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FALL 2012 TEACHER/ADMINISTRATOR  
SUPPLY AND DEMAND SURVEY

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DECEMBER 2012

CENTER FOR EDUCATOR RECRUITMENT,  
RETENTION, AND ADVANCEMENT

## **Introduction**

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) has administered the annual Teacher/Administrator Supply and Demand Survey to South Carolina's public school districts. Once the information is submitted, CERRA compiles a statewide report summarizing data on 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 reporting allocated teacher positions, teachers and administrators hired, vacant positions, and teachers who leave, districts are asked to calculate totals 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.

## **Teacher Positions**

Districts were asked to report the number of allocated teacher positions for the 2012-2013 school year.<sup>1</sup> For the current school year, districts reported a total of 50,395.5 full-time and part-time teacher positions, an increase of 2,300.6 FTEs from last year. Seventy percent of districts indicated an increase in the number of teacher positions for this year, while only 38% did so last year.

Overall statewide, districts reported an increase in the number of FTEs at all school levels. Although the number of positions in elementary, middle, and high schools rose this year, the proportions remained the same. Like last year, elementary positions accounted for about half of all FTEs while middle and high school positions respectively made up 22% and 28% of the total.

Several core subjects consistently represent the largest majority of all allocated teacher positions in the state. Over 70% of all teacher positions were attributable to six subject areas: early childhood/elementary (35%), special education (10%), English/language arts (7%), mathematics (7%), social studies (6%), and science (6%). These percentages have remained constant since the 2009-2010 school year when districts were first asked to submit this information.

## **Teachers Hired**

The total number of FTEs filling vacancies this year in school districts was 5,739.5. This figure reflects a 25% increase of 1,151.1 FTEs compared to last year and a 64% increase in FTEs filled during the 2010-2011 school year when our state saw the lowest number of teachers hired since 2001, the first year of the Supply and Demand Survey.

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<sup>1</sup> With the exception of Bamberg 1, McCormick, and Spartanburg 6, all public school districts completed a Supply and Demand Survey. The SC Department of Juvenile Justice also submitted a survey. Information from these 80 districts and specials schools is included in all data tables throughout the report.

Nearly 1,700 early childhood and elementary FTEs were filled this year, signifying the largest number of new hires in a single area. Teachers hired in primary and elementary schools constituted the largest proportion (44%) of the total number of FTEs filled 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, science, and social studies. Across all school levels, special education teachers accounted for the greatest number of hires.

Thirty-six percent of all FTEs filled this year were new graduates from teacher education programs in the state. Approximately 9% of the FTEs filled were new graduates from teacher education programs in another state. Teachers who transferred from one South Carolina district to another made up 28% of the FTEs filled this year. This percentage is a slight increase from the 25% who switched districts last year. About 14% of the new hires transferred from another state.

This year, just over 5% of newly hired teachers in the state came through alternative certification programs. Districts reported 217.5 FTEs filled by participants in the Program of Alternative Certification (PACE). This figure denotes a 60% increase compared to the data submitted last year. While the number of first-year PACE teachers hired rose across all school levels, elementary schools saw the most substantial growth when this number doubled over the past year. Much of this growth was caused by an increase in the number of PACE teachers hired in special education and media. Over half of the new PACE hires this year were at the high school level. One-third of all first-year PACE teachers can be attributed to those hired to teach science and business education in middle and high schools.

In addition to PACE, two other alternative certification programs in South Carolina filled 104.2 FTEs for the current school year. The American Board for Certification of Teacher Excellence (ABCTE) was responsible for supplying 23.2 FTEs, while the Teach For America program supplied 81 FTEs. This is a considerable increase compared to the 29 FTEs filled by teachers who were hired through Teach For America last year.

