

Florida Teacher Certification Examinations (FTCE)
Florida Educational Leadership Examination (FELE)

2025 Annual Administration and Technical Report

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**Prepared for
Bureau of Postsecondary Assessment
Office of Assessment and School Performance
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I. PREFACE

The Annual Administration and Technical Report for the Florida Teacher Certification Examinations (FTCE) and the Florida Educational Leadership Examination (FELE) contains technical information and describes activities associated with the FTCE and the FELE programs for the reporting period of January 1, 2025, through December 31, 2025.

This document was developed by Evaluation Systems group of Pearson (hereafter referred to as “Pearson”) for the Florida Department of Education Bureau of Postsecondary Assessment (hereafter referred to as “Department”). The content and format of this report is determined by the Florida Department of Education. It is intended to serve Florida’s educational stakeholders, including the Department, institutions of higher education (IHEs), local school districts, and policy makers. The report includes the following key topics:

- Executive Summary of the 2025 FTCE/FELE Annual Administration and Technical Report
- Background of the FTCE/FELE program, including legislative basis
- Test development of FTCE/FELE, including an overview of validity and validation tasks
- Test administration of FTCE/FELE, including testing procedures and computer-based testing
- Scoring and reporting, including for multiple-choice and performance examination items
- Summary statistics reports regarding FTCE/FELE psychometric characteristics
- Examinee performance statistics based on Title II reporting

II. EXECUTIVE SUMMARY

The Florida Teacher Certification Examinations (FTCE) and Florida Educational Leadership Examination (FELE) are integral to fulfilling the mission of the Florida Department of Education. The Department’s mission is to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

III. OVERVIEW OF FTCE/FELE PROGRAM

The purpose of the FTCE and FELE programs is to provide the state of Florida with an assessment tool that allows prospective educators to demonstrate their knowledge and skills in the areas of general knowledge, professional education competence, educational leadership, and/or subject area knowledge. The tests measure prospective teachers’ and school administrators’ achievement of the benchmarks established by the Florida State Board of Education as stated in Rules 6A-4.0021 and 6A-4.00821 of the Florida Administrative Code (FAC) and published in the Competencies and Skills Required for Teacher Certification in Florida. The FTCE and FELE play a critical role in maximizing the number of Florida educators who possess the requisite knowledge and skills and the capacity to become highly effective educators. To this end, the Department develops the FTCE and FELE to be fair, valid, and reliable assessments that are administered under equitable and secure conditions, with results scored and reported accurately and in a timely manner.

The FTCE/FELE program consists of 41 Florida Teacher Certification Examinations and the Florida Educational Leadership Examination, a total of 42 assessments. The FTCE tests include the Professional Education Test, the General Knowledge Test, and 39 Subject Area

Examinations. The FELE consists of three subtests covering 13 domains of core curriculum in Educational Leadership.

The Department develops and administers the FTCE and FELE examinations in partnership with its contractor, Pearson.

All FTCE and FELE test development activities, including the writing of assessment items, are conducted or overseen by the Department, using statewide committees of subject matter experts (SMEs) from Florida's colleges, universities, school districts, and K–12 classrooms representing all regions of Florida to ensure appropriate rigor and full alignment to the State Board of Education-approved Florida K–12 standards and national, organization, or industry standards where applicable. All FTCE and FELE tests are developed using processes that are consistent with national standards and best practices for developing large-scale examinations as articulated in *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014).

Legislative Basis of FTCE and FELE

Certification testing requirements are set forth in Florida Statute (F.S) 1012.56. Educators must pass the FTCE as one of the requirements for their first five-year Florida Professional Certificate. Upon evaluation of the application for a teaching certificate, qualified educators may be issued a five-year Temporary Certificate while testing and performance requirements are being completed for the five-year Professional Certificate. Candidates seeking certification in Educational Leadership are required by Florida State Board of Education Rule 6A-4.00821, FAC, to take and pass the FELE.

The 1999 Florida Legislature adopted the Teacher Quality Act of 1999, a legislative initiative that required the Department to conduct a review of all statutes and rules relating to teacher certification, followed by recommendations for improvement of the teacher certification process.

The 2000 Florida Legislature adopted EDUCATE 2000, a legislative initiative that implemented many recommendations for improving the teacher certification process. This legislative change specified that by July 1, 2002, examinations used for demonstration of mastery of general knowledge, professional education competence, and subject area knowledge shall be aligned with student content standards approved by the State Board. The delivery system for these examinations shall provide for overall efficiency, user-friendly application, reasonable accessibility to prospective teachers, and prompt attainment of examination results. The examination of subject area knowledge shall be sufficiently comprehensive to assess subject matter expertise for individuals who have acquired subject knowledge either through college credit or by other means.

Test Form Information

The FTCE and FELE examinations contain multiple-choice items, performance items, or both multiple-choice and performance items. Some tests are composed of three or more subtests (e.g., FELE, General Knowledge, Prekindergarten/Primary PK–3). The design and length of the tests vary across subject areas. Each test was designed to reflect the requirements of the state with respect to the content to be covered and the method to be used for assessment, and to enable—to the extent possible—stable scores to be derived from the tests. The tests are administered as timed tests. The time allotted for each test (or subtest, as applicable) is based on test length and method of assessment. A table providing the number of multiple-choice and performance items in each test and the test administration time allotted for each of the FTCE and FELE tests is included in [Appendix A](#).

IV. TEST DEVELOPMENT

This section of the report presents an overview of test validity, the test development process, and a summary of 2025 development activities.

Validity

Validity refers to the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests. Validation techniques traditionally used to support the use of tests for licensure and certification are described in *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014).

For the FTCE and the FELE, the primary validity focus is content validity. Content validation evidence supports the notion that a test measures a representative sample of qualities in a desired domain. The intended content domain measured by the FTCE and FELE is that of entry-level skills identified by the Department in conjunction with Florida subject matter experts (SMEs). The content validity of the FTCE and FELE is reinforced through the involvement of Florida educators, including teachers, district supervisors, teacher educators, and other education personnel, throughout the test development process. These Florida SMEs may (1) engage in a literature review of fields identified for development; (2) participate in the identification of competencies and skills to be the basis of the test; (3) participate in a statewide survey of those competencies and skills, as appropriate; (4) develop test item specifications; (5) write test items; (6) review and validate draft test items and test forms; and/or (7) recommend test-level cut scores to help establish passing standards.

The statutory basis for the FTCE and FELE certification examinations is 1012.56, F.S., which provides that each applicant for initial professional certification shall demonstrate mastery of general knowledge (subsection 3), subject area knowledge (subsection 5), and professional preparation and education competence (subsection 6). The statute addresses the status only at initial certification and does not require that inferences be made from test scores concerning future success as a classroom teacher. No claims have been made regarding measurement of specific aptitudes or traits, and no attempt has been made to establish relationships between the FTCE/FELE and independent, concurrent, or future criteria. It is claimed only that the tests adequately measure the knowledge and skills for which they were developed.

FTCE/FELE Test Development, Revision, and Validation Process

The various steps of the test development process involve qualified Florida educators (e.g., classroom teachers, district coordinators, college and university faculty), the gathering of validity information over the course of development, and the creation of assessment materials that are job-related, accurate, measurable, free from bias, and aligned with State Board of Education-approved educational standards for the subject area.

All examinations that undergo test development are revised to be aligned to State Board of Education-approved educational standards. For example, if a subject area has completely new education standards (e.g., Florida Educator Accomplished Practices [FEAPs]), then the revision of the current competencies and skills may range anywhere from 75% to 100% revision. If the current competencies and skills are in near alignment with newly adopted standards, then revision of the current competencies and skills may range anywhere from 20% to 75% revision.

Establish Committees

Committees are established for each subject area to develop or review test materials for each stage of the development process. The committees are typically composed of Florida K–12 schoolteachers, district curriculum specialists/coordinators, and college and university faculty.

Committee members are selected to represent various institutions and educational philosophies and to reflect Florida's population demographically, geographically, and by professional expertise.

Literature Review

For each subject area undergoing development, a literature review may be conducted to inform decisions regarding the design of the FTCE competencies and skills. The literature review activities may include a review of National and State Standards and related policy documents; preparation of an initial crosswalk of the current competencies and skills; research to identify field-specific essential knowledge, current trends, best practices, and areas of emphasis; and collation of references regarding current research in the field and resources (e.g., textbooks, journals). Outcomes of the literature review are used to inform proposed revisions and updates to the competencies and skills.

Develop, Validate, and Finalize Competencies and Skills and Test Blueprints

For each subject area undergoing development, a committee of Florida educators is established to review and validate proposed revisions to existing competencies and skills. The committee uses specified review criteria to revise, delete, or add competencies and skills to reflect current job-related practice, accepted teaching theory, Florida Statutes, and State Board of Education-approved educational standards. The committee also reviews and adjusts the proportions of the test used to measure each competency to validate an appropriate proportion of test questions per competency, resulting in the test blueprint.

Following this meeting, a statewide content validation survey is conducted to gather data for each subject area regarding the degree to which each skill statement is related to the job of an entry-level educator in the field and to gather input on the appropriateness of the test blueprint weighting.

Following the conclusion of the content validation survey, a committee of Florida educators is convened to finalize the revised competencies and skills and test blueprint according to specified review criteria. Content validation survey data, where appropriate, is presented to the committee and used during the finalization process.

Develop and Validate Item Specifications

Item specifications are used to guide development of test items. Following finalization of the competencies and skills for each subject area, item specifications are updated. Item specifications include identification of the competency and skill for which the specification is developed, possible item formats and content to be tested, model item shells, and possible considerations for item development. A committee of Florida educators is convened to review and validate the item specifications according to specified review criteria.

Item Development, Field Testing, Pilot Testing, and Validation

For each subject area undergoing development, items from the existing item bank that have not been previously administered are selected and revised, as appropriate, and new test items are written according to the item specifications. Prior to field/pilot testing, a committee of Florida educators is convened to participate in a test-taking activity followed by an item review process to ensure that the items meet specified editorial and review criteria, including ensuring each item is free from bias. Newly written and redeveloped test items are added to rotation for field testing or piloted in stand-alone testing to collect examinee data. Following the field/pilot testing, the test item performance data are reviewed to inform item inclusion in the new bank for use on operational test forms.

Test Form Assembly and Validation

For each subject area undergoing development, test forms are assembled in accordance with the test blueprint and other specified measurement guidelines and criteria. Prior to the finalization of forms, working sessions involving Florida educators are convened to confirm the validity and accuracy of the items selected for test form inclusion according to specified review criteria. Forms undergo checking and finalization, and the initial form for each test field is built for computer-based test administration.

Test Information Guide Development

For each subject area undergoing development, updated Test Information Guides are developed as web-based documents. Each guide includes competencies and skills, the test blueprint, and a set of sample test items that are each linked to a specific competency. Each guide also includes an annotated bibliography of textbooks or other preparation resources specific to the subject area.

Standard Setting

Standard setting is the process of determining a score on a test that reflects the boundary line between candidates who satisfy the testing component of state requirements for teacher licensure and those who do not. Standard setting relates directly to test validation because the standard setting process produces a recommended passing score (also referred to as a “cut score”)—a boundary line between just acceptable knowledge and skills relative to the construct of interest and a level of knowledge and skills that is not acceptable. The *Standards for Educational and Psychological Testing* require that passing scores be set high enough to distinguish adequate from inadequate performance but not so high to be unreasonably limiting (AERA, APA, & NCME, 2014). The Department oversees the ongoing review and updating of the FTCE and FELE in order to maintain professional standards and to ensure alignment with the latest Florida state standards. Hambleton and Pitoniak (2006) recommend that standard setting processes include the following nine steps:

1. Selecting standard setting method
2. Choosing panelists
3. Preparing performance-level descriptors
4. Training panelists
5. Collecting item ratings
6. Providing feedback to panelists
7. Compiling panelists' ratings to obtain performance standards
8. Conducting panelists' evaluation, and
9. Compiling validity evidence and preparing documentation

Standard setting method

The modified Angoff method (Angoff, 1971) is used to set passing scores for the examinations. Using this method, subject matter experts review each multiple-choice item and mark the proportion of the “beginning effective teacher candidate” population (or other appropriate performance-level descriptor) that would provide a correct response. For constructed response items, subject matter experts provide judgments of how the “beginning effective teacher candidate” would score using the performance descriptors, the scoring rubrics, and a set of marker papers—papers that have been selected by scoring experts as examples of the kind of response that would achieve each of the score points.

Test Development for 2025

The Bureau of Postsecondary Assessment's work on FELE and FTCE examinations included

- Continued test development activities for two FTCE Subject Area Examinations:
 - Health K–12
 - Educational Media Specialist PK–12

Work for these tests included item review work with committees of Florida educators—PK–12 educators and educator preparation faculty—recruited as subject matter experts (SMEs). Item review was done to support creation of new test forms to measure updated and validated competencies and skills in these two areas. Work to support test form development for launch of the new tests also included pilot testing: secure delivery of test items to a pilot sample from the targeted test population, followed by analysis to establish item functioning parameters. Work also included the launch of the new Test Information Guides (TIGs) for these tests.

- Continued test development activities for the FELE examination, specifically the four subtests being built for FELE 4.0. Work in 2025 included pilot testing, scoring, and analysis of pilot test results. For the new Subtest 3 and Subtest 4, this work included holistic scoring of pilot test responses for the written performance assignments, as well as the selection of marker responses to be used in scorer training and calibration.
- Continued test development activities for the FTCE Reading K–12 examination, including the launch of a new Test Information Guide (TIG) and finalization of item specifications.
- SME review of

General Knowledge Test

- GK English Language Skills Subtest,
- GK Reading Subtest, and
- GK Mathematics Subtest

Subject Area Examinations

- Elementary Education K–6, Mathematics and Language Arts & Reading,
- English 6–12,
- ESOL K–12,
- Exceptional Student Education K–12,
- Mathematics 6–12,
- Middle Grades English 5–9,
- Middle Grades Mathematics 5–9,
- Music K–12,
- Prekindergarten/Primary PK–3, Mathematics and Language Arts & Reading,
- Reading K–12, and
- Speech-Language Impaired K–12

- New form development for
 - Elementary Education K–6, Language Arts & Reading,
 - FELE Subtest 1: Foundational Policies and Practices of School Leadership,
 - FELE Subtest 2: Leadership Practices for Student Learning,
 - FELE Subtest 3: Leadership Development, and
 - FELE Subtest 4: Leadership Communication

- New form production and field testing for
 - Elementary Education K–6, Mathematics and Language Arts & Reading,
 - ESOL K–12,
 - Mathematics 6–12,
 - Middle Grades Mathematics 5–9,
 - Middle Grades Social Science 5–9,
 - Physical Education K–12,
 - Prekindergarten/Primary PK–3, Mathematics, and
 - Professional Education Test
- Analysis to support Computer Science redevelopment, including an analysis of changes in the field, including standards, for impact on potential new competencies and skills and an analysis of the health of the existing test banks to support redevelopment.

V. TEST ADMINISTRATION

Overview of Test Administration Activities

This section of the report outlines the administration processes for computer-based testing (CBT) for the FTCE and FELE and provides specific data about the test sites used, examinees tested, examinations administered, and supplementary materials produced during the 2025 administration year. The section includes additional information pertaining to key test administration processes.

The FTCE/FELE program was the first educator certification program in the nation to move to a fully computer-based testing system. In 2025, computer-based testing was available six days a week at 420 test sites, including 45 sites within Florida, 284 sites out of state, and 91 Military/DOD-only sites in the United States and abroad. The Troops to Teachers program for military applicants serving overseas continues to offer on-base computer-based testing for the FTCE/FELE examinations.

Test Administration Data

Figures 1 and 2 present, respectively, a brief summary of the 2025 administration year and a chart summarizing the total examination count of FTCE/FELE tests administered in 2025.

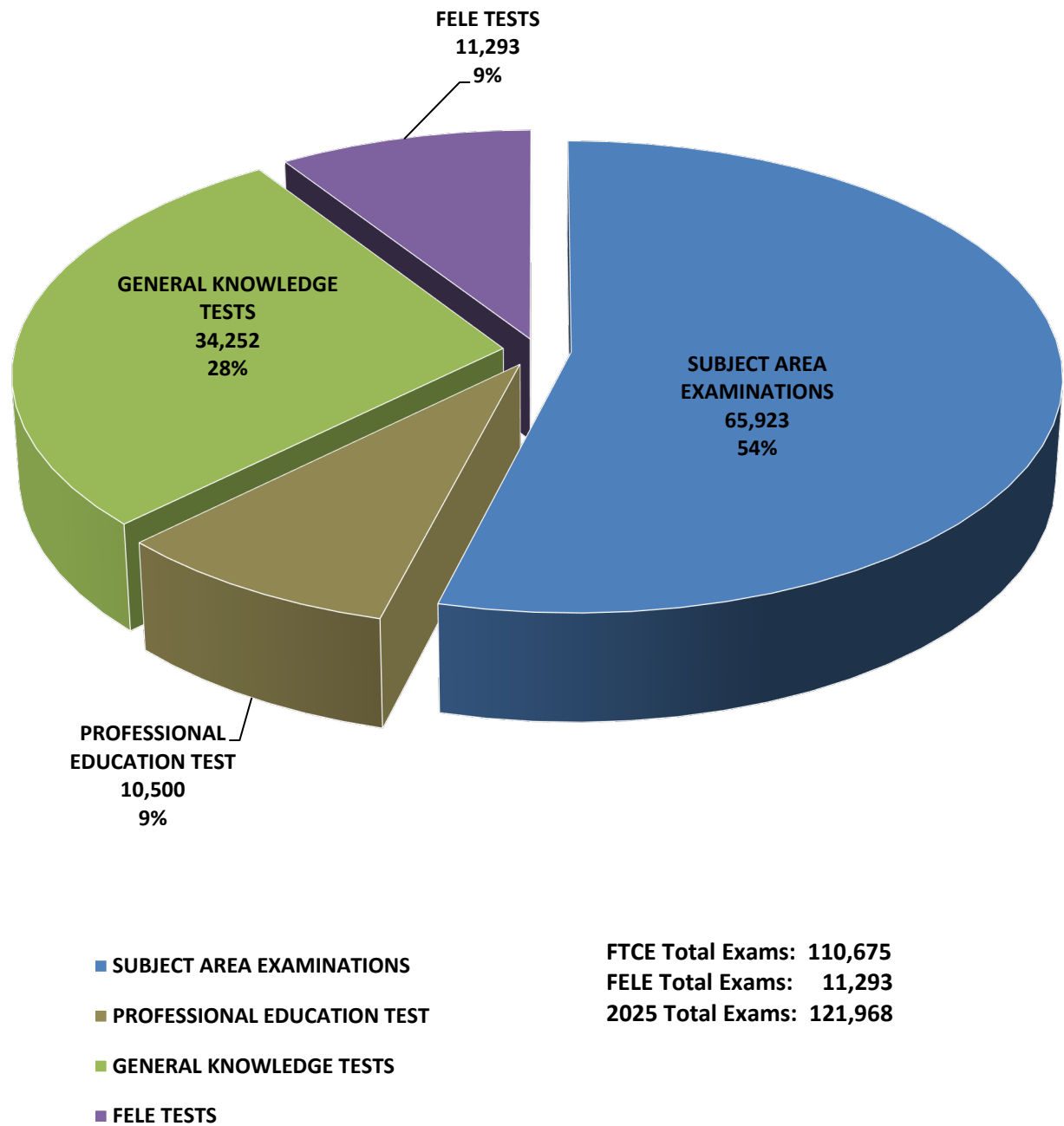
Figure 3 shows the number of examinees who took the various FTCE/FELE examinations in 2025. In this chart, only examinees' best attempts are represented, regardless of the number of attempts they had for a particular test. For examinees who took the subtest-based assessments, only one attempt is represented across all subtests.

Figure 4 shows the number of retake attempts for the various FTCE/FELE examinations administered in 2025. All retake attempts are represented in this chart. It is important to note that an examinee may have multiple retake attempts in a single test field or across multiple tests.

Figure 5 shows the number of examinees with at least one retake attempt in 2025. Examinees with multiple retake attempts for a single test field are only represented one time. For examinees who retook the subtest-based assessments, only one retake attempt is represented across all subtests.

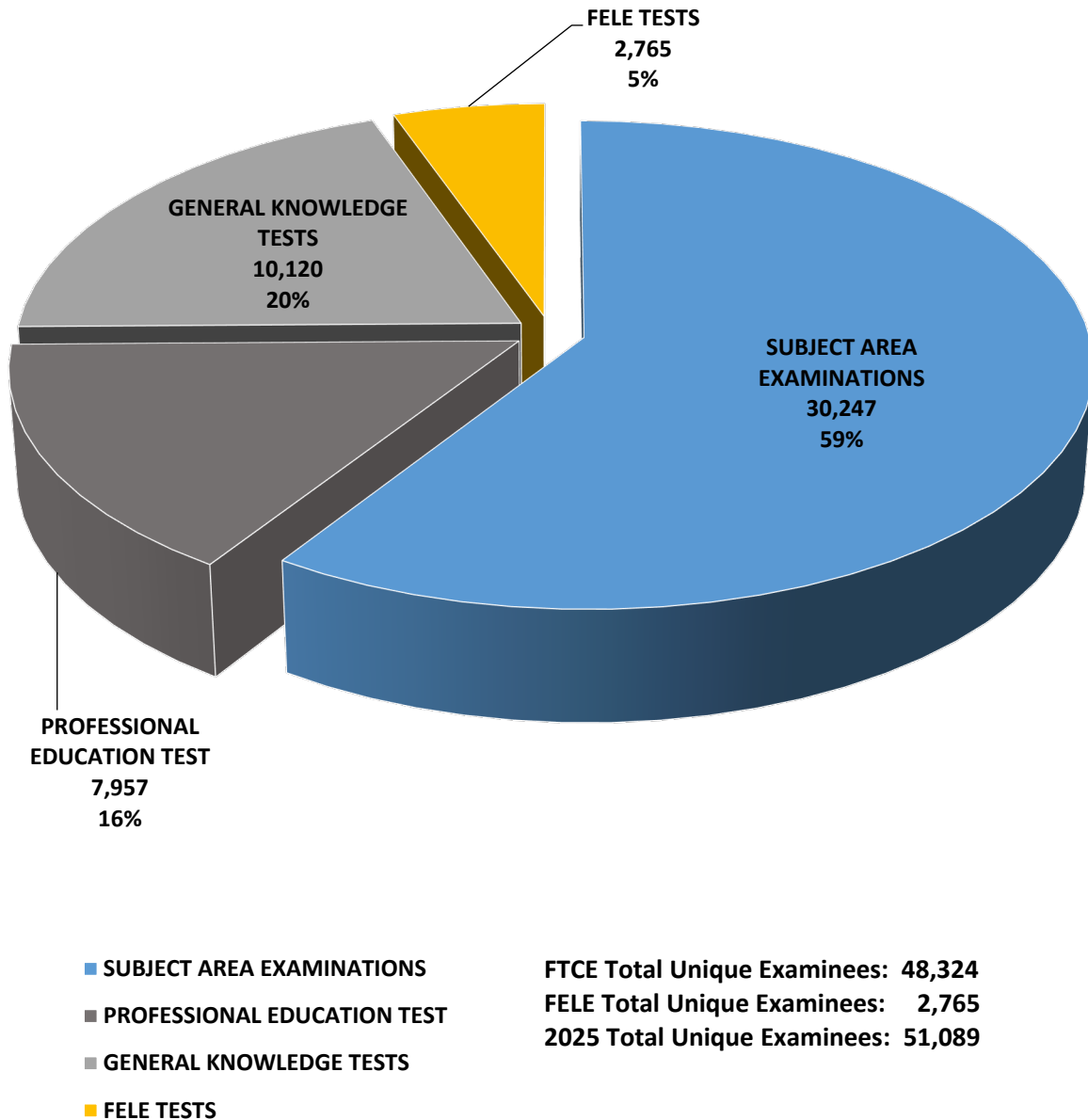
Figure 1 2025 Administration Year January 1, 2025–December 31, 2025	
Program Overview	
The FTCE/FELE testing program offered 42 unique examinations, including	
• General Knowledge • Professional Education	• 39 Subject Area Examinations • FELE
Computer-Based Testing (CBT)	
• Administered Monday–Saturday at Pearson VUE locations • Evening hours available (at Pearson VUE locations)	
Number of Sites	45 in Florida, 284 out of state, 91 Military
Total Examinations Administered: 121,968	

Figure 2
Total FTCE/FELE Test Administration
Counts for 2025



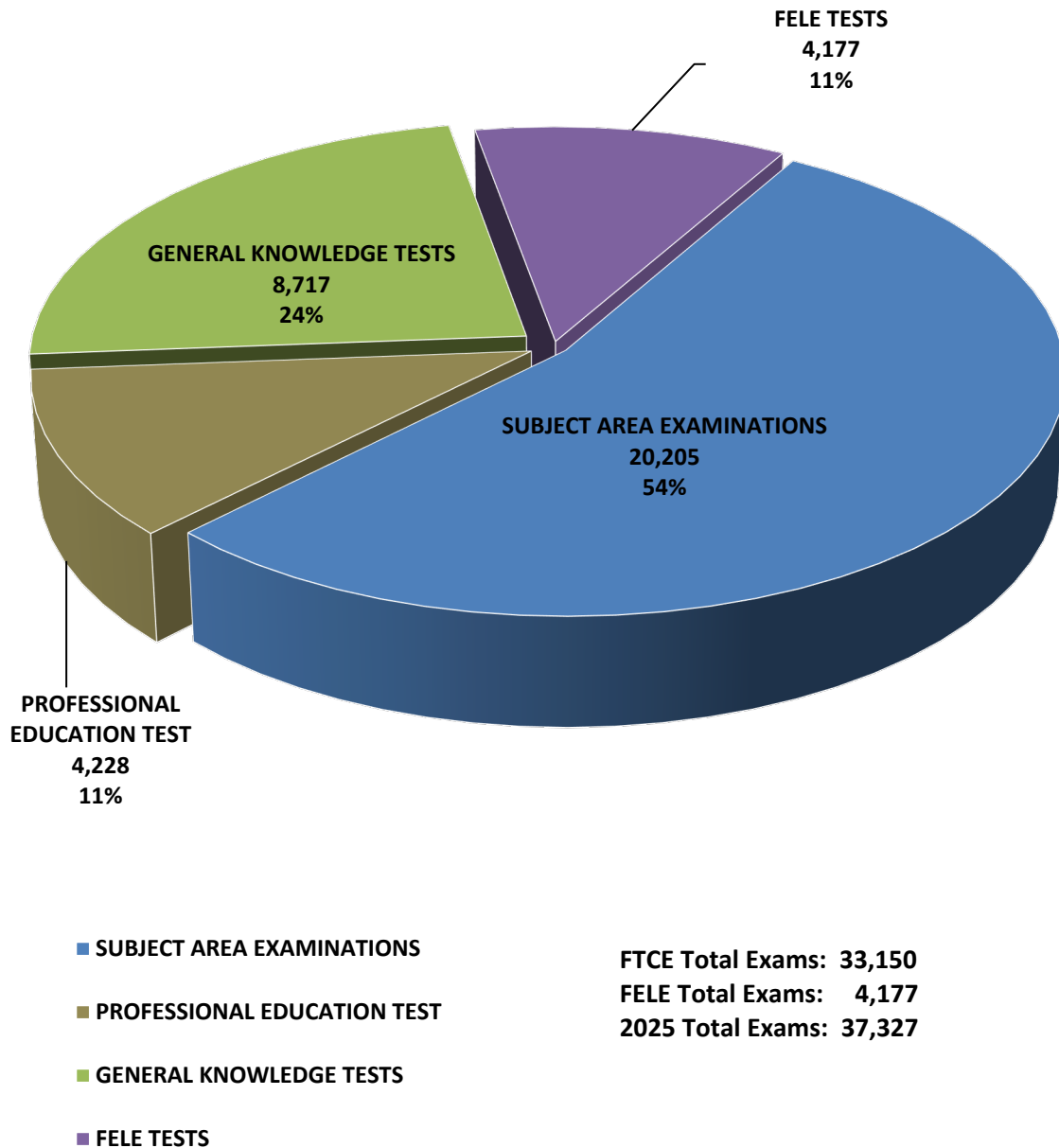
Note: One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas. These counts include first-time and retake administrations.

Figure 3
Unique FTCE/FELE Examinee
Counts for 2025



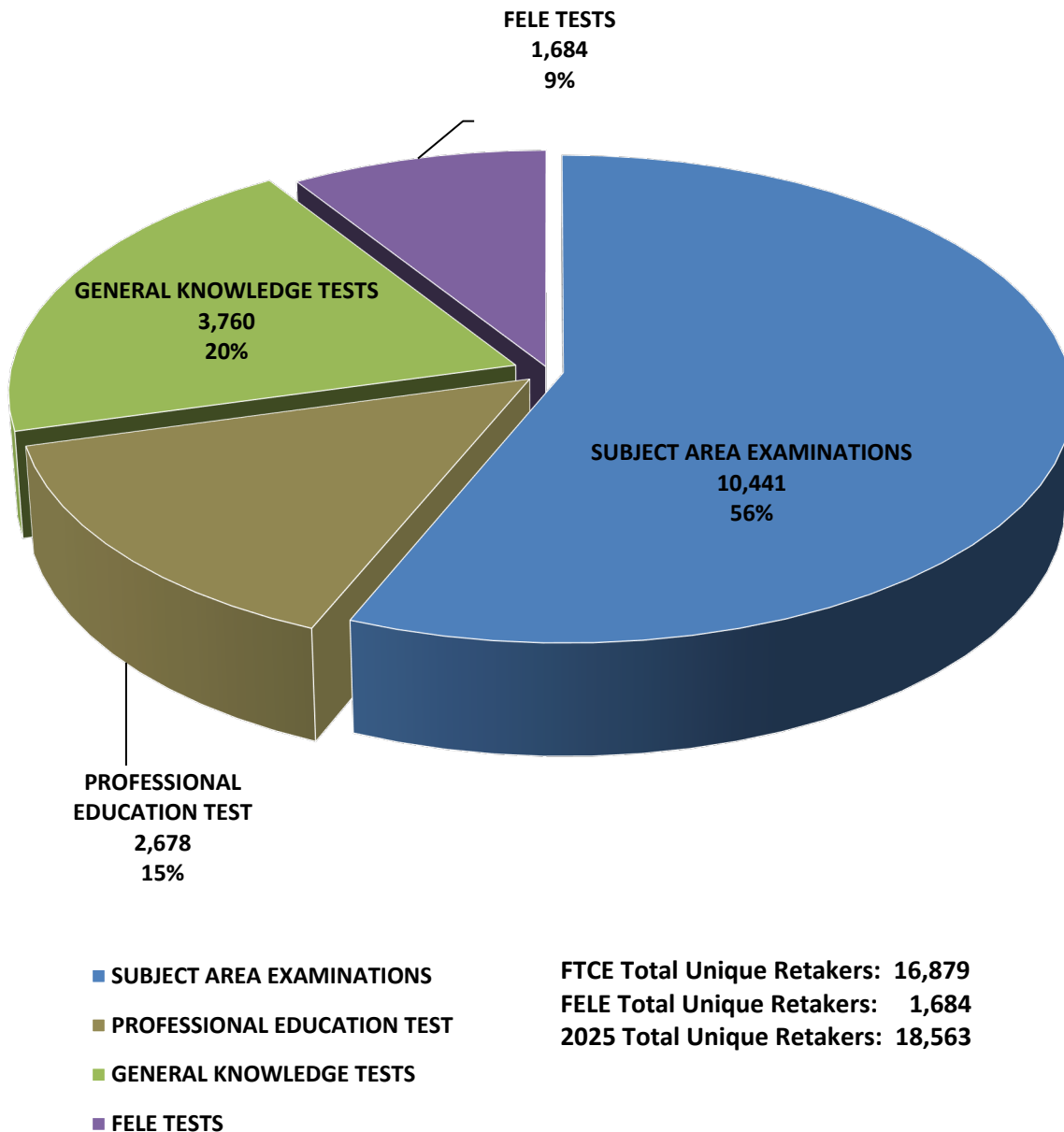
Note: One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas. Within this chart, examinees are counted once per exam taken regardless of the number of times they actually take the test. For example, an examinee who took Mathematics 6–12 multiple times will be included only once within the Subject Area Examinations section of the chart. If an examinee has taken multiple examinations, they will be counted once per exam taken. For example, an examinee who took both Mathematics 6–12 and Middle Grades Mathematics 5–9 will be included twice within the Subject Area Examinations section of the chart. If an examinee took Professional Education and FELE, regardless of the number of retakes, they would be included once within the Professional Education section of the chart and once within the FELE section of the chart.

Figure 4
Total FTCE/FELE Test Administration
Retake Counts for 2025



Note: All retake attempts are represented in this chart. One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas. A single examinee may have multiple retake attempts in a single test field or across multiple examinations.

Figure 5
Unique FTCE/FELE Examinee
Retake Counts for 2025



Note: One examinee may retake multiple examinations and/or retake a single examination multiple times before passing. Within this chart, examinees are counted once per exam regardless of the number of retake attempts. For example, an examinee who retook Mathematics 6–12 three times before passing will be counted once within the Subject Area Examinations section of the chart. In addition, if an examinee retook both Mathematics 6–12 and Middle Grades Mathematics 5–9 one time, this would be counted as two retakes (one per unique exam) and reported within the Subject Area Examinations section of the chart.

Test Administration Procedures

The test administration procedures include communication of program information and the individual examinee's experience including initial contact, registration, and taking the examinations at a testing center.

Program Information & Communications to Examinees

There are a number of sources of information about the FTCE/FELE testing program for potential examinees, school districts, universities and colleges, and the general public.

Website

The FTCE/FELE contractor website (<http://www.fl.nesinc.com/>) provides the most accurate and up-to-date information on the FTCE/FELE program. The website includes information on

- each FTCE/FELE examination;
- test sites and the examinations offered;
- instructions for registration;
- what to expect on the day of the test;
- score release information;
- post-score release information, including ordering additional score reports and score verification; and
- resources for faculty.

The website provides for online uploading of forms. An online Secure Document Uploader Form enables candidates to submit secure materials related to account information to the Pearson Customer Contact Center. An online Alternative Arrangements Request Form enables candidates seeking alternative testing arrangements to complete and submit this request online, eliminating the need to mail or fax this form. Supporting documentation for alternative testing arrangements requests can also be uploaded as part of this enhanced online process.

The website includes an "Important Announcements" section on the home page. This section is used for specific announcements, including but not limited to:

- notice of changes to the FTCE/FELE program,
- notification of score release,
- information about FTCE/FELE pilot testing, and
- emergency announcements pertaining to delayed or cancelled testing.

