ADA American Dental Association®

# Dental Admission Test (DAT)

## User Manual

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# DENTAL ADMISSION TEST (DAT) USER'S MANUAL

## 2025

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# INTRODUCTION

## History of the Dental Admission Test Program

The development of the Dental Admission Test Program began in 1945. At that time, there were 39 accredited dental schools in the United States, and 12,000 students were enrolled. There were three basic reasons for the development of the Dental Aptitude Test Battery, as it was known at that time. One was the high rate of student attrition over the four years of dental school. It was estimated that 20% to 25% of the national first-year class withdrew from dental school before graduation. It was anticipated that the aptitude test data employed by the admission committees in the selection of new students would reduce the number of students withdrawing because of poor scholarship.

Another reason for developing the testing program was that veterans of World War II were beginning to apply to dental school in great numbers, and the schools were concerned at the prospect of making comparisons among educational records that were several years old with the more recent records of non-veterans. It was believed that veterans could be more accurately appraised through the use of both educational records and recent test scores. This leads to the third reason for developing the testing program. The dental school admission officers were aware that the grades from the various high schools and colleges had different meanings with regard to educational achievement, and it was thought that by using a national test, a common yardstick could be used to compare students' achievements.

In 1945, the committee that was developing the Dental Aptitude Test Battery was looking at the possibility of measuring students' ability to read and comprehend, to memorize verbal and visual material, to recognize word meaning, to reason, to visualize patterns, to express information orally, and to demonstrate manual dexterity. The committee was also interested in the possibility of measuring a student's interest, personality, perseverance, and social instincts. To the credit of that committee, the list was greatly reduced when the test battery was made definitive. The Dental Aptitude Test Battery was initiated as an instrument to measure basic abilities in mathematics, verbal reasoning, reading comprehension in the sciences, and academic achievement in the natural sciences. The committee also included tests of object visualization and chalk carving.

With some exceptions, the types of tests given in the testing program have remained rather consistent through the years. In 1972, an organic chemistry test was added to the Survey of the Natural Sciences, and the Chalk Carving Test was replaced by the Perceptual-motor Ability Test. Prior to 1972, the Chalk Carving Test and Space Relations Test provided information related to manual dexterity as well as the ability to visualize in three dimensions. For various reasons, including the difficulty and costliness of administering a manual test on a national basis, the Chalk Carving Test was replaced by the Perceptual-motor Ability Test. Validation studies (Graham, 1972, 1974) comparing Chalk Carving Test scores and paper and pencil Perceptual-motor Ability Test scores with dental school performance in technique courses indicated that the paper and pencil test scores were as valid as the Chalk Carving Test in predicting performance.

Four principles were established as desirable in developing the Perceptual-motor Ability Tests. In short, the tests must be: 1) suitable for group administration, 2) non-manual-performance-based, 3) of high reliability and not subject to practice effects, and 4) ability measures that discriminate between technical and non-technical proficiency. The underlying factor that permitted the replacement of the Chalk Carving Test with the Perceptual-motor Ability Test was that visual perception, when measured reliably through a pencil-and-paper test, would serve as a valid predictor for judging the probability of success in the technique courses required within the dental curriculum.

In 1981, the format of the test was once again changed to include only a test of quantitative reasoning ability, a test to measure reading comprehension ability, a perceptual ability test, and a survey of the natural sciences, which measured achievement in biology, general chemistry, and organic chemistry. The Verbal Reasoning Test was dropped because there had been little evidence of any significant

positive relationship with dental school performance. The two perceptual tests were combined into one, including those parts having the highest positive correlations with technique courses in the annual validity studies.

In October 1988, the score scale that was used to report the results of the DAT was changed from the '-1' to '9' scale to the '1' to '30' scale. The 1 to 30 score scale is based on the log ability scale defined by the Rasch Model (Rasch, 1960, 1980; Wright, 1977; and Wright & Stone, 1979) for dichotomous item responses. Beginning with the October 1988 test administration, results for all tests on the battery except the Reading Comprehension Test were equated to the October 1986 ability scale using the Rasch common item equating procedure. The Reading Comprehension Test could not be equated at that time because all of the items were dependent on a single long passage, which is inappropriate for the common item equating technique. Beginning in March 1989, the format of the Reading Comprehension Test was modified to include three shorter passages with 15 to 20 items associated with each passage. This format allowed for the use of the common item equating technique. Beginning with the October 1989 test administration, all of the reading comprehension scores were equated to the April 1989 ability scale.

Effective March 1, 2025, the DAT Program implemented a new scoring system and scoring model for the DAT. For administrations occurring from March 1, 2025 forward, the DAT's 2-digit score reporting scale (1 to 30) was replaced by a 3-digit reporting scale (200 to 600). Candidates responses were also scored under the 3PL Item Response Theory model, which will be described shortly. This edition of the DAT User's Manual presents information for 2025 DAT attempts that occurred after the implementation of the new scoring system (i.e., attempts occurring from March 1 through December 31, 2025). DTS has developed a concordance table to facilitate comparisons between the old and new reporting scales. The concordance table is available on the DAT website at ADA.org/DATConcordanceTable.

## Content of the Dental Admission Test

There are four individual tests contained in the Dental Admission Test (DAT) battery. The first is the Survey of the Natural Sciences (SNS). The SNS is an achievement test that evaluates examinees' knowledge of material typically taught in undergraduate science courses. The SNS consists of 100 multiple-choice items divided into three sections: 40 items involving basic biology, 30 items involving general chemistry, and 30 items involving organic chemistry. The content specifications for these three sections are listed in Figures 1 through 3.

The second test is the Perceptual Ability Test (PAT). The PAT consists of 90 two-dimensional and three-dimensional problems. The PAT evaluates several of the major factors commonly identified in studies of perceptual or spatial ability (i.e., angle discrimination, block counting, paper folding, form development, and two forms of object visualization). The form development, paper folding, and object visualization factors relate almost exclusively to form perception. It has been demonstrated, especially in industrial psychology, that factors central to one's ability to visually perceive small differences are valuable in selecting applicants who need fine manual dexterity.

The third test is the Reading Comprehension Test (RCT). The RCT consists of 50-items and three reading passages of approximately 1,100-1,400 words each. The topics selected for these passages cover aspects of basic science that are taught in an undergraduate curriculum. Each passage is followed by approximately 15 to 20 items that examine the concepts and ideas developed in the passage.

The fourth test is the Quantitative Reasoning Test (QRT). Prior to 1990, the QRT consisted of 50 items, 30 of which were mathematical problems and 20 of which covered applied mathematics. Beginning in spring 1990, the length of the QRT was reduced to 40 items. The test now consists of 30 mathematical problems and 10 applied mathematics problems. The content specifications for the QRT are listed in Figure 4. The number of items was reduced in order to resolve several issues associated with this test

(Smith, Kramer, & Kubiak, 1989, 1990). In 2016, additional items designed to assess critical thinking skills were incorporated into the QRT. These items involve concepts such as data analysis, interpretation, sufficiency, quantitative comparison, probability, and statistics. There are no advanced mathematics or calculus problems. Knowledge of basic mathematics, algebra, data analysis, interpretation and sufficiency, and probability and statistics required of a first-year college student in preparation for college science courses is assumed by the test.

The four tests in the Dental Admission Test battery take approximately four hours and thirty minutes to complete. Prior to the computerization of the DAT, the written versions were offered twice each year, typically in April and October. The testing period usually started at 8:30 a.m. and ended about 1:00 p.m. With the introduction of the computerized DAT in 1999, the four tests can be taken nearly any day of the year at Prometric Testing Centers located throughout the United States, its territories (including Guam, Puerto Rico, and the Virgin Islands) and select locations in Canada.

## Test Construction

The process of DAT content development occurs continuously. Test items for the Survey of the Natural Sciences and Quantitative Reasoning Test are developed by DAT Test Construction Team (TCT) members who are typically faculty members from accredited colleges and universities. Newly developed items are reviewed by TCTs and pretested in order to garner item performance statistics. After pretesting, the items are reviewed again and revised, if necessary, to ensure they meet established psychometric standards for the test. Perceptual Ability Test and Reading Comprehension Test items are developed by external consultants. These items undergo the same review and pre-testing process outlined above. The pretest items are not included in the scoring of the test.

TCTs are also responsible for selecting the items included on each edition of the test. This determination is based on meeting content specifications and various standards of item quality. Item quality is evaluated by considering an item's performance when administered to examinees. Two statistics in particular are of chief interest: the difficulty of the item and its discrimination index.

Item difficulty is represented by the percent of individuals who answered the item correctly. The difficulty level of the item is thus inversely related to the percentage of examinees who answer the item correctly; as this percentage increases the difficulty of the item decreases. In short, the more examinees who answer an item correctly, the less difficult the item. The recommended item difficulty level range for DAT items is between 40 and 89 percent; mean item difficulties tend toward the upper end of this range.

The discrimination index is essentially a point-biserial correlation coefficient. This index represents the correlation between scores on that item (correct or incorrect) and the total score on that particular test. A low correlation coefficient (e.g., 0.01) would indicate that the average test score of individuals who answered the item correctly was roughly the same as the average score of individuals who answered the item incorrectly. In this case, item performance would be unrelated to overall test performance, thus indicating that the item does not discriminate and should therefore be discarded. A higher correlation coefficient (e.g., 0.45) would indicate that the item can discriminate successfully between high scoring and low scoring examinees. Items with strong discrimination index values make a meaningful contribution to a test's ability to rank order examinees according to the ability being measured, and they also contribute greatly to the reliability of the test.

Items not having satisfactory difficulty levels or discrimination indices are either revised or discarded.

## Scoring the Dental Admission Test

DAT examinees receive scores in the following areas:

- Academic Average
- Survey of the Natural Sciences
- Biology
- General Chemistry
- Organic Chemistry
- Perceptual Ability
- Quantitative Reasoning
- Reading Comprehension

The Academic Average and Survey of Natural Sciences scores are referred to as composite scores because they are calculated using scores from other scales. The Academic Average is the rounded arithmetic mean of the quantitative reasoning, reading comprehension, biology, general chemistry, and organic chemistry scores. The SNS score is the rounded arithmetic mean of the biology, general chemistry, and organic chemistry scores. Rounding occurs to the nearest ten-digit-increment (e.g., a calculated mean of 343 would round to 340).

Except for the above two composite scores, DAT scores are calculated using Item Response Theory (IRT) and the Three-Parameter Logistic model (3-PL Model, Birnbaum 1968). In providing an estimate of candidate skills, the IRT 3-PL Model takes into account the following:

- The difficulty level of each test item
- The quality of each test item (item discrimination)
- The impact of guessing on item performance

The DAT does not penalize candidates for guessing. However, the estimation of a candidate's skills takes into account each items' susceptibility to guessing. This practice increases the precision and accuracy of candidate skill estimation. DTS implements sophisticated psychometric equating procedures that make it possible for DAT users to meaningfully compare the performance of examinees who have completed the DAT, even if examinees have completed examination forms containing different examination questions.

## Sources of Validity Evidence for the Dental Admission Testing Program

For any testing program, validity is the most important consideration. Validity refers to the degree to which logic and evidence support the use of test scores for making critical decisions, such as admission of examinees to dental education programs. National testing standards provide useful guidance to testing organizations that can help improve validation efforts. It is important to follow these standards and provide the corresponding evidence. Sources of validity evidence for the DAT include reliability evidence, content validity evidence, and external correlational evidence.

### Reliability Evidence

Reliability refers to the extent to which test scores are free from random sources of measurement error, providing consistent, stable, and precise measurement (e.g., yielding the same results from one test administration to another). Reliability can be assessed using a variety of methods, each of which is sensitive to different sources of error. For purposes of the DAT Program, a measure of internal consistency reliability, $KR_{20}$, is used for the discipline-based scores, and a composite reliability estimate is calculated for the SNS and Academic Average. Reliability estimates for the DAT score for 2025 are provided below.

DAT Score Reliability
March 1 through December 31, 2025

| Score | Reliability |
|---|---|
| Academic Average | .94 to .95 |
| Survey of the Natural Sciences | .92 to .94 |
| Perceptual Ability Test | .90 to .92 |
| Reading Comprehension Test | .76 to .82 |
| Quantitative Reasoning Test | .79 to .83 |

Note. The table provides the range of reliability coefficients calculated across examination forms.

**Content Validity Evidence**

Content relevance and representativeness, narrowly defined, refers to the quality of the sample of content from a specific content domain. It is based on professional judgments about test content and the content domain. For example, content found in the DAT's Survey of the Natural Sciences covers a content domain that includes general biology, and general and organic chemistry as typically presented in the undergraduate curriculum in predental courses. For the Dental Admission Test battery, content validity evidence is assessed primarily by the evaluation and judgment of TCT members, who are subject matter experts. TCT members judge the appropriateness, relevance, and representativeness of test content relative to the content domain. Reading Comprehension content is developed and reviewed by subject matter experts who typically possess either an advanced degree in English Language Arts or the natural or social sciences.

**External Correlational Evidence**

External correlational evidence is also obtained to determine the extent to which important outcomes can be predicted from test performance. For example, test performance should be related to future performance in dental school. Correlational evidence can also be useful in enhancing one's understanding of the psychological constructs involved, and the relationship among similar and dissimilar constructs as they are assessed via different methods (Messick, 1989, pp. 16-46).

The Department of Testing Services uses meta-analytic techniques to study the relationship between DAT scores and dental school grades. In contrast to the early days of the DAT Program, there are currently far more individuals that complete the DAT, and far more schools with dental education programs. Table 10 presents the corrected correlation coefficients generated from the most recent meta-analysis involving a sampling of these schools. The correlations indicate that DAT scores are positively correlated with performance in the first year of dental school.