Of the teachers hired to fill vacant FTEs this year, approximately 20% are minorities and another 20% are males. These statistics are marginally larger than the portion of minority and male teachers that make up the total teacher population in the state. According to the South Carolina Department of Education, 17% of the state's public school teachers in the 2011-2012 school year were identified as minority and 18% as male. This trend has remained relatively constant over the last decade.

### **Vacant Teacher Positions**

Districts reported 272.4 vacant FTEs at the beginning of the 2012-2013 school year. This figure signifies a 60% increase of 101.6 vacant FTEs compared to last year. Vacancies in high schools held the largest share (41%) of unfilled teacher positions this year. Forty-five percent of high school vacancies were in science, career and technology, English, and mathematics.

Vacant positions in primary and elementary schools were a close second, explaining 37% of all vacancies in the state. This percentage is higher than last year, mostly due to an increase in the number of vacant positions requiring early childhood or elementary certification. Districts

reported 47 unfilled FTEs in these certification areas, which is just over 17% of all statewide vacancies. Last year, early childhood and elementary positions made up only 7% of total vacancies.

Similar to data submitted last year, vacancies in special education across all school levels constituted the largest portion (18%) of unfilled FTEs in the state. Three districts (two large districts and one small, high-poverty district) were responsible for half of all vacant special education FTEs in the state. These same three districts contributed one-third of statewide vacancies for the current school year.

### **Teachers Leaving**

Districts reported a total of 4,583.3 FTEs held by teachers who did not return to their classrooms for the 2012-2013 school year. This figure represents an increase of nearly 300 FTEs compared to information submitted last year. The most significant difference is in the number of teachers who transferred to another South Carolina district, private school, or college/university. This year, nearly one-quarter of teachers fell into this category, whereas only 15% of teachers did so in 2011-2012. Also, the proportion of teachers who changed professions rose from almost 3% to just over 4%. Reductions in force accounted for less than 0.5% of teachers who did not return to their classrooms this year. Last year, this group made up nearly 2% of teachers who left. And finally, terminations and contract non-renewals explained only 4.5% of teachers who did not return this year, compared to 5.4% last year.

Among several other categories, however, the breakdown of data reported for the past two years is similar. Twenty-three percent of FTEs occupied by teachers who left their classrooms retired from the profession. More specifically, they retired for the first time, their TERI period ended, or they were working retirees who were not rehired. Approximately 15% who did not return to their classrooms this school year resigned for reasons unknown to their districts. Another 10.5% left for personal reasons including maternity leave, illness or disability, caring for a sick or aging parent, and so on.

A majority (65%) of teachers who did not return this year had more than five years of teaching experience, mostly due to the large number of retirees and those teachers who transferred to another district, moved to a private school, or are now teaching at the college level. Almost 24% of the teachers who left had anywhere from two to five years of experience, and the remaining 11.5% who left had one year of teaching or less. These statistics reinforce the widely-held proposition that ongoing support is needed for educators in their first few years of teaching to provide them with the assistance needed to become successful in the classroom.

### **Administrators**

A slight decline in the number of newly hired administrators occurred in the current school year. Compared to last year, 31.8 fewer FTEs were filled by administrators in public school districts. The number of vacant administrator positions, however, more than tripled this year. This statistic is attributable mostly to the increase in district-level administrator vacancies categorized as “other.”

## **Teacher Expo**

The purpose of the Teacher Expo is to match educators seeking positions with public school and district personnel in South Carolina. School districts not only provide information to prospective employees but also conduct on-the-spot interviews, and in some cases, offer contracts. In 2010, the in-person Expo was suspended due to declining school budgets and a subsequent impact on districts' need and ability to take part in the event. Instead, CERRA and the South Carolina Association of School Administrators (SCASA) hosted a virtual Expo. The in-person Expo was reinstated in 2011 at the request of personnel administrators for certified and certifiable teachers in critical need subject areas. In June 2012, the Expo was again limited to critical subject areas; 26 districts participated, and 201 candidates from 23 states and Ontario attended.

