

Florida Standards Assessments

English Language Arts and Mathematics



Later Testing
Shorter Window
More Learning

2019



Florida Standards Assessments

The Florida Standards Assessments (FSA) measure student achievement of the Florida Standards, which specify the challenging content Florida students are expected to learn in the subject areas of English language arts and mathematics. The Florida Standards were designed with input from educators, district administrators, community leaders and members of the public to ensure students receive the foundation necessary to succeed in each subsequent grade and/or course. The FSA was administered for the first time in Spring 2015.

Achievement Levels

The Achievement Level definitions that apply to FSA English Language Arts and Mathematics assessments are provided below, and the cut scores that define the levels are provided on page 3. Achievement Levels are referred to as Performance Levels on FSA student reports.

Level 5	Mastery —highly likely to excel in the next grade/course
Level 4	Proficient —likely to excel in the next grade/course
Level 3	Satisfactory —may need additional support for the next grade/course
Level 2	Below Satisfactory —likely to need substantial support for the next grade/course
Level 1	Inadequate —highly likely to need substantial support for the next grade/course

The FSA Achievement Levels were developed with input from more than 300 educators from around the state. In addition, a diverse group of statewide education stakeholders convened separately and made recommendations regarding passing scores on the new assessments. The Department of Education posted each group’s recommendations on its website and requested feedback from all members of the public. After receiving public comment, the Commissioner of Education recommended the Achievement Levels for each assessment, and they were approved by the State Board of Education in January 2016.

FSA English Language Arts Achievement Levels

Grade	Scale Scores (240 to 412)				
	Level 1	Level 2	Level 3	Level 4	Level 5
3	240-284	285-299	300-314	315-329	330-360
4	251-296	297-310	311-324	325-339	340-372
5	257-303	304-320	321-335	336-351	352-385
6	259-308	309-325	326-338	339-355	356-391
7	267-317	318-332	333-345	346-359	360-397
8	274-321	322-336	337-351	352-365	366-403
9	276-327	328-342	343-354	355-369	370-407
10	284-333	334-349	350-361	362-377	378-412

FSA Mathematics Achievement Levels

Grade	Scale Scores (240 to 393)				
	Level 1	Level 2	Level 3	Level 4	Level 5
3	240-284	285-296	297-310	311-326	327-360
4	251-298	299-309	310-324	325-339	340-376
5	256-305	306-319	320-333	334-349	350-388
6	260-309	310-324	325-338	339-355	356-390
7	269-315	316-329	330-345	346-359	360-391
8	273-321	322-336	337-352	353-364	365-393
Course	Scale Scores (425 to 575)				
Algebra 1	425-486	487-496	497-517	518-531	532-575
Geometry	425-485	486-498	499-520	521-532	533-575

Overview of Results

2019 Percentage at or above Achievement Level 3

Assessment	Grade Level								Grade Groups		
	3	4	5	6	7	8	9	10	3-5	6-8	9-10
English Language Arts	58%	58%	56%	54%	52%	56%	55%	53%	57%	54%	54%

Assessment	Grade Level						Grade Groups	
	3	4	5	6	7	8	3-5	6-8
All Mathematics**	62%	64%	60%	55%	59%	64%	62%	59%
FSA Mathematics	62%	64%	60%	55%	54%	46%	62%	52%
Algebra 1	N/A	N/A	*	97%	95%	86%	*	88%
Geometry	N/A	N/A	*	90%	98%	95%	*	95%

Data are reported only when the total number of students in a group is at least 10 and when the performance of individuals is not disclosed. An asterisk () appears when data are suppressed.

**Results are for FSA Mathematics, Algebra 1 and Geometry combined, as applicable.

Assessment	All Grades	Grade Groups	
		8 and Lower	9-12
Algebra 1	60%	88%	39%
Geometry	57%	95%	52%

Florida Standards Assessments

English Language Arts

Summary of ELA Results

- **Grades 3-10**
 - Overall, performance at Level 3 and above on the FSA ELA in grades 3-10 increased by 1 percentage point from 2018 to 2019 (54% to 55%).
 - Charter schools outperformed non-charter schools on the FSA ELA.
 - Charter schools had a higher percentage of students performing at Level 3 and above (63% vs. 54%) and a lower percentage of students performing at Level 1 (15% vs. 23%).
 - Charter school performance on the FSA ELA increased by 1 percentage point compared to 2018 (62% to 63%).
 - Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
 - All subgroups increased or maintained their performance at Level 3 and above from 2018 to 2019.
 - White students increased performance at Level 3 and above by 2 percentage points (65% to 67%).
 - African American students, Hispanic students, and students with disabilities increased performance by 1 percentage point (37% to 38%, 51% to 52%, and 21% to 22%, respectively).
- **Grades 3-5**
 - Overall, performance at Level 3 and above on the FSA ELA in grades 3-5 increased by 1 percentage point from 2018 to 2019 (56% to 57%).
 - For the elementary grades, charter schools outperformed non-charter schools on the FSA ELA.
 - Charter schools had a higher percentage of grades 3-5 students performing at Level 3 and above (65% vs. 56%) and a lower percentage of students performing at Level 1 (14% vs. 20%).
 - Grades 3-5 charter school performance on the FSA ELA increased by 3 percentage points, while non-charter school performance increased by 1 percentage point compared to 2018 (62% to 65% vs. 55% to 56%).
 - Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
 - All grades 3-5 subgroups increased or maintained their performance at Level 3 and above from 2018 to 2019.
 - African American students, white students, and students with disabilities increased performance at Level 3 and above by 2 percentage points (39% to 41%, 67% to 69%, and 26% to 28%, respectively).
 - Hispanic and economically disadvantaged students increased performance by 1 percentage point (53% to 54% and 47% to 48%, respectively).
- **Grades 6-8**
 - Overall, performance at Level 3 and above on the FSA ELA in grades 6-8 increased by 1 percentage point from 2018 to 2019 (53% to 54%).
 - For the middle grades, charter schools outperformed non-charter schools on the FSA ELA.

- Charter schools had a higher percentage of grades 6-8 students performing at Level 3 and above (63% vs. 53%) and a lower percentage of students performing at Level 1 (15% vs. 25%).
- Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
- All grades 6-8 subgroups increased or maintained their performance at Level 3 and above from 2018 to 2019.
 - Hispanic students and students with disabilities increased performance by 2 percentage points (49% to 51% and 17% to 19%, respectively).
 - African American students, economically disadvantaged students, and English language learners increased performance by 1 percentage point (36% to 37%, 43% to 44%, and 11% to 12%, respectively).
- The achievement gap between Hispanic and white students narrowed by 2 percentage points, while the achievement gap between African American and white student narrowed by 1 percentage point.
- **Grades 9-10**
 - Overall, performance at Level 3 and above on the FSA ELA in grades 9-10 increased by 1 percentage point from 2018 to 2019 (53% to 54%).
 - For the high school grades, charter schools outperformed non-charter schools on the FSA ELA.
 - Charter schools had a higher percentage of grades 9-10 students performing at Level 3 and above (59% vs. 53%) and a lower percentage of students performing at Level 1 (19% vs. 24%).
 - Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
 - Most grades 9-10 subgroups increased or maintained their performance at Level 3 and above from 2018 to 2019.
 - African American and white students increased performance at Level 3 and above by 1 percentage point (34% to 35% and 65% to 66%, respectively).

Florida Standards Assessments

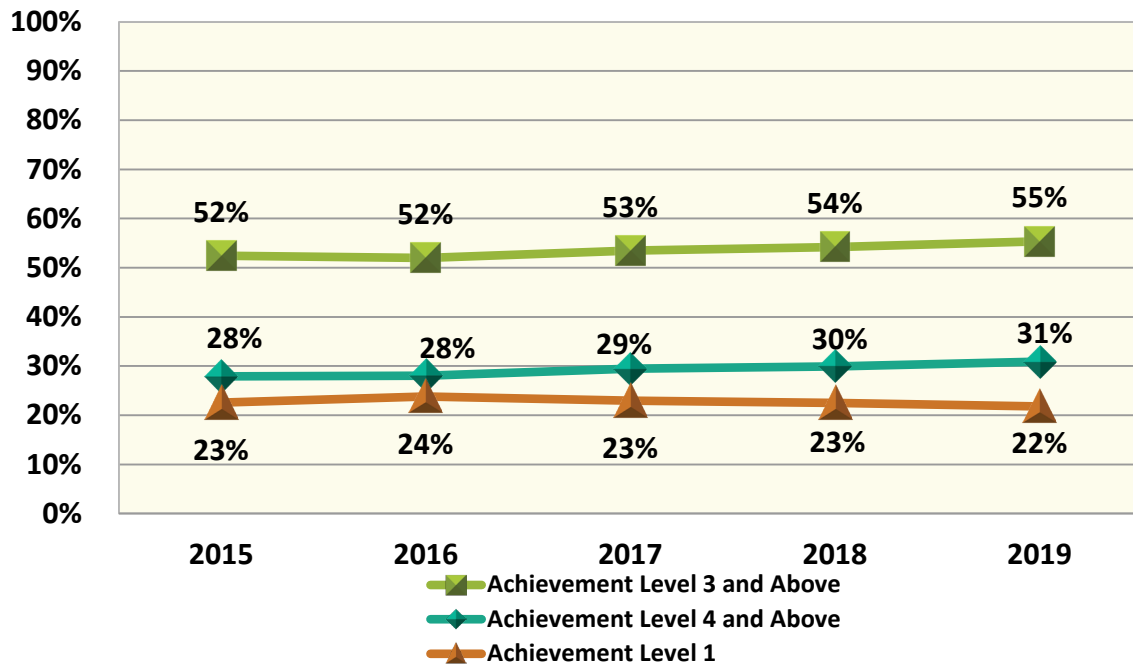
English Language Arts

NOTES:

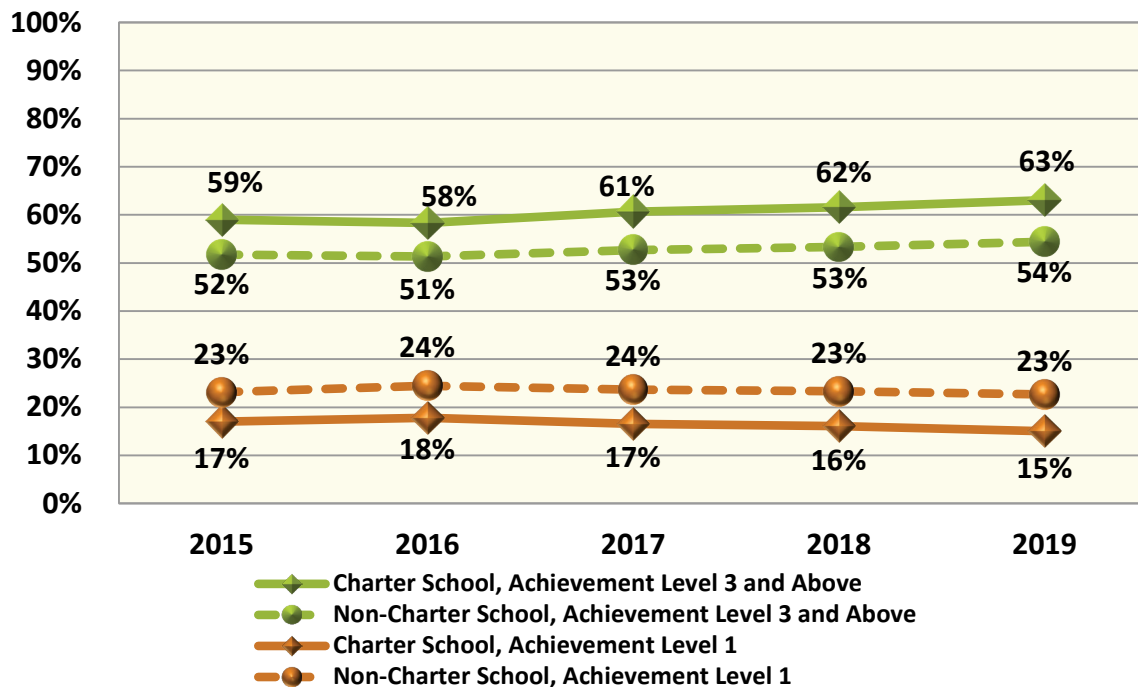
- 1) Percentages displayed in this document for previous years may reflect minor differences from percentages published previously. This is because of the inclusion of additional assessment records reported after the initial publication of data.
- 2) Student performance on the 2015 FSA ELA presented in this document is reported using the Achievement Levels established by the State Board of Education in January 2016. The results were retrofitted to the established score scale and Achievement Levels so stakeholders can compare school years and see how students would have performed if the Achievement Levels had been established in 2015.

