

2007 Georgia Educator Workforce

Report #1: An Overview of Georgia's Educator Workforce



**Georgia Professional Standards Commission
January 2008**



An Overview of Georgia's Educator Workforce

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Summary

This 2007 report takes a general look at the status of the Georgia Public School pre-kindergarten through grade twelve educator workforce. It provides information about growth of and changes in the workforce over the past decade.

The size of the workforce must keep pace with the growth of student enrollment and educator attrition. Although the proportion of teachers to the rest of the workforce has declined slightly over the past decade, it appears due to an increase in the proportion of student services staff – counselors, psychologists and librarians, for example, and not to an increase in the percentage of administrative staff.

Georgia's teachers as a whole have been getting older over the past decade, perhaps an indicator that higher rates of attrition through retirement might occur in future years. Last year, however, a very slight decrease in the average age occurred; several more years will tell whether the trend is reversed.

The gender balance of the teacher workforce is changing: The percentage of men has increased slightly (1.7%) over the past decade to 19.1% this past year. Although the proportion of minority teachers remains far below that of minority students in Georgia, the rate of increase in minority teachers has been increasing for four years so that it now approaches that of the student body.

The percentage of teachers with advanced degrees had remained relatively stable at very slightly more than half through the 2002 school year, but since then has increased substantially to more than 58%.

National Board of Professional Teaching Standards certification has been increasing slowly in recent years. The proportion of those teachers in schools labeled "Needs Improvement" has been declining though they are represented in almost half (41.6% in FY07) of all "Needs Improvement" schools.

Georgia's administrative and student services personnel staff continues to keep pace with student enrollment. The number of Black and male administrative and student services personnel continue to increase annually, although as with teachers, the majority of administrative and student services personnel are White and female, and few other minority ethnicities are represented.

The Georgia educator workforce rose 4.5% in FY07 to 134,841 from the 129,032 reported in FY06. As shown in Table 1, the growth of the workforce has varied substantially in the past decade, reaching 5% in the 2002 school year but decreasing to 1.4% in 2004.

Table 1. Georgia Educators, School Years 1999-2007

Category	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07
Total Educator Workforce	103,914	107,008	110,784	116,292	120,773	122,439	124,979	129,032	134,841
Annual # Change from Previous Year	3,332	3,094	3,776	5,508	4,481	1,666	2,540	4,053	5,809
Annual % Change from Previous Year	3.3%	3.0%	3.5%	5.0%	3.9%	1.4%	2.1%	3.2%	4.5%

The teacher proportion of the workforce has declined slightly from 85.8% to 85.4% of the Georgia educator workforce over the past decade. Student services staffing has increased from 7.5% to 8.2%, and administration has declined slightly from 6.8% to 6.5% during that period. Teachers numbered slightly more than 115,000 in the spring of 2007. There were just over 11,000 student services staff and fewer than 9,000 administrators. Figure 1 shows the growth of the three major divisions of the workforce over the past decade.

Figure 1. Georgia P-12 Public School Educator Workforce, School Years 1998-2007



The change in the number of educators hired to meet enrollment growth and variations in legislation is highly volatile, even though the growth of the student body has been relatively consistent over the years. A comparison of the growth of the educator workforce and student enrollment highlights the variability of hiring in response to the political and economic factors that affect the public schools. Figure 2 shows the percentage of growth in each group over the past decade.

Figure 2. Comparison of Growth in the Georgia Public School Educator Workforce and Public School Enrollment, School Years 1999-2007

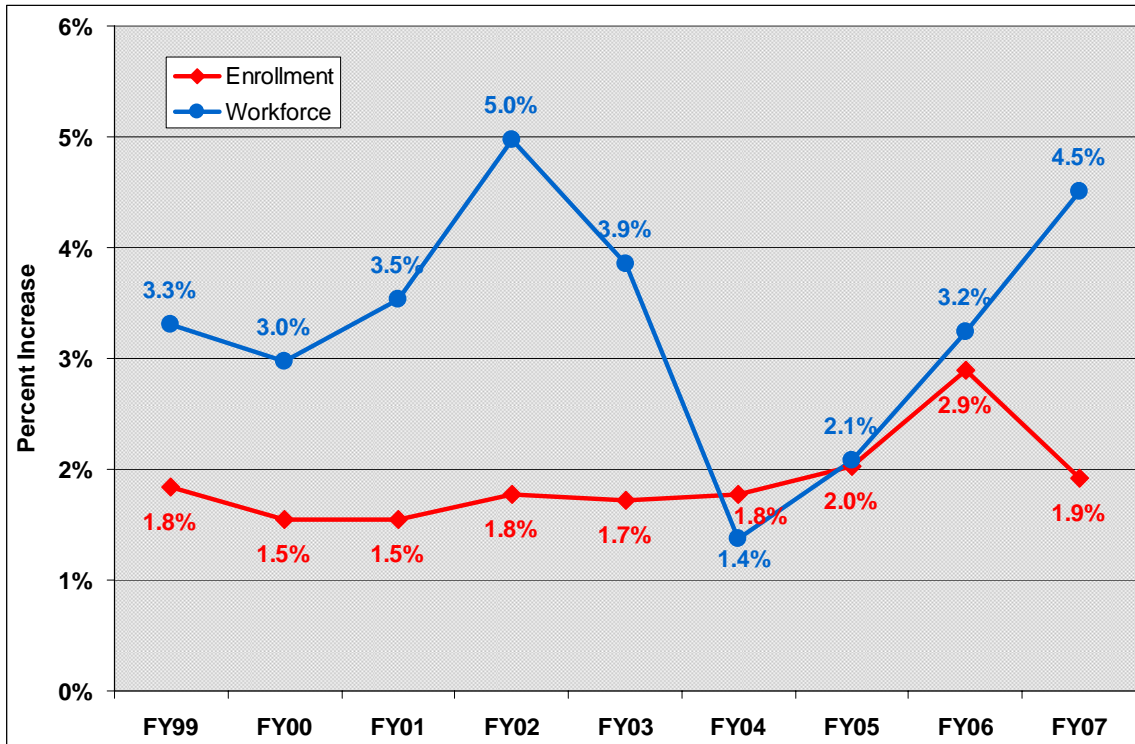
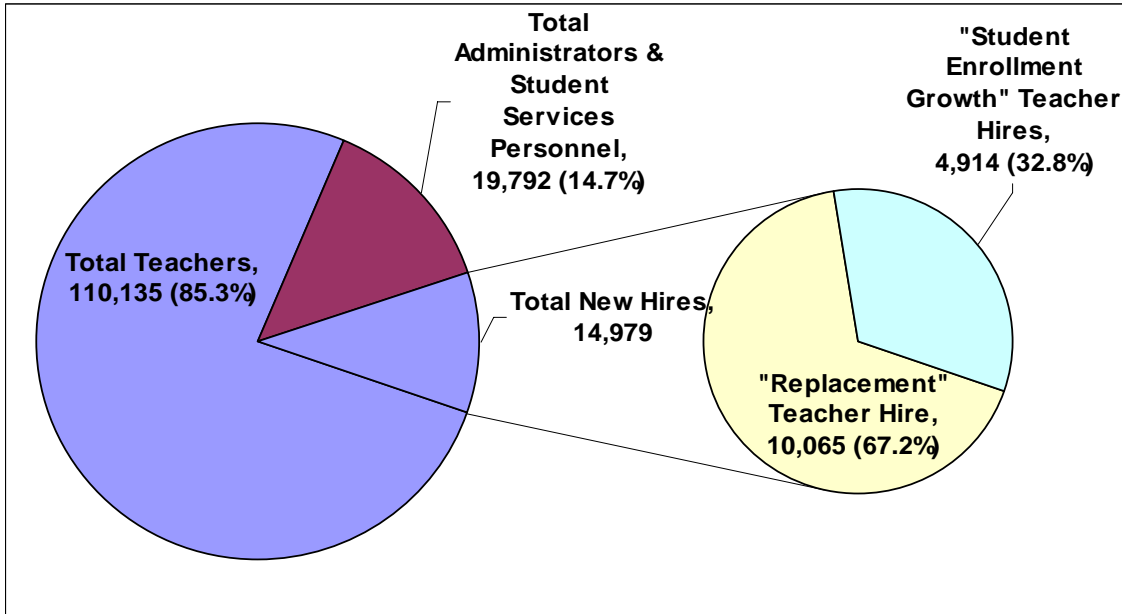


Figure 3 shows the 2007 school year (FY07) total educator workforce by personnel category (teachers, administrators and student services groups). The slice projected into a separate pie chart is the portion that represents the FY07 new teacher hires. The smaller pie chart splits FY07 newly hired teachers into replacement and student enrollment growth hires.

