



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 2025-26, 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 2025-26 school year or course.

Percentage At or Above Achievement Level 3

Assessment	Grade Level								Grade Groups			
	3	4	5	6	7	8	9	10	3-10	3-5	6-8	9-10
English Language Arts**	60%	60%	61%	62%	62%	60%	60%	61%	61%	61%	62%	60%

**Results are for FAST ELA PM3.

Assessment	Grade Level						Grade Groups		
	3	4	5	6	7	8	3-8	3-5	6-8
All Mathematics**	66%	65%	62%	61%	61%	72%	65%	64%	66%
FAST Mathematics	66%	65%	62%	60%	53%	61%	62%	64%	59%
Algebra 1	NA	NA	*	98%	96%	84%	87%	*	87%
Geometry	NA	*	*	*	100%	95%	95%	*	95%

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

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

Assessment	All Grades	Grade Groups	
		8 and Lower	9-12
Algebra 1	61%	87%	38%
Geometry	55%	95%	51%

Florida Assessment of Student Thinking

English Language Arts

Grades 3 – 10

Summary of Results

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

Grades 3-10

- Grades 3-10 ELA/Reading performance increased 22 percentage points from the beginning of the school year (PM1) to the end of the school year (PM3) (39% scoring Level 3 or above compared to 61% scoring Level 3 or above).
 - Grades 3-10 ELA/Reading performance improved by 10 percentage points from PM1 to PM2 (39% to 49%).
 - Grades 3-10 ELA/Reading performance improved by 12 percentage points from PM2 to PM3 (49% to 61%).
- 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 35 percentage points from PM1 to PM3, sixth grade performance improved by 15 percentage points from PM1 to PM3.
- Compared to previous years, Grades 3-10 ELA/Reading performance had a greater increase from the beginning (PM1) to the end (PM3) of the school year (22 percentage points vs. 21 percentage points in 2024-25, 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 (23 percentage points vs. 22 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 22 percentage points (28% to 50%).
 - Hispanic students increased their performance by 22 percentage points (35% to 57%).
 - White students increased their performance by 22 percentage points (48% to 70%).
- Students with disabilities increased performance from PM1 to PM3 by 17 percentage points in Grades 3-10 ELA/Reading (15% to 32%).
- English language learners increased performance from PM1 to PM3 by 18 percentage points in Grades 3-10 ELA/Reading (4% to 22%).
- Students from economically disadvantaged families increased performance from PM1 to PM3 by 23 percentage points in Grades 3-10 ELA/Reading (29% to 52%).

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 (57% to 61%) from 2025 to 2026. Since the test was first administered, overall performance has increased by 12 percentage points (49% in 2023 to 61% in 2026).
- All subgroups increased the percentage of students scoring at Level 3 or above from 2025 to 2026.
- 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 (66% vs. 60%).
- African American, Hispanic and White students all increased performance at Level 3 or above in Grades 3-10 ELA/Reading compared to 2025:
 - African American students increased by 5 percentage points (45% to 50%).
 - Hispanic students increased by 5 percentage points (52% to 57%).
 - White students increased by 3 percentage points (67% to 70%).
- Students with disabilities increased performance by 3 percentage points (29% to 32%) in Grades 3-10 ELA/Reading compared to 2025.
- English language learners increased performance by 5 percentage points (17% to 22%) in Grades 3-10 ELA/Reading compared to 2025.
- Students from economically disadvantaged families increased performance by 5 percentage points (47% to 52%) in Grades 3-10 ELA/Reading compared to 2025.

Grade 3

- Overall, performance at Level 3 or above in Grade 3 ELA/Reading increased by 3 percentage points (57% to 60%) from 2025 to 2026.
- 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.
 - In 2025-26, 19% of grade 3 students scored Level 1, a decline from 22% in 2024-25. This means that fewer grade 3 students face potential retention based on the results of this year compared to last year.
 - 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 2024-25, while 22% of Grade 3 students scored Level 1, 7% of those students were retained in the 2025-26 school year).

Florida Assessment of Student Thinking

English Language Arts

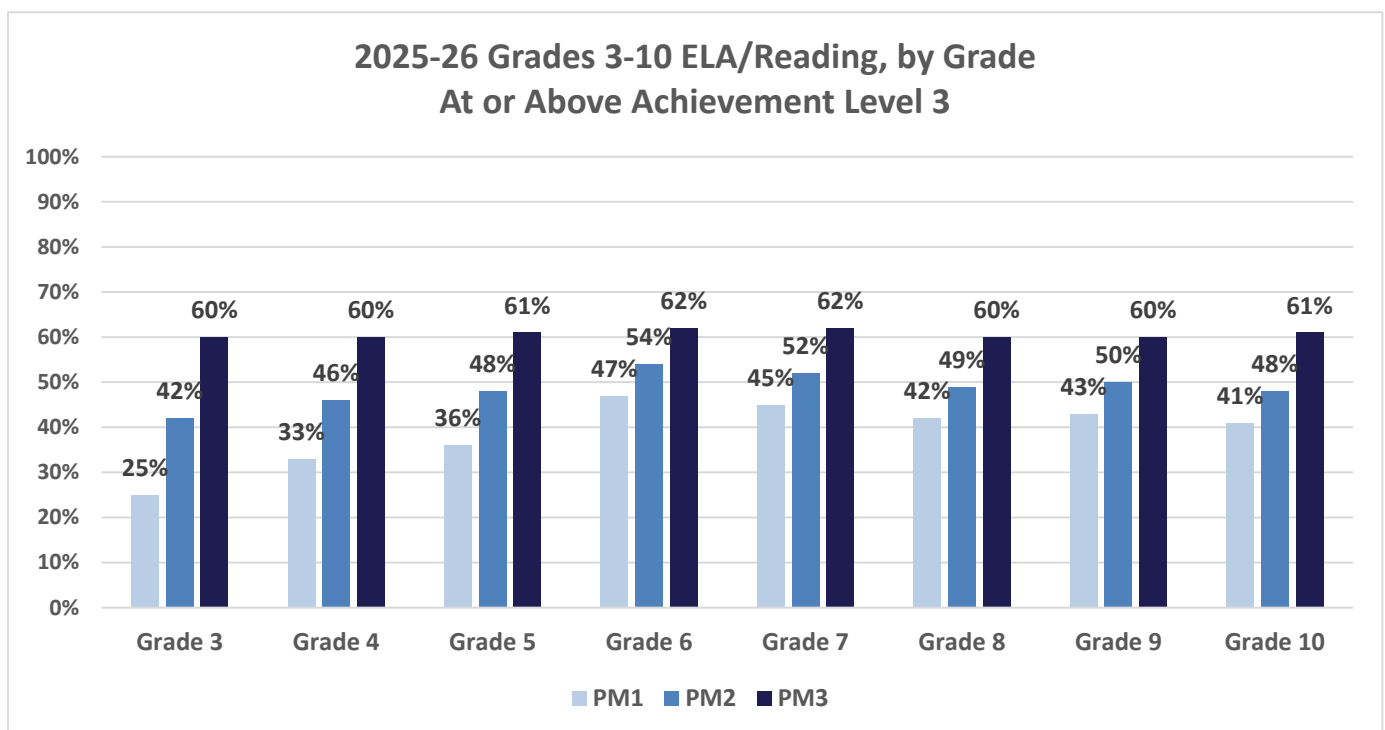
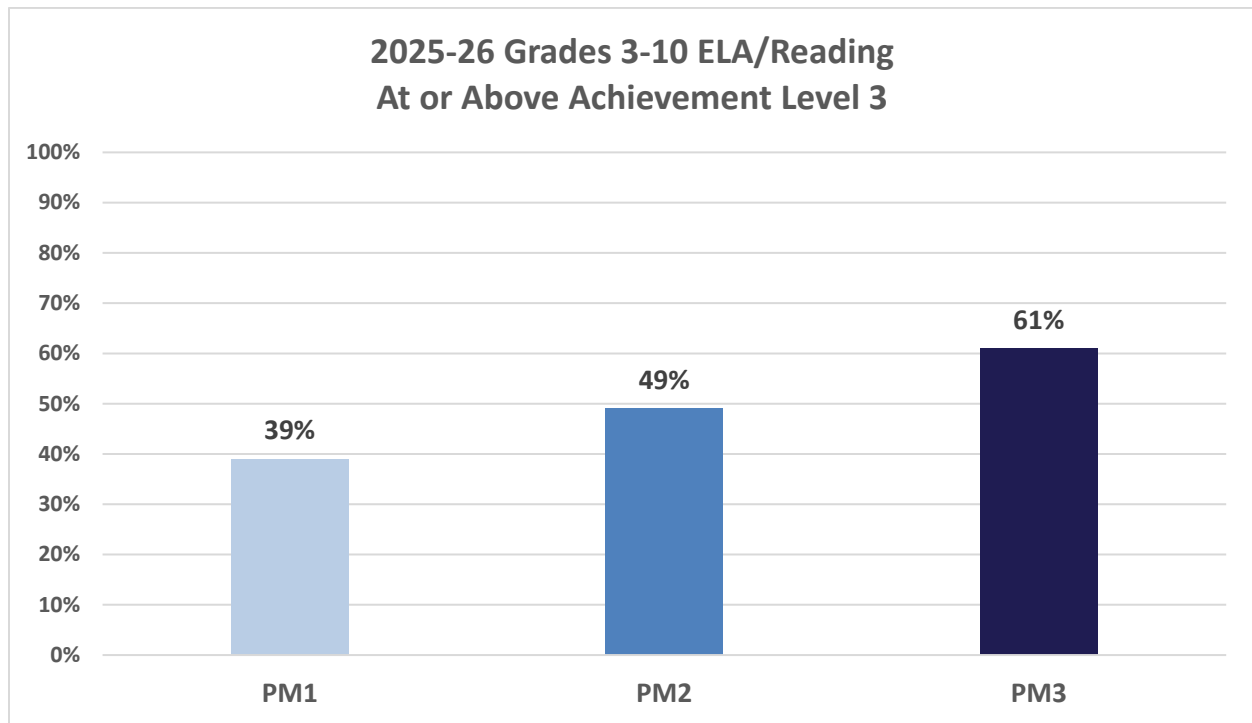
Grades 3 – 10

Progress Monitoring and Longitudinal Results

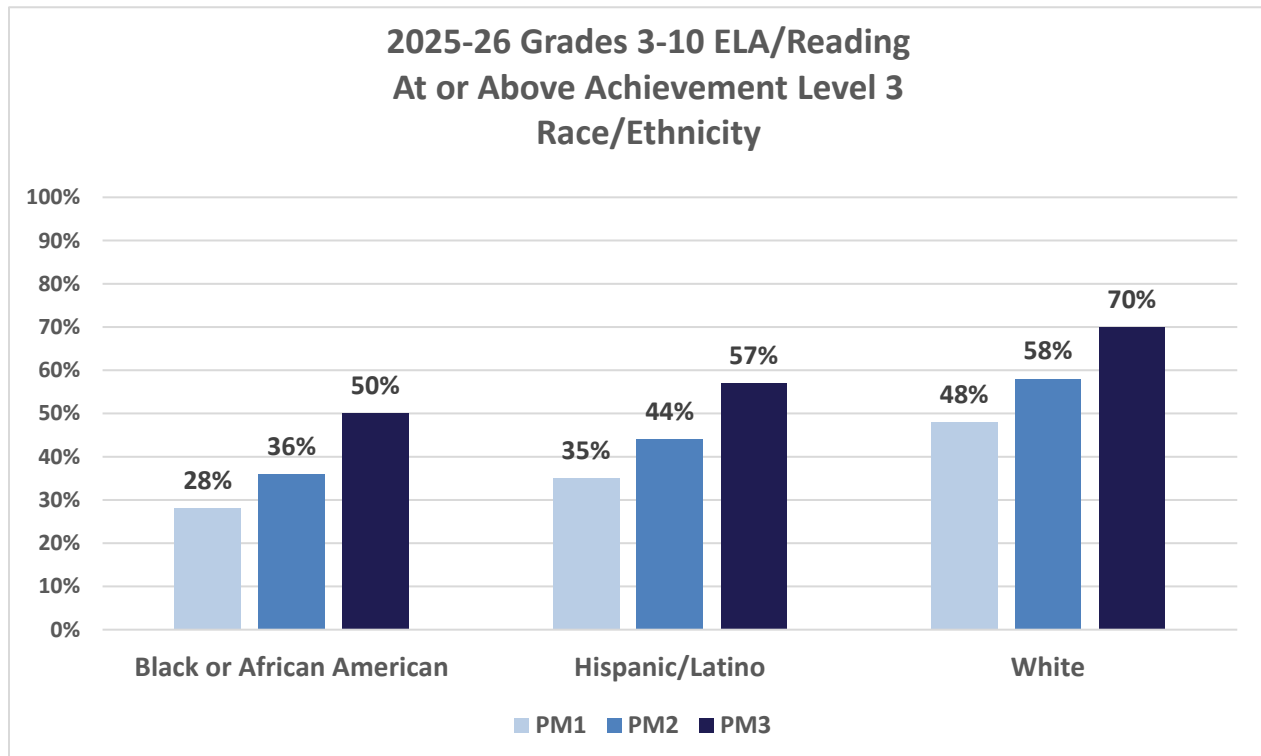
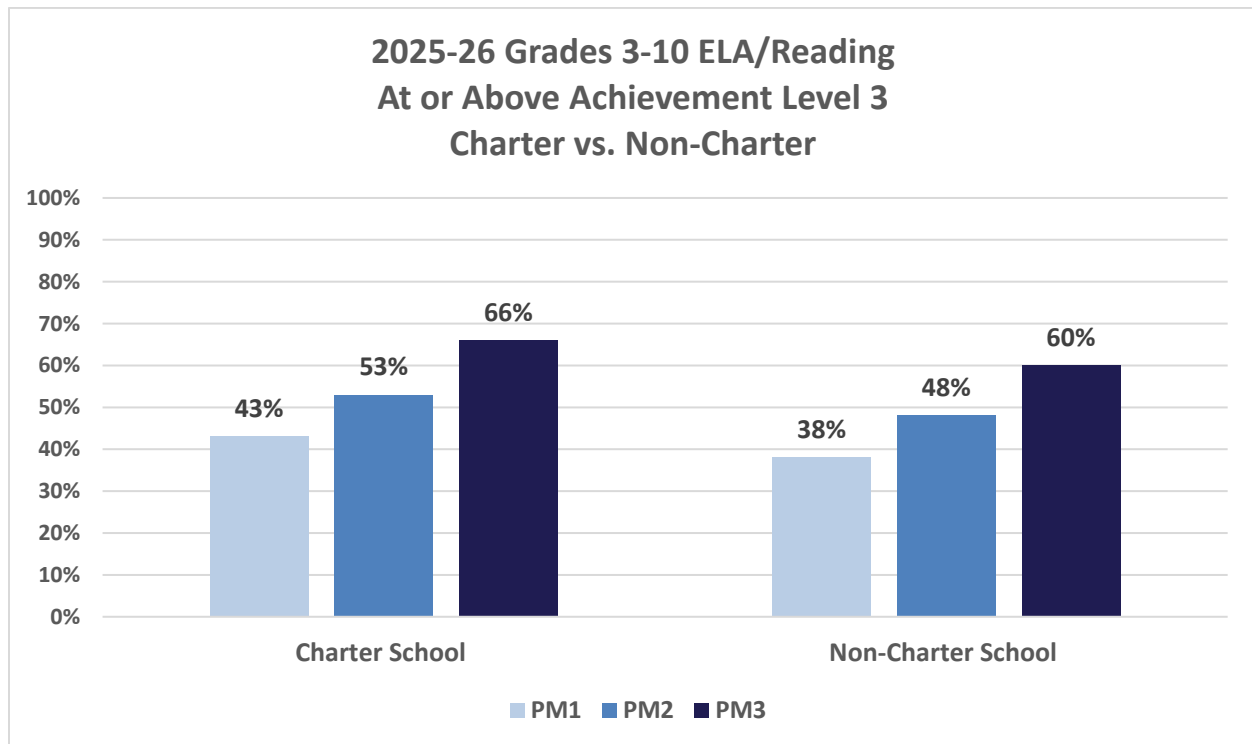
NOTES:

- 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 2025-26 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%
	2025-26	25%	42%	60%	35%
4	2022-23	28%	39%	52%	24%
	2023-24	28%	41%	53%	25%
	2024-25	32%	43%	56%	24%
	2025-26	33%	46%	60%	27%
5	2022-23	29%	37%	50%	21%
	2023-24	31%	43%	55%	24%
	2024-25	33%	43%	56%	23%
	2025-26	36%	48%	61%	25%
6	2022-23	39%	42%	50%	11%
	2023-24	43%	47%	54%	11%
	2024-25	44%	51%	60%	16%
	2025-26	47%	54%	62%	15%
7	2022-23	35%	39%	47%	12%
	2023-24	35%	42%	50%	15%
	2024-25	40%	47%	57%	17%
	2025-26	45%	52%	62%	17%
8	2022-23	32%	38%	48%	16%
	2023-24	34%	41%	51%	17%
	2024-25	37%	44%	55%	18%
	2025-26	42%	49%	60%	18%
9	2022-23	35%	39%	48%	13%
	2023-24	37%	43%	53%	16%
	2024-25	39%	45%	56%	17%
	2025-26	43%	50%	60%	17%
10	2022-23	35%	38%	47%	12%
	2023-24	36%	40%	53%	17%
	2024-25	38%	44%	58%	20%
	2025-26	41%	48%	61%	20%
3-10	2022-23	32%	39%	49%	17%
	2023-24	33%	42%	53%	20%
	2024-25	36%	45%	57%	21%
	2025-26	39%	49%	61%	22%

Subgroup Performance Report PM1 to PM3

2025-26 FAST ELA/Reading, Grades 3-10

Subgroup	Percentage Achievement Level 3 or Above			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
All Students	39%	49%	61%	22%
Charter School	43%	53%	66%	23%
Non-Charter School	38%	48%	60%	22%
American Indian or Alaska Native	37%	46%	59%	22%
Asian	64%	73%	81%	17%
Black or African American	28%	36%	50%	22%
Hispanic/Latino	35%	44%	57%	22%
Native Hawaiian or Other Pacific Islander	41%	49%	61%	20%
Two or More Races	44%	54%	66%	22%
White	48%	58%	70%	22%
Students with Disabilities	15%	21%	32%	17%
Students without Disabilities	43%	53%	66%	23%
English Language Learners	4%	10%	22%	18%
Non-English Language Learners	43%	53%	66%	23%
Economically Disadvantaged	29%	38%	52%	23%
Non-Economically Disadvantaged	48%	57%	69%	21%

District Comparison Report PM1 to PM3

2025-26 FAST ELA/Reading, Grades 3-10

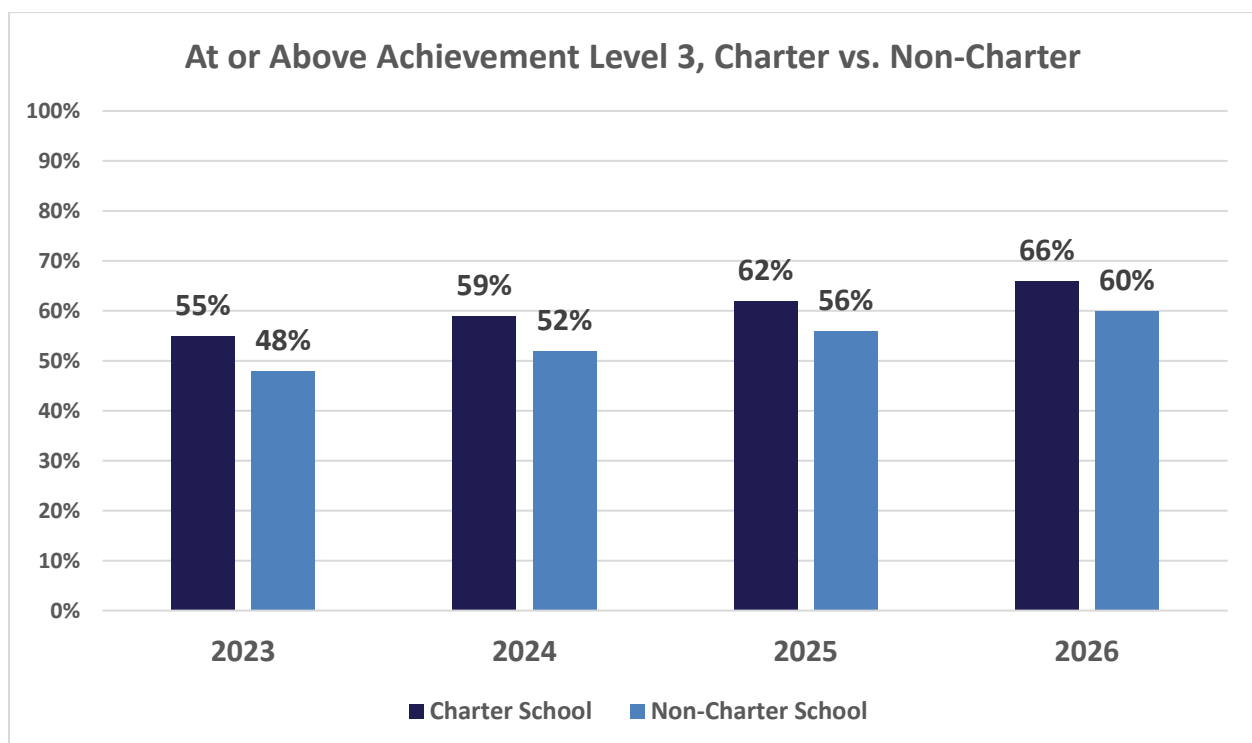
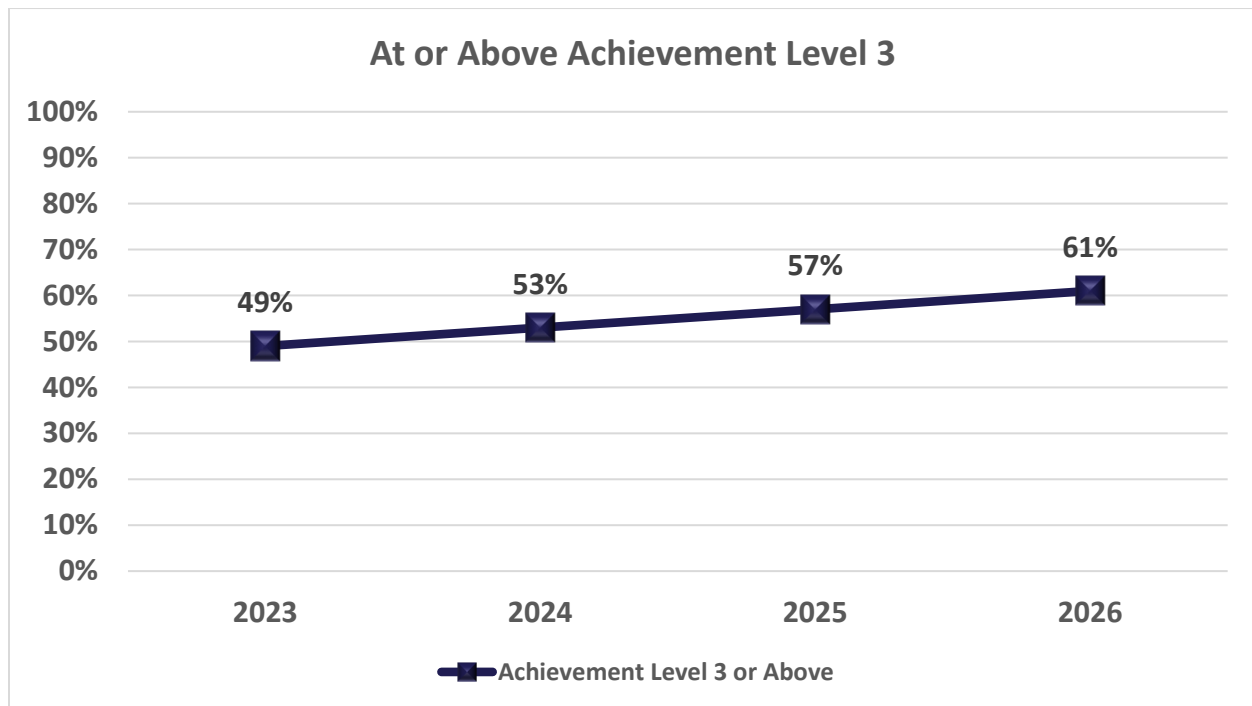
District	Percentage Achievement Level 3 or Above			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
FLORIDA	39%	49%	61%	22%
ALACHUA	40%	48%	59%	19%
BAKER	40%	47%	57%	17%
BAY	37%	48%	61%	24%
BRADFORD	28%	43%	55%	27%
BREVARD	41%	51%	65%	24%
BROWARD	42%	52%	65%	23%
CALHOUN	36%	46%	61%	25%
CHARLOTTE	36%	48%	60%	24%
CITRUS	33%	43%	55%	22%
CLAY	40%	52%	65%	25%
COLLIER	45%	55%	67%	22%
COLUMBIA	32%	44%	58%	26%
MIAMI-DADE	39%	51%	65%	26%
DESOTO	23%	33%	43%	20%
DIXIE	31%	41%	50%	19%
DUVAL	34%	43%	54%	20%
ESCAMBIA	33%	43%	55%	22%
FLAGLER	39%	49%	63%	24%
FRANKLIN	24%	37%	54%	30%
GADSDEN	20%	30%	40%	20%
GILCHRIST	39%	52%	67%	28%
GLADES	27%	43%	62%	35%
GULF	31%	36%	54%	23%
HAMILTON	23%	33%	44%	21%
HARDEE	28%	38%	51%	23%
HENDRY	32%	43%	51%	19%
HERNANDO	35%	45%	57%	22%
HIGHLANDS	30%	42%	55%	25%
HILLSBOROUGH	36%	46%	58%	22%
HOLMES	32%	41%	53%	21%
INDIAN RIVER	39%	50%	67%	28%
JACKSON	33%	41%	57%	24%
JEFFERSON	21%	32%	46%	25%
LAFAYETTE	39%	53%	69%	30%
LAKE	38%	45%	58%	20%
LEE	35%	43%	54%	19%

District Comparison Report PM1 to PM3

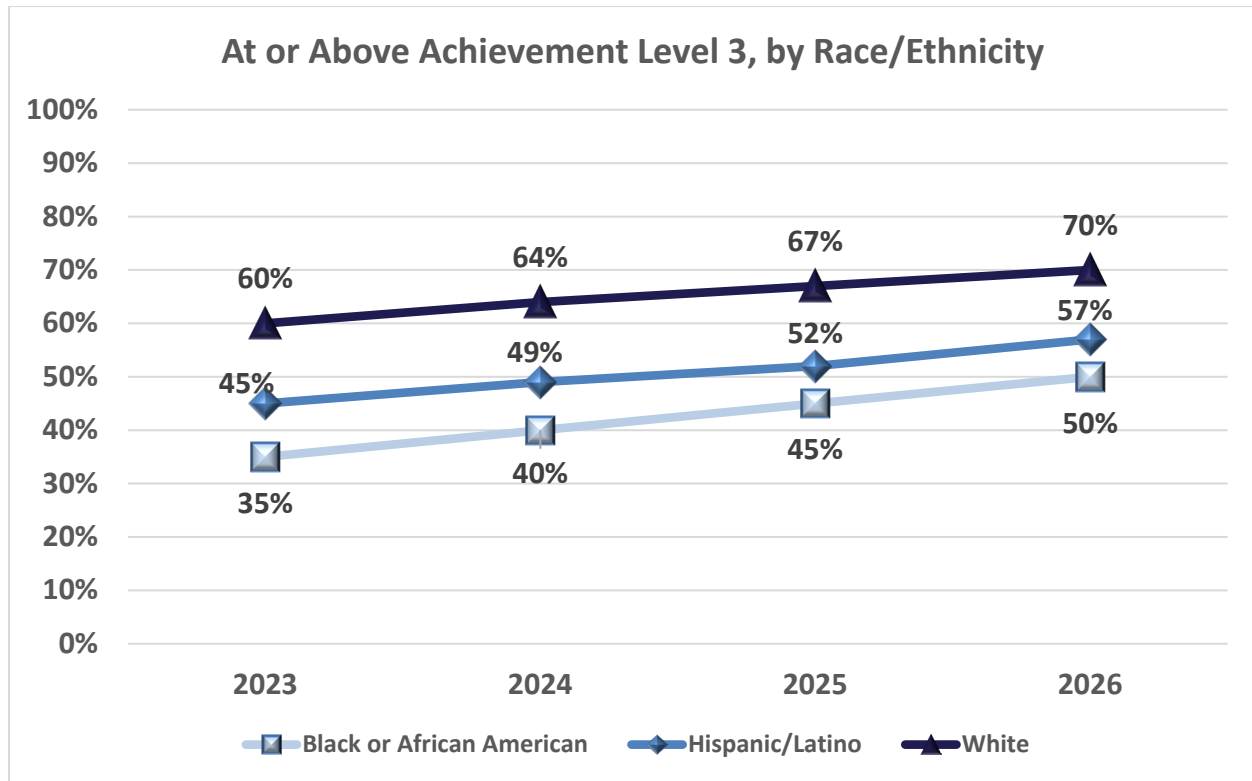
2025-26 FAST ELA/Reading, Grades 3-10

District	Percentage Achievement Level 3 or Above			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
FLORIDA	39%	49%	61%	22%
LEON	36%	46%	59%	23%
LEVY	31%	42%	53%	22%
LIBERTY	33%	44%	61%	28%
MADISON	24%	34%	46%	22%
MANATEE	37%	45%	57%	20%
MARION	32%	40%	51%	19%
MARTIN	37%	46%	59%	22%
MONROE	38%	47%	59%	21%
NASSAU	47%	61%	74%	27%
OKALOOSA	44%	54%	65%	21%
OKEECHOBEE	24%	34%	45%	21%
ORANGE	41%	49%	61%	20%
OSCEOLA	35%	43%	56%	21%
PALM BEACH	41%	49%	62%	21%
PASCO	41%	50%	61%	20%
PINELLAS	44%	52%	64%	20%
POLK	34%	41%	52%	18%
PUTNAM	28%	36%	49%	21%
ST. JOHNS	56%	66%	78%	22%
ST. LUCIE	36%	46%	59%	23%
SANTA ROSA	42%	52%	65%	23%
SARASOTA	47%	57%	69%	22%
SEMINOLE	46%	57%	69%	23%
SUMTER	41%	55%	68%	27%
SUWANNEE	31%	41%	54%	23%
TAYLOR	24%	34%	50%	26%
UNION	33%	44%	57%	24%
VOLUSIA	35%	45%	57%	22%
WAKULLA	36%	49%	67%	31%
WALTON	43%	57%	70%	27%
WASHINGTON	32%	41%	54%	22%

English Language Arts – FAST PM3, Grades 3-10



English Language Arts – FAST PM3, Grades 3-10



Statewide Comparison Report 2023 to 2026

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	219,773	202	22%	21%	23%	21%	14%	57%
	2026	208,417	204	19%	20%	23%	22%	16%	60%
4	2023	201,024	212	25%	23%	21%	20%	11%	52%
	2024	213,137	211	26%	22%	21%	20%	12%	53%
	2025	204,211	213	22%	21%	22%	22%	13%	56%
	2026	204,757	215	19%	21%	22%	23%	14%	60%
5	2023	207,370	219	24%	26%	19%	21%	10%	50%
	2024	204,219	222	21%	25%	20%	23%	12%	55%
	2025	212,572	222	20%	24%	20%	23%	12%	56%
	2026	201,444	225	16%	23%	22%	25%	14%	61%
6	2023	216,021	222	26%	25%	22%	18%	10%	50%
	2024	205,644	224	23%	23%	22%	20%	12%	54%
	2025	200,020	227	19%	21%	23%	22%	14%	60%
	2026	204,374	228	17%	20%	23%	23%	16%	62%
7	2023	209,005	228	26%	26%	18%	20%	10%	47%
	2024	215,426	228	26%	24%	17%	22%	11%	50%
	2025	204,472	232	22%	22%	18%	25%	13%	57%
	2026	195,568	235	17%	21%	19%	27%	16%	62%
8	2023	214,929	234	26%	26%	22%	15%	12%	48%
	2024	210,731	235	25%	25%	23%	15%	13%	51%
	2025	215,696	237	22%	23%	23%	17%	15%	55%
	2026	202,095	240	18%	22%	25%	18%	17%	60%
9	2023	222,104	238	26%	26%	21%	17%	10%	48%
	2024	217,747	240	23%	24%	22%	19%	12%	53%
	2025	211,591	241	21%	24%	22%	20%	13%	56%
	2026	212,360	244	18%	22%	23%	22%	15%	60%
10	2023	213,316	243	26%	26%	20%	17%	11%	47%
	2024	217,924	245	23%	24%	21%	19%	13%	53%
	2025	213,200	248	19%	23%	22%	21%	14%	58%
	2026	204,269	250	17%	22%	22%	23%	16%	61%

*Percentages may not add to 100 due to rounding.

