



Florida Assessment of Student Thinking & B.E.S.T. End-of-Course Assessments

English Language Arts and Mathematics Grades 3 and Higher

Students enrolled in the voluntary prekindergarten (VPK) program through grade 10 participate in progress monitoring in English Language Arts (ELA) and Mathematics, aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.) for kindergarten through grade 10 and with the Florida Early Learning and Developmental Standards for children 4 years old to kindergarten. First administered in 2022-23, the Florida Assessment of Student Thinking (FAST), which includes VPK through grade 10 ELA and VPK through grade 8 Mathematics, is a progress monitoring assessment administered three times per year:

- The first (PM1) occurs at the beginning of the year;
- The second (PM2) occurs in the middle of the school year; and
- The third (PM3) occurs at the end of the school year.

The first and second administrations (PM1 and PM2) are for informational purposes only, providing teachers and families information to help guide instruction and support throughout the school year based on a student's strengths and weaknesses. The third administration (PM3) for grades 3 through 10, which occurs at the end of the school year, is the statewide, standardized assessment in ELA and Mathematics administered pursuant to Section (s.) 1008.22, Florida Statutes (F.S.), for state and federal accountability purposes. In grades 3-10, each FAST progress monitoring assessment (PM1, PM2 and PM3) covers the full-year content expectations for a particular grade level and subject. Therefore, at the beginning of the school year (PM1) and at the middle of the school year (PM2), students may not yet be at grade level. **However**, this does not necessarily indicate that a student is not on track to succeed by the end of the school year (PM3).

Students who completed Algebra 1 and Geometry courses take statewide, standardized end-of-course (EOC) assessments aligned to the B.E.S.T. Standards. The B.E.S.T. Algebra 1 and Geometry EOCs were administered for the first time in Winter 2022. Each EOC assessment is administered in spring, summer, fall and winter.

Achievement Levels

The achievement level definitions that apply to the FAST and B.E.S.T.-aligned EOC assessments, as well as the cut scores that define each level are in the following tables.

Level 1	Level 2	Level 3	Level 4	Level 5
Well Below Grade Level: Highly likely to need substantial support for the next grade/course	Below Grade Level: Likely to need substantial support for the next grade/course	On Grade Level: May need additional support for the next grade/course	Proficient: Likely to excel in the next grade/course for the next grade/course	Exemplary: Highly likely to excel in the next grade/course

FAST ELA/Reading Achievement Levels

Grade	Scale Scores (140 to 308)				
	Level 1	Level 2	Level 3	Level 4	Level 5
3	140–185	186–200	201–212	213–224	225–260
4	154–198	199–212	213–223	224–236	237–270
5	160–205	206–221	222–231	232–245	246–279
6	161–208	209–224	225–236	237–249	250–284
7	165–214	215–231	232–241	242–256	257–292
8	169–219	220–237	238–250	251–261	262–300
9	174–223	224–241	242–253	254–266	267–303
10	179–229	230–246	247–257	258–270	271–308

FAST Mathematics Achievement Levels

Grade	Scale Scores (140 to 291)				
	Level 1	Level 2	Level 3	Level 4	Level 5
3	140–182	183–197	198–208	209–224	225–260
4	155–199	200–210	211–220	221–237	238–273
5	158–206	207–221	222–233	234–245	246–285
6	168–212	213–228	229–238	239–253	254–287
7	175–222	223–234	235–246	247–257	258–288
8	183–226	227–243	244–253	254–262	263–291

B.E.S.T. EOC Assessment Achievement Levels

Course	Scale Scores (325 to 475)				
	Level 1	Level 2	Level 3	Level 4	Level 5
Algebra 1	325–378	379–399	400–417	418–434	435–475
Geometry	325–384	385–403	404–422	423–431	432–475

Overview of Results

In 2024-25, FAST progress monitoring provided important, actionable information allowing teachers to target instruction to their students that resulted in continuous growth from the beginning to the middle and ultimately to the end of the school year. Results below represent student performance on the FAST and EOC assessments at the end of the 2024-25 school year or course.

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**	57%	56%	56%	60%	57%	55%	56%	58%	56%	57%	57%

**Results are for FAST ELA PM3.

Assessment	Grade Level						Grade Groups	
	3	4	5	6	7	8	3-5	6-8
All Mathematics**	63%	62%	57%	60%	57%	67%	61%	63%
FAST Mathematics	63%	62%	57%	60%	50%	57%	61%	56%
Algebra 1	*	*	*	100%	95%	83%	*	85%
Geometry	NA	NA	NA	*	99%	94%	NA	94%

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 FAST Mathematics PM3, Algebra 1 and Geometry combined, as applicable.

Assessment	All Grades	Grade Groups	
		8 and Lower	9-12
Algebra 1	57%	85%	36%
Geometry	54%	94%	50%

Florida Assessment of Student Thinking

English Language Arts

Grades 3 – 10

Summary of Results

FAST ELA/Reading Progress Monitoring (PM1 to PM3) Results

Grades 3-10

- Grades 3-10 ELA/Reading performance increased 21 percentage points from the beginning of the school year (PM1) to the end of the school year (PM3) (36% scoring Level 3 or above compared to 57% scoring Level 3 or above).
 - Grades 3-10 ELA/Reading performance improved by 9 percentage points from PM1 to PM2 (36% to 45%).
 - Grades 3-10 ELA/Reading performance improved by 12 percentage points from PM2 to PM3 (45% to 57%).
- For Grades 3-10 ELA/Reading, larger improvements were seen among the elementary grade levels (grades 3-5) compared to middle and high school grade levels (grades 6-10). For example, whereas third grade performance improved by 33 percentage points from PM1 to PM3, sixth grade performance improved by 16 percentage points from PM1 to PM3.
- Compared to 2023-24 and 2022-23, Grades 3-10 ELA/Reading performance had a greater increase from the beginning (PM1) to the end (PM3) of the school year (21 percentage points vs. 20 percentage points in 2023-24 and 17 percentage points in 2022-23).
- Charter schools outperformed traditional public schools in terms of the amount of increase from PM1 to PM3 (22 percentage points vs. 21 percentage points) in Grades 3-10 ELA/Reading.
- African American, Hispanic, and White students all showed double-digit increases in the percentage of students scoring at or above grade level (Level 3) from PM1 to PM3 in Grades 3-10 ELA/Reading:
 - African American students increased their performance by 21 percentage points.
 - Hispanic students increased their performance by 21 percentage points.
 - White students increased their performance by 22 percentage points.
- Students with disabilities increased performance by 16 percentage points in Grades 3-10 ELA/Reading.
- English language learners increased performance by 14 percentage points in Grades 3-10 ELA/Reading.
- Students from economically disadvantaged families increased performance by 21 percentage points in Grades 3-10 ELA/Reading.

FAST ELA/Reading Statewide Assessment Results (PM3)

Grades 3-10

- Overall, performance at Level 3 or above in Grades 3-10 ELA/Reading increased by 4 percentage points (53% to 57%) from 2024 to 2025. Since the test was first administered, overall performance has increased by 8 percentage points (49% in 2023 to 57% in 2025).
- All subgroups increased the percentage of students scoring at Level 3 or above from 2024 to 2025.
- Charter schools outperformed non-charter schools in Grades 3-10 ELA/Reading by having a higher percentage of students performing at Level 3 or above (62% vs. 56%).
- African American, Hispanic, and White students all increased performance at Level 3 or above in Grades 3-10 ELA/Reading compared to 2024:
 - African American students increased by 5 percentage points (40% to 45%).
 - Hispanic students increased by 3 percentage points (49% to 52%).
 - White students increased by 3 percentage points (64% to 67%).
- Students with disabilities increased performance by 4 percentage points (25% to 29%) in Grades 3-10 ELA/Reading compared to 2024.
- English language learners increased performance by 3 percentage points (14% to 17%) in Grades 3-10 ELA/Reading compared to 2024.
- Students from economically disadvantaged families increased performance by 3 percentage points (44% to 47%) in Grades 3-10 ELA/Reading compared to 2024.

Grade 3

- Overall, performance at Level 3 or above in Grade 3 ELA/Reading increased by 2 percentage points (55% to 57%) from 2024 to 2025.
- Section 1008.25(5)(c), F.S., requires any third-grade student who does not score at Level 2 or higher on the statewide, standardized Grade 3 ELA assessment (PM3) to be retained, unless the student qualifies for one of six good cause exemptions provided under s. 1008.25(7)(b), F.S. By the end of the 2024-25 school year, 78% of grade 3 students scored Level 2 or above, satisfying the grade 3 promotion requirement without an exemption.
 - Performance at Level 2 or above is consistent from 2024 to 2025 (78%), which continues to be the highest percentage performing at Level 2 or above and the lowest percentage scoring at Level 1 (22%) since 2019.
 - Historically, a majority of students who score Level 1 on the Grade 3 ELA statewide assessment satisfy a good cause exemption, and fewer than half of students who score Level 1 have been retained (e.g., in 2023-24, while 22% of Grade 3 students scored Level 1, 8% of those students were retained in the 2024-25 school year).

Grades 3-5

- Overall, performance at Level 3 or above in Grades 3-5 ELA/Reading increased by 2 percentage points (54% to 56%) from 2024 to 2025.
- Charter schools outperformed non-charter schools in Grades 3-5 ELA/Reading by having a higher percentage of students performing at Level 3 or above (61% vs. 56%).
- African American, Hispanic, and White students all increased performance at Level 3 or above in Grades 3-5 ELA/Reading compared to 2024:
 - African American students increased by 3 percentage points (41% to 44%).
 - Hispanic students increased by 2 percentage points (50% to 52%).
 - White students increased by 2 percentage points (65% to 67%).
- Students with disabilities increased performance by 2 percentage points (29% to 31%) in Grades 3-5 ELA/Reading compared to 2024.
- English language learners increased performance by 3 percentage points (19% to 22%) in Grades 3-5 ELA/Reading compared to 2024.
- Students from economically disadvantaged families increased performance by 1 percentage point (46% to 47%) in Grades 3-5 ELA/Reading compared to 2024.

Grades 6-8

- Overall, performance at Level 3 or above in Grades 6-8 ELA/Reading increased by 5 percentage points (52% to 57%) from 2024 to 2025.
- Charter schools outperformed non-charter schools in Grades 6-8 ELA/Reading by having a higher percentage of students performing at Level 3 or above (64% vs. 55%).
- African American, Hispanic, and White students all increased performance at Level 3 or above in Grades 6-8 ELA/Reading compared to 2024:
 - African American students increased by 6 percentage points (39% to 45%).
 - Hispanic students increased by 5 percentage points (48% to 53%).
 - White students increased by 5 percentage points (62% to 67%).
- Students with disabilities increased performance by 5 percentage points (22% to 27%) in Grades 6-8 ELA/Reading compared to 2024.
- English language learners increased performance by 3 percentage points (9% to 12%) in Grades 6-8 ELA/Reading compared to 2024.
- Students from economically disadvantaged families increased performance by 5 percentage points (43% to 48%) in Grades 6-8 ELA/Reading compared to 2024.

Grades 9-10

- Overall, performance at Level 3 or above in Grades 9-10 ELA/Reading increased by 4 percentage points (53% to 57%) from 2024 to 2025.
- Charter schools outperformed non-charter schools in Grades 9-10 ELA/Reading by having a higher percentage of students performing at Level 3 or above (60% vs. 56%).
- African American, Hispanic, and White students all increased performance at Level 3 or above in Grades 9-10 ELA/Reading compared to 2024:
 - African American students increased by 5 percentage points (40% to 45%).
 - Hispanic students increased by 3 percentage points (49% to 52%).
 - White students increased by 3 percentage points (63% to 66%).
- Students with disabilities increased performance by 5 percentage points (22% to 27%) in Grades 9-10 ELA/Reading compared to 2024.
- English language learners increased performance by 4 percentage points (10% to 14%) in Grades 9-10 ELA/Reading compared to 2024.
- Students from economically disadvantaged families increased performance by 3 percentage points (44% to 47%) in Grades 9-10 ELA/Reading compared to 2024.

Florida Assessment of Student Thinking

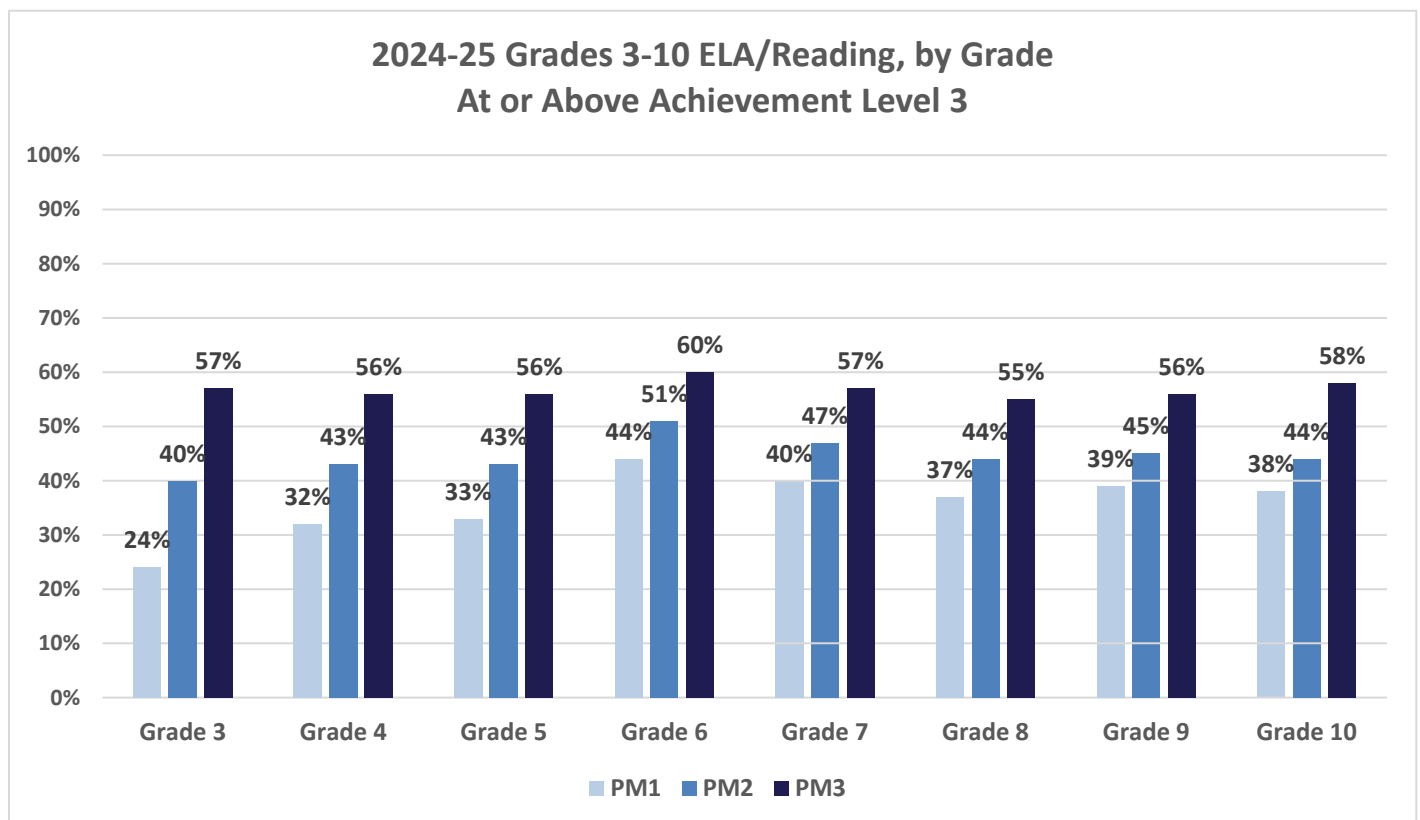
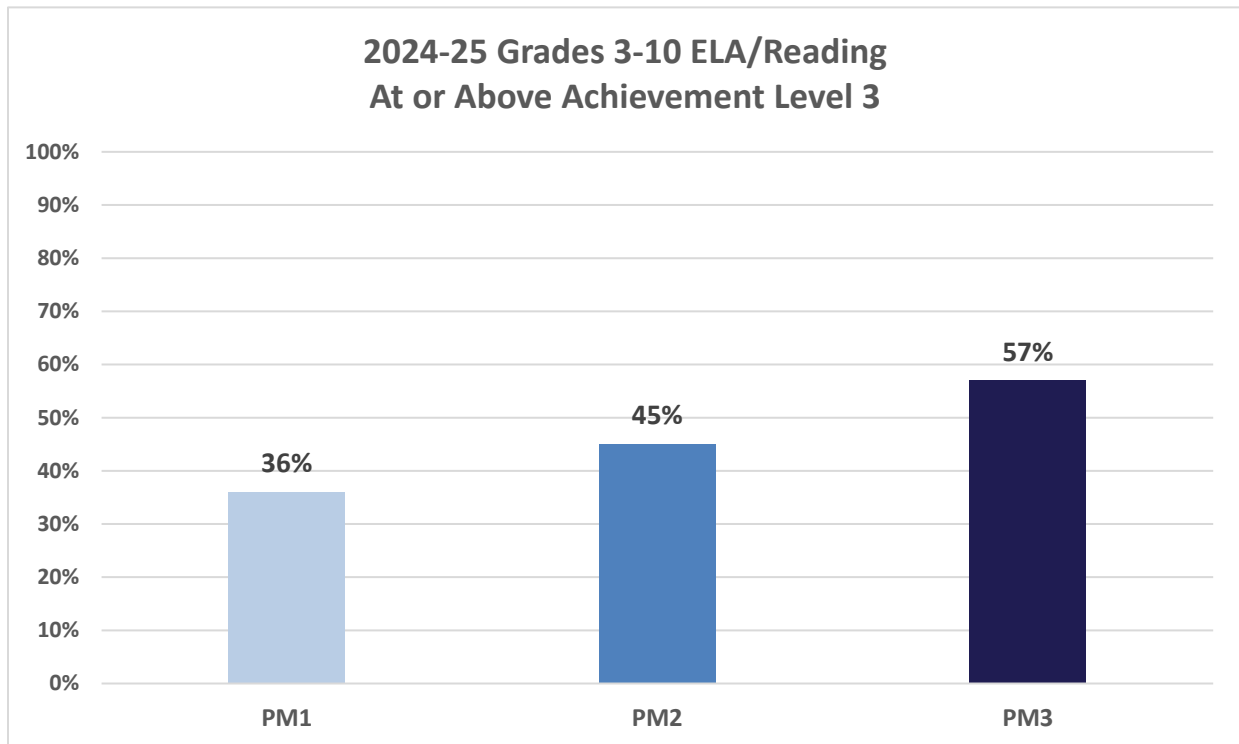
English Language Arts