Each announcement links to a stand-alone web page that can be edited and removed as needed.

Test Information Guides

Examinees can access Test Information Guides directly from the website in a format that is interactive and includes embedded links for fast and easy navigation between sections, enabling users to:

- focus on specific areas of interest;
- answer sample questions and confirm the correct response on screen; and
- print individual questions or entire sections.

Test Information Guides for tests containing performance items also include one or more of the following:

- Performance item test directions
- Additional writing sample items with:
 - Sample passing response
 - Sample not passing response

Each sample response includes rationales that cross-reference the scoring criteria and may also include annotations that reference the performance characteristics used in evaluating written responses.

Other Resources

Beyond the Test Information Guides, additional content resources include Interactive Test Competencies and Skills Worksheets and CBT Tutorials.

- Test Competencies and Skills Worksheets enable mapping of the test competencies and skills to courses taken to assist examinees in determining whether the coursework they have completed to date covers knowledge tested by the FTCE or FELE. In 2023, interactive field-specific worksheets were introduced that allow candidates to complete the worksheet online. Each interactive worksheet is pre-populated with that test's competencies and skills. As of fall 2024, interactive worksheets are available for all fields.
- CBT Tutorials enable candidates to preview the tutorials they will see before they begin their test. The tutorials include information about how to navigate through a test, select answers, and use other helpful features of the test. In fall 2023, interactive versions of these CBT tutorials were added to the website enabling candidates to not only preview the content but to interact and move through the tutorials as if they were at the test center.

Faculty Resources

The contractor website includes a link on the home page for faculty. The faculty resources offer tools, strategies, and support materials to help faculty prepare teacher candidates for the FTCE and school administration candidates for the FELE. These resources are designed to assist educator preparation faculty and others in

- understanding FTCE/FELE test content,
- helping candidates prepare to take the tests, and
- interpreting candidate score reports.

Program Information Flyer

A downloadable and printable program information flyer that provides an overview of the FTCE/FELE testing program is available on the contractor website (http://www.fl.nesinc.com/FL_bulletinforms.asp). It includes a list of available tests, test fees, and information on when and where to test. This one-page flyer can be easily posted or distributed by program faculty and administrators to candidates preparing to test.

Customer Service

Examinees can speak with a representative from 8:00 a.m. to 6:00 p.m. Monday through Friday. Customer Service Representatives have access to examinees' registration and testing history and can assist with completing registration, changing a test registration, and answering questions about the program and the testing process. In some cases, representatives may refer examinees to the appropriate state agency for the information they are seeking, as Pearson cannot answer questions about certification requirements or the process to obtain or renew teaching certification for the State of Florida. Representatives have access to the FTCE/FELE website, the Department of Education website, and the Bureau of Educator Certification website and are trained to help examinees navigate these sites.

Customer service is also available to examinees via email. This email account is monitored continuously during call center operational hours. All queries receive a response within 1 to 2 business days.

Examinees can also interact with a representative via Live Chat available from the “Contact Us” page on the FTCE/FELE contractor website. Live Chat is available during regular customer service hours. Additionally, a customer service Chat Agent (Chat Bot Digital Assistant) was launched in late 2025, providing examinees with an initial level of interaction and support at any time of day.

Registration Process

Online registration is available 24 hours a day, 7 days a week via the FTCE/FELE contractor website. Examinees registering online are asked to create a user account and are guided through selecting the specific examination(s) they wish to register for and then selecting a testing date and testing site. Examinees have the ability to search for test appointments based on appointment availability or location. Examinees can review this registration information and change their registration by logging into “My Account” from the website.

Online registration for alternative arrangements and certain FTCE/FELE examinations is a three-part process. Examinees initiate the registration process online, send in their requests for accommodations, and then contact a Customer Service Representative to complete the registration process.

Military Certification Fee Waivers

The Florida legislature expanded opportunities for military personnel, veterans, and their spouses to join the education profession through passage of the Don Hahnfeldt Veteran and Military Family Opportunity Act (Chapter 2018-007, L.O.F.). Effective July 1, 2018, the act provides the opportunity to request waivers of initial certification and certification examination fees for active-duty military personnel, honorably discharged veterans, and their spouses or surviving spouses. The FTCE/FELE program is supporting this legislation by waiving registration fees for initial attempts on examinations.

Retired First Responder Fee Waivers

Starting July 1, 2023, the Florida legislature expanded opportunities for retired first responder personnel to request a waiver of initial certification and certification examination fees. The FTCE/FELE program is supporting this legislation by waiving registration fees for initial attempts on examinations.

Elementary Education/Exceptional Student Education Fee Waivers

Starting July 1, 2024, the Florida legislature passed Senate Bill 7000, which provides the opportunity to request waivers of first-time initial certification and certification examination fees for: teachers who hold a temporary or professional certificate in Exceptional Student Education (ESE) K–12 and who apply to add a subject coverage in Elementary Education K–6, and teachers who hold a temporary or professional certificate in Elementary Education K–6 and who apply to add a subject coverage in Exceptional Student Education (ESE) K–12. This waiver can be used only for the initial sitting for the Exceptional Student Education (ESE) K–12 or Elementary Education K–6 exams and cannot be used for retake attempts.

VI. TEST SCORING AND REPORTING

This section of the report addresses the scoring and reporting processes and procedures for the FTCE and the FELE.

Quality Control

Scoring and reporting quality control procedures are implemented throughout the testing process, from test publishing to score release. The Department reviews and approves all test forms before they are published for administration.

Prior to test administration, Pearson and the Department check the accuracy of multiple-choice answer keys, pre-equating results, raw to scaled score conversions, and cut score information for all test forms scheduled for administration. Pearson and the Department also check the accuracy of computed scaled scores and resulting score reports before examinee score reports are released.

Additional information pertaining specifically to holistic scoring quality control procedures can be found later in this section.

Multiple-Choice Item Scoring

Examinee responses are processed and analyzed in order to produce scores and prepare score reports. Responses are electronically scored based on established answer keys.

Item and Test Analyses

Both item- and test-level statistics are generated for the tests administered as part of the FTCE, as well as for the FELE. These statistics provide a measure of the quality of the items and of the test as a whole.

Item-Level Statistics

The statistics for each item include

- p-value: an item's p-value is an estimate of the difficulty of the item and is the proportion of candidates selecting the keyed correct response;
- item-to-test point biserial correlations: an estimate of the ability of an item to discriminate high-performing from low-performing examinees; and
- item response distribution by response option: summary of the number and proportion of examinees selecting each response option.

Test-Level Statistics

The analyses for the total test include the following:

- Number of examinees who have taken the test
- Total number of items on the test forms
- Number of scored items: the number of items contributing to an examinee's score
- Number of non-scored items: the number of items not contributing to an examinee's score
- Descriptive raw score statistics such as mean, median, and standard deviation
- Average p-value: for multiple-choice items, this indicates the overall difficulty of the test
- Average point biserial: for multiple-choice items, this indicates how well the test discriminates high-performing from low-performing examinees
- KR20 test score reliability (see details under Reliability section)
- Standard error of measurement (see details under Reliability section)
- Brennan-Kane dependability index (see details under Reliability section)

The outputs from these analyses are reviewed before examinee scores are reported. Items designated as “scored” are used to calculate examinee total test scores.

Reliability

Reliability is “the degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure...” (*Standards for Educational and Psychological Testing* [AERA, APA, & NCME, 2014], p. 222–223).

Reliability is a property of test scores for a particular group of examinees, not a fixed property of a test. Many factors may affect statistical estimates of test reliability, including the variability of the examinee group, test length, test design, test content, and number of examinees.

The FTCE/FELE program reports three measures of reliability: the Kuder-Richardson (KR20) index, the Brennan-Kane (BK) index, and the standard error of measurement (SEM).

Kuder-Richardson index

The Kuder-Richardson (KR20) index is a measure of overall test score reliability, and it requires a single test administration to estimate the degree of homogeneity of test scores (Kuder & Richardson, 1937). Homogeneity refers to the degree to which the items on the test are consistent with one another. KR20 is generally applicable to tests composed of multiple-choice items. It is reported in the range 0 to 1, with a higher number indicating a greater level of internal consistency (reliability).

Brennan-Kane index

The Brennan-Kane (BK) dependability index is a measure of reliability associated with a particular cut score (Brennan & Kane, 1977). This reliability coefficient provides the level of agreement in classification decisions associated with a cut score. The index ranges from 0 to 1. The closer the index is to 1, the more dependable the classification decisions made based on the scores from the test.

Standard Error of Measurement (SEM)

The SEM is the standard deviation of an examinee’s observed scores from repeated administrations of the same test or parallel test forms. The SEM provides an estimate of the amount of measurement error present in the test scores.

Separate KR20 and BK coefficients are calculated for each FTCE and FELE test form using data from the annual administrations.

Item Bias

Efforts to avoid bias begin with the way the assessment materials are created and reviewed. The FTCE/FELE development process includes the review criterion of “freedom from bias” for the competencies and skills, test blueprint, item specifications, items, test forms, and Test Information Guide. The consistent use of this criterion assists in the validation of assessment materials, ensuring they are an accurate representation of the competencies being evaluated and that the materials or content are not offensive to or biased against any identified group.

In addition, on a monthly basis, item bias (differential item functioning) statistics are reported for forms that meet the specified criteria for focal groups (focal group: N=30 or more examinees). Item bias statistics measure the extent to which item performance may reflect group membership rather than the knowledge or skill that the item is designed to measure.

Performance Assessment Scoring

Several of the tests in the FTCE/FELE program include performance items. (See [Appendix A](#) for test information.) Responses to the performance items are scored by qualified educators (raters) using holistic scoring procedures.

Rater Selection Criteria

Raters are selected and approved by the Department to score based on their qualifications according to criteria defined in conjunction with the Department. While some qualifications may vary depending on the subject matter area and the specific requirements in place at the time the rater was recruited and approved, typically FTCE raters meet the following qualifications:

- Hold a minimum of a bachelor's degree
- Hold a current professional teaching certificate in the same subject area for which they will be scoring OR hold or have held a position at a college, university, or community college in the same subject area for which they will be scoring
- Have at least five (5) years of teaching experience in the same subject area for which they will be scoring
- Are approved to score by the Florida Department of Education

Additional applicable internal guidelines for FTCE are as follows:

- Rater applicants who hold a current professional teaching certificate in Humanities, Journalism, or English may be approved to score the General Knowledge (GK) examination if they meet all other qualifications.
- Rater applicants who hold or have held a position at a college, university, or community college and teach courses in Humanities, Journalism, or English may be approved to score GK if they meet all other qualifications.

FELE raters must meet the following qualifications:

- Be either an active school administrator (i.e., principal or assistant principal) or a district-level administrator with at least three years of experience; a school or district-level administrator with at least three years of experience who has retired within the past two years; or a retired faculty member who has had three years of experience as a school administrator or district-level administrator within the last ten years
- Hold or have held a certificate in educational leadership
- Have content knowledge in English language skills and educational leadership
- Be approved to score by the Florida Department of Education

Additionally, the following internal guidelines are applicable:

- If a school or district-level administrator is also teaching as a professor in an educational leadership program at a university, then this applicant will not qualify to be a FELE rater.

Overview of Holistic Scoring Sessions

Holistic scoring sessions include a number of different tasks, sets of procedures, and areas of focus. Scoring events for performance assessments are typically seven-day sessions and are conducted on a predetermined schedule throughout the year in order to meet CBT score reporting dates. While sessions may differ slightly for low-incidence fields or for sessions where new prompts/rubrics are introduced, the following topics are critical to conducting FTCE/FELE holistic scoring sessions:

- Security and oversight
- Rater training

- Rater calibration
- Scoring operational responses
- Invalid response procedure

Holistic Scoring Manuals

Holistic Scoring Procedures Manual

This manual summarizes the policy and criteria associated with operationalizing the holistic scoring program for all FTCE and FELE assessments with performance scoring components. The manual includes criteria for identifying and approving qualified raters and Chief Raters, as well as detailing rater training and calibration procedures for each scoring session. Additionally, the manual includes all of the scoring scales (rubrics) used in the holistic scoring process along with an overview of the holistic scoring models used for each assessment, including score discrepancy resolution models and procedures for handling invalid responses.

Rater Manual

The Rater Manual is used by each group of raters in scoring performance assessments and is specific to the field being scored. Topics include the following:

- General background information
- Confidentiality statement
- Description of the test
- Score scales
- Holistic scoring definition
- Orientation description
- Calibration process and assessment descriptions
- Scoring procedures for paired scoring
- Test directions for the examinee
- Competencies and skills
- Information about pre-prepared essays
- Historic anchor sets for each field
- Instructions for using the On-Screen Scoring system

Quality Control

The rating process is designed to maintain the quality of the scores through training, calibration, and recalibration of raters. Rater performance is monitored throughout the scoring session to ensure that raters are calibrated and scoring accurately, fairly, and consistently. This process includes random back-reading of scored responses by Chief Raters, individual counseling of raters by Chief Raters and/or Assistant Chief Raters, and introduction of “validation” papers into the FELE, General Knowledge, English 6–12, and English 5–9 scoring process. Information regarding inter-rater reliability and rater agreement for test administrations is calculated by reporting period.

In addition, the Department observes scoring sessions via teleconference technology and participates in the rater feedback process. This constant monitoring of the scoring process and outcomes ensures that all holistic scoring procedures are being followed in an effective manner.

Remote Scoring

Pearson continues to implement a remote scoring model consistent with on-site processes and procedures. A Remote Scoring Process plan was approved by the Department and first implemented in 2020. It outlined appropriate modifications to in-person scoring to accommodate remote scoring, including delivering training through video conferencing technology. All procedures described above, including scheduling qualified raters, maintaining test security,

training and calibrating raters, scoring operational responses, and monitoring rater performance, remain unchanged.

Analysis and Reporting of Results

This section of the report describes the analyses that are conducted following administrations of the FTCE and FELE for the purposes of test form equating and reporting results to candidates, institutions, and the Department.

Equating

Equating refers to the process of placing scores from alternate, parallel, or equivalent forms of a test on a common scale (AERA, APA, & NCME, 2014). The central purpose of test equating is to compensate statistically for possible variability in the characteristics of the test forms that may affect examinees' scores (i.e., differences in the overall difficulty of the new test form compared to a previous test form). Statistical equating ensures that a candidate's scale score is adjusted for the relative difficulty of a particular form that was taken, thus allowing test developers and test score users to attribute differences in scores across test forms to differences in knowledge and skills and not differences in the difficulty of the test forms. Equating also ensures comparability and interchangeability of scores from different forms of a given test.

For FTCE/FELE examinations with 50 or more examinees per a given test form's administration (except for fields that are equated using Item Response Theory (IRT), such as the Professional Education Test, General Knowledge multiple-choice subtests, Prekindergarten/Primary PK–3, Mathematics 6–12, English 6–12, Exceptional Student Education (ESE) K–12, the Florida Educational Leadership Examination (FELE), and Elementary Education K–6 subtests), one of two equating methods is used as described below. The choice of method is directed by the Department.

- Linear (Z-score) Equating
- Linear (Angoff IV) Equating

Other equating methods used for the FTCE/FELE program include item response theory (IRT), equal-percent, and equipercentile. These are described below.

Item Response Theory (IRT) Method

The Item Response Theory (IRT) equating method was initially implemented in 2017 for the Professional Education test. IRT is a model for the design, analysis, and scoring of tests that postulates that examinee performance on an item is dependent on the examinees' ability. Under this model, a true score equating procedure was used to link a raw score on the new form with an equivalent raw score on the base form via test characteristics curves for the two test forms.

Equal-Percent Method

Unless otherwise directed by the Department, for test forms with fewer than 50 examinees per a given test form's administration, the equal percentage parallel forms method is used. Under this method, the passing score for the new form is the same percentage of correct items as it is for the base form referenced in the State Board of Education Rule. All test forms developed after the first administration are constructed to be parallel and equivalent forms of the first form.

Equipercentile Method

Equipercentile equating refers to the equating where raw scores on the new form are transformed to percentile ranks that are equivalent to the percentile ranks on the base form. This equating method is used to determine preliminary cut scores for the FTCE/FELE program in the period before standard setting cut scores have been approved by the State Board of Education (SBE). When new test forms have been created for a newly developed test field, the preliminary cut score

for the new form is the raw score that produces the same pass rate as the pass rate for a defined examinee sample that took tests from the previous generation of the test. For the FTCE/FELE program, the reference examinee sample group is usually first-time examinees that took previous generation tests in a most recent 12-month period.

Score Reports for Examinees, Institutions, and the Department

Scale Scores

Examinee performance on the FTCE and FELE is reported in terms of scale scores rather than raw scores. The advantage of using scale scores is that scores from various forms of a test can be interpreted in the same scale units, unaffected by the fact that individual forms may differ slightly in difficulty. The reporting scale is a linear transformation of the original raw score for each test. For each of the FTCE subject area tests, the passing score is set to a scale score of 200. That is, each test is adjusted so that the passing score is always 200 regardless of which subject area test, or which form of the subject area test, is being administered. Some of the subject area tests have both a multiple-choice and a holistically scored performance component. For some of these tests, the multiple-choice and performance components are scored independently, and examinees must obtain a passing score on each component to pass the overall test. For others, composite scores are derived to permit combining the two separate parts into a single total score.

For example, the total score for the Spanish K–12 test is based on combining and weighting the multiple-choice (equated) raw score (60%), the writing score (15%), and the speaking score (25%). The weighting schemes differ from test to test depending on the recommendations of the test development committees. Beginning in January 2015, the multiple-choice and performance sections of the English 6–12 and Middle Grades English 5–9 examinations were scored separately, and examinees must pass both sections independently.

For the second-generation FELE, which began in January 2009, and the third-generation FELE, which began in January 2014, the reporting scale score is also a linear transformation of the original raw score for each subtest. Prior to January 2015, FELE Subtest 3 scores were based on combining and weighting the multiple-choice score (70%) and performance score (30%). Beginning in January 2015, the multiple-choice and performance sections of FELE Subtest 3 were scored separately so that examinees are now required to pass both sections independently.

Score Reporting

Score reports are released to examinees on a weekly schedule dependent on the examination taken and mode of testing. Beginning in October 2023, for multiple-choice (MC) tests, examinee scores are officially reported at the test center for tests that have approved cut scores. In addition, comprehensive scores are provided approximately two weeks after the test date. For examinations with performance components (French K–12, German K–12 Subtest 2, Spanish K–12, General Knowledge Essay, Middle Grades English 5–9 Essay, English 6–12 Essay, and FELE Subtest 3 Written Performance section), examinee scores are reported approximately four weeks after the test date.

Official score reports are available to examinees through the score website for five years from the score report release date. Examinees are sent an email notifying them of the availability of their score reports electronically on the score reporting date. A copy of the score report is also sent directly to the school district, college, or university indicated upon examinee registration. All passing scores are submitted electronically to the State Bureau of Educator Certification.

For any examinee who obtains a scale score that results in a status of “Not Pass,” the score report provides detailed information of their performance in each competency area. For each competency area, the detailed report displays the total number of items and the proportion of items that the examinee answered correctly and compares that to the average competency level

performance of examinees at the state level. As of October 2023, the report also provided the scaled score obtained by the candidates who obtained a score that resulted in “Not Pass.” A sample report is provided in [Appendix H](#).

The Score Reporting System is the system that colleges, universities, and Professional Learning Certification Programs (PLCPs) can access upon request to receive examinee performance results. The Institutional Score Reporting System provides institutions with the ability to specify a title for a requested report and select the examinations to include in the report. In addition to providing results on performance by competency area for a specified group of examinees, the report also provides statewide performance levels for competencies of any selected examinations. A sample report is provided in [Appendix H](#).

ResultsAnalyzer® is a tool for institutions of higher education to use in analyzing results from the FTCE/FELE examinations. Using *ResultsAnalyzer*®, faculty can generate tailored reports by examination or examinee and filter these results through many factors, including time period, examinee demographics, and Title II eligibility. Some analyses are available as charts or graphs. These analyses can be printed or downloaded into a local Excel program for further analysis and merging with other data sets. Webinars, individual working sessions, and group presentations are held upon request to provide higher education faculty with information on how to access and generate reports for their individual needs.

In April 2018, the FTCE/FELE program implemented a secure and updated web-based edReports portal that provides Florida universities, colleges, and districts with examinee testing results. On the official score release dates, reports are provided through the edReports portal to each institution for all examinees who requested during registration that their scores be sent to the institution. To use the portal, each institution is required to have a primary score report contact who is responsible for serving as the point of contact for announcements, updates, or information from the Department of Education concerning the FTCE/FELE program. The primary score report contact is also responsible for managing user data access for their institution. Institutions can also access *ResultsAnalyzer*® as well as the institution-requested reports through the edReports portal.

Pearson implemented upgrades to *ResultsAnalyzer*® in October 2019 to enhance user experience. Pearson upgraded the user interface to include user-friendly features to aid in the navigation and use of *ResultsAnalyzer*®. Pearson also introduced responsive design format that allows the *ResultsAnalyzer*® tool to be easily accessed by desktop computer, laptop, tablet, and other mobile devices. Other features include implementation of bookmarks that enable users to save filter selections for future use, expanded search capability to a broader selection of data, and additional export formats such as PowerPoint and PDF.

In May 2020, Pearson implemented additional enhancements to *ResultsAnalyzer*®. Pearson implemented new sheet reference guides that provide general information about the relevant sheet a user is accessing and details for the data filters available for the sheet. Interpretive notes were rearranged so that only those applicable to the specific sheet the user is referencing are provided. Lastly, Pearson provided multiple ways for users to access reference materials including user guides and glossary.

VII. STATE-APPROVED PROGRAMS FTCE/FELE OUTCOMES

Teacher Preparation in Florida

There are three types of state-approved programs that lead to certification of new teachers in Florida: Initial Teacher Preparation Programs (ITPs), Educator Preparation Institutes (EPIs), and Professional Learning Certification Programs (PLCPs) (formerly known as Professional Development Certification Programs [PDCPs]).

Initial Teacher Preparation Programs are generally offered at postsecondary institutions and typically culminate in a bachelor's or master's degree. This is the more traditional pathway to a teaching license.

Educator Preparation Institutes provide an alternate route to teacher certification for prospective teachers, including career changers and recent college graduates who already hold a bachelor's degree. EPIs are generally provided by postsecondary institutions.

Professional Learning Certification Programs are an alternate route offered by school districts, charter schools, and charter management organizations that allow teachers with temporary licenses to work as teachers of record while earning their full certification.

For 2025, there were 112 providers of teacher preparation programs in Florida. Per 6A-5.066, Florida Administrative Code, eligible providers of teacher preparation programs are Florida postsecondary institutions, private providers, school districts, charter schools, and charter school management organizations. Of the 112 providers, 50 districts, including two charter schools or charter management organizations, run their own PLCPs. Most other providers are institutions of higher education (IHEs), including 34 public IHEs and 23 private IHEs. There are also three non-IHE private providers.

VIII. SUMMARY STATISTICS REPORTS

This section of the report describes the total test and test item summary statistics for the FTCE/FELE examinations administered between January and December of 2025. This section also includes customer service statistics for the 2025 administration year. The reports are included in the following appendices:

- FTCE/FELE Test Form Information ([Appendix A](#))
- Pass Rate Statistics ([Appendix B](#))
- Longitudinal and Cumulative Outcomes ([Appendix C](#))
- State-Approved Programs FTCE/FELE Outcomes ([Appendix D](#))
- Test Administration Statistics ([Appendix E](#))
- Customer Service Statistics ([Appendix F](#))
- Competency Reports ([Appendix G](#))
- Sample Score and Competency Reports ([Appendix H](#))

The FTCE/FELE report summaries below are followed by the corresponding data charts, which appear in the appendices.

FTCE/FELE Test Form Information

This report includes information about key aspects of the FTCE/FELE examinations. For each field, the report lists the number of multiple-choice items on the examination, along with the number and type of performance items, if applicable. The report also includes the total testing

time that examinees receive and what, if any, supplemental testing materials that an examinee may receive during the test (e.g., math reference sheet).

Pass Rate Statistics

This Appendix contains the following reports:

Number of Tests and Percent Passed in 2025

This report provides pass rates for first-time, retake, and all attempts by field for all 2025 administrations.

Number of Examinees Tested and Percent Passing – 2025

This report provides pass rates for first-time, best and retake attempts.

Longitudinal Passing Rates

This report provides the examinee pass rates by field for the last four years (2022 to 2025) based on the examinee's best attempt.

Title II

Title II is a reporting program mandated by the Federal government through Sections 205, 206, 207, and 208 of the Higher Education Opportunity Act. The Federal law was enacted in August 2008 and aims to monitor the quality of teachers. Title II requires states and institutions of higher education (IHEs) to provide annual reports regarding their teacher preparation programs. For the FTCE/FELE program, IHEs provide Pearson with a list of examinees who belong to their institutions. Pearson uses this information to assemble testing results for each institution.

[Appendix D](#) provides examinee performance reports based on Title II reporting. An examinee is classified as belonging to a preparation program if a Florida state-approved teacher preparation institution claimed the examinee during Title II data processing for a specified test field. Results in this Appendix are provided by Title II year, which spans from August 1 to July 31. The Appendix shows pass rates for examinees affiliated with a program as well as those not affiliated with a program. Please note that results presented in [Appendix D](#) may not match results presented in other sections of the Technical Report; Title II results are not provided by calendar year as is the case with the other reports.

The following reports are presented in Appendix D–G:

Number of Tests and Percent Passed

This report shows pass rates by field for first-time, retake, and all test attempts for examinees claimed by state-approved preparation programs during the 2024–2025 Title II year.

Number of Examinees Tested and Percent Passing

This report provides unique examinee counts and pass rates by field for first-time, retake, and best attempts for examinees claimed by state-approved preparation programs during the 2024–2025 Title II year. Pass rates are based on each examinee's best attempt in cases where an examinee had multiple attempts.

Longitudinal Pass Rates by Field

This report provides the number of examinees and their pass rates by field for the 2022–2023, 2023–2024, and 2024–2025 Title II years. The pass rates are provided for examinees belonging to state-approved teacher preparation programs as well as examinees not belonging to teacher preparation programs. The pass rates are based on examinees' first or best attempt. An examinee's first attempt is defined as an initial test attempt in a test field occurring within the Title II year, while a best attempt is the attempt with the highest score among all attempts in a field occurring within the Title II year.

Cumulative Pass Rates by Field

This report provides the cumulative number of examinees and their pass rates by field for the 2022–2025 Title II years. The pass rates are provided for examinees belonging to state-approved teacher preparation programs. The pass rates are based on examinees' first or best attempt. An examinee's first attempt is defined as an initial test attempt in a test field occurring within the Title II year, while a best attempt is the attempt with the highest score among all attempts in a field occurring within the Title II year.

Summary Data by Examination Count

This report provides the number of examinees by field that registered and took examinations for the 2022–2023, 2023–2024, and 2024–2025 Title II years. The registration and testing counts are provided for examinees belonging to state-approved teacher preparation programs and examinees not belonging to teacher preparation programs.

Unique and All Examinee Counts

This report provides all and unique examinee counts for retake as well as all attempts. The counts are provided for examinees belonging to state-approved teacher preparation programs and examinees not belonging to teacher preparation programs for the 2022–2023, 2023–2024, and 2024–2025 Title II years.

Test Administration Statistics

[Appendix E](#) provides the number of examinations registered for and taken in the last four years (2022 to 2025), by examination name.

Test Center Counts

[Appendix E](#) also provides the following reports:

Counts by Test Site

This report provides the number of examinations registered for and taken in 2025 by test site name and location.

Counts by Test Site Location

This report provides the number of examinations registered for and taken in 2025 by location of the test center (Florida or Non-Florida).

Customer Service Statistics

[Appendix F](#) contains a series of reports that provide:

- Number of score reports sent per examinee request to school districts and educational institutions for each month of the 2025 administration year
- Comparison of 2024 and 2025 monthly customer service contact volumes for all channels
- Comparison of total 2024 and 2025 customer service contacts by category
- Comparison of total 2024 and 2025 customer service contacts by channel
- Customer service call statistics for each month of the 2025 administration year
- Customer service email volume for each month of the 2025 administration year
- Customer service chat volume for each month of the 2025 administration year
- Customer service chat feedback survey summary for 2025
- Examinees' retrieval statistics for 2025 electronic score reports
- Examinees' retrieval statistics for 2025 electronic score reports for exams/subtests with and without essays
- Test administration exit feedback survey summary for 2025

Competency Reports

[Appendix G](#) provides competency-level performance summaries for each examination. For each competency, the appendix reports the number of test takers and average performance (number and percent correct) for both first-attempt and best-attempt administrations.

Sample Score and Competency Reports

[Appendix H](#) provides samples of an examinee score report and Institution Competency Report generated by the enhanced Institution Score Reporting System. The enhancements to the reporting system were implemented in July 2013.

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State Board of Education Rule 6A-4.0021, Florida Administrative Code

State Board of Education Rule 6A-4.00821, Florida Administrative Code

State Board of Education Rule 6A-4.0021(9)(b), Florida Administrative Code

State Board of Education Statute: Section 1012.56(2)(3)(4)(5), Florida Statutes

APPENDIX A
FTCE/FELE Test Form Information

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Test Form Information

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
Florida Educational Leadership Examination (FELE)						
841	Subtest 1: Leadership for Student Learning	50			120 min	
842	Subtest 2: Organizational Development	50			120 min	
843	Subtest 3: Systems Leadership Multiple-Choice Section	40			90 min	
844	Subtest 3: Systems Leadership Written Performance Section		1 written	1–6	60 min	
General Knowledge Test						
825	Subtest 1: Essay		1 written	1–4	50 min	
826	Subtest 2: English Language Skills	30			40 min	
827	Subtest 3: Reading	30			55 min	
828	Subtest 4: Mathematics	35			100 min	on-screen four-function calculator & mathematics reference sheet
Professional Education Test						
083	Professional Education	80			150 min	
Subject Area Examinations						
054	Agriculture 6–12	80			150 min	
001	Art K–12	80			150 min	
002	Biology 6–12	80			150 min	
051	Business Education 6–12	80			150 min	
003	Chemistry 6–12	70			150 min	on-screen scientific calculator, periodic table, & reference sheet
005	Computer Science K–12	80			150 min	
020	Deaf or Hard of Hearing K–12 (<i>formerly Hearing Impaired K–12</i>)	80			150 min	
006	Drama 6–12	80			150 min	
008	Earth/Space Science 6–12	80			150 min	
010	Educational Media Specialist PK–12	80			150 min	
601	Elementary Education K–6 Subtest I: Language Arts and Reading	50			65 min	
602	Elementary Education K–6 Subtest II: Social Science	45			65 min	
603	Elementary Education K–6 Subtest III: Science	45			70 min	

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
604	Elementary Education K–6 Subtest IV: Mathematics	35			70 min	on-screen four-function calculator & mathematics reference sheet
055	Engineering and Technology Education 6–12 (<i>formerly Technology Education 6–12</i>)	80			150 min	
131	English 6–12 Multiple-Choice Section	60			90 min	
132	English 6–12 Written Performance Section		1 written	1–4	60 min	
047	English for Speakers of Other Languages (ESOL) K–12	80			150 min	
061	Exceptional Student Education (ESE) K–12	80			150 min	
052	Family and Consumer Science 6–12	80			150 min	
015	French K–12 Speaking Writing	75	2 oral 1 written	1–6 (5 components) 1–5	150 min	special character chart
171	German K–12 Subtest I: Multiple Choice and Written Performance	75	2 written	1–4	90 min	special character chart
172	German K–12 Subtest II: Oral Interview		oral interview	below inter/high, inter/high or above	60 min	
019	Health K–12	80			150 min	
022	Humanities K–12	80			150 min	
024	Latin K–12	80			150 min	
057	Marketing 6–12	80			150 min	
026	Mathematics 6–12	50			150 min	on-screen scientific calculator
141	Middle Grades English 5–9 Multiple-Choice Section	60			90 min	
142	Middle Grades English 5–9 Written Performance Section		1 written	1–4	60 min	
004	Middle Grades General Science 5–9	80			150 min	
025	Middle Grades Mathematics 5–9	50			150 min	on-screen scientific calculator
038	Middle Grades Social Science 5–9	80			150 min	
028	Music K–12	80			150 min	
063	Physical Education K–12	80			150 min	
032	Physics 6–12	70			150 min	on-screen scientific calculator & reference sheet

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
531	Prekindergarten/Primary PK-3 Subtest I: Developmental Knowledge	50			70 min	
532	Prekindergarten/Primary PK-3 Subtest II: Language Arts and Reading	50			70 min	
533	Prekindergarten/Primary PK-3 Subtest III: Mathematics	40			70 min	mathematics reference sheet
534	Prekindergarten/Primary PK-3 Subtest IV: Science	40			60 min	
007	Preschool Education Birth–Age 4	80			150 min	
035	Reading K–12	80			150 min	
018	School Counseling PK–12 (formerly <i>Guidance and Counseling PK–12</i>)	80			150 min	
036	School Psychologist PK–12	80			150 min	
037	Social Science 6–12	80			150 min	
039	Spanish K–12 Speaking Writing	75	5 oral 1 written	1–6 (4 components) 1–5	150 min	special character chart
042	Speech-Language Impaired K–12	80			150 min	
044	Visually Impaired K–12	80			150 min	

*Tests may include test questions that are being evaluated for future administrations and that do not affect an examinee's score; these items are typically not counted in these data.

