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Fall 2010 Teacher/Administrator  
Supply & Demand Survey

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December 2010

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 2010-2011 school year.<sup>1</sup> These numbers were compared to last year's data to determine the impact felt by districts due to shrinking budgets in South Carolina's public schools. For the 2010-2011 school year, districts reported 48,744.71 allocated teacher slots, a decrease of 2,145 positions from last school year and 3,676 from the 2008-2009 school year. Much like last year, districts continue to eliminate positions and programs to account for funding shortages.

More than three-quarters of districts experienced a loss in the number of allocated teacher positions. For example, two of the state's smallest districts reported the largest reduction in teacher allocations. These two rural, high poverty districts reported a 38% and 25% loss of positions. In both districts, elementary and early childhood positions made up the majority of the decrease in numbers. Two additional districts, both located in the Pee Dee region, suffered a 20% decline in the number of reported positions. The remaining districts in the state reported 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 doubled in size with the addition of four new charter schools.

Most districts reported fewer funded teacher positions this year, regardless of subject area or school level. Significant statewide growth did, however, occur in two subject areas. Compared to last year, the number of career and technology positions increased by nearly 50% in the 2010-2011 school year. Furthermore, the number of literacy teacher allocations more than doubled at the middle and high school levels and grew by 46.5% across all school levels. A new literacy certification, including literacy teachers, coaches, and specialists, was added in June 2010 to replace the existing certification for reading. When completing the 2009-2010 Supply and Demand Survey, districts were inclined to place literacy coaches and specialists in the "other" category rather than group them with reading teachers. Because the certification is now identified as literacy, districts may have included coaches and specialists in the literacy category, thus explaining the substantial rise in the number of reported literacy teachers.

The largest proportion (45%) of all eliminated teacher slots was in the primary/elementary schools. Reductions at the high school level accounted for 38% of positions lost, and of those, over half were in English and mathematics combined. Finally, 21% of all unfunded positions

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<sup>1</sup> With the exception of Barnwell 29 and Spartanburg 6, all public school districts completed a Supply and Demand Survey. The SC School for the Deaf and the Blind, the Department of Juvenile Justice, and the Palmetto Unified School District also submitted surveys. Information from these 87 districts and specials schools is included in all data tables throughout the report.

reported for this school year were attributable to reductions in middle schools. Almost 65% of these reductions were in language arts and science combined.

### **Teachers Hired**

The total number of teachers hired in South Carolina's public school districts and special schools this year was 3,514.59, approximately 105 fewer hires compared to last school year and the lowest number of teachers hired since 2001 when CERRA began conducting the annual Supply and Demand Survey.

Although the statewide number of teachers hired did not change much since last year, several districts experienced significant variation. For example, the number of teachers hired more than doubled in 11 districts, most of which are located in the Savannah River or Pee Dee region. With the exception of one medium-sized district (~650 teachers), all of these districts employed fewer than 250 teachers. In contrast, several districts experienced a considerable decrease in the number of teachers hired this year. One large upstate district (~1,100 teachers) hired only 25 teachers this year, a 64% decrease from last year.

Teachers hired in primary/elementary schools made up the largest proportion (42.6%) of the total number of hires in the state. At the middle and high school levels, the majority of new hires were concentrated in just a few subject areas including English/language arts, mathematics, special education, social studies, and science. Across all school levels, teachers with an elementary, special education, or early childhood certification accounted for the largest group of hires.

One-third of all teachers hired this year (1,176.67) and last year (1,180) were new graduates from teacher education programs in the state. Just over 11% (341) of hires came from programs in another state. This number is moderately smaller than the 413.8 out-of-state graduates hired last year. Another 23% (798.25) of new hires transferred from one South Carolina district to another; this number increased by 11% since last year. Just like the 2009-2010 school year, teachers who transferred from another state made up 14% of all hires.

