
A REPORT ON THE FALL 2016
SUPPLY AND DEMAND SURVEY

JANUARY 2017

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 responses are 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

Districts¹ reported a total of 51,768.25 full-time and part-time certified teaching positions for the 2016-17 school year. Compared to 2015-16 data, this is a slight decrease of 576.57 positions. Most of this decrease is attributable to fewer FTEs in several certification areas, including special education, speech language therapy, and literacy. Other areas with fewer teaching positions include social studies, media, and guidance.

Despite this overall reduction in allocated teaching positions, districts reported an increase in exactly half of all certification areas. The most significant increase occurred in English/language arts and career and technology subjects. Increases in mathematics positions were reported, as well as art positions in middle and high schools.

Each year, regardless of increases or decreases among FTEs, the same certification areas consistently represent the largest share of allocated teaching positions in the state. These six areas make up 71% of all certified teaching positions: early childhood/elementary (35.5%), special education (9.2%), English/language arts (7.5%), mathematics (7.3%), sciences (5.9%), and social studies (5.8%). Another 10% of all reported positions are made up of guidance counselors, physical education teachers, and music teachers.

The distribution of positions reported at each school level also have remained steady over time. Similar to previous school years, 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.

Certified Teachers Hired

The total number of FTEs filled by newly hired certified teachers for the 2016-17 school year was 6,934.55, an increase of 379.45 FTEs or nearly 6% compared to the 2015-16 school year. Much of this increase is due to a larger number of newly hired primary/elementary school teachers, specifically those who hold early childhood and/or elementary certification. In 2015-16, a significant increase occurred in the number of newly hired high school teachers. In particular, the

¹ With the exception of Dillon 3 and Hampton 1, all public school districts completed a Supply and Demand Survey. Information from these 80 districts is included in all data tables throughout the report.

number of special education teachers hired in high schools increased by 25%. In 2016-17, however, there was a 16% drop in the number of secondary special education teachers hired and a small decrease in the total number of all secondary teachers hired in South Carolina public schools.

Primary/elementary school teachers hired for the 2016-17 school year represented 49% of the total number of FTEs filled in the state. This figure was slightly smaller at 47% for the 2015-16 school year. High school teachers hired for the 2016-17 school year accounted for 27% of all teachers hired, compared to 29% in 2015-16. Teachers hired in middle schools made up 24% of the total in the 2015-16 and 2016-17 school years. Three-quarters of all newly hired teachers were concentrated in the following certification areas: early childhood/ elementary, special education, English/language arts, mathematics, sciences, and social studies. These same areas also represent the largest portion of allocated teaching positions in the state.

Approximately one-quarter of the FTEs filled by newly hired teachers for the 2016-17 school year were graduates from a SC teacher education program. This percentage is down from 29% in 2015-16 and 31% in 2014-15. Just over 6% of the FTEs filled by newly hired teachers were graduates from teacher education programs in other states. One-third of all FTEs filled for the 2016-17 school year were teachers who transferred directly from another SC school district. Teachers in this same category made up 31% of new hires for the 2015-16 school year. Roughly 15% of all newly hired teachers transferred from a teaching position in another state.

Nearly 8% of newly hired teachers in the state came through alternative certification programs. Most of these teachers were participants in the Program of Alternative Certification for Educators (PACE). Data reported by districts at the beginning of 2016-17 school year confirmed 358 FTEs filled by first-year PACE teachers. In November 2016, CERRA obtained more recent data from the SC Department of Education (SCDE) that included second-semester PACE participants. This update raised the total number of first-year PACE teachers hired to 369, an increase of just 13 teachers compared to the 356 who were hired for the 2015-16 school year. The most substantial increase occurred among high school PACE teachers hired in business/marketing/computer technology and special education (emotional disabilities).

The percentages of male and minority teachers hired have increased for the 2016-17 school year. Twenty-one percent of newly hired teachers are males, and 22% are minorities. Compared to 2015-16, these statistics rose from 20% and 17%, respectively. According to the SCDE, 19% of the state's 2015-16 public school teachers were identified as male and 17.5% as a non-white race.

