

Statistical analysis of the Florida real estate remote proctoring licensing program

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ABSTRACT

This study examined whether the setting of the Florida real estate state licensure examination was associated with differences in monthly pass rates for qualified Sales Associate and Broker candidates during the period in which remote proctoring was available. An ex post facto analysis used publicly available monthly examination-performance records from the Florida Department of Business and Professional Regulation. Test-center and remotely proctored pass rates were matched by month from August 2020 through February 2024, yielding 38 paired observations for each examination type. Paired-samples t-tests were used to compare the two examination settings, supported by descriptive statistics and graphical analyses. For the Sales Associate examination, the remotely proctored condition had a significantly higher mean monthly pass rate than the test-center condition (44.19% vs. 40.80%), $t(37) = 7.95$, $p < 0.001$, with a mean difference of 3.39 percentage points. For the Broker examination, the test-center and remotely proctored mean pass rates (44.14% vs. 42.96%) did not differ significantly, $t(37) = 1.90$, $p = 0.066$. The association between examination modality and pass rate therefore differed by examination type. These results caution licensing agencies and testing providers against assuming that remote proctoring produces a uniform effect across examinations. Modality-specific monitoring and additional candidate-level research are warranted before attributing pass-rate differences to the testing environment itself.

Keywords: Broker, Florida, Licensure examination, Proctored examination, Real estate, Sales associate.

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Highlights of this paper

- This study compares matched monthly pass rates for Florida Sales Associate and Broker licensure examinations administered at test centers and through remote proctoring.
- Remote proctoring was associated with a significantly higher mean pass rate for the Sales Associate examination, whereas the Broker examination showed no statistically significant difference between modalities.
- The findings indicate that examination modality was not associated with a uniform pattern of pass-rate differences across the two licensure examinations.

1. INTRODUCTION

1.1. Statistical Analysis of the Florida Real Estate Remote Proctoring Licensing Program

Real estate is an attractive profession in Florida, offering the potential for a relatively high standard of living and a degree of professional independence (D'Ottone, 2019). Entering the profession requires a high school diploma, completion of a prelicensing qualifying course approved by the Florida Real Estate Commission (FREC), good moral character, and a Social Security number for child-support enforcement purposes. Once an applicant is qualified, the final step before issuance of a Florida real estate license is passing the state licensure examination (Florida Department of Business and Professional Regulation, 2024).

The state licensure examination consists of 100 multiple-choice questions (MCQs), and a score of 75 correct answers or more is required to pass (Florida Administrative Code, 2008). The sales associate licensure examination assesses knowledge, understanding, and application of real estate principles and practices, real estate law, and real estate mathematics, as specified in the Commission-prescribed prerequisite education course syllabus (Florida Real Estate Commission, 2023). Test questions for the sales associate licensure examination are categorized as follows:

The 2025 Candidate Information Booklet for the Real Estate Sales Associate Examination (Florida Department of Business and Professional Regulation, 2024) indicates that examination content is generally selected from the following syllabus topics:

1. Real Estate Business (1%).
2. License Law and Qualification for Licensure (6%).
3. Real Estate License Law and Commission Rules (2%).
4. Authorized Relationships, Duties and Disclosures (7%).
5. Real Estate Brokerage Activities and Procedures (12%).
6. Violations and Penalties (3%).
7. Federal and State Laws Pertaining to Real Estate (3%).
8. Property Rights; Estates, tenancies; Condominiums, Homeowner Associations, and Time-Sharing (8%).
9. Title, Deeds, and Ownership Restrictions (7%).
10. Legal Descriptions (5%).
11. Real Estate Contracts (12%).
12. Residential Mortgages (9%).
13. Types of Mortgages and Sources of Financing (4%).
14. Real Estate Computation and Closing Transactions (6%).
15. Real Estate Markets and Analysis (1%).
16. Real Estate Appraisal (8%).
17. Real Estate Investments and Business Opportunity Brokerage (2%).
18. Taxes Affecting Real Estate (3%).

19. Planning and Zoning (1%).

Test questions for the Florida real estate broker licensure examination are categorized as follows: 45 questions on Florida real estate law, 40 questions on real estate principles and practices, and 15 questions on real estate mathematics. The broker and instructor examinations assess knowledge, understanding, and application of real estate law; real estate principles and practices, including appraisal, finance, investment, and brokerage management; and real estate mathematics. The 2024 Candidate Information Booklet for the Real Estate Broker Examination (Florida Department of Business and Professional Regulation, 2024) indicates that examination content is generally selected from the following syllabus topics:

- i. Real Estate Brokerage Business (43%).
- ii. Valuing Real Property (9%).
- iii. Listing and Selling Real Property (6%).
- iv. Contracts (11%).
- v. Financing (4%).
- vi. Closing Transactions (12%).
- vii. Federal Income Tax Laws (5%).
- viii. Investment (4%).
- ix. Zoning and Planning (1%).
- x. Environmental Issues (1%).
- xi. Property Management (1%).
- xii. The Real Estate Market (3%).

In both examinations, up to three additional “experimental” test questions may be included to evaluate their clarity before they are added to the pool of scored questions. These experimental questions are not graded and are not identified to candidates. Both examinations have historically been offered in English and Spanish. Under Fla. Stat. § 455.217, the Florida Department of Business and Professional Regulation may contract with a vendor to provide examination services.

