

GED 2001 Statistical Report

Who took the GED?

GENERAL
EDUCATIONAL
DEVELOPMENT
TESTING
SERVICE
OF THE
AMERICAN
COUNCIL ON
EDUCATION



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On the Cover

Featured are five distinguished GED graduates whose biographies follow. In honor of its founder, the GED Testing Program established the Cornelius P. Turner Award to recognize, each year, a GED graduate who has made outstanding contributions to society in education or public service.



Barbara E. Pollard, 2000 Cornelius P. Turner Award Winner

Barbara E. Pollard is a living example of the “power of the GED,” as well as an outstanding contributor to the GED Program, education, and social welfare in Charlotte County, Florida. At Charlotte County Vo-Tech, her well-earned nickname is the “answer woman.” Eight years after leaving school, Barbara passed her GED Tests and earned her diploma. She immediately accepted an entry-level bank position, working her way up to bookkeeper, teller, comptroller, branch manager, and finally, vice president.

Working during the day, she attended college classes at night, earning her degree and later opening her own accounting and tax service. Her commitment to the community continues outside work, as a leading proponent of the local GED program and as a volunteer with the local Work and Gain Economic Self-Sufficiency (WAGES) program.

“I finally realized that my life was not going to change unless something happened,” Barbara says. “My mother was so sure about the necessity of a high school diploma, that I finally decided to give in. The wonderful power of the GED diploma! At age 16, I was a high school dropout. At age 32, I was a vice president of a bank.”



Tommy Gallant, 2001 Cornelius P. Turner Award Nominee

Canada’s Tommy Gallant exemplifies the power of lifelong learning. Author of five published articles, Tommy has also received a stipend for graduate study from the Natural Sciences and Engineering Research Council of Canada, and is completing a master’s degree in biology before pursuing his doctorate in the same field. One of his most cherished awards, however, is the Atomic Energy of Canada scholarship—given to a successful GED graduate who continues to study science. As the youngest of eight children, Tommy left high school in Prince Edward Island at age 16. It took eight years as a manual laborer for Tommy to restore his

perspective on education and pass his GED Tests, which he did in 1989. Then it was on to the University of Prince Edward Island, where he earned a bachelor’s degree in biology, with honors, in 1999.

“I hope to spark a passion in students for lifelong education because I feel no one is ever too old to stop learning,” Tommy says. “My experience has taught me there are only a couple of hurdles in the way of achievement, and they are the abilities to work hard for your dreams and ignore the people that say you can’t.”



Ofelia Dimas, 2001 Cornelius P. Turner Award Winner

Ofelia Dimas’ optimistic attitude is an inspiration to all who know her and have watched her overcome adversity. Interviewing for a painter’s job at the Adult Education Program in Collier County Public Schools inspired Ofelia to pursue her GED diploma.

Passing the GED Tests in 1978 spurred her to give back to her adopted community of Immokalee, Florida. More than two decades later, she still works at the Adult Education Program—as a full-time ABE/GED tutor—and sets a stirring, energetic example to others in her community. The child of a Mexican-American migrant family, Ofelia now serves as an elected fire district commissioner and as treasurer of the local Hispanic Heritage Celebration. She also has remained active in local programs in reading, literacy, and mental health, all while attending college and encouraging her own four children to pursue their education.

“I now understand that I can be more than just a mother, grandmother, and a wife,” Ofelia says. “I can make a difference, and with the support of my family and my friends, for as long as I can, I am not stopping!”



Warren E. McDaniels, 1999 Cornelius P. Turner Award Winner

Warren E. McDaniels, superintendent of the New Orleans, Louisiana, Fire Department, is a lifelong resident of the “Big Easy,” but is well-known across the nation. After leaving high school to work in the oil fields, Warren went back to school in 1968 to earn his GED diploma. He continued his education at Delgado Community College, where he earned an associate degree; the National Fire Academy; and Harvard University’s prestigious John F. Kennedy School of Government. Appointed New Orleans’ fire chief in

1993, Warren became the first fireman to rise through the ranks to head the department, capping a 24-year career. Under his leadership, New Orleans has improved its fire insurance rating, resulting in significantly lower insurance premiums for local citizens. The community also has benefited from his leadership in a variety of ways: as vice-chairman of the New Orleans Jazz & Heritage Festival, chairman of the New Orleans Parish Communication District Board of Commissioners, and a popular commencement speaker. His “Learn Not to Burn” program reaches 30,000 schoolchildren each year.

“The GED program afforded me, and continues to afford others, a second chance to make desired goals a reality,” Warren says. “I am living testimony that the GED program provides anyone with reasonable motivation the opportunity to change one’s individual circumstances.”



Carol M. Swain, 1993 Cornelius P. Turner Award Winner

Dr. Carol M. Swain is the author of a well-regarded book, *Black Faces, Black Interests: The Representation of African Americans in Congress*, and a professor of law and political science at Vanderbilt University’s law school. Her distinguished academic career began, however, with a decision she made at age 20: to return to school after leaving in her mid-teens. With the help of a Virginia adult education program, she passed the GED Tests and enrolled a year later at Virginia Western Community College. Her two-year degree in merchandising led to further studies at Roanoke College, where she spearheaded the drive to establish a special scholarship program for minority students. After graduating magna cum laude, she earned a master’s degree at Virginia Tech, then continued her

doctoral studies at the University of North Carolina at Chapel Hill, and later served as an associate professor of politics and public affairs at Princeton University.

“I realized I had to get an education in order to make something of my life,” Carol says. “It’s important for all students, especially minority students, to aim high. If students and teachers have low expectations, the true potential will not be reached.”

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Foreword

by Joan Chikos Auchter, Executive Director, GEDTS

The name given to that
one dramatic moment
when everything can
change all at once is
the Tipping Point.

— Malcolm Gladwell,
*The Tipping Point:
How Little Things
Can Make a
Big Difference*
(Back Bay Books, 2002)

Calendar Year 2001: The End of the 1988 Series GED Tests Era

With the publication of the *GED 2001 Statistical Report*, the era of the 1988 Series GED Tests passes into history. While we forecasted transitional challenges associated with moving to the 2002 Series GED Tests, it was impossible to prophesy the profound nationwide effect of the September 11 terrorist incidents. In the face of tragedy, the individuals responsible for running the GED program garnered strength and moved forward. Just as predicted in the *GED 1999 Statistical Report*, the number of adults taking the GED Tests sharply increased and reached an all-time high last year. We therefore take time to celebrate the milestone of serving more than 1 million adults in 2001—the largest single-year total in our 60-year history. In addition, the number of adults requesting and receiving accommodations more than doubled. This profound increase affirms the GED Testing Program’s strong commitment to access—to meet the needs of GED candidates who require testing accommodations to obtain a valid assessment of their educational skills.

Why these unprecedented numbers and this remarkable growth in 2001? What carefully conceived alterations produced major and unparalleled consequences for both the delivery system and the individuals?

In his recent book, Malcolm Gladwell defines three factors that contribute to a Tipping Point. The first factor—Gladwell’s *Law of the Few*—depends heavily on the

involvement of people with a particular and rare set of social gifts. These are the people who power the GED Testing Service delivery system. It is therefore a privilege to recognize the outstanding achievement of the GED “Few”—each GED Administrator, GED Examiner, and GED staff member responsible for administering the tests at the local level. To accommodate the 24 percent increase in the number of adults participating in the GED Testing Program, the GED Few found innovative ways to extend their operational hours and open their centers on additional days, nights, and weekends. No adults were to be left behind.

Gladwell’s next element—*The Stickiness Factor*—says that there are specific ways of making a contagious message memorable. Moreover, relatively simple changes in the presentation and structuring of information can make a big difference in the impact it makes. The GED Testing Program developed the “sticky” message, “A New Race Begins in 2002,” using poster and press release templates so that the Few could tailor and deliver the message to the GED candidates at the local level. Beginning in January 2002, earning a GED credential requires passing all five of the new 2002 Series GED Tests; test results from previous series can no longer be used. This decision reflects the secondary school movement toward higher standards. Because of this major change, and more specifically the widespread publicity strategically placed at the local level, Official GED Testing Centers experienced

continued from page 1

unprecedented increases in the number of candidates completing the tests and earning credentials in 2001.

The key to getting people to change their behavior sometimes lies with the smallest details of their immediate situation—as demonstrated by *The Power of Context*, Gladwell’s final factor. For those individuals who had carried passing scores on fewer than five tests, they faced a December 31, 2001, deadline. To earn a GED credential, they either had to successfully pass all the tests in the 1988 Series by the end of the year or start over with the 2002 Series. For the 65.5 percent who were planning further education or study, the December 2001 deadline thus became an impetus to start moving forward.

Farewell to the 1988 Series GED Tests

While the 1988 Series was the fourth generation of the GED Tests (1942, 1968, and 1978), its reign held many significant firsts for the GED Program. All previous GED Tests had been developed by major test publishers, but, under the direction of Douglas Whitney (director of GEDTS, 1985–1991), GEDTS moved the development and production of the 1988 Series GED Tests in-house. It is a remarkable advantage when a devoted staff develops one line of products designed to serve one target audience. With the 1988 Series Tests, GEDTS also introduced the constructed response item type by requiring all candidates to complete a 45-minute timed writing assignment. The addition of the essay marked a footprint on the

Changes Across the Four Generations of GED Test Series				
	1942 Series GED Tests	1968 Series GED Tests	1978 Series GED Tests	1988 Series GED Tests
Years Data Were Collected	1949–1967	1968–1977	1978–1987	1988–2001
Total Number of Years	19	10	10	14
Number of Official GED Testing Centers				
Initial Year	570	1,336	2,708	3,450
Final Year	1,194	2,704	3,314	3,378
Total Number of Adults Tested				
Initial Year	39,019	265,499	674,724	734,087
Final Year	218,386	715,116	758,367	1,069,899
Total Number in Period	1,429,714	4,809,147	7,550,439	11,537,392
Total Number of Credentials Issued				
Initial Year	30,302	184,256	392,511	435,318
Final Year	152,870	342,828	472,007	669,403
Total Number in Period	1,057,358	2,707,959	4,664,727	6,963,608
Percent Planning Further Study				
Initial Year (1953)	39.0	39.9	35.6	47.5
Final Year	36.0	37.8	49.7	65.5

design of adult education instruction. Under Jean Lowe’s leadership (director of GEDTS, 1991–1996), GEDTS launched an initiative to serve adults who require testing accommodations to appropriately demonstrate their educational achievement. Fred Edwards, the current GED director of Partner Outreach, adopted and expanded this initiative, leading the GED Testing Program to an all-time high in the number of adults served in 2001. To provide access, we expanded the test product line to include the following editions: audiocassette, large print, and Braille. In addition, we developed an innovative test-translation process in 1995 that allows GEDTS to remove the language barrier while maintaining the same passing standard as that required of students taking the English-language edition tests.

During the 14-year lifetime of the 1988 Series GED Tests, the GED Testing Program continued

to grow and mature. The table above highlights our program’s growth and development from 1949 to 2001. From just 570 Official GED Testing Centers in 1949, the number grew to 3,378 Official GED Testing Centers in all jurisdictions by 2001—ranging from one each in the District of Columbia and South Carolina, to more than 200 each in Texas and California.

Many societal changes over the decades further defined the need for a high school credential as the starting point. We moved from an industrial age to an information age, and at the same time recognized an increase in homeschooling and the number of charter schools. Finally, with the 1988 Series Tests, adults confirmed the requirement of further education and study. Within the 14-year period, the percentage of adults planning further study increased by almost 20 percent, from 47.5 percent in 1988 to 65.5 percent in 2001.

The theory of the Tipping Point requires, however, we reframe the way we think about the world.

— Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference* (Back Bay Books, 2002)

A Forward Glance: The 2002 Series GED Tests and Statistical Report

The 2002 Series GED Tests, introduced in January 2002, represents the fifth generation of GED Tests. Changes were made to keep the test content and passing standard current with the changes in both curriculum and performance standards in U.S. and Canadian schools. With this new generation of tests, we will have access to information that will dramatically change the content of this statistical report. Through December 31, 2001, the jurisdictions maintained all information regarding candidates and candidate performance on the GED Tests. The GED Testing Service collected aggregate information for the *GED Statistical Report* from each jurisdiction and then manually compiled the data. Beginning in 2002, however, certified electronic scoring sites will upload demographic responses and candidate performance data directly to a centralized, international database. We will be able to define the differences between those adults who earn a credential and those who do not. Additionally, we will create a performance profile linked with the 2002 Series Tests passing standard, a standard set so that those who pass the GED Tests must meet or exceed the performance of the top 58 percent of traditional high school graduates—the highest in our program’s 60-year history. We can expect a brief plateau because, with the introduction of the new tests and higher passing standard, past trends suggest a return to more historically comparable levels of participation in 2002.

In the end, the Tipping Point is a reaffirmation of the potential for change and the power of intelligent action. Look at the world around you. It may seem like an immovable, implacable place. It is not. With the slightest push—in just the right place—it can be tipped.

— Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference* (Back Bay Books, 2002)

We dedicate this report to those 1,070,000 adults who took the GED Tests and, more specifically, to the 684,000 adults worldwide who met the score requirements and earned their jurisdictions’ high school credentials in 2001. We hope that they each recognize the advantage of the GED as a Tipping Point in their lives and, with the power of intelligent action, reach their goals.

In recognition of publishing *Who Took the GED? GED 2001 Statistical Report*, we owe special thanks to the talented staff devoted to the publication of this issue. With dedication, Ben Justesen and Zenitta Jones have coordinated production and directed data collection and quality control activities. Sen Qi continued to refine procedures for data analysis and verification. Special thanks to the talented staff of the American Council on Education’s Publications Department for editing, proofing, and producing this report. Once again, a special thank you to former GED director Douglas Whitney, who provided a historical perspective and an insightful interpretation of the tables, while Lyn Schaefer, Fred

Edwards, and Patricia Jones provided an expert review of the accuracy and presentation of the information. Again, we recognize the exceptional leadership of the GED Administrators (whose names appear on pages 36–39) during a year of challenging transition, as well as the GED Examiners and staff who lead the program in the field, to serve the candidates and collect and report the data that make this publication possible.

Introduction

The GED Tests certify the attainment of subject matter knowledge and skills associated with high school completion. The GED credential reflects the acquisition of academic skills and proficiencies widely viewed as necessary for social and economic advancement.

THE GED TESTING SERVICE

Joan Chikos Auchter, Executive Director



The Tests of General Educational Development (GED Tests) provide adults who did not complete high school with an opportunity to earn a high school equivalency diploma. By taking and passing a series of five tests in Language Arts, Writing; Social Studies; Science; Language Arts, Reading; and Mathematics, adults demonstrate that they have acquired a level of learning comparable to that of high school graduates.

The GED Tests were first developed in 1942 to provide returning World War II veterans who had not earned a high school diploma before entering military service with the opportunity to earn a high school credential. The purpose of the GED Tests, essentially unchanged for 60 years, is to measure the academic skills and knowledge developed in a four-year program of high school education in the core content areas of U.S. and Canadian high school curricula. Recognized nationwide in the United States and Canada by employers and institutions of higher learning, the GED program has served as a bridge to education and employment opportunities for millions of adults since 1942. Nearly 15 million people have earned high school equivalency diplomas since the program began. Each year, approximately 800,000

adults complete the GED Tests battery, and more than half a million obtain high school credentials based on passing the tests.

A program of the American Council on Education's Center for Adult Learning and Educational Credentials, the GED Testing Service (GEDTS) develops the GED Tests and collects, produces, and disseminates research information on those who take, as well as those who pass, the GED Tests. In addition, the GEDTS contracts with more than 3,000 Official GED Testing Centers in the United States, Canada, and overseas to provide test materials and to monitor services to GED candidates. The GED Testing Program is jointly administered by the GED Testing Service of the American Council on Education and each participating state, provincial, or territorial department or ministry of education.

But the real story of GEDTS stems from the people it serves—the individuals who take the tests to fulfill their goals and aspirations. For these individuals, the GED Tests truly represent another opportunity. As you read this report, you will find that those who take the GED Tests are a richly diverse group. Some have recently left school. Others have been out of school for several years. While most people take the tests to qualify for further education, others hope that passing the GED Tests will encourage their children or grandchildren to stay in school.

Many adults who take the GED Tests are preparing to enter a community college or four-year university. In fact, each year approximately one out of 20 first-year college students has earned a GED diploma. GED graduates have achieved ambitious career goals, securing successful positions such as business professionals, office workers, mechanics, college professors, military leaders, writers, and artists.

THE CENTER FOR ADULT LEARNING AND EDUCATIONAL CREDENTIALS

Susan Porter Robinson, Vice President and Director



Founded in 1942, the Center for Adult Learning and Educational Credentials pioneered the evaluation of education and training

attained outside the classroom. For 60 years, the Center has championed the concept of lifelong learning through its three main program activities: high school credentialing, college credit recommendations, and educational recordkeeping.

High School Credentialing

Many adults who dropped out of high school have later acquired a comparable level of learning while on the job or at home. In an effort to help these adults earn a high school credential, the Center offers the Tests of General Educational Development (GED Tests). The GED Tests are a battery of examinations that measure the general academic skills and knowledge usually acquired in a four-year high school program of study. Passing scores on the tests are set so that GED candidates must perform as

well as or better than 60 percent of the norm group of graduating high school seniors.

College Credit Recommendations

In step with its commitment to lifelong learning, the Center administers three programs that recommend credit for work-related education. The American Council on Education's College Credit Recommendation Service recommends college credit for workplace courses offered by business and industry, labor unions, associations, and government agencies, as well as for nationally recognized testing and certification programs. Its counterpart for the armed services, Military Programs, helps thousands of servicemembers and veterans earn credit for the college-level learning they've acquired while on active duty.

Educational Recordkeeping

To keep track of these college credit recommendations and other training, the Center offers three computerized recordkeeping services. The ACE Transcript Service offers adults a computerized record of their credit recommendations, including those made by the ACE College Credit Recommendation Service and Credit by Examination Program. The CEU Transcript Service provides a transcript service for adults who are pursuing continuing education units (CEUs) for professional development, career advancement, or state licensing requirements. Lastly, the Military Programs Division offers educational transcribing services for Army, Navy, and Marine Corps military personnel. Taken together, all of these transcribing systems help college and other officials recognize workplace learning along with the responsibilities and skills that registry participants gained while on the job.

THE AMERICAN COUNCIL ON EDUCATION

David Ward, President



The American Council on Education (ACE), founded in 1918, is the nation's umbrella higher education association. ACE believes that

equal educational opportunity and a strong higher education system are essential cornerstones of a democratic society. Its approximately 1,800 members include accredited, degree-granting colleges and universities from all sectors of higher education and other education and education-related organizations. ACE advances the interests and goals of higher and adult education in a changing environment by providing leadership and advocacy on important issues, representing the views of the higher and adult education community to policy makers, and offering services to its members.

Gathering the Data

The collection of data for the *GED Annual Statistical Report* is a joint responsibility of the General Educational Development Testing Service (GEDTS), GED Administrators, and GED Chief Examiners. This data collection is international in scope, requiring the cooperation of educators and testing professionals throughout North America and abroad.

Currently, more than 3,000 GED Testing Centers are in operation in the 50 states, the District of Columbia, nine U.S. Insular Areas and Freely Associated States, and 11 participating Canadian provinces and territories, as well as on military bases in the United States and overseas, in correctional institutions, in Veterans Administration hospitals, and in Prometric® Centers outside the United States and Canada.

In the fall of 2001, GEDTS and ACE staff began producing *Who Took the GED? GED 2001 Statistical Report*, and GEDTS updated its computer programs to generate the statistical tables. In February 2002, GED Administrators at the state, provincial, and territorial levels sent their jurisdictional reports to GEDTS. We at GEDTS checked the data for accuracy and entered this information into our national database. In March, preliminary tables were prepared and returned to the GED Administrators, who then reviewed, revised, and approved the final figures. During March and April, GEDTS updated all statistical databases to reflect the revisions. In April and May, we generated and edited all statistical tables, prepared graphs and text, and printed the final report.

The GED 2001 Statistical Report presents tabulations of the numbers and percentages of all persons who took and passed the GED Tests in a calendar year within each participating jurisdiction. Procedures for collecting these data can differ greatly from one jurisdiction to another. For example, in a calendar year, Texas, California, and Michigan collect summary reports on thousands of GED candidates from hundreds of testing centers. In contrast, Guam, Newfoundland, South Carolina, and Prince Edward Island collect data on hundreds of GED candidates from a single center. Furthermore, some jurisdictions rely on computerized scoring and recordkeeping systems to generate these data, while others perform the tasks manually.

In reviewing the tables in *Who Took the GED? GED 2001 Statistical Report*, it is useful to bear in mind that local conditions such as extreme weather—as well as a jurisdiction’s policies, procedures, and education funding levels—can influence the number of persons in a given year who take the GED Tests, complete the test battery, meet score requirements, and receive credentials. As we work to improve the quality, clarity, and usefulness of the data we collect, we encourage readers to write to us to suggest ways we can improve this report.