## Other Information Available Regarding the Dental Admission Test

A. *Dental Admission Test (DAT) Candidate Guide.* This publication provides policies and procedures related to the administration of the DAT, along with information concerning content specifications and preparation materials.
B. *Dental Admission Test Validity Study 2022-2024 Data*. This is the most recent validity study for the DAT. This study examined the empirical relationship between various predictors (i.e., DAT scores and predental GPAs) and student performance during the first two years of dental school.
C. *Dental Admission Test (DAT) Examinee Information*. This report provides general information concerning the self-reported demographic characteristics of individuals who participated in the testing program. The information is presented at an aggregate level, and includes breakdowns based on the following: gender, ethnicity, parents' income/ occupations/ethnicity, undergraduate major, GPA, and whether the examinee took a review course.

*D.* *The DAT and ADAT Programs: Overview of Policies and Procedures Supporting and Promoting Fairness.* This report describes the policies and procedures undertaken in support of the fairness of the Dental Admission Test (DAT) and the Advanced Dental Admission Test (ADAT).

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**Table 1**
**Dental Admission Test**
**DAT Scores by Reporting Area**
**March 1 through December 31, 2025**

| Score | QRT | RCT | BIO | GCH | OCH | SNS | PAT | AA |
|---|---|---|---|---|---|---|---|---|
| 200 | 0.4% | 0.2% | 0.7% | 1.2% | 0.9% | 0.1% | 0.6% | 0.0% |
| 210 | 0.1% | 0.1% | 0.1% | 0.2% | 0.2% | 0.0% | 0.1% | 0.0% |
| 220 | 0.2% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.2% | 0.0% |
| 230 | 0.1% | 0.2% | 0.2% | 0.2% | 0.2% | 0.2% | 0.3% | 0.0% |
| 240 | 0.2% | 0.1% | 0.2% | 0.3% | 0.2% | 0.3% | 0.3% | 0.1% |
| 250 | 0.3% | 0.1% | 0.3% | 0.4% | 0.3% | 0.4% | 0.4% | 0.2% |
| 260 | 0.2% | 0.2% | 0.5% | 0.4% | 0.4% | 0.5% | 0.5% | 0.2% |
| 270 | 0.3% | 0.2% | 0.5% | 0.6% | 0.6% | 0.7% | 0.6% | 0.2% |
| 280 | 0.4% | 0.2% | 0.9% | 0.9% | 0.7% | 1.0% | 0.8% | 0.5% |
| 290 | 0.5% | 0.4% | 1.2% | 1.2% | 1.0% | 1.0% | 1.1% | 0.7% |
| 300 | 0.8% | 0.6% | 1.6% | 1.6% | 1.3% | 1.4% | 1.5% | 0.9% |
| 310 | 0.9% | 0.7% | 1.9% | 2.0% | 1.9% | 1.9% | 1.6% | 1.2% |
| 320 | 1.4% | 0.8% | 2.4% | 2.4% | 2.4% | 2.2% | 2.2% | 1.7% |
| 330 | 2.0% | 1.2% | 2.9% | 3.0% | 3.2% | 2.9% | 2.5% | 2.1% |
| 340 | 2.7% | 1.7% | 3.5% | 3.8% | 3.9% | 3.8% | 3.1% | 2.9% |
| 350 | 3.6% | 2.1% | 4.2% | 4.3% | 4.5% | 4.5% | 3.7% | 3.7% |
| 360 | 4.8% | 2.6% | 4.8% | 4.9% | 5.3% | 5.0% | 4.4% | 4.9% |
| 370 | 5.7% | 3.4% | 5.4% | 5.6% | 5.6% | 5.6% | 5.1% | 5.6% |
| 380 | 7.2% | 4.7% | 6.2% | 6.4% | 6.4% | 6.2% | 5.9% | 6.6% |
| 390 | 8.4% | 5.6% | 6.1% | 6.6% | 6.6% | 6.7% | 6.4% | 7.1% |
| 400 | 9.6% | 6.3% | 6.6% | 6.6% | 6.7% | 7.0% | 6.7% | 8.5% |
| 410 | 8.8% | 7.4% | 6.9% | 7.1% | 6.6% | 6.8% | 6.8% | 8.4% |
| 420 | 8.8% | 7.9% | 5.9% | 6.3% | 6.1% | 6.8% | 6.2% | 8.3% |
| 430 | 7.0% | 8.6% | 5.7% | 6.2% | 6.0% | 6.4% | 6.3% | 7.3% |
| 440 | 6.1% | 8.0% | 5.5% | 5.8% | 5.3% | 5.8% | 5.5% | 6.3% |
| 450 | 4.8% | 7.1% | 4.6% | 4.7% | 4.7% | 4.5% | 5.0% | 5.4% |
| 460 | 3.5% | 6.1% | 4.1% | 3.7% | 3.9% | 4.0% | 4.3% | 4.4% |
| 470 | 2.8% | 4.7% | 3.4% | 3.3% | 3.1% | 3.2% | 3.6% | 3.3% |
| 480 | 2.3% | 3.9% | 3.1% | 2.7% | 2.7% | 2.6% | 3.2% | 2.6% |
| 490 | 1.6% | 3.9% | 2.1% | 1.5% | 2.0% | 2.2% | 2.6% | 2.2% |
| 500 | 1.0% | 2.3% | 1.7% | 1.3% | 1.5% | 1.6% | 2.0% | 1.5% |
| 510 | 0.9% | 2.0% | 1.5% | 1.0% | 1.1% | 1.2% | 1.5% | 1.1% |
| 520 | 0.5% | 1.4% | 1.0% | 0.8% | 0.8% | 0.9% | 1.2% | 0.6% |
| 530 | 0.4% | 1.5% | 0.8% | 0.7% | 0.8% | 0.7% | 1.0% | 0.5% |
| 540 | 0.3% | 1.6% | 0.6% | 0.2% | 0.6% | 0.5% | 0.7% | 0.4% |
| 550 | 0.2% | 0.8% | 0.3% | 0.2% | 0.3% | 0.4% | 0.5% | 0.3% |
| 560 | 0.2% | 0.5% | 0.4% | 0.5% | 0.2% | 0.4% | 0.4% | 0.1% |
| 570 | 0.1% | 0.2% | 0.1% | 0.2% | 0.3% | 0.2% | 0.3% | 0.1% |
| 580 | 0.2% | 0.3% | 0.4% | 0.4% | 0.4% | 0.1% | 0.2% | 0.0% |
| 590 | 0.3% | 0.2% | 0.7% | 0.1% | 0.1% | 0.1% | 0.2% | 0.0% |
| 600 | 0.4% | 0.1% | 0.9% | 0.5% | 1.0% | 0.0% | 0.5% | 0.0% |
| Mean | 405.32 | 427.69 | 405.32 | 398.76 | 402.09 | 402.08 | 406.84 | 407.84 |
| SD | 54.99 | 57.98 | 67.67 | 65.79 | 66.54 | 60.80 | 66.81 | 51.62 |
| Count* | 17430 | 17430 | 17430 | 17430 | 17430 | 17430 | 17430 | 17430 |

* Number of examinations given to examinees

**Table 2**
**Dental Admission Test**
**Examinee Performance**
**March 1 through December 31, 2025**

| N = 17,430* | Number of Items | Mean | SD |
|---|---|---|---|
| Academic Average | 280 | 407.84 | 51.62 |
| Survey of the Natural Sciences | 100 | 402.08 | 60.80 |
| Biology | 40 | 405.32 | 67.67 |
| General Chemistry | 30 | 398.76 | 65.79 |
| Organic Chemistry | 30 | 402.09 | 66.54 |
| Quantitative Reasoning | 40 | 405.32 | 54.99 |
| Reading Comprehension | 50 | 427.69 | 57.98 |
| Perceptual Ability | 90 | 406.84 | 66.81 |

* Number of examinations given to examinees

**Table 3**
**Correlation Between DAT Scores and First-Year Grades**
**Corrected Correlation Coefficients (Pearson R)**
**Meta-Analysis Results**
**School Year 2022-2024**

| | Biomedical Science | Preclinical Operative Technique | Clinical Science | First Year GPA |
|---|---|---|---|---|
| **Predental GPAs** | | | | |
| Total† | 0.42 | 0.32 | 0.32 | 0.42 |
| Science† | 0.42 | 0.33 | 0.39 | 0.43 |
| **DAT Scores** | | | | |
| Quantitative Reasoning‡ | 0.31 | 0.25 | 0.26 | 0.33 |
| Reading Comprehension‡ | 0.20 | 0.17 | 0.17 | 0.20 |
| Biology‡ | 0.51 | 0.31 | 0.36 | 0.49 |
| General Chemistry‡ | 0.39 | 0.22 | 0.22 | 0.38 |
| Organic Chemistry‡ | 0.44 | 0.26 | 0.29 | 0.44 |
| Survey of the Natural Sciences‡ | 0.59 | 0.37 | 0.39 | 0.58 |
| Perceptual Ability‡ | 0.29 | 0.30 | 0.25 | 0.33 |
| Academic Average‡ | 0.60 | 0.41 | 0.41 | 0.59 |
| **Multiple R** | | | | |
| DAT† | 0.49 | 0.40 | 0.37 | 0.48 |
| DAT and GPAs† | 0.57 | 0.49 | 0.43 | 0.57 |

† Correlation is corrected for unreliability in dental school grades.
‡ Correlation is corrected for range restriction and unreliability in dental school grades.

**Table 4**
**Dental Admission Test**
**DAT Scores for First Time Test Takers and Repeaters**
**March 1 through December 31, 2025**

| Reporting Area | First Time Test Takers | | Repeaters | |
|---|---|---|---|---|
| | Mean | Std. Dev. | Mean | Std. Dev. |
| Quantitative Reasoning | 411.1 | 57.3 | 394.3 | 48.3 |
| Reading Comprehension | 432.5 | 59.0 | 418.5 | 54.7 |
| Biology | 411.4 | 71.8 | 393.6 | 57.1 |
| General Chemistry | 404.9 | 69.2 | 387.0 | 56.8 |
| Organic Chemistry | 409.6 | 70.0 | 387.8 | 56.6 |
| Survey of the Natural Sciences | 408.7 | 64.6 | 389.5 | 50.5 |
| Perceptual Ability | 410.7 | 70.8 | 399.4 | 57.7 |
| Academic Average | 413.9 | 54.8 | 396.3 | 42.5 |

**Table 5**
**Dental Admission Test**
**Quantitative Reasoning by Gender**
**March 1 through December 31, 2025**

| Score | Females | Males | Total | Count |
|---|---|---|---|---|
| 200 | 0.5% | 0.2% | 0.4% | 68 |
| 210 | 0.2% | 0.1% | 0.1% | 25 |
| 220 | 0.2% | 0.0% | 0.2% | 29 |
| 230 | 0.1% | 0.1% | 0.1% | 21 |
| 240 | 0.3% | 0.1% | 0.2% | 40 |
| 250 | 0.3% | 0.1% | 0.3% | 44 |
| 260 | 0.3% | 0.0% | 0.2% | 37 |
| 270 | 0.5% | 0.1% | 0.3% | 60 |
| 280 | 0.5% | 0.2% | 0.4% | 69 |
| 290 | 0.6% | 0.3% | 0.5% | 94 |
| 300 | 1.0% | 0.5% | 0.8% | 147 |
| 310 | 1.1% | 0.5% | 0.9% | 157 |
| 320 | 1.7% | 0.9% | 1.4% | 252 |
| 330 | 2.4% | 1.1% | 2.0% | 344 |
| 340 | 3.2% | 1.7% | 2.7% | 462 |
| 350 | 4.0% | 2.6% | 3.6% | 619 |
| 360 | 5.5% | 3.4% | 4.8% | 828 |
| 370 | 6.5% | 4.3% | 5.7% | 1000 |
| 380 | 8.0% | 5.6% | 7.2% | 1250 |
| 390 | 9.2% | 7.0% | 8.4% | 1465 |
| 400 | 9.8% | 9.3% | 9.6% | 1669 |
| 410 | 9.0% | 8.5% | 8.8% | 1533 |
| 420 | 8.1% | 10.1% | 8.8% | 1535 |
| 430 | 6.7% | 7.6% | 7.0% | 1216 |
| 440 | 5.1% | 8.0% | 6.1% | 1058 |
| 450 | 4.0% | 6.3% | 4.8% | 831 |
| 460 | 2.9% | 4.5% | 3.5% | 605 |
| 470 | 2.3% | 3.6% | 2.8% | 483 |
| 480 | 1.8% | 3.3% | 2.3% | 401 |
| 490 | 1.2% | 2.4% | 1.6% | 276 |
| 500 | 0.7% | 1.6% | 1.0% | 177 |
| 510 | 0.7% | 1.2% | 0.9% | 150 |
| 520 | 0.3% | 0.8% | 0.5% | 86 |
| 530 | 0.2% | 0.7% | 0.4% | 67 |
| 540 | 0.2% | 0.6% | 0.3% | 59 |
| 550 | 0.2% | 0.4% | 0.2% | 43 |
| 560 | 0.1% | 0.4% | 0.2% | 43 |
| 570 | 0.1% | 0.1% | 0.1% | 14 |
| 580 | 0.1% | 0.3% | 0.2% | 28 |
| 590 | 0.2% | 0.5% | 0.3% | 49 |
| 600 | 0.2% | 0.6% | 0.4% | 65 |
| | 65.3% | 34.7% | 100.0% | 17399 |
| Mean | 397.53 | 419.86 | 405.27 | |
| SD | 53.49 | 54.70 | 54.95 | |
| Count* | 11367 | 6032 | 17399 | |

