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A REPORT ON THE FALL 2015  
SUPPLY AND DEMAND SURVEY

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JANUARY 2016

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. Once the information is submitted, CERRA compiles a statewide report summarizing data on certified 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.

## **Certified Teaching Positions**

Districts were asked to provide the number of allocated teaching positions for the 2015-16 school year.<sup>1</sup> For the current school year, districts reported a total of 52,344.82 full-time and part-time certified teaching positions, an increase of 1,268.2 FTEs from last year. Most of this increase can be explained by newly created teaching positions in several certification areas, including early childhood/elementary, special education, and speech language therapy. Other areas of increase that are noteworthy include business and marketing technology, middle and secondary level music, and literacy positions in elementary and middle schools.

Overall statewide, there was an increase in the number of FTEs at all school levels and among many certification areas. Despite this overall growth, districts reported a decrease in more than one-third of all areas. The most significant decrease occurred in art across all school levels, but predominantly in middle schools. Decreases in English/language arts positions were reported at the middle and secondary levels, as well as a decline in gifted and talented positions in elementary and middle schools. Last year, an increase in the number of teaching positions occurred in all three of these certification areas.

Since the 2009-10 school year when districts were first asked to submit this kind of information, the same certification areas have consistently represented the largest share of allocated teaching positions in the state. These six areas make up 71% of all certified teaching positions: early childhood/elementary (35%), special education (10%), English/language arts (7%), mathematics (7%), 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.

The proportions of positions reported at each school level also have remained steady over time. Similar to last year, primary/elementary positions accounted for just over half of all FTEs, while middle and high school positions respectively made up 21% and 28% of the total.

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<sup>1</sup> With the exception of Dillon 3, Spartanburg 4, and Spartanburg 6, all public school districts completed a Supply and Demand Survey. Information from these 79 districts is included in all data tables throughout the report.

## **Certified Teachers Hired**

The total number of FTEs filled by newly hired certified teachers in school districts this year was 6,555.1, an increase of 337.2 FTEs from last year. Much of this increase is due to the 180.86 FTEs filled by newly hired high school teachers, specifically those who teach special education, English, social studies, career and technology subjects, sciences, and art. Last year, the largest increase in the number of teachers hired occurred in primary and/or elementary schools, mainly attributable to teachers with an early childhood/elementary certification, and those teaching art, literacy, and physical education. This year, the number of art and literacy teachers newly hired in primary and/or elementary schools actually decreased and the number of physical education teachers hired in these schools remained about the same.

Similar to last year's report, primary/elementary school teachers hired for the 2015-16 school year represented 47% of the total number of FTEs filled in the state. Teachers hired in middle and high schools accounted for 24% and 29% of the total, respectively. The majority of newly hired teachers were concentrated in the same certification areas as those reported in the previous section as making up the largest portion of allocated teaching positions. These include early childhood/elementary, special education, English/language arts, mathematics, sciences, and social studies. Following these larger categories of teachers are guidance counselors and those hired to teach physical education and music at all school levels.

This year, 28.8% (1,883.7) of the FTEs filled by newly hired teachers were graduates from a South Carolina teacher education program, and 6.8% (446.2) were filled by graduates from teacher education programs in other states. The in-state graduate numbers are down 3.3%, while the out-of-state graduate numbers are up nearly 14%. These statistics suggest that districts are beginning to increase, whether by necessity or not, their candidate pool by searching outside the state to fill vacant teaching positions. Teachers who transferred directly from another South Carolina school district made up 30.7% of all FTEs filled this year. Although these teachers are still employed in the state, their departures leave vacancies for many districts. About 15% of the newly hired teachers transferred from a teaching position in another state. This percentage declined from approximately 17% last year.

Just over 7% of newly hired teachers in the state came through alternative certification 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 303.2. However, in November 2015, CERRA obtained updated data from the South Carolina Department of Education (SCDE) that included second-semester participants. This addition brought the total number of first-year PACE teachers to 356 for the 2015-16 school year. This total signifies an increase of 31 PACE participants compared to the 325 reported by the SCDE last year. Substantial increases occurred this year mostly in the number of PACE teachers becoming certified in secondary areas, including business/marketing/computer technology, biology, social studies (significant increase in middle level as well), and English. Small declines of newly hired PACE teachers occurred in several certification areas, but secondary science saw the most considerable decrease.