APPENDIX B

Pass Rate Statistics

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Tests and Percent Passed in 2025

Examination	First Attempt		Retake Attempt*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	82	66%	42	38%	124	56%
Art K–12	409	46%	320	36%	729	41%
Biology 6–12	456	59%	279	36%	735	50%
Business Education 6–12	411	62%	244	27%	655	49%
Chemistry 6–12	139	61%	81	38%	220	53%
Computer Science K–12	233	54%	78	33%	311	49%
Deaf or Hard of Hearing K–12	45	98%	8	63%	53	92%
Drama 6–12	83	65%	35	51%	118	61%
Earth/Space Science 6–12	138	57%	59	37%	197	51%
Educational Media Specialist PK–12	338	68%	129	34%	467	58%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	4,760	60%	2,563	43%	7,323	54%
Elementary Education K–6 Subtest 2: Social Science	4,550	71%	2,222	47%	6,772	63%
Elementary Education K–6 Subtest 3: Science	4,551	78%	1,687	53%	6,238	71%
Elementary Education K–6 Subtest 4: Mathematics	4,587	68%	1,934	44%	6,521	61%
Engineering and Technology Education 6–12	77	58%	55	45%	132	53%
English 6–12 Multiple-Choice Section	1,205	66%	451	35%	1,656	57%
English 6–12 Written Performance Section	1,140	63%	403	54%	1,543	60%
English to Speakers of Other Languages (ESOL) K–12	987	61%	307	46%	1,294	58%
Exceptional Student Education K–12	3,676	74%	1,629	41%	5,305	64%
Family and Consumer Science 6–12	137	59%	63	35%	200	52%
French K–12	51	57%	22	45%	73	53%
German K–12 Interview	2	100%	0	n/a	2	100%
German K–12 Written	2	100%	0	n/a	2	100%
Health K–12	264	60%	121	37%	385	53%
Humanities K–12	29	69%	8	50%	37	65%
Latin K–12	9	22%	2	50%	11	27%
Marketing 6–12	46	70%	14	7%	60	55%
Mathematics 6–12	687	66%	297	52%	984	62%
Middle Grades English 5–9 Multiple-Choice Section	533	63%	250	30%	783	52%
Middle Grades English 5–9 Written Performance Section	490	63%	178	60%	668	62%
Middle Grades General Science 5–9	601	63%	325	31%	926	52%
Middle Grades Mathematics 5–9	1,058	60%	532	43%	1,590	55%
Middle Grades Social Science 5–9	409	73%	154	50%	563	67%
Music K–12	347	67%	137	44%	484	60%
PK–3 Subtest 1: Developmental Knowledge	2,377	80%	820	52%	3,197	73%
PK–3 Subtest 2: Language Arts and Reading	2,346	78%	819	63%	3,165	74%
PK–3 Subtest 3: Mathematics	2,329	69%	1,236	41%	3,565	59%
PK–3 Subtest 4: Science	2,275	88%	557	59%	2,832	82%
Physical Education K–12	980	63%	576	38%	1,556	54%
Physics 6–12	58	64%	38	39%	96	54%
Preschool Education Birth–Age 4	243	44%	148	24%	391	37%
Reading K–12	288	53%	139	35%	427	47%
School Counseling PK–12	357	88%	93	49%	450	80%
School Psychologist PK–12	127	80%	31	61%	158	76%
Social Science 6–12	1,210	57%	708	40%	1,918	51%
Spanish K–12	535	49%	378	29%	913	41%
Speech-Language Impaired K–12	32	88%	2	100%	34	88%
Visually Impaired K–12	29	31%	31	52%	60	42%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	45,718	69%	20,205	44%	65,923	62%
Professional Education (PED)	6,272	64%	4,228	39%	10,500	54%

Examination	First Attempt		Retake Attempt*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
GK Subtest 1: Essay	6,163	77%	1,637	42%	7,800	70%
GK Subtest 2: English Language Skills (ELS)	6,486	75%	2,257	43%	8,743	67%
GK Subtest 3: Reading	6,418	77%	2,184	43%	8,602	68%
GK Subtest 4: Mathematics	6,468	68%	2,639	35%	9,107	58%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	25,535	74%	8,717	41%	34,252	65%
FELE Subtest 1: Leadership for Student Learning	1,786	79%	945	42%	2,731	66%
FELE Subtest 2: Organizational Development	1,779	72%	1,347	39%	3,126	58%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,775	85%	727	68%	2,502	80%
FELE Subtest 3: Systems Leadership Written Performance Section	1,776	65%	1,158	59%	2,934	62%
TOTAL FOR ALL FELE SUBTESTS	7,116	75%	4,177	50%	11,293	66%
GRAND TOTAL FOR ALL EXAMINATIONS	84,641	71%	37,327	44%	121,968	62%

N=number of examinees

n/a=no examinees tested

*Some examinees may have more than one retake attempt and may be counted multiple times.

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Examinees Tested and Percent Passing – 2025**

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retake Attempt*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	82	66%	92	76%	27	59%
Art K–12	409	46%	535	56%	220	52%
Biology 6–12	456	59%	573	65%	186	54%
Business Education 6–12	411	62%	514	62%	154	44%
Chemistry 6–12	139	61%	173	67%	56	55%
Computer Science K–12	233	54%	291	52%	69	38%
Deaf or Hard of Hearing K–12	45	98%	51	96%	7	71%
Drama 6–12	83	65%	103	70%	29	62%
Earth/Space Science 6–12	138	57%	164	61%	43	51%
Educational Media Specialist PK–12	338	68%	394	69%	97	45%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	4,760	60%	5,500	72%	1,710	64%
Elementary Education K–6 Subtest 2: Social Science	4,550	71%	5,357	80%	1,464	72%
Elementary Education K–6 Subtest 3: Science	4,551	78%	5,305	83%	1,221	73%
Elementary Education K–6 Subtest 4: Mathematics	4,587	68%	5,188	77%	1,315	64%
Engineering and Technology Education 6–12	77	58%	98	71%	36	69%
English 6–12 Multiple-Choice Section	1,205	66%	1,357	70%	306	52%
English 6–12 Written Performance Section	1,140	63%	1,320	71%	326	67%
English to Speakers of Other Languages (ESOL) K–12	987	61%	1,119	67%	243	58%
Exceptional Student Education K–12	3,676	74%	4,410	77%	1,163	58%
Family and Consumer Science 6–12	137	59%	160	64%	46	48%
French K–12	51	57%	60	65%	16	63%
German K–12 Interview	2	100%	2	100%	0	n/a
German K–12 Written	2	100%	2	100%	0	n/a
Health K–12	264	60%	311	66%	83	54%
Humanities K–12	29	69%	35	69%	7	57%
Latin K–12	9	22%	9	33%	2	50%
Marketing 6–12	46	70%	53	62%	11	9%
Mathematics 6–12	687	66%	854	71%	236	65%
Middle Grades English 5–9 Multiple-Choice Section	533	63%	631	65%	163	47%
Middle Grades English 5–9 Written Performance Section	490	63%	565	73%	153	69%
Middle Grades General Science 5–9	601	63%	741	64%	221	46%
Middle Grades Mathematics 5–9	1,058	60%	1,310	66%	415	56%
Middle Grades Social Science 5–9	409	73%	481	78%	111	69%
Music K–12	347	67%	406	72%	104	58%
PK–3 Subtest 1: Developmental Knowledge	2,377	80%	2,744	85%	619	69%
PK–3 Subtest 2: Language Arts and Reading	2,346	78%	2,764	85%	658	78%
PK–3 Subtest 3: Mathematics	2,329	69%	2,708	78%	778	65%
PK–3 Subtest 4: Science	2,275	88%	2,569	91%	428	76%
Physical Education K–12	980	63%	1,225	69%	413	54%
Physics 6–12	58	64%	81	64%	28	54%
Preschool Education Birth–Age 4	243	44%	293	49%	93	38%
Reading K–12	288	53%	366	55%	107	46%
School Counseling PK–12	357	88%	407	88%	69	67%
School Psychologist PK–12	127	80%	136	88%	24	79%
Social Science 6–12	1,210	57%	1,518	64%	492	57%
Spanish K–12	535	49%	719	52%	274	41%
Speech-Language Impaired K–12	32	88%	33	91%	2	100%
Visually Impaired K–12	29	31%	42	60%	24	67%

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retake Attempt*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	45,718	69%	53,769	76%	14,249	63%
Professional Education (PED)	6,272	64%	7,957	71%	2,678	61%
GK Subtest 1: Essay	6,163	77%	6,908	79%	1,187	59%
GK Subtest 2: English Language Skills (ELS)	6,486	75%	7,470	78%	1,544	63%
GK Subtest 3: Reading	6,418	77%	7,453	79%	1,529	62%
GK Subtest 4: Mathematics	6,468	68%	7,549	70%	1,730	53%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	25,535	74%	29,380	76%	5,990	59%
FELE Subtest 1: Leadership for Student Learning	1,786	79%	2,191	82%	610	65%
FELE Subtest 2: Organizational Development	1,779	72%	2,246	80%	784	66%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,775	85%	2,209	90%	586	84%
FELE Subtest 3: Systems Leadership Written Performance Section	1,776	65%	2,154	85%	834	82%
TOTAL FOR ALL FELE SUBTESTS	7,116	75%	8,800	85%	2,814	74%
GRAND TOTAL FOR ALL EXAMINATIONS	84,641	71%	99,906	76%	25,731	63%

N=number of examinees

*Some examinees may have more than one retake attempt.

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window.

Retake attempt is defined as a repeat test attempt for the field.

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Examinees Meeting Certification Requirements – 2025***

Subject Area Examination	Unique Examinee Counts							
	Subject Area Examination		Professional Education		General Knowledge		Met Certification Requirement	
	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	92	76%	31	74%	26	85%	21	62%
Art K–12	535	56%	163	76%	166	72%	119	54%
Biology 6–12	573	65%	198	86%	201	85%	132	66%
Business Education 6–12	514	62%	129	74%	150	61%	86	52%
Chemistry 6–12	173	67%	53	92%	55	87%	32	63%
Computer Science K–12	291	52%	72	89%	64	77%	44	48%
Deaf or Hard of Hearing K–12	51	96%	20	95%	18	94%	17	100%
Drama 6–12	103	70%	25	76%	34	79%	19	53%
Earth/Space Science 6–12	164	61%	48	81%	51	78%	35	57%
Educational Media Specialist PK–12	394	69%	77	94%	69	87%	55	78%
Elementary Education Assessment	4,202	69%	1,725	87%	1,958	85%	1,427	73%
Engineering and Technology Education 6–12	98	71%	23	70%	16	81%	11	64%
English 6–12 Assessment	1,184	63%	383	89%	372	85%	269	68%
English to Speakers of Other Languages (ESOL) K–12	1,119	67%	419	93%	401	81%	305	66%
Exceptional Student Education K–12	4,410	77%	1,134	82%	1,143	71%	809	75%
Family and Consumer Science 6–12	160	64%	41	83%	44	68%	28	64%
French K–12	60	65%	12	50%	9	67%	7	14%
German K–12 Assessment	1	100%	0		0		0	
Health K–12	311	66%	78	76%	71	79%	53	58%
Humanities K–12	35	69%	10	80%	6	100%	5	80%
Latin K–12	9	33%	3	100%	2	100%	2	0%
Marketing 6–12	53	62%	9	67%	13	46%	4	75%
Mathematics 6–12	854	71%	251	84%	273	84%	183	70%
Middle Grades English 5–9 Assessment	512	63%	125	82%	128	77%	82	67%
Middle Grades General Science 5–9	741	64%	168	81%	216	80%	127	61%
Middle Grades Mathematics 5–9	1,310	66%	269	84%	348	77%	213	59%
Middle Grades Social Science 5–9	481	78%	127	67%	139	64%	84	64%
Music K–12	406	72%	202	81%	234	86%	183	73%
PK–3 Assessment	2,108	79%	548	72%	663	59%	417	64%
Physical Education K–12	1,225	69%	226	68%	266	65%	153	64%
Physics 6–12	81	64%	34	88%	22	86%	18	50%
Preschool Education Birth–Age 4	293	49%	86	66%	97	58%	63	56%
Reading K–12	366	55%	130	91%	118	72%	79	57%
School Counseling PK–12	407	88%	195	82%	88	73%	77	66%
School Psychologist PK–12	136	88%	90	94%	16	69%	13	62%
Social Science 6–12	1,518	64%	465	83%	509	82%	324	61%
Spanish K–12	719	52%	94	62%	96	52%	57	30%

Subject Area Examination	Unique Examinee Counts						
	Subject Area Examination		Professional Education		General Knowledge		Met Certification Requirement
	N	Pass Rate	N	Pass Rate	N	Pass Rate	N
Speech-Language Impaired K–12	33	91%	23	100%	14	100%	13
Visually Impaired K–12	42	60%	12	92%	7	86%	6

N=number of examinees
 *Based on examinee best attempt
 Source: Data provided by Evaluation Systems group of Pearson

APPENDIX C

Longitudinal and Cumulative Outcomes

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Field (2022 through 2025)

Examination	2022		2023		2024		2025	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
Agriculture 6–12	76	95%	85	93%	68	90%	86	77%
Art K–12	393	72%	411	66%	373	66%	475	57%
Biology 6–12	490	82%	502	75%	452	70%	511	65%
Business Education 6–12	405	66%	487	64%	453	69%	473	64%
Chemistry 6–12	123	74%	131	74%	118	74%	150	69%
Computer Science K–12	252	44%	335	45%	218	46%	262	54%
Deaf or Hard of Hearing K–12	58	91%	49	88%	47	87%	47	98%
Drama 6–12	104	80%	91	81%	110	72%	96	71%
Earth/Space Science 6–12	174	72%	162	67%	173	65%	152	61%
Educational Media Specialist PK–12	475	78%	476	77%	336	77%	375	71%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	4,415	78%	4,511	78%	5,440	86%	5,143	74%
Elementary Education K–6 Subtest 2: Social Science	4,588	81%	4,471	82%	4,679	85%	5,096	81%
Elementary Education K–6 Subtest 3: Science	4,595	80%	4,412	83%	4,712	85%	5,052	84%
Elementary Education K–6 Subtest 4: Mathematics	4,527	78%	4,587	83%	4,959	89%	4,874	78%
Engineering and Technology Education 6–12	74	69%	84	70%	97	72%	90	72%
English 6–12 Multiple-Choice Section	1,245	77%	1,301	79%	1,300	81%	1,282	72%
English 6–12 Written Performance Section	1,256	78%	1,321	78%	1,145	78%	1,248	72%
English to Speakers of Other Languages (ESOL) K–12	970	64%	970	61%	1,113	81%	1,045	68%
Exceptional Student Education K–12	2,993	82%	3,568	82%	3,852	85%	4,025	79%
Family and Consumer Science 6–12	110	80%	121	74%	132	67%	144	65%
French K–12	61	79%	41	78%	47	62%	53	64%
German K–12 Interview	3	100%	6	83%	3	100%	2	100%
German K–12 Written	4	100%	6	83%	5	40%	2	100%
Health K–12	256	70%	292	67%	295	72%	285	66%
Humanities K–12	34	62%	34	53%	34	53%	31	71%
Latin K–12	12	92%	6	67%	7	86%	9	33%
Marketing 6–12	48	69%	62	76%	67	72%	47	70%
Mathematics 6–12	655	62%	656	64%	652	74%	730	71%
Middle Grades English 5–9 Multiple-Choice Section	439	50%	513	48%	602	79%	587	67%
Middle Grades English 5–9 Written Performance Section	469	61%	509	58%	487	81%	529	74%
Middle Grades General Science 5–9	539	64%	576	61%	629	70%	682	66%
Middle Grades Mathematics 5–9	1,139	66%	1,192	70%	1,293	84%	1,140	68%
Middle Grades Social Science 5–9	447	81%	481	81%	502	79%	443	80%
Music K–12	371	91%	323	88%	311	86%	367	72%
PK–3 Subtest 1: Developmental Knowledge	1,949	85%	2,264	83%	2,341	85%	2,630	86%

Examination	2022		2023		2024		2025	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
PK–3 Subtest 2: Language Arts and Reading	1,818	76%	2,132	78%	2,466	88%	2,609	86%
PK–3 Subtest 3: Mathematics	1,912	80%	2,130	82%	2,307	88%	2,552	80%
PK–3 Subtest 4: Science	1,970	84%	2,127	86%	2,157	89%	2,470	91%
Physical Education K–12	945	75%	1,005	75%	1,034	78%	1,083	71%
Physics 6–12	67	70%	71	76%	61	74%	71	65%
Preschool Education Birth–Age 4	228	64%	210	49%	289	66%	270	50%
Reading K–12	3,820	79%	3,153	77%	4,269	82%	307	57%
School Counseling PK–12	367	94%	313	91%	317	91%	377	90%
School Psychologist PK–12	83	98%	103	98%	126	94%	132	89%
Social Science 6–12	1,138	72%	1,168	69%	1,164	68%	1,359	64%
Spanish K–12	484	71%	569	68%	600	57%	625	54%
Speech-Language Impaired K–12	11	82%	24	100%	30	100%	32	91%
Visually Impaired K–12	22	91%	21	62%	27	67%	31	55%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	46,614	78%	48,062	78%	51,899	83%	50,081	77%
Professional Education (PED)	6,683	88%	6,209	86%	5,423	84%	7,148	74%
GK Subtest 1: Essay	6,569	88%	5,594	88%	5,770	86%	6,371	82%
GK Subtest 2: English Language Skills (ELS)	6,355	83%	5,628	82%	6,179	89%	7,090	80%
GK Subtest 3: Reading	6,231	80%	5,650	81%	6,269	89%	6,981	81%
GK Subtest 4: Mathematics	6,169	80%	5,452	79%	6,134	85%	7,029	73%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	25,324	83%	22,324	83%	24,352	87%	27,471	79%
FELE Subtest 1: Leadership for Student Learning	1,173	90%	1,215	92%	1,348	88%	1,986	86%
FELE Subtest 2: Organizational Development	1,135	90%	1,199	91%	1,276	88%	2,027	84%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,144	90%	1,144	90%	1,272	91%	2,008	92%
FELE Subtest 3: Systems Leadership Written Performance Section	1,123	90%	1,188	92%	1,218	91%	2,023	86%
TOTAL FOR ALL FELE SUBTESTS	4,575	90%	4,746	91%	5,114	89%	8,044	87%
GRAND TOTAL FOR ALL EXAMINATIONS	83,196	81%	81,341	81%	86,788	85%	92,744	78%

N=number of examinees

Pass rates are based on examinee best attempt.

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Assessment (2022 through 2025)**

Assessment	2022		2023		2024		2025	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
German K–12	3	100%	6	67%	3	33%	2	100%
English 6–12	1,178	71%	1,284	74%	1,191	73%	1,292	64%
Middle Grades English 5–9	415	43%	481	44%	532	74%	554	64%
Prekindergarten/Primary (PK–3)	1,669	75%	1,944	77%	2,258	87%	2,637	77%
Elementary Education K–6	3,902	72%	4,192	76%	4,869	83%	5,224	69%
General Knowledge (GK)	4,719	73%	4,975	73%	5,881	80%	6,861	63%
Florida Educational Leadership Examination (FELE)	959	85%	1,060	88%	1,209	88%	2,255	79%

For examinations with multiple subtests, examinees must achieve passing scores on all subtests to receive assessment-level passing status. This table reflects those assessment-level pass rates.

N=number of examinees

Pass rates are based on examinee best attempt.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Cumulative Pass Rates by Examination: 2022–2025

Examination	First Attempt				Best Attempt			
	N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
Agriculture 6–12	315	241	77%	210	315	278	88%	213
Art K–12	1,652	833	50%	196	1,652	1,073	65%	201
Biology 6–12	1,955	1,209	62%	203	1,955	1,429	73%	207
Business Education 6–12	1,818	1,010	56%	201	1,818	1,198	66%	204
Chemistry 6–12	522	317	61%	204	522	379	73%	208
Computer Science K–12	1,067	437	41%	188	1,067	505	47%	191
Deaf or Hard of Hearing K–12	201	178	89%	226	201	183	91%	227
Drama 6–12	401	273	68%	208	401	304	76%	210
Earth/Space Science 6–12	661	387	59%	202	661	440	67%	205
Educational Media Specialist PK–12	1,662	1,100	66%	204	1,662	1,262	76%	206
Elementary Education K–6 Subtest 1: Lang Arts and Reading	19,509	11,344	58%	202	19,509	15,438	79%	209
Elementary Education K–6 Subtest 2: Social Science	18,834	12,102	64%	206	18,834	15,543	83%	211
Elementary Education K–6 Subtest 3: Science	18,771	12,414	66%	207	18,771	15,596	83%	212
Elementary Education K–6 Subtest 4: Mathematics	18,947	12,569	66%	206	18,947	15,576	82%	212
Engineering and Technology Education 6–12	345	191	55%	198	345	245	71%	202
English 6–12 Multiple-Choice Section	5,128	3,389	66%	206	5,128	3,946	77%	210
English 6–12 Written Performance Section	4,970	3,085	62%	6	4,970	3,797	76%	7
English to Speakers of Other Languages (ESOL) K–12	4,098	2,442	60%	203	4,098	2,821	69%	206
Exceptional Student Education K–12	14,438	10,143	70%	211	14,438	11,834	82%	214
Family and Consumer Science 6–12	507	310	61%	203	507	360	71%	205
French K–12	202	136	67%	213	202	143	71%	214
German K–12 Interview	14	13	93%	1	14	13	93%	1
German K–12 Written	17	12	71%	211	17	13	76%	213
Health K–12	1,128	639	57%	200	1,128	775	69%	204
Humanities K–12	133	74	56%	201	133	79	59%	202
Latin K–12	34	21	62%	206	34	24	71%	210
Marketing 6–12	224	149	67%	208	224	161	72%	209
Mathematics 6–12	2,693	1,565	58%	205	2,693	1,827	68%	210
Middle Grades English 5–9 Multiple-Choice Section	2,141	1,067	50%	197	2,141	1,335	62%	202
Middle Grades English 5–9 Written Performance Section	1,994	1,042	52%	6	1,994	1,366	69%	6
Middle Grades General Science 5–9	2,426	1,296	53%	198	2,426	1,584	65%	202
Middle Grades Mathematics 5–9	4,764	2,817	59%	204	4,764	3,444	72%	209
Middle Grades Social Science 5–9	1,873	1,341	72%	217	1,873	1,499	80%	220
Music K–12	1,372	1,070	78%	215	1,372	1,152	84%	216
PK–3 Subtest 1: Developmental Knowledge	9,184	6,382	69%	210	9,184	7,782	85%	214

Examination	First Attempt				Best Attempt			
	N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
PK–3 Subtest 2: Language Arts and Reading	9,025	5,549	61%	206	9,025	7,427	82%	213
PK–3 Subtest 3: Mathematics	8,901	5,886	66%	209	8,901	7,344	83%	215
PK–3 Subtest 4: Science	8,724	6,568	75%	217	8,724	7,663	88%	222
Physical Education K–12	4,067	2,438	60%	201	4,067	3,038	75%	205
Physics 6–12	270	151	56%	201	270	192	71%	208
Preschool Education Birth–Age 4	997	467	47%	195	997	572	57%	198
Reading K–12	11,549	8,283	72%	210	11,549	9,138	79%	212
School Counseling PK–12	1,374	1,175	86%	220	1,374	1,259	92%	221
School Psychologist PK–12	444	378	85%	217	444	418	94%	219
Social Science 6–12	4,829	2,797	58%	201	4,829	3,294	68%	204
Spanish K–12	2,278	1,187	52%	198	2,278	1,406	62%	201
Speech-Language Impaired K–12	97	88	91%	227	97	92	95%	229
Visually Impaired K–12	101	54	53%	200	101	68	67%	204
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	196,656	126,619	64%	n/a	196,656	155,315	79%	n/a
Professional Education (PED)	25,463	17,189	68%	206	25,463	21,080	83%	210
GK Subtest 1: Essay	24,304	19,040	78%	7	24,304	20,891	86%	8
GK Subtest 2: English Language Skills (ELS)	25,252	17,907	71%	214	25,252	21,026	83%	218
GK Subtest 3: Reading	25,131	17,196	68%	207	25,131	20,833	83%	212
GK Subtest 4: Mathematics	24,784	16,511	67%	211	24,784	19,585	79%	217
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	99,471	70,654	71%	n/a	99,471	82,335	83%	n/a
FELE Subtest 1: Leadership for Student Learning	5,722	4,271	75%	210	5,722	5,059	88%	214
FELE Subtest 2: Organizational Development	5,637	3,974	70%	207	5,637	4,946	88%	211
FELE Subtest 3: Systems Leadership Multiple-Choice Section	5,568	4,083	73%	210	5,568	5,058	91%	215
FELE Subtest 3: Systems Leadership Written Performance Section	5,552	3,512	63%	7	5,552	4,944	89%	8
TOTAL FOR ALL FELE SUBTESTS	22,479	15,840	70%	n/a	22,479	20,007	89%	n/a
GRAND TOTAL FOR ALL EXAMINATIONS	344,069	230,302	67%	n/a	344,069	278,737	81%	n/a

N=number of examinees

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Cumulative Pass Rates by Assessment: 2022–2025**

Examination	First Attempt			Best Attempt		
	N	Number Pass	Percent Passed	N	Number Pass	Percent Passed
German K–12	14	10	71%	14	10	71%
English 6–12	4,945	2,465	50%	4,945	3,468	70%
Middle Grades English 5–9	1,982	709	36%	1,982	1,144	58%
Prekindergarten/Primary (PK–3)	8,508	3,939	46%	8,508	6,742	79%
Elementary Education K–6	18,187	7,295	40%	18,187	13,685	75%
General Knowledge (GK)	22,436	10,614	47%	22,436	16,133	72%
Florida Educational Leadership Examination (FELE)	5,483	2,189	40%	5,483	4,594	84%

For exams with multiple subtests, examinees must achieve passing scores on all subtests to receive assessment-level passing status. This table reflects those assessment-level pass rates.

N=number of examinees

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX D

State-Approved Programs FTCE/FELE Outcomes

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Tests and Percent Passed: 2024–2025
State Approved Program Examinees

Examination	First Attempt		Retake Attempt*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	10	90%	2	50%	12	83%
Art K–12	79	58%	95	36%	174	46%
Biology 6–12	117	61%	105	43%	222	52%
Business Education 6–12	79	57%	60	30%	139	45%
Chemistry 6–12	34	65%	24	38%	58	53%
Computer Science K–12	45	62%	10	40%	55	58%
Deaf or Hard of Hearing K–12	10	100%	3	67%	13	92%
Drama 6–12	14	50%	10	40%	24	46%
Earth-Space Science 6–12	16	69%	10	50%	26	62%
Educational Media Specialist PK–12	28	82%	13	54%	41	73%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	1,656	75%	656	49%	2,312	68%
Elementary Ed K–6 Subtest 2: Social Science	1,615	71%	1,118	50%	2,733	62%
Elementary Ed K–6 Subtest 3: Science	1,664	75%	852	52%	2,516	67%
Elementary Ed K–6 Subtest 4: Mathematics	1,640	79%	531	52%	2,171	73%
Engineering and Technology Education 6–12	20	75%	15	47%	35	63%
English 6–12 Multiple-Choice Section	247	79%	102	46%	349	69%
English 6–12 Written Performance Section	248	71%	103	62%	351	68%
English to Speakers of Other Languages (ESOL) K–12	202	68%	65	48%	267	63%
Exceptional Student Education K–12	668	77%	276	49%	944	69%
Family and Consumer Science 6–12	22	64%	11	36%	33	55%
French K–12	8	100%	0	n/a	8	100%
German K–12 Written	1	100%	0	n/a	1	100%
Health K–12	50	64%	20	35%	70	56%
Humanities K–12	2	50%	3	100%	5	80%
Marketing 6–12	6	83%	2	0%	8	63%
Mathematics 6–12	138	72%	84	56%	222	66%
Middle Grades English 5–9 Multiple-Choice Section	76	61%	39	31%	115	50%
Middle Grades English 5–9 Written Performance Section	71	56%	24	58%	95	57%
Middle Grades General Science 5–9	89	73%	71	25%	160	52%
Middle Grades Mathematics 5–9	139	71%	78	54%	217	65%
Middle Grades Social Science 5–9	63	60%	46	43%	109	53%
Music K–12	126	87%	36	69%	162	83%
PK–3 Subtest 1: Developmental Knowledge	431	89%	99	72%	530	86%
PK–3 Subtest 2: Language Arts and Reading	434	88%	96	77%	530	86%
PK–3 Subtest 3: Mathematics	413	81%	164	49%	577	72%
PK–3 Subtest 4: Science	409	93%	84	63%	493	88%
Physical Education K–12	121	80%	80	44%	201	66%
Physics 6–12	18	56%	11	73%	29	62%
Preschool Education Birth–Age 4	64	39%	34	53%	98	44%
Reading K–12	56	73%	38	50%	94	64%
School Counseling PK–12	153	94%	19	58%	172	90%
School Psychologist PK–12	95	84%	20	65%	115	81%
Social Science 6–12	320	62%	238	40%	558	53%
Spanish K–12	48	42%	58	31%	106	36%
Speech-Language Impaired K–12	1	100%	0	n/a	1	100%
Visually Impaired K–12	6	33%	10	50%	16	44%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	11,752	76%	5,415	50%	17,167	68%
Professional Education (PED)	3,439	71%	2,243	43%	5,682	60%
GK Subtest 1: Essay	2,172	82%	680	47%	2,852	74%
GK Subtest 2: English Language Skills (ELS)	2,180	78%	1,031	47%	3,211	68%
GK Subtest 3: Reading	2,202	83%	981	51%	3,183	73%
GK Subtest 4: Mathematics	2,211	75%	1,116	39%	3,327	63%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	8,765	79%	3,808	46%	12,573	69%

Examination	First Attempt		Retake Attempt*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
FELE Subtest 1: Leadership for Student Learning	810	84%	357	48%	1,167	73%
FELE Subtest 2: Organizational Development	812	77%	463	42%	1,275	64%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	782	85%	338	66%	1,120	79%
FELE Subtest 3: Systems Leadership Written Performance Section	780	66%	426	59%	1,206	63%
TOTAL FOR ALL FELE SUBTESTS	3,184	78%	1,584	53%	4,768	70%
GRAND TOTAL FOR ALL EXAMINATIONS	27,140	77%	13,050	48%	40,190	67%

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.

N=number of examinees

n/a=no examinees tested

*Some examinees may have more than one retake attempt and may be counted multiple times.

Title II year spans from August 1 to July 31.

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Retake attempt is defined as a repeat test attempt for the field.

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Examinees Tested and Percent Passing: 2024–2025
State Approved Program Examinees**

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retake Attempt*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	10	90%	11	91%	2	50%
Art K–12	79	58%	115	70%	56	61%
Biology 6–12	117	61%	163	71%	70	64%
Business Education 6–12	79	57%	109	58%	40	45%
Chemistry 6–12	34	65%	44	70%	17	53%
Computer Science K–12	45	62%	53	60%	10	40%
Deaf or Hard of Hearing K–12	10	100%	12	100%	2	100%
Drama 6–12	14	50%	18	61%	8	50%
Earth-Space Science 6–12	16	69%	19	84%	7	71%
Educational Media Specialist PK–12	28	82%	34	88%	9	78%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	1,656	75%	1,864	84%	463	70%
Elementary Ed K–6 Subtest 2: Social Science	1,615	71%	1,994	85%	702	79%
Elementary Ed K–6 Subtest 3: Science	1,664	75%	1,951	87%	556	79%
Elementary Ed K–6 Subtest 4: Mathematics	1,640	79%	1,830	86%	380	73%
Engineering and Technology Education 6–12	20	75%	27	81%	11	64%
English 6–12 Multiple-Choice Section	247	79%	290	83%	73	64%
English 6–12 Written Performance Section	248	71%	295	81%	88	73%
English to Speakers of Other Languages (ESOL) K–12	202	68%	233	73%	54	57%
Exceptional Student Education K–12	668	77%	796	82%	202	67%
Family and Consumer Science 6–12	22	64%	27	67%	9	44%
French K–12	8	100%	8	100%	0	n/a
German K–12 Written	1	100%	1	100%	0	n/a
Health K–12	50	64%	55	71%	13	54%
Humanities K–12	2	50%	5	80%	3	100%
Marketing 6–12	6	83%	8	63%	2	0%
Mathematics 6–12	138	72%	192	76%	66	71%
Middle Grades English 5–9 Multiple-Choice Section	76	61%	87	67%	26	46%
Middle Grades English 5–9 Written Performance Section	71	56%	83	65%	23	61%
Middle Grades General Science 5–9	89	73%	123	67%	43	42%
Middle Grades Mathematics 5–9	139	71%	181	78%	65	65%
Middle Grades Social Science 5–9	63	60%	81	72%	30	67%
Music K–12	126	87%	147	92%	31	81%

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retake Attempt*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
PK–3 Subtest 1: Developmental Knowledge	431	89%	485	94%	85	84%
PK–3 Subtest 2: Language Arts and Reading	434	88%	482	95%	83	89%
PK–3 Subtest 3: Mathematics	413	81%	473	88%	113	71%
PK–3 Subtest 4: Science	409	93%	452	96%	61	87%
Physical Education K–12	121	80%	162	81%	52	67%
Physics 6–12	18	56%	24	75%	9	89%
Preschool Education Birth–Age 4	64	39%	70	61%	23	78%
Reading K–12	56	73%	79	76%	30	63%
School Counseling PK–12	153	94%	163	95%	16	69%
School Psychologist PK–12	95	84%	99	94%	15	87%
Social Science 6–12	320	62%	407	72%	150	64%
Spanish K–12	48	42%	78	49%	43	42%
Speech-Language Impaired K–12	1	100%	1	100%	0	n/a
Visually Impaired K–12	6	33%	11	64%	8	63%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	11,752	76%	13,842	84%	3,749	72%
Professional Education (PED)	3,439	71%	4,177	81%	1,372	70%
GK Subtest 1: Essay	2,172	82%	2,495	84%	484	66%
GK Subtest 2: English Language Skills (ELS)	2,180	78%	2,640	83%	671	72%
GK Subtest 3: Reading	2,202	83%	2,709	86%	683	74%
GK Subtest 4: Mathematics	2,211	75%	2,703	77%	707	62%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	8,765	79%	10,547	82%	2,545	68%
FELE Subtest 1: Leadership for Student Learning	810	84%	953	89%	231	74%
FELE Subtest 2: Organizational Development	812	77%	983	83%	296	66%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	782	85%	965	92%	261	85%
FELE Subtest 3: Systems Leadership Written Performance Section	780	66%	903	84%	318	79%
TOTAL FOR ALL FELE SUBTESTS	3,184	78%	3,804	87%	1,106	76%
GRAND TOTAL FOR ALL EXAMINATIONS	27,140	77%	32,370	83%	8,772	71%

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.

*Some examinees may have more than one retake attempt. This table reflects examinee performance on their best retake attempt.

Title II year spans from August 1 to July 31.

N=number of examinees

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window.

