
Fall 2009 Teacher/Administrator
Supply & Demand Survey

December 2009

Center for Educator Recruitment,
Retention, & Advancement

Introduction

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) has administered the annual Teacher/Administrator Supply and Demand Survey. Through collaboration with representatives in each of the state's school districts and special schools, CERRA compiles a statewide report detailing hiring and vacancy data for widespread use by education decision-makers in South Carolina.

Teacher Positions

Districts were asked to report the number of allocated teacher positions for the 2008-2009 and 2009-2010 school years to determine the effect the economic downturn had on public education in South Carolina.¹ For the 2009-2010 school year, districts reported 50,889.69 allocated teacher slots, a decrease of 1,531 positions from last school year. Reports of eliminated positions and non-renewed contracts at the end of last school year projected a more significant decline in teacher allocations across districts. Due to funding through the American Recovery and Reinvestment Act (ARRA), however, a total of 1,368.37 full-time equivalent positions (instructional and non-instructional) were created or retained in public school districts across the state. Districts reported this particular information to the South Carolina Department of Education in October 2009 as mandated by the ARRA. Even with the stabilization of stimulus money, districts still felt the loss of teacher positions.

About two-thirds of districts experienced a loss in the number of allocated teacher positions. For example, Hampton 2, a very small district with a poverty level of 39%, lost nearly one-quarter of its teacher allocations. Other rural districts with high poverty levels (>20%), including Barnwell 45, Clarendon 2, Edgefield, and Florence 4, all experienced about a 12% reduction in funded teacher slots. The remaining third, however, experienced only a slight increase in funded positions or no change at all. One district, the South Carolina Public Charter School District, did stand out as it increased its positions more than 63% with the addition of three new charter schools.

Results indicated no real statewide distinction among certain subject areas or grade levels with fewer teacher positions this school year. Districts reported fewer funded positions in most subjects across all grade levels, and the minimal growth that did occur within a small number of subjects is not substantial enough to highlight. It is worth noting, however, that nearly 70% of all teacher positions lost since last school year were at the elementary level. In fact, almost 60% of all unfunded teacher slots this school year were attributable to just three certification areas: elementary, early childhood, and elementary special education.

¹ With the exception of Dillon 3, all school districts, including the SC Public Charter School District, SC Department of Juvenile Justice, and SC School for the Deaf and the Blind, completed a Supply and Demand Survey. Their information is included in all questions and data tables throughout the report unless noted.

Teachers Hired

The total number of teachers hired in South Carolina's public school districts and special schools this year was 3,619.3, nearly a 50% decrease from last year's 7,159.2 hires and the lowest number of teachers hired since 2001 when CERRA began conducting the annual Supply and Demand Survey. Similarly, a 22% drop in the number of newly hired administrators occurred this school year. These significant reductions, however, came as no surprise considering the state's unstable economic climate over the last year. Districts reported substantial budget reductions, often resulting in hiring freezes, elimination of positions, reductions in force, and mandatory furloughs.

During the 2008-2009 and 2009-2010 school years, the largest majority of middle level and high school teachers were hired to teach mathematics, English/language arts, science, special education, and social studies. While the actual number of teachers hired this year was much smaller than last year, the proportion of elementary, middle, and high school teachers hired remained relatively constant.

Like last school year, more than half of all teachers hired this year either graduated from teacher education programs in South Carolina or transferred from one district in the state to another. This school year, however, a slightly larger proportion (32.6%) of teachers were hired as new graduates compared to last school year (26.7%), and a smaller percentage of teachers transferred from another South Carolina district this year (19.9%) than last year (25.6%). The reduced number of available teacher positions across the state could serve as one explanation for the decline in inter-district transfers.

Another interesting observation was the decrease in the number of rehired retirees this school year (3.1% of all hires) compared to last year (8.5% of all hires). One explanation is several districts reported their inability to offer letters of agreement to active retirees due to budgetary limitations. In order to recover a portion of its expenditures, a small district in the Upstate revealed its replacement of active retirees and experienced at-will employees with induction teachers who often earn smaller salaries.

