

LAMPETER-STRASBURG SCHOOL DISTRICT
Administration Building

Academic Committee Agenda
January 2, 2023
6:30 p.m.

Items for Discussion:

1. HS Advisory Program - Eva Seckman, L-S High School Assistant Principal
2. Memorandum of Understanding for Transportation for Students Living in Foster Care
3. PSSA Data Review

Items from the Group:

Executive Summary: Lampeter-Strasburg High School Advisory Program

Why Advisory?

- Students are more likely to thrive when they have stronger relationships- especially with at least one adult in the school building. Advisory will extend Link Crew Program's goal of having students find their sense of belonging.
- To help students develop career-readiness skills (Career Readiness Act 339) and 21st century skills to better prepare them for life after high school

Format of the L-SHS Advisory Program:

- 1 Advisory session per month (during RTII time frame)
- Students are grouped according to their 9th grade Link Crew groups and by grade level
- Teachers will be given grade level specific activities to complete during Advisory
- In the 9th grade program, Link Crew student leaders will be assisting in the 9th grade sessions as peer mentors.
- Teachers will have the same students for three years (9th-11th grades) which will foster relationship building among students and the teacher
- Guidance counselors and administrators will be actively assisting classrooms during the Advisory session as needed

Projected Implementation Timeline:

- During the 2021-2022 school year, we had 6 staff members attend Link Crew training in the Spring and implemented the summer orientation day for freshmen in August 2022. The advisory committee completed the advisory session materials for the 9th grade sessions.
- **2022-2023 School Year**
 - Teachers experiencing the lessons in professional development and collecting feedback on the lessons
 - 10th grade Lesson Writing
 - August 1st of 2023 finalize 10th grade session materials and submit finalized topic list to Academic Committee
- **2023-2024 School Year**
 - 11th Grade Lesson Writing
 - PD support for educators and feedback collected from students and staff
 - Proposed 9th and 10th grade sessions begin
 - August 1st of 2024 finalize 11th grade session materials and submit finalized topic list to Academic Committee
- **2024-2025 School Year**
 - Proposed 11th grade sessions begin

Career Readiness Standards are linked to the topics and we are exploring how to embed some Xello Graduation Requirements into the lessons for 10th and 11th graders.

Month	9th Grade Topics	Proposed 10th Grade Topics	Proposed 11th Grade Topics
September (Executive Functioning Skills/ How to have a successful year)	<ul style="list-style-type: none"> - Student skills- Shaping and managing time, goal setting, time management, transition to high school 	<ul style="list-style-type: none"> - Student skills-dependability, reliability, accountability, adaptability 	<ul style="list-style-type: none"> - Student skills: demonstrating empathy and respectful choices, integrity, professionalisms - Fresh Start - Resolutions, regrets....
October (Social Awareness)	<ul style="list-style-type: none"> - Recognizing differences and appreciating diversity within our school. - Demonstrating respect for the uniqueness of others 	<ul style="list-style-type: none"> - Perception vs. reality - Evaluation consequences from a personal, and civic perspective to inform decision-making - Analyze various perspectives on a situation - Identify conflict resolution skills to deescalate, diffuse, and resolve differences - Respond to others given a sense of the other's point of view 	<ul style="list-style-type: none"> - Social problem-solving skills: identifying consequences of a decision to oneself and others prior to action. - Social media awareness (what you see online isn't always the truth)
November (Stress Management)	<ul style="list-style-type: none"> - Impact of making choices -Evaluate behaviors in relation to the impact on self and others. <p>***Start thinking about the service project so it is ready for Dec.</p>	<ul style="list-style-type: none"> - Analyze adverse situations for the purpose of identifying and selecting healthy coping skills. - Coping Skills - Making healthy choices <p>***Start thinking about the service project so it is ready for Dec.</p>	<ul style="list-style-type: none"> - Growth mindset - Resilience - Learning how to say no - Establish pro-social relationships to support self and others. <p>***Start thinking about the service project so it is ready for Dec.</p>

