
Description: The Complete K-12 Report analyzes the domestic K-12 school market in all of its facets - textbooks, supplemental materials, computer hardware, software, video, online - and in each of its grade levels and major curriculum areas. In addition, specialized “markets within the market”, including Response to Intervention (RTI), English Language Learners (ELL), Early Childhood, Special Education, Title I, and Assessment are thoroughly examined. Much of the data presented here comes from original studies conducted by Education Market Research, using a school market information gathering network comprised of tens of thousands of educators at all grade levels. The industry ranking and market trend information comes from Open Book Publishing, Inc.

Most of the compilation reports on the market can be counted on to contain statistics provided by the traditional industry sources, such as the Association of American Publishers, and by government agencies, such as the U.S. Department of Education, and The Complete K-12 Report is no exception. However, the school market has evolved and expanded, while the “traditional” information sources have not changed.

Thus it is necessary to go beyond the “old stand-by” sources in order to get an accurate picture of today’s dynamic K-12 school market, and that is precisely what sets this report apart from all of its competitors.

The Complete K-12 Report contains thoroughly updated and expanded market intelligence on:

- K-12 Market Size and Structure
- K-12 Market Growth Rates
- Market Size by Subject and Grade
- Market Size for Supplemental Materials, School Supplies, and Hardware/Equipment/Furniture
- K-12 Publisher Rankings
- The Reading Market
- The Mathematics Market
- The Interactive Whiteboard Market
- K-12 Enrollments by Subject and Grade
- Documenting the Shift From Print to Digital in the K-12 School Market
- Public School Enrollments & Expenditures
- And much more!

The goal of The Complete K-12 Report is to provide you with a comprehensive, superior quality portrait of the market from every possible angle. That is why we call it our “encyclopedia” of the K-12 school market space.
Contents:

ACKNOWLEDGMENTS

PREFACE

CHAPTER ONE: EXECUTIVE SUMMARY

CHAPTER TWO: SIZE AND STRUCTURE OF THE K-12 MARKET

Top Players In Educational Publishing
College Publishers Hold Their Own
K-12 Market Size By Segment
K-12 Market Growth Rates
Supplemental Market Industry Survey
Market Size By Subject And Grade Level
Market Size And Projections 2004-05 Through 2014-15
Pupil Enrollments Related To Dollar Size Of The K-12 Market
Using Enrollments To Estimate Market Size By Grade, Subject & Product Type
AAP Statistics On EL-HI Sales

CHAPTER THREE: ANNUAL INDUSTRY SURVEY OF THE SUPPLEMENTAL MARKET

Definition Of “Supplemental Products Market”
Participants In The Supplemental Products Market Survey
Method
Analysis Of Results
Characteristics Of The Participating Companies
Market Size, Structure And Growth Rate
Number Of Companies Currently Operating In Supplemental Products Market
Reported Market Size
Sales Forecast And Confidence Level For 2011
Product Development Plans And Sales Of Digital Products
Extrapolating From Reported Sales To Total Market Size

Supplemental Instructional Materials
School Consumable Supplies
Hardware/Equipment/Furniture
Total Supplemental Products Market

Supplemental Materials Growth Forecast For 2011
Analysis Of Sales Dollars By Channel
Analysis Of Sales Dollars By Combined Channels
Analysis Of Supplemental Sales By Subject Area
Analysis Of Sales By Four Core Curriculum Areas
Supplemental Market Size By Subject Area
Analysis Of Supplemental Sales By Product Application
School Supplies
Hardware/Equipment/Furniture
Summary And Conclusions
Characteristics Of The Participating Companies
Market Size And Structure

Supplemental Instructional Materials
School Consumable Supplies
Hardware/Equipment/Furniture

Total Supplemental Products Market
Supplemental Materials Growth Forecast For 2011
Analysis Of Sales Dollars By Sales Channels
Analysis Of Sales By Four Core Curriculum Areas
Analysis Of Supplemental Sales By Product Application
Analysis Of School Supplies Sales
Analysis Of Hardware/Equipment/Furniture Sales
CHAPTER FOUR: MERGERS & ACQUISITIONS IN EDUCATIONAL PUBLISHING

A Look Back At M&A Activity In 2011
Deals In 2011
Activity In 2010
A Perspective On The M&A Scene Of Recent Years
Deals Categorized

CHAPTER FIVE: ENROLLMENTS AND EXPENDITURES

The Make-up And Structure Of The Education Market
Trends In Student Enrollment, Numbers Of Schools
DOE Surveys Regional Enrollments
MCH Surveys Principals; Funding Cited As Major Issue
DOE Data On K-12 Expenditures

CHAPTER SIX: K-12 ENROLLMENT BY SUBJECT & GRADE

Course Enrollment Estimates

Art
English/Language Arts
Foreign Language
Mathematics
Music
Science
Social Studies/Social Sciences
Career & Technical Education

Summary: Highest Course Enrollments

Elementary Level
Middle/Junior High Level
Senior High Level

CHAPTER SEVEN: ADOPTIONS: STATES, SCHEDULES & CONTACTS
Adoption States And Open Territories
Bureaucratic Hurdles
Adoption Opportunities Through 2016

CHAPTER EIGHT: ADOPTION AND OPEN TERRITORY STATES: COMPARISON OF BASAL READING, MATHEMATICS, SOCIAL STUDIES AND SCIENCE USAGE PATTERNS

The Role Of The Core Reading Program
Reading Textbooks Currently Adopted
Age Of Currently Adopted Programs
Suggested Improvements To Currently Adopted Reading Programs
Trends In Basal Reading Series Usage
Reading Assessment Practices
Alignment With Common Core State Standards (CCSS)
Response To Intervention (RTI)
The Shift To Digital In Reading
The Role Of The Core Mathematics Program
Math Textbooks Currently Adopted
Age Of Currently Adopted Math Programs
The Importance Of Common Core State Standards
The Switch To Digital
The Role Of The Core Social Studies Textbook
The Role Of The Core Science Textbook

CHAPTER NINE: SEGMENT ANALYSIS BY CURRICULUM AREAS & GRADE LEVELS

Market Analysis By Segment: Elementary Reading
The Current Role Of The Core Reading Textbook
Age Of Currently Adoption Programs
Satisfaction With Currently Adopted Reading Programs
Trends In Core/Basal Reading Series Usage
Reading Textbooks Currently Adopted
Suggested Improvements To Currently Adopted Reading Programs
Alternatives To The Core Reading Series
Percentage Of Time Spent On Different Types Of Reading
Reading Assessment Practices
Computer-Based Testing
Alignment With CCSS
Leveling Systems
Response To Intervention (RTI)
The Shift To Digital In The Reading Market Segment
Expenditures For Reading Instructional Materials/Market Size
Adoption And OT States: Comparison Of Reading Program Patterns
Summary And Conclusions

