

**ORANGE COUNTY
BOARD OF EDUCATION**

AGENDA ITEM ABSTRACT

Meeting Date: December 10, 2012

AGENDA ITEM No. 12-12-10

ACTION ITEM: (Y/N) N

SUBJECT: Educator Effectiveness Update

INFO. CONTACT: Denise Morton, Mary Calhoun, Marcie Holland **PHONE:** 919-732-8126

ATTACHMENTS:

1. Update on Educator Effectiveness Power Point
2. Board Policy #3460 Graduation Requirements
3. Estimated Cost for Printing Common Exams

PURPOSE: To provide the Board of Education an update on the Educator Effectiveness Model being implemented by the North Carolina Department of Public Instruction (DPI) as part of the Race to the Top grant funding.

BACKGROUND: North Carolina, as part of the requirements of its Race to the Top grant funding, is implementing new curriculum, new assessments and new technology tools designed to improve instruction. Since all of these efforts depend on an effective teacher in every classroom and an effective leader in every school building, the educator effectiveness model was developed. Key components are results of observations and assessments that measure student growth.

To that end, staff has worked on implementing the educator effectiveness model in the following ways:

- The Human Resources Division has held training sessions with principals and teachers to explain the model.
- Detailed email communications have been sent to teachers explaining educator effectiveness ratings sent to teachers by NCDPI.
- Discussions have been held with principals at the elementary, middle and high school levels on how the district will administer the assessments that measure student growth referred to as "common exams". A list of the courses with DPI developed common exams is attached.

*NCDPI gave high schools operating on a block schedule the option of administering common exams in the spring only and not administering them at the end of first semester. The district opted to only administer the common exams in the spring. Only 20 districts across the state opted to administer common exams at the end of fall semester.

* Elementary schools will not have to administer common exams since every regular classroom teacher already administers both reading and math which will provide student growth measures.

At the high school level, Board Policy 3460 "Final Exams" requires that all students take end of course exams and that these assessments will count 25% of the final grade. The common exams fall into this category and will be held to the same requirements. One impact is that few seniors in core academic courses may be eligible for exam exemptions. Staff will develop a communication plan to fully inform students and their parents about the administration of common exams in the spring of 2013.

FINANCIAL IMPACT: Spring 2013 estimated cost for printing common exams will be \$4,463.63.
Scantron answer sheets will cost \$325.00.
Total cost of administering common exams = \$4,788.63

RECOMMENDATION: The Superintendent recommends that the Board of Education receive for information the update on Educator Effectiveness.



NORTH CAROLINA Educator Effectiveness and Common Exams

Board Presentation
December 10, 2012



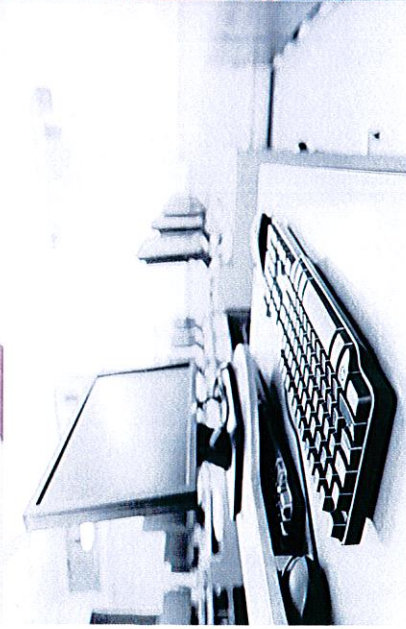
The following slides have been adapted from presentations and information provided by the N.C. Department of Public Instruction with permission.

Agenda

- Setting the Context
- Educator Evaluation
- Common Exams



Setting the Context



Why educator effectiveness?

NC is implementing a new curriculum, new assessments, new technology tools to improve instruction, new ways of engaging students, and the list goes on...

So why is the State focusing on educator effectiveness in the face of so many other changes?

Because all our efforts in other areas depend on an effective teacher in every classroom and an effective leader in every school building.

Why educator effectiveness?

The work around educator effectiveness, including the Measures of Student Learning, is grounded in the belief that:

Every student in North Carolina deserves an effective teacher in all courses and grades.

Our students need to learn all of the standards in the North Carolina Standard Course of Study in order to be READY for their futures.

Why educator effectiveness?

In order to increase their effectiveness, teachers need access to high-quality data.

Every teacher in North Carolina deserves feedback on the growth of their students.

It's not about firing our way to a better teaching force. It's about creating a system that:

- Identifies the strongest teachers so that we can all learn from them, and
- Identifies those teachers who need additional support and targets that support to their needs

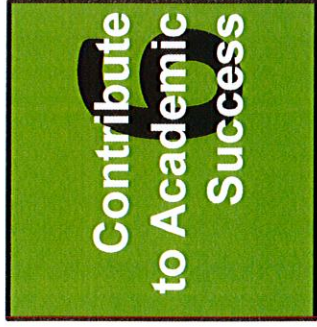
North Carolina Educator Evaluation

A process for professional growth

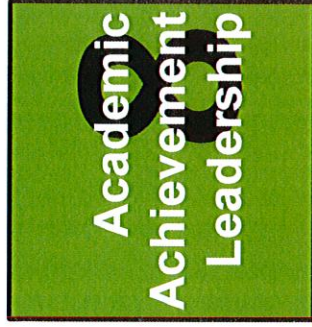


Growth Model

Teachers



Principals



Standard 6 and 8
are measures of

Growth





North Carolina Educator Evaluation Process

Teachers

We have a total of 6 standards in our teacher evaluation system.

