



STATUS REPORT: THE GEORGIA EDUCATOR WORKFORCE 2004

STATUS REPORT 2004

November 2004



*A Report of the Supply, Demand, and
Utilization of Teachers, Administrative, and
Student Services Personnel in Georgia
Public Schools*

**Division for Educator Workforce
Research and Development**



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Research and Development**

STATUS REPORT 2004

A REPORT OF THE SUPPLY, DEMAND, AND UTILIZATION OF TEACHERS, ADMINISTRATIVE, AND STUDENT SERVICES PERSONNEL IN GEORGIA PUBLIC SCHOOLS

November 2004

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EXECUTIVE SUMMARY

The Status Report 2004 presents a profile of the educator workforce in Georgia for the year. It also highlights trends and changes in the supply and demand of Georgia's educator workforce. Section I reports teacher-related highlights. Section II summarizes information on Administrative and Student Services Personnel.

The educator workforce growth rate fell below 2% for the first time in five years.

SECTION I: TEACHERS

A PROFILE OF GEORGIA'S TEACHING WORKFORCE

- The **teacher workforce grew by 1,495 (1.4%)**, from 103,350 in FY03 to 104,845 in FY04. This is smaller than the 1.8% increase in student enrollment. The attenuation is at least in part due to larger maximum class size limits set for FY04 and FY05. Larger maximum class sizes were put into effect in response to recent economic conditions and their effect on the state budget.
- Enforcement of smaller class sizes still mandated by **state law will require more than 120,000 teachers in Georgia by FY09**. More than 60,000 new teacher hires will be needed within the same period to offset attrition and increased enrollment.
- **Fewer than 11,000 (10,929) new teachers were hired** into Georgia's classrooms in FY04, a decrease of 12.6% from 12,507 in FY03 and 16.5% from the 13,084 hired two years earlier in FY02.
- **Four RESAs**, Coastal Plains, Heart of Georgia, Northeast and Northwest Georgia, **employed fewer teachers in FY04** than FY03. Griffin RESA experienced the fastest teacher growth rate at 5.8% in FY04. Metro RESA school systems remain the largest teacher employers in the state, with 36.8% of all teachers and 45.1% of new hires.
- Despite the current flexibility in implementation of the class size policy, the **teacher demand** in early elementary grades **continued to grow** at a rate of more than 5% **in response to the surge in live births from 1997 through 2000**. Georgia school systems must anticipate and plan for the corresponding need for teachers as these students progress through the grades.
- **Georgia's teaching workforce remains predominantly female (81.6%) and White (77.6%)**. **The proportion of male teachers is growing**, partly as a result of PSC initiatives such as the Georgia Teacher Alternative Preparation Program (GATAPP), Troops-to-Teachers, Reach to Teach in Georgia, and Transition to Teaching programs that tend to recruit from predominantly male-represented sources.
- **The average age of the teaching workforce rose to 41.9 years** from 41.6 in FY03, while the average length of experience was 12.4 years.
- **Ninety percent (89.7%, or 1,144) of Georgia's National Board certified Teachers (NBCTs) taught in the classroom in FY04**. The rest served in administrative (4.5%, or 57) and Student Services (5.9%, or 75) positions.

- Overall, **out-of-field teaching declined** in FY04. When viewed by subject areas, out-of-field teaching declined in Mathematics to 4.7% and Social Science to 3.6%, but rose to 6.5% in English and 2.6% in Science.
- **Part-time teaching increased** in FY04 to 3.5% of the teaching workforce. The number of separate assignments held by a teacher rose to a high of ten in FY04, up from six in FY03.

TEACHER DEMAND IN GEORGIA

- **Teacher demand was affected by trends in birth rate**, migration patterns, student enrollment counts, student demographics, teacher attrition and educational policies.
- **P-12 student enrollment is increasingly diverse.** Enrollment rose by 1.8% from 1,496,012 in FY03 to 1,522,611 in FY04. The proportion of FY04 White students (769,932 or 50.6%) in the total student population continued a five-year decline. Black student enrollment has continued to increase so that the proportion of the student body (37.9%, or 577,348) has remained stable for the last three years.
- **The Hispanic student enrollment growth rate averaged 16.8% for the last four years (FY01–FY04), compared to the state average growth for all student groups of less than 2%.** Of the FY03-FY04 enrollment increase of 26,599, virtually half of those students (48.0%, or 12,755) were Hispanic. The increase in Hispanic enrollment has immediate and long-term implications for the demand and supply of teachers, administrators, and Student Services personnel who must be prepared for multicultural school environments.
- **The Hispanic student population grew by 13.8%** from FY03, from 92,252 to 105,007 in FY04. Hispanic students represented 4% (56,480) of students in FY00, increasing to 6.9% in FY04.
- The total student **gender composition has remained stable** (51.2% males and 48.8% females) since FY00. This ratio is slightly different from the Census 2000 ratio of 51.3% to 48.7%. This difference is due to the higher male dropout rate in high school. **Males constitute the majority from Pre-Kindergarten through grade 10, and then become the minority in grades 11 and 12**, when more females stay in school and graduate.
- Student enrollment grew by 4.5% in Griffin **RESA**, driving much of the corresponding teacher growth of 5.8%. Other RESAs that experienced growth in FY04 were Pioneer and Northwest. Oconee RESA continued a five-year decline in the number of students, from 19,978 in FY99 to 19,000 in FY04.
- **Pre-Kindergarten and Kindergarten showed 16.3% and 7.7% enrollment growth, respectively, from FY00 to FY04.** Pre-Kindergarten is voluntary, and its popularity with Georgia families is clearly growing. Kindergarten attendance is required, however, and its growth reflects the surge in birth rate from 1997 to 2000. Georgia could experience 2-3 more years of high growth in these entry grades. Georgia should proactively prepare to meet the resultant teacher needs as this population surge progresses through P-12 levels.

- **High school students appear to be staying in school longer.** In FY04, 12th grade enrollment was 64.2% of the 9th grade enrollment four years earlier, up from 62.6% in FY03 and 59.5% in FY01. Reduced dropout rates will increase the demand for teachers.
- Statewide **teacher attrition rose to 9.1%**, up from 8.7% the previous year. If the **trends in attrition and new teacher hiring** continue, hiring to replace attrition may catch up with and overtake new hiring, which **may lead to a potential reduction in size of the teacher workforce**. Policies that slowed new teacher hiring at a time of rising attrition and student enrollment growth may minimize near-term teacher shortages.
- **Teacher attrition remains most acute among less experienced teachers.** Specifically, teachers with 0-4 years accounted for 35.3% of FY03 attrition. Attrition of inexperienced teachers may be reduced by the provision of both on-site and on-line (virtual) mentoring during the first three years. A Georgia example of this type of support is in the Reach to Teach in Georgia Transition to Teaching program.

GEORGIA TEACHER SUPPLY

- **Over ninety percent (90.9%) of FY03 teachers returned to the classroom in FY04.**
- **The primary sources of new teachers** in Georgia remain: Out-of-state teachers, new teacher graduates from educator preparation institutions, returning teachers, alternative preparation routes, delayed entry teachers and transfers from non-teaching positions.
- **Dependence on out-of-state sources of new teachers was reduced** to 28% in FY04. The contribution of teachers from alternative preparation routes rose to 18.3% in FY04 from 12% in FY03. Georgia educator preparation colleges contributed 19.8%. Teachers returning from a break in service comprised 18.8% of all new hires.
- **Non-renewable certificates** issued in FY04 **rose 70%** from 3,615 in FY03 to 6,151 in FY04, with 40.7% issued as probationary certificates. The use and purpose of probationary certificates will be further examined by EWRAD to determine whether and why probationary hires are employed when fully certified candidates are available in Georgia.
- **The largest numbers of non-renewable certificates were issued in Interrelated Special Education (1,415), Middle Grades (647) and Early Childhood Education (395),** a similar distribution to previous years. EWRAD will investigate the reasons behind requests for non-renewable certificates, and consider long-term solutions to meet teacher demand with fully certified and in-field teachers.
- Of the 4,175 completers from Georgia educator preparation programs in FY03, 761 held Georgia certificates issued prior to FY03. Therefore, **3,414 completers were “newly minted” educators** from the completer pool. Of the 3414, 3,098 were certified by the end of the FY04 school year in teaching and non-teaching

fields, for a certification yield of 90.74%. However, **only 2,273 were teaching in FY04, for a teacher yield of 66.6%.**

- New milestones were reached in **statewide initiatives to market the teaching profession**, and to recruit, mentor and retain teachers in Georgia. The new and improved **TeachGeorgia.org** now allows tracking of applicants into the workforce. In FY04. Almost one third of zero experience new teacher hires were hired through the website. **GATAPP, Reach-to-Teach and other Transition to Teaching programs in Georgia, Troops-to-Teachers, and the Spouse to-Teachers** programs all contributed to the growing number of alternatively prepared teachers.
- There were 26,109 **Paraprofessionals/Teacher Aides** in Georgia schools in FY04, **a 4.9% increase** from the previous year. This group remains a potential source of teacher supply and will receive further EWRAD study.

SECTION II: ADMINISTRATIVE AND STUDENT SERVICES PERSONNEL

DEMOGRAPHY OF ADMINISTRATIVE PERSONNEL

- **Georgia's administrative workforce grew only 1%** from 7,728 in FY03 to 7,805 in FY04. The administrative workforce was comprised of 62.3% females and 70.3% Whites in FY04. Many administrative categories (e.g., Principals) showed minimal increase and some actually lost personnel (e.g., Assistant Superintendent, Director of Human Resources, Curriculum Directors, and Athletic Directors).
- There were 2,072 **Principals** in FY04, an increase of one. Principals have remained predominantly White (70.4%) and female (55.9%), since FY00. The mean age was 49.9 years and the mean experience was 23.5 years. The number of **Assistant Principals** was 2,863. They had an average age of 45.9 years and average experience of 19 years. This group is also mostly White (65.1%) and female (59.9%).
- Assistant Superintendents (50.2% male) and Vocational Education Directors (50.8% male) were the administrative categories closest to gender balance in FY04. If current trends continue, females will for the first time comprise the majority in both groups by FY05.

DEMOGRAPHY OF STUDENT SERVICES PERSONNEL

- The Student Services personnel group grew by 1% to 9,789 in FY04 from 9,695 in FY03. All specific categories increased except Elementary Grades Counselors, a service field that declined after four years of continuous growth.
- In FY04, Student Services personnel remain predominantly White (76.9%) and female (88.8%). Ethnic diversification of, or diversity/sensitivity training for this professional group may be advisable as the Georgia student population continues to become increasingly non-White and non-English speaking.

DEMAND FOR ADMINISTRATIVE AND STUDENT SERVICES PERSONNEL

Administrative Personnel Demand

- With an **attrition rate** of 15.5% **among Principals** in FY03, the hire-to-replacement ratio was almost one-to-one (1:1). These administrators who left their positions were on average older (52.9 years) than the general principal population (49.9 Years).
- Every **RESA** lost more than 10% of its FY03 Principals. Coastal Plains, Heart of Georgia, Okefenokee, Pioneer and West Georgia RESAs lost more than 20% of their Principals. More than half of these Principals (58.6%, or 188) left employment in the Georgia public school system.
- **The Assistant Principal attrition rate increased** from 16.7% in FY02 to 18.8% in FY03. The mean age of FY04 Assistant Principals in the attrition category was 47.2 years, and the mean experience was 20.2 years, both higher than for the general group. Attrition of Assistant Principals is often due to promotion into Principalships or other administrative positions, lateral movement into other roles, or retirement.
- **Administrator mobility** among systems and RESAs remained very low at less than 4%.

Student Services Personnel Demand

- **Attrition among Student Services personnel rose to 12.0%** (1,170) in FY03 from 10.0% (1,015) in FY02. More than one third of those who left were Speech and Language Pathologists (17.9%) and Media Specialists (16.9%). As in previous years, Speech and Language Pathology continued to experience the highest annual turnover among service personnel.
- About two-thirds (66.6%) of the Student Services personnel who left their positions did not take different Georgia schools jobs. They left the Georgia public school system and needed to be replaced.

SUPPLY OF ADMINISTRATIVE AND STUDENT SERVICES PERSONNEL

Administrative Personnel Supply

- **The overall retention of administrative personnel is high** (87.8% in FY04). New administrator positions tend to be filled through promotions from within Georgia public schools.
- **More than 80% of Principals** (84.5% in FY04) **are retained** from year-to-year. In FY04, 11.1% of Principals were Assistant Principals the previous year. Only 1.6% of new Principals were hired from outside of Georgia. Assistant Principals made up 71.1% of new Principal hires in FY04.
- In FY04, **80.0% of the Assistant Principals were retained** from the previous year. **The largest source of new Assistant Principals is from the ranks of teachers.** In FY04, 12.6% of Assistant Principals were promoted from the

classroom. This was 63.1% of all newly hired Assistant Principals. Out-of-state hiring remained low at 2.0% of all (2,863) and 10.0% of newly hired Assistant Principals.

Student Services Personnel Supply

- In FY04, **Student Services personnel were hired from a variety of sources:** Georgia teachers (5.4%), from outside the public school system (6.9%), and from Georgia educators holding administrative positions.

Retention of Student Services personnel is comparable to administrators, and was 88.0% in FY03. Unlike administrators, more new hires (53.7% in FY04) come from outside Georgia public schools, although 41.5% had been Georgia teachers in FY03.

- More than one-quarter (26.36%) of new Student Services personnel hired in FY04 from outside Georgia were Speech and Language Pathologists.

CONCLUSIONS

- P-12 student enrollment continued to rise at slightly less than 2% annually (1.8% in FY04). Student demographics are changing substantially, with a consistent decline in White student population and rapid increase in Hispanic student population. EWRAD is studying how to attract educators from diverse backgrounds, with particular attention to educators' skills in addressing the needs of an increasingly non-English speaking and culturally diverse student population.
- The cohort loss rate of high school students is declining, suggesting that a greater number of students who enter Grade 9 reach Grade 12. The loss rate for Black and Hispanic males, however, is substantially higher than for other gender/ethnicity groups. These factors will have implications on the number and training of high school teachers required in the workforce.
- The birth rate in Georgia increased during the period 1997 to 2000, and those children are beginning to enter the school system. Cyclic yet significant surges in birth rate necessitate advance preparation for the resultant enrollment changes in the grades as these children progress through school.
- Changes in educational policy appear to have had an impact on the balance between demand and supply in FY04. The deferral in FY03 and FY04 of class size reductions mandated by Georgia legislation temporarily lowered teacher hiring to the point that if the trend continues, teacher attrition could become greater than new teacher hiring. If this happens, the teacher workforce could begin to decrease.
- Initiatives to increase teacher supply and retention continued in FY04 in the form of higher rates of new teacher production through traditional and alternative preparation routes, including the approved Georgia Teacher Alternative Preparation Program (GATAPP) providers. The ongoing recruitment of teachers from within and outside Georgia through TeachGeorgia, and special programs that market the Georgia teaching

profession and recruit teachers from a variety of sources are critical to sustaining the supply of candidates and applicants for the Georgia educator workforce. These programs can also serve to address gender and ethnic balance and the supply of teachers in hard-to-fill subject areas.

- The reduction of out-of-field teaching remains a priority of the Professional Standards Commission, especially in high school English and Science where out-of-field rates increased in FY04.
- Increasingly higher proportions of Georgia teachers hold graduate level certificates, (53.1% in FY04), an increase of two percent from FY03. This trend will likely continue, given that a primary mechanism for salary advancement is the acquisition of additional advanced degrees.
- Georgia public school systems now have 1,296 National Board Certified teachers, 1,144 of whom taught in the classroom in FY04, while remaining NBCTs served in administrative and student service personnel positions.

EDUCATOR WORKFORCE ISSUES FOR FURTHER EWRAD STUDY

The Division for Educator Workforce Research and Development (EWRAD) of the Georgia Professional Standards Commission intends to continue addressing a wide range of policy questions during the coming year. The following questions bear on issues that appear to be of high priority to best assist Georgia citizens, educators, and policymakers to continue to build a public school educator workforce to meet the demands of the new millennium.

Preparation

1. What strategies are being implemented to enhance the recruitment of students in higher education into colleges of education and/or dual degrees in content areas? What is the evidence of progress?
2. How will the supply of educators from Georgia colleges and universities, compared to the supply from other sources, affect Georgia's ability to meet the demand for the increasing teacher workforce?
3. What progress is being made in teacher preparation programs to better match newly prepared teachers' fields, upgrades and endorsements to workforce demands statewide, regionally, and in localities?
4. What impact are alternative teacher preparation programs and test-out options having on teacher supply and quality?
5. Is the preparation and supply of future administrators equivalent and appropriate to the evident need for administrators in Georgia for the next ten years?
6. How does diversification in the student population affect teacher preparation and professional learning strategies to increase teacher retention?

Retention and Recruitment

7. Why do teachers stay or leave? Phase II EWRAD teacher retention study.
8. What impact has there been on retention in the educator workforce from changes in federal and state policy and programs?
9. Is there evidence of progress in the full staffing and retention of highly qualified teachers in high need schools and school systems across Georgia? From what sources and through which certification routes are these teachers being recruited?
10. What impact will educator workforce retirement have on personnel replacement cost and resources over time?
11. To what extent is the paraprofessional workforce a source of new teachers? What progress is being made in the recruitment and preparation of paraprofessionals to become highly qualified teachers?

Staffing

12. How do needs for educators vary across Georgia? How can state, regional and local planning best facilitate achieving educator workforce requirements?

13. What progress is being made in the elimination of out-of-field teaching assignments in the core subject and other teaching areas?
14. What will be the impact of full implementation of the reduced class size mandate that remains in the statute from Georgia House Bill 1187?
15. Can some educator workforce needs be addressed with highly qualified part-time teachers, administrators, and Student Services personnel, and if so how, and from what sources?
16. What are the teacher workforce implications on the need for Pre-Kindergarten and primary teachers as a result of a successful Georgia early learning and preschool program?

Support and Development

17. What mentor, professional learning, and support strategies appear to increase the recruitment and retention of highly qualified teachers who work with an increasingly diverse student population and school community?
18. What is the impact of NBCTs on schools and student achievement?

Enrollment

19. What workforce staffing needs does a diversifying student population indicate?
20. What are the effects of projected cyclic changes in Georgia's live birth rate on educator demand and personnel costs over time?
21. How will projected changes in the demographics of the Georgia student body affect short- and long-term educator demand and personnel costs?
22. How would an increase in the high school completion rate affect educator demand, personnel costs, and recruitment/retention strategies over time?

Data Needs

23. What critical data elements best report workplace conditions, workforce supply and demand, and pipeline indicators?

SECTION I: GEORGIA'S TEACHERS

CHAPTER 1: GEORGIA'S EDUCATOR WORKFORCE

Introduction

The Educator Workforce Research and Development Division (EWRAD) of the Georgia Professional Standards Commission (PSC) annually compiles the Status Report. The 2004 report, like its predecessors, provides information about Georgia's PreKindergarten through grade twelve (P-12) public school certified teaching, administrative and student services workforce for the 2003-2004 (FY04) school year.

The *2004 Status Report* presents data on the demography, demand and supply, mobility and attrition of teaching and non-teaching educators in Georgia's public schools. Data used in compiling this report were obtained from a variety of sources¹.

Demographic Characteristics

A Profile of Georgia's Teaching Workforce

Figure 1.1 shows the size of Georgia's total P-12 public school educator workforce, which includes teachers, administrators, and student services personnel, and the size of the teacher workforce portion of the workforce, from FY99 through FY04. The total workforce numbered 122,439 in FY04, an increase of 1.4% from 120,773 in FY03, while the teacher workforce component numbered 104,845, also an increase of 1.4% from the year before. The 1.4% growth of the teacher workforce is less than half the previous year's growth rate of 3.9%. Teachers comprised 85.6% of the total educator workforce.

The growth rate for both the teacher workforce component and the total educator workforce taken as a whole declined in both FY03 and FY04 (see Table 1.1). This trend appears contrary to past weak economic cycles when more teachers tended to remain in the teaching profession and job seekers entered the teaching profession. This may be partly explained by the Board of Education's (BOE) decision to relax class size requirements for the second year in a row, reducing the number of teachers needed.

¹ The Certified Personnel Information Report (CPI) generated by the Georgia Department of Education (GDOE); PSC certification record; the Title II Completer data; the Georgia Department Of Education student enrollment reports; the Georgia Teacher Retirement System (TRS); and the Georgia Department of Human Resources (DHR).

Figure 1.1. Georgia's Educator and Teacher Workforce, FY99-FY04
(Source: EWRAD/PSC, 2004)

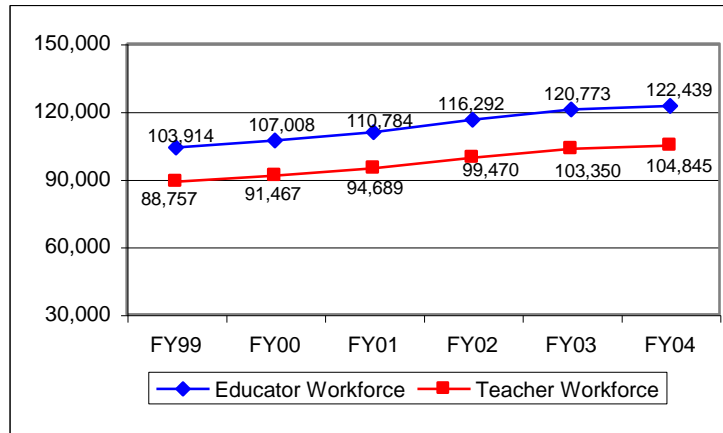


Table 1.1. Georgia's Educator and Teacher Workforce, FY99-FY04

Category	FY99	FY00	FY01	FY02	FY03	FY04
EDUCATOR WORKFORCE	103,914	107,008	110,784	116,292	120,773	122,439
Annual # Change in Educator Workforce from Previous Year	3,331	3,094	3,776	5,508	4,481	1,666
Annual % Change in Educator Workforce from Previous Year	3.3	3.0	3.5	5.0	3.9	1.4
TEACHER WORKFORCE	88,757	91,467	94,689	99,470	103,350	104,845
Annual # Change in Teacher Workforce from Previous Year	2,495	2,710	3,222	4,781	3,880	1,495
Annual % Change in Teacher Workforce from Previous Year	2.9	3.1	3.5	5.1	3.9	1.4
Teachers as a % of the Educator Workforce	85.4	85.5	85.5	85.5	85.6	85.6

Source: EWRAD/PSC, 2004

In FY04, a total of 10,929 new teachers were hired into Georgia classrooms. This was a 12.6% decline from the 12,507 teachers hired in FY03 and a 16.5% decline from FY02. Over 9,400 (86.3%) of the newly hired teachers in FY04 replaced teachers who left Georgia public school classrooms after the FY03 school year. While the number of newly hired teachers decreased in FY04 and FY03, the percentage needed to replace teachers who left increased. If this trend continues, attrition could soon equal and eventually exceed the number of new teachers. The implication is that there would not be enough new teachers to replace those exiting the system or to meet the demand created by student enrollment growth and new programs (see Figure 1.2). This issue will be addressed more fully in Chapter 2 (see Attrition).

Figure 1.2. Newly Hired Teachers and Replacement Teachers, FY01-FY04
(Source: EWRAD/PSC, 2004)

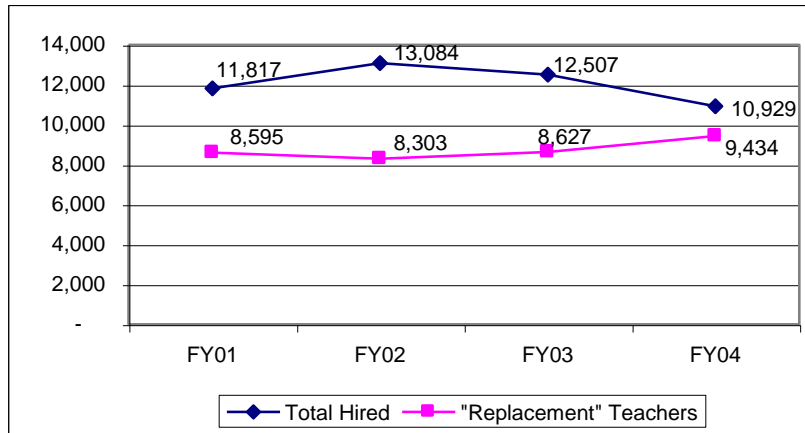


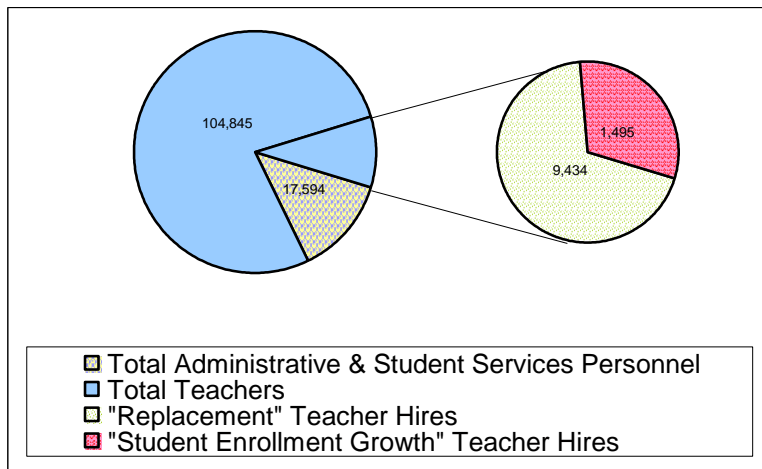
Table 1.2. Newly Hired Teachers and Replacement Teachers, FY01-FY04

Category	FY01	FY02	FY03	FY04
TOTAL # OF NEW TEACHERS HIRED	11,817	13,084	12,507	10,929
Annual Change in Total # of Teachers Hired	1,641	1,267	-577	-1578
Annual % Change in Total # of Teachers Hired	16.1	10.7	-4.4	-12.6
Total # of "Replacement" Teachers Hired	8,595	8,303	8,627	9,434
Annual Change in Total # of "Replacement" Teachers Hired	1,129	-292	324	807
Annual % Change in Total # of "Replacement" Teachers Hired	15.1	-3.4	3.9	9.4
"Replacement" Teachers as a % of Total New Teachers Hired	72.7	63.5	69.0	86.3

Source: EWRAD/PSC, 2004

As shown in Figure 1.3, only 13.7% (1,495) of the newly hired teachers in FY04 contribute to the demand for teachers due to an increase in student enrollment (see Chapter 2).

Figure 1.3. Georgia's Educator Workforce and New Teacher Hires, FY04
(Source: EWRAD/PSC, 2004)



Note: The extracted slice from the Total Teachers portion represents new teacher hires. New teacher hires are then divided into replacement and student enrollment growth hires.

RESA Workforce Counts

Sixteen Regional Education Service Agencies (RESAs) serve Georgia school systems. The RESAs support school systems by providing assistance in hiring school personnel, purchasing training, curriculum support, diagnostic services, and other educational services to educators, students and parents. Figure 1.4 shows the geographical boundaries of these RESAs as well as the percentage of the state's teachers in each RESA.

Figure 1.4. Distribution of Public School Teachers by RESA, FY04
(Source: EWRAD/PSC, 2004)

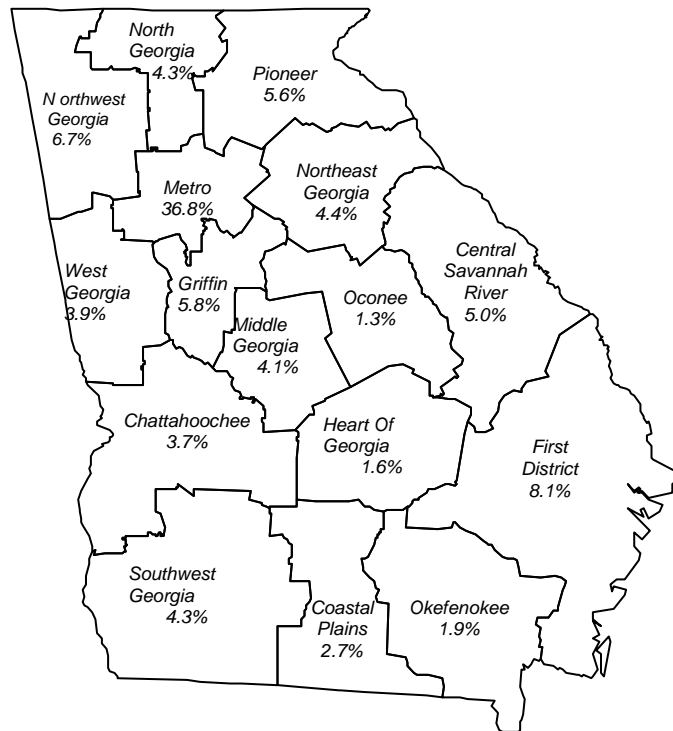


Table 1.3 shows that in previous years, Metro RESA school systems employed the highest number of teachers in the state in FY04, with over 38,000 teachers. Griffin RESA experienced the highest increase in the percentage of teachers from FY03 (5.8%), while the greatest decrease was seen in Coastal Plains RESA (-1.5%).

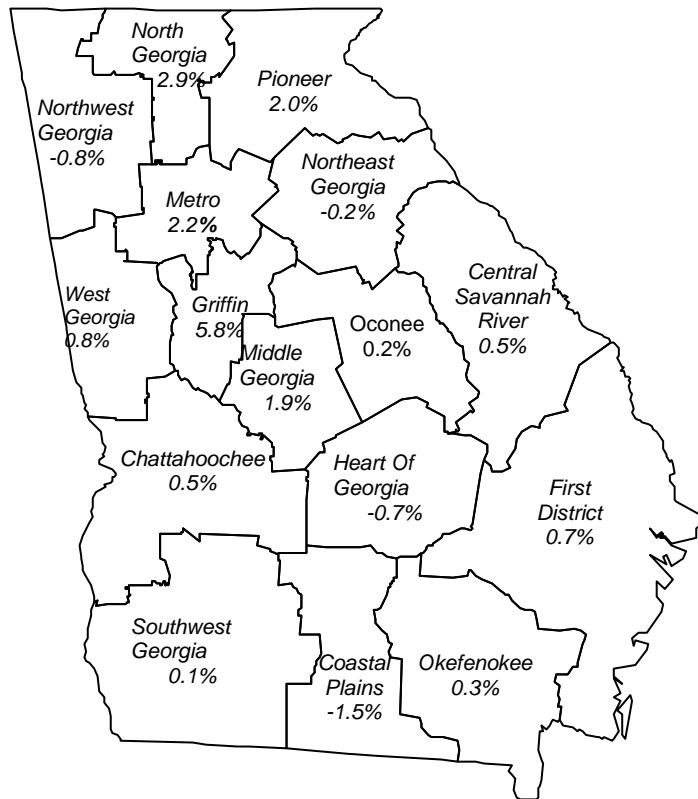
Table 1.3. Georgia's Teacher Count by RESA, FY02-FY04

RESA	FY02 Total Teacher Force	FY03 Total Teacher Force	FY04 Total Teacher Force	% Change from FY03-FY04
Central Savannah	5,122	5,201	5,227	0.5
Chattahoochee	3,721	3,854	3,873	0.5
Coastal Plains	2,886	2,916	2,873	-1.5
First District	8,335	8,400	8,455	0.7
Griffin	5,380	5,700	6,028	5.8
Heart of Georgia	1,668	1,674	1,663	-0.7
Metro	36,057	37,792	38,607	2.2
Middle Georgia	4,107	4,165	4,246	1.9
North Georgia	4,140	4,427	4,555	2.9
Northeast Georgia	4,417	4,593	4,586	-0.2
Northwest Georgia	6,719	7,022	6,967	-0.8
Oconee	1,342	1,327	1,330	0.2
Okefenokee	1,932	1,975	1,981	0.3
Pioneer	5,374	5,782	5,895	2.0
Southwest Georgia	4,446	4,488	4,494	0.1
West Georgia	3,824	4,034	4,065	0.8
Total	99,470	103,350	104,845	1.5

Source: EWRAD/PSC, 2004

Figure 1.5. FY03-FY04 Percentage Change in the Number of Georgia's Public School Teachers By RESA

(Source: EWRAD/PSC, 2004)



Teaching Positions

Georgia's teaching workforce is counted in two ways:

- a. Full-time Equivalency (FTE): The FTE refers to the number of workforce working full-time needed to perform the job or jobs. With the FTE counts, segments of the workday are denoted by decimals or fractions (Appendix 1 provides the FTE count of educators by personnel category and by RESA from FY00 to FY04).
- b. Personnel Counts: Personnel counts tabulate all employed personnel in positions requiring certificates. These personnel may be employed on a full- or part-time basis.

In FY04, Georgia's teacher FTE count was 103,542.0. Table 1.4 shows an increase of 1.1% from FY03 when the FTE count was 102,448.8.

Table 1.4. FTE Count By Personnel Categories, FY01–FY04

Personnel Categories	FTE Count FY01	% FY01 Workforce	FTE Count FY02	% FY02 Workforce	FTE Count FY03	% FY03 Workforce	FTE Count FY04	% FY04 Workforce
Pre-Kindergarten	1,325.8	1.4	1,354.8	1.4	1,373.8	1.3	1,416.6	1.4
Kindergarten	5,308.3	5.6	5,424.8	5.5	5,654.6	5.5	6,107.0	5.9
EIP-Kindergarten	N/A	N/A	1,015.5	1.0	1,219.1	1.2	839.2	0.8
1st Grade	5,682.2	6.0	5,720	5.8	5,892.6	5.8	6,015.3	5.8
2nd Grade	5,433.5	5.8	5,513.6	5.6	5,681.3	5.5	5,740.2	5.5
3rd Grade	5,318.7	5.6	5,474.8	5.5	5,680.8	5.5	5,771.0	5.6
EIP-Grades 1-3	N/A	N/A	2,763.8	2.8	2,980.3	2.9	2,982.9	2.9
4th Grade	5,047.1	5.3	5,003.7	5.1	4,959.4	4.8	4,958.5	4.8
5th Grade	4,872.3	5.2	4,843.1	4.9	4,884.2	4.8	4,903.8	4.8
EIP-Grades 4-5	N/A	N/A	933.6	0.9	1,034.8	1.0	1,083.9	1.1
EIP Teacher	2,974.1	3.2	N/A	N/A	N/A	N/A	N/A	N/A
6th Grade	3,750.1	4.0	3,861.5	3.9	3,502.7	3.4	3,599.6	3.5
7th Grade	3,545.7	3.8	3,687.4	3.7	3,426.8	3.3	3,544.6	3.4
8th Grade	3,334.7	3.5	3,414.3	3.5	3,224.2	3.1	3,417.2	3.3
9th-12th Grades (High School)	17,055.8	18.1	1,752.3	17.8	17,790.2	17.4	17,775.8	17.2
Vocational Education	2,829.1	3.0	2,784.3	2.8	2,974.3	2.9	3,119.7	3.0
K-12 Instructional Specialist	4,856.6	5.1	5,034.8	5.1	5,069.4	4.9	5,505.8	5.3
K-12 Special Education	11,610.3	12.3	1,244.9	12.6	13,098.3	12.8	13,739.1	13.3
Other Elementary	4,499.7	4.8	3,997.4	4.1	4,078.2	4.0	3,215.1	3.1
Other Middle Grades	6,305.5	6.7	6,517.1	6.6	7,833.8	7.6	7,364.8	7.1
Other Teachers ²	636	0.7	1,342.2	1.4	2,090.1	2.0	2,441.7	2.4
Total	94,385.3	100	98,658.6	100	102,448.8	100	103,542.0	100

Source: EWRAD/PSC, 2004; FTE data, GDOE 2004

Note: EIP counts by grade level were unavailable before FY03.

Data derived from CPI reports for fiscal years 2001 through 2004.

Other Teachers include ESOL Teacher, Literacy Coach, GATAPP Teachers and Other Teachers.

² The "Other Teachers" category includes Military Science Teacher, Extended Year Teacher, In-School Suspension (ISS) Teacher, Hospital/Homebound Instructor, Adult Education Teacher, Other Instructional Provider, and 20 Day – Extended Day/Extended Year QBE Funded.

Change in Teaching Positions

As in previous years, elementary school teachers (K-5) comprised the largest group in FY04 (40.2%), middle grades teachers comprised 17.3%, while high school teachers comprised 17.2% of the total teacher workforce. There was a 31.2% drop in the number of Early Intervention Program (EIP) Teachers teaching Kindergarten, from 1,219.1 in FY03 to 839.2 in FY04, mainly due to reassignment to other elementary grades.

In FY04, all personnel categories showed increases in FTE counts except EIP-K (-31.2%), Other Elementary (-21.2%), Other Middle (-6.0%), and High School (-0.1%). The highest percentage increases occurred in the Other Teachers category (16.8%), followed by Instructional Specialist (8.6%), and Kindergarten (8.0%).

Table 1.5. Change in Teaching Position, FY03-FY04

Teaching Position	FY03 FTE	FY04 FTE	FY03-FY04 Change
Pre-Kindergarten	1,373.8	1,416.6	3.1
Kindergarten	5,654.6	6,107.0	8.0
EIP-K	1,219.1	839.2	-31.2
Grade 1	5,892.6	6,015.3	2.1
Grade 2	5,681.3	5,740.2	1.0
Grade 3	5,680.8	5,771.0	1.6
EIP-Grade 1 - 3	2,980.3	2,982.9	0.1
Grade 4	4,959.4	4,958.5	0.0
Grade 5	4,884.2	4,903.8	0.4
EIP- Grade 4 - 5	1,034.8	1,083.9	4.7
Grade 6	3,502.7	3,599.6	2.8
Grade 7	3,426.8	3,544.6	3.4
Grade 8	3,224.2	3,417.2	6.0
High School	17,790.2	17,775.8	-0.1
Vocational Education	2,974.3	3,119.7	4.9
Instructional Specialist	5,069.4	5,505.8	8.6
Special Education	13,098.3	13,739.1	4.9
Other Elementary	4,078.2	3,215.1	-21.2
Other Middle	7,833.8	7,364.8	-6.0
Other Teachers	2,090.1	2,441.7	16.8
Total	102,448.8	103,542.0	1.1

Source: EWRAD/PSC, GDOE, 2004

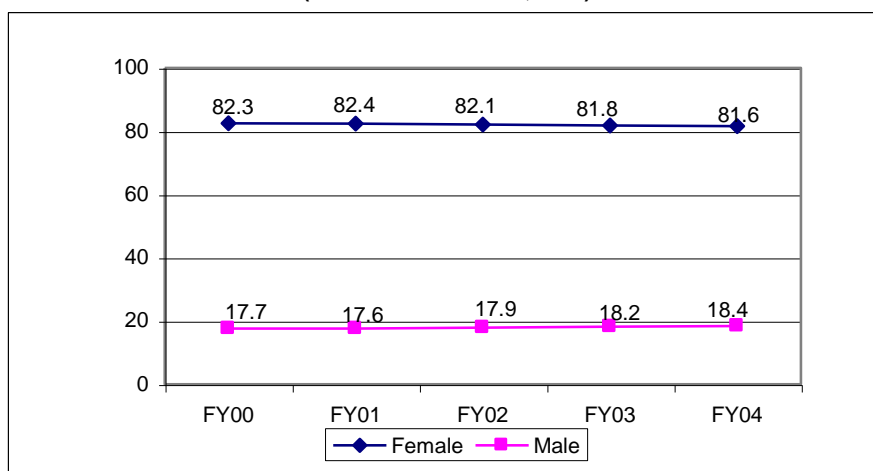
The FTE Count Data derived from CPI reports for fiscal years 2000 through 2004 represents employees in positions that require certification, who were classified in a teaching position, and who were not terminated during the fiscal year.

Gender

In FY04, as in previous years, the majority of Georgia teachers were female (81.6%). However, the percentage of female teachers in Georgia continues to decrease, while the percentage of male teachers is gradually rising, increasing from 17.6% in FY01 to 18.4% in FY04. This is partly a consequence of programs in Georgia such as the Teacher Alternative Preparation Program (GATAPP) and the Georgia Troops to Teachers (TTT),

which tend to recruit more males than females into teaching. For instance, in FY04, 63 out of 81 (77.8%) teachers hired through TTT were male.

Figure 1.6. Demographic Profile by Gender, FY00-FY04
(Source: EWRAD/PSC, 2004)

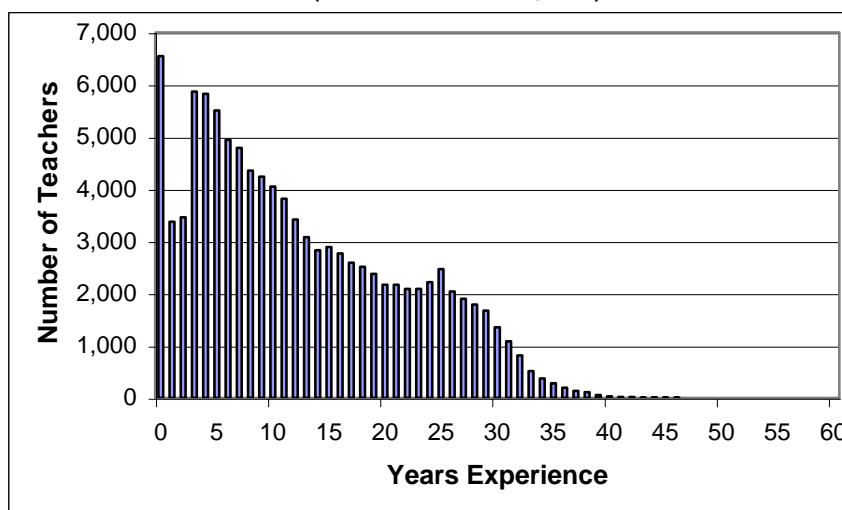


Age and Experience

The average age of teachers has risen every year since FY99, from 41.3 years in FY99 to 41.9 years in FY04. The ages of Georgia teachers ranged from 19 years to 85 years in FY04, with an average age of 41.9 years. Over half (54.5%) of teachers were between the ages of 31 and 50 years. A significant number of teachers (2.9%) were reaching retirement age in FY04.

The average experience of Georgia teachers in FY04 was 12.4 years, while the range of teaching experience was zero to sixty years. Over six percent (6.2%) of teachers had zero years of teaching experience. Figure 1.8 shows the years of experience of Georgia teachers in FY04.

Figure 1.7. Teacher Experience, FY04
(Source: EWRAD/PSC, 2004)



The decrease in experience for years 1 and 2 is due to a practice in Georgia that counts years 0-2 as one-year, followed by an abrupt increase at three years of experience.

Ethnicity

Georgia's teaching workforce remained predominantly White (77.6% in FY04). While the number of White teachers continues to increase, the percentage of White teachers is on the decline (see Table 1.6). The number and percentage of Black teachers continue to slowly rise. Hispanic teachers have increased, although the percentage of Hispanic teachers remains the same as in FY03 (0.9%). Policy makers, state agency leaders, and education administrators are examining various recruitment initiatives for Hispanic teachers since Hispanic students constituted about 7% of the total student population in FY04 (see Chapter 2). Hispanic enrollment has grown at an average rate of 16.8% per year over the last 4 years. (Appendix 2 provides the ethnic distribution of Georgia's teachers by RESA).

Table 1.6. Distribution of Teacher Ethnicity, FY02-FY04

Ethnicity	FY02		FY03		FY04	
	#	%	#	%	#	%
American Indian	135	0.1	140	0.1	119	0.1
Asian	354	0.4	389	0.4	493	0.5
Black	20,483	20.6	21,203	20.5	21,671	20.7
Hispanic	818	0.8	912	0.9	982	0.9
Multiracial	94	0.1	155	0.2	169	0.2
White	77,586	78.0	80,551	77.9	81,411	77.6
Total	99,470	100	103,350	100.00	104,845	100.00

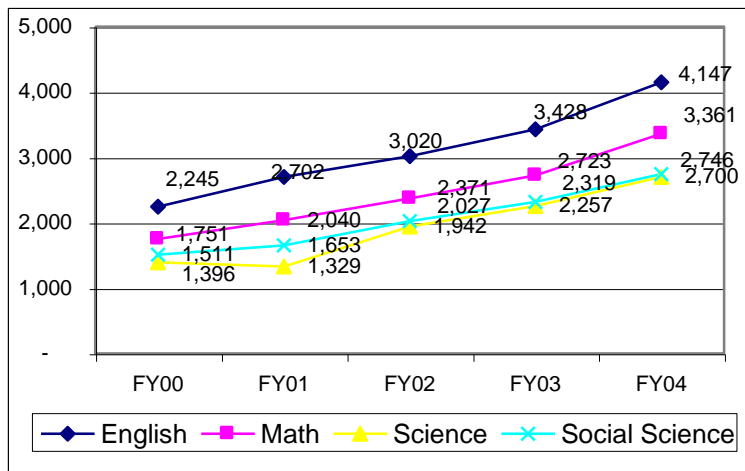
Source: EWRAD/PSC, 2004

Core Subject Area

As in FY03, the number of Middle Grades teachers assigned in the four core subject areas (English, Math, Science, and Social Science) continues to grow, showing a 20.8% increase in FY04. The largest increase occurred in middle grades Math (23.4%) as shown in Figure 1.8.

Figure 1.8. Georgia Middle Grades Teacher Workforce by Core Subject Area, FY00-FY04

(Source: EWRAD/PSC, 2004)



The increases in middle grades can be partly explained by the reclassification of generic Middle Grades certificates into specific fields/concentrations, leading to better identification of the subject taught by a teacher. Specifically, of the 3,229 teachers whose

subject was listed as Middle Grades in FY03 who were still teaching in FY04, 1,761 (54.5%) were listed in FY04 as teaching English (588), Life Science (159), Mathematics (455), Physical Science (172), Science (21) and Social Science (366).

Table 1.7. Georgia Teacher Workforce by Grade Level and Personnel Category, FY00-FY04

Personnel Category	FY00	FY01	FY02	FY03	FY04	% Change FY03-FY04	% Change from FY00-FY04
Middle Grades							
English	2,245	2,702	3,020	3,428	4,147	21.0	84.7
Math	1,751	2,040	2,371	2,723	3,361	23.4	91.9
Science	1,396	1,329	1,942	2,257	2,700	19.6	93.4
Social Science	1,511	1,653	2,027	2,319	2,746	18.4	81.7
Total	6,903	7,724	9,360	10,727	12,954	20.8	87.7
High School							
English	3,409	3,350	3,460	3,540	3,566	0.7	4.6
Math	2,994	3,016	3,144	3,294	3,341	1.4	11.6
Science	2,688	2,746	2,855	2,893	2,922	1.0	8.7
Social Science	2,778	2,831	2,970	3,068	3,103	1.1	11.7
Total	11,869	11,943	12,429	12,795	12,932	1.1	9.0
Special Education							
Total	11,153	11,698	12,602	13,283	13,927	4.8	24.9
Vocational Education							
Total	2,902	2,898	2,874	3,082	3,094	0.4	6.6
Instructional Specialist							
Total	4,755	4,951	5,123	5,166	5,609	8.6	18.0

Source: EWRAD/PSC, 2004

Note that numbers reflect number of personnel whose major or only assignment is teaching.

Certification Level

In Georgia, an educator's certification level parallels the educator's academic degree achievement. Figure 1.9 shows that the percentage of teachers certified at the Bachelor's level continues to decline as a greater percentage of Georgia's teachers earn higher degrees and are certified at the graduate level. There is also reduced new hiring of baccalaureate level teachers.

Figure 1.9. Georgia Teacher Certification Levels, FY01-FY04
(Source: EWRAD/PSC, 2004)



Table 1.8. shows the demographic summary of Georgia public school teachers in FY04.

Table 1.8. Demographic Profile of the Teaching Workforce in Georgia, FY01-FY04

Characteristics	FY01		FY02		FY03		FY04	
	#	%	#	%	#	%	#	%
Gender								
Female	78,019	82.4	81,651	82.1	84,581	81.8	85,603	81.6
Male	16,670	17.6	17,819	17.9	18,769	18.2	19,242	18.4
Total	94,689	100	99,470	100	103,350	100	104,845	100
Age Groups	#	%	#	%	#	%	#	%
20 and under	2	0	7	0	2	0	1	0
21-30	19,170	20.2	20,013	20.1	20,466	19.8	19,962	19.0
31-40	24,789	26.2	26,644	26.8	28,370	27.5	29,396	28.0
41-50	28,260	29.8	28,207	28.4	28,153	27.2	27,706	26.4
51-60	20,548	21.7	22,394	22.5	23,725	23	24,704	23.6
61+	1,920	2	2,205	2.2	2,631	2.6	3,072	2.9
Not Defined	N/A	N/A	N/A	N/A	3	0	4	0
Total	94,689	100	99,470	100	103,350	100	104,845	100
Ethnic Groups	#	%	#	%	#	%	#	%
American Indian	131	0.1	135	0.1	140	0.1	119	0.1
Asian	294	0.3	354	0.4	389	0.4	493	0.5
Black	19,159	20.2	20,483	20.6	21,203	20.5	21,671	20.7
Hispanic	710	0.8	818	0.8	912	0.9	982	0.9
Multiracial	75	0.1	94	0.1	155	0.2	169	0.2
White	74,320	78.5	77,586	78	80,551	77.9	81,411	77.6
Total	94,689	100	99,470	100	103,350	100	104,845	100
Experience	#	%	#	%	#	%	#	%
0-5 years	26,790	28.3	29,110	29.3	30,188	29.2	30,581	29.2
6-10 years	19,885	21	21,018	21.1	22,469	21.7	22,369	21.3
11-15 years	14,526	15.3	14,920	15	15,459	15	16,029	15.3
16-20 years	12,289	13	12,083	12.1	12,514	12.1	12,410	11.8
21-25 years	11,330	12	11,348	11.4	11,114	10.8	11,030	10.5
26-30 years	7,577	8	8,321	8.4	8,446	8.2	8,754	8.3
31+	2,292	2.4	2,670	2.7	3,160	3.1	3,672	3.5
Total	94,689	100	99,470	100	103,350	100	104,845	100
Certification	#	%	#	%	#	%	#	%
High School a	136	0.1	138	0.1	132	0.1	119	0.1
Associateb	312	0.3	322	0.3	311	0.3	296	0.3
Bachelor's	46,321	48.9	48,970	49.2	49,943	48.3	48,806	46.6
Master's	38,554	40.7	40,118	40.3	42,186	40.8	43,664	41.6
Specialist	8,537	9	9,036	9.1	9,792	9.5	10,873	10.4
Doctorate	829	0.9	886	0.9	986	1.0	1,087	1.0
Not Defined	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	94,689	100	99,470	100	103,350	100	104,845	100

Source: EWRAD/PSC, 2004

Data derived from CPI reports for fiscal years 2001 through 2004.

^a Level 1 Vocational Certificate, 3-year Non-renewable. Requires 90-quarter hours to upgrade to Level 2 Vocational Certificate.

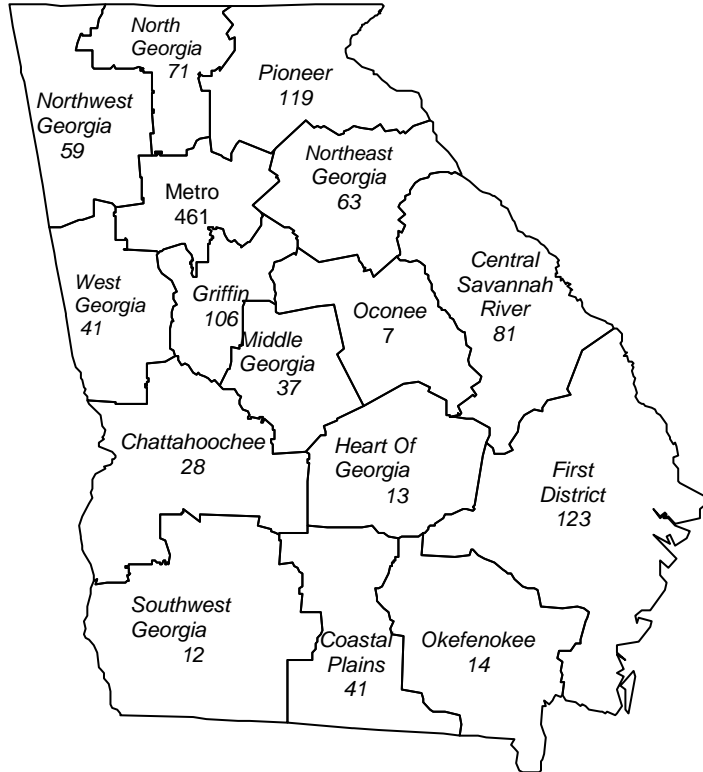
^b Level 2 Vocational Certificate, Renewable. Requires 10-quarter hours every 5 years to renew.

National Board for Professional Teaching Standards (NBPTS) Certification

In FY04, there were 1,276 National Board Certified Teachers (NBCTs) in Georgia; this was a 56.9% increase from FY03 (813). The majority (89.7%, or 1,144) of NBCTs were employed as teachers, while the remaining 10.3% performed non-teaching functions in Georgia schools. Figure 1.10 shows the distribution of Georgia NBCTs in FY04.

As would be expected, Metro RESA had the highest percentage of NBCTs in FY04 (36.1%), followed by First District RESA (9.6%), and Pioneer RESA (9.3%).

Figure 1.10. Distribution of NBCTs by RESA, FY04
(Source: EWRAD/PSC, 2004)



In FY03, a total of 1,297 teachers applied to the National Board for Professional Teaching Standards (NBPTS) to obtain National Board certification. Whites remain the largest percentage of NBCT applicants. In FY04, 80.9% of the applicants were White, while 14.6% were Black.

Over forty percent (40.2%) of the teachers who applied became NBCTs. Most (89.4%) of the successful candidates were white, while 6.1% were black.

Table 1.9. Total Number of NBCT Applicants By Ethnicity, FY00 – FY04

Year	White	Non-White	Unknown	Total
FY00	72	24	0	96
FY01	533	98	4	635
FY02	951	201	9	1,161
FY03	1,096	257	51	1,404
FY04	866	235	99	1,200
Total	3,518	815	163	4,496

Source: EWRAD/PSC, 2004

In FY02, the PSC initiated Rule 505.3.08 which specifies standards and training requirements for pre-candidates and candidates eligible to receive prepayment of fees to NBPTS from state or state-managed sources. The Rule requires that candidates successfully complete the 20-hour pre-candidate course, The Knowledgeable Teacher, to be eligible to apply for state or state managed subsidy. The first group of candidates, whose prepayment funding was based on those state requirements, received notification of their results in November of 2003. Table 1.10 shows the success rate increased slightly from 37.7% in FY02 to 40.2% in FY03 for all candidates (see Table 1.10). Pass rates of applicants are comparable to national rates.

Table 1.10. Pass Rates of National Board Applicants, FY02-FY03

Year	Ethnicity			
FY02	White	Non-White	Unknown	Total
NB Certified	340	32	0	372
Not NB Certified	468	139	9	616
TOTAL	808	171	9	988
Pass Rate	42.1	18.7	0.0	37.7
FY03	White	Non-White	Unknown	Total
NB Certified	466	40	15	521
Not NB Certified	563	159	20	742
Pending	20	11	3	34
TOTAL	1,049	210	38	1,297
Pass Rate	44.4	19.1	39.5	40.2

Source: EWRAD/PSC, 2004

Demographic Characteristics of National Board Certified Teachers

In FY04, most of the NBCTs teaching in Georgia classrooms were White (92.6%) and female (91.0%). The average age of NBCTs was 45.6 years, while their average years of teaching experience was 17.1 years, both higher than average for the teaching workforce.

Table 1.11. shows the demographic summary of Georgia educators who obtained National Board certification in Georgia from FY00 to FY03. The data indicate a gradual increase of non-white candidate participation annually. For instance, the number of Black and Hispanic candidates who received NBCT certification was only 6 and 0 in FY00, respectively, compared to 30 and 6 in FY03.

Table 1.11. Demographic Profile of Educators who obtained National Board Certification in Georgia By Year, FY00-FY03

Characteristics	FY00		FY01		FY02		FY03	
	#	%	#	%	#	%	#	%
Gender								
Female	48	94.1	264	88.6	345	92.5	461	90.9
Male	3	5.9	34	11.4	28	7.5	46	9.1
Total	51	100	298	100	373	100	507	100
Ethnic Groups	#	%	#	%	#	%	#	%
American Indian	0	0.0	0	0.0	1	0.3	0	0.0
Asian	0	0.0	2	0.7	0	0.0	3	0.6
Black	6	11.8	13	4.4	28	7.5	30	5.9
Hispanic	0	0.0	2	0.7	3	0.8	6	1.2
White	45	88.2	281	94.3	341	91.4	468	92.3
Total	51	100	298	100	373	100	507	100
Certification	#	%	#	%	#	%	#	%
Bachelor's	2	3.9	25	8.4	29	7.8	43	8.5
Master's	23	45.1	142	47.7	155	41.6	255	50.3
Specialist	24	47.1	111	37.2	160	42.9	188	37.1
Doctorate	2	3.9	20	6.7	29	7.8	21	4.1
Total	51	100	298	100	373	100	507	100

Source: EWRAD/PSC, 2004

Grade Level Placements of NBCTs

Table 1.12 shows that one-third (33.3%) of the NBCTs were employed in the Elementary grades, 284 (22.3%) in High School, and 256 (20.1%) in Middle Grades.

Table 1.12. NBCTs Distributed By Personnel Category/Grade Level, FY04*

Personnel Category	Count
Teachers	
Pre-K	7
Elementary Grades	425
Middle Grades	256
High School	284
Special Education Teachers	78
Vocational Education Teachers	19
Instructional Specialist	54
ESOL Teachers	13
Literacy Coach	6
Other Teachers	2
TOTAL	1,144
Student Services Personnel	
Elementary Counselors	2
High School Counselors	1
Middle Grades Counselors	1
Media Specialists	50
Parent Coordinator	1
Teacher Support Specialist	9
Technology Specialist	4
Staff Development Specialist	3
Special Education Specialist	3
Diagnostician	1
TOTAL	75
Administrative Personnel	
Asst Principal	26
Principal	3
Information Services Personnel	1
Assistant Superintendent	1
Curriculum Director	2
Instructional Supervisor	15
Special Education Director	1
Vocational Education Director	1
Research Personnel	1
School Improvement Specialist	3
Special Education Program Specialist	1
Vocational Education Supervisor	1
Youth Apprenticeship Director	1
TOTAL	57
GEORGIA NBCTs	1,276

Source: EWRAD/PSC, 2004

*FY04 Employment

Full- and Part-time Teachers

Teachers are classified as full-time if 95% of their time is spent teaching. Part-time teachers are sometimes hired to teach in schools or subject areas that have small enrollments. Some teach part-time by choice, while others combine administrative and student services duties with some teaching.

In FY04, 95.6% of Georgia teachers were full-time. This percentage, however, has decreased for the third consecutive year, from 97.1% in FY02 and 96.5% in FY03. The data show that some school systems share one teacher across many schools. In FY03, the highest number of assignments held was 6; rising to 10 in FY04. Only 84.7% worked in only one position in FY04, compared to 85.4% the previous years, indicating a greater degree of multiple assignment employees.

Table 1.13 Full/Part-time Teaching Status, FY03-FY04

Teaching Status	Number of Positions Held										Total	%
	1	2	3	4	5	6	7	8	10			
FY03												
Full-time	85,348	11,548	2,102	685	250	130	0	0	0	0	100,063	96.5
Part-time	3,149	390	48	6	2	3	0	0	0	0	3,598	3.5
Total	88,497	11,938	2,150	691	252	133	0	0	0	0	103,661*	100
FY04												
Full-time	84,973	11,831	2,239	683	408	305	3	1	1	1	100,444	95.6
Part-time	4,016	506	80	16	3	6	0	0	0	0	4,627	4.4
Total	88,989	12,337	2,319	699	411	311	3	1	1	1	105,071*	100

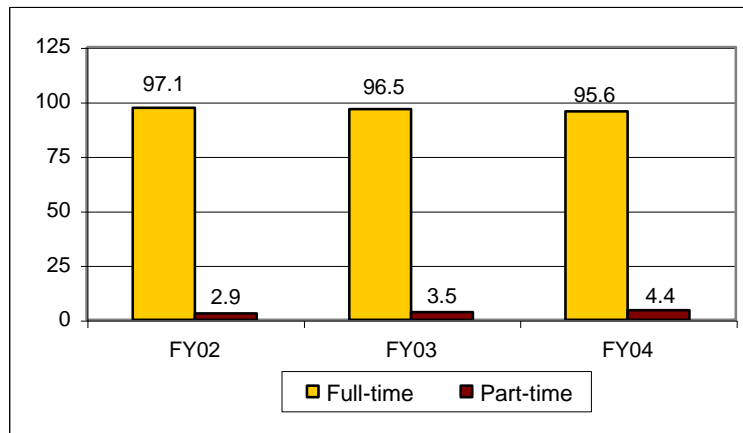
Source: EWRAD/PSC 2004; CPI, 2004

*Total number includes personnel whose primary assignments are non-teaching positions.

Figure 1.11 shows the distribution of Georgia's full-and part-time teachers teaching positions for the last three years.

Figure 1.11. Full/Part-time Teaching Status, FY02-FY04

(Source: EWRAD/PSC, 2004)



Out-of-Field Teaching

Out-of-Field Teaching in Georgia's High Schools

In FY04, out-of-field teaching in the four core subject areas (English, Mathematics, Science, and Social Science) at the high school level ranged between 2% and 7% of teachers in the core subject areas. The highest percentage of out-of-field teaching assignments occurred in English (6.5%), and represented 244 of 3,766 high school English teachers.

Table 1.14 Out-of-field Teaching in Core Subjects in Grades 9-12, FY04

Subject Area	Number Teaching Subject	Number Certified in Subject	# Certified as % of Number Teaching Subject	# Who Taught Outside Certification Field	Percent Who Taught Out-of-Field
English	3,766	3,255	93.5	244	6.5
Mathematics	3,439	3,279	95.3	160	4.7
Science	3,020	2,941	97.4	79	2.6
Social Science	3,222	3,105	96.4	117	3.6

Source: CPI and CIS files. Professional Standards Commission/Professional Standards Commission, 2004
 Number Certified in Social Science includes Social Science, History, Political Science, Economics, Geography and Sociology.
 Numbers include personnel whose major assignment is not teaching.

Figure 1.12 shows a decline in out-of-field teaching in Mathematics and Social Science in FY04. Science remained fairly stable from FY03 (2.5%) to FY04 (2.6%), and out-of-field teaching in Social Science has declined for two consecutive years.

Figure 1.12. Percentage of Out-of-field Teachers in the Core Subject Areas FY00- FY04

(Source: EWRAD/PSC, 2004)

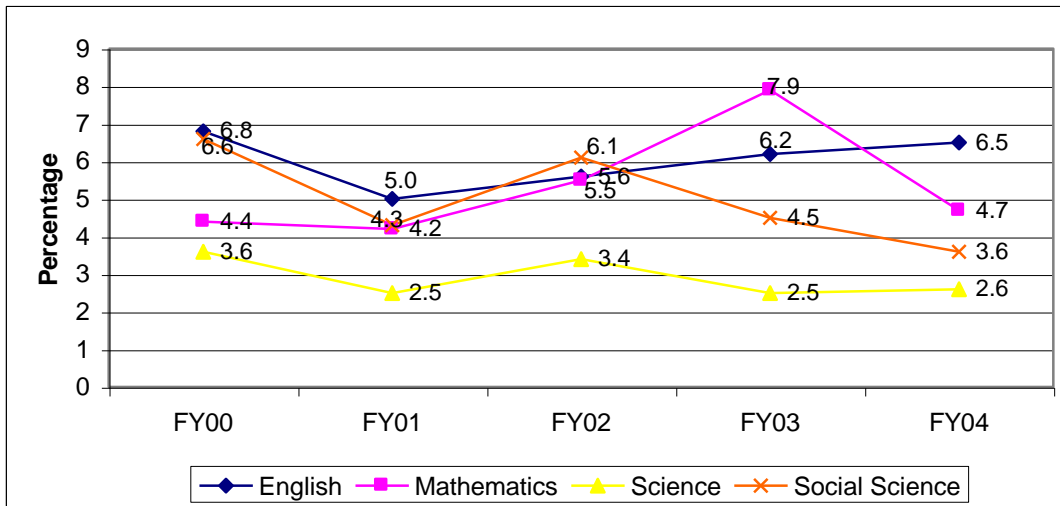


Table 1.15 shows the distribution of teachers teaching in the four core subjects in high school and the numbers certified and not certified in these core subjects for the years FY01 through FY04. The total number of teaching misassignments has continued to decrease since FY02, declining by 10.3% from 669 in FY02 to 600 in FY04.

Table 1.15. Four-Year View of Out-of-field Teaching in Core Subjects in High School, FY01 – FY04

Subject	Total Teachers in the Subject Grades in 9-12	# Certified in Subject	% Of Total Teachers in the Subject Grades 9-12	# Who Taught Outside Their Certification Field	% Of Teachers in the Subject Grades 9-12
FY01					
English	3,350	3,183	95.0	167	5.0
Mathematics	3,016	2,889	95.8	127	4.2
Science	2,746	2,677	97.5	69	2.5
Social Science	2,808	2,687	95.7	121	4.3
FY02					
English	3,626	3,422	94.4	204	5.6
Mathematics	3,252	3,073	94.5	179	5.5
Science	2,928	2,829	96.6	99	3.4
Social Science	3,073	2,886	93.9	187	6.1
FY03					
English	3,710	3,479	93.8	231	6.2
Mathematics	3,394	3,164	93.2	268	7.9
Science	2,945	2,945	97.5	74	2.5
Social Science	3,168	3,027	95.5	141	4.5
FY04					
English	3,766	3,255	93.5	244	6.5
Mathematics	3,439	3,279	95.3	160	4.7
Science	3,020	2,941	97.4	79	2.6
Social Science	3,222	3,105	96.4	117	3.6

Source: CPI and CIS file EWRAD/PSC, 2004.

NA – Not Applicable

*Numbers include all who teach each subject, including teachers whose major assignments are not teaching.

Table 1.16 shows out-of-field teaching in Georgia high schools disaggregated by RESA to show geographical patterns in each subject area. In FY04, the highest incidence of out-of-field teaching in English occurred in Heart of Georgia (13.8%). This has remained the case for the past three years. Heart of Georgia RESA also had the highest rate of out-of-field teaching in Science. For the third consecutive year, Oconee RESA had the highest occurrence of out-of-field teaching in Mathematics (17.9%). Oconee also had the highest rate of out-of-field teaching in Social Science (11.4%). Out-of-field teaching in Metro RESA decreased in all four core subject areas except in Science.

Table 1.16 High School Out-of-Field Teaching as Percentage of Total Number of Teachers in RESA, FY03-FY04

RESA	English		Math		Social Science		Science	
	Out-of-Field % FY03	Out-of-Field % FY04	Out-of-Field % FY03	Out-of-Field % FY04	Out-of-Field % FY03	Out-of-Field % FY04	Out-of-Field % FY03	Out-of-Field % FY04
Central Savannah	1.9	2.8	4.9	2.8	4.1	2.3	1.2	1.7
Chattahoochee	6.1	8.1	8.1	7.0	1.6	3.2	7.4	7.4
Coastal Plains	2.9	2.1	4.0	1.1	0.0	2.4	5.0	3.9
First District	6.4	7.3	9.0	4.9	9.9	7.8	2.3	0.9
Griffin	2.6	3.8	7.1	2.5	6.1	2.5	1.7	2.5
Heart of Georgia	12.7	13.8	7.0	7.5	3.8	0.0	7.7	7.7
Metro	7.0	6.8	8.9	3.8	3.6	2.7	1.0	1.4
Middle Georgia	9.2	5.8	8.7	4.3	7.8	5.3	5.4	4.8
North Georgia	1.9	4.4	5.0	5.5	4.7	4.3	4.7	3.8
Northeast Georgia	3.9	5.1	6.7	6.2	3.4	2.3	0.9	2.4
Northwest Georgia	10.9	8.5	8.8	5.0	4.4	4.9	4.9	3.8
Oconee	10.2	12.2	18.2	17.9	2.4	11.4	9.8	5.1
Okefenokee	7.2	12.5	8.5	11.7	10.2	1.8	0.0	0.0
Pioneer	5.2	6.3	5.6	2.2	6.0	1.1	1.3	0.0
Southwest Georgia	4.7	5.2	9.0	8.5	8.6	4.4	3.1	6.1
West Georgia	7.5	6.7	5.0	4.8	3.6	6.9	2.6	6.0

Source: CPI and CIS files. EWRAD/PSC, 2004

*Out-of-field percentages calculated based on educators teaching each core subject.

Summary

Georgia's teaching workforce continued to grow in FY04, but at 1.4%, a substantially slower rate than in previous years. This smaller growth rate may in part have been caused by state-level changes in class size policy. Student enrollment grew at a rate of 1.8%, and teacher attrition grew from 8.7% to 9.1%. These two factors ordinarily would have stimulated greater growth of the teacher workforce. However, state educational policy permitted higher maximum class sizes for the two most recent years. New hires replace teachers lost to attrition and also fill the demand that results from higher student enrollment and new programs. With the opportunity to increase class sizes at the local level, school systems may have been able to reduce new hiring. If this decrease in hiring rate continues, there may eventually be too few teachers to replace those lost and meet enrollment growth needs. The possibility of such a shortage could be challenging at a time when the birth rate surge from 1997 through 2000 now comprises students of school age, progressing into the elementary grades.

CHAPTER 2: TEACHER DEMAND IN GEORGIA

Introduction

This chapter examines how different factors affect the level of need for teachers in Georgia's public Pre-Kindergarten through grade twelve (P-12) education system.

Teacher need, or demand, is influenced in part by teacher attrition, including leaving a school for another, leaving the state for another, leaving teaching for another career, being promoted to a non-teaching position, and retirement. It is influenced by teacher supply, including the production of new teachers by Georgia and by out-of-state colleges and universities and alternative routes, the migration of experienced teachers from other states, systems or schools, and the entry of individuals from other careers into teaching.

Teacher demand is also affected by policy events, such as changes in class size or curriculum requirements from the state Board of Education, changes in Georgia state law governing aspects such as class size, teacher qualifications, and student factors such as the addition of testing requirements for grade promotion and graduation, and changes in Federal law, such as the reauthorization of Title I, known as the No Child Left Behind Act of 2001 which, for example, radically changed requirements for schools to have fully certified and highly qualified teachers in the classroom.

Finally, teacher demand is affected by student demographic trends such as increases or decreases in enrollment, changes in minority and limited English-proficient student enrollment, and changes in grade retention and dropout rates, which could be a result of policy and population changes, impacting demand differently by socioeconomics and geographic regions. Because student factors have a primary effect on teacher demand, student demographic and outcome data are analyzed in some depth in this chapter.

Increasing student enrollments create the need for additional teachers. State and federal enrollment projections show a continuing increase in Georgia's P-12 public elementary and secondary school enrollment through FY12.

The No Child Left Behind Act of 2001 (NCLB) is the most recent reauthorization of the Elementary and Secondary Education Act of 1965, known widely as Title I. Four major themes are found within NCLB:

1. States, school systems, and schools are held to certain levels of **accountability** for increases in state test performance for all ethnic/racial groups of children.
2. **Parents and students** at underperforming schools are provided options of **school choice**.
3. Educators are given **increased flexibility** in using federal funds to address the particular needs and issues in their communities and schools.
4. Emphasis is given to developing and selecting **effective, scientifically-based programs**, services, and approaches.

NCLB requires that all teachers meet the following statutory definition of "highly qualified": (1) the teacher holds at least a bachelor's degree, (2) the teacher is fully certified by the state (this may include alternative certification), and (3) the teacher has demonstrated core subject area competency. Core academic areas include English, reading and

language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. All teachers newly hired to work in Title I programs after the start of the 2002-2003 school year (FY03) must meet the NCLB highly qualified requirements. By the end of school year 2005-2006 (FY06), the law requires all teachers of academic subjects in public schools, not just those in Title I schools or paid with Title I funds, to meet these requirements. School districts must use at least 5% of their Title I funds for professional development to help teachers become highly qualified, according to the federal definition.

The “highly qualified” teacher mandate of NCLB increased pressure on school districts to hire teachers who meet the requirements. This pressure is likely to increase the demand for teachers who fit the qualifications of this federal legislation.

The 2004 Georgia legislative session brought no changes to teacher certification in the state. During the 2003 legislative session, House Bill (HB) 590 was passed and signed into law by the governor, requiring a major revision of the Professional Standards Commission regulations governing teacher certification. HB 590 amended Chapter 2 of Title 20 of the Official Code of Georgia Annotated, changing provisions regulating certification of professional education personnel and exempting teachers desiring to transfer to Georgia from other states from certain examinations in certain circumstances. Earlier, during the 2000 session, the legislature passed HB 1187, a comprehensive bill designed to reform the delivery of education services in Georgia at all levels. HB 590 amended some of those provisions.

Student Enrollment

Student enrollment information reported here is drawn from the Georgia Department of Education (DOE) October Full-Time-Equivalent data collection known as FTE1. The fall rather than spring collection is used, as the fall counts are more appropriate for predicting teacher-need trends. Some data are drawn from the data collection known as the Student Record, which provides information on graduation, retention and withdrawal from school. Additional information has been drawn from the 2000 United States Census.

Factors Affecting Student Enrollment Growth

Georgia’s public school student enrollment is projected to increase for the next several years. There are many factors that account for such an increase. One factor is live births, shown in Figure 2.3. From 1996 through 2000, the Georgia birth rate increased by over 4,000 per annum. These children are presently entering the school system, and the resultant surge in student enrollment will continue to be felt for years as they progress through the school system. A reduced increase of birth rate was observed in 2001, and the latest data available from 2002 show an actual decrease. It remains to be seen whether the shift in birth rate in 2001 and 2002 will continue, indicating another potential change in teacher recruitment demands.

Another factor impacting student enrollment is population migration. According to U.S. Census figures, by 2025, Georgia is projected to be the 9th most populous state in the union, with 9.9 million people. In fact, the state is expected to gain 306,000 people through international migration between 1995 and 2025.³

³ Source: Campbell, Paul R., 1996. “Population Projections for States, by Age, Sex, Race and Hispanic Origin: 1995 to 2025,” Report PPL-47, U.S. Bureau of the Census, Population Division.

Student Enrollment Characteristics and Enrollment Change

Figure 2.1 shows that Georgia's overall annual increase in pre-Kindergarten through grade twelve (P-12) student enrollment has been consistent since the FY00 school year, increasing from 1.6% to 1.8% per year.

Figure 2.1. Total Georgia P-12 Public School Student Enrollment, FY00-FY04
(Source: DOE FTE1)

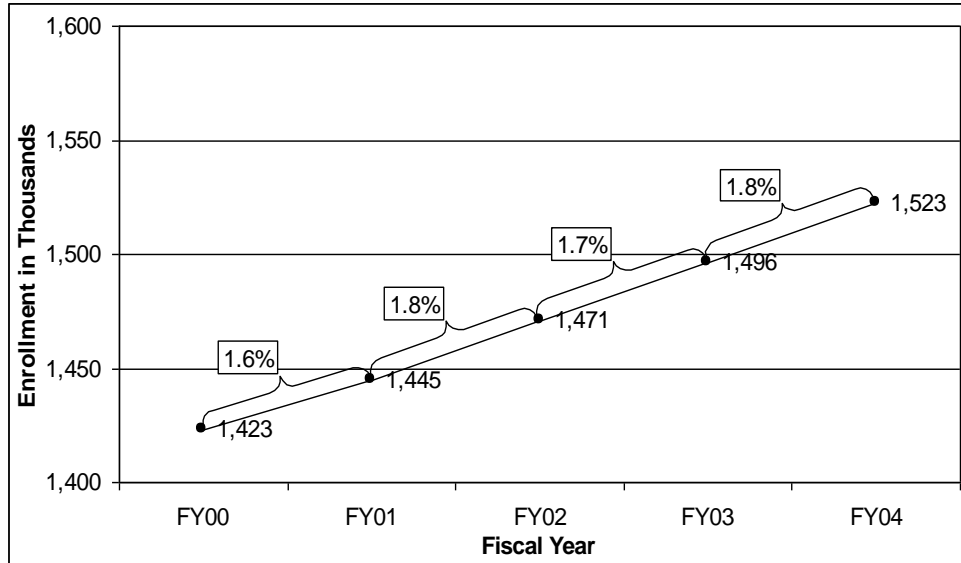


Figure 2.2 shows FY00 to FY04 enrollment for students identified by ethnicity. All ethnic categories show increases except White, which has consistently decreased each year shown. Hispanic enrollment has increased from about 56,500 to more than 105,000 in the past five years. In the same period, Black enrollment has increased by 70,000 students, while White enrollment has actually decreased by slightly less than 7,000 students. If White enrollment continues to decrease at the same rate as in the recent past, next year will be the first year this category would be less than half the overall enrollment (See also Table 2.1).

Figure 2.2. Pre-Kindergarten through Grade Twelve Student Enrollment by Ethnicity, FY00-FY04
(Source: DOE FTE1)

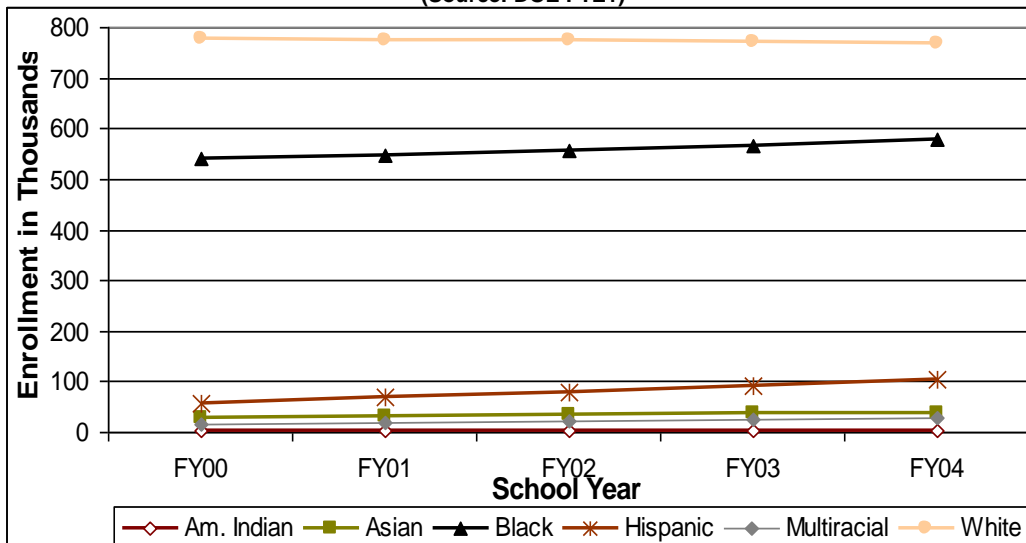


Table 2.1 provides the enrollment counts pictured above, and adds counts by gender. Slightly more males are enrolled than females each year. Enrollment within racial/ethnic categories is more variable. All ethnic categories show increases except White. Hispanic enrollment has increased from 4% to almost 7% of the total in the past five years.

Table 2.1. Pre-Kindergarten through Grade Twelve Student Enrollment by Gender and Ethnicity, FY00-FY04

Demographic Characteristic	Enrollment and Percentages of Totals									
	FY00	% of Total	FY01	% of Total	FY02	% of Total	FY03	% of Total	FY04	% of Total
Gender										
Male	728,413	51.2	739,618	51.2	752,966	51.2	766,191	51.2	779,569	51.2
Female	694,528	48.8	705,319	48.8	717,668	48.8	729,821	48.8	743,042	48.8
Total	1,422,941		1,444,937		1,470,634		1,496,012		1,522,611	
Ethnicity										
American Indian	2,182	0.2	2,330	0.2	2,437	0.2	2,324	0.2	2,386	0.2
Asian	30,033	2.1	32,077	2.2	34,738	2.4	36,725	2.5	38,354	2.5
Black	540,823	38.0	548,408	38.0	557,488	37.9	567,193	37.9	577,348	37.9
Hispanic	56,480	4.0	68,438	4.7	80,336	5.5	92,252	6.2	105,007	6.9
Multiracial	16,660	1.2	19,789	1.4	22,452	1.5	25,709	1.7	29,584	1.9
White	776,763	54.6	773,895	53.6	773,183	52.6	771,809	51.6	769,932	50.6
Total	1,422,941		1,444,937		1,470,634		1,496,012		1,522,611	

Source: DOE FTE1

Table 2.2 presents the enrollment increases reflected by Table 2.1. The Hispanic ethnic group has been contributing about 12,000 students per year to Georgia public schools for the past four years. Black student enrollment increased more than 10,000 last year, up from just over 7,500 four years ago. White student enrollment has shown a decline in each of the past four years.

Table 2.2. Change in Pre-Kindergarten through Grade Twelve Student Enrollment by Ethnicity, FY00-FY01 to FY03-FY04.

Ethnicity	FY00 to FY01	FY01 to FY02	FY02 to FY03	FY03 to FY04
American Indian	148	107	-113	62
Asian	2,044	2,661	1,987	1,629
Black	7,585	9,080	9,705	10,155
Hispanic	11,958	11,898	11,916	12,755
Multiracial	3,129	2,663	3,257	3,875
White	-2,868	-712	-1,374	-1,877
Total	21,996	25,697	25,378	26,599

Source: DOE FTE1

Figure 2.3 presents the contribution to increases in student enrollment from each ethnic group from year to year. Hispanic enrollment, even though the group is a much smaller percentage of total enrollment than either the Black or White groups, the fastest growing group. The Hispanic ethnic group has consistently contributed about half the total Georgia enrollment increase for the past four years. That contribution was 12.5% as recently as 1996. The Black student enrollment contribution has been growing slightly each year, although the contribution percentage has been the same for the past two years. The Asian group contribution to enrollment has been consistently decreasing each year. White student enrollment, as already shown above, continues to decrease, which shows as a negative percentage in Figure 2.3.

Figure 2.3. Enrollment Increases by Ethnicity, FY00-FY04
(Source: DOE FTE1)

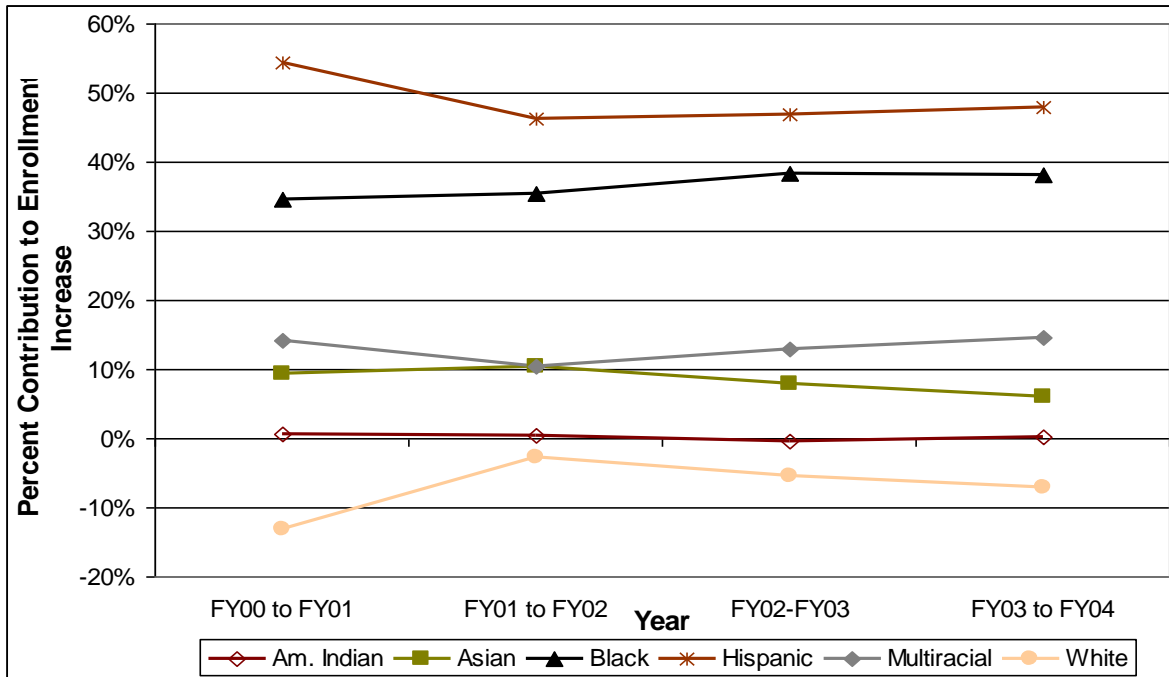


Table 2.3 provides the yearly changes in ethnic group enrollment counts displayed in Figure 2.3, and also shows enrollment changes by gender. Male and female enrollment growth has stayed consistent at 1.5-1.8% per year. As noted above, however, changes in Georgia schools over the last five years in ethnic composition are quite dramatic. The increase in Black student enrollment has consistently kept pace with overall growth. The percentage of American Indian and Alaskan Native students (American Indian) remains small and variable from year to year. Asian enrollment shows slightly slower but consistent growth, while Hispanic and Multiracial enrollments demonstrate by far the largest gains in percentage of total enrollment each year. Hispanic enrollment has grown more than 85% in the past five years, so that this growth now constitutes almost half (48.7%) of the entire Georgia public school enrollment increase. White student enrollment has consistently decreased both in actual and proportional enrollment. Should the trend continue, White student enrollment for the first time would constitute less than half of the Georgia student body in FY05.

Table 2.3. Yearly Numerical and Percentage Change in Student Enrollment by Gender and Ethnicity, FY00-FY04

Demographic Characteristic	Change FY00-FY01	Percent Change FY00-FY01	Change FY01-FY02	Percent Change FY01-FY02	Change FY02-FY03	Percent Change FY02-FY03	Change FY03-FY04	Percent Change FY03-FY04	Total Four-Year Change	Total Four-Year Percent Change
Gender										
Male	11,205	1.5	13,348	1.8	13,225	1.8	13,378	1.7	51,156	7.0
Female	10,791	1.6	12,349	1.8	12,153	1.7	13,221	1.8	48,514	7.0
TOTAL	21,996	1.5	25,697	1.8	25,378	1.7	26,599	1.8	99,670	7.0
Ethnicity										
American Indian	148	6.8	107	4.6	-113	-4.6	62	2.7	204	9.3
Asian	2,044	6.8	2,661	8.3	1,987	5.7	1,629	4.4	8,321	27.7
Black	7,585	1.4	9,080	1.7	9,705	1.7	10,155	1.8	36,525	6.8
Hispanic	11,958	21.2	11,898	17.4	11,916	14.8	12,755	13.8	48,527	85.9
Multiracial	3,129	18.8	2,663	13.5	3,257	14.5	3,875	15.1	12,924	77.6
White	-2,868	-0.4	-712	-0.1	-1,374	-0.2	-1,877	-0.2	-6,831	-0.9
TOTAL	21,996	1.5	25,697	1.8	25,378	1.7	26,599	1.8	99,670	7.0

Source: EWRAD/PSC, 2004

As Table 2.4 shows, the total student enrollment for nearly every grade level, except grade two, increased from FY00 to FY04. Middle and high school grade enrollment is increasing at a much higher rate than elementary school. The Kindergarten through grade five enrollment since FY00 has grown only 2.4%, while middle and high school enrollments have each grown about 11%. Pre-Kindergarten enrollment in Georgia is voluntary, but appears to be growing in acceptance given that its five-year enrollment growth exceeds 16%, compared to a 2.4% five-year growth for elementary school enrollment.

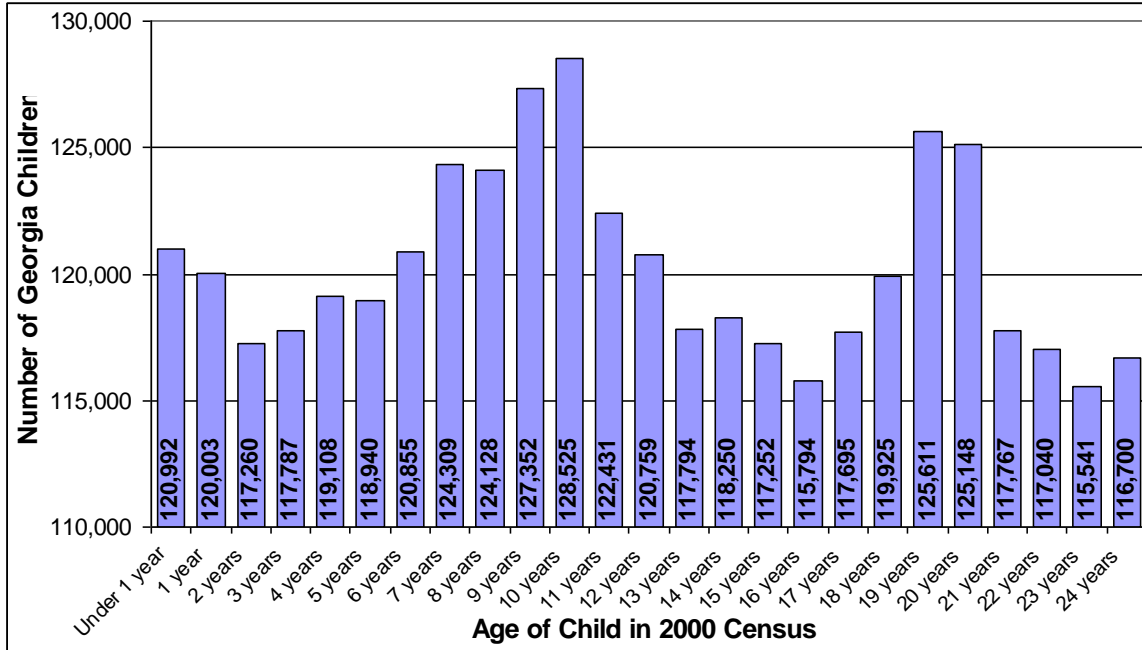
Table 2.4. Enrollment and Change in Enrollment by Grade Level, FY00-FY04

Grade Level	FY00	FY01	FY02	FY03	FY04	Average Percent Change per Year	Total Percent Change FY00-FY04
Pre-Kindergarten	31,362	32,248	33,310	34,745	36,486	3.9%	16.3%
Elementary School (K-5)							
Kindergarten	110,375	110,960	111,173	114,772	118,849	1.9%	7.7%
Grade 1	115,614	114,049	114,464	113,821	117,282	0.4%	1.4%
Grade 2	113,966	114,939	113,911	114,090	113,706	-0.1%	-0.2%
Grade 3	115,478	115,691	116,914	115,643	115,849	0.1%	0.3%
Grade 4	116,529	116,678	116,886	118,053	117,201	0.1%	0.6%
Grade 5	113,362	117,973	118,363	118,120	118,777	1.2%	4.8%
Elementary Subtotal	685,324	690,290	691,711	694,499	701,664	0.6%	2.4%
Middle School (6-8)							
Grade 6	111,616	116,072	121,152	122,112	121,716	2.2%	9.0%
Grade 7	109,144	112,249	116,877	121,055	122,621	3.0%	12.3%
Grade 8	106,696	109,124	112,145	116,150	120,694	3.1%	13.1%
Middle Subtotal	327,456	337,445	350,174	359,317	365,031	2.8%	11.5%
High School (9-12)							
Grade 9	125,420	126,793	128,734	131,543	135,091	1.9%	7.7%
Grade 10	98,035	99,934	102,590	106,335	109,851	2.9%	12.1%
Grade 11	82,986	85,910	88,301	91,118	93,107	2.9%	12.2%
Grade 12	72,358	72,317	75,814	78,455	81,381	3.0%	12.5%
High School Subtotal	378,799	384,954	395,439	407,451	419,430	2.6%	10.7%
TOTAL Enrollment	1,422,941	1,444,937	1,470,634	1,496,012	1,522,610	1.7%	7.0%

Source: GDOE, FTE Student Count FY04

Figure 2.4 shows one of the factors influencing the changes in Georgia student enrollment. The 2000 Census provided a count of individuals by age during the census year. Shown is the count of individuals from less than one year to 24 years of age to show the relatively consistent cycle of increases and decreases in population by age. A peak in age group size has recently left the schools, represented by the two groups of more than 125,000 individuals each who were 19 and 20 years old, and are now four years older. Another peak occurred with children who were nine and ten years old in 2000; these children four years later are now 13 and 14, and are now typically in grades seven and eight. It would appear that larger cohorts may again be entering the public schools, as represented by the potential beginnings of yet another peak represented by the newborn and one-year olds in 2000, who are now four and five years of age.

