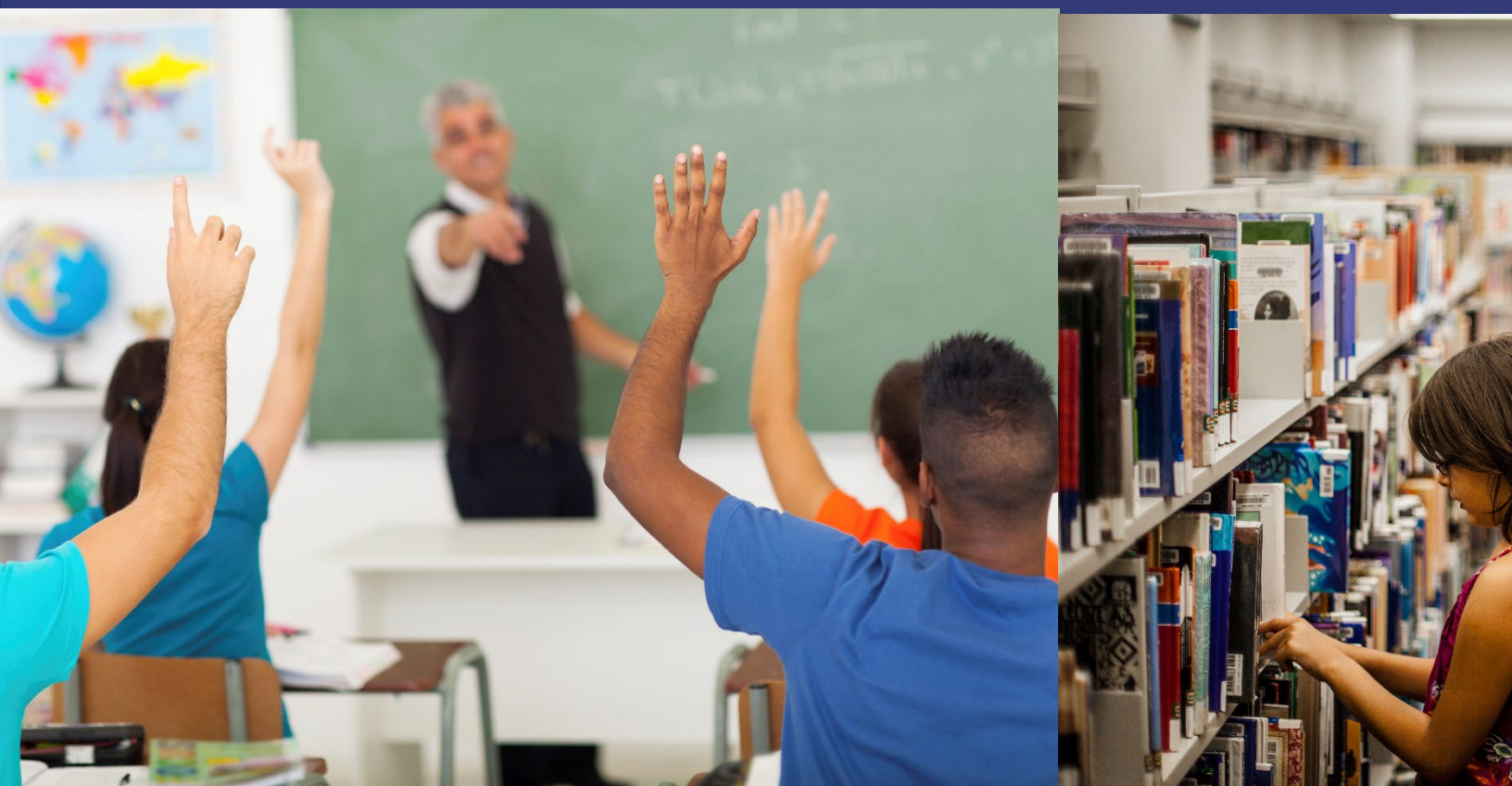


# Florida Standards Assessments

English Language Arts and Mathematics



2022

# 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 and for the last time in 2022. Beginning with the 2022-23 school year, students will take Florida's Assessment of Student Thinking (FAST), which will be a Coordinated Screening and Progress Monitoring System of assessments, as required under provisions of Senate Bill 1048 (2022). The new progress monitoring system will be aligned to the Benchmarks of Excellent Student Thinking (B.E.S.T.) standards and is designed to provide more frequent, actionable feedback to teachers, parents and students.

## 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.

<b>Level 5</b>	<b>Mastery</b> —highly likely to excel in the next grade/course
<b>Level 4</b>	<b>Proficient</b> —likely to excel in the next grade/course
<b>Level 3</b>	<b>Satisfactory</b> —may need additional support for the next grade/course
<b>Level 2</b>	<b>Below Satisfactory</b> —likely to need substantial support for the next grade/course
<b>Level 1</b>	<b>Inadequate</b> —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
<b>3</b>	240-284	285-299	300-314	315-329	330-360
<b>4</b>	251-296	297-310	311-324	325-339	340-372
<b>5</b>	257-303	304-320	321-335	336-351	352-385
<b>6</b>	259-308	309-325	326-338	339-355	356-391
<b>7</b>	267-317	318-332	333-345	346-359	360-397
<b>8</b>	274-321	322-336	337-351	352-365	366-403
<b>9</b>	276-327	328-342	343-354	355-369	370-407
<b>10</b>	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
<b>3</b>	240-284	285-296	297-310	311-326	327-360
<b>4</b>	251-298	299-309	310-324	325-339	340-376
<b>5</b>	256-305	306-319	320-333	334-349	350-388
<b>6</b>	260-309	310-324	325-338	339-355	356-390
<b>7</b>	269-315	316-329	330-345	346-359	360-391
<b>8</b>	273-321	322-336	337-352	353-364	365-393
Course	Scale Scores (425 to 575)				
<b>Algebra 1</b>	425-486	487-496	497-517	518-531	532-575
<b>Geometry</b>	425-485	486-498	499-520	521-532	533-575

# Overview of Results

## 2022 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	53%	57%	55%	52%	48%	49%	51%	49%	55%	50%	50%

Assessment	Grade Level						Grade Groups	
	3	4	5	6	7	8	3-5	6-8
All Mathematics**	58%	61%	52%	49%	51%	57%	57%	53%
FSA Mathematics	58%	61%	52%	49%	46%	42%	57%	46%
Algebra 1	N/A	N/A	*	98%	92%	81%	*	84%
Geometry	N/A	N/A	N/A	*	96%	92%	N/A	92%

\*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	49%	84%	31%
Geometry	49%	92%	44%

# 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 remained the same (52%) from 2021 to 2022.
  - Charter schools outperformed non-charter schools on the FSA ELA by having a higher percentage of students performing at Level 3 and above (58% vs. 51%) and a lower percentage of students scoring Level 1 (20% vs. 27%). Additionally, charter school performance has been higher than non-charter school performance since the test was first administered in 2015.
    - However, compared to 2021, charter school performance declined by 1 percentage point (59% to 58%), and non-charter school performance remained the same (51%).
  - All subgroups increased or maintained performance at Level 3 and above compared to 2021.
    - The following subgroups increased by 1 percentage point compared to 2021: African American students (34% to 35%), Hispanic students (48% to 49%), Students with Disabilities (20% to 21%), and Economically Disadvantaged students (41% to 42%).
    - At Level 3 and above, White students and English Language Learners maintained performance (63% and 15%, respectively).
  - Achievement gaps among racial/ethnic subgroups narrowed.
    - The achievement gaps between African American students and White students and between Hispanic students and White students both narrowed by 1 percentage point compared to 2021.
- **Grades 3-5**
  - Overall, performance at Level 3 and above on the FSA ELA in grades 3-5 increased by 2 percentage points (53% to 55%) from 2021 to 2022.
  - 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 (60% vs. 54%) and a lower percentage of students performing at Level 1 (18% vs. 24%). Additionally, charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
    - Both charter schools and non-charter schools increased performance by 1 percentage point at Level 3 and above on the FSA ELA in grades 3-5 (59% to 60% and 53% to 54%, respectively).
  - All grades 3-5 subgroups increased or maintained their performance at Level 3 and above from 2021 to 2022.
    - African American students had the highest increase in performance at Level 3 and above (up 3 percentage points, from 35% to 38%).
    - At Level 3 and above, Hispanic students, English Language Learners, and Economically Disadvantaged students increased performance by 2 percentage points (50% to 52%, 19% to 21%, and 43% to 45%, respectively).

- Students with Disabilities increased performance at Level 3 and above by 1 percentage point (25% to 26%).
- White students maintained performance at Level 3 and above (66%) compared to 2021.
- **Grades 6-8**
  - Overall, performance at Level 3 and above on the FSA ELA in grades 6-8 decreased by 1 percentage point from 2021 to 2022 (51% to 50%).
  - 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 (58% vs. 48%) and a lower percentage of students performing at Level 1 (20% vs. 30%). Additionally, charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
    - However, compared to 2021, both charter schools and non-charter schools decreased performance at Level 3 and above by 1 percentage point (59% to 58% and 49% to 48%, respectively).
  - The achievement gap between African American and White students narrowed by 1 percentage point.
    - However, it must be noted that though achievement gap narrowed, the performance of White students declined (61% to 60%) while the performance for African American students remained the same (34%) in 2022 compared to 2021.
- **Grades 9-10**
  - Overall, performance at Level 3 and above on the FSA ELA in grades 9-10 remained the same (50%) from 2021 to 2022.
  - 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 (56% vs. 50%) and a lower percentage of students performing at Level 1 (22% vs. 28%). Additionally, charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
    - However, compared to 2021, charter school performance declined by 1 percentage point (57% to 56%), and non-charter school performance remained the same (50%).
  - Generally, grades 9-10 subgroups increased or maintained performance at Level 3 and above from 2021 to 2022.
    - The following subgroups increased by 1 percentage point compared to 2021: African American students (33% to 34%), Students with Disabilities (15% to 16%), and Economically Disadvantaged students (38% to 39%).
    - At Level 3 and above, Hispanic students, White students and English Language Learners maintained performance (46%, 61%, and 7%, respectively).
  - The achievement gap between African American students and White students narrowed by 1 percentage point.

# Florida Standards Assessments

## English Language Arts

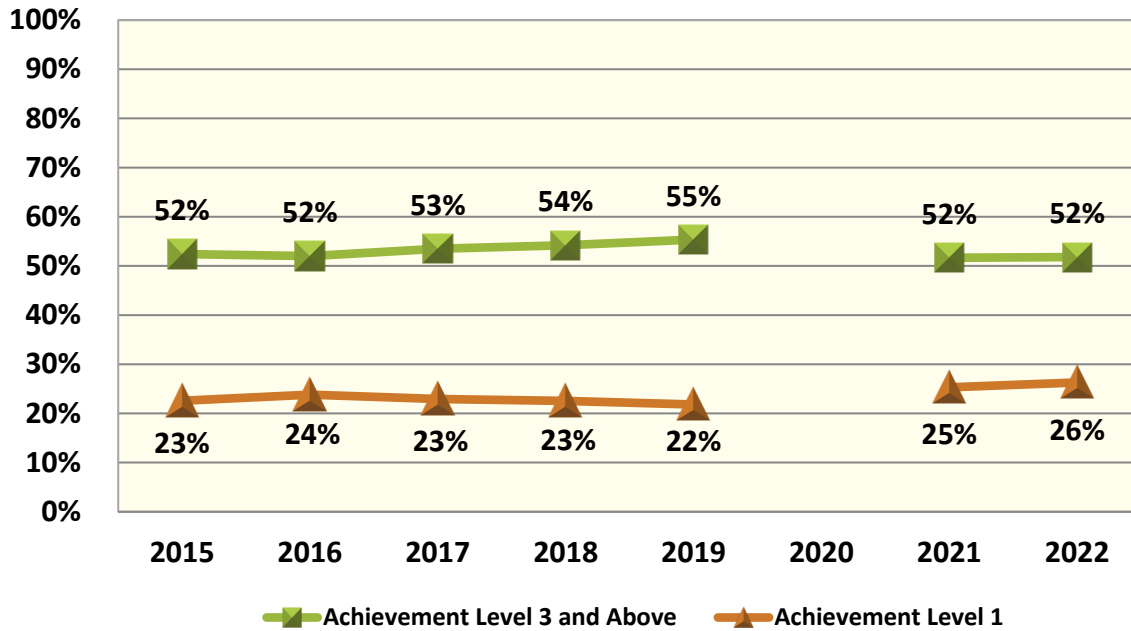
### NOTES:

- 1) Pursuant to [Florida Department of Education Emergency Order No. 2020-EO-1](#), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled; therefore, data are not reported for 2020.
- 2) 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.
- 3) 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.

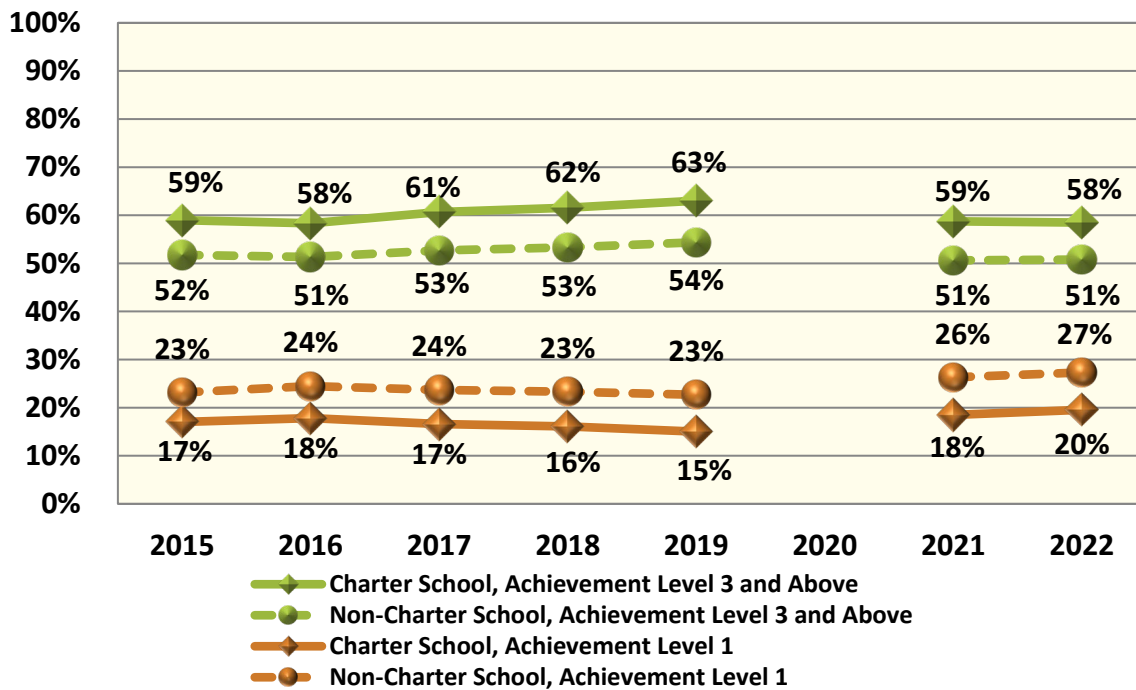


## English Language Arts – FSA Grades 3-10

### By Achievement Level



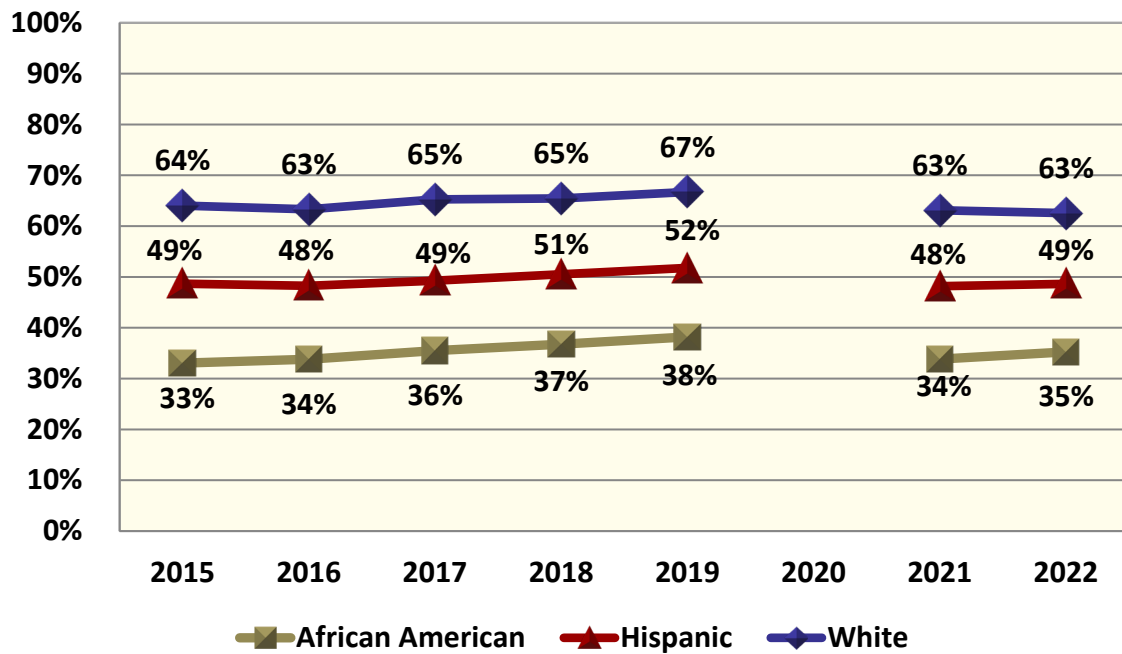
### By Achievement Level, Charter vs. Non-Charter Schools



