
A REPORT ON THE FALL 2014
SUPPLY AND DEMAND SURVEY

JANUARY 2015

CENTER FOR EDUCATOR RECRUITMENT,
RETENTION, & ADVANCEMENT

Introduction

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) has administered the annual Supply and Demand Survey to South Carolina's public school districts and special schools. Once the information is submitted, CERRA compiles a statewide report summarizing data on licensed teacher and administrator positions, hires, vacancies, and departures. CERRA would like to sincerely thank the district representatives who complete this survey each year. Their collaboration facilitates the completion of this very important and complex process.

When completing the survey, districts are asked to report positions in full-time equivalents (FTEs), based on 1.0 for full-time positions and 0.5, 0.75, etc. for part-time positions. For example, if one full-time and three half-time Spanish teachers are hired, the district would report a total of 2.5 FTEs filled rather than four teachers hired.

Licensed Teaching Positions

Districts were asked to provide the number of allocated teaching positions for the 2014-2015 school year.¹ For the current school year, districts reported a total of 51,076.6 full-time and part-time licensed teaching positions, an increase of 1,435.1 FTEs from last year. Much of this increase can be explained by newly created teaching positions in several subject areas, including art, English for speakers of other languages (ESOL), gifted and talented, literacy, and special education. Larger increases in the number of new art and special education positions occurred at the middle level, while the number of ESOL and gifted and talented positions predominantly rose in elementary and middle schools. Districts also reported more literacy positions in elementary schools, and slightly fewer in middle and high schools.

Several subject and licensure areas consistently represent the largest share of all allocated teaching positions in the state. Seventy-one percent of all licensed teaching positions were attributable to six subject and licensure areas: early childhood/elementary (35%), special education (10%), English/language arts (7.3%), mathematics (7.1%), social studies (6%), and sciences (6%). Another 15% of all reported positions are made up of guidance counselors; physical education, music, and art teachers; and media specialists. These percentages have remained relatively constant since the 2009-2010 school year when districts were first asked to submit this information.

Overall statewide, there was an increase in the number of FTEs at all school levels and among most subject areas. The single largest increase (649.11 FTEs) occurred with teachers who hold an early childhood/elementary license and could be teaching any or all core subjects. In addition to larger numbers, being able to include information from the Public Charter School District (678.2 total FTEs) this year also had an impact on the total number of positions reported by all districts. Regardless of this growth, however, the proportions of positions reported at each school level remained the same. Like last year, elementary positions accounted for just over half of all FTEs, while middle and high school positions respectively made up 22% and 28% of the total.

¹ With the exception of Dillon 3, Hampton 1, and Spartanburg 6, all public school districts completed a Supply and Demand Survey. The Department of Juvenile Justice and Palmetto Unified School District also submitted a survey. Information from these 81 districts and special schools is included in all data tables throughout the report.

Licensed Teachers Hired

The total number of FTEs filled by newly hired licensed teachers in school districts this year was 6,217.9, an increase of 420.2 FTEs from last year. Most of this increase is due to the 393.6 FTEs filled by newly hired primary and elementary school teachers, specifically those who have an early childhood/elementary license – who could be teaching any or all core subjects – and those teaching art, literacy, and physical education. The total number of new hires at the middle and secondary levels remained fairly stable compared to last year, with 36.8 more FTEs filled in middle schools and 10.2 fewer FTEs filled in high schools.

Primary and elementary school teachers hired for the 2014-2015 school year explained 48% of the total number of FTEs filled in the state. Teachers hired at the middle and secondary levels made up 24% and 28% of the total, respectively. Parallel to discussions in the previous section, the majority of newly hired middle and high school teachers were concentrated in the same subject and licensure areas, which include English/language arts, mathematics, sciences, and social studies. Across all school levels, FTEs filled by newly hired special education teachers accounted for the largest portion of all hires with 11.5% falling into this category.

Of the FTEs filled by newly hired teachers, 31.3% were new graduates from a South Carolina teacher education program, and 6.3% were filled by graduates from teacher education programs in other states. This out-of-state statistic is down a marginal amount from 8.3% last year. Teachers who transferred directly from another in-state school district made up 30.1% of all FTEs filled this year. This percentage rose from 27.4% last year. About 17% of the newly hired teachers transferred from another state, whereas 15% did so last year. Half of the new hires categorized as “other” were either teacher’s assistants or long-term substitutes who are now in licensed teaching positions.