Retake attempt is defined as a repeat test attempt for the field.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Field (2022–2023 through 2024–2025)
Program versus Non-Program

Examination	Program Type	2022-2023		2023-2024		2024-2025	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Agriculture 6–12	Program	40	95%	22	95%	10	90%
	Non-Program	44	93%	57	88%	68	78%
	Total	84	94%	79	90%	78	79%
Art K–12	Program	123	85%	90	84%	95	69%
	Non-Program	287	60%	287	58%	348	56%
	Total	410	68%	377	64%	443	59%
Biology 6–12	Program	178	90%	106	87%	137	74%
	Non-Program	308	66%	330	68%	368	61%
	Total	486	75%	436	72%	505	65%
Business Education 6–12	Program	106	82%	104	83%	94	60%
	Non-Program	351	60%	376	65%	368	63%
	Total	457	65%	480	69%	462	62%
Chemistry 6–12	Program	45	84%	32	75%	38	71%
	Non-Program	78	73%	78	68%	113	71%
	Total	123	77%	110	70%	151	71%
Computer Science K–12	Program	64	58%	55	64%	50	60%
	Non-Program	261	38%	166	45%	222	50%
	Total	325	42%	221	49%	272	52%
Deaf or Hard of Hearing K–12	Program	19	100%	15	100%	11	100%
	Non-Program	31	77%	33	85%	36	92%
	Total	50	86%	48	90%	47	94%
Drama 6–12	Program	32	91%	23	61%	16	56%
	Non-Program	63	75%	87	75%	80	70%
	Total	95	80%	110	72%	96	68%
Earth-Space Science 6–12	Program	42	79%	25	76%	18	89%
	Non-Program	134	70%	155	61%	140	59%
	Total	176	72%	180	63%	158	63%
Educational Media Specialist PK–12	Program	46	80%	32	78%	31	90%
	Non-Program	414	78%	334	76%	333	73%
	Total	460	78%	366	76%	364	74%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	1,606	93%	2,046	95%	1,758	85%
	Non-Program	2,509	65%	3,243	78%	3,412	69%
	Total	4,115	76%	5,289	85%	5,170	74%

Examination	Program Type	2022-2023		2023-2024		2024-2025	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Elementary Ed K–6 Subtest 2: Social Science	Program	1,637	94%	1,822	94%	1,897	86%
	Non-Program	2,635	73%	2,670	78%	3,311	78%
	Total	4,272	81%	4,492	84%	5,208	81%
Elementary Ed K–6 Subtest 3: Science	Program	1,660	94%	1,835	94%	1,858	88%
	Non-Program	2,564	71%	2,702	78%	3,278	81%
	Total	4,224	80%	4,537	85%	5,136	84%
Elementary Ed K–6 Subtest 4: Mathematics	Program	1,665	94%	1,985	96%	1,721	87%
	Non-Program	2,537	69%	2,995	83%	3,152	76%
	Total	4,202	79%	4,980	88%	4,873	80%
Engineering and Technology Education 6–12	Program	18	72%	21	67%	21	90%
	Non-Program	54	74%	69	75%	72	67%
	Total	72	74%	90	73%	93	72%
English 6–12 Multiple-Choice Section	Program	330	90%	351	93%	266	85%
	Non-Program	877	71%	1,009	76%	987	68%
	Total	1,207	76%	1,360	81%	1,253	72%
English 6–12 Written Performance Section	Program	333	89%	332	90%	273	84%
	Non-Program	858	75%	913	71%	966	72%
	Total	1,191	79%	1,245	76%	1,239	75%
English to Speakers of Other Languages (ESOL) K–12	Program	226	70%	239	82%	212	75%
	Non-Program	689	57%	841	75%	823	68%
	Total	915	60%	1,080	77%	1,035	69%
Exceptional Student Education K–12	Program	727	91%	769	93%	721	83%
	Non-Program	2,481	80%	3,104	82%	3,288	77%
	Total	3,208	83%	3,873	85%	4,009	78%
Family and Consumer Science 6–12	Program	24	83%	16	94%	25	72%
	Non-Program	90	71%	107	68%	122	61%
	Total	114	74%	123	72%	147	63%
French K–12	Program	3	100%	6	67%	8	100%
	Non-Program	42	71%	36	64%	48	58%
	Total	45	73%	42	64%	56	64%
German K–12 Interview	Program	2	100%	1	100%	0	n/a
	Non-Program	1	100%	5	100%	2	100%
	Total	3	100%	6	100%	2	100%
German K–12 Written	Program	2	100%	1	100%	1	100%
	Non-Program	2	100%	5	40%	3	67%
	Total	4	100%	6	50%	4	75%
Health K–12	Program	48	85%	57	89%	53	74%
	Non-Program	229	67%	233	66%	233	64%
	Total	277	70%	290	71%	286	65%

Examination	Program Type	2022-2023		2023-2024		2024-2025	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Humanities K–12	Program	5	80%	2	100%	4	75%
	Non-Program	29	55%	33	42%	27	74%
	Total	34	59%	35	46%	31	74%
Latin K–12	Program	0	n/a	1	0%	0	n/a
	Non-Program	4	100%	7	86%	5	60%
	Total	4	100%	8	75%	5	60%
Marketing 6–12	Program	8	75%	10	70%	6	83%
	Non-Program	54	80%	50	66%	50	72%
	Total	62	79%	60	67%	56	73%
Mathematics 6–12	Program	168	81%	174	86%	149	77%
	Non-Program	461	57%	475	68%	508	66%
	Total	629	63%	649	73%	657	69%
Middle Grades English 5–9 Multiple-Choice Section	Program	63	71%	96	91%	79	68%
	Non-Program	396	41%	498	71%	516	65%
	Total	459	45%	594	74%	595	66%
Middle Grades English 5–9 Written Performance Section	Program	65	77%	87	82%	79	67%
	Non-Program	401	55%	416	71%	462	73%
	Total	466	58%	503	73%	541	72%
Middle Grades General Science 5–9	Program	115	74%	113	78%	107	70%
	Non-Program	428	58%	526	65%	552	64%
	Total	543	61%	639	67%	659	65%
Middle Grades Mathematics 5–9	Program	172	81%	179	87%	149	80%
	Non-Program	925	66%	1,106	79%	1,015	69%
	Total	1,097	68%	1,285	80%	1,164	70%
Middle Grades Social Science 5–9	Program	87	91%	71	87%	71	73%
	Non-Program	374	80%	430	76%	396	80%
	Total	461	82%	501	77%	467	79%
Music K–12	Program	182	99%	189	97%	133	94%
	Non-Program	133	77%	142	73%	224	64%
	Total	315	90%	331	87%	357	75%
PK–3 Subtest 1: Developmental Knowledge	Program	439	94%	449	95%	463	94%
	Non-Program	1,690	80%	1,820	80%	2,208	82%
	Total	2,129	83%	2,269	83%	2,671	84%
PK–3 Subtest 2: Language Arts and Reading	Program	400	94%	485	96%	455	95%
	Non-Program	1,528	71%	1,944	83%	2,135	84%
	Total	1,928	76%	2,429	85%	2,590	86%
PK–3 Subtest 3: Mathematics	Program	428	93%	456	96%	440	90%
	Non-Program	1,596	77%	1,863	84%	2,055	77%
	Total	2,024	80%	2,319	87%	2,495	79%

Examination	Program Type	2022-2023		2023-2024		2024-2025	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
PK–3 Subtest 4: Science	Program	439	95%	440	96%	431	97%
	Non-Program	1,631	81%	1,703	85%	2,021	89%
	Total	2,070	84%	2,143	88%	2,452	90%
Physical Education K–12	Program	175	95%	184	95%	135	84%
	Non-Program	759	72%	865	73%	948	67%
	Total	934	76%	1,049	77%	1,083	70%
Physics 6–12	Program	21	95%	21	90%	20	75%
	Non-Program	38	71%	43	65%	56	66%
	Total	59	80%	64	73%	76	68%
Preschool Education Birth–Age 4	Program	27	81%	60	82%	69	61%
	Non-Program	178	46%	207	55%	216	50%
	Total	205	51%	267	61%	285	53%
Reading K–12	Program	524	77%	735	81%	60	82%
	Non-Program	2,512	76%	4,166	82%	275	55%
	Total	3,036	76%	4,901	82%	335	59%
School Counseling PK–12	Program	109	96%	124	97%	157	96%
	Non-Program	219	87%	178	91%	195	84%
	Total	328	90%	302	93%	352	89%
School Psychologist PK–12	Program	75	99%	89	98%	96	95%
	Non-Program	18	89%	30	93%	32	72%
	Total	93	97%	119	97%	128	89%
Social Science 6–12	Program	341	82%	323	81%	359	73%
	Non-Program	834	64%	814	64%	950	59%
	Total	1,175	69%	1,137	69%	1,309	63%
Spanish K–12	Program	72	88%	48	75%	59	49%
	Non-Program	446	66%	549	58%	605	54%
	Total	518	69%	597	59%	664	54%
Speech-Language Impaired K–12	Program	2	100%	4	100%	1	100%
	Non-Program	16	94%	29	100%	28	93%
	Total	18	94%	33	100%	29	93%
Visually Impaired K–12	Program	6	100%	9	89%	6	67%
	Non-Program	10	70%	19	53%	24	50%
	Total	16	81%	28	64%	30	53%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	Program	12,899	91%	14,334	92%	12,842	85%
	Non-Program	32,219	71%	37,748	78%	37,276	74%
	Total	45,118	77%	52,082	82%	50,118	77%
Professional Education (PED)	Program	3,616	94%	3,294	94%	3,808	84%
	Non-Program	2,639	74%	1,860	70%	2,898	65%
	Total	6,255	85%	5,154	85%	6,706	75%

Examination	Program Type	2022-2023		2023-2024		2024-2025	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
GK Subtest 1: Essay	Program	2,708	95%	2,805	94%	2,332	85%
	Non-Program	2,902	82%	2,668	81%	3,992	79%
	Total	5,610	88%	5,473	87%	6,324	82%
GK Subtest 2: English Language Skills (ELS)	Program	2,577	92%	2,915	92%	2,458	85%
	Non-Program	2,995	74%	2,847	80%	4,342	78%
	Total	5,572	83%	5,762	86%	6,800	81%
GK Subtest 3: Reading	Program	2,476	91%	2,963	93%	2,511	88%
	Non-Program	2,905	71%	2,864	79%	4,346	80%
	Total	5,381	80%	5,827	86%	6,857	83%
GK Subtest 4: Mathematics	Program	2,475	91%	2,941	91%	2,481	80%
	Non-Program	2,808	70%	2,795	75%	4,233	72%
	Total	5,283	80%	5,736	83%	6,714	75%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	Program	10,236	92%	11,624	92%	9,782	84%
	Non-Program	11,610	74%	11,174	79%	16,913	77%
	Total	21,846	83%	22,798	86%	26,695	80%
FELE Subtest 1: Leadership for Student Learning	Program	543	96%	700	95%	875	92%
	Non-Program	548	85%	635	80%	730	78%
	Total	1,091	90%	1,335	88%	1,605	86%
FELE Subtest 2: Organizational Development	Program	540	94%	674	94%	890	88%
	Non-Program	535	84%	592	81%	704	76%
	Total	1,075	89%	1,266	88%	1,594	83%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	519	94%	658	94%	872	94%
	Non-Program	530	82%	558	81%	690	86%
	Total	1,049	88%	1,216	88%	1,562	90%
FELE Subtest 3: Systems Leadership Written Performance Section	Program	524	95%	663	95%	856	86%
	Non-Program	501	84%	603	81%	655	72%
	Total	1,025	90%	1,266	89%	1,511	80%
TOTAL FOR ALL FELE SUBTESTS	Program	2,126	95%	2,695	95%	3,493	90%
	Non-Program	2,114	84%	2,388	81%	2,779	78%
	Total	4,240	89%	5,083	88%	6,272	85%
GRAND TOTAL FOR ALL EXAMINATIONS	Program	28,877	92%	31,947	93%	29,925	85%
	Non-Program	48,582	73%	53,170	78%	59,866	75%
	Total	77,459	80%	85,117	83%	89,791	78%

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.

n/a (not applicable) is used whenever results are not expected in a table cell (e.g., the test field was not in use during the time period, the statistic is not appropriate for the test design, etc.)

Title II year spans from August 1 to July 31.

N=number of examinees

Pass rates are based on examinee best attempt.

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Assessment (2022–2023 through 2024–2025)
Program versus Non-Program**

Assessment	Program Type	2022-2023		2023-2024		2024-2025	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
German K–12	Program	2	100%	1	100%	0	n/a
	Non-Program	1	100%	4	25%	2	100%
	Total	3	100%	5	40%	2	100%
English 6–12	Program	317	87%	312	88%	248	78%
	Non-Program	811	65%	847	66%	872	62%
	Total	1,128	72%	1,159	72%	1,120	66%
Middle Grades English 5–9	Program	55	71%	78	81%	70	60%
	Non-Program	356	35%	381	64%	426	64%
	Total	411	40%	459	67%	496	63%
Prekindergarten/Primary (PK–3)	Program	376	93%	377	95%	386	90%
	Non-Program	1,309	70%	1,328	82%	1,687	76%
	Total	1,685	75%	1,705	85%	2,073	78%
Elementary Education K–6	Program	1,411	91%	1,476	94%	1,477	78%
	Non-Program	2,133	60%	2,132	74%	2,645	65%
	Total	3,544	72%	3,608	82%	4,122	70%
General Knowledge (GK)	Program	1,910	87%	2,113	89%	1,876	72%
	Non-Program	2,204	58%	2,049	67%	3,306	61%
	Total	4,114	72%	4,162	78%	5,182	65%
Florida Educational Leadership Examination (FELE)	Program	444	91%	525	92%	752	79%
	Non-Program	405	74%	428	72%	551	64%
	Total	849	83%	953	83%	1,303	73%

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.

n/a (not applicable) is used whenever results are not expected in a table cell (e.g., the test field was not in use during the time period, the statistic is not appropriate for the test design, etc.)

For exams with multiple subtests, examinees must achieve passing scores on all subtests to receive assessment-level passing status. This table reflects those assessment-level pass rates.

Title II year spans from August 1 to July 31.

N=number of examinees

Pass rates are based on examinee best attempt.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Cumulative Pass Rates by Examination (2022–2023 through 2024–2025)
Program versus Non-Program

Examination	Program Type	First Attempt				Best Attempt			
		N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
Agriculture 6–12	Program	72	63	88%	216	72	68	94%	217
	Non-Program	169	123	73%	208	169	144	85%	211
	Total	241	186	77%	210	241	212	88%	213
Art K–12	Program	308	197	64%	204	308	247	80%	208
	Non-Program	922	408	44%	193	922	534	58%	198
	Total	1,230	605	49%	196	1,230	781	63%	200
Biology 6–12	Program	421	289	69%	207	421	354	84%	211
	Non-Program	1,006	573	57%	200	1,006	653	65%	203
	Total	1,427	862	60%	202	1,427	1,007	71%	206
Business Education 6–12	Program	304	183	60%	205	304	229	75%	209
	Non-Program	1,095	589	54%	200	1,095	689	63%	203
	Total	1,399	772	55%	201	1,399	918	66%	204
Chemistry 6–12	Program	115	74	64%	208	115	89	77%	211
	Non-Program	269	163	61%	204	269	190	71%	207
	Total	384	237	62%	205	384	279	73%	208
Computer Science K–12	Program	169	89	53%	196	169	102	60%	199
	Non-Program	649	251	39%	187	649	286	44%	189
	Total	818	340	42%	189	818	388	47%	191
Deaf or Hard of Hearing K–12	Program	45	44	98%	231	45	45	100%	231
	Non-Program	100	85	85%	224	100	85	85%	224
	Total	145	129	89%	226	145	130	90%	226
Drama 6–12	Program	71	47	66%	210	71	52	73%	212
	Non-Program	230	152	66%	206	230	168	73%	208
	Total	301	199	66%	207	301	220	73%	209
Earth-Space Science 6–12	Program	85	59	69%	209	85	68	80%	212
	Non-Program	429	236	55%	200	429	271	63%	203
	Total	514	295	57%	201	514	339	66%	204
Educational Media Specialist PK–12	Program	109	80	73%	206	109	90	83%	209
	Non-Program	1,081	714	66%	204	1,081	817	76%	206
	Total	1,190	794	67%	204	1,190	907	76%	206

Examination	Program Type	First Attempt				Best Attempt			
		N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	5,410	3,661	68%	209	5,410	4,927	91%	216
	Non-Program	9,164	5,003	55%	200	9,164	6,511	71%	206
	Total	14,574	8,664	59%	203	14,574	11,438	78%	209
Elementary Ed K–6 Subtest 2: Social Science	Program	5,356	3,525	66%	207	5,356	4,878	91%	214
	Non-Program	8,616	5,498	64%	205	8,616	6,578	76%	210
	Total	13,972	9,023	65%	206	13,972	11,456	82%	212
Elementary Ed K–6 Subtest 3: Science	Program	5,353	3,775	71%	210	5,353	4,930	92%	217
	Non-Program	8,544	5,466	64%	206	8,544	6,592	77%	210
	Total	13,897	9,241	66%	207	13,897	11,522	83%	213
Elementary Ed K–6 Subtest 4: Mathematics	Program	5,371	4,090	76%	214	5,371	4,966	92%	219
	Non-Program	8,684	5,621	65%	205	8,684	6,656	77%	210
	Total	14,055	9,711	69%	208	14,055	11,622	83%	213
Engineering and Technology Education 6–12	Program	60	37	62%	202	60	46	77%	205
	Non-Program	195	112	57%	200	195	140	72%	204
	Total	255	149	58%	200	255	186	73%	204
English 6–12 Multiple-Choice Section	Program	947	727	77%	213	947	849	90%	217
	Non-Program	2,873	1,819	63%	205	2,873	2,069	72%	208
	Total	3,820	2,546	67%	207	3,820	2,918	76%	210
English 6–12 Written Performance Section	Program	938	682	73%	7	938	821	88%	7
	Non-Program	2,737	1,605	59%	6	2,737	1,987	73%	6
	Total	3,675	2,287	62%	6	3,675	2,808	76%	7
English to Speakers of Other Languages (ESOL) K–12	Program	677	456	67%	208	677	514	76%	210
	Non-Program	2,353	1,394	59%	203	2,353	1,587	67%	206
	Total	3,030	1,850	61%	204	3,030	2,101	69%	207
Exceptional Student Education K–12	Program	2,217	1,662	75%	214	2,217	1,969	89%	218
	Non-Program	8,873	6,158	69%	211	8,873	7,084	80%	214
	Total	11,090	7,820	71%	211	11,090	9,053	82%	215
Family and Consumer Science 6–12	Program	65	45	69%	207	65	53	82%	210
	Non-Program	319	188	59%	201	319	212	66%	203
	Total	384	233	61%	202	384	265	69%	204
French K–12	Program	17	15	88%	215	17	15	88%	215
	Non-Program	126	77	61%	210	126	81	64%	211
	Total	143	92	64%	211	143	96	67%	211
German K–12 Interview	Program	3	3	100%	1	3	3	100%	1
	Non-Program	8	8	100%	1	8	8	100%	1
	Total	11	11	100%	1	11	11	100%	1
German K–12 Written	Program	4	4	100%	223	4	4	100%	223
	Non-Program	10	6	60%	204	10	6	60%	205
	Total	14	10	71%	210	14	10	71%	210

Examination	Program Type	First Attempt				Best Attempt			
		N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
Health K–12	Program	158	114	72%	207	158	131	83%	209
	Non-Program	695	369	53%	198	695	456	66%	202
	Total	853	483	57%	200	853	587	69%	203
Humanities K–12	Program	11	7	64%	206	11	9	82%	212
	Non-Program	89	48	54%	199	89	50	56%	201
	Total	100	55	55%	200	100	59	59%	202
Latin K–12	Program	1	0	0%	140	1	0	0%	140
	Non-Program	16	12	75%	221	16	13	81%	224
	Total	17	12	71%	217	17	13	76%	219
Marketing 6–12	Program	24	17	71%	216	24	18	75%	217
	Non-Program	154	102	66%	207	154	112	73%	208
	Total	178	119	67%	208	178	130	73%	210
Mathematics 6–12	Program	491	333	68%	214	491	401	82%	219
	Non-Program	1,444	812	56%	204	1,444	923	64%	207
	Total	1,935	1,145	59%	206	1,935	1,324	68%	210
Middle Grades English 5–9 Multiple-Choice Section	Program	238	145	61%	204	238	186	78%	210
	Non-Program	1,410	705	50%	197	1,410	853	60%	201
	Total	1,648	850	52%	198	1,648	1,039	63%	203
Middle Grades English 5–9 Written Performance Section	Program	231	129	56%	6	231	174	75%	6
	Non-Program	1,279	656	51%	6	1,279	856	67%	6
	Total	1,510	785	52%	6	1,510	1,030	68%	6
Middle Grades General Science 5–9	Program	335	203	61%	204	335	248	74%	209
	Non-Program	1,506	777	52%	196	1,506	942	63%	200
	Total	1,841	980	53%	198	1,841	1,190	65%	202
Middle Grades Mathematics 5–9	Program	500	329	66%	209	500	414	83%	215
	Non-Program	3,046	1,841	60%	205	3,046	2,189	72%	210
	Total	3,546	2,170	61%	206	3,546	2,603	73%	211
Middle Grades Social Science 5–9	Program	229	166	72%	219	229	193	84%	222
	Non-Program	1,200	853	71%	216	1,200	940	78%	219
	Total	1,429	1,019	71%	217	1,429	1,133	79%	219
Music K–12	Program	504	461	91%	224	504	489	97%	225
	Non-Program	499	315	63%	206	499	349	70%	208
	Total	1,003	776	77%	215	1,003	838	84%	217
PK–3 Subtest 1: Developmental Knowledge	Program	1,351	1,108	82%	217	1,351	1,277	95%	221
	Non-Program	5,718	3,772	66%	208	5,718	4,633	81%	212
	Total	7,069	4,880	69%	210	7,069	5,910	84%	214
PK–3 Subtest 2: Language Arts and Reading	Program	1,340	1,016	76%	216	1,340	1,270	95%	221
	Non-Program	5,607	3,399	61%	206	5,607	4,478	80%	213
	Total	6,947	4,415	64%	208	6,947	5,748	83%	215

Examination	Program Type	First Attempt				Best Attempt			
		N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
PK–3 Subtest 3: Mathematics	Program	1,324	1,045	79%	219	1,324	1,236	93%	224
	Non-Program	5,514	3,570	65%	208	5,514	4,385	80%	214
	Total	6,838	4,615	67%	210	6,838	5,621	82%	216
PK–3 Subtest 4: Science	Program	1,310	1,122	86%	226	1,310	1,258	96%	229
	Non-Program	5,355	3,916	73%	216	5,355	4,574	85%	221
	Total	6,665	5,038	76%	218	6,665	5,832	88%	222
Physical Education K–12	Program	494	377	76%	209	494	455	92%	212
	Non-Program	2,572	1,469	57%	200	2,572	1,816	71%	204
	Total	3,066	1,846	60%	201	3,066	2,271	74%	205
Physics 6–12	Program	62	45	73%	210	62	54	87%	215
	Non-Program	137	72	53%	201	137	92	67%	207
	Total	199	117	59%	204	199	146	73%	209
Preschool Education Birth–Age 4	Program	156	76	49%	198	156	113	72%	203
	Non-Program	601	263	44%	193	601	304	51%	196
	Total	757	339	45%	194	757	417	55%	197
Reading K–12	Program	1,319	930	71%	208	1,319	1,050	80%	211
	Non-Program	6,953	5,045	73%	211	6,953	5,476	79%	213
	Total	8,272	5,975	72%	211	8,272	6,526	79%	213
School Counseling PK–12	Program	390	351	90%	222	390	376	96%	223
	Non-Program	592	481	81%	217	592	516	87%	218
	Total	982	832	85%	219	982	892	91%	220
School Psychologist PK–12	Program	260	227	87%	217	260	252	97%	219
	Non-Program	80	60	75%	209	80	67	84%	210
	Total	340	287	84%	215	340	319	94%	217
Social Science 6–12	Program	1,023	661	65%	205	1,023	803	78%	208
	Non-Program	2,598	1,412	54%	199	2,598	1,618	62%	201
	Total	3,621	2,073	57%	200	3,621	2,421	67%	203
Spanish K–12	Program	179	108	60%	201	179	128	72%	204
	Non-Program	1,600	805	50%	197	1,600	939	59%	200
	Total	1,779	913	51%	198	1,779	1,067	60%	200
Speech-Language Impaired K–12	Program	7	7	100%	236	7	7	100%	236
	Non-Program	73	67	92%	229	73	70	96%	230
	Total	80	74	93%	229	80	77	96%	231
Visually Impaired K–12	Program	21	15	71%	209	21	18	86%	210
	Non-Program	53	20	38%	189	53	29	55%	195
	Total	74	35	47%	195	74	47	64%	199
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	Program	40,075	28,799	72%	n/a	40,075	35,879	90%	n/a
	Non-Program	107,243	67,090	63%	n/a	107,243	80,028	75%	n/a
	Total	147,318	95,889	65%	n/a	147,318	115,907	79%	n/a

Examination	Program Type	First Attempt				Best Attempt			
		N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
Professional Education (PED)	Program	10,718	7,821	73%	209	10,718	9,655	90%	213
	Non-Program	7,397	4,390	59%	202	7,397	5,138	69%	205
	Total	18,115	12,211	67%	206	18,115	14,793	82%	209
GK Subtest 1: Essay	Program	7,845	6,557	84%	8	7,845	7,179	92%	8
	Non-Program	9,562	7,213	75%	7	9,562	7,715	81%	7
	Total	17,407	13,770	79%	7	17,407	14,894	86%	8
GK Subtest 2: English Language Skills (ELS)	Program	7,950	5,865	74%	216	7,950	7,147	90%	222
	Non-Program	10,184	7,114	70%	214	10,184	7,888	77%	217
	Total	18,134	12,979	72%	215	18,134	15,035	83%	219
GK Subtest 3: Reading	Program	7,950	5,808	73%	210	7,950	7,209	91%	217
	Non-Program	10,115	6,895	68%	207	10,115	7,800	77%	211
	Total	18,065	12,703	70%	209	18,065	15,009	83%	213
GK Subtest 4: Mathematics	Program	7,897	5,673	72%	217	7,897	6,896	87%	224
	Non-Program	9,836	6,330	64%	211	9,836	7,100	72%	215
	Total	17,733	12,003	68%	214	17,733	13,996	79%	219
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	Program	31,642	23,903	76%	n/a	31,642	28,431	90%	n/a
	Non-Program	39,697	27,552	69%	n/a	39,697	30,503	77%	n/a
	Total	71,339	51,455	72%	n/a	71,339	58,934	83%	n/a
FELE Subtest 1: Leadership for Student Learning	Program	2,118	1,700	80%	213	2,118	1,988	94%	217
	Non-Program	1,913	1,298	68%	207	1,913	1,543	81%	210
	Total	4,031	2,998	74%	210	4,031	3,531	88%	214
FELE Subtest 2: Organizational Development	Program	2,104	1,598	76%	210	2,104	1,921	91%	214
	Non-Program	1,831	1,207	66%	204	1,831	1,465	80%	208
	Total	3,935	2,805	71%	207	3,935	3,386	86%	211
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	2,049	1,574	77%	212	2,049	1,922	94%	217
	Non-Program	1,778	1,181	66%	206	1,778	1,475	83%	211
	Total	3,827	2,755	72%	209	3,827	3,397	89%	214
FELE Subtest 3: Systems Leadership Written Performance Section	Program	2,043	1,361	67%	8	2,043	1,863	91%	8
	Non-Program	1,759	1,005	57%	7	1,759	1,384	79%	8
	Total	3,802	2,366	62%	7	3,802	3,247	85%	8
TOTAL FOR ALL FELE SUBTESTS	Program	8,314	6,233	75%	n/a	8,314	7,694	93%	n/a
	Non-Program	7,281	4,691	64%	n/a	7,281	5,867	81%	n/a
	Total	15,595	10,924	70%	n/a	15,595	13,561	87%	n/a

Examination	Program Type	First Attempt				Best Attempt			
		N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
GRAND TOTAL FOR ALL EXAMINATIONS	Program	90,749	66,756	74%	n/a	90,749	81,659	90%	n/a
	Non-Program	161,618	103,723	64%	n/a	161,618	121,536	75%	n/a
	Total	252,367	170,479	68%	n/a	252,367	203,195	81%	n/a

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.

n/a (not applicable) is used whenever results are not expected in a table cell (e.g., the test field was not in use during the time period, the statistic is not appropriate for the test design, etc.)

For exams with multiple subtests, examinees must achieve passing scores on all subtests to receive assessment-level passing status. This table reflects those assessment-level pass rates.

Title II year spans from August 1 to July 31.

N=number of examinees

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Cumulative Pass Rates by Assessment (2022–2023 through 2024–2025)
Program versus Non-Program

Examination	Program Type	First Attempt			Best Attempt		
		N	Number Pass	Percent Passed	N	Number Pass	Percent Passed
German K–12	Program	3	3	100%	3	3	100%
	Non-Program	8	5	63%	8	5	63%
	Total	11	8	73%	11	8	73%
English 6–12	Program	934	584	63%	934	793	85%
	Non-Program	2,715	1,263	47%	2,715	1,753	65%
	Total	3,649	1,847	51%	3,649	2,546	70%
Middle Grades English 5–9	Program	229	101	44%	229	163	71%
	Non-Program	1,275	456	36%	1,275	711	56%
	Total	1,504	557	37%	1,504	874	58%
Prekindergarten/Primary (PK–3)	Program	1,295	779	60%	1,295	1,193	92%
	Non-Program	5,170	2,290	44%	5,170	3,910	76%
	Total	6,465	3,069	47%	6,465	5,103	79%
Elementary Education K–6	Program	5,241	2,385	46%	5,241	4,592	88%
	Non-Program	8,153	3,205	39%	8,153	5,419	66%
	Total	13,394	5,590	42%	13,394	10,011	75%
General Knowledge (GK)	Program	7,337	3,801	52%	7,337	6,051	82%
	Non-Program	8,583	4,026	47%	8,583	5,285	62%
	Total	15,920	7,827	49%	15,920	11,336	71%
Florida Educational Leadership Examination (FELE)	Program	2,022	892	44%	2,022	1,739	86%
	Non-Program	1,718	561	33%	1,718	1,200	70%
	Total	3,740	1,453	39%	3,740	2,939	79%

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n/a (not applicable) is used whenever results are not expected in a table cell (e.g., the test field was not in use during the time period, the statistic is not appropriate for the test design, etc.)

For exams with multiple subtests, examinees must achieve passing scores on all subtests to receive assessment-level passing status. This table reflects those assessment-level pass rates.

Title II year spans from August 1 to July 31.

