promoting excellence and innovation in science teaching and learning for all
At A Glance

- The National Science Teachers Association was founded in 1944 and is headquartered in Arlington, Virginia.

- Membership of more than 55,000 includes science teachers, science supervisors, administrators, scientists, business and industry representatives, and others involved in science education.

- At NSTA’s professional development conferences each year more than 25,000 teachers expand their science content knowledge and learn about the latest science teaching resources, materials, and services available. Professional Development Institutes, NSTA Symposia, and Research Dissemination Conferences provide focused, content-based learning opportunities for teachers.

- A wealth of online learning opportunities are available at the NSTA Learning Center, (http://learningcenter.nsta.org) national “home base” for science educators in search of quality professional development and specific science content.

- SciLinks® (www.scilinks.org) connects the content of science textbooks to NSTA-approved websites to enrich student learning. Eleven publishers now feature SciLinks® in key science textbooks that are used by more than 134,000 teachers and 500,000 students.

- NSTA’s four award-winning journals—The Science Teacher (grades 9-12), Science Scope (6-8), Science and Children (K-5), and Journal of College Science Teaching—provide more than 100,000 teachers with proven classroom instructional techniques.

- NSTA Press® develops and produces books on physical science, Earth science, integrating science and literacy, environmental science, and more. We also publish books on assessment, curriculum tools, inquiry, professional development, the National Science Education Standards, and teaching. NSTA Press® sold more than 135,000 publications and computer based products last year.

- Two e-newsletters—NSTA Express and Science Class—bring science education news and classroom resources to more than 270,000 subscribers nationwide.

- NSTA advocates for quality science education through an aggressive, ongoing legislative and public affairs campaign.

- NSTA partners with business, industry, and government agencies such as Hewlett, GE, NASA and NOAA in support of many of the Association’s programs.

- Teachers and students earn cash awards and national recognition through NSTA managed contests sponsored by Toshiba and Toyota.

Promoting excellence and innovation in science teaching and learning for all.
NSTA works to engage teachers of science nationwide and help them to improve student learning.

The National Science Teachers Association is the largest organization in the world dedicated to promoting excellence and innovation in science teaching and learning for all. In the next few pages we invite you to read more about our strategic goals and how the NSTA works to engage teachers of science nationwide and help them to improve student learning by providing them with an extensive array of outstanding professional development opportunities; journals, publications and classroom products and services; and networking and leadership opportunities. To learn even more about NSTA visit our website at www.nsta.org.

NSTA Strategic Goals

**Strategic Goal 1:**
Engage all teachers of science continually to improve science education.

**Strategic Goal 2:**
Improve student learning by supporting and enhancing science teaching.

**Strategic Goal 3:**
Advocate for the importance of science, both science literacy and the development of scientific expertise.

**Strategic Goal 4:**
Enhance science education through research-based policy and practice.
Quality E-Learning Opportunities for Science Teachers

NSTA creates and delivers online learning experiences and technology-delivered instruction to teachers of science nationwide—anytime and anywhere. These flexible e-learning experiences can be customized to an individual’s needs and link learners to experts in science and science education.

The online NSTA Learning Center is the national “home base” for science educators in search of quality professional development (PD) and specific science content tied to their individual needs and their school’s professional development requirements.

At the NSTA Learning Center teachers can access personalized tools such as My Professional Development Portfolio, My Library, My Calendar, My Notebook, and My Transcript, that will allow them to manage, track, document, and certify their professional development.

The NSTA Learning Center offers quality professional development resources and services such as NSTA journal articles, book chapters, face-to-face training opportunities, SciGuides, Science Objects, and SciPacks.

NSTA Science Objects and SciPacks provide teachers with discrete, content-based online learning experiences they can use to quickly enhance their understanding of a scientific concept. Each Science Object focuses on a particular key content idea and incorporates interactive simulations in an engaging way.

NSTA SciGuides™ is an online “science toolbox” that allows teachers to locate—then implement—web-based resources into their classroom with lesson plans, activities, experiments, and more. Last year over 5,000 unique visitors each month accessed one of the 19 SciGuides available for a fee on topics such as the Effects of Oceans on Weather and Climate, Force and Motion, and many more.