The Florida Real Estate Sales Associate and Florida Real Estate Broker state examinations are relatively challenging, with historically low pass rates. Figure 1 shows Florida real estate state licensure examination performance for the Sales Associate and Broker examinations for the fourth quarter of 2015, the full years 2016 and 2017, and the first quarter of 2018 (D'Ottone, 2019). These data were provided by the testing vendor and published as public records by the Florida Department of Business and Professional Regulation. Across the periods shown, pass rates generally remained near 40% for sales associate candidates, while broker pass rates varied more widely.

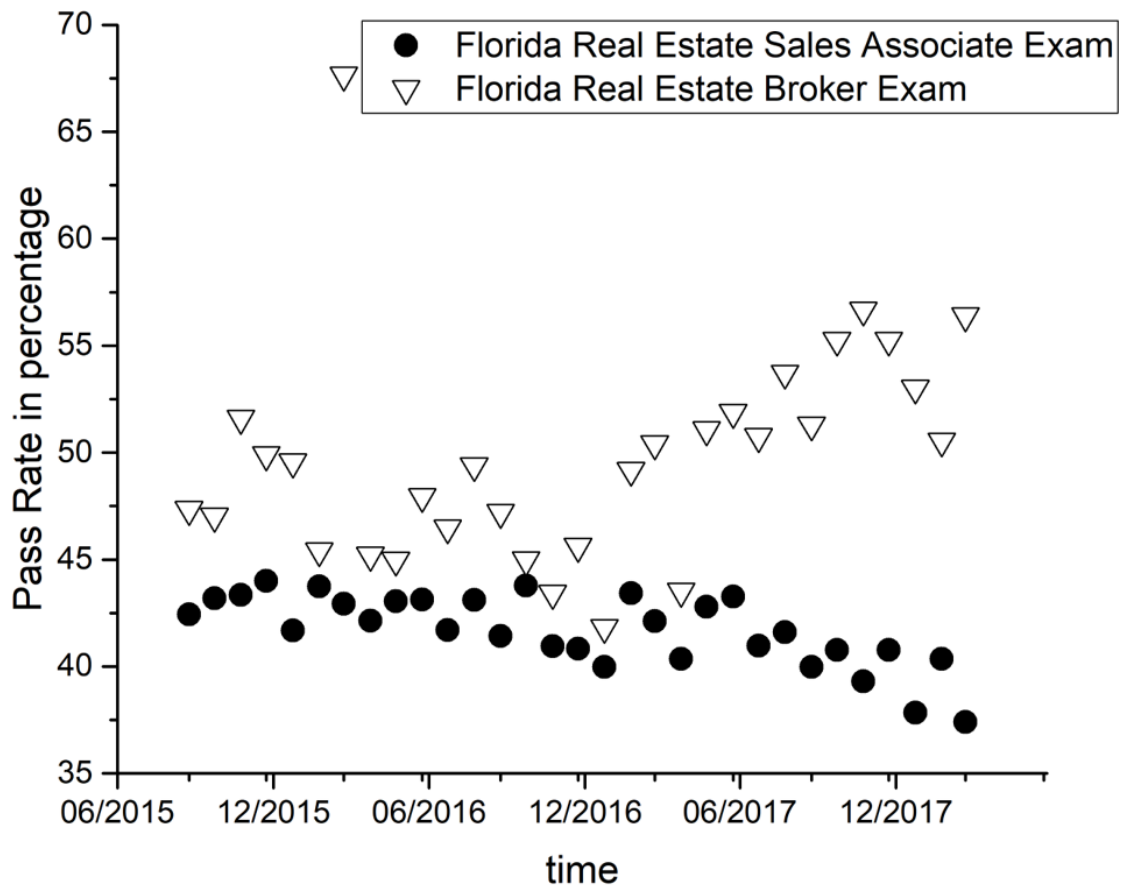


Figure 1. Florida real estate state licensure examination pass rates for Sales Associate and Broker examinations from the fourth quarter of 2015 through the first quarter of 2018.

Source: D'Ottone (2019).

The Florida program provides an opportunity to extend this literature to state real estate licensure testing. Unlike studies based on a single university course, the present study uses publicly reported monthly pass-rate data from a professional licensing system during a period in which both test-center and remote-proctoring options were available. The analysis therefore focuses on whether matched monthly pass rates differed by examination modality for the Sales Associate and Broker examinations, while recognizing that aggregate public-record data cannot identify the individual-level mechanisms responsible for any observed difference.

Candidate experience is also relevant because surveillance, technical requirements, and unfamiliar testing environments may introduce construct-irrelevant influences. Woldeab and Brothen (2019) linked higher test anxiety to lower performance in online-proctored settings, and their later work documented anxiety and concern about being incorrectly flagged during webcam monitoring (Woldeab & Brothen, 2021). Andreou, Peters, Eggermont, Wens, and Schoenmakers (2021) similarly identified emotional distress among some remotely proctored candidates despite comparable examination outcomes. At the institutional level, privacy, transparency, accessibility, data security, and fairness have become prominent concerns in decisions about digital proctoring (Khalil, Prinsloo, & Slade, 2022; Mutimukwe, Shengnan, Olga, & Teresa, 2023). Systematic reviews show that the literature now spans academic integrity, student performance, authentication, technology, privacy, and implementation challenges, underscoring the need to evaluate both psychometric outcomes and the conditions under which remote proctoring is used (Han, Nikou, & Yilma Ayele, 2024; Heinrich, 2025).

