

Enclosure 10.01  
July 2, 2014

## EVALUATION OF TEXTBOOK EXHIBIT

4511-E

NAME(S) OF EVALUATOR(S): **Darby L. Thompson, Beth Bell, Michael J. Hamula**

SUBJECT: **Drama**

GRADE: **9-12**

LEVEL: **High School**

TEXTBOOK TITLE: **The Stage and the School**

AUTHORS: **Schanker and Ommanney** EDITION: **9<sup>th</sup> edition**

PUBLISHING CO.: **Glencoe** COPYRIGHT DATE: **2005**

COST PER BOOK: **\$72**

NO. OF BOOKS REQUIRED: ~~60~~ **30**

### I. METHODS OF EVALUATING (Yes or No Response or NA - Not Appropriate) (3 out of 5 must be employed)

- YES 1. SELECTION CRITERIA – Identify and document the prioritized criteria used in the selection process (Attach summary)
- Departments, grade levels and/ or district committees should come to consensus on the selection criteria that will be used as textbooks or programs are analyzed.
  - The selection criteria would be from the teacher's perspective and in addition to the district criteria outlined in 4511-R.
  - There should be documentation that reflects how the recommended text meets the identified criteria.
- YES 2. Was a TOPIC COMPARISON employed with this text and others?  
*A textbook evaluation strategy which scientifically compares the exact same textbook elements (topic, skill, table of contents, glossary) in all textbook submissions.*
- YES 3. Was a CONCEPT TRACE conducted with this textbook?  
*A textbook evaluation strategy which isolates the same concept, skill or topic in all textbook submissions, and determines if the assessment or questions in the text actually measure what the instruction, content or practice present.*
- NA 4. Was a VERTICAL TRACE done with this book as part of a series?  
*A textbook evaluation strategy which determines how a skill, topic, strand, or concept is vertically developed through a textbook series.*
- NO 5. Was a "KID RATING" employed with this text (grades 6-12)?  
(Attach summary)

### II. A LOOK AT THE TOTAL BOOK (Use a scale of 1 - 5 - 1 low, 5 high)

- 5 1. Is the content as up to date as possible and relevant to your students?
- 5 2. Does the book contain helpful organizational features such as:
- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Table of contents | <input checked="" type="checkbox"/> Index |
| <input checked="" type="checkbox"/> Glossary          | <input type="checkbox"/> Appendices       |
| <input type="checkbox"/> Other (specify: )            |   |
- 5 3. Is the book logically and clearly organized?

### III. LOOK AT EACH CHAPTER (1 - 5 RATING)

- 5 1. Is a helpful introduction provided for each chapter or most chapters?
- 5 2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned?
- 5 3. Is there a clearly recognizable pattern for each chapter?

- 5 \_\_\_\_ 4. Is the organizational pattern signaled by:
- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Headings    | <input checked="" type="checkbox"/> Bold print |
| <input type="checkbox"/> Transition words       | <input type="checkbox"/> Italics               |
| <input type="checkbox"/> Other (specify: _____) |  |
- 5 \_\_\_\_ 5. Do questions encourage thoughtful responses? Is critical thinking encouraged?
- 5 \_\_\_\_ 6. Does the text suggest activities for students to practice using new concepts or procedures?
- 5 \_\_\_\_ 7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?
- 4 \_\_\_\_ 8. Are there summaries that clarify?
- 5 \_\_\_\_ 9. Does the text match curriculum goals and objectives?

#### IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

- 5 \_\_\_\_ 1. Does the textbook use clear, readable language?  
(The DRP is \_\_\_\_\_.)
- 5 \_\_\_\_ 2. Is the level of vocabulary appropriate for the background of your students?  
(Challenging is better than too low!)
- 5 \_\_\_\_ 3. Does the text introduce new vocabulary or terminology using direct definitions and/or examples?
- 5 \_\_\_\_ 4. Is the level of sentence complexity appropriate for your students?
- 5 \_\_\_\_ 5. Does the text stick to the topic and avoid irrelevant details?
- 5 \_\_\_\_ 6. Does the text relate content to students' lives?
- 5 \_\_\_\_ 7. Does the text provide positive models for both sexes and for different ethnic or cultural groups?
- 3 \_\_\_\_ 8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

#### V. SUMMARY OF WEAKNESS AND STRENGTHS

1. What are the chief weaknesses of this text?  
I do not see any weaknesses at this time other than the availability of alternative formats. However, it is possible these formats exist and I am simply not aware of them.
2. What are the major strengths of this text?  
There are many attributes of this text that make it far superior to our current text for drama class. First, the topics covered are covered in-depth, with the inclusion of many details and examples. Our current text simply does not offer enough detail about so many topics covered in class, and in our current text's attempt to cover a variety of topics, it doesn't cover any with appropriate depth for high school students. Also, this new text contains not only high-level analysis questions appropriate for review or homework assignments, but also many ideas for hands-on projects that allow students to apply what they have learned. Our current text does not have nearly as many application activities and NO discussion questions or questions that may be assigned for homework. Additionally, it contains many sample monologues and scenes for student actors.

- 5 4. Is the organizational pattern signaled by:
- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Headings | <input checked="" type="checkbox"/> Bold print |
| <input type="checkbox"/> Transition words    | <input type="checkbox"/> Italics               |
| <input type="checkbox"/> Other (specify: )   |  |
- 5 5. Do questions encourage thoughtful responses? Is critical thinking encouraged?
- 5 6. Does the text suggest activities for students to practice using new concepts or procedures?
- 5 7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?
- 4 8. Are there summaries that clarify?
- 5 9. Does the text match curriculum goals and objectives?

#### IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

- 5 1. Does the textbook use clear, readable language?  
(The DRP is .)
- 5 2. Is the level of vocabulary appropriate for the background of your students?  
(Challenging is better than too low!)
- 5 3. Does the text introduce new vocabulary or terminology using direct definitions and/or examples?
- 5 4. Is the level of sentence complexity appropriate for your students?
- 5 5. Does the text stick to the topic and avoid irrelevant details?
- 5 6. Does the text relate content to students' lives?
- 5 7. Does the text provide positive models for both sexes and for different ethnic or cultural groups?
- 3 8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

#### V. SUMMARY OF WEAKNESS AND STRENGTHS

1. What are the chief weaknesses of this text?  
I do not see any weaknesses at this time other than the availability of alternative formats. However, it is possible these formats exist and I am simply not aware of them.
2. What are the major strengths of this text?  
There are many attributes of this text that make it far superior to our current text for drama class. First, the topics covered are covered in-depth, with the inclusion of many details and examples. Our current text simply does not offer enough detail about so many topics covered in class, and in our current text's attempt to cover a variety of topics, it doesn't cover any with appropriate depth for high school students. Also, this new text contains not only high-level analysis questions appropriate for review or homework assignments, but also many ideas for hands-on projects that allow students to apply what they have learned. Our current text does not have nearly as many application activities and NO discussion questions or questions that may be assigned for homework. Additionally, it contains many sample monologues and scenes for student actors.



# School Education

**Price Quote For:**

Horsehead Sr High School  
 Dan Buseck (dbuseck@horseheadsdistrict.com)  
 FLETCHER STREET  
 HORSEHEADS, NY 14845

Subscription/MCH:

Account Number: 348216

Site Number: 407291

Section Summary	Value of All Materials	Free Materials	Product Subtotal
LANGUAGE ARTS	\$0.00	\$0.00	\$0.00
The Stage and the School	\$2,483.64	(\$320.94)	\$2,162.70

VALUE OF ALL MATERIALS	\$2,483.64
FREE MATERIALS	(\$320.94)
<b>PRODUCT TOTAL*</b>	<b>\$2,162.70</b>
ESTIMATED SHIPPING & HANDLING**	\$117.68
ESTIMATED TAX**	\$0.00
<b>GRAND TOTAL*</b>	<b>\$2,280.38</b>

\* Price firm for 30 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

\*\*Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

**Melissa Routson**  
**Sales Representative**

Email: melinda.routson@mheducation.com

Send Order to: McGraw-Hill Education PO Box 182605 | Columbus, OH 43218-2605 Phone: 1-800-334-7344 Fax: 1-800-953-8691



**School  
Education**

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Dan Buseck (dbuseck@horseheadsdistrict.com)  
FLETCHER STREET  
HORSEHEADS, NY 14845

Subscription/MCH:  
Sales Representative: Melinda Routson  
(melinda.routson@mheducation.com)

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Site Number: 407291

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McGraw-Hill Education PO Box 182605 | Columbus, OH 43218-2605

Phone: 1-800-334-7344

Fax: 1-800-953-8691

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\*\*Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
<b>LANGUAGE ARTS</b>					
<b>LANGUAGE ARTS Subtotal:</b>				<b>\$0.00</b>	<b>\$0.00</b>

<b>The Stage and the School</b>					
STAGE AND THE SCHOOL STUDENT EDITION 2005	978-0-07-861627-3	30	\$72.09	\$0.00	\$2,162.70
GLENCOE LANGUAGE ARTS THE STAGE & THE SCHOOL ELECTRONIC STUDENT EDITION	978-0-07-868791-4	1	\$72.09	\$72.09	*Free Materials
STAGE AND THE SCHOOL TEACHER MANUAL 2005	978-0-07-861628-0	1	\$39.57	\$39.57	*Free Materials
STAGE AND THE SCHOOL TEACHERS RESOURCE BINDER 2005	978-0-07-861894-9	1	\$209.28	\$209.28	*Free Materials
<b>The Stage and the School Subtotal:</b>				<b>\$320.94</b>	<b>\$2,162.70</b>

VALUE OF ALL MATERIALS	\$2,483.64
FREE MATERIALS	(\$320.94)
<b>PRODUCT TOTAL*</b>	<b>\$2,162.70</b>
ESTIMATED SHIPPING & HANDLING**	\$117.68
ESTIMATED TAX**	\$0.00
<b>GRAND TOTAL</b>	<b>\$2,280.38</b>

Comments:

School Purchase Order Number:

Name of School Official (Please Print)

Signature of School Official



**EVALUATION OF TEXTBOOK EXHIBIT****4511-E****NAME(S) OF EVALUATOR(S): Tony Bo, Nicole Cowen, Killeen McCarthy, Arline Ely, Beth Alverson****SUBJECT: Math****GRADE: 10****LEVEL: Geometry R****TEXTBOOK TITLE: Geometry****AUTHORS:****EDITION:****PUBLISHING CO.: Carnegie Learning****COPYRIGHT DATE: 2013****COST PER BOOK:****NO. OF BOOKS REQUIRED:****I. METHODS OF EVALUATING (Yes or No Response or NA - Not Appropriate) (3 out of 5 must be employed)**