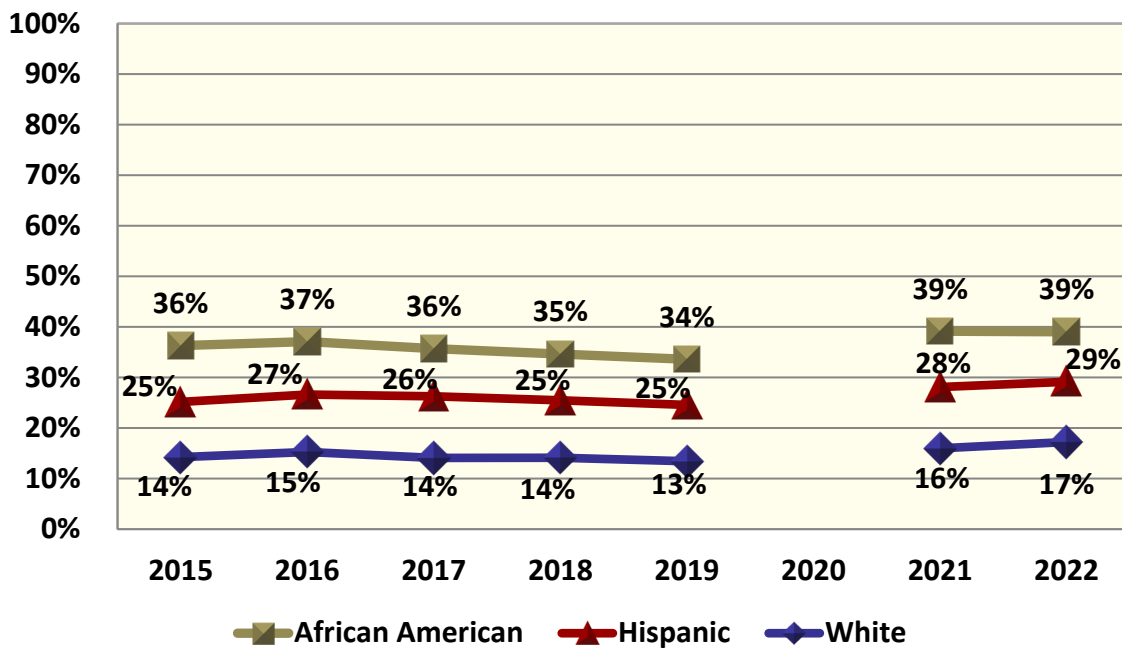


## English Language Arts – FSA Grades 3-10

At or Above Achievement Level 3, by Race/Ethnicity

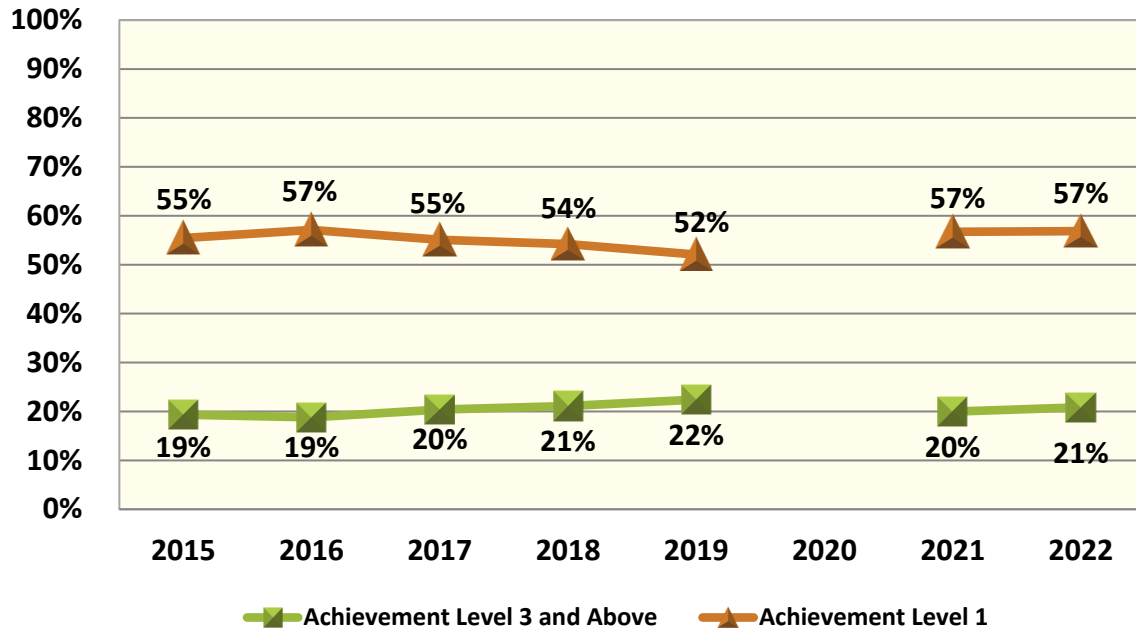


At Achievement Level 1, by Race/Ethnicity

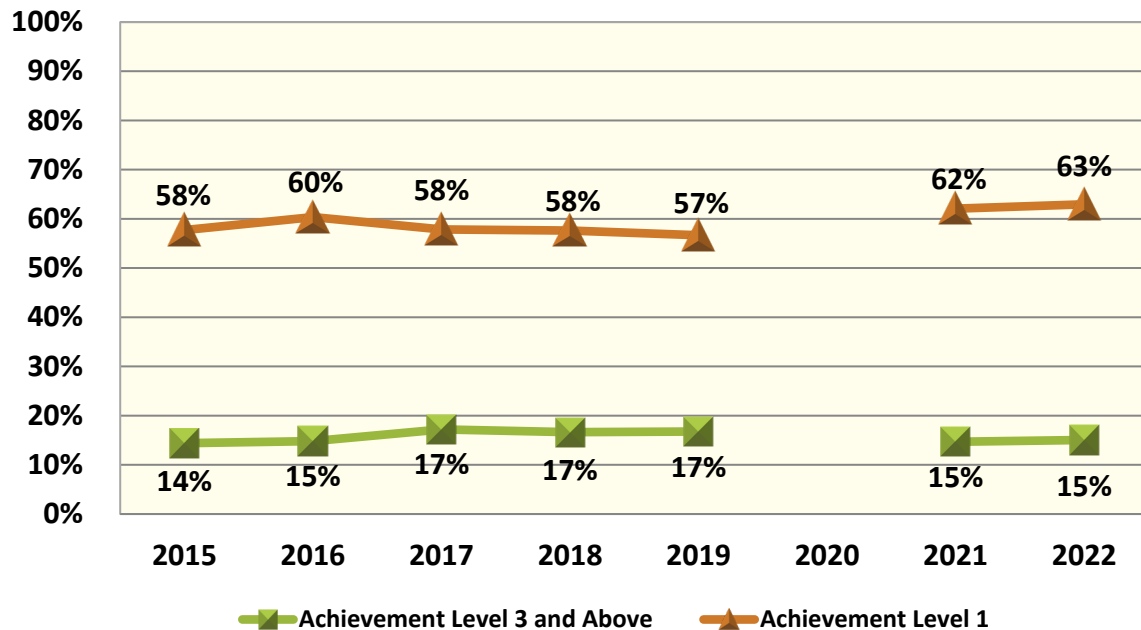


## English Language Arts – FSA Grades 3-10

### By Achievement Level, Students with Disabilities

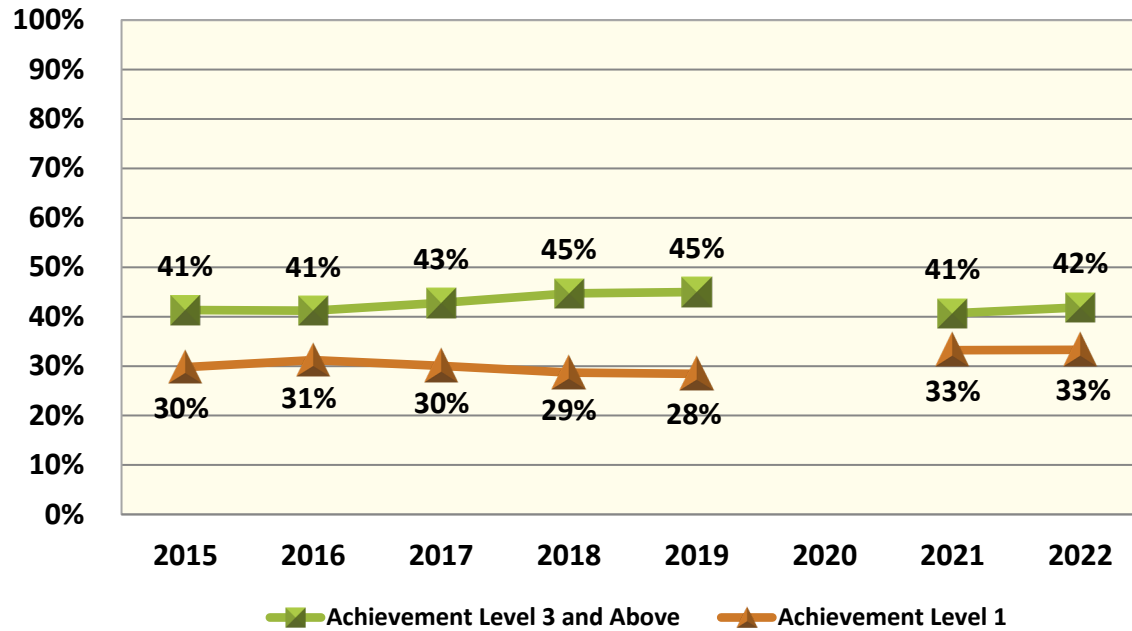


### By Achievement Level, English Language Learners



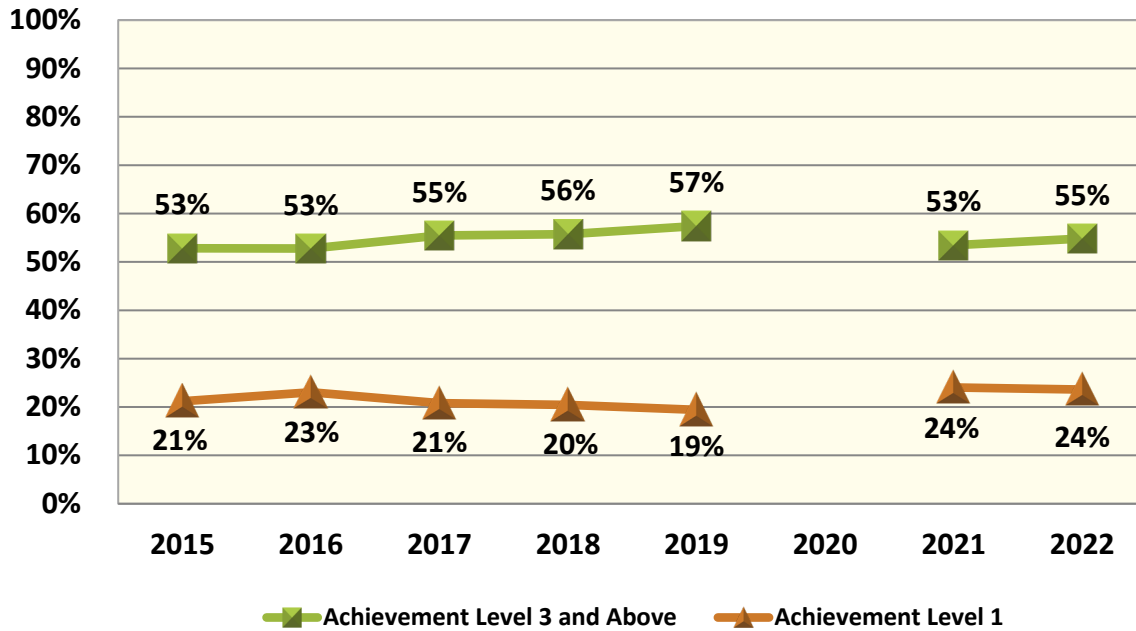
## English Language Arts – FSA Grades 3-10

### By Achievement Level, Economically Disadvantaged

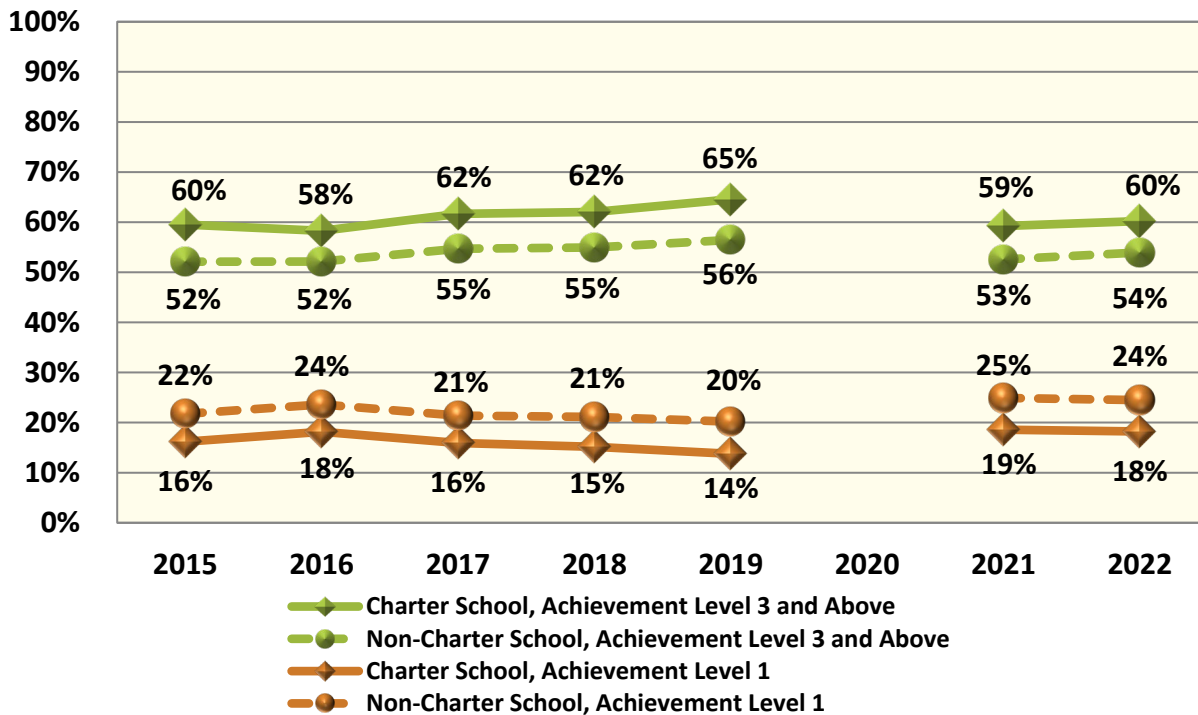


## English Language Arts – Grades 3-5

### By Achievement Level

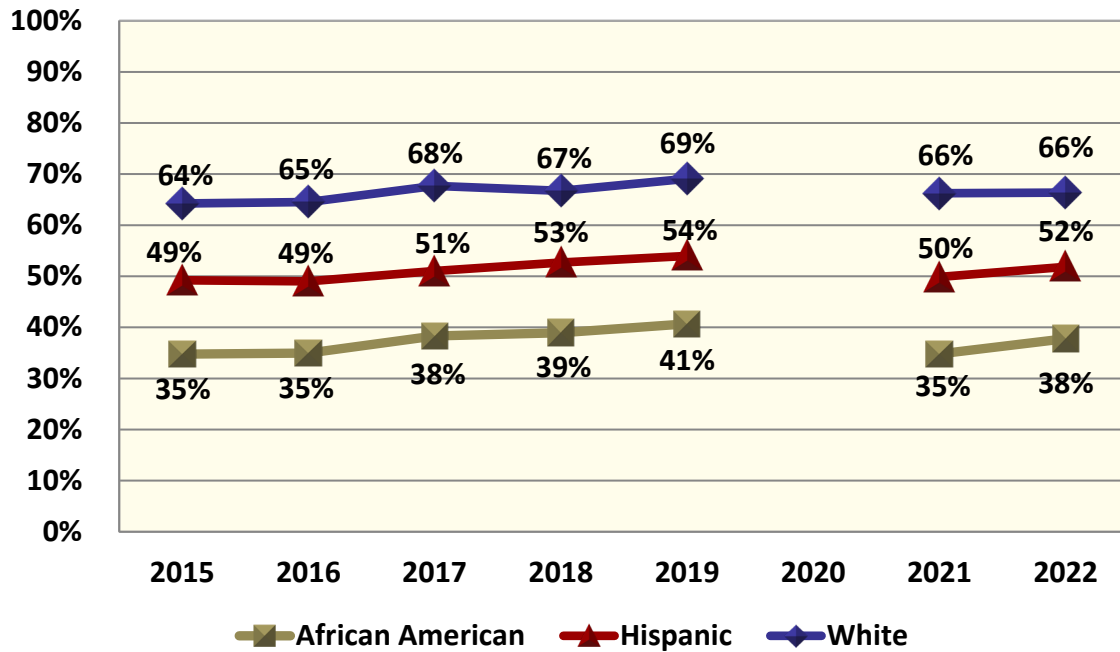


### By Achievement Level, Charter vs. Non-Charter Schools

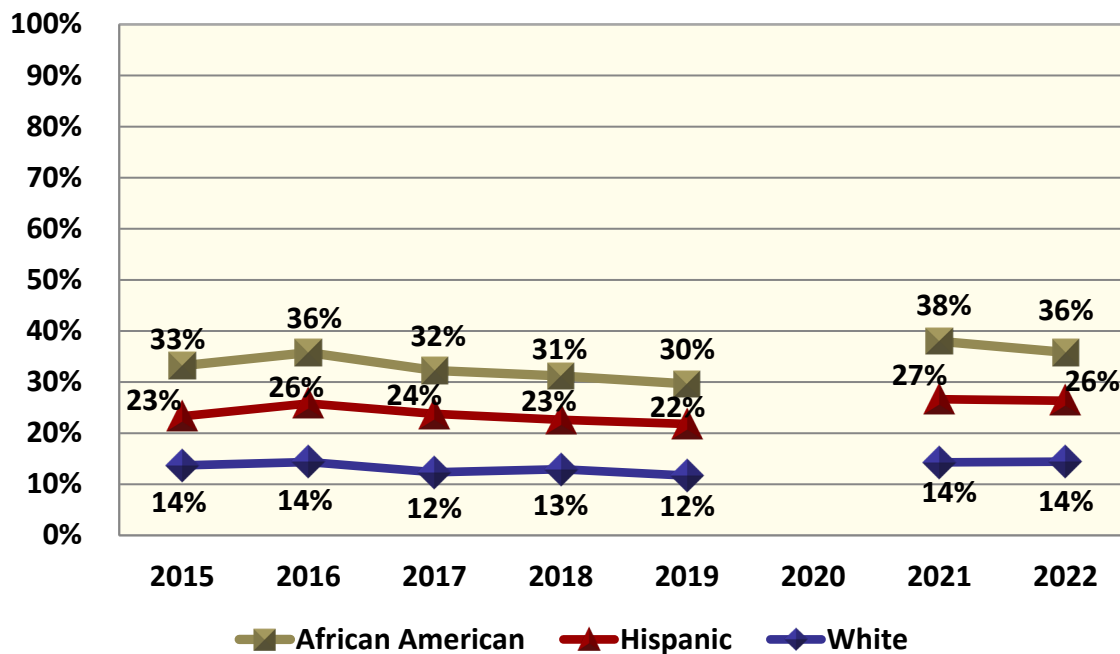


## English Language Arts – Grades 3-5

At or Above Achievement Level 3, by Race/Ethnicity

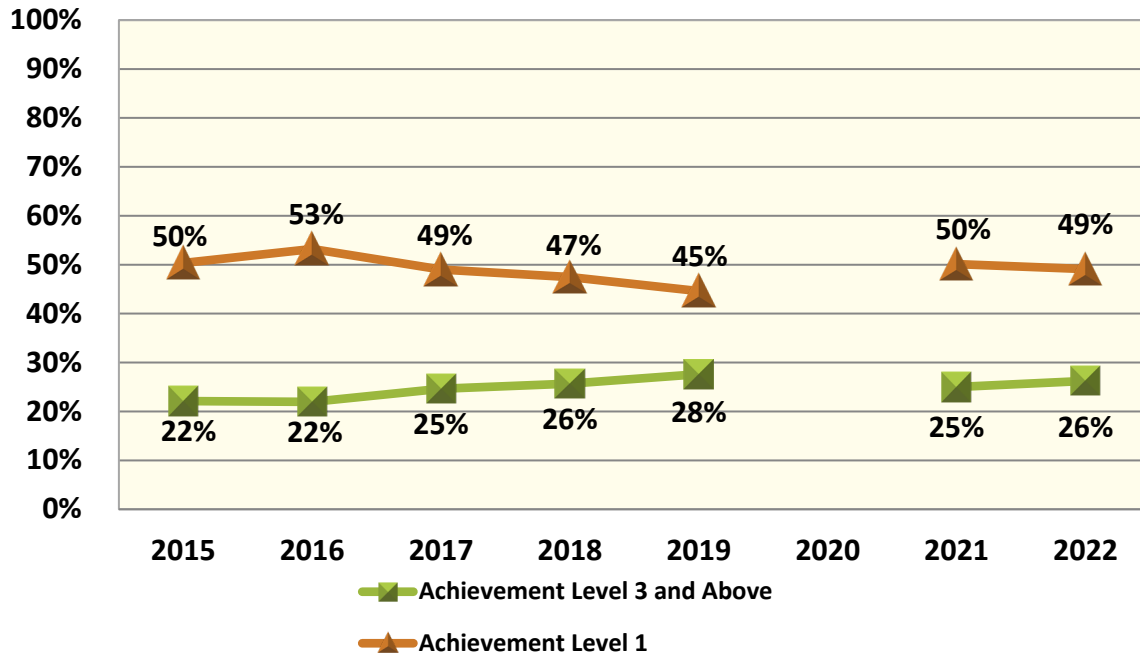


At Achievement Level 1, by Race/Ethnicity

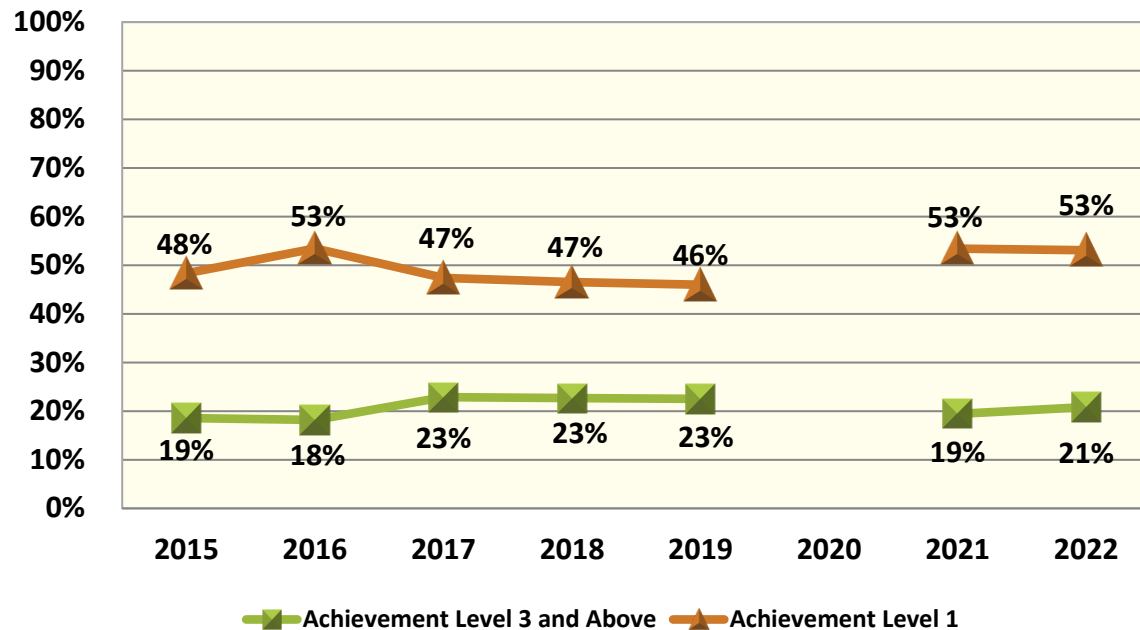


## English Language Arts – Grades 3-5

### By Achievement Level, Students with Disabilities

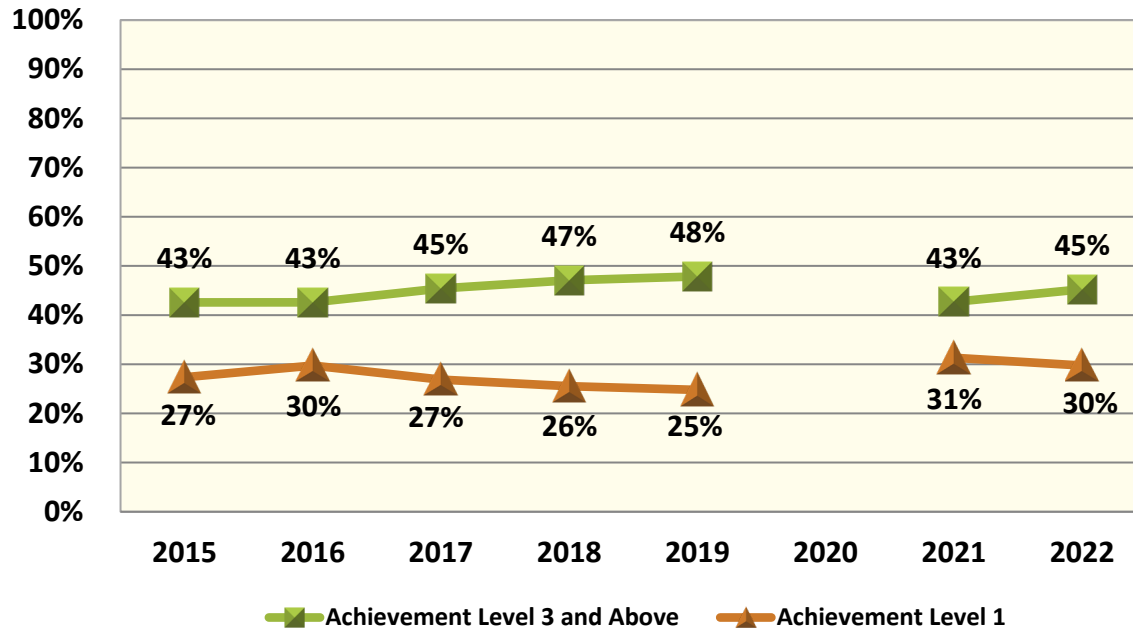


### By Achievement Level, English Language Learners



## English Language Arts – Grades 3-5

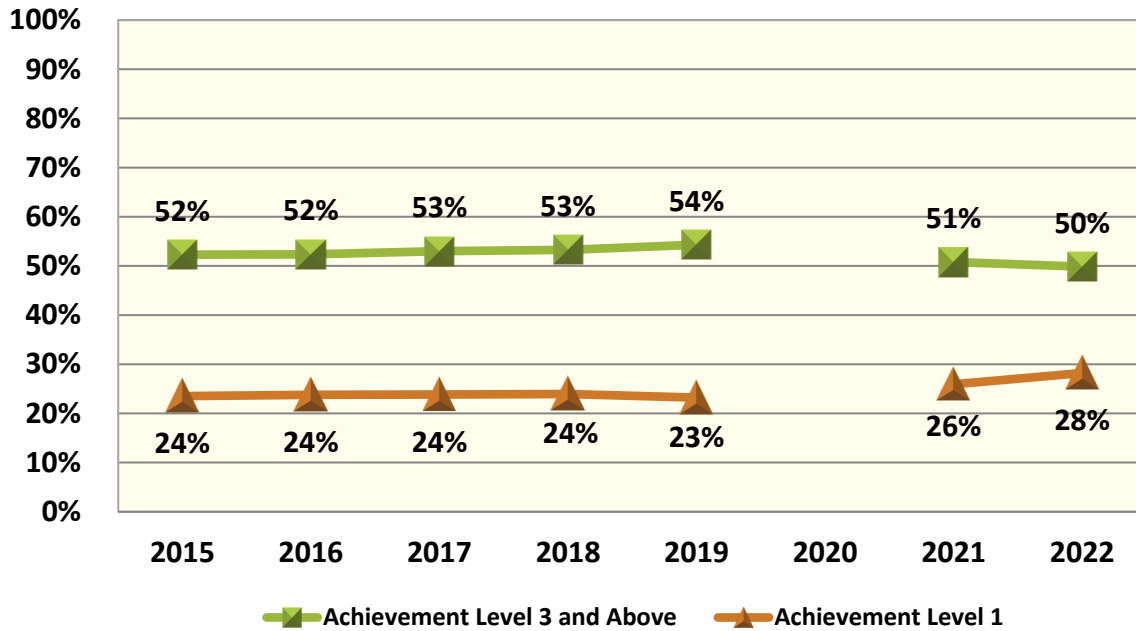
### By Achievement Level, Economically Disadvantaged