Districts were asked to report the number of teachers hired as a result of the 2012 Teacher Expo. A total of 34 teachers who attended the Expo were hired for the 2012-2013 school year; 16 of these hires are minority teachers and ten are males. Over the last decade, about 980 teachers, including approximately 320 males and 300 minorities, have been hired as a result of their participation in the Expo.

## **Conclusion**

The significant increase in the number of teacher positions and newly hired teachers indicates that our public education system is beginning to recover from the budgetary constraints of the past few years. However, vacancies rose by 60% as compared to last year, and public school districts continue to experience difficulty filling vacancies in critical subject areas, certain geographic areas, and low-performing schools. An average of 5,200 public school teachers leave the classroom each year, with about 1,000 taking teaching positions in other districts. According to the South Carolina Commission on Higher Education, about 2,000 students graduate from South Carolina teacher education programs each year. The need to recruit and retain effective teachers in our state is as critical as ever.

**Data Tables**

Table 1A includes the number of allocated teacher positions for the 2012-2013 school year. Allocated teacher positions refer to all teacher slots funded in the districts' 2012-2013 budgets.

Table 1A Subject Area	Number of Teacher Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		2.5	98.5	101
Art	584.5	268.92	353.43	1,206.85
Business & Marketing Technology		182.85	583.01	765.86
Career & Technology (Work-Based Certifications)		101.07	810.05	911.12
Computer Programming		43	23.5	66.5
Dance	26.5	33	30.15	89.65
Driver's Education			77.56	77.56
Early Childhood / Elementary (any or all subjects)	17,617.25			17,617.25
English for Speakers of Other Languages (ESOL)	241.5	77.47	79.38	398.35
English / Language Arts		1,708.79	1,895.22	3,604.01
Family & Consumer Sciences		43.5	119.5	163
Gifted & Talented	288.22	133.46	56.35	478.03
Guidance	722.84	460.9	700.65	1,884.39
Health	15.47	63.11	88.93	167.51
Industrial Technology		62.46	57.5	119.96
Literacy	445.7	137.46	64.35	647.51
Mathematics		1,684.85	1,899.35	3,584.2
Media Specialist	609.5	253.3	242.75	1,105.55
Montessori	204	1		205
Music	641.22	461.58	382.29	1,485.09
Physical Education	698.36	450.25	615.66	1,764.27
School Psychologist	211.39	92.85	85.19	389.43
Science		1,385.55	1,616.2	3,001.75
Social Studies		1,365.84	1,642.35	3,008.19
Special Education				
Blind & Visually Impaired	23.3	18	17.6	58.9
Deaf & Hard of Hearing	66.67	22.62	26.62	115.91
Early Childhood	202.4			202.4
Emotional Disabilities	199.7	105.65	150	455.35
Learning Disabilities	947.08	613.5	757.65	2,318.23
Mental Disabilities	245.3	126	163	534.3
Multicategorical	307.05	173.9	238.28	719.23
Severe Disabilities	144.8	54.6	90.6	290
Other Special Education	120.1	37.05	40.15	197.3
Speech Language Therapist	685.91	95.16	55.29	836.36
Theater	20	49	64.88	133.88

<b>Table 1A continued</b>	<b>Number of Teacher Positions</b>			
<b>Subject Area</b>	<b>Primary/ Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Total</b>
<b>World Languages</b>				
American Sign Language (ASL)	0	0	0	0
Chinese	13.3	7.5	8.7	29.5
French	18	31.33	122.83	172.16
German	4	7.95	30.25	42.2
Japanese	0	0	2	2
Latin	0	9.5	20.83	30.33
Russian	0	0	0	0
Spanish	83.55	123.8	475.08	682.43
Other	214.58	194.47	323.83	732.88
<b>TOTAL</b>	<b>25,602.2</b>	<b>10,683.8</b>	<b>14,109.5</b>	<b>50,395.5</b>

Table 2A includes the number of FTEs filled by newly hired teachers for the 2012-2013 school year.