- YES 1. **SELECTION CRITERIA** – Identify and document the prioritized criteria used in the selection process (Attach summary)
- *Departments, grade levels and/ or district committees should come to consensus on the selection criteria that will be used as textbooks or programs are analyzed.*
  - *The selection criteria would be from the teacher's perspective and in addition to the district criteria outlined in 4511-R.*
  - *There should be documentation that reflects how the recommended text meets the identified criteria.*
- YES 2. Was a **TOPIC COMPARISON** employed with this text and others?  
*A textbook evaluation strategy which scientifically compares the exact same textbook elements (topic, skill, table of contents, glossary) in all textbook submissions.*
- YES 3. Was a **CONCEPT TRACE** conducted with this textbook?  
*A textbook evaluation strategy which isolates the same concept, skill or topic in all textbook submissions, and determines if the assessment or questions in the text actually measure what the instruction, content or practice present.*
- NA 4. Was a **VERTICAL TRACE** done with this book as part of a series?  
*A textbook evaluation strategy which determines how a skill, topic, strand, or concept is vertically developed through a textbook series.*
- NO 5. Was a **"KID RATING"** employed with this text (grades 6-12)? (Attach summary)

**II. A LOOK AT THE TOTAL BOOK  
(Use a scale of 1 - 5 - 1 low, 5 high)**

- 5 1. Is the content as up to date as possible and relevant to your students?
- 5 2. Does the book contain helpful organizational features such as:
- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Table of contents                  | <input checked="" type="checkbox"/> Index      |
| <input checked="" type="checkbox"/> Glossary                           | <input checked="" type="checkbox"/> Appendices |
| <input checked="" type="checkbox"/> Other (specify: Calculator Skills) |  |
- 4 3. Is the book logically and clearly organized?

**III. LOOK AT EACH CHAPTER (1 - 5 RATING)**

- 5 1. Is a helpful introduction provided for each chapter or most chapters?
- 4 2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned?

- 5 3. Is there a clearly recognizable pattern for each chapter?  
 4 4. Is the organizational pattern signaled by:  
     ☒ Headings                                      ☒ Bold print  
     ☐ Transition words                                      ☒ Italics  
     ☐ Other (specify: )  
 5 5. Do questions encourage thoughtful responses? Is critical thinking encouraged?  
 4 6. Does the text suggest activities for students to practice using new concepts or procedures?  
 5 7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?  
 5 8. Are there summaries that clarify?  
 5 9. Does the text match curriculum goals and objectives?

#### IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

- 5 1. Does the textbook use clear, readable language?  
 (The DRP is .)  
 5 2. Is the level of vocabulary appropriate for the background of your students?  
 (Challenging is better than too low!)  
 5 3. Does the text introduce new vocabulary or terminology using direct definitions and/or examples?  
 5 4. Is the level of sentence complexity appropriate for your students?  
 5 5. Does the text stick to the topic and avoid irrelevant details?  
 5 6. Does the text relate content to students' lives?  
 5 7. Does the text provide positive models for both sexes and for different ethnic or cultural groups?  
 8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

#### V. SUMMARY OF WEAKNESS AND STRENGTHS

1. What are the chief weaknesses of this text?  
 Assignments & Skills Practice are in additional books or online  
 The student text is contained in 2 volumes.
2. What are the major strengths of this text?  
 The text is aligned to the Common Core Standards.  
 The text presents a wide variety of rigorous problem situations that are based on real life.  
 The text presents problem situations that require students to explain their reasoning.  
 The text and workbooks provide adequate space for student responses and explanations.  
 The text provides extensive online supplements to aid both teacher and student.

Approved; July 1, 2001

Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007

# Carnegie Learning

The Frick Building, Suite 918  
437 Grant St.  
Pittsburgh, PA 15219  
Phone (888) 851-7094  
Fax: (412) 690-2444  
Email: ccaroselli@carnegielearning.com

## Quotation For:

Horseheads Ctl School District  
1 Raider Ln,  
Horseheads, NY 14845  
**Contact:** Jay Hillman  
**Phone:** () 607-739-5601 x4247  
**Email:** jahillma@horseheadsdistrict.com

**Date:** 17-JUN-2014  
**Quotation #:** 64177  
**Quotation valid until:** 01-AUG-14  
**Prepared by:** Clay Caroselli  
**Customer #:** 142469

ITEM	DESCRIPTION	LIST PRICE	QUOTED PRICE	UNITS	TERM	TOTAL
USER-CUR	Annual per Student License CCA1	36.00	15.45	100	5 yrs	7,725.00
USER-SUPPORT	Annual per User License Support & Maint. CCA1	0.00	0.00	100	5 yrs	0.00
TS-A1CC/SE-F	NATL Common Core Algebra 1 Student Text (SE1, SE2)	18.00	9.85	100	5 yrs	4,925.00
TS-A1CC/SE-F	NATL Common Core Algebra 1 Student Text (SE1, SE2)	18.00	14.00	300	5 yrs	21,000.00
TS-GCC/SE-F	NATL Common Core Geometry Student Text (SE1, SE2)	18.00	14.00	300	5 yrs	21,000.00

- Please include your tax exempt certificate with your purchase order.
- The Carnegie Learning Federal Tax ID# is 25-1805640.
- Sales Tax, if applicable, will be charged at the time of invoicing and is not included in this quotation.
- Prices are subject to change, and do not include hardware.
- Multi-year licenses run consecutively from date of shipment.
- The school district is responsible for providing all hardware necessary to run the software, as specified in CL's Systems Requirements (available at [carnegielearning.com/support](http://carnegielearning.com/support))