* Number of examinations given to examinees

**Table 6**
**Dental Admission Test**
**Reading Comprehension by Gender**
**March 1 through December 31, 2025**

| Score | Females | Males | Total | Count |
|---|---|---|---|---|
| 200 | 0.2% | 0.2% | 0.2% | 39 |
| 210 | 0.1% | 0.1% | 0.1% | 18 |
| 220 | 0.1% | 0.1% | 0.1% | 23 |
| 230 | 0.2% | 0.1% | 0.2% | 34 |
| 240 | 0.2% | 0.1% | 0.1% | 23 |
| 250 | 0.1% | 0.1% | 0.1% | 22 |
| 260 | 0.2% | 0.2% | 0.2% | 36 |
| 270 | 0.3% | 0.2% | 0.2% | 42 |
| 280 | 0.2% | 0.3% | 0.2% | 43 |
| 290 | 0.4% | 0.3% | 0.4% | 66 |
| 300 | 0.6% | 0.5% | 0.6% | 96 |
| 310 | 0.8% | 0.6% | 0.7% | 128 |
| 320 | 0.9% | 0.8% | 0.8% | 145 |
| 330 | 1.2% | 1.1% | 1.2% | 203 |
| 340 | 1.8% | 1.5% | 1.7% | 293 |
| 350 | 2.3% | 1.7% | 2.1% | 359 |
| 360 | 2.9% | 2.1% | 2.6% | 452 |
| 370 | 3.7% | 3.0% | 3.5% | 601 |
| 380 | 4.7% | 4.5% | 4.6% | 809 |
| 390 | 5.9% | 5.0% | 5.6% | 979 |
| 400 | 6.6% | 5.8% | 6.3% | 1101 |
| 410 | 7.6% | 7.0% | 7.4% | 1287 |
| 420 | 8.4% | 7.0% | 8.0% | 1384 |
| 430 | 8.7% | 8.3% | 8.6% | 1492 |
| 440 | 7.9% | 8.1% | 8.0% | 1387 |
| 450 | 6.7% | 7.8% | 7.1% | 1230 |
| 460 | 5.8% | 6.6% | 6.1% | 1058 |
| 470 | 4.3% | 5.2% | 4.6% | 808 |
| 480 | 3.5% | 4.8% | 3.9% | 686 |
| 490 | 3.5% | 4.5% | 3.9% | 674 |
| 500 | 2.0% | 2.9% | 2.3% | 407 |
| 510 | 1.8% | 2.2% | 2.0% | 341 |
| 520 | 1.3% | 1.6% | 1.4% | 239 |
| 530 | 1.5% | 1.4% | 1.5% | 255 |
| 540 | 1.3% | 2.0% | 1.6% | 271 |
| 550 | 0.8% | 0.8% | 0.8% | 138 |
| 560 | 0.5% | 0.6% | 0.5% | 94 |
| 570 | 0.2% | 0.1% | 0.2% | 27 |
| 580 | 0.3% | 0.2% | 0.3% | 49 |
| 590 | 0.2% | 0.2% | 0.2% | 41 |
| 600 | 0.1% | 0.1% | 0.1% | 19 |
| | 65.3% | 34.7% | 100.0% | 17399 |
| Mean | 424.95 | 432.73 | 427.65 | |
| SD | 57.98 | 57.56 | 57.95 | |
| Count* | 11367 | 6032 | 17399 | |

* Number of examinations given to examinees

**Table 7**
**Dental Admission Test**
**Biology by Gender**
**March 1 through December 31, 2025**

| Score | Females | Males | Total | Count |
|---|---|---|---|---|
| 200 | 0.8% | 0.4% | 0.7% | 114 |
| 210 | 0.2% | 0.0% | 0.1% | 21 |
| 220 | 0.1% | 0.0% | 0.1% | 16 |
| 230 | 0.2% | 0.1% | 0.2% | 32 |
| 240 | 0.3% | 0.2% | 0.2% | 41 |
| 250 | 0.3% | 0.2% | 0.3% | 46 |
| 260 | 0.6% | 0.2% | 0.5% | 84 |
| 270 | 0.6% | 0.4% | 0.5% | 94 |
| 280 | 0.9% | 0.7% | 0.9% | 148 |
| 290 | 1.3% | 1.1% | 1.2% | 212 |
| 300 | 1.7% | 1.2% | 1.6% | 272 |
| 310 | 2.2% | 1.4% | 1.9% | 336 |
| 320 | 2.8% | 1.8% | 2.4% | 420 |
| 330 | 3.2% | 2.5% | 3.0% | 514 |
| 340 | 3.9% | 2.8% | 3.5% | 612 |
| 350 | 4.5% | 3.8% | 4.3% | 740 |
| 360 | 5.2% | 3.9% | 4.8% | 827 |
| 370 | 5.6% | 4.9% | 5.4% | 937 |
| 380 | 6.6% | 5.6% | 6.2% | 1087 |
| 390 | 6.1% | 6.0% | 6.1% | 1059 |
| 400 | 6.8% | 6.2% | 6.6% | 1144 |
| 410 | 6.8% | 7.0% | 6.9% | 1193 |
| 420 | 5.6% | 6.6% | 6.0% | 1036 |
| 430 | 5.6% | 5.9% | 5.7% | 993 |
| 440 | 5.2% | 6.2% | 5.6% | 966 |
| 450 | 4.4% | 5.0% | 4.6% | 805 |
| 460 | 3.9% | 4.5% | 4.1% | 709 |
| 470 | 3.1% | 3.8% | 3.4% | 589 |
| 480 | 2.8% | 3.6% | 3.1% | 534 |
| 490 | 1.7% | 3.0% | 2.1% | 371 |
| 500 | 1.4% | 2.2% | 1.7% | 292 |
| 510 | 1.3% | 1.9% | 1.5% | 258 |
| 520 | 0.9% | 1.2% | 1.0% | 176 |
| 530 | 0.7% | 0.9% | 0.8% | 131 |
| 540 | 0.5% | 0.8% | 0.6% | 107 |
| 550 | 0.3% | 0.3% | 0.3% | 51 |
| 560 | 0.3% | 0.6% | 0.4% | 67 |
| 570 | 0.1% | 0.1% | 0.1% | 19 |
| 580 | 0.3% | 0.7% | 0.4% | 77 |
| 590 | 0.6% | 0.7% | 0.7% | 114 |
| 600 | 0.7% | 1.3% | 0.9% | 155 |
| | 65.3% | 34.7% | 100.0% | 17399 |
| Mean | 399.54 | 416.14 | 405.30 | |
| SD | 66.98 | 67.62 | 67.66 | |
| Count* | 11367 | 6032 | 17399 | |

* Number of examinations given to examinees

**Table 8**
**Dental Admission Test**
**General Chemistry by Gender**
**March 1 through December 31, 2025**

| Score | Females | Males | Total | Count |
|---|---|---|---|---|
| 200 | 1.4% | 0.9% | 1.2% | 211 |
| 210 | 0.2% | 0.2% | 0.2% | 35 |
| 220 | 0.2% | 0.0% | 0.1% | 25 |
| 230 | 0.3% | 0.1% | 0.2% | 42 |
| 240 | 0.4% | 0.1% | 0.3% | 50 |
| 250 | 0.5% | 0.2% | 0.4% | 75 |
| 260 | 0.5% | 0.2% | 0.4% | 71 |
| 270 | 0.7% | 0.4% | 0.6% | 99 |
| 280 | 1.1% | 0.5% | 0.9% | 151 |
| 290 | 1.4% | 0.7% | 1.2% | 203 |
| 300 | 1.9% | 1.0% | 1.6% | 276 |
| 310 | 2.4% | 1.4% | 2.0% | 355 |
| 320 | 2.8% | 1.6% | 2.4% | 421 |
| 330 | 3.6% | 2.0% | 3.0% | 529 |
| 340 | 4.2% | 3.0% | 3.8% | 662 |
| 350 | 4.7% | 3.6% | 4.4% | 758 |
| 360 | 5.4% | 3.9% | 4.9% | 847 |
| 370 | 6.1% | 4.8% | 5.6% | 975 |
| 380 | 6.5% | 6.1% | 6.4% | 1114 |
| 390 | 6.7% | 6.4% | 6.6% | 1151 |
| 400 | 6.6% | 6.5% | 6.6% | 1140 |
| 410 | 7.0% | 7.3% | 7.1% | 1235 |
| 420 | 6.0% | 6.9% | 6.3% | 1101 |
| 430 | 5.8% | 6.9% | 6.2% | 1074 |
| 440 | 5.2% | 7.0% | 5.8% | 1007 |
| 450 | 4.4% | 5.3% | 4.7% | 814 |
| 460 | 3.2% | 4.7% | 3.7% | 647 |
| 470 | 2.7% | 4.3% | 3.3% | 573 |
| 480 | 2.2% | 3.6% | 2.7% | 467 |
| 490 | 1.3% | 1.9% | 1.5% | 261 |
| 500 | 1.1% | 1.7% | 1.3% | 228 |
| 510 | 0.8% | 1.3% | 1.0% | 167 |
| 520 | 0.5% | 1.3% | 0.8% | 139 |
| 530 | 0.6% | 1.0% | 0.7% | 125 |
| 540 | 0.1% | 0.4% | 0.2% | 38 |
| 550 | 0.2% | 0.3% | 0.2% | 38 |
| 560 | 0.4% | 0.7% | 0.5% | 93 |
| 570 | 0.2% | 0.2% | 0.2% | 30 |
| 580 | 0.3% | 0.5% | 0.4% | 62 |
| 590 | 0.1% | 0.2% | 0.1% | 24 |
| 600 | 0.4% | 0.7% | 0.5% | 86 |
| | 65.3% | 34.7% | 100.0% | 17399 |
| Mean | 391.32 | 412.63 | 398.71 | |
| SD | 65.53 | 64.06 | 65.81 | |
| Count* | 11367 | 6032 | 17399 | |

* Number of examinations given to examinees

**Table 9**
**Dental Admission Test**
**Organic Chemistry Gender**
**March 1 through December 31, 2025**

| Score | Females | Males | Total | Count |
|---|---|---|---|---|
| 200 | 1.1% | 0.6% | 0.9% | 160 |
| 210 | 0.2% | 0.1% | 0.2% | 37 |
| 220 | 0.1% | 0.1% | 0.1% | 23 |
| 230 | 0.3% | 0.1% | 0.2% | 40 |
| 240 | 0.2% | 0.1% | 0.2% | 35 |
| 250 | 0.3% | 0.1% | 0.3% | 46 |
| 260 | 0.5% | 0.3% | 0.4% | 76 |
| 270 | 0.7% | 0.3% | 0.6% | 100 |
| 280 | 0.9% | 0.4% | 0.7% | 123 |
| 290 | 1.1% | 0.8% | 1.0% | 173 |
| 300 | 1.5% | 1.0% | 1.3% | 231 |
| 310 | 2.3% | 1.1% | 1.9% | 331 |
| 320 | 2.9% | 1.6% | 2.4% | 423 |
| 330 | 3.7% | 2.3% | 3.2% | 559 |
| 340 | 4.4% | 2.9% | 3.9% | 676 |
| 350 | 4.7% | 3.9% | 4.5% | 775 |
| 360 | 5.6% | 4.6% | 5.2% | 912 |
| 370 | 6.2% | 4.5% | 5.6% | 976 |
| 380 | 6.9% | 5.5% | 6.4% | 1111 |
| 390 | 6.6% | 6.6% | 6.6% | 1151 |
| 400 | 6.7% | 6.5% | 6.6% | 1157 |
| 410 | 6.5% | 6.8% | 6.6% | 1151 |
| 420 | 6.0% | 6.2% | 6.1% | 1055 |
| 430 | 5.8% | 6.2% | 5.9% | 1035 |
| 440 | 5.0% | 6.0% | 5.3% | 930 |
| 450 | 4.2% | 5.8% | 4.7% | 822 |
| 460 | 3.5% | 4.6% | 3.9% | 676 |
| 470 | 2.8% | 3.7% | 3.1% | 536 |
| 480 | 2.2% | 3.6% | 2.7% | 474 |
| 490 | 1.6% | 2.9% | 2.0% | 355 |
| 500 | 1.2% | 2.1% | 1.5% | 266 |
| 510 | 0.9% | 1.6% | 1.1% | 197 |
| 520 | 0.6% | 1.1% | 0.8% | 140 |
| 530 | 0.6% | 1.2% | 0.8% | 139 |
| 540 | 0.5% | 0.9% | 0.6% | 110 |
| 550 | 0.2% | 0.5% | 0.3% | 60 |
| 560 | 0.2% | 0.3% | 0.2% | 41 |
| 570 | 0.1% | 0.5% | 0.3% | 44 |
| 580 | 0.3% | 0.5% | 0.4% | 64 |
| 590 | 0.0% | 0.1% | 0.1% | 9 |
| 600 | 0.7% | 1.6% | 1.0% | 180 |
| | 65.3% | 34.7% | 100.0% | 17399 |
| Mean | 394.53 | 416.31 | 402.08 | |
| SD | 65.10 | 66.94 | 66.55 | |
| Count* | 11367 | 6032 | 17399 | |

