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FALL 2011 TEACHER/ADMINISTRATOR  
SUPPLY & DEMAND SURVEY

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DECEMBER 2011

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 to each of the state's school districts and several special schools. Once the information is submitted, CERRA compiles a statewide report detailing hiring, vacancy, and departure data for widespread use by policy-makers in South Carolina. CERRA would like to sincerely thank the district and special school representatives who complete this survey each year. Their collaboration facilitates the completion of this very important and complex process.

## **Teacher Positions**

Districts and special schools were asked to report the number of allocated teacher positions for the 2011-2012 school year.<sup>1</sup> These numbers were compared to last year's data to determine the impact felt by districts due to continued reductions made to South Carolina's public education budget. For the current school year, districts reported 48,094.85 teacher positions, a slight decrease of 650 positions from last school year. Although some districts continue to eliminate or freeze positions to account for funding shortages, the decline in numbers seen this year was less substantial than those reported last year.

Sixty-two percent of districts reported a decrease in the number of teacher positions for this school year. Comparatively, however, this is an improvement as more than three-quarters of districts indicated a drop in the number of teacher positions last year. The remaining 38% of districts reported an increase in the number of positions, including six districts that experienced significant growth. These districts vary in size, geographic location, and student demographics. For example, a small, rural district with the second highest poverty index in the state reported a 60% increase of 28.5 teacher positions compared to last year. A majority of this growth can be explained by more positions being created or reinstated at the elementary level. Furthermore, one of the largest districts in the state with a considerably lower poverty index reported a 14% increase of nearly 600 teacher positions, most of which occurred at the middle and high school levels.

Overall statewide, districts reported a decrease in the number of teacher positions at the elementary and high school levels. The largest proportion of this decrease occurred in elementary, early childhood, and special education positions in primary and elementary schools. Reductions in the number of positions at the high school level resulted primarily from there being fewer career and technology and special education positions. Conversely, middle school positions increased by a small number this year, mostly attributable to four core subjects: English/language arts, mathematics, sciences, and social studies. With the exception of elementary theater teachers, the fine arts – art, dance, music, and theater – experienced a surge in the number of positions across all school levels this year.

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<sup>1</sup> With the exception of Bamberg 1, Laurens 55, 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 81 districts and special schools is included in all data tables throughout the report.

## **Teachers Hired**

The total number of teachers hired in South Carolina's public school districts and special schools this year was 4,588.4. This reflects a 31% increase of 1,074 teachers compared to last school year when our state saw the lowest number of teachers hired since 2001, the first year of the Supply and Demand Survey.

Teachers hired in primary and elementary schools made up the largest proportion (44%) 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, elementary, early childhood, and special education teachers accounted for the greatest number of hires. Teachers employed in these three subject areas represented the largest share of teachers statewide. Therefore, it is no surprise that the greatest number of teachers was hired to teach these subjects, and the largest decline in the number of positions was in these areas (as reported on the previous page). This data breakdown is very similar to the information reported last year.

Similar to last school year, thirty-five percent (1,452.25) of all teachers hired this year were new graduates from teacher education programs in the state. Approximately 8% (332) of hires came from teacher education programs in another state. One-quarter (1,022.25) of the reported hires transferred from one South Carolina district to another. Teachers who transferred from another state made up 16% of all hires, a slight increase compared to last year's 14% of hires represented by out-of-state teachers.

This year, the number of first-year teachers hired through the Program of Alternative Certification (PACE) decreased by about 9%, or 14 teachers. One explanation for the reduction in PACE hires could be the American Board for Certification of Teacher Excellence (ABCTE), which produced 28 alternatively certified teachers this year. Another reason may be the Teach For America program, which recruits recent college graduates to teach in a low-income community for two years. This program is responsible for 29 of South Carolina's new hires this school year. The drop in PACE numbers occurred mainly at the high school level as substantially fewer PACE teachers were hired in English and mathematics. Across all school levels, the total number of PACE educators hired to teach special education was cut in half this year. The number of hires in science and social studies, however, significantly increased both at the middle and high school levels. Half of all PACE hires can be attributed to three subject areas: science, business education, and English/language arts.