Grades 3 – 10

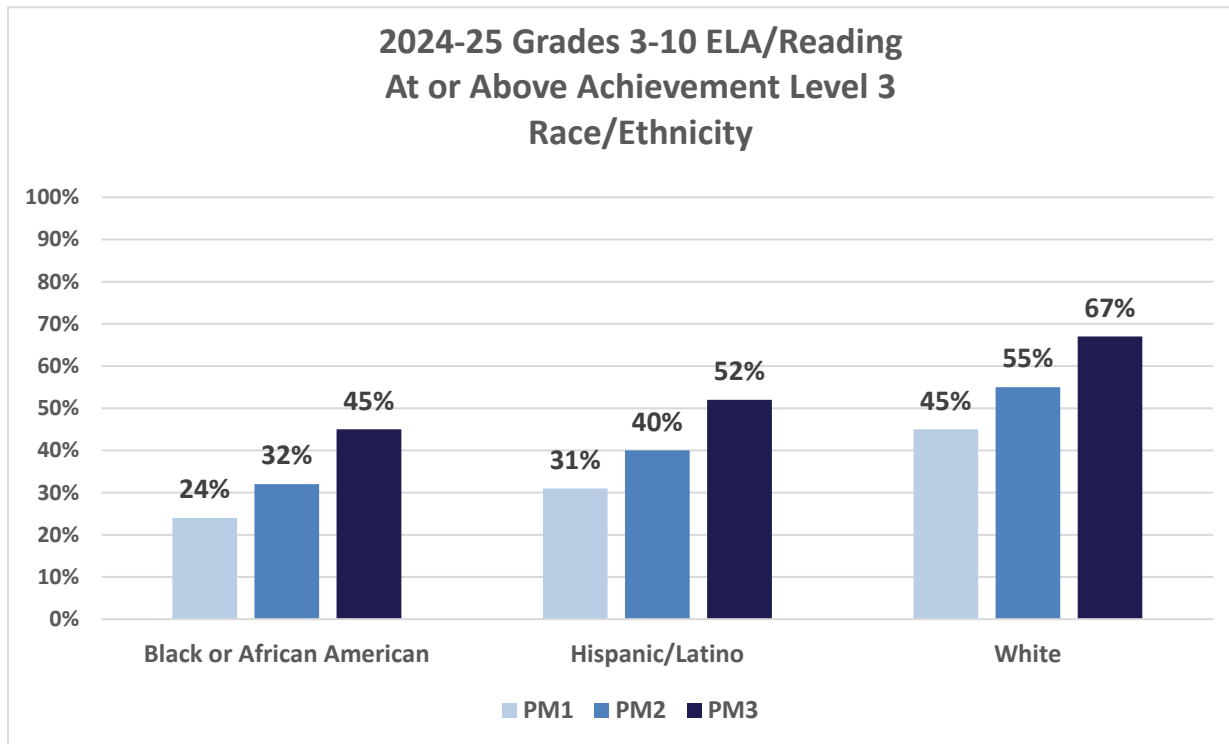
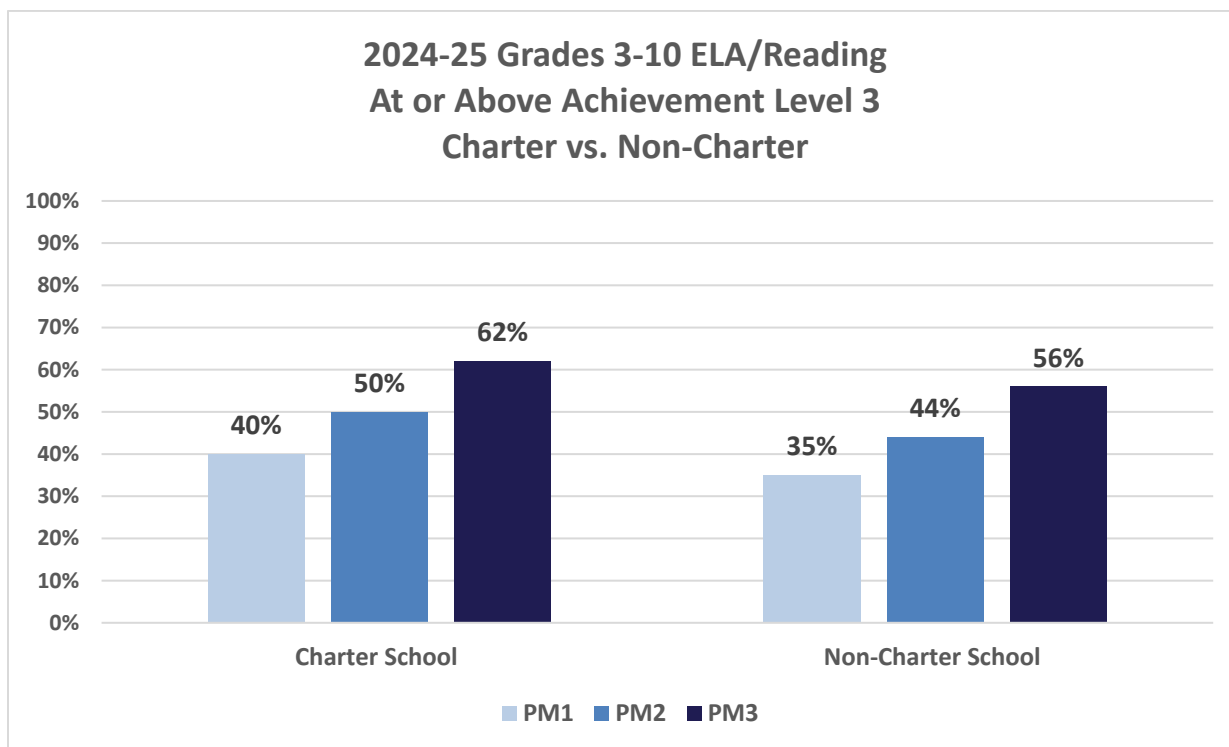
NOTES:

- 1) Student performance on the FAST ELA/Reading presented in this document is reported using the Achievement Levels established by the State Board of Education in October 2023. The results reported prior to standard setting 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 at that time.
- 2) Each PM event measures the full-year content expectations, therefore, as students are more exposed to the content and instruction is adjusted to meet student needs, progress should continue to be made and seen by the end of the year.
- 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) The grade level reported reflects the grade level of the test. Pursuant to s. 1002.3105, F.S., schools must offer accelerated options to eligible students, such as subject-matter acceleration, and such students may test above their enrolled grade level in order to take the assessment aligned to their instruction. For example, students who are enrolled in Grade 7, but are receiving instruction in Grade 8 content, may take the Grade 8 assessment for that subject area.

English Language Arts – FAST PM1 to PM3, Grades 3-10



English Language Arts – FAST PM1 to PM3, Grades 3-10



Statewide Comparison Report PM1 to PM3

2022-23 to 2024-25 FAST ELA/Reading, by Grade

Grade	Year	Percentage Achievement Level 3 or Above			Percentage Point Change (PM1 to PM3)
		PM1	PM2	PM3	
3	2022-23	24%	37%	51%	27%
	2023-24	24%	40%	55%	31%
	2024-25	24%	40%	57%	33%
4	2022-23	28%	39%	52%	24%
	2023-24	28%	41%	53%	25%
	2024-25	32%	43%	56%	24%
5	2022-23	29%	37%	50%	21%
	2023-24	31%	43%	55%	24%
	2024-25	33%	43%	56%	23%
6	2022-23	39%	42%	50%	11%
	2023-24	43%	47%	54%	11%
	2024-25	44%	51%	60%	16%
7	2022-23	35%	39%	47%	12%
	2023-24	35%	42%	50%	15%
	2024-25	40%	47%	57%	17%
8	2022-23	32%	38%	48%	16%
	2023-24	34%	41%	51%	17%
	2024-25	37%	44%	55%	18%
9	2022-23	35%	39%	48%	13%
	2023-24	37%	43%	53%	16%
	2024-25	39%	45%	56%	17%
10	2022-23	35%	38%	47%	12%
	2023-24	36%	40%	53%	17%
	2024-25	38%	44%	58%	20%
3-10	2022-23	32%	39%	49%	17%
	2023-24	33%	42%	53%	20%
	2024-25	36%	45%	57%	21%

Subgroup Performance Report PM1 to PM3

2024-25 FAST ELA/Reading, Grades 3-10

Subgroup	Percentage Achievement Level 3 or Above			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
All Students	36%	45%	57%	21%
Charter School	40%	50%	62%	22%
Non-Charter School	35%	44%	56%	21%
American Indian or Alaska Native	34%	42%	54%	20%
Asian	62%	71%	79%	17%
Black or African American	24%	32%	45%	21%
Hispanic/Latino	31%	40%	52%	21%
Native Hawaiian or Other Pacific Islander	38%	47%	57%	19%
Two or More Races	42%	51%	63%	21%
White	45%	55%	67%	22%
Students with Disabilities	13%	19%	29%	16%
Students without Disabilities	40%	49%	61%	21%
English Language Learners	3%	8%	17%	14%
Non-English Language Learners	40%	49%	62%	22%
Economically Disadvantaged	26%	35%	47%	21%
Non-Economically Disadvantaged	44%	53%	66%	22%

District Comparison Report PM1 to PM3

2024-25 FAST ELA/Reading, Grades 3-10

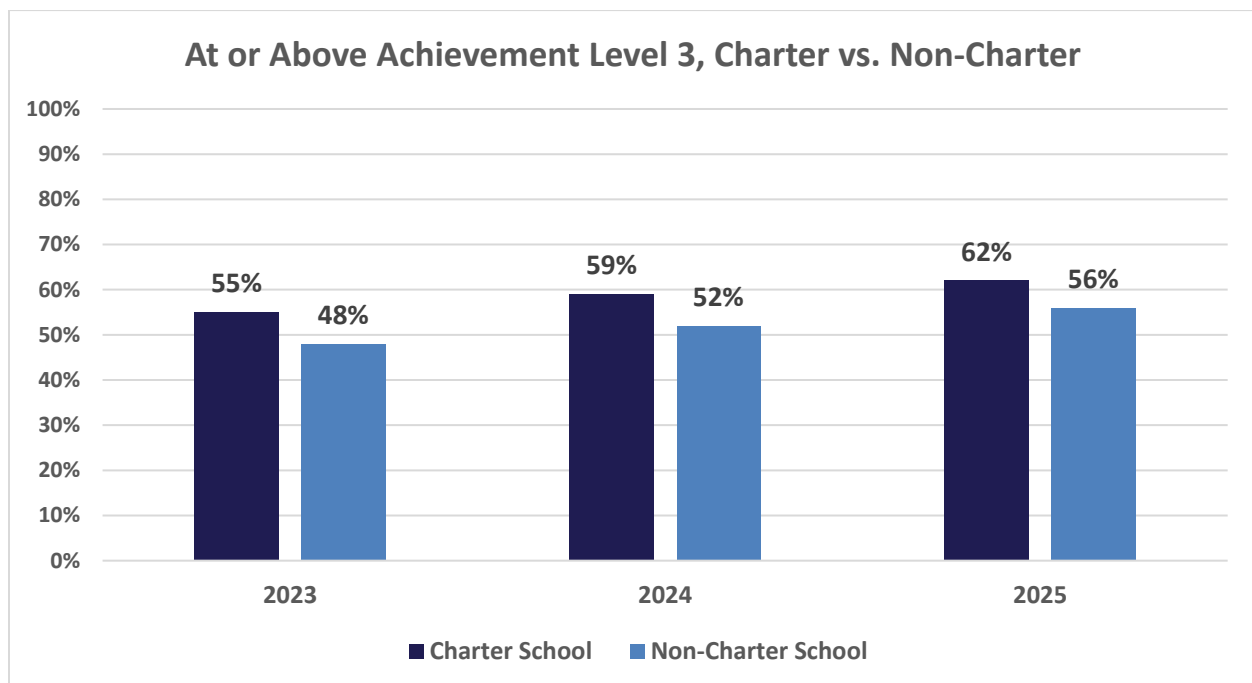
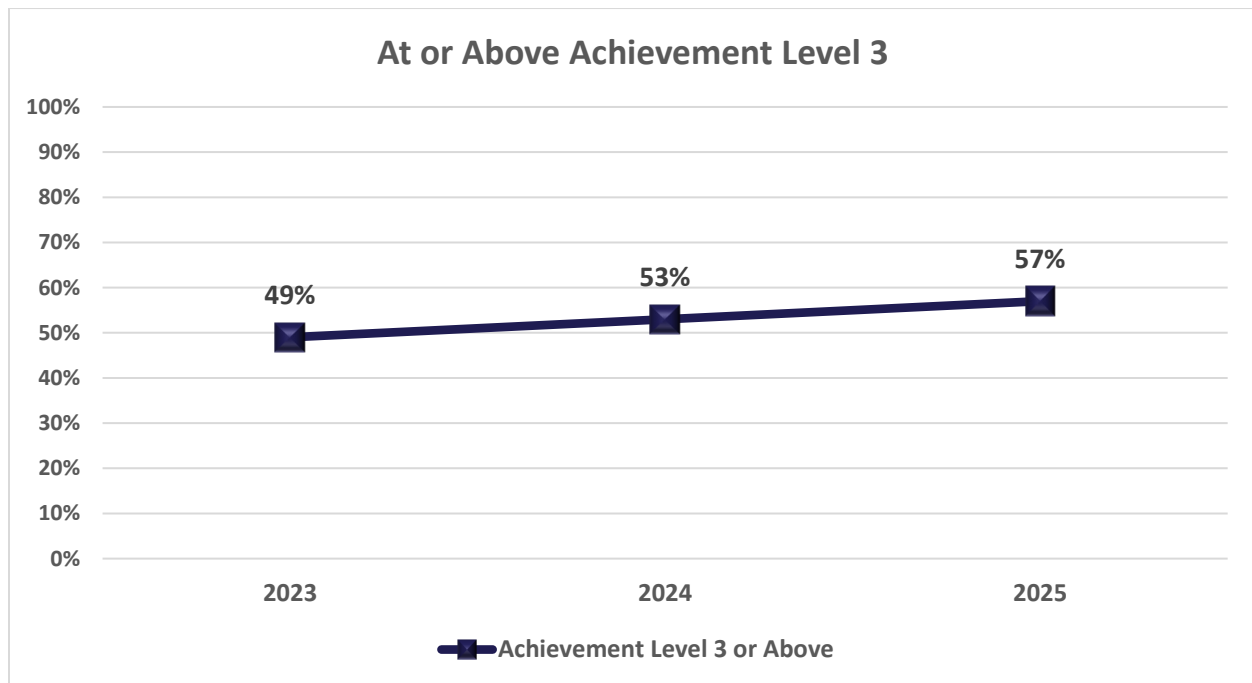
District	Percentage Achievement Level 3 or Above			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
FLORIDA	36%	45%	57%	21%
ALACHUA	37%	44%	55%	18%
BAKER	29%	40%	53%	24%
BAY	33%	43%	56%	23%
BRADFORD	24%	39%	53%	29%
BREVARD	39%	49%	61%	22%
BROWARD	38%	47%	61%	23%
CALHOUN	32%	45%	58%	26%
CHARLOTTE	34%	45%	56%	22%
CITRUS	30%	41%	52%	22%
CLAY	37%	50%	62%	25%
COLLIER	40%	49%	61%	21%
COLUMBIA	29%	41%	54%	25%
MIAMI-DADE	36%	46%	60%	24%
DESOTO	19%	27%	40%	21%
DIXIE	29%	39%	54%	25%
DUVAL	30%	40%	50%	20%
ESCAMBIA	30%	40%	51%	21%
FLAGLER	36%	46%	58%	22%
FRANKLIN	24%	29%	43%	19%
GADSDEN	16%	27%	36%	20%
GILCHRIST	36%	48%	62%	26%
GLADES	27%	39%	56%	29%
GULF	26%	35%	49%	23%
HAMILTON	21%	28%	38%	17%
HARDEE	27%	36%	50%	23%
HENDRY	25%	35%	42%	17%
HERNANDO	32%	40%	53%	21%
HIGHLANDS	28%	38%	52%	24%
HILLSBOROUGH	34%	42%	54%	20%
HOLMES	29%	39%	50%	21%
INDIAN RIVER	36%	46%	62%	26%
JACKSON	32%	40%	57%	25%
JEFFERSON	15%	20%	38%	23%
LAFAYETTE	36%	52%	67%	31%
LAKE	34%	41%	54%	20%
LEE	32%	38%	49%	17%