Vacant Teaching Positions

At the beginning of the 2016-17 school year, districts reported 481.24 vacant teaching positions in South Carolina public school classrooms. This number is up by about 32 vacancies compared to those reported for the 2015-16 school year. Although this increase does not signify a major statewide impact, considerably more vacant teaching positions were reported in several certification areas. In high schools, vacancies reported in mathematics were on the rise, and across all school levels, more vacant positions occurred in special education and gifted and talented areas. In fact, no gifted and talented vacancies were reported for the 2015-16 school year, yet there were 11.5 reported for the 2016-17 school year. Despite the overall increase, fewer vacancies were recorded in several areas; the most notable were social studies and literacy.

In 2016-17, special education vacancies made up more than 20% of all unfilled teaching positions in the state. Just over 19% of all vacant positions require early childhood/elementary certification. Mathematics vacancies accounted for 11% of all vacant positions in 2016-17, compared to less than 9% in 2015-16. Vacancies in sciences, English/language arts, and speech language therapy represented another 17% of all vacant teaching positions in the state.

In addition to these certification areas with high levels of teacher demand, there also are certain geographic areas of the state that often need more teachers. Fifty-four percent of all reported teacher vacancies in the state are concentrated in two regions, the Pee Dee² and the Lowcountry³. Both regions have districts that experience excessive teacher turnover as well as high levels of poverty. These issues are usually correlated and can be more severe in the rural, disadvantaged parts of the state. Another region that experiences these same difficulties is Savannah River⁴. While it is not as populated as the other two regions in terms of total number of teachers and students, many Savannah River districts struggle to attract and keep quality teachers.

Teachers Leaving

A total of 6,482.2 FTEs were held by certified teachers who did not return to their teaching positions for the 2016-17 school year. This figure represents a 21% increase compared to the number of teachers who did not return for the 2015-16 school year. Of all certified teachers reported in South Carolina districts for the 2015-16 school year, 12.5% did not return to the same teaching position for the 2016-17 school year. This percentage rose from 10.5% who did not return for the 2015-16 school year.

The proportion of teachers in each “reason for leaving” category was very similar to what districts reported for the 2015-16 school year. Each year, roughly two-thirds of all teachers who leave do so for one of three reasons: teaching position in another SC district or special school, personal choice, or retirement. Of the teachers who did not return for the 2016-17 school year, one-quarter took a teaching position in another SC district or special school. A departure like this may not be considered statewide turnover, but the negative impact can be extreme for districts that consistently lose teachers to more preferred districts. Twenty-three percent of teachers who left did so because of a personal choice, which could include reasons such as staying home with children or no reason given. Eighteen percent either retired for the first time, their Teacher and Employee Retention Incentive (TERI) period ended, or they were retirees not rehired by the district.

Nearly 12% of teachers who left their positions moved out of the area because of a spouse relocation, military reassignment, or some other reason. Just over 5% changed professions altogether, another 5% took a teaching position out of the state or country, and 4% were terminated or their contracts/letters of agreement were not renewed for misconduct or poor performance.

² The Pee Dee region contains the following school districts: Clarendon 1, 2, & 3, Darlington, Dillon 3 & 4, Florence 1, 2, 3, 4, & 5, Georgetown, Horry, Lee, Marion, Marlboro, Sumter, and Williamsburg.

³ The Lowcountry region contains the following school districts: Beaufort, Berkeley, Charleston, Colleton, Dorchester 2 & 4, Hampton 1 & 2, and Jasper.

⁴ The Savannah River region contains the following school districts: Abbeville, Aiken, Allendale, Bamberg 1 & 2, Barnwell 19, 29, & 45, Calhoun, Edgefield, Greenwood 50, 51, & 52, Laurens 55 & 56, McCormick, Newberry, Orangeburg 3, 4, & 5, and Saluda.

Among all of the teachers who left their positions are the 209 who obtained their teaching certificate through an alternative pathway (PACE, ACBTE, Teach For America, etc.). This group accounted for 3.2% of all teachers who did not return to their teaching positions for the 2016-17 school year.

