

Florida Standards Assessments

English Language Arts and Mathematics



2021



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Florida Standards Assessments

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

Achievement Levels

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

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

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

FSA English Language Arts Achievement Levels

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

FSA Mathematics Achievement Levels

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

Overview of Results

2021 Percentage Tested

Subject	Percent Tested
Overall**	93%
English Language Arts	96%
Mathematics	93%

**Data include all ELA, Mathematics, Science, and Social Studies statewide, standardized assessments.

2021 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	54%	52%	54%	52%	48%	52%	50%	51%	53%	51%	50%

Assessment	Grade Level						Grade Groups	
	3	4	5	6	7	8	3-5	6-8
All Mathematics**	51%	53%	51%	45%	50%	55%	52%	50%
FSA Mathematics	51%	53%	51%	45%	44%	37%	52%	42%
Algebra 1	N/A	N/A	*	84%	87%	75%	*	78%
Geometry	N/A	N/A	N/A	*	96%	89%	N/A	89%

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	47%	78%	30%
Geometry	46%	89%	40%

Florida Standards Assessments

English Language Arts

Summary of ELA Results

- **Grades 3-10**

- Approximately 96% of students took the statewide, standardized assessments in ELA this spring.
- Overall, performance at Level 3 and above on the FSA ELA in grades 3-10 decreased by 3 percentage points from 2019 to 2021 (55% to 52%).
- Charter schools outperformed non-charter schools on the FSA ELA.
 - Charter schools had a higher percentage of students performing at Level 3 and above (59% vs. 51%) and a lower percentage of students performing at Level 1 (18% vs. 26%).
 - Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
- All subgroups decreased their performance at Level 3 and above from 2019 to 2021.
- Between 2019 and 2021, the performance of African American students, Hispanic students and White students, declined at the same rate, meaning the achievement gap between African American students and White students and between Hispanic students and White students did not widen.
 - However, it must be noted that though gaps remained the same, the performance of White, African American, and Hispanic students all declined in 2021 compared to 2019.

- **Grades 3-5**

- Overall, performance at Level 3 and above on the FSA ELA in grades 3-5 decreased by 4 percentage points from 2019 to 2021 (57% to 53%).
- 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 (59% vs. 53%) and a lower percentage of students performing at Level 1 (19% vs. 25%).
 - Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
- All grades 3-5 subgroups decreased their performance at Level 3 and above from 2019 to 2021.

- **Grades 6-8**

- Overall, performance at Level 3 and above on the FSA ELA in grades 6-8 decreased by 3 percentage points from 2019 to 2021 (54% to 51%).
- 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 (59% vs. 49%) and a lower percentage of students performing at Level 1 (18% vs. 27%).
 - Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
- All grades 6-8 subgroups decreased their performance at Level 3 and above from 2019 to 2021.
- The achievement gap between African American and White students and Hispanic and White students narrowed by 1 percentage point.

- However, it must be noted that though achievement gaps narrowed, the performance of White, African American, and Hispanic students all declined in 2021 compared to 2019.
- **Grades 9-10**
 - Overall, performance at Level 3 and above on the FSA ELA in grades 9-10 decreased by 4 percentage points from 2019 to 2021 (54% to 50%).
 - 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 (57% vs. 50%) and a lower percentage of students performing at Level 1 (21% vs. 27%).
 - Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
 - All grades 9-10 subgroups decreased their performance at Level 3 and above from 2019 to 2021.
 - The achievement gap between African American students and White students narrowed by 3 percentage points because White student performance declined by 5 percentage points (66% to 61%) while African American student performance declined by only 2 percentage points (35% to 33%).
 - The achievement gap between Hispanic students and White students narrowed by 2 percentage points because White student performance declined by 5 percentage points (66% to 61%) while Hispanic student performance declined by only 3 percentage points (49% to 46%).
 - However, it must be noted that though achievement gaps narrowed, the performance of White, African American, and Hispanic students all declined in 2021 compared to 2019.

Florida Standards Assessments

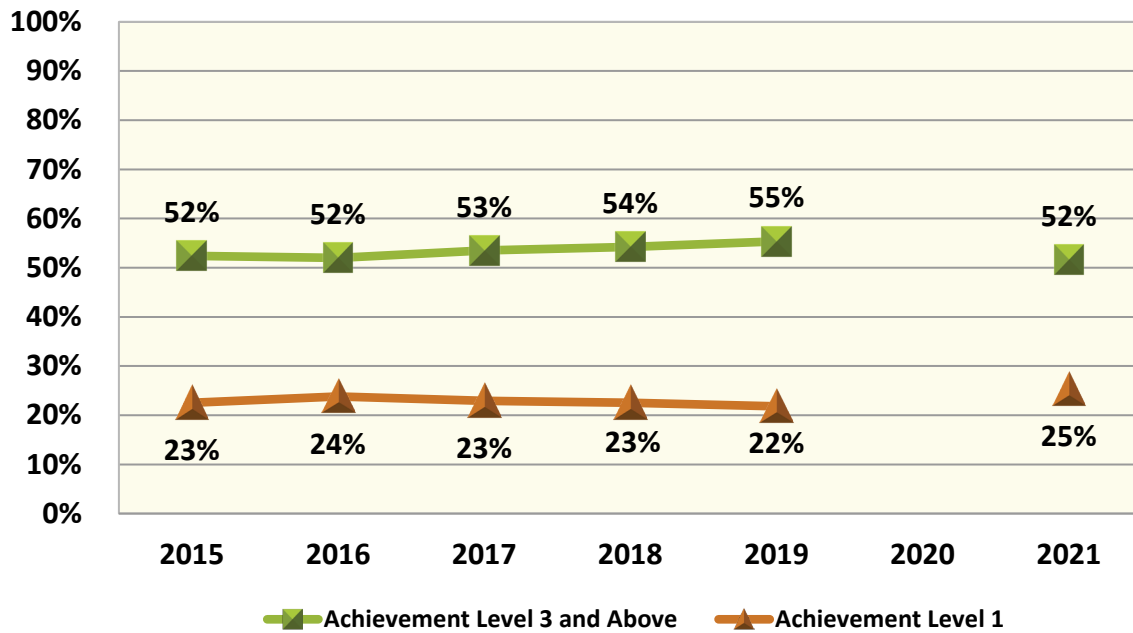
English Language Arts

NOTES:

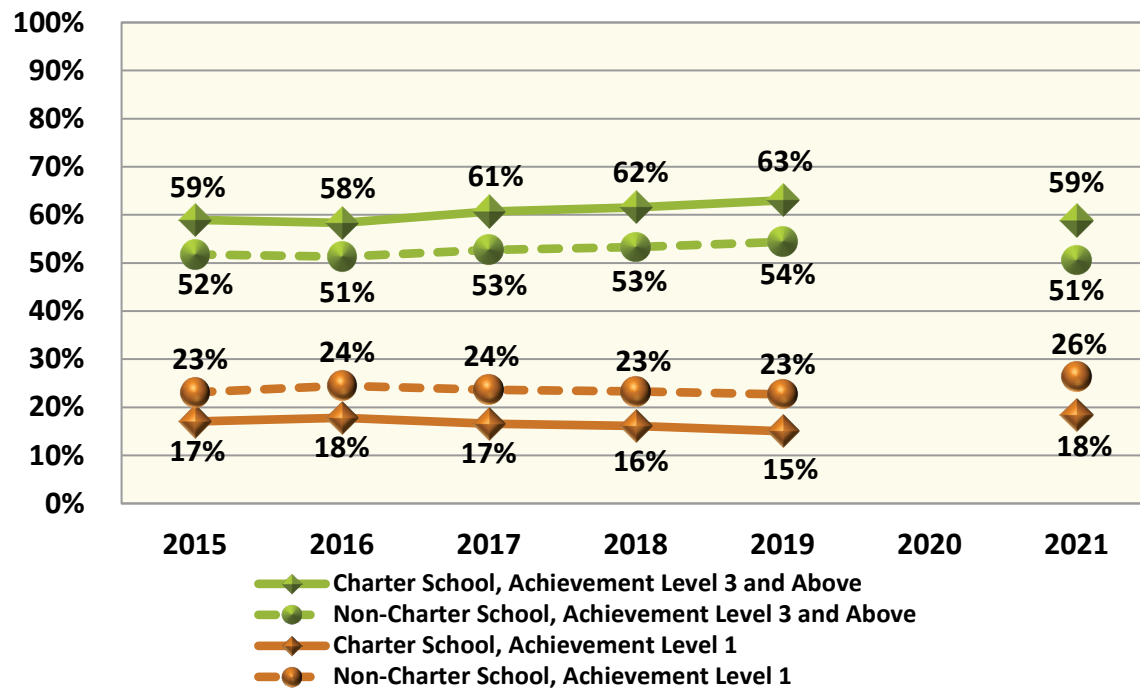
- 1) Pursuant to [Florida Department of Education Emergency Order No. 2020-EO-1](#), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled; therefore, data are not reported for 2020.**
- 2) Percentages displayed in this document for previous years may reflect 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

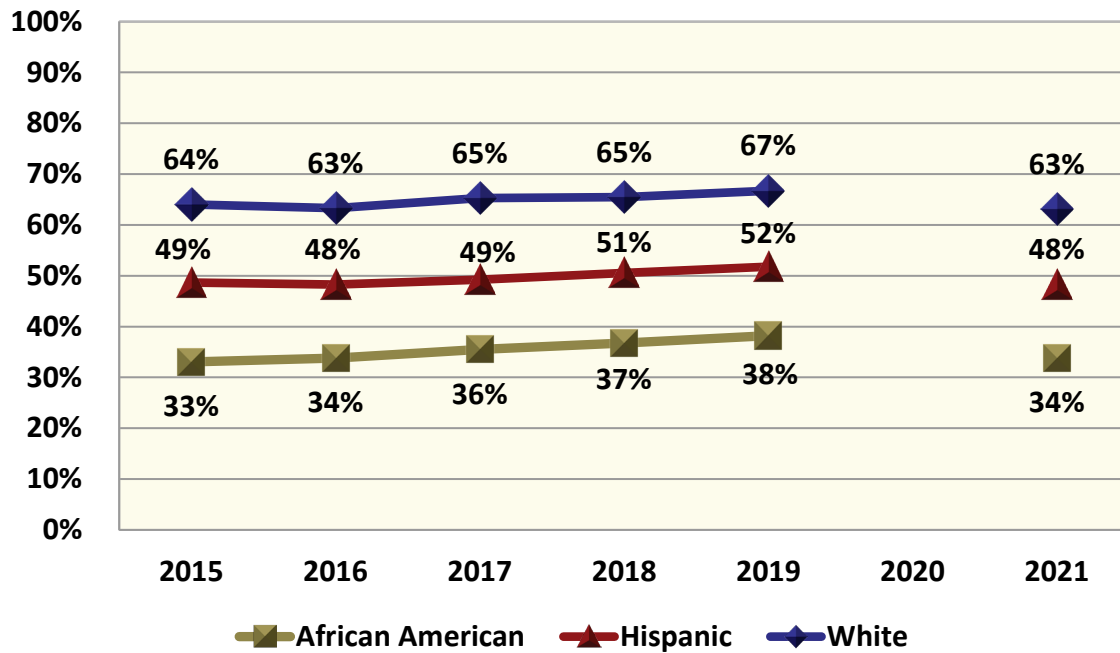


By Achievement Level, Charter vs. Non-Charter Schools

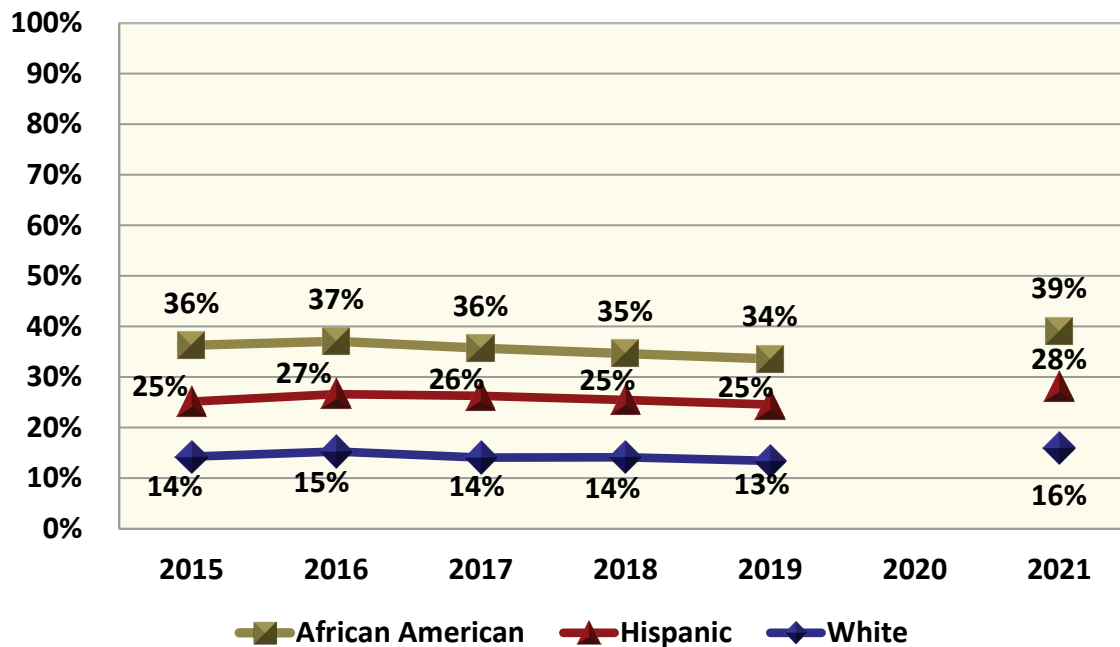


English Language Arts – FSA Grades 3-10

At or Above Achievement Level 3, by Race/Ethnicity

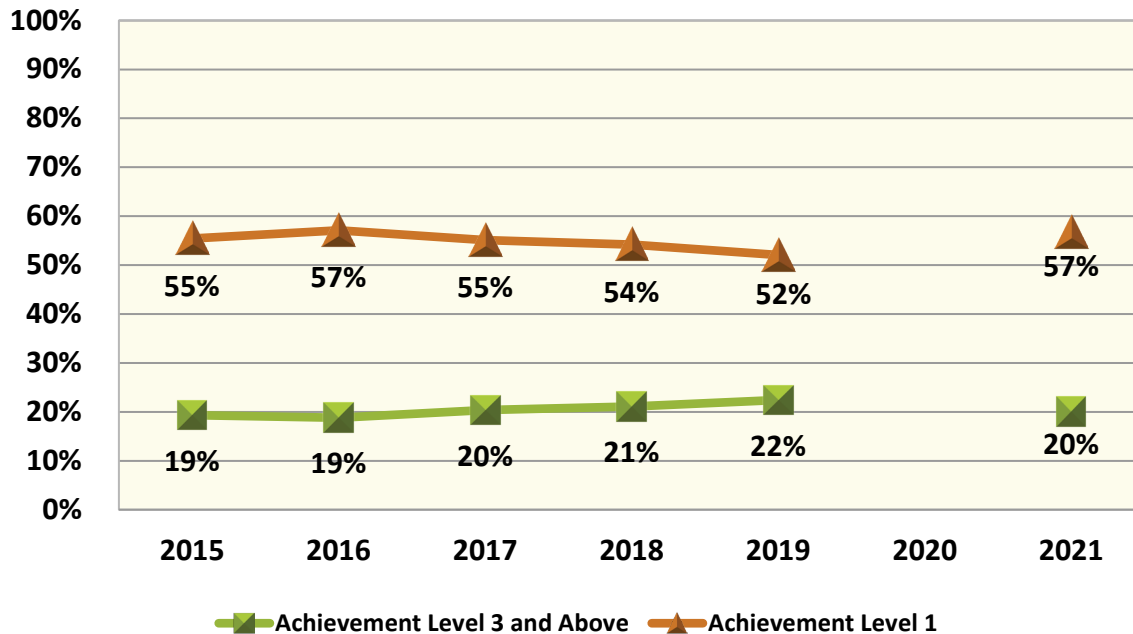


At Achievement Level 1, by Race/Ethnicity

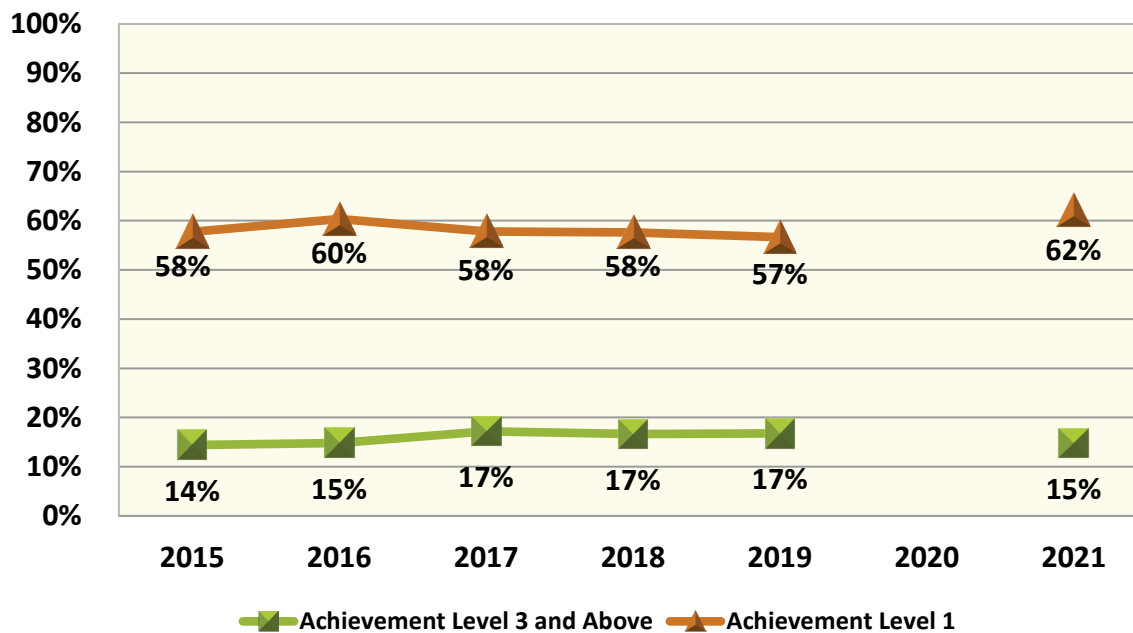


English Language Arts – FSA Grades 3-10

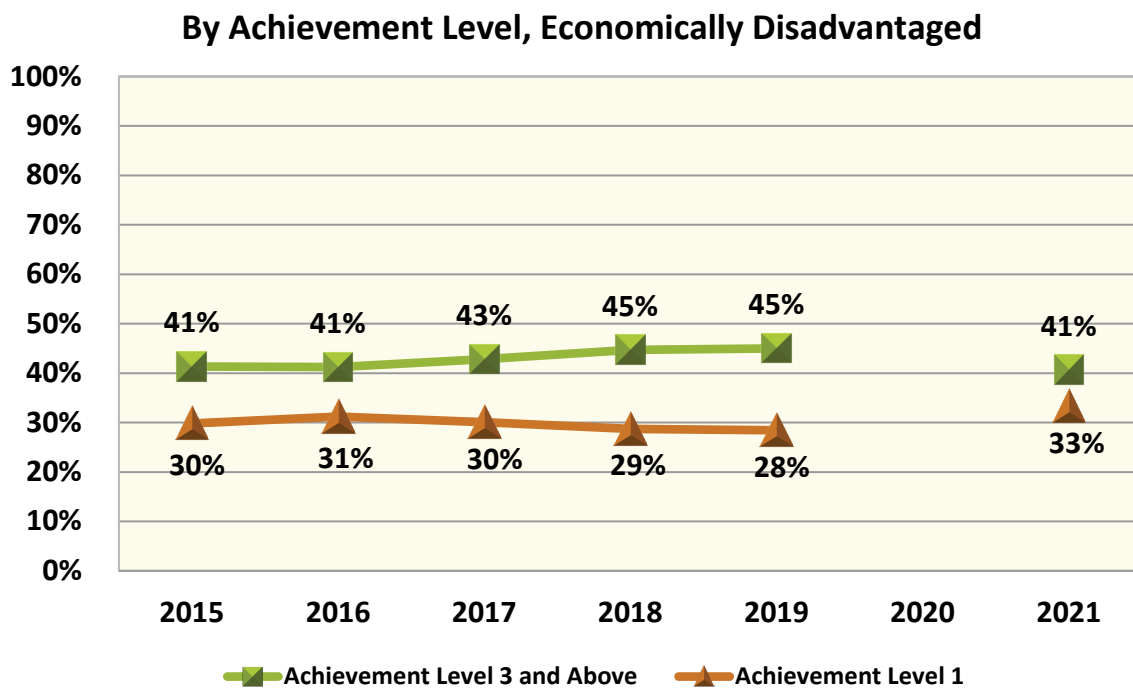
By Achievement Level, Students with Disabilities