All standards, 1-6, are of equal value. Our goal is to use this system to:

- Identify our strongest teachers and explore their methodologies, and
- Support teachers who need to increase their effectiveness

1
Demonstrate
Leadership

2
Establish
Environment

3
Know
Content

4
Facilitate
Learning

5
Reflect on
Practice

6
Contribute
to Academic
Success

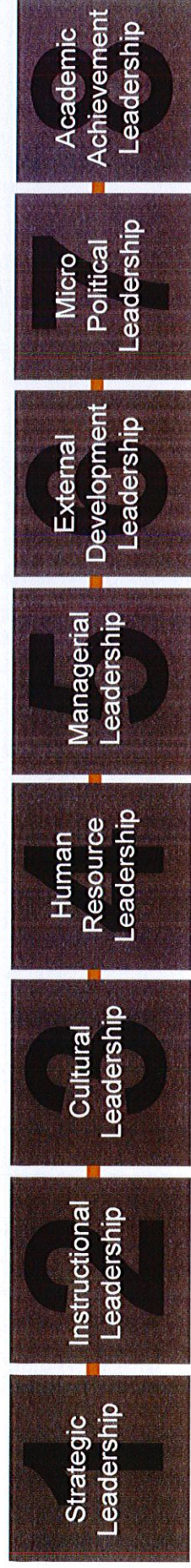


North Carolina Educator Evaluation Process

Principals and APs

We now have a total of 8 standards in our principal and assistant principal evaluation system. **All standards, 1-8, are of equal value.** Our goal is use this system to:

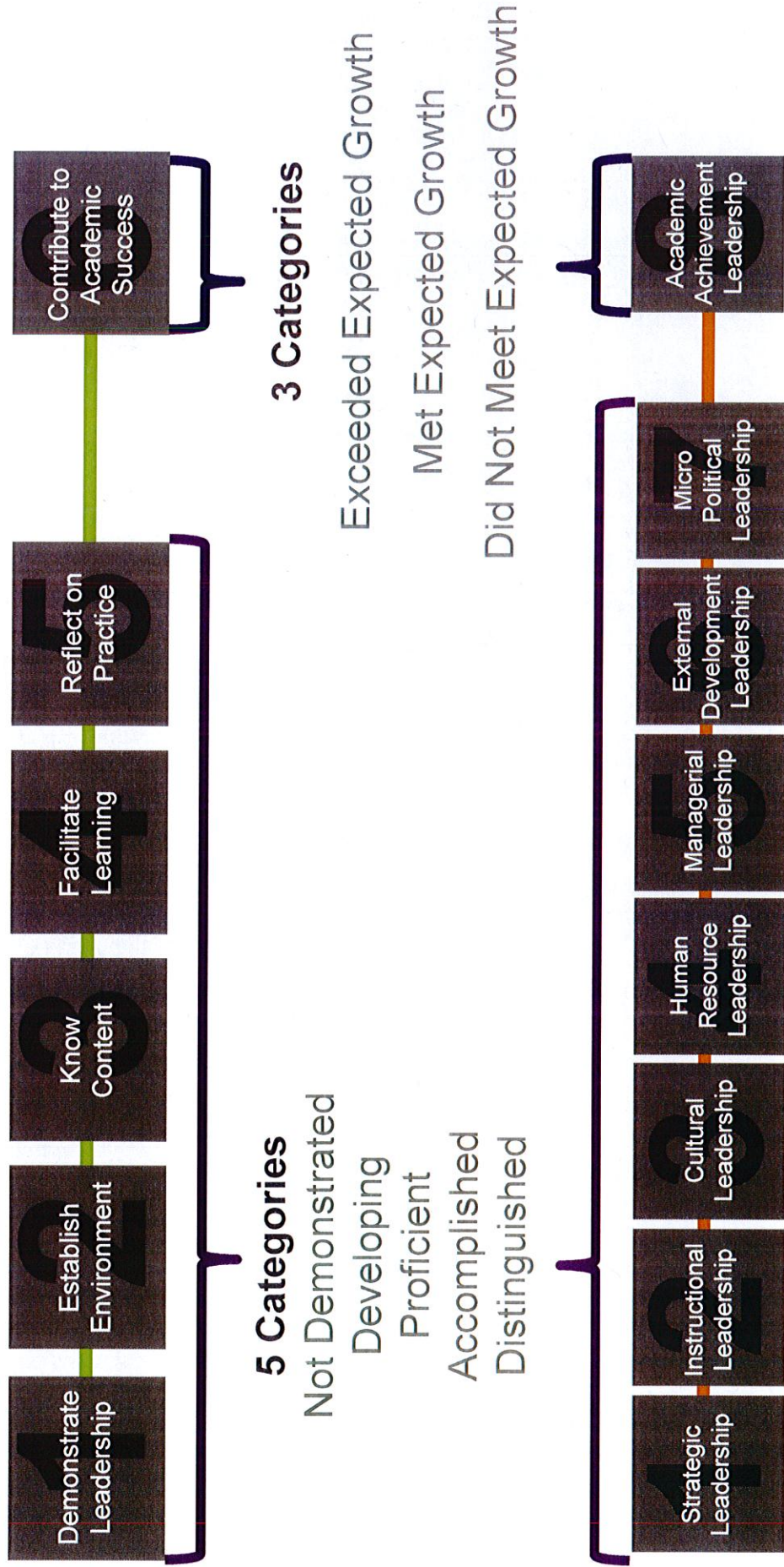
- Identify our strongest leaders and explore their methodologies, and
- Support leaders who need to increase their effectiveness