In November 2015, the SCDE also provided data on the number of teachers hired through two other alternative certification programs, Teacher For America (TFA) and the American Board for

Certification of Teacher Excellence (ABCTE). An additional 113 teachers were hired this year through these two programs – 62 through TFA and 51 through ABCTE.

Approximately 20% of the teachers hired this year are male. While this percentage has remained consistent over the years, the percentage of minority teachers hired decreased from 20% last year to 17% this year. According to the South Carolina Department of Education, 18.8% of the state's 2014-15 public school teachers were identified as male and 17.2% as a non-white race.

### **Vacant Teaching Positions**

Districts reported 448.97 vacant teaching positions at the beginning of the 2015-16 school year. This figure indicates a 33% increase in vacancies compared to last year and a 66% increase compared to the 2013-14 school year. Most of this increase is a result of more vacant positions being reported in primary and/or elementary schools, particularly among positions that require early childhood/elementary certification. Other areas of substantial increase in primary/elementary school vacancies include special education, literacy, and music. Districts also reported more vacancies in middle level mathematics, middle level and secondary social studies, and English. Across all school levels, the total number of vacancies in speech language therapy more than doubled this year. Despite the overall increase, considerably fewer vacancies were reported this year in two high school certification areas: career and technology subjects, as well as business/marketing/computer technology. In middle schools, fewer vacancies were reported in gifted and talented positions. Last year, however, districts reported an increase in vacancies among all three of these certification areas.

This year, nearly 20% of all vacant teaching positions were those that require early childhood/elementary certification. This certification area constituted the largest portion of all unfilled FTEs in the state. Compared to last year, only 14% of statewide vacancies fell in this category. Special education vacancies in all school levels made up the second largest share (18.6%) of unfilled teaching positions in the state. These areas, in conjunction with middle level and secondary mathematics and sciences, consistently represent about half (53.5% in this case) of all vacant teaching positions in South Carolina.

Certain geographic areas of South Carolina are known for having schools with high teacher turnover rates, elevated levels of poverty, low student performance, and sometimes all of the above. Large concentrations of these types of schools are located in regions of the state known as the Pee Dee, Savannah River, and Lowcountry. Combined, the vacancies reported in these three regions make up nearly two-thirds of all vacant teaching positions in the state, yet they account for less than half of all teaching positions in the state. It should be noted that several large school districts are located in these regions, and they often are responsible for high numbers of vacancies merely because of their size. More often than not, however, a number of districts in these regions that report a significant number of vacancies also have high levels of poverty and teacher turnover.

To assist in the recruitment and retention of teachers in school districts like the ones described above, a Rural Teacher Recruiting Incentive has been initiated in South Carolina. Twenty rural, underserved districts that have experienced excessive turnover of teachers are now part of this incentive program and will be the focus of targeted recruitment and retention efforts. With the exception of two districts located in the Midlands region, the districts identified are positioned in the Pee Dee, Savannah River, and Lowcountry regions of the state. In addition to having

disproportionate rates of teacher turnover, each of the 20 districts also have some of the highest poverty levels in the state. The average poverty index for these school districts is 90%, whereas the average of all South Carolina districts is 74.5%. Although other districts in the state often struggle with some of the same issues, the state's focus on these 20 districts is vital for students.

### **Teachers Leaving**

A total of 5,352.2 FTEs were held by certified teachers who did not return to their teaching positions for the current school year. Compared to last year's report, this figure represents an increase of only 1.4% (or 74.5 FTEs), but the numbers have been on a constant rise since 2012. Based on the number of allocated positions reported for the 2014-15 school year, 10.5% of those FTEs were held by teachers who did not return to their teaching positions this year.

The proportions of teachers who fell into each "reason for leaving" category were very similar to what districts reported last year. Nearly one-quarter of these teachers took a teaching position in another South Carolina public school district or special school. For the state, this may not be considered turnover, but for those districts who are constantly losing teachers to bordering and/or preferred districts, the impact can be detrimental. According to districts, 23% of teachers who left did so because of "personal choice." This category includes staying home with children, resignation, no reason given, etc. The third category reported most frequently was retirement. Twenty percent of teachers who left their positions either retired for the first time, their TERI period ended, or they were retirees not rehired by the district.