English Language Arts – FSA Grades 3-10

By Achievement Level

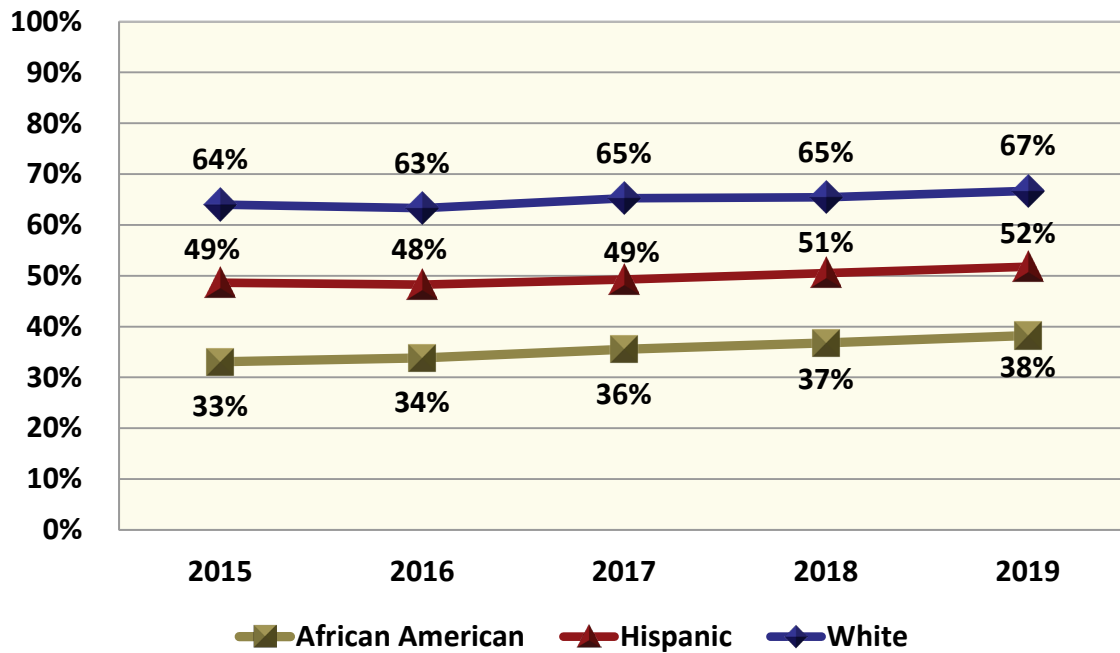


By Achievement Level, Charter vs. Non-Charter Schools

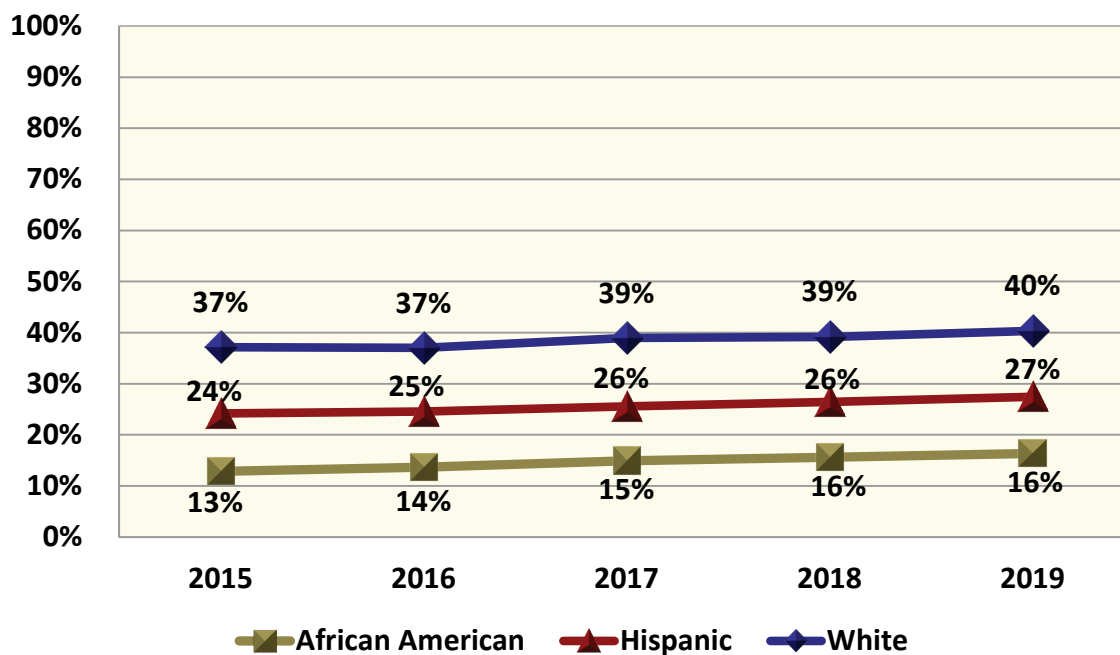


English Language Arts – FSA Grades 3-10

At or Above Achievement Level 3, by Race/Ethnicity

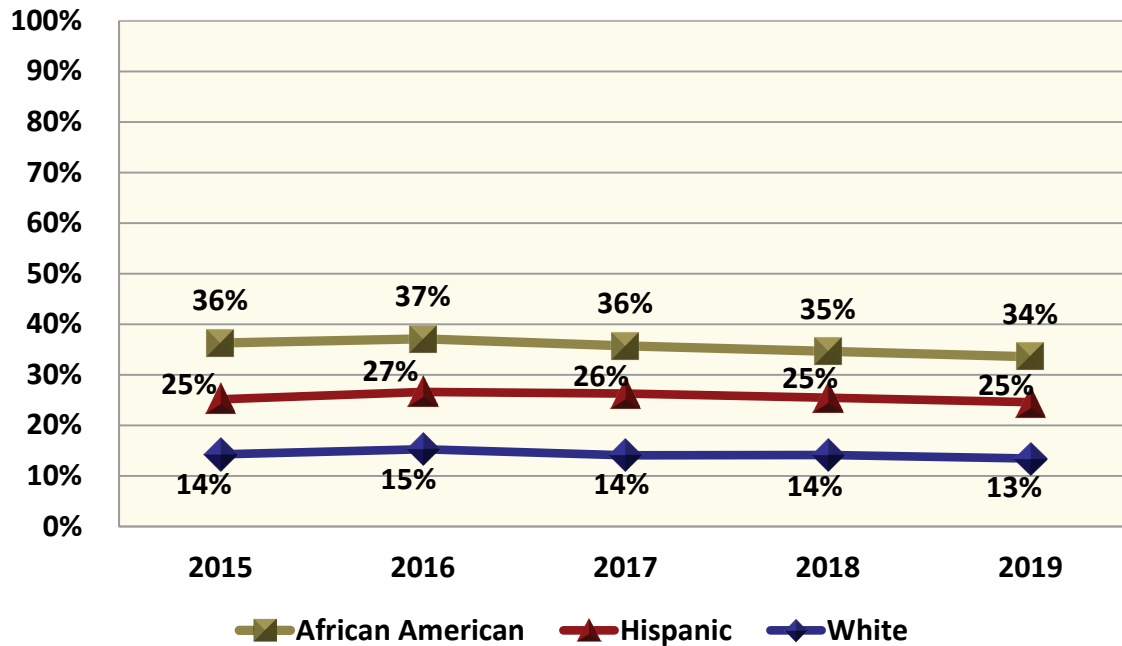


At or Above Achievement Level 4, by Race/Ethnicity

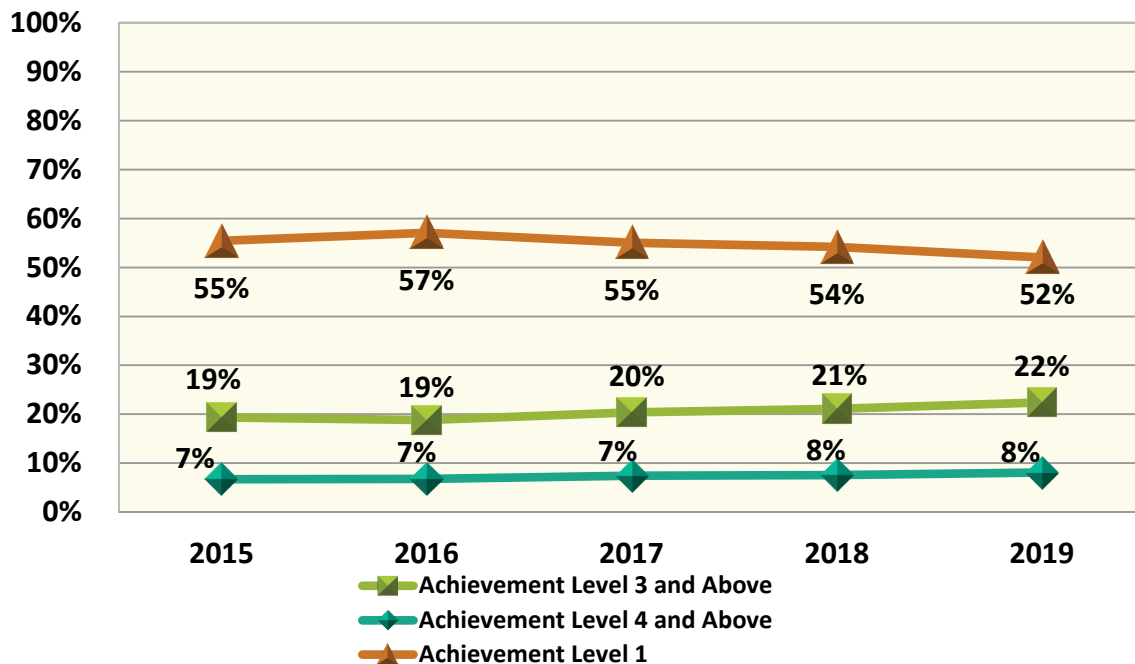


English Language Arts – FSA Grades 3-10

At Achievement Level 1, by Race/Ethnicity

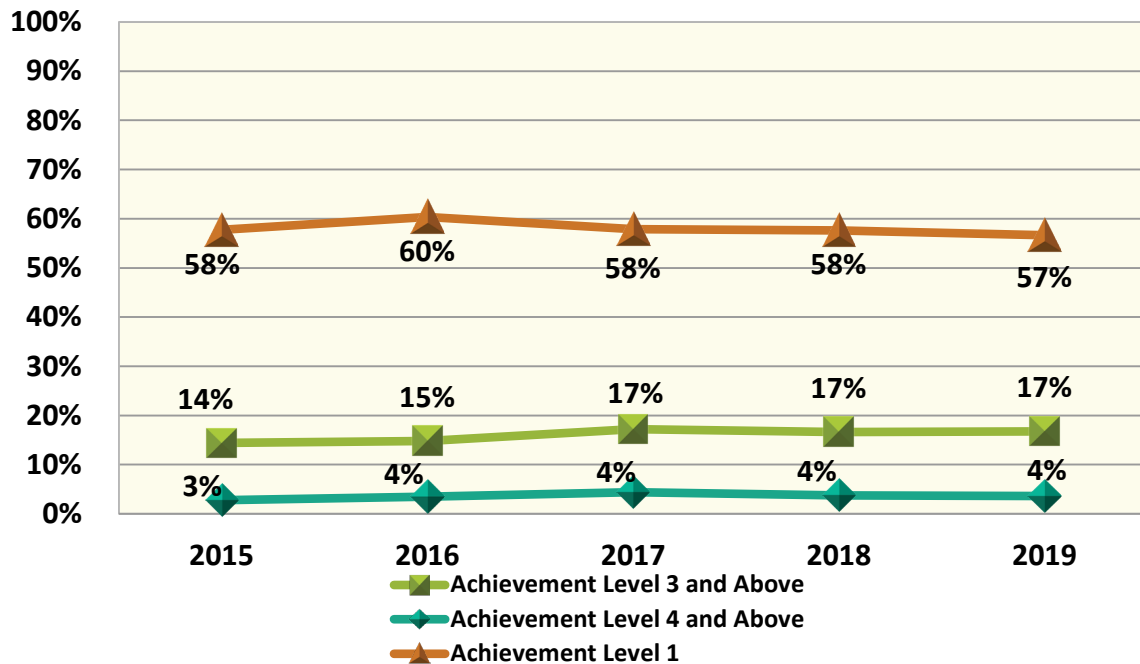


By Achievement Level, Students with Disabilities

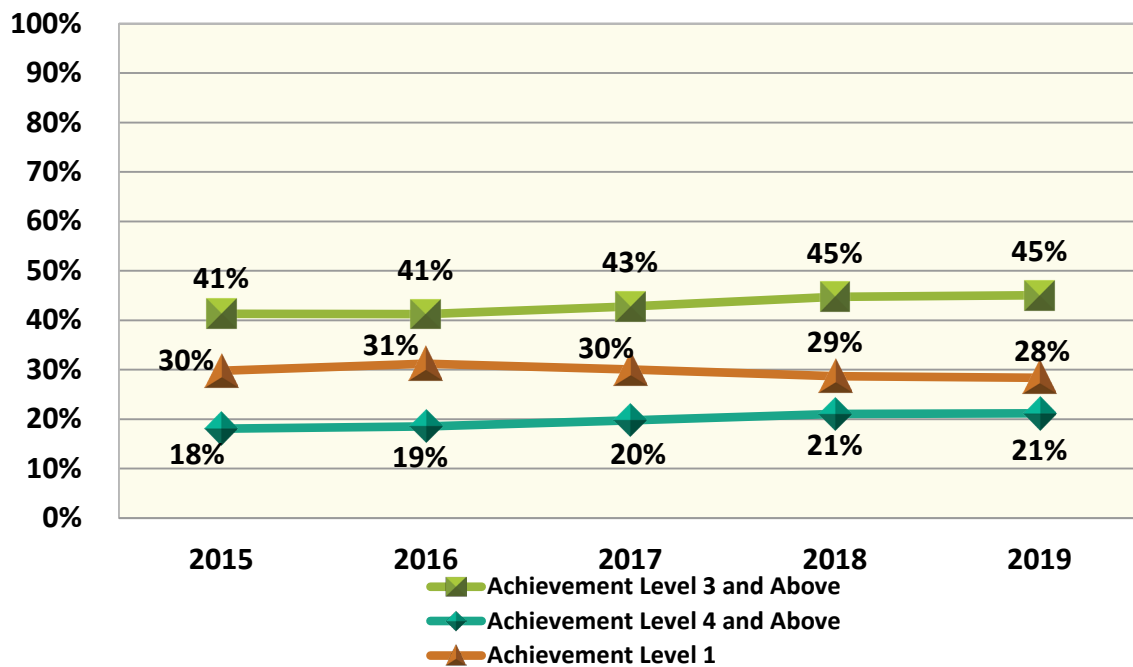


English Language Arts – FSA Grades 3-10

By Achievement Level, English Language Learners

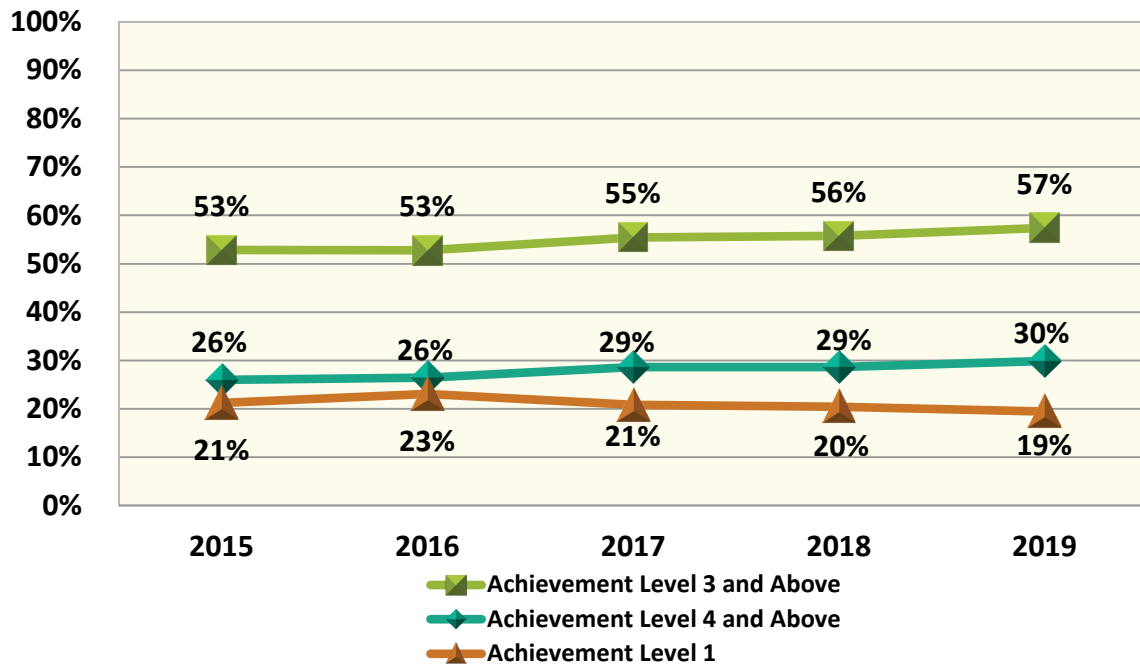


By Achievement Level, Economically Disadvantaged

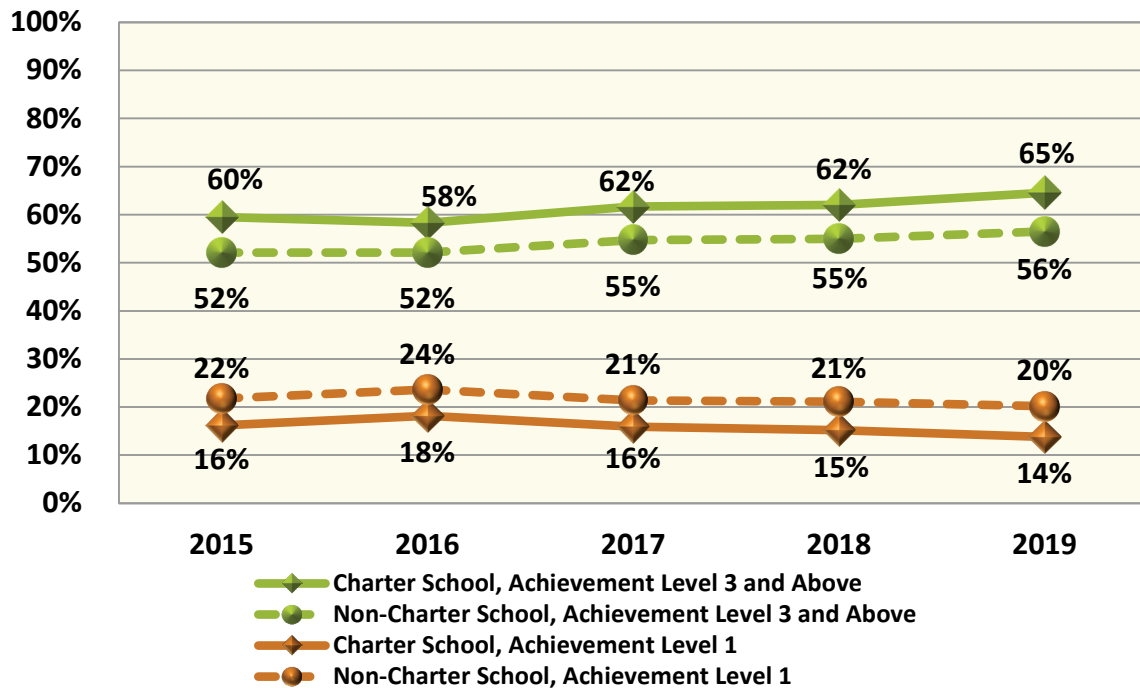


English Language Arts – Grades 3-5

By Achievement Level

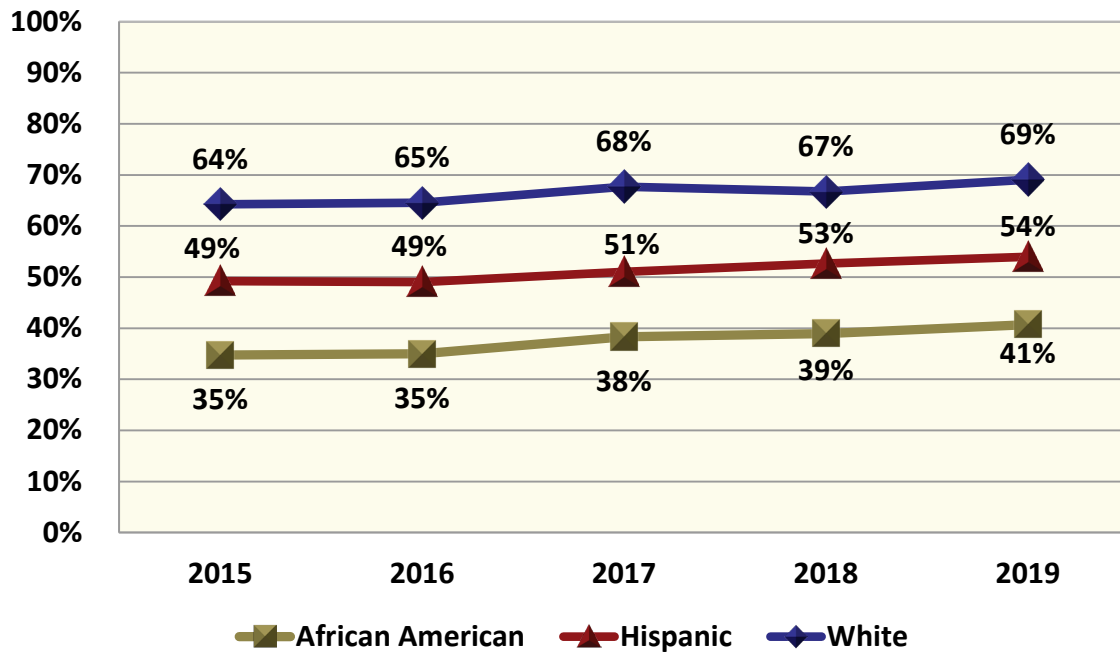


By Achievement Level, Charter vs. Non-Charter Schools

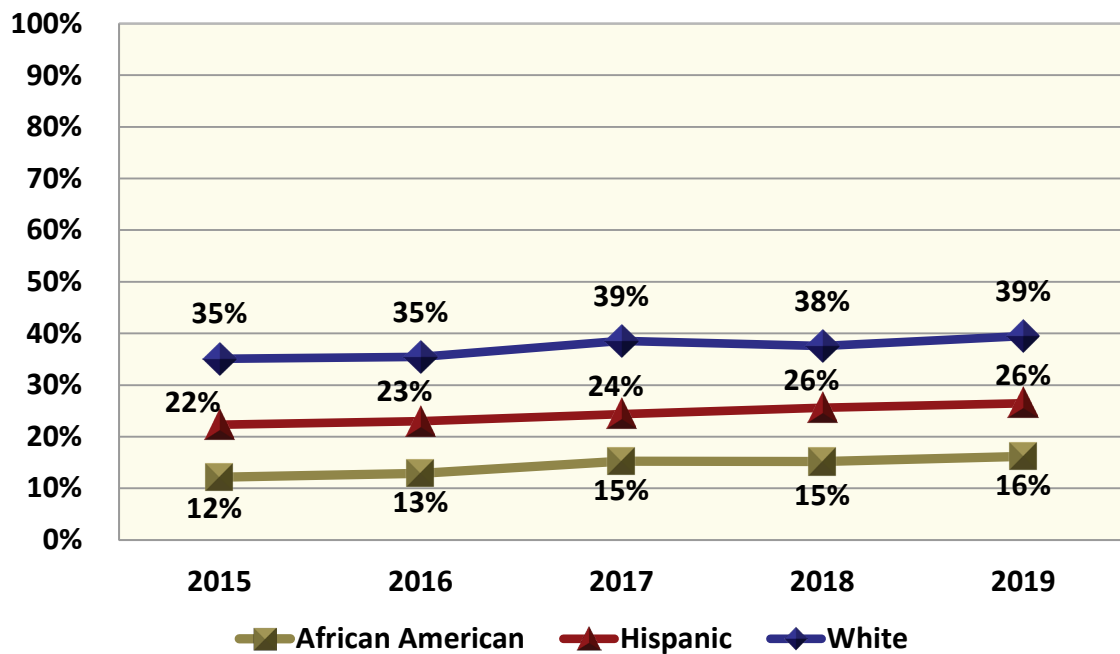


English Language Arts – Grades 3-5

At or Above Achievement Level 3, by Race/Ethnicity

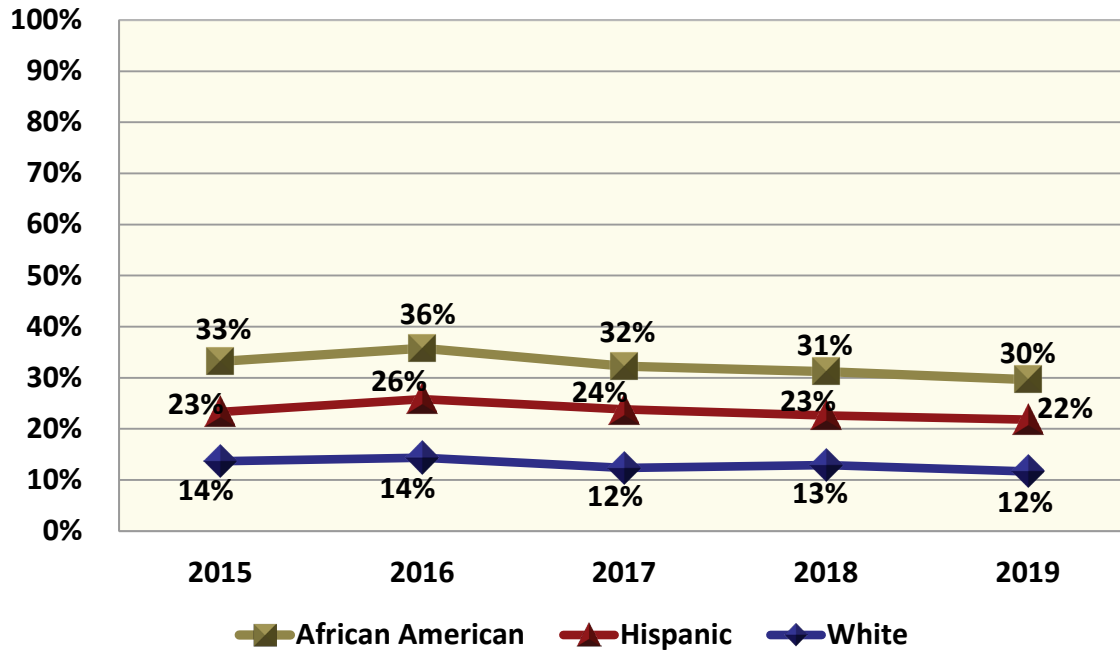


At or Above Achievement Level 4, by Race/Ethnicity

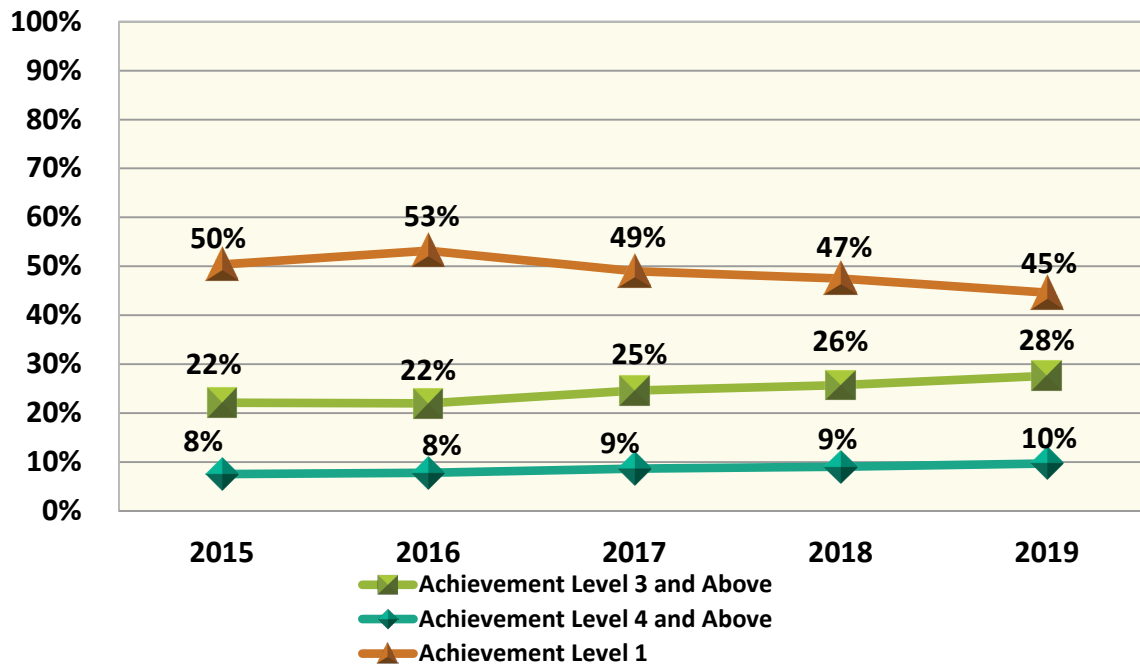


English Language Arts – Grades 3-5

At Achievement Level 1, by Race/Ethnicity

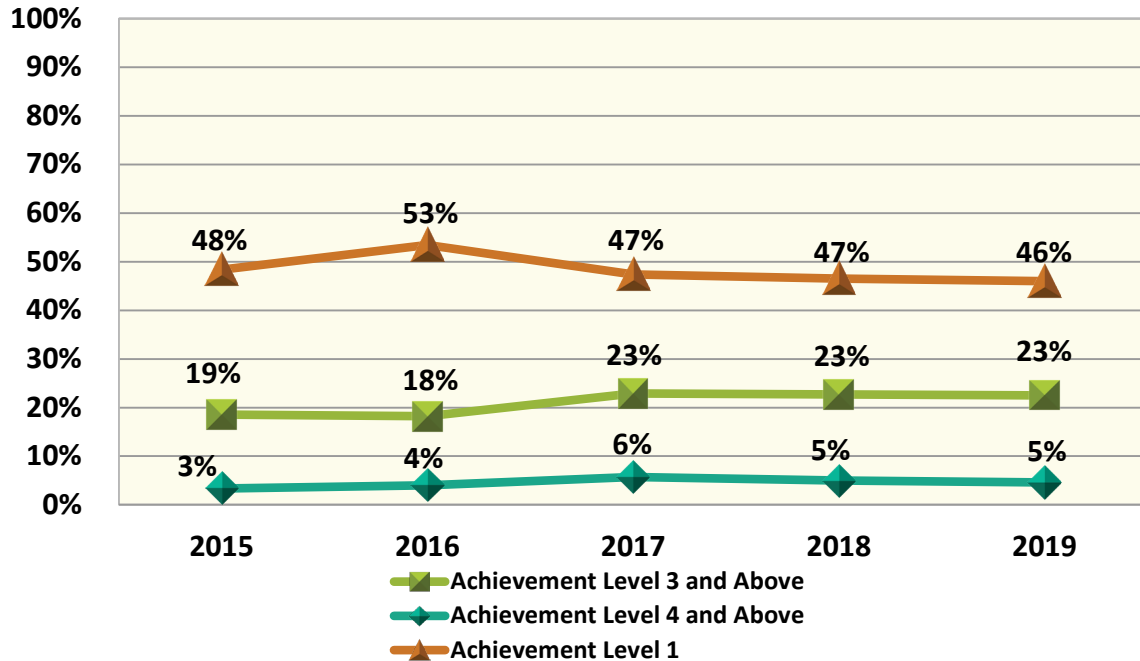


By Achievement Level, Students with Disabilities

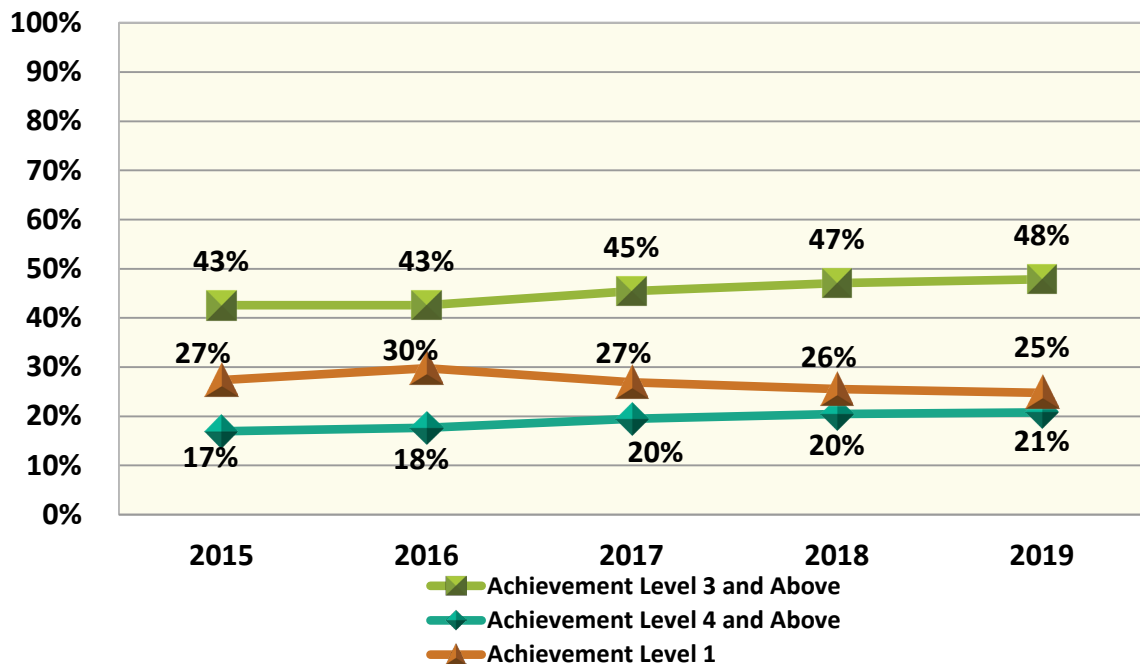


English Language Arts – Grades 3-5

By Achievement Level, English Language Learners

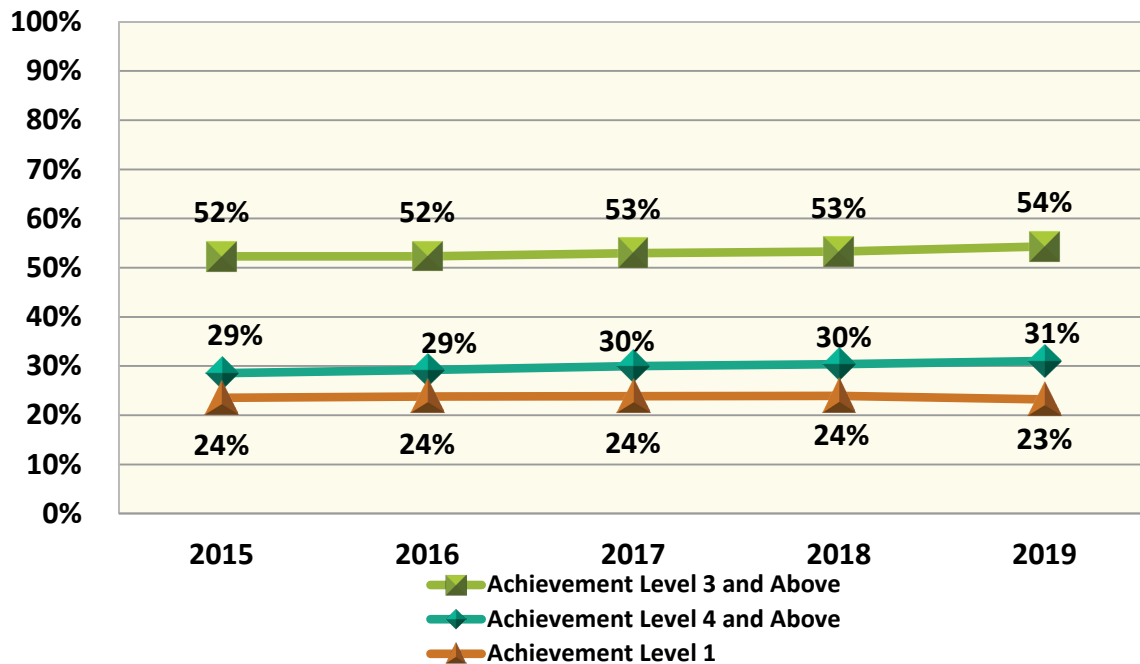


By Achievement Level, Economically Disadvantaged

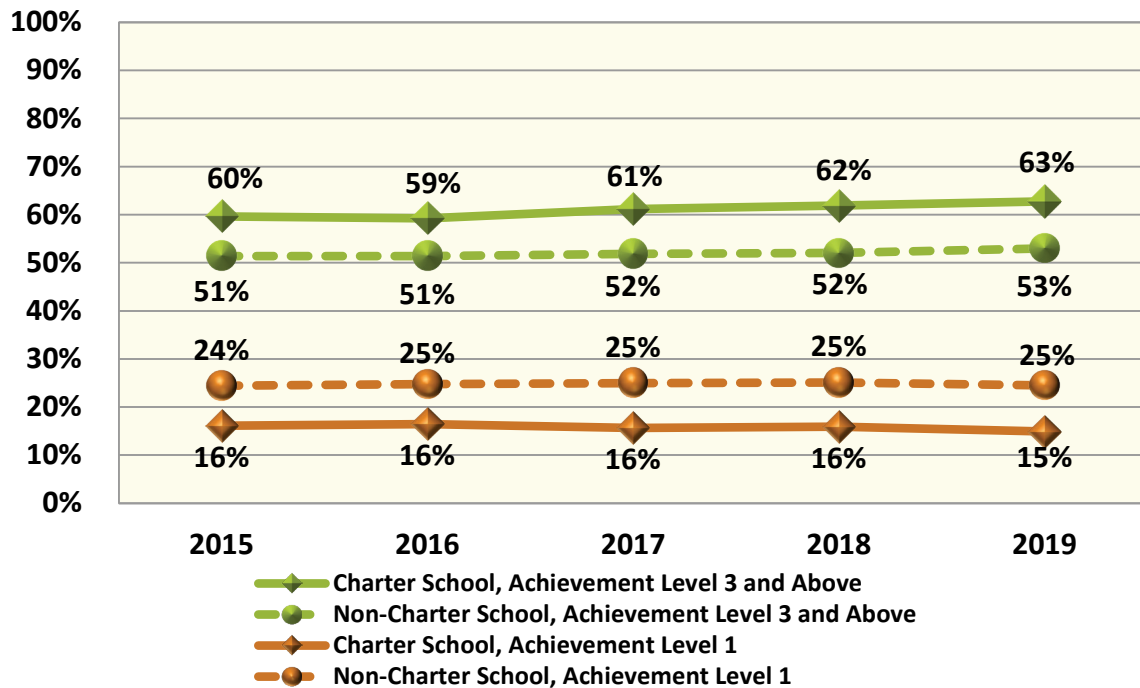


English Language Arts – Grades 6-8

By Achievement Level

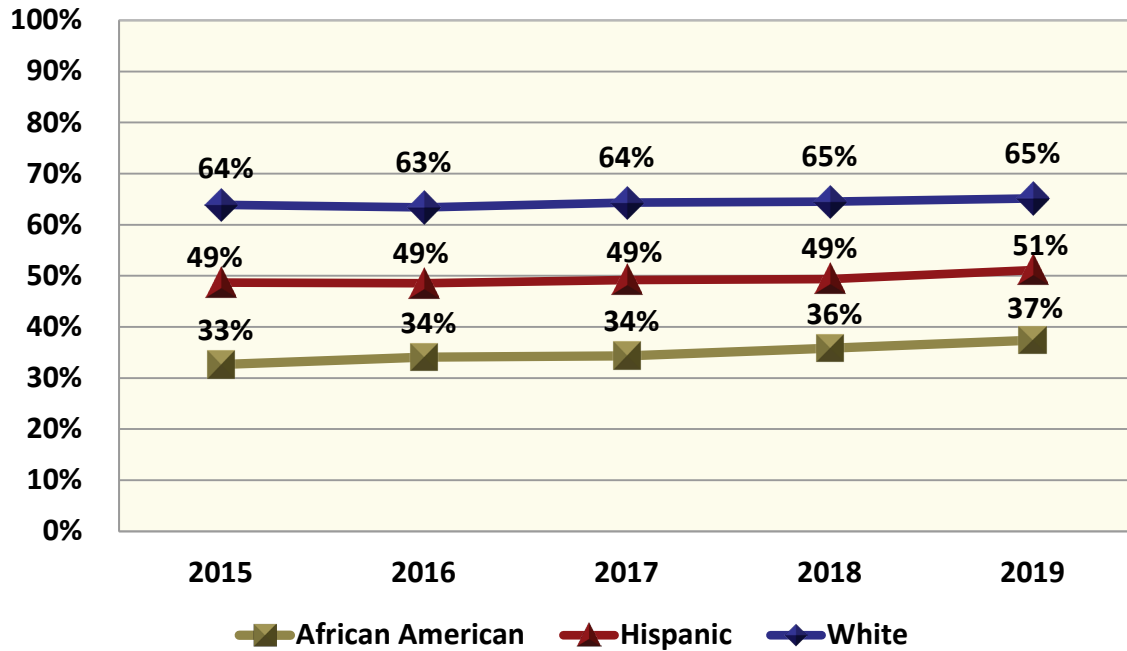


By Achievement Level, Charter vs. Non-Charter Schools

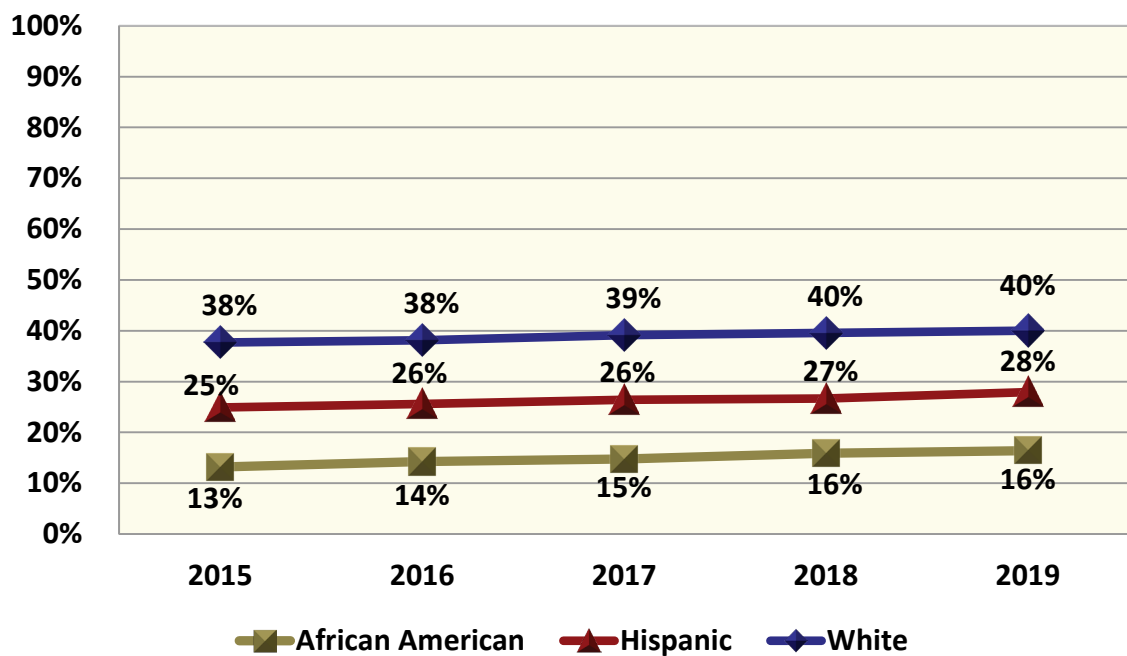


English Language Arts – Grades 6-8

At or Above Achievement Level 3, by Race/Ethnicity

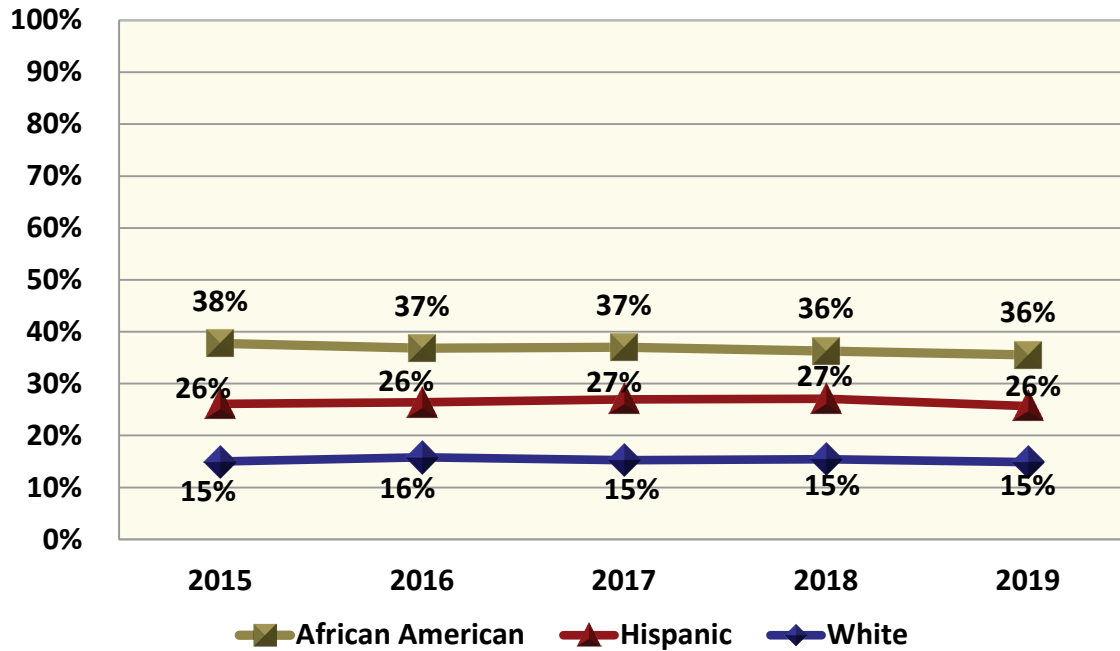


At or Above Achievement Level 4, by Race/Ethnicity

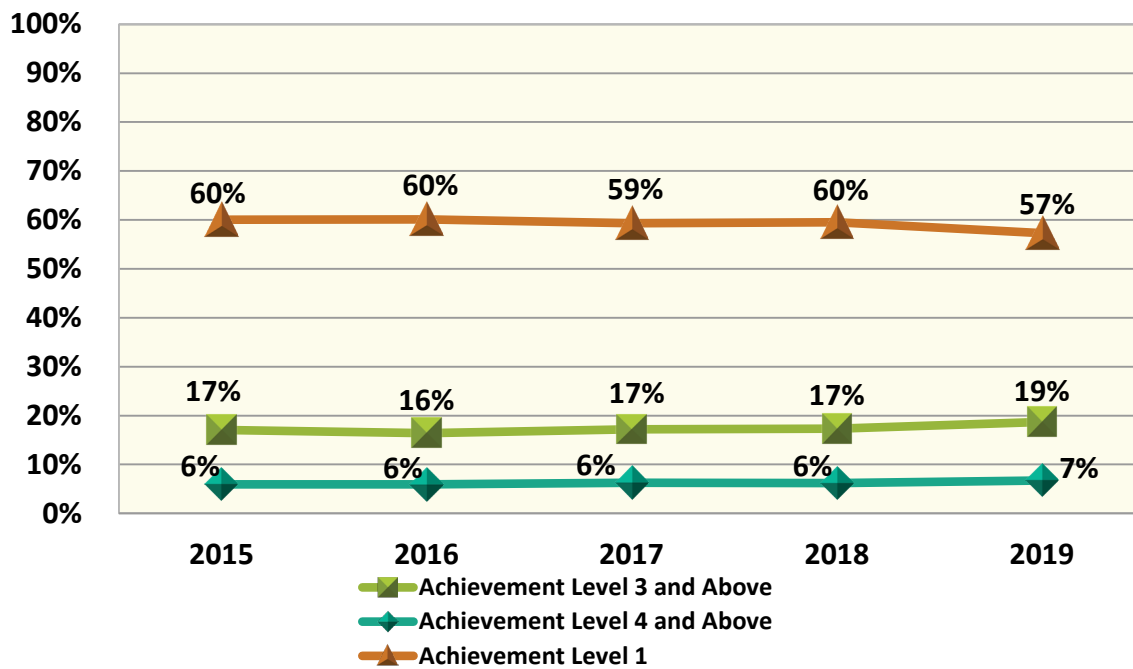


English Language Arts – Grades 6-8

At Achievement Level 1, by Race/Ethnicity

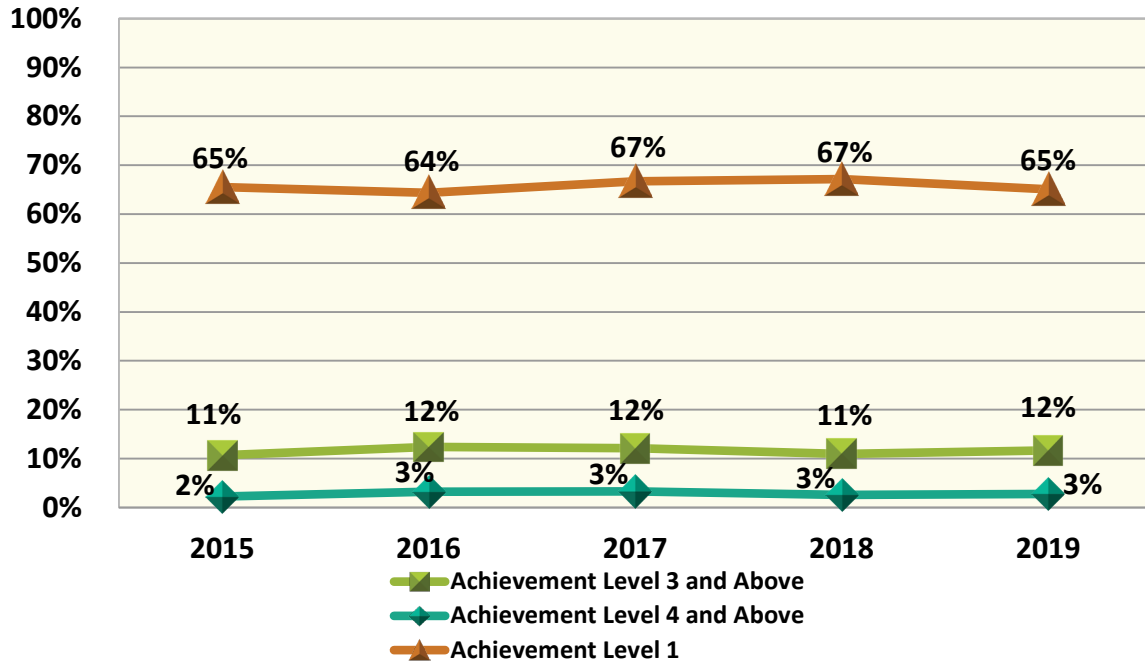


By Achievement Level, Students with Disabilities

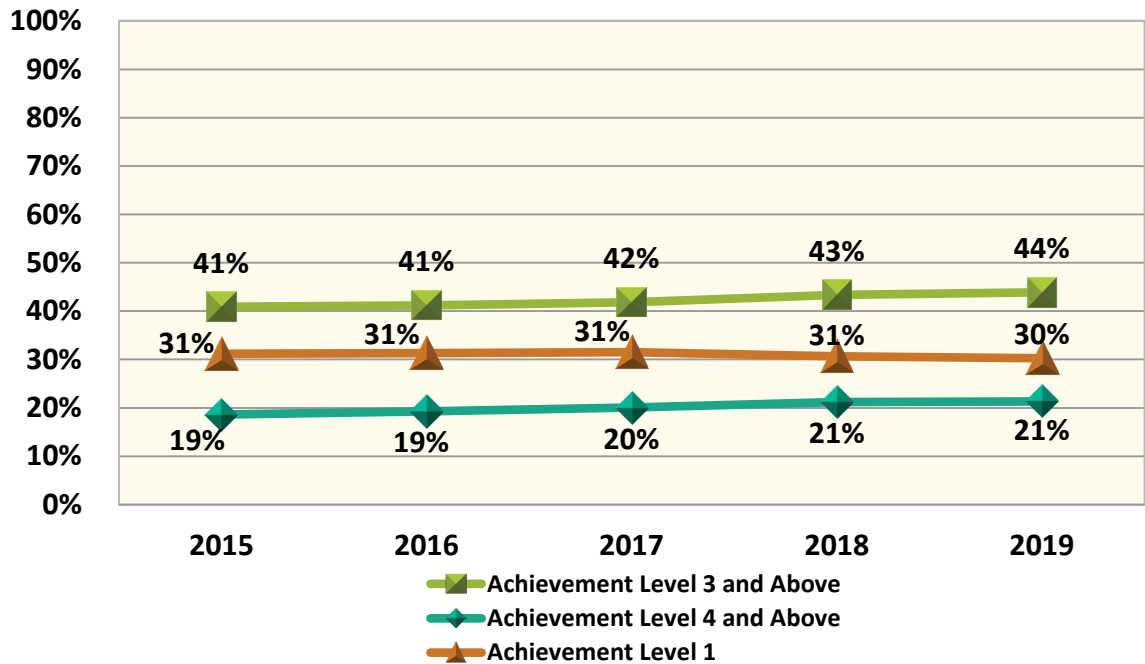


English Language Arts – Grades 6-8

By Achievement Level, English Language Learners

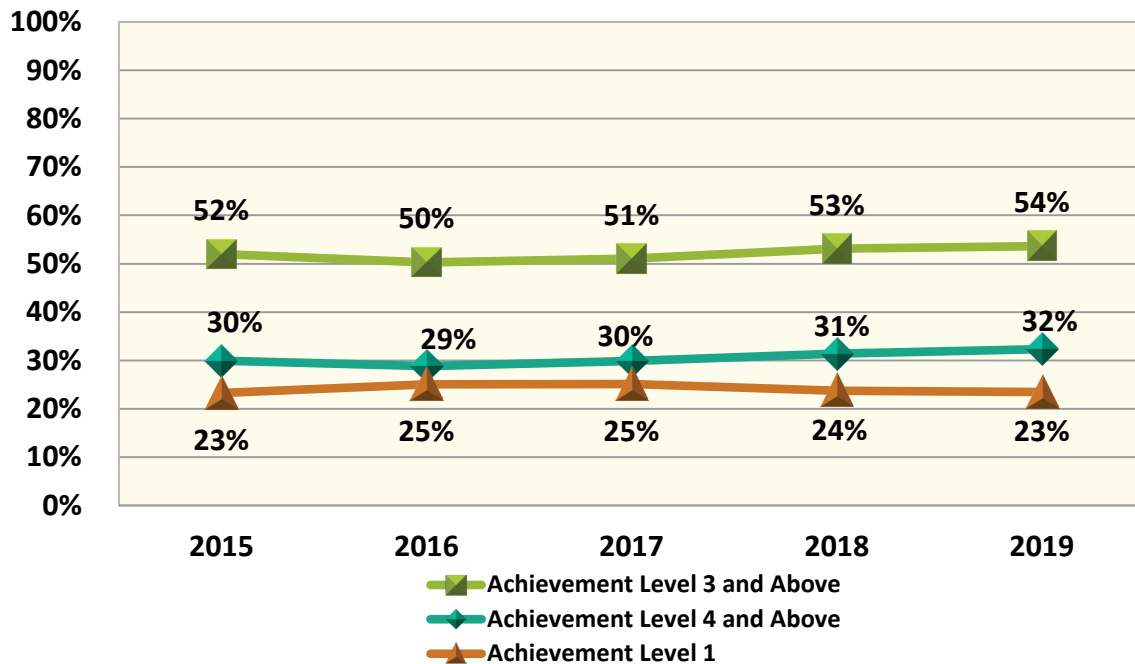


By Achievement Level, Economically Disadvantaged

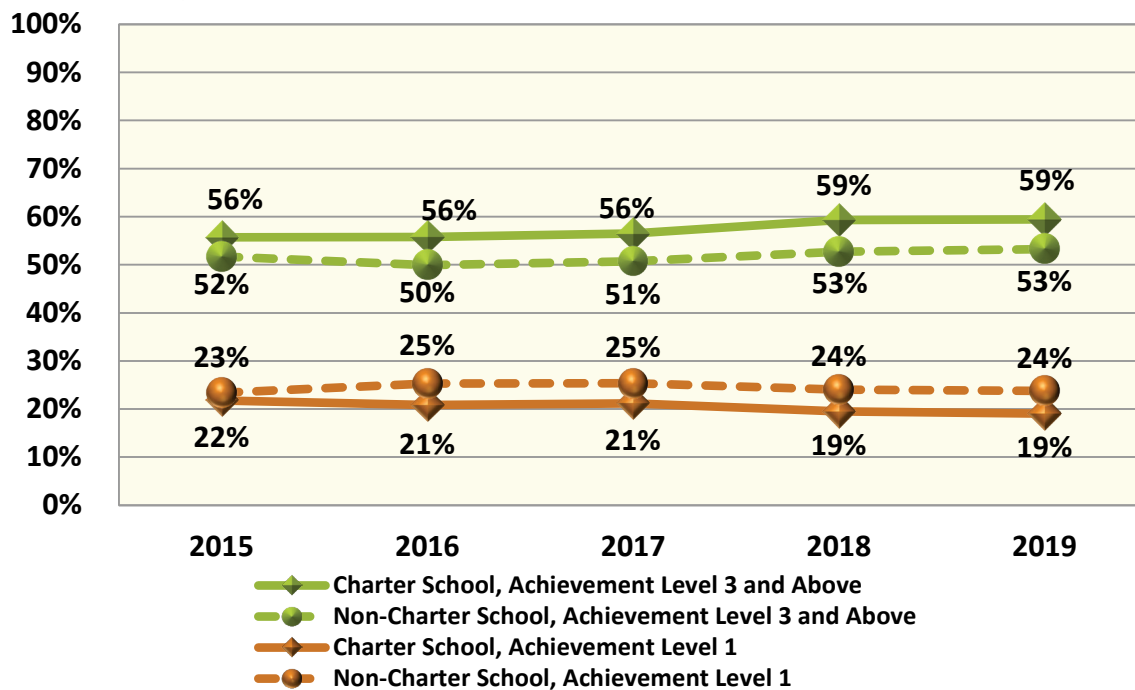


English Language Arts – Grades 9-10

By Achievement Level

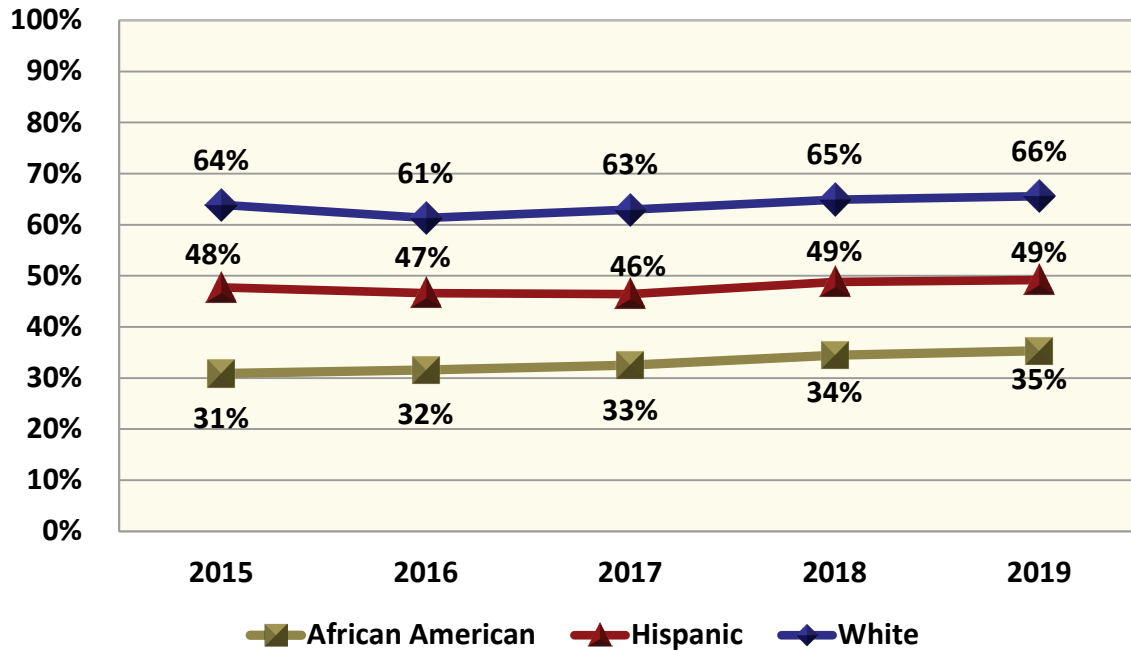


By Achievement Level, Charter vs. Non-Charter Schools

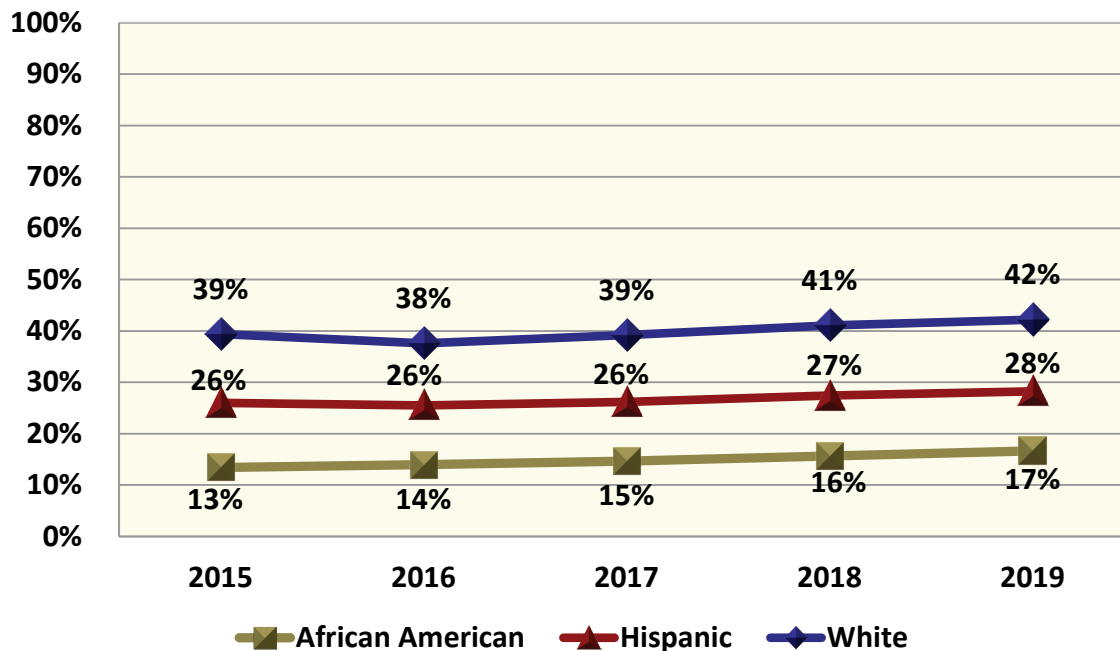


English Language Arts – Grades 9-10

At or Above Achievement Level 3, by Race/Ethnicity

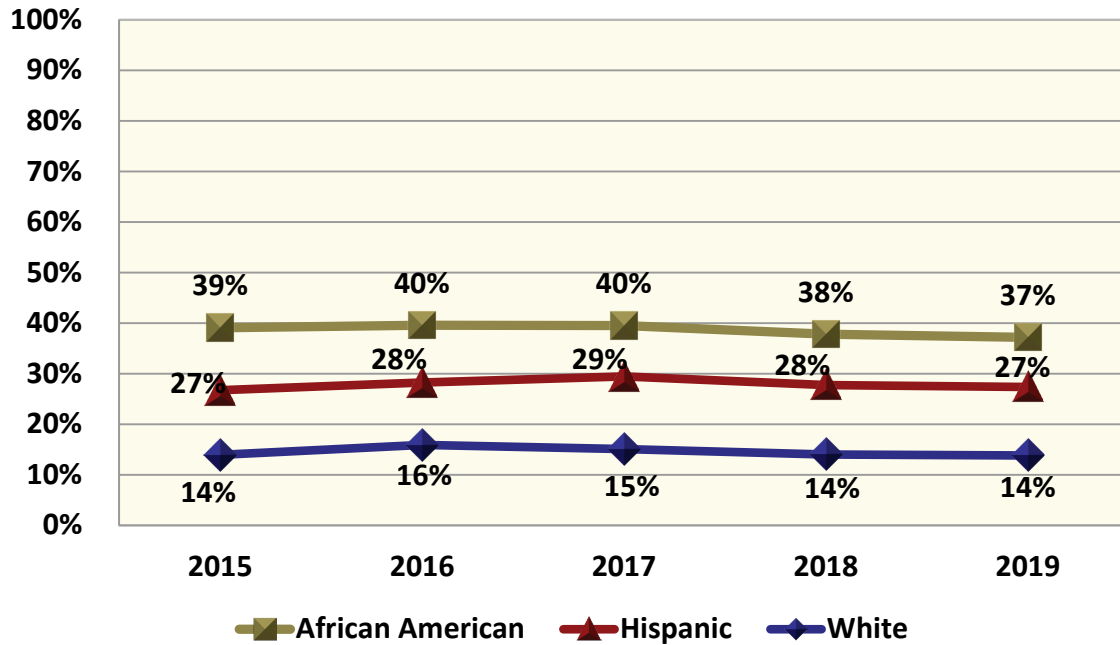


At or Above Achievement Level 4, by Race/Ethnicity

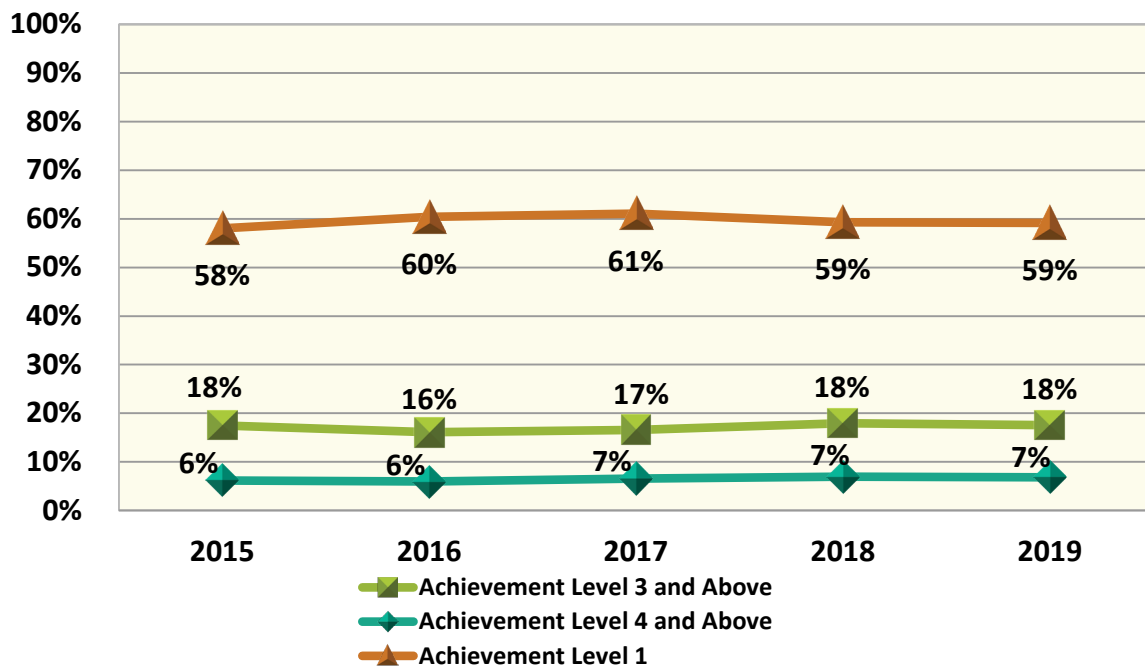


English Language Arts – Grades 9-10

At Achievement Level 1, by Race/Ethnicity

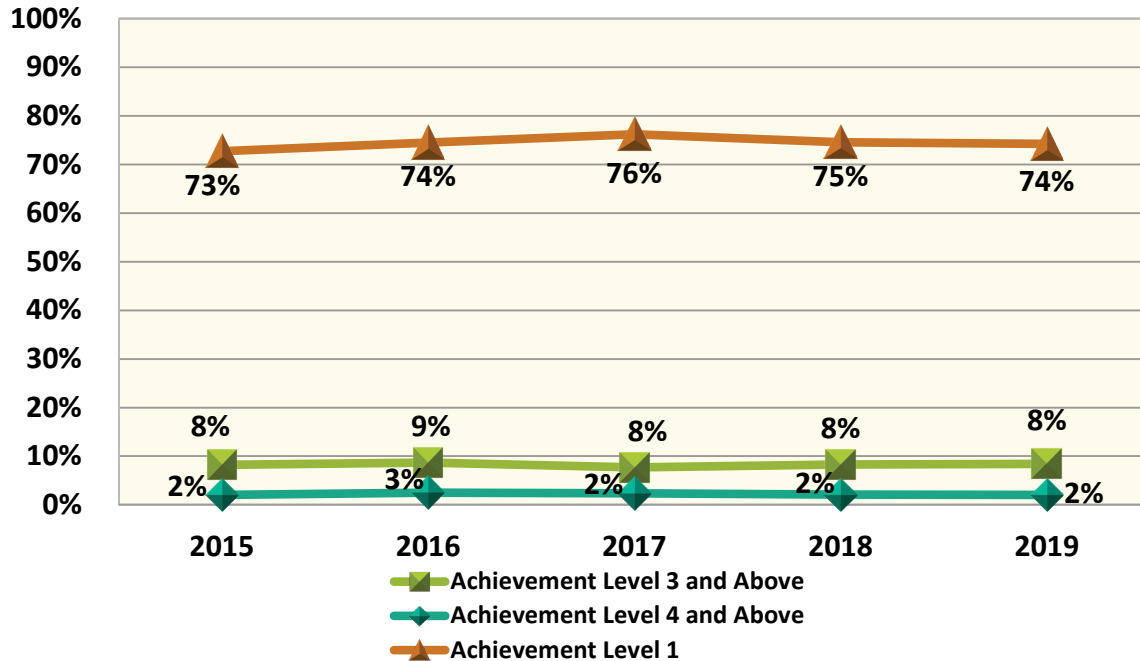


By Achievement Level, Students with Disabilities

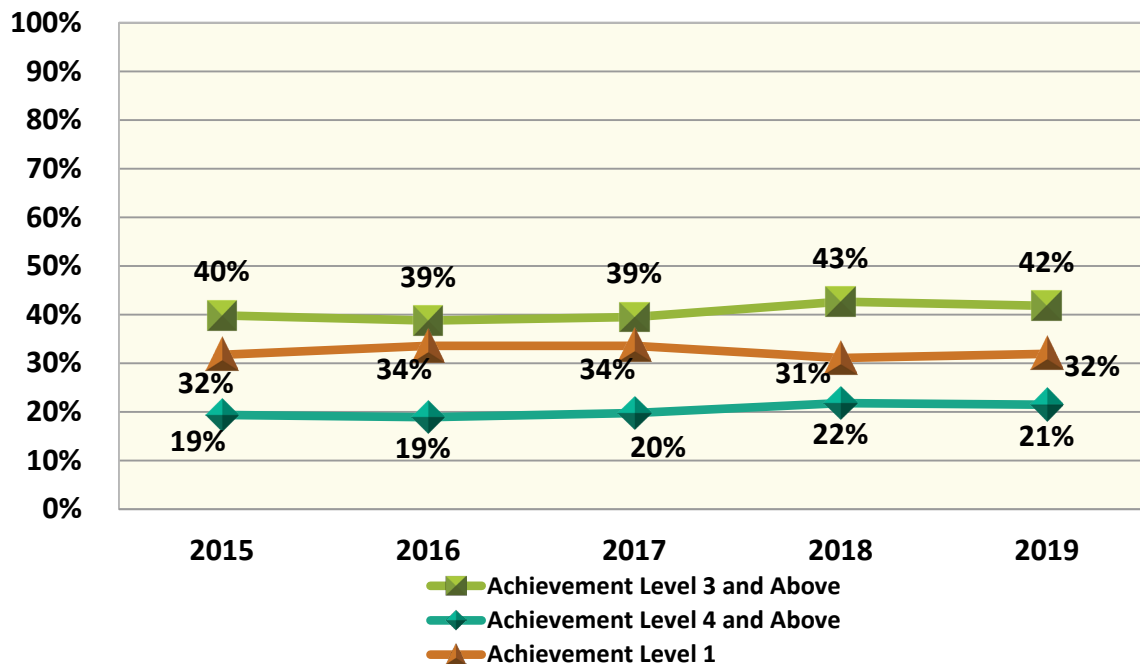


English Language Arts – Grades 9-10

By Achievement Level, English Language Learners



By Achievement Level, Economically Disadvantaged



Statewide Comparison Report 2015 to 2019

FSA English Language Arts

Grade	Year	Number of Students	Mean Scale Score	Percentage of Students by Achievement Level*					Percentage Level 3 and Above*
				1	2	3	4	5	
3	2015	215,754	300	22%	25%	27%	18%	7%	53%
	2016	220,924	301	22%	24%	27%	19%	9%	54%
	2017	228,233	303	19%	23%	28%	21%	9%	58%
	2018	221,845	302	20%	23%	29%	20%	9%	57%
	2019	216,823	302	20%	23%	28%	22%	8%	58%
4	2015	198,311	312	21%	25%	27%	19%	8%	54%
	2016	210,523	310	25%	23%	26%	19%	7%	52%
	2017	208,751	312	21%	23%	27%	20%	9%	56%
	2018	216,721	312	21%	23%	27%	21%	8%	56%
	2019	211,342	313	19%	23%	28%	21%	9%	58%
5	2015	197,356	321	20%	28%	26%	19%	7%	52%
	2016	201,679	320	22%	26%	26%	19%	7%	52%
	2017	212,469	321	23%	25%	25%	19%	9%	53%
	2018	211,860	322	20%	25%	26%	20%	9%	55%
	2019	218,818	322	20%	24%	27%	21%	8%	56%
6	2015	193,168	324	24%	26%	22%	21%	8%	51%
	2016	198,218	326	22%	26%	22%	21%	8%	52%
	2017	201,652	325	23%	25%	22%	22%	8%	52%
	2018	211,898	325	24%	24%	21%	21%	10%	51%
	2019	211,371	326	21%	25%	23%	22%	9%	54%
7	2015	192,426	332	25%	24%	23%	18%	11%	51%
	2016	195,234	331	27%	24%	22%	17%	10%	49%
	2017	199,442	332	25%	23%	22%	19%	12%	52%
	2018	201,987	331	26%	23%	22%	18%	11%	51%
	2019	212,177	332	26%	22%	22%	19%	11%	52%