Thirty-eight percent of teachers who did not return to their teaching positions for the 2016-17 school year had five or fewer years of classroom experience. Furthermore, 12% percent of all departures occurred during or at the end of the teachers' first year in the classroom. These statistics include teachers who took a teaching job in another SC school district or special school and reveal a slight improvement compared to data from 2015-16 (38% v. 39%, 12% v. 14%). Another way to examine these departure data is to consider only first-year, newly hired teachers rather than all newly hired teachers. Of the first-year teachers hired for the 2015-16 school year, 28% did not return to the same position the following year; 22% neither returned to the same position nor moved to a teaching position in any other SC public school district.

Certified Administrators

In this section, the term “administrator” refers to all employees in certified, non-teaching positions.⁵ Districts reported 434.6 FTEs that were filled by newly hired administrators for the 2016-17 school year. This number indicates a 27% increase compared to the 2015-16 school year. Most of this increase occurred due a larger proportion of other school-level administrators being hired. Districts reported 52.5 vacant administrator positions at the beginning of the 2016-17 school year, which is an increase of 18 vacancies compared to numbers reported for the 2015-16 school year. Unfilled principal slots in middle and high schools contributed to this occurrence, as did vacancies in other school-level administrator positions.

Teacher Expo

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and the South Carolina public school districts and special schools who choose to send recruiters to the Expo. The most recent Expo was held in May 2016 and was open to applicants seeking positions in any certification area. Fifty-one districts participated in the Expo, which was attended by 296 candidates.

Districts were asked to report the number of teachers hired as a result of the 2016 Teacher Expo. A total of 91 teachers who attended the Expo were hired for the 2016-17 school year. This total is more than double the number of Expo hires reported for the 2015-16 school year. Of those Expo participants hired for the current school year, 27 are males and 32 are minority teachers.

Conclusion

The growing number of teachers leaving their classrooms each year continues to impact South Carolina's public schools. Nearly 6,500 teachers did not return to their teaching positions for the 2016-17 school year. This total is a 21% increase compared to the 5,352 departures reported for

⁵ Certified administrator positions are categorized in the survey as follows: district superintendent; assistant superintendent; other district-level administrator (i.e., director or coordinator position); elementary, middle, and high school principal/assistant principal; other school-level administrator (i.e., coach or specialist position).

the 2015-16 school year. The main reasons teachers are leaving include accepting a teaching position in another SC school district or special school, personal choice (staying home with children, no reason given, etc.), and retirement from the profession. Regardless of a teacher's reason for leaving, districts must work to fill the vacancy.

Finding new teachers can be difficult for many districts, particularly with the state's ongoing trend of more teachers leaving, more vacancies to fill, and fewer SC graduates eligible for teacher certification each year. During the 2015-16 academic year, 1,898 students completed a SC teacher education program. Just three years ago in 2012-13, this number was 2,447. Because of this decline, districts are looking to other sources, such as alternative certification programs and teachers from other states or countries, to meet their hiring needs.

Also affecting the state's teacher supply and demand issues are teachers who leave early in their careers. Of the teachers who did not return for the 2016-17 school year, 38% left within their first five years of teaching and 12% left after just one year or less in the classroom. These statistics include teachers who took a teaching job in another SC school district or special school. They show a small improvement compared to data from 2015-16, yet remain too high. When looking at first-year, newly hired teachers rather than all newly hired teachers, two more troubling statistics are produced. Twenty-eight percent of the first-year teachers hired for the 2015-16 school year did not return to the same position the following year, and 22% neither returned to the same position nor moved to a teaching position in any other SC public school district.

Beginning in the 2015-16 school year, districts with high teacher turnover rates became part of the state's Rural Teacher Recruiting Initiative. The twenty eligible districts⁶ could request funds to implement a number of teacher recruitment and retention incentives. Among other incentives, the funds requested by districts were most frequently utilized for PACE-related fees, mentor support, and critical subject salary stipends. Since fund disbursement for the Rural Teacher Recruiting Initiative only began in the spring of 2016, no actual effectiveness data are available at this time. It is worth noting that all but three of the twenty identified districts are located in the Pee Dee, Savannah River, and Lowcountry regions of the state. In addition to having high teacher turnover, many of these districts also have extreme poverty levels. The average poverty index for these school districts is 81%, while the average of all SC districts is 68%.