Market Analysis By Segment: Mathematics, Grades K-12

The Current Role Of The Core Math Series
Math Textbooks Currently Adopted
Age Of Currently Adopted Math Programs
Strengths And Weaknesses Of Currently Adopted Math Programs
The Importance Of Standards
The Importance Of Supplemental Materials
Write-In Student Texts
Sources Of Supplemental Math Materials
Math Assessment Practices
Computer-Based Testing
Calculator Use For Math Instruction
The Shift To Digital In The Mathematics Market Segment
Rankings And Ratings Of Math Program Features
Expenditures For Math Instructional Materials And Market Size
Summary And Conclusions

Market Analysis By Segment: Social Studies, Grades K-12

Types Of Instructional Materials Used On A Frequent Basis
Core Social Studies Textbooks Currently In Use
The Adoption Process
Respondents' Likes And Dislikes Regarding Currently Adopted Textbooks
Alternatives To The Core Social Studies Textbook
Usage Of Maps, Globes, And Atlases
Supplemental And Reference Products
The Shift To Digital In The Social Studies Market Segment
“High-Stakes” Testing In Social Studies
Expenditures For Social Studies Instructional Materials/Market Size
Topical Areas In Which Teachers Are Most Likely To Buy New Materials
Summary And Conclusions

Market Analysis By Segment: Science, Grades K-12

The Current Role Of The Core Science Textbook
Science Textbooks Currently Adopted
Age Of Currently Adopted Textbooks
Level Of Satisfaction With Currently Adopted Science Textbooks
The Current Role Of Hands-On Science Programs
Technology Usage For Science Instruction
Science High-Stakes Testing
Science Test Preparation Programs And Materials
Ranking Of Sources For Science Supplies And Equipment
Types Of Materials Used On A Frequent Basis
Expenditures For Science Instructional Materials/Market Size
Demand For New Science Instructional Materials By Grade And Course

Summary And Conclusions

CHAPTER TEN: SEGMENT ANALYSIS, SPECIAL MARKETS

Response To Intervention (RTI) Market
IDEA/Special Education
Early Childhood Market
Profile Of The Typical Early Childhood Classroom
Screening For Early Learning And Developmental Skills
Types Of Learning Materials Used On A Frequent Basis
Organization Of The Early Childhood Curriculum
Most Important Early Childhood Themes
Class Time Allocated To Pre-Reading Skills
Class Time Allocated To Subject Areas
Usage Of Software And Internet
Market Size For Early Childhood Learning Materials
Professional Development Related To Programs And Personnel
Early Learning Furniture
Educators' Familiarity With Furniture Suppliers
Purchasing Decision Makers And Decision Influences
Manufacturer's Brand Of Early Learning Furniture
Expenditures For Early Learning Furniture And Market Size
Rankings And Ratings Of The Top Providers Of Early Childhood Materials
Summary And Conclusions
Assessment Market
Reading Assessment Practices
Computer-Based Testing
Mathematics Assessment Practices
Computer-Based Testing
Social Studies Assessment Practices
Assessment Market Survey: 2008
Standardized Assessments
High-Stakes Testing
Computer-Based Testing
Formative Assessment
Learning Management Systems
Test Preparation Programs, Materials And Vendors
Most Important Features Of Classroom Testing Products
Assessment Market Size By Component And In Total
Summary And Conclusions

CHAPTER ELEVEN: THE ENGLISH LANGUAGE LEARNER (ELL) MARKET

Overview Of The ELL Market
ELL Enrollment And Market Size
ELL Enrollment Trends
ELL Enrollment Statistics
ELL Enrollment By Native Language
Future ELL Growth Projections
ELL Market Size: Spending On ELL Materials
EMR/Course Crafters Survey Of The ELL Market

CHAPTER TWELVE: TECHNOLOGY BUYING TRENDS IN THE SCHOOL MARKET

The Coming Of Age Of Digital Resources
Analysis Of Supplemental Products Market: 2011 Results
Sales Forecast And Confidence Level For 2011
Product Development Plans And Sales Of Digital Products
Analysis Of Supplemental Sales By Product Application
SPM: 2011 Survey Summary And Conclusions
Analysis Of Reading Market: 2011 Survey Results
The Shift To Digital In The Reading Market
Expenditures For Reading Instructional Materials/Market Size
Adoption And Open Territory States: Comparison Of Reading Program Patterns
Analysis Of Mathematics Market: 2011 Survey Results
The Importance Of Supplemental Materials
Computer-Based Testing
Calculator Usage For Math Instruction
The Shift To Digital In The Mathematics Market Segment
Rankings And Ratings Of Math Program Features
Expenditures For Math Instructional Materials And Market Size
Adoption And Open Territory States: Comparison Of Math Program Patterns
Analysis Of Social Studies Market: 2011 Survey Results
Types Of Materials Used On A Frequent Basis
Alternatives To The Core Social Studies Textbook
The Shift To Digital In The Social Studies Market Segment
Expenditures For Social Studies Instructional Materials/Market Size
Adoption & Open Territory States: Comparison Of Social Studies Usage Patterns

CHAPTER THIRTEEN: NATIONAL SURVEY OF INTERACTIVE WHITEBOARD USAGE

Educators’ Experience With Access To IWBs
IWB Brand Recognition/Market Shares
Purchase Plans By IWB Brand
IWB Penetration By School Level
Predicted IWB Penetration By School Level
Spending On IWB Hardware And Content/Market Size
Teachers Habits And Preferences: Time Spent With IWBs
Teachers Habits And Preferences: Subjects And Grades For IWB Usage
Favorite Ways Of Using IWBs In The Classroom
Sources For Instructional Resources To use With The IWB
Specific IWB Activities Or Lessons Educators Need
The Future Of The IWB In The Classroom/The Next “Big Thing”
Summary And Conclusions

Clickers And Other Accessories
Teacher Habits And Preferences
Favorite Ways Of Using IWBs In The Classroom
Sources For Instructional Resources To Use With The IWB
The Future Of The IWB In The Classroom/The Next “Big Thing”

CHAPTER FOURTEEN: PROFESSIONAL DEVELOPMENT MARKET
EMR Survey Of The Professional Development (PD) Market: 2010

Defining “Professional Development”
Mandated Hours Of Training
Allocation Of Professional Development Hours By Delivery Source
Professional Development Budgets And Market Size
Expected Spending Increases In The Next Three Years
Funding Sources For Professional Development
Professional Development Program Decision-Makers
Professional Development Delivery Modes
Determining The Success Of A Professional Development Program
Most Recognized Professional Development Program Or Service Providers
Professional Development Goals, Subjects And Issues
Educators' Demand For a New Professional Development Program

Summary And Conclusions

How Has The Professional Development Market Changed From 2008-2010?
How Much Money Is Spent On Professional Development?
What Are The Key PD Goals, Issues And Content Needs?
What Are The Key Success Factors For Professional Development Programs?
What Is The Competitive Picture?