Other studies, however, show that remote proctoring does not produce a consistent directional effect on scores. Hall, Spivey, Kendrex, and Havrda (2021) found mixed differences across pharmacy examinations, and a later before-after evaluation similarly reported that performance increased for some student groups and decreased for others after the transition to remote proctoring (Hall, Roberts, Taylor, & Havrda, 2022). Andreou et al. (2021) found no meaningful difference in results between remotely and on-site proctored high-stakes medical examinations. Most directly relevant to professional credentialing, Cherry, O'Leary, Naumenko, Kuan, and Waters (2021) compared 14,097 candidates across 11 licensure examinations and found broadly similar passing rates, average scores, and reliability across test-center and live remote-proctoring modes, with no consistent pattern favoring either modality. These mixed results support examination-specific analysis rather than an assumption that remote proctoring universally raises or lowers performance.

A more direct body of research has examined whether proctoring changes examination performance. Hylton, Levy, and Dringus (2016) found that webcam-based monitoring deterred misconduct, while Alessio, Malay, Maurer, Bailer, and Rubin (2017) reported lower scores when online tests were proctored. Dendir and Maxwell (2020) likewise observed lower average performance after webcam proctoring was introduced and interpreted the change as evidence that proctoring reduced opportunities for academic dishonesty. In economics education, Wuthisatian (2020) found that students taking a remotely proctored final examination scored lower, on average, than students tested at on-site proctoring centers. Experimental evidence also indicates that monitoring can reduce scores relative to unmonitored online testing, consistent with a deterrent effect on unauthorized assistance (Jara Cerdan, Medina Sanchez, & Arbulú Ballesteros, 2025; Vazquez, Chiang, & Sarmiento-Barbieri, 2021). These findings suggest that examination conditions can affect observed performance, although the mechanism may include both integrity-related and test-environment effects.

The rapid expansion of online and remotely proctored assessment has intensified longstanding concerns about academic integrity, comparability of examination conditions, and the validity of score interpretations. Research comparing online and face-to-face settings has not produced a single conclusion about the prevalence of misconduct. Some studies report greater self-reported dishonesty or greater opportunity to cheat online (King, Guyette Jr, & Piotrowski, 2009; King & Case, 2014; Lanier, 2006) whereas others report similar or lower rates in online courses (Grijalva, Kerkvliet, & Nowell, 2006; Ladyshewsky, 2015; Stuber-McEwen, Wiseley, & Hoggatt, 2009; Watson, 2010). Reviews of online assessment therefore emphasize that academic integrity depends not only on delivery mode but also on assessment design, authentication, monitoring, institutional expectations, and the availability of unauthorized resources (Han et al., 2024; Holden, Norris, & Kuhlmeier, 2021).

2. LITERATURE REVIEW

2.1. Research Questions

The goal of this ex post facto investigation was to determine whether the setting of the state licensure examination (Independent variable) was associated with differences in the pass rate of qualified candidates (Dependent variable).

If a statistically significant difference was observed, a further goal was to determine whether the observed pattern reflected higher or lower pass rates across examination settings.

2.2. Limitations of the Study

The present investigation is limited to a statistical analysis of publicly available examination-performance data. It does not include other sources of information, such as anecdotal evidence or qualitative data, and therefore cannot establish causal mechanisms underlying any observed differences.

3. METHODOLOGY

The methodology of the present study is an ex post facto statistical analysis Trochim (2001) of data published online by the Florida Department of Business and Professional Regulation, Bureau of Education and Testing (2025). The analysis compares data for the Florida real estate broker and sales associate licensing examinations administered in controlled test-center environments from June 2019 to February 2024 with data for examinations administered through remote proctoring from August 2020, when the program became available, through February 2024. Unlike previous studies (D'Ottone, 2019, 2023) no additional qualitative information was considered.

The data were retrieved from public records, manually entered into a spreadsheet, and used to develop a box-and-whisker plot Figure 2 a quantile-quantile plot Figure 3 a histogram Figure 4 paired-samples t-tests comparing matched monthly pass rates between examination settings Table 1 and a residual plot Figure 5. The paired comparisons used 38 matched monthly observations from August 2020 through February 2024 for each examination type. The data used for this study are reported in the Appendix. Analyses were performed using Microsoft Excel with the Analysis ToolPak (Microsoft Corporation, 2024).