N=number of examinees

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Summary Data by Examination Count (2022–2023 through 2024–2025)
Program versus Non-Program

Examination	Program Type	2022-2023		2023-2024		2024-2025	
		Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	Program	34	32	21	21	12	11
	Non-Program	78	73	88	85	96	91
	Total	112	105	109	106	108	102
Art K–12	Program	154	140	160	153	148	144
	Non-Program	593	557	586	546	582	551
	Total	747	697	746	699	730	695
Biology 6–12	Program	243	220	146	138	191	182
	Non-Program	601	549	575	540	589	544
	Total	844	769	721	678	780	726
Business Education 6–12	Program	202	187	143	135	98	89
	Non-Program	637	603	631	594	600	562
	Total	839	790	774	729	698	651
Chemistry 6–12	Program	65	60	35	33	39	38
	Non-Program	167	158	146	137	185	175
	Total	232	218	181	170	224	213
Computer Science K–12	Program	96	85	59	54	48	41
	Non-Program	453	420	279	257	312	295
	Total	549	505	338	311	360	336
Deaf or Hard of Hearing K–12	Program	15	15	18	16	12	11
	Non-Program	43	42	48	47	45	44
	Total	58	57	66	63	57	55
Drama 6–12	Program	19	19	22	20	15	15
	Non-Program	111	105	125	118	112	108
	Total	130	124	147	138	127	123
Earth-Space Science 6–12	Program	41	38	23	23	26	24
	Non-Program	220	206	228	220	201	191
	Total	261	244	251	243	227	215
Educational Media Specialist PK–12	Program	57	53	42	39	39	38
	Non-Program	678	629	511	488	456	438
	Total	735	682	553	527	495	476
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	3,181	3,018	2,878	2,766	2,276	2,185
	Non-Program	5,850	5,316	5,479	5,010	5,218	4,817
	Total	9,031	8,334	8,357	7,776	7,494	7,002

Examination	Program Type	2022-2023		2023-2024		2024-2025	
		Registered	Tested	Registered	Tested	Registered	Tested
Elementary Ed K–6 Subtest 2: Social Science	Program	3,122	2,970	3,158	3,046	2,738	2,615
	Non-Program	4,711	4,267	4,662	4,294	4,801	4,433
	Total	7,833	7,237	7,820	7,340	7,539	7,048
Elementary Ed K–6 Subtest 3: Science	Program	2,918	2,776	2,782	2,670	2,500	2,392
	Non-Program	4,825	4,393	4,620	4,275	4,551	4,208
	Total	7,743	7,169	7,402	6,945	7,051	6,600
Elementary Ed K–6 Subtest 4: Mathematics	Program	3,008	2,842	2,467	2,359	2,127	2,048
	Non-Program	5,182	4,669	4,595	4,188	4,583	4,225
	Total	8,190	7,511	7,062	6,547	6,710	6,273
Engineering and Technology Education 6–12	Program	35	34	33	31	23	23
	Non-Program	111	106	118	114	131	125
	Total	146	140	151	145	154	148
English 6–12 Multiple-Choice Section	Program	482	449	407	385	320	300
	Non-Program	1,571	1,449	1,511	1,397	1,409	1,294
	Total	2,053	1,898	1,918	1,782	1,729	1,594
English 6–12 Written Performance Section	Program	404	377	398	373	321	298
	Non-Program	1,473	1,365	1,542	1,423	1,392	1,283
	Total	1,877	1,742	1,940	1,796	1,713	1,581
English to Speakers of Other Languages (ESOL) K–12	Program	292	266	270	252	219	204
	Non-Program	1,246	1,120	1,272	1,165	1,164	1,064
	Total	1,538	1,386	1,542	1,417	1,383	1,268
Exceptional Student Education K–12	Program	1,024	975	953	900	841	803
	Non-Program	4,821	4,509	4,966	4,713	4,755	4,534
	Total	5,845	5,484	5,919	5,613	5,596	5,337
Family and Consumer Science 6–12	Program	27	26	13	13	23	22
	Non-Program	164	156	169	164	194	179
	Total	191	182	182	177	217	201
French K–12	Program	8	7	8	8	8	8
	Non-Program	51	51	54	54	64	64
	Total	59	58	62	62	72	72
German K–12 Interview	Program	3	3	1	1	1	0
	Non-Program	5	2	6	6	3	2
	Total	8	5	7	7	4	2
German K–12 Written	Program	2	2	1	1	1	1
	Non-Program	5	3	8	7	3	3
	Total	7	5	9	8	4	4
Health K–12	Program	56	55	64	62	54	53
	Non-Program	399	376	379	350	372	349
	Total	455	431	443	412	426	402

Examination	Program Type	2022-2023		2023-2024		2024-2025	
		Registered	Tested	Registered	Tested	Registered	Tested
Humanities K–12	Program	4	4	5	5	5	5
	Non-Program	35	31	45	41	37	29
	Total	39	35	50	46	42	34
Latin K–12	Program	0	0	2	2	0	0
	Non-Program	9	9	9	8	6	5
	Total	9	9	11	10	6	5
Marketing 6–12	Program	8	8	8	8	8	7
	Non-Program	78	70	67	61	65	63
	Total	86	78	75	69	73	70
Mathematics 6–12	Program	316	300	245	230	193	183
	Non-Program	900	836	834	770	788	730
	Total	1,216	1,136	1,079	1,000	981	913
Middle Grades English 5–9 Multiple-Choice Section	Program	105	99	93	85	92	82
	Non-Program	887	811	815	776	753	711
	Total	992	910	908	861	845	793
Middle Grades English 5–9 Written Performance Section	Program	81	77	100	95	75	65
	Non-Program	694	635	700	665	647	610
	Total	775	712	800	760	722	675
Middle Grades General Science 5–9	Program	135	125	106	103	112	106
	Non-Program	931	854	993	943	862	817
	Total	1,066	979	1,099	1,046	974	923
Middle Grades Mathematics 5–9	Program	237	223	212	202	182	171
	Non-Program	1,940	1,806	1,798	1,694	1,502	1,414
	Total	2,177	2,029	2,010	1,896	1,684	1,585
Middle Grades Social Science 5–9	Program	100	93	86	81	92	81
	Non-Program	582	540	622	582	560	520
	Total	682	633	708	663	652	601
Music K–12	Program	198	192	210	208	154	147
	Non-Program	215	202	232	212	344	325
	Total	413	394	442	420	498	472
PK–3 Subtest 1: Developmental Knowledge	Program	442	417	503	481	484	459
	Non-Program	3,181	2,920	3,193	2,967	3,058	2,837
	Total	3,623	3,337	3,696	3,448	3,542	3,296
PK–3 Subtest 2: Language Arts and Reading	Program	590	555	562	534	487	460
	Non-Program	4,058	3,727	3,449	3,190	2,985	2,773
	Total	4,648	4,282	4,011	3,724	3,472	3,233
PK–3 Subtest 3: Mathematics	Program	520	483	519	498	538	510
	Non-Program	3,188	2,918	2,983	2,785	3,089	2,901
	Total	3,708	3,401	3,502	3,283	3,627	3,411

Examination	Program Type	2022-2023		2023-2024		2024-2025	
		Registered	Tested	Registered	Tested	Registered	Tested
PK–3 Subtest 4: Science	Program	457	432	486	462	459	436
	Non-Program	2,886	2,639	2,781	2,596	2,621	2,458
	Total	3,343	3,071	3,267	3,058	3,080	2,894
Physical Education K–12	Program	233	224	221	207	183	172
	Non-Program	1,526	1,442	1,546	1,481	1,454	1,386
	Total	1,759	1,666	1,767	1,688	1,637	1,558
Physics 6–12	Program	42	37	29	29	27	24
	Non-Program	80	78	81	74	86	83
	Total	122	115	110	103	113	107
Preschool Education Birth–Age 4	Program	45	42	95	92	92	88
	Non-Program	294	280	352	338	333	316
	Total	339	322	447	430	425	404
Reading K–12	Program	651	587	617	573	90	85
	Non-Program	4,046	3,714	5,646	5,321	435	376
	Total	4,697	4,301	6,263	5,894	525	461
School Counseling PK–12	Program	140	135	154	146	172	167
	Non-Program	329	305	247	235	278	262
	Total	469	440	401	381	450	429
School Psychologist PK–12	Program	90	89	113	108	116	115
	Non-Program	28	27	51	46	36	34
	Total	118	116	164	154	152	149
Social Science 6–12	Program	505	467	525	495	511	491
	Non-Program	1,581	1,449	1,528	1,411	1,541	1,429
	Total	2,086	1,916	2,053	1,906	2,052	1,920
Spanish K–12	Program	88	84	69	66	88	88
	Non-Program	798	766	895	860	893	867
	Total	886	850	964	926	981	955
Speech-Language Impaired K–12	Program	2	2	4	4	1	1
	Non-Program	18	18	37	36	32	29
	Total	20	20	41	40	33	30
Visually Impaired K–12	Program	10	10	18	17	16	16
	Non-Program	22	20	41	39	44	42
	Total	32	30	59	56	60	58
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	Program	20,487	19,334	19,084	18,230	16,257	15,504
	Non-Program	62,301	57,221	61,543	57,323	54,267	50,596
	Total	82,788	76,555	80,627	75,553	70,524	66,100
Professional Education (PED)	Program	6,608	6,319	5,364	5,177	5,872	5,682
	Non-Program	5,802	5,375	3,515	3,258	4,705	4,422
	Total	12,410	11,694	8,879	8,435	10,577	10,104

Examination	Program Type	2022-2023		2023-2024		2024-2025	
		Registered	Tested	Registered	Tested	Registered	Tested
GK Subtest 1: Essay	Program	4,150	3,895	3,686	3,474	3,032	2,852
	Non-Program	4,827	4,284	3,640	3,303	5,053	4,676
	Total	8,977	8,179	7,326	6,777	8,085	7,528
GK Subtest 2: English Language Skills (ELS)	Program	5,298	4,974	4,599	4,339	3,390	3,211
	Non-Program	5,714	5,100	4,157	3,762	5,631	5,231
	Total	11,012	10,074	8,756	8,101	9,021	8,442
GK Subtest 3: Reading	Program	5,823	5,474	4,695	4,439	3,354	3,183
	Non-Program	6,266	5,603	4,319	3,926	5,646	5,259
	Total	12,089	11,077	9,014	8,365	9,000	8,442
GK Subtest 4: Mathematics	Program	5,581	5,099	4,663	4,332	3,570	3,327
	Non-Program	6,141	5,346	4,376	3,876	5,803	5,288
	Total	11,722	10,445	9,039	8,208	9,373	8,615
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	Program	20,852	19,442	17,643	16,584	13,346	12,573
	Non-Program	22,948	20,333	16,492	14,867	22,133	20,454
	Total	43,800	39,775	34,135	31,451	35,479	33,027
FELE Subtest 1: Leadership for Student Learning	Program	899	861	1,083	1,045	1,206	1,167
	Non-Program	995	920	1,047	986	1,118	1,024
	Total	1,894	1,781	2,130	2,031	2,324	2,191
FELE Subtest 2: Organizational Development	Program	956	918	1,072	1,031	1,314	1,275
	Non-Program	1,003	927	1,050	995	1,123	1,055
	Total	1,959	1,845	2,122	2,026	2,437	2,330
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	961	925	1,159	1,107	1,157	1,120
	Non-Program	1,026	955	1,053	1,002	954	893
	Total	1,987	1,880	2,212	2,109	2,111	2,013
FELE Subtest 3: Systems Leadership Written Performance Section	Program	962	924	1,048	1,006	1,248	1,206
	Non-Program	1,012	939	1,001	950	945	875
	Total	1,974	1,863	2,049	1,956	2,193	2,081
TOTAL FOR ALL FELE SUBTESTS	Program	3,778	3,628	4,362	4,189	4,925	4,768
	Non-Program	4,036	3,741	4,151	3,933	4,140	3,847
	Total	7,814	7,369	8,513	8,122	9,065	8,615
GRAND TOTAL FOR ALL EXAMINATIONS	Program	51,725	48,723	46,453	44,180	40,400	38,527
	Non-Program	95,087	86,670	85,701	79,381	85,245	79,319
	Total	146,812	135,393	132,154	123,561	125,645	117,846

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.
Title II year spans from August 1 to July 31.
Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Unique and All Examinee Counts (2022–2023 through 2024–2025)
Program versus Non-Program**

Examinee Sample	Program Type	Examination	Examinee Count by Year		
			2022–2023	2023–2024	2024–2025
All Attempts	Program	SAE	17,851	17,751	17,167
		PED	5,615	4,795	5,682
		GK	11,516	11,578	12,573
		FELE	3,509	3,925	4,768
		TOTAL	38,491	38,049	40,190
	Non-Program	SAE	58,704	57,802	48,933
		PED	6,079	3,640	4,422
		GK	28,259	19,872	20,454
		FELE	3,860	4,197	3,847
		TOTAL	96,902	85,511	77,656
Unique Attempts	Program	SAE	6,900	7,222	6,905
		PED	4,250	3,635	4,177
		GK	3,223	3,295	3,591
		FELE	878	966	1,200
		TOTAL	15,251	15,118	15,873
	Non-Program	SAE	28,095	29,385	23,533
		PED	4,623	2,880	3,411
		GK	8,051	5,976	6,176
		FELE	978	1,083	1,046
		TOTAL	41,747	39,324	34,166
Retake Attempts	Program	SAE	7,044	6,348	5,415
		PED	2,107	1,747	2,243
		GK	5,195	4,220	3,808
		FELE	1,230	1,369	1,584
		TOTAL	15,576	13,684	13,050
	Non-Program	SAE	19,210	18,012	14,861
		PED	2,724	1,462	1,835
		GK	10,292	4,985	4,413
		FELE	1,307	1,597	1,424
		TOTAL	33,533	26,056	22,533
Unique Retake Attempts	Program	SAE	2,882	2,856	2,603
		PED	1,309	1,077	1,372
		GK	2,052	1,754	1,554
		FELE	513	550	675
		TOTAL	6,756	6,237	6,204
	Non-Program	SAE	9,830	9,577	7,965
		PED	1,708	968	1,167
		GK	4,261	2,288	2,030
		FELE	516	632	571
		TOTAL	16,315	13,465	11,733

Examinees are classified as belonging to a program if they were claimed by an institution (Educator Preparation Institution (EPI), Professional Development Certification Program (PDCP), State College, State University, or Private College/University) for a specified test area during Title II reporting process.

Examinees are classified as non-program if they were not claimed by any institution during Title II reporting process.

Title II year spans from August 1 to July 31.

All attempts refer to all administrations for the specified examination area within the analysis window.

Unique attempts refer to the number of examinees with test attempts in the examination area.

Retake attempts are the total number of retake administrations in the examination area.

Unique retake attempts refer to the number of examinees with retake attempts in the examination area.

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX E

Test Administration Statistics

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Unique and All Examinee Counts (2022–2025)**

Examinee Sample	Examination	Examinee Count by Year			
		2022	2023	2024	2025
All Attempts	Subject Area Examinations	79,389	75,212	71,926	65,923
	Professional Education (PED)	12,899	10,267	8,863	10,500
	General Knowledge	47,524	36,100	30,717	34,252
	FELE	7,961	7,692	8,137	11,293
	TOTAL	147,773	129,271	119,643	121,968
Unique Attempts	Subject Area Examinations	35,990	34,930	35,320	30,247
	Professional Education (PED)	9,819	8,134	6,757	7,957
	General Knowledge	13,320	10,534	9,381	10,120
	FELE	1,982	1,881	2,084	2,765
	TOTAL	61,111	55,479	53,542	51,089
Retake Attempts	Subject Area Examinations	27,005	25,881	22,703	20,205
	Professional Education (PED)	5,369	3,991	3,478	4,228
	General Knowledge	18,989	13,291	8,129	8,717
	FELE	2,780	2,586	3,061	4,177
	TOTAL	54,143	45,749	37,371	37,327
Unique Retake Attempts	Subject Area Examinations	13,104	12,722	11,996	10,441
	Professional Education (PED)	3,437	2,679	2,225	2,678
	General Knowledge	7,541	5,607	3,771	3,760
	FELE	1,104	1,056	1,224	1,684
	TOTAL	25,186	22,064	19,216	18,563

All attempts refer to all administrations for the specified examination area within the analysis window.

Unique attempts refer to the number of examinees with test attempts in the examination area.

Retake attempts are the total number of retake administrations in the examination area.

Unique retake attempts refer to the number of examinees with retake attempts in the examination area.

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Summary Data by Examination Count – Monthly**

	GK Essay	GK ELS	GK Reading	GK Math	GK Total	FELE 1	FELE 2	FELE MC	FELE Essay	FELE Total	Prof Ed	GRAND TOTAL
JANUARY 2025												
Registered	527	600	599	645	2,371	172	177	167	177	693	659	3,723
Tested	482	558	562	590	2,192	165	170	163	171	669	625	3,486
FEBRUARY 2025												
Registered	614	626	640	659	2,539	179	186	142	159	666	725	3,930
Tested	571	579	602	605	2,357	169	176	134	154	633	694	3,684
MARCH 2025												
Registered	848	954	925	963	3,690	266	277	254	258	1,055	1,123	5,868
Tested	797	897	871	892	3,457	255	264	245	249	1,013	1,074	5,544
APRIL 2025												
Registered	774	865	863	981	3,483	189	203	169	192	753	1,078	5,314
Tested	728	812	816	906	3,262	184	198	163	186	731	1,036	5,029
MAY 2025												
Registered	662	775	753	881	3,071	159	174	129	163	625	1,114	4,810
Tested	620	738	708	820	2,886	150	166	124	155	595	1,072	4,553
JUNE 2025												
Registered	889	989	969	1,025	3,872	274	290	212	246	1,022	1,267	6,161
Tested	830	937	917	953	3,637	257	277	202	236	972	1,210	5,819
JULY 2025												
Registered	1,013	1,150	1,171	1,186	4,520	329	363	294	319	1,305	1,331	7,156
Tested	975	1,106	1,124	1,122	4,327	308	351	281	303	1,243	1,279	6,849
AUGUST 2025												
Registered	509	571	548	630	2,258	153	187	133	158	631	653	3,542
Tested	470	532	509	576	2,087	136	173	118	145	572	617	3,276
SEPTEMBER 2025												
Registered	505	552	540	567	2,164	204	235	169	220	828	650	3,642
Tested	476	521	518	519	2,034	194	218	158	209	779	624	3,437
OCTOBER 2025												
Registered	676	735	668	730	2,809	289	343	301	347	1,280	737	4,826
Tested	629	689	635	671	2,624	275	322	290	337	1,224	707	4,555
NOVEMBER 2025												
Registered	738	833	807	855	3,233	337	420	358	427	1,542	813	5,588
Tested	682	771	754	797	3,004	323	406	344	410	1,483	786	5,273
DECEMBER 2025												
Registered	593	670	630	729	2,622	328	423	298	399	1,448	810	4,880
Tested	540	603	586	656	2,385	315	405	280	379	1,379	776	4,540
2025 TOTALS												
Registered	8,348	9,320	9,113	9,851	36,632	2,879	3,278	2,626	3,065	11,848	10,960	59,440
Tested	7,800	8,743	8,602	9,107	34,252	2,731	3,126	2,502	2,934	11,293	10,500	56,045

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Subject Area Examinations (SAE) Summary Data by Examination Count (Monthly)

Examination	January 2025		February 2025		March 2025	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	11	11	8	8	12	12
Art K–12	46	45	61	60	83	80
Biology 6–12	49	44	62	55	64	59
Business Education 6–12	59	53	43	42	66	63
Chemistry 6–12	10	9	13	13	23	21
Computer Science K–12	12	11	8	8	27	25
Deaf or Hard of Hearing K–12	2	2	5	5	10	10
Drama 6–12	6	6	5	5	17	16
Earth/Space Science 6–12	18	18	14	14	22	21
Educational Media Specialist PK–12	46	44	45	43	61	60
Elementary Education K–6 Subtest 1: Lang Arts and Reading	481	445	505	479	821	775
Elementary Education K–6 Subtest 2: Social Science	493	462	483	455	807	769
Elementary Education K–6 Subtest 3: Science	478	444	474	446	736	691
Elementary Education K–6 Subtest 4: Mathematics	416	386	469	443	699	657
Engineering and Technology Education 6–12	12	12	8	8	18	16
English 6–12 Multiple-Choice Section	90	83	129	124	208	194
English 6–12 Written Performance Section	95	88	123	115	185	174
English to Speakers of Other Languages (ESOL) K–12	87	78	73	68	154	141
Exceptional Student Education K–12	343	327	372	360	582	558
Family and Consumer Science 6–12	19	18	14	14	18	17
French K–12	9	9	2	2	9	9
German K–12 Interview	1	0	*	*	*	*
German K–12 Written	1	1	*	*	*	*
Health K–12	27	25	37	35	40	38
Humanities K–12	4	3	2	2	2	2
Latin K–12	*	*	*	*	1	1
Marketing 6–12	3	3	2	2	4	4
Mathematics 6–12	51	47	56	47	101	98
Middle Grades English 5–9 Multiple-Choice Section	59	55	47	45	100	94
Middle Grades English 5–9 Written Performance Section	39	37	44	43	89	85
Middle Grades General Science 5–9	66	63	85	83	125	120
Middle Grades Mathematics 5–9	85	80	99	89	173	163
Middle Grades Social Science 5–9	34	33	53	47	62	61
Music K–12	27	27	37	35	45	43
PK–3 Subtest 1: Developmental Knowledge	213	200	213	199	371	352
PK–3 Subtest 2: Language Arts and Reading	236	217	242	229	375	360
PK–3 Subtest 3: Mathematics	199	188	256	239	405	388
PK–3 Subtest 4: Science	199	193	217	199	318	303
Physical Education K–12	126	123	103	98	183	167
Physics 6–12	6	6	14	12	10	10
Preschool Education Birth–Age 4	22	21	25	25	46	45
Reading K–12	30	26	25	22	57	51
School Counseling PK–12	35	34	42	39	69	68
School Psychologist PK–12	12	12	10	9	13	13
Social Science 6–12	131	124	147	140	206	192
Spanish K–12	57	56	56	56	103	101
Speech-Language Impaired K–12	*	*	4	4	5	4
Visually Impaired K–12	4	4	8	7	9	9
TOTAL	4,449	4,173	4,740	4,473	7,534	7,140

Examination	April 2025		May 2025		June 2025	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	8	8	8	8	19	18
Art K–12	83	81	91	87	77	72
Biology 6–12	76	69	95	92	99	96
Business Education 6–12	67	64	80	77	96	92
Chemistry 6–12	20	19	31	28	34	33
Computer Science K–12	32	31	66	62	103	100
Deaf or Hard of Hearing K–12	3	3	1	1	7	6
Drama 6–12	14	14	8	7	16	16
Earth/Space Science 6–12	24	23	34	32	21	20
Educational Media Specialist PK–12	61	57	57	56	60	60
Elementary Education K–6 Subtest 1: Lang Arts and Reading	802	760	773	730	932	864
Elementary Education K–6 Subtest 2: Social Science	747	708	700	661	837	778
Elementary Education K–6 Subtest 3: Science	720	686	667	633	731	676
Elementary Education K–6 Subtest 4: Mathematics	723	686	719	674	809	759
Engineering and Technology Education 6–12	16	16	11	11	19	19
English 6–12 Multiple-Choice Section	185	175	203	186	185	168
English 6–12 Written Performance Section	193	185	182	170	181	164
English to Speakers of Other Languages (ESOL) K–12	143	136	173	164	192	183
Exceptional Student Education K–12	599	582	610	585	682	650
Family and Consumer Science 6–12	20	19	23	21	24	22
French K–12	3	3	9	9	7	7
German K–12 Written	*	*	1	1	*	*
Health K–12	42	42	47	42	44	41
Humanities K–12	4	4	3	2	9	8
Latin K–12	*	*	*	*	1	1
Marketing 6–12	3	3	5	5	14	13
Mathematics 6–12	101	96	108	100	147	139
Middle Grades English 5–9 Multiple-Choice Section	85	79	100	97	122	114
Middle Grades English 5–9 Written Performance Section	75	71	85	81	116	106
Middle Grades General Science 5–9	106	103	84	77	127	120
Middle Grades Mathematics 5–9	179	174	207	198	229	219
Middle Grades Social Science 5–9	65	60	62	57	75	72
Music K–12	53	50	62	58	54	53
PK–3 Subtest 1: Developmental Knowledge	312	290	379	352	440	413
PK–3 Subtest 2: Language Arts and Reading	348	322	369	351	403	383
PK–3 Subtest 3: Mathematics	405	382	430	407	477	460
PK–3 Subtest 4: Science	329	312	362	344	353	339
Physical Education K–12	154	146	175	169	185	179
Physics 6–12	8	8	14	13	12	12
Preschool Education Birth–Age 4	38	37	37	37	71	67
Reading K–12	54	49	49	46	75	67
School Counseling PK–12	37	37	39	38	35	31
School Psychologist PK–12	12	12	13	13	25	24
Social Science 6–12	227	218	234	218	235	223
Spanish K–12	91	90	114	112	122	118
Speech-Language Impaired K–12	6	5	2	2	6	6
Visually Impaired K–12	11	11	6	6	4	4
TOTAL	7,284	6,926	7,528	7,120	8,512	8,015

Examination	July 2025		August 2025		September 2025	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	12	10	13	13	9	8
Art K–12	82	76	48	46	38	37
Biology 6–12	117	110	54	50	35	32
Business Education 6–12	101	91	37	34	33	31
Chemistry 6–12	39	38	22	20	7	6
Computer Science K–12	54	50	6	5	7	6
Deaf or Hard of Hearing K–12	11	11	2	1	4	4
Drama 6–12	21	21	6	6	6	6
Earth/Space Science 6–12	24	24	12	12	13	13
Educational Media Specialist PK–12	49	46	21	20	16	14
Elementary Education K–6 Subtest 1: Lang Arts and Reading	1,018	966	462	427	495	460
Elementary Education K–6 Subtest 2: Social Science	900	851	414	388	419	385
Elementary Education K–6 Subtest 3: Science	877	820	374	341	385	351
Elementary Education K–6 Subtest 4: Mathematics	883	833	420	387	442	409
Engineering and Technology Education 6–12	23	23	8	8	1	1
English 6–12 Multiple-Choice Section	254	236	123	114	78	73
English 6–12 Written Performance Section	222	208	100	91	63	61
English to Speakers of Other Languages (ESOL) K–12	218	202	85	78	67	61
Exceptional Student Education K–12	771	743	340	319	293	273
Family and Consumer Science 6–12	35	34	14	14	9	9
French K–12	10	10	5	5	8	8
German K–12 Interview	2	2	*	*	*	*
Health K–12	55	53	27	25	20	19
Humanities K–12	2	2	7	4	3	3
Latin K–12	1	1	*	*	1	1
Marketing 6–12	12	12	5	5	1	0
Mathematics 6–12	150	143	80	76	60	52
Middle Grades English 5–9 Multiple-Choice Section	116	108	42	41	33	31
Middle Grades English 5–9 Written Performance Section	88	81	35	32	32	29
Middle Grades General Science 5–9	152	143	55	49	37	35
Middle Grades Mathematics 5–9	283	269	98	92	61	56
Middle Grades Social Science 5–9	100	91	42	39	28	27
Music K–12	57	53	32	27	25	24
PK–3 Subtest 1: Developmental Knowledge	484	462	186	166	164	156
PK–3 Subtest 2: Language Arts and Reading	480	459	151	129	155	145
PK–3 Subtest 3: Mathematics	537	520	205	183	194	174
PK–3 Subtest 4: Science	411	392	151	133	131	124
Physical Education K–12	232	225	99	95	96	93
Physics 6–12	17	16	3	2	10	9
Preschool Education Birth–Age 4	47	43	21	20	25	25
Reading K–12	68	66	31	26	24	18
School Counseling PK–12	55	54	34	30	21	21
School Psychologist PK–12	18	18	14	14	13	12
Social Science 6–12	278	261	133	124	94	85
Spanish K–12	117	115	62	61	54	54
Speech-Language Impaired K–12	5	4	*	*	1	1
Visually Impaired K–12	4	4	1	1	3	3
TOTAL	9,492	9,000	4,080	3,753	3,714	3,445

Examination	October 2025		November 2025		December 2025	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	10	9	12	11	9	8
Art K–12	43	42	59	57	49	46
Biology 6–12	47	44	39	36	55	48
Business Education 6–12	37	36	38	34	45	38
Chemistry 6–12	9	8	15	14	12	11
Computer Science K–12	4	4	3	1	9	8
Deaf or Hard of Hearing K–12	4	3	5	5	2	2
Drama 6–12	5	5	7	7	9	9
Earth/Space Science 6–12	6	6	2	2	15	12
Educational Media Specialist PK–12	24	24	18	18	26	25
Elementary Education K–6 Subtest 1: Lang Arts and Reading	524	499	519	479	459	439
Elementary Education K–6 Subtest 2: Social Science	477	455	472	438	443	422
Elementary Education K–6 Subtest 3: Science	406	386	409	375	415	389
Elementary Education K–6 Subtest 4: Mathematics	511	476	446	401	434	410
Engineering and Technology Education 6–12	7	6	5	5	8	7
English 6–12 Multiple-Choice Section	88	84	118	113	114	106
English 6–12 Written Performance Section	84	82	116	107	105	98
English to Speakers of Other Languages (ESOL) K–12	51	42	84	74	74	67
Exceptional Student Education K–12	345	317	319	298	314	293
Family and Consumer Science 6–12	11	10	16	16	6	6
French K–12	4	4	3	2	6	5
Health K–12	20	19	23	23	23	23
Humanities K–12	3	2	2	2	3	3
Latin K–12	1	1	2	2	4	4
Marketing 6–12	6	6	1	1	6	6
Mathematics 6–12	55	52	70	66	75	68
Middle Grades English 5–9 Multiple-Choice Section	42	37	52	45	39	37
Middle Grades English 5–9 Written Performance Section	37	32	40	38	36	33
Middle Grades General Science 5–9	48	44	43	40	52	49
Middle Grades Mathematics 5–9	79	75	96	90	89	85
Middle Grades Social Science 5–9	20	19	32	29	30	28
Music K–12	49	45	41	39	32	30
PK–3 Subtest 1: Developmental Knowledge	220	206	201	193	223	208
PK–3 Subtest 2: Language Arts and Reading	199	182	207	198	208	190
PK–3 Subtest 3: Mathematics	219	209	224	213	226	202
PK–3 Subtest 4: Science	183	168	169	164	170	161
Physical Education K–12	81	78	91	89	101	94
Physics 6–12	2	2	2	2	4	4
Preschool Education Birth–Age 4	27	26	24	23	22	22
Reading K–12	21	19	19	16	23	21
School Counseling PK–12	20	19	39	35	47	44
School Psychologist PK–12	11	11	13	12	10	8
Social Science 6–12	114	108	111	105	127	120
Spanish K–12	57	53	53	49	49	48
Speech-Language Impaired K–12	2	2	4	4	3	2
Visually Impaired K–12	3	3	4	4	4	4
TOTAL	4,216	3,960	4,268	3,975	4,215	3,943

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Summary Data by Examination Count (2022–2025)

Examination	2022		2023		2024		2025	
	Registered	Tested	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	105	97	109	105	100	95	131	124
Art K–12	767	713	728	682	747	704	760	729
Biology 6–12	856	779	805	744	743	695	792	735
Business Education 6–12	821	765	802	767	743	696	702	655
Chemistry 6–12	251	221	217	207	194	185	235	220
Computer Science K–12	452	396	522	482	324	301	331	311
Deaf or Hard of Hearing K–12	77	74	59	57	62	60	56	53
Drama 6–12	146	134	127	121	151	143	120	118
Earth/Space Science 6–12	256	239	234	218	259	249	205	197
Educational Media Specialist PK–12	701	659	722	678	493	473	484	467
Elementary Education K–6 Subtest 1: Lang Arts and Reading	9,560	8,843	8,917	8,263	7,493	6,971	7,791	7,323
Elementary Education K–6 Subtest 2: Social Science	8,468	7,825	7,502	6,969	7,917	7,408	7,192	6,772
Elementary Education K–6 Subtest 3: Science	8,264	7,604	7,308	6,814	7,487	7,036	6,672	6,238
Elementary Education K–6 Subtest 4: Mathematics	9,022	8,212	7,662	7,089	6,657	6,190	6,971	6,521
Engineering and Technology Education 6–12	149	141	157	152	157	149	136	132
English 6–12 Multiple-Choice Section	2,139	1,966	2,021	1,860	1,777	1,657	1,775	1,656
English 6–12 Written Performance Section	2,038	1,867	1,881	1,742	1,874	1,731	1,649	1,543
English to Speakers of Other Languages (ESOL) K–12	1,689	1,485	1,555	1,413	1,478	1,353	1,401	1,294
Exceptional Student Education K–12	5,450	5,096	6,033	5,699	5,665	5,369	5,570	5,305
Family and Consumer Science 6–12	190	177	194	185	192	180	209	200
French K–12	89	86	55	55	64	64	75	73
German K–12 Interview	5	5	10	7	4	3	3	2
German K–12 Written	8	7	9	7	7	6	2	2
Health K–12	468	433	446	425	448	417	405	385
Humanities K–12	43	36	40	35	52	46	44	37
Latin K–12	26	23	10	9	10	9	11	11
Marketing 6–12	66	62	86	76	85	80	62	60
Mathematics 6–12	1,324	1,216	1,168	1,090	1,010	945	1,054	984
Middle Grades English 5–9 Multiple-Choice Section	957	874	1,003	932	825	780	837	783
Middle Grades English 5–9 Written Performance Section	769	704	754	706	774	728	716	668
Middle Grades General Science 5–9	1,030	948	1,050	979	1,045	996	980	926
Middle Grades Mathematics 5–9	2,293	2,127	2,136	2,005	1,853	1,748	1,678	1,590
Middle Grades Social Science 5–9	676	613	675	635	711	661	603	563
Music K–12	495	463	423	399	421	399	514	484
PK–3 Subtest 1: Developmental Knowledge	3,377	3,101	3,612	3,336	3,685	3,449	3,406	3,197
PK–3 Subtest 2: Language Arts and Reading	4,454	4,096	4,600	4,238	3,582	3,335	3,373	3,165
PK–3 Subtest 3: Mathematics	3,603	3,310	3,662	3,385	3,266	3,057	3,777	3,565
PK–3 Subtest 4: Science	3,217	2,960	3,229	2,966	3,180	2,993	2,993	2,832
Physical Education K–12	1,802	1,699	1,767	1,675	1,687	1,610	1,626	1,556

Examination	2022		2023		2024		2025	
	Registered	Tested	Registered	Tested	Registered	Tested	Registered	Tested
Physics 6–12	136	126	122	114	110	105	102	96
Preschool Education Birth–Age 4	386	364	357	337	465	447	405	391
Reading K–12	6,071	5,504	4,504	4,174	5,204	4,926	476	427
School Counseling PK–12	488	459	443	414	414	393	473	450
School Psychologist PK–12	92	91	142	136	163	156	164	158
Social Science 6–12	2,131	1,960	2,041	1,878	2,043	1,907	2,037	1,918
Spanish K–12	820	783	929	882	965	934	935	913
Speech-Language Impaired K–12	15	14	26	26	37	36	38	34
Visually Impaired K–12	34	32	47	44	54	51	61	60
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	86,276	79,389	80,901	75,212	76,677	71,926	70,032	65,923
Professional Education (PED)	13,778	12,899	10,851	10,267	9,298	8,863	10,960	10,500
GK Subtest 1: Essay	11,003	9,973	8,123	7,425	7,445	6,897	8,348	7,800
GK Subtest 2: English Language Skills (ELS)	13,007	11,800	9,984	9,171	8,528	7,906	9,320	8,743
GK Subtest 3: Reading	14,432	13,152	10,807	9,969	8,665	8,059	9,113	8,602
GK Subtest 4: Mathematics	14,281	12,603	10,622	9,535	8,623	7,856	9,851	9,107
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	52,723	47,528	39,536	36,100	33,261	30,718	36,632	34,252
FELE Subtest 1: Leadership for Student Learning	2,074	1,936	1,917	1,825	2,204	2,083	2,879	2,731
FELE Subtest 2: Organizational Development	2,128	1,986	2,030	1,940	2,169	2,065	3,278	3,126
FELE Subtest 3: Systems Leadership Multiple-Choice Section	2,162	2,022	2,095	2,003	2,194	2,084	2,626	2,502
FELE Subtest 3: Systems Leadership Written Performance Section	2,157	2,017	2,014	1,924	2,016	1,905	3,065	2,934
TOTAL FOR ALL FELE SUBTESTS	8,521	7,961	8,056	7,692	8,583	8,137	11,848	11,293
GRAND TOTAL FOR ALL EXAMINATIONS	161,298	147,777	139,344	129,271	127,819	119,644	129,472	121,968

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site (2025)**

State and Center Type	Center Code	Test Center	Registered	Tested
Florida (Non-Pearson)	65522	Daytona State College	2,329	2,186
	24629	FL State College at Jacksonville - Downtown Campus	944	890
	65319	Florida Atlantic University	2,727	2,552
	66190	Florida Gateway College	1,563	1,514
	66582	Florida Gulf Coast University	2,410	2,262
	77576	Florida International University	569	537
	66016	Florida State College at Jacksonville-Deerwood	1,927	1,826
	67355	Florida State College at Jacksonville	702	673
	88810	Florida State University - Panama City Campus	1,534	1,459
	58099	Gulf Coast State College	125	117
	66861	Miami Dade College - Kendall Campus	2,082	1,953
	66889	Miami Dade College - North Campus	1,460	1,348
	66912	Miami Dade College - Wolfson Campus	799	740
	66894	Miami Dade College - Eduardo J Padron Campus	620	584
	54993	Northwest Florida State College	1,925	1,853
	70017	Palm Beach State College - Lake Worth Campus	4,258	3,961
	49953	Pensacola State College	836	787
	65784	School Board of Alachua County	665	641
	54015	South Florida State College	286	275
	68041	St Johns River State College	60	56
	88972	The College of the Florida Keys - Key Largo	182	174
	55331	The College of the Florida Keys - Key West	240	232
	66311	University of Central Florida/Univ Testing Center	3,726	3,567
	65655	University of South Florida	9,666	9,248
Florida (Non-Pearson)		State and Center Type Total	41,635	39,435
Florida (Pearson)	46994	Gainesville FL	1,390	1,307
	46995	Jacksonville FL	912	854
	51883	Boynton Beach FL	3,722	3,491
	51885	Fort Myers FL	5,436	5,118
	53083	Ft Lauderdale (33rd Ave)	3,478	3,271
	52075	Ft Lauderdale (NW 10th Terr)	3,449	3,252
	51887	Gainesville FL	2,504	2,389
	51888	Hollywood FL	3,123	2,858
	51889	Jacksonville FL	5,539	5,210
	51890	Lake Mary FL	4,300	3,958
	51891	Lakeland FL	2,739	2,582
	51892	Melbourne FL	4,625	4,341
	51893	Miami FL	3,773	3,548
	51894	Orlando FL	11,483	10,831
	51895	Ormond Beach FL	1,695	1,602
	51896	Pensacola FL	2,389	2,296
	51897	Sarasota FL	4,663	4,434
	52808	South Miami FL	3,902	3,639
	51898	St Petersburg FL	2,879	2,680
	51899	Tallahassee FL	3,143	2,957
	51900	Tampa FL	5,863	5,563
Florida (Pearson)		State and Center Type Total	81,007	76,181
Alabama (Pearson)	46960	Birmingham (Hwy 31) AL	28	27
	78689	Birmingham (Hwy 280) AL	17	8
	46962	Decatur AL	16	15
	46961	Dothan AL	547	496
	46963	Mobile AL	68	56
	46964	Montgomery AL	28	21
Alabama (Pearson)		State and Center Type Total	704	623

