FACING A CHANGING FUTURE THROUGH PARTNERSHIPS

2003 ANNUAL REPORT

NATIONAL SCIENCE TEACHERS ASSOCIATION
2003 ANNUAL REPORT

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THE NSTA MISSION

"...to promote excellence and innovation in science teaching and learning for all."
WORKING TOGETHER TO PROMOTE QUALITY SCIENCE TEACHING

The following pages offer a look at the many goals we’ve set—and met—in 2002–2003 to support quality science teaching. The past year has seen tremendous change in the profession. The federal No Child Left Behind (NCLB) Act will change the face of science teaching in myriad ways during the coming months and years. Quality teaching stands front and center in this new legislation. More than ever, professional development will play a pivotal role in helping teachers meet the new federal requirements, and NSTA is working to ensure that all teachers of science have access to these opportunities. This past year, we’ve worked to build a strong professional development team, which is now examining our delivery mechanisms and strengthening our offerings for teachers.

My presidential theme for 2002–2003 was “Partnerships: Promoting Excellence and Equity in Science.” You’ll see evidence of this theme in our Partner Profiles. You’ll learn how Toshiba helps inspire the technology stars of the future... how the National Highway Traffic Safety Administration is working with NSTA to ensure safe driving through new teaching tools... and how the 2003 NSTA National Convention succeeded because of the help of so many partners.

Just as we teachers know we can’t accomplish what we do alone, we at NSTA know our Association could not have achieved so much in 2002–2003 without the generous support of our partners in business, government, education, and at other nonprofits. To the many stakeholders in education—actively involved and helping us provide solid science education for our students—we are deeply grateful.

Carolyn Randolph, 2002–2003 President
National Science Teachers Association
NSTA CORPORATE ADVISORS

Chair of the Corporate Advisory Group
Richard Schaar, President
Educational & Productivity Solutions
Texas Instruments

Edward Ahnert, President
ExxonMobil Foundation

John Anderson, President
Toshiba America Foundation

Alfred R. Berkeley III, Vice Chair
NASDAQ Stock Market

George E. Borst, President/CEO
Toyota Financial Services

Mark Emmert, Chancellor
Louisiana State University

Wendy Ramage Hawkins, President
Intel Foundation

Stacy King, President/CEO
Clear Channel Exhibitions

Len Roberts, Chair/CEO
RadioShack Corporation
GOING BEYOND BUSINESS AS USUAL

Just as science is always changing, NSTA must change to keep pace with and satisfy the most urgent needs of science educators. As you will see in the following pages, 2002–2003 was a great year. We made progress on many fronts to fulfill our mission “to promote excellence and innovation in science teaching and learning for all.”

This year, NSTA staff began reflecting on how we do business and serve our customers. This means answering many important questions, such as these: Is our business model as current as it should be? What new trends in e-commerce should we adopt to complement our already successful Internet-based service methods? Are we “delighting the customer” with our products and services? How do we deal with the effects of a continuing soft economy and fiscal belt-tightening?

NSTA’s Corporate Advisory Group is helping NSTA explore these and other important questions. As you can see from the list at left, the group is composed of prestigious leaders of corporations, foundations, and universities that have a strong connection with and commitment to science education. They come together twice a year to counsel NSTA staff on strategies that will help us operate efficiently.

This new group signifies how determined NSTA is to grow and change with the times. But one thing will never change: We realize that partners like our Corporate Advisory Group members and the many contributors listed in this report are vital to our ability to advance science education. I offer my sincere thanks for the generous support these partners have provided to NSTA in 2002–2003.

Gerry Wheeler, Executive Director
National Science Teachers Association
2002–2003 HIGHLIGHTS

With the support of its many partners and friends, NSTA had an outstanding year doing what we do best—delivering timely resources and materials to bolster quality teaching, enhancing teacher professional development, increasing support for all teachers of science, and rewarding outstanding achievement.

DELIVERING QUALITY RESOURCES AND MATERIALS

NSTA is effectively using the Internet to enhance communication to and among teachers. In January 2003, the Association unveiled NSTA Express, a weekly e-newsletter that delivers the latest news and information about science education, including legislative updates, member news, resources, and much more to more than 125,000 subscribers. NSTA Express complements our award-winning Science Class e-newsletter, which delivers theme-based content to teachers every month.

Teacher journals and our popular newspaper, NSTA Reports, were also enhanced in 2003. Considered paramount reading for all teachers of science, the journals introduced helpful new columns and content. As a result, NSTA received four prestigious EXCEL Awards from the Society of National Association Publications for our outstanding work.