By Achievement Level, English Language Learners

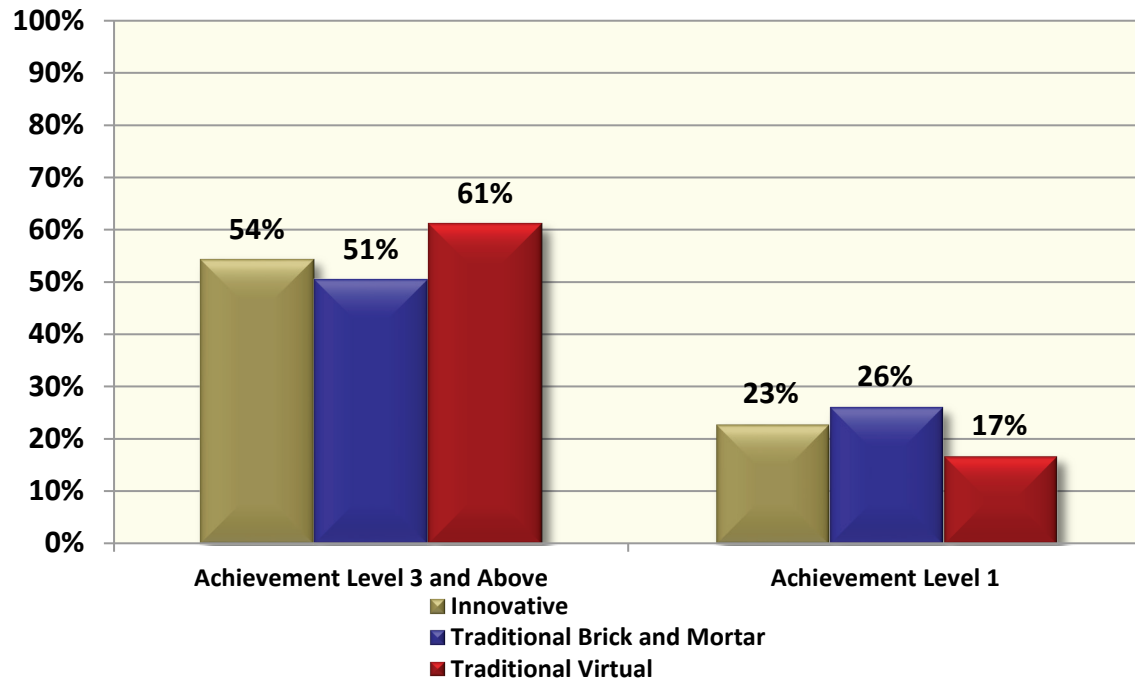


English Language Arts – FSA Grades 3-10

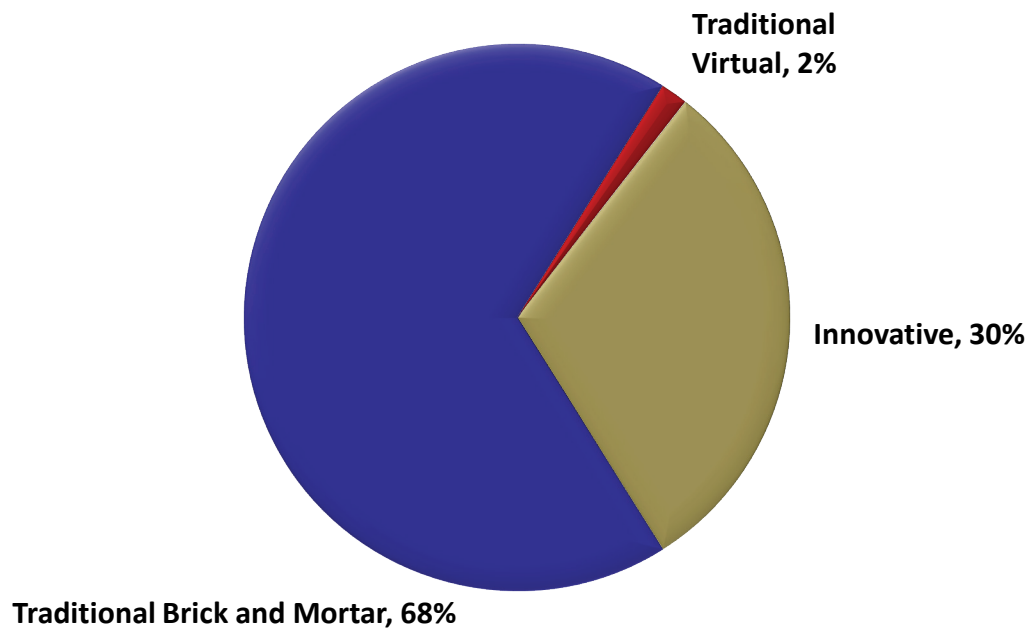


English Language Arts – Grades 3-10

By Achievement Level, Learning Environment

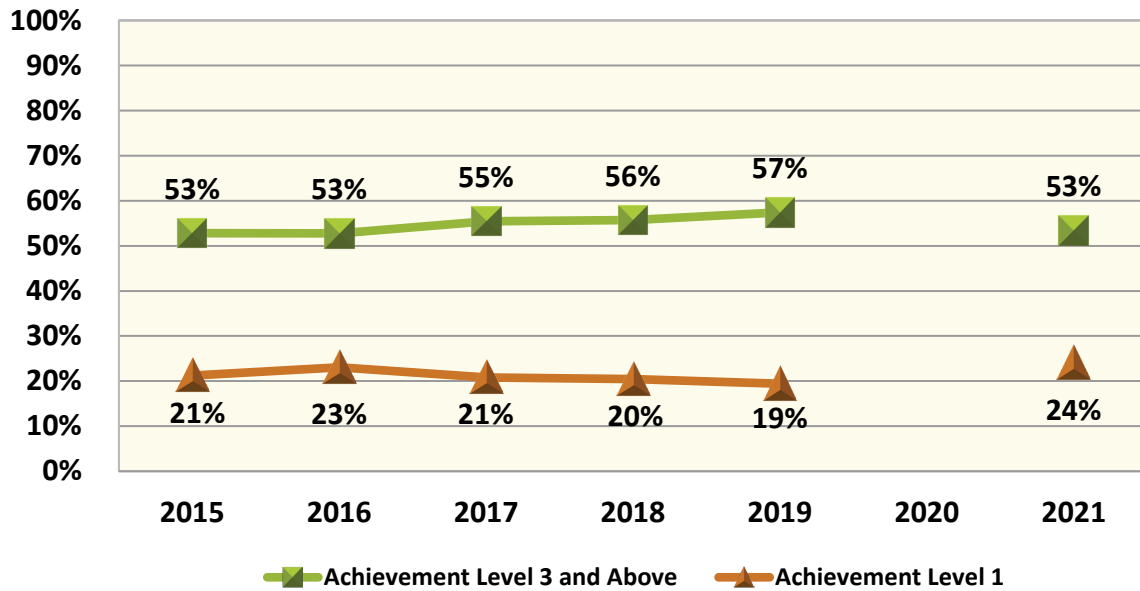


Test Takers by Learning Environment

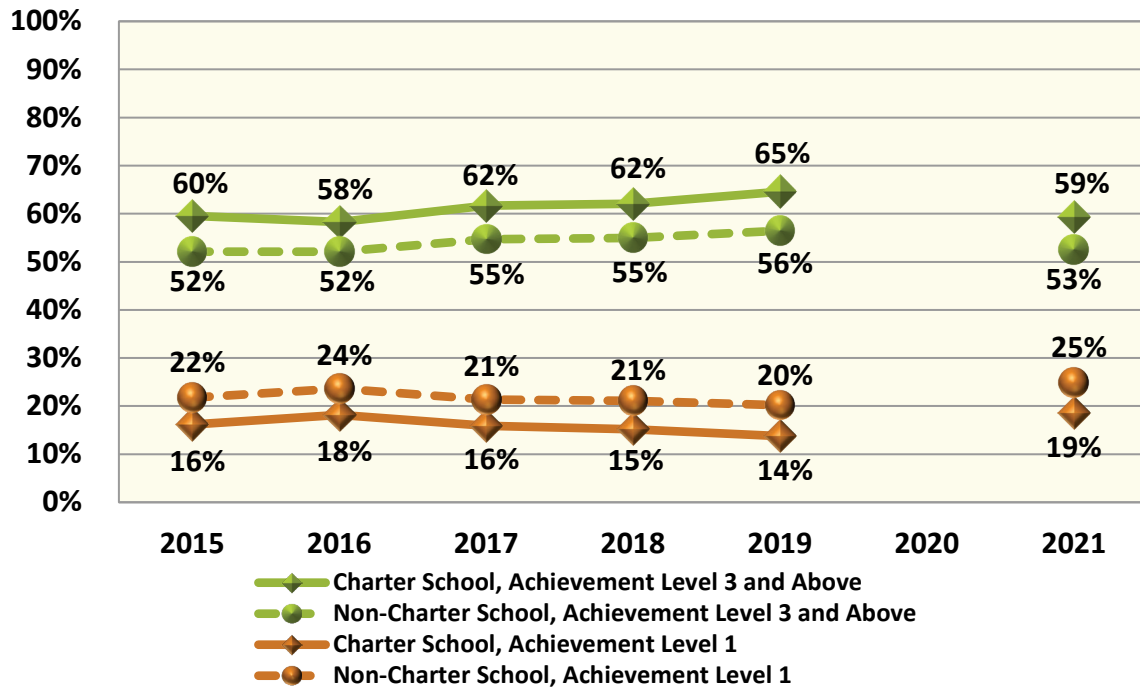


English Language Arts – Grades 3-5

By Achievement Level

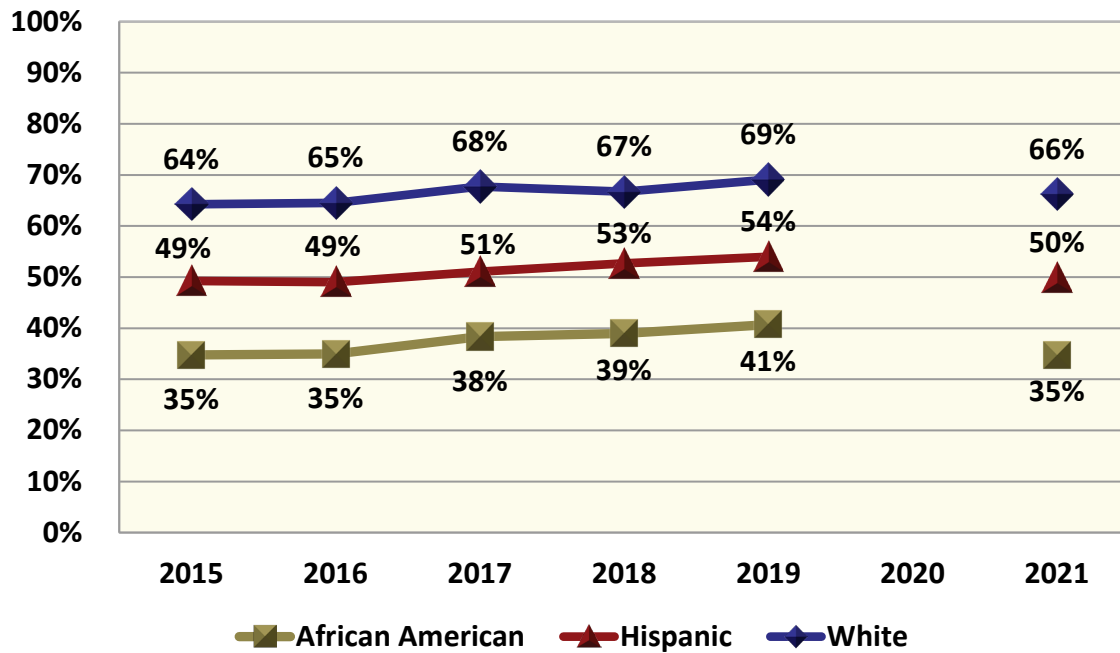


By Achievement Level, Charter vs. Non-Charter Schools

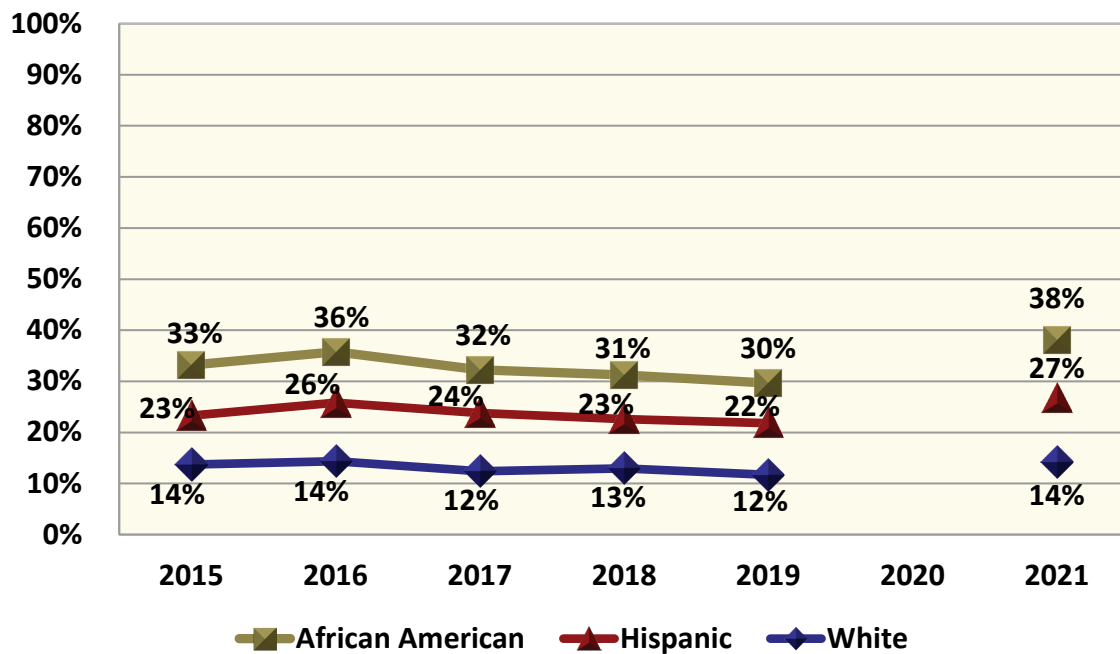


English Language Arts – Grades 3-5

At or Above Achievement Level 3, by Race/Ethnicity

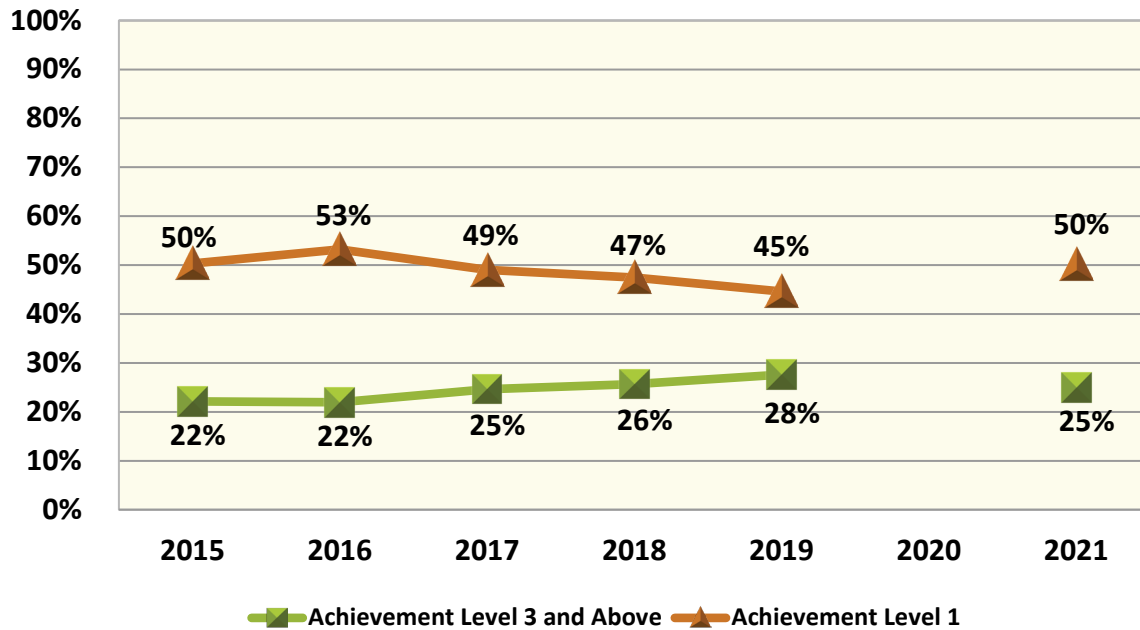


At Achievement Level 1, by Race/Ethnicity

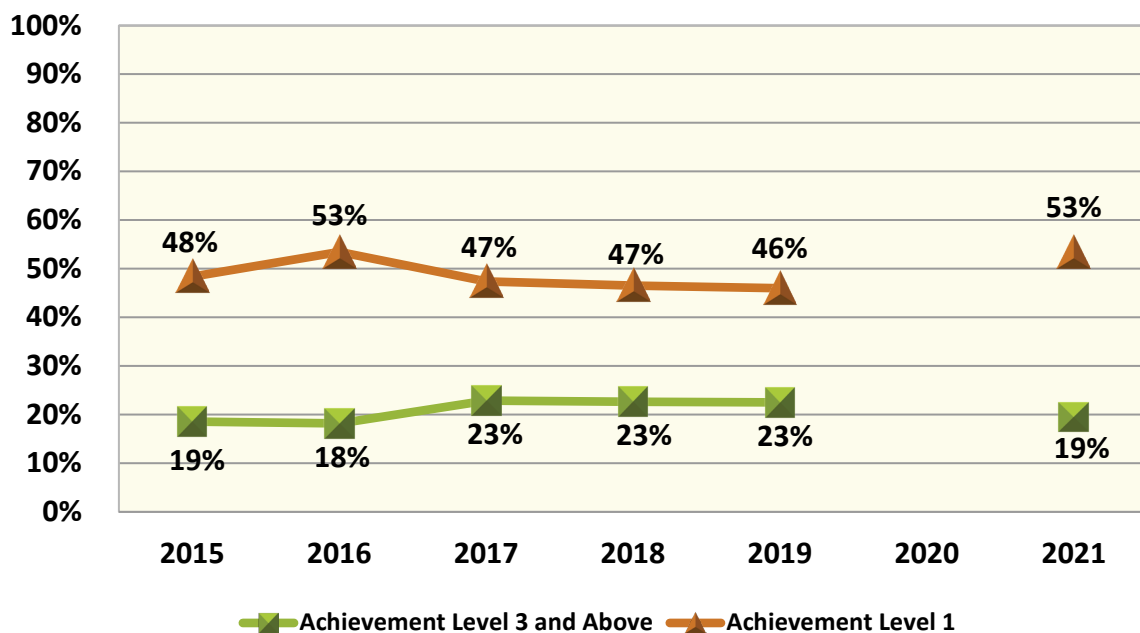


English Language Arts – Grades 3-5

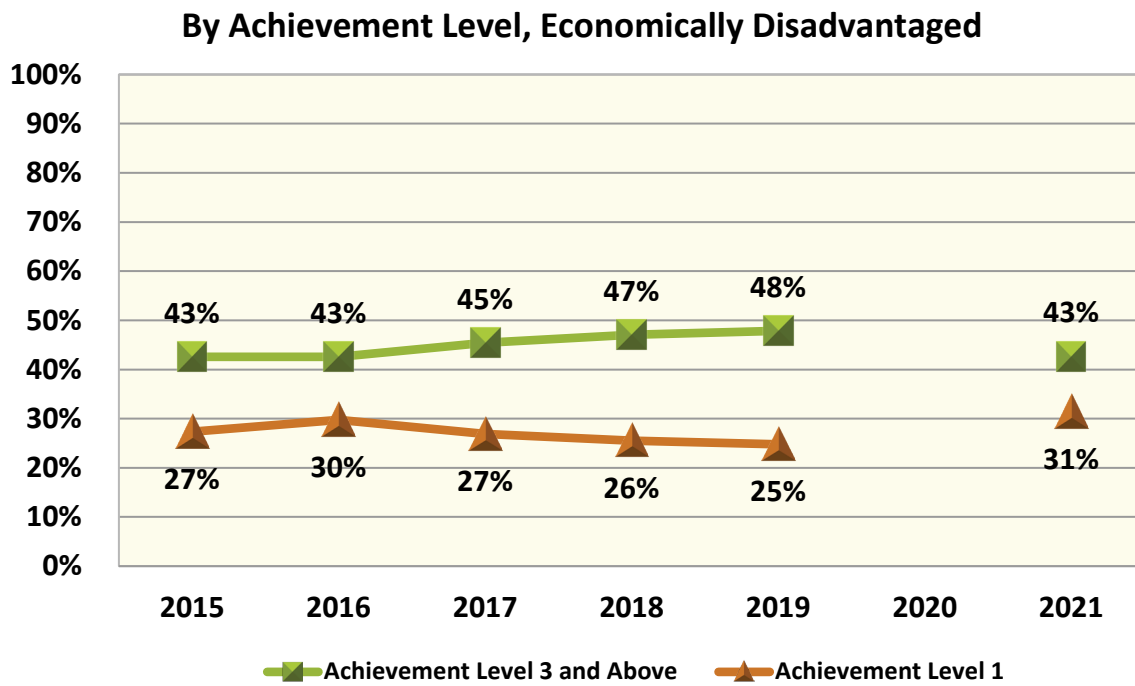
By Achievement Level, Students with Disabilities