This year, 7.1% of newly hired teachers in the state came through alternative licensure programs. Most of these teachers were participants in the Program of Alternative Certification (PACE). According to data reported by districts at the beginning of the school year, the number of FTEs filled by first-year PACE teachers was 259.5. However, data obtained from the South Carolina Department of Education in November 2014 includes year-long and second-semester participants, which brought the total number of PACE teachers to 325. Significant increases were seen this year in the number of PACE teachers becoming licensed in middle level language arts, middle level and secondary mathematics, physical education, and special education. Small declines of newly hired PACE teachers occurred in several subjects, but Spanish saw the most considerable decrease.

An additional 126 teachers were hired this year through other alternative licensure programs in South Carolina. The Teach For America program produced 106 newly hired teachers, and another 17 were licensed through the American Board for Certification of Teacher Excellence (ABCTE). Teach For America numbers are down from 118 last year, while ABCTE numbers rose from 13 last year. Two districts reported a total of three teachers hired this year who each held an Adjunct Teaching License.

Approximately 20% of the teachers hired this year are male and another 20% are minority. According to the South Carolina Department of Education, 18.6% of the state’s 2013-2014 public school teachers were identified as male and 17% as a non-white race. Although these hiring

statistics continue to portray more favorable demographics than those describing the total male and minority teacher population in the state each year, they are not comparable to the race-gender composition of students. During the 2013-2014 school year, 51% of students enrolled in South Carolina public schools were reported as males and 48% were identified as a race other than white.

Vacant Teaching Positions

Districts reported 338.6 vacant teaching positions at the beginning of the 2014-2015 school year. This figure signifies a 25% increase compared to last year. Vacancies in primary/elementary and high schools each accounted for 36% of all unfilled teaching positions in the state, while middle level vacancies made up 28% of all open positions. Increases in vacant positions were most notable among the following subject and licensure areas: early childhood/elementary; in middle schools, gifted and talented, science, and special education; and in high schools, career and technology. On the contrary, significantly fewer vacancies were reported this year in two academic areas, Spanish and media specialist, across all school levels. Last year, however, these two areas saw a substantial increase in vacant positions at the middle level.

Each year, openings in the same subject and licensure areas continue to contribute to the majority of vacant teaching positions in South Carolina. These include special education, early childhood/elementary, sciences, and mathematics; combined, they represent 50% of all teacher vacancies reported in the state. Vacancies in special education constitute 20%, the largest share of all unfilled FTEs in the state, yet only 10% of all allocated teaching positions are in this field. Additional subjects, including English/language arts and social studies, regularly account for a significant, albeit much smaller, percentage (4% - 6%) of all vacant positions. In more recent school years, a surge in vacancies has occurred in career and technology at the secondary level.

Nearly 60% of all vacant teaching positions are concentrated in two geographic areas in the state, the Lowcountry and the Pee Dee regions, yet they make up only 36% of allocated teaching positions. It should be noted that several large school districts are located in these regions, and they often are responsible for large numbers of vacancies merely because of their size. Another reason is the number of high-poverty districts in these regions that historically have high teacher turnover rates, which can be a result of many factors, including location, working conditions, and salary.

Public school districts in other regions of South Carolina have similar issues hiring and retaining teachers. For example, the district with the highest poverty index and one of the highest teacher turnover rates in the state is located in the Savannah River region, as are several other districts with high poverty and low teacher retention. And not all districts in the Pee Dee and Lowcountry regions struggle to find successful teachers. A very large district in the Lowcountry has one of the lowest poverty rates in the state and reported only one teacher vacancy this year. Several others in these two regions reported no vacancies at the beginning of the school year.

Teachers Leaving

A total of 5,277.7 FTEs were held by licensed teachers who did not return to their classrooms for the current school year. This figure represents an increase of 5.5% (or 274.2 FTEs) from last year,

which is no surprise considering districts reported more new hires and vacancies this year. Based on the number of allocated positions reported for the 2013-2014 school year, 11% of those FTEs were held by teachers who did not return to their classrooms this year.

Although there was a small increase in the number of FTEs held by teachers who did not return this year, the proportions of teachers who fell into each “reason for leaving” category were very similar, as were the school levels in which they were teaching before their departure. Forty-five percent were teaching in primary or elementary schools, 25% in middle schools, and 30% in high schools. Expectedly, these statistics are comparable to those related to newly hired teachers.