December	Holiday Service Project CTC cluster program student panel	Holiday Service Project CTC full-day program student panel	Holiday Service Project Former Student Panel (college, workforce, trade school, military)
January	Course Selection	Course Selection	Course Selection
February (Future Planning)	-Achieving excellence; not settling for mediocrity	<ul style="list-style-type: none"> - Establish and pursue goals or post-secondary education, employment, and living within the community - Letter or recommendations - conduct in class; making an impression - Pathways to future - Occupational Outlook - Interviewing Skills, Phone/email etiquette - Job Shadowing 	<p>Demonstrate initiative and self-direction in planning for employability.</p> <ul style="list-style-type: none"> - Planning for post-graduation - Common App - College visits/search - Employment/ trade schools - Applying SAT - Applying for FASFA - Realities of college - Job Shadowing
March (Communication Skills)	<ul style="list-style-type: none"> - Working together - Utilizing resources <p>Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.</p>	<ul style="list-style-type: none"> - Interact with others demonstrating respect, cooperation, and acceptance - Explain how expressive communication strategies can affect others - Communicating appropriately through social media 	<ul style="list-style-type: none"> - Personal resume creation for letter of recommendations and scholarship applications - Appropriate steps for asking for recommendation letters
April (Healthy Relationships)	<ul style="list-style-type: none"> - Building healthy relationships <p>*Write a letter of gratitude to someone</p>	<ul style="list-style-type: none"> - Analyze various perspectives on a situation - Social media /perceptions - Identifying unsafe situations and how to respond appropriately - Evaluate how societal conventions may influence the perspectives of individuals. 	<ul style="list-style-type: none"> - Evaluate a situation to identify skills and strategies to prevent and resolve conflicts. - Healthy vs. Unhealthy relationships <p>*Write a letter of gratitude to someone</p>

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May	<p>End of Year Celebration</p> <p>(Food Pantry Donation opportunity - there are so few donations after school lets out so this would be a great activity to help celebrate end of year)</p>	<p>End of Year Celebration</p> <p>(Food Pantry Donation opportunity - there are so few donations after school lets out so this would be a great activity to help celebrate end of year)</p>	<p>End of Year Celebration</p> <p>(Food Pantry Donation opportunity - there are so few donations after school lets out so this would be a great activity to help celebrate end of year)</p>

MEMORANDUM OF UNDERSTANDING

Between

**Lampeter-Strasburg School District
and
Lancaster County Children and Youth**

Transportation Procedures Agreement

*To ensure the educational stability of Foster Care Youth:
Every Student Succeeds Act (ESSA) requirements*

This Memorandum of Understanding (MOU) addresses transportation related provisions. Additional policies may be added to address the unique needs of each collaboration between the Local Education Agency (LEA)/County Children and Youth Agency (CCYA) in order to ensure the educational stability of foster care youth. Note: this MOU is not a local transportation plan. It is an agreement between the LEA and CCYA to collaboratively design a local transportation plan.

Purpose:

The purpose of this agreement is to establish transportation procedures between the Lampeter-Strasburg School District (LEA) and Lancaster County Children and Youth (CCYA) to ensure the provision of transportation for foster care youth enrolled in a LEA (Pre-K-12) when a best interest determination indicates that the student should remain in the school of origin, and alternative means of transportation to and from school have been fully explored and deemed unavailable.

Joint Responsibilities:

- The LEA and CCYA agree to collaborate to update or establish formal mechanisms to ensure that the LEA is promptly notified when a child enters foster care or changes foster care placements.
- The LEA and CCYA agree to collaborate to jointly design a comprehensive transportation plan to ensure that transportation for children in foster care is provided, arranged, and funded.
- Both parties agree that under no circumstances shall a transportation dispute between party's delay or interrupt the provision of transportation for a child to the school of origin.
- Both parties agree to communicate regularly and share leadership responsibilities at the local level to ensure that available resources for transportation are utilized in the most effective manner, without duplication.
- Both parties agree that transportation must be provided in a "cost effective" manner so low-cost/nocost options should be explored. (e.g. pre-existing bus stops or public transportation, foster parents provide transportation, transportation by other programs if child is eligible)
- Both parties agree to maintain confidentiality of information regarding children and families being served, in accordance with the Family Education Rights and Privacy Act (FERPA), and all other State and Federal laws and regulations regarding confidentiality.
- Both parties understand that all federal, state and local funding sources should be maximized to ensure transportations costs are not unduly burdensome on one agency.

