

Appendix table 1-27

Serious student problems reported by public middle and high school mathematics and science teachers, by minority enrollment and school poverty level: Academic years 2003–04 and 2007–08

(Percent)

Teaching field/school characteristic	Academic year 2003–04		Academic year 2007–08	
	Student apathy	Students come to school unprepared to learn	Student apathy	Students come to school unprepared to learn
Mathematics	31.1	37.3	27.8	33.0
Minority enrollment (%)				
0–5	17.4	20.5	20.8	19.2
>5–45	25.1	27.2	26.7	24.2
>45	43.1	54.9	30.5	44.4
School poverty level (%) ^a				
0–10	11.9	11.9	16.3	13.3
>10–50	29.9	33.9	28.9	29.7
>50	47.6	63.6	31.7	48.8
Science	32.4	37.0	28.7	32.5
Minority enrollment (%)				
0–5	20.8	19.7	21.9	22.6
>5–45	28.1	29.0	20.2	19.2
>45	42.5	53.7	40.2	50.6
School poverty level (%) ^a				
0–10	16.1	14.7	9.9	9.8
>10–50	30.8	33.2	28.4	28.8
>50	47.6	61.3	41.5	54.9
Other ^b	26.2	31.8	25.3	27.9
Minority enrollment (%)				
0–5	18.0	18.5	18.4	19.8
>5–45	22.1	24.8	19.1	18.4
>45	34.7	46.2	33.8	40.3
School poverty level (%) ^a				
0–10	14.7	13.6	12.5	10.9
>10–50	25.9	29.7	24.0	24.3
>50	35.5	50.4	35.6	45.0

^aSchool poverty level is percentage of students in school qualifying for free/reduced-price lunch.

^bOther teachers include those who teach any subject other than mathematics or science.

NOTES: Teachers asked to indicate the seriousness of various student problems in their schools. Response categories include "serious problem," "moderate problem," "minor problem," and "not a problem." Percentages based on teachers viewing various student problems as "serious."

SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, special tabulations (2011) of 2003–04 and 2007–08 Schools and Staffing Survey, National Center for Education Statistics.