Each year, these three categories (teaching position in another South Carolina district or special school, personal choice, and retirement) make up about two-thirds of all teachers who leave their teaching positions. Eleven percent 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 or their contracts/letters of agreement were not renewed (for cause), and 3.5% took a teaching position in another state or country. These smaller statistics are identical to what districts reported last year.

Sixty-one percent of the teachers who did not return to their teaching positions this year had more than five years of teaching experience. Therefore, the remaining 39% of teachers who left did so during the first five years of their careers. This statistic rose from 34% last year. Fourteen percent of all departures occurred during or at the end of the teachers' first year in the classroom, mostly due to personal choice, teaching position in another South Carolina district or special school, termination or contract/letter of agreement non-renewal (for cause), or relocation. A similar trend occurred last year, with 13% of departures happening after only one year or less of teaching experience. Among these exiting teachers are those with an alternative teaching certificate. This group with alternative certification accounted for 3.5% of all teachers who did not return to their teaching positions this year and can be categorized as follows: 21% left due to personal choice; 16.7% took a teaching position in another South Carolina district or special school; 12.4% moved out of the area; and 11.3% changed professions. A total of 14% (26 teachers) left after only two years in the classroom because they were affiliated with Teach For America.

### **Certified Administrators**

At the beginning of the 2015-16 school year, districts reported a total of 341.8 FTEs that were filled by newly hired administrators. In this section, the term “administrator” refers to all employees in certified, non-teaching positions. Last year, more than 450 FTEs were filled by newly hired administrators, indicating a 25% decrease in hires for the current school year. Much of this decline can be explained by substantially fewer (-106) “other school-level administrators” being hired. This category includes positions such as instructional coaches and technology specialists. Districts also reported fewer principals hired at all school levels. In terms of vacancies, 34.5 vacant administrator positions were reported, which is a reduction of 10.5 compared to last year.

### **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 2011, 2012, 2013, and 2014 Expos were limited to applicants seeking positions in critical need subject areas. Because of vacancies occurring in recent years in more than just critical need subject areas, the Expo held in May 2015 was open to applicants seeking positions in any subject area. Forty-two districts participated in the 2015 Expo, which was attended by 345 candidates.

Districts were asked to report the number of teachers hired as a result of the 2015 Teacher Expo. A total of 44 teachers who attended the Expo were hired for the 2015-16 school year; 11 of these hires are males and 19 are minority teachers. In the past 13 years, more than 1,100 teachers, including approximately 350 males and 360 minority teachers, have been hired as a result of their participation in the Expo.

### **Conclusion**

According to the results from this year’s survey, the gap between teacher supply and teacher demand continues to widen. More teachers are leaving, causing more vacancies and more new hires to fill those positions. This cycle negatively impacts our state in numerous ways. If teachers are constantly leaving their positions, regardless of the reason, districts will be forced to continually use dwindling resources (time and money) to ensure that every vacancy is filled with an appropriately prepared and inducted teacher. Additionally, teacher morale and instructional consistency are impacted when there is little or no stability among school personnel. Students also are affected as they often form relationships with teachers that are crucial to their academic and personal growth.

The growing number of teachers leaving their schools and districts is a major concern in South Carolina. This number continues to rise each year, as does the percentage of teachers leaving early in their careers. More than 5,300 teachers did not return to their teaching positions this year. This total includes approximately 1,280 FTEs held by teachers who went to teach in another district or special school in the state and a little more than 1,060 who retired from the profession. Departures are problematic on their own, but this issue is exacerbated when compared to the number of graduates eligible for teacher certification. Over the last five years, on average, 2,180 graduates

completed a South Carolina teacher education program. Adding to this dilemma is the escalating number of teachers who leave their positions so early into their careers. Of the teachers who did not return at the beginning of the 2015-16 school year, 39% left in the first five years and 14% left after just one year or less in the classroom. This occurrence has, unfortunately, become a trend as these figures rose from 34% and 13% last year and grew even more from two years ago.