NSTA continues to expand SciLinks®, the Association’s premier Internet technology. Launched in 1996 with support from NASA, this powerful tool is helping science educators harness the vast resources of the Internet by connecting textbooks to NSTA-approved web
sites. With the addition of Pearson Education this past year, two-thirds of the major science textbook publishers now participate in SciLinks, linking a total of 31 textbooks to relevant web sites. Even more impressive are the 185,000 students and 36,000 teachers who have registered to use the program!

NSTA Press®, our progressive book publishing arm, produced strong new titles this past year, including two in the “Stop Faking It!” series and several publications about safety. As evidence of its accomplishments, NSTA Press books took three of four finalist awards in the Association of Educational Publishers’ Distinguished Achievement Awards for Excellence in Educational Publishing.

New partnerships in 2002–2003 brought great new resources to NSTA members, including Videodiscovery's digital library, which contains a multimedia database on geology. And thanks to a grant from ConocoPhillips, many NSTA members received copies of an updated version of the classic 1970s science video series Search for Solutions.

ENHANCING TEACHER PROFESSIONAL DEVELOPMENT

Professional development continues to be a central focus for NSTA. This year, we expanded our in-house professional development team, built on the foundation we established last year with the NSTA Institute, and began developing new initiatives that will take our online professional development offerings to a new level.

The NSTA Institute’s content-rich, web-based course offerings attracted hundreds of participants this past year. Assisting NSTA with delivery are three key partners: Montana State University’s National Teachers Enhancement Network (NTEN), the JASON Academy for Science Teaching and Learning, and the University of Maryland’s College of Life Sciences.

Presently under development on a fast track is a pioneering new initiative to bring valuable science content to teachers in the form of efficient, “bite-sized” learning experiences. NSTA Science Modules are online sessions that will give science teachers the precise content training they need to teach specific K-12 science concepts. Partners such as Dow Chemical and the Department of Transportation have supported our efforts to develop several prototypes. (Read more about our partnership with the Department of Transportation’s National Highway Traffic Safety Administration in the Partner Profile on page 13.)

NSTA also introduced a new professional development program geared specifically for school districts. The WebWatcher Institute—funded initially by the National Science Foundation—trains teachers to find, evaluate, and collect online resources to support their teaching. Now in its second generation, WebWatchers is providing a mechanism for teachers to share these resources online with their colleagues district-wide, as well as highlight successful lessons they develop to best use these resources.
Teacher attendance at NSTA conventions remains strong. More than 25,000 teachers attended regional conventions in Louisville, Portland, and Albuquerque and the national convention in Philadelphia. All events were planned to respond to the changing professional development needs of science educators. NSTA partnered with many school districts, companies, organizations, teachers, and others to make each event a success. (To learn how partnerships enhance NSTA conventions, see the partner profile on page 15.)

NSTA also offered other on-site professional development opportunities. New for 2003 is the NASA Explorer Schools Program, which replaced the former NASA Educational Workshops. The revamped program provides teachers with NASA-unique scientific content, advanced technological tools, and sustained professional development, creating learning opportunities in math, science, and technology for teachers, students, and parents.

NSTA’s Building a Presence for Science program entered a new phase in 2003. The Association moved the initiative into its Professional Development Division and continues to sustain and improve the online system, which is now connecting more than 28,000 science education professionals in 25 states. NSTA extends its appreciation to ExxonMobil for the venture capital that financed the development of this innovative program.

INCREASING SUPPORT FOR ALL TEACHERS OF SCIENCE

Earlier this year, NSTA and its partners from the science, business, technology, and education sectors formed a strong coalition that worked with Congress to secure additional dedicated funding for math and science education programs. These efforts led to an increase in funding for the Department of Education’s Mathematics and Science Partnerships program in the No Child Left Behind Act.

NSTA is also supporting science teachers new to the profession with the Electronic Mentoring for Student Success project. NSTA received a five-year, 7.5 million-dollar grant to design, pilot, and deliver this model for e-mentoring and to develop
mentoring standards for new middle school and high school science teachers as part of the National Science Foundation’s Math and Science Partnership program.

NSTA has long sought to help meet the needs of urban science teachers. This year we laid the groundwork for an ambitious new program called City Science: A Campaign to Engage Urban Teachers. NSTA is seeking the funds necessary to administer City Science—one community at a time—to provide urban teachers with a base of high-quality professional development, a network of teachers who can support one another, and resources and equipment to help teachers implement effective science lessons.