District Comparison Report PM1 to PM3

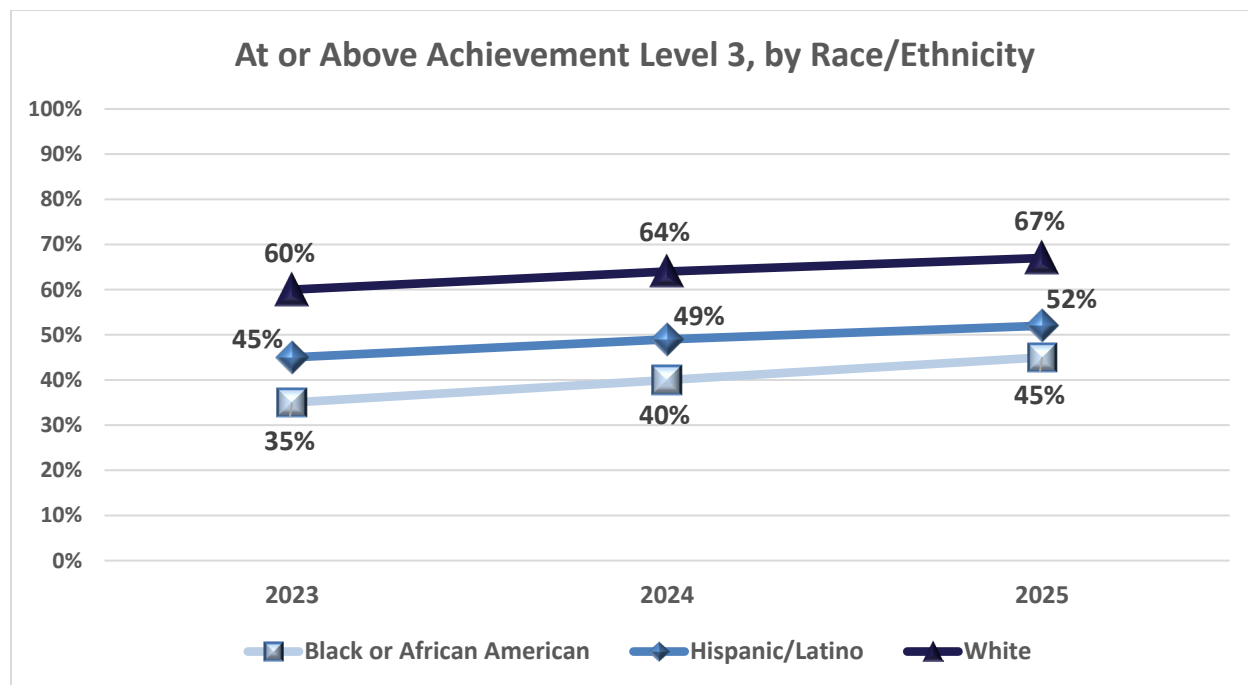
2024-25 FAST ELA/Reading, Grades 3-10

District	Percentage Achievement Level 3 or Above			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
FLORIDA	36%	45%	57%	21%
LEON	34%	43%	55%	21%
LEVY	26%	37%	51%	25%
LIBERTY	32%	43%	59%	27%
MADISON	21%	28%	40%	19%
MANATEE	34%	42%	52%	18%
MARION	29%	37%	48%	19%
MARTIN	35%	44%	55%	20%
MONROE	34%	43%	54%	20%
NASSAU	45%	56%	72%	27%
OKALOOSA	41%	51%	62%	21%
OKEECHOBEE	25%	31%	43%	18%
ORANGE	38%	45%	57%	19%
OSCEOLA	29%	39%	51%	22%
PALM BEACH	38%	46%	58%	20%
PASCO	36%	44%	56%	20%
PINELLAS	40%	47%	61%	21%
POLK	31%	38%	48%	17%
PUTNAM	27%	34%	46%	19%
ST. JOHNS	54%	64%	75%	21%
ST. LUCIE	33%	41%	53%	20%
SANTA ROSA	40%	51%	63%	23%
SARASOTA	45%	53%	64%	19%
SEMINOLE	43%	52%	65%	22%
SUMTER	40%	52%	65%	25%
SUWANNEE	29%	38%	51%	22%
TAYLOR	22%	32%	46%	24%
UNION	29%	41%	54%	25%
VOLUSIA	35%	43%	54%	19%
WAKULLA	34%	46%	63%	29%
WALTON	40%	54%	66%	26%
WASHINGTON	27%	37%	54%	27%

English Language Arts – FAST PM3, Grades 3-10



English Language Arts – FAST PM3, Grades 3-10



Statewide Comparison Report

2023 to 2025

FAST ELA/Reading, PM3 by Grade

Grade	Year	Number of Students	Mean Scale Score	Percentage of Students by Achievement Level*					Percentage Level 3 or Above*
				1	2	3	4	5	
3	2023	221,504	199	25%	23%	22%	17%	12%	51%
	2024	216,473	201	22%	22%	23%	19%	13%	55%
	2025	219,787	202	22%	21%	23%	21%	14%	57%
4	2023	201,024	212	25%	23%	21%	20%	11%	52%
	2024	213,137	211	26%	22%	21%	20%	12%	53%
	2025	204,212	213	22%	21%	22%	22%	13%	56%
5	2023	207,370	219	24%	26%	19%	21%	10%	50%
	2024	204,219	222	21%	25%	20%	23%	12%	55%
	2025	212,571	222	20%	24%	20%	23%	12%	56%
6	2023	216,021	222	26%	25%	22%	18%	10%	50%
	2024	205,644	224	23%	23%	22%	20%	12%	54%
	2025	200,019	227	19%	21%	23%	22%	14%	60%
7	2023	209,005	228	26%	26%	18%	20%	10%	47%
	2024	215,426	228	26%	24%	17%	22%	11%	50%
	2025	204,469	232	22%	22%	18%	25%	13%	57%
8	2023	214,929	234	26%	26%	22%	15%	12%	48%
	2024	210,731	235	25%	25%	23%	15%	13%	51%
	2025	215,695	237	22%	23%	23%	17%	15%	55%
9	2023	222,104	238	26%	26%	21%	17%	10%	48%
	2024	217,747	240	23%	24%	22%	19%	12%	53%
	2025	211,593	241	21%	24%	22%	20%	13%	56%
10	2023	213,316	243	26%	26%	20%	17%	11%	47%
	2024	217,924	245	23%	24%	21%	19%	13%	53%
	2025	213,202	248	19%	23%	22%	21%	14%	58%

*Percentages may not add to 100 due to rounding.

Subgroup Performance Report 2024 to 2025

FAST ELA/Reading, PM3 by Grade Grouping

Grade Grouping	Subgroup	% Level 3 or Above	
		2024	2025
Grades 3-10	All Students	53%	57%
	Charter School	59%	62%
	Non-Charter School	52%	56%
	American Indian or Alaska Native	51%	54%
	Asian	77%	79%
	Black or African American	40%	45%
	Hispanic/Latino	49%	52%
	Native Hawaiian or Other Pacific Islander	56%	57%
	Two or More Races	60%	63%
	White	64%	67%
	Students with Disabilities	25%	29%
	Students without Disabilities	57%	61%
	English Language Learners	14%	17%
	Non-English Language Learners	57%	62%
	Economically Disadvantaged	44%	47%
	Non-Economically Disadvantaged	62%	66%
Grades 3-5	All Students	54%	56%
	Charter School	58%	61%
	Non-Charter School	53%	56%
	American Indian or Alaska Native	50%	54%
	Asian	76%	77%
	Black or African American	41%	44%
	Hispanic/Latino	50%	52%
	Native Hawaiian or Other Pacific Islander	55%	56%
	Two or More Races	61%	63%
	White	65%	67%
	Students with Disabilities	29%	31%
	Students without Disabilities	59%	61%
	English Language Learners	19%	22%
	Non-English Language Learners	60%	62%
	Economically Disadvantaged	46%	47%
	Non-Economically Disadvantaged	64%	66%

Subgroup Performance Report 2024 to 2025

FAST ELA/Reading, PM3 by Grade Grouping

Grade Grouping	Subgroup	% Level 3 or Above	
		2024	2025
Grades 6-8	All Students	52%	57%
	Charter School	59%	64%
	Non-Charter School	50%	55%
	American Indian or Alaska Native	51%	54%
	Asian	78%	81%
	Black or African American	39%	45%
	Hispanic/Latino	48%	53%
	Native Hawaiian or Other Pacific Islander	54%	58%
	Two or More Races	58%	63%
	White	62%	67%
	Students with Disabilities	22%	27%
	Students without Disabilities	56%	62%
	English Language Learners	9%	12%
	Non-English Language Learners	56%	62%
	Economically Disadvantaged	43%	48%
	Non-Economically Disadvantaged	61%	66%
Grades 9-10	All Students	53%	57%
	Charter School	58%	60%
	Non-Charter School	52%	56%
	American Indian or Alaska Native	51%	54%
	Asian	77%	79%
	Black or African American	40%	45%
	Hispanic/Latino	49%	52%
	Native Hawaiian or Other Pacific Islander	60%	59%
	Two or More Races	60%	63%
	White	63%	66%
	Students with Disabilities	22%	27%
	Students without Disabilities	57%	61%
	English Language Learners	10%	14%
	Non-English Language Learners	56%	61%
	Economically Disadvantaged	44%	47%
	Non-Economically Disadvantaged	61%	65%

Subgroup Performance Report 2024 to 2025

Grade 3 FAST ELA/Reading, PM3

Subgroup	% Level 3 or Above		% Level 1	
	2024	2025	2024	2025
All Students	55%	57%	22%	22%
Charter School	60%	62%	17%	17%
Non-Charter School	54%	56%	23%	23%
American Indian or Alaska Native	53%	54%	22%	25%
Asian	76%	79%	11%	9%
Black or African American	42%	45%	30%	29%
Hispanic/Latino	50%	52%	27%	26%
Native Hawaiian or Other Pacific Islander	59%	57%	19%	21%
Two or More Races	62%	64%	16%	16%
White	67%	69%	13%	13%
Students with Disabilities	32%	34%	40%	39%
Students without Disabilities	59%	62%	19%	18%
English Language Learners	24%	27%	49%	46%
Non-English Language Learners	61%	64%	17%	17%
Economically Disadvantaged	47%	48%	27%	27%
Non-Economically Disadvantaged	65%	68%	17%	16%

District Comparison Report 2024 to 2025

FAST ELA/Reading, Grades 3-10

District	Percentage Level 3 or Above		Percentage Point Change
	2024	2025	
FLORIDA	53%	57%	4%
ALACHUA	52%	55%	3%
BAKER	52%	53%	1%
BAY	53%	56%	3%
BRADFORD	44%	53%	9%
BREVARD	58%	61%	3%
BROWARD	56%	61%	5%
CALHOUN	55%	58%	3%
CHARLOTTE	52%	56%	4%
CITRUS	51%	52%	1%
CLAY	60%	62%	2%
COLLIER	56%	61%	5%
COLUMBIA	52%	54%	2%
MIAMI-DADE	56%	60%	4%
DESOTO	34%	40%	6%
DIXIE	53%	54%	1%
DUVAL	46%	50%	4%
ESCAMBIA	46%	51%	5%
FLAGLER	55%	58%	3%
FRANKLIN	40%	43%	3%
GADSDEN	31%	36%	5%
GILCHRIST	62%	62%	0%
GLADES	52%	56%	4%
GULF	46%	49%	3%
HAMILTON	36%	38%	2%
HARDEE	46%	50%	4%
HENDRY	40%	42%	2%
HERNANDO	49%	53%	4%
HIGHLANDS	47%	52%	5%
HILLSBOROUGH	50%	54%	4%
HOLMES	46%	50%	4%
INDIAN RIVER	57%	62%	5%
JACKSON	54%	57%	3%
JEFFERSON	31%	38%	7%
LAFAYETTE	61%	67%	6%
LAKE	50%	54%	4%
LEE	47%	49%	2%