State and Center Type	Center Code	Test Center	Registered	Tested
Alaska (Non-Pearson)	53852	University of Alaska Fairbanks AK	5	5
Alaska (Non-Pearson)		State and Center Type Total	5	5
Alaska (Pearson)	46959	Anchorage AK	47	45
Alaska (Pearson)		State and Center Type Total	47	45
Arizona (Pearson)	46969	Chandler AZ	2	1
	46970	Phoenix AZ	18	18
	78707	Tempe AZ	4	4
	46971	Tucson AZ	8	8
Arizona (Pearson)		State and Center Type Total	32	31
Arkansas (Pearson)	46966	Little Rock AR	1	0
	46965	Fort Smith AR	3	3
	51865	Little Rock AR	9	9
	51864	Rogers AR	11	11
Arkansas (Pearson)		State and Center Type Total	24	23
California (Pearson)	78676	Alhambra (LA) CA	7	7
	46972	Anaheim CA	24	19
	78675	Culver City CA	7	6
	46974	Cypress (LA) CA	2	2
	63105	Daly City CA	1	1
	63106	Fairfield CA	15	13
	63103	Lake Forest (LA) CA	9	9
	46975	Oakland CA	13	13
	46976	Ontario (LA) CA	4	4
	46977	Pasadena (LA) CA	13	13
	46978	Redding CA	4	2
	63104	Redlands (LA) CA	5	4
	46979	Roseville (Sacramento)	10	10
	78679	Sacramento (North) CA	13	13
	56133	Sacramento CA	14	14
	78677	San Diego (Kearny) CA	17	16
	54866	San Diego (North) CA	6	6
	46980	San Diego CA	24	18
	56132	San Dimas (LA) CA	6	6
	46981	San Francisco CA	7	7
	46982	San Jose (Milpitas) CA	6	5
	63107	San Marcos CA	13	13
	78678	San Mateo CA	9	9
	63108	Visalia CA	6	5
California (Pearson)		State and Center Type Total	235	215
Colorado (Pearson)	46987	Colorado Springs CO	6	5
	51874	Greeley CO	24	22
	46986	Greenwood Village (Denver)	12	12
	46985	Westminster (Denver N)	11	10
Colorado (Pearson)		State and Center Type Total	53	49
Connecticut (Pearson)	54862	Norwalk CT	13	12
	46989	Wallingford (New Haven) CT	25	23
	46988	Wethersfield (Hartford) CT	20	18
Connecticut (Pearson)		State and Center Type Total	58	53
Delaware (Pearson)	46991	Dover DE	9	6
	46992	Newark (Wilmington) DE	8	7
Delaware (Pearson)		State and Center Type Total	17	13
District of Columbia (Pearson)	46990	Washington DC	25	25
	78692	Washington DC (East)	5	4
District of Columbia (Pearson)		State and Center Type Total	30	29

State and Center Type	Center Code	Test Center	Registered	Tested
Georgia (Pearson)	47001	Albany GA	17	17
	51903	Atlanta (NW) GA	61	56
	47003	Atlanta (North) GA	119	110
	47002	Atlanta (Stockbridge)	75	69
	78690	Atlanta GA	126	106
	47004	Augusta GA	37	26
	47005	Macon GA	9	9
	47006	Savannah GA	24	24
Georgia (Pearson)		State and Center Type Total	468	417
Hawaii (Pearson)	47008	Honolulu HI	13	13
Hawaii (Pearson)		State and Center Type Total	13	13
Idaho (Pearson)	47012	Boise ID	5	4
	51908	Pocatello ID	3	3
Idaho (Pearson)		State and Center Type Total	8	7
Illinois (Pearson)	65597	Buffalo Grove IL	34	33
	53460	Chicago (Wacker Drive) IL	60	50
	54559	Chicago Financial District IL	41	36
	47013	Marion IL	253	241
	51910	Oak Brook IL	201	189
	47014	Peoria IL	664	637
	78686	Rosemont IL	26	26
	47015	Schaumburg (Chicago NW) IL	53	52
	51912	Schaumburg (Woodfield) IL	47	42
	47016	Springfield IL	585	561
Illinois (Pearson)		State and Center Type Total	1,964	1,867
Indiana (Pearson)	47020	Indianapolis IN	5	2
	47171	Evansville IN	62	45
	47018	Fort Wayne IN	11	11
	54865	Indianapolis (West) IN	12	12
	51914	Indianapolis IN	13	12
	47019	Merrillville IN	27	24
	47021	Terre Haute IN	162	159
Indiana (Pearson)		State and Center Type Total	292	265
Iowa (Pearson)	47010	Coralville (Iowa City) IA	11	8
	47169	Davenport (Quad Cities) IA	105	102
	47011	Sioux City IA	1	1
	47009	West Des Moines IA	2	1
Iowa (Pearson)		State and Center Type Total	119	112
Kansas (Pearson)	47415	Hays KS	6	6
	67566	Overland Park KS	13	13
	47172	Topeka KS	2	2
Kansas (Pearson)		State and Center Type Total	21	21
Kentucky (Pearson)	78709	Lexington (South) KY	8	8
	47174	Lexington KY	11	11
	47022	Louisville KY	36	35
Kentucky (Pearson)		State and Center Type Total	55	54
Louisiana (Pearson)	78681	Baton Rouge (East) LA	5	3
	47023	Baton Rouge LA	8	8
	47024	Metairie LA	6	6
	78682	New Orleans LA	5	1
	47025	Shreveport LA	4	4
Louisiana (Pearson)		State and Center Type Total	28	22
Maine (Pearson)	47035	Bangor ME	2	2
	47175	Westbrook (Portland) ME	1	1
Maine (Pearson)		State and Center Type Total	3	3
Maryland (Non-Pearson)	65943	US Mil NTC UMGC Ft Meade (NSA) -Campus Access Req'd	4	4
Maryland (Non-Pearson)		State and Center Type Total	4	4

State and Center Type	Center Code	Test Center	Registered	Tested
Maryland (Pearson)	47031	Baltimore MD	11	11
	47032	Bethesda MD	23	23
	47033	Columbia MD	4	4
	47034	Salisbury MD	9	9
Maryland (Pearson)		State and Center Type Total	47	47
Massachusetts (Pearson)	53457	Boston (Back Bay) MA	10	10
	47026	Boston MA	10	6
	75690	Cambridge MA	7	6
	47027	Lexington MA	19	19
	51922	North Dartmouth MA	7	7
	47028	Springfield MA	12	11
	65598	Wellesley MA	14	14
	51924	Woburn MA	14	14
	47029	Worcester MA	11	11
Massachusetts (Pearson)		State and Center Type Total	104	98
Michigan (Pearson)	47036	Ann Arbor MI	19	19
	78687	Dearborn MI	6	6
	47176	East Lansing MI	22	22
	78688	Grand Rapids (East) MI	6	6
	47037	Grand Rapids MI	7	7
	48014	Marquette MI	5	5
	47039	Southfield MI	12	12
	47040	Troy (Detroit) MI	6	6
Michigan (Pearson)		State and Center Type Total	83	83
Minnesota (Pearson)	47043	Brooklyn Park (MPLS)	4	4
	47042	Eagan (Minneapolis SE)	8	8
	47044	Rochester MN	6	2
	66806	St Paul MN	6	5
Minnesota (Pearson)		State and Center Type Total	24	19
Mississippi (Pearson)	47049	Jackson MS	4	4
	47050	Tupelo MS	2	2
Mississippi (Pearson)		State and Center Type Total	6	6
Missouri (Pearson)	47045	Columbia MO	14	14
	47046	Kansas City MO	9	9
	56134	Kansas City MO (East)	3	3
	47047	Springfield MO	9	9
	47048	St Louis MO	82	82
	54861	St Louis (South) MO	57	55
Missouri (Pearson)		State and Center Type Total	174	172
Montana (Pearson)	47051	Billings MT	24	20
	47052	Helena MT	2	2
Montana (Pearson)		State and Center Type Total	26	22
Nebraska (Pearson)	47061	Lincoln NE	4	2
	47063	Omaha NE	14	13
Nebraska (Pearson)		State and Center Type Total	18	15
Nevada (Pearson)	51951	Las Vegas (South) NV	11	11
	47071	Reno NV	1	0
Nevada (Pearson)		State and Center Type Total	12	11
New Hampshire (Pearson)	47064	Concord NH	13	13
New Hampshire (Pearson)		State and Center Type Total	13	13
New Jersey (Pearson)	47065	Atlantic City NJ	21	18
	66809	Jersey City NJ	1	1
	47068	Lyndhurst NJ	22	22
	47066	Piscataway NJ	32	32
	47067	Princeton (Trenton) NJ	32	29
New Jersey (Pearson)		State and Center Type Total	108	102

State and Center Type	Center Code	Test Center	Registered	Tested
New York (Pearson)	47072	Albany NY	23	23
	53459	Brooklyn NY	30	30
	47082	East Syracuse NY	7	7
	47073	Endicott (Binghamton) NY	13	13
	47079	Forest Hills NY	31	28
	78696	Getzville NY	9	5
	47076	Islandia (Long Island) NY	92	89
	57939	Jericho NY	11	11
	49074	New York (100 William St.) NY	14	13
	54857	New York (Herald Square) NY	5	4
	47074	New York (Lexington Ave) NY	13	12
	47077	New York (W 44th St) NY	5	4
	47080	Rochester NY	6	6
	47081	Staten Island NY	27	26
	47083	Utica NY	4	4
	47085	White Plains NY	5	5
	47075	Williamsville (Buffalo) NY	12	12
	73408	Yonkers NY	11	10
New York (Pearson)		State and Center Type Total	318	302
North Carolina (Pearson)	47053	Asheville NC	19	19
	63114	Charlotte (East-Hwy74) NC	6	6
	47054	Charlotte NC	12	11
	63115	Durham NC	2	2
	47055	Greenville NC	17	17
	51938	Raleigh (SW) NC	24	16
	47056	Raleigh NC	2	2
	51939	Statesville NC	15	15
	47057	Wilmington NC	12	12
	47058	Winston-Salem NC	20	19
North Carolina (Pearson)		State and Center Type Total	129	119
North Dakota (Pearson)	47059	Bismarck ND	2	0
	47177	Fargo ND	6	6
North Dakota (Pearson)		State and Center Type Total	8	6
Ohio (Pearson)	47086	Akron (Copley Twmsp) OH	12	12
	47089	Beachwood (Cleveland E) OH	13	12
	47090	Columbus (North) OH	8	8
	47091	Columbus (South) OH	8	8
	78695	Columbus (West) OH	1	1
	47092	Dayton OH	11	11
	78694	Independence OH	8	8
	47087	Mason OH	9	9
	47093	Maumee (Toledo) OH	5	5
	78693	Norwood OH	3	3
	47088	Westlake (Cleveland) OH	3	3
Ohio (Pearson)		State and Center Type Total	81	80
Oklahoma (Pearson)	63112	Norman OK	2	2
	47094	Oklahoma City OK	2	2
	47095	Tulsa OK	10	10
Oklahoma (Pearson)		State and Center Type Total	14	14
Oregon (Pearson)	47097	Beaverton OR	44	41
	47096	Medford OR	24	18
	63111	Portland OR	8	8
	47098	Salem OR	106	99
Oregon (Pearson)		State and Center Type Total	182	166

State and Center Type	Center Code	Test Center	Registered	Tested
Pennsylvania (Pearson)	47099	Allentown PA	39	35
	65599	Blue Bell PA	6	5
	47100	Erie PA	8	8
	47101	Harrisburg PA	3	2
	47103	King of Prussia PA	9	9
	47102	Lancaster PA	4	4
	54859	Philadelphia PA	23	22
	47105	Pittsburgh (East) PA	10	10
	47106	Pittsburgh (West) PA	9	8
	47107	Scranton PA	26	25
	47104	Warrington PA	7	7
	66808	Washington PA	6	6
Pennsylvania (Pearson)		State and Center Type Total	150	141
Rhode Island (Pearson)	51960	East Providence RI	16	16
	47109	Warwick RI	8	8
Rhode Island (Pearson)		State and Center Type Total	24	24
South Carolina (Pearson)	47111	Columbia SC	25	20
	47112	Greenville SC	19	15
	47110	North Charleston SC	22	22
South Carolina (Pearson)		State and Center Type Total	66	57
South Dakota (Pearson)	47113	Sioux Falls SD	6	6
South Dakota (Pearson)		State and Center Type Total	6	6
Tennessee (Pearson)	47114	Chattanooga TN	25	24
	47115	Johnson City TN	11	11
	47116	Knoxville TN	30	30
	63116	Memphis (Midtown) TN	48	42
	47117	Memphis TN	94	69
	51966	Nashville (Brentwood) TN	24	24
	47118	Nashville TN	34	29
Tennessee (Pearson)		State and Center Type Total	266	229
Texas (Pearson)	78684	Arlington TX	6	6
	78685	Austin (North) TX	8	5
	56136	Austin (South) TX	2	2
	50509	Austin TX	11	10
	47121	Bellaire (Houston) TX	9	9
	73406	Carrollton TX	30	30
	47122	Corpus Christi TX	9	9
	81867	Dallas (South) TX	2	2
	47123	Dallas TX	19	14
	47124	El Paso TX	2	0
	63113	Harlingen TX	1	1
	75689	Houston (NW) TX	8	8
	47126	Houston (SE) TX	9	9
	78683	Houston (Uptown) TX	9	9
	54860	Houston North (1960W) TX	3	3
	51971	Houston TX	17	17
	47125	Hurst (Fort Worth) TX	5	5
	47127	Lubbock TX	4	4
	47128	Midland TX	12	12
	56137	San Antonio (NW) TX	6	6
	78674	Shavano Park TX	3	3
	66807	Sugar Land TX	3	3
	47131	Waco TX	11	11
Texas (Pearson)		State and Center Type Total	189	178
Utah (Pearson)	65596	Bountiful (SLC) UT	16	16
	47133	Draper (Salt Lake City) UT	16	15
	47132	Ogden UT	4	4
	78708	Salt Lake City UT	4	4
Utah (Pearson)		State and Center Type Total	40	39

State and Center Type	Center Code	Test Center	Registered	Tested
Vermont (Pearson)	47140	South Burlington VT	7	6
Vermont (Pearson)		State and Center Type Total	7	6
Virginia (Pearson)	57938	Chesapeake VA	7	5
	57937	Falls Church VA	12	12
	47137	Glen Allen (Richmond) VA	5	5
	47135	Lynchburg VA	1	1
	47136	Newport News VA	6	6
	47134	Reston VA	24	23
	66960	Richmond VA	2	2
	47138	Roanoke VA	5	1
Virginia (Pearson)		State and Center Type Total	62	55
Washington (Pearson)	47141	Renton (Seattle) WA	18	18
	53458	Seattle (Northgate) WA	11	11
	78680	Seattle WA	10	10
	47142	Spokane WA	4	4
	47143	Yakima WA	2	2
Washington (Pearson)		State and Center Type Total	45	45
West Virginia (Pearson)	47150	Charleston WV	3	3
	47151	Morgantown WV	2	2
West Virginia (Pearson)		State and Center Type Total	5	5
Wisconsin (Pearson)	47146	Brookfield (Milwaukee) WI	2	2
	51986	Green Bay WI	3	3
	47149	Kenosha WI	23	21
	47145	Madison WI	31	30
	63109	Milwaukee WI	1	1
Wisconsin (Pearson)		State and Center Type Total	60	57
Wyoming (Pearson)	47152	Casper WY	64	63
Wyoming (Pearson)		State and Center Type Total	64	63
Other Locations (Pearson)	47108	Guaynabo PR	14	14
Other Locations (Pearson)		State and Center Type Total	14	14

State and Center Type	Center Code	Test Center	Registered	Tested
Military Sites (Non-Pearson)	53197	US Military Camp Foster	5	5
	62843	US Military NTC Campbell Univ-Pope AFB	5	5
	68176	US Military NTC Coastline College-Camp Pendleton	4	4
	62134	US Military NTC FL ST Colg NS Jacksonville	19	17
	62143	US Military NTC FL ST College-NS Mayport	14	13
	86886	US Military NTC FL State College Hurlburt Field	55	51
	80521	US Military NTC GCSC -Tyndall AFB-Only	34	30
	76298	US Military NTC Hopkinsville Ft Campbell	7	6
	87010	US Military NTC Keiser Univ Patrick SFB Campus	1	1
	79702	US Military NTC National University Nellis AFB	4	4
	57161	US Military NTC Pierce Colg McChord AFB	1	1
	66012	US Military NTC UMGC - Geilenkirchen	2	2
	56687	US Military NTC UMGC Andrews AFB	2	2
	57848	US Military NTC UMGC Ansbach EMEA	2	2
	57839	US Military NTC UMGC Aviano AF EMEA	4	4
	57842	US Military NTC UMGC Bahrain	2	2
	65944	US Military NTC UMGC Eglin AFB	64	61
	55668	US Military NTC UMGC Naval Base Guam	1	1
	55665	US Military NTC UMGC Osan	1	1
	68844	US Military NTC UMGC Ramstein AFB EMEA	27	26
	57843	US Military NTC UMGC Rota EMEA	11	11
	57855	US Military NTC UMGC SHAPE	1	1
	57731	US Military NTC UMGC Spangdahlem AF	1	1
	57856	US Military NTC UMGC Vicenza EMEA	4	3
	62913	US Military NTC UMGC Vilseck	1	0
	55676	US Military NTC UMGC Zama	8	8
	55659	US Military NTC UMUC Yokosuka	6	6
	55656	US Military NTC UMUC Yokota	4	4
	73509	US Military NTC University of Alaska Fairbanks	5	5
	73774	US Military NTC Vincennes University-NBK Bangor	2	2
	62459	US Military NTC Wiregrass GA Tech Colg Moody AF	8	8
Military Sites (Non-Pearson)		State and Center Type Total	305	287
		GRAND TOTAL	129,472	121,968

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site Location (2025)

Examination	VUE Test Center Location				TOTAL	
	Florida		Non-Florida			
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	124	117	7	7	131	124
Art K–12	716	687	44	42	760	729
Biology 6–12	748	697	44	38	792	735
Business Education 6–12	679	634	23	21	702	655
Chemistry 6–12	216	203	19	17	235	220
Computer Science K–12	321	302	10	9	331	311
Deaf or Hard of Hearing K–12	48	47	8	6	56	53
Drama 6–12	115	114	5	4	120	118
Earth/Space Science 6–12	202	194	3	3	205	197
Educational Media Specialist PK–12	460	443	24	24	484	467
Elementary Education K–6 Subtest 1: Lang Arts and Reading	7,436	6,998	355	325	7,791	7,323
Elementary Education K–6 Subtest 2: Social Science	6,882	6,485	310	287	7,192	6,772
Elementary Education K–6 Subtest 3: Science	6,348	5,942	324	296	6,672	6,238
Elementary Education K–6 Subtest 4: Mathematics	6,602	6,189	369	332	6,971	6,521
Engineering and Technology Education 6–12	130	128	6	4	136	132
English 6–12 Multiple-Choice Section	1,667	1,556	108	100	1,775	1,656
English 6–12 Written Performance Section	1,546	1,446	103	97	1,649	1,543
English to Speakers of Other Languages (ESOL) K–12	1,342	1,237	59	57	1,401	1,294
Exceptional Student Education K–12	5,301	5,056	269	249	5,570	5,305
Family and Consumer Science 6–12	197	189	12	11	209	200
French K–12	73	71	2	2	75	73
German K–12 Interview	3	2	*	*	3	2
German K–12 Written	2	2	*	*	2	2
Health K–12	366	348	39	37	405	385
Humanities K–12	38	31	6	6	44	37
Latin K–12	11	11	*	*	11	11
Marketing 6–12	60	58	2	2	62	60
Mathematics 6–12	997	931	57	53	1,054	984
Middle Grades English 5–9 Multiple-Choice Section	790	740	47	43	837	783
Middle Grades English 5–9 Written Performance Section	674	630	42	38	716	668
Middle Grades General Science 5–9	915	868	65	58	980	926
Middle Grades Mathematics 5–9	1,614	1,530	64	60	1,678	1,590
Middle Grades Social Science 5–9	587	548	16	15	603	563
Music K–12	489	463	25	21	514	484
PK–3 Subtest 1: Developmental Knowledge	3,318	3,114	88	83	3,406	3,197
PK–3 Subtest 2: Language Arts and Reading	3,275	3,072	98	93	3,373	3,165
PK–3 Subtest 3: Mathematics	3,672	3,467	105	98	3,777	3,565
PK–3 Subtest 4: Science	2,908	2,751	85	81	2,993	2,832
Physical Education K–12	1,458	1,401	168	155	1,626	1,556
Physics 6–12	98	92	4	4	102	96
Preschool Education Birth–Age 4	399	385	6	6	405	391
Reading K–12	455	408	21	19	476	427
School Counseling PK–12	464	441	9	9	473	450
School Psychologist PK–12	145	141	19	17	164	158
Social Science 6–12	1,919	1,806	118	112	2,037	1,918
Spanish K–12	907	887	28	26	935	913
Speech-Language Impaired K–12	36	33	2	1	38	34
Visually Impaired K–12	59	58	2	2	61	60
Professional Education (PED)	10,052	9,622	908	878	10,960	10,500
GK Subtest 1: Essay	7,813	7,300	535	500	8,348	7,800

Examination	VUE Test Center Location				TOTAL	
	Florida		Non-Florida			
	Registered	Tested	Registered	Tested	Registered	Tested
GK Subtest 2: English Language Skills (ELS)	8,758	8,219	562	524	9,320	8,743
GK Subtest 3: Reading	8,540	8,067	573	535	9,113	8,602
GK Subtest 4: Mathematics	9,275	8,576	576	531	9,851	9,107
FELE Subtest 1: Leadership for Student Learning	2,818	2,675	61	56	2,879	2,731
FELE Subtest 2: Organizational Development	3,205	3,060	73	66	3,278	3,126
FELE Subtest 3: Systems Leadership Multiple-Choice Section	2,565	2,449	61	53	2,626	2,502
FELE Subtest 3: Systems Leadership Written Performance Section	2,991	2,868	74	66	3,065	2,934
TOTAL	122,829	115,789	6,643	6,179	129,472	121,968

*No examinees tested.

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX F

Customer Service Statistics

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2025 District and Institution Score Reports**

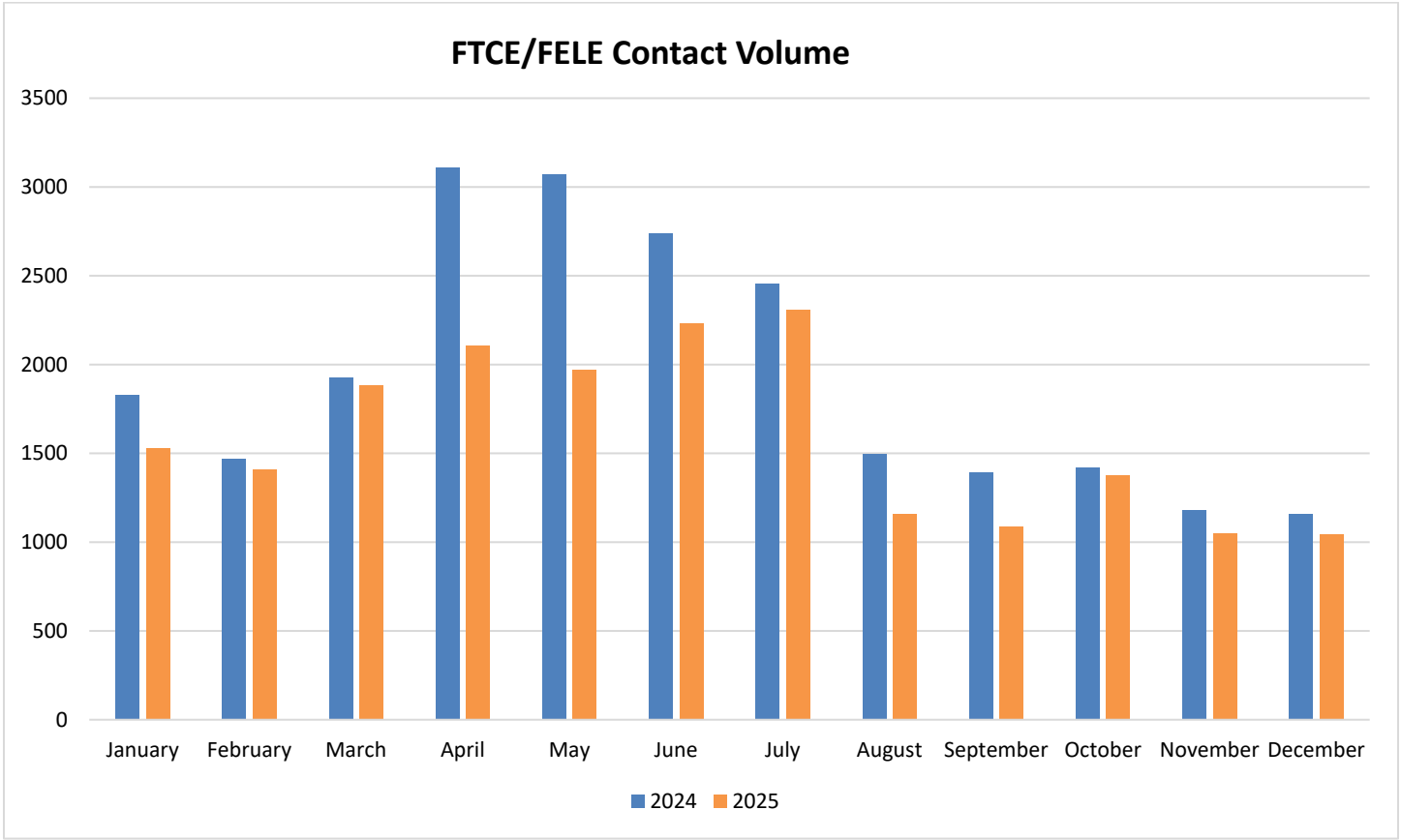
At the time of registration, examinees can indicate if they would like official copies of their test scores sent to a school district or educational institution. The following table lists these optional score reports for the 2025 administration year.

Month	Reports Sent to School Districts	Reports Sent to Educational Institutions
January	742	1,495
February	744	1,485
March	1,074	1,959
April	1,435	2,315
May	1,323	2,101
June	1,880	2,481
July	1,710	2,315
August	1,735	2,814
September	507	1,511
October	685	2,097
November	714	2,333
December	1,048	2,718
TOTAL	13,597	25,624

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2024 and 2025 Contact Volume**

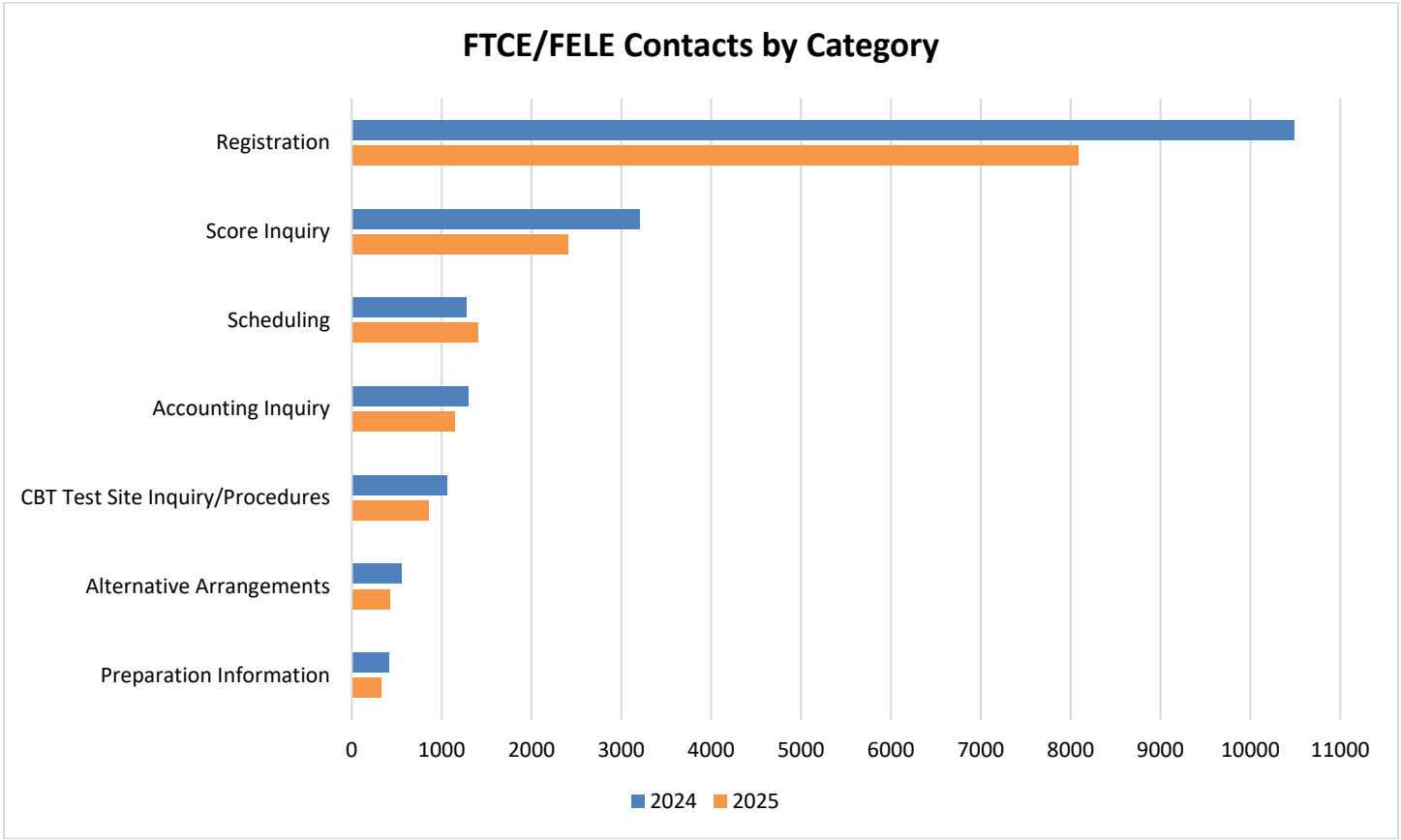
The chart below compares the volume of contacts made to Customer Service for the 2024 and 2025 program years. This volume includes contacts via all channels—calls, emails, and chat.



Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2024 and 2025 Contacts by Category**

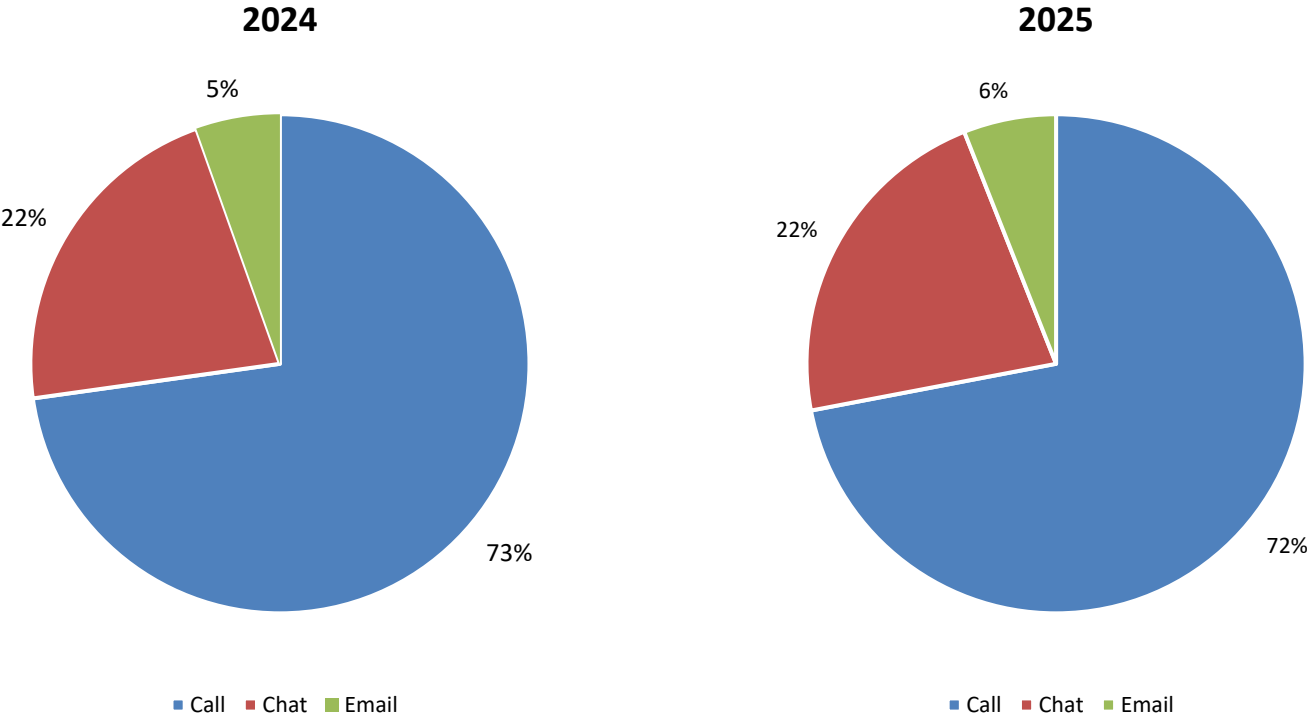
All contacts to Customer Service are documented in a case, including a category which best captures the reason for the contact. The chart details all contacts for 2024 and 2025 and includes all contact channels—calls, emails, and chat.



Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2024 and 2025 Contacts by Channel**

The charts below compare total contacts for the 2024 and 2025 program years by channel.



Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2025 Customer Service – Call Statistics**

The following table provides statistics for calls received by Customer Service.