CHAPTER FIFTEEN: SUMMARY, MARKET TRENDS & FORECASTS
The Teacher Pool
Pupil/Teacher Ratio
Teachers And Technology
Schooling Alternatives
DOE: Enrollment And Spending Projections
Regional Variations
Projected Current Expenditures
BISG Sales Take For 2010
Conclusion

CHAPTER SIXTEEN: EDUCATIONAL PUBLISHER PROFILES
Cambium Learning Group
Discovery Education
Haight Cross Communications
Highlights For Children
Houghton Mifflin Harcourt Publishing Co.
McGraw-Hill Education Group
Pearson Education
PLATO Learning
Renaissance Learning
Scholastic
School Specialty
Weekly Reader

Table Of Tables

CHAPTER TWO: SIZE AND STRUCTURE OF THE K-12 MARKET
Table 2.1—K-12 Newsletter Ranking 2008: School And College Publishers
Table 2.2—Total K-12 Market Size Estimates
Table 2.3—Historical Total Industry Supplemental Instructional Materials Sales
Table 2.4—K-12 Market Estimates By Grade Level
Table 2.5—K-12 Market Estimates By Subject
Table 2.6—K-12 Market Estimates: Educational Software Sales By Subject
Table 2.7—Total K-12 Market Size: Historical Sales
Table 2.8—Total K-12 Market Size: Projections Through 2014-15
Table 2.9—Public School Enrollment By Grade
Table 2.10—K-12 Market Estimates By Grade Level, Subject & Product Type
Table 2.11—2010 Total Net El-Hi Sales By Product Category
Table 2.12—2009 Total Net El-Hi Sales By Product Category
Table 2.13—Total Net El-Hi Sales By Product Category, % Change 2010-09
Table 2.14—2010 Net Sales In Open Territories
Table 2.15—2010-2009 Net Sales In Open Territories, % Change
Table 2.16—2010 Net Sales In Adoption States
Table 2.17—2010-2009 Net Sales In Adoption States, % Change
Table 2.18—2010 Net Sales Of Materials By Subject Outside The USA
Table 2.19—2010-09 Net Sales Of Materials By Subject Outside The USA
Table 2.20—2010 Total Net Sales Of Materials By Subject
Table 2.21—2009 Total Net Sales Of Materials By Subject
Table 2.22—2010-09 Total Net Sales Of Materials By Subject, Percent Change
Table 2.23—2010 Net Sales By Geographic Category, Open Territories
Table 2.24—2010 Net Sales by Geographic Category, Adoption States
Table 2.25—Net Sales Of Instructional Materials, Percent Change
Table 2.26—2010 Operating Data As A Percentage Of Net Sales
Table 2.27—2009 Operating Data As A Percentage Of Net Sales
Table 2.28—Marketing Expense As A Percentage Of Net Sales

CHAPTER THREE: ANNUAL INDUSTRY SURVEY OF THE SUPPLEMENTAL MARKET
### Table 3.1 — Media Used For Delivering Supplemental Products