It is useful to bear in mind that local conditions such as extreme weather—as well as a jurisdiction’s policies, procedures, and education funding levels—can influence the number of persons in a given year who take the GED Tests, complete the test battery, meet score requirements, and receive credentials. We encourage readers to write to us to suggest ways we can improve this report.

How to Use this Report

This report was developed with several audiences in mind. For those who rely on the statistical tables for program status and trend information, the tables and graphs provide comparisons across categories, jurisdictions, and years. This report provides photographs, expanded text, and informative captions to describe the program's purpose and the diversity of those who take the GED Tests.

We are all users of data and consumers of information. To make informed educational and policy decisions in this time of rapid social and economic change, we require accurate and up-to-date information about our programs. The General Educational Development Testing Service (GEDTS) has produced annual statistical reports profiling GED test-takers for every calendar year since 1958. In response to growing demands for more information about our program, we revised the *GED Annual Statistical Report* in 1993 to make it easier to read. The positive reactions of our readers to these revisions encouraged us to continue improving the usefulness and readability of this report. We have streamlined and expanded our data collection operations beginning with the new series of GED Tests, released in January 2002.

Throughout this report, the term “GED test-taker” refers to people who have taken at least one of the five GED Tests. The term “GED completer” refers to people who have taken all five tests in the GED battery. The term “GED graduate” refers to people who have earned high school credentials based on passing all five tests in the GED battery. Since 1994, the *GED Annual Statistical Report* has included the number of persons completing the entire battery of five GED Tests. It is useful to note that about 13 percent of those who take the tests each year do not complete the entire battery. Thus, they may be counted again in subsequent years. GED test-takers must take and pass all five

tests in order to meet their jurisdiction's score requirements for a high school equivalency credential. The number of persons completing all five tests in the battery provides the basis for calculating the pass rate for the program.

For readers new to the *GED Statistical Report*, the data presented in Tables 1 through 13 provide summary information about those who take the GED Tests and the jurisdictions that administer those tests. Most tables summarize information for the United States, its Insular Areas and Freely Associated States, Canada, and GEDTS-administered programs, and also offer program totals. Readers can compare information across categories, jurisdictions, and years. Each table is arranged to provide data within the following umbrella topics: percent changes from 2000 to 2001 (Table 1); number tested, number completing tests, and number meeting score requirements (Table 2); people tested and credentials issued by age groups (Tables 3 and 4); other test editions and testing accommodations (Tables 5 and 6); formal education and future plans (Tables 7 and 8); trends in participation and credentialing (Tables 9 and 11); participation and credentialing rates (Table 10); and minimum score requirements and testing policies (Tables 12–13).

The names, addresses, phone numbers, and e-mail addresses of the GED Administrators for the participating jurisdictions are included on pages 36 through 39.

2001 Statistical Highlights

TRENDS IN GED TEST-TAKING

▶ The year 2001 marked the final year of administering the 1988 Series GED Tests, the fourth generation of GED Tests (after the 1942, 1968, and 1978 series) in the program's 60-year history. When the GED Testing Service (GEDTS) transitioned to each of the former generations of tests, candidates had been permitted to carry over their individual test passing scores from earlier test editions. The jurisdictions could then combine passing scores from earlier edition tests with passing scores on tests in the new series to determine eligibility for a credential. This has now changed. For the 2002 Series GED Tests, all credentials earned beginning in January 2002 must be earned by passing all five of the 2002 GED Series Tests. This decision reflects the movement among secondary schools toward higher standards—standards that are reflected in the new tests. Because of this major change, along with widespread publicity strategically placed at the local level, Official GED Testing Centers experienced unprecedented increases in the number of candidates in 2001. GEDTS predicted this significant increase in the Foreword of the *GED 2000 Statistical Report*; past trends suggest a return to more historically comparable levels across the board in 2002.

▶ As a result, nearly 1,070,000 adults participated in the GED Testing Program by taking one or more tests in 2001—a 24.3 percent increase over 2000. This number represents the largest

single-year volume in the 60-year history of the program (Table 2). Almost 684,000 adults worldwide met their jurisdictions' score requirements in 2001, exceeding the 2000 passing rate by nearly 32 percent (Table 1). This increase in the number of adults who met the score requirements is commensurate with the increase in the number of adults who completed the GED Tests battery (31 percent).

▶ About one of every 10 adults (100,529) who took one or more of the GED Tests in 2001 tested in the state of Texas (Table 2).

▶ Nearly 980,000 adults worldwide completed the GED Tests battery in 2001—about 31 percent more than in 2000. This number represents the largest single-year total and percentage increase in the program's 60-year history (Table 1). Seven of every 10 adult candidates worldwide (71.1 percent) tested for the first time in 2001 and completed the GED Tests battery (Table 2).

▶ Thirteen jurisdictions reported increases of 5 percent or more in their 2001 passing rates: Palau (23.9 percent), New Mexico (23.5 percent), Newfoundland (22.0 percent), Northwest Territories (18.0 percent), Virgin Islands (13.1 percent), New Brunswick (9.6 percent), Pennsylvania (9.0 percent), Delaware (8.0 percent), New Hampshire (6.5 percent), Oregon (5.6 percent), Saskatchewan (5.5 percent), Michigan (5.4 percent), and Georgia (5.0 percent) (Table 2).

▶ Conversely, seven jurisdictions reported decreases of 5 percent or more in their 2001 passing rates: Puerto Rico (31.7 percent), Wisconsin (17.9 percent), Prince Edward Island (9.1 percent), Vermont (8.7 percent), Colorado (7.9 percent), Maryland (5.4 percent), and Alabama (5.3 percent) (Table 2).

▶ In 2001, only 1.9 percent of the 52 million adults in North America who had not graduated from high school attempted to earn a high school credential by completing the GED Tests. Program-wide, 1.3 percent of those 52 million adults passed the tests and earned a high school credential in 2001. While the percentage of adults moving forward is low, the percentage of adults who participated in 2001 is the highest in the program's history (Table 10).

▶ An estimated 15.4 million adults worldwide have passed the GED Tests and earned their jurisdictions' high school credentials since 1949 (Table 11).

▶ Almost as many adults worldwide (669,403) earned credentials in 2001 as adults worldwide (690,509) who completed the GED Tests battery in 1987, the year before the 1988 Series GED Tests were launched. These unprecedented increases in adults worldwide who participated, who completed the GED Tests battery, and who met their jurisdictions' score requirements may be attributed to the rush to complete the 1988 Series GED Tests before the December 2001 deadline (Table 11).

AGE, FORMAL SCHOOLING, AND ACADEMIC GOALS

▶ The average age of the adults taking the GED Tests worldwide was 25.2 years—an increase of six months over the average age of 24.7 in 2000. The percentage tested decreased slightly for all age groups 19 and younger, and increased slightly for all age groups from 20 to 24 years of age through 60 years of age (Table 3).

▶ Among the adults taking one or more of the GED Tests worldwide, nearly two of every three (62.6 percent) were age 20 or older (Table 3).

▶ The average age of the adults awarded a credential worldwide was 24.6 years—an increase of six months over the average age of 24.1 in 2000 (Table 4).

▶ One of every three adults worldwide (32.9 percent) earning GED credentials in 2001 was between the ages of 25 and 59 (Table 4).

▶ As in the previous year, more than one in three adults (37.2 percent) who took the tests in 2001 reported completing the 11th or 12th grade before leaving high school. Two of every three adults tested (66.5 percent) reported completing the 10th grade or higher before leaving high school (Table 7).

▶ Nearly two of every three adults worldwide (65.5 percent) tested in 2001 reported that they took the GED Tests to qualify for further training and education beyond the high school level. Among the three

subgroups reported, the percentage who say that varies significantly (in the United States and Insular Areas and Freely Associated States, 65.5 percent; in Canada, 53.2 percent; and in Federal Contracts programs, 77.0 percent). The overall rate is 18 percentage points higher than in 1988, when this series of tests was introduced (47.5 percent) (Table 8).

OTHER EDITIONS AND SPECIAL TESTING ACCOMMODATIONS

▶ Even with unprecedented numbers of candidates testing in 2001, GED Administrators and Examiners at the jurisdictional and local levels advanced the GEDTS commitment to access and meeting the special needs of the candidates. The 2001 numbers show a dramatic increase across the board in all categories of accommodations—significantly exceeding the mean increase in test volume.

▶ Since 1989, the number of adults taking other editions of the GED Tests has more than tripled, rising from 1,169 in 1989 to 4,084 in 2001 (a 249.4 percent increase).

▶ The number of adults taking other editions of the GED Tests increased by 98.7 percent, from 2,055 in 2000 to 4,084 in 2001 (Table 5).

▶ The overall number of requests for specific learning disability (SLD) accommodations in 2001 increased by 162 percent over 2000 (Table 6).

▶ The number of adults worldwide receiving accommodations in 2001 (15,782) increased by 95.5 percent over 2000 and by 767 percent over 1989 (Table 6).

▶ The number of adults worldwide taking all other editions of the GED Tests increased significantly over 2000 totals: audiocassette (187.9 percent), Braille (102.3 percent), and large print (71.4 percent) (Table 5).

▶ Twenty jurisdictions worldwide more than tripled their overall number of SLD requests between 2000 and 2001: Arkansas, California, Connecticut, Illinois, Indiana, Maryland, Massachusetts, Nevada, New Hampshire, New Mexico, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, and Michigan Prisons. New York, the jurisdiction with the largest number of SLD requests, went up by 196 percent.

▶ Nearly 95 percent of adult candidates worldwide took the English-language print edition of the GED Tests. However, more than 50,000 candidates took the Spanish-language print edition of the GED Tests in 2001—an increase of 9.7 percent from 2000 to 2001, with about one in three Spanish-language candidates (31.8 percent) having tested in Puerto Rico. California saw a 56.1 percent increase in the number of its adults taking the Spanish-language edition (4,162 in 2000 and 6,498 in 2001) (Table 5).

TABLE 1

GED Test Participation and Credentials Issued: Percent Change¹ from 2000 to 2001

► Nearly 980,000 adults worldwide completed the GED Tests battery in 2001—about 31 percent more than in 2000. This number represents the largest single-year total and percentage increase in the program's 60-year history.

Jurisdiction	Completed GED Test Battery		Percent Change	Met Score Requirements		Percent Change	Credentials Issued		Percent Change
	2000	2001	2000–2001	2000	2001	2000–2001	2000	2001	2000–2001
Alabama	11,646	19,681	69.0	7,092	10,950	54.4	7,092	10,950	54.4
Alaska	2,397	3,215	34.1	2,071	2,783	34.4	2,156	2,782	29.0
Arizona	13,449	18,321	36.2	9,687	12,986	34.1	9,687	12,986	34.1
Arkansas	8,578	11,205	30.6	6,909	9,141	32.3	7,105	9,298	30.9
California	44,760	60,719	35.7	33,882	47,672	40.7	34,379	48,374	40.7
Colorado	9,780	12,579	28.6	9,688	11,473	18.4	9,875	11,759	19.1
Connecticut	6,018	7,190	19.5	3,675	4,585	24.8	3,761	4,651	23.7
Delaware	829	1,134	36.8	661	994	50.4	661	994	50.4
District of Columbia	1,216	1,596	31.3	495	692	39.8	495	692	39.8
Florida	43,557	59,507	36.6	28,039	36,100	28.7	29,312	36,198	23.5
Georgia	30,025	37,889	26.2	18,030	24,646	36.7	18,703	24,646	31.8
Hawaii	1,895	2,774	46.4	1,374	1,944	41.5	1,367	1,813	32.6
Idaho	4,558	6,509	42.8	3,948	5,603	41.9	466	603	29.4
Illinois	32,282	43,199	33.8	19,796	26,648	34.6	19,629	26,311	34.0
Indiana	17,362	23,102	33.1	13,184	17,662	34.0	13,184	17,662	34.0
Iowa ²	4,905	8,447	72.2	4,680	7,996	70.9	4,983	8,259	65.7
Kansas	6,871	7,044	2.5	5,830	6,307	8.2	5,830	6,307	8.2
Kentucky	16,705	26,646	59.5	12,264	19,250	57.0	13,211	20,689	56.6
Louisiana	11,051	13,150	19.0	8,360	9,685	15.8	8,373	9,697	15.8
Maine ²	2,978	3,971	33.3	2,774	3,736	34.7	5,418	6,263	15.6
Maryland	11,361	16,272	43.2	6,200	7,998	29.0	6,200	7,998	29.0
Massachusetts	11,479	13,425	17.0	7,955	8,882	11.7	8,046	9,753	21.2
Michigan	22,542	35,008	55.3	14,988	25,155	67.8	12,574	26,319	109.3
Minnesota	8,126	13,244	63.0	6,919	11,268	62.9	6,885	11,268	63.7
Mississippi	12,779	15,330	20.0	6,660	7,254	8.9	6,660	7,254	8.9
Missouri	13,677	16,352	19.6	10,356	12,365	19.4	10,411	12,431	19.4
Montana	3,063	4,232	38.2	2,411	3,478	44.3	2,411	3,478	44.3
Nebraska	2,703	4,304	59.2	2,485	4,042	62.7	2,080	3,264	56.9
Nevada	5,318	6,735	26.6	4,089	4,968	21.5	4,121	5,036	22.2
New Hampshire	2,406	3,069	27.6	1,969	2,710	37.6	1,995	2,741	37.4
New Jersey	13,524	14,812	9.5	7,582	8,561	12.9	8,090	8,563	5.8
New Mexico	6,709	8,408	25.3	4,494	7,610	69.3	4,494	7,610	69.3
New York	63,560	70,682	11.2	35,181	39,099	11.1	35,302	39,692	12.4
North Carolina	17,503	26,347	50.5	14,858	22,706	52.8	14,858	22,706	52.8
North Dakota	1,257	1,757	39.8	1,028	1,460	42.0	1,028	1,460	42.0
Ohio	25,076	40,686	62.3	18,898	28,948	53.2	18,898	28,948	53.2
Oklahoma	11,374	14,373	26.4	8,096	10,120	25.0	8,096	10,120	25.0
Oregon	10,686	14,759	38.1	8,885	13,087	47.3	8,885	13,087	47.3
Pennsylvania	23,930	25,068	4.8	17,487	20,579	17.7	17,487	20,579	17.7
Rhode Island	2,687	4,017	49.5	2,058	2,912	41.5	1,907	2,369	24.2
South Carolina	8,392	11,718	39.6	5,511	7,895	43.3	5,654	8,042	42.2
South Dakota	1,803	2,510	39.2	1,425	1,961	37.6	1,477	1,961	32.8
Tennessee	20,798	27,460	32.0	13,584	18,626	37.1	13,742	18,626	35.5
Texas	71,493	90,685	26.8	44,904	58,637	30.6	46,148	53,582	16.1
Utah	6,509	8,660	33.0	5,208	7,119	36.7	5,208	7,119	36.7
Vermont	1,001	1,654	65.2	870	1,294	48.7	1,019	1,415	38.9
Virginia	17,485	24,310	39.0	11,380	15,896	39.7	11,386	15,925	39.9
Washington	15,861	20,882	31.7	13,064	17,457	33.6	13,061	18,117	38.7
West Virginia	5,481	7,083	29.2	3,546	4,836	36.4	3,554	4,848	36.4
Wisconsin	8,510	13,877	63.1	8,377	11,167	33.3	8,377	11,167	33.3
Wyoming	1,413	1,877	32.8	1,280	1,631	27.4	1,256	1,610	28.2
American Samoa	N/A ³	111	N/A	N/A	57	N/A	N/A	57	N/A
Fed. Micronesia ⁴	N/A	40	N/A	N/A	11	N/A	N/A	11	N/A
Guam	372	436	17.2	231	285	23.4	221	285	29.0
N. Mariana Islands ⁵	44	105	138.6	26	58	123.1	26	58	123.1
Palau ⁴	100	92	-8.0	37	56	51.4	37	56	51.4
Puerto Rico	17,828	16,595	-6.9	12,986	6,821	-47.5	12,986	6,821	-47.5
Marshall Islands ⁴	109	76	-30.3	12	10	-16.7	58	58	0.0
Virgin Islands	338	202	-40.2	195	143	-26.7	195	146	-25.1
US+IAFAS⁶	718,159	945,131	31.6	497,674	658,015	32.2	500,520	655,514	31.0

¹ Percent change is calculated by subtracting the number reported for 2000 from the number reported for 2001, then dividing the difference by the number reported for 2000.

² During the 1999 calendar year, credentialing for GED graduates testing through Pro-metric (see 7 below) was transferred from Iowa to Maine.

³ N/A = not available at time of publication.

⁴ Prior to 1998, data for the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands were reported under Micronesia. All three jurisdictions are self-governing and have free-association status with the United States.

⁵ For all tables in this report, note that the Northern Mariana Islands is a self-governing commonwealth of the United States.

⁶ IAFAS = Insular Areas and Freely Associated States.

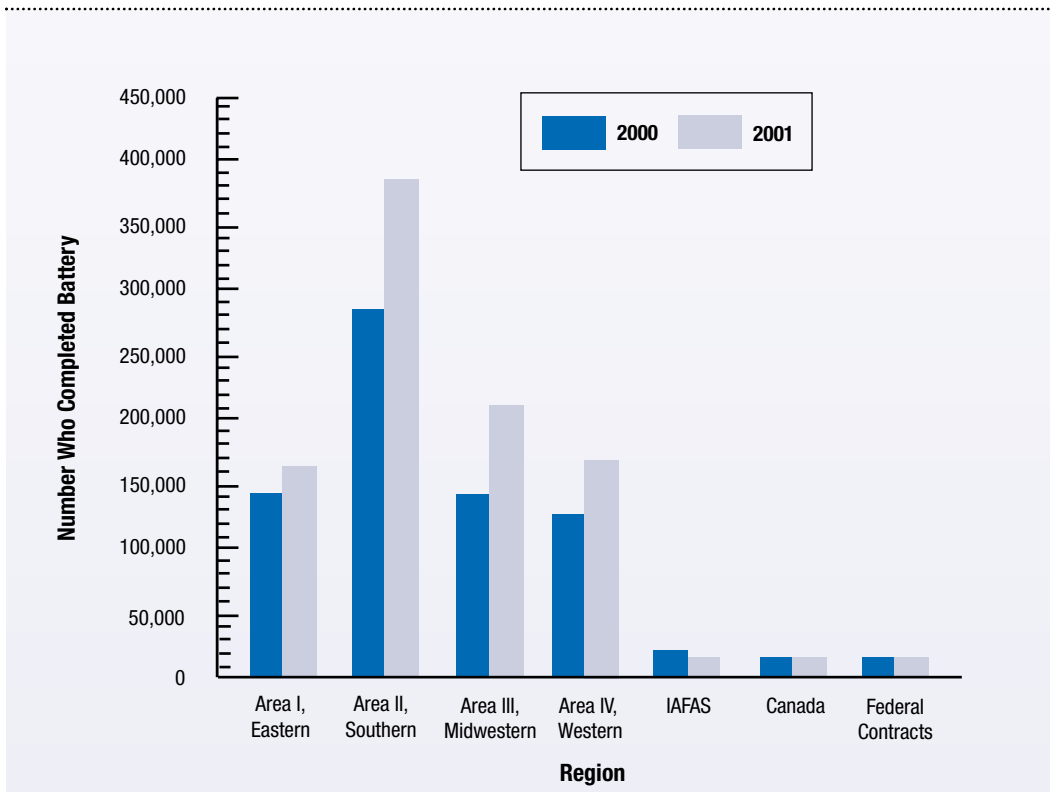
⁷ Federal contracts categories (Tables 1–3; 5–8): Successful candidates taking the GED Tests through these venues are awarded credentials by a jurisdiction based on their address of record, current residency status, or through a prior arrangement.