Teachers can also select from high-quality resources such as teaching strategies or classroom activities from the award-winning NSTA Journals and selected material from NSTA Press® publications.

More than 2,500 participants have taken advantage of a NSTA Web Seminar, a 90-minute, live professional development experience on topics such as energy, robotics engineering, chemistry, and climate change. Web Seminars are done with nationally acclaimed experts, NSTA Press® authors, and scientists, engineers, and education specialists from NSTA government partners such as NASA, NOAA, FDA, NDF and the National Science Digital Library.

Teach the NSTA Learning Center on these content areas:
- Force and Motion
- The Universe
- Gravity and Orbits
- Solar System
- Earth, Sun, and Moon
- Energy
- Plate Tectonics
- Rocks
- Coral Reef Ecosystems

These SciPacks will be available soon:
- Ocean’s Effect on Climate and Weather
- Earth, Sun, and Moon
- Earth’s Changing Surface
- Food Science
- Enhancements to Rocks and Solar System
The NSTA Learning Center is made possible thanks to these generous partners:

- Agilent Foundation
- Bechtel Jr. Foundation
- GE Foundation
- NASA - National Aeronautic and Space Administration
- NOAA - National Oceanic and Atmospheric Administration
- NSF - National Science Foundation
- U.S. DoE - U.S. Department of Education
- U.S. DoT - U.S. Department of Transportation
- The William and Flora Hewlett Foundation
NSTA Journals are read by hundreds of thousands of educators. Journals published for each grade level—The Science Teacher (grades 9-12), Science Scope (6-8), Science and Children (K-5), and Journal of College Science Teaching—are peer written and reviewed. The journals provide teaching strategies, lesson plans, classroom resources, and much more. NSTA members can access current and archive journals online.

Our two e-newsletters—NSTA Express and Science Class—bring science and education news, classroom resources, and more to over 270,000 subscribers. NSTA Reports, our member newspaper, is the authoritative paper for and about science education and learning for all.

NSTA Press® books are for teachers written by teachers on a variety of science education topics for all grade spans. NSTA Press® publications also offer the latest in research on teaching and learning, assessments, science inquiry, and quality professional development. NSTA Press® sold more than 135,000 publications and computer based products worldwide last year.

Eleven publishers now feature SciLinks® in key science textbooks. SciLinks® connects the content of science textbooks to NSTA-approved websites to enrich student learning. To date over 134,000 teachers and over a half million students have used SciLinks®.

**NSTA Press Top 25 Best Sellers (As of March, 2007)**

1. Uncovering Student Ideas in Science
2. Picture-Perfect Science Lessons
3. Linking Science and Literacy in the K-8 Classroom
4. Force and Motion: Stop Faking It!
5. Atlas of Science Literacy (AAAS/NSTA)
6. Energy: Stop Faking It!
7. NSTA Pathways to the Science Standards, Middle Level
8. Science for English-Language Learners
9. Science Curriculum Topic Study (Corwin/NSTA)
10. Rising to the Challenge: Processes of Science Inquiry K-5 (S & K Assoc.)
12. Light: Stop Faking It!
13. Benchmarks for Science Literacy (AAAS)
14. NSTA Pathways to the Science Standards, Elementary
15. Science Notebooks (Heinemann)
17. Doing Good Science in Middle School
18. Project Earth Science: Meteorology
19. Project Earth Science: Geology
20. Making Sense of Secondary Science (Taylor & Francis)
21. If You Build It, They Will Learn
22. Sound: Stop Faking It!
23. Project Earth Science: Astronomy
24. Inquire Within (Corwin)
25. Project Earth Science: Physical Oceanography
Onsite Professional Development
More than 25,000 teachers of science attend an NSTA Conference on Science Education yearly. The NSTA National conference and three area conferences on science education offer the latest in science content, teaching strategy, and research to enhance and expand professional growth. The Exhibition of Science Education Materials is the largest exhibition of its kind and is an invaluable source of curriculum and other products.

Professional Development Institutes (PDIs): Held in conjunction with our national conference, the NSTA Professional Development Institutes begin with one-day, in-depth, content-rich learning opportunities focusing on key science education topics. NSTA brings together national professional development providers who are experts in each subject area to conduct the institutes. NSTA PDIs are held the day before the conference. Following the PDI, twelve hours of pathway sessions provide a learning opportunity for educators to explore the topics covered in the PDIs in more depth while attending the conference.