The South Carolina Department of Education (SCDE) reported that as of December 2011, the number of first-year PACE teachers hired was 181. This figure is an increase of 45 teachers from the 136 who were identified as new PACE hires when districts submitted the survey in September and October. If the more recent figures are taken into consideration, it can be concluded that the number of PACE teachers hired this year actually grew by 12%, or 19 teachers, when compared to the 162 new PACE hires reported by the SCDE in December of last year. The SCDE also reported that as of December 2011, the number of ABCTE teachers hired this year was 58, compared to the 28 who were recognized by districts at the beginning of the school year when their surveys were completed.

Approximately 20% of teachers hired for the current school year were reported as minority and 19.5% as male. These figures are marginally larger than the percentage of minority and male teachers that make up the total teacher population in the state. According to the South Carolina Department of Education, nearly 17% of the state's public school teachers in the 2010-2011 school year were reported as minority and 18% as male. This trend has remained relatively constant over the last decade.

### **Vacant Teacher Positions**

Districts reported 170.8 vacant teacher positions at the beginning of the 2011-2012 school year. This figure is equal to a 10% reduction compared to the number of vacancies calculated last year. Vacancies in high schools held the largest share (39.2%) of unfilled teacher positions this school year. Almost half of the vacancies at the high school level were in mathematics, science, and special education. The number of vacancies in middle schools grew by 20%. Most of this increase is attributable to vacant positions in mathematics, special education, and language arts.

Nearly one-quarter of this year's vacancies were in special education across all school levels. Another 13% of vacant positions were reported in mathematics at the middle and high school levels. Also, 10.5% of the state's vacant positions were reported as "other." With the exception of JROTC and gifted and talented instructors, most of these "other" vacancies can be categorized as either school- or district-wide and are not considered classroom teacher positions.

Just over half of all districts and special schools that responded to the survey reported no vacant teacher positions at the beginning of the 2011-2012 school year, and nearly 80% of districts had fewer than three vacancies at the beginning of the year. Almost one out of every three unfilled teacher positions occurred in the state's second and third largest school districts, but the single largest district in South Carolina accounted for only 2% of all statewide vacancies.

Similar to the data reported last year, the Lowcountry and the Pee Dee regions had the largest number of vacant teacher positions, representing 55% 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 – Midlands 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 rural areas of the state that have some of the highest poverty levels.

### **Teachers Leaving**

A total of 4,287.35 teachers did not return to their classrooms for the 2011-2012 school year. This figure represents a reduction of 7%, or 325 teachers, compared to the data reported last year. Twenty-two percent (938.5) of teachers who left their classrooms retired from the profession. Approximately 15% are teaching in another South Carolina district. Including the teachers who transferred to another district, nearly one-quarter of teachers who left their

classrooms last year are still employed in the education profession in South Carolina or another state.

Thirteen percent of teachers who did not return to their classrooms this school year resigned for reasons unreported to their districts. Another 11% left for personal reasons including maternity leave, illness or disability, caring for a sick or aging parent, and so on. Compared to the data reported last year, significantly fewer teachers were victims of reductions in force, terminations or non-renewed contracts, and not meeting the qualifications of a South Carolina teaching certificate.

A majority (68%) of teachers who did not return this year had more than five years of teaching experience, mostly due to the large number of retirees. This still leaves almost one-third of teachers who left their classrooms with five or fewer years of experience. These statistics reinforce the conclusion that ongoing support is needed for beginning teachers to provide them with the necessary tools and strategies that will enable them to become successful educators in South Carolina.

### **Administrators**

The number of administrators hired in school districts this year grew by 40%, mostly due to the considerable rise in the number of assistant principals hired in elementary, middle, and high schools. With the exception of superintendents and assistant superintendents, an increase in the number of administrators hired at the district level this year also had an impact on these growing numbers. Consequently, districts reported a 50% reduction in the number of vacant administrator positions that existed at the beginning of the 2011-2012 school year. Six high school principal vacancies were reported last year, while only one was recorded this year in one of the state's special schools. In addition, there were 22 vacant district-level administrator positions last year compared to a mere three that were documented for the current school year.