District Comparison Report 2024 to 2025

FAST ELA/Reading, Grades 3-10

District	Percentage Level 3 or Above		Percentage Point Change
	2024	2025	
FLORIDA	53%	57%	4%
LEON	52%	55%	3%
LEVY	46%	51%	5%
LIBERTY	56%	59%	3%
MADISON	40%	40%	0%
MANATEE	51%	52%	1%
MARION	45%	48%	3%
MARTIN	52%	55%	3%
MONROE	50%	54%	4%
NASSAU	66%	72%	6%
OKALOOSA	59%	62%	3%
OKEECHOBEE	41%	43%	2%
ORANGE	52%	57%	5%
OSCEOLA	47%	51%	4%
PALM BEACH	54%	58%	4%
PASCO	52%	56%	4%
PINELLAS	56%	61%	5%
POLK	44%	48%	4%
PUTNAM	41%	46%	5%
ST. JOHNS	72%	75%	3%
ST. LUCIE	48%	53%	5%
SANTA ROSA	62%	63%	1%
SARASOTA	61%	64%	3%
SEMINOLE	60%	65%	5%
SUMTER	64%	65%	1%
SUWANNEE	48%	51%	3%
TAYLOR	41%	46%	5%
UNION	51%	54%	3%
VOLUSIA	50%	54%	4%
WAKULLA	60%	63%	3%
WALTON	60%	66%	6%
WASHINGTON	47%	54%	7%

Florida Assessment of Student Thinking & B.E.S.T. End-of-Course Assessments

Mathematics Grades 3-8, Algebra 1 and Geometry

Summary of Results

FAST Mathematics Progress Monitoring (PM1 to PM3) Results

Grades 3-8

- Grades 3-8 Mathematics performance increased 44 percentage points from the beginning of the school year (PM1) to the end of the school year (PM3) (15% scoring Level 3 or above to 59% scoring Level 3 or above).
 - Grades 3-8 Mathematics performance improved by 16 percentage points from PM1 to PM2 (15% to 31%).
 - Grades 3-8 Mathematics performance improved by 28 percentage points from PM2 to PM3 (31% to 59%).
- For Grades 3-8 Mathematics, larger improvements were generally seen among the elementary grade levels compared to the middle school grade levels. However, all improvements in mathematics were substantially larger than the improvements in ELA. This is likely a product of the higher level of performance seen in PM1 for ELA compared to mathematics and a product of students learning new concepts in mathematics throughout the school year.
- Compared to 2023-24 and 2022-23, Grades 3-8 Mathematics performance had a greater increase from the beginning (PM1) to the end (PM3) of the school year (44 percentage points vs. 42 percentage points in 2023-24 and 41 percentage points in 2022-23).
- Charter schools outperformed traditional public schools in terms of the amount of increase from PM1 to PM3 (44 percentage points vs. 43 percentage points).
- White, African American, and Hispanic students all showed double-digit increases in the percentage of students scoring at or above grade level from PM1 to PM3.
 - African American students increased their performance by 37 percentage points in Grades 3-8 Mathematics.
 - Hispanic students increased their performance by 43 percentage points in Grades 3-8 Mathematics.
 - White students increased their performance by 50 percentage points in Grades 3-8 Mathematics.
- Students with disabilities increased their performance by 29 percentage points in Grades 3-8 Mathematics.

- English language learners increased their performance by 32 percentage points in Grades 3-8 Mathematics.
- Students from economically disadvantaged families increased their performance by 40 percentage points in Grades 3-8 Mathematics.

FAST Mathematics Statewide Assessment (PM3) and B.E.S.T. End-of-Course Assessment Results

Grades 3-8 and High School (PM3 and EOCs)

- Overall, performance at Level 3 or above in Mathematics (Grades 3-8 and EOCs) increased by 3 percentage points (55% to 58%) from 2024 to 2025. Since the tests were first administered, overall performance has increased by 7 percentage points (51% in 2023 to 58% in 2025).
- All subgroups increased the percentage of students scoring at Level 3 or above in Mathematics (Grades 3-8 and EOCs) from 2024 to 2025.
- Charter schools outperformed non-charter schools in Mathematics (Grades 3-8 and EOCs) by having a higher percentage of students performing at Level 3 or above (62% vs. 57%).
- African American, Hispanic, and White students all increased performance at Level 3 or above in Mathematics (Grades 3-8 and EOCs) compared to 2024:
 - African American students increased by 5 percentage points (40% to 45%).
 - Hispanic students increased by 4 percentage points (51% to 55%).
 - White students increased by 2 percentage points (66% to 68%).
- Students with disabilities increased performance by 4 percentage points (30% to 34%) in Mathematics (Grades 3-8 and EOCs) compared to 2024.
- English language learners increased performance by 5 percentage points (30% to 35%) in Mathematics (Grades 3-8 and EOCs) compared to 2024.
- Students from economically disadvantaged families increased performance by 3 percentage points (46% to 49%) in Mathematics (Grades 3-8 and EOCs) compared to 2024.

Grades 3-5

- Overall, performance at Level 3 or above in Grades 3-5 Mathematics increased by 3 percentage points (58% to 61%) from 2024 to 2025.
- Charter schools outperformed non-charter schools in Grades 3-5 Mathematics by having a higher percentage of students performing at Level 3 or above (63% vs. 60%).
- African American, Hispanic, and White students all increased performance at Level 3 or above in Grades 3-5 Mathematics compared to 2024:
 - African American students increased by 4 percentage points (43% to 47%).
 - Hispanic students increased by 3 percentage points (55% to 58%).
 - White students increased by 2 percentage points (69% to 71%).
- Students with disabilities increased performance by 4 percentage points (34% to 38%) in Grades 3-5 Mathematics compared to 2024.
- English language learners increased performance by 4 percentage points (35% to 39%) in Grades 3-5 Mathematics compared to 2024.

- Students from economically disadvantaged families increased performance by 2 percentage points (50% to 52%) in Grades 3-5 Mathematics compared to 2024.

Grades 6-8 (PM3 and EOCs)

- Overall, performance at Level 3 or above in Grades 6-8 Mathematics increased by 4 percentage points (59% to 63%) from 2024 to 2025.
- Charter schools outperformed non-charter schools in Grades 6-8 Mathematics by having a higher percentage of students performing at Level 3 or above (68% vs. 61%).
- African American, Hispanic, and White students all increased performance at Level 3 or above in Grades 6-8 Mathematics compared to 2024:
 - African American students increased by 5 percentage points (43% to 48%).
 - Hispanic students increased by 4 percentage points (55% to 59%).
 - White students increased by 2 percentage points (71% to 73%).
- Students with disabilities increased performance by 4 percentage points (31% to 35%) in Grades 6-8 Mathematics compared to 2024.
- English language learners increased performance by 4 percentage points (28% to 32%) in Grades 6-8 Mathematics compared to 2024.
- Students from economically disadvantaged families increased performance by 4 percentage points (49% to 53%) in Grades 6-8 Mathematics compared to 2024.

Algebra 1 EOC

- Overall, performance at Level 3 or above on the Algebra 1 EOC increased by 4 percentage points (53% to 57%) from 2024 to 2025. Since the test was first administered, Algebra 1 EOC performance has increased by 7 percentage points (50% in 2023 to 57% in 2025).
- All subgroups increased the percentage of students scoring at Level 3 or above on the Algebra 1 EOC from 2024 to 2025, with most subgroups having significant increases in performance.
- Charter schools outperformed non-charter schools on the Algebra 1 EOC by having a higher percentage of students performing at Level 3 or above (65% vs. 56%).
- African American, Hispanic, and White students all increased performance at Level 3 or above on the Algebra 1 EOC compared to 2024:
 - African American students increased by 5 percentage points (41% to 46%).
 - Hispanic students increased by 5 percentage points (49% to 54%).
 - White students increased by 3 percentage points (63% to 66%).
- Students with disabilities increased performance by 4 percentage points (28% to 32%) on the Algebra 1 EOC compared to 2024.
- English language learners increased performance by 5 percentage points (28% to 33%) on the Algebra 1 EOC compared to 2024.
- Students from economically disadvantaged families increased performance by 4 percentage points (45% to 49%) on the Algebra 1 EOC compared to 2024.
- Forty-two percent of Algebra 1 EOC test takers are in grades lower than high school; 85% of students in grades lower than high school scored at Level 3 or above, while 36% of high school students scored at Level 3 or above.

Geometry EOC

- Overall, performance at Level 3 or above on the Geometry EOC increased by 2 percentage points (52% to 54%) from 2024 to 2025. Since the test was first administered, Geometry EOC performance has increased by 8 percentage points (46% in 2023 to 54% in 2025).
- Charter schools and non-charter schools had the same percentage of students performing at Level 3 or above (54%) on the Geometry EOC in 2025.
- African American, Hispanic, and White students increased or maintained performance at Level 3 or above on the Geometry EOC compared to 2024:
 - African American students increased by 7 percentage points (35% to 42%).
 - Hispanic students increased by 2 percentage points (48% to 50%).
 - White students maintained performance (63%).
- Students with disabilities increased performance by 5 percentage points (23% to 28%) on the Geometry EOC compared to 2024.
- English language learners increased performance by 8 percentage points (26% to 34%) on the Geometry EOC compared to 2024.
- Students from economically disadvantaged families increased performance by 3 percentage points (42% to 45%) on the Geometry EOC compared to 2024.

Florida Assessment of Student Thinking

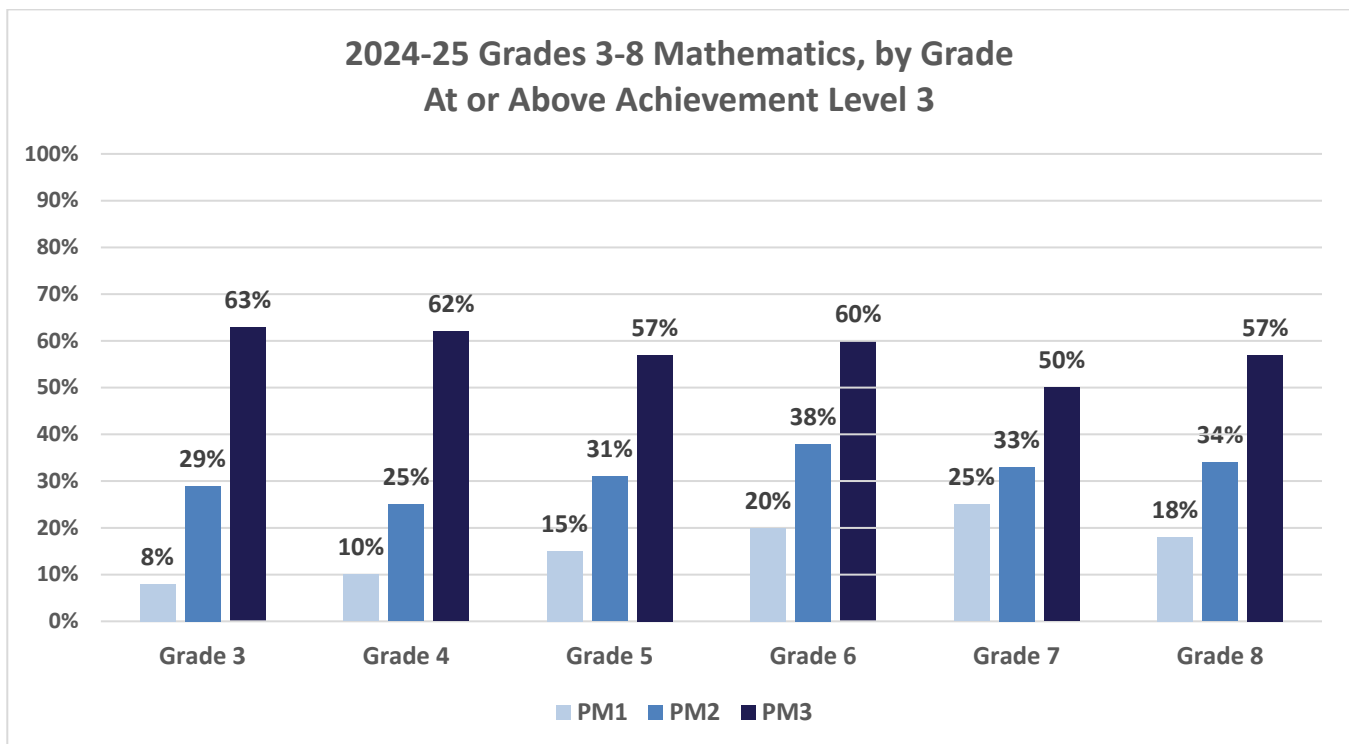
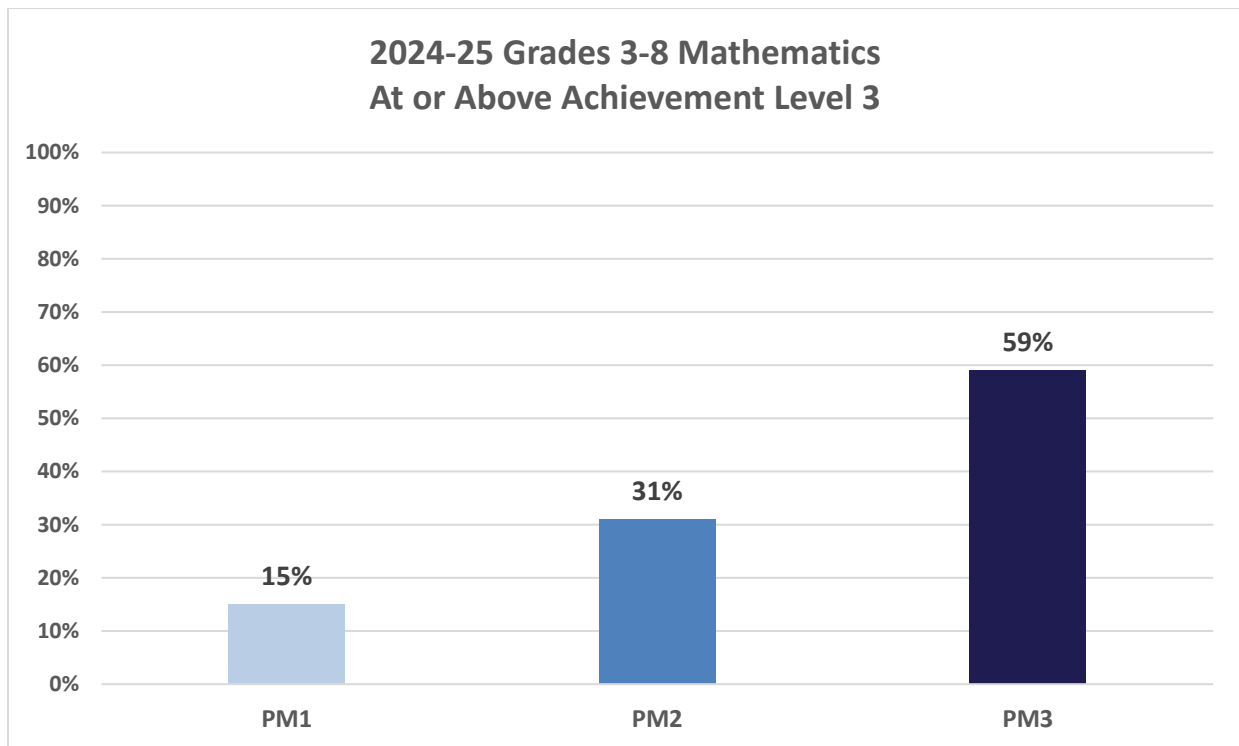
Mathematics