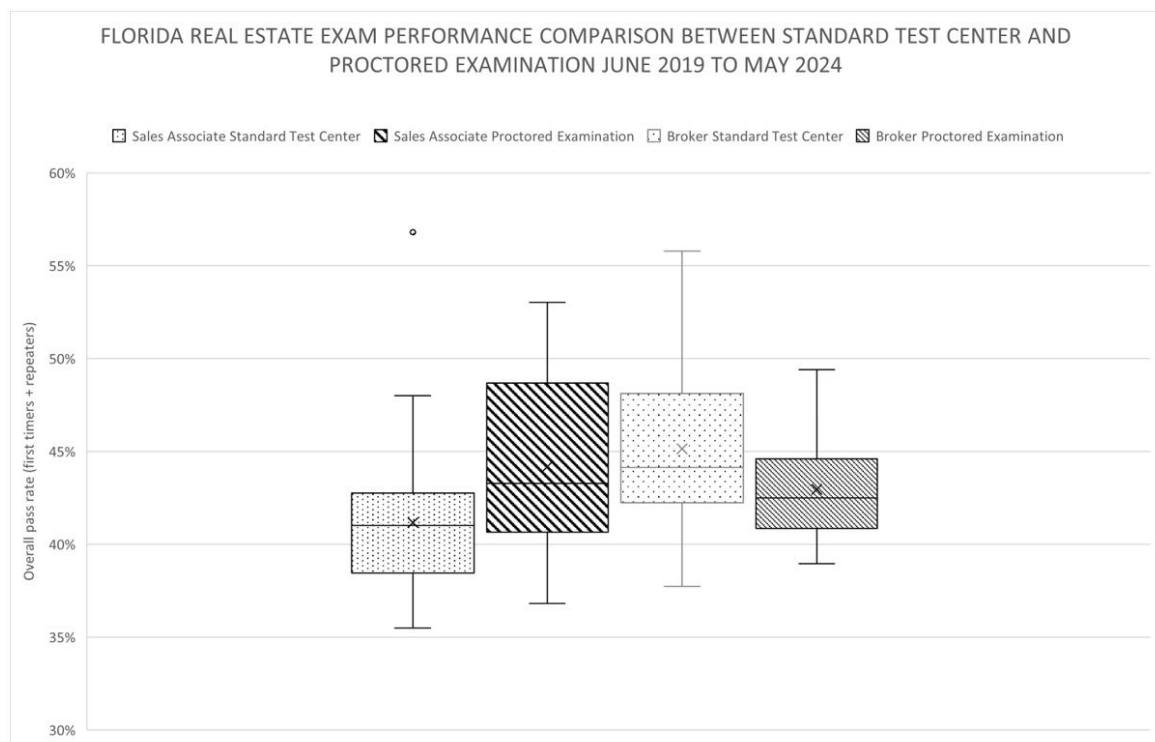


Figure 2. Box-plot comparison of overall pass rates for Florida real estate sales associate and broker examinations administered at test centers and through remote proctoring.

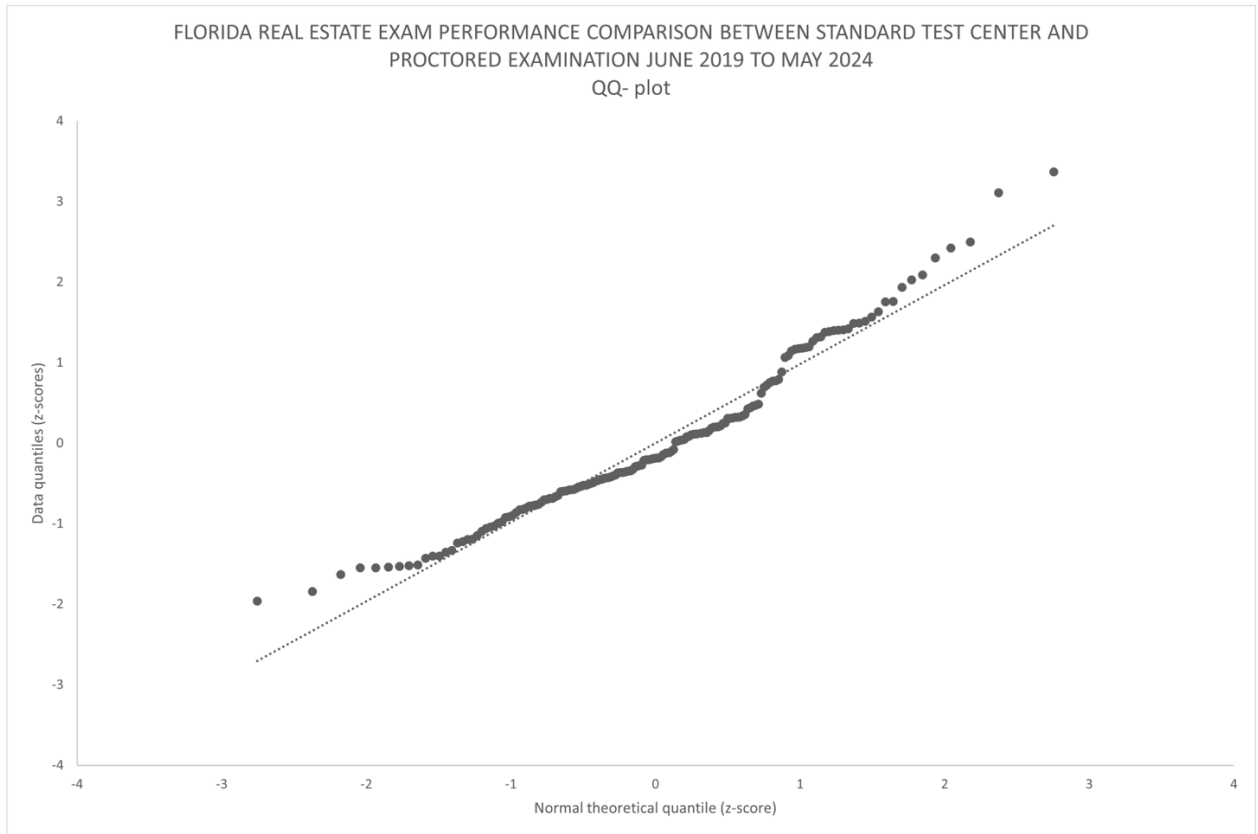


Figure 3. Q-Q plot of overall pass rates for Florida real estate sales associate and broker examinations administered at test centers and through remote proctoring.