8	2015	198,221	338	23%	22%	26%	18%	11%	55%
	2016	196,914	339	22%	21%	26%	19%	12%	56%
	2017	198,936	338	24%	22%	25%	18%	12%	55%
	2018	202,758	339	21%	21%	26%	19%	13%	57%
	2019	205,229	338	23%	21%	26%	19%	11%	56%
9	2015	200,923	343	23%	24%	22%	20%	11%	53%
	2016	201,983	341	26%	23%	21%	20%	10%	51%
	2017	199,995	342	25%	23%	21%	20%	11%	52%
	2018	200,284	342	25%	22%	22%	21%	10%	53%
	2019	203,549	343	24%	22%	21%	22%	12%	55%

Grade	Year	Number of Students	Mean Scale Score	Percentage of Students by Achievement Level*					Percentage Level 3 and Above*
				1	2	3	4	5	
10	2015	190,769	349	23%	26%	22%	20%	9%	51%
	2016	196,529	348	24%	26%	22%	19%	8%	49%
	2017	198,836	348	25%	25%	21%	19%	9%	50%
	2018	196,159	349	23%	24%	22%	22%	10%	53%
	2019	196,275	349	23%	24%	22%	21%	10%	53%

*Percentages may not add to 100 due to rounding.

District Comparison Report 2018 to 2019

FSA English Language Arts, Grades 3-10

District	Percentage Level 3 and Above		Percentage Point Change
	2018	2019	
STATEWIDE	54%	55%	1%
ALACHUA	57%	56%	-1%
BAKER	50%	51%	1%
BAY	53%	57%	4%
BRADFORD	40%	44%	4%
BREVARD	60%	61%	1%
BROWARD	56%	58%	2%
CALHOUN	60%	61%	1%
CHARLOTTE	54%	55%	1%
CITRUS	55%	55%	0%
CLAY	61%	62%	1%
COLLIER	58%	57%	-1%
COLUMBIA	51%	57%	6%
MIAMI-DADE	57%	58%	1%
DESOTO	32%	34%	2%
DIXIE	50%	53%	3%
DUVAL	48%	49%	1%
ESCAMBIA	47%	49%	2%
FLAGLER	57%	60%	3%
FRANKLIN	40%	40%	0%
GADSDEN	34%	36%	2%
GILCHRIST	63%	66%	3%
GLADES	44%	45%	1%
GULF	51%	49%	-2%
HAMILTON	31%	36%	5%
HARDEE	46%	48%	2%
HENDRY	41%	43%	2%
HERNANDO	53%	53%	0%
HIGHLANDS	46%	46%	0%
HILLSBOROUGH	53%	54%	1%
HOLMES	50%	52%	2%
INDIAN RIVER	52%	55%	3%
JACKSON	57%	57%	0%
JEFFERSON	34%	32%	-2%
LAFAYETTE	57%	58%	1%
LAKE	53%	54%	1%
LEE	52%	53%	1%
LEON	58%	57%	-1%
LEVY	42%	45%	3%

District Comparison Report 2018 to 2019

FSA English Language Arts, Grades 3-10

District	Percentage Level 3 and Above		Percentage Point Change
	2018	2019	
STATEWIDE	54%	55%	1%
LIBERTY	57%	61%	4%
MADISON	43%	40%	-3%
MANATEE	51%	52%	1%
MARION	45%	47%	2%
MARTIN	58%	57%	-1%
MONROE	59%	60%	1%
NASSAU	67%	67%	0%
OKALOOSA	62%	64%	2%
OKEECHOBEE	43%	45%	2%
ORANGE	52%	53%	1%
OSCEOLA	48%	48%	0%
PALM BEACH	56%	57%	1%
PASCO	55%	56%	1%
PINELLAS	51%	54%	3%
POLK	46%	47%	1%
PUTNAM	40%	41%	1%
ST. JOHNS	74%	75%	1%
ST. LUCIE	50%	51%	1%
SANTA ROSA	64%	66%	2%
SARASOTA	66%	66%	0%
SEMINOLE	61%	62%	1%
SUMTER	63%	62%	-1%
SUWANNEE	47%	48%	1%
TAYLOR	44%	49%	5%
UNION	56%	60%	4%
VOLUSIA	51%	52%	1%
WAKULLA	62%	60%	-2%
WALTON	60%	62%	2%
WASHINGTON	52%	53%	1%

Florida Standards Assessments

Mathematics

Summary of Mathematics Results

- **Grades 3-8**

- Overall, performance at Level 3 and above in Mathematics in grades 3-8 increased by 1 percentage point from 2018 to 2019 (60% to 61%).
- Charter schools outperformed non-charter schools in Mathematics.
 - Charter schools had a higher percentage of students performing at Level 3 and above (66% vs. 60%) and a lower percentage of students scoring Level 1 (17% vs. 22%).
 - Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
- All subgroups increased or maintained their performance at Level 3 and above from 2018 to 2019.
 - Hispanic students and students with disabilities increased performance at Level 3 and above by 2 percentage points (56% to 58% and 29% to 31%, respectively).
 - African American students, white students, and English language learners increased performance at Level 3 and above by 1 percentage point (42% to 43%, 71% to 72%, and 33% to 34%, respectively).
- The achievement gap between Hispanic and white students narrowed by 1 percentage point.

- **Grades 3-5**

- Overall, performance at Level 3 and above in Mathematics in grades 3-5 increased by 1 percentage point from 2018 to 2019 (61% to 62%).
- For the elementary grades, charter schools outperformed non-charter schools in Mathematics.
 - Charter schools had a higher percentage of students in grades 3-5 performing at Level 3 and above (65% vs. 62%) and a lower percentage of students scoring Level 1 (18% vs. 21%).
 - Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
- All grades 3-5 subgroups increased or maintained their performance at Level 3 and above from 2018 to 2019.
 - Students with disabilities increased performance at Level 3 and above by 2 percentage points (33% to 35%).
 - African American students, Hispanic students, and English language learners increased performance at Level 3 and above by 1 percentage point (45% to 46%, 59% to 60%, and 37% to 38%, respectively).
- In grades 3-5, the achievement gap between African American and white students and between Hispanic and white students narrowed by 1 percentage point.

- **Grades 6-8**