North Carolina Educator Evaluation Process

Ratings Categories





Effectiveness Status After 3 Years of Growth

Standards 1-5	<div><div>Demonstrate Leadership</div><div>Establish Environment</div><div>Know Content</div><div>Facilitate Learning</div><div>Reflect on Practice</div></div>	In Need of Improvement	Effective	Highly Effective
		<u>Any</u> Rating Lower than Proficient	Proficient or Higher on Standards 1-5	Accomplished or Higher on Standards 1-5
		And/Or	And	And
		Does Not Meet Expected Growth	Meets or Exceeds Expected Growth	Exceeds Expected Growth

Standard 6
3-year average
<div><div>Year 1</div><div>Year 2</div><div>Year 3</div></div> / 3

What's the difference between Ratings and Status?

Ratings

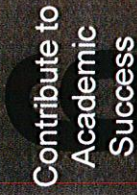
- **Teachers**
6 separate ratings to help teachers grow each year
- **Principals**
8 separate ratings to help principals grow each year

Status

- A single overall status that is determined once a principal or teacher has **three years of growth data** to populate 6 or 8
- Categories for Status
 1. **In Need of Improvement**
 2. **Effective**
 3. **Highly Effective**



Standard 6: Key Points



Standard 6 is new and is different, but not more important than the other standards

- **Growth.** It gives the teacher and her evaluator a look at the measured growth of her students.
- **Trends in Growth.** EVAAS helps compare the growth of different classes and groups of students.
- **Limits of Standard 6.** Standard 6 gives you less insight into pedagogy than Standards 1-5. Standards 1-5 suggest next steps.
 - **Think:** revise formative assessment practices, track progress more accurately, improve questioning strategies, research best practices on literacy, etc.



Standard 6: Reminders



- **Status**

Standard 6 is used to determine effectiveness status only when a teacher has 3 years worth of growth data

- Conservative use of growth data; certainty of growth estimate improves over time
- No teacher effectiveness status until 2014-15, at the earliest

- **1-5 are High Stakes**

Evaluators will continue to place teachers on monitored or directed growth plans when they receive a Developing on any of the first 5 standards



North Carolina Educator Evaluation Process

Standard 6



By 2013-14,
every NC teacher
will have a measure
of his or her
students' growth.

How?