Research Dissemination Conferences (RDCs) are one-day, single-topic conferences held during an NSTA conference designed to disseminate findings from current research-based projects. Each RDC grant funded by the National Science Foundation includes the development of a book based on the content presented at the conference. Over 900 attended the Science Assessment: Research and Practical Approaches RDC this past year and the Science and English Language Learners RDC was presented at one NSTA conference. Linking Science & Literacy in the K-8 Classroom (the first in the series of RDCs) was published in 2006 and received the highest recommendation awarded by the American Association for the Advancement of Science (AAAS).

More than 1,200 educators have attended an NSTA Symposia program. Eight NSTA Symposia programs at the NSTA area conferences featured keynote speakers from NSTA Press publications, NASA, FDA, NOAA, and International Polar Year science. Over 248 participants attended these symposia. Seven symposia were held during the NSTA National Conference in St. Louis. Ninety five percent of participants said they would recommend a symposium to others.

2007 NSTA Conferences on Science Education
Area Conventions
Detroit
October 18-20
Denver
November 8-10
Birmingham
December 6-8

2008 NSTA National Conference on Science Education
Boston
March 27-30
Membership in NSTA is open to students, individuals, and institutions. NSTA offers members a variety of services, such as List Servers; active online networking; discounts on publications and classroom products; the NSTA Career Center; NSTA Recommends and more.

The NSTA/Toshiba ExploraVision program and the Toyota Tapestry Grants are two popular award and recognition programs for teachers and students administered by NSTA. ExploraVision encourages K-12 students to create and explore a vision of future technology by combining their imaginations with the tools of science. The Toyota Tapestry program annually awards 50 one-year grants of up to $10,000 and 20 “mini-grants” of up to $2,500 for exciting and innovative activities that motivate students in science.

The NSTA Building a Presence for Science (BaP) program has now grown to include 42,000 schools and 32 states. BaP works to end the isolation of classroom science teachers by providing identified “points of contact” in every participating school with professional development opportunities and science teaching resources via a specially developed electronic network.

NSTA Science Program Improvement Review (SPIR) is part of NSTA’s new School Services Initiative portfolio. SPIR is standards-based strategy that provides a comprehensive assessment of a school’s science instructional program. The review is conducted on-site and collects data through classroom observations, interviews, review of the curriculum, review of instructional materials, and a thorough data analysis. Since May 2006, NSTA has conducted reviews of 51 schools and is currently in negotiation with public schools in five large and mid-size school districts.
NSTA would like to thank the following individuals for contributing to its programs and services:

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Abhayagoonawardhana
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Mary H. Brown
Margaret Brown
Patricia A. Burns
Maryalice Buschbacher
Alma M. Cabilin
Carolyn C. Canzano
Jane A. Capellupo
Maureen Winter Carroll
William B. Carson
Sylvia Chatagnier
Ron Clark
James M. Clay
Katherine M. Claytor
Horace H. Coburn
Natasha A.W. Cooke
Jennifer Cottone
Susan Cox
Joel C. Dawson
Stephen Deer
Randall R. Dlugosz
Cathy Doub
Deborah Eytchison
Barry Farris
Clara Ford
Delores Fortenberry
M. Jean Foss
Joy Fuchs
Lucille B. Garmon
Janel L. Giovannelli
Cal Goeders
Chana Ruth Goodman
Mary J. Gray
Julie Ramsey Gibson Hall
Roselyn E. Hammond
Michelle Rene Haube
Lori M. Heilner
Holly A. Hemphill
Heide Hlawaty
Richard Hogen
Nicole L. Householder
Lillian M. Houser
Christie Jean Howard
Edmund M. Ingman
Barbara Jean Janes
Gloria Q. Joe
William E. Jurney, Jr.
Benjamin Leigh Kaplan
Michelle Kovac
Marielise K.Anne Kunz
Abby Kurnit
Thomas C. Lamborn
Kelly Landes
Leon Lederman
Mary Lightbody
Dawn Elizabeth Lilenfeld
Steven Lin
Rebecca Litherland
Brian Long
Matthew Lowry
Carole MacMullan
John F. Madden
Carole Mainwaring
Delores Mason
Randi L. Maxson
Traci Maxted
Carolyn McQuiggan
Mary Monaco
Ann Dewey Montoya
Burnaby Munson
Stephen Muth
William Newnam
William A. Nichols
Cynthia K. Ollendyke
Frank Owens
Michael J. Padilla
Sandra Panza
Ann Parsons
Patricia Patterson
Gwynn Pealer
Cathy Phillips
David Plews
Lori Pollak
K Carroll Powlowski
Michelle Butler Pugh
Margaret Rea
Robert E. Reeder
Barbara Reng
Gina N. Ribaudo
Sheryll Rockway
Ken G. Rosenbaum
Kim Runnels
Larry Rzepka
Bernadine L. Samson
Rachel Sandhorst
Victoria Lynn Schmitz
Margaret Seitz
Candace Camilla Sheffler
Antoinette H. Simmons
Mary Simun
Dolores Skarke
L. Jean Smith
Michael F. Smith
Janis Smith
Pamela Petzel Snyder
Susan L. Snyder
Diana C. Soehl
Lin M. Solomon
Griffin Sonntag
David L. Stetter
Susie Stevens
Michelle Strand
Mitzi Swailes
James Swim
John W. Taylor-Lehman
Rosalind Thomas
Jennifer Thomas
Joan M. Thomas
Funmilayo Ukah
Dana P. Van Burgh, Jr
Gladys R. Voth
Andrea Walker
Andrew D. Wally
Barbara K. Walton-Faria
Julie O. Wangler
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R J Zitto
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Agilent
American Chemical Society - Nashville Section
American Council on Education
American Geophysical Union
American Petroleum Institute
Anheuser-Busch Adventure Parks
Bechtel Jr. Foundation
Carolina Biological Supply Company
Ciba Specialty Chemicals
Delta Education
Discovery Communications, Inc.
Dow Chemical Company
Drug Chemical and Associated Technologies Association (DCAT)
DuPont
Eastman Chemical Co.
Education Research Project
Environmental Literacy Council
Eta/Cuisenaire
ExxonMobil
GE Foundation
GEICO Direct
Harcourt, Inc.
HESTEC
Holt Rinehart Winston
Houghton Mifflin Company - School Division
Kendall/Hunt Publishing
Learning Technologies, Inc.
Legoland California
Lincoln Public Schools
McDougal
Melling Family Foundation
Metropolitan Water District of Southern California
National Aeronautics and Space Administration
National Oceanic and Atmospheric Administration
National Science Foundation
Ohaus Corporation
PARKS Foundation
Paul F. Brandwein Institute
Pearson Prentice Hall
Planetary Society Speak
Sciencelabs.com
Sears
Shell Oil Company
The Spencer Foundation
The William and Flora Hewlett Foundation
Texas Instruments
Today’s Science
Toshiba America Foundation
Toshiba Corporation
Toyota
U.S. Department of Agriculture
U.S. Department of Education
U.S. Department of the Interior-Bureau of Land Management
U.S. Department of Transportation
U.S. Food and Drug Administration
University of Georgia
Vernier Software & Technology
VSP
World Almanac Education
## Statement of Financial Position

