

Appendix table 1-14

Preparedness for first-year teaching of public middle and high school teachers with less than 5 years of teaching experience, by minority enrollment and school poverty level: Academic year 2003–04

(Percent)

Field/school characteristic	Teach subject matter	Assess students	Use variety of instructional methods	Select/adapt curriculum and instructional materials	Use computers in classroom instruction	Handle classroom management or discipline
Mathematics	90.8	73.0	63.5	61.3	57.1	51.3
Minority enrollment (%)						
0–5	94.4	83.6	86.8	67.0	63.9	58.2
>5–45	93.7	78.8	68.9	67.4	61.4	54.9
>45	87.6	65.2	52.5	54.6	51.7	46.3
School poverty level ^a (%)						
0–10	95.6	82.6	80.5	68.8	67.1	53.9
>10–50	91.0	73.2	67.1	63.4	56.4	51.7
>50	87.5	66.5	48.1	52.2	51.5	48.7
Science	79.0	59.3	58.0	56.5	62.4	43.7
Minority enrollment (%)						
0–5	91.7	66.5	71.2	58.0	71.4	53.1
>5–45	76.5	56.6	59.7	56.6	62.3	45.1
>45	77.3	59.8	51.8	55.9	59.4	39.0
School poverty level ^a (%)						
0–10	88.0	64.5	64.6	54.1	72.0	55.1
>10–50	78.3	57.6	60.3	57.2	59.8	43.3
>50	73.6	58.8	46.6	54.1	60.0	35.4
Other	81.1	67.3	66.3	63.5	59.0	53.4
Minority enrollment (%)						
0–5	84.2	73.2	75.5	68.4	63.4	61.6
>5–45	82.1	70.8	70.5	68.4	62.7	56.2
>45	79.3	62.2	59.6	57.5	54.3	48.3
School poverty level ^a (%)						
0–10	84.2	74.0	73.2	72.9	59.9	62.2
>10–50	82.4	69.2	69.3	65.0	60.7	54.6
>50	76.7	59.9	56.9	55.7	54.9	45.9

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

NOTES: Teachers with <5 years of teaching experience asked about how well they were prepared to perform various tasks during first year of teaching. Response categories included "very well prepared," "well prepared," "somewhat prepared," and "not at all prepared." Percentages based on teachers responding "very well prepared" or "well prepared."

SOURCES: National Center for Education Statistics, Schools and Staffing Survey, 2003–04; and National Science Foundation, Division of Science Resources Statistics, special tabulations.