### **Teacher Expo**

The purpose of the Teacher Expo is to match educators seeking positions with 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 Teacher 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 Teacher Expo for districts that chose to participate. At the request of personnel administrators, the in-person Teacher Expo was reinstated June 30, 2011 as CERRA hosted the event for certified and certifiable teachers in critical need subject areas. Twenty-six districts participated, 652 candidates registered, and 221 candidates from 15 states attended.

Districts were asked to report the number of teachers hired as a result of the Teacher Expo. A total of 20.5 teachers who attended the Teacher Expo were hired for the 2011-2012 school year; eight of these hires were minority teachers and six were males. In the past decade, nearly 950

teachers, including approximately 300 males and 285 minorities, have been hired as a result of their participation in Teacher Expo.

### **Conclusion**

Survey results indicate that teacher supply and demand in South Carolina is beginning to improve. The minimal decline in the number of reported teacher positions and the 31% increase in the number of teachers hired suggest that resources to recruit and hire teachers are becoming more available. These statistics also imply that fewer districts had to eliminate or suspend positions due to inadequate funds. Even though the number of vacancies likely will continue to fall in future years, the state still faces shortages in certain areas. Recruitment efforts should particularly focus 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 positions each year. With an average of nearly 5,300 public school teachers leaving their classrooms each year and persistent difficulty filling vacancies in critical subject and geographic areas, a continuous need to recruit highly qualified, effective 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 2011-2012 school year. Allocated teacher positions refer to all teacher slots funded in the districts' 2011-2012 budgets. These numbers include filled and unfilled positions.

Data from the 2010-2011 school year are included for comparison purposes.

Table 1A Subject Area	Number of Teacher Positions							
	Primary/Elementary		Middle		High		Total	
	2010-2011	2011-2012	2010-2011	2011-2012	2010-2011	2011-2012	2010-2011	2011-2012
Agriculture			0.67	3.25	79.5	94.25	80.17	97.5
Art	564.2	624.38	208.81	238.53	257.5	273.47	1,030.51	1,136.38
Business and Marketing Technology			177.75	179.39	474.17	536.28	651.92	715.67
Career and Technology			90.4	126	938.74	812.08	1,029.14	938.08
Computer Programming			24.67	28	43.03	38.5	67.7	66.5
Dance	15.5	24.5	25	27.5	16.5	26.4	57	78.4
Driver's Education					98.22	75.34	98.22	75.34
Early Childhood / Elementary	17,096.45	16,430.45					17,096.45	16,430.45
English for Speakers of Other Languages (ESOL)	245.64	250.28	87.49	93.18	81.96	79.65	415.09	423.11
English / Language Arts			1,405.62	1,636.13	1,624.02	1,750.16	3,029.64	3,386.29
Family and Consumer Sciences			39	42.38	121.7	130.25	160.7	172.63
Guidance	618.23	671.43	433.75	448.45	632.03	627.65	1,684.01	1,747.53
Health	38.25	39.4	72.2	79	84.74	92.35	195.19	210.75
Industrial Technology			42.16	40.33	44.5	57.5	86.66	97.83
Literacy / Reading	403.15	385.65	173.1	113.69	80.2	53.5	656.45	552.84
Mathematics			1,441.5	1,578.1	1,525.32	1,748.26	2,966.82	3,326.36
Media Specialist	560.26	612.2	222.06	235.8	234.93	232.25	1,017.25	1,080.25
Montessori	192	153					192	153
Music (includes Band and Chorus)	537.82	600.45	396.94	425.72	329.22	341.49	1,263.98	1,367.66
Physical Education	641.3	677.4	388.85	399.45	518.41	551.32	1,548.56	1,628.17
School Psychologist	175.57	236.05	68.01	85.2	87.72	77.5	365.3	398.75
Sciences								
Biology					327.75	396.59	327.75	396.59
Chemistry					189.23	200.6	189.23	200.6
Physics					76.04	78.68	76.04	78.68
Science			1,149.34	1,246.39	803.55	867.59	1,952.89	2,113.98
Social Studies			1,140.95	1,267.47	1,369.02	1,503.11	2,509.97	2,770.58
Special Education								
Deaf & Hard of Hearing	54.2	56.04	11.95	17.48	20.25	18.43	86.4	91.95
Emotional Disabilities	153.25	142.1	92.75	107.91	103	103.5	349	353.51
Learning Disabilities	943.55	918.97	632.45	613.59	745.15	710.54	2,321.15	2,243.1
Mental Disabilities	302.5	267.15	137.1	159.02	237.3	185.43	676.9	611.6
Multicategorical	295.55	394.8	188.15	190.65	189.9	213.4	673.6	798.85
Severe Disabilities	139.5	113.5	46.5	41.5	72.2	55	258.2	210
Speech Language Therapist	648.9	712.39	66.3	83.67	44.25	52.74	816.95	848.8