- Other items included in the purchases of the Cognitive Tutor curriculum:
  - Access to the Carnegie Learning Resource Center
  - Learning Enhancements via Software and Resource Updates
- Payment Terms: Net 30 Days. Payment of entire invoice amount is required within 30 days from invoice date.
- All media sold by Carnegie Learning, Inc. are sold on a non-returnable basis. The only exceptions to this policy are:
  - Media received that was not ordered, (wrong title, wrong quantity)
  - Media received in a damaged condition that would render it unsuitable for use.
- If a return is required, for one of the above reasons, please contact Order Management in order to expedite the issuance of return labels and to arrange a carrier pickup.
- All Professional Development services purchased expire at the term of this license agreement. Standalone Professional Development purchases will expire one year from the purchase date.
- All textbooks carry a standard lead time of 4-6 weeks. Shipments will occur earlier if stock is available.
- Our standard shipping time is 4-6 weeks and is based on inventory availability and time of year. However, we will make every attempt to have your shipment arrive sooner when possible.
- Customer is responsible for additional costs applicable to shipments that cannot be delivered because they require inside delivery and/or special handling. The customer will be invoiced by CLJ when special delivery instructions were not invoiced and/or requested prior to actual deliver.

License Total:	7,725.00
Support & Maintenance:	0.00
Textbook Total:	46,925.00
Professional Development:	0.00
Misc Total:	0.00
Sub Total:	54,650.00
Freight:	4,225.00
<b>Total:</b>	<b>58,875.00</b>

NOTES:



**EVALUATION OF TEXTBOOK EXHIBIT****4511-E**NAME(S) OF EVALUATOR(S): Joe McMillenSUBJECT: American History GRADE: 11LEVEL: RegentsTEXTBOOK TITLE: The AmericansAUTHORS: Danzer, Krieger, Wilson EDITION:PUBLISHING CO.: Holt-McDougal COPYRIGHT DATE: 2012

COST PER BOOK:

NO. OF BOOKS REQUIRED:

**I. METHODS OF EVALUATING (Yes or No Response or NA - Not Appropriate) (3 out of 5 must be employed)**

1. **SELECTION CRITERIA** – Identify and document the prioritized criteria used in the selection process (Attach summary)
- Departments, grade levels and/ or district committees should come to consensus on the selection criteria that will be used as textbooks or programs are analyzed.
  - The selection criteria would be from the teacher's perspective and in addition to the district criteria outlined in 4511-R.
  - There should be documentation that reflects how the recommended text meets the identified criteria.
- ✓ 2. Was a **TOPIC COMPARISON** employed with this text and others?  
*A textbook evaluation strategy which scientifically compares the exact same textbook elements (topic, skill, table of contents, glossary) in all textbook submissions.*
- ✓ 3. Was a **CONCEPT TRACE** conducted with this textbook?  
*A textbook evaluation strategy which isolates the same concept, skill or topic in all textbook submissions, and determines if the assessment or questions in the text actually measure what the instruction, content or practice present.*
4. Was a **VERTICAL TRACE** done with this book as part of a series?  
*A textbook evaluation strategy which determines how a skill, topic, strand, or concept is vertically developed through a textbook series.*
- ✓ 5. Was a **"KID RATING"** employed with this text (grades 6-12)? (Attach summary)

**II. A LOOK AT THE TOTAL BOOK**  
(Use a scale of 1 - 5 - 1 low, 5 high)

- 2 1. Is the content as up to date as possible and relevant to your students?
- 3 2. Does the book contain helpful organizational features such as:
- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Table of contents | <input checked="" type="checkbox"/> Index      |
| <input checked="" type="checkbox"/> Glossary          | <input checked="" type="checkbox"/> Appendices |
| <input type="checkbox"/> Other (specify: )            |  |
- 3 3. Is the book logically and clearly organized?

**III. LOOK AT EACH CHAPTER (1 - 5 RATING)**

- 2 1. Is a helpful introduction provided for each chapter or most chapters?
- 2 2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned?
- 3 3. Is there a clearly recognizable pattern for each chapter?

- 3 4. Is the organizational pattern signaled by:
- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Headings | <input checked="" type="checkbox"/> Bold print |
| <input type="checkbox"/> Transition words    | <input type="checkbox"/> Italics               |
| <input type="checkbox"/> Other (specify: )   |  |
- 2 5. Do questions encourage thoughtful responses? Is critical thinking encouraged?
- 2 6. Does the text suggest activities for students to practice using new concepts or procedures?
- 4 7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?
- 3 8. Are there summaries that clarify?
- 3 9. Does the text match curriculum goals and objectives?

#### IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

- 3 1. Does the textbook use clear, readable language?  
(The DRP is .)
- 3 2. Is the level of vocabulary appropriate for the background of your students?  
(Challenging is better than too low!)
- 3 3. Does the text introduce new vocabulary or terminology using direct definitions and/or examples?
- 2 4. Is the level of sentence complexity appropriate for your students?
- 3 5. Does the text stick to the topic and avoid irrelevant details?
- 1 6. Does the text relate content to students' lives?
- 2 7. Does the text provide positive models for both sexes and for different ethnic or cultural groups?
- 0 8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).
- None seen

#### V. SUMMARY OF WEAKNESS AND STRENGTHS

1. What are the chief weaknesses of this text?
- No ancillary materials provided  
-Appendices not overly helpful - No Supreme Court cases, Skillbuilder stuff  
not very useful
2. What are the major strengths of this text?
- Visuals are nice - History through Music section is interesting and useful

Approved; July 1, 2001

Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007

# EVALUATION OF TEXTBOOK EXHIBIT

4511-E

NAME(S) OF EVALUATOR(S): Jason Neubauer

SUBJECT: U.S. History GRADE: 11<sup>th</sup>

LEVEL: High School

TEXTBOOK TITLE: The Americans

AUTHORS: Danzer, Klor de Alva, Krieger, Wilson, Wobch EDITION: —

PUBLISHING CO.: Holt McDougal COPYRIGHT DATE: 2012

COST PER BOOK:

NO. OF BOOKS REQUIRED:

## I. METHODS OF EVALUATING (Yes or No Response or NA - Not Appropriate) (3 out of 5 must be employed)

1. SELECTION CRITERIA – Identify and document the prioritized criteria used in the selection process (Attach summary)
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A textbook evaluation strategy which determines how a skill, topic, strand, or concept is vertically developed through a textbook series.
- X 5. Was a "KID RATING" employed with this text (grades 6-12)?  
(Attach summary)

## II. A LOOK AT THE TOTAL BOOK (Use a scale of 1 - 5 - 1 low, 5 high)

- 1 1. Is the content as up to date as possible and relevant to your students? - Very little post 2008.
- 3 2. Does the book contain helpful organizational features such as:
 

<input checked="" type="checkbox"/> Table of contents	<input checked="" type="checkbox"/> Index
<input checked="" type="checkbox"/> Glossary	<input type="checkbox"/> Appendices
<input checked="" type="checkbox"/> Other (specify: ) presidents, NYs	
- 5 3. Is the book logically and clearly organized?

## III. LOOK AT EACH CHAPTER (1 - 5 RATING)

- 2 1. Is a helpful introduction provided for each chapter or most chapters?
- 2 2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned?
- 5 3. Is there a clearly recognizable pattern for each chapter?



- 3 4. Is the organizational pattern signaled by:  
☒ Headings ☒ Bold print  
☒ Transition words ☐ Italics  
☒ Other (specify: ) *Key player, Connections/time.*
- 4 5. Do questions encourage thoughtful responses? Is critical thinking encouraged?  
2 6. Does the text suggest activities for students to practice using new concepts or procedures?  
4 7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?  
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3 4. Is the level of sentence complexity appropriate for your students?  
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2 8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).
- electronic.  
 - samples not provided.

#### V. SUMMARY OF WEAKNESS AND STRENGTHS

1. What are the chief weaknesses of this text?  
 - Not up to date, lack of vocab/grammar assistance, limited teacher resources  
 - Lacking chapter/unit introductions
2. What are the major strengths of this text?  
 - pictures, visually appealing

Approved; July 1, 2001

Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007

# EVALUATION OF TEXTBOOK EXHIBIT

4511-E

NAME(S) OF EVALUATOR(S):

SUBJECT: US History

GRADE: 11

LEVEL: High School

TEXTBOOK TITLE: The Americans

AUTHORS: Danzon, Krieger, Wilson  
Wolach, Klor de Alva

EDITION: —

PUBLISHING CO.: Holt McDougal

COPYRIGHT DATE: 2012

COST PER BOOK:

NO. OF BOOKS REQUIRED:

## I. METHODS OF EVALUATING (Yes or No Response or NA - Not Appropriate) (3 out of 5 must be employed)

1. **SELECTION CRITERIA** – Identify and document the prioritized criteria used in the selection process (Attach summary)
  - Departments, grade levels and/ or district committees should come to consensus on the selection criteria that will be used as textbooks or programs are analyzed.
  - The selection criteria would be from the teacher's perspective and in addition to the district criteria outlined in 4511-R.
  - There should be documentation that reflects how the recommended text meets the identified criteria.
- X 2. Was a **TOPIC COMPARISON** employed with this text and others?  
A textbook evaluation strategy which scientifically compares the exact same textbook elements (topic, skill, table of contents, glossary) in all textbook submissions.
- X 3. Was a **CONCEPT TRACE** conducted with this textbook?  
A textbook evaluation strategy which isolates the same concept, skill or topic in all textbook submissions, and determines if the assessment or questions in the text actually measure what the instruction, content or practice present.
4. Was a **VERTICAL TRACE** done with this book as part of a series?  
A textbook evaluation strategy which determines how a skill, topic, strand, or concept is vertically developed through a textbook series.
- X 5. Was a **"KID RATING"** employed with this text (grades 6-12)?  
(Attach summary)

## II. A LOOK AT THE TOTAL BOOK (Use a scale of 1 - 5 - 1 low, 5 high)

- 2 1. Is the content as up to date as possible and relevant to your students?
- 4 2. Does the book contain helpful organizational features such as:
 

<input checked="" type="checkbox"/> Table of contents	<input checked="" type="checkbox"/> Index
<input checked="" type="checkbox"/> Glossary	<input type="checkbox"/> Appendices <u>NYC Curriculum?</u>
<input checked="" type="checkbox"/> Other (specify: <u>Skillbuilder Handbook, Presidents, Spanish Glossary, Facts about the States</u> )	
- 4 3. Is the book logically and clearly organized?