Statewide, districts reported a 33% increase in the number of vacant teaching positions compared to last year and a 66% increase compared to the 2013-14 school year. Many South Carolina districts continue to have difficulty filling vacancies in special education at all school levels, and mathematics and sciences in middle and high schools. This year, more vacancies occurred in social studies and English as well. Additionally, districts are citing a growing number of vacancies in primary and/or elementary schools. One explanation for this is the fact that positions requiring early childhood/elementary certification account for 35% of all teaching positions in the state. This percentage is, by far, the single largest among all certification areas. Another related basis for this trend is the total number of primary/elementary teaching positions. This category represents over half of all teaching positions in the state. Based on numbers alone, it is understandable that a sizeable amount of vacancies exist in our primary and/or elementary schools.

Some districts, regardless of certification area, struggle to hire and retain teachers due to their geographic location in the state. As discussed in a previous section, these districts are predominantly located in three regions of the state: Pee Dee, Savannah River, and Lowcountry. Also located in these regions are most of the 20 districts that have been identified through the Rural Teacher Recruiting Incentive as having excessive teacher turnover. This initiative will offer incentives to recruit into the profession, incentives to recruit into South Carolina vacancies, and teacher retention incentives. One possible incentive is tuition reimbursement for certain certified teachers to either add on a critical need subject area (i.e., special education, math, science, etc.) or pursue graduate coursework in understanding children in poverty. Teachers who add on a critical need subject area will help address the ongoing challenges to fill vacancies in these areas. Teachers who pursue graduate coursework in poverty will learn tools and strategies to more effectively relate to and provide instruction to the students in their classes. In either case, teachers are more likely to have a greater degree of job satisfaction and remain in their positions for a longer period of time.

It is anticipated that a combination of efforts like tuition reimbursements, as well as several others proposed in the incentive program, will improve teacher recruitment and retention in these underserved schools that so often have the most challenging circumstances. Focusing on these specific districts is one promising way to enhance some of the schools in our state. With so much attention on these areas, and for good reasons, it also should be mentioned that there are many other schools with similar issues that are not located in one of the identified districts. If South Carolina continues to see similar supply and demand trends among teachers (in a nutshell: fewer teachers graduating and more teachers leaving), it is possible that a statewide teacher shortage is on the horizon.

**Table 1A includes the number of certified teaching positions allocated in district budgets for the 2015-16 school year.**

Table 1A Subject Area Taught	Number of Certified Teaching Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		5.75	102.25	<b>108.0</b>
Art	604.5	263.11	317.13	<b>1,184.74</b>
Business/Marketing/Computer Technology		249.89	581.39	<b>831.28</b>
Career & Technology (all Work-Based Certification areas)		103.5	859.75	<b>963.25</b>
Computer Programming		31.25	43.25	<b>74.5</b>
Dance	32.3	39.8	38.5	<b>110.6</b>
Driver's Education			67.39	<b>67.39</b>
Early Childhood/Elementary (any or all core subjects)	18,333.47			<b>18,333.47</b>
Engineering		6.25	34.75	<b>41.0</b>
English for Speakers of Other Languages (ESOL)	349.2	117.62	100.47	<b>567.29</b>
English/Language Arts		1,737.42	1,919.65	<b>3,657.07</b>
Family & Consumer Sciences		29.0	109.9	<b>138.9</b>
Gifted & Talented	404.97	167.71	93.78	<b>666.46</b>
Guidance	739.75	501.96	755.01	<b>1,996.72</b>
Health	33.25	65.05	103.52	<b>201.82</b>
Industrial Technology		26.0	57.5	<b>83.5</b>
Literacy	650.07	105.25	37.0	<b>792.32</b>
Mathematics		1,690.19	1,908.65	<b>3,598.84</b>
Media Specialist	618.19	234.96	243.0	<b>1,096.15</b>
Music	650.72	493.99	447.12	<b>1,591.83</b>
Physical Education	742.26	455.18	617.31	<b>1,814.75</b>
School Psychologist (includes contracted FTEs)	292.12	104.73	101.2	<b>498.05</b>
Sciences		1,426.85	1,643.13	<b>3,069.98</b>
Social Studies		1,420.65	1,696.4	<b>3,117.05</b>
Special Education	2,404.9	1,339.99	1,542.4	<b>5,287.29</b>
Speech Language Therapist (includes contracted FTEs)	725.78	136.72	85.74	<b>948.24</b>
Theater	22.5	49.58	80.75	<b>152.83</b>
World Languages				
American Sign Language (ASL)	5.0	4.0	3.0	<b>12.0</b>
Chinese	28.17	7.75	9.58	<b>45.5</b>
French	14.8	43.5	128.82	<b>187.12</b>
German	6.0	9.75	36.25	<b>52.0</b>
Japanese	0.0	0.0	0.0	<b>0.0</b>
Latin	0.0	9.0	22.45	<b>31.45</b>
Russian	0.0	0.0	0.0	<b>0.0</b>
Spanish	100.2	155.2	557.23	<b>812.63</b>
Other	0.0	148.3	62.5	<b>210.8</b>
<b>TOTAL</b>	<b>26,758.15</b>	<b>11,179.9</b>	<b>14,406.77</b>	<b>52,344.82</b>

