

Mathematics and Science Teacher Demographics 2006-2015

The tables below present the number and percentage of candidates who received initial Mathematics and Science certificates over ten fiscal years, broken down by gender and by race or ethnicity. Only candidates obtaining standard and lifetime certificates are included.

Definitions. An initial teaching certificate is a standard or lifetime teaching certificate issued in a particular academic year to a teacher who was not issued a standard or lifetime teaching certificate in any previous academic year. A standard certificate is a certificate offered since 1998-99 that is renewed every five years. A lifetime certificate is a certificate offered before 1998-99 that did not require renewal.

Results for Mathematics

Mathematics teachers remained predominantly female and white in academic year 2013-14, despite substantial changes over time:

- The percentage of male Mathematics teachers declined in academic years 2010-11 through 2012-13, and then showed small increases.
- The percentage of white Mathematics teachers declined over time, although it was relatively high in academic years 2011-12 and 2012-13.
- Results for Hispanic/Latino teachers increased somewhat over the academic years shown.
- In academic years 2012-13 through 2014-15, the percentage of Asian teachers increased to 6.6%.

Year	Total	Female		Male		Black/African American		White		Hispanic/Latino		Asian		Am. Indian/ Alaska Nat.		Native Hawaiian		Two or More Ethnicities		Other	
		Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
		2014-15	1,839	1,196	65.0	643	35.0	161	8.8	1,066	58.0	448	24.4	121	6.6	2	0.1	1	0.1	39	2.1
2013-14	1,967	1,287	65.4	680	34.6	162	8.2	1,201	61.1	449	22.8	121	6.2	5	0.3	2	0.1	27	1.4	0	0.0
2012-13	1,879	1,248	66.4	631	33.6	147	7.8	1,211	64.4	385	20.5	96	5.1	6	0.3	1	0.1	31	1.6	1	0.1
2011-12	1,729	1,122	64.9	607	35.1	111	6.4	1,122	64.9	382	22.1	73	4.2	4	0.2	2	0.1	33	1.9	0	0.0
2010-11	2,209	1,389	62.9	820	37.1	175	7.9	1,418	64.2	425	19.2	141	6.4	10	0.5	2	0.1	28	1.3	9	0.4
2009-10	2,320	1,422	61.3	898	38.7	207	8.9	1,480	63.8	426	18.4	162	7.0	6	0.3	3	0.1	27	1.2	9	0.4
2008-09	1,950	1,229	63.0	721	37.0	163	8.4	1,244	63.8	390	20.0	123	6.3	5	0.3	2	0.1	10	0.5	12	0.6
2007-08	1,955	1,257	64.3	698	35.7	158	8.1	1,252	64.0	412	21.1	105	5.4	4	0.2	3	0.2	16	0.8	5	0.3
2006-07	1,930	1,285	66.6	645	33.4	175	9.1	1,265	65.5	344	17.8	115	6.0	9	0.5	0	0.0	15	0.8	6	0.3
2005-06	1,917	1,289	67.2	628	32.8	164	8.6	1,263	65.9	331	17.3	116	6.1	13	0.7	1	0.1	19	1.0	10	0.5

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Results for Science

Like Mathematics teachers, Science teachers remained largely female and white in academic year 2014-15, in spite of changes over time:

- The percentage of white Science teachers declined over time, although it was relatively high in academic years 2009-10 through 2012-13.
- Conversely, results for Hispanic/Latino teachers increased over the academic years shown.
- Results for black/African American teachers reached a peak in about academic years 2006-07 and 2007-08, and increased again in academic year 2013-14.
- In academic year 2014-15, the percentage of Asian teachers exceeded 7%.

Year	Total	Gender				Black/African American		White		Hispanic/Latino		Asian		Am. Indian/ Alaska Nat.		Native Hawaiian		Two or More Ethnicities		Other	
		Female		Male		Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
		Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
2014-15	1,385	899	64.9	486	35.1	130	9.4	805	58.1	308	22.2	101	7.3	11	0.8	0	0.0	29	2.1	0	0.0
2013-14	1,386	925	66.7	461	33.3	141	10.2	821	59.2	312	22.5	80	5.8	5	0.4	2	0.1	25	1.8	0	0.0
2012-13	1,268	850	67.0	418	33.0	95	7.5	814	64.2	263	20.7	73	5.8	3	0.2	1	0.1	19	1.5	0	0.0
2011-12	1,253	857	68.4	396	31.6	86	6.9	829	66.2	237	18.9	74	5.9	6	0.5	1	0.1	20	1.6	0	0.0
2010-11	1,702	1,104	64.9	598	35.1	136	8.0	1,091	64.1	324	19.0	112	6.6	9	0.5	6	0.4	20	1.2	4	0.2
2009-10	1,759	1,138	64.7	621	35.3	143	8.1	1,128	64.1	331	18.8	106	6.0	7	0.4	3	0.2	28	1.6	12	0.7
2008-09	1,741	1,187	68.2	554	31.8	169	9.7	1,090	62.6	343	19.7	89	5.1	15	0.9	0	0.0	26	1.5	9	0.5
2007-08	1,860	1,257	67.6	603	32.4	198	10.6	1,164	62.6	367	19.7	87	4.7	8	0.4	3	0.2	23	1.2	9	0.5
2006-07	1,565	1,077	68.8	488	31.2	161	10.3	1,029	65.8	261	16.7	74	4.7	7	0.4	2	0.1	18	1.2	11	0.7
2005-06	1,464	998	68.2	466	31.8	124	8.5	968	66.1	255	17.4	73	5.0	12	0.8	1	0.1	21	1.4	9	0.6

Summary of methodology. Ten tables were extracted containing identification numbers, genders, and races or ethnicities of all individuals obtaining an initial standard or lifetime Mathematics teaching certificate for academic years 2005-06 through 2014-15. For each academic year, the total number of teachers was obtained, together with a sum for each gender and race or ethnicity. Each sum was taken as a percentage of the total, and all sums and percentages were combined into one table. This process was repeated to obtain Science results.