



THE GEORGIA EDUCATOR WORKFORCE 2005

STATUS REPORT 2005

November 2005

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**

Georgia Professional Standards Commission



**Division for Educator Workforce Research and
Development**

STATUS REPORT 2005

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

November 2005

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EXECUTIVE SUMMARY

The Status Report 2005 presents a profile of the educator workforce in Georgia for the 2004-2005 school year. It also highlights trends and changes in the supply and demand of Georgia's educator workforce.

Growth of Georgia's Educator Workforce

- Georgia's educator workforce – teachers, administrators, and student services professionals – grew 2.1% this past year to 124,979, slightly exceeding the student enrollment growth of 2%, after having fallen behind enrollment growth the previous year.
- Teachers continue to comprise 85.9% of the total workforce, this past year numbering 106,934. This year's growth, while greater than the previous year's 1.4%, was still substantially lower than the 3-5% annual increases seen in the first four years of the decade.
- A total of 11,697 new teachers were hired into Georgia classrooms for FY05. Teachers hired to meet growing enrollment numbered 2,089; the remaining 7,519 were hired to replace those leaving the workforce.

Teacher Age and Experience

- The average age of teachers has been increasing over the years, yet Georgia experience had been decreasing and only has increased in the last two years.
- The age increase from FY00 to FY05 was due to a decrease in the proportions of teachers in their twenties and forties, and an increase in the proportions of those in their thirties and fifties. Most of these teachers were those who stayed in the profession and were simply growing older, but many were older individuals coming into the profession through the various alternative routes available, such as Troops to Teachers and the Georgia Teacher Alternative Preparation Program (GATAPP). These teachers entering the profession at an older age will have a shorter professional life span and will need to be replaced more frequently.

College Degrees Earned by Teachers

- Since FY00 the proportion of those with graduate degree certifications rose slightly more than 4% from 50.8% to 55.0% in FY05. Not all of the increase is due to continuing teachers earning advanced degrees. Slightly fewer teachers who leave the classroom, than those who stay, tend to have advanced degrees and more newly hired teachers now have advanced

degrees, up almost 3% to 32.8%. These factors increase the proportion of the teacher workforce having graduate degrees.

- Teachers must earn a graduate degree in administration to become a school administrator. Many teachers hold advanced degree in leadership but are not in leadership positions.
- The great majority of school administrators started as teachers; for most -- 65.6% last year – a teacher's first administrative post is as an assistant principal. Last year, 68.8% of all new principals came from the training ground of assistant principal, and the great majority of those started their careers as teachers.

Ethnic Makeup of Teacher Workforce

- Minority representation in the educator workforce has not caught up with student enrollment. The proportion of African-American teachers increased only slightly in the new decade, from 20.2% to 21.0%. African-American administrators made much greater gains, from 24.9% in FY00 to 30.0% last year. Teachers of other minorities are only a small portion of the workforce, having reached 1.8% of the teacher cadre but less than 1% of either the administrative or student services workforce.
- As long as African-American and Hispanic high school and college graduation rates remain very low, it will be very difficult indeed for the schools to attain an ethnic balance in the workforce on par with that of the student body. Asian students rarely choose careers as educators; while this group comprises 2.6% of the student body, it makes up only one-half of one percent of teachers and three-tenths of a percent of administrators and student services staff.

High School Out-of-Field Teaching

- After rising in the first part of the decade, out-of-field teaching in high school declined in FY05 for all core subject areas (2.4%-4.0%), likely a result of the No Child Left Behind Act requirement to have a "highly qualified teacher" in every classroom.
- English had the highest percentage of out-of-field teachers last year (4.0%), but dropped the most (2.5%) from 6.5% in FY04. Many school systems had a net loss of English teachers. If the availability of English teachers does not improve, either through new preparation or more aggressive hiring, out-of-field teaching could be on the rise again in the near future.

Factors Affecting Teacher Demand in Georgia

- Student enrollment is the primary factor influencing the size of the teacher workforce. Georgia public school enrollment continues to grow at a rate far beyond that of the nation as a whole; overall enrollment grew 7.5% this decade to almost 1,553.5 million in FY05.
- Enrollment growth increased to more than 2% per year, while enrollment growth for the country has slowed from almost 1% in FY01 down to about ¼ of 1% for the last three years.
- Many factors influence changes in enrollment, the most important of which are birth rate and population migration.
- Georgia births increased from 1996 to 2000 by about 4,000 per year to more than 132,000, but then decreased for two years and are on the rise again. The latest data (2003) showed almost 136,000 births. Many of these children have already entered the public schools.
- Georgia will also continue to have more people come to the state than leave. According to the Census projections, Georgia will be the ninth most populous state in the nation by 2025.
- Hispanic and Multiracial enrollments have more than doubled (more than 100%), while the increases of the other groups have been much smaller. White enrollment has decreased slightly.
- Hispanic enrollment increased from 4.0% in FY00 to 7.7% of the student body in FY05. Black enrollment mirrors the increases in the total enrollment; the percentage of Black students (about 38%) has remained unchanged. Asian and Multiracial enrollment has increased but they represent only 2.6% and 2.2% of the total enrollment, respectively.
- For the first time, White enrollment has dropped below 50% of total enrollment to 49.4% from 54.6% six years ago.
- Enrollment growth has occurred more in certain grades than in others, which has very direct impact on the demand for new teachers.
- The voluntary Pre-Kindergarten program has gained in popularity, increasing by more than 20% over the past six years. Kindergarten enrollment increased 11%; the elementary grades (1-5) increased only 2.6%, middle school enrollments (grades 6-8) by 12.4%, and high school enrollment grew even more at 14.9%.
- Some of the increases in middle and high school enrollment have been due to welcome decreases in dropout. The jump in grade 9 enrollment compared to grade 8 is caused by retention rates in that grade; many

students do not receive sufficient credit to move on to grade ten the first year in high school.

- Different regions (RESAs) of the state have very different enrollment growth rates and, hence, different demand for new teachers. Compared to the state average of 1.77% growth per year, the systems of Griffin RESA, immediately south of Atlanta metropolitan area, gained an average of 4.52% each year, while the systems served by the Oconee RESA just to the east lost an average of 1.16% of their enrollment each year.

Teacher demand is affected not only by student enrollment growth but by state and federal law and policy, and the rates at which teachers leave the profession, referred to as attrition. In 2002 state legislation was passed to reduce class sizes, but economic conditions in recent years caused state government to postpone class size reduction.

Overall Annual Teacher Attrition Rates

- Overall teacher attrition has risen somewhat consistently over the years; it was only 7% a decade ago in FY95, but reached 9.4% in the FY00 school year. The decrease in attrition in the following two years may have in part been the result of changing economic conditions, but in both FY04 and FY05 the attrition rate again rose, exceeded 9%.
- The trend for more than a decade would indicate that the attrition rate will continue to rise, further increasing the demand for new teachers to replace them.
- Teachers of some subjects leave the profession at much higher rates than others. For example, physical education teachers had an annual attrition rate from FY04 of only 6.9%, while romance languages teachers left at a rate of 11.6%. More than one in ten English teachers left the profession in Georgia, which may be related to the higher out-of-field rate for English. Another area that appears to lose teachers at a high rate is middle school; their attrition rate was 10.3%.

Sources for New Teachers

- Newly hired teachers come from a wide range of sources; only about one-fourth of them (24.1%) come each year from Georgia's educator preparation colleges and universities. Slightly more of them (27.1%) come from other states to Georgia either as new or experienced teachers. Twenty-one percent (21.0%) are returning teachers. "Returning teachers" are those who had taught previously in Georgia but had left teaching for one or more years before their return in FY05.

- Georgia public and private colleges and universities have been making substantial progress in expanding their teacher production to meet the needs of the state. The number of students who completed the requirements from both traditional and alternative preparation routes to apply for teacher certification increased by 20.5% in FY05.
- The University of Georgia and Georgia State University doubled and quadrupled their completers that year, respectively, helping Georgia reduce its dependence on outside sources for teachers.

Teacher Shortages

- The PSC identifies shortage areas based on the number of non-regular certificates issued at the request of school systems to meet staffing needs that could not be filled otherwise. More than 10,000 non-renewable certificates were issued in FY05. The ten most frequently issued certificates were as follows:
 - Special Education General Curriculum (2,097)
 - Early Childhood Education (P-5) (1,420)
 - Middle Grades (4-8) (1,382)
 - Concentration - Social Science (807)
 - Gifted In-Field ((777)
 - Concentration - Language Arts (704)
 - Concentration – Mathematics (500)
 - Concentration – Science (421)
 - Mathematics (6-12) (400)
 - English (6-12) (386)
- The PSC operates a number of programs to attract, recruit and retain teachers to help it meet its responsibilities to the state of Georgia and to meet the NCLB requirements for a highly qualified teacher in every classroom.
- Reach to Teach, Troops to Teachers, Spouses to Teachers and the Georgia Teacher Alternative Preparation Program (GATAPP) have brought more than 2,500 teachers into the classroom. Many more have been certified or are in preparation.
- TeachGeorgia.org, operated by the PSC, is the official Internet recruitment resource tool for teachers and school systems in Georgia. More than 32,000 people registered on the website to seek Georgia education employment in FY05 alone. Of the 11,697 new teachers hired that year, more than 40% had registered on the TeachGeorgia website.

Prediction of Teacher Demand

- One of the purposes for the collection and analysis of population, student and educator data is to be able to understand and predict future need for teachers. A relatively simple model of basic prediction involves the use of several primary variables – teacher retention, attraction (mobility of teachers from one school system to another), net attrition (teacher loss beyond expected mobility), and enrollment change. The model predicts that next year's statewide need for additional teachers will be 10.7% of this year's regular education teacher workforce and 13.8% of the special education workforce, calculated in Full-Time Equivalents.
- This analysis is available in the full report at the state, RESA and school system levels for both regular and special education teachers and provides numerical teacher hiring need estimates based on data up to FY05.
- A longer term teacher demand projection utilizing curvilinear regression analysis is also used to predict replacement and new teacher workforce needs. This model predicts the need for 11,582 new teachers this year (FY06) and 11,012 new teachers the following year in FY07.
- It is projected that Georgia will continue to need more than 10,000 new teachers every year for the next five years. This number will increase if the trend continues for more high school students to remain in school longer and reach grade 12 or if smaller class size policy is enforced.

Administrative and Student Services Personnel

- Georgia's administrative workforce grew by 2.2% to almost 8,000 this past year. The number of principals and assistant principals grew by 2.6% and 2.5%, respectively, to operate the schools being built in response to Georgia's expanding student enrollment. At the same time, attrition of both principals and assistant principals, already substantially higher than for teachers, rose to 15.5% and 20.7%, respectively. The higher rate of attrition for assistant principals is in part due to promotion to principal positions.
- Administrators 50 years of age or more and with 25 years or more experience make up more than 20% of the administrative workforce. These individuals are much more likely to retire in the near future, increasing the demand for administrators, who typically come from the teacher cadre.
- Twenty-seven vocational education director positions were lost from FY04 when the number of vocational education teachers was beginning to rebound.
- Student services personnel also responded to student enrollment by increasing 2.8% from 9,789 in FY04 to 10,066 in FY05. Highest increase was 5.2% among social workers. A somewhat smaller but still significant proportion of student services personnel (41.2% in FY05) come from the teacher ranks.

- Attrition among student services personnel remains in double digits with the highest rates being experienced among media specialists and speech and language pathologists.
- It is projected that the administrative workforce will exceed 9,000 by 2010 and that the student services personnel will reach 12,200 by 2010.
- Recent changes in state law created the Master Teacher Program, which will provide teachers an avenue for advancement while still remaining in the classroom. This avenue for advancement may affect the numbers of teachers who formerly would seek advancement through the pursuit or acceptance of administrative or student services positions.
- The great majority of school administrators start their education careers in the classroom; for most -- 65.6% last year -- a teacher's first administrative post is as an assistant principal. Last year, 68.8% of all new principals were promoted from assistant principal. With high attrition of administrators, long term planning is suggested to ensure a continued adequate supply of administrators when advancement through the Master teacher program becomes an alternative option to teachers.

SECTION I: GEORGIA'S TEACHERS

Chapter 1: Georgia's Educator Workforce

Introduction

The *Status Report* is published annually by the Educator Workforce Research and Development Division (EWRAD) in the Georgia Professional Standards Commission (PSC). The *2005 Status Report* presents data and information on Georgia's public school Pre-Kindergarten through twelfth grade (P-12) educators for the 2004-2005 (FY05) school year. For the purpose of the report, the term "educators" refer to teachers, administrative and student services personnel.

As in previous *Status Reports* information regarding educators' demography, attrition, demand and supply, and mobility are reported. Data used in generating this report were gathered from a variety of sources¹.

Section I focuses on certified teachers in Pre-Kindergarten through twelfth grade (P-12) in Georgia's public elementary, middle and high schools, while Section II focuses on administrators and student services personnel.

Georgia's Educator Workforce

The Georgia educator workforce continues to increase steadily. In FY05, Georgia's total educator workforce numbered 124,979, an increase of 2.1% from 122,439 in FY04, or 16.8% from FY00. Although this growth rate was higher than in FY04, it is still less than the growth rate experienced in FY00 through FY03. See Figure 1.1 and Table 1.1.

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 United States Census Bureau; the Georgia Teacher Retirement System (TRS); and the Georgia Department of Human Resources (DHR).

Figure 1.1. Georgia's Educator Workforce, FY00-FY05

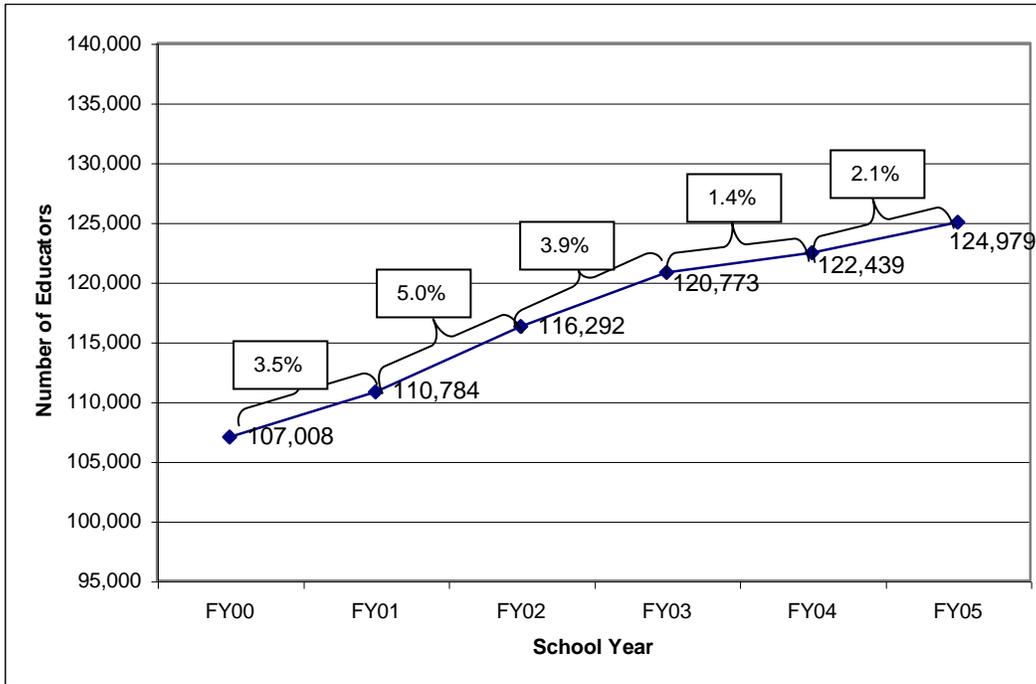


Table 1.1. Georgia's Educator Workforce, FY00-FY05

Category	FY00	FY01	FY02	FY03	FY04	FY05
Educator Workforce	107,008	110,784	116,292	120,773	122,439	124,979
Annual # Change in Educator Workforce from Previous Year		3,094	3,776	5,508	4,481	1,666
Annual % Change in Educator Workforce from Previous Year		3.0%	3.5%	5.0%	3.9%	1.4%

A Profile of the Georgia Teaching Workforce

Demographic Characteristics

Georgia's teaching workforce increased 2.1% in FY05 to 106,934 from 104,845 in FY04, and 16.9% from FY00. As in previous years, the proportion of teachers in the educator workforce remained relatively unchanged at 85.6% in FY05. Growth was greater than in FY04, but less than the growth rate experienced in FY00 through FY03. Increases were experienced in all teaching personnel categories except the following: EIPK, EIP 1-3, grades 1,3,4,5 and in Other Middle Grades. See Figure 1.2 and Table 1.2.

Figure 1.2. Georgia's Teacher Workforce, FY00-FY05

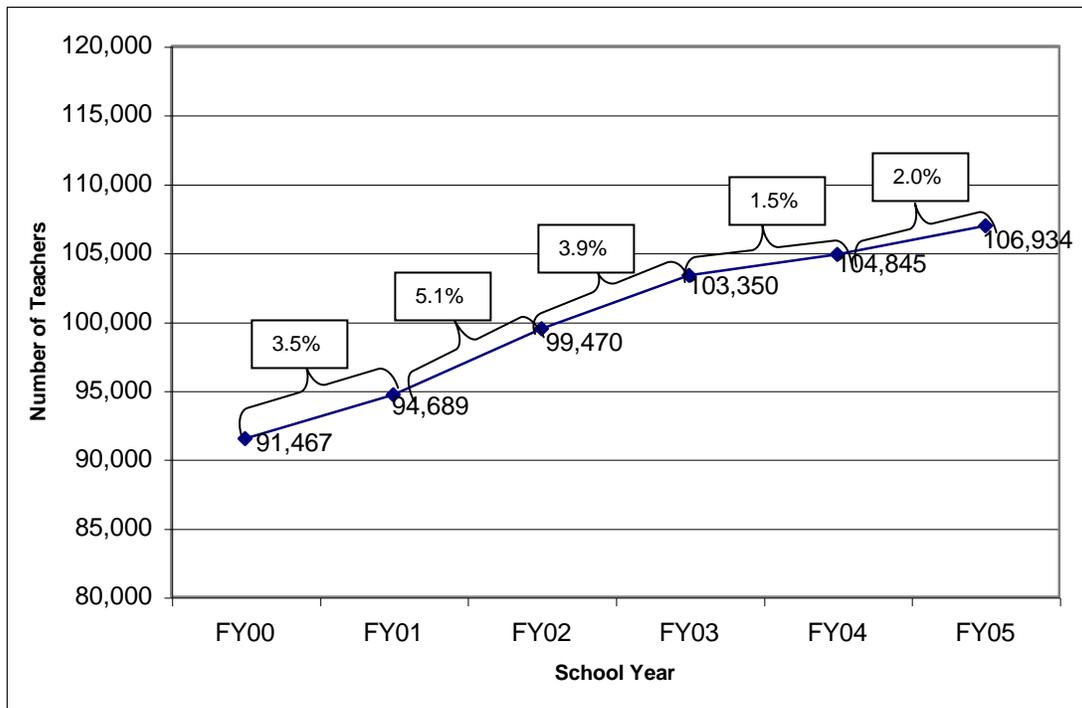


Table 1.2. Georgia's Teacher Workforce, FY00-FY05

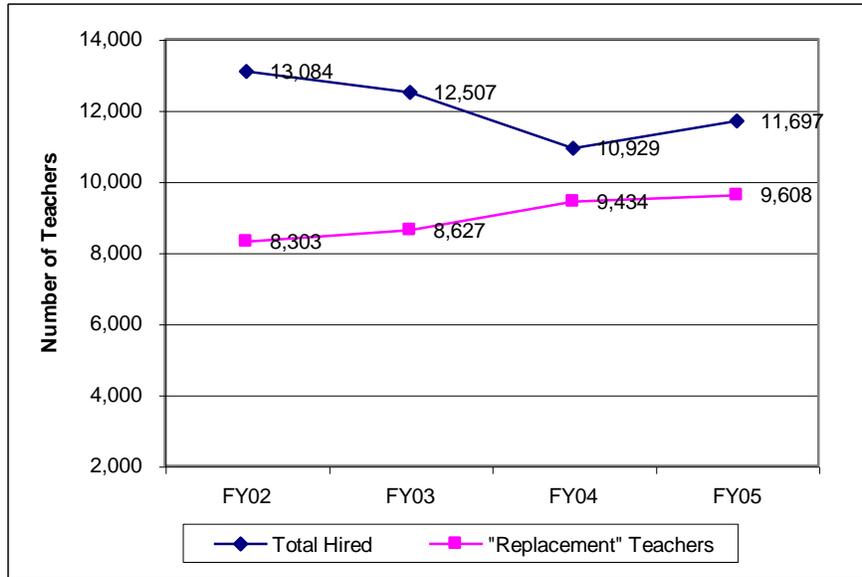
Category	FY00	FY01	FY02	FY03	FY04	FY05
Teacher Workforce	91,467	94,689	99,470	103,350	104,845	106,934
Annual # Change in Teacher Workforce from Previous Year		2,710	3,222	4,781	3,880	1,495
Annual % Change in Teacher Workforce from Previous Year		3.1%	3.5%	5.1%	3.9%	1.5%
Teachers as a % of the Educator Workforce	85.5%	85.5%	85.5%	85.6%	85.6%	85.6%

A total 11,697 new teachers were hired into Georgia classrooms in FY05, representing an increase of 7.0% from the 10,929 new teachers hired in FY04. The growth reversed a two-year decline in hiring that began in FY03 (See Figure 1.3).

The number of “replacement” teachers also increased in FY05. Of the 11,697 teachers hired in FY05, 82.1% (9,608) replaced teachers who left the Georgia public school system after the FY04 school year, up from 9,434 (86.3%) the previous year. The remaining 2,089 newly hired teachers met demand created by increases in student enrollment (See Figure 1.4). Student enrollment grew by 16.1% in FY05, increasing by 30,826 in FY05 compared to 26,559 in FY04 (See Chapter 2). The increase in new teacher hires for growth in student enrollment

was a 39.7% increase from the 1,495 teachers hired in FY04 to meet the same student enrollment demand need.

Figure 1.3. Newly Hired Teachers and Replacement Teachers, FY02-FY05

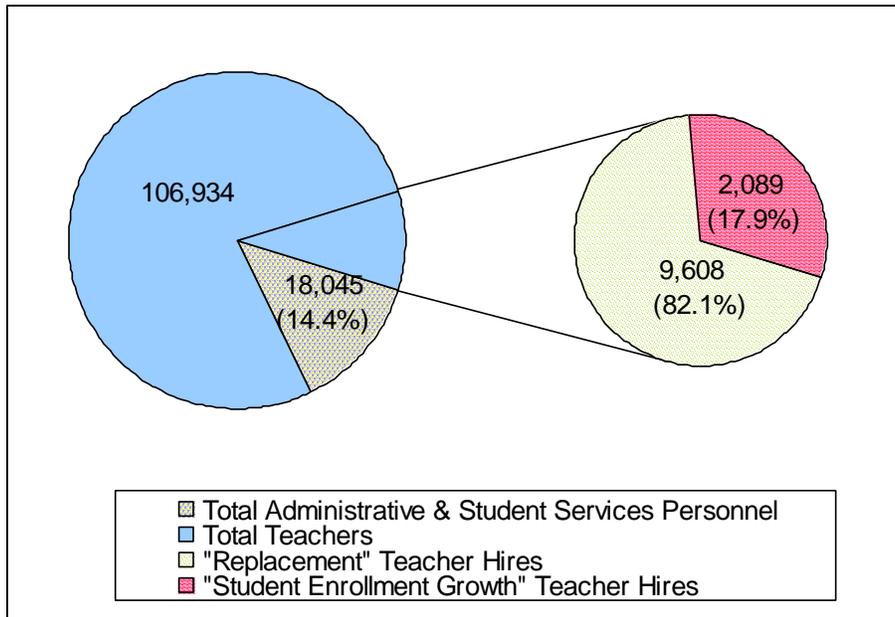


As shown in Table 1.3, Georgia school systems hired 174 more replacement teachers in FY05, for an annual percentage change of 1.8% from FY04. This was low compared to the 807 (9.4% change) replacement teachers hired in FY04. This indicates that less number of teachers were hired in FY05 to replace teachers who left after the 2003-2004 school year.

Table 1.3. Newly Hired Teachers and Replacement Teachers, FY02-FY05

Category	FY02	FY03	FY04	FY05
Total # of New Teachers Hired	13,084	12,507	10,929	11,697
Annual Change in Total # of Teachers Hired	1,267	-577	-1578	768
Annual % Change in Total # of Teachers Hired	10.72	-4.41	-12.62	7.0
Total # of "Replacement" Teachers Hired	8,303	8,627	9,434	9,608
Annual Change in Total # of "Replacement" Teachers Hired	-292	324	807	174
Annual % Change in Total # of "Replacement" Teachers Hired	-3.4	3.9	9.4	1.8
"Replacement" Teachers as a % of Total New Teachers Hired	63.46	68.98	86.32	82.14

Figure 1.4. Georgia's Educator Workforce and New Teacher Hires, FY05



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

School systems in Georgia are served by sixteen Regional Education Service Agencies (RESAs). These RESAs support school systems by assisting with hiring school personnel, providing curriculum support and by providing training and other educational services to educators, students and parents. Figure 1.5 shows the map of Georgia with the RESAs geographic boundaries delineated. It also shows the percentage of the state's teachers in each RESA in FY05.

Metro RESA employed the greatest number of teachers in FY05 at 37.0% (39,564), and hired 2.5% more teachers than in the previous year. Oconee RESA employed the fewest teachers at 1.3% of all Georgia teachers. However, Oconee gained rather than lost teachers in FY05, and has continued to increase gradually since FY03. See Table 1.4.