Subgroup Performance Report 2025 to 2026

FAST ELA/Reading, PM3 by Grade Grouping

Grade Grouping	Subgroup	% Level 3 or Above	
		2025	2026
Grades 3-10	All Students	57%	61%
	Charter School	62%	66%
	Non-Charter School	56%	60%
	American Indian or Alaska Native	54%	59%
	Asian	79%	81%
	Black or African American	45%	50%
	Hispanic/Latino	52%	57%
	Native Hawaiian or Other Pacific Islander	57%	61%
	Two or More Races	63%	66%
	White	67%	70%
	Students with Disabilities	29%	32%
	Students without Disabilities	61%	66%
	English Language Learners	17%	22%
	Non-English Language Learners	62%	66%
	Economically Disadvantaged	47%	52%
	Non-Economically Disadvantaged	66%	69%
Grades 3-5	All Students	56%	61%
	Charter School	61%	64%
	Non-Charter School	56%	60%
	American Indian or Alaska Native	54%	60%
	Asian	77%	79%
	Black or African American	44%	49%
	Hispanic/Latino	52%	57%
	Native Hawaiian or Other Pacific Islander	55%	60%
	Two or More Races	63%	66%
	White	67%	70%
	Students with Disabilities	31%	34%
	Students without Disabilities	61%	66%
	English Language Learners	22%	28%
	Non-English Language Learners	62%	66%
	Economically Disadvantaged	47%	52%
	Non-Economically Disadvantaged	67%	70%

Subgroup Performance Report 2025 to 2026

FAST ELA/Reading, PM3 by Grade Grouping

Grade Grouping	Subgroup	% Level 3 or Above	
		2025	2026
Grades 6-8	All Students	57%	62%
	Charter School	64%	68%
	Non-Charter School	55%	60%
	American Indian or Alaska Native	54%	59%
	Asian	81%	83%
	Black or African American	45%	50%
	Hispanic/Latino	53%	58%
	Native Hawaiian or Other Pacific Islander	57%	62%
	Two or More Races	63%	67%
	White	67%	71%
	Students with Disabilities	27%	31%
	Students without Disabilities	62%	67%
	English Language Learners	12%	16%
	Non-English Language Learners	62%	66%
	Economically Disadvantaged	47%	52%
	Non-Economically Disadvantaged	66%	70%
Grades 9-10	All Students	57%	60%
	Charter School	60%	63%
	Non-Charter School	56%	60%
	American Indian or Alaska Native	54%	59%
	Asian	79%	82%
	Black or African American	45%	50%
	Hispanic/Latino	52%	56%
	Native Hawaiian or Other Pacific Islander	59%	60%
	Two or More Races	63%	66%
	White	66%	69%
	Students with Disabilities	27%	30%
	Students without Disabilities	61%	65%
	English Language Learners	14%	16%
	Non-English Language Learners	61%	64%
	Economically Disadvantaged	47%	51%
	Non-Economically Disadvantaged	65%	68%

Subgroup Performance Report 2025 to 2026

Grade 3 FAST ELA/Reading, PM3

Subgroup	% Level 3 or Above		% Level 1	
	2025	2026	2025	2026
All Students	57%	60%	22%	19%
Charter School	62%	65%	17%	16%
Non-Charter School	56%	59%	23%	20%
American Indian or Alaska Native	54%	60%	25%	22%
Asian	79%	80%	9%	8%
Black or African American	45%	48%	29%	27%
Hispanic/Latino	52%	56%	26%	23%
Native Hawaiian or Other Pacific Islander	57%	58%	21%	18%
Two or More Races	64%	66%	16%	15%
White	69%	71%	13%	12%
Students with Disabilities	34%	36%	39%	37%
Students without Disabilities	62%	65%	18%	16%
English Language Learners	27%	32%	46%	39%
Non-English Language Learners	64%	66%	16%	15%
Economically Disadvantaged	48%	51%	27%	25%
Non-Economically Disadvantaged	68%	70%	15%	14%

District Comparison Report 2025 to 2026

FAST ELA/Reading, PM3 – Grades 3-10

District	Percentage Level 3 or Above		Percentage Point Change
	2025	2026	
FLORIDA	57%	61%	4%
ALACHUA	55%	59%	4%
BAKER	53%	57%	4%
BAY	56%	61%	5%
BRADFORD	53%	55%	2%
BREVARD	61%	65%	4%
BROWARD	61%	65%	4%
CALHOUN	58%	61%	3%
CHARLOTTE	56%	60%	4%
CITRUS	52%	55%	3%
CLAY	62%	65%	3%
COLLIER	61%	67%	6%
COLUMBIA	54%	58%	4%
MIAMI-DADE	60%	65%	5%
DESOTO	40%	43%	3%
DIXIE	54%	50%	-4%
DUVAL	50%	54%	4%
ESCAMBIA	51%	55%	4%
FLAGLER	58%	63%	5%
FRANKLIN	43%	54%	11%
GADSDEN	36%	40%	4%
GILCHRIST	62%	67%	5%
GLADES	56%	62%	6%
GULF	49%	54%	5%
HAMILTON	38%	44%	6%
HARDEE	50%	51%	1%
HENDRY	42%	51%	9%
HERNANDO	53%	57%	4%
HIGHLANDS	52%	55%	3%
HILLSBOROUGH	54%	58%	4%
HOLMES	50%	53%	3%
INDIAN RIVER	62%	67%	5%
JACKSON	57%	57%	0%
JEFFERSON	38%	46%	8%
LAFAYETTE	67%	69%	2%
LAKE	54%	58%	4%
LEE	49%	54%	5%

District Comparison Report 2025 to 2026

FAST ELA/Reading, PM3 – Grades 3-10

District	Percentage Level 3 or Above		Percentage Point Change
	2025	2026	
FLORIDA	57%	61%	4%
LEON	55%	59%	4%
LEVY	51%	53%	2%
LIBERTY	59%	61%	2%
MADISON	40%	46%	6%
MANATEE	52%	57%	5%
MARION	48%	51%	3%
MARTIN	55%	59%	4%
MONROE	54%	59%	5%
NASSAU	72%	74%	2%
OKALOOSA	62%	65%	3%
OKEECHOBEE	43%	45%	2%
ORANGE	57%	61%	4%
OSCEOLA	51%	56%	5%
PALM BEACH	58%	62%	4%
PASCO	56%	61%	5%
PINELLAS	61%	64%	3%
POLK	48%	52%	4%
PUTNAM	46%	49%	3%
ST. JOHNS	75%	78%	3%
ST. LUCIE	53%	59%	6%
SANTA ROSA	63%	65%	2%
SARASOTA	64%	69%	5%
SEMINOLE	65%	69%	4%
SUMTER	65%	68%	3%
SUWANNEE	51%	54%	3%
TAYLOR	46%	50%	4%
UNION	54%	57%	3%
VOLUSIA	54%	57%	3%
WAKULLA	63%	67%	4%
WALTON	66%	70%	4%
WASHINGTON	54%	54%	0%

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 Results (PM1 to PM3)

Grades 3-8

- Grades 3-8 Mathematics performance increased 46 percentage points from the beginning of the school year (PM1) to the end of the school year (PM3) (16% scoring Level 3 or above to 62% scoring Level 3 or above).
 - Grades 3-8 Mathematics performance improved by 18 percentage points from PM1 to PM2 (16% to 34%).
 - Grades 3-8 Mathematics performance improved by 28 percentage points from PM2 to PM3 (34% to 62%).
- 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 previous years, Grades 3-8 Mathematics performance had a greater increase from the beginning (PM1) to the end (PM3) of the school year (46 percentage points vs. 44 percentage points in 2024-25, 42 percentage points in 2023-24, and 41 percentage points in 2022-23).
- Charter schools and traditional public schools had the same increase from PM1 to PM3 in Grades 3-8 Mathematics performance (46 percentage points).
- African American, Hispanic and White students all showed double-digit increases in the percentage of students scoring at or above grade level from PM1 to PM3 in Grades 3-8 Mathematics.
 - African American students increased their performance by 40 percentage points (8% to 48%).
 - Hispanic students increased their performance by 46 percentage points (14% to 60%).
 - White students increased their performance by 50 percentage points (21% to 71%).
- Students with disabilities increased their performance from PM1 to PM3 by 31 percentage points in Grades 3-8 Mathematics (6% to 37%).
- English language learners increased their performance from PM1 to PM3 by 38 percentage points in Grades 3-8 Mathematics (3% to 41%).
- Students from economically disadvantaged families increased their performance from PM1 to PM3 by 43 percentage points in Grades 3-8 Mathematics (10% to 53%).

FAST Mathematics Statewide Assessment Results (PM3)

Grades 3-8

- Overall, performance at Level 3 or above in Grades 3-8 Mathematics increased by 3 percentage points (59% to 62%) from 2025 to 2026. Since the test was first administered, overall performance has increased by 9 percentage points (53% in 2023 to 62% in 2026).
- All subgroups increased the percentage of students scoring at Level 3 or above from 2025 to 2026.
- Charter schools outperformed non-charter schools in Grades 3-8 Mathematics by having a higher percentage of students performing at Level 3 or above (65% vs. 61%).
- African American, Hispanic and White students all increased performance at Level 3 or above in Grades 3-8 Mathematics compared to 2025:
 - African American students increased by 3 percentage points (45% to 48%).
 - Hispanic students increased by 4 percentage points (56% to 60%).
 - White students increased by 2 percentage points (69% to 71%).
- Students with disabilities increased performance by 2 percentage points (35% to 37%) in Grades 3-8 Mathematics compared to 2025.
- English language learners increased performance by 6 percentage points (35% to 41%) in Grades 3-8 Mathematics compared to 2025.
- Students from economically disadvantaged families increased performance by 3 percentage points (50% to 53%) in Grades 3-8 Mathematics compared to 2025.

B.E.S.T. End-of-Course Assessment Results

Algebra 1 EOC

- Overall, performance at Level 3 or above on the Algebra 1 EOC increased by 4 percentage points (57% to 61%) from 2025 to 2026. Since the test was first administered, Algebra 1 EOC performance has increased by 11 percentage points (50% in 2023 to 61% in 2026).
- All subgroups increased the percentage of students scoring at Level 3 or above on the Algebra 1 EOC from 2025 to 2026, 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 (67% vs. 59%).
- African American, Hispanic and White students all increased performance at Level 3 or above on the Algebra 1 EOC compared to 2025:
 - African American students increased by 4 percentage points (46% to 50%).
 - Hispanic students increased by 4 percentage points (54% to 58%).
 - White students increased by 3 percentage points (66% to 69%).
- Students with disabilities increased performance by 2 percentage points (32% to 34%) on the Algebra 1 EOC compared to 2025.
- English language learners increased performance by 4 percentage points (33% to 37%) on the Algebra 1 EOC compared to 2025.
- Students from economically disadvantaged families increased performance by 3 percentage points (49% to 52%) on the Algebra 1 EOC compared to 2025.

- Forty-six percent of Algebra 1 EOC test takers were in grades lower than high school; 87% of students in grades lower than high school scored at Level 3 or above, while 38% 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 1 percentage point (54% to 55%) from 2025 to 2026. Since the test was first administered, Geometry EOC performance has increased by 9 percentage points (46% in 2023 to 55% in 2026).
- Charter schools outperformed non-charter schools on the Geometry EOC by having a higher percentage of students performing at Level 3 or above (58% vs. 55%).
- African American, Hispanic and White students increased performance at Level 3 or above on the Geometry EOC compared to 2025:
 - African American students increased by 2 percentage points (42% to 44%).
 - Hispanic students increased by 2 percentage points (50% to 52%).
 - White students increased by 2 percentage points (63% to 65%).
- Students with disabilities increased performance by 1 percentage point (28% to 29%) on the Geometry EOC compared to 2025.
- English language learners decreased performance by 1 percentage point (34% to 33%) on the Geometry EOC compared to 2025.
- Students from economically disadvantaged families increased performance by 1 percentage point (45% to 46%) on the Geometry EOC compared to 2025.

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 (58% to 61%) from 2025 to 2026. Since the tests were first administered, overall performance has increased by 10 percentage points (51% in 2023 to 61% in 2026).
- All subgroups increased the percentage of students scoring at Level 3 or above in Mathematics (Grades 3-8 and EOCs) from 2025 to 2026.
- 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 (65% vs. 60%).
- African American, Hispanic and White students all increased performance at Level 3 or above in Mathematics (Grades 3-8 and EOCs) compared to 2025:
 - African American students increased by 4 percentage points (44% to 48%).
 - Hispanic students increased by 3 percentage points (55% to 58%).
 - White students increased by 2 percentage points (68% to 70%).
- Students with disabilities increased performance by 2 percentage points (34% to 36%) in Mathematics (Grades 3-8 and EOCs) compared to 2025.
- English language learners increased performance by 4 percentage points (35% to 39%) in Mathematics (Grades 3-8 and EOCs) compared to 2025.
- Students from economically disadvantaged families increased performance by 3 percentage points (49% to 52%) in Mathematics (Grades 3-8 and EOCs) compared to 2025.