Grades 3 – 8

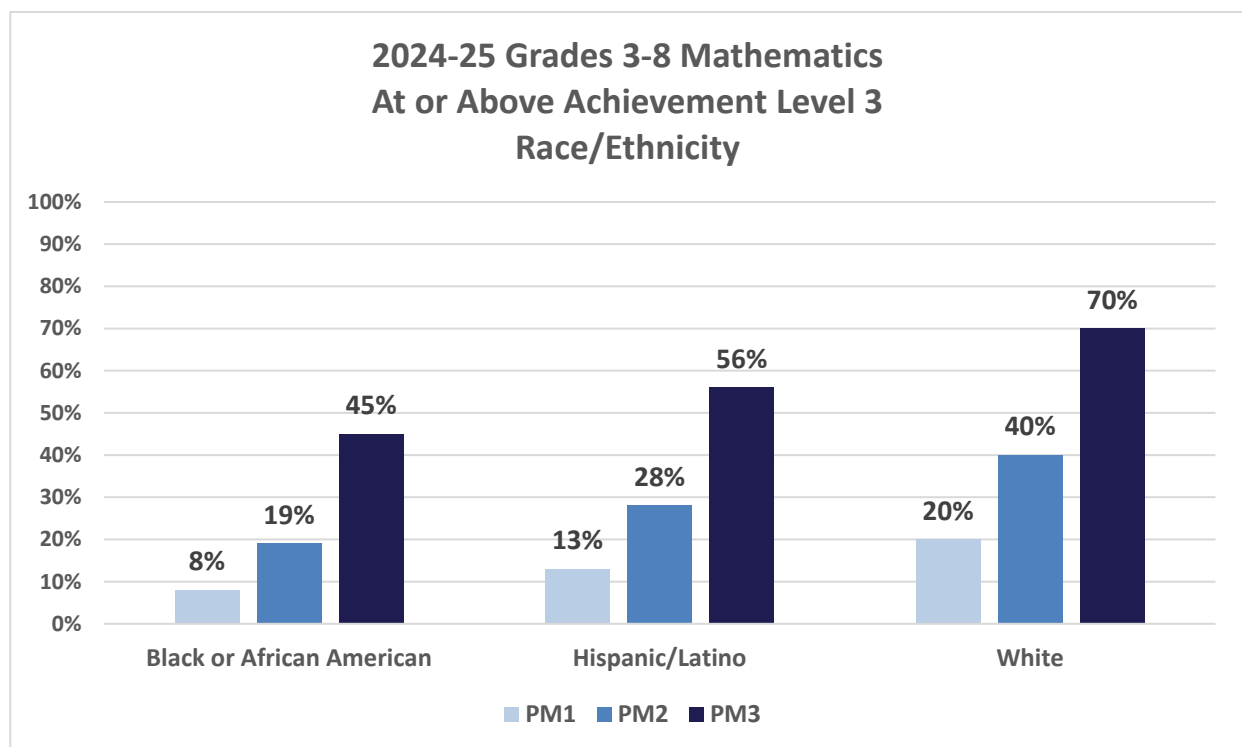
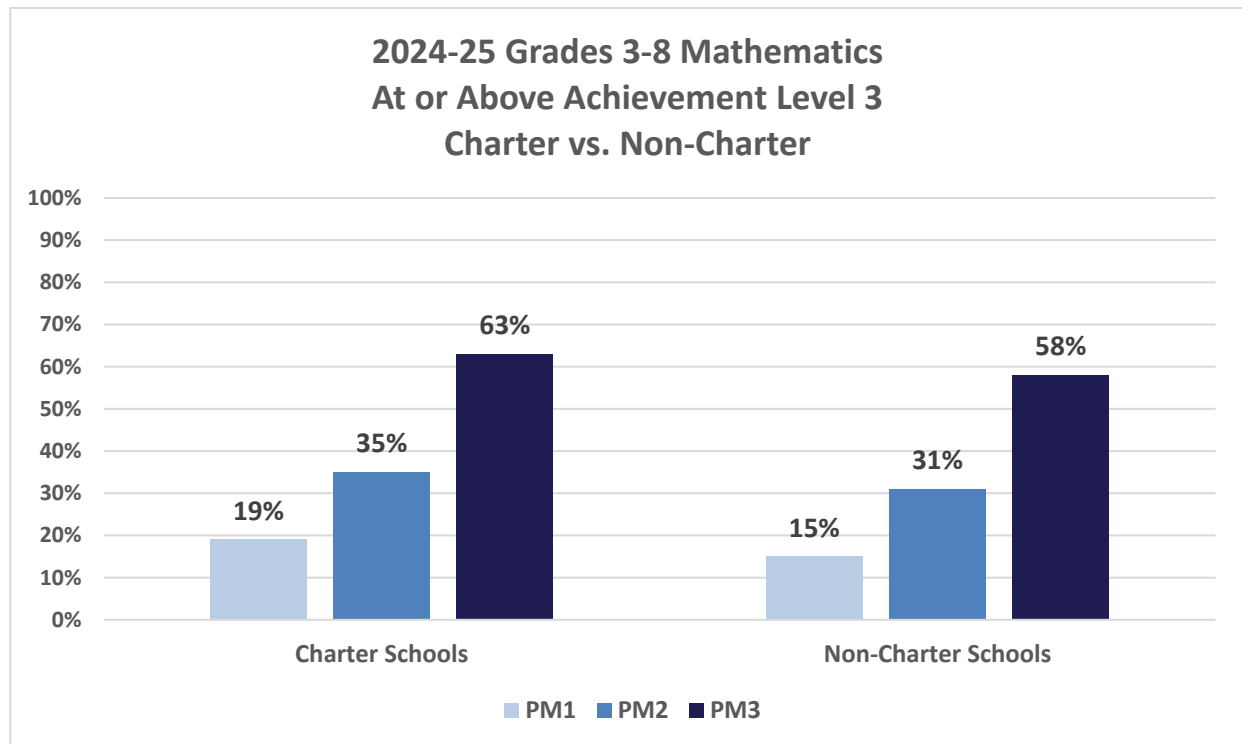
NOTES:

- 1) Student performance on FAST Mathematics presented in this document is reported using the Achievement Levels established by the State Board of Education in October 2023. The results reported prior to standard setting 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 at that time.
- 2) Each PM event measures the full-year content expectations, therefore, as students are more exposed to the content and instruction is adjusted to meet student needs, progress should continue to be made and seen by the end of the year.
- 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) The grade level reported reflects the grade level of the test. Pursuant to s. 1002.3105, F.S., schools must offer accelerated options to eligible students, such as subject-matter acceleration, and such students may test above their enrolled grade level in order to take the assessment aligned to their instruction. For example, students who are enrolled in Grade 7, but are receiving instruction in Grade 8 content, may take the Grade 8 assessment for that subject area.

Mathematics – FAST PM1 to PM3, Grades 3-8



Mathematics – FAST PM1 to PM3, Grades 3-8



Statewide Comparison Report PM1 to PM3

2022-23 to 2024-25 FAST Mathematics, by Grade

Grade	Year	Percentage Achievement Level 3 or Above			Percentage Point Change (PM1 to PM3)
		PM1	PM2	PM3	
3	2022-23	8%	28%	57%	49%
	2023-24	9%	31%	60%	51%
	2024-25	8%	29%	63%	55%
4	2022-23	8%	25%	58%	50%
	2023-24	10%	25%	58%	48%
	2024-25	10%	25%	62%	52%
5	2022-23	13%	28%	52%	39%
	2023-24	14%	31%	56%	42%
	2024-25	15%	31%	57%	42%
6	2022-23	14%	30%	49%	35%
	2023-24	20%	37%	56%	36%
	2024-25	20%	38%	60%	40%
7	2022-23	17%	29%	46%	29%
	2023-24	22%	30%	47%	25%
	2024-25	25%	33%	50%	25%
8	2022-23	10%	31%	53%	43%
	2023-24	16%	33%	54%	38%
	2024-25	18%	34%	57%	39%
3-8	2022-23	12%	28%	53%	41%
	2023-24	14%	31%	56%	42%
	2024-25	15%	31%	59%	44%

Subgroup Performance Report PM1 to PM3

2024-25 FAST Mathematics, Grades 3-8

Subgroup	Percentage Achievement Level 3 or Above			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
All Students	15%	31%	59%	44%
Charter School	19%	35%	63%	44%
Non-Charter School	15%	31%	58%	43%
American Indian or Alaska Native	14%	30%	56%	42%
Asian	40%	63%	85%	45%
Black or African American	8%	19%	45%	37%
Hispanic/Latino	13%	28%	56%	43%
Native Hawaiian or Other Pacific Islander	17%	32%	59%	42%
Two or More Races	17%	35%	63%	46%
White	20%	40%	70%	50%
Students with Disabilities	6%	14%	35%	29%
Students without Disabilities	17%	35%	63%	46%
English Language Learners	3%	11%	35%	32%
Non-English Language Learners	17%	34%	62%	45%
Economically Disadvantaged	10%	23%	50%	40%
Non-Economically Disadvantaged	20%	39%	68%	48%

District Comparison Report PM1 to PM3

2024-25 FAST Mathematics, Grades 3-8

District	Percentage Achievement Level 3 or Above			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
FLORIDA	15%	31%	59%	44%
ALACHUA	18%	31%	52%	34%
BAKER	11%	27%	56%	45%
BAY	13%	30%	58%	45%
BRADFORD	10%	25%	56%	46%
BREVARD	16%	31%	60%	44%
BROWARD	19%	36%	63%	44%
CALHOUN	17%	31%	58%	41%
CHARLOTTE	13%	33%	60%	47%
CITRUS	10%	29%	56%	46%
CLAY	14%	34%	64%	50%
COLLIER	23%	43%	71%	48%
COLUMBIA	13%	30%	60%	47%
MIAMI-DADE	16%	34%	63%	47%
DESOTO	4%	17%	49%	45%
DIXIE	11%	29%	59%	48%
DUVAL	12%	29%	53%	41%
ESCAMBIA	10%	25%	53%	43%
FLAGLER	13%	28%	61%	48%
FRANKLIN	7%	17%	42%	35%
GADSDEN	6%	17%	40%	34%
GILCHRIST	12%	32%	63%	51%
GLADES	10%	31%	64%	54%
GULF	5%	16%	51%	46%
HAMILTON	8%	21%	45%	37%
HARDEE	12%	25%	50%	38%
HENDRY	10%	26%	37%	27%
HERNANDO	14%	27%	55%	41%
HIGHLANDS	10%	23%	56%	46%
HILLSBOROUGH	13%	27%	55%	42%
HOLMES	8%	21%	52%	44%
INDIAN RIVER	12%	33%	66%	54%
JACKSON	9%	25%	54%	45%
JEFFERSON	5%	21%	41%	36%
LAFAYETTE	15%	37%	77%	62%
LAKE	14%	27%	58%	44%
LEE	13%	26%	53%	40%

District Comparison Report PM1 to PM3

2024-25 FAST Mathematics, Grades 3-8

District	Percentage Achievement Level 3 or Above			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
FLORIDA	15%	31%	59%	44%
LEON	15%	32%	57%	42%
LEVY	12%	26%	53%	41%
LIBERTY	13%	29%	66%	53%
MADISON	7%	14%	41%	34%
MANATEE	14%	29%	58%	44%
MARION	10%	23%	48%	38%
MARTIN	15%	30%	59%	44%
MONROE	16%	30%	58%	42%
NASSAU	19%	48%	80%	61%
OKALOOSA	20%	41%	67%	47%
OKEECHOBEE	10%	22%	45%	35%
ORANGE	18%	34%	60%	42%
OSCEOLA	10%	23%	48%	38%
PALM BEACH	16%	33%	60%	44%
PASCO	13%	27%	55%	42%
PINELLAS	19%	33%	63%	44%
POLK	10%	22%	46%	36%
PUTNAM	9%	23%	46%	37%
ST. JOHNS	29%	47%	78%	49%
ST. LUCIE	11%	26%	56%	45%
SANTA ROSA	17%	37%	67%	50%
SARASOTA	23%	39%	69%	46%
SEMINOLE	21%	39%	64%	43%
SUMTER	18%	42%	70%	52%
SUWANNEE	12%	27%	54%	42%
TAYLOR	8%	18%	51%	43%
UNION	8%	28%	66%	58%
VOLUSIA	12%	29%	55%	43%
WAKULLA	11%	32%	63%	52%
WALTON	17%	44%	74%	57%
WASHINGTON	8%	22%	57%	49%

Florida Assessment of Student Thinking & B.E.S.T. End-of-Course Assessments

Mathematics Grades 3-8 and High School Courses

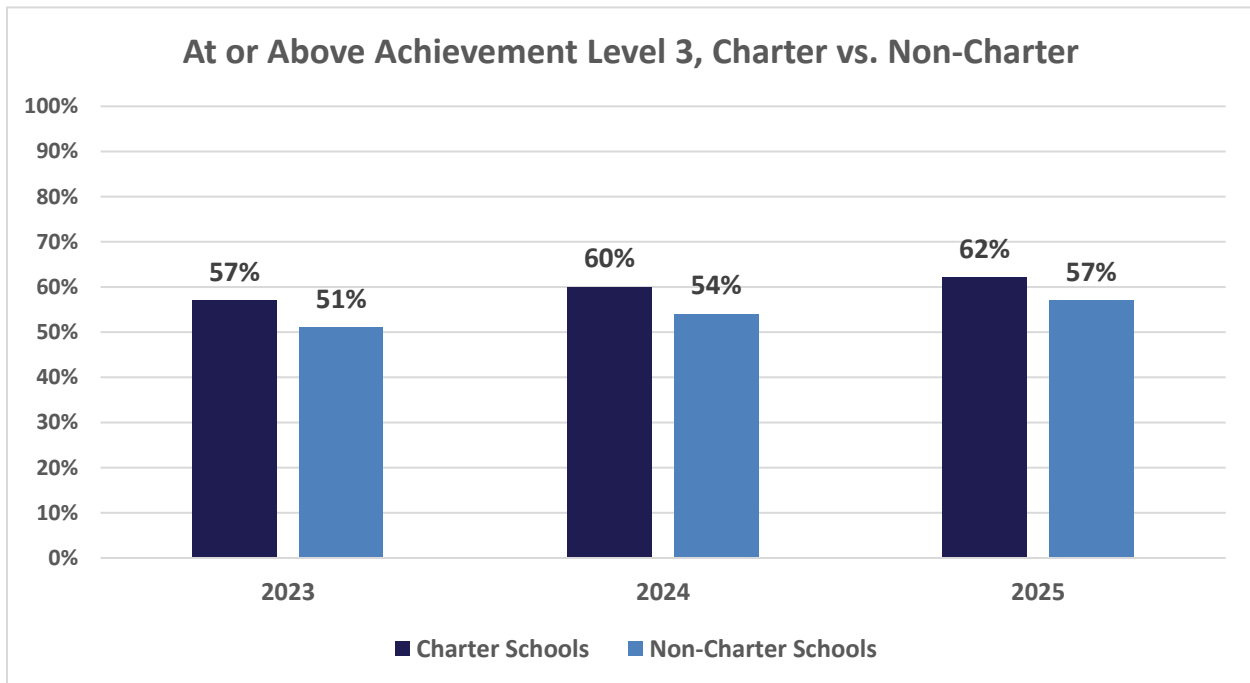
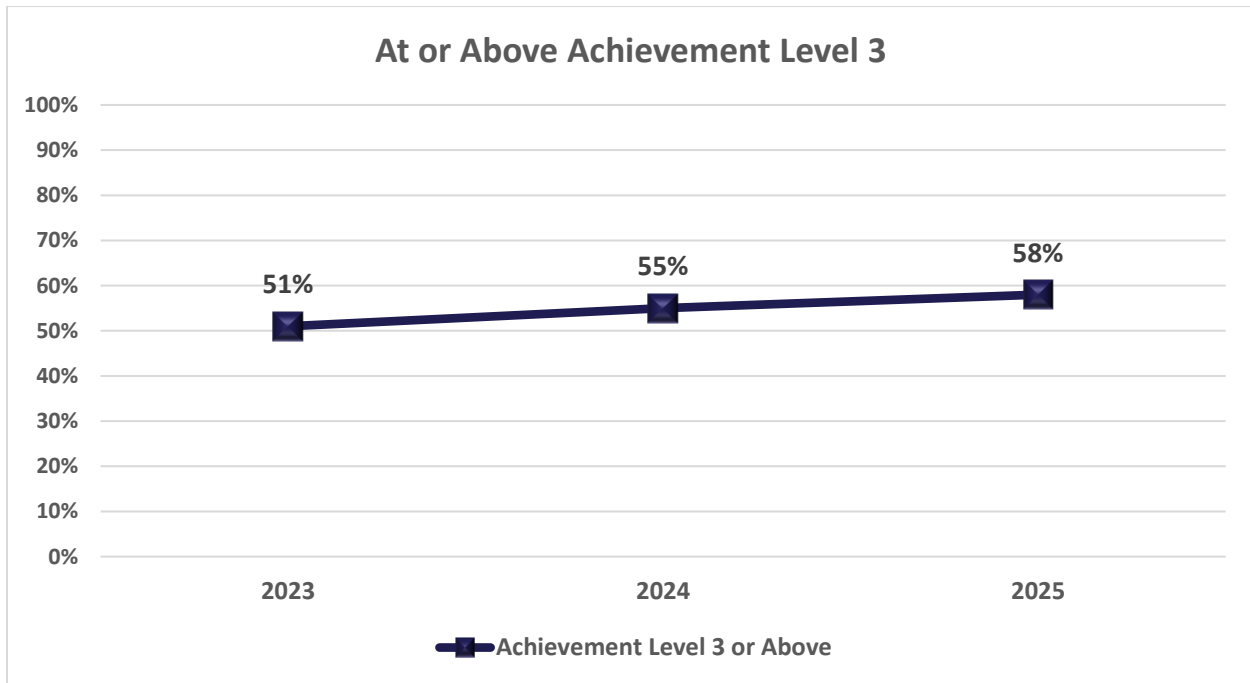
NOTES:

- 1) Student performance on the FAST Mathematics and the Algebra 1 and Geometry B.E.S.T. EOCs presented in this document is reported using the Achievement Levels established by the State Board of Education in October 2023. The results reported prior to standard setting 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 at that time.
- 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) Algebra 1 and Geometry EOC performance in this document includes only student results for all first-time test takers for each B.E.S.T. EOC administration during the school year.