Figure 3. Georgia's Educator Workforce and New Teacher Hires, School Year 2007



Teachers

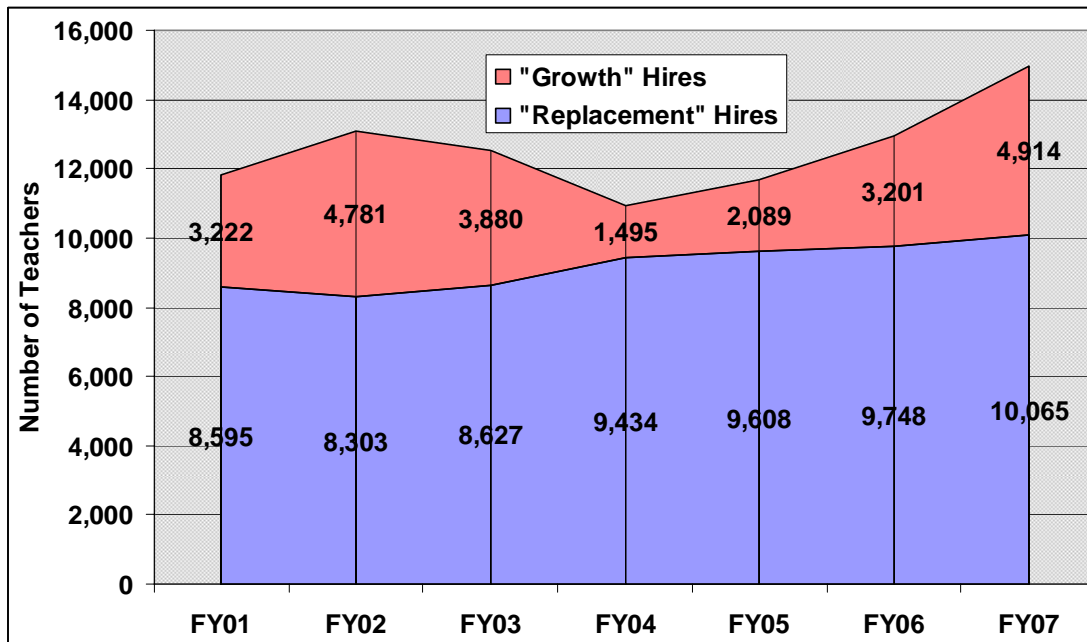
A total of 14,979 new teachers were hired into Georgia public classrooms in FY07, an increase of 15.7% from the 12,949 hired in FY06. Over two-thirds of the newly hired teachers (67.2%) were hired to replace the teachers who left Georgia classrooms after the FY06 school year. The number of replacement teachers has continued to increase, rising from 8,595 in FY01 to 10,065 in FY07. The number and percentage of teachers hired to meet student enrollment growth and to respond to changes in class size legislation has continued to increase since FY04, rising from 13.7% of new hires in FY04 to 32.8% in FY07, as shown in Table 2 and Figure 4. The 14,979 new teacher hires represent 13% of the entire teacher workforce in FY07, an increase from the 11.8% reported in FY06.

Table 2. New Teacher Hires, School Years 2001-2007

Fiscal Year	Total Teacher Workforce	Total New Hires	% Change in Total New Hires over Previous Year	Attrition/Number of Replacement Hires	Replacement as % of New hires	% Change in Replacement Hires	Number of Growth Hires	Growth as % of New hires	% Change in Growth Hires
FY01	94,689	11,817	16.1	8,595	72.7	15.0	3,222	27.3	19.0
FY02	99,470	13,084	10.7	8,303	63.5	-3.4	4,781	36.5	48.4
FY03	103,350	12,507	-4.4	8,627	69.0	3.9	3,880	31.0	-18.8
FY04	104,845	10,929	-12.6	9,434	86.3	9.4	1,495	13.7	-61.5
FY05	106,934	11,697	7.0	9,608	82.1	1.8	2,089	17.9	39.7
FY06	110,135	12,949	10.7	9,748	75.3	1.5	3,201	24.7	53.2
FY07	115,049	14,979	15.7	10,065	67.2	3.3	4,914	32.8	53.5

Source: PSC, 2007

Figure 4. Newly Hired Teachers as a Composite of Replacement and Growth Hires, School Years 2001-2007



Teacher Age and Experience

In FY07, teachers' age ranged from 20 to 84 years. As shown in Figure 5, the average teacher age in Georgia has increased more than seven tenths of a year since 1998, but the rapid increase in age during the early part of the decade has attenuated in the last several years, and decreased slightly to 42.04 years from 42.05 in FY06. The rapid increase in age during the early part of the decade suggested that older teachers were being hired for growth and replacement, as well as that teachers might be remaining in their careers longer. Both trends could result in higher rates of retirement leading to greater demand for new teachers in future years. This current year's spring teacher data will tell whether last year's slight decline is the beginning of a reversal in this trend.