* Number of examinations given to examinees

**Table 10**
**Dental Admission Test**
**Survey of the Natural Sciences by Gender**
**March 1 through December 31, 2025**

| Score | Females | Males | Total | Count |
|---|---|---|---|---|
| 200 | 0.1% | 0.1% | 0.1% | 15 |
| 210 | 0.1% | 0.0% | 0.0% | 8 |
| 220 | 0.1% | 0.0% | 0.1% | 17 |
| 230 | 0.2% | 0.1% | 0.2% | 30 |
| 240 | 0.4% | 0.2% | 0.3% | 54 |
| 250 | 0.4% | 0.2% | 0.4% | 62 |
| 260 | 0.6% | 0.3% | 0.5% | 84 |
| 270 | 0.9% | 0.4% | 0.7% | 122 |
| 280 | 1.2% | 0.7% | 1.0% | 182 |
| 290 | 1.2% | 0.7% | 1.0% | 181 |
| 300 | 1.7% | 1.0% | 1.4% | 250 |
| 310 | 2.3% | 1.2% | 1.9% | 330 |
| 320 | 2.6% | 1.5% | 2.2% | 387 |
| 330 | 3.4% | 2.1% | 2.9% | 505 |
| 340 | 4.1% | 3.1% | 3.8% | 655 |
| 350 | 5.0% | 3.5% | 4.5% | 777 |
| 360 | 5.6% | 4.0% | 5.0% | 872 |
| 370 | 6.1% | 4.8% | 5.6% | 976 |
| 380 | 6.6% | 5.6% | 6.2% | 1085 |
| 390 | 6.8% | 6.7% | 6.7% | 1174 |
| 400 | 7.1% | 6.9% | 7.0% | 1217 |
| 410 | 6.7% | 7.1% | 6.8% | 1188 |
| 420 | 6.4% | 7.3% | 6.7% | 1174 |
| 430 | 6.2% | 6.7% | 6.4% | 1107 |
| 440 | 5.4% | 6.7% | 5.8% | 1012 |
| 450 | 4.3% | 5.0% | 4.5% | 789 |
| 460 | 3.6% | 4.7% | 4.0% | 692 |
| 470 | 2.5% | 4.3% | 3.2% | 551 |
| 480 | 2.3% | 3.1% | 2.6% | 450 |
| 490 | 1.8% | 2.9% | 2.2% | 375 |
| 500 | 1.1% | 2.5% | 1.6% | 278 |
| 510 | 0.9% | 1.7% | 1.2% | 208 |
| 520 | 0.7% | 1.3% | 0.9% | 162 |
| 530 | 0.5% | 1.1% | 0.7% | 126 |
| 540 | 0.4% | 0.8% | 0.5% | 93 |
| 550 | 0.3% | 0.6% | 0.4% | 69 |
| 560 | 0.3% | 0.6% | 0.4% | 68 |
| 570 | 0.1% | 0.2% | 0.2% | 30 |
| 580 | 0.1% | 0.1% | 0.1% | 23 |
| 590 | 0.1% | 0.2% | 0.1% | 18 |
| 600 | 0.0% | 0.0% | 0.0% | 3 |
| | 65.3% | 34.7% | 100.0% | 17399 |
| Mean | 395.17 | 415.00 | 402.05 | |
| SD | 60.05 | 60.11 | 60.80 | |
| Count* | 11367 | 6032 | 17399 | |

* Number of examinations given to examinees

**Table 11**
**Dental Admission Test**
**Perceptual Ability by Gender**
**March 1 through December 31, 2025**

| Score | Females | Males | Total | Count |
|---|---|---|---|---|
| 200 | 0.7% | 0.6% | 0.6% | 111 |
| 210 | 0.1% | 0.1% | 0.1% | 25 |
| 220 | 0.3% | 0.1% | 0.2% | 38 |
| 230 | 0.4% | 0.2% | 0.3% | 52 |
| 240 | 0.3% | 0.3% | 0.3% | 58 |
| 250 | 0.4% | 0.3% | 0.4% | 69 |
| 260 | 0.6% | 0.4% | 0.5% | 94 |
| 270 | 0.7% | 0.4% | 0.6% | 106 |
| 280 | 0.9% | 0.6% | 0.8% | 139 |
| 290 | 1.3% | 0.8% | 1.1% | 192 |
| 300 | 1.8% | 0.9% | 1.5% | 254 |
| 310 | 1.8% | 1.1% | 1.6% | 275 |
| 320 | 2.5% | 1.6% | 2.2% | 378 |
| 330 | 2.9% | 1.8% | 2.5% | 438 |
| 340 | 3.6% | 2.3% | 3.1% | 542 |
| 350 | 4.0% | 3.2% | 3.7% | 647 |
| 360 | 4.8% | 3.7% | 4.4% | 773 |
| 370 | 5.7% | 4.1% | 5.1% | 895 |
| 380 | 6.5% | 4.9% | 5.9% | 1034 |
| 390 | 6.6% | 5.9% | 6.4% | 1105 |
| 400 | 7.2% | 5.7% | 6.6% | 1156 |
| 410 | 7.0% | 6.4% | 6.8% | 1181 |
| 420 | 6.2% | 6.3% | 6.2% | 1083 |
| 430 | 6.0% | 6.7% | 6.3% | 1089 |
| 440 | 5.2% | 5.9% | 5.5% | 950 |
| 450 | 4.7% | 5.6% | 5.0% | 873 |
| 460 | 4.0% | 4.9% | 4.3% | 742 |
| 470 | 3.1% | 4.5% | 3.6% | 619 |
| 480 | 2.8% | 3.9% | 3.2% | 553 |
| 490 | 2.1% | 3.7% | 2.6% | 457 |
| 500 | 1.5% | 2.8% | 2.0% | 342 |
| 510 | 1.1% | 2.5% | 1.6% | 270 |
| 520 | 0.8% | 1.9% | 1.2% | 210 |
| 530 | 0.6% | 1.6% | 0.9% | 165 |
| 540 | 0.5% | 1.1% | 0.7% | 124 |
| 550 | 0.3% | 0.9% | 0.5% | 93 |
| 560 | 0.3% | 0.6% | 0.4% | 68 |
| 570 | 0.2% | 0.4% | 0.3% | 44 |
| 580 | 0.2% | 0.4% | 0.2% | 43 |
| 590 | 0.1% | 0.3% | 0.2% | 27 |
| 600 | 0.3% | 0.9% | 0.5% | 85 |
| | 65.3% | 34.7% | 100.0% | 17399 |
| Mean | 399.09 | 421.39 | 406.82 | |
| SD | 64.45 | 68.79 | 66.83 | |
| Count* | 11367 | 6032 | 17399 | |

* Number of examinations given to examinees

**Table 12**
**Dental Admission Test**
**Academic Average by Gender**
**March 1 through December 31, 2025**

| Score | Females | Males | Total | Count |
|---|---|---|---|---|
| 200 | 0.0% | 0.0% | 0.0% | 1 |
| 210 | 0.0% | 0.0% | 0.0% | 0 |
| 220 | 0.0% | 0.0% | 0.0% | 2 |
| 230 | 0.0% | 0.0% | 0.0% | 3 |
| 240 | 0.1% | 0.1% | 0.1% | 16 |
| 250 | 0.2% | 0.1% | 0.2% | 31 |
| 260 | 0.2% | 0.1% | 0.2% | 34 |
| 270 | 0.3% | 0.1% | 0.2% | 35 |
| 280 | 0.6% | 0.3% | 0.5% | 87 |
| 290 | 0.8% | 0.3% | 0.7% | 115 |
| 300 | 1.1% | 0.7% | 0.9% | 165 |
| 310 | 1.5% | 0.6% | 1.2% | 209 |
| 320 | 2.1% | 1.1% | 1.7% | 301 |
| 330 | 2.5% | 1.2% | 2.1% | 361 |
| 340 | 3.5% | 1.9% | 2.9% | 509 |
| 350 | 4.3% | 2.7% | 3.7% | 650 |
| 360 | 5.5% | 3.8% | 4.9% | 852 |
| 370 | 6.3% | 4.5% | 5.6% | 982 |
| 380 | 7.2% | 5.6% | 6.6% | 1152 |
| 390 | 7.5% | 6.4% | 7.1% | 1241 |
| 400 | 8.7% | 8.0% | 8.4% | 1470 |
| 410 | 8.3% | 8.6% | 8.4% | 1467 |
| 420 | 8.0% | 8.9% | 8.3% | 1448 |
| 430 | 6.7% | 8.3% | 7.3% | 1264 |
| 440 | 5.9% | 7.1% | 6.3% | 1095 |
| 450 | 4.8% | 6.4% | 5.3% | 928 |
| 460 | 3.9% | 5.4% | 4.4% | 769 |
| 470 | 2.8% | 4.1% | 3.3% | 570 |
| 480 | 2.2% | 3.5% | 2.6% | 459 |
| 490 | 1.8% | 3.0% | 2.2% | 384 |
| 500 | 1.1% | 2.2% | 1.5% | 257 |
| 510 | 0.9% | 1.7% | 1.1% | 198 |
| 520 | 0.4% | 1.0% | 0.6% | 103 |
| 530 | 0.4% | 0.8% | 0.5% | 93 |
| 540 | 0.3% | 0.5% | 0.4% | 63 |
| 550 | 0.2% | 0.5% | 0.3% | 46 |
| 560 | 0.1% | 0.2% | 0.1% | 26 |
| 570 | 0.0% | 0.1% | 0.1% | 10 |
| 580 | 0.0% | 0.0% | 0.0% | 3 |
| 590 | 0.0% | 0.0% | 0.0% | 0 |
| 600 | 0.0% | 0.0% | 0.0% | 0 |
| | 65.3% | 34.7% | 100.0% | 17399 |
| Mean | 401.56 | 419.57 | 407.80 | |
| SD | 50.97 | 50.78 | 51.62 | |
| Count* | 11367 | 6032 | 17399 | |

* Number of examinations given to examinees

**Table 13**
**Dental Admission Test**
**Quantitative Reasoning by Ethnicity**
**March 1 through December 31, 2025**

| Score | American Indian | Asian | Native Hawaiian | Black | Multi | White | Total | Count |
|---|---|---|---|---|---|---|---|---|
| 200 | 0.8% | 0.1% | 0.0% | 1.1% | 0.3% | 0.3% | 0.3% | 40 |
| 210 | 0.0% | 0.1% | 0.0% | 0.8% | 0.1% | 0.1% | 0.2% | 21 |
| 220 | 0.0% | 0.1% | 0.0% | 0.7% | 0.1% | 0.2% | 0.2% | 24 |
| 230 | 0.0% | 0.1% | 0.0% | 0.6% | 0.0% | 0.1% | 0.1% | 15 |
| 240 | 0.8% | 0.1% | 0.0% | 0.6% | 0.0% | 0.2% | 0.2% | 25 |
| 250 | 1.7% | 0.1% | 0.0% | 1.0% | 0.1% | 0.2% | 0.3% | 35 |
| 260 | 0.0% | 0.1% | 0.0% | 0.3% | 0.1% | 0.2% | 0.2% | 22 |
| 270 | 1.7% | 0.1% | 2.6% | 0.9% | 0.3% | 0.3% | 0.4% | 46 |
| 280 | 0.0% | 0.3% | 2.6% | 0.9% | 0.3% | 0.3% | 0.4% | 51 |
| 290 | 1.7% | 0.3% | 2.6% | 1.7% | 0.7% | 0.4% | 0.6% | 73 |
| 300 | 0.8% | 0.6% | 2.6% | 2.3% | 0.8% | 0.7% | 0.8% | 108 |
| 310 | 1.7% | 0.6% | 0.0% | 1.8% | 0.5% | 0.7% | 0.8% | 102 |
| 320 | 2.5% | 0.8% | 0.0% | 3.5% | 2.0% | 1.4% | 1.4% | 190 |
| 330 | 4.2% | 1.1% | 2.6% | 4.7% | 2.4% | 1.9% | 2.0% | 261 |
| 340 | 4.2% | 2.0% | 0.0% | 5.7% | 2.5% | 2.4% | 2.6% | 345 |
| 350 | 5.0% | 2.6% | 7.7% | 7.1% | 2.7% | 3.4% | 3.5% | 460 |
| 360 | 6.7% | 3.5% | 12.8% | 8.3% | 5.7% | 4.5% | 4.7% | 616 |
| 370 | 7.6% | 4.6% | 10.3% | 8.3% | 6.2% | 5.9% | 5.8% | 760 |
| 380 | 5.9% | 5.5% | 5.1% | 9.4% | 5.8% | 7.7% | 7.1% | 933 |
| 390 | 11.8% | 7.0% | 23.1% | 8.7% | 9.0% | 9.2% | 8.6% | 1125 |
| 400 | 10.9% | 8.7% | 7.7% | 8.8% | 9.2% | 10.4% | 9.7% | 1266 |
| 410 | 11.8% | 8.3% | 7.7% | 7.8% | 8.1% | 9.3% | 8.8% | 1157 |
| 420 | 5.0% | 9.4% | 5.1% | 5.1% | 7.8% | 9.4% | 8.8% | 1159 |
| 430 | 4.2% | 8.0% | 2.6% | 4.3% | 6.5% | 7.2% | 7.0% | 922 |
| 440 | 5.9% | 7.1% | 0.0% | 2.1% | 6.4% | 6.3% | 6.1% | 804 |
| 450 | 1.7% | 6.5% | 2.6% | 1.5% | 4.4% | 4.6% | 4.8% | 630 |
| 460 | 0.8% | 4.4% | 0.0% | 0.5% | 5.0% | 3.2% | 3.4% | 440 |
| 470 | 1.7% | 4.3% | 0.0% | 0.3% | 3.6% | 2.5% | 2.8% | 373 |
| 480 | 0.0% | 3.6% | 0.0% | 0.6% | 2.8% | 1.9% | 2.3% | 301 |
| 490 | 0.0% | 2.2% | 2.6% | 0.3% | 1.7% | 1.4% | 1.5% | 197 |
| 500 | 0.0% | 1.6% | 0.0% | 0.1% | 1.1% | 0.9% | 1.0% | 133 |
| 510 | 0.0% | 1.4% | 0.0% | 0.0% | 1.1% | 0.8% | 0.9% | 118 |
| 520 | 0.0% | 0.8% | 0.0% | 0.2% | 0.5% | 0.5% | 0.5% | 68 |
| 530 | 0.0% | 0.8% | 0.0% | 0.1% | 0.4% | 0.3% | 0.4% | 55 |
| 540 | 0.0% | 0.8% | 0.0% | 0.0% | 0.4% | 0.3% | 0.4% | 51 |
| 550 | 0.0% | 0.4% | 0.0% | 0.0% | 0.4% | 0.2% | 0.2% | 31 |
| 560 | 0.0% | 0.5% | 0.0% | 0.0% | 0.3% | 0.2% | 0.3% | 33 |
| 570 | 0.0% | 0.2% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 12 |
| 580 | 0.8% | 0.3% | 0.0% | 0.1% | 0.0% | 0.1% | 0.2% | 21 |
| 590 | 0.0% | 0.4% | 0.0% | 0.1% | 0.4% | 0.2% | 0.3% | 33 |
| 600 | 0.0% | 0.7% | 0.0% | 0.0% | 0.3% | 0.3% | 0.4% | 51 |
| | 0.9% | 28.7% | 0.3% | 9.6% | 5.7% | 54.7% | 100.0% | 13107 |
| Mean | 380.59 | 420.91 | 377.18 | 368.17 | 408.23 | 404.71 | 405.76 | |
| SD | 52.24 | 54.99 | 43.34 | 53.19 | 53.92 | 51.10 | 54.56 | |
| Count* | 119 | 3767 | 39 | 1257 | 753 | 7172 | 13107 | |