This year, the number of first-year teachers hired through the Program of Alternative Certification decreased by nearly 30%. The drop in numbers occurred mainly at the middle and high school levels as fewer PACE teachers were hired in science, mathematics, and biology. Several subject areas, however, saw an increase in PACE hires. These subjects included dance, special education (emotional disabilities), social studies, chemistry, and theater.

Approximately 21% of teachers hired for the current school year were reported as male and 20% as minority. These figures are slightly larger than the number of male and minority teachers as a percentage of the total teacher population in the state. According to the South Carolina Department of Education, about 18% of all 2009-2010 public school teachers in the state were reported as male and 17% as minority. This trend has remained relatively constant over the last decade.

## **Vacant Teacher Positions**

Districts reported 189.75 vacant teacher positions at the beginning of the 2010-2011 school year. This number is a reduction of just 14 vacancies compared to the number calculated last year. While high schools held the largest share (42.7%) of unfilled teacher positions this school year, the actual number of vacancies at the high school level dropped by 26%. Most of this decrease can be explained by vacant positions in mathematics and English. Conversely, the number of vacancies in primary/elementary schools grew by 20%. Most of this increase is attributable to vacant special education positions.

Thirty-five percent of this year's vacancies were in special education (including speech language therapy) across all school levels. Also, about 10% of the state's vacant positions were reported as "other." With the exception of JROTC instructors, most of these positions were either school- or district-wide positions that did not involve a classroom teacher. The fewest number of unfilled teaching slots remained at the middle level with 41.75 (22.5%), most of which were special education, language arts, and "other" positions. These particular subject areas, as well as science, mathematics, English, and Spanish, made up the majority of vacancies in South Carolina's high schools.

Nearly half of all districts and special schools that responded to the survey reported no vacant teacher positions at the beginning of the 2010-2011 school year, and about 80% of districts had no more than two vacancies at the beginning of the year. One large school district stands out as it represented 23.4% of all unfilled teacher positions in South Carolina, but accounted for only 6.4% of all vacancies last year. As of December 2010, however, this particular district reported only 15 vacant teacher positions. Another district should also be highlighted, but for a different reason. This small district located in the Pee Dee region reported the highest number of vacancies in the state last year (with the exception of one special school), but had none this year.

Regionally, the Lowcountry and the Pee Dee had the largest number of vacant teacher positions, representing nearly 60% of statewide vacancies. Districts in these two regions, however, accounted for only 36% of all teacher positions in South Carolina. This observation indicates a disproportionate number of unfilled positions in those particular regions when compared to their sizes. On the other hand, the two regions – Midland and Upstate – that employ more than half of all public school teachers in the state had less than one-quarter of all reported statewide vacancies. These trends suggest that location does play a significant role in the recruitment and retention of teachers. The hardest-to-staff schools are often located in the poorest, most rural areas of the state.

## **Teachers Leaving**

A total of 4,612.8 teachers did not return to their classrooms for the 2010-2011 school year. This total is a reduction of only 40 from last year's 4,652.5 teachers who decided to move on for a number of reasons. More than one out of every five (963.5) teachers who did not return to their classrooms this year retired from the profession. This number is a 23% drop compared to the 1,258 teachers who retired at the end of the 2009-2010 school year. Approximately 11% of

teachers who left their classrooms are teaching in another South Carolina district. Including these teachers who transferred to another district, nearly 20% of teachers who left their classrooms last year are still employed in the education profession in South Carolina or another state. Although these teachers may change positions or locations or even shift to other education roles, they remain advocates for public education and most importantly our students.

Last year, 20% of teachers who left their classrooms did so for reasons identified by districts as “other” or “unknown.” Three “other” reasons were most frequently noted: retirees on letters of agreement who were not rehired, moved out of the area or spouse relocation, and resignation. Therefore, these three categories were included as choices on this year’s survey. The following results were calculated this year: resignations accounted for 11% of teachers who left their classrooms; teachers who moved out of the area or relocated with their spouse represented 8.5% of departures; retirees working on letters of agreement who were not rehired this year made up 8% of leavers; and only 6% (compared to 20% last year) of teachers who did not return for the 2010-2011 school year did so for unknown or other reasons. Other reasons for leaving included going to teach in a private school or at the college level, completing the Teacher and Employee Retention Incentive (TERI) program, and being part of a program that was eliminated for unidentified reasons.