### Table 3.2 — Percentage Of Sales By Medium

### Table 3.3 — Profile Of Participating Companies

### Table 3.4 — Estimated Number Of Companies In Supplemental Products Market

### Table 3.5 — Suppliers' Supplemental Products Sales By Sub-Group

### Table 3.6 — Anticipated Sales Growth In 2011

### Table 3.7 — Product Development Plans For Digital Products

### Table 3.8 — Emerging Technologies Of Greatest Immediate Interest

### Table 3.9 — Profile Of “High” & “Low” Digital Sales Success Factors

### Table 3.10 — Estimated Total Industry Supplemental Materials Sales

### Table 3.11 — Estimated Total Industry Schools Supplies Sales

### Table 3.12 — Estimated Total Industry Equipment/Furniture Sales

### Table 3.13 — Estimated Total Industry Supplemental Products Sales

### Table 3.14 — Respondents' Sales Growth Estimates For Supplemental Products

### Table 3.15 — Historical Total Industry Supplemental Materials Sales

### Table 3.16 — Supplemental Products Sales By Channel

### Table 3.17 — Sales Channels Ranked By Percentage Of Sales Increase

### Table 3.18 — Combined Channels Ranked By Percentage Of Sales Increase

### Table 3.19 — Supplemental Sales By Subject Area

### Table 3.20 — Subject Areas Ranked By Percentage Of Sales Increase

### Table 3.21 — Core Subject Areas Ranked By Percentage Of Sales Increase

### Table 3.22 — K-12 Market Estimates By Subject

### Table 3.23 — Supplemental Sales By Product Application

### Table 3.24 — Product Applications Ranked By Supplemental Sales Increase

### Table 3.25 — School Supplies Ranked By Percentage Of Sales Increase

### Table 3.26 — Hardware/Equipment/Furniture Ranked By Sales Increase

### Table 3.27 — Media Used For Delivering Supplemental Products

### Table 3.28 — Percentage Of Sales By Medium

### Table 3.29 — Profile Of Participating Companies

### Table 3.30 — Estimated Total Industry Supplemental Materials Sales

### Table 3.31 — Estimated Total Industry School Supplies Sales

### Table 3.32 — Estimated Total Industry Hardware/Equipment/Furniture Sales

### Table 3.33 — Estimated Total Industry Supplemental Products Sales

### Table 3.34 — Respondents' Sales Growth Forecasts For Supplemental Products

### Table 3.35 — Historical Total Industry Supplemental Instructional Materials Sales

### Table 3.36 — Combined Channels Ranked By Percentage Of Sales Increase

### Table 3.37 — Core Subject Areas Ranked By Percentage Of Sales Increase

### Chapter Four: Mergers & Acquisitions in Educational Publishing

### Table 4.1 — Education-Related Deals In 2011

### Table 4.2 — Education-Related Deals In 2010

### Table 4.3 — Education-Related Deals In 2009

### Table 4.4 — Education-Related Deals In 2008

### Table 4.5 — Education-Related Deals In 2007

### Table 4.6 — Education-Related Deals In 2006

### Table 4.7 — Education-Related Deals In 2005

### Table 4.8 — Transactions By Year: Basal Publishing

### Table 4.9 — Transactions By Year: Supplemental Publishing

### Table 4.10 — Transactions By Year: Educational Technology

### Chapter Five: Enrollments and Expenditures

### Table 5.1 — Number Of Participants In Educational Institutions

### Table 5.2 — El-Hi Enrollment, Public And Private, Selected Years

### Table 5.3 — Number Of Public Schools & Districts

### Table 5.4 — Private Sector: Student Enrollment & Number Of Schools

### Table 5.5 — Catholic El-Hi Statistics, Enrollment & Number Of Schools

### Table 5.6 — Pre-K-12 Public School Enrollment By Region & State (NE, MW)

### Table 5.7 — Pre-K-12 Public School Enrollment By Region & State (S, W)

### Table 5.8 — Total And Current Expenditure Per Pupil In Fall Enrollment

### Table 5.9 — Total And Current Expenditure Per Pupil In ADA
CHAPTER SIX: K-12 ENROLLMENT BY SUBJECT & GRADE

2009-10 Estimated Student Enrollment By Grade Level:
Table 6.1—Art
Table 6.2—American Literature
Table 6.3—Creative Writing
Table 6.4—Humanities
Table 6.5—Journalism
Table 6.6—Literature
Table 6.7—Speech/Debate
Table 6.8—Writing/Composition
Table 6.9—Chinese
Table 6.10—French
Table 6.11—German
Table 6.12—Italian
Table 6.13—Japanese
Table 6.14—Latin
Table 6.15—Russian
Table 6.16—Spanish
Table 6.17—Pre-Algebra
Table 6.18—Algebra
Table 6.19—Pre-Calculus
Table 6.20—Calculus
Table 6.21—Business/Consumer Math
Table 6.22—General Math
Table 6.23—Geometry
Table 6.24—Remedial Math
Table 6.25—Statistics
Table 6.26—Trigonometry
Table 6.27—Band
Table 6.28—Choral
Table 6.29—General Music
Table 6.30—Instrumental Music
Table 6.31—Music Theory/Appreciation
Table 6.32—Orchestra
Table 6.33—Astronomy
Table 6.34—Biology
Table 6.35—Chemistry
Table 6.36—Earth Science
Table 6.37—Environmental Science
Table 6.38—General Science
Table 6.39—Human Anatomy/Physiology
Table 6.40—Life Science
Table 6.41—Physical Science
Table 6.42—Physics
Table 6.43—Civics/Government
Table 6.44—Economics
Table 6.45—Geography
Table 6.46—Law
Table 6.47—Psychology
Table 6.48—Sociology/Anthropology
Table 6.49—State/Local History
Table 6.50—U.S. History
Table 6.51—World History/Culture
Table 6.52—Accounting
Table 6.53—Agriculture Education
Table 6.54—Business/Office Education
Table 6.55—Career & Technical Education
Table 6.56—Family/Consumer Sciences
Table 6.57—Food/Nutrition
Table 6.58—Keyboarding/Typing
Table 6.59—Trade/Technology Education
Summary Of Highest Course Enrollments:
Table 6.60—Elementary Level
Table 6.61—Middle/Junior High Level
Table 6.62—Senior High Level

CHAPTER SEVEN: ADOPTIONS: STATES, SCHEDULES & CONTACTS

Table 7.1—Adoption States
Table 7.2—Open Territory (Non-Adoption) States
Table 7.3—Elementary Adoption Schedule By Subject
Table 7.4—Secondary Adoption Schedule By Subject
Table 7.5—Chief State School Officers
Table 7.6—National Association Of State Textbook Administrators

CHAPTER EIGHT: ADOPTION AND OPEN TERRITORY STATES: COMPARISON OF BASAL READING & MATHEMATICS TEXTBOOK USAGE PATTERNS

Table 8.1—Core Reading Textbook Usage, Adoption vs. Open Territory States
Table 8.2—Core Reading Textbook Usage, Comparison Of Four Large States
Table 8.3—Core Reading Textbook Satisfaction Level, Adoption vs. OT
Table 8.4—Core Reading Textbook Satisfaction Level, Comparison Of States
Table 8.5—Core Reading Textbooks Adopted, Comparison Of States
Table 8.6—Suggested Improvements To The Basal Reader, Adoption vs. OT
Table 8.7—Trends In Core Reading Textbooks, Comparison Of States
Table 8.8—Standardized Reading Assessments, Comparison Of States
Table 8.9—Resources Used For Reading Intervention, Comparison Of States
Table 810—Funds Used To Buy RTI Materials
Table 8.11—Average Class Time Spent Using Digital Resources
Table 8.12—New Technologies Of Greatest Immediate Interest
Table 8.13—Profile Of Reading Program Usage & Preferences, Adoption vs. OT
Table 8.14—Basal Mathematics Textbook Usage, Adoption vs. OT
Table 8.15—Basal Mathematics Textbook Usage, Comparison Of States
Table 8.16—Basal Mathematics Satisfaction Level, Adoption vs. OT
Table 8.17—Basal Mathematics Satisfaction Level, Comparison Of States
Table 8.18—Basal Mathematics Textbooks Adopted, Comparison Of States
Table 8.19—Importance Of Alignment With CCSS, Comparison Of States
Table 8.20—Class Time Spent Using Digital
Table 8.21—Class Time Spent Using IWB
Table 8.22—New Technologies Of Greatest Interest
Table 8.23—Profile Of Basal Mathematics Program Usage, Adoption vs. OT
Table 8.24—Teacher Retirement Plans, Adoption vs. OT
Table 8.25—Teacher Retirement Plans, Comparison Of States
Table 8.26—Frequent Use Of Social Studies Textbooks
Table 8.27—Social Studies Textbook Satisfaction Level, Adoption vs. OT
Table 8.28—Social Studies Textbook Satisfaction Level, States Comparison
Table 8.29—Social Studies Textbook Likes & Dislikes
Table 8.30—Class Time Spent Using Digital
Table 8.31—Single New Product To Fill Strong Need
Table 8.32—Profile Of Social Studies Program Usage
Table 8.33—Science Textbook Usage, Adoption vs. OT
Table 8.34—Science Textbook Usage, States Comparison
Table 8.35—Science Textbook Satisfaction Level, Adoption vs. OT
Table 8.36—Science Textbook Satisfaction Level, States Comparison
Table 8.38—Future Reliance On A Core Science Textbook
Table 8.39—Science High-Stakes Testing
Table 8.40—Science Test Preparation