Respective responsibilities under this agreement include:

Lampeter-Strasburg School District

- Establish a Foster Care Point of Contact (POC) given the importance of transportation to ensure educational stability requirements defined by the Every Student Succeeds Act (ESSA).
- Share the Foster Care POC's contact information with state and local education and child welfare agencies.
- Understands that even if an LEA does not transport other students, it must ensure that transportation is provided to children in foster care, adhering to the collaboratively designed transportation plan.
- Acknowledges that Title I is an allowable funding source for additional transportation costs, although funds reserved for comparable services for homeless children and youth may not be used for transportation.
- Informs the CCYA whether Title I funds are available to support additional transportation costs for children in foster care in order to maintain enrollment in their school of origin.
- Agrees, if applicable, to support additional transportation costs for eligible foster care youth utilizing funds made available within Title I.
- Understands that if there are additional costs providing transportation for children in foster care to remain in his or her school of origin, the LEA (school of origin) will provide such transportation if (1) the county children and youth agency agrees to reimburse the LEA for the cost of transportation; (2) the LEA agrees to pay for the additional costs; or (3) the LEA and county children and youth agency agree to share the costs.
- Agrees that a child must remain in his or her school of origin while any disputes are being resolved. Agrees to provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.

Lancaster County Children and Youth Agency

- Identifies all children in foster care enrolled in the LEA in order for the LEA and CCYA to fulfill the jointly agreed upon transportation responsibilities.
- Informs LEA of children in foster care who may be in need of transportation to maintain enrollment in their school of origin.
- Agrees to immediately inform the school of origin of children in foster care who experience a change of foster care placement.
- Agrees, if applicable, to support transportation costs for eligible foster care youth utilizing funds made available within the county's child welfare budget under Section 475(4)(A) of Title IV-E of the Social Security Act.
- Informs the LEA/school of origin whether Title IV-E funds are available to support additional transportation costs for children in foster care in order to maintain enrollment in their school of origin. Agrees to assist the LEA/school of origin in exploring the full range of options for providing and funding transportation to maintain a child in his or her school of origin, consistent with the child's educational stability plan.

Updates and Revisions:

Updates and revisions to this MOU should be made as needed. Any updates or revisions to the MOU must be submitted to the Pennsylvania Department of Education. Best practice recommends that an updated MOU be submitted every three years, as contractual updates follow this timeline.

The Lampeter-Strasburg School District and Lancaster County Children and Youth Agency agree to update or revise this Memorandum of Understanding (MOU) as needed or every three years to coincide with the contractual timelines.

This agreement will be reviewed and approved by representatives of both agencies:

[CCYA name]
[address]
[address]
[City, Pennsylvania, Zip]

Printed Name: _____

(CCYA)

Signed: _____

Date: _____ / _____ / _____

(CCYA)

Lampeter-Strasburg School District
1600 Book Road
PO Box 428
Lampeter, PA 17537-0428

Printed Name: Kevin S. Peart, Ed.D.

Signed: _____ Date: _____

Transportation Plan

This plan is between:

Lampeter-Strasburg School District

Lancaster County Children and Youth

Transportation Procedures To Ensure Educational Stability of Youth in Foster Care — Every Student Succeeds Act (ESSA) Requirements

To address transportation for youth in foster care in a cost-effective way, the local education agency (LEA) and the county children and youth agency (CCYA) must establish formal, written protocols and procedures to ensure that youth in foster care can remain in their school of origin whenever possible. In order to do so, the CCYA must regularly identify and inform the LEA of all youth in foster care enrolled in the LEA.

The local transportation plan must be collaboratively designed between the LEA and the CCYA to appropriately reflect the unique local context in which it is in effect. It is recommended that LEAs and CCYAs consider previous scenarios when designing the joint transportation plan to limit educational disruption for youth in foster care as transportation related events occur.

Considerations

LEAs should consider developing transportation plans with other LEAs or CCYAs, both in state and out-of-state, with which they frequently interact regarding youth in foster care; these specific relationships should be defined in the local transportation plan.

If students in foster care are sent to Intermediate Units (IUs) to attend programs at their facilities, the LEA should inform the IUs and the same accommodations must be provided for these students. IUs providing transportation for youth in foster care enrolled in the LEA must be considered in the development and design of the local transportation plan between the LEA and the CCYA, and plans should reference transportation procedures for these students.

