



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

English Language Arts and Mathematics

Grades 3 and Higher

Beginning with the 2022-23 school year, students enrolled in the voluntary prekindergarten (VPK) program through grade 10 participated 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. 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 end-of-year administration (PM3) for grades 3 through 10 is the statewide, standardized assessment in ELA and Mathematics administered pursuant to s. 1008.22, 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 in 2022-23 took statewide, standardized end-of-course (EOC) assessments aligned to the B.E.S.T. Standards. The first administration of the B.E.S.T. Algebra 1 and Geometry EOCs took place in Winter 2022.

In the first year of a new statewide assessment system, only certain information can be reported until standard setting takes place and new achievement levels are established. As required by law for the 2022-23 school year, provisional scores were linked to a Florida Standards Assessment (FSA) equivalent scale, and students received an overall scale score and achievement level on the FSA equivalent scale. In the 2023–24 school year and beyond, FAST results will be reported using the B.E.S.T. achievement levels and score scale adopted by the State Board of Education in the fall of 2023, after standard setting is conducted in the summer.

Florida Assessment of Student Thinking

English Language Arts

Grades 3 – 10

Summary of Results

The first year of 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.

Overall Grades 3 – 10 English Language Arts

- **Grades 3-10 ELA performance increased 17 percentage points from the beginning of the school year (PM1) to the end of the school year (PM3) (33% scoring On-Grade-Level or above to 50% scoring On-Grade-Level or above).**
 - Grades 3-10 ELA performance improved 6 percentage points from PM1 to PM2 (33% to 39%).
 - Grades 3-10 ELA performance improved 11 percentage points from PM2 to PM3 (39% to 50%).
- For Grades 3-10 ELA, 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 28 percentage points from PM1 to PM3, sixth grade performance improved by 10 percentage points from PM1 to PM3.

Grades 3-10 ELA, Subgroup Performance from the beginning (PM1) to the end of the school year (PM3)

- Charter schools outperformed traditional public schools in terms of both overall performance with respect to the percentage of students On-Grade-Level or above during PM3 (56% vs. 49%) as well as the amount of increase from PM1 to PM3 (19 percentage points vs. 17 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 16 percentage points in Grades 3 – 10 ELA.
 - Hispanic students increased their performance by 17 percentage points in Grades 3 – 10 ELA.
 - White students increased their performance by 19 percentage points in Grades 3 – 10 ELA.
- Students with disabilities increased their performance by 11 percentage points between PM1 and PM3.
- English language learners increased their performance by 10 percentage points between PM1 and PM3.
- Students from economically disadvantaged families increased their performance by 16 percentage points from PM1 to PM3.

Florida Assessment of Student Thinking

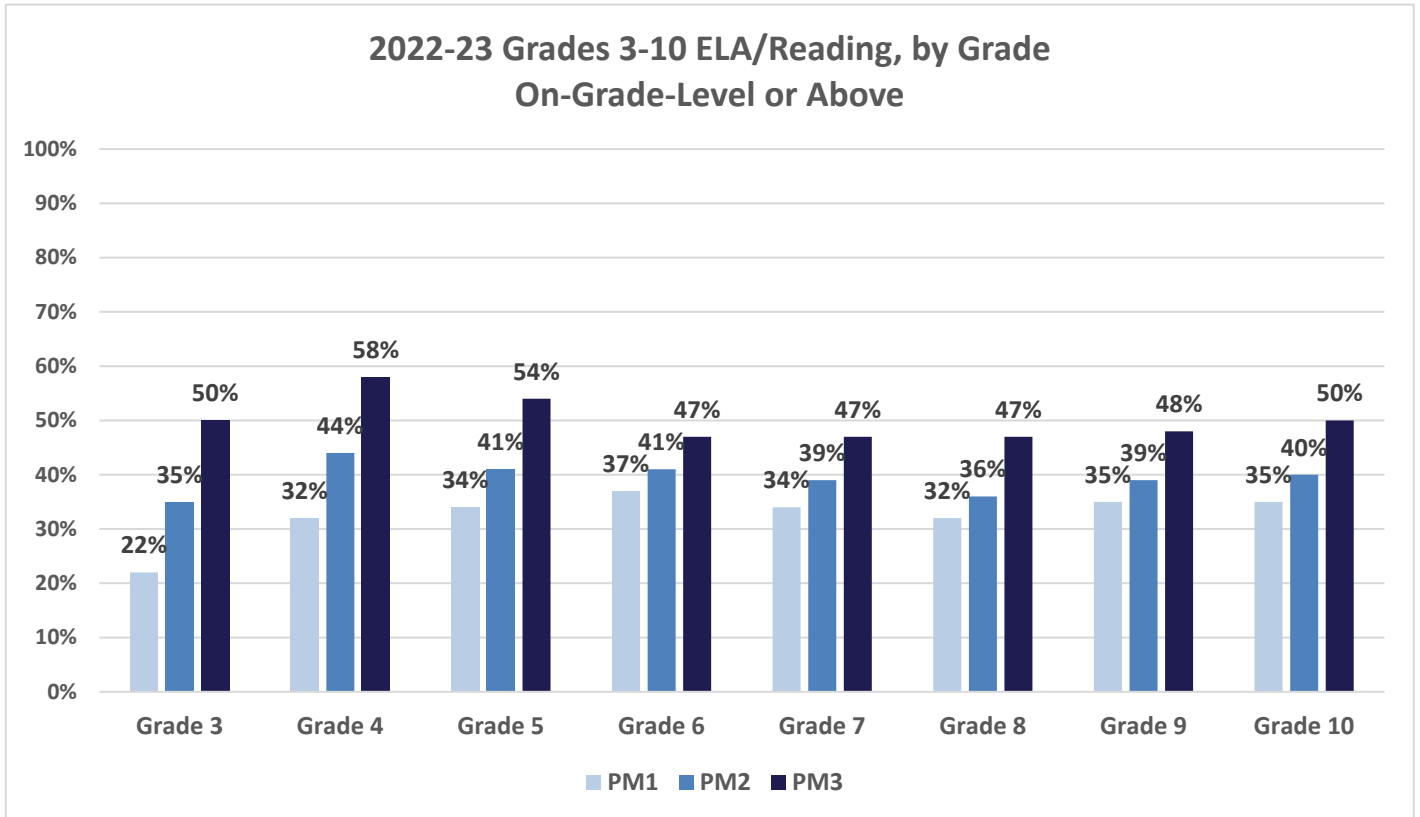
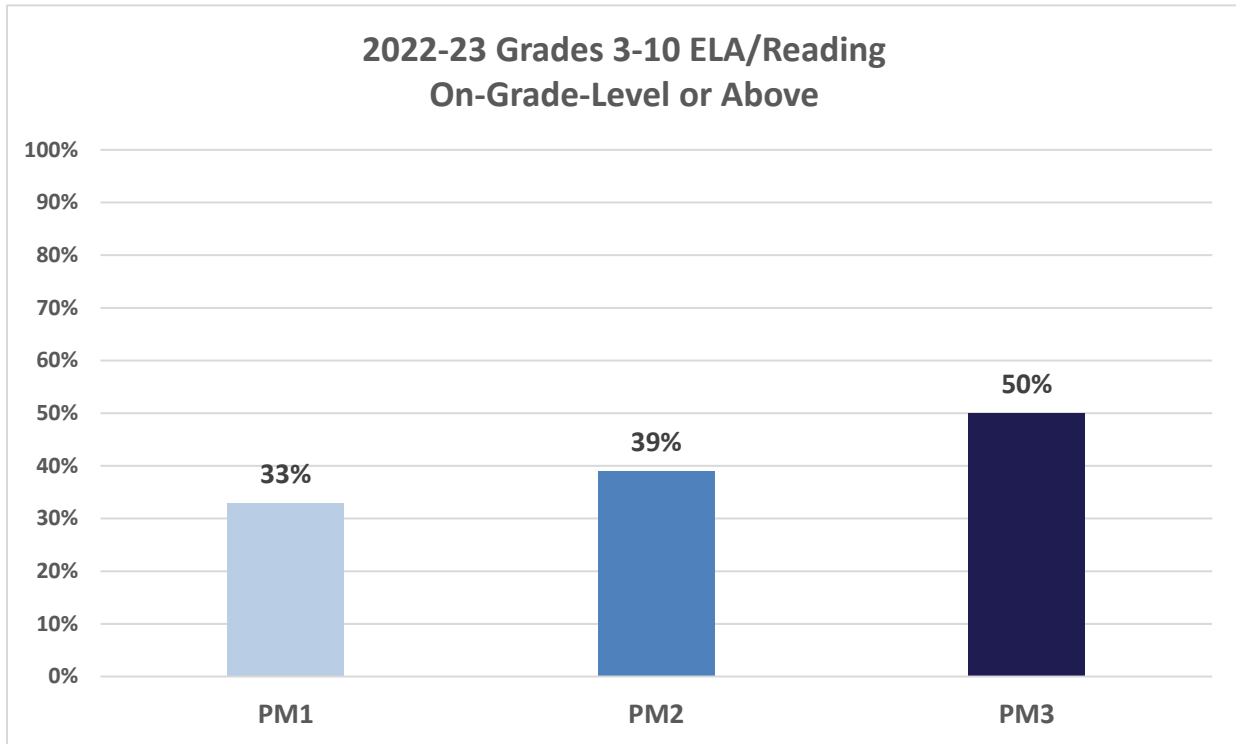
English Language Arts

Grades 3 – 10

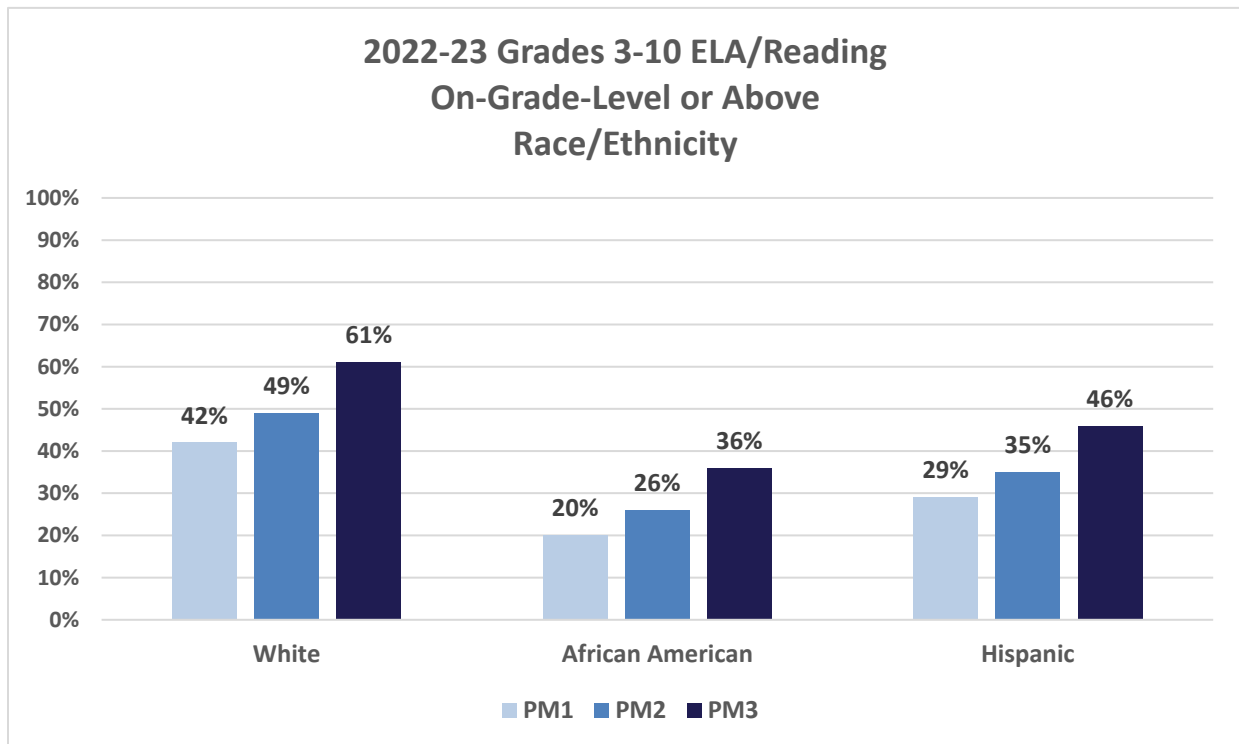
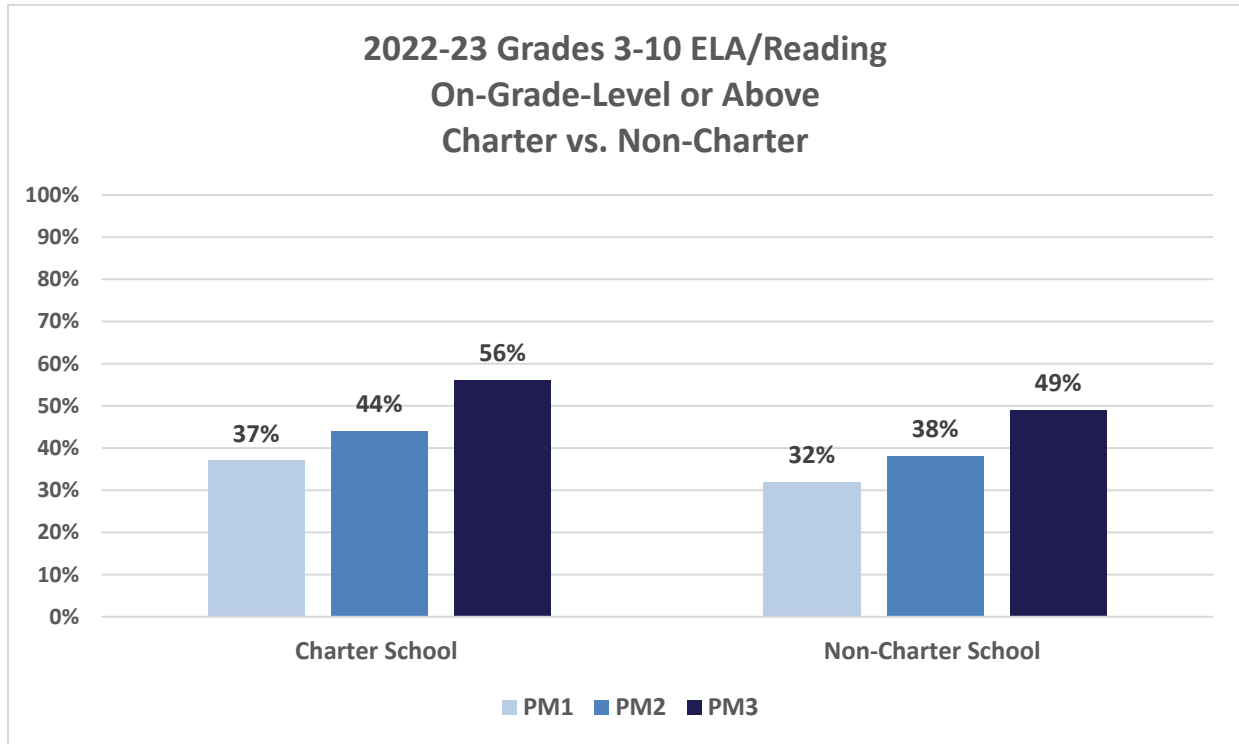
NOTES:

- 1) For the 2022-2023 school year only, student achievement levels are **provisional** and are linked to the 2021-2022 reporting scale, as required by law. For 2023-2024 and beyond, scores will be reported on a new scale after the State Board of Education adopts new student achievement levels in fall of 2023.
- 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) **On-Grade-Level:** Pursuant to s. 1008.22(3)(e)1., Level 3 indicates grade-level performance. “On-Grade-Level or Above” includes achievement levels 3 through 5 (see note 1).