Figure 1.5. Distribution of Public School Teachers by RESA, FY05

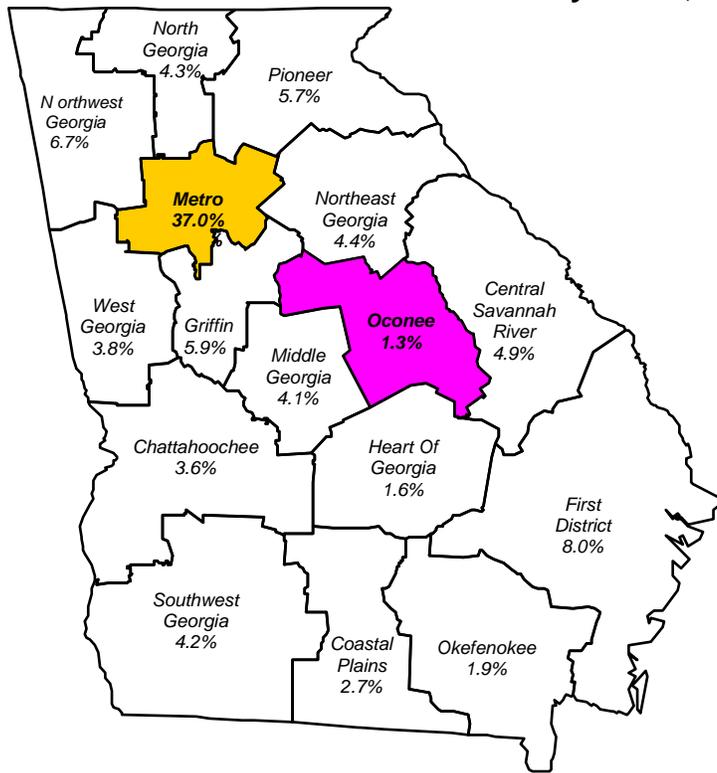


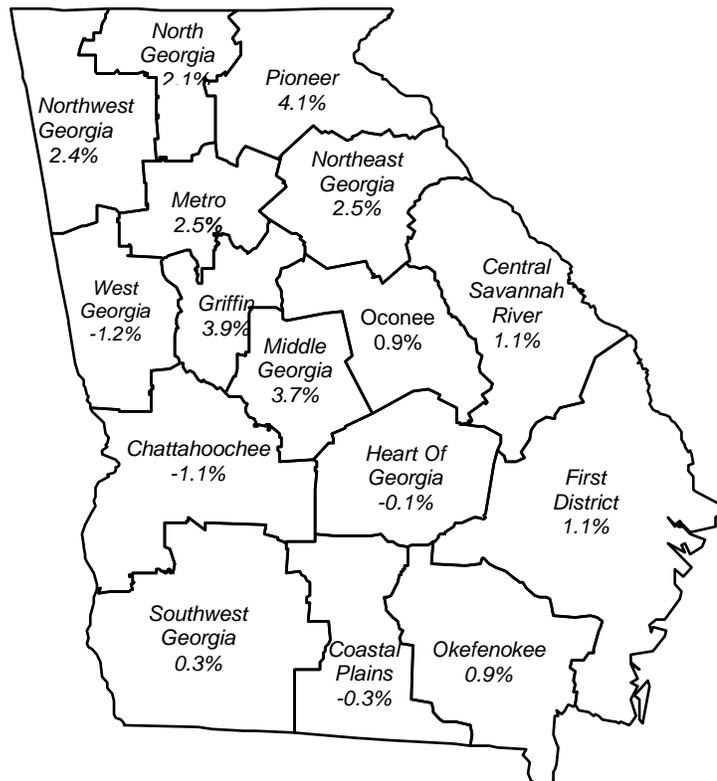
Table 1.4. Georgia's Teacher Count by RESA, FY03-FY05

RESA	FY03 Total Teacher Force	FY04 Total Teacher Force	FY05 Total Teacher Force	RESA as % of FY05 Teacher Workforce	% Change from FY04-FY05
Central Savannah	5,201	5,227	5,287	4.9	1.1
Chattahoochee	3,854	3,873	3,829	3.6	-1.1
Coastal Plains	2,916	2,873	2,865	2.7	-0.3
First District	8,400	8,455	8,570	8.0	1.1
Griffin	5,700	6,028	6,262	5.9	3.9
Heart of Georgia	1,674	1,663	1,661	1.6	-0.1
Metro	37,792	38,607	39,564	37.0	2.5
Middle Georgia	4,165	4,246	4,402	4.1	3.7
North Georgia	4,427	4,555	4,649	4.3	2.1
Northeast Georgia	4,593	4,586	4,700	4.4	2.5
Northwest Georgia	7,022	6,967	7,133	6.7	2.4
Oconee	1,327	1,330	1,342	1.3	0.9
Okefenokee	1,975	1,981	1,999	1.9	0.9
Pioneer	5,782	5,895	6,137	5.7	4.1
Southwest Georgia	4,488	4,494	4,507	4.2	0.3
West Georgia	4,034	4,065	4,027	3.8	-1.2
Total	103,350	104,845	106,934	100	2.0

Pioneer RESA experienced the greatest increase in the percentage of teachers from FY04 to FY05 (4.1%), followed by Griffin RESA (3.9%) and by Middle Georgia RESA (3.7%). The following RESAs lost teachers in FY05: Chattahoochee (1.1%), Coastal Plains (0.3%), Heart of Georgia (0.1) and West Georgia (1.2%). Coastal Plains and Heart of Georgia RESAs have lost teachers for the second consecutive year, while Northeast Georgia and Northwest Georgia RESAs both experienced decreases in teacher count in FY04, but witnessed increases of over two percent in FY05. See Figure 1.6 for the percentage change in each RESA.

West Georgia RESA experienced the greatest decrease in FY05 (-1.2%), followed by Chattahoochee RESA (-1.1%) both of which are in West Georgia and adjacent to each other. Griffin and Pioneer RESAs experienced increases corresponding to student population increases. Similarly, Chattahoochee and Coastal Plains had teacher loses probably due to loses in student enrollment in both RESAs. In contrast, Southwest Georgia, Central Savannah and Oconee RESAs lost enrollment but experienced increases in teacher count. See Figures 2.19 and 2.20 in Chapter Two.

Figure 1.6. FY04-FY05 Percentage Change in the Number of Georgia's Public School Teachers By RESA



Teaching Positions

Georgia's teaching workforce is counted using two methods. The distinction between these methods is important when comparing the size of the workforce assigned to particular jobs or groups of jobs. They are:

- a. Full-time Equivalency (FTE): The FTE refers to the number in the 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. (FTE count of educators by personnel category and RESA from FY02 to FY05 are provided in Appendix A).
- b. Personnel Counts: Personnel counts reflect all employed personnel in positions requiring certificates. Personnel may be employed on a full- or part-time basis.

The teacher FTE count increased by 1.9%, rising from 103,542.0 in FY04 to 105,521.6 in FY05. Table 1.5 shows the FTE counts of Georgia teachers by grade levels and by some fields for FY02 through FY05.

Table 1.5. FTE Count by Personnel Categories, FY02–FY05

Personnel Categories	FTE Count FY02	% FY02 Workforce	FTE Count FY03	% FY03 Workforce	FTE Count FY04	% FY04 Workforce	FTE Count FY05	% FY05 Workforce	FY04-FY05 Change
Pre-K	1,354.8	1.4	1,373.8	1.3	1,416.6	1.4	1,491.2	1.4	5.3
Kindergarten	5,424.8	5.5	5,654.6	5.5	6,107.0	5.9	6,198.5	5.9	1.5
EIP-K	1,015.5	1	1,219.1	1.2	839.2	0.8	806.6	0.8	-3.9
1 st Grade	5720	5.8	5,892.6	5.8	6,015.3	5.8	6,004.2	5.7	-0.2
2 nd Grade	5,513.6	5.6	5,681.3	5.5	5,740.2	5.5	5,735.9	5.4	-0.1
3 rd Grade	5,474.8	5.5	5,680.8	5.5	5,771.0	5.6	5,694.5	5.4	-1.3
EIP-Grades 1-3	2,763.8	2.8	2,980.3	2.9	2,982.9	2.9	2,608.9	2.5	-12.5
4 th Grade	5,003.7	5.1	4,959.4	4.8	4,958.5	4.8	4,793.9	4.5	-3.3
5 th Grade	4,843.1	4.9	4,884.2	4.8	4,903.8	4.8	4,737.6	4.5	-3.4
EIP-Grades 4-5	933.6	0.9	1,034.8	1.0	1,083.9	1.1	1,215.2	1.2	12.1
6 th Grade	3,861.5	3.9	3,502.7	3.4	3,599.6	3.5	3,841.3	3.6	6.7
7 th Grade	3,687.4	3.7	3,426.8	3.3	3,544.6	3.4	3,657.5	3.5	3.2
8 th Grade	3,414.3	3.5	3,224.2	3.1	3,417.2	3.3	3,582.7	3.4	4.8
9 th -12 th Grades (High School)	17,523	17.8	17,790.2	17.4	17,775.8	17.2	17,933.6	17.0	0.9
ESOL Teachers	492.5	0.5	730.8	0.7	1,262.5	1.2	1,447.9	1.4	14.7
Vocational Education	2,784.3	2.8	2,974.3	2.9	3,119.7	3.0	3,300.8	3.1	5.8
K-12 Instructional Specialist	5,034.8	5.1	5,069.4	4.9	5,505.8	5.3	5,543.3	5.3	0.7

Personnel Categories	FTE Count FY02	% FY02 Workforce	FTE Count FY03	% FY03 Workforce	FTE Count FY04	% FY04 Workforce	FTE Count FY05	% FY05 Workforce	FY04-FY05 Change
K-12 Special Education	1,244.9	12.6	13,098.3	12.8	13,739.1	13.3	14,449.5	13.7	5.2
Other Elementary	3,997.4	4.1	4,078.2	4.0	3,215.1	3.1	3,707.5	3.5	15.3
Other Middle Grades	6,517.1	6.6	7,833.8	7.6	7,364.8	7.1	7,243.0	6.9	-1.7
Other Teachers ¹	849.7	0.9	1,359.3	1.3	1,179.2	1.1	1,528.2	1.4	29.6
Total	98,658.6	100	102,448.8	100	103,542.0	100	105,521.6	100	1.9

Data Source: FTE data, GDOE 2005

Change in Teaching Positions

Elementary grades teachers (K-5) comprised the largest group in FY05, accounting for 40.7% of the total FY05 teachers, followed by middle grades at 17.4% and high school at 17.1%. This order has remained stable since FY03.

The largest percentage increases in the workforce occurred in the Other Teacher category (29.6%), followed by the Other Elementary teachers category (15.3%) and ESOL (14.7%). The rise in Other Teachers and Other Elementary categories may have resulted from reassignments to these categories as a function of the No Child Left Behind Act of 2001 (NCLB). The rise in ESOL teacher category, on the other hand, may be in response to the Act, and/or to the rise in the number of Hispanic and other Limited English Proficiency (LEP) students coming into Georgia schools as discussed in Chapter 2.

Table 1.6. Change in Teaching Positions, FY04-FY05

Teaching Position	FY04 FTE	FY05 FTE	FY04-FY05 Change
Pre-Kindergarten	1,416.6	1,491.2	5.3
Kindergarten	6,107.0	6,198.5	1.5
EIP-K	839.2	806.6	-3.9
Grade 1	6,015.3	6,004.2	-0.2
Grade 2	5,740.2	5,735.9	-0.1
Grade 3	5,771.0	5,694.5	-1.3
EIP-Grade 1 - 3	2,982.9	2,608.9	-12.5
Grade 4	4,958.5	4,799.9	-3.3
Grade 5	4,903.8	4,737.6	-3.4
EIP- Grade 4 - 5	1,083.9	1,215.2	12.1
Grade 6	3,599.6	3,841.3	6.7
Grade 7	3,544.6	3,657.5	3.2
Grade 8	3,417.2	3,582.7	4.8

Table 1.6. Change in Teaching Positions, FY04-FY05. Continued

¹ 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.

Teaching Position	FY04 FTE	FY05 FTE	FY04-FY05 Change
High School	17,775.8	17,933.6	0.9
Vocational Education	3,119.7	3,300.8	5.8
Instructional Specialist	5,505.8	5,543.3	0.7
Special Education	13,739.1	14,449.5	5.2
ESOL	1262.5	1447.9	14.7
Other Elementary	3,215.1	3,707.5	15.3
Other Middle	7,364.8	7,243.0	-1.7
Other Teachers	1,179.2	1528.2	29.6
Total	103,542.0	105,521.6	1.9

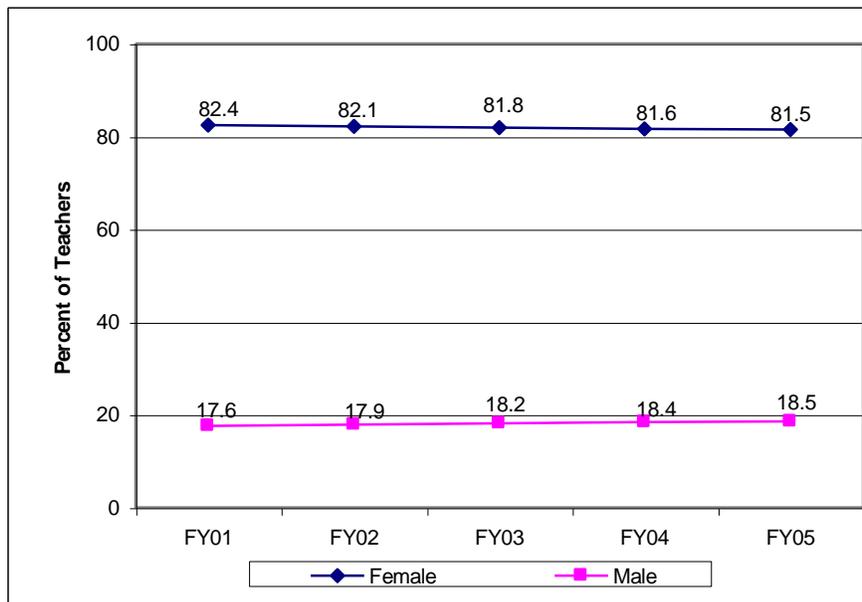
Data Source: GDOE, 2005

The FTE Count Data derived from CPI reports for fiscal years 2004 through 2005 represents employees in positions that require certification, who were classified in a teaching position, and who were not terminated during the fiscal year.

Gender

While the majority of Georgia teachers were female in FY05 (81.5%), the percentage of female teachers continues to decrease annually. The percentage of male teachers increased slightly, though by only a tenth of a percent, with a net gain of 582 more male teachers in FY05. This raised the number of male teachers in FY05 to 19,824, an increase of 3% from FY04's 19,242. See Figure 1.7.

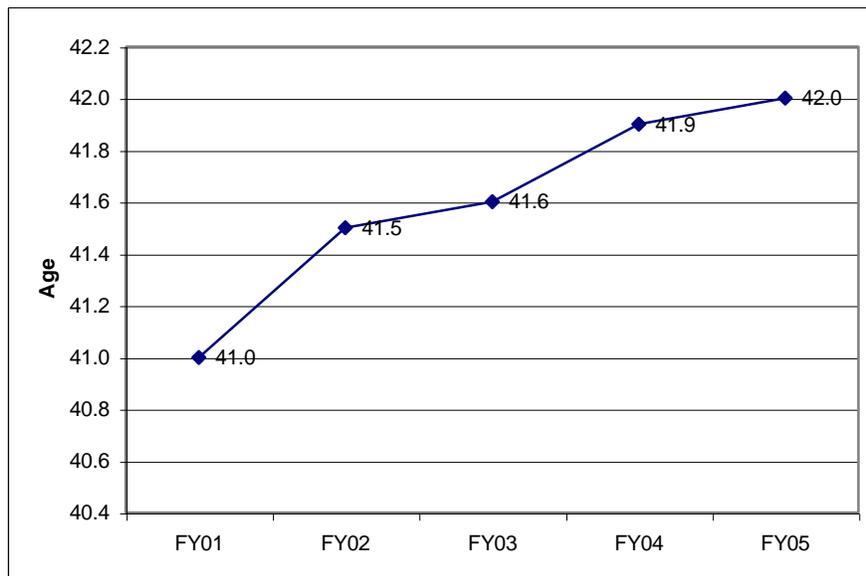
Figure 1.7. Demographic Profile by Gender, FY01-FY05



Age and Experience

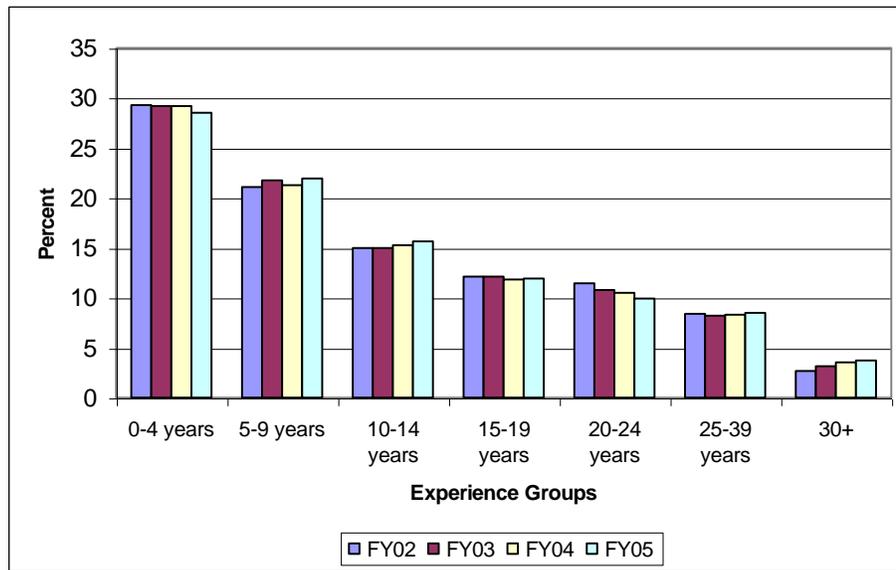
In FY05, teachers' average age was 42.0 years, a rise from 41.9 years in FY04; this may indicate that Georgia teachers are growing older (See Figure 1.8). The average age of teachers declined in FY04 to 41.3 after rising for three consecutive years. The increase in the average teacher age may be a result of older new teachers being hired or simply the fact that teachers grow older every year. Teachers' ages ranged from 20 to 86 years. The percentage of teachers over 61 years of age increased to 3.2% (3,452) from 2.9% (3,072) in FY04. This indicates that more Georgia teachers are nearing retirement.

Figure 1.8. Average Age of Georgia Teachers, FY01-FY05



The average FY05 teacher experience was 12.5 years and ranged from zero to sixty years. More than six percent (6.6% or 7,068) of teachers were reported as having zero years of teaching experience in FY05. As might be expected, newer teachers comprise the largest group (0-4 years experience, 28.5%). See Table 1.7. Those with more than 30 years of experience and over and who now have an option to retire comprised the smallest group at 3.7%. While the zero-to-four years of experience group is declining in size, the 30 and over group is growing, See Figure 1.9. These trends may suggest that more mature and experienced teachers are being hired through alternative route programs such as Troop to Teachers (TTT), the Georgia Alternative Teacher Preparation Program (GATAPP), retirees, and/or post-baccalaureate routes.

Figure 1.9. Teacher Experience Groups, FY02-FY05



Ethnicity

The majority of Georgia teachers are White (77.2% in FY05), although the proportion of minority representation continues to increase. Black teachers now represent 21% of the teacher workforce, and though the proportion of Hispanic teachers is small (1.0%), it has continued to increase gradually from 0.8%% in FY02 to 1.0% in FY05. See Table 1.7. The representation of Black and Hispanic groups is substantially smaller in the teacher corps than in the student body. In FY05, Black and Hispanic students comprised 38% and 7.7% of the student population. The number of Hispanic and Black students continues to grow annually, increasing by 13.8% and 2.2% respectively in FY05. Figures 1.10 and 1.11 show the ethnic distribution of Georgia teachers from FY03 to FY05.

Appendix A2 provides the ethnic distribution of Georgia’s teaching workforce by RESA from FY03 to FY05.

Figure 1.10. Teacher Ethnicity – All Ethnicities, FY03-FY05

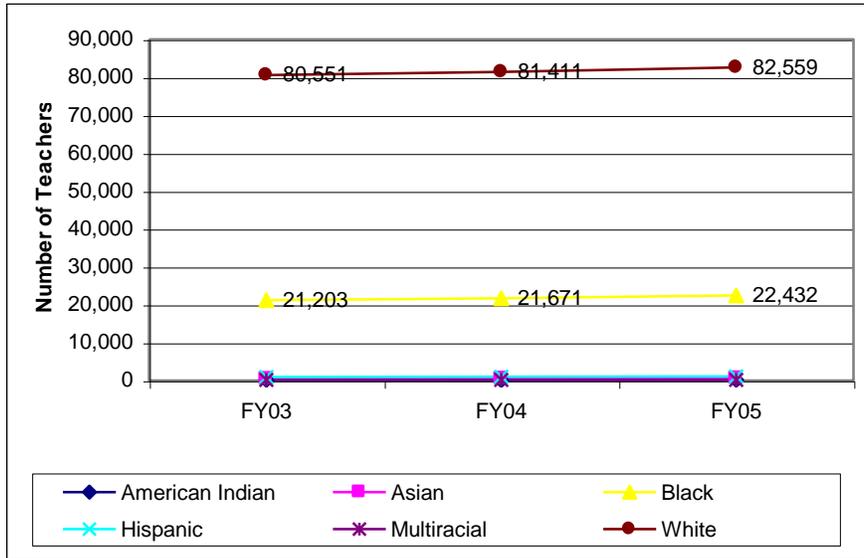
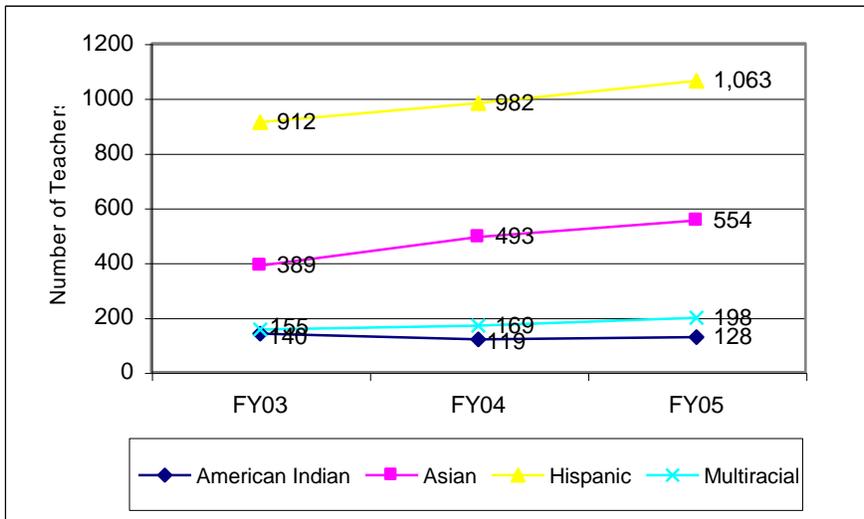
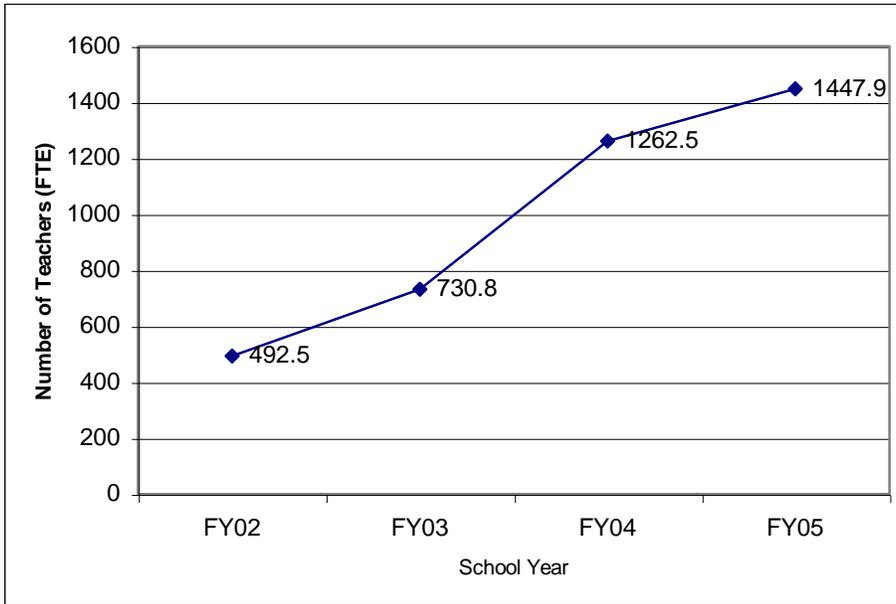


Figure 1.11 Teacher Ethnicity –Ethnicities Other Than Black & White, FY03-FY05



The PSC and local school systems are making strategic recruitment efforts to increase the number of Hispanic, Spanish speaking, Asian and ESOL teachers to meet the needs of a rapidly growing international student population. The number of ESOL teachers has risen by almost 200% from 492.5 FTE in FY02 to 1447.9 in FY05. See Figure 1.12. The demand for ESOL teachers is high across all Georgia schools

Figure 1.12. ESOL Teachers, FY05



Certification Level

The certification level of an educator is based on his/her earned academic degree. The percentage of teachers with a Bachelors degree continues to decrease, while that of teachers with graduate degrees continues to rise. From FY04 to FY05, teachers holding graduate degrees increased by 5.8%. Specifically, the number of teachers with doctorate degrees increased by 12.7%, while specialist degree holders increased by 9.7% from FY04 to FY05. See Table 1.7. This suggests that more teachers are either returning to school to earn higher degrees or coming in with advanced degrees.

Figure 1.13. Georgia Teacher Certification Levels, FY02-FY05

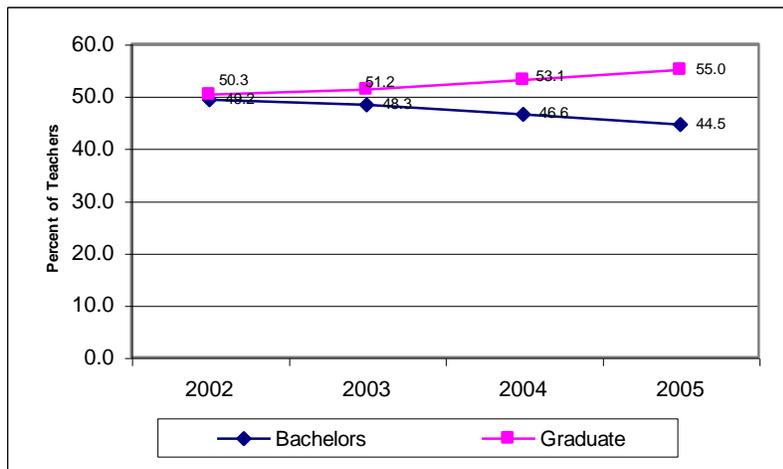


Table 1.7. provides a demographic summary of Georgia's public school teachers in FY05, including degree levels.