**Figure 5. Average Age of Georgia Teachers,
School Years 1998-2007**

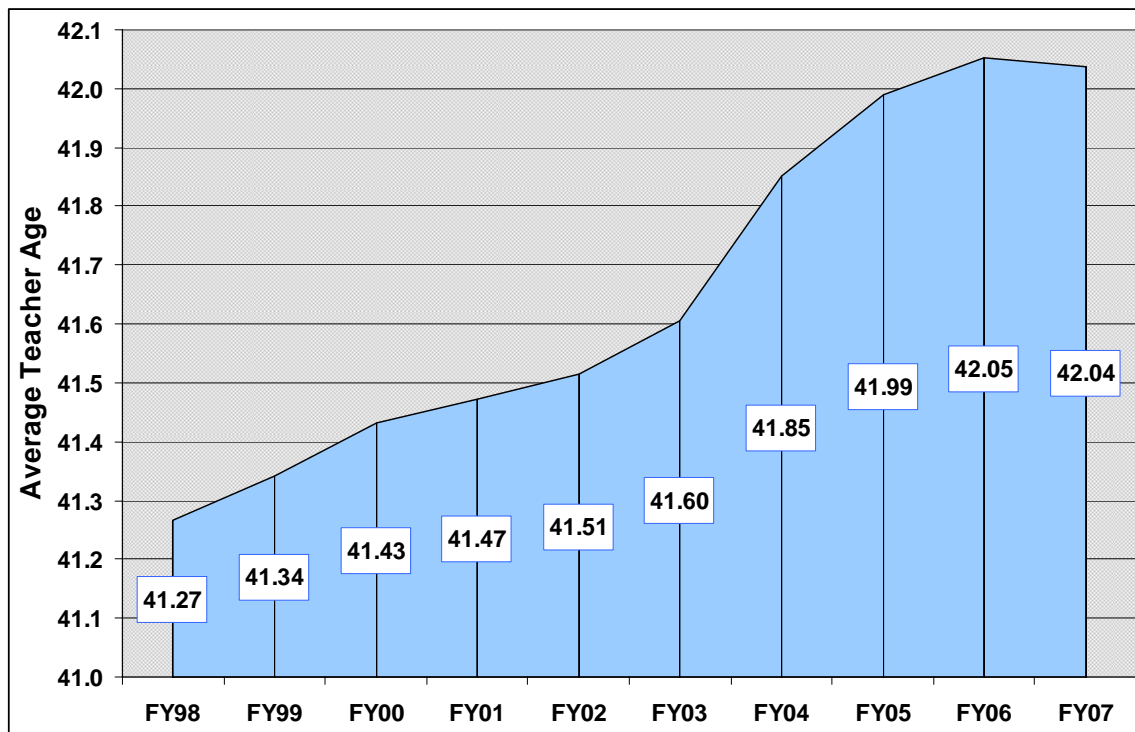
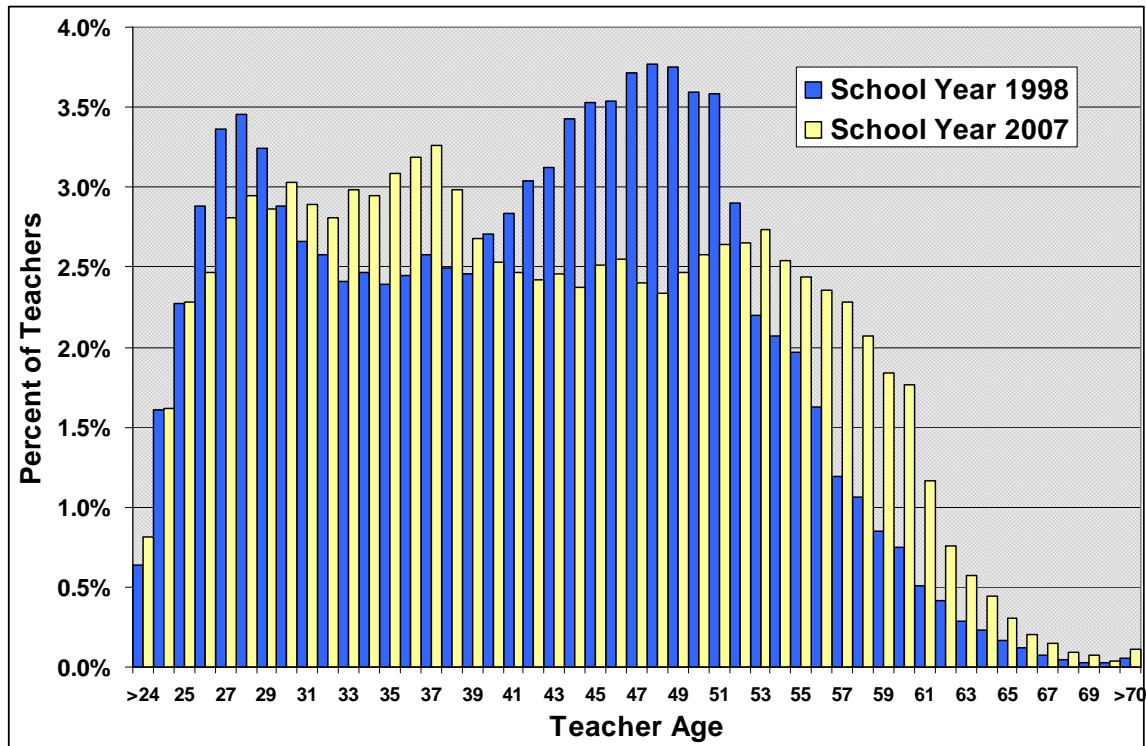


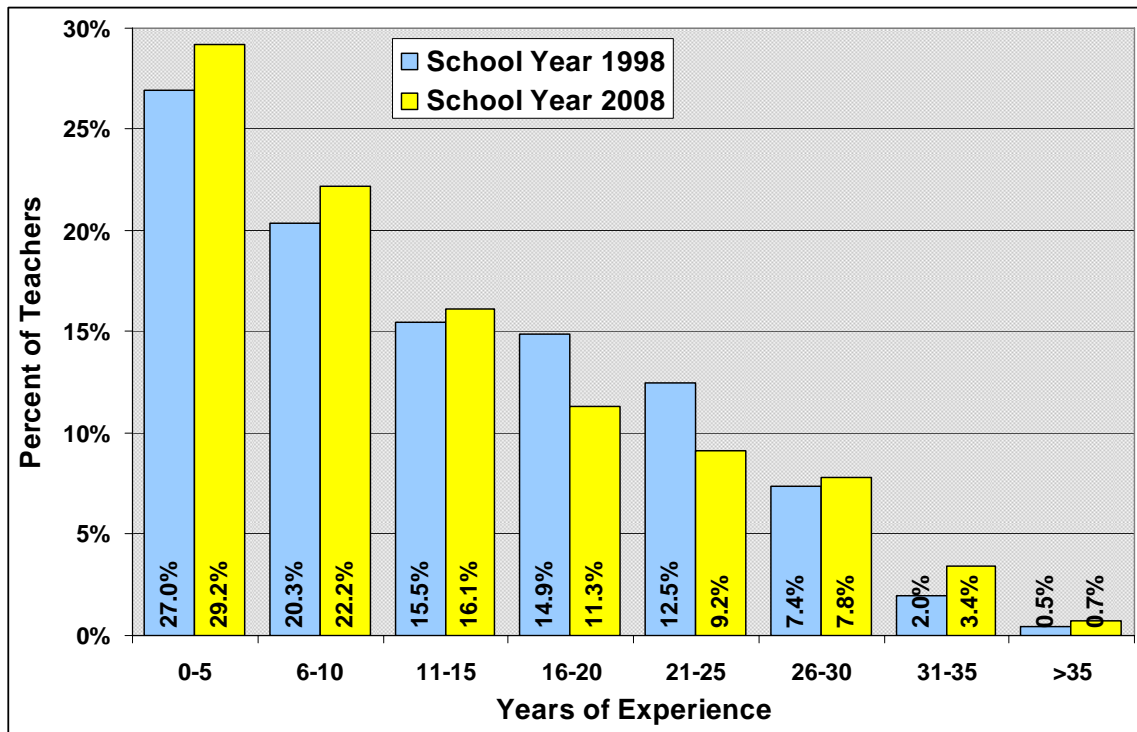
Figure 6 shows the percentage of Georgia teachers by age in FY98 and in FY07. In FY98, there was a clear bimodal (two group) distribution in teachers' age, with a younger group of teachers with a most common of 28 years, and the older teachers with a most frequent age of 48 years. The distribution ten years later in FY07 has changed significantly. While there are still two groups, the younger group of teachers now averages 37 years, and older teachers are now most frequently 53 years of age. Many of the older group are no longer teaching, yet there are also many more in the FY07 group who are in their fifties and sixties and may be more likely to retire than the teachers in the FY98 group. These characteristics may result in a greater demand for new teachers in the near future.

Figure 6. Age Distribution of All Georgia Teachers, School Years 1998-2007



Trends in teacher experience are somewhat more difficult to monitor because a simple arithmetic average (mean) cannot be used to monitor whether a non-normal distribution like the one in Figure 7 changes. The median (middle) experience for teachers was eleven years for 1998-2001, and has been for ten years since. However, several measures of the shape of a distribution -- skewness and kurtosis -- both suggest that there have been ongoing changes in the experience level of Georgia teachers. Figure 7 suggests that the Georgia teacher workforce now has more teachers with ten and fewer years' experience, a few more teachers with more than 30 years' experience, and substantially fewer teachers with 16-25 years' experience than were in the workforce a decade ago.