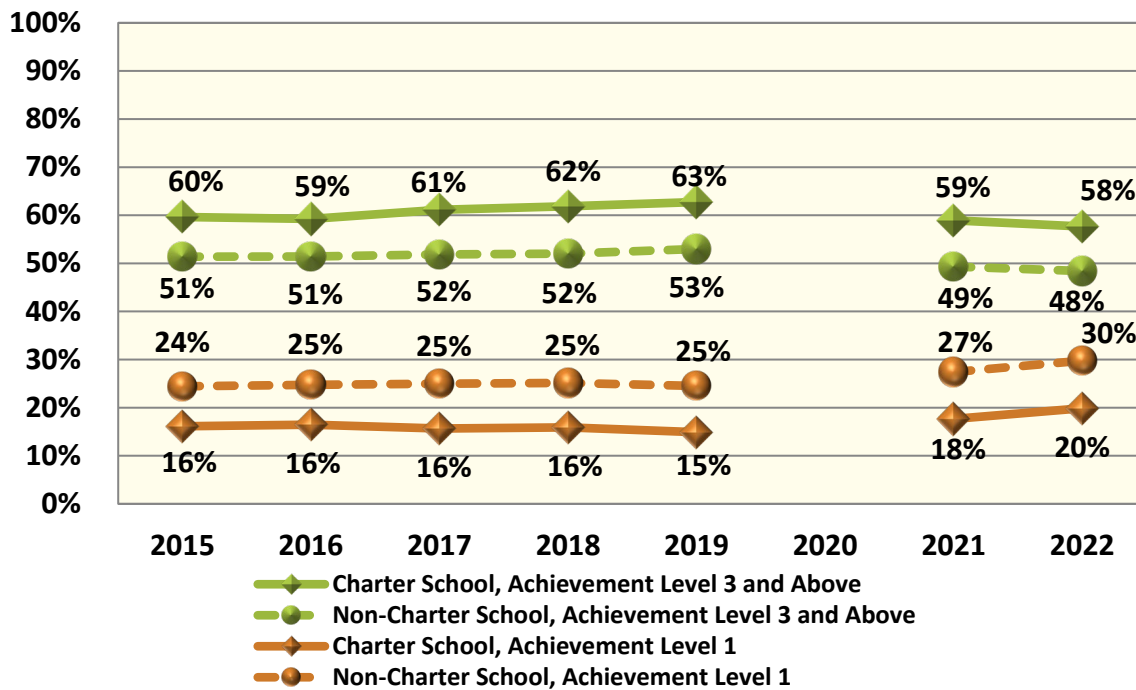


## English Language Arts – Grades 6-8

### By Achievement Level

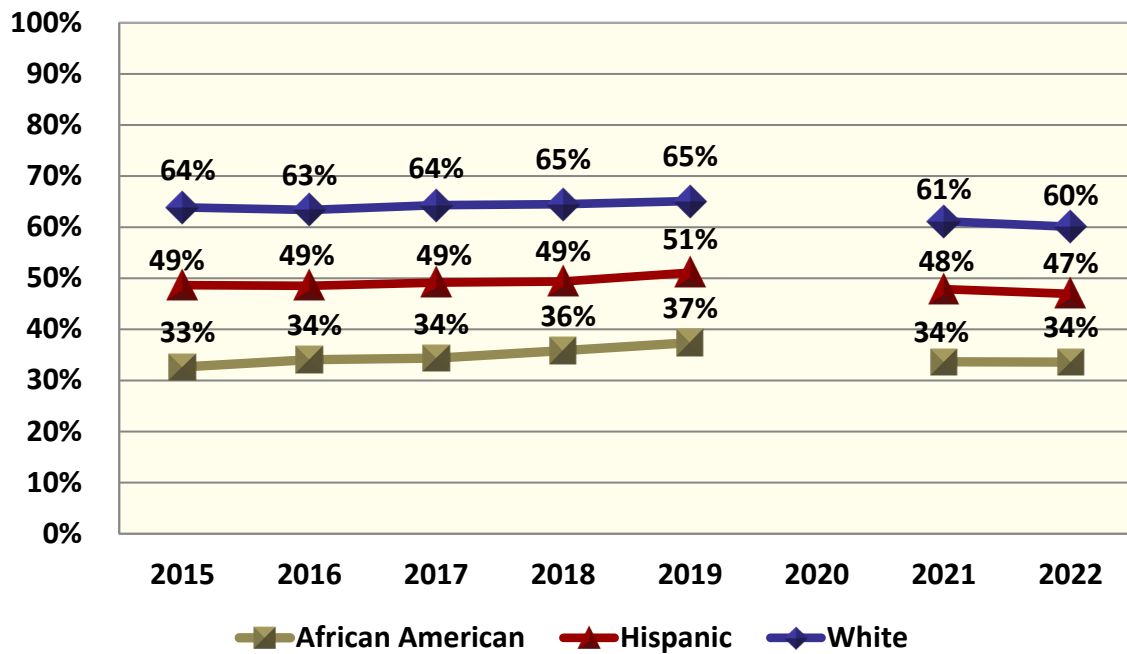


### By Achievement Level, Charter vs. Non-Charter Schools

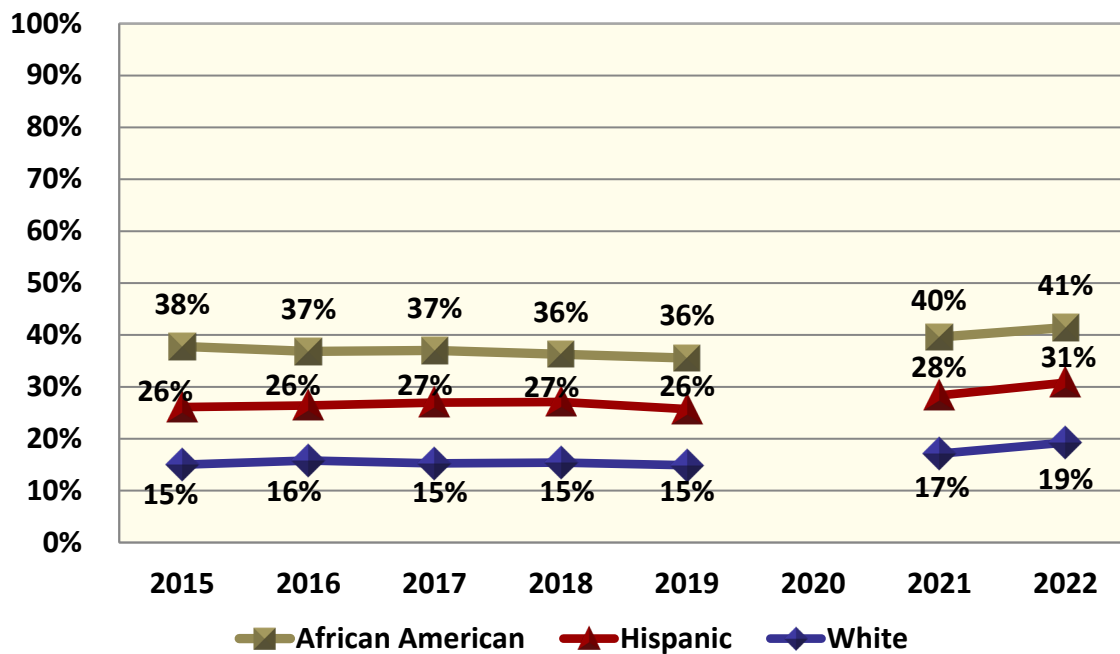


## English Language Arts – Grades 6-8

At or Above Achievement Level 3, by Race/Ethnicity

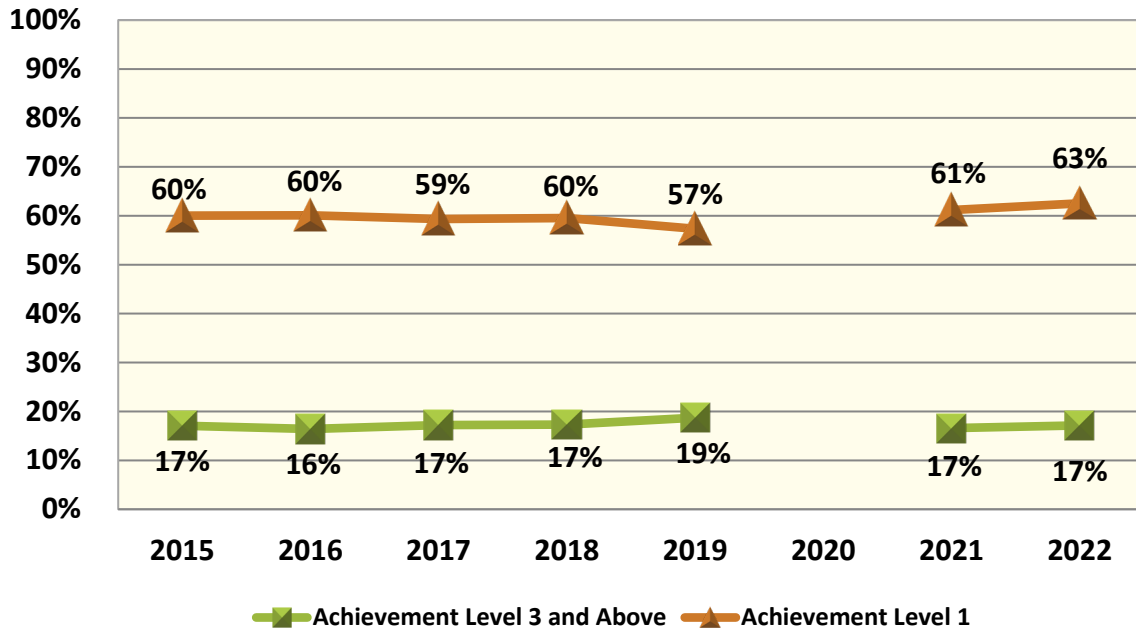


At Achievement Level 1, by Race/Ethnicity

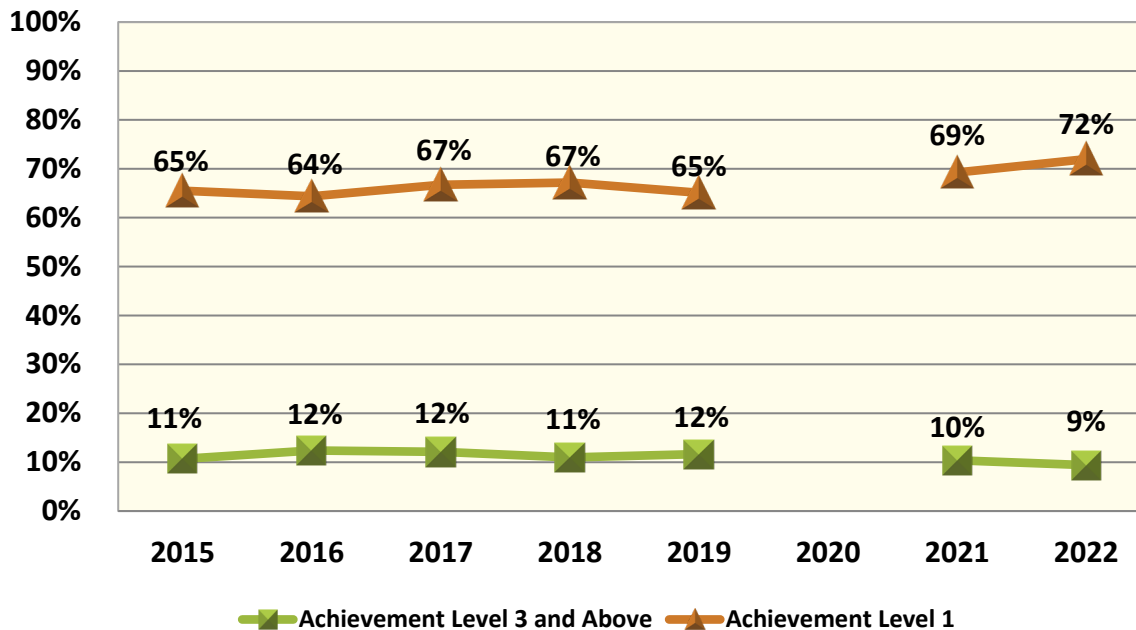


## English Language Arts – Grades 6-8

### By Achievement Level, Students with Disabilities

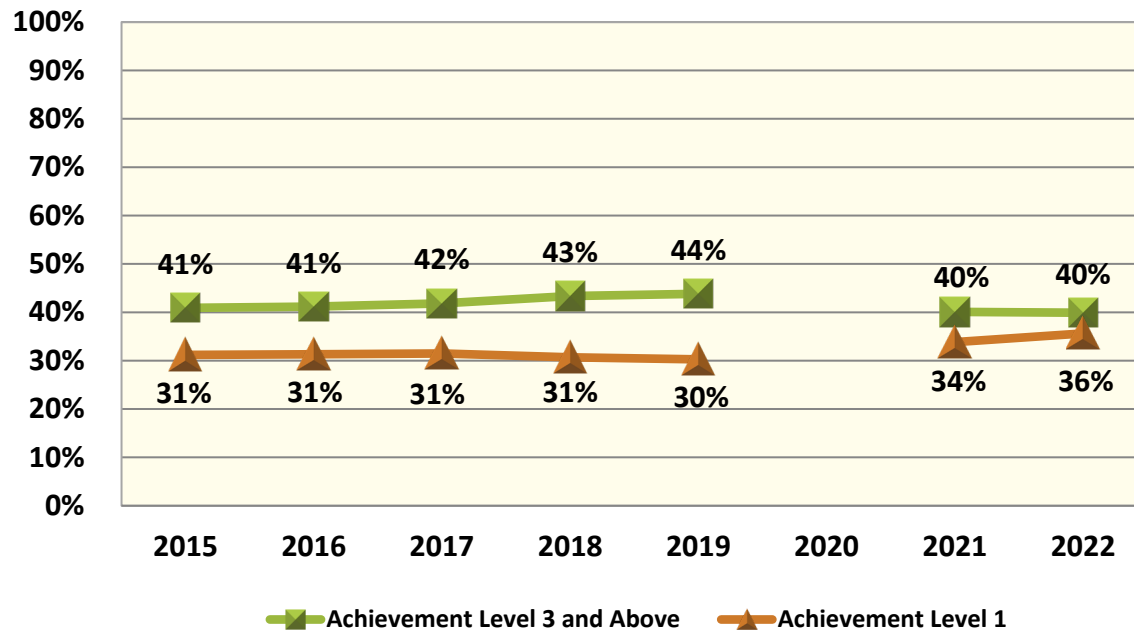


### By Achievement Level, English Language Learners



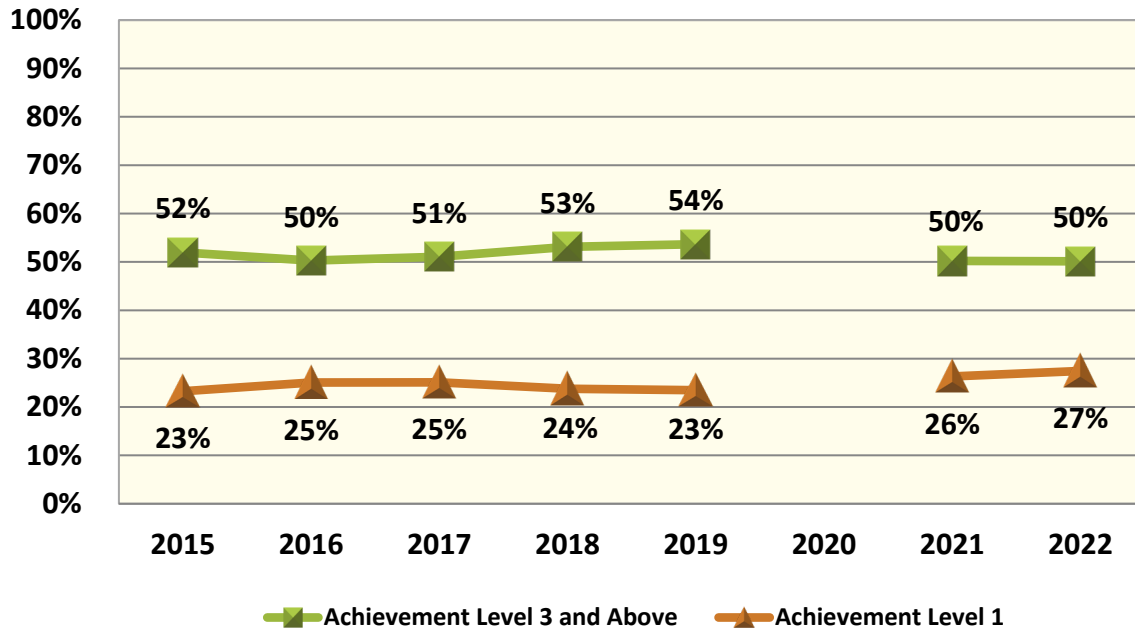
## English Language Arts – Grades 6-8

### By Achievement Level, Economically Disadvantaged

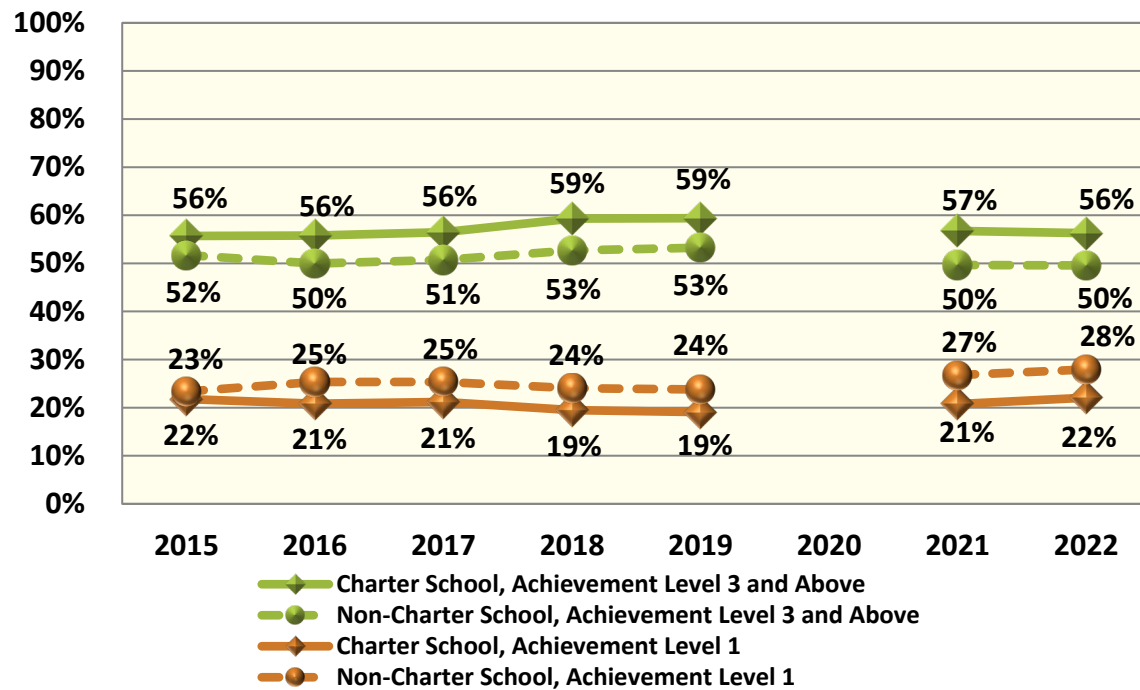


## English Language Arts – Grades 9-10

### By Achievement Level

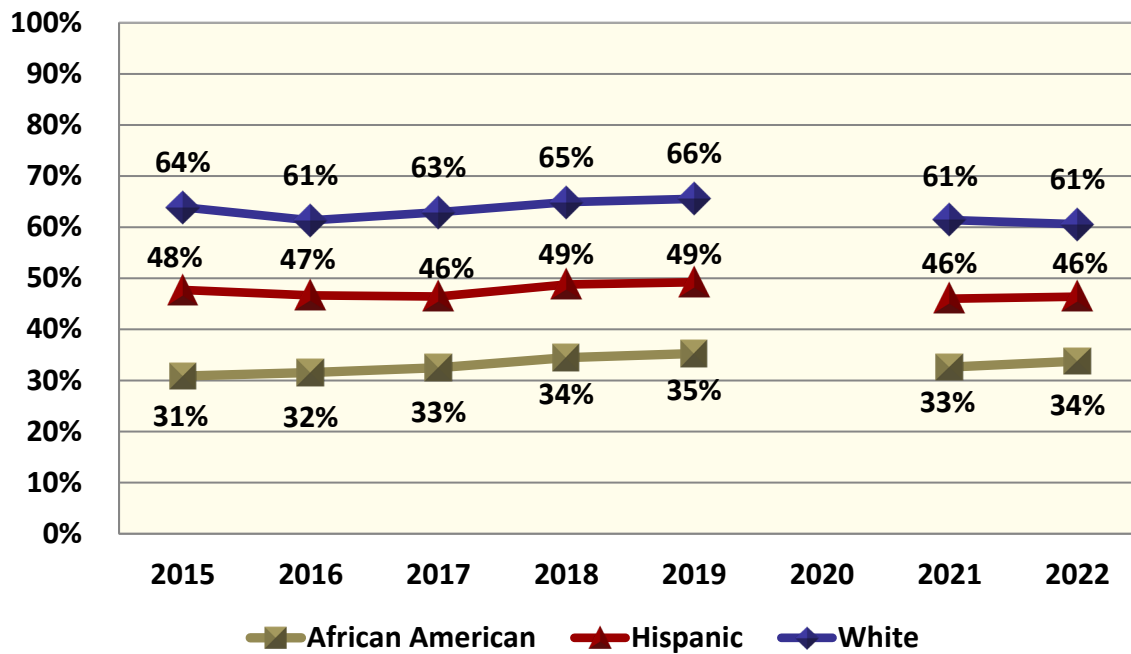


### By Achievement Level, Charter vs. Non-Charter Schools

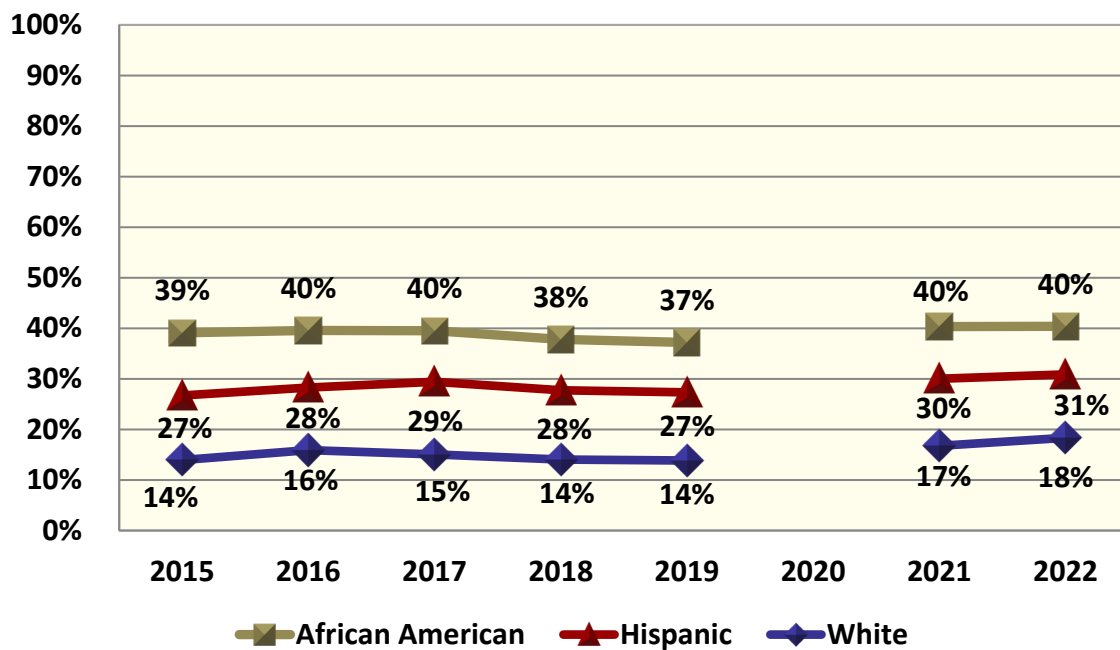


## English Language Arts – Grades 9-10

At or Above Achievement Level 3, by Race/Ethnicity

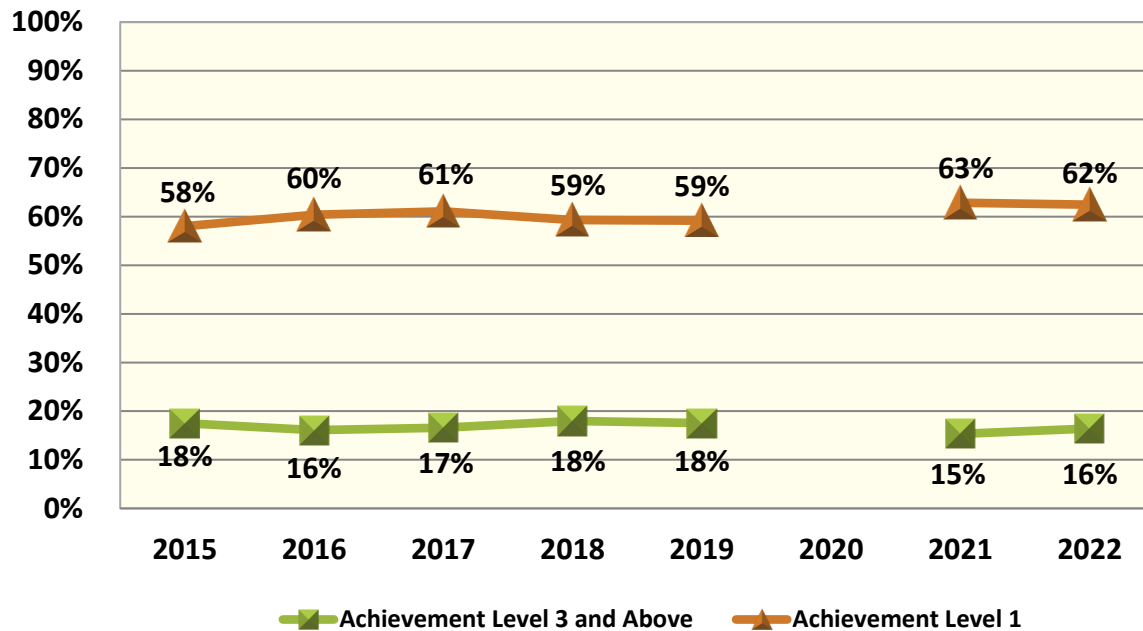


At Achievement Level 1, by Race/Ethnicity

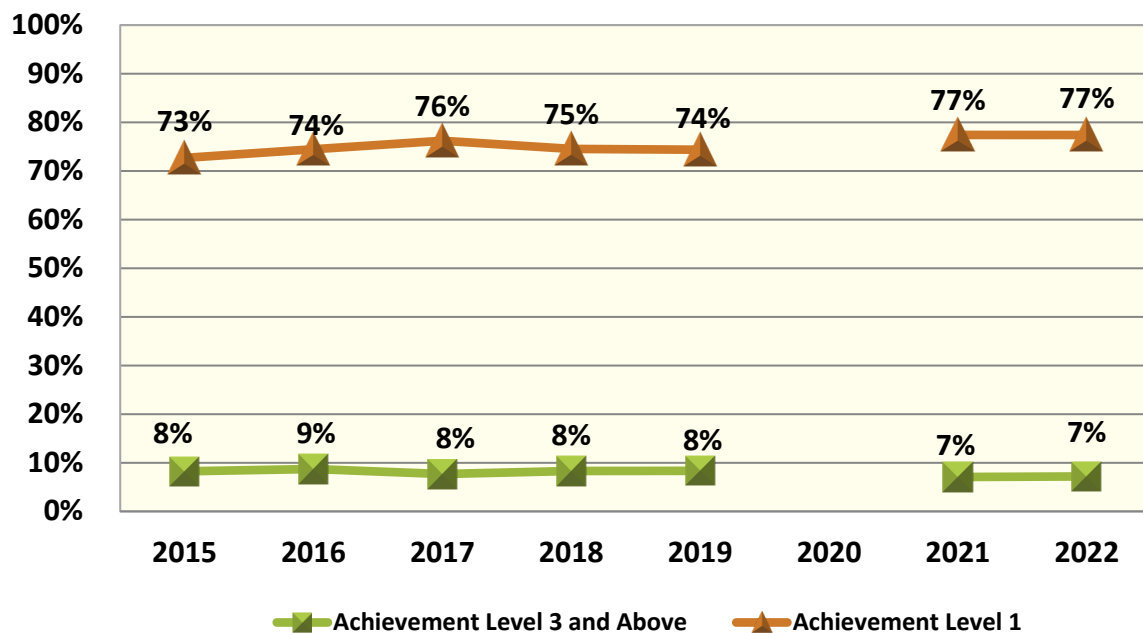


## English Language Arts – Grades 9-10

### By Achievement Level, Students with Disabilities



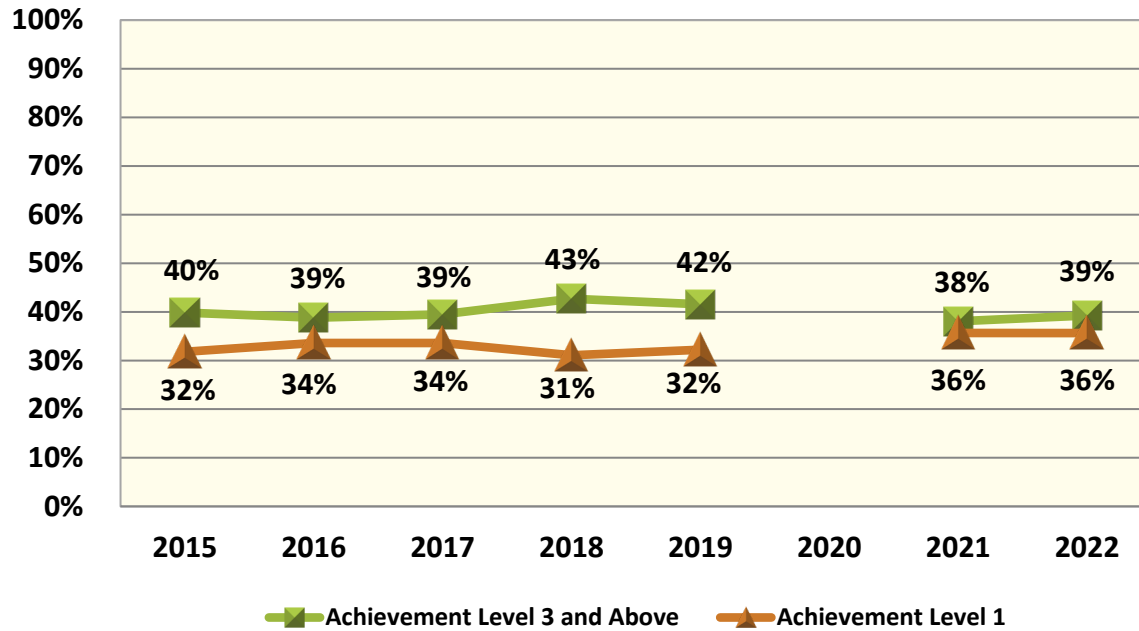
### By Achievement Level, English Language Learners





## English Language Arts – Grades 9-10

### By Achievement Level, Economically Disadvantaged



## Statewide Comparison Report 2015 to 2019, 2021 to 2022

### 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	216,974	302	20%	23%	28%	22%	8%	58%
	2021	199,346	300	23%	22%	28%	20%	6%	54%
	2022	210,287	299	25%	22%	28%	19%	6%	53%
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	211,500	313	19%	23%	28%	21%	9%	58%
	2021	202,728	310	27%	21%	24%	20%	8%	52%
	2022	198,473	312	23%	20%	25%	21%	10%	57%
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	219,015	322	20%	24%	27%	21%	8%	56%
	2021	196,879	321	22%	24%	26%	19%	9%	54%
	2022	212,392	321	23%	23%	25%	20%	10%	55%
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	211,605	326	21%	25%	23%	22%	9%	54%
	2021	195,017	325	24%	24%	21%	21%	9%	52%
	2022	196,909	324	25%	23%	21%	22%	9%	52%
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	212,232	332	26%	22%	22%	19%	11%	52%
	2021	200,278	329	28%	24%	22%	17%	9%	48%
	2022	206,907	329	30%	22%	21%	17%	10%	48%

## Statewide Comparison Report 2015 to 2019, 2021 to 2022

### 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	
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	205,288	338	23%	21%	26%	19%	11%	56%
	2021	197,489	336	25%	22%	25%	17%	10%	52%
	2022	212,986	334	30%	21%	23%	16%	10%	49%
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	203,627	343	24%	22%	21%	22%	12%	55%
	2021	196,718	340	27%	23%	21%	19%	9%	50%
	2022	208,792	340	27%	21%	21%	21%	10%	51%
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	196,404	349	23%	24%	22%	21%	10%	53%
	2021	186,931	348	25%	24%	21%	21%	9%	51%
	2022	202,900	346	28%	23%	20%	19%	9%	49%

\*Percentages may not add to 100 due to rounding.

## District Comparison Report 2021 to 2022

### FSA English Language Arts, Grades 3-10

District	Percentage Level 3 and Above		Percentage Point Change
	2021	2022	
STATEWIDE	52%	52%	0%
ALACHUA	53%	52%	-1%
BAKER	48%	50%	2%
BAY	51%	51%	0%
BRADFORD	40%	38%	-2%
BREVARD	57%	57%	0%
BROWARD	52%	53%	1%
CALHOUN	55%	49%	-6%
CHARLOTTE	53%	50%	-3%
CITRUS	50%	47%	-3%
CLAY	59%	58%	-1%
COLLIER	56%	57%	1%
COLUMBIA	53%	52%	-1%
MIAMI-DADE	54%	55%	1%
DESOTO	31%	31%	0%
DIXIE	49%	46%	-3%
DUVAL	45%	45%	0%
ESCAMBIA	44%	44%	0%
FLAGLER	56%	54%	-2%
FRANKLIN	35%	34%	-1%
GADSDEN	29%	29%	0%
GILCHRIST	60%	61%	1%
GLADES	40%	41%	1%
GULF	44%	47%	3%
HAMILTON	29%	28%	-1%
HARDEE	46%	46%	0%
HENDRY	40%	39%	-1%
HERNANDO	49%	48%	-1%
HIGHLANDS	43%	41%	-2%
HILLSBOROUGH	50%	50%	0%
HOLMES	45%	46%	1%
INDIAN RIVER	52%	53%	1%
JACKSON	53%	51%	-2%
JEFFERSON	28%	27%	-1%
LAFAYETTE	56%	54%	-2%
LAKE	49%	49%	0%
LEE	49%	48%	-1%
LEON	52%	53%	1%
LEVY	42%	42%	0%
LIBERTY	55%	53%	-2%

## District Comparison Report 2021 to 2022

### FSA English Language Arts, Grades 3-10

District	Percentage Level 3 and Above		Percentage Point Change
	2021	2022	
<b>STATEWIDE</b>	<b>52%</b>	<b>52%</b>	<b>0%</b>
MADISON	39%	40%	1%
MANATEE	50%	50%	0%
MARION	43%	43%	0%
MARTIN	53%	52%	-1%
MONROE	54%	52%	-2%
NASSAU	65%	64%	-1%
OKALOOSA	59%	57%	-2%
OKEECHOBEE	41%	42%	1%
ORANGE	51%	51%	0%
OSCEOLA	45%	45%	0%
PALM BEACH	53%	54%	1%
PASCO	51%	50%	-1%
PINELLAS	51%	51%	0%
POLK	43%	43%	0%
PUTNAM	37%	39%	2%
ST. JOHNS	73%	73%	0%
ST. LUCIE	47%	47%	0%
SANTA ROSA	60%	59%	-1%
SARASOTA	63%	61%	-2%
SEMINOLE	60%	60%	0%
SUMTER	61%	61%	0%
SUWANNEE	43%	45%	2%
TAYLOR	41%	39%	-2%
UNION	53%	50%	-3%
VOLUSIA	49%	48%	-1%
WAKULLA	55%	56%	1%
WALTON	60%	60%	0%
WASHINGTON	49%	51%	2%

# 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 4 percentage points from 2021 to 2022 (51% to 55%).
  - Charter schools outperformed non-charter schools in Mathematics in grades 3 through 8.
    - Charter schools had a higher percentage of students performing at Level 3 and above (59% vs. 54%) and a lower percentage of students scoring Level 1 (22% vs. 28%). Additionally, charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
    - Charter schools increased performance by 5 percentage points, while non-charter schools increased performance by 4 percentage points compared to 2021.
  - All subgroups increased their performance at Level 3 and above from 2021 to 2022.
    - African American students, Hispanic students, and Economically Disadvantaged students had the highest increase in performance at Level 3 and above of 6 percentage points (30% to 36% and 46% to 52%, and 39% to 45%, respectively).
    - At Level 3 and above, English Language Learners increased performance by 4 percentage points (23% to 27%).
    - Students with Disabilities increased performance at Level 3 and above by 3 percentage points (24% to 27%).
    - White students increased performance at Level 3 and above by 2 percentage points (65% to 67%).
  - Achievement gaps among racial/ethnic subgroups narrowed.
    - The achievement gaps between African American students and White students and between Hispanic students and White students both narrowed by 4 percentage points compared to 2021.
- **Grades 3-5**
  - Overall, performance at Level 3 and above in Mathematics in grades 3-5 increased by 5 percentage points from 2021 to 2022 (52% to 57%).
  - All grades 3-5 subgroups increased their performance at Level 3 and above from 2021 to 2022.
    - African American students and Economically Disadvantaged students had the highest increase in performance at Level 3 and above of 7 percentage points (32% to 39% and 41% to 48%, respectively).
    - Hispanic students and English Language Learners increased performance at Level 3 and above by 6 percentage points (48% to 54% and 26% to 32%, respectively).
    - Students with Disabilities increased performance at Level 3 and above by 4 percentage points (28% to 32%).
    - White students increased performance at Level 3 and above by 3 percentage points (66% to 69%).

- Achievement gaps among racial/ethnic subgroups narrowed.
  - The achievement gaps between African American students and White students narrowed by 4 percentage points compared to 2021.