Improvements in these high turnover, high poverty districts are anticipated as more recruitment and retention incentives are implemented. Hopefully, by the 2017-18 school year, these districts will begin to see fewer vacancies in certification areas like special education, mathematics, and sciences and more teachers staying in their classrooms for longer periods of time. Evidence gathered from these districts can be used to help guide efforts in providing incentives that will benefit other districts in the state.

⁶ The 20 eligible districts are Allendale, Bamberg 2, Barnwell 19 & 29, Clarendon 1, Dillon 4, Dorchester 4, Fairfield, Florence 3 & 4, Hampton 2, Jasper, Lee, Lexington 4, Marion, Marlboro, McCormick, Orangeburg 4 & 5, and Williamsburg.

Table 1A includes the number of certified teaching positions allocated in district budgets for the 2016-17 school year.

Table 1A Subject Area Taught	Number of Certified Teaching Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		9.5	100.27	109.77
Art	584.64	282.36	394.65	1,261.65
Business & Marketing Technology		225.18	589.49	814.67
CATE (Career & Technology subjects)		125.55	957.68	1,083.23
Computer Science		51.15	38.15	89.3
Dance	35.5	46.75	34.58	116.83
Driver's Education			72.71	72.71
Early Childhood/Elementary (any or all core subjects)	18,367.74			18,367.74
Engineering		16.0	44.33	60.33
English for Speakers of Other Languages (ESOL)	359.18	124.18	110.06	593.42
English/Language Arts		1,837.88	2,038.71	3,876.59
Family & Consumer Sciences		24.0	95.75	119.75
Gifted & Talented	476.51	108.0	94.19	678.7
Guidance	714.1	482.97	722.69	1,919.76
Health	8.61	82.11	109.1	199.82
Industrial Technology		22.0	45.03	67.03
Literacy	539.61	112.17	37.95	689.73
Mathematics		1,771.59	1,986.16	3,757.75
Media Specialist	588.68	206.83	206.93	1,002.44
Music	643.9	491.05	437.68	1,572.63
Physical Education	729.16	408.76	617.84	1,755.76
School Psychologist (includes contracted FTEs)	281.22	102.16	123.26	506.64
Sciences		1,387.69	1,641.57	3,029.26
Social Studies		1,374.76	1,632.75	3,007.51
Special Education	2,217.41	1,206.42	1,339.12	4,762.95
Speech Language Therapist (includes contracted FTEs)	639.38	97.51	49.01	785.9
Theater	25.5	47.85	84.14	157.49
World Languages				
American Sign Language (ASL)	9.0	3.5	0.5	13.0
Chinese	26.66	11.59	12.24	50.49
French	16.66	41.34	126.65	184.65
German	7.0	8.5	34.0	49.5
Japanese	0.0	0.0	1.0	1.0
Latin	0.0	9.0	18.75	27.75
Russian	0.0	0.0	0.0	0.0
Spanish	111.3	154.62	526.78	792.7
Other	15.2	107.48	67.1	189.78
TOTAL	26,396.97	10,980.46	14,390.82	51,768.25

Table 2A includes the number of FTEs filled by newly hired certified teachers for the 2016-17 school year.