<b>Table 2A</b>	<b>Number of FTEs Filled by Newly Hired Teachers</b>			
<b>Subject Area</b>	<b>Primary/ Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Total</b>
Agriculture		0	13	13
Art	53	35.63	31.13	119.76
Business & Marketing Technology		24.5	63.71	88.21
Career & Technology (Work-Based Certifications)		5.75	69.9	75.65
Computer Programming		0	1.5	1.5
Dance	3.67	6.67	6.86	17.2
Driver's Education			1.5	1.5
Early Childhood / Elementary (any or all subjects)	1,694.65			1,694.65
English for Speakers of Other Languages (ESOL)	17.59	25.08	9.58	52.25
English / Language Arts		302.59	257.65	560.24
Family & Consumer Sciences		5.5	16.5	22
Gifted & Talented	31.15	4.85	0.25	36.25
Guidance	61.5	39.2	75.8	176.5
Health	0	4	9	13
Industrial Technology		3	1	4
Literacy	31	7	8	46
Mathematics		247.5	244.9	492.4
Media Specialist	65	17.5	20.5	103
Montessori	13	1		14
Music	59.85	56.08	67.38	183.31
Physical Education	46.6	50.9	61.5	159
School Psychologist	22.39	6.33	18.17	46.89
Science		189.5	238.75	428.25
Social Studies		172.05	186.7	358.75

Table 2A continued Subject Area	Number of FTEs Filled by Newly Hired Teachers			
	Primary/ Elementary	Middle	High	Total
<b>Special Education</b>				
Blind & Visually Impaired	3	1	1	5
Deaf & Hard of Hearing	7.5	1	0	8.5
Early Childhood	33			33
Emotional Disabilities	23	19	10	52
Learning Disabilities	112	93.9	95.5	301.4
Mental Disabilities	29	16	17	62
Multicategorical	57	38.5	35	130.5
Severe Disabilities	10	3	2	15
Other Special Education	26	0.75	2.75	29.5
Speech Language Therapist	73.17	11.27	8.06	92.5
Theater	7.5	8.25	8	23.75
<b>World Languages</b>				
American Sign Language (ASL)	0	0	0	0
Chinese	10.5	4	4.5	19
French	6	6.5	11.5	24
German	2	3	5.25	10.25
Japanese	0	0	0	0
Latin	0	2	4	6
Russian	0	0	0	0
Spanish	19.9	42.75	109	171.65
Other	8.5	9	30.5	48
<b>TOTAL</b>	<b>2,527.5</b>	<b>1,464.6</b>	<b>1,747.4</b>	<b>5,739.5</b>

Table 2B includes the source of FTEs filled by newly hired teachers for the 2012-2013 school year.

Source	Number of FTEs Filled by Newly Hired Teachers
New Teacher Education Program Graduate – In State	2,061
New Teacher Education Program Graduate – Out of State	507.4
PACE	209.2
ABCTE	23.2
Teach For America	81
Adjunct Teaching Certificate (as defined by State Board of Education Regulation 43-62)	1
Inactive South Carolina Teacher, Returned to Teaching	202.1
Teacher from Another South Carolina District	1,614.6
Teacher from Another State	779
Teacher from Outside the United States	110
Other	151
<b>TOTAL</b>	<b>5,739.5</b>



Table 2C includes the number of FTEs filled by minority teachers and male teachers for the 2012-2013 school year.

Table 2C	Number of FTEs Filled by Newly Hired Teachers
Minority Teachers	1,136.5
Male Teachers	1,162.4

Table 3A includes the number of FTEs filled by first-year PACE teachers for the 2012-2013 school year.