A majority (65%) of teachers who left their classrooms last year had more than five years of teaching experience, and one-third of these experienced teachers retired from the profession indicating that they taught for at least 28 years and/or were 55 years of age. While retirement data are included in attrition rates, they are much less meaningful than turnover associated with job dissatisfaction. Only 3.3% (154.1) of teachers who did not return this year left the profession altogether. In fact, this is the smallest number and proportion of teachers who departed in the middle of their careers since 2001 when CERRA first administered the Supply and Demand Survey.

Teacher supply and demand in South Carolina has been quite similar for the last two school years. The number of vacant positions and teachers hired has dropped significantly since the 2008-2009 school year during which the state’s economic situation worsened and districts’ resources were reduced. While districts are not hiring as many teachers and fewer positions are available, South Carolina must continue to recruit highly qualified, effective teachers. Recruitment efforts should focus particularly on middle and high school teachers certified in special education, mathematics, science, and English/language arts as these subject areas consistently represent the majority of unfilled teacher positions each year. With an average of 5,400 public school teachers leaving their classrooms each year since 2001, a continuous need for teachers will exist in our state.

**Data Tables**

Table 1A includes the number of allocated teacher positions (by subject area and school level) in South Carolina for the 2010-2011 school year. Allocated teacher positions refer to all teacher slots funded in the districts' 2010-2011 budgets. These numbers include filled and unfilled positions.

Data from the 2009-2010 school year are included for comparison purposes.

Table 1A Subject Area	Number of Teacher Positions							
	Primary/Elementary		Middle		High		Total	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Agriculture			3	0.67	77.5	79.5	80.5	80.17
Art	537.17	564.2	248.9	208.81	301.33	257.5	1,087.4	1,030.51
Business and Marketing Technology			239.5	177.75	692.2	474.17	931.7	651.92
Career and Technology			61	90.4	638.6	938.74	699.6	1,029.14
Computer Programming			n/a	24.67	n/a	43.03	n/a	67.7
Dance	15	15.5	28.5	25	28	16.5	71.5	57
Driver's Education					137.33	98.22	137.33	98.22
Early Childhood	7,877.6	8,606.9					7,877.6	8,606.9
Elementary	8,238.5	8,489.55					8,238.5	8,489.55
English for Speakers of Other Languages (ESOL)	253.2	245.64	100.9	87.49	64.5	81.96	418.6	415.09
English / Language Arts			1,566.8	1,405.62	1,838.43	1,624.02	3,405.23	3,029.64
Family and Consumer Sciences			51.5	39	156	121.7	207.5	160.7
Guidance	660.1	618.23	414.9	433.75	634	632.03	1,709	1,684.01
Health	13.5	38.25	57.5	72.2	89.7	84.74	160.7	195.19
Industrial Technology			55	42.16	85.5	44.5	140.5	86.66
Literacy / Reading	340	403.15	71.5	173.1	36.5	80.2	448	656.45
Mathematics			1,539.3	1,441.5	1,758.84	1,525.32	3,298.14	2,966.82
Media Specialist	573.3	560.26	217.4	222.06	228	234.93	1,018.7	1,017.25
Montessori	n/a	192					n/a	192
Music (includes Band and Chorus)	564.82	537.82	410.35	396.94	327.48	329.22	1,302.65	1,263.98
Physical Education	714.77	641.3	407.37	388.85	578.76	518.41	1,700.9	1,548.56
School Psychologist	183.16	175.57	77.21	68.01	88.12	87.72	348.49	365.3
Sciences								
Biology					327	327.75	327	327.75
Chemistry					191.25	189.23	191.25	189.23
Physics					92	76.04	92	76.04
Science			1,280.5	1,149.34	946.55	803.55	2,227.05	1,952.89
Social Studies			1,243.05	1,140.95	1,505.27	1,369.02	2,748.32	2,509.97
Special Education								
Deaf & Hard of Hearing	48.97	54.2	14.3	11.95	23.83	20.25	87.1	86.4
Emotional Disabilities	146	153.25	107.5	92.75	137	103	390.5	349
Learning Disabilities	885	943.55	575.25	632.45	692.5	745.15	2,152.75	2,321.15
Mental Disabilities	382.5	302.5	247.5	137.1	301	237.3	931	676.9
Multicategorical	262	295.55	131.75	188.15	174	189.9	567.75	673.6
Severe Disabilities	88	139.5	30.25	46.5	38.25	72.2	156.5	258.2