If you require extra space to describe your transportation plan, please attach an additional document.

Part 1: LEA and CCYA Representatives Involved in Designing/Establishing the Local Transportation Plan

Name LEA Representative:

Position Title:

Andrew M. Godfrey, Ed.D
Karen Staub
Michelle Brubaker

Assistant Superintendent
Special Services Director
District Social Worker

Name CCYA Representative:

Position Title:

Crystal A. Natan, MSW, LSW
Kimberly Baier

Executive Director
Education Liason

Part 2: Addressing Transportation Assurances To Ensure Educational Stability

Please describe, in detail, your collaboratively designed transportation procedures governing how transportation to maintain children in foster care in their schools of origin, when in their best interest, will be provided, arranged, and funded for the duration of the time in foster care (ESEA 1112(c)(5)(B)). The purpose of establishing uniform local transportation procedures is to ensure that every foster care student receives a consistent, fair assessment.

A) Providing Transportation

Describe the detailed the step-by-step procedure the LEA and CCYA will follow to promptly **provide** transportation for youth in foster care.

As part of, and no later than the completion of, the best interest determination ("BID") process outlined in the Memorandum of Understanding between the parties, the parties will determine which local educational agency or agencies will provide transportation to the student and by what means (vehicle type, individual or group run, number of connections, if any).

For student with disabilities, the BID process will include a determination of whether (a) specialized transportation is required under the existing IEP; (b) the potential effect that a longer bus run will have on the student, fi the BID results in a determination to maintain the student in his/her school or origin; and (c) whether any changes in transportation arrangements as described in the existing IEP or accommodation plan will be necessary to address any adverse effect thus identified.

Transportation based on the outcome of the BID will begin as soon as feasible but in no case later than five days from the completion of the BID, unless extraordinary extenuating circumstances prevent compliance with the this timeline.

B) Arranging Transportation

Describe the detailed step-by-step procedure the LEA and CCYA will follow to promptly **arrange** transportation for youth in foster care.

If the outcome of the BID is that the student will remain in the school of origin, the LEAs will deliver transportation as determined through the BID process by one of the following arrangements or combinations thereof: (a) each LEA transports one way between the foster residence, or the bus stop most proximate thereto, and the school of origin; (b) one or the other

LEA transports both ways between the foster residence, or the bus stop most proximate thereto, and the school of origin; (c) transportation is provided through public conveyance other than an LEA; or (d) transportation is provided privately, subject to mileage reimbursement. If the parties cannot agree upon arrangements, the school entity of residence will transport the student pending resolution of the dispute.

If the outcome of the BID is that the student will attend school in the school entity of residence, that entity will provide transportation both ways between the foster residence, or the bus stop most proximate thereto, and such school.

C)Funding Transportation

Describe the detailed step-by-step procedure the LEA and CCYA will follow to ensure transportation is **funded** in a cost-effective manner and in accordance with Section 475 (4) (A)of the Social Security Act. (ED/HHS Joint Guidance, p.17, question 26; Transportation Plan Guide, Part B)

When The student remains in the school of origin and each LEA transports or incurs the cost of transporting one way, each will bear its own costs and each will charge to the CCYA one-half of the amount by which the combined costs of the two LEAs constitute additional costs.

When the student remains in the school or origin and one LEA transports or incurs the cost of transporting both ways, it will charge to the CCYA the amount by which its costs constitute additional costs and it will charge the other LEA one-half of the amount not charged to the CCYA.

When the student attends school in the school entity of residence, that entity will assume its own costs and will charge to the CCYA the amount by which its costs constitute additional costs.

The responsible CCYA cannot refuse to pay additional costs charged to it solely because it lacks sufficient state or federal revenue to do so.

The initiation of transporting under this agreement shall not be contingent on an advance agreement concerning payment.

Part 3: Addressing Additional Costs As part of developing and implementing transportation procedures, the LEA and CCYA must address any additional costs incurred in providing transportation to maintain children in foster care. Given the emphasis on shared agency responsibility, the LEA and the CCYA should make every possible effort to reach agreement regarding how transportation should be funded if there are additional costs. (ED/HHS Joint Guidance, pp.17-19, questions 22, 27, 28, 29; Transportation Plan Guide, Part B)

LEAs, including the school district of origin and the school district of foster residence, as well as the placing CCYA, may also agree to paying for or sharing in the costs in providing transportation to the school of origin. LEAs may include these scenarios in their plans as a method to address additional costs.