North Carolina Educator Evaluation Process

Measures used to determine Standard 6

6 End of Grade or End of Course

6 Common Exams



6 Career Technical Education Assessment

6 K-3 Assessments

6 Analysis of Student Work



North Carolina Educator Evaluation Process

Measures used to determine Standard 6

6

End of Grade or End of Course

6

Common Exams

6

Career Technical Education Assessment

Note: 44 CTE

Assessments can
use EVAAS

EVAAS

to measure growth

6

K-3 Assessments

6

Analysis of Student Work

Contribute
to
Academic
Success



North Carolina Educator Evaluation Process

Measures used to determine Standard 6

6

End of Grade or End of Course

6

Common Exams

6

Career Technical Education Assessment

Contribute
to
Academic
Success

*Note: 79 CTE
assessments will
use Pre-Post*

6

K-3 Assessments

PRE-POST

to measure growth

6

Analysis of Student Work



North Carolina Educator Evaluation Process

Measures used to determine Standard 6

6

End of Grade or End of Course

6

Common Exams

6

Career Technical Education Assessment

6

K-3 Assessments

6

Analysis of Student Work

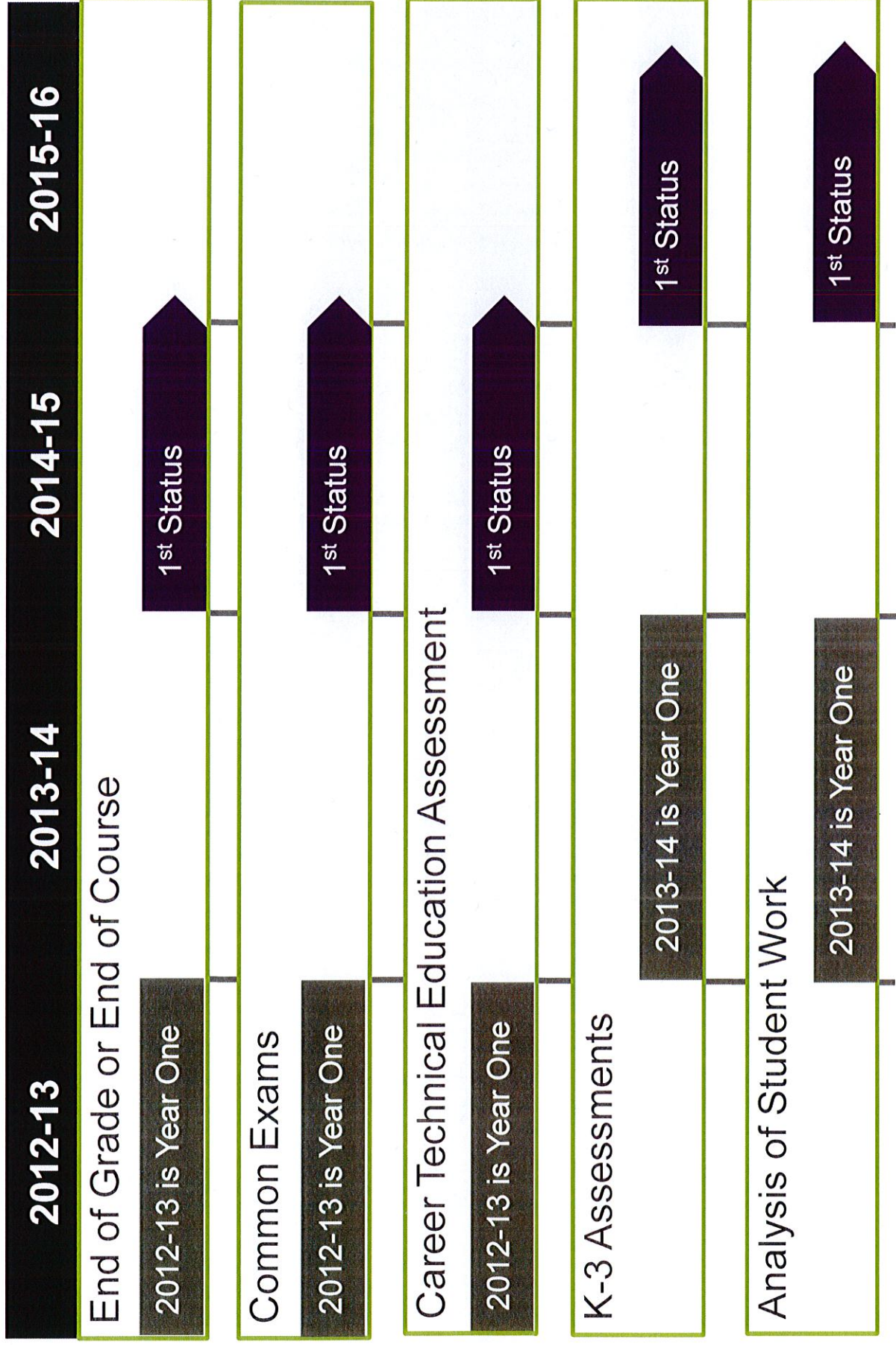
**EVALUATOR
REVIEW**

to measure growth

Contribute
to
Academic
Success



Status High-Level Time Line



Report: **School Value Added** Test: **End of Course**
 School: **Turrentine Middle** Subject: **Algebra I**
 District: **Alamance-Burlington Schools**
 Year: **2011**

Standard	Status			
Standard One: Teachers demonstrate leadership.	Not Demonstrated	Developing	Proficient	Distinguished
Standard Two: Teachers establish a respectful environment.	Not Demonstrated	Developing	Proficient	Distinguished
Standard Three: Teachers know the content they teach.	Not Demonstrated	Developing	Proficient	Distinguished
Standard Four: Teachers facilitate learning for their students.	Not Demonstrated	Developing	Proficient	Distinguished
Standard Five: Teachers reflect on their practice.	Not Demonstrated	Developing	Proficient	Distinguished
Standard Six: Teachers contribute to the academic success of their students. More Details	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	
Overall Status	Needs Improvement		Effective	Highly Effective
Determined by lowest standard score				
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Observation + Other Measures



- Standard 6 and 8

Final components of Standards 6 and 8 and their respective weightings

- Status

Consequences and professional development for educators “in need of improvement”

- Common Exams

Measures of growth in English Language Arts, Science, Social Studies, and Mathematics in grades 4 – 12

- Other Options

Measures of growth in K-2, grade 3, and performance areas



Common Exams



Common Exams



A Library of Common Exams
is being designed for non-tested
subjects for district use to populate
Standard 6

Focusing on the “Why”



So why have statewide Measures of Student Learning/Common Exams?