Table 1.7. Demographic Summary of the Teaching Workforce in Georgia, FY02-FY05

Characteristics	FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%
Gender								
Female	81,651	82.1	84,581	81.8	85,603	81.6	87,110	81.5
Male	17,819	17.9	18,769	18.2	19,242	18.4	19,824	18.5
Total	99,470	100	103,350	100	104,845	100	106,934	100
Age Groups	#	%	#	%	#	%	#	%
20 and under	7	0	2	0	1	0	1	0.0
21-30	20,013	20.1	20,466	19.8	19,962	19	19,921	18.6
31-40	26,644	26.8	28,370	27.5	29,396	28	30,549	28.6
41-50	28,207	28.4	28,153	27.2	27,706	26.4	27,522	25.7
51-60	22,394	22.5	23,725	23	24,704	23.6	25,480	23.8
61+	2,205	2.2	2,631	2.6	3,072	2.9	3,452	3.2
Not Defined	N/A	N/A	3	0	4	0	9	0.0
Total	99,470	100	103,350	100	104,845	100	106,934	100
Ethnic Groups	#	%	#	%	#	%	#	%
American Indian	135	0.1	140	0.1	119	0.1	128	0.1
Asian	354	0.4	389	0.4	493	0.5	554	0.5
Black	20,483	20.6	21,203	20.5	21,671	20.7	22,432	21.0
Hispanic	818	0.8	912	0.9	982	0.9	1,063	1.0
Multiracial	94	0.1	155	0.2	169	0.2	198	0.2
White	77,586	78	80,551	77.9	81,411	77.6	82,559	77.2
Total	99,470	100	103,350	100	104,845	100	106,934	100
Experience	#	%	#	%	#	%	#	%
0-4 years	29,110	29.3	30,188	29.2	30,581	29.2	30,445	28.5
5-9 years	21,018	21.1	22,469	21.7	22,369	21.3	23,414	21.9
10-14 years	14,920	15	15,459	15	16,029	15.3	16,718	15.6
15-19 years	12,083	12.1	12,514	12.1	12,410	11.8	12,684	11.9
20-24 years	11,348	11.4	11,114	10.8	11,030	10.5	10,597	9.9
25-29 years	8,321	8.4	8,446	8.2	8,754	8.3	9,091	8.5
30+	2,670	2.7	3,160	3.1	3,672	3.5	3,985	3.7
Total	99,470	100	103,350	100	104,845	100	106,934	100
Certification	#	%	#	%	#	%	#	%
High School ^a	138	0.1	132	0.1	119	0.1	140	0.1
Associate ^b	322	0.3	311	0.3	296	0.3	318	0.3
Bachelor's	48,970	49.2	49,943	48.3	48,806	46.6	47,625	44.5
Master's	40,118	40.3	42,186	40.8	43,664	41.6	45,700	42.7
Specialist	9,036	9.1	9,792	9.5	10,873	10.4	11,926	11.2
Doctorate	886	0.9	986	1	1,087	1	1,225	1.1
Total	99,470	100	103,350	100	104,845	100	106,934	100

Data derived from CPI reports for fiscal years 2002 through 2005.

^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.

Core Subject Area

The number of teachers assigned to the four core subjects of English, Mathematics, Science, and Social Science and who taught in middle grade decreased by 1.2% in FY05. Overall increases were noted in every core subject area with the exception of English, where a decrease of 10.5% from FY04 was observed. See Figure 1.14 and Table 1.8.

Similarly, at the high school level, increases were seen in all the core subjects areas in English, which decreased by 1.0% in FY05.

Figure 1.14. Georgia Middle Grades Teachers in Core Subject Areas, FY01-FY05

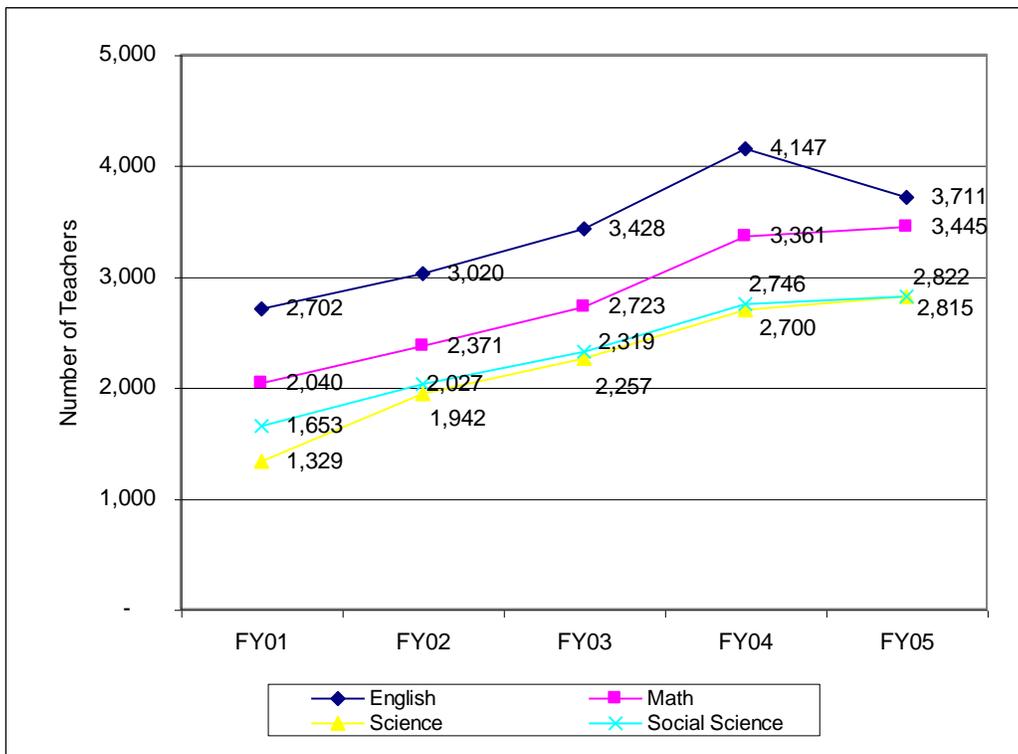


Table 1.8. Georgia Teacher Workforce by Grade Level and Personnel Category, FY01-FY05

Personnel Category	FY01	FY02	FY03	FY04	FY05	% Change from FY01-FY05	% Change from FY04-FY05
Middle Grades							
English	2,702	3,020	3,428	4,147	3,711	37.3	-10.5
Mathematics	2,040	2,371	2,723	3,361	3,445	68.9	2.5
Science	1,329	1,942	2,257	2,700	2,822	112.3	4.5
Social Science	1,653	2,027	2,319	2,746	2,815	70.3	2.5
Total	7,724	9,360	10,727	12,954	12,793	65.6	-1.2
High School							
English	3,350	3,460	3,540	3,566	3,529	5.3	-1.0
Mathematics	3,016	3,144	3,294	3,341	3,414	13.2	2.2
Science	2,746	2,855	2,893	2,922	2,970	8.2	1.6
Social Science	2,831	2,970	3,068	3,103	3,177	12.2	2.4
Total	11,943	12,429	12,795	12,932	13,090	9.6	1.2
Special Education							
Total	11,698	12,602	13,283	13,927	14,677	25.5	5.4
Vocational Education							
Total	2,898	2,874	3,082	3,094	3,293	13.6	6.4
Instructional Specialist							
Total	4,951	5,123	5,166	5,609	5,638	13.9	0.5

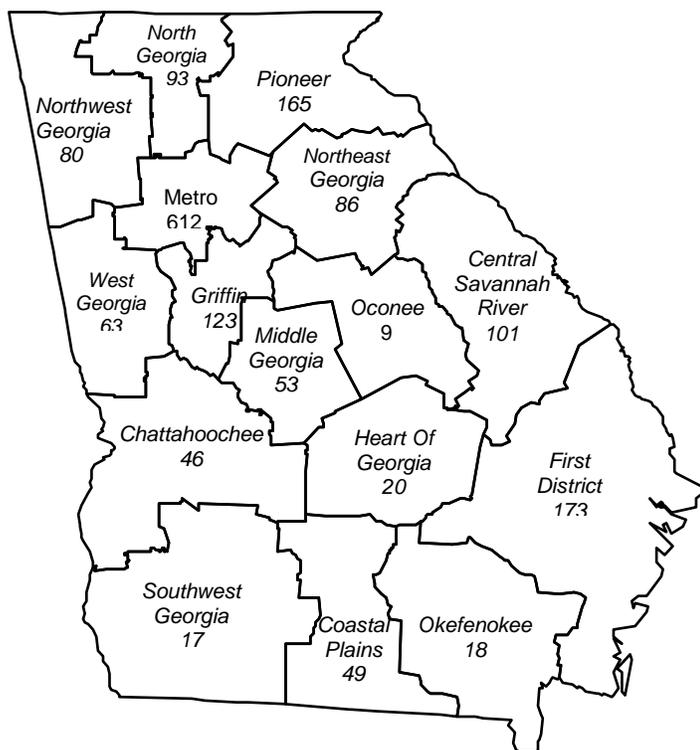
Note that numbers reflect number of personnel whose major or only assignment is teaching.

National Board for Professional Teaching Standards (NBPTS) Certification

There were 1708 National Board Certified Teachers (NBCTs) in Georgia school systems in FY05, an increase of 33.9% from FY04. As in previous years, the majority (88.6%, or 1,514) of NBCTs in Georgia were employed as teachers.

Figure 1.15 shows the distribution of Georgia NBCTs by RESA. Metro RESA had the greatest number of NBCTs in Georgia in FY05. All Georgia RESAs experienced increases in the number of NBCTs from FY04. Efforts are in the second year at the PSC to increase participation in the National Board for Professional Teaching Standards (NBPTS) process by more minorities, in smaller school systems and in Needs Improvement Schools statewide.

Figure 1.15. Distribution of NBCTS by RESA, FY05



NBCTs in Georgia High Need Schools

Senate Bill 34 (The text of the law is found at http://www.legis.state.ga.us/legis/2005_06/versions/sb34_SB_34_HCSFA_16.htm) changed the conditions for eligibility for NBCT program incentives in FY05. According to the statute effective March 1, 2005, Georgia public school teachers who achieve NBCT certified must teach in a school that has been on the Georgia Department of Education's (GDOE) "Needs Improvement" list for two or more consecutive years in order to qualify for eligibility to apply for state or state managed prepayment of a portion of the participation fees, for reimbursement of personally paid initial application fees and/or state salary supplement. This means that at the time the teacher applies to NBPTS, s/he must be teaching in a school on the annual GDOE Needs Improvement School list. Candidates in the NBPTS process after March 1, 2005 are eligible for the 10% of state base salary supplement only if they were working in eligible schools at the time of their official application and attainment for candidacy to NBPTS, or if they transfer to eligible schools after attainment of NBCT. In FY05, about thirty-one percent (30.8%) of Georgia NBCTs were employed in Title I¹ schools and 6.7% of NBCTs were

¹ Title I is a part of the No Child Left Behind Act of 2001 (NCLB). This act provides federal funds through the Georgia Department of Education to local educational agencies (LEAs) and public schools with high numbers or percentages of children from poor families to help ensure that all children meet challenging State academic content and student academic achievement standards (Georgia Department of Education (GDOE), 2005).

employed in schools that were on the GDOE “Needs Improvement” or “High Need” list. See Table 1.9. “High Need” is defined by GDOE as a school in Needs Improvement status for two or more consecutive years. Nevertheless, only 10% of Georgia schools (204 out of 2,037 in FY05) were classified as High Need or Needs Improvement.

Table 1.9. NBCTs in Schools on Need Improvement List, FY05

Years In Need Improvement List	Teachers	Service	Administrative	Total
0	1,140	85	34	1,259
1	165	10	9	184
2 or More	101	5	8	114
Not Specified	108	16	27	151
Total NBCTs in schools in FY05	1,514	116	78	1,708
Total in Need Improvement Schools (1 or more years on the list)	266	15	17	298
Percent in Need Improvement schools (1 or more years on the list)	17.6	12.9	21.8	17.4
Number in High Need Schools (2 or more years on the list)	101	5	8	114
Percent High Need Schools (2 or more years)	6.7	4.3	10.3	6.7

Data Source: GDOE, 2005

The 2004 and 2005 Strategic Initiative Partnerships focused on improving diversity and resulted in the recruitment of a few more males, and many more non-white candidates. Strategic Partners were: Dekalb County Schools, Dade County Schools, Richmond County Schools, Savannah-Chatham County Schools, Coastal Plains RESA and Valdosta State University, McIntosh County Schools, Albany State University's Center for Accomplished and Exemplary Teaching, Georgia State University's Alonzo Crim Center, Georgia Southern University, the Professional Association of Georgia Educators (PAGE) and the Georgia Association of Educators (GAE).

Self-reporting non-white participation increased in 2004-2005 NBPTS candidate year to 371. The August 1, 2005 NBPTS list of 1,081 educators awaiting scores contains the names of only 107 males. A new strategic initiative in the PSC focuses more on the recruitment of male teachers into the NBPTS process.

In FY05, a statewide conference was held for NBCTs and candidates to discuss, among other items, the pending changes in Georgia funding statutes and rules. Workshop topics focused on effective strategies for improving student learning in High Need and Needs Improvement schools. Issues such as the impact of poverty and cultural diversity were explored and discussed. The 2005 conference includes principals and teachers from the GDOE “Needs Improvement” schools. The three-day November 2005 conference provided opportunities to discuss NBCT strategies for improving student achievement in local schools, and the required knowledge/skill for new candidates in the NBPTS process. Principals and teachers will have skills in the in-depth analysis of student work, a skill required of NBPTS candidates that can be utilized in school wide improvement plans.

Despite disagreements in research findings in the literature on the effectiveness of NBCTs, three studies released by the NPBTS to-date compared NBCT and non-NBCTs. These studies suggest that NBPTS process does identify teachers who generally produce higher tested student academic achievement using states' testing data. Next year's Status Report should be able to provide information on the effectiveness of the new state law and recruiting efforts to attract NBCTs to High Need/Needs Improvement schools.

Demographic Characteristics of National Board Certified Teachers

The majority of Georgia NBCTs were White (91.7%) and female (90.7%) in FY05, even more White and female than in the general teacher workforce. The average age of Georgia NBCTs in FY05 was 46.1 years, while NBCTs' average years of experience was 17.5. These averages were higher than for teachers as a whole in FY05 where the average age is 42 years and average experience is 12.5 years. Most of Georgia NBCTs hold advanced degrees; only eight percent (8.1%) of Georgia NBCTs hold Bachelors degrees.

Grade Level Placements of NBCTs

Almost one-third (30.2%) of Georgia NBCTs in FY05 were employed in the elementary grades, followed by high school (18.9%) and middle school (17.4%) teachers. See Table 1.10.

Table 1.10. NBCTs Distributed By Personnel Category/Grade Level, FY05*

Teachers	#	%
Pre-K	8	0.4
Elementary Grades	564	30.2
Middle Grades	324	17.4
High School	352	18.9
Literacy Coach	20	1.1
Special Education Teachers	118	6.3
Vocational Education Teachers	34	1.8
ESOL Teachers	18	1
Other Teachers	6	0.3
Instructional Specialist	70	3.8
TOTAL	1,514	81.2
Student Services Personnel	#	%
Elementary Counselors	5	0.3
Middle Counselors	2	0.1
Media Specialists	79	4.2
Speech and Language Pathologist	2	0.1
Other Student Services	28	1.5
TOTAL	116	6.2
Administrative Personnel	#	%
Assistant Principal	32	1.7
Principal	6	0.3
Other Administrators	40	2.1
TOTAL	78	4.1
Not in Public School System	158	8.5
GEORGIA NBCTs	1,866	100

*FY05 Employment

Full- and Part-time Teachers

In Georgia, a teacher is classified as full-time if s/he spends 95 percent of his/her time teaching. Part-time teaching is a means that school systems use for hiring teachers for subject areas or schools that have small enrollments. Some teachers, however, choose to teach part-time or job share in large enrollment subjects, fields or grade levels. Most of Georgia teachers were employed full-time in FY05 (96.2%), an increase from the 95.6% in FY04.

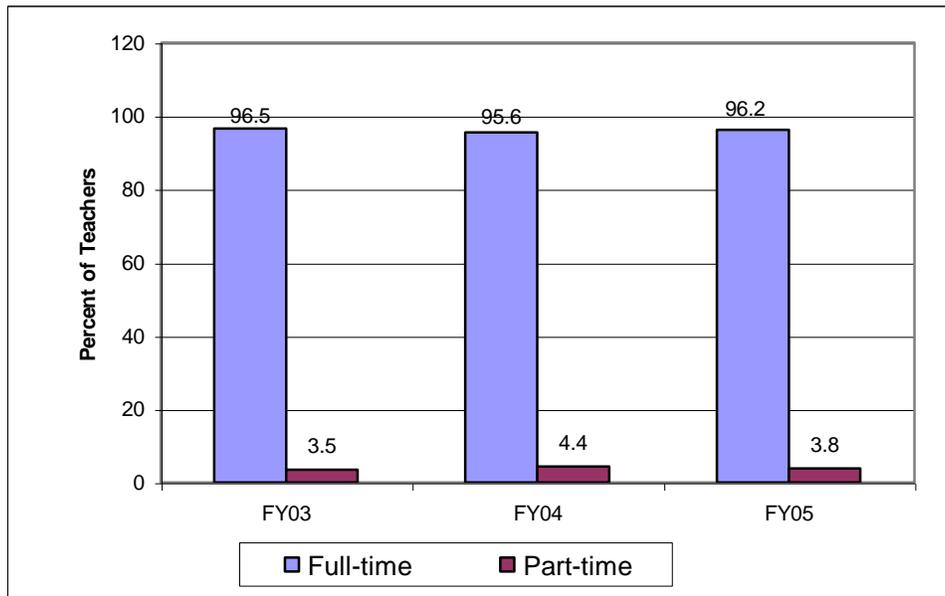
Sometimes an educator's time is distributed among several assignments in one school or across many schools. The highest number of teaching assignments held by a teacher continues to rise, increasing from 6 assignments in FY03 to 12 assignments in FY05. Educators are regarded as having a predominantly teaching assignment if teaching accounts for 50% or more of their employment. The percentage of teachers assigned to only one full-time position declined a second consecutive year to 80.1% in FY05 from 82.3% in FY03. There was, in contrast, an increase in the number of teachers holding 2 to 6 assignments in FY05. See Table 1.11.

Table 1.11 Full/Part-time Teaching Status, FY03-FY05

Teaching Status	Number of Positions Held											% of total	% With more than one teaching assignment
	1	2	3	4	5	6	7	8	10	12	Total		
FY03													
Full-time	85,348	11,548	2,102	685	250	130	0	0	0	0	100,063	96.5	14.2
Part-time	3,149	390	48	6	2	3	0	0	0	0	3,598	3.5	0.4
Total	88,497	11,938	2,150	691	252	133	0	0	0	0	103,661*	100	14.6
FY04													
Full-time	84,973	11,831	2,239	683	408	305	3	1	1	0	100,444	95.6	14.7
Part-time	4,016	506	80	16	3	6	0	0	0	0	4,627	4.4	0.6
Total	88,989	12,337	2,319	699	411	311	3	1	1	0	105,071*	100	15.3
FY05													
Full-time	85,774	12,772	2,754	795	444	476	3	3	2	1	103,024	96.2	16.1
Part-time	3,585	388	66	17	4	4	0	0	0	0	4,064	3.8	0.4
Total	89,359	13,160	2,820	812	448	480	3	3	2	1	107,088	100	16.6

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

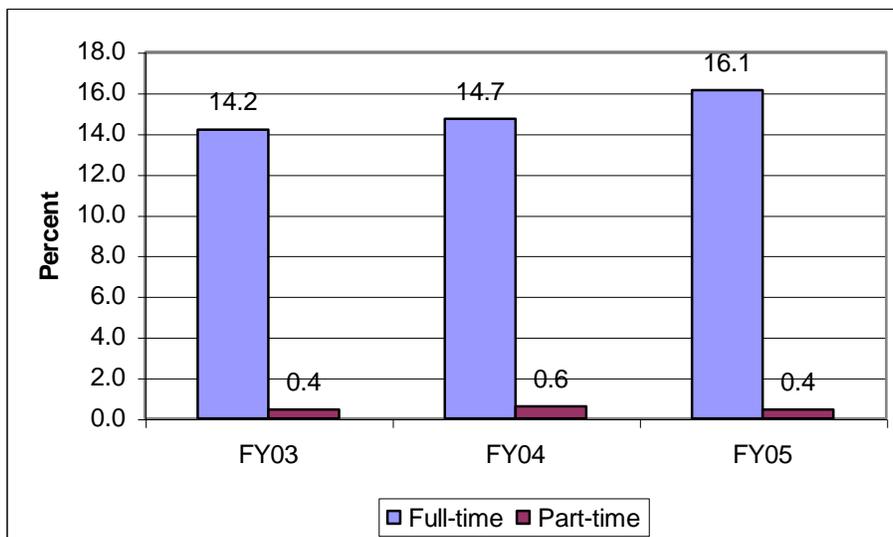
Figure 1.16. Full/Part-time Teaching Status, FY03-FY05



A further examination at the percentage of teachers performing more than one duty shows that the percentage of full-time teachers doing more than one job continued to increase, rising from 14.2% in FY03 to 16.1% in FY05. On the other hand, the corresponding percentage for part-time teachers has fluctuated. See

Figure 1.17. Overall, the percentage of teachers doing more than one job has increased by two percentage points from 14.6% in FY03 to 16.6% in FY05. See last column in Table 1.11.

Figure 1.17. Percentage of Teachers With More Than One Teaching Assignment, FY03-FY05



Out-of-Field Teaching

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

Out-of-field teaching in Georgia ranged from 2.4% in Social Science to 4.0% in English in FY05. Although out-of-field teaching declined in all four core high school subjects, out-of-field teachers remained greatest in English at 4.0%, but 2.5 percentage points lower than in FY04, when out-of-field teaching was highest in English at 6.5%.

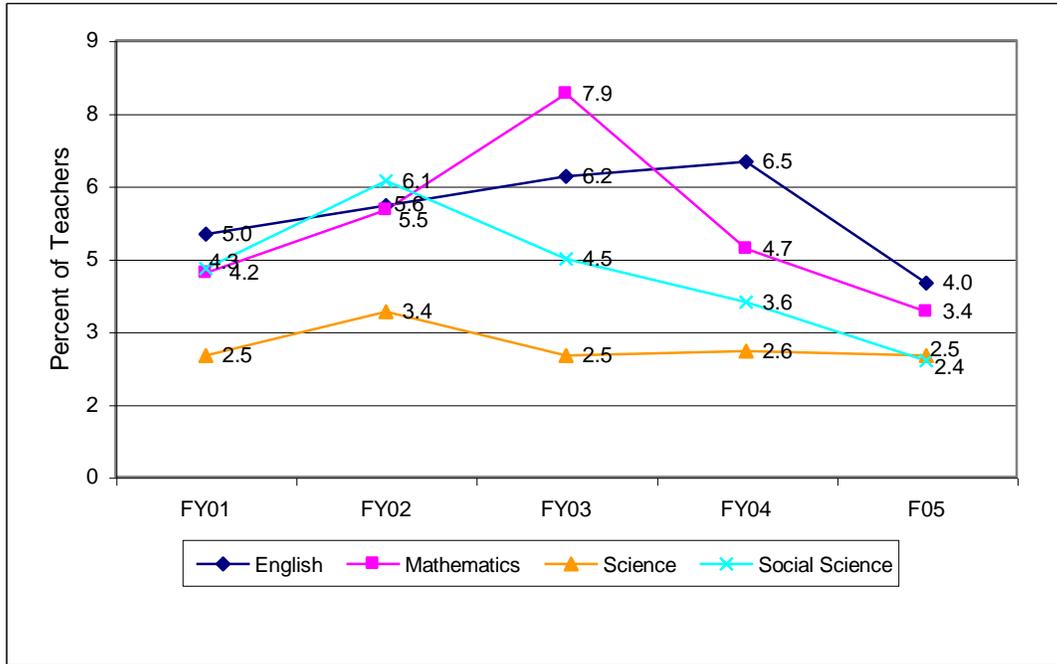
Table 1.12 Out-of-field Teaching in Core Subjects in Grades 9-12, FY05

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	3,709	3,562	96.0	147	4.0
Mathematics	3,510	3,392	96.6	118	3.4
Science	3,072	2,994	97.5	78	2.5
Social Science	3,307	3,227	97.6	80	2.4

Number Certified in Social Science includes Social Science, History, Political Science, Economics, Geography and Sociology; Number Certified in Science includes Biology, Chemistry, Physics, Earth & Space Science, and Science. Note that numbers include personnel whose major assignment is not teaching.

Out-of-field teaching also declined in Mathematics and Social Science. Out-of-field teaching in Mathematics declined by 1.3% percentage points from 4.7% in FY04 to 3.4% in FY05, while out-of-field teaching in Science declined by 0.1 percentage point from 2.6% in FY04 to 2.5% in FY05. See Figure 1.18 and Table 1.13.

**Figure 1.18. Percentage of Out-of-Field Teachers in the Core Subject Areas
FY01- FY05**



**Table 1.13 Four-Year View of Out-of-Field Teaching in High School Core Subjects,
FY02 – FY05**

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
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	2,871	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
FY05					
English	3,709	3,562	96.0	147	4.0
Mathematics	3,510	3,392	96.6	118	3.4
Science	3,072	2,994	97.5	78	2.5

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
Social Science	3,307	3,227	97.6	80	2.4

Data Source: CPI and CIS file.

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

Table 1.14 shows out-of-field teaching in the four high school core subjects disaggregated by RESA. For the third consecutive year, the highest occurrence of out-of-field teaching in English was in Heart of Georgia RESA at 9.8% in FY05. However, the percentage of out-of-field teachers in English in this RESA declined considerably by a five percentage point from 13.8% in FY04. Out-of-field teaching remains a serious problem in Heart of Georgia RESA with 5.9% out-of-field in Mathematics and 6.3% out-of-field in Science in FY05. It is probably related to the decline (.8%) in teacher workforce since FY03. In FY05, the highest occurrence of out-of-field teaching in Mathematics occurred in Okefenokee RESA (10.2%); this RESA also had the highest incidence of out-of-field teaching in Science with 10.0%, with only a 0.9% overall workforce growth from FY04 to FY05. Although Oconee RESA had the highest incidence of out-of-field teaching in Social Science (4.9% in FY05), the proportion of teachers teaching out-of-field declined dramatically from 11.4% in FY04 to 4.9% in FY05. Similarly, First District, Middle Georgia and West Georgia RESAs showed reductions in out-of-field Social Science in FY05.