- Overall, performance at Level 3 and above in Mathematics in grades 6-8 increased by 1 percentage point from 2018 to 2019 (58% to 59%).
- In the middle grades, charter schools outperformed non-charter schools in Mathematics.
 - Charter schools had a higher percentage of grades 6-8 students performing at Level 3 and above (66% vs. 58%) and a lower percentage of students scoring Level 1 (15% vs. 23%).
 - Grades 6-8 charter school performance in Mathematics increased 2 percentage points, while non-charter school performance increased 1 percentage point compared to 2018 (64% to 66% vs. 57% to 58%).

- Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
 - All grades 6-8 subgroups increased or maintained their performance at Level 3 and above from 2018 to 2019.
 - Hispanic and white students, students with disabilities, and English language learners increased performance at Level 3 and above by 2 percentage points (54% to 56%, 70% to 72%, 23% to 25%, and 24% to 26%, respectively).
 - African American students increased performance at Level 3 and above by 1 percentage point (38% to 39%).
- **Algebra 1 EOC**
 - Overall, performance at Level 3 and above on the Algebra 1 EOC decreased by 1 percentage point (61% to 60%) from 2018 to 2019. However, performance still remains what it was in 2017.
 - Charter schools outperformed non-charter schools in Algebra 1.
 - Charter schools had a higher percentage of students performing at Level 3 and above (69% vs. 59%) and a lower percentage of students scoring Level 1 (21% vs. 30%).
 - Charter school performance on the FSA Algebra 1 EOC increased 1 percentage point, while non-charter school performance decreased 1 percentage point compared to 2018 (68% to 69% vs. 60% to 59%).
 - Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
 - Forty-three percent of Algebra 1 EOC test takers are in grades lower than high school; 88% of students in grades lower than high school scored at Level 3 and above, while 39% of high school students scored at Level 3 and above.
 - All subgroups decreased or maintained performance at Level 3 and above compared to 2018, but performance remains higher or the same as it was in 2017.
- **Geometry EOC**
 - Overall, performance at Level 3 and above on the Geometry EOC increased 1 percentage point from 2018 to 2019 (56% to 57%).
 - Charter schools outperformed non-charter schools in Geometry.
 - Charter schools had a higher percentage of students performing at Level 3 and above (61% vs. 56%) and a lower percentage of students scoring Level 1 (26% vs. 27%).
 - Charter school performance on the FSA Geometry EOC increased 3 percentage points, while non-charter school performance remained the same compared to 2018 (58% to 61% vs. 56%).
 - Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
 - All subgroups increased or maintained their performance at Level 3 and above from 2018 to 2019.
 - African American students increased performance at Level 3 and above by 2 percentage points (34% to 36%).
 - Students with disabilities increased performance at Level 3 and above by 1 percentage point (23% to 24%).
 - The achievement gap between African American and white students narrowed by 2 percentage points.

Florida Standards Assessments

Mathematics

NOTES:

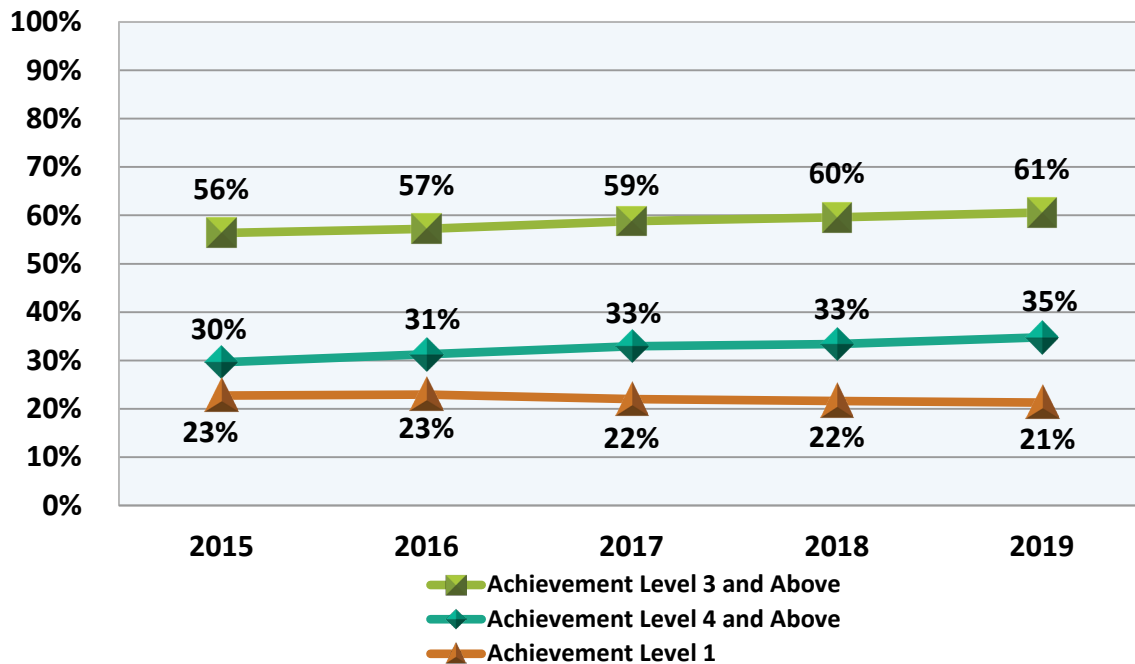
- 1) Percentages displayed in this document for previous years may reflect minor differences from percentages published previously. This is because of the inclusion of additional assessment records reported after the initial publication of data.
- 2) Student performance on the 2015 Mathematics assessments presented in this document is reported using the Achievement Levels established by the State Board of Education in January 2016. The results were retrofitted to the established score scale and Achievement Levels so stakeholders can compare school years and see how students would have performed if the Achievement Levels had been established in 2015.
- 3) Algebra 1 and Geometry EOC performance in this document includes only student results for all first-time test takers for each administration during each school year.

School Year*	Algebra 1 and Geometry EOC Administrations
2015	Spring 2015, Summer 2015
2016	Fall 2015, Winter 2015, Spring 2016, Summer 2016
2017	Fall 2016, Winter 2016, Spring 2017, Summer 2017
2018	Fall 2017, Winter 2017, Spring 2018, Summer 2018
2019	Fall 2018, Winter 2018, Spring 2019 (Summer not yet administered)

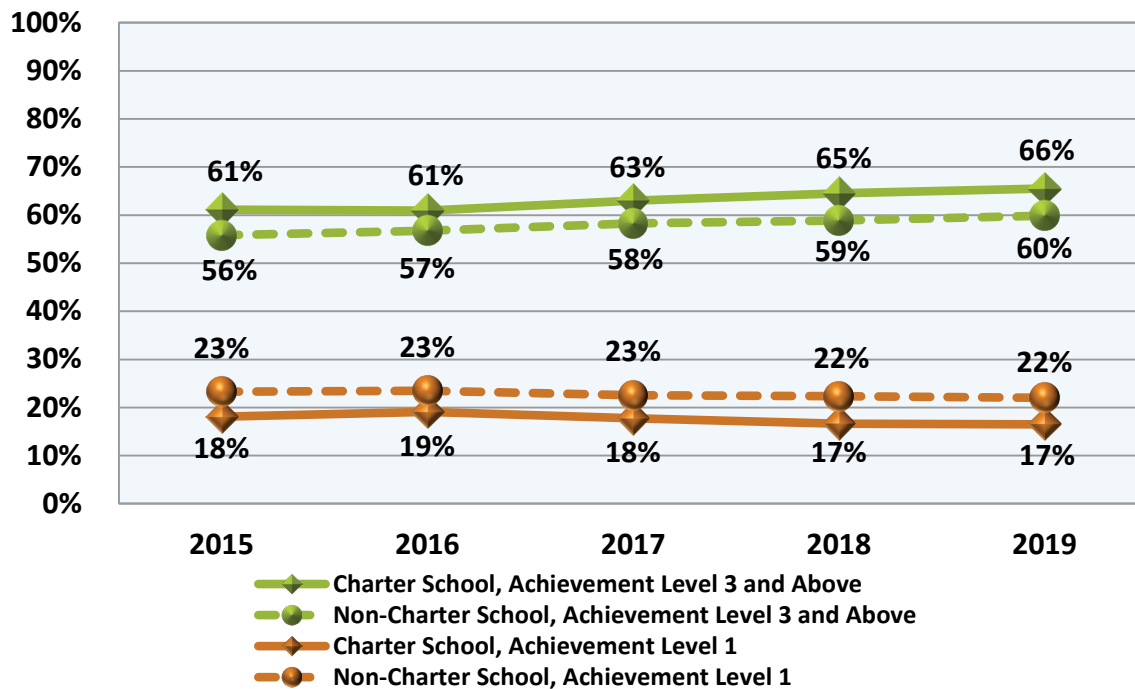
*Mathematics charts and tables with FSA and EOC combined results contain Algebra 2 EOC Assessment results from 2015 to 2017. The Algebra 2 EOC Assessment was last administered in Spring 2017.