By Achievement Level, English Language Learners

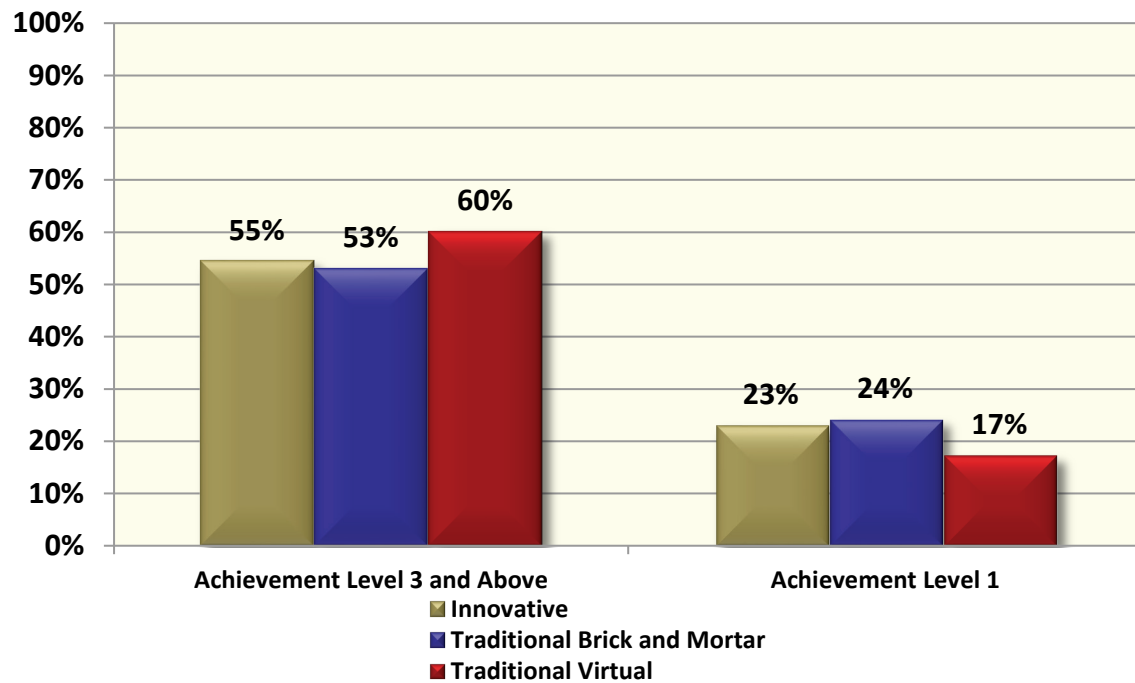


English Language Arts – Grades 3-5

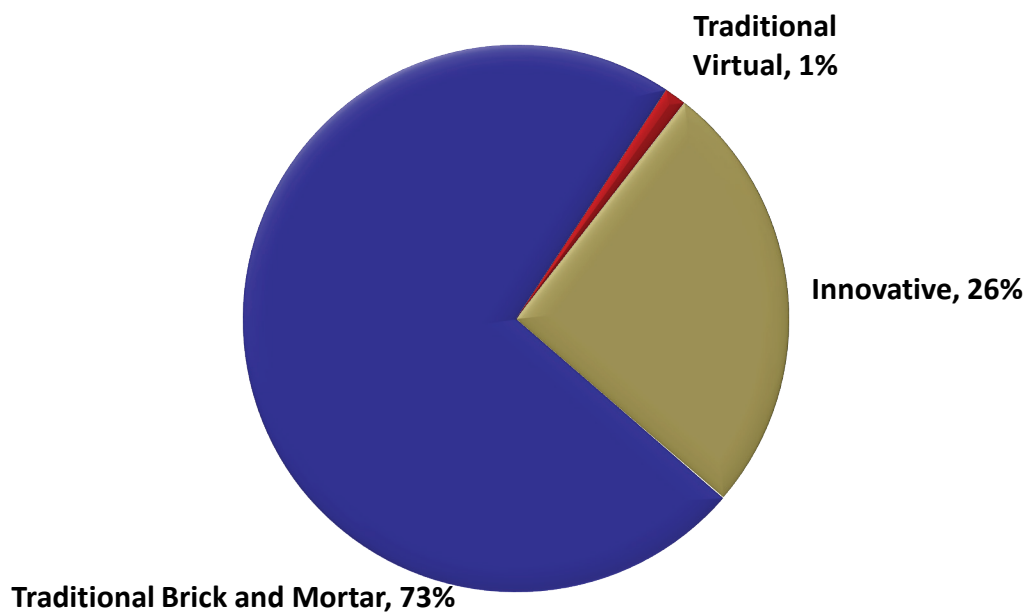


English Language Arts – Grades 3-5

By Achievement Level, Learning Environment

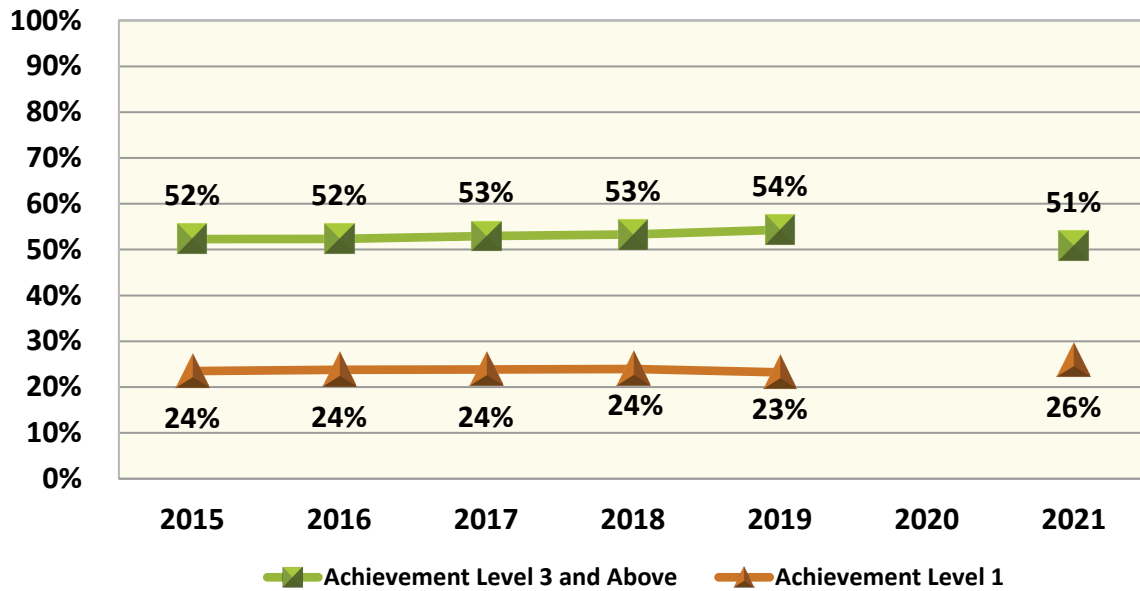


Test Takers by Learning Environment

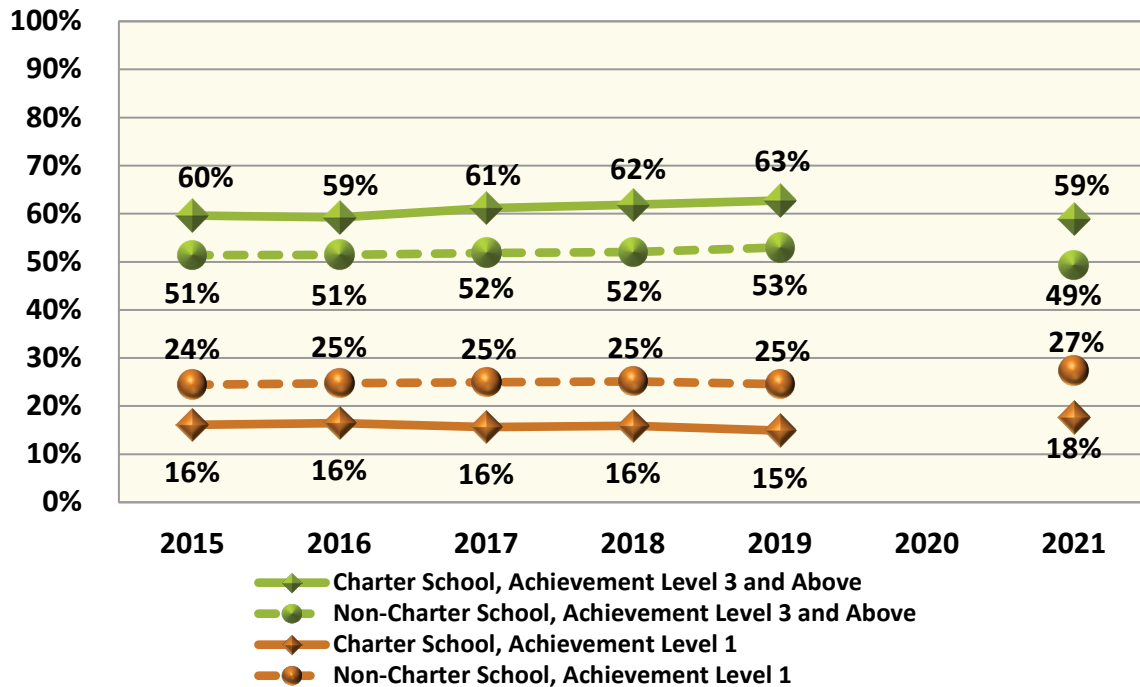


English Language Arts – Grades 6-8

By Achievement Level

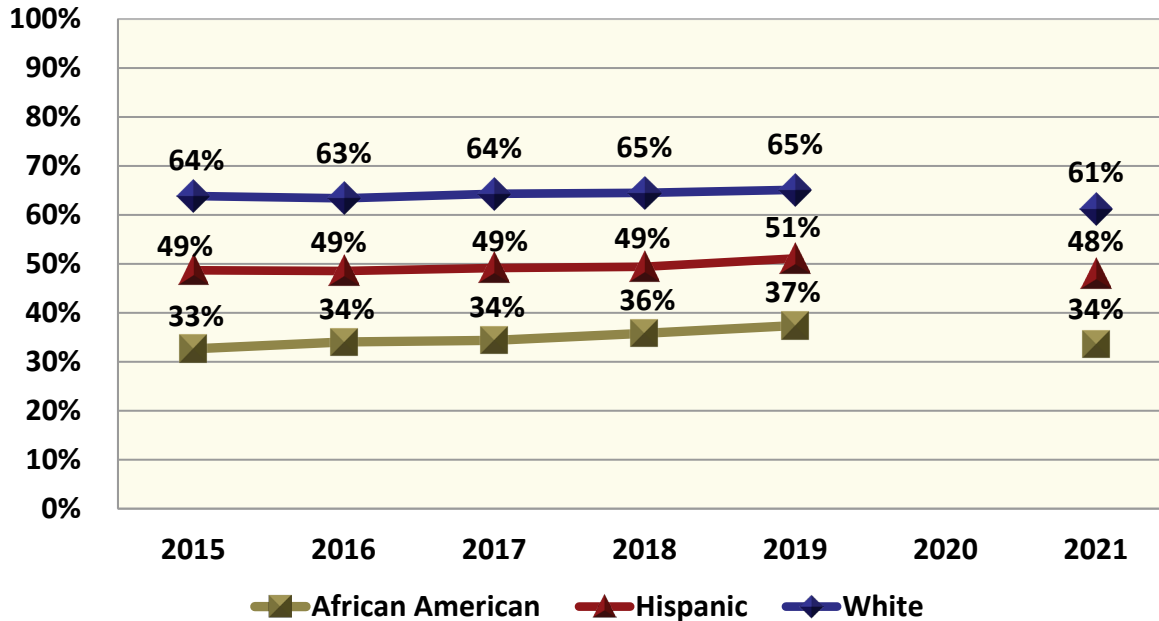


By Achievement Level, Charter vs. Non-Charter Schools

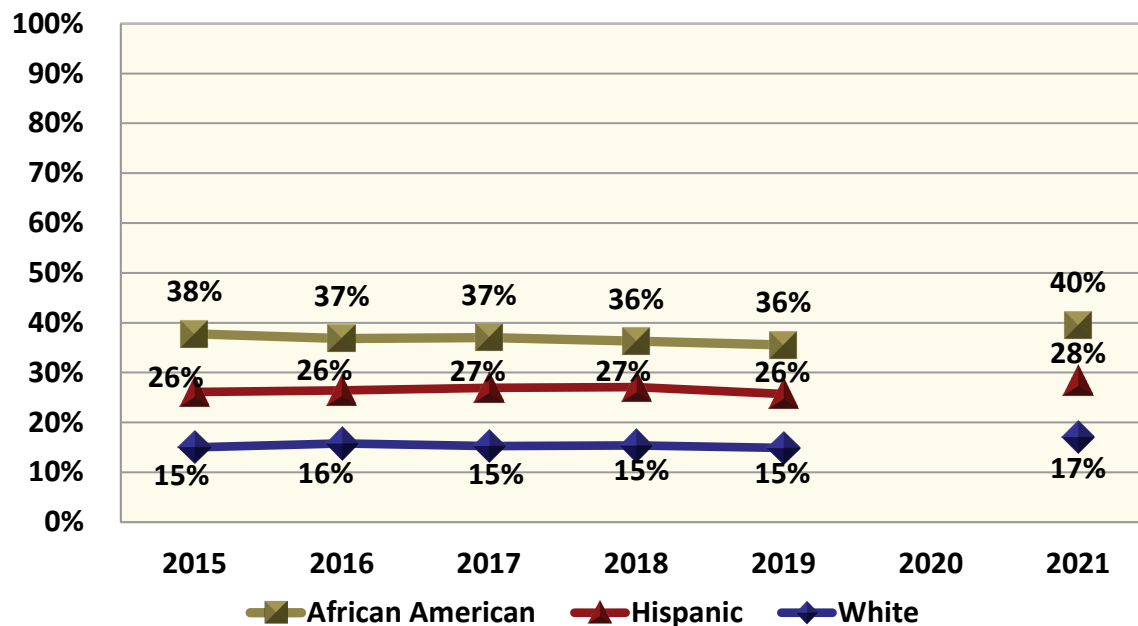


English Language Arts – Grades 6-8

At or Above Achievement Level 3, by Race/Ethnicity

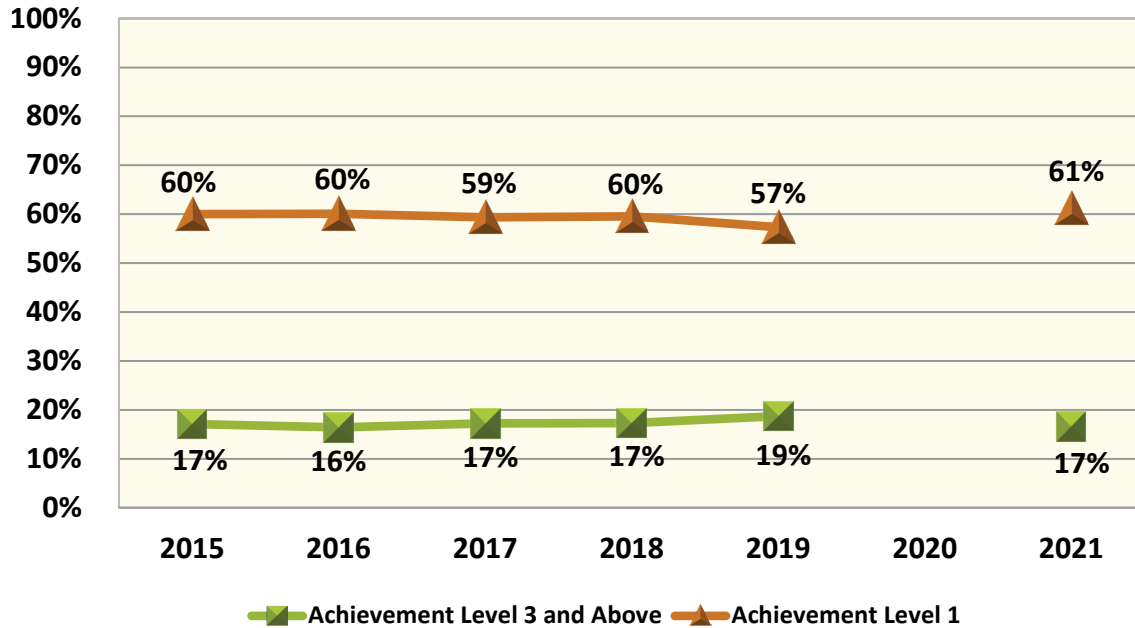


At Achievement Level 1, by Race/Ethnicity

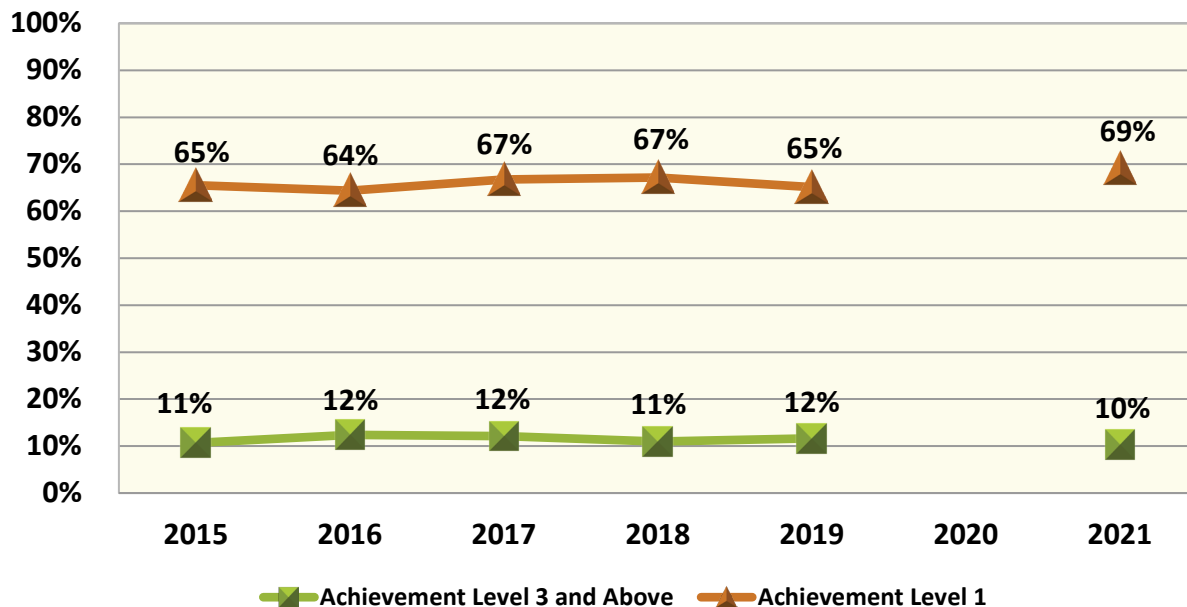


English Language Arts – Grades 6-8

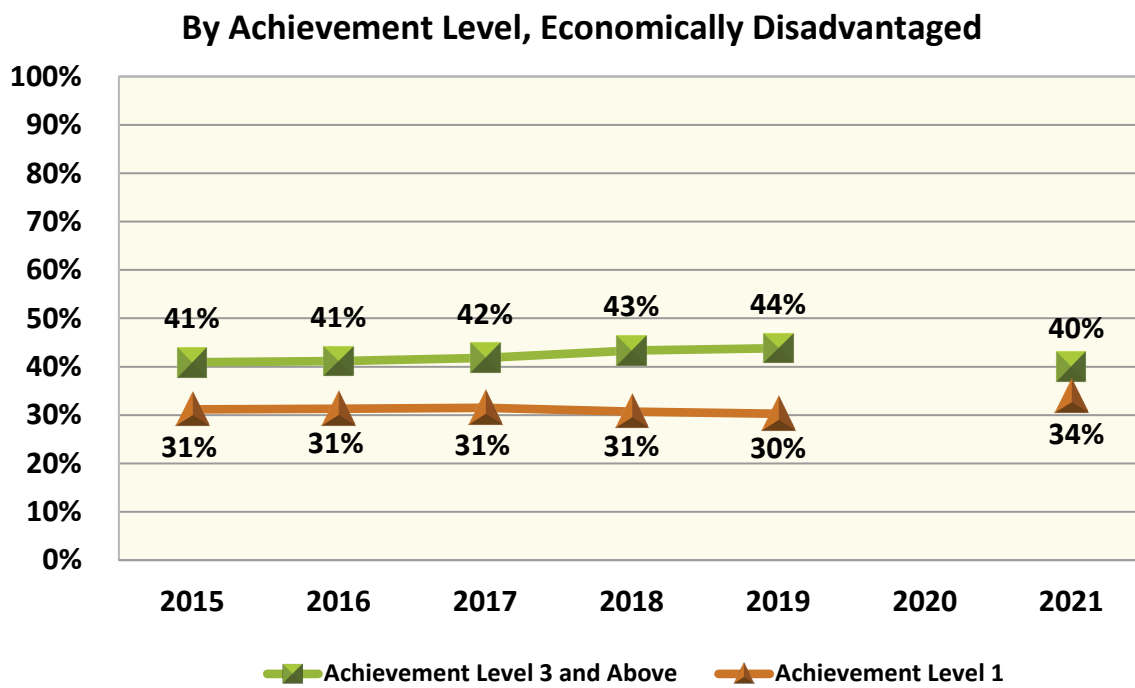
By Achievement Level, Students with Disabilities



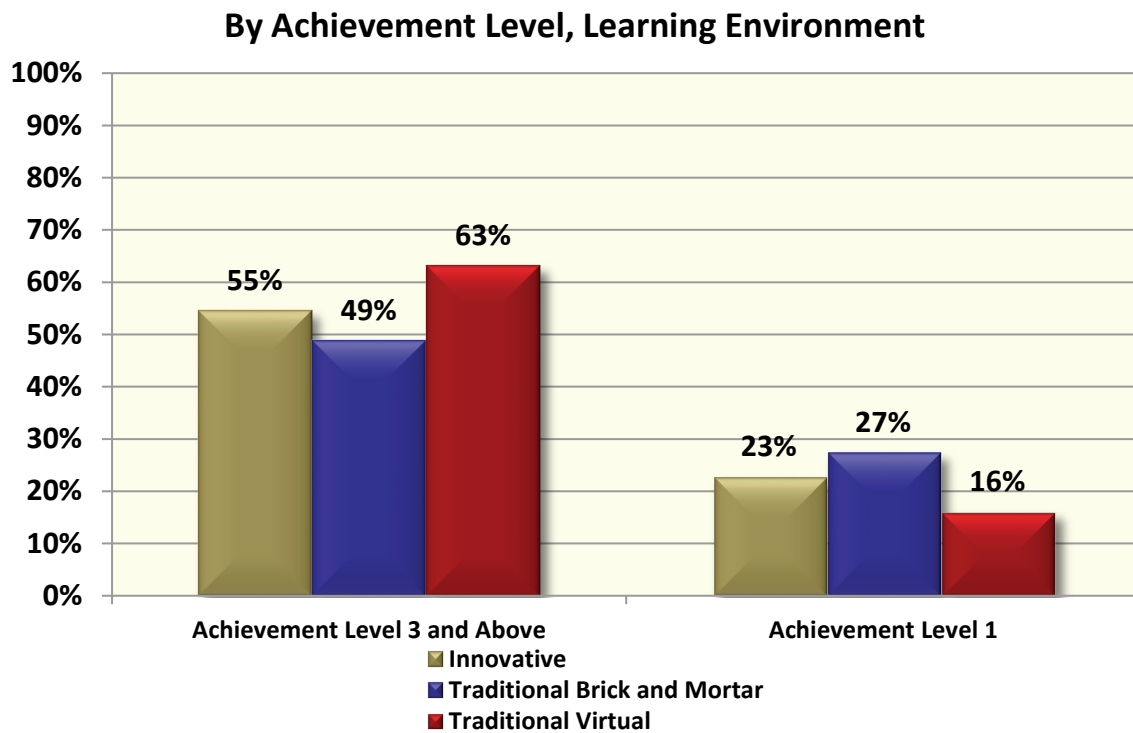
By Achievement Level, English Language Learners



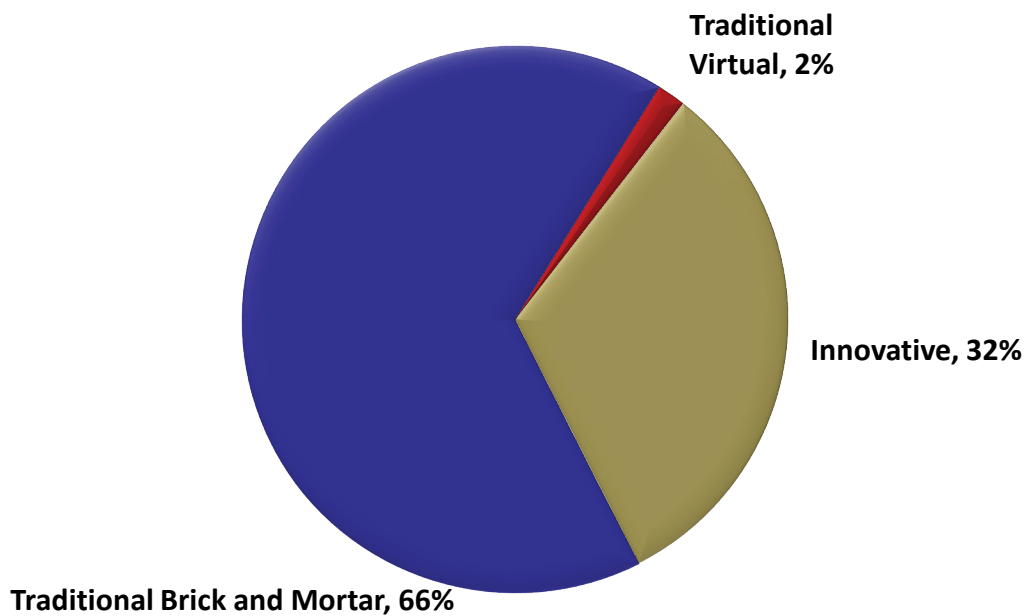
English Language Arts – Grades 6-8



English Language Arts – Grades 6-8

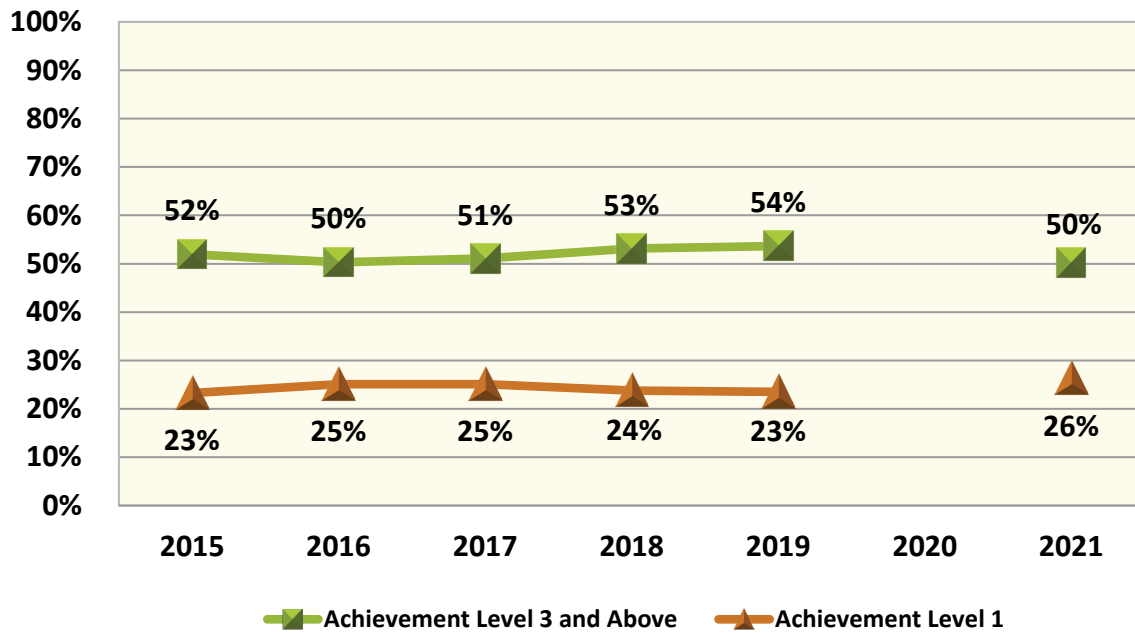


Test Takers by Learning Environment

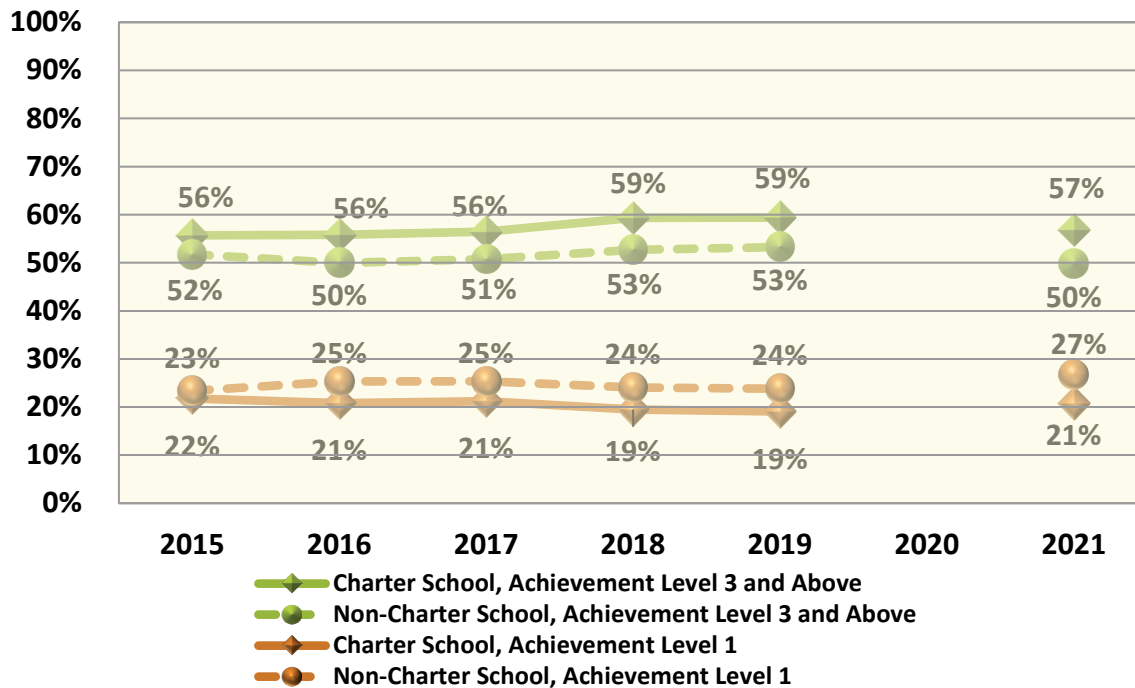


English Language Arts – Grades 9-10

By Achievement Level

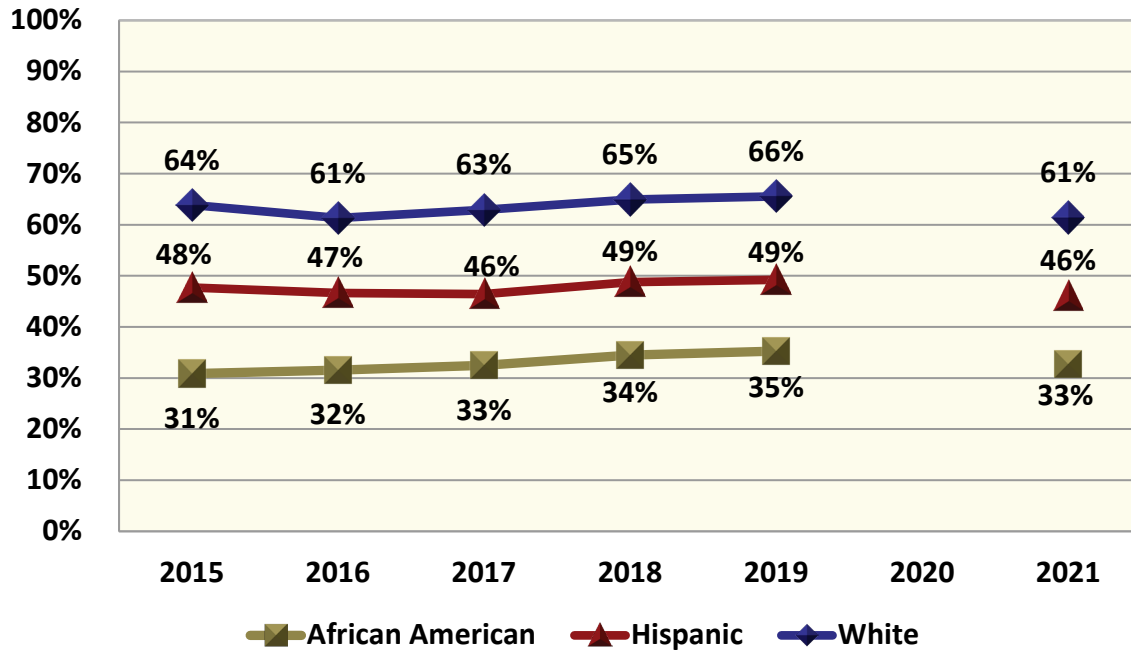


By Achievement Level, Charter vs. Non-Charter Schools

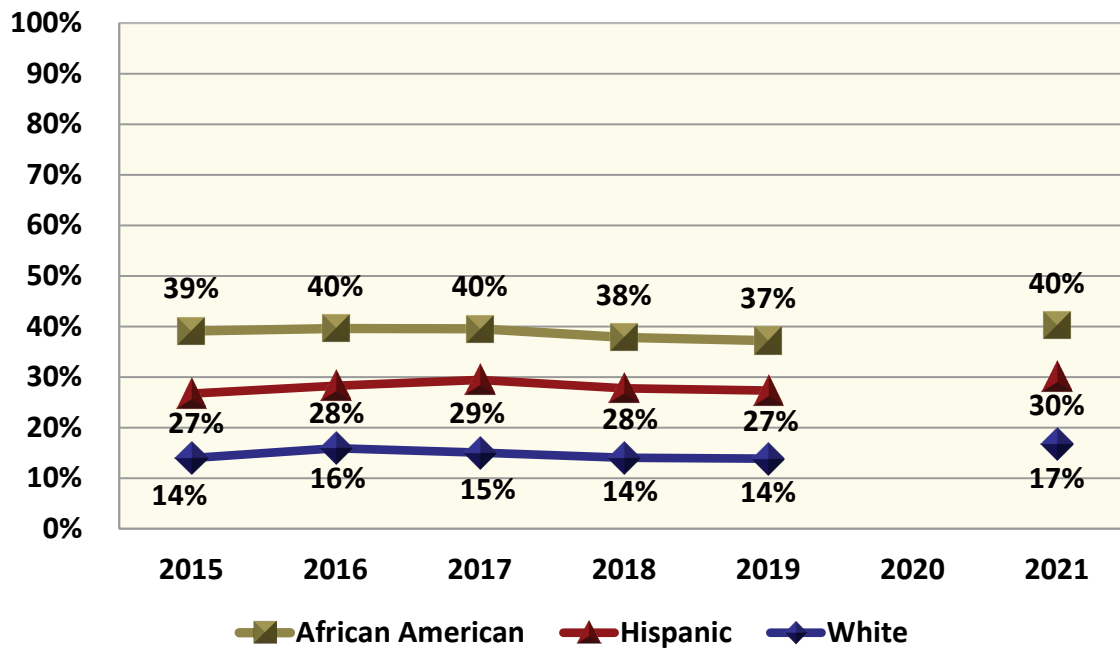


English Language Arts – Grades 9-10

At or Above Achievement Level 3, by Race/Ethnicity

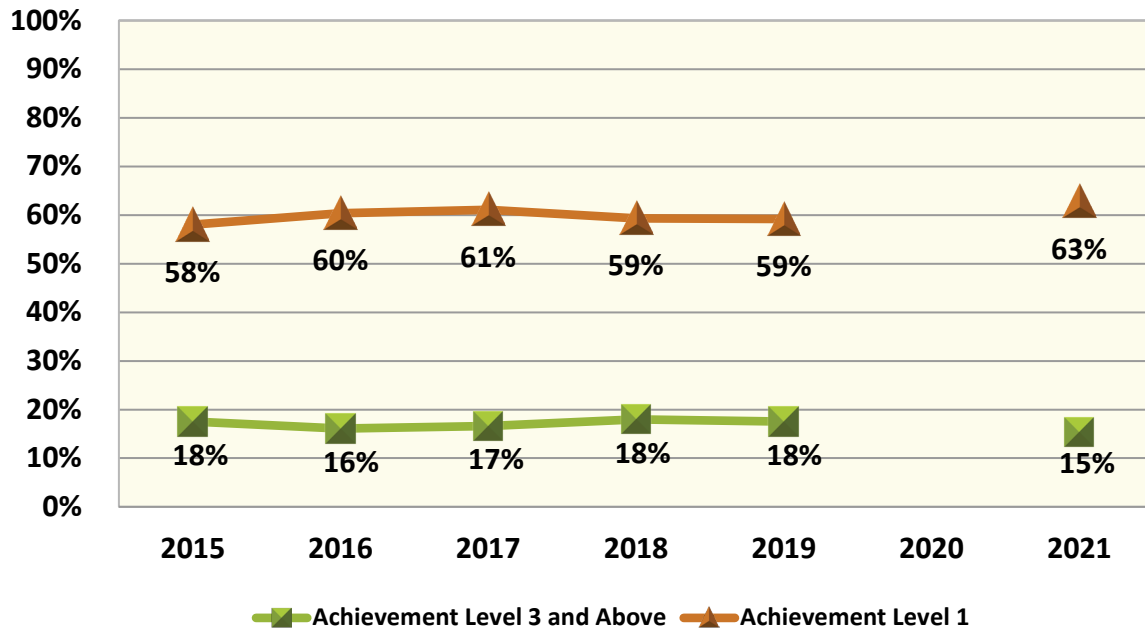


At Achievement Level 1, by Race/Ethnicity

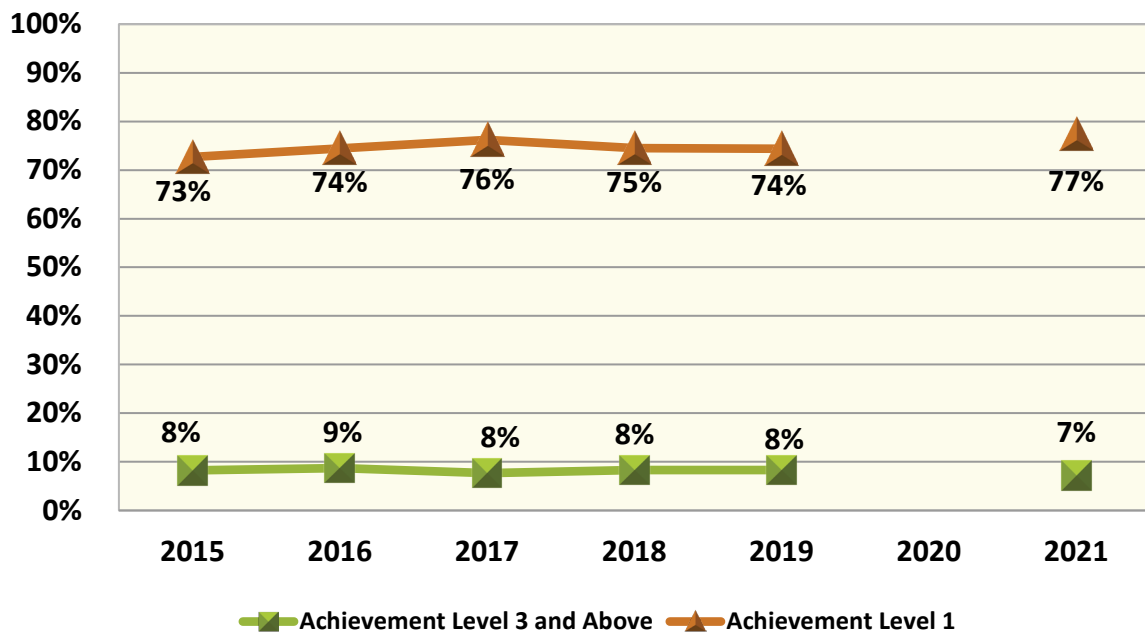


English Language Arts – Grades 9-10

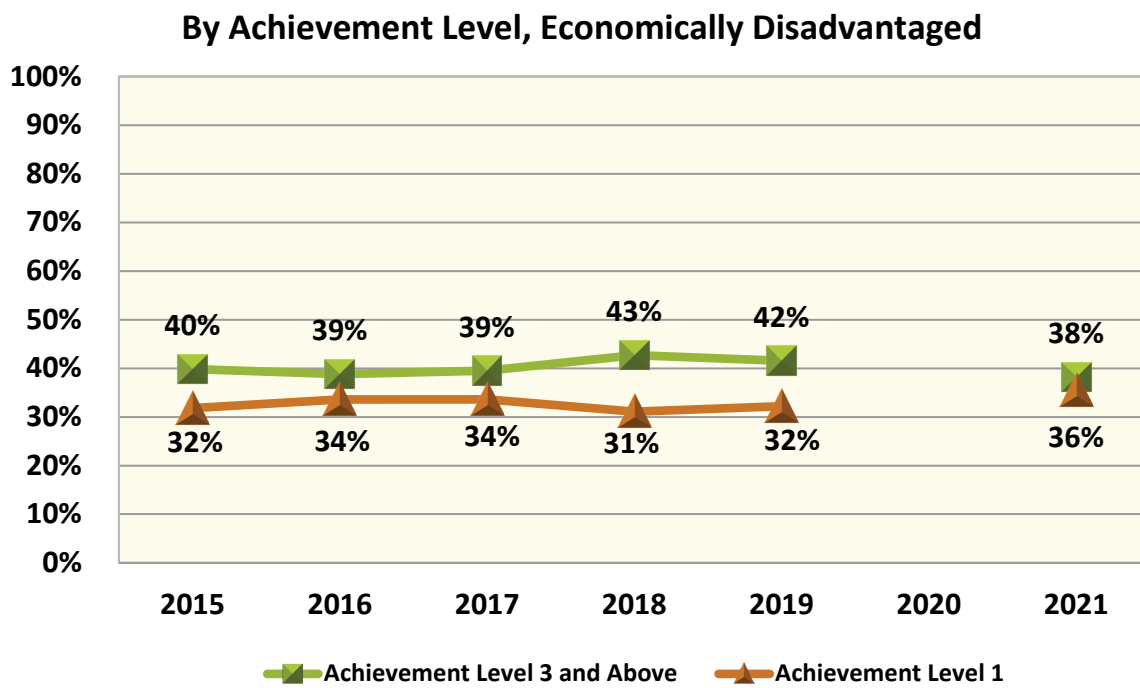
By Achievement Level, Students with Disabilities