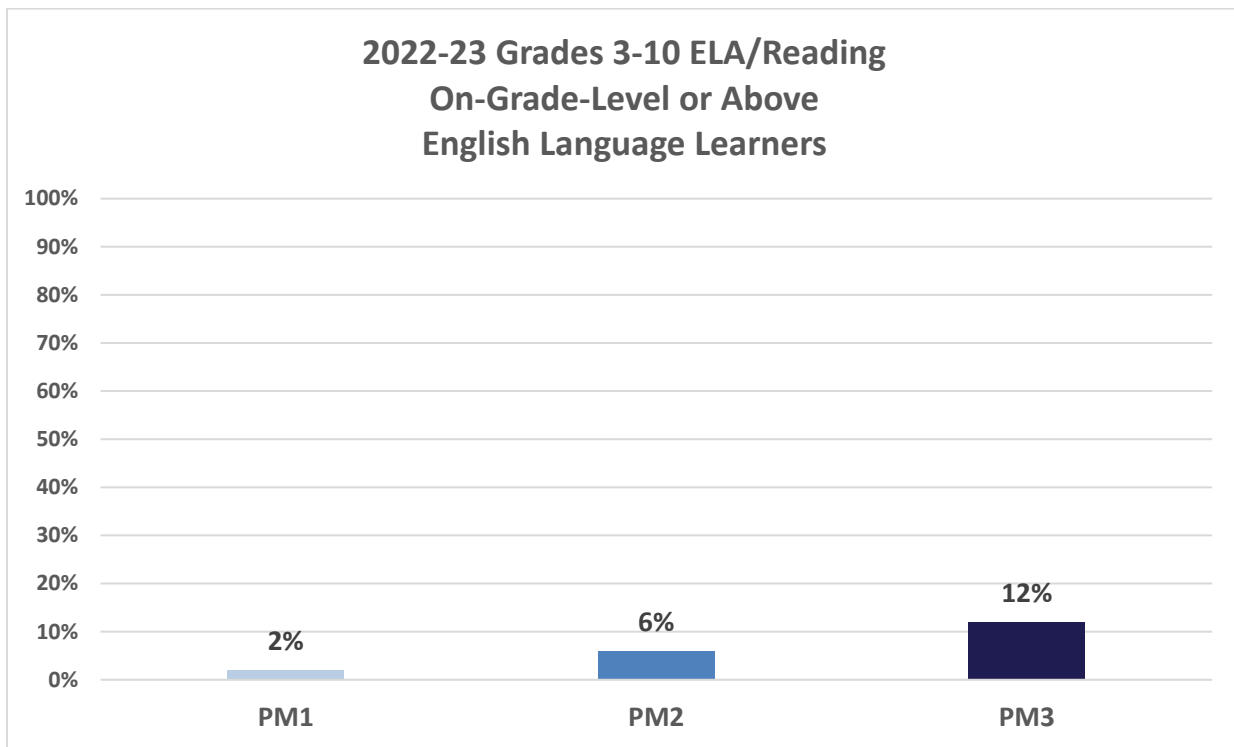
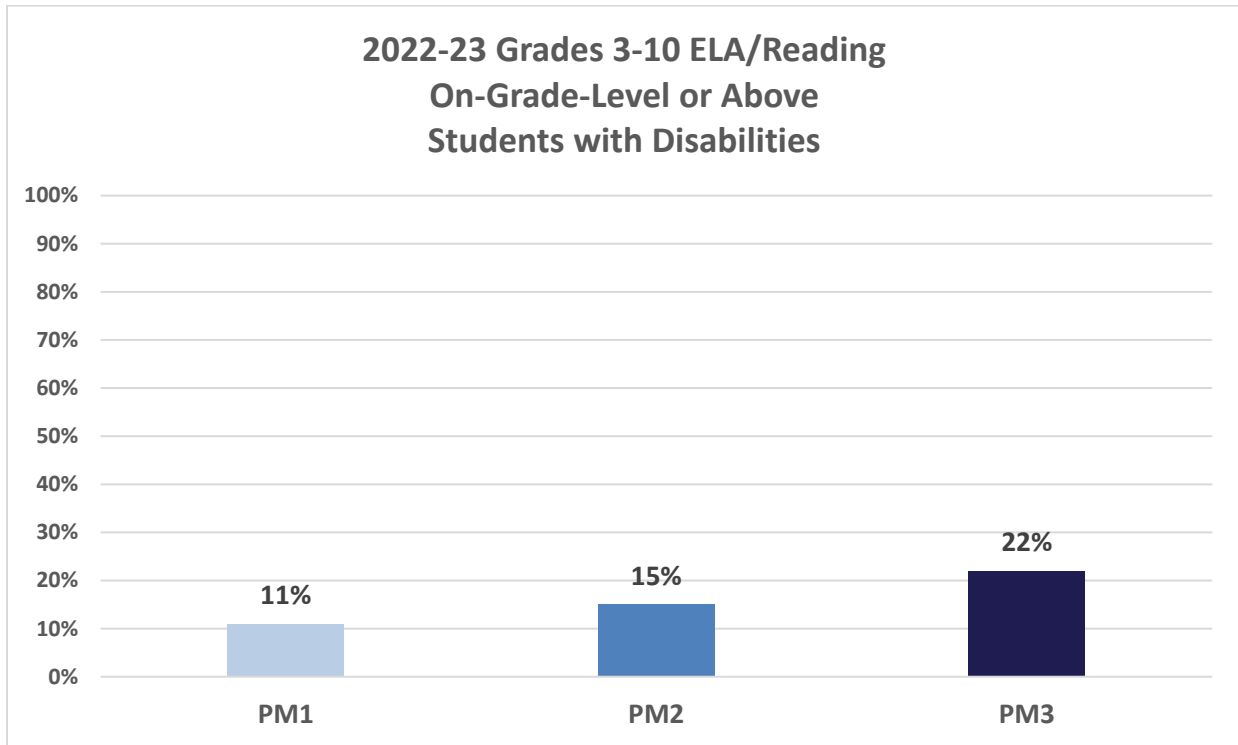
English Language Arts – FAST Grades 3-10



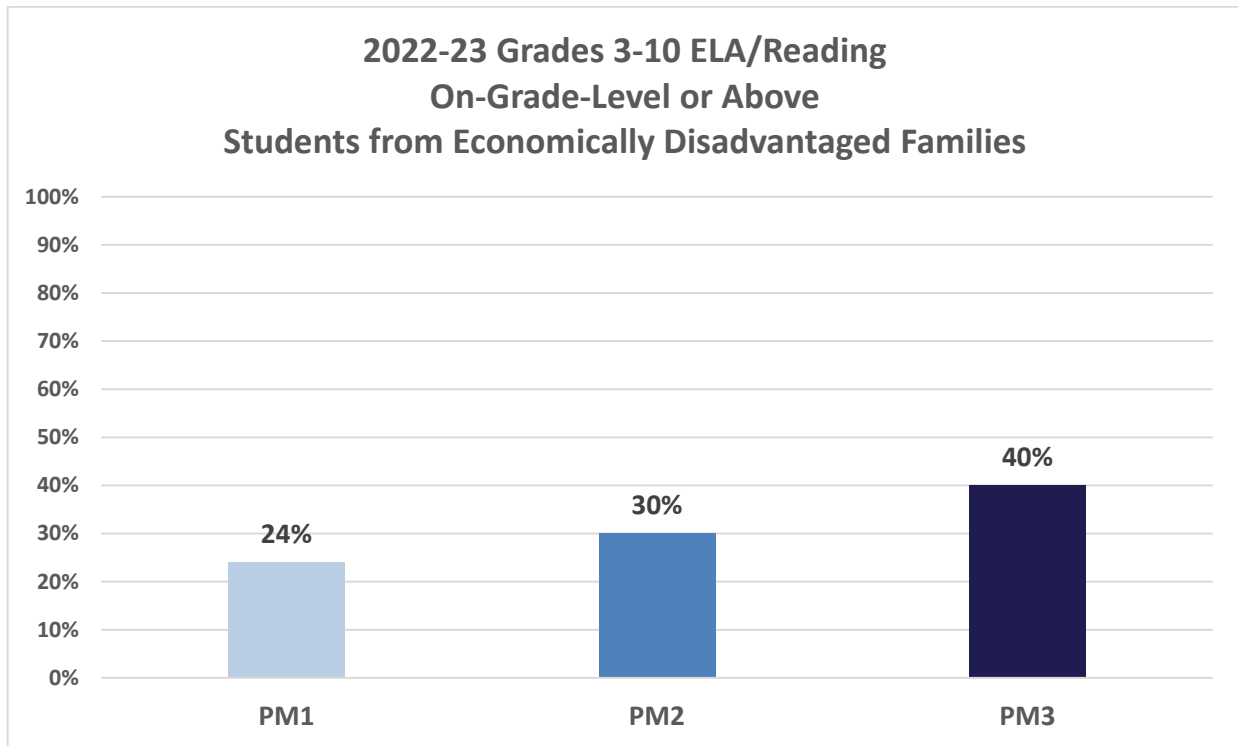
English Language Arts – FAST Grades 3-10



English Language Arts – FAST Grades 3-10



English Language Arts – FAST Grades 3-10



English Language Arts – FAST Grades 3-10

Statewide Comparison PM1 to PM3

2022-23 FAST ELA/Reading, by Grade

Grade	Percentage On-Grade-Level or Above*			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
3	22%	35%	50%	28%
4	32%	44%	58%	26%
5	34%	41%	54%	20%
6	37%	41%	47%	10%
7	34%	39%	47%	13%
8	32%	36%	47%	15%
9	35%	39%	48%	13%
10	35%	40%	50%	15%

***Note:** For the 2022-2023 school year only, student achievement levels are **provisional** and are linked to the 2021-2022 reporting scale, as required by law. For 2023-2024 and beyond, scores will be reported on a new scale after the State Board of Education adopts new student achievement levels in fall of 2023.

English Language Arts – FAST Grades 3-10

District Comparison PM1 to PM3

2022-23 FAST ELA/Reading, Grades 3-10

District	Percentage On-Grade-Level or Above*			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
STATEWIDE	33%	39%	50%	17%
ALACHUA	36%	41%	50%	14%
BAKER	29%	38%	49%	20%
BAY	30%	37%	49%	19%
BRADFORD	20%	27%	37%	17%
BREVARD	40%	47%	56%	16%
BROWARD	34%	40%	52%	18%
CALHOUN	32%	39%	53%	21%
CHARLOTTE	32%	39%	52%	20%
CITRUS	31%	37%	48%	17%
CLAY	35%	45%	56%	21%
COLLIER	37%	43%	54%	17%
COLUMBIA	29%	37%	50%	21%
MIAMI-DADE	33%	40%	53%	20%
DESOTO	16%	22%	33%	17%
DIXIE	27%	30%	45%	18%
DUVAL	28%	35%	44%	16%
ESCAMBIA	28%	34%	42%	14%
FLAGLER	37%	40%	53%	16%
FRANKLIN	18%	25%	38%	20%
GADSDEN	14%	19%	28%	14%
GILCHRIST	37%	47%	59%	22%
GLADES	20%	30%	45%	25%
GULF	27%	31%	42%	15%
HAMILTON	16%	22%	32%	16%
HARDEE	27%	31%	43%	16%
HENDRY	26%	31%	39%	13%
HERNANDO	30%	36%	46%	16%
HIGHLANDS	24%	29%	42%	18%
HILLSBOROUGH	31%	39%	48%	17%
HOLMES	25%	32%	43%	18%
INDIAN RIVER	32%	38%	52%	20%
JACKSON	30%	36%	50%	20%
JEFFERSON	12%	17%	27%	15%
LAFAYETTE	30%	46%	60%	30%
LAKE	32%	35%	47%	15%
LEE	30%	37%	46%	16%

English Language Arts – FAST Grades 3-10

District Comparison PM1 to PM3

2022-23 FAST ELA/Reading, Grades 3-10

District	Percentage On-Grade-Level or Above*			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
STATEWIDE	33%	39%	50%	17%
LEON	34%	39%	51%	17%
LEVY	24%	31%	42%	18%
LIBERTY	28%	36%	55%	27%
MADISON	23%	27%	38%	15%
MANATEE	32%	35%	47%	15%
MARION	25%	32%	41%	16%
MARTIN	32%	39%	51%	19%
MONROE	31%	36%	47%	16%
NASSAU	39%	50%	63%	24%
OKALOOSA	37%	47%	58%	21%
OKEECHOBEE	24%	28%	39%	15%
ORANGE	34%	40%	49%	15%
OSCEOLA	26%	31%	43%	17%
PALM BEACH	35%	40%	50%	15%
PASCO	32%	37%	49%	17%
PINELLAS	32%	39%	50%	18%
POLK	27%	33%	41%	14%
PUTNAM	24%	32%	39%	15%
ST. JOHNS	51%	59%	71%	20%
ST. LUCIE	28%	34%	45%	17%
SANTA ROSA	40%	46%	58%	18%
SARASOTA	43%	48%	59%	16%
SEMINOLE	41%	47%	56%	15%
SUMTER	36%	45%	58%	22%
SUWANNEE	27%	34%	46%	19%
TAYLOR	22%	30%	41%	19%
UNION	27%	34%	48%	21%
VOLUSIA	30%	37%	47%	17%
WAKULLA	35%	44%	58%	23%
WALTON	35%	43%	58%	23%
WASHINGTON	24%	33%	48%	24%

*Note: For the 2022-2023 school year only, student achievement levels are **provisional** and are linked to the 2021-2022 reporting scale, as required by law. For 2023-2024 and beyond, scores will be reported on a new scale after the State Board of Education adopts new student achievement levels in fall of 2023.