Table 1A continued Subject Area	Number of Teacher Positions							
	Primary/Elementary		Middle		High		Total	
	2010-2011	2011-2012	2010-2011	2011-2012	2010-2011	2011-2012	2010-2011	2011-2012
<b>Special Education (continued)</b>								
Visual Impairment	21.09	21.13	8.24	9.08	20.8	10.83	51.13	41.04
Other Special Education	249.8	232.99	45.83	38.36	135.78	115.43	432.41	386.78
Theater or Speech and Drama	19.5	16	36.9	48.75	63.72	66.15	120.12	130.9
<b>World Languages</b>								
American Sign Language (ASL)	0	1	0	0	1	1	1	2
Chinese	0.8	5.8	0.25	1.5	3.05	3.7	4.1	11
French	14.2	16.7	22.2	30.18	114.22	113.2	150.62	160.08
German	6.8	6	5.65	9.08	26.8	26.77	39.25	41.85
Japanese	0	0	2	2	0.25	0	2.25	2
Latin	0	0	6.5	7.5	15.6	17.83	22.1	25.33
Russian	0	0	0.5	0	0.5	0	1	0
Spanish	61.8	78.5	95.7	119.28	409.48	451.05	566.98	648.83
Other	381.09	348.2	642.85	644.6	861.78	850.51	1,885.72	1,843.31
<b>TOTAL</b>	<b>24,562.5</b>	<b>24,036.46</b>	<b>10,282.19</b>	<b>10,418.11</b>	<b>13,806.53</b>	<b>13,640.28</b>	<b>48,744.71</b>	<b>48,094.85</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 2011-2012 school year. Rehired retirees who were employed in the same district during the 2010-2011 school year are not included.

Table 2A Subject Area	Number of Teachers Hired			
	Primary/ Elementary	Middle	High	Total
Agriculture		2.5	11	13.5
Art	42.1	16.7	41.65	100.45
Business and Marketing Technology		22.5	55.5	78
Career and Technology		7	52.5	59.5
Computer Programming		0	2	2
Dance	28	6.5	2.9	37.4
Driver's Education			3	3
Early Childhood / Elementary	1,320			1,320
English for Speakers of Other Languages (ESOL)	20.1	8	7.5	35.6
English / Language Arts		214.5	191.5	406
Family and Consumer Sciences		0	8.5	8.5
Guidance	51.6	32	67	150.6
Health	0.5	3.5	12.7	16.7
Industrial Technology		5	3.5	8.5
Literacy / Reading	46.5	18	9	73.5
Mathematics		178.5	219.59	398.09
Media Specialist	46	17	18.5	81.5
Montessori	6			6