The top three reasons why teachers did not return to their classrooms at the beginning of the current school year were: 1) personal choice – includes staying home with children, choosing not to work, no reason given, etc.; 2) took a teaching position in another South Carolina public school district; and 3) retirement – includes first-time retirees, TERI period ending, and retirees not rehired. Each year, these three categories each account for about 21% - 23% of all teachers who leave their position. Another 11% of these teachers who left last year did so because of a spouse relocation, military reassignment, or some other reason that caused them to move out of the area. Just over 4% were terminated for cause or their letters of agreement were not renewed, and 3.5% took a teaching position in another state or country.

Two-thirds of the teachers who did not return to their classrooms this year had more than five years of teaching experience, resulting in a third of teachers who left during the first five years of their career. Thirteen percent of all departures stemmed from teachers who left during or at the end of their first year, mostly due to personal choice, teaching position in another South Carolina district, moved out of the area, or termination. The same trend occurred last year, but at a lower rate, as 11% of teachers who did not return left after only one year in the classroom. Among these exiting teachers are those with an alternative license: 36% had one year or less of teaching experience and a total of 87% had no more than 5 years in the classroom. Nearly one-quarter of alternatively-licensed teachers who did not return this year took a teaching position in another South Carolina district; however, 17% left for personal reasons and 15% changed their profession.

Licensed Administrators

At the beginning of the school year, districts reported a total of 454.4 FTEs that were filled by newly hired administrators.² Last year, about 600 FTEs were filled by newly hired administrators, indicating a 24% decrease in hires for the current school year. Much of this reduction can be explained by significantly fewer principals and assistant principals hired at all school levels except for a very small increase in the number of high school principals hired this year. Districts also reported fewer administrator vacancies this year, which is mostly attributable to the decrease in non-teaching vacant positions categorized as “other district-level administrator.” These positions typically include directors and coordinators in district offices.

² In this section, the term “administrators” includes employees in all licensed, non-teaching positions.

Teacher Expo

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and the South Carolina public school districts and special schools who choose to send recruiters to the Expo. In 2010, the Expo was conducted as a virtual event due to declining school budgets and a subsequent impact on districts' need and ability to take part in the event. The in-person Expo was reinstated in 2011, and since then, Expos have been limited to applicants seeking positions in critical need subject areas. Thirty-three districts participated in the 2014 Expo, which was attended by 297 candidates.

Districts were asked to report the number of teachers hired as a result of the 2014 Teacher Expo. A total of 45 teachers who attended the Expo were hired for the 2014-2015 school year; 10 of these hires are males and 19 are minority teachers. In the past 12 years, nearly 1,100 teachers, including approximately 340 males and 340 minority teachers, have been hired as a result of their participation in the Expo.

Conclusion

Numbers reported by districts are higher in every teacher category of this year's Supply and Demand Survey, including new positions, hires, vacancies, and departures. One of the most notable increases has occurred in the early childhood/elementary licensure area, with roughly 650 more allocated teaching positions and 330 more FTEs filled by newly hired teachers licensed in this area. Statewide, districts also reported a 57% increase in the number of vacant positions that require an early childhood or elementary license. In addition, many districts continue to have difficulty filling vacancies in special education, sciences, mathematics, and in more recent years, career and technology. Some districts, regardless of subject or licensure area, struggle to hire and retain teachers due to their geographic location in the state.

The number of FTEs held by public school teachers in the state who did not return to their classrooms rose by 5.5%, from just over 5,000 in 2013, to almost 5,300 in 2014. This year's total, which constitutes about 11% of South Carolina's total teacher population, includes approximately 1,170 FTEs held by teachers who went to teach in another district in the state and a little more than 1,100 who retired from the profession. Departures continue to be an area of serious concern when compared to the 2,200 graduates, on average, who completed a South Carolina teacher education program over the last five years. Based on current and historical data, we are not producing enough teachers in this state to keep up with the needs of our public schools. As a result, districts must hire teachers from other states or those with an alternative teaching license.

One final issue related to early teacher departures is the large portion who leave soon after entering the profession. Of those who left during or at the conclusion of the 2013-2014 school year, 34% did so in the first five years of their career and 13% after just one year or less in the classroom. These figures rose from 31% and 11% last year, and this trend continues to negatively impact districts, schools and, more importantly, students.

All of the findings discussed in this section support the need for stronger recruitment and retention practices in South Carolina's public school districts. Specifically, there is a definite need to develop more recruitment strategies that place talented students in the teacher pipeline. These strategies should include a focus on math, science, and special education licensure areas, as well as a homegrown approach that encourages students to return home to teach, particularly those who live in the more rural, high-poverty areas that often have the highest rates of teacher turnover. There also is a critical need to address retention issues by providing more support to induction and mentoring programs for beginning teachers.