In Science, however, Okefenokee RESA showed a sharp rise from 0% in FY04 to 10% out-of-field teachers in FY05. Also, out-of-field teaching in Science increased from 0.9% in FY04 to 6.5% in FY05 in First District RESA. This highlights a major concern with out-of-field teaching; that of maintaining zero or no out-of-field teaching from year to year, and a larger problem of achieving and maintaining a highly qualified workforce from one year to the next. There were no occurrences of out-of-field teaching in Social Science in Okefenokee RESA, nor in Science in Oconee RESA in FY05.

In FY05, Chattahoochee, Metro, Northeast Georgia, Northwest Georgia, Oconee, and West Georgia RESAs experienced decreases in out-of-field teaching in the four core subjects. See Table 1.14.

Table 1.14 High School Out-of-Field Teaching as Percentage of Total Number of Teachers in RESA, FY04-FY05

RESA	English		Mathematics		Social Science		Science	
	Out-of-Field % FY04	Out-of-Field % FY05	Out-of-Field % FY04	Out-of-Field % FY05	Out-of-Field % FY04	Out-of-Field % FY05	Out-of-Field % FY04	Out-of-Field % FY05
Central Savannah	2.8	1.9	2.8	2.7	2.3	3.5	1.7	1.2
Chattahoochee	8.1	4.7	7.0	5.8	3.2	2.4	7.4	4.0
Coastal Plains	2.1	2.1	1.1	2.3	2.4	1.3	3.9	3.8
First District	7.3	6.7	4.9	5.8	7.8	2.3	0.9	6.5
Griffin	3.8	2.3	2.5	3.3	2.5	2.3	2.5	2.0
Heart of Georgia	13.8	9.8	7.5	5.9	0.0	2.0	7.7	6.3
Metro	6.8	3.3	3.8	2.2	2.7	2.2	1.4	0.9
Middle Georgia	5.8	4.4	4.3	3.3	5.3	2.1	4.8	3.1
North Georgia	4.4	6.5	5.5	0.7	4.3	2.0	3.8	2.9
Northeast Georgia	5.1	4.3	6.2	2.5	2.3	2.1	2.4	1.6
Northwest Georgia	8.5	4.2	5.0	1.8	4.9	3.3	3.8	1.6
Oconee	12.2	6.5	17.9	6.3	11.4	4.9	5.1	0.0
Okefenokee	12.5	4.5	11.7	10.2	1.8	0.0	0.0	10.0
Pioneer	6.3	1.6	2.2	3.5	1.1	2.1	0.0	1.2
Southwest Georgia	5.2	5.8	8.5	6.6	4.4	3.0	6.1	5.9
West Georgia	6.7	3.3	4.8	5.6	6.9	3.6	6.0	5.1

Data Source: CPI and CIS files.

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

Summary

As in previous years, the Georgia educator and teaching workforce continued to grow in FY05 and increased by 2.1% from FY04. The number of teachers teaching the core subjects in all schools increased in FY05, with the exception of English, while core subject teachers in middle schools decreased. Out-of field teaching declined in all four high school core subjects though notably rising in Science in Okefenokee RESA where teacher count has been declining. More Georgia teachers held higher graduate level degrees. The research literature on how advanced degree training impacts student achievement, which should be of interest to policymakers, will be reviewed and released as a White Paper later in the year on www.gapsc.com. The PSC will also release a white paper on the comparison of graduate degrees by field, subject taught or field assigned.

Chapter 2: Teacher Demand in Georgia

Introduction

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

Teacher demand has two basic components: "Growth" demand, driven by the increase (or decrease) in student enrollment, and "replacement" demand, which is driven by teachers leaving for another education position or leaving the profession altogether.

Student enrollment drives teacher growth demand. For this reason, this chapter thoroughly examines student enrollment factors and changes in them. Factors include not only increases or decreases in enrollment but changes in retention and dropout rates. These changes can be different across grades, across gender and across ethnicity, and they can significantly affect teacher demand by level and by specialty. State and federal enrollment projections show a continuing increase in Georgia's P-12 public elementary and secondary school enrollment through the 2011-2012 (FY12) school year (FY12).

Teacher replacement demand is driven by the rate at which teachers leave, termed attrition, which includes leaving one school for another, leaving the state for another, leaving teaching for another career, being reassigned voluntarily or involuntarily or 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 state legislated limits on class size or teacher qualification requirements, curriculum requirements from the state Board of Education, 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 (NCLB) which, among many other requirements, demands that schools have a "highly qualified" teacher in each classroom.

NCLB is the most recent reauthorization of the Elementary and Secondary Education Act of 1965, known widely as Title I. 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, and (3) the teacher has demonstrated core subject area competency, usually by passing a content knowledge test. 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 if school systems wish to receive Title I funds. 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 has increased pressure on school districts to hire teachers who meet the NCLB qualification requirements

The 2005 Georgia legislative session passed Georgia SB34 to amend Article 6 of Chapter 2 of Title 20 to provide for the Georgia Master Teacher Program and the Academic Coach program. The legislation also brought changes to the circumstances under which new National Board Certified teachers would be able to receive state supplements. The 2004 session brought no changes to teacher certification. During the 2003 legislative session, House Bill (HB) 590 was signed into law 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

This section studies some of the factors affecting student enrollment so the reader may better understand these factors as they affect teacher need. 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. Additional information has been drawn from the United States Census and the National Center for Educational Statistics (NCES).

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 affect such increases. One factor is the birth rate. From 1996 through 2000, the Georgia birth rate increased by over 4,000 per annum. These children have now entered the school system, and the resultant surge in student enrollment will continue to be felt as the students progress through the grades. A tempering of the increase in birth rate was observed in 2001, and 2002 realized an actual decrease in rate. The latest available 2003 data show births rebounding to more than 2,500.

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 2025.²

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 relatively consistent since the 1999-2,000, or FY00, school year. The most recent increases, however, may suggest the beginnings of even greater enrollment growth.

Figure 2.1. Total Georgia P-12 Public School Student Enrollment, FY00-FY05
(Data Source: DOE FTE1)

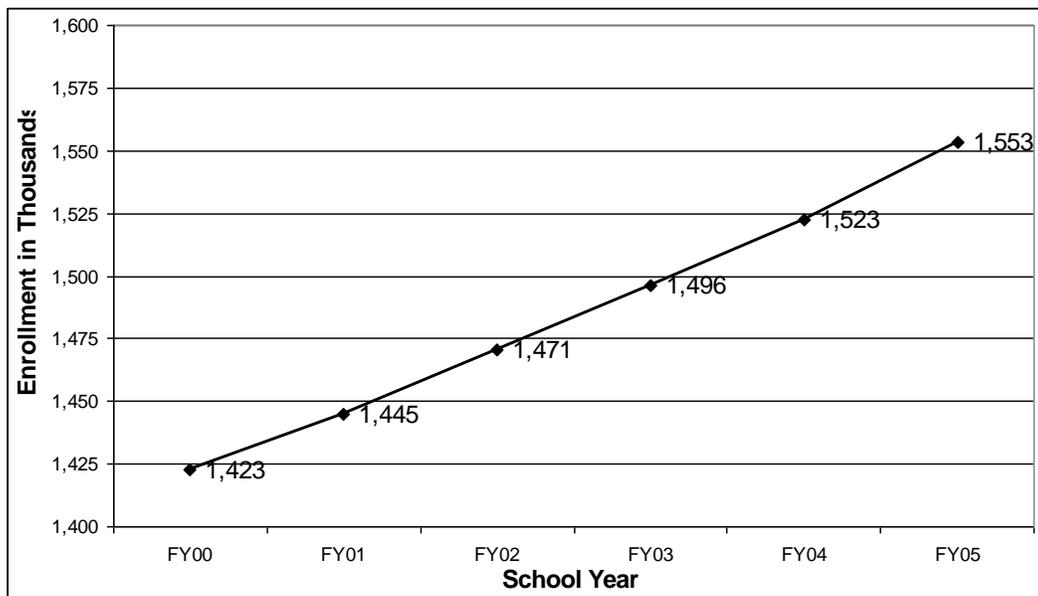


Figure 2.2 provides a more apparent representation of enrollment growth. After the slight slowing of enrollment growth in FY03, FY04 saw growth of more than 1,000 students, and FY05 realized an increase of more than 4,000 students over FY04 growth – a total growth of more than 30,000 students in one year.

² 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.

Figure 2.2. Georgia P-12 Public School Student Enrollment Increase, FY00-FY05
(Data Source: DOE FTE1)

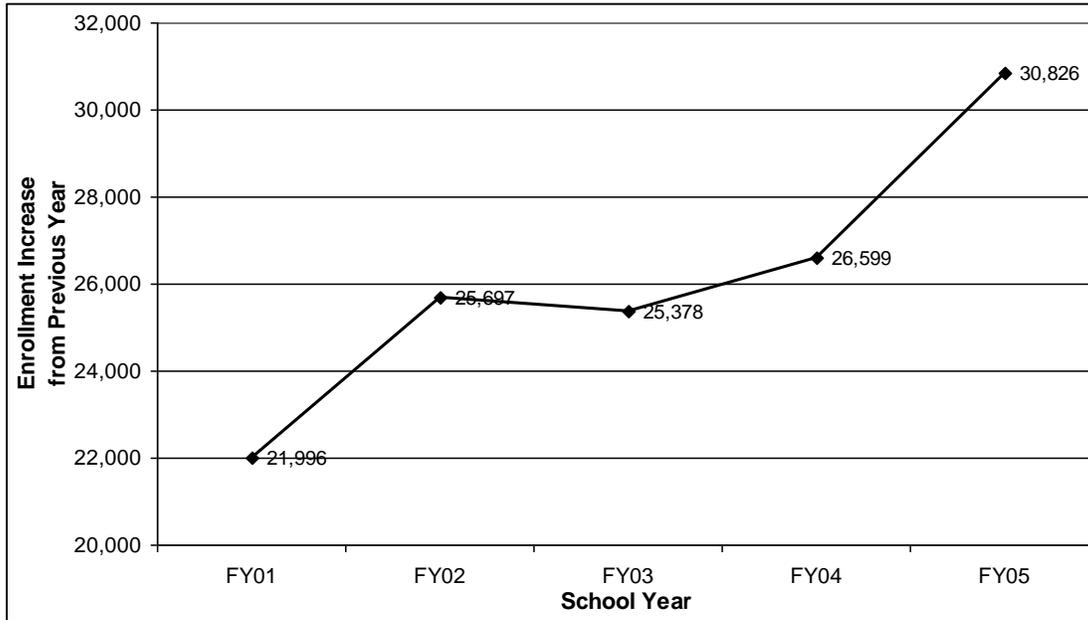


Figure 2.3 compares the percentages of Georgia and national enrollment growth since FY01. The FY04 and FY05 national enrollments are projections from the National Center for Educational Statistics (NCES) as actual national enrollment data were not yet available. In FY01, public school enrollment increased for Georgia by more than 1.5%, while the national increase was almost 1%. Since then, Georgia's annual enrollment increases have consistently grown, exceeding 2% in FY05. The national enrollment increases have been much smaller, having leveled out to just about one quarter of a percent annually. Georgia is clearly a strong public school enrollment growth state.

Figure 2.3. Comparison of Georgia and National Enrollment Growth, FY01-FY05
(Data Source: DOE FTE1)

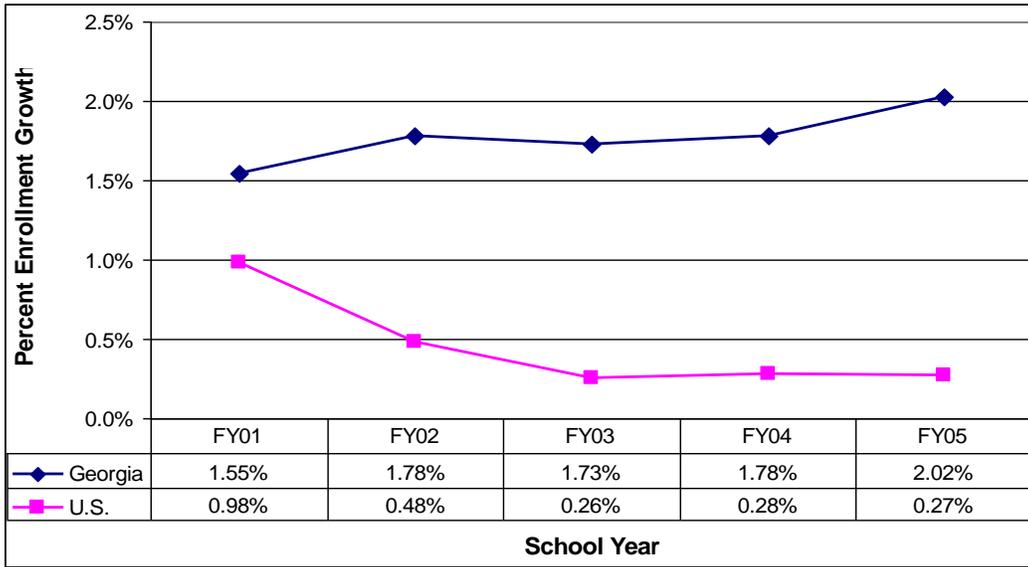


Table 2.1 is taken directly from the NCES website, ranking states' public school enrollment growth projected from 2001 to 2013. States not listed were projected to have zero growth or decreased enrollment. Georgia is twelfth with a projected 6.8% growth for the period. Given that Georgia has already experienced a total of 9.2% measured growth from FY01 to FY05, NCES projections may be radically underestimating Georgia enrollment growth. Most of the country's projected growth appears to be focused in the West and Southwest. No Eastern, Midwestern or Southern states are growing as fast as Georgia. Georgia may be able to identify a generous pool of experienced teachers from the many states in these latter three regions that are losing enrollment to help address the potentially substantial Georgia public school enrollment growth of the coming years.

Table 2.1. NCES Projected Percent Increases in Public Elementary and Secondary School Enrollment, by State: 2001 to 2013

State	% Growth		State	% Growth
Alaska	17.0%		Montana	4.6%
Hawaii	16.1%		Virginia	4.3%
California	15.7%		South Dakota	2.6%
Idaho	15.1%		New Jersey	2.5%
New Mexico	14.9%		Michigan	2.4%
Nevada	13.8%		Tennessee	2.4%
Wyoming	13.1%		Nebraska	2.0%
Utah	12.7%		Rhode Island	1.9%
Arizona	12.0%		Delaware	1.8%
Texas	11.2%		Maryland	1.7%
Colorado	8.8%		Kansas	1.4%
Georgia	6.8%		Illinois	1.2%
Washington	5.7%		South Carolina	0.9%
Oregon	5.4%		Missouri	0.5%
Florida	5.4%		Indiana	0.4%

Data Source: U.S. Department of Education, NCES: Common Core of Data surveys and State Public Elementary and Secondary Enrollment Model.

Table 2.2 provides Georgia enrollment counts by gender and ethnicity. Overall 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 8% of the total in the past five years, while for the first time in Georgia White enrollment has dropped below half of public school enrollment.

Table 2.2. Pre-Kindergarten through Grade Twelve Student Enrollment by Gender and Ethnicity, FY00-FY04

Demographic Characteristic	Enrollment and Percents of Totals											
	FY00	% of Total	FY01	% of Total	FY02	% of Total	FY03	% of Total	FY04	% of Total	FY05	% of Total
Gender												
Male	728,413	51.2	739,618	51.2	752,966	51.2	766,191	51.2	779,569	51.2	795,144	51.2
Female	694,528	48.8	705,319	48.8	717,668	48.8	729,821	48.8	743,042	48.8	758,293	48.8
Total	1,422,941		1,444,937		1,470,634		1,496,012		1,522,611		1,553,437	
Ethnicity												
American Indian	2,182	0.2	2,330	0.2	2,437	0.2	2,324	0.2	2,386	0.2	2,335	0.2
Asian	30,033	2.1	32,077	2.2	34,738	2.4	36,725	2.5	38,354	2.5	40,442	2.6
Black	540,823	38.0	548,408	38.0	557,488	37.9	567,193	37.9	577,348	37.9	590,242	38.0
Hispanic	56,480	4.0	68,438	4.7	80,336	5.5	92,252	6.2	105,007	6.9	119,506	7.7
Multiracial	16,660	1.2	19,789	1.4	22,452	1.5	25,709	1.7	29,584	1.9	34,240	2.2
White	776,763	54.6	773,895	53.6	773,183	52.6	771,809	51.6	769,932	50.6	766,672	49.4

	1,422,941	1,444,937	1,470,634	1,496,012	1,522,611	1,553,437
Total						

Data Source: DOE FTE1

Figure 2.4 represents enrollment growth as cumulative change since the FY00 (1999-2000) school year. White enrollment has decreased slightly each year while Hispanic and Multiracial enrollment has increased rapidly, such that both groups' enrollment in FY05 has more than doubled since 2000, or in other words, increased by more than 100%.

Figure 2.4. Cumulative Percent Enrollment Change Since FY00 by Ethnic Group
(Data Source: DOE FTE1)

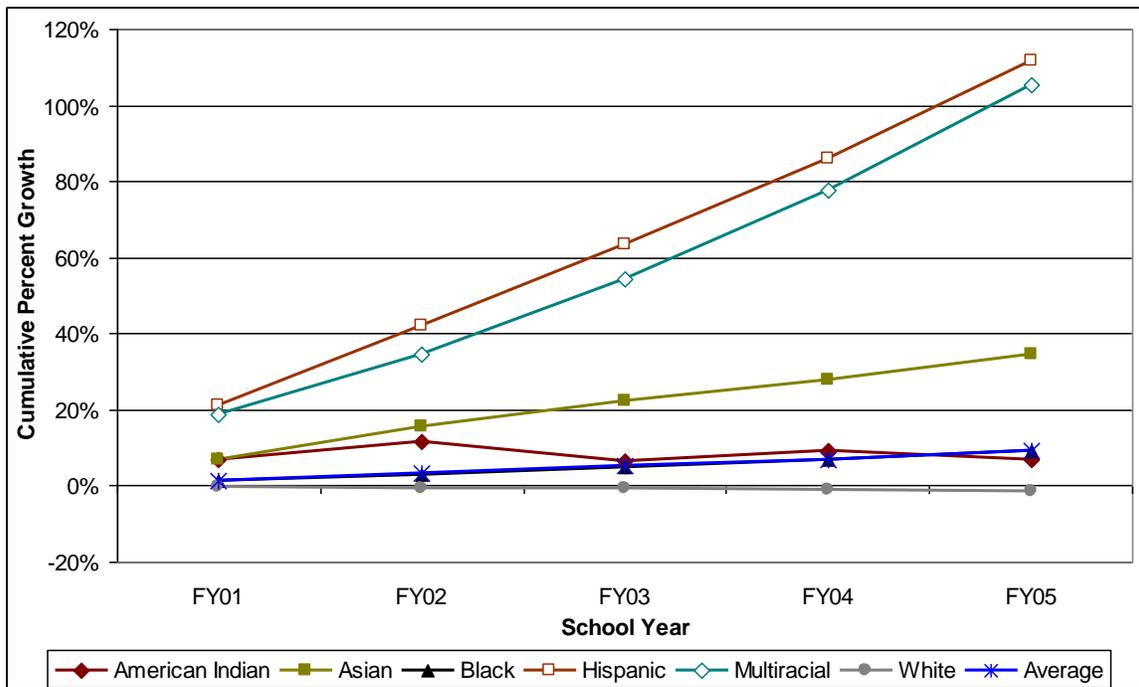


Figure 2.5 shows absolute growth in enrollment each school year by ethnicity. White enrollment has decreased by between 1,000 to 3000 students per year, while Hispanic enrollment has increased by 12,000 to more than 14,000 per year and those in the Multiracial category have increased by almost 3,000 per year.

Figure 2.5. Enrollment Growth by Ethnicity, FY00-FY05
(Data Source: DOE FTE1)

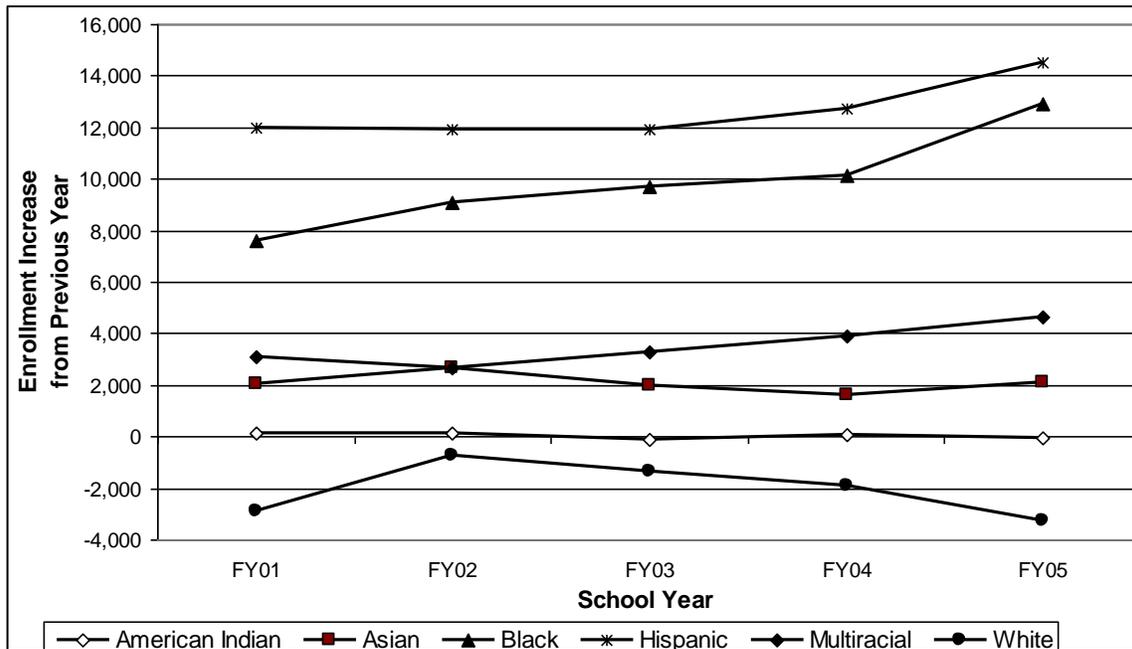


Figure 2.6 compares White versus all minorities school enrollment to school age (5-17) yearly postcensal estimates for Georgia from the U.S. Census. The school age White census count compared to enrollment suggests that approximately 14% of White children are not in public schools. Minority enrollment comprised about 93% of the Georgia census count in FY00, but has consistently increased to the present. The anomaly shown in FY05 of minority enrollment actually exceeding population would seem to lend support to research suggesting that census counts underestimate the size of the undocumented immigrant population.

Figure 2.6. Comparison of White and Minority Georgia US Census Estimates of School Age Population (5-17) and Public School Enrollment, FY00-FY05
 (Data Source: DOE FTE1, United States Census)

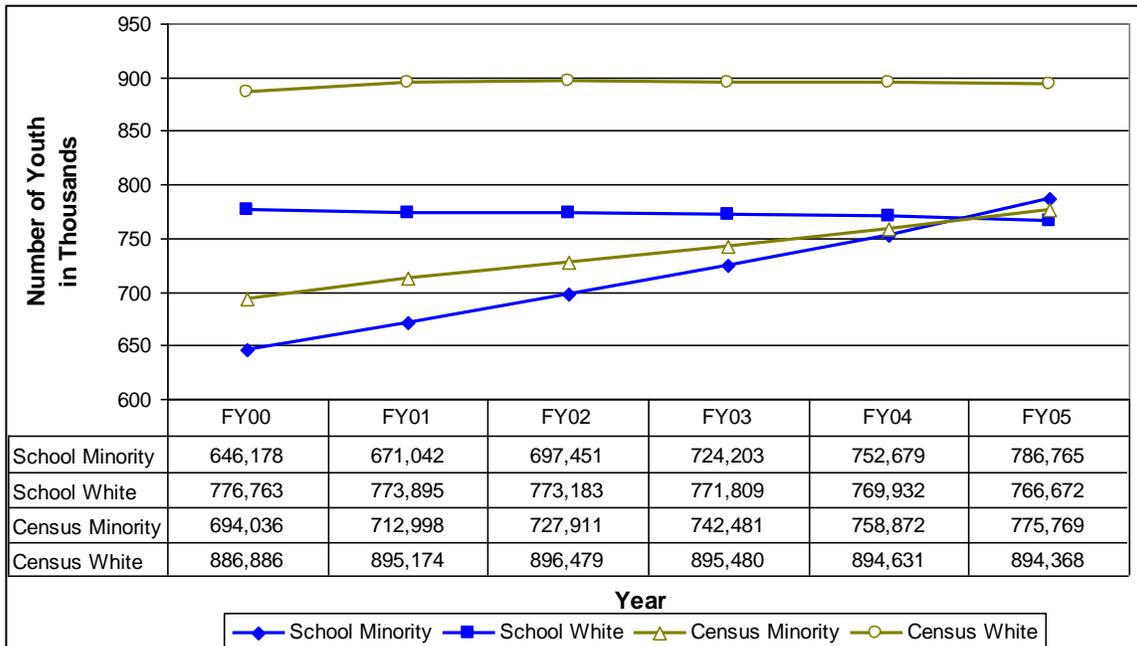


Figure 2.7 presents the contribution from each ethnic group to increases in student enrollment from year to year. Hispanic enrollment, even though the group is a much smaller percentage of total enrollment than either the Black or White groups, contributed most to enrollment growth. The Hispanic ethnic 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 2.7. Some research would suggest that there is a trend for more individuals to claim multiple ethnicity heritage than in the past, which may explain some of the growth of the Multiracial category.