Figure 2.4. Counts of Georgia Children by Age in the 2000 Census
(Source: 2000 Census)



Another tool to predict enrollment shifts and hence teacher demand is the Live Births (birth rate) data provided by the Georgia Department of Public Health. Figure 2.5 shows the number of live births from 1990 to 2002, the most recent year available. These data suggest that the increase suggested by the Census may continue. Although there are differences between the actual Census and Georgia live birth data, the 2001 and 2002 live birth counts appear to reflect that the increase began, according to the Census data, in 1999, with those who were one-year-olds in the 2000 census.

Figure 2.5. Live Births in Georgia, 1990-2002
(Source: Georgia Department of Human Resources (DHR), 2003)

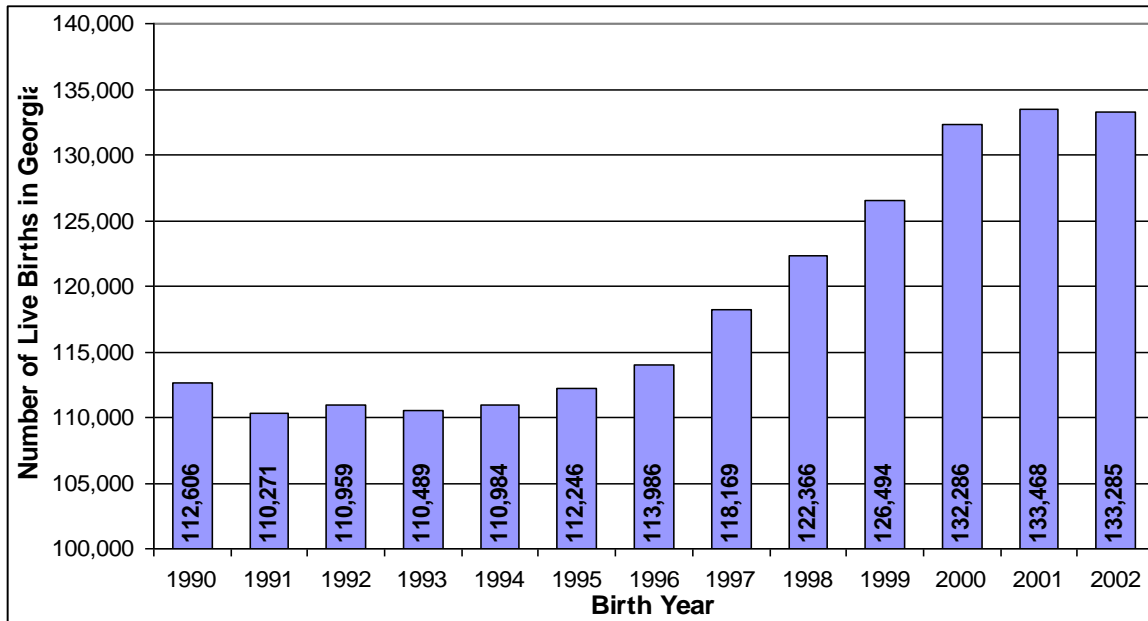


Figure 2.6 displays the *average* change in enrollment from year to year since FY00. This shows how the enrollment growth from year to year can change substantially from grade to grade. Pre-Kindergarten (P) is a voluntary program in Georgia; the 3.9% average increase in enrollment could reflect a growing acceptance of the program. Kindergarten (K) through grade twelve, however, show very different changes in enrollment, from an actual slight average decrease at grade two to an average increase of 3.1% per year at grade eight. Growth at the beginning of elementary school has been greater than in the later elementary grades. Conversely, growth in the beginning middle and high school grades (six and nine, respectively), has been lower than the enrollment increases in the later grades at each level of schooling. Whatever the reason for these variations, they produce different levels of need for additional teachers at the various grade levels.

Figure 2.6. Average Yearly Percentage Change in Georgia P-12 Public School Student Enrollment, FY00-FY04
(Source: EWRAD/PSC, 2004)

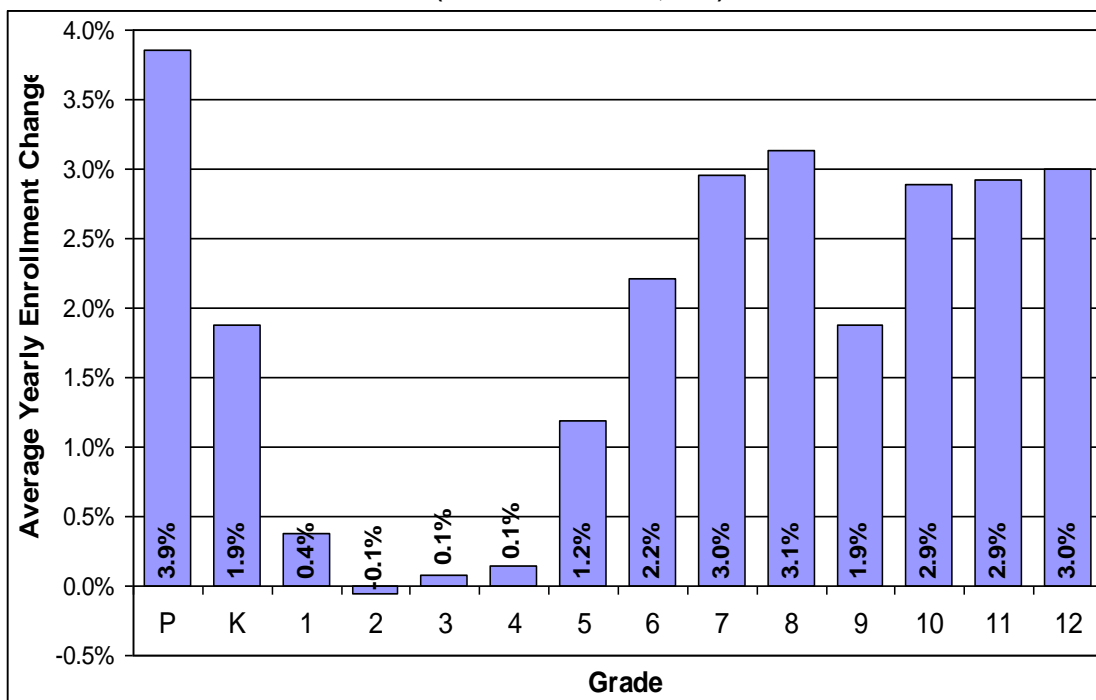


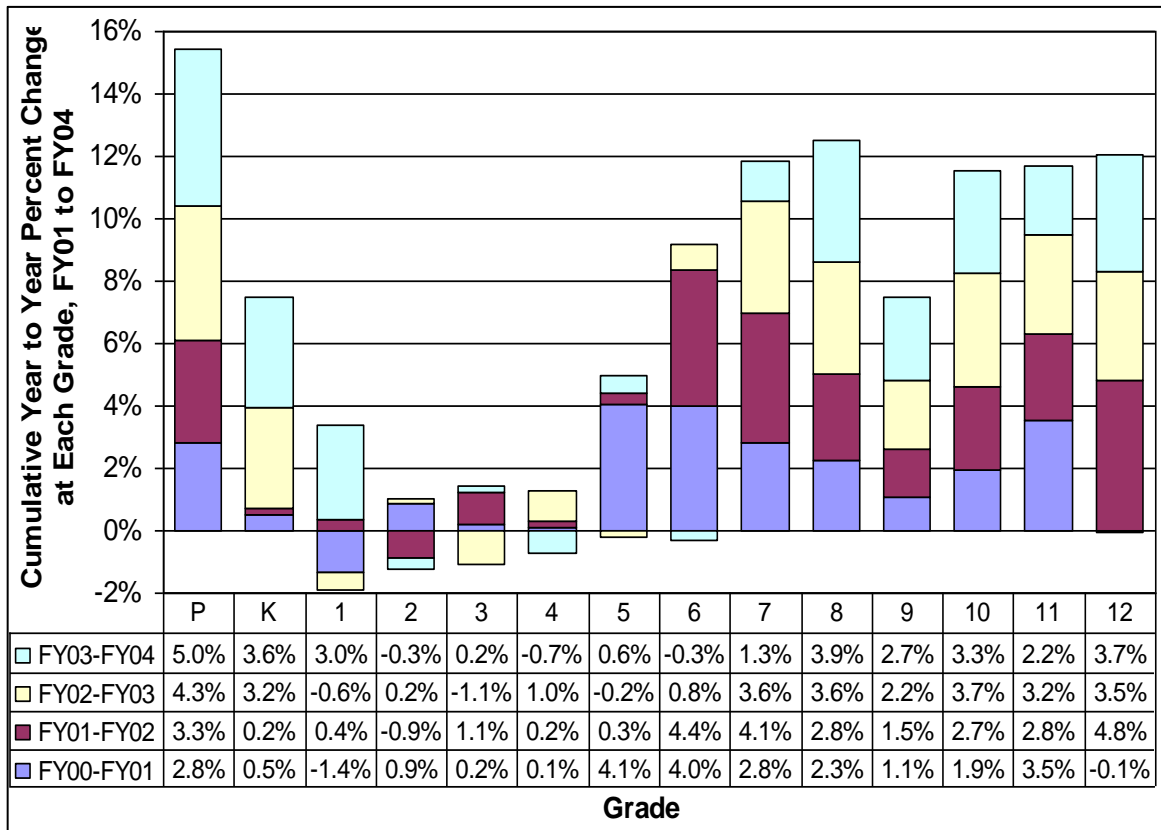
Figure 2.7 shows that in addition to differences in average change in enrollment among grades shown in Figure 2.6, the changes in enrollment from year to year within grade are almost as pronounced. For example, while Kindergarten enrollment increased most between FY02 and FY03 and between FY03 and FY04, almost all of the increase in grade five occurred between FY00 and FY01. Grade six showed large increases between FY00 and FY01 and between FY01 and FY02, showed only minimal growth between FY02 and FY03, and actually showed a small decrease in enrollment between FY03 and FY04.

Large middle (grades 6-8) and high school (grades 9-12) enrollment shifts suggest the need to plan both for relatively consistent enrollment growth, requiring continued efforts to expand the educator workforce, as well as for potential need for additional workforce certification among grades.

Some of the annual differences are simply a function of enrollment growth caused, in part, by the consistent migration of families into Georgia, and the variations in birth rate such as

reflected in Figure 2.5. Another major component, already discussed, is the cyclic surges in birth rate. Most noticeable and easiest to follow by inference is the change in enrollment at Kindergarten. The growth in Kindergarten between FY00 and FY01 was 0.5%, while the FY02-FY03 growth was 3.2% and last year's growth was 3.6%, shown in Figure 2.7. Successively larger classes will impact teacher need throughout this group's school career, especially followed by the lull in enrollment growth of the four grades ahead of them.

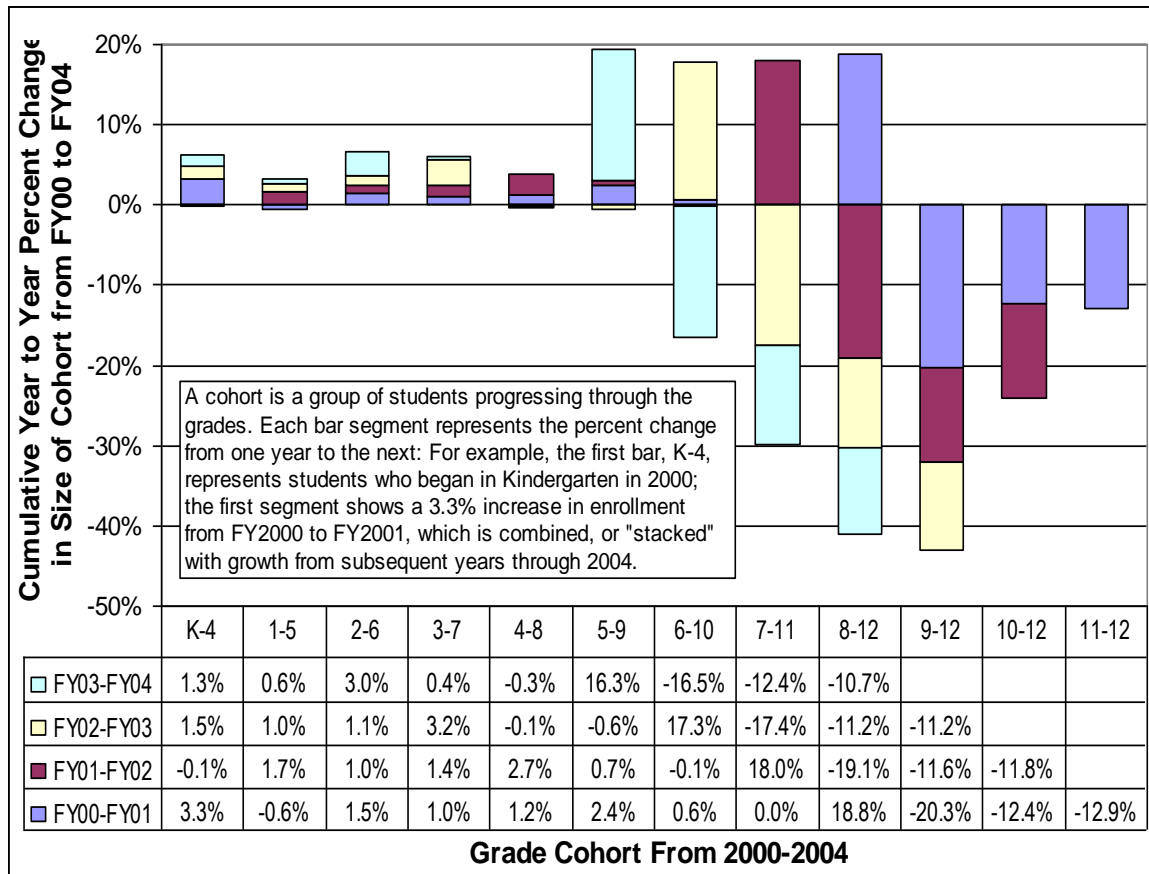
Figure 2.7. Cumulative Yearly Percentage Change in Georgia P-12 Public School Student Enrollment Within and Across Grade, FY00-FY04
(Source: EWRAD/PSC, 2004)



While “cohort planning” is an attractive strategy for predicting teacher workforce needs, some of the grade-to-grade change is a function of substantial changes in the size of a grade cohort moving through the P-12 public school system, shown in Figure 2.8. Georgia presently does not have the capacity to follow individual students through their school career; the influx and outflux of students in a cohort may be very significant, but Georgia does not have the capacity to analyze those changes. Figure 2.8 shows the percentage change in the size of a class from one year to the next beginning in FY00. The percentage change for each class of students is shown as it moves from one grade to the next for FY00 to FY01, FY01 to FY02, FY02 to FY03, and finally FY03 to FY04. Early grade changes in cohort size from Kindergarten to grade eight are overshadowed by retention and dropout effects beginning in grade nine. For example, most of the FY03-FY04 increase in cohort size for the grades 5-9 cohort is a function of the failure of would-be tenth graders in ninth grade to earn enough credits to progress to grade 10. A similar increase is seen for the grades 6-10 cohort for FY02-FY03, the 7-11 cohort for FY01-FY02, and the 8-12 cohort for FY00-FY01. Conversely, the cohort in each of grades ten, eleven and twelve shows losses of approximately 11-20% per year.

Figure 2.8. Cumulative Yearly Percentage Change in Georgia P-12 Public School Student Enrollment By Cohort, FY00-FY04

(Source: EWRAD/PSC, 2004)



Some of the variation in enrollment shown above can be explained by student retention practices and student dropout rates. Figures 2.9 and 2.10 show retention and dropout counts statewide, respectively, as reported to the Department of Education. While retention practices have some direct bearing on the total number of teachers needed, depending on the degree to which children spend one or more additional years in school, they substantially affect in what grades, and to some extent in what subjects, teachers are needed. Figure 2.9 shows that FY03 first grade retention was double that of any of the later elementary grades. Retention increases substantially in middle school, with about 7-9,000 retentions per grade. Ninth grade retentions are almost three times that rate, at almost 22,000 students. Figure 2.10 shows reported dropout rates, which to some extent follow the same pattern as retentions. As has been mentioned elsewhere in this report, significant dropout rates begin in middle school, but increase dramatically in ninth grade, with dropout counts being almost one-third of the number of retentions. In the remaining three grades, dropout counts are almost half of the retention counts.

Figure 2.9. Reported Student Retention Counts by Grade, FY03
 (Source: GDOE, Student Record, FY03)

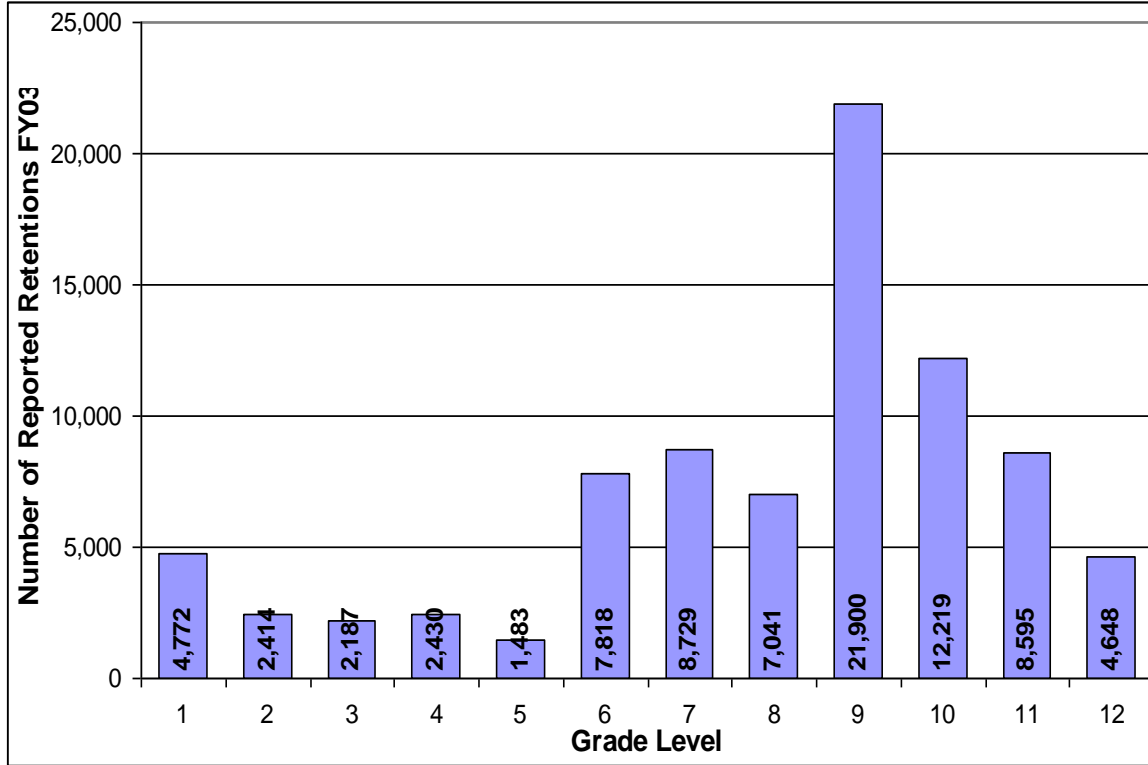
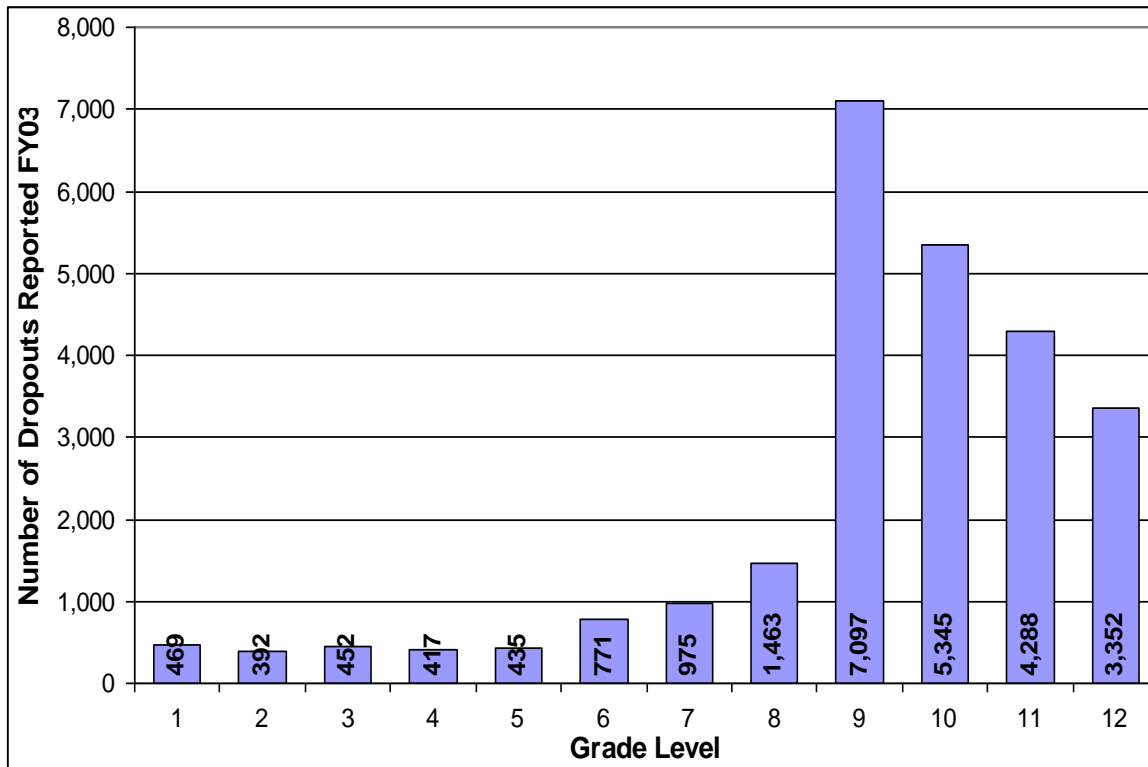


Figure 2.10. Reported Student Dropout Counts by Grade, FY03
 (Source: GDOE, Student Record, FY03)



Tables 2.5 and 2.6 break down the information shown in Figures 2.9 and 2.10 to provide an understanding of the differential impact of retention practices and dropout on ethnicity and gender data. While first grade retention averages 4.2%, it is higher for males than females. That overall rate is strongly influenced by the much higher Black and Hispanic male retention rates (6.0% and 6.9%) in first grade. As shown in the above figures, retention rates rise again in middle school, and are particularly high for Black male students, exceeding 14% in grade seven. Rates rise again in high school, with an overall average of 18% in grade nine. Black and Hispanic male student retention reaches almost 30% at that grade. About one in five Black and Hispanic male students are retained in tenth and eleventh grades. In the senior year, Black male retention declines to under 10%, but almost one in five of the few Hispanic males still in school in grade 12 (1,650 statewide) are retained again.

These data suggest that as the Hispanic population continues to grow at a rapid rate, and Hispanic students become a larger proportion of the Georgia student body, this same rate of retention will begin to affect teacher demand, not only for the increasing need for teachers equipped to work with these students, but to provide teacher skills to address the increase in the overall retention rate that unavoidably will, without significant changes in retention practices, follow the increasing proportion of Hispanic students.

Table 2.5. FY03 Reported Rates of Retention in Grade by Ethnicity and Gender

Ethnicity	Gender	Percentage of Category Retained at Each Grade Level											
		1	2	3	4	5	6	7	8	9	10	11	12
American Indian	Male	0.0	1.3	3.3	1.3	1.1	8.6	6.3	8.6	22.9	15.4	14.5	8.7
	Female	2.5	2.2	1.0	1.4	0.9	1.3	7.8	7.4	7.4	12.7	10.4	6.4
	Average	1.2	1.7	2.1	1.3	1.0	5.0	6.9	8.0	16.3	14.1	12.3	7.5
Asian	Male	1.8	1.3	0.9	1.4	0.5	4.4	5.2	4.7	11.9	10.8	8.8	8.9
	Female	0.6	1.1	0.5	0.7	0.4	1.1	2.9	2.7	8.5	7.0	6.7	5.7
	Average	1.3	1.2	0.7	1.1	0.4	2.8	4.1	3.7	10.3	8.9	7.7	7.3
Black	Male	6.0	3.4	3.3	3.6	2.2	13.7	14.1	12.1	29.2	20.6	19.2	9.4
	Female	4.3	2.3	2.7	2.5	1.4	6.7	8.3	6.7	19.1	13.1	11.8	6.0
	Average	5.2	2.8	3.0	3.1	1.8	10.3	11.2	9.4	24.2	16.7	15.3	7.5
Hispanic	Male	6.9	3.4	2.5	2.7	1.9	9.0	9.6	9.2	29.2	21.9	18.2	18.2
	Female	5.3	2.9	2.4	2.8	1.1	4.7	8.8	5.8	22.1	18.1	13.3	10.9
	Average	6.1	3.1	2.4	2.7	1.5	7.0	9.2	7.6	25.9	20.1	15.8	14.5
Multi-Racial	Male	3.8	1.4	1.6	1.6	0.7	7.2	9.5	8.7	20.7	17.0	15.0	8.9
	Female	3.3	2.1	1.3	1.6	0.7	3.3	6.5	5.0	15.0	11.3	8.5	6.0
	Average	3.5	1.7	1.4	1.6	0.7	5.2	8.0	6.9	17.9	14.1	11.7	7.5
White	Male	3.7	1.6	1.1	1.4	1.0	4.5	5.1	4.4	15.1	10.6	8.3	5.1
	Female	2.8	1.2	0.8	1.0	0.7	2.3	3.1	2.6	10.3	6.9	4.9	3.1
	Average	3.3	1.4	1.0	1.2	0.9	3.5	4.1	3.5	12.8	8.8	6.6	4.1
All	Male	4.8	2.4	2.1	2.3	1.5	8.5	8.8	7.6	21.3	14.8	12.5	7.2
	Female	3.5	1.8	1.7	1.8	1.0	4.2	5.5	4.4	14.4	9.8	7.9	4.6
	Average	4.2	2.1	1.9	2.1	1.2	6.4	7.2	6.0	18.0	12.3	10.2	5.8

Source: GDOE, Student Record FY03

Table 2.6, identical in format to Table 2.5, shows the dropout rates reported in the FY03 Student Record. Dropout rates in grades one through five are almost entirely of the category “Unknown,” which must be reported as dropout. Because of state school attendance laws, these children are likely in school somewhere, even though their disposition was not determined. Dropout rates begin to increase in middle school, particularly for minorities, and become more pronounced in the high school grades nine through twelve. As with retention rates, dropout rates for Black and Hispanic males are substantially higher than for any other group. While these rates will attenuate the increased need for teachers to address growing retention rates, the high rates of dropout among fast growing minorities will make it continually more difficult to provide the necessary workforce for Georgia’s growing and increasingly technologically driven economy.

Table 2.6. FY03 Reported Rates of Dropouts in Grades by Ethnicity and Gender

Ethnicity	Gender	Percentage of Category Dropping Out at Each Grade Level											
		1	2	3	4	5	6	7	8	9	10	11	12
American Indian	Male	0.8	0.0	0.0	0.9	0.0	0.9	1.4	2.7	4.7	5.4	6.8	5.4
	Female	0.0	0.9	0.0	0.0	0.0	0.0	0.0	1.8	4.5	3.7	2.3	3.8
	Average	0.4	0.4	0.0	0.5	0.0	0.5	0.8	2.2	4.6	4.6	4.4	4.6
Asian	Male	0.6	0.4	0.5	0.5	0.2	0.4	0.6	0.7	3.6	4.2	4.6	4.1
	Female	0.4	0.3	0.1	0.5	0.5	0.8	0.3	0.2	1.5	2.3	2.2	2.3
	Average	0.5	0.4	0.3	0.5	0.3	0.6	0.4	0.4	2.7	3.3	3.4	3.2
Black	Male	0.5	0.5	0.6	0.5	0.6	1.1	1.3	2.1	6.6	5.8	5.2	4.6
	Female	0.6	0.5	0.5	0.4	0.4	0.5	0.8	1.1	3.8	3.9	3.6	3.6
	Average	0.5	0.5	0.5	0.5	0.5	0.8	1.1	1.6	5.3	4.8	4.4	4.0
Hispanic	Male	0.4	0.5	0.4	0.4	0.6	0.8	1.3	2.1	8.5	7.6	8.1	8.1
	Female	0.5	0.5	0.6	0.4	0.7	0.6	1.0	1.7	6.4	7.0	7.2	6.0
	Average	0.4	0.5	0.5	0.4	0.7	0.7	1.2	1.9	7.6	7.3	7.6	7.0
Multi-Racial	Male	0.5	0.3	0.6	0.3	0.1	0.8	1.0	1.6	5.2	4.2	5.1	5.8
	Female	0.7	0.2	0.3	0.3	0.4	0.5	0.7	0.2	2.3	3.2	4.9	4.0
	Average	0.6	0.3	0.5	0.3	0.2	0.6	0.8	0.9	3.8	3.7	5.0	4.9
White	Male	0.2	0.1	0.1	0.1	0.2	0.3	0.4	0.8	4.3	4.3	4.1	3.4
	Female	0.2	0.1	0.1	0.1	0.1	0.2	0.3	0.4	2.8	3.2	3.5	3.0
	Average	0.2	0.1	0.1	0.1	0.1	0.3	0.3	0.6	3.6	3.8	3.8	3.2
All	Male	0.3	0.3	0.3	0.3	0.3	0.7	0.8	1.4	5.5	5.0	4.7	4.0
	Female	0.4	0.3	0.3	0.3	0.3	0.4	0.5	0.7	3.4	3.6	3.7	3.3
	Average	0.3	0.3	0.3	0.3	0.3	0.5	0.7	1.1	4.5	4.3	4.2	3.7

Source: GDOE, Student Record FY03

Table 2.7 shows FY04 grade enrollment counts by gender and ethnicity. Gender differences across grades are generally not surprising, varying little from the state overall average of 48.8% female and 52.2% male students. The Pre-Kindergarten ratio is somewhat different, with males comprising 54.1%. Of equal interest is the shift from male majority to minority beginning at grade ten. By grade twelve males comprise only 48.6% of the enrollment. This shift in the male/female ratio appears to be due primarily to higher male dropout rates.

Table 2.7. Enrollment by Gender, Ethnicity and Grade Level, FY04

Female		Ethnicity					Female	Female Percent of Grade
Grade	American Indian	Asian	Black	Hispanic	Multi-racial	White	Subtotal	Total
P	27	242	6,766	1,269	405	8,037	16,746	45.9
K	117	1,476	20,512	5,752	1,729	27,799	57,385	48.3
1	78	1,514	20,566	5,314	1,556	27,641	56,669	48.3
2	82	1,475	20,335	4,826	1,418	27,172	55,308	48.6
3	88	1,428	21,503	4,618	1,290	27,678	56,605	48.9
4	101	1,446	21,995	4,294	1,274	27,781	56,891	48.5
5	69	1,324	22,895	4,065	1,183	28,440	57,976	48.8
6	109	1,359	23,523	3,866	1,079	29,109	59,045	48.5
7	92	1,377	23,679	3,710	1,065	29,380	59,303	48.4
8	82	1,344	23,242	3,285	868	30,365	59,186	49.0
9	109	1,466	26,021	3,513	896	32,544	64,549	47.8
10	71	1,417	21,209	2,638	696	28,350	54,381	49.5
11	62	1,349	18,097	1,829	558	25,287	47,182	50.7
12	63	1,298	15,596	1,467	440	22,952	41,816	51.4
Subtotal	1,150	18,515	285,939	50,446	14,457	372,535	743,042	48.8
Male		Ethnicity					Male	Male Percent of Grade
Grade	American Indian	Asian	Black	Hispanic	Multi-racial	White	Subtotal	Total
P	47	305	7,504	1,449	548	9,887	19,740	54.1
K	116	1,516	21,856	6,186	1,857	29,933	61,464	51.7
1	108	1,531	21,663	5,631	1,695	29,985	60,613	51.7
2	108	1,552	21,146	5,107	1,480	29,005	58,398	51.4
3	77	1,559	22,068	4,782	1,481	29,277	59,244	51.1
4	94	1,567	23,067	4,643	1,331	29,608	60,310	51.5
5	85	1,581	23,279	4,332	1,170	30,354	60,801	51.2
6	94	1,535	24,712	4,217	1,143	30,970	62,671	51.5
7	91	1,433	24,807	3,884	1,039	32,064	63,318	51.6
8	107	1,432	23,489	3,575	879	32,026	61,508	51.0
9	114	1,575	28,269	4,222	916	35,446	70,542	52.2
10	86	1,567	20,194	2,907	680	30,036	55,470	50.5
11	55	1,395	16,123	2,124	500	25,728	45,925	49.3
12	54	1,291	13,232	1,502	408	23,078	39,565	48.6
Subtotal	1,236	19,839	291,409	54,561	15,127	397,397	779,569	51.2
Total	2,386	38,354	577,348	105,007	29,584	769,932	1,522,611	

Source: GDOE, FTE-1 Student Count FY04

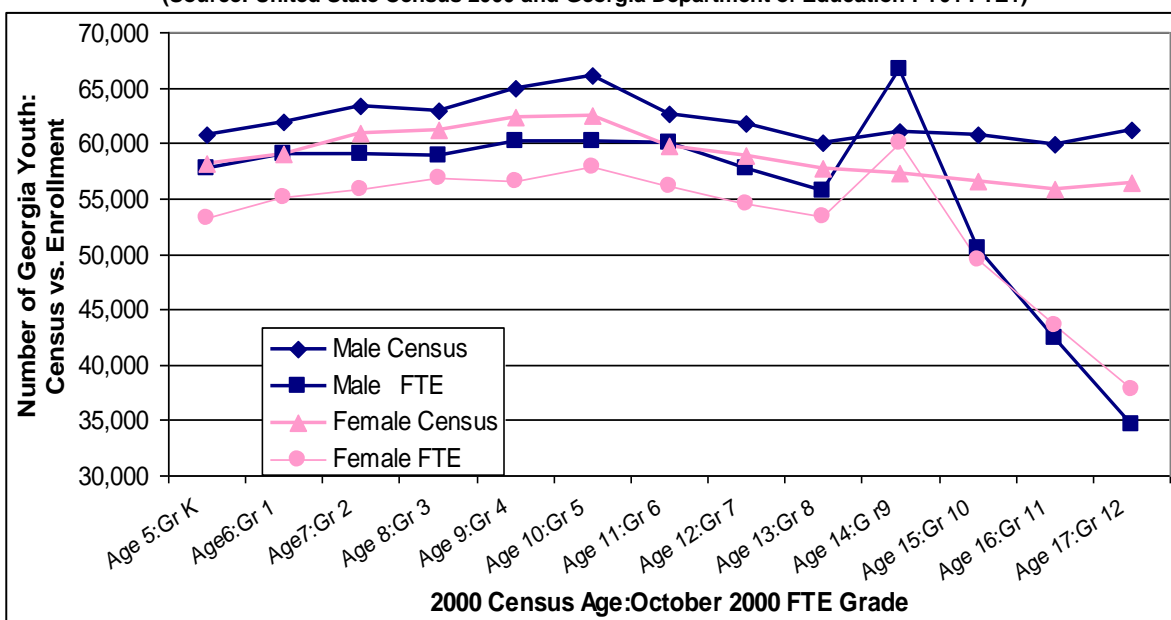
Census Verification of Enrollment Loss

Figures 2.11 through 2.17 display Census 2000 and the October 2000 FTE student enrollment counts, comparing Census age/gender/ethnicity with FTE grade/gender/ethnicity detail. The purpose of this section is to demonstrate the variations between public school attendance and actual Georgia population. Nominal age in grade is used to compare counts, e.g., students are typically age 5 in Kindergarten, 6 in first

grade, and so forth. Although several tables and figures later in this section estimate 2004 population counts from Census 2000 using FTE enrollment increase factors, these seven figures use the now four year old actual counts. The linear projections used in the later tables and figures are likely relatively accurate for most ethnicities, but may underestimate radical Hispanic population changes.

Figure 2.11 compares Census and FTE counts for all Georgia youth. Census counts consistently overestimate public school enrollment through Grade 8. Much of the difference between these first nine levels may be accounted for by private and home schooling enrollment. The significant rise in Grade 9 enrollment is caused primarily by many 9th graders failing to accumulate enough credits to qualify as 10th graders the following year. For convenience, this event will be referred to as “retention” when discussed in context with lower grade retention. Students enrolling from private or home schooling to complete high school may also account for some of the increase at Grade 9. The pronounced decreases in Grades 10, 11 and 12 enrollments compared to census age counts most likely reflect high school dropout rates.

Figure 2.11. Census 2000 and FTE Enrollment Counts
 (Source: United State Census 2000 and Georgia Department of Education FY01 FTE1)



The subsequent six tables provide the subsets of these exact same data for each ethnic grouping.

Figure 2.12 compares Census and FTE counts for the American Indian/Alaskan Native ethnic group. There are very few representatives of this group in Georgia. Of the approximately 250 youth at each age/grade level, it would appear likely that only a small proportion of this group completes high school, as fewer than 60 of each gender were enrolled as seniors in the fall of 2000.

Figure 2.12. American Indian/Alaskan Native Census 2000 and FTE Enrollment
(2000 Census, GDOE 2000 FTE)

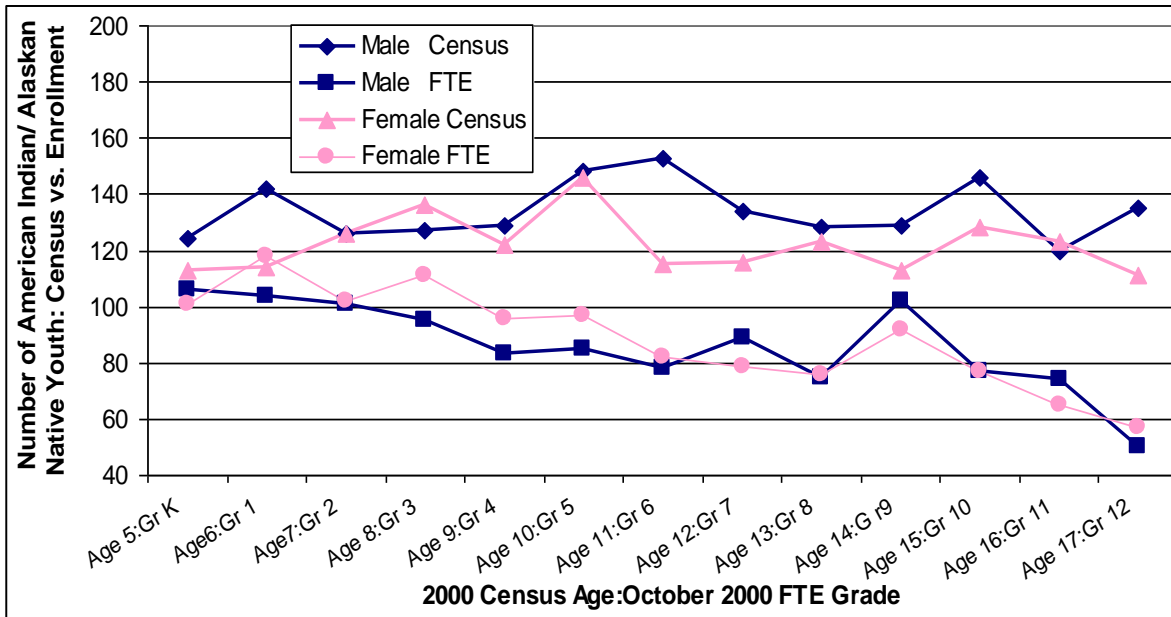


Figure 2.13 compares Census and FTE counts for the Asian and Pacific Islander ethnic groups. The Census separates these groups while the FTE does not; they are combined here. Asian males, like those in other groups, are retained at a higher rate in grade 9, and relatively fewer youth of either gender are still enrolled by 12th grade.

Figure 2.13: Asian and Pacific Islander Census 2000 and FTE Enrollment
(2000 Census, GDOE 2000 FTE)

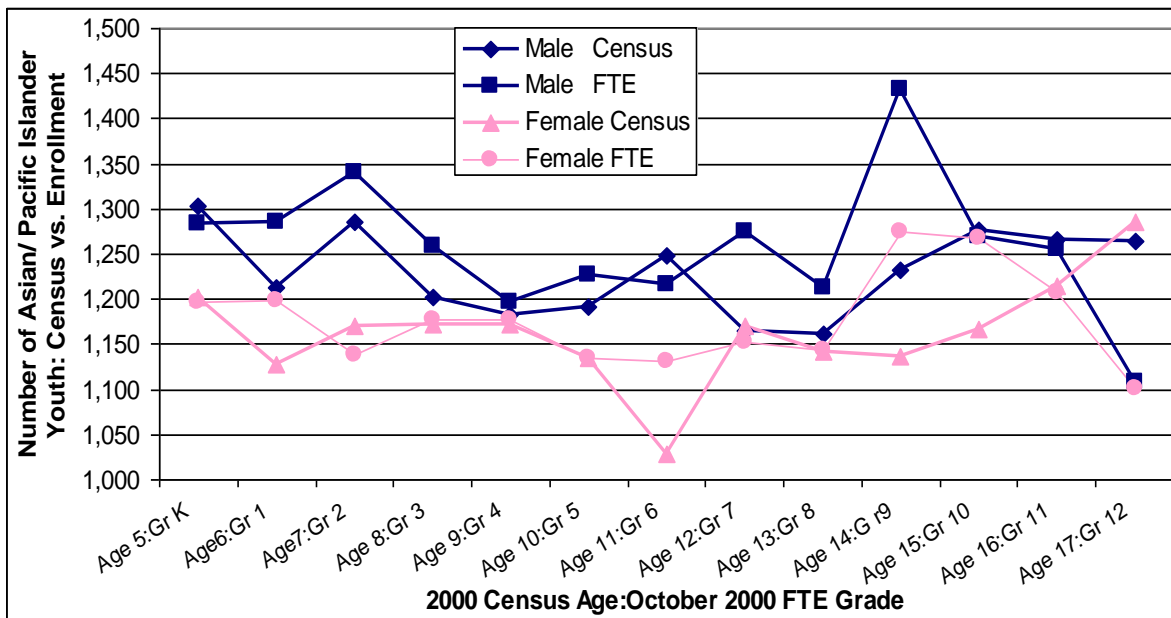


Figure 2.14 compares Census and FTE counts for the Black ethnic group. Retention at Grade 9, and losses at grades 10, 11 and 12 are pronounced. Many black youth will have been retained at least once if not multiple times during their school career. The high school grades-to-Census age comparison is thus not as accurate as during elementary and middle school. Nevertheless, even though there were about 20,000 17-year-olds of each gender in the state during Census, there were fewer than 12,000 Black males in the 12th grade that year, many of whom would be seventeen.

Figure 2.14. Black Census 2000 and FTE Enrollment
(2000 Census, GDOE 2000 FTE)

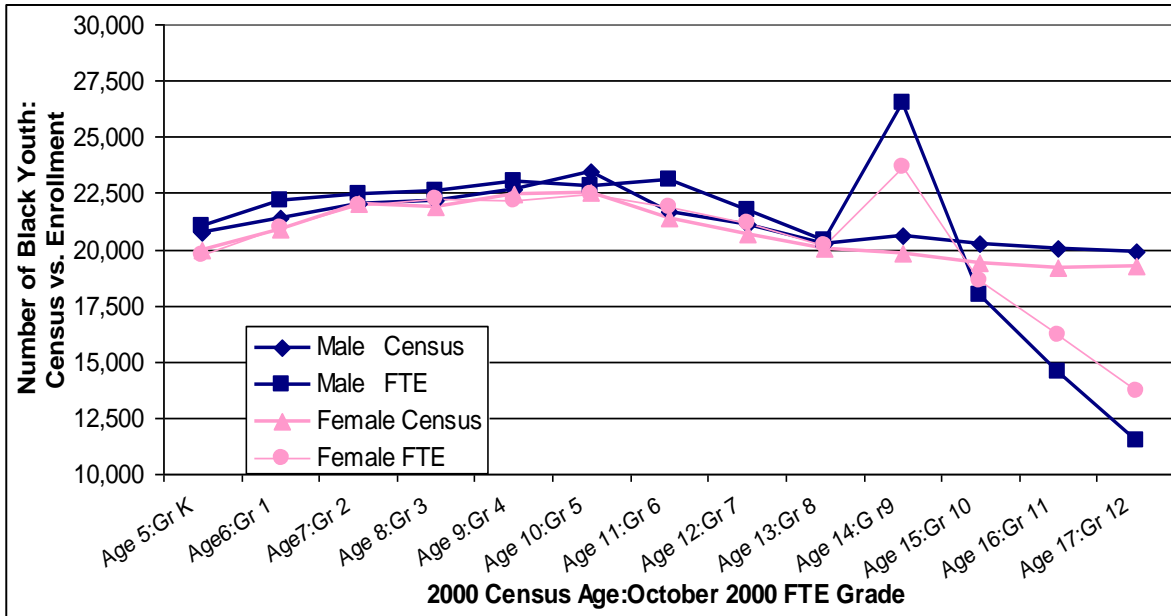


Figure 2.15 compares Census and FTE counts for the Hispanic ethnic group. The variation between Census and enrollment is consistent through grade 8. Notable is the persistent decrease in both population and enrollment through that same point in the comparison. Although there were about 4,000 Hispanic youth of each gender in Kindergarten, those numbers decrease to about 2,500 females and only 2,000 males in school at grade 8. It is at high school that the Hispanic population exhibits characteristics starkly different from all other ethnic groups. First, there is no evident characteristic rise in 9th grade enrollment due to retention, although retention figures shown earlier in Table 2.5 show that Grade 9 Hispanic male retention is almost 30%, and Hispanic female retention at the same grade is well over 22%. Second, there is a pronounced rise in the population count of Hispanic male youth beginning with age 15, which actually continued in the census count to age 22, where it peaked at 8,699 and then began to gradually decrease. At the same time that this increase in population was occurring, there was a concomitant decrease in high school enrollment. Although there were well over 5,000 Hispanic males of age 17 in Georgia in 2000, and almost 3,000 females, there were fewer than 1,000 of each gender in school that fall. It is not known how many more Hispanic 17-year-olds are in Georgia in 2004, but we do know (shown in Table 2.3) that Hispanic enrollment P-12 has increased more than 85% since 2000, and that for the last four years, as was shown in Figure 2.3, essentially half of Georgia's public school enrollment growth each year has been Hispanic.

Figure 2.15. Hispanic Census 2000 and FTE Enrollment
(2000 Census, GDOE 2000 FTE)

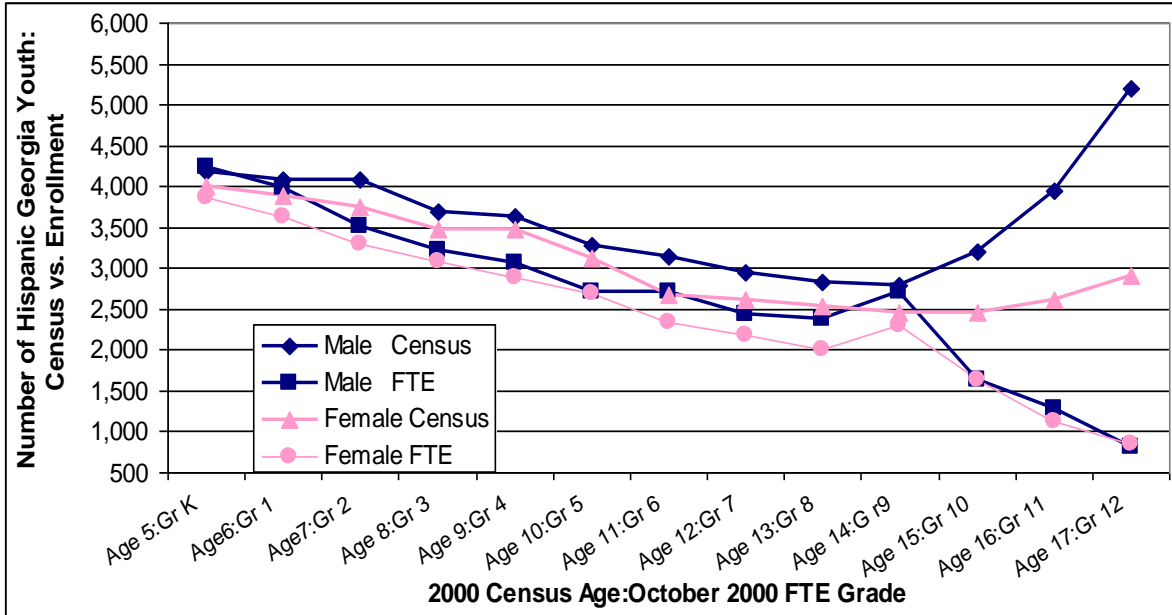


Figure 2.16 compares Census and FTE counts for the Multiracial ethnic group. The consistent declines in enrollment across ages and grades are difficult to interpret, as (1) the methodologies that the U.S. Census Bureau used are different from that of the Department of Education and the school systems and (2) it is not clear whether the tendency for individuals to assign themselves to this ethnic group is similar across ages.

Figure 2.16. Multiracial Census 2000 and FTE Enrollment
(2000 Census, GDOE 2000 FTE)

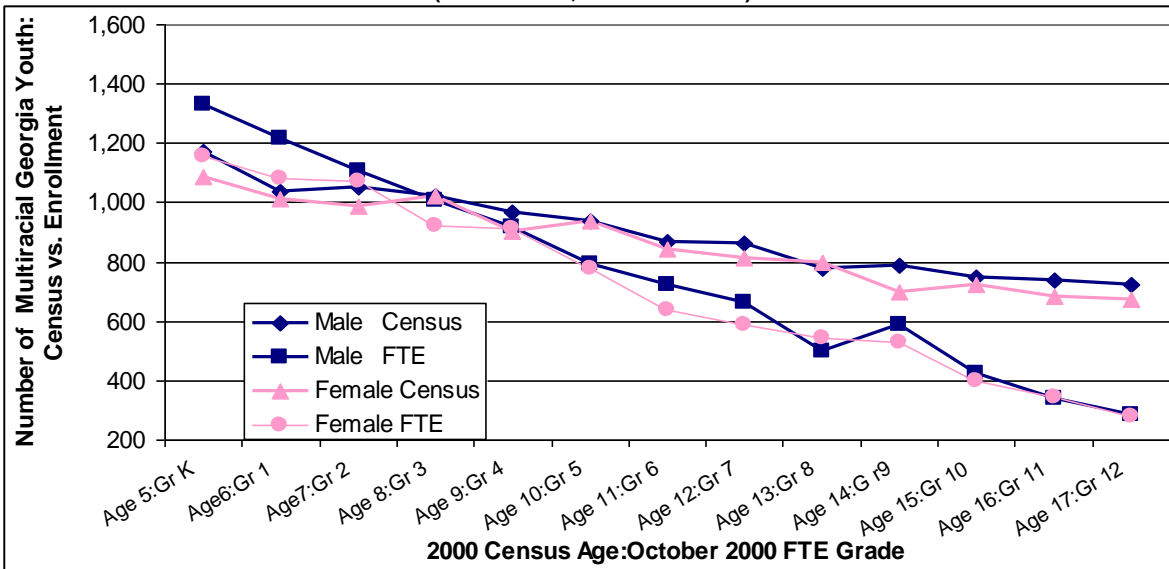


Figure 2.17 compares Census and FTE counts for the White ethnic group. The Census overestimate of FTE enrollment is proportionally larger here than it was in Figure 2.11, suggesting that the utilization of educational options other than public school is more pronounced for this group. The retention increase, especially for males, is as pronounced at grade 9 as it is for several of the other groups, as is the sharp decline in enrollment in the subsequent grades, compared to the virtually stable age level membership of Grades 10, 11 and 12.

Figure 2.17. White Census 2000 and FTE Enrollment
(2000 Census, GDOE 2000 FTE)

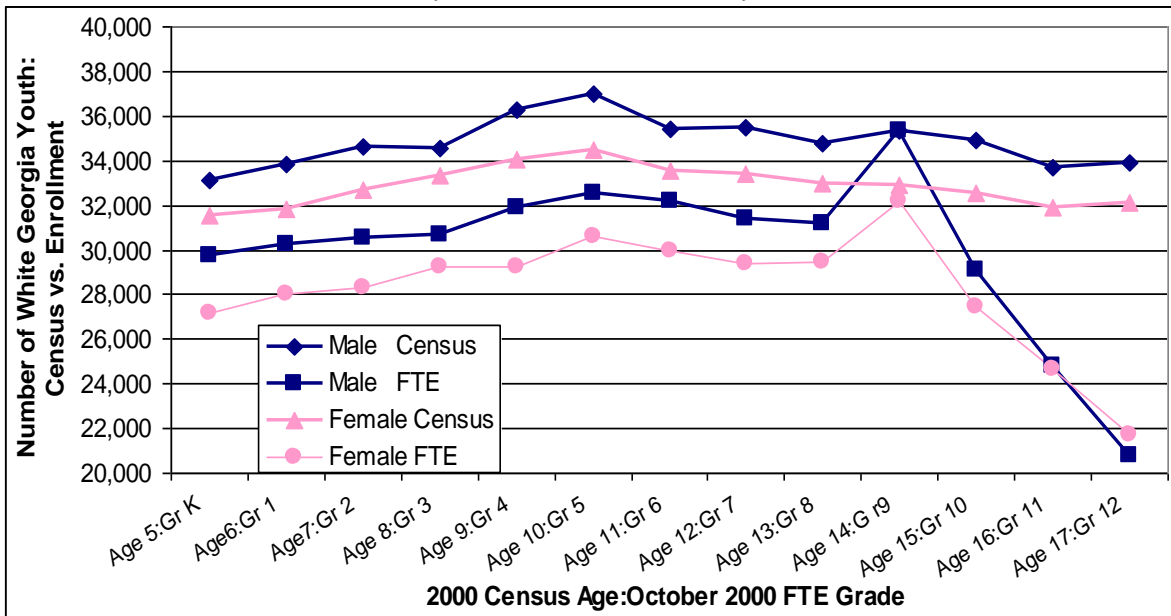


Table 2.8 and Figure 2.18 compare FY04 (October 2003) Kindergarten and grade twelve enrollments with Census 2000 projections of 2003 Georgia age five and seventeen populations. Census projections were based separately for males and females on the overall increases from the FY01 (Fall 2000) to the FY04 (Fall 2004) Georgia enrollment counts for Kindergarten and grade twelve. Five is the nominal age for Kindergarteners, as is seventeen for public school seniors.

A comparison of Census 2000 and FY01 Fall enrollments showed that most minority students enroll in public school; the age five Census counts and Fall 2001 enrollments are quite close – usually within 2% for the large minorities of Asians, Blacks and Hispanics. The American Indian/Alaskan Native (AIAN) and Multi-Racial groups are relatively small and vary almost as much as 15%. “Multiracial” membership is also assigned somewhat differently in Census and public school enrollment procedures. White public school Kindergarten enrollment was less than 90% of Census counts (89.8% for males and 86.2% for females), perhaps suggesting again, as noted above, that private and home schooling, and perhaps delaying Kindergarten entry for one year, might be more prevalent options for the families of that group. Comparison of the Census seventeen-year-old and FY01 grade twelve enrollment shows that many fewer individuals approaching graduation age were in school in 2000.

The following Census projection/FY04 enrollment comparison adjusts the 2000 data to the present. Age five projections versus Kindergarten enrollments are shown in Table 2.8 and Figure 2.18 to demonstrate, again, that most minority children are in public school at the

beginning of mandatory school age. White families apparently exercise a wider range of options for their kindergarteners. By the last year of public schooling, however, the Census/Enrollment comparison suggests that overall dropout rates are quite high in general, and extremely high for Hispanics. Based on these projections, less than 19% of Hispanic males are enrolled in the last year of public school, as are less than 33% of Hispanic female students. Given the rapid Hispanic population growth, it is plausible that many teenage Hispanic children have moved to Georgia in recent years, and may not have actually dropped out of American schools. It is perhaps reasonable to expect that for long-term economic success, these students should have their high school education. Black students appear to continue attending school at a higher rate than Hispanic students. Percentages of White students are similar, but a higher percentage of White students may be exercising options other than public school attendance to complete their high school education.

Figure 2.19 shows FY04 (October 2003) male and female grade twelve enrollment as a percentage of the same year's Kindergarten enrollment. As Census 2000 data showed, there are slightly more males (50.2%) than females (49.8%) in the student-age population, and about as many seventeen-year-olds as five-year-olds in the state (99.0%); the Kindergarten to grade twelve comparisons are a reasonable projection of actual public school attrition. Two factors are highlighted: (1) although male students outnumber female students in Kindergarten in all but the small American Indian ethnic subgroup, the male grade twelve percentage of Kindergarten is smaller in every ethnicity than for females, and (2) while every grade twelve ethnic subgroup was smaller in size than that of Kindergarten, Hispanic and Multiracial subgroups are only about one fourth the size of the Kindergarten group. Only about six of ten Black males may be in school by the beginning of the senior year.

Overall, the senior class in 2004 was only 68.5% of Kindergarten enrollment. Not all of those seniors will obtain a high school diploma. This means that it is likely that there may be more than 37,000 young adults each year in the state of Georgia who have not and may not finish high school. Conventional dropout reporting indicated an average dropout rate of 5.5% for grades 9-12 for FY03, or a total of 22%. The data provided here would suggest that this figure may be an underestimate.

The patterns are in fact somewhat more complex than as represented below, as attrition becomes pronounced by grade eight, and is substantial between middle school and grade nine, a factor that is not addressed well by currently reported dropout statistics.

It cannot be overemphasized that these are cross-sectional, not longitudinal data. Neither Georgia, nor currently any other state, has the data system to track students through their entire school career. Also, some of the variations within and across grades may be due to differential patterns in population migration and in changing student preferences in declaring ethnic category.

Nevertheless, as will be discussed later with student enrollment loss information, these data suggest that: (1) Males leave school at a greater rate than females, perhaps most notably in the Black and Hispanic subgroups, and (2) some ethnic subgroups, most notably Hispanic and Multi-racial, leave school at a far greater rate than others. This means that if Georgia makes significant progress getting these many thousands of children to continue with their public schooling, many more high school teachers, and many more classrooms, will be needed to serve these students.

Table 2.8. Comparison of Age Five and Age Seventeen Census 2000 Projections and Kindergarten and Grade Twelve FY04 FTE1 (October 2003) Enrollments

Census 2000 Projections to 2003 Georgia Population Counts and Georgia Fall 2003 (FY04) Enrollments								
Ethnicity	School Start (Age 5:Kindergarten)				School End (Age 17:Grade 12)			
	Male		Female		Male		Female	
	Census Estimate Age 5	Georgia Grade K Enrollment	Census Estimate Age 5	Georgia Grade K Enrollment	Census Estimate Age 17	Georgia Grade 12 Enrollment	Census Estimate Age 17	Georgia Grade 12 Enrollment
American Indian	132	116	110	117	143	54	108	63
Asian	1,557	1,516	1,436	1,476	1,510	1,291	1,535	1,298
Black	21,806	21,856	21,054	20,512	20,937	13,232	20,260	15,596
Hispanic	6,411	6,186	6,175	5,752	7,950	1,502	4,471	1,467
Multiracial	1,729	1,857	1,653	1,729	1,067	408	1,019	440
White	32,870	29,933	31,258	27,799	33,672	23,078	31,826	22,952
Total	64,504	61,464	61,686	57,385	65,279	39,565	59,220	41,816

Georgia Fall 2003 (FY04) Enrollments as Percentage of Census 2000 Projections to 2003 Georgia Population				
Ethnicity	School Start (Age 5:Kindergarten)		School End (Age 17:Grade 12)	
	Male	Female	Male	Female
American Indian	88.0%	106.3%	37.6%	58.3%
Asian	97.4%	102.8%	85.5%	84.6%
Black	100.2%	97.4%	63.2%	77.0%
Hispanic	96.5%	93.1%	18.9%	32.8%
Multiracial	107.4%	104.6%	38.2%	43.2%
White	91.1%	88.9%	68.5%	72.1%
Total	95.3%	93.0%	60.6%	70.6%

Source: EWRAD/PSC, 2004

Figure 2.18. Comparison of Age Five and Age Seventeen Census 2000 Projections and Kindergarten and Grade Twelve FY04 FTE1 (October 2003) Enrollments

(Source: EWRAD/PSC, 2004)

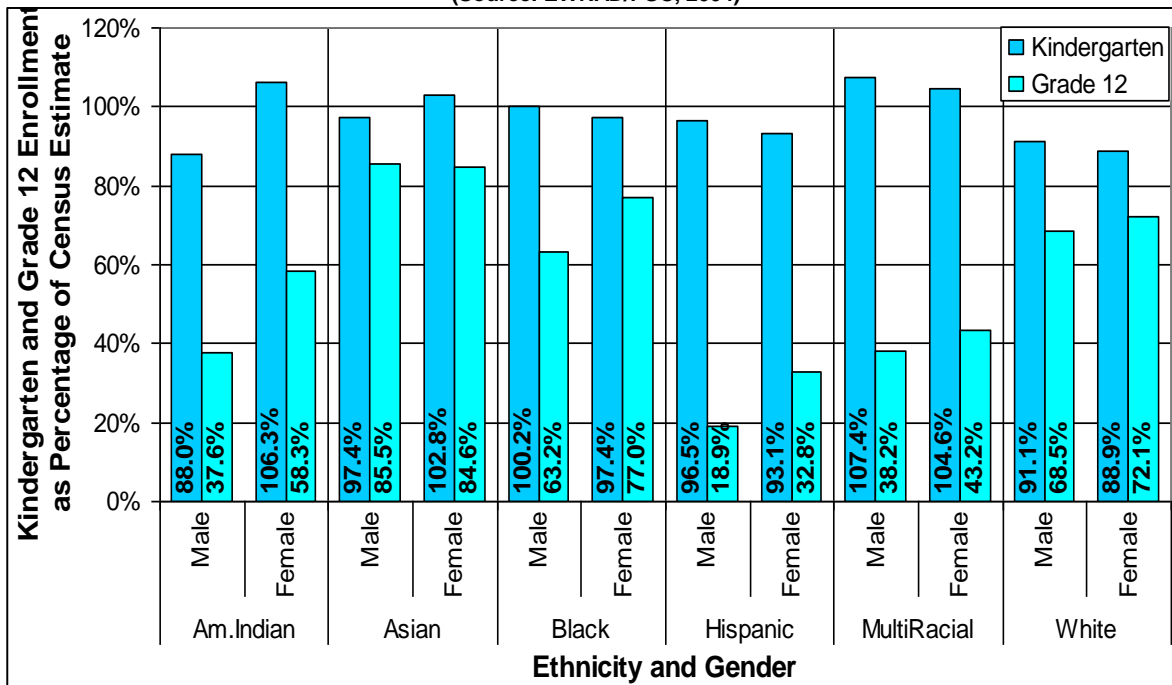
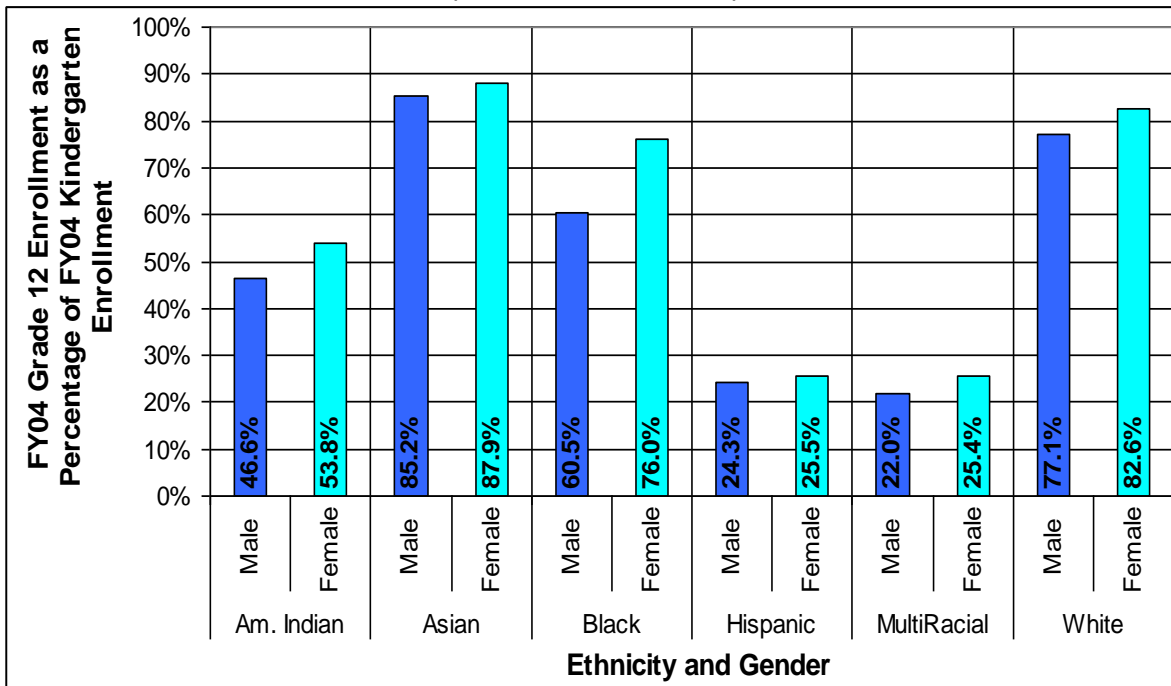


Figure 2.19. FY04 (October 2003) Grade Twelve Enrollment as a Percentage of FY04 Kindergarten Enrollment

(Source: EWRAD/PSC, 2004)



Changes in Student Enrollment FY00-04

The following two figures show the percentage change in enrollment from year to year. As has been noted previously, Figure 2.20 shows that male and female student enrollment growth stayed very consistent, from 1.5-1.8% per year. These overall growth rates do not show the differential but consistent loss of male enrollment beginning in the middle grades.

Figure 2.20. Gender Enrollment Changes in Georgia's Pre-Kindergarten through Grade Twelve Public Schools, FY00-FY04

(Source: EWRAD/PSC, 2004)

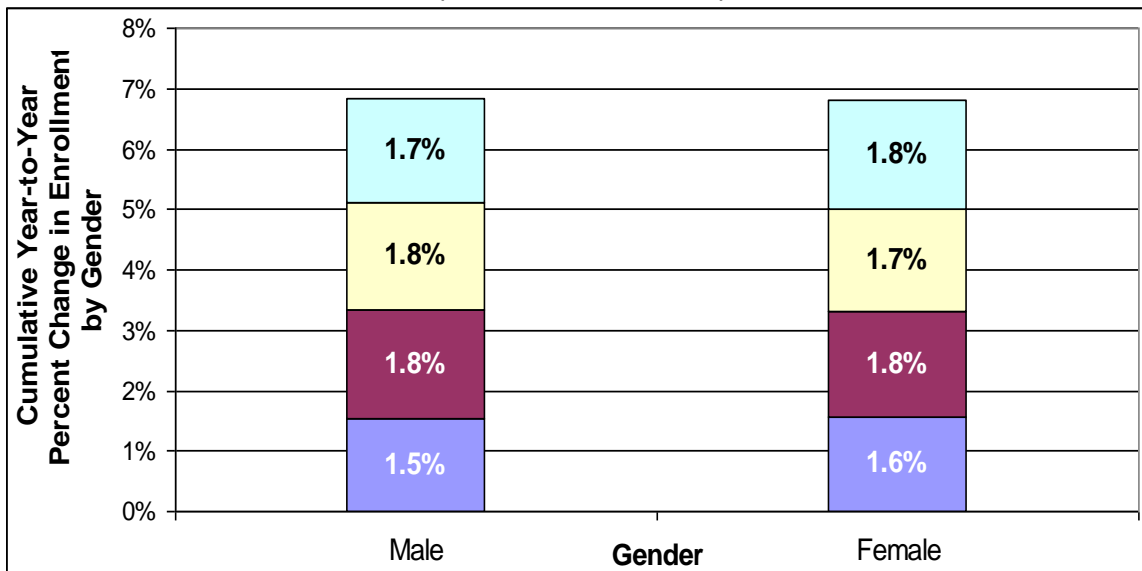
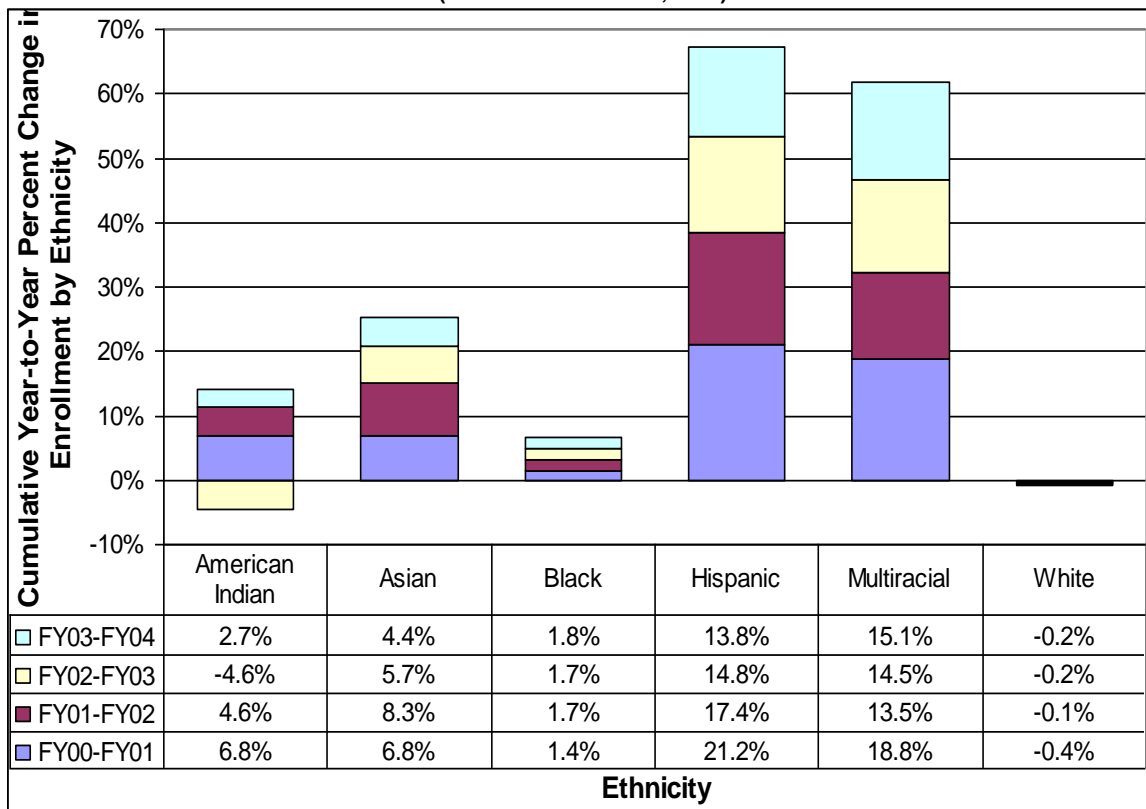


Figure 2.21 shows the much more variable changes in enrollment by the various racial/ethnic groups. American Indians and Alaskan Natives represent a small proportion of the student body and hence vary much more than the other groups. That group's rate of growth has been inconsistent, varying from a loss of -4.6% to a gain of 6.8%. The Asian category, which includes Asian Indians as well as Chinese, Filipino, Japanese, Korean, and Vietnamese students, shows consistent increase in enrollment from year to year. Black student enrollment increases slightly and consistently, keeping pace with overall enrollment growth. The Hispanic and Multiracial groups demonstrate consistent and by far the largest growth in enrollment, increasing from at least 13% to more than 20% per year, although the *rate* of increase for Hispanics has been becoming consistently smaller from year to year. White enrollment, as also shown above, has shown small but consistent decreases from year to year.

Figure 2.21. Racial/Ethnic Enrollment Changes in Georgia's Pre-Kindergarten through Grade Twelve Public Schools, FY2000-FY2004

(Source: EWRAD/PSC, 2004)



Student Enrollment by Regional Educational Service Agency (RESA)

The sixteen Regional Educational Service Agencies (RESAs) were established to provide shared services to local school systems. Each RESA serves from six to seventeen school systems. RESAs are service organizations, not management units with school system oversight authority. Reference to RESAs in this chapter serves as geographic reference as well as in the attempt to provide information to the RESA service structure. Tables 2.9 and 2.10 provide the student enrollment counts and year-to-year percentage change in enrollment, respectively, for all the school systems served together by each of these RESAs.

Metro RESA systems continue to have by far the largest percentage (36.3%) of the state's students. First District RESA systems are a distant second with 8% of the state's students. Oconee RESA comprises the smallest enrollment (1.2%), which has decreased every year since FY99.

Table 2.10 also reports the total enrollment percentage change since FY99 as well as the ranking of growth for each RESA and the state as a whole. Since FY99, six of the 16 RESAs (Central Savannah, Chattahoochee-Flint, Coastal Plains, First District, Oconee, and Southwest Georgia) have seen a decline in student enrollment, although Central Savannah, Chattahoochee-Flint, and First District systems showed small increases (0.2, 0.3, and 0.9%, respectively) last year. The Heart of Georgia RESA showed decreases in enrollment during the first three years, but small increases in the last two, resulting in an overall maintenance of enrollment population for the period. The Oconee RESA realized the largest decrease (4.9%). Seven other RESAs have shown enrollment gains in excess of 10% over the past five years, with the Griffin and Pioneer RESAs having shown 4.5% and 3.5% increases, respectively, in the last year alone, and more than a 20% increase each in enrollment since FY99.

Table 2.9. Student Enrollment by RESA, FY99-FY04

RESA	FY99	FY00	FY01	FY02	FY03	FY04	FY04 Percent of State Enrollment
Central Savannah	80,252	79,794	78,836	78,393	78,037	78,164	5.1
Chattahoochee-Flint	57,577	57,047	56,496	56,191	55,930	56,111	3.7
Coastal Plains	42,296	42,330	42,184	41,904	42,195	42,017	2.8
First District	122,249	121,657	121,328	121,181	121,048	122,127	8.0
Griffin	73,666	75,837	78,781	82,489	86,603	90,474	5.9
Heart of Georgia	23,700	23,593	23,544	23,412	23,606	23,697	1.6
Metro	494,823	507,770	518,748	531,073	541,731	552,942	36.3
Middle Georgia	62,559	62,745	62,876	63,323	64,029	65,180	4.3
North Georgia	56,797	58,428	60,551	62,620	64,909	66,641	4.4
Northeast Georgia	57,832	58,933	60,461	61,645	62,751	64,098	4.2
Northwest Georgia	90,425	92,425	95,403	98,091	100,267	102,667	6.7
Oconee	19,978	19,997	19,732	19,613	19,150	19,000	1.2
Okefenokee	27,466	27,383	27,460	27,496	27,845	27,845	1.8
Pioneer	70,349	73,364	76,227	79,844	83,302	86,208	5.7
Southwest Georgia	68,836	68,123	67,532	66,983	66,626	66,404	4.4
West Georgia	52,486	53,515	54,778	56,376	57,983	59,036	3.9
Statewide	1,401,291	1,422,941	1,444,937	1,470,634	1,496,012	1,522,611	

Source: EWRAD/PSC, 2004

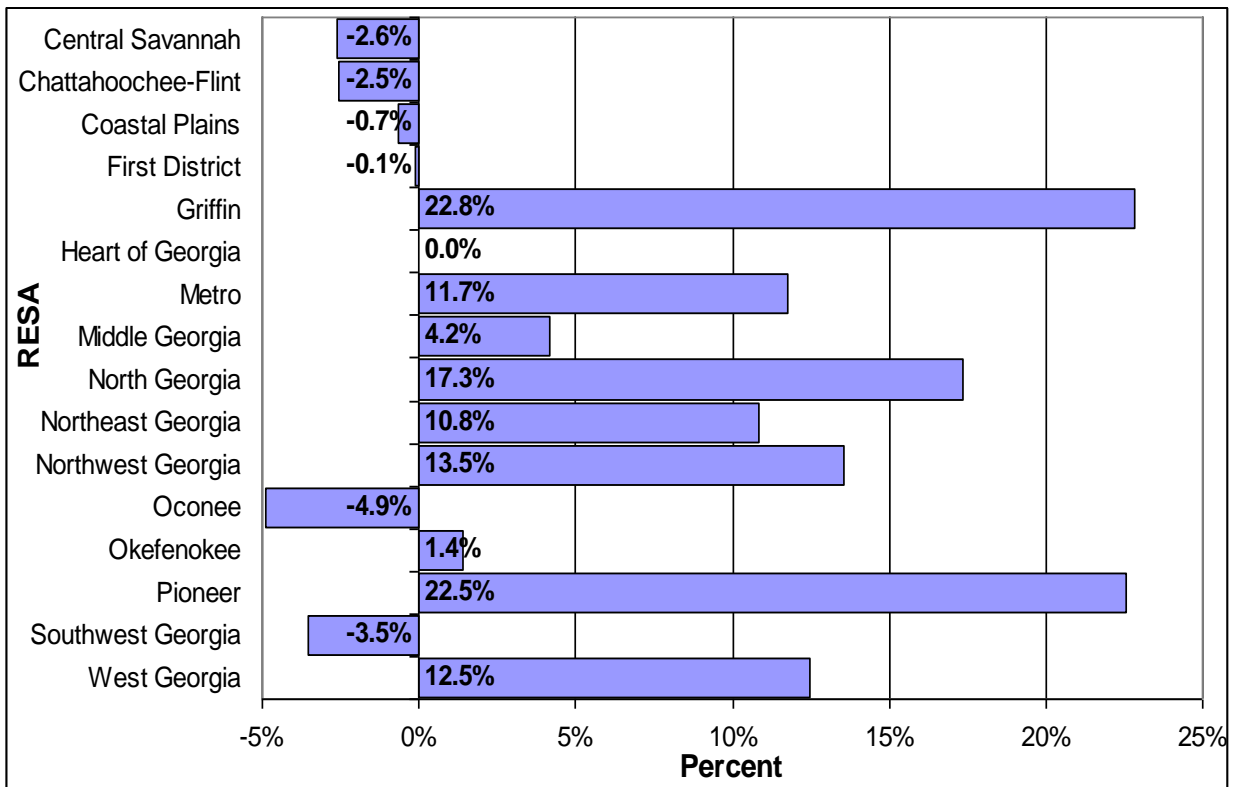
Table 2.10. Percentage Change in Student Enrollment by RESA, FY99-FY04

RESA	Percent Change FY99-FY00	Percent Change FY00-FY01	Percent Change FY01-FY02	Percent Change FY02-FY03	Percent Change FY03-FY04	Average Percent Change	Total Percent Change	Rank of Total Change
Central Savannah	-0.6	-1.2	-0.6	-0.5	0.2	-0.5	-2.6	14
Chattahoochee-Flint	-0.9	-1.0	-0.5	-0.5	0.3	-0.4	-2.5	13
Coastal Plains	0.1	-0.3	-0.7	0.7	-0.4	-0.2	-0.7	12
First District	-0.5	-0.3	-0.1	-0.1	0.9	0.1	-0.1	11
Griffin	2.9	3.9	4.7	5.0	4.5	4.5	22.8	1
Heart of Georgia	-0.5	-0.2	-0.6	0.8	0.4	0.1	0.0	10
Metro	2.6	2.2	2.4	2.0	2.1	2.2	11.7	6
Middle Georgia	0.3	0.2	0.7	1.1	1.8	1.0	4.2	8
North Georgia	2.9	3.6	3.4	3.7	2.7	3.3	17.3	3
Northeast Georgia	1.9	2.6	2.0	1.8	2.1	2.1	10.8	7
Northwest Georgia	2.2	3.2	2.8	2.2	2.4	2.7	13.5	4
Oconee	0.1	-1.3	-0.6	-2.4	-0.8	-1.3	-4.9	16
Okefenokee	-0.3	0.3	0.1	1.3	0.0	0.4	1.4	9
Pioneer	4.3	3.9	4.7	4.3	3.5	4.1	22.5	2
Southwest Georgia	-1.0	-0.9	-0.8	-0.5	-0.3	-0.6	-3.5	15
West Georgia	2.0	2.4	2.9	2.9	1.8	2.5	12.5	5
Statewide	1.5	1.5	1.8	1.7	1.8	1.7	8.7	

Source: EWRAD/PSC, 2004

Figure 2.22 graphically presents the total percentage change in enrollment from Table 2.10.

Figure 2.22. Total Percentage Change in Student Enrollment by RESA, FY99-FY04
(Source: EWRAD/PSC, 2004)



High School Enrollment Loss

As with other data reported here using information from Georgia Department of Education student enrollment data collections, the following discussion draws from the data set known as FTE-1 (Full Time Equivalent-1) that is provided by the school systems in October of each year. Enrollment loss, as calculated here, considers *only* the change in enrollment for a class from year to year. For example, the change in enrollment from grade nine to grade ten for the graduating class of 1995 would be the difference in the enrollment of that class from FY92 to FY93. Table 2.11 shows the change in enrollment from 100,031 (in the fall of FY92) to 81,135 (in the fall of FY93), for a 9-10 grade change rate of 18.9%. The total change rate for that group for the four years of high school was 35.4%, calculated simply from the difference for that cohort's 1992 grade nine FTE-1 and its 1995 grade twelve FTE-1. These data do *not* represent a graduation rate, as the students who are still enrolled as of October of their senior year must still complete all the requirements for the diploma. The conventional state reporting mechanism posted a 5.5% average dropout rate for grades nine through twelve, for a total 22% dropout rate over the four years of high school. Some of the 13.4% difference between these two figures will be accounted for by student losses through early graduation, transfers to public school outside the state or private school, and mortality. Because the method here cannot attribute all of the enrollment change to dropout, *per se*, it is termed "enrollment loss."

From FY95-FY01, comparing the senior year spring enrollment count with the four years earlier fall grade nine count, Georgia's high school enrollment loss rate increased to a high of -40.5% in FY01. The loss rate began to decrease in FY02 to the FY04 loss rate of -35.8% in FY04 (Table 2.11 and Figure 2.23). The rate of high school student enrollment loss has a direct effect on teacher demand at these grade levels. Fewer students leaving high school translates directly to the need for additional teachers and classrooms.

**Table 2.11. High School Fall Enrollment Loss in Georgia
Graduating Classes of FY95-FY04***

Beginning High School Year	Grade 9	Grade 10	Grade 11	Grade 12	Ending High School Year	Grades 9-12 Decrease	Grades 9-12 Percent Decrease
FY92	100,031	81,135	71,728	64,606	FY95	-35,425	-35.4
FY93	102,292	82,822	71,880	63,736	FY96	-38,556	-37.7
FY94	107,625	85,636	74,137	65,527	FY97	-42,098	-39.1
FY95	114,176	90,117	78,137	69,355	FY98	-44,821	-39.3
FY96	117,429	92,630	79,682	71,127	FY99	-46,302	-39.4
FY97	119,617	94,881	81,968	72,358	FY00	-47,259	-39.5
FY98	121,511	95,755	82,986	72,317	FY01	-49,194	-40.5
FY99	123,055	98,035	85,910	75,814	FY02	-47,241	-38.4
FY00	125,420	99,934	88,301	78,455	FY03	-46,965	-37.4
FY01	126,793	102,590	91,118	81,381	FY04	-45,412	-35.8

Source: EWRAD/PSC, 2004

*This table is interpreted as follows: In the fall of the FY92 school year (as of October 1991), there were 100,031 Grade 9 students. In the fall of the FY95 school year, there were 64,606 students in this grade. The enrollment for this senior class was 35.4% less than it was four years earlier.

Figure 2.23. High School Enrollment Loss Rate, FY92-FY04
(Source: EWRAD/PSC, 2004)

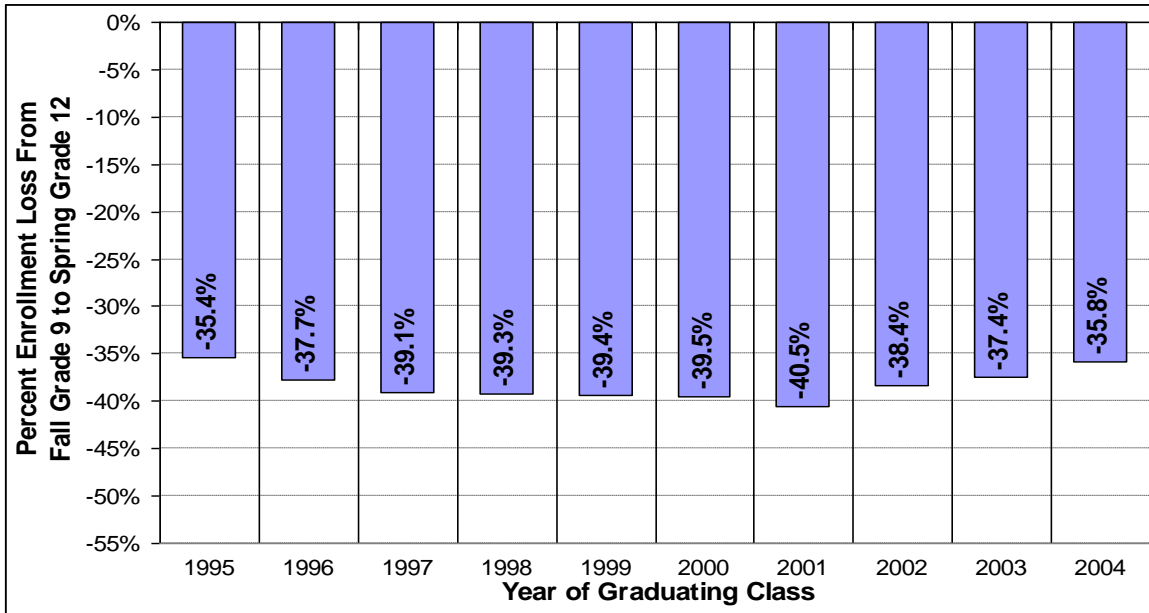
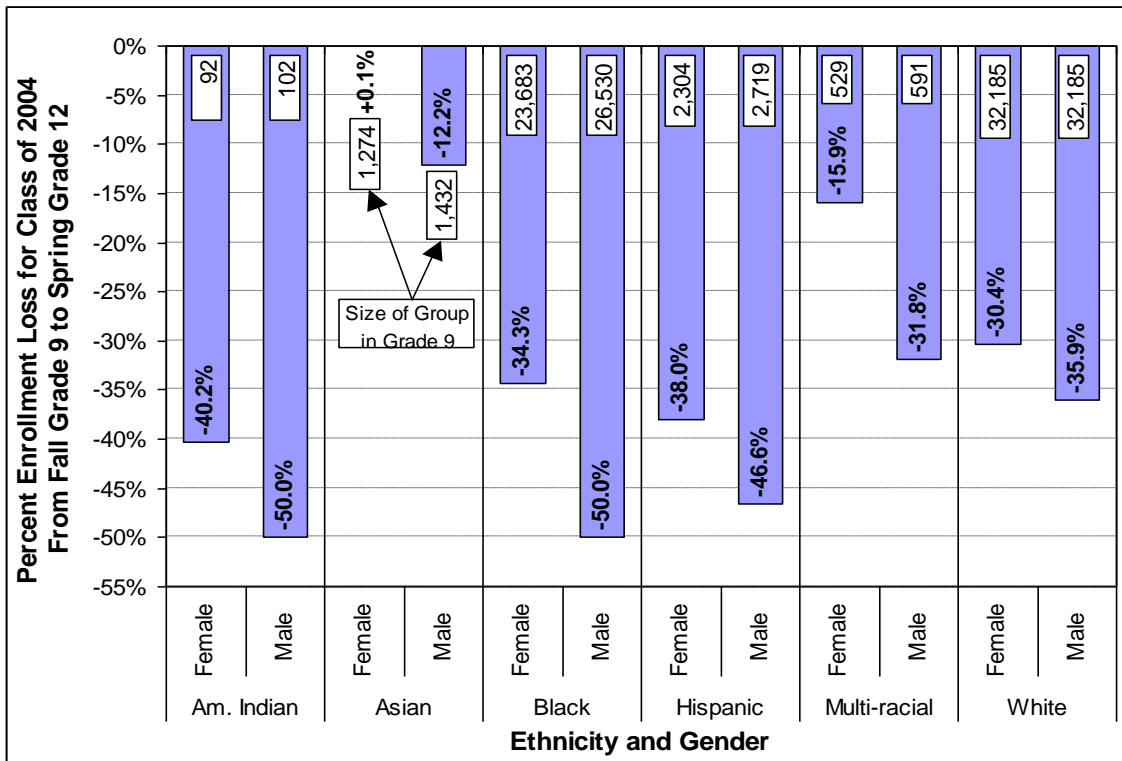


Figure 2.24 shows the variability of loss rates by ethnicity and gender. Within every ethnicity, male students show greater loss than female students. Black and Multi-Racial groups show the greatest disparity between males and females, and Blacks share the highest loss rate (50%) with the much smaller group of American Indians.

Figure 2.24. Class of 2004 Enrollment Loss Rate by Ethnicity and Gender
(Source: EWRAD/PSC, 2004)



Student Enrollment Continuation Ratios

The student enrollment continuation ratio is the rate at which students progress from one grade to the next from year to year. Table 2.12 presents the grade-to-grade continuation ratios based on student enrollment data from FY92 to FY03.

Table 2.12. Student Enrollment Continuation Ratios

Grade	Continuation Ratio (From Previous Grade)
Pre-Kindergarten*	0.2741
Kindergarten – Grade 1	1.1308
Grade 1 – Grade 2	0.9956
Grade 2 – Grade 3	1.0124
Grade 3 – Grade 4	1.0106
Grade 4 – Grade 5	1.0105
Grade 5 – Grade 6	1.0249
Grade 6 – Grade 7	1.0046
Grade 7 – Grade 8	0.9971
Grade 8 – Grade 9	1.1823
Grade 9 – Grade 10	0.8127
Grade 10 – Grade 11	0.8809
Grade 11 – Grade 12	0.8880

Source: EWRAD/PSC, 2004

* Continuation ratio from corresponding live birth.

These ratios are interpreted as follows: In the fall of FY04, there were 120,694 grade 8 students in Georgia's public school system. The average continuation ratio into grade 9 calculated over the last 4-5 years is 1.1823. Once this continuation ratio is applied to the total number of grade 8 students, it is projected that 142,697 students will be in grade 9 in FY05. Grade 9 figures tend to be higher than Grade 8 figures because of the entrance to public schools of private school and home schooling students. Total grade 9 enrollment is also affected by the previously discussed substantial rates of failure of grade 9 students and their continuation in that grade, postponing their entry into grade 10.

Teacher Demand

Teacher Demand Based on Student Enrollment

Increasing student enrollment places a demand for additional teachers to staff Georgia's P-12 classrooms. This demand, based on increasing student enrollment, is termed "growth" demand. Table 2.13 shows teacher hiring patterns from FY98 to FY04. Over the 6-year period, over 25% of teachers hired were "growth" hires. Note, however, the decrease in "growth" hires in FY03 and FY04 (901 and 2,385 fewer teachers hired for growth, respectively). This substantial reduction is a function of the recent years' relaxed class size standards.

