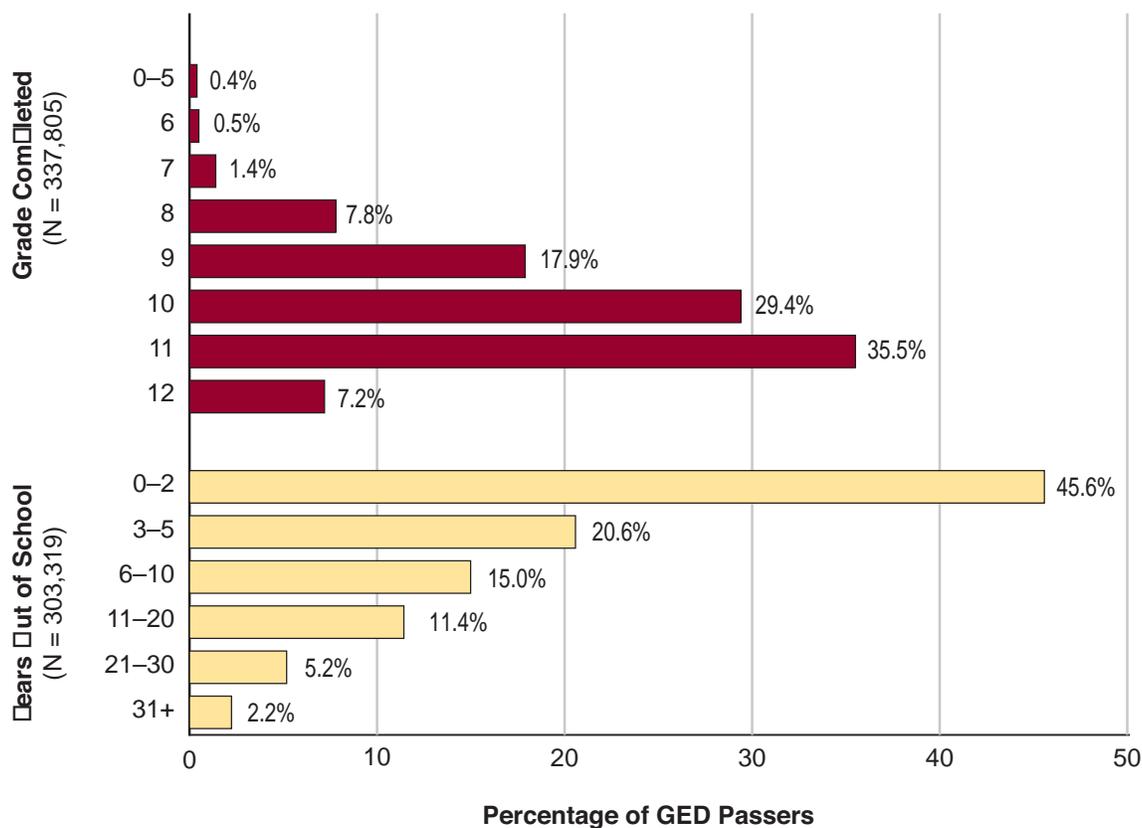
Across the states, the average grade completed by passers who responded to this demographic survey item ranged

from 9.7 in Louisiana to 11.0 in Washington State and 11.1 in Wyoming. Overall, the average grade completed varied little (see Table 10, pages 70–71).

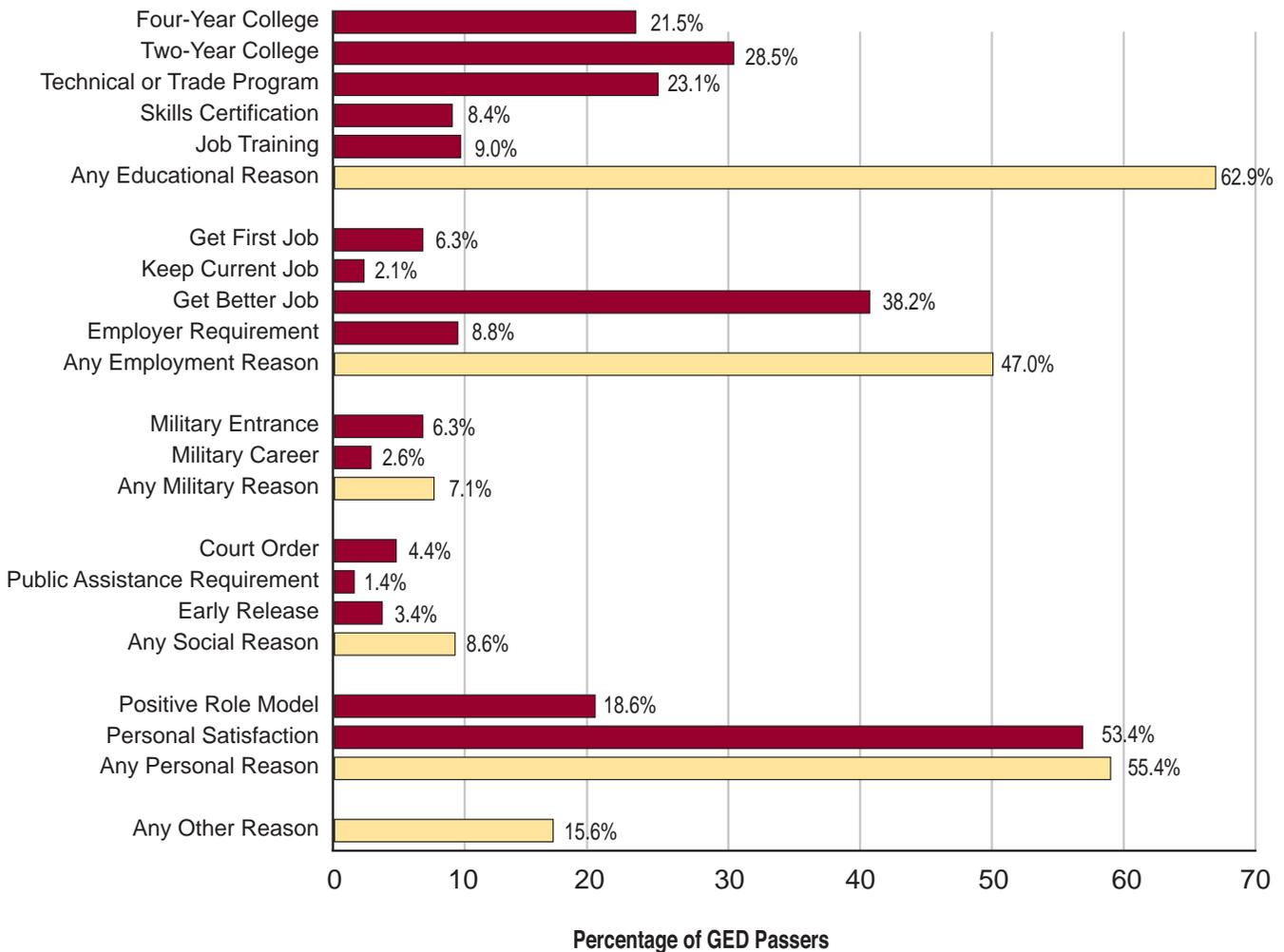
Most GED passers in the United States had been out of school for only a short period of time. More than two in five passers (45.6 percent) were out of school for two years or less, and another one in five (20.6 percent) was last enrolled in school three to five years ago. Less than one in five passers (18.8 percent) had been out of school for 11 years or more.

EXHIBIT 20:

Percentage U.S. GED Passers, by Grade Completed and Years Out of School: 2003



Source: 2003 GED Testing Service Data.

EXHIBIT 21:**Reasons Why U.S. GED Passers Took the GED Tests: 2003**

Source: 2003 GED Testing Service Data.

REASONS WHY U.S. GED PASSERS TOOK THE GED TESTS

While 62.9 percent of all GED passers who responded to this demographic survey item indicated that they took the GED Tests for at least one educational reason, they cited various educational goals as their motivation. Of the responses, 28.5 percent identified two-year college as their goal and 23.1 percent indicated a desire to attend a technical or trade program. Slightly fewer, 21.5 percent, indicated a goal of attending a four-year college. Fewer passers identified job training and skills certification.

Second to educational reasons, more than half of the GED passers cited at least one personal reason for taking the tests, including personal satisfaction (53.4 percent) and being a positive role model (18.6 percent).

Almost half (47.0 percent) of the GED passers pursued the GED credential because of their job or career. Reported reasons indicated that GED passers recognize the importance of a high school diploma in the workforce. While only 6.3 percent indicated they took the tests to get a first job, and 2.1 percent took the tests to keep their current job, 38.2 percent took the test to get a better job.

Further, 5.8 percent of passers were compelled to take the test as part of a public assistance requirement or court order, and 7.1 percent reported they took the GED Tests for military reasons (see Exhibit 21).

For additional information, see Tables 11A and 11B, pages 72–75.

EXHIBIT 22:**GED Standard Score Statistics for All U.S. Passers¹: 2003**

Test Area ²	Standard Score		
	Median	Mean	Standard Deviation
Language Arts, Writing	500	512	73
Social Studies	530	537	72
Science	540	554	74
Language Arts, Reading	540	569	97
Mathematics	480	497	67
Overall	524	534	59

¹ Statistics in this table do not include Spanish- and French-language versions of the tests, which use a different standard score scale.

² Statistics are based on each candidate's best score earned by the end of 2003 for each area tested.

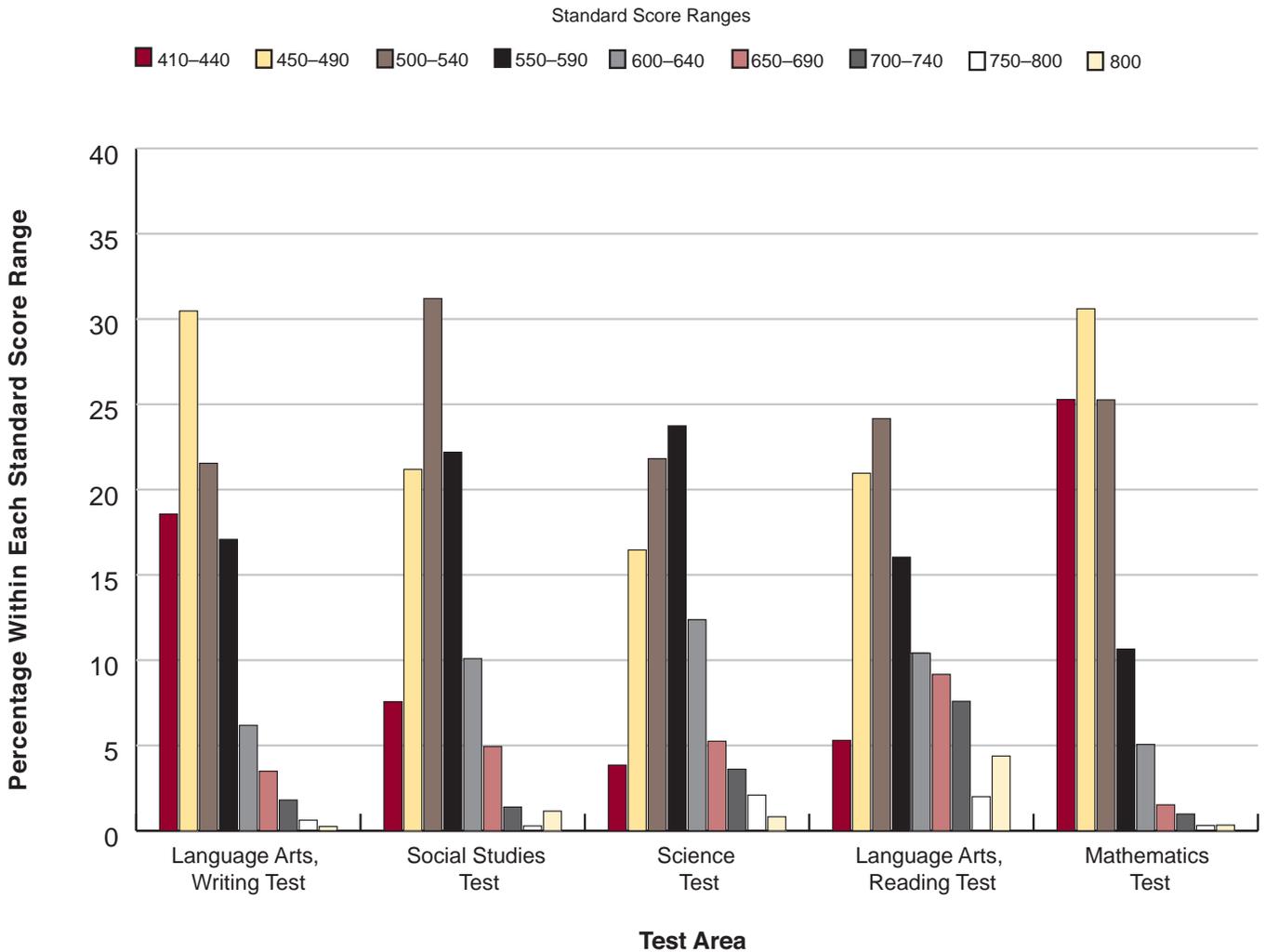
Source: 2003 GED Testing Service Data; N=367,633.

GED STANDARD SCORE STATISTICS FOR U.S. PASSERS

All average test scores for U.S. passers were approximately 500 or higher. U.S. GED passers earned an average (mean) score of 497 on the Mathematics Test; 512 on the Language

Arts, Writing Test; 569 on the Language Arts, Reading Test; 537 on the Social Studies Test; and 554 on the Science Test.

EXHIBIT 23:
Score Distribution for All U.S. GED Passers, by Test Area¹: 2003



¹ Statistics in this exhibit do not include Spanish- and French-language versions of the tests, which use a different standard score scale.

Source: 2003 GED Testing Service Data.

DISTRIBUTION OF SCORES FOR U.S. GED PASSERS

The score range distribution provides another perspective on the test scores earned by the U.S. passers. Exhibit 23 shows that more than 80 percent of the passers scored in the 410–540 range on the Mathematics Test. On the Language Arts, Reading Test, only 50 percent of the passers earned a score in the 410–540 range, while approxi-

mately 30 percent of the passers earned a score of 600 or higher. Patterns in Social Studies and Science were similar in that the majority of the passers earned a score in the 450–590 range on both of these tests. Language Arts, Writing Test scores were distributed mostly across the 410–590 range.

WHO PASSED THE GED TESTS IN CANADA?

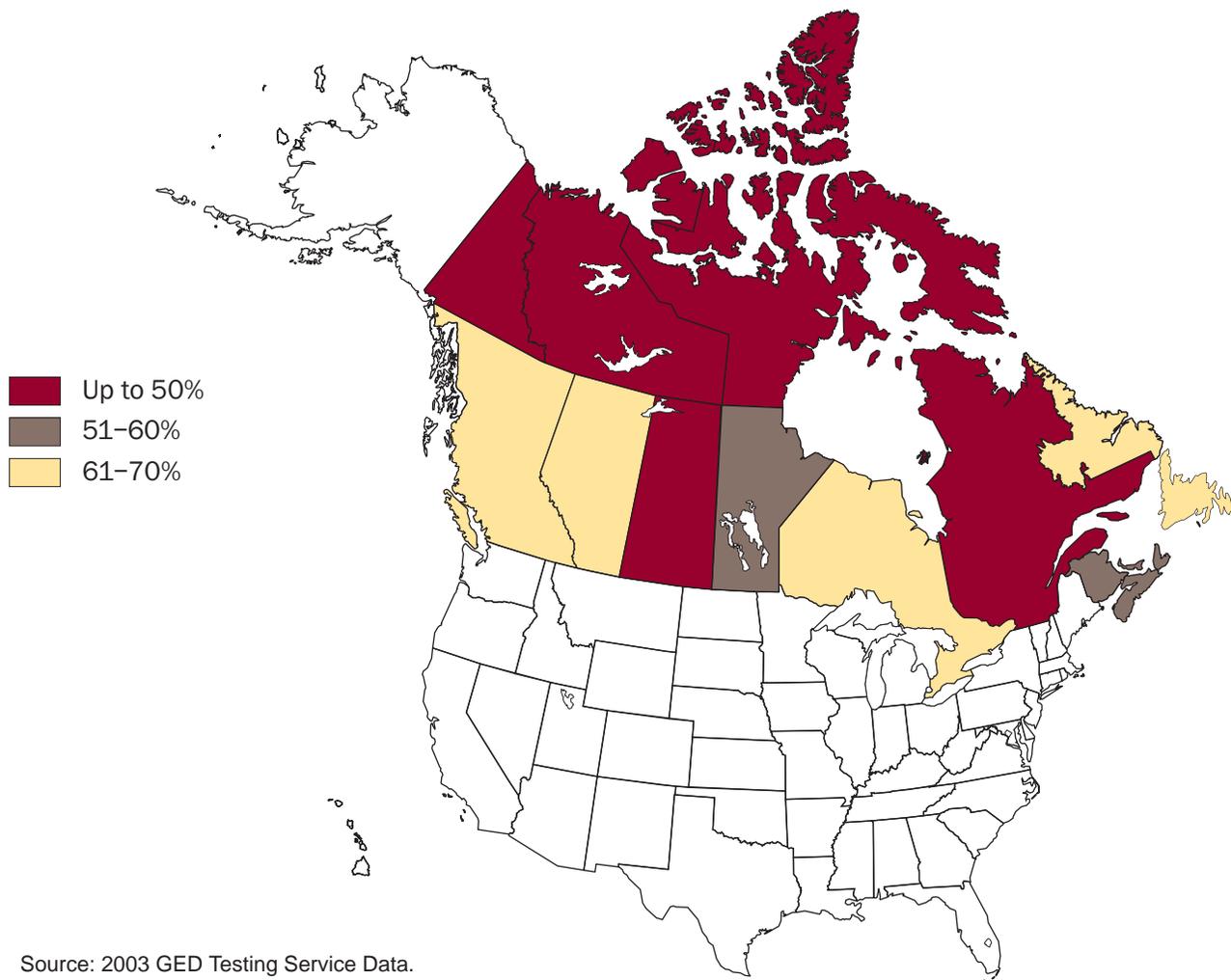
The 2003 pass rate in Canada was 61.0 percent. This rate includes passers who took the 2002 Series GED Tests as well as passers who took the tests in Spanish or French from the 1998 series. This section presents pass rates by provinces/territories for all passers. Demographic analyses of all passers are presented for those with demographic information. Test score summaries are presented for passers who took the 2002 series tests.