Florida Assessment of Student Thinking

Mathematics

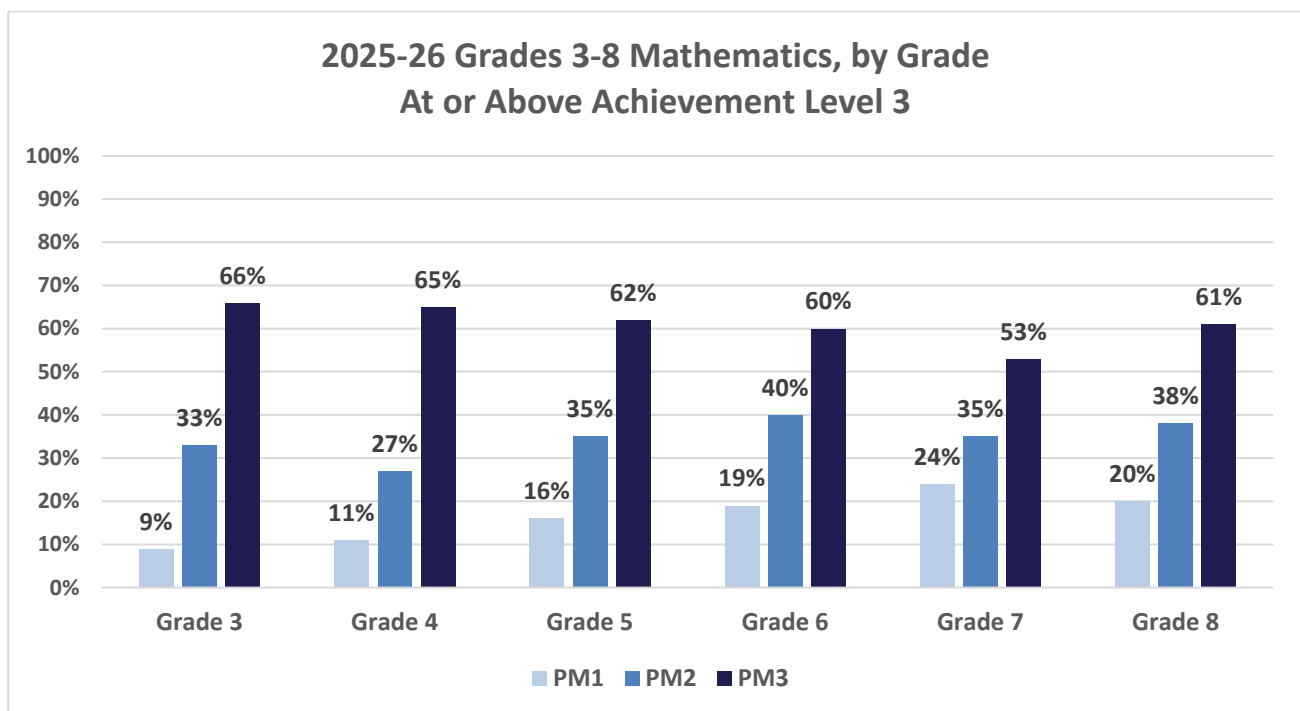
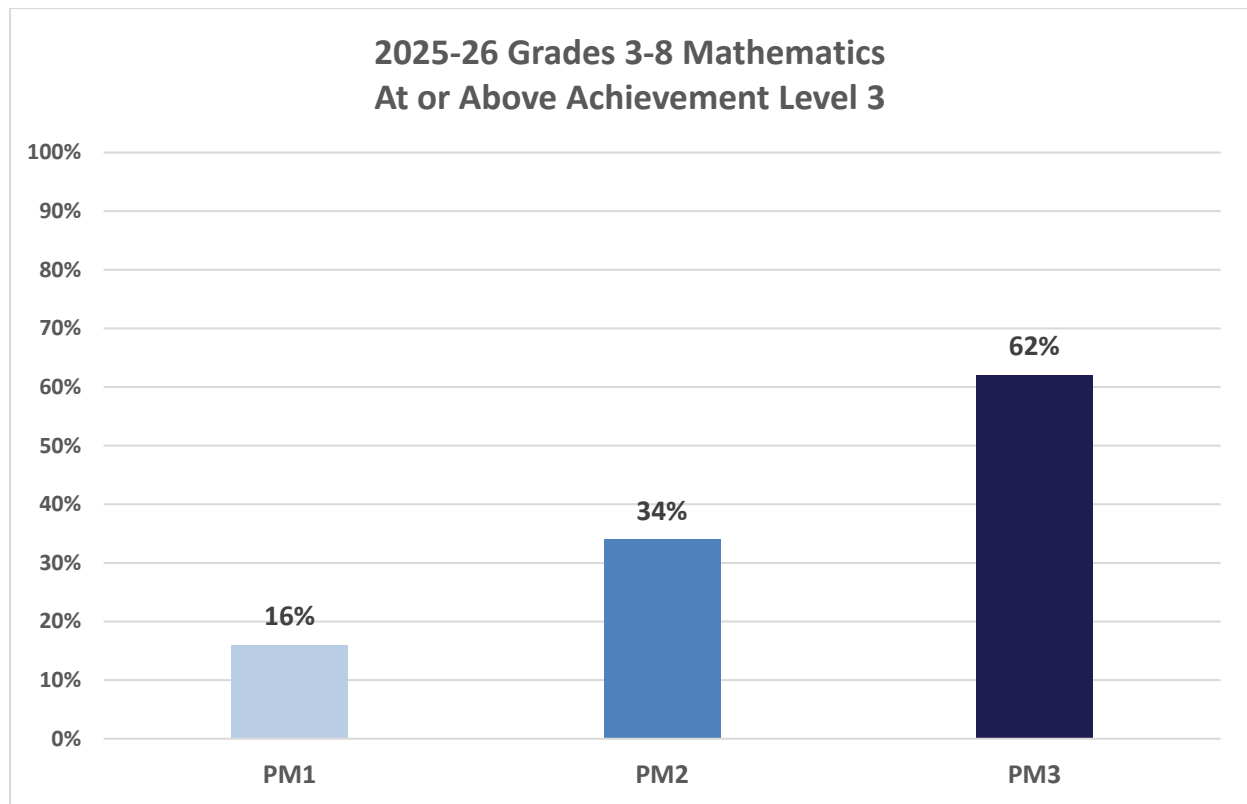
Grades 3 – 8

Progress Monitoring

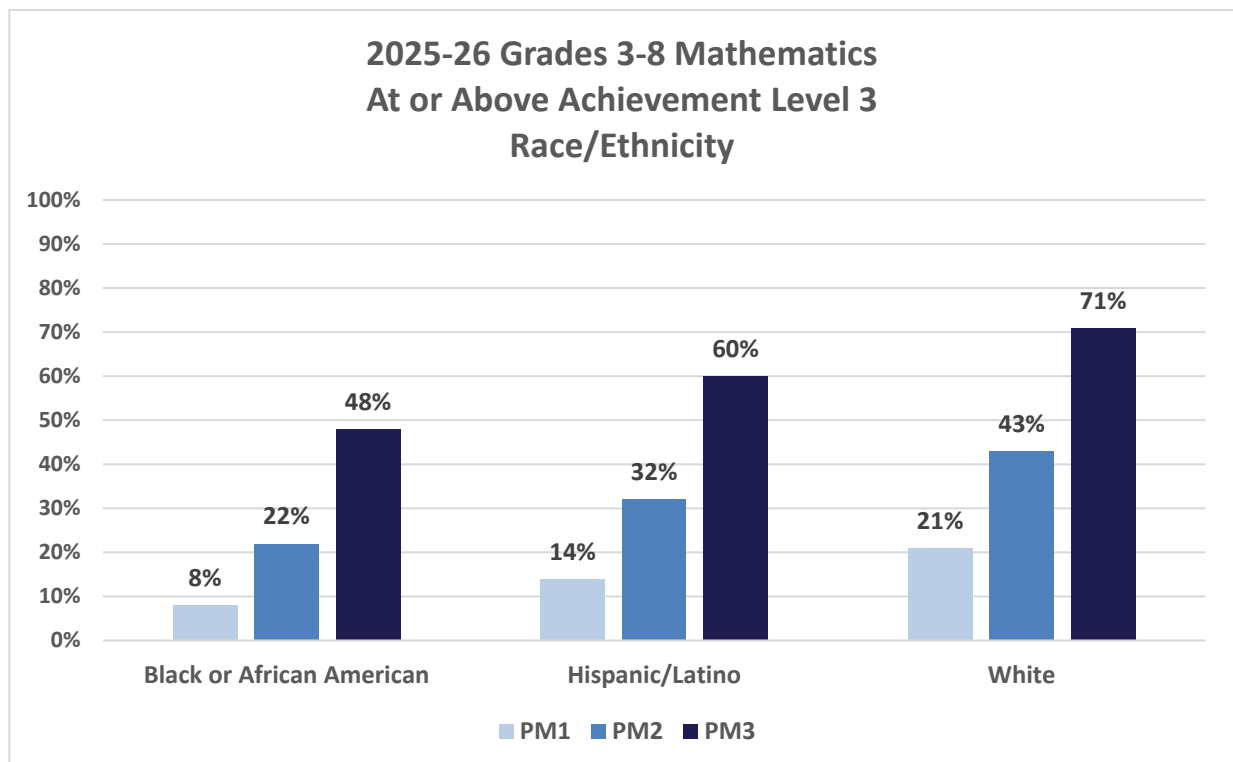
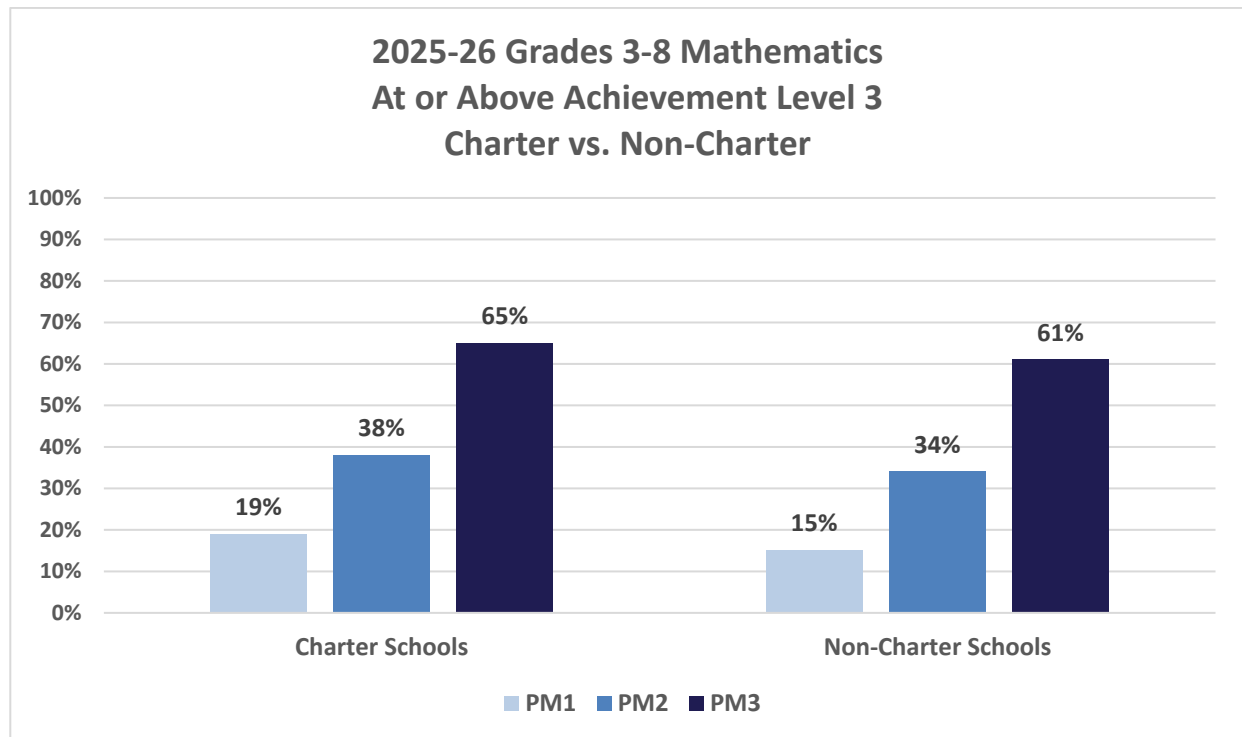
NOTES:

- 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 2025-26 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%
	2025-26	9%	33%	66%	57%
4	2022-23	8%	25%	58%	50%
	2023-24	10%	25%	58%	48%
	2024-25	10%	25%	62%	52%
	2025-26	11%	27%	65%	54%
5	2022-23	13%	28%	52%	39%
	2023-24	14%	31%	56%	42%
	2024-25	15%	31%	57%	42%
	2025-26	16%	35%	62%	46%
6	2022-23	14%	30%	49%	35%
	2023-24	20%	37%	56%	36%
	2024-25	20%	38%	60%	40%
	2025-26	19%	40%	60%	41%
7	2022-23	17%	29%	46%	29%
	2023-24	22%	30%	47%	25%
	2024-25	25%	33%	50%	25%
	2025-26	24%	35%	53%	29%
8	2022-23	10%	31%	53%	43%
	2023-24	16%	33%	54%	38%
	2024-25	18%	34%	57%	39%
	2025-26	20%	38%	61%	41%
3-8	2022-23	12%	28%	53%	41%
	2023-24	14%	31%	56%	42%
	2024-25	15%	31%	59%	44%
	2025-26	16%	34%	62%	46%

Subgroup Performance Report PM1 to PM3

2025-26 FAST Mathematics, Grades 3-8

Subgroup	Percentage Achievement Level 3 or Above			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
All Students	16%	34%	62%	46%
Charter School	19%	38%	65%	46%
Non-Charter School	15%	34%	61%	46%
American Indian or Alaska Native	16%	33%	60%	44%
Asian	41%	65%	86%	45%
Black or African American	8%	22%	48%	40%
Hispanic/Latino	14%	32%	60%	46%
Native Hawaiian or Other Pacific Islander	16%	34%	62%	46%
Two or More Races	18%	38%	65%	47%
White	21%	43%	71%	50%
Students with Disabilities	6%	16%	37%	31%
Students without Disabilities	18%	38%	67%	49%
English Language Learners	3%	13%	41%	38%
Non-English Language Learners	18%	38%	65%	47%
Economically Disadvantaged	10%	25%	53%	43%
Non-Economically Disadvantaged	22%	43%	71%	49%

District Comparison Report PM1 to PM3

2025-26 FAST Mathematics, Grades 3-8

District	Percentage Achievement Level 3 or Above			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
FLORIDA	16%	34%	62%	46%
ALACHUA	18%	32%	52%	34%
BAKER	15%	33%	62%	47%
BAY	14%	33%	62%	48%
BRADFORD	13%	29%	57%	44%
BREVARD	14%	33%	63%	49%
BROWARD	21%	39%	67%	46%
CALHOUN	18%	36%	63%	45%
CHARLOTTE	13%	32%	62%	49%
CITRUS	12%	31%	57%	45%
CLAY	14%	37%	66%	52%
COLLIER	21%	47%	75%	54%
COLUMBIA	13%	32%	60%	47%
MIAMI-DADE	17%	38%	67%	50%
DESOTO	5%	23%	49%	44%
DIXIE	12%	30%	51%	39%
DUVAL	14%	30%	55%	41%
ESCAMBIA	12%	31%	57%	45%
FLAGLER	15%	33%	65%	50%
FRANKLIN	10%	24%	51%	41%
GADSDEN	8%	23%	48%	40%
GILCHRIST	15%	39%	73%	58%
GLADES	10%	34%	72%	62%
GULF	4%	21%	57%	53%
HAMILTON	8%	25%	56%	48%
HARDEE	12%	30%	53%	41%
HENDRY	14%	29%	48%	34%
HERNANDO	15%	30%	58%	43%
HIGHLANDS	12%	28%	62%	50%
HILLSBOROUGH	13%	31%	58%	45%
HOLMES	9%	22%	54%	45%
INDIAN RIVER	15%	37%	70%	55%
JACKSON	8%	23%	53%	45%
JEFFERSON	7%	24%	54%	47%
LAFAYETTE	16%	35%	71%	55%
LAKE	16%	31%	61%	45%
LEE	12%	28%	55%	43%

District Comparison Report PM1 to PM3

2025-26 FAST Mathematics, Grades 3-8

District	Percentage Achievement Level 3 or Above			Percentage Point Change (PM1 to PM3)
	PM1	PM2	PM3	
FLORIDA	16%	34%	62%	46%
LEON	15%	35%	61%	46%
LEVY	14%	31%	54%	40%
LIBERTY	12%	24%	57%	45%
MADISON	8%	21%	43%	35%
MANATEE	16%	33%	62%	46%
MARION	11%	26%	52%	41%
MARTIN	19%	33%	62%	43%
MONROE	15%	32%	60%	45%
NASSAU	19%	52%	81%	62%
OKALOOSA	18%	44%	70%	52%
OKEECHOBEE	9%	23%	45%	36%
ORANGE	17%	35%	63%	46%
OSCEOLA	12%	28%	53%	41%
PALM BEACH	17%	37%	64%	47%
PASCO	15%	33%	59%	44%
PINELLAS	18%	37%	66%	48%
POLK	11%	24%	50%	39%
PUTNAM	9%	24%	47%	38%
ST. JOHNS	28%	47%	77%	49%
ST. LUCIE	12%	29%	59%	47%
SANTA ROSA	16%	37%	68%	52%
SARASOTA	25%	45%	72%	47%
SEMINOLE	21%	41%	67%	46%
SUMTER	18%	44%	72%	54%
SUWANNEE	13%	28%	57%	44%
TAYLOR	7%	21%	57%	50%
UNION	12%	32%	60%	48%
VOLUSIA	10%	30%	58%	48%
WAKULLA	11%	35%	68%	57%
WALTON	18%	46%	76%	58%
WASHINGTON	7%	26%	61%	54%