Table 2.13. Teacher Hiring for ‘Growth’ Demand, FY98-FY04

Year	# Teaching Positions	# New Teachers Hired	# Teachers Hired to Fill ‘Growth’ Demand	‘Growth’ Hires as % of New Teachers Hired
FY98	86,262	9,006	2,819	31.30%
FY99	88,757	9,507	2,495	26.24%
FY00	91,467	10,176	2,710	26.63%
FY01	94,689	11,817	3,222	27.27%
FY02	99,470	13,084	4,781	36.54%
FY03	103,350	12,507	3,880	31.02%
FY04	104,845	10,929	1,495	13.68%

Source: EWRAD/PSC Education Workforce Demand Model, 2004

Teacher Demand Based on Student Enrollment and Reduced Class Size

Computations based on class size regulations specified by the State Board of Education (SBOE) and projected student enrollments yield are utilized to project teacher demand. The SBOE Rule 160-5-1-.08 (Class Size) provides guidelines for funding class size and maximum class size. As Table 2.14 shows, the allowable maximum class size increased from FY03 to FY04 for every grade level except Pre-Kindergarten.

Table 2.14. Funding Class Size and Maximum Individual Class Size, FY03-FY04

Grade Level	Funding Class Size FY03	Maximum Class Size FY03	Funding Class Size FY04	Maximum Class Size FY04
Pre-Kindergarten	10	10	10	10
Kindergarten	15	19	15	20
Grade 1	17	22	17	23
Grade 2	17	22	17	23
Grade 3	17	22	17	23
Grade 4	23	30	23	32
Grade 5	23	30	23	32
Grade 6	23	30	23	32
Grade 7	23	30	23	32
Grade 8	23	30	23	32
Grade 9	23	30	23	32
Grade 10	23	30	23	32
Grade 11	23	30	23	32
Grade 12	23	30	23	32

Source: State Board of Education Rule 160-5-1-.08 (Class Size)

Table 2.15 presents the projected teacher demand for FY05, FY09, and FY14 based on funding and maximum class size allowances for these years. There is a considerable difference between the numbers of teachers needed when based on either funding or maximum class size. Consequently, a midpoint of demand has been calculated for these years. It is expected that the actual employment counts will be near the midpoint of the two categories presented for each year. Specifically, it is expected that approximately 108,729 teachers will be needed in FY05, 121,978 in FY09, and 129,298 in FY14.

RESA projections based on class size are shown in Appendix 18.

Table 2.15. Projected Teacher Demand Based on Class Size and Projected Student Enrollment FY04-FY13

Grade Level	Projected Student Enrollments			Fund- ing Class Size	Max. Class Size FY05	Max. Class Size FY06- FY14	Teachers Funded	Teachers Based on Max. Class Size	Teachers Funded	Teachers Based on Max. Class Size	Teachers Funded	Teachers Based on Max. Class Size
	FY05	FY09	FY14				FY05	FY09	FY14			
Pre-K*	36,590	37,067	27,546	10	10	10	3,659	3,659	3,707	3,707	2,755	2,755
Kindergarten	127,246	130,420	107,106	15	20	18	8,483	6,362	8,695	7,246	7,140	5,950
Grade 1	134,390	147,280	130,860	17	23	21	7,905	5,843	8,664	7,013	7,698	6,231
Grade 2	116,760	143,457	137,506	17	23	21	6,868	5,077	8,439	6,831	8,089	6,548
Grade 3	115,121	145,440	144,280	17	23	21	6,772	5,005	8,555	6,926	8,487	6,870
Grade 4	117,073	146,559	148,893	23	32	28	5,090	3,659	6,372	5,234	6,474	5,318
Grade 5	118,429	138,321	151,788	23	32	28	5,149	3,701	6,014	4,940	6,599	5,421
Elem. Subtotal	729,019	851,477	820,433				40,267	29,647	46,739	38,190	44,487	36,338
Grade 6	121,738	123,724	155,368	23	32	28	5,293	3,804	5,379	4,419	6,755	5,549
Grade 7	122,280	121,046	152,717	23	32	28	5,317	3,821	5,263	4,323	6,640	5,454
Grade 8	122,271	121,463	152,488	23	32	28	5,316	3,821	5,281	4,338	6,630	5,446
Middle Subtotal	366,289	366,233	460,573				15,926	11,446	15,923	13,080	20,025	16,449
Grade 9	142,693	143,760	179,769	23	32	28	6,204	4,459	6,250	5,134	7,816	6,420
Grade 10	109,793	117,182	136,463	23	32	28	4,774	3,431	5,095	4,185	5,933	4,874
Grade 11	96,770	103,209	104,913	23	32	28	4,207	3,024	4,487	3,686	4,561	3,747
Grade 12	82,683	91,909	90,729	23	32	28	3,595	2,584	3,996	3,282	3,945	3,240
9-12 Subtotal	431,939	456,060	511,874				18,780	13,498	19,829	16,288	22,255	18,281
Total	1,563,837	1,710,837	1,820,426				78,632	58,250	86,197	71,264	89,522	73,823
Total Enrollment-Teacher Ratios**												
Special Ed. (P-12)		119.184					13,121	13,121	13,611	14,355	15,277	15,274
EIP K (Ratio to K)		117.219					1,086	1,086	1,328	1,113	1,477	914
EIP 1-3 (Ratio to Grades 1-3)		118.650					3,087	3,087	3,369	3,676	3,857	3,478
EIP 4-5 (Ratio to Grades 4-5)		232.491					1,013	1,013	1,043	1,225	1,236	1,293
Other Elem. (Ratio to Grades K-5)		169.335					4,305	4,305	5,050	5,028	5,816	4,845
Other Middle (Ratio to Grades 6-8)		50.840					7,205	7,205	7,078	7,204	8,318	9,059
Instructional Specialists (P-12)		292.852					5,340	5,340	5,559	5,842	6,240	6,216
Other Teachers (P-12)		2,081.104					751	751	757	822	850	875
Vocational Ed. Teachers (P-12)		507.225					3,083	3,083	3,224	3,373	3,618	3,589
ESOL (P-12)		1,206.029					1,297	1,297	1,419	1,419	1,509	1,509
Total	1,563,837	1,710,837	1,820,426				118,920	98,538	128,635	115,321	137,720	120,875
Midpoint Teacher Demand Projections							108,729		121,978		129,298	

Source: EWRAD/PSC, 2004

*Pre-K enrollment projections are based on the average yield rate derived from average proportions of live birth of a given year to the corresponding Pre-K enrollment cohort. The average yield was computed based on live birth counts from 1996 to 2000 and the corresponding Pre-K counts from 2000 to 2004 Five-year average ratios

Projected Teacher Demand by Subject

Table 2.16 presents FTE counts from FY00 to FY04 and projections for FY05, FY09, and FY14 for four core subject areas by personnel category. FTE counts refer to the number of full-time personnel needed to perform a job or jobs. With the FTE count, portions of the workday are signified by decimal fractions. Significant increases were seen in each subject and personnel category between FY00 and FY04. The projections indicate an increased demand for teachers through FY14.

Table 2.16. Georgia Education Personnel FTE Counts and Projections by Subject and Personnel Categories, FY00-FY14

Subject	FTE Counts					Projections		
	FY00	FY01	FY02	FY03	FY04	FY05	FY09	FY14
English								
Elementary	256.3	413.7	418.5	513.8	581.3	603.0	699.8	667.8
Middle	2,316.1	2,795.8	3,168.0	3,562.6	4,279.5	4,294.3	4,293.6	5,399.6
High	3,363.2	3,356.3	3,395.9	3,472.7	3,505.3	3,609.8	3,811.4	4,277.9
Other	45.4	72.2	93.1	130.5	98.1	100.8	110.2	117.3
Total	5,980.9	6,638.0	7,075.5	7,679.6	8,464.3	8,607.8	8,915.1	10,462.6
Math								
Elementary	132.1	180.2	161.0	263.5	339.9	352.5	409.2	390.5
Middle	1,679.3	1,972.0	2,279.7	2,632.1	3,241.9	3,253.0	3,252.5	4,090.4
High	2,956.1	3,027.9	3,102.3	3,229.9	3,273.2	3,370.8	3,559.0	3,994.6
Other	40.7	32.9	53.0	66.8	78.5	80.6	88.1	93.8
Total	4,808.3	5,213.1	5,596.0	6,192.4	6,933.4	7,056.9	7,308.9	8,569.2
Science								
Elementary	19.2	49.6	48.3	130.5	174.4	180.8	209.9	200.3
Middle	1,328.8	1,584.0	1,849.7	2,147.7	2,575.7	2,584.6	2,584.2	3,249.9
High	2,659.9	2,740.9	2,814.8	2,839.9	2,890.0	2,976.1	3,142.3	3,526.9
Other	21.9	26.0	35.7	64.5	77.3	79.4	86.9	92.4
Total	4,029.7	4,400.5	4,748.5	5,182.6	5,717.3	5,821.0	6,023.3	7,069.5
Social Science								
Elementary	21.4	45.6	44.6	126.3	180.9	187.6	217.8	207.8
Middle	1,541.4	1,678.6	2,008.0	2,302.1	2,736.8	2,746.2	2,745.8	3,453.1
High	2,729.3	2,798.0	2,909.8	2,992.1	3,042.7	3,133.5	3,308.5	3,713.3
Other	40.1	43.5	25.9	44.4	37.8	38.9	42.5	45.2
Total	4,332.3	4,565.8	4,988.2	5,464.8	5,998.2	6,106.2	6,314.5	7,419.5

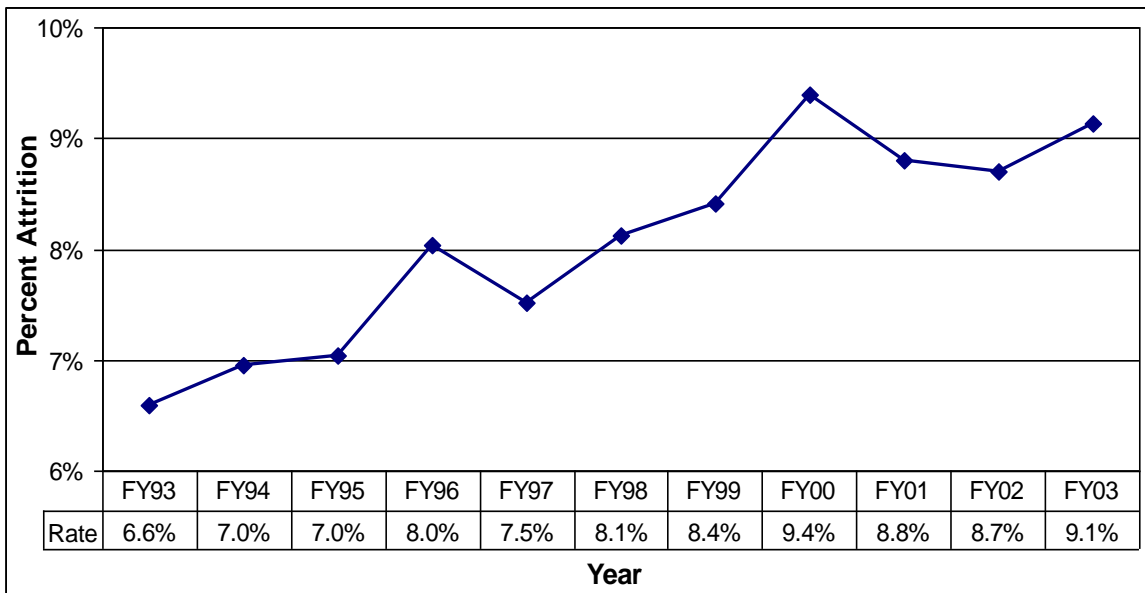
Source: EWRAD/PSC, 2004

Attrition

Teacher attrition data show individuals who appear in the Certified Personnel Information Report (CPI) as teachers for a given year, but who are not shown as teachers in the CPI the following year. Attrition is defined in this report as teacher loss from the classroom through promotion, position change, relocation, retirement, or leaving teaching for other employment. Attrition can be determined at the school, system, and state levels. Figure 2.25 illustrates Georgia's annual teacher attrition rates for FY93 to FY03. Teacher attrition decreased from an all-time high of 9.4% in FY00 down to 8.8% in FY01 and 8.7% in FY02, but increased again in FY03 to 9.1%. The two-year decrease may have been a function of a greater percentage of teachers remaining in their jobs or not retiring as early as they might have in a stronger economic climate. As was suggested in last year's Status Report, the decreases may have been temporary.

Figure 2.25. Overall Annual Teacher Attrition Rates, FY93-FY03

(Source: EWRAD/PSC, 2004)



Attrition Due to Promotions, Position Changes, or Relocation

Attrition due to promotions, position changes, relocation, or leaving the workforce produces demand that is referred to as "replacement" demand. Table 2.17 shows teacher hiring for replacement demand. The number of teachers hired to fill replacement demand increased from 69.0% of all teachers hired in FY03 to more than 86% in FY04. Much of this substantial increase was a function of the previously discussed rule changes affecting class size, which reduced the demand for teachers to address enrollment growth. Nevertheless, the absolute change in replacement demand of 807 teachers, from 8,627 in FY03 to 9,434 in FY04, is second only to that of FY01, which realized a 1,129 teacher increase.

Table 2.17. Teacher Hiring for 'Replacement' Demand, FY98-FY04

Year	# Teaching Positions	# Teachers Hired	# Teachers Hired to Fill 'Replacement' Demand	'Replacement' Hires as Percent of Teachers Hired
FY98	86,262	9,006	6,187	68.7
FY99	88,757	9,507	7,012	73.8
FY00	91,467	10,176	7,466	73.4
FY01	94,689	11,817	8,595	72.7
FY02	99,470	13,084	8,303	63.5
FY03	103,350	12,507	8,627	69.0
FY04	104,845	10,929	9,434	86.3

Source: PSC Education Workforce Demand Model (2004)

Some of the replacement demand each year is due to promotion, position change or reassignment, referring to a job change resulting in a non-teaching classification. In the subsequent year after a promotion or position change, the individual will continue to be reported on the CPI but typically in an administrative or student services position. Table 2.18 shows that 1,164 teachers (12.3% of the replacement demand) assumed non-teaching positions due to promotion or position change from FY03 to FY04, 2.3% more than the 1,138 from FY02 to FY03. Of the 1,164, 407 (35.0%) were Elementary teachers; 236 (20.3%) were Middle School teachers; 177 (15.2%) were High School teachers; and 241 (20.7%) were Special Education teachers.

Table 2.18. FY03 Teacher Attrition Due to Promotions or Position Changes (Reassignments)

FY03 Personnel Categories	FY04 Personnel Categories of FY03 Teachers in Non-Teaching Positions											TOTAL
	Assistant Principal	Elem. Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Admin.	Other Student Services	Principal	School Psychologist	School Social Worker	Speech & Language Pathologist	
EIP Teachers Grades 1-3	7	1	0	0	6	14	12	0	0	0	0	40
EIP Teachers Grades 4-5	6	3	0	0	1	4	3	2	0	0	0	19
EIP Teachers Kindergarten	4	1	0	0	1	0	3	0	0	0	0	9
ESOL Teachers	0	0	0	0	0	4	0	0	0	0	1	5
Grade 1 Teachers	6	2	0	0	17	14	7	0	1	0	0	47
Grade 2 Teachers	9	2	0	0	8	8	5	0	0	0	0	32
Grade 3 Teachers	10	3	1	1	15	7	5	0	0	0	0	42
Grade 4 Teachers	12	2	0	1	13	14	10	1	0	0	2	55
Grade 5 Teachers	19	4	1	2	9	11	10	0	0	0	0	56
Grade 6 Teachers	15	2	0	5	2	4	3	0	0	0	0	31
Grade 7 Teachers	20	0	2	5	3	13	4	0	0	1	0	48
Grade 8 Teachers	20	0	1	1	5	17	4	1	0	0	0	49
High School Teachers	86	5	9	5	23	37	11	1	0	0	0	177
Instructional Specialists	14	3	1	0	6	3	2	0	0	1	0	30
Kindergarten Teachers	6	3	0	0	5	9	3	0	0	0	0	26
Literacy Coach	5	0	0	0	0	3	0	0	0	0	0	8
Other Elementary Teachers	23	4	1	2	7	26	8	0	0	0	1	72
Other Middle Grades Teachers	49	1	4	6	14	23	9	1	0	0	1	108
Other Teachers	9	1	1	0	0	10	3	0	0	0	0	24
Pre-K Teachers	0	1	1	0	4	2	1	0	0	0	0	9
Special Education Teachers	28	5	6	5	5	33	87	0	6	5	61	241
TAPP Teachers	0	0	0	0	1	0	1	0	0	0	0	2
Vocational Education Teachers	13	0	1	1	1	16	2	0	0	0	0	34
TOTAL	361	43	29	34	146	272	193	6	7	7	66	1,164

Source: EWRAD/PSC, 2004

Attrition Due to Teacher Mobility

System Mobility

Relocation (also referred to as mobility) is defined here as changing school systems. An educator relocates when the school system of employment in one year's CPI is not the same as the subsequent year. Table 2.19 shows inter-system relocation since 1989. Between FY03 and FY04, 3.2% of the educator workforce (or 3,896 educators) relocated, a decrease from the number and proportion of the previous two years.

Table 2.19. Inter-System Relocations by Year, All Educators, FY89-FY04

Year	Educator Workforce Previous Year	Number of Educators Relocated	% of Educator Workforce
FY89	69,686	2,181	3.1%
FY90	72,226	2,385	3.3%
FY91	74,554	2,684	3.6%
FY92	77,445	2,366	3.1%
FY93	79,960	2,136	2.7%
FY94	81,617	1,637	2.0%
FY95	84,478	2,133	2.5%
FY96	87,199	2,453	2.8%
FY97	90,496	1,996	2.2%
FY98	93,493	2,476	2.6%
FY99	96,138	2,357	2.5%
FY00	100,583	3,182	3.2%
FY01	103,914	3,583	3.4%
FY02	107,008	4,496	4.2%
FY03	116,292	4,604	4.0%
FY04	120,773	3,896	3.2%

Source: EWRAD/PSC, 2004

Over 3,000 (3,288) teachers moved from one system to another between FY03 and FY04. This represents 3.2% of the total FY04 teaching force retained from FY03. Fewer teachers moved between FY03 and FY04, compared to the 3,973 teachers that moved between FY02 to FY03. Table 2.20 presents a summary of inter-system teacher mobility from FY02 to FY03 and from FY03 to FY04. Table 2.21 presents a detailed comparison of total teacher attrition and inter-system mobility of teachers from FY03 to FY04. Similar to last year's results, smaller school systems tend to have more volatile changes. A few teachers will make a much larger proportional change in a system with 50 teachers than one with 500. With that in mind, Calhoun had the largest overall teacher loss (-32.8%) and Baker the smallest (-2.9%). Calhoun also had the largest net loss of exchange of teachers with other systems (-10.3%). Henry, a relatively large system with more than 1,600 teachers, led in net gain with a 7.6% advantage. They lost 46 teachers to other systems but gained back 173.

Table 2.20. Inter-System Mobility of Teachers from FY02 to FY04 - Summary

Disposition	FY02-FY03		FY03-FY04	
	Frequency	Percent	Frequency	Percent
Retained in Same System	86,870	87.3	90,628	87.7
Moved to Different System	3,973	4.0	3,288	3.2
Total Retained	90,843	91.3	93,916	90.9
Left Georgia Systems	8,627	8.7	9,434	9.1
Total Teacher Workforce	99,470	100.0	103,350	100.0

Source: EWRAD/PSC, 2004

Table 2.21. Total Attrition and Inter-System Mobility of Retained Teachers Between FY03 and FY04

System	Total Teacher Workforce in FY03	Total That Stayed in System for FY04	Total That Left System from FY03 to FY04	Percent Gross Loss FY03 to FY04	Moved from Another to This System for FY04	Moved from this System to a New System for FY04	Net Gain/Loss from/to Other Systems	Percent Change from Inter-System Mobility
Appling	236	213	-23	-9.7	11	8	3	1.4
Atkinson	109	93	-16	-14.7	5	6	-1	-1.1
Atlanta City	3,977	3,284	-693	-17.4	102	113	-11	-0.3
Bacon	137	128	-9	-6.6	1	4	-3	-2.3
Baker	35	34	-1	-2.9	1	0	1	2.9
Baldwin	430	361	-69	-16.0	14	28	-14	-3.9
Banks	158	130	-28	-17.7	12	16	-4	-3.1
Barrow	698	586	-112	-16.0	33	50	-17	-2.9
Bartow	998	885	-113	-11.3	11	20	-9	-1.0
BenHill	230	210	-20	-8.7	14	6	8	3.8
Berrien	201	178	-23	-11.4	6	9	-3	-1.7
Bibb	1,515	1,335	-180	-11.9	43	61	-18	-1.3
Bleckley	165	154	-11	-6.7	6	4	2	1.3
Brantley	221	192	-29	-13.1	9	16	-7	-3.6
Bremen City	106	97	-9	-8.5	1	2	-1	-1.0
Brooks	179	156	-23	-12.8	5	13	-8	-5.1
Bryan	340	307	-33	-9.7	20	7	13	4.2
Buford City	166	148	-18	-10.8	12	3	9	6.1
Bulloch	656	590	-66	-10.1	6	16	-10	-1.7
Burke	303	267	-36	-11.9	6	13	-7	-2.6
Butts	204	159	-45	-22.1	12	18	-6	-3.8
Calhoun	58	39	-19	-32.8	3	9	-6	-15.4
Calhoun City	192	169	-23	-12.0	5	9	-4	-2.4
Camden	596	538	-58	-9.7	22	6	16	3.0
Candler	128	107	-21	-16.4	6	5	1	0.9
Carroll	919	810	-109	-11.9	35	30	5	0.6
Carrollton City	234	203	-31	-13.2	7	11	-4	-2.0
Cartersville City	252	223	-29	-11.5	13	6	7	3.1
Catoosa	668	590	-78	-11.7	15	11	4	0.7
Charlton	130	111	-19	-14.6	3	3	0	0.0

Table 2.21. Total Attrition and Inter-System Mobility of Retained Teachers Between FY03 and FY04, Continued

System	Total Teacher Work-force in FY03	Total That Stayed in System for FY04	Total That Left System from FY03 to FY04	Percent Gross Loss FY03 to FY04	Moved from Another to This System for FY04	Moved from this System to a New System for FY04	Net Gain/Loss from/to Other Systems	Percent Change from Inter-System Mobility
Chatham	2,463	2,137	-326	-13.2	39	52	-13	-0.6
Chattahoochee	39	30	-9	-23.1	1	3	-2	-6.7
Chattooga	228	210	-18	-7.9	3	6	-3	-1.4
Cherokee	1,906	1,757	-149	-7.8	56	34	22	1.3
Chickamauga City	71	65	-6	-8.5	2	1	1	1.5
Clarke	883	734	-149	-16.9	42	43	-1	-0.1
Clay	30	24	-6	-20.0	0	2	-2	-8.3
Clayton	3,060	2,450	-610	-19.9	112	230	-118	-4.8
Clinch	101	89	-12	-11.9	6	2	4	4.5
Cobb	7,243	6,358	-885	-12.2	176	189	-13	-0.2
Coffee	568	508	-60	-10.6	24	8	16	3.1
Colquitt	561	518	-43	-7.7	11	12	-1	-0.2
Columbia	1,218	1,117	-101	-8.3	54	15	39	3.5
Commerce City	93	87	-6	-6.5	1	5	-4	-4.6
Cook	208	188	-20	-9.6	11	12	-1	-0.5
Coweta	1,266	1,113	-153	-12.1	40	35	5	0.4
Crawford	136	99	-37	-27.2	12	22	-10	-10.1
Crisp	316	275	-41	-13.0	16	22	-6	-2.2
Dade	173	156	-17	-9.8	3	1	2	1.3
Dalton	415	358	-57	-13.7	21	20	1	0.3
Dawson	220	202	-18	-8.2	14	5	9	4.5
Decatur	396	357	-39	-9.8	6	8	-2	-0.6
Decatur City	232	194	-38	-16.4	14	15	-1	-0.5
DeKalb	6,791	5,894	-897	-13.2	110	221	-111	-1.9
Dodge	230	223	-7	-3.0	0	0	0	0.0
Dooly	111	83	-28	-25.2	9	15	-6	-7.2
Dougherty	1,084	969	-115	-10.6	38	29	9	0.9
Douglas	1,241	1,078	-163	-13.1	39	49	-10	-0.9
Dublin City	234	205	-29	-12.4	4	13	-9	-4.4
Early	183	168	-15	-8.2	5	3	2	1.2
Echols	48	40	-8	-16.7	0	3	-3	-7.5
Effingham	593	533	-60	-10.1	22	19	3	0.6
Elbert	280	256	-24	-8.6	2	5	-3	-1.2
Emanuel	312	292	-20	-6.4	3	2	1	0.3
Evans	145	123	-22	-15.2	3	6	-3	-2.4
Fannin	207	189	-18	-8.7	2	3	-1	-0.5
Fayette	1,516	1,397	-119	-7.8	40	28	12	0.9
Floyd	731	670	-61	-8.3	11	18	-7	-1.0
Forsyth	1,420	1,232	-188	-13.2	54	46	8	0.6
Franklin	254	236	-18	-7.1	7	4	3	1.3

**Table 2.21. Total Attrition and Inter-System Mobility of Retained Teachers
Between FY03 and FY04, Continued**

System	Total Teacher Work-force in FY03	Total That Stayed in System for FY04	Total That Left System from FY03 to FY04	Percent Gross Loss FY03 to FY04	Moved from Another to This System for FY04	Moved from this System to a New System for FY04	Net Gain/Loss from/to Other Systems	Percent Change from Inter-System Mobility
Fulton	4,954	4,390	-564	-11.4	194	114	80	1.8
Gainesville	334	289	-45	-13.5	13	13	0	0.0
Gilmer	254	234	-20	-7.9	10	4	6	2.6
Glascocock	43	29	-14	-32.6	4	8	-4	-13.8
Glynn	835	737	-98	-11.7	37	18	19	2.6
Gordon	442	373	-69	-15.6	17	22	-5	-1.3
Grady	320	291	-29	-9.1	11	7	4	1.4
Greene	177	138	-39	-22.0	9	18	-9	-6.5
Gwinnett	8,562	7,487	-1,075	-12.6	223	163	60	0.8
Habersham	416	379	-37	-8.9	13	12	1	0.3
Hall	1,490	1,351	-139	-9.3	44	26	18	1.3
Hancock	101	81	-20	-19.8	3	8	-5	-6.2
Haralson	264	232	-32	-12.1	6	5	1	0.4
Harris	278	243	-35	-12.6	13	9	4	1.6
Hart	242	219	-23	-9.5	10	6	4	1.8
Heard	140	128	-12	-8.6	7	2	5	3.9
Henry	1,681	1,514	-167	-9.9	173	46	127	8.4
Houston	1,559	1,420	-139	-8.9	54	29	25	1.8
Irwin	137	123	-14	-10.2	3	6	-3	-2.4
Jackson	369	317	-52	-14.1	25	20	5	1.6
Jasper	134	113	-21	-15.7	6	14	-8	-7.1
Jefferson	238	199	-39	-16.4	6	17	-11	-5.5
Jefferson City	129	102	-27	-20.9	14	14	0	0.0
Jefferson Davis	182	168	-14	-7.7	6	5	1	0.6
Jenkins	127	115	-12	-9.4	2	4	-2	-1.7
Johnson	100	90	-10	-10.0	2	3	-1	-1.1
Jones	305	277	-28	-9.2	14	7	7	2.5
Lamar	160	129	-31	-19.4	8	14	-6	-4.7
Lanier	110	98	-12	-10.9	6	3	3	3.1
Laurens	415	390	-25	-6.0	11	6	5	1.3
Lee	337	300	-37	-11.0	14	15	-1	-0.3
Liberty	744	606	-138	-18.5	23	41	-18	-3.0
Lincoln	106	100	-6	-5.7	1	1	0	0.0
Long	125	101	-24	-19.2	8	9	-1	-1.0
Lowndes	649	588	-61	-9.4	7	9	-2	-0.3
Lumpkin	223	194	-29	-13.0	11	10	1	0.5
Macon	139	104	-35	-25.2	18	25	-7	-6.7
Madison	314	281	-33	-10.5	13	14	-1	-0.4
Marietta City	611	536	-75	-12.3	17	19	-2	-0.4
Marion	115	104	-11	-9.6	1	7	-6	-5.8

**Table 2.21. Total Attrition and Inter-System Mobility of Retained Teachers
Between FY03 and FY04, Continued**

System	Total Teacher Work-force in FY03	Total That Stayed in System for FY04	Total That Left System from FY03 to FY04	Percent Gross Loss FY03 to FY04	Moved from Another to This System for FY04	Moved from this System to a New System for FY04	Net Gain/Loss from/to Other Systems	Percent Change from Inter-System Mobility
McDuffie	290	261	-29	-10.0	7	15	-8	-3.1
McIntosh	141	107	-34	-24.1	6	15	-9	-8.4
Meriwether	319	262	-57	-17.9	12	15	-3	-1.1
Miller	93	86	-7	-7.5	2	1	1	1.2
Mitchell	193	165	-28	-14.5	12	12	0	0.0
Monroe	241	207	-34	-14.1	16	6	10	4.8
Montgomery	96	86	-10	-10.4	2	1	1	1.2
Morgan	220	196	-24	-10.9	6	12	-6	-3.1
Murray	484	443	-41	-8.5	12	7	5	1.1
Muscogee	2,265	2,030	-235	-10.4	30	24	6	0.3
Newton	900	778	-122	-13.6	56	27	29	3.7
Oconee	380	347	-33	-8.7	22	12	10	2.9
Oglethorpe	155	135	-20	-12.9	6	6	0	0.0
Paulding	1,264	1,084	-180	-14.2	78	40	38	3.5
Peach	283	245	-38	-13.4	12	14	-2	-0.8
Pelham City	110	90	-20	-18.2	6	15	-9	-10.0
Pickens	260	239	-21	-8.1	8	5	3	1.3
Pierce	216	191	-25	-11.6	7	10	-3	-1.6
Pike	176	156	-20	-11.4	6	8	-2	-1.3
Polk	491	444	-47	-9.6	11	12	-1	-0.2
Pulaski	126	115	-11	-8.7	0	3	-3	-2.6
Putnam	180	160	-20	-11.1	11	6	5	3.1
Quitman	22	21	-1	-4.5	1	0	1	4.8
Rabun	150	143	-7	-4.7	7	2	5	3.5
Randolph	103	83	-20	-19.4	3	10	-7	-8.4
RESA	266	216	-50	-18.8	13	18	-5	-2.3
Richmond	2,330	2,080	-250	-10.7	45	54	-9	-0.4
Rockdale	926	793	-133	-14.4	46	57	-11	-1.4
Rome City	385	338	-47	-12.2	11	10	1	0.3
Schley	72	64	-8	-11.1	7	3	4	6.3
Screven	214	200	-14	-6.5	4	5	-1	-0.5
Seminole	119	108	-11	-9.2	4	2	2	1.9
Social Circle City	101	87	-14	-13.9	7	6	1	1.1
Spalding	729	614	-115	-15.8	34	32	2	0.3
Stephens	311	284	-27	-8.7	3	7	-4	-1.4
Stewart	58	47	-11	-19.0	1	2	-1	-2.1
Sumter	381	320	-61	-16.0	14	24	-10	-3.1
Talbot	61	51	-10	-16.4	2	4	-2	-3.9
Taliaferro	25	23	-2	-8.0	1	0	1	4.3
Tattnall	239	220	-19	-7.9	3	5	-2	-0.9

**Table 2.21. Total Attrition and Inter-System Mobility of Retained Teachers
Between FY03 and FY04, Continued**

System	Total Teacher Work-force in FY03	Total That Stayed in System for FY04	Total That Left System from FY03 to FY04	Percent Gross Loss FY03 to FY04	Moved from Another to This System for FY04	Moved from this System to a New System for FY04	Net Gain/Loss from/to Other Systems	Percent Change from Inter-System Mobility
Taylor	114	108	-6	-5.3	2	3	-1	-0.9
Telfair	135	119	-16	-11.9	0	4	-4	-3.4
Terrell	125	110	-15	-12.0	6	3	3	2.7
Thomas	372	330	-42	-11.3	10	15	-5	-1.5
Thomasville City	216	181	-35	-16.2	1	8	-7	-3.9
Tift	525	453	-72	-13.7	25	19	6	1.3
Toombs	203	193	-10	-4.9	3	3	0	0.0
Towns	121	108	-13	-10.7	6	5	1	0.9
Treutlen	82	78	-4	-4.9	0	2	-2	-2.6
Trion City	82	75	-7	-8.5	6	2	4	5.3
Troup	828	725	-103	-12.4	12	27	-15	-2.1
Turner	151	133	-18	-11.9	5	9	-4	-3.0
Twiggs	117	95	-22	-18.8	6	7	-1	-1.1
Union	180	171	-9	-5.0	0	0	0	0.0
Upton	321	298	-23	-7.2	4	7	-3	-1.0
Valdosta City	478	422	-56	-11.7	17	15	2	0.5
Vidalia City	166	153	-13	-7.8	2	3	-1	-0.7
Walker	656	549	-107	-16.3	13	24	-11	-2.0
Walton	758	643	-115	-15.2	32	35	-3	-0.5
Ware	481	437	-44	-9.1	10	8	2	0.5
Warren	68	50	-18	-26.5	0	6	-6	-12.0
Washington	242	218	-24	-9.9	9	8	1	0.5
Wayne	348	310	-38	-10.9	16	14	2	0.6
Webster	28	26	-2	-7.1	1	0	1	3.8
West Point City	16	11	-5	-31.3	1	0	1	9.1
Wheeler	87	81	-6	-6.9	1	1	0	0.0
White	245	221	-24	-9.8	12	5	7	3.2
Whitfield	885	768	-117	-13.2	22	28	-6	-0.8
Wilcox	91	84	-7	-7.7	3	4	-1	-1.2
Wilkes	131	112	-19	-14.5	9	13	-4	-3.6
Wilkinson	129	113	-16	-12.4	5	7	-2	-1.8
Worth	286	253	-33	-11.5	6	14	-8	-3.2
State Total	103,350	90,628	-12,722	-12.3	3,288	3,288	0	0

Source: EWRAD/PSC, 2004

RESA Mobility

Tables 2.22 and 2.23 report teacher mobility between regions of the state as defined by RESA service areas. From FY03 to FY04, 1,827 teachers moved to a system served by a different RESA. This represents 1.8% of the total FY03 workforce of 103,350 teachers. Table 2.22 presents a summary of the inter-RESA mobility of teachers between FY02 and FY03, and between FY03 and FY04. Table 2.23 presents a detailed view of the inter-RESA mobility of teachers for the latter time period. Oconee RESA lost the largest number of teachers from FY03 at 12.7%, and also had the largest relative loss (2.1%) to other RESAs. Griffin RESA gained the largest percentage of teachers from other RESAs at an even 3%. Nine of the sixteen RESAs suffered a net loss of teachers between FY03 and FY04. These RESAs represent all regions of the state.

Table 2.22. Inter-RESA Mobility of Teachers Between FY03 and FY04-Summary

Disposition	FY02-FY03		FY03-FY04	
	Frequency	Percent	Frequency	Percent
Retained in Same RESA	88,758	89.2	92,089	89.1
Moved to Different RESA	2,085	2.1	1,827	1.8
Total Retained in State	90,843	91.3	93,916	90.9
Left Georgia Systems	8,627	8.7	9,434	9.1
Total Teacher Workforce	99,470	100.0	103,350	100.0

Source: EWRAD/PSC, 2004

Table 2.23. Total Attrition and Inter-RESA Mobility of Retained Teachers Between FY03 and FY04

System	Total Teacher Workforce in FY03	Total Stayed in RESA for FY04	Total That Left RESA from FY03 to FY04	Percent Gross Loss FY03 to FY04	Moved from Another to This RESA for FY04	Moved from this System to a New RESA for FY04	Net Gain/Loss from/to Other RESAs	Percent Change from Inter-RESA Mobility
Central Savannah	5,201	4,731	-470	-9.0	62	71	-9	-0.2
Chattahoochee	3,854	3,412	-442	-11.5	64	102	-38	-1.1
Coastal Plains	2,916	2,622	-294	-10.1	66	71	-5	-0.2
First District	8,400	7,497	-903	-10.8	118	119	-1	0.0
Griffin	5,700	5,109	-591	-10.4	280	127	153	3.0
Heart of Georgia	1,674	1,550	-124	-7.4	22	35	-13	-0.8
Metro	37,792	33,280	-4,512	-11.9	400	531	-131	-0.4
Middle Georgia	4,165	3,753	-412	-9.9	91	79	12	0.3
North Georgia	4,427	4,024	-403	-9.1	109	78	31	0.8
Northeast Georgia	4,593	4,040	-553	-12.0	114	142	-28	-0.7
Northwest Georgia	7,022	6,251	-771	-11.0	131	114	17	0.3
Oconee	1,327	1,159	-168	-12.7	36	60	-24	-2.1
Okefenokee	1,975	1,784	-191	-9.7	42	34	8	0.4
Pioneer	5,782	5,242	-540	-9.3	139	92	47	0.9
Southwest Georgia	4,488	4,073	-415	-9.2	62	79	-17	-0.4
West Georgia	4,034	3,562	-472	-11.7	91	93	-2	-0.1
State Total	103,350	92,089	-11,261	-10.9	1,827	1,827	0	0.0

Source: EWRAD/PSC, 2004

Table 2.24 presents the origins and destinations of teachers who moved among RESA service areas between FY03 and FY04. The systems served by the Griffin RESA saw the highest net gain of 153 teachers, while those served by Metro saw the greatest net loss at 131. The net loss seen by the Metro area systems is somewhat larger than last year's 42. Appendix 3 details the mobility of teachers from systems within Metro RESA to other RESAs in Georgia. Likewise, the Griffin area's gain is larger than last year's 65. By far the largest single change was from Metro to Griffin at 192, which is also somewhat larger than that movement last year of 151.

Table 2.24. RESA to RESA Mobility of Teachers Between FY03 and FY04 – Origins and Destinations

Row = Lost from RESA Area after FY03	Column = Gained from RESA Area for FY04																Total Lost After FY03
	Central	Chattahoochee	Coastal Plains	First District	Griffin	Heart of Georgia	Metro	Middle Georgia	North Georgia	Northeast Georgia	Northwest Georgia	Oconee	Okefenokee	Pioneer	Southwest Georgia	West Georgia	
Central Savannah		1	4	14	3	4	17	5	1	5	3	7	1	4	1	1	71
Chattahoochee	5		8	4	9	4	13	19	3	1	1	0	2	1	19	13	102
Coastal Plains	2	4		7	5	1	11	5	1	1	1	3	11	3	13	3	71
First District	12	1	8		9	6	42	8	5	4	5	2	9	2	4	2	119
Griffin	1	4	1	5		0	64	10	3	10	2	2	2	7	3	13	127
Heart of Georgia	1	3	4	8	3		0	5	2	0	1	3	1	1	3	0	35
Metro	15	8	4	26	192	2		6	39	47	70	5	3	69	4	41	531
Middle Georgia	1	13	3	5	10	2	19		4	6	2	6	1	6	1	0	79
North Georgia	1	1	0	5	1	0	29	0		5	26	1	0	8	1	0	78
Northeast Georgia	7	5	3	7	15	1	53	5	5		3	6	5	24	3	0	142
Northwest Georgia	5	0	5	4	3	0	43	4	30	7		0	0	5	0	8	114
Oconee	6	3	0	3	6	1	5	16	0	6	1		3	4	5	1	60
Okefenokee	2	0	8	8	2	0	6	1	0	2	0	1		2	2	0	34
Pioneer	1	0	0	6	2	1	50	2	10	14	2	0	1		1	2	92
Southwest Georgia	1	6	16	10	6	0	17	4	1	4	2	0	3	2		7	79
West Georgia	2	15	2	6	14	0	31	1	5	2	12	0	0	1	2		93
Total Gained FY04	62	64	66	118	280	22	400	91	109	114	131	36	42	139	62	91	1,827
FY04 Net Change	-9	-38	-5	-1	153	-13	-131	12	31	-28	17	-24	8	47	-17	-2	

Source: EWRAD/PSC, 2004

Demographic Characteristics of Teachers Who Exited the Teaching Force

Table 2.25 shows the characteristics of teachers who were reported as employed by Georgia public schools in a previous year but were not in the subsequent year's roster. For comparison purposes, the second column shows the percentages for the 2004 teacher workforce as a whole. For example, 9,434 teachers who were employed in FY03 were not shown as employed by Georgia public schools in FY04; 7,591, or 80.5% of them, were female, compared to 81.6% of the 2004 teacher workforce as a whole.

The table suggests a slightly higher attrition rate for Black than White teachers: The relative percentage of White teachers exiting the workforce has decreased over the last three years, while the proportion of Black teachers has increased. The proportion of Black teachers exiting rose from 20.6% to 22.9%, while the White proportion of that group declined from 77.5% to 75.0% from FY02 to FY04.

Teachers in the 21-30 age group have consistently left at a higher rate than their proportion of the teacher workforce as a whole. Likewise those in the 41-50 group leave at a much lower rate. These outcomes may be related to the consistently somewhat higher exit rate for those with four or fewer (0-4) years experience. The 10-14, 15-19, and 20-24 years experience groups have consistently lower exit rates compared to their representation in the teacher workforce. The 25-30 and 31 and above experience groups' higher exit rates may simply signify expectable rates of retirement.

The higher exit rates of younger and less experienced teachers has been a consistent and persistent factor in teacher replacement; reducing the attrition of beginning and less experienced teachers is being addressed by the Reach to Teach (RTT) program operated by the Professional Standards Commission.

Table 2.25. Demographic Profile of FY02-FY04 Teachers That Are No Longer Teaching in Georgia's Public School System

Characteristic	% All 2004 Teachers	FY02		FY03		FY04	
		#	%	#	%	#	%
Gender							
Female	81.6	6,738	81.2	6,929	80.3	7,591	80.5
Male	18.4	1,565	18.8	1,698	19.7	1,843	19.5
Total	100.0	8,303	100.0	8,627	100.0	9,434	100.0
Ethnicity							
American Indian	0.1	11	0.1	15	0.2	19	0.2
Asian	0.5	48	0.6	47	0.5	48	0.5
Black	20.7	1,709	20.6	1,950	22.6	2,158	22.9
Hispanic	0.9	95	1.1	105	1.2	107	1.1
Multiracial	0.2	9	0.1	11	0.1	28	0.3
White	77.6	6,431	77.5	6,499	75.3	7,074	75.0
Total	100.0	8,303	100.0	8,627	100.0	9,434	100.0
Age Group							
20 and under	0.0	0	0.0	2	0.0	1	0.0
21-30	19.0	2,250	27.1	2,329	27.0	2,568	27.2
31-40	28.0	2,065	24.9	2,074	24.0	2,393	25.4
41-50	26.4	1,453	17.5	1,400	16.2	1,427	15.1
51-60	23.6	2,056	24.8	2,269	26.3	2,431	25.8
61 and above	2.9	479	5.8	553	6.4	614	6.5
Total	99.9	8,303	100.0	8,627	100.0	9,434	100.0
Experience							
0-4 years	29.2	3,039	36.6	2,994	34.7	3,328	35.3
5-9 years	21.3	1,633	19.7	1,766	20.5	2,012	21.3
10-14 years	15.3	931	11.2	863	10.0	1,005	10.7
15-19 years	11.8	646	7.8	643	7.5	642	6.8
20-24 years	10.5	580	7.0	606	7.0	567	6.0
25-30 years	8.3	945	11.4	953	11.0	956	10.1
31 and above	3.5	529	6.4	802	9.3	924	9.8
Total	99.9	8,303	100.0	8,627	100.0	9,434	100.0
Certificate Level							
High School	0.1	20	0.2	18	0.2	24	0.3
Associate	0.3	41	0.5	47	0.5	34	0.4
Bachelors	46.6	4,023	48.5	4,411	51.1	4,736	50.2
Masters	41.6	3,364	40.5	3,273	37.9	3,671	38.9
Ed. Specialist	10.4	742	8.9	764	8.9	842	8.9
Doctorate	1.0	113	1.4	114	1.3	127	1.3
Total	100.0	8,303	100.0	8,627	100.0	9,434	100.0

Source: EWRAD/PSC, 2003

Teacher Attrition by Certificate Type

Table 2.26 shows teacher attrition by the type of certificate held for FY02 and FY03. About two-thirds of the teachers who left the Georgia teaching workforce held Teaching (T) certificates, but teachers with this certificate also constitute three-fourths of the teaching workforce. Their attrition rate is low compared to most other certificate groups.

Most of the other certificate groups realized much higher attrition rates regardless of group size. Of those groups with more than one hundred certificates, Exchange Teacher (XT) and Waiver Provisional T (WBT) each lost just over 40% of their members last year. The lowest attrition rate of a relatively large group of certificates was that of Performance-Based Teaching, at only 4.1%.

Table 2.26. Teacher Attrition by Certificate Type, FY02-FY03

Certificate Type	FY02				FY03			
	# of Teachers	Percent of Total	# of Cert. Type	% of Cert. Type	# of Teachers	Percent of Total	# of Cert. Type	% of Cert. Type
Leadership (L)	45	0.52	251	17.9	35	0.37	274	12.8
Permit (P)	60	0.70	385	15.6	68	0.72	452	15.0
Service (S)	69	0.80	689	10.0	135	1.43	735	18.4
Teaching (T)	5,707	66.15	74,366	7.7	6333	67.13	78,023	8.1
Provisional S (BS)	1	0.01	5	20.0	3	0.03	4	75.0
Provisional T (BT)	520	6.03	2,943	17.7	599	6.35	3,362	17.8
Conditional L (CL)					0	0.00	1	0.0
Conditional S (CS)	0	0.00	4	0.0	0	0.00	2	0.0
Conditional T (CT)	542	6.28	2,066	26.2	424	4.49	1,655	25.6
Life L (DL)	1	0.01	9	11.1	4	0.04	12	33.3
Life S (DS)	2	0.02	15	13.3	7	0.07	21	33.3
Life T (DT)	435	5.04	1,901	22.9	381	4.04	1,624	23.5
Emergency S (ES)	1	0.01	6	16.7	1	0.01	3	33.3
Emergency T (ET)	209	2.42	833	25.1	193	2.05	765	25.2
Intern (IT)	56	0.65	408	13.7	148	1.57	938	15.8
Nonrenewable S (NS)	2	0.02	11	18.2	5	0.05	11	45.5
Nonrenewable T (NT)	3	0.03	14	21.4	1	0.01	22	4.5
Exchange T (XT)	64	0.74	206	31.1	114	1.21	270	42.2
Probationary L (PAL)	0	0.00	1	0.0				
Probationary S (PAS)	1	0.01	2	50.0				
Probationary T (PAT)	282	3.27	2,340	12.1	326	3.46	2,260	14.4
Performance-Based S (PBS)	5	0.06	24	20.8	6	0.06	25	24.0
Performance-Based T (PBT)	539	6.25	12,805	4.2	514	5.45	12,551	4.1
Waiver Provisional S (WBS)					1	0.01	1	100.0
Waiver Provisional T (WBT)					75	0.79	184	40.8
Waiver Conditional T (WCT)					23	0.24	58	39.7
Waiver Emergency T (WET)					11	0.12	21	52.4
Waiver GA TAPP Provisional L (WIL)					0	0.00	1	0.0
Waiver GA TAPP Provisional T (WIT)					10	0.11	27	37.0
Waiver Non-Renewable S (WNS)					1	0.01	1	100.0
Waiver Probationary T (WPT)					16	0.17	47	34.0
Special Provisional (FY98)(XBT)	0	0.00	1	0.0				
Unspecified	83	0.96	185	44.9				
Total	8,627	100	99,470	8.7	9,434		103,350	9.1

Source: EWRAD/PSC, 2004

Teacher Attrition by Subject Taught

Table 2.27 shows the attrition of FY02 and FY03 teachers by subject taught. Except for categories with small numbers of teachers (e.g., 10 or fewer), which are subject to large variations, most subject group attrition ranged from about 6 to 11% in FY03. The attrition of Elementary Education teachers is slightly lower than average at 8.7% of that group. Because it is by far the largest group in this table, it comprises over 40% of FY03 attrition. Teachers of American Sign Language were virtually eliminated last year, with 42 of 44 gone in FY04. The data are not available to make inferences concerning the impact of the elimination of American Sign Language from the curriculum on the education of hearing impaired students.

In subject groups with over 1,000 members, English, Middle Grades, High School Miscellaneous, and Romance Language teachers had above average attrition rates.

Table 2.27. Teacher Attrition by Subject Taught, FY02-FY03

Subject Taught	FY02				FY03			
	Attrition FY02	% of FY02 Total Attrition	FY02 # Teachers in Subject	Attrition as % of FY02 Teachers in Subject	Attrition FY03	% of FY03 Total Attrition	FY03 # Teachers in Subject	Attrition as % of FY03 Teachers in Subject
Regular Education								
African & Related Languages	0	0.0	1	0.0	0	0.0	6	0.0
American Sign Language	2	0.02	42	4.8	42	0.5	44	95.5
Asian Language	2	0.02	10	20.0	1	0.01	13	7.7
Chorus	27	0.3	277	9.8	26	0.3	327	8.0
Dance	2	0.02	17	11.8	7	0.1	21	33.3
Drama/Arts	18	0.2	175	10.3	23	0.2	205	11.2
Education	17	0.2	208	8.2	18	0.2	159	11.3
Elementary Education	3,619	41.9	43,881	8.3	3,975	42.1	45,535	8.7
English	730	8.5	7,413	9.9	833	8.8	8,267	10.1
ESOL	73	0.9	815	9.0	79	0.8	987	8.0
German & Related Languages	20	0.2	165	12.1	15	0.2	162	9.3
Gifted	88	1.0	1,138	7.7	93	1.0	1,230	7.6
Health	63	0.7	805	7.8	76	0.8	779	9.8
High School (9-12) Miscellaneous	179	2.1	2,075	8.6	243	2.6	2,315	10.5
Humanities	0	0.0	2	0.0	0	0.0	3	0.0
Life Science	189	2.2	1,953	9.7	203	2.2	2,207	9.2
Math	533	6.2	5,888	9.1	630	6.7	6,501	9.7
Middle Grades	707	8.2	7,096	10.0	677	7.2	6,550	10.3
Military Science	0	0.0	6	0.0	6	0.1	12	50.0
Music	190	2.2	2,394	7.9	209	2.2	2,434	8.6
P-12 Miscellaneous	253	2.9	2,956	8.6	263	2.6	2,941	8.9
Personal & Interpersonal Skills	115	1.3	1,423	8.1	144	1.5	1,536	9.4
Physical Education	271	3.1	4,113	6.6	253	2.7	4,193	6.0
Physical Science	253	2.9	2,705	9.4	271	2.9	2,858	9.5
Professional Career Preparation	26	0.3	204	12.8	16	0.2	108	14.8
Romance Languages	181	2.1	1,625	11.1	200	2.1	1,818	11.0
Science	14	0.2	311	4.5	21	0.2	351	6.0
Social Science	468	5.4	5,192	9.0	531	5.6	5,680	9.4
Visual Arts	104	1.2	1,510	6.9	124	1.3	1,606	7.7
Subtotal, Regular Education	8,144	94.3	94,400	8.6	8,979	95.2	98,848	9.1
Vocational Education (Technical/Career)								
Agricultural Business	14	0.2	181	7.7	16	0.2	190	8.4
Agricultural Sciences & Technology	12	0.1	143	8.4	15	0.2	139	10.8
Business Administration	53	0.6	729	7.3	70	0.7	806	8.7
Business Management	24	0.3	368	6.5	38	0.4	386	9.8
Communication Technologies	11	0.1	94	11.7	8	0.1	73	11.0
Computer & Other Related Areas	26	0.3	281	9.3	32	0.3	320	10.0
Conservation & Natural Resources	0	0.0	8	0.0	1	0.01	12	8.3
Construction Technology	10	0.1	133	7.5	13	0.1	142	9.2
Education & Career Exploration	24	0.3	295	8.1	25	0.3	283	8.8
Health & Medical Occupations	0	0.0	0	0.0	10	0.1	63	15.9
Home Economics	64	0.7	701	9.1	71	0.8	720	9.9
Manufacturing Science	0	0.0	8	0.0	1	0.01	6	16.7
Marketing & Distribution	15	0.2	97	15.5	7	0.1	97	7.2
Mechanical Occupations	30	0.4	290	10.4	31	0.3	296	10.5
Personal Services Occupations	9	0.1	86	10.5	6	0.1	77	7.8
Precision Production Occupations	14	0.2	127	11.0	26	0.3	155	16.8
Protective Services	4	0.1	25	16.0	5	0.1	27	18.5
Technology Education	63	0.7	632	10.0	68	0.7	623	10.9
Subtotal, Vocational Education	373	4.3	1,966	19.0	215	2.3	2,001	10.7
Not Applicable	9	0.1	81	11.1	12	0.1	87	13.8
Unspecified	101	1.2	791	12.8	0	0	0	0
Total	8,627	100	99,470	8.7	9,434	100	103,350	9.1

Source: EWRAD/PSC, 2004

Teacher Attrition by Personnel Category

Table 2.28 shows teacher attrition by personnel categories for FY02 and FY03. Although attrition is lower in the elementary grades than in middle and high school, losses on average in both middle and high school rose four-tenths of a percent in one year, while high school attrition remained stable.

Table 2.28. Teacher Attrition by Personnel Category, FY02-FY03

Personnel Category	FY02				FY03			
	Attrition FY02	% of FY02 Total Attrition	FY02 # Teachers in Category	Attrition as % of FY02 Teachers in Category	Attrition FY03	% of FY03 Total Attrition	FY03 # Teachers in Category	Attrition as % of FY03 Teachers in Category
Elementary Teachers								
Kindergarten Teacher	353	4.1	5,479	6.4	389	4.1	5,746	6.8
EIP Kindergarten Teacher	60	0.7	982	6.1	93	1.0	1,186	7.8
Grade 1 Teacher	426	4.9	5,800	7.3	471	5.0	5,975	7.9
Grade 2 Teacher	451	5.2	5,576	8.1	504	5.3	5,759	8.8
Grade 3 Teacher	446	5.2	5,551	8.0	493	5.2	5,762	8.6
EIP Grades 1-3 Teacher	235	2.7	2,684	8.8	308	3.3	2,957	10.4
Grade 4 Teacher	418	4.8	5,077	8.2	449	4.8	5,056	8.9
Grade 5 Teacher	427	4.9	4,920	8.7	417	4.4	4,968	8.4
EIP Grades 4-5 Teacher	87	1.0	852	10.2	96	1.0	966	9.9
Other Elementary Teachers	427	4.9	4,144	10.3	405	4.3	4,241	9.5
Elementary (K-5) Subtotal	3,330	38.6	41,065	8.1	3,625	38.4	42,616	8.5
Middle Grades Teachers								
Grade 6 Teacher	330	3.8	3,866	8.5	316	3.3	3,512	9.0
Grade 7 Teacher	350	4.1	3,685	9.5	306	3.2	3,440	8.9
Grade 8 Teacher	282	3.3	3,441	8.2	297	3.1	3,273	9.1
Other Middle Grades Teachers	644	7.5	6,552	9.8	810	8.6	7,858	10.3
Middle Grades (6-8) Subtotal	1,606	18.6	17,544	9.2	1,729	18.3	18,083	9.6
High School Teachers	1,638	19.0	17,569	9.3	1,659	17.6	17,896	9.3
Other Teachers								
Pre-Kindergarten Teacher	94	1.1	1,355	6.9	118	1.3	1,376	8.6
ESOL Teacher	54	0.6	509	10.6	68	0.7	763	8.9
Extra Day Teacher					0	0.0	3	0.0
Instructional Specialist	338	3.9	5,123	6.6	371	3.9	5,166	7.2
Literacy Coach	9	0.1	50	18.0	14	0.1	120	11.7
Other Teacher	85	1.0	615	13.8	120	1.3	736	16.3
Special Education Teachers	1,192	13.8	12,602	9.5	1,369	14.5	13,283	10.3
GA TAPP Teachers*	25	0.3	164	15.2	47	0.5	226	20.8
Vocational Education Teachers	256	3.0	2,874	8.9	314	3.3	3,082	10.2
Total	8,627	100	99,470	8.7	9,434	100.0%	103,350	9.1

Source: EWRAD/PSC, 2004

*Note: This category represents those teachers coded in the CPI as GATAPP.

Teacher Attrition Due to Promotion or Reassignment

Almost all school leaders (superintendents, principals, assistant principals, instructional specialists, etc.) come from the ranks of our teachers. Table 2.29 shows teacher promotion information. More than a tenth of attrition from the teacher workforce each year is due to promotions to positions of school leadership and other administration. In both FY02 and FY03, 31% of teachers who were promoted became assistant principals. Of the three remaining large promotion categories, about a 4% increase from FY03 to FY04 was seen in the promotion of teachers to the Media Specialist and “Other Administrators” categories, but a decrease of more than 11% was recorded in the “Other Student Services Personnel” category.

Table 2.29. Educator Attrition by Promotable Personnel Categories, FY02-FY03

Categories	FY02 Teachers in FY03			FY03 Teachers in FY04		
	Attrition FY02	Percent of all Attrition	Percent of Teachers Promoted/ Reassigned	Attrition FY03	Percent of all Attrition	Percent of Teachers Promoted/ Reassigned
Not in GA Public Systems	7,489	86.8		8,270	87.7	
Assistant Principal	353	4.1	31.0	361	3.8	31.0
Elementary Grades Counselor	47	0.5	4.1	43	0.5	3.7
High School Counselor	31	0.4	2.7	29	0.3	2.5
Middle Grades Counselor	26	0.3	2.3	34	0.4	2.9
Media Specialist	91	1.1	8.0	146	1.5	12.5
Other Administrators	223	2.6	19.6	272	2.9	23.4
Other Student Services Personnel	317	3.7	27.9	193	2.0	16.6
Principal	11	0.1	1.0	6	0.1	0.5
School Psychologist	6	0.1	0.5	7	0.1	0.6
School Social Worker	7	0.1	0.6	7	0.1	0.6
Speech & Language Pathologist	26	0.3	2.3	66	0.7	5.7
Total Attrition	8,627			9,434		
Total Attrition due to Promotion	1,138	13.2		1,164	12.3	

Source: EWRAD/PSC, 2004

Teacher Attrition by RESA

Table 2.30 presents FY02 and FY03 teacher attrition by RESA. The systems served by Metro RESA have by far the largest student body and teacher workforce in the state, so their attrition is larger than other systems when grouped by their service RESA. Metro systems as a group, however, also have shown the highest attrition rate in the state for the two previous years, and the rate increased substantially in FY03 to 10.5%. Other RESA groups that showed above average attrition rates were First District (9.3%), Northwest Georgia (9.4%), and West Georgia (also 9.4%).

Table 2.30. Teacher Attrition by RESA, FY02-FY03

RESA	FY02				FY03			
	Total FY02 Teachers	Attrition Count	Attrition as Percent of Total Attrition	Attrition as Percent of RESA Total	Total FY03 Teachers	Attrition Count	Attrition as Percent of Total Attrition	Attrition as Percent of RESA Total
Central Savannah	5,122	393	4.6	7.7	5,201	399	4.2	7.7
Chattahoochee	3,721	307	3.6	8.3	3,854	340	3.6	8.8
Coastal Plains	2,886	188	2.2	6.5	2,916	223	2.4	7.6
First District	8,335	772	8.9	9.3	8,400	784	8.3	9.3
Griffin	5,380	416	4.8	7.7	5,700	464	4.9	8.1
Heart of Georgia	1,668	114	1.3	6.8	1,674	89	0.9	5.3
Metro	36,057	3,515	40.7	9.7	37,792	3,981	42.2	10.5
Middle Georgia	4,107	351	4.1	8.5	4,165	333	3.5	8.0
North Georgia	4,140	335	3.9	8.1	4,427	325	3.4	7.3
Northeast Georgia	4,417	367	4.3	8.3	4,593	411	4.4	8.9
Northwest Georgia	6,719	587	6.8	8.7	7,022	657	7.0	9.4
Oconee	1,342	119	1.4	8.9	1,327	108	1.1	8.1
Okefenokee	1,932	125	1.4	6.5	1,975	157	1.7	7.9
Pioneer	5,374	382	4.4	7.1	5,782	448	4.7	7.7
Southwest Georgia	4,446	343	4.0	7.7	4,488	336	3.6	7.5
West Georgia	3,824	313	3.6	8.2	4,034	379	4.0	9.4
Total	99,470	8,627	100.0	8.7	103,350	9,434	100.0	9.1

Source: EWRAD/PSC, 2004

Attrition in Department of Education Identified Poverty Schools

Table 2.31 shows that the rate of teacher attrition in High Poverty and Non-Classified schools is somewhat higher than for Medium and Low Poverty schools. Research suggests that High Poverty schools tend to have younger, less experienced teachers; these teachers are, by data provided in this report, more likely to leave teaching than those more experienced.

Table 2.31. Teacher Attrition by Poverty Level of School, FY03

Teacher Attrition By Poverty Level	Total FY03 Teachers	FY03 Teacher Attrition	Attrition as % of Total in Category
High Poverty Schools	11,808	1,274	10.8%
Medium Poverty Schools	74,114	6,595	8.9%
Low Poverty Schools	15,190	1,320	8.7%
Non-Classified Schools*	2,143	238	11.1%
Undefined**	95	7	7.4%
Total	103,350	9,434	9.1%

Source: EWRAD/PSC, 2004

*Non-classified schools: Alternative Schools, Specialty Schools, RESA schools

** "Undefined" assigned to schools whose total free and reduced count is greater than total enrollment.

Demographic Characteristics of New Teacher Hires Who Left the Teaching Force

Table 2.32 shows attrition of all new teachers regardless of experience. There were about one thousand fewer teachers hired in FY03 than the previous year. Of those FY03 teachers, the overall rate of attrition decreased slightly.

Table 2.32. New Teacher Hire Attrition by Ethnicity, FY02-FY03

Ethnicity	FY02			FY03		
	Total Number New Hires	New Hire Attrition	Percent Attrition in Category	Total Number New Hires	New Hire Attrition	Percent Attrition in Category
American Indian	24	3	12.5	32	5	15.6
Asian	113	20	17.7	87	18	20.7
Black	3049	652	21.4	2665	520	19.5
Hispanic	201	49	24.4	194	25	12.9
Multiracial	26	7	26.9	59	15	25.4
White	9671	1494	15.4	9470	1477	15.6
Total	13084	2223	17.0	12507	2060	16.5

Source: EWRAD/PSC, 2004

Table 2.33 presents FY02 and FY03 new teacher hires that exited the teaching workforce by certificate type. Of the larger groups of certificate holders, high rates of attrition were seen among those who held Conditional Teaching (24.7%), Emergency Teaching (24.7%), Life Teaching (32.0%), Exchange Teacher (32.5%), and Waiver Provisional Teacher (37.4%) certificates. Non-regular certificate teachers (BT, CT, etc.) leave at much higher rates than regular (T) teachers. This in some cases may reflect either inability or insufficient time for non-fully certified teachers to complete requirements to convert to full professional certification. Recent rule changes by the Professional Standards Commission have been enacted to enable these teachers to have more time to convert their certificates to full-time professional. The lowest attrition by certificate type is Teaching (T) at 12.5%, which constitutes by far the largest proportion of new teachers (51.5%).

The attrition rate of the Intern GATAPP (IT) certificate was one of the lowest, at 13.9%, for two consecutive years. This may suggest that the GATAPP (Georgia Teacher Alternative Preparation Program) model of teacher preparation has promise as a mechanism to bring teachers to the workforce. Under this model, school systems recruit and prepare individuals who show interest in their specific system.

Table 2.33. New Teacher Hire Attrition by Certificate Type, FY02-FY03

Certificate Type	FY02				FY03			
	Total New Teacher Hires by Category	New Teacher Attrition	New Teacher Attrition as Percent of Total Attrition	New Teacher Attrition Percent of Category	Total New Teacher Hires by Category	New Teacher Attrition	New Teacher Attrition as Percent of Total Attrition	New Teacher Attrition Percent of Category
Leadership (L)	27	8	0.4	29.6	32	11	0.5	34.4
Permit (P)	150	32	1.4	21.3	128	24	1.2	18.8
Service (S)	72	19	0.9	26.4	112	32	1.6	28.6
Teaching (T)	6,733	844	38.0	12.5	6,664	845	41.0	12.7
Provisional S (BS)	1	1	0.0	100.0	1		0.0	0.0
Provisional T (BT)	1,778	319	14.3	17.9	1,523	233	11.3	15.3
Conditional L (CL)								
Conditional S (CS)	3		0.0	0.0	2		0.0	0.0
Conditional T (CT)	1,759	457	20.6	26.0	1,445	357	17.3	24.7
Life L (DL)					4	3	0.1	75.0
Life S (DS)	2	1	0.0	50.0	6	3	0.1	50.0
Life T (DT)	127	31	1.4	24.4	153	49	2.4	32.0
Emergency S (ES)	5	1	0.0	20.0	2		0.0	0.0
Emergency T (ET)	725	184	8.3	25.4	668	165	8.0	24.7
Intern (GATAPP)(IT)	402	56	2.5	13.9	548	76	3.7	13.9
Nonrenewable S (NS)	4	1	0.0	25.0	3	2	0.1	66.7
Nonrenewable T (NT)	1	1	0.0	100.0	1		0.0	0.0
Exchange T (XT)	140	34	1.5	24.3	126	41	2.0	32.5
Probationary L (PAL)								
Probationary S (PAS)								
Probationary T (PAT)	692	118	5.3	17.1	615	112	5.4	18.2
Performance-Based S (PBS)					4	2	0.1	50.0
Performance-Based T (PBT)	286	39	1.8	13.6	278	36	1.7	12.9
Waiver Provisional S (WBS)					1	1	0.0	100.0
Waiver Provisional T (WBT)					155	58	2.8	37.4
Waiver Conditional T (WCT)					3		0.0	0.0
Waiver Emergency T (WET)					5	2	0.1	40.0
Waiver GATAPP Provisional L (WIL)					1		0.0	0.0
Waiver GATAPP Provisional T (WIT)					11	2	0.1	18.2
Waiver Non-Renewable S (WNS)					1	1	0.0	100.0
Waiver Probationary T (WPT)					15	5	0.2	33.3
Special Provisional (FY98)(XBT)	1			0.0				
Unspecified	173	77	3.5	44.5				
Total	13,081	2,223		17.0	12,507	2,060		16.5

Source: EWRAD/PSC, 2004

Of the 2,060 FY03 new teacher hires who exited the teaching force, 41.2% taught Elementary Education, 9.6% English, 7.4% Math, 7.9% Middle Grades, and 5.4% Social Science (see Table 2.34). All of these, except for Middle Grades, were increases over last year.

Table 2.34. New Teacher Hire Attrition by Subject Taught, FY02-FY03

Subject	FY02		FY03	
	Frequency	Percent	Frequency	Percent
Chorus	5	0.2%	10	0.5%
Dance	2	0.1%	1	0.05%
Drama/Arts	7	0.3%	6	0.3%
Education	4	0.2%	8	0.4%
Elementary Education	877	39.5%	848	41.2%
English	184	8.3%	197	9.6%
ESOL	23	1.0%	18	0.9%
Gifted	9	0.4%	6	0.3%
German & Other Related Languages	6	0.3%	6	0.3%
Health	17	0.8%	13	0.6%
High School (9-12) Miscellaneous	64	2.9%	60	2.9%
Life Science	60	2.7%	54	2.6%
Math	157	7.1%	153	7.4%
Middle Grades	193	8.7%	163	7.9%
Military Science			2	0.1%
Music	47	2.1%	50	2.4%
Not Applicable	3	0.1%	2	0.1%
P-12 Miscellaneous	58	2.6%	54	2.6%
Physical Education	71	3.2%	40	1.9%
Physical Science	71	3.2%	60	2.9%
Professional Career Preparation	7	0.3%	7	0.3%
Romance Language	74	3.3%	44	2.1%
American Sign Language	1	0.04%	1	0.05%
Science	1	0.04%	2	0.1%
Social Science	98	4.4%	112	5.4%
Personal & Interpersonal Skills	33	1.5%	35	1.7%
Agricultural Business	2	0.1%	3	0.1%
Agricultural Sciences & Technology	2	0.1%	3	0.1%
Business Administration	13	0.6%	11	0.5%
Business Management	5	0.2%	2	0.1%
Communication Technologies	7	0.3%	2	0.1%
Computer & Other Related Areas	5	0.2%	10	0.5%
Construction Technology	3	0.1%	4	0.2%
Health & Medical Occupations			6	0.3%
Home Economics	11	0.5%	15	0.7%
Visual Arts	28	1.3%	21	1.0%
Mechanical Occupations	3	0.1%	4	0.2%
Marketing & Distribution	1	0.04%	1	0.0%
Education & Career Exploration	5	0.2%	6	0.3%
Precision Production Occupations	2	0.1%	3	0.1%
Protective Services			2	0.1%
Personal Services Occupations	3	0.1%	2	0.1%
Technology Education	17	0.8%	13	0.6%
Unspecified	44	2.0%		
Total	2,223	100%	2,060	100%

Source: EWRAD/PSC, 2004

Table 2.35 shows the new teacher attrition rates for each system for FY02 and FY03. Of systems with more than thirty new hires last year, Atlanta City, Clayton, Greene, Haralson, Liberty, Rome City, and Thomas lost more than 20% of their new hires in both FY02 and FY03. Atlanta had an eight percent decrease in attrition of these new hires in FY03. Small systems (e.g., with fewer than 30 new hires per year) show substantial chance variability in most reported information. Next year, with three years' new hire attrition data, the report will also highlight this information for smaller systems.

Table 2.35. New Teacher Hire Attrition By System, FY02-FY03

System	FY02			FY03		
	New Hires Total	New Hire Attrition	Attrition as % of Category	New Hires Total	New Hire Attrition	Attrition as % of Category
Appling	14	2	14.3%	9	2	22.2%
Atkinson	13	0	0.0%	12	3	25.0%
Atlanta City	765	228	29.8%	600	131	21.8%
Bacon	6	1	16.7%	4		0.0%
Baker	3	1	33.3%	2		0.0%
Baldwin	54	7	13.0%	43	10	23.3%
Banks	18	4	22.2%	15	2	13.3%
Barrow	125	15	12.0%	107	19	17.8%
Bartow	156	14	9.0%	129	11	8.5%
Ben Hill	18	2	11.1%	13	1	7.7%
Berrien	8	3	37.5%	6	1	16.7%
Bibb	184	34	18.5%	162	21	13.0%
Bleckley	15	1	6.7%	7		0.0%
Brantley	18	4	22.2%	26	4	15.4%
Bremen City	5	0	0.0%	7		0.0%
Brooks	28	5	17.9%	20	3	15.0%
Bryan	38	9	23.7%	34	4	11.8%
Buford City	13	2	15.4%	11	1	9.1%
Bulloch	56	8	14.3%	46	11	23.9%
Burke	32	2	6.3%	30	6	20.0%
Butts	31	5	16.1%	37	6	16.2%
Calhoun City	25	2	8.0%	17	2	11.8%
Calhoun	8	5	62.5%	7	4	57.1%
Camden	64	12	18.8%	73	13	17.8%
Candler	8	2	25.0%	14	2	14.3%
Carrollton City	23	2	8.7%	29	7	24.1%
Carroll	123	25	20.3%	117	17	14.5%
Cartersville City	24	3	12.5%	19	4	21.1%
Catoosa	95	10	10.5%	67	11	16.4%
Charlton	17	2	11.8%	14	2	14.3%
Chatham	469	111	23.7%	248	49	19.8%
Chattahoochee	5	3	60.0%	8	2	25.0%

Table 2.35. New Teacher Hire Attrition By System, FY02-FY03, continued

System	FY02			FY03		
	New Hires Total	New Hire Attrition	Attrition as % of Category	New Hires Total	New Hire Attrition	Attrition as % of Category
Chattooga	28	6	21.4%	29	1	3.4%
Chickamauga City	7	1	14.3%	5	1	20.0%
Cherokee	231	33	14.3%	244	35	14.3%
Clarke	136	24	17.6%	115	12	10.4%
Clay	3	1	33.3%	6	1	16.7%
Clayton	476	97	20.4%	630	126	20.0%
Clinch	3	0	0.0%	1		0.0%
Cobb	1050	206	19.6%	1031	174	16.9%
Coffee	55	5	9.1%	59	11	18.6%
Colquitt	43	7	16.3%	55	9	16.4%
Columbia	106	10	9.4%	96	11	11.5%
Commerce City	8	1	12.5%	9		0.0%
Cook	19	2	10.5%	5		0.0%
Coweta	167	32	19.2%	185	24	13.0%
Crawford	14	2	14.3%	17	5	29.4%
Crisp	32	4	12.5%	22	4	18.2%
Dade	24	2	8.3%	20	6	30.0%
Dalton	59	13	22.0%	73	11	15.1%
Dawson	19	3	15.8%	28	2	7.1%
Decatur	40	8	20.0%	49	9	18.4%
Decatur City	23	5	21.7%	28	3	10.7%
DeKalb	1045	187	17.9%	865	143	16.5%
Dodge	16	0	0.0%	15	1	6.7%
Dooly	13	4	30.8%	19	5	26.3%
Dougherty	88	11	12.5%	92	13	14.1%
Douglas	146	26	17.8%	177	35	19.8%
Dublin City	14	4	28.6%	22	1	4.5%
Early	12	2	16.7%	14	3	21.4%
Echols	8	1	12.5%	0		
Effingham	65	11	16.9%	57	10	17.5%
Elbert	23	4	17.4%	27	4	14.8%
Emanuel	20	3	15.0%	15	1	6.7%
Evans	27	4	14.8%	17	1	5.9%
Fannin	16	3	18.8%	17	3	17.6%
Fayette	146	15	10.3%	139	10	7.2%
Floyd	67	14	20.9%	72	7	9.7%
Forsyth	239	37	15.5%	248	34	13.7%
Franklin	24	1	4.2%	15	1	6.7%
Fulton	748	98	13.1%	589	88	14.9%
Gainesville	50	9	18.0%	48	4	8.3%
Gilmer	18	1	5.6%	30	2	6.7%
Glascocock	8	0	0.0%	2		0.0%

Table 2.35. New Teacher Hire Attrition By System, FY02-FY03, continued

System	FY02			FY03		
	New Hires Total	New Hire Attrition	Attrition as % of Category	New Hires Total	New Hire Attrition	Attrition as % of Category
Glynn	81	12	14.8%	100	23	23.0%
Gordon	51	7	13.7%	68	16	23.5%
Grady	22	1	4.5%	28	9	32.1%
Greene	28	6	21.4%	39	8	20.5%
Gwinnett	1089	156	14.3%	1171	174	14.9%
Habersham	38	7	18.4%	36	3	8.3%
Hall	163	16	9.8%	157	24	15.3%
Hancock	13	2	15.4%	11	3	27.3%
Haralson	29	8	27.6%	34	8	23.5%
Harris	21	2	9.5%	24	7	29.2%
Hart	17	2	11.8%	18	3	16.7%
Heard	20	3	15.0%	15	4	26.7%
Henry	179	27	15.1%	214	24	11.2%
Houston	166	36	21.7%	138	14	10.1%
Irwin	8	2	25.0%	5	1	20.0%
Jackson	44	4	9.1%	39	4	10.3%
Jasper	16	1	6.3%	24	1	4.2%
Jeff Davis	8	2	25.0%	4	1	25.0%
Jefferson	42	9	21.4%	43	8	18.6%
Jefferson City	20	2	10.0%	13	3	23.1%
Jenkins	8	0	0.0%	3		0.0%
Johnson	7	1	14.3%	12	5	41.7%
Jones	14	2	14.3%	17	3	17.6%
Lamar	14	4	28.6%	22	5	22.7%
Lanier	9	2	22.2%	19	1	5.3%
Laurens	33	3	9.1%	21	3	14.3%
Lee	23	3	13.0%	24	2	8.3%
Liberty	128	30	23.4%	111	29	26.1%
Lincoln	9	1	11.1%	4	1	25.0%
Long	25	5	20.0%	19	5	26.3%
Lowndes	40	3	7.5%	55	10	18.2%
Lumpkin	27	3	11.1%	39	6	15.4%
Macon	6	0	0.0%	9	1	11.1%
Madison	28	2	7.1%	33	7	21.2%
Marietta City	93	18	19.4%	70	12	17.1%
Marion	10	1	10.0%	9		0.0%
McDuffie	25	5	20.0%	21	2	9.5%
McIntosh	24	6	25.0%	22	3	13.6%
Meriwether	51	3	5.9%	37	8	21.6%
Miller	4	2	50.0%	1		0.0%
Mitchell	34	8	23.5%	26	5	19.2%
Monroe	24	2	8.3%	23	1	4.3%

Table 2.35. New Teacher Hire Attrition By System, FY02-FY03, continued

System	FY02			FY03		
	New Hires Total	New Hire Attrition	Attrition as % of Category	New Hires Total	New Hire Attrition	Attrition as % of Category
Montgomery	14	0	0.0%	3	1	33.3%
Morgan	22	4	18.2%	14		0.0%
Murray	73	6	8.2%	69	8	11.6%
Muscogee	250	39	15.6%	291	57	19.6%
Newton	152	9	5.9%	109	25	22.9%
Oconee	25	6	24.0%	24	5	20.8%
Oglethorpe	10	3	30.0%	17	3	17.6%
Paulding	162	25	15.4%	226	34	15.0%
Peach	25	3	12.0%	31	6	19.4%
Pelham City	11	2	18.2%	5		0.0%
Pickens	23	3	13.0%	30	2	6.7%
Pierce	21	4	19.0%	15	2	13.3%
Pike	16	3	18.8%	14	1	7.1%
Polk	51	10	19.6%	51	8	15.7%
Pulaski	9	1	11.1%	15	4	26.7%
Putnam	16	1	6.3%	19	4	21.1%
Quitman	0			3	1	33.3%
Rabun	9	0	0.0%	11		0.0%
Randolph	18	7	38.9%	12	3	25.0%
Richmond	268	46	17.2%	249	32	12.9%
Rockdale	115	18	15.7%	116	17	14.7%
Rome City	61	15	24.6%	45	12	26.7%
Schley	7	1	14.3%	8	1	12.5%
Screven	19	0	0.0%	10	2	20.0%
Seminole	7	0	0.0%	6	3	50.0%
Social Circle	15	5	33.3%	10	3	30.0%
Spalding	87	15	17.2%	91	18	19.8%
Stephens	23	3	13.0%	27	3	11.1%
Stewart	14	5	35.7%	7	3	42.9%
Sumter	39	6	15.4%	42	7	16.7%
Talbot	9	1	11.1%	13	1	7.7%
Taliaferro	4	1	25.0%	5		0.0%
Tattnall	25	2	8.0%	27	5	18.5%
Taylor	9	1	11.1%	7		0.0%
Telfair	8	2	25.0%	9	2	22.2%
Terrell	10	0	0.0%	9	1	11.1%
Thomas	36	8	22.2%	40	8	20.0%
Thomasville City	31	9	29.0%	16	2	12.5%
Tift	38	1	2.6%	34	4	11.8%
Toombs	20	0	0.0%	14	1	7.1%
Towns	16	3	18.8%	16	3	18.8%
Treutlen	3	0	0.0%	3	1	33.3%

Table 2.35. New Teacher Hire Attrition By System, FY02-FY03, continued

System	FY02			FY03		
	New Hires Total	New Hire Attrition	Attrition as % of Category	New Hires Total	New Hire Attrition	Attrition as % of Category
Trion City	3	0	0.0%	4	1	25.0%
Troup	90	25	27.8%	84	16	19.0%
Turner	13	2	15.4%	15	5	33.3%
Twiggs	9	1	11.1%	19	6	31.6%
Union	15	0	0.0%	20	2	10.0%
Upson	23	3	13.0%	44	4	9.1%
Valdosta City	36	4	11.1%	51	10	19.6%
Vidalia City	8	1	12.5%	12	1	8.3%
Walker	130	17	13.1%	97	25	25.8%
Walton	136	25	18.4%	124	23	18.5%
Ware	36	5	13.9%	42	6	14.3%
Warren	10	1	10.0%	12	6	50.0%
Washington	15	5	33.3%	15	1	6.7%
Wayne	30	2	6.7%	33	3	9.1%
Webster	2	2	100.0%	9	2	22.2%
West Point City	0			14	5	35.7%
Wheeler	5	1	20.0%	10	1	10.0%
White	28	1	3.6%	27	5	18.5%
Whitfield	116	17	14.7%	127	27	21.3%
Wilcox	4	1	25.0%	2		0.0%
Wilkes	17	1	5.9%	12	1	8.3%
Wilkinson	10	1	10.0%	13		0.0%
Worth	26	2	7.7%	21	3	14.3%
RESA	63	8	12.7%	0		
Unassigned	0			39	7	17.9%
Total	13,084	2,223	17.0%	12,507	2,060	16.5%

Source: EWRAD/PSC, 2004

Table 2.36 presents FY02-FY03 new teacher hire attrition by RESA service area. The systems comprising First District have had the highest average attrition rate of new hires, just below 20%, for both years. The systems served by the Heart of Georgia RESA, which have the smallest number of new teacher hires, have also had the lowest new hire attrition rate for both years. The overall rate of new hire attrition has decreased a half point to 16.5%.

Table 2.36. New Teacher Hire Attrition by RESA, FY02-FY03

RESA	FY02			FY03		
	New Hires Total	New Hire Attrition	Attrition as Percent of New Hires	New Hires Total	New Hire Attrition	Attrition as Percent of New Hires
West Georgia	504	93	18.5	509	88	17.3
Southwest Georgia	398	69	17.3	395	71	18.0
Pioneer	690	90	13.0	707	92	13.0
Okefenokee	171	21	12.3	176	28	15.9
Oconee	134	18	13.4	141	25	17.7
Northwest Georgia	925	134	14.5	892	147	16.5
Northeast Georgia	625	101	16.2	575	91	15.8
North Georgia	538	76	14.1	590	88	14.9
Middle Georgia	439	81	18.5	407	56	13.8
Metro	5,570	1,041	18.7	5,292	904	17.1
Heart of Georgia	123	13	10.6	109	14	12.8
Griffin	650	82	12.6	671	94	14.0
First District	1,124	223	19.8	863	170	19.7
Coastal Plains	225	27	12.0	223	36	16.1
Chattahoochee	417	75	18.0	465	88	18.9
Central Savannah	551	79	14.3	492	68	13.8
Total	13,084	2,223	17.0	12,507	2,060	16.5

Source: EWRAD/PSC, 2004

Table 2.37 shows that by personnel categories, 15.3% of FY03 new teacher hires who exited the teaching force were elementary teachers (including EIP teachers), 16.5% were Grades 6-8 teachers, 18.3% were High School teachers, and 16.6% were Special Education teachers. Except for elementary teachers, whose attrition rate remained stable overall, these rates are all slight decreases from the preceding year.

Table 2.37. New Teacher Hire Attrition by Personnel Categories, FY02-FY03

Personnel Category	FY02			FY03		
	New Hires Total	New Hire Attrition	Attrition as Percent of New Hires	New Hires Total	New Hire Attrition	Attrition as Percent of New Hires
Elementary Grades Teachers						
Kindergarten Teacher	558	75	13.4	560	70	12.5
EIP Kindergarten Teacher	118	13	11.0	103	12	11.7
Grade 1 Teacher	717	92	12.8	789	111	14.1
Grade 2 Teacher	646	86	13.3	684	103	15.1
Grade 3 Teacher	774	101	13.0	785	96	12.2
EIP Grades 1-3 Teacher	370	62	16.8	284	61	21.5
Grade 4 Teacher	700	122	17.4	616	102	16.6
Grade 5 Teacher	587	104	17.7	548	89	16.2
EIP Grades 4-5 Teacher	140	28	20.0	134	25	18.7
Other Elementary Teachers	466	96	20.6	424	83	19.6
Elementary (K-5) Teachers Subtotal	5,076	779	15.3	4,927	752	15.3
Middle Grades Teachers						
Grade 6 Teacher	472	94	19.9	417	58	13.9
Grade 7 Teacher	488	94	19.3	465	66	14.2
Grade 8 Teacher	383	56	14.6	364	71	19.5
Other Middle Grades Teachers	1,068	207	19.4	1,007	177	17.6
Middle Grades (6-8) Teachers Subtotal	2,411	451	18.7	2,253	372	16.5
High School (9-12) Teachers	2,182	413	18.9	1,995	365	18.3
Other Teachers						
Pre-Kindergarten Teacher	144	18	12.5	161	18	11.2
ESOL Teacher	112	18	16.1	116	22	19.0
Extra Day Teacher				1	0	
Instructional Specialist	474	72	15.2	458	68	14.8
Literacy Coach	8	3	37.5	19	2	10.5
Other Teacher	90	34	37.8	90	29	32.2
Special Education Teachers	2,157	364	16.9	2,056	341	16.6
GA TAPP Teachers*	161	25	15.5	118	30	25.4
Vocational Education Teachers	269	46	17.1	313	61	19.5
Total	13,084	2,223	17.0	12,507	2,060	16.5

*Other GATAPP teachers are distributed among other categories

Source: EWRAD/PSC, 2004

Attrition of New Teachers with Zero Experience

Table 2.38 summarizes the 1-, 3-, and 5-year attrition rates of new teachers with no prior experience from FY90 to FY04. The proportion of teachers who left after one year on the job remained the same as last year, and the 5-year rate decreased. The 3-year rate continued to increase as it has since with the FY96 teacher cohort. Next year's data will provide evidence as to whether the 1-year and 5-year rates are beginning to attenuate.

Table 2.38. Attrition Summary for New Teachers with Zero Experience, FY90 – FY04

Base Year	Base Count	1-Year Attrition		3-Year Attrition		5-Year Attrition	
		Comparison Year	1-Year Attrition Rate	Comparison Year	3-Year Attrition Rate	Comparison Year	5-Year Attrition Rate
FY90	4,455	FY91	17%	FY93	29%	FY95	35%
FY91	4,080	FY92	16%	FY94	26%	FY96	34%
FY92	3,855	FY93	14%	FY95	25%	FY97	36%
FY93	4,636	FY94	12%	FY96	25%	FY98	33%
FY94	4,669	FY95	11%	FY97	27%	FY99	31%
FY95	5,139	FY96	11%	FY98	23%	FY00	30%
FY96	5,226	FY97	13%	FY99	21%	FY01	30%
FY97	4,675	FY98	10%	FY00	24%	FY02	35%
FY98	4,956	FY99	11%	FY01	25%	FY03	32%
FY99	4,961	FY00	12%	FY02	25%		
FY00	5,057	FY01	15%	FY03	26%		
FY01	5,777	FY02	13%	FY04	29%		
FY02	6,654	FY03	16%				
FY03	5,657	FY04	15%				

Source: EWRAD/PSC, 2004

Table 2.39 shows the five-year attrition rate for new teachers with zero experience; it has been relatively stable in all categories. Vocational and Special Education consistently realize the highest attrition rates, and Kindergarten the lowest. Vocational Education shows the largest variability in attrition rate, although it is also the smallest group represented in this table and greater variability can be expected.

Table 2.39. Five-year Attrition Tabulation by Personnel Category for All New Teachers with Zero Experience

Time Period	Percent Kindergarten	Percent Elementary School Grades 1-5	Percent Middle School Grades 6-8	Percent High School Grades 9-12	Percent Vocational Education (6-12)	Percent Special Education (P-12)
FY93 to FY98	22%	29%	29%	42%	45%	36%
FY94 to FY99	24%	30%	27%	38%	35%	35%
FY95 to FY00	24%	28%	25%	39%	27%	32%
FY96 to FY01	27%	30%	28%	39%	39%	39%
FY97 to FY02	26%	31%	30%	41%	41%	36%
FY98 to FY03	27%	31%	25%	37%	33%	32%
FY99 to FY04	22%	30%	30%	41%	38%	35%
Average	25%	30%	28%	40%	37%	35%
Standard Dev.	2.1%	1.1%	2.1%	1.8%	5.8%	2.5%

Source: EWRAD/PSC, GDOE CPI, 2004

Demographic Characteristics of FY03 New Teacher Hires With Zero Experience Who Exited the Teaching Force

Tables 2.40 and 2.41 report zero experience new teacher hires by ethnicity and gender, showing the rate of attrition for each category. Attrition among zero experience new Black teachers is substantially higher than for White teachers, although the rate has declined slightly for Black teachers. Attrition of male teachers is also somewhat higher than for female teachers. Males and minorities are categories Georgia is actively trying to recruit, yet the attrition rates are higher. Fortunately, as will be shown in Table 2.42, the rates of attrition for Black and male teachers who came to teaching through the alternative preparation GATAPP program, which is designed specifically to increase the presence of low representation groups, are lower than groups from many other entry channels. Hispanic teacher attrition is quite high but declined almost 8% since FY02. American Indian and Multiracial categories are too small draw conclusions about their attrition rates.

Almost one thousand fewer new teachers were hired in FY03 than FY02, and about 20% of those teachers hired each year were men. The attrition rate as a whole was reduced in FY03, and while the attrition of women teachers decreased slightly (0.4%), the attrition of men teachers was reduced by more than 2%.

Table 2.40. FY02-FY03 Attrition of New Teacher Hires with Zero Experience by Ethnicity

Ethnicity	FY02			FY03		
	New Hires Total	New Hire Attrition	Attrition as Percent of Category	New Hires Total	New Hire Attrition	Attrition as Percent of Category
American Indian	13	1	7.7	18	3	16.7
Asian	67	10	14.9	32	5	15.6
Black	1,683	360	21.4	1,113	216	19.4
Hispanic	100	19	19.0	81	9	11.1
Multiracial	9	4	44.4	23	7	30.4
White	4,782	659	13.8	4,390	610	13.9
Total	6,654	1,053	15.8	5,657	850	15.0

Source: EWRAD/PSC, 2004

Table 2.41. FY02-FY03 Attrition of New Teacher Hires with Zero Experience by Gender

Ethnicity	FY02			FY03		
	New Hires Total	New Hire Attrition	Attrition as Percent of Category	New Hires Total	New Hire Attrition	Attrition as Percent of Category
Female	5,326	794	14.9%	4,508	654	14.5%
Male	1,328	259	19.5%	1,149	196	17.1%
Total	6,654	1,053	15.8%	5,657	850	15.0%

Source: EWRAD/PSC, 2004

Table 2.42 shows the attrition of “brand-new” first-year teachers with no experience by the different certificates. Most certificate attrition rates were relatively stable over the two years. The exceptions of certificate groups of thirty or more teachers were Emergency Teacher (ET), for which attrition rose almost 9%, and Exchange Teacher, which rose almost 18%. The XT group is just slightly larger than thirty. Highest attrition rates are from the Permit (P), Conditional Teacher (CT), Emergency Teacher (ET), Exchange Teacher (XT), and the new Waiver Provisional Teacher (WBT) certificates.

The lowest attrition rate, 10.6%, is from the group of teachers with traditional Teaching (T) certificates. Also exhibiting relatively low attrition rates are the Provisional Teacher (BT) at 14.4%, and the Intern (GATAPP) certificate groups at 14.8%.