Exhibit 24 shows how the pass rate varies across the different Canadian jurisdictions. While pass rates vary along the

southernmost provinces, the pass rates in the northernmost provinces, where 50 percent or less of the completers passed are in the lowest category.

The Canadian pass rate of 61.0 percent is similar to the pass rate of Canadian high school seniors (57.0 percent), who set the passing standard (see Minimum GED Score Standards, page 6).

EXHIBIT 24:
Pass Rates for Canadian GED Completers: 2003



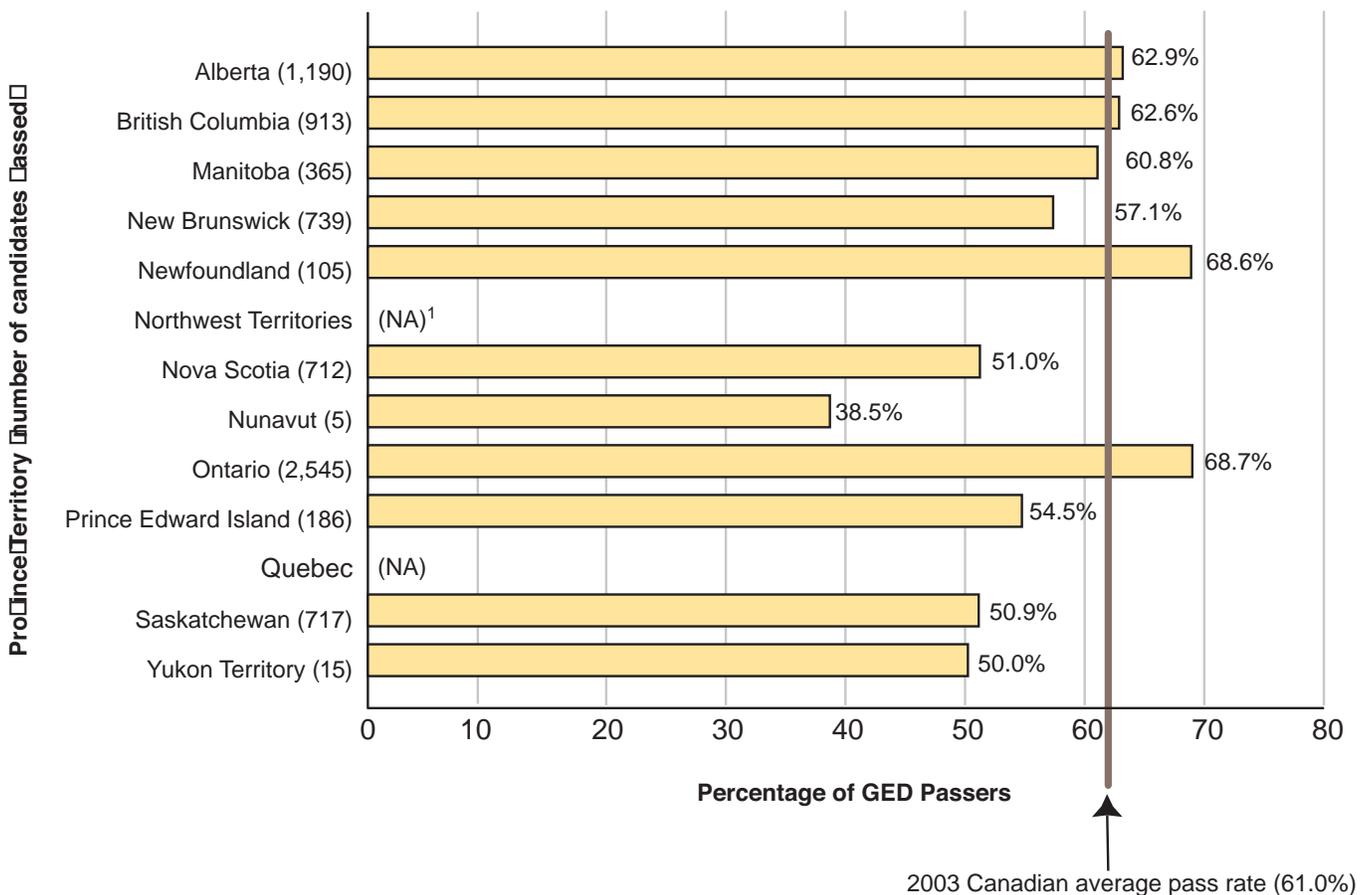
PASS RATES, BY CANADIAN PROVINCE/TERRITORY

The overall pass rate in Canada was 61.0 percent, as indicated by the vertical line in Exhibit 25. As the chart shows, significant variation occurred across the different jurisdictions. The pass rates in Nunavut (38.5 percent) and Nova Scotia (51.0 percent) were approximately 10 or more percentage points lower than the overall Canadian pass rate, while the

highest pass rates, in Newfoundland (68.6 percent) and Ontario (68.7 percent), were more than 7 percentage points above the average. The Canadian policy requires candidates to score at least 450 on each of the five tests to pass the GED Test Battery.

EXHIBIT 25:

Pass Rates, by Canadian Province/Territory: 2003



¹ NA = Not available.

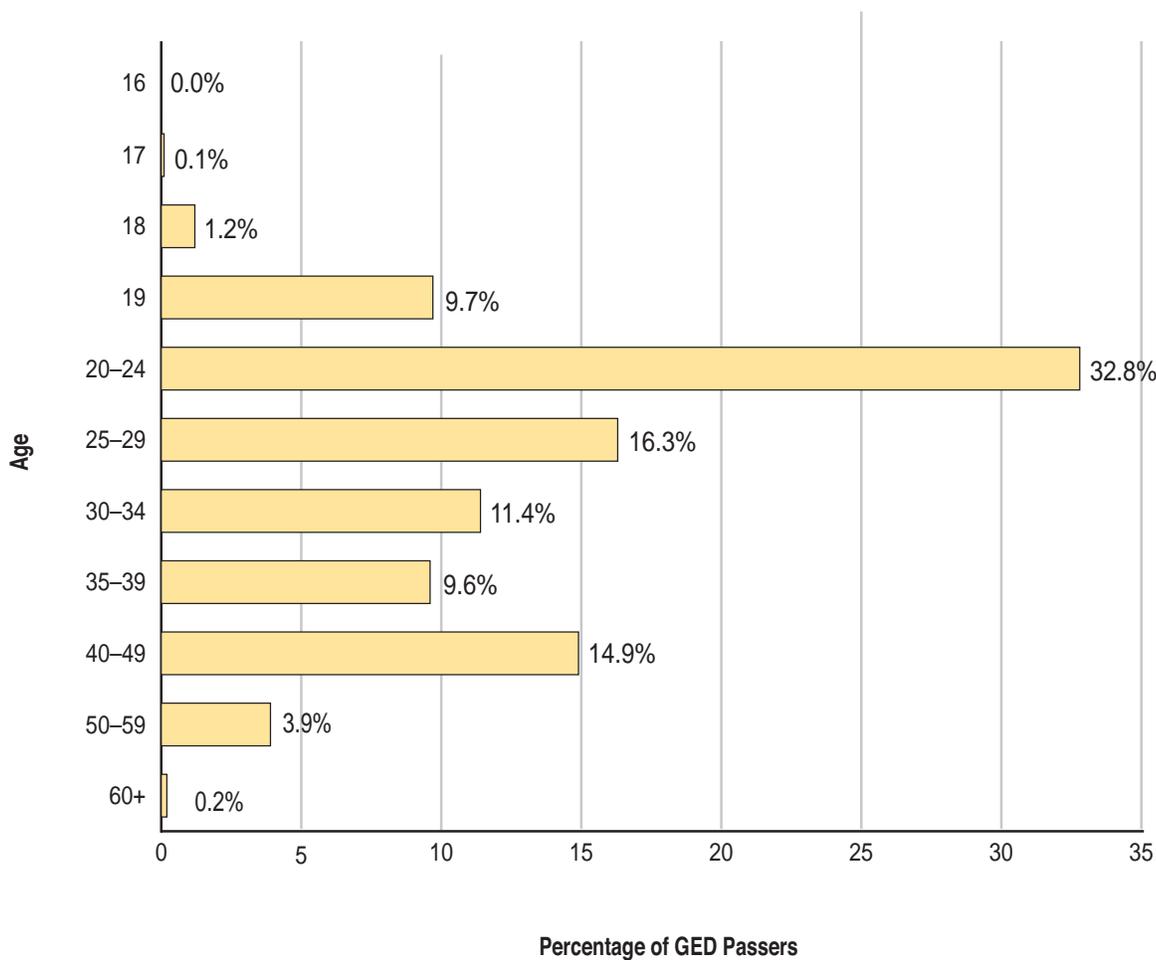
Source: 2003 GED Testing Service Data.

AGE OF CANADIAN GED PASSERS

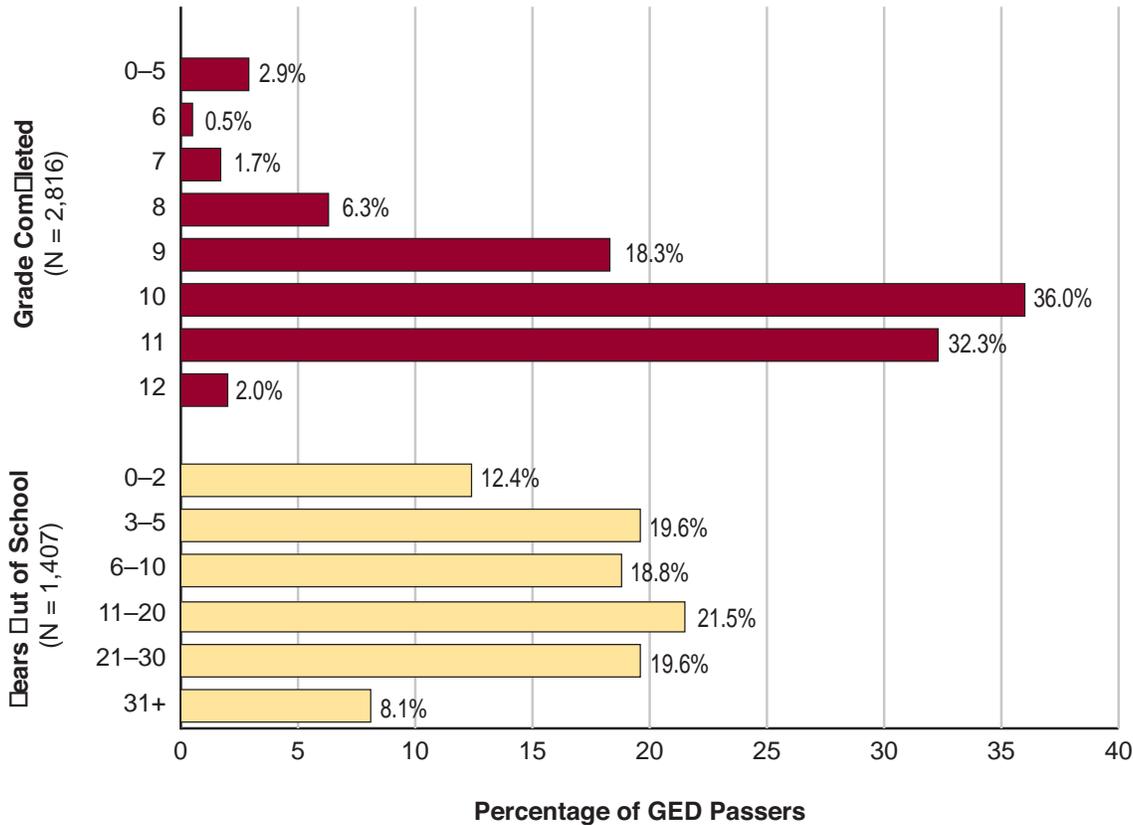
As shown in Exhibit 26, approximately 50 percent of the passers in Canada were 20 to 29 years of age. In addition, 19 percent of the GED passers were 40 years of age or older. Only 11 percent of the passers were teenagers. All candidates must meet the jurisdictions' age requirements as presented in Table 18 on pages 90–91. Eight of the Canadian jurisdictions have a minimum age requirement of 19 years.

Similar to pass rates, average age varied across jurisdictions (see Table 7, pages 64–65): Whereas the average age of GED passers in Canada was 29.9 years, the average age ranged from 21.3 years in Nunavut to 33.4 years in Prince Edward Island.

EXHIBIT 26:
Percentage of Canadian GED Passers, by Age: 2003



Source: 2003 GED Testing Service Data; N = 7,279.

EXHIBIT 27:**Percentage of Canadian GED Passers, by Grade Completed and Years Out of School: 2003**

Source: 2003 GED Testing Service Data.

EDUCATION OF CANADIAN GED PASSERS

Exhibit 27 shows the educational background of Canadian GED passers. Approximately 70 percent of Canadian passers completed at least 10th grade. More than 34 percent completed 11th or 12th grade and an additional 36 percent completed 10th grade.

The number of years Canadian passers had been out of school was, for the most part, evenly distributed. Comparable percentages of passers were out of school 3 to 5 years, 6 to 10 years, 11 to 20 years, and 21 to 30 years, where the percentages ranged from 18.8 percent to 21.5 percent.

REASONS WHY CANADIAN GED PASSERS TOOK THE GED TESTS

Canadian passers took the GED Tests predominately for an employment reason. Approximately 42 percent of the passers who responded to the demographic survey item wanted to get a better job, and approximately 18 percent wanted to get a first job (see Exhibit 28).

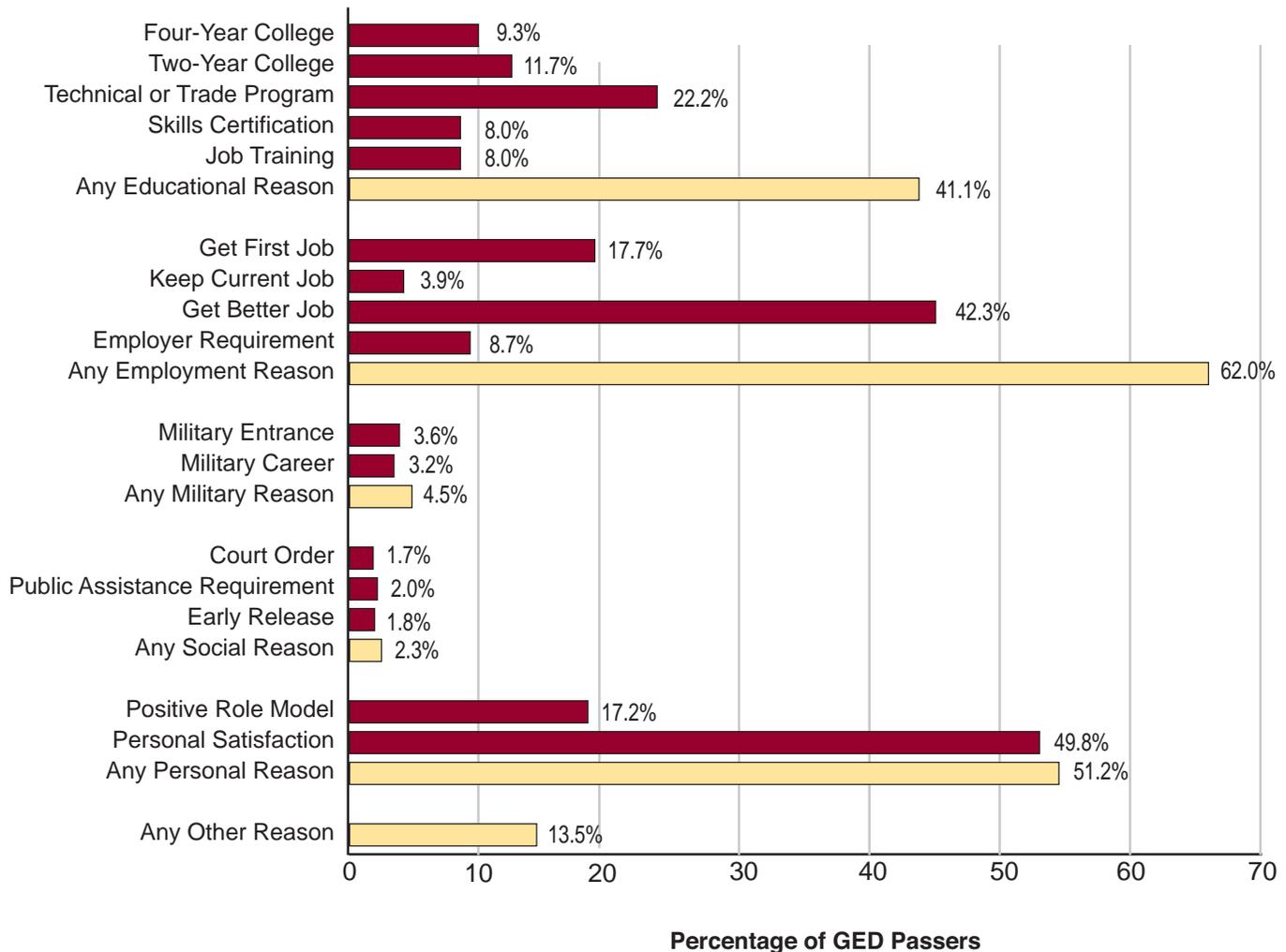
More than half of the Canadian passers cited personal reasons for taking the tests. Almost half indicated they took the tests for personal satisfaction, and approximately 17 percent wanted to be a positive role model.

Forty-one percent of the Canadian passers chose at least one educational reason. Twenty-two percent were interested in a technical or trade program. Canadian passers were less interested in a two-year college (11.7 percent) and a four-year college (9.3 percent).

Less than 5 percent of the Canadian passers chose military and social reasons.

EXHIBIT 28:

Reasons Why Canadian GED Passers Took the GED Tests: 2003



Source: 2003 GED Testing Service Data.

EXHIBIT 29:**GED Standard Score Statistics for All Canadian Passers¹: 2003**

Test Area ²	Standard Score		
	Median	Mean	Standard Deviation
Language Arts, Writing	560	568	78
Social Studies	560	572	73
Science	580	599	80
Language Arts, Reading	630	631	101
Mathematics	520	532	66
Overall	574	580	60

¹ Statistics in this table do not include Spanish- and French-language versions of the tests, which use a different standard score scale.