Although the number of teachers hired through the Program of Alternative Certification for Educators (PACE) was 50% less than last school year (as was the number of all teachers hired), the number of PACE teachers hired as a percentage of all hires was similar during the 2008-2009 (6.1%) and 2009-2010 (7.6%) school years.

Approximately 20% of teachers hired for the current school year and last year were minority and another 20% were male. These figures are slightly larger than the number of minority and male teachers as a percentage of the total teacher population in South Carolina. According to the South Carolina Department of Education, about 18% of all 2008-2009 public school teachers in the state were non-white and another 18% were male.

Vacant Positions

Districts reported 203.75 vacant teacher positions at the beginning of the 2009-2010 school year. This number is a 31% reduction compared to 296.6 unfilled positions in public school districts and special schools across the state last school year. The number of administrator vacancies remained the same as last school year at 24, with “other” district level positions as the majority of unfilled positions. The high schools held a majority of the vacant teacher positions this school year with 52.5% or 107.05 vacancies. High school math teacher positions accounted for the single highest number of vacancies.

The fewest number of unfilled teaching slots remained at the middle level with 42.7 (21%) this school year and 71.5 (24.1%) last year. Similar to teachers hired this year, the greatest share of vacancies was held by special education positions at all grade levels. The remaining majority of vacancies belonged to mathematics, English/language arts, science, and social studies in the middle and high schools. Because of fewer positions this school year and the small number of available openings advertised at the 2009 South Carolina Teacher Expo, a much larger decline in vacancies was anticipated this year compared to last. Although the Supply and Demand Survey did not address this, some of these vacancies could be explained by the fact that districts simply could not fill positions due to limited funds.

Survey results indicated an interesting, yet logical, trend related to the location and size of the districts that reported these vacancies. Nearly 30% of the vacancies reported were located in three very small districts in the Pee Dee that account for only 3.5% of the total teacher population in South Carolina. According to the 2007 Census Poverty Data, all three of these districts had a poverty level of more than 22% and an average poverty level of 31%. Poor, rural areas of the state often have hard-to-staff schools with high teacher attrition rates.

Teachers Leaving

A total of 4,652.5 teachers did not return to their classroom at the beginning of the 2009-2010 school year. This total is a 19% reduction from last year’s 5,746 teachers who decided to move on for a number of reasons. More than one out of every four teachers who did not return to the classroom this year retired from the profession, and another 21% are teaching in another South Carolina district or state or accepted an administrative role or another position in education. Last year, nearly one-quarter of the teachers who left their classroom went to teach in another South Carolina school district, while just over 9% took the same action this year. Although teachers who move from one district in the state to another are included in attrition rates at the district level, they are not counted in the statewide turnover rate as these teachers remain in South Carolina public school classrooms.

Just over 200 teachers did not return to their classroom due to reductions in force (RIF). This value is consistent with the number of workforce reductions reported in the ADEPT data system at the beginning of the 2009-2010 school year. While this information refers to eliminated positions, it does not consider existing positions purposely not filled but still reported as vacant. Some would expect the number of workforce reductions to be much larger due to loss of

funding, but as previously stated, stimulus funding created or saved over 1,350 (instructional and non-instructional) jobs in South Carolina's public school districts.

One additional finding worthy of discussion involves the increase in teachers terminated for reasons other than RIF or certification issues. The percentage of teachers terminated from their position rose from about 3% last year to more than 6% this year. One explanation for this trend could be related to induction teachers whose contracts were not renewed after their first year, whether this occurred because of performance issues or funding restrictions.

A majority (64%) of teachers who left their classroom last year had more than five years of teaching experience, and over 40% of these experienced teachers retired from the profession. While retirement data are included in attrition rates, they are not indicators of turnover due to dissatisfaction with the teaching profession. Teachers who left the profession mid-career accounted for about 4% of the 4,652.5 teachers who did not return to their classroom this school year, and of this small proportion of teachers, only 117 (2.5%) taught for five or fewer years. This evidence is encouraging as the first few years in a teacher's career are crucial to success in the classroom and retention in the profession.