HONORING OUTSTANDING STUDENTS AND TEACHERS

Ensuring that financial support finds its way to classroom teachers with innovative ideas, Toyota sponsors the Toyota TAPESTRY Grants for Teachers Program. Administered by NSTA, the 2002–2003 program awarded 50 grants of up to $10,000 and 28 grants of $2,500.

NSTA has partnered with Toshiba for 11 years on the Toshiba/NSTA ExploraVision Awards Program, which rewards students for their creativity and ingenuity in envisioning the future in science and technology. The program is NSTA’s longest-running student competition. (This successful program is featured in the partner profile section of this report on page 11.)

The student winners of the 2002 Craftsman/NSTA Young Inventors Awards created innovative tools to help people carry grocery bags, open doors, walk with crutches, rake the yard, feed cows, and accomplish other tasks. The winning ideas caught the attention of David Letterman and Jay Leno, who featured award-winning students on their late night television programs.

2003 NSTA AWARDS

NSTA partnered with many companies and organizations to honor outstanding science educators with its 2002-2003 Awards. We are thankful to these companies for their continued support to reward excellence in science education:

- Ciba Specialty Chemicals Education Foundation
- Delta Education LLC
- Discovery Channel
- Dow Chemical Company
- Drug, Chemical & Allied Trades Association
- Estes Industries
- Ohaus Corporation
- Science Screen Report, Inc.
- SeaWorld Adventure Parks & Busch Gardens
- Shell Oil Company
- Space Foundation
- Vernier Software & Technology
(left) Students showcase their winning ExploraVision technology.

(above) Bill Nye “The Science Guy” celebrates with student winners.

Hideo Ito, Toshiba America, Inc., Chairman and CEO, presents awards to ExploraVision student winners.
Imagine a hovering land mine detector that uses GPS technology to safeguard civilians. Tires that instantly sprout studs in icy weather. Nanotechnology-based gene therapies that suppress cancerous tumors. These are just a few of the creative projects—and top award winners—from among thousands of submissions to the 2003 Toshiba/NSTA ExploraVision Awards program.

ExploraVision resulted from Toshiba’s own altruistic urge. Company leaders approached NSTA 13 years ago and said, “We want to make a difference. What can we do?” Together NSTA and Toshiba created the idea of inviting students of all ability and grade levels to “imagine the future.”

Today ExploraVision is one of the world’s largest science competitions. Since its inception, it has inspired hundreds of thousands of students to participate.

Students work in teams to explore a current technology—as simple as a pencil or as complex as a quantum computer—and then communicate their vision of how that technology might work 20 years later. The process of discovery inspires student interest in science, sparks creativity, fosters teamwork, and helps students develop their self-confidence and a belief that they can make a positive contribution to society through science and technology. In addition, top awardees win savings bonds worth up to $10,000.

Like the partnership between NSTA and Toshiba, the competition has evolved and flourished. Twelve years ago, a written report—as well as a stellar idea—were all students needed to enter and win the competition. Today’s student finalists also plan, design, and create web pages complete with innovative graphics—developing skills that will prepare them well for the 21st century workplace.

With the rapid pace of technology, it is hard to predict how the competition will evolve in the future. One thing is certain—NSTA and Toshiba will be on the leading edge, encouraging students to do the same.

—Hideo Ito, Chairman and CEO, Toshiba America, Inc.
(top) Scenes from the video Understanding Car Crashes: It’s Basic Physics. (bottom) Griff Jones, Ph.D., physics teacher and host of Understanding Car Crashes, shares highlights from the video with teachers at the NSTA National Convention in Philadelphia.
NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION

“What is exciting about our work with NSTA is the way a relatively simple book-publishing project evolved into something deeper and richer. Together we’ve created numerous practical tools to show science teachers and students the link between physics and traffic safety. By integrating traffic safety issues into physics education, we believe we’re actually saving lives on roads across the country.”

— Cheryl Neverman, Highway Safety Specialist, National Highway Traffic Safety Administration

Can better physics education translate into better driving? The National Highway Traffic Safety Administration (NHTSA) believes the answer is a resounding yes. Through a multifaceted partnership with NSTA, the NHTSA has reached out to professionals who can impart life-saving knowledge to a new generation of drivers: science teachers.