Figure 2.7. Contribution of Ethnicity to Georgia Public School Enrollment Growth from Previous Years, FY00-FY05

(Data Source: DOE FTE1)

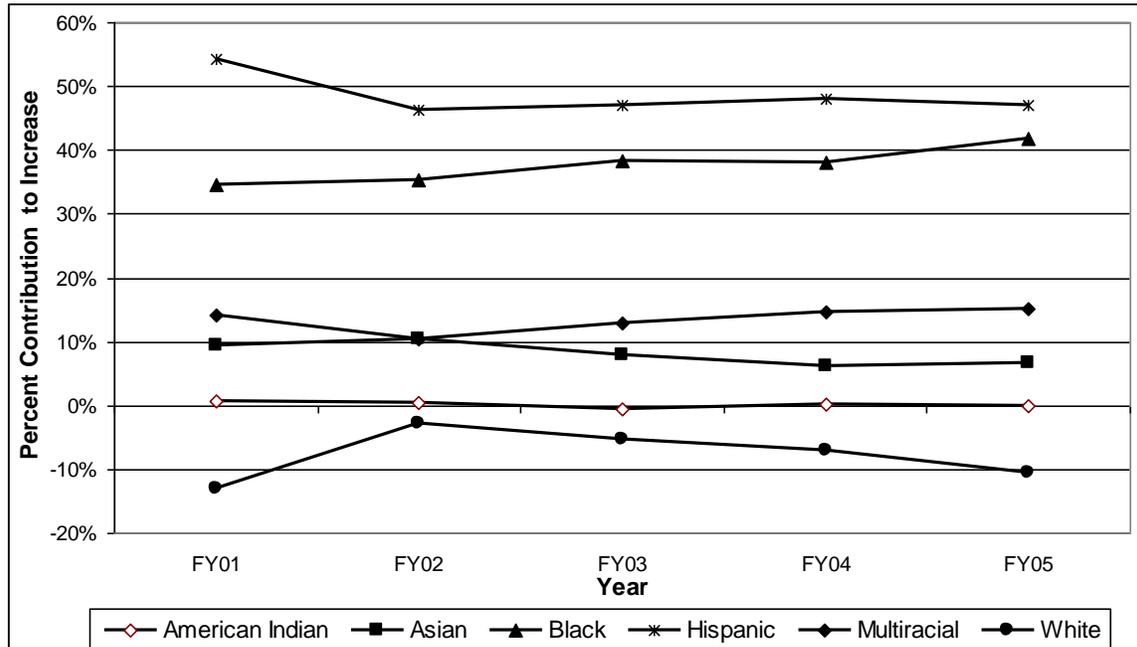


Table 2.3 lists the yearly numerical and percentage changes in ethnic group enrollment counts charted above, and also shows enrollment changes by gender. Overall, and male and female enrollment growth rates have remained consistent at 1.5-2.1% per year. Changes in ethnic composition in Georgia schools over the last six years, however, are quite dramatic. The increase in Black student enrollment has consistently kept pace with overall growth. Asian enrollment shows somewhat greater growth. Hispanic and Multiracial enrollments have more than doubled. White student enrollment has consistently decreased both in actual and proportional enrollment. As predicted last year, White students now represent less than half the FY05 public school enrollment statewide.

Table 2.3. Annual Numerical and Percent Change from Previous Year in Student Enrollment by Gender and Ethnicity, FY00-FY05

Demographic Characteristic	FY01		FY02		FY03		FY04		FY05		FY01-05 Change	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Gender												
Male	11,205	1.5%	13,348	1.8%	13,225	1.8%	13,378	1.7%	15,575	2.0%	66,731	9.2%
Female	10,791	1.6%	12,349	1.8%	12,153	1.7%	13,221	1.8%	15,251	2.1%	63,765	9.2%
TOTAL	21,996	1.5%	25,697	1.8%	25,378	1.7%	26,599	1.8%	30,826	2.0%	130,496	9.2%
Ethnicity												
American Indian	148	6.8%	107	4.6%	-113	-4.6%	62	2.7%	-51	-2.1%	153	7.0%
Asian	2,044	6.8%	2,661	8.3%	1,987	5.7%	1,629	4.4%	2,088	5.4%	10,409	34.7%
Black	7,585	1.4%	9,080	1.7%	9,705	1.7%	10,155	1.8%	12,894	2.2%	49,419	9.1%
Hispanic	11,958	21.2%	11,898	17.4%	11,916	14.8%	12,755	13.8%	14,499	13.8%	63,026	111.6%
Multiracial	3,129	18.8%	2,663	13.5%	3,257	14.5%	3,875	15.1%	4,656	15.7%	17,580	105.5%
White	-	-0.4%	-712	-0.1%	-1,374	-0.2%	-1,877	-0.2%	-3,260	-0.4%	-10,091	-1.3%
TOTAL	21,996	1.5%	25,697	1.8%	25,378	1.7%	26,599	1.8%	30,826	2.0%	130,496	9.2%

As Table 2.4 shows, the total student enrollment for nearly every grade level, except grade four, increased from FY00 to FY05. Middle and high school grade enrollment is increasing at a much higher rate than elementary school.

Table 2.4. Annual Numerical and Percent Change from Previous Year in Student Enrollment by Grade Level, FY00-FY05

Grade Level	School Year					Average % Change	Total %
	FY01	FY02	FY03	FY04	FY05	per Year	5-Year Change
Pre-Kindergarten	32,248	33,310	34,745	36,486	37,791	4.1%	17.2%
Elementary School (K-5)							
Kindergarten	110,960	111,173	114,772	118,849	122,495	2.5%	10.4%
Grade 1	114,049	114,464	113,821	117,282	120,880	1.5%	6.0%
Grade 2	114,939	113,911	114,090	113,706	117,310	0.5%	2.1%
Grade 3	115,691	116,914	115,643	115,849	117,092	0.3%	1.2%
Grade 4	116,678	116,886	118,053	117,201	116,129	-0.1%	-0.5%
Grade 5	117,973	118,363	118,120	118,777	118,762	0.2%	0.7%
Elem. Total (K-5)	690,290	691,711	694,499	701,664	712,668	0.8%	3.2%
Middle School (6-8)							
Grade 6	116,072	121,152	122,112	121,716	122,861	1.4%	5.8%
Grade 7	112,249	116,877	121,055	122,621	122,627	2.2%	9.2%
Grade 8	109,124	112,145	116,150	120,694	122,432	2.9%	12.2%
Middle Total	337,445	350,174	359,317	365,031	367,920	2.2%	9.0%
High School (9-12)							
Grade 9	126,793	128,734	131,543	135,091	142,079	2.9%	12.1%
Grade 10	99,934	102,590	106,335	109,851	113,044	3.2%	13.1%
Grade 11	85,910	88,301	91,118	93,107	96,063	2.9%	11.8%
Grade 12	72,317	75,814	78,455	81,381	83,872	3.8%	16.0%

Grade Level	School Year					Average	Total %
	FY01	FY02	FY03	FY04	FY05	% Change per Year	5-Year Change
High School Subtotal	384,954	395,439	407,451	419,430	435,058	3.1%	13.0%
TOTAL Enrollment	1,444,937	1,470,634	1,496,012	1,522,610	1,553,437	1.7%	7.0%

Data Source: GDOE, FTE Student Count FY00-05

The Kindergarten through grade five enrollments since FY00 has grown only 4%, while middle and high school enrollments have each grown more than 12%. Pre-Kindergarten enrollment in Georgia is voluntary, but appears to be growing in acceptance given that its five-year enrollment growth exceeds 17% and its average growth exceeds that of any other grade.

Figure 2.8 compares additional data that may be critical in developing accurate projections of teacher need: Georgia births as provided by the Georgia Department of Public Health and Census estimates of children less than one year of age for each year. Census figures underestimate Georgia reported births every year up to 2002. Calendar years 2004 and 2005 are estimated from previous years using simple linear projections from previous years for the sake of example; more robust curvilinear estimation techniques would be used in actual population projections. Several factors could affect differences between birth data and census estimates, among them changes in infant mortality and migration rates. The rather sudden decrease in the difference for 2002, however, might suggest a change either in birth reporting or in census estimation methodology. Nevertheless, it remains fairly likely that both the increase in births and census counts beginning in 1997 will continue to produce consistent school enrollment increases.

Figure 2.8. Comparison of Census Estimates of Children Less than One Year Old and Reported Georgia Births, 1983-2005

(Data Source: United States Census, Georgia Department of Human Resources (DHR))

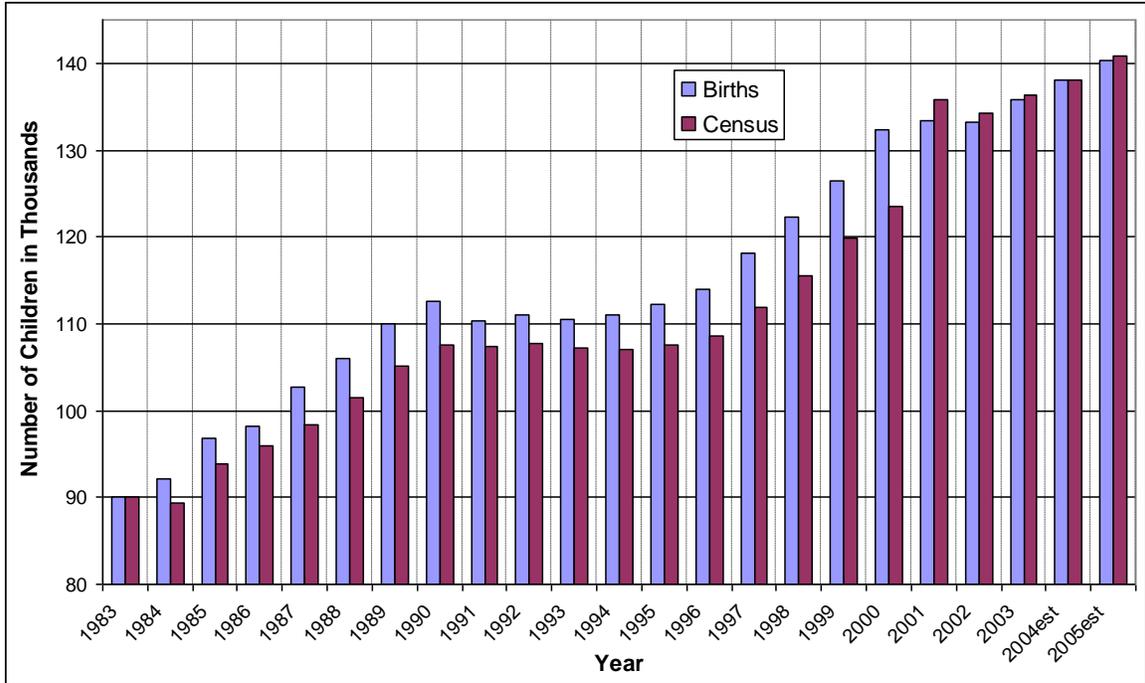


Figure 2.9 shows the annual change in enrollment from the previous grade for each year. The change from Pre-Kindergarten to Kindergarten is not included, as it averages almost 250% and would make the smaller K-12 changes harder to see. As might be expected, the change in enrollment from the prior year's next lower grade are fairly consistent, although the grades K-1 and 2-3 through 5-6 changes are much larger than 1-2 and 6-7 and 7-8. The 8-9 change represents the substantial number of students who fail to earn enough credits to be classified as 10th graders, while the large decreases in the remainder of high school mostly reflect dropout rate.

Figure 2.9. Annual Enrollment Change from Previous Grade by Year, FY00-FY05

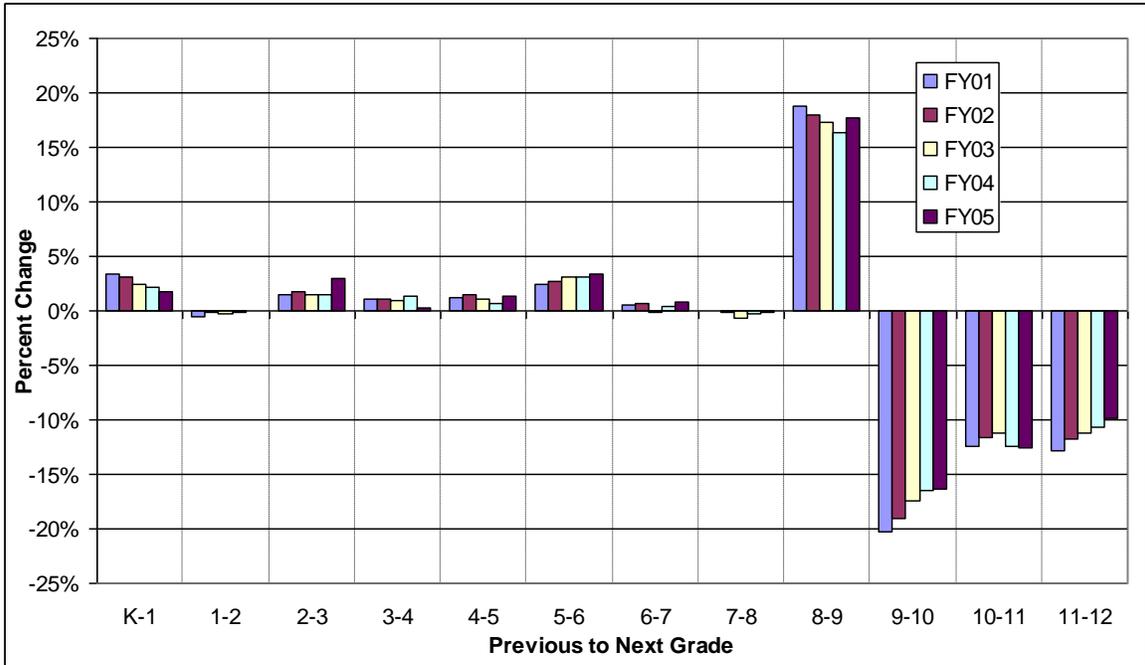


Figure 2.10 presents enrollment data in each grade from Pre-Kindergarten through grade 12 for the past six years. While some growth has been in the elementary grades, middle school and especially high school enrollment has increased rapidly in this decade, while elementary grade enrollment has remained somewhat stable. Some of the high school growth may be due to the decrease in dropout rates, but that does not account for all the change. Although Georgia does not collect such data, it might be of interest to investigate whether private high schools are increasingly losing enrollment to the public schools. Regardless of the causes, it would appear that persistent increases in births will intensify the need for elementary teachers in the coming years, and high school enrollment is increasing rapidly, which will create significant need for both additional teachers and classroom space. High school teacher demand will be intensified also by the middle school enrollment increases as they progress through the upper grades.

Figure 2.10. Public School Student Enrollment by Grade, FY00-FY05

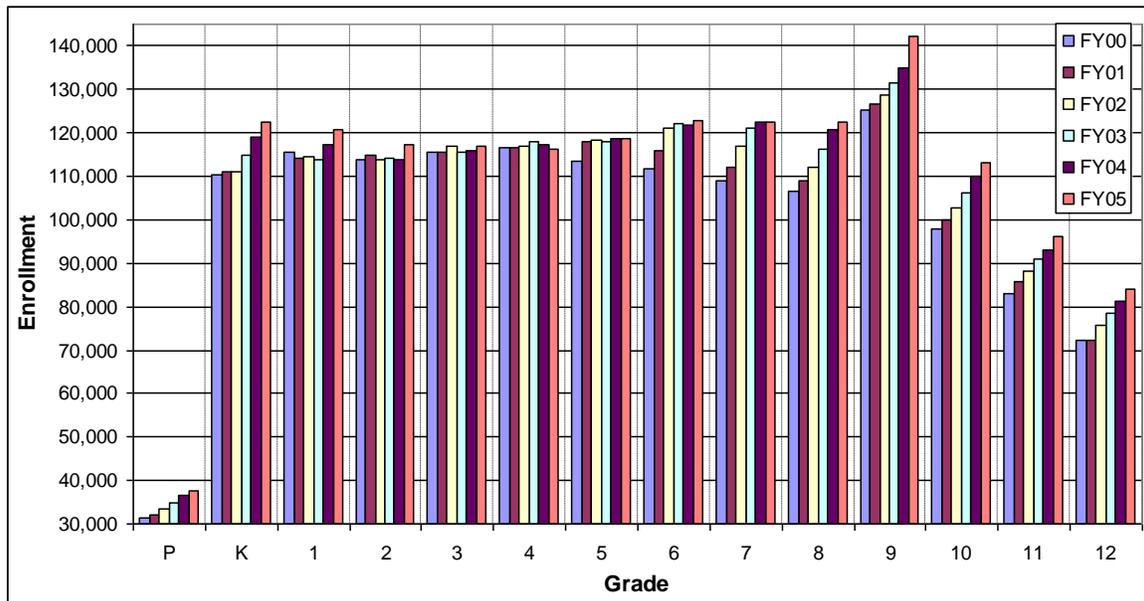
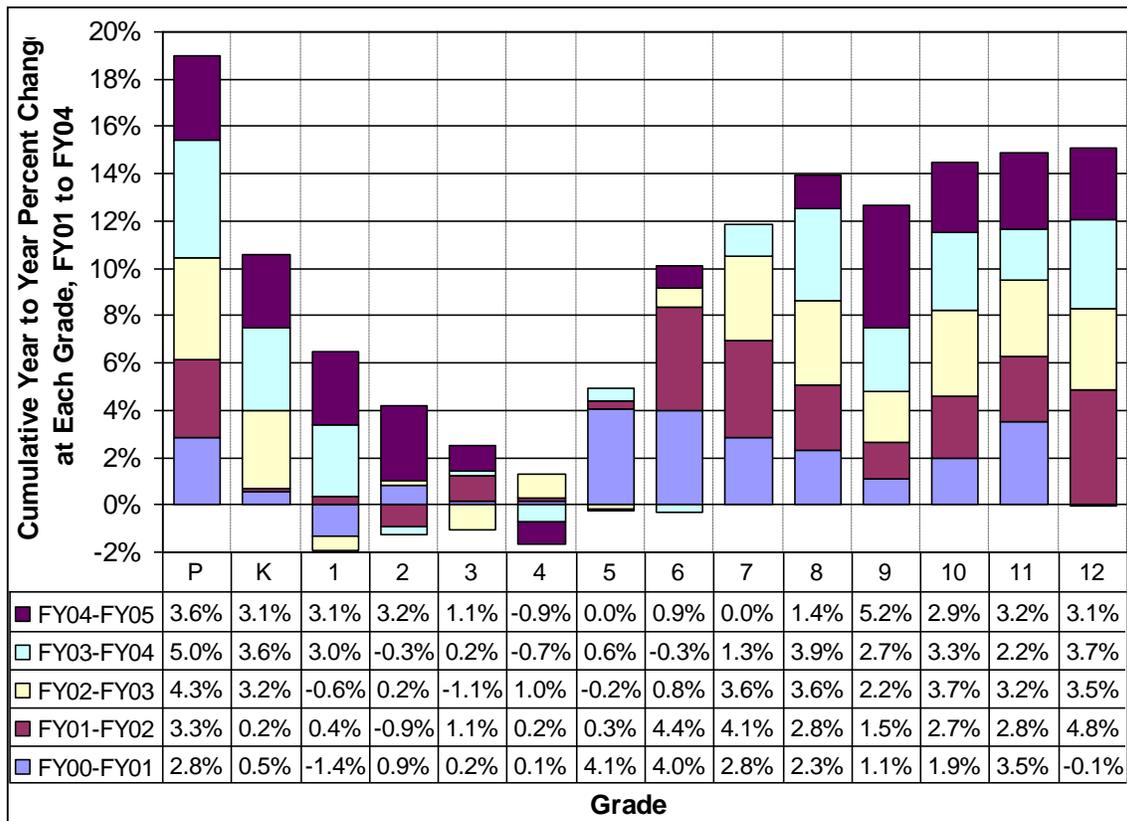


Figure 2.11 provides another way of looking at the enrollment changes. Each bar shows the cumulative annual growth for each grade. Pre-Kindergarten, although voluntary and has by far the least enrollment, also has shown by far the fastest growing enrollment. As noted above, most of the primary and elementary grades have shown little growth over the past six years, but middle school (6-8) and high school (9-12) enrollments have grown quite rapidly.

Large middle and high school enrollment increases suggest the need to plan both for relatively consistent enrollment growth, requiring continued efforts to expand the educator workforce, especially in specific grade levels experiencing the most growth.

Some of the annual differences are simply a function of enrollment growth caused, in part, by the consistent migration of families into Georgia. Another major component is the cyclic nature of the 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 last three years' (FY02-FY05) increases were all greater than 3%. Successively larger classes will impact teacher need throughout these groups' school career, especially as it precedes a period of lower enrollment growth of the four grades immediately ahead of them.

Figure 2.11. Cumulative Yearly Percentage Change in Georgia P-12 Public School Student Enrollment by Grade, FY00-FY05



Some of the variation in enrollment among grades shown in Figure 2.11 can be explained by student retention practices and student dropout rates. Figures 2.12 and 2.13 show reported retention and dropout rates statewide, respectively. They are discussed together because decades of research have shown a very strong relationship between retention and dropping out; the former greatly increases the probability of the latter while having virtually no positive effect on student achievement. Both practices have direct bearing on teacher demand, depending on how frequently students spend one or more additional years in school, what grades experience the most retention, and what grades students drop out.

Figure 2.12 shows a stark increase in retention for Pre-Kindergarten in FY05. What had been a rate of well under 1% the previous year has jumped to more than 7%; in FY04 only 208 students were retained in Pre-Kindergarten, but in FY05 2,640 were reported as retained. Kindergarten and first grade retention are much higher than for the other elementary grades, and grew even higher in FY05. Grade 3 also showed a substantial rise in retention. Figure 2.14 shows FY05 retention by gender and ethnicity for the elementary grades. Previous years' data (not listed) consistently show that boys are retained in early grades at greater rates than girls, and that both increased this year. Retention rates for Black, Hispanic and Multiracial Pre-Kindergarten students are actually slightly lower than Asian and White students. The Pre-Kindergarten retention change appears to

have affected all students; it does not appear to be a function of change for either gender or any particular ethnicity.

Retention increases substantially in middle school, with roughly 3,000 retentions per grade. That rate increases dramatically in the 9th grade. High school students are not “retained,” *per se*; they fail to accumulate enough credits to qualify as being in the next grade the following year. “Retention” in 9th grade means that a 15-year-old continued to be registered as being in the 9th grade because insufficient credits were earned to qualify for 10th grade status. For convenience, this event in a high school grade is referred to as “retention” even though it is a quite different outcome than the administrative decision to retain a student in elementary or middle school. Ninth grade retentions are more than six times the middle school rate, with a very large increase from fewer than 15,000 to more than 19,000 students between FY04 and FY05. This increase, from about 11% to more than 14%, may be related to local attempts to address the impact of requirements for state and federal programs. Other high school grades also show retention rate increases.

Figure 2.12. Yearly Percentage Retention in Georgia P-12 Public School Student Enrollment by Grade, FY00-FY05
(Data Source: GDOE, FTE FY00-FY05)

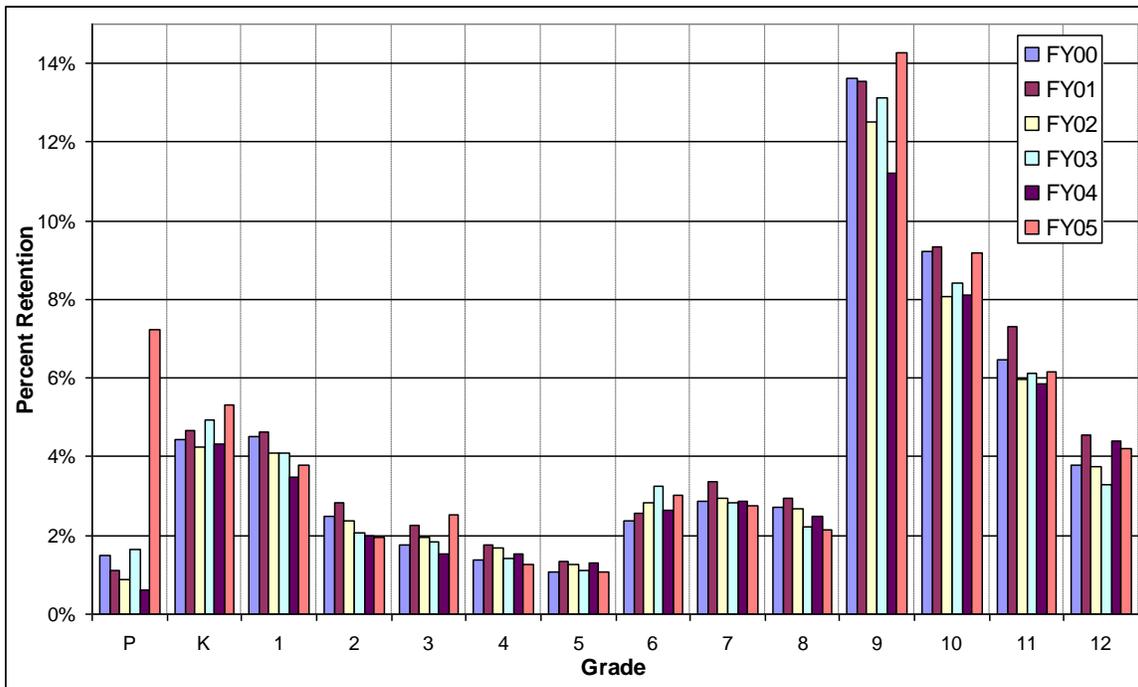
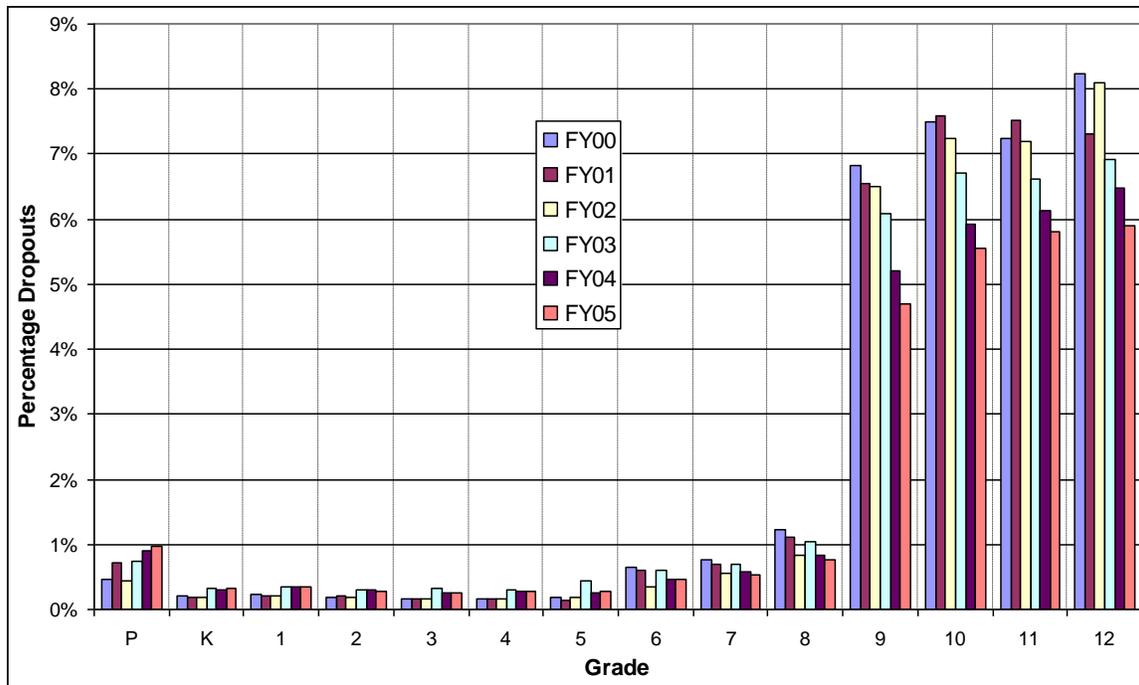


Figure 2.13 shows reported dropout rates, which follow the same general pattern as retentions. Primary and elementary school “dropout” rates are most likely a function of schools’ not able to capture mobility information. Notable dropout rates begin in middle school, and increase dramatically in ninth grade, with dropout counts being almost one-third the number of retentions. The best news in these data is that high school dropout rates have decreased markedly, from an average

of 7.4% per year in FY00 to 5.4% in FY05. Unfortunately, research documents a strong relationship between retention and dropout; if the sharp increase in retention rate continues, Georgia should expect to see a substantial increase in high school dropout rate. Both of these factors, of course, impact teacher demand in terms of increase as well as in terms of grade level and subject matter.