Data Tables

Question 1 asks for “allocated teacher positions,” which refers to all teacher slots funded in your district at the beginning of each school year.

1. A. What was the total number of allocated teacher positions, as funded in your district’s budget, at the beginning of the 2008-2009 school year? **52,420.76**

B. What is the total number of allocated teacher positions, as funded in your district’s budget, for the 2009-2010 school year? **50,889.69**

C. In the table below, indicate the number of allocated teacher positions for both school years (2008-2009 and 2009-2010), by subject area and grade level.

1C. SUBJECT AREA	Number of Teacher Positions					
	Elementary		Middle		High	
	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
Agriculture			5	3	71	77.5
American Sign Language (ASL)	1	1	0	0	1	2
Business/Marketing/Computer Technology			238.5	239.5	669.5	692.2
Career and Technology			56.5	61	650.6	638.6
Driver’s Education					143	137.33
Early Childhood	8,094	7,877.6				
Elementary	8,731	8,238.5				
English for Speakers of Other Languages (ESOL)	259	253.2	95.3	100.9	69.8	64.5
English/Language Arts			1,632.8	1,566.8	1,895.93	1,838.43
Family and Consumer Science			54.5	51.5	164.5	156
Fine Arts						
Art	549.3	537.17	257.9	248.9	308.8	301.33
Dance	16	15	30.5	28.5	27	28
Music/Band/Chorus	578.35	564.82	426.55	410.35	336.35	327.48
Theater or Speech and Drama	16.5	20.5	44.5	43	73.87	67.37
Foreign Languages						
Chinese	0	1	0	1	4	2.25
French	22	21	40.5	35.5	140	130
German	7.8	10.8	7	9	30.83	29.66
Japanese	0	0	0	0	0	1
Latin	0	0	5	5.5	17	21
Russian	0	0	0	0	1	2
Spanish	98.3	92.3	124.5	113.5	463.5	444
Gifted and Talented	343.53	356.83	110.33	97.83	57.43	51.43
Guidance	685.43	660.1	427.73	414.9	639.33	634
Health	20.5	13.5	58	57.5	89.2	89.7
Industrial Technology			59	55	84.25	85.5
Mathematics			1,591.5	1,539.3	1,808.34	1,758.84
Media Specialist	589.8	573.3	226.4	217.4	252.5	228

1C. continued SUBJECT AREA	Number of Teacher Positions					
	Elementary		Middle		High	
	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
Physical Education	727.5	714.77	413.37	407.37	596.93	578.76
Reading	347.6	340	67	71.5	32	36.5
School Psychologist I, II, III	171.88	183.16	78.88	77.21	90.78	88.12
Social Studies			1,275.55	1,243.05	1,545.5	1,505.27
Sciences						
Biology					323	327
Chemistry					200.25	191.25
Physics					91.5	92
Science			1,316	1,280.5	961.25	946.55
Special Education						
Deafness & Hearing Impairment	45.47	48.97	11.3	14.3	26.43	23.83
Emotional Disabilities	181	146	86.5	107.5	134	137
Learning Disabilities	973.5	885	580	575.25	705	692.5
Mental Disabilities (EMD/TMD)	427.9	382.5	201.5	247.5	289.6	301
Multicategorical (Generic)	260.83	262	116.83	131.75	146.33	174
Orthopedically Impaired	33.5	38	8.5	10.75	15	11.75
Severe Disabilities	67	50	16.5	19.5	15.5	26.5
Speech Language Therapy	692.15	686.85	65.2	68.9	37.9	35.9
Visual Impairment	23.65	19.65	8	10	13.5	10.5
Other Special Education	122.5	126.5	38	36	62	57.5
Other	443.5	422	247	259.5	316.5	297
TOTAL: 08-09 = 52,420.76 / 09-10 = 50,889.69	26,571.32	25,520.58	10,935.8	10,741.64	14,913.64	14,627.47

*Note: Laurens 55 chose not to answer question 1, and due to its organizational structure, the SC School for the Deaf and the Blind was unable to complete the question. The total values in 1A-1C include all districts that responded to this question, but the number of teacher positions by subject and grade in 1C does not contain data from Aiken or Horry Counties. Their reporting systems do not allow for the specific breakdown of positions. Both intend to assess and adjust for next year's survey.