**Table 2A includes the number of FTEs filled by newly hired certified teachers for the 2015-16 school year.**

<b>Table 2A</b>	<b>Number of FTEs Filled by Newly Hired Certified Teachers</b>			
<b>Subject Area Taught</b>	<b>Primary/ Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Total</b>
<b>Agriculture</b>		1.0	10.0	<b>11.0</b>
<b>Art</b>	66.0	30.75	42.25	<b>139.0</b>
<b>Business/Marketing/Computer Technology</b>		43.0	70.5	<b>113.5</b>
<b>Career &amp; Technology (all Work-Based Certification areas)</b>		4.5	109.5	<b>114.0</b>
<b>Computer Programming</b>		0.0	2.0	<b>2.0</b>
<b>Dance</b>	6.0	9.5	5.5	<b>21.0</b>
<b>Driver's Education</b>			1.95	<b>1.95</b>
<b>Early Childhood/Elementary (any or all core subjects)</b>	2,140.3			<b>2,140.3</b>
<b>Engineering</b>		0.0	3.0	<b>3.0</b>
<b>English for Speakers of Other Languages (ESOL)</b>	33.8	19.5	13.5	<b>66.8</b>
<b>English/Language Arts</b>		278.8	255.0	<b>533.8</b>
<b>Family &amp; Consumer Sciences</b>		2.0	13.0	<b>15.0</b>
<b>Gifted &amp; Talented</b>	14.55	2.75	0.0	<b>17.3</b>
<b>Guidance</b>	77.67	52.97	81.39	<b>212.03</b>
<b>Health</b>	1.0	6.3	11.0	<b>18.3</b>
<b>Industrial Technology</b>		1.0	2.0	<b>3.0</b>
<b>Literacy</b>	31.5	2.0	0.0	<b>33.5</b>
<b>Mathematics</b>		251.0	291.8	<b>542.8</b>
<b>Media Specialist (includes contracted FTEs)</b>	48.0	17.0	10.5	<b>75.5</b>
<b>Music</b>	72.85	78.8	48.67	<b>200.32</b>
<b>Physical Education</b>	72.85	73.0	71.85	<b>217.7</b>
<b>School Psychologist</b>	49.5	12.6	19.05	<b>81.15</b>
<b>Sciences</b>		220.0	235.5	<b>455.5</b>
<b>Social Studies</b>		186.0	226.5	<b>412.5</b>
<b>Special Education</b>	336.25	211.5	230.25	<b>778.0</b>
<b>Speech Language Therapist (includes contracted FTEs)</b>	90.9	12.75	12.25	<b>115.9</b>
<b>Theater</b>	3.5	4.5	13.0	<b>21.0</b>
<b>World Languages</b>				
<b>American Sign Language (ASL)</b>	0.0	1.0	0.0	<b>1.0</b>
<b>Chinese</b>	4.0	4.0	1.0	<b>9.0</b>
<b>French</b>	2.0	5.5	9.5	<b>17.0</b>
<b>German</b>	1.0	2.0	4.0	<b>7.0</b>
<b>Japanese</b>	0.0	0.0	0.0	<b>0.0</b>
<b>Latin</b>	0.0	1.0	2.0	<b>3.0</b>
<b>Russian</b>	0.0	0.0	0.0	<b>0.0</b>
<b>Spanish</b>	20.5	38.25	101.0	<b>159.75</b>
<b>Other</b>	0.0	5.5	7.0	<b>12.5</b>
<b>TOTAL</b>	<b>3,072.17</b>	<b>1,578.47</b>	<b>1,904.46</b>	<b>6,555.1</b>