Table 2A	Number of FTEs Filled by Newly Hired Certified Teachers			
Subject Area Taught	Primary/ Elementary	Middle	High	Total
Agriculture		4.0	15.0	19.0
Art	82.4	37.95	34.4	154.75
Business & Marketing Technology		28.5	75.5	104.0
CATE (Career & Technology subjects)		8.0	101.0	109.0
Computer Science		7.0	6.0	13.0
Dance	5.5	5.5	1.25	12.25
Driver's Education			2.0	2.0
Early Childhood/Elementary (any or all core subjects)	2,368.5			2,368.5
Engineering		0.75	4.5	5.25
English for Speakers of Other Languages (ESOL)	32.0	14.75	19.55	66.3
English/Language Arts		309.0	262.5	571.5
Family & Consumer Sciences		2.0	10.25	12.25
Gifted & Talented	15.5	0.0	0.0	15.5
Guidance	60.5	38.5	67.0	166.0
Health	0.66	1.67	9.81	12.14
Industrial Technology		1.0	2.0	3.0
Literacy	32.25	8.0	1.0	41.25
Mathematics		291.0	270.5	561.5
Media Specialist	63.0	22.0	10.5	95.5
Music	84.1	77.5	50.0	211.6
Physical Education	71.21	70.42	84.03	225.66
School Psychologist (includes contracted FTEs)	44.63	23.21	20.16	88.0
Sciences		240.5	245.25	485.75
Social Studies		220.25	251.7	471.95
Special Education	367.5	184.5	193.0	745.0
Speech Language Therapist (includes contracted FTEs)	103.4	8.75	3.45	115.6
Theater	0.5	3.5	16.0	20.0
World Languages				
American Sign Language (ASL)	1.0	0.0	1.0	2.0
Chinese	16.0	2.0	2.0	20.0
French	3.0	7.5	12.75	23.25
German	1.0	0.0	5.0	6.0
Japanese	0.0	0.0	0.0	0.0
Latin	0.0	1.0	1.0	2.0
Russian	0.0	0.0	0.0	0.0
Spanish	24.8	41.5	113.25	179.55
Other	0.0	4.0	1.5	5.5
TOTAL	3,377.45	1,664.25	1,892.85	6,934.55

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

Table 2B	Number of FTEs Filled by Newly Hired Certified Teachers
Source	
Teacher Education Program Graduate – In State	1,706.15
Teacher Education Program Graduate – Out of State	444.3
PACE	358.0
ABCTE	28.0
Teach For America	47.0
Adjunct Teaching Certificate	1.2
Newly Certified Career and Technology Teacher	88.5
Inactive South Carolina Teacher, Returned to Teaching	359.5
Teacher Coming Directly from Another South Carolina School District	2,316.9
Teacher from a College/University or Private School in South Carolina	201.0
Teacher from Another State	1,056.75
Teacher from Outside the United States	259.0
Other	50.25
TOTAL	6,916.55

Note: The totals in Tables 2A and 2B should match; however, one district reported numbers that were not equal. Consequently, there is a discrepancy of 18.0 FTEs.

Table 2C includes the number of FTEs filled by newly hired male and minority teachers for the 2016-17 school year.

Table 2C	Number of FTEs Filled by Newly Hired Certified Teachers
Male Teachers	1,476.45
Minority Teachers	1,549.2

Table 3A includes the number of first-year PACE participants hired for the 2016-17 school year. This information was obtained from the South Carolina Department of Education.

Table 3A	Number of First-Year PACE Participants			
Certification Area	Primary/ Elementary	Middle	High	Total
Agriculture	0.0	0.0	2.0	2.0
Art	14.0	8.0	3.0	25.0
Biology	0.0	0.0	14.0	14.0
Business/Marketing/Computer Technology	0.0	22.0	61.0	83.0
Chemistry	0.0	0.0	4.0	4.0
Chinese	2.0	0.0	0.0	2.0
Dance	2.0	2.0	1.0	5.0
English	0.0	2.0	18.0	20.0
Family & Consumer Science	0.0	0.0	4.0	4.0
French	0.0	3.0	2.0	5.0
German	0.0	0.0	1.0	1.0
Health	0.0	0.0	0.0	0.0
History	0.0	0.0	3.0	3.0
Latin	0.0	0.0	0.0	0.0
Mathematics	0.0	0.0	10.0	10.0
Media Specialist	7.0	1.0	1.0	9.0
Middle Level Language Arts	0.0	14.0	0.0	14.0
Middle Level Mathematics	0.0	15.0	0.0	15.0
Middle Level Science	0.0	22.0	0.0	22.0
Middle Level Social Studies	0.0	26.0	0.0	26.0
Music Education - Choral	2.0	1.0	1.0	4.0
Music Education - Instrumental	0.0	2.0	3.0	5.0
Physical Education	4.0	3.0	8.0	15.0
Science	0.0	0.0	11.0	11.0
Social Studies	0.0	1.0	15.0	16.0
Special Education - Emotional Disabilities	12.0	3.0	11.0	26.0
Spanish	3.0	11.0	9.0	23.0
Theater	0.0	2.0	3.0	5.0
TOTAL	46.0	138.0	185.0	369.0

Table 4A includes the number of certified teaching positions reported as vacant at the beginning of the 2016-17 school year.