## III. LOOK AT EACH CHAPTER (1 - 5 RATING)

- 1 - none 1. Is a helpful introduction provided for each chapter or most chapters?
- 2 2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned?
- 4 3. Is there a clearly recognizable pattern for each chapter?



- 3 4. Is the organizational pattern signaled by:
- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Headings | <input checked="" type="checkbox"/> Bold print |
| <input type="checkbox"/> Transition words    | <input checked="" type="checkbox"/> Italics    |
| <input type="checkbox"/> Other (specify: )   |  |
- 4 5. Do questions encourage thoughtful responses? Is critical thinking encouraged?
- 3 6. Does the text suggest activities for students to practice using new concepts or procedures?
- 3 7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?
- 1 8. Are there summaries that clarify?
- 4 9. Does the text match curriculum goals and objectives?

#### IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

- 3 1. Does the textbook use clear, readable language?  
(The DRP is .)
- 3 2. Is the level of vocabulary appropriate for the background of your students?  
(Challenging is better than too low!)
- 3 3. Does the text introduce new vocabulary or terminology using direct definitions and/or examples?
- 3 4. Is the level of sentence complexity appropriate for your students?
- 4 5. Does the text stick to the topic and avoid irrelevant details?
- 4 6. Does the text relate content to students' lives? *One American's Story*
- 4 7. Does the text provide positive models for both sexes and for different ethnic or cultural groups?
- 2 8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

#### V. SUMMARY OF WEAKNESS AND STRENGTHS

1. What are the chief weaknesses of this text?
- Vocabulary words*  
*No Chapter Introductions or Summaries.*  
*Not up to date*
2. What are the major strengths of this text?
- Main Idea ✓*  
*Visuals*  
*One American's Story*

Approved; July 1, 2001

Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007



# Houghton Mifflin Harcourt

**Cost Proposal**

Prepared For

## Horseheads Senior High School

401 Fletcher St  
Horseheads NY 14845

Attention:

**Dan Buseck**

[dbuseck@horseheadsdistrict.com](mailto:dbuseck@horseheadsdistrict.com)

For the Purchase of:

## HMD The Americans National Survey 2012

Prepared By

**Matthew Yagley**

[matthew.yagley@hmc.co](mailto:matthew.yagley@hmc.co)

***ATTN: This Proposal is not approved and is not valid***



**Houghton Mifflin Harcourt**

Attention:

**Dan Buseck**

[dbuseck@horseheadsdistrict.com](mailto:dbuseck@horseheadsdistrict.com)

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Customer Service  
9205 South Park Center Loop  
Orlando, FL 32819  
FAX: 800-269-5232

**ATTN: This Proposal is not approved and is not valid**

ISBN	Title		Sale Price	Purchase		Complimentary
				Quantity	Amount	Quantity
<u><b>The Americans New York Survey</b></u>						
XX						
<b>Student Resources</b>						
1464532	<b>DRAFT</b>	Holt McDougal The Americans New York Student Edition 2012	\$79.75	130	\$10,367.50	
1445707	<b>DRAFT</b>	Holt McDougal The Americans Interactive Online Edition, Student Access (6-year subscription) 2012	\$57.00			130
<b>Total for Student Resources</b>					<b>\$10,367.50</b>	
XX						
<b>Teacher Resources</b>						
1464529	<b>DRAFT</b>	Holt McDougal The Americans New York Teacher's Edition Survey 2012	\$119.45			4
1445719	<b>DRAFT</b>	Holt McDougal The Americans Interactive Online Edition, Teacher Access (6-year subscription) 2012	\$85.30			4
1445696	<b>DRAFT</b>	Teacher One Stop DVD-ROM Survey	\$150.00			4
K20880	<b>DRAFT</b>	Creating America African American Biographies Grades 6-8	\$17.85			4
1449579	<b>DRAFT</b>	Student One Stop CD-ROM Survey	\$60.80			4
K20860	<b>DRAFT</b>	Creating America Hispanic American Biographies	\$17.55			4
K20861	<b>DRAFT</b>	Creating America Native American Biographies Grades 6-8	\$17.55			4
1445718	<b>DRAFT</b>	Guided Reading Workbook	\$6.45			4
1445699	<b>DRAFT</b>	PowerNotes Presentations with Media GallerySurvey	\$144.65			4
1445723	<b>DRAFT</b>	Spanish/English Guided Reading Workbook	\$7.00			4
1445722	<b>DRAFT</b>	The Americans Premium Interactive Online Edition	\$96.70			4
<i>Available with the purchase of the Student Premium Package or Student Premium Interactive Online Edition, 6 yr.</i>						
1082666	<b>DRAFT</b>	The Americans Library Of Primary Sources Cd-Rom	\$144.55			4
1445700	<b>DRAFT</b>	Spanish/English Guided Reading WorkbooksAnswer Key Survey	\$5.35			4
1206871	<b>DRAFT</b>	Virtual File Cabinet DVD-ROM Grades	\$236.35			4
1082669	<b>DRAFT</b>	America's Music Audio Program	\$30.30			4
210379	<b>DRAFT</b>	American Stories DVD Series Kit	\$325.75			4
<b>Total for Teacher Resources</b>						
<b>Total for The Americans New York Survey</b>					<b>\$10,367.50</b>	

**Proposal Summary**

**Subtotal Purchase Amount:** \$10,367.50  
**Shipping & Handling (10.50%):** \$1,088.59  
**Total Cost of Proposal (PO Amount):** \$11,456.09