**Table 2B includes the source of the new hires reported in 2A.**

<b>Table 2B</b>	<b>Number of FTEs Filled by Newly Hired Certified Teachers</b>
<b>Source</b>	
Teacher Education Program Graduate – In State	1,883.7
Teacher Education Program Graduate – Out of State	446.2
PACE	303.2
ABCTE	32.0
Teach For America	63.0
Adjunct Teaching Certificate	3.0
Newly Certified Career and Technology Teacher	70.0
Inactive South Carolina Teacher, Returned to Teaching	220.62
Teacher Coming Directly from Another South Carolina School District	2,012.97
Teacher from a College/University or Private School in South Carolina	199.0
Teacher from Another State	977.6
Teacher from Outside the United States	186.0
Other	154.8
<b>TOTAL</b>	<b>6,552.09</b>

Note: The totals in Tables 2A and 2B should match; however, three districts reported numbers that were not equal. Consequently, there is a discrepancy of 3.01 FTEs.

**Table 2C includes the number of FTEs filled by newly hired male and minority teachers for the 2015-16 school year.**

<b>Table 2C</b>	<b>Number of FTEs Filled by Newly Hired Certified Teachers</b>
Male Teachers	1,321.0
Minority Teachers	1,132.32

**Table 3A includes the number of first-year PACE participants hired for the 2015-16 school year. This information was obtained from the South Carolina Department of Education.**

<b>Table 3A</b> <b>Certification Area</b>	<b>Number of First-Year PACE Participants</b>			
	<b>Primary/ Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Total</b>
<b>Agriculture</b>	0	0	1	<b>1</b>
<b>Art</b>	12	2	4	<b>18</b>
<b>Biology</b>	0	0	9	<b>9</b>
<b>Business/Marketing/Computer Technology</b>	0	28	49	<b>77</b>
<b>Chemistry</b>	0	0	2	<b>2</b>
<b>Chinese</b>	3	0	1	<b>4</b>
<b>Dance</b>	1	3	1	<b>5</b>
<b>English</b>	0	0	14	<b>14</b>
<b>Family &amp; Consumer Science</b>	0	2	1	<b>3</b>
<b>French</b>	1	1	0	<b>2</b>
<b>German</b>	1	0	1	<b>2</b>
<b>Health</b>	0	1	1	<b>2</b>
<b>History</b>	0	0	4	<b>4</b>
<b>Latin</b>	0	0	2	<b>2</b>
<b>Mathematics</b>	0	0	8	<b>8</b>
<b>Media Specialist</b>	5	0	1	<b>6</b>
<b>Middle Level Language Arts</b>	0	23	0	<b>23</b>
<b>Middle Level Mathematics</b>	0	9	0	<b>9</b>
<b>Middle Level Science</b>	0	24	0	<b>24</b>
<b>Middle Level Social Studies</b>	0	28	0	<b>28</b>
<b>Music Education - Choral</b>	2	2	1	<b>5</b>
<b>Music Education - Instrumental</b>	5	3	0	<b>8</b>
<b>Physical Education</b>	3	4	5	<b>12</b>
<b>Science</b>	0	0	18	<b>18</b>
<b>Social Studies</b>	0	0	12	<b>12</b>
<b>Special Education - Emotional Disabilities</b>	13	7	3	<b>23</b>
<b>Spanish</b>	5	6	18	<b>29</b>
<b>Theater</b>	0	2	4	<b>6</b>
<b>TOTAL</b>	<b>51</b>	<b>145</b>	<b>160</b>	<b>356</b>

**Table 4A includes the number of certified teaching positions reported as vacant at the beginning of the 2015-16 school year.**