Table 1A includes the number of licensed teaching positions allocated in district budgets for the 2014-15 school year.

Table 1A Subject Area Taught	Number of Licensed Teaching Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		3.75	94.25	98
Art	621.85	388.705	320.13	1,330.685
Business & Marketing Technology		181.7	558.73	740.43
Career & Technology (all Work-Based Licensure areas)		100.4	878.33	978.73
Computer Programming		41.5	45.125	86.625
Dance	27.4	37.45	31.5	96.35
Driver's Education			74.08	74.08
Early Childhood / Elementary (any or all core subjects)	17,867.29			17,867.29
English for Speakers of Other Languages (ESOL)	315.67	109.42	97.29	522.38
English / Language Arts		1,762.67	1,964.17	3,726.84
Family & Consumer Sciences		34	112	146
Gifted & Talented	419.56	189.53	83.65	692.74
Guidance	735.74	480.18	723.47	1,939.39
Health	46.12	64.55	99.01	209.68
Industrial Technology		28	44	72
Literacy	600.71	89.1	42	731.81
Mathematics		1,705.1	1,895.89	3,600.99
Media Specialist	620.77	238.05	239.75	1,098.57
Music	656.36	473.755	372.775	1,502.89
Physical Education	697.73	455.28	591.16	1,744.17
School Psychologist	270.94	111.11	98.49	480.54
Sciences		1,390.57	1,635.8	3,026.37
Social Studies		1,389.98	1,650.57	3,040.55
Special Education	2,281.21	1,326.39	1,519.01	5,126.61
Speech Language Therapist	651.22	100.35	52.81	804.38
Theater	19.7	50	67.16	136.86
World Languages				
American Sign Language (ASL)	7	4	4	15
Chinese	21	8.5	8.33	37.83
French	15.2	41.2	120.9	177.3
German	6	10.9	39.6	56.5
Japanese	0	0	0	0
Latin	0	10	24.75	34.75
Russian	0	0	0	0
Spanish	97.4	160.9	535.7	794
Other	13.8	28.2	44.3	86.3
TOTAL	25,992.7	11,015.2	14,068.7	51,076.6

Table 2A includes the number of FTEs filled by newly hired licensed teachers for the 2014-15 school year.

Table 2A	Number of FTEs Filled by Newly Hired Licensed Teachers			
Subject Area Taught	Primary/ Elementary	Middle	High	Total
Agriculture		3	14.5	17.5
Art	74.54	23.53	23.83	121.9
Business & Marketing Technology		27.37	56.75	84.12
Career & Technology (all Work-Based Licensure areas)		6.4	86.5	92.9
Computer Programming		1	1	2
Dance	4	5.5	4.17	13.67
Driver's Education			5.3	5.3
Early Childhood / Elementary (any or all core subjects)	2,050.15			2,050.15
English for Speakers of Other Languages (ESOL)	32.6	18.2	17.1	67.9
English / Language Arts		265.35	220.58	485.93
Family & Consumer Sciences		9	16	25
Gifted & Talented	10.1	4.1	2	16.2
Guidance	64.2	45.45	70.05	179.7
Health	0.25	3.25	11.81	15.31
Industrial Technology		1	2	3
Literacy	55.5	11	1	67.5
Mathematics		252	266	518
Media Specialist	69.3	15	15	99.3
Music	78.04	65.58	61.11	204.73
Physical Education	72.35	53.75	76.52	202.62
School Psychologist	43.67	12.41	14.92	71
Sciences		219	215.3	434.3
Social Studies		182.75	202.25	385
Special Education	314.4	215	186	715.4
Speech Language Therapist	82.8	6.1	2.1	91
Theater	3.3	12.95	9.25	25.5
World Languages				
American Sign Language (ASL)	2	0	0	2
Chinese	2.5	1	2	5.5
French	0	10	15.25	25.25
German	2	2	3.5	7.5
Japanese	0	0	0	0
Latin	0	1	3.5	4.5
Russian	0	0	0	0
Spanish	17.5	35	111.8	164.3
Other	4.4	3	6.5	13.9
TOTAL	2,983.6	1,510.7	1,723.6	6,217.9

Table 2B includes the sources from which licensed teachers were newly hired for the 2014-15 school year.