2. A. What is the total number of teachers hired, including new PACE and ABCTE hires, in your district since the beginning of the hiring season for the 2009-2010 school year? **3,619.3**

B. In the table below, indicate the subject area and grade level for which these teachers were hired.

2B. SUBJECT AREA	Number of Teachers Hired		
	Elementary	Middle	High
Agriculture		1.5	15
American Sign Language (ASL)	0	0	1
Business/Marketing/Computer Technology		12	38.2
Career and Technology		0	52
Driver's Education			6.5
Early Childhood	397		
Elementary	483.6		
English for Speakers of Other Languages (ESOL)	12.5	3.5	8.5
English/Language Arts		143.1	169.5

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2B. continued	Number of Teachers Hired		
SUBJECT AREA	Elementary	Middle	High
Family and Consumer Science		8.5	11.5
Fine Arts			
Art	36.74	22.33	13.83
Dance	2	6	3
Music/Band/Chorus	43.84	38.58	37.58
Theater or Speech and Drama	0	2	5
Foreign Languages			
Chinese	0	0	1
French	2	2	9.4
German	6	2	2.25
Japanese	0	0	1
Latin	0	1	4
Russian	0	0	0
Spanish	23.5	31.7	91
Gifted and Talented	14.8	3	3
Guidance	24.34	22.83	47.83
Health	1	2.5	9.5
Industrial Technology		2	0
Mathematics		150	219.6
Media Specialist	28.5	13	9
Physical Education	22.14	28.83	41.33
Reading	12	6.5	2
School Psychologist I, II, III	28.03	12.16	8.66
Social Studies		97.5	106.5
Sciences			
Biology			45.5
Chemistry			14.75
Physics			11.75
Science		139.5	115
Special Education			
Deafness & Hearing Impairment	4.37	1.3	2.33
Emotional Disabilities	17	4	11
Learning Disabilities	91.5	52	61.5
Mental Disabilities (EMD/TMD)	35	13.5	26.5
Multicategorical (Generic)	37	21.5	26
Orthopedically Impaired	1	0	2
Severe Disabilities	4	2	4
Speech Language Therapy	90.8	3.5	2
Visual Impairment	4	0	0
Other Special Education	6	7	6
Other	29.8	15	43
TOTAL: 3,619.3	1,458.46	871.83	1,289.01

C. In the table below, indicate the source of these reported new hires.

2C. USE ONLY ONE CATEGORY PER TEACHER HIRED			
SOURCE	#	SOURCE	#
New Teacher Education Program – In State	1,180	PACE Program	275.5
New Teacher Education Program – Out of State	413.8	Teacher from Another South Carolina District (exclude teachers already reported in PACE)	720.75
Retired, Returned to Teaching – In State	111.4	Teacher from Out of State (exclude teachers already reported in New Teacher Education Program – Out of State)	502.1
Returned to Teaching – In State (exclude teachers already reported as retired)	213.75	From Outside the United States	96
Other	106	List the states/countries from where new teachers were hired: All states except: Idaho, Maine, Montana, Nebraska, New Mexico, North Dakota, Oregon, Rhode Island, South Dakota, and Utah Other countries (15): Cameroon, Canada, Chile, China, Colombia, Ecuador, England, India, Jamaica, Mexico, Philippines, Romania, South Africa, Spain, and Zimbabwe	
TOTAL: 3,619.3			

D. Number of teachers participating in their first year of PACE. **213.5**

E. In the table below, indicate the subject area and grade level for which these first-year PACE teachers (if you have any) were hired.