Table 2.42. Attrition of FY02-FY03 Zero Experience New Teacher Hires by Certificate Type

Certificate Type of Newly Hired Teachers With Zero Experience	FY02					FY03				
	Total New Hires	Zero Experience New Hires	Zero Experience Percent of Certificate New Hires	Zero Experience New Hire Attrition	Zero Experience New Hire Attrition Percent	Total New Hires	Zero Experience New Hires	Zero Experience Percent of Certificate New Hires	Zero Experience New Hire Attrition	Zero Experience New Hire Attrition Percent
Leadership (L)	27	0	0.0		0.0	32	0	0.0		
Permit (P)	150	94	62.7	18	19.1	128	55	43.0	12	21.8
Service (S)	72	21	29.2	3	14.3	112	16	14.3	1	6.3
Teaching (T)	6,733	3,458	51.4	387	11.2	6,664	3,063	46.0	324	10.6
Provisional S (BS)	1	1	100.0	1	100.0	1	0	0.0		
Provisional T (BT)	1,778	1,288	72.4	220	17.1	1,523	984	64.6	142	14.4
Conditional S (CS)	3	1	33.3	0	0.0	2	2	100.0	0	0.0
Conditional T (CT)	1,759	787	44.7	219	27.8	1,445	634	43.9	174	27.4
Life L (DL)	1	0	0.0			4	0	0.0		
Life S (DS)	2	0	0.0			6	0	0.0		
Life T (DT)	127	13	10.2	2	15.4	153	4	2.6	1	25.0
Emergency S (ES)	5	2	40.0	0	0.0	2	0	0.0		
Emergency T (ET)	725	145	20.0	29	20.0	668	143	21.4	41	28.7
Intern (GATAPP)(IT)	402	307	76.4	41	13.4	548	386	70.4	57	14.8
Nonrenewable S (NS)	4	1	25.0	1	100.0	3	0	0.0		
Nonrenewable T (NT)	1	0	0.0			1	0	0.0		
Exchange T (XT)	140	130	92.9	31	23.8	126	36	28.6	15	41.7
Probationary S (PAS)	1	0	0.0					0.0		
Probationary T (PAT)	692	236	34.1	33	14.0	615	200	32.5	41	20.5
Performance-Based S (PBS)	1	0	0.0			4	0	0.0		
Performance-Based T (PBT)	286	11	3.8	0	0.0	278	11	4.0	3	27.3
Waiver Provisional S (WBS)						1	0	0.0		
Waiver Provisional T (WBT)						155	105	67.7	36	34.3
Waiver Conditional T (WCT)						3	3	100.0	0	0.0
Waiver Emergency T (WET)						5	0	0.0		
Waiver GATAPP Provsnl L (WIL)						1	1	100.0	0	0.0
Waiver GATAPP Provsnl T (WIT)						11	8	72.7	1	12.5
Waiver NonRenewable S (WNS)						1	1	100.0	1	100.0
Waiver Probationary T (WPT)						15	5	33.3	1	20.0
Special Provisional (FY98)(XBT)	1	1	100.0							
Unspecified	173	158	91.3	68	43.0					
Total	13,084	6,654	50.9	1,053	15.8	12,507	5,657	45.2	850	15.0

Source: EWRAD/PSC, 2004

Table 2.43 shows the attrition of zero experience new teacher hires aggregated to the RESA service areas. As has been noted, overall zero experience new teacher attrition decreased substantially from 15.8% to 15% in the one year. The systems of Metro RESA realized the highest attrition this past year, but also showed a decrease of 1.2%. The systems served by West Georgia RESA, which had the highest attrition in FY02, showed the largest decrease in attrition of 5.3%. Large increases in attrition were found only with systems in RESA service areas that had very few new hires. It is possible that the general decrease in attrition is related to the substantial decrease in the hiring of new teachers in FY03.

Table 2.43. FY02-FY03 Attrition of New Zero Experience Teacher Hires by RESA

RESA	FY02			FY03			Percent Change in Attrition
	Zero Experience New Hires	Zero Experience New Hire Attrition	Zero Experience New Hire Attrition Percent	Zero Experience New Hires	Zero Experience New Hire Attrition	Zero Experience New Hire Attrition Percent	
Central Savannah	158	21	13.3	155	23	14.8	1.5
Chattahoochee	217	33	15.2	224	33	14.7	-0.5
Coastal Plains	142	9	6.3	104	13	12.5	6.2
First District	667	116	17.4	438	71	16.2	-1.2
Griffin	352	44	12.5	382	54	14.1	1.6
Heart of Georgia	69	4	5.8	59	8	13.6	7.8
Metro	2,689	501	18.6	2,017	351	17.4	-1.2
Middle Georgia	264	34	12.9	222	20	9.0	-3.9
North Georgia	283	34	12.0	278	36	12.9	0.9
Northeast Georgia	374	56	15.0	356	55	15.4	0.5
Northwest Georgia	459	61	13.3	448	63	14.1	0.8
Oconee	71	6	8.5	84	12	14.3	5.8
Okefenokee	121	14	11.6	114	14	12.3	0.7
Pioneer	308	37	12.0	325	38	11.7	-0.3
Southwest Georgia	199	29	14.6	156	18	11.5	-3.0
West Georgia	281	54	19.2	295	41	13.9	-5.3
Total	6,654	1,053	15.8	5,657	850	15.0	-0.8

Source: EWRAD/PSC, GDOE, 2004

Table 2.44 shows the attrition of zero experience new teacher hires by subject taught. In the larger groups, which are less prone to large chance variations, zero experience new hires teaching physical education and mathematics showed the greatest decrease in attrition at 4.3%. Attrition of beginning English teachers actually increased by 1.7%, and is among the highest attrition rates, along with new zero experience hires teaching Life Science, Music, and Romance Languages.

Table 2.44. FY02-FY03 Attrition of New Zero Experience Teacher Hires by Subject Taught

Subject	FY02			FY03			Percent Change in Attrition
	Zero Experience New Hires	Zero Experience New Hire Attrition	Zero Experience New Hire Attrition Percent	Zero Experience New Hires	Zero Experience New Hire Attrition	Zero Experience New Hire Attrition Percent	
American Sign Language	2		0.0	1	1	100.0	100.0
Chorus	12	2	16.7	17	7	41.2	24.5
Dance				4	1	25.0	25.0
Drama/Arts	21	4	19.0	10	2	20.0	1.0
Education	14	1	7.1	9	1	11.1	4.0
Elementary Education	2878	417	14.5	2510	347	13.8	-0.7
English	534	89	16.7	480	88	18.3	1.7
ESOL	39	11	28.2	18	2	11.1	-17.1
Gifted	13	2	15.4	4		0.0	-15.4
German & Other Related Languages	15	3	20.0	8	3	37.5	17.5
Health	42	5	11.9	37	8	21.6	9.7
High School (9-12) Misc.	170	28	16.5	139	20	14.4	-2.1
Life Science	128	25	19.5	133	25	18.8	-0.7
Mathematics	389	77	19.8	414	64	15.5	-4.3
Middle Grades	533	82	15.4	401	62	15.5	0.1
Music	141	28	19.9	107	22	20.6	0.7
Not Applicable	4	1	25.0	2		0.0	-25.0
P-12 Miscellaneous	245	27	11.0	204	20	9.8	-1.2
Physical Education	140	25	17.9	150	12	8.0	-9.9
Physical Science	227	38	16.7	170	28	16.5	-0.3
Professional/Career Preparation	7	3	42.9	8	2	25.0	-17.9
Romance Language	158	41	25.9	113	26	23.0	-2.9
Science	7		0.0	19	1	5.3	5.3
Social Science	354	50	14.1	329	51	15.5	1.4
Personal & Interpersonal Skills	125	18	14.4	93	16	17.2	2.8
Agricultural Business	11	1	9.1	10	1	10.0	0.9
Agricultural Sciences & Technology	11	2	18.2	10		0.0	-18.2
Business Administration	36	3	8.3	35	5	14.3	6.0
Business Management	30	3	10.0	25	1	4.0	-6.0
Communications Technology	10	2	20.0	5		0.0	-20.0
Computer & Other Information Science	14	1	7.1	18	4	22.2	15.1
Construction & NR				1		0.0	
Conservation Technology	8	2	25.0	2		0.0	-25.0
Health & Medical Occupations				6	5	83.3	
Home Economics	34	7	20.6	20	5	25.0	4.4
Visual Arts	99	12	12.1	86	11	12.8	0.7
Mechanical Occupations	6		0.0	8	2	25.0	25.0
Marketing & Distribution	6		0.0	4		0.0	0.0
Education & Career Exploration	9	2	22.2	8	1	12.5	-9.7
Precision Production Occupations	3	1	33.3	7		0.0	-33.3
Protective Services	1		0.0	1		0.0	0.0
Personal Services	6	1	16.7	3		0.0	-16.7
Technical Education	33	10	30.3	28	6	21.4	-8.9
Unspecified	139	29	20.9				
Total	6,654	1,053	15.8	5,657	850	15.0	-0.8

Source: EWRAD/PSC, GDOE, 2004

Table 2.45 presents the personnel category of FY02 and FY03 new teacher hires with zero experience that exited the teaching force. Elementary teachers in this group show lower attrition than those teaching middle and high school. Among the highest attrition is shown by those teaching EIP grades 1-3, "Other Elementary", Grade 8, and High School. The group of GA TAPP teacher showed the highest attrition in this breakdown, however the majority of teachers from this entry source are distributed among the other categories

Table 2.45. FY02-FY03 Attrition of New Zero Experience Teacher Hires by Personnel Category

Personnel Category	FY02			FY03			Percent Change in Attrition
	Zero Experience New Hires	Zero Experience New Hire Attrition	Zero Experience New Hire Attrition Percent	Zero Experience New Hires	Zero Experience New Hire Attrition	Zero Experience New Hire Attrition Percent	
Elementary Grades Teachers							
Kindergarten Teacher	304	38	12.5%	278	33	11.9%	-0.6%
EIP Kindergarten Teacher	58	7	12.1%	38	5	13.2%	1.1%
Grade 1 Teacher	372	56	15.1%	377	48	12.7%	-2.3%
Grade 2 Teacher	363	50	13.8%	344	43	12.5%	-1.3%
Grade 3 Teacher	407	53	13.0%	381	44	11.5%	-1.5%
EIP Grades 1-3 Teacher	184	34	18.5%	99	20	20.2%	1.7%
Grade 4 Teacher	367	51	13.9%	310	44	14.2%	0.3%
Grade 5 Teacher	304	40	13.2%	240	39	16.3%	3.1%
EIP Grades 4-5 Teacher	60	10	16.7%	54	8	14.8%	-1.9%
Other Elementary Teachers	248	54	21.8%	151	32	21.2%	-0.6%
Elementary (K-5) Subtotal	2667	393	14.7%	2272	316	13.9%	-0.8%
Middle Grades Teachers							
Grade 6 Teacher	242	42	17.4%	196	27	13.8%	-3.6%
Grade 7 Teacher	242	43	17.8%	230	30	13.0%	-4.7%
Grade 8 Teacher	212	22	10.4%	165	32	19.4%	9.0%
Other Middle Grades Teachers	548	100	18.2%	465	73	15.7%	-2.5%
Middle Grades (6-8) Subtotal	1244	207	16.6%	1056	162	15.3%	-1.3%
High School (9-12) Teachers	1029	195	19.0%	855	156	18.2%	-0.7%
Other Teachers							
Pre-Kindergarten Teacher	82	10	12.2%	82	10	12.2%	0.0%
ESOL Teacher	37	7	18.9%	23	3	13.0%	-5.9%
Instructional Specialist	226	34	15.0%	223	30	13.5%	-1.6%
Other Teacher	17	7	41.2%	19	3	15.8%	-25.4%
Special Education Teachers	1100	159	14.5%	907	124	13.7%	-0.8%
GA TAPP Teachers	128	21	16.4%	88	22	25.0%	8.6%
Vocational Education Teachers	124	20	16.1%	132	24	18.2%	2.1%
Total	6654	1053	15.8%	5657	850	15.0%	-0.8%

Source: EWRAD/PSC, GDOE, 2004

Projected Teacher Demand

Chapter 2 outlines the effects of factors such as student enrollment, education policies, and attrition on teacher demand in Georgia's public school system. Table 2.46 concludes this chapter by presenting a teacher demand model which encompasses projected and actual teaching positions, projected and actual teacher attrition, projected and actual growth in teaching positions, projected teachers required, and actual teachers hired in Georgia's P-12 public school system from 1988 to 2009. For 2004, the decrease in growth of the number of teaching positions and the number of teachers hired due to changes in class size policy of the past two years has continued. If this trend continues, the attrition rate could exceed the hiring rate for new teachers. If the fiscal constraints that have led to reduced hiring in the context of ongoing teacher attrition and student enrollment growth continue, Georgia could face an even more serious teacher shortage.

Table 2.46. Teacher Demand Model, 2004*

Year	Projected Teaching Positions	Actual Teaching Positions	Projected Teacher Attrition	Actual Teacher Attrition	Projected Growth in Teaching Positions	Actual Growth in Teaching Positions	Projected Teachers Required	Actual Teachers Hired
1988	63,357	62,835	5,328	5,459	2,611	2,402	8,175	7,468
1989	65,136	64,967	5,211	5,546	2,265	2,142	7,472	7,591
1990	67,030	67,394	5,153	5,218	2,054	2,427	7,031	7,973
1991	69,037	69,467	5,152	5,031	1,959	2,073	6,821	7,169
1992	71,159	70,945	5,210	4,727	1,962	1,478	6,814	6,352
1993	73,394	73,591	5,326	4,853	2,044	2,646	6,983	7,222
1994	75,743	76,047	5,500	5,288	2,186	2,456	7,297	7,198
1995	78,207	78,815	5,732	5,543	2,369	2,768	7,729	7,912
1996	80,784	81,354	6,022	7,470	2,574	2,539	8,249	7,951
1997	83,476	82,338	6,371	5,233	2,782	984	8,829	8,454
1998	86,281	86,262	6,778	7,012	2,974	3,924	9,441	9,158
1999	89,201	88,757	7,242	7,466	3,133	2,495	10,055	9,507
2000	92,234	91,467	7,765	8,595	3,238	2,710	10,643	10,176
2001	95,382	94,689	8,346	8,303	3,270	3,222	11,177	11,817
2002	98,643	99,470	8,985	8,627	3,212	4,781	11,627	13,084
2003	102,019	103,350	9,683	9,434	3,044	3,880	11,965	12,507
2004	105,509	104,845	10,438	.	2,747	1,495	12,162	10,929
2005	109,112		11,252		2,302		12,190	
2006	112,830		12,124		1,691		12,020	
2007	116,662		13,054		894		11,623	
2008	120,607		14,042		-107		10,971	
2009	124,667		15,088		-1,331		10,034	

Source: EWRAD/PSC, 2004

*Based totally on Regression analyses using 1988-2004 data.

CHAPTER 3: GEORGIA TEACHER SUPPLY

Introduction

This chapter provides information on the demographics of newly hired teachers, sources of teacher supply, and ongoing programs to ensure and increase the supply of qualified teachers into the classroom.

The Georgia teaching workforce increased by 1.4%, from 103,350 in FY03 to 104,845 in FY04. A total of 10,929 new teachers were hired into Georgia classrooms in FY04, a 12.6% decrease from the number hired in FY03 (12,507).

New Teacher Hires

This section gives a demographic description of the 10,929 new hires, where they came from, their subject areas, and their geographic distribution.

Demographics of New Teacher Hires

Over three-quarters (78.9%) of the new teachers hired in FY04 were females, continuing the trend that existed in previous years. A total of 2,305 male teachers were hired; this was a 13.3% decrease from the 2,659 hired in FY03.

Table 3.1 shows Whites comprised 72.8% of the total new teachers hired in FY04, mirroring the ethnic distribution of the total teacher workforce, a decline from 75.7% in FY03. The reverse was the case for newly hired Black teachers, increasing from 21.3% in FY03 to 23.9% in FY04.

The ages of newly hired teachers in FY04 ranged from 21 to 79 years; the mean age was 35.2, with the modal age of 24. Nearly forty-five percent (44.9%) of the newly hired teachers were between the ages of 21 and 30, while 25.9% were between the ages of 31 and 40.

Years of experience for newly hired teachers ranged from zero to 48 years, with the modal years of experience being zero. Over half (51.9%) of the new teachers were reported as having zero years of teaching experience. About three-quarters (74.9%) of the new teachers had zero to five years of teaching experience.

Table 3.1. Demographic Profile of New Teacher Hires, FY03 – FY04

Demographic Characteristic	New Teacher Hires % FY03	New Teacher Hires % FY04
Gender		
Female	78.7	78.9
Male	21.3	21.1
Ethnicity		
American Indian	0.3	0.1
Asian	0.7	1.3
Black	21.3	23.9
Hispanic	1.6	1.6
Multi-racial	0.5	0.4
White	75.7	72.8
Age Group		
21-30	45.2	44.9
31-40	26.1	25.8
41-50	16.4	16.1
51-60	10.7	11.2
Above 61	1.6	1.9
Experience Group		
0-5	75.0	74.9
6-10	10.7	10.1
11-15	5.5	5.6
16-20	3.2	3.1
21-25	2.1	2.2
26-30	2.2	2.5
Above 31	1.4	1.6

Source: CPI, EWRAD/PSC, 2004

Certification Level of New Teacher Hires

Table 3.2 shows over two-thirds (67.6%) of the newly hired teachers in FY04 were certified at the baccalaureate level. New teachers certified at the Master's degree level comprised 27.3%.

Table 3.2. Certification Level of Newly Hired Teachers, FY04

Educational Attainment	New Teacher Count	Percent of Total New Hires
High School Diploma	15	0.1
Associate Degree	23	0.2
Bachelor's Degree	7,390	67.6
Master's Degree	2,981	27.3
Specialist Degree	403	3.7
Doctorate Degree	117	1.1
Total	10,929	100

Source: CPI, EWRAD/PSC, 2004

Grade Level Placements of New Teacher Hires

As in previous years, over 4,000 (37.5%) of the newly hired teachers in FY04 were employed to teach in the elementary grades. A total of 1,873 teachers (17.1%) of the new teachers were employed to teach in middle grades, while 1,745 (16.0%) were employed to teach in Georgia high schools. More new teachers were hired as Special Education teachers than either Middle or High school teachers.

Table 3.3 shows the distribution of FY04 new teacher hires by personnel category/grade level.

Table 3.3. New Teacher Hires Distributed by Personnel Category/Grade Level, FY04

Grade Level/Personnel Category	#	%
Pre-K	157	1.4
Kindergarten	558	5.1
EIPK	61	0.6
Grade 1	678	6.2
Grade 2	527	4.8
Grade 3	576	5.3
EIP1-3	318	2.9
Grade 4	476	4.4
Grade 5	456	4.2
EIP4-5	104	1.0
Other Elementary	340	3.1
TOTAL K-5	4,094	37.5
Grade 6	359	3.3
Grade 7	390	3.6
Grade 8	319	2.9
Other Middle	805	7.4
TOTAL Middle Grades	1,873	17.1
Total High School (9-12)	1,745	16.0
Instructional Specialists	414	3.8
Literacy Coach	55	0.5
Special Education Teachers	2,019	18.5
GATAPP Teachers	106	1.0
ESOL Teachers	108	1.0
Vocational Education Teachers	277	2.5
Other Teachers	81	0.7
Total New Teacher Hires	10,929	100.0

Source: CPI, EWRAD/PSC, 2004

Newly Hired Teachers by Subject Areas Taught

Table 3.4 shows the largest concentration of new teachers (4,711 or 43.1%) hired in FY04 taught in the elementary grade levels. This was a decrease from the 44.1% in FY03. English was the second largest subject area for new hires (997, 9.1%), followed by Mathematics (835, 7.6%).

Table 3.4. New Teacher Hires Distributed by Subject Taught, FY03-FY04

Subject Matter		FY03		FY04	
		#	%	#	%
Regular Education Subjects	Asian Language	3	0.0	1	0.0
	Chorus	44	0.4	34	0.3
	Dance	7	0.1	9	0.1
	Drama Arts	25	0.2	30	0.3
	Education	24	0.2	10	0.1
	Elementary	5,511	44.1	4,711	43.1
	English	1,093	8.7	997	9.1
	ESOL	105	0.8	105	1.0
	Gifted	40	0.3	29	0.3
	German, Slavic & Classical Language	19	0.2	10	0.1
	Health	71	0.6	42	0.4
	High School (9-12) Miscellaneous	348	2.8	374	3.4
	Life Science	297	2.4	226	2.1
	Mathematics	879	7.0	835	7.6
	Middle Grades	925	7.4	626	5.7
	Military Science	5	0.0	5	0.0
	Music	250	2.0	232	2.1
	P-12 Miscellaneous	377	3.0	370	3.4
	Physical Education	323	2.6	271	2.5
	Physical Science	364	2.9	381	3.5
	Professional/Career Preparation	17	0.1	21	0.2
	Romance Language	259	2.1	229	2.1
	Science	33	0.3	29	0.3
Social Science	651	5.2	545	5.0	
Visual Arts	166	1.3	140	1.3	
Special Education Subjects	American Sign Language	2	0.02	0	0.0
	Personal, Interpersonal & Social Skills	196	1.57	210	1.9
Vocational Subjects	Agricultural Business	18	0.14	19	0.2
	Agricultural Sciences & Technology	19	0.15	21	0.2
	Business Administration	73	0.58	70	0.6
	Business Management	50	0.4	46	0.4
	Communication Technology	11	0.09	8	0.1
	Computer & Other Information Sciences	39	0.31	44	0.4
	Construction & Renewable Natural Resources	1	0.01	0	0.0
	Construction Technology	15	0.12	10	0.1
	Health & Medical Occupations	16	0.13	17	0.2
	Home Economics	59	0.47	72	0.7
	Manufacturing Science	NA	NA	2	0.0
	Mechanical Occupations	21	0.17	17	0.2
	Marketing & Distribution	6	0.05	13	0.1
	Program of Education & Career Exploration	34	0.27	12	0.1
	Precision Production Occupations	21	0.17	15	0.1
	Protective Services	6	0.05	6	0.1
	Personal Services Occupations	8	0.06	3	0.0
	Technology Education	65	0.52	76	0.7
Not Applicable (Code 999)		11	0	6	0.1
Total		12,507	100	10,929	100

Source: CPI, EWRAD/PSC, 2004

New Teacher Hires in Georgia's High Schools

As in FY03, nearly three-quarters (74%) of the new high school teachers taught in the four core subject areas. Table 3.5 shows the distribution of the newly hired high school teachers in the four core subjects.

Table 3.5. Distribution of Newly Hired High School Teachers in the Four Core Subjects by RESA, FY04

RESA	English		Math		Science		Social Science	
	#	%	#	%	#	%	#	%
Central Savannah	19	5.2	19	5.1	14	5.1	14	5.0
Chattahoochee	12	3.3	22	5.9	8	2.9	14	5.0
Coastal Plains	8	2.2	6	1.6	4	1.5	3	1.1
First District	29	7.9	36	9.7	22	8.1	24	8.6
Griffin	29	7.9	17	4.6	21	7.7	16	5.7
Heart of Georgia	6	1.6	3	0.8	1	0.4	0	0.0
Metro	140	38.0	163	43.8	106	38.8	112	40.1
Middle Georgia	21	5.7	13	3.5	10	3.7	9	3.2
North Georgia	16	4.3	17	4.6	10	3.7	8	2.9
Northeast Georgia	17	4.6	19	5.1	13	4.8	13	4.7
Northwest Georgia	16	4.3	18	4.8	13	4.8	13	4.7
Oconee	8	2.2	0	0.0	6	2.2	4	1.4
Okefenokee	9	2.4	5	1.3	8	2.9	4	1.4
Pioneer	13	3.5	12	3.2	12	4.4	19	6.8
Southwest Georgia	13	3.5	10	2.7	13	4.8	15	5.4
West Georgia	12	3.3	12	3.2	12	4.4	11	3.9
Total	368	100	372	100	273	100	279	100

Source: EWRAD/PSC, 2004

Table 3.6 shows new high school English teachers constituted 9.8% of all Georgia high school English teachers in FY 04, accounting for 10% or more of English teachers in half (8) of the 16 RESAs.

Table 3.6. New English Teachers as a Percentage of All High School English Teachers by RESA, FY04

RESA	All English Teachers	New English Teachers	% of Total Teachers
Central Savannah	214	19	8.9
Chattahoochee	149	12	8.1
Coastal Plains	96	8	8.3
First District	289	29	10.0
Griffin	238	29	12.2
Heart of Georgia	65	6	9.2
Metro	1358	140	10.3
Middle Georgia	156	21	13.5
North Georgia	160	16	10.0
Northeast Georgia	157	17	10.8
Northwest Georgia	248	16	6.5
Oconee	49	8	16.3
Okefenokee	72	9	12.5
Pioneer	192	13	6.8
Southwest Georgia	173	13	7.5
West Georgia	150	12	8.0
Total	3766	368	9.8

Source: EWRAD/PSC, 2004

Table 3.7 shows new high school Mathematics teachers constituted 10.8% of all Georgia high school Mathematics teachers, and accounting for 10% or more of Math teachers in six of the 16 RESAs.

Table 3.7. New Mathematics Teachers as a Percentage of All High School Mathematics Teachers by RESA, FY04

RESA	All Mathematics Teachers	New Mathematics Teachers	% of Total Teachers
Central Savannah	181	19	10.5
Chattahoochee	143	22	15.4
Coastal Plains	93	6	6.5
First District	266	36	13.5
Griffin	201	17	8.5
Heart of Georgia	53	3	5.7
Metro	1257	163	13.0
Middle Georgia	141	13	9.2
North Georgia	145	17	11.7
Northeast Georgia	162	19	11.7
Northwest Georgia	221	18	8.1
Oconee	39	0	0.0
Okefenokee	60	5	8.3
Pioneer	178	12	6.7
Southwest Georgia	153	10	6.5
West Georgia	146	12	8.2
Total	3439	372	10.8

Source: EWRAD/PSC, 2004

Table 3.8 shows new high school Science teachers constituted 9% of all Georgia high school Science teachers, accounting for 10% or more of Science teachers in five of the 16 RESAs.

Table 3.8. New Science Teachers as a Percentage of All High School Science Teachers by RESA, FY04

RESA	All Science Teachers	New Science Teachers	% of Total Teachers
Central Savannah	173	14	8.1
Chattahoochee	122	8	6.6
Coastal Plains	77	4	5.2
First District	230	22	9.6
Griffin	197	21	10.7
Heart of Georgia	52	1	1.9
Metro	1104	106	9.6
Middle Georgia	126	10	7.9
North Georgia	133	10	7.5
Northeast Georgia	124	13	10.5
Northwest Georgia	184	13	7.1
Oconee	39	6	15.4
Okefenokee	53	8	15.1
Pioneer	157	12	7.6
Southwest Georgia	132	13	9.8
West Georgia	117	12	10.3
Total	3020	273	9.0

Source: EWRAD/PSC, 2004

New high school Social Science teachers constituted 8.7% of all Georgia high school Social Science teachers. They accounted for 10% or more of Social Science teachers in four of the 16 RESAs.

Table 3.9. New Social Science Teachers as a Percentage of All High School Social Science Teachers by RESA, FY04

RESA	All Social Science Teachers	New Social Science Teachers	% of Total Teachers
Central Savannah	171	14	8.2
Chattahoochee	125	14	11.2
Coastal Plains	83	3	3.6
First District	257	24	9.3
Griffin	202	16	7.9
Heart of Georgia	48	0	0.0
Metro	1171	112	9.6
Middle Georgia	133	9	6.8
North Georgia	140	8	5.7
Northeast Georgia	130	13	10.0
Northwest Georgia	206	13	6.3
Oconee	44	4	9.1
Okefenokee	55	4	7.3
Pioneer	176	19	10.8
Southwest Georgia	136	15	11.0
West Georgia	145	11	7.6
Total	3,222	279	8.7

Source: EWRAD/PSC, 2004

Geographic Distribution of Newly Hired High School Teachers

Table 3.10 shows Metro RESA, the largest service area, employed the highest number of new high school teachers in FY04 (40.1%, 700). However, the number of new high school teachers hired by Metro RESA has declined for the third consecutive year, declining from 949 in FY01 to 700 in FY04.

Table 3.10. Distribution of All Newly Hired High School Teachers by RESA (All Subjects), FY04

RESA	#	%
Central Savannah	83	4.8
Chattahoochee	76	4.4
Coastal Plains	32	1.8
First District	152	8.7
Griffin	110	6.3
Heart of Georgia	16	0.9
Metro	700	40.1
Middle Georgia	83	4.8
North Georgia	65	3.7
Northeast Georgia	78	4.5
Northwest Georgia	81	4.6
Oconee	26	1.5
Okefenokee	30	1.7
Pioneer	84	4.8
Southwest Georgia	67	3.8
West Georgia	62	3.6
Total	1,745	100.0

Source: EWRAD/PSC, 2004

New Teacher Hires By RESA

Table 3.11 shows the number one employer of new teachers in Georgia in FY04 was Metro RESA, hiring 45.1% (4,927) of all new teachers hired in the state. The second highest employer of new teachers in FY04 was First District RESA, hiring 7.7% of the state's total, followed by Griffin RESA (5.9%). In five RESAs (Metro, Griffin, Chattahoochee, Oconee and West Georgia), new teachers accounted for 10 percent or more of the total teacher workforce.

Table 3.11. New Teacher Hires by RESA, FY04

RESA	#	%	As % of teachers in RESA
Central Savannah	434	4.0	8.3
Chattahoochee	397	3.6	10.3
Coastal Plains	185	1.7	6.4
First District	840	7.7	9.9
Griffin	639	5.8	10.6
Heart of Georgia	91	0.8	5.5
Metro	4,927	45.1	12.8
Middle Georgia	402	3.7	9.5
North Georgia	422	3.9	9.3
Northeast Georgia	432	4.0	9.4
Northwest Georgia	585	5.4	8.4
Oconee	135	1.2	10.2
Okefenokee	155	1.4	7.8
Pioneer	514	4.7	8.7
Southwest Georgia	359	3.3	8.0
West Georgia	412	3.8	10.1
Total	10,929	100	NA

Source: CPI, EWRAD/PSC, 2004

Sources of Teacher Supply

Over 90% of teachers in Georgia return to the classroom each year. In describing the teacher workforce, retention refers to those teachers who return to the classroom from one year to the next.

Retention

Table 3.12 shows the number of teachers retained in their positions from FY02 – FY04, and projections on retention for FY05, FY09 and FY14. The number of retained teachers in the elementary grades declined from FY03 to FY04, particularly with the Early Intervention teachers (EIPK), and the “Other Elementary” teachers category. In middle grades and high school, however, retention increased from FY03 to FY04.

Table 3.12. FTE Count for Teacher Retention and Projections, FY02-FY14

	FY02 Retention	FY03 Retention	FY04 Retention	FY05 Projection	FY09 Projection	FY14 Projection
Elementary School						
Pre-K	1211.5	1213.6	1261.5	1292.4	1424.0	1607.4
Kindergarten	4868.5	5100.1	5554.5	5681.6	6219.8	6964.9
Grade 1	5013.3	5113.1	5346.1	5382.6	5530.8	5721.9
Grade 2	4868.9	5003.8	5220.2	5301.5	5639.4	6092.2
Grade 3	4711.5	4902.4	5201.9	5325.8	5851.7	6582.6
Grade 4	4311.8	4350.4	4488.9	4542.3	4762.4	5052.6
Grade 5	4263.8	4345.2	4456.9	4560.4	4999.4	5608.0
EIPK	905.2	1124.2	785.2	761.8	674.9	580.1
EIP1-3	2397.5	2710.4	2709.4	2885.7	3713.4	5089.4
EIP4-5	792.5	905.3	992.5	1110.9	1743.7	3063.6
Other Elementary	3552.6	3683.6	2904.2	2651.5	1842.3	1168.7
Elementary Total (K-5)	35685.6	37238.6	33202.9	38204.1	40977.8	45924.0
Middle School						
Grade 6	3391.4	3087.9	3247.6	3243.5	3226.8	3206.1
Grade 7	3195.6	2961.6	3164.6	3207.5	3385.1	3621.1
Grade 8	3034.6	2863.0	3106.8	3170.2	3437.2	3802.7
Other Middle	5457.9	6839.8	6590.2	6966.2	8697.2	11477.9
Middle Total	15079.5	15752.1	16109.2	16587.4	18746.3	22107.8
High School						
Grade 9-12 Total	15377.9	15830.2	16187.2	16512.3	17879.3	19748.2
Other Teachers						
Special Education Teachers	10320.3	11078.2	11788.0	12402.9	15200.6	19601.2
Instructional Specialist	4570.5	4625.7	5132.0	5341.1	6266.1	7650.8
Vocational Ed Teachers	2523.5	2672.5	2857.6	2934.9	3265.7	3732.0
ESOL Teachers	389.3	626.4	1163.6	1163.6	1163.6	1163.6
Literacy Coach	40.6	102.0	194.8	194.8	194.8	194.8
Other Teachers	549.6	997.4	754.8	754.8	754.8	754.8
Total	85748.2	90136.7	93108.4	95388.3	105873.0	122484.6

Source: CPI, DOE/EWRAD/PSC, 2004

New Teachers

New teachers, obtained from various sources, are needed to meet the demand for teachers needing to be replaced due to promotions and retirement, and demand due to student enrollment growth. In FY04, new teachers comprised 10.4% of the total teacher workforce in Georgia’s public K-12 schools. This percentage was a drop from the 12.1% hired in FY03.

Newly hired teachers can be classified into five groups based on sources of hiring for Georgia’s Public school classrooms:

- Teachers returning to the educator workforce after some period of absence;
- Teachers who delayed entry into the workforce after initial preparation and/or certification;
- New teacher graduates from educator preparation programs in Georgia’s institutions of higher education, who enter the workforce immediately;
- Out-of-state teachers seeking employment in Georgia; and
- Teachers certified through alternative or provisional routes.

Table 3.13 shows the sources of new teacher hires in FY03 and FY04. Although the largest source of new teachers in FY04 was from out of state, there was a drop in the percentage of teachers classified as hired from out of state (28.0%), down from the 46.1% (3,068) hired in FY03.

Table 3.13. Sources of New Teacher Hires in Georgia, FY03,– FY04

Source	Academic Year FY03	Academic Year FY04
	%	%
Returning Teachers	16.4	18.8
Delayed Entry teachers	3.4	3.7
Georgia Educator Preparation Institutions	18.4	19.8
Alternative Certification/Provisional Teachers/GATAPP	12.0	18.3
Out-of-state Teachers ^a	46.1	28.0
Non-Lateral transfers to Teaching	0.0	3.9
Other Sources	3.6	7.5
Total	100	100

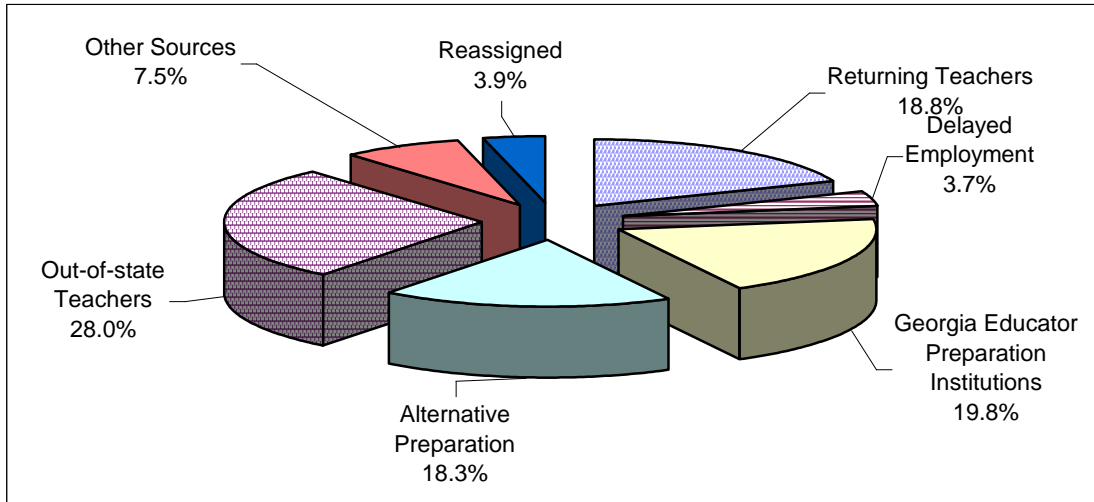
Source: CPI and CSI. DOE/EWRAD/PSC, 2004

^a Out-of-state Teachers: Teachers who are prepared and/or certified outside of Georgia.

The second largest source of new teachers was from Georgia’s educator preparation institutions (19.8%). The third largest source was from teachers returning to the classroom after a break in service (18.8). There was also an increase in the percentage of teachers hired from alternative certification routes, from 12.0% in FY03 to 18.3% (1,995) in FY04.

Figure 3.1 shows the sources of newly hired teachers in FY04.

Figure 3.1. Sources of Newly Hired Teachers, FY04
(Source: CPI, EWRAD/PSC, 2004)



Teacher Supply Issues - Targeting Supply

Demand projections give an overall estimate of teachers or personnel needed in a school year, RESA, system, or subject area. Prospective teachers often need to know where the greatest needs (subject or geographic) are, or the education majors that would most easily translate into employment after graduation. By monitoring the special requests for non-regular certificates from school systems, the PSC collects information that can help teacher preparation programs and prospective education students who are trying to choose a major, to segment and focus the supply of teachers to bring it in closer alignment with demand in specific areas.

Critical Shortage Areas

The Georgia student Finance Commission (GSFC) determines in which subject areas the school systems posted the most vacancies in the preceding year based on an annual survey. The list is then published by the GSFC as the areas of critical shortage.

For the 2003-2004 academic year, the following critical shortage fields were identified:

- Business Education (Grades 7-12)
- Education for Exceptional Children (Grades P-12): Behavior Disorders, Hearing Impaired, Interrelated Special Education, Learning Disabilities, Mental Retardation, Orthopedically Impaired, Visually Impaired
- English Education (Grades 7-12)
- Foreign Language Education (Grades P-12): French, Spanish
- Health Occupations (Grades 7-12)
- Mathematics Education (Grades 7-12)

- Middle Grades Education (Grades 4-8) with a primary concentration in: Math, Science, Math and Science
- Science Education (Grades 7-12): Broad Field Science, Biology, Chemistry, Earth/Space, Physics
- Trade and Industrial Education (Grades 7-12)

The GSFC influences the pattern and nature of supply by awarding forgivable HOPE teacher scholarships in identified shortage areas.

Implied Shortage Areas

- The PSC also identifies on a yearly basis the shortage areas based on the number of non-regular certificates issued. Non-regular certificates issued in FY04 are permits, provisional, probationary, non-renewable, and waiver certificates. In March 2004, non-renewable certificates replaced provisional, permit, and probationary certificates. Over 6,000 non-regular certificates were issued in FY04 (see Appendix 4) which is a 70.2% increase from the previous year, when 3,615 non-regular certificates were issued. Non-regular certificates issued in FY04 constituted 5.9% of the total teacher workforce. The highest numbers of non-regular certificates were issued in Interrelated Special Education (1,415), Middle Grades (647), and Early Childhood Education (395) as shown in Table 3.14. All these exceeded the numbers projected from FY03.

Table 3.14 shows the top 20 subject areas in which these non-regular certificates were issued.

Table 3.14. Top 20 Teacher & Non-Teacher Counts by Permit, Provisional, Non-Renewable Probationary and Waiver Certificates, FY04

Permit		Provisional		Non-Renewable		Probationary		Waivers	
Subject	#	Subject	#	Subject	#	Subject	#	Subject	#
Spanish (P-12)	112	Interrelated Spec. Edu. (P-12)	449	Interrelated Spec. Edu. (P-12)	154	Interrelated Spec. Edu. (P-12)	731	Interrelated Spec. Edu. (P-12)	81
ESOL (P-12)	25	Middle Grades (4-8)	283	Middle Grades (4-8)	96	Gifted in-Field	628	Middle Grades (4-8)	77
ESOL Endorsement	24	Early Childhood (P-5)	200	Early Childhood (P-5)	56	Middle Grades (4-8)	191	Early Childhood (P-5)	71
Spanish (7-12)	17	Middle Grades - Math	142	Behavior Disorders (P-12)	46	Middle Grades – Social Science	111	Middle Grades – Social Science	41
French (P-12)	16	Middle Grades - Social	114	Middle Grades - Social	43	Middle Grades - Language	82	Middle Grades - language	40
JROTC	11	Middle Grades - Language	109	Middle Grades - Language	40	Mental retardation (P-12)	72	English (7-12)	33
Tech Edu. (7-12)	11	English (7-12)	77	Middle Grades - Math	35	Media Specialist (P-12)	70	Mathematics (7-12)	24
Dance (P-12)	6	Middle Grades - Science	74	English (7-12)	24	Early Childhood (P-5)	68	School Counseling (P-12)	22
Drama (P-12)	5	Mathematics (7-12)	60	Middle Grades - Science	24	Science (7-12)	53	Behavior Disorders (P-12)	19
Japanese (P-12)	4	Behavior Disorders (P-12)	51	Business Edu. (7-12)	21	Middle Grades - Science	52	Middle Grades - Science	18
Music (P-12)	4	Business Edu. (7-12)	50	Mental Retardation (P-12)	17	ESOL Endorsement	46	Middle Grades - Math	18
Ed. leadership (P-12)	3	Social Science (7-12)	43	Mathematics (7-12)	14	Social Science (7-12)	45	Mental Retardation (P-12)	17
French (7-12)	3	Mental Retardation (P-12)	39	Social Science (7-12)	14	Middle Grades - Math	44	Social Science (7-12)	15
Mathematics (7-12)	3	Science (7-12)	39	Science (7-12)	12	Mathematics (7-12)	39	Gifted in-Field	14
German (7-12)	2	Spanish (P-12)	21	School Counseling (P-12)	7	Ed. leadership (P-12)	31	Science (7-12)	13
Latin (P-12)	2	School Counseling (P-12)	20	Biology (7-12)	7	Behavior disorders (P-12)	30	Business Edu. (7-12)	13
Middle Grades – Science	1	Biology (7-12)	17	Spanish (P-12)	6	School Counseling (P-12)	24	Music (P-12)	12
Art (P-12)	1	Learning Disabilities (P-12)	16	Art (P-12)	6	Preschool Spec. Edu. (P-12)	21	Ed. Leadership (P-12)	9
Chinese (7-12)	1	Health & P.E. (P-12)	15	JROTC	6	English (7-12)	16	Biology (7-12)	9
Chinese (P-12)	1	Music (P-12)	14	Learning Disabilities (P-12)	5	Hearing Impaired (P-12)	15	Art (P-12)	9

Source: CPI, EWRAD/PSC, 2004

Table 3.15 shows the number of non-regular certificates issued in Georgia for the past four years as well as the projections for FY05 to FY07. These projections are based on the assumptions that the trend continues.

Table 3.15. Demand Projections for Permit, Provisional, and Probationary Certificates in Selected Areas

Subject	FY01	FY02	FY03	FY04	Average Three-Year Change*	FY05	FY06	FY07
Middle Grades	556	590	471	647	1.1	699	754	813
Behavior Disorder	205	269	92	146	1.1	158	170	184
Early Childhood	231	326	296	395	1.2	481	586	714
Interrelated Special Education	998	1,195	1,070	1415	1.1	1619	1845	2104
English	131	278	279	421	1.5	650	1005	1552
Mathematics	155	184	208	379	1.4	523	722	996
Biology	74	55	38	37	0.8	30	24	19
Business Education	60	75	57	92	1.2	113	137	166
Science	111	180	187	286	1.4	399	558	779
Spanish	162	172	112	173	1.1	213	240	272
History	62	27	26	15	0.8	12	9	8
Chemistry	19	9	10	9	0.9	11	10	10
Gifted	472	673	56	647	1.0	647	647	647
Mental Retardation	76	60	81	145	1.3	190	249	326
ESOL	107	72	47	107	1.2	128	154	185
Learning Disabilities	36	28	21	39	1.1	44	50	56
French	32	30	30	37	1.1	39	41	44
Social Science			240	426	1.0	426	426	426

Source: CPI, EWRAD/PSC, 2004

* Except where there is not enough trend data

Implied Shortages by RESA

Table 3.16 shows the distribution non-permanent certificates. In FY04, the highest numbers of non-regular certificates were issued to school systems in Metro RESA (2,228, 36.2%).

Table 3.16. Distribution of Permits, Provisional, and Probationary Certificates by RESA, FY04

RESA	Pro- visional	Non- Renew- able	Permit	Pro- bationary	All Waivers	Total	RESA Total as % of Overall Total	Implied Shortage as % of FY04 Teachers
Central Savannah	50	20	4	51	30	155	2.5	3.0
Chattahoochee	54	13	4	46	66	183	3.0	4.7
CoastalPlains	30	6	0	61	22	119	1.9	4.1
First District	152	35	6	213	73	479	7.8	5.7
Heart of Georgia	7	4	0	20	10	41	0.7	2.5
Metro	901	200	149	907	71	2,228	36.2	5.8
Middle Georgia	47	23	5	63	48	186	3.0	4.4
North Georgia	58	11	15	177	34	295	4.8	6.5
Northeast Georgia	97	11	5	151	38	302	4.9	6.6
Northwest Georgia	82	25	3	203	50	363	5.9	5.2
Oconee	19	4	1	30	12	66	1.1	5.0
Okefenokee	49	8	4	56	18	135	2.2	6.8
Pioneer	77	9	28	136	24	274	4.5	4.6
Southwest Georgia	39	10	6	51	23	129	2.1	2.9
West Georgia	112	11	2	79	26	230	3.7	5.7
Unspecified	159	280	25	123	72	659	10.7	N/A
Total	2,033	690	261	2,505	662	6,151	100.0	5.9

Source: CPI, EWRAD/PSC, 2004

Newly Prepared Georgia Teachers

Data were collected from the various Georgia public and private institutions on the number of individuals who completed the requirements for certification recommendations in Georgia. These are called “completers” in Title II¹ vernacular. In FY03, a total of 4,175 individuals were reported as having completed these requirements. Most of them (70.5%, n=2,945) were prepared via the regular route, 1,121 (26.9%) were prepared through the alternative certification program, while 109 (2.6%) were prepared through the GATAPP college and RESA programs.

¹ Title II of the Higher Education Act (HEA), passed in October 1998. Title II authorizes new federal grant programs that support the efforts of states, institutions of higher education, and their school district partners to improve the recruitment, preparation, and support of new teachers. Title II also includes new accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing.

Top Six Educator Producing Institutions/Colleges, FY04

Table 3.17 shows completers from the various Georgia public and private colleges and institutions. The top six producers in FY04 were:

- Georgia State University – 10.4%
- Kennesaw State University – 8.9%
- Valdosta State University – 8.6%
- University of Georgia – 8.2%
- State University of West Georgia – 6.9%
- Mercer University – 5.6%

Table 3.17. New Educator Production by College, FY03

College	Preparation Route				% of Total
	Regular	Alternative	GATAPP	Total	
Agnes Scott College	7	7	0	14	0.3
Albany State University	43	13	8	64	1.5
Armstrong Atlantic State	115	88	22	225	5.4
Atlanta Christian College	9	0	0	9	0.2
Augusta State University	87	3	21	111	2.7
Berry College	70	24	0	94	2.3
Brenau University	97	59	0	156	3.7
Brewton-Parker College	38	5	18	61	1.5
Clark Atlanta University	99	92	0	191	4.6
Clayton College & State University	13	0	0	13	0.3
Columbus State University	100	38	5	143	3.4
Covenant College	19	2	0	21	0.5
Emmanuel College	33	0	0	33	0.8
Emory University	7	0	0	7	0.2
Fort Valley State University	37	4	0	41	1.0
Georgia College and State University	85	34	0	119	2.8
Georgia Southern University	185	28	0	213	5.1
Georgia Southwestern University	81	6	0	87	2.1
Georgia State University	135	294	7	436	10.4
Kennesaw State University	358	15	0	373	8.9
LaGrange College	14	12	0	26	0.6
Mercer University	130	99	5	234	5.6
Middle Georgia RESA	0	0	23	23	0.6
North Georgia College	130	37	0	167	4.0
Oglethorpe University	10	11	0	21	0.5
Paine College	12	0	0	12	0.3
Piedmont College	78	80	0	158	3.8
Shorter College	52	5	0	57	1.4
Spelman College	16	0	0	16	0.4
State University of West Georgia	229	58	0	287	6.9
Thomas College	32	0	0	32	0.8
Toccoa Falls College	31	0	0	31	0.7
University of Georgia	302	39	0	341	8.2
Valdosta State University	290	68	0	358	8.6
Wesleyan College	1	0	0	1	0.0
Total	2,945	1,121	109	4,175	100

Source: PSC/EWRAD: Capstone, 2004

Almost three-quarters (3,029 or 72.6%) of the FY03 completers were employed in Georgia's public school systems in FY04 in both teaching and non-teaching positions. Table 3.18 shows the top twenty hiring school systems for FY03 completers.

Table 3.18. Top Twenty FY04 Hiring Systems for FY03 Completers

School System	# Of Newly Hired Student Teachers	School System	# Of Newly Hired Student Teachers
Gwinnett County	262	Cherokee County	58
Cobb County	224	Paulding County	48
Fulton County	122	Newton County	42
DeKalb County	114	Bibb County	41
Clayton County	90	Coweta County	40
Chatham County	76	Clarke County	39
Hall County	66	Douglas County	39
Henry County	63	Richmond County	38
Atlanta City	62	Houston County	37
Muscogee County	61	Dougherty County	33

Source: EWRAD/PSC: Capstone, CPI, 2004

Educator Production by Field

Table 3.19 shows that in FY04, Early Childhood Education (38.3%) was the most popular area of preparation for completers, followed by Middle Grades (13.7%), and Social Science (3.9%).

Table 3.19. Most Common Teaching Fields of FY03 Completers

Subject	FY03 Completers	% of Total
Early Childhood Education	1,597	38.3
Middle Grades Education	571	13.7
Social Science (including History)	199	4.8
English	155	3.7
Health and Physical Education	150	3.6
Educational Leadership	136	3.3
Sciences (All areas)	127	3.0
School Counseling	125	3.0
Mathematic (All Mathematics)	115	2.8
Special Education	113	2.7
Music	97	2.3

Source: EWRAD/PSC, 2004

Educator Production in Core Academic Subjects in High School

In FY04, the highest number of completers in the four core subject areas was in Social Science (199), followed by English (155). Table 3.20 shows the number of completers in the four core subjects.

Table 3.20. Completers in the Core Subjects

Subject Area	FY03
English	155
Mathematics	115
Science	127
Social Science (including History)	199

Source: EWRAD/PSC, 2004

Certification and Employment Yield of Newly Prepared Teachers

Certification and employment yields of teachers refer to the proportion of completers from Georgia public and private colleges and institutions who became certified and/or gained employment, respectively, in Georgia's P-12 public schools the school year following graduation from college. Most of the FY03 completers (92.4% or 3,859) had been certified by the end of FY04, though 761 held prior certificates. Table 3.21 indicates over two hundred (214) were employed in non-teaching positions and 2,812 were certified and teaching in FY04. Of the 3,414 (out of the 4175) completers who could be treated as new additions to the workforce, only 2,273 teaching in FY04 held first-issue certificates. Thus, the first year teacher "yield" from FY03 completers from Georgia colleges is actually 66.6% (i.e. 2,273 out of 3,414 newly "minted" completers) as presented in Figure 3.2).

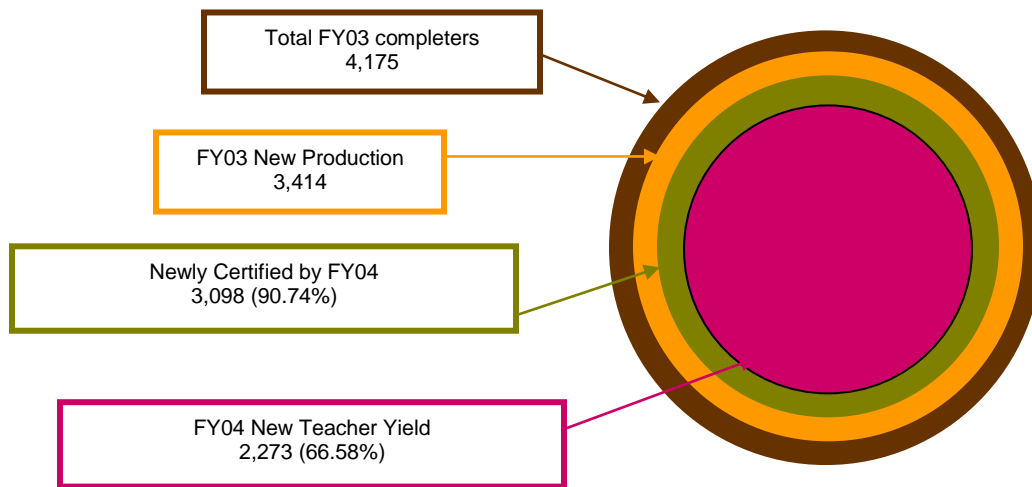
Table 3.21. FY03 Completers by Certification Status, Field of Preparation and CPI Personnel Category in FY04

Certification Status in FY04	Preparation Field Group	CPI Personnel Employment Category, FY04			
		Not in the FY04 CPI	Non-Teaching	Teaching	Total
Certified Prior to FY03	Administration	17	44	72	133
	Service	7	59	14	80
	Teaching	73	22	453	548
Subtotal-Prior certification		97	125	539	761
Certified from FY03	Administration	2	0	1	3
	Service	36	84	6	126
	Teaching	698	5	2266	2,969
Subtotal of Newly Certified		736	89	2273	3,098
Total of all certified by FY04		833	214	2812	3,859
Not Certified Yet	Administration	13		0	13
	Service	33		0	33
	Teaching	267		3	270
Subtotal-Not yet certified		313		3	316
Overall Total		1,146	214	2815	4,175
Total New Production		1,049	89	2276	3,414
Total Newly Certified		736	89	2273	3,098
Percent New Teacher Yield				66.58	

Source: EWRAD/PSC, 2004

Figure 3.2. FY03 Georgia Completers Teacher Yield

Source: EWRAD/PSC, 2004



Teacher Recruitment and Preparation Initiatives

As a result of the need for non-regular certificates requested from the PSC by some school systems in Georgia, and a recognition of the need to improve the capacity of some of these systems to attract and retain new teachers, the PSC is helping selected systems to market themselves more effectively to prospective teachers, and to develop alternative preparation programs to prepare and retain their own teachers.

The PSC is also broadening its supply pool by implementing strategies to attract certified teachers from other states.

The PSC is using the following routes to attract, recruit, hire and retain highly qualified teachers into the Georgia teacher workforce.

Reach to Teach in Georgia (RTT)

Reach to Teach in Georgia is a transition to teaching program funded by a United States Department of Education (USDOE) grant. The program has the following objectives:

- A corps of highly qualified target teachers will be established in high-need schools and school systems.
- Teacher skills and knowledge will be extended and enriched through a systematic preparation and continuing support program for targeted teachers in high-need LEAs and schools.
- The RTT program will influence reforms in state policy and certification requirements.
- Ninety percent (90%) or above retention rate of target teachers in high-need LEAs and schools will be achieved for teachers in their first through third years of teaching.

Initially, seventeen school systems in Georgia were identified to participate in the program. They were: Calhoun City, Clarke County, Dooly County, Green County, Hancock County, Jefferson City, Jefferson County, Lamar County, Long County, McIntosh County, Peach County, Social Circle City, Spaulding County, Taliaferro County, Twiggs County, and Warren County. Clayton County and Richmond County were added to the program in Year 2. The program met its Year 1 objective of recruiting and placing 100 new teachers from targeted groups in eligible high-need schools. In its second year, an additional 100 new teachers were recruited.

Every Year 1 RTT teacher who (a) reentered a targeted high need LEA and classroom on a Year 2 LEA contract, and (b) agreed to serve a minimum of three years in an eligible high-need school was given a \$1,000 stipend. A promissory note is required from teachers prior to issuance of the stipend. When the three-year obligation is met and a clear renewable certificate is obtained, the promissory note is voided. Teachers receiving the \$1,000 stipend in year 2 who do not return in year 3, and those who do not receive a clear renewable teaching certificate during the three years must re-pay the \$1,000. This stipend is intended to help teachers defray costs associated with achieving full certification and participating in Reach to Teach in Georgia Academy (RTTA) extension and enrichment activities. RTTA activities are designed to reinforce the GATAPP program requirements and traditional preparation pathways of most provisionally certified teachers.

The 200 teachers recruited by the RTT Program for Years 1 and 2 taught in 95 schools statewide. The target teachers were mentored by 12 RTTA faculty who meet with them face-to-face and by virtual means. Services provided to participating teachers included an orientation and onsite visits. In addition, best practices seminars on critical topics such as managing classroom behavior, methods and obligations in working with exceptional needs students in a collaborative setting, and strategies for differentiation of instruction, were provided. Training was designed on an as-needed basis determined by the New Teacher Survey of teachers and principals statewide that the Division for Educator Workforce Research and development (EWRAD) administers.

The program's website (www.ReachToTeachinGeorgia.org) is dedicated to assisting, informing, and providing information to participating LEAs, schools, prospective and current teachers and administrators, and other stakeholders. The website provides job, school, community, and best practices information. It also provides portals into virtual mentoring activities, cohort discussion boards for participating teachers, RTTA faculty members, and LEA administrators.

Marketing SWOT Analysis

RTT also has a marketing component, the purpose of which is to assist high-need LEAs with assessing their overall ability to address their Strengths, Weaknesses, Opportunities, and Threats (SWOT) for attracting and retaining highly qualified teachers in their schools and communities. This process, called a SWOT analysis, is conducted over time with school system level and community members in eligible LEAs. The process also helps to determine the nature and type of communication and marketing activities used by the LEAs to support recruitment and retention-related initiatives targeting highly qualified teachers

The marketing SWOT analysis is conducted in four phases. Phase I assessed each LEAs individual organizational strengths, weaknesses, opportunities and threats. Subsequent SWOT planning phases (e.g., Phase II, III and IV) assisted in developing insights and creating action plans to address effective teacher recruitment and employee retention activities, organizational communication and marketing, and community/business partnership activities. In addition, a demographic assessment was performed to develop an in-depth understanding of the area resources, environment, demographic changes, target audiences, competitive barriers, and socio-political changes occurring external to each individual school system.

The SWOT planning phases are as follows:

- Phase II SWOT: Phase I outcomes evaluation and prioritization to identify distinctive competencies and debilitating weaknesses
- Phase III SWOT: Development of short-term (6 months – 1 year) and long-term (1-3 year) action plan for post-Phase II priority outcomes
- Phase IV SWOT: Strategic long-term marketing planning (system-by-system basis, based on resources and staff commitment)

Numerous trends were identified that are common among the RTT LEAs involved in the SWOT analyses. These trends will require an additional level of investment, e.g., financial and human resources, to develop and implement marketing and organizational communication programs that will support teacher recruitment and retention activities, community outreach, and business partnership efforts in these LEAs. Additionally,

increased public relations, development of marketing collaterals, e.g., brochures, web sites, and job fair/marketing displays, and other marketing communications, e.g., advertising, job fairs, employee home expos, are needed to support teacher recruitment and employee retention activities.

Eleven out of the nineteen RTT LEAs have completed at least Phase I of the SWOT analysis. They are: Calhoun City, Clarke County, Greene County, Jefferson City, Jefferson County, Lamar County, Long County, McIntosh County, Peach County, Griffin-Spalding, and Warren County. These eleven RTT LEAs each received RTT marketing tools such as posters, brochures, and a recruitment display.

Five of the eleven RTT LEAs who completed Phase I of the SWOT analysis have also completed Phase II of the SWOT analysis (prioritizing and evaluating outcomes). They are: Griffin-Spalding, Jefferson City, McIntosh County, Peach County, and Warren County. Of these five RTT LEAs, Griffin-Spalding and McIntosh County have completed Phase III of the SWOT analysis (development of a short-term, 6 months-1 year, and long-term, 1-3 year) action plan.

As a result of the SWOT process, housing, among other factors, was identified as a critical impact factor for teacher recruitment and employee retention at all the RTT systems.

RTT expects to place 400 teachers in eligible high-need schools by fall 2006.

TeachGeorgia.org

TeachGeorgia.org is Georgia's official teacher recruitment clearinghouse. In FY04, with input from school system Human Resources administrators, the TeachGeorgia.org web site was totally re-designed by the Information and Technology Division of the Georgia Professional Standards Commission to better meet the needs of Georgia's schools. The necessary move to an industry standard technology platform is enabling the integration of data from TeachGeorgia.org with other databases within the PSC. As one of the many significant enhancements of the new TeachGeorgia.org web site, Georgia school systems are now able to view an applicant's certification status directly from their online application.

Furthermore, the re-design of TeachGeorgia.org is enabling the tracking of workforce individuals who utilized TeachGeorgia.org as a resource in obtaining employment in a Georgia school. Of the 10,929 total new hires in FY04, (those in the FY04 CPI who were not in the CPI in FY03), a total of 3,052 (almost 28%) were among the TeachGeorgia applicants collected in September. Refining the picture, there were 6,327 new hires in FY04 who showed zero experience on the FY04 CPI file. Of those 6,327, there were 1,906 (just over 30%) who had placed online applications via TeachGeorgia.org.

From May 1, 2004⁴ to June 30, 2004, Georgia's school systems listed 2,142 job postings on TeachGeorgia.org and received 52,247 online applications via the web site. According to the Annual Teacher Vacancy Survey conducted by TeachGeorgia at the

⁴ TeachGeorgia.org usage data prior web site redesign in April 2004 is not available.

beginning of FY05, 95% of the responding school systems indicated that TeachGeorgia.org was extremely helpful or helpful in staffing their schools.

As part of its continuing recruitment and marketing strategic plan, TeachGeorgia conducted sixty on-site visits to thirty-seven institutions of higher education in Georgia including four-year colleges and universities as well as two-year colleges. TeachGeorgia staff met with education students, faculty, and student groups on campus to promote the teaching profession and the utilization of the TeachGeorgia.org resource. The college recruitment and marketing program includes continuing and enhancing positive relationships for TeachGeorgia at Georgia's historically black colleges and universities (HBCU) to attract a diverse teacher workforce to Georgia's schools. TeachGeorgia also conducted on-site recruitment and marketing visits outside of Georgia to Auburn University and the University of Tennessee in Knoxville. Additionally, the TeachGeorgia.org Career Services Reference Guide was created as a reference resource and marketing tool and distributed to career services representatives at colleges and universities statewide.

As in FY03, TeachGeorgia and the Georgia Teacher Recruitment Collaborative (GTRC)⁵, in the fifth year of the partnership, conducted nine regional and statewide teacher recruitment events in FY04. These teacher recruitment events took place in Athens, Atlanta, Augusta, Carrollton, Fort Valley, Kennesaw, Savannah, Statesboro, and Valdosta. In addition to the spring GTRC events, TeachGeorgia co-sponsored two fall teacher recruitment events with the Metro Regional Educational Service Agency and Valdosta State University in November 2003. TeachGeorgia conducted the fourth annual Georgia Teacher Summer Recruitment Fair at Metro Atlanta at Georgia Perimeter College and the 2003 and 2004 Mid-South Georgia Teacher Recruitment Fair at Macon at Macon State College during FY04.

In addition to attracting and facilitating the employment of traditionally prepared teachers into Georgia's teacher workforce, TeachGeorgia also serves as a conduit of information for the Georgia Teacher Alternative Preparation Program (GATAPP). In FY04, TeachGeorgia, in collaboration with LEA and RESA GATAPP training providers, marketed five Teacher Alternative Preparation Awareness Sessions across the state for individuals seeking information regarding alternative teacher certification.

TeachGeorgia and the Professional Association of Georgia Educators (PAGE) partnered to promote teaching opportunities in Georgia at the national Future Educators of America conference held in Dallas, Texas in February of 2004. In addition, TeachGeorgia presented to high school students at the Future Educators of Georgia Summer Institute in June of 2004, to encourage their pursuit of a career in education.

TeachGeorgia.org, continues to be a vital component of the TeachGeorgia strategic plan to have a highly qualified teacher in every classroom by 2006.

⁵ GTRC is a collaborative partnership between TeachGeorgia, Georgia's public schools, Armstrong Atlantic State University, Augusta State University, Fort Valley State University, Georgia Southern University, Kennesaw State University, the Metro Regional Educational Service Agency, the State University of West Georgia, the University of Georgia, and Valdosta State University.

Troops-to-Teachers

The purpose of the Georgia Troops to Teachers (TTT) program is to recruit candidates who have served in the nation's Armed Forces or are serving in Reserves and National Guard units and are seeking careers in Georgia's public schools as teachers.

In FY04, the TTT office totaled more than 1000 phone calls and 2000 emails. Nearly two thirds of the inquiries have been from active duty military, while the remaining third has been from a combination of retired military and reservists. There was also an increase in the number of individuals contacting the state office who have more than a year left in service prior to retirement. This is a positive thing for the program as it means that the word is getting out and individuals are trying to better prepare prior to getting out of the service.

Marketing & Outreach

In FY04, over 174 visits to military bases in the state were made. Approximately 150 military Transition Assistance Program Classes (TAP) ranging in size from 25 to 187 separating/retiring military personnel were conducted. TTT also conducted 16 job fairs, contacting an average of 125 potential TTT candidates each time. These jobs fairs are a good way of contacting retirees, and in some cases reservists. In addition to the briefings conducted at military bases, presentations were made to representatives of the Georgia Board of Education to promote increased awareness of the TTT program in the state and to explain our recruiting efforts on Georgia military bases. The TTT program was briefed to 12 United States Army Reserve units in the state and participated in 3 Georgia National Guard conferences where the program was briefed to the state's Guard personnel. Efforts are underway to work with military bases across the state to get information on the TTT program published. Seven articles have been written in military base newspapers during the last year. A Georgia TTT pamphlet was developed which has been widely distributed both to active duty and reserve personnel.

Initiatives

In March of this year, the Georgia Professional Standards Commission (PSC) Board approved a new "Test-Based Nonrenewable Certification" for teaching fields, allowing prospective teachers who desire to teach in an area closely associated with their college major to use the test option to demonstrate their knowledge. These individuals must pass the Praxis I exam and the Praxis II assessment required for their certification field as well as the Praxis II PLT (Principles of Learning and Teaching). They then undergo a formal one-year on-the-job supervised practicum approved by the Georgia Professional Standards Commission (PSC) that will satisfy all other state requirements. At the end of that year they are qualified for a full clear and renewable 5-year professional certification. This offers TTT candidates another avenue for teacher certification in the state of Georgia.

Fort Stewart, Armstrong Atlantic University, and Georgia TTT completed the second four-month weekend intern certification program for soldiers and spouses on Fort Stewart. Thirty-one individuals completed the requirements for an intern certification by the state, pending completion of the Praxis I exam. Arrangements are ongoing for the third class, which will begin in January 2005.

Discussions are being conducted with the Metro Atlanta Regional Educational Services Agency (MRESA) regarding the development of an online teacher certification program with the that will lead to full state certification and can be used by individuals across the state.

Accomplishments

In FY04, 81 TTT candidates were hired into Georgia classrooms. In addition, 253 stipend letters were sent to registered TTT candidates who chose Georgia as their first choice of employment states. Seventy individuals received TTT funding and enrolled in a state teacher certification program in FY04.

The first statewide TTT participant conference was held in FY04 to discuss certification in Georgia and to outline the steps for getting employed in the state.

At this one-day conference for fully registered TTT candidates; individuals from the state certification office, state alternative teacher preparation office, school system officials, TTT Mentors and experienced successful TTT teachers spoke to TTT candidates.

The program website (www.tttga.net) now has a link to TeachGeorgia, the state's teacher job referral site. Nearly all of the state's 181 school systems post their vacancies on this site.

Eighty-one TTT teachers were hired in Georgia in FY04; 14 are teaching in the critical area of special education, and 17 are teaching in the areas of math, science or foreign language.

Table 3.22. Troops-to-Teachers (TTT) in Georgia, FY94 – FY04

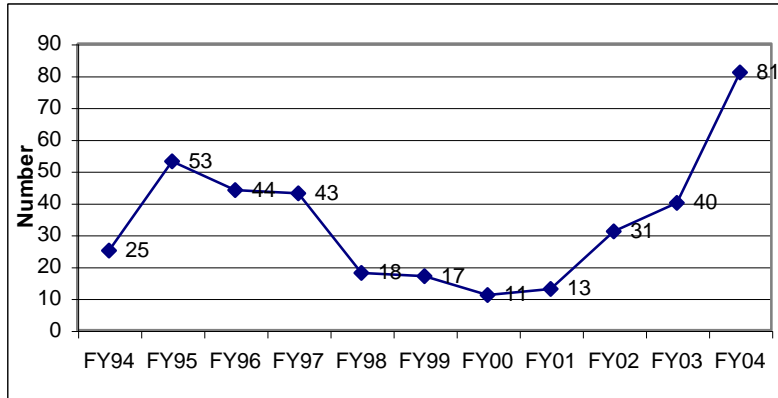
First Year of Employment	All TTT	TTT Teaching in FY04	TTT in Administrative Positions in FY04	TTT in Classified Positions in FY04	TTT Not in FY04*
FY94	25	7	3	3	12
FY95	53	26	8	4	15
FY96	44	19	2	1	22
FY97	43	16	4	6	17
FY98	18	11	0	2	5
FY99	17	10	1	0	6
FY00	11	7	0	2	2
FY01	13	8	1	3	1
FY02	31	26	0	3	2
FY03	40	8	0	4	28
FY04	81	49	4	11	17
Total	376				

Source: EWRAD/PSC

*Note: That year of first employment is calendar year. Thus, some of the individuals whose first year of employment is 2003 actually fall under FY04.

Seventy-seven percent (77.8%) of the TTT candidates hired in FY04 were male, Blacks constituted 59.3%, while Whites constituted 32.1%. The TTT program is not only helping to recruit teachers, but is also helping to diversify the teaching profession both in terms of gender and ethnicity.

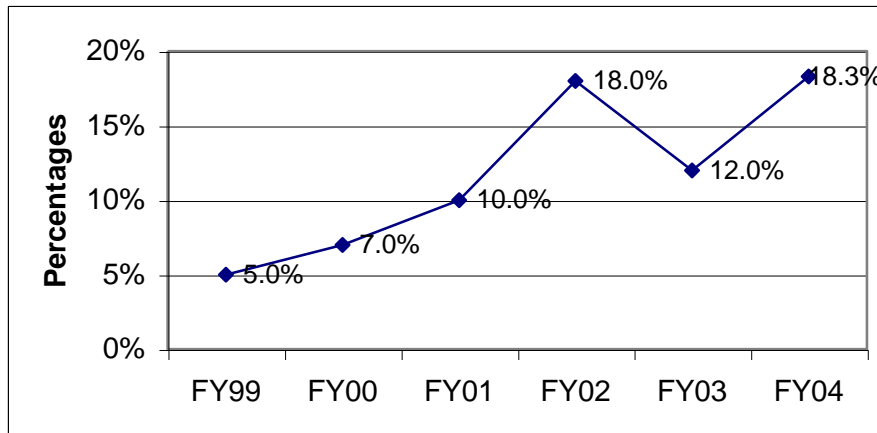
Figure 3.3. Number of Individuals Recruited Through TTT, FY94-FY04
(Source: CPI, EWRAD/PSC, 2004)



Alternative Preparation

Alternative preparation routes, such as GATAPP and Provisional certification, represent another important source of teacher supply in Georgia. Figure 3.4 shows in FY04, a total of 1,995 (18.3%) alternatively prepared teachers were hired into Georgia public classrooms. This was an increase of 32.9% from the number hired in FY03 (1,501). The opposite was the case from FY02 to FY03 when there was a 35.2% decline in the number hired from alternative route teachers.

Figure 3.4. Alternative Route Teachers as a Percentage of Newly Hired Teachers, FY99-FY04
(Source: CPI, EWRAD/PSC, 2004)



Georgia Teacher Alternative Preparation Program

The Georgia Teacher Alternative Preparation Program (GATAPP) is an alternative preparation program established by the PSC in FY01. The program provides preparation to become fully certified and enter the teaching profession for individuals who hold Bachelor's or higher degrees in non-education fields.

As of FY04, a total of 1,580 GATAPP participants were teaching in Georgia public P-12 classrooms. Over half (55.2%, 872) of the GATAPP teachers were White, while Blacks constituted 40.8% (645). Males comprised 30.4% (480) of the GATAPP teachers in

Georgia. The program is successfully recruiting male and minority candidates into the Georgia teaching workforce.

Table 3.23. Number of GATAPP Candidates, FY02 – FY04

Year	Frequency
FY02	442
FY03	553
FY04	555
Unspecified	30
Total	1580

Source: CPI, EWRAD/PSC, 2004

Over sixty percent (60.7%) of the GATAPP teachers hold Intern certificates. Other types of certificate held are teaching, provisional, probationary, waiver, service, permit, and conditional certificates. Most of the teachers (98.5%, 1,557) had 0-5 years of teaching experience. Over three-quarters (78.0%, 1,232) were between the ages of 21 and 40 years. As in FY03, Dekalb County (219, 13.9%) had the highest number of GATAPP teachers in FY04, followed by Atlanta City (147, 9.3%), Richmond County (106, 6.7%), and Chatham County (105, 6.6%).

Table 3.24 shows the various GATAPP program providers. As the table shows, this alternative preparation program is offered by RESAs, colleges, and school systems independently and in various combinations. GATAPP is a unique program in that it allows the systems to recruit and prepare teachers in their specific areas of need.

Table 3.24 shows the GATAPP providers from FY02 to FY04.

Table 3.24. GATAPP Providers, FY02-FY04

TAPP Program Name	FY02	FY03	FY04
Albany State University	✓	✓	✓
Armstrong Atlantic State University	✓	✓	✓
Brewton-Parker College/ Heart of Georgia RESA	✓	✓	X
Clayton County	X	✓	✓
Columbus State University	✓	✓	✓
CSRA RESA/ Augusta State University	✓	✓	✓
DeKalb County	✓	✓	✓
Georgia College & State University	X	✓	X
Georgia Southern University	X	✓	✓
Georgia State University	✓	✓	X
Georgia State University/Atlanta Public Schools	X	✓	✓
Griffin RESA	✓	✓	✓
Heart of Georgia RESA - Eastman	✓	✓	X
Kennesaw State University	X	✓	✓
Middle Georgia RESA	✓	✓	✓
Metro RESA	X	✓	✓
Metro RESA/Clayton State University	✓	✓	X
North Georgia College & State University	X	✓	✓
Northeast Georgia RESA	X	✓	✓
Northwest Georgia RESA - Rome	✓	✓	✓
Oconee RESA/GC&SU	X	✓	X
Wesleyan - Bibb County	✓	✓	✓
West Georgia RESA - Grantville	✓	✓	✓
Chattahoochee-Flint RESA	✓	X	X
Fort Valley State & Middle Georgia RESA	✓	X	X
Mercer University Atlanta	✓	X	X

Source: CPI, EWRAD/PSC, 2004

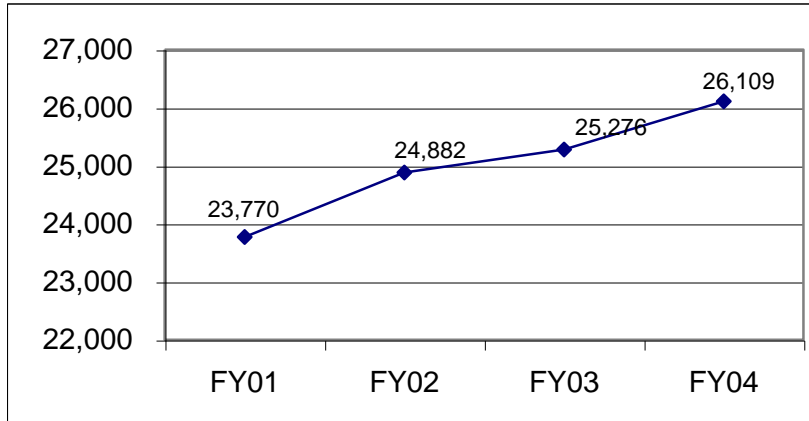
✓ means New Intake, while X means No New Intake

Paraprofessionals/Teacher Aides

Paraprofessionals are a source of teachers in Georgia, and are often assigned to assist Lead Teachers in the classrooms. Paraprofessionals play an important role in early childhood classrooms where they help to reduce the student-teacher ratios to prescribed levels at reduced costs.

Figure 3.5 shows there were a total of 26,109 Paraprofessionals in Georgia in FY04, a 3.2% increase from the 25,276 reported in FY03. The number continues to increase every year.

Figure 3.5. Total Georgia Paraprofessionals, FY01-FY04
(Source: CPI, EWRAD/PSC, 2004)



The CPI data indicate that Paraprofessionals are predominantly female, 93.9% in 2004.

Whites continue to dominate this personnel group, accounting for 63.1% of the total Paraprofessionals in FY04, while Blacks accounted for 34.2%. Although Hispanic paraprofessionals constituted only 1.7% of the personnel group in FY04, their number continues to rise, increasing from 322 in FY01 to 439 in FY04.

Table 3.25 shows paraprofessionals classified into six job categories. Over half (55.8%) were Paraprofessionals/Teacher Aides, and 32.7% were Special Education Paraprofessional/Teacher Aides.

Table 3.25. Distribution of Paraprofessionals/Teacher Aides By Job Title, FY04

Job	#	%
Counselor Paraprofessional	30	0.1
Library/Media Support Paraprofessional	1,032	4.0
Pre-K Paraprofessional	1,354	5.2
Paraprofessional/Teacher Aide	14,571	55.8
Special Education Paraprofessional/Teacher Aide	8,535	32.7
Psycho-Educational Paraprofessional	587	2.2
Total	26,109	100

Source: CPI, EWRAD/PSC, 2004

Supply Forecast Issues

Dependence on teachers prepared and/or hired from out of state continues to decrease as programs such as GATAPP and other alternative preparation programs expand. Many colleges have increased their production through the alternative preparation programs. Some colleges, for example Georgia State University, produce more teachers through the alternative routes than the traditional routes while others, such as University of Georgia, Kennesaw State, Georgia Southern, West Georgia and Valdosta State, prepare most of their teachers through traditional programs. A few colleges, Piedmont College, Clark Atlanta and Armstrong Atlantic State University, prepare about equal

numbers of teachers from both the traditional and alternative routes. Only the very small colleges still focus totally on only one type of program. Others have diversified to include some form of alternative program. RESAs have also helped to increase teacher production through the GATAPP programs, either independently or in collaboration with colleges of education.

Summary of SECTION I: GEORGIA'S TEACHERS

Georgia's Teaching Workforce: A Profile

- The teaching workforce **grew** by only 1.4% from 103,350 in FY03 to **104,845** in FY04.
- Fewer than eleven thousand (10,929) **new teachers** were hired into the classrooms, 12.6% fewer than 12,507 in FY03 and 16.5% lower than 13,084 in FY02.
- Most of the new hires (86.3%) served to **replace** 9,434 teachers that left the classroom at the end of FY03.
- Teacher totals decreased in four **RESAs**: Coastal Plains, Heart of Georgia, Northeast Georgia and Northwest Georgia. Griffin RESA showed the highest workforce increase of 5.8% over FY03, followed by North Georgia (2.9%) and Metro RESA (2.2%).
- The **elementary grades** continue to account for over 40% (41.7%) of the teaching workforce. The **high school and middle grades** follow with 17.2% and 17.3%, respectively. The proportion of **Special Education** teachers rose to 13.3%. While the proportion of **Vocational Education** teachers still fluctuates around 3%, the actual number is growing gradually.
- With regard to **demography**, the teaching workforce is getting older on average, 41.9 years in FY04 with a range of from 19 to 85 years. The average length of experience was 12.4 years. The typical Georgia teacher in FY04 was White (77.6%) and female (81.6%). The ethnic and gender balance is, however, changing as the numbers of Black, Hispanic, Asian and male teacher gradually rise.
- More Georgia teachers have **graduate certificate levels** (53.1% in FY04) than bachelor level certificates (46.6%), compared to the corresponding percentages of 51.2% and 48.3%, respectively, in FY03.
- In FY04, the number of nationally certified educators (**NBCTs**) in Georgia crossed the 1000 milestone. More than 500 teachers were certified in FY04 for a total of 1,276 NBCTs. Of those individuals holding the NBCT certificates, 1,144 taught in Georgia's classrooms, while 132 were employed in non-teaching positions in Georgia public schools.
- The number of **part-time** teachers increased from 3.5% in FY03 to 4.4% in FY04. Also, the maximum number of assignments held by teachers rose from 6 in FY03 to 10 in FY04.
- **Out-of-field teaching** at the high school level continued to decline in some core subject areas (Math, 4.7% down from 7.9% in FY03 and 3.6% in Social Science, down from 4.5% in FY03). On the other hand, out-of field teaching rose in English from 6.2% in FY03 to 6.5% in FY04.

Teacher Demand in Georgia

- In FY04, teacher demand was especially influenced by **budgetary constraints** that resulted in higher class sizes than had been stipulated for FY04. Other perennial factors that affected the demand of teachers in Georgia in FY04 included **teacher attrition, student enrollment growth** and **policy changes**. Georgia public schools lost 9,434 teachers to attrition. Student enrollment grew by 26,599 from FY03 to 1,522,611 in FY04, a 1.8% rise. Finally, a higher maximum class size was allowed in most grade levels in FY04 as a result of budgetary constraints. The increases class sizes helped to keep teacher demand lower than it would otherwise have been, given a 9.1% attrition rate and the growth in student enrollment.
- The **student population** became further **diversified** in FY04, with continued decline in the White student population (0.9% from FY00 to FY04), and a continuing rise in minority enrollment (16.5%) over the same period, especially in the Hispanic component (85.9%) from FY00 to FY04.
- Above average increases in Pre-Kindergarten and Kindergarten enrollment between FY00 and FY04 signaled the entrance into the public schools of the children born during **the live birth surge between 1997 and 2000**.
- An examination of **census and enrollment** data corroborated other data suggesting that many high-school age Georgians are not in school. Teacher demand would become more acute if efforts to increase high school completion and graduation rates in Georgia were successful.
- The proportion of grade **nine enrollment compared to grade twelve** enrollment four years later continued to rise, from 59.5% in FY01 to 64.2% in FY04.
- Greatest enrollment increases between FY99 and FY04 took place in Griffin (22.8%), Pioneer (22.5%) and North Georgia (17.3%) **RESAs**. The greatest losses were experienced in Oconee (4.9%) and Southwest Georgia (3.5%) RESAs.
- One-year and five-year **attrition rates** of new teachers with zero experience declined for FY03 and FY98 cohorts to 15% and 32%, respectively, from 16% and 35% from the previous cohorts. Three-year attrition rose to 29% for FY01 cohort from 26% from the previous cohort.
- It was **projected** based on class size specifications, that by FY09, Georgia's teaching workforce will rise to between 115,000 and 129,000, with a mid-point of about 122,000 teachers. Projections also showed that if hiring and attrition rates continue on their FY04 paths, **annual attrition will overtake new hires** and the teaching workforce net growth rate will become negative in just a few years.

Georgia Teacher Supply

- Georgia retained 90.9% of its FY03 teaching workforce. It hired only 10.4% of the FY04 teaching workforce (10,929).
- The main **sources of new teachers** in Georgia: Out-of-state (28.0%), Georgia educator preparation programs (19.8%), returning teachers after a break in service (18.8%), and alternative preparation routes (18.3%). Dependence on out-of-state sources decreased considerably as alternative routes and Georgia colleges expanded their contributions.
- The number of **requests for non-regular teacher certificates** in critical shortage areas rose by 70.2% from 3,615 in FY03 to 6,151 in FY04. This rise suggests a mismatch between demand and supply of teachers in some systems. The highest numbers of non-regular certificates were issued in Interrelated Special Education, Middle Grades and Early Childhood.
- **Initiatives to improve teacher supply** are varied and include alternative routes offered through collaborative efforts between colleges, RESAs and systems and GATAPP. Other efforts target recruitment and retention through TeachGeorgia and programs such as Troops-to-Teachers and Transition-to-Teaching.
- While most of the Georgia educator preparation programs continue to operate traditional programs, many also have **initiated alternative routes**. More than one quarter (29.5%) of their FY03 completers were prepared through the alternative and GATAPP programs.
- Georgia's **Paraprofessional** pool numbered 26,109 in FY04.

SECTION II:
GEORGIA'S ADMINISTRATIVE AND STUDENT SERVICES PERSONNEL

CHAPTER 4: A PROFILE OF GEORGIA'S NON-TEACHING EDUCATOR WORKFORCE: ADMINISTRATIVE AND STUDENT SERVICES PERSONNEL

Introduction

This section profiles Georgia's non-teaching workforce in Georgia's P-12 public schools. This includes the personnel who provide leadership (administrative) and support services (student services) that impact both classroom instruction and student learning. Chapter 4 presents the demographic characteristics of Georgia's non-teaching educator workforce.

Demographic Characteristics

Administrative Personnel

Figure 4.2 shows the number of Georgia's administrative workforce continues to rise, increasing by 14.9% from FY98 to FY04. There was, however, only a one percent (77) increase from FY03 to FY04, less than the 3.4% growth witnessed from FY02 to FY03.

There were decreases from FY03 to FY04 in the number of Assistant Superintendents, Athletic Directors, Curriculum Directors, and Human Resources Directors

Females make up 62.3% (4,866) of the total administrative workforce. Over two-thirds (70.3%) of the administrative workforce in FY04 were White.

Figure 4.1. Total Administrative Personnel, FY00-FY04
(Source: EWRAD/PSC, 2004)

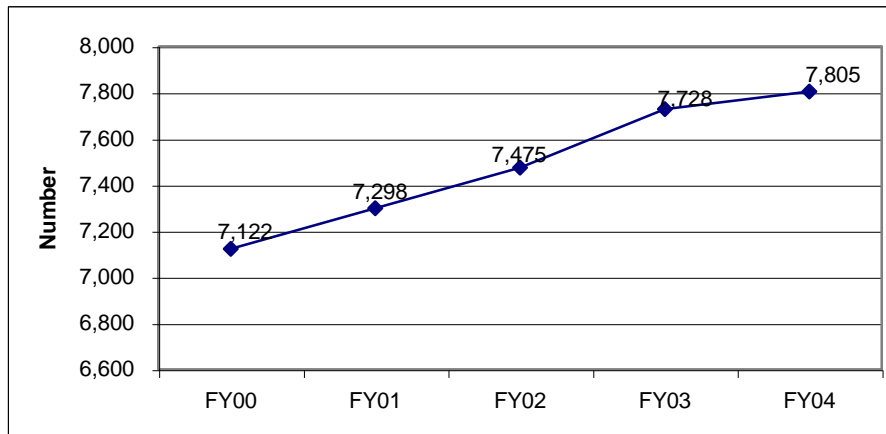


Table 4.1. Administrative Personnel in Georgia, FY00-FY04

Category	FY00	FY01	FY02	FY03	FY04
RESA Director	15	16	16	16	16
Superintendent	178	179	184	181	180
Assistant Superintendent	201	216	227	242	235
Principal	1,993	2,010	2,048	2,071	2,072
Assistant Principal	2,343	2,472	2,631	2,822	2,863
Human Resources Director	62	58	55	54	51
Curriculum Director	221	219	223	221	198
Technology Director	58	55	57	54	56
Special Education Director	158	165	159	170	175
Vocational Education Director	154	159	157	164	177
Instructional Supervisor	858	862	815	767	804
Kindergarten Director	2	1	2	1	1
Pre-Kindergarten Director	20	24	20	24	26
Athletic Director	50	57	41	58	49
Other Administrators	809	805	840	883	902
Total	7,122	7,298	7,475	7,728	7,805
Year-to-Year Growth Rate	2.4	2.5	2.4	3.4	1.0

Source: EWRAD/PSC, 2004

This section will describe the demographic characteristics of each administrative personnel group and discuss trends.

RESA Directors

Figure 4.2 shows the number of RESA Directors remained at 16 from FY01 with an average age in FY04 of 55.4 years with a mean experience of 26.4 years.

Figures 4.2 and 4.3 show the typical RESA Director was White (87.5%) and male (62.5%). The RESA Directors possessed either an Education Specialist (56.3%) or a Doctorate degree (43.8%).

Figure 4.2. RESA Directors by Gender, FY00-FY04

(Source: EWRAD/PSC, 2004)

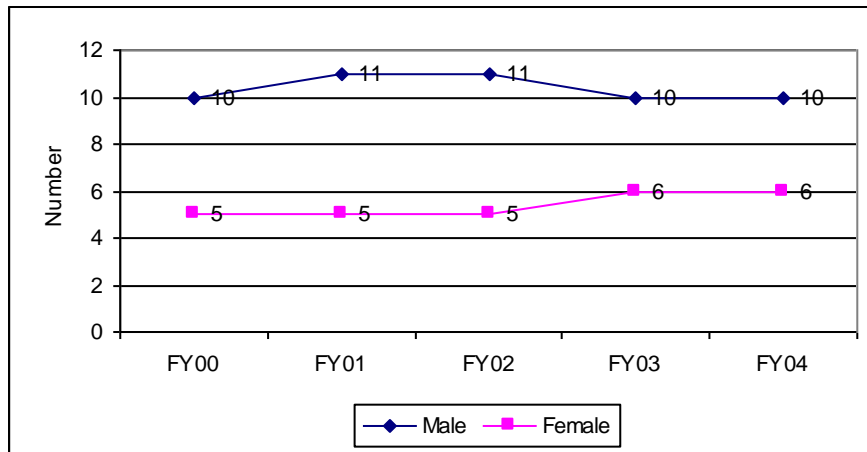
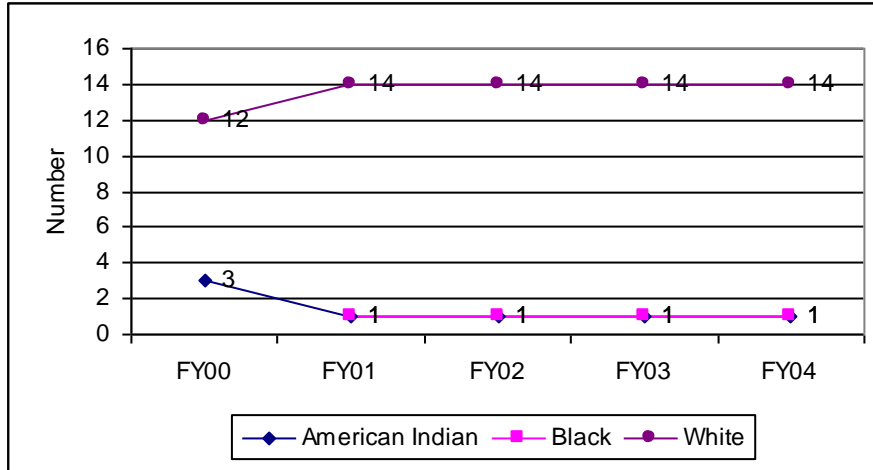


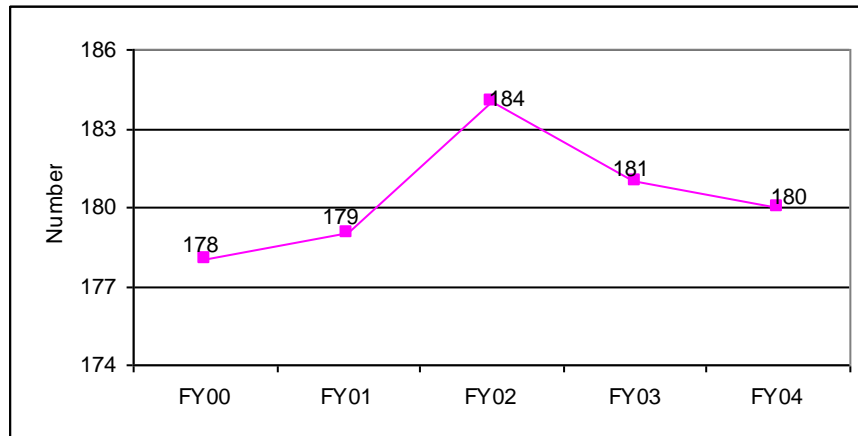
Figure 4.3. RESA Directors by Ethnicity, FY00-FY04
 (Source: EWRAD/PSC, 2004)



Superintendents

Figure 4.4 shows Georgia had 180 Superintendents in FY 04 with a mean age of 54.2 years and an average experience of 27.3 years.

Figure 4.4. Superintendents, FY00-FY04
 (Source: EWRAD/PSC, 2004)



In FY04, the typical Superintendent was White (86.7%) and male (76.7%) with either an Education Specialist (48.3%) or a Doctorate (45.0%) degree. Figure 4.5 shows that the number of female superintendents has increased slightly.