Florida Assessment of Student Thinking

Mathematics

Grades 3 – 8

Summary of Results

The first year of 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.

Overall Grades 3-8 Mathematics

- **Grades 3-8 Mathematics performance increased 42 percentage points from the beginning of the school year (PM1) to the end of the school year (PM3) (14% scoring On-Grade-Level or above to 56% scoring On-Grade-Level or above).**
 - Grades 3-8 Mathematics performance improved 18 percentage points from PM1 to PM2 (14% to 32%).
 - Grades 3-8 Mathematics performance improved 24 percentage points from PM2 to PM3 (32% to 56%).
- For Grades 3-8 Mathematics, larger improvements were generally seen among the elementary grade levels compared to the middle and high 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.

Grades 3-8 Mathematics, Subgroup Performance from the beginning (PM1) to the end of the school year (PM3)

- Charter schools outperformed traditional public schools in terms of both overall performance with respect to the percentage of students On-Grade-Level or above during PM3 (60% vs. 55%) as well as the amount of increase from PM1 to PM3 (43 percentage points vs. 42 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 34 percentage points in Grades 3-8 Mathematics.
 - Hispanic students increased their performance by 42 percentage points in Grades 3-8 Mathematics.
 - White students increased their performance by 48 percentage points in Grades 3-8 Mathematics.

- Students with disabilities increased their performance by 26 percentage points in Grades 3-8 Mathematics.
- English language learners increased their performance by 29 percentage points in Grades 3-8 Mathematics.
- Students from economically disadvantaged families increased their performance by 39 percentage points in Grades 3-8 Mathematics.

Florida Assessment of Student Thinking

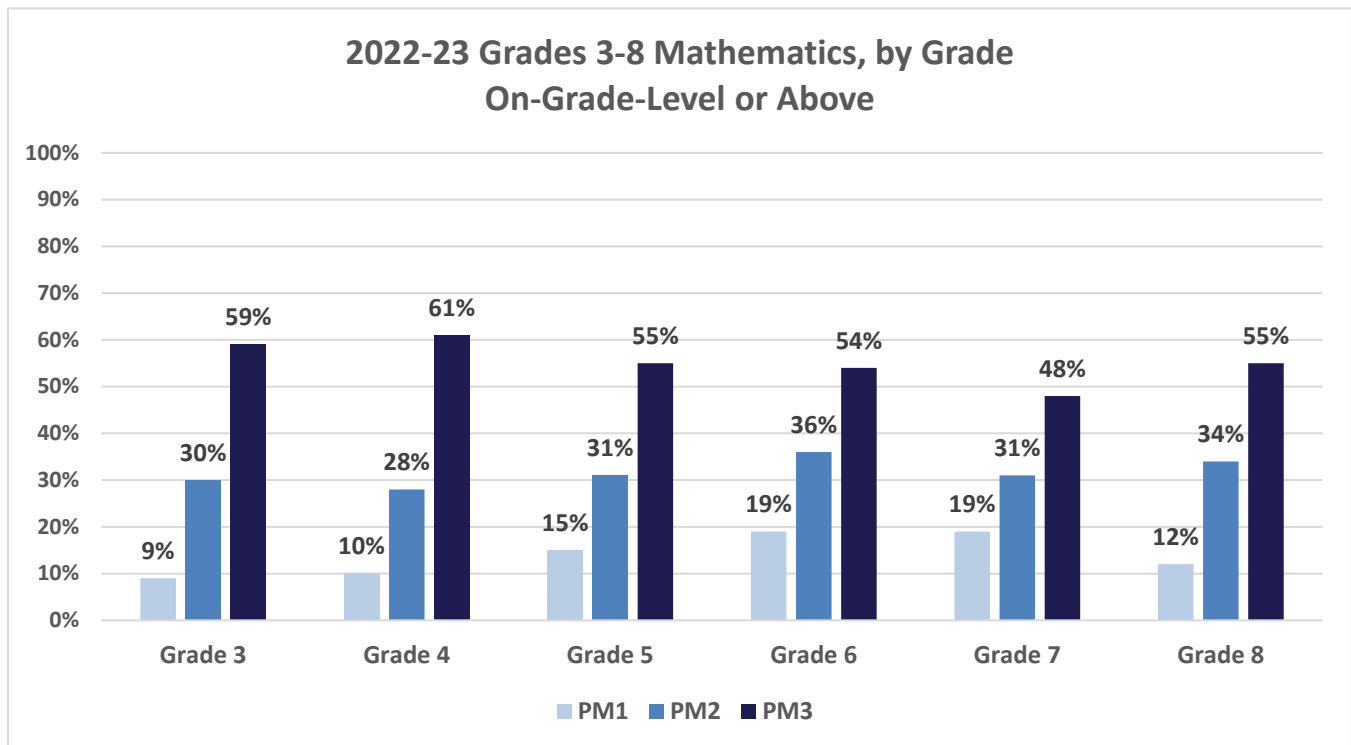
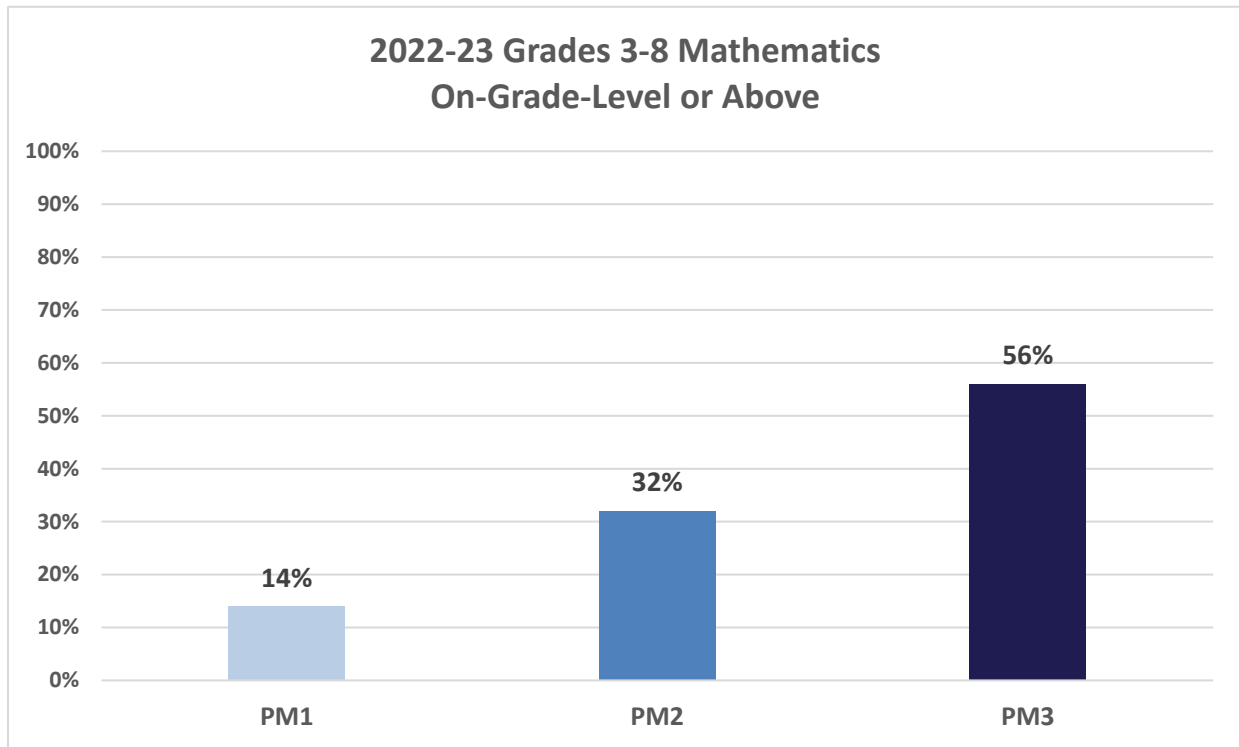
Mathematics

Grades 3 – 8

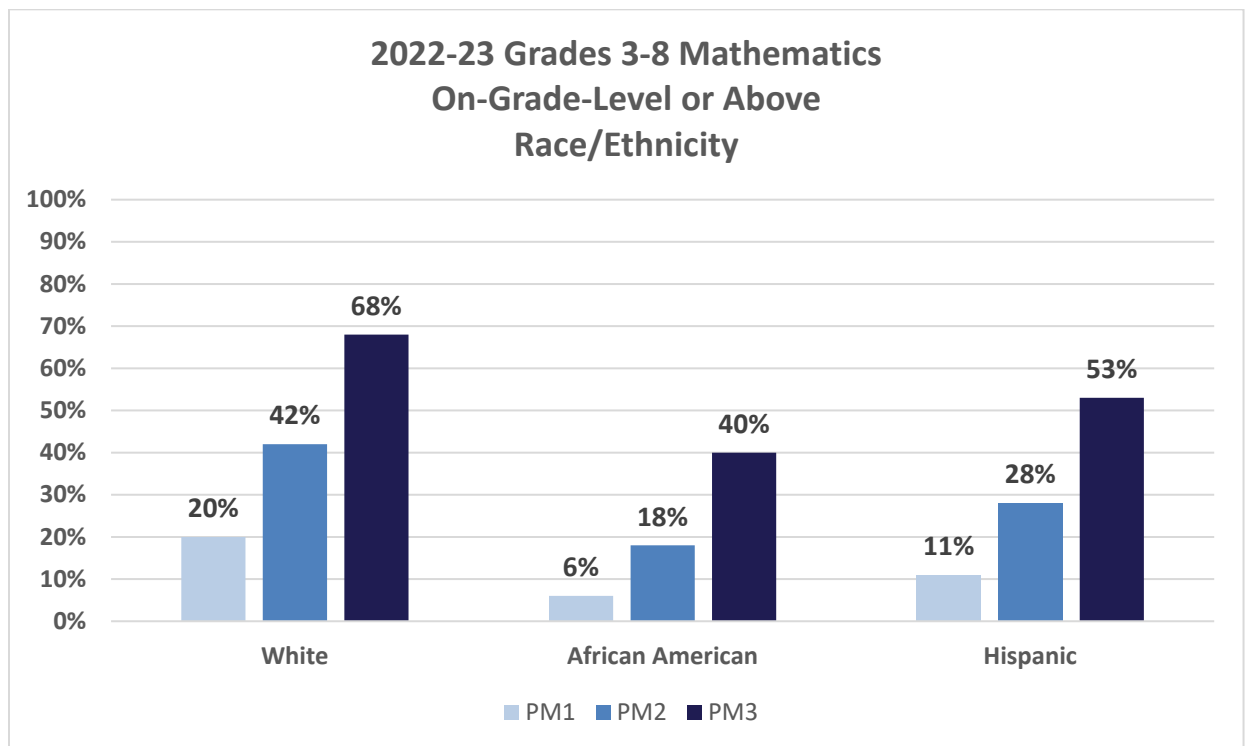
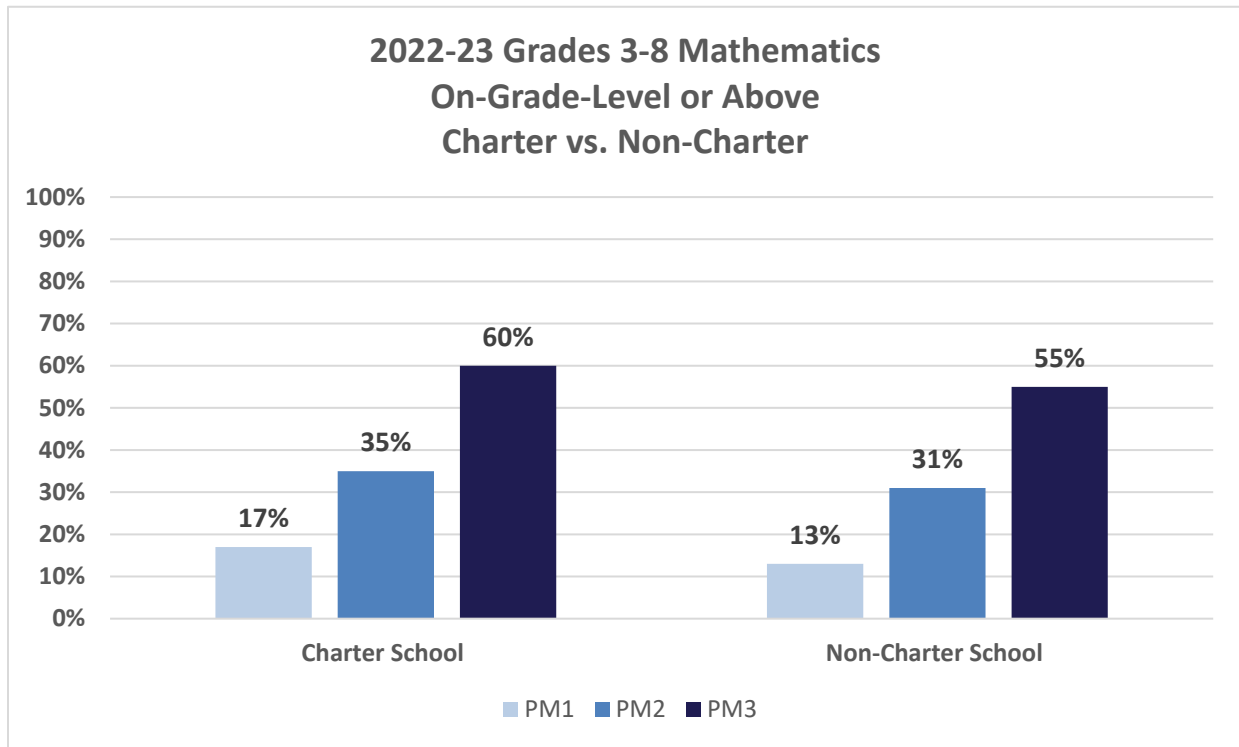
NOTES:

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- 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) **On-Grade-Level:** Pursuant to s. 1008.22(3)(e)1., Level 3 indicates grade-level performance. “On-Grade-Level or Above” includes achievement levels 3 through 5 (see note 1).
- 4) Mathematics results in this section of the report do not include those for End-of-Course (EOC) mathematics assessments (Algebra 1 and Geometry).