Table 4A Subject Area Taught	Number of Certified, Vacant Teaching Positions			
	Primary/ Elementary	Middle	High	Total
Agriculture		0.0	2.0	2.0
Art	12.0	4.0	1.5	17.5
Business & Marketing Technology		1.0	2.5	3.5
CATE (Career & Technology subjects)		2.0	12.67	14.67
Computer Science		1.0	0.0	1.0
Dance	3.0	0.0	0.17	3.17
Driver's Education			0.0	0.0
Early Childhood/Elementary (any or all core subjects)	91.8			91.8
Engineering		0.0	1.0	1.0
English for Speakers of Other Languages (ESOL)	6.0	1.0	0.75	7.75
English/Language Arts		10.5	17.0	27.5
Family & Consumer Sciences		0.0	1.0	1.0
Gifted & Talented	2.5	6.0	3.0	11.5
Guidance	2.2	0.0	3.5	5.7
Health	0.0	0.0	1.5	1.5
Industrial Technology		0.0	0.0	0.0
Literacy	5.0	1.0	0.0	6.0
Mathematics		20.5	32.5	53.0
Media Specialist	13.5	4.0	2.0	19.5
Music	9.5	6.0	1.5	17.0
Physical Education	2.5	1.0	1.25	4.75
School Psychologist (includes contracted FTEs)	4.24	1.88	2.88	9.0
Sciences		12.5	17.5	30.0
Social Studies		4.5	6.0	10.5
Special Education	36.73	30.83	29.34	96.9
Speech Language Therapist (includes contracted FTEs)	19.4	1.3	4.3	25.0
Theater	0.5	0.25	1.75	2.5
World Languages				
American Sign Language (ASL)	0.0	0.0	0.0	0.0
Chinese	0.0	0.0	0.0	0.0
French	0.0	0.0	0.0	0.0
German	0.0	0.0	0.0	0.0
Japanese	0.0	0.0	0.0	0.0
Latin	0.0	0.0	0.0	0.0
Russian	0.0	0.0	0.0	0.0
Spanish	3.0	1.0	11.5	15.5
Other	1.0	1.0	0.0	2.0
TOTAL	212.87	111.26	157.11	481.24

Table 5A includes the number of FTEs held by certified teachers who did not return to their teaching positions for the 2016-17 school year.