* Number of examinations given to examinees

**Table 14**
**Dental Admission Test**
**Reading Comprehension by Ethnicity**
**March 1 through December 31, 2025**

| Score | American Indian | Asian | Native Hawaiian | Black | Multi | White | Total | Count |
|---|---|---|---|---|---|---|---|---|
| 200 | 2.5% | 0.1% | 0.0% | 0.3% | 0.1% | 0.2% | 0.2% | 24 |
| 210 | 0.0% | 0.1% | 0.0% | 0.2% | 0.0% | 0.1% | 0.1% | 12 |
| 220 | 0.8% | 0.1% | 0.0% | 0.3% | 0.3% | 0.1% | 0.1% | 15 |
| 230 | 0.0% | 0.1% | 0.0% | 0.8% | 0.3% | 0.1% | 0.2% | 26 |
| 240 | 0.0% | 0.0% | 0.0% | 0.4% | 0.0% | 0.2% | 0.1% | 16 |
| 250 | 0.0% | 0.1% | 0.0% | 0.3% | 0.0% | 0.1% | 0.1% | 16 |
| 260 | 0.0% | 0.2% | 0.0% | 0.5% | 0.0% | 0.2% | 0.2% | 28 |
| 270 | 0.0% | 0.1% | 0.0% | 0.3% | 0.3% | 0.3% | 0.2% | 31 |
| 280 | 0.0% | 0.2% | 0.0% | 0.6% | 0.0% | 0.2% | 0.2% | 29 |
| 290 | 0.0% | 0.5% | 0.0% | 0.7% | 0.3% | 0.3% | 0.4% | 47 |
| 300 | 0.8% | 0.5% | 0.0% | 0.7% | 0.3% | 0.6% | 0.5% | 72 |
| 310 | 0.8% | 0.7% | 0.0% | 1.4% | 0.4% | 0.7% | 0.7% | 95 |
| 320 | 1.7% | 0.7% | 5.1% | 1.2% | 0.4% | 0.9% | 0.9% | 115 |
| 330 | 1.7% | 1.0% | 5.1% | 2.1% | 1.2% | 1.0% | 1.2% | 151 |
| 340 | 3.4% | 1.4% | 10.3% | 2.4% | 1.7% | 1.4% | 1.6% | 205 |
| 350 | 0.8% | 1.8% | 2.6% | 2.7% | 1.7% | 2.0% | 2.0% | 264 |
| 360 | 0.8% | 2.1% | 5.1% | 4.8% | 2.1% | 2.5% | 2.6% | 341 |
| 370 | 6.7% | 2.9% | 2.6% | 4.9% | 4.1% | 3.0% | 3.3% | 429 |
| 380 | 4.2% | 4.6% | 2.6% | 5.6% | 4.0% | 4.6% | 4.7% | 610 |
| 390 | 4.2% | 5.4% | 7.7% | 7.6% | 6.0% | 5.5% | 5.7% | 742 |
| 400 | 10.1% | 5.9% | 5.1% | 8.2% | 7.0% | 6.0% | 6.3% | 825 |
| 410 | 13.4% | 7.4% | 10.3% | 7.6% | 7.2% | 7.4% | 7.5% | 980 |
| 420 | 3.4% | 9.1% | 2.6% | 8.3% | 7.3% | 7.5% | 7.9% | 1042 |
| 430 | 7.6% | 8.7% | 5.1% | 9.1% | 8.4% | 8.4% | 8.5% | 1116 |
| 440 | 10.9% | 7.3% | 10.3% | 7.2% | 7.6% | 8.6% | 8.0% | 1053 |
| 450 | 5.0% | 7.1% | 7.7% | 4.2% | 6.0% | 7.7% | 7.1% | 929 |
| 460 | 3.4% | 6.1% | 0.0% | 4.5% | 6.8% | 6.3% | 6.1% | 796 |
| 470 | 2.5% | 5.1% | 7.7% | 2.8% | 5.2% | 4.7% | 4.6% | 607 |
| 480 | 5.0% | 4.1% | 0.0% | 2.3% | 3.3% | 4.3% | 4.0% | 526 |
| 490 | 4.2% | 4.4% | 7.7% | 2.0% | 4.0% | 3.9% | 3.9% | 507 |
| 500 | 1.7% | 2.5% | 2.6% | 1.6% | 2.7% | 2.4% | 2.4% | 310 |
| 510 | 1.7% | 2.1% | 0.0% | 0.7% | 3.2% | 2.1% | 2.0% | 266 |
| 520 | 0.0% | 1.7% | 0.0% | 1.0% | 1.5% | 1.5% | 1.5% | 193 |
| 530 | 0.8% | 1.7% | 0.0% | 0.6% | 1.9% | 1.5% | 1.5% | 193 |
| 540 | 0.8% | 1.9% | 0.0% | 0.8% | 2.0% | 1.6% | 1.6% | 212 |
| 550 | 0.0% | 0.9% | 0.0% | 0.6% | 0.9% | 0.8% | 0.8% | 109 |
| 560 | 0.0% | 0.5% | 0.0% | 0.2% | 0.9% | 0.6% | 0.6% | 74 |
| 570 | 0.0% | 0.2% | 0.0% | 0.2% | 0.3% | 0.2% | 0.2% | 23 |
| 580 | 0.8% | 0.3% | 0.0% | 0.0% | 0.5% | 0.3% | 0.3% | 39 |
| 590 | 0.0% | 0.3% | 0.0% | 0.2% | 0.4% | 0.2% | 0.2% | 26 |
| 600 | 0.0% | 0.1% | 0.0% | 0.1% | 0.0% | 0.1% | 0.1% | 13 |
| | 0.9% | 28.7% | 0.3% | 9.6% | 5.7% | 54.7% | 100.0% | 13107 |
| Mean | 413.36 | 432.30 | 406.67 | 406.76 | 433.81 | 429.99 | 428.43 | |
| SD | 62.99 | 56.36 | 53.33 | 59.61 | 57.59 | 57.05 | 57.66 | |
| Count* | 119 | 3767 | 39 | 1257 | 753 | 7172 | 13107 | |

* Number of examinations given to examinees

**Table 15**
**Dental Admission Test**
**Biology by Ethnicity**
**March 1 through December 31, 2025**

| Score | American Indian | Asian | Native Hawaiian | Black | Multi | White | Total | Count |
|---|---|---|---|---|---|---|---|---|
| 200 | 0.8% | 0.3% | 0.0% | 1.8% | 0.5% | 0.6% | 0.6% | 81 |
| 210 | 0.0% | 0.0% | 0.0% | 0.3% | 0.1% | 0.1% | 0.1% | 12 |
| 220 | 0.0% | 0.1% | 0.0% | 0.2% | 0.0% | 0.1% | 0.1% | 13 |
| 230 | 1.7% | 0.1% | 0.0% | 0.5% | 0.0% | 0.2% | 0.2% | 24 |
| 240 | 0.0% | 0.1% | 0.0% | 0.3% | 0.3% | 0.2% | 0.2% | 24 |
| 250 | 1.7% | 0.2% | 0.0% | 0.7% | 0.3% | 0.2% | 0.2% | 32 |
| 260 | 0.0% | 0.2% | 0.0% | 1.4% | 0.5% | 0.5% | 0.5% | 63 |
| 270 | 1.7% | 0.3% | 0.0% | 1.1% | 0.7% | 0.4% | 0.4% | 57 |
| 280 | 0.8% | 0.5% | 0.0% | 2.1% | 0.7% | 0.8% | 0.8% | 109 |
| 290 | 1.7% | 0.9% | 0.0% | 1.9% | 0.9% | 1.1% | 1.1% | 147 |
| 300 | 4.2% | 1.1% | 2.6% | 3.3% | 1.5% | 1.5% | 1.6% | 206 |
| 310 | 2.5% | 1.2% | 2.6% | 3.3% | 2.5% | 2.0% | 1.9% | 255 |
| 320 | 2.5% | 1.8% | 15.4% | 4.4% | 2.8% | 2.3% | 2.4% | 319 |
| 330 | 5.9% | 2.1% | 2.6% | 5.0% | 3.2% | 3.0% | 3.0% | 391 |
| 340 | 5.9% | 2.8% | 5.1% | 6.3% | 2.9% | 3.6% | 3.6% | 472 |
| 350 | 2.5% | 3.1% | 10.3% | 6.0% | 4.5% | 4.5% | 4.2% | 557 |
| 360 | 5.9% | 3.9% | 5.1% | 5.7% | 5.3% | 5.4% | 5.0% | 654 |
| 370 | 7.6% | 4.6% | 2.6% | 6.8% | 5.0% | 5.8% | 5.5% | 722 |
| 380 | 9.2% | 5.5% | 2.6% | 7.9% | 6.2% | 6.6% | 6.4% | 843 |
| 390 | 4.2% | 5.9% | 10.3% | 6.4% | 4.8% | 6.2% | 6.0% | 790 |
| 400 | 9.2% | 6.5% | 10.3% | 6.2% | 6.0% | 7.1% | 6.8% | 892 |
| 410 | 6.7% | 6.9% | 2.6% | 5.6% | 8.1% | 7.0% | 6.9% | 906 |
| 420 | 3.4% | 6.5% | 12.8% | 4.2% | 5.7% | 6.0% | 6.0% | 781 |
| 430 | 6.7% | 5.9% | 0.0% | 3.7% | 6.4% | 6.0% | 5.8% | 758 |
| 440 | 2.5% | 6.5% | 2.6% | 2.7% | 5.4% | 5.4% | 5.4% | 709 |
| 450 | 2.5% | 5.6% | 5.1% | 2.8% | 5.8% | 4.5% | 4.7% | 614 |
| 460 | 1.7% | 4.7% | 2.6% | 1.8% | 4.4% | 3.9% | 3.9% | 514 |
| 470 | 3.4% | 4.0% | 2.6% | 1.6% | 3.6% | 3.2% | 3.3% | 429 |
| 480 | 2.5% | 4.6% | 0.0% | 1.8% | 3.1% | 2.4% | 3.0% | 394 |
| 490 | 0.8% | 2.7% | 0.0% | 0.9% | 2.8% | 2.0% | 2.1% | 275 |
| 500 | 0.0% | 2.2% | 0.0% | 1.3% | 1.3% | 1.7% | 1.7% | 229 |
| 510 | 0.8% | 1.9% | 0.0% | 0.5% | 0.7% | 1.5% | 1.4% | 190 |
| 520 | 0.0% | 1.5% | 2.6% | 0.4% | 0.8% | 0.8% | 0.9% | 124 |
| 530 | 0.8% | 1.0% | 0.0% | 0.2% | 0.4% | 0.6% | 0.7% | 88 |
| 540 | 0.0% | 0.7% | 0.0% | 0.2% | 0.1% | 0.7% | 0.6% | 81 |
| 550 | 0.0% | 0.5% | 0.0% | 0.0% | 0.3% | 0.3% | 0.3% | 42 |
| 560 | 0.0% | 0.5% | 0.0% | 0.1% | 0.3% | 0.3% | 0.3% | 45 |
| 570 | 0.0% | 0.1% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% | 9 |
| 580 | 0.0% | 0.7% | 0.0% | 0.2% | 0.7% | 0.4% | 0.5% | 65 |
| 590 | 0.0% | 1.0% | 0.0% | 0.2% | 0.5% | 0.6% | 0.6% | 85 |
| 600 | 0.0% | 1.3% | 0.0% | 0.1% | 0.8% | 0.7% | 0.8% | 106 |
| | 0.9% | 28.7% | 0.3% | 9.6% | 5.7% | 54.7% | 100.0% | 13107 |
| Mean | 377.39 | 420.20 | 381.28 | 371.85 | 404.49 | 403.38 | 404.96 | |
| SD | 61.35 | 66.14 | 51.67 | 64.56 | 65.20 | 65.19 | 66.70 | |
| Count* | 119 | 3767 | 39 | 1257 | 753 | 7172 | 13107 | |