**Year Ended May 31, 2006 and 2005**

<table>
<thead>
<tr>
<th>Assets</th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>3,833,936</td>
<td>4,436,008</td>
</tr>
<tr>
<td>Short-Term Investments</td>
<td>3,969,666</td>
<td>3,862,748</td>
</tr>
<tr>
<td>Accounts Receivable-net of allowance for uncollectable accounts of $154,643 in 2006 and $41,304 in 2005</td>
<td>836,060</td>
<td>709,105</td>
</tr>
<tr>
<td>Contracts and grants receivable</td>
<td>2,354,233</td>
<td>1,543,298</td>
</tr>
<tr>
<td>Contributions receivable</td>
<td>147,962</td>
<td>19,050</td>
</tr>
<tr>
<td>Inventory</td>
<td>648,659</td>
<td>539,782</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>100,553</td>
<td>101,483</td>
</tr>
<tr>
<td><strong>Total current assets</strong></td>
<td>11,891,069</td>
<td>11,211,474</td>
</tr>
<tr>
<td><strong>Noncurrent Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long-term board designated investments</td>
<td>1,485,694</td>
<td>1,267,325</td>
</tr>
<tr>
<td>Long-term investments - restricted</td>
<td>525,259</td>
<td>435,577</td>
</tr>
<tr>
<td>Long-term life member investments</td>
<td>341,384</td>
<td>308,601</td>
</tr>
<tr>
<td>Other long-term investments</td>
<td>2,030,032</td>
<td>1,902,042</td>
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<tr>
<td>Inventory-net of current portion and allowance for obsolete inventory</td>
<td>316,741</td>
<td>200,362</td>
</tr>
<tr>
<td>Deposits</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Property and equipment, net</td>
<td>6,373,673</td>
<td>6,512,306</td>
</tr>
<tr>
<td>Collection items</td>
<td>6,525</td>
<td>6,525</td>
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<tr>
<td>Undistributed bond proceeds held in escrow</td>
<td>175</td>
<td>60,712</td>
</tr>
<tr>
<td>Deferred bond issuance costs</td>
<td>152,469</td>
<td>163,694</td>
</tr>
<tr>
<td><strong>Total noncurrent assets</strong></td>
<td>11,232,952</td>
<td>10,858,144</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>23,124,021</td>
<td>22,069,618</td>
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</table>

<table>
<thead>
<tr>
<th>Liabilities and net assets</th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>2,156,403</td>
<td>1,495,091</td>
</tr>
<tr>
<td>Deferred membership dues</td>
<td>2,311,782</td>
<td>2,251,498</td>
</tr>
<tr>
<td>Deferred contracts, grants and special projects</td>
<td>979,756</td>
<td>1,479,097</td>
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<tr>
<td>Deferred Scilinks</td>
<td>1,912,824</td>
<td>1,858,783</td>
</tr>
<tr>
<td>Deferred deposits</td>
<td>145,123</td>
<td>200,333</td>
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<tr>
<td>Current maturities of bonds payable</td>
<td>225,000</td>
<td>215,000</td>
</tr>
<tr>
<td><strong>Total current liabilities</strong></td>
<td>7,730,888</td>
<td>7,499,802</td>
</tr>
</tbody>
</table>

| Noncurrent liabilities        |                  |                  |
| Long-term maturities of bonds payable | 3,915,000       | 4,140,000        |
| Long-term deferred deposits   | 27,309           | 125,101          |
| Deferred life member dues     | 418,107          | 328,331          |
| Postretirement benefits obligation | 2,291,913       | 2,042,331        |
| **Total noncurrent liabilities** | 6,652,329       | 6,635,763        |
| **Total liabilities**         | 14,383,217       | 14,135,565       |

| Commitments and contingencies |                  |                  |
| Net assets                    |                  |                  |
| Unrestricted-undesignated     | 6,479,443        | 5,928,719        |
| Unrestricted-Board designated | 1,485,694        | 1,267,325        |
| **Total unrestricted net assets** | 7,965,137       | 7,196,044        |
| Temporarily restricted        | 775,667          | 738,009          |
| **Total net assets**          | 8,740,804        | 7,934,053        |
| **Total liabilities and net assets** | 23,124,021       | 22,069,618       |
Statement of Activities
Year Ended May 31, 2006

<table>
<thead>
<tr>
<th>Revenue, Gains &amp; Other Support</th>
<th>Total 2005</th>
<th>Total 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions, Contracts, Grants &amp; Special Projects</td>
<td>9,138,740</td>
<td>9,336,404</td>
</tr>
<tr>
<td>Conferences &amp; Meetings</td>
<td>5,978,105</td>
<td>6,563,644</td>
</tr>
<tr>
<td>Membership Dues</td>
<td>3,400,459</td>
<td>3,407,328</td>
</tr>
<tr>
<td>Publication Sales</td>
<td>1,855,828</td>
<td>2,178,171</td>
</tr>
<tr>
<td>Cost of Goods Sold</td>
<td>(757,139)</td>
<td>(936,954.00)</td>
</tr>
<tr>
<td>Publication Advertising</td>
<td>1,209,131</td>
<td>1,154,817</td>
</tr>
<tr>
<td>Tenant Rental Income</td>
<td>523,998</td>
<td>538,211</td>
</tr>
<tr>
<td>Tenant Rental Expense</td>
<td>(486,314)</td>
<td>(431,827.00)</td>
</tr>
<tr>
<td>Other Income</td>
<td>196,634</td>
<td>139,803</td>
</tr>
<tr>
<td>Sci-Links</td>
<td>349,575</td>
<td>344,495</td>
</tr>
<tr>
<td>US Registry of Teachers</td>
<td>301,915</td>
<td>258,880</td>
</tr>
<tr>
<td>Investment Income</td>
<td>444,373</td>
<td>693,980</td>
</tr>
<tr>
<td>Professional Development</td>
<td>152,978</td>
<td>303,408</td>
</tr>
<tr>
<td>Awards</td>
<td>104,118</td>
<td>127,163</td>
</tr>
<tr>
<td>Contributions</td>
<td>1,661</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Program Service Revenue</strong></td>
<td>22,414,062</td>
<td>23,671,523.00</td>
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</table>