By Achievement Level, English Language Learners

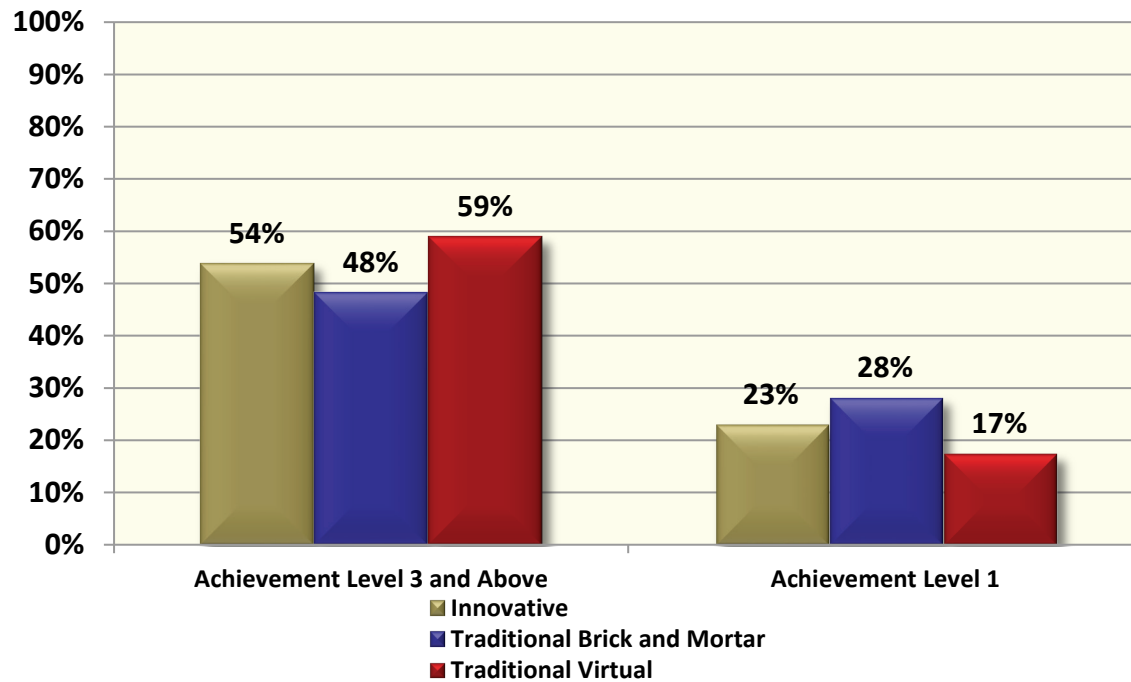


English Language Arts – Grades 9-10

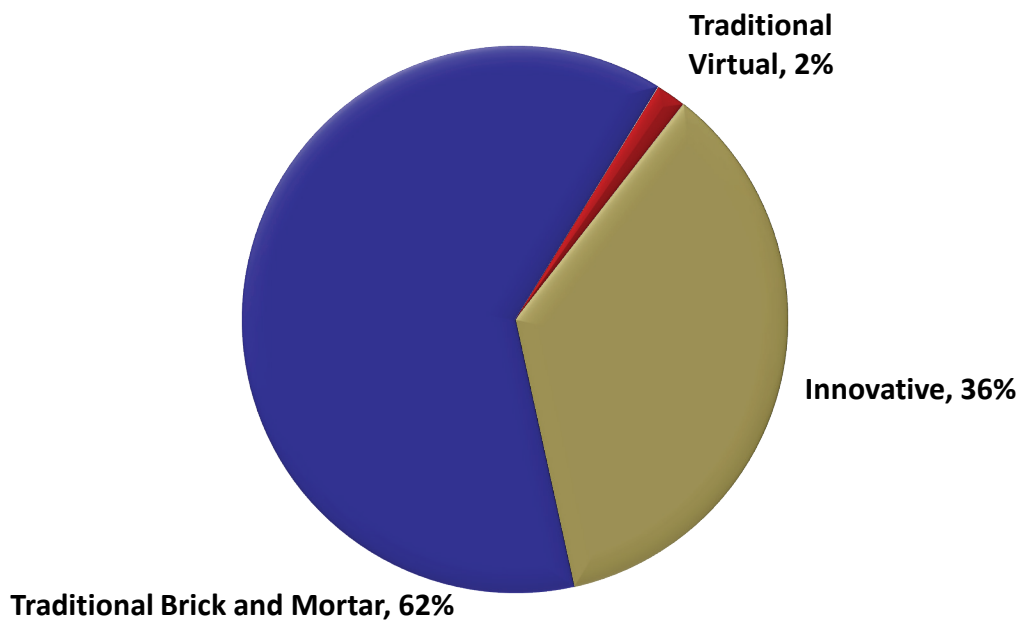


English Language Arts – Grades 9-10

By Achievement Level, Learning Environment



Test Takers by Learning Environment



Statewide Comparison Report 2015 to 2019, 2021

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	198,628	300	23%	22%	28%	20%	6%	54%
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	202,373	310	27%	21%	24%	20%	8%	52%
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	196,549	321	22%	24%	26%	19%	9%	54%
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	194,258	325	24%	24%	21%	21%	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	199,985	329	28%	24%	22%	17%	9%	48%
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	197,220	336	25%	22%	25%	17%	10%	52%

Statewide Comparison Report 2015 to 2019, 2021

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	
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	196,278	340	27%	23%	21%	19%	9%	50%
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	186,374	348	25%	24%	21%	21%	9%	51%

*Percentages may not add to 100 due to rounding.

District Comparison Report 2019 to 2021

FSA English Language Arts, Grades 3-10

District	Percentage Level 3 and Above		Percentage Point Change	2021 Percentage In-Person Instruction
	2019	2021		
STATEWIDE	55%	52%	-3%	68%
ALACHUA	56%	53%	-3%	62%
BAKER	51%	48%	-3%	97%
BAY	57%	51%	-6%	93%
BRADFORD	44%	40%	-4%	90%
BREVARD	61%	57%	-4%	79%
BROWARD	58%	52%	-6%	40%
CALHOUN	61%	55%	-6%	90%
CHARLOTTE	55%	53%	-2%	93%
CITRUS	55%	50%	-5%	88%
CLAY	62%	59%	-3%	84%
COLLIER	57%	56%	-1%	90%
COLUMBIA	57%	53%	-4%	92%
MIAMI-DADE	58%	54%	-4%	47%
DESOTO	34%	31%	-3%	72%
DIXIE	53%	49%	-4%	98%
DUVAL	49%	45%	-4%	67%
ESCAMBIA	49%	44%	-5%	81%
FLAGLER	60%	56%	-4%	88%
FRANKLIN	40%	35%	-5%	90%
GADSDEN	36%	29%	-7%	52%
GILCHRIST	66%	60%	-6%	95%
GLADES	44%	40%	-4%	72%
GULF	49%	44%	-5%	91%
HAMILTON	36%	29%	-7%	95%
HARDEE	48%	46%	-2%	88%
HENDRY	43%	40%	-3%	53%
HERNANDO	53%	49%	-4%	79%
HIGHLANDS	46%	43%	-3%	85%
HILLSBOROUGH	54%	50%	-4%	59%
HOLMES	52%	45%	-7%	94%
INDIAN RIVER	55%	52%	-3%	82%
JACKSON	57%	53%	-4%	93%
JEFFERSON	32%	28%	-4%	63%
LAFAYETTE	58%	56%	-2%	100%
LAKE	54%	49%	-5%	81%
LEE	53%	49%	-4%	84%
LEON	57%	53%	-4%	68%
LEVY	45%	42%	-3%	97%
LIBERTY	61%	55%	-6%	92%

District Comparison Report 2019 to 2021

FSA English Language Arts, Grades 3-10

District	Percentage Level 3 and Above		Percentage Point Change	2021 Percentage In-Person Instruction
	2019	2021		
STATEWIDE	55%	52%	-3%	68%
MADISON	40%	39%	-1%	91%
MANATEE	52%	50%	-2%	84%
MARION	47%	43%	-4%	86%
MARTIN	57%	53%	-4%	83%
MONROE	60%	54%	-6%	97%
NASSAU	67%	65%	-2%	85%
OKALOOSA	64%	59%	-5%	87%
OKEECHOBEE	45%	41%	-4%	94%
ORANGE	53%	51%	-2%	65%
OSCEOLA	48%	45%	-3%	66%
PALM BEACH	57%	53%	-4%	55%
PASCO	56%	51%	-5%	76%
PINELLAS	54%	51%	-3%	77%
POLK	47%	43%	-4%	82%
PUTNAM	41%	37%	-4%	86%
ST. JOHNS	75%	73%	-2%	91%
ST. LUCIE	51%	47%	-4%	68%
SANTA ROSA	66%	60%	-6%	90%
SARASOTA	66%	63%	-3%	84%
SEMINOLE	62%	60%	-2%	79%
SUMTER	62%	61%	-1%	89%
SUWANNEE	48%	43%	-5%	95%
TAYLOR	49%	41%	-8%	88%
UNION	60%	53%	-7%	99%
VOLUSIA	52%	49%	-3%	85%
WAKULLA	60%	55%	-5%	92%
WALTON	62%	60%	-2%	93%
WASHINGTON	53%	49%	-4%	86%

Florida Standards Assessments

Mathematics

Summary of Mathematics Results

- **All Mathematics Assessments**
 - Approximately 93% of students took the statewide, standardized assessments in Mathematics this spring.
- **Grades 3-8**
 - Overall, performance at Level 3 and above in Mathematics in grades 3-8 decreased by 10 percentage points from 2019 to 2021 (61% to 51%).
 - Charter schools outperformed non-charter schools in Mathematics.
 - Charter schools had a higher percentage of students performing at Level 3 and above (54% vs. 50%) and a lower percentage of students scoring Level 1 (26% vs. 30%).
 - Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
 - All subgroups decreased their performance at Level 3 and above from 2019 to 2021.
 - In grades 3-8, Traditional Brick and Mortar students outperformed both Innovative students and Traditional Virtual students by having a higher percentage of students scoring at Level 3 and above (53% vs. 46% and 48%, respectively) and a lower percentage of students scoring at Level 1 (28% vs. 34% and 31%, respectively).
- **Grades 3-5**
 - Overall, performance at Level 3 and above in Mathematics in grades 3-5 decreased by 10 percentage points from 2019 to 2021 (62% to 52%).
 - All grades 3-5 subgroups decreased their performance at Level 3 and above from 2019 to 2021.
 - In grades 3-5, Traditional Brick and Mortar students outperformed both Innovative students and Traditional Virtual students by having a higher percentage of students scoring at Level 3 and above (55% vs. 44% and 38%, respectively) and a lower percentage of students scoring at Level 1 (27% vs. 37% and 40% respectively).
- **Grades 6-8**
 - Overall, performance at Level 3 and above in Mathematics in grades 6-8 decreased by 9 percentage points from 2019 to 2021 (59% to 50%).
 - In the middle grades, charter schools outperformed non-charter schools in Mathematics.
 - Charter schools had a higher percentage of grades 6-8 students performing at Level 3 and above (55% vs. 49%) and a lower percentage of students scoring Level 1 (24% vs. 31%).
 - Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
 - All grades 6-8 subgroups decreased their performance at Level 3 and above from 2019 to 2021.
 - In grades 6-8, Traditional Brick and Mortar students outperformed Innovative students by having a higher percentage of students scoring at Level 3 and above (51% vs. 48%) and a lower percentage of students scoring at Level 1 (29% vs. 31%).
 - While Traditional Virtual test takers had the highest percentage of students scoring Level 3 and above (55%) and a lower percentage at Level 1 (23%), it must be noted that of all grade 6-8 Mathematics test takers, only 2% were Traditional Virtual students, while 66% of test takers were Traditional Brick and Mortar and 32% were Innovative students.

- **Algebra 1 EOC**

- Overall, performance at Level 3 and above on the Algebra 1 EOC decreased by 13 percentage points (60% to 47%) from 2019 to 2021.
- Charter schools outperformed non-charter schools in Algebra 1.
 - Charter schools had a higher percentage of students performing at Level 3 and above (57% vs. 45%) and a lower percentage of students scoring Level 1 (30% vs. 42%).
 - Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
- Thirty-four percent of Algebra 1 EOC test takers are in grades lower than high school; 78% of students in grades lower than high school scored at Level 3 and above, while 30% of high school students scored at Level 3 and above.
- All subgroups decreased performance at Level 3 and above compared to 2019.
- In Algebra 1, Traditional Brick and Mortar students outperformed Innovative students by having a higher percentage of students scoring at Level 3 and above (47% vs. 45%) and a lower percentage of students scoring at Level 1 (40% vs. 41%).
 - While Traditional Virtual test takers had the highest percentage of students scoring Level 3 and above (49%) and a lower percentage at Level 1 (36%), it must be noted that of all Algebra 1 EOC test takers, only 2% were Traditional Virtual students, while 63% of test takers were Traditional Brick and Mortar and 35% were Innovative students.

- **Geometry EOC**

- Overall, performance at Level 3 and above on the Geometry EOC decreased 11 percentage points from 2019 to 2021 (57% to 46%).
- Charter schools outperformed non-charter schools in Geometry.
 - Charter schools had a higher percentage of students performing at Level 3 and above (53% vs. 45%) and a lower percentage of students scoring Level 1 (32% vs. 38%).
 - Charter school performance has been consistently higher than non-charter school performance since the test was first administered in 2015.
- All subgroups decreased their performance at Level 3 and above from 2019 to 2021.
- In Geometry, Traditional Brick and Mortar students outperformed both Innovative students and Traditional Virtual students by having a higher percentage of students scoring at Level 3 and above (48% vs. 42% and 47%, respectively) and a lower or equivalent percentage of students scoring at Level 1 (35% vs. 41% and 35%, respectively).
 - It must be noted that of all Geometry EOC test takers, only 2% were Traditional Virtual students, while 61% of test takers were Traditional Brick and Mortar and 37% were Innovative students.

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 state assessments for graduation, which include the Algebra 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.

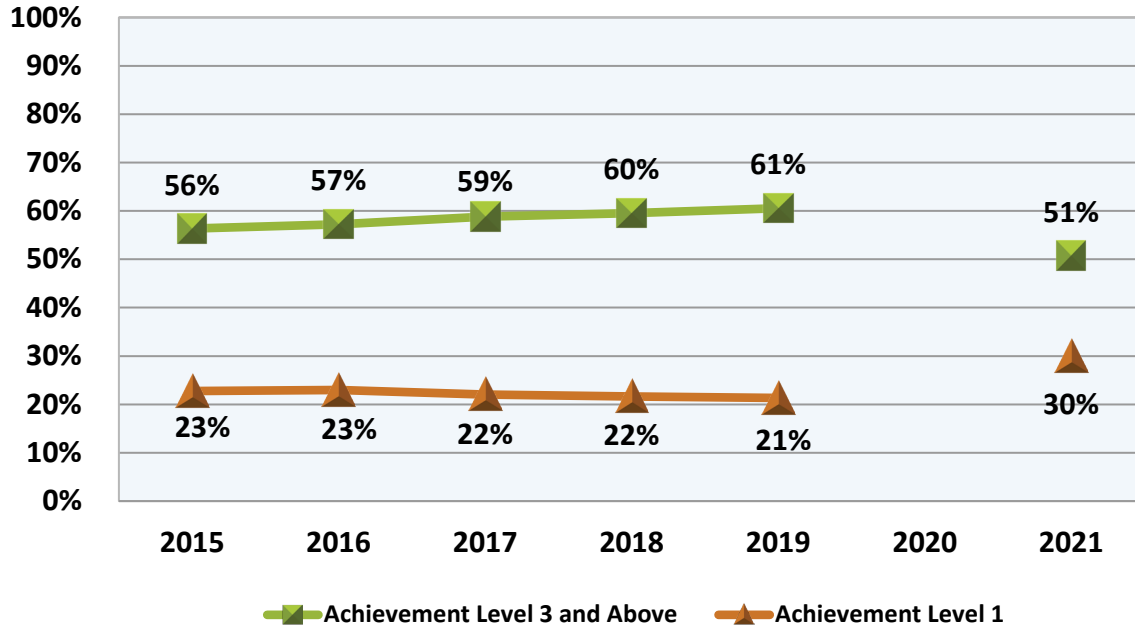
School Year*	Algebra 1 and Geometry EOC Administrations
2015	Spring 2015, Summer 2015
2016	Fall 2015, Winter 2015, Spring 2016, Summer 2016
2017	Fall 2016, Winter 2016, Spring 2017, Summer 2017
2018	Fall 2017, Winter 2017, Spring 2018, Summer 2018
2019	Fall 2018, Winter 2018, Spring 2019, Summer 2019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

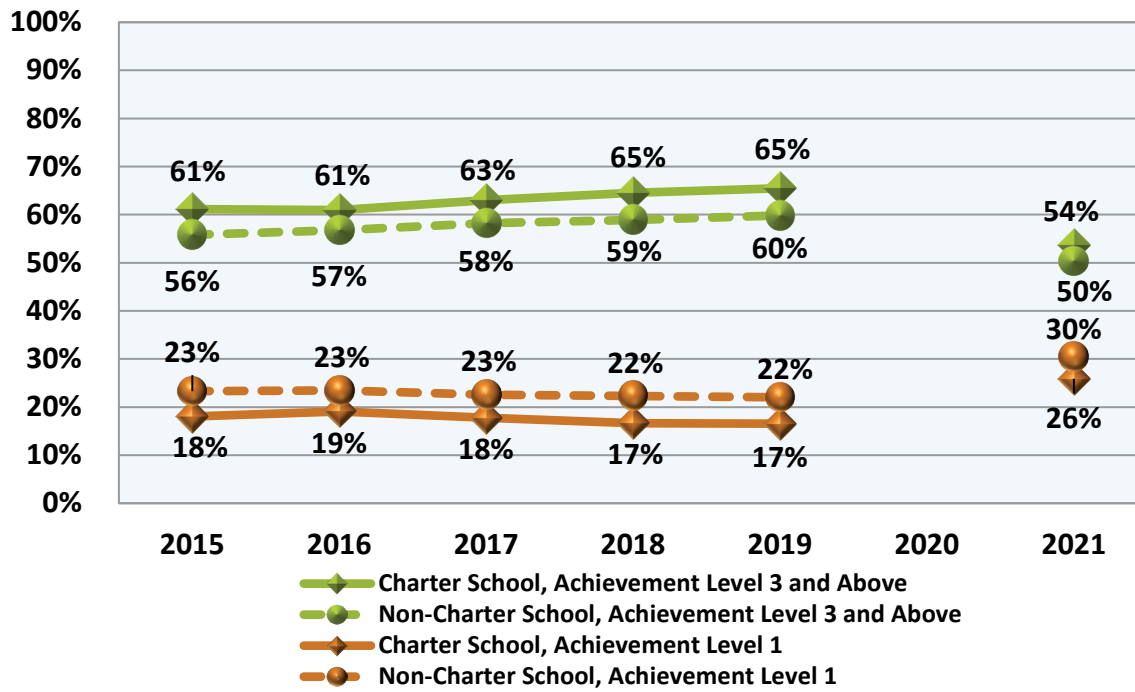
Due to the cancellation of the Spring 2020 assessments, a higher than typical number of students took the Algebra 1 EOC for the first time during the 2020-21 school year. More students took the Algebra 1 EOC this year because students who were enrolled in Algebra 1 during the 2019-20 school year when the school year transitioned from in-person education to remote education subsequently took the Algebra 1 EOC many months removed from instruction. Caution should be used when comparing 2021 Algebra 1 EOC results to those from prior school years.

Mathematics – FSA and EOCs Grades 3-8

By Achievement Level

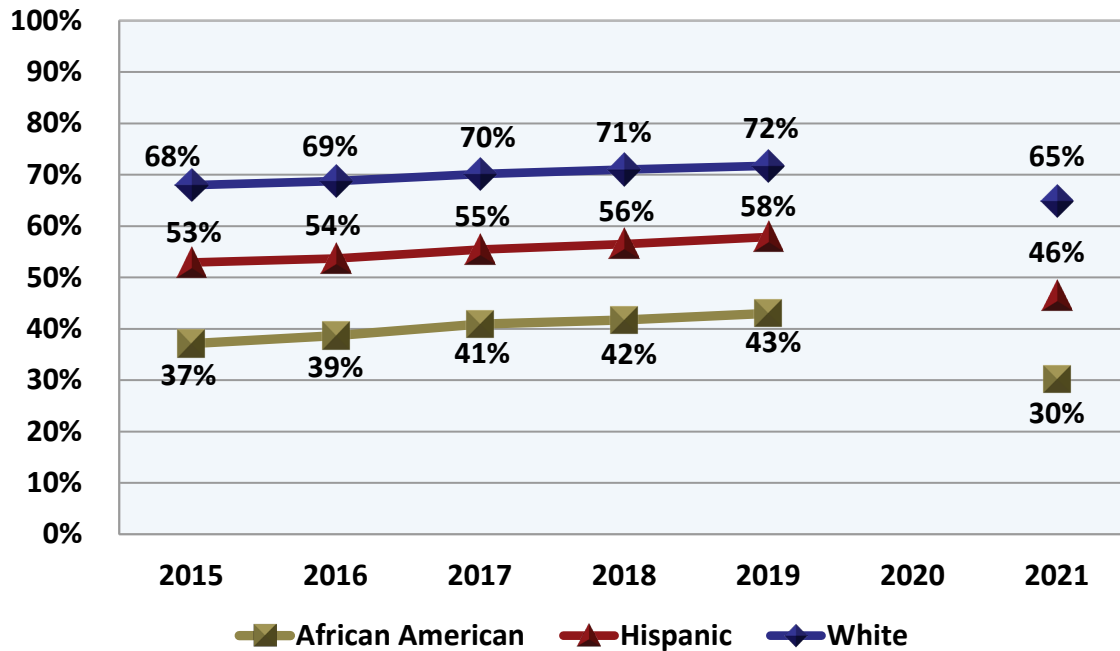


By Achievement Level, Charter vs. Non-Charter Schools

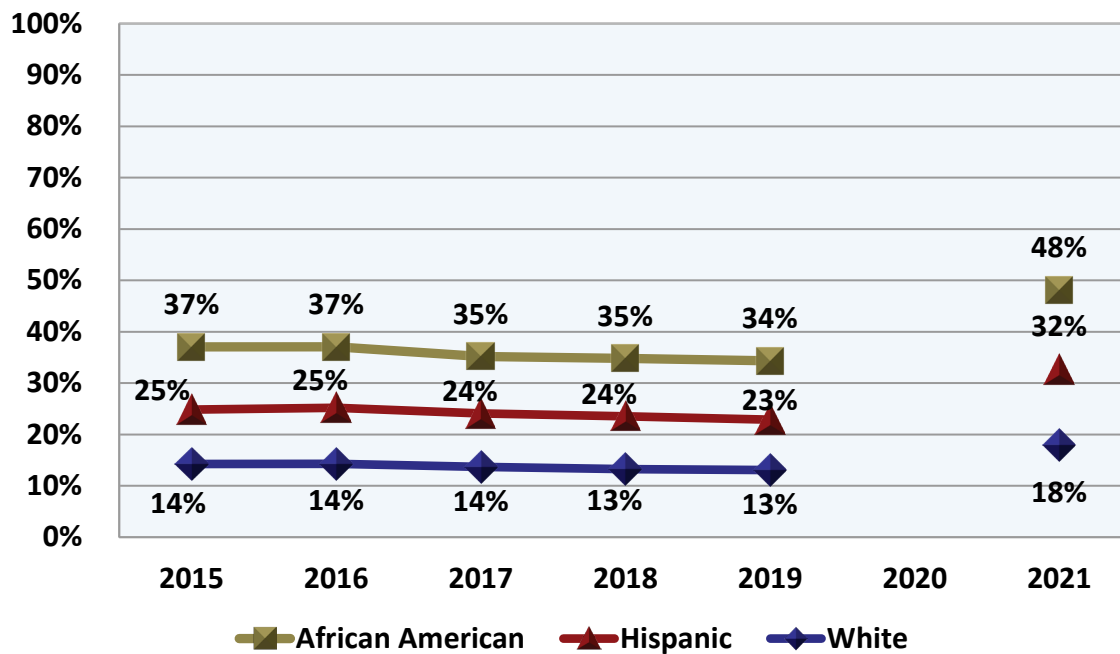


Mathematics – FSA and EOCs Grades 3-8

At or Above Achievement Level 3, by Race/Ethnicity

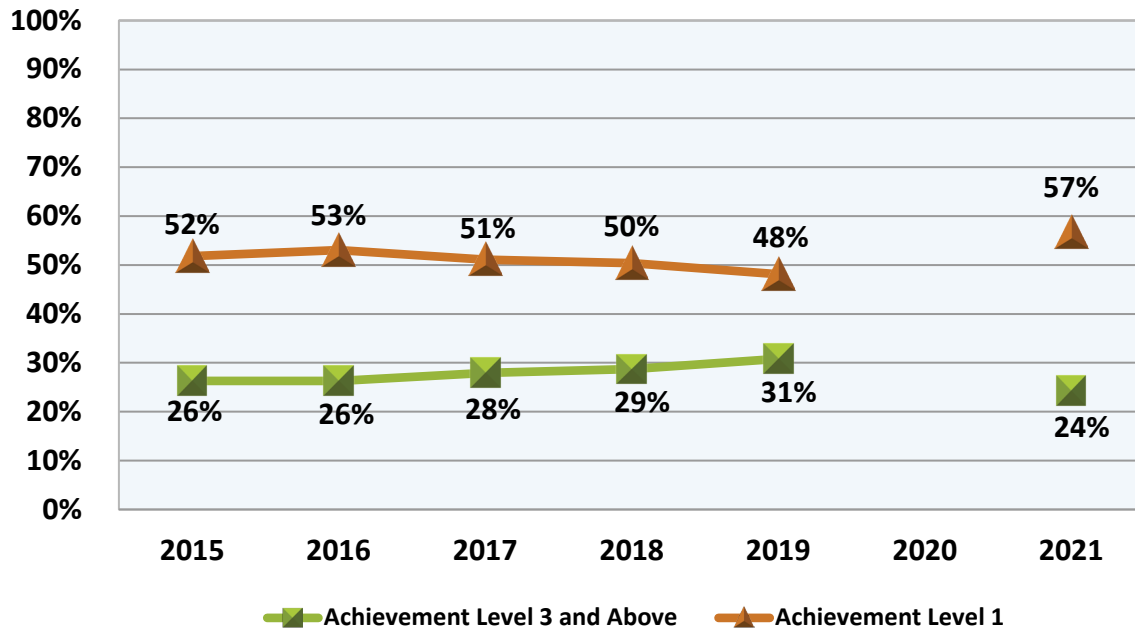


At Achievement Level 1, by Race/Ethnicity

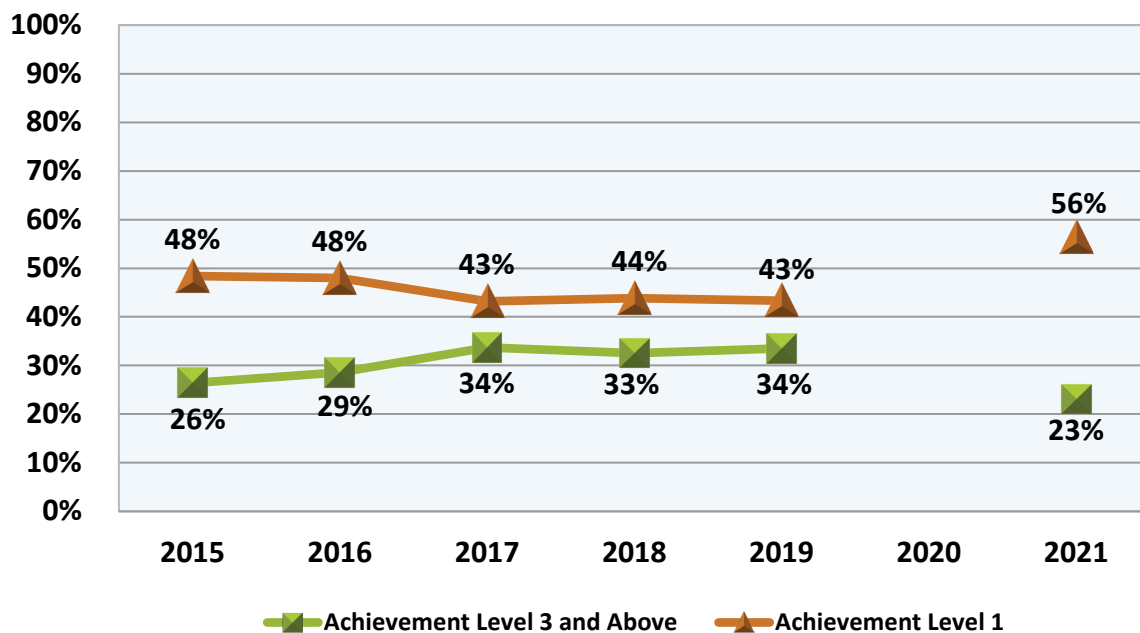


Mathematics – FSA and EOCs Grades 3-8

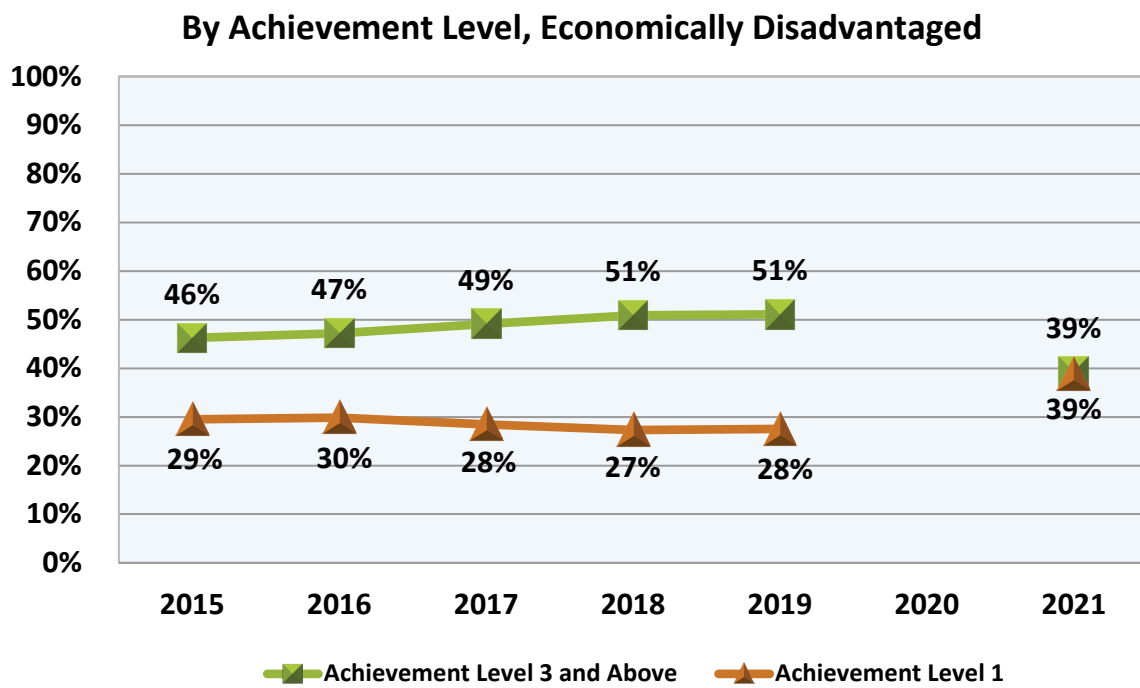
By Achievement Level, Students with Disabilities