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

Mathematics Grades 3-8 and High School Courses Longitudinal Results

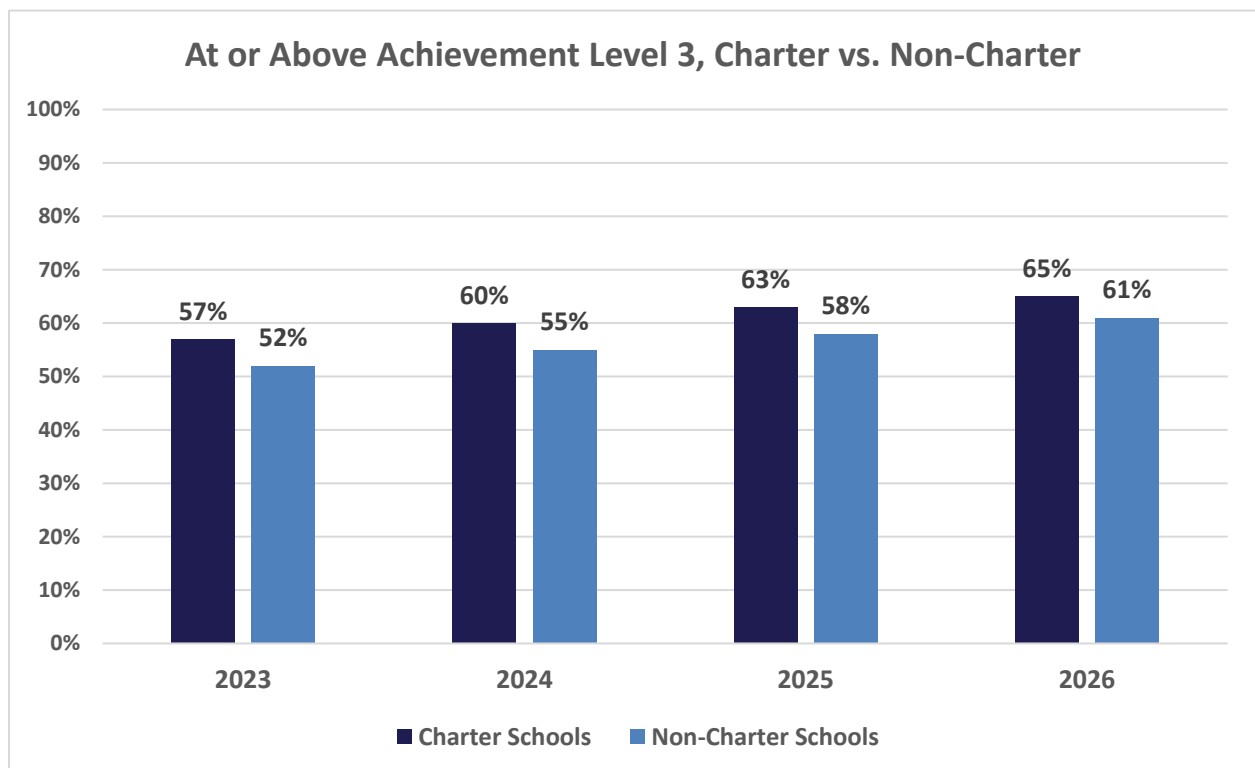
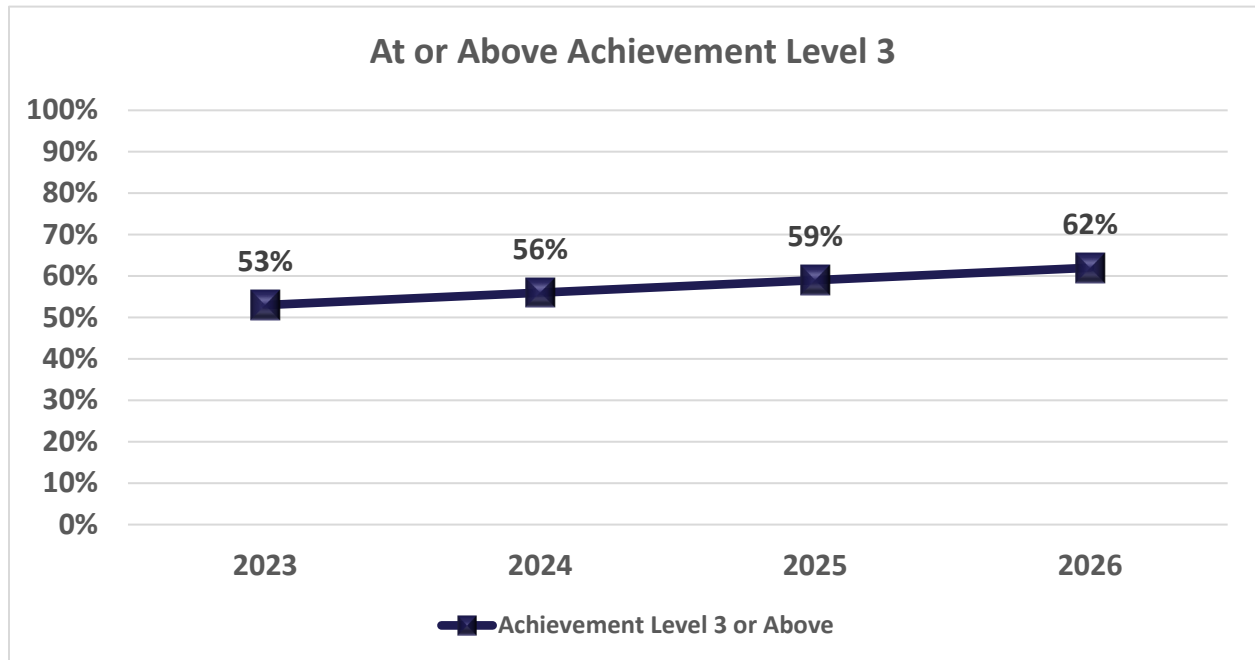
NOTES:

- 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 testers** for each B.E.S.T. EOC administration during the school year.

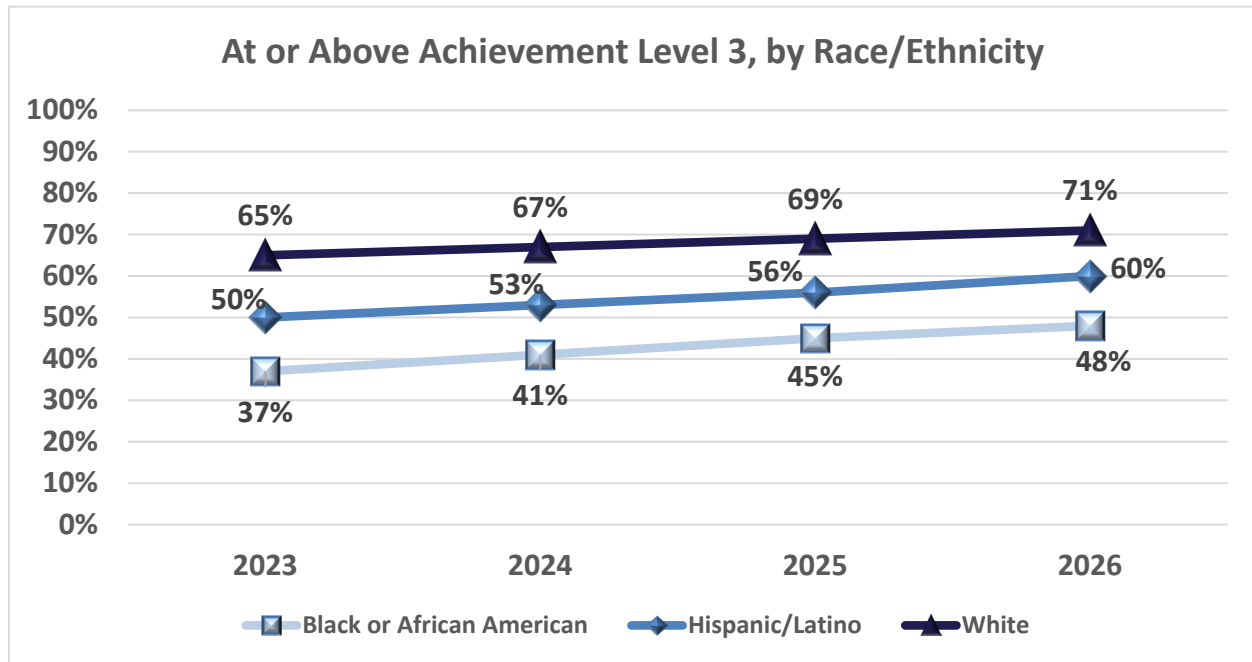
School Year	B.E.S.T. Algebra 1 and Geometry EOC Administrations
2022-23	Winter 2022, Spring 2023, Summer 2023
2023-24	Fall 2023, Winter 2023, Spring 2024, Summer 2024
2024-25	Fall 2024, Winter 2024, Spring 2025, Summer 2025
2025-26	Fall 2025, Winter 2025, Spring 2026 (Summer not yet administered)

- 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.

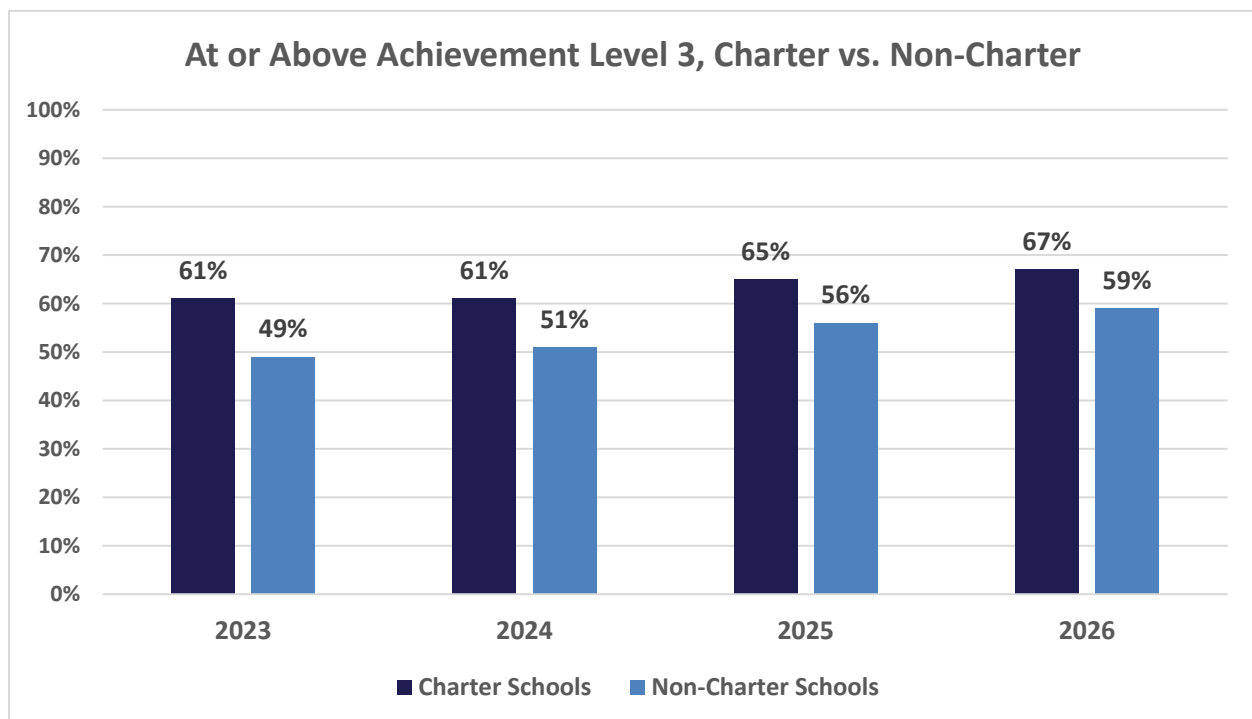
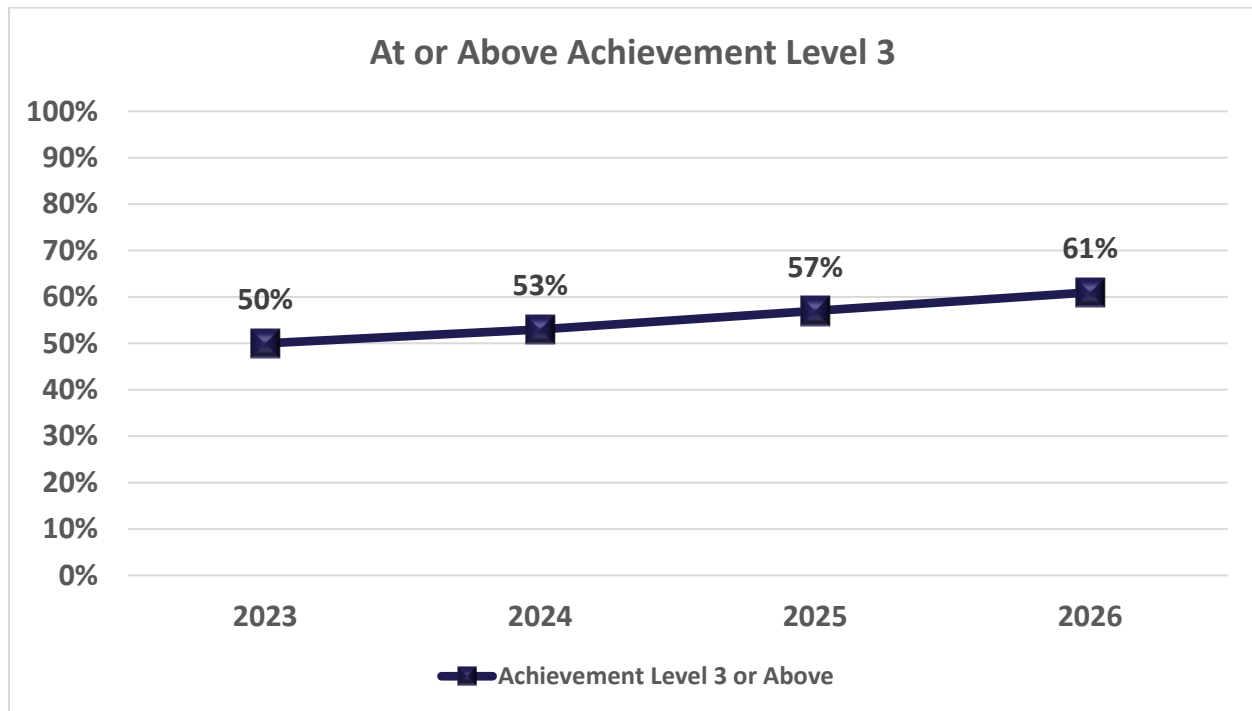
Mathematics – FAST PM3 Grades 3-8