Figure 4.5. Superintendents by Gender, FY00-FY04

(Source: EWRAD/PSC, 2004)

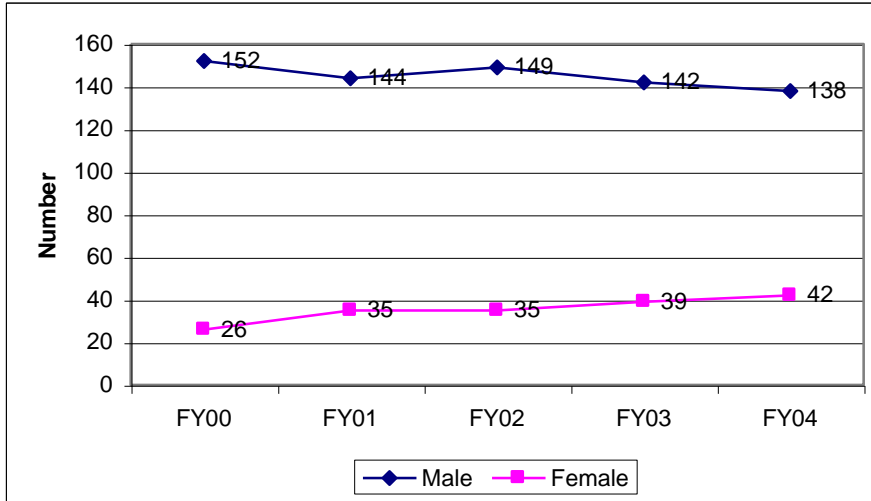
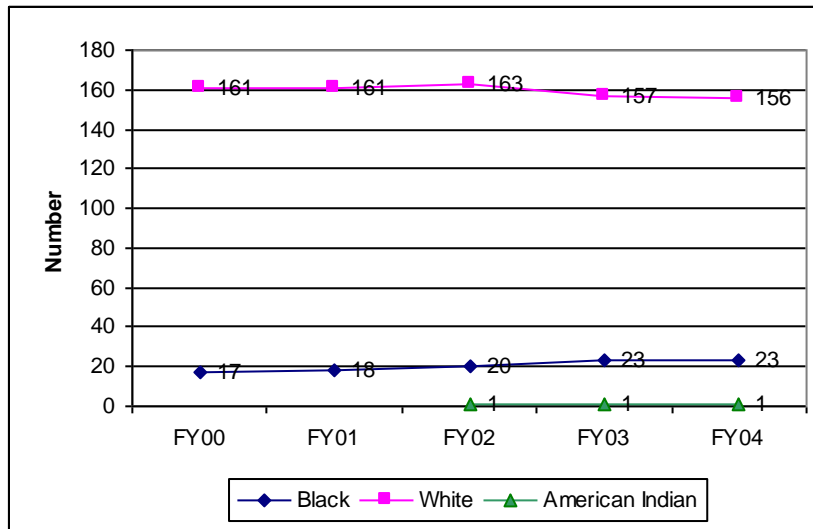


Figure 4.6. Superintendents by Ethnicity, FY00-FY04

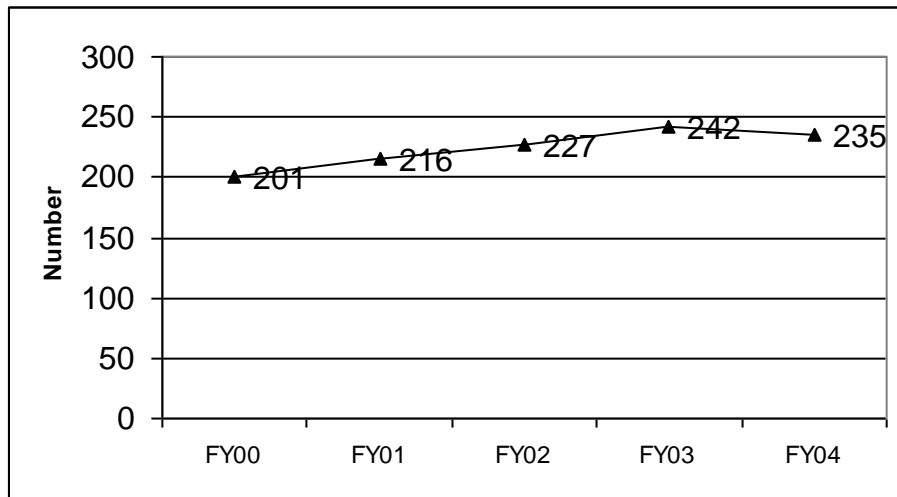
(Source: EWRAD/PSC, 2004)



Assistant Superintendents

In FY04, Georgia had 235 Assistant Superintendents with a mean age of 53.4 years and a mean experience of 26.9 years. Figure 4.7 shows the number of Assistant Superintendents dropped by 7 from FY03 (242), showing a reversal of an upward trend that began in FY00.

Figure 4.7. Assistant Superintendents, FY00-FY04
(Source: EWRAD/PSC, 2004)



In FY04, the typical Assistant Superintendent was White (75.3%) and certified at the Education Specialist level (53.2%). Figures 4.8 and 4.9 show the number of female Assistant Superintendents is increasing. The number of Black Assistant Superintendents continues to increase, while the number of Hispanic Assistant Superintendents decreased from two to one.

Figure 4.8. Assistant Superintendents by Ethnicity, FY00-FY04
(Source: EWRAD/PSC, 2004)

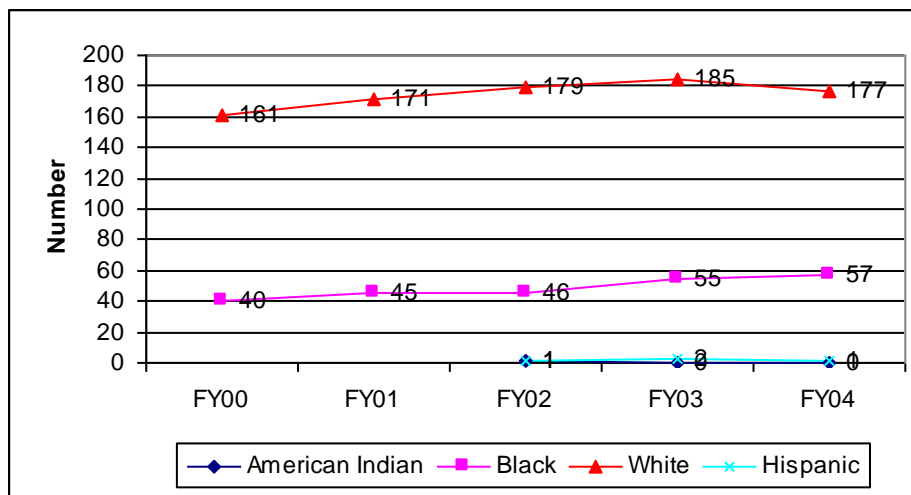
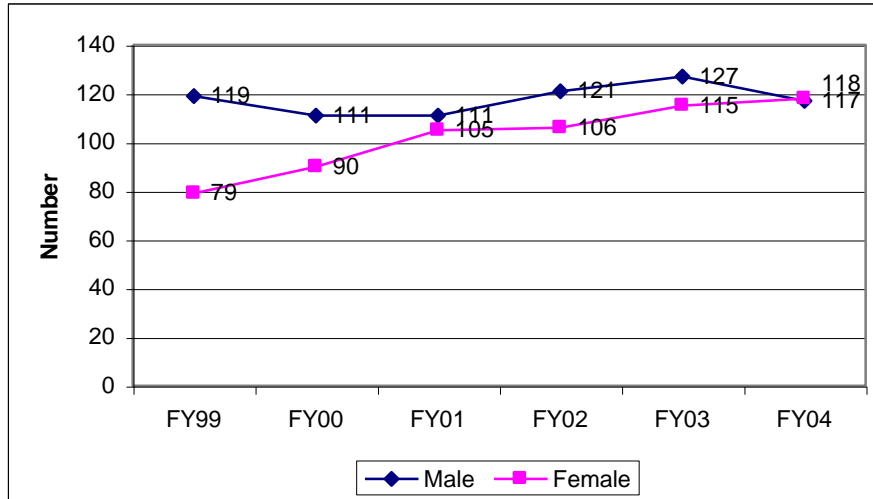


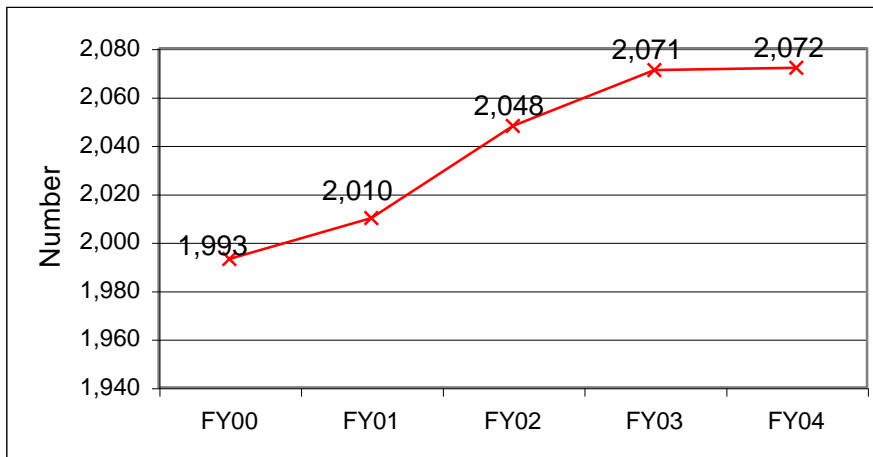
Figure 4.9. Assistant Superintendents by Gender, FY00-FY04
(Source: EWRAD/PSC, 2004)



Principals

Figure 4.10 shows the number of Principals from FY00 to FY04. In FY04, Georgia had 2,072 Principals with a mean age of 49.9 years and a mean experience of 23.5 years.

Figure 4.10. Principals, FY00-FY04
(Source: EWRAD/PSC, 2004)



Figures 4.11-4.13 show in FY04, the typical Principal was White (70.4%) and female (55.9%). The typical Principal was certified at the Education Specialist level (61.4%). The number of Black Principals continues to increase, while the number of American Indian Principals decreased from 8 in FY03 to 1 in FY04. The number and proportion of female Principals continues to increase.

Figure 4.11. Principals by Ethnicity-All Ethnicities, FY00-FY04
(Source: EWRAD/PSC, 2004)

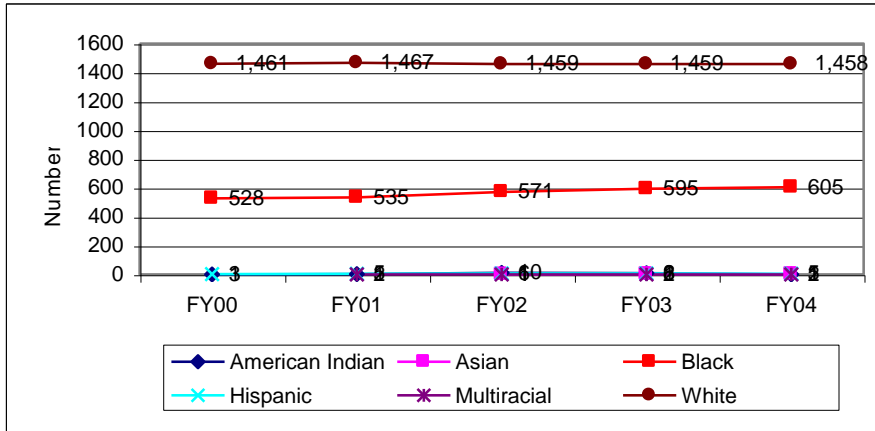


Figure 4.12. Principals by Ethnicity-Ethnicities Other Than Black & White, FY00-FY04
(Source: EWRAD/PSC, 2004)

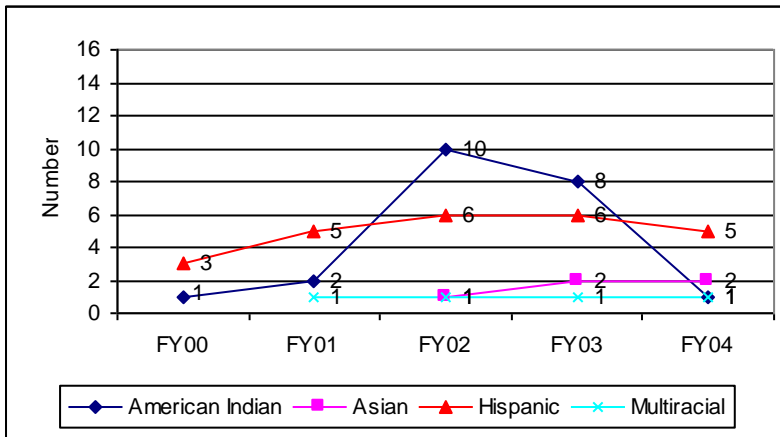
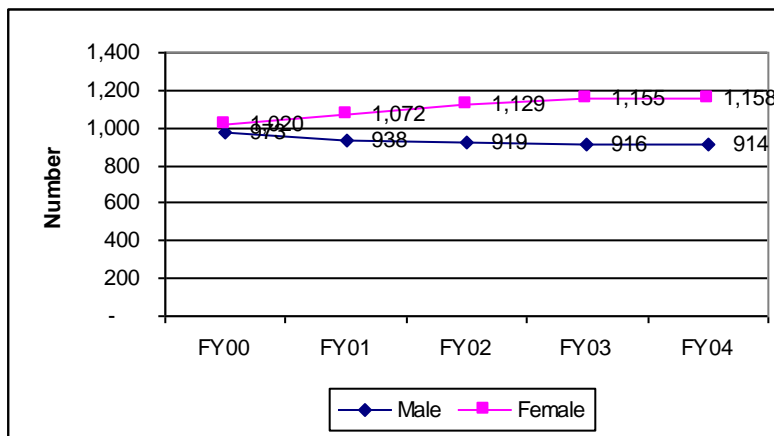


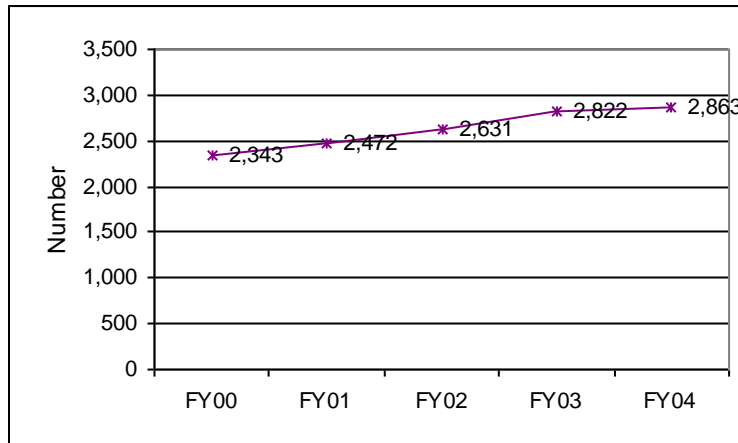
Figure 4.13. Principals by Gender, FY00-FY04
(Source: EWRAD/PSC, 2004)



Assistant Principals

Figure 4.14 shows the number of Assistant Principals from FY00 to FY04. In FY03, Georgia had a total of 2,863 Assistant Principals with an average age of 45.9 years and a mean experience of 19 years. Assistant Principals are, on average, the youngest of the administrative personnel groups, as this position is the entry level position for school and system administrative careers.

Figure 4.14. Assistant Principals, FY00-FY04
(Source: EWRAD/PSC, 2004)



Figures 4.15-4.17 show the number of Assistant Principals from FY00 to FY04 by ethnicity and gender. In FY04, the typical Assistant Principal was White (65.1%), female (59.9%), and certified at the Education Specialist level (54.2%). The number of Hispanic Assistant Principals has increased from 7 to 15 from FY00 to FY04, while the number of American Indian Assistant Principals has decreased from 13 to 5 from FY02 to FY04.

Figure 4.15. Assistant Principals by Ethnicity- All Ethnicities , FY00-FY04
(Source: EWRAD/PSC, 2004)

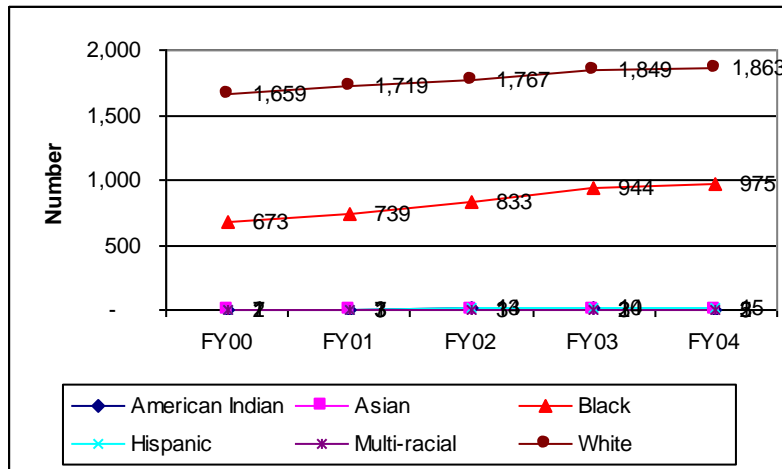


Figure 4.16. Assistant Principals by Ethnicity-Ethnicities Other Than Black & White, FY00-FY04

(Source: EWRAD/PSC, 2004)

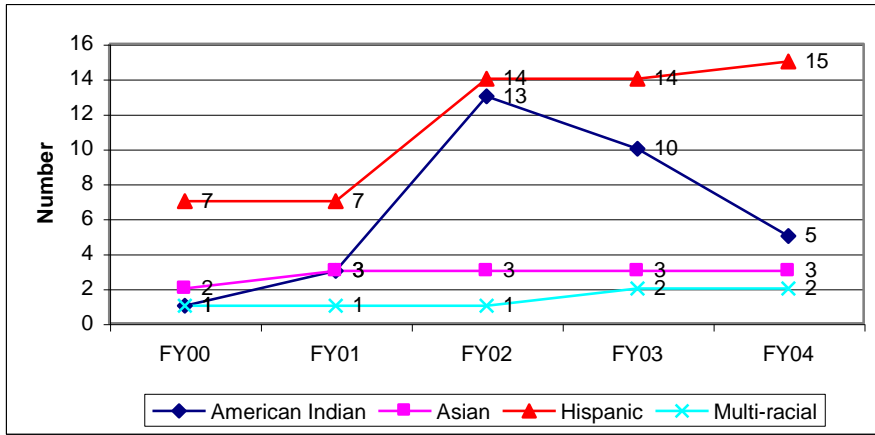
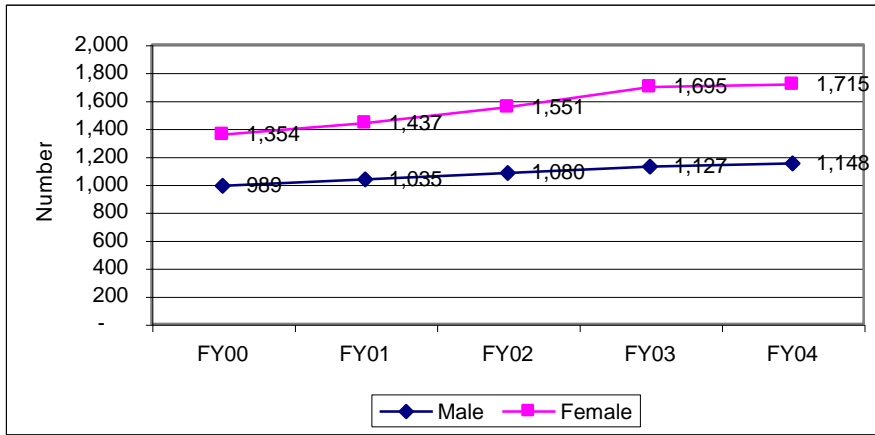


Figure 4.17. Assistant Principals by Gender, FY00-FY04

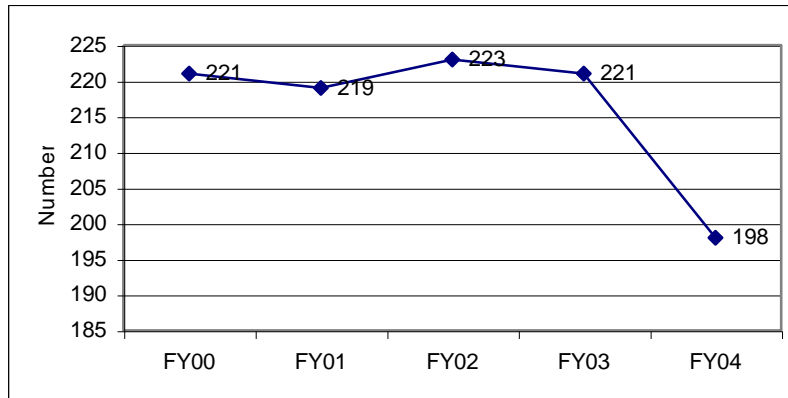
(Source: EWRAD/PSC, 2004)



Curriculum Directors

Figure 4.18 shows the number of Curriculum Directors from FY00 to FY04. In FY04, Georgia had 198 Curriculum Directors with a mean age of 52.1 years and a mean experience of 24.8 years. The number of Curriculum Directors has dropped for the second consecutive year, from 223 in FY02 to 198 in FY04.

Figure 4.18. Curriculum Directors, FY00-FY04
(Source: EWRAD/PSC, 2004)



Figures 4.19 and 4.20 show the number of Curriculum Directors from FY00 to FY04 by ethnicity and gender. In FY04, the typical Curriculum Director was White (83.8%), female (77.8%), and certified at the Education Specialist level (56.6%).

Figure 4.19. Curriculum Directors by Ethnicity, FY00-FY04
(Source: EWRAD/PSC, 2004)

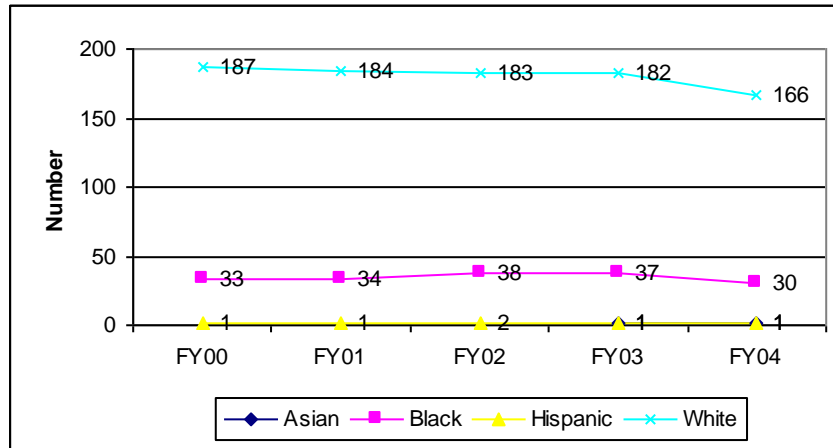
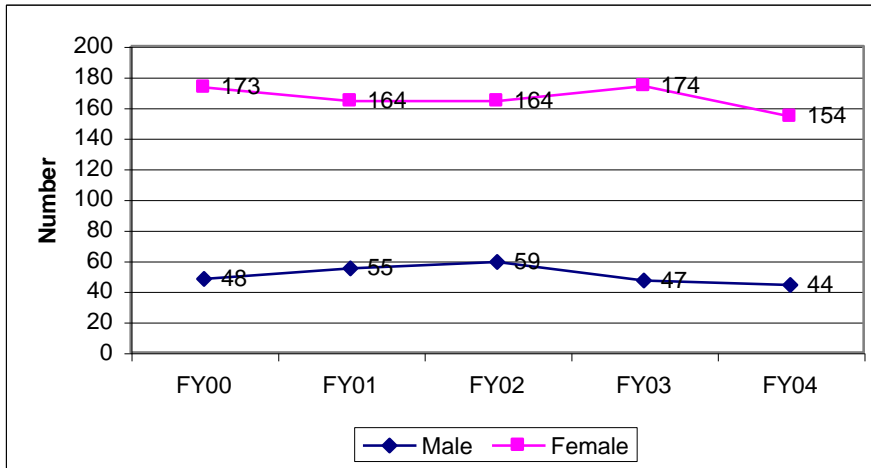


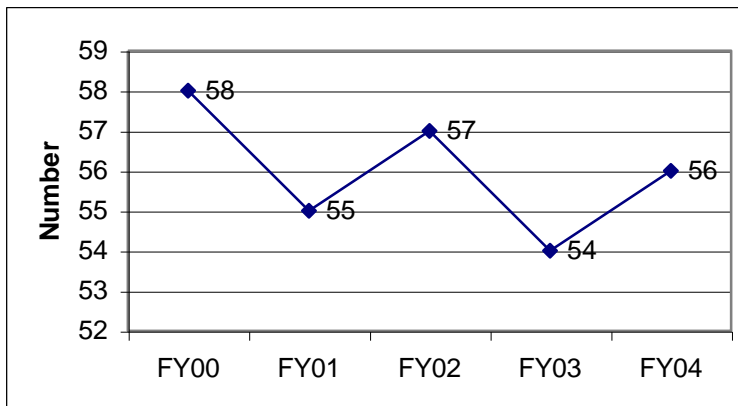
Figure 4.20. Curriculum Directors by Gender, FY00-FY04
 (Source: EWRAD/PSC, 2004)



Technology Directors

Figure 4.21 shows the number of Technology Directors from FY00 to FY04. In FY04, Georgia had 56 Technology Directors with a mean age of 49.9 years and a mean experience of 21.7 years. The number of Technology Directors increased from 54 in FY03 to 56 in FY04. The number of Technology Directors in Georgia has fluctuated only four positions since FY00.

Figure 4.21. Technology Directors, FY00-FY04
 (Source: EWRAD/PSC, 2004)



Figures 4.22 and 4.23 show the ethnicity and gender of Technology Directors from FY00 to FY04. In FY04, the typical Technology Director was white (96.4%), male (60.7%), and certified at the Education Specialist level (44.6%). In FY04, the number of female Technology Directors increased by 15.8%, while the number of male Technology Directors declined (2.9%). The number of Hispanic Technology Directors dropped from one in FY03 to zero in FY04.

Figure 4.22. Technology Directors by Ethnicity, FY00-FY04
(Source: EWRAD/PSC, 2004)

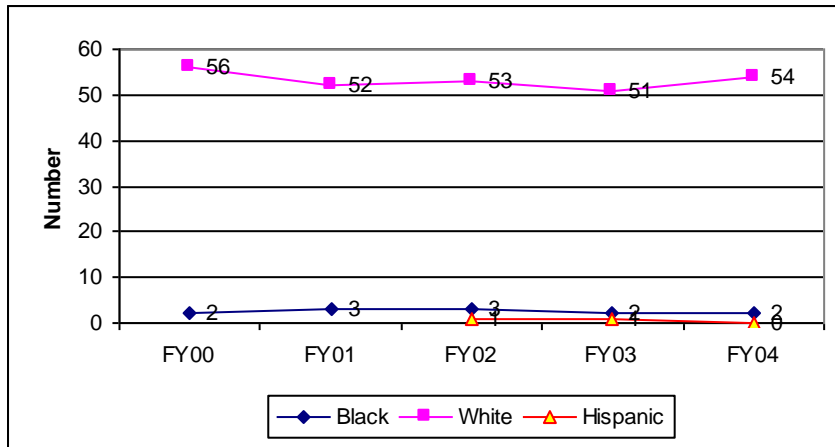
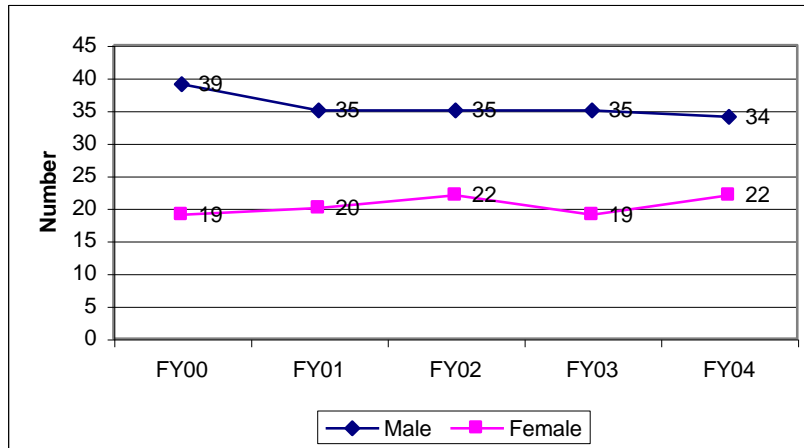


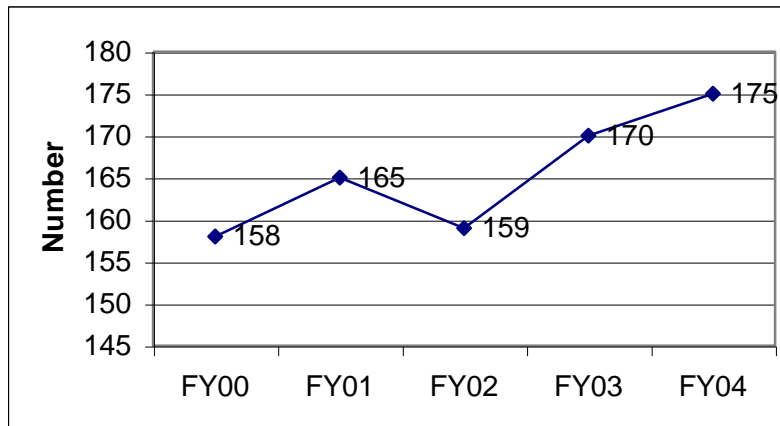
Figure 4.23. Technology Directors by Gender, FY00-FY04
(Source: EWRAD/PSC, 2004)



Special Education Directors

Figure 4.24 shows the number of Special Education Directors from FY00 to FY04. In FY04, Georgia had 175 Special Education Directors with a mean age of 50.1 years and a mean experience of 23.5 years. The number of Special Education Directors increased from 170 in FY03 to 175 in FY04.

Figure 4.24. Special Education Directors, FY00-FY04
(Source: EWRAD/PSC, 2004)



Figures 4.25 and 4.26 show the ethnicity and gender of Special Education Directors from FY00 to FY04. In FY04, the typical Special Education Director was White (85.7%), female (85.1%), and certified at the Education Specialist level (57.1%). In FY04, the number of male Special Education Directors increased to 26 after dropping in FY03 to 24, while the number of Asian Special Education Directors remained at one for the third consecutive year.

Figure 4.25. Special Education Directors by Ethnicity, FY00-FY04
(Source: EWRAD/PSC, 2004)

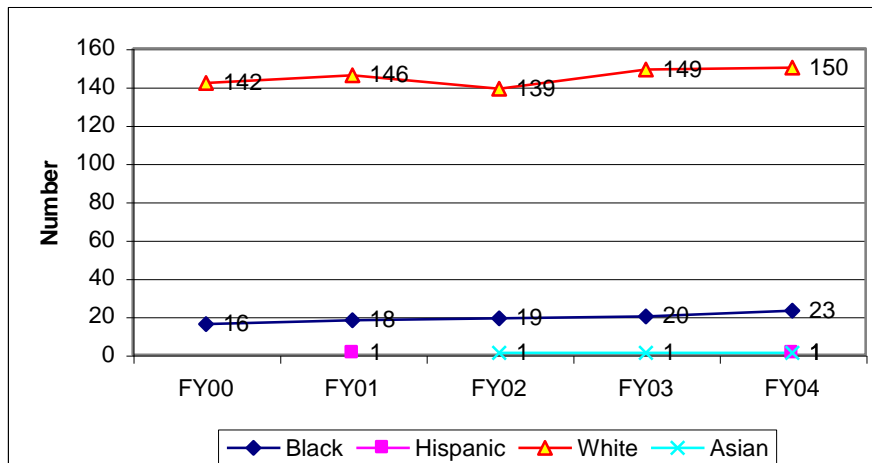
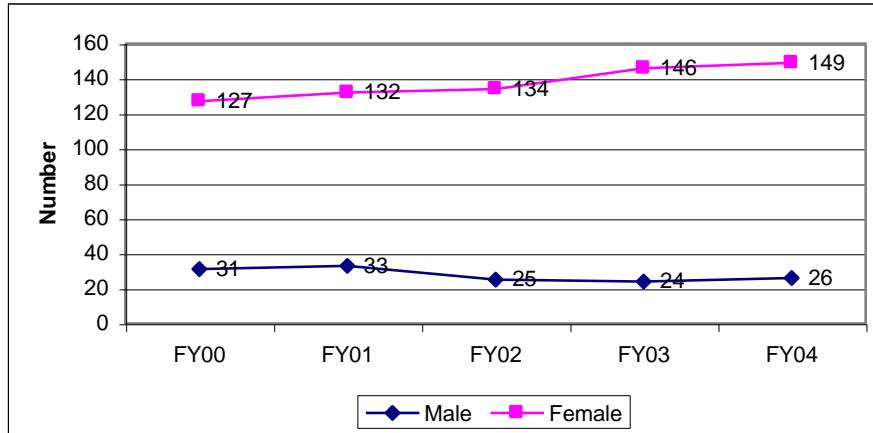


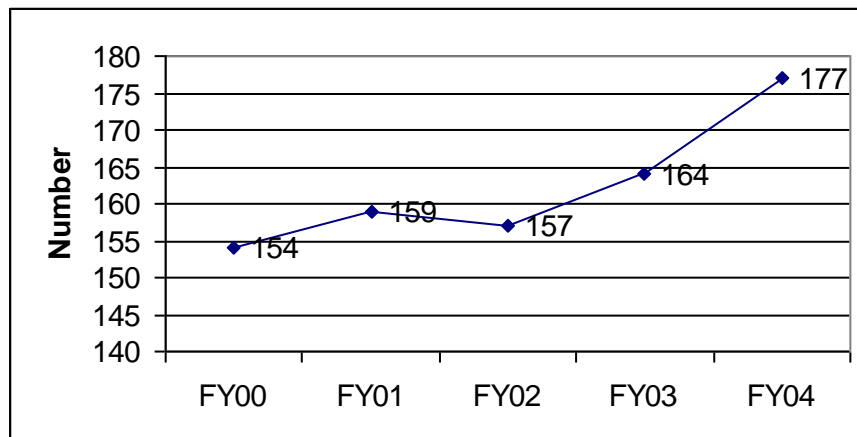
Figure 4.26. Special Education Directors by Gender, FY00-FY04
 (Source: EWRAD/PSC, 2004)



Vocational Education Directors

Figure 4.27 shows the number of Vocational Education Directors from FY00 to FY04. In FY04, Georgia had 177 Vocational Education Directors with a mean age of 51.3 years and a mean experience of 23.9 years. The number of Vocational Education Directors increased from 164 in FY03 to 177 in FY04, an increase of 7.9%.

Figure 4.27. Vocational Education Directors, FY00-FY04
 (Source: EWRAD/PSC, 2004)



Tables 4.28 and 4.29 show the number of Vocational Directors by ethnicity and gender from FY00 to FY04. In FY04, the typical Vocational Education Director was White (80.8%) and certified at the Education Specialist level (58.8%). In FY04, the number of female Vocational Education Directors grew to 90 and exceeded the number of male Vocational Education Directors (87), thereby continuing a long-term trend of increasing female representation. The number of Asian Vocational Education Directors remained the same at one.

Figure 4.28. Vocational Education Directors by Ethnicity, FY00-FY04
(Source: EWRAD/PSC, 2004)

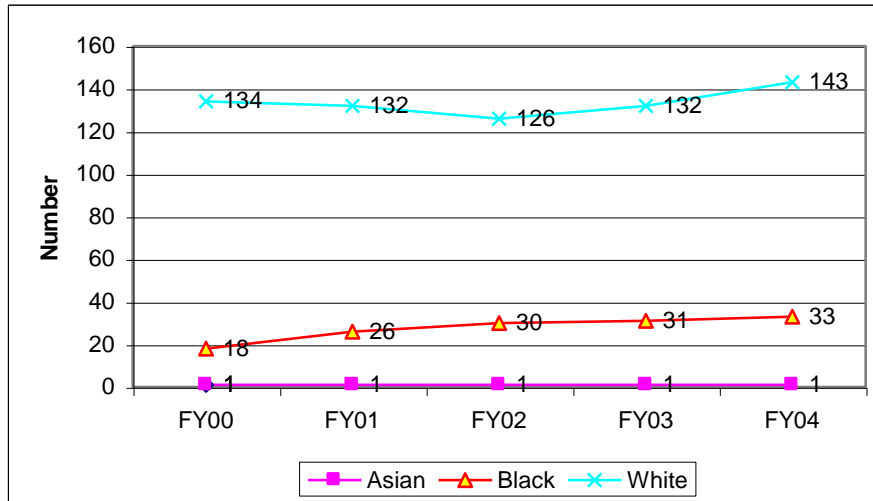
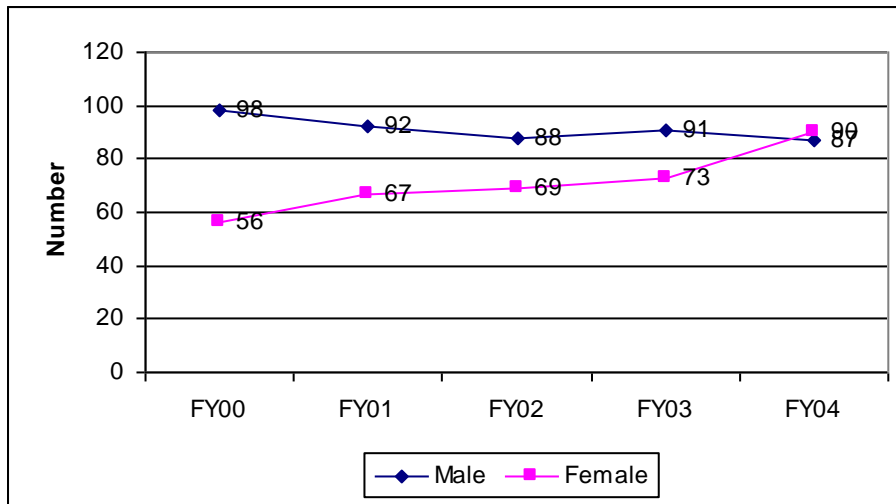


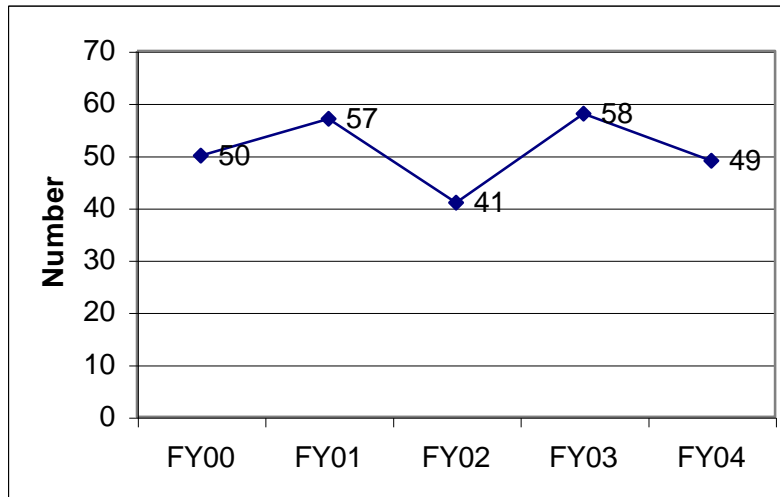
Figure 4.29. Vocational Education Directors by Gender, FY00-FY04
(Source: EWRAD/PSC, 2004)



Athletic Directors

Table 4.30 shows the number of Athletic Directors from FY00 to FY04. In FY04, Georgia had 49 Athletic Directors with a mean age of 48.8 years and a mean experience of 23.6 years. The number of Athletic Directors decreased by 15.5% in FY04; the number of Athletic Directors in Georgia continues to fluctuate.

Figure 4.30. Athletic Directors, FY00-FY04
(Source: EWRAD/PSC, 2004)



Figures 4.31 and 4.32 show the number of Athletic Directors by ethnicity and gender from FY00 to FY04. In FY04, the typical Athletic Director was White (89.8%), male (95.9%) and certified at the Masters level (42.9%) In FY04, there were decreases in the numbers of White (15.4%), Black (16.7%), and male (16.1%) Athletic Directors.

Figure 4.31. Athletic Directors by Ethnicity, FY00-FY04
(Source: EWRAD/PSC, 2004)

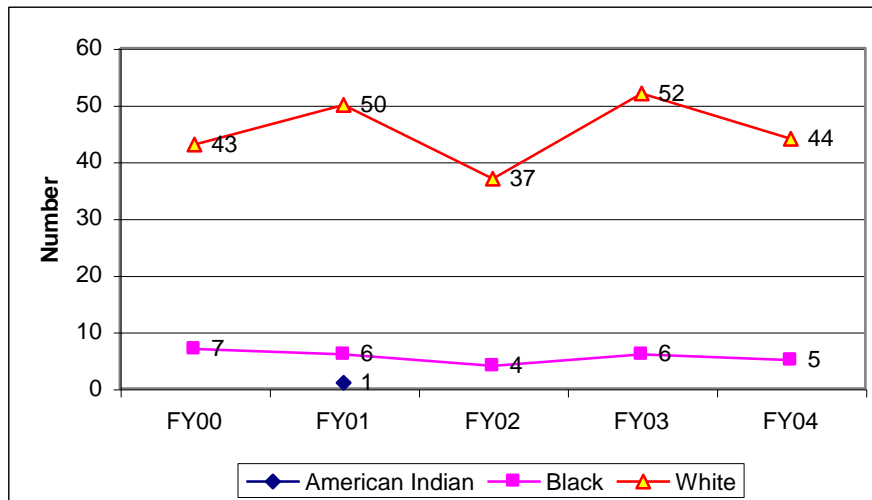
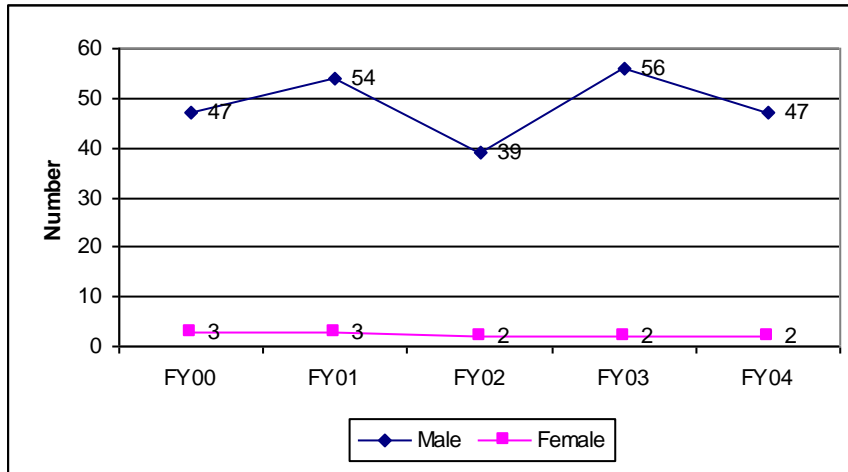


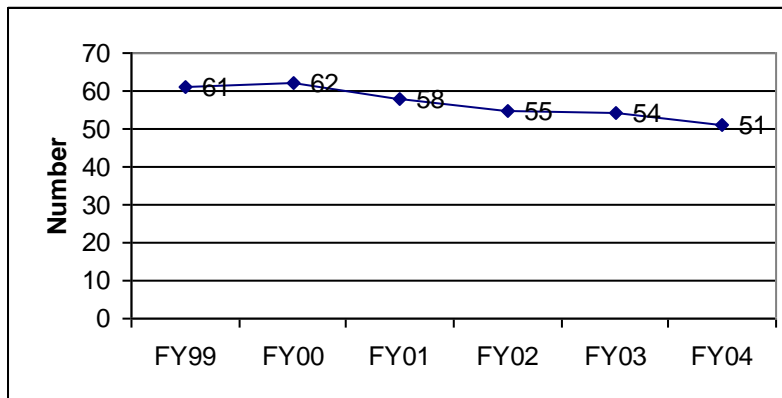
Figure 4.32. Athletic Directors by Gender, FY00-FY04
 (Source: EWRAD/PSC, 2004)



Human Resources Directors

Figure 4.33 shows the number of Human Resources Directors from FY00 to FY04. In FY04, Georgia had 51 Human Resources Directors with a mean age of 53.6 years and a mean experience of 26.9 years. The number of Human Resources Directors has continued to decrease since FY00.

Figure 4.33. Human Resources Directors, FY00-FY04
 (Source: EWRAD/PSC, 2004)



Figures 4.34 and 4.35 show the number of Human Resources Directors by ethnicity and gender from FY00 to FY04. In FY04, the typical Human Resources Director was White (82.4%), female (56.9%) and certified at the Masters level (58.8%). In FY04, the number of male Human Resources Directors increased (22.2%), while the number of female Human Resources Directors decreased (19.4%).

Figure 4.34. Human Resources Directors by Ethnicity, FY00-FY04
(Source: EWRAD/PSC, 2004)

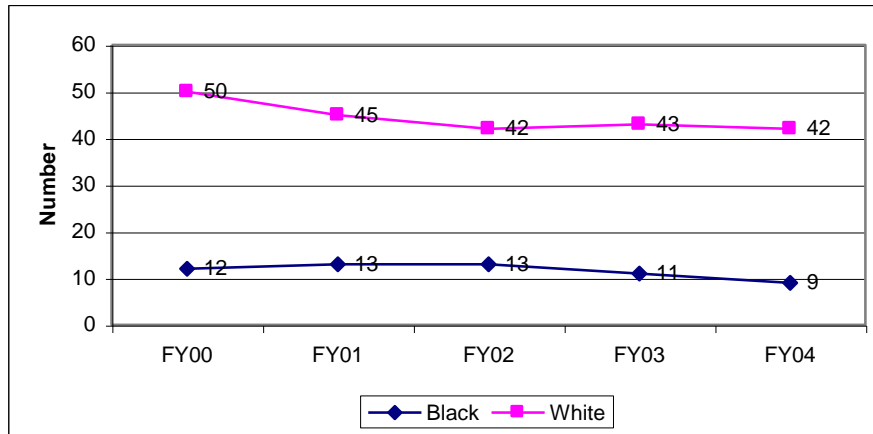
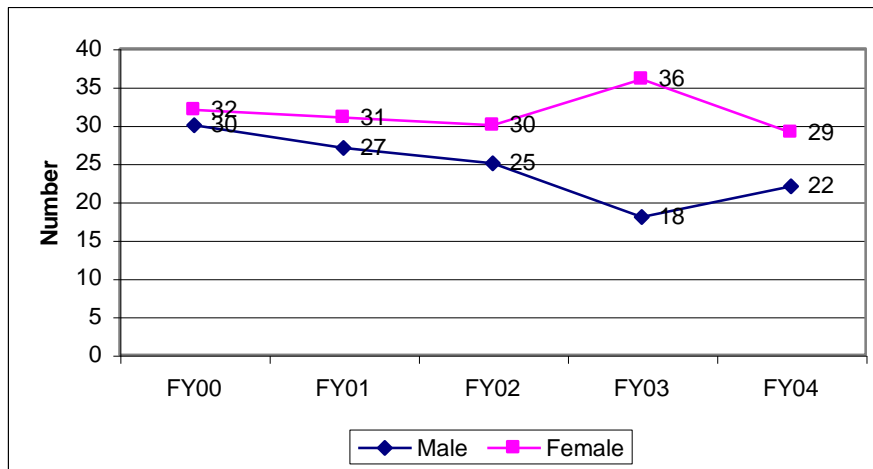


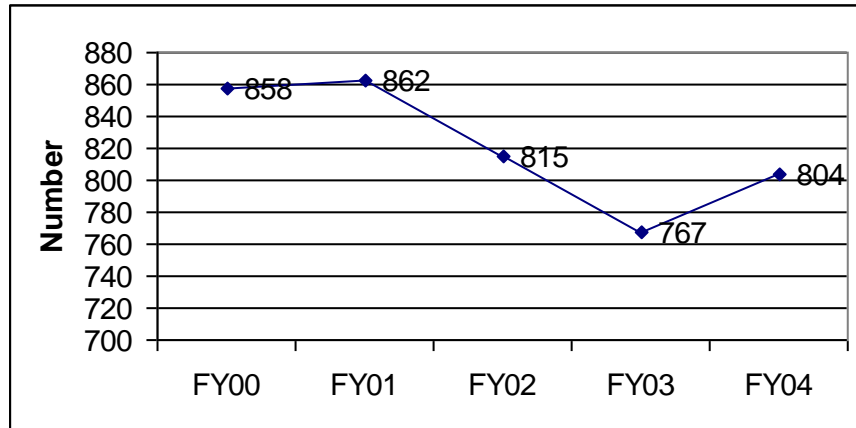
Figure 4.35. Human Resources Directors by Gender, FY00-FY04
(Source: EWRAD/PSC, 2004)



Instructional Supervisors

Figure 4.36 shows the number of Instructional Supervisors from FY00 to FY04. In FY04, Georgia had 804 Instructional Supervisors with a mean age of 49.6 years and a mean experience of 21.9 years.

Figure 4.36. Instructional Supervisors, FY00-FY04
(Source: EWRAD/PSC, 2004)



Figures 4.37 and 4.38 show the number of Instructional Supervisors by ethnicity and gender from FY00 to FY04. In FY04, the typical Instructional Supervisor was White (68.5%), female (85.7%) and certified at the Education Specialist level (45.7%). The number of Instructional Supervisors increased by 4.8% in FY04 after declining for two consecutive years. The number of Black Instructional Supervisors increased by 4.7% in FY04 after dropping in FY03.

Figure 4.37. Instructional Supervisors by Ethnicity, FY00-FY04
(Source: EWRAD/PSC, 2004)

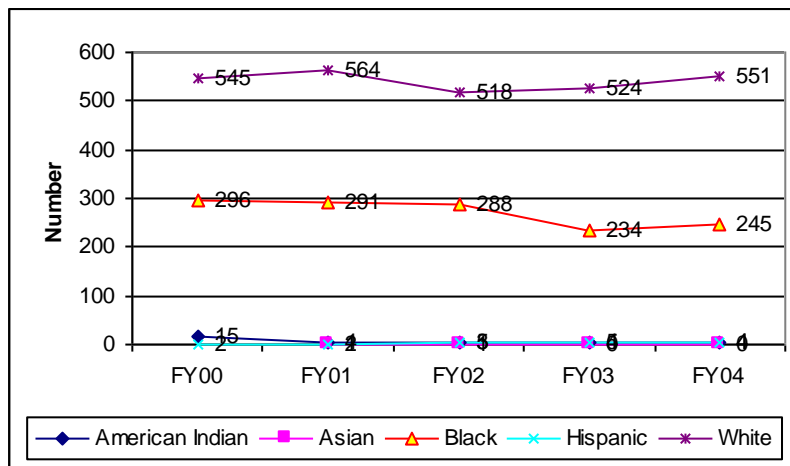
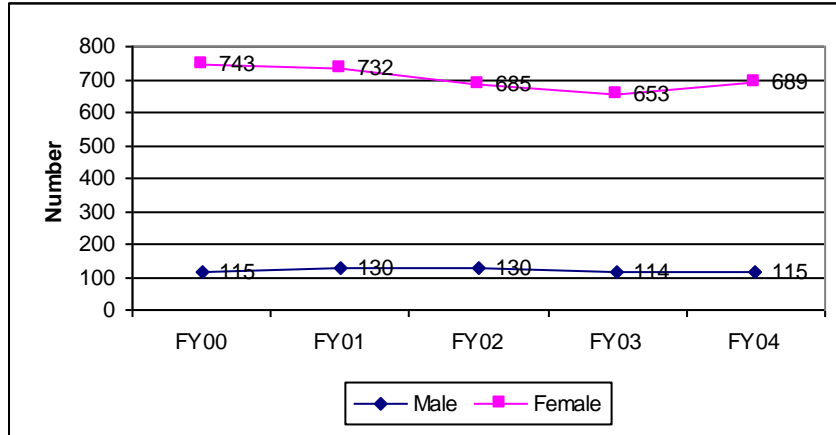


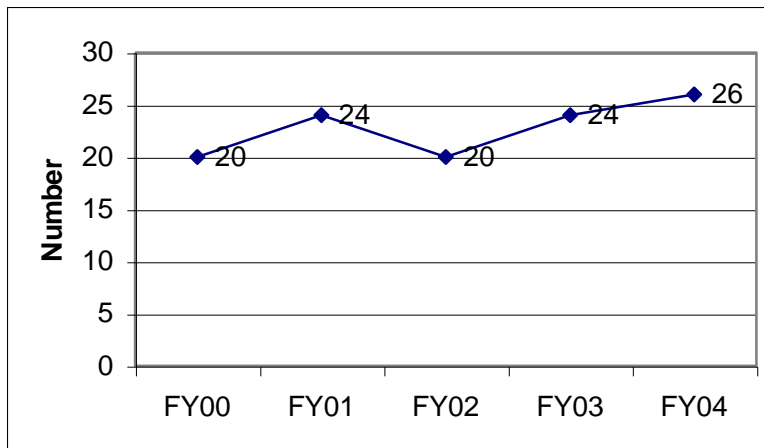
Figure 4.38. Instructional Supervisors by Gender, FY00-FY04
 (Source: EWRAD/PSC, 2004)



Pre-Kindergarten Directors

Figure 4.39 shows the number of Pre-Kindergarten Directors from FY00 to FY04. In FY04, Georgia had 26 Pre-Kindergarten Directors with a mean age of 52.9 years and a mean experience of 25 years. The number of Pre-Kindergarten Directors increased by 8.3% from FY03 to FY04.

Figure 4.39. Pre-Kindergarten Directors, FY00-FY04
 (Source: EWRAD/PSC, 2004)



Figures 4.40 and 4.41 show the number of Pre-Kindergarten Directors by ethnicity and gender from FY00 to FY04. In FY04, the typical Pre-Kindergarten Director was White (73.1%), female (96.2%) and certified at the Education Specialist level (69.2%). Increases were seen in the number of Black (40%), and female (8.7%) Pre-Kindergarten Directors.

Figure 4.40. Pre-Kindergarten Directors by Ethnicity, FY00-FY04
(Source: EWRAD/PSC, 2004)

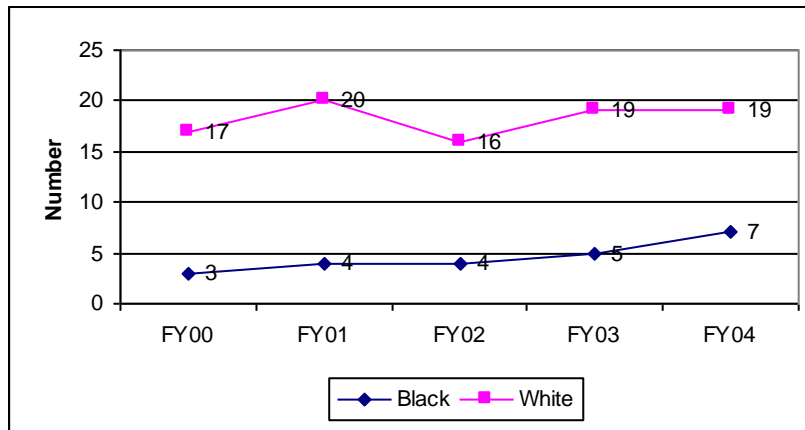
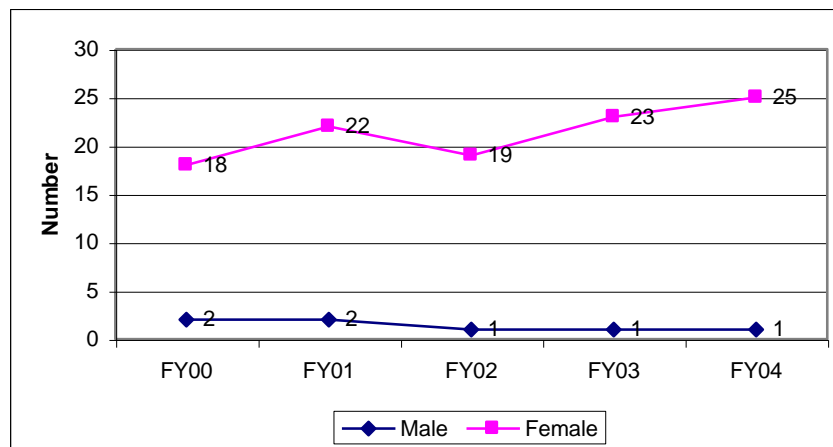


Figure 4.41. Pre-Kindergarten Directors by Gender, FY00-FY04
(Source: EWRAD/PSC, 2004)



Kindergarten Directors

In FY03, Georgia had one Kindergarten Director in FY04.

Student Services Personnel

Figure 4.42 shows the number of Student Services Personnel from FY00 to FY04. From FY03 to FY04, Georgia's student services workforce increased by one percent from 9,695 to 9,789. This rate represents the lowest annual growth in the last five years. Table 4.2 shows the number of Student Services Personnel by category from FY00 to FY04. In FY04, decreases were seen in the number of Elementary Grades Counselors and in the Other Student Services category.

Figure 4.42. Total Student Services Personnel, FY00-FY04
(Source: EWRAD/PSC, 2004)

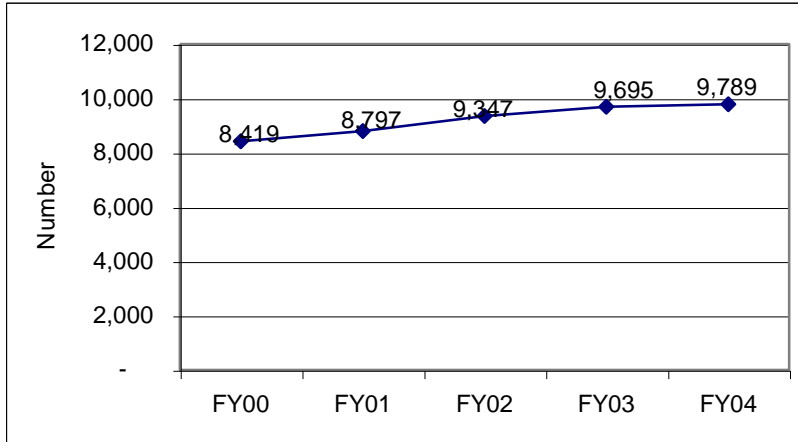


Table 4.2. Student Services Personnel In Georgia, FY00-FY04

Category	FY00	FY01	FY02	FY03	FY04
Elementary Grades Counselor	1,162	1,297	1,371	1,444	1,435
High School Counselor	800	927	981	1,021	1,033
Middle Grades Counselor	953	926	967	961	968
Media Specialists	2,046	2,092	2,137	2,159	2,190
Other Student Services	1,094	1,046	1,235	1,418	1,411
School Psychologists	549	583	630	658	679
School Social Workers	400	449	483	497	503
Speech & Language Pathologists	1,415	1,477	1,543	1,537	1,570
Total	8,419	8,797	9,347	9,695	9,789
Year-to-Year Growth Rate	2.7	4.5	6.3	3.7	1.0

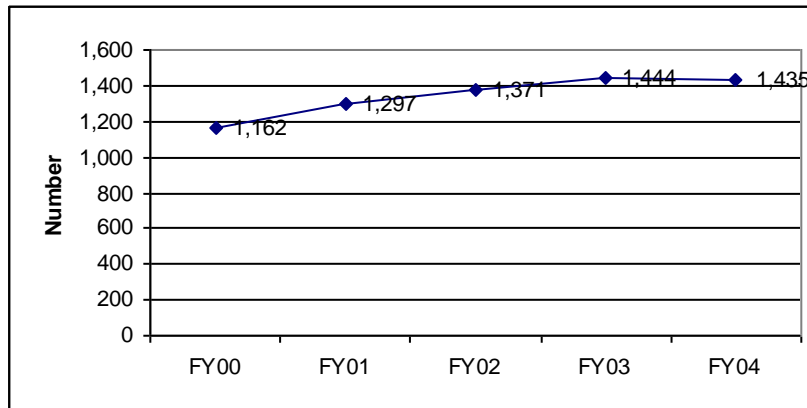
Source: EWRAD/PSC, 2004

The following sections will delineate the demographic characteristics of each student services personnel group.

Elementary Grades Counselors

Figure 4.43 shows the number of Elementary Grade Counselors from FY00 to FY04. In FY04, Georgia had 1,435 Elementary Grades Counselors with a mean age of 45.5 years and a mean experience of 15.4 years. The number of Elementary Grades Counselors dropped from 1,444 in FY03 to 1,435 in FY04.

Figure 4.43. Elementary Grades Counselors, FY00-FY04
(Source: EWRAD/PSC, 2004)



Figures 4.44 and 4.45 show the number of Elementary Grades Counselors by ethnicity and gender from FY00 to FY04. In FY04, the typical Elementary Grades Counselor was White (69.5%), female (90.9%), and certified at the Master’s level (62.7%). There was a 40% decrease in the number of Hispanic counselors in FY04 after increasing in FY03. There was a decline in the number of female Elementary Grades Counselors from 1,315 in FY03 to 1,305 in FY04, while the number of male Elementary Counselors increased slightly.

Figure 4.44. Elementary Grades Counselors by Ethnicity, FY00-FY04
(Source: EWRAD/PSC, 2004)

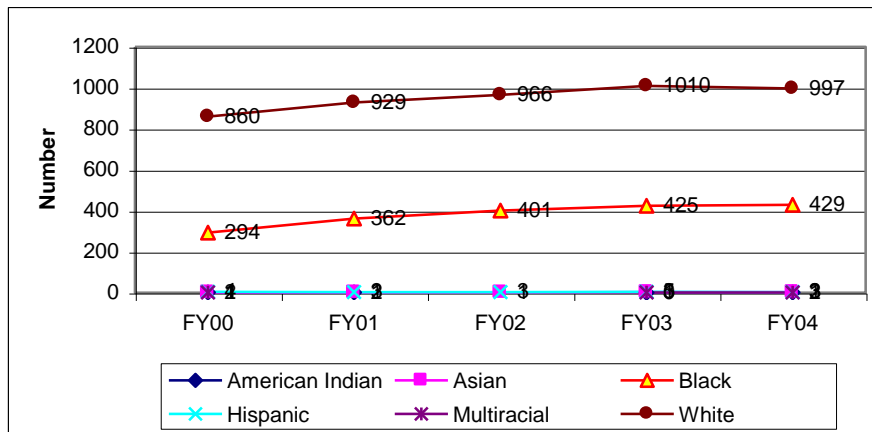
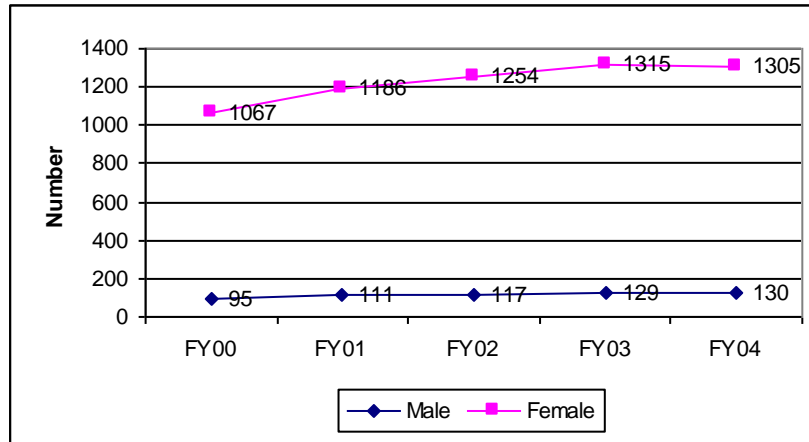


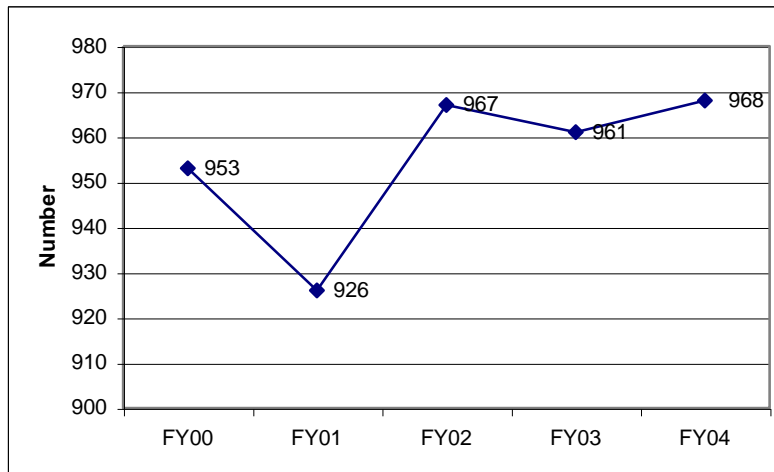
Figure 4.45. Elementary Grades Counselors by Gender, FY00-FY04
(Source: EWRAD/PSC, 2004)



Middle Grades Counselors

Figure 4.46 shows the number of Middle Grades Counselors from FY00 to FY04. In FY04, Georgia had 968 Middle Grades Counselors with a mean age of 45.6 years and a mean experience of 15.5 years. This is an increase of 0.7%, after a decline in FY03.

Figure 4.46. Middle Grades Counselors, FY00-FY04
(Source: EWRAD/PSC, 2004)



Figures 4.47 and 4.48 show the number of Middle Grades Counselors by ethnicity and gender from FY00 to FY04. In FY04, the typical Middle Grades Counselor was White (63.9%), female (84.6%), and certified at the Master’s level (64.9%). From FY02 to FY04, there was a 7.5% increase in the number of Black Middle Grades Counselors. Conversely, during the same period there was a 3.7% decline in the number of White Middle Grades Counselors.

Figure 4.47. Middle Grades Counselors by Ethnicity, FY00-FY04
 (Source: EWRAD/PSC, 2004)

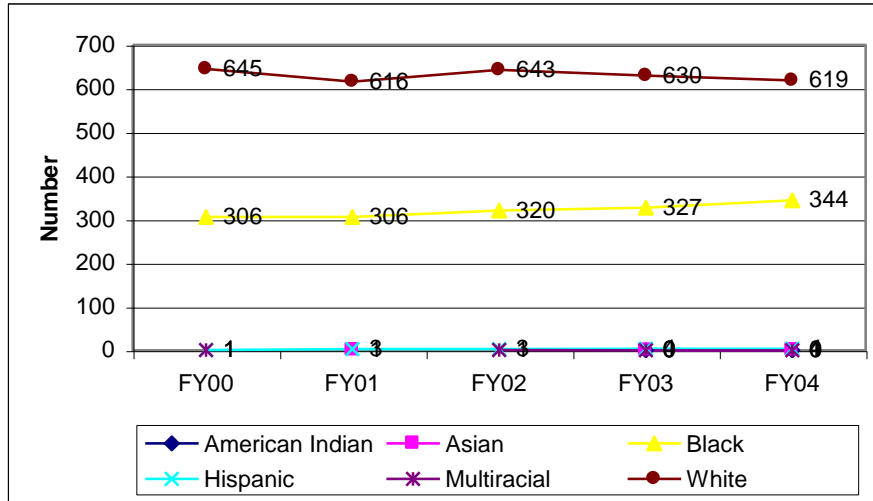
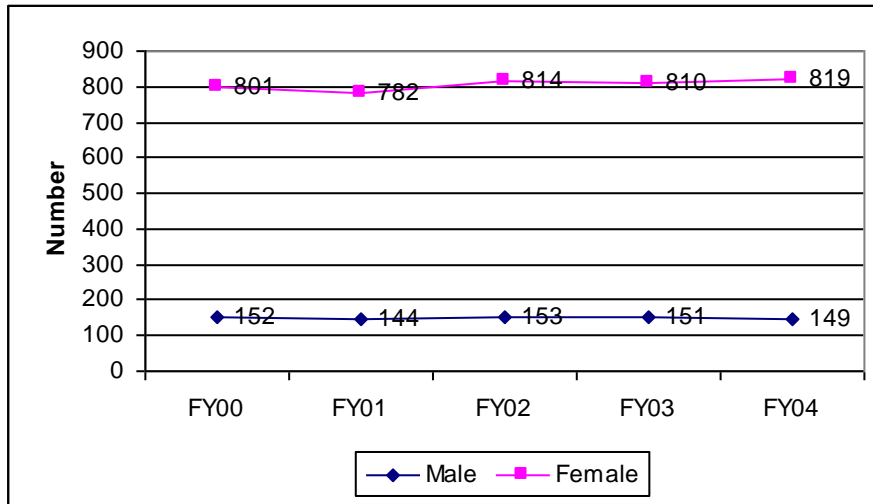


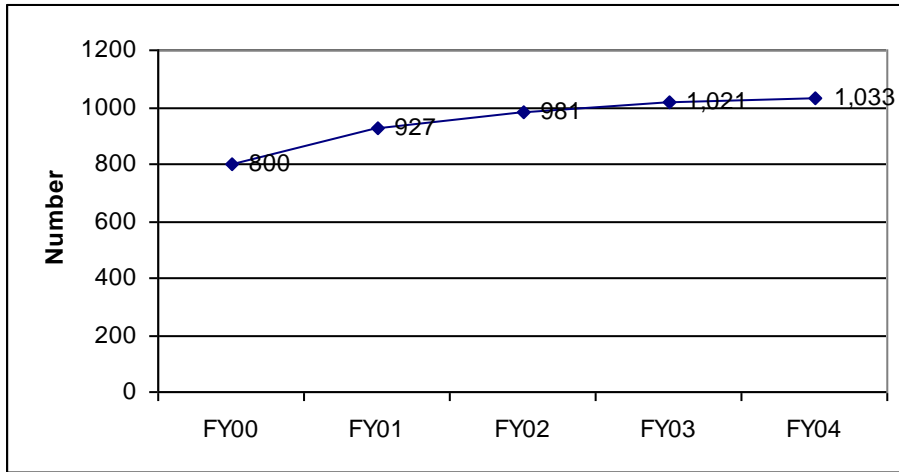
Figure 4.48. Middle Grades Counselors by Gender, FY00-FY04
 (Source: EWRAD/PSC, 2004)



High School Counselors

Figure 4.49 shows the number of High School Counselors from FY00 to FY04. In FY04, Georgia had 1,033 High School Counselors with a mean age of 46.9 years and a mean experience of 17.4 years. The number of High School Counselors in the state continued to rise with a 1.2% increase from FY03 to FY04.

Figure 4.49. High School Counselors, FY00-FY04
(Source: EWRAD/PSC, 2004)



Figures 4.50 and 4.51 show the number of High School Counselors by ethnicity and gender from FY00 to FY04. In FY04, the typical High School Counselor was White (68.2%), female (79.5%), and certified at the Master's level (60.5%). The number of female High School Counselors continues to increase.

Figure 4.50. High School Counselors by Ethnicity, FY00-FY04
(Source: EWRAD/PSC, 2004)

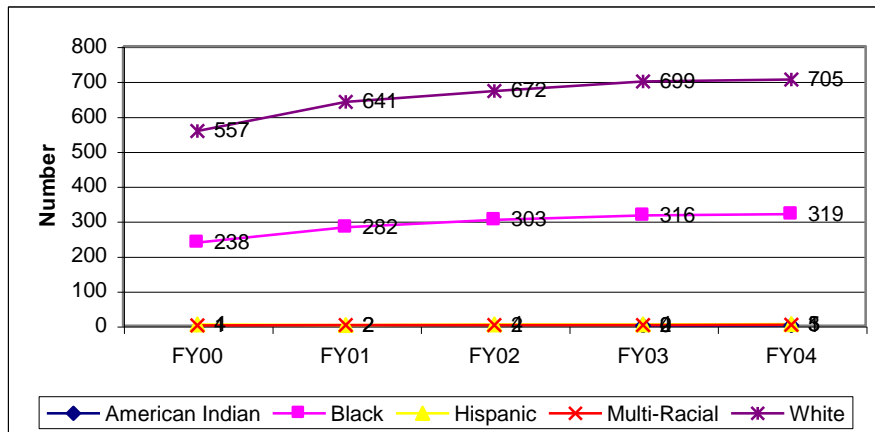
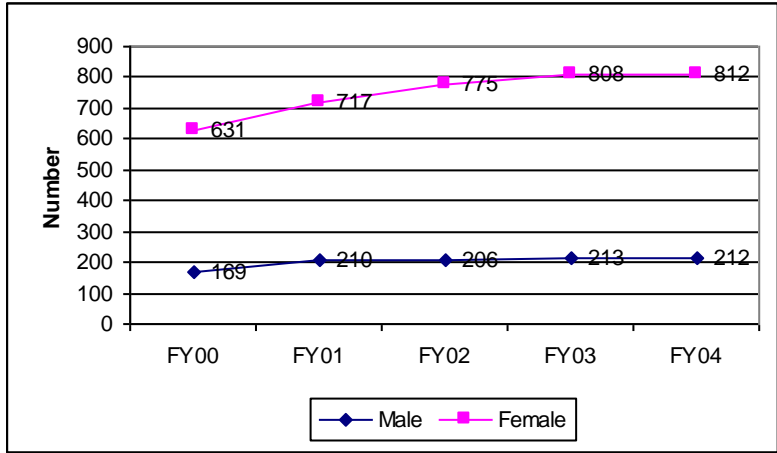


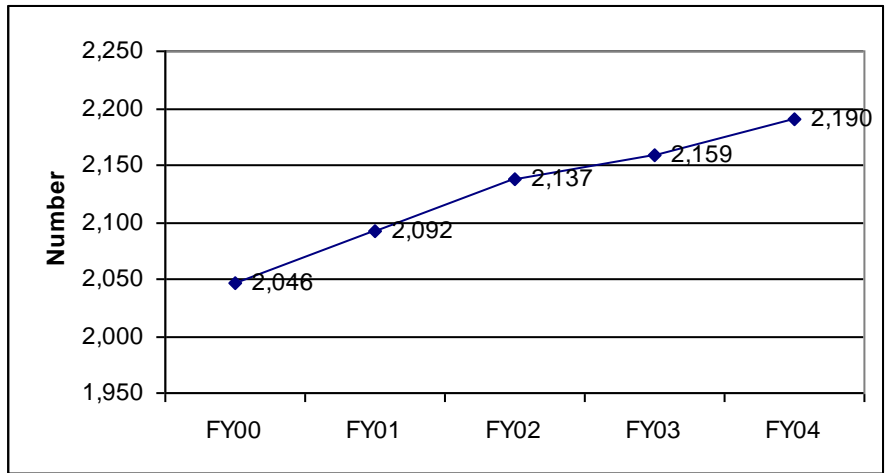
Figure 4.51. High School Counselors by Gender, FY00-FY04
 (Source: EWRAD/PSC, 2004)



Media Specialists

Figure 4.52 shows the number of Media Specialists from FY00 to FY04. In FY03, Georgia had 2,190 Media Specialists with a mean age of 49 years and a mean experience of 18.6 years. The number of Media Specialists in the state continued its rising trend with a 1.4% increase from FY03 to FY04.

Figure 4.52. Media Specialists, FY00-FY04
 (Source: EWRAD/PSC, 2004)



Figures 4.53 and 4.54 show the number of Media Specialists by ethnicity and gender from FY00 to FY04. The typical Media Specialist was White (86.8%), female (93.8%), and certified at the Master's level (63.5%).

Figure 4.53. Media Specialists by Ethnicity, FY00-FY04

(Source: EWRAD/PSC, 2004)

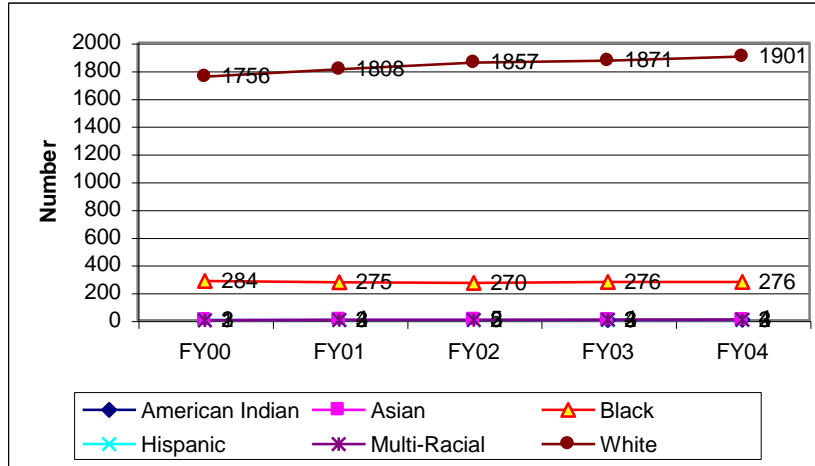
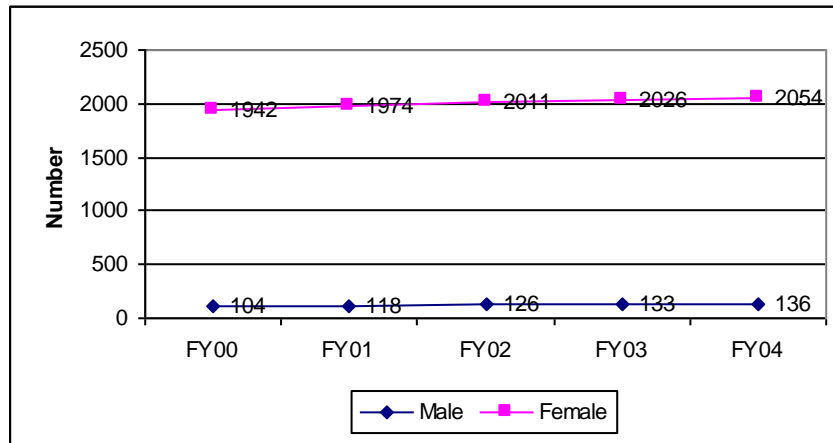


Figure 4.54. Media Specialists by Gender, FY00-FY04

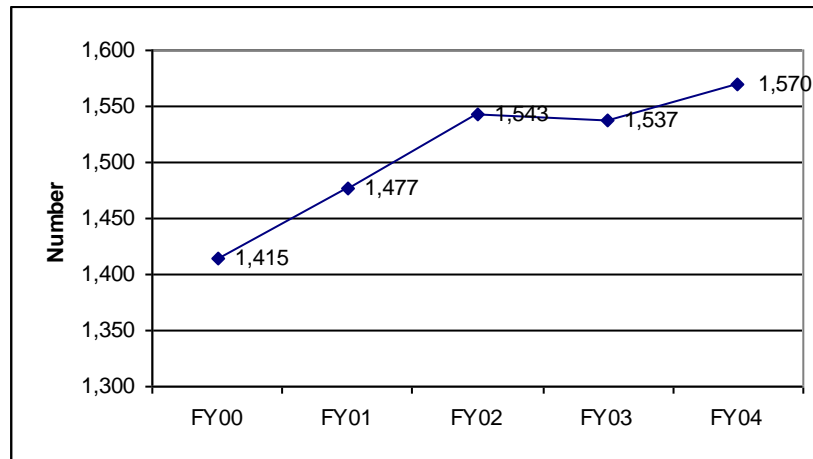
(Source: EWRAD/PSC, 2004)



Speech and Language Pathologists

Figure 4.55 shows the number of Speech and Language Pathologists from FY00 to FY04. In FY04, Georgia had 1,570 Speech and Language Pathologists with a mean age of 40.2 years and a mean experience of 11.6 years. This was a 2.1% increase in the number of Speech and Language Pathologists after a decline in FY03.

Figure 4.55. Speech & Language Pathologists, FY00-FY04
(Source: EWRAD/PSC, 2004)



Figures 4.56 and 4.57 show the number of Speech and Language Pathologists by ethnicity and gender from FY00 to FY04. In FY04, the typical Speech and Language Pathologist was White (83.2%), female (96.6%), and certified at the Master's level (86.8%). Speech and Language Pathologists have the lowest average age of all the student services personnel groups. Decreases occurred in the numbers of Hispanic (44.4%), Multiracial (50.0%) and Asian (100.0%) Speech and Language Pathologists in FY04.

Figure 4.56. Speech and Language Pathologists by Ethnicity, FY00-FY04
(Source: EWRAD/PSC, 2004)

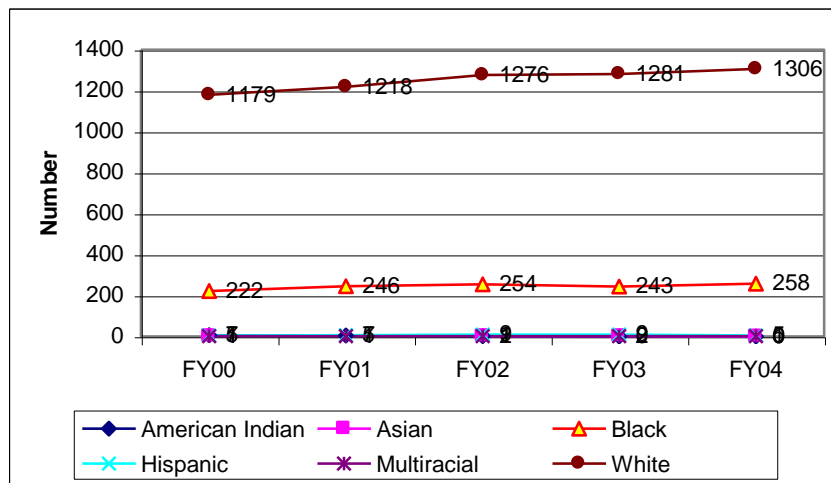
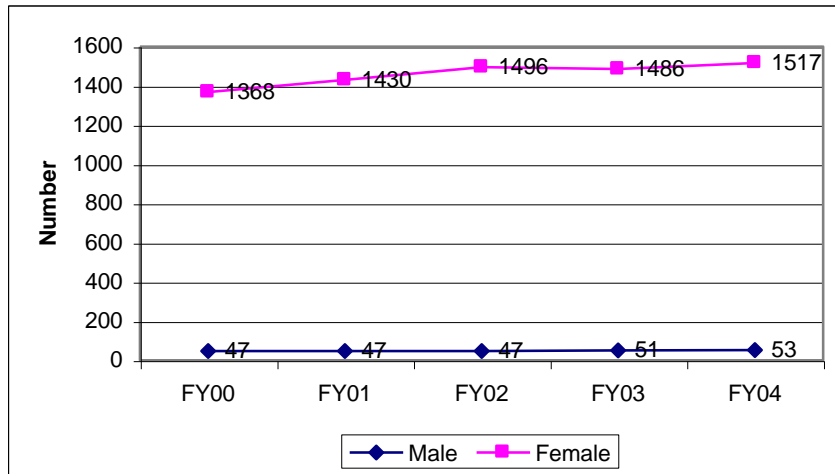


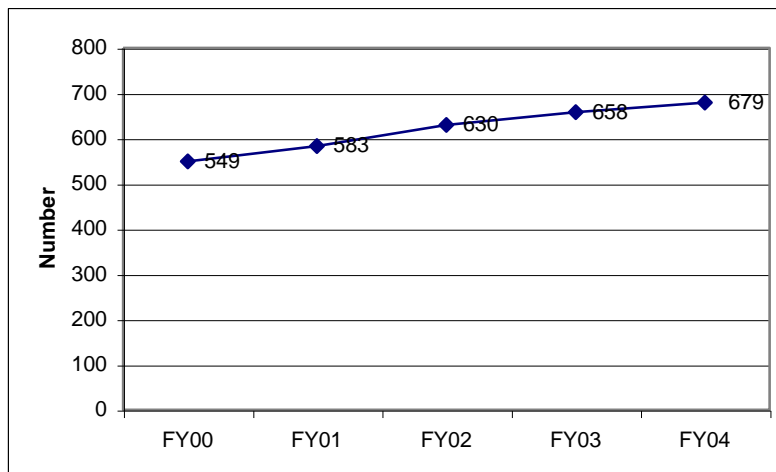
Figure 4.57. Speech and Language Pathologists by Gender, FY00-FY04
 (Source: EWRAD/PSC, 2004)



School Psychologists

Figure 4.58 shows the number of School Psychologists from FY00 to FY04. In FY04, Georgia had 679 School Psychologists with a mean age of 43.9 years and a mean experience of 13.8 years. The number of School Psychologists in the state continued its rising trend with a 3.2% increase from FY03 to FY04.

Figure 4.58. School Psychologists, FY00-FY04
 (Source: EWRAD/PSC, 2004)



Figures 4.59 and 4.60 show the number of School Psychologists by ethnicity and gender from FY00 to FY04. In FY04, the typical School Psychologist was White (84.5%), female (81.6%), and certified at the Education Specialist level (73.3%). In FY04, the ethnic groups increased at various rates: White (2.7%), Black (5.9%), and Hispanic (28.6%). Similarly, females increased by 4.9%. The number of American Indian and Multiracial School Psychologists remained the same at one, while the number of Asian School Psychologists declined by 20%.

Figure 4.59. School Psychologists by Ethnicity, FY00-FY04
(Source: EWRAD/PSC, 2004)

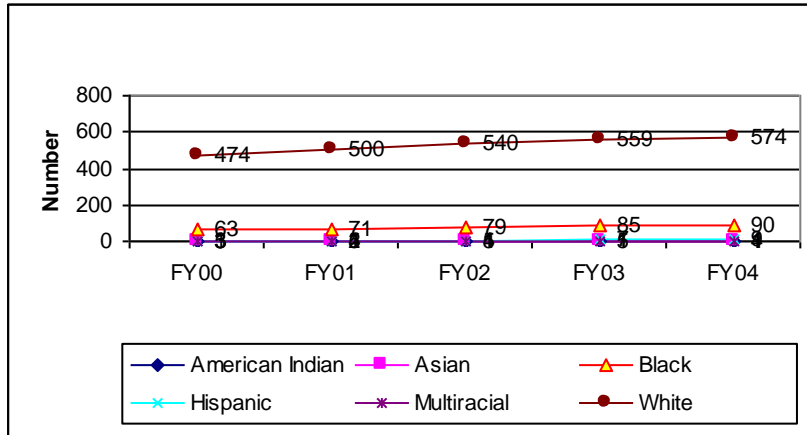
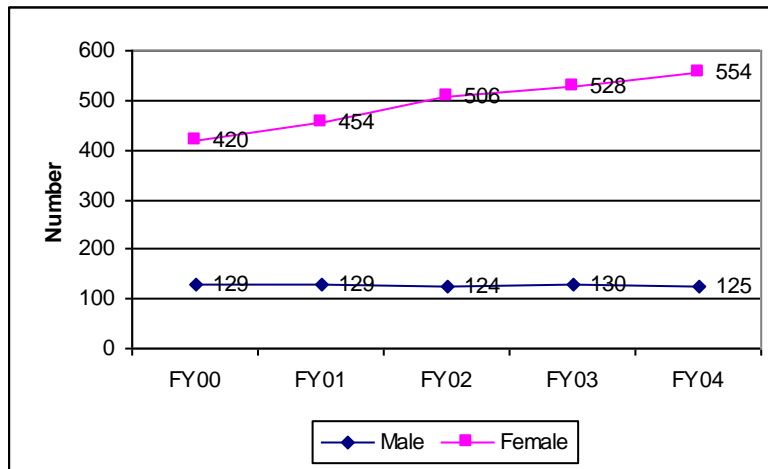


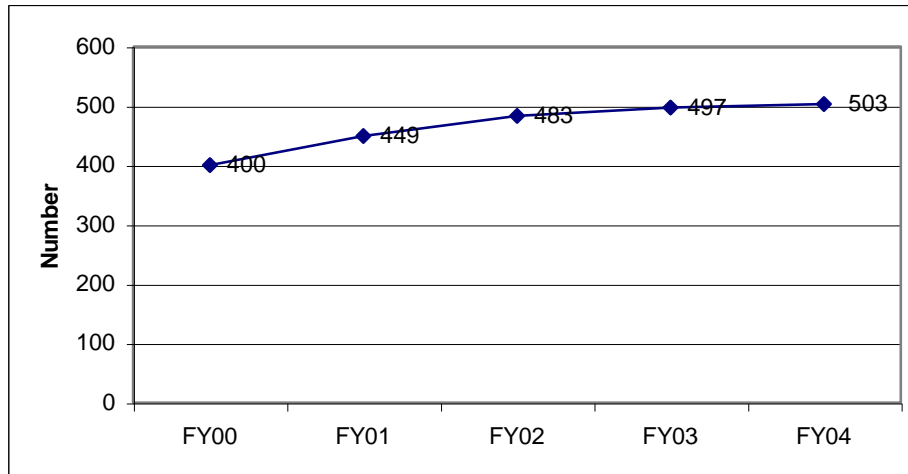
Figure 4.60. School Psychologists by Gender, FY00-FY04
(Source: EWRAD/PSC, 2004)



School Social Workers

Figure 4.61 shows the number of School Social Workers from FY00 to FY04. In FY04, Georgia had 503 School Social Workers with a mean age of 44.5 years and a mean experience of 13.7 years. The number of School Social Workers in the state increased by 1.2% from FY03 to FY04.

Figure 4.61. School Social Workers, FY00-FY04
(Source: EWRAD/PSC, 2004)



Figures 4.62 and 4.63 show the number of School Social Workers by ethnicity and gender from FY00 to FY04. In FY04, the typical School Social Worker was White (56.7%), female (81.3%), and certified at the Master's level (61.6%). In FY04, increases were seen in the numbers of White (2.20%), male (5.6%), and female (0.2%) School Social Workers. A decrease occurred in the number of Black (0.5%) School Social Workers, while the number of American Indian (1) and Hispanic (7) School Social Workers remained the same as in FY03. There was also the addition of one Multiracial School Social Worker in FY04.

Figure 4.62. School Social Workers by Ethnicity, FY00-FY04
(Source: EWRAD/PSC, 2004)

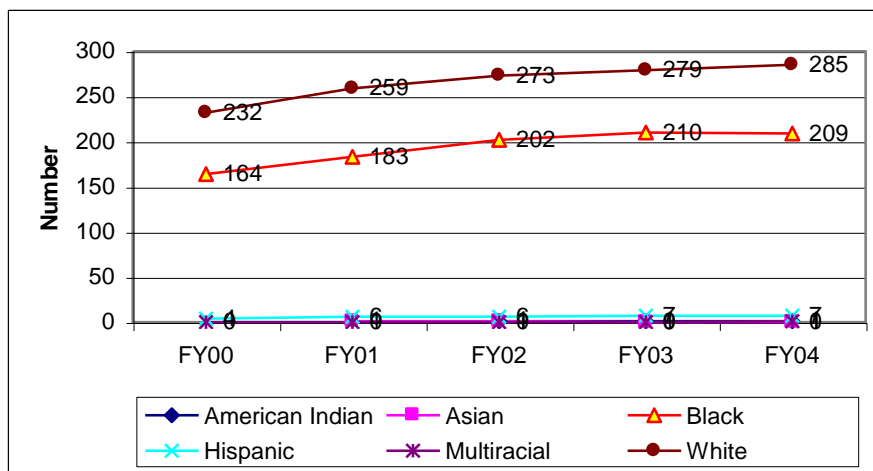
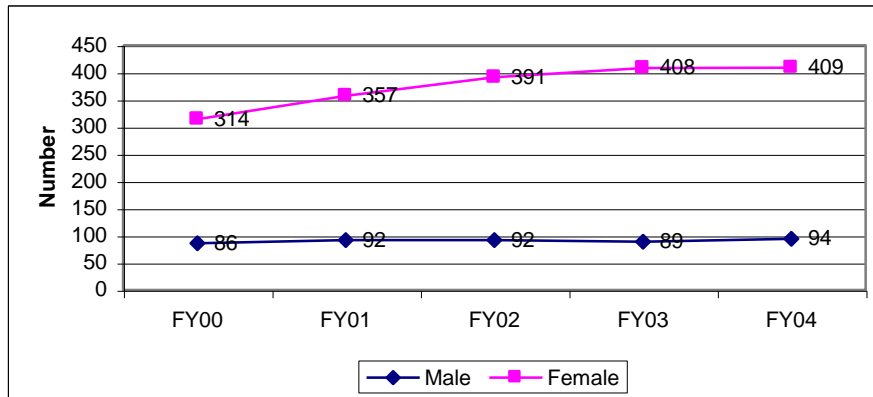


Figure 4.63. School Social Workers by Gender, FY00-FY04
(Source: EWRAD/PSC, 2004)



Appendices 5-17 present further demographic information on Georgia's FY04 administrative and student services workforce. Specifically, personnel category breakdowns by RESA and school system are displayed.