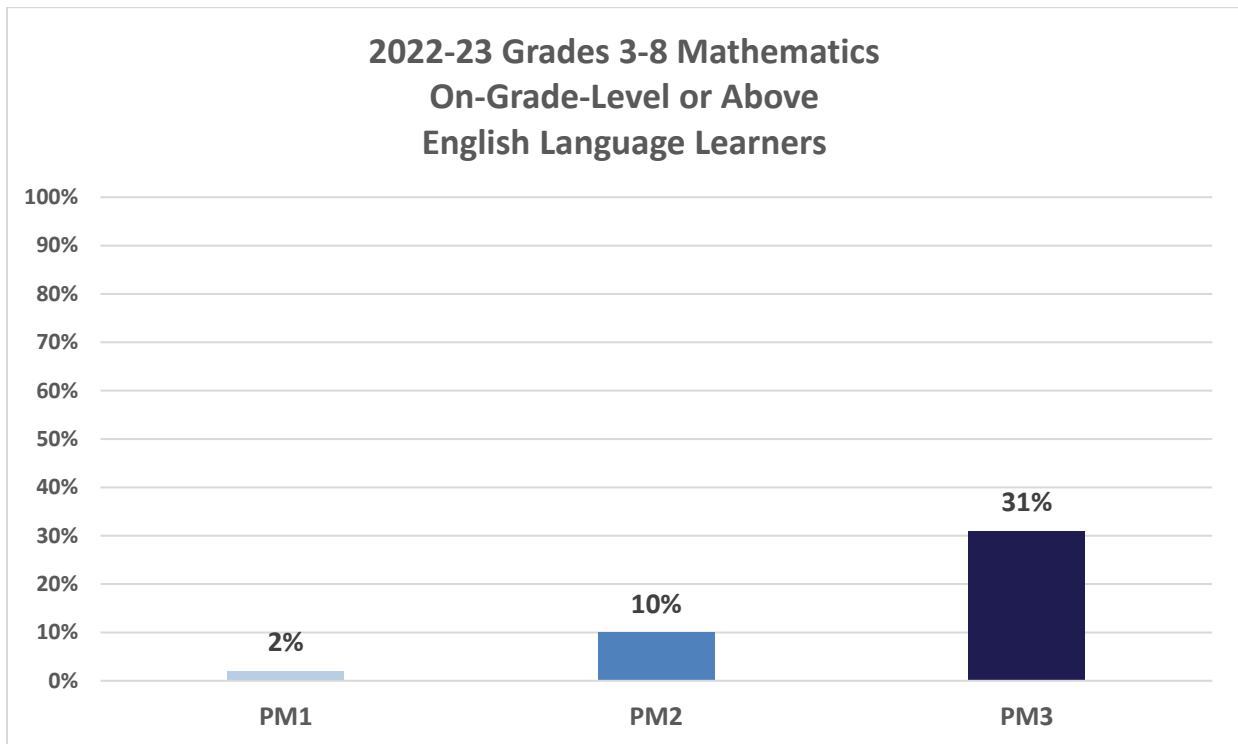
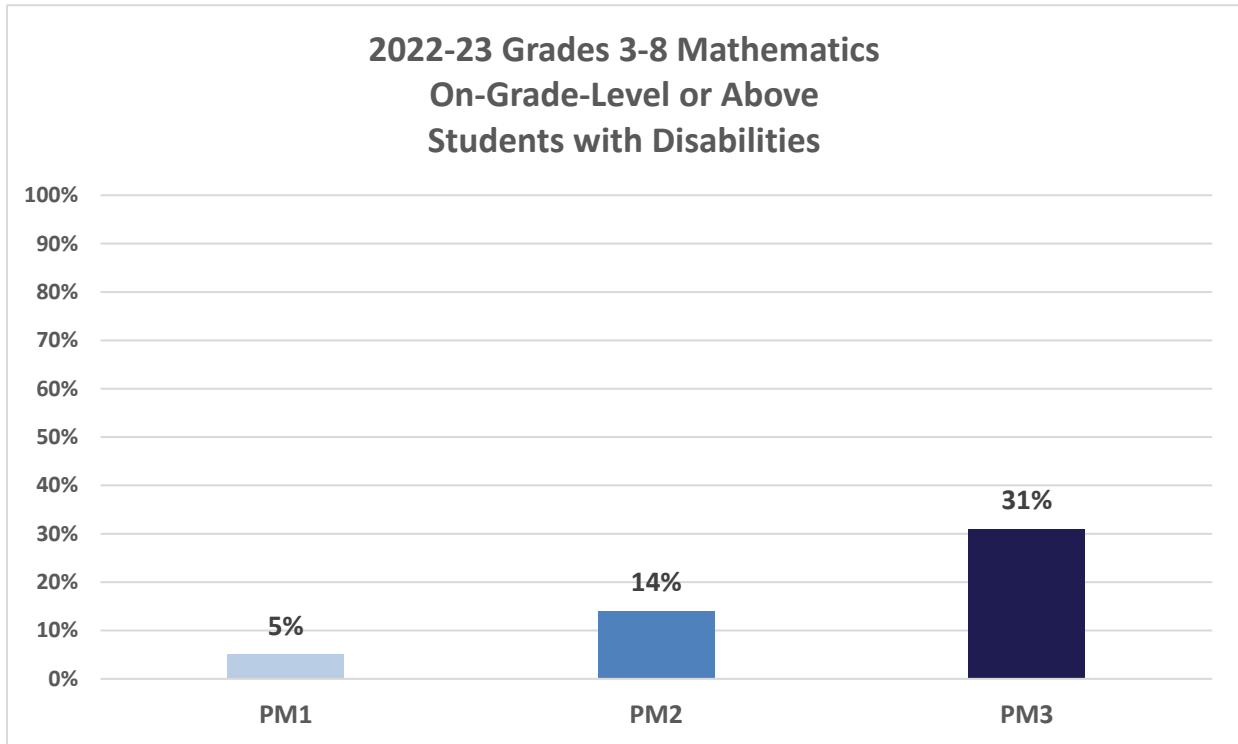
Mathematics – FAST Grades 3-8



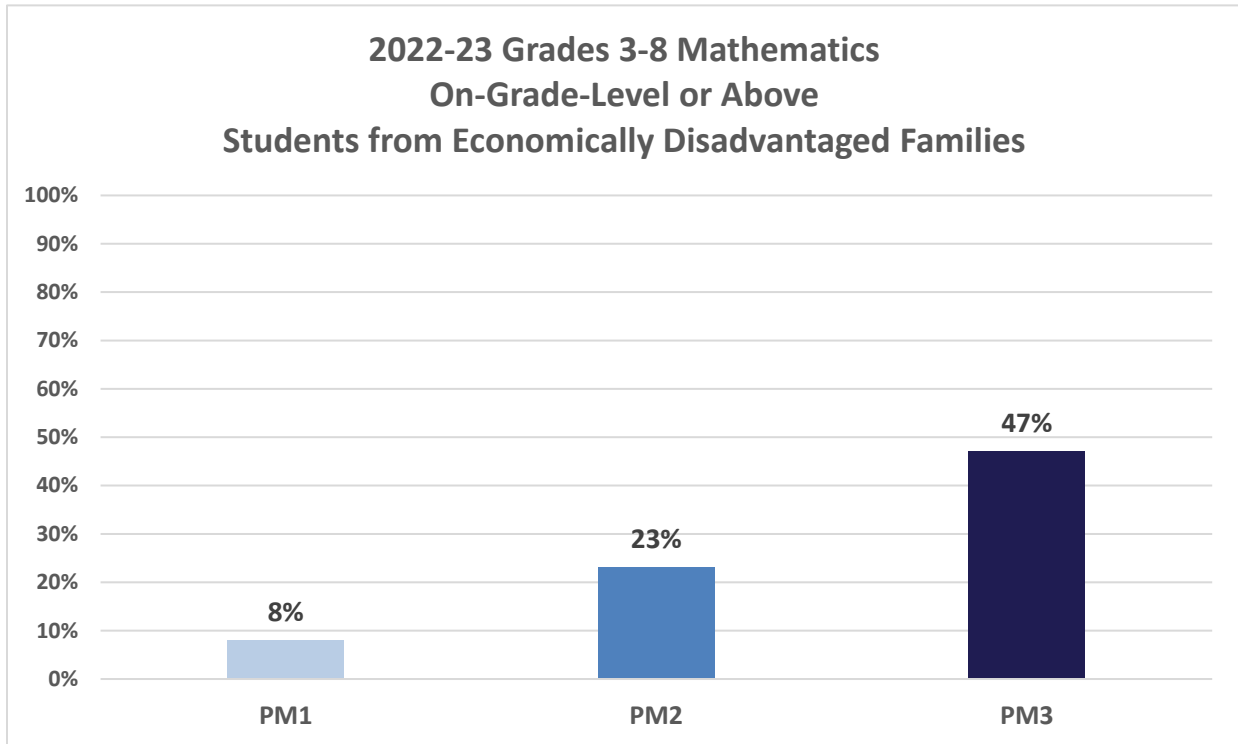
Mathematics – FAST Grades 3-8



Mathematics – FAST Grades 3-8



Mathematics – FAST Grades 3-8



Mathematics – FAST Grades 3-8

Statewide Comparison PM1 to PM3

2022-23 FAST Mathematics, by Grade

Grade	Percentage On-Grade-Level or Above*			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
3	9%	30%	59%	50%
4	10%	28%	61%	51%
5	15%	31%	55%	40%
6	19%	36%	54%	35%
7	19%	31%	48%	29%
8	12%	34%	55%	43%

***Note:** For the 2022-2023 school year only, student achievement levels are **provisional** and are linked to the 2021-2022 reporting scale, as required by law. For 2023-2024 and beyond, scores will be reported on a new scale after the State Board of Education adopts new student achievement levels in fall of 2023.

Mathematics – FAST Grades 3-8

District Comparison PM1 to PM3

2022-23 FAST Mathematics, by Grade

District	Percentage On-Grade-Level or Above*			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
STATEWIDE	14%	32%	56%	42%
ALACHUA	16%	29%	51%	35%
BAKER	11%	32%	57%	46%
BAY	13%	29%	56%	43%
BRADFORD	8%	26%	47%	39%
BREVARD	18%	38%	59%	41%
BROWARD	16%	31%	57%	41%
CALHOUN	16%	31%	56%	40%
CHARLOTTE	13%	33%	58%	45%
CITRUS	12%	29%	54%	42%
CLAY	15%	39%	65%	50%
COLLIER	21%	44%	69%	48%
COLUMBIA	12%	31%	60%	48%
MIAMI-DADE	13%	32%	59%	46%
DESOTO	5%	14%	39%	34%
DIXIE	12%	30%	56%	44%
DUVAL	12%	30%	50%	38%
ESCAMBIA	12%	26%	47%	35%
FLAGLER	14%	30%	59%	45%
FRANKLIN	6%	23%	43%	37%
GADSDEN	7%	18%	35%	28%
GILCHRIST	12%	41%	65%	53%
GLADES	7%	30%	56%	49%
GULF	7%	26%	49%	42%
HAMILTON	6%	21%	40%	34%
HARDEE	11%	25%	53%	42%
HENDRY	11%	23%	37%	26%
HERNANDO	13%	27%	51%	38%
HIGHLANDS	10%	23%	52%	42%
HILLSBOROUGH	12%	32%	54%	42%
HOLMES	7%	26%	51%	44%
INDIAN RIVER	9%	31%	60%	51%
JACKSON	11%	26%	55%	44%
JEFFERSON	5%	10%	27%	22%
LAFAYETTE	14%	37%	69%	55%
LAKE	12%	29%	56%	44%
LEE	13%	27%	54%	41%

Mathematics – FAST Grades 3-8

District Comparison PM1 to PM3

2022-23 FAST Mathematics, by Grade

District	Percentage On-Grade-Level or Above*			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
STATEWIDE	14%	32%	56%	42%
LEON	15%	30%	54%	39%
LEVY	11%	28%	53%	42%
LIBERTY	12%	33%	59%	47%
MADISON	7%	20%	39%	32%
MANATEE	20%	37%	59%	39%
MARION	8%	25%	47%	39%
MARTIN	14%	32%	58%	44%
MONROE	17%	31%	54%	37%
NASSAU	21%	53%	78%	57%
OKALOOSA	20%	44%	68%	48%
OKEECHOBEE	14%	27%	47%	33%
ORANGE	11%	31%	55%	44%
OSCEOLA	7%	19%	44%	37%
PALM BEACH	13%	31%	55%	42%
PASCO	14%	30%	55%	41%
PINELLAS	15%	35%	59%	44%
POLK	10%	25%	45%	35%
PUTNAM	12%	26%	47%	35%
ST. JOHNS	29%	50%	77%	48%
ST. LUCIE	10%	25%	48%	38%
SANTA ROSA	17%	42%	66%	49%
SARASOTA	23%	40%	66%	43%
SEMINOLE	20%	41%	61%	41%
SUMTER	17%	39%	66%	49%
SUWANNEE	9%	24%	54%	45%
TAYLOR	8%	24%	50%	42%
UNION	10%	34%	61%	51%
VOLUSIA	12%	27%	51%	39%
WAKULLA	13%	36%	63%	50%
WALTON	15%	44%	72%	57%
WASHINGTON	9%	30%	59%	50%

*Note: For the 2022-2023 school year only, student achievement levels are **provisional** and are linked to the 2021-2022 reporting scale, as required by law. For 2023-2024 and beyond, scores will be reported on a new scale after the State Board of Education adopts new student achievement levels in fall of 2023.