Month	Calls Received	Calls Answered	Calls Not Answered	Percent Answered	Average Wait Time (Minutes)	Average Call Length (Minutes)	Number of Examinees Registered	Calls Per Examinee Ratio
January	1,137	1,108	29	97.4%	0.70	4.52	4,944	0.23
February	1,015	994	21	97.9%	0.85	4.22	5,382	0.19
March	1,337	1,308	29	97.8%	1.00	4.20	8,081	0.17
April	1,463	1,409	54	96.3%	0.90	4.05	7,593	0.19
May	1,416	1,371	45	96.8%	0.82	4.17	7,673	0.18
June	1,626	1,594	32	98.0%	0.92	4.18	8,921	0.18
July	1,717	1,653	64	96.3%	1.40	4.23	9,752	0.18
August	823	815	8	99.0%	0.52	3.85	4,822	0.17
September	755	745	10	98.7%	0.50	4.10	4,565	0.17
October	983	950	33	96.6%	0.95	3.85	5,358	0.18
November	734	717	17	97.7%	0.78	4.03	5,817	0.13
December	713	704	9	98.7%	0.83	4.37	5,563	0.13
TOTAL	13,719	13,368	351	97.4%	0.90	4.17	78,471	0.17

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2025 Customer Service – Email Statistics**

The following table lists the number of emails received and responded to by Customer Service for each month of the 2025 administration year. Emails are responded to within 2–3 business days.

Month	Emails Received
January	91
February	84
March	111
April	123
May	91
June	107
July	94
August	101
September	65
October	97
November	85
December	71
TOTAL	1,120

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2025 Customer Service – Chat Statistics**

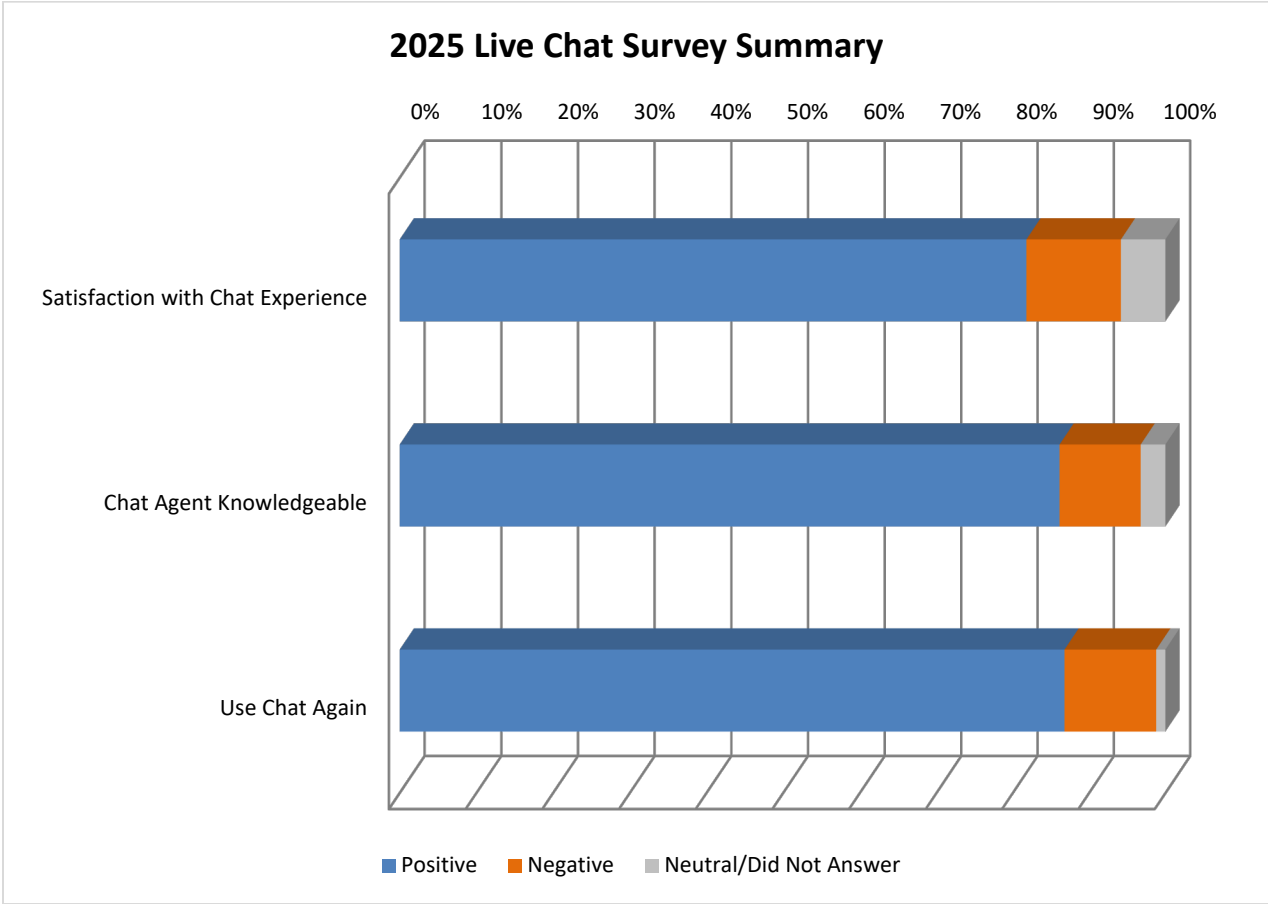
The following table lists the number of chat sessions received and responded to by Customer Service for each month of the 2025 administration year.

Month	Chats Received
January	299
February	310
March	434
April	521
May	465
June	497
July	497
August	236
September	267
October	298
November	231
December	259
TOTAL	4,314

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2025 Chat Survey Summary**

At the conclusion of each chat session, users are given an opportunity to provide feedback on their Live Chat experience. Of the 4,314 chat sessions for the 2025 program year, 1,082 users responded. These responses are summarized below.



Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2025 eISR Retrieval Statistics**

Examinees' scores are provided via electronic Individual Score Reports (eISRs) posted to the examinee account on the Score Reporting date. When new score reports are posted, examinees are notified via the email address they provided for their account.

The table below shows the retrieval statistics for examinees as of 1/22/2026 for the 2025 score reporting dates. eISRs are available for retrieval starting at 10:00 p.m. on the Score Reporting date.

Release Date	# of Examinees	eISRs Retrieved:					Percent Retrieved
		Within 24 Hours	By 1st Friday	By 2nd Friday	By 3rd Friday	By 1/22/2026	
2025.01.06	1,158	559	665	745	774	934	80.7
2025.01.13	1,404	592	709	800	852	1,089	77.6
2025.01.17	1,105	427	--	608	655	872	78.9
2025.01.27	1,076	427	528	613	645	819	76.1
2025.02.03	1,289	572	684	781	827	1,000	77.6
2025.02.10	750	296	360	423	454	569	75.9
2025.02.17	1,490	628	783	897	953	1,188	79.7
2025.02.24	1,212	463	569	671	721	909	75.0
2025.03.03	1,859	769	969	1,106	1,177	1,447	77.8
2025.03.10	1,498	586	738	837	901	1,129	75.4
2025.03.17	1,663	761	910	1,065	1,134	1,333	80.2
2025.03.24	1,484	596	760	887	947	1,145	77.2
2025.03.31	2,677	1,244	1,496	1,683	1,775	2,100	78.4
2025.04.07	2,309	235	1,080	1,321	1,413	1,739	75.3
2025.04.14	1,922	920	1,091	1,222	1,294	1,515	78.8
2025.04.21	1,502	646	782	880	932	1,111	74.0
2025.04.28	2,393	1,090	1,324	1,473	1,558	1,839	76.8
2025.05.05	1,733	665	816	947	990	1,211	69.9
2025.05.12	2,419	1,129	1,344	1,458	1,518	1,801	74.5
2025.05.19	1,468	557	685	770	822	1,030	70.2
2025.05.23	2,183	792	--	1,217	1,319	1,627	74.5
2025.06.02	1,600	613	768.0	884	934	1,151	71.9
2025.06.09	2,094	897	1,080	1,209	1,300	1,526	72.9
2025.06.16	1,957	759	923	1,082	1,143	1,373	70.2
2025.06.23	2,573	1,101	1,345	1,506	1,592	1,879	73.0
2025.06.30	1,771	666	812	952	1,011	1,236	69.8
2025.07.07	2,875	1,307	1563.0	1,727	1,827	2,122	73.8
2025.07.14	1,604	648	789	897	950	1,106	69.0
2025.07.21	2,612	1,187	1,399	1,563	1,632	1,893	72.5
2025.07.28	2,118	777	969	1,111	1,171	1,399	66.1
2025.08.04	2,989	1,270	1,500	1,659	1,747	2,060	68.9
2025.08.11	2,423	789	992	1,159	1,235	1,545	63.8
2025.08.18	2,156	928	1,124	1,253	1,313	1,535	71.2
2025.08.25	762	268	332	379	401	513	67.3
2025.08.29	1,158	437	--	644	695	852	73.6
2025.09.08	839	328	391.0	447	470	580	69.1
2025.09.15	1,090	467	549	617	663	784	71.9
2025.09.22	804	310	375	418	458	553	68.8
2025.09.29	1,277	559	670	743	786	914	71.6
2025.10.06	1,205	421	538	624	669	819	68.0
2025.10.13	1,668	732	879	988	1,037	1,195	71.6
2025.10.20	1,001	384	464	535	570	685	68.4
2025.10.27	1,538	699	847	951	1,013	1,134	73.7
2025.11.03	1,092	378	480	560	608	713	65.3

Release Date	# of Examinees	eISRs Retrieved:					Percent Retrieved
		Within 24 Hours	By 1st Friday	By 2nd Friday	By 3rd Friday	By 1/22/2026	
2025.11.10	1,693	733	900	1,036	1,074	1,203	71.1
2025.11.17	1,132	412	508	560	614	719	63.5
2025.11.24	1,545	604	697	902	964	1,070	69.3
2025.12.01	1,236	489	607	696	729	801	64.8
2025.12.08	2,101	920	1,079	1,202	1,260	1,386	66.0
2025.12.15	1,075	347	447	489	520	599	55.7
2025.12.22	1,700	650	755	879	1,012	1,076	63.3
2025.12.29	1,111	350	438	592	643	656	59.0

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2025 eISR Retrieval Statistics – Essay vs. No Essay**

The table below shows the retrieval statistics as of 1/22/2026 for exams/subtests with essay versus no essay.

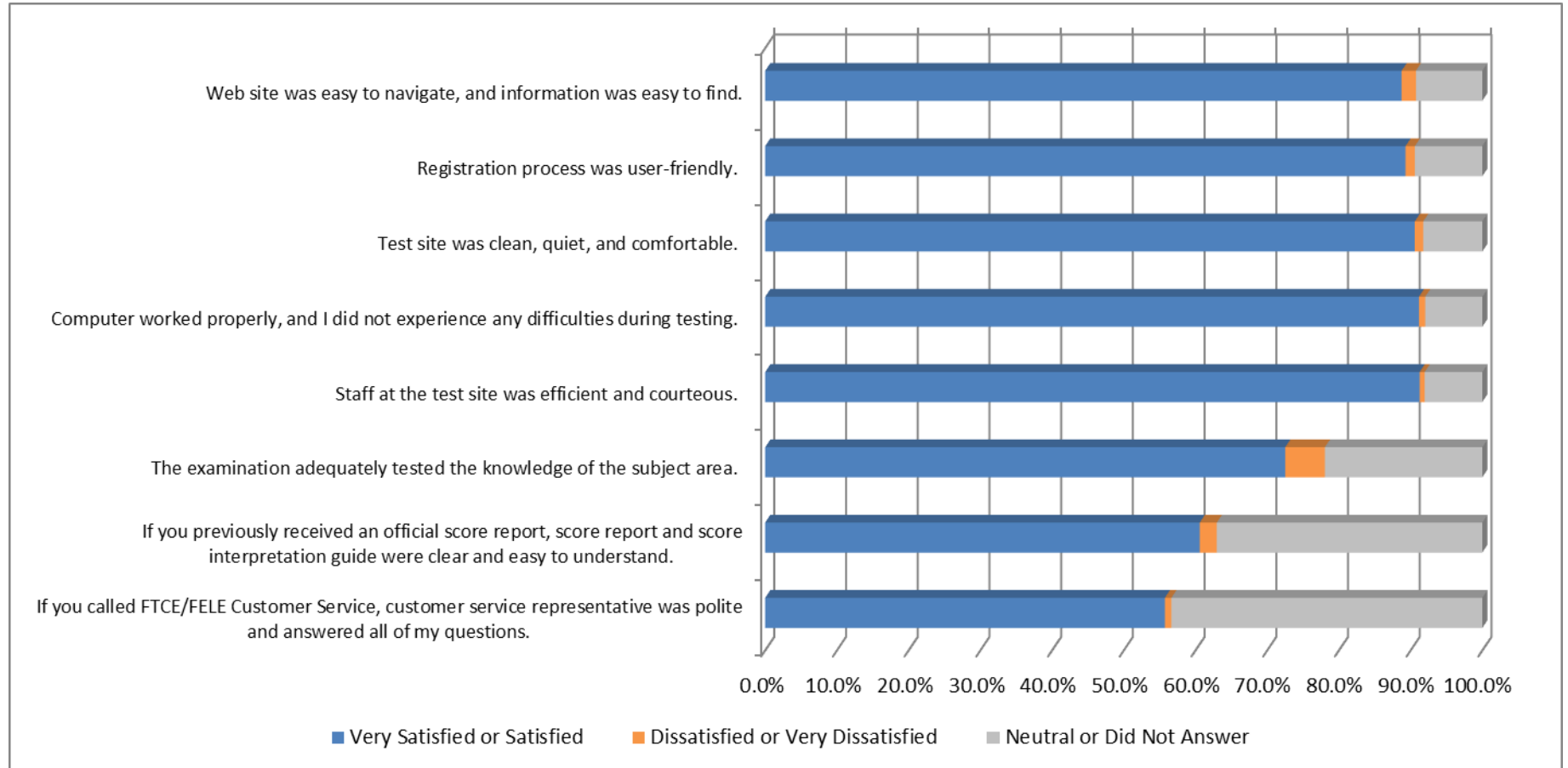
Release Date	# of Examinees	# of eISRs Retrieved	Percent Retrieved	Exams/Subtests with Essay			Exams/Subtests with No Essay		
				# of Examinees	# of eISRs Retrieved	Percent Retrieved	# of Examinees	# of eISRs Retrieved	Percent Retrieved
2025.01.06	1,158	934	80.7	395	343	86.8	763	591	77.5
2025.01.13	1,404	1,089	77.6	118	94	79.7	1,286	995	77.4
2025.01.17	1,105	872	78.9	175	167	95.4	930	705	75.8
2025.01.27	1,076	819	76.1	106	81	76.4	970	738	76.1
2025.02.03	1,289	1,000	77.6	361	303	83.9	928	697	75.1
2025.02.10	750	569	75.9	1	1	100.0	749	568	75.8
2025.02.17	1,490	1,188	79.7	289	247	85.5	1,201	941	78.4
2025.02.24	1,212	909	75.0	0	0	--	1,212	909	75.0
2025.03.03	1,859	1,447	77.8	478	403	84.3	1,381	1,044	75.6
2025.03.10	1,498	1,129	75.4	1	0	0.0	1,497	1,129	75.4
2025.03.17	1,663	1,333	80.2	541	463	85.6	1,122	870	77.5
2025.03.24	1,484	1,145	77.2	1	1	100.0	1,483	1,144	77.1
2025.03.31	2,677	2,100	78.4	487	418	85.8	2,190	1,682	76.8
2025.04.07	2,309	1,739	75.3	1	1	100.0	2,308	1,738	75.3
2025.04.14	1,922	1,515	78.8	795	677	85.2	1,127	838	74.4
2025.04.21	1,502	1,111	74.0	0	0	--	1,502	1,111	74.0
2025.04.28	2,393	1,839	76.8	531	442	83.2	1,862	1,397	75.0
2025.05.05	1,733	1,211	69.9	2	1	50.0	1,731	1,210	69.9
2025.05.12	2,419	1,801	74.5	624	521	83.5	1,795	1,280	71.3
2025.05.19	1,468	1,030	70.2	1	1	100.0	1,467	1,029	70.1
2025.05.23	2,183	1,627	74.5	543	457	84.2	1,640	1,170	71.3
2025.06.02	1,600	1,151	71.9	0	0	--	1,600	1,151	71.9
2025.06.09	2,094	1,526	72.9	516	427	82.8	1,578	1,099	69.6
2025.06.16	1,957	1,373	70.2	0	0	--	1,957	1,373	70.2
2025.06.23	2,573	1,879	73.0	619	514	83.0	1,954	1,365	69.9
2025.06.30	1,771	1,236	69.8	0	0	--	1,771	1,236	69.8
2025.07.07	2,875	2,122	73.8	654	548	83.8	2,221	1,574	70.9
2025.07.14	1,604	1,106	69.0	1	0	0.0	1,603	1,106	69.0
2025.07.21	2,612	1,893	72.5	623	522	83.8	1,989	1,371	68.9

Release Date	# of Examinees	# of eISRs Retrieved	Percent Retrieved	Exams/Subtests with Essay			Exams/Subtests with No Essay		
				# of Examinees	# of eISRs Retrieved	Percent Retrieved	# of Examinees	# of eISRs Retrieved	Percent Retrieved
2025.07.28	2,118	1,399	66.1	1	0	0.0	2,117	1,399	66.1
2025.08.04	2,989	2,060	68.9	724	599	82.7	2,265	1,461	64.5
2025.08.11	2,423	1,545	63.8	0	0	--	2,423	1,545	63.8
2025.08.18	2,156	1,535	71.2	888	725	81.6	1,268	810	63.9
2025.08.25	762	513	67.3	1	1	100.0	761	512	67.3
2025.08.29	1,158	852	73.6	382	323	84.6	776	529	68.2
2025.09.08	839	580	69.1	0	0	--	839	580	69.1
2025.09.15	1,090	784	71.9	299	244	81.6	791	540	68.3
2025.09.22	804	553	68.8	0	0	--	804	553	68.8
2025.09.29	1,277	914	71.6	308	261	84.7	969	653	67.4
2025.10.06	1,205	819	68.0	0	0	--	1,205	819	68.0
2025.10.13	1,668	1,195	71.6	474	394	83.1	1,194	801	67.1
2025.10.20	1,001	685	68.4	0	0	--	1,001	685	68.4
2025.10.27	1,538	1,134	73.7	446	375	84.1	1,092	759	69.5
2025.11.03	1,092	713	65.3	0	0	--	1,092	713	65.3
2025.11.10	1,693	1,203	71.1	562	484	86.1	1,131	719	63.6
2025.11.17	1,132	719	63.5	1	1	100.0	1,131	718	63.5
2025.11.24	1,545	1,070	69.3	492	398	80.9	1,053	672	63.8
2025.12.01	1,236	801	64.8	0	0	--	1,236	801	64.8
2025.12.08	2,101	1,386	66.0	562	445	79.2	1,539	941	61.1
2025.12.15	1,075	599	55.7	3	2	66.7	1,072	597	55.7
2025.12.22	1,700	1,076	63.3	638	515	80.7	1,062	561	52.8
2025.12.29	1,111	656	59.0	0	0	--	1,111	656	59.0

Essay fields are 015, 017, 039, 132, 142, 816, 821, 825, and 844.
 Essay counts include all examinees who had scores reported for essay fields.
 Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION 2025 Exit Survey

At the conclusion of each test administration appointment, examinees are invited to share their feedback via the on-screen Exit Survey. A total of 56,553 examinees responded during the 2025 program year. These responses are summarized below.



Source: Data provided by Evaluation Systems group of Pearson

APPENDIX G

Competency Reports

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Art K–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		409		535	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of the processes of two-dimensional art	12	7.8	64.8%	8.0	66.8%
02 Knowledge of the processes of three-dimensional art	12	7.8	64.6%	7.8	64.9%
03 Knowledge of the processes of digital arts	12	8.1	67.2%	8.1	67.6%
04 Knowledge of art history and culture	12	7.5	62.7%	7.7	64.0%
05 Knowledge of art criticism processes	12	8.0	66.9%	8.2	68.2%
06 Knowledge of art education and pedagogy	12	7.9	65.6%	8.1	67.4%
07 Knowledge of present-day connections and applications of art	8	5.5	69.3%	5.5	68.8%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

Agriculture 6–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		82		92	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of leadership, career opportunities, and employability skills	8	6.2	77.0%	6.3	79.2%
02 Knowledge of animal science	12	9.1	75.9%	9.3	77.1%
03 Knowledge of soil science	8	5.6	70.4%	5.8	72.3%
04 Knowledge of plant science	12	7.9	65.5%	8.4	69.9%
05 Knowledge of agricultural systems technology	4	2.8	68.9%	2.9	71.7%
06 Knowledge of environmental sciences and natural resources	8	5.5	68.9%	5.6	70.1%
07 Knowledge of agricultural business management, economics, and marketing	8	6.0	74.7%	5.9	74.2%
08 Knowledge of agricultural department management and professional development	12	9.3	77.4%	9.4	78.4%
09 Knowledge of biotechnology	4	2.8	70.1%	2.8	71.2%
10 Knowledge of food science and systems	4	2.8	71.0%	2.9	71.5%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)**

Biology 6–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		456		573	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of the investigative processes of science	14	10.4	74.4%	10.6	75.5%
02 Knowledge of the interactions between science, technology, and society	3	2.1	69.7%	2.1	69.8%
03 Knowledge of the chemical processes of living things	11	7.5	68.2%	7.7	70.1%
04 Knowledge of the interactions between cell structure and cell function	6	4.2	70.6%	4.3	72.0%
05 Knowledge of genetic principles, processes, and applications	9	6.6	73.4%	6.7	74.2%
06 Knowledge of the structural and functional diversity of viruses and prokaryotic organisms	3	1.9	62.0%	1.9	63.8%
07 Knowledge of the structural and functional diversity of protists, fungi, and plants	6	4.1	67.6%	4.1	68.5%
08 Knowledge of the structural and functional diversity of animals	11	7.7	69.7%	7.7	70.1%
09 Knowledge of ecological principles and processes	9	6.8	75.3%	6.8	76.1%
10 Knowledge of evolutionary mechanisms	8	5.7	70.9%	5.7	71.6%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Business Education 6–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		411		514	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of information technology	12	8.1	67.4%	8.1	67.8%
02 Knowledge of business communications	8	5.5	68.6%	5.5	68.3%
03 Knowledge of accounting and personal finance	8	5.1	63.2%	5.0	62.1%
04 Knowledge of business management and administrative procedures	8	5.9	73.3%	5.8	72.5%
05 Knowledge of entrepreneurship and marketing	8	6.0	74.6%	5.9	73.9%
06 Knowledge of business law and ethics	8	5.7	71.4%	5.7	71.3%
07 Knowledge of foundations, teaching methods, and professional development	12	8.3	69.3%	8.3	69.1%
08 Knowledge of international business	8	5.4	68.0%	5.4	67.8%
09 Knowledge of career development	8	5.7	70.7%	5.6	69.9%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

Chemistry 6–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		139		173	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of the nature of matter	7	5.3	75.6%	5.3	75.7%
02 Knowledge of energy and its interaction with matter	10	7.8	77.9%	8.0	79.9%
03 Knowledge of bonding and molecular structure	13	9.7	74.7%	10.0	76.6%
04 Knowledge of chemical reactions and stoichiometry	15	10.0	66.7%	10.2	68.0%
05 Knowledge of atomic theory and structure	8	6.0	74.8%	6.1	76.2%
06 Knowledge of the nature of science	7	5.7	81.6%	5.7	81.6%
07 Knowledge of measurement	7	5.3	75.2%	5.4	76.5%
08 Knowledge of appropriate laboratory use and procedures	3	2.3	75.8%	2.2	75.0%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Computer Science K–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		233		291	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of computational thinking and problem solving	12	8.7	72.5%	8.6	71.5%
02 Knowledge of data types and structures	12	8.4	69.7%	8.3	69.4%
03 Knowledge of programming logic	16	11.2	69.9%	11.0	68.8%
04 Knowledge of programming languages	16	10.5	65.6%	10.4	64.9%
05 Knowledge of computer hardware, software, and networking	8	4.9	61.1%	4.9	60.8%
06 Knowledge of the historical aspects and social issues related to computer technologies	8	5.3	66.2%	5.4	67.0%
07 Knowledge of computer science pedagogy	8	5.9	73.6%	5.8	72.9%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

Deaf or Hard of Hearing K–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		45		51	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of philosophical, historical, legal, and educational foundations in the field of deaf education	10–11	8.4	77.9%	8.3	76.9%
02 Knowledge of the anatomy and physiology of the auditory system and of hearing loss	8	5.7	70.8%	5.6	70.1%
03 Knowledge of language development and communication	13	9.6	74.0%	9.6	73.9%
04 Knowledge of ASL and Deaf Culture	11	8.6	77.8%	8.6	77.9%
05 Knowledge of the design, development, and implementation of the Individual Family Service Plan, IEP, Transition Individual Education Plan, and Communication PLAN	13	10.6	81.2%	10.4	80.2%
06 Knowledge of formal and informal assessments	10	6.9	69.1%	6.8	68.4%
07 Knowledge of instructional strategies, accommodations, and modifications	14–15	10.2	72.0%	10.2	71.8%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Drama 6–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		83		103	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of acting	16	11.9	74.5%	11.9	74.4%
02 Knowledge of creative dramatics	4	3.2	79.2%	3.1	78.4%
03 Knowledge of theatre production and design	20	14.3	71.6%	14.5	72.7%
04 Knowledge of dramatic literature and criticism	8	5.2	65.4%	5.2	65.2%
05 Knowledge of theatre history	12	6.7	55.4%	6.7	56.2%
06 Knowledge of directing	12	9.6	80.0%	9.5	79.0%
07 Knowledge of playwriting	4	3.1	78.0%	3.1	77.9%
08 Knowledge of career opportunities	4	2.7	66.3%	2.7	66.5%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Earth/Space Science 6–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		138		164	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of the nature of science	13–14	9.9	72.8%	10.0	73.3%
02 Knowledge of the composition, characteristics, and structure of Earth	7-8	5.2	68.8%	5.3	69.8%
03 Knowledge of plate tectonics and related processes	7	5.0	71.3%	5.0	71.4%
04 Knowledge of Earth's surface processes	6-7	4.4	68.3%	4.5	69.5%
05 Knowledge of mapping and remote sensing	3	2.1	70.8%	2.1	70.9%
06 Knowledge of the scope and measurement of geologic time	5	3.3	65.7%	3.2	64.8%
07 Knowledge of the characteristics and management of Earth's resources	6	4.7	77.8%	4.7	77.5%
08 Knowledge of oceans and coastal processes	6	3.9	65.1%	4.1	67.7%
09 Knowledge of factors that influence atmospheric conditions and weather	6–7	3.7	58.6%	3.8	59.3%
10 Knowledge of Earth's climate patterns	7	4.8	68.7%	4.9	70.6%
11 Knowledge of astronomical objects and processes	7	4.8	69.2%	4.9	70.4%
12 Knowledge of space exploration	5	3.5	70.9%	3.7	73.4%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Educational Media Specialist PK–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		338		394	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of professional organizations, resources, and national and state guidelines and standards for the school library media specialist	3	2.0	67.2%	2.0	67.3%
02 Knowledge of teaching and learning principles of the school library media specialist	2	1.4	69.5%	1.4	71.2%
03 Knowledge of the instructional partner responsibilities of the school library media specialist	1	0.6	59.2%	0.6	62.9%
04 Knowledge of teaching methods for implementing multiple literacies	7	5.1	72.9%	5.0	72.0%
05 Knowledge of methods for teaching and assisting the school learning community in design and production of various types of media	3	2.6	87.0%	2.6	86.7%
06 Knowledge of design and delivery of staff development	3	2.3	77.9%	2.4	78.4%
07 Knowledge of the information specialist responsibilities of the school library media specialist	6	4.4	72.6%	4.3	71.5%
08 Knowledge of resources in all formats for the learning community	3	1.7	56.7%	1.7	57.7%
09 Knowledge of the foundations, designing, planning, and development of a school library media program	4	2.8	70.3%	2.8	69.7%
10 Knowledge of procedures to assess and evaluate the effectiveness of a school library media program	3	2.5	82.8%	2.5	83.3%
11 Comprehension of skills required to plan, prepare, advocate, and administer a budget	3	2.3	76.9%	2.3	76.3%
12 Knowledge of supervision of staff and volunteers for the school library media program	1	0.8	84.6%	0.8	84.5%
13 Knowledge of policies and procedures used in the school library media program	3	2.2	73.1%	2.2	73.2%
14 Knowledge of methods for creating an active learning environment	1	0.7	71.3%	0.7	73.1%
15 Knowledge of methods for advocating an effective school library media program	3	2.3	76.2%	2.3	76.1%
16 Knowledge of policies and procedures for collection development	6	4.1	68.1%	4.1	67.7%
17 Knowledge of policies and processes for managing, cataloging, organizing, circulating, and maintaining resources	6	4.2	69.2%	4.1	68.6%
18 Comprehension of leadership and interpersonal skills for the school library media specialist	3	2.0	66.6%	2.0	66.2%

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Educational Media Specialist PK–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		338		394	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
19 Knowledge of state and national legislation and their effects on the school library media program	1	0.9	87.3%	0.9	87.1%
20 Knowledge of current professional trends and issues of the school library media program	2	1.6	77.8%	1.5	76.9%
21 Knowledge of research related to the school library media program	4	3.1	77.9%	3.1	76.4%
22 Knowledge of professional ethics for the school library media specialist	4	3.0	74.0%	3.0	74.1%
23 Knowledge of methods for providing equity, diversity, and global perspectives in the school library media program	2	1.5	75.3%	1.5	73.6%
24 Knowledge of methods for integrating technology into the instructional program	3	2.4	79.1%	2.4	79.0%
25 Knowledge of reading research and strategies	3	2.3	77.3%	2.3	77.1%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Elementary Education K–6 Subtest 1: Lang Arts and Reading

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		4760		5500	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of the reading process	21–22	15.3	70.6%	15.7	72.2%
02 Knowledge of texts and text analysis	8	5.7	70.9%	5.8	72.1%
03 Knowledge of the writing process	5	3.6	71.2%	3.6	71.7%
04 Knowledge of literacy instruction and assessments	10	6.7	67.5%	6.9	69.3%
05 Knowledge of communication and media literacy	5	3.2	64.1%	3.3	66.2%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

Elementary Education K–6 Subtest 2: Social Science

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		4550		5357	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of effective instructional practice and assessment of the social sciences	8	5.9	73.7%	6.0	74.9%
02 Knowledge of time, continuity, and change (i.e., history)	12	8.6	71.5%	8.7	72.2%
03 Knowledge of people, places, and environment (i.e., geography)	8	5.6	69.9%	5.6	70.5%
04 Knowledge of government and the citizen (i.e., government and civics)	9	7.0	77.5%	7.1	78.7%
05 Knowledge of production, distribution, and consumption (i.e., economics)	8	6.3	78.6%	6.3	78.2%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Elementary Education K–6 Subtest 3: Science

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		4551		5305	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of effective science instruction	9	7.1	78.7%	7.1	79.1%
02 Knowledge of the nature of science	8	6.0	74.5%	5.9	74.3%
03 Knowledge of physical sciences	9	6.9	76.8%	7.0	77.3%
04 Knowledge of Earth and space	9	6.2	69.3%	6.3	69.6%
05 Knowledge of life science	10	7.3	72.8%	7.3	72.8%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

Elementary Education K–6 Subtest 4: Mathematics

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		4587		5188	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of integers, decimals, and fractions in base-10	10	7.6	75.6%	7.6	76.5%
02 Knowledge of algebraic reasoning	5	4.1	81.8%	4.1	82.0%
03 Knowledge of measurement, data analysis, and statistics	5	4.0	80.0%	4.0	80.9%
04 Knowledge of geometric concepts	5	3.5	69.3%	3.5	70.8%
05 Knowledge of student reasoning and instructional practices	10	7.2	71.7%	7.2	72.5%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Engineering and Technology Education 6–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		77		98	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of the nature and impacts of technology	8	6.0	74.7%	6.0	75.1%
02 Knowledge of principles of drafting	8	5.7	71.4%	5.9	74.1%
03 Knowledge of principles of engineering	8	5.8	71.9%	6.0	75.1%
04 Knowledge of energy and power technologies	8	5.8	72.6%	5.9	74.1%
05 Knowledge of information and communication technologies	8	5.6	70.6%	5.7	71.8%
06 Knowledge of transportation technologies	8	5.6	70.5%	5.9	73.3%
07 Knowledge of manufacturing technologies	8	6.2	77.3%	6.3	78.7%
08 Knowledge of construction technologies	8	6.4	79.9%	6.3	79.3%
09 Knowledge of laboratory management and safety	8	6.1	76.1%	6.2	77.9%
10 Knowledge of technology education, professional development, and standards-based instruction and assessment	8	5.3	66.1%	5.4	67.0%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

English 6–12 Multiple-Choice Section

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		1205		1357	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of effective use of the English language at the postsecondary level	9	5.7	63.4%	5.7	63.7%
02 Knowledge and understanding of communication skills, techniques, and processes	11	8.1	73.5%	8.1	73.6%
03 Knowledge of literacy processes and instructional practices	9	6.3	70.5%	6.3	70.5%
04 Knowledge of a wide range of literary and informational texts	10	6.7	67.4%	6.8	67.8%
05 Knowledge of effective techniques for listening, viewing, speaking, and presenting	6	4.6	77.4%	4.6	76.9%
06 Knowledge of pedagogical content for teaching English language arts	9	6.0	66.9%	6.1	67.6%
07 Knowledge of various assessments and use of assessment data to drive instructional decisions within English language arts	6	4.0	66.7%	4.0	66.8%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

English to Speakers of Other Languages (ESOL) K–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		987		1119	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of culture as a factor in English language learners' (ELLs') learning	10	6.7	67.3%	6.8	67.9%
02 Knowledge of language as a system	8	5.6	69.6%	5.6	70.4%
03 Knowledge of language acquisition and development	11	7.6	69.2%	7.7	70.2%
04 Knowledge of second language literacy development	8	5.4	67.0%	5.4	67.6%
05 Knowledge of ESL/ESOL research, history, public policy, and current practices	8	5.1	64.3%	5.2	65.3%
06 Knowledge of standards-based ESOL and content instruction	8	5.2	65.1%	5.2	65.6%
07 Knowledge of resources and technologies	8	5.5	68.8%	5.5	69.3%
08 Knowledge of planning standards-based instruction of ELLs	8	5.5	68.6%	5.5	69.0%
09 Knowledge of language proficiency assessments, classroom-based assessments, and assessment issues for ELLs	11	7.9	71.7%	7.9	71.9%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