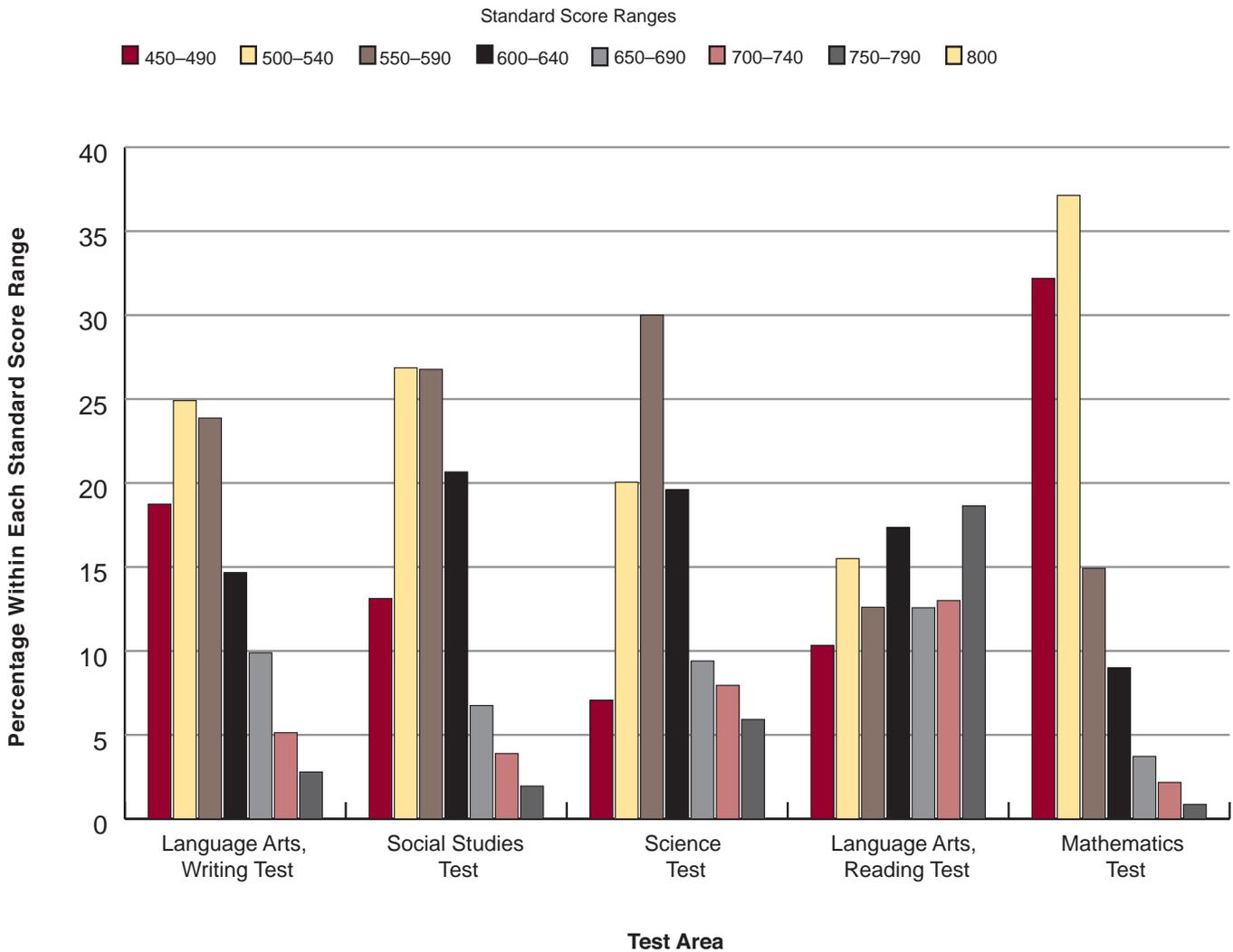
² Statistics are based on each candidate's best score earned by the end of 2003 for each area tested.

Source: 2003 GED Testing Service Data; N=7,231.

GED STANDARD SCORE STATISTICS FOR CANADIAN PASSERS

Among Canadian passers, all average (mean) and median standard scores were above 500. Moreover, the average score in Science approached 600 and exceeded 600 for Language Arts, Reading. From lowest to highest, Canadian passers' average scores were: Mathematics, 532; Language Arts,

Writing, 568; Social Studies, 572; Science, 599; and Language Arts, Reading, 631. The order of these average test scores, from lowest to highest, followed a pattern that emerged in all GED test score analyses.

EXHIBIT 30:**Score Distribution for All Canadian GED Passers, by Test Area¹: 2003**

¹ Statistics in this table do not include Spanish- and French-language versions of the tests, which use a different standard score scale.

Source: 2003 GED Testing Service Data.

DISTRIBUTION OF SCORES FOR CANADIAN GED PASSERS

Exhibit 30 shows that the score ranges for Canadian passers were distributed differently among the five tests. There is a relatively even distribution in the Language Arts, Reading Test scores, with the largest percentage of passers scoring in the 750–800 range. In contrast, more than 65 percent of the

passers scored in the 450–540 range on the Mathematics Test. Approximately 50 percent of the passers scored in the 550–640 range in Science and in the 500–590 range in Social Studies and Language Arts, Writing.

Section II: Tables

TABLE 6: Candidate Participation:

- Number Tested
- Number Completed Battery of Tests
- Number Passed
- Percent Change, 2002–03

TABLE 7: Percentage of GED Passers, by Age Group, and Average Age of Passers: 2003

TABLE 8: Percentage of GED Passers, by Gender: 2003

TABLE 9: Percentage of GED Passers, by Ethnicity: 2003

TABLE 10: Percentage of GED Passers, by Grade Completed, and Average Grade Completed: 2003

TABLE 11A: Percentage of Passers Reporting Various Reasons for Taking the GED Tests in the United States and Insular Areas and Freely Associated States: 2003

TABLE 11B: Percentage of Passers Reporting Various Reasons for Taking the GED Tests in Canada and Federal and Other Countries: 2003

TABLE 12: Trends in GED Testing, by U.S. Passers: 2002–03

TABLE 13: Trends in GED Testing, by Canadian Passers: 2002–03

TABLE 6

Candidate Participation: Number Tested, Number Completed Battery of Tests, and Number Passed: Percent Change, 2002-03

Jurisdiction	Number Tested	Number Completed Battery of Tests		Percent Change ¹	Number Passed		Percent Change ²
	2003	2002	2003	2002-03	2002	2003	2002-03
Alabama	12,092	9,758	11,937	22.3	5,947	7,197	21.0
Alaska	3,183	1,738	2,241	28.9	1,454	1,864	28.2
Arizona	11,693	10,620	10,699	0.7	7,463	7,164	-4.0
Arkansas	7,267	5,995	7,002	16.8	5,075	5,753	13.4
California	47,894	29,109	37,895	30.2	19,581	25,163	28.5
Colorado	14,284	8,312	10,460	25.8	6,967	8,390	20.4
Connecticut	5,244	3,639	4,497	23.6	2,545	2,838	11.5
Delaware	452	261	444	70.1	251	417	66.1
District of Columbia	1,013	745	986	32.3	384	460	19.8
Florida	37,997	36,490	36,061	-1.2	28,388	25,536	-10.0
Georgia	30,708	19,193	26,103	36.0	13,471	17,280	28.3
Hawaii	1,817	1,403	1,651	17.7	1,038	1,228	18.3
Idaho	4,981	2,368	3,302	39.4	2,099	2,904	38.4
Illinois	27,998	20,548	24,612	19.8	13,046	15,417	18.2
Indiana	11,724	9,519	11,213	17.8	7,365	8,925	21.2
Iowa	6,778	2,795	4,129	47.7	2,586	3,929	51.9
Kansas	4,541	3,458	4,469	29.2	3,100	3,929	26.7
Kentucky	13,801	10,258	13,107	27.8	7,342	9,394	27.9
Louisiana	10,212	7,841	10,103	28.8	5,810	7,381	27.0
Maine	3,966	1,692	2,784	64.5	1,509	2,421	60.4
Maryland	7,974	6,736	7,488	11.2	4,560	5,043	10.6
Massachusetts	11,732	8,259	10,379	25.7	5,711	6,836	19.7
Michigan	21,917	11,619	15,742	35.5	8,282	10,834	30.8
Minnesota	10,892	5,598	7,885	40.9	4,707	6,575	39.7
Mississippi	11,226	8,696	10,676	22.8	5,233	6,177	18.0
Missouri	10,476	7,995	10,391	30.0	6,216	7,941	27.8
Montana	3,159	2,079	2,566	23.4	1,672	2,106	26.0
Nebraska	3,878	1,539	2,444	58.8	1,384	2,095	51.4
Nevada	5,286	4,534	5,234	15.4	3,452	3,848	11.5
New Hampshire	2,493	1,512	1,880	24.3	1,251	1,539	23.0
New Jersey	11,543	8,242	10,924	32.5	4,304	5,667	31.7
New Mexico	7,266	4,860	5,988	23.2	3,264	3,817	16.9
New York	45,155	46,724	38,420	-17.8	25,084	23,618	-5.8
North Carolina	21,382	10,128	9,594	-5.3	8,269	9,004	8.9
North Dakota	1,781	816	1,155	41.5	692	943	36.3
Ohio	19,341	13,355	19,325	44.7	10,963	15,218	38.8
Oklahoma	10,203	8,716	10,078	15.6	6,179	7,015	13.5
Oregon	12,333	6,531	8,519	30.4	5,661	7,106	25.5
Pennsylvania	22,701	17,161	19,906	16.0	11,826	13,269	12.2
Rhode Island	3,583	1,139	1,854	62.8	779	1,271	63.2
South Carolina	7,439	6,161	7,108	15.4	4,251	4,775	12.3
South Dakota	2,361	1,200	1,654	37.8	971	1,336	37.6
Tennessee	14,223	12,743	14,052	10.3	9,055	10,396	14.8
Texas	62,445	45,067	53,447	18.6	29,365	34,228	16.6
Utah	6,626	5,132	6,208	21.0	4,056	4,786	18.0
Vermont	1,524	433	951	119.6	368	783	112.8
Virginia	16,037	13,171	15,595	18.4	8,814	10,119	14.8
Washington	20,704	11,317	14,131	24.9	9,522	11,670	22.6
West Virginia	5,074	3,913	4,953	26.6	2,851	3,453	21.1
Wisconsin	16,953	5,153	8,673	68.3	4,387	7,091	61.6
Wyoming	1,887	1,061	1,481	39.6	965	1,321	36.9
U.S. Subtotal	657,239	467,332	552,396	18.2	329,515	387,470	17.6
American Samoa	38	40	35	-12.5	4	6	50.0
Guam	98	82	84	2.4	67	54	-19.4
Marshall Islands	33	19	33	73.7	3	4	33.3
Micronesia	NA ³	99	NA	- ⁴	7	NA	-
N. Mariana Islands	71	12	34	183.3	9	19	111.1
Palau	54	11	23	109.1	3	9	200.0
Puerto Rico	20,580	23,910	20,580	-13.9	18,386	9,932	-46.0
Virgin Islands	195	164	186	13.4	96	120	25.0
IAFAS Subtotal	21,069	24,337	20,975	-13.4	18,575	10,144	-45.4

Jurisdiction	Number Tested	Number Completed Battery of Tests		Percent Change ¹	Number Passed		Percent Change ²
		2002	2003		2002	2003	
Alberta	1,946	2,066	1,891	-8.5	1,354	1,190	-12.1
British Columbia	1,493	2,165	1,459	-32.6	1,428	913	-36.1
Manitoba	622	509	600	17.9	344	365	6.1
New Brunswick	1,322	1,022	1,295	26.7	604	739	22.4
Newfoundland	166	156	153	-1.9	95	105	10.5
Northwest Territories	NA	NA	NA	NA	NA	NA	NA
Nova Scotia	1,427	1,434	1,397	-2.6	769	712	-7.4
Nunavut	15	NA	13	-	NA	5	-
Ontario	3,751	3,383	3,703	9.5	2,506	2,545	1.6
Prince Edward Island	343	297	341	14.8	176	186	5.7
Quebec	NA	NA	NA	NA	NA	NA	NA
Saskatchewan	1,484	1,200	1,408	17.3	652	717	10.0
Yukon Territory	30	17	30	76.5	12	15	25.0
Canada Subtotal	12,599	12,249	12,290	0.2	7,940	7,492	-5.7
Federal Corr. Inst.	6,541	3,773	6,309	67.2	2,401	3,963	65.1
International	1,226	562	1,086	93.2	408	720	76.5
Michigan Prisons	4,171	1,654	2,592	56.7	1,184	1,763	48.9
Overseas: Non-Mil.	NA	NA	-	NA	NA	NA	-
Overseas: Military	NA	NA	-	NA	NA	NA	-
CONUS Military	664	542	632	16.6	419	490	16.9
VA Hospitals	3	2	3	50.0	2	2	0.0
Federal and Other Contracts Subtotal	12,605	6,533	10,622	62.6	4,414	6,938	57.2
Program Total	703,512	510,451	596,283	16.8	360,444	412,044	14.3

FOOTNOTES:

- ¹ Percent change is calculated by subtracting the number of test takers who completed the battery of tests in 2002 from the number who completed the battery of tests in 2003, then dividing the difference by the 2002 figure. A negative number signals a decrease from the previous year.
- ² Percent change is calculated by subtracting the number of test takers who passed in 2002 from the number who passed in 2003, then dividing the difference by the number reported for 2002. A negative number signals a decrease from the previous year.
- ³ NA = Not available.
- ⁴ - = Not applicable or not possible to calculate.

TABLE 7
Percentage of GED Passers, by Age Group, and Average Age of Passers: 2003

Jurisdiction	Passers with Known Age (N)	Age Groups ¹											Avg. Age ²
		16 (%)	17 (%)	18 (%)	19 (%)	20-24 (%)	25-29 (%)	30-34 (%)	35-39 (%)	40-49 (%)	50-59 (%)	60+ (%)	
Alabama	7,194	6.1	17.6	20.5	10.9	21.8	9.8	5.6	3.2	3.0	1.1	0.4	22.7
Alaska	1,863	8.4	20.7	17.6	11.9	24.3	7.1	3.2	2.3	3.7	0.9	0.1	21.8
Arizona	7,164	5.9	11.6	12.3	8.4	28.3	12.0	8.3	4.8	6.0	1.9	0.4	25.0
Arkansas	5,752	11.4	21.7	14.0	7.9	19.6	9.1	5.9	3.5	5.0	1.4	0.5	23.1
California	25,158	0.0	8.6	15.9	9.2	23.5	12.8	10.9	8.6	8.2	2.1	0.3	26.6
Colorado	8,382	1.6	20.4	15.7	10.8	25.8	10.0	5.9	3.7	5.0	0.9	0.1	23.3
Connecticut	2,686	0.2	8.6	17.0	16.4	32.5	10.0	5.9	3.5	4.7	1.0	0.2	23.6
Delaware	417	2.6	8.9	14.9	10.6	35.7	11.3	6.7	5.0	3.6	0.7	0.0	23.8
District of Columbia	454	3.5	7.9	15.0	15.4	37.0	9.0	4.6	3.3	2.0	2.2	0.0	23.1
Florida	25,532	6.3	17.1	20.9	10.6	22.6	8.0	5.6	3.4	3.9	1.2	0.3	22.8
Georgia	17,277	4.6	11.6	19.1	13.2	27.0	10.0	5.9	3.5	3.5	1.2	0.4	23.3
Hawaii	1,224	9.2	21.4	19.9	8.7	19.9	7.2	5.3	3.4	3.9	1.1	0.1	22.3
Idaho	2,904	10.7	19.7	15.4	8.7	21.8	8.7	5.4	3.4	4.7	1.2	0.2	22.9
Illinois	15,416	1.5	9.0	16.6	13.8	28.5	11.8	7.3	4.5	5.2	1.4	0.2	24.3
Indiana	8,922	0.1	19.5	18.8	10.4	25.6	9.9	6.0	3.5	4.6	1.3	0.3	23.4
Iowa	3,929	2.5	15.3	15.4	11.2	31.7	10.2	5.2	3.2	4.1	1.0	0.3	23.3
Kansas	3,906	7.3	17.6	15.5	11.8	25.6	9.8	5.0	2.9	3.3	1.2	0.1	22.6
Kentucky	9,333	3.3	11.8	13.8	11.5	29.0	12.5	6.9	4.0	5.1	1.8	0.2	24.4
Louisiana	7,295	6.2	22.6	16.1	10.2	21.7	10.7	5.6	3.1	3.1	0.6	0.1	22.4
Maine	2,417	0.2	16.1	18.5	13.0	25.7	8.5	6.0	4.3	5.3	2.1	0.4	24.0
Maryland	5,009	8.4	18.9	15.8	9.7	23.2	9.1	6.3	3.5	3.9	0.9	0.2	22.8
Massachusetts	6,776	5.1	15.9	20.0	13.4	24.6	7.5	4.8	3.7	3.7	1.1	0.2	22.7
Michigan	10,811	1.7	7.6	19.0	15.2	30.8	10.9	6.2	3.4	3.8	1.0	0.2	23.5
Minnesota	6,536	1.6	8.8	14.5	16.7	33.9	10.0	5.2	3.7	4.4	1.0	0.3	23.7
Mississippi	6,148	7.1	18.9	19.1	12.1	23.4	8.9	3.8	2.6	2.9	1.0	0.1	22.0
Missouri	7,854	6.0	14.0	15.0	9.7	25.9	11.4	7.0	4.0	5.6	1.3	0.1	24.0
Montana	2,098	4.8	27.5	18.1	11.2	22.4	6.0	3.5	2.0	3.4	0.9	0.2	21.7
Nebraska	2,092	3.7	15.4	20.2	11.8	28.2	8.7	4.9	2.6	3.2	1.0	0.3	22.6
Nevada	3,802	4.5	18.5	16.7	9.2	22.5	10.7	7.2	4.6	4.5	1.4	0.3	23.7
New Hampshire	1,521	3.2	10.8	22.6	13.2	29.5	7.2	4.6	3.4	4.1	1.3	0.1	22.9
New Jersey	5,662	4.4	12.0	15.2	10.4	27.4	11.5	8.0	4.8	4.7	1.3	0.3	24.2
New Mexico	3,791	8.2	18.3	19.7	11.1	23.1	7.4	4.6	3.0	3.5	1.1	0.1	22.2
New York	21,274	2.3	16.3	17.3	14.9	26.5	8.3	5.3	3.7	4.1	1.1	0.3	23.1
North Carolina	8,885	7.0	14.1	12.8	9.5	26.5	11.6	7.1	4.1	5.3	1.6	0.4	24.2
North Dakota	939	5.2	17.5	18.5	13.7	25.9	9.1	3.2	2.0	4.2	0.6	0.1	22.2
Ohio	15,206	1.9	7.3	12.4	12.9	33.6	13.1	7.1	4.2	5.4	1.8	0.4	24.9
Oklahoma	6,978	5.5	12.7	14.4	10.4	26.6	11.6	6.7	5.0	5.4	1.4	0.2	24.2
Oregon	7,106	9.7	19.0	14.7	9.1	21.8	8.9	6.3	4.0	5.3	1.1	0.2	23.2
Pennsylvania	13,252	2.4	10.9	20.0	12.8	28.2	9.8	5.7	3.8	4.5	1.6	0.3	23.7
Rhode Island	1,246	0.9	14.0	18.8	13.4	28.3	8.0	6.7	3.8	4.6	1.1	0.3	23.6
South Carolina	4,763	3.0	18.6	15.9	12.0	28.4	10.2	4.9	2.9	2.9	1.1	0.1	22.6
South Dakota	1,336	7.2	15.8	14.7	11.4	29.8	7.4	4.6	2.4	4.9	1.2	0.7	23.2
Tennessee	10,380	0.0	25.8	16.3	9.3	21.1	10.1	6.3	4.3	4.5	1.8	0.3	23.6
Texas	34,152	3.6	15.0	14.2	9.7	24.8	11.1	7.6	5.3	6.6	1.8	0.3	24.8
Utah	4,786	0.1	13.6	23.0	13.7	28.6	8.9	4.5	3.4	3.6	0.5	0.1	22.7
Vermont	783	11.2	21.3	19.9	12.0	21.8	4.9	1.8	2.9	2.4	1.4	0.3	21.4
Virginia	10,071	7.8	18.8	18.9	9.8	21.4	8.8	5.4	3.8	4.0	1.1	0.1	22.7
Washington	11,615	6.5	14.9	14.4	10.6	26.5	9.6	6.6	4.3	5.1	1.3	0.2	23.7
West Virginia	3,453	3.7	13.9	17.7	11.9	25.6	9.8	6.5	4.0	5.0	1.8	0.1	23.8
Wisconsin	7,060	0.0	8.9	20.1	11.6	29.7	12.4	7.4	4.1	4.2	1.4	0.1	24.1
Wyoming	1,321	2.5	17.3	22.8	12.7	26.1	7.6	4.0	1.9	3.3	1.3	0.4	22.4
U.S. Subtotal	383,931	3.9	14.6	16.8	11.4	25.9	10.2	6.5	4.2	4.8	1.4	0.3	23.8
American Samoa	5	0.0	40.0	0.0	20.0	40.0	0.0	0.0	0.0	0.0	0.0	0.0	19.9
Guam	54	3.7	11.1	18.5	9.3	31.5	11.1	5.6	7.4	0.0	1.9	0.0	23.5
Marshall Islands	4	0.0	25.0	0.0	50.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	19.6
Micronesia	NA ³	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
N. Mariana Islands	18	5.6	11.1	11.1	11.1	50.0	0.0	0.0	11.1	0.0	0.0	0.0	22.2
Palau	9	0.0	0.0	0.0	33.3	11.1	22.2	0.0	11.1	22.2	0.0	0.0	29.2
Puerto Rico	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	116	6.9	8.6	12.9	8.6	24.1	12.9	8.6	6.9	8.6	1.7	0.0	25.8
IAFAS Subtotal	206	5.3	10.2	13.1	11.2	28.2	11.2	6.3	7.3	5.8	1.5	0.0	24.8