Jurisdiction	Completed GED Test Battery		Percent Change	Met Score Requirements		Percent Change	Credentials Issued		Percent Change
	2000	2001	2000–2001	2000	2001	2000–2001	2000	2001	2000–2001
Alberta	2,297	2,273	-1.0	1,738	1,769	1.8	1,738	1,769	1.8
British Columbia	2,914	2,992	2.7	2,130	2,272	6.7	2,130	2,272	6.7
Manitoba	842	909	8.0	609	677	11.2	609	677	11.2
New Brunswick	1,550	1,619	4.5	935	1,131	21.0	935	1,131	21.0
Newfoundland	334	284	-15.0	163	201	23.3	163	201	23.3
Northwest Territories	78	70	-10.3	35	44	25.7	35	44	25.7
Nova Scotia	2,237	2,537	13.4	1,638	1,957	19.5	1,638	1,957	19.5
Ontario	3,131	4,215	34.6	2,534	3,472	37.0	2,534	3,472	37.0
Prince Edward Island	483	619	28.2	420	482	14.8	420	482	14.8
Quebec	N/A	20	N/A	N/A	16	N/A	N/A	N/A	N/A
Saskatchewan	2,222	2,621	18.0	1,438	1,839	27.9	1,438	1,839	27.9
Yukon Territory	63	66	4.8	43	42	-2.3	43	45	4.7
Canada	16,151	18,225	12.8	11,683	13,902	19.0	11,683	13,889	18.9
Federal Corr. Inst.	7,705	10,344	34.3	5,761	7,435	29.1	0	0	—
International	543	561	3.3	376	399	6.1	0	0	—
Michigan Prisons	2,552	3,961	55.2	1,850	2,796	51.1	0	0	—
Overseas: Non-Mil.	295	338	14.6	240	266	10.8	0	0	—
Overseas: Military	150	143	-4.7	139	131	-5.8	0	0	—
CONUS Military	2,058	1,115	-45.8	1,662	914	-45.0	0	0	—
VA Hospitals	4	11	175.0	4	8	100.0	0	0	—
Federal Contracts ⁷	13,307	16,473	23.8	10,032	11,949	19.1	0	0	—
Program Total	747,617	979,829	31.1	519,389	683,866	31.7	512,203	669,403	30.7

TABLE 1
GED Test Participation and Credentials Issued: Percent Change¹ from 2000 to 2001

▶ *Almost 684,000 adults worldwide met the score requirements of their jurisdictions in 2001, exceeding the 2000 passing number by nearly 32 percent. This increase is similar to the increase in the number of adults who completed the GED Tests battery (31 percent).*

FIGURE 1: Number of People Who Completed GED Tests Batteries in 2000 and 2001, by Region



International—Civilians of any nationality tested through Pro-metric (Thomson). In previous years, testing overseas was available only to U.S. and, later, to 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.”

Overseas: Non-Military—Military family members and U.S. government personnel tested on U.S. military bases overseas.

Overseas: Military—U.S. military personnel tested on U.S. military bases overseas.

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.

NOTE: Please refer to p. 35 for definition of geographic regions.

SOURCE: GED Testing Service, American Council on Education.

TABLE 2
Testing Volumes

► Nearly 1,070,000 adults participated in the GED Testing Program by taking one or more GED Tests in 2001—a 24 percent increase over 2000. This number represents the largest single-year volume in the program's 60-year history.

► More than two of every three adults worldwide (69.8 percent) who completed the GED Tests battery met the passing score requirement for their jurisdictions in 2001—a slight increase over 2000 (69.5 percent).

► Canada's passing rate of 76.3 percent exceeded the worldwide rate by 6.5 percent.

Jurisdiction	Total Number Tested	Took Part of Battery	Completed Battery			Met Score Requirements	
			2001	Retested in 2001	Total ¹	Number	Percent ²
Alabama	19,681	0	14,686	4,995	19,681	10,950	55.6
Alaska	4,051	836	2,859	356	3,215	2,783	86.6
Arizona	18,648	327	17,082	1,239	18,321	12,986	70.9
Arkansas	11,205	0	9,680	1,525	11,205	9,141	81.6
California	68,812	8,093	53,424	7,295	60,719	47,672	78.5
Colorado	18,426	5,847	3,251	9,328	12,579	11,473	91.2
Connecticut	7,557	367	2,373	4,817	7,190	4,585	63.8
Delaware	1,153	19	1,013	121	1,134	994	87.7
District of Columbia	1,612	16	1,304	292	1,596	692	43.4
Florida	62,757	3,250	46,883	12,624	59,507	36,100	60.7
Georgia	41,858	3,969	23,897	13,992	37,889	24,646	65.0
Hawaii	2,982	208	2,079	695	2,774	1,944	70.1
Idaho	7,766	1,257	4,972	1,537	6,509	5,603	86.1
Illinois	46,525	3,326	31,373	11,826	43,199	26,648	61.7
Indiana	23,327	225	20,727	2,375	23,102	17,662	76.5
Iowa	10,061	1,614	6,139	2,308	8,447	7,996	94.7
Kansas	7,603	559	6,105	939	7,044	6,307	89.5
Kentucky	27,796	1,150	16,816	9,830	26,646	19,250	72.2
Louisiana	13,254	104	11,559	1,591	13,150	9,685	73.7
Maine	4,567	596	3,804	167	3,971	3,736	94.1
Maryland	16,652	380	9,503	6,769	16,272	7,998	49.2
Massachusetts	15,631	2,206	9,026	4,399	13,425	8,882	66.2
Michigan	43,142	8,134	28,433	6,575	35,008	25,155	71.9
Minnesota	16,788	3,544	11,038	2,206	13,244	11,268	85.1
Mississippi	16,449	1,119	12,126	3,204	15,330	7,254	47.3
Missouri	16,644	292	14,977	1,375	16,352	12,365	75.6
Montana	4,584	352	3,615	617	4,232	3,478	82.2
Nebraska	5,317	1,013	3,968	336	4,304	4,042	93.9
Nevada	6,817	82	5,068	1,667	6,735	4,968	73.8
New Hampshire	3,256	187	2,750	319	3,069	2,710	88.3
New Jersey	15,392	580	10,734	4,078	14,812	8,561	57.8
New Mexico	9,633	1,225	6,355	2,053	8,408	7,610	90.5
New York	72,970	2,288	51,635	19,047	70,682	39,099	55.3
North Carolina	31,010	4,663	21,117	5,230	26,347	22,706	86.2
North Dakota	2,178	421	1,538	219	1,757	1,460	83.1
Ohio	41,686	1,000	31,419	9,267	40,686	28,948	71.1
Oklahoma	14,756	383	12,495	1,878	14,373	10,120	70.4
Oregon	17,005	2,246	14,500	259	14,759	13,087	88.7
Pennsylvania	27,994	2,926	20,741	4,327	25,068	20,579	82.1
Rhode Island	5,578	1,561	3,326	691	4,017	2,912	72.5
South Carolina	11,761	43	9,922	1,796	11,718	7,895	67.4
South Dakota	3,254	744	2,348	162	2,510	1,961	78.1
Tennessee	27,849	389	19,312	8,148	27,460	18,626	67.8
Texas	100,529	9,844	73,035	17,650	90,685	58,637	64.7
Utah	9,065	405	6,440	2,220	8,660	7,119	82.2
Vermont	2,016	362	1,478	176	1,654	1,294	78.2
Virginia	24,511	201	19,311	4,999	24,310	15,896	65.4
Washington	25,972	5,090	15,753	5,129	20,882	17,457	83.6
West Virginia	7,244	161	5,934	1,149	7,083	4,836	68.3
Wisconsin	18,794	4,917	12,339	1,538	13,877	11,167	80.5
Wyoming	2,122	245	1,720	157	1,877	1,631	86.9
American Samoa	114	3	101	10	111	57	51.4
Fed. Micronesia	42	2	33	7	40	11	27.5
Guam	436	0	383	53	436	285	65.4
N. Mariana Islands	161	56	84	21	105	58	55.2
Palau	92	0	84	8	92	56	60.9
Puerto Rico	16,595	0	8,713	7,882	16,595	6,821	41.1
Marshall Islands	85	9	62	14	76	10	13.2
Virgin Islands	202	0	143	59	202	143	70.8
US+IAFAS³	1,033,967	88,836	731,585	213,546	945,131	658,015	69.6

¹ This number includes high school students who participated in special pilot GED programs for in-school youth.

² This percentage is based on the number of candidates who met their jurisdiction's score requirements divided by the number completing the entire battery, either for the first time or by retesting from previous years.

³ IAFAS = Insular Areas and Freely Associated States.

Jurisdiction	Total Number Tested	Took Part of Battery	Completed Battery			Met Score Requirements	
			2001	Retested in 2001	Total ¹	Number	Percent ²
Alberta	2,342	69	1,925	348	2,273	1,769	77.8
British Columbia	3,054	62	2,600	392	2,992	2,272	75.9
Manitoba	929	20	658	251	909	677	74.5
New Brunswick	1,646	27	1,187	432	1,619	1,131	69.9
Newfoundland	291	7	230	54	284	201	70.8
Northwest Territories	70	0	54	16	70	44	62.9
Nova Scotia	2,582	45	1,790	747	2,537	1,957	77.1
Ontario	4,267	52	3,438	777	4,215	3,472	82.4
Prince Edward Island	626	7	417	202	619	482	77.9
Quebec	20	0	20	0	20	16	80.0
Saskatchewan	2,706	85	1,977	644	2,621	1,839	70.2
Yukon Territory	66	0	59	7	66	42	63.6
Canada	18,599	374	14,355	3,870	18,225	13,902	76.3
Federal Corr. Inst.	10,481	137	9,081	1,263	10,344	7,435	71.9
International	611	50	523	38	561	399	71.1
Michigan Prisons	4,591	630	3,323	638	3,961	2,796	70.6
Overseas: Non-Mil.	357	19	320	18	338	266	78.7
Overseas: Military	143	0	125	18	143	131	91.6
CONUS Military	1,136	21	1,079	36	1,115	914	82.0
VA Hospitals	14	3	11	0	11	8	72.7
Federal Contracts	17,333	860	14,462	2,011	16,473	11,949	72.5
Program Total	1,069,899	90,070	760,402	219,427	979,829	683,866	69.8

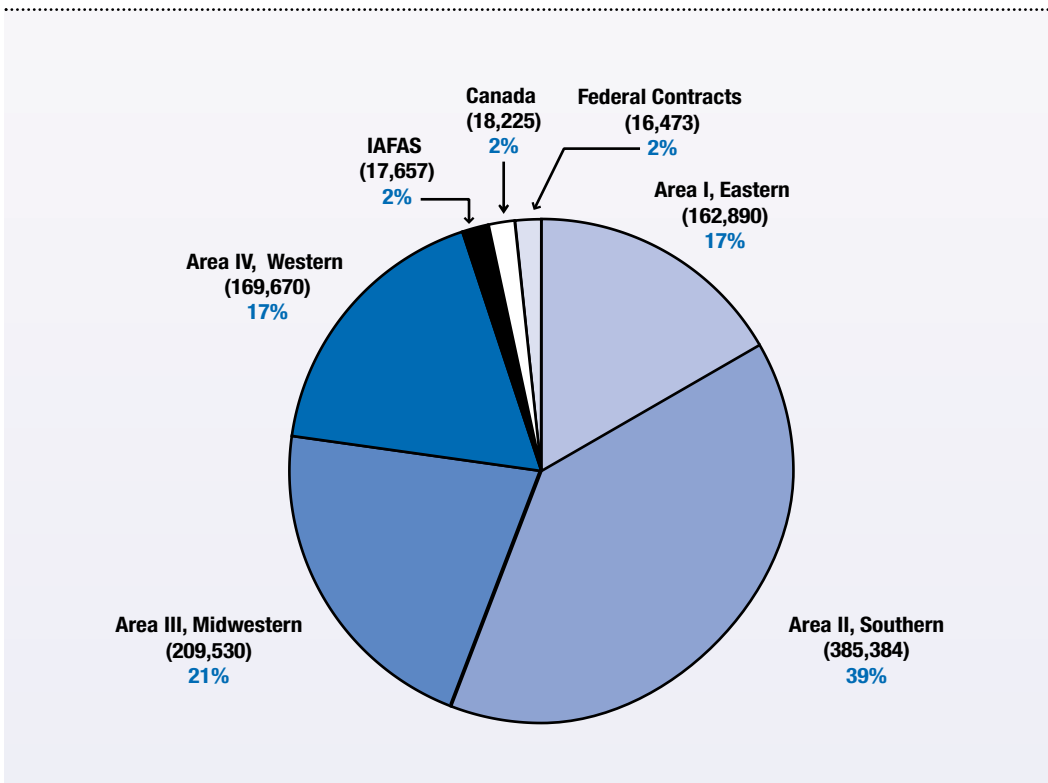
TABLE 2
Testing Volumes

▶ About one of every 10 adults (100,529) who took one or more of the GED Tests in 2001 tested in the state of Texas.

▶ One of every five adults (20.5 percent) tested in 2001 had completed the GED Tests battery in prior years but had not earned a credential. These adults retested in 2001 in an attempt to meet the score requirements of their jurisdictions before the December 31, 2001, deadline for completing the 1988 Series GED Tests. This number represents a 51 percent increase over the number who retested in 2000, the year before the rush to complete the 1988 Series Tests.

▶ Seven of every 10 adult candidates worldwide (71.1 percent) tested for the first time in 2001 and completed the GED Tests battery.

FIGURE 2: Percentage and Number of People Who Completed the GED Tests Batteries in 2001, by Region



SOURCE: GED Testing Service, American Council on Education.

TABLE 3

Number of People Tested and Percentages, by Age Group

► The average age of the adults taking the GED Tests worldwide was 25.2 years—an increase of six months over the average age of 24.7 in 2000. The percentage tested decreased slightly for all age groups 19 and younger and increased slightly for all age groups from 20–24 through 60 years of age.

Jurisdiction	Number Tested	Age Groups ¹											Avg. Age
		16	17	18	19	20–24	25–29	30–34	35–39	40–49	50–59	>60	
Alabama	19,681	0.9	8.5	16.5	13.6	27.4	11.6	7.4	5.0	5.7	2.4	0.9	24.8
Alaska	4,051	9.2	14.2	15.2	10.3	23.8	7.9	6.1	5.2	5.8	1.9	0.4	23.6
Arizona	18,648	5.6	11.7	11.7	8.8	26.6	11.5	8.4	6.2	6.2	2.0	1.3	25.1
Arkansas	11,205	9.3	16.8	12.7	7.5	21.5	10.5	7.1	5.4	6.3	2.3	0.7	24.3
California	68,812	0.0	7.7	14.3	9.0	23.3	13.9	12.0	8.8	8.6	2.0	0.4	26.7
Colorado	18,426	2.0	19.4	16.7	11.0	24.4	9.2	6.4	4.7	4.8	1.2	0.3	23.2
Connecticut	7,557	0.1	2.1	8.6	12.3	32.5	13.2	10.5	8.8	8.7	2.5	0.6	27.1
Delaware	1,153	1.9	8.2	13.6	12.2	31.7	12.9	7.8	5.2	5.0	1.0	0.4	24.3
District of Columbia	1,612	3.7	7.3	12.0	10.7	29.7	10.0	7.4	5.2	8.5	3.4	1.9	26.3
Florida	62,757	1.9	8.1	16.4	15.0	27.7	9.9	7.3	5.1	6.0	2.0	0.5	24.4
Georgia	41,858	1.3	5.6	12.6	13.5	32.3	11.3	7.5	5.5	6.8	2.9	0.7	25.4
Hawaii	2,982	4.2	15.8	18.0	10.3	23.1	10.6	7.0	4.5	5.1	1.0	0.3	23.3
Idaho	7,766	9.1	16.8	13.8	8.8	21.8	9.4	6.2	5.8	6.2	1.6	0.5	23.8
Illinois	46,525	1.2	5.4	11.2	11.4	29.9	13.5	9.1	6.6	8.2	2.8	0.8	26.4
Indiana	23,327	0.0	7.8	14.9	13.0	30.1	12.0	7.0	5.0	6.6	2.5	1.0	25.2
Iowa	10,061	2.1	15.7	14.1	12.0	28.6	9.2	6.3	4.6	5.3	1.6	0.5	23.7
Kansas	7,603	7.9	17.7	16.5	10.1	23.6	8.0	5.1	4.5	5.0	1.3	0.4	22.8
Kentucky	27,796	2.5	8.3	10.9	10.8	28.3	11.8	7.8	6.4	8.5	3.6	1.1	26.4
Louisiana	13,254	3.5	18.3	13.8	12.0	25.3	11.1	6.2	3.9	4.1	1.2	0.7	23.1
Maine	4,567	0.0	15.6	18.9	13.0	25.7	7.5	6.2	4.4	5.5	2.4	0.7	23.9
Maryland	16,652	2.3	9.9	13.3	10.5	26.0	10.9	9.4	6.7	7.7	2.7	0.7	25.8
Massachusetts	15,631	3.5	10.7	14.1	12.5	26.6	10.0	8.4	6.1	5.9	1.7	0.4	24.5
Michigan	43,142	1.4	5.0	13.8	12.5	35.0	12.2	8.3	5.6	4.4	1.5	0.3	24.4
Minnesota	16,788	1.7	6.9	12.2	16.5	33.5	11.1	6.8	4.9	4.6	1.3	0.4	24.0
Mississippi	16,449	3.6	12.5	16.0	13.2	28.0	9.9	5.5	4.0	5.0	1.7	0.5	23.5
Missouri	16,644	6.1	12.7	12.5	9.4	24.9	10.9	7.0	6.4	7.4	2.3	0.6	25.0
Montana	4,584	3.9	22.0	16.1	10.3	23.1	8.1	5.3	4.4	5.1	1.2	0.4	22.9
Nebraska	5,317	4.3	13.5	17.6	12.3	28.3	9.3	5.5	3.7	4.2	1.1	0.4	22.8
Nevada	6,817	3.8	17.5	15.8	9.0	23.0	9.8	7.3	5.7	6.3	1.3	0.4	24.0
New Hampshire	3,256	4.5	9.4	18.4	12.3	27.4	9.2	7.2	5.2	5.1	1.2	0.3	23.6
New Jersey	15,392	2.9	8.4	11.3	9.6	24.9	13.3	10.9	7.4	8.0	2.4	0.9	26.4
New Mexico	9,633	0.7	17.1	18.4	11.2	25.4	9.6	6.2	4.7	4.8	1.5	0.3	23.4
New York	72,970	1.6	10.4	12.6	12.2	25.4	10.9	8.8	7.2	8.2	2.3	0.5	25.7
North Carolina	31,010	7.7	11.2	12.0	9.4	24.8	10.9	7.6	5.6	7.1	3.1	0.7	25.1
North Dakota	2,178	7.4	14.7	14.3	12.5	27.5	8.3	4.6	4.8	4.3	1.3	0.4	22.8
Ohio	41,686	2.1	7.0	10.7	11.9	30.3	12.9	8.2	5.8	7.7	2.8	0.8	25.9
Oklahoma	14,756	4.8	12.5	13.1	9.4	25.2	11.4	7.4	5.9	6.6	2.1	1.8	25.2
Oregon	17,005	4.6	13.4	16.3	12.4	25.8	8.9	6.7	5.1	6.3	0.4	0.1	23.3
Pennsylvania	27,994	6.9	15.1	14.7	9.9	21.8	10.1	7.2	5.5	6.1	2.2	0.6	24.2
Rhode Island	5,578	0.3	7.6	13.1	11.7	29.3	13.8	10.3	6.9	5.5	1.4	0.2	25.1
South Carolina	11,761	1.8	16.9	13.3	11.3	24.5	10.2	6.8	5.2	6.6	2.9	0.5	24.7
South Dakota	3,254	4.0	12.6	13.6	11.3	28.4	9.7	5.9	5.0	6.2	2.2	1.2	24.5
Tennessee	27,849	0.0	17.4	14.3	9.0	22.4	11.1	8.0	5.8	7.5	3.7	0.7	25.6
Texas	100,529	3.2	15.1	12.8	9.2	23.9	11.9	8.1	6.1	7.1	2.2	0.4	25.0
Utah	9,065	0.0	11.4	21.7	14.7	29.8	8.5	5.3	3.8	3.6	0.7	0.4	22.7
Vermont	2,016	12.0	18.3	18.0	10.0	21.4	6.6	4.4	2.8	3.7	1.7	0.5	22.0
Virginia	24,511	5.6	14.1	15.0	9.1	20.4	9.8	7.5	6.1	8.1	3.2	1.1	25.5
Washington	25,972	5.7	12.6	12.2	10.9	26.3	11.0	8.1	5.6	5.8	1.3	0.4	24.2
West Virginia	7,244	2.0	10.2	14.8	11.3	25.4	11.6	7.9	6.2	7.3	2.3	1.2	25.5
Wisconsin	18,794	0.0	7.0	14.0	11.0	31.2	13.4	8.4	5.9	6.4	1.8	0.9	25.4
Wyoming	2,122	1.2	16.8	18.9	11.9	25.6	7.7	5.4	4.4	5.6	2.2	0.4	23.6
American Samoa	114	0.0	4.4	21.1	14.9	36.0	12.3	8.8	1.8	0.9	0.0	0.0	22.1
Fed. Micronesia	42	0.0	2.4	11.9	4.8	59.5	16.7	0.0	2.4	2.4	0.0	0.0	22.8
Guam	436	1.8	8.0	11.7	9.9	32.2	20.0	11.0	3.0	1.8	0.5	0.0	23.7
N. Mariana Islands	161	2.5	6.9	13.8	14.5	36.5	11.3	7.5	3.8	2.5	0.6	0.0	22.9
Palau	92	0.0	5.4	18.5	9.8	28.3	15.2	7.6	7.6	7.6	0.0	0.0	24.9
Puerto Rico	16,595	0.0	0.0	15.1	17.0	39.4	11.5	6.7	4.1	3.2	2.4	0.5	24.3
Marshall Islands	85	5.1	7.7	12.8	5.1	50.0	5.1	3.8	5.1	3.8	1.3	0.0	22.9
Virgin Islands	202	0.0	5.4	9.9	12.9	24.3	10.4	13.9	9.4	9.4	4.5	0.0	27.8
US+IAFAS²	1,033,967	2.7	10.7	13.7	11.3	26.9	11.3	8.0	5.9	6.7	2.2	0.6	25.0

¹ Age group percentages for each category are calculated by dividing the total number of persons in that category who fall in that age group by the total number of persons in the category reporting their age and multiplying the result by 100. This process is used for all similar tables in this report.