  - The achievement gap between Hispanic students and White students narrowed by 3 percentage points. The achievement.
- **Grades 6-8**
  - Overall, performance at Level 3 and above in Mathematics in grades 6-8 increased by 3 percentage points from 2021 to 2022 (50% to 53%).
  - In the middle grades, charter schools outperformed non-charter schools in Mathematics.
    - Charter schools had a higher percentage of students performing at Level 3 and above (59% vs. 52%) and a lower percentage of students scoring Level 1 (21% vs. 29%). Additionally, charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
    - Charter schools increased performance by 4 percentage points, while non-charter schools increased performance by 3 percentage points compared to 2021.
  - All grades 6-8 subgroups increased their performance at Level 3 and above from 2021 to 2022.
    - African American students, Hispanic students, and Economically Disadvantaged students had the highest increase in performance at Level 3 and above of 4 percentage points (29% to 33%, 45% to 49%, and 38% to 42%, respectively).
    - The following subgroups increased performance at Level 3 and above by 2 percentage points: White students (64% to 66%), Students with Disabilities (20% to 22%), and English Language Learners (17% to 19%).
  - Achievement gaps among racial/ethnic subgroups narrowed.
    - The achievement gaps between African American students and White students and between Hispanic students and White students both narrowed by 2 percentage points compared to 2021.
- **Algebra 1 EOC**
  - The information reported here includes the results of first-time test takers throughout the various test administrations windows during the school year. However, due to the cancellation of the Spring 2020 assessments, in 2020-2021 and 2021-2022 a larger than typical group of students took the Algebra 1 EOC for the first time during either the Summer, Fall, or Winter administration windows, likely months removed from direct instruction in Algebra 1. This fact makes year-to-year comparisons of Algebra 1 performance more challenging over the last two years.

	2015	2016	2017	2018	2019	2020	2021	2022
<b>Across All Administrations</b>	56%	54%	60%	61%	60%		47%	49%
<b>Spring Administration Only</b>	56%	55%	62%	63%	62%		49%	54%

Comparing Spring 2021 to Spring 2022, the percentage of students scoring Level 3 and Above on the Algebra 1 EOC increased from 49% to 54%, a 5% increase.

- Overall, performance at Level 3 and above on the Algebra 1 EOC increased by 2 percentage points (47% to 49%) from 2021 to 2022.



- Charter schools outperformed non-charter schools in Algebra 1 by having a higher percentage of students performing at Level 3 and above (58% vs. 48%) and a lower percentage of students scoring Level 1 (30% vs. 39%). Additionally, charter school performance has been higher than non-charter school performance since the test was first administered in 2015.
  - However, compared to 2021, non-charter schools had a higher percentage-point increase of 3 percentage points (45% to 48%) compared to charter schools, which increased by 1 percentage point (57% to 58%).
- All subgroups increased performance at Level 3 and above compared to 2021 in Algebra 1.
  - African American students had the highest increase in performance at Level 3 and above (up 5 percentage points, from 27% to 32%).
  - Economically Disadvantaged students increased performance at Level 3 and above by 4 percentage points (36% to 40%).
  - Students with Disabilities increased performance at Level 3 and above by 3 percentage points (17% to 20%).
  - The following subgroups increased performance at Level 3 and above by 2 percentage points: Hispanic students (43% to 45%), White students (59% to 61%), and English Language Learners (17% to 19%).
- Thirty-four percent of Algebra 1 EOC test takers are in grades lower than high school; 84% of students in grades lower than high school scored at Level 3 and above, while 31% of high school students scored at Level 3 and above.
- **Geometry EOC**
  - Overall, performance at Level 3 and above on the Geometry EOC increased 3 percentage points from 2021 to 2022 (46% to 49%).
  - Charter schools outperformed non-charter schools in Geometry by having a higher percentage of students performing at Level 3 and above (53% vs. 49%) and a lower percentage of students scoring Level 1 (33% vs. 35%). Additionally, charter school performance has been higher than non-charter school performance since the test was first administered in 2015.
    - However, compared to 2021, non-charter schools increased performance by 4 percentage points (45% to 49%), while charter schools maintained performance (53%).
  - All subgroups increased or maintained performance at Level 3 and above from 2021 to 2022.
    - Economically Disadvantaged students had the highest increase in performance at Level 3 and above (up 5 percentage points, from 33% to 38%).
    - White students increased performance at Level 3 and above by 4 percentage points (59% to 63%).
    - The following subgroups increased performance at Level 3 and above by 3 percentage points: African American students (24% to 27%) and Hispanic students (41% to 44%).
    - English Language Learners increased performance at Level 3 and above by 1 percentage point (17% to 18%), while Students with Disabilities maintained performance (18%).

# Florida Standards Assessments

## Mathematics

### NOTES:

- 1) Pursuant to [Florida Department of Education Emergency Order No. 2020-EO-1](#), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled; therefore, data are not reported for 2020.
- 2) For 2020-21, in accordance with [Florida Department of Education DOE Order No. 2021-EO-02](#), districts were authorized to waive the required statewide, standardized assessments for graduation, which include the Algebra 1 EOC, solely for students who were expected to graduate in the spring of 2021. Additionally, classes with state end-of-course (EOC) exams were not required to incorporate them as 30% of the final course grade.
- 3) 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.
- 4) 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.
- 5) 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.

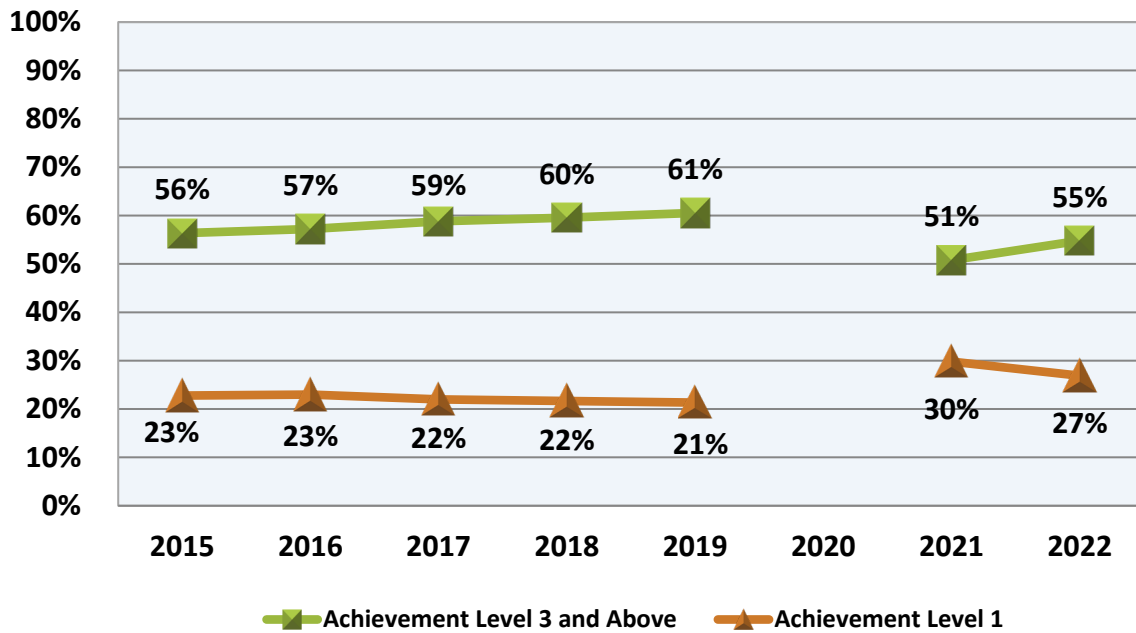
School Year*	Algebra 1 and Geometry EOC Administrations
<b>2015</b>	Spring 2015, Summer 2015
<b>2016</b>	Fall 2015, Winter 2015, Spring 2016, Summer 2016
<b>2017</b>	Fall 2016, Winter 2016, Spring 2017, Summer 2017
<b>2018</b>	Fall 2017, Winter 2017, Spring 2018, Summer 2018
<b>2019</b>	Fall 2018, Winter 2018, Spring 2019, Summer 2019
<b>2020</b>	Not Applicable (see Note 1 above)
<b>2021</b>	Fall 2020, Winter 2020, Spring 2021, Summer 2021
<b>2022</b>	Fall 2021, Winter 2021, Spring 2022 (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.

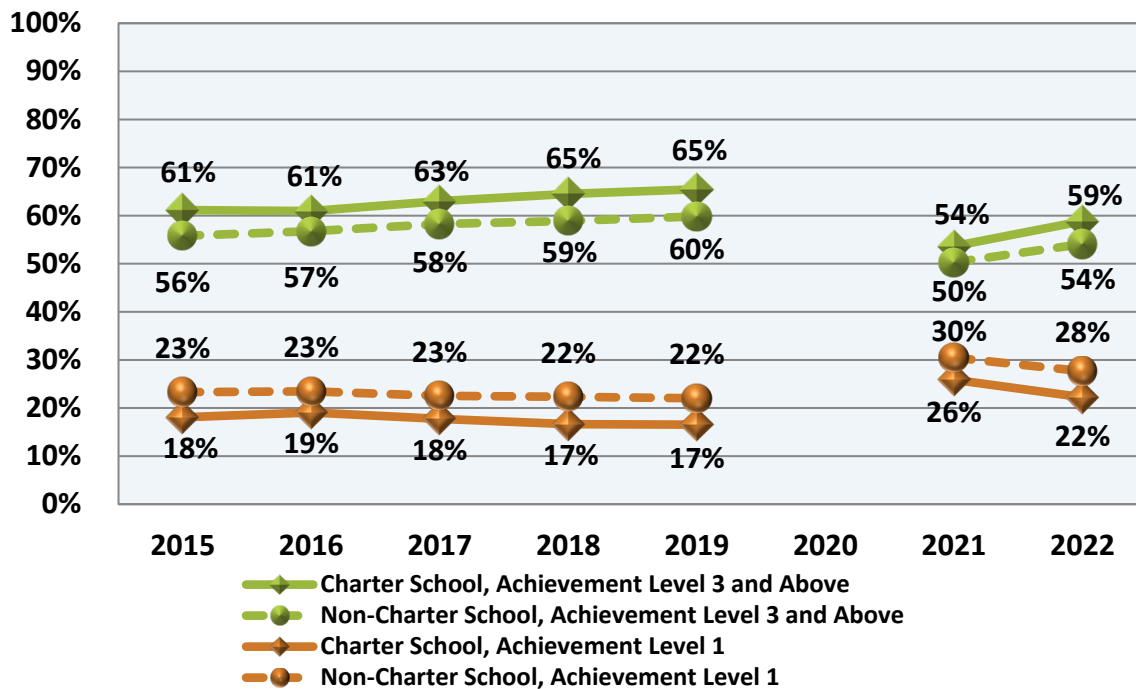
- 6) Due to the cancellation of the Spring 2020 assessments, a higher than typical number of students took the Algebra 1 EOC for the first time during the 2020-21 school year. More students took the Algebra 1 EOC in 2020-21 because students who were enrolled in Algebra 1 during the 2019-20 school year when the school year transitioned from in-person education to remote education subsequently took the Algebra 1 EOC many months removed from instruction.