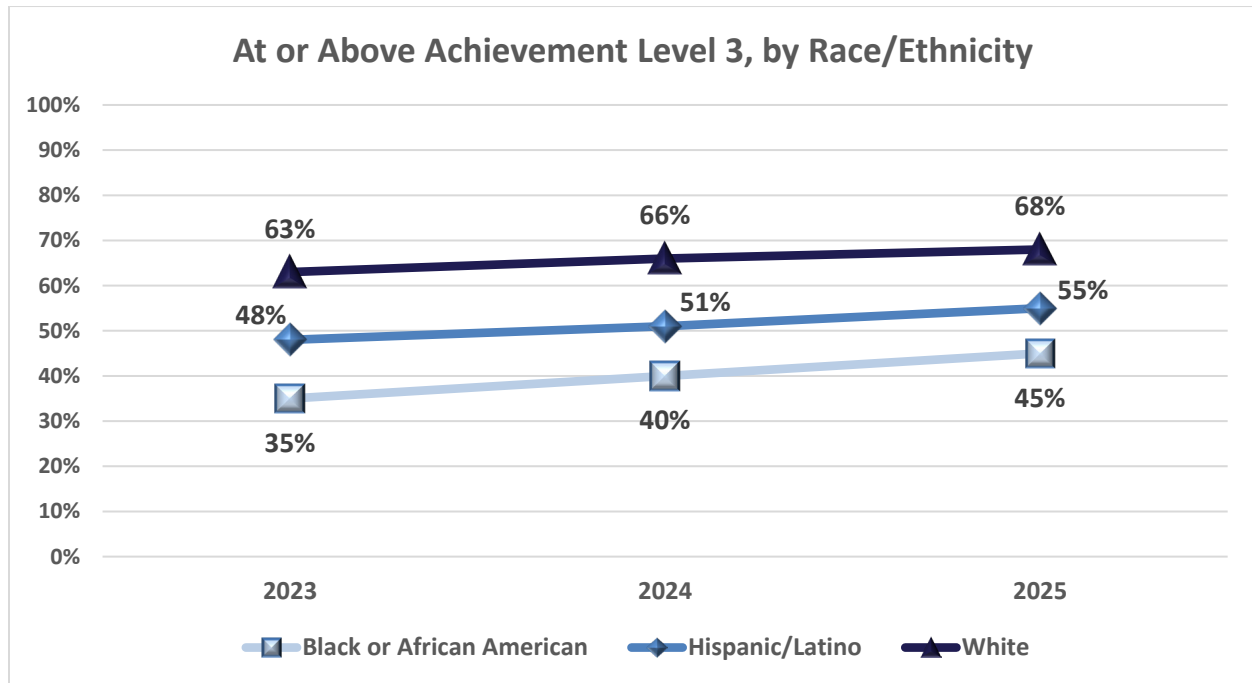
School Year	B.E.S.T. Algebra 1 and Geometry EOC Administrations
2022-23	Winter 2022, Spring 2023, Summer 2023
2023-24	Fall 2023, Winter 2023, Spring 2024, Summer 2024
2024-25	Fall 2024, Winter 2024, Spring 2025 (Summer not yet administered)

- 4) The grade level reported reflects the grade level of the test. Pursuant to s. 1002.3105, F.S., schools must offer accelerated options to eligible students, such as subject-matter acceleration, and such students may test above their enrolled grade level in order to take the assessment aligned to their instruction. For example, students who are enrolled in Grade 7, but are receiving instruction in Grade 8 content, may take the Grade 8 assessment for that subject area.

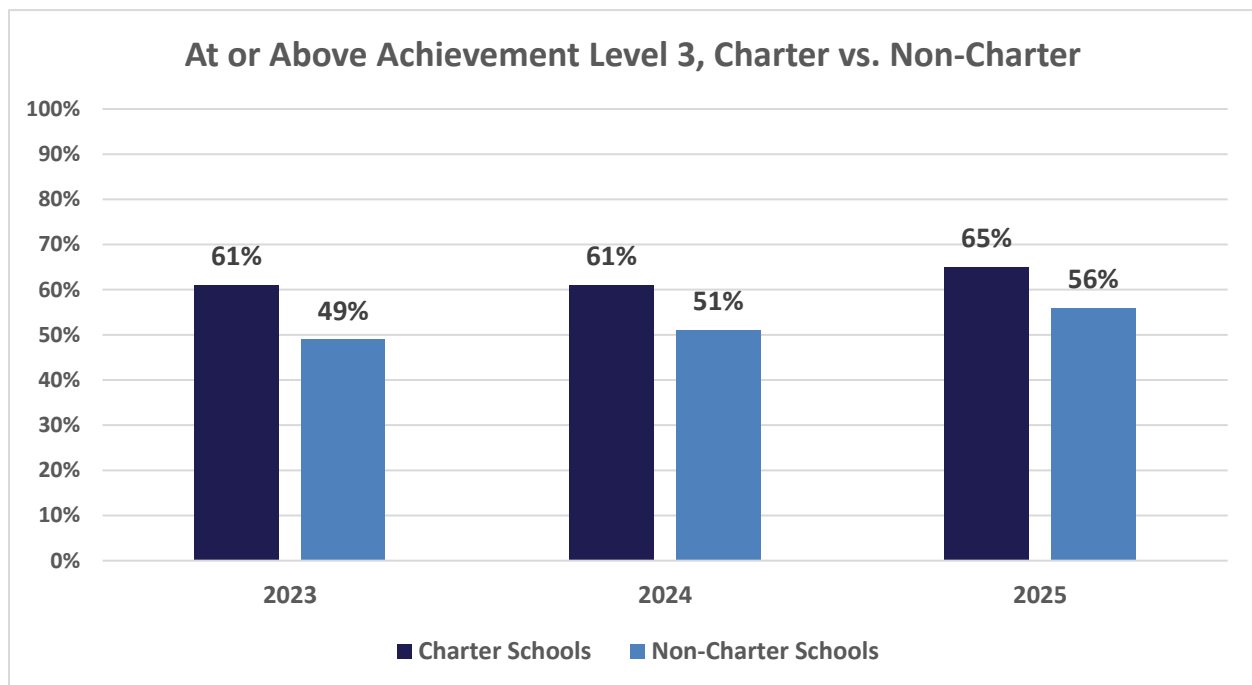
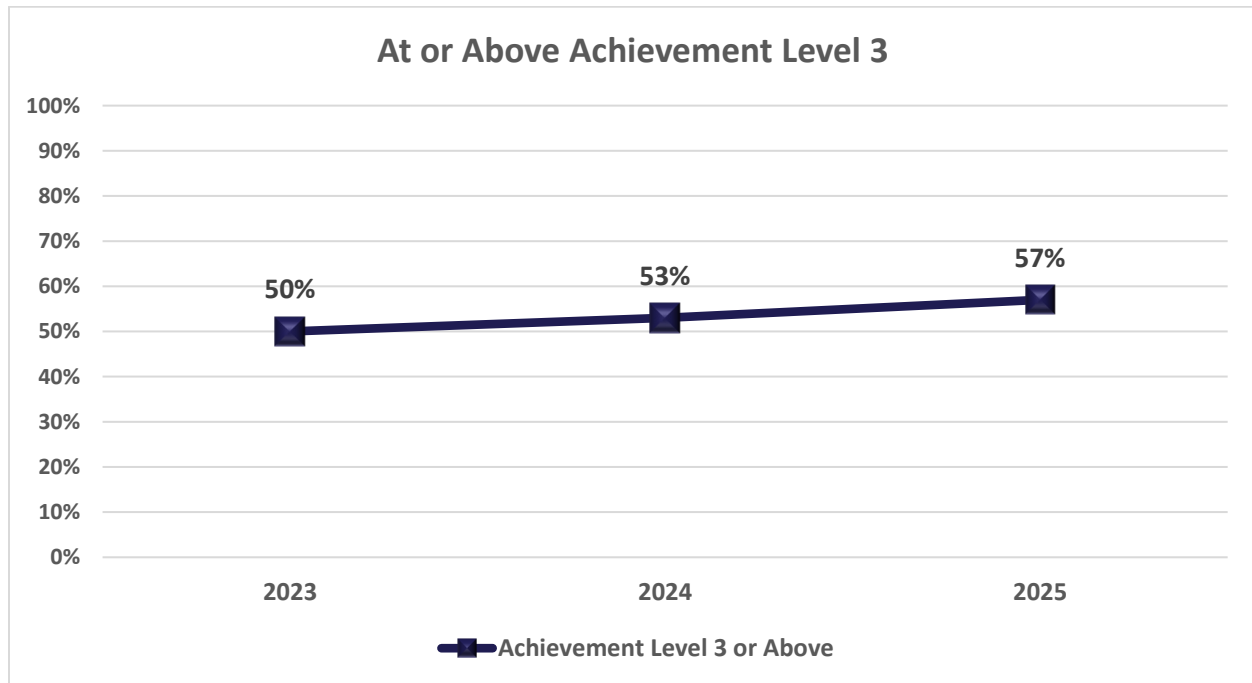
Mathematics – FAST PM3 Grades 3-8 and EOCs



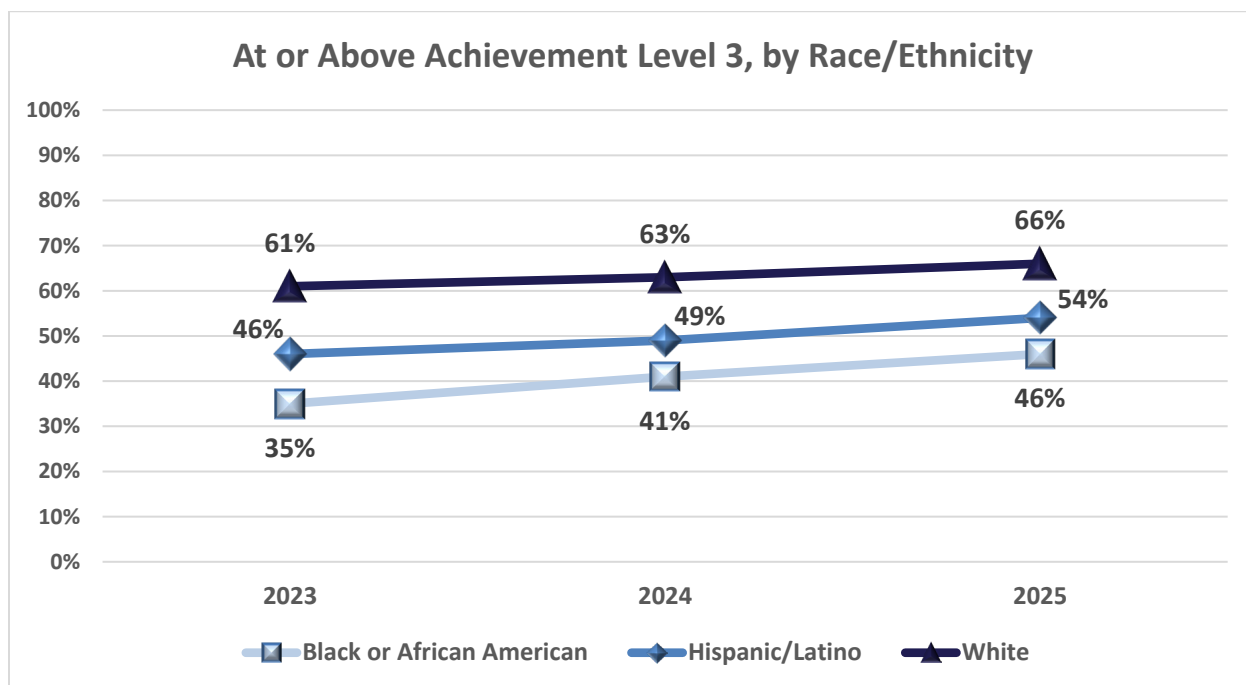
Mathematics – FAST PM3 Grades 3-8 and EOCs