Table 2B	Number of FTEs Filled by Newly Hired Licensed Teachers
Source	
New Teacher Education Program Graduate – In State	1,947.13
New Teacher Education Program Graduate – Out of State	392
PACE	259.5
ABCTE	17
Teach For America	106
Adjunct Teaching License	3
Newly Licensed Career and Technology Teacher	54.37
Inactive South Carolina Teacher, Returned to Teaching	215.97
Teacher Coming Directly from Another South Carolina School District	1,868.8
Teacher from a College/University or Private School in South Carolina	121
Teacher from Another State	1,028.11
Teacher from Outside the United States	133
Other	72
TOTAL	6,217.9

Table 2C includes the number of FTEs filled by newly hired male and minority teachers for the 2014-15 school year.

Table 2C	Number of FTEs Filled by Newly Hired Licensed Teachers
Male Teachers	1,232.2
Minority Teachers	1,226.1

Table 3A includes the number of first-year PACE participants hired for the 2014-15 school year. This information was obtained from the Office of Educator Services at the South Carolina Department of Education.

Table 3A Licensure Area	Number of First-Year PACE Participants			
	Primary/ Elementary	Middle	High	Total
Agriculture	0	0	1	1
Art	8	2	1	11
Biology	0	0	4	4
Business/Marketing/Computer Technology	2	24	33	59
Chemistry	0	0	2	2
Chinese	3	0	0	3
Dance	3	3	0	6
English	0	0	19	19
Family & Consumer Science	0	2	2	4
French	0	1	0	1
German	0	1	0	1
Health	0	0	1	1
History	0	0	2	2
Latin	0	0	2	2
Mathematics	0	0	9	9
Media Specialist	6	1	2	9
Middle Level Language Arts	0	23	0	23
Middle Level Mathematics	0	8	0	8
Middle Level Science	0	25	0	25
Middle Level Social Studies	0	21	0	21
Music – Chorus	0	0	1	1
Music – Instrumental	1	2	4	7
Physical Education	3	4	10	17
Science	0	0	27	27
Social Studies	0	0	7	7
Special Education: Emotional Disabilities	11	4	6	21
Spanish	9	4	17	30
Theater	0	1	3	4
TOTAL	46	126	153	325

Table 4A includes the number of licensed teaching positions reported as vacant at the beginning of the 2014-15 school year.

Table 4A Subject Area Taught	Number of Vacant Teaching Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		0	1	1
Art	4.4	0	3.5	7.9
Business & Marketing Technology		1	4	5
Career & Technology (all Work-Based Licensure areas)		0	16.5	16.5
Computer Programming		0	1	1
Dance	1	0	0	1
Driver's Education			0	0
Early Childhood / Elementary (any or all core subjects)	47.2			47.2
English for Speakers of Other Languages (ESOL)	4.84	1.58	4.98	11.4
English / Language Arts		12	4	16
Family & Consumer Sciences		0	1	1
Gifted & Talented	1	5.12	0	6.12
Guidance	1.5	3	5	9.5
Health	0	0	1	1
Industrial Technology		0	0	0
Literacy	4	0.5	1.5	6
Mathematics		10.83	15.8	26.63
Media Specialist	11	2.5	0.5	14
Music	5.6	3	3.5	12.1
Physical Education	2	1	4	7
School Psychologist	3.33	0.33	1.74	5.4
Sciences		17.5	10	27.5
Social Studies		8	4	12
Special Education	20.5	24	23	67.5
Speech Language Therapist	9.5	2	1	12.5
Theater	1.6	1.5	0.5	3.6
World Languages				
American Sign Language (ASL)	0	0	0	0
Chinese	0	0	0	0
French	0.2	0	1	1.2
German	0	0	0	0
Japanese	0	0	0	0
Latin	0	0	0	0
Russian	0	0	0	0
Spanish	2	1	10.5	13.5
Other	2	0	3	5
TOTAL	121.7	94.9	122	338.6

Table 5A includes the number of FTEs held by licensed teachers who did not return to their classrooms for the 2014-15 school year.