1. North Carolina has a statewide evaluation system to ensure that every teacher receives a fair and consistent evaluation, regardless of his or her employing LEA
2. Teachers in all content areas should receive a Standard Six rating based on the growth of their own students on their content-specific standards
3. Most LEAs do not have the capacity to design their own assessments for all non state-tested grades and subjects



Implementation Options - Timing

- Administration of the high school Common Exams in the fall is optional
- Orange County Schools will administer all Common Exams in the Spring 2013
- Results will be used to help determine the sixth standard rating

District Administration



- Administration of Common Exams will be paper/pencil
- Administration of Common Exams will be during the regular Final Exam schedules
- All Common Exams will count as final exams and be computed as 25% of final grade
- All courses that require Common Exams will administer Common Exams
- To ensure secure administration, all Common Exams will be treated as State Exams with same methods being used as regular AMO/EOC's, EOG's.

Common Exams

Earth/Environmental Science

Chemistry

Physics

Physical Science

English Language Arts I

English Language Arts III

English Language Arts IV

Geometry

Algebra II/ Integrated Math III

Advanced Functions and Modeling

Pre-Calculus

World History

Civics and Economics

U. S. History (2003 standards)

American History I

American History II

OCS English Language Arts I

OCS English Language Arts III

OCS English Language Arts IV

OCS Financial Management

OCS Applied Science

OCS Introductory Math

Grade 6 Science

Grade 6 Social Studies

Grade 7 Science

Grade 7 Social Studies

Grade 8 Social Studies



GRADUATION REQUIREMENTS

Date Reviewed/Approved: 02/06/2012 Policy Number: 3460

Rescinds Policy Number: 3460

Issued: 12/6/2004, 3/6/2006, 9/18/2006, 6/4/2007,
5/5/2008, 02/02/2009, 09/08/2009, 05/02/2011

The board recognizes the importance of setting rigorous graduation requirements in order to help ensure that students are receiving an education that will prepare them for life and work in the 21st century.

STATE REQUIREMENTS

Ninth Grade Class of 2012-2013

In order to graduate from a North Carolina public high school, students entering the ninth grade for the first time in 2012-2013 and beyond will be required to meet new exit standards and complete all requirements in order to obtain a high school diploma. Students will also be required to take three End-of-Course (EOC) assessments. The three required EOC courses are Common Core Math I, Biology, and English I.

SUBJECT AREA UNITS	COURSES
4 Mathematics Units Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a course with Algebra II as a pre-requisite.	Common Core Math I (formerly called Algebra I), Geometry, Algebra II AND A 4 th math course aligned with the student's post high school plans Exemptions In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. 115C-81(b), the student will be required to pass: Common Core Math I (formerly called Algebra I) and Geometry plus either Applied Mathematics I and Applied Mathematics II or two application-based mathematics courses as determined by the LEA.* OR Common Core Math I (Formerly called Algebra I) and Algebra II plus either Applied Mathematics I and Applied Mathematics II or two application-based mathematics courses as determined by the LEA.
4 English Units	English I, II, III, IV or English I, II, III, AP English
4 Social Studies Units	World History American History I American History II Civics and Economics Or World History, AP U.S. History, Social Studies Elective, Civics and Economics Or World History, IB History of Americas, IB 20 th Century Topics, Civics and Economics
3 Science Units	Biology An earth/environmental science A physical science

1 Physical Education Unit	Physical Education Health Note: PE may not be taken as a correspondence or on-line course.
Elective Units 12 Units The State requires at least 6 elective units. *Remaining electives determined by student choice	Two electives being any combination of Career & Technical Education, Arts Education, or World Languages and four elective units in a course cluster. Students will complete a four-course cluster focused on student interests and postsecondary goals through a rigorous, in-depth and linked study. In the Orange County Schools, clusters are available to students in the Humanities, World Languages, STEM (science, technology, engineering, and mathematics), Career and Technical Education, Health and Fitness, and International Baccalaureate (IB). Note: The course clusters could also include student's community college concurrent enrollment, Learn and Earn, and university dual enrollment.** Students seeking to complete minimum application requirements for UNC universities must complete two years of a world language.
TOTAL UNITS 28	

Ninth Grade Class of 2009-2010

Future-Ready Core Curriculum Graduation Requirements (27 credits required)

Effective with the class entering the ninth grade for the first time in the 2009-2010 school year (Class of 2013), the following units will be required for graduation under the Future-Ready Core. These students will also be required to perform at achievement level three or above on the three End-of-Course assessments. The Occupational Course of study is available for eligible students.

SUBJECT AREA UNITS	COURSES
4 Mathematics Units Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a course with Algebra II as a pre-requisite.	Algebra I, Geometry, Algebra II AND A 4 th math course aligned with the student's post high school plans Exemptions In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. 115C-81(b), the student will be required to pass: Algebra I and Geometry plus either Applied Mathematics I and Applied Mathematics II or two application-based mathematics courses as determined by the LEA.* OR Algebra I and Algebra II plus either Applied Mathematics I and Applied Mathematics II or two application-based mathematics courses as determined by the LEA.
4 English Units	English I, II, III, IV or English I, II, III, AP English
3 Social Studies Units	World History US History Civics and Economics