B.E.S.T. End-of-Course Assessments

Algebra 1 and Geometry

Summary of Results

For the 2022-2023 school year only, student achievement levels are provisional, and are linked to the 2021-2022 reporting scale, as required by law. New achievement level cut scores are scheduled to be adopted by the State Board of Education in Fall 2023 and will be used to measure over-time improvement going forward. Once those cuts are set, year-to-year comparisons will be possible beginning this time next year.

Overview of B.E.S.T. Mathematics End-of-Course (EOC) Assessment Results

- Overall, the percentage of students scoring On-Grade-Level or above in Algebra 1 was 53%.
- Overall, the percentage of students scoring On-Grade-Level or above in Geometry was 49%.
- Overall, charter schools outperformed non-charter schools in Algebra 1 (64% vs. 52%).
- Overall, charter schools outperformed non-charter schools in Geometry (54% vs. 49%).

Subgroup Results

- Algebra 1 student subgroup performance:
 - African American student performance was 38% On-Grade-Level or above.
 - Hispanic student performance was 50% On-Grade-Level or above.
 - White student performance was 64% On-Grade-Level or above.
 - The percentage of students from economically disadvantaged families scoring On-Grade-Level or above was 44%.
 - The percentage of students with disabilities scoring On-Grade-Level or above was 25%.
 - The percentage of English language learners scoring On-Grade-Level or above was 24%.
- Geometry student subgroup performance:
 - African American student performance was 29% On-Grade-Level or above.
 - Hispanic student performance was 45% On-Grade-Level or above.
 - White student performance was 62% On-Grade-Level or above.
 - The percentage of students from economically disadvantaged families scoring On-Grade-Level or above was 38%.
 - The percentage of students with disabilities scoring On-Grade-Level or above was 19%.
 - The percentage of English language learners scoring On-Grade-Level or above was 19%.

B.E.S.T. End-of-Course Assessments

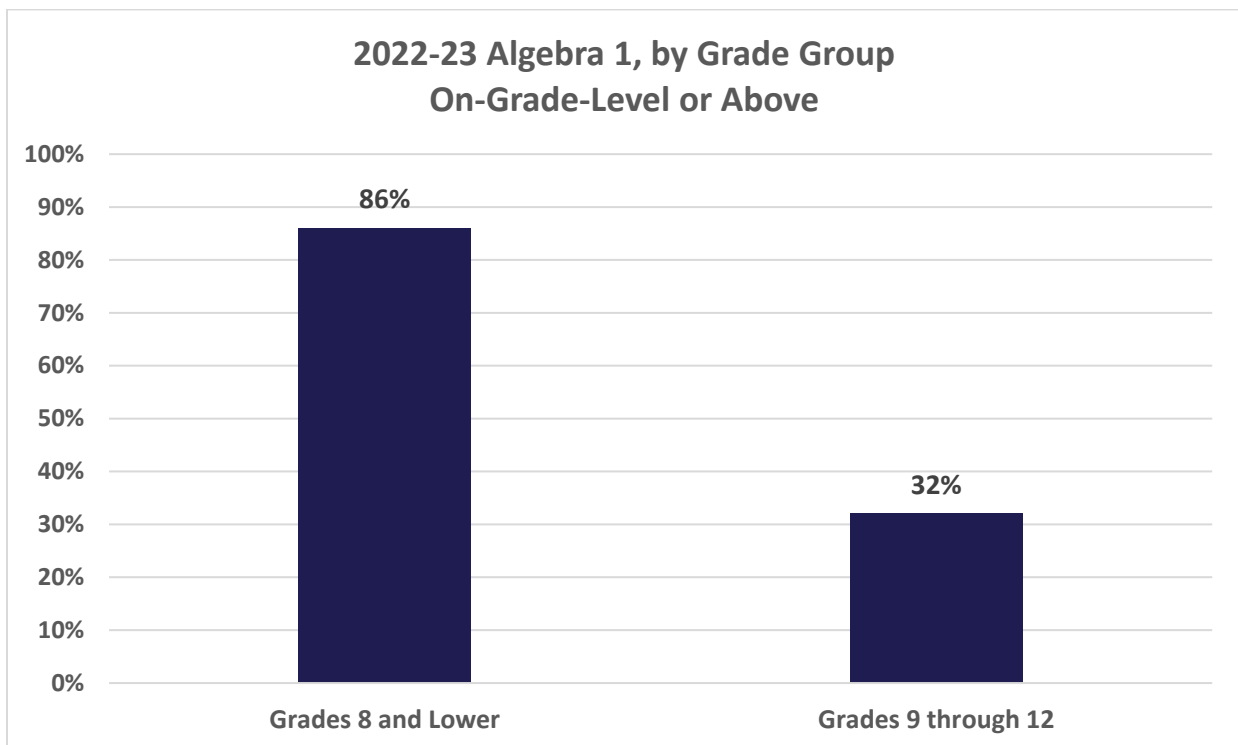
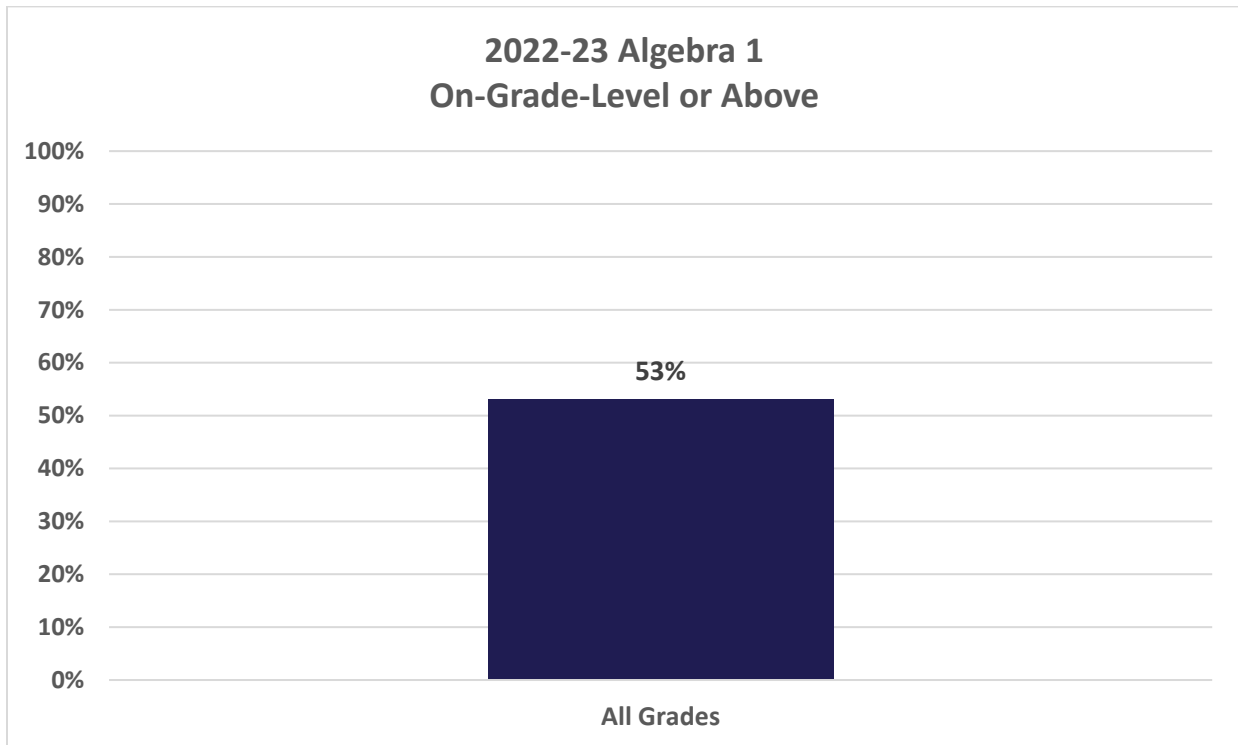
Algebra 1 and Geometry

NOTES:

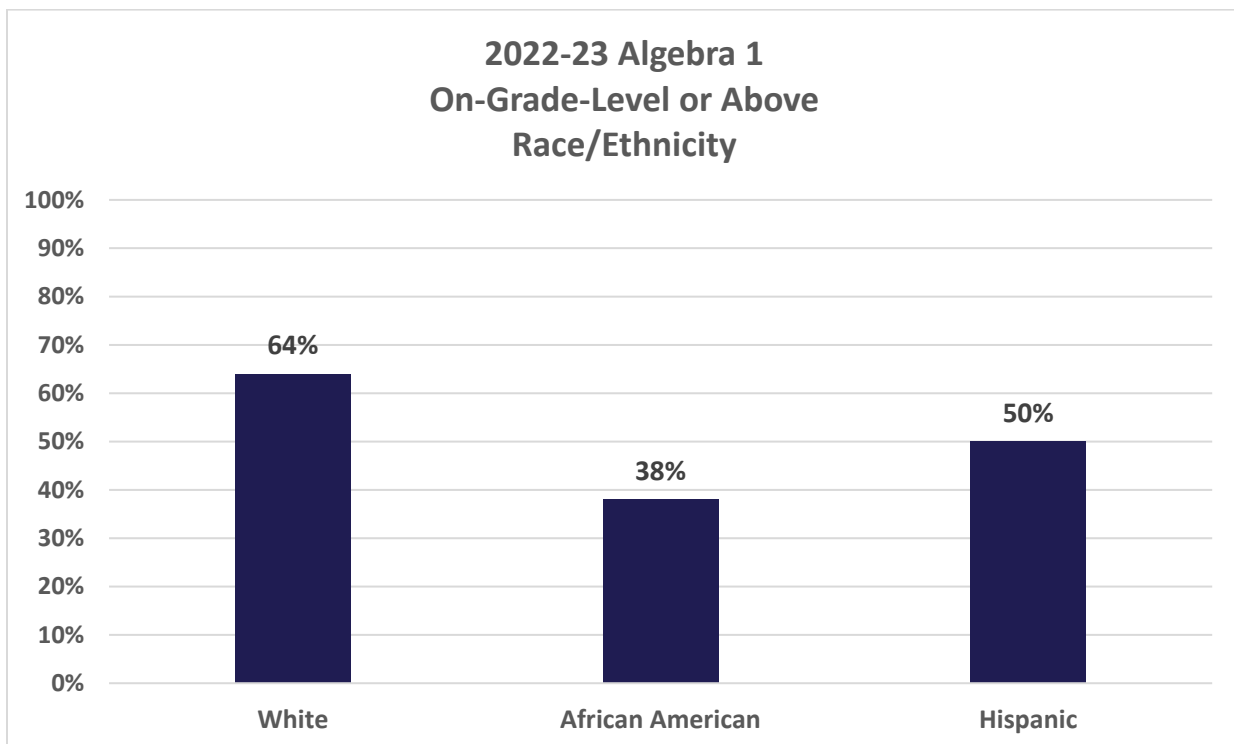
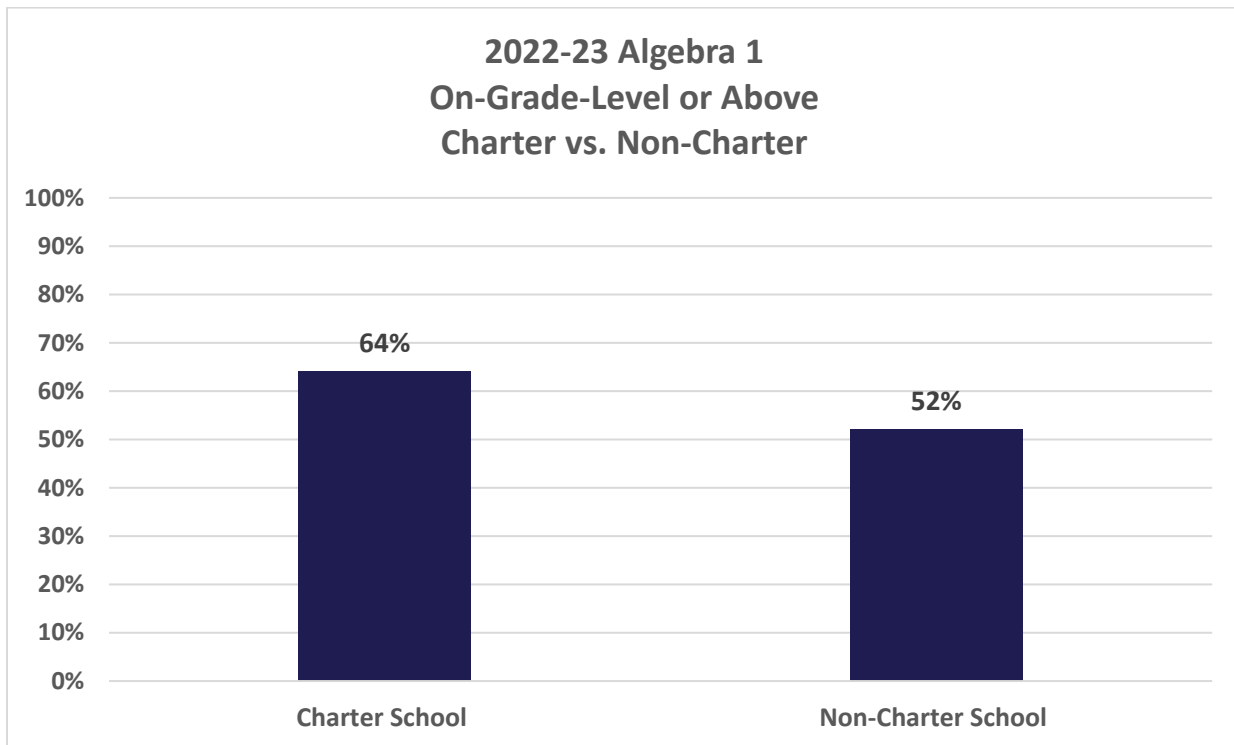
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- 2) **On-Grade-Level:** Pursuant to s. 1008.22(3)(e)1., Level 3 indicates grade-level performance. “On-Grade-Level or Above” includes achievement levels 3 through 5 (see note 1).
- 3) Algebra 1 and Geometry EOC performance in this document includes 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