By Achievement Level, English Language Learners

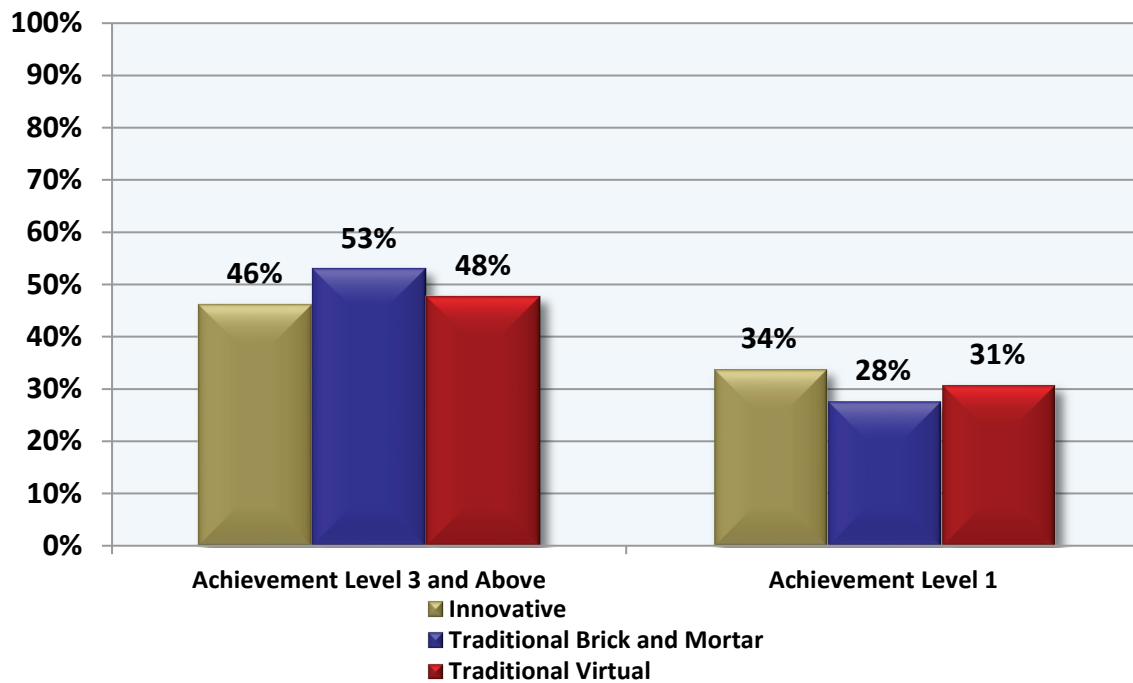


Mathematics – FSA and EOCs Grades 3-8

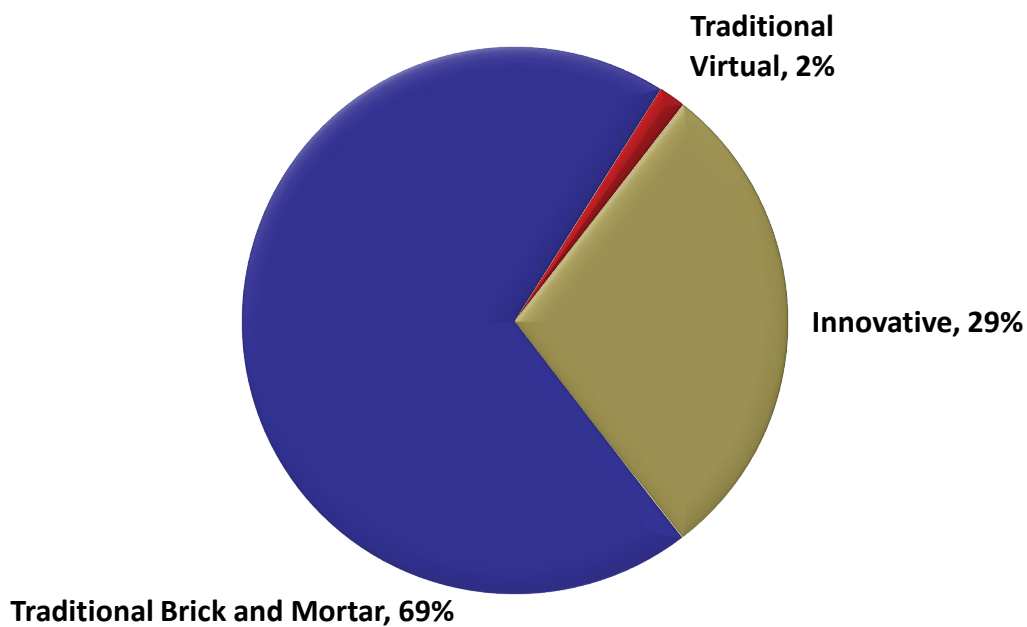


Mathematics – FSA and EOCs Grades 3-8

By Achievement Level, Learning Environment

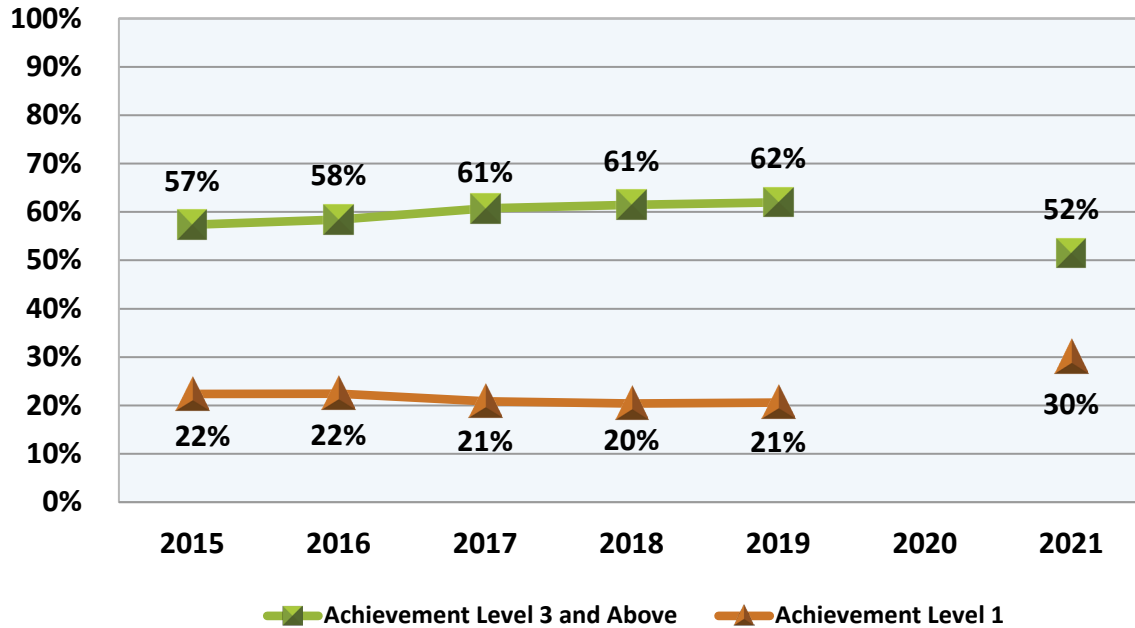


Test Takers by Learning Environment

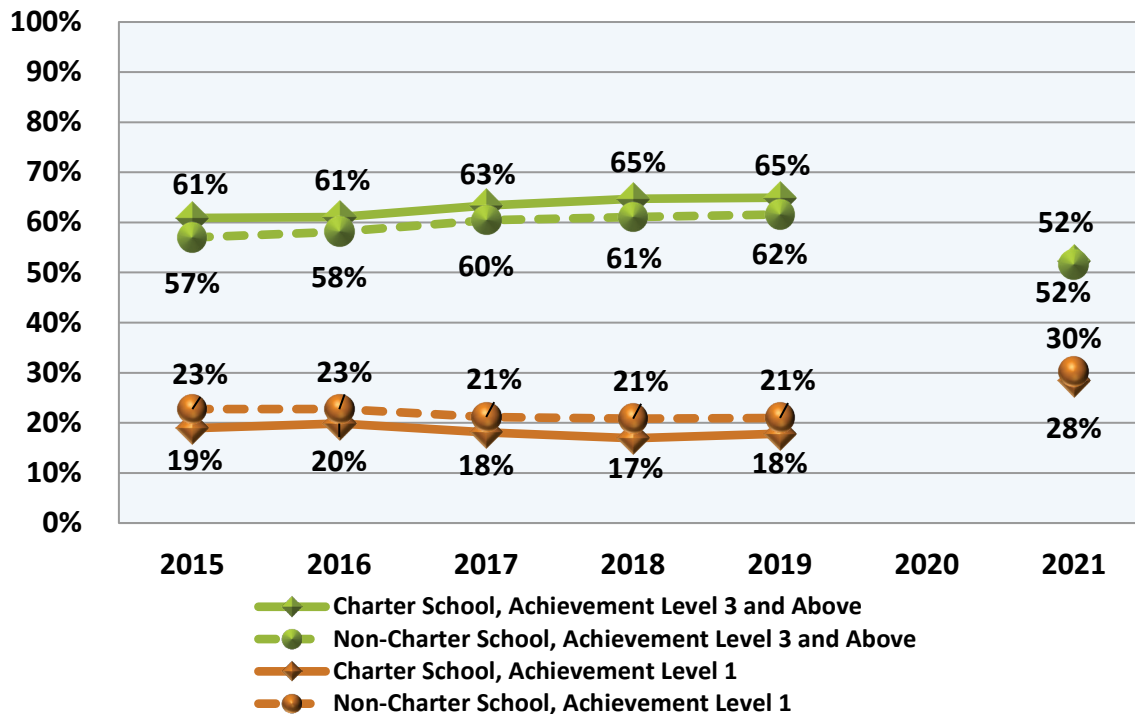


Mathematics – FSA and EOCs Grades 3-5

By Achievement Level

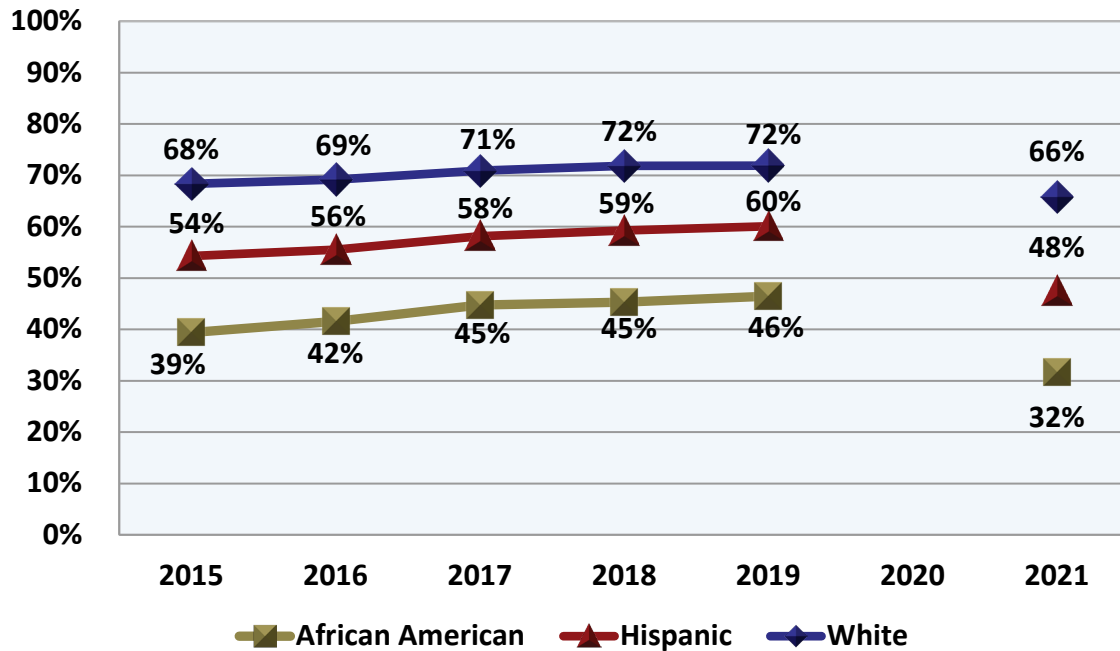


By Achievement Level, Charter vs. Non-Charter Schools

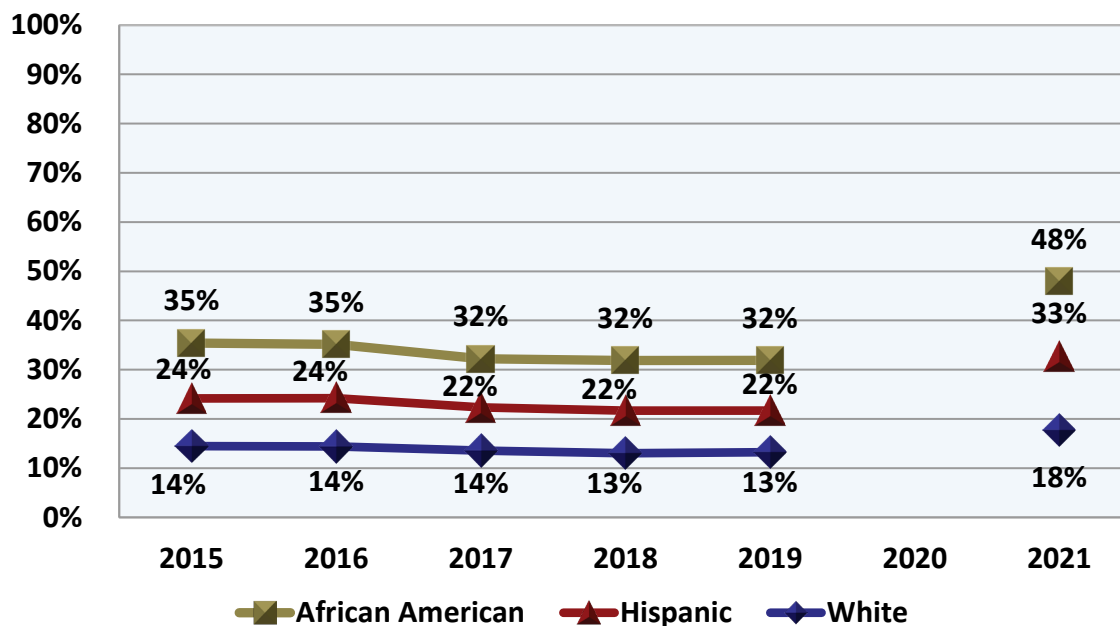


Mathematics – FSA and EOCs Grades 3-5

At or Above Achievement Level 3, by Race/Ethnicity

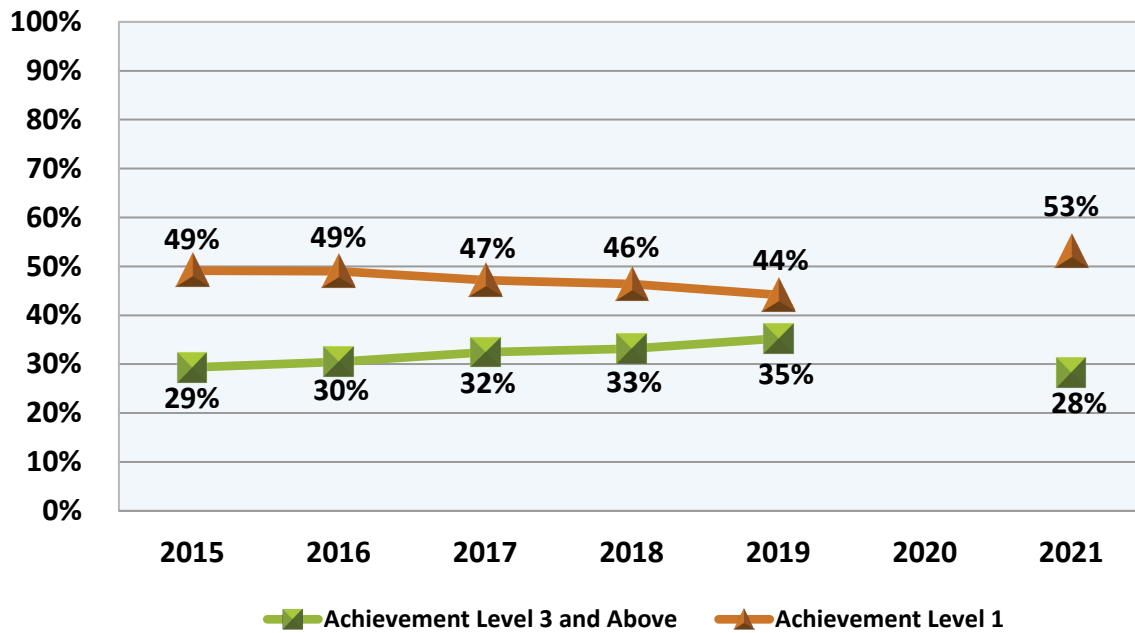


At Achievement Level 1, by Race/Ethnicity

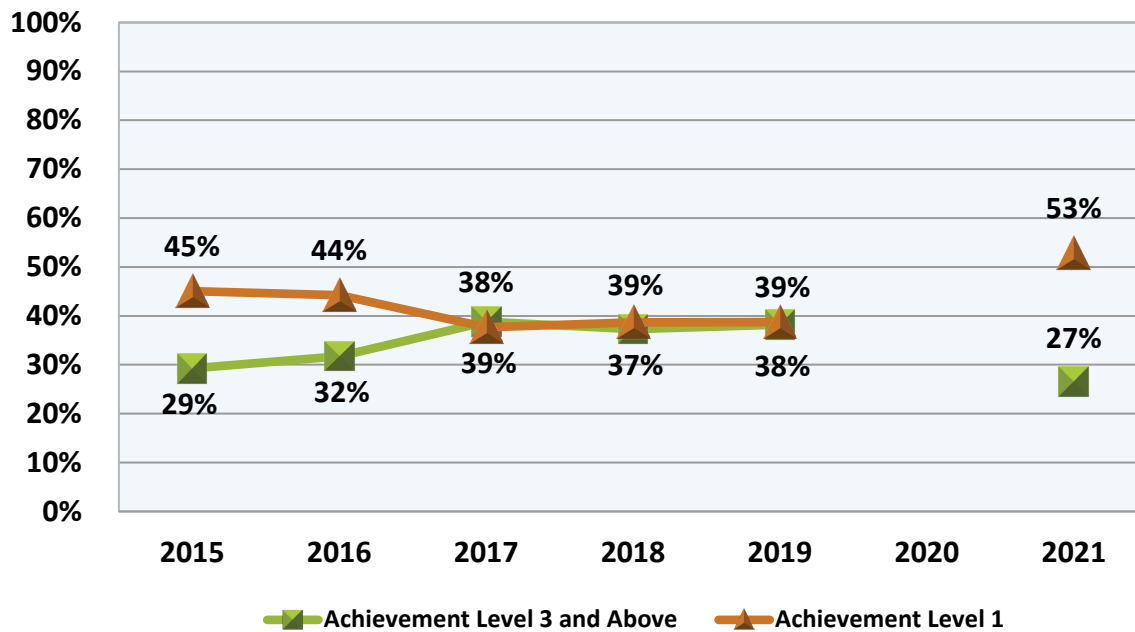


Mathematics – FSA and EOCs Grades 3-5

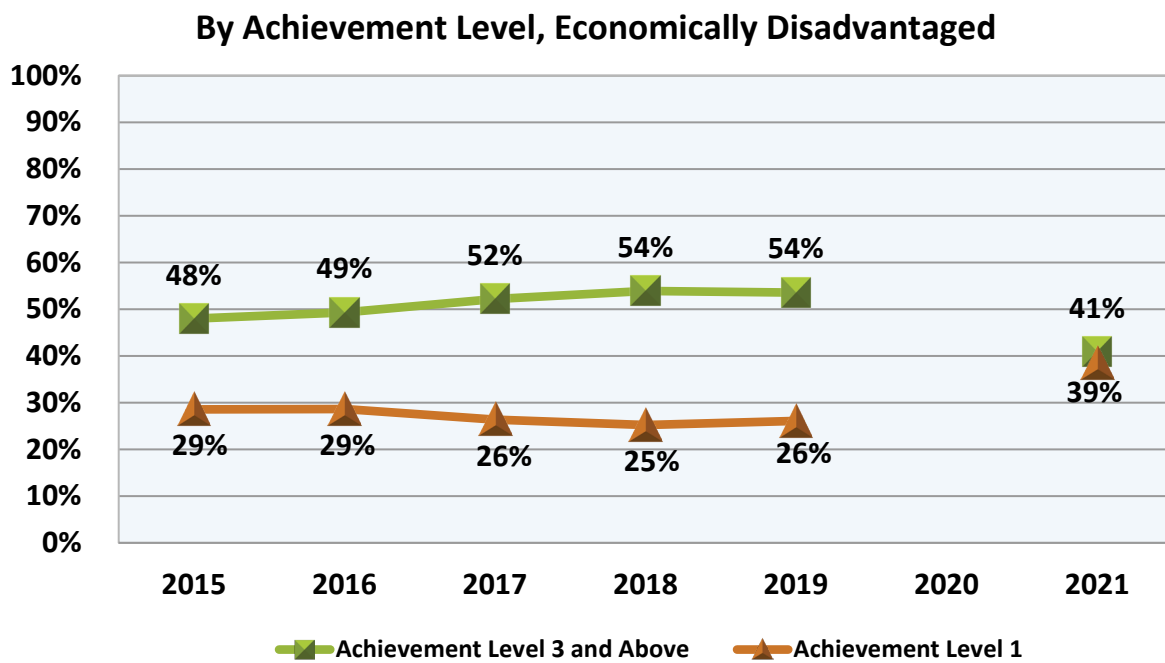
By Achievement Level, Students with Disabilities