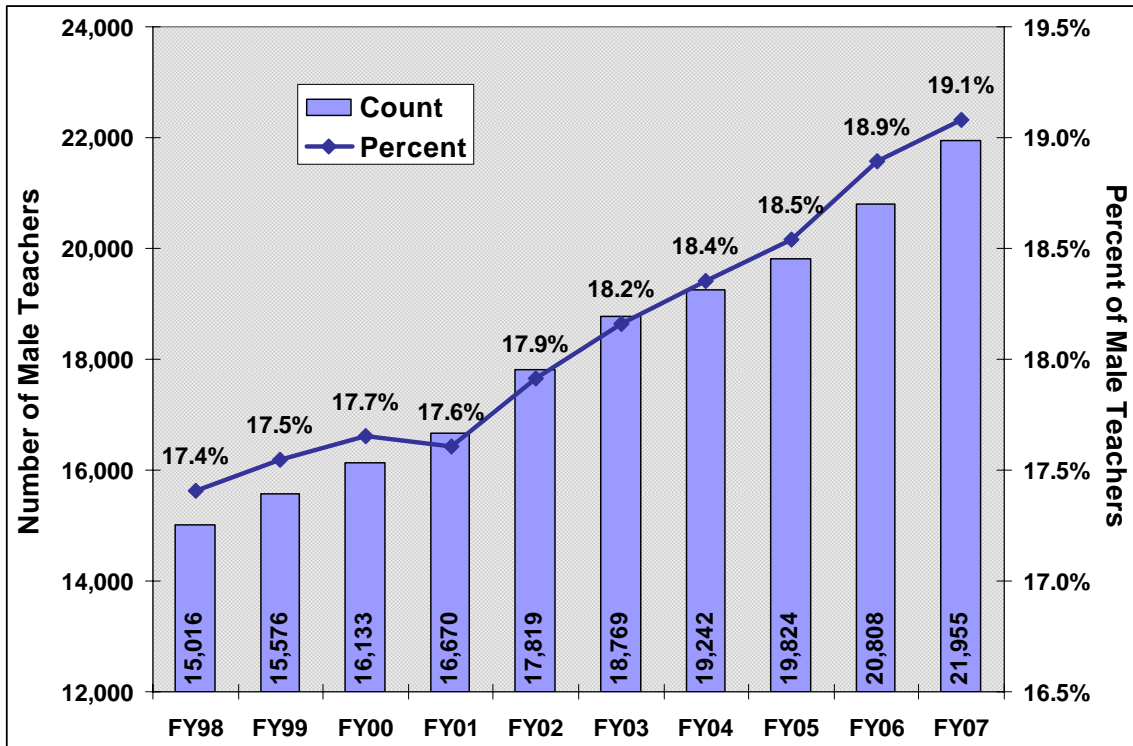
Figure 7. Experience Distribution of All Georgia Teachers, School Years 1998-2007



Teacher Gender

The percentage of male teachers continues its gradual increase, rising from 17.4% in FY98 to 19.1% in FY07. The corresponding percentage of female teachers decreased to 80.9% in FY07. This change represents an increase of almost 7,000 male teachers from FY98 (15,016) to FY07 (21,955). Figure 8 shows both the numerical and percentage increases of the male portion of the teaching force over the past ten years.

Figure 8. Increasing Trend in Number and Percent of Males in the Teacher Workforce, School Years 1998-2007



Teacher Ethnicity

While minority teachers made up less than one fourth of the workforce in FY07 (24.2%), that proportion has been increasing steadily in the past decade. The proportion of minority students has been increasing even more rapidly: In 1998 minorities comprised 43.5% of the student body, but in 2007 that percentage had increased by almost ten points to 53.1%. Figure 9 compares the growth of the teacher and student minority groups. The spread of percentages has been kept the same (14 points), but the two groups have been brought together to highlight the change in growth.

Figure 9. Comparison of Teacher Workforce and Student Body Minority Composition, School Years 1998-2007

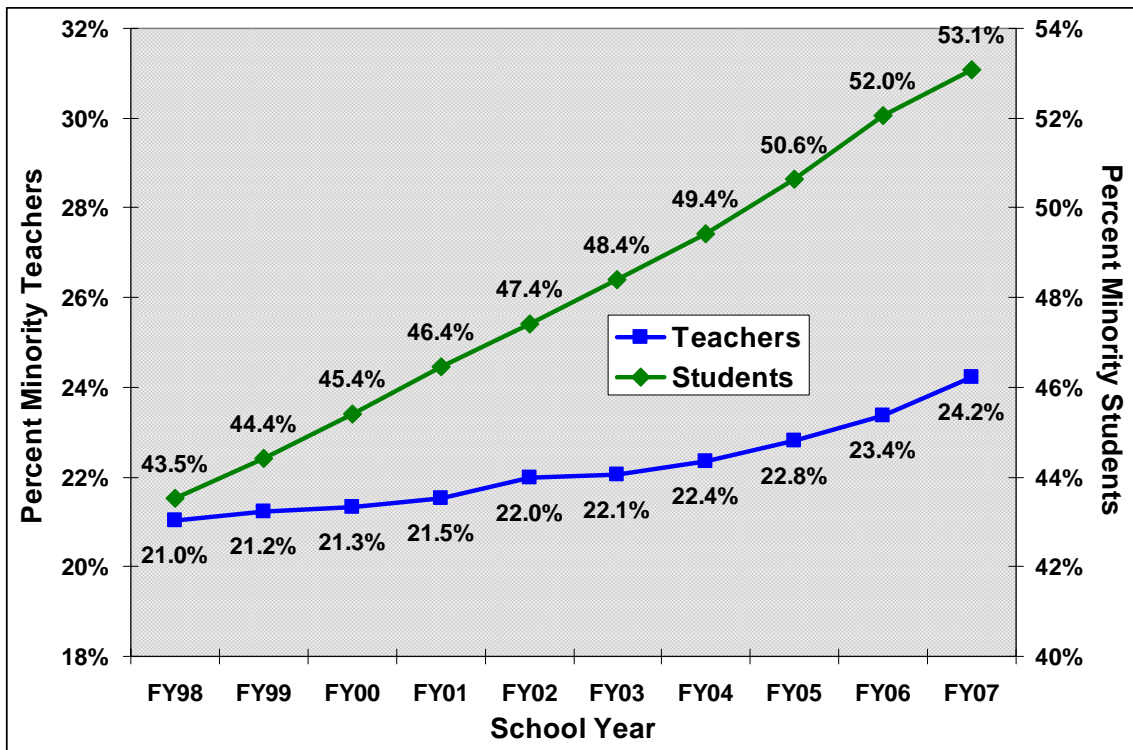
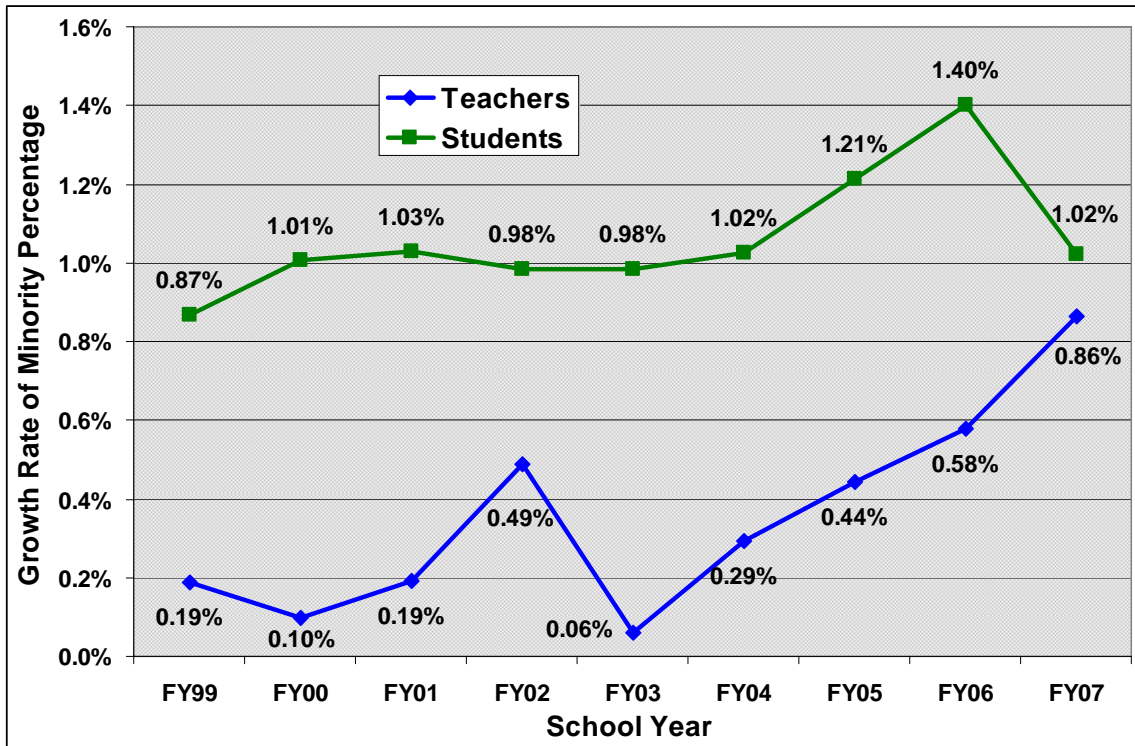