CHAPTER NINE: SEGMENT ANALYSIS BY CURRICULUM AREAS & GRADE LEVELS

Table 9.1—Top Ranked Reading Series
Table 9.2—Suggested Additions Or Changes To Improve Core Reading Series
Table 9.3—Alternatives To Core Reading Series
Table 9.4—Standardized Reading Assessments
Table 9.5—Advantages Of Computer-Based Reading Assessment
Table 9.6—Reading Program Content Above And Beyond The CCSS
Table 9.7—Leveling Systems Used To Match Materials To Reading Levels
Table 9.8—Resources Used For Reading Intervention
Table 9.9—Decision Makers With Respect To Purchasing RTI Materials
Table 9.10—Estimated Increase In RTI Purchases
Table 9.11—Criteria Influencing RTI Buying Decisions
Table 9.12—Reading Class Time Allocated To Using Digital
Table 9.13—Digital Use By Region
Table 9.14—Reading Class Time Allocated To Using Interactive Whiteboards
Table 9.15—Interactive Whiteboard Use By Region
Table 9.16—Web Sites Used/Recommended For Student Use
Table 9.17—Web Sites Used/Recommended For Teacher Resources
Table 9.18—New Internet Technologies Of Greatest Interest
Table 9.19—High-Interest Sub-Groups: Online Learning Games
Table 9.20—High-Interest Sub-Groups: Mobile Devices
Table 9.21—High-Interest Sub-Groups: Collaborative Software
Table 9.22—High-Interest Sub-Groups: Social Media
Table 9.23—Elementary Reading Market Growth
Table 9.24—Classroom Teacher/Reading Teacher Spending
Table 9.25—Profile Of Reading Program Usage
Table 9.26—Top Ranked Reading Series
Table 9.27—Reading Program Content Above And Beyond The CCSS
Table 9.28—Resources Used For Reading Intervention
Table 9.29—Digital Use By Region
Table 9.30—New Internet Technologies Of Greatest Interest
Table 9.31—Summary Of Key Changes In The Elementary Reading Segment
Table 9.32—Elementary Reading Market Growth
Table 9.33—Market Leading Math Programs, Grades K-2
Table 9.34—Market Leading Math Programs, Grades 3-5
Table 9.35—Market Leading Math Programs, Grades 6-8
Table 9.36—Market Leading Math Programs, Grades 9-12
Table 9.37—Ratings Of Current Math Program Features
Table 9.38—Importance Of Alignment With Core Standards
Table 9.39—Ancillary Materials Important Enough To Buy As A Supplement
Table 9.40—Educators’ Experience With “Write-In Student Texts”
Table 9.41—Sources Of Effective Teacher Resource Books For Math
Table 9.42—Standardized Math Assessments
Table 9.43—Primary Purpose For Using Formative Assessment
Table 9.44—Class Time Allocated To Using Digital
Table 9.45—High-Digital Use Sub-Groups
Table 9.46—Class Time Allocated To Using Interactive Whiteboards
Table 9.47—High-Interactive Whiteboard Use Sub-Groups
Table 9.48—Percentage Of IWBs Supported By Clickers
Table 9.49—Web Sites Used/Recommended For Student Use
Table 9.50—Web Sites Used/Recommended For Teacher Resources
Table 9.51—New Technologies Of Greatest Interest
Table 9.52—High-Interest Sub-Groups: Online Learning Games
Table 9.53—High-Interest Sub-Groups: Mobile Devices
Table 9.54—High-Interest Sub-Groups: Collaborative Software
Table 9.55—High-Interest Sub-Groups: Social Media
Table 9.56—Most Important Math Program Features
Table 9.57—Average Expenditures By Category Of Math Material
Table 9.58—Importance Of Alignment With Core Standards
Table 9.59—High-Digital Use Sub-Groups
Table 9.60—High-Interactive Whiteboard Use Sub-Groups
Table 9.61—New Internet Technologies Of Greatest Interest
Table 9.62—Average Expenditures By Category Of Math Material
Table 9.63—Ranking Of Learning Materials Used Frequently In Social Studies
Table 9.64—Ranking & Market Penetration Of Social Studies Textbooks, K-5
Table 9.65—Ranking & Market Penetration Of Social Studies Textbooks, 6-8
| Table 9.66 | Ranking & Market Penetration Of Social Studies Textbooks, 9-12 |
| Table 9.67 | Ranking Of Problems With Current Textbooks |
| Table 9.68 | Ranked List Of Alternatives To Core Social Studies Textbook |
| Table 9.69 | Types Of Maps And Globes Used On A Frequent Basis |
| Table 9.70 | Ranking Of Supplementary Materials Providers |
| Table 9.71 | Social Studies Class Time Allocated To Using Digital Tools |
| Table 9.72 | High-Digital Use Sub-Groups |
| Table 9.73 | Social Studies Class Time Allocated To Using IWBs |
| Table 9.74 | High-Interactive Whiteboard Use Sub-Groups |
| Table 9.75 | Demand For Content Software For IWBs By Grade Level |
| Table 9.76 | Spending On Social Studies Materials (Non-Textbook) By Category |
| Table 9.77 | Ranked List Of Topical Areas Most Likely To Be Purchased |
| Table 9.78 | High-Digital Use Sub-Groups |
| Table 9.79 | Demand For Content Software For IWBs |
| Table 9.80 | Spending On Social Studies Materials (Non-Textbook) By Category |
| Table 9.81 | Most Frequently Cited Science Textbooks |
| Table 9.82 | Most Frequently Cited Science Textbooks (Grades 3-5) |
| Table 9.83 | Most Frequently Cited Science Textbooks (Grades 6-12) |
| Table 9.84 | Most Frequently Cited Science Textbooks For General Science |
| Table 9.85 | Most Frequently Cited Science Textbooks For Earth Science |
| Table 9.86 | Most Frequently Cited Science Textbooks For Physical Science |
| Table 9.87 | Most Frequently Cited Science Textbooks For Life Science |
| Table 9.88 | Most Frequently Cited Science Textbooks For Biology |
| Table 9.89 | Most Frequently Cited Science Textbooks For Chemistry |
| Table 9.90 | Most Frequently Cited Science Textbooks For Physics |
| Table 9.91 | Most Frequently Cited Science Textbooks For Integrated Science |
| Table 9.92 | Alternatives To The Traditional Core Science Textbook |
| Table 9.93 | Most Frequently Cited Hands-On Science Programs |
| Table 9.94 | Most Frequently Cited Comprehensive Courseware Programs |
| Table 9.95 | Sub-Groups Reporting “High-Stakes” Science Testing |
| Table 9.96 | Reported Frequency Of “High-Stakes” Science Testing By Grade |
| Table 9.97 | Most Frequently Cited Science Supplies/Equipment Vendors |
| Table 9.98 | Types Of Materials Used On A Frequent Basis—Books/Print |
| Table 9.99 | Types Of Materials Used On A Frequent Basis—Audiovisual |
| Table 9.100 | Types Of Materials Used On A Frequent Basis—Activities |
| Table 9.101 | Types Of Materials Used On A Frequent Basis—Reference |
| Table 9.102 | Types Of Materials Used On A Frequent Basis—Electronic Media |
| Table 9.103 | Types Of Materials Used Frequently—Teacher Resource |
| Table 9.104 | Average Classroom Expenditure By Type Of Material |
| Table 9.105 | Historical Estimates Of Science Materials Spending |
| Table 9.106 | High Demand Topics For Grades 3-5 |
| Table 9.107 | High Demand Topics For Grades 6-8 |
| Table 9.108 | High Demand Topics For Grades 9-12 |
| Table 9.109 | High Demand Topics For General Science |
| Table 9.110 | High Demand Topics For Earth Science |
| Table 9.111 | High Demand Topics For Physical Science |
| Table 9.112 | High Demand Topics For Life Science |
| Table 9.113 | High Demand Topics For Biology |
| Table 9.114 | High Demand Topics For Chemistry |
| Table 9.115 | High Demand Topics For Physics |
| Table 9.116 | High Demand Topics For Integrated Science |
| Table 9.117 | Most Frequently Cited Science Textbooks, Grade 3-5 |
| Table 9.118 | Most Frequently Cited Science Textbooks, Grade 6-12 |
| Table 9.119 | Historical Estimates Of Science Materials Spending |