3 Science Units	Biology An earth/environmental science A physical science
1 Physical Education Unit	Physical Education Health Note: PE may not be taken as a correspondence or on-line course.
Elective Units 12 Units The State requires at least 6 elective units. *Remaining electives determined by student choice	Two electives being any combination of Career & Technical Education, Arts Education, or World Languages and four elective units in a course cluster. Students will complete a four-course cluster focused on student interests and postsecondary goals through a rigorous, in-depth and linked study. In the Orange County Schools, clusters are available to students in the Humanities, World Languages, STEM (science, technology, engineering, and mathematics), Career and Technical Education, Health and Fitness, and International Baccalaureate (IB). Note: The course clusters could also include student's community college concurrent enrollment, Learn and Earn, and university dual enrollment.** Students seeking to complete minimum application requirements for UNC universities must complete two years of a world language.
TOTAL UNITS 27	

* Exemptions to the mathematics requirement for a particular student require a recommendation and/or request from the parent or school personnel. In that rare instance, the principal will initiate the process of review and consideration of the request through a two-tiered committee process, one at the school level (for review of student information) and one at the district level (for review and decision making) with recommendations being made to the principal for final review and a decision. (refer to page 6 of this policy for the "opt-out" exemption review process)

** Students can tailor their course cluster to fit their interests and goals while building a strong academic foundation. Under the six total elective units required for graduation, four elective credits (a four course cluster) will be taken from one of the following areas of focus: Career and Technical Education, Arts Education or other designated subject areas (e.g. mathematics, science). The remaining two electives must be any combination from Career and Technical Education, Arts Education or World Languages.

For some students identified as Exceptional Children, the Occupational Course of Study will remain an option. These students should have the Occupational Course of Study identified in their Individualized Education Program.

LOCAL BOARD REQUIREMENTS

Students also are required to meet all graduation requirements of this board. Effective with the 2006-2007 school year a student must earn the following credits in order to graduate:

Spring 2009 25 Credits
Spring 2010 27 Credits
Ninth Grade Class of 2012-2013 and beyond 28 credits

High School Promotion Standards

Effective with the Freshman Class of 2006:

For classification as a sophomore, a student must have earned 6 credits.

For classification as a junior, a student must have earned 12 credits.

For classification as a senior, a student must have earned 20 credits.

Final Examinations

- All high school exams will count 25% of the final grade.
- Exam Exemption: Only seniors with six or fewer absences and an 'A' average will be exempt from exams.
- No student may be exempt from a state end-of-course exam. However, students following the Occupational Course of Study are required to meet a different set of exit standards as outlined in State Board of Education policy HSP-N-004 (16 NCAC 6D.0503).

The principal is responsible for ensuring that parents and students are aware of all graduation requirements. The guidance program should assist students in planning their high school courses to help ensure that students are taking all of the required units and selecting electives consistent with their post-graduate plans. For students who have transferred to the school district during high school, or for other reasons have completed course work outside of the school district, the principal will determine what course work will be applied as credit for graduation.

SPECIAL CIRCUMSTANCES

The board adopts the following policies to address special circumstances regarding graduation:

1. Honor Graduates

- Honor graduates may be designated by the principals on the basis of criteria established by the superintendent. Recognition of honor graduates shall be included in graduation programs.
- Calculations for Valedictorian and Salutatorian Honors will be computed after final exams just prior to graduation.

2. Early Graduation

- The Board supports the right to meet graduation requirements in fewer than the standard four years when specific criteria are met. Allowing early graduation recognizes student differences and fosters self-motivation. Decisions related to early graduation require considerable planning and must be initiated in a timely manner. The student must meet the following criteria:
 1. Written notification of intent to graduate early must be submitted to the building level principal no later than the first five (5) days of the academic year the student wishes to be awarded a diploma. Earlier notification is preferred.
 2. A transcript reflecting the completion of prerequisite courses and sufficient number of units must be presented to the principal.
 3. Passing scores on all End-of-Course Tests as designated by the NC State Board of Education.
 4. Parental approval.

After receiving student intent to graduate early within the first five days of the academic year, the principal will certify student eligibility and make appropriate scheduling changes if needed. Early graduation allows the student to participate in any activities related to graduation, i.e. awards programs and graduation ceremonies.

3. General Diploma Requirements

- Students who meet specific criteria and have the approval of a school-level team, the principal and the superintendent or designee may participate in a General diploma program.
- Students who entered the ninth grade prior to 2012-2013, may graduate with a General Diploma. A student must meet the North Carolina High School Exit Requirements and have earned a minimum of 21 units, including the following:

English I, II, III, and IV	4
Mathematics (including Algebra I and Geometry)	4
Science (Biology, 1 unit of physical science, and 1 unit of an environmental science)	3
Social Studies (U.S. History, civics and economics, and World History)	3
Health and Physical Education	1
Elective Concentration	4
Other Electives	2
Total	21

Beginning with the Ninth Grade Class of 2012-2013, to graduate from Orange County Schools with a General Diploma, a student must have earned a minimum of 22 units.

English I, II, III, and IV	4
Mathematics (including Common Core Math I (formerly called Algebra I) and Geometry)	4
Science (Biology, 1 unit of physical science, and 1 unit of an environmental science)	3
Social Studies (World History, American History I, American History II, Civics and Economics)	4
Health and Physical Education	1
Elective Concentration	4
Other Electives	2
Total	22

The superintendent or designee shall develop procedures to govern the administration of the General Diploma.