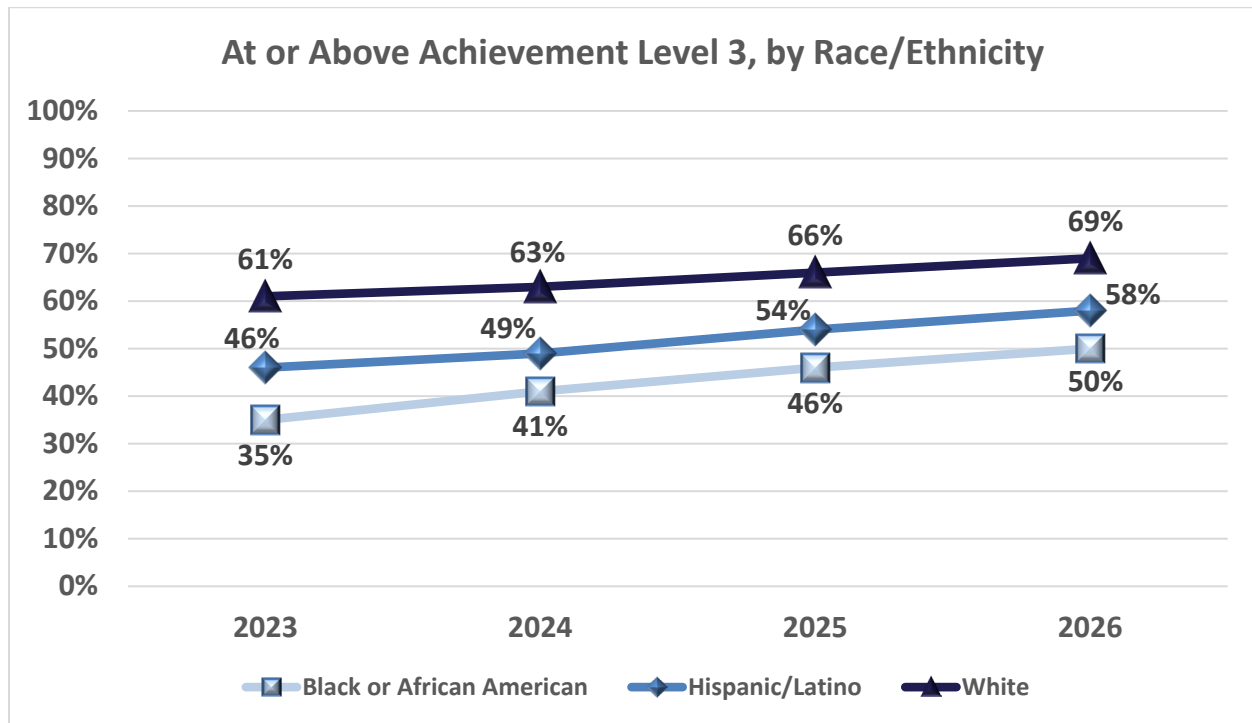
Mathematics – FAST PM3 Grades 3-8



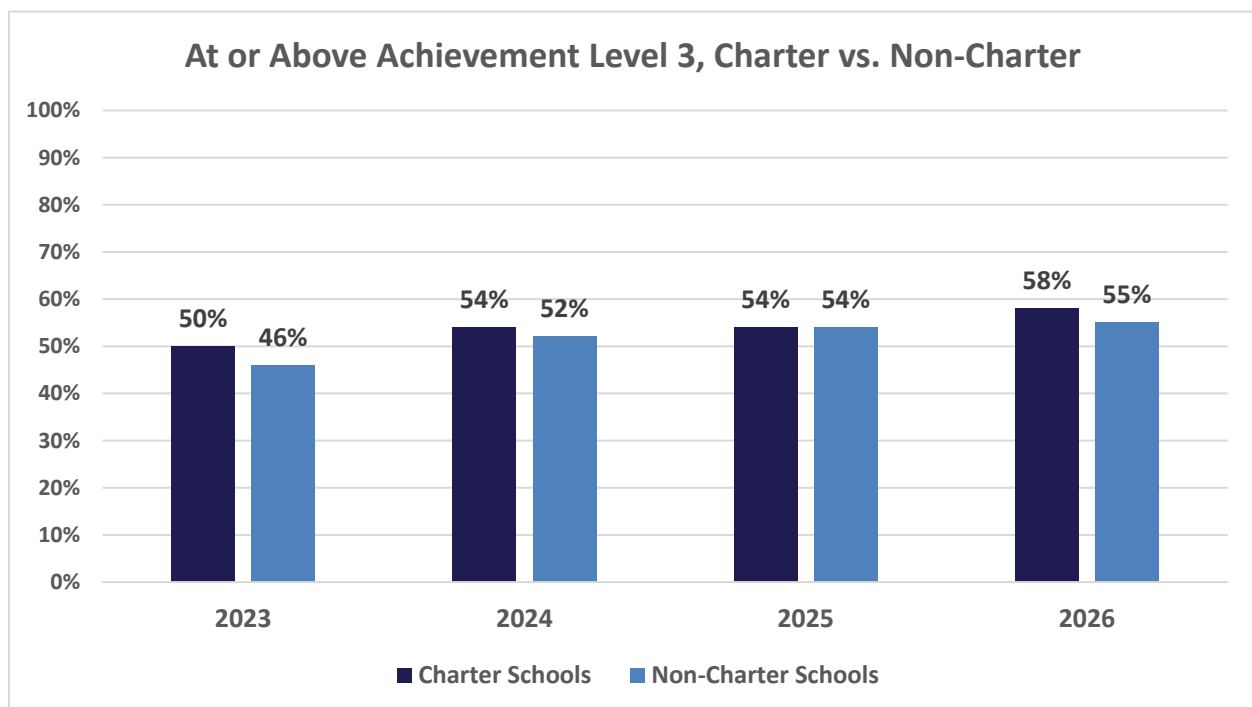
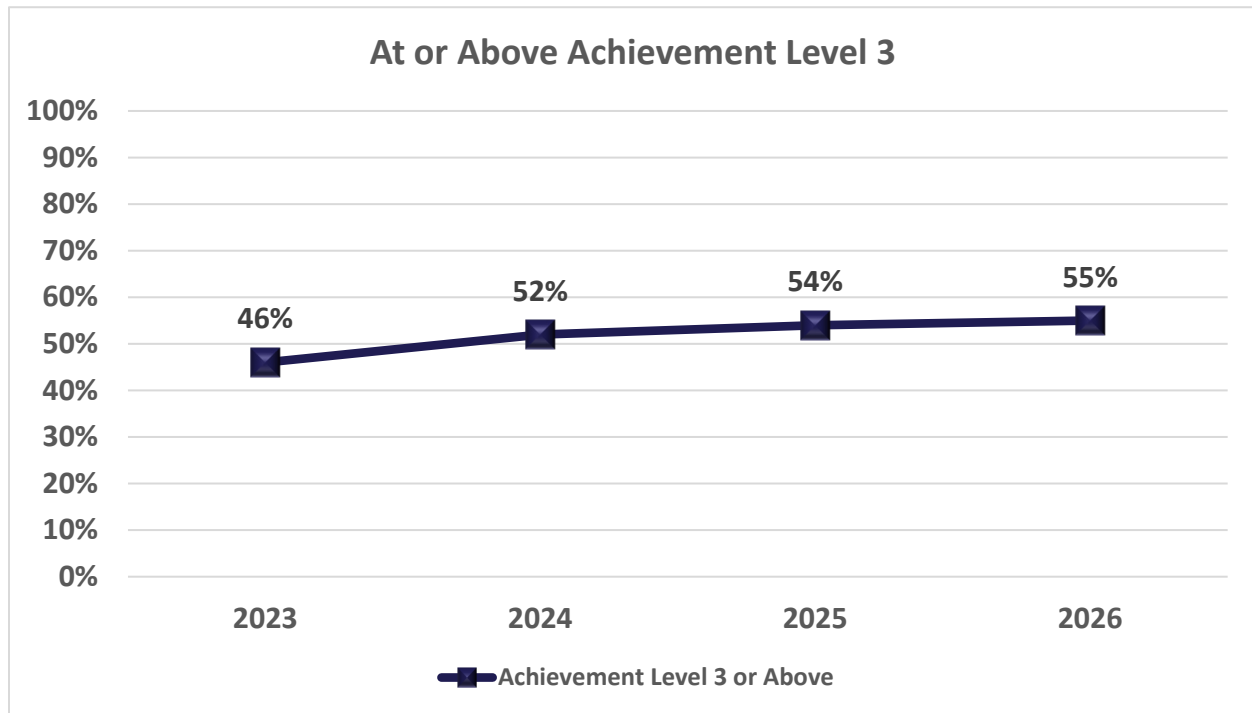
B.E.S.T. EOCs – Algebra 1



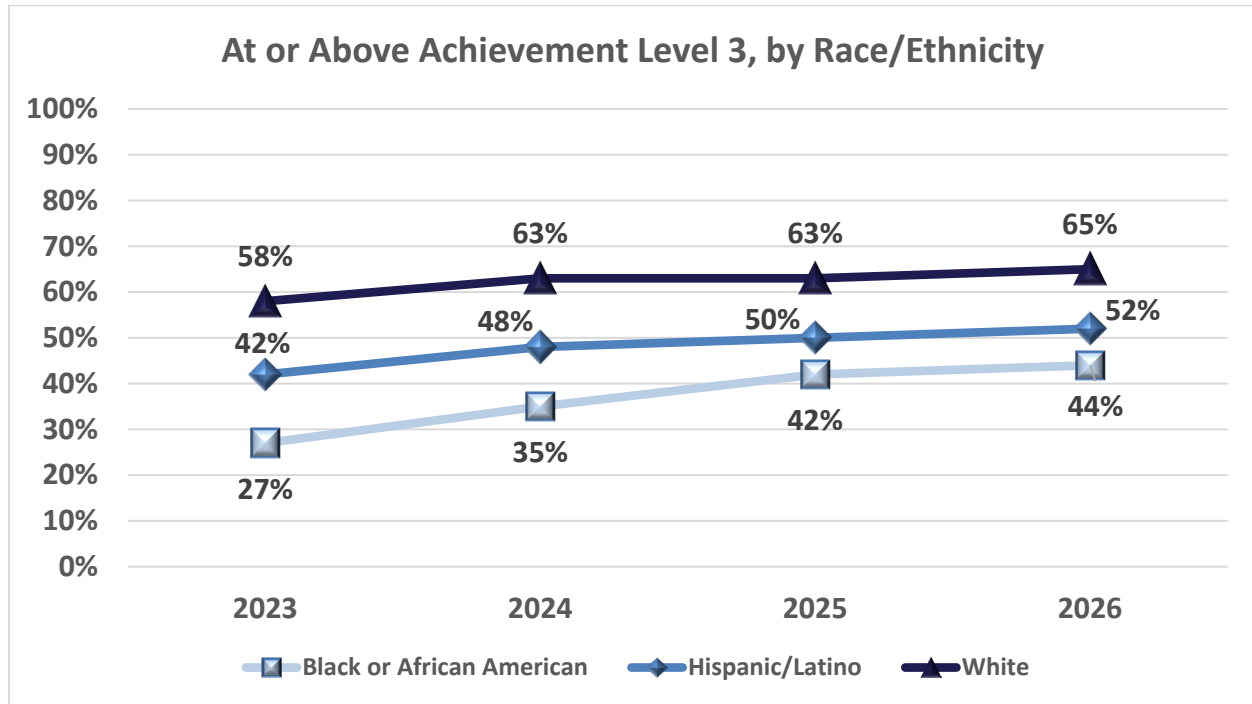
B.E.S.T. EOCs – Algebra 1



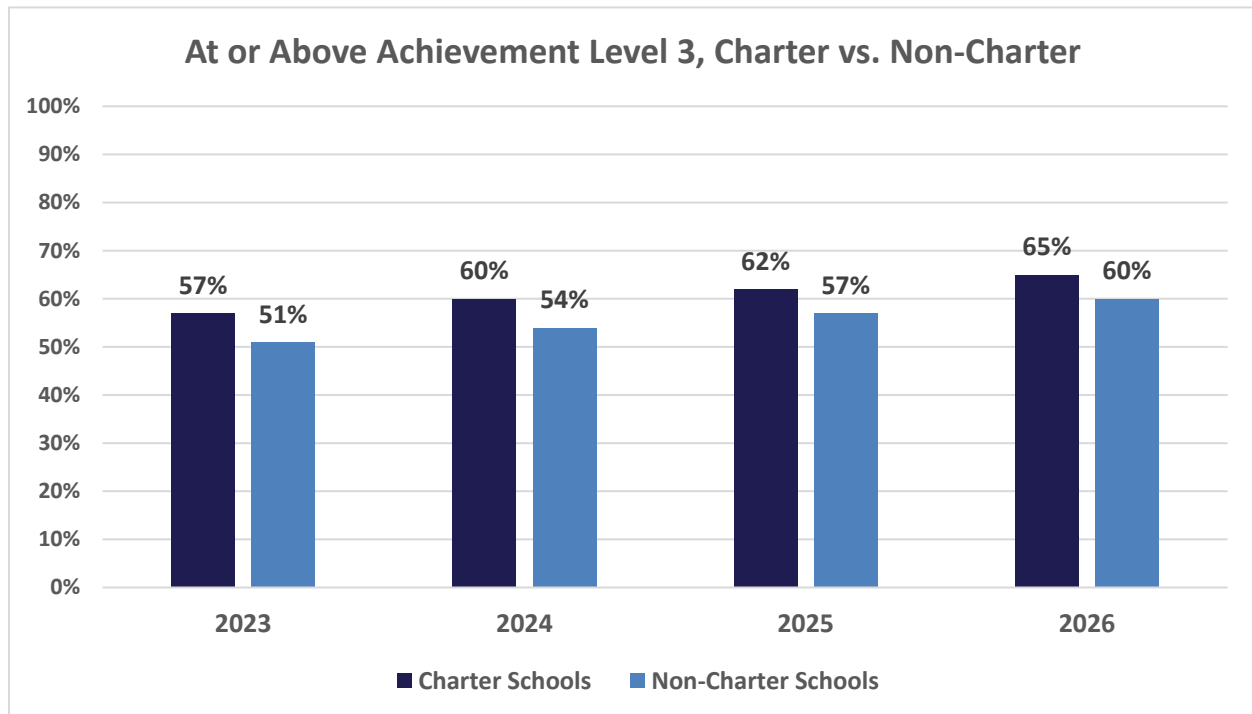
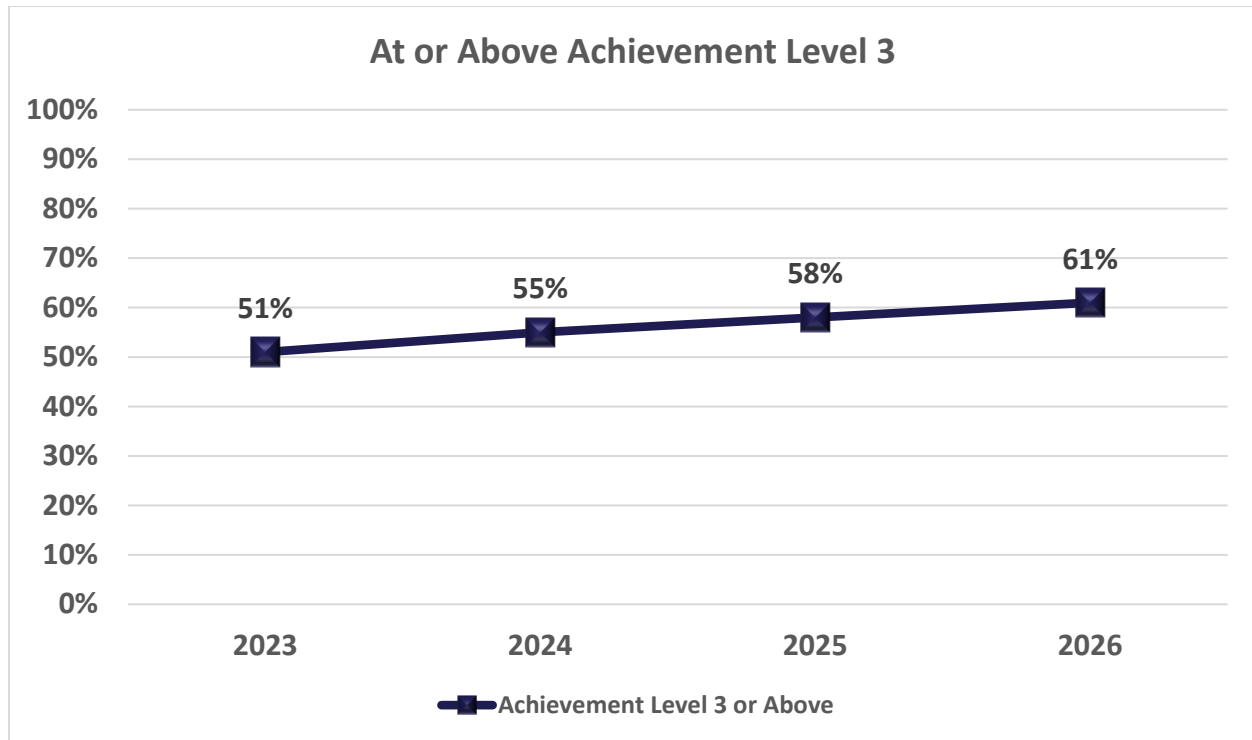
B.E.S.T. EOCs – Geometry