**CHAPTER TEN: SEGMENT ANALYSIS, SPECIAL MARKETS**

| Table 10.1 | Resources Used For Reading Intervention |
| Table 10.2 | Decision Makers With Respect To Purchasing RTI Materials |
| Table 10.3 | Estimated Increase In RTI Purchases |
| Table 10.4 | Criteria Influencing RTI Buying Decisions |
| Table 10.5 | Average Class Size By Grade |
| Table 10.6 | Ranking Of Learning Materials |
Table 10.7—Learning Materials Used On A Frequent Basis By Grade, Books
Table 10.8—Learning Materials Used On A Frequent Basis By Grade, A/V
Table 10.9—Learning Materials Used On A Frequent Basis, Manipulatives
Table 10.10—Learning Materials Used On A Frequent Basis, Reference
Table 10.11—Learning Materials Used On A Frequent Basis, Teacher Resource
Table 10.12—Learning Materials Used On A Frequent Basis, Display
Table 10.13—Learning Materials Used On A Frequent Basis, E-Products
Table 10.14—Most Important Early Childhood Themes
Table 10.15—Most Important Pre-K Themes
Table 10.16—Most Important Kindergarten Themes
Table 10.17—Most Important Grade 1 Themes
Table 10.18—Most Important Grade 2 Themes
Table 10.19—Average Hours Spent Teaching Decoding Print
Table 10.20—Average Hours Spent Teaching Letter Recognition
Table 10.21—Average Hours Spent Teaching Phonemic Awareness
Table 10.22—Average Hours Spent Teaching Alphabet
Table 10.23—Average Hours Spent Teaching Vocabulary
Table 10.24—Average Hours Spent With Segmenting Words
Table 10.25—Average Hours Spent Teaching Reading
Table 10.26—Average Hours Spent Teaching Writing
Table 10.27—Average Hours Spent Teaching Math
Table 10.28—Average Hours Spent Teaching Science
Table 10.29—Average Hours Spent Teaching Social Studies
Table 10.30—Average Hours Spent Teaching Social Skills
Table 10.31—Average Hours Spent Teaching Play/Games
Table 10.32—Software Usage By Grade
Table 10.33—Software/CD-ROM Usage By Site And Grade
Table 10.34—Internet Usage By Grade
Table 10.35—Teacher Spending On Classroom Learning Materials By Category
Table 10.36—Early Childhood Professional Development Programs In Demand
Table 10.37—Suppliers Of “Very Familiar” Products
Table 10.38—Early Learning Furniture Purchasing: Final Decision Maker
Table 10.39—Factors Influencing Furniture Buying
Table 10.40—Preferred Manufacturer’s Brand For Furniture
Table 10.41—Average Furniture Spending Estimates
Table 10.42—Ratings Of Early Childhood Learning Materials Providers
Table 10.43—Teacher Spending On Materials By Category
Table 10.44—Most Important Early Childhood Themes
Table 10.45—Early Childhood Professional Development Programs In Demand
Table 10.46—Suppliers Of “Very Familiar” Products
Table 10.47—Ratings Of Early Childhood Learning Materials Providers
Table 10.48—Comparison Of Randomized Trials & Learner Validation Studies
Table 10.49—Standardized Reading Assessments
Table 10.50—Advantages Of Computer-Based Reading Assessment
Table 10.51—Standardized Math Assessments
Table 10.52—Primary Purpose For Using Formative Assessment
Table 10.53—Ranking Of Standardized Assessments
Table 10.54—Sub-Groups Reporting “High-Stakes” Testing
Table 10.55—Reported Frequency Of “High-Stakes” Testing By Grade
Table 10.56—Reported Frequency Of “High-Stakes” Testing By Subject
Table 10.57—Primary Use Of “High-Stakes” Test Results
Table 10.58—Primary Purpose For Formative Assessment
Table 10.59—Sources Of Formative Assessment Products
Table 10.60—Primary Purpose For Learning Management System
Table 10.61—Sources Of Learning Management System Products
Table 10.62—Sources Of Test Preparation Programs Or Materials
Table 10.63—Most Important Features Of Classroom Testing Products
Table 10.64—Assessment Market Size By Category
Table 10.65—Assessment Market Size By Job Title