FALL 2011 TEACHER/ADMINISTRATOR SUPPLY AND DEMAND SURVEY

<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>Music (includes Band and Chorus)</b>	40.25	60.68	36.55	137.48
<b>Physical Education</b>	29.8	33.5	42	105.3
<b>School Psychologist</b>	27	11.75	11.25	50
<b>Sciences</b>				
<b>Biology</b>			43.25	43.25
<b>Chemistry</b>			29	29
<b>Physics</b>			7.5	7.5
<b>Science</b>		161.5	128.75	290.25
<b>Social Studies</b>		143	161	304
<b>Special Education</b>				
<b>Deaf &amp; Hard of Hearing</b>	6	0	1.5	7.5
<b>Emotional Disabilities</b>	18.5	8	8	34.5
<b>Learning Disabilities</b>	81	74	60.06	215.06
<b>Mental Disabilities</b>	15.5	13	19.26	47.76
<b>Multicategorical</b>	52.5	28.5	32	113
<b>Severe Disabilities</b>	14.5	5	3	22.5
<b>Speech Language Therapist</b>	103.9	8.5	3	115.4
<b>Visual Impairment</b>	2.5	0	3	5.5
<b>Other Special Education</b>	14	2	7.18	23.18
<b>Theater or Speech and Drama</b>	4	8.25	5.5	17.75
<b>World Languages</b>				
<b>American Sign Language (ASL)</b>	0	0	0	0
<b>Chinese</b>	2	2	1	5
<b>French</b>	1	2	13.5	16.5
<b>German</b>	2	3.5	5.25	10.75
<b>Japanese</b>	0	0	0	0
<b>Latin</b>	0	1	1.83	2.83
<b>Russian</b>	0	0	0	0
<b>Spanish</b>	19.1	17.25	82.75	119.1
<b>Other</b>	24.6	12.8	29.05	66.45
<b>TOTAL</b>	<b>2,018.95</b>	<b>1,127.93</b>	<b>1,441.52</b>	<b>4,588.4</b>

**Table 2B includes the source of each new hire reported for the 2011-2012 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 Graduate – In State</b>	1,452.25	<b>Retired South Carolina Teacher, Returned to Teaching</b>	144.1
<b>New Teacher Education Program Graduate – Out of State</b>	332	<b>Inactive South Carolina Teacher, Returned to Teaching (exclude teachers already reported as retired)</b>	142.37
<b>PACE</b>	128.5	<b>Teacher from Another South Carolina District</b>	1,022.25
<b>ABCTE</b>	28	<b>Teacher from Another State</b>	666.6
<b>Adjunct Instructor</b>	0	<b>Teacher from Outside the United States</b>	104.5
<b>Other</b>	143.2	<b>List the states/countries from where new teachers were hired:</b> All states except: Alaska, Delaware, Hawaii, Idaho, Louisiana, Minnesota, Montana, Nebraska, New Mexico, North Dakota, Oregon, Rhode Island, South Dakota, and Wyoming  Other countries (18): Africa (country not specified), Chile, China, Colombia, Cuba, Ecuador, El Salvador, Germany, Hungary, India, Jamaica, Japan, Philippines, Romania, South Korea, Spain, United Kingdom, Venezuela	
<b>TOTAL: 4,163.77 (One large district was unable to provide this information; therefore, this table contains 424.63 fewer new hires compared to the total reported in 2A.)</b>			

**Table 2C includes the number of minority teachers and male teachers hired in South Carolina for the 2011-2012 school year.**

<b>Table 2C</b>	<b>Number of Teachers Hired</b>
<b>Minority Teachers</b>	913
<b>Male Teachers</b>	895.75

**Table 3A includes the number of first-year PACE teachers hired (by subject area and school level) in South Carolina for the 2011-2012 school year.**

Table 3A Subject Area	Number of First-Year PACE Teachers Hired			
	Primary/ Elementary	Middle	High	Total
Agriculture		0	0	0
Art	3	1.25	3.25	7.5
Business Education		5	17	22
Dance	0	1	0	1
English / Language Arts		11.5	8.5	20
Family and Consumer Sciences		0	2	2
Health	0	0	0	0
History			0	0
Industrial Technology		1	0	1
Mathematics		1	4	5
Media Specialist	0.5	1	1	2.5
Music	2	1.5	2	5.5
Physical Education	2	1	2	5
Sciences				
Biology			4	4
Chemistry			3	3
Physics			0	0
Science		13.5	12	25.5
Social Studies		8	6.5	14.5
Special Education: Emotional Disabilities	1	2	3	6
Theater	0	2	1.5	3.5
World Languages				
French	0	0	0	0
German	0	0	0	0
Latin	0	0	0	0
Spanish	0	2	6	8
<b>TOTAL</b>	<b>8.5</b>	<b>51.75</b>	<b>75.75</b>	<b>136</b>