Table 1A continued Subject Area	Number of Teacher Positions							
	Primary/Elementary		Middle		High		Total	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
<b>Special Education (continued)</b>								
Speech Language Therapist	686.85	648.9	68.9	66.3	35.9	44.25	791.65	816.95
Visual Impairment	19.65	21.09	10	8.24	10.5	20.8	40.15	51.13
Other Special Education	126.5	249.8	36	45.83	57.5	135.78	220	432.41
Theater or Speech and Drama	20.5	19.5	43	36.9	67.37	63.72	130.87	120.12
<b>World Languages</b>								
American Sign Language (ASL)	1	0	0	0	2	1	3	1
Chinese	1	0.8	1	0.25	2.25	3.05	4.25	4.1
French	21	14.2	35.5	22.2	130	114.22	186.5	150.62
German	10.8	6.8	9	5.65	29.66	26.8	49.46	39.25
Japanese	0	0	0	2	1	0.25	1	2.25
Latin	0	0	5.5	6.5	21	15.6	26.5	22.1
Russian	0	0	0	0.5	2	0.5	2	1
Spanish	92.3	61.8	113.5	95.7	444	409.48	649.8	566.98
Other	778.83	381.09	357.33	642.85	348.43	861.78	1,484.59	1,885.72
<b>TOTAL</b>	<b>25,520.58</b>	<b>24,562.5</b>	<b>10,741.64</b>	<b>10,282.19</b>	<b>14,627.47</b>	<b>13,806.53</b>	<b>50,889.69</b>	<b>48,744.71</b>

Table 2A includes the number of teachers hired (by subject area and school level) – including PACE, ABCTE, and Adjunct teachers – in South Carolina for the 2010-2011 school year. Rehired retirees who were employed in the same district during the 2009-2010 school year are not included.

Table 2A Subject Area	Number of Teachers Hired			
	Primary/Elementary	Middle	High	Total
Agriculture		0	7.67	7.67
Art	31.8	18	21.6	71.4
Business and Marketing Technology		12.5	44.25	56.75
Career and Technology		3	52	55
Computer Programming		1	0	1
Dance	3	5	1	9
Driver's Education			4	4
Early Childhood	401			401
Elementary	574.7			574.7
English for Speakers of Other Languages (ESOL)	6.25	5.25	4.25	15.75
English / Language Arts		147.75	148.75	296.5
Family and Consumer Sciences		1.5	6	7.5
Guidance	34	31.5	43	108.5
Health	0	1.5	5	6.5
Industrial Technology		4	1	5
Literacy / Reading	11.5	6	1	18.5
Mathematics		130.25	192.5	322.75