2E. SUBJECT AREA	Number of First-Year PACE Teachers Hired		
	Elementary	Middle	High
Agriculture		0	3
Business/Marketing/Computer Technology		7	20
English/Language Arts		15	9
Family and Consumer Science		0.5	3.5
Fine Arts			
Art	1	2	1
Dance	0	0	0
Music/Band/Chorus	3	0.5	1.5
Theater or Speech and Drama	0	0	2
Foreign Languages			
French	0	0	1
German	1	0	0
Latin	0	0	2
Spanish	0	2	14
Health	0	0	0

2E. continued SUBJECT AREA	Number of First-Year PACE Teachers Hired		
	Elementary	Middle	High
Industrial Technology		0	0
Mathematics		11	11
Media Specialist	1	3	0
Physical Education	2	2	1
Social Studies		10	6.5
Sciences			
Biology			15
Chemistry			1
Physics			3
Science		23	21
Special Education: Emotional Disabilities	2	4	8
TOTAL: 213.5	10	80	123.5

F. Number of teachers in their second year of PACE. **308**

G. Number of teachers in their third year of PACE. **340**

H. Number teachers in their fourth year of PACE (granted an extension). **99**

I. Number of ABCTE teachers hired. **36**

SUBJECT AREA	Number of ABCTE Teachers Hired
Biology	2
Chemistry	0
English/Language Arts	8
Mathematics	17
Physics	1
Science	8
TOTAL	36

J. What is the total number of minority teachers hired in your district since the beginning of the hiring season for the 2009-2010 school year? **700**

K. What is the total number of male teachers hired in your district since the beginning of the hiring season for the 2009-2010 school year? **748**

3. A. What is the total number of vacant teacher positions in your district for the 2009-2010 school year? **203.75**

B. In the table below, indicate the number of vacant teacher positions you have by subject area and grade level.

3B. SUBJECT AREA	Number of Vacant Teacher Positions		
	Elementary	Middle	High
Agriculture		0	0
American Sign Language (ASL)	0	0	0
Business/Marketing/Computer Technology		2	2
Career and Technology		0	5
Driver's Education			0
Early Childhood	12		
Elementary	7		
English for Speakers of Other Languages (ESOL)	1	1	0
English/Language Arts		7	12
Family and Consumer Science		0.5	0
Fine Arts			
Art	0	2.7	2.8
Dance	0	0	0
Music/Band/Chorus	5	3	0
Theater or Speech and Drama	0	0	2.5
Foreign Languages			
Chinese	0	0	0
French	0	0	0
German	0	1	0
Japanese	0	0	0
Latin	0	0.5	1
Russian	0	0	0
Spanish	3	0	7.75
Gifted and Talented	1	0	0
Guidance	0	1	3
Health	0	0	1
Industrial Technology		1	0
Mathematics		5.5	21
Media Specialist	2	2	2
Physical Education	0	2	2
Reading	1	0	1
School Psychologist I, II, III	1	0	1
Social Studies		3.5	6.5
Sciences			
Biology			2
Chemistry			0.5
Physics			0.5
Science		3	9
Special Education			
Deafness & Hearing Impairment	0	0	0.5
Emotional Disabilities	1	0	1
Learning Disabilities	2.5	4	7
Mental Disabilities (EMD/TMD)	2	0	3
Multicategorical (Generic)	1	0.5	3
Orthopedically Impaired	0	0	0
Severe Disabilities	0	0	0
Speech Language Therapy	10.5	1	2
Visual Impairment	0	0	0
Other Special Education	2	0	0
Other	2	1.5	8
TOTAL: 203.75	54	42.7	107.05

4. A. Based on the total number of teachers in your district at the beginning of the 2008-2009 school year, how many did not return to the classroom for the 2009-2010 school year? **4,652.5**

B. In the table below, indicate why these teachers left the classroom by grade level and the total number of years of teaching experience each teacher had prior to his/her departure.