Table 4A Subject Area Taught	Number of Certified, Vacant Teaching Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		0.0	1.0	<b>1.0</b>
Art	8.0	3.5	2.0	<b>13.5</b>
Business/Marketing/Computer Technology		3.0	0.0	<b>3.0</b>
Career & Technology (all Work-Based Certification areas)		0.0	9.5	<b>9.5</b>
Computer Programming		0.0	0.0	<b>0.0</b>
Dance	0.0	0.5	1.17	<b>1.67</b>
Driver's Education			0.0	<b>0.0</b>
Early Childhood/Elementary (any or all core subjects)	87.0			<b>87.0</b>
Engineering		0.0	1.0	<b>1.0</b>
English for Speakers of Other Languages (ESOL)	5.0	2.25	1.25	<b>8.5</b>
English/Language Arts		10.5	13.25	<b>23.75</b>
Family & Consumer Sciences		1.0	1.0	<b>2.0</b>
Gifted & Talented	0.0	0.0	0.0	<b>0.0</b>
Guidance	2.0	2.2	2.75	<b>6.95</b>
Health	0.0	0.25	0.25	<b>0.5</b>
Industrial Technology		1.0	0.0	<b>1.0</b>
Literacy	15.75	2.0	0.0	<b>17.75</b>
Mathematics		20.5	18.7	<b>39.2</b>
Media Specialist (includes contracted FTEs)	12.0	3.0	4.55	<b>19.55</b>
Music	13.5	6.0	2.0	<b>21.5</b>
Physical Education	0.5	3.75	1.25	<b>5.5</b>
School Psychologist	3.94	0.78	0.78	<b>5.5</b>
Sciences		15.5	15.0	<b>30.5</b>
Social Studies		12.5	13.5	<b>26.0</b>
Special Education	32.5	22.75	28.25	<b>83.5</b>
Speech Language Therapist (includes contracted FTEs)	16.0	5.0	5.0	<b>26.0</b>
Theater	0.6	0.0	1.0	<b>1.6</b>
World Languages				
American Sign Language (ASL)	0.0	0.0	0.0	<b>0.0</b>
Chinese	0.0	0.0	0.0	<b>0.0</b>
French	0.0	0.0	2.0	<b>2.0</b>
German	0.0	0.0	0.0	<b>0.0</b>
Japanese	0.0	0.0	0.0	<b>0.0</b>
Latin	0.0	0.0	0.0	<b>0.0</b>
Russian	0.0	0.0	0.0	<b>0.0</b>
Spanish	1.0	3.0	7.0	<b>11.0</b>
Other	0.0	0.0	0.0	<b>0.0</b>
<b>TOTAL</b>	<b>197.79</b>	<b>118.98</b>	<b>132.2</b>	<b>448.97</b>

**Table 5A includes the number of FTEs held by certified teachers who did not return to their teaching positions for the 2015-16 school year.**

Reason for Leaving	Number of FTEs Held by Certified Teachers Who Left Their Teaching Positions									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	0.0	549.4	0.0	0.0	223.0	0.0	0.0	289.0	<b>1,061.4</b>
Changed profession	15.8	27.2	48.5	5.0	23.0	19.0	16.0	27.0	42.0	<b>223.5</b>
Teaching position in another SC school district/special school	86.1	171.5	289.0	31.5	104.5	165.0	51.34	136.0	243.0	<b>1,277.9</b>
Teaching position in a college/university or private school in SC	6.0	9.0	12.0	1.0	5.0	3.0	1.0	2.0	16.0	<b>55.0</b>
Teaching position in another state/country	13.0	38.0	49.0	12.0	27.0	31.0	11.0	26.0	26.0	<b>233.0</b>
Other administrator/education position in the same district	1.0	3.0	39.0	1.0	1.0	28.0	2.0	2.0	24.0	<b>101.0</b>
Other administrator/education position in another SC school district or SC education entity	2.0	6.0	17.0	0.0	3.0	15.0	1.0	2.0	25.0	<b>71.0</b>
Other administrator/education position in another state/country	0.0	1.0	1.25	0.0	0.0	0.25	0.0	0.0	7.5	<b>10.0</b>
Reduction in force (RIF)/ Program or grant conclusion	0.0	0.0	2.0	1.0	0.0	1.0	0.5	1.0	3.0	<b>8.5</b>
Did not qualify for state certification	5.5	3.0	2.0	4.5	6.0	3.0	7.0	5.0	3.0	<b>39.0</b>
Termination or contract/letter of agreement non-renewal, for cause	58.84	19.0	24.0	33.0	16.0	19.0	32.8	6.0	21.0	<b>229.6</b>
International teacher returned to country of origin	4.0	4.5	2.0	0.0	11.5	5.0	4.0	13.0	6.0	<b>50.0</b>
Returned to school to obtain advanced degree	4.0	5.0	5.0	4.0	7.0	2.0	3.0	11.0	1.0	<b>42.0</b>
Moved out of area (includes spouse relocation, military assignment, etc.)	47.0	112.0	134.0	30.0	52.0	61.0	37.0	57.81	71.0	<b>601.8</b>
Death/Disability/Illness (includes self, caring for sick child, caring for sick or aging parent, etc.)	10.0	5.0	29.0	3.0	7.0	20.0	7.0	10.0	24.0	<b>115.0</b>
Personal choice (includes staying home with children, resignation, no reason given, etc.)	83.2	168.1	318.2	55.5	89.8	152.3	57.0	89.0	194.25	<b>1,207.4</b>
Other	0.0	5.0	0.0	0.0	8.0	0.0	0.0	13.0	0.0	<b>26.0</b>
<b>Total</b>	<b>336.4</b>	<b>577.3</b>	<b>1,521.4</b>	<b>181.5</b>	<b>360.8</b>	<b>747.6</b>	<b>230.6</b>	<b>400.8</b>	<b>995.8</b>	<b>5,352.2</b>
<b>TOTAL</b>	<b>2,435.1</b>			<b>1,289.9</b>			<b>1,627.2</b>			<b>5,352.2</b>