Figure 10 directly contrasts the teacher and student minority rate of growth over the past decade. The rate of growth of minorities in the student body has remained relatively constant since 1999, with the exception of the 2005 and 2006 school years – influenced in part by hurricane related immigration. In contrast, the teacher minority growth rate has been steadily increasing since the 2003 school year, in part due to the alternative preparation programs that target underrepresented populations.

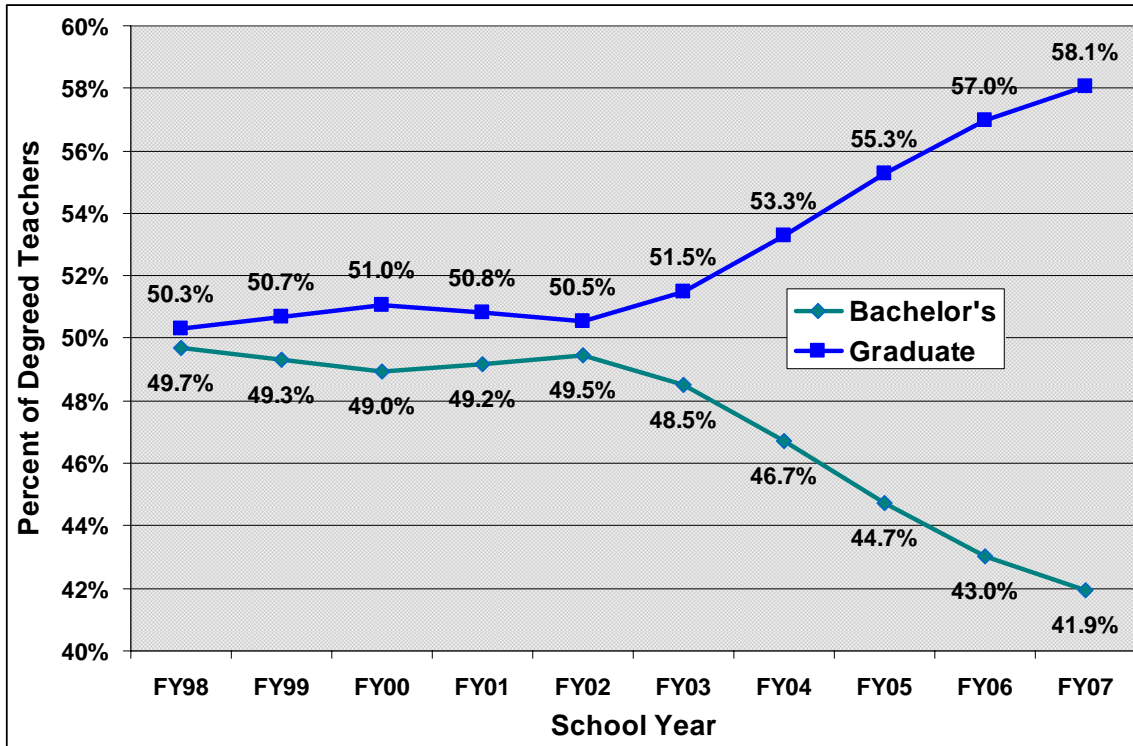
Figure 10. Comparison of the Growth Rate of the Percentages of Minorities in the Teacher Workforce and Student Body, School Years 1998-2007



Teacher Certification Level

Generally, a teachers' highest academic degree is used to determine his or her certification level. In FY07, the number and percentage of teachers with advanced degrees (Masters, Education Specialist and Doctorate) continued to grow. Figure 11 shows the growth in the percentage of degreed teachers only (some teachers in Career and Technical Education possess other qualifications) who possess graduate degrees, with the concomitant decline in the percentage of those who are paid at the Bachelor's degree level.

Figure 11. Georgia Teacher Certification Level, School Years 1998-2007



The rate of growth of advanced degrees as reflected by the certification level in the teacher workforce also demonstrates these changes. The percentage of teachers possessing Master's degrees has increased from 41.3% to 44.1% of those with at least 4-year degrees between the 1998 and 2007 school years. Those with Specialist and Doctoral degrees constitute a much smaller proportion of the workforce, but the percentage of those with the Specialist degree has increased from 7.3% to 12.6%; the percentage with the doctorate has increased from 0.7% to 1.3%. Figure 12 shows the rate of growth in the percentage of teachers at these three certification levels. Award of the doctoral degree among teachers is likely to continue to vary widely from year to year because that accomplishment is such a small part of the overall workforce, slightly over one percent. The percentages of all three degrees are likely to continue to increase; a more rapid rate of increase for the Master's degree is possible in the near future as secondary teachers are now required by the University System of Georgia to earn an advanced degree in order to complete their teacher education.

Figure 12. Rates and Trends of Growth in the Percentage of Teachers' Advanced Degrees, School Years 1999-2007

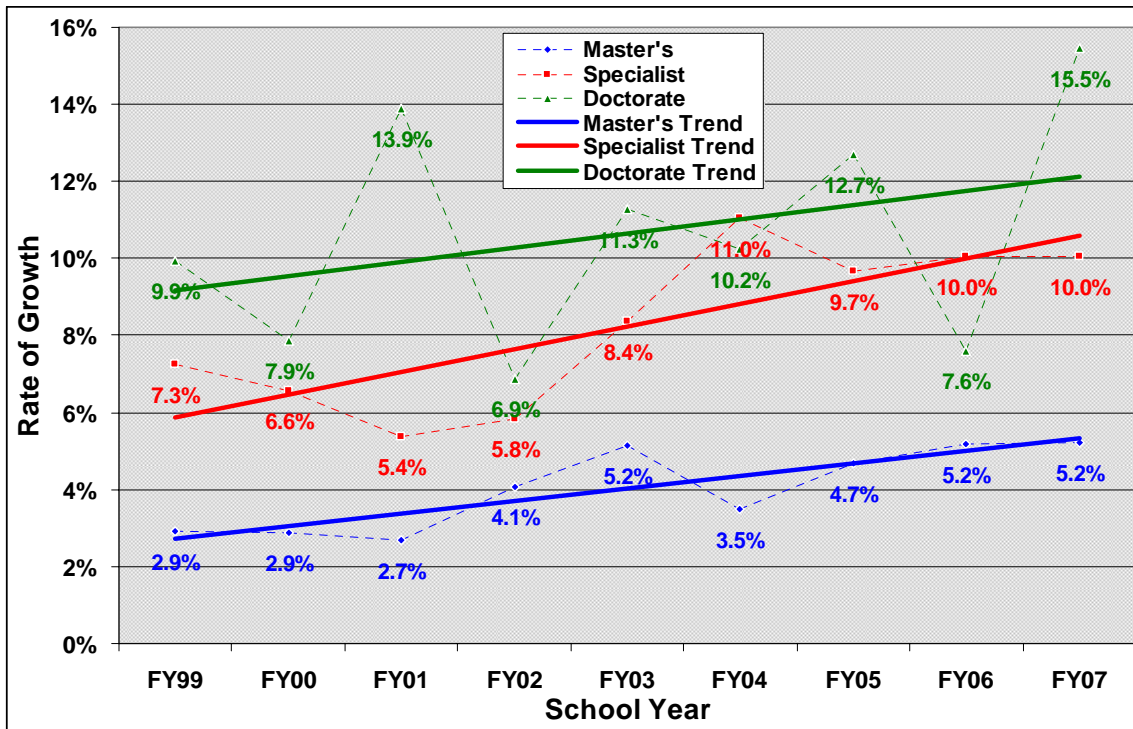


Table 3 provides a demographic profile of Georgia teachers for the past four years, from school years 2004 through 2007.