<b>Table 2A continued</b>	<b>Number of Teachers Hired</b>			
<b>Subject Area</b>	<b>Primary/ Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Total</b>
<b>Media Specialist</b>	40.75	16.75	10.5	68
<b>Montessori</b>	3			3
<b>Music (includes Band and Chorus)</b>	41.8	31.75	41	114.55
<b>Physical Education</b>	24.4	26.25	33	83.65
<b>School Psychologist</b>	18	5.5	9.25	34.75
<b>Sciences</b>				
<b>Biology</b>			31.17	31.17
<b>Chemistry</b>			15.5	15.5
<b>Physics</b>			9	9
<b>Science</b>		116.25	85.33	201.58
<b>Social Studies</b>		116.75	105.15	221.9
<b>Special Education</b>				
<b>Deaf &amp; Hard of Hearing</b>	6	0.6	0	6.6
<b>Emotional Disabilities</b>	13	7	18	38
<b>Learning Disabilities</b>	82.25	63.5	72.4	218.15
<b>Mental Disabilities</b>	36	13	28	77
<b>Multicategorical</b>	29	22.75	24.25	76
<b>Severe Disabilities</b>	14	5	10	29
<b>Speech Language Therapist</b>	77.75	4.85	4.65	89.25
<b>Visual Impairment</b>	1	0	0	2
<b>Other Special Education</b>	11	4.5	8.5	24
<b>Theater or Speech and Drama</b>	2.25	4.75	5.25	12.25
<b>World Languages</b>				
<b>American Sign Language (ASL)</b>	0	0	0	0
<b>Chinese</b>	0	0	1	1
<b>French</b>	1	1	9.42	11.42
<b>German</b>	0	1	2	3
<b>Japanese</b>	0	0	0	0
<b>Latin</b>	0	1	3	4
<b>Russian</b>	0	0	0	0
<b>Spanish</b>	14.3	13.25	70.25	97.8
<b>Other</b>	14	27.5	29	73.5
<b>TOTAL</b>	<b>1,491.75</b>	<b>850.2</b>	<b>1,157.64</b>	<b>3,514.59</b>



**Table 2B includes the source of each new hire reported for the 2010-2011 school year.**

<b>Table 2B Source of Reported New Hires</b>			
<b>Source</b>	<b>#</b>	<b>Source</b>	<b>#</b>
<b>New Teacher Education Program – In State</b>	1,176.67	<b>Retired South Carolina Teacher, Returned to Teaching</b>	91.92
<b>New Teacher Education Program – Out of State</b>	341	<b>Inactive South Carolina Teacher, Returned to Teaching</b>	196.5
<b>PACE</b>	159.75	<b>Teacher from Another South Carolina District</b>	798.25
<b>ABCTE</b>	25.25	<b>Teacher from Another State</b>	482.75
<b>Adjunct Instructor</b>	5	<b>Teacher from Outside the United States</b>	79
<b>Other</b>	114	<b>List the states/countries from where new teachers were hired:</b> All states except: Alaska, Delaware, Maine, New Mexico, North Dakota, South Dakota, Vermont, and Wyoming Other countries (10): Africa (country not specified), Australia, China, Colombia, England, India, Jamaica, Paraguay, Philippines, Romania	
<b>TOTAL: 3,470.09 (difference of 44.5 new hires that were not identified by source)</b>			

**Table 2C includes the number of minority teachers and male teachers hired in South Carolina for the 2010-2011 school year.**

<b>Table 2C</b>	<b>Number of Teachers Hired</b>
<b>Minority Teachers</b>	702
<b>Male Teachers</b>	725.75

**Table 3A includes the number of first-year PACE teachers hired (by subject area and school level) in South Carolina for the 2010-2011 school year.**