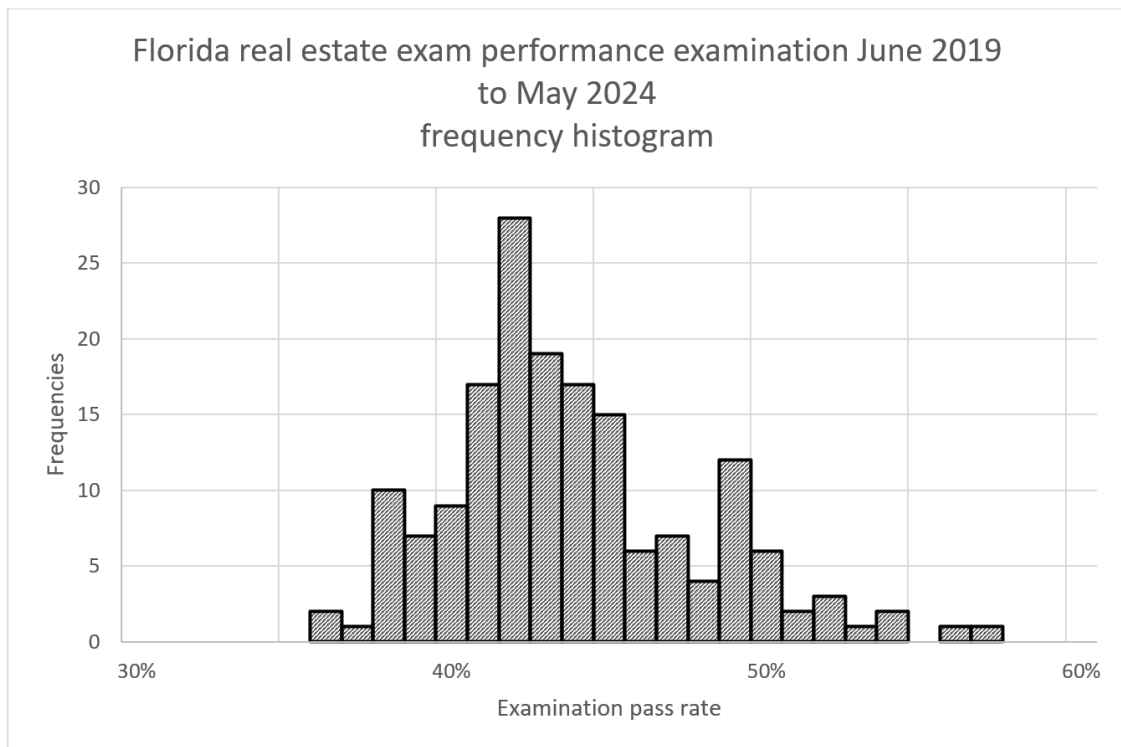
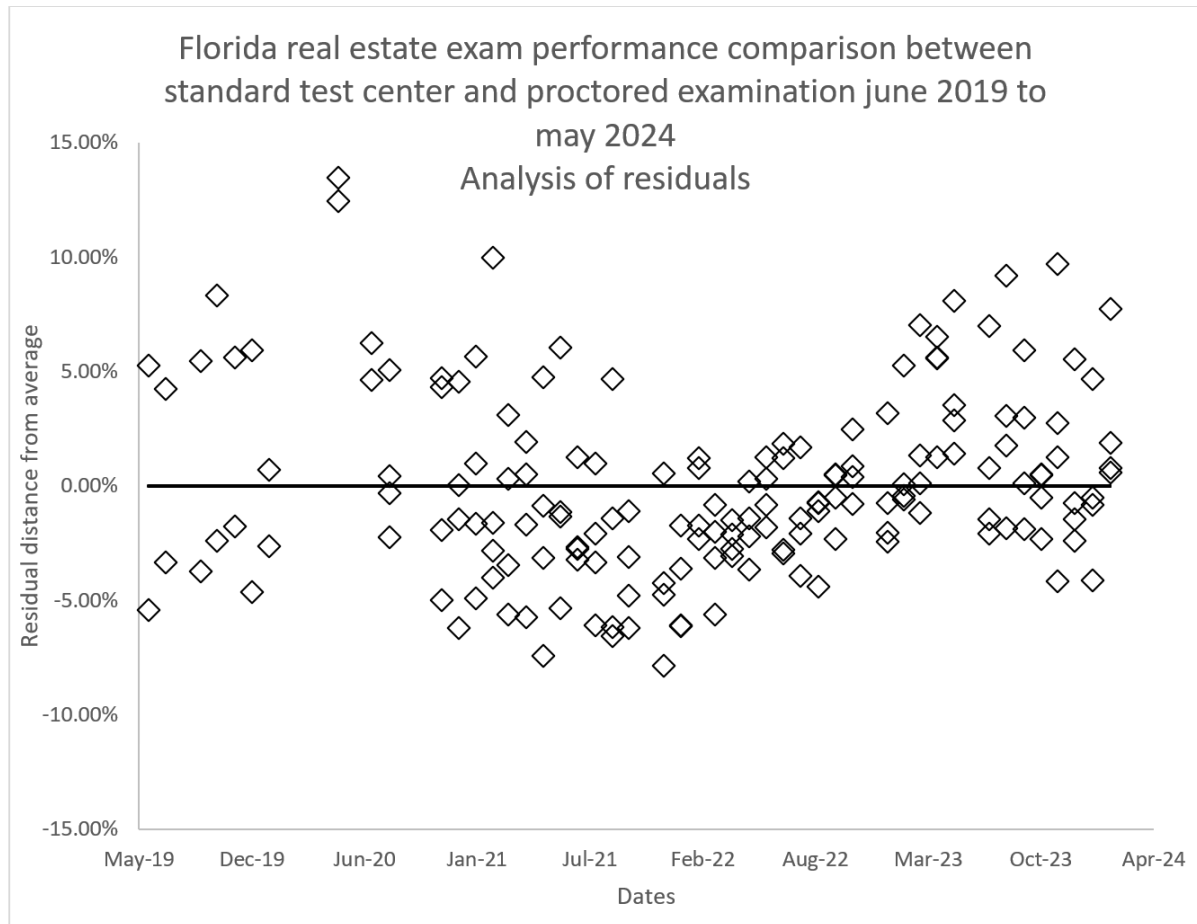


Figure 4. Histogram of overall pass rates for Florida real estate sales associate and broker examinations from June 2019 through February 2024.