**CHAPTER 5:
DEMAND OF ADMINISTRATIVE AND STUDENT SERVICES PERSONNEL**

Attrition of Administrative Personnel

Attrition of Principals

Attrition continues to be an important factor in the demand for Principals. From FY02 to FY03, a total of 321 (15.5%) Georgia Principals left their positions. This was an increase of 11.1% over the number that left in FY02 (289).

Table 5.1 shows the highest number of years of experience for Principals who left was 43 in FY03. Table 5.2 shows almost two-thirds (65.7%) of the Principals who left had 26+ years of experience.

Table 5.1. Experience and Age of Principals Who Left Their Positions, FY00-FY03

Experience	FY00	FY01	FY02	FY03
Number	307	311	289	321
Minimum	5	1	0	4
Maximum	49	49	43	43
Mean	25.5	25.9	25.5	25.5
Std. Deviation	6.7	7.2	7.9	6.7
Age	FY00	FY01	FY02	FY03
Number	307	311	289	321
Minimum	33	32	33	28
Maximum	73	72	76	69
Mean	52.2	53.5	52.9	52.9
Std. Deviation	6.6	6.5	6.6	6.7

Source: EWRAD/PSC, 2004

Table 5.2. Experience Level of Principals Who Left Their Positions, FY03

Experience Groups	Frequency	Percent
0-5 years	3	0.9
6-10 years	6	1.9
11-15 years	16	5.0
16-20 years	30	9.4
21-25 years	55	17.1
26-30 years	122	38.0
31 and Above	89	27.7
Total	321	100

Source: EWRAD/PSC, 2004

In FY03, the maximum age of the Principals who left was 69, the lowest since FY00, while the minimum age was 28. The majority of these individuals were in the 51-60 age group. Table 5.3 shows a total of 23 Principals in the 31-40 age group left in FY03. These data suggest that some of these individuals were not lost due to retirement.

Table 5.3. Age of Principals Who Left Their Positions, FY03

Age Groups	Frequency	Percent
21-30	1	0.3
31-40	23	7.2
41-50	62	19.3
51-60	202	62.9
61 and Higher	33	10.4
Total	321	100

Source: EWRAD/PSC, 2004

Table 5.4 shows that of the 321 Principals who left their positions in FY03, 174 (54.2%) were female and 147 (45.8%) were male. Also, 68.9% were White, 29.6% were Black, 0.6% were American Indian, and 0.9% were Hispanic.

Table 5.4. Ethnicity of Principals Who Left Their Positions, FY99-FY03

Ethnicity	FY99		FY00		FY01		FY02		FY03	
	#	%	#	%	#	%	#	%	#	%
American Indian	1	0.4	1	0.3	2	0.6	2	0.7	2	.6
White	215	75.9	226	73.6	222	71.4	215	74.4	221	68.9
Hispanic	0	0	0	0	0	0	1	.4	3	.9
Black	67	23.7	80	26.1	87	28.0	71	24.6	95	29.6
Asian	0	0	0	0	0	0	0	0	0	0
Total Attrition	283	100	307	100	311	100	289	100	321	100
Principal Total	1,959		1,993		2,010		2,048		2,071	
Attrition as % of Principal Total	14.5		15.4		15.5		14.1		15.5	

Source: EWRAD/PSC, 2004

NA – Data not available

The attrition rate among Georgia Principals rose in FY03 to 15.5%, after a decline in FY02 to 14.1%. Figure 5.1 presents a comparison of attrition among Principals and teachers from FY00 to FY03; attrition of Principals has remained higher than that of teachers for the past four years. Principal attrition mirrors the trend in FY02 for teacher attrition.

Figure 5.1. Comparing Attrition Among Principals and Teachers, FY00-FY03
(Source: EWRAD/PSC, 2004)

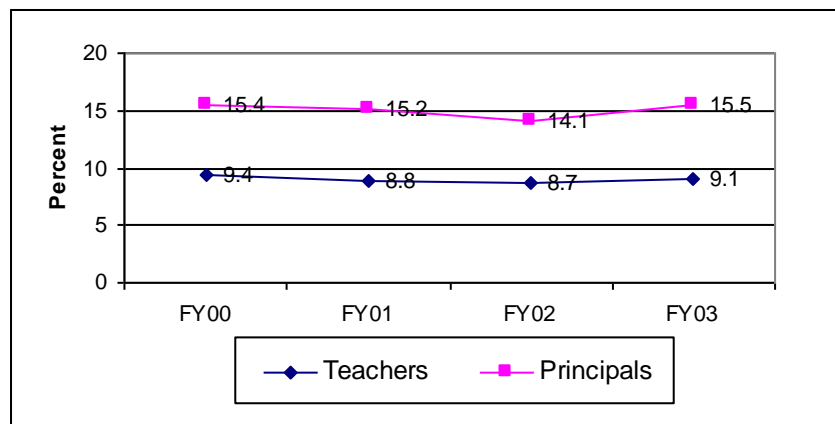


Table 5.5 presents Principals who were employed in the same system as either Principals or Assistant Principals from one year to the next. Of the 2,072 Principals in FY04, 95.9% stayed in the same system as in FY03, and 2.5% moved to a different system.

Table 5.5. Principals in Current Year distributed by Source and Mobility, FY00-FY04

Principals	FY00		FY01		FY02		FY03		FY04	
	#	%	#	%	#	%	#	%	#	%
Stayed in System	1,898	95.2	1,915	95.3	1,945	94.7	1,993	96.3	1,986	95.9
Moved	71	3.6	67	3.3	71	3.5	47	2.3	52	2.5
New Hires	24	1.2	28	1.4	32	1.6	31	1.5	34	1.6
Total	1,993	100	2,010	100	2,048	100	2,071	100	2,072	100

Source: EWRAD/PSC, 2004

Table 5.6 shows system mobility of individuals who were employed as Principals in FY03 and remained as Principals for the FY04 academic year. Of the 1,750 individuals who held the position of Principal both years, only 1.5% (n=26) moved to a different system.

Table 5.6. Principals' Mobility Among Systems, FY04

Principals	Frequency	Percent
Stayed in System	1,724	98.5
Moved	26	1.5
Retained	1,750	100
New Hires	322	
Total	2,072	

Source: EWRAD/PSC, 2004

Although the attrition rate of Georgia Principals rose in FY03, in general Principals are a highly stable personnel group, as shown in Tables 5.5 and 5.6. Less than 1% of Principals moved from one RESA to another from FY03 to FY04 (see Table 5.7). This has remained consistent for the past three years.

Table 5.7. Principals' Mobility Among RESAs, FY00-FY04

Principals	FY00		FY01		FY02		FY03		FY04	
	#	%	#	%	#	%	#	%	#	%
Principal Retention in RESA from Previous Year	1,652	98.6	1,680	98.6	1,684	99.2	1,747	99.3	1,733	99.0
Moved to a New RESA	24	1.4	24	1.4	15	0.8	12	.7	17	1.0
Total Retained	1,676	100	1,704	100	1,699	100	1,759	100	1,750	100

Source: EWRAD/PSC, 2004

Table 5.8 presents the attrition of Principals by RESA for FY00 through FY03. Although Metro RESA lost the largest number of Principals in FY03 at 90 (28.0% of the total Principal attrition in FY03), when looking at the attrition of Principals as a proportion of the number of Principals in the RESA, it is seen that Chattahoochee, Coastal Plains, Heart of Georgia, Middle Georgia, Northeast Georgia, Oconee, Okefenokee, Pioneer Southwest Georgia, and West Georgia RESAs each incurred greater losses than Metro RESA. The FY03 attrition rates of Principals were lowest in Griffin (11.8%) and Northwest Georgia (11.8%) RESAs. Attrition rates exceeding 20% were seen from the systems of Coastal Plains, Heart of Georgia, Okeefenokee, Pioneer and West Georgia.

Table 5.8. Principal Attrition by RESA as a Proportion of the Number of Principals in the RESA, FY00-FY03

RESA	FY00 Loss		FY01 Loss		FY02 Loss		FY03 Loss	
	#	%	#	%	#	%	#	%
Central Savannah	17	13.9	16	12.5	21	16.4	16	12.7
Chattahoochee	12	12.4	19	19.2	17	17.2	16	16.2
Coastal Plains	9	16.7	8	13.8	11	19.0	13	22.8
First District	21	12.2	27	15.2	18	10.1	22	12.4
Griffin	11	11.3	22	21.2	14	13.5	13	11.8
Heart of Georgia	12	26.7	5	11.9	5	11.9	9	20.9
Metro	92	15.6	77	12.7	85	14.1	90	14.5
Middle Georgia	17	17.4	19	18.6	15	14.7	17	16.4
North Georgia	14	17.5	14	17.3	10	12.4	11	13.1
Northeast Georgia	20	20.4	17	16.5	18	17.5	17	16.4
Northwest Georgia	33	21.6	19	12.5	24	15.8	18	11.8
Oconee	5	14.7	5	13.5	9	24.3	7	19.4
Okefenokee	3	6.5	7	14.3	6	12.2	10	20.8
Pioneer	14	12.4	12	9.9	18	14.9	26	21.5
Southwest Georgia	12	10.7	29	28.2	10	9.7	17	16.8
West Georgia	15	18.3	15	17.4	8	9.3	19	21.6
Total	307	15.4	311	15.2	289	14.1	321	15.5

Source: EWRAD/PSC, 2004

Attrition of Assistant Principals

Table 5.9 presents the experience and age of Assistant Principals who left their positions. In FY03, a total of 531 Assistant Principals left their positions, an increase of 21.0% from 439 in FY02. The highest number of years of experience for Assistant Principals who leave continues to increase, rising from 39 years in FY00 to 45 years in FY03.

Table 5.9. Experience and Age of Assistant Principals Left Their Positions, FY00-FY03

Experience	FY00	FY01	FY02	FY03
Number	496	525	439	531
Minimum	2	0	0	0
Maximum	39	40	43	45
Mean	20.7	20.4	19.7	20.2
Std. Deviation	8.0	8.0	8.3	8.6
Age	FY00	FY01	FY02	FY03
Number	496	525	439	531
Minimum	25	29	27	28
Maximum	67	68	69	71
Mean	47.5	48.3	46.7	47.2
Std. Deviation	8.3	8.5	8.9	9.3

Source: EWRAD/PSC, 2004

The highest age of Assistant Principals who left in FY03 was 71, the highest since FY00. The minimum age of the Assistant Principals who left was 28. The majority of the Assistant Principals who left were between ages 41-60 (64.2%); 43.1% (n=229) of these were promoted to Principal positions in FY04.

Table 5.10. Age of Assistant Principals Who Left Their Positions, FY03

Age Groups	Frequency	Percent
21-30 years	7	1.3
31-40 years	143	26.9
41-50 years	151	28.4
51-60 years	190	35.8
61 and over	40	7.5
Total	531	100

Source: EWRAD/PSC, 2004

Table 5.11. Experience Level of Assistant Principals Who Left Their Positions, FY03

Experience Groups	Frequency	Percent
0-5 years	9	1.7
6-10 years	87	16.4
11-15 years	92	17.3
16-20 years	72	13.6
21-25 years	91	17.1
26-30 years	127	23.9
31 and over	53	10.0
Total	531	100

Source: EWRAD/PSC, 2004

Table 5.12 presents the ethnicity of Assistant Principals who left their positions in FY01 through FY03. Of the 531 Assistant Principals who left their positions in FY03, 307 (57.8%) were female and 224 (42.2%) were male. Also, 67.4% were White, 32.0% were Black, 0.4% were Hispanic, and 0.2% were Multiracial.

Table 5.12. Ethnicity of Assistant Principals Who Left Their Positions, FY00-FY03

Ethnicity	FY00		FY01		FY02		FY03	
	#	%	#	%	#	%	#	%
American Indian	0	0	NA	NA	NA	NA	NA	NA
Asian	0	0	1	0.2	1	0.2	NA	NA
Black	130	26.2	140	26.7	115	26.2	170	32.0
Hispanic	2	0.4	NA	NA	NA	NA	2	0.4
Multiracial	1	0.2	NA	NA	NA	NA	1	0.2
White	363	73.2	384	73.1	323	73.6	358	67.4
Total	496	100	525	100	439	100	531	100

Source: EWRAD/PSC, 2004

Tables 5.13 and 5.14 present the source and mobility of Assistant Principals, FY00-FY04. Of the 2,863 Assistant Principals in FY04, only 4.5% moved to a new system, while no Assistant Principal moved to a new RESA. The majority (94.3%) stayed in the same system and 2,806 (100%) remained in the same RESA. The number of Assistant Principals who remained in a RESA has continued to increase since FY00.

Table 5.13. Assistant Principals in Current Year distributed by Source and Mobility Among Systems, FY00-FY04

Assistant Principals	FY00		FY01		FY02		FY03		FY04	
	#	%	#	%	#	%	#	%	#	%
Retained	2,176	92.9	2,293	92.8	2,408	91.5	2,629	93.2	2,701	94.3
New Hires	47	2.0	52	2.1	55	2.1	65	2.3	57	2.0
Moved	120	5.1	127	5.1	168	6.4	128	4.5	105	3.7
Total	2,343	100	2,472	100	2,631	100	2,822	100	2,863	100

Source: EWRAD/PSC, 2004

Table 5.14. Assistant Principals' Mobility Among RESAs, FY00-FY04

Assistant Principals	FY00		FY01		FY02		FY03		FY04	
	#	%	#	%	#	%	#	%	#	%
Remained in RESA from Previous Year	1,802	98.9	1,821	98.6	1,920	98.6	2,174	99.2	2,806	100
Moved to a New RESA	21	1.2	26	1.4	27	1.4	18	0.8	0	0
Total Retained	1,823	100	1,847	100	1,947	100	2,192	100	2,806	100

Source: EWRAD/PSC, 2004

As with Georgia Principals, Metro RESA lost the largest number of Assistant Principals in FY03 at 199 (or 37.5% of FY03 total Assistant Principal attrition). However, when looking at attrition of Assistant Principals as a proportion of the number of Assistant Principals in the RESA, Central Savannah, Coastal Plains, Heart of Georgia, Middle Georgia, Northeast Georgia, Oconee, Okefenokee, Pioneer, and West Georgia RESAs each incurred greater losses than Metro RESA of over 20%. The highest loss was found in Okefenokee RESA at 26.2%. Table 5.15 presents the attrition of Assistant Principals by RESA for FY00 through FY03.

In FY03, the attrition rate of Assistant Principals (18.8%) was higher than the 15.5% rate of Principals. This higher rate is to a great extent a function of some Assistant Principals being promoted to Principal.

Table 5.15. Assistant Principal Attrition by RESA as a Proportion of the Number of Assistant Principals in the RESA, FY00-FY03

RESA	FY00		FY01		FY02		FY03	
	#	%	#	%	#	%	#	%
Central Savannah	38	35.9	27	24.1	21	18.8	27	24.1
Chattahoochee	12	13.6	24	25.5	14	14.9	18	19.0
Coastal Plains	16	18.8	18	19.8	14	15.4	20	23.0
First District	37	19.7	45	21.6	33	15.9	41	19.4
Griffin	24	17.9	32	21.2	29	19.2	23	14.1
Heart of Georgia	12	33.3	4	11.4	9	25.7	7	24.1
Metro	168	18.8	151	14.9	140	13.8	199	17.7
Middle Georgia	27	29.4	28	30.4	24	26.1	23	21.1
North Georgia	27	28.1	21	19.8	21	19.8	15	13.9
Northeast Georgia	34	30.9	29	24.4	25	21.0	28	22.2
Northwest Georgia	35	25.	37	21.5	28	16.3	28	15.5
Oconee	8	24.2	7	20.6	17	50.0	8	22.2
Okefenokee	7	20.6	13	38.2	4	11.8	11	26.2
Pioneer	23	22.1	29	21.2	22	16.1	33	21.0
Southwest Georgia	13	11.1	35	29.4	23	19.3	21	17.2
West Georgia	15	16.7	25	22.5	15	13.5	29	24.8
Total	496	21.2	525	20.0	439	16.7	531	18.8

Source: EWRAD/PSC, 2004

Attrition of Other Administrators

Table 5.16 presents the attrition of administrative personnel other than Principals and Assistant Principals. This category includes Superintendents, Assistant Superintendents, Curriculum Directors, and RESA Directors as listed in Table 5.16. In FY03, a total of 212 individuals in the "Other Administrators" category left their positions. This represented 36.9% of the total attrition of administrative personnel other than Principals and Assistant Principals. The next largest attrition occurred among Instructional Supervisors (27.1%).

Table 5.16. Attrition of Administrative Personnel Other Than Principals and Assistant Principals, FY00-FY03

Category	FY00		FY01		FY02		FY03	
	#	%	#	%	#	%	#	%
Assistant Superintendent	31	5.9	24	4.4	28	5.5	35	6.1
Athletic Director	13	2.5	30	5.5	5	1.0	19	3.3
Curriculum Director	28	5.3	38	7.0	25	4.9	39	6.8
Human Resources Director	9	1.7	11	2.0	6	1.2	9	1.6
Instructional Supervisor	194	36.9	217	39.8	214	42.0	156	27.2
Other Administrators	152	28.9	141	25.9	146	28.7	212	36.9
Pre-Kindergarten Director	0	0	2	0.4	3	0.6	4	0.7
RESA Director	3	0.6	1	0.2	3	0.6	3	0.5
Special Education Director	21	4.0	24	4.4	14	2.8	25	4.4
Superintendent	31	5.9	22	4.0	26	5.1	37	6.4
Technology Director	13	2.5	5	0.9	8	1.6	6	1.0
Vocational Education Director	30	5.7	30	5.5	31	6.1	30	5.2
Total	526	100	545	100	509	100	575	100

Source: EWRAD/PSC, 2004

Table 5.17 presents the following-year classification of other administrators who left their positions. In FY02, large numbers of individuals became Assistant Principals and Principals. Of the 575 other administrators who left their positions, 330 (57.4%) moved out of the Georgia education system and 245 remained in the state, but in new positions. Of the 245 that remained in the state, 189 administrators remained in the same school system.

Table 5.17. Following Year Classification of Other Administrators Who Left Their Positions, FY00-FY03

Following Year Classification	Other Administrators			
	FY00	FY01	FY02	FY03
Assistant Principal	74	103	142	78
Elementary Grades Teacher	16	4	7	22
Elementary Grades Counselor	0	7	1	1
High School Counselor	3	1	4	2
High School Teacher	11	22	10	18
Instructional Specialist	0	0	0	4
Kindergarten Teacher	0	0	1	1
Literacy Coach	0	0	0	3
Media Specialist	0	0	0	4
Middle Grades Counselor	0	0	1	1
Middle Grades Teacher	11	6	13	14
Other Student Services Staff	37	51	18	20
Other Teacher	8	9	8	4
Pre-Kindergarten Teacher	0	0	1	1
Principal	56	56	53	47
School Psychologist	2	3	1	1
School Social Worker	2	4	3	2
Special Education Teacher	16	7	4	10
Speech & Language Pathology	0	0	0	3
Vocational Education Teacher	8	6	4	9
Not in Georgia System	282	265	238	330
Total Attrition	526	544	509	575
Attrition as % of Other Admin.	18.9	19.5	18.2	20.28
Still in Georgia	248	280	271	245
Same School System	206	231	239	189
Still in GA as % of Attrition	47.1	51.4	53.2	42.6

Source: EWRAD/PSC, 2004

Attrition of Student Services Personnel

The following section reports the rates and patterns of attrition among Georgia's student services personnel. Table 5.18 shows that in FY03 a total of 1,170 student services personnel left their positions. This was an attrition rate of 12.0%, compared to the 9.1% rate of attrition for teachers. The highest rate of attrition among this personnel group was recorded in the "Other Student Services" category (29.2%), followed by Speech & Language Pathologist (17.9%), and Media Specialist (16.9%). The total number of student services personnel that left after FY03 was the highest during the four-year period of FY00 to FY03 at 1,170.

Table 5.18. Categories of Student Services Personnel Who Left Their Position in the Workforce, FY00-FY03

Category	FY00		FY01		FY02		FY03	
	#	%	#	%	#	%	#	%
Elementary Grades Counselor	113	11.3	102	11.6	99	9.8	128	10.9
High School Counselor	69	6.9	90	10.3	90	8.9	112	9.6
Middle Grades Counselor	97	9.7	69	7.9	83	8.2	79	6.8
Media Specialist	155	15.5	152	17.4	181	17.8	198	16.9
Other Student Services Staff	303	30.2	210	24.0	246	24.2	342	29.2
School Psychologist	44	4.4	43	4.9	49	4.8	53	4.5
School Social Worker	39	3.9	25	2.9	35	3.5	49	4.2
Speech & Language Pathologist	182	18.2	185	21.1	232	22.9	209	17.9
Total	1,002	100	876	100	1,015	100	1,170	100
All Student Services Personnel	8,419		8,797		9,347		9,789	
Attrition %	11.9		10.0		10.9		12.0	

Source: EWRAD/PSC, 2004

Table 5.19 presents the following-year classifications of student services position leavers. Some of the student services personnel who left their positions (391) assumed either teaching or administrative roles the following year, or reclassified into other positions. For instance, 80 former student services personnel were classified as elementary grades teachers in FY04. Table 5.20 further shows the FY04 assignments of FY03 student services personnel who were reassigned. For example, the 49 individuals who became Assistant Principals in FY04 were previously Elementary Grades Counselors (6), High School Counselors (7), Middle Grades Counselors (4), Social Workers (4), Media Specialists (1), or other student services personnel (27).

Table 5.19. Classifications of Student Services Personnel Position Leavers the Following Year, FY00-FY03

Following-Year Classification	FY00	FY01	FY02	FY03
Assistant Principal	59	33	42	49
Elementary Grades Teacher	89	39	39	80
High School Teacher	19	30	21	33
Instructional Specialist	6	5	5	33
Kindergarten Teacher	9	8	9	8
Middle Grades Teacher	28	23	25	10
Other Administrators	75	47	68	65
Other Teachers	6	11	14	14
Pre-K Teacher	1	4	0	1
Principal	8	2	10	6
Special Education Teacher	116	63	120	88
Vocational Education Teacher	7	9	4	4
Total Still in Georgia	423	274	357	391
Not in Georgia Public School System	579	602	658	779
Total	1,002	876	1,015	1,170

Source: EWRAD/PSC, 2004

Table 5.20. Personnel Classifications of FY03 Leavers by FY04 Workforce Classifications

Personnel Category in FY04	Personnel Category in FY03								Total
	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	
Assistant Principal	6	7	4	1	27	0	4	0	49
Elementary Grades Teacher	5	1	2	10	61	0	0	1	80
High School Teacher	0	8	0	6	17	0	1	1	33
Instructional Specialist	1	0	1	0	6	0	0	0	8
Kindergarten Teacher	2	0	0	1	7	0	0	0	10
Middle Grades Teacher	3	1	2	2	24	0	1	0	33
Other Administrative Personnel	1	2	3	8	37	5	9	0	65
Other Teacher	0	0	0	0	11	0	0	3	14
Pre-Kindergarten	0	0	0	1	0	0	0	0	1
Principal	1	0	0	1	3	0	1	0	6
Special Education Teacher	5	3	1	1	32	0	2	44	88
Vocational Education Teacher	0	0	0	0	4	0	0	0	4
Not in Georgia Public School System	104	90	66	167	113	48	31	160	779
Total	128	112	79	198	342	53	49	209	1,170

Source: EWRAD/PSC, 2004

Table 5.21 provides the specializations of the 779 Student Services Personnel who left the Georgia public school system after FY03.

Table 5.21. Student Services Personnel Who Left the Georgia Workforce After FY03

Category	Frequency	Percent
Elementary Grades Counselor	104	13.4
High School Counselor	90	11.6
Middle Grades Counselor	66	8.5
Media Specialist	167	21.5
Other Student Services Personnel	113	14.5
School Psychologist	48	6.2
School Social Worker	31	4.0
Speech & Language Pathologist	160	20.5
Total	779	100

Source: EWRAD/PSC, 2004

Projections of the Demand for Administrative and Student Services Personnel

The demand for administrative and student services personnel in Georgia's public education system is determined by student enrollment counts and the Georgia Department of Education and Southern Association of Colleges and Schools (SACS) rules and standards. The PSC projects the need for these personnel groups annually based on growth rates from previous years. In FY04, the average growth was determined using an average of the annual growth from FY98 to FY04. This information was then used to provide projections for FY05, FY06, FY09, and FY14. Table 5.22 presents these projections.

Table 5.22 also shows that if current trends continue, the administrative categories of Assistant Superintendent, Principal, Assistant Principal, Special Education Director, Vocational Education Director, Pre-Kindergarten Director, Athletic Director, and Other Administrators will increase substantially through FY14. These are positions that are linked by SACS requirements to student enrollment.

The table also shows that all the student services personnel categories are expected to increase through FY14 with the exception of the Middle Grades Counselor group. The number of Middle Grades Counselors could continue to fluctuate in response to student enrollment.

Table 5.22. Projections for Administrative and Student Services Personnel, FY99-FY14

Category	FY99	FY00	FY01	FY02	FY03	FY04	Average Growth	Projections			
								FY05	FY06	FY09	FY14
Administrative Personnel											
RESA Director	16	15	16	16	16	16	1.001	16	16	16	16
Superintendent	180	178	179	184	181	180	1.000	180	180	180	180
Assistant Superintendent	198	201	216	227	242	235	1.036	243	252	280	333
Principal	1,959	1,993	2,010	2,048	2,071	2,072	1.011	2,095	2,119	2,192	2,318
Assistant Principal	2,268	2,343	2,472	2,631	2,822	2,863	1.048	3,000	3,144	3,618	4,572
Human Resources Director	61	62	58	55	54	51	0.965	49	48	43	36
Curriculum Director	229	221	219	223	221	198	0.972	193	187	172	149
Technology Director	53	58	55	57	54	56	1.013	57	57	60	64
Special Education Director	155	158	165	159	170	175	1.025	179	184	198	224
Vocational Education Director	152	154	159	157	164	177	1.031	183	188	207	241
Instructional Supervisor	816	858	862	815	767	804	0.998	803	801	797	790
Kindergarten Director	2	2	1	2	1	1	1.000	1	1	1	1
Pre-Kindergarten Director	14	20	24	20	24	26	1.149	30	34	52	104
Athletic Director	48	50	57	41	58	49	1.032	51	52	57	67
Other Administrators	806	809	805	840	883	902	1.023	923	944	1,011	1,132
Total	6,957	7,122	7,298	7,475	7,728	7,805		8,002	8,208	8,883	10,228
Student Services Personnel											
Elementary Grades Counselor	1,100	1,162	1,297	1,371	1,444	1,435	1.055	1,524	1,608	1,698	2,222
High School Counselor	663	800	927	981	1,021	1,033	1.095	1,118	1,225	1,461	2,302
Middle Grades Counselor	1,051	953	926	967	961	968	0.985	946	932	858	794
Media Specialist	2,013	2,046	2,092	2,137	2,159	2,190	1.017	2,196	2,233	2,276	2,476
Speech & Language Pathologist	1,297	1,415	1,477	1,543	1,537	1,570	1.039	1,598	1,661	1,792	2,174
School Psychologist	549	549	583	630	658	679	1.044	687	717	722	895
School Social Worker	395	400	449	483	497	503	1.050	522	548	574	734
Other Student Services Personnel	1,132	1,094	1,046	1,235	1,418	1,411	1.049	1,488	1,561	1,331	1,692
Total	8,200	8,419	8,797	9,347	9,695	9,789		10,079	10,485	10,711	13,290

Source: EWRAD/PSC, 2004

**CHAPTER 6:
SUPPLY OF ADMINISTRATIVE AND STUDENT SERVICES PERSONNEL**

Supply of Administrative Personnel

Principals

Figure 6.1 and Table 6.1 provide information on the stability of the principalship position and the sources of new principals needed to address attrition and student enrollment growth.

Figure 6.1 shows the makeup of the FY04 school principal workforce. The proportion of principals who were principals the year before has remained within a few percentage points of 85% for the past five years; conversely, new principals make up about 15% of the total group statewide. Individuals from previous administrative positions make up most of the new principals (over 13% of the total group).

Figure 6.1. Composition of FY04 School Principal Workforce
(Source: EWRAD/PSC, 2004)

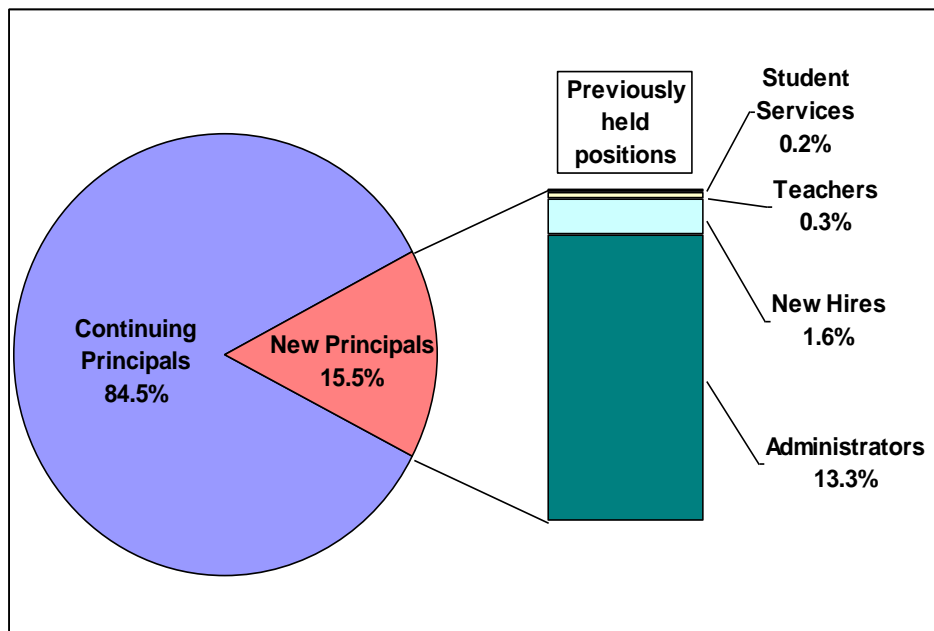


Table 6.1 shows data represented in Figure 6.1, and parallel data for the four years previous to FY04.

Table 6.1. Composition of School Principal Workforce, FY00-FY04

Preceding Year Position	FY00		FY01		FY02		FY03		FY04	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Administrators	266	13.3	270	13.4	297	14.5	260	12.6	276	13.3
Teachers	19	1.0	14	0.7	18	0.9	11	0.5	7	0.3
Student Services Personnel	8	0.4	10	0.5	2	0.1	10	0.5	5	0.2
New Principals from outside Georgia schools	24	1.2	28	1.4	32	1.6	31	1.5	34	1.6
New Principals	317	15.9	322	16.0	349	17.0	312	15.1	322	15.5
Continuing Principals	1,676	84.1	1,686	84.0	1,699	83.0	1,759	84.9	1,750	84.5
Total Principals	1,993	100	2,008	100	2,048	100	2,071	100	2,072	100

Source: EWRAD/PSC, 2004

Table 6.2 shows that the primary source of new principals in Georgia schools is from the promotion of assistant principals in the schools. This year, slightly more than 70% of all new principals were promoted from that subordinate administrative position. That percentage has not changed more than four or five percent for the past five years. This year, the category "Other Administrators" has had several categories disaggregated from it. The percentage of that category has thus decreased; the major new category drawn from that group providing new principals was that of Instructional Supervisor, which provided 6.2% of last year's new principals. Overall, various administrative positions provide almost 86% of new school principalship personnel.

Teachers provide only a small proportion of the new principals each year. While as many as 19 (6%) of new principals came from the teacher ranks in FY00, only seven (2.2%) were promoted directly to principal this past year. Only five (1.6%) of new principals came directly from student services positions.

More than 10% of open principal positions were filled from out of state last year. That proportion has been slightly but consistently growing each year, from 7.6% in FY00.

Table 6.2. Previous Positions of New Principals, FY00-FY04

Preceding Year Position	Number and Percent of Personnel New to Principalship									
	FY00		FY01		FY02		FY03		FY04	
	#	% of New	#	% of New	#	% of New	#	% of New	#	% of New
Administrators										
Assistant Principal	212	66.9	218	67.7	241	69.1	207	66.3	229	71.1
Instructional Supervisor	0	0	0	0	0	0	0	0	20	6.2
Assistant Superintendent	1	0.3	6	1.9	0	0	3	1.0	5	1.6
Vocational Education Director	0	0	0	0	0	0	0	0	4	1.2
Superintendent	2	0.6	1	0.3	0	0	1	0.3	2	0.6
Curriculum Director	0	0	0	0	0	0	0	0	2	0.6
Human Resources Director	0	0	0	0	0	0	0	0	1	0.3
Special Education Director	0	0	0	0	0	0	0	0	1	0.3
Athletic Director	0	0	0	0	0	0	0	0	1	0.3
Pre-K Director	0	0	0	0	0	0	0	0	1	0.3
RESA Director	0	0	0	0	0	0	0	0	0	0.0
Other Administrators	51	16.1	45	14.0	56	16.0	49	15.7	10	3.1
Administrators Subtotal	266	83.9	270	83.9	297	85.1	260	83.3	276	85.7
Teachers										
Pre-Kindergarten Teacher	0	0	1	0.3	0	0	0	0	0	0.0
Kindergarten Teacher	0	0	1	0.3	1	0.3	0	0	0	0.0
Elementary Grades Teacher	5	1.6	4	1.2	6	1.7	1	0.3	3	0.9
Middle Grades Teacher	6	1.9	1	0.3	6	1.7	4	1.3	2	0.6
High School Teacher	3	0.9	6	1.9	2	0.6	2	0.6	1	0.3
Special Education Teacher	2	0.6	0	0	3	0.9	0	0	0	0.0
Media Specialist	0	0	0	0	0	0	0	0	1	0.3
Vocational Education Teacher	3	0.9	0	0	0	0	0	0	0	0.0
Other Teachers	0	0	1	0.3	0	0	4	1.3	0	0.0
Teachers Subtotal	19	6.0	14	4.3	18	5.2	11	3.5	7	2.2
Student Services										
Elementary Grades Counselor	1	0.3	0	0	0	0	0	0	1	0.3
Middle Grades Counselor	0	0	1	0.3	0	0	1	0.3	0	0.0
High School Counselor	1	0.3	0	0	1	0.3	1	0.3	0	0.0
School Social Worker	0	0	1	0.3	0	0	0	0	1	0.3
Other Student Services	6	1.9	8	2.5	1	0.3	8	2.6	3	0.9
Student Services Subtotal	8	2.5	10	3.1	2	0.6	10	3.2	5	1.6
New Principals From Outside Georgia Schools										
	24	7.6	28	8.7	32	9.2	31	9.9	34	10.6
Total New Principals	317	100	322	100	349	100	312	100	322	100

Source: EWRAD/PSC, 2004

Assistant Principals

Figure 6.2 and Table 6.3 provide information on the stability of the assistant principalship position and the sources of new assistant principals needed to address attrition and student enrollment growth.

As is the primary source of school principals from the training ground ranks of assistant principals, the primary source of new assistant principals is from the promotion of teachers who will have earned their administrator certifications. Figure 6.2 shows the makeup of the FY04 school principal workforce. The percent of assistant principals who were assistant principals the year before has remained about 75-80% for the past five years; conversely, new principals make up about 20-25% of the total group. Individuals from previous classroom teacher positions make up most of the new assistant principals (almost 13% of the total).

Figure 6.2. Composition of FY04 School Assistant Principal Workforce

Source: EWRAD/PSC, 2004

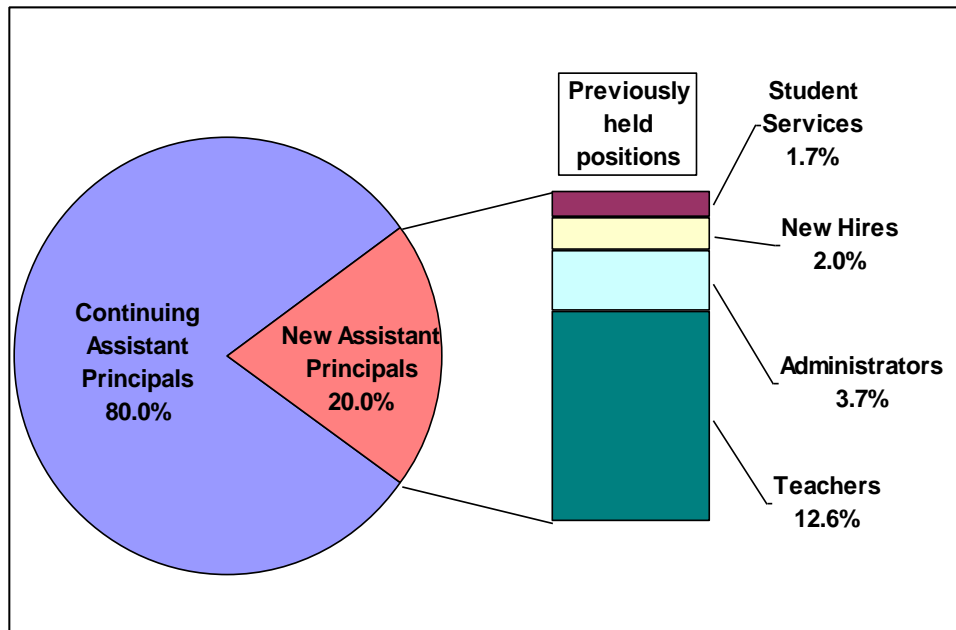


Table 6.3. Composition of School Assistant Principal Workforce, FY00-FY04

Preceding Year Position	FY00		FY01		FY02		FY03		FY04	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Administrators	98	4.2	97	3.9	128	4.9	170	6.0	105	3.7
Teachers	328	14.0	414	16.7	470	17.9	354	12.5	362	12.6
Student Services Personnel	47	2.0	62	2.5	31	1.2	41	1.5	48	1.7
New Assistant Principals from outside Georgia schools	47	2.0	52	2.1	55	2.1	65	2.3	57	2.0
New Assistant Principals	520	22.2	625	25.3	684	26.0	630	22.3	572	20.0
Continuing Principals	1,823	77.8	1,847	74.7	1,947	74.0	2,192	77.7	2,291	80.0
Total Assistant Principals	2,343	100	2,472	100	2,631	100	2,822	100	2,863	100

Source: EWRAD/PSC, 2004

Table 6.4 shows detail of the sources of assistant principals for the past five years. Last year, slightly more than 63% of all new assistant principals were promoted from the teacher ranks. That percentage has not changed more than four or five percent from the past five years, with the exception of FY03, when teacher promotions comprised just over 56% of new assistant principals. Administrators from other positions being placed in assistant principalships comprise 18.4% of new assistant principals. This too has remained relatively consistent, except for FY03, in which other administrative positions provided 27% of all new assistant principals.

The category "Other Administrators" has been differentiated so that several larger source positions formerly aggregated into that group are listed. The percentage of that category has decreased to 6.6%; the major new category from that group providing new assistant principals was that of Instructional Supervisor, at 3.8%. The largest administration category of supply remains "Other Administrators."

Table 6.4. Previous Positions of New Assistant Principals FY00-FY04

Preceding Year Position	Number and Percent of Personnel New to Assistant Principalship									
	FY00		FY01		FY02		FY03		FY04	
	#	% of New	#	% of New	#	% of New	#	% of New	#	% of New
Administrators										
Principal	28	5.4	29	4.6	25	3.7	28	4.4	27	4.7
Assistant Superintendent	1	0.2	0	0	0	0	0	0	1	0.2
Superintendent	0	0	0	0	0	0	0	0	1	0.2
Athletic Director	0	0	0	0	0	0	0	0	2	0.3
Curriculum Director	0	0	0	0	0	0	0	0	1	0.2
Instructional Supervisor	0	0	0	0	0	0	0	0	22	3.8
Vocational Education Director	0	0	0	0	0	0	0	0	13	2.3
Other Administrators	69	13.3	68	10.9	103	15.1	142	22.5	38	6.6
Administrators Subtotal	98	18.8	97	15.5	128	18.7	170	27.0	105	18.4
Teachers										
Pre-K Teacher	0	0	1	0.2	3	0.4	0	0	0	0.0
Kindergarten Teacher	3	0.6	6	1.0	11	1.6	6	1.0	10	1.7
Elementary Grades Teacher	93	17.9	91	14.6	126	18.4	77	12.2	92	16.1
Middle Grades Teacher	78	15.0	116	18.6	121	17.7	81	12.9	104	18.2
High School Teacher	95	18.3	113	18.1	115	16.8	107	17.0	86	15.0
Information Services	1	0.2	3	0.5	0	0	0	0	0	0.0
Speech & Language Pathologist	0	0	0	0	2	0.3	1	0.2	0	0.0
Instructional Specialist	0	0	0	0	22	3.2	22	3.5	14	2.4
Media Specialist	0	0	0	0	0	0	0	0	1	0.2
Special Education Teacher	25	4.8	33	5.3	40	5.8	39	6.2	28	4.9
Vocational Education Teacher	10	1.9	18	2.9	20	2.9	12	1.9	13	2.3
Other Teachers	23	4.4	33	5.3	10	1.5	9	1.4	14	2.4
Teachers Subtotal	328	63.1	414	66.2	470	68.7	354	56.2	362	63.3
Student Services										
Elementary Grades Counselor	10	1.9	18	2.9	9	1.3	7	1.1	6	1.0
Middle Grades Counselor	5	1.0	14	2.2	4	0.6	6	1.0	4	0.7
High School Counselor	10	1.9	6	1.0	9	1.3	9	1.4	7	1.2
School Psychologist	0	0	1	0.2	0	0	0	0	0	0.0
School Social Worker	0	0.2	2	0.3	0	0	2	0.3	4	0.7
Other Student Services	21	4.0	21	3.4	9	1.3	17	2.7	27	4.7
Student Services Subtotal	47	9.0	62	9.9	31	4.5	41	6.5	48	8.4
New Assistant Principals From Outside Georgia Schools	47	9.0	52	8.3	55	8.0	65	10.3	57	10.0
Total New Assistant Principals	520	22.2	625	25.3	684	26.0	630	22.3	572	20.0

Source: EWRAD/PSC, 2004

Other Administrative Personnel

In FY04, 94% of administrative personnel in positions other than principal and assistant principal stayed in the same system, as shown in Table 6.5. This rate of retention is relatively stable, although after a four-year decrease in retention, the past two years have shown a slight increase in the rate of retention.

Table 6.5. Mobility Among Other Administrators, FY00-FY04

Other Administrators	FY00		FY01		FY02		FY03		FY04	
	#	%	#	%	#	%	#	%	#	%
Remained in position	2,630	94.4	2,638	93.7	2,595	92.8	2,639	93.1	2,697	94.0
New Hires	84	3.0	100	3.6	95	3.4	110	3.9	104	3.6
Changed position	72	2.6	78	2.8	106	3.8	86	3.0	69	2.4
Total	2,786	100	2,816	100	2,796	100	2,835	100	2,870	100

Source: EWRAD/PSC, 2004

There were 104 new Georgia administrative hires other than principals and assistant principals in FY04. Table 6.6 provides a categorical breakdown of the sources of these new administrative hires from FY00 to FY04. New hires represented 3.6% of all administrative personnel, and culminates a relatively consistent rise in the percentage of all administrative personnel since FY00. The number of new hires has increased every year.

Table 6.6. New Administrative Hires Other Than Principal and Assistant Principal, FY00-FY04

Category	FY00	FY01	FY02	FY03	FY04
Assistant Superintendent	2	3	6	10	10
Athletic Director	1	2	4	4	2
Curriculum Director	12	5	9	4	6
Human Resources Director	1	0	0	2	0
Instructional Supervisor	19	23	15	39	28
Other Administrators	29	25	45	39	34
Pre-Kindergarten Director	0	2	0	1	0
Kindergarten Director	0	0	1	0	0
RESA Director	1	0	1	1	0
Special Education Director	0	3	2	2	6
Superintendent	4	8	8	5	11
Technology Director	1	2	2	1	3
Vocational Education Director	2	5	2	2	4
Total	72	78	95	110	104
New Hires as % of All Administrators	2.6	2.8	3.4	3.9	3.6
Total Administrative Personnel*	2,786	2,816	2,796	2,835	2,870

Source: EWRAD/PSC, 2004

*Total Administrative Personnel other than Principals and Assistant Principals

Table 6.7 presents the distribution by RESA of new administrative hires other than principals and assistant principals. In FY04 Metro RESA, the largest service region, accounted for 35.6% of all new hires, a substantial decrease from the FY03 figure of 53.6%. Northeast, Pioneer, Southwest and West RESAs each accounted for over 5% of new administrative hires other than Principals and Assistant Principals in FY04. There was a very slight decrease in the overall number of these administrators hired last year, from 104 to 100.

Table 6.7. New Administrative Hires Other Than Principal and Assistant Principal By RESA, FY00-FY04

RESA	FY00		FY01		FY02		FY03		FY04	
	#	%	#	%	#	%	#	%	#	%
Central Savannah	2	2.8	1	1.3	3	3.2	3	2.7	5	4.8
Chattahoochee	1	1.4	2	2.6	4	4.2	3	2.7	5	4.8
Coastal Plains	6	8.3	1	1.3	3	3.2	2	1.8	2	1.9
First District	10	13.9	10	12.8	20	21.1	5	4.6	8	7.7
Griffin	4	5.6	5	6.4	1	1.1	0	0.0	2	1.9
Heart of Georgia	0	0.0	2	2.6	1	1.1	1	0.9	1	1.0
Metro	24	33.3	19	24.4	38	40.0	59	53.6	37	35.6
Middle Georgia	4	5.6	6	7.7	0	0.0	3	2.7	3	2.9
North Georgia	4	5.6	0	0.0	1	1.1	1	0.9	3	2.9
Northeast Georgia	1	1.4	5	6.4	3	3.2	7	6.4	9	8.7
Northwest Georgia	3	4.2	5	6.4	6	6.3	5	4.6	6	5.8
Oconee	2	2.8	3	3.9	3	3.2	3	2.7	1	1.0
Okefenokee	2	2.8	1	1.3	1	1.1	2	1.8	2	1.9
Pioneer	1	1.4	8	10.3	4	4.2	6	5.5	7	6.7
Southwest Georgia	4	5.6	7	9.0	4	4.2	5	4.6	7	6.7
West Georgia	4	5.6	3	3.9	3	3.2	5	4.6	6	5.8
Total	72	100	78	100	95	100	110	100	104	100

Source: EWRAD/PSC, 2004

Supply of Student Services Personnel

Table 6.8 shows that new student services personnel in Georgia's public schools are hired from a variety of sources. Administrators hired for student services positions typically comprise less than five percent of those hired into student services positions. Georgia teachers make up more than four out of ten of these hires, and counted with former administrators make up a little less than half of the individuals filling open student services positions each year. New hires, who in this table are either people moving in to Georgia or are newly certificated professionals with no prior Georgia school experience, consistently make up slightly more than half of all annual student services hires.

Almost nine out of ten (87.1%) of all student services personnel were retained in FY04. New hires, including individuals with teaching or administrative experience, made up the other 12.9%. Retention of student services personnel has consistently increased for the past six years as student services staffing has expanded at a slightly greater rate than student enrollment. The FY99 student to student services ratio was about 170:1; in FY04 that ratio had improved to approximately 155:1, which was a slight loss from 154:1 in FY03.

Table 6.8. Previous Jobs of Student Services Personnel, FY00-FY04

Preceding Year Position	FY00	FY01	FY02	FY03	FY04
Administrators					
Principal	3	8	5	11	9
Assistant Principal	13	14	13	12	17
Assistant Superintendent	0	0	0	1	
Other Administrators	23	44	62	27	34
Administrators Subtotal	39	66	80	51	60
Administrator % of Student Services Hires	3.3	4.8	5.6	3.7	4.7
Teachers					
Pre-Kindergarten Teacher	6	2	0	4	7
Kindergarten Teacher	8	17	9	13	11
Elementary Grades Teacher	148	177	184	182	144
ESOL Teacher					1
Middle Grades Teacher	99	102	97	91	73
High School Teacher	70	90	43	66	53
EIP Teacher					31
Instructional Specialist	9	12	14	6	13
Special Education Teacher	106	126	169	160	180
TAPP Teacher					2
Vocational Education Teacher	11	14	13	16	5
Other Teachers	4	4	2	13	5
Teachers Subtotal	461	544	531	551	525
Teacher % of Student Services Hires	39.3	39.4	37.0	40.4	41.5
Teachers & Administrators Subtotal					
	500	610	611	602	585
School Experience % of Student Services Hires	42.6	44.2	42.6	44.2	46.3
New Hires with No GA Experience					
	674	770	824	761	679
New Hires % of Student Services Hires	57.4	55.8	57.4	55.8	53.7
Total Hires					
	1,174	1,380	1,435	1,363	1,264
Total Hires Percent of Total					
	13.9	15.7	15.3	14.1	12.9
Student Services					
Elementary Grades Counselor	1,022	1,049	1,195	1,272	1,316
Middle Grades Counselor	970	856	857	884	882
High School Counselor	601	731	837	891	909
School Psychologist	508	505	540	581	605
School Social Worker	357	361	424	448	448
Speech & Language Pathologist	1,126	1,233	1,292	1,311	1,328
Media Specialist	1,866	1,891	1,940	1,956	1,961
Other Student Services	795	791	836	989	1,076
Student Services Subtotal	7,245	7,417	7,921	8,332	8,525
Student Services Percent of Total	86.1	84.3	84.7	85.9	87.1
Total					
	8,419	8,797	9,356	9,695	9,789

Source: EWRAD/PSC, 2004

Of the 679 new student services hires in FY04, over 25% are Speech and Language Pathologists (see Table 6.9). This percentage, one of the largest in student services, has remained fairly constant since FY01, while it had reached almost 40% in FY00. This will be in part a function of the attrition of Speech and Language Pathologists. As reported in Chapter 5, the attrition rate for this group reached almost 23% in FY02, a four-year high. The rate finally attenuated in FY03, decreasing to slightly less than 18%. Next year's data will provide information as to whether this improvement in attrition becomes a trend.

The hiring of new counselors at all levels continues to decrease, as does that for media specialists. School psychologist and social worker hires increased slightly from FY03.

Table 6.9. New Student Services Hires by Category, FY00-FY04

Category	FY99		FY00		FY01		FY02		FY03		FY04	
	#	%	#	%	#	%	#	%	#	%	#	%
Elementary Grades Counselor	77	10.3	86	12.8	139	18.1	131	15.9	113	14.9	86	12.7
Middle Grades Counselor	75	10.1	56	8.3	74	9.6	102	12.4	72	9.5	59	8.7
High School Counselor	41	5.5	46	6.8	69	9.0	80	9.7	85	11.2	64	9.4
School Psychologist	51	6.9	38	5.6	56	7.3	73	8.9	61	8.0	66	9.7
School Social Worker	38	5.1	34	5.0	78	10.1	44	5.3	40	5.3	47	6.9
Speech & Language Pathologist	259	34.8	261	38.7	202	26.2	211	25.6	203	26.7	179	26.4
Media Specialist	77	10.3	86	12.8	100	13.0	100	12.1	108	14.2	83	12.2
Other Student Services	127	17.1	67	9.9	52	6.8	83	10.1	79	10.4	95	14.0
Total	745	100	674	100	770	100	824	100	761	100	679	100

Source: EWRAD/PSC, 2004

Metro RESA, the most populous service area, had the greatest percentage (40.2%) of new student services hires in FY04 (see Table 6.10). Central Savannah, First District, Griffin, North Georgia, Northwest Georgia, and Pioneer and West Georgia RESAs each accounted for over 5% of new student services hires in FY04.

Table 6.10. New Student Services Hires by RESA, FY00-FY04

RESA	FY00		FY01		FY02		FY03		FY04	
	#	%	#	%	#	%	#	%	#	%
Central Savannah	24	3.6	43	5.6	35	4.3	28	3.7	37	5.4
Chattahoochee	20	3.0	25	3.3	17	2.1	21	2.8	29	4.3
Coastal Plains	15	2.2	19	2.5	15	1.8	18	2.4	10	1.5
First District	48	7.1	58	7.5	50	6.1	51	6.7	53	7.8
Griffin	29	4.3	36	4.7	57	6.9	50	6.6	37	5.4
Heart of Georgia	3	0.5	11	1.4	12	1.5	8	1.1	3	0.4
Metro	303	45.0	299	38.8	348	42.2	330	43.4	273	40.2
Middle Georgia	30	4.5	24	3.1	30	3.6	17	2.2	19	2.8
North Georgia	17	2.5	39	5.1	26	3.2	33	4.3	36	5.3
Northeast Georgia	40	5.9	35	4.6	48	5.8	40	5.3	30	4.4
Northwest Georgia	50	7.4	50	6.5	58	7.0	49	6.4	37	5.4
Oconee	4	0.6	9	1.2	12	1.5	3	0.4	7	1.0
Okefenokee	9	1.3	18	2.3	17	2.1	9	1.2	11	1.6
Pioneer	41	6.1	53	6.9	45	5.5	52	6.8	39	5.7
Southwest Georgia	16	2.4	27	3.5	24	2.9	23	3.0	24	3.5
West Georgia	25	3.7	24	3.1	30	3.6	29	3.8	34	5.0
Total	674	100	770	100	824	100	761	100	679	100

Source: EWRAD/PSC, 2004

Summary of SECTION II: GEORGIA'S ADMINISTRATIVE AND STUDENT SERVICES PERSONNEL

A Profile of the Administrative Personnel

- Georgia's administrative workforce **grew** by 1.0% from 7,728 in FY03 to 7,805 in FY04.
- The number of Assistant Superintendents **declined** in FY04 by 2.9% as did Human Resource Directors, 5.6%, Curriculum Directors, 10.4% and Athletic Directors, 15.5%.
- On the other hand, the number of Assistant Principals **rose** by 1.5% as did Instructional Supervisors (4.8%) and Directors of Special Education (2.9%), Vocational Education (7.9%), and Pre-Kindergarten (8.3%).
- **Demographically**, the typical administrator is **White**, ranging from 65.1% among Assistant Principals to 96.4% among Technology Directors. With regard to **gender**, some personnel groups are more diversified than others. For example, the proportion of **males** ranges from 14.3% among Instructional Supervisors, to 95.5% among Athletic Directors. The proportion of female directors (50.8%) overtook that of males (49.2%) among Vocational Education in FY04.
- Overall, administrative personnel tend to be older than the teaching workforce with a **mean age** of 48.8 years and **mean experience** of 21.7 years. This difference varies among personnel groups. Assistant Principals are, on average, the youngest group, with a mean age of 46 years, and the least experienced, with mean experience of 19 years.

A Profile of Student Services Personnel

- Student services personnel **grew** at 1.0% in FY04 to a total of 9,789.
- Most personnel groups increased by a range of less than one percent (Middle Grades Counselors) to 3.2% (School Psychologists). Elementary Grades Counselors, however, **decreased** by 1.0%.
- Student services personnel remained **predominantly female** (88.8%) and **White** (76.9%) in FY04. The Speech and Language Pathology group had the highest proportion of females (96.6%) and Media Specialists were the least ethnically diversified (86.8% White).
- Student services personnel were younger, on average, (**mean age=45.6 years**) than administrators (48.8 years) and older than teachers (41.9 years). Speech and Language Pathologists were the youngest group, with a mean age 40.1 years and the least experienced, 11.6 years. These statistics for the Speech and Language Pathology group reflect the high turnover common among members of this group.

Demand of Administrative and Student Personnel Services Personnel

- **Attrition among Principals** continued to fluctuate. It rose to 321, or **15.5%**, after FY03 from 289 or 14.1% after FY02.
- Many Principals who vacated their positions (73.2%) were 51 years or older, while 54.2% were **female** and 68.9% were **White**.
- Of the 2,072 principals in FY04, 95.9% returned to their systems and had held Principal or Assistant Principal positions in FY03. Thus, **mobility** is minimal across systems (2.5%) and even less across RESAs (1.0%).
- **Attrition among Assistant Principals** rose to 18.8% (n=531) in FY03 from **16.7%** in FY02.
- The **demography** of the Assistant Principals who vacated their positions is summarized below:
 - The average age was 47.2 years
 - Average experience was 20.2 years
 - 55.4% were between 31 and 50 years old
 - 229 were promoted to Principal positions
 - 67.4% were White, 32.0% were Black
- **Mobility** of Assistant Principals is minimal across systems (3.7%) and non-existent across RESAs (0%).
- Many **RESAs** (Okofenokee, West Georgia, Central Savannah, Coastal Plains, Oconee) lost more than 20% of their FY03 Assistant Principals to either promotion or exit from Georgia public school system.
- Of the 575 **other administrators** who vacated their positions, 57.4% left the public school system, and 245 were assigned to new positions.
- **Attrition of student services personnel** rose to 12.0% in FY03 from 10.9% in FY02. More than one-third (33.8%) of those who left were Speech (17.9%) and Language Pathologists and Media Specialists (16.9%).
- Of the 1,170 student services personnel who left their positions, 779 or 66.6% left Georgia public system. The remaining third, 391, were reassigned to administrative and teaching positions.
- Based on past trends, it is **projected** that Georgia will expect greatest **increases** in the following **administrative personnel** groups: Assistant Principals, Principals, Assistant Superintendents, Vocational Education Directors and Pre-Kindergarten Directors. **Decreases** are expected among Directors for Human Resources, Curriculum and Instructional Supervisors.
- The **total number** of administrative personnel is projected to reach 8,800 by FY09 and 10,000 by FY14.

- For **student services personnel**, increases are projected for all groups except in Middle Grades Counselors. The total for student services personnel is projected to reach 10,700 by FY09 and 13,000 by FY14.
- Projections for administrative and student services personnel are depressed by the decline of workforce growth rates in FY04.

Supply of Administrative and Student Services Personnel

- Retention accounted for 84.5% of FY04 **Principals** (1,750 of the 2,072). New Principals were hired from **many sources**: Assistant Principals (11.1% of 2,072), other administrative personnel (2.2%), student services personnel and teachers (0.5%). Over 70% of vacant Principal positions in FY04 were filled from within Georgia public school systems. In FY04, only 1.6% of the Principals were hired from outside the Georgia public system.
- Eighty percent (80%) of Assistant Principals in FY04 **continued in their positions from FY03**. A high proportion (63.3%) of the newly hired Assistant Principals came from the teacher ranks, since former teachers constituted 12.6% of FY04 Assistant Principals. This explains some teacher attrition from the classroom.
- In FY04, 94% of **administrative personnel other than Principals and Assistant Principals** continued in their positions from FY03. The 104 new personnel hired were spread among various groups: Assistant Superintendents, Instructional Supervisors, Superintendents, Special Education Directors and Curriculum Directors.
- In FY04, only 35.6% of new administrators, other than Principals and Assistant Principals, were hired in Metro RESA, considerably less than 53.6% in FY03.
- **Retention** is also high (87.1%) among **student services personnel**. The new hires (12.9% or 1,264) were comprised of former Georgia teachers and administrative personnel (46.3%) and individuals from outside the Georgia public system (53.7%).
- Of the 679 student services personnel hired from **outside Georgia public school system**, 179 (26.4%) were Speech and Language Pathologists. Most hires for Speech and Language Pathologists replaced the 160 individuals that left the Georgia system after FY03. A distant second is the number of Elementary Grades Counselors (86) and Media Specialist (83) new hires.
- Metro RESA accounted for 40.2% of all new hires from outside the Georgia public school system.

CHAPTER 7: CONCLUSIONS

The overall educator workforce growth rate decreased substantially in FY04. FY04 growth (1.4%) was less than half that of FY03 (3.9%). The teaching workforce by itself grew by 1.4%, also down from 3.9% the previous year, at a time when teacher attrition rose to 9.1% and student enrollment increased by 1.8%. The attenuation of workforce growth is at least in part a result of state policy decisions to increase maximum class size in response to budget limitations. Most of the new teacher hires of 10,929 replaced teachers who left the classroom.

Student enrollment continues to rise. The Hispanic student population grew 13.8% in FY04 over the previous year. Pre-Kindergarten and Kindergarten grades have seen substantial growth in enrollment, 16.3% and 7.7%, respectively, since FY00. While Pre-Kindergarten attendance is voluntary and much of that growth rate shows expanded popularity of the program, the Kindergarten increase reflects a substantial increase in the Georgia birth rate from 1997 through 2000. These children are now school age and beginning to progress through the early elementary grades. Georgia will need to meet additional teacher demand caused by the larger enrollments. The increase in enrollment is occurring at a time when new teacher demand has been reduced by maximum class size changes.

Besides the increase in student enrollment, student composition is changing:

- The Hispanic student population has grown 85.9% over the last four years, from 56,480 in FY00 to 105,007 in FY04;
- Student gender proportions change with grade level. Male students are the majority in grades K through 10, while females are the majority in grades 11 and 12. Males leave school at a greater rate than females in the high school grades.
- A comparison of Census 2000 and school enrollment data shows that a large proportion of 17-year olds in Georgia are not in high school. As few as one in five Hispanic males of high school age appear to be attending Georgia public schools. Several other ethnicity/gender groups also appear to be leaving school at high rates. The high school completion rate ultimately affects teacher supply and its characteristics. Fewer students completing high school leads to fewer students who continue to college, and consequently, fewer students available for either traditional or alternative teacher preparation programs.
- Nevertheless, enrollment in grades 9-12 is still increasing, which will require additional high school teachers.
- White student enrollment is continuing to decline. This may have implications for teacher demand if high school course-taking patterns of Whites and other ethnic groups differ.

There was a 70% rise in the number of non-regular teaching certificates issued in FY04. Frequently issued was the probationary certificate, which allowed a teacher already certified in one area to add a certificate in another area. Requesting a non-regular certificate could have been a short-term solution to meet teacher demand that budget constraints and certification rule changes might have engendered. The increase in non-regular certificates may also have been a function of disparity between areas of supply of and demand for new teachers. Systems in geographic areas where it is difficult to attract teachers may use non-regular certification to fill their needs. EWRAD is planning to study these issues.

The number of out-of-field assigned teachers in High School English and Science increased in FY04. Out-of-field assignments occur when teachers are assigned to teach in content areas for which they are not certified.

Attrition of teachers remains an issue in Georgia, especially the attrition of teachers with few years of experience. Attrition is approaching and may in the near future exceed new teacher hires if current trends continue. Mentor programs in traditional and alternative teacher preparation programs may be effective in improving retention among teachers with little experience.

Georgia's dependence on out-of-state teachers was reduced in FY04 to 28%. New teacher production from Georgia colleges and RESAs remains by itself insufficient to meet the state's teacher needs. The disparity between demand and new production is exacerbated, because many completers do not become certified and employed in Georgia. Even if all 4,175 FY03 program completers were certified and hired into Georgia classrooms in FY04, this would account for only 38.2% of all 10,929 FY04 new hires. Alternative preparation routes in both college-related and in non-college-related programs have increased teacher yield and if continued should help lower Georgia's dependence on out-of-state supply.

Georgia teachers continue to improve their educational standing by earning advanced degrees and certificates. Almost 6% (5.9%, or 5,537) of teachers retained from FY03 had higher certificate levels in FY04 than in FY03. Over 500 teachers earned their National Board certificates, bringing the total of NBCTs in the Georgia public school system to 1,276 in FY04.

APPENDICES

APPENDIX 1: FTE COUNTS OF EDUCATORS BY STATE, RESA AND PERSONNEL CATEGORIES, FY00-FY04

Table 1a. FTE Count of Georgia Educators by Personnel Categories, FY00-FY04

Personnel Categories	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	1329.1	1325.8	1354.8	1373.8	1415.0
Kindergarten	5565.0	5308.3	5424.8	5654.6	6040.6
EIP K	NA	NA	1015.5	1219.1	911.2
ESOL	NA	NA	492.5	730.8	1258.5
Grade 1	5968.8	5682.2	5720.1	5892.6	5965.2
Grade 2	5538.8	5433.5	5513.6	5681.3	5668.0
Grade 3	5395.3	5318.7	5474.8	5680.8	5696.5
EIP 1-3	NA	NA	2763.8	2980.3	3114.1
Grade 4	4913.0	5047.1	5003.7	4959.4	4889.7
Grade 5	4696.0	4872.3	4843.1	4884.2	4838.8
EIP	NA	2974.1	NA	NA	NA
EIP 4-5	NA	NA	933.6	1034.8	1185.0
Other Elementary	5250.1	4499.7	3997.4	4078.2	3213.9
Elementary Total	37326.9	39135.8	41182.9	42796.2	44196.4
Grade 6	3614.2	3750.1	3861.5	3502.7	3587.2
Grade 7	3412.7	3545.6	3687.4	3426.8	3551.2
Grade 8	3181.3	3334.7	3414.3	3224.2	3388.8
Other Middle	6243.2	6305.5	6517.2	7833.8	7463.9
Middle Total	16451.4	16935.9	17480.4	17987.5	17991.0
High School (9-12) Total	16712.7	17055.8	17522.6	17790.2	17867.3
Vocational Education	2802.7	2829.1	2784.3	2974.3	2974.8
Special Education	11061.1	11610.3	12449.3	13098.3	13719.7
Instructional Specialist	4683.1	4856.6	5034.8	5069.4	5476.7
Literacy Coach	NA	NA	49.1	120.1	250.5
Other Teachers	583.5	636.0	637.3	1015.6	789.1
GATAPP Teachers	NA	NA	163.4	223.7	276.5
Subtotal (All Teachers)	90950.5	94385.3	98658.8	102448.8	103542.0
Elementary Counselors	1138.3	1268.8	1339.4	1390.3	1386.1
Middle Counselors	943.7	910.4	945.3	938.8	950.7
High School Counselors	785.3	916.3	963.8	997.9	1009.2
Media Specialist	2035.8	2078.2	2114.8	2138.2	2157.6
School Psychologist	534.5	568.9	607.8	626.1	643.5
School Social Worker	393.5	444.1	474.3	484.4	487.9
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	1370.5	1431.8	1498.9	1492.2	1507.4
Other Student Services	1203.5	1180.1	1352.9	1514.7	1497.6
Subtotal (Administration)	7128.9	7332.6	7469.0	9582.6	9640.1
Principal	1989.5	2010.3	2044.2	2067.9	2070.0
Assistant Principals	2331.0	2468.9	2610.9	2798.1	2819.2
Other Administrators	2808.3	2853.5	2813.9	2815.1	2857.7
Subtotal (Student Services)	8405.2	8798.5	9297.2	7681.1	7746.9
Workforce Total	106484.5	110516.4	115425.0	119712.6	120929.0

Table 1b. FTE Count of Central Savannah RESA Educators By Personnel Categories, FY00-FY04

Personnel Categories	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	117.0	100.0	103.0	103.0	114.0
Kindergarten	308.0	241.2	244.8	243.8	271.3
EIP K	NA	NA	37.1	37.3	49.7
ESOL	NA	NA	5.5	4.5	5.4
Grade 1	323.0	252.1	275.8	272.3	270.6
Grade 2	296.6	248.9	269.2	277.0	260.3
Grade 3	285.9	271.3	268.6	268.1	279.1
EIP 1-3	NA	NA	233.9	228.8	190.8
Grade 4	278.5	287.3	290.9	282.8	253.5
Grade 5	273.5	269.8	272.0	269.6	250.6
EIP	NA	291.2	NA	NA	NA
EIP 4-5	NA	NA	42.6	56.6	90.5
Other Elementary	159.4	104.5	67.0	67.7	57.8
Elementary Total	1925.0	1966.3	2007.3	2008.3	2093.5
Grade 6	178.9	241.2	241.5	245.5	254.9
Grade 7	179.9	241.3	245.7	243.6	249.4
Grade 8	178.1	223.6	229.3	245.5	247.0
Other Middle	445.7	192.1	184.1	190.2	179.9
Middle Total	982.5	898.3	900.6	924.9	931.2
High School (9-12)	960.6	954.7	984.1	960.1	994.7
Vocational Education	193.0	203.2	185.3	173.8	152.9
Special Education	490.1	502.3	562.7	582.5	603.1
Instructional Specialist	205.2	255.9	298.5	308.0	313.4
Literacy Coach	NA	NA	NA	3.0	11.0
Other Teachers	28.9	37.5	35.7	69.8	46.8
GATAPP Teachers	NA	NA	23.0	31.1	33.2
Subtotal (All Teachers)	4902.3	4918.2	5100.1	5136.0	5179.8
Elementary Counselors	56.7	68.5	71.8	74.1	70.4
Middle Counselors	62.2	42.0	39.9	37.6	41.6
High School Counselors	29.1	55.8	59.1	57.8	59.8
Media Specialist	123.0	124.1	126.5	122.8	122.2
School Psychologist	20.5	30.3	31.3	30.0	29.6
School Social Worker	28.6	27.2	26.9	24.7	23.7
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	46.5	48.5	48.6	47.1	46.6
Other Student Services	64.2	53.7	56.3	59.9	82.7
Subtotal (Student Services)	430.8	450.0	460.3	454.0	476.6
Principal	123.4	125.9	128.4	126.3	126.4
Assistant Principals	105.0	103.5	111.7	110.6	108.0
Other Administrators	124.0	144.8	147.8	141.2	149.4
Subtotal (Administration)	352.4	374.3	387.9	378.0	383.8
Workforce Total	5685.5	5742.5	5948.3	5996.6	6040.2

Table 1c. FTE Count of Chattahoochee RESA Educators By Personnel Categories, FY00-FY04

Personnel Categories	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	102.5	102.0	103.0	98.90	98.0
Kindergarten	216.8	198.5	204.3	208.81	223.8
EIP K	NA	NA	44.8	46.69	39.1
ESOL	NA	NA	12.0	14.96	14.6
Grade 1	219.6	209.8	208.1	209.54	213.0
Grade 2	219.5	209.4	205.4	204.26	209.7
Grade 3	219.8	207.8	207.4	207.93	212.1
EIP 1-3	NA	NA	103.3	106.73	97.3
Grade 4	188.5	197.5	184.4	182.16	179.7
Grade 5	181.7	188.5	185.4	179.05	177.5
EIP	NA	140.3	NA	NA	NA
EIP 4-5	NA	NA	49.8	64.89	67.4
Other Elementary	206.3	133.0	94.3	107.76	127.7
Elementary Total	1452.3	1484.9	1499.0	1532.8	1659.9
Grade 6	122.1	77.8	81.1	66.02	65.6
Grade 7	62.5	71.6	68.8	62.77	63.5
Grade 8	69.3	69.6	80.8	67.94	74.1
Other Middle	404.8	456.8	454.7	502.78	495.7
Middle Total	658.7	675.7	685.3	699.5	698.9
High School (9-12)	722.0	712.9	694.2	669.33	706.4
Vocational Education	114.6	112.0	105.4	147.60	128.9
Special Education	395.3	399.1	425.8	435.86	459.8
Instructional Specialist	202.4	142.6	163.8	154.52	140.0
Literacy Coach	NA	NA	5.0	12.90	15.0
Other Teachers	24.7	19.7	18.1	53.92	25.7
GATAPP Teachers	NA	NA	12.0	14.10	18.0
Subtotal (All Teachers)	3672.6	3648.8	3711.6	3819.4	3852.6
Elementary Counselors	52.1	55.6	55.8	55.03	53.6
Middle Counselors	32.7	34.2	34.9	33.55	33.2
High School Counselors	44.5	49.0	47.1	50.00	50.4
Media Specialist	92.0	98.4	96.5	98.95	94.7
School Psychologist	27.8	29.5	29.8	27.93	29.9
School Social Worker	7.8	10.1	11.5	11.00	11.0
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	47.9	51.3	49.6	48.06	51.5
Other Student Services	63.8	56.7	56.1	58.92	58.4
Subtotal (Student Services)	368.5	384.8	381.3	383.4	382.7
Principal	96.5	97.0	98.5	98.49	98.0
Assistant Principals	88.2	95.8	93.3	93.48	97.9
Other Administrators	111.7	114.2	119.9	121.54	114.2
Subtotal (Administration)	296.3	307.0	311.7	313.5	310.1
Workforce Total	4337.4	4340.5	4404.6	4516.4	4545.4

Table 1d. FTE Count of Coastal Plains RESA Educators by Personnel Categories, FY00-FY04

PERSONNEL CATEGORIES	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	56.0	56.0	61.0	58.6	62.0
Kindergarten	177.7	153.8	156.9	156.0	156.0
EIP K	NA	NA	52.6	52.7	41.6
ESOL	NA	NA	9.8	13.9	16.3
Grade 1	204.7	176.9	174.6	167.5	180.7
Grade 2	180.0	162.8	156.0	159.9	146.5
Grade 3	171.0	168.1	155.3	153.9	158.5
EIP 1-3	NA	NA	121.9	119.6	124.1
Grade 4	148.0	141.1	132.7	133.1	134.3
Grade 5	148.7	145.7	126.3	125.5	129.2
EIP	NA	173.1	NA	NA	NA
EIP 4-5	NA	NA	53.2	59.1	49.2
Other Elementary	94.5	78.9	68.0	55.0	50.2
Elementary Total	1124.7	1200.3	1207.3	1196.3	1248.6
Grade 6	132.3	140.0	138.4	135.1	136.1
Grade 7	125.8	132.6	137.7	138.9	131.8
Grade 8	127.6	132.7	125.7	133.5	130.8
Other Middle	102.9	97.7	96.9	90.0	86.4
Middle Total	488.6	503.0	498.7	497.6	485.1
High School (9-12)	489.9	478.9	479.2	485.9	480.1
Vocational Education	114.5	125.3	135.5	134.9	123.3
Special Education	305.5	308.2	318.9	328.7	339.6
Instructional Specialist	141.3	142.3	152.7	163.1	153.1
Literacy Coach	NA	NA	NA	5.0	6.0
Other Teachers	41.1	25.1	19.7	20.8	18.3
GATAPP Teachers	NA	NA	3.0	2.0	NA
Subtotal (All Teachers)	2761.6	2839.1	2876.0	2892.8	2854.1
Elementary Counselors	29.3	36.9	37.9	35.7	36.7
Middle Counselors	18.2	19.9	19.3	19.3	19.0
High School Counselors	27.5	31.2	32.2	31.7	29.7
Media Specialist	56.0	60.3	62.0	60.7	58.9
School Psychologist	17.0	16.5	19.0	19.9	20.0
School Social Worker	21.3	17.5	18.3	19.3	18.4
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	50.6	53.0	55.5	59.6	63.0
Other Student Services	33.5	27.7	33.8	40.5	37.0
Subtotal (Student Services)	253.3	263.0	278.2	286.8	282.8
Principal	53.6	56.2	57.9	57.0	57.0
Assistant Principals	83.5	89.7	90.1	85.3	81.9
Other Administrators	122.2	118.1	110.5	114.9	118.4
Subtotal (Administration)	259.3	264.0	258.6	257.3	257.3
Workforce Total	3274.2	3366.1	3412.8	3436.9	3394.2

Table 1e. FTE Count of First District RESA Educators By Personnel Categories, FY00-FY04

Personnel Categories	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	183.0	172.4	177.2	186.2	199.5
Kindergarten	484.3	346.7	341.7	388.0	485.7
EIP K	NA	NA	221.9	194.0	129.6
ESOL	NA	NA	17.9	26.9	32.4
Grade 1	497.6	401.7	396.5	406.5	452.8
Grade 2	467.2	413.7	411.4	410.6	424.1
Grade 3	473.8	401.9	399.6	395.0	430.9
EIP 1-3	NA	NA	487.5	463.5	337.4
Grade 4	421.1	419.2	410.8	400.1	392.2
Grade 5	404.3	401.7	423.9	407.1	379.2
EIP	NA	649.3	NA	NA	NA
EIP 4-5	NA	NA	96.8	126.8	161.0
Other Elementary	494.5	328.7	345.2	274.5	242.6
Elementary Total	3242.8	3362.9	3553.0	3492.9	3667.5
Grade 6	280.3	265.6	268.8	273.6	361.7
Grade 7	284.8	253.7	268.3	265.6	362.3
Grade 8	270.3	259.3	265.7	265.9	351.9
Other Middle	679.9	575.2	554.5	605.0	332.2
Middle Total	1515.2	1353.8	1357.4	1410.1	1408.1
High School (9-12)	1344.0	1409.4	1449.1	1442.1	1409.1
Vocational Education	241.7	217.7	223.2	235.1	290.7
Special Education	874.8	900.0	1010.1	1004.5	1013.0
Instructional Specialist	332.4	423.6	439.0	460.4	465.0
Literacy Coach	NA	NA	6.0	13.0	24.7
Other Teachers	494.5	328.7	89.2	90.1	71.0
GATAPP Teachers	NA	NA	7.0	16.7	14.0
Subtotal (All Teachers)	494.5	328.7	8311.1	8351.1	8362.9
Elementary Counselors	101.9	112.0	118.1	115.5	110.7
Middle Counselors	66.2	67.0	68.2	68.0	70.6
High School Counselors	62.0	77.1	78.3	77.1	77.8
Media Specialist	180.9	183.9	185.9	183.4	184.9
School Psychologist	43.7	44.2	47.6	48.4	50.0
School Social Worker	33.0	34.8	40.0	39.1	38.4
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	564.1	494.5	328.7	137.5	144.2
Other Student Services	60.0	59.5	76.7	102.1	102.5
Subtotal (Student Services)	662.3	695.6	744.7	771.0	779.0
Principal	171.8	175.5	178.0	178.2	179.2
Assistant Principals	190.4	202.2	210.5	209.2	205.7
Other Administrators	233.9	210.3	236.3	255.8	258.7
Subtotal (Administration)	596.1	588.0	624.8	643.1	643.6
Workforce Total	9068.3	9231.6	9680.5	9765.3	9785.5

Table 1f. FTE Count of Griffin RESA Educators by Personnel Categories, FY00-FY04

Personnel Categories	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	39.0	45.0	52.0	54.90	57.0
Kindergarten	231.9	231.2	283.2	310.29	326.1
EIP K	NA	NA	50.0	50.85	46.2
ESOL	NA	NA	26.5	29.39	32.5
Grade 1	251.5	247.7	244.0	265.43	281.7
Grade 2	238.9	253.9	260.5	265.47	270.8
Grade 3	256.9	267.8	272.0	277.99	278.6
EIP 1-3	NA	NA	116.8	119.72	141.1
Grade 4	228.6	240.7	234.8	247.02	248.3
Grade 5	214.2	229.4	239.9	243.62	263.1
EIP	NA	135.8	NA	NA	NA
EIP 4-5	NA	NA	39.3	49.89	65.3
Other Elementary	485.7	413.6	354.9	354.32	360.5
Elementary Total	1907.7	2020.2	2121.7	2214.0	2371.1
Grade 6	192.5	209.5	221.5	226.56	279.5
Grade 7	197.8	200.9	217.2	235.89	285.4
Grade 8	182.4	205.6	219.8	223.07	265.9
Other Middle	340.3	346.6	361.8	380.02	320.8
Middle Total	913.0	962.6	1020.3	1065.5	1151.6
High School (9-12)	911.5	967.6	976.1	1024.58	1088.7
Vocational Education	145.1	145.5	149.1	144.45	148.3
Special Education	596.8	647.5	681.7	723.44	815.1
Instructional Specialist	235.2	281.4	278.3	278.55	281.6
Literacy Coach	NA	NA	NA	1.00	3.0
Other Teachers	34.4	40.4	38.3	61.73	68.9
GATAPP Teachers	NA	NA	18.9	37.67	20.9
Subtotal (All Teachers)	4782.7	5110.1	5336.4	5605.8	5949.2
Elementary Counselors	62.5	64.8	69.9	74.18	78.5
Middle Counselors	43.0	43.5	46.0	45.75	49.8
High School Counselors	55.0	62.0	61.5	63.50	62.3
Media Specialist	107.0	111.0	115.0	115.00	123.0
School Psychologist	31.0	31.0	34.8	37.85	39.9
School Social Worker	18.0	23.0	27.0	27.50	24.5
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	73.9	86.7	94.5	97.33	105.8
Other Student Services	22.1	22.3	37.6	59.59	62.9
Subtotal (Student Services)	412.4	444.3	486.3	520.7	546.7
Principal	97.5	105.0	104.5	110.00	110.0
Assistant Principals	136.0	153.0	152.0	163.50	165.3
Other Administrators	127.6	123.8	146.1	138.30	136.2
Subtotal (Administration)	361.1	381.8	402.6	411.8	411.5
Workforce Total	5556.2	5936.1	6225.3	6538.3	6907.4

Table 1g. FTE Count of Heart of Georgia RESA Educators By Personnel Categories, FY00-FY04

Personnel Categories	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	51.0	52.5	54.0	53.5	53.0
Kindergarten	100.4	96.8	95.1	90.5	92.3
EIP K	NA	NA	14.7	19.3	21.5
ESOL	NA	NA	1.4	0.7	3.0
Grade 1	102.0	102.1	100.3	101.4	91.2
Grade 2	94.4	94.0	95.8	98.4	93.3
Grade 3	95.0	93.6	98.5	96.7	82.6
EIP 1-3	NA	NA	36.1	39.3	46.5
Grade 4	82.5	85.0	81.1	80.9	75.8
Grade 5	79.3	86.8	84.5	78.5	78.0
EIP	NA	40.2	NA	NA	NA
EIP 4-5	NA	NA	20.0	23.8	20.9
Other Elementary	79.1	64.0	53.0	35.9	44.2
Elementary Total	632.6	662.6	680.5	665.4	702.4
Grade 6	73.3	72.3	72.8	81.8	80.0
Grade 7	57.6	66.9	60.6	64.9	72.9
Grade 8	64.3	61.8	65.6	65.9	75.5
Other Middle	137.0	130.9	110.8	91.1	79.8
Middle Total	332.2	331.9	309.8	303.7	308.2
High School (9-12)	293.0	282.7	295.7	308.3	293.6
Vocational Education	63.0	69.1	52.8	54.4	61.0
Special Education	176.0	180.1	182.0	193.9	192.0
Instructional Specialist	54.9	58.9	68.0	70.0	71.4
Literacy Coach	NA	NA	NA	3.0	5.0
Other Teachers	8.3	10.6	15.2	19.5	11.0
GATAPP Teachers	NA	NA	3.0	2.5	6.6
Subtotal (All Teachers)	1611.0	1648.5	1660.9	1674.1	1651.3
Elementary Counselors	13.3	18.5	22.5	22.7	19.8
Middle Counselors	19.2	14.2	15.7	15.3	14.0
High School Counselors	5.8	13.5	14.0	14.5	13.5
Media Specialist	37.5	36.0	35.1	35.6	32.6
School Psychologist	10.0	8.0	11.5	10.5	10.0
School Social Worker	5.4	7.0	10.1	7.2	7.2
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	19.5	22.0	22.0	24.4	21.5
Other Student Services	10.7	16.8	18.8	16.6	17.8
Subtotal (Student Services)	121.4	136.0	149.8	146.8	136.4
Principal	44.5	44.2	42.0	43.0	41.5
Assistant Principals	34.6	32.9	34.6	30.3	32.7
Other Administrators	66.5	68.3	67.3	70.5	62.6
Subtotal (Administration)	145.6	145.3	143.9	143.8	136.8
Workforce Total	1878.0	1929.7	1954.5	1964.7	1924.5

Table 1h. FTE Count of Metro RESA Educators By Personnel Categories, FY00-FY04

Personnel Categories	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	215.5	219.5	218.0	217.0	236.0
Kindergarten	2002.1	2066.8	2077.2	2159.7	2271.6
EIP K	NA	NA	145.9	354.5	203.1
ESOL	NA	NA	174.8	327.5	786.7
Grade 1	2198.4	2245.6	2217.1	2275.2	2221.2
Grade 2	1954.2	2018.0	2068.5	2154.3	2128.2
Grade 3	1860.7	1951.7	2060.3	2178.1	2145.1
EIP 1-3	NA	NA	581.2	734.9	1129.8
Grade 4	1752.7	1816.2	1852.9	1850.0	1856.6
Grade 5	1671.2	1727.4	1742.4	1811.6	1817.3
EIP	NA	237.2	NA	NA	NA
EIP 4-5	NA	NA	142.9	106.8	174.6
Other Elementary	1935.8	1912.0	1787.6	1913.0	1215.7
Elementary Total	13375.1	13974.9	14850.7	15865.7	16186.0
Grade 6	1259.8	1256.3	1262.6	888.2	824.9
Grade7	1207.5	1184.9	1217.5	907.8	853.7
Grade 8	1030.0	1038.1	1019.1	771.3	707.7
Other Middle	2002.1	2545.2	2922.5	4023.5	4034.8
Middle Total	5499.4	6024.5	6421.7	6590.8	6421.1
High School (9-12)	6089.1	6146.6	6460.9	6581.8	6509.2
Vocational Education	751.4	722.7	711.9	736.5	729.8
Special Education	4153.3	4415.8	4711.5	5011.0	5330.5
Instructional Specialist	2016.2	1963.9	2011.4	1972.5	2372.9
Literacy Coach	NA	NA	16.5	19.3	78.0
Other Teachers	103.1	107.7	142.6	324.3	216.1
GATAPP Teachers	NA	NA	8.0	20.7	104.3
Subtotal (All Teachers)	32203.1	33575.6	35553.1	37339.6	37948.0
Elementary Counselors	412.7	446.4	477.4	509.0	515.0
Middle Counselors	413.7	409.4	442.9	443.0	444.5
High School Counselors	272.2	303.4	322.3	334.7	343.8
Media Specialist	640.8	651.5	665.1	675.0	691.7
School Psychologist	186.0	192.6	203.7	207.6	222.9
School Social Worker	169.4	198.0	200.3	205.3	210.3
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	507.1	504.4	538.7	490.5	493.1
Other Student Services	566.7	552.6	655.3	729.8	715.5
Subtotal (Student Services)	3168.6	3258.3	3505.6	3595.0	3636.9
Principal	590.0	588.9	603.5	618.8	624.3
Assistant Principals	883.0	940.1	1001.0	1110.7	1153.8
Other Administrators	903.7	912.2	868.8	819.6	829.5
Subtotal (Administration)	2376.6	2441.2	2473.2	2549.2	2607.6
Workforce Total	37748.3	39275.0	41531.9	43483.8	44192.4

Table 1i. FTE Count of Middle Georgia RESA Educators By Personnel Categories, FY00-FY04

Personnel Categories	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	76.0	78.0	78.0	78.9	79.0
Kindergarten	237.3	248.1	236.0	246.8	247.0
EIP K	NA	NA	21.1	15.4	16.1
ESOL	NA	NA	8.7	7.2	15.3
Grade 1	277.2	258.7	259.3	268.0	268.0
Grade 2	244.2	261.2	261.2	263.3	267.5
Grade 3	251.5	250.4	242.1	253.3	263.3
EIP 1-3	NA	NA	54.1	54.9	45.7
Grade 4	220.2	216.0	213.8	217.5	214.9
Grade 5	213.3	217.7	215.8	216.3	222.8
EIP	NA	49.3	NA	NA	NA
EIP 4-5	NA	NA	35.7	29.9	26.6
Other Elementary	167.8	107.7	111.5	110.5	87.3
Elementary Total	1611.4	1609.2	1659.2	1683.0	1753.4
Grade 6	178.9	195.2	209.0	198.9	196.1
Grade 7	173.1	176.2	181.3	190.3	190.8
Grade 8	153.2	174.1	167.5	164.9	183.5
Other Middle	210.2	148.2	146.1	158.6	169.3
Middle Total	715.5	693.7	703.9	712.7	739.7
High School (9-12)	747.7	749.6	714.7	716.3	722.9
Vocational Education	124.7	125.7	121.3	134.2	136.4
Special Education	482.7	487.7	517.8	528.9	532.5
Instructional Specialist	211.0	237.1	225.0	214.0	209.3
Literacy Coach	NA	NA	NA	8.0	12.0
Other Teachers	32.9	28.8	29.3	33.3	60.5
GATAPP Teachers	NA	NA	32.0	19.7	13.9
Subtotal (All Teachers)	4001.7	4009.6	4081.1	4129.1	4180.5
Elementary Counselors	60.4	63.8	64.8	62.3	61.7
Middle Counselors	36.7	26.5	28.5	29.5	30.7
High School Counselors	42.2	42.5	43.5	44.5	44.1
Media Specialist	100.5	100.5	103.4	103.7	101.0
School Psychologist	23.0	24.1	24.6	25.6	24.9
School Social Worker	15.0	13.9	13.0	12.0	12.0
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	65.8	70.3	72.3	76.0	74.6
Other Student Services	74.8	70.2	62.6	75.1	68.1
Subtotal (Student Services)	418.3	411.8	412.6	428.7	417.0
Principal	97.7	99.7	101.7	103.7	98.9
Assistant Principals	91.6	88.6	88.2	108.6	103.6
Other Administrators	131.6	133.9	128.1	125.7	122.4
Subtotal (Administration)	320.9	322.2	318.0	337.9	324.9
Workforce Total	4740.9	4743.7	4811.8	4895.7	4922.5

Table 1j. FTE Count of North Georgia RESA Educators By Personnel Categories, FY00-FY04

Personnel Categories	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	25.0	26.0	26.0	31.0	32.0
Kindergarten	234.1	240.0	248.9	279.7	301.6
EIP K	NA	NA	23.5	24.9	26.6
ESOL	NA	NA	59.4	82.0	91.4
Grade 1	236.4	250.5	238.5	271.6	271.5
Grade 2	223.0	241.5	232.6	256.0	243.7
Grade 3	225.5	239.0	227.6	268.5	245.2
EIP 1-3	NA	NA	91.8	86.4	132.4
Grade 4	188.0	203.7	199.8	205.3	200.4
Grade 5	187.0	202.0	192.3	200.5	192.1
EIP	NA	86.6	NA	NA	NA
EIP 4-5	NA	NA	103.5	59.5	58.6
Other Elementary	201.3	173.5	139.7	148.8	124.7
Elementary Total	1495.2	1636.7	1757.5	1883.0	1920.2
Grade 6	182.4	184.3	187.9	196.6	189.5
Grade 7	135.3	160.8	166.5	162.1	161.6
Grade 8	120.0	139.4	158.4	162.3	167.5
Other Middle	169.1	167.9	215.2	244.6	318.7
Middle Total	606.8	652.5	728.0	765.6	837.3
High School (9-12)	702.2	725.4	714.8	751.3	800.3
Vocational Education	164.8	162.6	135.1	149.2	122.0
Special Education	461.4	470.2	518.5	548.9	569.1
Instructional Specialist	200.2	206.5	215.7	223.7	214.5
Literacy Coach	NA	NA	NA	1.0	1.0
Other Teachers	12.9	25.5	14.6	28.5	24.5
GATAPP Teachers	NA	NA	NA	NA	NA
Subtotal (All Teachers)	3668.5	3905.4	4110.1	4382.2	4488.9
Elementary Counselors	52.0	60.0	58.7	62.9	61.9
Middle Counselors	29.6	22.6	26.0	26.0	28.3
High School Counselors	28.6	36.1	37.0	39.5	40.6
Media Specialist	83.0	89.3	87.5	90.5	92.1
School Psychologist	25.0	26.0	28.2	28.6	28.0
School Social Worker	9.8	13.8	12.8	12.9	13.9
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	56.5	60.4	57.1	58.6	64.7
Other Student Services	35.2	44.0	49.9	59.0	58.7
Subtotal (Student Services)	319.7	352.0	357.1	377.9	388.2
Principal	79.8	79.9	81.0	84.0	83.0
Assistant Principals	96.2	110.4	107.3	111.4	111.8
Other Administrators	104.5	99.1	92.7	102.7	104.7
Subtotal (Administration)	280.5	289.4	281.0	298.1	299.5
Workforce Total	4268.7	4546.8	4748.2	5058.2	5176.6

Table 1k. FTE Count of Northeast Georgia RESA Educators By Personnel Categories, FY00-FY04