**Table 3B includes the number of PACE teachers (by number of years in the program) employed in South Carolina for the 2011-2012 school year.**

Table 3B	Number of PACE Teachers Employed
Number of teachers in their second year of PACE	131
Number of teachers in their third year of PACE	158
Number of teachers in their fourth year of PACE	102
<b>TOTAL (including first-year hires)</b>	<b>527</b>

**Table 4A includes the number of vacant teacher positions (by subject area and school level) in South Carolina at the beginning of the 2011-2012 school year.**

Table 4A Subject Area	Number of Vacant Teacher Positions			
	Elementary/ Primary	Middle	High	Total
Agriculture		0	2	2
Art	2	1.7	1.3	5
Business and Marketing Technology		1.5	0.5	2
Career and Technology		0	2.25	2.25
Computer Programming		0	0	0
Dance	0.5	0.5	0	1
Driver's Education			1	1
Early Childhood / Elementary	11.5			11.5
English for Speakers of Other Languages (ESOL)	1.34	1.33	0.33	3
English / Language Arts		7	4	11
Family and Consumer Sciences		0.5	0	0.5
Guidance	1	0.5	3	4.5
Health	0	0	2	2
Industrial Technology		0	0	0
Literacy / Reading	0	1	0	1
Mathematics		9	12.5	21.5
Media Specialist	5	4.5	0	9.5
Montessori	0			0
Music (includes Band and Chorus)	1.4	1.5	0.5	3.4
Physical Education	0	0	0	0
School Psychologist	1	0	0	1
Sciences				
Biology			2.5	2.5
Chemistry			1	1
Physics			0	0
Science		3	10.5	13.5
Social Studies		4	5	9
Special Education				
Deaf & Hard of Hearing	1	0	1	2
Emotional Disabilities	1	2	0	3
Learning Disabilities	4	3	3	10
Mental Disabilities	3	0	2	5
Multicategorical	4.5	2.5	3	10
Severe Disabilities	0	0	0	0
Speech Language Therapist	9.65	0.5	0	10.15
Visual Impairment	0	0	0	0
Other Special Education	0	0	0	0
Theater or Speech and Drama	0	0	0.5	0.5
World Languages				
American Sign Language (ASL)	0	0	0	0
Chinese	0	0	0	0

<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 (continued)</b>				
French	0	0.5	1	1.5
German	0	0	0	0
Japanese	0	0	0	0
Latin	0	0	0	0
Russian	0	0	0	0
Spanish	1	0.5	1	2.5
Other	6	5	7	18
<b>TOTAL</b>	<b>53.89</b>	<b>50.03</b>	<b>66.88</b>	<b>170.8</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 2011-2012 school year.

<b>Table 5A</b>	<b>Number of Teachers who Left their Classrooms</b>																		
<b>Reason for Leaving the Classroom</b>	<b>Primary/Elementary</b>						<b>Middle</b>						<b>High</b>						<b>TOTAL</b>
	<b>Years of Teaching Experience</b>						<b>Years of Teaching Experience</b>						<b>Years of Teaching Experience</b>						
	1	2	3	4	5	>5	1	2	3	4	5	>5	1	2	3	4	5	>5	
Retirement (first-time retirees only)	0	1	3	0	4	458	1	0	0	1	0	198	1	0	0	2	4	265.5	<b>938.5</b>
Leaving profession	2	5	11	2	3	26	3	4	2	1	0	13	5	5	8	2	3	23	<b>118</b>
Teaching position in another SC district	30.5	26	19	16	11.6	154	12	14	12	9	7	76	21	23	13	10	9	161.25	<b>624.35</b>
Teaching position in private school or college/ university in SC	1	2	0	0	0	11	0	2	1	1	0	7	0	3	1	0	0	7	<b>36</b>
Teaching position in another state	4	13	9	11	6	32	4	8	6	7	3	23	3	4	5	5	2	29.5	<b>174.5</b>
Position in administration – in SC or another state	0	0	0	0	1	20	0	0	0	1	0	10	0	0	0	1	1	29.5	<b>63.5</b>
Other position in education – in SC or another state	3	3	3	6	3	11	2	0	2	0	0	14	4	4	6	1	1	26	<b>89</b>
Reduction in force (RIF)	11	1	2	1	1	17	3	1	1	1	1.5	6	6	0	1	1.5	1	15	<b>71</b>
Retiree from previous year (on letter of agreement) not rehired or chose not to return	13	0	0	0	0	118.5	1	0	0	0	1	61	0	0	1	0	0	99.5	<b>295</b>
Did not qualify for SC certificate	0	0	0	1	0	2	2	0	2	1	1	3	4	1	1	1	1	7	<b>27</b>
Termination or non-renewed contract	22	2	8	3	4	38	10	6	4	5	6	16	10	8.5	10	1	2	47	<b>202.5</b>
International teacher returning to country of origin	0	1	0	0	0	2	0	0	4	1	1	5	0	3	8	1	2	18	<b>46</b>
Personal (maternity leave, illness, caring for sick or aging parent, etc.)	19	22	22	20.5	19	118	10	10	11	14	5	52	12	17	9.5	12	13	74.5	<b>460.5</b>