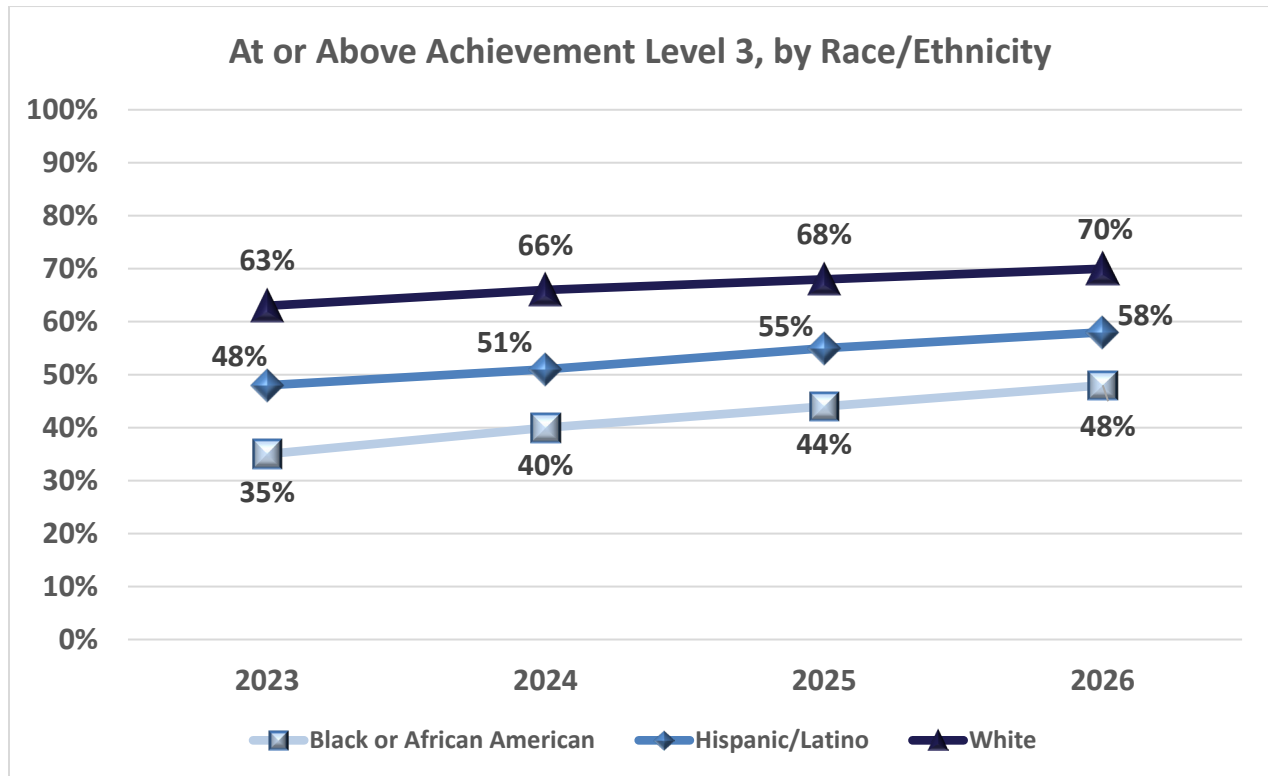
B.E.S.T. EOCs – Geometry



Mathematics – FAST PM3 Grades 3-8 and EOCs



Mathematics – FAST PM3 Grades 3-8 and EOCs



Statewide Comparison Report 2023 to 2026

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%
	2026	207,593	204	14%	19%	22%	29%	16%	66%
4	2023	197,766	213	23%	19%	20%	26%	12%	58%
	2024	208,116	213	24%	18%	19%	27%	12%	58%
	2025	197,901	215	20%	18%	20%	29%	13%	62%
	2026	199,557	217	18%	17%	20%	31%	14%	65%
5	2023	206,221	221	24%	24%	22%	17%	13%	52%
	2024	202,720	224	21%	23%	22%	18%	16%	56%
	2025	210,204	224	21%	23%	22%	19%	16%	57%
	2026	197,567	226	17%	21%	23%	21%	18%	62%
6	2023	210,750	227	24%	27%	18%	20%	11%	49%
	2024	201,312	231	19%	25%	19%	22%	14%	56%
	2025	195,934	233	16%	24%	19%	25%	16%	60%
	2026	198,417	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	134,429	234	28%	21%	23%	15%	12%	50%
	2026	114,541	235	25%	22%	24%	16%	13%	53%
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%
	2026	160,079	247	15%	24%	20%	18%	24%	61%
Algebra 1	2023	229,257	397	24%	25%	25%	17%	8%	50%
	2024	249,387	399	23%	25%	25%	18%	10%	53%
	2025	254,312	402	21%	22%	24%	20%	12%	57%
	2026	243,179	404	18%	21%	25%	21%	14%	61%
Geometry	2023	220,357	397	29%	25%	26%	9%	10%	46%
	2024	221,422	402	24%	24%	28%	10%	13%	52%
	2025	224,706	404	23%	23%	27%	11%	16%	54%
	2026	227,008	404	22%	22%	27%	11%	17%	55%

*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.

Statewide Comparison Report 2023 to 2026

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%
	2026	207,593	14%	19%	22%	29%	16%	66%
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%
	2026	199,558	18%	17%	20%	31%	14%	65%
5	2023	206,227	24%	24%	22%	17%	13%	52%
	2024	202,726	21%	23%	22%	18%	16%	56%
	2025	210,210	21%	23%	22%	19%	16%	57%
	2026	197,571	17%	21%	23%	21%	18%	62%
6	2023	210,931	24%	27%	18%	20%	11%	49%
	2024	201,491	19%	25%	19%	22%	15%	56%
	2025	196,139	16%	24%	19%	25%	16%	60%
	2026	198,667	16%	24%	19%	25%	16%	61%
7	2023	172,231	29%	20%	22%	17%	13%	51%
	2024	172,445	27%	20%	22%	17%	14%	53%
	2025	159,516	24%	19%	22%	19%	17%	57%
	2026	141,247	20%	19%	23%	20%	18%	61%
8	2023	259,657	17%	20%	25%	20%	18%	63%
	2024	263,321	15%	21%	24%	20%	20%	65%
	2025	272,138	13%	20%	24%	21%	22%	67%
	2026	269,080	10%	19%	24%	23%	24%	72%

*Percentages may not add to 100 due to rounding.

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

Subgroup Performance Report 2025 to 2026

FAST Mathematics, PM3 by Grade Grouping**

Grade Grouping	Subgroup	% Level 3 or Above	
		2025	2026
FAST Mathematics (Grades 3-8)	All Students	59%	62%
	Charter School	63%	65%
	Non-Charter School	58%	61%
	American Indian or Alaska Native	56%	60%
	Asian	85%	86%
	Black or African American	45%	48%
	Hispanic/Latino	56%	60%
	Native Hawaiian or Other Pacific Islander	58%	62%
	Two or More Races	63%	65%
	White	69%	71%
	Students with Disabilities	35%	37%
	Students without Disabilities	63%	67%
	English Language Learners	35%	41%
	Non-English Language Learners	62%	65%
	Economically Disadvantaged	50%	53%
	Non-Economically Disadvantaged	69%	71%
FAST Mathematics (Grades 3-5)	All Students	61%	64%
	Charter School	63%	65%
	Non-Charter School	60%	64%
	American Indian or Alaska Native	59%	64%
	Asian	85%	87%
	Black or African American	47%	51%
	Hispanic/Latino	58%	62%
	Native Hawaiian or Other Pacific Islander	59%	65%
	Two or More Races	64%	67%
	White	71%	73%
	Students with Disabilities	37%	40%
	Students without Disabilities	65%	69%
	English Language Learners	39%	45%
	Non-English Language Learners	65%	67%
	Economically Disadvantaged	52%	56%
	Non-Economically Disadvantaged	71%	73%

**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 2025 to 2026

FAST Mathematics, PM3 by Grade Grouping**

Grade Grouping	Subgroup	% Level 3 or Above	
		2025	2026
FAST Mathematics (Grades 6-8)	All Students	56%	59%
	Charter School	62%	65%
	Non-Charter School	55%	58%
	American Indian or Alaska Native	53%	56%
	Asian	84%	84%
	Black or African American	42%	45%
	Hispanic/Latino	53%	56%
	Native Hawaiian or Other Pacific Islander	57%	58%
	Two or More Races	61%	63%
	White	68%	69%
	Students with Disabilities	31%	33%
	Students without Disabilities	61%	64%
	English Language Learners	30%	33%
	Non-English Language Learners	60%	62%
	Economically Disadvantaged	47%	50%
	Non-Economically Disadvantaged	66%	68%

**Grades 6-8 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 2025 to 2026

B.E.S.T. EOCs**

Assessment	Subgroup	% Level 3 or Above	
		2025	2026
Algebra 1	All Students	57%	61%
	Charter School	65%	67%
	Non-Charter School	56%	59%
	American Indian or Alaska Native	52%	57%
	Asian	85%	86%
	Black or African American	46%	50%
	Hispanic/Latino	54%	58%
	Native Hawaiian or Other Pacific Islander	58%	64%
	Two or More Races	60%	64%
	White	66%	69%
	Students with Disabilities	32%	34%
	Students without Disabilities	60%	65%
	English Language Learners	33%	37%
	Non-English Language Learners	60%	63%
	Economically Disadvantaged	49%	52%
	Non-Economically Disadvantaged	64%	67%
Geometry	All Students	54%	55%
	Charter School	54%	58%
	Non-Charter School	54%	55%
	American Indian or Alaska Native	50%	56%
	Asian	82%	82%
	Black or African American	42%	44%
	Hispanic/Latino	50%	52%
	Native Hawaiian or Other Pacific Islander	57%	61%
	Two or More Races	57%	58%
	White	63%	65%
	Students with Disabilities	28%	29%
	Students without Disabilities	57%	59%
	English Language Learners	34%	33%
	Non-English Language Learners	56%	57%
	Economically Disadvantaged	45%	46%
	Non-Economically Disadvantaged	61%	63%

**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 page 45.

Subgroup Performance Report 2025 to 2026

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

Grade Grouping	Subgroup	% Level 3 or Above	
		2025	2026
Grades 3-8 and High School	All Students	58%	61%
	Charter School	62%	65%
	Non-Charter School	57%	60%
	American Indian or Alaska Native	54%	59%
	Asian	84%	85%
	Black or African American	44%	48%
	Hispanic/Latino	55%	58%
	Native Hawaiian or Other Pacific Islander	58%	62%
	Two or More Races	62%	64%
	White	68%	70%
	Students with Disabilities	34%	36%
	Students without Disabilities	62%	65%
	English Language Learners	35%	39%
	Non-English Language Learners	61%	63%
	Economically Disadvantaged	49%	52%
	Non-Economically Disadvantaged	67%	69%
Grades 6-8	All Students	63%	66%
	Charter School	68%	70%
	Non-Charter School	61%	64%
	American Indian or Alaska Native	60%	63%
	Asian	88%	89%
	Black or African American	48%	51%
	Hispanic/Latino	59%	63%
	Native Hawaiian or Other Pacific Islander	63%	67%
	Two or More Races	66%	69%
	White	73%	75%
	Students with Disabilities	35%	37%
	Students without Disabilities	67%	70%
	English Language Learners	32%	35%
	Non-English Language Learners	66%	68%
	Economically Disadvantaged	53%	56%
	Non-Economically Disadvantaged	72%	74%

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

District Comparison Report 2025 to 2026

FAST Mathematics, PM3 – Grades 3-8

District	Percentage Achievement Level 3 or Above		Percentage Point Change
	2025	2026	
FLORIDA	59%	62%	3%
ALACHUA	52%	52%	0%
BAKER	56%	62%	6%
BAY	58%	62%	4%
BRADFORD	56%	57%	1%
BREVARD	60%	63%	3%
BROWARD	63%	67%	4%
CALHOUN	58%	63%	5%
CHARLOTTE	60%	62%	2%
CITRUS	56%	57%	1%
CLAY	64%	66%	2%
COLLIER	71%	75%	4%
COLUMBIA	60%	60%	0%
MIAMI-DADE	63%	67%	4%
DESOTO	49%	49%	0%
DIXIE	59%	51%	-8%
DUVAL	53%	55%	2%
ESCAMBIA	53%	57%	4%
FLAGLER	61%	65%	4%
FRANKLIN	42%	51%	9%
GADSDEN	40%	48%	8%
GILCHRIST	63%	73%	10%
GLADES	64%	72%	8%
GULF	51%	57%	6%
HAMILTON	45%	56%	11%
HARDEE	50%	53%	3%
HENDRY	37%	48%	11%
HERNANDO	55%	58%	3%
HIGHLANDS	56%	62%	6%
HILLSBOROUGH	55%	58%	3%
HOLMES	52%	54%	2%
INDIAN RIVER	66%	70%	4%
JACKSON	54%	53%	-1%
JEFFERSON	41%	54%	13%
LAFAYETTE	77%	71%	-6%
LAKE	58%	61%	3%
LEE	53%	55%	2%

**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.

District Comparison Report 2025 to 2026

FAST Mathematics, PM3 – Grades 3-8

District	Percentage Achievement Level 3 or Above		Percentage Point Change
	2025	2026	
FLORIDA	59%	62%	3%
LEON	57%	61%	4%
LEVY	53%	54%	1%
LIBERTY	66%	57%	-9%
MADISON	41%	43%	2%
MANATEE	58%	62%	4%
MARION	48%	52%	4%
MARTIN	59%	62%	3%
MONROE	58%	60%	2%
NASSAU	80%	81%	1%
OKALOOSA	67%	70%	3%
OKEECHOBEE	45%	45%	0%
ORANGE	60%	63%	3%
OSCEOLA	48%	53%	5%
PALM BEACH	60%	64%	4%
PASCO	55%	59%	4%
PINELLAS	63%	66%	3%
POLK	46%	50%	4%
PUTNAM	46%	47%	1%
ST. JOHNS	78%	77%	-1%
ST. LUCIE	56%	59%	3%
SANTA ROSA	67%	68%	1%
SARASOTA	69%	72%	3%
SEMINOLE	64%	67%	3%
SUMTER	70%	72%	2%
SUWANNEE	54%	57%	3%
TAYLOR	51%	57%	6%
UNION	66%	60%	-6%
VOLUSIA	55%	58%	3%
WAKULLA	63%	68%	5%
WALTON	74%	76%	2%
WASHINGTON	57%	61%	4%

**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.

District Comparison Report 2025 to 2026

Algebra 1 EOC

District	Percentage Achievement Level 3 or Above			Number Tested	
	2025	2026	Change	2025	2026
FLORIDA	57%	61%	4%	254,312	243,179
ALACHUA	62%	59%	-3%	2,260	2,370
BAKER	41%	39%	-2%	337	375
BAY	53%	55%	2%	2,651	2,372
BRADFORD	47%	46%	-1%	193	198
BREVARD	54%	60%	6%	6,211	6,143
BROWARD	62%	66%	4%	22,519	20,167
CALHOUN	48%	53%	5%	206	174
CHARLOTTE	50%	54%	4%	1,513	1,610
CITRUS	43%	49%	6%	1,098	1,166
CLAY	65%	68%	3%	3,264	3,161
COLLIER	70%	74%	4%	4,214	4,218
COLUMBIA	50%	37%	-13%	648	879
MIAMI-DADE	62%	66%	4%	31,288	28,566
DESOTO	41%	35%	-6%	399	369
DIXIE	28%	42%	14%	136	126
DUVAL	55%	58%	3%	11,165	10,799
ESCAMBIA	48%	53%	5%	2,735	2,943
FLAGLER	58%	65%	7%	1,346	1,181
FRANKLIN	49%	50%	1%	65	86
GADSDEN	28%	41%	13%	322	249
GILCHRIST	52%	53%	1%	227	255
GLADES	62%	58%	-4%	174	180
GULF	63%	66%	3%	158	149
HAMILTON	49%	45%	-4%	123	127
HARDEE	46%	33%	-13%	379	426
HENDRY	31%	42%	11%	1,454	1,041
HERNANDO	48%	53%	5%	2,046	2,025
HIGHLANDS	51%	55%	4%	973	894
HILLSBOROUGH	58%	61%	3%	19,419	17,953
HOLMES	45%	38%	-7%	223	229
INDIAN RIVER	60%	63%	3%	1,468	1,382
JACKSON	58%	54%	-4%	362	430
JEFFERSON	23%	53%	30%	66	55
LAFAYETTE	43%	43%	0%	84	102
LAKE	53%	53%	0%	4,020	4,038
LEE	47%	54%	7%	9,155	8,643