Personnel Categories	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	66.0	70.0	70.0	73.9	73.0
Kindergarten	219.7	214.5	233.7	237.8	253.8
EIP K	NA	NA	64.5	75.2	58.3
ESOL	NA	NA	23.9	35.9	42.6
Grade 1	241.3	222.7	242.5	244.1	260.3
Grade 2	244.6	226.9	245.9	243.7	239.7
Grade 3	225.3	202.7	237.4	242.8	246.9
EIP 1-3	NA	NA	131.4	152.7	110.1
Grade 4	205.1	207.2	215.1	207.6	208.2
Grade 5	192.4	209.5	202.1	211.4	205.6
EIP	NA	245.8	NA	NA	NA
EIP 4-5	NA	NA	51.0	76.1	70.2
Other Elementary	273.0	207.3	186.2	153.6	146.1
Elementary Total	1601.4	1736.6	1833.6	1880.9	1914.7
Grade 6	166.4	178.9	188.4	187.8	187.8
Grade 7	154.5	162.2	173.3	176.8	191.8
Grade 8	161.3	176.2	160.1	180.0	196.9
Other Middle	238.3	217.0	211.2	204.2	181.2
Middle Total	720.5	734.3	732.9	748.9	757.7
High School (9-12)	669.5	681.6	714.7	715.3	735.6
Vocational Education	109.3	141.7	148.4	167.7	170.7
Special Education	547.7	570.2	640.6	668.0	676.0
Instructional Specialist	174.1	172.4	178.1	200.4	200.2
Literacy Coach	NA	NA	3.5	5.3	7.5
Other Teachers	25.6	25.4	26.5	40.8	26.7
GATAPP Teachers	NA	NA	2.0	12.7	2.0
Subtotal (All Teachers)	3914.1	4132.2	4350.3	4513.8	4491.2
Elementary Counselors	43.5	50.7	55.1	59.6	56.0
Middle Counselors	33.2	27.9	28.4	28.0	32.5
High School Counselors	32.0	40.4	41.5	48.1	44.8
Media Specialist	97.9	100.5	103.0	105.0	106.0
School Psychologist	29.0	33.0	36.0	36.9	36.0
School Social Worker	22.0	23.1	25.3	26.5	26.4
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	56.3	62.0	63.9	64.3	69.2
Other Student Services	50.6	49.3	50.1	45.6	53.5
Subtotal (Student Services)	364.4	386.9	403.3	413.9	424.2
Principal	97.5	99.1	101.4	103.4	104.0
Assistant Principals	109.6	111.1	116.2	124.5	122.0
Other Administrators	133.1	140.7	149.3	163.1	180.8
Subtotal (Administration)	340.1	350.9	366.9	391.0	406.8
Workforce Total	4618.6	4869.9	5120.5	5318.8	5322.2

Table 11. FTE Count of Northwest Georgia RESA Educators By Personnel Categories, FY00-FY04

Personnel Categories	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	106.6	114.0	117.5	125.00	96.0
Kindergarten	374.0	371.0	358.0	369.95	395.8
EIP K	NA	NA	119.7	122.10	93.9
ESOL	NA	NA	36.4	41.56	45.4
Grade 1	388.2	363.6	366.9	377.11	402.2
Grade 2	366.5	364.5	365.8	366.98	383.5
Grade 3	376.0	359.6	356.9	359.36	380.7
EIP 1-3	NA	NA	298.6	316.26	260.2
Grade 4	321.1	348.3	317.1	309.47	307.5
Grade 5	316.8	332.7	321.5	322.86	315.2
EIP	NA	265.1	NA	NA	NA
EIP 4-5	NA	NA	104.5	135.47	130.0
Other Elementary	296.0	211.8	189.4	216.63	198.6
Elementary Total	2438.6	2616.4	2834.7	2937.7	3008.9
Grade 6	254.4	276.7	299.1	303.59	296.6
Grade 7	255.0	274.1	292.9	293.89	283.3
Grade 8	251.3	257.7	280.4	287.01	297.9
Other Middle	296.9	289.0	238.6	286.82	285.3
Middle Total	1057.7	1097.5	1110.9	1171.3	1163.1
High School (9-12)	1005.2	1067.3	1097.4	1105.03	1108.1
Vocational Education	208.7	209.5	217.0	243.86	244.1
Special Education	704.6	780.4	833.1	899.23	960.3
Instructional Specialist	335.5	350.3	371.9	370.07	341.5
Literacy Coach	NA	NA	1.0	10.00	20.5
Other Teachers	62.1	70.0	69.5	70.8	53.5
GATAPP Teachers	NA	NA	34.0	42.98	19.5
Subtotal (All Teachers)	5918.9	6305.3	6686.8	6976.0	6919.6
Elementary Counselors	76.9	86.8	89.8	91.79	93.3
Middle Counselors	47.8	50.7	52.3	52.80	51.6
High School Counselors	54.6	58.8	65.7	67.98	70.1
Media Specialist	145.1	150.3	151.6	157.57	161.7
School Psychologist	26.8	27.2	31.2	35.23	31.9
School Social Worker	13.5	15.2	17.5	21.47	20.4
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	108.2	114.6	118.3	126.45	116.3
Other Student Services	77.5	76.8	80.8	82.97	67.9
Subtotal (Student Services)	550.4	580.3	607.2	636.3	613.2
Principal	152.9	150.7	152.1	152.05	153.5
Assistant Principals	137.3	153.8	172.4	182.69	184.2
Other Administrators	163.0	178.4	179.1	181.19	173.3
Subtotal (Administration)	453.2	482.8	503.5	515.9	511.0
Workforce Total	6922.4	7368.4	7797.5	8128.2	8043.8

Table 1m. FTE Count of Oconee RESA Educators By Personnel Categories, FY00-FY04

Personnel Categories	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	23.0	22.0	20.0	24.00	30.0
Kindergarten	80.4	63.2	63.3	65.33	74.4
EIP K	NA	NA	25.7	22.67	11.7
ESOL	NA	NA	2.0	4.00	4.2
Grade 1	86.2	71.0	71.6	66.63	75.6
Grade 2	87.3	72.4	72.0	71.00	66.9
Grade 3	79.0	70.9	73.8	68.80	73.5
EIP 1-3	NA	NA	49.8	51.61	36.6
Grade 4	70.0	72.0	65.8	69.17	61.9
Grade 5	66.0	69.0	61.0	54.67	56.7
EIP	NA	67.7	NA	NA	NA
EIP 4-5	NA	NA	19.0	21.00	19.2
Other Elementary	50.0	45.0	41.4	41.61	41.4
Elementary Total	518.8	530.9	545.4	536.5	552.2
Grade 6	50.0	50.0	50.5	55.08	58.0
Grade 7	49.9	51.0	54.7	49.81	56.0
Grade 8	54.7	53.6	52.1	51.86	54.6
Other Middle	95.5	101.8	87.0	72.92	62.4
Middle Total	250.0	256.4	244.4	229.7	231.0
High School (9-12)	236.3	239.2	248.5	228.98	217.5
Vocational Education	36.8	34.7	32.0	50.92	55.6
Special Education	189.3	196.7	201.9	205.41	209.1
Instructional Specialist	44.6	39.4	40.9	37.85	38.3
Literacy Coach	NA	NA	NA	2.0	4.5
Other Teachers	11.3	3.8	5.7	8.4	10.6
GATAPP Teachers	NA	NA	4.0	5.00	5.0
Subtotal (All Teachers)	1310.1	1323.1	1342.8	1328.7	1323.9
Elementary Counselors	12.1	13.5	14.5	15.99	14.0
Middle Counselors	11.1	11.6	14.0	11.00	10.0
High School Counselors	6.5	12.1	10.0	10.00	10.0
Media Specialist	28.3	27.9	29.9	27.80	27.6
School Psychologist	5.6	6.7	7.9	7.13	6.6
School Social Worker	7.3	6.0	9.0	9.00	8.1
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	12.1	13.1	12.0	9.50	9.0
Other Student Services	12.5	11.4	13.9	10.04	13.5
Subtotal (Student Services)	95.5	102.2	111.2	100.5	98.9
Principal	33.4	35.5	36.5	35.50	31.0
Assistant Principals	32.4	31.4	34.4	35.63	35.3
Other Administrators	52.6	53.1	54.4	49.79	51.9
Subtotal (Administration)	118.4	120.0	125.3	120.9	118.1
Workforce Total	1524.0	1545.3	1579.3	1550.1	1540.8

Table 1n. FTE Count of Okefenokee RESA Educators By Personnel Categories, FY00-FY04

Personnel Categories	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	55.1	61.0	63.0	61.0	63.0
Kindergarten	117.8	96.3	105.3	93.7	81.8
EIP K	NA	NA	33.1	49.58	62.9
ESOL	NA	NA	7.9	8.16	11.0
Grade 1	128.5	103.2	116.7	101.5	102.5
Grade 2	132.0	107.0	106.9	95.7	91.0
Grade 3	121.3	102.9	103.1	98.3	94.0
EIP 1-3	NA	NA	92.1	121.89	132.8
Grade 4	105.9	105.9	103.7	79.3	67.5
Grade 5	100.1	104.1	97.8	79.2	67.7
EIP	NA	140.9	NA	NA	NA
EIP 4-5	NA	NA	25.2	70.80	91.7
Other Elementary	82.3	64.1	59.4	50.5	40.1
Elementary Total	787.7	824.2	851.1	848.5	905.9
Grade 6	75.0	84.0	86.0	83.5	87.1
Grade 7	74.7	72.4	70.0	84.2	86.8
Grade 8	76.6	78.4	81.4	79.8	83.6
Other Middle	104.8	93.8	94.4	94.7	71.5
Middle Total	331.0	328.6	331.8	342.3	329.0
High School (9-12)	304.8	304.0	308.2	313.1	311.5
Vocational Education	72.7	66.7	64.0	75.8	73.9
Special Education	212.2	223.9	224.1	232.7	242.1
Instructional Specialist	56.1	71.9	61.4	68.2	84.3
Literacy Coach	NA	NA	NA	9.0	16.3
Other Teachers	19.2	27.1	26.9	26.3	26.2
GATAPP Teachers	NA	NA	7.5	5.0	NA
Subtotal (All Teachers)	1838.8	1907.2	1938.0	1981.9	1989.1
Elementary Counselors	14.5	18.2	22.3	21.24	22.1
Middle Counselors	11.7	13.2	11.4	12.9	12.3
High School Counselors	16.3	18.7	19.5	18.6	17.3
Media Specialist	43.5	44.0	45.0	45.0	46.0
School Psychologist	13.0	14.5	13.5	12.5	12.8
School Social Worker	4.0	6.0	9.0	10.0	10.5
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	34.5	37.5	36.5	38.8	40.9
Other Student Services	14.9	13.6	18.4	18.9	18.7
Subtotal (Student Services)	152.4	165.7	175.6	177.8	180.5
Principal	46.0	47.2	48.3	47.3	46.1
Assistant Principal	34.4	35.9	36.3	41.8	41.8
Other Administrators	77.0	73.1	75.1	82.0	85.5
Subtotal (Administration)	157.4	156.3	159.7	171.1	173.4
Workforce Total	2148.5	2229.2	2273.4	2330.8	2343.1

Table 1o. FTE Count of Pioneer RESA Educators By Personnel Categories, FY00-FY04

Personnel Categories	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	5.0	1.0		2.0	4.0
Kindergarten	303.3	319.3	344.2	361.0	376.5
EIP K	NA	NA	61.5	55.1	29.0
ESOL	NA	NA	97.6	113.2	128.7
Grade 1	309.1	329.4	332.8	369.5	397.3
Grade 2	306.6	323.6	310.7	347.8	364.0
Grade 3	279.7	298.0	312.9	321.4	334.6
EIP 1-3	NA	NA	137.1	142.9	101.8
Grade 4	262.0	282.9	277.6	282.6	271.1
Grade 5	248.9	272.6	267.5	273.0	277.7
EIP	NA	111.0	NA	NA	NA
EIP 4-5	NA	NA	52.6	56.7	47.8
Other Elementary	351.5	310.0	244.2	276.9	238.7
Elementary Total	2061.2	2246.7	2438.1	2600.0	2571.2
Grade 6	150.0	185.5	188.0	184.2	193.2
Grade 7	146.9	175.9	177.5	187.5	191.2
Grade 8	143.0	160.1	178.1	190.4	193.8
Other Middle	463.9	404.7	411.8	445.8	452.4
Middle Total	903.8	926.2	955.4	1007.9	1030.5
High School (9-12)	799.5	911.7	923.0	1018.5	1044.8
Vocational Education	189.4	186.6	202.1	215.6	207.7
Special Education	553.5	583.9	618.4	681.6	719.2
Instructional Specialist	156.4	184.7	196.1	207.0	225.9
Literacy Coach	NA	NA	6.5	15.8	14.1
Other Teachers	33.2	32.9	27.2	38.7	31.6
GATAPP Teachers	NA	NA	NA	NA	NA
Subtotal (All Teachers)	4701.9	5073.5	5366.8	5787.0	5845.0
Elementary Counselors	57.6	65.1	68.4	73.9	78.6
Middle Counselors	44.7	55.7	46.7	46.2	44.7
High School Counselors	39.4	38.5	51.0	55.0	57.3
Media Specialist	107.3	108.8	109.9	114.6	117.4
School Psychologist	25.2	29.4	30.4	36.5	37.6
School Social Worker	16.5	21.0	23.0	24.5	23.5
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	55.3	62.5	67.3	74.2	78.5
Other Student Services	49.4	48.3	49.4	59.3	58.4
Subtotal (Student Services)	395.2	429.1	446.1	484.3	496.0
Principal	112.6	115.0	122.0	120.5	126.5
Assistant Principals	103.2	109.3	134.3	151.6	149.5
Other Administrators	149.8	171.7	149.2	162.6	170.0
Subtotal (Administration)	365.6	395.9	405.4	434.7	446.0
Workforce Total	5462.6	5898.6	6218.3	6706.0	6786.9

Table 1p. FTE Count of Southwest Georgia RESA Educators By Personnel Categories, FY00-FY04

Personnel Categories	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	112.5	114.0	110.1	108.4	116.0
Kindergarten	273.2	249.7	236.6	234.9	250.4
EIP K	NA	NA	59.7	61.4	53.5
ESOL	NA	NA	7.9	9.4	12.5
Grade 1	287.5	257.2	261.5	258.6	244.4
Grade 2	264.7	249.4	244.8	241.4	245.1
Grade 3	269.1	257.9	245.3	249.3	235.2
EIP 1-3	NA	NA	113.9	134.4	146.4
Grade 4	246.8	234.0	236.1	215.5	216.5
Grade 5	215.3	226.5	221.3	209.7	116.0
EIP	NA	169.3	NA	NA	NA
EIP 4-5	NA	NA	40.4	59.5	205.8
Other Elementary	210.5	164.9	121.9	131.1	73.9
Elementary Total	1767.0	1808.8	1789.4	1805.1	79.5
Grade 6	179.0	183.9	199.9	202.5	1879.1
Grade 7	172.9	176.8	188.5	193.4	210.7
Grade 8	165.6	160.9	177.6	177.7	196.7
Other Middle	333.8	327.8	253.3	249.4	198.4
Middle Total	851.3	849.5	819.2	823.0	195.5
High School (9-12)	795.0	771.8	777.8	749.2	801.4
Vocational Education	171.3	196.0	180.1	191.7	739.1
Special Education	485.9	489.6	511.1	542.1	178.4
Instructional Specialist	194.8	203.7	205.6	203.3	543.1
Literacy Coach	NA	NA	10.6	10.8	238.8
Other Teachers	30.2	30.6	31.3	38.4	30.0
GATAPP Teachers	NA	NA	2.0	3.0	49.8
Subtotal (All Teachers)	4408.0	4464.0	4437.1	4475.0	10.0
Elementary Counselors	46.8	54.1	58.1	60.3	4469.7
Middle Counselors	43.3	41.6	38.5	39.6	59.4
High School Counselors	37.7	38.7	41.7	43.3	36.1
Media Specialist	105.4	104.5	107.1	109.8	46.0
School Psychologist	27.1	30.8	32.5	32.9	104.3
School Social Worker	14.6	19.6	19.1	21.9	32.1
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	69.8	73.1	73.7	76.3	66.0
Other Student Services	41.3	45.0	60.0	60.7	51.8
Subtotal (Student Services)	385.9	407.5	430.5	444.7	418.9
Principal	110.1	106.8	102.4	101.7	101.6
Assistant Principals	116.9	118.3	117.2	122.6	117.2
Other Administrators	187.4	180.7	172.2	167.9	171.9
Subtotal (Administration)	414.4	405.7	391.7	392.2	390.7
Workforce Total	5208.3	5277.1	5259.4	5311.9	5279.3

Table 1q. FTE Count of West Georgia RESA Educators By Personnel Categories, FY00-FY04

Personnel Categories	FY00	FY01	FY02	FY03	FY04
Pre-Kindergarten	96.0	92.5	102.0	97.5	102.5
Kindergarten	204.0	171.3	195.8	208.3	232.4
EIP K	NA	NA	39.8	37.6	28.4
ESOL	NA	NA	1.0	11.5	16.5
Grade 1	217.5	190.1	214.0	237.7	232.1
Grade 2	219.3	186.4	207.0	225.5	233.9
Grade 3	204.9	175.0	214.3	241.4	236.3
EIP 1-3	NA	NA	114.4	106.8	81.0
Grade 4	194.0	190.2	187.3	197.0	201.4
Grade 5	183.3	189.0	189.5	201.7	200.4
EIP	NA	171.5	NA	NA	NA
EIP 4-5	NA	NA	57.3	38.0	38.2
Other Elementary	162.5	180.8	133.9	140.5	158.8
Elementary Total	1385.5	1454.2	1554.3	1646.0	1761.8
Grade 6	138.9	149.0	166.0	173.8	165.6
Grade 7	134.5	144.5	167.1	169.4	173.8
Grade 8	133.8	143.5	152.7	157.0	159.8
Other Middle	218.0	210.8	174.3	194.0	198.2
Middle Total	625.2	647.7	660.1	694.2	697.3
High School (9-12)	642.6	652.6	684.3	720.2	705.6
Vocational Education	101.9	110.1	121.2	118.5	151.0
Special Education	431.9	454.7	491.3	511.6	515.2
Instructional Specialist	122.9	122.3	128.7	137.9	126.5
Literacy Coach	NA	NA	NA	1.0	2.0
Other Teachers	39.8	42.7	47.7	64.2	47.9
GATAPP Teachers	NA	NA	7.0	10.5	29.0
Subtotal (All Teachers)	3445.7	3576.8	3796.5	4001.6	4036.3
Elementary Counselors	46.0	54.0	54.5	56.0	54.5
Middle Counselors	30.5	30.5	32.5	30.5	32.0
High School Counselors	32.2	38.5	39.4	41.7	41.8
Media Specialist	87.7	87.3	91.4	92.7	93.4
School Psychologist	23.8	25.0	26.0	28.6	31.4
School Social Worker	7.5	8.0	11.6	12.1	16.3
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	51.9	55.4	59.0	63.6	62.5
Other Student Services	26.5	32.5	33.3	35.6	30.3
Subtotal (Student Services)	306.1	331.2	347.7	360.8	362.1
Principal	82.3	83.7	86.0	88.0	89.0
Assistant Principals	88.7	93.0	111.5	116.2	108.6
Other Administrators	119.7	131.2	117.3	118.3	128.2
Subtotal (Administration)	290.7	307.8	314.7	322.5	325.8
Workforce Total	4042.5	4215.8	4458.9	4684.9	4724.2

**APPENDIX 2: ETHNIC DISTRIBUTION OF GEORGIA'S TEACHING
WORKFORCE BY RESA, FY02-FY04**

Table 2. Ethnic Distribution of Georgia's Teaching Workforce by RESA, FY02-FY04

RESA	FY02		FY03		FY04	
	% Non- White	% White	% Non- White	% White	% Non- White	% White
Central Savannah	30.28	69.72	29.96	70.04	29.81	70.19
Chattahoochee	30.07	69.93	29.87	70.13	30.75	69.25
Coastal Plains	14.17	85.83	14.06	85.94	13.96	86.04
First District	20.68	79.32	20.30	79.70	19.74	80.26
Griffin	13.33	86.67	13.37	86.63	13.84	86.16
Heart of Georgia	13.79	86.21	13.38	86.62	13.47	86.53
Metro	32.84	67.16	33.41	66.59	34.19	65.81
Middle Georgia	29.19	70.81	29.32	70.68	29.46	70.54
North Georgia	2.22	97.78	2.26	97.74	2.15	97.85
Northeast Georgia	9.98	90.02	9.95	90.05	9.73	90.27
Northwest Georgia	3.04	96.96	2.93	97.07	2.97	97.03
Oconee	29.21	70.79	29.16	70.84	29.17	70.83
Okefenokee	10.25	89.75	9.82	90.18	8.99	91.01
Pioneer	2.21	97.79	2.56	97.44	2.78	97.22
Southwest Georgia	27.13	72.87	26.60	73.40	26.52	73.48
West Georgia	11.58	88.42	11.25	88.75	10.68	89.32
Georgia	22.00	78.00	22.06	77.94	22.35	77.65

APPENDIX 3: INTER-RESA MOBILITY FROM SYSTEMS WITHIN METRO RESA TO OTHER RESAS, FY03-FY04

Table 3. Inter-RESA Mobility from Metro RESA to other RESAs, FY03-FY04

Systems in Metro RESA FY02	FY03 RESA														Total
	Central Savannah	Chattahoochee	Coastal Plains	First District	Griffin	Middle Georgia	North Georgia	Northeast Georgia	Northwest Georgia	Oconee	Okefenokee	Pioneer	Southwest Georgia	West Georgia	
Atlanta City	1	0	0	0	8	0	0	1	0	1	0	0	0	0	1
Buford City	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0
Clayton	3	3	0	5	114	1	4	2	3	3	0	1	1	2	14
Cobb	4	2	2	3	9	0	1	27	6	37	0	1	11	0	6
Decatur City	0	0	0	0	2	0	0	0	1	0	0	0	1	0	0
DeKalb	4	3	1	3	19	0	0	1	3	3	1	0	2	1	1
Douglas	0	0	0	1	0	0	0	1	1	13	0	0	1	0	12
Fulton	0	0	0	4	7	0	0	5	5	6	0	1	8	1	3
Gwinnett	2	0	1	7	12	0	1	0	24	5	2	0	41	0	4
Marietta City	0	0	0	0	1	1	0	1	0	1	1	0	2	0	0
Rockdale	1	0	0	3	20	0	0	1	4	1	1	0	0	0	0
Total	15	8	4	26	192	2	6	39	47	70	5	3	69	4	41

Appendix 4: Teacher & Non-Teacher Counts by Permit, Provisional, Probationary, Non-Renewable and Waiver certificates, FY04

Table 4. Teacher & Non-Teacher Counts by Permit, Provisional, Non-Renewable Probationary and Waiver Certificates, FY04

Permit		Provisional		Non-Renewable		Probationary		All Waivers	
Subject	#	Subject	#	Subject	#	Subject	#	Subject	#
Spanish (P-12)	112	Interrelated Special Education (P-12)	449	Interrelated Special Education (P-12)	154	Interrelated Special Education	731	Interrelated Special Education (p-12)	81
ESOL (P-12)	25	Middle Grades (4-8)	283	Middle Grades (4-8)	96	Gifted in-field	628	Middle Grades (4-8)	77
ESOL Endorsement	24	Early Childhood Education (P-5)	200	Early Childhood Education (p-5)	56	Middle Grades (4-8)	191	Early Childhood Education (p-5)	71
Spanish (7-12)	17	Middle Grades - math	142	Behavior Disorders (P-12)	46	Middle Grades - social	111	Middle Grades - Social	41
French (P-12)	16	Middle Grades - social	114	Middle Grades - Social	43	Middle Grades - language	82	Middle Grades - language	40
JROTC	11	Middle Grades - language	109	Middle Grades - Language	40	Mental retardation (P-12)	72	English (7-12)	33
Technology Education (7-12)	11	English (7-12)	77	Middle Grades - Math	35	Media specialist (P-12)	70	Mathematics (7-12)	24
Dance (P-12)	6	Middle Grades - Science	74	English (7-12)	24	Early Childhood Education (p-5)	68	School Counseling (P-12)	22
Drama (P-12)	5	Mathematics (7-12)	60	Middle Grades - Science	24	Science (7-12)	53	Behavior Disorders (P-12)	19
Japanese (P-12)	4	Behavior disorders (P-12)	51	Business Education (7-12)	21	Middle Grades - Science	52	Middle Grades - Science	18
Music (P-12)	4	Business Education (7-12)	50	Mental Retardation (P-12)	17	ESOL endorsement	46	Middle Grades - math	18
Educational leadership (P-12)	3	Social Science (7-12)	43	Mathematics (7-12)	14	Social Science (7-12)	45	Mental Retardation (P-12)	17
French (7-12)	3	Mental Retardation (P-12)	39	Social Science (7-12)	14	Middle Grades - math	44	Social Science (7-12)	15
Mathematics (7-12)	3	Science (7-12)	39	Science (7-12)	12	Mathematics (7-12)	39	Gifted in-Field	14
German (7-12)	2	Spanish (P-12)	21	School Counseling (P-12)	7	Educational leadership (P-12)	31	Science (7-12)	13
Latin (P-12)	2	School Counseling (P-12)	20	Biology (7-12)	7	Behavior disorders (P-12)	30	Business Education (7-12)	13
Middle Grades - Science	1	Biology (7-12)	17	Spanish (P-12)	6	School counseling (P-12)	24	Music (P-12)	12
Art (P-12)	1	Learning Disabilities (P-12)	16	Art (P-12)	6	Preschool special Education	21	Educational Leadership (P-12)	9
Chinese (7-12)	1	Health & Physical	15	JROTC	6	English (7-12)	16	Biology (7-12)	9

Permit	Provisional	Non-Renewable	Probationary	All Waivers
	Education (P-12)			
Chinese (P-12)	1 Music (P-12)	14 Learning Disabilities (P-12)	5 Hearing impaired (P-12)	15 Art (P-12)
Data Processing	1 Health Occupations Cluster	14 Health & Physical Education	5 Learning Disabilities (P-12)	12 Media Specialist (P-12)
German (P-12)	1 Art (P-12)	10 Music (P-12)	5 Health & Physical Education	11 Health & Physical Education (P-12)
Graphic Arts	1 Family and Consumer Science	10 History (7-12)	5 Orthopedically impaired (P-12)	11 Spanish (P-12)
Health & Physical Education (P-12)	1 Technology Education (7-12)	9 Spanish (7-12)	4 Spanish (P-12)	10 History (7-12)
Health occupations (7-12)	1 Graphic Arts	9 Family and Consumer Science	3 Business Education (7-12)	9 Learning Disabilities (P-12)
Health occupations Cluster	1 French (P-12)	8 Technology Education (7-12)	3 Technology Education (7-12)	8 Technology Education (7-12)
Middle Grades (4-8)	1 Auto Mechanics	8 Auto Mechanics	3 Related vocational instruction	8 ESOL Endorsement
Sex Education (P-12)	1 Construction Cluster	8 Drama (P-12)	3 Visually impaired (P-12)	7 Family and Consumer Science
Superintendent	1 Law Enforcement	8 Chemistry (7-12)	3 Gifted (P-12)	5 School Social Work (P-12)
	Spanish (7-12)	7 Media Specialist (P-12)	3 Interrelated/special ed - ECE.	5 Speech & Language Pathology
	Drama (P-12)	7 Middle Grades - Reading	3 Biology (7-12)	4 Data Processing
	ESOL (P-12)	6 Construction Cluster	2 Art (P-12)	4 Orthopedic ally Impaired (P-12)
	Agriculture Education (7-12)	6 Data Processing	2 Drama (P-12)	4 Chemistry (7-12)
	Drafting Occupations Cluster	6 Physics (7-12)	2 Middle Grades endorsement	4 Middle Grades - Reading
	Marketing Education (7-12)	6 Health occupations cluster	1 Reading (P-12)	4 Spanish (7-12)
	French (7-12)	5 Hearing Impaired (P-12)	1 Music (P-12)	3 French (7-12)
	Data Processing	5 School Nutrition Director (P-12)	1 Family and consumer Science (3 Mass Communications Cluster
	Mass Communications cluster	5 Dance (P-12)	1 Chemistry (7-12)	3 Auto Mechanics
	Chemistry (7-12)	4 Transportation Cluster	1 Middle Grades - Reading	3 Construction Cluster

Permit	Provisional	Non-Renewable	Probationary	All Waivers	
	Cosmetology	4 Latin (P-12)	1 C.V.A.E	School Nutrition Director (P-12)	2
	Media Specialist (P-12)	4 C.V.A.E	1 Spanish (7-12)	2 Transportation Cluster	2
	Health Occupations (7-12)	3 Electro-Mechanical Cluster	1 French (P-12)	2 Preschool Special Education	1
	Electronics Occupations Cluster	3 Geography (7-12)	1 Marketing Education (7-112)	2 Related Vocational Instruction	1
	Hearing Impaired (P-12)	3 Health (P-12)	1 Physics (7-12)	1 Middle Grades Endorsement	1
	History (7-12)	3 Speech & Language Pathology	1 Latin (P-12)	1 Reading (P-12)	1
	Metal Working Occupations Cluster	3	1 Agriculture Education (7-12)	1 C.V.A.E	1
	Orthopedic ally Impaired (P-12)	3	1 French (7-12)	1 Marketing Education (7-12)	1
	Physics (7-12)	3	1 Mass communications cluster	1 Physics (7-12)	1
	School Nutrition Director (P-12)	3	1 German (P-12)	1 Agriculture Education (7-112)	1
	Visually Impaired (P-12)	3	1 Diversified cooperative training	1 German (P-12)	1
	Dance (P-12)	2	1 Reading endorsement	1 Diversified Cooperative Training	1
	German (P-12)	2	1 Safety and driver Education	1 Reading Endorsement	1
	Middle Grades - Reading	2		1 Health Occupations Cluster	1
	Electrical Occupations	2		1 Electro-Mechanical Cluster	1
	Latin (7-12)	2		1 Health (P-12)	1
	Trade & Industrial Education	2		1 Graphic Arts	1
	Transportation Cluster	2		1 Law Enforcement	1
	Latin (P-12)	1		1 ESOL (P-12)	1
	Chinese (P-12)	1		1 Cosmetology	1
	Agricultural Mechanics	1		1 Health Occupations (7-12)	1
	Dental Assisting	1		1 Electronics Occupations	1

Permit		Provisional		Non-Renewable		Probationary		All Waivers	
								cluster	
		Food Management	1					Economics (7-12)	1
		Institutional and Home Management	1					School Psychology (P-12)	1
		Masonry	1					Speech (7-12)	1
		Middle Grades Endorsement	1						
		Political Science (7-12)	1						
		Quantity Food Occupations Cluster	1						
Total	261	Total	2033	Total	690	Total	2505	Total	662

**APPENDICES 5-16: ADMINISTRATIVE AND STUDENT SERVICES
PERSONNEL DEMOGRAPHY, FY04**

Appendix 5. Administrative Personnel in Georgia by Certification Code, FY04

CODE	Assistant Principal	Assistant Superintendent	Athletic Director	Curriculum Director	Human Resources Director	Instructional Supervisor	Kindergarten Director	Other Administrative Personnel	Pre-K Director	Principal	RESA Director	Special Education Director	Superintendent	Technology Director	Vocational Education Director	Total
Leadership (L)	2591	217	13	179	47	507	1	417	17	2014	14	164	169	25	152	6527
Permit (P)	0	0	0	0	0	1	0	0	0	0	0	0	2	0	0	3
Service (S)	24	2	0	1	0	29	0	184	1	6	0	1	0	6	1	255
Teaching (T)	166	0	22	10	0	184	0	212	2	23	0	5	1	16	14	655
Provisional Service (BS)	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Provisional Teaching (BT)	0	1	0	0	0	1	0	3	0	0	0	0	0	1	0	6
Conditional Leadership (CL)	4	0	0	2	0	1	0	0	0	3	0	0	0	0	0	10
Conditional Teaching (CT)	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Life Leadership (DL)	10	12	0	3	2	16	0	15	1	17	2	3	8	0	4	93
Life Service (DS)	2	0	0	0	0	0	0	1	0	0	0	1	0	0	0	4
Life Teaching (DT)	2	1	3	0	1	10	0	6	1	0	0	1	0	2	1	28
Emergency Teaching (ET)	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	4
Intern (IT)	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Nonrenewable Leadership (NL)	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Nonrenewable Teaching (NT)	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2
Probationary Leadership (PAL)	24	1	0	0	0	4	0	1	0	2	0	0	0	0	0	32
Probationary Service (PAS)	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Probationary Teaching (PAT)	2	0	0	0	0	1	0	3	0	0	0	0	0	0	0	6
Performance-based Leadership (PBL)	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2
Performance-based Service (PBS)	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Performance-based Teaching (PBT)	34	1	9	3	1	48	0	42	3	6	0	0	0	6	5	158
Waiver Probationary Service (WBS)	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Waiver Probationary Leadership (WBL)	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2
Total	2863	235	49	198	51	804	1	902	26	2072	16	175	180	56	177	7805

APPENDIX 6. ADMINISTRATIVE PERSONNEL IN GEORGIA BY AGE GROUP, FY04

Age Groups	Assistant Principal	Assistant Superintendent	Athletic Director	Curriculum Director	Human Resources Director	Instructional Supervisor	Kindergarten Director	Other Administrative Personnel	Pre-K Director	Principal	RESA Director	Special Education Director	Superintendent	Technology Director	Vocational Education Director	Total
21-30	50	0	0	0	0	6	0	18	0	4	0	2	0	0	1	81
31-40	857	7	11	15	1	139	0	129	3	275	0	18	3	8	16	1482
41-50	938	57	13	60	11	230	0	242	6	700	3	55	34	19	52	2420
51-60	915	150	22	100	35	376	1	458	14	986	10	95	131	26	94	3413
61 and Higher	103	21	3	23	4	53	0	55	3	107	3	5	12	3	14	409
Total	2863	235	49	198	51	804	1	902	26	2072	16	175	180	56	177	7805

APPENDIX 7. ADMINISTRATIVE PERSONNEL IN GEORGIA BY EXPERIENCE, FY04

Experience Groups	Assistant Principal	Assistant Superintendent	Athletic Director	Curriculum Director	Human Resources Director	Instructional Supervisor	Kindergarten Director	Other Administrative Personnel	Pre-K Director	Principal	RESA Director	Special Education Director	Superintendent	Technology Director	Vocational Education Director	Total
0-5 years	57	3	2	4	1	24	0	58	0	16	2	1	5	2	1	176
6-10 years	439	4	3	4	1	81	0	73	0	89	0	7	0	4	7	712
11-15 years	608	5	5	10	3	104	0	105	3	238	0	20	2	5	23	1131
16-20 years	485	20	8	28	3	112	0	147	3	314	0	20	15	11	20	1186
21-25 years	592	52	6	51	10	176	0	177	9	526	3	54	32	15	49	1752
26-30 years	447	86	13	69	18	169	1	210	5	556	2	50	73	12	35	1746
31 and Above	235	65	12	32	15	138	0	132	6	333	9	23	53	7	42	1102
Total	2863	235	49	198	51	804	1	902	26	2072	16	175	180	56	177	7805

APPENDIX 8. ADMINISTRATIVE PERSONNEL IN GEORGIA BY RESA, FY04

RESA	Assistant Principal	Assistant Superintendent	Athletic Director	Curriculum Director	Human Resources Director	Instructional Supervisor	Kindergarten Director	Other Administrative Personnel	Pre-K Director	Principal	RESA Director	Special Education Director	Superintendent	Technology Director	Vocational Education Director	Total
Central Savannah	108	19	2	7	5	42	0	45	1	126	1	9	12	1	12	390
Chattahoochee	101	10	3	9	1	24	0	33	1	98	1	10	15	2	9	317
Coastal Plains	86	12	2	7	2	19	0	42	3	57	1	11	11	3	10	266
First District	211	19	6	13	5	69	0	89	2	179	1	18	17	5	19	653
Griffin	166	12	1	7	5	45	0	28	1	110	1	8	8	5	9	406
Heart of Georgia	34	9	1	5	0	5	0	20	0	41	1	6	10	3	2	137
Metro	1171	47	6	66	8	315	1	277	2	625	1	17	11	6	35	2588
Middle Georgia	104	11	8	5	2	46	0	31	2	99	1	5	7	2	9	332
North Georgia	111	11	2	8	3	20	0	39	0	83	1	7	7	2	8	302
Northeast Georgia	123	18	3	9	3	43	0	65	3	104	1	14	14	4	9	413
Northwest Georgia	186	15	2	14	5	34	0	51	1	154	1	18	16	7	15	519
Oconee	37	4	1	4	0	9	0	15	0	32	1	5	7	2	2	119
Okefenokee	43	13	2	5	0	21	0	21	2	47	1	5	8	3	4	175
Pioneer	155	16	3	14	5	37	0	55	0	126	1	17	14	6	7	456
Southwest Georgia	117	6	4	17	4	33	0	52	7	102	1	19	16	4	15	397
West Georgia	110	13	3	8	3	42	0	39	1	89	1	6	7	1	12	335
Total	2863	235	49	198	51	804	1	902	26	2072	16	175	180	56	177	7805

APPENDIX 9. ADMINISTRATIVE PERSONNEL IN GEORGIA BY SCHOOL SYSTEM, FY04

SYSTEM	Assistant Principal	Assistant Superintendent	Athletic Director	Curriculum Director	Human Resources Director	Instructional Supervisor	Kindergarten Director	Other Administrative Personnel	Pre-K Director	Principal	RESA Director	Special Education Director	Superintendent	Technology Director	Vocational Education Director	Total
Appling	4	2	0	0	0	2	0	4	0	6	0	1	1	0	1	21
Atkinson	2	1	0	1	0	0	0	0	0	3	0	0	1	0	0	8
Atlanta City	83	0	0	2	0	122	0	90	1	99	0	1	1	0	12	411
Bacon	3	0	0	1	0	1	0	1	0	4	0	0	1	0	1	12
Baker	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	3
Baldwin	12	0	0	2	0	2	0	2	0	7	0	1	1	0	0	27
Banks	2	1	0	0	0	1	0	2	0	5	0	1	1	0	0	13
Barrow	17	2	0	0	0	4	0	6	1	14	0	1	1	0	1	47
Bartow	27	0	0	2	0	3	0	3	1	19	0	2	1	1	1	60
Ben Hill	6	1	0	1	0	1	0	5	1	4	0	1	1	1	1	23
Berrien	4	2	0	0	1	2	0	1	0	4	0	1	1	0	1	17
Bibb	36	3	1	1	0	7	0	15	0	41	0	1	1	0	3	109
Bleckley	4	0	0	0	0	0	0	3	0	4	0	0	1	0	0	12
Brantley	6	1	0	0	0	0	0	2	1	6	0	1	1	1	1	20
Bremen City	1	0	0	1	0	0	0	0	0	3	0	1	1	1	0	8
Brooks	4	0	0	1	0	4	0	2	0	4	0	1	1	0	1	18
Bryan	9	1	0	0	0	0	0	3	0	9	0	1	1	0	1	25
Buford City	5	1	1	1	0	1	0	0	0	4	0	1	1	0	1	16
Bulloch	20	1	0	0	1	0	0	4	0	16	0	1	1	0	1	45
Burke	10	2	1	1	0	3	0	2	0	5	0	1	1	0	1	27
Butts	4	1	0	0	1	3	0	1	0	5	0	1	1	1	1	19
Calhoun City	4	1	0	0	0	1	0	3	0	4	0	1	1	0	1	16
Calhoun	0	0	0	0	0	0	0	0	1	2	0	1	1	0	1	6
Camden	23	4	1	2	0	0	0	6	0	13	0	1	1	0	3	54
Candler	4	0	0	1	0	0	0	1	0	4	0	1	1	0	1	13
Carrollton City	12	2	1	2	0	2	0	2	0	4	0	1	1	1	1	29
Carroll	27	1	0	2	1	11	0	4	0	20	0	1	1	0	1	69
Cartersville City	7	0	0	1	0	0	0	2	0	4	0	1	1	0	0	16
Catoosa	18	0	0	1	0	2	0	3	0	13	0	1	1	0	2	41
Charlton	3	2	0	0	0	1	0	1	0	4	0	1	1	0	0	13
Chatham	59	3	1	1	0	28	0	19	0	49	0	1	1	1	3	166
Chattahoochee	1	1	0	0	0	0	0	0	0	2	0	0	1	0	0	5
Chattooga	4	1	0	1	0	1	0	1	0	7	0	1	1	1	1	19
Chickamauga City	2	1	0	0	0	0	0	0	0	3	0	1	1	0	0	8
Cherokee	45	4	0	1	2	10	0	13	0	33	0	1	1	0	2	112
Clarke	21	1	1	3	1	13	0	21	1	20	0	1	1	0	1	85
Clay	0	0	0	0	0	0	0	3	0	1	0	0	1	0	0	5

Appendix 9. Administrative Personnel in Georgia by School System, FY04, continued

SYSTEM	Assistant Principal	Assistant Superintendent	Athletic Director	Curriculum Director	Human Resources Director	Instructional Supervisor	Kindergarten Director	Other Administrative Personnel	Pre-K Director	Principal	RESA Director	Special Education Director	Superintendent	Technology Director	Vocational Education Director	Total
Clayton	79	13	1	13	2	9	0	20	0	54	0	6	1	2	10	210
Clinch	2	2	0	0	0	0	0	0	0	4	0	1	1	0	0	10
Cobb	190	9	1	18	0	36	0	27	0	92	0	3	1	1	0	378
Coffee	9	3	1	2	0	13	0	4	0	11	0	0	1	0	1	45
Colquitt	14	1	1	2	1	2	0	6	1	13	0	1	1	0	1	44
Columbia	36	5	0	4	1	0	0	4	0	27	0	1	1	0	1	80
Commerce City	1	1	0	0	0	0	0	1	0	3	0	1	1	0	0	8
Cook	6	1	0	0	0	0	0	0	1	4	0	1	1	1	0	15
Coweta	38	3	0	2	0	1	0	7	1	28	0	1	1	0	5	87
Crawford	4	1	0	1	0	0	0	1	0	3	0	0	1	0	1	12
Crisp	9	1	1	0	0	2	0	5	1	6	0	1	1	0	0	27
Dade	4	2	0	0	0	0	0	1	0	4	0	1	1	0	1	14
Dalton	9	2	1	0	0	6	0	6	0	7	0	1	1	0	0	33
Dawson	6	0	0	1	1	2	0	2	0	6	0	1	1	0	1	21
Decatur	11	3	0	0	0	1	0	4	1	9	0	2	1	1	1	34
Decatur City	5	3	0	0	0	5	0	0	0	8	0	1	1	0	0	23
DeKalb	256	10	2	8	2	75	0	60	0	134	0	3	1	2	1	554
Dodge	6	0	1	0	0	0	0	2	0	4	0	1	1	0	1	16
Dooly	3	2	0	1	0	1	0	1	0	3	0	1	1	0	0	13
Doughty	32	1	1	1	1	11	0	8	1	27	0	3	1	0	5	92
Douglas	31	2	0	4	0	10	0	11	0	30	0	0	1	0	5	94
Dublin City	4	1	0	1	0	1	0	2	0	5	0	1	1	1	0	17
Early	5	0	0	1	0	2	0	1	1	3	0	1	1	1	0	16
Echols	2	0	0	0	0	0	0	1	0	1	0	1	1	0	0	6
Effingham	14	1	0	1	1	13	0	7	0	12	0	1	1	0	2	53
Elbert	4	1	1	0	0	1	0	4	0	8	0	2	1	1	1	24
Emanuel	7	2	0	0	0	0	0	5	1	8	0	1	1	1	1	27
Evans	3	0	0	1	1	3	0	2	1	3	0	1	0	0	0	15
Fannin	6	0	0	2	0	0	0	2	0	5	0	1	1	1	1	19
Fayette	42	3	0	1	1	8	0	4	0	28	0	1	1	1	4	94
Floyd	26	4	0	2	0	0	0	3	0	20	0	2	1	1	2	61
Forsyth	41	2	0	2	1	18	0	10	0	23	0	2	1	2	1	103
Franklin	7	0	1	1	0	0	0	2	0	5	0	1	1	0	1	19
Fulton	143	3	0	9	3	7	1	29	0	82	0	0	1	0	1	279
Gainesville	4	2	0	1	0	3	0	5	0	7	0	1	1	0	0	24
Gilmer	7	0	0	1	0	1	0	2	0	6	0	1	1	0	1	20
Glascok	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	4
Glynn	16	2	1	0	1	3	0	7	1	15	0	1	1	0	1	49
Gordon	7	1	0	0	1	8	0	5	0	8	0	2	1	2	1	36

Appendix 9. Administrative Personnel in Georgia by School System, FY04, continued

SYSTEM	Assistant Principal	Assistant Superintendent	Athletic Director	Curriculum Director	Human Resources Director	Instructional Supervisor	Kindergarten Director	Other Administrative Personnel	Pre-K Director	Principal	RESA Director	Special Education Director	Superintendent	Technology Director	Vocational Education Director	Total
Grady	7	0	0	3	0	6	0	3	0	8	0	2	1	0	1	31
Greene	5	0	0	0	0	4	0	4	1	5	0	1	1	0	0	21
Gwinnett	336	2	1	11	1	32	0	24	1	94	0	1	1	0	2	506
Habersham	7	0	1	2	1	0	0	2	0	13	0	1	1	1	1	30
Hall	51	4	0	1	1	4	0	16	0	32	0	2	1	0	0	112
Hancock	0	0	0	1	0	0	0	1	0	5	0	0	1	0	1	9
Haralson	6	0	0	1	0	0	0	3	0	6	0	0	1	0	0	17
Harris	8	2	0	0	1	1	0	3	0	6	0	0	1	0	1	23
Hart	8	1	0	1	0	0	0	1	0	6	0	1	1	0	0	19
Heard	4	1	0	1	0	1	0	1	0	5	0	1	1	0	0	15
Henry	57	2	0	1	1	22	0	5	0	30	0	1	1	1	1	122
Houston	37	4	6	0	0	32	0	3	0	34	0	1	1	1	2	121
Irwin	6	2	0	0	0	1	0	2	1	4	0	1	1	0	1	19
Jackson	14	2	1	1	1	6	0	3	0	11	0	1	1	1	1	43
Jasper	2	0	0	0	0	2	0	3	0	4	0	1	1	0	0	13
Jeff Davis	4	1	1	1	0	0	0	4	0	4	0	1	1	1	1	19
Jefferson	6	0	0	0	0	7	0	5	0	7	0	1	1	0	1	28
Jefferson City	3	1	0	0	0	2	0	0	0	3	0	1	1	0	0	11
Jenkins	3	0	0	1	1	0	0	1	0	3	0	1	1	0	0	11
Johnson	2	0	0	0	0	0	0	1	0	4	0	1	1	1	0	10
Jones	9	0	0	2	1	0	0	1	1	7	0	1	1	1	1	25
Lamar	4	0	0	1	1	0	0	1	0	3	0	0	1	1	0	12
Lanier	3	1	0	0	0	0	0	2	0	3	0	1	1	0	0	11
Laurens	9	3	0	1	0	0	0	1	0	9	0	2	1	1	1	28
Lee	10	0	1	1	1	2	0	4	0	6	0	1	1	0	1	28
Liberty	18	1	0	3	0	6	0	6	0	14	0	1	1	0	1	51
Lincoln	3	1	1	0	0	0	0	1	0	3	0	0	1	0	0	10
Long	3	0	0	0	0	0	0	3	0	2	0	1	1	0	0	10
Lowndes	16	1	1	2	0	1	0	10	0	10	0	1	1	1	2	46
Lumpkin	7	0	0	1	1	0	0	2	0	4	0	1	1	0	1	18
Macon	6	1	0	0	0	3	0	3	0	3	0	1	1	0	0	18
Madison	9	2	0	2	0	1	0	1	0	7	0	1	1	0	1	25
Marietta City	17	2	0	0	0	5	0	3	0	10	0	0	1	1	1	40
Marion	3	0	0	0	0	0	0	1	0	3	0	1	1	0	0	9
McDuffie	8	3	0	0	0	0	0	3	0	7	0	1	1	0	1	24
McIntosh	3	0	0	1	1	2	0	1	0	3	0	1	1	0	0	13
Meriwether	9	2	1	0	0	6	0	2	0	7	0	1	1	0	1	30
Miller	0	0	0	1	0	0	0	1	0	3	0	1	1	0	1	8
Mitchell	5	0	0	1	0	0	0	3	0	5	0	1	1	1	1	18

Appendix 9. Administrative Personnel in Georgia by School System, FY04, continued

SYSTEM	Assistant Principal	Assistant Superintendent	Athletic Director	Curriculum Director	Human Resources Director	Instructional Supervisor	Kindergarten Director	Other Administrative Personnel	Pre-K Director	Principal	RESA Director	Special Education Director	Superintendent	Technology Director	Vocational Education Director	Total
Monroe	9	2	0	1	0	1	0	4	0	4	0	1	1	0	0	23
Montgomery	1	1	0	1	0	0	0	0	0	3	0	1	1	0	0	8
Morgan	6	1	0	0	0	2	0	1	0	4	0	1	1	1	1	18
Murray	11	2	0	1	0	2	0	4	0	8	0	1	1	0	1	31
Muscogee	51	2	0	4	0	3	0	15	0	56	0	2	1	0	8	142
Newton	25	3	0	1	0	0	0	4	0	18	0	1	1	1	1	55
Oconee	12	2	0	1	1	2	0	6	0	8	0	1	1	0	1	35
Oglethorpe	4	0	0	1	0	0	0	2	0	4	0	1	1	0	0	13
Paulding	39	3	1	2	1	17	0	6	0	24	0	1	1	0	3	98
Peach	8	1	1	0	1	1	0	3	1	6	0	1	1	0	1	25
Pelham City	2	0	0	1	0	0	0	3	0	3	0	1	1	0	0	11
Pickens	6	1	0	1	1	0	0	1	0	6	0	1	1	1	1	20
Pierce	6	2	0	1	0	2	0	2	1	4	0	1	1	1	0	21
Pike	5	1	1	1	0	0	0	1	0	4	0	1	1	0	0	15
Polk	12	0	0	0	1	0	0	1	0	10	0	2	1	0	1	28
Pulaski	3	1	0	0	0	0	0	1	0	3	0	0	1	0	0	9
Putnam	7	2	0	0	0	0	0	2	0	3	0	1	1	1	0	17
Quitman	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	2
Rabun	3	1	1	0	0	1	0	1	0	5	0	1	1	1	0	15
Randolph	4	0	0	2	0	4	0	1	0	3	0	1	1	0	0	16
RESA	0	1	0	1	0	84	0	78	0	0	15	0	0	2	4	185
Richmond	31	3	0	1	3	26	0	20	0	57	0	1	1	0	7	150
Rockdale	26	2	0	0	0	7	0	5	0	18	0	1	1	0	2	62
Rome City	9	2	1	1	1	0	0	3	0	11	0	1	1	0	0	30
Schley	2	1	0	0	0	0	0	0	0	2	0	1	1	0	0	7
Screven	7	1	1	0	0	0	0	3	0	3	0	1	1	0	1	18
Seminole	4	1	0	0	0	1	0	1	0	2	0	1	1	0	0	11
Social Circle	2	3	0	0	0	0	0	1	0	4	0	1	1	0	0	12
Spalding	20	1	0	2	1	8	0	7	1	16	0	1	1	0	1	59
Stephens	8	2	0	2	0	0	0	2	0	6	0	1	1	0	1	23
Stewart	1	0	0	1	0	1	0	0	0	3	0	1	1	0	0	8
Sumter	16	0	2	0	1	2	0	2	0	8	0	1	1	1	0	34
Talbot	0	2	0	0	0	0	0	0	0	3	0	0	1	0	0	6
Taliaferro	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	2
Tattnall	5	2	0	0	0	0	0	2	0	7	0	1	1	1	0	19
Taylor	5	0	0	1	0	0	0	1	0	3	0	0	1	1	0	12
Telfair	3	0	0	1	0	0	0	2	0	3	0	0	1	0	0	10
Terrell	5	0	0	1	0	1	0	1	0	3	0	1	1	0	1	14
Thomas	9	0	1	1	1	0	0	9	1	5	0	1	1	1	1	31

Appendix 9. Administrative Personnel in Georgia by School System, FY04, continued

SYSTEM	Assistant Principal	Assistant Superintendent	Athletic Director	Curriculum Director	Human Resources Director	Instructional Supervisor	Kindergarten Director	Other Administrative Personnel	Pre-K Director	Principal	RESA Director	Special Education Director	Superintendent	Technology Director	Vocational Education Director	Total
Thomasville City	5	0	0	1	0	0	0	5	1	5	0	1	1	0	0	19
Tift	20	0	0	1	1	3	0	4	0	11	0	2	1	0	1	44
Toombs	7	0	0	1	0	0	0	2	0	6	0	1	1	0	1	19
Towns	0	0	0	0	0	0	0	0	0	4	0	1	1	1	0	7
Treutlen	1	2	0	0	0	0	0	1	0	3	0	0	1	0	0	8
Trion City	2	0	0	1	0	0	0	1	0	3	0	0	1	0	0	8
Troup	12	2	1	1	1	12	0	13	0	19	0	1	1	0	3	66
Turner	3	0	0	1	0	0	0	5	0	3	0	1	1	0	1	15
Twiggs	1	0	0	0	0	0	0	3	0	4	0	0	1	0	0	9
Union	4	2	0	0	0	0	0	2	0	5	0	1	1	0	1	16
Upson	9	1	0	0	0	1	0	1	0	6	0	2	1	0	1	22
Valdosta City	16	3	1	1	0	3	0	7	0	9	0	0	1	0	1	42
Vidalia City	4	0	0	1	0	0	0	2	0	4	0	1	1	0	1	14
Walker	18	0	0	1	1	0	0	6	0	15	0	1	1	1	2	46
Walton	25	2	0	1	0	2	0	10	0	13	0	1	2	1	1	58
Ware	12	2	1	0	0	0	0	8	0	11	0	1	1	1	1	38
Warren	2	2	0	0	0	0	0	1	0	3	0	1	1	0	0	10
Washington	10	2	1	0	0	1	0	3	0	6	1	0	1	0	1	26
Wayne	8	0	1	0	0	2	0	2	0	9	0	1	1	1	1	26
Webster	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	2
Wheeler	1	0	0	1	0	0	0	0	0	4	0	0	1	0	0	7
White	7	1	0	2	0	0	0	1	0	5	0	2	1	0	0	19
Whitfield	27	2	1	2	0	1	0	5	0	18	0	1	1	0	2	60
Wilcox	2	1	0	0	0	0	0	1	0	3	0	1	1	1	0	10
Wilkes	2	0	0	0	0	0	0	1	0	4	0	1	1	0	0	9
Wilkinson	4	0	0	1	0	0	0	1	0	3	0	1	1	0	0	11
Worth	8	0	0	2	0	0	0	2	0	7	0	0	1	0	1	21
Total	2863	235	49	198	51	804	1	902	26	2072	16	175	180	56	177	7805

APPENDIX 10. ADMINISTRATIVE PERSONNEL IN GEORGIA BY ETHNICITY, FY04

ETHNICITY	Assistant Principal	Assistant Superintendent	Athletic Director	Curriculum Director	Human Resources Director	Instructional Supervisor	Kindergarten Director	Other Administrative Personnel	Pre-K Director	Principal	RESA Director	Special Education Director	Superintendent	Technology Director	Vocational Education Director	Total
American Indian	5	0	0	0	0	4	0	2	0	1	1	0	1	0	0	14
Asian	3	0	0	1	0	0	0	0	0	2	0	1	0	0	1	8
Black	975	57	5	30	9	245	0	245	7	605	1	23	23	2	33	2260
Hispanic	15	1	0	1	0	4	0	5	0	5	0	1	0	0	0	32
Multi – Racial	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	3
White	1863	177	44	166	42	551	1	650	19	1458	14	150	156	54	143	5488
Total	2863	235	49	198	51	804	1	902	26	2072	16	175	180	56	177	7805

APPENDIX 11. ADMINISTRATIVE PERSONNEL IN GEORGIA BY CERTIFICATION LEVEL, FY04

CERTIFICATION LEVEL	Assistant Principal	Assistant Superintendent	Athletic Director	Curriculum Director	Human Resources Director	Instructional Supervisor	Kindergarten Director	Other Administrative Personnel	Pre-K Director	Principal	RESA Director	Special Education Director	Superintendent	Technology Director	Vocational Education Director	Total
High School	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Associates	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Bachelors	7	0	11	1	0	33	0	51	1	5	0	1	1	11	1	123
Masters	1022	24	21	34	5	299	0	331	6	365	0	42	11	14	46	2220
Specialist	1552	125	17	112	30	367	1	393	18	1272	9	100	87	25	104	4212
Doctorate	282	86	0	51	16	104	0	122	1	430	7	32	81	6	26	1244
Total	2863	235	49	198	51	804	1	902	26	2072	16	175	180	56	177	7805

**APPENDIX 12. STUDENT SERVICES PERSONNEL IN GEORGIA BY
CERTIFICATION CODE, FY04**

Code	Elementary Grades Counselor	High School Counselor	MIDDLE GRADES COUNSEL OR	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Leadership (L)	7	9	6	15	290	3	8	2	340
Service (S)	1303	913	885	1872	181	639	450	1385	7628
Teaching (T)	49	33	29	107	751	8	17	11	1005
Provisional Service (BS)	28	11	18	12	0	1	1	0	71
Provisional Teaching (BT)	3	1	2	2	4	0	1	1	14
Conditional Services (CS)	4	5	2	4	0	1	0	4	20
Conditional Teaching (CT)	0	0	0	1	1	0	0	1	3
Life Leadership (DL)	0	0	0	2	2	0	0	0	4
Life Service (DS)	12	34	13	28	2	4	10	3	106
Life Teaching (DT)	3	2	0	36	13	0	0	7	61
Emergency Service (ES)	3	3	0	5	0	1	2	3	17
Emergency Teaching (ET)	0	1	0	0	3	0	0	1	5
Intern (IT)	0	0	0	0	1	0	2	0	3
Nonrenewable Service (NT)	2	0	3	8	1	19	5	38	76
Nonrenewable Teaching (NT)	0	0	0	0	2	0	0	1	3
Probationary Service (PAS)	13	12	9	68	0	0	0	0	102
Probationary Teaching (PAT)	0	0	0	7	4	0	0	0	11
Performance-based Service (PBS)	1	0	0	1	5	0	0	111	118
Performance-based Teaching (PBT)	5	4	0	18	151	2	6	0	186
Waiver-Provisional Service (WBS)	1	2	1	1	0	0	0	1	6
Waiver-Nonrenewable Service (WNS)	0	0	0	0	0	1	0	1	2
Waiver-Probationary Service (WPS)	1	3	0	3	0	0	1	0	8
Total	1435	1033	968	2190	1411	679	503	1570	9789

APPENDIX 13. STUDENT SERVICES PERSONNEL IN GEORGIA BY AGE GROUP, FY04

Age Groups	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
21-30	117	62	69	81	59	65	63	393	909
31-40	399	253	294	386	312	217	139	438	2438
41-50	352	258	202	559	479	177	127	386	2540
51-60	490	391	341	1002	514	193	148	331	3410
61 and Higher	77	69	62	162	47	27	26	22	492
Total	1435	1033	968	2190	1411	679	503	1570	9789

APPENDIX 14. STUDENT SERVICES PERSONNEL IN GEORGIA BY EXPERIENCE, FY04

Experience Groups	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
0-5 years	249	140	197	196	120	165	121	474	1662
6-10 years	290	173	185	302	206	144	97	382	1779
11-15 years	241	160	128	352	255	92	98	211	1537
16-20 years	200	142	122	351	244	83	69	201	1412
21-25 years	195	140	133	391	275	93	44	168	1439
26-30 years	176	167	129	416	223	66	50	109	1336
31 and Above	84	111	74	182	88	36	24	25	624
Total	1435	1033	968	2190	1411	679	503	1570	9789

**APPENDIX 15. STUDENT SERVICES PERSONNEL IN GEORGIA BY RESA,
FY04**

RESA	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Central Savannah	73	62	43	128	82	32	25	47	492
Chattahoochee	55	52	32	96	60	31	11	53	390
Coastal Plains	39	30	19	61	36	21	20	66	292
First District	118	80	70	187	97	52	39	156	799
Griffin	82	64	51	123	63	42	25	110	560
Heart of Georgia	20	14	15	32	17	10	8	23	139
Metro	526	348	453	705	658	237	216	515	3658
Middle Georgia	67	44	31	102	63	27	12	75	421
North Georgia	65	42	29	92	62	30	13	68	401
Northeast Georgia	59	47	33	108	45	38	27	72	429
Northwest Georgia	94	73	53	164	66	34	23	118	625
Oconee	14	10	10	28	11	8	8	9	98
Okefenokee	23	18	11	46	20	13	11	42	184
Pioneer	84	58	49	119	62	38	24	83	517
Southwest Georgia	60	46	37	106	38	33	24	69	413
West Georgia	56	45	32	93	31	33	17	64	371
Total	1435	1033	968	2190	1411	679	503	1570	9789

APPENDIX 16. STUDENT SERVICES PERSONNEL IN GEORGIA BY SYSTEM, FY04

System	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Appling	4	3	1	7	2	1	1	6	25
Atkinson	2	1	0	3	2	0	0	2	10
Atlanta City	62	36	33	94	34	23	36	51	369
Bacon	1	1	1	3	2	0	1	3	12
Baker	1	0	0	1	1	0	0	1	4
Baldwin	4	4	2	8	5	2	1	5	31
Banks	3	2	1	4	0	1	1	0	12
Barrow	10	7	4	15	4	5	2	13	60
Bartow	11	10	8	20	3	5	2	12	71
Ben Hill	4	2	2	4	1	1	1	2	17
Berrien	3	2	1	4	0	1	2	6	19
Bibb	30	18	9	42	19	10	9	36	173
Bleckley	2	2	1	4	2	1	0	2	14
Brantley	4	2	1	6	1	1	1	5	21
Bremen City	1	1	1	2	0	1	0	2	8
Brooks	2	2	1	4	2	1	1	3	16
Bryan	5	3	3	10	8	2	0	5	36
Buford City	2	2	1	4	0	1	1	3	14
Bulloch	8	7	4	17	4	5	1	7	53
Burke	2	4	6	6	0	2	0	3	23
Butts	3	2	2	5	0	3	1	6	22
Calhoun City	2	2	1	3	3	0	1	1	13
Calhoun	1	1	0	2	0	0	0	1	5
Camden	9	7	8	14	20	4	3	13	78
Candler	2	1	1	3	0	0	0	2	9
Carrollton City	3	3	2	3	0	5	2	5	23
Carroll	11	12	7	22	5	6	4	19	86
Cartersville City	5	4	2	6	1	2	2	0	22
Catoosa	9	6	6	17	5	0	2	1	46
Charlton	2	1	1	4	1	1	1	0	11
Chatham	41	21	22	52	24	14	15	47	236
Chattahoochee	1	0	0	1	2	0	0	0	4
Chattooga	2	2	2	7	2	1	1	6	23
Chickamauga City	1	1	1	2	1	0	1	0	7
Cherokee	30	17	10	35	25	15	2	36	170
Clarke	12	11	4	22	23	9	11	17	109
Clay	1	0	0	1	0	0	0	0	2
Clayton	47	33	28	60	58	19	18	37	300
Clinch	0	1	1	3	0	1	0	4	10
Cobb	132	77	56	119	231	46	35	183	879
Coffee	6	5	3	12	8	4	3	13	54
Colquitt	8	5	5	14	10	4	6	11	63
Columbia	21	17	11	29	10	8	2	18	116

Appendix 16. Student Services Personnel in Georgia by System, FY04, continued

System	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Commerce City	1	1	1	3	2	0	0	1	9
Cook	2	2	1	4	1	1	1	7	19
Coweta	19	13	10	28	16	11	4	0	101
Crawford	2	1	1	3	0	0	0	1	8
Crisp	4	3	2	7	3	2	1	3	25
Dade	3	3	1	5	3	0	0	4	19
Dalton	6	4	4	9	6	2	2	6	39
Dawson	3	2	1	5	2	2	2	3	20
Decatur	6	5	3	10	4	3	2	4	37
Decatur City	3	2	3	8	2	2	1	5	26
DeKalb	116	84	62	155	128	35	37	79	696
Dodge	3	2	2	4	1	1	1	3	17
Dooly	2	1	0	3	1	0	1	2	10
Doughty	16	12	11	30	4	12	5	8	98
Douglas	18	11	11	35	32	9	9	33	158
Dublin City	3	2	2	4	3	1	2	5	22
Early	3	2	2	3	1	0	1	4	16
Echols	0	1	0	1	1	1	0	1	5
Effingham	8	6	4	14	4	6	0	18	60
Elbert	1	2	2	8	1	2	1	2	19
Emanuel	3	3	1	7	2	3	1	4	24
Evans	2	2	1	3	1	1	1	3	14
Fannin	3	2	1	5	0	2	1	4	18
Fayette	20	23	13	33	11	8	3	27	138
Floyd	11	10	5	19	5	5	2	22	79
Forsyth	24	13	14	22	28	9	5	33	148
Franklin	3	2	2	5	2	2	1	1	18
Fulton	0	0	177	86	118	44	37	92	554
Gainesville	4	3	2	6	2	1	2	3	23
Gilmer	3	2	2	6	0	1	0	3	17
Glascocock	0	1	0	1	0	0	0	0	2
Glynn	11	8	9	17	7	7	5	17	81
Gordon	4	3	2	9	5	3	2	10	38
Grady	4	3	3	8	1	2	1	5	27
Greene	2	2	2	4	0	2	1	1	14
Gwinnett	125	84	73	113	33	42	26	0	496
Habersham	8	4	2	10	2	3	1	4	34
Hall	20	17	15	35	10	8	7	18	130
Hancock	2	0	2	2	0	0	2	0	8
Haralson	3	3	2	6	2	2	2	1	21
Harris	4	4	3	7	1	1	1	5	26
Hart	3	2	2	5	4	2	1	4	23
Heard	2	1	1	4	2	0	0	3	13
Henry	29	18	16	33	35	15	9	40	195
Houston	24	15	12	36	31	12	1	25	156

Appendix 16. Student Services Personnel in Georgia by System, FY04, continued

System	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Irwin	2	2	1	2	2	1	0	3	13
Jackson	4	4	3	11	2	3	2	8	37
Jasper	2	1	1	3	0	1	1	0	9
Jeff Davis	2	2	1	4	0	0	0	4	13
Jefferson	3	2	2	6	4	0	1	1	19
Jefferson City	1	1	2	3	0	1	0	1	9
Jenkins	2	1	1	2	1	1	1	0	9
Johnson	1	0	0	2	2	1	0	0	6
Jones	4	3	3	8	3	0	1	5	27
Lamar	3	1	1	3	0	1	1	2	12
Lanier	1	1	1	2	1	1	1	3	11
Laurens	6	4	2	8	3	1	2	7	33
Lee	4	4	3	8	1	2	1	5	28
Liberty	8	8	6	16	17	2	4	12	73
Lincoln	0	2	1	2	0	1	1	1	8
Long	1	1	1	2	1	0	0	2	8
Lowndes	8	8	4	13	15	5	7	16	76
Lumpkin	3	2	3	4	3	2	1	4	22
Macon	2	2	1	4	1	0	1	2	13
Madison	5	3	2	9	0	3	1	7	30
Marietta City	10	6	3	11	2	4	3	17	56
Marion	1	2	1	3	1	0	2	2	12
McDuffie	4	3	4	7	4	2	1	3	28
McIntosh	2	1	1	2	1	0	1	2	10
Meriwether	3	4	2	7	2	3	1	8	30
Miller	1	1	0	2	0	0	1	1	6
Mitchell	2	2	1	4	2	0	2	3	16
Monroe	2	3	2	4	1	0	0	4	16
Montgomery	1	0	2	2	0	0	1	1	7
Morgan	3	3	2	4	1	1	1	2	17
Murray	6	4	4	9	5	2	3	2	35
Muscogee	34	34	24	58	41	23	3	30	247
Newton	10	8	9	19	2	6	1	15	70
Oconee	5	4	3	8	2	2	2	7	33
Oglethorpe	2	2	1	4	1	1	1	3	15
Paulding	20	13	10	27	13	8	3	26	120
Peach	3	3	3	6	2	0	1	3	21
Pelham City	1	1	1	2	0	1	0	3	9
Pickens	4	3	1	7	6	2	1	5	29
Pierce	3	2	2	4	3	0	1	5	20
Pike	2	2	1	3	1	1	1	3	14
Polk	5	6	3	12	2	3	1	12	44
Pulaski	1	1	1	2	5	1	0	2	13
Putnam	2	2	1	4	1	1	1	1	13
Quitman	0	0	0	1	0	0	0	1	2

Appendix 16. Student Services Personnel in Georgia by System, FY04, continued

System	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Rabun	2	2	1	4	1	1	0	2	13
Randolph	1	1	1	3	1	0	1	2	10
RESA	0	0	0	1	49	30	23	2	105
Richmond	35	27	16	62	55	15	17	15	242
Rockdale	11	13	6	20	20	7	5	15	97
Rome City	8	2	2	11	1	2	1	8	35
Schley	1	1	0	2	1	0	0	1	6
Screven	2	2	2	3	1	1	0	1	12
Seminole	2	1	1	2	1	0	0	3	10
Social Circle	1	1	1	2	0	0	0	1	6
Spalding	12	7	6	20	8	6	8	12	79
Stephens	4	4	2	7	0	2	1	2	22
Stewart	0	1	0	2	1	0	1	1	6
Sumter	5	5	2	7	2	0	0	6	27
Talbot	0	1	0	1	4	0	0	1	7
Taliaferro	1	0	0	1	0	0	0	0	2
Tattnall	3	2	2	6	0	1	1	4	19
Taylor	2	1	1	2	1	0	1	2	10
Telfair	1	1	1	2	0	1	0	0	6
Terrell	1	1	1	3	0	1	1	3	11
Thomas	4	3	2	5	8	4	3	12	41
Thomasville City	2	2	1	5	5	2	0	4	21
Tift	9	4	2	13	2	3	4	9	46
Toombs	3	1	1	4	1	1	1	4	16
Towns	1	1	1	2	1	1	0	1	8
Treutlen	1	1	1	2	1	0	1	1	8
Trion City	1	1	1	2	0	1	0	0	6
Troup	14	8	7	21	4	6	2	24	86
Turner	2	1	2	2	1	2	1	3	14
Twiggs	2	1	1	3	4	0	0	0	11
Union	3	0	1	4	1	0	0	2	11
Upson	3	3	3	7	4	2	1	5	28
Valdosta City	6	5	4	12	0	4	2	13	46
Vidalia City	2	2	1	4	0	1	1	2	13
Walker	8	6	6	16	12	0	3	13	64
Walton	12	6	6	14	4	6	2	8	58
Ware	5	5	2	11	1	5	3	10	42
Warren	0	1	0	2	0	0	0	1	4
Washington	2	2	3	7	1	2	1	2	20
Wayne	5	3	2	9	3	2	1	7	32
Webster	1	0	0	1	0	0	0	0	2
West Point City	0	0	0	1	0	0	0	0	1
Wheeler	1	0	2	2	0	1	0	1	7
White	3	4	2	6	1	2	1	6	25
Whitfield	13	10	7	21	19	6	4	12	92

Appendix 16. Student Services Personnel in Georgia by System, FY04, continued

System	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Wilcox	1	1	1	2	0	1	0	1	7
Wilkes	2	1	1	3	1	0	1	1	10
Wilkinson	1	1	1	2	1	1	0	1	8
Worth	4	3	3	7	0	2	1	1	21
Total	1435	1033	968	2190	1411	679	503	1570	9789

**APPENDIX 17. ADMINISTRATIVE AND STUDENT SERVICES PERSONNEL
BY GENDER AND RESA, FY04**

Table 17a. Student Services Personnel by Gender and RESA, FY04

RESA	Gender		Total
	Female	Male	
Central Savannah	419	73	492
Chattahoochee	347	43	390
Coastal Plains	264	28	292
First District	703	96	799
Griffin	505	55	560
Heart of Georgia	121	18	139
Metro	3279	379	3658
Middle Georgia	383	38	421
North Georgia	345	56	401
Northeast Georgia	370	59	429
Northwest Georgia	544	81	625
Oconee	90	8	98
Okefenokee	162	22	184
Pioneer	459	58	517
Southwest Georgia	374	39	413
West Georgia	329	42	371
Total	8694	1095	9789

Table 17b. Assistant Principals by Gender and RESA, FY04

RESA	Gender		Total
	Female	Male	
Central Savannah	62	46	108
Chattahoochee	55	46	101
Coastal Plains	49	37	86
First District	125	86	211
Griffin	92	74	166
Heart of Georgia	10	24	34
Metro	759	412	1171
Middle Georgia	58	46	104
North Georgia	68	43	111
Northeast Georgia	78	45	123
Northwest Georgia	96	90	186
Oconee	26	11	37
Okefenokee	19	24	43
Pioneer	91	64	155
Southwest Georgia	64	53	117
West Georgia	63	47	110
Total	1715	1148	2863

Table 17c. Assistant Superintendents by Gender and RESA, FY04

RESA	Gender		Total
	Female	Male	
Central Savannah	15	4	19
Chattahoochee	6	4	10
Coastal Plains	7	5	12
First District	10	9	19
Griffin	5	7	12
Heart of Georgia	3	6	9
Metro	23	24	47
Middle Georgia	6	5	11
North Georgia	6	5	11
Northeast Georgia	7	11	18
Northwest Georgia	7	8	15
Oconee	3	1	4
Okefenokee	6	7	13
Pioneer	6	10	16
Southwest Georgia	5	1	6
West Georgia	3	10	13
Total	118	117	235

Table 17d. Athletic Directors by Gender and RESA, FY04

RESA	Gender		Total
	Female	Male	
Central Savannah	0	2	2
Chattahoochee	0	3	3
Coastal Plains	0	2	2
First District	1	5	6
Griffin	0	1	1
Heart of Georgia	0	1	1
Metro	0	6	6
Middle Georgia	1	7	8
North Georgia	0	2	2
Northeast Georgia	0	3	3
Northwest Georgia	0	2	2
Oconee	0	1	1
Okefenokee	0	2	2
Pioneer	0	3	3
Southwest Georgia	0	4	4
West Georgia	0	3	3
Total	2	47	49

Table 17e. Curriculum Directors by Gender and RESA, FY04

RESA	Gender		Total
	Female	MALE	
Central Savannah	5	2	7
Chattahoochee	6	3	9
Coastal Plains	7	0	7
First District	10	3	13
Griffin	5	2	7
Heart of Georgia	3	2	5
Metro	47	19	66
Middle Georgia	5	0	5
North Georgia	5	3	8
Northeast Georgia	7	2	9
Northwest Georgia	11	3	14
Oconee	4	0	4
Okefenokee	5	0	5
Pioneer	13	1	14
Southwest Georgia	13	4	17
West Georgia	8	0	8
Total	154	44	198

Table 17f. Human Resources Directors by Gender and RESA, FY04

RESA	Gender		Total
	Female	Male	
Central Savannah	4	1	5
Chattahoochee	0	1	1
Coastal Plains	1	1	2
First District	4	1	5
Griffin	3	2	5
Metro	3	5	8
Middle Georgia	2	0	2
North Georgia	0	3	3
Northeast Georgia	3	0	3
Northwest Georgia	3	2	5
Pioneer	1	4	5
Southwest Georgia	3	1	4
West Georgia	2	1	3
Total	29	22	51

Table 17g. Instructional Supervisors by Gender and RESA, FY04

RESA	Gender		Total
	Female	Male	
Central Savannah	37	5	42
Chattahoochee	19	5	24
Coastal Plains	18	1	19
First District	63	6	69
Griffin	38	7	45
Heart of Georgia	4	1	5
Metro	254	61	315
Middle Georgia	43	3	46
North Georgia	17	3	20
Northeast Georgia	41	2	43
Northwest Georgia	32	2	34
Oconee	8	1	9
Okefenokee	17	4	21
Pioneer	28	9	37
Southwest Georgia	33	0	33
West Georgia	37	5	42
Total	689	115	804

Table 17h. Kindergarten Directors by Gender and RESA, FY04

RESA	Gender		Total
	Female	Male	
Metro	1	0	1
Total	1	0	1

Table 17i. Other Administrators by Gender and RESA, FY04

RESA	Gender		Total
	Female	Male	
Central Savannah	32	13	45
Chattahoochee	26	7	33
Coastal Plains	30	12	42
First District	63	26	89
Griffin	23	5	28
Heart of Georgia	14	6	20
Metro	218	59	277
Middle Georgia	23	8	31
North Georgia	26	13	39
Northeast Georgia	42	23	65
Northwest Georgia	36	15	51
Oconee	11	4	15
Okefenokee	16	5	21
Pioneer	43	12	55
Southwest Georgia	35	17	52
West Georgia	28	11	39
Total	666	236	902

Table 17j. Pre-Kindergarten Directors by Gender and RESA, FY04

RESA	Gender		Total
	Female	Male	
Central Savannah	1	0	1
Chattahoochee	1	0	1
Coastal Plains	3	0	3
First District	2	0	2
Griffin	1	0	1
Metro	2	0	2
Middle Georgia	2	0	2
Northeast Georgia	3	0	3
Northwest Georgia	1	0	1
Okefenokee	2	0	2
Southwest Georgia	6	1	7
West Georgia	1	0	1
Total	25	1	26

Table 17k. Principals by Gender and RESA, FY04

RESA	Gender		Total
	Female	Male	
Central Savannah	78	48	126
Chattahoochee	57	41	98
Coastal Plains	23	34	57
First District	109	70	179
Griffin	57	53	110
Heart of Georgia	11	30	41
Metro	411	214	625
Middle Georgia	64	35	99
North Georgia	35	48	83
Northeast Georgia	57	47	104
Northwest Georgia	70	84	154
Oconee	14	18	32
Okefenokee	21	26	47
Pioneer	59	67	126
Southwest Georgia	47	55	102
West Georgia	45	44	89
Total	1158	914	2072

Table 17l. RESA Directors by Gender and RESA, FY04

RESA	Gender		Total
	Female	Male	
Central Savannah	0	1	1
Chattahoochee	0	1	1
Coastal Plains	0	1	1
First District	1	0	1
Griffin	1	0	1
Heart of Georgia	1	0	1
Metro	1	0	1
Middle Georgia	0	1	1
North Georgia	0	1	1
Northeast Georgia	0	1	1
Northwest Georgia	1	0	1
Oconee	0	1	1
Okefenokee	1	0	1
Pioneer	0	1	1
Southwest Georgia	0	1	1
West Georgia	0	1	1
Total	6	10	16

Table 17m. Special Education Directors by Gender and RESA, FY04

RESA	Gender		Total
	Female	Male	
Central Savannah	9	0	9
Chattahoochee	7	3	10
Coastal Plains	11	0	11
First District	15	3	18
Griffin	7	1	8
Heart of Georgia	5	1	6
Metro	13	4	17
Middle Georgia	4	1	5
North Georgia	6	1	7
Northeast Georgia	11	3	14
Northwest Georgia	15	3	18
Oconee	5	0	5
Okefenokee	4	1	5
Pioneer	15	2	17
Southwest Georgia	16	3	19
West Georgia	6	0	6
Total	149	26	175

Table 17n. Superintendents by Gender and RESA, FY04

RESA	Gender		Total
	Female	Male	
Central Savannah	2	10	12
Chattahoochee	2	13	15
Coastal Plains	1	10	11
First District	6	11	17
Griffin	0	8	8
Heart of Georgia	2	8	10
Metro	4	7	11
Middle Georgia	2	5	7
North Georgia	2	5	7
Northeast Georgia	3	11	14
Northwest Georgia	6	10	16
Oconee	2	5	7
Okefenokee	1	7	8
Pioneer	3	11	14
Southwest Georgia	4	12	16
West Georgia	2	5	7
Total	42	138	180

Table 17o. Technology Directors by Gender and RESA, FY04

RESA	Gender		Total
	Female	Male	
Central Savannah	0	1	1
Chattahoochee	1	1	2
Coastal Plains	1	2	3
First District	4	1	5
Griffin	1	4	5
Heart of Georgia	2	1	3
Metro	3	3	6
Middle Georgia	1	1	2
North Georgia	1	1	2
Northeast Georgia	1	3	4
Northwest Georgia	3	4	7
Oconee	0	2	2
Okefenokee	1	2	3
Pioneer	0	6	6
Southwest Georgia	3	1	4
West Georgia	0	1	1
Total	22	34	56

Table 17p. Vocational Education Directors by Gender and RESA, FY04

RESA	Gender		Total
	Female	Male	
Central Savannah	10	2	12
Chattahoochee	4	5	9
Coastal Plains	3	7	10
First District	5	14	19
Griffin	4	5	9
Heart of Georgia	2	0	2
Metro	20	15	35
Middle Georgia	5	4	9
North Georgia	4	4	8
Northeast Georgia	6	3	9
Northwest Georgia	9	6	15
Oconee	1	1	2
Okefenokee	3	1	4
Pioneer	3	4	7
Southwest Georgia	6	9	15
West Georgia	5	7	12
Total	90	87	177

APPENDIX 18. STUDENT ENROLLMENT AND TEACHER DEMAND PROJECTIONS BY RESA

Central Savannah RESA Enrollment by Grade Level, FY92-FY04

Fiscal Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12	P-12	K-5	Gr6-8
1992	241	5906	6166	5959	6123	6140	5998	6192	5805	5355	6521	4632	4182	3785	73005	36292	17352
1993	334	6079	6038	6112	6063	6151	6220	6217	6110	5572	6913	4911	4126	3853	74699	36663	17899
1994	824	6064	6163	5969	6157	6069	6189	6270	6095	5936	7324	5030	4366	3809	76265	36611	18301
1995	1483	6329	6162	6030	5997	6085	6182	6282	6197	5801	7717	5318	4417	4074	78074	36785	18280
1996	2125	6266	6493	6158	6113	5986	6138	6320	6220	6010	7424	5643	4613	3912	79421	37154	18550
1997	2224	6468	6444	6334	6150	6056	5968	6295	6250	6043	7574	5571	5050	3963	80390	37420	18588
1998	2426	6095	6598	6298	6203	6142	5971	6239	6225	6026	7673	5494	4900	4380	80670	37307	18490
1999	2305	6081	6430	6312	6217	6271	6106	6164	6188	5958	7763	5382	4908	4167	80252	37417	18310
2000	2295	5772	6260	6266	6323	6257	6205	6299	6126	5965	7369	5680	4749	4228	79794	37083	18390
2001	2223	5697	5872	6028	6258	6258	6241	6403	6233	5854	7344	5521	4921	3983	78836	36354	18490
2002	2252	5427	5800	5740	6037	6258	6273	6488	6372	5940	7207	5407	4956	4236	78393	35535	18800
2003	2352	5380	5501	5731	5784	6100	6210	6588	6458	6018	7283	5469	4944	4219	78037	34706	19064
2004	2501	5646	5645	5485	5773	5792	6071	6458	6466	6340	7291	5505	4947	4244	78164	34412	19264

Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

Grade-to-Grade Average	PK to PK	PK to KK	KK to Gr1	Gr1 to Gr2	Gr2 to Gr3	Gr3 to Gr4	Gr4 to Gr5	Gr5 to Gr6	Gr6 to Gr7	Gr7 to Gr8	Gr8 to Gr9	Gr9 to G10	G10 to G11	G11 to G12
Yield Rate %	1.022	2.443	1.026	0.98	1.003	1.002	0.995	1.039	0.991	0.96	1.227	0.746	0.893	0.854
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2005	2556	6110	5793	5532	5501	5785	5763	6308	6400	6207	7779	5439	4916	4225
2006	2612	6244	6269	5677	5549	5512	5756	5988	6251	6144	7616	5803	4857	4198
2007	2669	6381	6406	6144	5694	5560	5484	5980	5934	6001	7539	5682	5182	4148
2008	2728	6520	6547	6278	6162	5705	5532	5698	5926	5697	7363	5624	5074	4425
2009	2788	6665	6690	6416	6297	6174	5676	5748	5647	5689	6990	5493	5022	4333
2010	2849	6811	6838	6556	6435	6310	6143	5897	5696	5421	6980	5215	4905	4289
2011	2912	6960	6988	6701	6576	6448	6278	6383	5844	5468	6652	5207	4657	4189
2012	2976	7114	7141	6848	6721	6589	6416	6523	6326	5610	6709	4962	4650	3977
2013	3041	7270	7299	6998	6869	6734	6556	6666	6464	6073	6883	5005	4431	3971
2014	3108	7429	7459	7153	7019	6883	6700	6812	6606	6205	7452	5135	4469	3784

**Central Savannah RESA
Teacher Demand Projections**

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
				Funding Class Size	Max. Class Size for FY05	Max. Class Size for FY06- 14	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2004-05	2008-09	2013-14				2004-2005		2008-2009		2013-2014	
Pre-K	2556	2788	3108	10	10	10	255.6	255.6	278.8	278.8	310.8	310.8
Kindergarten	6110	6665	7429	15	20	18	407.3	305.5	444.3	370.3	495.3	412.7
Grade 1	5793	6690	7459	17	23	21	340.8	251.9	393.5	318.6	438.8	355.2
Grade 2	5532	6416	7153	17	23	21	325.4	240.5	377.4	305.5	420.8	340.6
Grade 3	5501	6297	7019	17	23	21	323.6	239.2	370.4	299.9	412.9	334.2
Grade 4	5785	6174	6883	23	32	28	251.5	180.8	268.4	220.5	299.3	245.8
Grade 5	5763	5676	6700	23	32	28	250.6	180.1	246.8	202.7	291.3	239.3
Elementary Total (K-5)	34484	37918	42643				1899.2	1398	2100.8	1717.5	2358.4	1927.8
Grade 6	6308	5748	6812	23	32	28	274.3	197.1	249.9	205.3	296.2	243.3
Grade 7	6400	5647	6606	23	32	28	278.3	200	245.5	201.7	287.2	235.9
Grade 8	6207	5689	6205	23	32	28	269.9	194	247.3	203.2	269.8	221.6
Middle Total	18915	17084	19623				822.5	591.1	742.7	610.2	853.2	700.8
Grade 9	7779	6990	7452	23	32	28	338.2	243.1	303.9	249.6	324	266.1
Grade 10	5439	5493	5135	23	32	28	236.5	170	238.8	196.2	223.3	183.4
Grade 11	4916	5022	4469	23	32	28	213.7	153.6	218.3	179.4	194.3	159.6
Grade 12	4225	4333	3784	23	32	28	183.7	132	188.4	154.8	164.5	135.1
High School (9-12) Total	22359	21838	20840				972.1	698.7	949.4	780	906.1	744.2
Total Enrollment	78314	79628	86214									
Special Ed P-12				144.53			541.9	541.9	550.9	550.9	596.5	596.5
EIPK				134.69			45.4	45.4	49.5	49.5	55.2	55.2
EIP1-3				79.38			212	212	244.4	244.4	272.5	272.5
EIP4-5				186.15			62	62	63.7	63.7	73	73
Other Elementary (Ratio to K-5)				443.93			77.7	77.7	85.4	85.4	96.1	96.1
Other Middle (Ratio to Gr6-8)				89.39			211.6	211.6	191.1	191.1	219.5	219.5
Instructional Specialists (Based on P-12)				288.33			271.6	271.6	276.2	276.2	299	299
Other Teachers				1589.49			49.3	49.3	50.1	50.1	54.2	54.2
Vocational Ed (Based on P-12)				436.87			179.3	179.3	182.3	182.3	197.3	197.3
Total							5600.2	4594.2	5765.3	5080.1	6291.8	5546.9

**Chattahoochee-Flint River RESA
Enrollment by Grade Level, FY92-FY04**

Fiscal Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12	P-12	K-5	Gr6-8
1992	5	4254	4479	4457	4477	4521	4407	4481	4296	3951	5014	3807	3345	2914	54408	26595	12728
1993	26	4126	4126	4209	4353	4327	4301	4126	4347	3956	4878	3674	3256	2947	52652	25442	12429
1994	245	4569	4230	4191	4327	4464	4470	4505	4563	4415	4899	4032	3421	2928	55259	26251	13483
1995	1173	4608	4497	4112	4165	4347	4489	4551	4522	4343	5157	4003	3417	2814	56198	26218	13416
1996	1748	4629	4669	4336	4054	4208	4376	4561	4586	4294	5283	4161	3321	2906	57132	26272	13441
1997	2005	4693	4700	4523	4293	4077	4203	4360	4602	4422	5410	4085	3480	2812	57665	26489	13384
1998	1934	4526	4783	4581	4456	4263	4062	4222	4416	4303	5454	4321	3362	2950	57633	26671	12941
1999	2193	4469	4649	4640	4504	4374	4170	4107	4269	4197	5456	4114	3494	2941	57577	26806	12573
2000	2130	4175	4556	4493	4490	4453	4367	4245	4146	4037	5418	4021	3433	3083	57047	26534	12428
2001	2193	4187	4262	4341	4438	4463	4440	4452	4211	3961	5114	3940	3338	3156	56496	26131	12624
2002	2225	4110	4290	4124	4345	4431	4422	4657	4370	4136	4822	3909	3283	3067	56191	25722	13163
2003	2229	4194	4145	4136	4105	4403	4368	4672	4474	4223	4909	3876	3300	2896	55930	25351	13369
2004	2305	4211	4148	4093	4147	4168	4424	4620	4475	4403	5039	3921	3301	2856	56111	25191	13498

Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

Grade-to-Grade Average	PK to PK	PK to KK	KK to Gr1	Gr1 to Gr2	Gr2 to Gr3	Gr3 to Gr4	Gr4 to Gr5	Gr5 to Gr6	Gr6 to Gr7	Gr7 to Gr8	Gr8 to Gr9	Gr9 to G10	G10 to G11	G11 to G12
Yield Rate %	1.02	1.904	1.012	0.968	0.991	1.002	0.995	1.04	0.98	0.967	1.231	0.757	0.83	0.894
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2005	2351	4389	4262	4015	4056	4155	4147	4601	4528	4327	5420	3815	3254	2951
2006	2398	4476	4442	4126	3979	4064	4134	4313	4509	4379	5327	4103	3166	2909
2007	2446	4566	4530	4300	4089	3987	4044	4299	4227	4360	5391	4033	3405	2830
2008	2495	4657	4621	4385	4261	4097	3967	4206	4213	4088	5367	4081	3347	3044
2009	2545	4750	4713	4473	4346	4270	4077	4126	4122	4074	5032	4063	3387	2992
2010	2596	4846	4807	4562	4433	4355	4249	4240	4043	3986	5015	3809	3372	3028
2011	2648	4943	4904	4653	4521	4442	4333	4419	4155	3910	4907	3796	3161	3015
2012	2701	5042	5002	4747	4611	4530	4420	4506	4331	4018	4813	3715	3151	2826
2013	2755	5143	5103	4842	4704	4620	4507	4597	4416	4188	4946	3643	3083	2817
2014	2810	5246	5205	4940	4798	4713	4597	4687	4505	4270	5155	3744	3024	2756