Figure 2.13. Yearly Percentage Dropout in Georgia P-12 Public School Student Enrollment by Grade, FY00-FY05
(Data Source: GDOE, FTE FY00-FY05)



Gender and Ethnicity Factors in Retention and Dropout

Figures 2.14 and 2.15 provide an understanding of the differential impact of retention practices on gender and ethnicity. While Kindergarten retention averages 5.3%, it is almost twice as high for males (6.8%) as females (3.8%). That overall rate is strongly influenced by the much higher Black and Hispanic male retention rates (7.2% and 10.4%) in that grade. This relative pattern holds regardless of grade or overall retention rate. As seen above, retention rates rise again in middle school, and as shown in Figure 2.15 are particularly high for Black male students, reaching 5.1% in grade seven. Rates rise again in high school, with an overall average of 14.3% in grade nine. Black and Hispanic male student retention reach 22.5% and 25.2% at that grade, respectively. In the senior year, Black male retention declines to 7.7%, but more than one in ten (11.3%) of the few Hispanic males still in school by grade 12 (1,805 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.

Figure 2.14. Retention Rates for Elementary Students by Gender and Ethnicity, FY05
(Data Source: GDOE FTE 1)

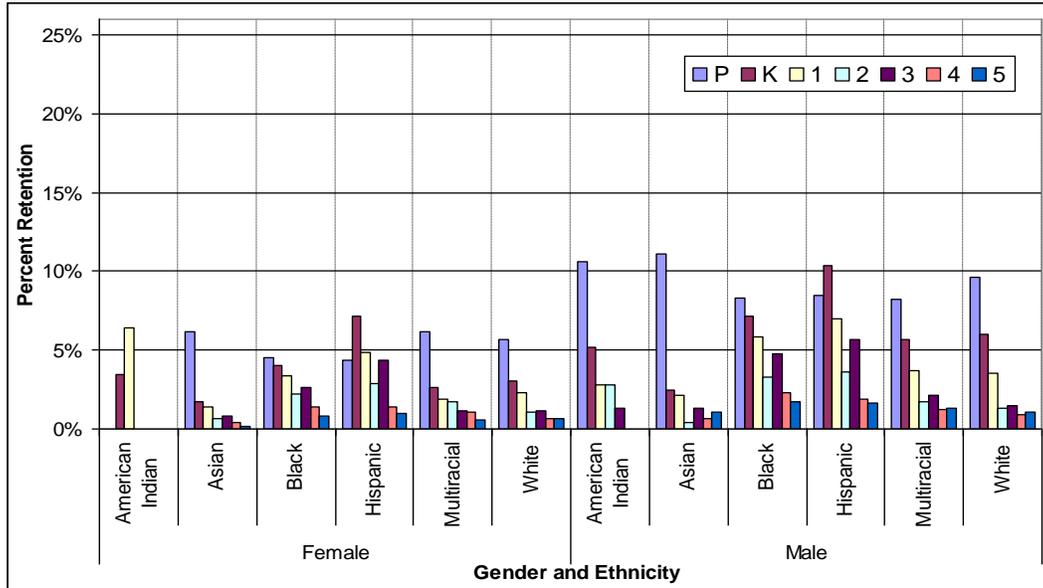


Figure 2.15. Retention Rates for Middle and High School Students by Gender and Ethnicity, FY05
(Data Source: GDOE FTE 1)

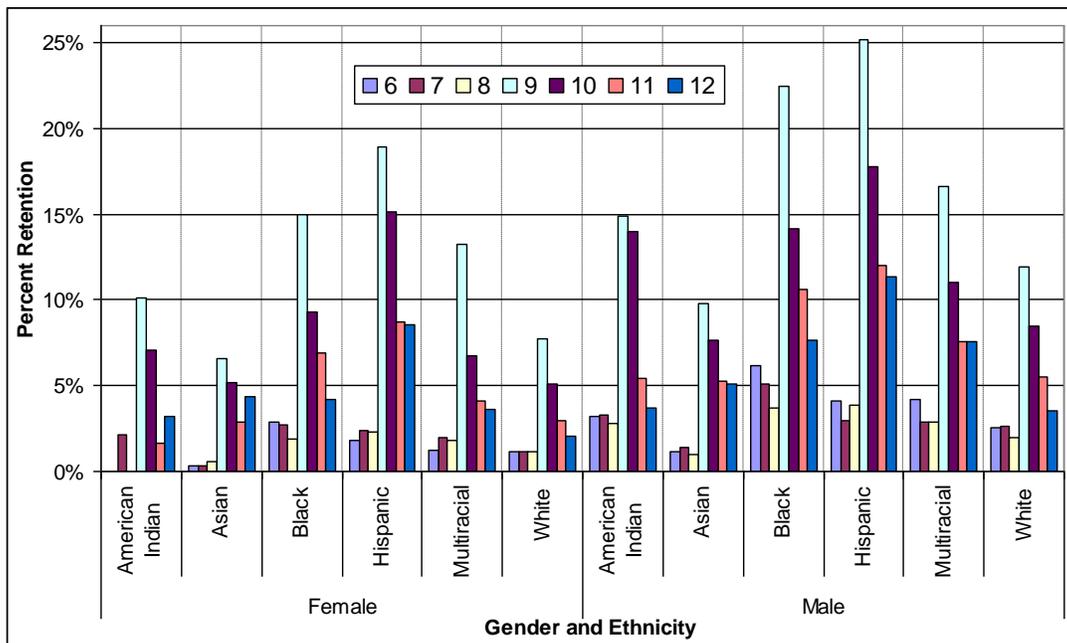
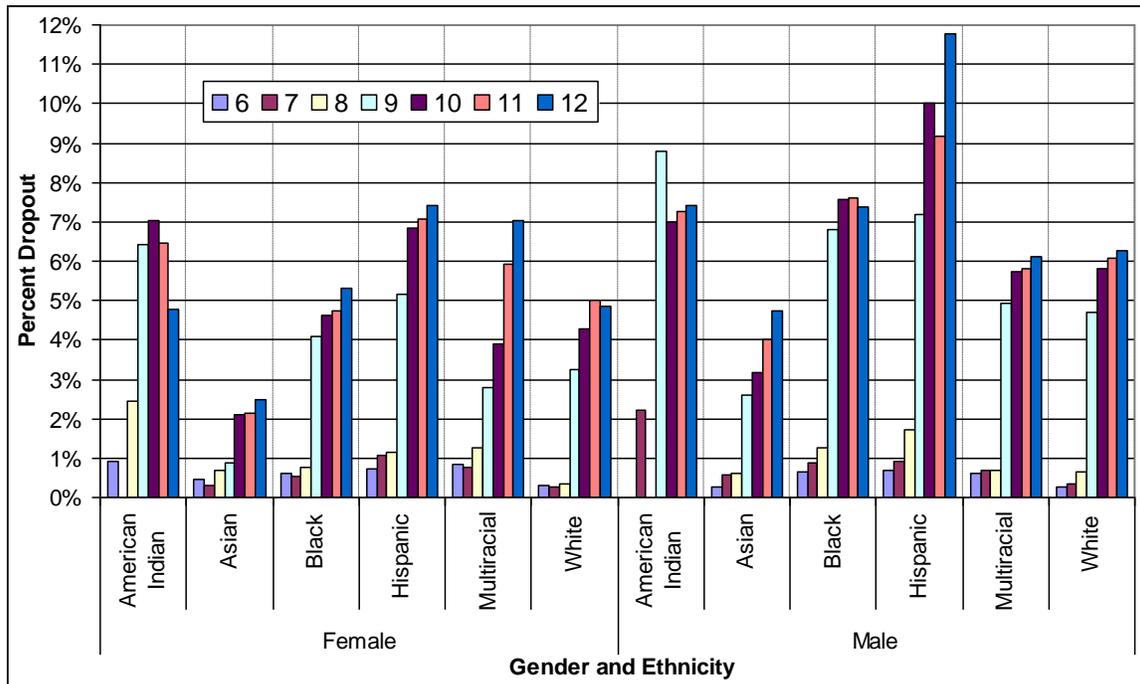


Figure 2.16 highlights reported dropout rates for middle and high school by gender and ethnicity. Dropout rates in Pre-Kindergarten through grade five are almost entirely of the category “Unknown” and hence are not shown here; there were no apparent differences among these student categories in the early grades. 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 but are pronounced in high school, for males more so than females and particularly for minorities.

The highest 9th grade dropout rate is shown by Hispanic males at 7.2%, and continues at 9% or more for each high school year. Black males drop out at higher rates than females in grades 10 through 12 averaging about 7.5% for those three years. Asian dropout rates are lowest, reaching almost 5% for males but only 2.5% for female students in grade 12.

Figure 2.16. Dropout Rates for Middle and High School Students by Gender and Ethnicity, FY05

(Data Source: GDOE FTE 1)



Population vs. Enrollment

Comparison of Georgia public school enrollment and Georgia U.S. Census figures provides estimates of how many Georgia youth are not in public school. Many of these youth may be in private schools or being home schooled, some are those, at least in middle and high school, already known from enrollment data to have dropped out, but it may be that there are others who are simply not being educated. While these groups are the purview of other state education agencies, or if old enough not the concern of any, these comparisons do provide indicators

of potential changes in enrollment that would require adjustments to the teacher workforce.

Perhaps of some interest to public school policymakers and planners is the difference between total public school enrollment and the annual estimates of total state population from the United States Bureau of the Census. Table 2.5 and Figure 2.17 show the differences between the two datasets. Census estimates were available only through 2004 as of this writing. Figure 2.17 graphs the difference shown in the last row of Table 2.5. In FY00, there were over 189,000 school age youth who were not in Georgia public schools. In FY01, that figure increased by about 6,000 to more than 195,000, but then this difference between Census and enrollment has decreased by an average of more than 9,000 students per year. In other words, Georgia public school enrollment has been growing substantially faster than the Georgia U.S. Census school age population estimates. The data are not available to tell us how much of this rate of closure is due to Georgia public schools enrolling a larger proportion of the available population, or a possible changing level of accuracy of intercensal estimates. Some of the closure may be due to the rapid increase in Hispanic population, of which perhaps many of those of school age come to public school, and some of it may be due to Georgia's high schools' recent success in reducing dropout rates.

Table 2.5. Comparison of Census Estimates of Georgia Ages 5-17 Population and Georgia Public School Enrollment, FY00-FY04

Data Source	Georgia School Age Population Estimate or FTE Enrollment				
	FY00	FY01	FY02	FY03	FY04
U.S. Census Estimates	1,580,922	1,608,172	1,624,390	1,637,961	1,653,503
Georgia Enrollment	1,391,579	1,412,689	1,437,324	1,461,267	1,486,124
Difference	189,343	195,483	187,066	176,694	167,379

Figure 2.17. Difference between U.S. Census 5-17 School Age Estimates and Georgia Public School Enrollment, FY00-FY04

(Data Source: United State Census 2004, Estimates and Georgia Department of Education FTE1-FY04)

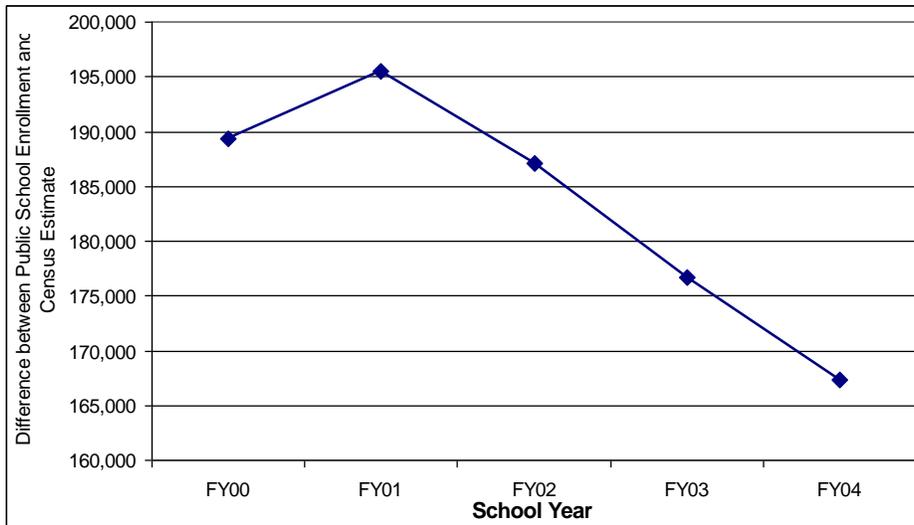
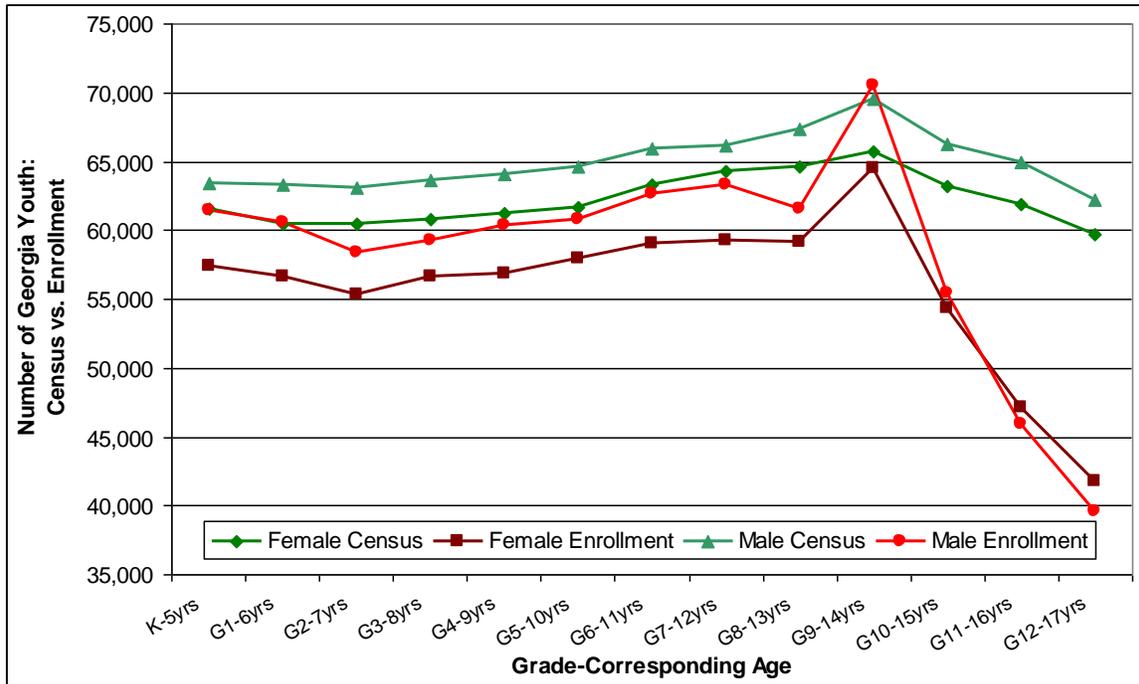


Figure 2.18 displays the latest available Census postcensal 2004 Georgia school age population estimates and the October 2004 FTE student enrollment counts, comparing Census age with FTE grade. The purpose of this section is to demonstrate the variations between public school attendance and actual Georgia population. Nominal age in grade is used to compare counts, e.g., students are typically age five in Kindergarten, six in first grade, and so forth. These graphs use the most recent U.S. Census postcensal estimates.

Census counts consistently overestimate public school enrollment through Grade 8. Given state mandatory attendance laws, it can be assumed that the students not reflected in public school enrollment counts are in private schools or being home-schooled. The significant rise in Grade 9 enrollment is caused primarily by “retention” -- many 9th graders failing to accumulate enough credits to qualify as 10th graders the following year, meaning that there would be many students (typically 15-year-olds) in 9th grade for a second year. 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 primarily reflect high school dropout rates, although there is also a drop in census count for those ages.

Figure 2.18. Comparison of Georgia Census Estimates and Actual Georgia Public School Enrollment, 2004

(Data Source: United State Census 2004, Estimates and Georgia Department of Education FTE1-FY04)



The pattern for both males and females as well as for ethnic groups is virtually identical, so separate figures are not presented here. The difference between census and enrollment in the high school years is somewhat larger for males – males drop out at a higher rate than females – but the pattern for Asian, Black, Multiracial and White students is very similar. There is a larger difference between enrollment and census counts in grades K-8 for White students, likely because more White families exercise educational options other than public school. The pattern for Hispanic students differs at 9th grade because they drop out at a higher rate in that grade than other ethnic groups.

None of the data presented here are longitudinal. Georgia does not have a data system capable of accurately following students through their entire school career. In addition to inaccuracies introduced by the need to infer longitudinal outcomes with cross-sectional data, 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 that cannot be measured with cross-sectional data.

Nevertheless, these data suggest that: (1) Males leave school at a greater rate than females, and (2) Hispanic and Black students generally leave school at a greater rate than other groups. 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 that are now leaving public schools.

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. Table 2.6 provides the student enrollment counts and FY05 percentage of state 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 (36.4%) of the state's students. First District RESA systems are a distant second with 7.9% of the state's students. Oconee RESA comprises the smallest proportion of the state's enrollment (1.2%), which has decreased every year since FY99.

Table 2.6. FY00-FY05 Enrollment by RESA and FY05 Percent of State Enrollment

RESA	2000	2001	2002	2003	2004	2005	2005 Percent of State Enrollment
Central Savannah	79,794	78,836	78,393	78,037	78,164	78,044	5.0%
Chattahoochee-Flint	57,047	56,496	56,191	55,930	56,111	55,918	3.6%
Coastal Plains	42,330	42,184	41,904	42,195	42,017	42,280	2.7%
First District	121,657	121,328	121,181	121,048	122,127	123,391	7.9%
Griffin	75,837	78,781	82,489	86,603	90,474	94,606	6.1%
Heart of Georgia	23,593	23,544	23,412	23,606	23,697	23,813	1.5%
Metro	507,770	518,748	531,073	541,731	552,942	566,092	36.4%
Middle Georgia	62,745	62,876	63,323	64,029	65,180	65,691	4.2%
North Georgia	58,428	60,551	62,620	64,909	66,641	68,773	4.4%
Northeast Georgia	58,933	60,461	61,645	62,751	64,098	65,790	4.2%
Northwest Georgia	92,425	95,403	98,091	100,267	102,667	105,094	6.8%
Oconee	19,997	19,732	19,613	19,150	19,000	18,861	1.2%
Okefenokee	27,383	27,460	27,496	27,845	27,845	28,152	1.8%
Pioneer	73,364	76,227	79,844	83,302	86,208	89,505	5.8%
Southwest Georgia	68,123	67,532	66,983	66,626	66,404	66,558	4.3%
West Georgia	53,515	54,778	56,376	57,983	59,036	60,491	3.9%
State Schools						378	0.0%
Statewide	1,422,941	1,444,937	1,470,634	1,496,012	1,522,611	1,553,437	

Figure 2.19 graphically presents the average annual percentage change in enrollment by RESA, sorted by growth. Oconee RESA has lost an average of 1.16% of its enrollment each year, while Griffin RESA has experienced an average of 4.52% growth each year.

Figure 2.19. Average Annual Percent Enrollment Change since FY00 by RESA
(Data Source: GDOE FTE1-FY00-05)

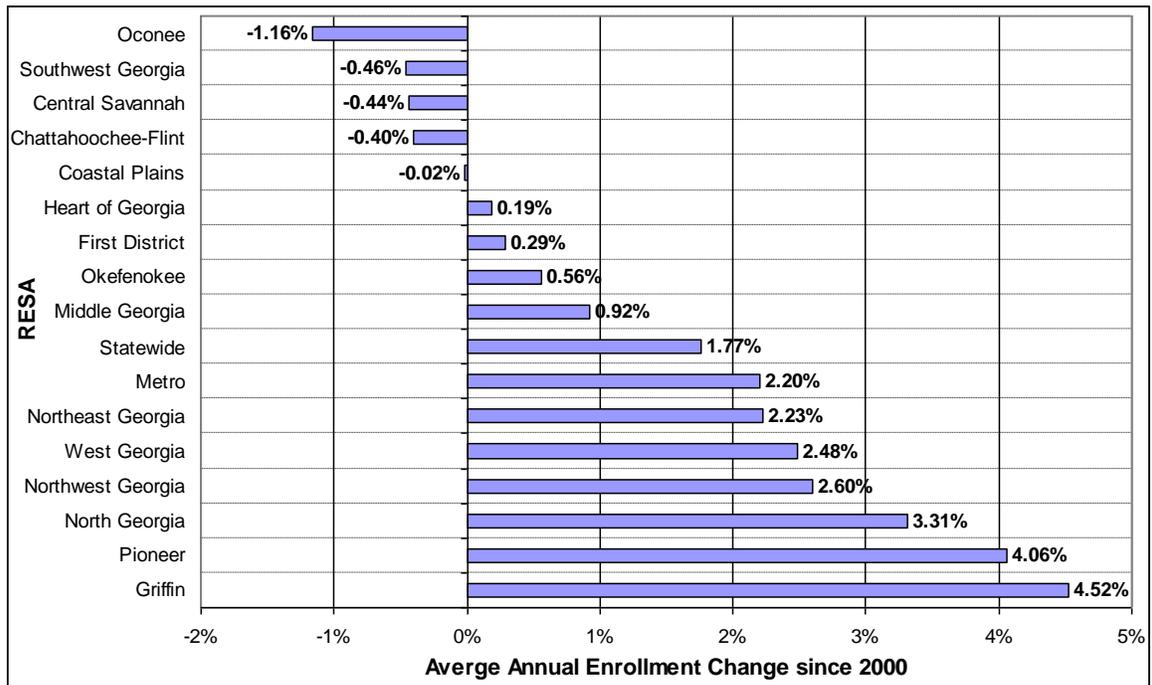
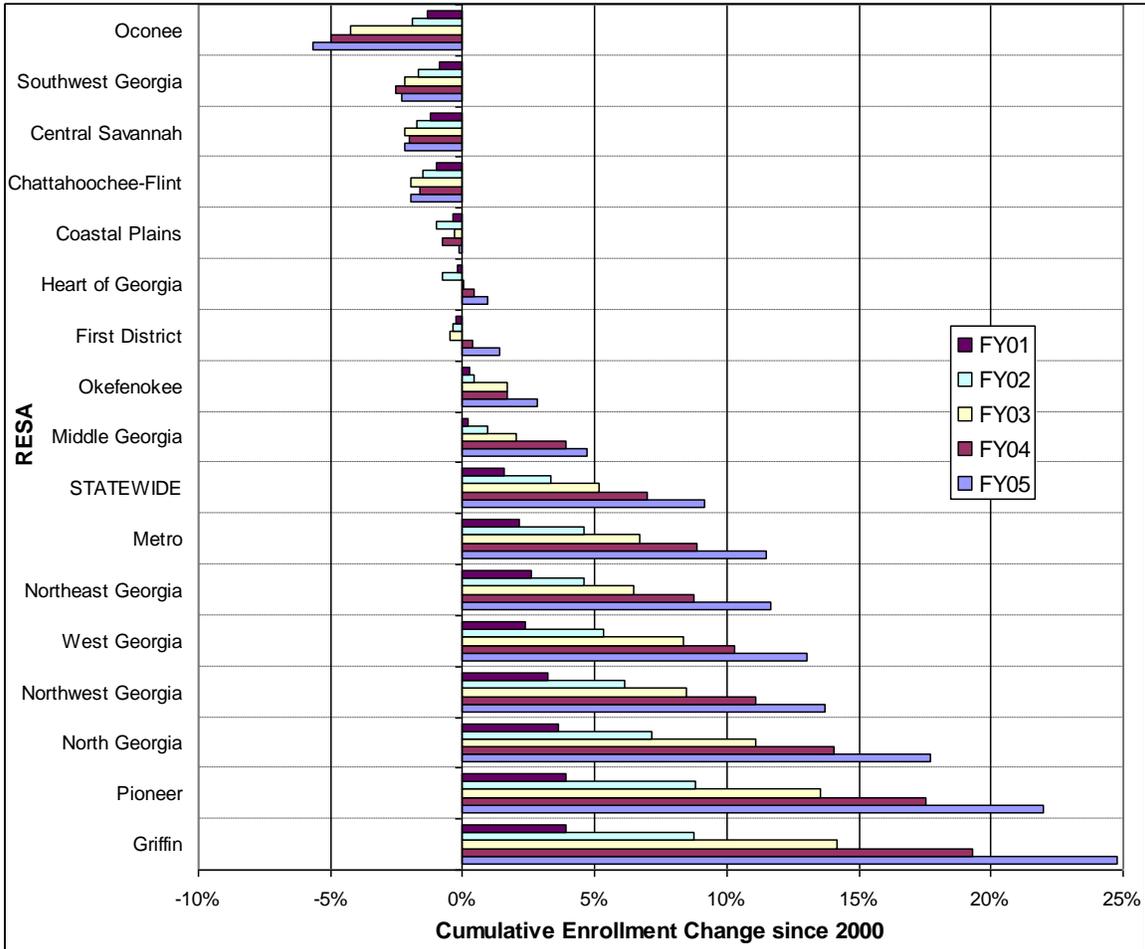


Figure 2.20 provides a different and perhaps more dramatic look at the changes in enrollment by RESA area, showing cumulative growth each year since FY00. FY01 represents the percent change from FY00, and so forth. The systems served by Oconee RESA have lost more than 5% of their enrollment since FY00, while those served by Griffin RESA have grown by almost 25%.