Table 3A Subject Area	Number of First-Year PACE Teachers Hired			
	Primary/ Elementary	Middle	High	Total
Agriculture		0	1	1
Art	1	1	2	4
Business Education		11	15.75	26.75
Dance	2.5	2	0	4.5
English / Language Arts		8	14	22
Family and Consumer Sciences		1	1	2
Health	0	0	0	0
History			1	1
Industrial Technology		0	0	0
Mathematics		3	9	12
Media Specialist	3	0	1	4
Music	2	0	0	2
Physical Education	2	2	1	5
Sciences				
Biology			5	5
Chemistry			3	3
Physics			1	1
Science		6	14	20
Social Studies		6	4	10
Special Education: Emotional Disabilities	2	6	4	12
Theater	0	1	2	3
World Languages				
French	0	0	0	0
German	0	0	1	1
Latin	0	1	0	1
Spanish	2.3	0.5	7	9.8
<b>TOTAL</b>	<b>14.8</b>	<b>48.5</b>	<b>86.75</b>	<b>150.05</b>

**Table 4A includes the number of vacant teacher positions (by subject area and school level) in South Carolina at the beginning of the 2010-2011 school year.**

Table 4A Subject Area	Number of Vacant Teacher Positions			
	Elementary/ Primary	Middle	High	Total
Agriculture		0	2.13	2.13
Art	1.8	0	0	1.8
Business and Marketing Technology		0	1	1
Career and Technology		0	6	6
Computer Programming		0	0	0
Dance	0	0	0	0
Driver's Education			2.5	2.5
Early Childhood	13.2			13.2
Elementary	4			4
English for Speakers of Other Languages (ESOL)	1	1	1	3

<b>Table 4A continued</b>	<b>Number of Vacant Teacher Positions</b>			
<b>Subject Area</b>	<b>Elementary/ Primary</b>	<b>Middle</b>	<b>High</b>	<b>Total</b>
English / Language Arts		6	4	10
Family and Consumer Sciences		1	0.09	1.09
Guidance	1.2	1.5	3	5.7
Health	0	0	3	3
Industrial Technology		0	1	1
Literacy / Reading	2	1	1	4
Mathematics		2	4	6
Media Specialist	3.5	1	0	4.5
Montessori	0			0
Music (includes Band and Chorus)	0	2	0	2
Physical Education	1.2	1	0.5	2.7
School Psychologist	1	0	0	1
<b>Sciences</b>				
Biology			0	0
Chemistry			0	0
Physics			1	1
Science		3	5	8
Social Studies		3	3.5	6.5
<b>Special Education</b>				
Deaf & Hard of Hearing	0	0	0	0
Emotional Disabilities	3	2	7.75	12.75
Learning Disabilities	5	5.5	14.5	25
Mental Disabilities	0	1	1	2
Multicategorical	3.5	1	3	7.5
Severe Disabilities	0	1	1	2
Speech Language Therapist	10.5	1	0	11.5
Visual Impairment	2	0	0	2
Other Special Education	3.5	0.25	0.25	4
Theater or Speech and Drama	1	0	0	1
<b>World Languages</b>				
American Sign Language (ASL)	0	0	0	0
Chinese	0	0	0	0
French	0	0	2	2
German	0	0	0	0
Japanese	0	0	0	0
Latin	0	0	0	0
Russian	0	0	0	0
Spanish	0	2.5	4	6.5
Other	7.38	5	7	19.38
<b>TOTAL</b>	<b>64.78</b>	<b>41.75</b>	<b>79.22</b>	<b>189.75</b>

**Table 5A includes the number of teachers (by reason for leaving, school level, and years of teaching experience) who did not return to their classrooms for the 2010-2011 school year.**