Exceptional Student Education K–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		3676		4410	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of foundations of exceptional student education	18	13.1	73.0%	13.1	73.0%
02 Knowledge of assessment and evaluation	10	7.0	70.3%	7.0	69.9%
03 Knowledge of instructional practices in exceptional student education	17	11.8	69.5%	11.7	69.0%
04 Knowledge of positive behavioral interventions and supports	10	6.7	66.6%	6.7	66.6%
05 Knowledge of multiple literacies and communication skills	17	11.7	68.7%	11.5	67.9%
06 Knowledge of the transition process	8	5.7	71.6%	5.7	71.7%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Family and Consumer Science 6–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		137		160	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of families	6	4.8	80.7%	4.8	79.8%
02 Knowledge of personality development	3	2.1	70.3%	2.1	69.6%
03 Knowledge of decision making and problem solving	3	2.4	78.3%	2.3	77.5%
04 Knowledge of marriage	3	2.4	80.3%	2.4	81.3%
05 Knowledge of preparation for parenthood	5	3.7	73.9%	3.7	74.5%
06 Knowledge of prenatal care, fetal development, and childbirth	5	3.7	73.1%	3.7	74.6%
07 Knowledge of social, emotional, physical, and intellectual development	5	4.0	80.0%	4.0	79.0%
08 Knowledge of parenting	5	4.1	82.9%	4.2	83.8%
09 Knowledge of stress and crises	5	3.7	73.6%	3.7	73.9%
10 Knowledge of clothing selection	2	1.5	77.4%	1.6	79.1%
11 Knowledge of clothing, textiles, and technology	4	2.6	66.1%	2.5	63.4%
12 Knowledge of the American economic system	2	1.3	67.2%	1.3	66.3%
13 Knowledge of money and resource management	3	2.2	72.3%	2.1	70.8%
14 Knowledge of consumerism	2	1.5	72.6%	1.5	72.5%
15 Knowledge of factors affecting housing selection	2	1.5	74.5%	1.5	72.8%
16 Knowledge of home design features	2	1.5	73.0%	1.5	75.9%
17 Knowledge of nutrition and wellness	6	3.9	65.8%	4.1	67.9%
18 Knowledge of meal planning and service	4	2.8	69.3%	2.8	69.2%
19 Knowledge of principles of food selection, safety, and storage	4	2.7	66.4%	2.6	65.8%
20 Knowledge of food preparation	5	3.4	68.2%	3.3	66.4%
21 Knowledge of the profession	4	3.1	78.1%	3.1	78.6%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

FELE Subtest 1: Leadership for Student Learning

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		1786		2191	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Facilitate student learning goals	12	8.8	73.0%	8.7	72.8%
02 Prioritize student learning via leadership	12	8.8	73.3%	8.7	72.7%
03 Develop/implement instructional framework	13	9.9	76.4%	9.9	75.9%
04 School environment for student learning	13	9.7	74.4%	9.6	73.8%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

FELE Subtest 2: Organizational Development

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		1779		2246	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Recruitment and induction practices	8	5.8	72.0%	5.7	71.8%
02 Faculty/staff development and retention	17	12.4	73.1%	12.4	73.1%
03 Develop leadership w/in the organization	13	10.3	79.3%	10.3	79.3%
04 Personal/professional behavior practices	12	8.8	73.6%	8.8	73.5%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
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FELE Subtest 3: Systems Leadership Multiple-Choice Section

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		1775		2209	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Decision-making processes	10	7.5	74.7%	7.4	74.2%
02 School operation management practices	10	8.4	83.8%	8.3	83.5%
03 Financial and resource management	10	6.9	69.3%	7.0	70.1%
04 School legal practices and applications	10	7.1	70.6%	7.0	70.3%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

French K–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		51		60	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
02 Knowledge of communication	25	19.1	76.5%	19.1	76.4%
03 Knowledge of cultures	16	9.0	56.0%	9.1	57.1%
04 Knowledge of sociolinguistic patterns through comparisons of English and French	4	2.6	65.2%	2.5	63.3%
05 Knowledge of linguistic patterns	10	7.4	73.5%	7.6	76.2%
06 Knowledge of pedagogy	20	12.8	64.1%	12.7	63.3%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
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German K–12 Written

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		2		2	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
02 Comprehension at an advanced level of spoken German passages on topics of general interest	11	10.0	90.9%	10.0	90.9%
04 Ability to read at an advanced level German passages on a variety of personal, social, and general topics	15	14.5	96.7%	14.5	96.7%
05 Knowledge of German vocabulary in areas of general interest and application of vocabulary skills	15	14.5	96.7%	14.5	96.7%
06 Knowledge of German grammar and syntax in context	18	18.0	100.0%	18.0	100.0%
07 Knowledge of the culture, social customs, and daily life of German-speaking countries	4	3.5	87.5%	3.5	87.5%
08 Knowledge of history and geography of German-speaking countries	4	3.5	87.5%	3.5	87.5%
09 Knowledge of arts and sciences in German-speaking countries	4	3.5	87.5%	3.5	87.5%
10 Pedagogy and professional knowledge	4	3.5	87.5%	3.5	87.5%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

GK Subtest 2: English Language Skills (ELS)

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		6486		7470	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of language structure	10	7.0	69.9%	7.0	69.7%
02 Knowledge of vocabulary application	10	7.5	75.4%	7.5	74.7%
03 Knowledge of standard English conventions	10	7.0	70.0%	6.9	69.3%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
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GK Subtest 3: Reading

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		6418		7453	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of key ideas and details based on text selections	12	9.2	76.5%	9.1	76.1%
02 Knowledge of text structure and meaning based on text selections	8	6.3	78.3%	6.2	77.5%
03 Knowledge of the integration of information and ideas based on text selections	10	7.5	74.6%	7.4	74.2%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

GK Subtest 4: Mathematics

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		6468		7549	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of number sense, concepts, and operations	9	6.5	72.3%	6.5	72.1%
02 Knowledge of geometry and measurement	9	6.2	68.8%	6.1	68.0%
03 Knowledge of algebraic thinking and the coordinate plane	10	6.6	65.7%	6.5	64.8%
04 Knowledge of probability, statistics, and data interpretation	7	5.1	72.3%	5.0	72.1%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
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Competency Data by Examination (2025)

Health K–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		264		311	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of the foundation, theories, and principles of health education	5	3.6	72.3%	3.7	73.2%
02 Knowledge of health education standards and health literacy	3	2.2	74.7%	2.2	74.7%
03 Knowledge of health education instructional practices	8	5.5	68.8%	5.6	69.7%
04 Knowledge of personal health behaviors and wellness	5	3.5	69.2%	3.4	68.0%
05 Knowledge of human anatomy and physiology	5	3.4	68.9%	3.5	69.8%
06 Knowledge of pathology and prevention of human diseases and disorders	5	3.3	66.1%	3.4	68.0%
07 Knowledge of interpersonal health	6–7	4.8	75.5%	4.9	76.8%
08 Knowledge of sexual health	7	4.9	69.5%	4.9	69.5%
09 Knowledge of nutrition and physical fitness	6	3.9	65.7%	4.0	66.8%
10 Knowledge of mental and emotional health	6	3.9	64.5%	3.8	63.9%
11 Knowledge of substance use, abuse, and dependency and addictive behaviors	7–8	5.4	70.3%	5.3	69.5%
12 Knowledge of violence prevention and intervention	6	4.8	79.7%	4.8	80.2%
13 Knowledge of consumer health-related practices and media literacy	2–3	1.6	71.8%	1.6	71.4%
14 Knowledge of community health	2–3	1.6	59.7%	1.6	61.0%
15 Knowledge of environmental health	2	1.3	64.8%	1.3	64.8%
16 Knowledge of unintentional injury and safety practices	3	2.2	74.6%	2.2	74.6%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Humanities K–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		29		35	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of the vocabulary and concepts basic to the humanities	12	6.9	57.2%	6.9	57.6%
02 Knowledge of historical periods, styles, and movements	22	14.1	64.1%	14.1	63.9%
03 Knowledge of the interrelatedness of arts and ideas	14	8.4	60.1%	8.3	59.4%
04 Knowledge of the relationship between a culture's beliefs and values and their expression in the humanities	20	12.1	60.3%	12.0	60.0%
05 Knowledge of prominent aesthetic principles used by major cultures in evaluating the arts	6	3.3	55.2%	3.4	57.1%
06 Knowledge of instructional techniques, assessment, and resources appropriate to the humanities	6	3.1	51.7%	3.0	50.5%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Latin K–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		9		9	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of English words derived from Latin vocabulary	6	4.8	79.6%	4.9	81.5%
02 Knowledge of Latin vocabulary in a given context	6	3.2	53.7%	3.0	50.0%
03 Knowledge of the grammatical forms of Latin words	13	7.1	54.7%	7.3	56.4%
04 Understanding of grammatical constructions in a given context	13	6.4	49.6%	6.9	53.0%
05 Knowledge of pedagogical methods, reference materials, and teaching aids appropriate to the Latin classroom	3	2.0	66.7%	1.8	59.3%
06 Ability to read and understand passages of connected Latin prose at the level of difficulty of straightforward narrative passages in Caesar's Gallic Wars, Book 1, or the De Illustribus Viris of Corneli	13	6.8	52.1%	7.1	54.7%
07 Ability to identify meter in Latin poetry and basic literary devices in Latin prose or poetry	1	0.4	44.4%	0.4	44.4%
08 Knowledge of classical mythology	6	3.9	64.8%	4.0	66.7%
09 Knowledge of Roman literary history	3	1.9	63.0%	1.8	59.3%
10 Knowledge of Roman political history	6	2.9	48.1%	3.2	53.7%
11 Knowledge of Roman social history	5	3.3	66.7%	3.4	68.9%
12 Knowledge of Roman contributions to Western civilization	5	3.8	75.6%	3.8	75.6%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Marketing 6–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		46		53	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of marketing careers and employability	5	3.4	68.7%	3.3	66.4%
02 Knowledge of human relations	6	4.3	72.5%	4.2	69.8%
03 Knowledge of communications	5	3.6	71.7%	3.4	68.7%
04 Knowledge of marketing mathematics	7	4.9	70.5%	4.9	69.5%
05 Knowledge of economic principles	10	6.4	64.3%	6.1	61.3%
06 Knowledge of marketing principles	11	6.6	60.1%	6.4	58.5%
07 Knowledge of selling	7	5.3	76.4%	5.1	73.3%
08 Knowledge of business operations	5	3.3	65.2%	3.2	64.2%
09 Knowledge of sales promotion	5	3.7	74.8%	3.5	70.6%
10 Knowledge of product and service technology	2	1.5	72.8%	1.3	66.0%
11 Knowledge of leadership and management	4	2.2	55.4%	2.3	56.6%
12 Knowledge of work-based experiences	3	1.7	56.5%	1.7	56.6%
13 Knowledge of program operation	2	1.2	60.9%	1.2	59.4%
14 Knowledge of entrepreneurship	5	3.9	77.8%	3.7	74.0%
15 Knowledge of financial literacy	3	2.1	71.0%	2.0	67.9%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Mathematics 6–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		687		854	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of number sense, operations, and proportionality	4	3.1	76.7%	3.0	76.1%
02 Knowledge of algebra	10	6.7	67.3%	6.8	68.1%
03 Knowledge of geometry and trigonometry	14	9.8	69.9%	9.9	70.9%
04 Knowledge of data analysis, statistics, and probability	9	6.6	72.8%	6.6	73.1%
05 Knowledge of precalculus and calculus	8	5.2	65.4%	5.3	66.5%
06 Knowledge of student reasoning and instructional practices	5	3.5	70.4%	3.6	72.0%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

Middle Grades English 5–9 Multiple-Choice Section

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		533		631	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of how the characteristics of middle school students affect student learning and instructional decisions in English language arts	6	4.0	66.4%	4.0	66.3%
02 Knowledge of applications of evidence-based practices in teaching English language arts	6	4.2	69.7%	4.2	69.8%
03 Knowledge and understanding of literary and informational texts	15	10.7	71.3%	10.6	70.5%
04 Knowledge and understanding of communication skills, techniques, and processes	15	10.5	70.2%	10.4	69.0%
05 Knowledge of pedagogical content for teaching English language arts	12	8.7	72.4%	8.6	71.8%
06 Knowledge of various assessments and use of assessment data to drive instructional decisions within English language arts	6	4.1	67.6%	4.1	68.0%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
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Competency Data by Examination (2025)

Middle Grades General Science 5–9

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		601		741	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Conceptual and quantitative knowledge of the structure and behavior of matter	11	7.6	68.9%	7.6	69.4%
02 Conceptual and quantitative knowledge of forces and motion	10	7.1	71.4%	7.1	70.8%
03 Conceptual and quantitative knowledge of energy and its effects	10	7.2	72.3%	7.2	71.9%
04 Knowledge of Earth and the processes that affect it	11	8.0	72.3%	8.0	72.4%
05 Knowledge of space science	5	3.7	73.0%	3.6	72.5%
06 Knowledge of processes of life	11	7.5	68.1%	7.5	68.6%
07 Knowledge of the effects of physical and biological factors on the environment	8	5.8	72.0%	5.8	71.9%
08 Knowledge of the science learning environment	4	2.8	69.8%	2.8	69.7%
09 Knowledge of process skills and application of scientific inquiry	10	7.7	77.2%	7.8	77.6%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

Middle Grades Mathematics 5–9

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		1058		1310	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of number sense, operations, and proportionality	8	5.7	71.4%	5.8	72.8%
02 Knowledge of algebra	15	10.9	72.7%	11.0	73.5%
03 Knowledge of geometry	10	7.1	71.4%	7.2	72.2%
04 Knowledge of data analysis, statistics, and probability	7	5.1	72.9%	5.1	73.2%
05 Knowledge of student reasoning and instructional practice	10	6.8	67.7%	6.8	67.8%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Middle Grades Social Science 5–9

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		409		481	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of history	26	17.7	68.0%	17.6	67.8%
02 Knowledge of geography	20	13.9	69.5%	13.9	69.3%
03 Knowledge of civics and government	20	13.8	68.9%	13.8	69.1%
04 Knowledge of economics	8	5.6	70.2%	5.6	69.9%
05 Knowledge of social science curriculum and instruction	6	4.2	70.0%	4.2	70.2%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

Music K–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		347		406	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of music education fundamentals	24	16.0	66.5%	16.2	67.5%
02 Knowledge of music standards-based curricula and pedagogy	30	20.7	68.9%	20.9	69.5%
03 Knowledge of music performance assessment and evaluation	18	12.8	70.9%	12.8	71.1%
04 Knowledge of music program management, ethics, and legal matters	8	6.5	81.1%	6.5	81.7%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Physical Education K–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		980		1225	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of the history and philosophy of the physical education profession	2	1.5	75.9%	1.5	75.9%
02 Knowledge of standards-based physical education curriculum development	8	5.6	70.3%	5.7	70.7%
03 Knowledge of developmentally appropriate physical education instructional strategies	10	7.5	75.3%	7.5	74.9%
04 Knowledge of human growth and development and motor learning as they relate to physical education	6	4.1	68.4%	4.1	68.9%
05 Knowledge of developmentally appropriate movement skills and concepts related to physical education	10	7.3	72.9%	7.3	73.1%
06 Knowledge of lifetime health, wellness, and physical fitness	10	7.8	78.3%	7.8	78.0%
07 Knowledge of cognitive, social, and emotional development through physical education and physical activity	6	4.3	72.2%	4.4	73.2%
08 Knowledge of various types of assessment strategies that can be used to determine student levels and needs in physical education	8	5.4	67.6%	5.4	67.6%
09 Knowledge of strategies that promote an effective learning environment	6	4.5	74.7%	4.5	74.5%
10 Knowledge of laws, legislation, and liabilities that pertain to physical education	3	2.0	68.2%	2.1	68.9%
11 Knowledge of appropriate safety considerations, rules, strategies, and terminology related to physical education and a variety of physical activities	4	2.8	69.7%	2.8	70.4%
12 Knowledge of professional ethics, advocacy, and development	3	2.4	79.1%	2.4	78.6%
13 Knowledge of the appropriate use of technology as related to physical education	4	3.1	77.5%	3.1	77.8%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Physics 6–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		58		81	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of the nature of scientific investigation and instruction in physics	5	3.9	77.9%	3.9	77.8%
02 Knowledge of the mathematics of physics	5-6	3.5	67.4%	3.6	68.7%
03 Knowledge of thermodynamics	7	5.2	74.4%	5.1	72.3%
04 Knowledge of mechanics	19	12.7	66.9%	12.8	67.4%
05 Knowledge of waves and optics	12–13	8.2	64.0%	8.2	64.3%
06 Knowledge of electricity and magnetism	14	9.0	64.2%	9.3	66.5%
07 Knowledge of modern physics	7	5.0	71.7%	5.0	71.6%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

PK–3 Subtest 1: Developmental Knowledge

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		2377		2744	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of child growth, child development, and relationships with families and the community	7	5.0	72.1%	5.0	71.9%
02 Knowledge of the profession and foundations of early childhood (PreK–3) education	6	4.1	68.6%	4.1	68.6%
03 Knowledge of developmentally appropriate practices	10	7.3	73.0%	7.3	73.4%
04 Knowledge of developmentally appropriate curricula	6	4.4	73.5%	4.4	73.3%
05 Knowledge of developmentally appropriate intervention strategies and resources available to meet the needs of all students	8	5.9	74.3%	5.9	74.0%
06 Knowledge of diagnosis, assessment, and evaluation	7	4.9	70.7%	5.0	71.1%
07 Knowledge of child guidance and classroom behavioral management	6	4.6	76.3%	4.6	76.3%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

PK–3 Subtest 2: Language Arts and Reading

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		2346		2764	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of literacy and literacy instruction	10–12	8.4	70.6%	8.5	71.2%
02 Knowledge of literacy and informational texts	8-9	6.6	73.5%	6.6	73.7%
03 Knowledge of foundational reading skills	10–12	8.5	71.2%	8.5	71.2%
04 Knowledge of language elements used for effective oral and written communication	9–11	7.0	64.2%	7.0	64.5%
05 Knowledge of assessments to inform literacy instruction	3–6	3.9	68.1%	4.0	68.4%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

PK–3 Subtest 3: Mathematics

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		2329		2708	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of number concepts and operations in base-10	13	9.1	69.9%	9.3	71.2%
02 Knowledge of algebraic thinking	7	5.3	75.5%	5.3	76.3%
03 Knowledge of measurement, data collection, and analysis	6	4.2	70.0%	4.2	70.8%
04 Knowledge of geometry and spatial concepts	5	3.6	72.9%	3.7	73.3%
05 Knowledge of student reasoning and instructional practices	9	5.9	65.1%	5.9	66.0%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

PK–3 Subtest 4: Science

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		2275		2569	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of effective science instruction	7	5.1	72.7%	5.1	72.3%
02 Knowledge of the nature of science	8	6.5	80.6%	6.4	79.9%
03 Knowledge of the earth and space sciences	8	5.4	67.5%	5.4	67.0%
04 Knowledge of the physical sciences	7	5.0	72.0%	5.0	71.1%
05 Knowledge of the life sciences	10	7.8	77.9%	7.8	77.8%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

Preschool Education Birth–Age 4

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		243		293	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of typical and atypical early childhood development	9	5.7	62.8%	5.7	63.1%
02 Knowledge of early childhood foundations, standards, and professional practices	8	5.3	66.2%	5.3	66.7%
03 Knowledge of issues and practices for engaging culturally diverse families and communities	9	6.3	69.6%	6.2	69.3%
04 Knowledge of curriculum and developmentally appropriate practice	12	8.4	69.7%	8.4	69.7%
05 Knowledge of developmentally appropriate learning environments	8	5.5	69.2%	5.6	69.5%
06 Knowledge of developmentally appropriate guidance that supports the self-regulation and social-emotional development of young children	10	7.1	71.1%	7.0	70.1%
07 Knowledge of children with varying exceptionalities and special considerations and the impact on families	8–9	5.6	67.6%	5.7	68.3%
08 Knowledge of developmentally appropriate screening, assessment, and evaluation	8	5.3	65.8%	5.3	66.6%
09 Knowledge of health, safety, and nutrition	7-8	5.1	65.9%	5.1	65.8%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Professional Education (PED)

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		6272		7957	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of instructional design and planning	14–15	10.8	74.3%	10.9	74.5%
02 Knowledge of appropriate student-centered learning environments	12	8.6	72.0%	8.6	72.0%
03 Knowledge of instructional delivery and facilitation through a comprehensive understanding of subject matter	14	9.5	68.0%	9.6	68.4%
04 Knowledge of various types of assessment strategies for determining impact on student learning	11	7.8	70.9%	7.9	71.7%
05 Knowledge of relevant continuous professional improvement	10	7.1	71.2%	7.2	71.7%
06 Knowledge of the Principles of Professional Conduct of the Education Profession in Florida	6–7	4.8	74.6%	4.8	75.1%
07 Knowledge of research-based practices appropriate for teaching English Language Learners (ELLs)	6	4.1	68.9%	4.1	68.5%
08 Knowledge of effective literacy strategies that can be applied across the curriculum to impact student learning	6	4.2	69.5%	4.2	69.5%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Reading K–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		288		366	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of research and theories of reading processes	7–8	4.6	58.4%	4.7	59.6%
02 Knowledge of text types and structures	7–8	5.4	68.4%	5.4	67.6%
03 Knowledge of reading assessment and evaluation	7–9	5.9	66.5%	6.0	67.4%
04 Knowledge of learning environments and procedures that support reading	7–8	5.6	71.2%	5.6	70.2%
05 Knowledge of oral and written language acquisition and reading and writing development	9–10	7.3	73.4%	7.4	74.0%
06 Knowledge of phonological awareness, phonics, and word recognition based on the science of reading	9–10	6.7	67.1%	6.6	66.6%
07 Knowledge of vocabulary acquisition and use based on the science of reading	9	5.8	64.0%	5.7	63.4%
08 Knowledge of reading fluency and reading comprehension based on the science of reading	10	6.9	69.0%	6.9	68.8%
09 Knowledge of reading program development, implementation, and coordination	7–8	5.6	71.2%	5.7	71.3%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

School Counseling PK–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		357		407	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of counseling	8	6.1	75.7%	6.0	74.9%
02 Knowledge of programs and interventions for addressing current issues in schools	8	6.1	76.1%	6.0	75.0%
03 Knowledge of assessment in promoting student success	8	5.9	73.5%	5.7	71.9%
04 Knowledge of career development and postsecondary opportunities	8	6.2	77.3%	6.2	77.4%
05 Knowledge of consultation, collaboration, and coordination	8	6.2	78.0%	6.2	77.7%
06 Knowledge of professional, ethical, and legal considerations	8	6.2	77.1%	6.2	77.0%
07 Knowledge of student appraisal and advisement	8	6.4	79.9%	6.3	79.3%
08 Knowledge of the development and assessment of exemplary comprehensive school counseling program	10	7.9	78.7%	7.7	77.4%
09 Knowledge of technology and digital citizenship	6	4.7	78.8%	4.6	77.4%
10 Knowledge of cultural competence for school counselors	8	6.2	77.0%	6.0	75.5%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)**

School Psychologist PK–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		127		136	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of statistics, research methods, and program evaluation	8	5.9	73.4%	5.9	74.0%
02 Knowledge of data-based decision making and accountability	8	6.2	77.0%	6.3	78.4%
03 Knowledge of child and adolescent development	8	6.1	75.8%	6.0	75.6%
04 Knowledge of curricula and evidence-based interventions and instructional strategies related to academic outcomes	8	6.0	75.6%	6.1	75.8%
05 Knowledge of biological, social, and cultural bases of learning, behavior, and mental health	8	6.3	79.3%	6.4	80.1%
06 Knowledge of evidence-based interventions and instructional strategies related to social-emotional, mental, and behavioral health outcomes	8	6.1	76.5%	6.3	79.0%
07 Knowledge of best practices in student and school safety	8	6.6	82.4%	6.6	82.0%
08 Knowledge of consultation, collaboration, and problem solving	8	6.0	75.3%	6.0	75.3%
09 Knowledge of ethical, legal, and professional practice of school psychology	8	6.4	79.7%	6.4	80.2%
10 Knowledge of laws, rules, regulations, court decisions, and procedures related to public education	8	6.1	75.8%	6.2	77.2%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Social Science 6–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		1210		1518	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of geography	8	6.3	78.2%	6.3	78.5%
02 Knowledge of economics	12	8.6	72.0%	8.7	72.2%
03 Knowledge of political science	12	8.3	69.4%	8.4	70.4%
04 Knowledge of world history	20	15.0	75.2%	15.1	75.7%
05 Knowledge of U.S. history	20	13.8	68.8%	14.0	70.0%
06 Knowledge of social science and its methodology	8	6.1	75.9%	6.1	76.4%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

Spanish K–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		535		719	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
03 Proficiency in interpretive listening	19	16.0	84.1%	15.8	83.2%
04 Proficiency in interpretive reading	19	14.2	74.7%	13.9	73.4%
05 Knowledge of practices, products, and perspectives of Spanish-speaking cultures	9	5.7	63.8%	5.8	64.9%
06 Knowledge of language structure	9	5.8	64.3%	5.8	64.4%
07 Knowledge of effective teaching and learning strategies based on second language acquisition principles	19	11.2	59.1%	11.3	59.5%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Speech-Language Impaired K–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		32		33	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of philosophical, historical, and legal foundations of communication and swallowing disorders and their impact on the education of students	8	6.6	82.4%	6.7	83.7%
02 Knowledge of typical and atypical communication and swallowing processes and development	20	15.6	78.0%	15.6	78.0%
03 Knowledge of culturally- and linguistically-responsive evaluation processes for students served in the school population	19–20	15.5	78.8%	15.6	79.3%
04 Knowledge of culturally- and linguistically-responsive service delivery techniques for students served in the school population	20	16.2	80.9%	16.3	81.5%
05 Knowledge of ethics and professional scope of practice	12	10.3	86.2%	10.4	86.9%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Competency Data by Examination (2025)

Visually Impaired K–12

Competency Area	Range of Items	First Attempt		Best Attempt	
		Number of Test Takers		Number of Test Takers	
		29		42	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of philosophical, historical, and legal foundations regarding students with visual impairments	8	4.9	61.6%	5.4	67.6%
02 Knowledge of the visual system and the impact of visual impairments on development	10	6.8	67.6%	7.3	73.3%
03 Knowledge of compensatory skills for students with visual impairments	14	8.4	60.3%	9.6	68.9%
04 Knowledge of assessment, screening, and evaluation procedures for determining eligibility, program planning, and progress monitoring of students with a medical diagnosis of visual impairment	11	7.3	66.8%	7.7	69.7%
05 Knowledge of the ECC	13	9.2	70.6%	9.5	72.9%
06 Knowledge of specialized learning related to literacy media, assistive technology, and access for students with visual impairments	13	8.7	66.8%	9.3	71.8%
07 Knowledge of instructional strategies and methods for teaching students with visual impairments	11	6.8	61.8%	6.9	63.0%

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees' highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

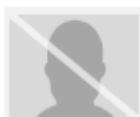
APPENDIX H

Sample Score and Competency Reports

Sample Official On-Site “Pass” Score Report



Florida Teacher Certification Examinations/Florida Educational Leadership Exam ONSITE SCORE REPORT FOR CURRENT TEST ADMINISTRATION



Candidate Name: tlm

Candidate ID Number: 54321

Registration Number: 200282541

Validation Number: 672546084

Current Test Administration Results

Date of Test: May 16th, 2025

Test: Art K-12

Result: PASS

Information for After You Test:

For information on when your official results will be available, how to interpret your test performance, and other post-testing resources, visit the "After Testing" page on the FTCE/FELE program website at http://www.fl.nesinc.com/FL_AfterTesting.asp or scan the QR code with your smartphone.



Important Notes:

The Florida Department of Education reserves the right to make any necessary adjustments that may result from the post-administration additional quality control, psychometric reviews and statistical analysis.

A full score report showing current and cumulative test administration results will be available within four weeks of your testing date in your Pearson Account.

*Validate the authenticity of this score report with Pearson VUE's Online Score Report Authentication www.PearsonVUE.com/authenticate
Digital embossing eliminates the possibility of unauthorized embossing of counterfeit score reports.*

Sample Official On-Site “Not Pass” Score Report



Florida Teacher Certification Examinations/Florida Educational Leadership Exam ONSITE SCORE REPORT FOR CURRENT TEST ADMINISTRATION



Candidate Name: tlm

Candidate ID Number: 109583

Registration Number: 200282539

Validation Number: 919534540

Current Test Administration Results

Date of Test: May 16th, 2025

Test: Art K-12

Result: NOT PASS **Scaled Score:** 77

Information for After You Test:

For information on when your official results will be available, how to interpret your test performance, and other post-testing resources, visit the "After Testing" page on the FTCE/FELE program website at www.fl.nesinc.com/FL_AfterTesting.asp or scan the QR code with your smartphone.



Important Notes:

The Florida Department of Education reserves the right to make any necessary adjustments that may result from the post-administration additional quality control, psychometric reviews and statistical analysis.

A full score report showing current and cumulative test administration results will be available within four weeks of your testing date in your Pearson Account.

Validate the authenticity of this score report with Pearson VUE's Online Score Report Authentication www.PearsonVUE.com/authenticate

Digital embossing eliminates the possibility of unauthorized embossing of counterfeit score reports.

Sample Comprehensive Score Report

Florida Teacher Certification Examinations SCORE REPORT

Social Security Number: 123456789

Score Report Date: September 24, 2025

JOHN SMITH
1 MAIN STREET
ORLANDO, FL 12345



This barcode contains unique examinee information (including Pass/Not Pass status). Any attempt to manipulate this barcode and/or the contents of the score report will result in distortion of the barcode and/or mismatch of data.

Passing the multiple-choice subtests of General Knowledge, English 6-12, and Middle Grades English 5-9, any other Subject Area Examination, and the Professional Education Test requires a scale score of 200 or higher. Beginning January 2025, the General Knowledge Essay subtest requires a score of at least 6 out of 8 total points, and the English 6-12 and the Middle Grades English 5-9 Written Performance subtests requires a score of at least 5 out of 8 total points.

From January 2015 to December 2024 the passing score for the General Knowledge Essay subtest, English 6-12 and Middle Grades English 5-9 Written Performance subtests was a score of at least 8 out of 12 total points. Prior to January 2015 the passing score for the General Knowledge Essay subtest was a score of at least 6 out of 12 total points.

Current Test Administration Results

Test	Status	Administration Date
Spanish K-12	Not Pass (189)	September 11, 2025

Cumulative Results* as of September 24, 2025

Test	Status	Administration Date
Professional Education (PED)	Not Taken	N/A
GK Subtest 1: Essay	Not Taken	N/A
GK Subtest 2: English Language Skills (ELS)	Not Taken	N/A
GK Subtest 3: Reading	Not Taken	N/A
GK Subtest 4: Mathematics	Not Taken	N/A

*Includes all Subject Area Examinations passed, your status on the Professional Education Test, and your status on each subtest of the General Knowledge Test, as of the score reporting date. If applicable, your status on each section of English 6-12 or Middle Grades English 5-9 tests, and/or each subtest of the German K-12, Elementary Education K-6, and Prekindergarten/Primary PK-3 tests, as of the score reporting date, is also provided.

Note that passing scores have been automatically submitted to the Department of Education's Bureau of Educator Certification.

V.012219

SEE NEXT PAGE FOR IMPORTANT INFORMATION

Florida Teacher Certification Examinations DETAILED PERFORMANCE ANALYSIS

Name: JOHN SMITH
Test: Spanish K-12

Administration Date: September 11, 2025
Total Test Scaled Score: 189

Multiple-Choice Section Performance

The multiple-choice section accounts for 60% of your total test score.

Competency Area	Number of Items	Your % Correct	Average % Correct**
03 Proficiency in interpretive listening	19	89	82
04 Proficiency in interpretive reading	19	84	72
05 Knowledge of practices, products, and perspectives of Spanish-speaking cultures	9	44	62
06 Knowledge of language structure	9	33	61
07 Knowledge of effective teaching and learning strategies based on second language acquisition principles	19	63	58

**Based on the performance of examinees who have taken any form of this test between 2024/08/29 and 2025/08/29.

Constructed-Response Section Performance

The constructed-response section of the test accounts for 40% of your total test score. The speaking items account for 25% of the total test score; the writing item accounts for 15% of the total test score.

Competency Area	Maximum Score	Your Score	Average Score**
01 Proficiency in presentational and interpersonal modes of communication (Speaking)	48	32	40
02 Proficiency in presentational and interpersonal modes of communication (Writing)	10	8	7

**Based on the performance of examinees who have taken any form of this test between 2024/08/29 and 2025/08/29.

The Number One University Competency Report—First Attempt
Report Title
For Exam Period January 1, 20xx–January 16, 20xx

Elementary Education K–6 Subtest 4: Mathematics					
Competency Area	Range of Items	Institution		Statewide	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of student thinking and instructional practices	13	10.00	76.92%	9.41	72.41%
02 Knowledge of operations, algebraic thinking, counting and number in base ten	14	11.42	81.58%	10.36	73.99%
03 Knowledge of fractions, ratios, and integers	9	6.47	71.93%	6.28	69.77%
04 Knowledge of measurement, data analysis, and statistics	8	5.95	74.34%	5.55	69.44%
05 Knowledge of geometric concepts	6	4.47	74.56%	4.05	67.50%
Number of Students included for Institution Totals: 19					
Number of Students included for Statewide Totals: 2,703					

Statewide averages are based on the last 12 months or the period (January 1, 20xx–December 31, 20xx).

The Number One University Competency Report—Best Attempt
Report Title
For Exam Period January 1, 20xx–January 16, 20xx

Elementary Education K–6 Subtest 4: Mathematics					
Competency Area	Range of Items	Institution		Statewide	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of student thinking and instructional practices	13	10.37	79.76%	9.51	73.12%
02 Knowledge of operations, algebraic thinking, counting and number in base ten	14	11.47	81.95%	10.51	75.09%
03 Knowledge of fractions, ratios, and integers	9	6.74	74.85%	6.39	71.01%
04 Knowledge of measurement, data analysis, and statistics	8	5.68	71.05%	5.67	70.85%
05 Knowledge of geometric concepts	6	4.47	74.56%	4.16	69.36%
Number of Students included for Institution Totals: 19					
Number of Students included for Statewide Totals: 2,683					

Statewide averages are based on the last 12 months or the period (January 1, 20xx–December 31, 20xx).