4. Graduation Certificate

The Board of Education shall award a Graduation Certificate to a student who does not earn a high school diploma and shall allow the student to participate in graduation exercises, provided:

- 1) The student has been identified as a “child with a disability” as defined by G.S. 115C-106.3(1); and the student has satisfied all state and local graduation requirements other than the proficiency standards as defined in HSP-N-000 (Student Accountability Standards); or
- 2) The student has been enrolled in the Occupational Course of Study; and the student has passed all the requirements of the Occupational Course of Study other than the 360 hours of competitive employment and the student has passed all state and local graduation requirements other than the standards for proficiency specified in HSP-N-000; or
- 3) Any other student that has satisfied all state and local graduation requirements other than the proficiency standards as defined in HSP-N-000.

Legal References: G.S. 115C-47, -81, -174.11, -276, -288; -407.5, State Board of Education Policies GCS-C-003, GCS-003, GCS-C-031, GCS-N series

OPT-OUT EXEMPTION PROCESS

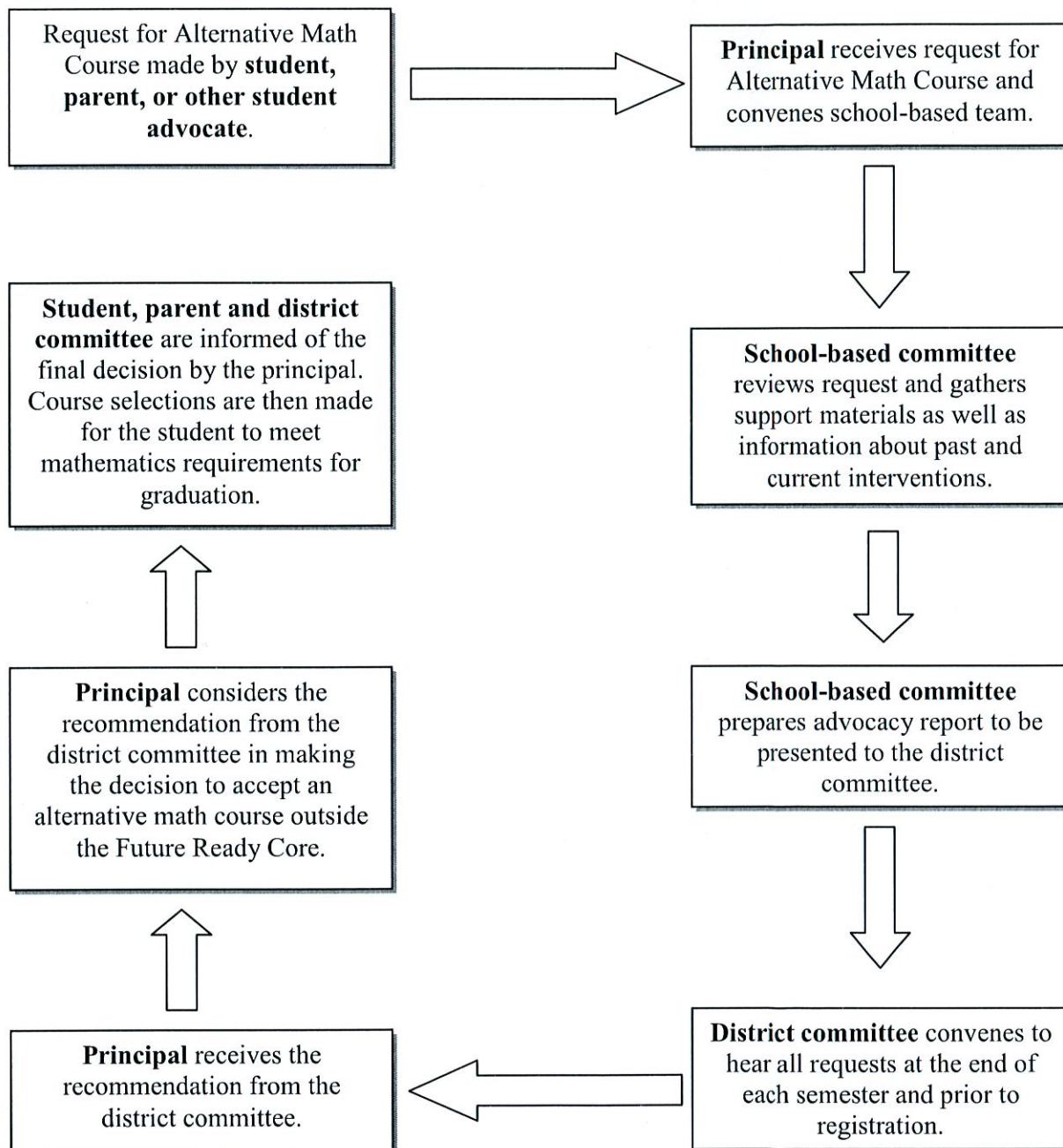
Process for substituting recommended mathematics courses with alternative mathematics courses: (See figure on p. 2)