² IAFAS = Insular Areas and Freely Associated States.

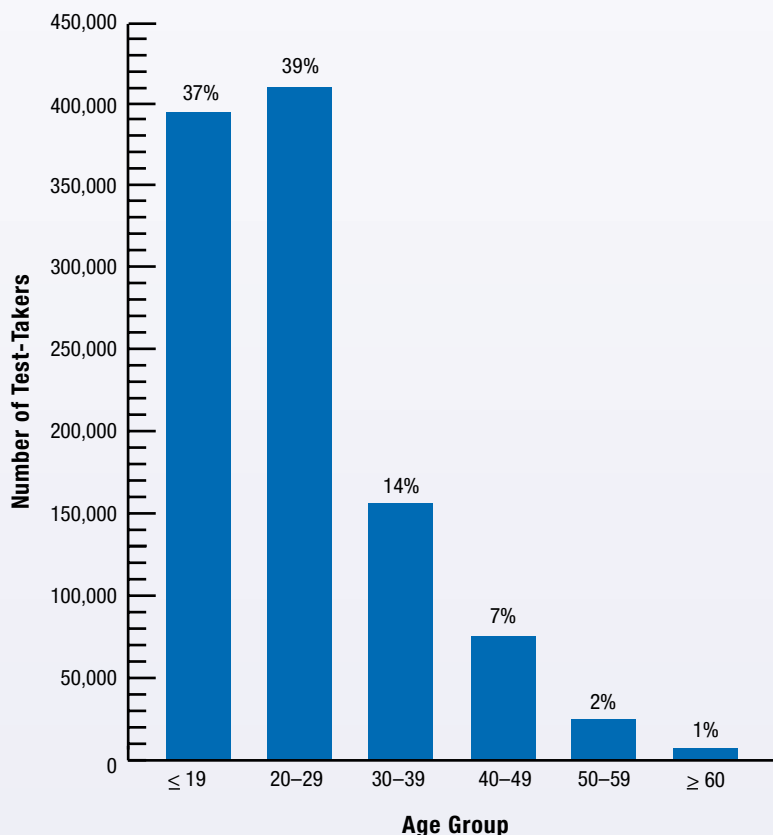
Jurisdiction	Number Tested	Age Groups											Avg. Age
		16	17	18	19	20-24	25-29	30-34	35-39	40-49	50-59	>60	
Alberta	2,342	0.0	1.0	4.4	5.8	26.2	17.2	13.6	11.8	16.5	3.2	0.4	30.5
British Columbia	3,054	0.0	0.0	0.0	7.0	26.7	16.3	13.7	13.6	18.0	4.3	0.4	31.6
Manitoba	929	0.0	0.1	0.5	5.8	27.3	16.3	11.2	13.9	20.1	4.0	0.8	32.0
New Brunswick	1,646	0.0	0.0	0.2	9.5	25.0	14.2	10.8	14.0	20.2	5.9	0.3	32.2
Newfoundland	291	0.0	0.0	1.4	13.2	30.9	12.8	13.9	10.1	14.2	3.5	0.0	29.3
Northwest Territories	70	0.0	1.4	1.4	2.9	32.9	15.7	17.1	11.4	15.7	0.0	1.4	30.0
Nova Scotia	2,582	0.0	0.0	0.0	7.6	24.0	13.3	12.3	14.9	22.3	5.3	0.3	32.8
Ontario	4,267	0.0	0.0	0.9	9.8	30.3	14.9	11.5	12.3	16.0	4.0	0.4	30.4
Prince Edward Island	626	0.0	0.3	5.0	5.3	17.6	12.9	12.1	15.2	23.6	7.7	0.3	33.9
Quebec	20	N/A ³	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Saskatchewan	2,706	0.0	0.0	1.3	5.4	25.6	15.5	13.4	15.1	17.4	4.5	1.7	32.2
Yukon Territory	66	0.0	0.0	6.1	10.6	25.8	6.1	13.6	13.6	22.7	1.5	0.0	30.7
Canada	18,599	0.0	0.1	1.2	7.5	26.6	15.2	12.5	13.5	18.3	4.5	0.6	31.5
Federal Corr. Inst.	10,481	0.0	0.0	0.1	0.8	18.6	25.2	21.0	13.7	15.1	4.1	1.4	32.7
International	611	0.7	10.7	20.7	16.6	33.0	9.3	3.6	3.4	2.1	0.0	0.0	21.6
Michigan Prisons	4,591	0.0	0.2	1.3	2.9	26.0	18.6	15.1	13.7	17.1	4.7	0.4	32.0
Overseas: Non-Mil.	357	2.2	14.0	15.1	13.7	26.3	12.9	8.4	5.0	2.2	0.0	0.0	22.7
Overseas: Military	143	0.0	0.0	3.5	17.5	58.7	11.9	7.7	0.7	0.0	0.0	0.0	22.4
CONUS Military	1,136	0.0	1.5	27.5	21.9	37.8	6.3	2.6	0.9	1.3	0.1	0.2	21.0
VA Hospitals	14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14.3	42.9	35.7	7.1	48.7
Federal Contracts	17,333	0.1	0.8	3.2	3.7	22.8	21.2	17.3	12.2	13.9	3.7	1.0	31.1
Program Total	1,069,899	2.6	10.4	13.3	11.1	26.8	11.5	8.2	6.2	7.0	2.3	0.6	25.2

TABLE 3
Number of People Tested and Percentages, by Age Group

► Among the adults taking one or more of the GED Tests worldwide, nearly two of every three (62.6 percent) were age 20 or older.

► More than half of all adults (52.7 percent) taking the GED Tests worldwide in 2001 were between the ages of 20 and 39.

FIGURE 3: Number and Percentage of People Who Took the GED Tests in 2001, by Age Group



³ N/A = not available at time of publication.

SOURCE: GED Testing Service, American Council on Education.

TABLE 4

Number of Credentials¹ Issued, and Percentages² by Age Group

Jurisdiction	Credentials Issued	Age Groups											Avg. Age
		16	17	18	19	20–24	25–29	30–34	35–39	40–49	50–59	>60	
Alabama	10,950	1.3	9.7	17.0	12.9	26.6	11.6	7.5	4.8	5.6	2.2	0.7	24.5
Alaska	2,782	9.3	16.4	15.9	10.6	23.4	7.4	5.7	4.3	5.1	1.7	0.2	22.9
Arizona	12,986	6.3	11.9	12.3	8.9	26.8	11.5	8.0	5.9	5.7	1.7	1.1	24.7
Arkansas	9,298	9.8	17.3	12.7	7.5	21.2	10.2	7.1	5.0	6.1	2.4	0.7	24.1
California	48,374	0.0	8.3	14.5	8.7	23.2	14.4	12.1	8.6	8.0	1.8	0.4	26.5
Colorado	11,759	1.8	19.4	17.5	11.3	24.3	9.1	6.3	4.4	4.6	1.0	0.2	23.0
Connecticut	4,651	0.0	2.8	10.9	14.9	33.1	12.4	9.1	7.2	7.3	1.9	0.4	25.8
Delaware	994	1.9	8.3	13.4	12.3	31.8	12.8	7.9	5.1	5.0	1.0	0.4	24.2
District of Columbia	692	4.9	7.8	12.1	10.8	33.2	10.1	7.2	4.3	6.5	1.9	1.0	24.7
Florida	36,198	2.1	9.7	18.2	15.4	26.5	9.3	7.1	4.6	5.1	1.6	0.4	23.7
Georgia	24,646	1.9	6.7	14.2	14.3	31.3	10.8	7.1	4.8	5.9	2.4	0.5	24.7
Hawaii	1,813	5.4	18.9	18.9	9.5	20.5	9.9	6.6	4.4	4.7	0.9	0.3	22.9
Idaho ³	603	8.8	16.6	18.2	10.1	16.4	7.6	4.8	5.5	8.0	3.2	0.8	24.4
Illinois ³	26,311	1.2	5.6	12.1	12.0	30.8	13.7	9.2	6.1	6.6	2.2	0.6	25.6
Indiana	17,662	0.0	8.9	15.8	13.0	29.9	11.7	6.9	4.7	6.0	2.1	0.9	24.7
Iowa	8,259	0.9	5.0	20.0	11.5	23.9	16.5	8.7	5.4	5.7	1.9	0.6	25.0
Kansas	6,307	6.6	18.0	16.4	10.6	23.7	7.1	5.4	4.6	5.7	1.5	0.4	23.1
Kentucky	20,689	2.4	7.8	10.6	10.4	27.4	12.3	8.4	6.8	9.1	3.7	1.1	26.8
Louisiana	9,697	4.2	20.4	14.8	10.9	23.7	11.1	6.1	3.3	3.8	1.0	0.6	22.7
Maine	6,263	0.0	14.6	16.6	15.2	19.8	10.7	8.6	5.4	6.2	2.2	0.6	24.7
Maryland	7,998	2.7	12.1	15.6	11.7	27.1	10.6	8.2	5.2	5.1	1.3	0.2	23.9
Massachusetts	9,753	4.9	13.5	16.6	12.8	25.3	8.3	7.0	4.8	4.8	1.6	0.4	23.4
Michigan	26,319	0.0	0.2	15.7	14.1	35.4	13.1	8.0	5.3	6.2	1.7	0.3	25.0
Minnesota	11,268	1.5	6.9	12.9	16.6	34.7	10.3	6.3	4.3	4.6	1.3	0.5	23.8
Mississippi	7,254	4.9	15.2	17.0	12.9	25.8	9.4	5.0	3.4	4.5	1.4	0.4	22.8
Missouri	12,431	6.3	13.2	13.1	9.5	25.2	10.7	6.8	5.9	6.7	2.0	0.5	24.5
Montana	3,478	4.6	24.1	17.2	10.4	22.3	7.5	4.1	3.7	4.7	1.0	0.3	22.3
Nebraska	3,264	0.0	0.0	28.4	14.5	31.0	9.8	5.8	3.8	4.7	1.6	0.4	23.6
Nevada	5,036	4.2	18.3	15.6	8.3	22.7	9.6	7.3	5.6	6.7	1.4	0.3	24.0
New Hampshire	2,741	4.8	9.6	18.9	12.4	28.1	8.7	6.7	4.9	4.7	1.2	0.2	23.3
New Jersey	8,563	4.0	10.5	13.3	10.3	24.7	12.9	9.8	6.1	6.3	1.7	0.5	25.0
New Mexico	7,610	0.9	13.9	16.5	10.8	26.4	11.0	7.4	5.7	5.2	1.7	0.3	24.1
New York	39,692	2.2	14.0	15.6	13.1	24.2	10.1	7.6	5.5	5.9	1.5	0.3	24.0
North Carolina	22,706	8.2	11.7	12.2	9.4	24.8	11.2	7.4	5.3	6.5	2.8	0.6	24.8
North Dakota	1,460	5.2	14.6	17.5	12.9	29.2	7.9	3.5	4.1	3.2	1.3	0.5	22.4
Ohio	28,948	2.3	7.3	11.5	12.7	30.9	12.7	7.8	5.3	6.7	2.3	0.5	25.2
Oklahoma	10,120	5.0	12.4	13.2	9.7	25.4	11.7	7.2	5.7	6.5	1.8	1.3	24.9
Oregon	13,087	4.9	14.3	16.7	12.4	25.6	8.4	6.3	5.0	6.0	0.4	0.1	23.1
Pennsylvania ⁴	20,579	7.7	16.4	15.8	10.1	21.3	9.5	6.6	4.8	5.4	1.9	0.5	23.6
Rhode Island	2,369	0.0	0.0	17.7	11.9	29.9	13.6	9.7	7.3	7.8	1.9	0.2	26.0
South Carolina	8,042	2.2	19.7	2.5	12.0	28.8	11.7	7.4	6.1	6.6	2.6	0.3	25.0
South Dakota	1,961	5.0	14.6	14.8	11.9	26.6	8.9	4.3	4.2	6.5	2.4	0.9	23.9
Tennessee	18,626	0.0	19.1	14.7	9.2	22.2	11.3	7.9	5.1	6.8	3.2	0.6	25.0
Texas	53,582	3.0	16.3	13.8	9.3	24.0	12.0	7.8	5.4	6.3	1.9	0.4	24.4
Utah	7,119	0.0	11.4	22.8	14.7	31.7	8.0	4.5	3.2	2.9	0.6	0.2	22.1
Vermont	1,415	8.1	17.6	18.1	12.1	22.0	7.3	4.4	2.7	4.5	2.6	0.7	22.8
Virginia	15,925	6.5	15.7	16.0	9.1	21.1	10.0	7.0	5.1	6.4	2.4	0.7	24.3
Washington	18,117	6.7	13.9	13.2	10.8	26.2	10.4	7.2	5.0	5.2	1.2	0.3	23.6
West Virginia	4,848	2.2	11.4	15.9	12.2	25.0	11.6	7.3	5.2	6.3	1.8	1.1	24.7
Wisconsin	11,167	0.0	6.8	15.9	11.5	31.9	13.1	7.8	5.0	5.9	1.7	0.4	24.8
Wyoming	1,610	0.4	8.6	19.0	16.8	28.2	9.0	5.0	3.9	5.8	2.5	0.8	24.1
American Samoa	57	0.0	5.3	12.3	14.0	42.1	10.5	12.3	3.5	0.0	0.0	0.0	22.8
Fed. Micronesia	11	0.0	0.0	9.1	9.1	54.5	18.2	9.1	0.0	0.0	0.0	0.0	22.6
Guam	285	2.8	9.1	13.0	9.1	32.3	19.6	9.8	2.8	1.4	0.0	0.0	23.2
N. Mariana Islands	58	5.2	10.3	13.8	19.0	39.7	0.0	1.7	6.9	3.4	0.0	0.0	21.8
Palau	56	0.0	5.4	19.6	12.5	23.2	14.3	7.1	7.1	10.7	0.0	0.0	25.4
Puerto Rico	6,821	0.0	0.0	26.7	17.9	30.5	7.4	5.2	5.3	3.4	2.7	1.0	23.8
Marshall Islands	58	3.6	10.7	16.1	19.6	35.7	0.0	7.1	1.8	3.6	1.8	0.0	22.0
Virgin Islands	146	0.0	6.8	12.3	15.8	24.0	8.9	13.7	4.1	8.9	5.5	0.0	27.0
US+IAFAS⁵	655,514	2.9	11.4	14.8	11.6	26.4	11.2	7.7	5.4	6.1	1.9	0.5	24.5

¹ In many jurisdictions, the issuance of credentials is a two-stage process. First, candidates must attain scores on the GED Tests that meet their jurisdiction's requirements for a high school credential (see Tables 12 and 13). Second, they must submit an application to their jurisdiction—in some cases with an additional fee—in order to receive their credentials. Issuance of credentials may be delayed or denied if the jurisdiction's administrative or other requirements are not met, or if the jurisdiction experiences severe backlogs in processing applications. Thus, persons who meet GED score requirements in a given year may not receive their high school credentials in the same year. In addition, some may choose not to apply for them. Therefore, in a given calendar year, the number of credentials issued may not always equal the number of persons meeting the jurisdiction's score requirements.

² Age group percentages for each category are calculated by dividing the total number of persons in that category who fall in that age group by the total number of persons in the category reporting their age and multiplying the result by 100. This process is used for all similar tables in this report.

³ Candidates for GED credentials in Idaho and Illinois must also pass a state-issued citizenship exam.

⁴ In Pennsylvania, credentials reported for persons age 16 and 17 are issued automatically when these individuals reach age 18.

⁵ IAFAS = Insular Areas and Freely Associated States.

Jurisdiction	Credentials Issued	Age Groups											Avg. Age
		16	17	18	19	20–24	25–29	30–34	35–39	40–49	50–59	>60	
Alberta	1,769	0.1	1.0	4.4	6.0	26.7	17.4	12.9	10.8	17.3	3.0	0.5	30.4
British Columbia	2,272	0.0	0.0	0.0	6.6	26.2	17.2	13.8	13.8	17.7	4.3	0.4	31.7
Manitoba	677	0.0	0.1	0.7	6.5	28.8	15.4	9.9	14.1	19.5	4.0	0.9	31.7
New Brunswick	1,131	0.0	0.0	0.1	9.7	25.3	15.7	11.3	13.0	19.1	5.6	0.2	31.8
Newfoundland	201	0.0	0.0	1.0	12.0	28.0	15.5	15.0	9.5	14.0	5.0	0.0	30.0
Northwest Territories	44	0.0	2.3	2.3	4.5	40.9	13.6	9.1	9.1	15.9	0.0	2.3	29.0
Nova Scotia	1,957	0.0	0.0	0.0	7.7	23.6	13.8	12.3	14.9	22.5	4.9	0.3	32.7
Ontario	3,472	N/A ⁶	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Prince Edward Island	482	0.0	0.2	5.0	5.0	17.0	14.1	12.9	16.0	21.8	7.9	0.2	33.8
Quebec	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Saskatchewan	1,839	0.0	0.0	1.4	5.7	25.0	15.4	12.4	15.3	18.6	5.1	1.1	32.4
Yukon Territory	45	0.0	0.0	4.4	8.9	24.4	11.1	13.3	13.3	22.2	2.2	0.0	30.9
Canada	13,889	0.0	0.2	1.3	6.9	25.3	15.8	12.6	13.7	19.1	4.6	0.5	31.9
Program Total ⁷	669,403	2.9	11.2	14.6	11.5	26.4	11.3	7.8	5.5	6.3	2.0	0.5	24.6

FIGURE 4: Percentage of GED Credentials Issued in 2001, in the United States, Insular Areas and Freely Associated States, and Canada, by Age Group

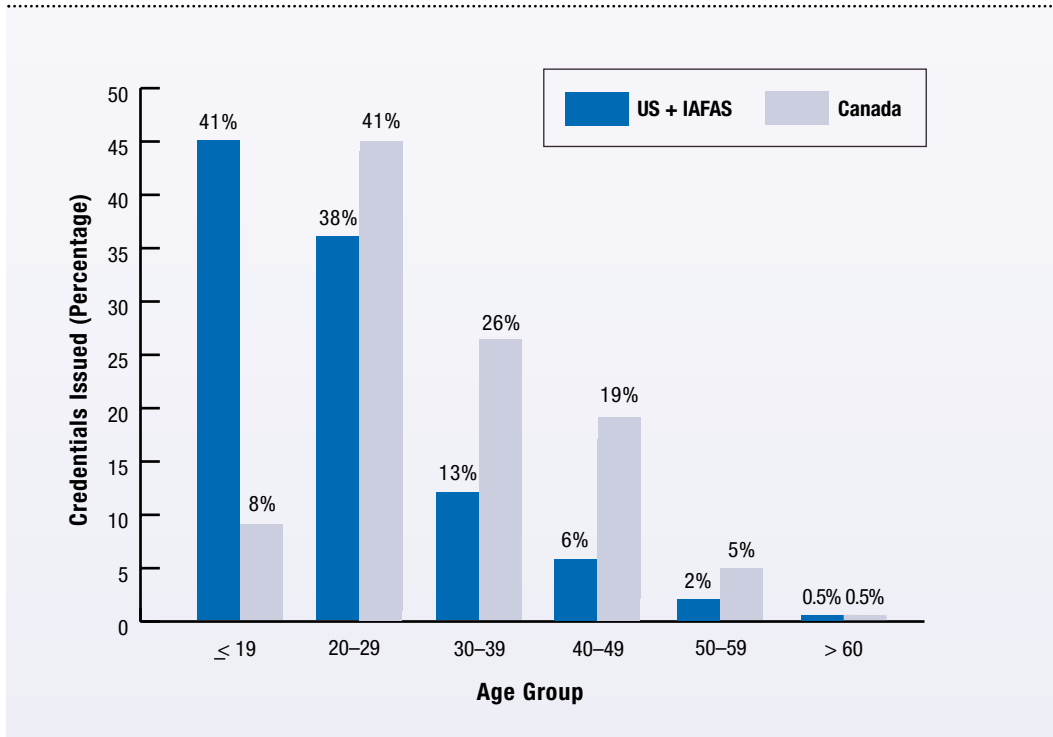


TABLE 4

Number of Credentials¹ Issued, and Percentages² by Age Group

► The average age of the adults awarded a credential worldwide was 24.6 years—an increase of six months over the average age of 24.1 in 2000.