Mathematics – FSA and EOCs Grades 3-8

By Achievement Level

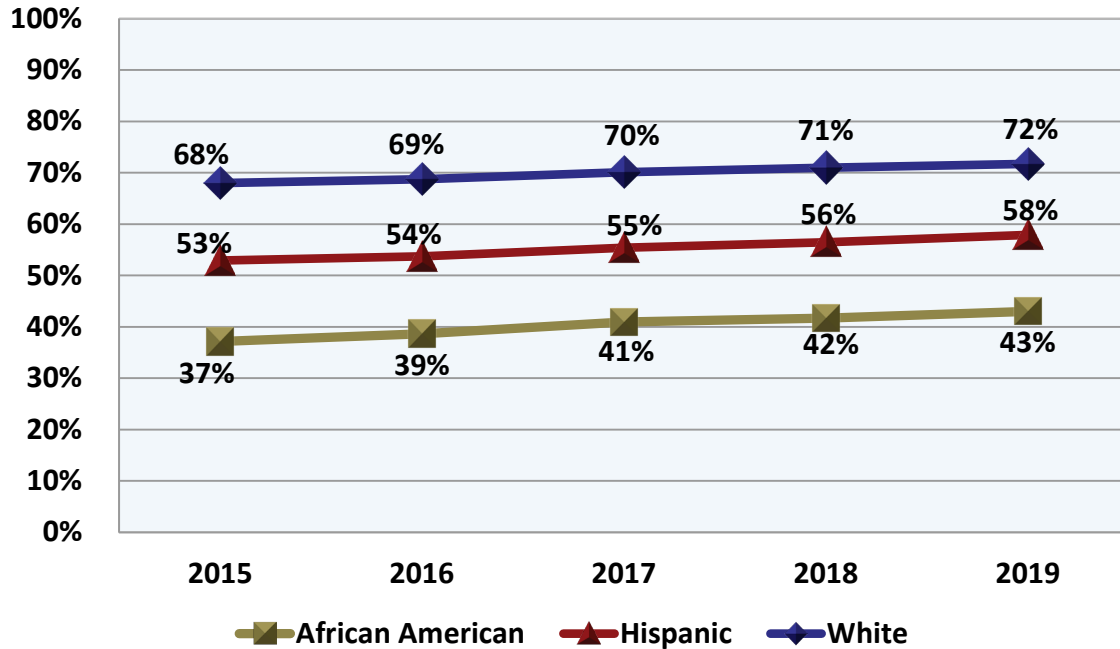


By Achievement Level, Charter vs. Non-Charter Schools

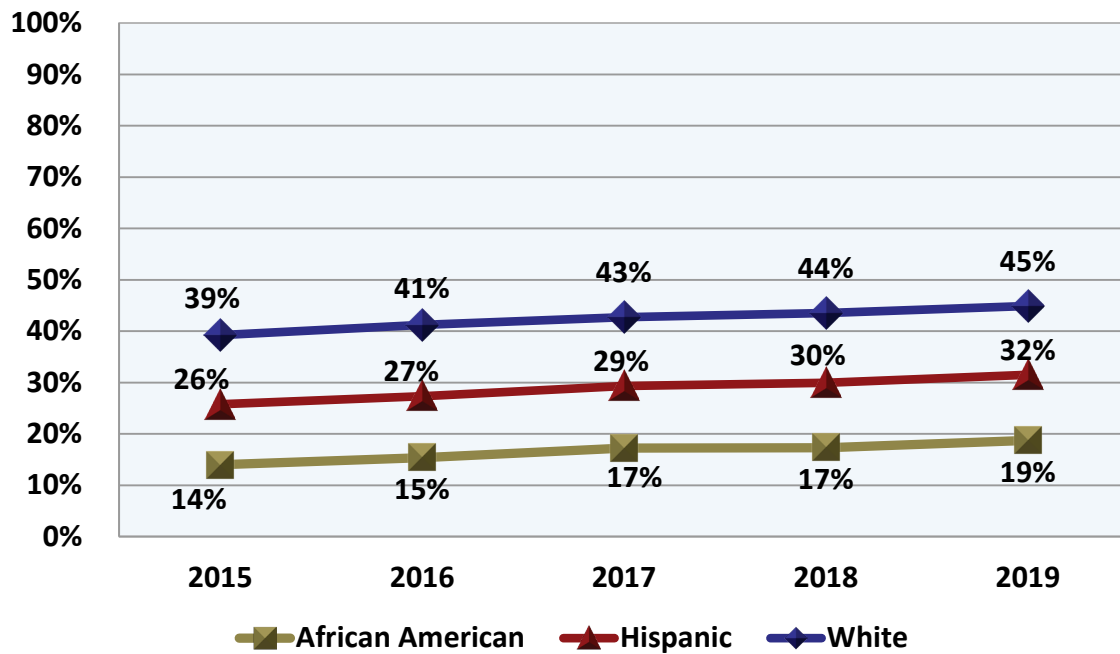


Mathematics – FSA and EOCs Grades 3-8

At or Above Achievement Level 3, by Race/Ethnicity

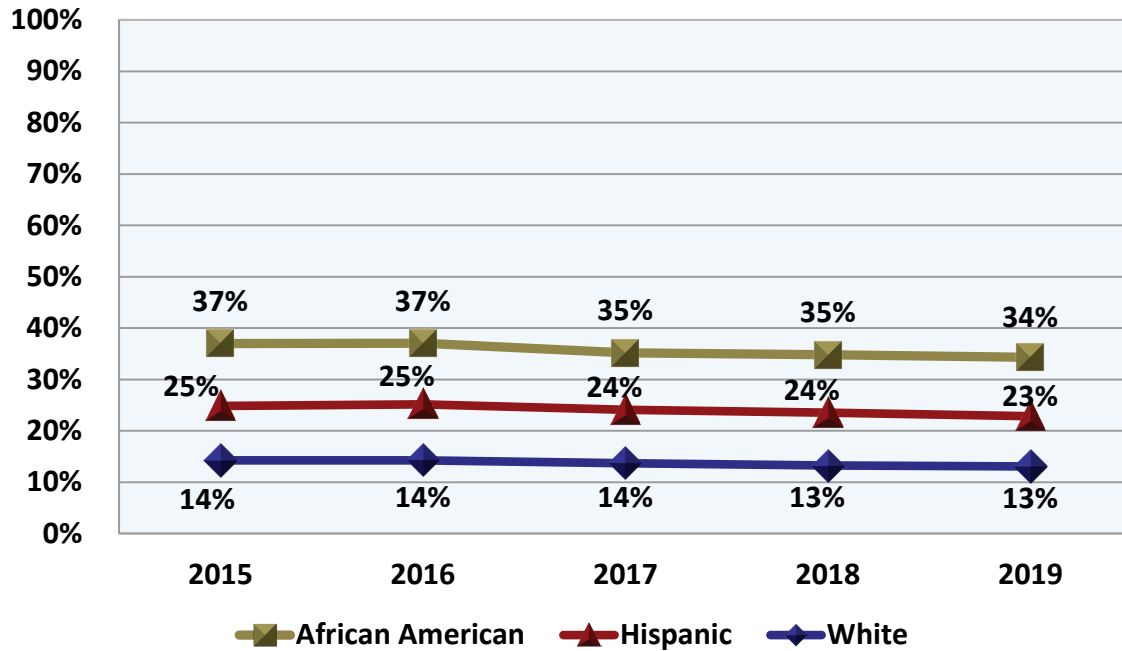


At or Above Achievement Level 4, by Race/Ethnicity

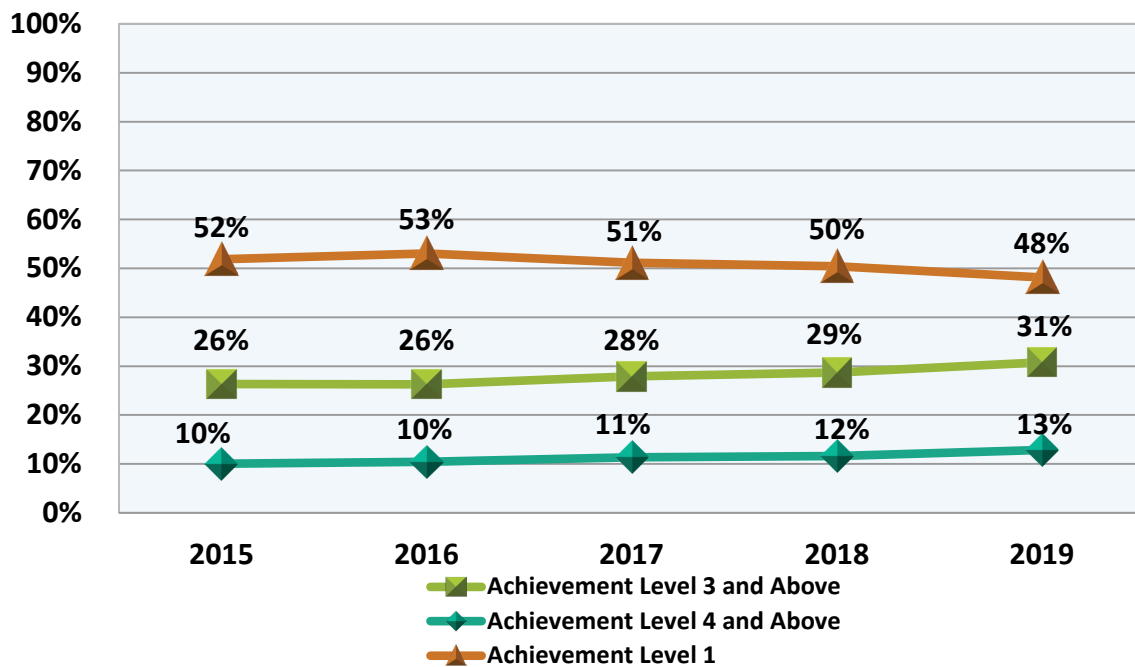


Mathematics – FSA and EOCs Grades 3-8

At Achievement Level 1, by Race/Ethnicity

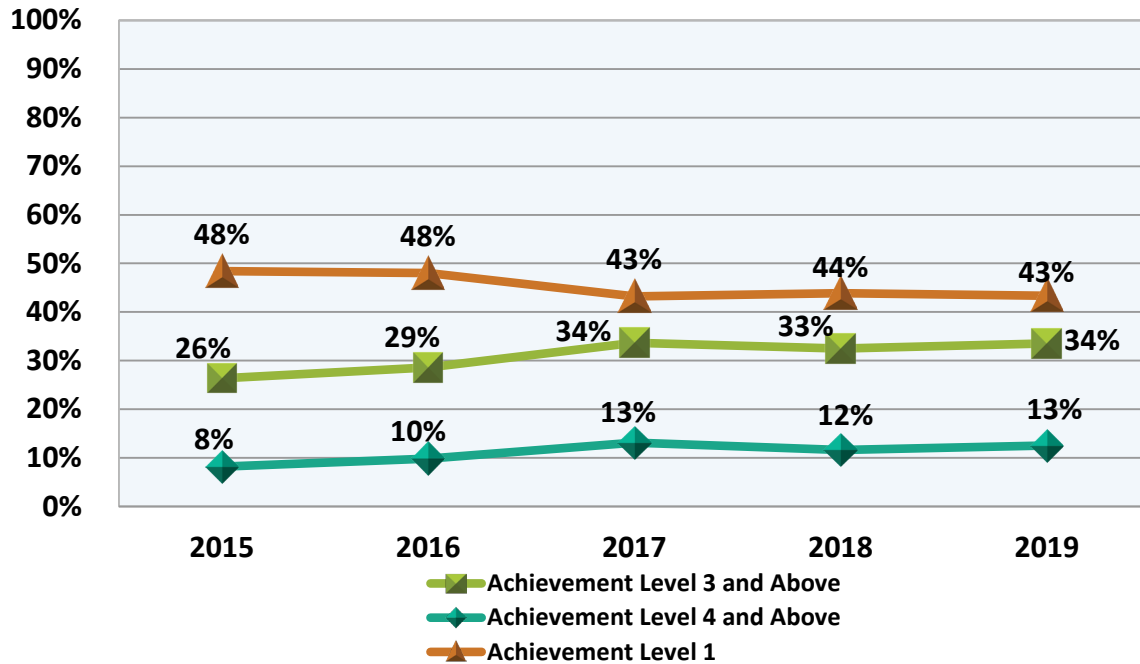


By Achievement Level, Students with Disabilities

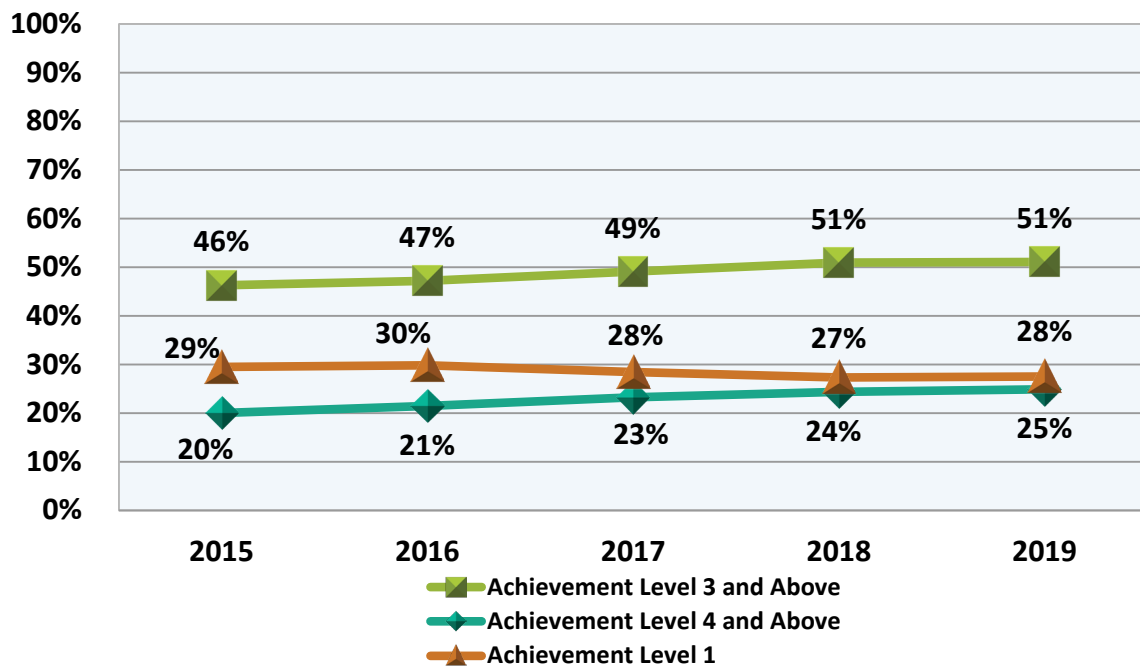


Mathematics – FSA and EOCs Grades 3-8

By Achievement Level, English Language Learners

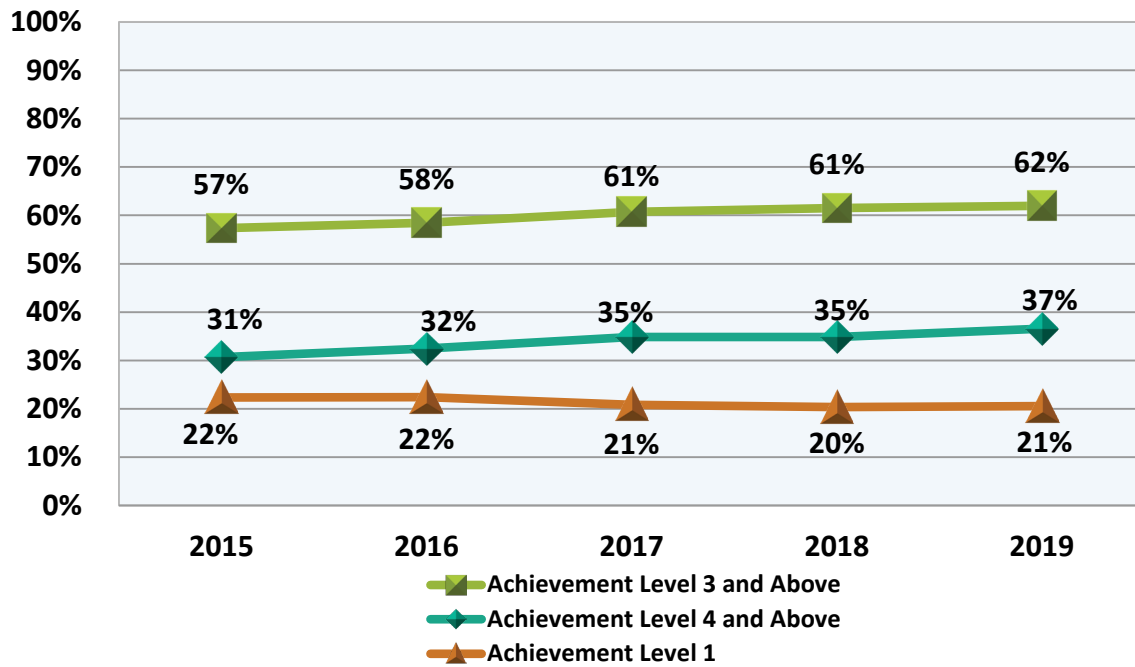


By Achievement Level, Economically Disadvantaged

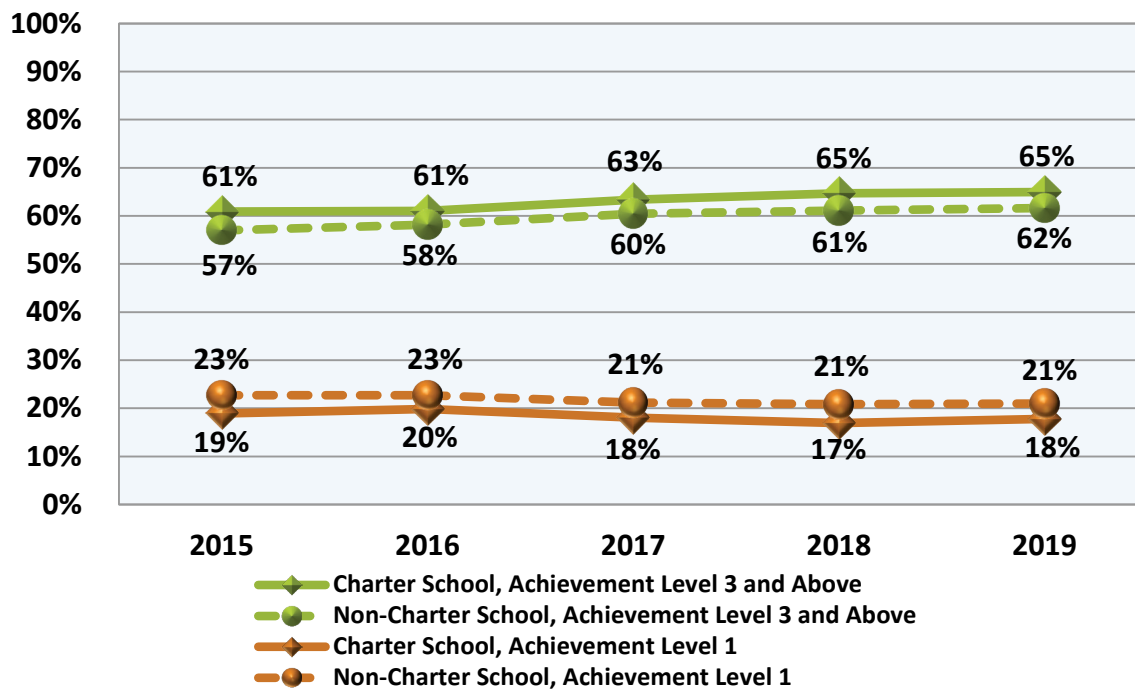


Mathematics – FSA and EOCs Grades 3-5

By Achievement Level

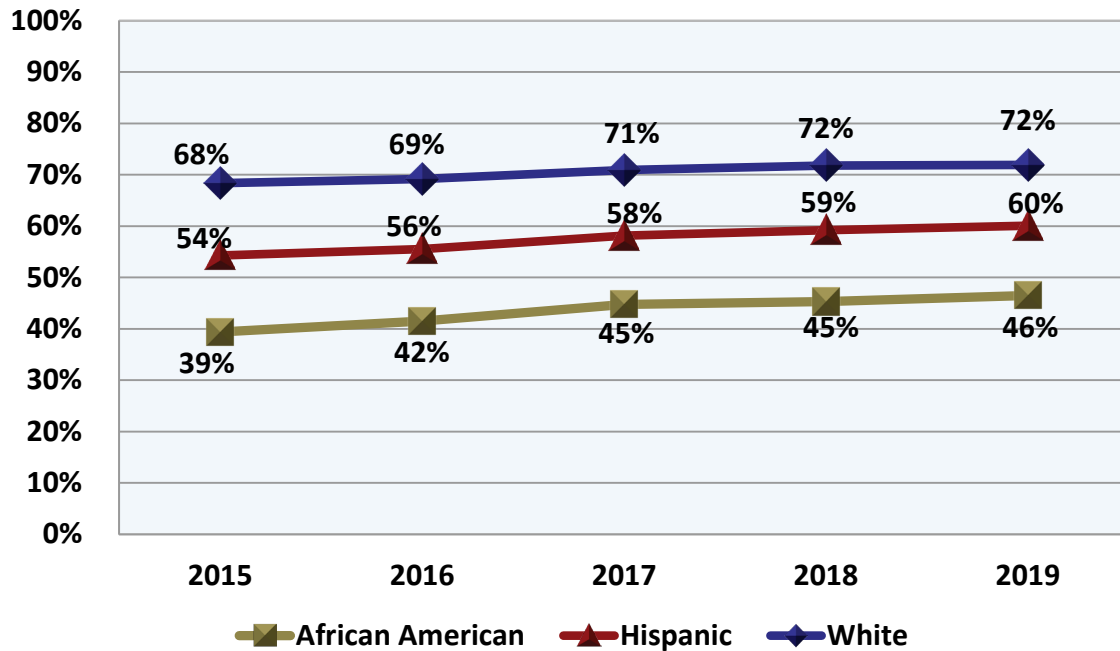


By Achievement Level, Charter vs. Non-Charter Schools

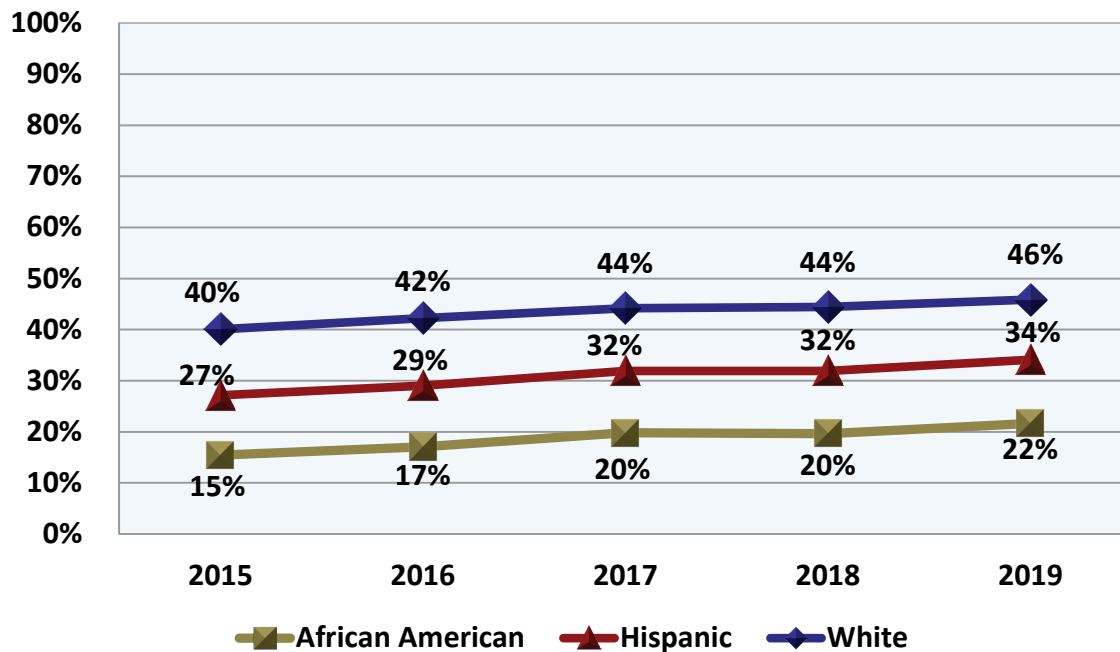


Mathematics – FSA and EOCs Grades 3-5

At or Above Achievement Level 3, by Race/Ethnicity

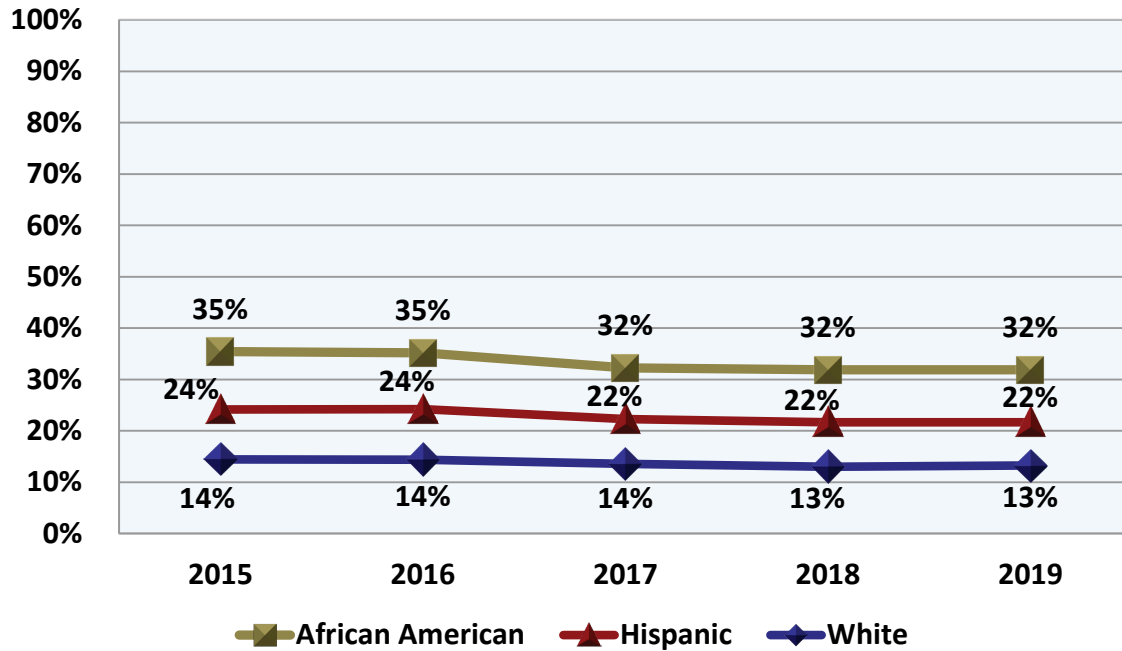


At or Above Achievement Level 4, by Race/Ethnicity

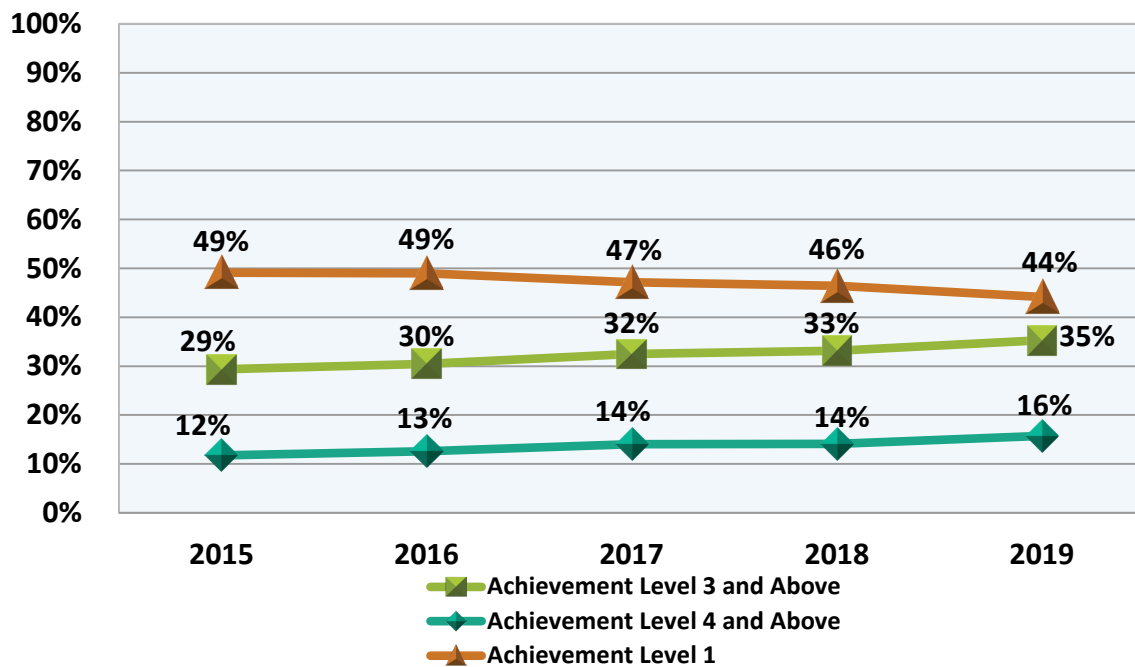


Mathematics – FSA and EOCs Grades 3-5

At Achievement Level 1, by Race/Ethnicity

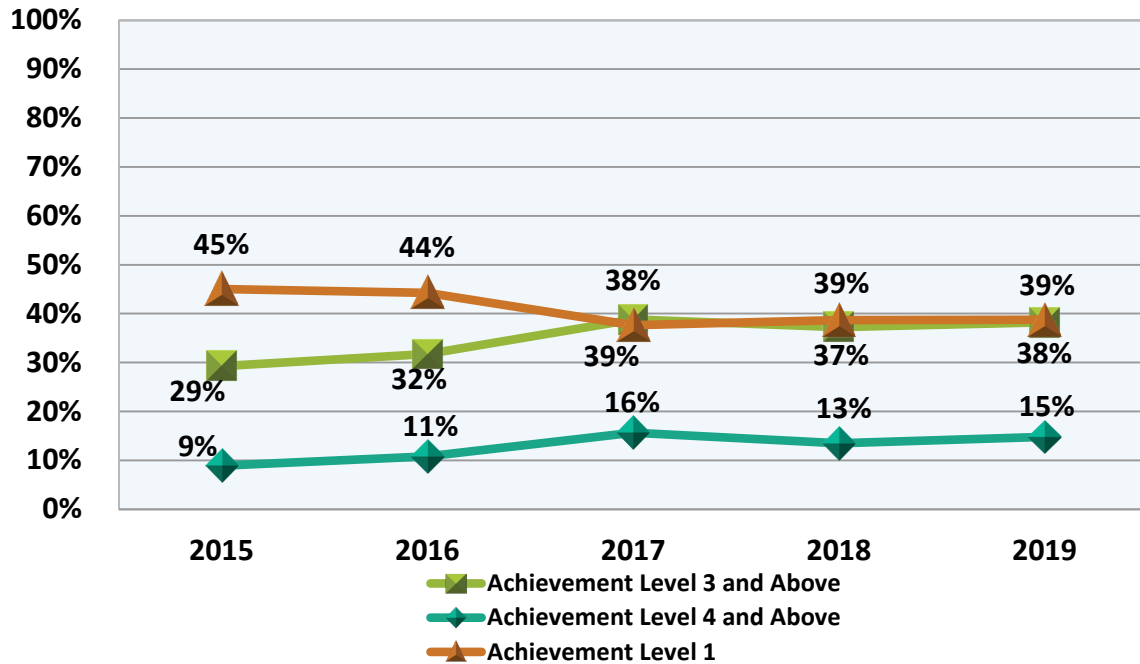


By Achievement Level, Students with Disabilities

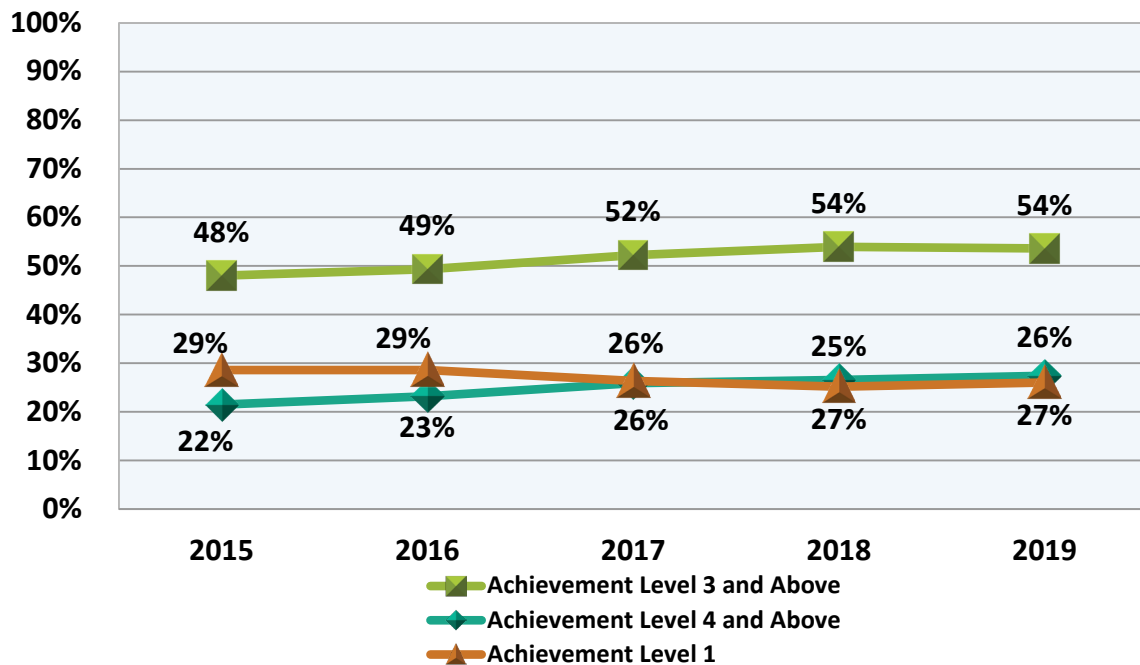


Mathematics – FSA and EOCs Grades 3-5

By Achievement Level, English Language Learners

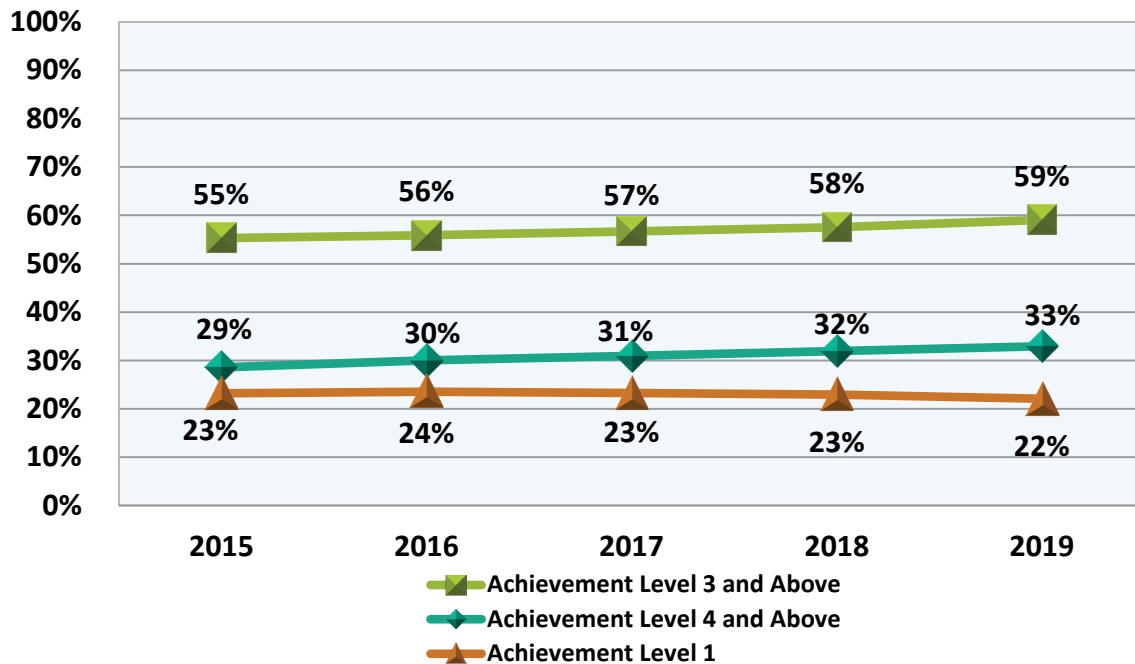


By Achievement Level, Economically Disadvantaged

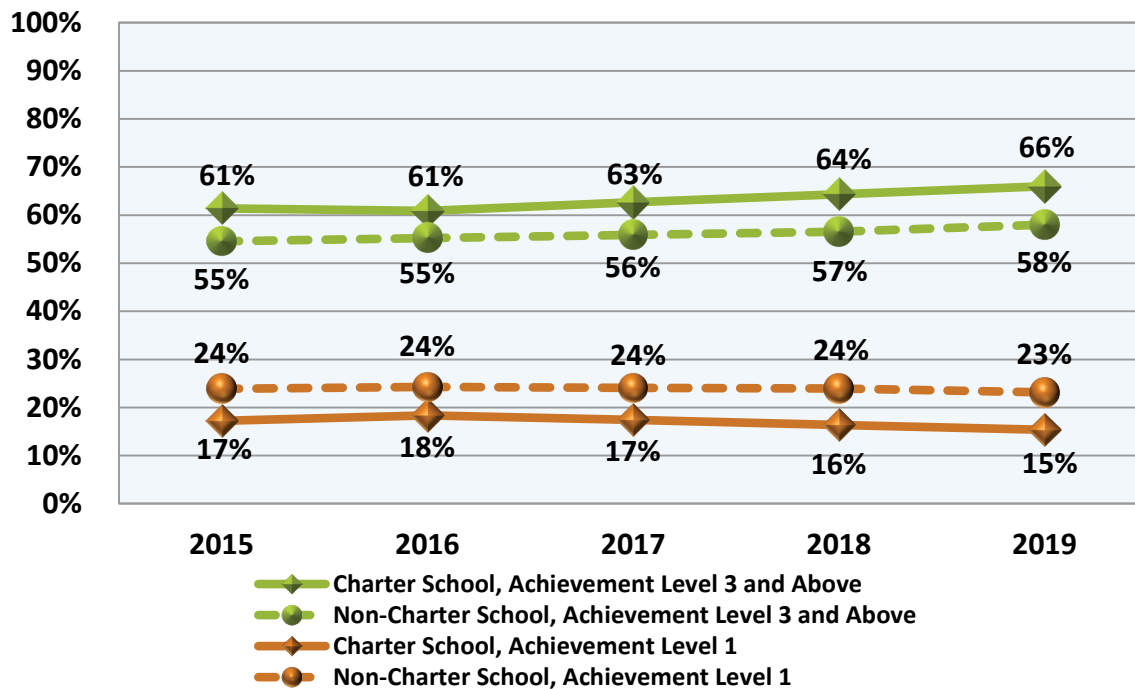


Mathematics – FSA and EOCs Grades 6-8

By Achievement Level

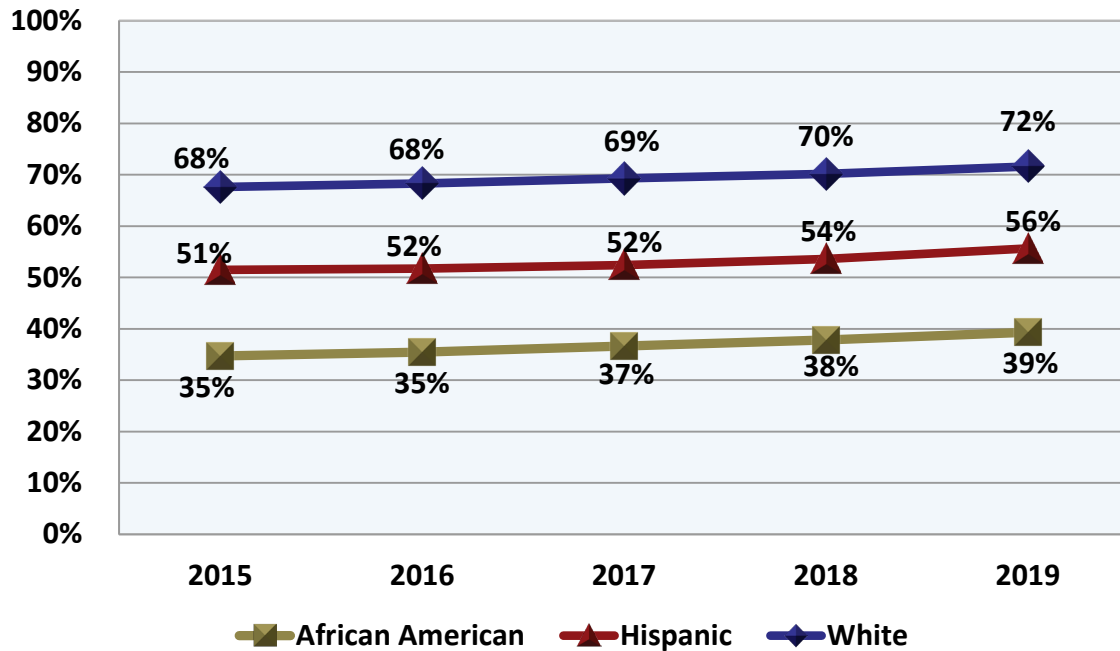


By Achievement Level, Charter vs. Non-Charter Schools

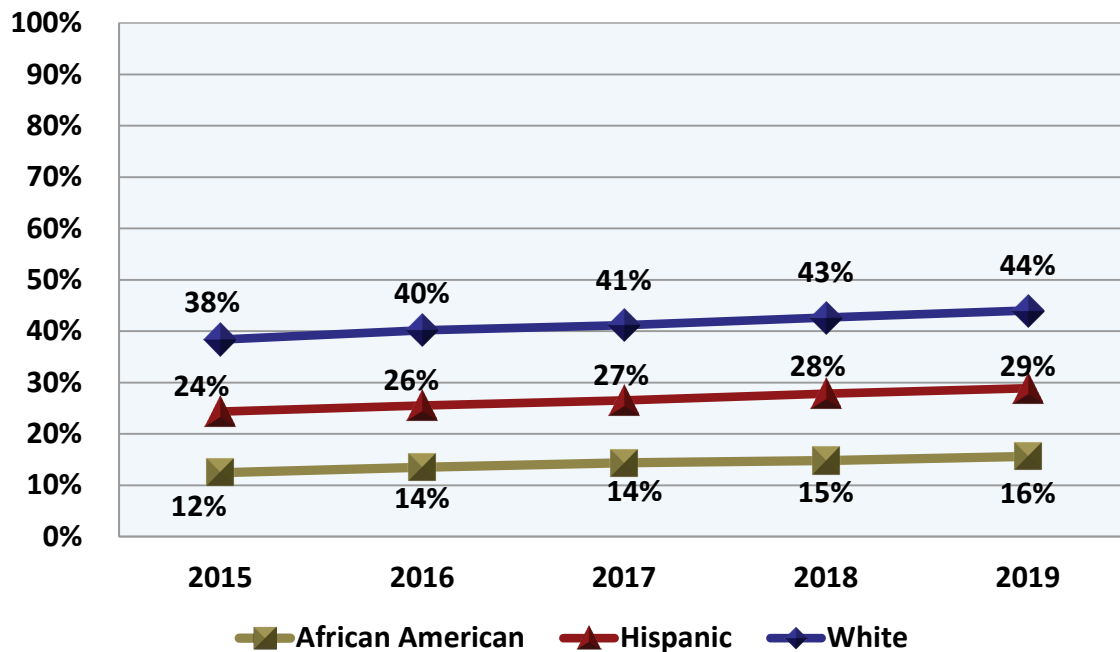


Mathematics – FSA and EOCs Grades 6-8

At or Above Achievement Level 3, by Race/Ethnicity

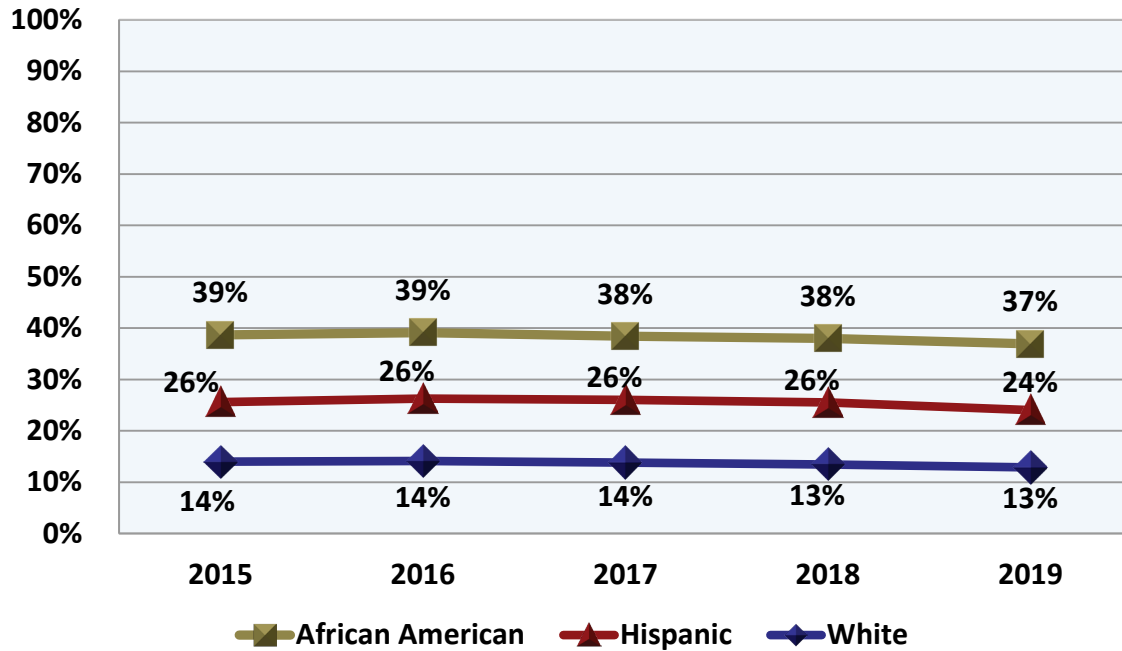


At or Above Achievement Level 4, by Race/Ethnicity

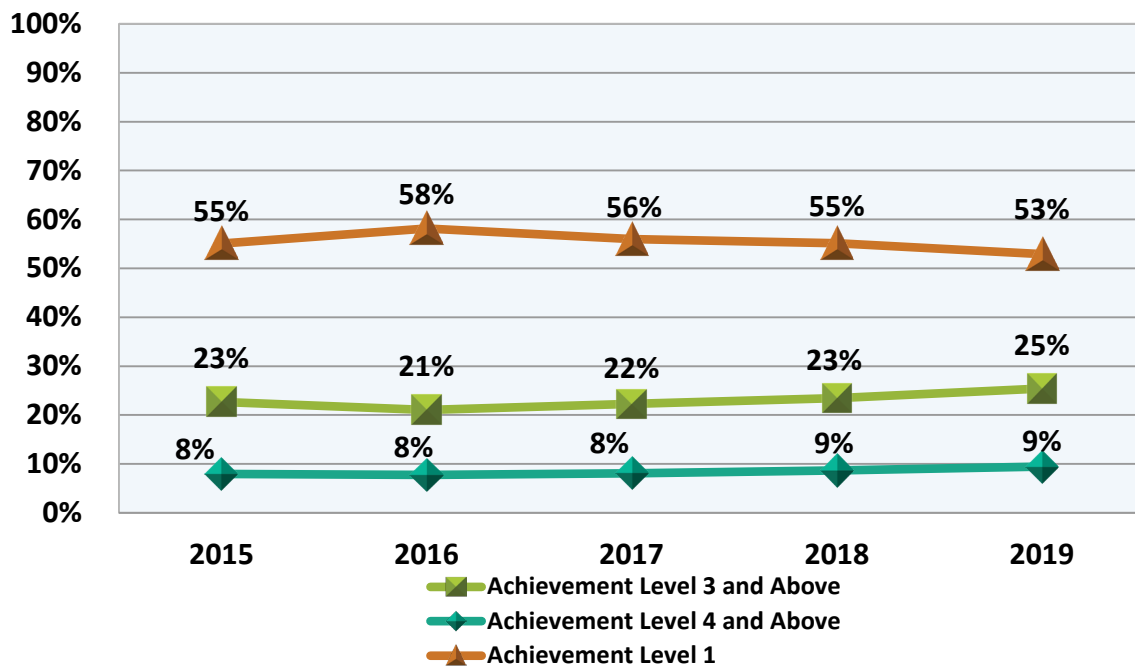


Mathematics – FSA and EOCs Grades 6-8

At Achievement Level 1, by Race/Ethnicity

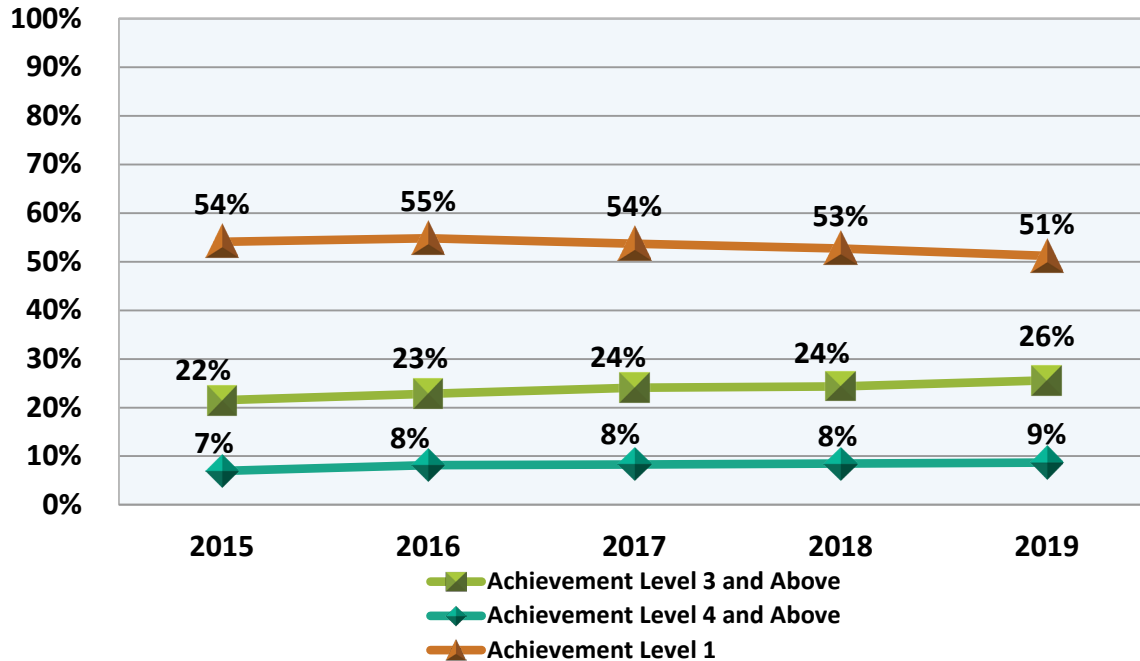


By Achievement Level, Students with Disabilities

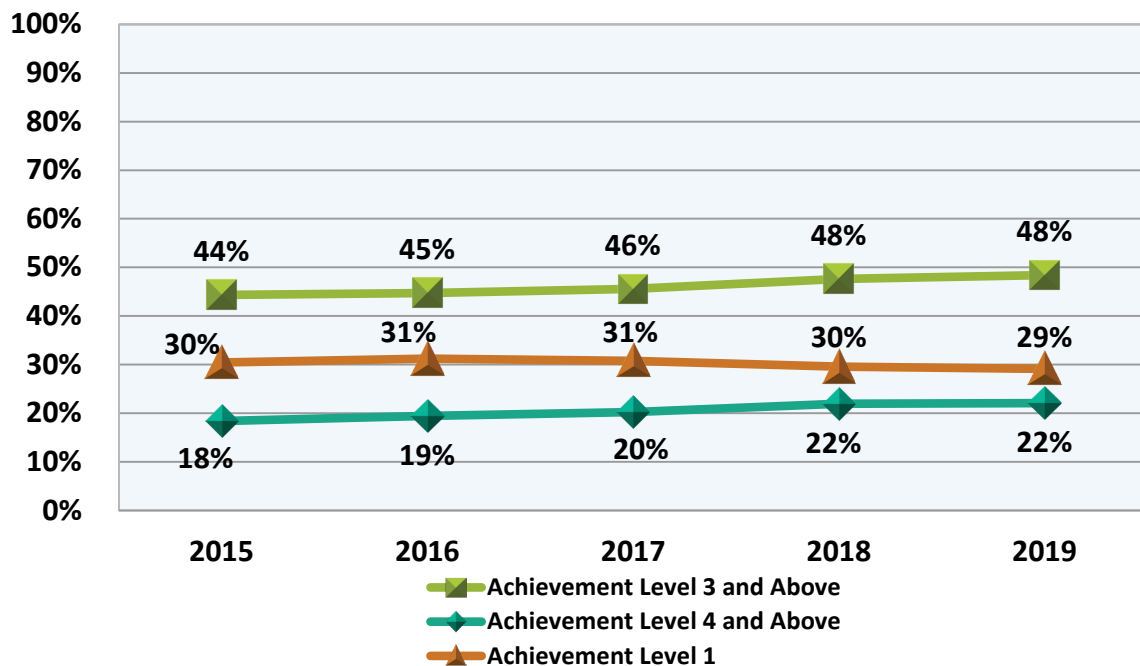


Mathematics – FSA and EOCs Grades 6-8

By Achievement Level, English Language Learners

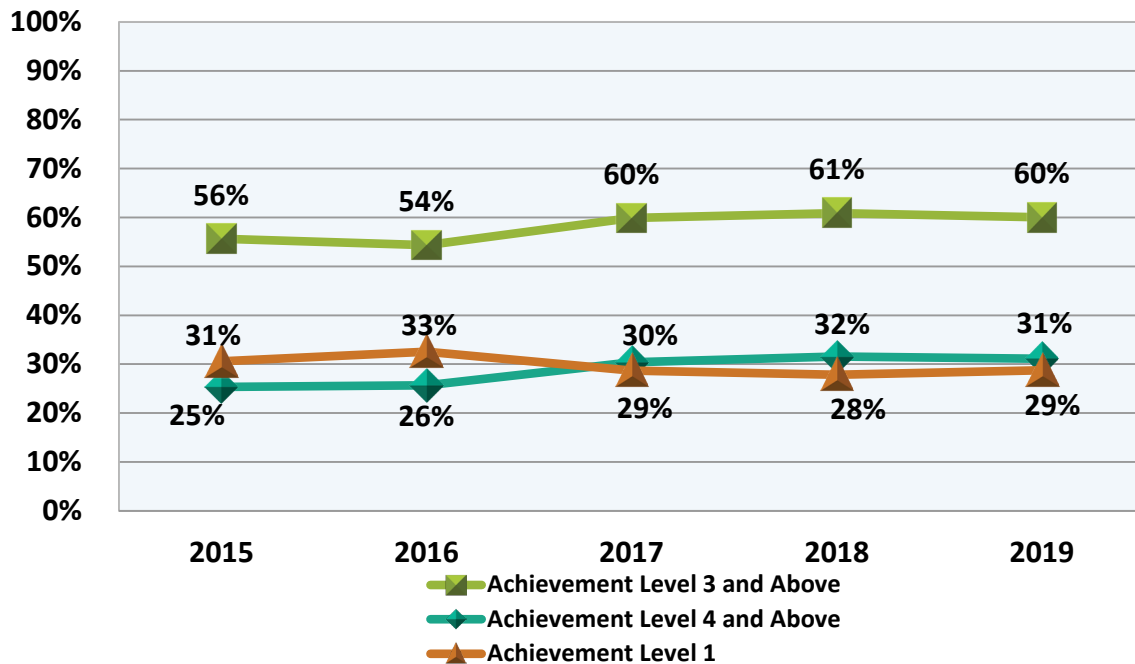


By Achievement Level, Economically Disadvantaged

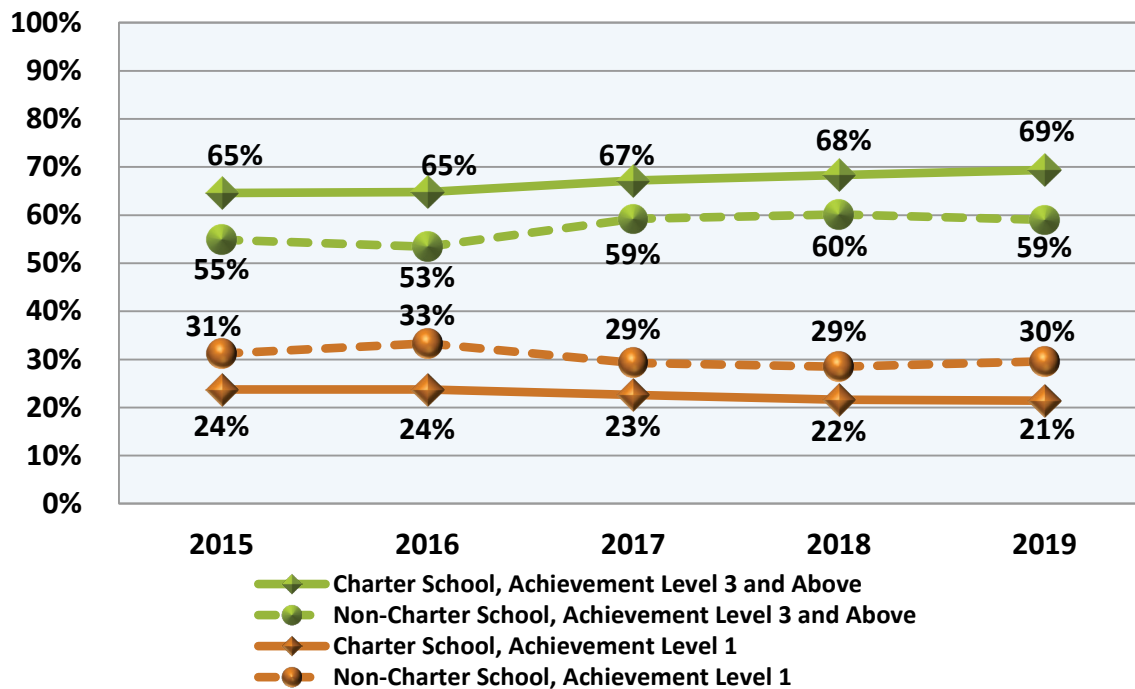


Mathematics – Algebra 1 EOC

By Achievement Level

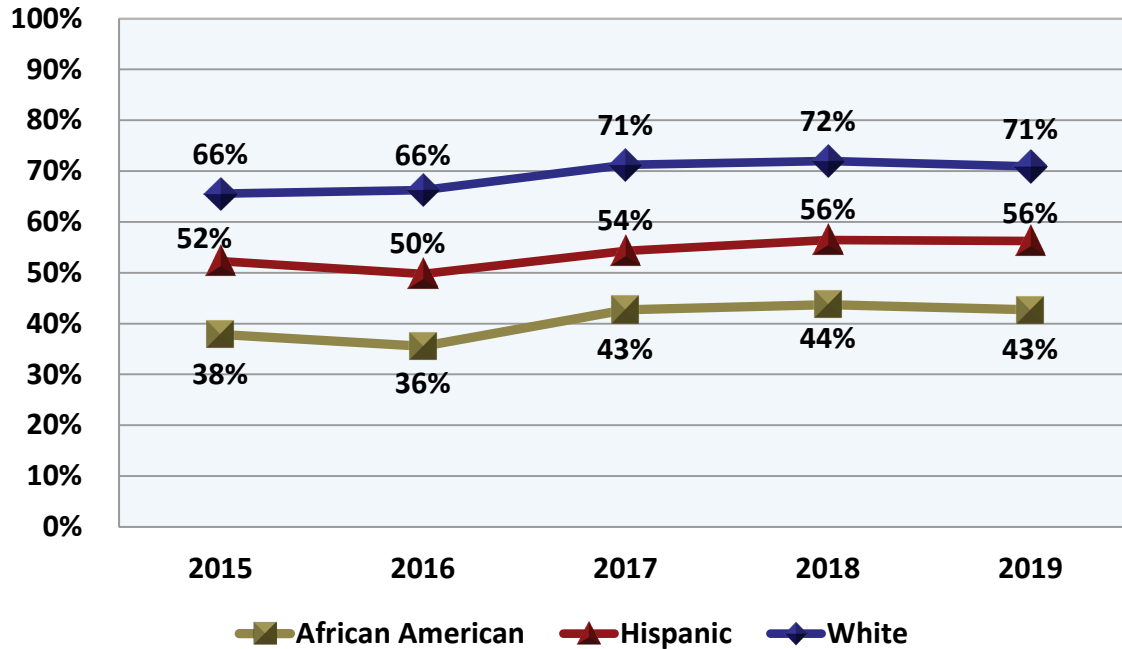


By Achievement Level, Charter vs. Non-Charter Schools

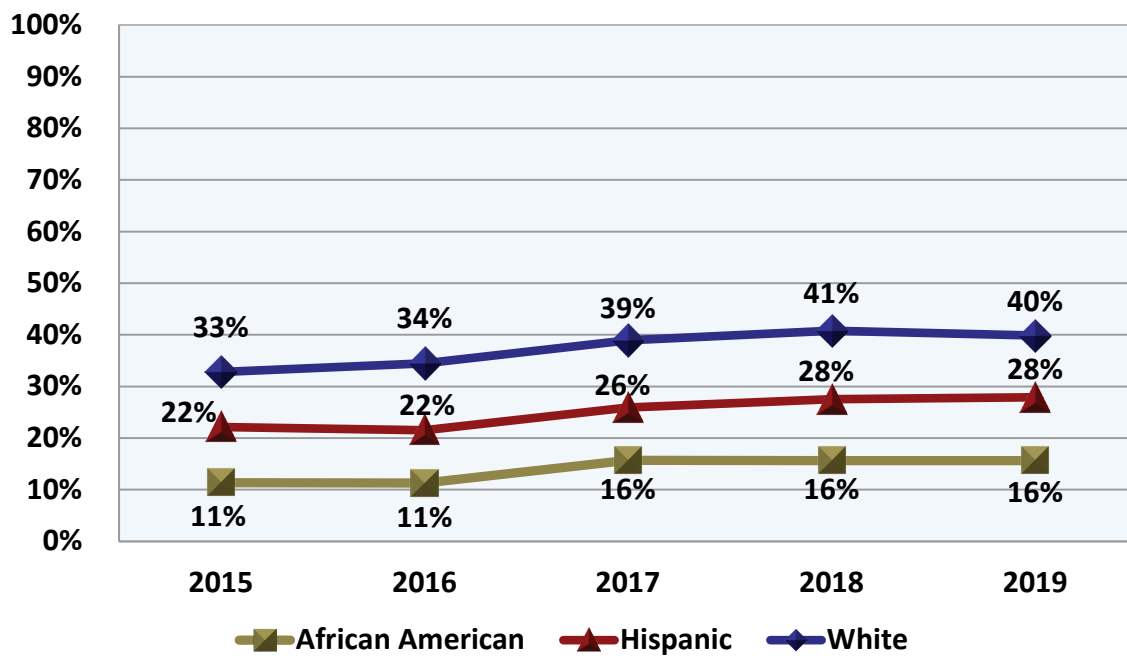


Mathematics – Algebra 1 EOC

At or Above Achievement Level 3, by Race/Ethnicity

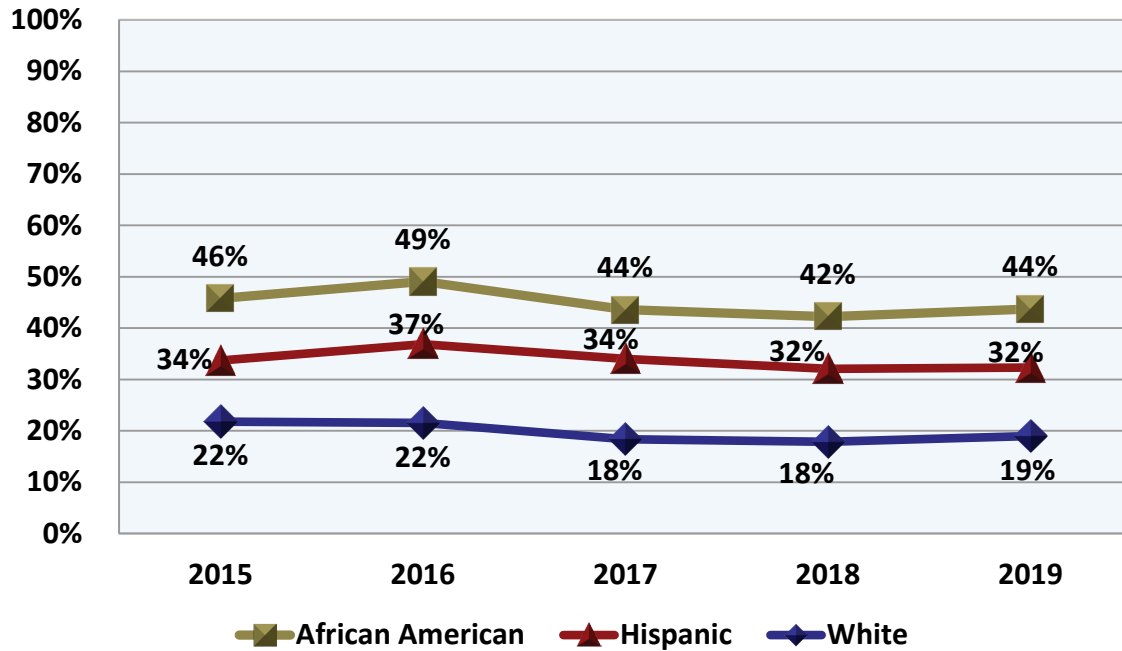


At or Above Achievement Level 4, by Race/Ethnicity

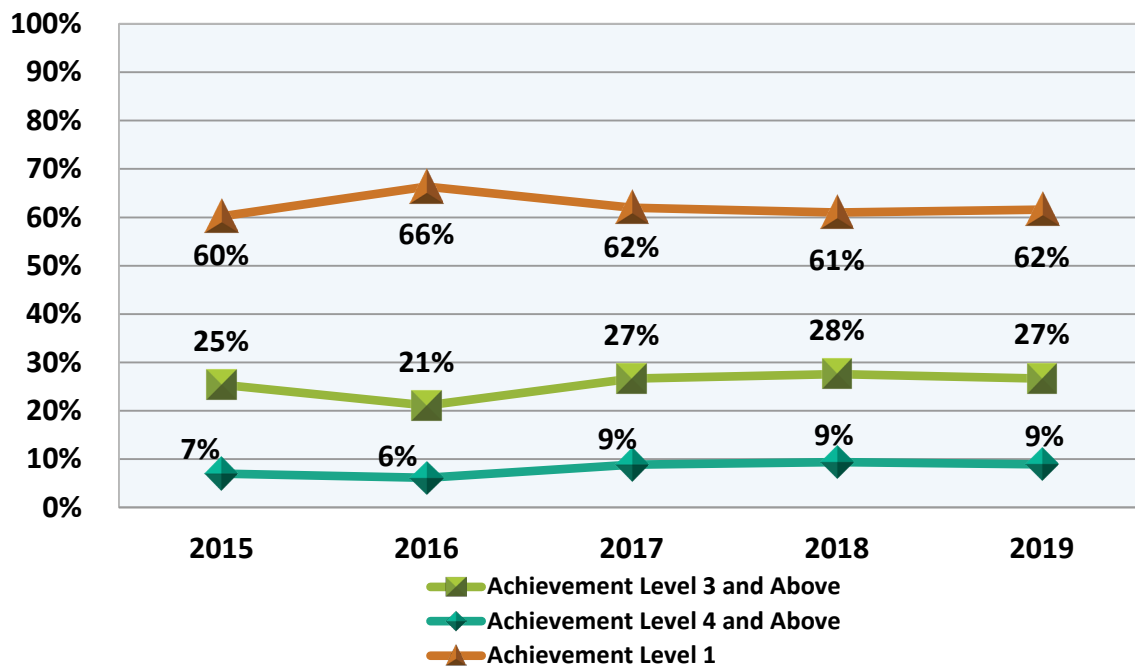


Mathematics – Algebra 1 EOC

At Achievement Level 1, by Race/Ethnicity

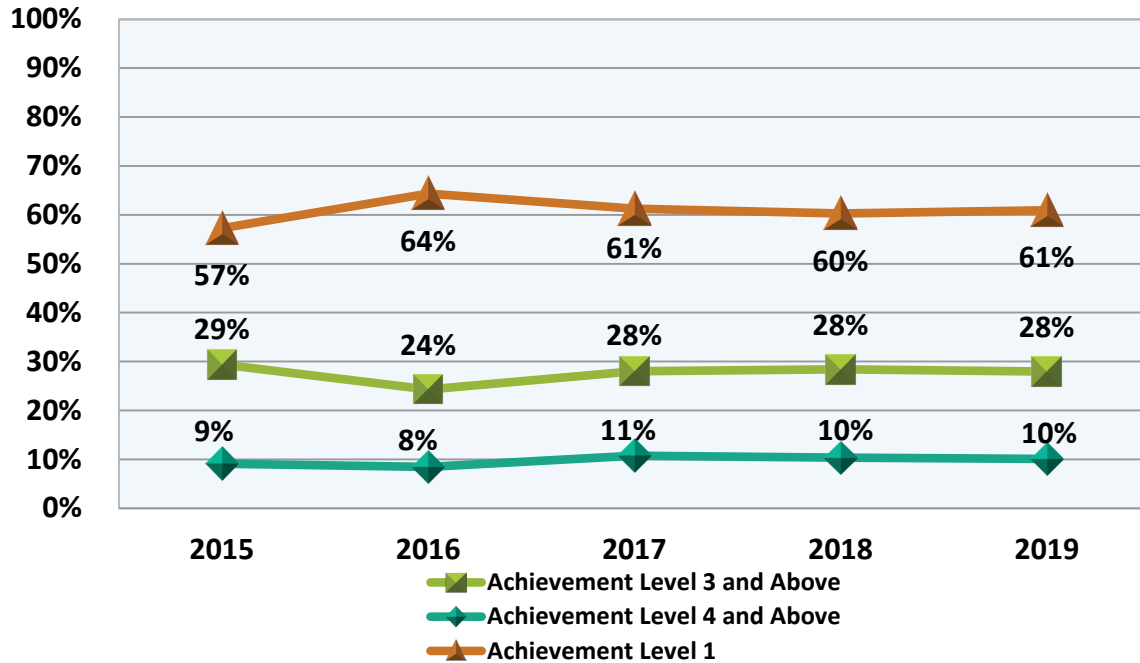


By Achievement Level, Students with Disabilities

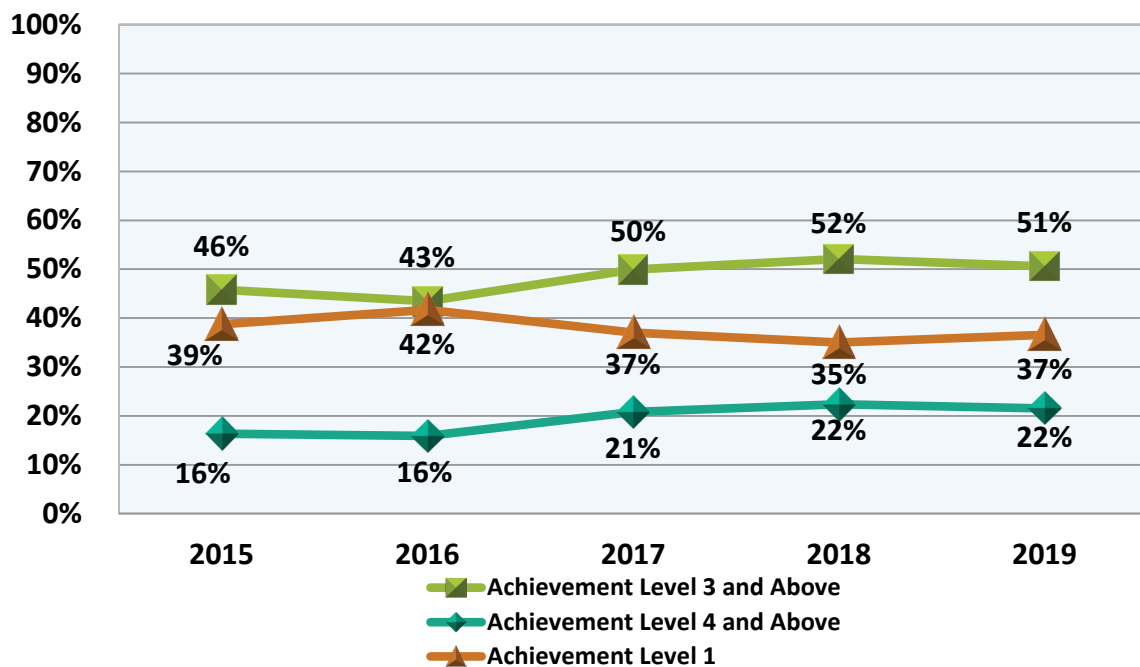


Mathematics – Algebra 1 EOC

By Achievement Level, English Language Learners

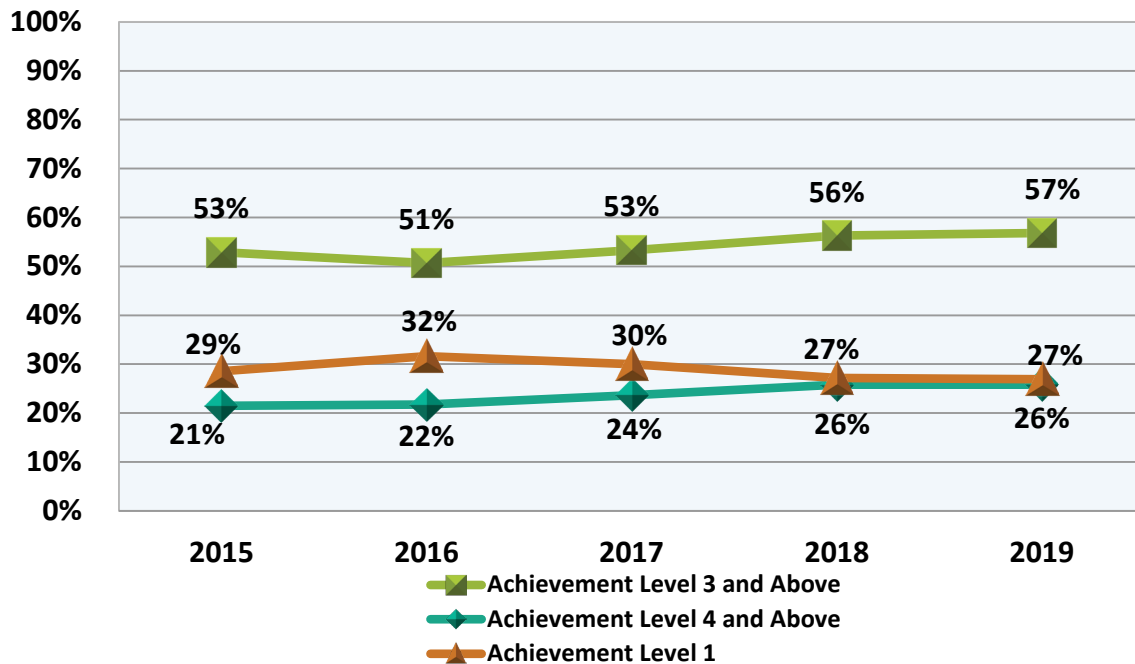


By Achievement Level, Economically Disadvantaged

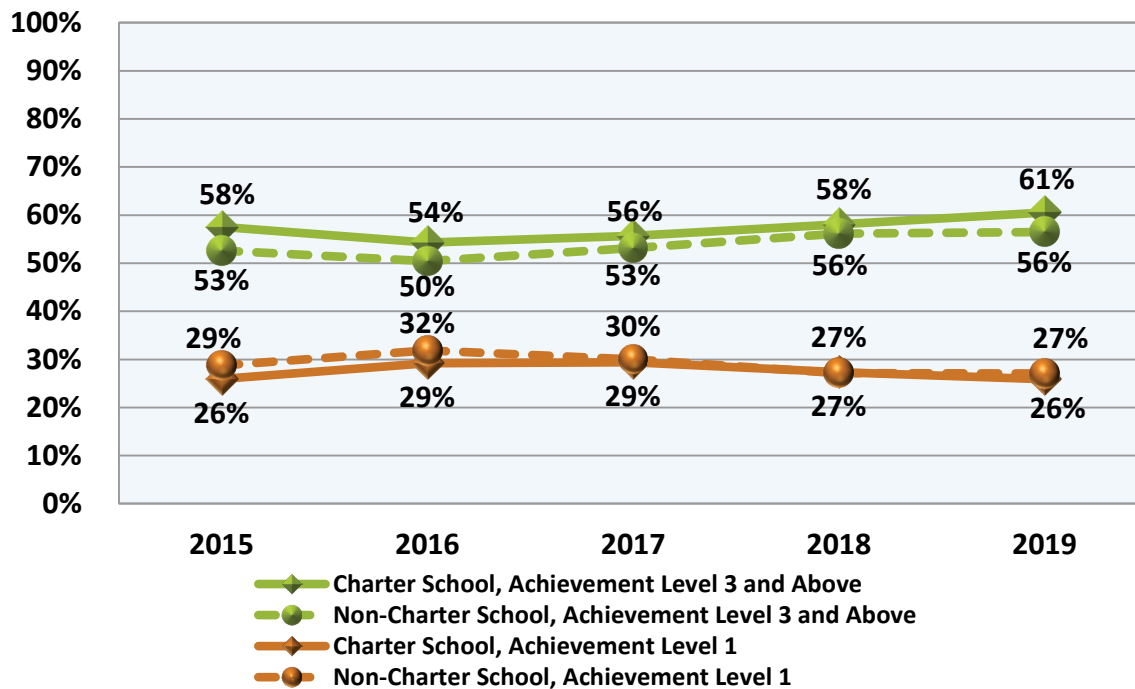


Mathematics – Geometry EOC

By Achievement Level

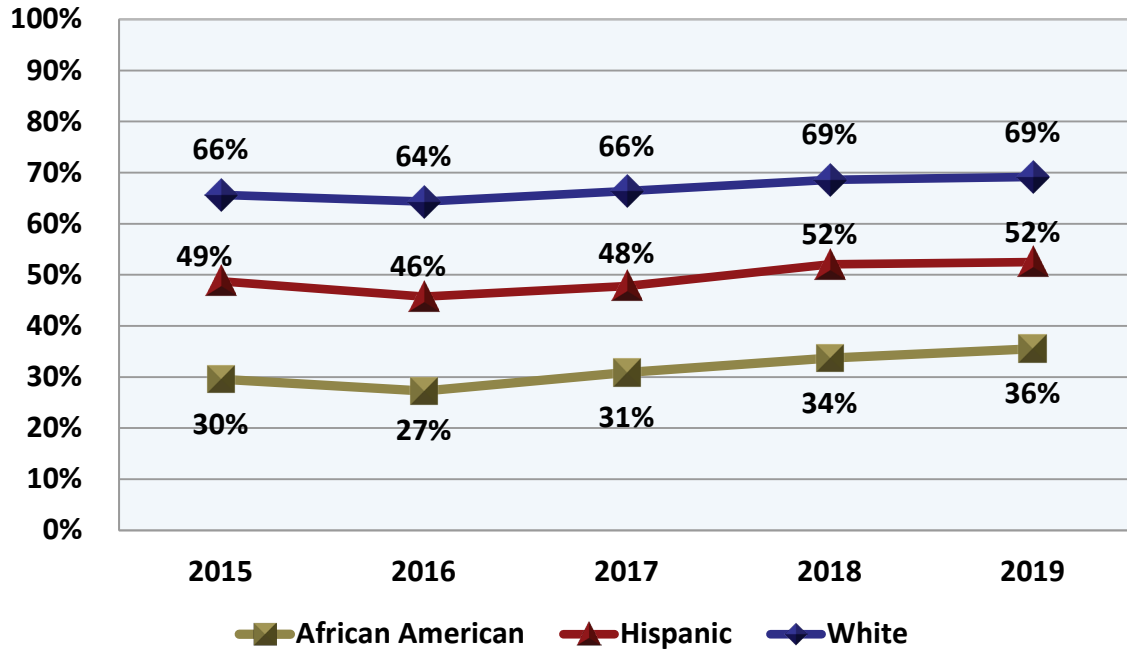


By Achievement Level, Charter vs. Non-Charter Schools

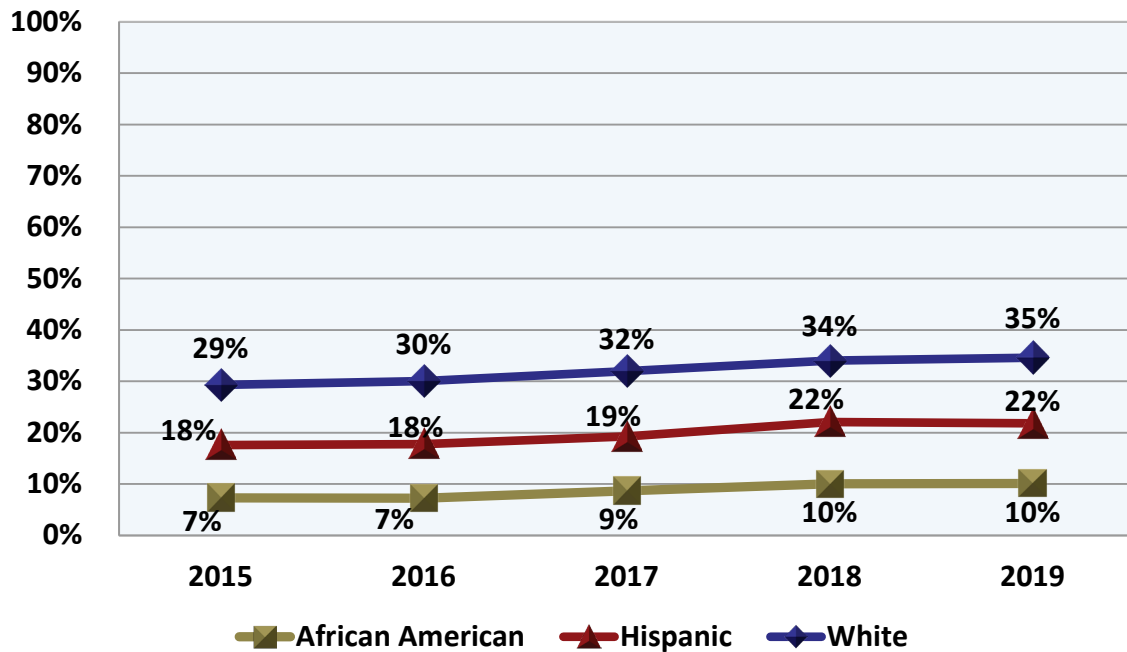


Mathematics – Geometry EOC

At or Above Achievement Level 3, by Race/Ethnicity

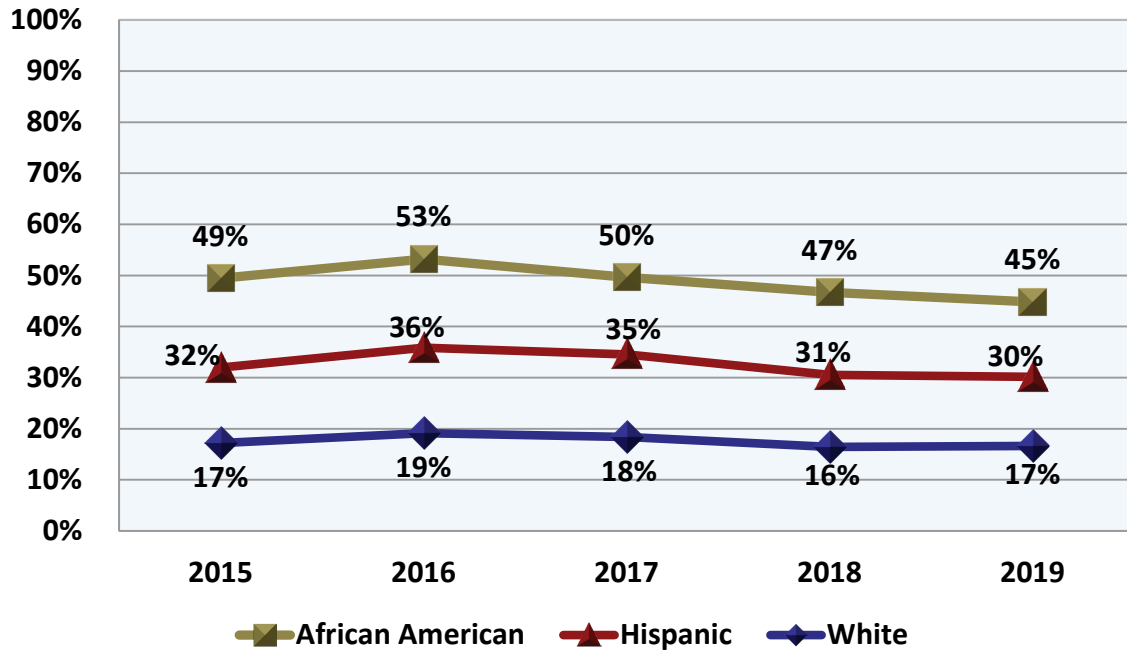


At or Above Achievement Level 4, by Race/Ethnicity

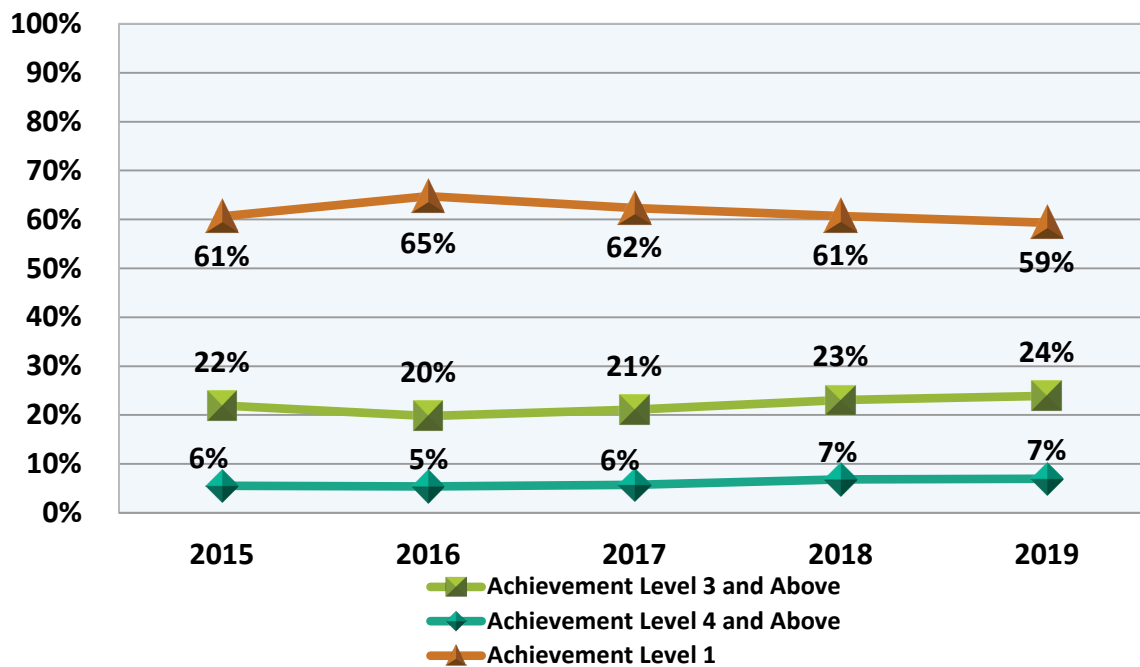


Mathematics – Geometry EOC

At Achievement Level 1, by Race/Ethnicity

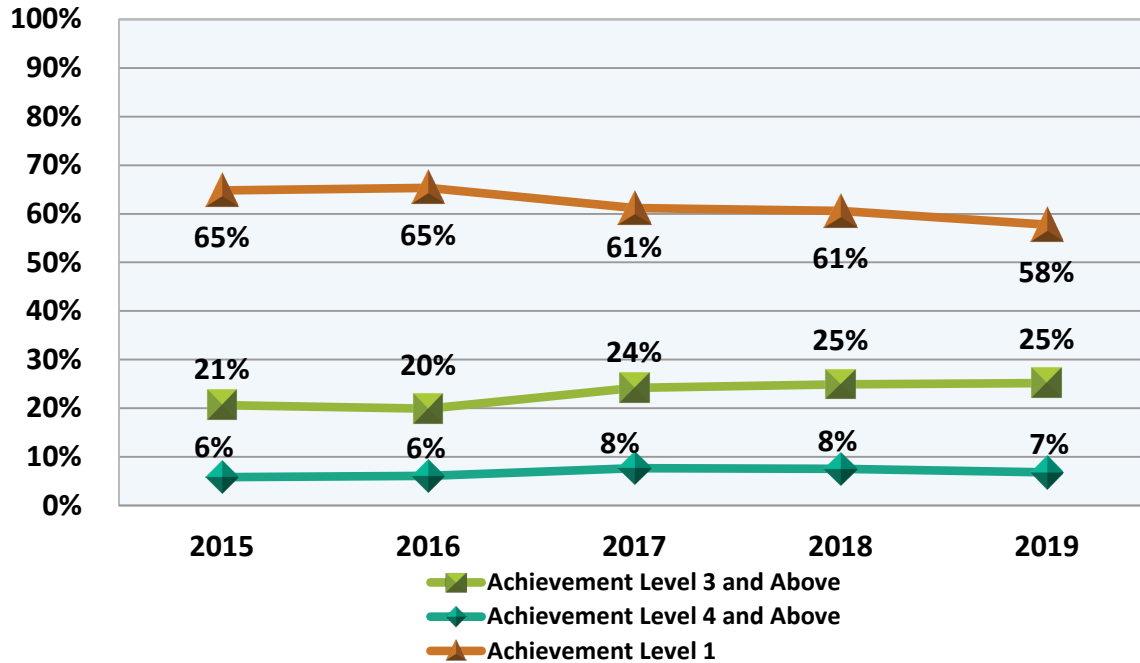


By Achievement Level, Students with Disabilities

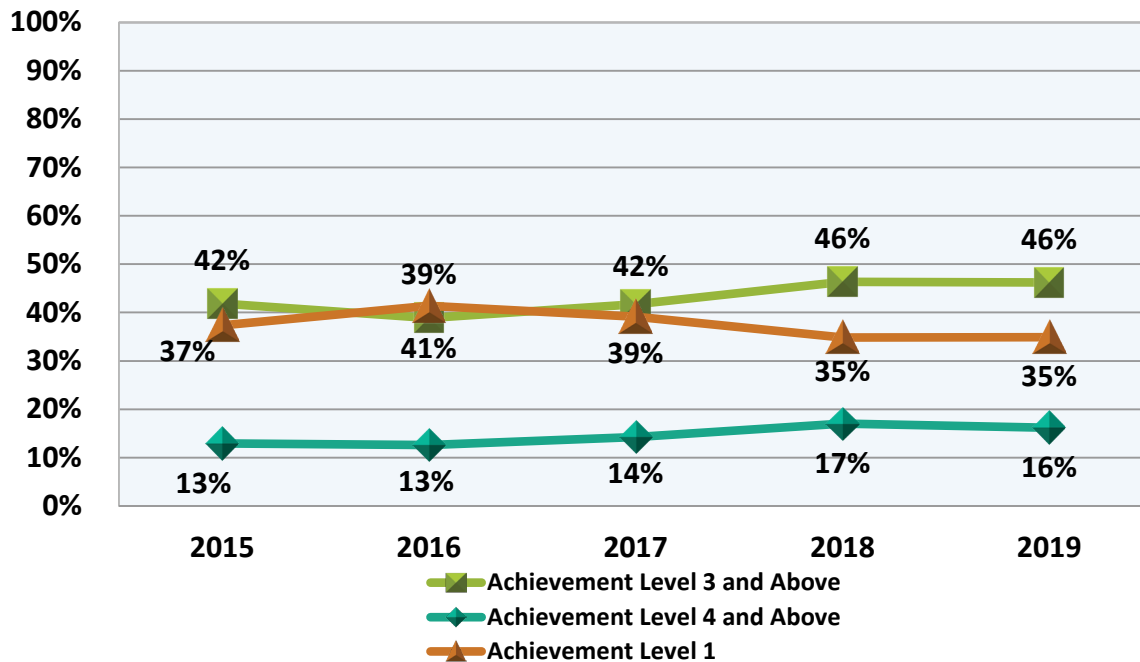


Mathematics – Geometry EOC

By Achievement Level, English Language Learners



By Achievement Level, Economically Disadvantaged



Statewide Comparison Report 2015 to 2019

All Mathematics, FSA and EOCs by Grade**

Grade	Year	Number of Students	Percentage of Students by Achievement Level					Percentage Level 3 and Above*
			1	2	3	4	5	
3	2015	215,860	22%	20%	27%	21%	10%	58%
	2016	220,947	21%	18%	28%	22%	11%	61%
	2017	228,764	19%	19%	27%	23%	11%	62%
	2018	222,889	19%	19%	28%	23%	11%	62%
	2019	216,371	20%	18%	27%	24%	12%	62%
4	2015	199,742	23%	18%	28%	20%	12%	59%