Table 3A Subject Area	Number of FTEs Filled by First-Year PACE Teachers			
	Primary/ Elementary	Middle	High	Total
Agriculture		0	0	0
Art	3	2	1	6
Business Education		10.75	23.46	34.21
Dance	0	0	1	1
English / Language Arts		9	15	24
Family & Consumer Sciences		2	4	6
Health	0	0	2.5	2.5
Industrial Technology		0	0	0
Mathematics		7	13	20
Media Specialist	2	1.5	3	6.5
Music	3	1	7	11
Physical Education	1	5	4	10
Science		10	26	36
Social Studies		15	9	24
Special Education: Emotional Disabilities	5	4	2	11
Theater	0	3.25	1	4.25
World Languages				
French	1	1	0	2
German	0	0	1	1
Latin	0	2	3	5
Spanish	2.5	3.5	7	13
<b>TOTAL</b>	<b>17.5</b>	<b>77</b>	<b>123</b>	<b>217.5</b>

**Table 4A includes the number of vacant teacher positions at the beginning of the 2012-2013 school year.**

Table 4A Subject Area	Number of Vacant Teacher Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		0	0	0
Art	0	0	1	1
Business & Marketing Technology		2.67	3	5.67
Career & Technology (Work-Based Certifications)		0	11.33	11.33
Computer Programming		0	1	1
Dance	0	0	0	0
Driver's Education			1.25	1.25
Early Childhood / Elementary (any or all subjects)	47			47
English for Speakers of Other Languages (ESOL)	3	1	4.5	8.5
English / Language Arts		11	10.5	21.5
Family & Consumer Sciences		0	1	1
Gifted & Talented	0.8	0.4	2.13	3.33
Guidance	2	1.5	1	4.5
Health	0	0	1	1
Industrial Technology		0	0	0
Literacy	3.5	4.5	0	8
Mathematics		10	10	20
Media Specialist	8	1	1	10
Montessori	1	0		1
Music	3	0.5	1	4.5
Physical Education	0	1	0	1
School Psychologist	0	0	1	1
Science		5.83	18	23.83
Social Studies		6	3	9
Special Education				
Blind & Visually Impaired	1	0	0	1
Deaf & Hard of Hearing	0	1	0	1
Early Childhood	2			2
Emotional Disabilities	0	2	1	3
Learning Disabilities	6.5	4	13.5	24
Mental Disabilities	4	0	1	5
Multicategorical	3.25	0.25	5	8.5
Severe Disabilities	2	0	0	2
Other Special Education	1	0	2	3
Speech Language Therapist	7.2	1.4	1	9.6
Theater	0.4	0	0.5	0.9

<b>Table 4A continued</b>	<b>Number of Vacant Teacher Positions</b>			
<b>Subject Area</b>	<b>Primary/ Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Total</b>
<b>World Languages</b>				
<b>American Sign Language (ASL)</b>	0	0	0	0
<b>Chinese</b>	0.5	0.5	0	1
<b>French</b>	0	0	0	0
<b>German</b>	0	0	0	0
<b>Japanese</b>	0	0	0	0
<b>Latin</b>	0	0	0	0
<b>Russian</b>	0	0	0	0
<b>Spanish</b>	0.5	3	9	12.5
<b>Other</b>	3.5	3.3	6.5	13.3
<b>TOTAL</b>	<b>100.2</b>	<b>60.9</b>	<b>111.3</b>	<b>272.4</b>

**Table 5A includes the number of FTEs held by teachers who did not return to their classrooms for the 2012-2013 school year.**