## Mathematics – FSA and EOCs Grades 3-8

### By Achievement Level

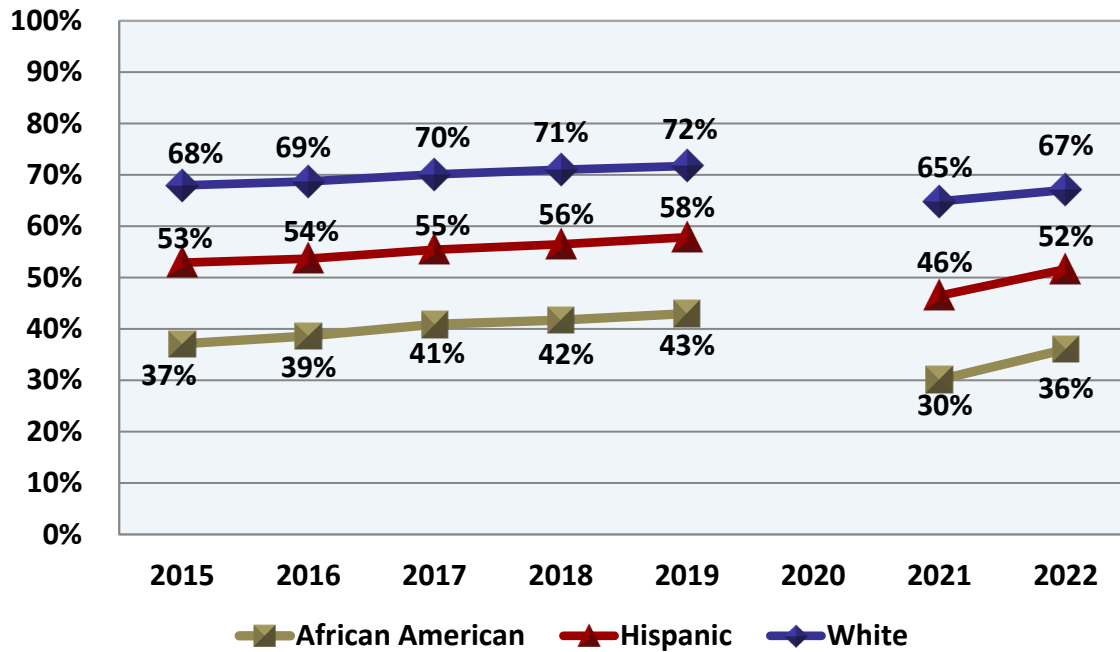


### By Achievement Level, Charter vs. Non-Charter Schools

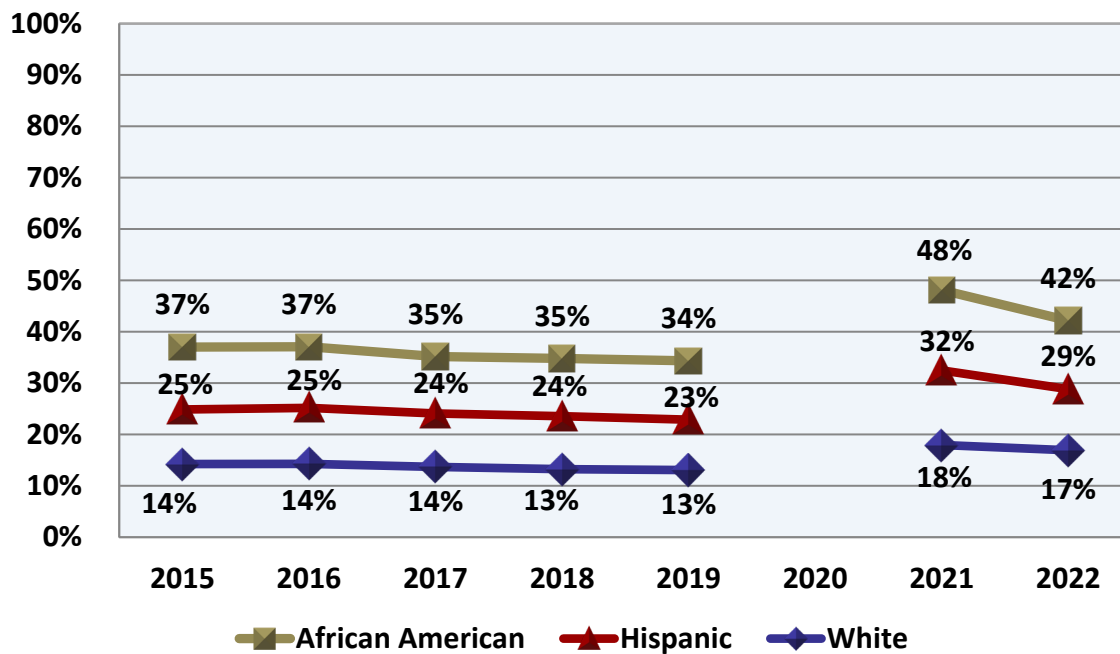


## Mathematics – FSA and EOCs Grades 3-8

At or Above Achievement Level 3, by Race/Ethnicity

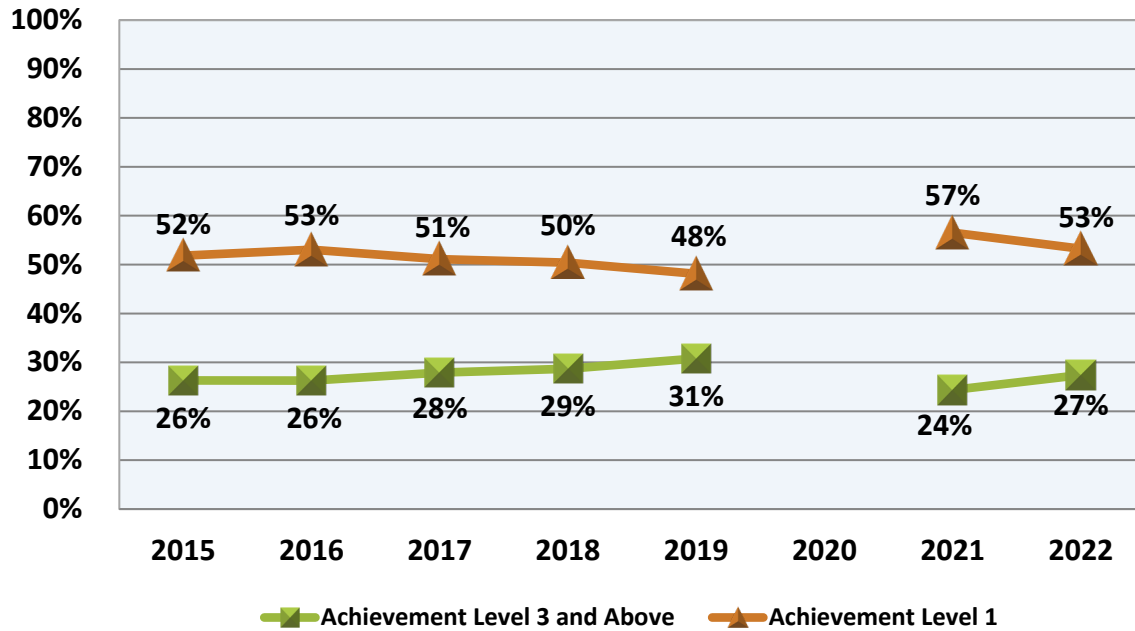


At Achievement Level 1, by Race/Ethnicity

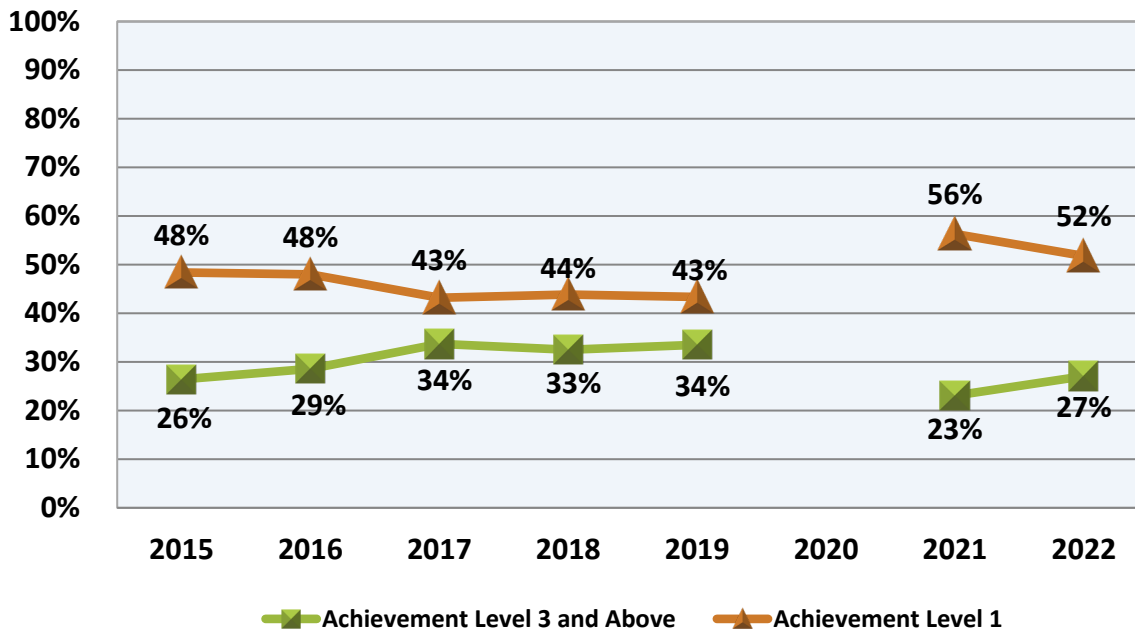


## Mathematics – FSA and EOCs Grades 3-8

### By Achievement Level, Students with Disabilities

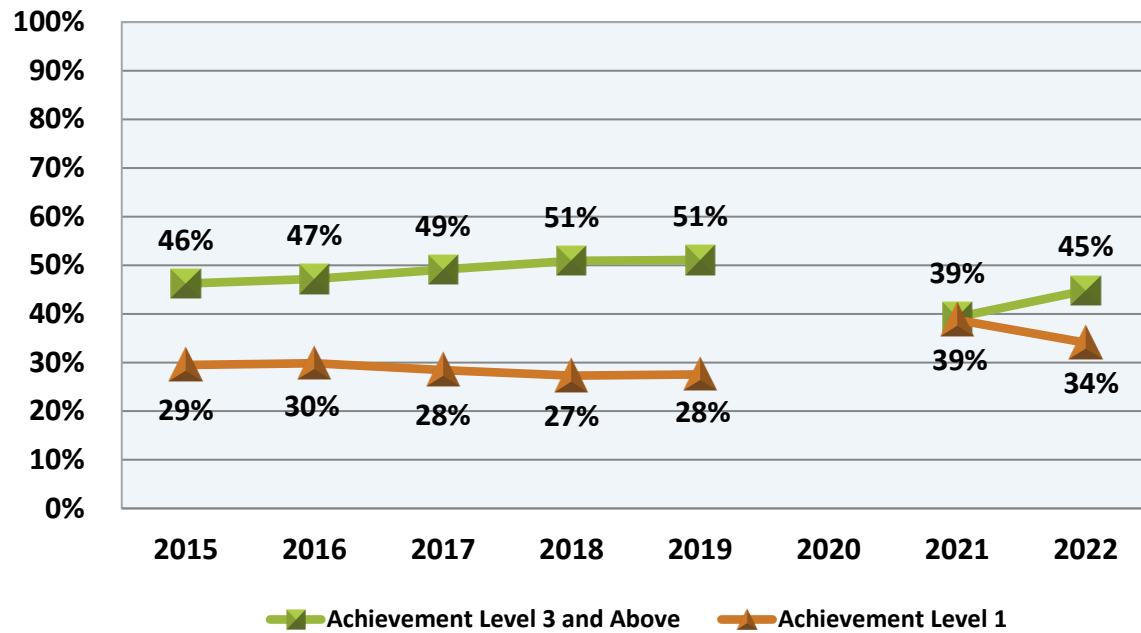


### By Achievement Level, English Language Learners



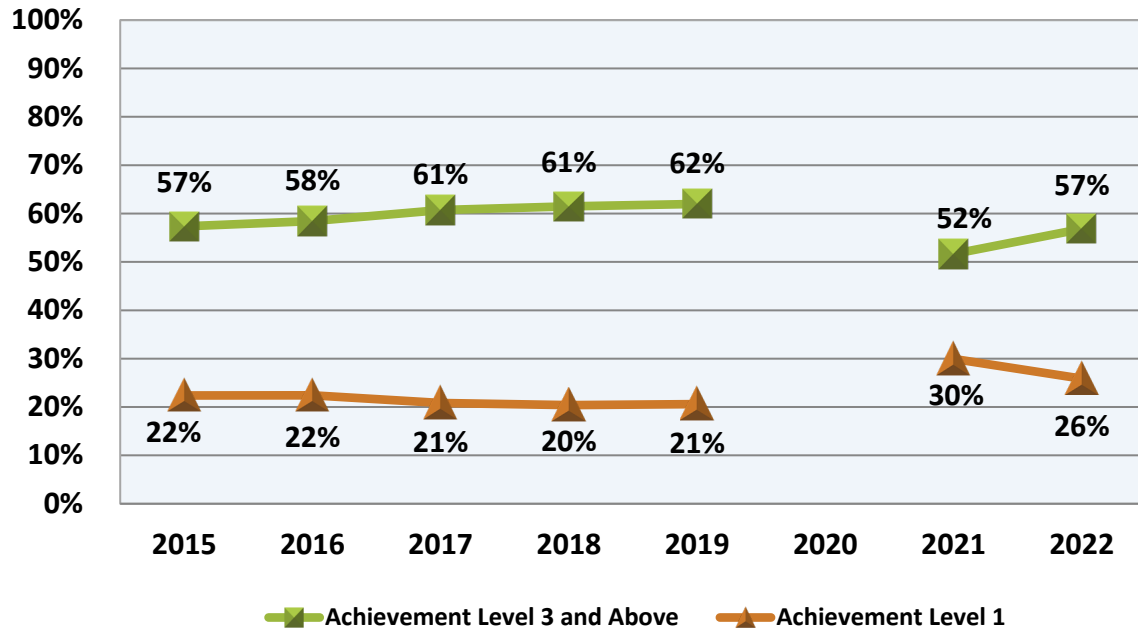
## Mathematics – FSA and EOCs Grades 3-8

### By Achievement Level, Economically Disadvantaged

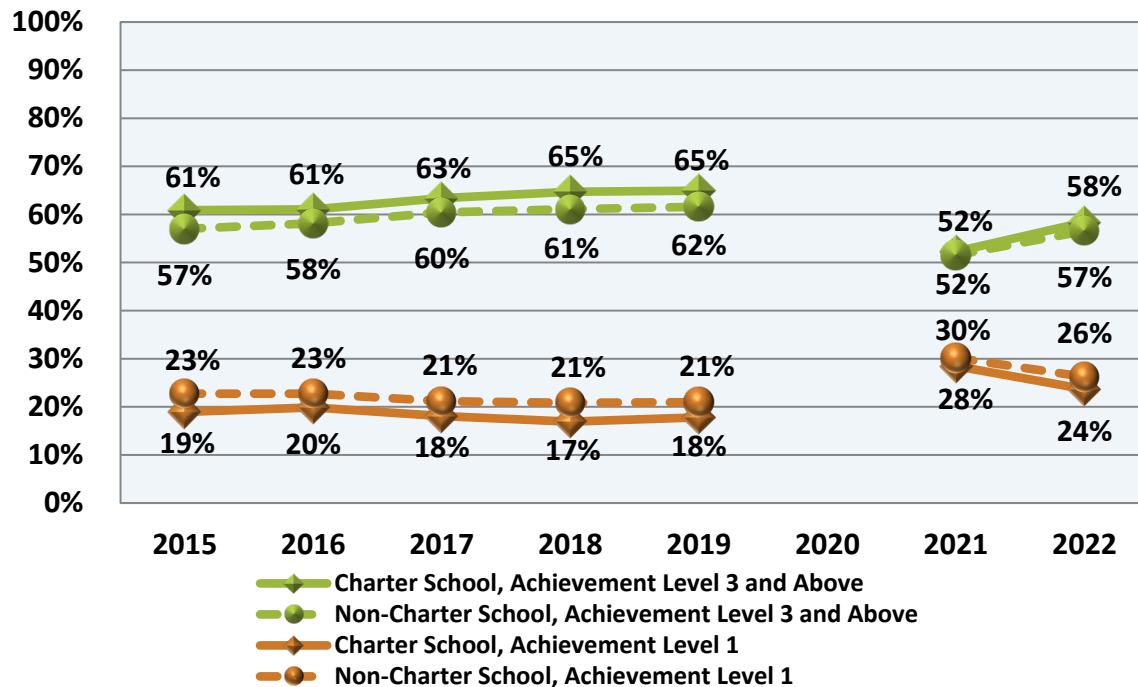


## Mathematics – FSA and EOCs Grades 3-5

### By Achievement Level



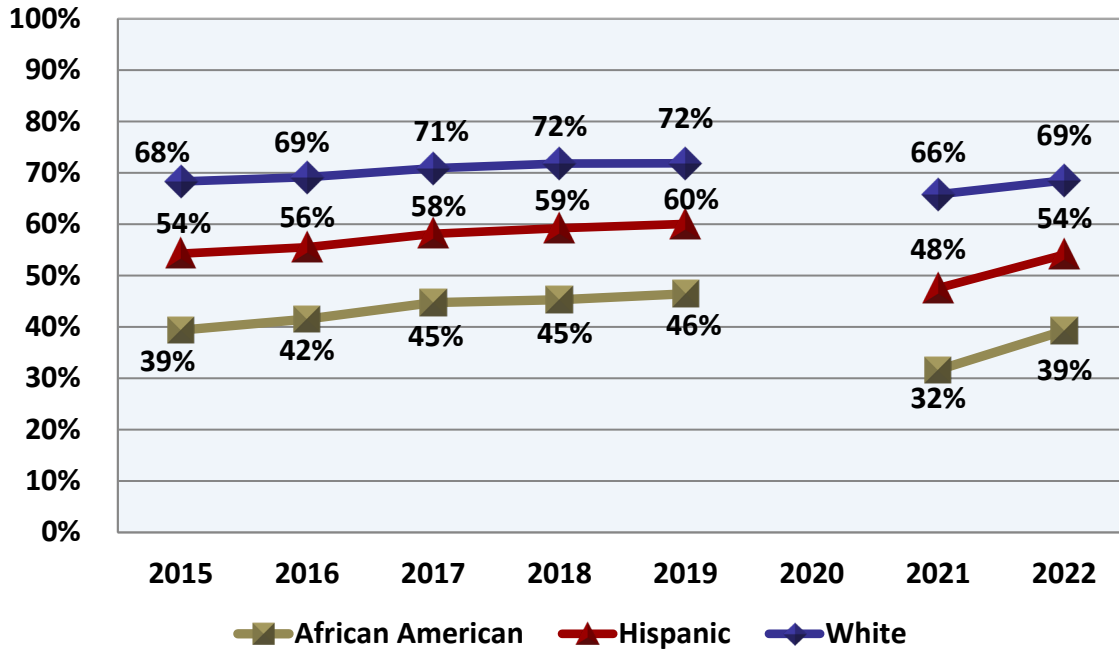
### By Achievement Level, Charter vs. Non-Charter Schools



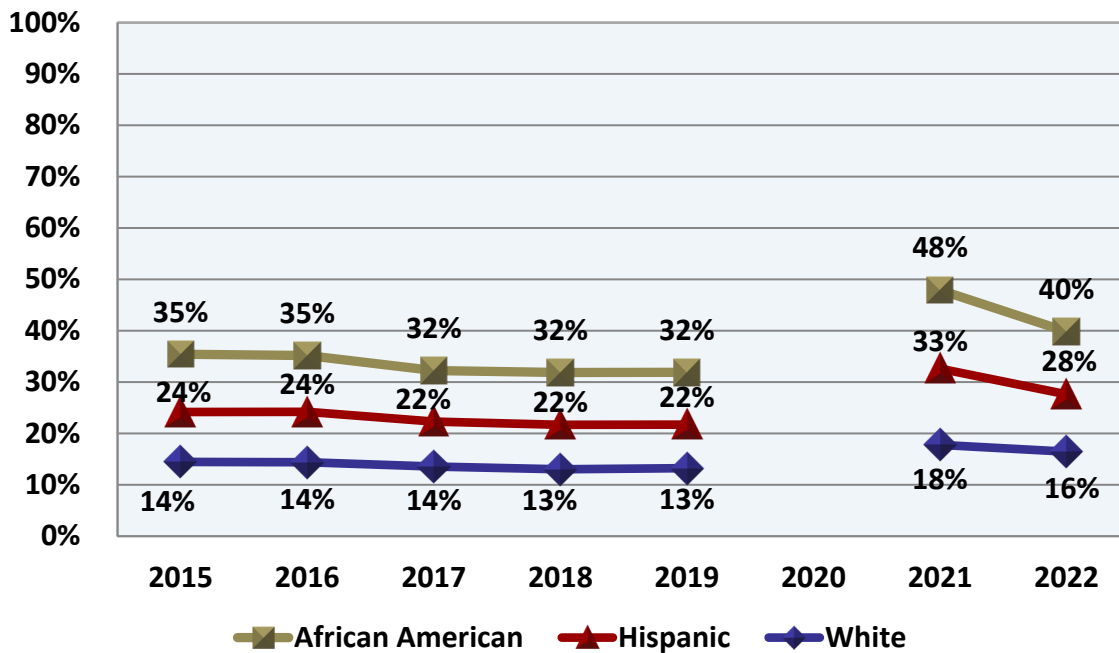


## Mathematics – FSA and EOCs Grades 3-5

At or Above Achievement Level 3, by Race/Ethnicity

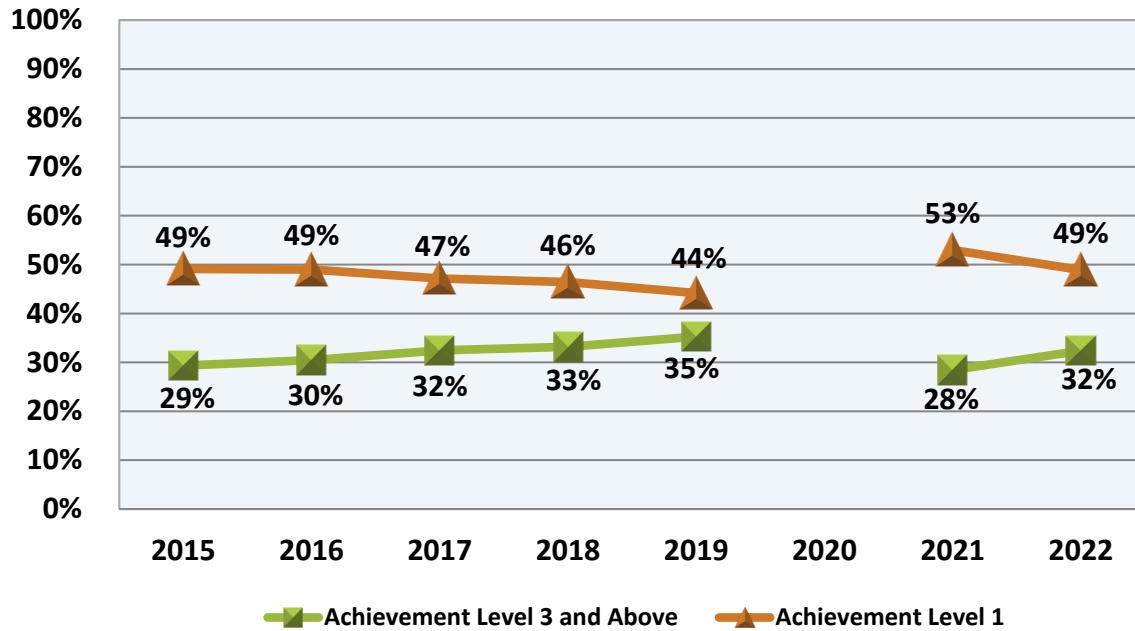


At Achievement Level 1, by Race/Ethnicity

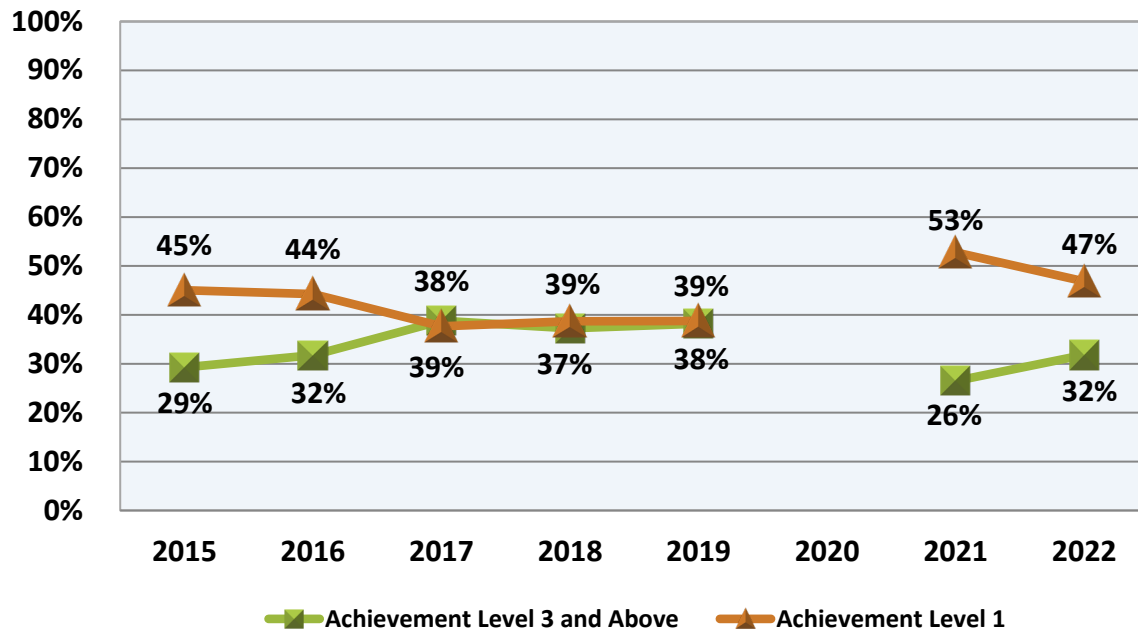


## Mathematics – FSA and EOCs Grades 3-5

### By Achievement Level, Students with Disabilities

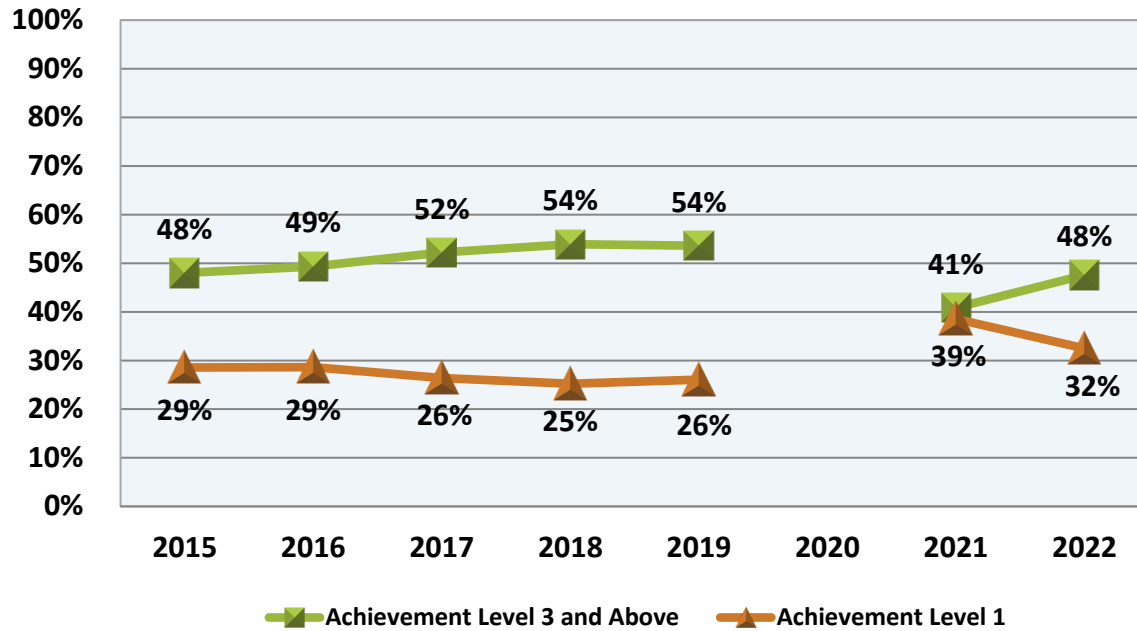


### By Achievement Level, English Language Learners



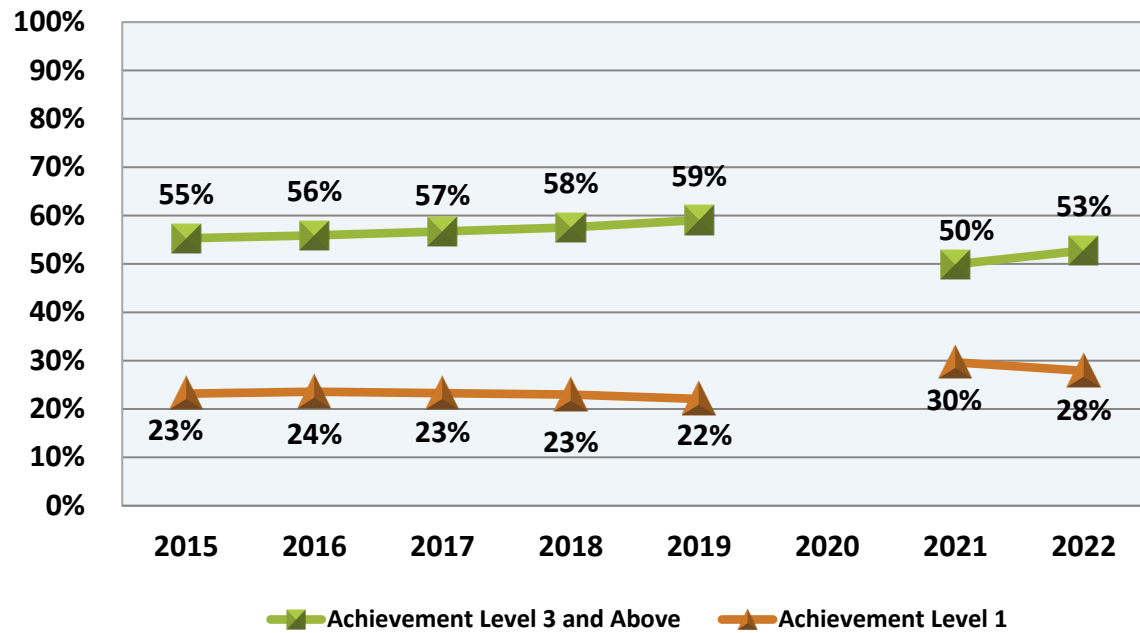
## Mathematics – FSA and EOCs Grades 3-5