Jurisdiction	Passers with Known Age (N)	Age Groups ¹											Avg. Age ²
		16 (%)	17 (%)	18 (%)	19 (%)	20-24 (%)	25-29 (%)	30-34 (%)	35-39 (%)	40-49 (%)	50-59 (%)	60+ (%)	
Alberta	1,190	0.0	0.4	3.2	7.9	33.6	17.6	12.4	9.2	12.3	3.4	0.1	29.2
British Columbia	913	0.0	0.1	0.4	6.9	29.5	18.3	15.3	11.5	13.5	3.9	0.5	30.7
Manitoba	363	0.0	0.3	1.7	10.2	28.1	15.2	13.8	8.8	14.6	6.9	0.6	31.0
New Brunswick	554	0.0	0.0	0.9	14.3	32.5	14.4	9.7	9.2	15.5	2.7	0.7	29.5
Newfoundland	90	0.0	0.0	1.1	15.6	23.3	14.4	14.4	15.6	6.7	8.9	0.0	30.4
Northwest Territories	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Nova Scotia	702	0.0	0.0	0.3	10.5	31.3	10.7	10.7	11.3	20.4	4.7	0.1	31.4
Nunavut	5	0.0	0.0	0.0	0.0	100	0.0	0.0	0.0	0.0	0.0	0.0	21.3
Ontario	2,545	0.0	0.0	0.0	11.2	36.5	17.2	10.4	8.1	13.4	3.1	0.2	29.0
Prince Edward Island	186	0.0	0.5	5.9	4.3	26.3	11.3	5.9	10.8	25.8	9.1	0.0	33.4
Quebec	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Saskatchewan	716	0.0	0.3	2.2	6.4	28.9	17.9	9.8	11.0	19.3	4.2	0.0	31.1
Yukon Territory	15	0.0	0.0	6.7	33.3	20.0	0.0	20.0	0.0	20.0	0.0	0.0	27.5
Canada Subtotal	7,279	0.0	0.1	1.2	9.7	32.8	16.3	11.4	9.6	14.9	3.9	0.2	29.9
Federal Corr. Inst.	3,942	0.0	0.0	0.0	0.9	21.6	26.7	20.4	11.6	14.2	3.7	0.7	32.1
International	135	11.1	18.5	27.4	6.7	14.8	8.9	2.2	4.4	4.4	1.5	0.0	22.2
Michigan Prisons	1,763	0.0	0.1	1.4	4.1	36.2	19.7	12.5	10.8	11.7	3.0	0.5	29.7
Overseas: Non-Mil.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Overseas: Military	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CONUS Military	490	0.8	7.3	9.0	10.8	51.6	11.4	4.7	2.7	1.4	0.2	0.0	23.0
VA Hospitals	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100	0.0	0.0	45.3
Federal and Other Contracts Subtotal	6,332	0.3	1.0	1.7	2.7	27.9	23.2	16.6	10.6	12.4	3.2	0.6	30.5
Program Total	397,748	3.8	14.1	16.3	11.2	26.1	10.6	6.7	4.4	5.1	1.5	0.3	24.0

FOOTNOTES:

- ¹ Percentage of each age group is calculated by first dividing the total number of persons in that age group by the total number of persons who passed the tests in the jurisdiction, then multiplying that number by 100. People who did not report their age were excluded from this calculation.
- ² People who did not report their age were excluded from this calculation.
- ³ NA = Not available.

TABLE 8
Percentage of GED Passers, by Gender: 2003

Jurisdiction	Passers with Known Gender (N)	Passed, by Gender ¹	
		Male (%)	Female (%)
Alabama	7,142	53.6	46.4
Alaska	1,852	60.4	39.6
Arizona	7,093	56.5	43.5
Arkansas	5,726	58.5	41.5
California	24,880	58.8	41.2
Colorado	8,381	57.2	42.8
Connecticut	2,686	61.9	38.1
Delaware	411	67.4	32.6
District of Columbia	404	49.8	50.2
Florida	25,531	56.5	43.5
Georgia	17,200	55.2	44.8
Hawaii	1,220	53.4	46.6
Idaho	2,886	59.0	41.0
Illinois	14,701	58.6	41.4
Indiana	8,869	60.1	39.9
Iowa	3,929	57.2	42.8
Kansas	3,875	56.0	44.0
Kentucky	9,293	59.7	40.3
Louisiana	7,273	59.0	41.0
Maine	2,397	61.7	38.3
Maryland	4,960	64.5	35.5
Massachusetts	6,733	55.0	45.0
Michigan	10,713	60.9	39.1
Minnesota	6,440	63.3	36.7
Mississippi	6,140	59.1	40.9
Missouri	7,541	58.7	41.3
Montana	2,081	58.0	42.0
Nebraska	2,093	55.1	44.9
Nevada	3,785	58.8	41.2
New Hampshire	145	62.8	37.2
New Jersey	5,620	57.0	43.0
New Mexico	3,750	55.8	44.2
New York	21,121	58.3	41.7
North Carolina	8,859	54.3	45.7
North Dakota	930	60.4	39.6
Ohio	27	44.4	55.6
Oklahoma	6,943	54.8	45.2
Oregon	7,106	55.2	44.8
Pennsylvania	13,132	59.9	40.1
Rhode Island	105	48.6	51.4
South Carolina	4,746	58.7	41.3
South Dakota	1,324	59.7	40.3
Tennessee	10,253	54.1	45.9
Texas	33,969	55.8	44.2
Utah	4,784	59.8	40.2
Vermont	783	54.8	45.2
Virginia	10,029	61.1	38.9
Washington	11,500	58.3	41.7
West Virginia	3,419	55.3	44.7
Wisconsin	7,019	63.1	36.9
Wyoming	1,316	55.0	45.0
U.S. Subtotal	363,115	57.8	42.2
American Samoa	6	66.7	33.3
Guam	54	51.9	48.1
Marshall Islands	4	50.0	50.0
Micronesia	NA ²	NA	NA
N. Mariana Islands	19	42.1	57.9
Palau	9	33.3	66.7
Puerto Rico	NA	NA	NA
Virgin Islands	118	48.3	51.7
IAFAS Subtotal	210	48.6	51.4

Jurisdiction	Passers with Known Gender (N)	Passed, by Gender ¹	
		Male (%)	Female (%)
Alberta	200	68.5	31.5
British Columbia	913	60.5	39.5
Manitoba	357	60.2	39.8
New Brunswick	533	61.9	38.1
Newfoundland	90	53.3	46.7
Northwest Territories	NA	NA	NA
Nova Scotia	711	59.1	40.9
Nunavut	4	100	NA
Ontario	2,545	62.0	38.0
Prince Edward Island	186	49.5	50.5
Quebec	NA	NA	NA
Saskatchewan	717	58.9	41.1
Yukon Territory	15	73.3	26.7
Canada Subtotal	6,271	60.7	39.3
Federal Corr. Inst.	3,902	88.2	11.8
International	136	60.3	39.7
Michigan Prisons	1,702	97.6	2.4
Overseas: Non-Mil.	NA	NA	NA
Overseas: Military	NA	NA	NA
CONUS Military	486	71.8	28.2
VA Hospitals	2	100	NA
Federal and Other Contracts Subtotal	6,228	88.9	11.1
Program Total	375,824	58.4	41.6

FOOTNOTES:

- ¹ Percentage of each gender is calculated by first dividing the total number of passers of that gender by the total number of passers for whom gender was known, then multiplying that number by 100. Passers who did not report their gender were excluded from this calculation.
- ² NA = Not available.

TABLE 9
Percentage of GED Passers, by Ethnicity: 2003

Jurisdiction	Passers Without Known Ethnicity (N)	Passers with Known Ethnicity (N)	Ethnicity ¹					
			Hispanic Origin (%)	American Indian or Alaska Native (%)	Asian (%)	African American (%)	Pacific Islander/Hawaiian (%)	White (%)
Alabama	135	7,062	1.8	1.2	0.5	20.1	0.1	76.3
Alaska	111	1,753	5.0	24.1	2.6	4.1	1.5	62.6
Arizona	677	6,487	35.0	5.5	0.9	4.1	0.4	54.0
Arkansas	34	5,719	3.5	1.8	0.6	12.3	0.1	81.7
California	1,076	24,087	45.8	1.6	5.4	8.2	1.9	37.0
Colorado	7,486	904	48.6	1.8	1.4	5.1	0.4	42.7
Connecticut	152	2,686	16.2	0.5	1.3	19.8	0.5	61.7
Delaware	12	405	5.7	0.5	0.5	23.2	0.2	69.9
District of Columbia	101	359	12.0	0.8	0.6	77.2	0.6	8.9
Florida	7	25,529	16.1	0.8	1.3	15.7	0.4	65.7
Georgia	1,806	15,474	4.6	0.6	1.0	28.0	0.1	65.7
Hawaii	34	1,194	8.6	1.5	21.9	3.1	29.9	34.9
Idaho	184	2,720	8.8	3.1	1.0	0.6	0.6	86.0
Illinois	1,419	13,998	20.1	0.6	1.2	21.6	0.3	56.3
Indiana	179	8,746	4.3	1.0	0.4	12.7	0.1	81.5
Iowa	1,365	2,564	6.6	1.1	1.3	9.2	0.2	81.6
Kansas	196	3,733	12.9	2.6	1.2	9.1	0.2	74.1
Kentucky	185	9,209	3.1	0.7	0.3	13.1	0.1	82.7
Louisiana	200	7,181	2.9	1.4	0.8	24.4	0.1	70.4
Maine	51	2,370	7.0	2.5	1.0	6.6	0.2	82.7
Maryland	240	4,803	5.0	1.2	1.9	37.9	0.3	53.9
Massachusetts	623	6,213	15.8	0.9	2.8	14.0	0.3	66.2
Michigan	398	10,436	6.3	1.9	1.0	19.0	0.2	71.7
Minnesota	912	5,663	6.1	5.0	3.3	10.2	0.3	75.1
Mississippi	117	6,060	1.6	0.8	0.7	28.0	0.1	68.9
Missouri	928	7,013	3.0	1.1	0.7	11.9	0.3	83.0
Montana	216	1,890	4.6	13.6	0.4	1.0	0.5	79.9
Nebraska	102	1,993	9.7	4.8	0.9	9.0	0.4	75.2
Nevada	361	3,487	20.6	2.8	2.7	8.1	2.0	63.9
New Hampshire	110	1,429	4.1	1.5	1.0	2.4	0.0	90.9
New Jersey	403	5,264	25.9	0.5	2.9	23.2	0.4	47.1
New Mexico	308	3,509	44.9	8.0	1.0	2.2	0.5	43.4
New York	4,421	19,197	72.3	2.3	1.5	8.3	0.2	15.3
North Carolina	691	8,313	3.5	1.8	0.9	21.2	0.2	72.4
North Dakota	376	567	3.5	16.8	0.4	1.8	0.5	77.1
Ohio	15,213	5	0.0	0.0	0.0	0.0	20.0	80.0
Oklahoma	262	6,753	6.6	14.4	0.7	8.8	0.4	69.1
Oregon	5,628	1,478	23.6	2.8	1.9	3.2	0.7	67.7
Pennsylvania	405	12,864	8.3	0.6	1.4	19.8	0.2	69.7
Rhode Island	46	1,225	17.1	1.8	2.2	8.8	0.4	69.6
South Carolina	176	4,599	2.6	1.0	0.3	24.6	0.2	71.3
South Dakota	23	1,313	3.4	18.7	1.3	3.4	0.3	72.9
Tennessee	249	10,147	2.6	0.8	0.4	13.4	0.1	82.8
Texas	1,609	32,619	42.3	0.8	1.1	11.3	0.2	44.2
Utah	4,250	536	19.8	1.9	0.6	1.3	0.9	75.6
Vermont	0	783	15.7	1.0	1.4	3.3	0.4	78.2
Virginia	324	9,795	5.4	0.8	2.0	23.6	0.4	68.0
Washington	486	11,184	10.8	4.5	3.5	6.0	1.6	73.6
West Virginia	102	3,351	1.6	1.0	0.6	12.2	0.1	84.5
Wisconsin	621	6,470	9.6	3.5	1.8	15.3	0.1	69.6
Wyoming	36	1,285	9.8	5.4	0.9	1.4	0.1	82.4
U.S. Subtotal	55,046	332,424	19.3	2.2	1.7	14.6	0.5	61.8
American Samoa	0	6	0.0	0.0	0.0	0.0	83.3	16.7
Guam	0	54	0.0	0.0	25.9	0.0	64.8	9.3
Marshall Islands	0	4	0.0	0.0	0.0	0.0	100.0	0.0
Micronesia	NA ²	NA	NA	NA	NA	NA	NA	NA
N. Mariana Islands	1	18	0.0	5.6	16.7	0.0	77.8	0.0
Palau	0	9	0.0	0.0	33.3	0.0	66.7	0.0
Puerto Rico	9,932	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	5	115	8.7	0.9	0.9	84.3	0.0	5.2
IAFAS Subtotal	9,938	206	4.9	1.0	10.2	47.1	31.1	5.8

Jurisdiction	Passers Without Known Ethnicity (N)	Passers with Known Ethnicity (N)	Ethnicity ¹					
			Hispanic Origin (%)	American Indian or Alaska Native (%)	Asian (%)	African American (%)	Pacific Islander/Hawaiian (%)	White (%)
Alberta	1,142	48	20.8	16.7	35.4	0.0	6.3	20.8
British Columbia	186	727	81.2	0.0	0.0	0.0	8.1	10.7
Manitoba	236	129	31.8	13.2	36.4	0.8	0.8	17.1
New Brunswick	634	105	25.7	35.2	20.0	1.9	0.0	17.1
Newfoundland	105	NA	NA	NA	NA	NA	NA	NA
Northwest Territories	NA	NA	NA	NA	NA	NA	NA	NA
Nova Scotia	697	15	26.7	13.3	33.3	0.0	0.0	26.7
Nunavut	5	NA	NA	NA	NA	NA	NA	NA
Ontario	2,544	1	100.0	0.0	0.0	0.0	0.0	0.0
Prince Edward Island	184	2	100.0	0.0	0.0	0.0	0.0	0.0
Quebec	NA	NA	NA	NA	NA	NA	NA	NA
Saskatchewan	702	15	13.3	0.0	33.3	0.0	0.0	53.3
Yukon Territory	5	10	70.0	0.0	20.0	0.0	0.0	10.0
Canada Subtotal	6,440	1,052	65.0	6.1	9.2	0.3	6.0	13.4
Federal Corr. Inst.	267	3,696	34.1	2.8	1.0	32.9	0.8	28.4
International	586	134	1.5	0.0	2.2	76.9	0.7	18.7
Michigan Prisons	108	1,655	4.5	1.7	0.6	47.8	0.1	45.3
CONUS Military	15	475	13.9	3.2	5.3	9.5	1.5	66.7
VA Hospitals	0	2	0.0	0.0	0.0	50.0	0.0	50.0
Federal and Other Contracts Subtotal	976	5,962	23.5	2.5	1.3	36.2	0.6	35.9
Program Total	72,400	339,521	19.5	2.2	1.7	14.9	0.7	61.0

FOOTNOTES:

- ¹ Percentage of each ethnic group is calculated by first dividing the total number of passers of that ethnic group by the total number of passers for whom ethnicity was known, then multiplying that number by 100. Passers who did not report their ethnicity were excluded from this calculation.
- ² NA = Not available.