By Achievement Level, English Language Learners

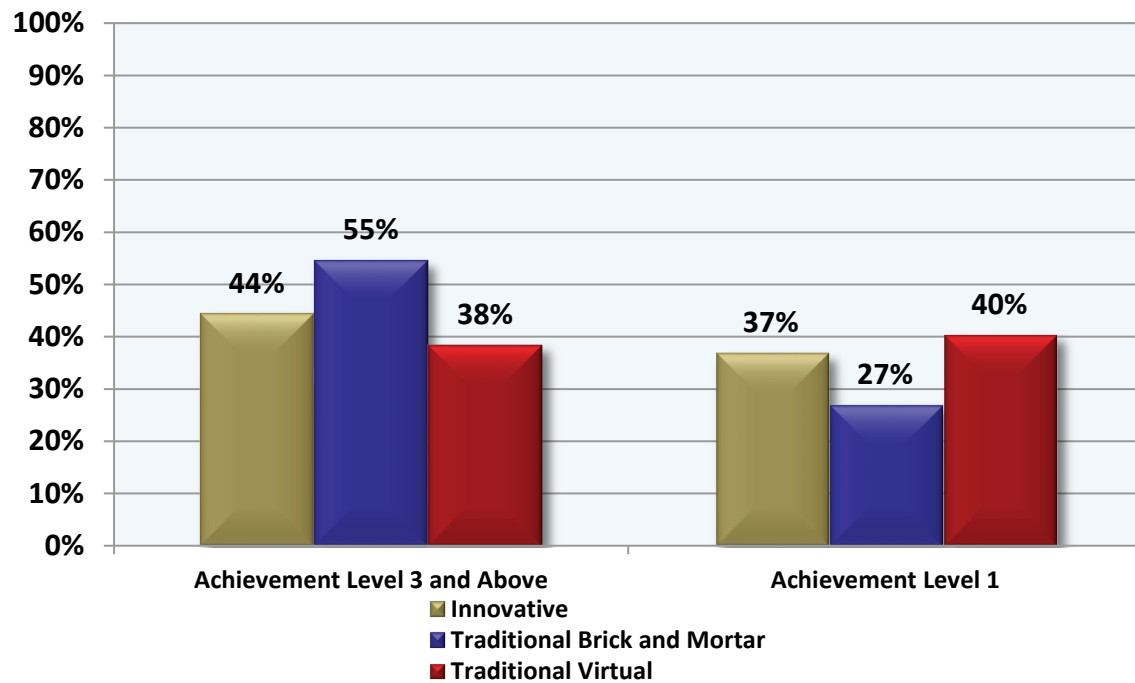


Mathematics – FSA and EOCs Grades 3-5

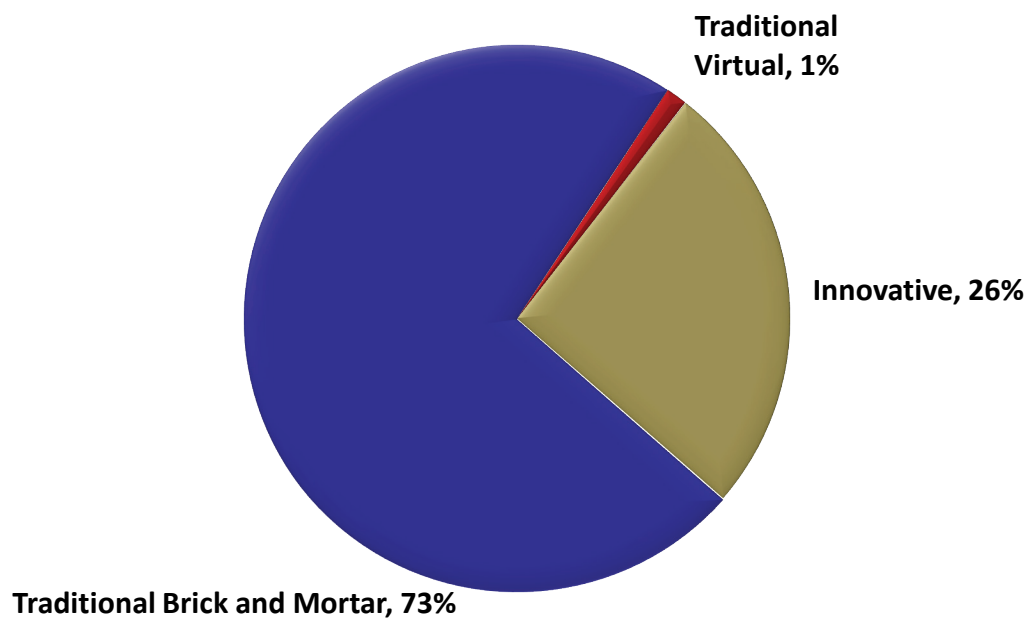


Mathematics – FSA and EOCs Grades 3-5

By Achievement Level, Learning Environment

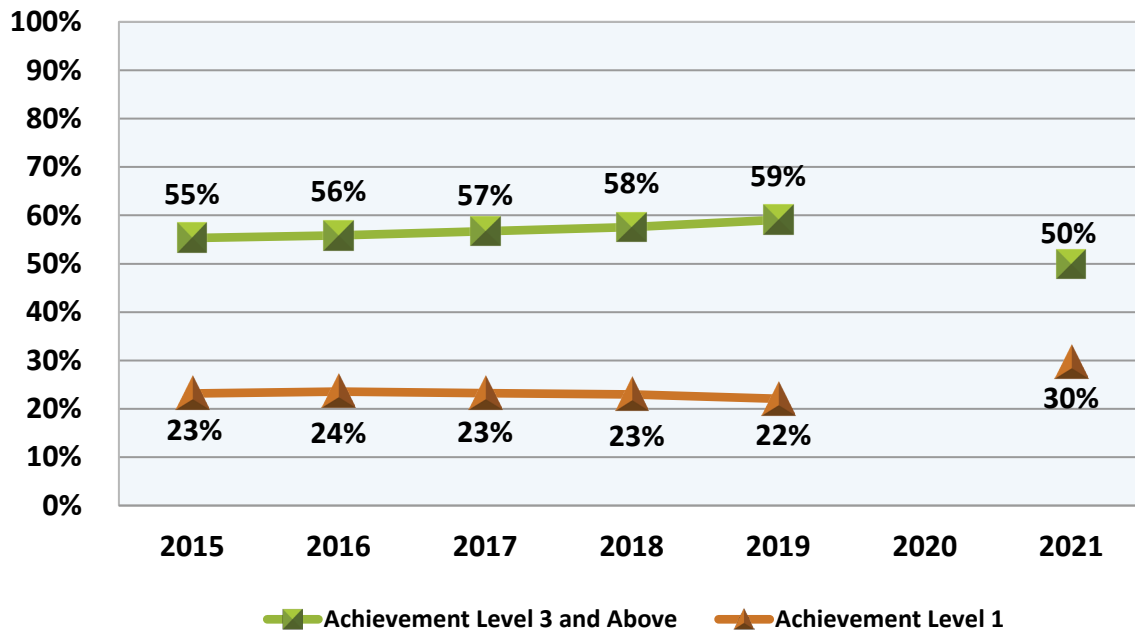


Test Takers by Learning Environment

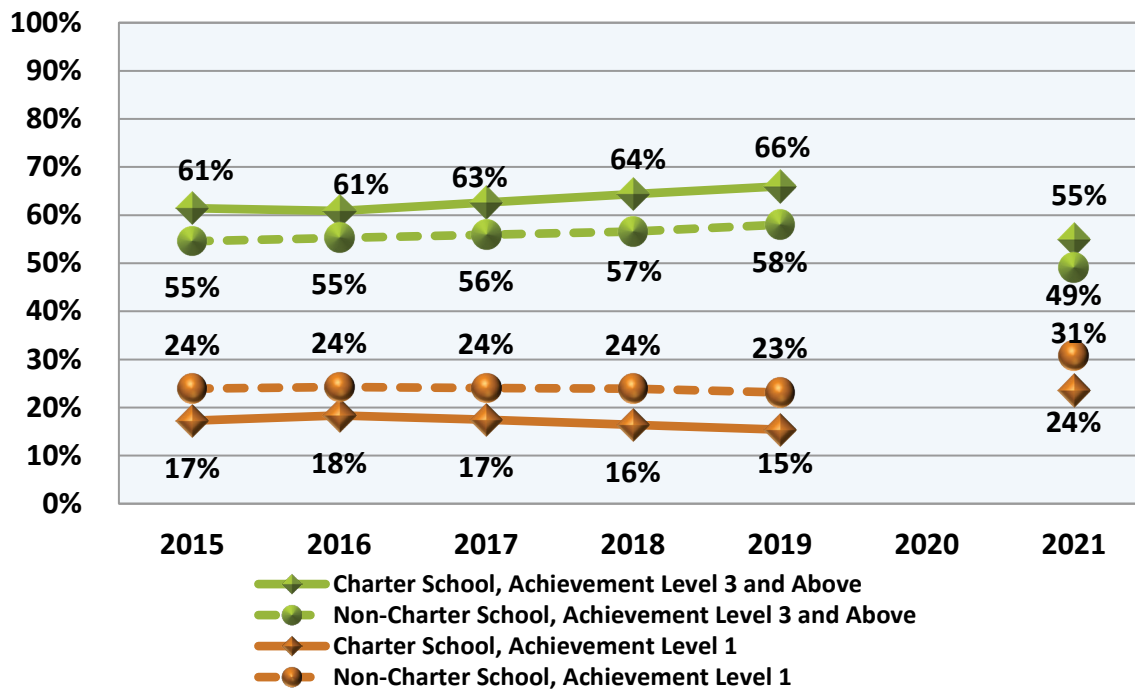


Mathematics – FSA and EOCs Grades 6-8

By Achievement Level

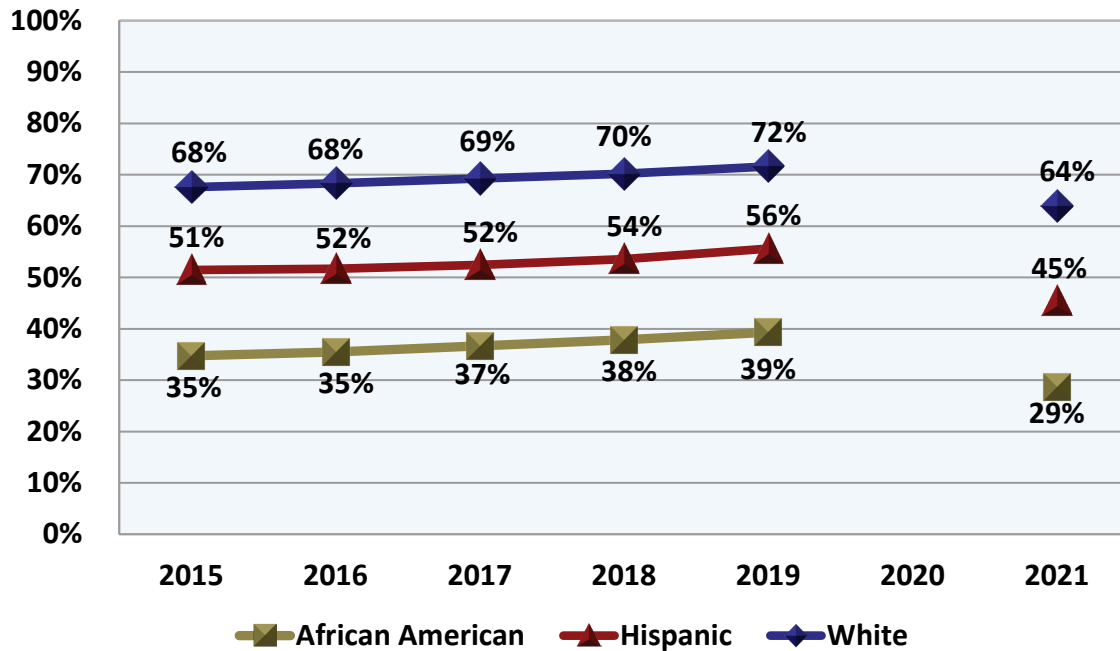


By Achievement Level, Charter vs. Non-Charter Schools

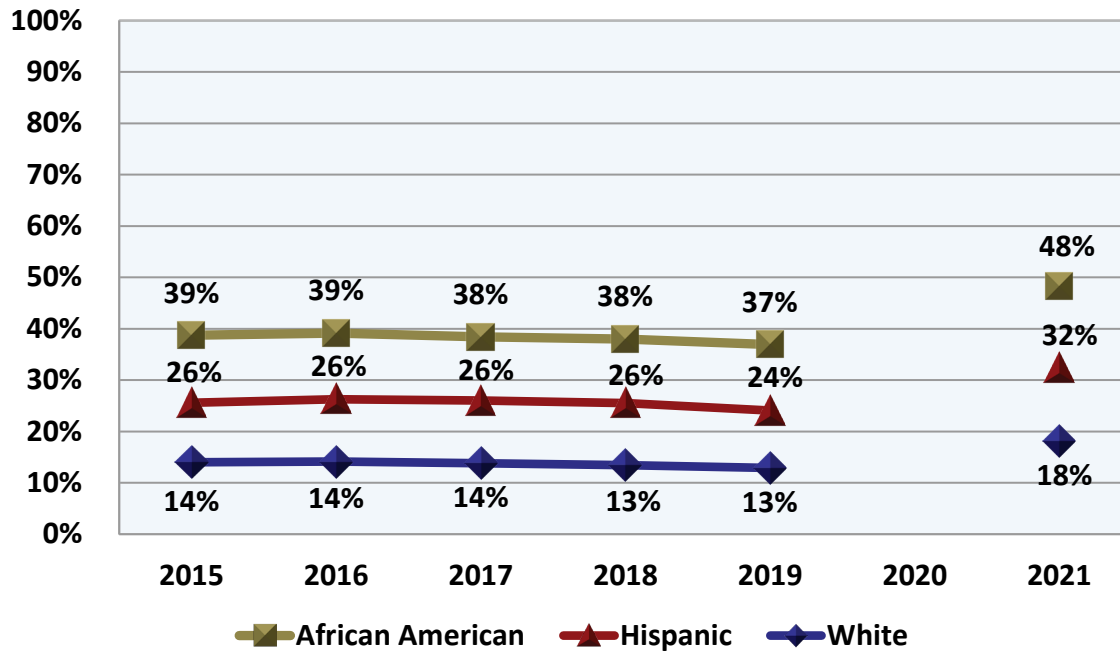


Mathematics – FSA and EOCs Grades 6-8

At or Above Achievement Level 3, by Race/Ethnicity

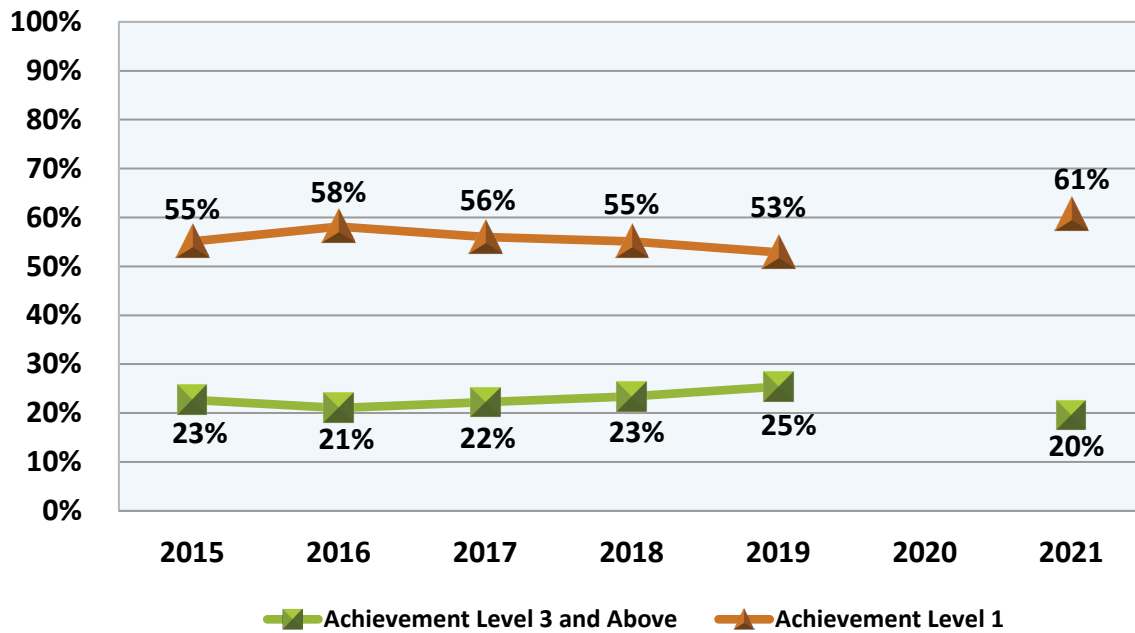


At Achievement Level 1, by Race/Ethnicity

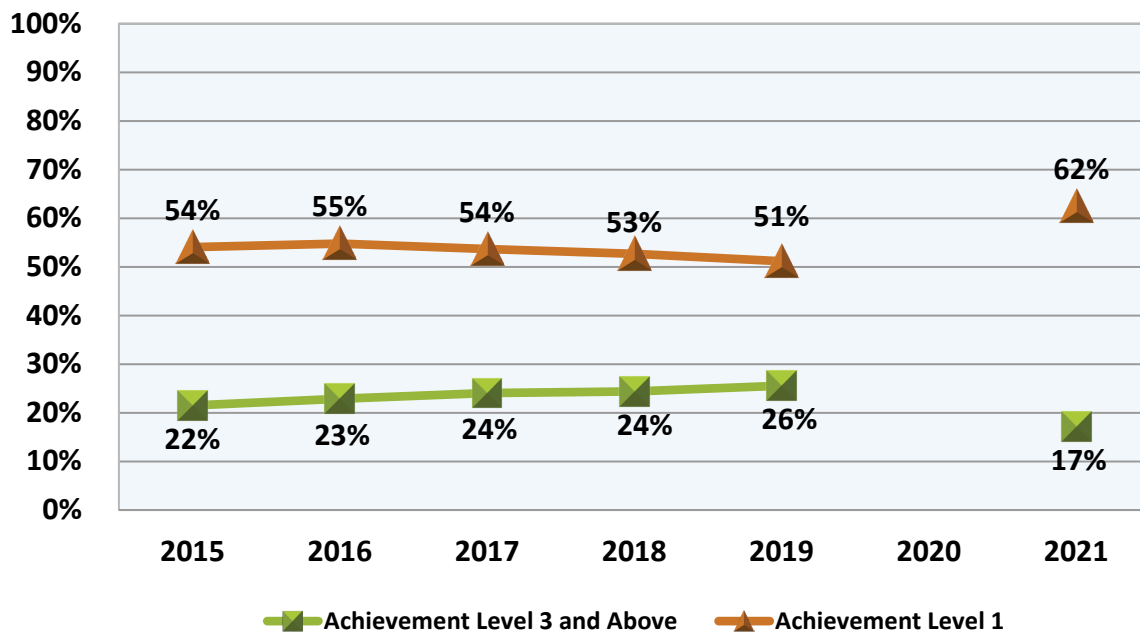


Mathematics – FSA and EOCs Grades 6-8

By Achievement Level, Students with Disabilities

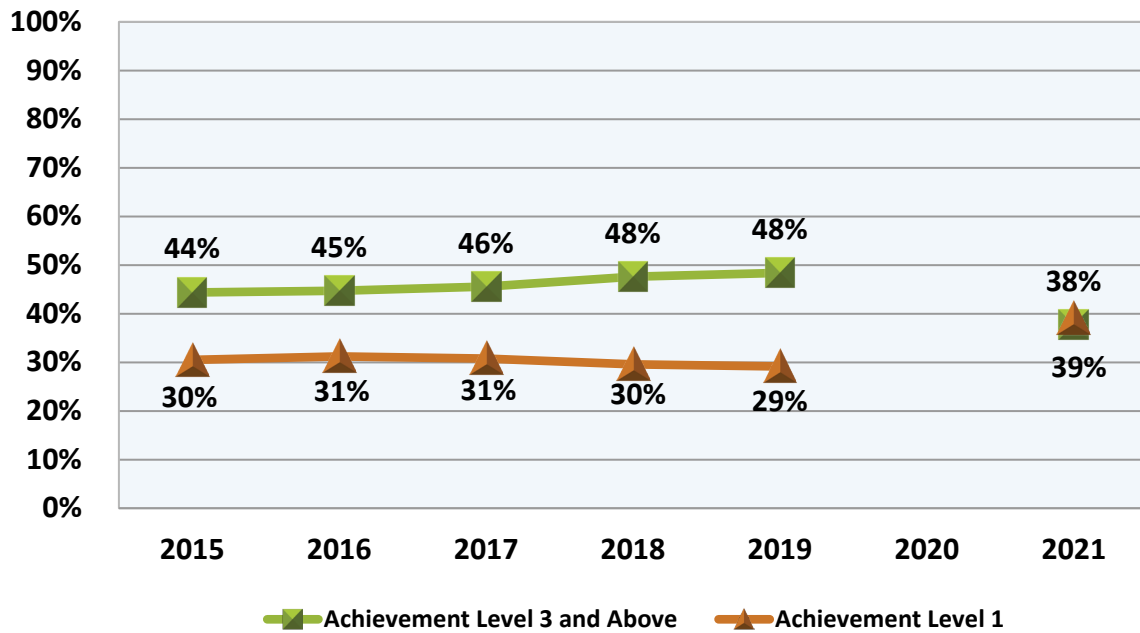


By Achievement Level, English Language Learners



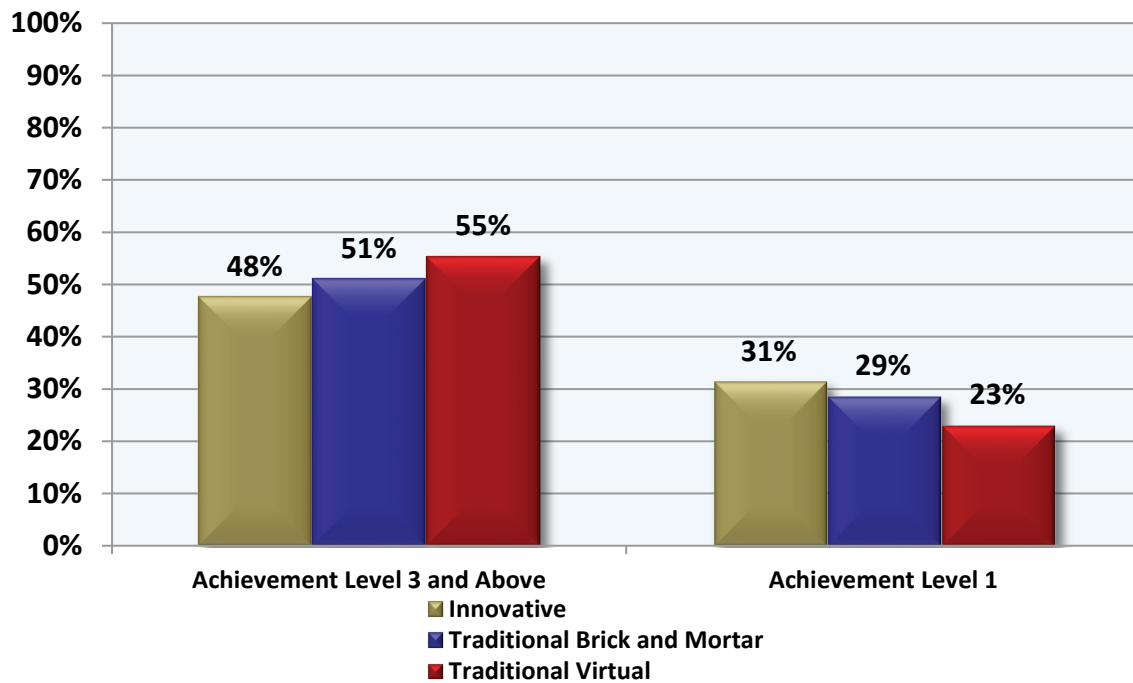
Mathematics – FSA and EOCs Grades 6-8

By Achievement Level, Economically Disadvantaged

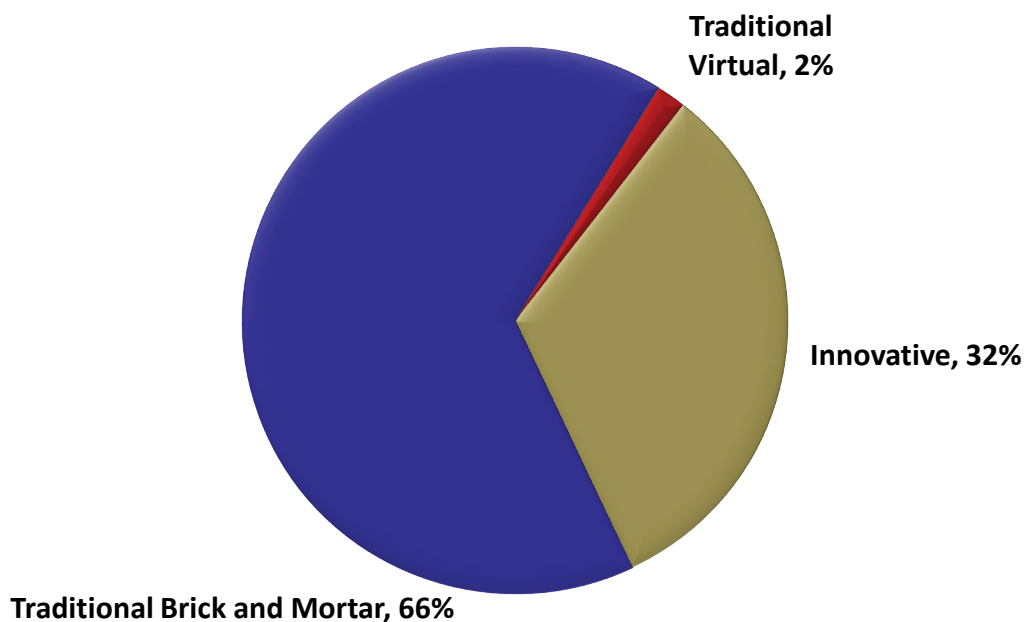


Mathematics – FSA and EOCs Grades 6-8

By Achievement Level, Learning Environment

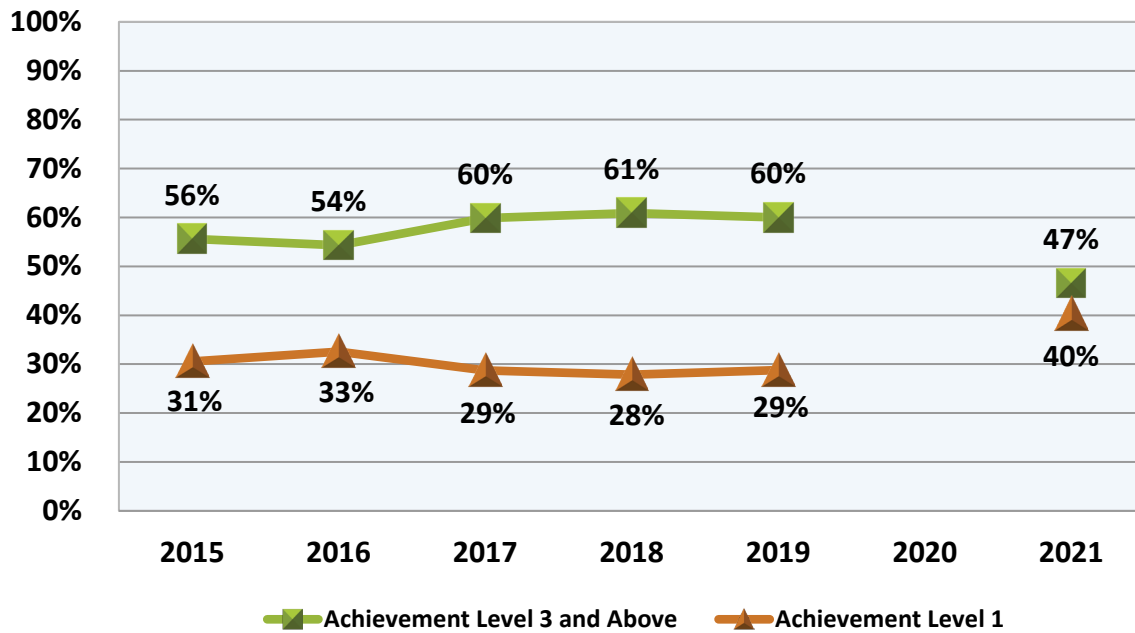


Test Takers by Learning Environment

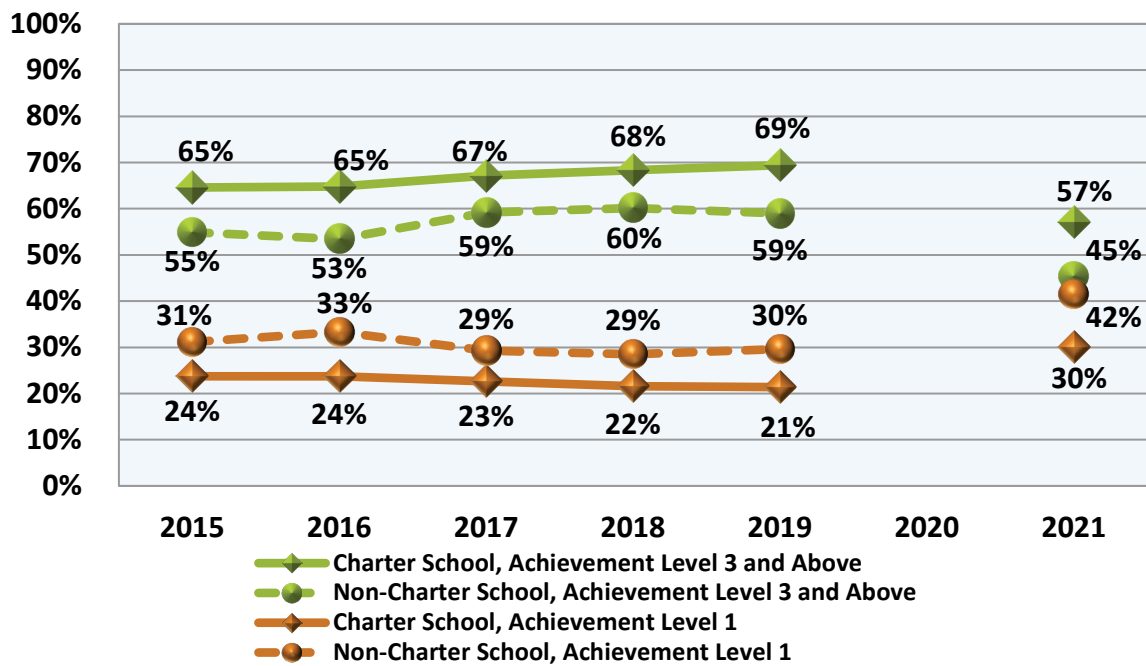


Mathematics – Algebra 1 EOC

By Achievement Level

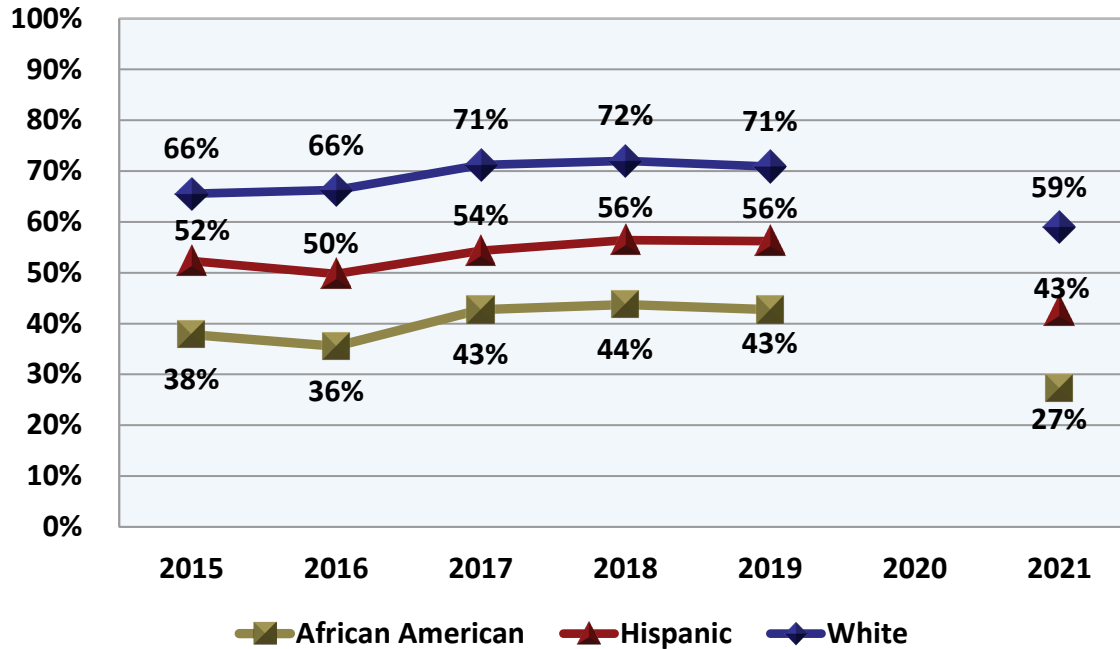


By Achievement Level, Charter vs. Non-Charter Schools

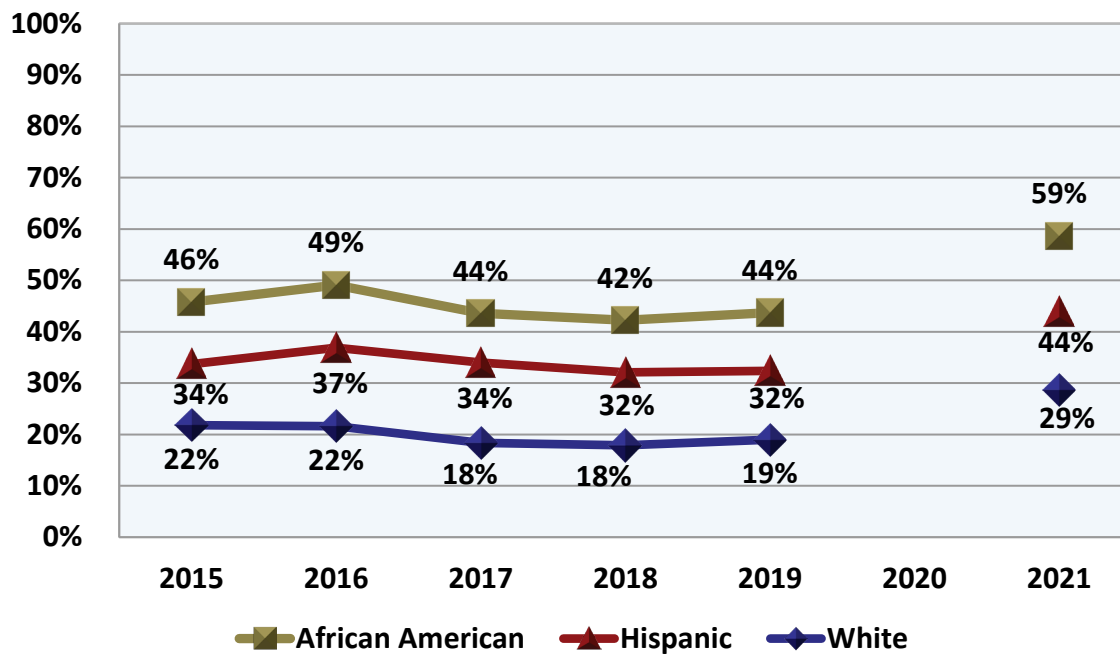


Mathematics – Algebra 1 EOC

At or Above Achievement Level 3, by Race/Ethnicity

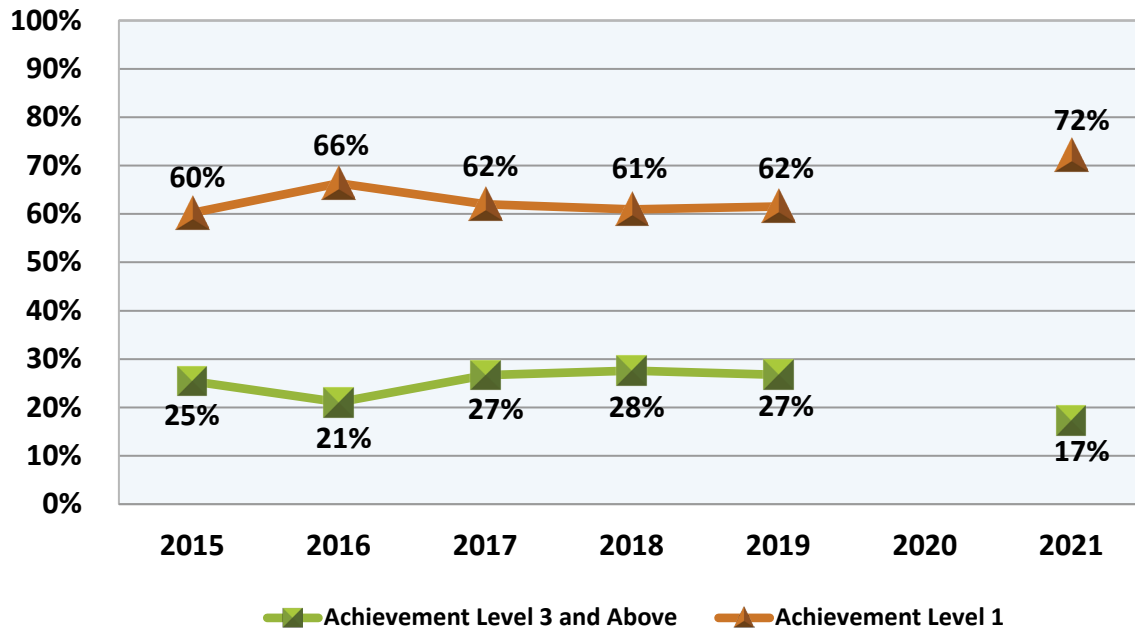


At Achievement Level 1, by Race/Ethnicity

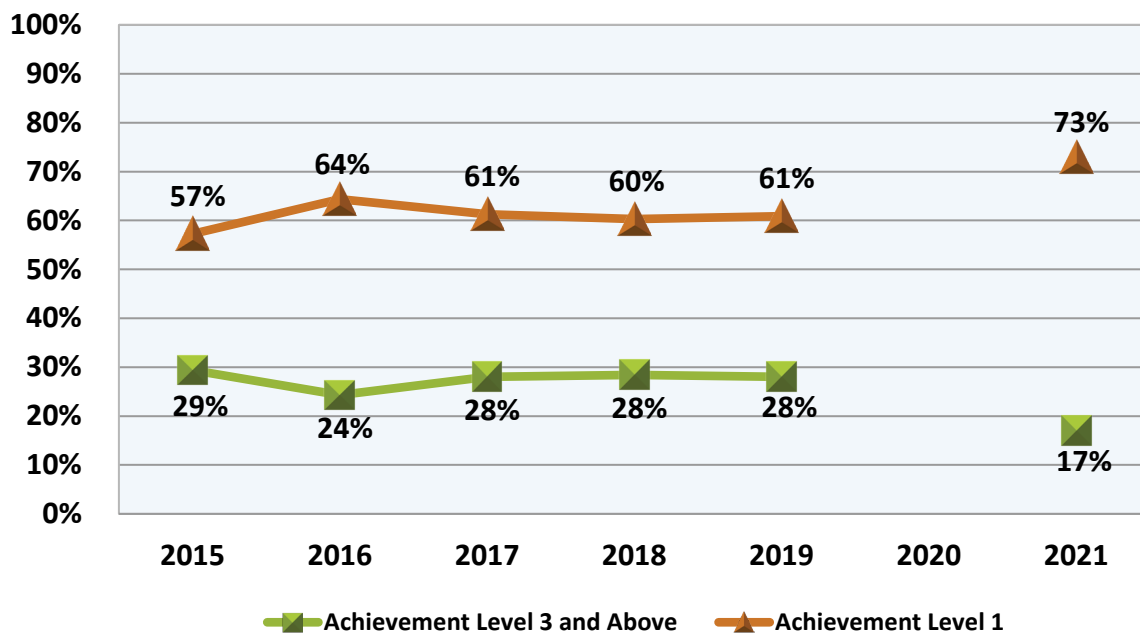


Mathematics – Algebra 1 EOC

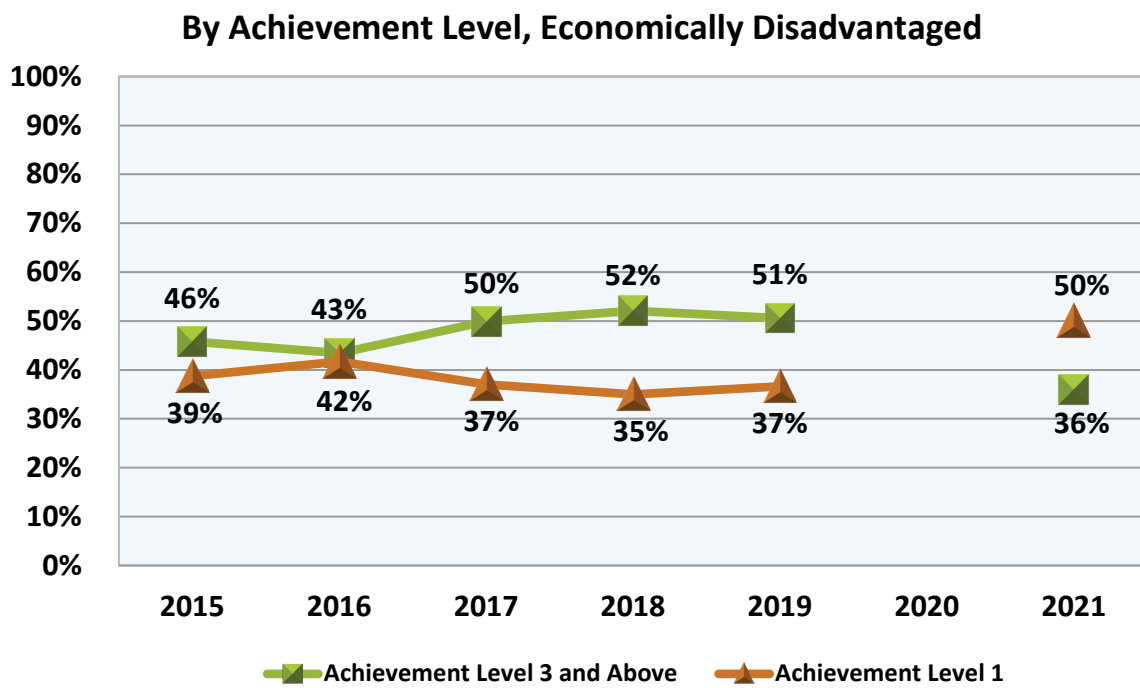
By Achievement Level, Students with Disabilities