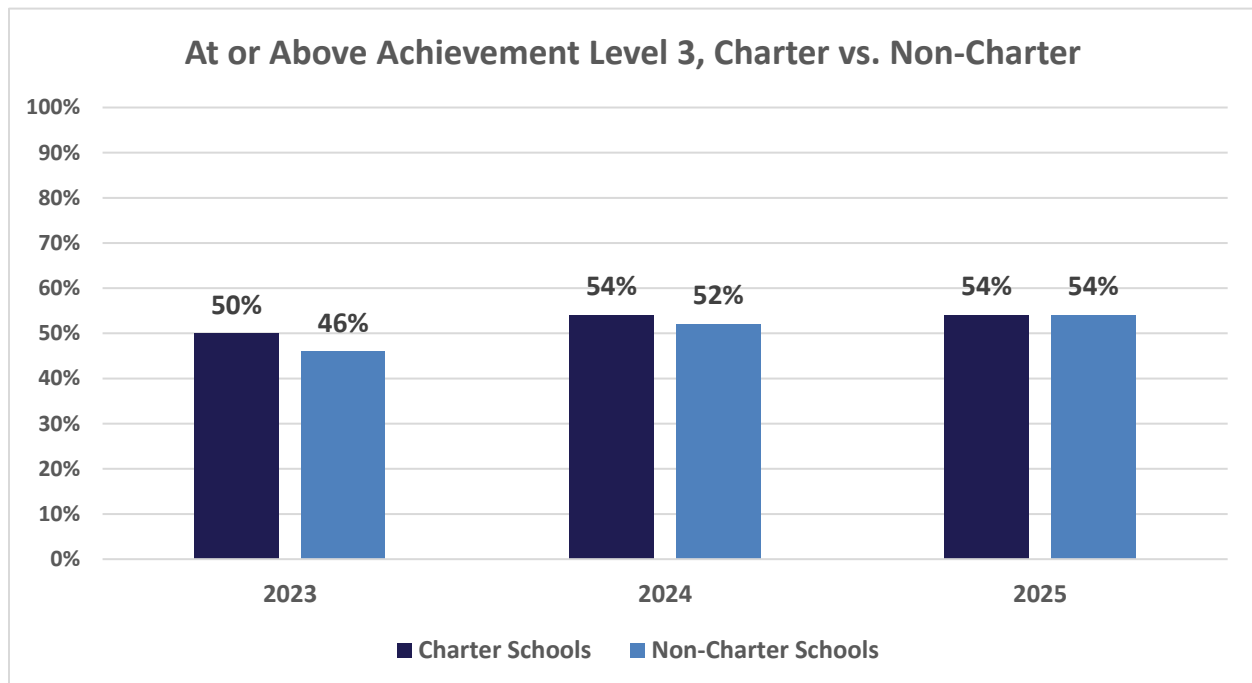
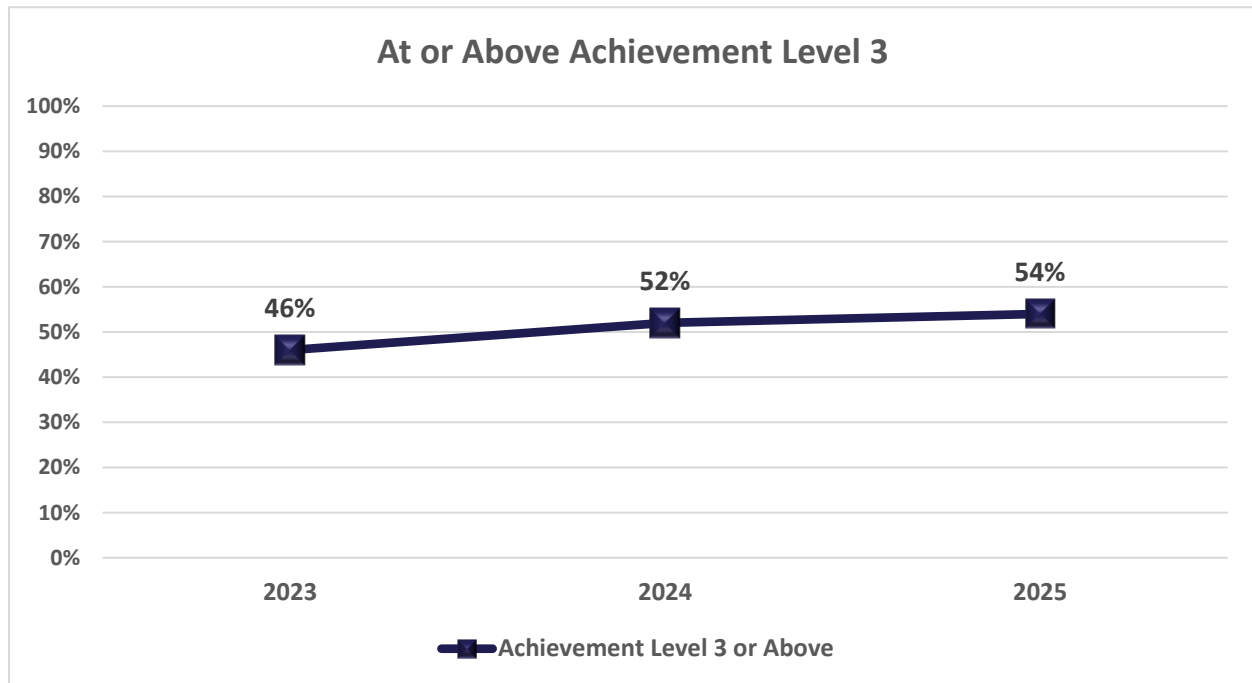
B.E.S.T. EOCs – Algebra 1



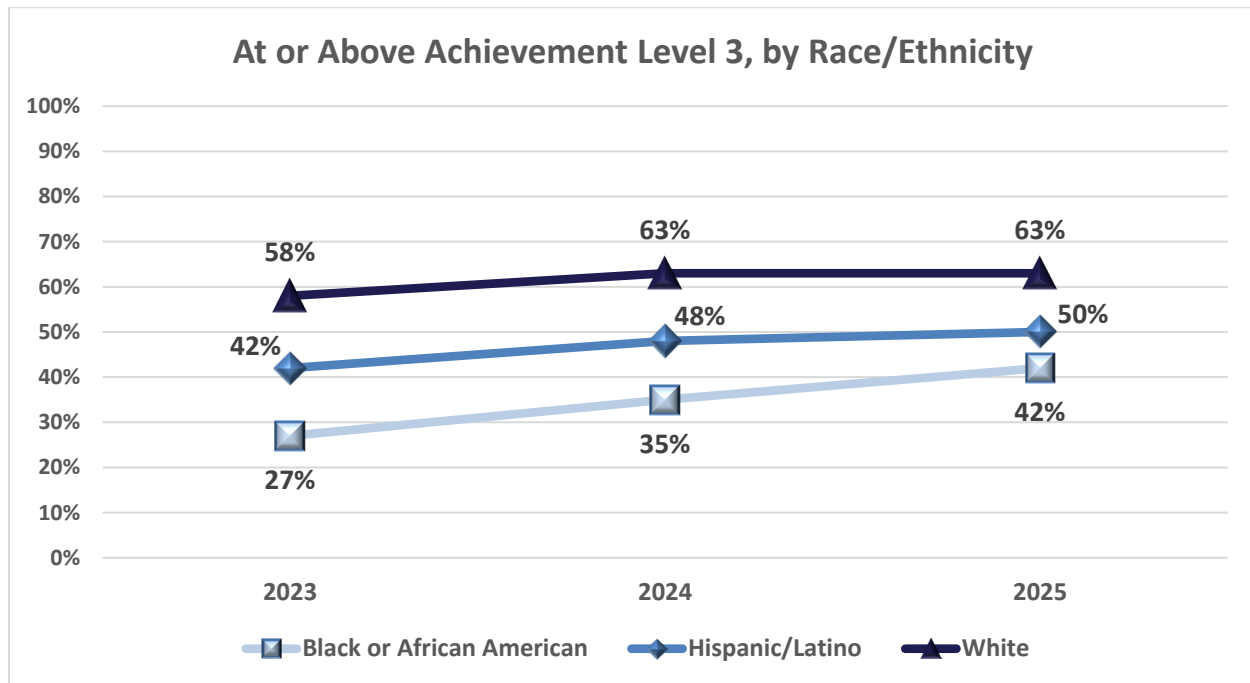
B.E.S.T. EOCs – Algebra 1



B.E.S.T. EOCs – Geometry



B.E.S.T. EOCs – Geometry



Statewide Comparison Report 2023 to 2025

All Mathematics, FAST PM3 and EOCs by Grade**

Grade	Year	Number of Students	Percentage of Students by Achievement Level					Percentage Level 3 or Above*
			1	2	3	4	5	
3	2023	221,014	20%	23%	22%	25%	11%	57%
	2024	215,911	18%	22%	22%	26%	13%	60%
	2025	219,092	16%	21%	22%	27%	14%	63%
4	2023	197,767	23%	19%	20%	26%	12%	58%
	2024	208,116	24%	18%	19%	27%	12%	58%
	2025	197,903	20%	18%	20%	29%	13%	62%
5	2023	206,227	24%	24%	22%	17%	13%	52%
	2024	202,726	21%	23%	22%	18%	16%	56%
	2025	210,208	21%	23%	22%	19%	16%	57%
6	2023	210,931	24%	27%	18%	20%	11%	49%
	2024	201,491	19%	25%	19%	22%	15%	56%
	2025	196,133	16%	24%	19%	25%	16%	60%
7	2023	172,231	29%	20%	22%	17%	13%	51%
	2024	172,445	27%	20%	22%	17%	14%	53%
	2025	159,466	24%	19%	22%	19%	17%	57%
8	2023	259,657	17%	20%	25%	20%	18%	63%
	2024	263,321	15%	21%	24%	20%	20%	65%
	2025	272,013	13%	20%	24%	21%	22%	67%

*Percentages may not add to 100 due to rounding.

**Results are for FAST Mathematics (PM3), Algebra 1, and Geometry combined, as applicable.

Statewide Comparison Report

2023 to 2025

Mathematics, FAST PM3 and EOCs by Test by Grade/Course**

Grade	Year	Number of Students	Mean Scale Score	Percentage of Students by Achievement Level					Percentage Level 3 or Above*
				1	2	3	4	5	
3	2023	221,011	199	20%	23%	22%	25%	11%	57%
	2024	215,911	201	18%	22%	22%	26%	13%	60%
	2025	219,091	203	16%	21%	22%	27%	14%	63%
4	2023	197,766	213	23%	19%	20%	26%	12%	58%
	2024	208,116	213	24%	18%	19%	27%	12%	58%
	2025	197,902	215	20%	18%	20%	29%	13%	62%
5	2023	206,221	221	24%	24%	22%	17%	13%	52%
	2024	202,720	224	21%	23%	22%	18%	16%	56%
	2025	210,202	224	21%	23%	22%	19%	16%	57%
6	2023	210,750	227	24%	27%	18%	20%	11%	49%
	2024	201,312	231	19%	25%	19%	22%	14%	56%
	2025	195,933	233	16%	24%	19%	25%	16%	60%
7	2023	150,835	230	33%	22%	21%	14%	10%	46%
	2024	149,404	231	31%	22%	22%	14%	11%	47%
	2025	134,426	234	28%	21%	23%	15%	12%	50%
8	2023	170,156	241	24%	24%	20%	16%	17%	53%
	2024	167,948	242	21%	24%	20%	16%	19%	54%
	2025	168,154	245	19%	25%	19%	16%	21%	57%
Algebra 1	2023	229,257	397	24%	25%	25%	17%	8%	50%
	2024	249,387	399	23%	25%	25%	18%	10%	53%
	2025	253,703	402	21%	22%	24%	20%	12%	57%
Geometry	2023	220,357	397	29%	25%	26%	9%	10%	46%
	2024	221,422	402	24%	24%	28%	10%	13%	52%
	2025	224,356	404	23%	23%	27%	11%	16%	54%

*Percentages may not add to 100 due to rounding.

**Grades 3-8 Mathematics data in this table are FAST Mathematics (PM3) results only and do not combine grade-level results from the B.E.S.T. EOCs.

Subgroup Performance Report 2024 to 2025

All Mathematics, FAST PM3 and EOCs by Grade Grouping**

		2024	2025
Grades 3-8 and High School	All Students	55%	58%
	Charter School	60%	62%
	Non-Charter School	54%	57%
	American Indian or Alaska Native	53%	54%
	Asian	83%	84%
	Black or African American	40%	45%
	Hispanic/Latino	51%	55%
	Native Hawaiian or Other Pacific Islander	56%	58%
	Two or More Races	60%	62%
	White	66%	68%
	Students with Disabilities	30%	34%
	Students without Disabilities	59%	62%
	English Language Learners	30%	35%
	Non-English Language Learners	58%	61%
	Economically Disadvantaged	46%	49%
	Non-Economically Disadvantaged	64%	66%
Grades 3-5	All Students	58%	61%
	Charter School	60%	63%
	Non-Charter School	58%	60%
	American Indian or Alaska Native	57%	59%
	Asian	84%	86%
	Black or African American	43%	47%
	Hispanic/Latino	55%	58%
	Native Hawaiian or Other Pacific Islander	60%	60%
	Two or More Races	63%	64%
	White	69%	71%
	Students with Disabilities	34%	38%
	Students without Disabilities	62%	65%
	English Language Learners	35%	39%
	Non-English Language Learners	62%	64%
	Economically Disadvantaged	50%	52%
	Non-Economically Disadvantaged	68%	70%

**Results are for FAST Mathematics (PM3), Algebra 1, and Geometry combined, as applicable.

Subgroup Performance Report 2024 to 2025

All Mathematics, FAST PM3 and EOCs by Grade Grouping

Grade Grouping	Subgroup	% Level 3 or Above	
		2024	2025
Grades 6-8	All Students	59%	63%
	Charter School	65%	68%
	Non-Charter School	58%	61%
	American Indian or Alaska Native	58%	60%
	Asian	87%	89%
	Black or African American	43%	48%
	Hispanic/Latino	55%	59%
	Native Hawaiian or Other Pacific Islander	59%	63%
	Two or More Races	64%	66%
	White	71%	73%
	Students with Disabilities	31%	35%
	Students without Disabilities	63%	67%
	English Language Learners	28%	32%
	Non-English Language Learners	62%	66%
	Economically Disadvantaged	49%	53%
	Non-Economically Disadvantaged	69%	72%

**Results are for FAST Mathematics (PM3), Algebra 1, and Geometry combined, as applicable.

Subgroup Performance Report 2024 to 2025

B.E.S.T. EOCs**

		2024	2025
Algebra 1	All Students	53%	57%
	Charter School	61%	65%
	Non-Charter School	51%	56%
	American Indian or Alaska Native	49%	52%
	Asian	83%	85%
	Black or African American	41%	46%
	Hispanic/Latino	49%	54%
	Native Hawaiian or Other Pacific Islander	54%	58%
	Two or More Races	57%	60%
	White	63%	66%
	Students with Disabilities	28%	32%
	Students without Disabilities	56%	61%
	English Language Learners	28%	33%
	Non-English Language Learners	56%	60%
	Economically Disadvantaged	45%	49%
	Non-Economically Disadvantaged	60%	64%
Geometry	All Students	52%	54%
	Charter School	54%	54%
	Non-Charter School	52%	54%
	American Indian or Alaska Native	50%	49%
	Asian	82%	82%
	Black or African American	35%	42%
	Hispanic/Latino	48%	50%
	Native Hawaiian or Other Pacific Islander	53%	57%
	Two or More Races	57%	57%
	White	63%	63%
	Students with Disabilities	23%	28%
	Students without Disabilities	56%	57%
	English Language Learners	26%	34%
	Non-English Language Learners	54%	56%
	Economically Disadvantaged	42%	45%
	Non-Economically Disadvantaged	60%	61%

**First-time testers in grades 8 and lower who took a B.E.S.T. EOC are also included in the math data for their grade grouping in the tables on pages 43-44.