TABLE 10

Percentage of GED Passers, by Grade Completed, and Average Grade Completed: 2003

Jurisdiction	Passers with Known Grade Completed (N)	Percentage of Passers Who Completed Grade ¹								Average Grade Completed ²
		None-5th (%)	6th (%)	7th (%)	8th (%)	9th (%)	10th (%)	11th (%)	12th (%)	
Alabama	7,035	0.1	0.4	1.9	8.5	18.9	30.8	33.3	6.1	10.0
Alaska	1,702	0.2	0.2	1.1	8.5	18.3	32.7	35.1	3.9	10.0
Arizona	6,039	0.4	1.0	1.4	8.6	17.5	29.8	36.8	4.4	10.0
Arkansas	5,628	0.2	0.4	1.4	7.7	19.0	32.4	34.6	4.3	10.0
California	20,872	0.5	1.7	0.9	3.8	12.9	24.9	47.9	7.4	10.3
Colorado	8,112	0.3	0.7	1.0	6.8	18.2	31.7	36.3	5.0	10.1
Connecticut	2,680	0.3	0.3	0.5	7.1	20.4	34.4	34.4	2.6	10.0
Delaware	381	0.5	0.3	0.5	15.7	20.2	30.4	31.0	1.3	9.8
District of Columbia	336	0.3	0.0	3.6	9.2	17.3	27.1	39.3	3.3	10.0
Florida	25,000	0.3	0.3	1.2	8.4	18.7	30.5	34.1	6.6	10.1
Georgia	14,022	0.0	0.1	0.3	1.1	8.7	21.4	32.8	35.6	10.9
Hawaii	1,170	0.3	0.1	0.9	5.2	15.6	30.6	42.0	5.2	10.2
Idaho	2,664	0.5	0.3	1.1	7.4	19.9	30.9	33.7	6.2	10.0
Illinois	12,032	1.1	0.6	2.6	7.2	16.7	30.2	36.5	5.0	10.0
Indiana	8,717	0.2	0.2	1.0	8.2	19.4	31.5	35.9	3.6	10.0
Iowa	3,842	0.1	0.4	0.5	6.8	17.3	33.0	38.8	3.2	10.1
Kansas	3,645	0.3	0.4	1.6	7.8	18.8	33.2	34.2	3.8	10.0
Kentucky	8,920	0.2	0.3	1.0	10.2	20.9	30.5	34.2	2.6	9.9
Louisiana	7,074	0.3	0.9	2.7	12.9	21.8	29.0	29.0	3.3	9.7
Maine	2,230	0.6	0.7	1.3	9.6	17.7	31.3	34.6	4.3	10.0
Maryland	4,783	0.2	0.3	1.1	10.0	20.4	32.0	32.7	3.3	9.9
Massachusetts	6,064	0.4	0.4	1.4	8.5	20.6	31.1	33.5	4.1	10.0
Michigan	10,131	0.2	0.3	0.9	6.2	16.9	32.9	39.1	3.4	10.1
Minnesota	5,526	0.3	0.2	0.8	3.4	12.2	29.9	47.4	5.8	10.3
Mississippi	5,868	0.3	0.8	2.8	11.7	22.8	28.5	29.2	3.9	9.8
Missouri	6,840	0.3	0.6	1.4	8.5	18.3	33.2	34.1	3.5	10.0
Montana	1,810	0.1	0.3	0.5	8.0	18.9	31.0	34.4	6.7	10.1
Nebraska	1,848	0.0	0.2	1.4	5.8	16.1	32.0	38.1	6.3	10.2
Nevada	3,379	0.5	0.1	1.3	5.6	14.3	31.4	41.9	4.9	10.2
New Hampshire	1,431	0.1	0.1	0.8	8.8	18.9	31.0	35.4	4.8	10.0
New Jersey	4,875	0.3	0.5	0.6	6.3	17.7	32.2	36.7	5.8	10.1
New Mexico	3,379	0.8	0.4	1.5	6.0	17.0	32.5	35.6	6.1	10.1
New York	12,229	0.3	0.2	0.5	6.9	18.2	30.4	36.6	6.9	10.1
North Carolina	8,300	0.3	1.0	11.1	24.4	33.4	27.4	1.8	0.7	8.8
North Dakota	553	0.0	0.4	0.9	5.2	19.3	29.1	41.6	3.4	10.1
Ohio	15,170	1.1	0.3	0.7	8.6	18.5	28.7	37.5	4.6	10.0
Oklahoma	6,572	0.7	0.7	2.4	9.1	20.1	30.7	32.9	3.4	9.9
Oregon	6,472	0.5	1.0	1.0	7.2	19.2	30.9	34.3	5.9	10.0
Pennsylvania	12,516	0.2	0.3	1.1	6.8	17.9	32.0	37.9	3.8	10.1
Rhode Island	1,208	0.4	0.7	1.7	9.9	21.8	29.6	32.7	3.2	9.9
South Carolina	4,450	0.1	0.2	1.0	9.1	22.4	32.3	32.3	2.5	9.9
South Dakota	1,249	0.1	0.2	0.7	10.8	20.7	29.7	35.3	2.5	9.9
Tennessee	9,743	0.2	0.3	0.9	6.2	16.8	31.7	40.7	3.3	10.1
Texas	28,298	0.3	0.5	1.4	10.5	20.9	29.4	33.2	3.8	9.9
Utah	2,614	0.7	0.4	0.7	4.1	12.1	26.3	43.8	11.9	10.4
Vermont	92	2.2	2.2	0.0	8.7	17.4	17.4	30.4	21.7	10.1
Virginia	9,705	0.3	0.4	1.4	9.4	21.2	30.4	34.2	2.7	9.9
Washington	10,125	0.1	0.4	0.8	1.3	6.1	16.7	32.1	42.5	11.0
West Virginia	3,257	0.1	0.2	2.0	9.4	22.1	29.2	33.0	4.1	9.9
Wisconsin	6,011	0.6	0.4	1.8	5.2	13.6	26.5	47.9	3.8	10.2
Wyoming	1,206	0.0	0.0	0.6	0.3	5.6	17.0	33.5	43.0	11.1
U.S. Subtotal	337,805	0.4	0.5	1.4	7.8	17.9	29.4	35.5	7.2	10.1
American Samoa	6	0.0	0.0	0.0	0.0	0.0	66.7	33.3	0.0	10.3
Guam	54	0.0	0.0	0.0	1.9	13.0	37.0	44.4	3.7	10.4
Marshall Islands	4	0.0	0.0	0.0	0.0	25.0	0.0	75.0	0.0	10.5
Micronesia	NA ³	NA	NA	NA	NA	NA	NA	NA	NA	NA
N. Mariana Islands	17	0.0	0.0	0.0	11.8	5.9	47.1	23.5	11.8	10.2
Palau	9	0.0	0.0	0.0	0.0	22.2	33.3	44.4	0.0	10.2
Puerto Rico	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	111	0.0	0.9	2.7	7.2	14.4	23.4	26.1	25.2	10.4
IAFAS Subtotal	201	0.0	0.5	1.5	5.5	13.4	30.3	32.8	15.9	10.3

Jurisdiction	Passers with Known Grade Completed (N)	Percentage of Passers Who Completed Grade ¹								Average Grade Completed ²
		None–5th (%)	6th (%)	7th (%)	8th (%)	9th (%)	10th (%)	11th (%)	12th (%)	
Alberta	83	0.0	2.4	1.2	3.6	16.9	30.1	43.4	2.4	10.1
British Columbia	913	8.1	0.3	1.1	3.4	13.7	38.6	33.0	1.9	9.3
Manitoba	255	0.8	0.4	1.6	7.5	22.7	30.6	32.9	3.5	9.9
New Brunswick	497	0.4	0.4	1.8	8.2	23.5	33.6	30.4	1.6	9.8
Newfoundland	89	0.0	0.0	1.1	5.6	16.9	37.1	36.0	3.4	10.1
Northwest Territories	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Nova Scotia	29	0.0	0.0	6.9	13.8	20.7	24.1	34.5	0.0	9.7
Nunavut	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ontario	97	1.0	0.0	0.0	4.1	13.4	36.1	42.3	3.1	10.2
Prince Edward Island	167	0.6	1.8	3.6	7.2	19.8	37.1	29.9	0.0	9.7
Quebec	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Saskatchewan	701	0.3	0.4	2.0	8.1	19.8	37.2	29.8	2.3	9.9
Yukon Territory	15	0.0	0.0	6.7	20.0	NA	33.3	40.0	0.0	9.8
Canada Subtotal	2,846	2.9	0.5	1.7	6.3	18.3	36.0	32.3	2.0	9.7
Federal Corr. Inst.	3,531	3.9	2.5	5.7	12.0	19.1	25.7	28.3	2.8	9.4
International	74	0.0	0.0	0.0	0.0	4.1	9.5	56.8	29.7	11.1
Michigan Prisons	1,536	0.7	1.0	2.1	11.0	20.2	28.2	31.5	5.3	9.9
Overseas: Non-Mil.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Overseas: Military	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CONUS Military	444	0.2	0.2	0.9	2.9	10.8	23.6	48.0	13.3	10.5
VA Hospitals	1	0.0	0.0	0.0	0.0	0.0	100	0.0	0.0	10.0
Federal and Other Contracts Subtotal	5,586	2.6	1.9	4.2	10.8	18.6	26.0	31.1	4.7	9.6
Program Total	346,438	0.4	0.5	1.5	7.8	17.9	29.4	35.4	7.1	10.1

FOOTNOTES:

- Percentage of each grade level is calculated by first dividing the total number of passers who had completed that grade level by the total number of passers who reported their completed grade level, then multiplying that number by 100. Passers who did not report their highest grade completed were excluded from this calculation.
- Passers who did not report their highest grade completed were excluded from this calculation.
- NA = Not available.

TABLE 11A

Percentage of Passers Reporting Various Reasons for Taking the GED Tests in the United States and Insular Areas and Freely Associated States¹: 2003

Jurisdiction	Passers with Known Reasons (N)	Educational Reasons						Military Reasons		
		Four-Year College (%)	Two-Year College (%)	Technical or Trade Prog. (%)	Skills Certification (%)	Job Training (%)	Any Educ. Reason (%)	Military Entrance (%)	Military Career (%)	Any Military Reason (%)
Alabama	7,098	25.0	35.3	18.0	6.5	7.8	64.2	7.8	2.9	8.6
Alaska	1,763	22.0	15.1	18.6	9.9	15.0	54.1	9.9	4.1	11.1
Arizona	6,481	17.3	22.2	25.6	8.2	8.9	59.2	5.9	2.1	6.4
Arkansas	5,674	22.8	22.0	18.9	8.4	7.9	54.2	7.3	3.2	8.1
California	24,151	15.4	23.9	28.4	7.6	7.4	60.9	5.2	1.7	5.5
Colorado	8,354	20.1	26.7	16.3	8.7	8.2	56.5	5.3	1.9	5.7
Connecticut	2,686	22.0	27.0	17.5	8.3	9.0	62.7	3.5	1.0	3.8
Delaware	413	26.6	33.2	25.9	11.6	12.6	72.6	8.5	2.9	9.2
District of Columbia	353	33.4	19.5	26.9	9.6	16.1	74.2	5.4	2.0	5.4
Florida	25,067	24.3	33.7	23.0	6.9	5.4	67.0	6.6	2.8	7.3
Georgia	14,298	20.5	25.0	34.0	7.1	7.3	68.1	5.8	2.8	6.9
Hawaii	1,218	32.8	32.8	13.7	7.6	7.8	66.8	9.1	4.0	10.7
Idaho	2,694	27.5	23.9	17.9	8.5	9.3	59.6	7.0	3.0	7.8
Illinois	12,027	23.8	32.3	23.2	9.6	9.7	67.4	5.9	2.2	6.5
Indiana	8,805	23.4	28.0	22.9	9.6	9.7	63.1	6.1	2.6	6.9
Iowa	1,911	16.6	32.7	13.1	4.4	6.8	54.5	7.3	2.2	8.4
Kansas	3,744	22.2	27.4	23.2	6.7	8.4	61.0	5.5	1.8	5.9
Kentucky	9,193	18.7	21.0	21.9	8.2	11.1	55.4	5.4	2.4	6.1
Louisiana	7,167	28.5	17.9	28.2	7.2	8.0	64.7	8.4	3.6	9.3
Maine	2,355	20.7	21.3	23.4	8.0	9.2	57.2	9.3	3.4	10.3
Maryland	4,841	26.9	31.4	19.4	9.4	11.0	64.7	6.6	3.2	7.6
Massachusetts	6,237	25.3	37.6	19.6	9.6	10.4	70.3	5.1	1.6	5.5
Michigan	10,448	22.7	29.1	17.4	8.4	9.0	59.2	6.5	2.3	7.0
Minnesota	5,645	18.4	29.4	28.6	6.6	6.4	64.1	5.2	1.9	6.0
Mississippi	6,037	25.9	45.6	16.4	8.3	11	70.7	8.9	5.0	10.4
Missouri	6,974	26.7	29.6	20.1	8.1	9.4	63.0	5.5	2.5	6.2
Montana	1,864	25.5	22.6	18.0	9.0	13.4	62.0	10.7	5.3	12.0
Nebraska	1,967	23.0	35.5	16.9	7.8	7.4	64.5	6.7	2.6	6.9
Nevada	3,477	14.8	22.4	17.6	6.5	9.1	50.3	6.7	2.3	7.1
New Hampshire	1,217	23.8	27.4	27.9	9.0	7.6	64.7	5.4	1.8	5.6
New Jersey	5,274	25.4	29.9	26.3	8.7	9.1	71.1	6.5	2.3	7.1
New Mexico	3,541	28.5	25.6	21.3	8.7	9.4	66.0	6.2	2.7	6.8
New York	12,816	27.3	33.9	13.8	7.8	8.6	64.1	4.8	1.9	5.4
North Carolina	7,873	17.2	30.8	27.6	8.0	8.3	65.6	5.2	2.3	6.0
North Dakota	562	19.0	26.9	22.8	8.2	12.1	62.8	7.5	4.6	8.7
Ohio	17	17.6	NA ²	76.5	NA	NA	94.1	NA	NA	NA
Oklahoma	6,769	19.4	20.0	27.7	9.0	11.4	58.9	7.8	3.4	8.6
Oregon	6,141	19.9	28.8	14.4	9.0	12.7	58.1	5.6	1.9	6.1
Pennsylvania	12,875	20.4	24.2	25.2	8.9	11.4	61.5	6.1	2.4	6.8
Rhode Island	865	23.1	33.4	21.2	8.8	8.7	68.8	4.0	2.1	4.7
South Carolina	4,485	21.3	30.7	35.0	8.7	9.9	69.9	10.1	3.8	10.9
South Dakota	1,312	20.4	18.3	20.0	5.8	15.5	58.5	5.7	2.4	6.2
Tennessee	10,134	19.1	24.3	23.2	6.2	8.4	57.4	4.9	1.8	5.5
Texas	32,430	20.1	32.5	25.8	9.8	8.8	66.4	5.9	2.2	6.4
Utah	2,199	18.6	19.3	20.1	8.1	11.8	54.8	6.9	2.5	7.5
Vermont	371	26.1	29.4	27.2	14.8	22.1	72.5	11.6	5.9	13.5
Virginia	9,915	21.5	28.8	19.1	9.1	8.9	58.4	8.6	4.0	9.7
Washington	9,500	18.2	34.5	21.4	12.9	14.6	65.2	9.2	6.1	12.8
West Virginia	3,373	21.3	20.3	23.1	9.8	13.5	58.1	7.1	3.6	7.8
Wisconsin	6,167	15.2	24.4	30.7	7.2	7.2	58.1	4.8	1.8	5.3
Wyoming	1,256	23.9	36.5	10.7	6.2	6.7	59.0	4.5	2.3	5.3
U.S. Subtotal	332,034	21.5	28.5	23.1	8.4	9.0	62.9	6.3	2.6	7.1
American Samoa	6	33.3	66.7	NA	NA	NA	83.3	NA	16.7	16.7
Guam	54	38.9	9.3	16.7	14.8	3.7	63.0	27.8	18.5	29.6
Marshall Islands	4	75.0	75.0	NA	25.0	25.0	100.0	NA	NA	NA
Micronesia	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
N. Mariana Islands	19	31.6	42.1	15.8	21.1	5.3	68.4	15.8	5.3	15.8
Palau	9	33.3	55.6	11.1	11.1	NA	88.9	NA	NA	NA
Puerto Rico	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	116	39.7	27.6	17.2	9.5	6.9	71.6	6.9	2.6	8.6
IAFAS Subtotal	208	38.9	27.4	15.9	12.0	5.8	70.7	12.5	7.2	14.4
Total	332,242	21.5	28.5	23.1	8.4	9.0	62.9	6.3	2.6	7.1