Table 1. Paired-samples t-test comparisons of monthly pass rates for Florida real estate Sales Associate and Broker examinations administered at test centers and through remote proctoring, August 2020-February 2024.

Comparison	n	M1 (%)	SD1	M2 (%)	SD2	Mean diff. (pp)	t(37)	p
Sales Associate: Test center vs. remote	38	40.80	2.81	44.19	4.56	-3.39	-7.95	< 0.001
Broker: Test center vs. remote	38	44.14	2.99	42.96	2.88	1.18	1.90	0.066

Note: M1 and SD1 refer to the test-center condition; M2 and SD2 refer to the remotely proctored condition. Mean differences are expressed as test center minus remote in percentage points (pp).

**Figure 5.** Residual plot of overall pass rates for Florida real estate sales associate and broker examinations administered at test centers and through remote proctoring.

4. RESULTS AND DISCUSSION

Data from public records (Bureau of Education and Testing, 2025) were manually entered into a spreadsheet and analyzed using the following statistical and graphical procedures.

- A box-and-whisker plot (Figure 2).
- A quantile-quantile (Q-Q) plot (Figure 3).
- A histogram (Figure 4).
- Paired-samples t-tests comparing matched monthly pass rates between test-center and remotely proctored examinations (Table 1).
- A residual plot (Figure 5).

4.1. Box Plot Analysis

Overall pass rates were calculated monthly by summing the number of passing candidates among both first-time test takers and repeat test takers and dividing this total by the total number of candidates who took the examinations. The resulting percentages were plotted in a box plot (Tukey, 1977) as shown in Figure 2. For the sales associate examination, the average pass rate for the remotely proctored examination appears slightly higher than the average pass rate at the test center; for the broker examination, the opposite pattern appears. Overall, the four data sets overlap substantially, although formal statistical testing is required to determine whether the observed differences are statistically significant.

4.2. Q-Q Plot Analysis

Normal theoretical quantiles were compared with the quantiles of the distribution of cumulative pass rates calculated in the preceding analysis. The Q-Q plot was generated by plotting the observed data quantiles against normal theoretical quantiles (z scores) (Gnanadesikan & Wilk, 1968). As shown in Figure 3 the distribution shows relatively close agreement with normality through much of the central portion of the plot, with some deviation in the tails.

4.3. Histogram

A histogram was constructed by plotting the frequencies of the observed average pass-rate values against the pass rates themselves (Pearson, 1894). Two relatively high values appeared at approximately 56% and 57%. Apart from these values, the distribution is concentrated primarily in the low-to-mid 40% range, as shown in Figure 4.

4.4. Paired-Samples Comparisons

Paired-samples t-tests were used to compare monthly pass rates from the same 38 months (August 2020 through February 2024) for each examination type. For the Sales Associate examination, the mean pass rate was 40.80% (SD = 2.81) in the test-center condition and 44.19% (SD = 4.56) in the remotely proctored condition. The remotely proctored pass rate was higher by an average of 3.39 percentage points, and this difference was statistically significant, $t(37) = 7.95$, $p < .001$, 95% CI [-2.52, 4.25]. For the Broker examination, the mean pass rate was 44.14% (SD = 2.99) in the test-center condition and 42.96% (SD = 2.88) in the remotely proctored condition. The mean difference of 1.18 percentage points was not statistically significant, $t(37) = 1.90$, $p = 0.066$, 95% CI [-0.08, 2.44]. Thus, the Sales Associate data show a statistically significant difference between testing modalities, whereas the Broker data do not Table 1.

4.5. Residual Plot

A residual plot Ryan (2008) was constructed by calculating the distance of each data point from the arithmetic mean of the cumulative pass-rate distribution and expressing that distance relative to the distribution. The residuals were then plotted against the examination dates, with the horizontal reference line representing zero. As shown in Figure 5, the residuals are distributed on both sides of zero, although their spread varies over time.

5. CONCLUSIONS

The analysis of publicly available examination-performance data produced different findings for the two licensure examinations. For the Sales Associate examination, remotely proctored examinations had a significantly higher mean monthly pass rate than test-center examinations (44.19% vs. 40.80%), with an average difference of

3.39 percentage points. In contrast, the Broker examination showed no statistically significant difference between test-center and remotely proctored monthly pass rates (44.14% vs. 42.96%). Therefore, the findings do not support a single conclusion that remote proctoring affected both examinations in the same way.

Because this study is ex post facto and relies on aggregated monthly public-record data, the observed differences should not be interpreted as proof that examination modality caused changes in candidate performance. Additional analyses incorporating candidate-level characteristics and other potentially relevant variables would be needed to evaluate causal explanations for the observed pass-rate patterns.

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Appendix.