<table>
<thead>
<tr>
<th>Expenses-Program Services</th>
<th>Total 2005</th>
<th>Total 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions, Contracts, Grants &amp; Special Projects</td>
<td>8,669,874</td>
<td>9,342,716</td>
</tr>
<tr>
<td>Less Allocated Indirects</td>
<td>(885,138)</td>
<td>(1,096,659)</td>
</tr>
<tr>
<td>Conferences &amp; Meetings</td>
<td>2,953,676</td>
<td>3,696,361</td>
</tr>
<tr>
<td>NSTA Press</td>
<td>1,540,580</td>
<td>1,789,293</td>
</tr>
<tr>
<td>Journal Advertising</td>
<td>572,502</td>
<td>630,142</td>
</tr>
<tr>
<td>Other Publications</td>
<td>293,823</td>
<td>363,880</td>
</tr>
<tr>
<td>Membership Services</td>
<td>718,479</td>
<td>766,178</td>
</tr>
<tr>
<td>Periodicals</td>
<td>1,471,788</td>
<td>1,556,062</td>
</tr>
<tr>
<td>Sci-Links</td>
<td>200,906</td>
<td>166,458</td>
</tr>
<tr>
<td>US Registry of Teachers</td>
<td>146,990</td>
<td>137,364</td>
</tr>
<tr>
<td>Professional Development</td>
<td>476,389</td>
<td>708,583</td>
</tr>
<tr>
<td><strong>Total Program Services</strong></td>
<td>16,159,869</td>
<td>18,060,378</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses-Supporting Services</th>
<th>Total 2005</th>
<th>Total 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>3,518,791</td>
<td>3,650,380</td>
</tr>
<tr>
<td>Board of Directors/Committees</td>
<td>662,383</td>
<td>830,864</td>
</tr>
<tr>
<td>Fundraising</td>
<td>45,362</td>
<td>315,150</td>
</tr>
<tr>
<td><strong>Total Supporting Services</strong></td>
<td>4,226,536</td>
<td>4,804,394</td>
</tr>
</tbody>
</table>

| Total Operating Expenses | 20,386,405 | 22,864,772 |
| Change in Net Assets | 2,027,657 | 806,751 |
Board of Directors

2005-2006

Michael Padilla
President 05-06
Director of Partnerships
University of Georgia
Athens, GA

Anne Tweed
Retiring President 05-06
Senior Science Consultant
Mid-Continent Research for
Education and Learning (McREL)
Denver, CO

Linda Froschauer
President Elect 05-06
Grade 8 Teacher & Science
Department Chair
Weston Public Schools
Weston, CT

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Department Chair/Chemistry
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Physics Professor
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Chief Scientist
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2006-2007

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“Americans are living off the economic and security benefits of the last three generations’ investment in science and education, but now are consuming capital. Our systems of basic scientific research and education are in serious crisis; while other countries are redoubling their efforts... The quality of the U.S. education system has fallen behind those of scores of other nations. This has occurred at a time when vastly more Americans will have to understand and work competently with science and math on a daily basis... In this commission’s view, the inadequacies of our systems of research and education pose a greater threat to U.S. national security over the next quarter century. If we do not invest heavily and wisely in rebuilding these two core strengths, America will be incapable of maintaining its global position long into the 21st century.”