CHAPTER ELEVEN: THE ENGLISH LANGUAGE LEARNER (ELL) MARKET

Table 11.1—Ten-Year Change: National ELL Enrollment
Table 11.2—Top Five Languages Reported (States), 2008-2009
Table 11.3—National ELL Enrollment By Grade Level, 2001-2002
Table 11.4—Change In Grade-By-Grade ELL Enrollment, 1997-98 To 2001-02
Table 11.5—Ten States With The Highest ELL Enrollment, 2007-2008
Table 11.6—Change In ELL Enrollment In The Ten Largest ELL States
Table 11.7—Ten States With The Fastest-Growing ELL Enrollment
Table 11.8—Top Ten States With The Highest Percent Of ELLs
Table 11.9—25 Districts With The Largest ELL Enrollments
Table 11.10—ELL Growth Projections
Figure 11.1—Spending On ELL Materials
Table 11.11—Sampling Matrix
Table 11.12—Estimated ELL Instructional Materials Market Size By State

CHAPTER TWELVE: TECHNOLOGY BUYING TRENDS IN THE SCHOOL MARKET

Table 12.1—Media Used For Delivering Supplemental Products
Table 12.2—Percentage Of Sales By Medium
Table 12.3—Anticipated Sales Growth In 2011
Table 12.4—Product Development Plans For Digital Products
Table 12.5—Emerging Technologies Of Greatest Interest To Customers
Table 12.6—Profile Of “High” and “Low” Digital Sales Success Factors
Table 12.7—Supplemental Sales By Product Application
Table 12.8—Percentage Of Sales By Medium
Table 12.9—Reading Class Time Allocated To Using Digital
Table 12.10—Digital Use By Region
Table 12.11—Reading Class Time Allocated To Using IWBs
Table 12.12—IWB Use By Region
Table 12.13—Web Sites Used/Recommended For Student Use
Table 12.14—Web Sites Used/Recommended For Teacher Resources
Table 12.15—New Internet Technologies Of Greatest Interest
Table 12.16—High-Interest Sub-Groups: Online Learning Games
Table 12.17—High-Interest Sub-Groups: Mobile Devices
Table 12.18—High-Interest Sub-Groups: Collaborative Software
Table 12.19—High-Interest Sub-Groups: Social Media
Table 12.20—Elementary Reading Market Growth
Table 12.21—Classroom Teacher/Reading Teacher Spending On Materials
Table 12.22—Average Class Time Spent Using Digital Resources
Table 12.23—New Technologies Of Greatest Immediate Interest
Table 12.24—Ancillary Materials Important Enough To Buy As A Supplement
Table 12.25—Mathematics Class Time Allocated To Using Digital
Table 12.26—High-Digital Use Sub-Groups
Table 12.27—Mathematics Class Time Allocated To Using IWBs
Table 12.28—High-Interactive Whiteboard Use Sub-Groups
Table 12.29—Percentage Of IWBs Supported By Clickers
Table 12.30—Web Sites Used/Recommended For Student Use
Table 12.31—Web Sites Used/Recommended For Teacher Resources
Table 12.32—New Internet Technologies Of Greatest Interest
Table 12.33—High-Interest Sub-Groups: Online Learning Games
Table 12.34—High-Interest Sub-Groups: Mobile Devices
Table 12.35—High-Interest Sub-Groups: Collaborative Software
Table 12.36—High-Interest Sub-Groups: Social Media
Table 12.37—Most Important Math Program Features
Table 12.38—Average Expenditures By Category Of Math Material
Table 12.39—Mathematics Class Time Using Digital Resources: Comparison
Table 12.40—Mathematics Class Time Using IWB: Comparison
Table 12.41—Mathematics Class Time Using Mobile Learning: Comparison
Table 12.42—New Technologies Of Greatest Immediate Interest
Table 12.43—Profile Of Math Program Usage & Preferences
Table 12.44—Ranking Of Materials Used In Social Studies Classes
Table 12.45—Alternatives To The Core Social Studies Textbook
Table 12.46—Social Studies Class Time Allocated To Using Digital
Table 12.47—High-Digital Use Sub-Groups
Table 12.48—Social Studies Class Time Allocated To Using IWBs
Table 12.49—High-IWB Use Sub-Groups
Table 12.50—Demand For Content Software For IWBs By Grade Level
Table 12.51—Frequent Use Of Social Studies Textbooks
Table 12.52—Class Time Spent Using Digital, Adoption vs. OT States
Table 12.53—Profile Of Social Studies Program Usage & Preferences

CHAPTER THIRTEEN: NATIONAL SURVEY OF INTERACTIVE WHITEBOARD USAGE

Table 13.1—“Very Experienced” IWB Users
Table 13.2—Ratio Of Teachers To IWBs
Table 13.3—IWB Installed Brands/Market Share
Table 13.4—Installed IWB Units By Brand
Table 13.5—IWB Purchase Plans
Table 13.6—Number Of IWBs, Of Any Brand, Per School
Table 13.7—Number Of IWBs, Of Any Brand, Per School Two Years From Now
Table 13.8—“Must Have” IWB Accessories
Table 13.9—Primary Purpose For Using Clickers
Table 13.10—Percentage Of IWBs Supported By Clickers
Table 13.11—Spending On IWB Hardware And Accessories: 2010-11
Table 13.12—Spending On IWB Content And Tools: 2010-11
Table 13.13—Frequency Of Use Of IWBs With Students
Table 13.14—Frequency Of Use Of IWBs With Students Two Years From Now
Table 13.15—Duration Of Use Of IWBs With Students
Table 13.16—Frequent IWB Use By Subject: Grades K-2
Table 13.17—Frequent IWB Use By Subject: Grades 3-5
Table 13.18—Frequent IWB Use By Subject: Grades 6-8
Table 13.19—Frequent IWB Use By Subject: Grades 9-12
Table 13.20—Need For New IWB Materials By Subject: Grades K-2
Table 13.21—Need For New IWB Materials By Subject: Grades 3-5
Table 13.22—Need For New IWB Materials By Subject: Grades 6-8
Table 13.23—Need For New IWB Materials By Subject: Grades 9-12
Table 13.24—Need For New IWB Materials By Grade: Teacher Perspective
Table 13.25—Rankings And Ratings Of “Most Important” IWB Classroom Uses
Table 13.26—Leading Sources For Materials For The IWB
Table 13.27—Time Spent Creating Lessons And Activities For The IWB
Table 13.28—Popular Web Sites & Independent Providers Of IWB Resources
Table 13.29—Specific IWB Activities Or Lessons Educators Need
Table 13.30—The Future Of IWBs/The Next “Big Thing”
Table 13.31—Overview Of The IWB Market In K-12
Table 13.32—IWB Installed Brands/Market Shares
Table 13.33—Need For New IWB Materials By Grade: Teacher Perspective
Table 13.34—Rankings And Ratings Of “Most Important” IWB Classroom Uses
Table 13.35—The Future Of The IWB In The Classroom/The Next “Big Thing”