**Table 5B includes the number of FTEs held by teachers with alternative certification who did not return to their teaching positions for the 2015-16 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 Certification Who Left Their Teaching Positions			
	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	2.0	2.0
Changed profession	8.0	10.0	3.0	21.0
Teaching position in another SC school district/special school	16.0	14.0	1.0	31.0
Teaching position in a college/university or private school in SC	0.0	2.0	1.0	3.0
Teaching position in another state/country	1.0	3.0	0.0	4.0
Other administrator/education position in the same district	0.0	0.0	0.0	0.0
Other administrator/education position in another SC school district or SC education entity	0.0	1.0	1.0	2.0
Other administrator/education position in another state/country	0.0	0.0	1.0	1.0
Reduction in force (RIF)/ Program or grant conclusion	0.5	0.0	0.0	0.5
Did not qualify for state certification	9.0	2.0	0.0	11.0
Termination or contract/letter of agreement non-renewal, for cause	8.0	1.0	0.0	9.0
International teacher returned to country of origin	1.0	6.0	0.0	7.0
Returned to school to obtain advanced degree	1.0	2.0	0.0	3.0
Moved out of area (includes spouse relocation, military assignment, etc.)	13.0	9.0	1.0	23.0
Death/Disability/Illness (includes self, caring for sick child, caring for sick or aging parent, etc.)	2.0	1.0	0.0	3.0
Personal choice (includes staying home with children, resignation, no reason given, etc.)	17.0	19.0	3.0	39.0
Other	0.0	26.0	0.0	26.0
<b>TOTAL</b>	<b>76.5</b>	<b>96.0</b>	<b>13.0</b>	<b>185.5</b>

**Table 6A includes the number of FTEs filled by newly hired certified administrators and certified administrator positions reported as vacant at the beginning of the 2015-16 school year.**

<b>Table 6A</b>	<b>Number of FTEs Filled by Newly Hired Certified Administrators</b>	<b>Number of Certified, Vacant Administrator Positions</b>
<b>Type of Administrator</b>		
District Superintendent	11.0	3.0
District Assistant/Associate Superintendent	13.0	1.0
Other District-Level Administrator (i.e., director or coordinator position)	64.5	9.0
Primary/Elementary School Principal	36.5	2.0
Primary/Elementary School Assistant Principal	63.5	3.0
Middle School Principal	13.5	0.0
Middle School Assistant Principal	27.5	1.0
High School Principal	17.0	0.0
High School Assistant Principal	43.0	4.0
Other School-Level Administrator (i.e., coach or specialist position)	52.3	11.5
<b>TOTAL</b>	<b>341.8</b>	<b>34.5</b>

Note: In this table, the term “administrator” includes all employees in certified, non-teaching positions.

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

<b>Table 7A</b>	<b>Yes</b>	<b>No</b>	<b>Undecided</b>	<b>No answer</b>
Did you participate in the Expo held on May 29 <sup>th</sup> , 2015?	41	35	-----	3
Are you planning to attend next year’s Expo?	43	7	26	3

<b>Table 7B</b>	<b>Number of Teachers Hired as a Result of the Teacher Expo</b>
Male Teachers	11
Minority Teachers	19
<b>TOTAL</b>	<b>44</b>

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