As part of its mission to reduce traffic deaths through outreach and education, in 1998 NHTSA first partnered with NSTA to produce Move with Science, a book that uses examples of actual traffic incidents to help high school teachers convey basic physics concepts. In 2001, NHTSA and NSTA again partnered, this time to provide middle school students and teachers with the innovative science and technology curriculum in Fender Bender Physics.

Working with NSTA has enabled NHTSA to gain greater visibility for a workbook/video/DVD set called Understanding Car Crashes: It’s Basic Physics, produced by the Insurance Institute for Highway Safety (IIHS). At the 2003 NSTA National Convention in Philadelphia, NHTSA collaborated with NHTSA and IIHS to exhibit a show-stopping “crash car” to demonstrate the importance of traffic safety and to provide a real-life connection to the new curriculum materials.

Early in 2003, the relationship shifted to a higher level as NHTSA and NSTA teamed up to develop pilot NSTA Science Modules—online professional development units to enhance teachers’ content knowledge of specific science concepts. NHTSA underwrote the costs for an exciting collaboration among a team of science teachers, authors, and scientists at the IIHS Vehicle Research Center in Ruckersville, Virginia. Their goal: to develop concepts for seven NSTA Science Modules on the physics of car crashes.

The NSTA-NHTSA partnership serves as a model of the many ways in which educators and government agencies can work together on a vital public issue. The payoff is highly relevant physics education—and safer highways for all.
(top) An enthusiastic crowd enters the exhibit hall at the NSTA National Convention in Philadelphia.

(left) Paul Vallas, CEO, School District of Philadelphia.
“Students benefit from high-quality teachers, and we in Philadelphia welcome groups like the National Science Teachers Association because they bring their heart and expertise to the classroom. It was a pleasure to take part in their national convention, and I look forward to joining them again.”

— Paul Vallas, CEO, School District of Philadelphia

conventions are partnerships in action. Many dedicated individuals—representing local and state associations, organizations, and corporations—work with NSTA to plan, organize, and host these events. One convention in which partnerships achieved extraordinary success was the NSTA 51st National Convention, held in Philadelphia in March 2003.

Pivotal to the convention’s success was the active involvement of the School District of Philadelphia, whose backyard served as the site of the convention. Fueled by its core commitment to science education, the school district leadership gave its full support to the convention by empowering key staff to play central roles in the planning and execution of the event and by encouraging district teachers to attend.

Teams of convention volunteers—led by active members of the School District of Philadelphia and the Pennsylvania Science Teachers Association—worked diligently to engage science education stakeholders in the convention. From state science teacher organizations to the prestigious Franklin Institute, and from the Merck Institute for Science Education (MISE) to the Philadelphia Urban Systemic Program, the involvement of these and many other organizations was key to the convention’s success.

More than 16,000 teachers, principals, scientists, and others interested in science education attended the convention, making it NSTA’s fifth-largest national meeting in 51 years. More important, teachers experienced a level of enthusiasm and excitement unrivaled by other such events.

For the School District of Philadelphia, the convention offered a unique opportunity to support science education in its schools. Its commitment and contributions made a difference not only for Philadelphia teachers, but also for all who attended. The success of this convention set a new standard for those to come.
### Statement of Financial Position

#### Fiscal Year Ending May 31

<table>
<thead>
<tr>
<th>Assets</th>
<th>May 31, 2003</th>
<th>May 31, 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
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<tr>
<td>Cash and cash equivalents</td>
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<td>5,161,318</td>
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<td>Short-term investments</td>
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<td>3,000,366</td>
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<tr>
<td>Accounts receivable</td>
<td></td>
<td></td>
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<tr>
<td>net of allowance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for uncollectable accounts of $111,697 in 2003 and $137,308 in 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>621,160</td>
<td>667,626</td>
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<tr>
<td>Contracts and grants receivable</td>
<td>677,183</td>
<td>452,551</td>
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<tr>
<td>Rent receivable</td>
<td>11,326</td>
<td>62,871</td>
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<td>Contributions receivable</td>
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<tr>
<td>Inventory</td>
<td>464,276</td>
<td>425,189</td>
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<td>Prepaid expenses</td>
<td>250,885</td>
<td>84,483</td>
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<tr>
<td><strong>Total current assets</strong></td>
<td><strong>9,572,685</strong></td>
<td><strong>9,854,404</strong></td>
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</tbody>
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| Noncurrent Assets           |              |              |
| Long-term investments       | 2,055,696    | 821,850      |
| Long-term life member investments | 251,707    | 250,603      |
| Inventory-net of current portion and allowance for obsolete inventory | 200,030 | 203,726 |
| Deposits                    | 21,000       | 21,000       |
| Property and equipment, net | 6,828,919    | 6,875,594    |
| Collection items            | 6,525        | 6,525        |
| Undistributed bond proceeds held in escrow | 59,540 | 241,592 |
| Deferred bond issuance costs | 186,143     | 197,368      |
| **Total noncurrent assets** | **9,609,560**| **8,618,258**|