By Achievement Level, English Language Learners

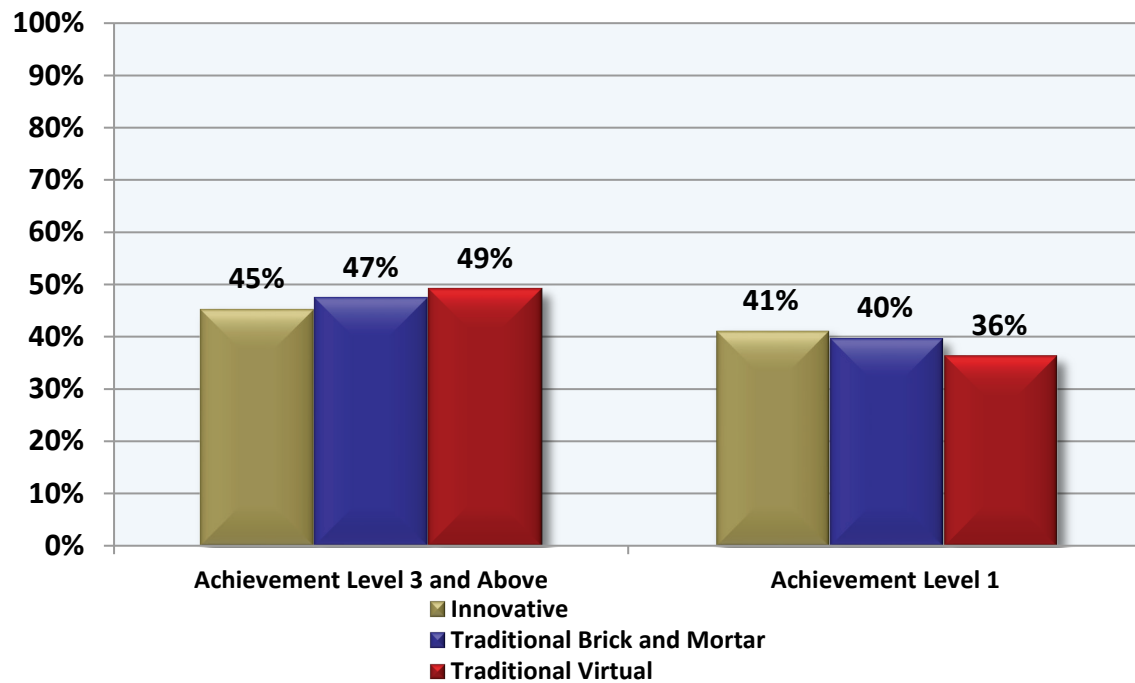


Mathematics – Algebra 1 EOC

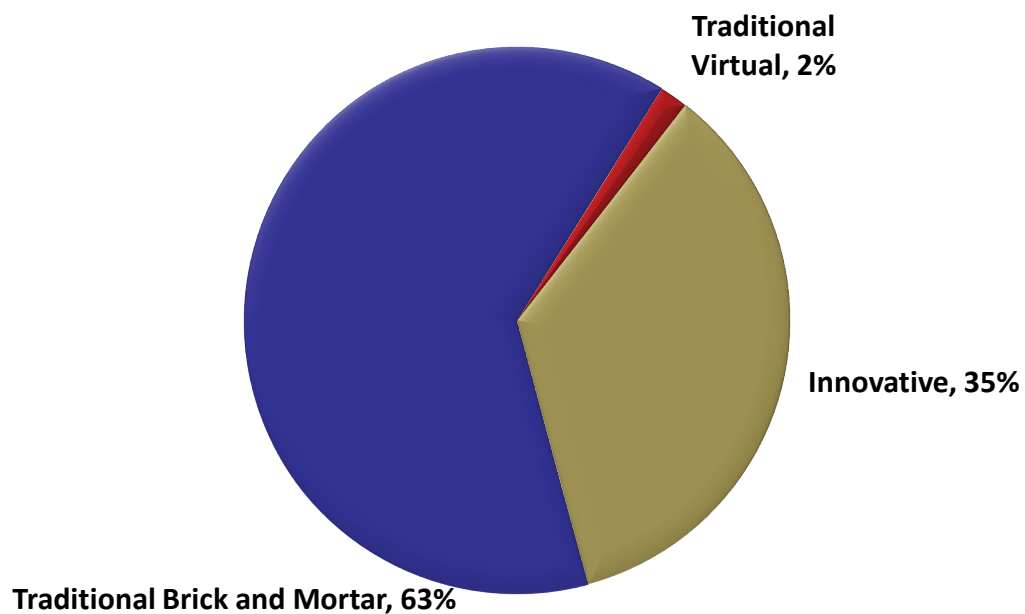


Mathematics – Algebra 1 EOC

By Achievement Level, Learning Environment

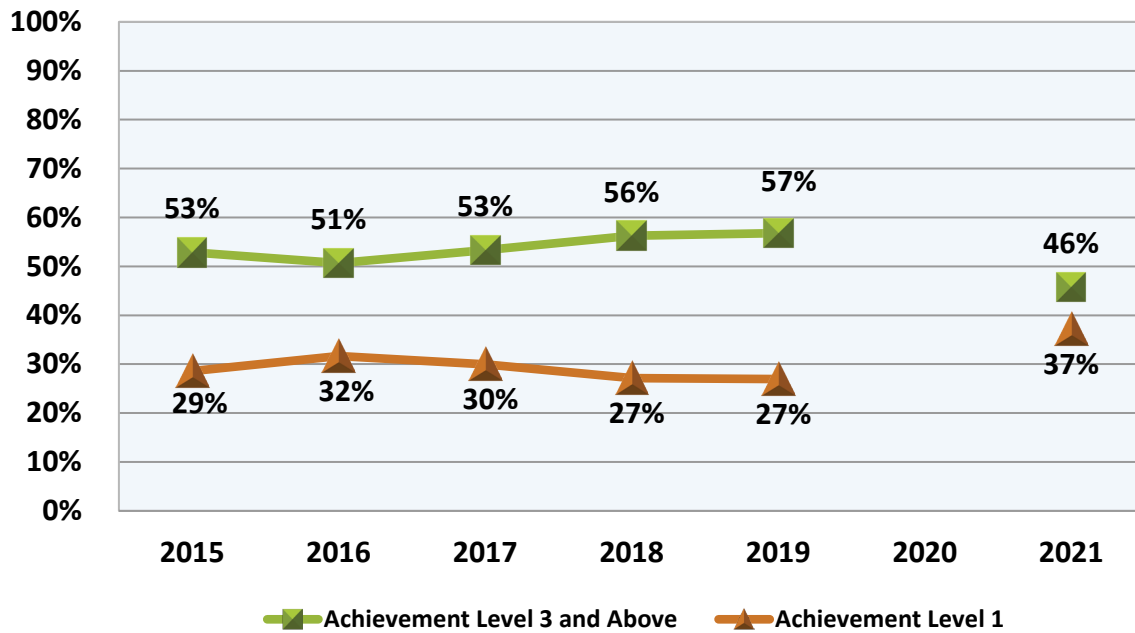


Test Takers by Learning Environment

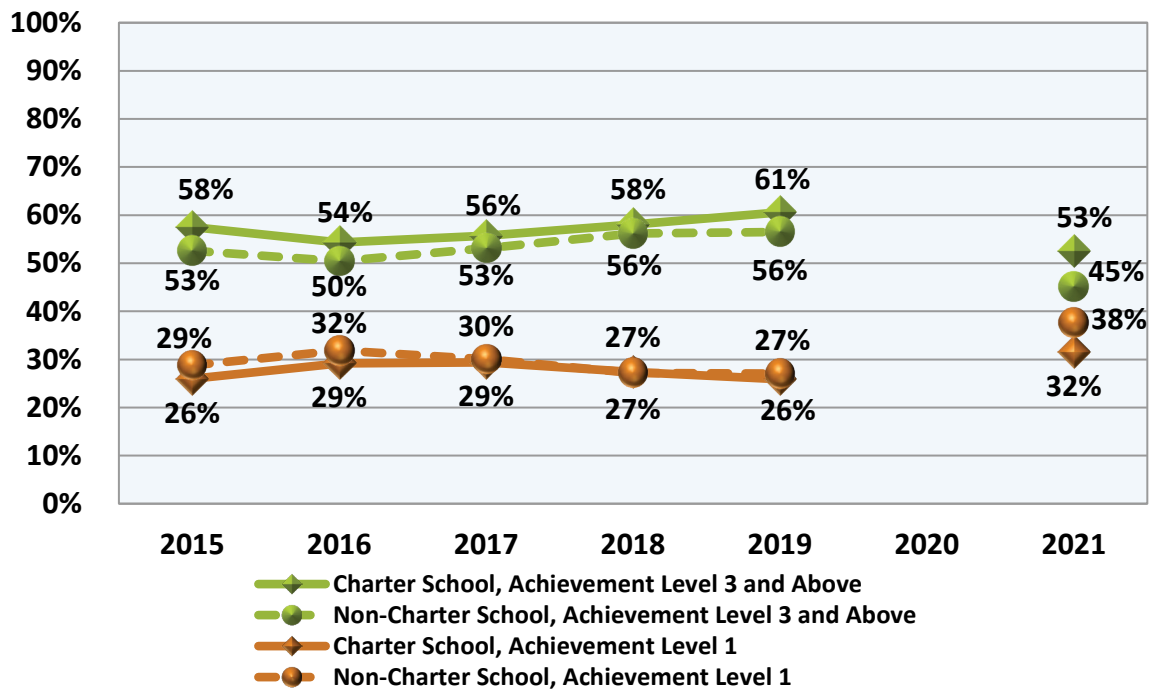


Mathematics – Geometry EOC

By Achievement Level

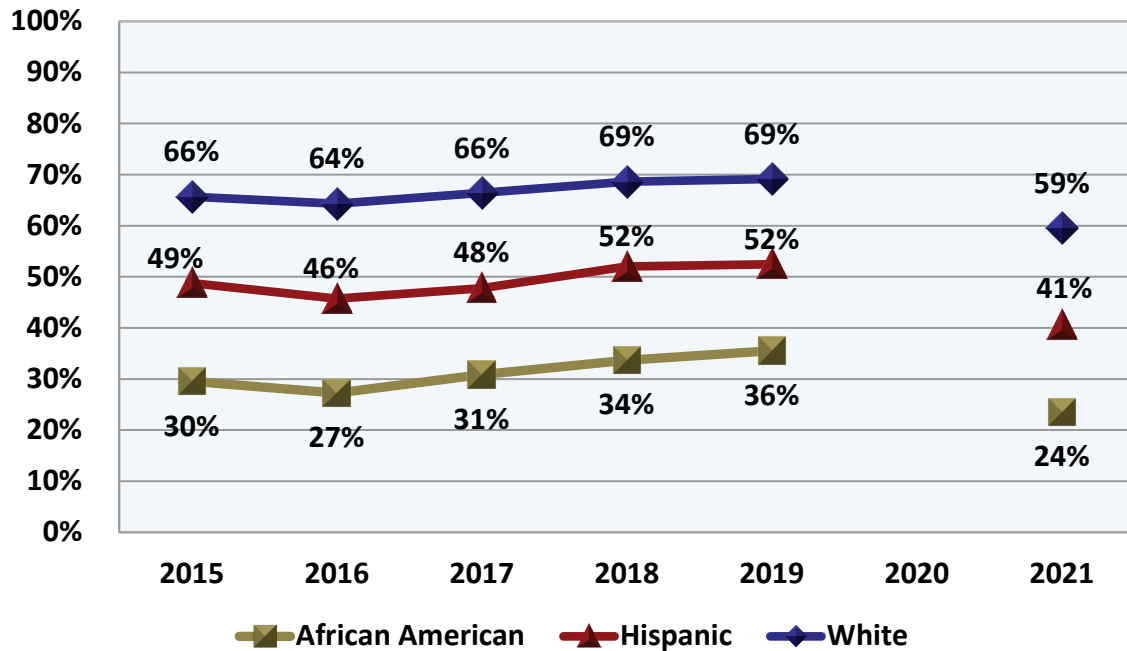


By Achievement Level, Charter vs. Non-Charter Schools

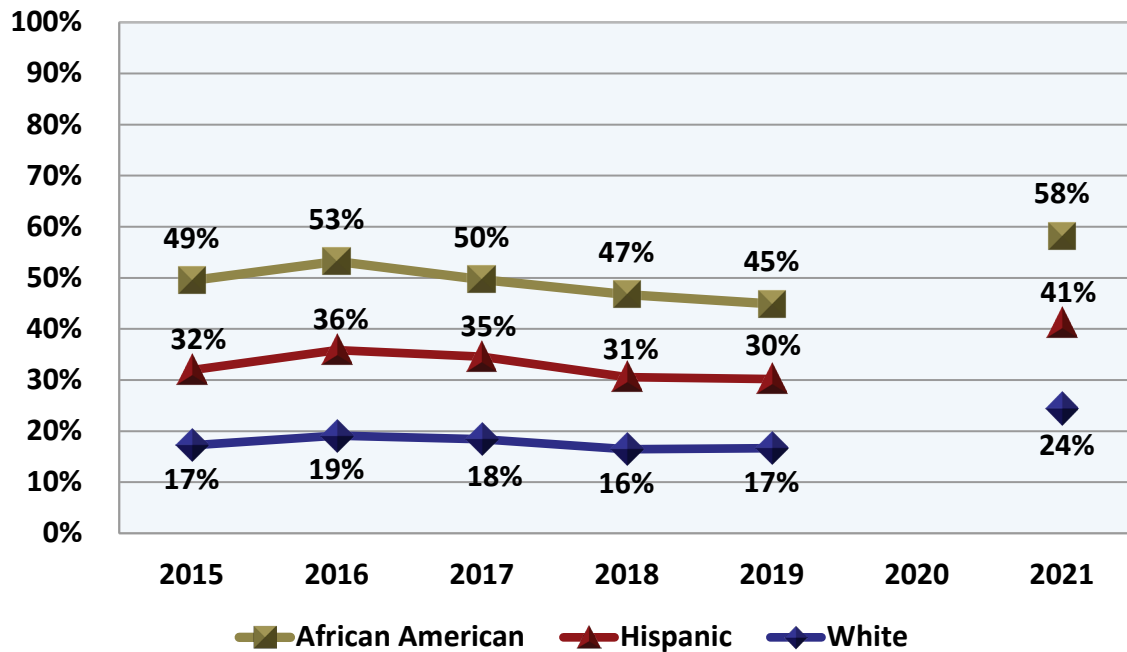


Mathematics – Geometry EOC

At or Above Achievement Level 3, by Race/Ethnicity

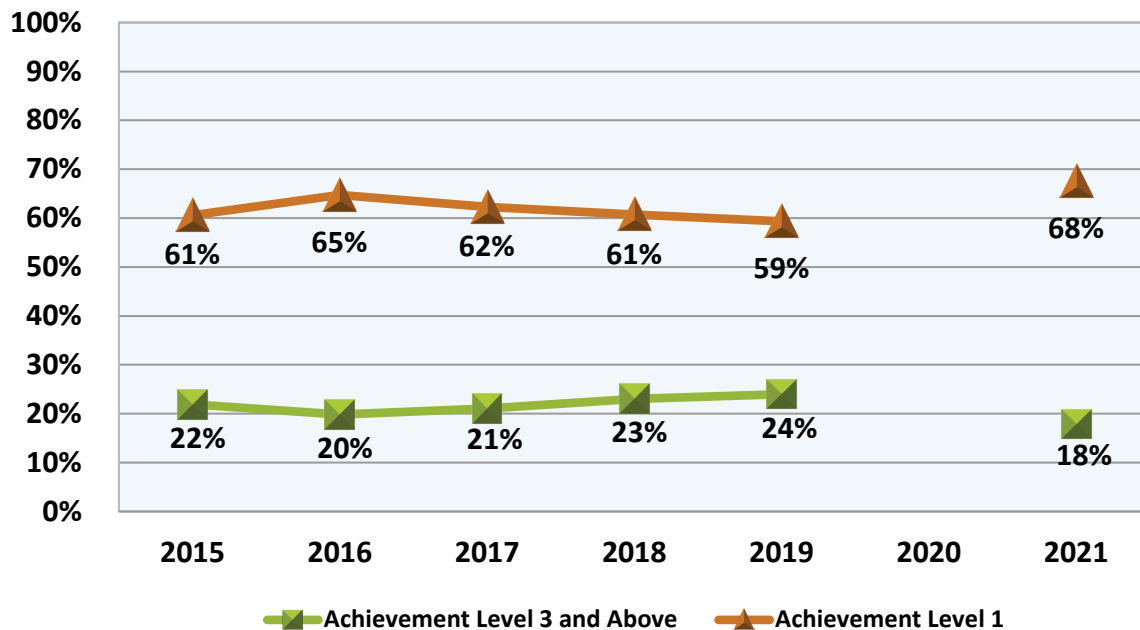


At Achievement Level 1, by Race/Ethnicity

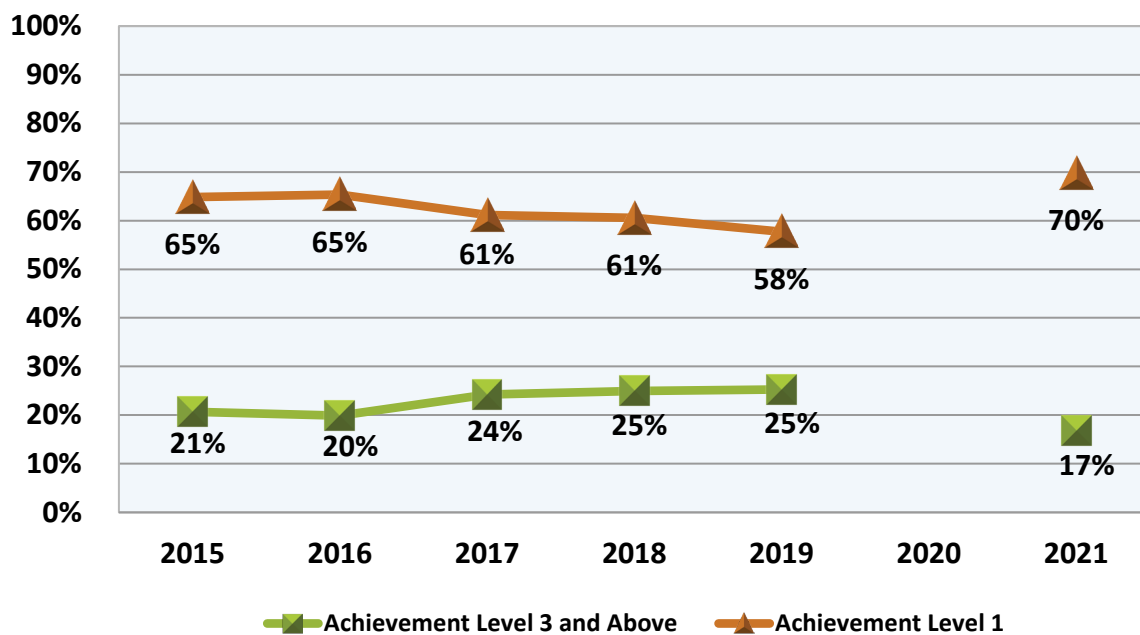


Mathematics – Geometry EOC

By Achievement Level, Students with Disabilities

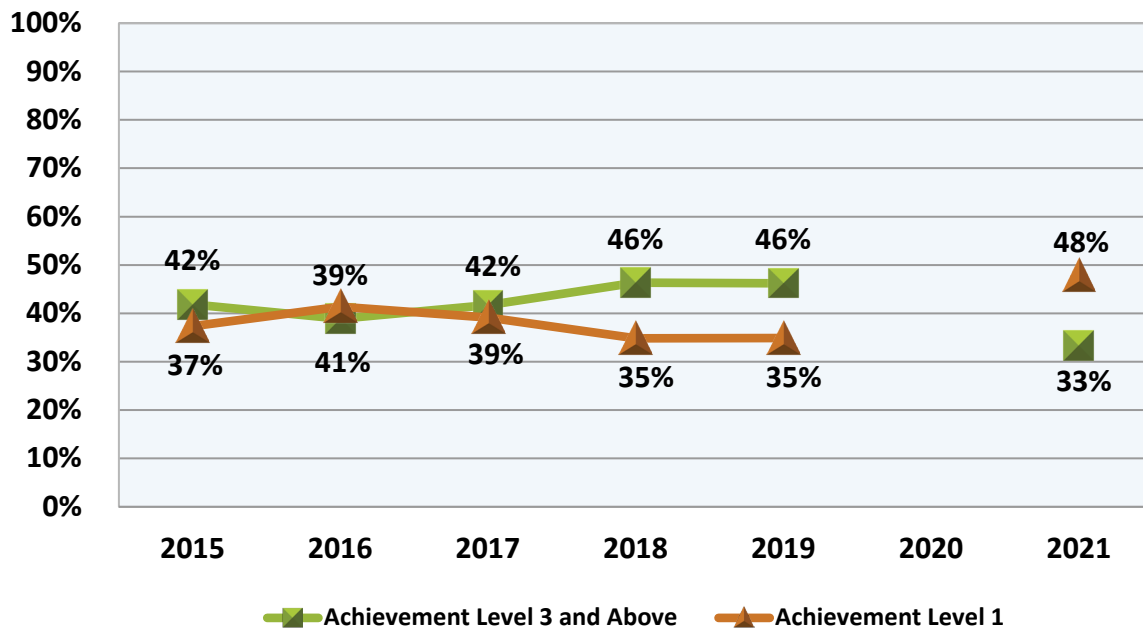


By Achievement Level, English Language Learners



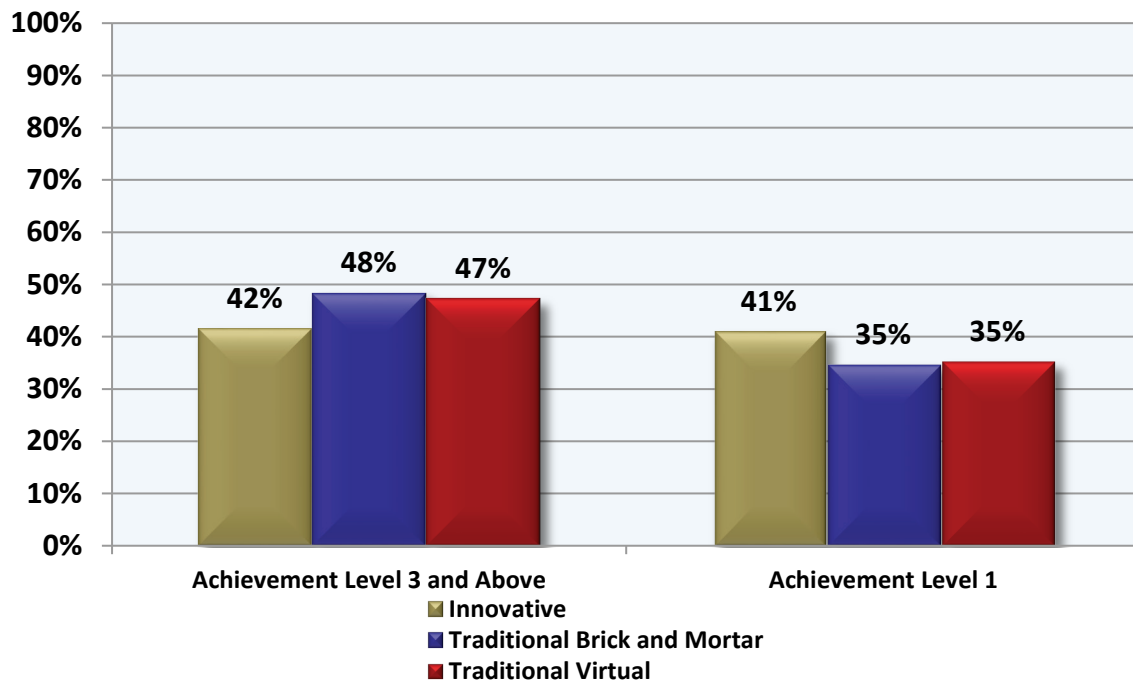
Mathematics – Geometry EOC

By Achievement Level, Economically Disadvantaged

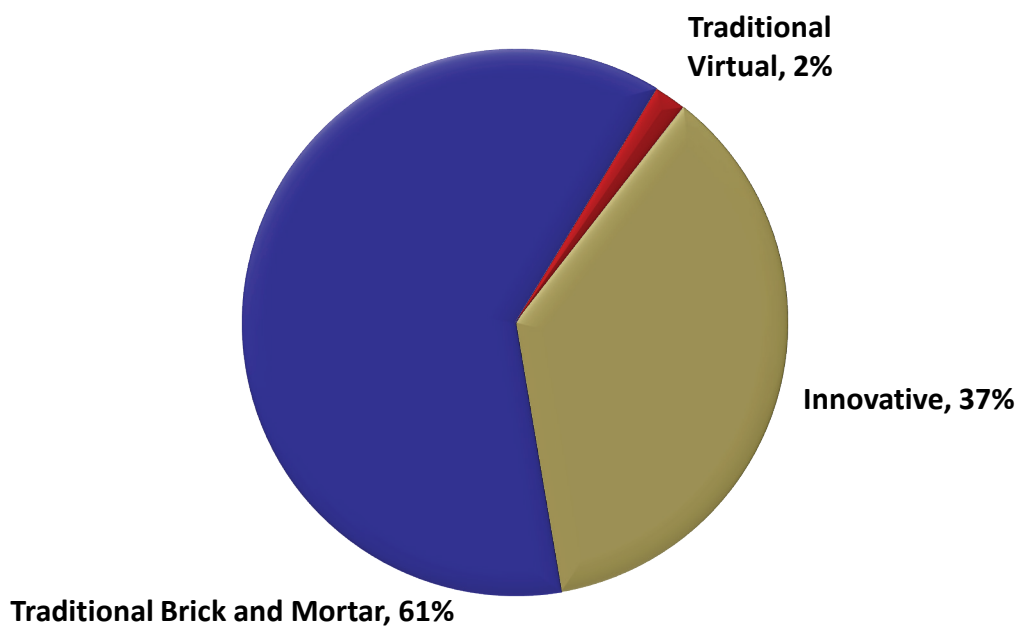


Mathematics – Geometry EOC

By Achievement Level, Learning Environment



Test Takers by Learning Environment



Statewide Comparison Report 2015 to 2019, 2021

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	198,488	29%	19%	24%	18%	9%	51%
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	202,664	31%	16%	24%	18%	11%	53%
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	197,349	29%	20%	21%	19%	11%	51%
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	188,185	32%	24%	23%	16%	6%	45%
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	186,945	30%	20%	26%	15%	9%	50%
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	231,122	28%	18%	27%	15%	13%	55%

*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

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	198,488	296	29%	19%	24%	18%	9%	51%
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	202,664	309	31%	16%	24%	18%	11%	53%
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	197,342	318	29%	20%	21%	19%	11%	51%
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	188,014	319	32%	24%	23%	16%	6%	45%
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	163,084	324	34%	22%	25%	13%	6%	44%
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	134,153	327	40%	23%	21%	9%	7%	37%

*Percentages may not add to 100 due to rounding.

Statewide Comparison Report 2015 to 2019, 2021

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	286,589	491	40%	13%	27%	12%	8%	47%
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	206,794	493	37%	17%	26%	11%	9%	46%

*Percentages may not add to 100 due to rounding.

District Comparison Report 2019 to 2021

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

District	Percentage Level 3 and Above		Percentage Point Change	2021 Percentage In-Person Instruction
	2019	2021		
STATEWIDE	61%	51%	-10%	69%
ALACHUA	58%	51%	-7%	64%
BAKER	59%	55%	-4%	97%
BAY	59%	52%	-7%	94%
BRADFORD	52%	44%	-8%	92%
BREVARD	64%	57%	-7%	82%
BROWARD	63%	45%	-18%	44%
CALHOUN	66%	54%	-12%	91%
CHARLOTTE	61%	58%	-3%	93%
CITRUS	59%	52%	-7%	88%
CLAY	68%	61%	-7%	83%
COLLIER	66%	62%	-4%	92%
COLUMBIA	65%	58%	-7%	93%
MIAMI-DADE	63%	48%	-15%	50%
DESOTO	40%	32%	-8%	72%
DIXIE	56%	54%	-2%	98%
DUVAL	57%	48%	-9%	69%
ESCAMBIA	50%	42%	-8%	81%
FLAGLER	65%	57%	-8%	85%
FRANKLIN	42%	34%	-8%	90%
GADSDEN	50%	31%	-19%	53%
GILCHRIST	73%	68%	-5%	95%
GLADES	56%	40%	-16%	73%
GULF	51%	47%	-4%	91%
HAMILTON	42%	35%	-7%	96%
HARDEE	62%	51%	-11%	88%
HENDRY	49%	36%	-13%	52%
HERNANDO	59%	51%	-8%	78%
HIGHLANDS	53%	48%	-5%	84%
HILLSBOROUGH	56%	49%	-7%	59%
HOLMES	53%	49%	-4%	95%
INDIAN RIVER	60%	53%	-7%	85%
JACKSON	60%	50%	-10%	92%
JEFFERSON	40%	27%	-13%	62%
LAFAYETTE	73%	69%	-4%	99%
LAKE	59%	52%	-7%	82%
LEE	61%	51%	-10%	84%
LEON	62%	49%	-13%	69%
LEVY	53%	47%	-6%	97%
LIBERTY	54%	54%	0%	92%

District Comparison Report 2019 to 2021

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

District	Percentage Level 3 and Above		Percentage Point Change	2021 Percentage In-Person Instruction
	2019	2021		
STATEWIDE	61%	51%	-10%	69%
MADISON	47%	40%	-7%	93%
MANATEE	61%	58%	-3%	88%
MARION	51%	45%	-6%	85%
MARTIN	67%	54%	-13%	88%
MONROE	63%	52%	-11%	97%
NASSAU	78%	78%	0%	85%
OKALOOSA	72%	60%	-12%	89%
OKEECHOBEE	60%	47%	-13%	94%
ORANGE	58%	51%	-7%	68%
OSCEOLA	50%	41%	-9%	64%
PALM BEACH	64%	49%	-15%	59%
PASCO	61%	51%	-10%	77%
PINELLAS	59%	54%	-5%	77%
POLK	51%	43%	-8%	82%
PUTNAM	45%	36%	-9%	86%
ST. JOHNS	81%	77%	-4%	91%
ST. LUCIE	52%	44%	-8%	68%
SANTA ROSA	71%	66%	-5%	91%
SARASOTA	73%	65%	-8%	85%
SEMINOLE	67%	60%	-7%	80%
SUMTER	68%	64%	-4%	86%
SUWANNEE	49%	46%	-3%	95%
TAYLOR	59%	47%	-12%	88%
UNION	76%	62%	-14%	100%
VOLUSIA	55%	48%	-7%	84%
WAKULLA	65%	59%	-6%	93%
WALTON	65%	63%	-2%	93%
WASHINGTON	60%	52%	-8%	86%

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

District Comparison Report 2019 to 2021

Algebra 1 EOC

District	Percentage Level 3 and Above			Number Tested		2021 Percentage In-Person Instruction
	2019	2021	Change	2019	2021	
STATEWIDE	60%	47%	-13%	224,287	286,589	63%
ALACHUA	56%	46%	-10%	2,382	2,192	55%
BAKER	65%	46%	-19%	358	711	96%
BAY	63%	50%	-13%	1,839	2,409	86%
BRADFORD	55%	41%	-14%	192	268	85%
BREVARD	63%	48%	-15%	5,984	9,362	91%
BROWARD	60%	41%	-19%	21,731	20,313	29%
CALHOUN	65%	50%	-15%	155	186	84%
CHARLOTTE	61%	42%	-19%	1,225	1,996	92%
CITRUS	67%	44%	-23%	889	1,704	86%
CLAY	64%	48%	-16%	3,268	5,413	85%
COLLIER	69%	56%	-13%	3,818	4,582	84%
COLUMBIA	62%	41%	-21%	705	1,108	88%
MIAMI-DADE	61%	46%	-15%	29,522	37,749	41%
DESOTO	48%	36%	-12%	315	566	69%
DIXIE	54%	34%	-20%	145	139	96%
DUVAL	58%	42%	-16%	9,439	12,527	64%
ESCAMBIA	51%	33%	-18%	2,919	3,786	72%
FLAGLER	60%	48%	-12%	1,182	1,269	88%
FRANKLIN	35%	23%	-12%	111	123	82%
GADSDEN	34%	28%	-6%	280	408	39%
GILCHRIST	68%	64%	-4%	189	264	98%
GLADES	43%	47%	4%	121	176	70%
GULF	57%	45%	-12%	143	132	92%
HAMILTON	30%	31%	1%	105	109	86%
HARDEE	52%	35%	-17%	343	725	75%
HENDRY	37%	29%	-8%	421	1,033	58%
HERNANDO	58%	51%	-7%	1,881	2,966	82%
HIGHLANDS	51%	44%	-7%	797	1,466	91%
HILLSBOROUGH	62%	49%	-13%	15,865	18,279	57%
HOLMES	46%	35%	-11%	210	355	93%
INDIAN RIVER	58%	41%	-17%	1,307	2,038	72%
JACKSON	50%	41%	-9%	521	635	81%
JEFFERSON	32%	19%	-13%	73	73	60%
LAFAYETTE	67%	36%	-31%	119	140	93%
LAKE	52%	44%	-8%	3,665	4,226	79%
LEE	58%	46%	-12%	7,508	13,650	74%
LEON	68%	52%	-16%	2,453	2,634	61%

District Comparison Report 2019 to 2021

Algebra 1 EOC

District	Percentage Level 3 and Above			Number Tested		2021 Percentage In-Person Instruction
	2019	2021	Change	2019	2021	
STATEWIDE	60%	47%	-13%	224,287	286,589	63%
LEVY	56%	49%	-7%	438	539	94%
LIBERTY	62%	41%	-21%	110	126	81%
MADISON	40%	41%	1%	199	249	89%
MANATEE	64%	50%	-14%	3,559	5,822	62%
MARION	54%	37%	-17%	3,529	4,511	83%
MARTIN	74%	54%	-20%	1,509	1,527	72%
MONROE	69%	43%	-26%	691	740	97%
NASSAU	73%	67%	-6%	994	1,674	81%
OKALOOSA	75%	61%	-14%	2,557	2,904	83%
OKEECHOBEE	50%	36%	-14%	591	612	92%
ORANGE	61%	46%	-15%	14,621	20,305	55%
OSCEOLA	46%	41%	-5%	6,150	9,077	70%
PALM BEACH	64%	50%	-14%	15,273	20,409	43%
PASCO	59%	51%	-8%	6,134	8,139	71%
PINELLAS	55%	57%	2%	8,343	5,174	73%
POLK	49%	33%	-16%	7,742	11,193	73%
PUTNAM	49%	28%	-21%	641	1,120	81%
ST. JOHNS	80%	72%	-8%	3,811	4,591	89%
ST. LUCIE	51%	42%	-9%	3,438	5,207	63%
SANTA ROSA	71%	55%	-16%	2,315	3,194	88%
SARASOTA	73%	61%	-12%	3,747	4,129	81%
SEMINOLE	61%	56%	-5%	6,196	6,063	77%
SUMTER	62%	51%	-11%	713	968	92%
SUWANNEE	44%	39%	-5%	415	527	92%
TAYLOR	52%	37%	-15%	174	248	88%
UNION	52%	66%	14%	162	127	100%
VOLUSIA	54%	40%	-14%	5,238	8,405	80%