Table 3. Demographic Summary of the Teaching Workforce in Georgia, School Years 2004-2007

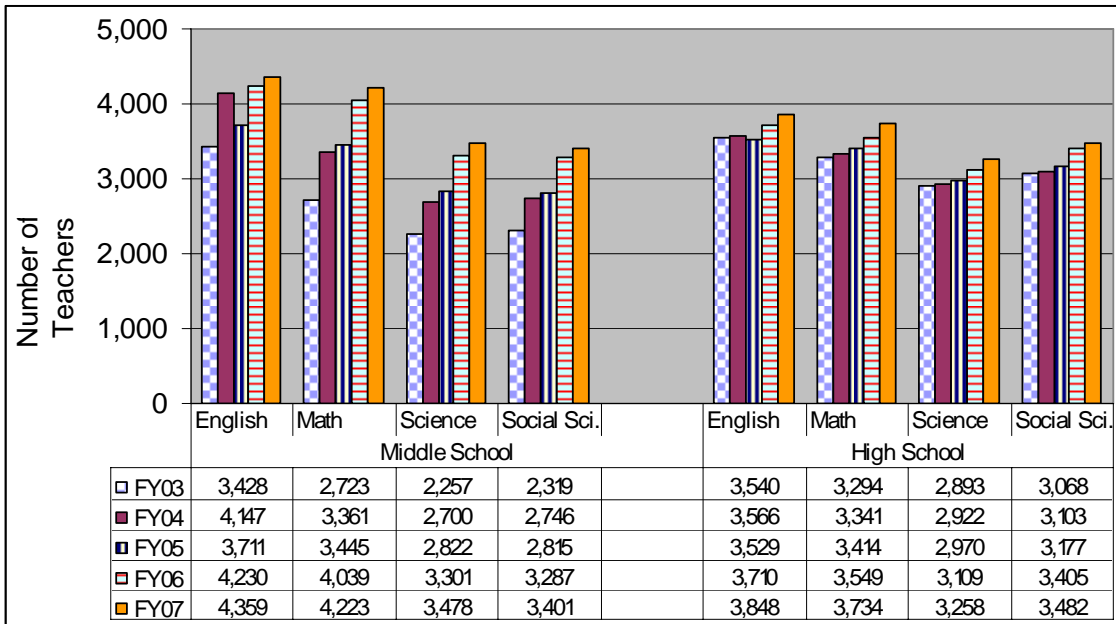
Characteristics	FY04		FY05		FY06		FY07	
	#	%	#	%	#	%	#	%
Gender								
Female	85,603	81.6	87,110	81.5	89,327	81.1	93,094	80.9
Male	19,242	18.4	19,824	18.5	20,808	18.9	21,955	19.1
Total	104,845	100	106,934	100	110,135	100	115,049	100
Age Groups								
20 and under	1	0	1	0	4	0.0	5	0.0
21-30	19,962	19	19,921	18.6	20,610	18.7	21,669	18.8
31-40	29,396	28	30,549	28.6	31,804	28.9	33,767	29.4
41-50	27,706	26.4	27,522	25.7	27,629	25.1	28,254	24.6
51-60	24,704	23.6	25,480	23.8	26,267	23.8	26,846	23.3
61+	3,072	2.9	3,452	3.2	3,807	3.5	4,505	3.9
Not Defined	4	0	9	0	14	0.0	3	0.0
Total	104,845	100	106,934	100	110,135	100	115,049	100
Ethnic Groups								
American Indian	119	0.1	128	0.1	143	0.1	153	0.1
Asian	493	0.5	554	0.5	600	0.5	702	0.6
Black	21,671	20.7	22,432	21	23,657	21.5	25,496	22.2
Hispanic	982	0.9	1,063	1	1,159	1.1	1,322	1.1
Multiracial	169	0.2	198	0.2	182	0.2	210	0.2
White	81,411	77.6	82,559	77.2	84,394	76.6	87,166	75.8
Total	104,845	100	106,934	100	110,135	100	115,049	100
Experience								
0-4 years	30,581	29.2	30,445	28.5	25,572	23.2	27,777	24.1
5-9 years	22,369	21.3	23,414	21.9	25,866	23.5	26,868	23.4
10-14 years	16,029	15.3	16,718	15.6	18,924	17.2	19,888	17.3
15-19 years	12,410	11.8	12,684	11.9	13,436	12.2	13,803	12.0
20-24 years	11,030	10.5	10,597	9.9	10,822	9.8	11,074	9.6
25-29 years	8,754	8.3	9,091	8.5	9,679	8.8	9,384	8.2
30+	3,672	3.5	3,985	3.7	5,836	5.3	6,255	5.4
Total	104,845	100	106,934	100	110,135	100	115,049	100
Certification								
High School	119	0.1	140	0.1	154	0.1	155	0.13
Associate	296	0.3	318	0.3	315	0.3	328	0.29
Bachelor's	48,806	46.6	47,625	44.5	47,159	42.8	48,025	41.74
Master's	43,664	41.6	45,700	42.7	48,065	43.6	50,576	43.96
Specialist	10,873	10.4	11,926	11.2	13,124	11.9	14,442	12.55
Doctorate	1,087	1	1,225	1.1	1,318	1.2	1,522	1.32
Not Defined	0	0.0	0	0.0	0	0.0	1	0.0
Total	104,845	100	106,934	100	110,135	100	115,049	100

Source: PSC, 2007

Core Subject Area

The number of teachers assigned to teach the four core middle grades subject areas of English, Mathematics, Science and Social Science as their major assignment increased by only 4.1% in FY07, after a sharp increase of 16.1% from FY05 to FY06. Increases were noted in all four core subject areas, with the highest increase in Science (5.4%). Similarly, at the high school level there were increases in the number of teachers teaching in the four core subject areas, with the highest increases noted among Mathematics teachers (5.2%). Figure 13 shows the number of teachers in each of these areas for the past five years.

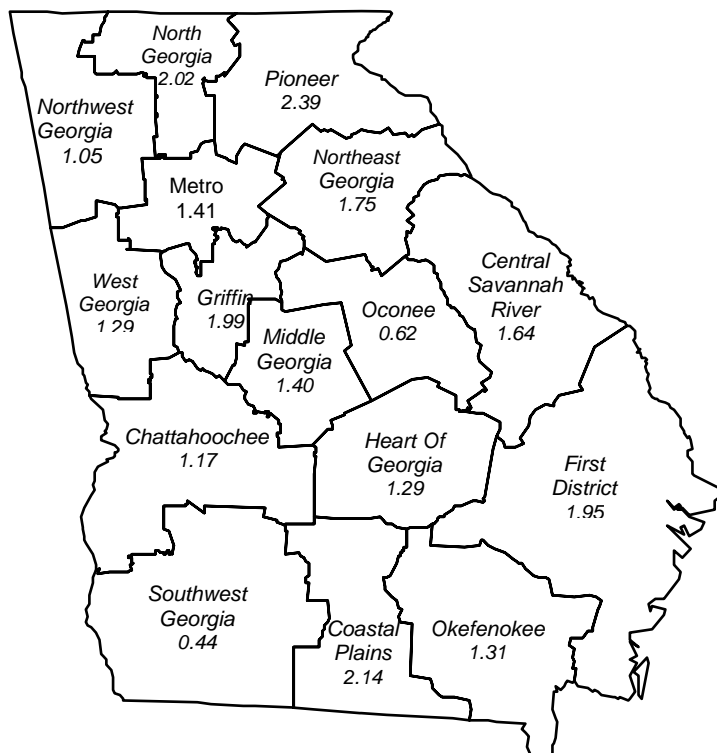
Figure 13. Georgia Middle Grades and High School Teachers in Core Subject Areas, School Years 2003-2007