* Number of examinations given to examinees

**Table 16**
**Dental Admission Test**
**General Chemistry by Ethnicity**
**March 1 through December 31, 2025**

| Score | American Indian | Asian | Native Hawaiian | Black | Multi | White | Total | Count |
|---|---|---|---|---|---|---|---|---|
| 200 | 4.2% | 0.5% | 0.0% | 3.8% | 1.5% | 1.0% | 1.2% | 156 |
| 210 | 0.8% | 0.1% | 0.0% | 0.3% | 0.0% | 0.2% | 0.2% | 21 |
| 220 | 0.8% | 0.0% | 0.0% | 0.5% | 0.1% | 0.1% | 0.1% | 19 |
| 230 | 0.0% | 0.1% | 2.6% | 0.4% | 0.1% | 0.3% | 0.2% | 27 |
| 240 | 0.8% | 0.1% | 0.0% | 0.7% | 0.4% | 0.3% | 0.3% | 38 |
| 250 | 0.0% | 0.2% | 0.0% | 0.9% | 0.3% | 0.5% | 0.4% | 55 |
| 260 | 0.8% | 0.1% | 2.6% | 1.0% | 0.4% | 0.4% | 0.4% | 48 |
| 270 | 0.8% | 0.3% | 2.6% | 1.2% | 0.7% | 0.5% | 0.5% | 69 |
| 280 | 1.7% | 0.6% | 0.0% | 2.6% | 0.7% | 0.8% | 0.9% | 117 |
| 290 | 2.5% | 0.6% | 0.0% | 2.2% | 1.3% | 1.2% | 1.2% | 154 |
| 300 | 1.7% | 1.3% | 5.1% | 4.1% | 1.3% | 1.4% | 1.6% | 213 |
| 310 | 4.2% | 1.1% | 2.6% | 4.3% | 2.3% | 2.0% | 2.0% | 260 |
| 320 | 2.5% | 1.6% | 2.6% | 4.7% | 2.4% | 2.4% | 2.4% | 311 |
| 330 | 2.5% | 2.5% | 2.6% | 5.5% | 2.7% | 3.0% | 3.1% | 400 |
| 340 | 7.6% | 2.8% | 5.1% | 5.8% | 5.3% | 3.9% | 3.9% | 510 |
| 350 | 9.2% | 3.3% | 10.3% | 6.2% | 4.4% | 4.3% | 4.3% | 559 |
| 360 | 5.0% | 3.8% | 7.7% | 7.2% | 5.2% | 5.4% | 5.1% | 667 |
| 370 | 6.7% | 4.8% | 5.1% | 6.5% | 5.6% | 5.9% | 5.6% | 737 |
| 380 | 6.7% | 5.4% | 7.7% | 5.4% | 6.9% | 7.1% | 6.4% | 842 |
| 390 | 6.7% | 5.9% | 15.4% | 6.0% | 5.6% | 7.5% | 6.8% | 896 |
| 400 | 6.7% | 6.4% | 5.1% | 5.6% | 6.6% | 6.9% | 6.6% | 869 |
| 410 | 5.9% | 7.1% | 7.7% | 5.6% | 7.2% | 7.6% | 7.2% | 946 |
| 420 | 3.4% | 6.9% | 0.0% | 3.5% | 6.4% | 6.5% | 6.3% | 821 |
| 430 | 5.9% | 6.9% | 5.1% | 3.6% | 6.1% | 6.2% | 6.2% | 807 |
| 440 | 2.5% | 6.7% | 2.6% | 4.0% | 4.8% | 5.4% | 5.6% | 734 |
| 450 | 2.5% | 5.8% | 2.6% | 2.2% | 4.9% | 4.5% | 4.6% | 608 |
| 460 | 4.2% | 5.1% | 0.0% | 1.4% | 4.5% | 3.2% | 3.7% | 482 |
| 470 | 0.8% | 4.7% | 2.6% | 1.4% | 3.6% | 3.0% | 3.4% | 441 |
| 480 | 0.8% | 4.1% | 0.0% | 0.8% | 2.7% | 2.4% | 2.7% | 353 |
| 490 | 0.0% | 1.9% | 0.0% | 0.3% | 1.6% | 1.3% | 1.4% | 182 |
| 500 | 0.8% | 1.9% | 0.0% | 0.6% | 0.9% | 1.1% | 1.3% | 165 |
| 510 | 0.0% | 1.4% | 0.0% | 0.5% | 0.8% | 0.8% | 0.9% | 120 |
| 520 | 0.0% | 1.2% | 2.6% | 0.2% | 0.4% | 0.7% | 0.8% | 103 |
| 530 | 0.8% | 1.1% | 0.0% | 0.2% | 1.1% | 0.6% | 0.7% | 95 |
| 540 | 0.0% | 0.4% | 0.0% | 0.2% | 0.1% | 0.1% | 0.2% | 26 |
| 550 | 0.0% | 0.3% | 0.0% | 0.0% | 0.4% | 0.2% | 0.2% | 29 |
| 560 | 0.0% | 0.8% | 0.0% | 0.2% | 0.7% | 0.4% | 0.5% | 66 |
| 570 | 0.0% | 0.3% | 0.0% | 0.1% | 0.1% | 0.2% | 0.2% | 26 |
| 580 | 0.0% | 0.8% | 0.0% | 0.0% | 0.0% | 0.2% | 0.4% | 48 |
| 590 | 0.0% | 0.2% | 0.0% | 0.1% | 0.0% | 0.2% | 0.2% | 21 |
| 600 | 0.0% | 0.8% | 0.0% | 0.0% | 0.1% | 0.5% | 0.5% | 66 |
| | 0.9% | 28.7% | 0.3% | 9.6% | 5.7% | 54.7% | 100.0% | 13107 |
| Mean | 366.64 | 416.91 | 371.03 | 360.60 | 396.68 | 396.65 | 398.67 | |
| SD | 66.09 | 63.38 | 56.93 | 66.04 | 63.73 | 63.02 | 65.39 | |
| Count* | 119 | 3767 | 39 | 1257 | 753 | 7172 | 13107 | |

* Number of examinations given to examinees

**Table 17**
**Dental Admission Test**
**Organic Chemistry by Ethnicity**
**March 1 through December 31, 2025**

| Score | American Indian | Asian | Native Hawaiian | Black | Multi | White | Total | Count |
|---|---|---|---|---|---|---|---|---|
| 200 | 0.8% | 0.5% | 0.0% | 2.2% | 0.8% | 1.0% | 0.9% | 123 |
| 210 | 0.8% | 0.0% | 0.0% | 0.7% | 0.1% | 0.2% | 0.2% | 24 |
| 220 | 0.0% | 0.1% | 0.0% | 0.4% | 0.0% | 0.2% | 0.2% | 20 |
| 230 | 1.7% | 0.2% | 0.0% | 0.5% | 0.1% | 0.2% | 0.2% | 32 |
| 240 | 0.0% | 0.2% | 0.0% | 0.3% | 0.1% | 0.2% | 0.2% | 27 |
| 250 | 0.0% | 0.3% | 0.0% | 0.5% | 0.3% | 0.2% | 0.2% | 32 |
| 260 | 0.0% | 0.3% | 0.0% | 1.0% | 0.0% | 0.4% | 0.4% | 54 |
| 270 | 3.4% | 0.3% | 2.6% | 1.4% | 0.8% | 0.5% | 0.6% | 74 |
| 280 | 3.4% | 0.6% | 2.6% | 1.3% | 0.4% | 0.6% | 0.7% | 90 |
| 290 | 1.7% | 0.9% | 0.0% | 2.1% | 0.9% | 0.9% | 1.0% | 136 |
| 300 | 1.7% | 0.9% | 5.1% | 2.7% | 1.6% | 1.4% | 1.4% | 181 |
| 310 | 2.5% | 1.2% | 2.6% | 5.0% | 1.3% | 2.0% | 2.0% | 263 |
| 320 | 6.7% | 1.9% | 2.6% | 4.0% | 2.7% | 2.2% | 2.4% | 312 |
| 330 | 2.5% | 2.6% | 7.7% | 5.6% | 3.9% | 3.2% | 3.3% | 437 |
| 340 | 5.0% | 2.7% | 0.0% | 7.4% | 5.7% | 4.0% | 4.0% | 530 |
| 350 | 3.4% | 3.4% | 5.1% | 6.4% | 5.0% | 4.4% | 4.3% | 568 |
| 360 | 6.7% | 4.2% | 7.7% | 7.6% | 4.4% | 5.8% | 5.5% | 715 |
| 370 | 6.7% | 5.2% | 10.3% | 6.2% | 6.1% | 5.9% | 5.8% | 757 |
| 380 | 9.2% | 5.6% | 2.6% | 7.6% | 6.1% | 6.5% | 6.3% | 828 |
| 390 | 7.6% | 6.1% | 15.4% | 6.0% | 7.3% | 7.0% | 6.7% | 877 |
| 400 | 5.0% | 6.8% | 7.7% | 6.0% | 6.1% | 7.1% | 6.8% | 892 |
| 410 | 10.9% | 6.5% | 10.3% | 5.0% | 5.7% | 6.8% | 6.6% | 859 |
| 420 | 4.2% | 6.7% | 2.6% | 4.3% | 6.8% | 6.3% | 6.2% | 817 |
| 430 | 3.4% | 6.7% | 5.1% | 3.5% | 5.4% | 5.9% | 5.9% | 770 |
| 440 | 0.8% | 6.1% | 2.6% | 3.6% | 4.5% | 5.1% | 5.2% | 677 |
| 450 | 2.5% | 6.0% | 0.0% | 2.0% | 4.4% | 4.5% | 4.7% | 612 |
| 460 | 2.5% | 4.4% | 2.6% | 1.9% | 3.6% | 3.8% | 3.8% | 492 |
| 470 | 3.4% | 3.8% | 2.6% | 1.5% | 3.6% | 2.8% | 3.0% | 395 |
| 480 | 0.8% | 3.7% | 2.6% | 0.6% | 2.8% | 2.4% | 2.6% | 345 |
| 490 | 0.0% | 2.8% | 0.0% | 0.6% | 1.5% | 2.1% | 2.1% | 273 |
| 500 | 2.5% | 1.8% | 0.0% | 0.3% | 2.1% | 1.4% | 1.4% | 188 |
| 510 | 0.0% | 1.3% | 0.0% | 0.3% | 1.1% | 1.1% | 1.1% | 139 |
| 520 | 0.0% | 1.2% | 0.0% | 0.2% | 0.8% | 0.7% | 0.8% | 104 |
| 530 | 0.0% | 1.0% | 0.0% | 0.3% | 1.2% | 0.6% | 0.7% | 96 |
| 540 | 0.0% | 1.0% | 0.0% | 0.2% | 0.8% | 0.6% | 0.6% | 84 |
| 550 | 0.0% | 0.4% | 0.0% | 0.2% | 0.4% | 0.3% | 0.3% | 41 |
| 560 | 0.0% | 0.4% | 0.0% | 0.1% | 0.1% | 0.2% | 0.3% | 33 |
| 570 | 0.0% | 0.3% | 0.0% | 0.0% | 0.4% | 0.3% | 0.3% | 33 |
| 580 | 0.0% | 0.7% | 0.0% | 0.0% | 0.1% | 0.2% | 0.3% | 45 |
| 590 | 0.0% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 5 |
| 600 | 0.0% | 1.3% | 0.0% | 0.4% | 0.9% | 0.9% | 1.0% | 127 |
| | 0.9% | 28.7% | 0.3% | 9.6% | 5.7% | 54.7% | 100.0% | 13107 |
| Mean | 372.10 | 415.06 | 377.44 | 366.36 | 401.95 | 400.17 | 400.99 | |
| SD | 61.10 | 65.51 | 49.77 | 63.06 | 65.21 | 64.68 | 66.11 | |
| Count* | 119 | 3767 | 39 | 1257 | 753 | 7172 | 13107 | |

* Number of examinations given to examinees

**Table 18**
**Dental Admission Test**
**Survey of the Natural Sciences by Ethnicity**
**March 1 through December 31, 2025**