4B. Reason for Leaving the Classroom	Number of Teachers who Left the Classroom																		TOTAL
	Elementary						Middle						High						
	Years of Teaching Experience						Years of Teaching Experience						Years of Teaching Experience						
	1	2	3	4	5	>5	1	2	3	4	5	>5	1	2	3	4	5	>5	
Retirement	1	0	1	2	0	594	0	0	1	0	1	289	0	0	1	0	0	368	1,258
Leaving profession	8	9	17	8	3	35	12	9	7	2	4	22	16	8	9	3	2	24	198
Reduction in Force (RIF)	21.5	1	1	1	3	60	9	1	6	1	0	31	10	8	3	3	0	46.5	206
Teaching position in another SC district	16	27	23	23	25	75	8	8	12	6	4	50	23	14	6	11	14	91	436
Teaching position in another state	28	20	30	28	7	44	13	8	8	6	3	16	17.5	11	16	8	5	25	293.5
Position in Administration-Same district	0	0	0	1	1	22	0	0	0	2	0	19	0	0	0	0	2	12	59
Position in Administration-Another SC district	0	0	0	0	0	9	0	1	0	0	0	8	0	0	0	0	0	7	25
Position in Administration-Another state	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2	3
Another position in Education – Same district	0	1	2	5	1	52	0	0	1	1	0	13	0	1	0	1	0	10	88
Another position in Education – Another SC district	2	0	0	0	0	13	0	0	0	0	2	5	0	1	0	0	2	8	33
Another position in Education – Another state	2	1	1	0	0	7	0	0	0	0	0	10	1	0	0	1	0	10	33
Did not qualify for SC certificate	6	4	1	1	2	1	17.5	3	4	0	0	2	15.5	3	5	8	3	1	77
Termination for reasons other than certification or RIF	28	21	13	6	2	33	23	12	7	3	0	29	26	14	7	1	5	58	288
International teacher returning to home country	1	0	23	1	0	18	0	1	22	0	0	26	3	2	32	3	1	56	189
Personal (caring for child or aging parent, illness, etc.)	31	25	24	33	33	111	27	10	16	5	5	40	20	13	11	8	10	54	476
Returning to school to obtain an advanced degree	6	6	7	2	1	4	2	4	2	1	1	6	3	6	1	2	1	9	64
Unknown	46	19	29	12	6	94	35	15	13	16	5	60	45	18	14	9	10	108	554
Other	13	9	9	3	4	105	15	7	7	3	1	68	10	6	6	2	2	102	372
Total	209.5	143	181	126	88	1,277	161.5	79	106	46	26	695	190	105	111	60	57	991.5	4,652.5
TOTAL: 4,652.5	2,024.5						1,113.5						1,514.5						4,652.5

Note: Spartanburg 3 did not provide information for question 4.

C. Of the teachers listed in Section 4 B who left the classroom, how many were PACE teachers? **141**

D. In the table below, indicate the reason each PACE teacher left the classroom.

4D.	Number of PACE teachers who left the classroom
Reason for Leaving the Classroom	
Left profession	18
Reduction in Force (RIF)	9
Accepted another teaching position	15
Accepted another position in education	1
Failure to meet program requirements	30
Termination	12
Personal	20
Unknown	7
Other	29
TOTAL	141

5. A. What is the total number of administrators hired in your district since the beginning of the hiring season for the 2009-2010 school year? **371**

B. What is the total number of vacant administrator positions in your district for the 2009-2010 school year? **24**

C. In the table below, indicate the positions for which these administrators were hired and the administrator positions that are currently vacant.

5C.	Number of Administrators Hired	Number of Vacant Administrator Positions
Type of Administrator		
Superintendent	13	2
Assistant Superintendent	3	4
Other District Level Administrator	62	4
Principal: Early Childhood	2	0
Principal: Elementary	50	0
Principal: Middle	23	0
Principal: High	23	0
Assistant Principal: Early Childhood	1	0
Assistant Principal: Elementary	57	1
Assistant Principal: Middle	45	3
Assistant Principal: High	54	1
Vocational Education Director	2	0
Other	36	9
TOTAL	371	24

Questions 6-10 – Information on Teacher Expo

Teacher Expo June 2009/June 2010	Yes	No	No answer	Unsure – Depends on Budget and Need
Did you attend Expo '09?	35	52	-----	-----
Are you planning to attend Expo '10?	55	19	3	10

Teachers Hired as a Result of Teacher Expo held June 2009	Responses from Districts
How many teachers did you hire from Expo '09?	74
How many minority teachers did you hire from Expo '09?	19
How many male teachers did you hire from Expo '09?	26

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