WAKULLA	58%	46%	-12%	430	382	94%
WALTON	70%	64%	-6%	784	862	91%
WASHINGTON	48%	43%	-5%	289	412	89%

District Comparison Report by Grade Grouping 2019 to 2021

Algebra 1 EOC

	Grades 5-8						Grades 9-12					
	% Level 3 and Above			Number Tested		2021 % In- Person	% Level 3 and Above			Number Tested		2021 % In- Person
	2019	2021	Change	2019	2021		2019	2021	Change	2019	2021	
STATEWIDE	88%	78%	-10%	95,634	97,111	61%	39%	30%	-9%	128,653	189,478	64%
ALACHUA	86%	80%	-6%	1,182	1,021	53%	27%	17%	-10%	1,200	1,171	57%
BAKER	90%	75%	-15%	131	144	96%	51%	39%	-12%	227	567	96%
BAY	89%	91%	2%	768	584	93%	45%	37%	-8%	1,071	1,825	83%
BRADFORD	79%	67%	-12%	77	58	95%	39%	34%	-5%	115	210	82%
BREVARD	90%	72%	-18%	2,888	3,448	87%	39%	34%	-5%	3,096	5,914	93%
BROWARD	91%	70%	-21%	8,095	7,870	26%	42%	23%	-19%	13,636	12,443	31%
CALHOUN	90%	86%	-4%	80	57	91%	39%	34%	-5%	75	129	81%
CHARLOTTE	97%	92%	-5%	406	371	94%	43%	31%	-12%	819	1,625	92%
CITRUS	95%	82%	-13%	349	369	91%	48%	34%	-14%	540	1,335	84%
CLAY	93%	84%	-9%	1,336	1,300	88%	44%	36%	-8%	1,932	4,113	84%
COLLIER	91%	89%	-2%	2,214	2,007	88%	38%	31%	-7%	1,604	2,575	80%
COLUMBIA	93%	74%	-19%	260	365	92%	44%	25%	-19%	445	743	86%
MIAMI-DADE	88%	71%	-17%	12,937	13,684	40%	40%	32%	-8%	16,585	24,065	42%
DESOTO	87%	71%	-16%	118	108	85%	25%	27%	2%	197	458	66%
DIXIE	87%	63%	-24%	39	60	95%	42%	11%	-31%	106	79	97%
DUVAL	82%	73%	-9%	4,359	4,092	61%	38%	27%	-11%	5,080	8,435	65%
ESCAMBIA	78%	70%	-8%	1,192	898	73%	33%	22%	-11%	1,727	2,888	71%
FLAGLER	90%	86%	-4%	408	407	97%	45%	30%	-15%	774	862	83%
FRANKLIN	58%	41%	-17%	52	49	92%	15%	11%	-4%	59	74	76%
GADSDEN	60%	58%	-2%	91	120	37%	21%	16%	-5%	189	288	39%
GILCHRIST	95%	96%	1%	94	69	99%	41%	53%	12%	95	195	98%
GLADES	66%	72%	6%	73	72	79%	8%	30%	22%	48	104	63%
GULF	81%	70%	-11%	59	56	93%	39%	26%	-13%	84	76	91%
HAMILTON	59%	78%	19%	37	23	91%	13%	19%	6%	68	86	84%
HARDEE	99%	69%	-30%	78	174	83%	39%	25%	-14%	265	551	73%
HENDRY	70%	48%	-22%	115	267	76%	25%	23%	-2%	306	766	51%
HERNANDO	88%	81%	-7%	538	740	77%	46%	42%	-4%	1,343	2,226	84%
HIGHLANDS	93%	86%	-7%	245	308	84%	32%	33%	1%	552	1,158	92%
HILLSBOROUGH	88%	82%	-6%	8,354	7,473	54%	32%	26%	-6%	7,511	10,806	60%
HOLMES	69%	60%	-9%	100	104	97%	25%	25%	0%	110	251	92%
INDIAN RIVER	91%	73%	-18%	477	656	80%	40%	25%	-15%	830	1,382	68%
JACKSON	89%	76%	-13%	168	154	74%	32%	29%	-3%	353	481	83%
JEFFERSON	59%	N/A	N/A	22	N/A	N/A	20%	19%	-1%	51	73	60%
LAFAYETTE	79%	46%	-33%	71	54	94%	50%	29%	-21%	48	86	93%
LAKE	90%	84%	-6%	1,373	1,372	77%	29%	25%	-4%	2,292	2,854	80%

District Comparison Report by Grade Grouping 2019 to 2021

Algebra 1 EOC

	Grades 5-8						Grades 9-12					
	% Level 3 and Above			Number Tested		2021 % In- Person	% Level 3 and Above			Number Tested		2021 % In- Person
	2019	2021	Change	2019	2021		2019	2021	Change	2019	2021	
STATEWIDE	88%	78%	-10%	95,634	97,111	61%	39%	30%	-9%	128,653	189,478	64%
LEE	95%	83%	-12%	2,977	3,272	78%	34%	34%	0%	4,531	10,378	72%
LEON	95%	88%	-7%	966	911	57%	51%	33%	-18%	1,487	1,723	63%
LEVY	75%	75%	0%	193	151	99%	42%	39%	-3%	245	388	93%
LIBERTY	65%	67%	2%	65	54	87%	58%	22%	-36%	45	72	77%
MADISON	85%	83%	-2%	59	59	92%	21%	28%	7%	140	190	88%
MANATEE	89%	87%	-2%	1,527	1,624	78%	45%	36%	-9%	2,032	4,198	55%
MARION	96%	82%	-14%	1,135	976	79%	33%	25%	-8%	2,394	3,535	84%
MARTIN	96%	77%	-19%	671	741	75%	57%	32%	-25%	838	786	69%
MONROE	96%	80%	-16%	230	215	92%	55%	27%	-28%	461	525	99%
NASSAU	94%	91%	-3%	391	452	83%	60%	59%	-1%	603	1,222	81%
OKALOOSA	94%	86%	-8%	959	1,104	86%	64%	46%	-18%	1,598	1,800	81%
OKEECHOBEE	88%	80%	-8%	183	167	92%	33%	20%	-13%	408	445	93%
ORANGE	87%	82%	-5%	7,682	7,771	52%	31%	24%	-7%	6,939	12,534	56%
OSCEOLA	84%	75%	-9%	2,135	2,567	59%	26%	27%	1%	4,015	6,510	74%
PALM BEACH	93%	80%	-13%	6,151	6,457	42%	45%	36%	-9%	9,122	13,952	43%
PASCO	95%	89%	-6%	1,807	1,949	72%	44%	39%	-5%	4,327	6,190	71%
PINELLAS	81%	73%	-8%	4,032	3,286	71%	30%	28%	-2%	4,311	1,888	77%
POLK	85%	72%	-13%	2,596	2,678	77%	30%	21%	-9%	5,146	8,515	72%
PUTNAM	71%	68%	-3%	334	280	81%	25%	14%	-11%	307	840	81%
ST. JOHNS	99%	97%	-2%	1,530	1,872	88%	67%	54%	-13%	2,281	2,719	90%
ST. LUCIE	80%	73%	-7%	1,498	1,790	59%	28%	26%	-2%	1,940	3,417	66%
SANTA ROSA	96%	94%	-2%	788	785	89%	58%	43%	-15%	1,527	2,409	88%
SARASOTA	95%	88%	-7%	1,861	1,884	81%	51%	39%	-12%	1,886	2,245	81%
SEMINOLE	86%	79%	-7%	2,964	3,143	75%	39%	30%	-9%	3,232	2,920	79%
SUMTER	89%	83%	-6%	305	296	84%	42%	36%	-6%	408	672	96%
SUWANNEE	73%	81%	8%	173	175	95%	24%	18%	-6%	242	352	91%
TAYLOR	82%	70%	-12%	82	90	88%	26%	18%	-8%	92	158	88%
UNION	100%	94%	-6%	35	49	100%	39%	49%	10%	127	78	100%
VOLUSIA	84%	78%	-6%	2,133	2,333	79%	34%	25%	-9%	3,105	6,072	81%
WAKULLA	90%	84%	-6%	184	139	95%	35%	24%	-11%	246	243	93%
WALTON	91%	87%	-4%	373	324	92%	51%	51%	0%	411	538	90%
WASHINGTON	82%	63%	-19%	114	139	93%	26%	33%	7%	175	273	87%

District Comparison Report 2019 to 2021

Geometry EOC

District	Percentage Level 3 and Above			Number Tested		2021 Percentage In-Person Instruction
	2019	2021	Change	2019	2021	
STATEWIDE	57%	46%	-11%	203,195	206,794	61%
ALACHUA	49%	50%	1%	2,434	1,835	52%
BAKER	56%	49%	-7%	327	341	97%
BAY	62%	55%	-7%	1,804	1,559	88%
BRADFORD	51%	38%	-13%	104	154	81%
BREVARD	61%	51%	-10%	5,142	6,330	86%
BROWARD	55%	39%	-16%	19,671	18,042	24%
CALHOUN	55%	47%	-8%	145	147	93%
CHARLOTTE	61%	45%	-16%	1,147	1,302	89%
CITRUS	58%	52%	-6%	997	1,074	86%
CLAY	64%	57%	-7%	3,116	3,580	87%
COLLIER	58%	56%	-2%	4,346	3,740	86%
COLUMBIA	51%	40%	-11%	582	710	86%
MIAMI-DADE	54%	41%	-13%	27,142	25,580	37%
DESOTO	39%	28%	-11%	287	332	69%
DIXIE	45%	39%	-6%	149	135	98%
DUVAL	62%	41%	-21%	7,399	8,993	63%
ESCAMBIA	46%	39%	-7%	2,444	2,622	75%
FLAGLER	65%	48%	-17%	1,112	873	89%
FRANKLIN	41%	14%	-27%	97	98	91%
GADSDEN	14%	15%	1%	220	306	46%
GILCHRIST	62%	66%	4%	173	148	95%
GLADES	31%	28%	-3%	77	92	65%
GULF	68%	51%	-17%	120	178	92%
HAMILTON	55%	28%	-27%	76	114	93%
HARDEE	53%	29%	-24%	265	470	85%
HENDRY	40%	41%	1%	499	827	48%
HERNANDO	54%	49%	-5%	1,702	1,708	80%
HIGHLANDS	55%	41%	-14%	599	926	88%
HILLSBOROUGH	57%	47%	-10%	14,687	15,028	57%
HOLMES	33%	30%	-3%	218	259	93%
INDIAN RIVER	53%	54%	1%	1,424	1,524	70%
JACKSON	44%	39%	-5%	476	425	94%
JEFFERSON	21%	24%	3%	34	25	76%
LAFAYETTE	32%	71%	39%	34	87	100%
LAKE	50%	43%	-7%	3,155	3,316	75%
LEE	49%	46%	-3%	6,451	7,233	80%
LEON	66%	48%	-18%	2,129	2,048	65%

District Comparison Report 2019 to 2021

Geometry EOC

District	Percentage Level 3 and Above			Number Tested		2021 Percentage In-Person Instruction
	2019	2021	Change	2019	2021	
STATEWIDE	57%	46%	-11%	203,195	206,794	61%
LEVY	53%	37%	-16%	319	447	94%
LIBERTY	66%	45%	-21%	44	111	93%
MADISON	36%	41%	5%	166	141	94%
MANATEE	61%	45%	-16%	3,312	3,711	68%
MARION	51%	39%	-12%	2,890	3,135	86%
MARTIN	66%	54%	-12%	1,454	1,473	69%
MONROE	71%	58%	-13%	549	666	97%
NASSAU	69%	60%	-9%	823	595	83%
OKALOOSA	72%	60%	-12%	2,015	2,095	77%
OKEECHOBEE	47%	38%	-9%	355	585	91%
ORANGE	53%	45%	-8%	17,362	13,518	54%
OSCEOLA	45%	40%	-5%	5,326	5,580	70%
PALM BEACH	61%	47%	-14%	13,607	14,417	38%
PASCO	61%	55%	-6%	5,130	5,308	71%
PINELLAS	57%	41%	-16%	6,906	8,676	73%
POLK	53%	33%	-20%	6,053	7,285	79%
PUTNAM	43%	29%	-14%	699	649	87%
ST. JOHNS	81%	77%	-4%	3,195	3,729	88%
ST. LUCIE	55%	33%	-22%	3,075	3,549	64%
SANTA ROSA	65%	62%	-3%	2,032	2,256	87%
SARASOTA	70%	64%	-6%	3,548	3,328	79%
SEMINOLE	64%	57%	-7%	5,211	4,933	72%
SUMTER	61%	51%	-10%	636	657	95%
SUWANNEE	55%	47%	-8%	536	475	93%
TAYLOR	4%	32%	28%	23	114	85%
UNION	67%	65%	-2%	147	124	99%
VOLUSIA	55%	44%	-11%	4,614	4,167	82%
WAKULLA	72%	49%	-23%	283	381	89%
WALTON	73%	61%	-12%	716	839	90%
WASHINGTON	49%	35%	-14%	227	272	89%