| Score | American Indian | Asian | Native Hawaiian | Black | Multi | White | Total | Count |
|---|---|---|---|---|---|---|---|---|
| 200 | 0.0% | 0.0% | 0.0% | 0.2% | 0.0% | 0.1% | 0.1% | 9 |
| 210 | 0.0% | 0.0% | 0.0% | 0.2% | 0.0% | 0.0% | 0.0% | 5 |
| 220 | 0.0% | 0.0% | 0.0% | 0.6% | 0.0% | 0.0% | 0.1% | 10 |
| 230 | 0.8% | 0.0% | 0.0% | 0.2% | 0.4% | 0.2% | 0.2% | 20 |
| 240 | 1.7% | 0.2% | 0.0% | 0.6% | 0.5% | 0.3% | 0.3% | 43 |
| 250 | 2.5% | 0.2% | 0.0% | 1.0% | 0.0% | 0.4% | 0.4% | 52 |
| 260 | 1.7% | 0.1% | 0.0% | 1.6% | 0.0% | 0.4% | 0.4% | 58 |
| 270 | 0.8% | 0.4% | 2.6% | 1.8% | 0.4% | 0.5% | 0.6% | 80 |
| 280 | 2.5% | 0.4% | 0.0% | 2.9% | 0.5% | 1.1% | 1.1% | 138 |
| 290 | 0.8% | 0.6% | 0.0% | 2.7% | 1.3% | 0.9% | 1.0% | 131 |
| 300 | 0.8% | 0.9% | 5.1% | 3.2% | 1.9% | 1.2% | 1.4% | 180 |
| 310 | 2.5% | 1.1% | 5.1% | 3.6% | 2.0% | 1.9% | 1.9% | 244 |
| 320 | 2.5% | 1.7% | 0.0% | 4.5% | 3.5% | 2.1% | 2.3% | 301 |
| 330 | 3.4% | 2.1% | 2.6% | 5.6% | 2.1% | 2.9% | 2.9% | 381 |
| 340 | 9.2% | 2.6% | 7.7% | 6.4% | 3.9% | 4.1% | 3.9% | 511 |
| 350 | 8.4% | 4.3% | 5.1% | 6.8% | 5.0% | 4.2% | 4.6% | 601 |
| 360 | 5.0% | 4.2% | 15.4% | 7.6% | 6.1% | 5.0% | 5.1% | 673 |
| 370 | 6.7% | 4.0% | 5.1% | 7.6% | 5.8% | 6.1% | 5.6% | 737 |
| 380 | 5.0% | 5.0% | 10.3% | 6.4% | 6.5% | 7.1% | 6.4% | 833 |
| 390 | 10.1% | 6.3% | 7.7% | 5.8% | 5.0% | 7.6% | 6.9% | 904 |
| 400 | 5.9% | 7.3% | 0.0% | 6.0% | 7.0% | 7.6% | 7.3% | 957 |
| 410 | 8.4% | 6.5% | 15.4% | 5.2% | 6.1% | 7.2% | 6.8% | 888 |
| 420 | 5.9% | 7.6% | 7.7% | 4.1% | 6.5% | 6.8% | 6.8% | 887 |
| 430 | 0.0% | 7.0% | 5.1% | 3.7% | 7.4% | 6.3% | 6.2% | 818 |
| 440 | 5.9% | 6.7% | 0.0% | 3.7% | 6.1% | 5.5% | 5.7% | 748 |
| 450 | 4.2% | 5.7% | 0.0% | 2.0% | 4.4% | 4.4% | 4.5% | 593 |
| 460 | 1.7% | 5.1% | 0.0% | 2.5% | 3.7% | 3.7% | 3.9% | 515 |
| 470 | 0.8% | 3.9% | 2.6% | 1.1% | 3.7% | 2.8% | 3.0% | 389 |
| 480 | 1.7% | 3.4% | 0.0% | 0.8% | 2.8% | 2.4% | 2.6% | 336 |
| 490 | 0.0% | 3.3% | 0.0% | 0.6% | 2.0% | 1.7% | 2.1% | 270 |
| 500 | 0.0% | 2.6% | 0.0% | 0.2% | 1.6% | 1.4% | 1.6% | 211 |
| 510 | 0.0% | 1.8% | 2.6% | 0.4% | 0.9% | 1.0% | 1.2% | 155 |
| 520 | 0.8% | 1.5% | 0.0% | 0.2% | 0.5% | 0.7% | 0.9% | 117 |
| 530 | 0.0% | 1.0% | 0.0% | 0.1% | 1.2% | 0.6% | 0.7% | 93 |
| 540 | 0.0% | 0.7% | 0.0% | 0.2% | 0.3% | 0.5% | 0.5% | 67 |
| 550 | 0.0% | 0.7% | 0.0% | 0.0% | 0.4% | 0.3% | 0.4% | 51 |
| 560 | 0.0% | 0.4% | 0.0% | 0.2% | 0.3% | 0.3% | 0.3% | 42 |
| 570 | 0.0% | 0.3% | 0.0% | 0.0% | 0.0% | 0.2% | 0.2% | 25 |
| 580 | 0.0% | 0.3% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 19 |
| 590 | 0.0% | 0.2% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 14 |
| 600 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1 |
| | 0.9% | 28.7% | 0.3% | 9.6% | 5.7% | 54.7% | 100.0% | 13107 |
| Mean | 371.85 | 417.41 | 376.67 | 366.29 | 400.96 | 400.09 | 401.55 | |
| SD | 57.46 | 58.86 | 47.70 | 58.09 | 58.31 | 58.41 | 60.16 | |
| Count* | 119 | 3767 | 39 | 1257 | 753 | 7172 | 13107 | |

* Number of examinations given to examinees

**Table 19**
**Dental Admission Test**
**Perceptual Ability by Ethnicity**
**March 1 through December 31, 2025**

| Score | American Indian | Asian | Native Hawaiian | Black | Multi | White | Total | Count |
|---|---|---|---|---|---|---|---|---|
| 200 | 0.0% | 0.4% | 0.0% | 2.1% | 0.4% | 0.4% | 0.6% | 76 |
| 210 | 0.0% | 0.2% | 0.0% | 0.2% | 0.0% | 0.1% | 0.1% | 17 |
| 220 | 0.8% | 0.2% | 0.0% | 0.7% | 0.3% | 0.1% | 0.2% | 28 |
| 230 | 0.0% | 0.2% | 0.0% | 1.3% | 0.4% | 0.2% | 0.3% | 43 |
| 240 | 0.0% | 0.2% | 0.0% | 0.8% | 0.7% | 0.2% | 0.3% | 35 |
| 250 | 1.7% | 0.2% | 0.0% | 1.0% | 0.5% | 0.3% | 0.4% | 51 |
| 260 | 1.7% | 0.2% | 0.0% | 1.6% | 0.9% | 0.4% | 0.5% | 69 |
| 270 | 0.8% | 0.5% | 0.0% | 1.8% | 0.5% | 0.5% | 0.6% | 82 |
| 280 | 2.5% | 0.5% | 0.0% | 2.2% | 0.5% | 0.6% | 0.7% | 97 |
| 290 | 2.5% | 0.8% | 2.6% | 2.7% | 1.3% | 0.8% | 1.1% | 138 |
| 300 | 4.2% | 1.0% | 5.1% | 3.7% | 1.6% | 1.1% | 1.4% | 183 |
| 310 | 2.5% | 1.2% | 5.1% | 3.7% | 1.7% | 1.2% | 1.5% | 196 |
| 320 | 2.5% | 1.6% | 2.6% | 5.2% | 1.7% | 1.8% | 2.1% | 273 |
| 330 | 2.5% | 1.9% | 0.0% | 5.9% | 2.3% | 2.2% | 2.4% | 321 |
| 340 | 3.4% | 2.3% | 0.0% | 6.2% | 2.7% | 3.0% | 3.1% | 402 |
| 350 | 4.2% | 3.3% | 5.1% | 6.0% | 4.1% | 3.5% | 3.7% | 491 |
| 360 | 4.2% | 3.9% | 7.7% | 5.7% | 4.8% | 4.5% | 4.4% | 583 |
| 370 | 2.5% | 4.5% | 5.1% | 6.9% | 4.0% | 5.2% | 5.1% | 666 |
| 380 | 12.6% | 5.1% | 12.8% | 6.4% | 4.5% | 6.2% | 5.9% | 776 |
| 390 | 7.6% | 6.7% | 7.7% | 6.3% | 5.8% | 6.1% | 6.3% | 826 |
| 400 | 6.7% | 6.5% | 2.6% | 5.1% | 5.7% | 7.2% | 6.7% | 876 |
| 410 | 5.0% | 6.5% | 5.1% | 5.8% | 6.8% | 7.0% | 6.7% | 880 |
| 420 | 5.9% | 6.4% | 5.1% | 3.4% | 7.6% | 6.5% | 6.3% | 820 |
| 430 | 5.9% | 6.2% | 0.0% | 4.6% | 6.2% | 6.8% | 6.3% | 832 |
| 440 | 4.2% | 5.8% | 12.8% | 2.6% | 5.0% | 5.8% | 5.5% | 716 |
| 450 | 5.0% | 5.4% | 10.3% | 2.1% | 6.2% | 4.9% | 4.9% | 640 |
| 460 | 3.4% | 4.8% | 5.1% | 1.4% | 4.0% | 4.5% | 4.3% | 559 |
| 470 | 0.0% | 4.9% | 0.0% | 1.1% | 2.9% | 3.8% | 3.7% | 491 |
| 480 | 0.8% | 4.2% | 0.0% | 1.0% | 2.9% | 3.4% | 3.4% | 440 |
| 490 | 1.7% | 3.2% | 5.1% | 0.6% | 2.7% | 2.7% | 2.6% | 344 |
| 500 | 0.8% | 2.9% | 0.0% | 0.3% | 1.7% | 2.0% | 2.1% | 276 |
| 510 | 0.8% | 2.0% | 0.0% | 0.3% | 2.1% | 1.7% | 1.6% | 216 |
| 520 | 1.7% | 1.3% | 0.0% | 0.5% | 1.6% | 1.3% | 1.2% | 161 |
| 530 | 0.0% | 1.2% | 0.0% | 0.4% | 1.3% | 0.9% | 1.0% | 125 |
| 540 | 0.8% | 1.2% | 0.0% | 0.2% | 1.1% | 0.6% | 0.8% | 99 |
| 550 | 0.0% | 0.8% | 0.0% | 0.1% | 0.7% | 0.6% | 0.6% | 75 |
| 560 | 0.8% | 0.4% | 0.0% | 0.1% | 0.7% | 0.4% | 0.4% | 52 |
| 570 | 0.0% | 0.2% | 0.0% | 0.0% | 0.5% | 0.2% | 0.2% | 29 |
| 580 | 0.0% | 0.3% | 0.0% | 0.0% | 0.4% | 0.3% | 0.3% | 34 |
| 590 | 0.0% | 0.2% | 0.0% | 0.0% | 0.4% | 0.2% | 0.2% | 22 |
| 600 | 0.0% | 0.8% | 0.0% | 0.0% | 0.7% | 0.5% | 0.5% | 67 |
| | 0.9% | 28.7% | 0.3% | 9.6% | 5.7% | 54.7% | 100.0% | 13107 |
| Mean | 384.79 | 419.08 | 394.36 | 360.56 | 411.06 | 410.89 | 408.14 | |
| SD | 65.35 | 65.17 | 53.74 | 64.56 | 70.86 | 63.79 | 66.66 | |
| Count* | 119 | 3767 | 39 | 1257 | 753 | 7172 | 13107 | |

* Number of examinations given to examinees

**Table 20**
**Dental Admission Test**
**Academic Average by Ethnicity**
**March 1 through December 31, 2025**

| Score | American Indian | Asian | Native Hawaiian | Black | Multi | White | Total | Count |
|---|---|---|---|---|---|---|---|---|
| 200 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1 |
| 210 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0 |
| 220 | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 0.0% | 0.0% | 1 |
| 230 | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 0.0% | 0.0% | 3 |
| 240 | 1.7% | 0.0% | 0.0% | 0.3% | 0.0% | 0.1% | 0.1% | 12 |
| 250 | 0.0% | 0.0% | 0.0% | 0.5% | 0.1% | 0.2% | 0.1% | 19 |
| 260 | 0.8% | 0.1% | 0.0% | 0.4% | 0.3% | 0.1% | 0.2% | 20 |
| 270 | 0.0% | 0.1% | 0.0% | 0.7% | 0.0% | 0.2% | 0.2% | 26 |
| 280 | 0.8% | 0.4% | 0.0% | 2.0% | 0.3% | 0.4% | 0.5% | 69 |
| 290 | 2.5% | 0.3% | 0.0% | 2.1% | 0.1% | 0.6% | 0.6% | 81 |
| 300 | 4.2% | 0.4% | 5.1% | 2.1% | 0.9% | 0.8% | 0.9% | 115 |
| 310 | 2.5% | 0.5% | 2.6% | 3.2% | 0.8% | 1.2% | 1.2% | 151 |
| 320 | 0.8% | 1.0% | 2.6% | 3.8% | 2.0% | 1.5% | 1.6% | 212 |
| 330 | 1.7% | 1.6% | 0.0% | 5.1% | 2.1% | 1.8% | 2.1% | 269 |
| 340 | 5.0% | 1.9% | 7.7% | 4.9% | 3.2% | 3.0% | 2.9% | 377 |
| 350 | 5.9% | 2.5% | 5.1% | 8.5% | 4.2% | 3.5% | 3.8% | 497 |
| 360 | 5.0% | 3.9% | 10.3% | 8.4% | 5.0% | 5.0% | 5.1% | 664 |
| 370 | 7.6% | 4.4% | 5.1% | 7.4% | 5.4% | 5.8% | 5.6% | 730 |
| 380 | 10.9% | 5.2% | 17.9% | 9.0% | 6.4% | 7.2% | 6.8% | 896 |
| 390 | 8.4% | 7.0% | 10.3% | 6.2% | 8.8% | 7.5% | 7.3% | 960 |
| 400 | 9.2% | 7.8% | 5.1% | 8.4% | 7.8% | 9.1% | 8.6% | 1124 |
| 410 | 7.6% | 8.5% | 7.7% | 7.2% | 7.4% | 8.9% | 8.6% | 1121 |
| 420 | 6.7% | 9.3% | 5.1% | 4.9% | 7.4% | 8.6% | 8.4% | 1096 |
| 430 | 5.9% | 7.7% | 10.3% | 3.9% | 6.4% | 7.6% | 7.2% | 947 |
| 440 | 7.6% | 6.9% | 0.0% | 3.5% | 7.4% | 6.2% | 6.2% | 816 |
| 450 | 0.0% | 6.3% | 0.0% | 2.1% | 5.4% | 5.5% | 5.3% | 697 |
| 460 | 2.5% | 5.2% | 2.6% | 2.1% | 5.0% | 4.0% | 4.2% | 554 |
| 470 | 0.0% | 4.8% | 0.0% | 1.4% | 3.3% | 2.9% | 3.3% | 431 |
| 480 | 0.8% | 3.8% | 0.0% | 0.2% | 4.1% | 2.2% | 2.6% | 335 |
| 490 | 0.8% | 3.3% | 0.0% | 0.6% | 2.1% | 1.9% | 2.2% | 286 |
| 500 | 0.0% | 2.4% | 2.6% | 0.2% | 1.1% | 1.2% | 1.5% | 192 |
| 510 | 0.0% | 1.6% | 0.0% | 0.4% | 1.3% | 1.0% | 1.2% | 152 |
| 520 | 0.0% | 0.8% | 0.0% | 0.0% | 0.7% | 0.5% | 0.6% | 75 |
| 530 | 0.8% | 0.8% | 0.0% | 0.1% | 0.3% | 0.5% | 0.5% | 67 |
| 540 | 0.0% | 0.6% | 0.0% | 0.1% | 0.1% | 0.4% | 0.4% | 50 |
| 550 | 0.0% | 0.3% | 0.0% | 0.1% | 0.1% | 0.3% | 0.2% | 31 |
| 560 | 0.0% | 0.3% | 0.0% | 0.0% | 0.1% | 0.1% | 0.2% | 20 |
| 570 | 0.0% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 7 |
| 580 | 0.0% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 3 |
| 590 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0 |
| 600 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0 |
| | 0.9% | 28.7% | 0.3% | 9.6% | 5.7% | 54.7% | 100.0% | 13107 |
| Mean | 381.68 | 421.00 | 382.05 | 374.84 | 409.06 | 407.03 | 407.77 | |
| SD | 50.60 | 49.80 | 42.13 | 49.38 | 49.58 | 49.33 | 51.09 | |
| Count* | 119 | 3767 | 39 | 1257 | 753 | 7172 | 13107 | |