► Approximately half of the adults (49.2 percent) earning GED credentials in 2001 were between the ages of 19 and 29.

► One of every three adults worldwide (32.9 percent) earning GED credentials in 2001 was between the ages of 25 and 59.

► Only 14.1 percent of adult candidates worldwide earned credentials before the age of 18, the age when their traditional high school classmates earn diplomas. Only 2.9 percent of the credentials issued went to young adults aged 16.

⁶ N/A = not available at time of publication.

⁷ Candidates tested at Federal Contracts sites receive their GED credentials from their home jurisdictions.

SOURCE: GED Testing Service, American Council on Education.

TABLE 5**Number of People Tested, by Edition**

► *The number of adults taking special editions of the GED Tests increased by 98.7 percent, from 2,055 in 2000 to 4,084 in 2001.*

► *The number of adults worldwide taking all special editions of the GED Tests increased significantly over 2000 totals: audiocassette (187.9 percent), Braille (102.3 percent), and large print (71.4 percent).*

► *Nearly 95 percent of adult candidates worldwide took the English-language print edition of the GED Tests.*

Jurisdiction	Number Tested	Language			Other Edition		
		English	Spanish	French	Audio Cass.	Braille	Large Print
Alabama	19,681	19,578	27	0	30	6	40
Alaska	4,051	3,957	86	1	2	0	5
Arizona	18,648	17,141	1,215	2	13	2	275
Arkansas	11,205	11,075	113	2	9	2	4
California	68,812	62,288	6,498	4	6	0	16
Colorado	18,426	17,923	470	0	30	1	2
Connecticut	7,557	7,010	524	0	10	0	13
Delaware	1,153	1,123	28	0	0	0	2
District of Columbia	1,612	1,368	72	14	0	0	158
Florida	62,757	61,595	1,038	0	27	28	69
Georgia	41,858	41,638	131	11	23	3	52
Hawaii	2,982	2,981	1	0	0	0	0
Idaho	7,766	7,637	121	1	5	0	2
Illinois	46,525	43,059	3,362	1	44	1	58
Indiana	23,327	23,095	128	5	55	0	44
Iowa	10,061	9,959	87	0	7	0	8
Kansas	7,603	7,342	246	0	3	1	11
Kentucky	27,796	27,524	127	0	21	0	124
Louisiana	13,254	13,191	49	4	5	0	5
Maine	4,567	4,544	11	7	4	0	1
Maryland	16,652	16,524	102	0	8	0	18
Massachusetts	15,631	14,753	850	0	4	4	20
Michigan	43,142	42,623	428	7	19	5	60
Minnesota	16,788	16,595	171	0	13	1	8
Mississippi	16,449	16,370	28	0	13	5	33
Missouri	16,644	16,540	25	3	27	2	47
Montana	4,584	4,545	3	0	12	0	24
Nebraska	5,317	5,298	12	0	5	0	2
Nevada	6,817	6,651	159	0	5	0	2
New Hampshire	3,256	3,222	26	3	1	0	4
New Jersey	15,392	14,258	1,121	8	0	0	5
New Mexico	9,633	9,072	544	0	12	0	5
New York	72,970	66,190	5,065	1,245	389	10	71
North Carolina	31,010	30,588	345	1	54	2	20
North Dakota	2,178	2,151	5	0	21	0	1
Ohio	41,686	41,426	57	13	44	5	141
Oklahoma	14,756	14,528	206	0	6	1	15
Oregon	17,005	16,260	598	3	122	1	21
Pennsylvania	27,994	27,185	597	42	32	0	138
Rhode Island	5,578	5,113	465	0	0	0	0
South Carolina	11,761	11,589	50	0	13	1	108
South Dakota	3,254	3,234	5	0	14	0	1
Tennessee	27,849	27,584	160	5	10	0	90
Texas	100,529	94,552	5,750	3	70	0	154
Utah	9,065	8,964	94	1	3	2	1
Vermont	2,016	2,009	1	0	3	0	3
Virginia	24,511	24,040	186	0	30	0	255
Washington	25,972	25,102	798	1	25	2	44
West Virginia	7,244	7,179	6	0	6	0	53
Wisconsin	18,794	18,355	374	0	46	0	19
Wyoming	2,122	2,075	35	0	11	1	0
American Samoa	114	114	0	0	0	0	0
Fed. Micronesia	42	42	0	0	0	0	0
Guam	436	436	0	0	0	0	0
N. Mariana Islands	161	161	0	0	0	0	0
Palau	92	92	0	0	0	0	0
Puerto Rico	16,595	674	15,921	0	0	0	0
Marshall Islands	85	85	0	0	0	0	0
Virgin Islands	202	186	10	6	0	0	0
US+IAFAS¹	1,033,967	980,393	48,531	1,393	1,312	86	2,252

¹ IAFAS = Insular Areas and Freely Associated States.

Jurisdiction	Number Tested	Language			Other Edition		
		English	Spanish	French	Audio Cass.	Braille	Large Print
Alberta	2,342	2,335	0	3	3	0	1
British Columbia	3,054	3,042	0	7	1	0	4
Manitoba	929	928	0	1	0	0	0
New Brunswick	1,646	1,321	0	271	3	0	51
Newfoundland	291	290	0	1	0	0	0
Northwest Territories	70	70	0	0	0	0	0
Nova Scotia	2,582	2,571	0	5	2	0	4
Ontario	4,267	4,191	0	23	0	0	53
Prince Edward Island	626	625	0	1	0	0	0
Quebec	20	12	0	8	0	0	0
Saskatchewan	2,706	2,670	0	0	27	0	9
Yukon Territory	66	66	0	0	0	0	0
Canada	18,599	18,121	0	320	36	0	122
Federal Corr. Inst.	10,481	8,995	1,464	3	0	0	19
International	611	611	0	0	0	0	0
Michigan Prisons	4,591	4,301	35	0	8	0	247
Overseas: Non-Mil.	357	350	5	0	0	1	1
Overseas: Military	143	143	0	0	0	0	0
CONUS Military	1,136	1,135	1	0	0	0	0
VA Hospitals	14	14	0	0	0	0	0
Federal Contracts	17,333	15,549	1,505	3	8	1	267
Program Total	1,069,899	1,014,063	50,036	1,716	1,356	87	2,641

FIGURE 5: Number of People Who Took Other Editions (Audiocassette, Braille, and Large Print) of the GED Tests, 1989–2001

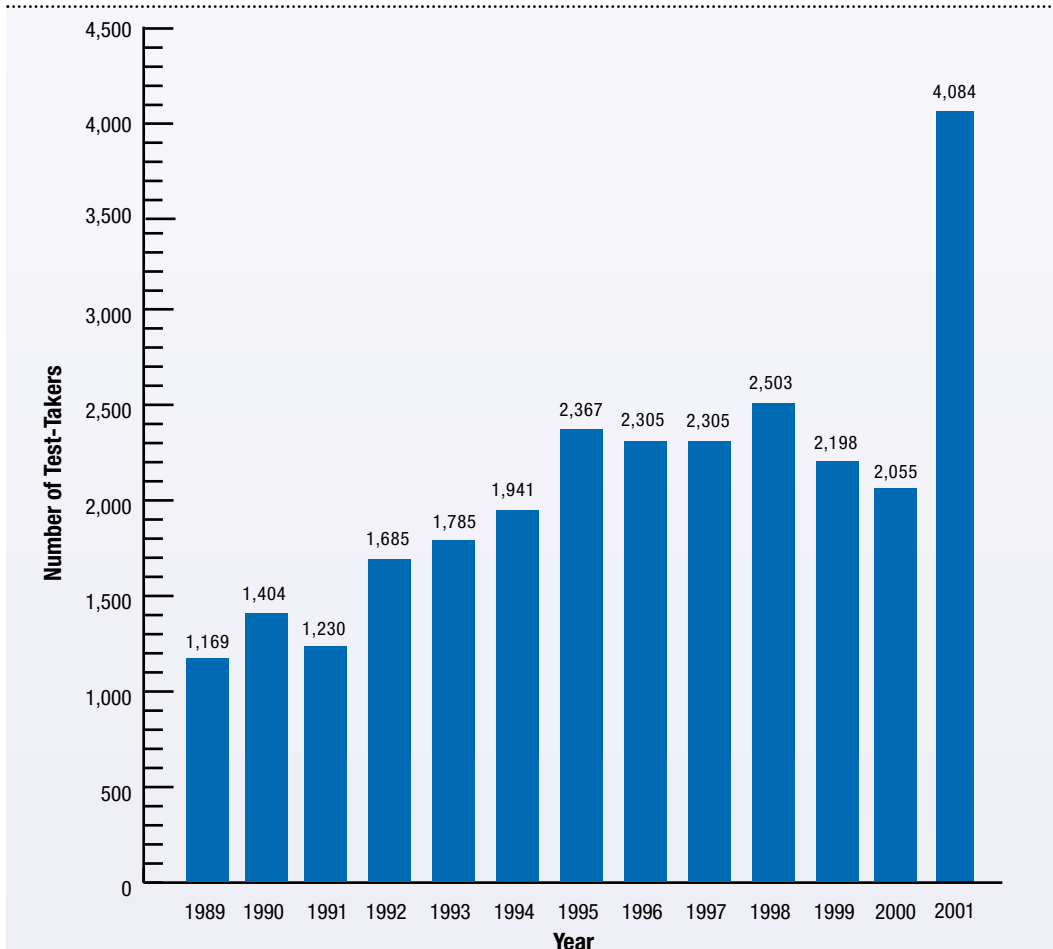


TABLE 5

Number of People Tested, by Edition

More than 50,000 adults took the Spanish-language print edition of the GED Tests in 2001—an increase of nearly 10 percent from 2000 to 2001, with about one in three Spanish-language candidates (31.8 percent) having tested in Puerto Rico. California saw a 56.1 percent increase in the number of its adults taking the Spanish-language edition (4,162 in 2000 and 6,498 in 2001).

Since 1989, the number of adults taking other editions of the GED Tests has more than tripled, rising from 1,169 in 1989 to 4,084 in 2001 (a 249.4 percent increase).

SOURCE: GED Testing Service, American Council on Education.

TABLE 6**Volume of Special Testing Accommodations¹**

► *The number of adults receiving other accommodations in 2001 (i.e., a private room or additional breaks) increased by more than 135 percent from 2000.*

Jurisdiction	Special Testing Accommodations ¹				Requests for SLD Accommodations ²
	Time	Reading Device	Answer Marking	Other	
Alabama	27	17	3	5	37
Alaska	7	6	2	3	12
Arizona	53	30	9	30	81
Arkansas	50	19	16	47	65
California	52	5	8	16	278
Colorado	36	4	3	78	69
Connecticut	68	1	7	136	93
Delaware	1	1	0	1	1
District of Columbia	11	0	3	7	6
Florida	293	7	38	453	205
Georgia	62	0	20	56	88
Hawaii	3	3	3	1	3
Idaho	7	5	0	4	11
Illinois	242	31	62	961	179
Indiana	140	73	47	81	169
Iowa	62	2	4	13	12
Kansas	24	5	4	8	23
Kentucky	82	18	20	66	69
Louisiana	42	8	11	23	41
Maine	45	4	6	15	28
Maryland	94	0	16	115	115
Massachusetts	35	4	10	25	61
Michigan	194	16	27	29	37
Minnesota	61	9	11	41	73
Mississippi	49	2	0	0	77
Missouri	97	63	19	12	137
Montana	12	0	4	12	12
Nebraska	21	7	8	7	23
Nevada	8	0	1	18	9
New Hampshire	31	0	1	9	33
New Jersey	9	0	0	4	6
New Mexico	54	22	15	29	47
New York	1,476	86	789	2,642	1,554
North Carolina	230	0	49	174	78
North Dakota	36	15	5	18	30
Ohio	105	36	26	211	285
Oklahoma	30	11	8	34	54
Oregon	404	99	61	200	267
Pennsylvania	70	31	12	42	52
Rhode Island	69	0	0	1	10
South Carolina	93	26	15	40	106
South Dakota	8	0	0	0	17
Tennessee	43	22	8	24	36
Texas	311	205	34	88	271
Utah	15	0	5	12	28
Vermont	18	6	7	6	14
Virginia	200	147	23	67	277
Washington	183	27	56	66	310
West Virginia	29	12	10	17	27
Wisconsin	185	2	10	27	195
Wyoming	25	10	5	16	4
American Samoa	0	0	0	0	0
Fed. Micronesia	42	0	0	0	0
Guam	0	0	0	0	0
N. Mariana Islands	0	0	0	0	0
Palau	10	0	0	0	0
Puerto Rico	29	0	0	0	0
Marshall Islands	0	0	0	0	0
Virgin Islands	0	0	0	0	0
US+IAFAS³	5,583	1,097	1,501	5,990	5,715

¹ Accommodations to standard testing conditions include extended testing time, use of special reading or optical devices, alternative answer-recording methods, and miscellaneous other adaptations to standard testing conditions. A candidate may be granted a combination of these adaptations as described in the *GED Examiner's Manual* and the *GED Testing Service* brochure, "Accommodating Accommodations."

² These numbers represent requests to jurisdictions for adaptations to standard testing conditions based on specific learning disabilities (SLD).

³ IAFAS = Insular Areas and Freely Associated States.

NOTE: "Special Testing Accommodations" refers to the number of adaptations to standard testing conditions. "SLD Requests" refers to the number of persons requesting accommodations based on specific learning disabilities. Some candidates may require multiple accommodations to be tested fairly. An additional method of accommodation is the use of other editions of the GED Tests—Audiotapes, Braille, and Large Print (please refer to Table 5).

Jurisdiction	Special Testing Accommodations ¹				Requests for SLD Accommodations ²
	Time	Reading Device	Answer Marking	Other	
Alberta	4	0	0	0	3
British Columbia	26	0	3	20	0
Manitoba	15	1	1	2	0
New Brunswick	11	0	3	9	3
Newfoundland	0	0	0	0	0
Northwest Territories	0	0	0	0	0
Nova Scotia	28	1	4	0	28
Ontario	18	3	7	17	24
Prince Edward Island	8	2	2	0	0
Quebec	0	0	0	0	0
Saskatchewan	53	0	3	0	44
Yukon Territory	1	0	1	1	0
Canada	164	7	24	49	102
Federal Corr. Inst.	0	0	0	27	27
International	0	0	0	0	3
Michigan Prisons	692	0	0	648	826
Overseas Bases: Non-Mil.	0	0	0	0	0
Overseas Bases: Military	0	0	0	0	0
CONUS Military	0	0	0	0	0
VA Hospitals	0	0	0	0	0
Federal Contracts	692	0	0	675	856
Program Total	6,439	1,104	1,525	6,714	6,673

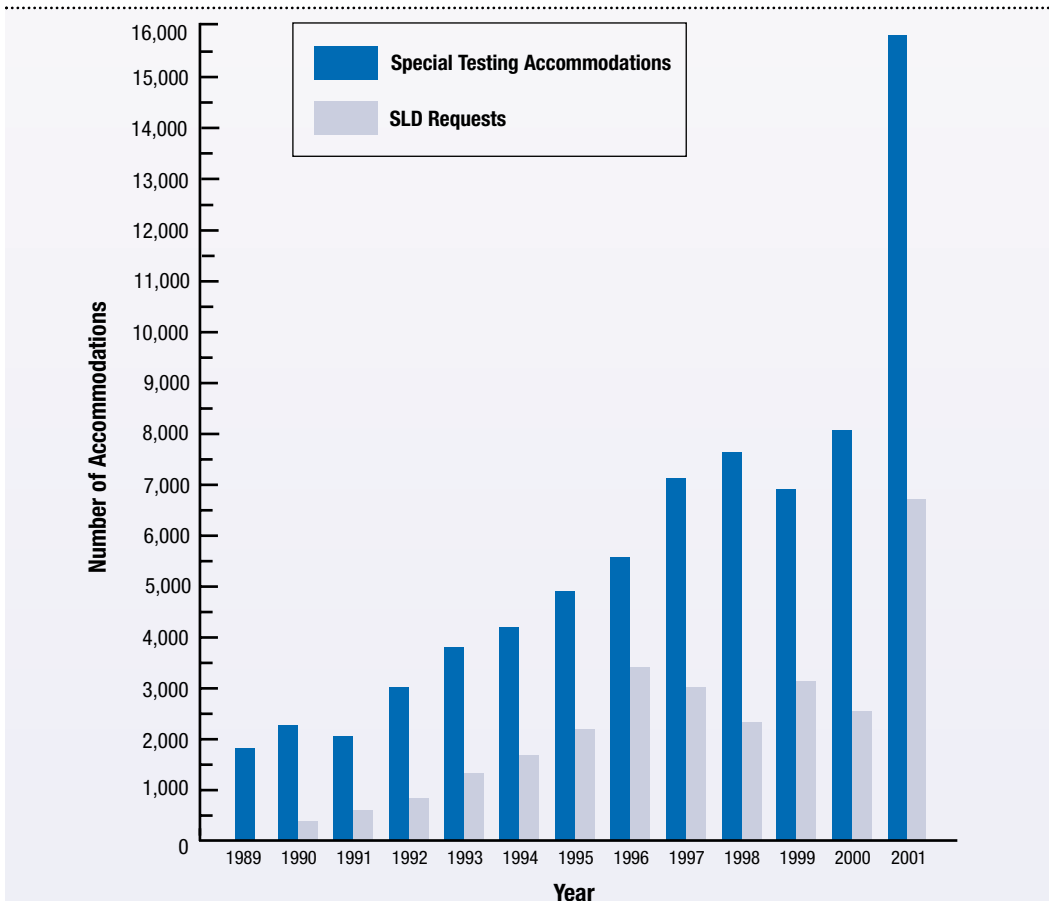
TABLE 6
Volume of Special Testing Accommodations¹

► The overall number of requests for specific learning disability (SLD) accommodations in 2001 increased by 162 percent over 2000.

► Twenty jurisdictions worldwide more than tripled their overall number of SLD requests between 2000 and 2001: Arkansas, California, Connecticut, Illinois, Indiana, Maryland, Massachusetts, Nevada, New Hampshire, New Mexico, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, and Michigan Prisons. New York, the jurisdiction with the largest number of SLD requests, went up by 196 percent.

► The number of adults worldwide (15,782) receiving accommodations in 2001 increased by 95.5 percent from 2000 and by 767 percent from 1989.

FIGURE 6: Number of Special Testing Accommodations (1989–2001) and Number of Persons Requesting SLD Accommodations (1990–2001)



SOURCE: GED Testing Service, American Council on Education.