District Comparison Report 2024 to 2025

All Mathematics, FAST PM3 Grades 3-8 and High School**

District	Percentage Achievement Level 3 or Above		Percentage Point Change
	2024	2025	
FLORIDA	55%	58%	3%
ALACHUA	51%	54%	3%
BAKER	53%	54%	1%
BAY	55%	56%	1%
BRADFORD	49%	55%	6%
BREVARD	56%	59%	3%
BROWARD	57%	62%	5%
CALHOUN	57%	56%	-1%
CHARLOTTE	54%	56%	2%
CITRUS	49%	53%	4%
CLAY	64%	64%	0%
COLLIER	66%	69%	3%
COLUMBIA	57%	57%	0%
MIAMI-DADE	58%	62%	4%
DESOTO	40%	46%	6%
DIXIE	53%	52%	-1%
DUVAL	49%	54%	5%
ESCAMBIA	46%	52%	6%
FLAGLER	58%	61%	3%
FRANKLIN	37%	41%	4%
GADSDEN	33%	35%	2%
GILCHRIST	63%	62%	-1%
GLADES	60%	61%	1%
GULF	47%	52%	5%
HAMILTON	39%	43%	4%
HARDEE	47%	48%	1%
HENDRY	35%	36%	1%
HERNANDO	48%	52%	4%
HIGHLANDS	50%	54%	4%
HILLSBOROUGH	53%	55%	2%
HOLMES	43%	48%	5%
INDIAN RIVER	60%	63%	3%
JACKSON	50%	54%	4%
JEFFERSON	38%	36%	-2%
LAFAYETTE	67%	70%	3%
LAKE	52%	56%	4%
LEE	49%	50%	1%

**Results are for FAST PM3 Mathematics, Algebra 1, and Geometry combined, as applicable.

District Comparison Report 2024 to 2025

All Mathematics, FAST PM3 Grades 3-8 and High School**

District	Percentage Achievement Level 3 or Above		Percentage Point Change
	2024	2025	
FLORIDA	55%	58%	3%
LEON	54%	57%	3%
LEVY	52%	52%	0%
LIBERTY	59%	60%	1%
MADISON	39%	43%	4%
MANATEE	56%	57%	1%
MARION	46%	47%	1%
MARTIN	56%	60%	4%
MONROE	53%	56%	3%
NASSAU	73%	78%	5%
OKALOOSA	64%	66%	2%
OKEECHOBEE	47%	45%	-2%
ORANGE	55%	59%	4%
OSCEOLA	44%	49%	5%
PALM BEACH	55%	59%	4%
PASCO	52%	55%	3%
PINELLAS	58%	61%	3%
POLK	43%	44%	1%
PUTNAM	41%	44%	3%
ST. JOHNS	76%	77%	1%
ST. LUCIE	45%	53%	8%
SANTA ROSA	66%	66%	0%
SARASOTA	65%	68%	3%
SEMINOLE	59%	63%	4%
SUMTER	66%	67%	1%
SUWANNEE	52%	52%	0%
TAYLOR	46%	54%	8%
UNION	60%	64%	4%
VOLUSIA	52%	55%	3%
WAKULLA	56%	58%	2%
WALTON	70%	73%	3%
WASHINGTON	48%	52%	4%

**Results are for FAST PM3 Mathematics, Algebra 1, and Geometry combined, as applicable.

District Comparison Report

2024 to 2025

Algebra 1 EOC

District	Percentage Achievement Level 3 or Above			Number Tested	
	2024	2025	Change	2024	2025
FLORIDA	53%	57%	4%	249,387	253,703
ALACHUA	55%	62%	7%	2,369	2,257
BAKER	51%	41%	-10%	376	337
BAY	51%	53%	2%	2,211	2,644
BRADFORD	31%	47%	16%	214	192
BREVARD	51%	54%	3%	6,062	6,181
BROWARD	55%	62%	7%	22,898	22,489
CALHOUN	48%	47%	-1%	149	204
CHARLOTTE	55%	50%	-5%	1,571	1,512
CITRUS	37%	43%	6%	1,300	1,097
CLAY	63%	65%	2%	3,440	3,251
COLLIER	65%	70%	5%	4,586	4,200
COLUMBIA	50%	50%	0%	675	646
MIAMI-DADE	57%	62%	5%	32,872	31,196
DESOTO	35%	41%	6%	365	399
DIXIE	28%	28%	0%	137	136
DUVAL	53%	55%	2%	10,641	11,151
ESCAMBIA	44%	48%	4%	2,895	2,707
FLAGLER	62%	58%	-4%	1,207	1,343
FRANKLIN	31%	49%	18%	121	65
GADSDEN	26%	28%	2%	531	321
GILCHRIST	59%	52%	-7%	221	227
GLADES	54%	62%	8%	153	174
GULF	44%	63%	19%	126	158
HAMILTON	29%	49%	20%	126	123
HARDEE	34%	46%	12%	343	379
HENDRY	35%	31%	-4%	972	1,453
HERNANDO	43%	48%	5%	2,044	2,045
HIGHLANDS	44%	51%	7%	947	972
HILLSBOROUGH	54%	58%	4%	18,677	19,402
HOLMES	32%	45%	13%	303	222
INDIAN RIVER	55%	60%	5%	1,486	1,467
JACKSON	45%	58%	13%	427	361
JEFFERSON	34%	23%	-11%	53	66
LAFAYETTE	46%	43%	-3%	96	84
LAKE	38%	53%	15%	4,516	4,011
LEE	42%	47%	5%	9,049	9,140

District Comparison Report 2024 to 2025

Algebra 1 EOC

District	Percentage Achievement Level 3 or Above			Number Tested	
	2024	2025	Change	2024	2025
FLORIDA	53%	57%	4%	249,387	253,703
LEON	56%	58%	2%	2,360	2,455
LEVY	53%	55%	2%	340	372
LIBERTY	42%	47%	5%	121	76
MADISON	43%	48%	5%	201	169
MANATEE	55%	58%	3%	4,751	4,369
MARION	43%	46%	3%	3,691	3,868
MARTIN	57%	65%	8%	1,569	1,491
MONROE	49%	53%	4%	785	968
NASSAU	63%	78%	15%	1,144	1,037
OKALOOSA	58%	64%	6%	2,841	3,108
OKEECHOBEE	40%	45%	5%	450	456
ORANGE	50%	59%	9%	17,762	18,613
OSCEOLA	45%	50%	5%	7,071	6,734
PALM BEACH	55%	59%	4%	16,204	16,938
PASCO	52%	55%	3%	7,358	7,534
PINELLAS	52%	60%	8%	7,630	7,071
POLK	41%	37%	-4%	10,589	12,409
PUTNAM	37%	42%	5%	855	839
ST. JOHNS	77%	79%	2%	4,648	4,730
ST. LUCIE	39%	48%	9%	4,586	4,516
SANTA ROSA	68%	62%	-6%	2,294	2,718
SARASOTA	62%	69%	7%	3,996	4,091
SEMINOLE	54%	62%	8%	5,767	5,870
SUMTER	56%	58%	2%	753	805
SUWANNEE	53%	42%	-11%	365	590
TAYLOR	42%	53%	11%	178	175
UNION	62%	67%	5%	153	156
VOLUSIA	63%	52%	-11%	3,569	5,419
WAKULLA	44%	51%	7%	404	356
WALTON	70%	72%	2%	1,009	923
WASHINGTON	39%	47%	8%	228	238

District Comparison by Grade Groupings 2024 to 2025

Algebra 1 EOC

District	Grades 8 and Lower					Grades 9-12				
	% Level 3 or Above			Number Tested		% Level 3 or Above			Number Tested	
	2024	2025	Change	2024	2025	2024	2025	Change	2024	2025
FLORIDA	83%	85%	2%	97,903	106,818	33%	36%	3%	151,484	146,885
ALACHUA	88%	86%	-2%	977	1,058	31%	40%	9%	1,392	1,199
BAKER	84%	78%	-6%	135	133	33%	17%	-16%	241	204
BAY	91%	90%	-1%	681	778	34%	38%	4%	1,530	1,866
BRADFORD	57%	60%	3%	47	60	24%	41%	17%	167	132
BREVARD	78%	80%	2%	2,991	3,020	25%	29%	4%	3,071	3,161
BROWARD	85%	86%	1%	8,384	9,563	38%	45%	7%	14,514	12,926
CALHOUN	77%	73%	-4%	66	77	25%	31%	6%	83	127
CHARLOTTE	82%	74%	-8%	623	616	37%	33%	-4%	948	896
CITRUS	73%	93%	20%	430	311	19%	23%	4%	870	786
CLAY	92%	96%	4%	1,162	1,159	49%	48%	-1%	2,278	2,092
COLLIER	88%	89%	1%	2,384	2,408	40%	44%	4%	2,202	1,792
COLUMBIA	77%	76%	-1%	336	308	23%	27%	4%	339	338
MIAMI-DADE	83%	86%	3%	12,767	13,802	40%	43%	3%	20,105	17,394
DESOTO	67%	60%	-7%	121	150	18%	29%	11%	244	249
DIXIE	40%	54%	14%	48	46	21%	14%	-7%	89	90
DUVAL	78%	82%	4%	4,261	4,305	36%	37%	1%	6,380	6,846
ESCAMBIA	80%	88%	8%	1,001	763	26%	32%	6%	1,894	1,944
FLAGLER	93%	87%	-6%	379	400	48%	45%	-3%	828	943
FRANKLIN	40%	73%	33%	60	30	21%	29%	8%	61	35
GADSDEN	63%	61%	-2%	103	97	18%	14%	-4%	428	224
GILCHRIST	84%	87%	3%	81	85	44%	30%	-14%	140	142
GLADES	85%	90%	5%	65	70	32%	43%	11%	88	104
GULF	73%	91%	18%	59	67	18%	43%	25%	67	91
HAMILTON	55%	93%	38%	40	29	16%	35%	19%	86	94
HARDEE	84%	89%	5%	58	99	24%	31%	7%	285	280
HENDRY	71%	59%	-12%	221	326	25%	23%	-2%	751	1,127
HERNANDO	74%	80%	6%	778	796	24%	28%	4%	1,266	1,249
HIGHLANDS	83%	83%	0%	218	246	33%	40%	7%	729	726
HILLSBOROUGH	82%	85%	3%	8,080	8,685	33%	35%	2%	10,597	10,717
HOLMES	69%	72%	3%	105	100	13%	24%	11%	198	122
INDIAN RIVER	83%	84%	1%	664	768	31%	34%	3%	822	699
JACKSON	71%	76%	5%	160	168	30%	44%	14%	267	193
JEFFERSON	*	38%	*	8	13	27%	19%	-8%	45	53
LAFAYETTE	70%	58%	-12%	56	48	13%	22%	9%	40	36
LAKE	82%	84%	2%	1,601	1,816	14%	26%	12%	2,915	2,195
LEE	81%	81%	0%	3,433	3,965	19%	20%	1%	5,616	5,175

District Comparison by Grade Groupings 2024 to 2025

Algebra 1 EOC

District	Grades 8 and Lower					Grades 9-12				
	% Level 3 or Above			Number Tested		% Level 3 or Above			Number Tested	
	2024	2025	Change	2024	2025	2024	2025	Change	2024	2025
FLORIDA	83%	85%	2%	97,903	106,818	33%	36%	3%	151,484	146,885
LEON	92%	92%	0%	893	1,014	34%	33%	-1%	1,467	1,441
LEVY	88%	83%	-5%	124	152	33%	35%	2%	216	220
LIBERTY	55%	65%	10%	74	49	21%	15%	-6%	47	27
MADISON	80%	74%	-6%	59	70	28%	29%	1%	142	99
MANATEE	87%	87%	0%	2,018	2,080	32%	31%	-1%	2,733	2,289
MARION	81%	86%	5%	1,162	1,304	25%	26%	1%	2,529	2,564
MARTIN	88%	86%	-2%	720	834	30%	39%	9%	849	657
MONROE	85%	91%	6%	222	301	34%	36%	2%	563	667
NASSAU	94%	92%	-2%	596	714	30%	47%	17%	548	323
OKALOOSA	93%	90%	-3%	1,010	1,318	39%	44%	5%	1,831	1,790
OKEECHOBEE	78%	72%	-6%	150	166	21%	29%	8%	300	290
ORANGE	85%	90%	5%	6,619	7,517	29%	38%	9%	11,143	11,096
OSCEOLA	77%	82%	5%	2,533	2,508	27%	31%	4%	4,538	4,226
PALM BEACH	90%	89%	-1%	6,050	6,794	34%	39%	5%	10,154	10,144
PASCO	89%	89%	0%	2,356	2,654	34%	37%	3%	5,002	4,880
PINELLAS	82%	85%	3%	3,432	3,580	27%	33%	6%	4,198	3,491
POLK	74%	76%	2%	3,357	3,496	25%	22%	-3%	7,232	8,913
PUTNAM	66%	77%	11%	312	368	21%	14%	-7%	543	471
ST. JOHNS	97%	96%	-1%	2,159	2,401	59%	62%	3%	2,489	2,329
ST. LUCIE	81%	79%	-2%	1,482	1,987	18%	23%	5%	3,104	2,529
SANTA ROSA	96%	94%	-2%	799	969	53%	44%	-9%	1,495	1,749
SARASOTA	85%	87%	2%	2,006	2,269	40%	47%	7%	1,990	1,822
SEMINOLE	78%	85%	7%	3,157	3,356	26%	30%	4%	2,610	2,514
SUMTER	89%	90%	1%	340	352	30%	33%	3%	413	453
SUWANNEE	73%	74%	1%	220	236	23%	21%	-2%	145	354
TAYLOR	83%	77%	-6%	66	77	17%	34%	17%	112	98
UNION	86%	89%	3%	51	66	50%	51%	1%	102	90
VOLUSIA	80%	77%	-3%	1,842	2,137	44%	36%	-8%	1,727	3,282
WAKULLA	62%	77%	15%	198	190	27%	20%	-7%	206	166
WALTON	89%	89%	0%	481	459	53%	55%	2%	528	464
WASHINGTON	73%	78%	5%	93	98	15%	26%	11%	135	140

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 2024 to 2025

Geometry EOC

District	Percentage Achievement Level 3 or Above			Number Tested	
	2024	2025	Change	2024	2025
FLORIDA	52%	54%	2%	221,422	224,356
ALACHUA	52%	56%	4%	1,913	2,018
BAKER	47%	57%	10%	365	310
BAY	55%	48%	-7%	1,994	1,902
BRADFORD	48%	60%	12%	152	193
BREVARD	53%	54%	1%	5,900	5,507
BROWARD	52%	60%	8%	19,695	20,580
CALHOUN	52%	56%	4%	172	133
CHARLOTTE	51%	47%	-4%	1,379	1,625
CITRUS	41%	44%	3%	1,375	1,083
CLAY	67%	61%	-6%	2,705	3,136
COLLIER	62%	60%	-2%	3,865	4,248
COLUMBIA	52%	46%	-6%	490	638
MIAMI-DADE	56%	57%	1%	27,020	28,570
DESOTO	27%	37%	10%	318	307
DIXIE	47%	37%	-10%	129	114
DUVAL	53%	57%	4%	8,488	9,223
ESCAMBIA	45%	47%	2%	2,562	2,392
FLAGLER	60%	64%	4%	1,114	1,121
FRANKLIN	47%	31%	-16%	77	108
GADSDEN	24%	18%	-6%	265	386
GILCHRIST	70%	70%	0%	166	192
GLADES	35%	37%	2%	81	124
GULF	42%	43%	1%	155	118
HAMILTON	24%	31%	7%	127	123
HARDEE	42%	38%	-4%	257	299
HENDRY	32%	37%	5%	1,155	1,125
HERNANDO	42%	41%	-1%	1,881	1,858
HIGHLANDS	38%	42%	4%	1,229	812
HILLSBOROUGH	53%	53%	0%	15,524	16,385
HOLMES	27%	33%	6%	273	249
INDIAN RIVER	59%	56%	-3%	1,360	1,267
JACKSON	51%	47%	-4%	343	302
JEFFERSON	58%	25%	-33%	45	56
LAFAYETTE	64%	64%	0%	92	74
LAKE	50%	45%	-5%	3,616	3,755
LEE	42%	42%	0%	7,950	8,398

District Comparison Report 2024 to 2025

Geometry EOC

District	Percentage Achievement Level 3 or Above			Number Tested	
	2024	2025	Change	2024	2025
FLORIDA	52%	54%	2%	221,422	224,356
LEON	54%	54%	0%	2,008	2,175
LEVY	43%	41%	-2%	161	333
LIBERTY	48%	42%	-6%	75	97
MADISON	47%	43%	-4%	110	159
MANATEE	51%	51%	0%	3,982	4,089
MARION	45%	44%	-1%	2,976	3,201
MARTIN	55%	60%	5%	1,621	1,488
MONROE	57%	51%	-6%	605	693
NASSAU	65%	68%	3%	918	873
OKALOOSA	58%	62%	4%	2,411	2,430
OKEECHOBEE	47%	41%	-6%	405	403
ORANGE	52%	54%	2%	16,064	16,765
OSCEOLA	45%	51%	6%	6,536	6,163
PALM BEACH	50%	55%	5%	16,564	15,147
PASCO	51%	53%	2%	7,014	7,062
PINELLAS	54%	53%	-1%	6,277	6,775
POLK	40%	38%	-2%	8,421	9,225
PUTNAM	28%	39%	11%	870	741
ST. JOHNS	74%	74%	0%	4,373	4,453
ST. LUCIE	35%	42%	7%	4,575	4,150
SANTA ROSA	59%	66%	7%	2,592	2,081
SARASOTA	64%	63%	-1%	3,662	3,657
SEMINOLE	55%	60%	5%	5,569	5,386
SUMTER	64%	60%	-4%	623	675
SUWANNEE	46%	52%	6%	506	342
TAYLOR	57%	70%	13%	109	133
UNION	54%	52%	-2%	161	142
VOLUSIA	47%	58%	11%	5,153	3,677
WAKULLA	60%	40%	-20%	394	512
WALTON	73%	75%	2%	868	878
WASHINGTON	35%	30%	-5%	237	201