### By Achievement Level, Economically Disadvantaged

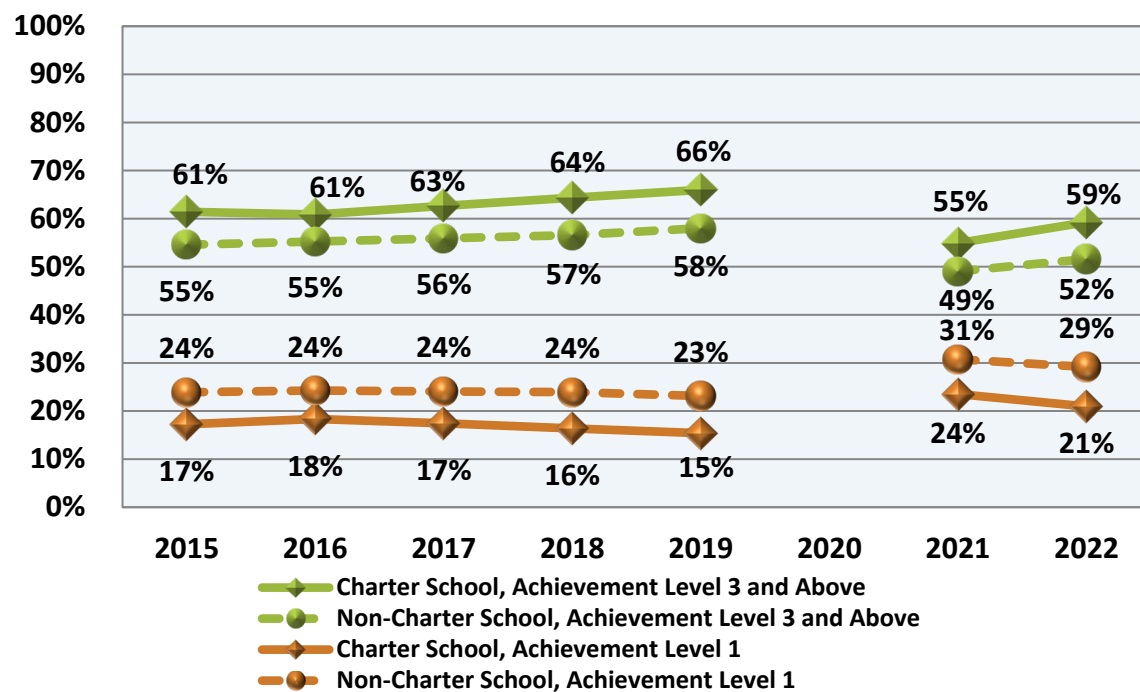


## Mathematics – FSA and EOCs Grades 6-8

### By Achievement Level

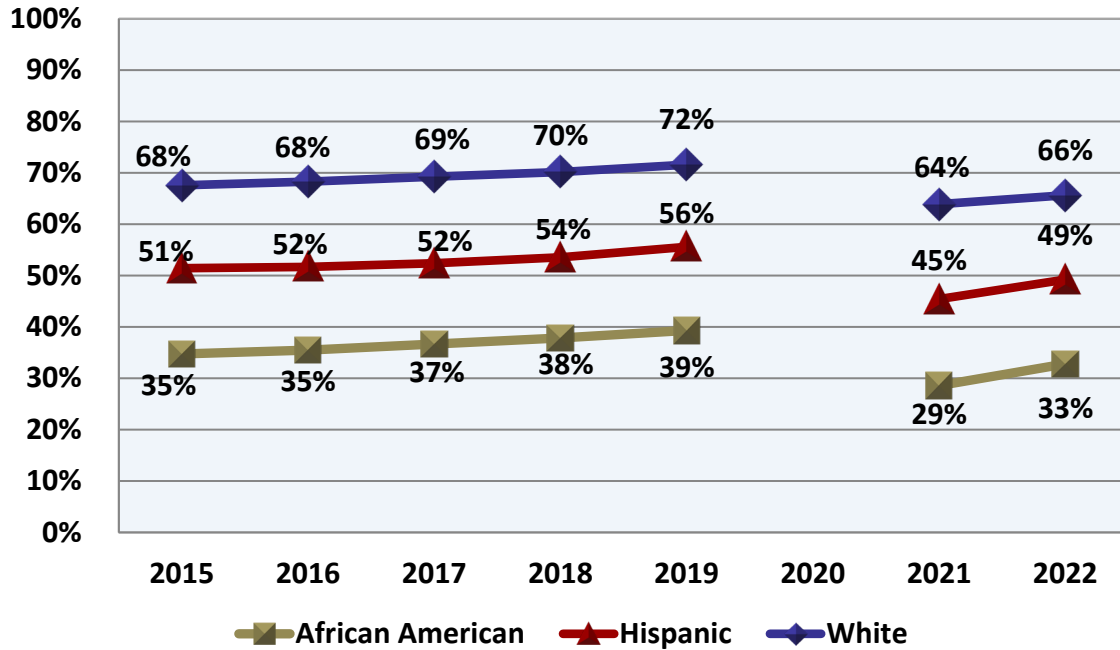


### By Achievement Level, Charter vs. Non-Charter Schools

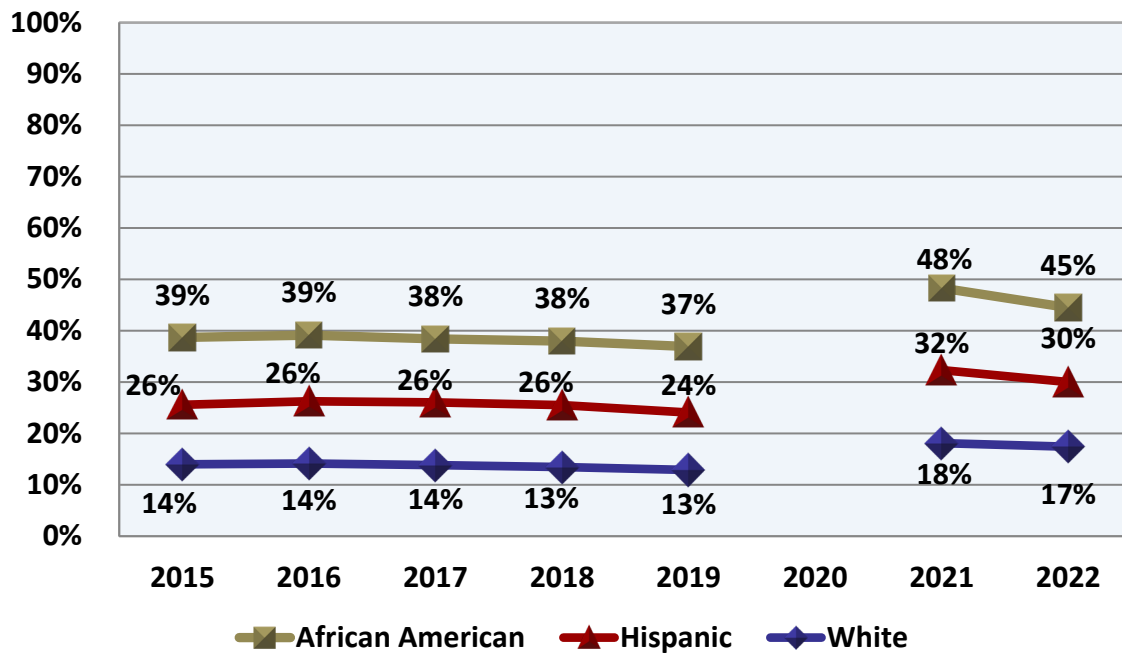


## Mathematics – FSA and EOCs Grades 6-8

At or Above Achievement Level 3, by Race/Ethnicity

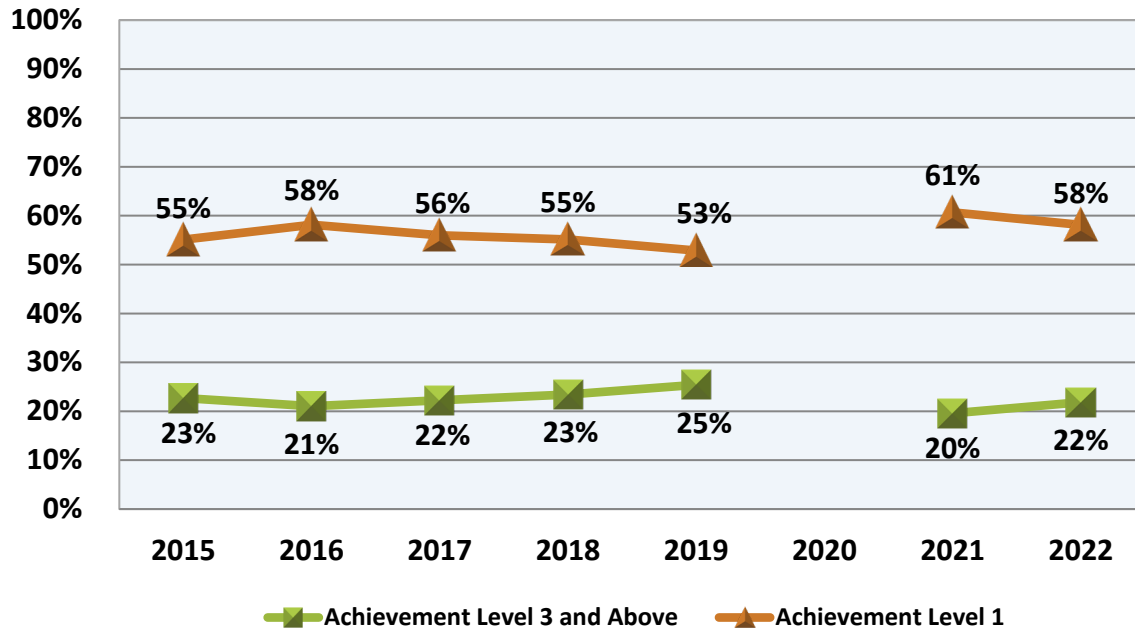


At Achievement Level 1, by Race/Ethnicity

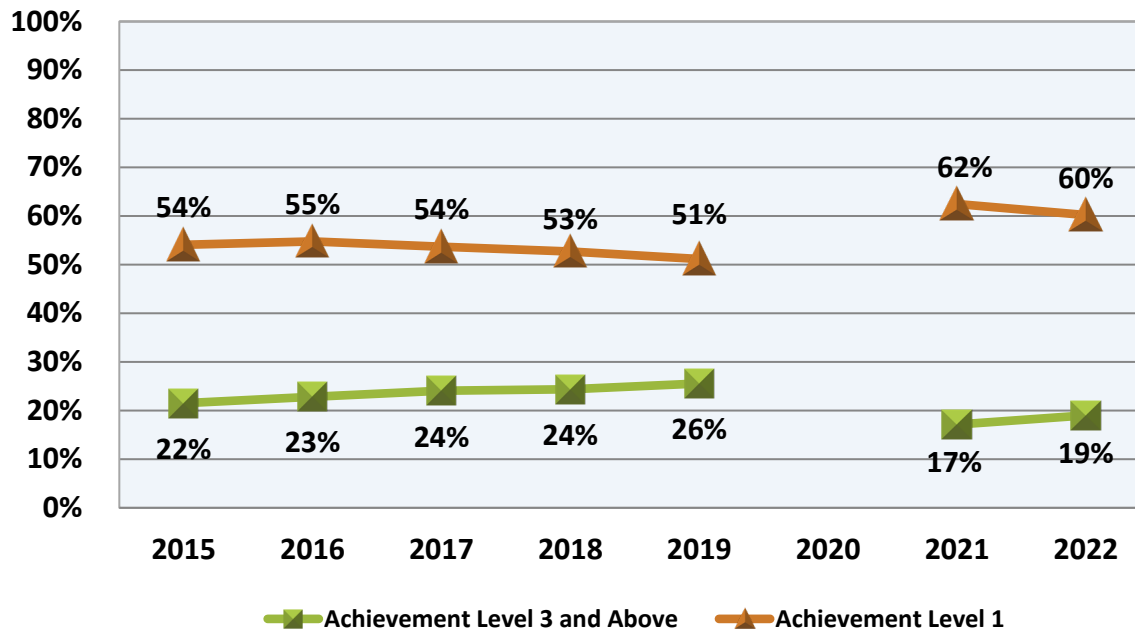


## Mathematics – FSA and EOCs Grades 6-8

### By Achievement Level, Students with Disabilities

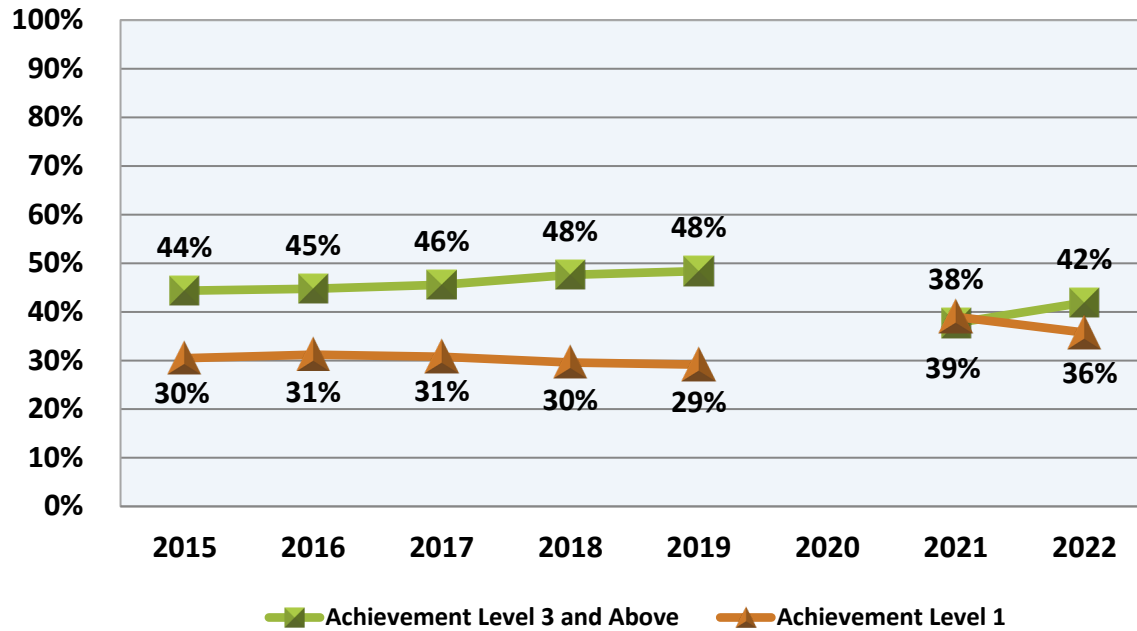


### By Achievement Level, English Language Learners



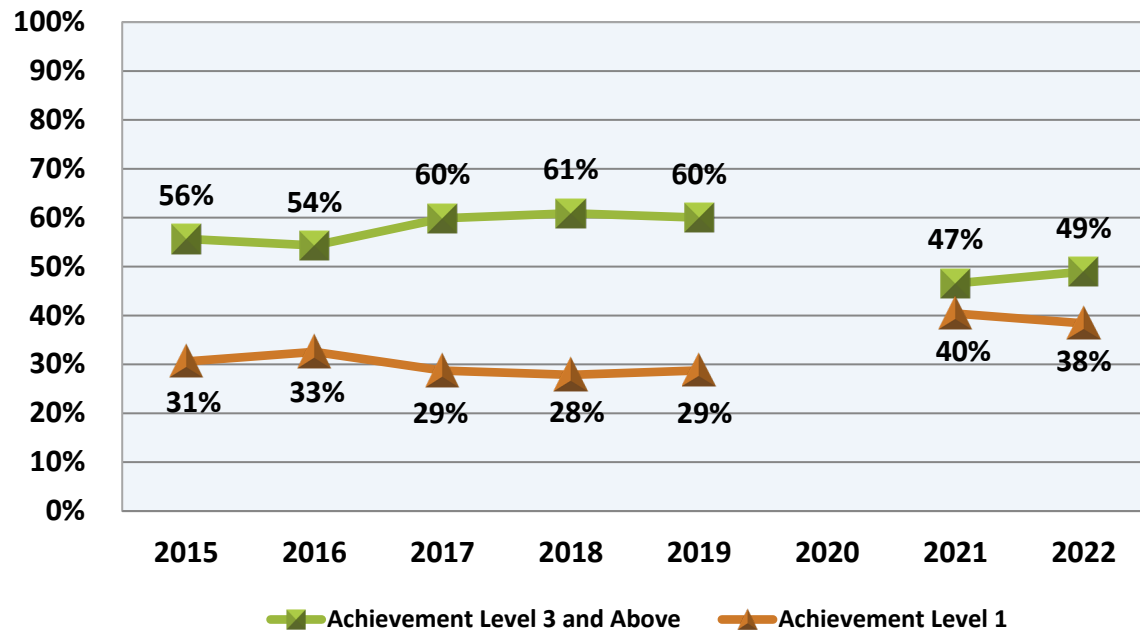
## Mathematics – FSA and EOCs Grades 6-8

### By Achievement Level, Economically Disadvantaged

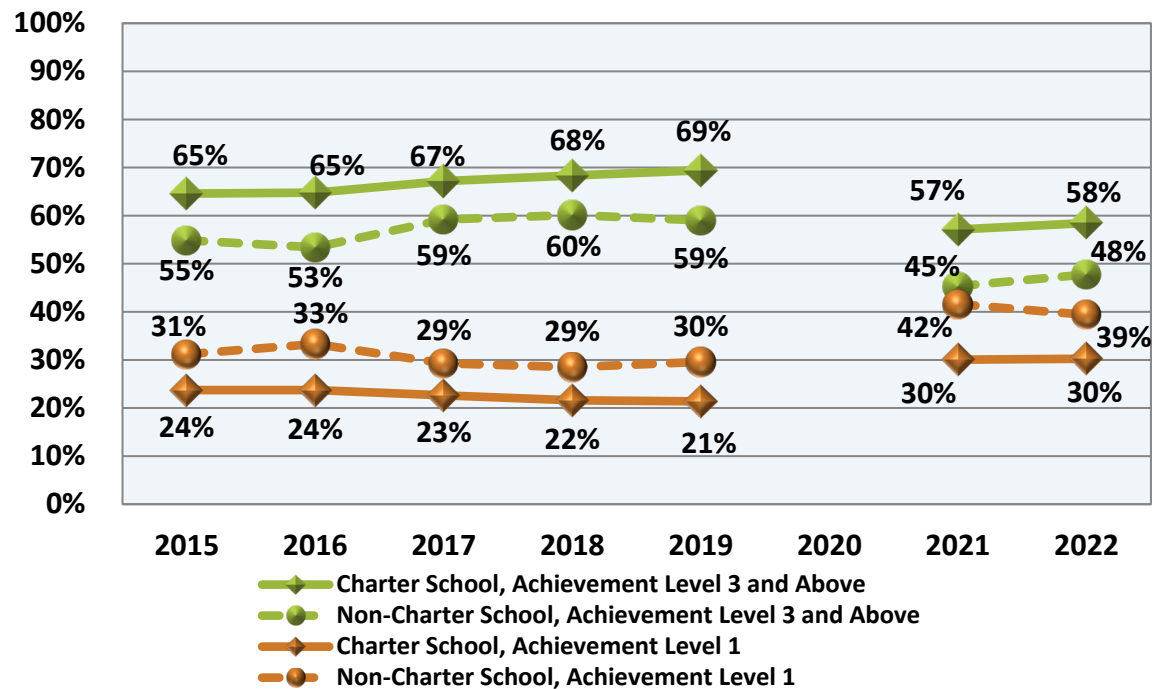


## Mathematics – Algebra 1 EOC

### By Achievement Level



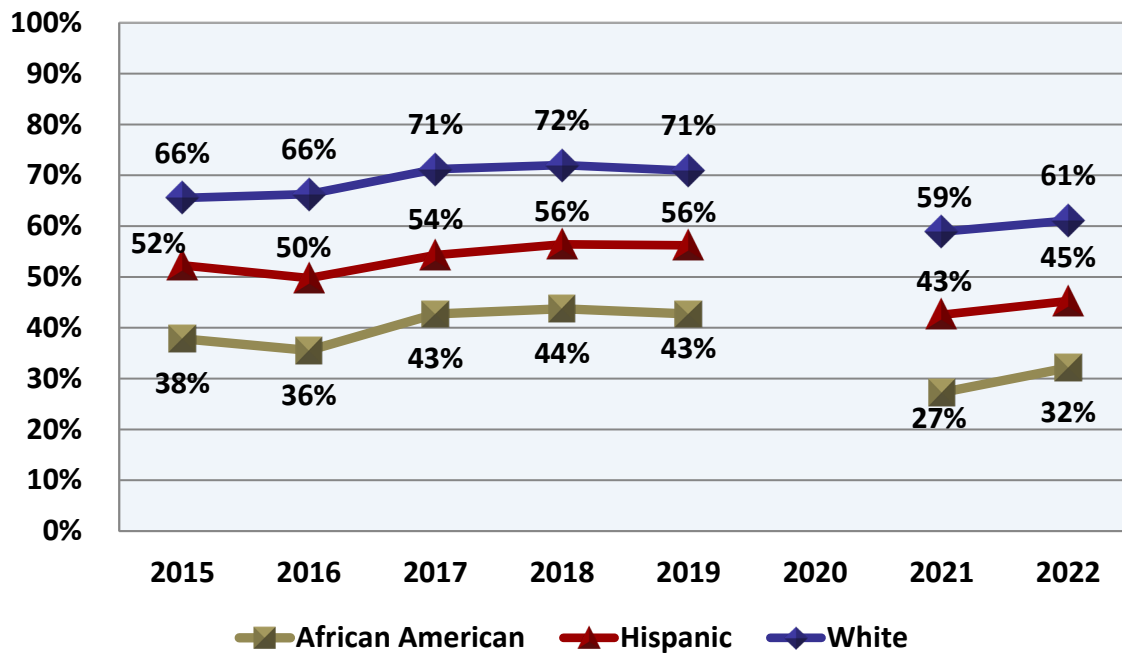
### By Achievement Level, Charter vs. Non-Charter Schools