Employment Reasons					Social Reasons				Personal Reasons			Any Other Reason (%)
Get First Job (%)	Keep Current Job (%)	Get Better Job (%)	Employer Required (%)	Any Employ. Reason (%)	Early Release (%)	Court Order (%)	Public Asst. Requirement (%)	Any Social Reason (%)	Positive Role Model (%)	Personal Satisfaction (%)	Any Personal Reason (%)	
6.5	1.6	40.3	6.6	48.5	2.1	3.9	0.5	6.3	18.7	53.2	55.2	14.8
6.5	1.9	39.9	9.1	48.3	2.2	1.9	2.6	6.4	16.1	58.3	59.9	22.4
5.9	3.1	35.6	15	50.4	2.7	2.9	0.6	6.0	18.8	51.2	52.8	16.0
8.4	2.0	37.3	6.0	46.4	6.1	6.6	0.8	12.1	18.6	57.0	59.1	22.1
6.1	2.1	29.3	17.5	46.8	2.0	1.2	1.5	4.4	15.8	45.2	46.7	15.7
4.8	1.7	36.8	8.4	44.8	2.8	4.7	2.5	9.4	16.4	56.2	57.8	18.5
NA	1.9	3.1	7.0	10.9	1.1	1.9	0.9	3.6	13.6	42.4	44.4	7.7
4.8	1.2	45.8	7.5	50.4	1.7	3.4	NA	4.8	26.4	62.5	64.6	10.9
8.2	2.3	32.6	9.3	44.8	0.8	1.7	0.8	3.1	19.0	45.9	47.9	12.7
7.1	1.7	35.9	6.9	41.3	3.0	1.9	0.6	5.3	17.0	52.5	54.1	17.3
5.5	2.4	36.2	5.4	44.4	2.1	3.2	1.2	6.1	15.7	47.3	49.7	4.1
11.2	2.7	31.3	8.5	43.8	5.3	1.6	1.1	7.8	16.3	51.6	53.8	19.2
6.8	2.3	35.3	6.7	43.5	3.0	9.5	1.3	12.8	17.2	54.6	56.1	20.3
6.0	2.1	41.2	9.6	49.3	2.4	2.7	0.8	5.8	19.3	53.0	55.1	13.4
6.5	2.5	48.3	9.5	56.8	12.3	7.1	0.9	18.3	24.0	62.8	64.7	15.8
4.5	1.8	38.0	6.4	44.3	1.6	6.5	5.7	13.2	17.0	53.7	55.3	19.4
4.6	1.4	38.3	7.1	44.6	2.0	9.7	1.5	12.7	17.0	53.4	55.2	17.7
6.5	2.0	47.7	8.9	56.0	5.4	4.9	1.3	10.9	23.6	61.2	63.6	14.3
8.5	2.1	34.2	7.3	44.5	5.5	3.2	0.6	8.6	20.9	55.0	57.2	16.6
4.5	1.4	37.8	8.2	44.3	1.1	1.1	1.2	3.2	16.9	54.7	56.5	14.7
6.9	2.2	38.3	8.7	47.1	2.9	2.9	0.5	5.7	22.2	55.3	57.7	16.1
4.1	1.6	36.2	6.1	41.7	1.2	2.5	2.3	5.9	15.1	49.3	50.9	13.5
4.6	2.1	47.1	9.1	54.1	1.7	9.0	0.7	10.8	21.3	60.6	62.4	14.4
3.5	2.4	39.9	8.0	46.2	1.2	3.1	3.0	7.0	15.6	56.2	57.4	14.0
9.0	1.7	42.3	8.7	52.4	4.1	3.5	0.8	7.9	22.0	58.3	61.3	15.9
4.7	2.0	44.4	7.8	51.2	2.6	7.7	1.3	11.0	23.0	62.5	64.3	19.7
5.6	2.0	38.1	7.3	45.2	2.9	6.1	2.0	10.2	17.5	56.5	58.2	18.5
5.7	1.3	45.4	7.3	51.7	2.4	6.5	1.8	10.3	22.2	61.3	63.3	15.4
5.3	1.6	32.5	8.8	40.3	5.2	3.2	0.5	8.7	14.2	50.0	50.9	19.8
2.7	2.1	42.1	6.0	46.5	1.1	2.1	3.0	5.8	15.6	59.5	60.7	15.5
4.7	1.9	35.5	9.9	44.6	1.3	1.3	0.8	3.2	18.7	49.2	51.3	13.4
5.7	1.9	35.9	7.5	43.3	3.2	2.8	1.0	6.6	15.6	48.7	50.4	18.6
6.6	2.1	38.0	7.4	46.6	2.5	1.1	0.9	4.3	19.2	52.8	55.1	15.7
5.6	1.6	38.2	5.7	45.1	3.7	2.5	0.8	6.7	19.7	54.3	56.4	14.0
5.5	1.8	41.1	6.9	48.2	3.9	2.8	4.1	10.3	14.6	55.3	57.5	14.4
NA	NA	5.9	NA	5.9	NA	NA	NA	NA	5.9	17.6	17.6	5.9
5.4	2.0	42.7	8.5	50.1	8.3	8.0	2.3	14.6	23.4	58.7	60.7	18.6
11.5	1.7	34.5	7.8	47.9	5.1	2.8	2.0	9.5	15.4	56.4	57.5	20.9
6.0	1.8	42.7	8.9	50.8	2.9	5.2	2.1	9.4	20.1	59.1	61.2	14.2
2.8	1.7	40.6	6.1	45.7	1.3	1.3	2.3	4.7	14.1	51.2	52.8	10.3
5.7	2.1	39.1	8.7	47.0	3.2	3.4	0.4	6.6	20.3	52.1	54.3	10.9
3.7	1.1	39.6	5.9	44.0	4.1	14.9	1.3	19.6	17.1	54.6	56.2	16.8
6.3	2.4	41.5	7.8	50.1	4.2	3.6	3.1	10.4	18.1	52.0	54.0	19.9
6.7	1.9	36.3	7.9	44.3	3.9	9.1	0.7	13.0	20.0	49.3	51.7	13.8
4.4	1.8	35.2	7.6	41.3	2.8	5.3	1.8	9.2	17.9	52.3	54.3	19.4
7.8	3.0	56.9	14.6	67.4	1.3	1.9	5.7	8.4	27.5	77.4	79.8	19.9
5.2	2.2	40.8	8.1	47.8	4.6	3.7	0.5	8.4	17.0	55.6	57.2	20.2
13.4	6.3	39.5	12.4	55.2	3.5	5.0	5.4	12.0	15.8	50.8	53.1	15.4
8.0	2.0	41.0	9.5	51.6	3.6	5.0	5.7	13.4	19.4	57.0	59.1	14.6
3.8	1.8	41.0	7.9	46.9	2.4	4.9	1.3	8.1	17.1	56.1	57.6	20.3
4.0	1.6	34.8	4.9	40.6	1.6	8.3	0.6	9.9	10.9	50.8	51.9	7.4
6.3	2.1	38.2	8.8	47.0	3.4	4.4	1.4	8.6	18.6	53.4	55.4	15.6
NA	NA	66.7	33.3	66.7	NA	NA	NA	NA	NA	33.3	33.3	16.7
13.0	5.6	50.0	13.0	64.8	NA	NA	1.9	1.9	33.3	57.4	66.7	5.6
NA	NA	NA	NA	NA	NA	NA	NA	NA	25.0	NA	25.0	NA
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
26.3	NA	47.4	10.5	68.4	5.3	NA	NA	5.3	10.5	47.4	47.4	NA
11.1	NA	22.2	11.1	44.4	NA	NA	NA	NA	11.1	33.3	33.3	NA
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5.2	3.4	40.5	6.9	48.3	1.7	NA	0.9	2.6	16.4	43.1	46.6	13.8
9.1	3.4	42.8	9.6	53.8	1.4	NA	1.0	2.4	19.7	45.7	50.5	9.6
6.3	2.1	38.2	8.8	47.1	3.4	4.4	1.4	8.6	18.6	53.4	55.4	15.6

Source: 2003 GED Testing Service Data.

TABLE 11B

Percentage of Passers Reporting Various Reasons for Taking the GED Tests in Canada and Federal and Other Contracts¹: 2003

Jurisdiction	Passers with Known Reasons (N)	Educational Reasons					Military Reasons			
		Four-Year College (%)	Two-Year College (%)	Technical or Trade Prog. (%)	Skills Certification (%)	Job Training (%)	Any Educ. Reason (%)	Military Entrance (%)	Military Career (%)	Any Military Reason (%)
Alberta	NA ²	NA	NA	NA	NA	NA	NA	NA	NA	NA
British Columbia	413	NA	NA	NA	NA	NA	NA	NA	NA	NA
Manitoba	266	13.2	7.9	14.7	10.5	8.3	39.8	3.4	2.6	4.1
New Brunswick	549	13.7	19.5	33.5	9.5	10.2	57.6	6.2	6.7	8.9
Newfoundland	88	13.6	9.1	21.6	6.8	11.4	46.6	4.5	3.4	5.7
Northwest Territories	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Nova Scotia	54	29.6	29.6	42.6	29.6	24.1	57.4	27.8	24.1	27.8
Nunavut	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ontario	85	4.7	14.1	20.0	4.7	8.2	48.2	1.2	NA	1.2
Prince Edward Island	113	5.3	22.1	31	4.4	4.4	53.1	0.9	0.9	1.8
Quebec	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Saskatchewan	397	9.3	10.3	30.5	11.8	11.3	54.2	1.5	0.5	1.5
Yukon Territory	14	NA	7.1	7.1	NA	7.1	21.4	7.1	7.1	7.1
Canada Subtotal	1,979	9.3	11.7	22.2	8.0	8.0	41.1	3.6	3.2	4.5
Federal Corr. Inst.	3,567	11.3	18.9	33.7	9.8	8.1	53.7	0.2	0.1	0.2
International	132	37.9	25.8	15.9	22	8.3	72.0	0.8	0.8	0.8
Michigan Prisons	1,646	9.8	16.6	25.1	14.3	12.8	41.4	0.5	0.2	0.6
Overseas: Non-Mil.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Overseas: Military	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CONUS Military	481	39.5	23.9	11.6	6.0	2.7	63.0	7.5	24.9	29.3
VA Hospitals	2	NA	50.0	100.0	NA	50.0	100.0	NA	NA	NA
Federal and Other Contracts Subtotal	5,828	13.8	18.8	29.1	11.0	9.0	51.4	0.9	2.2	2.7
Total	7,807	12.7	17.0	27.3	10.2	8.8	48.8	1.6	2.5	3.2

Employment Reasons					Social Reasons				Personal Reasons			Any Other Reason (%)
Get First Job (%)	Keep Current Job (%)	Get Better Job (%)	Employer Required (%)	Any Employ. Reason (%)	Early Release (%)	Court Order (%)	Public Asst. Requirement (%)	Any Social Reason (%)	Positive Role Model (%)	Personal Satisfaction (%)	Any Personal Reason (%)	Any Other Reason (%)
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
66.8	NA	16.5	NA	83.3	NA	NA	NA	NA	NA	NA	NA	16.7
2.3	5.3	50.8	13.2	58.6	1.1	0.8	1.5	1.9	20.3	62.8	64.7	11.7
6.4	4.9	51.9	9.5	58.5	3.6	3.5	3.5	4.4	25.5	71.9	73.4	14.0
9.1	3.4	46.6	10.2	56.8	NA	NA	NA	NA	20.5	59.1	59.1	17.0
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
22.2	22.2	55.6	31.5	63.0	22.2	22.2	24.1	24.1	38.9	38.9	46.3	29.6
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
NA	3.5	34.1	10.6	40.0	NA	NA	2.4	2.4	11.8	44.7	44.7	7.1
1.8	7.1	54.9	8.0	61.9	NA	NA	NA	NA	23.9	75.2	76.1	4.4
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2.8	2.5	45.8	10.6	53.4	NA	NA	0.3	0.3	17.4	54.9	57.7	11.1
NA	NA	35.7	NA	35.7	NA	NA	NA	NA	14.3	64.3	64.3	28.6
17.7	3.9	42.3	8.7	62.0	1.8	1.7	2.0	2.3	17.2	49.8	51.2	13.5
3.5	0.7	28.0	8.7	33.0	3.5	6.1	0.4	9.2	21.9	56.8	59.2	14.9
9.1	0.8	42.4	13.6	50.8	3.0	0.8	NA	3.8	22.0	53.0	56.1	22.0
6.5	1.8	31.1	9.1	37.6	18.2	28.4	1.0	40.7	24.2	68.0	70.8	21.1
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2.9	3.1	24.3	7.3	30.6	0.6	NA	0.2	0.8	14.8	57.0	57.6	14.6
NA	50.0	100.0	NA	100.0	NA	NA	NA	NA	50.0	100.0	100.0	NA
4.4	1.2	28.9	8.8	34.5	7.4	11.8	0.6	17.3	22.0	59.9	62.3	16.8
7.8	1.9	32.3	8.8	41.5	6.0	9.2	0.9	13.5	20.8	57.4	59.5	15.9

FOOTNOTES:

Table 11A, pages 72–73

- ¹ Percentage of passers giving each reason for testing is calculated by first dividing the total number of passers who indicated that reason by the total number of passers who indicated at least one reason, then multiplying that number by 100. Passers who did not report any reason for testing were excluded from this calculation.
- ² NA = Not available.

Table 11B

- ¹ Percentage of passers giving each reason for testing is calculated by first dividing the total number of passers who indicated that reason by the total number of passers who indicated at least one reason, then multiplying that number by 100. Passers who did not report any reason for testing were excluded from this calculation.
- ² NA = Not available.

TABLE 12**Trends in GED Testing, by U.S. Passers: 2002–03¹**

Year	Number Passed	Age (avg.)	Highest Grade Completed (avg.)	Planning Further Study (%)	Tested for Employment Reasons (%)
2002 ²	329,515	23.4	10.2	63.3	47.7
2003	387,470	23.8	10.1	62.9	47.0
Total	716,985				

FOOTNOTES:

- ¹ Statistics are based on the number of passers with available demographic information.
- ² 2002 is the first year in which the new 2002 GED Tests series was administered. The next tests series is scheduled to be published in 2011.

TABLE 13**Trends in GED Testing, by Canadian Passers: 2002-03¹**

Year	Number Passed	Age (avg.)	Highest Grade Completed (avg.)	Planning Further Study (%)	Tested for Employment Reasons (%)
2002 ²	7,940	31.8	9.7	73.6	75.7
2003	7,492	29.9	9.7	41.1	62.0
Total	15,432				

FOOTNOTES:

- ¹ Statistics are based on the number of passers with available demographic information.
- ² 2002 is the first year in which the new 2002 GED Tests series was administered. The next tests series is scheduled to be published in 2011.

Trends in GED Testing by All Candidates

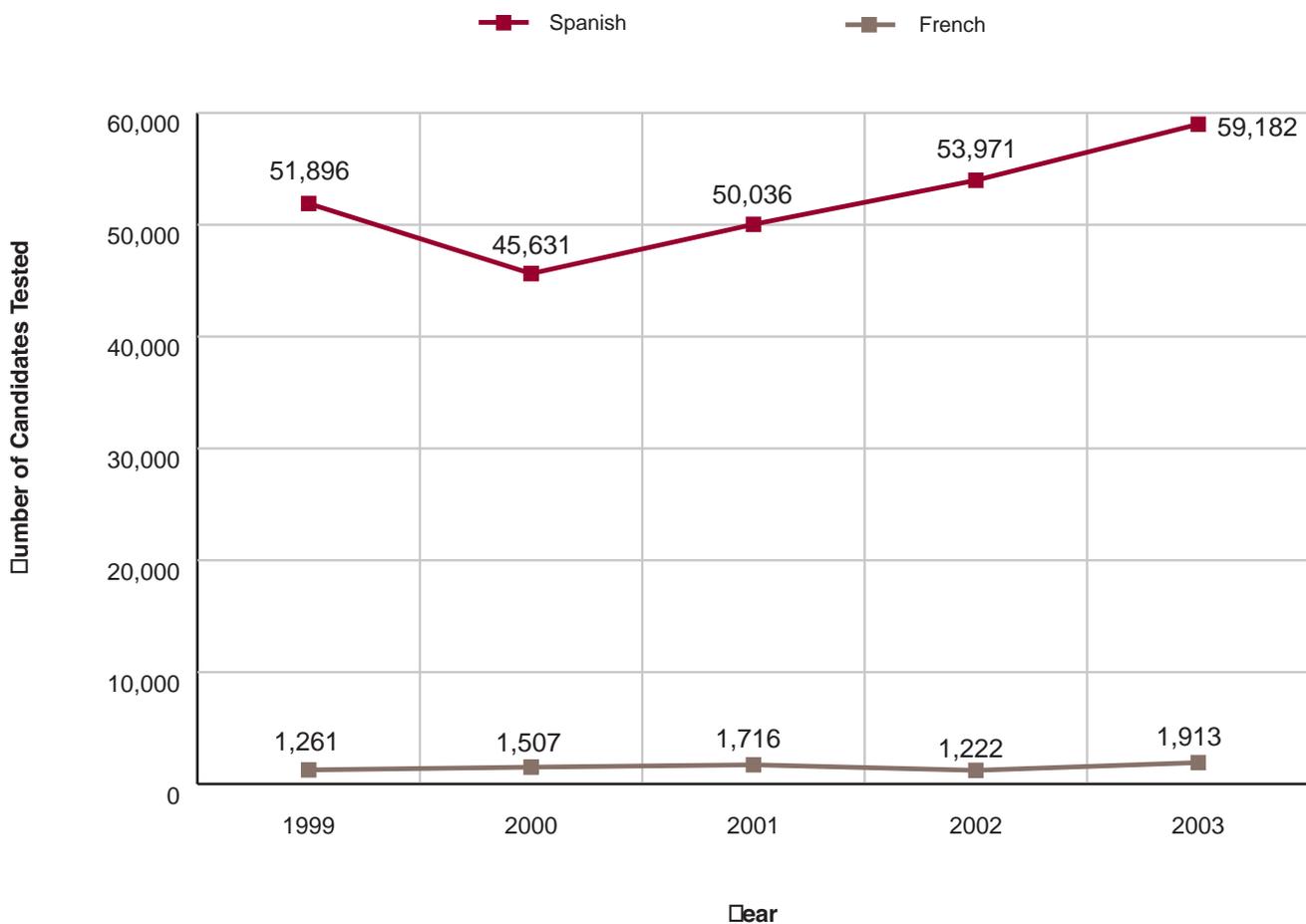
OTHER-LANGUAGE GED TESTS

In addition to the English-language version, the GED Tests are available in Spanish- and French-language versions. As shown in Exhibit 31, in 2003, the numbers of candidates who took Spanish-language and French-language tests increased to their highest levels in five years. The number of candidates who took Spanish-language tests increased by 8 percent from 2001 to 2002, and by 9 percent from 2002 to 2003. For candidates who tested in French, the number decreased by 29 percent from 2001 to 2002 and increased by

56 percent from 2002 to 2003. It should be noted that 2003 was the final year for the 1988 series Spanish- and French-language tests and a new version was to be introduced in 2004. The increases in testing this year paralleled the increases in the last year prior to the introduction of the English version of the 2002 Series GED Tests. The trends in candidate Spanish- and French-language GED tests may drop in 2004 when the new series Spanish- and French-language Tests are introduced.