Reason for Leaving	Number of FTEs Held by Certified Teachers Who Left Their Teaching Positions									
	Primary/Elementary			Middle			High			TOTAL
	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	599.7	0.0	0.0	229.25	0.0	0.0	358.35	
Changed profession	24.0	31.5	58.0	11.0	25.0	38.0	27.0	47.0	67.0	328.5
Teaching position in another SC school district/special school	80.0	285.9	417.5	42.0	125.3	229.1	39.6	116.3	304.4	1,640.1
Teaching position in a college/university or private school in SC	4.0	12.0	20.0	1.5	5.0	6.0	3.0	1.0	24.0	76.5
Teaching position in another state/country	19.0	60.0	59.0	9.0	33.0	39.0	11.0	36.0	43.0	309.0
Non-teaching position in the same district	1.0	4.0	24.0	0.0	2.0	14.5	0.0	0.0	13.5	59.0
Non-teaching position in another SC school district or SC education entity	1.0	2.0	10.0	0.0	1.0	7.0	0.0	1.0	28.0	50.0
Non-teaching position in another state/country	0.0	6.0	4.0	0.0	4.0	0.0	0.0	2.0	1.0	17.0
Reduction in force (RIF)/ Program or grant conclusion	0.5	0.0	3.0	1.0	0.0	0.0	1.0	0.0	1.32	6.82
Did not qualify for state certification	8.0	4.0	3.0	8.0	6.0	0.0	6.0	3.0	9.0	47.0
Termination or contract/letter of agreement non-renewal, for cause	31.0	24.0	37.7	33.0	22.0	26.6	24.2	26.5	37.0	262.0
International teacher returned to country of origin	0.0	4.0	6.0	1.0	4.0	2.0	2.0	3.0	20.0	42.0
Returned to school to obtain advanced degree	4.0	7.0	4.0	3.0	8.0	3.0	3.0	15.0	4.0	51.0
Moved out of area (includes spouse relocation, military assignment, etc.)	72.0	143.6	159.8	37.0	61.5	74.0	20.0	64.5	116.0	748.4
Death/disability/illness (includes self, caring for sick child, caring for sick or aging parent, etc.)	6.0	11.0	44.0	2.0	5.0	30.0	6.0	5.0	29.0	138.0
Personal choice (includes staying home with children, resignation, no reason given, etc.)	112.5	232.5	395.42	51.0	117.0	185.75	66.5	104.0	216.89	1,481.6
Other	2.0	5.0	5.0	2.0	5.0	1.0	2.0	7.0	9.0	38.0
Total	365.0	832.5	1,850.1	201.5	423.8	885.2	211.3	431.3	1,281.5	6,482.2
TOTAL	3,047.6			1,510.5			1,924.1			6,482.2

Table 5B includes the number of FTEs held by teachers with alternative certification who did not return to their teaching positions for the 2016-17 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	7.0	7.0
Changed profession	6.0	13.0	2.0	21.0
Teaching position in another SC school district/special school	10.0	24.0	7.0	41.0
Teaching position in a college/university or private school in SC	0.0	1.0	1.0	2.0
Teaching position in another state/country	1.0	9.0	2.0	12.0
Non-teaching position in the same district	0.0	0.0	0.0	0.0
Non-teaching position in another SC school district or SC education entity	1.0	0.0	0.0	1.0
Non-teaching position in another state/country	0.0	3.0	0.0	3.0
Reduction in force (RIF)/ Program or grant conclusion	0.0	0.0	0.0	0.0
Did not qualify for state certification	3.0	12.0	2.0	17.0
Termination or contract/letter of agreement non-renewal, for cause	13.0	6.0	0.0	19.0
International teacher returned to country of origin	0.0	2.0	2.0	4.0
Returned to school to obtain advanced degree	0.0	6.0	0.0	6.0
Moved out of area (includes spouse relocation, military assignment, etc.)	5.0	7.0	0.0	12.0
Death/disability/illness (includes self, caring for sick child, caring for sick or aging parent, etc.)	0.0	3.0	3.0	6.0
Personal choice (includes staying home with children, resignation, no reason given, etc.)	16.0	33.0	3.0	52.0
Other	0.0	6.0	0.0	6.0
TOTAL	55.0	125.0	29.0	209.0

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 2016-17 school year.

Table 6A	Number of FTEs Filled by Newly Hired Certified Administrators	Number of Certified, Vacant Administrator Positions
Type of Administrator		
District Superintendent	9.0	0.0
District Assistant/Associate Superintendent	6.0	2.0
Other District-Level Administrator (i.e., director or coordinator position)	74.0	11.5
Primary/Elementary School Principal	39.33	3.0
Primary/Elementary School Assistant Principal	53.5	4.0
Middle School Principal	28.83	2.0
Middle School Assistant Principal	33.5	1.5
High School Principal	24.84	4.0
High School Assistant Principal	54.0	6.5
Other School-Level Administrator (i.e., coach or specialist position)	111.6	18.0
TOTAL	434.6	52.5

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.

Table 7A	Yes	No	Undecided	No answer
Did you participate in the Expo held on May 20 th , 2016?	45	34	-----	1
Are you planning to attend the 2017 Expo?	48	4	27	1

Table 7B	Number of Teachers Hired as a Result of the Teacher Expo
Male Teachers	27.0
Minority Teachers	32.0
TOTAL	91.0

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