TABLE 7

Highest Grade Completed

Jurisdiction	Percentage of People Tested Who Completed Grade ¹							Average Grade
	6th	7th	8th	9th	10th	11th	12th	
Alabama	0.1	0.5	2.4	10.1	21.6	32.3	55.6	10.8
Alaska	0.9	1.8	10.8	21.0	28.7	33.2	3.7	9.9
Arizona	1.5	1.2	9.7	18.6	29.4	32.7	6.8	10.0
Arkansas	0.9	2.1	8.6	18.8	30.3	34.2	5.1	10.0
California	14.3	0.9	3.7	10.1	21.7	42.6	6.8	9.8
Colorado	1.0	1.2	7.5	18.3	34.6	34.0	3.4	10.0
Connecticut	1.2	1.2	9.3	21.9	30.1	31.3	5.2	9.9
Delaware	0.8	1.6	14.6	24.3	30.3	26.8	1.6	9.7
District of Columbia	0.9	1.8	7.8	19.7	28.1	34.8	7.0	10.0
Florida	0.7	1.3	8.5	20.0	29.6	33.5	6.3	10.0
Georgia	0.4	1.0	7.1	17.0	44.2	25.7	4.5	10.0
Hawaii	0.6	0.7	6.2	18.2	30.8	37.3	6.3	10.1
Idaho	1.1	1.6	8.1	20.7	31.2	32.0	5.3	10.0
Illinois	1.5	1.3	7.7	17.6	31.0	35.6	5.3	10.0
Indiana	0.5	1.1	8.5	20.2	33.1	32.9	3.7	10.0
Iowa	0.3	1.6	9.1	19.6	33.9	32.7	2.7	9.9
Kansas	0.7	1.0	7.5	20.3	32.8	33.9	3.8	10.0
Kentucky	0.4	1.7	11.6	22.1	31.8	30.6	1.8	9.8
Louisiana	73.7	0.2	13.3	27.4	1.1	22.7	2.8	8.4
Maine	0.8	1.3	10.8	23.4	32.1	28.8	2.9	9.8
Maryland	1.3	2.0	11.0	24.5	30.4	27.8	3.0	9.8
Massachusetts	1.4	1.6	10.1	21.5	31.3	31.1	2.9	9.8
Michigan	0.8	1.5	7.3	18.1	34.8	35.8	1.8	10.0
Minnesota	0.5	0.6	4.4	14.1	31.9	43.4	5.2	10.3
Mississippi	1.2	3.6	12.9	23.4	27.7	26.2	4.8	9.7
Missouri	0.6	1.3	9.6	22.6	33.3	29.2	3.4	9.9
Montana	0.8	1.2	10.4	21.1	31.7	31.5	3.4	9.9
Nebraska	0.7	1.0	7.8	20.5	33.0	32.6	4.4	10.0
Nevada	0.6	0.9	5.0	13.2	30.2	42.7	7.4	10.3
New Hampshire	0.3	1.1	9.2	21.5	33.4	31.5	3.1	9.9
New Jersey	1.0	1.4	7.5	18.6	30.7	32.4	8.3	10.1
New Mexico	2.0	1.2	7.5	20.6	31.1	32.9	4.7	10.0
New York	1.4	1.0	6.9	18.1	29.7	32.9	10.0	10.1
North Carolina	1.6	1.6	11.1	27.0	32.7	24.0	2.1	9.7
North Dakota	0.5	1.0	9.1	23.5	31.5	33.1	1.2	9.9
Ohio	4.9	1.8	17.5	37.4	11.3	19.5	7.6	9.4
Oklahoma	1.2	1.7	10.1	23.0	30.2	30.5	3.2	9.8
Oregon	1.2	1.2	8.0	19.8	31.9	32.4	5.4	10.0
Pennsylvania	3.0	1.1	7.6	20.1	32.1	32.6	3.4	9.9
Rhode Island	1.3	1.5	5.9	20.2	29.4	27.5	14.2	10.1
South Carolina	0.6	1.5	10.6	28.1	31.9	24.4	2.8	9.7
South Dakota	0.5	1.3	12.7	23.8	29.8	29.8	2.1	9.8
Tennessee	0.6	1.5	8.3	19.7	31.9	34.4	3.6	10.0
Texas	15.9	1.8	8.6	19.8	24.3	24.8	5.0	9.3
Utah	0.4	0.6	3.5	11.4	25.6	45.4	13.2	10.5
Vermont	0.7	1.3	10.0	21.6	34.7	29.7	1.9	9.9
Virginia	0.9	2.1	10.6	22.5	30.8	31.3	1.8	9.8
Washington	1.6	1.4	8.2	19.5	30.2	34.1	5.1	10.0
West Virginia	0.8	2.2	11.5	23.4	31.0	29.1	2.1	9.8
Wisconsin	0.6	0.7	6.2	15.3	31.7	42.5	3.1	10.2
Wyoming	0.8	1.3	6.0	15.7	28.1	39.0	9.2	10.2
American Samoa	0.0	0.0	0.0	3.5	7.0	89.5	0.0	10.9
Fed. Micronesia	0.0	0.0	2.4	29.3	36.6	31.7	0.0	10.0
Guam	2.3	0.2	2.3	10.3	28.0	51.7	5.1	10.4
N. Mariana Islands	3.3	1.3	5.9	19.0	34.0	34.0	2.6	9.9
Palau	0.0	2.2	12.0	16.3	32.6	37.0	0.0	9.9
Puerto Rico	1.9	3.6	21.1	26.7	22.2	24.1	0.4	9.4
Marshall Islands	0.0	0.0	5.9	10.6	27.1	37.6	18.8	10.5
Virgin Islands	0.0	2.0	3.5	16.8	21.8	20.8	35.1	10.6
US+IAFAS²	4.0	1.4	8.5	19.6	29.2	31.8	5.4	9.9

¹ Grade completed percentages for each category are calculated by dividing the total number of persons in that category who completed the specified grade by the total number of persons in that category reporting their last grade completed and multiplying the result by 100. This process is used for all similar tables in this report.

² IAFAS = Insular Areas and Freely Associated States.

NOTE: These numbers include both those candidates who did and did not meet the minimum score requirement in each jurisdiction.

Jurisdiction	Percentage of People Tested Who Completed Grade							Average Grade
	6th	7th	8th	9th	10th	11th	12th	
Alberta	0.7	1.4	4.3	15.3	43.8	28.2	6.3	10.1
British Columbia	0.5	1.7	6.0	14.4	43.7	32.2	1.5	10.0
Manitoba	1.8	2.0	9.1	23.9	34.3	26.7	2.2	9.8
New Brunswick	1.0	3.3	7.3	16.0	35.1	27.4	10.0	10.0
Newfoundland	2.1	1.4	9.2	18.1	34.0	31.9	3.2	9.9
Northwest Territories	2.9	4.3	5.7	24.3	30.0	32.9	0.0	9.7
Nova Scotia	2.0	4.2	11.0	25.0	30.7	26.8	0.4	9.6
Ontario	0.2	0.4	6.7	15.1	32.8	38.5	6.3	10.2
Prince Edward Island	2.6	4.1	13.0	23.6	30.2	26.6	0.0	9.5
Quebec	0.0	0.0	0.0	11.1	77.8	11.1	0.0	10.0
Saskatchewan	5.3	2.1	8.8	21.2	38.5	21.0	3.0	9.6
Yukon Territory	3.1	1.5	7.7	16.9	43.1	27.7	0.0	9.8
Canada	1.6	1.9	7.3	17.7	37.3	29.8	4.3	9.9
Federal Corr. Inst.	4.0	3.2	10.5	20.2	26.0	28.0	8.2	9.8
International	NOT REPORTED ³							
Michigan Prisons	2.1	2.9	10.4	22.1	30.6	27.7	4.2	9.8
Overseas Bases: Non-Mil.	0.6	0.0	3.4	10.8	34.1	37.2	13.9	10.5
Overseas Bases: Military	0.0	0.0	3.6	8.7	29.7	47.8	10.1	10.5
CONUS Military	0.1	0.3	3.0	12.3	29.7	49.4	5.3	10.4
VA Hospitals	0.0	0.0	0.0	21.4	21.4	57.1	0.0	10.4
Federal Contracts	3.1	2.8	9.7	19.8	27.7	29.8	7.0	9.8
Program Total	3.9	1.4	8.5	19.6	29.3	31.8	5.4	9.9

TABLE 7

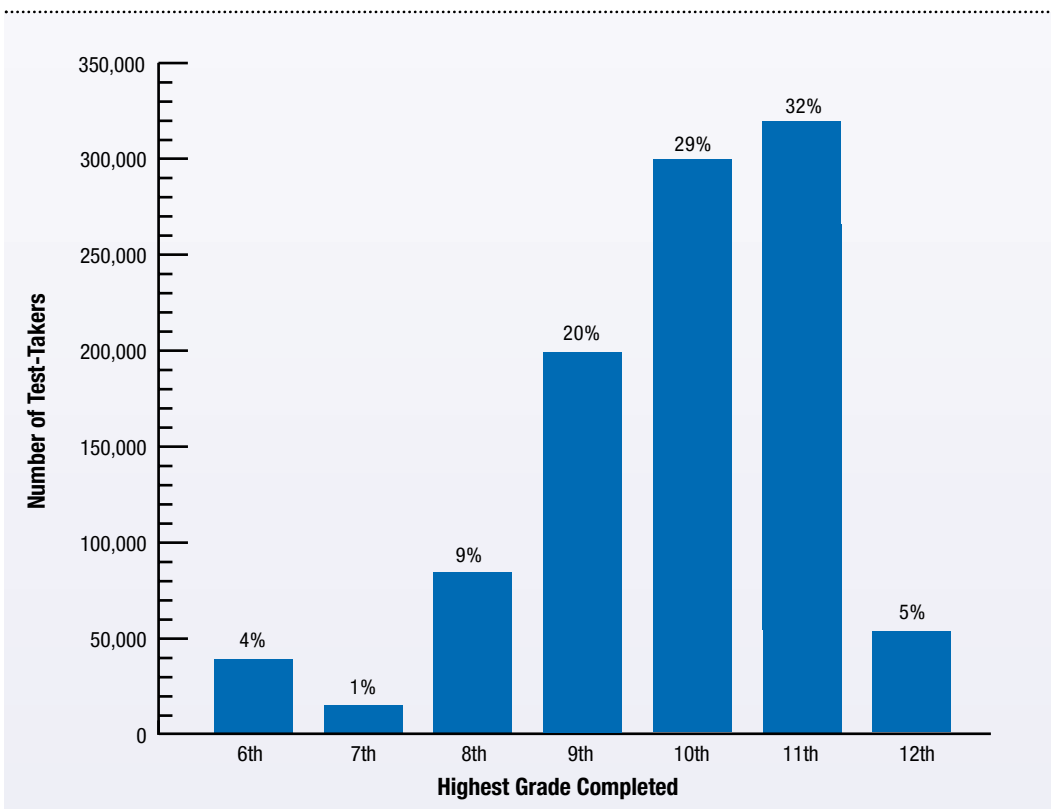
Highest Grade Completed

More than one in three adults (37.2 percent) who took the tests in 2001 reported completing the 11th or 12th grade before leaving high school.

Two of every three adults tested (66.5 percent) reported completing the 10th grade or higher before leaving high school.

The averages of the highest grade completed are almost identical for all three areas (United States and Insular Areas and Freely Associated States, 9.9; Canada, 9.9; and Federal Contracts programs, 9.8). The 9.9 mean value for highest grade completed has remained the same each year since the introduction of the 1988 Series Tests.

FIGURE 7: Number and Percentage of People Who Took the GED Tests in 2001, by Highest Grade Completed



³ Secondary school placement systems in Europe, Asia, the Middle East, and elsewhere are not easily correlated to North American practices.

SOURCE: GED Testing Service, American Council on Education.

TABLE 8

**Additional Data:
Number of
People Tested,
GED Testing
Centers, Active-
Duty Military
Personnel, and
Reasons for
Taking GED Tests**

► Nearly two of every three adults worldwide (65.5 percent) tested in 2001 reported that they took the GED Tests to qualify for further training and education beyond the high school level. Among the three subgroups reported, the percentage who say that varies significantly (in the United States and Insular Areas and Freely Associated States, 65.5 percent; in Canada, 53.2 percent; and in Federal Contracts programs, 77.0 percent). The overall rate is 18 percentage points higher than when this series of tests was introduced in 1988 (47.5 percent).

Jurisdiction	Number Tested	Number of GED Testing Centers	Active-Duty Military Personnel ¹	Reasons for Taking the GED Tests			
				Education		Employment	
				Number	Percent	Number	Percent
Alabama	19,681	52	40	13,885	70.6	6,855	34.8
Alaska	4,051	30	16	1,989	49.1	1,114	27.5
Arizona	18,648	39	16	13,606	73.0	7,363	39.5
Arkansas	11,205	56	67	521	4.6	4,487	40.0
California	68,812	217	49	40,512	58.9	N/A ³	N/A
Colorado	18,426	36	28	12,148	65.9	— ²	—
Connecticut	7,557	25	0	2,697	35.7	4,023	53.2
Delaware	1,153	5	1	877	76.1	293	25.4
District of Columbia	1,612	1	4	1,193	74.0	671	41.6
Florida	62,757	75	164	42,708	68.1	17,581	28.0
Georgia	41,858	54	14	9,054	21.6	8,466	20.2
Hawaii	2,982	13	1	2,193	73.5	807	27.1
Idaho	7,766	9	21	5,315	68.4	2,260	29.1
Illinois	46,525	74	12	34,810	74.8	8,244	17.7
Indiana	23,327	74	143	18,953	81.2	11,042	47.3
Iowa	10,061	15	22	6,917	68.8	2,288	22.7
Kansas	7,603	44	9	5,837	76.8	1,852	24.4
Kentucky	27,796	58	43	22,446	80.8	6,684	24.0
Louisiana	13,254	48	2	10,335	78.0	5,480	41.3
Maine	4,567	86	3	2,163	47.4	1,756	38.4
Maryland	16,652	22	6	16,701	100.0	1,596	9.6
Massachusetts	15,631	33	16	10,157	65.0	2,696	17.2
Michigan	43,142	143	10	23,172	53.7	16,195	37.5
Minnesota	16,788	62	8	11,832	70.5	5,516	32.9
Mississippi	16,449	55	25	11,994	72.9	6,618	40.2
Missouri	16,644	27	12	14,659	88.1	7,453	44.8
Montana	4,584	22	0	3,610	78.8	2,121	46.3
Nebraska	5,317	41	8	4,086	76.8	1,031	19.4
Nevada	6,817	22	13	4,834	70.9	2,250	33.0
New Hampshire	3,256	20	0	2,125	65.3	661	20.3
New Jersey	15,392	27	27	12,758	82.9	5,192	33.7
New Mexico	9,633	26	19	5,692	59.1	2,805	29.1
New York	72,970	90	0	54,503	74.7	19,106	26.2
North Carolina	31,010	77	14	22,778	73.5	1,564	5.0
North Dakota	2,178	20	0	1,066	48.9	679	31.2
Ohio	41,686	82	0	25,804	61.9	6,766	16.2
Oklahoma	14,756	62	20	10,991	74.5	5,405	36.6
Oregon	17,005	42	35	8,803	51.8	4,982	29.3
Pennsylvania	27,994	76	62	6,123	21.9	6,464	23.1
Rhode Island	5,578	12	0	4,116	73.8	872	15.6
South Carolina	11,761	1	0	9,999	85.0	1,169	9.9
South Dakota	3,254	28	10	2,351	72.2	1,831	56.3
Tennessee	27,849	41	13	16,868	60.6	9,556	34.3
Texas	100,529	215	—	76,047	75.6	36,542	36.3
Utah	9,065	21	28	6,730	74.2	2,754	30.4
Vermont	2,016	15	0	1,419	70.4	750	37.2
Virginia	24,511	68	61	17,482	71.3	8,710	35.5
Washington	25,972	57	19	15,850	61.0	6,978	26.9
West Virginia	7,244	56	17	5,088	70.2	3,687	50.9
Wisconsin	18,794	71	12	12,092	64.3	4,034	21.5
Wyoming	2,122	29	0	1,313	61.9	548	25.8
American Samoa	114	1	0	34	29.8	70	61.4
Fed. Micronesia	42	3	0	28	66.7	8	19.0
Guam	436	1	0	266	61.0	155	35.6
N. Mariana Islands	161	1	0	104	64.6	56	34.8
Palau	92	1	0	72	78.3	22	23.9
Puerto Rico	16,595	10	0	7,338	44.2	9,127	55.0
Marshall Islands	85	1	10	71	83.5	35	41.2
Virgin Islands	202	1	0	176	87.1	22	10.9
US+IAFAS*	1,033,967	2,593	1,100	677,291	65.5	277,292	29.3

¹ Persons who defined themselves as "active-duty military" when completing their answer sheet.

² — = data not collected.

³ N/A = not available at time of publication.

* IAFAS = Insular Areas and Freely Associated States.

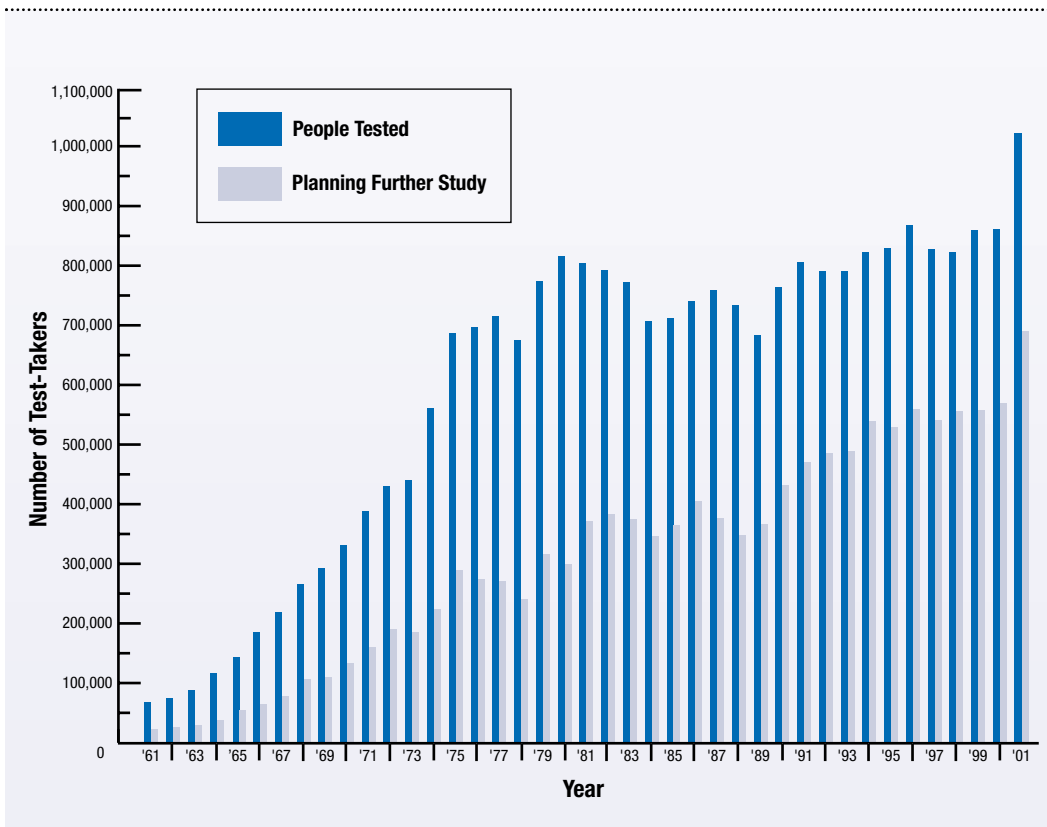
Jurisdiction	Number Tested	Number of GED Testing Centers	Active-Duty Military Personnel ¹	Reasons for Taking the GED Tests			
				Education		Employment	
				Number	Percent	Number	Percent
Alberta	2,342	19	25	1,578	67.4	932	39.8
British Columbia	3,054	1	-	1,643	53.8	1,137	37.2
Manitoba	929	1	2	679	73.1	362	39.0
New Brunswick	1,646	2	19	1,014	61.6	314	19.1
Newfoundland	291	1	0	215	73.9	110	37.8
Northwest Territories	70	2	0	61	87.1	9	12.9
Nova Scotia	2,582	1	12	832	32.2	357	13.8
Ontario	4,267	1	—	—	—	—	—
Prince Edward Island	626	1	1	404	64.5	297	47.4
Quebec	20	1	0	2	10.0	18	90.0
Saskatchewan	2,706	1	0	1,151	42.5	1,317	48.7
Yukon Territory	66	1	0	48	72.7	20	30.3
Canada	18,599	32	59	7,627	53.2	4,873	34.0
Federal Corr. Inst.	10,481	105	8	8,169	77.9	2,504	23.9
International	611	230	0	—	—	—	—
Michigan Prisons	4,591	41	3	3,398	74.0	1,170	25.5
Overseas Bases: Non-Mil. ⁵	357	—	0	288	80.7	97	27.2
Overseas Bases: Military	143	119	142	116	81.1	62	43.4
CONUS Military	1,136	254	1,021	887	78.1	813	71.6
VA Hospitals	14	4	0	12	85.7	3	21.4
Federal Contracts	17,333	753	1,174	12,870	77.0	4,649	27.8
Program Total	1,069,899	3,378	2,333	697,788	65.5	286,814	29.3

TABLE 8
Additional Data: Number of People Tested, GED Testing Centers, Active-Duty Military Personnel, and Reasons for Taking GED Tests

▶ Almost three in 10 adults (29.3 percent) tested in 2001 cited employment as their motivation for taking the GED Tests.

▶ The number of active-duty military personnel tested in the United States and Insular Areas and Freely Associated States increased by 17.4 percent over the number tested in 2000. However, CONUS and Overseas Military (combined categories) saw a 45.6 percent decrease in the number of personnel tested. This decrease was largely due to the elimination of the Great Lakes Navy initiative of 2000.

FIGURE 8: Number of GED Candidates Planning Further Study, Compared with Total Number Tested, 1961–2001



⁵ Centers are the same as those used for overseas military testing.

SOURCE: GED Testing Service, American Council on Education.

TABLE 9

Credentials Issued, 1991 and 1997–2001; Percent Change, 1991–2001; and Cumulative Credentials Issued Since 1971

► Nearly 670,000 adults worldwide passed the GED Tests and earned their jurisdictions' high school credentials in 2001. This number was the largest for any year in the program's 60-year history and exceeded the 1991 total by 37.5 percent.

► By passing the GED Tests, nearly 13.7 million adults have earned their jurisdictions' high school credentials since 1971.

¹ Changes over decade may reflect changes in jurisdiction policies.

² — = These data were not collected, not reported, or calculations were not possible due to missing data.

³ Utah's cumulative number has been revised since the last report.

⁴ Prior to 1998, data for the Federated States of Micronesia, Republic of Palau, and Republic of the Marshall Islands were reported under the category of "Micronesia"; 1997 data for the combined jurisdictions have been reported under the category of "Fed. Micronesia." All three jurisdictions are self-governing and have free-association status with the United States of America.