District Comparison Report 2025 to 2026

Algebra 1 EOC

District	Percentage Achievement Level 3 or Above			Number Tested	
	2025	2026	Change	2025	2026
FLORIDA	57%	61%	4%	254,312	243,179
LEON	58%	57%	-1%	2,457	2,866
LEVY	55%	46%	-9%	375	430
LIBERTY	47%	61%	14%	76	69
MADISON	48%	73%	25%	169	77
MANATEE	58%	56%	-2%	4,371	4,823
MARION	46%	47%	1%	3,878	3,685
MARTIN	65%	62%	-3%	1,494	1,590
MONROE	53%	63%	10%	970	778
NASSAU	78%	77%	-1%	1,039	1,099
OKALOOSA	64%	70%	6%	3,117	2,581
OKEECHOBEE	45%	45%	0%	456	429
ORANGE	59%	60%	1%	18,642	18,377
OSCEOLA	50%	52%	2%	6,737	6,700
PALM BEACH	59%	64%	5%	16,965	15,613
PASCO	55%	60%	5%	7,581	8,792
PINELLAS	59%	62%	3%	7,090	6,712
POLK	37%	46%	9%	12,436	10,588
PUTNAM	42%	46%	4%	842	710
ST. JOHNS	79%	81%	2%	4,755	5,081
ST. LUCIE	48%	53%	5%	4,524	4,850
SANTA ROSA	62%	67%	5%	2,731	2,457
SARASOTA	69%	67%	-2%	4,103	4,344
SEMINOLE	61%	64%	3%	5,885	5,577
SUMTER	58%	72%	14%	809	797
SUWANNEE	42%	41%	-1%	590	514
TAYLOR	53%	74%	21%	175	112
UNION	67%	71%	4%	156	123
VOLUSIA	52%	58%	6%	5,464	4,896
WAKULLA	51%	59%	8%	356	371
WALTON	72%	79%	7%	925	972
WASHINGTON	47%	52%	5%	238	237

District Comparison by Grade Groupings 2025 to 2026

Algebra 1 EOC

District	Grades 8 and Lower					Grades 9-12				
	% Level 3 or Above			Number Tested		% Level 3 or Above			Number Tested	
	2025	2026	Change	2025	2026	2025	2026	Change	2025	2026
FLORIDA	85%	87%	2%	106,940	111,557	36%	38%	2%	147,372	131,622
ALACHUA	86%	83%	-3%	1,058	1,130	40%	37%	-3%	1,202	1,240
BAKER	78%	78%	0%	133	121	17%	21%	4%	204	254
BAY	90%	85%	-5%	779	804	38%	39%	1%	1,872	1,568
BRADFORD	61%	80%	19%	61	49	41%	36%	-5%	132	149
BREVARD	80%	83%	3%	3,023	3,199	29%	35%	6%	3,188	2,944
BROWARD	86%	87%	1%	9,567	9,847	45%	46%	1%	12,952	10,320
CALHOUN	73%	92%	19%	77	74	33%	24%	-9%	129	100
CHARLOTTE	74%	83%	9%	616	699	33%	32%	-1%	897	911
CITRUS	93%	94%	1%	311	301	23%	33%	10%	787	865
CLAY	96%	95%	-1%	1,159	1,251	48%	51%	3%	2,105	1,910
COLLIER	89%	90%	1%	2,409	2,698	44%	44%	0%	1,805	1,520
COLUMBIA	76%	77%	1%	308	320	27%	13%	-14%	340	559
MIAMI-DADE	86%	88%	2%	13,813	13,868	43%	45%	2%	17,475	14,698
DESOTO	60%	53%	-7%	150	133	29%	25%	-4%	249	236
DIXIE	54%	63%	9%	46	54	14%	26%	12%	90	72
DUVAL	82%	85%	3%	4,308	4,641	37%	37%	0%	6,857	6,158
ESCAMBIA	88%	93%	5%	765	888	32%	36%	4%	1,970	2,055
FLAGLER	87%	89%	2%	400	424	45%	51%	6%	946	757
FRANKLIN	73%	71%	-2%	30	38	29%	33%	4%	35	48
GADSDEN	61%	67%	6%	97	108	14%	21%	7%	225	141
GILCHRIST	87%	74%	-13%	85	107	30%	37%	7%	142	148
GLADES	90%	73%	-17%	70	101	43%	39%	-4%	104	79
GULF	91%	96%	5%	67	67	43%	41%	-2%	91	82
HAMILTON	93%	94%	1%	29	33	35%	28%	-7%	94	94
HARDEE	89%	56%	-33%	99	133	31%	22%	-9%	280	293
HENDRY	59%	69%	10%	326	369	23%	27%	4%	1,128	672
HERNANDO	80%	89%	9%	796	828	28%	28%	0%	1,250	1,197
HIGHLANDS	83%	89%	6%	246	270	40%	40%	0%	727	624
HILLSBOROUGH	85%	89%	4%	8,692	8,292	35%	37%	2%	10,727	9,661
HOLMES	72%	55%	-17%	100	112	24%	22%	-2%	123	117
INDIAN RIVER	84%	87%	3%	768	724	34%	36%	2%	700	658
JACKSON	75%	77%	2%	169	208	44%	33%	-11%	193	222
JEFFERSON	38%	85%	47%	13	13	19%	43%	24%	53	42
LAFAYETTE	58%	59%	1%	48	68	22%	12%	-10%	36	34
LAKE	84%	84%	0%	1,817	1,857	26%	27%	1%	2,203	2,181
LEE	81%	86%	5%	3,966	4,033	20%	26%	6%	5,189	4,610

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 by Grade Groupings 2025 to 2026

Algebra 1 EOC

District	Grades 8 and Lower					Grades 9-12				
	% Level 3 or Above			Number Tested		% Level 3 or Above			Number Tested	
	2025	2026	Change	2025	2026	2025	2026	Change	2025	2026
FLORIDA	85%	87%	2%	106,940	111,557	36%	38%	2%	147,372	131,622
LEON	92%	91%	-1%	1,016	1,086	33%	37%	4%	1,441	1,780
LEVY	83%	80%	-3%	152	192	35%	18%	-17%	223	238
LIBERTY	65%	83%	18%	49	42	15%	26%	11%	27	27
MADISON	74%	83%	9%	70	63	29%	29%	0%	99	14
MANATEE	87%	90%	3%	2,080	2,097	31%	30%	-1%	2,291	2,726
MARION	86%	85%	-1%	1,305	1,265	26%	28%	2%	2,573	2,420
MARTIN	86%	86%	0%	836	789	39%	38%	-1%	658	801
MONROE	91%	90%	-1%	301	336	36%	42%	6%	669	442
NASSAU	92%	97%	5%	715	676	47%	46%	-1%	324	423
OKALOOSA	90%	92%	2%	1,322	1,306	44%	47%	3%	1,795	1,275
OKEECHOBEE	72%	79%	7%	166	160	29%	24%	-5%	290	269
ORANGE	90%	89%	-1%	7,533	7,868	38%	38%	0%	11,109	10,509
OSCEOLA	82%	86%	4%	2,508	2,545	31%	31%	0%	4,229	4,155
PALM BEACH	89%	92%	3%	6,804	7,082	39%	40%	1%	10,161	8,531
PASCO	89%	84%	-5%	2,678	4,051	37%	40%	3%	4,903	4,741
PINELLAS	85%	84%	-1%	3,580	3,590	33%	37%	4%	3,510	3,122
POLK	76%	82%	6%	3,497	3,787	22%	27%	5%	8,939	6,801
PUTNAM	77%	77%	0%	368	344	14%	16%	2%	474	366
ST. JOHNS	96%	96%	0%	2,411	2,887	62%	62%	0%	2,344	2,194
ST. LUCIE	79%	81%	2%	1,987	2,281	23%	28%	5%	2,537	2,569
SANTA ROSA	94%	97%	3%	971	975	44%	46%	2%	1,760	1,482
SARASOTA	87%	88%	1%	2,271	2,345	47%	44%	-3%	1,832	1,999
SEMINOLE	85%	86%	1%	3,360	3,237	30%	33%	3%	2,525	2,340
SUMTER	90%	94%	4%	352	414	33%	48%	15%	457	383
SUWANNEE	74%	70%	-4%	236	232	21%	17%	-4%	354	282
TAYLOR	77%	92%	15%	77	79	34%	30%	-4%	98	33
UNION	89%	93%	4%	66	61	51%	48%	-3%	90	62
VOLUSIA	77%	83%	6%	2,144	2,128	37%	38%	1%	3,320	2,768
WAKULLA	77%	80%	3%	190	206	20%	33%	13%	166	165
WALTON	89%	91%	2%	459	501	55%	66%	11%	466	471
WASHINGTON	78%	80%	2%	98	114	26%	27%	1%	140	123

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 2025 to 2026

Geometry EOC

District	Percentage Achievement Level 3 or Above			Number Tested	
	2025	2026	Change	2025	2026
FLORIDA	54%	55%	1%	224,706	227,008
ALACHUA	56%	57%	1%	2,018	2,223
BAKER	57%	46%	-11%	310	340
BAY	48%	52%	4%	1,911	2,305
BRADFORD	60%	49%	-11%	193	183
BREVARD	54%	55%	1%	5,519	5,461
BROWARD	60%	59%	-1%	20,607	19,999
CALHOUN	56%	59%	3%	133	183
CHARLOTTE	47%	54%	7%	1,626	1,468
CITRUS	44%	49%	5%	1,084	1,007
CLAY	61%	61%	0%	3,136	3,092
COLLIER	60%	62%	2%	4,259	3,710
COLUMBIA	46%	49%	3%	638	560
MIAMI-DADE	57%	59%	2%	28,581	27,178
DESOTO	37%	32%	-5%	308	348
DIXIE	37%	44%	7%	114	131
DUVAL	57%	56%	-1%	9,228	9,533
ESCAMBIA	47%	48%	1%	2,423	2,369
FLAGLER	64%	61%	-3%	1,121	1,190
FRANKLIN	31%	57%	26%	108	35
GADSDEN	18%	23%	5%	386	274
GILCHRIST	70%	71%	1%	192	233
GLADES	37%	50%	13%	124	106
GULF	43%	63%	20%	118	147
HAMILTON	31%	47%	16%	124	107
HARDEE	38%	45%	7%	299	338
HENDRY	37%	39%	2%	1,126	1,140
HERNANDO	41%	44%	3%	1,862	1,896
HIGHLANDS	42%	46%	4%	812	846
HILLSBOROUGH	53%	54%	1%	16,395	17,670
HOLMES	33%	33%	0%	249	192
INDIAN RIVER	56%	58%	2%	1,271	1,299
JACKSON	47%	36%	-11%	302	366
JEFFERSON	25%	28%	3%	56	43
LAFAYETTE	64%	48%	-16%	74	67
LAKE	45%	50%	5%	3,760	3,795
LEE	42%	46%	4%	8,410	8,225

District Comparison Report 2025 to 2026

Geometry EOC

District	Percentage Achievement Level 3 or Above			Number Tested	
	2025	2026	Change	2025	2026
FLORIDA	54%	55%	1%	224,706	227,008
LEON	54%	58%	4%	2,175	2,156
LEVY	41%	46%	5%	333	371
LIBERTY	42%	61%	19%	98	61
MADISON	43%	37%	-6%	159	98
MANATEE	51%	46%	-5%	4,095	4,615
MARION	44%	45%	1%	3,204	3,333
MARTIN	60%	69%	9%	1,492	1,461
MONROE	51%	45%	-6%	695	853
NASSAU	68%	67%	-1%	873	1,069
OKALOOSA	62%	63%	1%	2,439	2,642
OKEECHOBEE	41%	36%	-5%	404	443
ORANGE	54%	58%	4%	16,798	15,962
OSCEOLA	51%	48%	-3%	6,169	6,152
PALM BEACH	55%	58%	3%	15,173	15,226
PASCO	53%	56%	3%	7,080	6,990
PINELLAS	53%	59%	6%	6,778	6,506
POLK	38%	38%	0%	9,230	10,260
PUTNAM	39%	38%	-1%	742	730
ST. JOHNS	74%	80%	6%	4,468	4,271
ST. LUCIE	42%	49%	7%	4,152	4,074
SANTA ROSA	66%	63%	-3%	2,086	2,369
SARASOTA	63%	65%	2%	3,670	3,808
SEMINOLE	60%	62%	2%	5,404	5,650
SUMTER	60%	64%	4%	677	679
SUWANNEE	52%	40%	-12%	343	517
TAYLOR	70%	51%	-19%	133	139
UNION	52%	48%	-4%	142	132
VOLUSIA	58%	51%	-7%	3,695	5,076
WAKULLA	40%	52%	12%	514	354
WALTON	75%	75%	0%	879	890
WASHINGTON	30%	42%	12%	201	218

District Comparison Report 2025 to 2026

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

District	Percentage Achievement Level 3 or Above		Percentage Point Change
	2025	2026	
FLORIDA	58%	61%	3%
ALACHUA	54%	54%	0%
BAKER	54%	57%	3%
BAY	56%	59%	3%
BRADFORD	55%	55%	0%
BREVARD	59%	61%	2%
BROWARD	62%	65%	3%
CALHOUN	56%	61%	5%
CHARLOTTE	56%	59%	3%
CITRUS	53%	55%	2%
CLAY	64%	65%	1%
COLLIER	69%	73%	4%
COLUMBIA	57%	54%	-3%
MIAMI-DADE	62%	66%	4%
DESOTO	46%	45%	-1%
DIXIE	52%	49%	-3%
DUVAL	54%	56%	2%
ESCAMBIA	52%	56%	4%
FLAGLER	61%	64%	3%
FRANKLIN	41%	52%	11%
GADSDEN	35%	44%	9%
GILCHRIST	62%	69%	7%
GLADES	61%	68%	7%
GULF	52%	59%	7%
HAMILTON	43%	53%	10%
HARDEE	48%	49%	1%
HENDRY	36%	46%	10%
HERNANDO	52%	55%	3%
HIGHLANDS	54%	59%	5%
HILLSBOROUGH	55%	58%	3%
HOLMES	48%	49%	1%
INDIAN RIVER	63%	67%	4%
JACKSON	54%	51%	-3%
JEFFERSON	36%	51%	15%
LAFAYETTE	70%	64%	-6%
LAKE	56%	58%	2%
LEE	50%	54%	4%

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

District Comparison Report 2025 to 2026

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

District	Percentage Achievement Level 3 or Above		Percentage Point Change
	2025	2026	
FLORIDA	58%	61%	3%
LEON	57%	60%	3%
LEVY	52%	52%	0%
LIBERTY	60%	58%	-2%
MADISON	43%	45%	2%
MANATEE	57%	58%	1%
MARION	47%	50%	3%
MARTIN	60%	63%	3%
MONROE	56%	58%	2%
NASSAU	78%	78%	0%
OKALOOSA	66%	69%	3%
OKEECHOBEE	45%	44%	-1%
ORANGE	59%	62%	3%
OSCEOLA	49%	52%	3%
PALM BEACH	59%	63%	4%
PASCO	55%	59%	4%
PINELLAS	61%	64%	3%
POLK	44%	48%	4%
PUTNAM	44%	45%	1%
ST. JOHNS	77%	78%	1%
ST. LUCIE	53%	56%	3%
SANTA ROSA	66%	67%	1%
SARASOTA	68%	70%	2%
SEMINOLE	63%	66%	3%
SUMTER	67%	71%	4%
SUWANNEE	52%	52%	0%
TAYLOR	54%	58%	4%
UNION	64%	60%	-4%
VOLUSIA	55%	57%	2%
WAKULLA	58%	65%	7%
WALTON	73%	77%	4%
WASHINGTON	52%	57%	5%

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