**Houghton Mifflin Harcourt**

Attention:  
 Dan Buseck  
 dbuseck@horseheadsdistrict.com

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 Orlando, FL 32819  
 FAX: 800-269-5232

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**Total Cost of Proposal (PO Amount): \$ 11,456.09**

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**Date of Proposal: 6/19/2014**

**Proposal Expiration Date: 8/3/2014**



# Houghton Mifflin Harcourt

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Educational customers are billed at wholesale school price, f.o.b. shipping point, with a prepaid transportation charge and, unless the customer specifically requests otherwise, a charge for our guarantee of delivery is added to the invoice when shipped via U.S. Postal service. For educational customers preferring f.o.b. destination billing, ten and a half percent (10.5%) of wholesale school price is added and we pay transportation charges and guarantee delivery. Prices do not include any sales tax. Applicable sales tax, if any, will be added to the invoice unless an appropriate tax exemption certificate has been furnished to Houghton Mifflin Harcourt.

Upon receipt of purchase order, gratis items will be shipped in direct proportion to pupil materials purchased. If purchases vary from those included in this proposal, gratis items will change accordingly. Gratis items may also change if purchase is other than a direct school district to publisher order, such as via a third-party vendor or jobber.



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Orlando, FL 32819  
FAX: 800-269-5232



**EVALUATION OF TEXTBOOK EXHIBIT****4511-E**NAME(S) OF EVALUATOR(S): *Annette Sechrist & Tiffany Bratz*SUBJECT: *French* GRADE: *7<sup>th</sup> 8<sup>th</sup>*LEVEL: *1(A+B)*TEXTBOOK TITLE: *T'es branché? 1*AUTHORS: *Toni Theisen et al.* EDITION: *1*PUBLISHING CO.: *EMC* COPYRIGHT DATE: *2014*

COST PER BOOK:

NO. OF BOOKS REQUIRED: *75 copies of Level 1A for Fall 2014, 75 copies of 1B for 2015***I. METHODS OF EVALUATING (Yes or No Response or NA - Not Appropriate) (3 out of 5 must be employed)**

- ☒ 1. **SELECTION CRITERIA** – Identify and document the prioritized criteria used in the selection process (Attach summary)
- *Departments, grade levels and/ or district committees should come to consensus on the selection criteria that will be used as textbooks or programs are analyzed.*
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*A textbook evaluation strategy which isolates the same concept, skill or topic in all textbook submissions, and determines if the assessment or questions in the text actually measure what the instruction, content or practice present.*
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- ☐ 5. Was a "KID RATING" employed with this text (grades 6-12)? (Attach summary)

**II. A LOOK AT THE TOTAL BOOK**  
(Use a scale of 1 - 5 - 1 low, 5 high)

- 5 1. Is the content as up to date as possible and relevant to your students?
- 5 2. Does the book contain helpful organizational features such as:
- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Table of contents  | <input checked="" type="checkbox"/> Index                                 |
| <input checked="" type="checkbox"/> Glossary   | <input checked="" type="checkbox"/> Appendices ( <i>grammar summary</i> ) |
| <input checked="" type="checkbox"/> Other (specify: <i>essential questions are provided for each unit.</i> ) |   |
- 5 3. Is the book logically and clearly organized?  
*color-coded; each chapter has 3 sections*

**III. LOOK AT EACH CHAPTER (1 - 5 RATING)**

- 5 1. Is a helpful introduction provided for each chapter or most chapters?
- 5 2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned?
- 5 3. Is there a clearly recognizable pattern for each chapter?  
*w/ related projects + evaluations for each chapter; chapters are organized similarly*



- 5 4. Is the organizational pattern signaled by:
- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Headings                       | <input checked="" type="checkbox"/> Bold print |
| <input checked="" type="checkbox"/> Transition words               | <input checked="" type="checkbox"/> Italics    |
| <input checked="" type="checkbox"/> Other (specify: <u>color</u> ) |  |
- 5 5. Do questions encourage thoughtful responses? Is critical thinking encouraged?
- 5 6. Does the text suggest activities for students to practice using new concepts or procedures?
- 5 7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?
- 5 8. Are there summaries that clarify?
- 5 9. Does the text match curriculum goals and objectives?

IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

- 5 1. Does the textbook use clear, readable language?  
(The DRP is .)
- 5 2. Is the level of vocabulary appropriate for the background of your students?  
(Challenging is better than too low!)
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- 5 5. Does the text stick to the topic and avoid irrelevant details?
- 5 6. Does the text relate content to students' lives?
- 5 7. Does the text provide positive models for both sexes and for different ethnic or cultural groups?
- 5 8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

V. SUMMARY OF WEAKNESS AND STRENGTHS

1. What are the chief weaknesses of this text?

There aren't any.