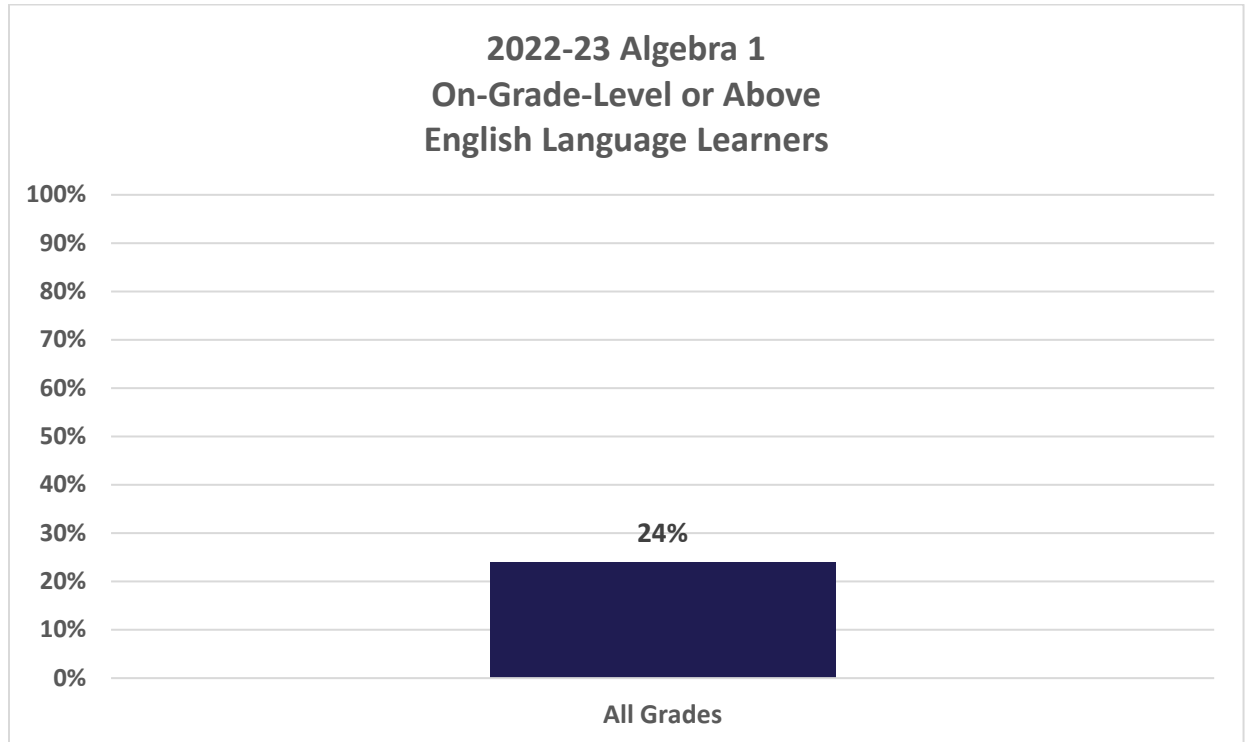
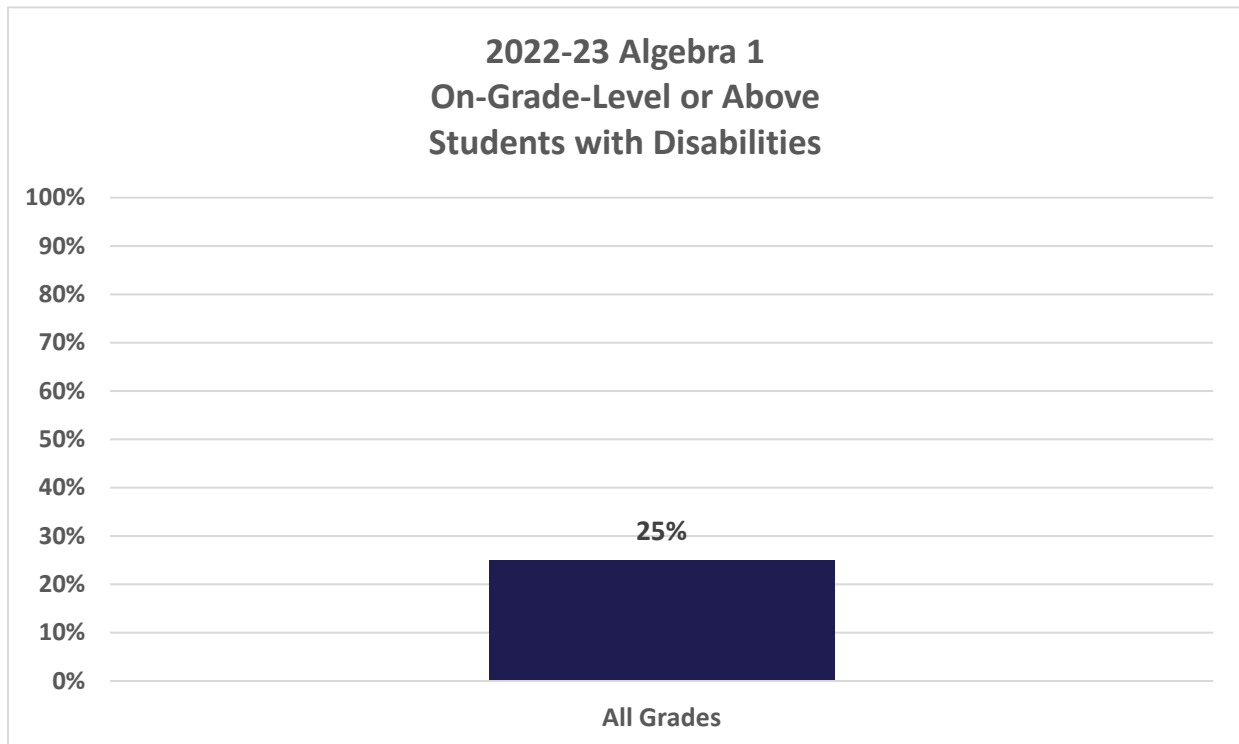
B.E.S.T. EOCs – Algebra 1



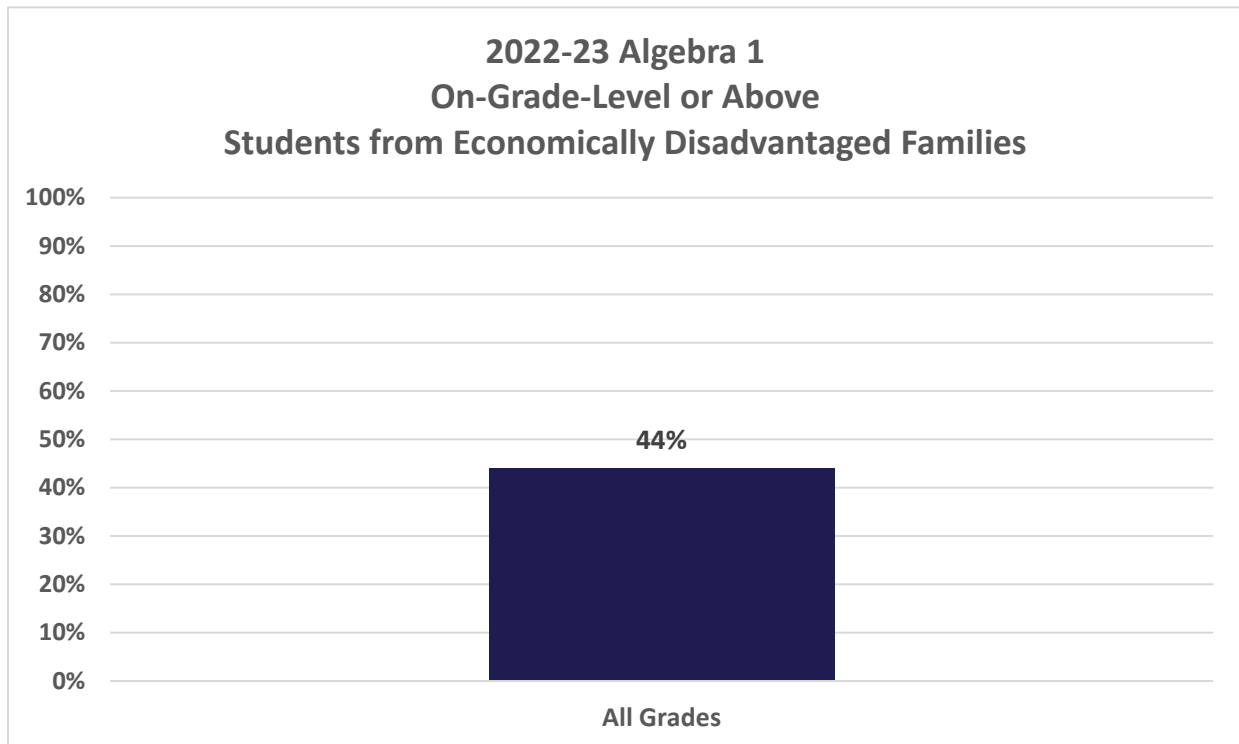
B.E.S.T. EOCs – Algebra 1



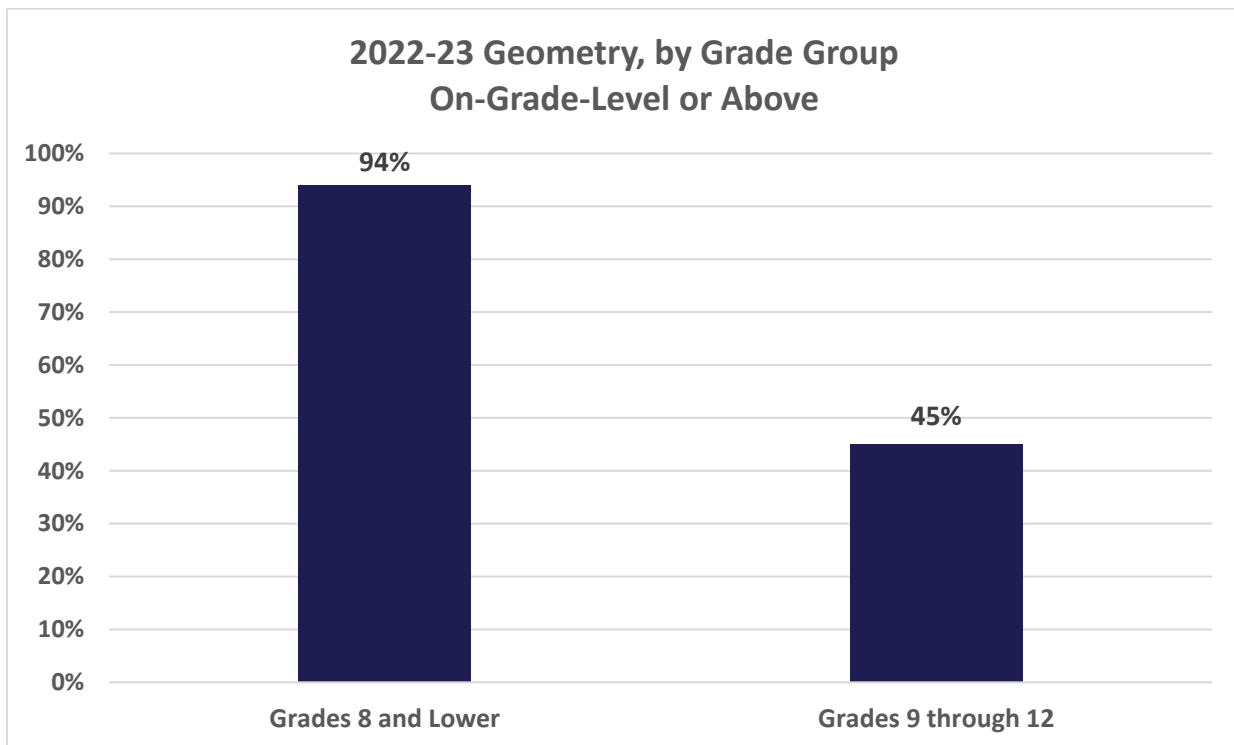
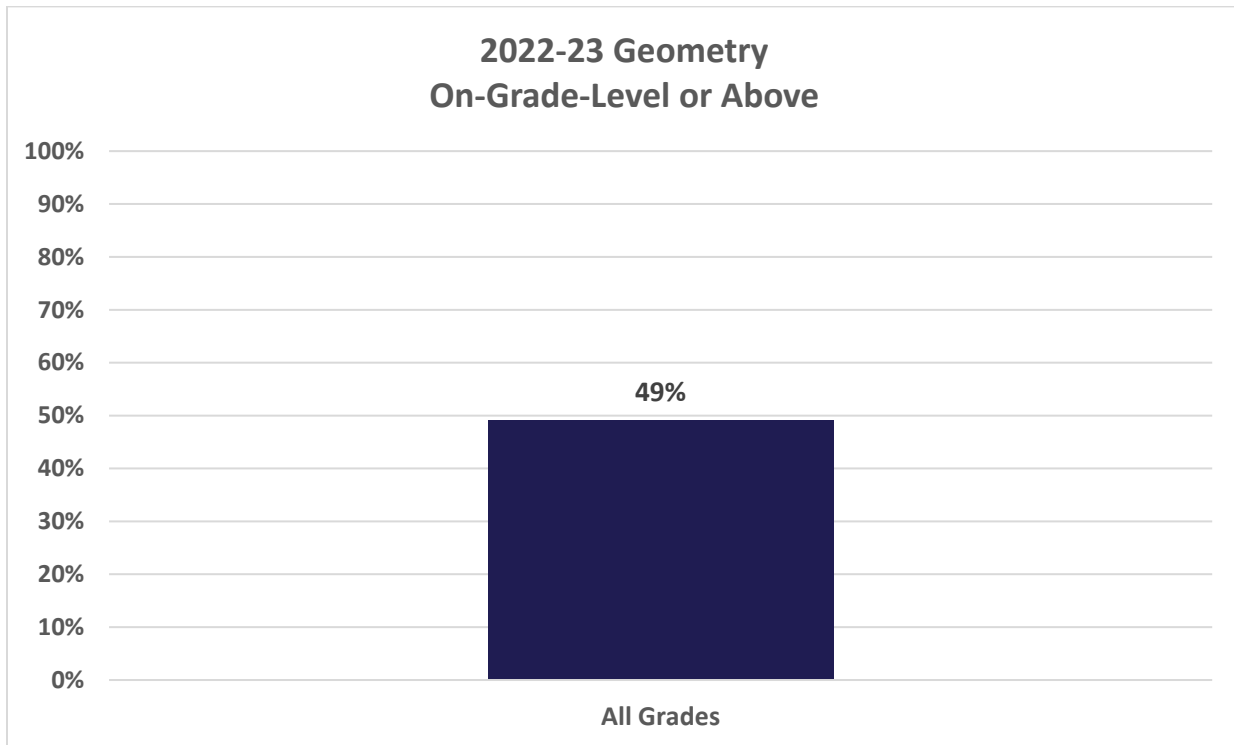
B.E.S.T. EOCs – Algebra 1