**Total Assets**

<table>
<thead>
<tr>
<th></th>
<th>May 31, 2003</th>
<th>May 31, 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>19,182,245</strong></td>
<td><strong>18,472,662</strong></td>
</tr>
<tr>
<td>Liabilities and Net Assets</td>
<td>2003</td>
<td>2002</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Current Liabilities</strong></td>
<td></td>
<td></td>
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<tr>
<td>Accounts payable and accrued expenses</td>
<td>1,214,495</td>
<td>1,403,056</td>
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<tr>
<td>Deferred membership dues</td>
<td>2,232,396</td>
<td>2,089,577</td>
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<tr>
<td>Deferred contracts, grants, and special projects</td>
<td>2,500,165</td>
<td>2,284,332</td>
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<tr>
<td>Deferred SciLinks®</td>
<td>1,156,409</td>
<td>646,459</td>
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<td>Deferred deposits</td>
<td>277,177</td>
<td>221,901</td>
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<td>Current maturities of bonds payable</td>
<td>200,000</td>
<td>190,000</td>
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<tr>
<td>Current maturities of capital lease obligation</td>
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<td><strong>Total current liabilities</strong></td>
<td><strong>7,586,425</strong></td>
<td><strong>6,841,592</strong></td>
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<td><strong>Noncurrent Liabilities</strong></td>
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<tr>
<td>Long-term maturities of bonds payable</td>
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<td>4,760,000</td>
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<td>Long-term maturities of capital lease obligation</td>
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<td>5,783</td>
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<tr>
<td>Long-term deferred deposits</td>
<td>211,095</td>
<td>201,006</td>
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<td>Deferred life member dues</td>
<td>275,199</td>
<td>275,199</td>
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<td>Postretirement benefits obligation</td>
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<td>1,113,338</td>
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<td><strong>Total noncurrent liabilities</strong></td>
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<td><strong>6,355,326</strong></td>
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<td><strong>Total Liabilities</strong></td>
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<td><strong>13,196,918</strong></td>
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<td><strong>Commitments and Contingencies</strong></td>
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<td>Net assets</td>
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<tr>
<td>Unrestricted-undesignated</td>
<td>4,039,603</td>
<td>4,269,537</td>
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<tr>
<td>Unrestricted-board designated</td>
<td>854,223</td>
<td>735,616</td>
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<td><strong>Total unrestricted net assets</strong></td>
<td><strong>4,893,826</strong></td>
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<td>Temporarily restricted</td>
<td>328,825</td>
<td>270,591</td>
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<td><strong>Total Net Assets</strong></td>
<td><strong>5,222,651</strong></td>
<td><strong>5,275,744</strong></td>
</tr>
<tr>
<td><strong>Total Liabilities and Net Assets</strong></td>
<td><strong>19,182,245</strong></td>
<td><strong>18,472,662</strong></td>
</tr>
</tbody>
</table>
## 2003 REVENUE

### 2003 STATEMENT OF ACTIVITIES

The financial results indicate the first operating loss for NSTA since fiscal year 1996. The small loss reflects economic conditions prevailing during 2003, while the fundamentals denote that NSTA remains a strong organization. This year’s performance presents NSTA the obligation to review its operations in order to position itself for possible continuing weakness in the economy.

### DESCRIPTION | TOTAL

<table>
<thead>
<tr>
<th>Revenue, Gains, &amp; Other Support</th>
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<tbody>
<tr>
<td>Conventions &amp; meetings</td>
<td>5,559,921</td>
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<tr>
<td>Contributions, contracts, grants, &amp; special projects</td>
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<td>Membership dues</td>
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<td>Book sales</td>
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<td>Journal advertising</td>
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<td>Rental income</td>
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<tr>
<td>Other income</td>
<td>1,099,946</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>19,959,540</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions, contracts, grants, &amp; special projects less allocated indirects</td>
<td>6,192,338 (721,137)</td>
</tr>
<tr>
<td>Conventions &amp; meetings</td>
<td>3,014,202</td>
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<tr>
<td>Publications</td>
<td>2,464,873</td>
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<tr>
<td>Journal advertising</td>
<td>564,920</td>
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<tr>
<td>Membership</td>
<td>3,014,486</td>
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<tr>
<td>Other programs</td>
<td>774,665</td>
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<tr>
<td>Administration</td>
<td>3,587,769</td>
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<td>Board of directors/committees</td>
<td>713,216</td>
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<tr>
<td>Property management &amp; other expenses</td>
<td>407,301</td>
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<tr>
<td><strong>Total Operating Expenses</strong></td>
<td><strong>20,012,633</strong></td>
</tr>
</tbody>
</table>