**Chattahoochee-Flint River RESA
Teacher Demand Projections**

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
				Funding Class Size	Max. Class Size for FY05	Max. Class Size for FY06-FY14	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2004-05	2008-09	2013-14				2004-2005		2008-2009		2013-2014	
Pre-K	2351	2545	2810	10	10	10	235.1	235.1	254.5	254.5	281	281
Kindergarten	4389	4750	5246	15	20	18	292.6	219.5	316.7	263.9	349.7	291.4
Grade 1	4262	4713	5205	17	23	21	250.7	185.3	277.2	224.4	306.2	247.9
Grade 2	4015	4473	4940	17	23	21	236.2	174.6	263.1	213	290.6	235.2
Grade 3	4056	4346	4798	17	23	21	238.6	176.3	255.6	207	282.2	228.5
Grade 4	4155	4270	4713	23	32	28	180.7	129.8	185.7	152.5	204.9	168.3
Grade 5	4147	4077	4597	23	32	28	180.3	129.6	177.3	145.6	199.9	164.2
Elementary Total (K-5)	25024	26629	29499				1379.1	1015	1475.6	1206	1633.5	1336
Grade 6	4601	4126	4687	23	32	28	200	143.8	179.4	147.4	203.8	167.4
Grade 7	4528	4122	4505	23	32	28	196.9	141.5	179.2	147.2	195.9	160.9
Grade 8	4327	4074	4270	23	32	28	188.1	135.2	177.1	145.5	185.7	152.5
Middle Total	13456	12322	13462				585	420.5	535.7	440.1	585.4	480.8
Grade 9	5420	5032	5155	23	32	28	235.7	169.4	218.8	179.7	224.1	184.1
Grade 10	3815	4063	3744	23	32	28	165.9	119.2	176.7	145.1	162.8	133.7
Grade 11	3254	3387	3024	23	32	28	141.5	101.7	147.3	121	131.5	108
Grade 12	2951	2992	2756	23	32	28	128.3	92.2	130.1	106.9	119.8	98.4
High School (9-12) Total	15440	15474	14679				671.4	482.5	672.9	552.7	638.2	524.2
Total Enrollment	56271	56970	60450									
Special Ed P-12				133.64			421.1	421.1	426.3	426.3	452.3	452.3
EIPK				96.45			45.5	45.5	49.2	49.2	54.4	54.4
EIP1-3				122.28			100.9	100.9	110.7	110.7	122.2	122.2
EIP4-5				146.79			56.6	56.6	56.9	56.9	63.4	63.4
Other Elementary (Ratio to K-5)				206.05			121.4	121.4	129.2	129.2	143.2	143.2
Other Middle (Ratio to Gr6-8)				28.22			476.8	476.8	436.6	436.6	477	477
Instructional Specialists (Based on P-12)				325.28			173	173	175.1	175.1	185.8	185.8
Other Teachers				1830.21			30.7	30.7	31.1	31.1	33	33
Vocational Ed (Based on P-12)				469.90			119.8	119.8	121.2	121.2	128.6	128.6
Total							4416.4	3699	4475	3990	4798	4281

**Coastal Plains RESA
Enrollment by Grade Level, FY92-FY04**

Fiscal Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12	P-12	K-5	Gr6-8
1992	50	3232	3374	3223	3291	3342	3202	3329	3215	3078	3439	2523	2252	2126	39676	19664	9622
1993	24	3164	3329	3296	3279	3345	3331	3258	3417	3214	3471	2629	2169	2081	40007	19744	9889
1994	222	3304	3239	3277	3272	3268	3282	3363	3305	3391	3683	2724	2279	2009	40618	19642	10059
1995	596	3450	3324	3155	3307	3265	3211	3321	3376	3321	3813	2779	2235	2011	41164	19712	10018
1996	710	3433	3511	3276	3174	3287	3267	3320	3299	3340	3695	2957	2332	2023	41624	19948	9959
1997	872	3288	3499	3393	3240	3172	3239	3400	3311	3270	3782	2862	2499	2061	41888	19831	9981
1998	1183	3436	3368	3475	3368	3232	3196	3396	3339	3279	3662	3044	2407	2174	42559	20075	10014
1999	1188	3282	3423	3277	3488	3308	3257	3314	3296	3264	3687	2951	2433	2128	42296	20035	9874
2000	1267	3340	3335	3305	3258	3399	3335	3353	3279	3179	3746	2978	2359	2197	42330	19972	9811
2001	1291	3206	3279	3229	3276	3223	3358	3481	3377	3117	3775	2989	2489	2094	42184	19571	9975
2002	1354	3137	3203	3149	3157	3255	3140	3469	3390	3287	3611	3029	2528	2195	41904	19041	10146
2003	1330	3335	3134	3118	3146	3132	3249	3306	3511	3278	3677	3144	2658	2177	42195	19114	10095
2004	1433	3204	3381	3039	3155	3179	3097	3340	3260	3367	3615	3097	2581	2269	42017	19055	9967

Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

Grade-to-Grade Average	PK to PK	PK to KK	KK to Gr1	Gr1 to Gr2	Gr2 to Gr3	Gr3 to Gr4	Gr4 to Gr5	Gr5 to Gr6	Gr6 to Gr7	Gr7 to Gr8	Gr8 to Gr9	Gr9 to G10	G10 to G11	G11 to G12
Yield Rate %	1.032	2.529	1.002	0.967	0.995	0.992	0.991	1.037	0.994	0.963	1.143	0.817	0.832	0.877
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2005	1479	3624	3210	3269	3024	3130	3150	3212	3320	3139	3848	2953	2577	2264
2006	1526	3740	3631	3104	3253	3000	3102	3267	3193	3197	3588	3144	2457	2260
2007	1575	3859	3747	3511	3088	3227	2973	3217	3247	3075	3654	2931	2616	2155
2008	1625	3983	3867	3623	3493	3063	3198	3083	3198	3127	3515	2985	2439	2294
2009	1677	4110	3991	3739	3605	3465	3035	3316	3065	3080	3574	2872	2484	2139
2010	1731	4241	4118	3859	3720	3576	3434	3147	3296	2952	3520	2920	2390	2178
2011	1786	4378	4249	3982	3840	3690	3544	3561	3128	3174	3374	2876	2429	2096
2012	1843	4517	4387	4109	3962	3809	3657	3675	3540	3012	3628	2757	2393	2130
2013	1902	4661	4526	4242	4088	3930	3775	3792	3653	3409	3443	2964	2294	2099
2014	1963	4810	4670	4377	4221	4055	3895	3915	3769	3518	3896	2813	2466	2012

**Coastal Plains RESA
Teacher Demand Projections**

Projected FTE Student Enrollments				Projected Number of Teachers Needed								
				Funding Class Size	Max. Class Size for FY05	Max. Class Size for FY06- FY14	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2004-05	2008-09	2013-14				2004-2005		2008-2009		2013-2014	
Pre-K	1479	1677	1963	10	10	10	147.9	147.9	167.7	167.7	196.3	196.3
Kindergarten	3624	4110	4810	15	20	18	241.6	181.2	274	228.3	320.7	267.2
Grade 1	3210	3991	4670	17	23	21	188.8	139.6	234.8	190	274.7	222.4
Grade 2	3269	3739	4377	17	23	21	192.3	142.1	219.9	178	257.5	208.4
Grade 3	3024	3605	4221	17	23	21	177.9	131.5	212.1	171.7	248.3	201
Grade 4	3130	3465	4055	23	32	28	136.1	97.8	150.7	123.8	176.3	144.8
Grade 5	3150	3035	3895	23	32	28	137	98.4	132	108.4	169.3	139.1
Elementary Total (K-5)	19407	21945	26028				1073.7	790.6	1223.5	1000.2	1446.8	1182.9
Grade 6	3212	3316	3915	23	32	28	139.7	100.4	144.2	118.4	170.2	139.8
Grade 7	3320	3065	3769	23	32	28	144.3	103.8	133.3	109.5	163.9	134.6
Grade 8	3139	3080	3518	23	32	28	136.5	98.1	133.9	110	153	125.6
Middle Total	9671	9461	11202				420.5	302.3	411.4	337.9	487.1	400
Grade 9	3848	3574	3896	23	32	28	167.3	120.3	155.4	127.6	169.4	139.1
Grade 10	2953	2872	2813	23	32	28	128.4	92.3	124.9	102.6	122.3	100.5
Grade 11	2577	2484	2466	23	32	28	112	80.5	108	88.7	107.2	88.1
Grade 12	2264	2139	2012	23	32	28	98.4	70.8	93	76.4	87.5	71.9
High School (9-12) Total	11642	11069	11187				506.1	363.9	481.3	395.3	486.4	399.6
Total Enrollment	42199	44152	50380									
Special Ed P-12				131.79			320.2	320.2	335	335	382.3	382.3
EIPK				66.68			54.3	54.3	61.6	61.6	72.1	72.1
EIP1-3				77.91			122	122	145.5	145.5	170.3	170.3
EIP4-5				118.62			52.9	52.9	54.8	54.8	67	67
Other Elementary (Ratio to K-5)				293.24			66.2	66.2	74.8	74.8	88.8	88.8
Other Middle (Ratio to Gr6-8)				105.94			91.3	91.3	89.3	89.3	105.7	105.7
Instructional Specialists (Based on P-12)				264.98			159.3	159.3	166.6	166.6	190.1	190.1
Other Teachers				1740.91			24.2	24.2	25.4	25.4	28.9	28.9
Vocational Ed (Based on P-12)				333.81			126.4	126.4	132.3	132.3	150.9	150.9
Total							3165	2621.5	3369.2	2986.4	3872.7	3434.9

**First District RESA
Enrollment by Grade Level, FY92-FY04**

Fiscal Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12	P-12	K-5	Gr6-8
1992	44	8837	9150	9192	9305	9002	8725	8979	8590	7867	9208	6577	5712	5030	106218	54211	25436
1993	399	8888	8957	8984	8927	9118	8754	9054	8936	8248	10337	6855	5752	5139	108348	53628	26238
1994	615	9383	9363	9075	9216	9210	9379	9161	8970	8629	9740	7337	6141	5035	111254	55626	26760
1995	1384	9738	9665	9224	9135	9187	9180	9402	8928	8738	10360	7444	6211	5373	113969	56129	27068
1996	2436	10030	10010	9518	9256	9234	9171	9454	9343	8710	10860	7725	6303	5375	117425	57219	27507
1997	2841	10032	10290	9837	9585	9317	9179	9553	9408	8949	10902	7990	6270	5494	119647	58240	27910
1998	3855	9832	10142	9960	9828	9605	9236	9286	9481	9095	10950	8202	6599	5541	121612	58603	27862
1999	3875	9878	9878	9817	9839	9678	9474	9433	9232	9234	11250	8300	6702	5659	122249	58564	27899
2000	3959	9316	9915	9487	9651	9721	9539	9532	9349	8978	11274	8388	6706	5842	121657	57629	27859
2001	3964	9087	9356	9684	9470	9708	9652	9808	9533	9157	10862	8257	7033	5757	121328	56957	28498
2002	4040	8846	9018	9105	9674	9462	9756	9891	9742	9313	10821	8255	7140	6118	121181	55861	28946
2003	4350	9021	8818	8812	9134	9596	9434	10069	9765	9462	10878	8411	7066	6232	121048	54815	29296
2004	4492	9576	9128	8795	8909	9278	9559	9764	9971	9660	11257	8464	7099	6175	122127	55245	29395

Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

Grade-to-Grade Average	PK to PK	PK to KK	KK to Gr1	Gr1 to Gr2	Gr2 to Gr3	Gr3 to Gr4	Gr4 to Gr5	Gr5 to Gr6	Gr6 to Gr7	Gr7 to Gr8	Gr8 to Gr9	Gr9 to G10	G10 to G11	G11 to G12
Yield Rate %	1.032	2.273	1.002	0.977	0.999	1.000	0.995	1.025	0.992	0.978	1.194	0.755	0.837	0.869
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2005	4636	10210	9595	8918	8786	8909	9232	9798	9686	9752	11534	8499	7084	6169
2006	4784	10538	10230	9374	8909	8786	8864	9463	9720	9473	11644	8708	7114	6156
2007	4937	10874	10559	9995	9365	8909	8742	9086	9387	9506	11311	8791	7289	6182
2008	5095	11222	10896	10316	9985	9365	8864	8961	9013	9180	11350	8540	7358	6334
2009	5258	11581	11244	10645	10306	9985	9318	9086	8889	8815	10961	8569	7148	6394
2010	5426	11951	11604	10985	10634	10306	9935	9551	9013	8693	10525	8276	7172	6212
2011	5600	12333	11975	11337	10974	10634	10254	10183	9475	8815	10379	7946	6927	6232
2012	5779	12729	12358	11700	11326	10974	10581	10510	10102	9267	10525	7836	6651	6020
2013	5964	13136	12754	12074	11688	11326	10919	10846	10426	9880	11065	7946	6559	5780
2014	6155	13556	13162	12461	12062	11688	11269	11192	10759	10197	11797	8354	6651	5700

**First District RESA
Teacher Demand Projections**

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
				Funding Class Size	Max. Class Size for FY05	Max. Class Size for FY06- FY14	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2004-05	2008-09	2013-14				2004-2005	2008-2009	2013-2014			
Pre-K	4636	5258	6155	10	10	10	463.6	463.6	525.8	525.8	615.5	615.5
Kindergarten	10210	11581	13556	15	20	18	680.7	510.5	772.1	643.4	903.7	753.1
Grade 1	9595	11244	13162	17	23	21	564.4	417.2	661.4	535.4	774.2	626.8
Grade 2	8918	10645	12461	17	23	21	524.6	387.7	626.2	506.9	733	593.4
Grade 3	8786	10306	12062	17	23	21	516.8	382	606.2	490.8	709.5	574.4
Grade 4	8909	9985	11688	23	32	28	387.3	278.4	434.1	356.6	508.2	417.4
Grade 5	9232	9318	11269	23	32	28	401.4	288.5	405.1	332.8	490	402.5
Elementary Total (K-5)	55650	63079	74198				3075.2	2264.3	3505.1	2865.9	4118.6	3367.6
Middle Total	9086	11192	23	32	28		426	306.2	395	324.5	486.6	399.7
	8889	10759	23	32	28		421.1	302.7	386.5	317.5	467.8	384.3
Grade 9	8815	10197	23	32	28		424	304.8	383.3	314.8	443.3	364.2
Grade 10	26790	32148					1271.1	913.7	1164.8	956.8	1397.7	1148.2
Grade 11												
Grade 12	10961	11797	23	32	28		501.5	360.4	476.6	391.5	512.9	421.3
High School (9-12) Total	8569	8354	23	32	28		369.5	265.6	372.6	306	363.2	298.4
	7148	6651	23	32	28		308	221.4	310.8	255.3	289.2	237.5
Total Enrollment	6394	5700	23	32	28		268.2	192.8	278	228.4	247.8	203.6
	33072	32502					1447.2	1040.2	1438	1181.2	1413.1	1160.8
Special Ed P-12												
EIPK	128199	145003										
EIP1-3												
Special Ed P-12				126.98			967.1	967.1	1009.6	1009.6	1141.9	1141.9
EIPK				53.42			191.1	191.1	216.8	216.8	253.8	253.8
EIP1-3				64.76			421.5	421.5	497.1	497.1	581.9	581.9
EIP4-5				155.22			116.9	116.9	124.4	124.4	147.9	147.9
Other Elementary (Ratio to K-5)				175.82			316.5	316.5	358.8	358.8	422	422
Other Middle (Ratio to Gr6-8)				55.93			522.8	522.8	479	479	574.8	574.8
Instructional Specialists (Based on P-12)				278.05			441.7	441.7	461.1	461.1	521.5	521.5
Other Teachers				1310.61			93.7	93.7	97.8	97.8	110.6	110.6
Vocational Ed (Based on P-12)				507.77			241.9	241.9	252.5	252.5	285.6	285.6
Total							9570.3	7995	10130.8	9026.8	11584.9	10332.1

Griffin RESA
Enrollment by Grade Level, FY92-FY04

Fiscal Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12	P-12	K-5	Gr6-8
1992	98	4273	4497	4348	4580	4527	4513	4596	4222	4075	4756	3944	3124	2826	54379	26738	12893
1993	26	4612	4804	4656	4609	4801	4750	4844	4724	4477	4952	4160	3263	2961	57639	28232	14045
1994	209	4807	4955	4747	4799	4723	4928	4910	4869	4876	5184	4114	3530	2995	59646	28959	14655
1995	346	5086	5157	4978	4884	4980	4861	5126	4983	5019	5790	4237	3517	3092	62056	29946	15128
1996	638	5161	5453	5302	5199	5116	5155	5150	5264	5054	6152	4670	3691	3084	65089	31386	15468
1997	570	5480	5576	5562	5482	5429	5270	5450	5243	5407	6254	4900	4102	3217	67942	32799	16100
1998	984	5482	5853	5722	5722	5687	5670	5564	5546	5402	6663	5025	4224	3603	71147	34136	16512
1999	1077	5631	5843	5898	5880	5916	5906	5967	5730	5721	6710	5404	4320	3663	73666	35074	17418
2000	1086	5379	6059	5927	6128	6075	6110	6215	6137	5920	6939	5454	4590	3818	75837	35678	18272
2001	1117	5478	5931	6271	6232	6376	6394	6515	6487	6292	7120	5831	4708	4029	78781	36682	19294
2002	1209	5664	6070	6161	6628	6609	6698	6865	6827	6695	7541	6200	5142	4180	82489	37830	20387
2003	1356	6269	6153	6323	6517	7036	6989	7239	7137	7027	8002	6627	5392	4536	86603	39287	21403
2004	1473	6512	6767	6375	6683	6818	7332	7418	7570	7399	8347	7135	5809	4836	90474	40487	22387

Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

Grade-to-Grade Average	PK to PK	PK to KK	KK to Gr1	Gr1 to Gr2	Gr2 to Gr3	Gr3 to Gr4	Gr4 to Gr5	Gr5 to Gr6	Gr6 to Gr7	Gr7 to Gr8	Gr8 to Gr9	Gr9 to G10	G10 to G11	G11 to G12
Yield Rate %	1.0800	5.019	1.090	1.033	1.052	1.048	1.047	1.067	1.041	1.031	1.199	0.843	0.865	0.886
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2005	1591	7393	7098	6990	6707	7004	7138	7823	7722	7805	8871	7037	6172	5147
2006	1718	7985	8058	7332	7353	7029	7333	7616	8144	7961	9358	7478	6087	5468
2007	1855	8623	8704	8324	7713	7706	7359	7824	7928	8396	9545	7889	6468	5393
2008	2003	9310	9399	8991	8757	8083	8068	7852	8145	8174	10067	8046	6824	5731
2009	2163	10053	10148	9709	9459	9177	8463	8609	8174	8397	9801	8486	6960	6046
2010	2336	10856	10958	10483	10214	9913	9608	9030	8962	8427	10068	8262	7340	6167
2011	2523	11724	11833	11320	11028	10704	10379	10252	9400	9240	10104	8487	7147	6503
2012	2725	12663	12779	12223	11909	11557	11207	11074	10672	9691	11079	8518	7341	6332
2013	2943	13677	13803	13201	12859	12481	12100	11958	11528	11003	11620	9340	7368	6504
2014	3178	14771	14908	14258	13887	13476	13068	12911	12448	11885	13193	9796	8079	6528

Griffin RESA
Teacher Demand Projections

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
				Funding Class Size	Max. Class Size for FY05	Max. Class Size for FY06- FY14	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2004-05	2008-09	2013-14				2004-2005		2008-2009		2013-2014	
Pre-K	1591	2163	3178	10	10	10	159.1	159.1	216.3	216.3	317.8	317.8
Kindergarten	7393	10053	14771	15	20	18	492.9	369.7	670.2	558.5	984.7	820.6
Grade 1	7098	10148	14908	17	23	21	417.5	308.6	596.9	483.2	876.9	709.9
Grade 2	6990	9709	14258	17	23	21	411.2	303.9	571.1	462.3	838.7	679
Grade 3	6707	9459	13887	17	23	21	394.5	291.6	556.4	450.4	816.9	661.3
Grade 4	7004	9177	13476	23	32	28	304.5	218.9	399	327.8	585.9	481.3
Grade 5	7138	8463	13068	23	32	28	310.3	223.1	368	302.3	568.2	466.7
Elementary Total (K-5)	42330	57009	84368				2330.9	1715.8	3161.6	2584.5	4671.3	3818.8
Grade 6	7823	8609	12911	23	32	28	340.1	244.5	374.3	307.5	561.3	461.1
Grade 7	7722	8174	12448	23	32	28	335.7	241.3	355.4	291.9	541.2	444.6
Grade 8	7805	8397	11885	23	32	28	339.3	243.9	365.1	299.9	516.7	424.5
Middle Total	23350	25180	37244				1015.1	729.7	1094.8	899.3	1619.2	1330.2
Grade 9	8871	9801	13193	23	32	28	385.7	277.2	426.1	350	573.6	471.2
Grade 10	7037	8486	9796	23	32	28	306	219.9	369	303.1	425.9	349.9
Grade 11	6172	6960	8079	23	32	28	268.3	192.9	302.6	248.6	351.3	288.5
Grade 12	5147	6046	6528	23	32	28	223.8	160.8	262.9	215.9	283.8	233.1
High School (9-12) Total	27227	31293	37596				1183.8	850.8	1360.6	1117.6	1634.6	1342.7
Total Enrollment	94498	115645	162386									
Special Ed P-12				120.09			786.9	786.9	963	963	1352.2	1352.2
EIPK				125.79			58.8	58.8	79.9	79.9	117.4	117.4
EIP1-3				153.51			135.5	135.5	191	191	280.5	280.5
EIP4-5				278.85			50.7	50.7	63.3	63.3	95.2	95.2
Other Elementary Ratio to K-5)				98.39			430.2	430.2	579.4	579.4	857.5	857.5
Other Middle (Ratio to Gr6-8)				58.36			400.1	400.1	431.4	431.4	638.1	638.1
Instructional Specialists (Based on P-12)				287.73			328.4	328.4	401.9	401.9	564.4	564.4
Other Teachers				1495.90			63.2	63.2	77.3	77.3	108.6	108.6
Vocational Ed (Based on P-12)				565.49			167.1	167.1	204.5	204.5	287.2	287.2
Total							7109.8	5876.3	8825	7809.4	12544	11110.6

**Heart of Georgia RESA
Enrollment by Grade Level, FY92-FY04**

Fiscal Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12	P-12	K-5	Gr6-8
1992	7	1641	1767	1728	1778	1837	1866	1908	1823	1758	1988	1552	1408	1281	22342	10617	5489
1993	13	1717	1680	1692	1765	1781	1842	1876	1979	1779	1936	1639	1385	1275	22359	10477	5634
1994	32	1866	1779	1611	1701	1770	1799	1871	1918	1882	2054	1646	1482	1268	22679	10526	5671
1995	484	1838	1906	1667	1598	1696	1771	1831	1850	1893	2231	1648	1490	1332	23235	10476	5574
1996	1045	1928	1849	1761	1667	1603	1710	1780	1862	1820	2197	1782	1438	1334	23776	10518	5462
1997	1083	2021	1929	1763	1774	1699	1609	1779	1822	1769	2126	1676	1599	1254	23903	10795	5370
1998	1109	1848	2001	1848	1722	1771	1672	1667	1763	1781	2151	1636	1485	1397	23851	10862	5211
1999	1069	1814	1891	1895	1828	1784	1756	1797	1636	1717	2164	1596	1413	1340	23700	10968	5150
2000	1079	1745	1822	1808	1856	1859	1775	1862	1739	1626	2065	1679	1363	1315	23593	10865	5227
2001	1106	1777	1761	1729	1757	1889	1852	1870	1809	1727	1979	1564	1440	1284	23544	10765	5406
2002	1092	1710	1730	1724	1739	1786	1864	1960	1799	1732	2009	1578	1362	1327	23412	10553	5491
2003	1103	1815	1681	1673	1760	1769	1764	2005	1922	1782	1997	1663	1371	1301	23606	10462	5709
2004	1193	1841	1749	1633	1703	1756	1765	1869	1938	1842	2028	1678	1422	1280	23697	10447	5649

Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

Grade-to-Grade Average	PK to PK	PK to KK	KK to Gr1	Gr1 to Gr2	Gr2 to Gr3	Gr3 to Gr4	Gr4 to Gr5	Gr5 to Gr6	Gr6 to Gr7	Gr7 to Gr8	Gr8 to Gr9	Gr9 to G10	G10 to G11	G11 to G12
Yield Rate %	1.026	1.631	0.987	0.965	0.999	1.013	0.993	1.061	0.970	0.979	1.175	0.78	0.863	0.937
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2005	1224	1946	1817	1688	1631	1725	1744	1873	1813	1897	2164	1582	1448	1332
2006	1256	1996	1921	1753	1686	1652	1713	1850	1817	1775	2229	1688	1365	1357
2007	1289	2049	1970	1854	1751	1708	1640	1817	1795	1779	2086	1739	1457	1279
2008	1323	2102	2022	1901	1852	1774	1696	1740	1762	1757	2090	1627	1501	1365
2009	1357	2158	2075	1951	1899	1876	1762	1799	1688	1725	2064	1630	1404	1406
2010	1392	2213	2130	2002	1949	1924	1863	1869	1745	1653	2027	1610	1407	1316
2011	1428	2270	2184	2055	2000	1974	1911	1977	1813	1708	1942	1581	1389	1318
2012	1465	2329	2240	2108	2053	2026	1960	2028	1918	1775	2007	1515	1364	1301
2013	1503	2389	2299	2162	2106	2080	2012	2080	1967	1878	2086	1565	1307	1278
2014	1542	2451	2358	2219	2160	2133	2065	2135	2018	1926	2207	1627	1351	1225

**Heart of Georgia RESA
Teacher Demand Projections**

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
				Funding Class Size	Max. Class Size for FY05	Max. Class Size for FY06- FY14	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2004-05	2008-09	2013-14				2004-2005		2008-2009		2013-2014	
Pre-K	1224	1357	1542	10	10	10	122.4	122.4	135.7	135.7	154.2	154.2
Kindergarten	1946	2158	2451	15	20	18	129.7	97.3	143.9	119.9	163.4	136.2
Grade 1	1817	2075	2358	17	23	21	106.9	79	122.1	98.8	138.7	112.3
Grade 2	1688	1951	2219	17	23	21	99.3	73.4	114.8	92.9	130.5	105.7
Grade 3	1631	1899	2160	17	23	21	95.9	70.9	111.7	90.4	127.1	102.9
Grade 4	1725	1876	2133	23	32	28	75	53.9	81.6	67	92.7	76.2
Grade 5	1744	1762	2065	23	32	28	75.8	54.5	76.6	62.9	89.8	73.8
Elementary Total (K-5)	10551	11721	13386				582.6	429	650.7	531.9	742.2	607.1
Grade 6	1873	1799	2135	23	32	28	81.4	58.5	78.2	64.3	92.8	76.3
Grade 7	1813	1688	2018	23	32	28	78.8	56.7	73.4	60.3	87.7	72.1
Grade 8	1897	1725	1926	23	32	28	82.5	59.3	75	61.6	83.7	68.8
Middle Total	5583	5212	6079				242.7	174.5	226.6	186.2	264.2	217.2
Grade 9	2164	2064	2207	23	32	28	94.1	67.6	89.7	73.7	96	78.8
Grade 10	1582	1630	1627	23	32	28	68.8	49.4	70.9	58.2	70.7	58.1
Grade 11	1448	1404	1351	23	32	28	63	45.3	61	50.1	58.7	48.3
Grade 12	1332	1406	1225	23	32	28	57.9	41.6	61.1	50.2	53.3	43.8
High School (9-12) Total	6526	6504	6410				283.8	203.9	282.7	232.2	278.7	229
Total Enrollment	23884	24794	27417									
Special Ed P-12				127.72			187	187	194.1	194.1	214.7	214.7
EIPK				98.56			19.7	19.7	21.9	21.9	24.9	24.9
EIP1-3				127.79			42.7	42.7	48.4	48.4	55	55
EIP4-5				166.62			20.8	20.8	21.8	21.8	25.2	25.2
Other Elementary (Ratio to K-5)				206.45			51.1	51.1	56.8	56.8	64.8	64.8
Other Middle (Ratio to Gr6-8)				52.49			106.4	106.4	99.3	99.3	115.8	115.8
Instructional Specialists (Based on P-12)				357.06			66.9	66.9	69.4	69.4	76.8	76.8
Other Teachers				1755.89			13.6	13.6	14.1	14.1	15.6	15.6
Vocational Ed (Based on P-12)				404.28			59.1	59.1	61.3	61.3	67.8	67.8
Total							1798.8	1497.1	1882.8	1673.1	2099.9	1868.1

Metro RESA
Enrollment by Grade Level, FY92-FY04

Fiscal Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12	P-12	K-5	Gr6-8
1992	538	33109	33927	32742	32909	32672	32145	31923	29765	28251	32040	25971	23541	22363	391896	197504	89939
1993	81	34352	35186	33567	33376	33619	33155	33035	31686	30578	32752	27329	23571	22456	404743	203255	95299
1994	1146	35384	35987	35297	34300	34215	34356	33757	32830	32378	34705	27784	24865	22519	419523	209539	98965
1995	1739	37621	36557	36401	35927	34868	34672	34411	33613	33412	37298	29170	24803	23472	433964	216046	101436
1996	4054	38562	38623	37198	37134	36611	35657	34931	34564	34548	38688	30924	26181	23000	450675	223785	104043
1997	4737	38650	40420	39306	37769	37829	37133	35844	35105	35765	40192	32109	27650	24105	466614	231107	106714
1998	6018	38817	40236	41053	39770	38348	38134	37197	36158	35777	41417	33223	28248	25800	480196	236358	109132
1999	6273	40027	40918	41008	41878	40168	39066	38555	37689	36939	41601	34307	29526	26868	494823	243065	113183
2000	6726	39921	41666	41459	41647	42445	40961	39517	38810	38431	43758	34879	30577	26973	507770	248099	116758
2001	7212	39763	41656	42154	42370	42172	42961	41326	39723	39405	45114	35909	31694	27289	518748	251076	120454
2002	7241	40421	41616	42191	43107	42608	43056	43566	41785	40310	46291	37522	32749	28610	531073	252999	125661
2003	7758	41645	41554	42081	42876	43218	43082	43804	43419	42007	47090	39042	34099	30056	541731	254456	129230
2004	8301	43036	42879	42065	42786	43446	43411	44079	44089	43558	48427	40502	34815	31548	552942	257623	131726

Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

Grade-to-Grade Average	PK to PK	PK to KK	KK to Gr1	Gr1 to Gr2	Gr2 to Gr3	Gr3 to Gr4	Gr4 to Gr5	Gr5 to Gr6	Gr6 to Gr7	Gr7 to Gr8	Gr8 to Gr9	Gr9 to G10	G10 to G11	G11 to G12
Yield Rate %	1.054	5.836	1.038	1.012	1.019	1.010	1.014	1.015	1.005	1.012	1.171	0.832	0.902	0.910
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2005	8749	48445	44671	43394	42864	43214	44054	44062	44299	44618	51006	40291	36533	31682
2006	9221	51059	50286	45207	44218	43293	43819	44715	44282	44831	52248	42437	36342	33245
2007	9719	53814	52999	50889	46066	44660	43899	44476	44939	44813	52497	43470	38278	33071
2008	10244	56720	55859	53635	51856	46527	45285	44557	44698	45478	52476	43678	39210	34833
2009	10797	59784	58875	56529	54654	52375	47178	45964	44780	45234	53255	43660	39398	35681
2010	11380	63011	62056	59582	57603	55201	53108	47886	46194	45317	52969	44308	39381	35852
2011	11995	66414	65405	62801	60714	58179	55974	53905	48125	46748	53066	44070	39966	35837
2012	12643	70003	68938	66190	63994	61321	58994	56814	54175	48703	54742	44151	39751	36369
2013	13326	73785	72663	69765	67448	64634	62179	59879	57098	54825	57031	45545	39824	36173
2014	14046	77771	76589	73535	71091	68122	65539	63112	60178	57783	64200	47450	41082	36240

Metro RESA
Teacher Demand Projections

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
				Funding Class Size	Max. Class Size for FY05	Max. Class Size for FY06-FY14	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2004-05	2008-09	2013-14				2004-2005		2008-2009		2013-2014	
Pre-K	8749	10797	14046	10	10	10	874.9	874.9	1079.7	1079.7	1404.6	1404.6
Kindergarten	48445	59784	77771	15	20	18	3229.7	2422.3	3985.6	3321.3	5184.7	4320.6
Grade 1	44671	58875	76589	17	23	21	2627.7	1942.2	3463.2	2803.6	4505.2	3647.1
Grade 2	43394	56529	73535	17	23	21	2552.6	1886.7	3325.2	2691.9	4325.6	3501.7
Grade 3	42864	54654	71091	17	23	21	2521.4	1863.7	3214.9	2602.6	4181.8	3385.3
Grade 4	43214	52375	68122	23	32	28	1878.9	1350.4	2277.2	1870.5	2961.8	2432.9
Grade 5	44054	47178	65539	23	32	28	1915.4	1376.7	2051.2	1684.9	2849.5	2340.7
Elementary Total (K-5)	266642	329395	432647				14725.7	10842	18317.3	14974.8	24008.6	19628.3
Grade 6	44062	45964	63112	23	32	28	1915.7	1376.9	1998.4	1641.6	2744	2254
Grade 7	44299	44780	60178	23	32	28	1926	1384.3	1947	1599.3	2616.4	2149.2
Grade 8	44618	45234	57783	23	32	28	1939.9	1394.3	1966.7	1615.5	2512.3	2063.7
Middle Total	132979	135978	181073				5781.6	4155.5	5912.1	4856.4	7872.7	6466.9
Grade 9	51006	53255	64200	23	32	28	2217.7	1593.9	2315.4	1902	2791.3	2292.9
Grade 10	40291	43660	47450	23	32	28	1751.8	1259.1	1898.3	1559.3	2063	1694.6
Grade 11	36533	39398	41082	23	32	28	1588.4	1141.7	1713	1407.1	1786.2	1467.2
Grade 12	31682	35681	36240	23	32	28	1377.5	990.1	1551.3	1274.3	1575.7	1294.3
High School (9-12) Total	159512	171994	188972				6935.4	4984.8	7478	6142.7	8216.2	6749
Total Enrollment	567882	648164	816738									
Special Ed P-12				112.86			5031.8	5031.8	5743.2	5743.2	7236.9	7236.9
EIPK				202.13			239.7	239.7	295.8	295.8	384.7	384.7
EIP1-3				167.86			813.3	813.3	1043.7	1043.7	1357.7	1357.7
EIP4-5				634.93			137.4	137.4	156.8	156.8	210.5	210.5
Other Elementary (Ratio to K-5)				149.19			1787.3	1787.3	2207.9	2207.9	2900	2900
Other Middle (Ratio to Gr6-8)				42.68			3115.5	3115.5	3185.8	3185.8	4242.3	4242.3
Instructional Specialists (Based on P-12)				232.29			2444.7	2444.7	2790.3	2790.3	3516	3516
Other Teachers				3351.74			169.4	169.4	193.4	193.4	243.7	243.7
Vocational Ed (Based on P-12)				726.58			781.6	781.6	892.1	892.1	1124.1	1124.1
Total							42838.3	35377.9	49296.1	43562.6	62718	55464.7

**Middle Georgia RESA
Enrollment by Grade Level, FY92-FY04**

Fiscal Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12	P-12	K-5	Gr6-8
1992	53	4658	4715	4626	4459	4954	4713	4701	4573	4229	4906	3650	3237	2881	56355	28125	13503
1993	28	4340	4598	4627	4603	4439	4929	4731	4672	4413	4641	3564	3148	2903	55636	27536	13816
1994	263	4767	4715	4675	4711	4746	4512	5012	4685	4785	5581	3732	3295	2850	58329	28126	14482
1995	647	5012	4800	4741	4694	4714	4704	4609	4933	4555	5780	3940	3341	2872	59342	28665	14097
1996	1490	5171	5007	4719	4723	4752	4744	4817	4543	4619	5854	4099	3418	2876	60832	29116	13979
1997	1489	5024	5157	4958	4793	4706	4743	4832	4808	4345	5986	4170	3589	2825	61425	29381	13985
1998	1578	4976	5150	5161	4994	4764	4741	4787	4734	4567	5766	4169	3751	2810	61948	29786	14088
1999	1581	4946	5001	5139	5090	5028	4849	4820	4850	4551	5853	4035	3746	3070	62559	30053	14221
2000	1587	4859	4972	4924	5179	5121	4991	4875	4864	4552	5850	4236	3628	3107	62745	30046	14291
2001	1634	4851	4912	4948	4973	5134	5180	4977	4804	4668	5789	4293	3820	2893	62876	29998	14449
2002	1659	4598	4950	4960	5022	5034	5215	5301	4965	4678	5812	4288	3743	3098	63323	29779	14944
2003	1721	4707	4806	4975	5079	5054	5131	5268	5258	4862	5833	4433	3713	3189	64029	29752	15388
2004	1821	4884	4826	4858	5098	5109	5089	5200	5441	5180	6009	4516	3923	3226	65180	29864	15821

Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

Grade-to-Grade Average	PK to PK	PK to KK	KK to Gr1	Gr1 to Gr2	Gr2 to Gr3	Gr3 to Gr4	Gr4 to Gr5	Gr5 to Gr6	Gr6 to Gr7	Gr7 to Gr8	Gr8 to Gr9	Gr9 to G10	G10 to G11	G11 to G12
Yield Rate %	1.035	2.924	1.021	1.001	1.016	1.004	1.009	1.010	1.003	0.967	1.257	0.730	0.890	0.832
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2005	1885	5325	4987	4831	4936	5118	5155	5140	5216	5261	6511	4399	4006	3264
2006	1951	5512	5437	4992	4908	4956	5164	5207	5155	5044	6613	4766	3902	3333
2007	2019	5705	5628	5442	5072	4928	5001	5216	5223	4985	6340	4841	4227	3246
2008	2090	5904	5825	5634	5529	5092	4972	5051	5232	5051	6266	4641	4294	3517
2009	2163	6111	6028	5831	5724	5551	5138	5022	5066	5059	6349	4587	4117	3573
2010	2239	6325	6239	6034	5924	5747	5601	5189	5037	4899	6359	4647	4069	3425
2011	2317	6547	6458	6245	6131	5948	5799	5657	5205	4871	6158	4655	4122	3385
2012	2398	6775	6684	6464	6345	6156	6002	5857	5674	5033	6123	4508	4129	3430
2013	2482	7012	6917	6691	6567	6370	6211	6062	5875	5487	6326	4482	3999	3435
2014	2569	7257	7159	6924	6798	6593	6427	6273	6080	5681	6897	4631	3976	3327

**Middle Georgia RESA
Teacher Demand Projections**

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
				Funding Class Size	Max. Class Size for FY05	Max. Class Size for FY06- FY14	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2004-05	2008-09	2013-14				2004-2005		2008-2009		2013-2014	
Pre-K	1885	2163	2569	10	10	10	188.5	188.5	216.3	216.3	256.9	256.9
Kindergarten	5325	6111	7257	15	20	18	355	266.3	407.4	339.5	483.8	403.2
Grade 1	4987	6028	7159	17	23	21	293.4	216.8	354.6	287	421.1	340.9
Grade 2	4831	5831	6924	17	23	21	284.2	210	343	277.7	407.3	329.7
Grade 3	4936	5724	6798	17	23	21	290.4	214.6	336.7	272.6	399.9	323.7
Grade 4	5118	5551	6593	23	32	28	222.5	159.9	241.3	198.3	286.7	235.5
Grade 5	5155	5138	6427	23	32	28	224.1	161.1	223.4	183.5	279.4	229.5
Elementary Total (K-5)	30352	34383	41158				1669.6	1228.7	1906.4	1558.6	2278.2	1862.5
Grade 6	5140	5022	6273	23	32	28	223.5	160.6	218.3	179.4	272.7	224
Grade 7	5216	5066	6080	23	32	28	226.8	163	220.3	180.9	264.3	217.1
Grade 8	5261	5059	5681	23	32	28	228.7	164.4	220	180.7	247	202.9
Middle Total	15617	15147	18034				679	488	658.6	541	784	644
Grade 9	6511	6349	6897	23	32	28	283.1	203.5	276	226.8	299.9	246.3
Grade 10	4399	4587	4631	23	32	28	191.3	137.5	199.4	163.8	201.3	165.4
Grade 11	4006	4117	3976	23	32	28	174.2	125.2	179	147	172.9	142
Grade 12	3264	3573	3327	23	32	28	141.9	102	155.3	127.6	144.7	118.8
High School (9-12) Total	18180	18626	18831				790.5	568.2	809.7	665.2	818.8	672.5
Total Enrollment	66034	70319	80592									
Special Ed P-12				124.94			528.5	528.5	562.8	562.8	645.1	645.1
EIPK				1527.36			3.5	3.5	4	4	4.8	4.8
EIP1-3				290.02			50.9	50.9	60.6	60.6	72	72
EIP4-5				337.10			30.5	30.5	31.7	31.7	38.6	38.6
Other Elementary (Ratio to K-5)				267.22			113.6	113.6	128.7	128.7	154	154
Other Middle (Ratio to Gr6-8)				91.65			170.4	170.4	165.3	165.3	196.8	196.8
Instructional Specialists (Based on P-12)				277.71			237.8	237.8	253.2	253.2	290.2	290.2
Other Teachers				1667.86			39.6	39.6	42.2	42.2	48.3	48.3
Vocational Ed (Based on P-12)				496.15			133.1	133.1	141.7	141.7	162.4	162.4
Total							4635.5	3781.3	4981.2	4371.3	5750.1	5048.1

**North Georgia RESA
Enrollment by Grade Level, FY92-FY04**

Fiscal Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12	P-12	K-5	Gr6-8
1992	26	3942	3845	3818	3598	3667	3613	3598	3532	3397	3549	3051	2600	2174	44410	22483	10527
1993	7	4133	3946	3823	3909	3681	3693	3664	3648	3516	3726	3076	2696	2220	45738	23185	10828
1994	104	4255	4127	3986	3908	3971	3740	3804	3749	3603	3808	3272	2774	2226	47327	23987	11156
1995	224	4471	4329	4086	4129	3968	4025	3869	3817	3808	3870	3303	2902	2315	49116	25008	11494
1996	327	4755	4572	4374	4204	4202	4057	4097	3972	3869	4100	3375	2983	2334	51221	26164	11938
1997	478	4683	4846	4600	4446	4322	4305	4195	4167	4021	4238	3564	3083	2458	53406	27202	12383
1998	589	4607	4705	4828	4685	4532	4394	4416	4234	4228	4377	3666	3247	2458	54966	27751	12878
1999	685	4841	4660	4724	4867	4747	4575	4487	4420	4281	4695	3749	3455	2611	56797	28414	13188
2000	756	4774	4852	4657	4784	4934	4848	4654	4598	4548	4690	4002	3582	2749	58428	28849	13800
2001	756	5066	4974	4934	4781	4954	5035	4990	4865	4646	5093	4116	3633	2708	60551	29744	14501
2002	734	5294	5105	5018	5056	4857	5027	5122	5098	4867	5268	4407	3800	2967	62620	30357	15087
2003	940	5450	5364	5086	5141	5110	4981	5168	5202	5171	5516	4687	3970	3123	64909	31132	15541
2004	970	5718	5442	5311	5168	5191	5141	5082	5243	5196	5875	4896	4034	3374	66641	31971	15521

Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

Grade-to-Grade Average	PK to PK	PK to KK	KK to Gr1	Gr1 to Gr2	Gr2 to Gr3	Gr3 to Gr4	Gr4 to Gr5	Gr5 to Gr6	Gr6 to Gr7	Gr7 to Gr8	Gr8 to Gr9	Gr9 to G10	G10 to G11	G11 to G12
Yield Rate %	1.071	6.836	1.013	1.002	1.021	1.017	1.018	1.022	1.024	1.011	1.124	0.87	0.93	0.808
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2005	1039	6631	5792	5453	5423	5256	5284	5254	5204	5301	5840	5100	4534	3259
2006	1113	7103	6717	5804	5568	5515	5351	5400	5380	5261	5958	5069	4723	3663
2007	1192	7608	7195	6730	5926	5663	5614	5469	5530	5439	5913	5172	4694	3816
2008	1277	8149	7707	7209	6871	6027	5765	5738	5600	5591	6113	5132	4789	3793
2009	1368	8730	8255	7722	7360	6988	6135	5892	5876	5662	6284	5306	4752	3870
2010	1465	9352	8843	8272	7884	7485	7114	6270	6033	5941	6364	5455	4913	3840
2011	1569	10015	9474	8861	8446	8018	7620	7271	6420	6099	6678	5524	5051	3970
2012	1680	10726	10145	9493	9047	8590	8162	7788	7446	6491	6855	5797	5115	4081
2013	1799	11484	10865	10165	9692	9201	8745	8342	7975	7528	7296	5950	5368	4133
2014	1927	12298	11633	10887	10378	9857	9367	8937	8542	8063	8461	6333	5510	4337

**North Georgia RESA
Teacher Demand Projections**

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
				Funding Class Size	Max. Class Size for FY05	Max. Class Size for FY06-FY14	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2004-05	2008-09	2013-14				2004-2005		2008-2009		2013-2014	
Pre-K	1039	1368	1927	10	10	10	103.9	103.9	136.8	136.8	192.7	192.7
Kindergarten	6631	8730	12298	15	20	18	442.1	331.6	582	485	819.9	683.2
Grade 1	5792	8255	11633	17	23	21	340.7	251.8	485.6	393.1	684.3	554
Grade 2	5453	7722	10887	17	23	21	320.8	237.1	454.2	367.7	640.4	518.4
Grade 3	5423	7360	10378	17	23	21	319	235.8	432.9	350.5	610.5	494.2
Grade 4	5256	6988	9857	23	32	28	228.5	164.3	303.8	249.6	428.6	352
Grade 5	5284	6135	9367	23	32	28	229.7	165.1	266.7	219.1	407.3	334.5
Elementary Total (K-5)	33839	45190	64420				1880.8	1385.7	2525.2	2065	3591	2936.3
Grade 6	5254	5892	8937	23	32	28	228.4	164.2	256.2	210.4	388.6	319.2
Grade 7	5204	5876	8542	23	32	28	226.3	162.6	255.5	209.9	371.4	305.1
Grade 8	5301	5662	8063	23	32	28	230.5	165.7	246.2	202.2	350.6	288
Middle Total	15759	17430	25542				685.2	492.5	757.9	622.5	1110.6	912.3
Grade 9	5840	6284	8461	23	32	28	253.9	182.5	273.2	224.4	367.9	302.2
Grade 10	5100	5306	6333	23	32	28	221.7	159.4	230.7	189.5	275.3	226.2
Grade 11	4534	4752	5510	23	32	28	197.1	141.7	206.6	169.7	239.6	196.8
Grade 12	3259	3870	4337	23	32	28	141.7	101.8	168.3	138.2	188.6	154.9
High School (9-12) Total	18733	20212	24641				814.4	585.4	878.8	721.8	1071.4	880.1
Total Enrollment	69370	84200	116530									
Special Ed P-12				122.31			567.2	567.2	688.4	688.4	952.8	952.8
EIPK				219.68			30.2	30.2	39.7	39.7	56	56
EIP1-3				155.33			107.3	107.3	150.2	150.2	211.8	211.8
EIP4-5				147.09			71.7	71.7	89.2	89.2	130.7	130.7
Other Elementary (Ratio to K-5)				199.55			169.6	169.6	226.5	226.5	322.8	322.8
Other Middle (Ratio to Gr6-8)				70.062			224.9	224.9	248.8	248.8	364.6	364.6
Instructional Specialists (Based on P-12)				248.34			279.3	279.3	339.1	339.1	469.2	469.2
Other Teachers				3241.44			21.4	21.4	26	26	35.9	35.9
Vocational Ed (Based on P-12)				434.27			159.7	159.7	193.9	193.9	268.3	268.3
Total							5115.6	4198.8	6300.5	5547.9	8777.8	7733.5

**Northeast Georgia RESA
Enrollment by Grade Level, FY92-FY04**

Fiscal Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12	P-12	K-5	Gr6-8
1992	57	4090	4130	4032	4100	4065	4071	4086	4231	3631	4420	3148	2643	2396	49100	24488	11948
1993	24	4196	4118	4124	4044	4125	4065	4138	4093	3974	4378	3338	2643	2540	49800	24672	12205
1994	425	4269	4170	4094	4254	4003	4118	4133	4219	3972	4743	3426	2830	2448	51104	24908	12324
1995	751	4537	4266	4129	4213	4191	4028	4219	4203	4199	4796	3648	2907	2518	52605	25364	12621
1996	1273	4736	4544	4256	4251	4162	4271	4144	4293	4139	5004	3704	3008	2558	54343	26220	12576
1997	1433	4708	4763	4475	4406	4187	4201	4450	4242	4301	4983	3878	3053	2602	55682	26740	12993
1998	1378	4741	4800	4767	4639	4372	4199	4440	4448	4366	5276	3829	3115	2632	57002	27518	13254
1999	1478	4699	4778	4701	4882	4588	4392	4366	4460	4482	5158	3906	3190	2752	57832	28040	13308
2000	1556	4583	4801	4739	4878	4855	4643	4507	4422	4534	5214	4011	3307	2883	58933	28499	13463
2001	1592	4715	4717	4806	4842	4851	4991	4825	4629	4543	5257	4296	3402	2995	60461	28922	13997
2002	1694	4573	4891	4747	4838	4904	4957	5077	4895	4786	5494	4355	3479	2955	61645	28910	14758
2003	1710	4760	4614	4864	4815	4936	4940	5027	5108	4964	5571	4463	3781	3198	62751	28929	15099
2004	1821	4938	4884	4646	4880	4888	5028	5051	5110	5175	5803	4702	3787	3385	64098	29264	15336

Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

Grade-to-Grade Average	PK to PK	PK to KK	KK to Gr1	Gr1 to Gr2	Gr2 to Gr3	Gr3 to Gr4	Gr4 to Gr5	Gr5 to Gr6	Gr6 to Gr7	Gr7 to Gr8	Gr8 to Gr9	Gr9 to G10	G10 to G11	G11 to G12
Yield Rate %	1.040	2.940	1.025	1.000	1.017	1.007	1.018	1.024	1.015	1.021	1.173	0.800	0.840	0.899
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2005	1894	5354	5061	4884	4725	4914	4976	5149	5127	5217	6070	4625	3954	3405
2006	1970	5568	5488	5061	4967	4758	5002	5095	5226	5235	6120	4838	3890	3555
2007	2049	5792	5707	5488	5147	5002	4844	5122	5171	5336	6141	4878	4069	3497
2008	2131	6024	5937	5707	5581	5183	5092	4960	5199	5280	6259	4894	4102	3658
2009	2216	6265	6175	5937	5804	5620	5276	5214	5034	5308	6193	4988	4116	3688
2010	2305	6515	6422	6175	6038	5845	5721	5403	5292	5140	6226	4936	4195	3700
2011	2397	6777	6678	6422	6280	6080	5950	5858	5484	5403	6029	4962	4151	3771
2012	2493	7047	6946	6678	6531	6324	6189	6093	5946	5599	6338	4805	4173	3732
2013	2593	7329	7223	6946	6792	6577	6438	6338	6184	6071	6568	5051	4041	3752
2014	2697	7623	7512	7223	7064	6840	6695	6593	6433	6314	7121	5235	4248	3633

**Northeast Georgia RESA
Teacher Demand Projections**

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
				Funding Class Size	Max. Class Size for FY05	Max. Class Size for FY06-14	Teachers Funded	Based on Mas. Class Size	Teachers Funded	Based on Mas. Class Size	Teachers Funded	Based on Mas. Class Size
	2004-05	2008-09	2013-14				2004-2005		2008-2009		2013-2014	
Pre-K	1894	2216	2697	10	10	10	189.4	189.4	221.6	221.6	269.7	269.7
Kindergarten	5354	6265	7623	15	20	18	356.9	267.7	417.7	348.1	508.2	423.5
Grade 1	5061	6175	7512	17	23	21	297.7	220	363.2	294	441.9	357.7
Grade 2	4884	5937	7223	17	23	21	287.3	212.3	349.2	282.7	424.9	344
Grade 3	4725	5804	7064	17	23	21	277.9	205.4	341.4	276.4	415.5	336.4
Grade 4	4914	5620	6840	23	32	28	213.7	153.6	244.3	200.7	297.4	244.3
Grade 5	4976	5276	6695	23	32	28	216.3	155.5	229.4	188.4	291.1	239.1
Elementary Total (K-5)	29914	35077	42957				1649.8	1214.5	1945.2	1590.3	2379	1945
Grade 6	5149	5214	6593	23	32	28	223.9	160.9	226.7	186.2	286.7	235.5
Grade 7	5127	5034	6433	23	32	28	222.9	160.2	218.9	179.8	279.7	229.8
Grade 8	5217	5308	6314	23	32	28	226.8	163	230.8	189.6	274.5	225.5
Middle Total	15493	15556	19340				673.6	484.1	676.4	555.6	840.9	690.8
Grade 9	6070	6193	7121	23	32	28	263.9	189.7	269.3	221.2	309.6	254.3
Grade 10	4625	4988	5235	23	32	28	201.1	144.5	216.9	178.1	227.6	187
Grade 11	3954	4116	4248	23	32	28	171.9	123.6	179	147	184.7	151.7
Grade 12	3405	3688	3633	23	32	28	148	106.4	160.3	131.7	158	129.8
High School (9-12) Total	18054	18985	20237				784.9	564.2	825.5	678	879.9	722.8
Total Enrollment	65355	71834	85231									
Special Ed P-12				99.72			655.4	655.4	720.3	720.3	854.7	854.7
EIPK				72.94			73.4	73.4	85.9	85.9	104.5	104.5
EIP1-3				111.53			131.5	131.5	160.6	160.6	195.5	195.5
EIP4-5				154.76			63.9	63.9	70.4	70.4	87.5	87.5
Other Elementary (Ratio to K-5)				157.56			189.9	189.9	222.6	222.6	272.6	272.6
Other Middle (Ratio to Gr6-8)				69.89			221.7	221.7	222.6	222.6	276.7	276.7
Instructional Specialists (Based on P-12)				301.01			217.1	217.1	238.6	238.6	283.2	283.2
Other Teachers				2082.52			31.4	31.4	34.5	34.5	40.9	40.9
Vocational Ed (Based on P-12)				426.18			153.3	153.3	168.6	168.6	200	200
Total							5035.3	4189.8	5592.8	4969.6	6685.1	5943.9

**Northwest Georgia RESA
Enrollment by Grade Level, FY92-FY04**

Fiscal Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12	P-12	K-5	Gr6-8
1992	20	6108	6505	6147	6086	6241	6303	6162	6049	5538	6418	4917	4219	3896	74609	37390	17749
1993	32	6434	6375	6261	6101	6144	6175	6392	6260	5923	6292	5151	4200	3726	75466	37490	18575
1994	262	6638	6673	6279	6328	6210	6245	6287	6520	6161	6800	5051	4270	3780	77504	38373	18968
1995	831	6995	6969	6475	6320	6401	6328	6377	6386	6435	7144	5262	4134	3783	79840	39488	19198
1996	1906	7342	7359	6799	6539	6453	6535	6532	6445	6374	7404	5327	4314	3521	82850	41027	19351
1997	2060	7515	7609	7193	6864	6645	6586	6718	6652	6457	7491	5762	4493	3804	85849	42412	19827
1998	2201	7404	7879	7524	7311	6929	6777	6768	6760	6674	7157	6138	4992	3946	88460	43824	20202
1999	2341	7417	7691	7604	7629	7446	7046	6918	6910	6802	7519	5833	5090	4179	90425	44833	20630
2000	2379	7405	7737	7599	7722	7727	7558	7206	7132	6865	7906	6114	4886	4189	92425	45748	21203
2001	2498	7679	7784	7621	7759	7813	7930	7851	7378	7271	7829	6547	5238	4205	95403	46586	22500
2002	2779	7674	7878	7686	7779	7948	7943	8140	7998	7413	8151	6482	5645	4575	98091	46908	23551
2003	2788	7787	7951	7781	7811	7880	8078	8227	8245	7980	8496	6765	5683	4795	100267	47288	24452
2004	2901	8237	8061	7809	7912	7909	7997	8294	8369	8287	8977	7113	5873	4928	102667	47925	24950

Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

Grade-to-Grade Average	PK to PK	PK to KK	KK to Gr1	Gr1 to Gr2	Gr2 to Gr3	Gr3 to Gr4	Gr4 to Gr5	Gr5 to Gr6	Gr6 to Gr7	Gr7 to Gr8	Gr8 to Gr9	Gr9 to G10	G10 to G11	G11 to G12
Yield Rate %	1.052	3.044	1.038	0.986	1.018	1.015	1.018	1.030	1.021	1.004	1.139	0.820	0.850	0.855
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2005	3052	8831	8550	7948	7950	8031	8051	8237	8468	8402	9439	7388	6067	5021
2006	3211	9290	9167	8430	8091	8069	8176	8293	8410	8502	9570	7768	6302	5187
2007	3378	9774	9643	9039	8582	8212	8214	8421	8467	8444	9684	7876	6626	5388
2008	3554	10283	10145	9508	9202	8711	8360	8460	8598	8501	9618	7970	6718	5665
2009	3739	10818	10674	10003	9679	9340	8868	8611	8638	8632	9683	7916	6798	5744
2010	3933	11382	11229	10525	10183	9824	9508	9134	8792	8673	9832	7969	6752	5812
2011	4138	11972	11815	11072	10714	10336	10001	9793	9326	8827	9879	8092	6798	5773
2012	4353	12596	12427	11650	11271	10875	10522	10301	9999	9363	10054	8130	6902	5812
2013	4579	13251	13075	12253	11860	11440	11071	10838	10517	10039	10664	8274	6935	5901
2014	4817	13938	13755	12892	12474	12038	11646	11403	11066	10559	11434	8776	7058	5929

**Northwest Georgia RESA
Teacher Demand Projections**

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
				Funding Class Size	Max. Class Size for FY05	Max. Class Size for FY06- FY14	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2004-05	2008-09	2013-14				2004-2005		2008-2009		2013-2014	
Pre-K	3052	3739	4817	10	10	10	305.2	305.2	373.9	373.9	481.7	481.7
Kindergarten	8831	10818	13938	15	20	18	588.7	441.6	721.2	601	929.2	774.3
Grade 1	8550	10674	13755	17	23	21	502.9	371.7	627.9	508.3	809.1	655
Grade 2	7948	10003	12892	17	23	21	467.5	345.6	588.4	476.3	758.4	613.9
Grade 3	7950	9679	12474	17	23	21	467.6	345.7	569.4	460.9	733.8	594
Grade 4	8031	9340	12038	23	32	28	349.2	251	406.1	333.6	523.4	429.9
Grade 5	8051	8868	11646	23	32	28	350	251.6	385.6	316.7	506.3	415.9
Elementary Total (K-5)	49361	59382	76743				2725.9	2007.2	3298.6	2696.8	4260.2	3483
Grade 6	8237	8611	11403	23	32	28	358.1	257.4	374.4	307.5	495.8	407.3
Grade 7	8468	8638	11066	23	32	28	368.2	264.6	375.6	308.5	481.1	395.2
Grade 8	8402	8632	10559	23	32	28	365.3	262.6	375.3	308.3	459.1	377.1
Middle Total	25107	25881	33028				1091.6	784.6	1125.3	924.3	1436	1179.6
Grade 9	9439	9683	11434	23	32	28	410.4	295	421	345.8	497.1	408.4
Grade 10	7388	7916	8776	23	32	28	321.2	230.9	344.2	282.7	381.6	313.4
Grade 11	6067	6798	7058	23	32	28	263.8	189.6	295.6	242.8	306.9	252.1
Grade 12	5021	5744	5929	23	32	28	218.3	156.9	249.7	205.1	257.8	211.8
High School (9-12) Total	27915	30141	33197				1213.7	872.4	1310.5	1076.4	1443.4	1185.7
Total Enrollment	105435	119143	147785									
Special Ed P-12				117.92			894.2	894.2	1010.4	1010.4	1253.3	1253.3
EIPK				71.86			122.9	122.9	150.5	150.5	194	194
EIP1-3				88.55			276.1	276.1	342.8	342.8	441.8	441.8
EIP4-5				196.10			82	82	92.9	92.9	120.8	120.8
Other Elementary (Ratio to K-5)				216.37			228.1	228.1	274.4	274.4	354.7	354.7
Other Middle (Ratio to Gr6-8)				84.14			298.4	298.4	307.6	307.6	392.5	392.5
Instructional Specialists (Based on P-12)				255.47			412.7	412.7	466.4	466.4	578.5	578.5
Other Teachers				1217.43			86.6	86.6	97.9	97.9	121.4	121.4
Vocational Ed (Based on P-12)				436.42			241.6	241.6	273	273	338.6	338.6
Total							7979	6612	9124.2	8087.3	11416.9	10125.6

Oconee RESA
Enrollment by Grade Level, FY92-FY04

Fiscal Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12	P-12	K-5	Gr6-8
1992	6	1573	1658	1686	1661	1684	1668	1670	1529	1432	1661	1208	1027	1028	19491	9930	4631
1993	9	1542	1630	1569	1659	1664	1710	1634	1634	1473	1652	1281	1018	980	19455	9774	4741
1994	90	1527	1616	1603	1541	1660	1629	1711	1560	1577	1812	1254	1140	958	19678	9576	4848
1995	254	1672	1625	1539	1595	1557	1662	1570	1665	1501	1953	1326	1041	998	19958	9650	4736
1996	420	1552	1630	1556	1483	1558	1526	1605	1521	1559	1956	1334	1072	890	19662	9305	4685
1997	419	1673	1638	1561	1513	1483	1560	1495	1593	1481	2034	1319	1147	931	19847	9428	4569
1998	508	1635	1709	1583	1521	1519	1509	1553	1462	1565	2025	1341	1093	1071	20094	9476	4580
1999	529	1558	1695	1621	1541	1547	1531	1482	1530	1442	1987	1352	1149	1014	19978	9493	4454
2000	568	1571	1560	1637	1617	1547	1529	1591	1462	1449	1818	1385	1173	1090	19997	9461	4502
2001	447	1520	1585	1489	1582	1627	1545	1528	1531	1469	1784	1338	1234	1053	19732	9348	4528
2002	553	1388	1560	1537	1495	1586	1624	1524	1483	1492	1723	1363	1166	1119	19613	9190	4499
2003	412	1452	1429	1472	1512	1517	1557	1585	1524	1414	1720	1337	1192	1027	19150	8939	4523
2004	585	1454	1466	1343	1440	1496	1491	1564	1581	1473	1613	1302	1107	1085	19000	8690	4618

Student Enrollment Projects Based on Grade-to-Grade Average Yield Rate

Grade-to-Grade Average	PK to PK	PK to KK	KK to Gr1	Gr1 to Gr2	Gr2 to Gr3	Gr3 to Gr4	Gr4 to Gr5	Gr5 to Gr6	Gr6 to Gr7	Gr7 to Gr8	Gr8 to Gr9	Gr9 to G10	G10 to G11	G11 to G12
Yield Rate %	1.047	2.981	1.015	0.955	0.986	1.003	0.990	1.001	0.983	0.969	1.192	0.730	0.870	0.909
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2005	612	1744	1476	1400	1324	1444	1481	1492	1537	1532	1756	1174	1135	1006
2006	641	1824	1770	1410	1380	1328	1430	1482	1467	1489	1826	1278	1024	1032
2007	671	1911	1851	1690	1390	1384	1315	1431	1457	1422	1775	1329	1114	931
2008	703	2000	1940	1768	1666	1394	1370	1316	1407	1412	1695	1292	1159	1013
2009	736	2096	2030	1853	1743	1671	1380	1371	1294	1363	1683	1234	1127	1054
2010	771	2194	2127	1939	1827	1748	1654	1381	1348	1254	1625	1225	1076	1024
2011	807	2298	2227	2031	1912	1832	1731	1656	1358	1306	1495	1183	1068	978
2012	845	2406	2332	2127	2003	1918	1814	1733	1628	1316	1557	1088	1032	971
2013	885	2519	2442	2227	2097	2009	1899	1816	1704	1578	1569	1133	949	938
2014	927	2638	2557	2332	2196	2103	1989	1901	1785	1651	1881	1142	988	863

**Oconee RESA
Teacher Demand Projections**

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
				Funding Class Size	Max. Class Size for FY05	Max. Class Size for FY06- FY14	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2004-05	2008-09	2013-14				2004-2005		2008-2009		2013-2014	
Pre-K	612	736	927	10	10	10	61.2	61.2	73.6	73.6	92.7	92.7
Kindergarten	1744	2096	2638	15	20	18	116.3	87.2	139.7	116.4	175.9	146.6
Grade 1	1476	2030	2557	17	23	21	86.8	64.2	119.4	96.7	150.4	121.8
Grade 2	1400	1853	2332	17	23	21	82.4	60.9	109	88.2	137.2	111
Grade 3	1324	1743	2196	17	23	21	77.9	57.6	102.5	83	129.2	104.6
Grade 4	1444	1671	2103	23	32	28	62.8	45.1	72.7	59.7	91.4	75.1
Grade 5	1481	1380	1989	23	32	28	64.4	46.3	60	49.3	86.5	71
Elementary Total (K-5)	8869	10773	13815				490.6	361.3	603.3	493.3	770.6	630.1
Grade 6	1492	1371	1901	23	32	28	64.9	46.6	59.6	49	82.7	67.9
Grade 7	1537	1294	1785	23	32	28	66.8	48	56.3	46.2	77.6	63.8
Grade 8	1532	1363	1651	23	32	28	66.6	47.9	59.3	48.7	71.8	59
Middle Total	4561	4028	5337				198.3	142.5	175.2	143.9	232.1	190.7
Grade 9	1756	1683	1881	23	32	28	76.3	54.9	73.2	60.1	81.8	67.2
Grade 10	1174	1234	1142	23	32	28	51	36.7	53.7	44.1	49.7	40.8
Grade 11	1135	1127	988	23	32	28	49.3	35.5	49	40.3	43	35.3
Grade 12	1006	1054	863	23	32	28	43.7	31.4	45.8	37.6	37.5	30.8
High School (9-12) Total	5071	5098	4874				220.3	158.5	221.7	182.1	212	174.1
Total Enrollment	19113	20635	24953									
Special Ed P-12				97.43			196.2	196.2	211.8	211.8	256.1	256.1
EIPK				80.66			21.6	21.6	26	26	32.7	32.7
EIP1-3				97.96			42.9	42.9	57.4	57.4	72.3	72.3
EIP4-5				156.85			18.6	18.6	19.5	19.5	26.1	26.1
Other Elementary (Ratio to K-5)				208.76			42.5	42.5	51.6	51.6	66.2	66.2
Other Middle (Ratio to Gr6-8)				55.87			81.6	81.6	72.1	72.1	95.5	95.5
Instructional Specialists (Based on P-12)				449.53			42.5	42.5	45.9	45.9	55.5	55.5
Other Teachers				2341.36			8.2	8.2	8.8	8.8	10.7	10.7
Vocational Ed (Based on P-12)				488.39			39.1	39.1	42.3	42.3	51.1	51.1
Total							1463.6	1216.7	1609.2	1428.3	1973.6	1753.8

**Okefenokee RESA
Enrollment by Grade Level, FY92-FY04**

Fiscal Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12	P-12	K-5	Gr6-8
1992	21	2016	2107	1916	2072	2096	2131	2109	2043	1980	2128	1776	1521	1365	25281	12338	6132
1993	187	1943	1795	1860	1780	1941	1968	1973	1916	1857	1895	1667	1440	1307	23529	11287	5746
1994	307	2134	2138	2001	1957	1997	2065	2139	2186	2043	2235	1868	1571	1404	26045	12292	6368
1995	524	2184	2150	2032	2026	1980	2011	2098	2167	2122	2288	1908	1571	1368	26429	12383	6387
1996	898	2242	2236	2077	2043	2052	1979	2115	2109	2088	2322	1931	1554	1351	26997	12629	6312
1997	1147	2293	2317	2136	2101	2074	2040	2065	2071	2067	2284	1951	1552	1348	27446	12961	6203
1998	1210	2216	2340	2232	2133	2096	2048	2094	2039	2043	2240	1942	1612	1372	27617	13065	6176
1999	1191	2116	2276	2226	2221	2120	2074	2121	2025	1958	2338	1751	1622	1427	27466	13033	6104
2000	1117	2062	2185	2200	2197	2280	2089	2199	2086	2046	2270	1794	1484	1374	27383	13013	6331
2001	1251	2143	2113	2105	2174	2205	2280	2197	2122	2072	2231	1880	1378	1309	27460	13020	6391
2002	1336	2032	2174	2019	2105	2158	2192	2294	2180	2105	2248	1917	1489	1247	27496	12680	6579
2003	1366	2124	2099	2130	2017	2144	2152	2318	2267	2107	2362	1887	1576	1296	27845	12666	6692
2004	1339	2255	2084	2060	2085	2031	2142	2229	2230	2223	2261	1957	1557	1392	27845	12657	6682

Student Enrollment Patterns Based on Grade-to-Grade Average Yield Rate

Grade-to-Grade Average	PK to PK	PK to KK	KK to Gr1	Gr1 to Gr2	Gr2 to Gr3	Gr3 to Gr4	Gr4 to Gr5	Gr5 to Gr6	Gr6 to Gr7	Gr7 to Gr8	Gr8 to Gr9	Gr9 to G10	G10 to G11	G11 to G12
Yield Rate %	1.048	1.703	1.017	0.969	0.991	1.010	0.995	1.042	0.978	0.989	1.106	0.820	0.810	0.878
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2005	1403	2280	2293	2019	2041	2106	2021	2232	2180	2205	2459	1843	1591	1367
2006	1470	2389	2319	2222	2001	2061	2095	2106	2183	2156	2439	2004	1498	1397
2007	1541	2503	2430	2247	2202	2021	2051	2183	2060	2159	2385	1988	1629	1315
2008	1615	2624	2546	2355	2227	2224	2011	2137	2135	2037	2388	1944	1616	1430
2009	1693	2750	2669	2467	2334	2249	2213	2095	2090	2112	2253	1946	1580	1419
2010	1774	2883	2797	2586	2445	2357	2238	2306	2049	2067	2336	1836	1582	1387
2011	1859	3021	2932	2710	2563	2469	2345	2332	2255	2026	2286	1904	1493	1389
2012	1948	3166	3072	2841	2686	2589	2457	2443	2281	2230	2241	1863	1548	1311
2013	2042	3317	3220	2977	2815	2713	2576	2560	2389	2256	2466	1826	1515	1359
2014	2140	3478	3373	3120	2950	2843	2699	2684	2504	2363	2495	2010	1485	1330

**Okfenokee RESA
Teacher Demand Projections**

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
				Funding Class Size	Max. Class Size for FY06-	Max. Class Size for FY14	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2004-05	2008-09	2013-14				2004-2005		2008-2009		2013-2014	
Pre-K	1403	1693	2140	10	10	10	140.3	140.3	169.3	169.3	214	214
Kindergarten	2280	2750	3478	15	20	18	152	114	183.3	152.8	231.9	193.2
Grade 1	2293	2669	3373	17	23	21	134.9	99.7	157	127.1	198.4	160.6
Grade 2	2019	2467	3120	17	23	21	118.8	87.8	145.1	117.5	183.5	148.6
Grade 3	2041	2334	2950	17	23	21	120.1	88.7	137.3	111.1	173.5	140.5
Grade 4	2106	2249	2843	23	32	28	91.6	65.8	97.8	80.3	123.6	101.5
Grade 5	2021	2213	2699	23	32	28	87.9	63.2	96.2	79	117.3	96.4
Elementary Total (K-5)	12760	14682	18463				705.3	519.2	816.7	667.8	1028.2	840.8
Grade 6	2232	2095	2684	23	32	28	97	69.8	91.1	74.8	116.7	95.9
Grade 7	2180	2090	2504	23	32	28	94.8	68.1	90.9	74.6	108.9	89.4
Grade 8	2205	2112	2363	23	32	28	95.9	68.9	91.8	75.4	102.7	84.4
Middle Total	6617	6297	7551				287.7	206.8	273.8	224.8	328.3	269.7
Grade 9	2459	2253	2495	23	32	28	106.9	76.8	98	80.5	108.5	89.1
Grade 10	1843	1946	2010	23	32	28	80.1	57.6	84.6	69.5	87.4	71.8
Grade 11	1591	1580	1485	23	32	28	69.2	49.7	68.7	56.4	64.6	53
Grade 12	1367	1419	1330	23	32	28	59.4	42.7	61.7	50.7	57.8	47.5
High School (9-12) Total	7260	7198	7320				315.6	226.8	313	257.1	318.3	261.4
Total Enrollment	28040	29870	35474									
Special Ed P-12				121.83			230.2	230.2	245.2	245.2	291.2	291.2
EIPK				46.68			48.8	48.8	58.9	58.9	74.5	74.5
EIP1-3				83.28			76.3	76.3	89.7	89.7	113.4	113.4
EIP4-5				92.96			44.4	44.4	48	48	59.6	59.6
Other Elementary (Ratio to K-5)				228.17			55.9	55.9	64.3	64.3	80.9	80.9
Other Middle (Ratio to Gr6-8)				72.47			91.3	91.3	86.9	86.9	104.2	104.2
Instructional Specialists (Based on P-12)				368.51			76.1	76.1	81.1	81.1	96.3	96.3
Other Teachers				1038.00			27	27	28.8	28.8	34.2	34.2
Vocational Ed (Based on P-12)				392.47			71.4	71.4	76.1	76.1	90.4	90.4
Total							2170.3	1814.5	2351.8	2098	2833.5	2530.6

Pioneer RESA
Enrollment by Grade Level, FY92-FY04

Fiscal Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12	P-12	K-5	Gr6-8
1992	38	4732	4451	4287	4337	4266	4427	4281	4288	4067	4633	3478	3258	2917	53460	26500	12636
1993	29	4826	4682	4382	4376	4425	4346	4557	4413	4394	4619	3737	3170	2931	54887	27037	13364
1994	173	4927	4851	4612	4477	4429	4491	4471	4656	4450	5065	3709	3374	2812	56497	27787	13577
1995	269	5206	5064	4848	4801	4642	4606	4656	4590	4688	5260	3882	3189	2922	58623	29167	13934
1996	409	5628	5310	5111	5013	4961	4761	4896	4798	4651	5558	4125	3459	2756	61436	30784	14345
1997	448	5965	5632	5434	5292	5153	5110	5048	5047	4822	5559	4355	3666	3008	64539	32586	14917
1998	533	5976	6010	5703	5589	5452	5389	5384	5171	5044	5667	4625	3710	3228	67481	34119	15599
1999	673	6071	6065	6040	5824	5725	5585	5577	5538	5216	6007	4753	3923	3352	70349	35310	16331
2000	621	6191	6301	6079	6163	6025	5961	5868	5722	5651	6183	5065	4091	3443	73364	36720	17241
2001	512	6487	6345	6249	6264	6343	6266	6166	6023	5861	6715	5067	4438	3491	76227	37954	18050
2002	521	6914	6723	6421	6427	6472	6453	6494	6299	6119	6910	5561	4529	4001	79844	39410	18912
2003	620	7370	7004	6721	6539	6619	6570	6673	6634	6365	7184	5866	5038	4099	83302	40823	19672
2004	711	7479	7391	6917	6837	6638	6668	6792	6785	6689	7511	6082	5228	4480	86208	41930	20266

Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

Grade-to-Grade Average	PK to PK	PK to KK	KK to Gr1	Gr1 to Gr2	Gr2 to Gr3	Gr3 to Gr4	Gr4 to Gr5	Gr5 to Gr6	Gr6 to Gr7	Gr7 to Gr8	Gr8 to Gr9	Gr9 to G10	G10 to G11	G11 to G12
Yield Rate %	1.045	11.872	1.023	0.999	1.023	1.028	1.024	1.038	1.022	1.016	1.181	0.84	0.88	0.885
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2005	743	8441	7651	7384	7076	7028	6797	6921	6941	6894	7900	6279	5334	4627
2006	776	8821	8635	7643	7554	7274	7197	7055	7073	7052	8142	6604	5507	4721
2007	811	9213	9024	8626	7819	7766	7449	7470	7210	7186	8328	6807	5792	4874
2008	847	9628	9425	9015	8824	8038	7952	7732	7634	7325	8487	6962	5970	5126
2009	885	10056	9849	9416	9222	9071	8231	8254	7902	7756	8651	7095	6106	5283
2010	925	10507	10287	9839	9633	9480	9289	8544	8436	8028	9160	7232	6222	5404
2011	967	10982	10749	10277	10065	9903	9708	9642	8732	8571	9481	7658	6342	5506
2012	1011	11480	11235	10738	10513	10347	10141	10077	9854	8872	10122	7926	6716	5613
2013	1056	12003	11744	11224	10985	10807	10595	10526	10299	10012	10478	8462	6951	5944
2014	1104	12537	12279	11732	11482	11293	11066	10998	10758	10464	11824	8760	7421	6152

**Pioneer RESA
Teacher Demand Projections**

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
				Funding Class Size	Max. Class Size for FY05	Max. Class Size for FY14	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2004-05	2008-09	2013-14				2004-2005		2008-2009		2013-2014	
Pre-K	743	885	1104	10	10	10	74.3	74.3	88.5	88.5	110.4	110.4
Kindergarten	8441	10056	12537	15	20	18	562.7	422.1	670.4	558.7	835.8	696.5
Grade 1	7651	9849	12279	17	23	21	450.1	332.7	579.4	469	722.3	584.7
Grade 2	7384	9416	11732	17	23	21	434.4	321	553.9	448.4	690.1	558.7
Grade 3	7076	9222	11482	17	23	21	416.2	307.7	542.5	439.1	675.4	546.8
Grade 4	7028	9071	11293	23	32	28	305.6	219.6	394.4	324	491	403.3
Grade 5	6797	8231	11066	23	32	28	295.5	212.4	357.9	294	481.1	395.2
Elementary Total (K-5)	44377	55845	70389				2464.5	1815.5	3098.5	2533.2	3895.7	3185.2
Grade 6	6921	8254	10998	23	32	28	300.9	216.3	358.9	294.8	478.2	392.8
Grade 7	6941	7902	10758	23	32	28	301.8	216.9	343.6	282.2	467.7	384.2
Grade 8	6894	7756	10464	23	32	28	299.7	215.4	337.2	277	455	373.7
Middle Total	20756	23912	32220				902.4	648.6	1039.7	854	1400.9	1150.7
Grade 9	7900	8651	11824	23	32	28	343.5	246.9	376.1	309	514.1	422.3
Grade 10	6279	7095	8760	23	32	28	273	196.2	308.5	253.4	380.9	312.9
Grade 11	5334	6106	7421	23	32	28	231.9	166.7	265.5	218.1	322.7	265
Grade 12	4627	5283	6152	23	32	28	201.2	144.6	229.7	188.7	267.5	219.7
High School (9-12) Total	24140	27135	34157				1049.6	754.4	1179.8	969.2	1485.2	1219.9
Total Enrollment	90016	107777	137870									
Special Ed P-12				126.86			709.6	709.6	849.6	849.6	1086.8	1086.8
EIPK				168.08			50.2	50.2	59.8	59.8	74.6	74.6
EIP1-3				164.11			134.7	134.7	173.6	173.6	216.3	216.3
EIP4-5				252.69			54.7	54.7	68.5	68.5	88.5	88.5
Other Elementary (Ratio to K-5)				142.28			311.9	311.9	392.5	392.5	494.7	494.7
Other Middle (Ratio to Gr6-8)				43.02			482.5	482.5	555.8	555.8	748.9	748.9
Instructional Specialists (Based on P-12)				325.96			276.2	276.2	330.6	330.6	423	423
Other Teachers				2468.44			36.5	36.5	43.7	43.7	55.9	55.9
Vocational Ed (Based on P-12)				398.45			225.9	225.9	270.5	270.5	346	346
Total							6773	5575	8151.1	7189.5	10426.9	9200.9

Southwest Georgia RESA
Enrollment by Grade Level, FY92-FY04

Fiscal Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12	P-12	K-5	Gr6-8
1992	50	5319	5448	5472	5761	5705	5580	5796	5247	5312	5622	4353	3956	3534	67155	33285	16355
1993	213	5204	5221	5169	5100	5329	5141	5760	5622	5234	5874	4493	3764	3604	65728	31164	16616
1994	437	5690	5359	5146	5294	5502	5692	5781	5584	5604	6080	4699	3815	3459	68142	32683	16969
1995	1241	5688	5520	5180	5146	5330	5421	5880	5513	5492	6624	4531	3996	3451	69013	32285	16885
1996	1667	5866	5587	5342	5195	5194	5210	5554	5676	5282	6813	4879	3762	3531	69558	32394	16512
1997	1834	5633	5906	5508	5335	5232	5098	5451	5484	5489	6634	4795	4005	3384	69788	32712	16424
1998	1959	5389	5622	5616	5475	5312	5110	5265	5410	5155	6820	4634	3982	3623	69372	32524	15830
1999	2311	5282	5476	5388	5555	5390	5217	5345	5216	5097	6376	4725	3955	3503	68836	32308	15658
2000	2255	5113	5305	5266	5347	5527	5275	5518	5138	4962	6340	4572	4042	3463	68123	31833	15618
2001	2356	5171	5150	5085	5308	5345	5429	5400	5300	4934	6214	4470	3965	3405	67532	31488	15634
2002	2400	5174	5129	4972	5089	5257	5293	5722	5267	4993	6077	4377	3909	3324	66983	30914	15982
2003	2462	5100	5220	4858	4962	5008	5171	5552	5486	4998	6046	4511	3942	3310	66626	30319	16036
2004	2385	5347	5021	4942	4872	4950	4933	5398	5371	5226	5882	4705	3995	3377	66404	30065	15995

Student Enrollment Projections Based on Grade-to-Grade Average Yield Ratio

Grade-to-Grade Average	PK to PK	PK to KK	KK to Gr1	Gr1 to Gr2	Gr2 to Gr3	Gr3 to Gr4	Gr4 to Gr5	Gr5 to Gr6	Gr6 to Gr7	Gr7 to Gr8	Gr8 to Gr9	Gr9 to G10	G10 to G11	G11 to G12
Yield Rate %	1.015	2.200	0.999	0.956	1.000	0.993	0.984	1.046	0.965	0.951	1.223	0.710	0.870	0.852
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2005	2421	5247	5342	4800	4942	4838	4871	5160	5209	5108	6391	4188	4093	3404
2006	2457	5326	5242	5107	4800	4907	4761	5095	4979	4954	6247	4550	3644	3487
2007	2494	5405	5321	5011	5107	4766	4828	4980	4917	4735	6059	4448	3959	3105
2008	2531	5487	5400	5087	5011	5071	4690	5050	4806	4676	5791	4314	3870	3373
2009	2569	5568	5482	5162	5087	4976	4990	4906	4873	4571	5719	4123	3753	3297
2010	2608	5652	5562	5241	5162	5051	4896	5220	4734	4634	5590	4072	3587	3198
2011	2647	5738	5646	5317	5241	5126	4970	5121	5037	4502	5667	3980	3543	3056
2012	2687	5823	5732	5398	5317	5204	5044	5199	4942	4790	5506	4035	3463	3019
2013	2727	5911	5817	5480	5398	5280	5121	5276	5017	4700	5858	3920	3510	2950
2014	2768	5999	5905	5561	5480	5360	5196	5357	5091	4771	5748	4171	3410	2991

**Southwest Georgia RESA
Teacher Demand Projections**

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
				Funding Class Size	Max. Class Size for FY05	Max. Class Size for FY14	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2004-05	2008-09	2013-14				2004-2005		2008-2009		2013-2014	
Pre-K	2421	2569	2768	10	10	10	242.1	242.1	256.9	256.9	276.8	276.8
Kindergarten	5247	5568	5999	15	20	18	349.8	262.4	371.2	309.3	399.9	333.3
Grade 1	5342	5482	5905	17	23	21	314.2	232.3	322.5	261	347.4	281.2
Grade 2	4800	5162	5561	17	23	21	282.4	208.7	303.6	245.8	327.1	264.8
Grade 3	4942	5087	5480	17	23	21	290.7	214.9	299.2	242.2	322.4	261
Grade 4	4838	4976	5360	23	32	28	210.3	151.2	216.3	177.7	233	191.4
Grade 5	4871	4990	5196	23	32	28	211.8	152.2	217	178.2	225.9	185.6
Elementary Total (K-5)	30040	31265	33501				1659.2	1221.7	1729.8	1414.2	1855.7	1517.3
Grade 6	5160	4906	5357	23	32	28	224.3	161.3	213.3	175.2	232.9	191.3
Grade 7	5209	4873	5091	23	32	28	226.5	162.8	211.9	174	221.3	181.8
Grade 8	5108	4571	4771	23	32	28	222.1	159.6	198.7	163.3	207.4	170.4
Middle Total	15477	14350	15219				672.9	483.7	623.9	512.5	661.6	543.5
Grade 9	6391	5719	5748	23	32	28	277.9	199.7	248.7	204.3	249.9	205.3
Grade 10	4188	4123	4171	23	32	28	182.1	130.9	179.3	147.3	181.3	149
Grade 11	4093	3753	3410	23	32	28	178	127.9	163.2	134	148.3	121.8
Grade 12	3404	3297	2991	23	32	28	148	106.4	143.3	117.8	130	106.8
High School (9-12) Total	18076	16892	16320				786	564.9	734.5	603.4	709.5	582.9
Total Enrollment	66014	65076	67808									
Special Ed P-12				130.87			504.4	504.4	497.2	497.2	518.1	518.1
EIPK				89.91			58.4	58.4	61.9	61.9	66.7	66.7
EIP1-3				115.54			130.6	130.6	136.2	136.2	146.7	146.7
EIP4-5				188.67			51.5	51.5	52.8	52.8	56	56
Other Elementary (Ratio to K-5)				241.06			124.6	124.6	129.7	129.7	139	139
Other Middle (Ratio to Gr6-8)				60.74			254.8	254.8	236.3	236.3	250.6	250.6
Instructional Specialists (Based on P-12)				291.67			226.3	226.3	223.1	223.1	232.5	232.5
Other Teachers				1838.90			35.9	35.9	35.4	35.4	36.9	36.9
Vocational Ed (Based on P-12)				366.78			180	180	177.4	177.4	184.9	184.9
Total							4926.7	4078.9	4895.1	4337	5135	4551.9

West Georgia RESA
Enrollment by Grade Level, FY92-FY04

Fiscal Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12	P-12	K-5	Gr6-8
1992	58	2383	2423	2296	2287	2288	2263	2323	2126	2266	2341	1917	1670	1466	28107	13940	6715
1993	19	3357	3313	3295	3134	3201	3210	3263	3191	2894	3369	2663	2231	2152	39292	19510	9348
1994	180	3781	3981	3661	3840	3565	3598	3649	3692	3652	3912	3144	2575	2204	45434	22426	10993
1995	913	3963	3970	3898	3719	3843	3662	3772	3715	3655	4095	3237	2709	2211	47362	23055	11142
1996	1475	4161	4102	3969	3888	3693	3959	3739	3792	3734	4119	3481	2688	2285	49085	23772	11265
1997	1882	4259	4252	4058	4007	3952	3815	3991	3796	3747	4168	3643	2899	2261	50730	24343	11534
1998	1892	4101	4266	4208	4079	3999	4006	3853	4036	3802	4213	3592	2955	2370	51372	24659	11691
1999	2010	4175	4181	4164	4252	4136	4049	4064	3868	4004	4491	3597	3042	2453	52486	24957	11936
2000	1981	4169	4288	4120	4238	4304	4176	4175	4134	3953	4580	3777	3016	2604	53515	25295	12262
2001	2096	4133	4352	4266	4207	4317	4419	4283	4224	4147	4573	3916	3179	2666	54778	25694	12654
2002	2221	4211	4327	4357	4416	4261	4450	4582	4407	4279	4749	3940	3381	2795	56376	26022	13268
2003	2248	4363	4348	4329	4445	4531	4444	4611	4645	4492	4979	4154	3393	3001	57983	26460	13748
2004	2255	4511	4410	4335	4401	4552	4629	4558	4722	4676	5156	4276	3629	2926	59036	26838	13956

Student Enrollment Projections Based on Grade-to-Grade Average Yield Rate

Grade-to-Grade Average	PK to PK	PK to KK	KK to Gr1	Gr1 to Gr2	Gr2 to Gr3	Gr3 to Gr4	Gr4 to Gr5	Gr5 to Gr6	Gr6 to Gr7	Gr7 to Gr8	Gr8 to Gr9	Gr9 to G10	G10 to G11	G11 to G12
Yield Rate %	1.033	2.028	1.032	0.996	1.022	1.019	1.026	1.031	1.019	1.013	1.151	0.86	0.85	0.874
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2005	2329	4573	4655	4392	4430	4485	4670	4772	4645	4783	5382	4419	3635	3172
2006	2406	4723	4719	4636	4489	4514	4602	4815	4863	4705	5505	4612	3756	3177
2007	2485	4879	4874	4700	4738	4574	4631	4745	4906	4926	5415	4718	3920	3283
2008	2567	5040	5035	4855	4803	4828	4693	4775	4835	4970	5670	4641	4010	3426
2009	2652	5206	5201	5015	4962	4894	4954	4838	4866	4898	5720	4859	3945	3505
2010	2740	5378	5373	5180	5125	5056	5021	5108	4930	4929	5638	4902	4130	3448
2011	2830	5557	5550	5352	5294	5222	5187	5177	5205	4994	5673	4832	4167	3610
2012	2923	5739	5735	5528	5470	5395	5358	5348	5275	5273	5748	4862	4107	3642
2013	3019	5928	5923	5712	5650	5574	5535	5524	5450	5344	6069	4926	4133	3590
2014	3119	6123	6118	5899	5838	5757	5719	5707	5629	5521	6151	5201	4187	3612

**West Georgia RESA
Teacher Demand Projections**

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
				Funding Class Size	Max. Class Size for FY05	Max. Class Size for FY06- FY14	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2004-05	2008-09	2013-14				2004-2005		2008-2009		2013-2014	
Pre-K	2329	2652	3119	10	10	10	232.9	232.9	265.2	265.2	311.9	311.9
Kindergarten	4573	5206	6123	15	20	18	304.9	228.7	347.1	289.2	408.2	340.2
Grade 1	4655	5201	6118	17	23	21	273.8	202.4	305.9	247.7	359.9	291.3
Grade 2	4392	5015	5899	17	23	21	258.4	191	295	238.8	347	280.9
Grade 3	4430	4962	5838	17	23	21	260.6	192.6	291.9	236.3	343.4	278
Grade 4	4485	4894	5757	23	32	28	195	140.2	212.8	174.8	250.3	205.6
Grade 5	4670	4954	5719	23	32	28	203	145.9	215.4	176.9	248.7	204.3
Elementary Total (K-5)	27205	30232	35454				1495.7	1100.8	1668.1	1363.7	1957.5	1600.3
Grade 6	4772	4838	5707	23	32	28	207.5	149.1	210.3	172.8	248.1	203.8
Grade 7	4645	4866	5629	23	32	28	202	145.2	211.6	173.8	244.7	201
Grade 8	4783	4898	5521	23	32	28	208	149.5	213	174.9	240	197.2
Middle Total	14200	14602	16857				617.5	443.8	634.9	521.5	732.8	602
Grade 9	5382	5720	6151	23	32	28	234	168.2	248.7	204.3	267.4	219.7
Grade 10	4419	4859	5201	23	32	28	192.1	138.1	211.3	173.5	226.1	185.8
Grade 11	3635	3945	4187	23	32	28	158	113.6	171.5	140.9	182	149.5
Grade 12	3172	3505	3612	23	32	28	137.9	99.1	152.4	125.2	157	129
High School (9-12) Total	16608	18029	19151				722	519	783.9	643.9	832.5	684
Total Enrollment	60342	65515	74581									
Special Ed P-12				117.41			513.9	513.9	558	558	635.2	635.2
EIPK				126.94			36	36	41	41	48.2	48.2
EIP1-3				133.27			101.1	101.1	113.9	113.9	134	134
EIP4-5				314.34			29.1	29.1	31.3	31.3	36.5	36.5
Other Elementary (Ratio to K-5)				169.88			160.1	160.1	178	178	208.7	208.7
Other Middle (Ratio to Gr6-8)				66.74			212.8	212.8	218.8	218.8	252.6	252.6
Instructional Specialists (Based on P-12)				422.15			142.9	142.9	155.2	155.2	176.7	176.7
Other Teachers				1040.35			58	58	63	63	71.7	71.7
Vocational Ed (Based on P-12)				473.67			127.4	127.4	138.3	138.3	157.5	157.5
Total							4449.4	3677.8	4849.6	4291.8	5555.8	4919.3

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