Figure 2.20. Cumulative Percent Change in Enrollment since FY00 by RESA



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 2.7 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 9 FTE-1 and its 1995 grade 12 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. For example, of the 81,381 FY04 seniors (grade 12), 76,982 (94.6%) were shown to have graduated during the FY04 school year, as recorded in the subsequent year's FTE data collection. The conventional

state reporting mechanism posted an FY04 average dropout rate of 5.1% for grades 9 through 12, for a total 20.5% dropout rate over the four years of high school. Some of the 15.3% difference between the FY04 Table 2.7 loss rate of 35.8% and the official dropout rate of 20.5% will be accounted for by student losses through early graduation, transfers to public school outside the state or private school, migration and mortality. Because the method here cannot attribute all of the enrollment change to dropout, *per se*, it is termed “enrollment loss.” Nevertheless, there is still some possibility that not all of the actual dropout rate is captured by the official calculation method.

As shown in earlier tables in this chapter, the good news in these data is that enrollment losses have decreased since FY01, when the decrease was more than 5% higher at 40.5%. These successes necessitate an increase in teaching staff: 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 into the need for additional teachers and classrooms.

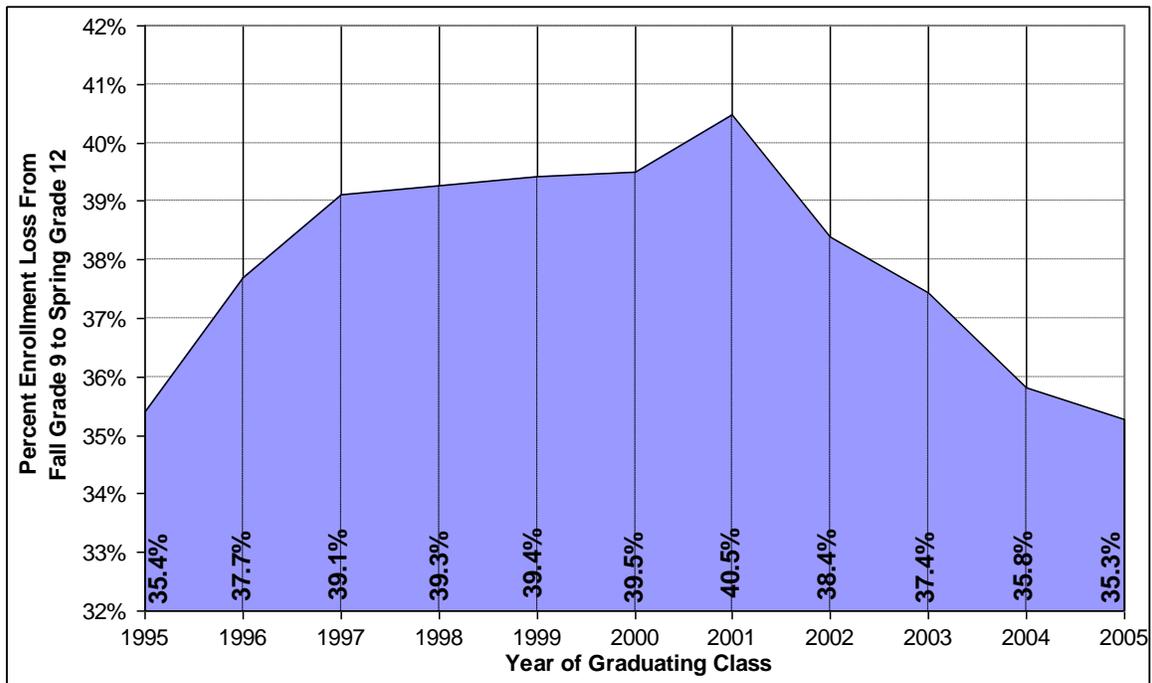
Table 2.7. High School Fall Enrollment Loss in Georgia: Classes of FY95-FY05*

Class of	Grade 9	Grade 10	Grade 11	Grade 12	Grades 9-12 Decrease	Grades 9-12 Percent Decrease
FY95	100,031	81,135	71,728	64,606	-35,425	-35.4
FY96	102,292	82,822	71,880	63,736	-38,556	-37.7
FY97	107,625	85,636	74,137	65,527	-42,098	-39.1
FY98	114,176	90,117	78,137	69,355	-44,821	-39.3
FY99	117,429	92,630	79,682	71,127	-46,302	-39.4
FY00	119,617	94,881	81,968	72,358	-47,259	-39.5
FY01	121,511	95,755	82,986	72,317	-49,194	-40.5
FY02	123,055	98,035	85,910	75,814	-47,241	-38.4
FY03	125,420	99,934	88,301	78,455	-46,965	-37.4
FY04	126,793	102,590	91,118	81,381	-45,412	-35.8
FY05	128,734	106,335	93,107	83,872	-45,411	-35.3

*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 who comprise the FY95 graduating class. 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 2.21 displays the enrollment loss of Table 2.7 graphically, and suggests that there have been successful efforts on the part of the schools statewide to reduce dropout rates. As was presented earlier, however, retention rates, perhaps impacted by state and federal program policies, increased substantially this past year. As noted previously, research has demonstrated that retention is causally related to dropout, that is, retaining students *at any grade* significantly increases the risk of not completing high school. Several years’ future data will show whether these program changes resulting in higher retention will, as suggested by research, dissolve the reductions in both official dropout rates as well as the related enrollment loss figures.

Figure 2.21. High School Loss Rate in Georgia: Graduating Classes of FY95-05



Teacher Demand

Teacher Demand Based on Student Enrollment

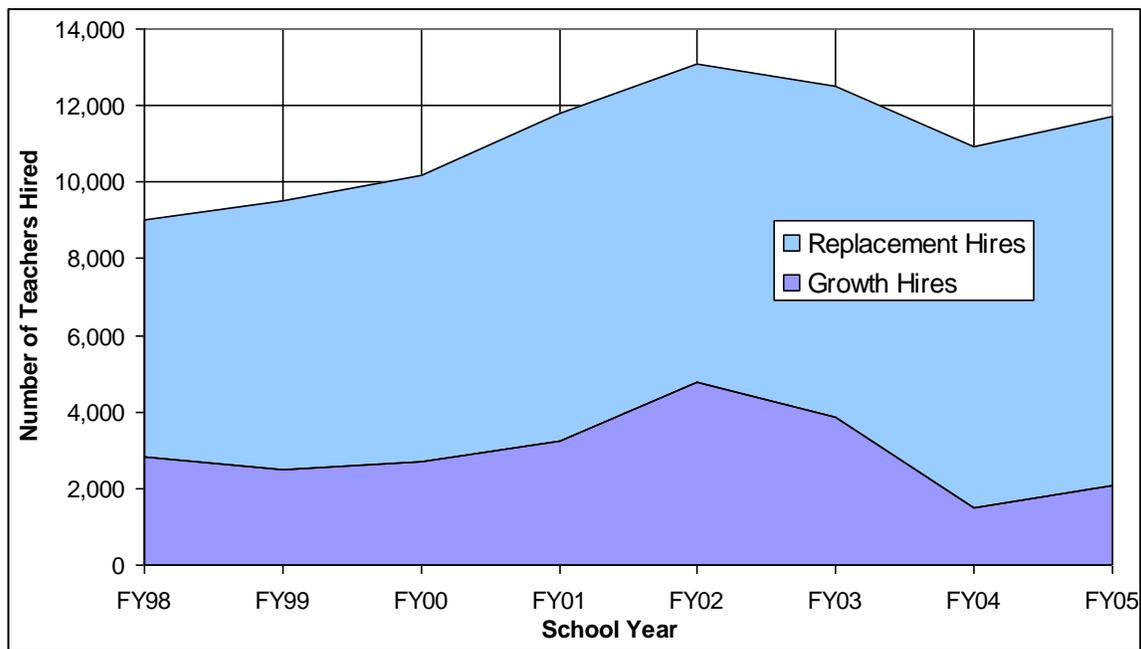
Increasing student enrollment places a demand for additional teachers to staff Georgia's P-12 classrooms. This demand, based on increasing student enrollment, is termed "growth" demand. Table 2.8 shows teacher hiring patterns from FY98 to FY05. In 6 of the 8-year period, over 25% of teachers hired were "growth" hires. FY03 and FY04 saw a sharp decrease in hires, perhaps in part enabled by the legislated relaxation of class size standards. This was followed in FY05 by a slight increase, perhaps beginning a readjustment to the pressures of continuing enrollment growth statewide. The last column of Table 2.9 demonstrates that there is a large degree of variation in the number of teachers hired to address the needs of new students. Even though enrollment increases have been quite consistent over the years, the increases in the number of new teachers hired is clearly far more variable and hence affected much more by issues other than enrollment growth. The very large decrease in growth hires in FY04 was likely in large part due to the state policy changes in class size limits, but may also have been affected by economic conditions. This section is provided to emphasize that actual hiring of new teachers from year to year varies quite dramatically even for the entire state. Hiring demand for school systems can vary even more widely.

Table 2.8. 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	31.3%
FY99	88,757	9,507	2,495	26.2%
FY00	91,467	10,176	2,710	26.6%
FY01	94,689	11,817	3,222	27.3%
FY02	99,470	13,084	4,781	36.5%
FY03	103,350	12,507	3,880	31.0%
FY04	104,845	10,929	1,495	13.7%
FY05	106,934	11,697	2,089	17.9%

Figure 2.22 compares columns three and four of Table 2.8, showing the total number of teachers hired each year, which is the sum of the number of “growth hires” – the number of teachers needed to meet the demands of increased enrollment – and the number of “replacement hires”, or those needed to replace the teachers who left the profession. The graph primarily shows that the variation in the total number of teachers hired is a function of the number of teachers hired for growth: notice how closely the two lines on the graph follow each other. If one looks carefully at the gap between the two lines, it can be observed that the gap consistently widens; this is indicative of the replacement of an increasing attrition rate. An ever increasing number and percentage of teachers is leaving the profession in Georgia.

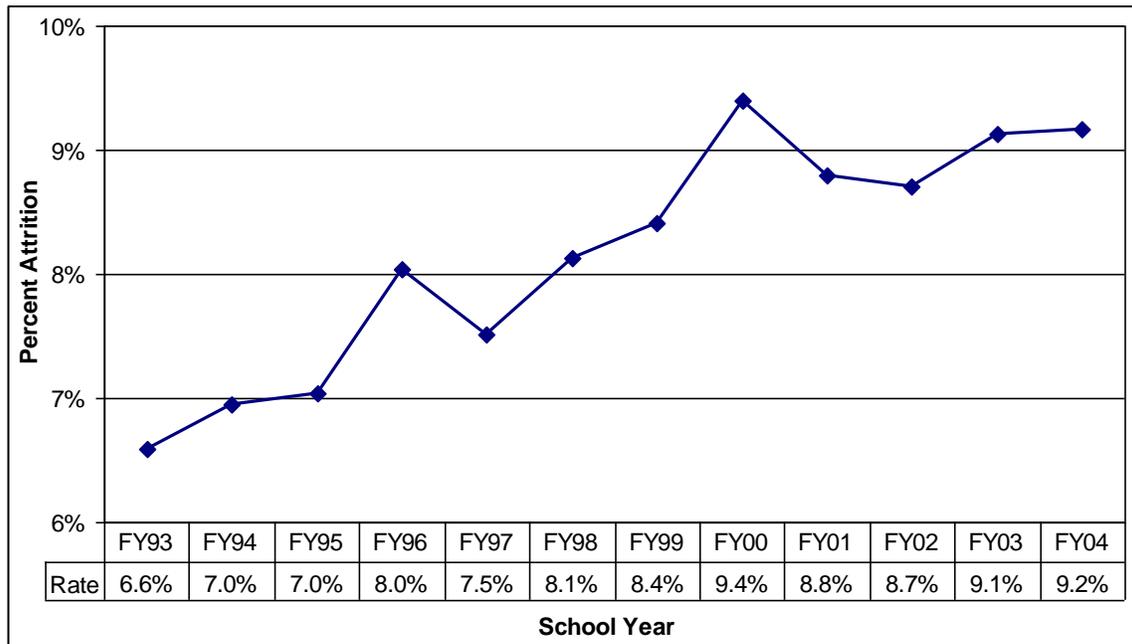
Figure 2.22. Comparison of Growth and Replacement Teacher Hires, FY98-FY05



Attrition

Teacher attrition shows 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. Gross attrition is defined in this report as teacher loss from the classroom through promotion, position change, relocation, retirement, or leaving teaching for other employment. Figure 2.23 illustrates Georgia's annual teacher attrition rates for FY93 to FY04. Teacher attrition decreased from an all-time high of 9.4% in FY00 down to 8.7% in FY02, but increased again in FY03 and FY04. 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; the long term trend since FY93 would strongly suggest that teacher attrition will continue to increase over time.

Figure 2.23. Overall Annual Teacher Attrition Rates, FY93-FY04



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 2.9 shows teacher hiring for replacement demand. The number of teachers hired to fill replacement demand increased from 69.0% of all newly-hired teachers 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 new teachers to address enrollment growth. Nevertheless, the 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 saw a 1,129 teacher increase. While the FY05

percentage decreased, the actual number of teachers hired to meet replacement demand again increased, although only slightly, by 174.

Table 2.9. Teacher Hiring for ‘Replacement’ Demand, FY98-FY05

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%
FY05	106,934	11,697	9,608	82.1%

Some of the replacement demand each year is due to promotion, position change or reassignment 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 in an administrative or student services position. Table 2.10 shows that 1,264 teachers assumed non-teaching positions due to promotion or position change from FY04 to FY05. Of the 1,264, 431 (34.1%) were Elementary teachers; 269 (21.3%) were Middle School teachers; 197 (15.6%) were High School teachers; and 226 (17.9%) were Special Education teachers. Appendix 2.4 shows the average three-year percentages of teachers in each RESA and school system staying in that system and remaining a teacher or changing to an administrative or student services position.

Table 2.10. FY05 Teacher Attrition Due to Promotions or Position Changes (Reassignments)

FY04 Personnel Categories	FY05 Personnel Categories of FY04 Teachers in Non-Teaching Positions													TOTAL
	Administrative Positions				Student Services Positions									
	Principal	Assistant Principal	Other Administrator	Administrative Total	Elementary Counselor	Middle Grades Counselor	High School Counselor	School Psychologist	School Social Worker	Speech & Language Pathologist	Media Specialist	Other Student Services	Student Services Total	
Primary/Elementary														
Pre-K Teachers	0	0	4	4	0	0	0	0	0	0	3	1	4	8
Kindergarten Teachers	0	7	5	12	2	0	0	0	0	0	2	3	7	19
Grade 1 Teachers	0	10	8	18	2	0	0	0	0	0	4	5	11	29
Grade 2 Teachers	0	14	7	21	1	1	0	1	1	0	12	8	24	45
Grade 3 Teachers	0	14	18	32	3	2	0	0	1	0	13	15	34	66
Grade 4 Teachers	0	13	8	21	3	2	0	0	0	0	6	5	16	37
Grade 5 Teachers	2	25	13	40	5	1	2	0	0	0	12	11	31	71
Other Elementary Teachers	0	26	32	58	4	0	0	0	0	0	5	17	26	84
EIP Teachers Kindergarten	0	3	3	6	0	0	0	0	0	0	0	1	1	7
EIP Teachers Grades 1-3	1	17	9	27	4	0	0	0	0	0	5	9	18	45
EIP Teachers Grades 4-5	0	3	5	8	4	0	0	1	0	0	3	4	12	20
Primary/Elementary Subtotal	3	132	112	247	28	6	2	2	2	0	65	79	184	431
Middle														
Grade 6 Teachers	2	15	8	25	0	3	0	0	0	0	9	3	15	40
Grade 7 Teachers	1	26	6	33	1	2	1	0	0	0	7	12	23	56
Grade 8 Teachers	1	26	12	39	1	4	1	0	0	1	3	5	15	54
Other Middle Grades Teachers	2	50	21	73	6	4	3	0	0	0	12	21	46	119
Middle Subtotal	6	117	47	170	8	13	5	0	0	1	31	41	99	269
High														
High School Teachers	0	98	45	143	2	5	16	0	0	0	15	16	54	197
Other (No specific grade)														
ESOL Teachers	0	2	1	3	0	0	1	0	0	0	0	4	5	8
Instructional Specialists	2	18	2	22	2	1	2	0	0	0	5	6	16	38
Literacy Coach	0	10	9	19	0	0	0	0	0	0	0	2	2	21
Other Teachers	4	11	9	24	0	1	0	0	0	1	0	3	5	29
Special Education Teachers	1	37	36	74	7	7	5	4	5	20	6	98	152	226
TAPP Teachers	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Vocational Education Teachers	0	12	22	34	1	1	1	0	0	0	2	5	10	44

Other Subtotal	7	90	79	176	10	10	9	4	5	21	13	119	191	367
TOTAL	16	437	283	736	48	34	32	6	7	22	124	255	528	1,264

Data Source: CPI FY04, FY05

Attrition Due to Teacher Mobility

System and RESA Mobility

Almost 4,000 (3,718) teachers moved from one system to another between FY04 and FY05. This represents 3.5% of the total FY04 teaching force retained from FY05. More teachers moved between FY04 and FY05, compared to the 3,288 teachers that moved between FY03 to FY04. Table 2.11 presents a summary of inter-system teacher mobility from FY02 to FY03 through from FY04 to FY05.

There are many issues that affect teacher attrition and mobility. For example, while working conditions may affect teachers' interest in changing jobs, some school systems' enrollment is growing rapidly while the population in other systems is declining. State funding ratios in a system with declining enrollment will force them to reduce their teaching staffs – or raise local taxes. Another factor affecting attrition and mobility is promotion. Some teachers choose to seek and are hired for administrative or student services positions. Even though these individuals may stay at a school or within a system, their position, assuming at least zero if not positive growth, must still be filled with another teacher. Appendix Table B2.5 provides detailed data for each RESA and school system on FY03-FY05 average attrition and mobility rates for both regular and special education teachers.

Table 2.11. Inter-System Mobility of Teachers from FY02 to FY05 – Summary

Year	Disposition									
	Total Teacher Workforce		Total Retained in Georgia		Retained in Same System		Departed Georgia Systems		Moved to Different System	
	# Teachers	%	# Teachers	%	# Teachers	%	# Teachers	%	# Teachers	%
FY02-FY03	99,470	100%	90,843	91.3%	86,870	87.3%	8,627	8.7%	3,973	4.0%
FY03-FY04	103,350	100%	93,916	90.9%	90,628	87.7%	9,434	9.1%	3,288	3.2%
FY04-FY05	104,845	100%	95,237	90.8%	91,519	87.3%	9,608	9.2%	3,718	3.5%

RESA Mobility

Table 2.12 and 2.13 report teacher mobility between regions of the state as defined by RESA service areas. From FY04 to FY05, 2,014 teachers moved to a system served by a different RESA. This represents 1.9% of the total FY04 workforce of 104,845 teachers. Table 2.13 presents a summary of the inter-RESA mobility of teachers over three years.

Table 2.12. Inter-RESA Mobility of Teachers Between FY03 and FY05-Summary

Disposition	FY02-FY03		FY03-FY04		FY04-FY05	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Retained in Same RESA	88,758	89.2	92,089	89.1	94,487	90.4
Moved to Different RESA	2,085	2.1	1,827	1.8	2,014	1.9
Total Retained in State	90,843	91.3	93,916	90.9	96,501	92.0
Left Georgia Systems	8,627	8.7	9,434	9.1	8,344	8.0
Total Teacher Workforce	99,470	100.0	103,350	100.0	104,845	100.0

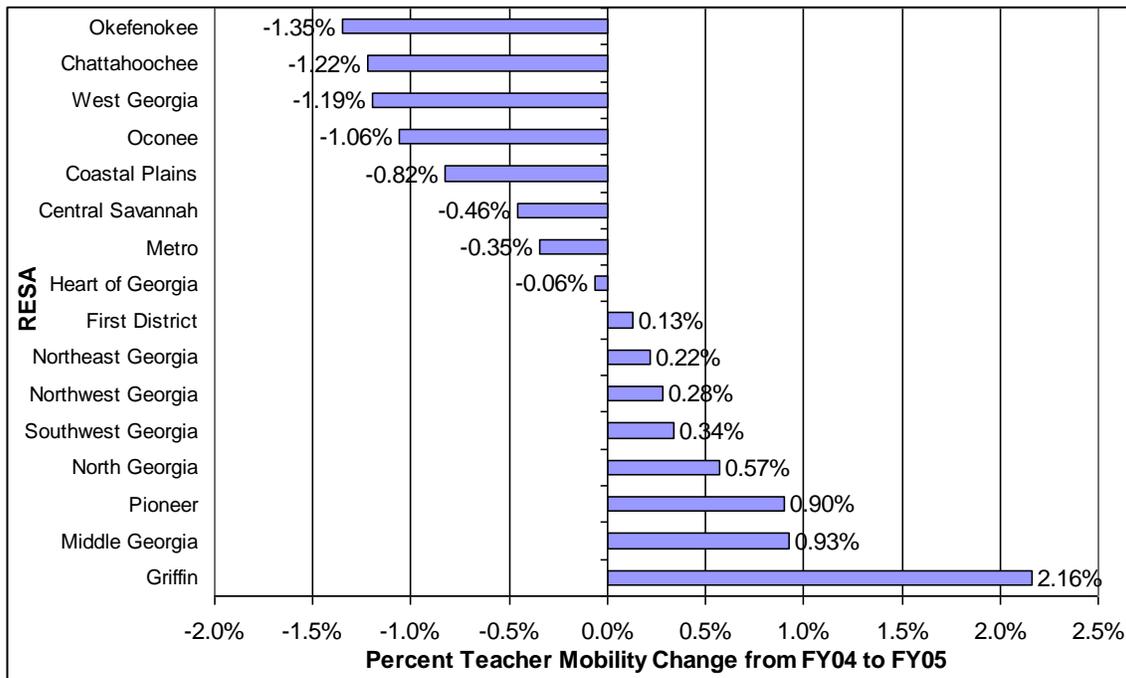
Table 2.13 presents the origins and destinations of teachers who moved among RESA service areas between FY04 and FY05. The systems served by the Griffin RESA saw the highest net gain of 119 teachers, while those served by Metro saw the greatest net loss at 120.

Table 2.13. RESA to RESA Mobility of Teachers Between FY04 and FY05 – Origins and Destinations

Row = Lost from RESA Area after FY04	Column = Gained in RESA Area for FY05 (Diagonal=FY04 retained)																	Total Lost FY04
	Charter CAT	Central Savannah River	Chattahoochee-Flint	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	0	4,756	1	0	18	2	2	16	8	4	5	1	6	0	6	1	2	72
Chattahoochee	0	1	3,400	8	5	10	8	16	22	0	1	2	0	1	1	25	12	112
Coastal Plains	0	1	7	2,604	9	1	4	7	6	0	4	0	1	7	2	18	2	69
First District	0	13	5	2	7,494	8	3	30	8	5	8	1	9	10	8	5	3	118
Griffin	0	2	2	1	7	5,337	0	74	17	1	18	7	8	0	6	4	16	163
Heart of Georgia	0	1	4	5	6	0	1,512	4	11	0	1	1	3	0	1	2	0	39
Metro	0	12	4	6	18	180	2	34,083	18	71	62	63	9	0	79	11	27	562
Middle Georgia	0	3	16	5	11	14	7	21	3,780	3	3	3	7	0	2	4	2	101
North Georgia	0	1	0	0	4	5	0	27	3	4,083	2	35	2	0	12	3	4	98
Northeast Georgia	0	4	2	1	6	10	0	70	4	2	4,036	6	2	3	21	4	2	137
Northwest Georgia	0	2	0	0	4	7	1	66	2	23	3	6,228	0	0	8	1	13	130
Oconee	0	5	2	0	2	4	5	10	17	0	11	0	1,163	2	1	1	1	61
Okefenokee	0	1	2	5	21	4	3	0	5	0	5	0	0	1,799	0	5	1	52
Pioneer	0	1	1	1	4	7	1	55	3	11	16	6	1	0	5,339	0	0	107
Southwest Georgia	0	2	14	13	7	5	1	13	3	1	2	2	0	3	5	4,040	2	73
West Georgia	11	1	9	0	6	25	1	33	10	1	5	21	0	1	4	3	3,558	131
Total Gained FY05	11	50	69	47	128	282	38	442	137	122	146	148	48	27	156	87	87	
FY05 Net Change	NA	(22)	(43)	(22)	10	119	(1)	(120)	36	24	9	18	(13)	(25)	49	14	(44)	

Figure 2.24 shows the percent change in teacher staffing due to mobility across RESAs. The school systems of Okefenokee RESA lost 1.4% of its teachers to other RESAs between FY04 and FY05, while those in the Griffin RESA gained 2.2% from other RESAs. While, as noted above, the systems of Metro RESA lost the most teachers to other RESAs, it was only three-tenths of a percent of their total workforce, a much lower relative loss than experienced by some other RESAs. Table 2.13 above provides detailed information regarding from or to which RESAs teachers moved.

Figure 2.24. Net Gain or Loss in Workforce due to Teacher Mobility to or from RESAs, FY04-FY05



Demographic Characteristics of Teachers Who Exited the Teaching Force

Table 2.14 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 CPI. For comparison purposes, the last column shows total attrition percentages for the FY04 teacher workforce as a whole. For example, 9,608 teachers who were employed as teachers in FY04 were not shown as teachers in Georgia public schools in FY05 and 7,698, or 80.1%, of them were female

The table suggests a slightly higher attrition rate for Black than White teachers: The relative percentage of White teachers exiting the workforce increased last year, while the proportion of Black teachers leaving decreased.

Teachers in the 21-30 age group have consistently left at a higher rate than their proportion of the teacher workforce as a whole. This outcome is related to the somewhat higher exit rate for those with four or fewer (0-4) years' experience.

Likewise, those in the 41-50 group leave at a much lower rate. 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 51-60 and 61 and above age groups, and the 25-30 and 31 and above experience groups' higher exit rates may simply signify expectably higher 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 continues to be addressed by the Reach to Teach (RTT) program operated by the Professional Standards Commission.