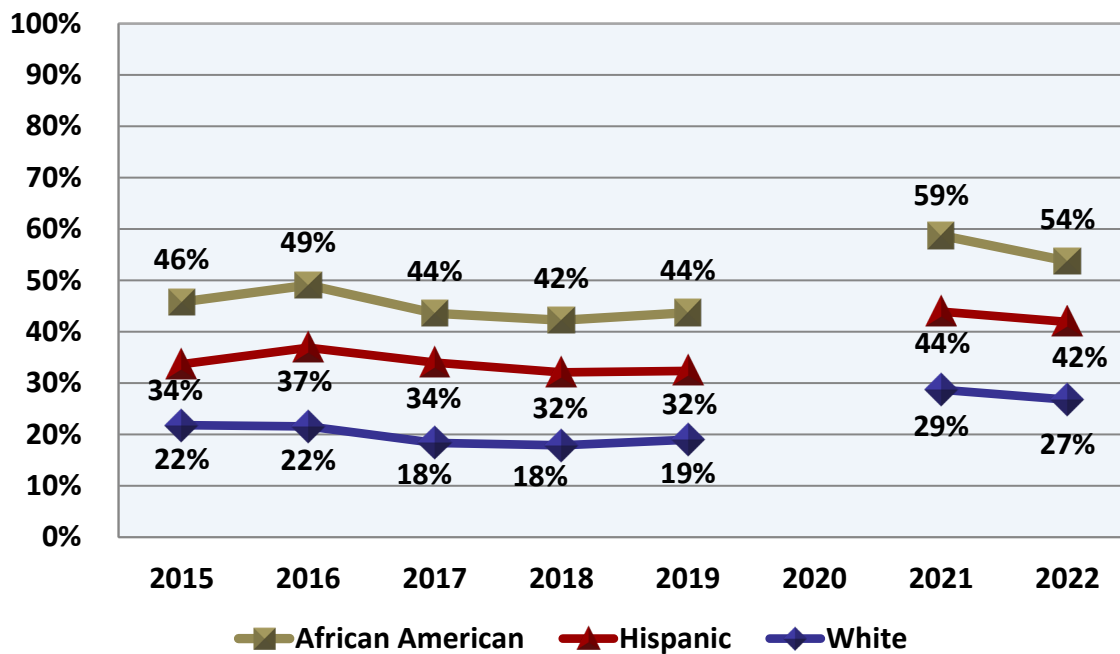


## Mathematics – Algebra 1 EOC

At or Above Achievement Level 3, by Race/Ethnicity

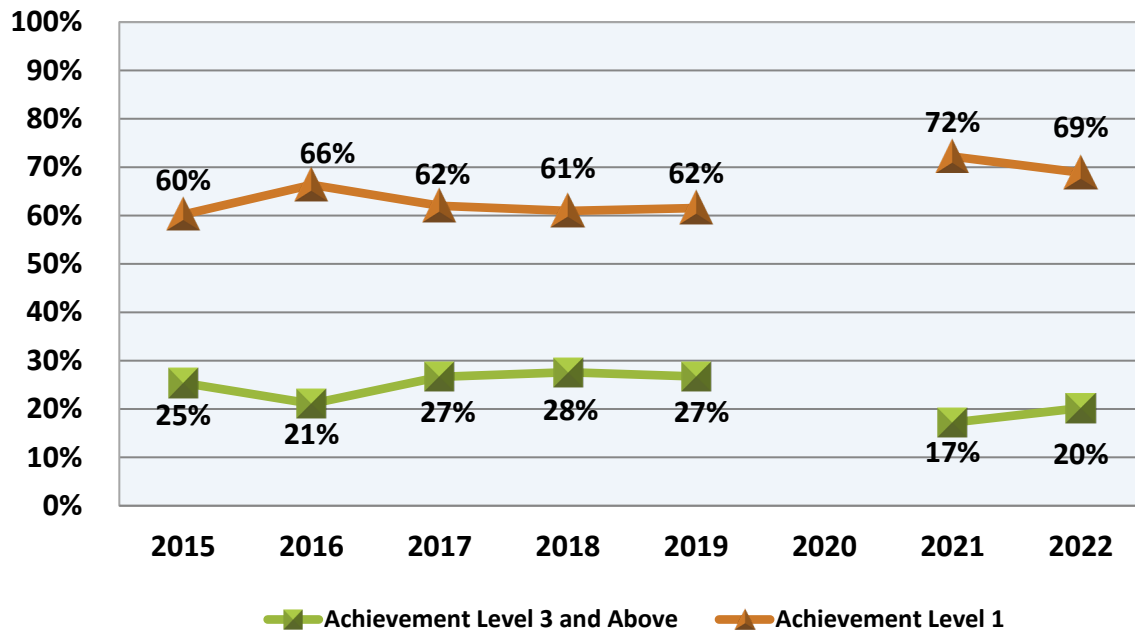


At Achievement Level 1, by Race/Ethnicity

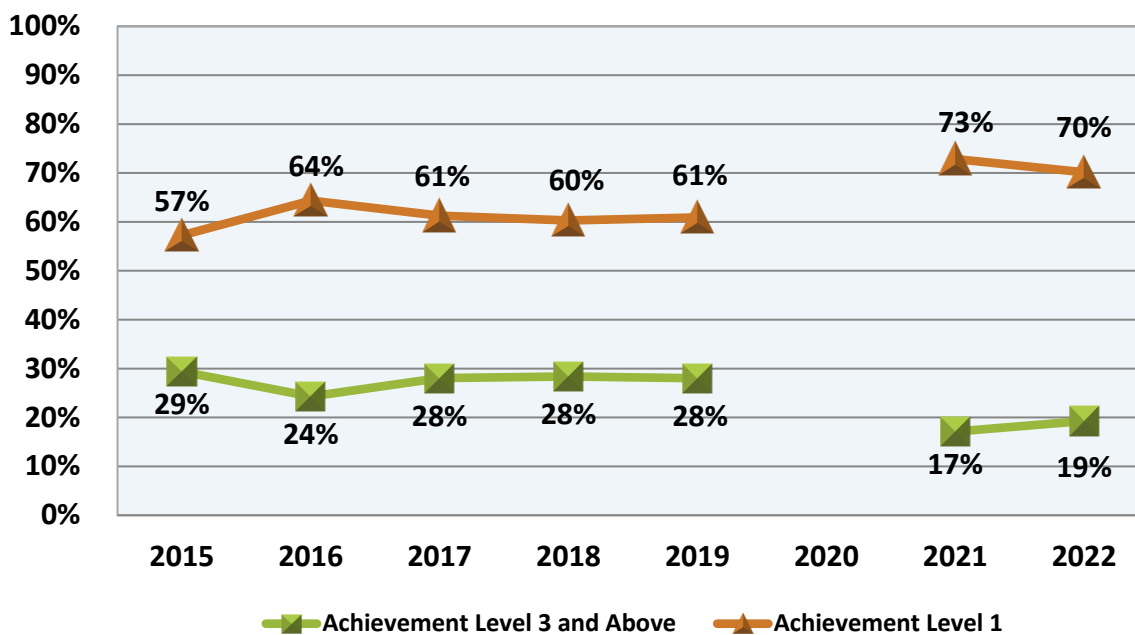


## Mathematics – Algebra 1 EOC

By Achievement Level, Students with Disabilities

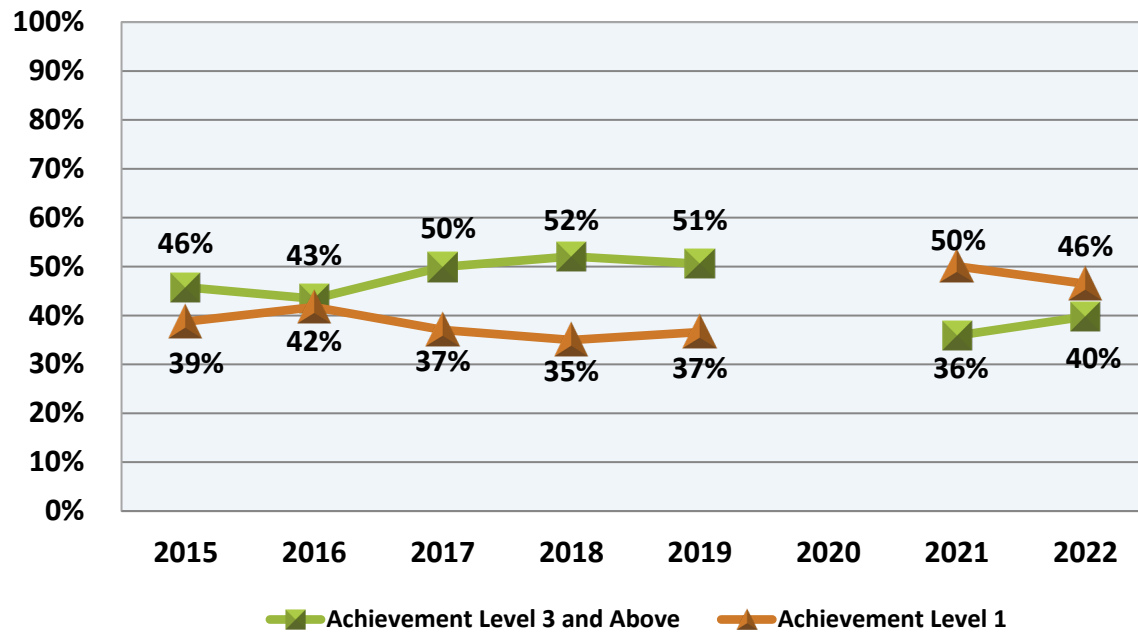


By Achievement Level, English Language Learners



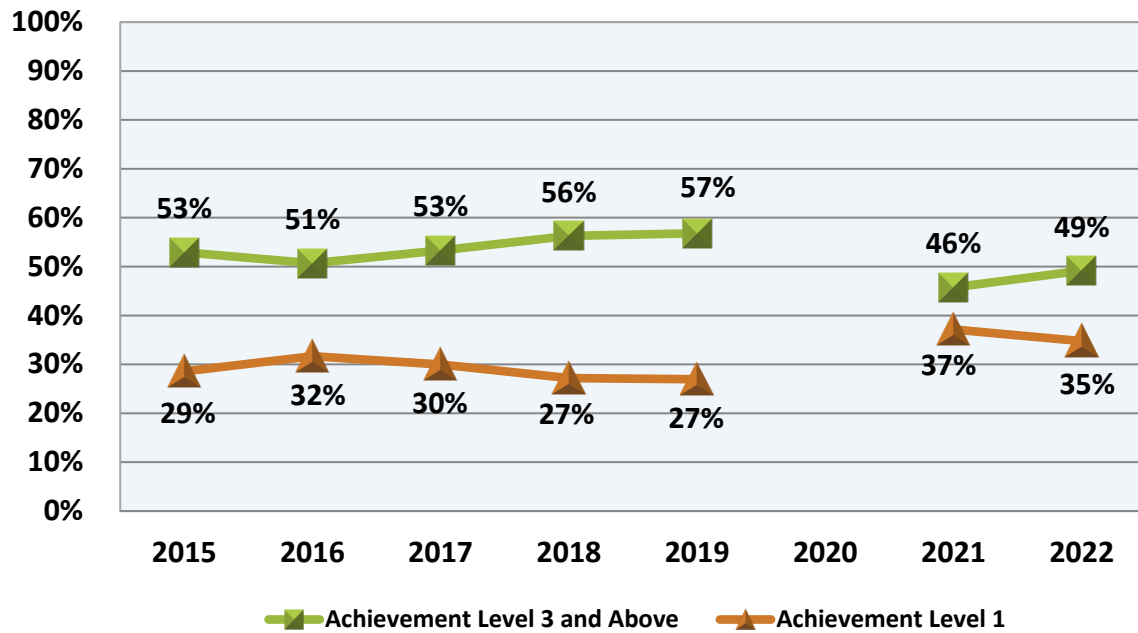
## Mathematics – Algebra 1 EOC

### By Achievement Level, Economically Disadvantaged

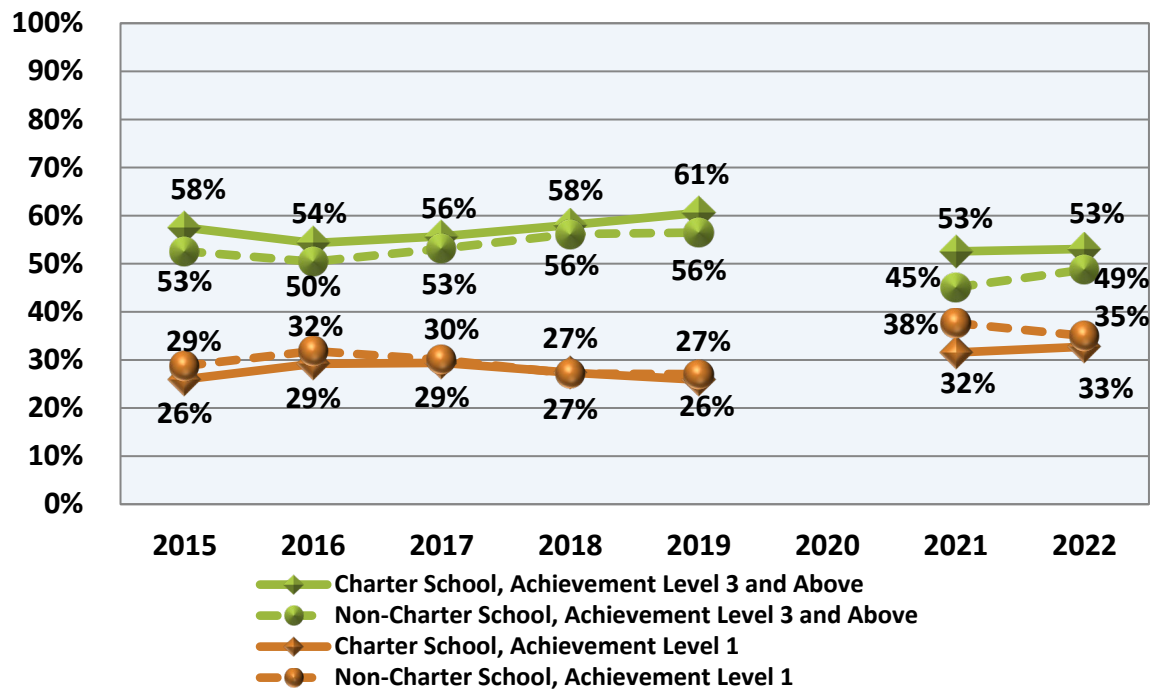


## Mathematics – Geometry EOC

### By Achievement Level

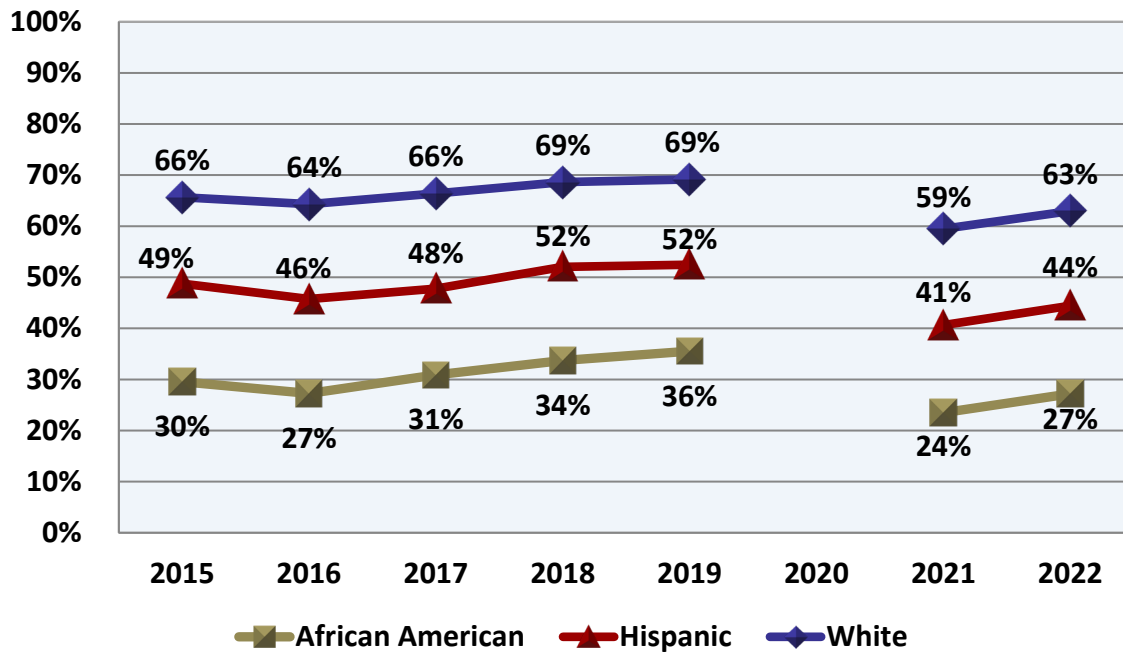


### By Achievement Level, Charter vs. Non-Charter Schools

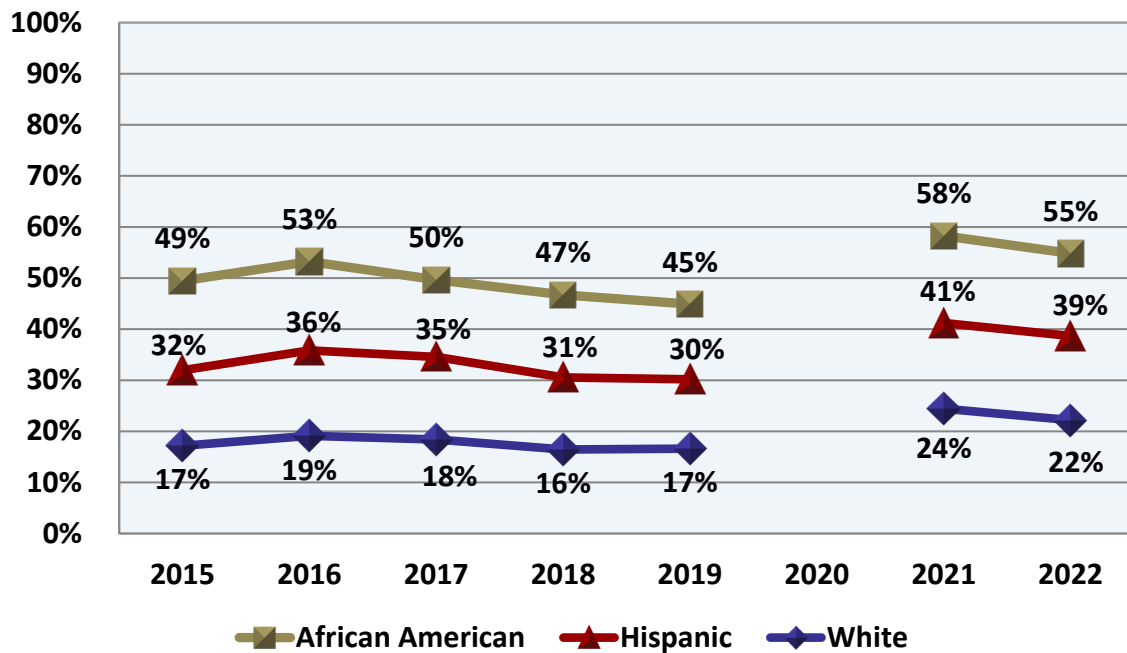


## Mathematics – Geometry EOC

At or Above Achievement Level 3, by Race/Ethnicity

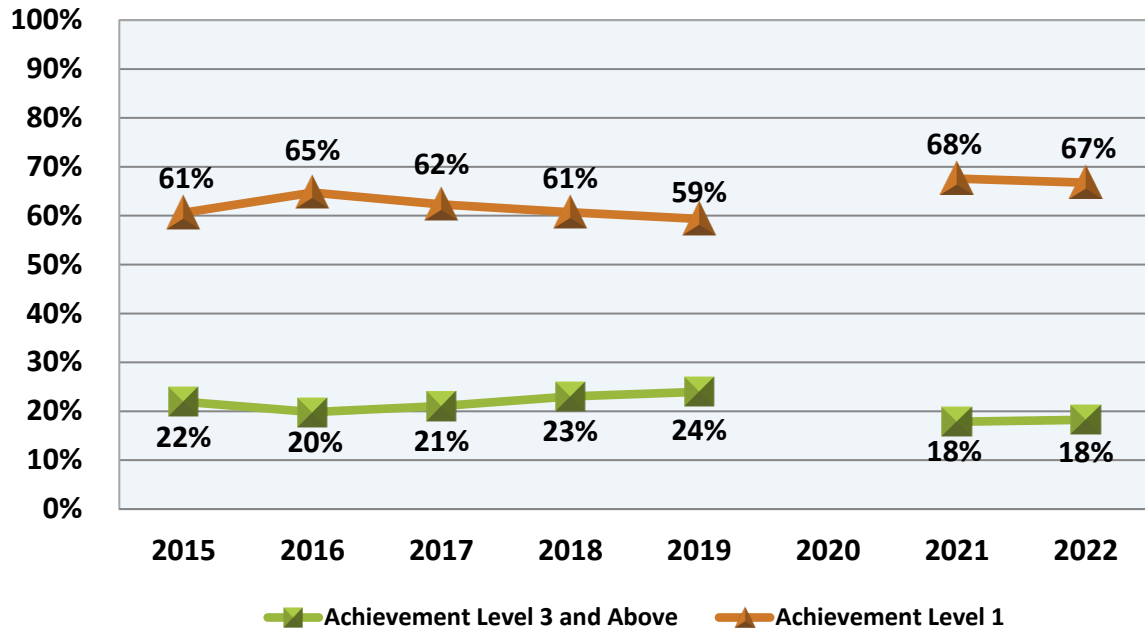


At Achievement Level 1, by Race/Ethnicity

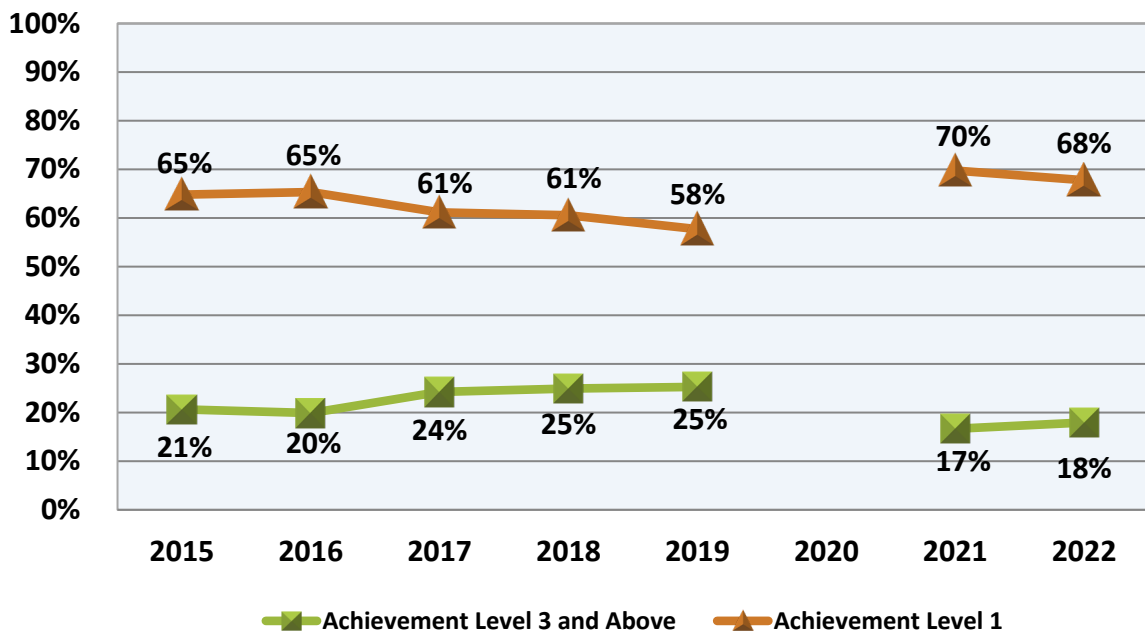


## Mathematics – Geometry EOC

By Achievement Level, Students with Disabilities

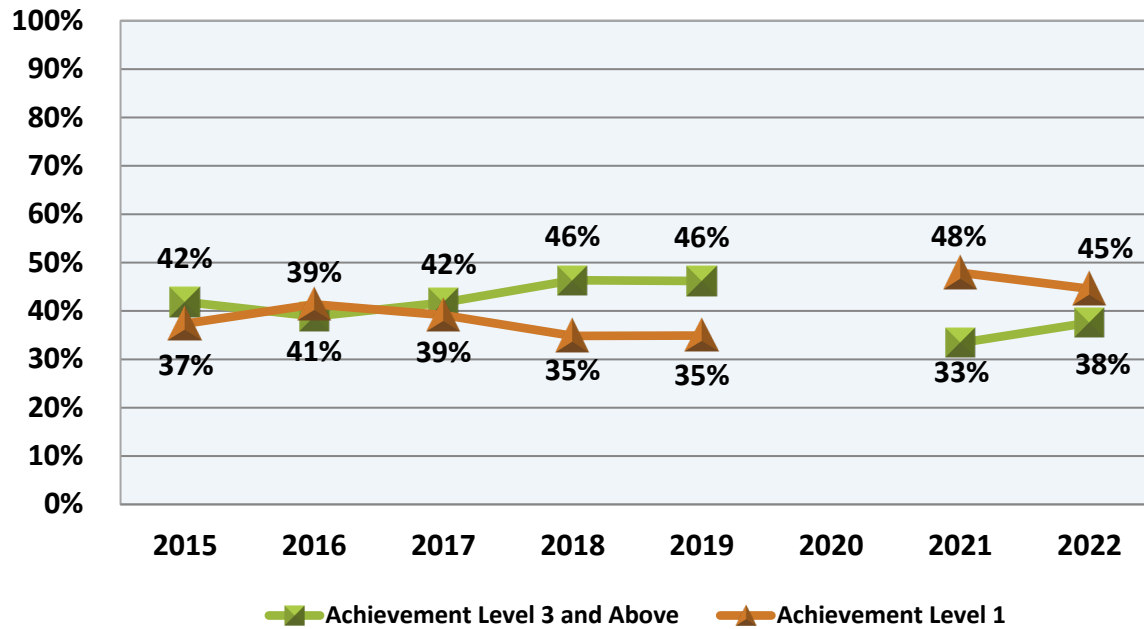


By Achievement Level, English Language Learners



## Mathematics – Geometry EOC

### By Achievement Level, Economically Disadvantaged



## Statewide Comparison Report 2015 to 2019, 2021 to 2022

### 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	216,619	20%	18%	27%	24%	12%	62%
	2021	198,519	29%	19%	24%	18%	9%	51%
	2022	207,389	24%	18%	26%	22%	10%	58%
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	210,725	21%	15%	26%	23%	15%	64%
	2021	202,738	31%	16%	24%	18%	11%	53%
	2022	194,936	24%	15%	26%	22%	14%	61%
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	219,398	21%	19%	23%	22%	15%	60%
	2021	197,451	29%	20%	21%	19%	11%	51%
	2022	210,608	29%	19%	22%	19%	11%	52%
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	202,388	23%	23%	25%	21%	9%	55%
	2021	188,249	32%	24%	23%	16%	6%	45%
	2022	185,244	29%	22%	23%	19%	8%	49%