Table 5A Reason for Leaving the Classroom	Number of Teachers who Left their Classrooms																		TOTAL
	Primary/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 (first-time retirees only)	0	0	0	0	0	495.9	0	0	0	0	0	182.1	0	0	0	0	0	284.5	963.5
Leaving profession	5	7	6	6	8	27.5	5	5	9	4	5	15	6.6	6	8	2	1	28	154.1
Teaching position in another SC district	31	19	16.5	15	12	91	17	8	10.5	9	6	59	25	14	19	10	10	117	491
Teaching position in another state	12	12	12	4	7	43.4	4	5	6	8	0	16	4	5	13	10	6	40	207.4
Administration position in same or different SC district	0	0	0	0	1	21	1	0	1	1	1	17	1	0	0	1	0	18	63
Administration position in another state	0	0	0	1	0	4	0	0	0	0	0	0	0	0	0	0	0	0	5
Other education position in same or different SC district	0	0	0	0	0	9	2	1	0	0	0	12	1	0	1	0	1	4	31
Other education position in another state	0	0	0	0	1	2	0	0	0	1	0	5	0	0	0	0	0	8	17
Reduction in force (RIF)	17	7	3	3	1	10	13	5	0	0.5	0.5	16.75	11	5	0	1	1.5	31.75	127
Resignation	23	22	25	12	15	105.8	19	9	20	11	14	59	25	13	16	10	15	91	504.8
Retiree from previous year (on letter of agreement) not rehired	0	0	0	0	0	148.5	0	0	0	0	0	90	0	0	0	0	0	127.5	366
Did not qualify for SC certificate	4	0	0	2	0	5	1	3	1	3	1	4	11	4	3	2	3	3	50
Termination or non-renewed contract	24	16	6	3	2	81.5	25	9.5	11.2	7.5	6	43	17	14.5	8.8	6	3	39	323
International teacher returning to country of origin	0	0	14	2	1	8	0	2	15	0	0	13	3	2	33	10	4	39	146
Personal (maternity leave, illness, caring for sick or aging parent, etc.)	18	23	22	27	31	101	14	19	6	12	15	37	8	16	10	6	9	63	437
Returning to school to obtain an advanced degree	6	5	4	1	1	3	5	3	5	1	0	3	2	1	3	2	2	7	54
Moved out of area / Spouse relocation	31	31	22	12	6	85	19	18	21	7	10	40	17	14	6	9	7	36	391
Other	1	2	2	0	0	40	3	0	0	2	0	30	4	1	0	0	1	43	129
Unknown	13	4	9	6	3	21	7	6	4	1	0	21	7	3	3	4	2	39	153
<b>Total</b>	185	148	141.5	94	89	1,302.6	135	93.5	109.7	68	58.5	662.85	142.6	98.5	123.8	73	65.5	1,018.75	4,612.8
<b>TOTAL</b>	<b>1,960.1</b>						<b>1,127.5</b>						<b>1,522.2</b>						<b>4,612.8</b>

Table 5B includes the number of PACE teachers (by reason for leaving) who did not return to their classrooms for the 2010-2011 school year. PACE teachers are also included in question 5A.

Table 5B	Number of PACE Teachers who Left their Classrooms
Reason for Leaving the Classroom	
Retirement (first-time retirees only)	1
Leaving profession	10
Teaching position in another SC district	14
Teaching position in another state	2
Administration position in same or different SC district	0
Administration position in another state	0
Other education position in same or different SC district	2
Other education position in another state	0
Reduction in force (RIF)	14
Resignation	22
Retiree from previous year (on letter of agreement) not rehired	1
Did not qualify for SC certificate	30
Termination or non-renewed contract	19
International teacher returning to country of origin	0
Personal (maternity leave, illness, caring for sick or aging parent, etc.)	3
Returning to school to obtain an advanced degree	4
Moved out of area / Spouse relocation	3
Other	0
Unknown	2
<b>TOTAL</b>	<b>127</b>

Table 6A includes the number of administrators hired and vacant administrator positions for the 2010-2011 school year.

Table 6A	Number of Administrators Hired	Number of Vacant Administrator Positions
Type of Administrator		
District Superintendent	13	0
District Assistant Superintendent	12	1
Other District-Level Administrator	53.9	22
Primary/Elementary School Principal	46.5	2
Primary/Elementary School Assistant Principal	33	1
Middle School Principal	25.5	0
Middle School Assistant Principal	33	1
High School Principal	22	6
High School Assistant Principal	50	1
Other School-Level Administrator	15	3
Other	24	0
<b>TOTAL</b>	<b>327.9</b>	<b>37</b>

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