National Board for Professional Standards (NBPTS) Certification

During the 2007 school year, 198 educators were added to the ranks of the nationally certified in Georgia, bringing the number of National Board Certified Teachers (NBCTs) in Georgia public schools to 2,062, a net gain of 54. This represented only a 2.7% increase from FY06, a much smaller gain than the 17.6% increase in the number of NBCTs from FY05 to FY06 with a net addition of 300. The majority (84.9%) of Georgia NBCTs were employed as teachers; 7.7% were employed as student services personnel, and 7.4% were employed as administrators. Among NBCTs employed as teachers, 28.6%, 14.9%, and 17.4% were employed in elementary, middle and high schools, respectively. NBCTs account for only 1.8% of the teacher workforce, and 1.5% of the entire Georgia educator workforce. Figure 14 shows the percentage of NBCTs in each RESA as a proportion of the total teachers in each RESA.

Figure 14. NBCTS as a Percentage of Teachers in each RESA, School Year 2007



Overall, the percentage of NBCTs who were employed in Needs-Improvement schools continues to decline, from 17.4% in FY05 to 11.4% in FY07. Specifically, while the number of NBCTs employed as student services personnel serving in Needs Improvement schools rose slightly from 9.8% in FY06 to 10.1% in FY07, the number of NBCTs employed as either teachers or administrators in these schools continued to decline as shown in Figure 15. However, NBCTs were employed in 128 of the 308 (41.6%) Needs-Improvement schools in Georgia in FY07, as shown in Table 4.

Figure 15. Percent of NBCTs in Various Personnel Groups in Needs Improvement Schools, School Years 2005-2007

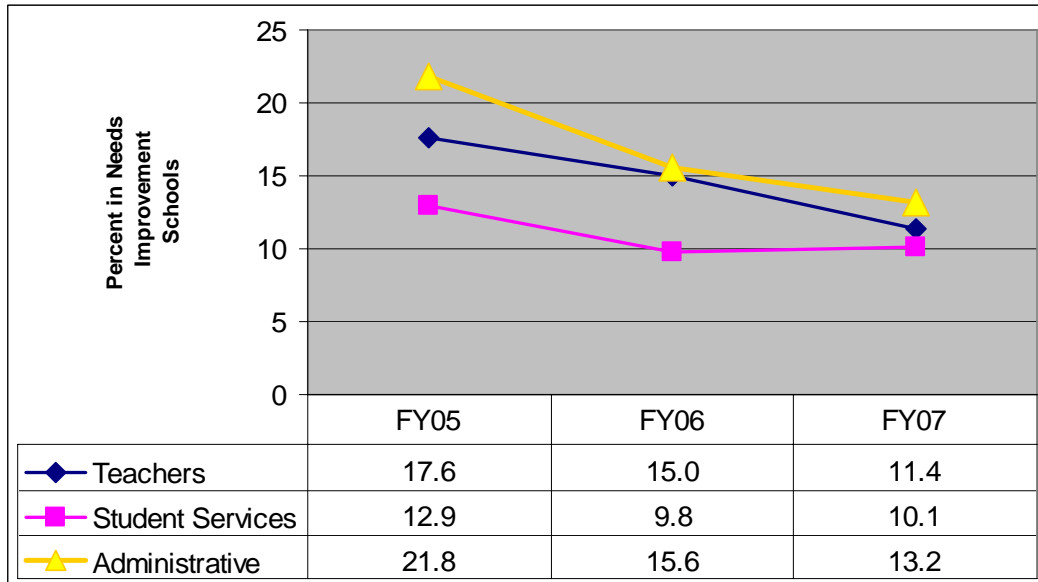


Table 4. Proportion of FY07 Needs Improvement Schools Impacted by NBCTs

FY07 Schools Based on 2006 School Improvement Status			
	All Schools	NBCT Schools	% Taught by NBCTs
Needs Improvement Schools - Made AYP	99	49	49.5
Needs Improvement Schools	209	79	37.8
Total in Needs Improvement Schools	308	128	41.6
Total FY07 Schools	2,071		
% of Schools in Needs Improvement	14.9		

Source: PSC, 2007

Demographic Characteristics of National Board Certified Teachers

As in previous years, the majority of NBCTs employed in Georgia classrooms were predominantly white (90.3%) and female (90.9%). These percentages are higher than the percentage of whites and females in the overall teaching workforce (75.8% and 80.9%, respectively). The average age of Georgia NBCTs in FY07 was 47.2 years, and their average experience was 18.6 years. These were slight increases from the 46.1 years and 18.1 years reported in FY06. The average age and experience of Georgia NBCTs remain higher than those reported for Georgia teachers overall in FY07 (42.0 years and 12.2 years, respectively). The majority (93.2%) of NBCTs employed in Georgia public schools hold advanced (Masters, Education Specialist or Doctorate) degrees.

Administrators

Georgia's administrative workforce remains predominantly White (68.1%) and female (64.5%) though these are lower percentages than for the teaching workforce (75.8%, and 80.9%, respectively). The number and percentage of Black administrators continued an upward trend, reaching 2,733 (31.1%) in FY07. The average age of Georgia administrative personnel in FY07 was 48.2 years, while their average experience was 20.9 years. Table 5 shows the counts of each administrative group for the past six years.

**Table 5. Administrative Personnel in Georgia,
School Years 2002-2007**

Category	FY02	FY03	FY04	FY05	FY06	FY07
RESA Director	16	16	16	16	13	13
Superintendent	184	181	180	180	177	180
Assistant Superintendent	227	242	235	234	241	244
Principal	2,048	2,071	2,072	2,125	2,149	2,164
Assistant Principal	2,631	2,822	2,863	2,936	3,126	3,247
Human Resources Director	55	54	51	53	58	58
Curriculum Director	223	221	198	212	232	208
Technology Director	57	54	56	60	59	64
Special Education Director	159	170	175	171	171	185
Vocational Education Director	157	164	177	150	157	202
Instructional Supervisor	815	767	804	830	1,005	1,082
Kindergarten Director	2	1	1	1	1	1
Pre-Kindergarten Director	20	24	26	30	31	26
Athletic Director	41	58	49	43	39	44
Other Administrative Personnel	840	883	902	938	1,011	1,069
Total	7,475	7,728	7,805	7,979	8,470	8,787
Annual Growth Rate	2.4	3.4	1.0	2.2	6.2	3.7

Source: PSC, 2007

Superintendents

The majority of superintendents were male (73.9%), White (87.2%), and held either an Education Specialist (47.8%) or a Doctorate degree (47.2%). The number of female superintendents decreased in FY07 to 47, reversing an upward trend beginning in FY02. The number of Black superintendents decreased for the second year to 22 (12.2%) in FY07, from 24 (13.6%) in FY06. See Table 6.