Florida real estate licensure examination data for the sales associate and broker examinations administered at regular test centers from June 2019 to February 2024 (Bureau of Education and Testing, 2025). First-time test takers are reported in the first table, and repeat test takers are reported in the second table.

Table 1A presents monthly pass, fail, and total counts for first-time Sales Associate and Broker candidates tested at standard test centers from June 2019 through February 2024.

Table 1A. Standard test-center examination performance for first-time sales associate and broker candidates, June 2019-February 2024.

Florida real estate exam performance						
Standard test center (First timers)						
Sales associates			2019	Broker		
Pass	Fail	Total		Pass	Fail	Total
1,206	1,373	2,579	Jun-19	123	73	196
1,528	1,627	3,155	Jul-19	149	110	259
1,232	1,288	2,520	Sep-19	119	83	202
1,676	1,609	3,285	Oct-19	186	111	297
1,330	1,273	2,603	Nov-19	161	103	264
1,135	1,162	2,297	Dec-19	131	87	218
1,282	1,258	2,540	Jan-20	120	103	223
788	356	1,144	May-20	88	54	142
1,584	1,183	2,767	Jul-20	123	84	207
1,694	1,515	3,209	Aug-20	136	103	239
846	968	1,814	Nov-20	82	70	152
795	875	1,670	Dec-20	100	53	153
728	859	1,587	Jan-21	60	51	111
858	917	1,775	Feb-21	80	41	121
708	762	1,470	Mar-21	50	51	101
662	755	1,417	Apr-21	48	44	92
721	967	1,688	May-21	75	53	128
934	1,125	2,059	Jun-21	84	62	146
976	1,077	2,053	Jul-21	73	67	140
1,174	1,519	2,693	Aug-21	119	89	208
975	1,187	2,162	Sep-21	87	87	174
1,055	1,240	2,295	Oct-21	102	90	192
694	876	1,570	Dec-21	88	81	169
784	926	1,710	Jan-22	84	78	162
1,224	1,265	2,489	Feb-22	105	95	200
1,273	1,385	2,658	Mar-22	102	99	201
1,120	1,166	2,286	Apr-22	80	85	165
1,084	1,152	2,236	May-22	100	91	191
1,175	1,180	2,355	Jun-22	110	92	202
1,117	1,182	2,299	Jul-22	97	81	178
1,304	1,323	2,627	Aug-22	110	97	207
966	858	1,824	Sep-22	84	76	160
961	938	1,899	Oct-22	94	82	176
986	922	1,908	Nov-22	110	101	211
918	899	1,817	Jan-23	73	77	150
1,037	997	2,034	Feb-23	107	86	193
1,129	1,125	2,254	Mar-23	114	98	212
1,023	903	1,926	Apr-23	116	82	198
1,221	1,016	2,237	May-23	108	87	195
995	899	1,894	Jul-23	90	76	166
1,418	1,170	2,588	Aug-23	98	96	194
1,076	1,044	2,120	Sep-23	65	60	125

961	938	1,899	Oct-23	94	82	176
1,147	1,167	2,314	Nov-23	111	110	221
959	960	1,919	Dec-23	93	92	185
1,126	1,148	2,274	Jan-24	93	77	170
1,110	1,069	2,179	Feb-24	106	91	197

Table 2A presents the corresponding monthly pass, fail, and total counts for repeat Sales Associate and Broker candidates tested at standard test centers from June 2019 through February 2024.

Table 2A. Standard test-center examination performance for repeat sales associate and broker candidates, June 2019-February 2024

Florida real estate exam performance						
Standard test center (Repeaters)						
Sales associates				Broker		
Pass	Fail	Total	2019	Pass	Fail	Total
762	1,848	2,610	Jun-19	49	109	158
900	2,009	2,909	Jul-19	69	130	199
854	1,888	2,742	Sep-19	70	115	185
1,114	2,410	3,524	Oct-19	90	147	237
949	1,927	2,876	Nov-19	75	143	218
717	1,766	2,483	Dec-19	81	131	212
905	1,923	2,828	Jan-20	81	152	233
175	376	551	May-20	23	34	57
742	1,337	2,079	Jul-20	62	104	166
866	1,772	2,638	Aug-20	61	107	168
430	835	1,265	Nov-20	31	52	83
496	1,309	1,805	Dec-20	49	109	158
497	1,102	1,599	Jan-21	40	53	93
508	1,187	1,695	Feb-21	32	57	89
425	1,108	1,533	Mar-21	26	47	73
387	984	1,371	Apr-21	24	43	67
420	1,064	1,484	May-21	15	44	59
564	1,317	1,881	Jun-21	27	90	117
504	1,131	1,635	Jul-21	35	67	102
675	1,590	2,265	Aug-21	38	108	146
653	1,562	2,215	Sep-21	51	104	155
663	1,666	2,329	Oct-21	64	137	201
519	1,328	1,847	Dec-21	48	93	141
538	1,303	1,841	Jan-22	45	103	148
704	1,506	2,210	Feb-22	57	110	167
771	1,654	2,425	Mar-22	55	160	215
726	1,569	2,295	Apr-22	54	111	165
718	1,587	2,305	May-22	54	122	176
719	1,380	2,099	Jun-22	55	113	168
679	1,452	2,131	Jul-22	58	107	165
791	1,660	2,451	Aug-22	59	137	196
628	1,320	1,948	Sep-22	60	118	178
577	1,273	1,850	Oct-22	50	110	160
522	1,113	1,635	Nov-22	51	106	157
584	1,233	1,817	Jan-23	42	78	120
612	1,210	1,822	Feb-23	49	117	166
648	1,311	1,959	Mar-23	66	136	202
608	1,119	1,727	Apr-23	68	110	178
616	1,250	1,866	May-23	57	105	162
542	1,045	1,587	Jul-23	44	110	154

703	1,278	1,981	Aug-23	59	125	184
613	1,150	1763	Sep-23	47	98	145
577	1273	1850	Oct-23	50	110	160
480	852	1332	Nov-23	61	91	152
451	939	1390	Dec-23	54	120	174
637	1,202	1,839	Jan-24	58	127	185
591	1,083	1,674	Feb-24	55	105	159

Table 3A presents monthly pass, fail, and total counts for repeat Sales Associate and Broker candidates who completed the examinations through online proctoring from August 2020 through February 2024.