EXHIBIT 31:

Number of Candidates Tested by Spanish- and French-Language GED Tests: 1999–2003



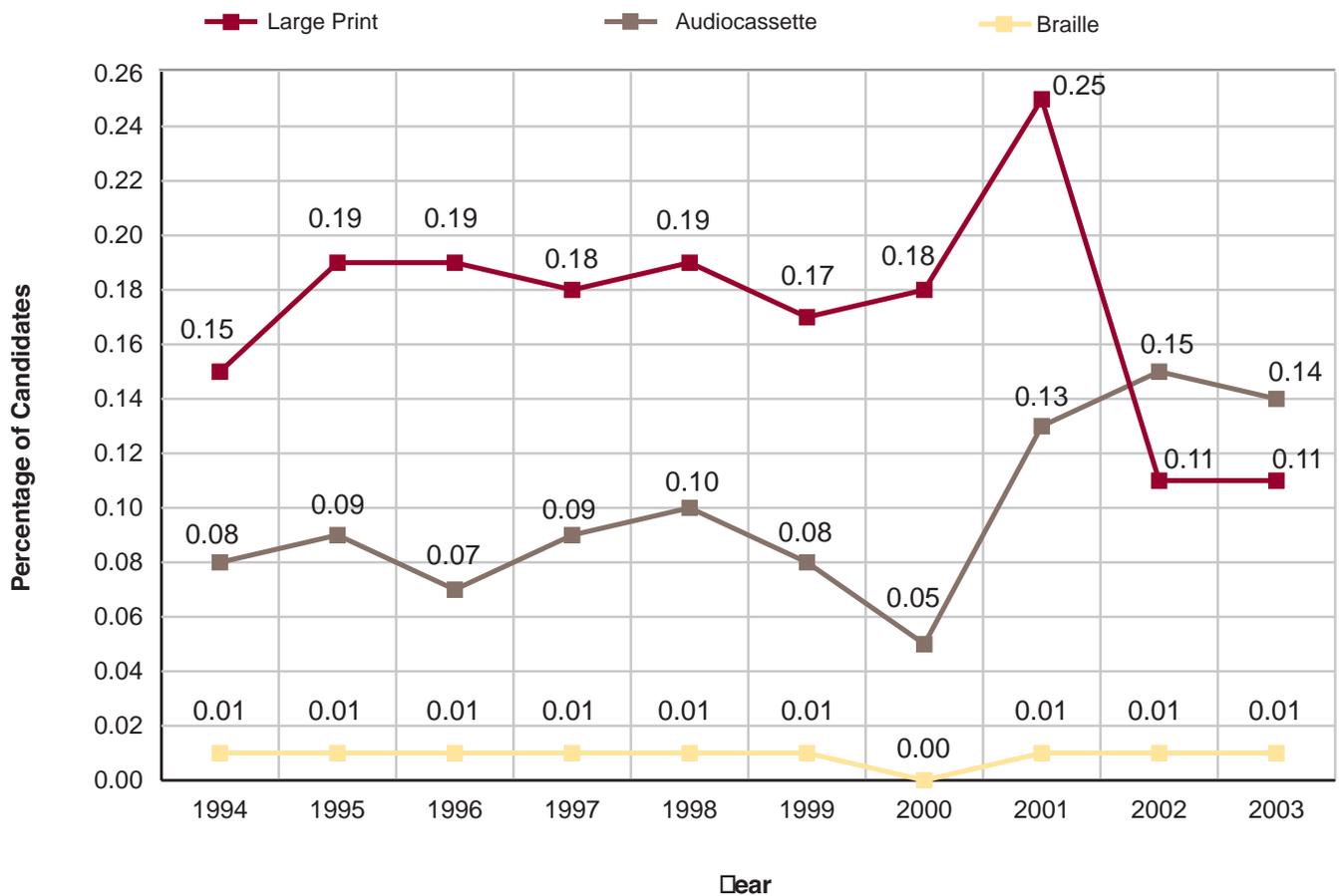
Source: 2003 GED Testing Service Data.

SPECIAL EDITION GED TESTS

Overall, 1,815 candidates took at least one special edition test in 2003 (see Table 15, pages 84–85); 968 candidates took an audio edition, 52 took a Braille edition, and 795 took a large print edition. As a percentage of all 2003 GED candidates, Exhibit 30 shows no change in the percentages of can-

didates who took large print tests, audio tests, and Braille tests from 2002 to 2003. The trend in large print tests paralleled the overall candidate test-taking trend from 2000 to 2002. After a sharp increase in 2001 there was a sharp decrease in 2002. The trend in audio versions has remained relatively unchanged over the past three years while the small number of Braille tests taken has remained unchanged.

EXHIBIT 32:
Percentage of Candidates Who Took Special Edition GED Tests: 1994–2003



Source: 2003 GED Testing Service Data.

Section III: Tables

TABLE 14: Number of GED Candidates Tested, by Language: 2003

TABLE 15: Number of GED Candidates Tested, by Special Edition of GED Tests: 2003

TABLE 16: Number of Credentials Issued, by Tests Series (1943–2001) and Number of GED Passers, by 2002 Tests Series (2002–03)

TABLE 17: Trends in GED Testing, All Candidates: 1949–2003

TABLE 14
Number of GED Candidates Tested, by Language: 2003

Jurisdiction	Total Number Tested	Language ¹		
		English	French	Spanish
Alabama	12,092	12,062	0	30
Alaska	3,183	3,141	0	42
Arizona	11,693	10,578	0	1,115
Arkansas	7,267	7,168	0	99
California	47,894	38,762	0	9,132
Colorado	14,284	13,338	6	940
Connecticut	5,244	4,729	0	515
Delaware	452	443	0	9
District of Columbia	1,013	934	13	66
Florida	37,997	36,927	0	1,070
Georgia	30,708	30,197	19	492
Hawaii	1,817	1,782	0	35
Idaho	4,981	4,980	0	1
Illinois	27,998	24,793	5	3,200
Indiana	11,724	11,724	0	0
Iowa	6,778	6,632	0	146
Kansas	4,541	4,378	1	162
Kentucky	13,801	13,663	0	138
Louisiana	10,212	10,172	7	33
Maine	3,966	3,872	5	89
Maryland	7,974	7,933	0	41
Massachusetts	11,732	10,785	0	947
Michigan	21,917	21,695	7	215
Minnesota	10,892	10,693	1	198
Mississippi	11,226	11,205	1	20
Missouri	10,476	10,435	0	41
Montana	3,159	3,155	0	4
Nebraska	3,878	3,780	0	98
Nevada	5,286	5,076	1	209
New Hampshire	2,493	2,458	34	1
New Jersey	11,543	10,379	207	957
New Mexico	7,266	6,671	0	595
New York	45,155	38,939	1,211	5,005
North Carolina	21,382	21,371	7	4
North Dakota	1,781	1,780	0	1
Ohio	19,341	19,297	0	44
Oklahoma	10,203	9,954	0	249
Oregon	12,333	11,501	1	831
Pennsylvania	22,701	22,082	23	596
Rhode Island	3,583	3,188	23	372
South Carolina	7,439	7,371	0	68
South Dakota	2,361	2,361	0	0
Tennessee	14,223	14,070	1	152
Texas	62,445	54,365	0	8,080
Utah	6,626	6,366	0	260
Vermont	1,524	1,524	0	0
Virginia	16,037	15,806	4	227
Washington	20,704	20,065	0	639
West Virginia	5,074	5,072	0	2
Wisconsin	16,953	16,343	0	610
Wyoming	1,887	1,871	0	16
U.S. Subtotal	657,239	617,866	1,577	37,796
American Samoa	38	38	0	0
Guam	98	98	0	0
Marshall Islands	33	33	0	0
Micronesia	NA ²	NA	NA	NA
N. Mariana Islands	71	71	0	0
Palau	54	54	0	0
Puerto Rico	20,580	583	0	19,997
Virgin Islands	195	189	0	6
IAFAS Subtotal	21,069	1,066	0	20,003

Jurisdiction	Total Number Tested	Language ¹		
		English	French	Spanish
Alberta	1,946	1,944	2	0
British Columbia	1,493	1,487	6	0
Manitoba	622	622	0	0
New Brunswick	1,322	1,020	302	0
Newfoundland	166	166	0	0
Northwest Territories	NA	NA	NA	NA
Nova Scotia	1,427	1,427	0	0
Nunavut	15	15	0	0
Ontario	3,751	3,730	21	0
Prince Edward Island	343	343	0	0
Quebec	NA	NA	NA	NA
Saskatchewan	1,484	1,483	1	0
Yukon Territory	30	29	1	0
Canada Subtotal	12,599	12,266	333	0
Federal Corr. Inst.	6,541	5,188	3	1,350
International	1,226	1,226	0	0
Michigan Prisons	4,171	4,146	0	25
Overseas: Non-Mil.	NA	NA	NA	NA
Overseas: Military	NA	NA	NA	NA
CONUS Military	664	656	0	8
VA Hospitals	3	3	0	0
Federal and Other Contracts Subtotal	12,605	11,219	3	1,383
Program Total	703,512	642,417	1,913	59,182

FOOTNOTES:

- ¹ Candidates who tested in multiple languages were classified according to their predominate test language.
- ² NA = Not available.

TABLE 15**Number of GED Candidates Tested, by Special Edition of GED Tests: 2003**

Jurisdiction	Total Number Tested	Standard Print	Special Edition ¹		
			Audiocassette	Braille	Large Print
Alabama	12,092	12,050	18	6	18
Alaska	3,183	3,179	1	1	2
Arizona	11,693	11,693	8	0	0
Arkansas	7,267	7,257	8	0	2
California	47,894	47,894	0	0	0
Colorado	14,284	14,249	26	0	9
Connecticut	5,244	5,244	0	0	2
Delaware	452	452	0	0	0
District of Columbia	1,013	1,013	0	0	0
Florida	37,997	37,997	0	0	0
Georgia	30,708	30,688	12	8	0
Hawaii	1,817	1,816	1	0	0
Idaho	4,981	4,979	2	0	0
Illinois	27,998	27,985	4	2	7
Indiana	11,724	11,713	10	0	1
Iowa	6,778	6,762	15	0	1
Kansas	4,541	4,537	2	0	2
Kentucky	13,801	13,767	19	1	14
Louisiana	10,212	10,198	12	0	2
Maine	3,966	3,963	3	0	0
Maryland	7,974	7,968	4	0	2
Massachusetts	11,732	11,710	8	1	13
Michigan	21,917	21,893	16	0	8
Minnesota	10,892	10,884	6	0	2
Mississippi	11,226	11,216	10	0	0
Missouri	10,476	10,461	13	0	2
Montana	3,159	3,136	3	0	20
Nebraska	3,878	3,874	4	0	0
Nevada	5,286	5,282	4	0	0
New Hampshire	2,493	2,416	43	0	34
New Jersey	11,543	11,543	0	0	0
New Mexico	7,266	7,260	5	0	1
New York	45,155	44,971	166	9	9
North Carolina	21,382	21,364	12	3	3
North Dakota	1,781	1,738	42	0	1
Ohio	19,341	19,305	19	17	0
Oklahoma	10,203	10,183	7	0	13
Oregon	12,333	12,234	85	0	14
Pennsylvania	22,701	22,691	6	0	4
Rhode Island	3,583	3,320	150	2	111
South Carolina	7,439	7,418	5	0	16
South Dakota	2,361	2,353	3	0	5
Tennessee	14,223	14,214	7	0	2
Texas	62,445	62,314	25	1	105
Utah	6,626	6,620	4	0	2
Vermont	1,524	1,520	3	0	1
Virginia	16,037	15,979	19	0	39
Washington	20,704	20,525	56	1	122
West Virginia	5,074	5,063	10	0	1
Wisconsin	16,953	16,849	42	0	62
Wyoming	1,887	1,875	9	0	3
U.S. Subtotal	657,239	655,615	919	52	653
American Samoa	38	38	0	0	0
Guam	98	98	0	0	0
Micronesia	NA ²	NA	NA	NA	NA
Marshall Islands	33	33	0	0	0
N. Mariana Islands	71	71	0	0	0
Palau	54	54	0	0	0
Puerto Rico ³	20,580	20,580	0	0	0
Virgin Islands	195	195	0	0	0
IAFAS Subtotal	21,069	21,069	0	0	0

Jurisdiction	Total Number Tested	Standard Print	Special Edition ¹		
			Audiocassette	Braille	Large Print
Alberta	1,946	1,942	3	0	1
British Columbia	1,493	1,493	0	0	0
Manitoba	622	622	0	0	0
New Brunswick	1,322	1,312	0	0	10
Newfoundland	166	166	0	0	0
Northwest Territories	NA	NA	NA	NA	NA
Nova Scotia	1,427	1,421	1	0	5
Nunavut	15	15	0	0	0
Ontario	3,751	3,663	1	0	87
Prince Edward Island	343	342	0	0	1
Quebec	NA	NA	NA	NA	NA
Saskatchewan	1,484	1,454	27	0	3
Yukon Territory	30	30	0	0	0
Canada Subtotal	12,599	12,460	32	0	107
Federal Corr. Inst.	6,541	6,534	6	0	1
International	1,226	1,226	0	0	0
Michigan Prisons	4,171	4,136	3	0	32
Overseas: Non-Mil.	NA	NA	NA	NA	NA
Overseas: Military	NA	NA	NA	NA	NA
CONUS Military	664	664	0	0	0
VA Hospitals	3	3	0	0	0
Federal and Other Contracts Subtotal	12,605	12,563	9	0	33
Program Total	703,512	701,707	960	52	793

FOOTNOTES:

- ¹ Candidates who tested on multiple special editions were classified according to their predominate special edition.
- ² NA = Not available.
- ³ Statistics for test editions in Puerto Rico were not reported. All tests in Puerto Rico are assumed to be standard print.

TABLE 16**Number of Credentials Issued, by Tests Series (1943–2001), and Number of GED Passers, by 2002 Tests Series (2002–03)**

Jurisdiction	Number of Credentials Issued by Tests Series ¹			Number of GED Passers
	1942 Series (1943–77)	1978 Series (1978–87)	1988 Series (1988–2001)	2002 Series (2002–03)
Alabama	71,313	98,536	109,797	13,144
Alaska	16,444	22,934	24,578	3,318
Arizona	32,783	74,907	134,375	14,627
Arkansas	22,799	64,034	103,619	10,828
California	35,783	92,111	466,628	44,744
Colorado	36,104	74,473	112,234	15,357
Connecticut	25,164	43,583	64,975	5,383
Delaware	4,908	9,109	12,453	668
District of Columbia	12,715	10,183	9,854	844
Florida	78,464	283,713	463,198	53,924
Georgia	54,105	124,549	244,430	30,751
Hawaii	9,157	15,520	19,648	2,266
Idaho	4,351	10,879	11,204	5,003
Illinois	69,335	178,896	214,527	28,463
Indiana	4,090	87,758	173,195	16,290
Iowa	24,310	52,913	74,054	6,515
Kansas	42,559	69,923	83,677	7,029
Kentucky	53,726	123,838	168,672	16,736
Louisiana	57,111	105,618	109,318	13,191
Maine	14,165	26,868	45,362	3,930
Maryland	40,451	79,174	83,753	9,603
Massachusetts	38,124	101,496	132,764	12,547
Michigan	62,677	132,314	202,884	19,116
Minnesota	31,950	63,634	91,696	11,282
Mississippi	32,399	76,093	87,968	11,410
Missouri	72,075	62,193	129,060	14,157
Montana	13,885	20,781	28,542	3,778
Nebraska	10,590	27,149	32,988	3,479
Nevada	7,838	21,019	50,151	7,300
New Hampshire	9,189	19,035	27,563	2,790
New Jersey	83,391	128,636	121,048	9,971
New Mexico	29,943	48,659	68,107	7,081
New York	226,058	414,955	504,186	48,702
North Carolina	68,458	151,707	197,397	17,273
North Dakota	5,920	11,777	12,908	1,635
Ohio	38,595	125,877	252,135	26,181
Oklahoma	31,489	64,954	97,449	13,194
Oregon	32,038	78,148	114,071	12,767
Pennsylvania	86,887	195,023	248,893	25,095
Rhode Island	15,208	27,742	33,082	2,050
South Carolina	17,308	48,291	77,635	9,026
South Dakota	9,594	15,398	17,802	2,307
Tennessee	42,138	132,180	176,425	19,451
Texas	222,442	427,882	668,216	63,593
Utah	1,353	7,272	53,093	8,842
Vermont	5,392	14,307	16,669	1,151
Virginia	50,912	105,176	142,366	18,933
Washington	38,868	95,355	163,178	21,192
West Virginia	28,289	58,153	57,814	6,304
Wisconsin	28,506	89,948	87,897	11,478
Wyoming	6,513	14,633	17,061	2,286
U.S. Subtotal	2,057,866	4,848,616	6,792,917	716,985
American Samoa	310	199	186	10
Guam	1,098	1,246	1,979	121
Marshall Islands ²	NA	NA	134	7
Micronesia ²	NA ⁷	201	577	7
N. Mariana Islands	NA	NA	148	28
Palau ²	NA	NA	119	12
Puerto Rico	7,004	91,886	138,691	28,318
Virgin Islands	830	1,411	1,812	216
IAFAS Subtotal	10,812	94,943	143,646	28,719

Jurisdiction	Number of Credentials Issued by Tests Series ¹			Number of GED Passers
	1942 Series (1943–77)	1978 Series (1978–87)	1988 Series (1988–2001)	2002 Series (2002–03)
Alberta ³	NA	14,248	28,666	2,544
British Columbia	12,992	36,046	40,534	2,341
Manitoba	14,204	14,252	13,265	709
New Brunswick	1,108	11,269	16,167	1,343
Newfoundland	2,866	7,544	6,260	200
Northwest Territories	212	957	1,068	NA
Nova Scotia	7,784	18,387	25,379	1,481
Nunavut ⁴	NA	NA	NA	5
Ontario ⁵	NA	NA	12,208	5,051
Prince Edward Island	1,721	2,405	3,256	362
Quebec ⁶	NA	NA	NA	NA
Saskatchewan	10,824	23,850	22,607	1,369
Yukon Territory	50	698	677	27
Canada Subtotal	51,761	129,656	170,087	15,432
Federal Corr. Inst.	NA	NA	NA	6,364
International	NA	NA	NA	1,128
Michigan Prisons	NA	NA	NA	2,947
Overseas: Non-Mil.	NA	NA	NA	NA
Overseas: Military	NA	NA	NA	NA
CONUS Military	NA	NA	NA	909
VA Hospitals	NA	NA	NA	4
Federal and Other Contracts Subtotal	NA	NA	NA	11,352
Program Total	2,118,869	5,073,215	7,106,650	772,488

FOOTNOTES:

- ¹ Number of credentials issued before 1971 were estimated by multiplying the total number of test takers by the percentage of people who met state score requirements in that year.
- ² Before 1998, data for the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands were reported under the category "Micronesia." All three jurisdictions are self-governing and have free-association status with the United States of America.
- ³ Alberta initiated GED Testing in 1981.
- ⁴ Nunavut initiated GED Testing in 2003.
- ⁵ Ontario initiated GED Testing in 1996.
- ⁶ Quebec initiated GED Testing in 2001.
- ⁷ NA = Not available.