Reason for Leaving	Number of FTEs Held by Teachers who Left their Classrooms									TOTAL
	Primary / Elementary			Middle			High			
	Years of Teaching Experience			Years of Teaching Experience			Years of Teaching Experience			
	≤ 1	2 - 5	> 5	≤ 1	2 - 5	> 5	≤ 1	2 - 5	> 5	
Retirement (including first-time retirees, TERI period ended, and retirees not rehired)	0	10	516.1	1	10	205	0	5	326	1,073.1
Changed profession	12.25	21.6	32.5	7	16.5	23	13.5	31	34	190.75
Teaching position in another SC district, private school in SC, or college/university in SC	48	123.8	240.9	34.5	78.6	154	42	95	263.51	1,080.31
Teaching position in another state/country	11	21.35	60	8	20.35	19	11.25	24.3	33	208.25
Other education position in SC	2	8	22	1	5	16	2	2	34	92
Other education position in another state/country	1	5	8	1	1	3	1	3	3	26
Reduction in force (RIF) / Program elimination	1	1	1	3	1	0	4	1	4	16
Did not qualify for SC certificate	2	4	1	1	3	3.5	4	7	4.5	30
Termination or contract/letter of agreement non-renewal, for cause	14.4	7.5	29.1	20	12	25.5	15.8	13.6	40.5	178.4
International teacher returned to country of origin	2	2	12	1	2	9	0	5	20	53
Returned to school to obtain advanced degree	1	7	11	4	4	0	5	13	5	50
Moved out of area (including spouse relocation, military assignment, etc.)	34	74	75	20.1	46	40	21.5	35	46.7	392.3
Personal (including stay home with children, illness/disability, caring for sick or aging parent, etc.)	24	77.5	141.3	9	30	53.5	19.25	45.53	80.5	480.58
Resignation for unknown reason	51.8	77	155.25	35	60	76.5	28.5	55	126.6	665.65
Other	2	5	8	2	4	7	6	7	5	46
<b>Total</b>	206.5	444.8	1,313.2	147.6	293.5	635	173.8	342.5	1,026.4	4,583.3
<b>TOTAL</b>	1,964.5			1,076.1			1,542.7			4,583.3

**Table 5B includes the number of FTEs held by PACE teachers who did not return to their classrooms for the 2012-2013 school year. PACE teachers also are included in question 5A.**

<b>Table 5B</b>	<b>Number of FTEs Held by PACE Teachers who Left</b>
<b>Reason for Leaving</b>	
Retirement (including first-time retirees, TERI period ended, and retirees not rehired)	0
Changed profession	7
Teaching position in another SC district, private school in SC, or college/university in SC	19
Teaching position in another state/country	1
Other education position in SC	2
Other education position in another state/country	0
Reduction in force (RIF) / Program elimination	0
Did not qualify for SC certificate	16
Termination or contract/letter of agreement non-renewal, for cause	5
International teacher returned to country of origin	0
Returned to school to obtain advanced degree	1
Moved out of area (including spouse relocation, military assignment, etc.)	3
Personal (including stay home with children, illness/disability, caring for sick or aging parent, etc.)	5
Resignation for unknown reason	6
Other	5
<b>TOTAL</b>	<b>70</b>

**Table 6A includes the number of FTEs filled by newly hired administrators and the vacant administrator positions for the 2012-2013 school year.**

<b>Table 6A</b>	<b>Number of FTEs Filled by Administrators</b>	<b>Number of Vacant Administrator Positions</b>
<b>Type of Administrator</b>		
District Superintendent	6	0
District Assistant Superintendent	15	3
Other District-Level Administrator	62.2	31
Primary / Elementary School Principal	48	5
Primary / Elementary School Assistant Principal	63.75	3
Middle School Principal	28	0
Middle School Assistant Principal	61.25	2
High School Principal	35	2
High School Assistant Principal	64.5	4
Other School-Level Administrator	24.65	7
Other	19	0
<b>TOTAL</b>	<b>427.4</b>	<b>57</b>

**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>
<b>Did you participate in the Expo held on June 21<sup>st</sup>, 2012?</b>	26	50	-----	4
<b>Are you planning to attend next year's Expo?</b>	31	9	31	9

<b>Table 7B</b>	<b>Number of Teachers Hired as a Result of the Expo</b>
<b>Minority Teachers</b>	16
<b>Male Teachers</b>	10
<b>Total Teachers</b>	34

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