⁵ IAFAS = Insular Areas and Freely Associated States.

Jurisdiction	Credentials Issued						Percent Change ¹ 1991–2001	Cum. 1971–2001
	1991	1997	1998	1999	2000	2001		
Alabama	8,022	8,039	8,065	6,938	7,092	10,950	36.5	279,646
Alaska	1,623	1,563	1,815	1,982	2,156	2,782	71.4	63,956
Arizona	9,978	9,802	10,514	12,449	9,687	12,986	30.1	250,850
Arkansas	7,891	7,998	8,134	6,839	7,105	9,298	17.8	190,452
California	39,226	37,463	35,654	37,596	34,379	48,374	23.3	594,522
Colorado	6,818	8,168	8,885	9,359	9,875	11,759	72.5	222,811
Connecticut	5,306	4,554	4,789	4,259	3,761	4,651	-12.3	133,272
Delaware	821	747	769	729	661	994	21.1	26,470
District of Columbia	734	827	725	417	495	692	-5.7	32,752
Florida	35,673	39,371	35,530	33,918	29,312	36,198	1.5	825,735
Georgia	15,527	15,577	17,774	19,402	18,703	24,646	58.7	423,084
Hawaii	1,361	1,303	1,333	1,337	1,367	1,813	33.2	44,325
Idaho	983	660	611	567	466	603	-38.7	26,434
Illinois	12,607	0	18,549	19,946	19,629	26,311	108.7	462,758
Indiana	12,520	13,137	12,799	12,509	13,184	17,662	41.1	265,043
Iowa	5,305	5,377	5,448	4,544	4,983	8,259	55.7	151,277
Kansas	5,328	5,835	5,993	6,424	5,830	6,307	18.4	196,159
Kentucky	12,613	10,368	10,196	11,851	13,211	20,689	64.0	347,236
Louisiana	7,305	7,020	6,638	7,677	8,373	9,697	32.7	272,047
Maine	3,423	2,386	2,322	4,034	5,418	6,263	83.0	86,395
Maryland	6,211	5,855	6,446	5,944	6,200	7,998	28.8	203,378
Massachusetts	10,849	8,208	7,873	7,494	8,046	9,753	-10.1	272,384
Michigan	14,111	14,428	12,906	15,915	12,574	26,319	86.5	397,875
Minnesota	6,151	6,535	7,117	7,044	6,885	11,268	83.2	187,280
Mississippi	6,053	4,886	4,186	6,012	6,660	7,254	19.8	196,460
Missouri	8,543	9,789	10,864	10,429	10,411	12,431	45.5	263,328
Montana	1,740	1,903	2,061	2,204	2,411	3,478	99.9	63,208
Nebraska	2,517	2,414	1,934	2,173	2,080	3,264	29.7	70,727
Nevada	2,734	3,931	4,234	3,895	4,121	5,036	84.2	79,008
New Hampshire	2,276	1,616	1,707	1,927	1,995	2,741	20.4	55,787
New Jersey	8,430	8,790	8,097	9,077	8,090	8,563	1.6	333,075
New Mexico	4,161	5,150	4,481	4,854	4,494	7,610	82.9	146,709
New York	32,668	35,425	36,479	37,165	35,302	39,692	21.5	1,145,199
North Carolina	13,331	13,871	14,580	14,525	14,858	22,706	70.3	417,562
North Dakota	858	938	1,013	861	1,028	1,460	70.2	30,605
Ohio	19,969	16,831	16,745	17,108	18,898	28,948	45.0	416,607
Oklahoma	6,293	8,085	7,986	7,895	8,096	10,120	60.8	193,882
Oregon	8,723	7,378	7,718	9,082	8,885	13,087	50.0	224,257
Pennsylvania	20,378	17,440	19,658	17,313	17,487	20,579	1.0	530,803
Rhode Island	2,654	2,592	2,545	2,623	1,907	2,369	-10.7	76,032
South Carolina	6,060	4,801	5,285	5,839	5,654	8,042	32.7	143,234
South Dakota	1,113	1,505	1,552	1,582	1,477	1,961	76.2	42,794
Tennessee	11,759	13,136	13,168	13,510	13,742	18,626	58.4	320,743
Texas	39,944	44,793	47,098	48,410	46,148	53,582	34.1	1,318,540
Utah ³	3,718	4,643	4,878	5,017	5,208	7,119	91.5	61,698
Vermont	1,264	1,310	855	923	1,019	1,415	11.9	36,368
Virginia	10,264	9,132	9,426	10,462	11,386	15,925	55.2	298,454
Washington	9,523	11,853	10,961	13,767	13,061	18,117	90.2	297,401
West Virginia	4,155	4,001	3,658	4,015	3,554	4,848	16.7	144,256
Wisconsin	3,948	7,601	7,888	7,892	8,377	11,167	182.9	206,351
Wyoming	1,304	1,127	1,271	1,194	1,256	1,610	23.5	38,207
American Samoa	0	10	— ²	15	—	57	—	—
Fed. Micronesia ⁴	32	9	—	57	—	11	-65.6	—
Guam	94	159	176	349	221	285	203.2	4,323
N. Mariana Islands	—	17	23	24	26	58	—	148
Palau ⁴	—	—	26	—	37	56	—	—
Puerto Rico	8,947	10,502	14,404	17,055	12,986	6,821	-23.8	237,581
Marshall Islands ⁴	—	—	10	8	58	58	—	134
Virgin Islands	113	115	201	134	195	146	29.2	4,053
US+IAFAS⁵	471,040	470,977	496,053	516,570	500,520	655,514	39.2	13,343,528

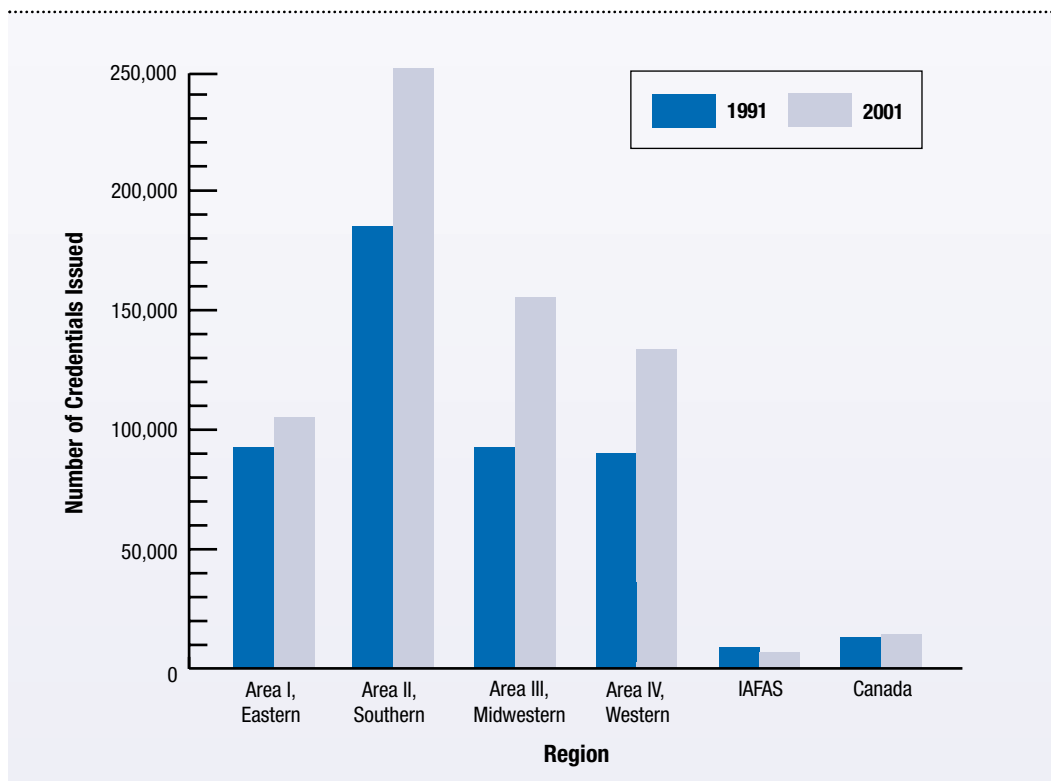
Jurisdiction	Credentials Issued							Percent Change ¹ 1991–2001	Cum. 1971–2001
	1991	1997	1998	1999	2000	2001			
Alberta	2,397	1,401	1,526	1,665	1,738	1,769	-26.2	42,914	
British Columbia	3,258	2,314	2,270	2,199	2,130	2,272	-30.3	89,572	
Manitoba	926	787	610	689	609	677	-26.9	41,721	
New Brunswick ⁶	1,274	757	717	902	935	1,131	-11.2	28,544	
Newfoundland	677	302	171	166	163	201	-70.3	16,670	
Northwest Territories	144	43	57	50	35	44	-69.4	2,237	
Nova Scotia	2,115	1,322	1,215	1,440	1,638	1,957	-7.5	51,550	
Ontario ⁷	—	1,547	1,755	2,154	2,534	3,472	—	12,208	
Prince Edward Island	164	182	236	364	420	482	193.9	7,382	
Quebec	—	—	—	—	—	—	—	—	
Saskatchewan	1,808	1,349	1,539	1,496	1,438	1,839	1.7	57,281	
Yukon Territory	51	56	41	28	43	45	-11.8	1,425	
Canada	12,814	10,060	10,137	11,153	11,683	13,889	8.4	350,911	
Program Total⁸	483,854	481,037	506,190	527,723	512,203	669,403	38.3	13,694,439	

TABLE 9

Credentials Issued, 1991 and 1997–2001; Percent Change, 1991–2001; and Cumulative Credentials Issued Since 1971

► From 1991 to 2001, the annual number of GED credentials awarded has increased by 70 percent or more in 17 jurisdictions: Guam (203.2 percent), Prince Edward Island (193.9 percent), Wisconsin (182.9 percent), Illinois (108.7 percent), Montana (99.9 percent), Utah (91.5 percent), Washington (90.2 percent), Michigan (86.5 percent), Nevada (84.2 percent), Minnesota (83.2 percent), Maine (83.0 percent), New Mexico (82.9 percent), South Dakota (76.2 percent), Colorado (72.5 percent), Alaska (71.4 percent), North Carolina (70.3 percent), and North Dakota (70.2 percent).

FIGURE 9: Changes in a Decade: Number of Credentials Issued in 1991 and 2001, by Region



⁶ Cumulative data for New Brunswick were revised in 1999.

⁷ Ontario initiated GED testing in 1996.

⁸ Candidates tested at Federal Contracts sites receive their GED credentials from their home jurisdictions.

SOURCE: GED Testing Service, American Council on Education.

TABLE 10

Population of Adults Without High School Diplomas, GED Participation Rate, and GED Credentialing Rate, by Jurisdiction

Jurisdiction	Population of Adults Without Diplomas ¹	Number Completing Battery, 2001	Participation Rate (percent) ²	Number of Credentials Issued, 2001	Credentialing Rate (percent) ³
Alabama	936,269	19,681	2.1	10,950	1.2
Alaska	51,195	3,215	6.3	2,782	5.4
Arizona	579,369	18,321	3.2	12,986	2.2
Arkansas	549,931	11,205	2.0	9,298	1.7
California	5,327,621	60,719	1.1	48,374	0.9
Colorado	375,970	12,579	3.3	11,759	3.1
Connecticut	503,961	7,190	1.4	4,651	0.9
Delaware	107,443	1,134	1.1	994	0.9
District of Columbia	125,948	1,596	1.3	692	0.5
Florida	2,541,872	59,507	2.3	36,198	1.4
Georgia	1,329,996	37,889	2.8	24,646	1.9
Hawaii	152,820	2,774	1.8	1,813	1.2
Idaho	138,389	6,509	4.7	603	0.4
Illinois	1,937,684	43,199	2.2	26,311	1.4
Indiana	951,428	23,102	2.4	17,662	1.9
Iowa	380,196	8,447	2.2	8,259	2.2
Kansas	325,477	7,044	2.2	6,307	1.9
Kentucky	909,162	26,646	2.9	20,689	2.3
Louisiana	905,263	13,150	1.5	9,697	1.1
Maine	184,979	3,971	2.1	6,263	3.4
Maryland	754,722	16,272	2.2	7,998	1.1
Massachusetts	882,624	13,425	1.5	9,753	1.1
Michigan	1,515,421	35,008	2.3	26,319	1.7
Minnesota	529,532	13,244	2.5	11,268	2.1
Mississippi	610,713	15,330	2.5	7,254	1.2
Missouri	944,893	16,352	1.7	12,431	1.3
Montana	105,698	4,232	4.0	3,478	3.3
Nebraska	196,144	4,304	2.2	3,264	1.7
Nevada	195,739	6,735	3.4	5,036	2.6
New Hampshire	144,234	3,069	2.1	2,741	1.9
New Jersey	1,324,806	14,812	1.1	8,563	0.6
New Mexico	260,091	8,408	3.2	7,610	2.9
New York	3,301,373	70,682	2.1	39,692	1.2
North Carolina	1,416,966	26,347	1.9	22,706	1.6
North Dakota	97,028	1,757	1.8	1,460	1.5
Ohio	1,851,680	40,686	2.2	28,948	1.6
Oklahoma	560,140	14,373	2.6	10,120	1.8
Oregon	393,844	14,759	3.7	13,087	3.3
Pennsylvania	2,160,811	25,068	1.2	20,579	1.0
Rhode Island	203,614	4,017	2.0	2,369	1.2
South Carolina	763,897	11,718	1.5	8,042	1.1
South Dakota	106,575	2,510	2.4	1,961	1.8
Tennessee	1,144,588	27,460	2.4	18,626	1.6
Texas	3,299,572	90,685	2.7	53,582	1.6
Utah	160,799	8,660	5.4	7,119	4.4
Vermont	76,341	1,654	2.2	1,415	1.9
Virginia	1,099,302	24,310	2.2	15,925	1.4
Washington	583,563	20,882	3.6	18,117	3.1
West Virginia	432,738	7,083	1.6	4,848	1.1
Wisconsin	721,374	13,877	1.9	11,167	1.5
Wyoming	51,995	1,877	3.6	1,610	3.1
American Samoa	11,364	111	1.0	57	0.5
Fed. Micronesia	N/A ⁴	40	— ⁵	11	—
Guam	21,688	436	2.0	285	1.3
N. Mariana Islands	11,025	105	1.0	58	0.5
Palau	3,950	92	2.3	56	1.4
Puerto Rico	1,241,864	16,595	1.3	6,821	0.5
Marshall Islands	N/A	76	—	58	—
Virgin Islands	27,962	202	0.7	146	0.5
US+IAFAS⁶	45,523,643	945,131	2.1	655,514	1.4

¹ Population totals for the United States and Insular Areas and Freely Associated States (IAFAS) are based on 1990 U.S. Census data for persons ages 16 and older, out of school, without high school diplomas (unpublished document tabulated for the U.S. Department of Education by the U.S. Bureau of the Census, 1993). The numbers are estimates from a 20 percent sample of the U.S. population and are derived from the Summary Tape File 3 (STF3), 1990 Census of Population and Housing. Population totals for Canadian jurisdictions are based on 1991 Canada Census data for persons ages 15 and older, out of school, without secondary-level credentials or further training (Statistics Canada, 1991 Canada Census; Cat. No. 93-328, Table 5).

² Participation rate is the number of persons completing the GED battery divided by the population of out-of-school adults without secondary-level (high school) credentials.

³ Credentialing rate is the number of persons issued GED credentials divided by the population of out-of-school adults without secondary-level (high school) credentials.

⁴ N/A = not available.

⁵ — = Not reported, not possible to calculate, or not applicable.

⁶ IAFAS = Insular Areas and Freely Associated States.

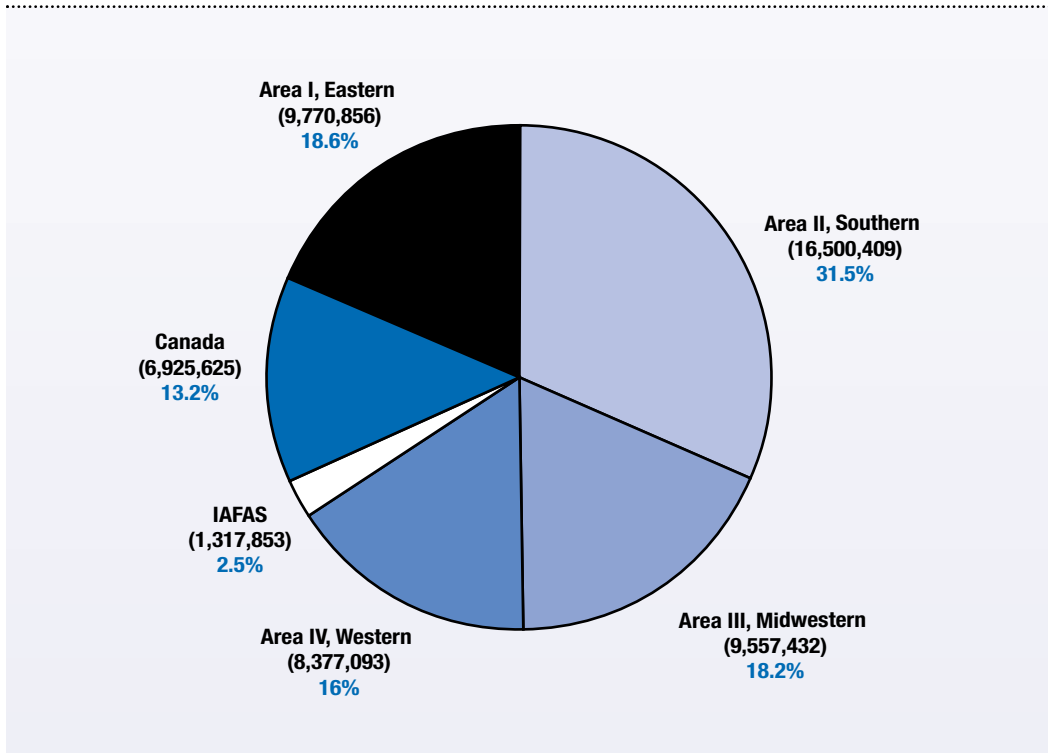
Jurisdiction	Population of Adults Without Diplomas ¹	Number Completing Battery, 2001	Participation Rate (percent) ²	Number of Credentials Issued, 2001	Credentialing Rate (percent) ³
Alberta	573,165	2,273	0.4	1,769	0.3
British Columbia	745,970	2,992	0.4	2,272	0.3
Manitoba	323,970	909	0.3	677	0.2
New Brunswick	218,190	1,619	0.7	1,131	0.5
Newfoundland	182,075	284	0.2	201	0.1
Northwest Territories	14,520	70	0.5	44	0.3
Nova Scotia	256,545	2,537	1.0	1,957	0.8
Ontario	2,399,740	4,215	0.2	3,472	0.1
Prince Edward Island	36,590	619	1.7	482	1.3
Quebec	1,880,525	20	0.0	N/A	N/A
Saskatchewan	289,740	2,621	0.9	1,839	0.6
Yukon Territory	4,595	66	1.4	45	1.0
Canada	6,925,625	18,225	0.3	13,889	0.2
Federal Corr. Inst.	N/A	10,344	—	—	—
International	N/A	561	—	—	—
Michigan Prisons	N/A	3,961	—	—	—
Overseas: Non-Mil.	N/A	338	—	—	—
Overseas: Military	N/A	143	—	—	—
CONUS Military	N/A	1,115	—	—	—
VA Hospitals	N/A	11	—	—	—
Federal Contracts	N/A	16,473	—	—	—
Program Total	52,449,268	979,829	1.9	669,403	1.3

TABLE 10
Population of Adults Without High School Diplomas, GED Participation Rate, and GED Credentialing Rate, by Jurisdiction

► In 2001, an estimated 52 million adults throughout North America lacked high school diplomas. Among the three areas reported, there were more than 44 million in the United States, 1 million in the IAFAS, and about 7 million in Canada.

► In 2001, only 1.9 percent of adults who had not graduated from high school attempted to earn a high school credential by completing the GED Tests. Program-wide, only 1.3 percent of those 52 million adults passed the tests and earned a high school credential in 2001. While the percentage of adults moving forward is low, the percentage of adults who participated in 2001 was the highest in the program's history.

FIGURE 10: Number and Percentage of Adults Without High School Diplomas, by Region¹ (U.S. 1990, Canada 1991)



¹ Please refer to p. 35 for definition of geographic regions.

SOURCE: GED Testing Service, American Council on Education.

TABLE 11

Trends in GED Testing, 1949–2001

► An estimated 15.4 million adults worldwide have passed the GED Tests and earned their jurisdictions' high school credentials since 1949.

¹ The statistics for the 18-year period were estimated by averaging or totaling the available numbers for those years. The percentage of people meeting score requirements in 1949–1953 was estimated by the average percentage in 1954–1959.