Table 3A. Online-proctored examination performance for repeat sales associate and broker candidates, August 2020-February 2024.

Florida real estate exam performance						
Online proctored (repeaters)						
Sales associates				Broker		
Pass	Fail	Total	2020	Pass	Fail	Total
236	393	629	Aug-20	15	31	46
407	1,092	1,499	Nov-20	33	74	107
538	1,060	1,598	Dec-20	47	109	156
622	1,173	1,795	Jan-21	41	82	123
582	1,214	1,796	Feb-21	45	101	146
650	1,442	2,092	Mar-21	60	82	142
605	1,291	1,896	Apr-21	46	83	129
638	1,391	2,029	May-21	50	97	147
625	1,180	1,805	Jun-21	36	74	110
595	1,223	1,818	Jul-21	30	71	101
588	1,187	1,775	Aug-21	34	89	123
485	1,104	1,589	Sep-21	35	59	94
467	1,065	1,532	Oct-21	29	80	109
327	700	1,027	Dec-21	23	55	78
437	971	1,408	Jan-22	38	76	114
559	1,021	1,580	Feb-22	45	82	127
555	1,031	1,586	Mar-22	32	67	99
510	961	1,471	Apr-22	29	81	110
527	917	1,444	May-22	40	84	124
514	903	1,417	Jun-22	33	64	97
536	806	1,342	Jul-22	33	69	102
497	783	1,280	Aug-22	23	60	83
374	690	1,064	Sep-22	39	91	130
357	621	978	Oct-22	42	66	108
357	578	935	Nov-22	24	61	85
385	693	1,078	Jan-23	44	76	120
367	555	922	Feb-23	29	50	79
347	552	899	Mar-23	33	61	94
345	502	847	Apr-23	28	57	85
343	520	863	May-23	31	54	85
399	524	923	Jul-23	28	55	83
422	532	954	Aug-23	30	73	103
341	487	828	Sep-23	28	42	70
552	545	1097	Oct-23	47	48	95
239	263	502	Nov-23	29	68	97
270	409	679	Dec-23	29	63	92
387	629	1,016	Jan-24	45	92	137
361	523	884	Feb-24	44	72	116

Florida real estate licensure examination data for the sales associate and broker examinations administered through online proctoring from August 2020 to February 2024 (Bureau of Education and Testing, 2025). First-time test takers are reported in the first table, and repeat test takers are reported in the second table.

Table 4A presents monthly pass, fail, and total counts for first-time Sales Associate and Broker candidates who completed the examinations through online proctoring from August 2020 through February 2024.

Table 4A. Online-proctored examination performance for first-time sales associate and broker candidates, August 2020-February 2024.

Florida real estate exam performance						
Online proctored (First timers)						
Sales associates				Broker		
Pass	Fail	Total	2020	Pass	Fail	Total
690	833	1,523	Aug-20	45	55	100
681	655	1,336	Nov-20	80	50	130
991	1,062	2,053	Dec-20	108	93	201
1,038	1,146	2,184	Jan-21	88	80	168
944	1,026	1,970	Feb-21	74	65	139
1,070	1,150	2,220	Mar-21	83	83	166
1,012	973	1,985	Apr-21	72	68	140
1,034	1,093	2,127	May-21	80	79	159
959	1,004	1,963	Jun-21	87	52	139
913	975	1,888	Jul-21	65	68	133
821	922	1,743	Aug-21	72	62	134
641	828	1,469	Sep-21	63	47	110
673	752	1,425	Oct-21	60	52	112
470	569	1,039	Dec-21	38	40	78
577	736	1,313	Jan-22	57	68	125
848	951	1,799	Feb-22	74	66	140
739	803	1,542	Mar-22	56	52	108
786	839	1,625	Apr-22	60	46	106
797	800	1,597	May-22	67	69	136
792	782	1,574	Jun-22	53	57	110
727	765	1,492	Jul-22	47	49	96
758	748	1,506	Aug-22	48	49	97
557	562	1,119	Sep-22	51	50	101
552	545	1,097	Oct-22	47	48	95
586	537	1,123	Nov-22	60	45	105
686	539	1,225	Jan-23	44	51	95
656	526	1,182	Feb-23	50	55	105
733	512	1,245	Mar-23	68	64	132
715	564	1,279	Apr-23	66	41	107
762	523	1,285	May-23	59	48	107
733	592	1,325	Jul-23	43	46	89
845	613	1,458	Aug-23	62	39	101
658	541	1,199	Sep-23	48	46	94
357	621	978	Oct-23	42	66	108
523	412	935	Nov-23	47	50	97
578	478	1,056	Dec-23	59	59	118
746	596	1,342	Jan-24	57	66	123
631	427	1,058	Feb-24	58	58	116

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