Table 6. Gender and Ethnic Distribution of Superintendents, School Years 2002-2007

Characteristics	FY02		FY03		FY04		FY05		FY06		FY07	
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Male	149	81.0	142	78.5	138	76.7	132	73.3	127	71.8	133	73.9
Female	35	19.0	39	21.5	42	23.3	48	26.7	50	28.2	47	26.1
Total	184	100	181	100	180	100	180	100	177	100.0	180	100.0
Ethnic Groups												
American Indian	1	0.5	1	0.6	1	0.6	1	0.6	1	0.6	1	0.6
Asian	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Black	20	10.9	23	12.7	23	12.8	29	16.1	24	13.6	22	12.2
Hispanic	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	163	88.6	157	86.7	156	86.7	150	83.3	152	85.9	157	87.2
Total	184	100	181	100	180	100	180	100	177	100.0	180	100.0

Source: PSC, 2007

Assistant Superintendents

There were 244 assistant superintendents in FY07. Their average age and experience were 53.6 and 27.2 years, respectively. Over seventy percent had more than 25 years experience (70.5%). Of those who were 51 years or older (72.6%), 87.6% had 25 years or more experience. Forty-seven systems had one assistant superintendent, 32 systems had two, 18 systems had three, while 10 had four or more.

The gender of assistant superintendents in FY06 was almost evenly split, with women accounting for 52.5% and men accounting for 47.5%. Although the number of Black assistant superintendents increased from 60 in FY06 to 66 in FY07, Whites accounted for almost three-quarters (71.7%) of the group in FY07. Over half of the assistant superintendents in FY07 held Education Specialist (55.3%) degrees, while 32.4% held doctorate degrees.

Principals

The mean age of Georgia principals has been decreasing since the 2003 school year, reaching 49.2 years in FY07. Women accounted for more than half (57.5%) of Georgia principals. The percentage of Black principals continues to increase, having risen to 31.4% from 27.9% over the past six years. More than half (58.1%) of the principals were certified at the Education Specialist level. Table 7 shows the number and percentages of principals by gender and ethnicity from FY02 to FY07.

Table 7. Gender and Ethnic Distribution of Principals, School Years 2002-2007

Characteristics	FY02		FY03		FY04		FY05		FY06		FY07	
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Male	919	44.9	916	44.2	914	44.1	902	42.4	915	42.6	919	42.5
Female	1,129	55.1	1,155	55.8	1,158	55.9	1,223	57.6	1,234	57.4	1,245	57.5
Total	2,048	100	2,071	100	2,072	100	2,125	100	2,149	100	2,164	100
Ethnic Groups	#	%	#	%	#	%	#	%	#	%	#	%
American Indian	10	0.5	8	0.4	1	0	1	0	0	0	0	0
Asian	1	0	2	0.1	2	0.1	1	0	3	0.1	4	0.2
Black	571	27.9	595	28.7	605	29.2	626	29.5	646	30.1	679	31.4
Hispanic	6	0.3	6	0.3	5	0.2	7	0.3	8	0.4	10	0.5
Multiracial	1	0	1	0	1	0	1	0	0	0	1	0.0
White	1,459	71.2	1,459	70.4	1,458	70.4	1,489	70.1	1,492	69.4	1,470	67.9
Total	2,048	100	2,071	100	2,072	100	2,125	100	2,149	100	2,164	100

Source: PSC, 2007

Table 8 shows gender makeup of principals by school level. Almost three-quarters of elementary principals are women, while two-thirds of the high schools are operated by men. Slightly more men than women are principals in middle schools.

Table 8. Principals by Gender and School Level, School Year 2007

Gender	Facility Type										Total
	Not Classified		Elementary		Middle		High School		K-12		
	#	%	#	%	#	%	#	%	#	%	
Female	28	50.9	911	72.1	198	44.3	105	26.8	1	33.3	1,979
Male	27	49.1	353	27.9	249	55.7	287	73.2	2	66.7	1,271
Total	55	100	1,264	100	447	100	392	100	3	100	3,247

Source: PSC, 2007

Assistant Principals

In the 2007 school year there were 3,247 assistant principals, a 3.9% increase from the 3,126 reported in the previous year. Their average age and experience were 45.5 and 18.2 years, respectively. Almost one-third (32.1%) were reported as being at least 51 years old, and one-fourth (24.9%) had 25 years or more experience.

While majority of the assistant principals in FY07 were White (63.5%), the number of Black assistant principals increased by 56 to 1,153 in FY07 from the previous year. More than half (60.9%) of the assistant principals in FY07 were women, and 54.8% were certified at the Education Specialist level. Table 9 shows the number and percentages of assistant principals by gender and ethnicity for the past six years.

Table 9. Gender and Ethnic Distribution of Assistant Principals, School Years 2002-2007

Characteristics	FY02		FY03		FY04		FY05		FY06		FY07	
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Male	1,080	41.0	1,127	39.9	1,148	40.1	1,190	40.5	1,259	40.3	1,271	39.1
Female	1,551	59.0	1,695	60.1	1,715	59.9	1,746	59.5	1,867	59.7	1,976	60.9
Total	2,631	100	2,822	100	2,863	100	2,936	100	3,126	100	3,247	100
Ethnic Groups	#	%	#	%	#	%	#	%	#	%	#	%
American Indian	13	0.5	10	0.4	5	0.2	5	0.2	4	0.1	7	0.2
Asian	3	0.1	3	0.1	3	0.1	3	0.1	4	0.1	9	0.3
Black	833	31.7	944	33.5	975	34.1	1,032	35.1	1,097	35.1	1,153	35.5
Hispanic	14	0.5	14	0.5	15	0.5	16	0.5	14	0.4	17	0.5
Multiracial	1	0	2	0.1	2	0.1	2	0.1	1	0	0	0.0
White	1,767	67.2	1,849	65.5	1,863	65.1	1,878	64.0	2,006	64.2	2,061	63.5
Total	2,631	100	2,822	100	2,863	100	2,936	100	3,126	100	3,247	100

Source: PSC, 2007

As with principals, most (78.4%) assistant principals in the elementary grades were women. There was a greater percentage (54.9%) of female assistant principals in the middle grades, but as with principals, two-thirds of the secondary assistant principals are men, as shown in Table 10.

Table 10. FY06 Assistant Principals Distributed by Gender and School Level, 2007 School Year

Gender	Facility Type										Total
	Not Classified		Elementary		Middle		High School		K-12		
	#	%	#	%	#	%	#	%	#	%	
Female	18	50.0	1,012	78.4	476	54.9	469	44.7	1	33.3	1,976
Male	18	50.0	279	21.6	391	45.1	581	55.3	2	66.6	1,271
Total	36	100	1,291	100	867	100	1,050	100	3	100	3,247

Source: PSC, 2007

Other administrators

There are many other administrators who are responsible for helping operate the complex enterprise of public education. They include directors of athletics, career and technical education, curriculum, human resources, kindergarten and pre-kindergarten, special education, technology, and supervisors of instruction.

Student Services Personnel

Student services staffing continues to grow slightly faster than student enrollment, reaching 11,005 in FY07. This was an increase of 5.5% (n=578) from FY06. Growth was seen in all student services categories with the exception of middle grades counselors, which declined by 12.5%. High school counselors saw the largest increase (10.4%). Two new personnel categories, Graduation Specialist and Psychoeducational Counselor were added to student services in FY07, as shown in Table 11.

**Table 10. Student Services Personnel in Georgia,
School Years 2002-2007**

Category	FY02	FY03	FY04	FY05	FY06	FY07
Elementary Grades Counselor	1,371	1,444	1,435	1,454	1,473	1,559
Graduation Specialist	N/A	N/A	N/A	N/A	N/A	290
High School Counselor	981	1,021	1,033	1,060	1,140	1,258
Middle Grades Counselor	967	961	968	1,005	1,034	905
Media Specialists	2,137	2,159	2,190	2,232	2,254	2,276
Other Student Services	1,235	1,418	1,411	1,489	1,542	1,630
Psychoeducational Counselor	N/A	N/A	N/A	N/A	N/A	4
School Psychologists	630	658	679	701	716	725
School Social Workers	483	497	503	529	577	581
Speech & Language Pathologists	1,543	1,537	1,570	1,596	1,691	1,777
Total	9,347	9,695	9,789	10,066	10,427	11,005
Annual Growth Rate	6.3	3.7	1.0	2.8	3.6	5.5

Source: PSC, 2007



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