| Change in Net Assets | (53,093) |
INDEPENDENT AUDITORS' REPORT

To the Board of Directors
National Science Teachers Association
Arlington, Virginia

We have audited the accompanying statement of financial position of the National Science Teachers Association (the Association) as of May 31, 2003, and the related statements of activities, changes in net assets, and cash flows for the year then ended. These financial statements are the responsibility of the Association’s management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the Association’s 2002 financial statements and, in our report dated September 6, 2002, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the National Science Teachers Association as of May 31, 2003, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated September 12, 2003, on our consideration of the Association’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grants. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

Our audit was performed for the purpose of forming an opinion on the basic financial statements of the National Science Teachers Association taken as a whole. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

BDO Seidman, LLP
Bethesda, Maryland
September 12, 2003
NSTA PARTNERS AND CONTRIBUTORS

Albertson’s Inc.
American Geological Institute
American Geophysical Union
American Association for the Advancement of Science
American Museum of Natural History
American Petroleum Institute
Apple Computer, Inc.
Biological Sciences Curriculum Study
Carolina Biological Supply Co.
Children’s Book Council
Ciba Specialty Chemicals Education Foundation
Clear Channel Exhibitions
Colorado State University, Center for Science, Mathematics, and Technology Education
ConocoPhillips
Cornell University
Court TV
CPO Science
Delta Education LLC
Discovery Channel
Docutek Information Systems, Inc
Dow Chemical Company
DragonflyTV, Twin Cities Public Television
Drug, Chemical & Allied Trades Association
DuPont Co.
Environmental Literacy Council
Estes Industries
ETA Cuisenaire
ExxonMobil Foundation
GEICO
Glencoe/McGraw-Hill
Great Source
Harcourt School
Holt, Rinehart and Winston
Horizon Research, Inc.
IBM Corporation
Intel® Innovation in Education Initiative
JASON Academy for Science Teaching and Learning
Jewish Hospital
Kendall/Hunt Publishing Company
Kentucky Science Teachers Association
Lockheed Martin
Louisiana State University
Lysol® Brand
MARSH
MBNA
Meade Instruments Corporation
Medtronic
Merck Institute for Science Education
Merck Institute for Science Education
Montana State University, National Teachers Enhancement Network
NASA
NASDAQ Stock Market
National Academy of Sciences/National Research Council
National Alliance of State Science and Math Coalitions
National Council for the Accreditation of Teachers of Education
National Energy Foundation
National Parks Foundation
National Science Foundation
New Mexico Museum of Natural History and Science
New Mexico Science Teachers Association
Ohaus Corporation
Oregon Museum of Science and Industry
Oregon Science Teachers Association
Orkin, Inc.
Paul F-Brandwein Institute
Pearson Learning Group
Pearson Prentice Hall
Pennsylvania Science Teachers Association
(The) Planetary Society
RadioShack Corporation
(The) Research University Foundation of SUNY
Sandia National Laboratories
School District of Philadelphia
Science Screen Report, Inc.
SeaWorld Adventure Parks & Busch Gardens
Sears Craftsman
Shell Oil Company
Space Foundation
(The) Space Telescope Science Institute
Spencer Foundation
Texas Instruments
Toshiba America Foundation
Toshiba America, Inc.
Toyota Motor Sales, U.S.A., Inc.
University of Maryland
University of Maryland, College of Life Sciences
University of California, Santa Cruz
U.S. Department of Interior, Bureau of Land Management
U.S. Department of Education
U.S. Department of Transportation, National Highway Traffic Safety Administration
U.S. Department of Transportation
U.S. Department of Agriculture Forest Service
U.S. Environmental Protection Agency
U.S. Food and Drug Administration
Vernier Software & Technology
Videodiscovery, Inc.
Washington State Science Teachers Association