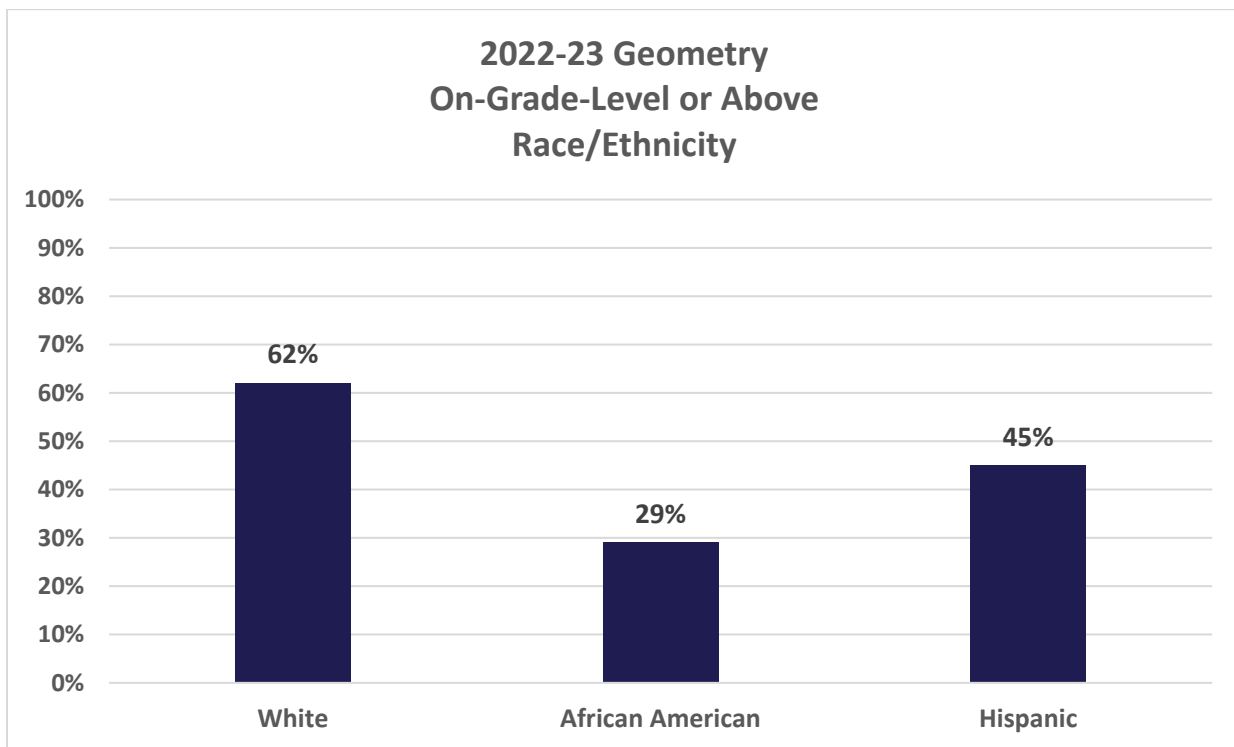
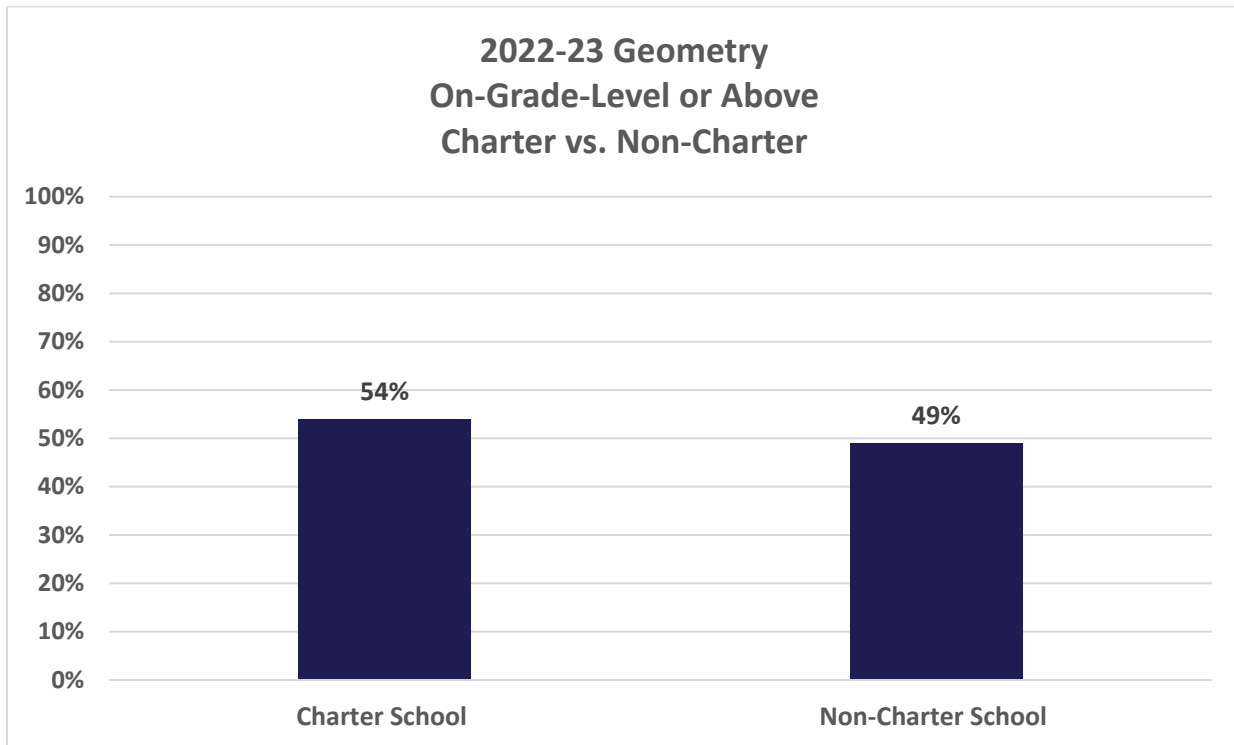
B.E.S.T. EOCs – Algebra 1



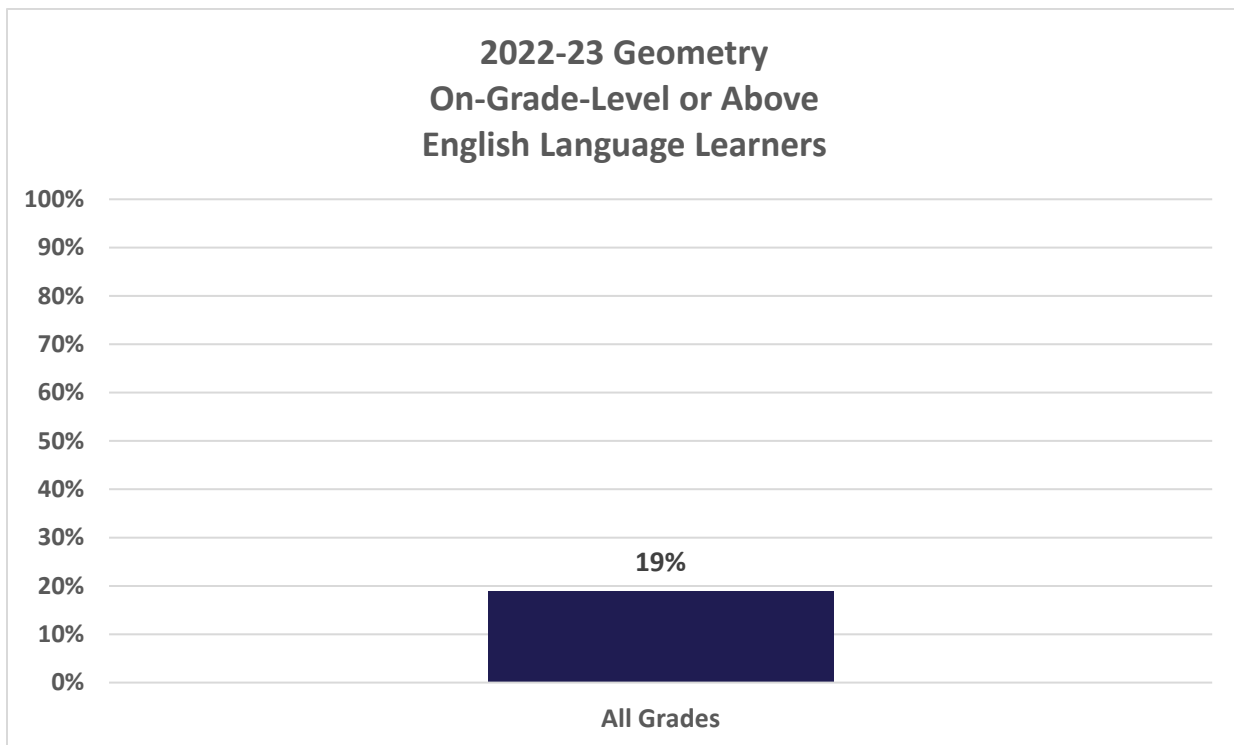
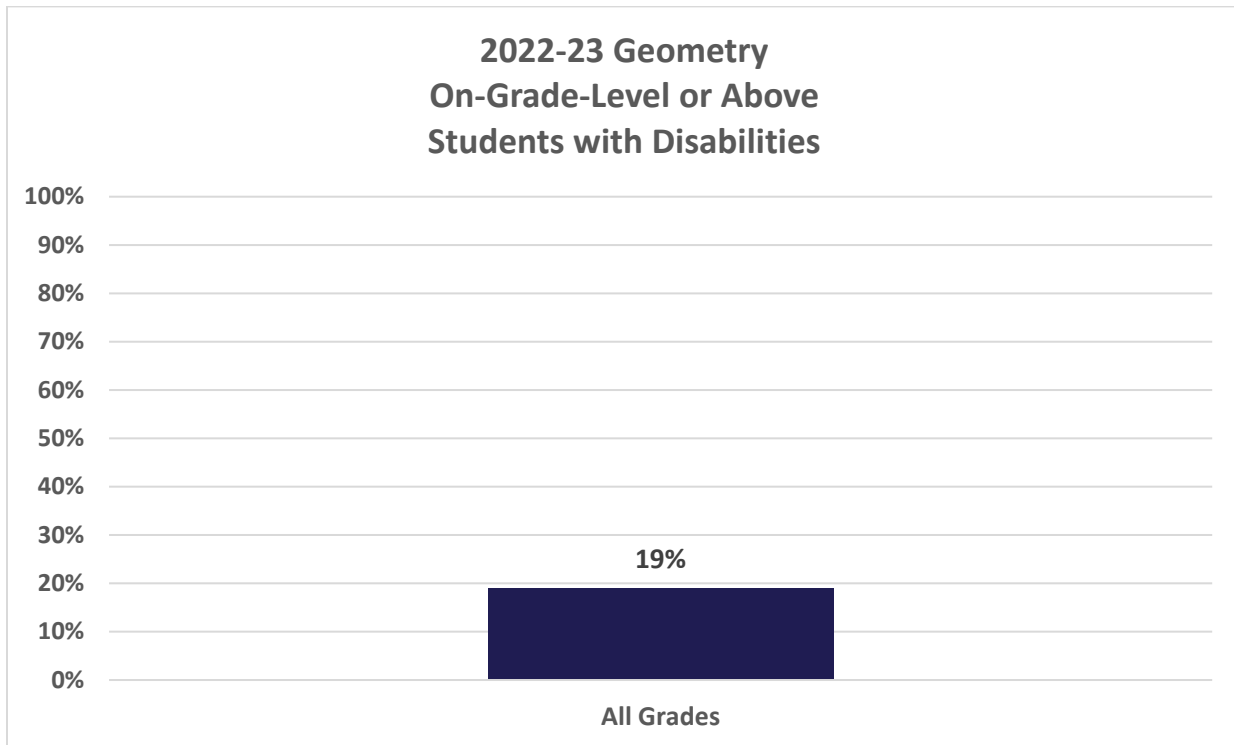
B.E.S.T. EOCs – Geometry