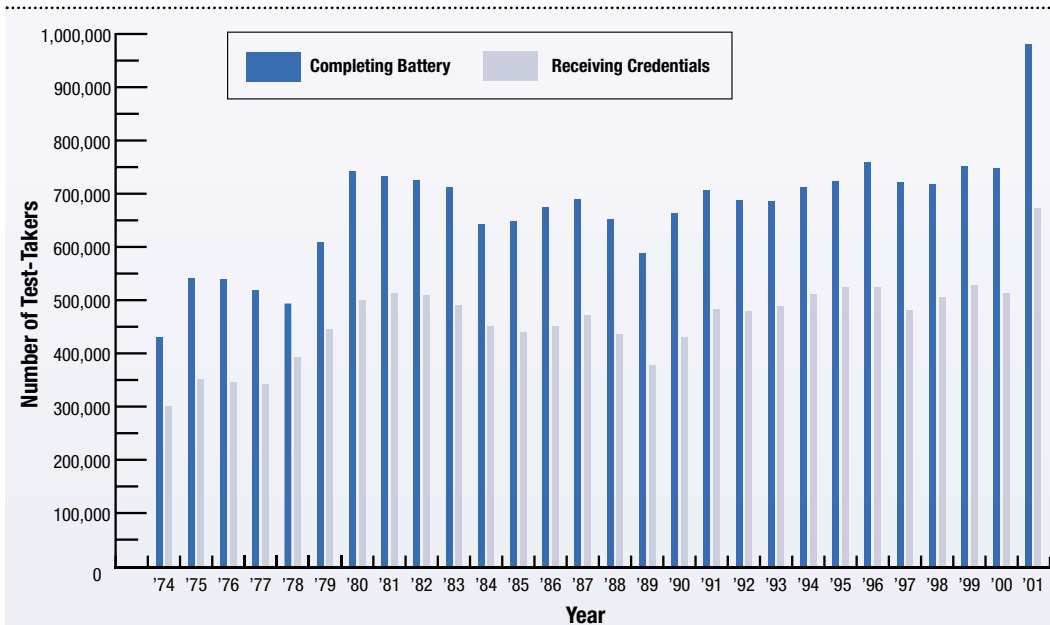
² The numbers of credentials issued in 1949–1970 were estimated by the numbers of all GED candidates who met state score requirements in those years.

³ Numbers of credentials issued in 1991–1995 have been revised since the last report.

SOURCE: GED Testing Service, American Council on Education.

Year	Official GED Testing Centers	Completed Battery	Met Score Requirements	Age	Years of Schooling	Planning Further Study	Credentials Issued	Total Number Tested
	Number	Number	Percent	Average	Average	Percent	Number	
1949-67 ¹	706	—	75.0	28.8	9.9	34.8	1,057,358	1,429,714
1968 ²	1,336	N/A	69.4	29.5	9.7	39.9	184,256	265,499
1969 ²	1,566	N/A	71.7	29.4	9.7	37.3	210,404	293,451
1970 ²	1,711	N/A	70.8	29.1	9.7	40.1	234,726	331,534
1971	1,858	N/A	68.7	28.0	9.8	41.2	231,558	387,733
1972	1,997	N/A	67.4	27.4	9.8	44.3	248,790	430,346
1973	2,135	N/A	68.2	25.1	9.8	42.0	256,905	440,216
1974	2,421	430,253	68.9	27.2	10.7	40.0	300,674	561,203
1975	2,462	541,914	70.2	25.1	10.0	42.1	351,327	687,426
1976	2,549	539,729	67.8	25.4	10.0	39.4	346,490	696,623
1977	2,704	517,847	69.7	25.0	10.0	37.8	342,828	715,116
1978	2,708	495,728	N/A	25.9	9.9	35.6	392,511	674,724
1979	2,799	608,229	68.4	25.3	10.0	40.8	445,426	773,996
1980	2,753	741,601	70.8	25.1	10.0	36.6	500,203	816,176
1981	2,900	732,229	72.1	25.1	9.9	46.1	513,549	804,813
1982	3,046	724,971	73.9	25.1	9.9	48.4	509,155	792,132
1983	3,009	711,946	73.1	25.4	9.8	48.6	490,329	772,080
1984	3,395	641,697	73.0	25.8	9.8	49.1	450,331	707,076
1985	3,371	647,496	72.4	25.8	9.8	51.3	439,922	711,392
1986	3,243	674,430	72.6	26.5	9.9	54.8	451,294	739,683
1987	3,314	690,509	74.1	26.7	9.9	49.7	472,007	758,367
1988	3,450	651,247	72.3	26.7	9.9	47.5	435,318	734,087
1989	3,468	589,002	68.4	26.2	10.0	53.6	376,879	682,728
1990	3,316	662,789	69.9	26.5	9.9	56.5	431,231	763,618
1991	3,445	706,182	71.5	26.4	9.9	58.6	486,771 ³	806,038
1992	3,401	688,582	71.4	26.6	9.9	61.4	482,497 ³	790,565
1993	3,250	685,304	71.4	26.0	9.9	61.7	492,251 ³	790,165
1994	3,300	712,421	73.0	25.6	9.9	65.6	513,413 ³	822,537
1995	3,255	723,899	72.0	25.3	9.9	63.7	524,166 ³	829,904
1996	3,493	758,570	71.7	25.0	9.9	64.4	524,526	867,802
1997	3,287	722,461	68.6	24.7	9.9	65.4	481,037	827,105
1998	3,183	718,464	70.9	24.6	9.9	67.6	506,190	822,181
1999	3,682	751,637	70.2	24.6	9.9	65.0	527,723	860,079
2000	3,350	747,617	69.5	24.7	9.9	66.2	512,203	860,684
2001	3,378	979,829	69.8	25.2	9.9	65.5	669,403	1,069,899
Total		18,796,583					15,393,652	25,316,152

FIGURE 11: Number of GED Candidates Receiving Credentials, Compared with Number Completing the Tests Battery, 1974–2001



Minimum GED Score Standard ²	Percentage of High School Graduates Meeting Standard	Jurisdictions Requiring GED Standard
United States + Insular Areas and Freely Associated States (IAFAS)		
Minimum 40 and Mean 45	67 ³	Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, 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, Wyoming, American Samoa, Commonwealth of the North Mariana Islands, Federated States of Micronesia, Guam, Puerto Rico, Republic of the Marshall Islands, Republic of Palau, Virgin Islands
Minimum 40 and Mean 46	64	Wisconsin
Minimum 45 and Mean 45	—	Florida (effective 7/1/2000)
42 on Test 1, 40 on Tests 2–4, 45 on Test 5, and Mean 45	—	New Jersey
Canada		
Minimum 45 (each test)	66	Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland, Northwest Territories, Nova Scotia, Ontario, Prince Edward Island, Saskatchewan, Yukon Territory
Not Available ⁴		Quebec

TABLE 12

GED Passing Score Requirements:¹ Percentage of High School Graduates Meeting GED Standard and Jurisdictions Requiring GED Standard in 2001

► As a result of the increased passing score requirement in 1997, all GED graduates must now meet a standard that exceeds the performance of at least 33 percent of graduating high school seniors.

¹ Jurisdictional requirements are described in Table 13 and the *GED Examiner's Manual*, Sections 3.8-3 through 3.8-5.

² Each jurisdiction that awards high school equivalency credentials based on the GED Tests establishes its own minimum score requirement. In January 1997, the GED Testing Service raised the minimum score requirement for passing the GED Tests to a minimum of 40 per test and a mean standard score of 45. In the United States, this minimum standard was met by 67 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.

³ 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 1996. 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 1996. This percentage was estimated using a conditional probability method.

⁴ Quebec's requirements are not yet available.

SOURCE: GED Testing Service, American Council on Education.

FIGURE 12: Percentage of High School Graduates Meeting GED Passing Score Requirements in the United States, Insular Areas and Freely Associated States, and Canada

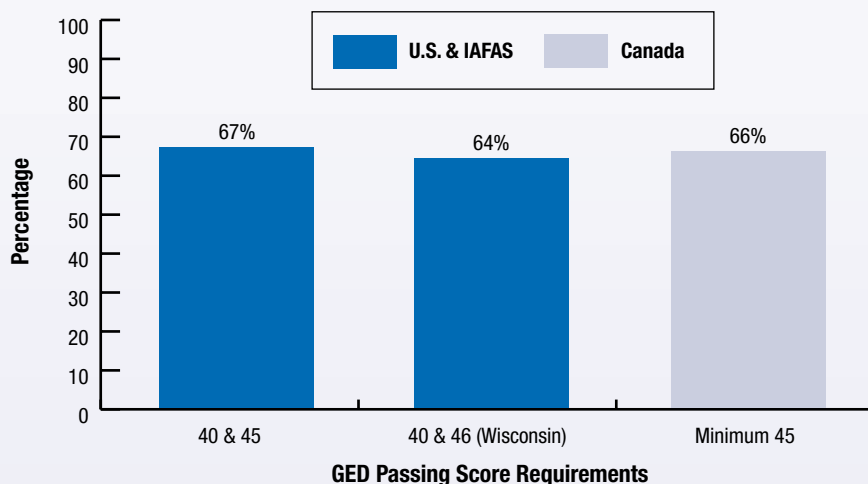


TABLE 13
Policies¹ for Issuing High School Equivalency Credentials Based on GED Tests, by Jurisdiction

Jurisdiction	Minimum Scores ²	Residency Requirements	Testing Fee Per Battery	Minimum Age for Testing ³	Minimum Age for Credential ³
Alabama	40 min & 45 avg	30 days	\$30	18	18
Alaska	40 min & 45 avg	resident	\$25 max.	18	18
Arizona	40 min & 45 avg	none	\$50 max.	18	18
Arkansas	40 min & 45 avg	legal resident	none	16	16
California	40 min & 45 avg	resident or armed forces ¹	varies	18	18
Colorado	40 min & 45 avg	resident or address of record	\$25–\$50	17	17
Connecticut ⁴	40 min & 45 avg	in-state mailing address	\$13 age 21 and over	17	17
Delaware	40 min & 45 avg	resident	\$50	18	18
District of Columbia	40 min & 45 avg	valid ID showing residence	\$30	18	18
Florida	see note ⁵	legal, current resident	\$50 max.	18	18
Georgia	40 min & 45 avg	none	\$45	18	18
Hawaii	40 min & 45 avg	none ¹	\$50	17	17
Idaho	40 min & 45 avg	resident	varies	18	18
Illinois	40 min & 45 avg	30 days	\$25	18	18
Indiana	40 min & 45 avg	30 days	\$40 max.	17	17
Iowa	40 min & 45 avg	none	\$20	17	17
Kansas	40 min & 45 avg	resident or last attended school in state	\$57	18	18
Kentucky	40 min & 45 avg	in-state mailing address	\$30	19	19
Louisiana	40 min & 45 avg	resident	\$30 max.	17	17
Maine	40 min & 45 avg	none	none for residents	18	18
Maryland	40 min & 45 avg	90 days	\$45	16	16
Massachusetts	40 min & 45 avg	resident	\$50	18	18
Michigan	40 min & 45 avg	30 days	varies	18	18
Minnesota	40 min & 45 avg	resident	\$40–\$60	19	19
Mississippi	40 min & 45 avg	30 days or active duty military	\$30	18	18
Missouri	40 min & 45 avg	resident or armed forces	\$27	18	18
Montana	40 min & 45 avg	resident	\$24	17	17
Nebraska	40 min & 45 avg	30 days	\$25–\$50	18	18
Nevada	40 min & 45 avg	residents of adjacent states may test	\$45	18	18
New Hampshire	40 min & 45 avg	resident	\$40	18	18
New Jersey ⁶	see policy listing	not required	\$25	16	16
New Mexico	40 min & 45 avg	resident	varies	17	17
New York	40 min & 45 avg	30 days	none	19	19
North Carolina	40 min & 45 avg	resident or armed forces; see policy ¹	\$7.50	18	18
North Dakota	40 min & 45 avg	none	varies	18	18
Ohio	40 min & 45 avg	resident	\$42	19	19
Oklahoma	40 min & 45 avg	documented resident	varies	18	18
Oregon	40 min & 45 avg	resident or last attended school in state	varies	18	18
Pennsylvania	40 min & 45 avg	resident	varies	18	18
Rhode Island	40 min & 45 avg	resident or armed forces	\$15	18	18
South Carolina	40 min & 45 avg	resident or last attended school in state	\$40–\$80	17	17
South Dakota	40 min & 45 avg	resident or last attended school in state	\$50 max.	18	18
Tennessee	40 min & 45 avg	resident	\$35–\$45	18	18
Texas	40 min & 45 avg	resident	varies	18	18
Utah	40 min & 45 avg	verify residence	\$40	18	18
Vermont	40 min & 45 avg	in-state mailing address	\$35–\$40	18	18
Virginia	40 min & 45 avg	resident	\$35	18	18
Washington	40 min & 45 avg	bona fide resident	\$40 max.	19	19
West Virginia	40 min & 45 avg	30 days	\$33 max.	18	18
Wisconsin	40 min & 46 avg	voting resident or migrant worker	approx. \$40	18.5	18.5
Wyoming	40 min & 45 avg	must physically reside in state	varies	18	18

¹ See jurisdictional requirements in the *GED Examiner's Manual* for exceptions, limitations, and additional fees, or contact the jurisdictional GED Administrator (listing on pages 36–39).

² Minimum scores of “40 and 45” mean that a person must achieve a standard score of at least 40 on each test and must achieve an average standard score of 45 or more on the entire battery.

³ 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 36–39).

⁴ Connecticut offers free GED testing for persons under age 21.

⁵ Effective July 1, 2000, through June 30, 2001, Florida's score requirement is a minimum of 45 on each test.

⁶ New Jersey's requirements are 42 on Test 1, 40 on Tests 2–4, 45 on Test 5, and a total standard score of 225.

Jurisdiction	Minimum Scores ²	Residency Requirements	Testing Fee Per Battery	Min. Age for Testing ³	Min. Age for Credential ³
U.S. Insular Areas and Freely Associated States					
Without Special Conditions					
American Samoa	40 min & 45 avg	bona fide resident	\$20	17	17
Guam	40 min & 45 avg	resident; see policy for exceptions	\$20	18	18
Marshall Islands	40 min & 45 avg	citizen or 30-day resident	\$7.50	17	17
Fed. Micronesia	40 min & 45 avg	citizen or current resident	\$7.50	17	17
N. Mariana Islands	40 min & 45 avg	none	\$25	18	18
Palau	40 min & 45 avg	resident	\$25	17	17
Puerto Rico	40 min & 45 avg	resident or U.S. citizen	none	18	18
Virgin Islands	40 min & 45 avg	see policy	\$25	17	17
Canada					
Alberta	45 minimum	must have Alberta address	\$65–\$120	18	18
British Columbia	45 minimum	resident, citizen or landed immigrant	\$45	19	19
Manitoba	45 minimum	not required	\$65	19	19
New Brunswick	45 minimum	none	\$40	19	19
Newfoundland	45 minimum	resident	\$30	19	19
Northwest Territories	45 minimum	6 months	\$20	18	18
Nova Scotia	45 minimum	not required	\$20 (under review)	19	19
Ontario	45 minimum	resident	\$60	19	19
Prince Edward Island	45 minimum	resident	\$20	19	19
Quebec ⁷	NOT AVAILABLE				
Saskatchewan	45 minimum	resident	\$35	19	19
Yukon	45 minimum	resident	\$25	19	19

TABLE 13

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

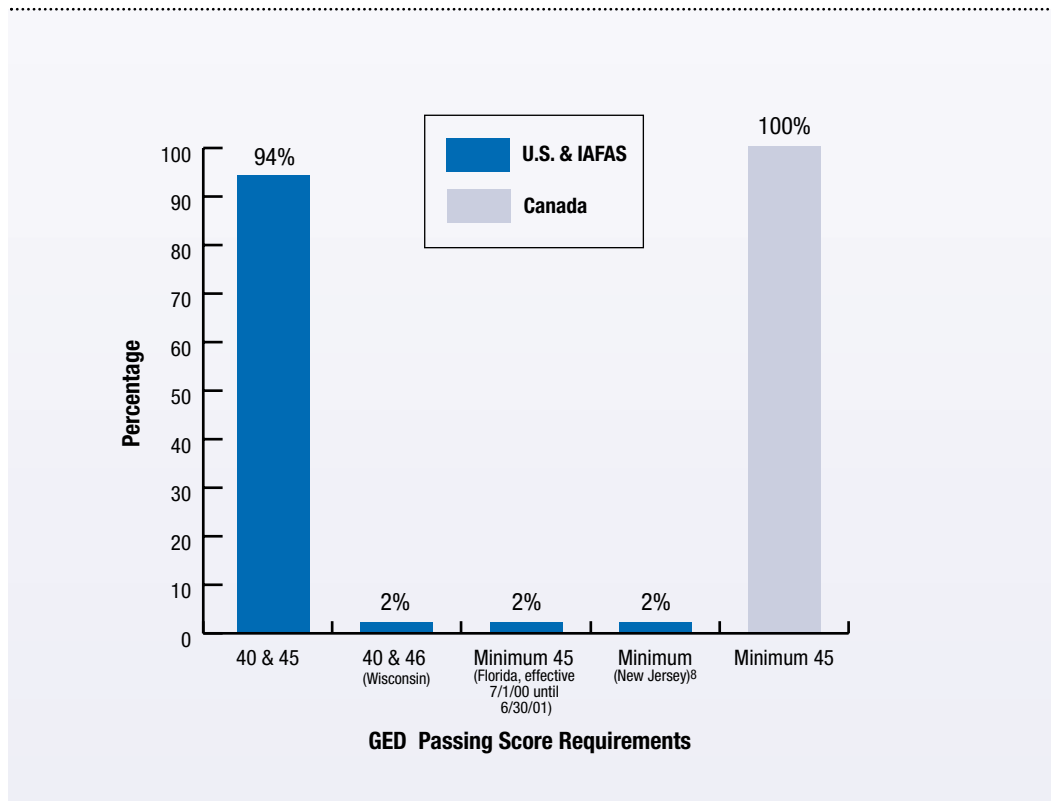
For most U.S. jurisdictions, the minimum age for issuing credentials is 18. In Canada, most jurisdictions set a minimum credentialing age of 19.

Residency and testing fee requirements are established by each jurisdiction.

Only three jurisdictions, all in the United States, regularly test and credential 16-year-olds: Maryland, New Jersey, and the Virgin Islands.

Only three U.S. states and all the Canadian jurisdictions impose a stricter GED passing-score requirement than a 40 minimum and 45 average. Canada and Florida have established a minimum of 45 on each test; New Jersey, 42 on Test 1 and 45 on Test 5; and Wisconsin, 40 minimum on each test and mean battery score of 46.

FIGURE 13: Percentage of Jurisdictions, by Minimum GED Score Requirements, in the United States, Insular Areas and Freely Associated States, and Canada



⁷ Quebec's requirements are not yet available.

⁸ New Jersey's requirements are 42 on Test 1, 40 on Tests 2–4, 45 on Test 5, and a total standard score of 225.

SOURCE: GED Testing Service, American Council on Education.

Appendices

Definition of Geographic Regions

Region	Jurisdictions	
Area I Eastern	Connecticut Delaware District of Columbia Maine Maryland Massachusetts	New Hampshire New Jersey New York Pennsylvania Rhode Island Vermont
Area II Southern	Alabama Arkansas Florida Georgia Kentucky Louisiana Mississippi	North Carolina Oklahoma South Carolina Tennessee Texas Virginia West Virginia
Area III Midwestern	Illinois Indiana Iowa Kansas Michigan Minnesota	Missouri Nebraska North Dakota Ohio South Dakota Wisconsin
Area IV Western	Alaska Arizona California Colorado Hawaii Idaho Montana	Nevada New Mexico Oregon Utah Washington Wyoming
U.S. Insular Areas and Freely Associated States (IAFAS)	American Samoa Federated States of Micronesia Guam Northern Mariana Islands Puerto Rico Republic of Marshall Islands Republic of Palau Virgin Islands	
Canada	Alberta British Columbia Manitoba New Brunswick Newfoundland Northwest Territories	Nova Scotia Ontario Prince Edward Island Quebec Saskatchewan Yukon Territory

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Selected GED Publications

Who Took the GED? GED 2000 Annual Statistical Report (2001) \$15.00; Item 250700.

Who Took the GED? GED 1999 Annual Statistical Report (2000) \$10.00; 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.

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 new GED Tests scheduled for release in January 2002 and synthesizes the standards in each discipline. Includes an Executive Summary, also available online at <http://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 Profiles: Adults in Transition 1990–1994 (1990) \$55.00; Item 250706.

Seven policy-relevant research reports, based on a 1989 survey of GED candidates, cover a range of findings related to educational background and goals; employment status; demographic, economic, and social factors; and performance of GED candidates.

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