Complete the relevant fields to address additional transportation costs if they are incurred in providing transportation to the school of origin.

The LEA will provide such transportation if:

A) The CCYA agrees to reimburse LEA for additional transportation costs. Describe the circumstances and procedures.

The LEA can offer an existing means or collaborate with a neighboring district for transportation at no additional cost, the LEA will assume responsibility for transportation and the CCYA will not be charged. If cost over and above the existing means is incurred, the LEA will notify CCYA to discuss appropriate payment.

B) The LEA agrees to pay for the additional transportation costs. Describe the circumstances and procedures.

The LEA can provide transportation but will need to modify a route or create a new option, the LEA will calculate the additional cost of transportation and/or work with a neighboring district to provide appropriate transportation. If the cost is related to current routes within the district boundaries, the LEA will pay for the additional costs.

C) The LEA and CCYA agree to share the additional transportation costs. Describe the circumstances and procedures.

Given unique circumstances that require transportation beyond normal district routes and/or the ability to collaborate with a neighboring district, the LEA will work together with CCYA to agree upon a plan to provide transportation and split the cost.

D) Other arrangements to address additional transportation costs are established. Describe the circumstances and procedures.

NA

Part 4: Considering Low-Cost or No-Cost Transportation Options for Youth in Foster Care

On a case-by-case student basis, additional low-cost or no-cost options for transportation of students in foster care should be explored. Please carefully review the following no-cost or low-cost options for transportation and indicate with a check mark if the LEA and the CCYA agree to explore these transportation funding options on a case-by-case basis.

Options	LEA	CCYA
The child may be dropped off at a school bus stop near the existing transportation system for the school of origin. Communication between the current and new school districts is critical.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Public transportation options exist, if the child is of an appropriate age and has or is able to acquire the skills to utilize such options.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Foster parents or other family members are willing and able to transport the child to school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The child is already eligible for transportation covered by other programs. For example, IDEA funds may be used to pay for transportation services if the child's IEP team determines transportation is a related service that is required for a child with disabilities in foster care to receive FAPE.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
There are pre-existing bus routes or stops close to the new foster care placement that cross district boundaries, such as bus routes for magnet schools and transportation for homeless students as required by the McKinney-Vento Act.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The school district of residence, school district of origin and placing CCYA may be willing to share transportation costs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Describe any additional low-cost or no-cost options for transportation of students in foster care that may be unique to your local context- *None at this time.*

Part 5: Local Transportation Dispute Resolution Process Between LEA and CCYA

Local transportation plans/procedures include a dispute resolution process to address how the transportation requirement will be met if parties cannot come to an agreement. LEAs must ensure that a child in foster care remains in their school of origin while any disputes regarding transportation costs are being resolved. (ESEA 1111(g)(1)(E)(i) and 1112(c)(5)(B)(i))

Describe your local transportation dispute resolution process.

In the event that a dispute arises over the transportation of the child or responsibility for payment for such transportation, such dispute shall be referred first to the Superintendents or their designees of the two LEAs involved and to the Director of the responsible CCYA, who shall meet in person or by telephone or Internet-based live conferencing within ten (10) business days of the date on which the last of them receives written notice of the dispute. If the dispute cannot be resolved within fifteen (15) business days, the dispute by one or both of the LEA single points of contact to the respective Secretaries of the Pennsylvania Departments of Education and Human Services. Pending resolution of the dispute, the parties will implement those aspects of the transportation arrangement and funding scheme to which they have agreed. To the extent that the parties have not agreed upon a transportation arrangement or funding scheme, or both, the default arrangement pending resolution shall be that the district of residence provides and pays for transportation both ways.

Part 6: Updates and Revisions

Updates and revisions to this local transportation plan should be made as needed; any updates or revisions must be submitted to the Pennsylvania Department of Education. Best practice recommends that an updated plan be submitted every three years, as contractual updates follow this timeline.

The Lampeter-Strasburg School District and the Lancaster County Children and Youth agree to update or revise this local transportation plan needed or every three years to coincide with the contractual timelines.

Part 7: Signature

This transportation plan has been reviewed and approved by the representatives of both agencies.