CHAPTER FOURTEEN: PROFESSIONAL DEVELOPMENT MARKET

Table 14.1—Training Hours Per New Teacher Per Year
Table 14.2—Training Hours Per Veteran Teacher Per Year
Table 14.3—Training Hours Per Administrator Teacher Per Year
Table 14.4—Total District Professional Development Hours By Delivery Source
Table 14.5—Professional Development Spending Plans, 2009-10
Table 14.6—Allocation Of Professional Development Budget By Service Type
Table 14.7—Ranking Of Professional Development Program Decision-Makers
Table 14.8—Percentage Of Budget & Training Hours By Training Delivery
Table 14.9—Criteria Used To Determine Success Of A PD Program
Table 14.10—Most Recognized Providers Of PD Programs/Services
Table 14.11—Subjects, Issues & Groups In Need Of Professional Development
Table 14.12—New Professional Development Program Content Areas Requested
Table 14.13—Allocation Of Professional Development Budget By Service Type
Table 14.14—New PD Program Content Areas Requested
Table 14.15—Consensus Of Educator Opinions On Successful PD
Table 14.16—Most Recognized Providers Of PD Programs/Services
CHAPTER FIFTEEN: SUMMARY, MARKET TRENDS & FORECASTS

Table 15.1—K-12 Classroom Teachers, 1995, 2009-2020
Table 15.2—K-12 Pupil/Teacher Ratios, 1995, 2009-2020
Table 15.3—Characteristics Of Public Charter Schools
Table 15.4—Number, % Of Public Charter Schools: NE & MW, 1999-2000
Table 15.5—Number, % Of Public Charter Schools: S & W, 1999-2000
Table 15.6—Number, % Of Public Charter Schools: NE & MW, 2008-09
Table 15.7—Number, % Of Public Charter Schools: S & W, 2008-09
Table 15.8—National Charter School & Enrollment Statistics
Table 15.9—Number Of Homeschooled Children
Table 15.10—School-Age Children Who Were Homeschooled Students
Table 15.11—Enrollment Projections, PK-12 Public And Private By Levels
Table 15.12—El-Hi And College Enrollment, 2008-2020
Table 15.13—Public School Enrollment Projections To 2020-21
Table 15.14—Regional Public School Enrollment Projections (NE & MW)
Table 15.15—Regional Public School Enrollment Projections (S & W)
Table 15.16—Public School Enrollment, 2008-09 & 2020-21 (NE & MW)
Table 15.17—Public School Enrollment, 2008-09 & 2020-21 (S & W)
Table 15.18—Pre-K-8 School Enrollment, 2008-09 & 2020-21 (NE & MW)
Table 15.19—Pre-K-8 School Enrollment, 2008-09 & 2020-21 (S & W)
Table 15.20—9-12 School Enrollment, 2008-09 & 2020-21 (NE & MW)
Table 15.21—9-12 School Enrollment, 2008-09 & 2020-21 (S & W)
Table 15.22—Summary Table: Public School Enrollment By Region
Table 15.23—Current Expenditures In Fall Enrollment
Table 15.24—Current Expenditures In Average Daily Attendance
Table 15.25—El-Hi Publishers' Net Dollar Sales
Table 15.26—El-Hi Publishers' Net Unit Sales
Table 15.27—El-Hi Publishers' Average Dollars Per Unit
Table 15.28—El-Hi By Format: Publishers' Net Dollar Sales
Table 15.29—El-Hi By Frontlist/Backlist: Publishers' Net Dollar Sales
Table 15.30—El-Hi And College Publishers' Net Dollar Sales

Ordering: 
Order Online - http://www.researchandmarkets.com/reports/3579399/

Order by Fax - using the form below

Order by Post - print the order form below and send to

Research and Markets,
Guinness Centre,
Taylors Lane,
Dublin 8,
Ireland.
Fax Order Form
To place an order via fax simply print this form, fill in the information below and fax the completed form to 646-607-1907 (from USA) or +353-1-481-1716 (from Rest of World). If you have any questions please visit http://www.researchandmarkets.com/contact/

Order Information
Please verify that the product information is correct and select the format(s) you require.

| Web Address:  | http://www.researchandmarkets.com/reports/3579399/                |
| Office Code:  | SCDKTLAJ                                                              |

Product Formats
Please select the product formats and quantity you require:

<table>
<thead>
<tr>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic (PDF) - Single User:</td>
</tr>
<tr>
<td>Electronic (PDF) - Enterprisewide:</td>
</tr>
</tbody>
</table>

Contact Information
Please enter all the information below in BLOCK CAPITALS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Mr</th>
<th>Mrs</th>
<th>Dr</th>
<th>Miss</th>
<th>Ms</th>
<th>Prof</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Name:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Title:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postal / Zip Code:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Country:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fax Number:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Please refrain from using free email accounts when ordering (e.g. Yahoo, Hotmail, AOL)
Payment Information

Please indicate the payment method you would like to use by selecting the appropriate box.

☐ Pay by credit card: You will receive an email with a link to a secure webpage to enter your credit card details.

☐ Pay by check: Please post the check, accompanied by this form, to:
Research and Markets,
Guinness Center,
Taylors Lane,
Dublin 8,
Ireland.

☐ Pay by wire transfer: Please transfer funds to:
Account number 833 130 83
Sort code 98-53-30
Swift code ULSBIE2D
IBAN number IE78ULSB98533083313083
Bank Address Ulster Bank, 27-35 Main Street, Blackrock, Co. Dublin, Ireland.

If you have a Marketing Code please enter it below:

Marketing Code: __________________________

Please note that by ordering from Research and Markets you are agreeing to our Terms and Conditions at http://www.researchandmarkets.com/info/terms.asp

Please fax this form to:
(646) 607-1907 or (646) 964-6609 - From USA
+353-1-481-1716 or +353-1-653-1571 - From Rest of World