## Statewide Comparison Report 2015 to 2019, 2021 to 2022

### 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	
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	206,832	23%	18%	26%	19%	14%	59%
	2021	186,991	30%	20%	26%	15%	9%	50%
	2022	191,906	29%	20%	25%	16%	10%	51%
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	223,030	20%	16%	28%	18%	18%	64%
	2021	231,242	28%	18%	27%	15%	13%	55%
	2022	239,794	25%	17%	27%	16%	14%	57%

\*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, 2021 to 2022

### 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	216,619	302	20%	18%	27%	24%	12%	62%
	2021	198,519	296	29%	19%	24%	18%	9%	51%
	2022	207,389	299	24%	18%	26%	22%	10%	58%

## Statewide Comparison Report 2015 to 2019, 2021 to 2022

### 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	
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	210,725	316	21%	15%	26%	23%	15%	64%
	2021	202,738	309	31%	16%	24%	18%	11%	53%
	2022	194,936	314	24%	15%	26%	22%	14%	61%
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	219,389	324	21%	19%	23%	22%	15%	60%
	2021	197,444	318	29%	20%	21%	19%	11%	51%
	2022	210,607	318	29%	19%	22%	19%	11%	52%
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	202,179	325	23%	23%	25%	21%	9%	55%
	2021	188,076	319	32%	24%	23%	16%	6%	45%
	2022	185,073	321	29%	22%	23%	19%	7%	49%
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	182,865	330	26%	20%	26%	18%	10%	54%
	2021	163,096	324	34%	22%	25%	13%	6%	44%
	2022	170,724	325	33%	21%	25%	15%	7%	46%
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	130,666	333	31%	23%	25%	12%	10%	46%
	2021	134,162	327	40%	23%	21%	9%	7%	37%
	2022	150,381	329	36%	23%	23%	10%	8%	42%

\*Percentages may not add to 100 due to rounding.

## Statewide Comparison Report 2015 to 2019, 2021 to 2022

### 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	224,287	501	29%	11%	29%	16%	15%	60%
	2021	287,618	491	40%	13%	27%	12%	8%	47%
	2022	258,691	493	38%	13%	27%	12%	10%	49%
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	203,195	500	27%	16%	31%	13%	12%	57%
	2021	207,188	493	37%	17%	26%	11%	9%	46%
	2022	193,800	495	35%	16%	28%	11%	10%	49%

\*Percentages may not add to 100 due to rounding.

## District Comparison Report 2021 to 2022

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

District	Percentage Level 3 and Above		Percentage Point Change
	2021	2022	
STATEWIDE	51%	55%	4%
ALACHUA	51%	52%	1%
BAKER	55%	55%	0%
BAY	52%	53%	1%
BRADFORD	44%	45%	1%
BREVARD	57%	59%	2%
BROWARD	45%	54%	9%
CALHOUN	54%	51%	-3%
CHARLOTTE	58%	58%	0%
CITRUS	52%	49%	-3%
CLAY	61%	65%	4%
COLLIER	62%	66%	4%
COLUMBIA	58%	59%	1%
MIAMI-DADE	48%	57%	9%
DESOTO	32%	33%	1%
DIXIE	54%	58%	4%
DUVAL	48%	50%	2%
ESCAMBIA	42%	46%	4%
FLAGLER	57%	62%	5%
FRANKLIN	34%	41%	7%
GADSDEN	31%	31%	0%
GILCHRIST	68%	66%	-2%
GLADES	40%	49%	9%
GULF	47%	51%	4%
HAMILTON	35%	36%	1%
HARDEE	51%	54%	3%
HENDRY	36%	37%	1%
HERNANDO	51%	52%	1%
HIGHLANDS	48%	49%	1%
HILLSBOROUGH	49%	53%	4%
HOLMES	49%	50%	1%
INDIAN RIVER	53%	56%	3%
JACKSON	50%	52%	2%
JEFFERSON	27%	31%	4%
LAFAYETTE	69%	68%	-1%
LAKE	52%	53%	1%
LEE	51%	52%	1%
LEON	49%	53%	4%
LEVY	47%	47%	0%
LIBERTY	54%	55%	1%

## District Comparison Report 2021 to 2022

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

District	Percentage Level 3 and Above		Percentage Point Change
	2021	2022	
STATEWIDE	51%	55%	4%
MADISON	40%	36%	-4%
MANATEE	58%	59%	1%
MARION	45%	47%	2%
MARTIN	54%	56%	2%
MONROE	52%	55%	3%
NASSAU	78%	78%	0%
OKALOOSA	60%	63%	3%
OKEECHOBEE	47%	49%	2%
ORANGE	51%	56%	5%
OSCEOLA	41%	43%	2%
PALM BEACH	49%	55%	6%
PASCO	51%	53%	2%
PINELLAS	54%	56%	2%
POLK	43%	44%	1%
PUTNAM	36%	40%	4%
ST. JOHNS	77%	78%	1%
ST. LUCIE	44%	46%	2%
SANTA ROSA	66%	66%	0%
SARASOTA	65%	66%	1%
SEMINOLE	60%	62%	2%
SUMTER	64%	65%	1%
SUWANNEE	46%	51%	5%
TAYLOR	47%	47%	0%
UNION	62%	55%	-7%
VOLUSIA	48%	49%	1%
WAKULLA	59%	60%	1%
WALTON	63%	67%	4%
WASHINGTON	52%	55%	3%

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

## District Comparison Report 2021 to 2022

### Algebra 1 EOC

District	Percentage Level 3 and Above			Number Tested	
	2021	2022	Change	2021	2022
<b>STATEWIDE</b>	<b>47%</b>	<b>49%</b>	<b>2%</b>	<b>287,618</b>	<b>258,691</b>
ALACHUA	46%	52%	6%	2,208	2,402
BAKER	46%	35%	-11%	711	364
BAY	50%	53%	3%	2,411	2,261
BRADFORD	41%	28%	-13%	268	312
BREVARD	48%	52%	4%	9,419	6,645
BROWARD	41%	43%	2%	20,506	25,937
CALHOUN	50%	59%	9%	187	185
CHARLOTTE	42%	42%	0%	1,997	1,752
CITRUS	44%	41%	-3%	1,706	1,510
CLAY	48%	52%	4%	5,428	3,088
COLLIER	56%	58%	2%	4,585	4,763
COLUMBIA	41%	46%	5%	1,111	763
MIAMI-DADE	46%	51%	5%	37,935	31,221
DESOTO	35%	26%	-9%	578	433
DIXIE	34%	41%	7%	139	214
DUVAL	42%	52%	10%	12,535	9,827
ESCAMBIA	33%	38%	5%	3,793	3,369
FLAGLER	48%	49%	1%	1,280	1,332
FRANKLIN	23%	36%	13%	123	87
GADSDEN	28%	27%	-1%	408	414
GILCHRIST	64%	54%	-10%	265	235
GLADES	47%	56%	9%	176	84
GULF	45%	43%	-2%	132	184
HAMILTON	31%	27%	-4%	109	158
HARDEE	35%	39%	4%	725	290
HENDRY	29%	31%	2%	1,033	1,353
HERNANDO	51%	50%	-1%	2,966	2,183
HIGHLANDS	44%	47%	3%	1,469	1,003
HILLSBOROUGH	49%	55%	6%	18,330	18,073
HOLMES	35%	39%	4%	357	300
INDIAN RIVER	41%	45%	4%	2,040	1,723
JACKSON	41%	45%	4%	636	435
JEFFERSON	19%	30%	11%	74	74
LAFAYETTE	36%	42%	6%	140	100
LAKE	44%	46%	2%	4,228	4,135

## District Comparison Report 2021 to 2022

### Algebra 1 EOC

District	Percentage Level 3 and Above			Number Tested	
	2021	2022	Change	2021	2022
<b>STATEWIDE</b>	<b>47%</b>	<b>49%</b>	<b>2%</b>	<b>287,618</b>	<b>258,691</b>
LEE	46%	45%	-1%	13,682	9,644
LEON	52%	57%	5%	2,635	2,521
LEVY	49%	33%	-16%	539	497
LIBERTY	41%	54%	13%	126	101
MADISON	41%	51%	10%	249	129
MANATEE	50%	57%	7%	5,830	4,580
MARION	37%	41%	4%	4,531	4,026
MARTIN	54%	51%	-3%	1,527	1,839
MONROE	43%	59%	16%	741	779
NASSAU	67%	65%	-2%	1,674	1,336
OKALOOSA	61%	60%	-1%	2,904	3,096
OKEECHOBEE	36%	34%	-2%	612	588
ORANGE	46%	45%	-1%	20,372	19,796
OSCEOLA	41%	40%	-1%	9,081	6,870
PALM BEACH	50%	50%	0%	20,408	17,750
PASCO	51%	51%	0%	8,199	7,452
PINELLAS	56%	47%	-9%	5,212	8,384
POLK	33%	38%	5%	11,221	10,015
PUTNAM	28%	40%	12%	1,120	574
ST. JOHNS	71%	75%	4%	4,608	4,390
ST. LUCIE	42%	44%	2%	5,207	3,904
SANTA ROSA	55%	58%	3%	3,197	2,880
SARASOTA	61%	65%	4%	4,145	3,919
SEMINOLE	56%	55%	-1%	6,094	5,762
SUMTER	50%	58%	8%	972	677
SUWANNEE	39%	39%	0%	527	540
TAYLOR	37%	52%	15%	248	185
UNION	66%	52%	-14%	127	172
VOLUSIA	40%	40%	0%	8,457	5,586
WAKULLA	46%	52%	6%	382	419
WALTON	65%	68%	3%	874	902
WASHINGTON	43%	45%	2%	416	261

## District Comparison Report by Grade Grouping 2021 to 2022

### Algebra 1 EOC

	Grades 8 and Lower					Grades 9-12				
	% Level 3 and Above			Number Tested		% Level 3 and Above			Number Tested	
	2021	2022	Change	2021	2022	2021	2022	Change	2021	2022
<b>STATEWIDE</b>	<b>78%</b>	<b>84%</b>	<b>6%</b>	<b>97,238</b>	<b>88,343</b>	<b>30%</b>	<b>31%</b>	<b>1%</b>	<b>190,380</b>	<b>170,348</b>
ALACHUA	80%	83%	3%	1,021	1,130	18%	24%	6%	1,187	1,272
BAKER	75%	70%	-5%	144	122	39%	17%	-22%	567	242
BAY	91%	88%	-3%	584	687	37%	38%	1%	1,827	1,574
BRADFORD	67%	58%	-9%	58	52	34%	22%	-12%	210	260
BREVARD	72%	73%	1%	3,467	3,175	34%	33%	-1%	5,952	3,470
BROWARD	70%	83%	13%	7,886	7,117	23%	28%	5%	12,620	18,820
CALHOUN	86%	88%	2%	57	67	35%	43%	8%	130	118
CHARLOTTE	92%	85%	-7%	371	430	31%	28%	-3%	1,626	1,322
CITRUS	82%	78%	-4%	369	413	34%	28%	-6%	1,337	1,097
CLAY	84%	88%	4%	1,301	1,002	36%	35%	-1%	4,127	2,086
COLLIER	89%	88%	-1%	2,007	2,177	31%	32%	1%	2,578	2,586
COLUMBIA	74%	70%	-4%	365	360	25%	25%	0%	746	403
MIAMI-DADE	71%	85%	14%	13,692	10,193	31%	34%	3%	24,243	21,028
DESOTO	71%	58%	-13%	108	113	26%	15%	-11%	470	320
DIXIE	63%	85%	22%	60	62	11%	23%	12%	79	152
DUVAL	73%	81%	8%	4,095	3,874	27%	33%	6%	8,440	5,953
ESCAMBIA	70%	76%	6%	899	963	22%	23%	1%	2,894	2,406
FLAGLER	86%	93%	7%	409	352	31%	33%	2%	871	980
FRANKLIN	41%	84%	43%	49	25	11%	16%	5%	74	62
GADSDEN	58%	55%	-3%	120	117	16%	16%	0%	288	297
GILCHRIST	96%	84%	-12%	69	79	53%	40%	-13%	196	156
GLADES	72%	89%	17%	72	44	30%	20%	-10%	104	40
GULF	70%	71%	1%	56	63	26%	28%	2%	76	121
HAMILTON	78%	81%	3%	23	21	19%	18%	-1%	86	137
HARDEE	69%	93%	24%	174	82	25%	18%	-7%	551	208
HENDRY	48%	61%	13%	267	220	23%	25%	2%	766	1,133
HERNANDO	81%	79%	-2%	740	816	42%	33%	-9%	2,226	1,367
HIGHLANDS	86%	84%	-2%	308	303	33%	32%	-1%	1,161	700
HILLSBOROUGH	82%	87%	5%	7,484	7,397	26%	32%	6%	10,846	10,676
HOLMES	60%	58%	-2%	104	132	25%	24%	-1%	253	168
INDIAN RIVER	73%	77%	4%	656	664	25%	26%	1%	1,384	1,059
JACKSON	76%	81%	5%	154	158	29%	24%	-5%	482	277
JEFFERSON	N/A	50%	N/A	N/A	16	19%	24%	5%	74	58
LAFAYETTE	46%	61%	15%	54	59	29%	15%	-14%	86	41
LAKE	84%	84%	0%	1,372	1,449	25%	26%	1%	2,856	2,686
LEE	83%	83%	0%	3,275	3,027	34%	27%	-7%	10,407	6,617
LEON	88%	92%	4%	911	876	33%	39%	6%	1,724	1,645
LEVY	75%	66%	-9%	151	148	39%	19%	-20%	388	349



## District Comparison Report by Grade Grouping 2021 to 2022

### Algebra 1 EOC

	Grades 8 and Lower					Grades 9-12				
	% Level 3 and Above			Number Tested		% Level 3 and Above			Number Tested	
	2021	2022	Change	2021	2022	2021	2022	Change	2021	2022
<b>STATEWIDE</b>	<b>78%</b>	<b>84%</b>	<b>6%</b>	<b>97,238</b>	<b>88,343</b>	<b>30%</b>	<b>31%</b>	<b>1%</b>	<b>190,380</b>	<b>170,348</b>
<b>LIBERTY</b>	67%	77%	10%	54	61	22%	20%	-2%	72	40
<b>MADISON</b>	83%	98%	15%	59	41	28%	30%	2%	190	88
<b>MANATEE</b>	87%	86%	-1%	1,625	1,772	36%	39%	3%	4,205	2,808
<b>MARION</b>	82%	81%	-1%	978	1,059	25%	26%	1%	3,553	2,967
<b>MARTIN</b>	77%	79%	2%	741	678	32%	34%	2%	786	1,161
<b>MONROE</b>	80%	89%	9%	215	275	27%	43%	16%	526	504
<b>NASSAU</b>	91%	97%	6%	452	550	59%	42%	-17%	1,222	786
<b>OKALOOSA</b>	86%	88%	2%	1,104	896	46%	48%	2%	1,800	2,200
<b>OKEECHOBEE</b>	80%	83%	3%	167	142	20%	19%	-1%	445	446
<b>ORANGE</b>	82%	89%	7%	7,786	6,229	24%	25%	1%	12,586	13,567
<b>OSCEOLA</b>	75%	76%	1%	2,570	2,167	27%	24%	-3%	6,511	4,703
<b>PALM BEACH</b>	80%	88%	8%	6,457	5,601	36%	33%	-3%	13,951	12,149
<b>PASCO</b>	89%	89%	0%	1,951	2,034	39%	37%	-2%	6,248	5,418
<b>PINELLAS</b>	73%	75%	2%	3,289	3,569	28%	26%	-2%	1,923	4,815
<b>POLK</b>	72%	75%	3%	2,679	2,332	21%	27%	6%	8,542	7,683
<b>PUTNAM</b>	68%	67%	-1%	280	226	14%	22%	8%	840	348
<b>ST. JOHNS</b>	97%	96%	-1%	1,874	1,817	54%	60%	6%	2,734	2,573
<b>ST. LUCIE</b>	73%	78%	5%	1,790	1,467	26%	24%	-2%	3,417	2,437
<b>SANTA ROSA</b>	94%	92%	-2%	785	756	43%	46%	3%	2,412	2,124
<b>SARASOTA</b>	88%	87%	-1%	1,885	1,970	39%	43%	4%	2,260	1,949
<b>SEMINOLE</b>	79%	83%	4%	3,143	2,966	31%	26%	-5%	2,951	2,796
<b>SUMTER</b>	83%	83%	0%	296	275	36%	41%	5%	676	402
<b>SUWANNEE</b>	81%	77%	-4%	175	153	18%	25%	7%	352	387
<b>TAYLOR</b>	70%	83%	13%	90	89	18%	24%	6%	158	96
<b>UNION</b>	94%	71%	-23%	49	49	49%	45%	-4%	78	123
<b>VOLUSIA</b>	78%	78%	0%	2,351	1,690	25%	24%	-1%	6,106	3,896
<b>WAKULLA</b>	84%	83%	-1%	139	157	24%	33%	9%	243	262
<b>WALTON</b>	87%	91%	4%	324	393	51%	50%	-1%	550	509
<b>WASHINGTON</b>	63%	80%	17%	139	109	33%	20%	-13%	277	152

## District Comparison Report 2021 to 2022

### Geometry EOC

District	Percentage Level 3 and Above			Number Tested	
	2021	2022	Change	2021	2022
<b>STATEWIDE</b>	<b>46%</b>	<b>49%</b>	<b>3%</b>	<b>207,188</b>	<b>193,800</b>
ALACHUA	50%	51%	1%	1,849	1,818
BAKER	49%	48%	-1%	341	298
BAY	55%	53%	-2%	1,559	1,581
BRADFORD	38%	37%	-1%	154	123
BREVARD	51%	51%	0%	6,350	5,195
BROWARD	39%	44%	5%	18,204	19,277
CALHOUN	47%	52%	5%	147	145
CHARLOTTE	46%	50%	4%	1,303	1,208
CITRUS	52%	50%	-2%	1,075	896
CLAY	57%	55%	-2%	3,587	2,608
COLLIER	56%	59%	3%	3,741	3,345
COLUMBIA	40%	47%	7%	710	623
MIAMI-DADE	41%	48%	7%	25,600	24,290
DESOTO	28%	26%	-2%	335	316
DIXIE	40%	42%	2%	136	125
DUVAL	41%	51%	10%	8,997	6,406
ESCAMBIA	39%	42%	3%	2,623	2,204
FLAGLER	48%	51%	3%	880	938
FRANKLIN	14%	39%	25%	98	41
GADSDEN	15%	18%	3%	306	275
GILCHRIST	66%	64%	-2%	148	173
GLADES	28%	24%	-4%	92	70
GULF	51%	60%	9%	178	124
HAMILTON	28%	40%	12%	114	89
HARDEE	29%	35%	6%	470	293
HENDRY	41%	28%	-13%	827	875
HERNANDO	49%	44%	-5%	1,708	1,952
HIGHLANDS	41%	48%	7%	926	820
HILLSBOROUGH	47%	52%	5%	15,032	13,391
HOLMES	30%	30%	0%	259	165
INDIAN RIVER	54%	37%	-17%	1,528	1,501
JACKSON	39%	37%	-2%	426	373
JEFFERSON	24%	7%	-17%	25	42
LAFAYETTE	71%	47%	-24%	87	73
LAKE	43%	41%	-2%	3,317	3,485
LEE	46%	40%	-6%	7,240	7,925

## District Comparison Report 2021 to 2022

### Geometry EOC

District	Percentage Level 3 and Above			Number Tested	
	2021	2022	Change	2021	2022
<b>STATEWIDE</b>	<b>46%</b>	<b>49%</b>	<b>3%</b>	<b>207,188</b>	<b>193,800</b>
LEON	48%	55%	7%	2,048	1,869
LEVY	37%	43%	6%	447	327
LIBERTY	45%	42%	-3%	111	84
MADISON	41%	50%	9%	141	103
MANATEE	45%	55%	10%	3,716	2,831
MARION	39%	41%	2%	3,136	2,785
MARTIN	54%	54%	0%	1,474	1,500
MONROE	58%	50%	-8%	670	620
NASSAU	60%	66%	6%	595	1,168
OKALOOSA	60%	65%	5%	2,096	2,143
OKEECHOBEE	38%	42%	4%	585	386
ORANGE	45%	44%	-1%	13,549	14,992
OSCEOLA	40%	45%	5%	5,582	4,745
PALM BEACH	47%	52%	5%	14,418	13,257
PASCO	55%	60%	5%	5,327	5,177
PINELLAS	41%	55%	14%	8,680	5,078
POLK	33%	38%	5%	7,290	6,758
PUTNAM	29%	36%	7%	649	469
ST. JOHNS	77%	77%	0%	3,735	3,922
ST. LUCIE	33%	40%	7%	3,549	3,377
SANTA ROSA	62%	62%	0%	2,261	2,298
SARASOTA	64%	63%	-1%	3,340	3,027
SEMINOLE	57%	61%	4%	4,954	4,954
SUMTER	51%	53%	2%	659	526
SUWANNEE	47%	44%	-3%	475	413
TAYLOR	32%	43%	11%	114	129
UNION	65%	56%	-9%	124	144
VOLUSIA	44%	40%	-4%	4,174	5,253
WAKULLA	49%	73%	24%	381	222
WALTON	61%	69%	8%	841	664
WASHINGTON	34%	40%	6%	274	208