- 1) A written request* is made to the building principal to ask for an alternative to the Future-Ready Core mathematics courses. This information should be received by the principal following completion or near completion of two mathematics courses (either Algebra I and Geometry or Algebra I & II), typically by the 1st semester of sophomore year.
- 2) The principal convenes a school-based committee to review the request. The committee should consist of the student's most recent mathematics teacher, a school counselor, the Assistant Principal for Curriculum, the student advisor and, if appropriate, an Exceptional Children's teacher and a parent of the student.
- 3) The school-based committee convenes to review the request and consider multiple sources of summative and formative information (standardized measures, portfolios of students work toward math proficiency, etc) which provides evidence of a student who is demonstrating unusual difficulty in mastering mathematics concepts.
- 4) The committee reviews all intervention strategies that have already been put in place prior to the substitution request to determine that, even with these strategies, the student is still struggling.
- 5) If the request is deemed to be compelling, the school-based committee makes a recommendation to a district review committee using the appropriate forms. A representative from the school-based committee will act as the student's advocate in presenting the forms and all gathered evidences to the district committee.
- 6) The school district convenes a review committee at the end of each semester to evaluate school-based committee recommendations for Mathematics course substitution made on behalf of students.
- 7) The district committee should consist of the district Math Coordinator, a high school mathematics teacher and a school administrator not based at the school of the student in question and, where appropriate, the Director of Exceptional Children.
- 8) The district committee will review the materials presented by the student's advocate and make a decision on whether the request for an alternative to the recommended Future-Ready Core mathematics courses has merit.
- 9) The decision of the district committee will be returned to the school principal who shall inform the student and the parent or guardian.
- 10) The principal will make the final decision, informed by the committee's recommendation, in order to benefit the student.

* A written request with reasons can be made from a parent/guardian, school counselor, principal (or designee), or teacher. If the request is made from school personnel, a parent/guardian must give evidence of consent.

Alternative Mathematics Course Request

Process for student request for Alternative Mathematics Courses to meet graduation requirements:



OHS-OCS Print Shop
 Orange High School
 500 Orange High School Road
 Hillsborough, NC 27278

Estimate

Date 11/30/2012
 Estimate # 389

Name / Address

Testing & Accountability

P.O. #

Terms Net 15

Due Date 12/15/2012

Other

Description	Qty	Rate	Total
Earth/Env (211 books x 18 ppg = 3798 ppg)	211	0.58	122.38
Physics (80 books x 24 ppg = 1920 ppg)	80	0.76	60.80
Chemistry (196 books x 23 ppg = 4508 ppg)	196	0.73	143.08
Phy. Sci (108 books x 22 ppg = 2176 ppg)	108	0.64444	69.60
Eng 1 (343 books x 32 ppg = 10,976 ppg)	343	1.00	343.00
Eng III (185 books x 33 ppg = 6105 ppg)	185	1.03	190.55
Eng IV (179 books x 33 ppg = 5907 ppg)	179	1.03	184.37
Pre-Cal (150 books x 19 ppg = 2850 ppg)	150	0.61	91.50
Adv. Func. (147 books x 20 ppg = 2940 ppg)	147	0.64	94.08
Geometry (290 books x 36 ppg = 10440 ppg)	290	1.12	324.80
Alg. II (339 books x 27 ppg = 9153 ppg)	339	0.85	288.15
World History (315 books x 16 ppg = 5040 ppg)	315	0.52	163.80
Civics (306 books x 16 ppg = 4896 ppg)	306	0.52	159.12
US History (172 books x 21 ppg = 3612 ppg)	172	0.67	115.24
American History I (32 books x 26 ppg = 832 ppg)	32	0.82	26.24
American History II (33 books x 23 ppg = 759 ppg)	33	0.73	24.09
OCS Eng I (8 books x 23 ppg = 184 ppg)	8	0.73	5.84
OCS Eng III (5 books x 17 ppg = 85 ppg)	5	0.55	2.75
OCS Eng IV (3 books x 18 ppg = 54 ppg)	3	0.58	1.74
OCS Financial Mgmt (8 books x 23 ppg = 184 ppg)	8	0.73	5.84
OCS Intro Math (7 books x 27 ppg = 189 ppg)	7	0.85	5.95
6th Science (538 books x 25 ppg = 13450 ppg)	538	0.79	425.02
6th SS (538 books x 22 ppg = 11836 ppg)	538	0.70	376.60

THANK YOU! Please call or e-mail if you have any questions about this estimate.

Subtotal

Sales Tax (0.0%)

Total

OHS-OCS Print Shop

cindi.chamberlain@orange.k12.nc.us

919.732.6133 x15015

Testing & Accountability

Other

Description	Qty	Rate	Total
7th Science (561 books x 25 ppg = 14025 ppg)	561	0.79	443.19
7th SS (561 books x 22 ppg = 12342 ppg)	561	0.70	392.70
8th SS (576 books x 22 ppg = 12672 ppg)	576	0.70	403.20

Subtotal	\$4,463.63
Sales Tax (0.0%)	\$0.00
Total	\$4,463.63

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