2. What are the major strengths of this text?

Aligned to the Common Core; very-well organized, interactive & visually stimulating, differentiates instruction, has essential questions for each

Approved; July 1, 2001

Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007

chapter that serve as a common thread for content, web-based supplement for culture (I-culture)

School Name: HORSEHEADS MIDDLE SCHOOL  
 Contact Name: ANNETTE SECHRIST  
 School Address: 950 KING KING ROAD  
 City, State, Zip: HORSEHEADS, NY 14845  
 School Phone: 607-739-4358  
 Contact's Email: asechrist@horseheadsdistrict.com  
 Purchase Order Number:



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\*Date: 6/6/2014

ISBN	DESCRIPTION-LEVEL	2014 COST PER UNIT	QTY	EDUCATOR PRICE	EMC OFFER
<b>T'es branche? Level 1A</b>					
9780821970331	Textbook + Multipatform+ Ave (6-year license)	\$68.95	75	\$5,171.25	\$5,171.25
9780821966730	Workbook A	\$13.95	75	\$1,046.25	Gratis
9780821966723	Combined ATE A/B	\$76.95	1	\$76.95	Gratis
9780821964910	Teacher Resources DVD	\$525.95	1	\$525.95	Gratis
9780821964903	Assessment Program (Lesson Quizzes and Unit Tests)	\$21.95	1	\$21.95	Gratis
9780821966754	Workbook TE A	\$30.95	1	\$30.95	Gratis
9780821959909	DVD Program: Rendez-vous à Nice! Level 1	\$422.95	0	\$0.00	\$0.00
<b>T'es branche? Level 1B</b>					
9780821970348	Textbook + Multipatform+ Ave (6-year license)	\$68.95	75	\$5,171.25	\$5,171.25
9780821966747	Workbook B	\$13.95	75	\$1,046.25	Gratis
9780821966723	Combined ATE A/B	\$76.95	1	\$76.95	Gratis
9780821964910	Teacher Resources DVD	\$525.95	1	\$525.95	Gratis
9780821964903	Assessment Program (Lesson Quizzes and Unit Tests)	\$21.95	1	\$21.95	Gratis
9780821966754	Workbook TE B	\$30.95	1	\$30.95	Gratis
9780821959909	DVD Program: Rendez-vous à Nice! Level 1	\$422.95	0	\$0.00	\$0.00
<b>T'es branche? Level 1</b>					
9780821970324	Textbook + Multipatform+ Ave (6-year license)	\$84.95	20	\$1,699.00	\$1,699.00
9780821959848	Workbook Student Edition	\$15.95	20	\$319.00	Gratis
9780821958537	Annotated Teacher's Edition	\$84.95	1	\$84.95	Gratis
9780821964897	Workbook Teacher's Edition	\$19.95	1	\$19.95	Gratis
9780821964903	Assessment Booklet	\$21.95	1	\$21.95	Gratis
9780821964910	Teacher Resources DVD	\$525.95	1	\$525.95	Gratis
9780821959909	DVD Program: Rendez-vous à Nice!	\$422.95	0	\$0.00	\$0.00
<b>T'es branche? Level 2</b>					
9780821965047	Textbook + Multipatform+ Ave (6-year license)	\$84.95	45	\$3,822.75	\$3,822.75
9780821965047	Workbook Student Edition	\$15.95	45	\$685.85	\$685.85
9780821959885	Annotated Teacher's Edition	\$84.95	1	\$84.95	Gratis
9780821965054	Workbook Teacher's Edition	\$19.95	1	\$19.95	Gratis
9780821965061	Assessment Booklet	\$21.95	1	\$21.95	Gratis
9780821965078	Teacher Resources DVD	\$525.95	1	\$525.95	Gratis
9780821965085	DVD Program: Rendez-vous à Nice!	\$422.95	0	\$0.00	\$0.00
<b>T'es branche? Level 3</b>					
9780821970362	Textbook + Multipatform+ Ave (6-year license)	\$84.95	45	\$3,822.75	\$3,822.75
9780821965160	Workbook Student Edition	\$15.95	45	\$717.75	Gratis
9780821960004	Annotated Teacher's Edition	\$84.95	1	\$84.95	Gratis
9780821965177	Workbook Teacher's Edition	\$19.95	1	\$19.95	Gratis
9780821965184	Assessment Booklet	\$21.95	1	\$21.95	Gratis
9780821965191	Teacher Resources DVD	\$525.95	1	\$525.95	Gratis
9780821965108	DVD Program: Rendez-vous à Nice!	\$226.95	0	\$0.00	\$0.00
9780821933497	French I-Culture (site license for entire building)	\$1,365.95	6	\$8,195.70	\$8,195.70
9780821933497	French I-Culture (site license for entire building)	\$1,365.95	6	\$8,195.70	Gratis
9780821933510	Spanish, French, and German I-Culture (site license for entire building)	\$2,940.95	0	\$0.00	\$0.00
9780821967010	Avenue Student Account (1-year license)	\$15.00	0	\$0.00	\$0.00
9780821966419	Fluorid Teacher Account (1-year license)	\$65.00	0	\$0.00	\$0.00
<b>SUBTOTAL</b>					
Shipping & Handling				\$43,163.50	\$28,568.55
State Tax				\$2,158.18	\$1,428.43
				\$0.00	\$0.00
<b>TOTAL EDUCATOR PRICE</b>				\$45,321.68	
<b>TOTAL SCHOOL / DISTRICT SAVINGS</b>				\$15,324.70	
<b>AMOUNT SCHOOL / DISTRICT PAYS (EMC OFFER)</b>				\$29,996.98	

Send with PO to: EMC Publishing  
 Attn: Customer Service  
 875 Montreal Wey  
 St. Paul, MN 55102  
 Fax: 800-328-4564  
 E-mail: edocate@emcp.com

\*Note: Pricing on this proposal valid until Oct. 1, 2014  
 This contract is void without a date presented.

Local Sales Representative: Name: NICK PERSICO  
 Phone Number: 800-328-1452x530  
 Email: NPERSICO@EMCP.COM