	2016	212,403	24%	17%	26%	20%	12%	59%
	2017	210,289	21%	16%	27%	23%	14%	64%
	2018	217,436	22%	16%	27%	22%	13%	62%
	2019	210,377	21%	15%	26%	23%	15%	64%
5	2015	199,042	23%	23%	25%	19%	11%	55%
	2016	202,853	23%	22%	24%	20%	12%	55%
	2017	214,053	23%	20%	24%	21%	13%	57%
	2018	213,520	20%	19%	24%	22%	14%	61%
	2019	219,227	21%	19%	23%	22%	15%	60%
6	2015	191,089	26%	24%	23%	19%	8%	50%
	2016	194,544	26%	24%	23%	18%	8%	50%
	2017	196,930	26%	23%	24%	19%	8%	51%
	2018	203,255	25%	23%	24%	20%	8%	52%
	2019	202,075	23%	23%	25%	21%	9%	55%
7	2015	197,379	23%	21%	27%	17%	12%	56%
	2016	193,483	25%	20%	26%	17%	12%	55%
	2017	197,415	24%	20%	26%	17%	13%	57%
	2018	202,159	23%	18%	26%	18%	14%	58%
	2019	206,741	23%	18%	26%	19%	14%	59%
8	2015	203,780	21%	20%	30%	16%	13%	60%
	2016	207,482	20%	18%	28%	17%	17%	62%
	2017	212,636	20%	18%	28%	17%	17%	62%
	2018	217,711	20%	17%	27%	17%	18%	62%
	2019	222,831	20%	16%	28%	18%	18%	64%

*Percentages may not add to 100 due to rounding.

**Results are for FSA Mathematics, Algebra 1, Geometry, and Algebra 2 (2015 to 2017 only) combined, as applicable.

Statewide Comparison Report 2015 to 2019

FSA Mathematics by Grade

Grade	Year	Number of Students	Mean Scale Score	Percentage of Students by Achievement Level					Percentage Level 3 and Above*
				1	2	3	4	5	
3	2015	215,860	300	22%	20%	27%	21%	10%	58%
	2016	220,947	301	21%	18%	28%	22%	11%	61%
	2017	228,764	302	19%	19%	27%	23%	11%	62%
	2018	222,888	301	19%	19%	28%	23%	11%	62%
	2019	216,371	302	20%	18%	27%	24%	12%	62%
4	2015	199,740	314	23%	18%	28%	20%	12%	59%
	2016	212,401	314	24%	17%	26%	20%	12%	59%
	2017	210,289	316	21%	16%	27%	23%	14%	64%
	2018	217,435	315	22%	16%	27%	22%	13%	62%
	2019	210,377	316	21%	15%	26%	23%	15%	64%
5	2015	199,033	322	23%	23%	25%	19%	11%	55%
	2016	202,847	322	23%	22%	24%	20%	12%	55%
	2017	214,047	323	23%	20%	24%	21%	13%	57%
	2018	213,510	324	20%	19%	24%	22%	14%	61%
	2019	219,218	324	21%	19%	23%	22%	15%	60%
6	2015	190,929	324	26%	24%	23%	19%	8%	50%
	2016	194,381	324	26%	24%	23%	18%	8%	50%
	2017	196,774	323	26%	23%	24%	19%	8%	51%
	2018	203,010	324	25%	23%	24%	20%	8%	52%
	2019	201,868	325	23%	23%	25%	21%	9%	55%
7	2015	178,867	330	25%	23%	27%	16%	9%	52%
	2016	176,106	329	27%	21%	27%	17%	9%	52%
	2017	178,766	329	26%	21%	27%	16%	10%	53%
	2018	180,572	330	26%	20%	26%	17%	11%	54%
	2019	182,837	330	26%	20%	26%	18%	10%	54%
8	2015	123,325	333	29%	26%	26%	12%	7%	45%
	2016	134,830	334	28%	24%	26%	12%	10%	48%
	2017	132,456	333	30%	24%	26%	11%	9%	46%
	2018	130,532	332	31%	24%	25%	11%	9%	45%
	2019	130,632	333	31%	23%	25%	12%	10%	46%

*Percentages may not add to 100 due to rounding.

Statewide Comparison Report 2015 to 2019

FSA End-of-Course Assessments

Course	Year	Number of Students	Mean Scale Score	Percentage of Students by Achievement Level					Percentage Level 3 and Above*
				1	2	3	4	5	
Algebra 1	2015	203,078	497	31%	14%	30%	14%	11%	56%
	2016	202,955	497	33%	13%	29%	14%	12%	54%
	2017	219,144	501	29%	11%	30%	16%	14%	60%
	2018	222,996	502	28%	11%	29%	17%	15%	61%
	2019	223,753	501	29%	11%	29%	16%	15%	60%
Geometry	2015	194,851	499	29%	19%	31%	11%	10%	53%
	2016	201,743	497	32%	18%	29%	11%	10%	51%
	2017	180,923	499	30%	17%	30%	12%	11%	53%
	2018	193,773	501	27%	17%	30%	13%	12%	56%
	2019	202,865	500	27%	16%	31%	13%	12%	57%

*Percentages may not add to 100 due to rounding.

District Comparison Report 2018 to 2019

Mathematics, FSA and EOCs, Grades 3-8**

District	Percentage Level 3 and Above		Percentage Point Change
	2018	2019	
STATEWIDE	60%	61%	1%
ALACHUA	59%	58%	-1%
BAKER	59%	59%	0%
BAY	60%	59%	-1%
BRADFORD	48%	52%	4%
BREVARD	63%	64%	1%
BROWARD	61%	63%	2%
CALHOUN	68%	66%	-2%
CHARLOTTE	61%	61%	0%
CITRUS	63%	59%	-4%
CLAY	67%	68%	1%
COLLIER	67%	66%	-1%
COLUMBIA	61%	65%	4%
MIAMI-DADE	62%	63%	1%
DESOTO	38%	40%	2%
DIXIE	46%	56%	10%
DUVAL	56%	57%	1%
ESCAMBIA	49%	50%	1%
FLAGLER	64%	65%	1%
FRANKLIN	47%	42%	-5%
GADSDEN	48%	50%	2%
GILCHRIST	70%	73%	3%
GLADES	52%	56%	4%
GULF	56%	51%	-5%
HAMILTON	45%	42%	-3%
HARDEE	57%	62%	5%
HENDRY	47%	49%	2%
HERNANDO	61%	59%	-2%
HIGHLANDS	53%	53%	0%
HILLSBOROUGH	56%	56%	0%
HOLMES	51%	53%	2%
INDIAN RIVER	59%	60%	1%
JACKSON	61%	60%	-1%
JEFFERSON	40%	40%	0%
LAFAYETTE	76%	73%	-3%
LAKE	58%	59%	1%
LEE	58%	61%	3%
LEON	61%	62%	1%
LEVY	52%	53%	1%

District Comparison Report 2018 to 2019

Mathematics, FSA and EOCs, Grades 3-8**

District	Percentage Level 3 and Above		Percentage Point Change
	2018	2019	
STATEWIDE	60%	61%	1%
LIBERTY	53%	54%	1%
MADISON	49%	47%	-2%
MANATEE	57%	61%	4%
MARION	49%	51%	2%
MARTIN	67%	67%	0%
MONROE	63%	63%	0%
NASSAU	75%	78%	3%
OKALOOSA	71%	72%	1%
OKEECHOBEE	57%	60%	3%
ORANGE	56%	58%	2%
OSCEOLA	49%	50%	1%
PALM BEACH	63%	64%	1%