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	
Returning to school to obtain advanced degree	1	2	4	1	1	11	0	1	4	0	2	3	3	1	3	5	1	10	53
Moved out of area / Spouse relocation	31	24	26	29	16	100.5	11	7	14	10	5	39	17	13	14	11	6	43	416.5
Resignation (reason unknown)	21	18	30	12	9	158	20	13	12	11	9	72	30	14	10	12	10	97	558
Other	9	3	2	3	0	26.5	10	0	3	0	0	17	6	1	1	2	0	30.5	114
<b>Total</b>	167.5	123	139	105.5	78.6	1,303.5	89	66	78	63	41.5	615	122	97.5	91.5	67.5	56	983.25	<b>4,287.35</b>
<b>TOTAL</b>	<b>1,917.1</b>						<b>952.5</b>						<b>1,417.75</b>						<b>4,287.35</b>

Table 5B includes the number of PACE teachers (by reason for leaving) who did not return to their classrooms for the 2011-2012 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)	0
Leaving profession	17
Teaching position in another SC district	12
Teaching position in private school or college / university in SC	0
Teaching position in another state	0
Position in administration – in SC or another state	1
Other position in education – in SC or another state	7
Reduction in force (RIF)	3
Retiree from previous year (on letter of agreement) not rehired or chose not to return	1
Did not qualify for SC certificate	14
Termination or non-renewed contract	16
International teacher returning to country of origin	0
Personal (maternity leave, illness, caring for sick or aging parent, etc.)	9
Returning to school to obtain an advanced degree	0
Moved out of area / Spouse relocation	9
Resignation (reason unknown)	6
Other	8
<b>TOTAL</b>	<b>103</b>

**Table 6A includes the number of administrators hired and vacant administrator positions for the 2011-2012 school year.**

<b>Table 6A</b>	<b>Number of Administrators Hired</b>	<b>Number of Vacant Administrator Positions</b>
<b>Type of Administrator</b>		
District Superintendent	9	2
District Assistant Superintendent	9	0
Other District-Level Administrator	88	3
Primary/Elementary School Principal	58	2
Primary/Elementary School Assistant Principal	65.5	3
Middle School Principal	26	0
Middle School Assistant Principal	52.5	4
High School Principal	27	1
High School Assistant Principal	85.2	1.5
Other School-Level Administrator	14	1
Other	25	1
<b>TOTAL</b>	<b>459.2</b>	<b>18.5</b>

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

<b>Table 7A</b>	<b>Yes</b>	<b>No</b>	<b>Undecided</b>	<b>No answer</b>
Did you participate in the Teacher Expo held on June 30 <sup>th</sup> , 2011?	21	56	----	10
Are you planning to attend next year’s Teacher Expo?	20	13	43	11

<b>Table 7B</b>	<b>Number of Teachers Hired as a Result of the Expo</b>
Minority Teachers	8
Male Teachers	6
Total Teachers	20.5

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