TABLE 17

Trends in GED Testing, All Candidates: 1949–2003

Year	Total Number Tested (N)	Completed Battery of Tests ¹ (N)	Passed Battery of Tests (%)	Age (avg.)	Average Grade Completed (avg.)	Planning Further Study (%)
1942 Tests Series						
1949	39,016	NA ²	77.7	NA	NA	NA
1950	36,853	NA	77.7	NA	NA	NA
1951	25,584	NA	77.7	NA	NA	NA
1952	29,733	NA	77.7	NA	NA	NA
1953	32,533	NA	77.7	NA	NA	39.0
1954	42,141	NA	80.0	NA	NA	NA
1955	44,840	NA	79.0	NA	NA	46.0
1956	52,552	NA	77.0	NA	NA	43.0
1957	52,847	NA	76.0	NA	NA	35.0
1958	58,723	NA	78.0	27.0	10.0	38.0
1959	56,496	NA	76.0	28.0	10.0	36.0
1960	61,093	NA	77.0	29.0	10.0	31.0
1961	68,080	NA	74.0	29.0	10.0	34.0
1962	75,428	NA	75.0	29.0	10.0	34.0
1963	88,242	NA	71.0	29.0	10.0	33.0
1964	116,875	NA	73.0	29.0	10.0	32.5
1965	143,974	NA	72.0	29.0	9.7	38.0
1966	185,778	NA	71.7	29.3	9.8	35.0
1967	218,386	NA	70.0	29.5	9.7	36.0
1968	265,499	NA	69.4	29.5	9.7	39.9
1969	293,451	NA	71.7	29.4	9.7	37.3
1970	331,534	NA	70.8	29.1	9.7	40.1
1971	387,733	NA	68.7	28.0	9.8	41.2
1972	430,346	NA	67.4	27.4	9.8	44.3
1973	440,216	NA	68.2	25.1	9.8	42.0
1974	561,203	430,253	68.9	27.2	10.7	40.0
1975	687,426	541,914	70.2	25.1	10.0	42.1
1976	696,623	539,729	67.8	25.4	10.0	39.4
1977	715,116	517,847	69.7	25.0	10.0	37.8
Subtotal	6,238,321	2,029,743				
1978 Tests Series						
1978	674,724	495,728	NA	25.9	9.9	35.6
1979	773,996	608,229	68.4	25.3	10.0	40.8
1980	816,176	741,601	70.8	25.1	10.0	36.6
1981	804,813	732,229	72.1	25.1	9.9	46.1
1982	792,132	724,971	73.9	25.1	9.9	48.4
1983	772,080	711,946	73.1	25.4	9.8	48.6
1984	707,076	641,697	73.0	25.8	9.8	49.1
1985	711,392	647,496	72.4	25.8	9.8	51.3
1986	739,683	674,430	72.6	26.5	9.9	54.8
1987	758,367	690,509	74.1	26.7	9.9	49.7
Subtotal	7,550,439	6,668,836				
1988 Tests Series						
1988	734,087	651,247	72.3	26.7	9.9	47.5
1989	682,728	589,002	68.4	26.2	10.0	53.6
1990	763,618	662,789	69.9	26.5	9.9	56.5
1991	806,038	706,182	71.5	26.4	9.9	58.6
1992	790,565	688,582	71.4	26.6	9.9	61.4
1993	790,165	685,304	71.4	26.0	9.9	61.7
1994	822,537	712,421	73.0	25.6	9.9	65.6
1995	829,904	723,899	72.0	25.3	9.9	63.7
1996	867,802	758,570	71.7	25.0	9.9	64.4
1997	827,105	722,461	68.6	24.7	9.9	65.4
1998	822,181	718,464	70.9	24.6	9.9	67.6
1999	860,079	751,637	70.2	24.6	9.9	65.0
2000	860,684	747,617	69.5	24.7	9.9	66.2
2001	1,069,899	979,829	69.8	25.2	9.9	65.5
Subtotal	11,527,392	10,098,004				
2002 Tests Series						
2002	603,019	510,451	70.6	25.2	10.1	63.3
2003	703,512	596,283	69.1	25.0	10.1	62.6
Subtotal	1,306,531	1,106,734				
Program Total	26,622,683	19,903,317				

FOOTNOTES:

¹ Number of test takers completing the battery of tests was not collected before 1974.² NA = Not available.

About the GED Testing Program

THE GED TESTING PROGRAM IS A PARTNERSHIP.

- The GED Testing Program is an international partnership involving the GED Testing Service, each of the 50 U.S. states and the District of Columbia, the Canadian jurisdictions, the U.S. territories, and the U.S. military. The GED Testing Service (GEDTS)—part of the American Council on Education, a private, nonprofit organization—develops and delivers the GED Tests and establishes the test administration standards. All U.S. and participating Canadian jurisdictions administer the GED Tests and award their high school credentials to adults who pass all five of the GED Tests and meet the average score requirement across the five tests.
- In total, the jurisdictions operate more than 3,200 Official GED Testing Centers worldwide. Each jurisdiction sets the number and location of the testing centers. The number of testing centers ranges from one each in the District of Columbia and South Carolina to more than 200 in California and New York. Test Center profile data in 2003 indicated that adults can take the GED Tests throughout the year, with more than 52 percent of the centers offering them at least once a week and 92 percent at least once a month.
- At the request of the military, the GED Tests were first developed in 1942 to help returning World War II veterans finish their studies and reenter civilian life. Since that time, the military has continued to offer the GED Tests to the men and women who serve our country. The Defense Activity for Nontraditional Education Support (DANTES) administers the GED Tests at more than 550 Official GED Testing Centers throughout the world.
- The GED Tests first became available to civilians in 1947 when the state of New York implemented a program to award its high school diploma to those who passed the tests. In 1973, California became the last state to join the GED Testing Program. Over its 60-year history, the GED Testing Program has served as a bridge to further education and employment for more than 15 million people.
- The GED Testing Service does not receive federal funds. States, Canadian jurisdictions, and localities lease the GED Tests under strict contractual guidelines that specify the use, administration, and security of the tests.

For more information on the GED Testing Program, visit www.gedtest.org.

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TABLE 18**Policies¹ for Issuing High School Equivalency Credentials Based on GED Tests, by Jurisdiction**

Jurisdiction	Test Centers	Minimum Scores ² and Jurisdiction Specific Requirements	Residency Requirements	Testing Fee for Battery	Minimum Age for Testing ³	Minimum Age for Credential ³	Compulsory Attendance
United States					Without Special Conditions		
Alabama	50	410 min & 450 avg	legal resident of Alabama	\$50	18	18	16
Alaska	26	410 min & 450 avg	resident of Alaska	\$25 max., determined by each center	16	16	16
Arizona	35	410 min & 450 avg	none	\$50 average	18	18	16
Arkansas ³	49	410 min & 450 avg Must pass the Official GED Practice Test	legal resident of Arkansas	none	16	16	17
California	196	410 min & 450 avg	resident or in armed forces; see policy	\$20	18	18	18
Colorado	34	410 min & 450 avg	resident or address of record in state	\$65-\$100	17	17	16
Connecticut ⁴	23	410 min & 450 avg	in-state mailing address	\$13 age 21 and over	17	17	16
Delaware	6	410 min & 450 avg	resident of Delaware	\$75	18	18	16
District of Columbia ³	1	410 min & 450 avg Must pass the Official GED Practice Test	resident of the District of Columbia	\$40	18	18	18
Florida	82	410 min & 450 avg	resident of Florida	\$50 max.	18	18	18
Georgia	47	410 min & 450 avg	none	\$55	18	18	16
Hawaii ³	12	410 min & 450 avg Must earn semester's credit from Community School for Adults	none; see policy	\$55	17	17	18
Idaho ³	8	410 min & 450 avg Must pass course in American government	resident of Idaho	varies	18	18	16
Illinois ³	69	410 min & 450 avg Must pass state civic/constitution exam	resident	\$35	18	18	16
Indiana ³	68	410 min & 450 avg Must pass the Official GED Practice Test	30 days	\$60 max.	17	17	16
Iowa	15	410 min & 450 avg	resident of Iowa	\$55	17	17	16
Kansas	26	410 min & 450 avg	legal resident	\$68	18	18	18
Kentucky ³	42	410 min & 450 avg Must pass the Official GED Practice Test	in-state mailing address	\$30 (In '03, fee waived for 1st time testers)	19	19	16
Louisiana	46	410 min & 450 avg	none	\$40	17	17	17
Maine ³	80	410 min & 450 avg Must pass the Official GED Practice Test	none	none for residents	18	18	17
Maryland	22	410 min & 450 avg	90 days	\$45	16	16	16
Massachusetts	32	410 min & 450 avg	resident of Massachusetts	\$65	18	18	16
Michigan	125	410 min & 450 avg	none	varies (up to \$200)	16	18	16
Minnesota	45	410 min & 450 avg	resident of Minnesota	\$65-\$85	19	19	16
Mississippi	42	410 min & 450 avg	30 days or active duty military	\$40	18	18	17
Missouri	25	410 min & 450 avg	resident of Missouri	\$40	18	18	16
Montana	22	410 min & 450 avg	resident of Montana	\$48	17	17	16
Nebraska	33	410 min & 450 avg	30 days	varies (\$0-\$50)	16	18	16
Nevada	22	410 min & 450 avg	resident of Nevada; see policy	\$50	18	18	17
New Hampshire	18	410 min & 450 avg	resident of New Hampshire	\$55	18	18	16
New Jersey ⁵	31	see policy	resident of New Jersey	\$25	16	16	16
New Mexico	29	410 min & 450 avg	resident of New Mexico	varies	16	16	16
New York	179	410 min & 450 avg	30 days	none	19	19	16
North Carolina	77	410 min & 450 avg	resident or armed forces; see policy	\$7.50	16	18	16
North Dakota	23	410 min & 450 avg	none	none	18	18	16
Ohio	109	410 min & 450 avg	none	\$55	16	16	18
Oklahoma	53	410 min & 450 avg	documented resident of Oklahoma	varies	18	18	18
Oregon	40	410 min & 450 avg	none	varies (\$75-\$100)	18	18	18
Pennsylvania	112	410 min & 450 avg	resident of Pennsylvania	varies (\$55-\$85)	18	18	17
Rhode Island	10	410 min & 450 avg	resident or in armed forces	\$15	18	18	16
South Carolina	1	410 min & 450 avg	resident of South Carolina or last attended school in state	\$50-\$100	17	17	16

Jurisdiction	Test Centers	Minimum Scores ² and Jurisdiction Specific Requirements	Residency Requirements	Testing Fee for Battery	Minimum Age for Testing ³	Minimum Age for Credential ³	Compulsory Attendance
South Dakota	19	410 min & 450 avg	none	\$60	18	18	16
Tennessee ³	36	410 min & 450 avg Must pass the Official GED Practice Test	none	\$55–\$65	18	18	17
Texas	179	410 min & 450 avg	resident of Texas	varies	18	18	18
Utah	20	410 min & 450 avg	none	\$55	18	18	18
Vermont	13	410 min & 450 avg	must have Vermont mailing address	\$50–\$75	16	16	16
Virginia	66	410 min & 450 avg	resident of Virginia	\$35	18	18	18
Washington	53	410 min & 450 avg	bona fide resident of Washington	Up to \$75	19	19	18
West Virginia	53	410 min & 450 avg	none	\$50	18	18	16
Wisconsin ³	71	410 min & 450 avg Satisfy additional requirements in citizenship, health, career awareness, and employability skills	resident of Wisconsin	varies (\$0–\$100/5 tests)	18.5	18.5	18
Wyoming	28	410 min & 450 avg	resident of Wyoming	varies up to \$60	18	18	
United States Insular and Freely Associated States					Without Special Conditions		
American Samoa	1	410 min & 450 avg	bona fide resident	\$20	18	18	
Guam	1	410 min & 450 avg	resident; see policy for exceptions	\$25	16	16	
Marshall Islands	1	410 min & 450 avg	citizen or 30 days resident	\$7.50	17	17	
Micronesia	1	410 min & 450 avg	citizen or current resident	\$7.50	17	17	
Northern Mariana Islands	1	410 min & 450 avg	none	\$25 per section	18	18	
Palau	1	410 min & 450 avg	resident of Palau	\$25	18	18	
Puerto Rico	11	410 min & 450 avg	resident or U.S. citizen	none	18	18	
Virgin Islands	1	450 minimum	none	\$25	16	16	
Canada					Without Special Conditions		
Alberta	18	450 minimum	resident of Alberta	varies (usually, \$80 per battery)	18	18	
British Columbia	1	450 minimum	resident of British Columbia	\$60	19	19	
Manitoba	1	450 minimum	none	\$65	19	19	
New Brunswick	2	450 minimum	no residency requirements	\$40	19	19	
Newfoundland	1	450 minimum	resident of Newfoundland	\$30	19	19	
Northwest Territories	1	450 minimum	six months	\$20	18	18	
Nova Scotia	1	450 minimum	not required	\$37	19	19	
Nunavut	2	450 minimum	resident of Nunavut	none	18	18	
Ontario	1	450 minimum	resident of Ontario	\$80	18	18	
Prince Edward Island	1	450 minimum	resident of Prince Edward Island	\$20	18	18	
Quebec	1	450 minimum	resident, citizen or landed immigrant	\$45	19	19	
Saskatchewan	1	450 minimum	resident of Saskatchewan	\$35	19	19	
Yukon	1	450 minimum	resident of Yukon	\$65	19	19	

FOOTNOTES:

- See jurisdictional requirements in the GED Examiner's Manual for exceptions, limitations, and additional fees, or contact the jurisdictional GED Administrator (listing on pages 93–97).
- Minimum scores of "410 and 450" mean that a person must achieve a standard score of at least 410 on each test and must achieve an average standard score of 450 or more on the entire battery.
- In most—but not all—jurisdictions, exceptions to the minimum age policy are granted on a case-by-case basis. For more information, contact the jurisdictional GED Administrator (listing on pages 93–97).
- Connecticut offers free GED testing for persons under age 21.
- New Jersey's requirements are 420 on Language Arts, Writing, 410 on Language Arts, Reading, Science, and Social Studies, 450 on Mathematics, and a total standard score of 2250.

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Washington Higher Education
Secretariat—For One-Year Term,
Ending September 2005**

Antonio Flores, President and CEO
Hispanic Association of Colleges &
Universities, TX

Selected GED Publications

Who Passed the GED Tests? GED 2002 Annual Statistical Report (2004) \$15.00; Item #250702.
 Who Took the GED? GED 2001 Annual Statistical Report (2002) \$15.00; Item #250701.
 Who Took the GED? GED 2000 Annual Statistical Report (2001) \$15.00; Item #250700.
 Who Took the GED? GED 1999 Annual Statistical Report (2000) \$15.00; Item #250799.
 Who Took the GED? GED 1998 Annual Statistical Report (1999) \$10.00; Item #250798.
 Who Took the GED? GED 1997 Annual Statistical Report (1998) \$10.00; Item #250797.
 Who Took the GED? GED 1996 Annual Statistical Report (1997) \$5.00; Item #250796.
 Who Took the GED? GED 1995 Annual Statistical Report (1996) \$5.00; Item #250795.
 Who Took the GED? GED 1994 Annual Statistical Report (1995) \$5.00; Item #250794.
 Who Took the GED? GED 1993 Annual Statistical Report (1994) \$5.00; Item #250793.
 GED 1992 Annual Statistical Report (1993) \$5.00; Item #250792.
 GED 1991 Annual Statistical Report (1992) \$5.00; Item #250791.
 GED 1990 Annual Statistical Report (1991) \$5.00; Item #250790.
 GED 1989 Annual Statistical Report (1990) \$5.00; Item #250789.
 GED Annual Statistical Report Set: 1980-1988 \$105.00; Item #250780-88.

2004–2005 GED Calendar (2004) (Item #250402)

The 13-month calendar features notable GED graduates (e.g., Surgeon General Richard Carmona, Fire Chief Warren McDaniels, Delaware Governor Ruth Ann Minner-). Get to know the people who pass the GED Tests. *Discounts are available when ordering multiple copies of this product.* Minimum order of four calendars for \$10.00 and \$2.00 for additional calendars (i.e., five calendars cost \$12.00).



Employers of Choice (2003); \$9.00; Item #250401

The Employers of Choice initiative was introduced by the General Educational Development (GED) Testing Service in 2003. From Fortune 500 firms to small businesses, Employers of Choice know that the GED credential is a standard they can trust and a tool they can use.



Information Bulletin on the Tests of General Educational Development (GED Tests); free:

- English version (2002); Item #251538
- Canadian version (2003); Item #251540
- Spanish version (2003); Item #251541
- French version (2005); Item #251036

Includes sample test questions, information on how to prepare, and where to call for more information.

College Admissions and Candidates with GED High School Credential (2003); free; Item #251026
 (Bi-fold brochure) Limit 1,000 per order. A minimum shipping and handling fee of \$6.95 applies to each order.

College Is Possible brochure (2003); free; Item #251032
 (Tri-fold brochure) Limit 1,000 per order. A minimum shipping and handling fee of \$6.95 applies to each order.



Alignment of National and State Standards: A Report by the GED Testing Service (1999); \$22.99;
 K. Woodward, editor; Item #261418.

Compares national and state secondary school standards in the four core academic areas. This report informs educators and the public about the 2002 Series GED Tests and synthesizes the standards in each discipline. Includes an Executive Summary, also available online at www.gedtest.org.

The Literacy Proficiencies of GED Examinees: Results from the GED-NALS Study (1996); \$20.00; Baldwin, J., Kirsch, I., Rock, D., and Yamamoto, K.; Item #250802.

Presents findings about the literacy proficiencies of adults who take the GED Tests as compared to others evaluated in the National Adult Literacy Survey. The report also explores the skills measured in common by the GED Tests and the National Adult Literacy Survey scale.

GED

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