PASCO	59%	61%	2%
PINELLAS	59%	59%	0%
POLK	51%	51%	0%
PUTNAM	45%	45%	0%
ST. JOHNS	80%	81%	1%
ST. LUCIE	54%	52%	-2%
SANTA ROSA	71%	71%	0%
SARASOTA	73%	73%	0%
SEMINOLE	66%	67%	1%
SUMTER	67%	68%	1%
SUWANNEE	46%	49%	3%
TAYLOR	53%	59%	6%
UNION	72%	76%	4%
VOLUSIA	56%	55%	-1%
WAKULLA	64%	65%	1%
WALTON	65%	65%	0%
WASHINGTON	61%	60%	-1%

**Results are for FSA Mathematics, Algebra 1 and Geometry combined, as applicable.

District Comparison Report 2018 to 2019

Algebra 1 EOC

District	Percentage Level 3 and Above			Number Tested	
	2018	2019	Change	2018	2019
STATEWIDE	61%	60%	-1%	222,996	223,753
ALACHUA	60%	56%	-4%	2,128	2,363
BAKER	67%	66%	-1%	365	357
BAY	64%	63%	-1%	2,150	1,835
BRADFORD	38%	56%	18%	154	189
BREVARD	63%	63%	0%	5,493	5,925
BROWARD	61%	60%	-1%	21,061	21,713
CALHOUN	62%	65%	3%	169	155
CHARLOTTE	70%	61%	-9%	1,081	1,221
CITRUS	66%	67%	1%	1,199	887
CLAY	65%	64%	-1%	3,596	3,253
COLLIER	67%	69%	2%	4,470	3,816
COLUMBIA	50%	62%	12%	715	702
MIAMI-DADE	58%	61%	3%	30,588	29,447
DESOTO	43%	48%	5%	295	315
DIXIE	51%	54%	3%	154	145
DUVAL	61%	58%	-3%	9,675	9,426
ESCAMBIA	52%	51%	-1%	2,605	2,910
FLAGLER	68%	61%	-7%	1,299	1,179
FRANKLIN	50%	35%	-15%	107	111
GADSDEN	32%	34%	2%	254	280
GILCHRIST	61%	68%	7%	203	189
GLADES	50%	43%	-7%	129	121
GULF	62%	56%	-6%	154	142
HAMILTON	60%	30%	-30%	82	105
HARDEE	65%	52%	-13%	284	343
HENDRY	40%	37%	-3%	495	421
HERNANDO	60%	58%	-2%	1,874	1,879
HIGHLANDS	54%	51%	-3%	846	794
HILLSBOROUGH	62%	62%	0%	15,567	15,844
HOLMES	41%	46%	5%	269	210
INDIAN RIVER	62%	58%	-4%	1,410	1,303
JACKSON	60%	50%	-10%	499	519
JEFFERSON	30%	32%	2%	37	73
LAFAYETTE	65%	67%	2%	92	118
LAKE	61%	52%	-9%	2,919	3,662
LEE	60%	58%	-2%	6,833	7,502

District Comparison Report 2018 to 2019

Algebra 1 EOC

District	Percentage Level 3 and Above			Number Tested	
	2018	2019	Change	2018	2019
STATEWIDE	61%	60%	-1%	222,996	223,753
LEON	70%	68%	-2%	2,434	2,450
LEVY	44%	56%	12%	415	438
LIBERTY	58%	62%	4%	65	110
MADISON	39%	40%	1%	186	199
MANATEE	63%	64%	1%	4,056	3,558
MARION	54%	54%	0%	3,274	3,523
MARTIN	69%	74%	5%	1,671	1,505
MONROE	74%	69%	-5%	599	686
NASSAU	75%	73%	-2%	842	994
OKALOOSA	77%	75%	-2%	2,481	2,552
OKEECHOBEE	50%	50%	0%	429	591
ORANGE	58%	61%	3%	16,370	14,597
OSCEOLA	48%	46%	-2%	5,846	6,135
PALM BEACH	63%	64%	1%	15,189	15,271
PASCO	63%	59%	-4%	5,675	6,102
PINELLAS	56%	55%	-1%	8,504	8,329
POLK	59%	49%	-10%	6,568	7,733
PUTNAM	43%	49%	6%	804	641
ST. JOHNS	80%	80%	0%	3,525	3,768
ST. LUCIE	54%	51%	-3%	3,559	3,438
SANTA ROSA	66%	71%	5%	2,289	2,300
SARASOTA	78%	73%	-5%	3,950	3,732
SEMINOLE	64%	61%	-3%	5,789	6,180
SUMTER	61%	62%	1%	694	713
SUWANNEE	45%	44%	-1%	455	415
TAYLOR	46%	52%	6%	167	174
UNION	63%	52%	-11%	142	162
VOLUSIA	57%	54%	-3%	5,061	5,195
WAKULLA	67%	58%	-9%	355	429
WALTON	78%	70%	-8%	753	782
WASHINGTON	54%	48%	-6%	260	287

District Comparison Report by Grade Grouping 2018 to 2019

Algebra 1 EOC

	Grades 4-8					Grades 9-12				
	% Level 3 and Above			Number Tested		% Level 3 and Above			Number Tested	
	2018	2019	Change	2018	2019	2018	2019	Change	2018	2019
STATEWIDE	89%	88%	-1%	90,883	95,457	42%	39%	-3%	132,113	128,296
ALACHUA	86%	86%	0%	1,056	1,177	34%	27%	-7%	1,072	1,186
BAKER	87%	90%	3%	134	131	55%	51%	-4%	231	226
BAY	88%	89%	1%	819	768	50%	45%	-5%	1,331	1,067
BRADFORD	51%	79%	28%	49	77	31%	40%	9%	105	112
BREVARD	87%	90%	3%	2,764	2,859	39%	39%	0%	2,729	3,066
BROWARD	93%	91%	-2%	7,518	8,088	43%	42%	-1%	13,543	13,625
CALHOUN	91%	90%	-1%	66	80	43%	39%	-4%	103	75
CHARLOTTE	90%	97%	7%	423	406	56%	43%	-13%	658	815
CITRUS	93%	95%	2%	393	349	52%	48%	-4%	806	538
CLAY	97%	93%	-4%	1,215	1,332	49%	44%	-5%	2,381	1,921
COLLIER	91%	91%	0%	2,221	2,214	43%	38%	-5%	2,249	1,602
COLUMBIA	90%	93%	3%	213	259	32%	44%	12%	502	443
MIAMI-DADE	89%	88%	-1%	11,677	12,902	39%	40%	1%	18,911	16,545
DESOTO	79%	87%	8%	112	118	21%	25%	4%	183	197
DIXIE	83%	87%	4%	47	39	36%	42%	6%	107	106
DUVAL	84%	82%	-2%	4,053	4,351	44%	38%	-6%	5,622	5,075
ESCAMBIA	76%	78%	2%	1,078	1,191	36%	33%	-3%	1,527	1,719
FLAGLER	92%	90%	-2%	453	408	55%	45%	-10%	846	771
FRANKLIN	73%	58%	-15%	51	52	30%	15%	-15%	56	59
GADSDEN	53%	60%	7%	127	91	12%	21%	9%	127	189
GILCHRIST	73%	95%	22%	94	94	50%	41%	-9%	109	95
GLADES	73%	66%	-7%	74	73	18%	8%	-10%	55	48
GULF	89%	81%	-8%	61	59	44%	39%	-5%	93	83
HAMILTON	71%	59%	-12%	38	37	50%	13%	-37%	44	68
HARDEE	99%	99%	0%	78	78	53%	39%	-14%	206	265
HENDRY	82%	70%	-12%	146	115	22%	25%	3%	349	306
HERNANDO	92%	88%	-4%	503	538	49%	46%	-3%	1,371	1,341
HIGHLANDS	89%	93%	4%	296	245	35%	32%	-3%	550	549
HILLSBOROUGH	89%	89%	0%	8,206	8,345	32%	32%	0%	7,361	7,499
HOLMES	63%	69%	6%	105	100	27%	25%	-2%	164	110
INDIAN RIVER	92%	91%	-1%	514	474	45%	39%	-6%	896	829