Reason for Leaving	Number of FTEs Held by Licensed Teachers who Left their Classrooms									TOTAL
	Primary / Elementary			Middle			High			
	Total Years of Teaching Experience			Total Years of Teaching Experience			Total Years of Teaching Experience			
	≤ 1	2 - 5	> 5	≤ 1	2 - 5	> 5	≤ 1	2 - 5	> 5	
Retirement (includes first-time retirees, TERI period ended, and retirees not rehired)	0	0	512.3	0	0	236.5	0	0	363.67	1,112.5
Changed profession	8	16	33	3	14	27	15	19	39	174
Teaching position in another SC school district/special school	56.68	161	289.2	48.16	96.5	155.11	33.16	92	237.75	1,169.6
Teaching position in a college/university or private school in SC	4	4	8	2	3	6	1	5	11	44
Teaching position in another state/country	9	27	32	4	14	17.5	10	23	48.5	185
Other administrator/education position in the same district	1	17	66	0	0	30	1	2	27	144
Other administrator/education position in SC	0	5	24	0	2	6	0	4	34	75
Other administrator/education position in another state/country	0	3	3	0	2	6	2	1	5	22
Reduction in force (RIF)/ Program or grant conclusion	5	0	6	1	0	3	0	3.5	12	30.5
Did not qualify for state licensure	3	0	3	4	3	0	4	6	1	24
Termination or contract/letter of agreement non-renewal, for cause	36	20.5	25.43	18	10.5	30	24	16	43.38	223.8
International teacher returned to country of origin	4	7	4	0	0	7	0	6	14	42
Returned to school to obtain advanced degree	5	4	10	3	7	3	8	8	6	54
Moved out of area (includes spouse relocation, military assignment, etc.)	48.5	91.5	173	29	39	55	31	48	72	587
Death/Disability/Illness (includes self, caring for sick child, caring for sick or aging parent, etc.)	5.5	8	35	1.5	2	25	2	6	21	106
Personal choice (includes staying home with children, choosing not to work, no reason given, etc.)	103.1	147.8	305.2	57.5	85.5	202.7	60.5	80	192.4	1,234.7
Other	6	9	6.6	4	6	2	6	4	6	49.6
Total	294.8	520.8	1,535.7	175.2	284.5	811.8	197.7	323.5	1,133.7	5,277.7
TOTAL	2,351.3			1,271.5			1,654.9			5,277.7

Table 5B includes the number of FTEs held by teachers with alternative licensure who did not return to their classrooms for the 2014-15 school year. These teachers are a subset of those included in question 5A.

Table 5B Reason for Leaving	Number of FTEs Held by Teachers with Alternative Licensure who Left their Classrooms			
	Total Years of Teaching Experience			
	≤1	2-5	>5	Total
Retirement (includes first-time retirees, TERI period ended, and retirees not rehired)	0	0	0	0
Changed profession	7	7	1	15
Teaching position in another SC school district/special school	8	12	4	24
Teaching position in a college/ university or private school in SC	1	2	0	3
Teaching position in another state/country	0	0	0	0
Other administrator/education position in the same district	0	1	0	1
Other administrator/education position in SC	0	0	0	0
Other administrator/education position in another state/country	0	0	0	0
Reduction in force (RIF)/ Program or grant conclusion	0.5	1	1	2.5
Did not qualify for state licensure	1	2	4	7
Termination or contract/letter of agreement non-renewal, for cause	5	4	1	10
International teacher returned to country of origin	3	0	2	5
Returned to school to obtain advanced degree	0	0	0	0
Moved out of area (includes spouse relocation, military assignment, etc.)	2	7	0	9
Death/Disability/Illness (includes self, caring for sick child, caring for sick or aging parent, etc.)	1	0	0	1
Personal choice (includes staying home with children, choosing not to work, no reason given, etc.)	8	9	0	17
Other	0	7	0	7
TOTAL	36.5	52	13	101.5

Table 6A includes the number of FTEs filled by newly hired licensed administrators and licensed administrator positions reported as vacant at the beginning of the 2014-15 school year.

Table 6A	Number of FTEs Filled by Newly Hired Licensed Administrators	Number of Vacant Administrator Positions
Type of Administrator*		
District Superintendent	8	2
District Assistant Superintendent	15	1
Other District Level Administrator (i.e., director or coordinator level position)	59	10
Primary / Elementary School Principal	48.5	2
Primary / Elementary School Assistant Principal	54	1
Middle School Principal	17.5	0
Middle School Assistant Principal	34	4
High School Principal	20	1
High School Assistant Principal	40	1
Other School Level Administrator (i.e., instructional coach or technology specialist)	158.4	23
TOTAL	454.4	45

*In this table, the term “administrator” includes employees in all licensed, non-teaching positions.

Tables 7A and 7B include information about the South Carolina Teacher Expo.

Table 7A	Yes	No	Undecided	No answer
Did you participate in the Expo held on May 30 th , 2014?	31	50	-----	3
Are you planning to attend next year’s Expo?	36	8	35	5

Table 7B	Number of Teachers Hired as a Result of the Expo
Male Teachers	10
Minority Teachers	19
TOTAL	45

Report Prepared By:

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