* Number of examinations given to examinees

**Table 21**
**Dental Admission Test**
**DAT Scores by Examinees of Hispanic Origin**
**March 1 through December 31, 2025**

| Score | QRT | RCT | BIO | GCH | OCH | SNS | PAT | AA |
|---|---|---|---|---|---|---|---|---|
| 200 | 0.8% | 0.3% | 1.2% | 2.3% | 1.7% | 0.3% | 1.2% | 0.0% |
| 210 | 0.3% | 0.2% | 0.1% | 0.4% | 0.6% | 0.0% | 0.2% | 0.0% |
| 220 | 0.3% | 0.2% | 0.2% | 0.2% | 0.2% | 0.2% | 0.2% | 0.0% |
| 230 | 0.3% | 0.2% | 0.3% | 0.3% | 0.4% | 0.3% | 0.5% | 0.0% |
| 240 | 0.6% | 0.2% | 0.4% | 0.7% | 0.3% | 0.7% | 0.4% | 0.3% |
| 250 | 0.4% | 0.1% | 0.4% | 1.0% | 0.5% | 0.6% | 0.6% | 0.4% |
| 260 | 0.6% | 0.4% | 0.9% | 0.8% | 0.4% | 1.0% | 0.7% | 0.4% |
| 270 | 0.8% | 0.2% | 0.7% | 1.1% | 1.2% | 1.2% | 0.8% | 0.2% |
| 280 | 0.9% | 0.2% | 1.6% | 1.3% | 1.2% | 1.5% | 1.5% | 0.7% |
| 290 | 0.9% | 0.5% | 1.9% | 2.0% | 1.2% | 2.0% | 1.5% | 1.2% |
| 300 | 1.5% | 0.9% | 2.5% | 2.0% | 2.0% | 2.5% | 2.3% | 1.9% |
| 310 | 2.0% | 1.1% | 2.6% | 3.2% | 2.3% | 2.6% | 2.3% | 2.5% |
| 320 | 2.7% | 1.1% | 3.2% | 3.5% | 3.8% | 3.4% | 2.6% | 3.2% |
| 330 | 3.2% | 1.9% | 3.6% | 4.3% | 4.2% | 4.0% | 3.2% | 2.8% |
| 340 | 4.6% | 2.2% | 4.7% | 5.8% | 5.0% | 5.1% | 3.2% | 4.7% |
| 350 | 5.6% | 3.0% | 5.1% | 5.2% | 5.9% | 5.5% | 4.6% | 5.6% |
| 360 | 7.1% | 3.6% | 5.4% | 6.4% | 6.4% | 6.6% | 5.7% | 7.0% |
| 370 | 8.2% | 4.0% | 6.2% | 6.0% | 7.2% | 6.5% | 6.6% | 7.7% |
| 380 | 9.0% | 6.0% | 7.3% | 7.2% | 7.0% | 7.1% | 6.4% | 8.7% |
| 390 | 10.0% | 7.0% | 6.7% | 6.9% | 7.2% | 7.5% | 6.5% | 7.2% |
| 400 | 9.8% | 8.4% | 6.6% | 7.0% | 6.8% | 6.8% | 7.3% | 9.1% |
| 410 | 7.7% | 7.9% | 6.6% | 6.0% | 6.4% | 5.8% | 7.8% | 8.0% |
| 420 | 6.2% | 8.4% | 5.5% | 4.7% | 4.8% | 6.0% | 6.1% | 6.4% |
| 430 | 4.9% | 8.8% | 4.6% | 5.4% | 5.3% | 5.4% | 5.7% | 5.6% |
| 440 | 4.2% | 7.9% | 4.7% | 4.1% | 5.0% | 4.4% | 4.6% | 4.8% |
| 450 | 2.1% | 5.9% | 3.8% | 2.9% | 2.7% | 3.5% | 4.0% | 3.5% |
| 460 | 1.5% | 4.6% | 3.1% | 2.5% | 2.8% | 2.7% | 3.6% | 2.8% |
| 470 | 1.2% | 3.1% | 2.4% | 2.1% | 1.6% | 2.0% | 2.3% | 1.8% |
| 480 | 0.8% | 2.7% | 2.0% | 1.6% | 1.5% | 1.4% | 2.0% | 1.1% |
| 490 | 0.6% | 2.5% | 1.0% | 0.8% | 0.9% | 1.1% | 1.7% | 0.8% |
| 500 | 0.3% | 1.5% | 1.3% | 0.7% | 0.8% | 0.7% | 1.2% | 0.4% |
| 510 | 0.4% | 1.5% | 1.0% | 0.4% | 0.5% | 0.4% | 1.0% | 0.4% |
| 520 | 0.1% | 0.9% | 0.6% | 0.3% | 0.3% | 0.4% | 0.7% | 0.2% |
| 530 | 0.0% | 0.8% | 0.5% | 0.3% | 0.4% | 0.2% | 0.3% | 0.2% |
| 540 | 0.0% | 0.9% | 0.1% | 0.1% | 0.4% | 0.2% | 0.1% | 0.1% |
| 550 | 0.2% | 0.4% | 0.2% | 0.0% | 0.0% | 0.1% | 0.1% | 0.0% |
| 560 | 0.0% | 0.3% | 0.2% | 0.2% | 0.2% | 0.1% | 0.2% | 0.0% |
| 570 | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% | 0.1% | 0.0% | 0.0% |
| 580 | 0.0% | 0.1% | 0.1% | 0.0% | 0.3% | 0.0% | 0.1% | 0.0% |
| 590 | 0.0% | 0.0% | 0.2% | 0.1% | 0.0% | 0.0% | 0.1% | 0.0% |
| 600 | 0.0% | 0.0% | 0.4% | 0.2% | 0.3% | 0.0% | 0.1% | 0.0% |
| Mean | 380.52 | 413.07 | 386.65 | 375.76 | 381.54 | 381.34 | 389.29 | 387.55 |
| SD | 52.41 | 56.26 | 65.32 | 64.50 | 64.42 | 58.80 | 63.64 | 49.27 |
| Count* | 2469 | 2469 | 2469 | 2469 | 2469 | 2469 | 2469 | 2469 |

* Number of examinations given to examinees

**Table 22**
**Correlations among DAT Disciplines (N=17,430)**
**March 1 through December 31, 2025**

| | BIO | GEN | ORG | QRT | RCT | PAT | SNS |
|---|---|---|---|---|---|---|---|
| **BIO** | | | | | | | |
| **GEN** | 0.73 | | | | | | |
| **ORG** | 0.74 | 0.76 | | | | | |
| **QRT** | 0.58 | 0.65 | 0.59 | | | | |
| **RCT** | 0.47 | 0.44 | 0.40 | 0.51 | | | |
| **PAT** | 0.60 | 0.62 | 0.62 | 0.62 | 0.42 | | |
| **SNS** | 0.91 | 0.91 | 0.91 | 0.67 | 0.48 | 0.67 | |
| **AVG** | 0.87 | 0.88 | 0.86 | 0.80 | 0.67 | 0.70 | 0.96 |

BIO=Biology; GEN=General Chemistry; ORG=Organic Chemistry; QRT=Quantitative Reasoning Test; RCT=Reading Comprehension Test; PAT= Perceptual Ability Test; SNS=Survey of the Natural Sciences; AVG=Academic Average.

## Figure 1
## Survey of the Natural Sciences
## Biology Content Specifications
## 40 items

**I. Cell and Molecular Biology**
- A. Cell metabolism (including photosynthesis/enzymology)
- B. Cellular Processes (including membrane transport, signal transduction)
- C. Thermodynamics
- D. Mitosis / Meiosis
- E. Cell structure and function
- F. Experimental cell biology
- G. Biomolecules
- H. Integrated relationships

**II. Diversity of Life**
- A. Viruses
- B. Archaebacteria
- C. Eubacteria
- D. Fungi
- E. Protista
- F. Plantae
- G. Animalia
- H. Integrated relationships

**III. Structure and Function of Systems**
- A. Integumentary
- B. Skeletal
- C. Muscular
- D. Circulatory
- E. Lymphatic/immune
- F. Digestive
- G. Respiratory
- H. Urinary
- I. Nervous/Sensory
- J. Endocrine
- K. Reproductive
- L. Integrated relationships

**IV. Genetics**
- A. Molecular genetics
- B. Human genetics
- C. Classical genetics
- D. Chromosomal genetics
- E. Genetic technology
- F. Developmental mechanisms
- G. Genomics
- H. Gene expression
- I. Epigenetics
- J. Integrated relationships

**V. Evolution and Ecology**
- A. Natural selection
- B. Population genetics/speciation
- C. Animal behavior
- D. Ecology (population, community, and ecosystem ecology)
- E. Integrated relationships

## Figure 2
## Survey of the Natural Sciences
## General Chemistry Content Specifications
## 30 items

**I. Stoichiometry and General Concepts**
- A. Percent composition
- B. Empirical formulae
- C. Balancing equations
- D. Moles and molecular formulas
- E. Molar mass
- F. Density
- G. Calculations from balanced equations

**II. Gases**
- A. Kinetic molecular theory of gases
- B. Dalton's gas law
- C. Boyle's gas law
- D. Charles's gas law
- E. Ideal gas law

**III. Liquids and Solids**
- A. Intermolecular forces
- B. Phase changes
- C. Vapor pressure
- D. Structures
- E. Polarity
- F. Properties

**IV. Solutions**
- A. Polarity
- B. Properties
  - 1. Colligative
  - 2. Non-colligative
- C. Forces
- D. Concentration calculations

**V. Acids and Bases**
- A. pH
- B. Strength
- C. Brønsted-Lowry reactions
- D. Calculations

**VI. Chemical Equilibria**
- A. Molecular
- B. Acid/base
- C. Precipitation
- D. Calculations
- E. Le Chatelier's principle

**VII. Thermodynamics and Thermochemistry**
- A. Laws of thermodynamics
- B. Hess's law
- C. Spontaneity
- D. Enthalpies and entropies
- E. Heat transfer

**VIII. Chemical Kinetics**
- A. Rate Laws
- B. Activation Energy
- C. Half-life

**IX. Oxidation-Reduction Reactions**
- A. Balancing equations
- B. Determination of oxidation numbers
- C. Electrochemical calculations
- D. Electrochemical concepts and terminology

**X. Atomic and Molecular Structure**
- A. Electron configuration
- B. Orbital types
- C. Lewis-Dot diagrams
- D. Atomic theory
- E. Quantum theory
- F. Molecular geometry
- G. Bond types
- H. Sub-atomic particles

**XI. Periodic Properties**
- A. Representative elements
- B. Transition elements
- C. Periodic trends
- D. Descriptive chemistry

**XII. Nuclear Reactions**
- A. Balancing equations
- B. Binding energy
- C. Decay processes
- D. Particles
- E. Terminology

**XIII. Laboratory**
- A. Basic Techniques
- B. Equipment
- C. Error analysis
- D. Safety
- E. Data analysis

## Figure 3
## Survey of the Natural Sciences
## Organic Chemistry Content Specifications
## 30 items

**I. Mechanisms: Energetics and Structure**
- A. Elimination
- B. Addition
- C. Free radical
- D. Substitution mechanisms
- E. Other mechanism and reactions

**II. Chemical and Physical Properties of Molecules**
- A. Spectroscopy
  - 1. $^{1}H$ NMR
  - 2. $^{13}C$ NMR
  - 3. Infrared
  - 4. Multi-spectra
- B. Structure
  - 1. Polarity
  - 2. Intermolecular forces (solubility, melting/boiling point, etc.)
- C. Laboratory theory and techniques (i.e. TLC, separations, etc.)

**III. Stereochemistry (Structure Evaluation)**
- A. Chirality
- B. Isomer relationships
- C. Conformations

**IV. Nomenclature**
- A. IUPAC rules
- B. Functional groups in molecules

**V. Individual Reactions of the Major Functional Groups and Combinations of Reactions to Synthesize Compounds**
- A. Alkene/Alkyne
  - 1. General
  - 2. One-step
  - 3. Multi-step
- B. Aromatic
  - 1. General
  - 2. One-step
  - 3. Multi-step
- C. Substitution/Elimination
  - 1. General
  - 2. One-step
  - 3. Multi-step
- D. Aldehyde/Ketone
  - 1. General
  - 2. One-step
  - 3. Multi-step
- E. Carboxylic acids and derivatives
  - 1. General
  - 2. One-step
  - 3. Multi-step
- F. Other
  - 1. General
  - 2. One-step
  - 3. Multi-step

**VI. Acid-Base Chemistry**
- A. Ranking Acidity/ basicity
  - 1. Structure analysis
  - 2. pH/$pK_a$ data analysis
- B. Prediction of products and equilibria

**VII. Aromatics and Bonding**
- A. Concept of aromaticity
- B. Resonance
- C. Atomic/molecular orbitals
- D. Hybridization
- E. Bond angles/lengths

## Figure 4
## Quantitative Reasoning
## Content Specifications
## 40 items

**I. Mathematics Problems**

**A. Algebra**

1. Equations and expressions
2. Inequalities
3. Exponential notation
4. Absolute value
5. Ratios and proportions
6. Graphical analysis

**B. Data Analysis, Interpretation, and Sufficiency**

**C. Quantitative Comparison**

**D. Probability and Statistics**

**II. Applied Mathematics (Word) Problems**


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March 2026