JACKSON	84%	89%	5%	161	168	49%	32%	-17%	338	351
JEFFERSON	N/A	59%	N/A	N/A	22	30%	20%	-10%	37	51
LAFAYETTE	85%	79%	-6%	53	71	38%	49%	11%	39	47

District Comparison Report by Grade Grouping 2018 to 2019

Algebra 1 EOC

	Grades 4-8					Grades 9-12				
	% Level 3 and Above			Number Tested		% Level 3 and Above			Number Tested	
	2018	2019	Change	2018	2019	2018	2019	Change	2018	2019
STATEWIDE	89%	88%	-1%	90,883	95,457	42%	39%	-3%	132,113	128,296
LAKE	89%	90%	1%	1,243	1,372	41%	29%	-12%	1,676	2,290
LEE	92%	95%	3%	2,659	2,975	39%	34%	-5%	4,174	4,527
LEON	95%	95%	0%	1,008	965	52%	51%	-1%	1,426	1,485
LEVY	76%	75%	-1%	101	193	33%	42%	9%	314	245
LIBERTY	63%	65%	2%	59	65	*	58%	*	6	45
MADISON	89%	85%	-4%	56	59	18%	21%	3%	130	140
MANATEE	89%	89%	0%	1,456	1,527	49%	45%	-4%	2,600	2,031
MARION	95%	96%	1%	921	1,134	38%	33%	-5%	2,353	2,389
MARTIN	97%	96%	-1%	578	669	55%	57%	2%	1,093	836
MONROE	97%	96%	-1%	229	229	60%	56%	-4%	370	457
NASSAU	97%	94%	-3%	290	391	64%	60%	-4%	552	603
OKALOOSA	95%	94%	-1%	832	958	67%	64%	-3%	1,649	1,594
OKEECHOBEE	100%	88%	-12%	98	183	35%	33%	-2%	331	408
ORANGE	83%	87%	4%	8,863	7,669	29%	31%	2%	7,507	6,928
OSCEOLA	87%	84%	-3%	1,907	2,131	29%	26%	-3%	3,939	4,004
PALM BEACH	93%	93%	0%	5,678	6,149	45%	45%	0%	9,511	9,122
PASCO	95%	96%	1%	1,727	1,788	50%	44%	-6%	3,948	4,314
PINELLAS	86%	81%	-5%	3,687	4,027	34%	30%	-4%	4,817	4,302
POLK	86%	85%	-1%	2,560	2,596	42%	30%	-12%	4,008	5,137
PUTNAM	68%	71%	3%	362	334	22%	25%	3%	442	307
ST. JOHNS	98%	99%	1%	1,339	1,525	68%	67%	-1%	2,186	2,243
ST. LUCIE	84%	80%	-4%	1,417	1,498	35%	28%	-7%	2,142	1,940
SANTA ROSA	97%	96%	-1%	802	787	50%	58%	8%	1,487	1,513
SARASOTA	97%	95%	-2%	1,719	1,857	63%	51%	-12%	2,231	1,875
SEMINOLE	93%	86%	-7%	2,501	2,961	43%	39%	-4%	3,288	3,219
SUMTER	89%	89%	0%	331	305	35%	42%	7%	363	408
SUWANNEE	68%	73%	5%	203	173	27%	24%	-3%	252	242
TAYLOR	90%	82%	-8%	70	82	14%	26%	12%	97	92
UNION	100%	100%	0%	45	35	45%	39%	-6%	97	127
VOLUSIA	89%	84%	-5%	2,013	2,126	36%	33%	-3%	3,048	3,069
WAKULLA	90%	90%	0%	181	184	44%	34%	-10%	174	245
WALTON	92%	91%	-1%	360	373	65%	51%	-14%	393	409
WASHINGTON	91%	82%	-9%	99	114	31%	26%	-5%	161	173

Data are reported only when the total number of students in a group is at least 10 and when the performance of individuals is not disclosed. An asterisk () appears when data are suppressed.

District Comparison Report 2018 to 2019

Geometry EOC

District	Percentage Level 3 and Above			Number Tested	
	2018	2019	Change	2018	2019
STATEWIDE	56%	57%	1%	193,773	202,865
ALACHUA	64%	49%	-15%	1,937	2,424
BAKER	87%	56%	-31%	340	327
BAY	63%	62%	-1%	1,774	1,799
BRADFORD	31%	50%	19%	155	103
BREVARD	61%	61%	0%	4,990	5,112
BROWARD	51%	55%	4%	18,284	19,657
CALHOUN	60%	56%	-4%	189	144
CHARLOTTE	59%	61%	2%	1,165	1,146
CITRUS	56%	58%	2%	1,086	996
CLAY	61%	64%	3%	3,107	3,110
COLLIER	67%	58%	-9%	3,937	4,340
COLUMBIA	45%	51%	6%	611	582
MIAMI-DADE	54%	54%	0%	25,916	27,130
DESOTO	37%	39%	2%	295	284
DIXIE	49%	45%	-4%	123	149
DUVAL	57%	62%	5%	7,658	7,395
ESCAMBIA	49%	46%	-3%	2,602	2,432
FLAGLER	63%	65%	2%	1,110	1,111
FRANKLIN	43%	41%	-2%	46	97
GADSDEN	19%	14%	-5%	275	220
GILCHRIST	73%	62%	-11%	179	173
GLADES	48%	31%	-17%	79	77
GULF	69%	68%	-1%	147	120
HAMILTON	27%	55%	28%	111	76
HARDEE	39%	53%	14%	372	265
HENDRY	40%	40%	0%	392	499
HERNANDO	46%	54%	8%	1,832	1,701
HIGHLANDS	56%	55%	-1%	810	597
HILLSBOROUGH	57%	57%	0%	14,658	14,680
HOLMES	42%	33%	-9%	227	216
INDIAN RIVER	51%	53%	2%	1,169	1,417
JACKSON	58%	44%	-14%	384	476
JEFFERSON	13%	21%	8%	31	34
LAFAYETTE	76%	32%	-44%	63	34
LAKE	51%	50%	-1%	2,872	3,150
LEE	52%	49%	-3%	6,001	6,446

District Comparison Report 2018 to 2019

Geometry EOC

District	Percentage Level 3 and Above			Number Tested	
	2018	2019	Change	2018	2019
STATEWIDE	56%	57%	1%	193,773	202,865
LEON	61%	66%	5%	2,145	2,129
LEVY	49%	53%	4%	300	319
LIBERTY	54%	66%	12%	72	44
MADISON	38%	36%	-2%	164	166
MANATEE	56%	61%	5%	3,186	3,311
MARION	54%	51%	-3%	2,650	2,889
MARTIN	61%	66%	5%	1,486	1,446
MONROE	73%	71%	-2%	546	548
NASSAU	62%	69%	7%	844	822
OKALOOSA	65%	72%	7%	2,238	2,007
OKEECHOBEE	47%	47%	0%	327	355
ORANGE	66%	53%	-13%	11,647	17,355
OSCEOLA	40%	45%	5%	6,163	5,320
PALM BEACH	57%	61%	4%	14,279	13,588
PASCO	60%	61%	1%	4,987	5,098
PINELLAS	57%	57%	0%	6,107	6,894
POLK	41%	53%	12%	6,803	6,050
PUTNAM	51%	43%	-8%	655	699
ST. JOHNS	78%	81%	3%	2,940	3,184
ST. LUCIE	51%	55%	4%	3,022	3,058
SANTA ROSA	65%	65%	0%	1,907	2,016
SARASOTA	72%	70%	-2%	2,954	3,523
SEMINOLE	63%	64%	1%	5,036	5,204
SUMTER	63%	61%	-2%	614	636
SUWANNEE	46%	55%	9%	347	536
TAYLOR	37%	4%	-33%	156	23
UNION	77%	68%	-9%	174	145
VOLUSIA	56%	55%	-1%	4,958	4,605
WAKULLA	68%	72%	4%	296	283
WALTON	72%	74%	2%	627	711
WASHINGTON	41%	49%	8%	232	227