Lampeter-Strasburg School District
1600 Book Road
PO Box 428
Lampeter, PA 17537

Dr. Kevin S. Peart, Ed.D., Superintendent

Lancaster County Children and Youth
Address
Name of Rep
Signature

Lampeter-Strasburg School District

Grade 3					
	2017	2018	2019	2021	2022
ELA PA	64.60%	63.50%	61.90%	58.30%	52.30%
ELA L-S	84.80%	85.30%	81.70%	76.00%	64.40%
	20.20%	21.80%	19.80%	17.70%	12.10%
		1.60%	-2.00%	-2.10%	-5.60%
	2017	2018	2019	2021	2022
Math-PA	54.50%	54.10%	56.00%	47.30%	47.70%
Math L-S	77.90%	66.20%	75.00%	63.60%	61.50%
	23.40%	12.10%	19.00%	16.30%	13.80%
		-11.30%	6.90%	-2.70%	-2.50%

Grade 6					
	2017	2018	2019	2021	2022
ELA PA	63.60%	62.50%	63.00%	57.30%	56.10%
ELA L-S	82.30%	70.90%	73.40%	76.20%	73.30%
	18.70%	8.40%	10.40%	18.90%	17.20%
		-10.30%	2.00%	8.50%	-1.70%
	2017	2018	2019	2021	2022
Math-PA	40.30%	39.60%	39.00%	28.20%	32.30%
Math L-S	62.00%	48.90%	54.10%	37.10%	43.20%
	21.70%	9.30%	15.10%	8.90%	10.90%
		-12.40%	5.80%	-6.20%	2.00%

Grade 4					
	2017	2018	2019	2021	2022
ELA PA	60.90%	59.80%	63.60%	56.60%	52.20%
ELA L-S	78.00%	82.70%	84.90%	74.10%	70.50%
	17.10%	22.90%	21.30%	17.50%	18.30%
		5.80%	-1.60%	-3.80%	0.80%
	2017	2018	2019	2021	2022
Math-PA	46.60%	43.50%	46.20%	35.60%	42.30%
Math L-S	58.80%	65.20%	72.00%	56.50%	68.70%
	12.20%	21.70%	25.80%	20.90%	26.40%
		9.50%	4.10%	-4.90%	5.50%

Grade 7					
	2017	2018	2019	2021	2022
ELA PA	59.50%	61.90%	60.40%	53.30%	57.20%
ELA L-S	74.60%	81.10%	75.70%	66.80%	76.50%
	15.10%	19.20%	15.30%	13.50%	19.30%
		4.10%	-3.90%	-1.80%	5.80%
	2017	2018	2019	2021	2022
Math-PA	37.80%	38.90%	38.20%	26.90%	27.00%
Math L-S	56.20%	56.70%	48.20%	43.60%	41.50%
	18.40%	17.80%	10.00%	16.70%	14.50%
		-0.60%	-7.80%	6.70%	-2.20%

Grade 5					
	2017	2018	2019	2021	2022
ELA PA	59.60%	59.40%	58.50%	55.00%	53.60%
ELA L-S	82.80%	78.50%	76.40%	72.00%	72.20%
	23.20%	19.10%	17.90%	17.00%	18.60%
		-4.10%	-1.20%	-0.90%	1.60%
	2017	2018	2019	2021	2022
Math-PA	43.80%	45.20%	43.10%	36.10%	35.40%
Math L-S	63.50%	62.30%	57.60%	53.50%	47.80%
	19.70%	17.10%	14.50%	17.40%	12.40%
		-2.60%	-2.60%	2.90%	-5.00%

Grade 8					
	2017	2018	2019	2021	2022
ELA PA	58.90%	61.50%	57.90%	52.60%	55.60%
ELA L-S	66.50%	71.90%	76.00%	59.90%	71.60%
	7.60%	10.40%	18.10%	7.30%	16.00%
		2.80%	7.70%	-10.80%	8.70%
	2017	2018	2019	2021	2022
Math-PA	32.50%	31.10%	32.20%	22.10%	22.60%
Math L-S	50.20%	54.20%	51.50%	33.20%	43.10%
	17.70%	23.10%	19.30%	11.10%	20.50%
		5.40%	-3.80%	-8.20%	9.40%