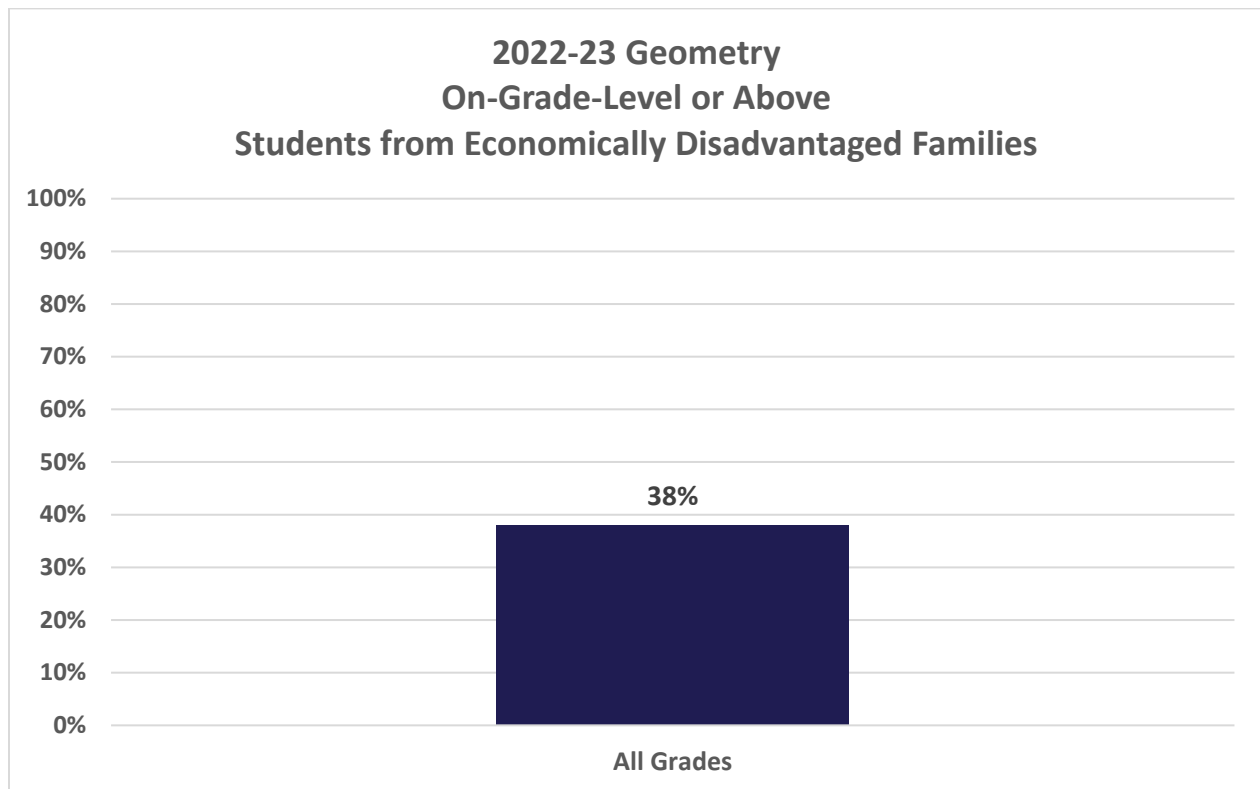
B.E.S.T. EOCs – Geometry



B.E.S.T. EOCs – Geometry



B.E.S.T. EOCs – Geometry



B.E.S.T. EOCs – Algebra 1

District Comparison

2022-23 Algebra 1 EOC

District	Percentage On-Grade-Level or Above*	Number Tested
STATEWIDE	53%	228,599
ALACHUA	60%	1,792
BAKER	65%	302
BAY	63%	1,872
BRADFORD	28%	205
BREVARD	53%	6,200
BROWARD	51%	20,742
CALHOUN	52%	166
CHARLOTTE	58%	1,279
CITRUS	41%	1,417
CLAY	75%	2,309
COLLIER	68%	3,679
COLUMBIA	59%	487
MIAMI-DADE	59%	28,445
DESOTO	27%	328
DIXIE	49%	140
DUVAL	55%	9,032
ESCAMBIA	45%	2,193
FLAGLER	59%	1,109
FRANKLIN	38%	88
GADSDEN	28%	272
GILCHRIST	52%	188
GLADES	51%	131
GULF	52%	166
HAMILTON	31%	127
HARDEE	45%	258
HENDRY	33%	1,334
HERNANDO	47%	1,929
HIGHLANDS	39%	1,273
HILLSBOROUGH	59%	15,626
HOLMES	38%	241
INDIAN RIVER	55%	1,454
JACKSON	52%	404
JEFFERSON	10%	10
LAFAYETTE	64%	91
LAKE	49%	4,129
LEE	46%	8,132

B.E.S.T. EOCs – Algebra 1

District Comparison

2022-23 Algebra 1 EOC

District	Percentage On-Grade-Level or Above*	Number Tested
STATEWIDE	53%	228,599
LEON	59%	2,159
LEVY	37%	378
LIBERTY	70%	77
MADISON	47%	140
MANATEE	59%	3,962
MARION	49%	3,110
MARTIN	58%	1,633
MONROE	54%	629
NASSAU	63%	1,033
OKALOOSA	62%	2,476
OKEECHOBEE	44%	402
ORANGE	52%	16,521
OSCEOLA	44%	6,546
PALM BEACH	49%	17,219
PASCO	51%	7,248
PINELLAS	56%	6,446
POLK	42%	9,185
PUTNAM	25%	924
ST. JOHNS	78%	4,235
ST. LUCIE	36%	4,587
SANTA ROSA	61%	2,825
SARASOTA	66%	3,899
SEMINOLE	55%	5,530
SUMTER	47%	824
SUWANNEE	39%	555
TAYLOR	55%	207
UNION	72%	166
VOLUSIA	41%	5,236
WAKULLA	53%	489
WALTON	77%	836
WASHINGTON	39%	254

***Note:** For the 2022-2023 school year only, student achievement levels are **provisional** and are linked to the 2021-2022 reporting scale, as required by law. For 2023-2024 and beyond, scores will be reported on a new scale after the State Board of Education adopts new student achievement levels in fall of 2023.

B.E.S.T. EOCs – Algebra 1

District Comparison by Grade Groupings

2022-23 Algebra 1 EOC

District	Grades 8 and Lower		Grades 9-12	
	% On-Grade-Level or Above	Number Tested	% On-Grade-Level or Above	Number Tested
STATEWIDE	86%	90,525	32%	138,074
ALACHUA	85%	952	31%	840
BAKER	92%	132	44%	170
BAY	92%	774	43%	1,098
BRADFORD	82%	44	13%	161
BREVARD	76%	3,284	28%	2,916
BROWARD	87%	6,944	33%	13,798
CALHOUN	82%	60	35%	106
CHARLOTTE	87%	480	41%	799
CITRUS	78%	458	24%	959
CLAY	96%	1,087	56%	1,222
COLLIER	89%	2,087	39%	1,592
COLUMBIA	75%	306	34%	181
MIAMI-DADE	87%	11,414	40%	17,031
DESOTO	52%	93	17%	235
DIXIE	60%	60	40%	80
DUVAL	81%	3,943	34%	5,089
ESCAMBIA	75%	894	25%	1,299
FLAGLER	96%	349	42%	760
FRANKLIN	70%	27	23%	61
GADSDEN	47%	113	15%	159
GILCHRIST	84%	69	33%	119
GLADES	79%	68	21%	63
GULF	87%	67	29%	99
HAMILTON	76%	21	22%	106
HARDEE	85%	75	28%	183
HENDRY	77%	242	23%	1,092
HERNANDO	80%	784	24%	1,145
HIGHLANDS	80%	288	27%	985
HILLSBOROUGH	89%	7,028	34%	8,598
HOLMES	73%	88	18%	153
INDIAN RIVER	91%	670	25%	784
JACKSON	82%	157	34%	247
JEFFERSON	*	*	*	*
LAFAYETTE	76%	63	36%	28
LAKE	88%	1,488	27%	2,641

B.E.S.T. EOCs – Algebra 1

District Comparison by Grade Groupings

2022-23 Algebra 1 EOC

District	Grades 8 and Lower		Grades 9-12	
	% On-Grade-Level or Above	Number Tested	% On-Grade-Level or Above	Number Tested
STATEWIDE	86%	90,525	32%	138,074
LEE	85%	3,256	20%	4,876
LEON	92%	880	36%	1,279
LEVY	80%	130	15%	248
LIBERTY	82%	50	48%	27
MADISON	98%	46	22%	94
MANATEE	87%	1,773	36%	2,189
MARION	85%	1,126	28%	1,984
MARTIN	85%	731	36%	902
MONROE	91%	180	39%	449
NASSAU	93%	563	27%	470
OKALOOSA	93%	886	45%	1,590
OKEECHOBEE	68%	164	28%	238
ORANGE	87%	6,457	29%	10,064
OSCEOLA	82%	2,346	22%	4,200
PALM BEACH	89%	5,840	29%	11,379
PASCO	91%	2,135	35%	5,113
PINELLAS	86%	3,152	28%	3,294
POLK	81%	2,838	25%	6,347
PUTNAM	68%	157	16%	767
ST. JOHNS	97%	1,993	62%	2,242
ST. LUCIE	80%	1,413	16%	3,174
SANTA ROSA	96%	862	46%	1,963
SARASOTA	86%	2,067	42%	1,832
SEMINOLE	81%	2,986	25%	2,544
SUMTER	82%	310	26%	514
SUWANNEE	75%	225	14%	330
TAYLOR	91%	101	20%	106
UNION	94%	54	61%	112
VOLUSIA	75%	1,705	24%	3,531
WAKULLA	90%	178	31%	311
WALTON	91%	391	65%	445
WASHINGTON	65%	126	14%	128

*Note: (1) For the 2022-2023 school year only, student achievement levels are **provisional** and are linked to the 2021-2022 reporting scale, as required by law. For 2023-2024 and beyond, scores will be reported on a new scale after the State Board of Education adopts new student achievement levels in fall of 2023. (2) To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10. An asterisk (*) appears when data are suppressed.

B.E.S.T. EOCs – Geometry

District Comparison

2022-23 Geometry EOC

District	Percentage On-Grade-Level or Above*	Number Tested
STATEWIDE	49%	219,053
ALACHUA	62%	1,731
BAKER	49%	364
BAY	51%	1,812
BRADFORD	32%	282
BREVARD	50%	6,037
BROWARD	47%	18,543
CALHOUN	61%	163
CHARLOTTE	52%	1,305
CITRUS	39%	1,370
CLAY	53%	3,132
COLLIER	62%	3,629
COLUMBIA	34%	740
MIAMI-DADE	52%	24,675
DESOTO	29%	361
DIXIE	47%	140
DUVAL	54%	7,956
ESCAMBIA	49%	2,148
FLAGLER	51%	1,235
FRANKLIN	24%	82
GADSDEN	15%	339
GILCHRIST	68%	156
GLADES	35%	63
GULF	52%	138
HAMILTON	24%	103
HARDEE	37%	271
HENDRY	23%	1,342
HERNANDO	42%	1,956
HIGHLANDS	51%	878
HILLSBOROUGH	50%	17,330
HOLMES	45%	239
INDIAN RIVER	50%	1,268
JACKSON	43%	346
JEFFERSON	62%	21
LAFAYETTE	73%	135
LAKE	49%	3,359
LEE	44%	7,786

B.E.S.T. EOCs – Geometry

District Comparison

2022-23 Geometry EOC

District	Percentage On-Grade-Level or Above*	Number Tested
STATEWIDE	49%	219,053
LEON	58%	2,141
LEVY	39%	377
LIBERTY	49%	100
MADISON	40%	136
MANATEE	56%	3,424
MARION	44%	3,166
MARTIN	51%	1,575
MONROE	64%	699
NASSAU	53%	1,250
OKALOOSA	61%	2,314
OKEECHOBEE	42%	461
ORANGE	47%	16,444
OSCEOLA	37%	6,841
PALM BEACH	50%	15,518
PASCO	49%	7,247
PINELLAS	47%	7,000
POLK	37%	8,060
PUTNAM	39%	670
ST. JOHNS	68%	4,441
ST. LUCIE	40%	3,703
SANTA ROSA	55%	2,697
SARASOTA	59%	3,780
SEMINOLE	53%	5,894
SUMTER	68%	535
SUWANNEE	44%	456
TAYLOR	38%	186
UNION	56%	147
VOLUSIA	40%	5,581
WAKULLA	62%	317
WALTON	72%	865
WASHINGTON	36%	245

***Note:** For the 2022-2023 school year only, student achievement levels are **provisional** and are linked to the 2021-2022 reporting scale, as required by law. For 2023-2024 and beyond, scores will be reported on a new scale after the State Board of Education adopts new student achievement levels in fall of 2023.