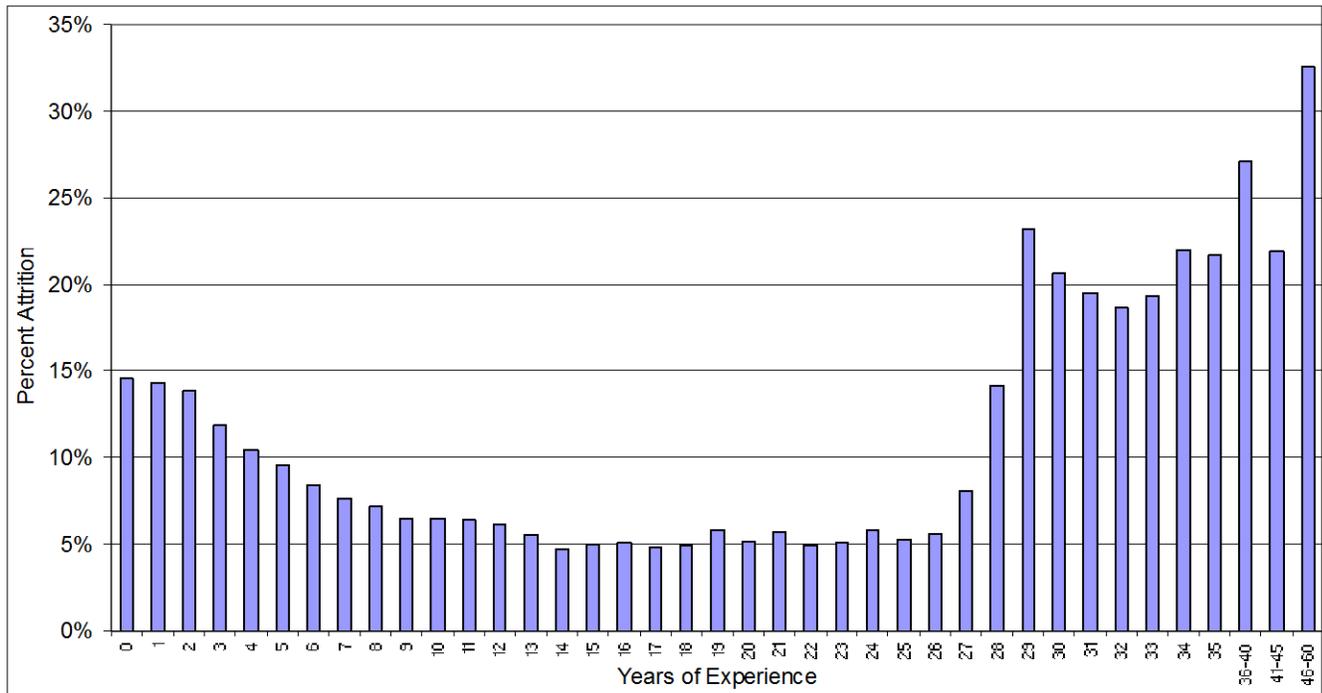
Table 2.14. Demographic Profile of FY01-FY04 Teachers Who Did Not Return to Teaching Positions in Georgia's Public School Systems the Following Year, FY01-FY04

Characteristic	Teacher Attrition							
	FY01		FY02		FY03		FY04	
	#	% of All	#	% of All	#	% of All	#	% of All
Gender								
Female	6,738	7.1%	6,929	7.0%	7,591	7.3%	7,698	7.3%
Male	1,565	1.7%	1,698	1.7%	1,843	1.8%	1,910	1.8%
Ethnicity								
American Indian	11	0.0%	15	0.0%	19	0.0%	8	0.0%
Asian	48	0.1%	47	0.0%	48	0.0%	66	0.1%
Black	1,709	1.8%	1,950	2.0%	2,158	2.1%	2,089	2.0%
Hispanic	95	0.1%	105	0.1%	107	0.1%	120	0.1%
Multiracial	9	0.0%	11	0.0%	28	0.0%	18	0.0%
White	6,431	6.8%	6,499	6.5%	7,074	6.8%	7,307	7.0%
Age Group								
20 and under	0	0.0%	2	0.0%	1	0.0%	0	0.0%
21-30	2,250	2.4%	2,329	2.3%	2,568	2.5%	2,353	2.2%
31-40	2,065	2.2%	2,074	2.1%	2,393	2.3%	2,481	2.4%
41-50	1,453	1.5%	1,400	1.4%	1,427	1.4%	1,410	1.3%
51-60	2,056	2.2%	2,269	2.3%	2,431	2.4%	2,601	2.5%
61 and above	479	0.5%	553	0.6%	614	0.6%	763	0.7%
Experience								
0-4	3,039	3.2%	2,994	3.0%	3,328	3.2%	3,684	3.5%
5-9	1,633	1.7%	1,766	1.8%	2,012	1.9%	1,646	1.6%
10-14	931	1.0%	863	0.9%	1005	1.0%	964	0.9%
15-19	646	0.7%	643	0.6%	642	0.6%	662	0.6%
20-24	580	0.6%	606	0.6%	567	0.5%	635	0.6%
25-29	945	1.0%	953	1.0%	956	0.9%	1243	1.2%
30 and above	529	0.6%	802	0.8%	924	0.9%	774	0.7%
Total	8,303	8.8%	8,627	8.7%	9,434	9.1%	9,608	9.2%

Figure 2.25 provides another view of attrition by experience, using the years of experience average attrition over the three years FY02 through FY04. As is indicated above in Table 2.14, many teachers leave teaching in Georgia in the early years of experience, while those with about 14 through 26 years' experience generally have

about a 5% chance of leaving in any given year. Beginning with the 27th year, the chances of an individual leaving teaching rise quickly. Research has reported that the first three years are the critical period for teachers in deciding whether or not to continue in the career, however these data suggest that while there is a slight “break point” between the second and third years of teaching (as reported in the CPI), the loss rate per year from the profession doesn’t begin to attenuate until the ninth year of teaching.

Figure 2.25. Average Attrition by Reported Years of Experience, FY02-FY04



Teacher Attrition by Certificate Type

Table 2.15 shows teacher attrition by the type of certificate held for FY02 through FY04. Certificate types are grouped by Teaching, Leadership, Service and Technical, and within groups are ordered by frequency of certificate. More than 70% of the teachers who left the Georgia teaching workforce held Teaching (T) certificates, but teachers with this certificate also constitute well over three-fourths of the teaching workforce. Their attrition rate, at 8.5%, is among the lowest of the certificate categories. At the same time, the Teaching certificate attrition rate has been rising faster than average, having increased from 7.7% to 8.5% in three years, compared to 8.7% to 9.2% overall, and if the rate continues to rise attrition for the Teaching certificate will soon exceed that average. The Performance-Based Teaching certificate group has the lowest attrition rate, at 4.5%, although it too has risen over the past three years.

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 over 40% of their members last year, although exchange teachers of course are not comparable to other groups as they must return to their native country after their assignment.

Table 2.15. Teacher Attrition by Certificate Type, FY02-FY04

Certificate Type	FY02				FY03				FY04			
	Attrition FY02	% of FY02 Total Attrition	FY02 # Teachers with Certificate	Attrition as % of FY02 Teachers with Certificate	Attrition FY03	% of FY03 Total Attrition	FY03 # Teachers with Certificate	Attrition as % of FY03 Teachers with Certificate	Attrition FY04	% of FY04 Total Attrition	FY04 # Teachers with Certificate	Attrition as % of FY04 Teachers with Certificate
Teaching												
Teaching (T)	5,707	66.2	74,366	7.7	6333	67.1	78,023	8.1	6,933	72.2	81,274	8.5
Performance-Based (PBT)	539	6.3	12,805	4.2	514	5.5	12,551	4.1	556	5.8	12,348	4.5
Provisional (BT)	520	6.0	2,943	17.7	599	6.4	3,362	17.8	609	6.3	3,522	17.3
Probationary (PAT)	282	3.3	2,340	12.1	326	3.5	2,260	14.4	233	2.4	1,715	13.6
Life (DT)	435	5.0	1,901	22.9	381	4.0	1,624	23.5	341	3.5	1,362	25.0
Intern (IT)	56	0.7	408	13.7	148	1.6	938	15.8	170	1.8	1,095	15.5
Conditional (CT)	542	6.3	2,066	26.2	424	4.5	1,655	25.6	214	2.2	811	26.4
Permit (P)	60	0.7	385	15.6	68	0.7	452	15.0	66	0.7	448	14.7
Emergency (ET)	209	2.4	833	25.1	193	2.1	765	25.2	81	0.8	375	21.6
Nonrenewable (NT)	3	0.0	14	21.4	1	0.0	22	4.5	43	0.4	358	12.0
Exchange (XT)	64	0.7	206	31.1	114	1.2	270	42.2	112	1.2	267	41.9
Waiver Provisional (WBT)					75	0.8	184	40.8	44	0.5	113	38.9
Waiver Conditional (WCT)					23	0.2	58	39.7	24	0.2	46	52.2
Waiver Probationary (WPT)					16	0.2	47	34.0	9	0.1	45	20.0
Waiver Emergency (WET)					11	0.1	21	52.4	3	0.0	8	37.5
Waiver GA TAPP Provisional (WIT)					10	0.1	27	37.0	3	0.0	7	42.9
Waiver (WT)									0	0.0	2	0.0
Special Provisional(FY98)(XBT)	0	0	1	0								
Leadership												
Leadership (L)	45	0.5	251	17.9	35	0.4	274	12.8	67	0.7	316	21.2
Life (DL)	1	0.0	9	11.1	4	0.0	12	33.3	2	0.0	6	33.3
Nonrenewable (NL)									1	0.0	1	100.0
Waiver GA TAPP Provisional (WIL)					0	0.0	1	0.0				

Certificate Type	FY02				FY03				FY04			
	Attrition FY02	% of FY02 Total Attrition	FY02 # Teachers with Certificate	Attrition as % of FY02 Teachers with Certificate	Attrition FY03	% of FY03 Total Attrition	FY03 # Teachers with Certificate	Attrition as % of FY03 Teachers with Certificate	Attrition FY04	% of FY04 Total Attrition	FY04 # Teachers with Certificate	Attrition as % of FY04 Teachers with Certificate
Conditional (CL)					0	0.0	1	0.0				
Probationary (PAL)	0	0.0	1	0.0								
Student Services												
Service (S)	69	0.8	689	10.0	135	1.4	735	18.4	80	0.8	665	12.0
Performance-Based (PBS)	5	0.1	24	20.8	6	0.1	25	24.0	4	0.0	20	20.0
Life (DS)	2	0.0	15	13.3	7	0.1	21	33.3	4	0.0	16	25.0
Nonrenewable (NS)	2	0.0	11	18.2	5	0.1	11	45.5	5	0.1	11	45.5
Conditional (CS)	0	0.0	4	0.0	0	0.0	2	0.0	2	0.0	3	66.7
Emergency (ES)	1	0.0	6	16.7	1	0.0	3	33.3	1	0.0	2	50.0
Provisional (BS)	1	0.0	5	20.0	3	0.0	4	75.0	0	0.0	1	0.0
Waiver Non-Renewable (WNS)					1	0.0	1	100.0	1	0.0	1	100.0
Probationary (PAS)	1	0.0	2	50.0					0	0.0	1	0.0
Waiver Provisional (WBS)					1	0.0	1	100.0				
Technical Specialist												
Technical (V)									0	0.0	3	0.0
Provisional (BV)									0	0.0	2	0.0
Waiver Provisional (WBV)									0	0.0	1	0.0
Unspecified	83	1.0	185	44.9								
Total	8,627	100	99,470	8.7	9,434		103,350	9.1	9,608	100	104,845	9.2

Teacher Attrition by Subject Taught

Table 2.16 shows the attrition of FY02, FY03 and FY04 teachers by subject taught, in alphabetical order. 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 FY04. 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 after FY03 and only one left after FY04. 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 and Romance Language teachers had above average attrition rates. Each of these groups' attrition continues to increase.

Table 2.16. Teacher Attrition by Subject Taught, FY02-FY04

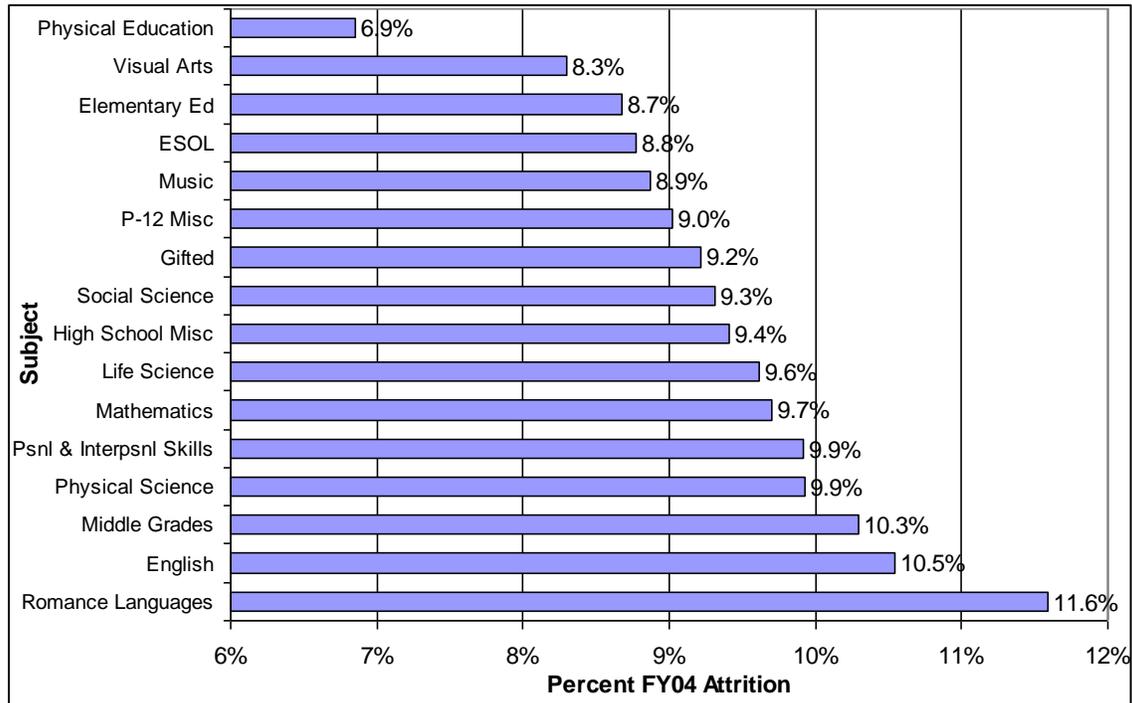
Subject Taught	FY02				FY03				FY04			
	Attrition FY02	% of FY02 Total Attrition	FY02 # Teachers in Subject	Attrition as % of FY02 Teachers in Subject	Attrition FY03	% of FY03 Total Attrition	FY03 # Teachers in Subject	Attrition as % of FY03 Teachers in Subject	Attrition FY04	% of FY04 Total Attrition	FY04 # Teachers in Subject	Attrition as % of FY04 Teachers in Subject
Regular Education												
African & Related Languages	0	0.0%	1	0.0%	0	0.0%	6	0.0%	1	0.0%	2	50.0%
American Sign Language	2	0.0%	42	4.8%	42	0.4%	44	95.5%		0.0%	1	0.0%
Asian Language	2	0.0%	10	20.0%	1	0.0%	13	7.7%		0.0%	9	0.0%
Chorus	27	0.3%	277	9.7%	26	0.3%	327	8.0%	33	0.3%	354	9.3%
Dance	2	0.0%	17	11.8%	7	0.1%	21	33.3%	2	0.0%	24	8.3%
Drama/Arts	18	0.2%	175	10.3%	23	0.2%	205	11.2%	27	0.3%	242	11.2%
Education	17	0.2%	208	8.2%	18	0.2%	159	11.3%	9	0.1%	89	10.1%
Elementary Education	3,619	41.9%	43,881	8.2%	3,975	42.1%	45,535	8.7%	3,953	41.1%	45,564	8.7%
English	730	8.5%	7,413	9.8%	833	8.8%	8,267	10.1%	943	9.8%	8,942	10.5%
ESOL	73	0.8%	815	9.0%	79	0.8%	987	8.0%	111	1.2%	1,265	8.8%
German & Related Languages	20	0.2%	165	12.1%	15	0.2%	162	9.3%	12	0.1%	159	7.5%
Gifted	88	1.0%	1,138	7.7%	93	1.0%	1,230	7.6%	111	1.2%	1,204	9.2%
Health	63	0.7%	805	7.8%	76	0.8%	779	9.8%	54	0.6%	761	7.1%
High School (9-12) Miscellaneous	179	2.1%	2,075	8.6%	243	2.6%	2,315	10.5%	249	2.6%	2,646	9.4%
Humanities	0	0.0%	2	0.0%	0	0.0%	3	0.0%		0.0%	1	0.0%
Life Science	189	2.2%	1,953	9.7%	203	2.2%	2,207	9.2%	233	2.4%	2,423	9.6%
Mathematics	533	6.2%	5,888	9.1%	630	6.7%	6,501	9.7%	707	7.4%	7,285	9.7%
Middle Grades	707	8.2%	7,096	10.0%	677	7.2%	6,550	10.3%	486	5.1%	4,720	10.3%
Military Science	0	0.0%	6	0.0%	6	0.1%	12	50.0%	4	0.0%	9	44.4%
Music	190	2.2%	2,394	7.9%	209	2.2%	2,434	8.6%	216	2.2%	2,436	8.9%
P-12 Miscellaneous	253	2.9%	2,956	8.6%	263	2.8%	2,941	8.9%	261	2.7%	2,893	9.0%
Personal & Interpersonal Skills	115	1.3%	1,423	8.1%	144	1.5%	1,536	9.4%	157	1.6%	1,583	9.9%
Physical Education	271	3.1%	4,113	6.6%	253	2.7%	4,193	6.0%	295	3.1%	4,302	6.9%
Physical Science	253	2.9%	2,705	9.4%	271	2.9%	2,858	9.5%	315	3.3%	3,172	9.9%
Professional Career Preparation	26	0.3%	204	12.7%	16	0.2%	108	14.8%	24	0.2%	202	11.9%
Romance Languages	181	2.1%	1,625	11.1%	200	2.1%	1,818	11.0%	213	2.2%	1,837	11.6%
Science	14	0.2%	311	4.5%	21	0.2%	351	6.0%	27	0.3%	347	7.8%
Social Science	468	5.4%	5,192	9.0%	531	5.6%	5,680	9.3%	576	6.0%	6,184	9.3%
Visual Arts	104	1.2%	1,510	6.9%	124	1.3%	1,606	7.7%	135	1.4%	1,626	8.3%

Subject Taught	FY02				FY03				FY04			
	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	Attrition FY04	% of FY04 Total Attrition	FY04 # Teachers in Subject	Attrition as % of FY04 Teachers in Subject
Subtotal, Regular Education	8,144	94.4%	94,400	8.6%	8,979	95.2%	98,848	9.1%	9,154	95.3%	100,282	9.1%
Vocational Education (Technical/Career)												
Agricultural Business	14	0.2%	181	7.7%	16	0.2%	190	8.4%	19	0.2%	181	10.5%
Agricultural Sciences & Technology	12	0.1%	143	8.4%	15	0.2%	139	10.8%	14	0.1%	148	9.5%
Business Administration	53	0.6%	729	7.3%	70	0.7%	806	8.7%	73	0.8%	850	8.6%
Business Management	24	0.3%	368	6.5%	38	0.4%	386	9.8%	34	0.4%	380	8.9%
Communication Technologies	11	0.1%	94	11.7%	8	0.1%	73	11.0%	6	0.1%	58	10.3%
Computer & Other Related Areas	26	0.3%	281	9.3%	32	0.3%	320	10.0%	38	0.4%	343	11.1%
Conservation & Natural Resources	0	0.0%	8	0.0%	1	0.0%	12	8.3%	2	0.0%	14	14.3%
Construction Technology	10	0.1%	133	7.5%	13	0.1%	142	9.2%	13	0.1%	134	9.7%
Education & Career Exploration	24	0.3%	295	8.1%	25	0.3%	283	8.8%	27	0.3%	260	10.4%
Health & Medical Occupations	0	0.0%	0	0.0%	10	0.1%	63	15.9%	12	0.1%	96	12.5%
Home Economics	64	0.7%	701	9.1%	71	0.8%	720	9.9%	68	0.7%	748	9.1%
Manufacturing Science	0	0.0%	8	0.0%	1	0.0%	6	16.7%		0.0%	7	0.0%
Marketing & Distribution	15	0.2%	97	15.5%	7	0.1%	97	7.2%	15	0.2%	106	14.2%
Mechanical Occupations	30	0.3%	290	10.3%	31	0.3%	296	10.5%	37	0.4%	282	13.1%
Personal Services Occupations	9	0.1%	86	10.5%	6	0.1%	77	7.8%	3	0.0%	63	4.8%
Precision Production Occupations	14	0.2%	127	11.0%	26	0.3%	155	16.8%	15	0.2%	150	10.0%
Protective Services	4	0.0%	25	16.0%	5	0.1%	27	18.5%	5	0.1%	28	17.9%
Technology Education	63	0.7%	632	10.0%	68	0.7%	623	10.9%	61	0.6%	640	9.5%
Subtotal, Vocational Education	373	4.3%	4,198	8.9%	443	4.7%	4,415	10.0%	442	4.6%	4,488	9.8%
Not Applicable	9	0.10%	81	11.11%	12	0.1%	87	13.8%	12	0.1%	75	16.0%
Unspecified	101	1.17%	791	12.77%	0	0.0%	0	0.0%		0.0%		0.0%
Total	8,627	100.00%	99,470	8.67%	9,434	100.0%	103,350	9.1%	9,608	100.0%	104,845	9.2%

Figure 2.26 displays the FY04 attrition rates for the subject groups in Table 2.16 with more than 1,000 teachers statewide. Physical Education teachers have by far the lowest attrition at 6.9%, while teachers of Romance Languages have by a substantial margin the highest attrition rate at 11.6%.

Of the core subject groups, English teachers show the highest attrition rate at 10.5%. The only other group to suffer an attrition rate exceeding 10% is Middle Grades. All of the core subject groups of teachers have an attrition rate exceeding nine percent.

Figure 2.26. Teacher Attrition by Subject Taught Ranked by Attrition, Subjects with More than 1,000 Teachers Statewide, FY04.



Teacher Attrition by Personnel Category

Table 2.17 shows teacher attrition by personnel categories for FY02 through FY04. Attrition is lower in the elementary grades than in middle and high school and for the past three years has remained relatively stable. Middle grades teacher attrition rose much less last year than in the previous year. High school saw a substantial 0.6% rise in attrition this past year.

Table 2.17. Teacher Attrition by Personnel Category, FY02-FY04

Personnel Category	FY02				FY03				FY04			
	Attrition FY02	% of Total Attrition	FY02 # Teachers in Category	Attrition as % of FY02 Teachers in Category	Attrition FY03	% of Total Attrition	FY03 # Teachers in Category	Attrition as % of FY03 Teachers in Category	Attrition FY04	% of Total Attrition	FY04 # Teachers in Category	Attrition as % of FY04 Teachers in Category
EIP												
EIP Kindergarten Teacher	60	0.7%	982	6.1%	93	1.0%	1,186	7.8%	96	1.0%	886	10.8%
EIP Grades 1-3 Teacher	235	2.7%	2,684	8.8%	308	3.3%	2,957	10.4%	332	3.5%	3,150	10.5%
EIP Grades 4-5 Teacher	87	1.0%	852	10.2%	96	1.0%	966	9.9%	127	1.3%	1,145	11.1%
EIP (K-5) Subtotal	382	4.4%	4518	8.5%	497	5.3%	5109	9.7%	555	5.8%	5181	10.7%
Elementary												
Pre-Kindergarten Teacher	94	1.1%	1,355	6.9%	118	1.3%	1,376	8.6%	112	1.2%	1,419	7.9%
Kindergarten Teacher	353	4.1%	5,479	6.4%	389	4.1%	5,746	6.8%	410	4.3%	6,138	6.7%
Grade 1 Teacher	426	4.9%	5,800	7.3%	471	5.0%	5,975	7.9%	474	4.9%	6,043	7.8%
Grade 2 Teacher	451	5.2%	5,576	8.1%	504	5.3%	5,759	8.8%	454	4.7%	5,763	7.9%
Grade 3 Teacher	446	5.2%	5,551	8.0%	493	5.2%	5,762	8.6%	506	5.3%	5,792	8.7%
Grade 4 Teacher	418	4.8%	5,077	8.2%	449	4.8%	5,056	8.9%	411	4.3%	4,992	8.2%
Grade 5 Teacher	427	4.9%	4,920	8.7%	417	4.4%	4,968	8.4%	453	4.7%	4,935	9.2%
Other Elementary Teachers	427	4.9%	4,144	10.3%	405	4.3%	4,241	9.5%	347	3.6%	3,357	10.3%
Elementary (K-5) Subtotal	3,042	35.3%	37,902	8.0%	3,246	34.4%	38,883	8.3%	3,167	33.0%	38,439	8.2%
Middle												
Grade 6 Teacher	330	3.8%	3,866	8.5%	316	3.3%	3,512	9.0%	313	3.3%	3,611	8.7%
Grade 7 Teacher	350	4.1%	3,685	9.5%	306	3.2%	3,440	8.9%	342	3.6%	3,557	9.6%
Grade 8 Teacher	282	3.3%	3,441	8.2%	297	3.1%	3,273	9.1%	304	3.2%	3,427	8.9%
Other Middle Grade Teachers	644	7.5%	6,552	9.8%	810	8.6%	7,858	10.3%	792	8.2%	7,462	10.6%
Middle (6-8) Subtotal	1606	18.6%	17,544	9.2%	1,729	18.3%	18,083	9.6%	1,751	18.2%	18,057	9.7%
High												
High School Teacher	1,638	19.0%	17,569	9.3%	1,659	17.6%	17,896	9.3%	1,784	18.6%	18,010	9.9%
Other												
ESOL Teacher	54	0.6%	509	10.6%	68	0.7%	763	8.9%	111	1.2%	1,308	8.5%
Extra Day Teacher		0.0%			0	0.0%	3	0.0%		0.0%		
Instructional Specialist	338	3.9%	5,123	6.6%	371	3.9%	5,166	7.2%	407	4.2%	5,609	7.3%
Literacy Coach	9	0.1%	50	18.0%	14	0.1%	120	11.7%	41	0.4%	251	16.3%
Other Teacher	85	1.0%	615	13.8%	120	1.3%	736	16.3%	94	1.0%	690	13.6%
Special Education Teachers	1,192	13.8%	12,602	9.5%	1,369	14.5%	13,283	10.3%	1,336	13.9%	13,927	9.6%
GATAPP Teachers*	25	0.3%	164	15.2%	47	0.5%	226	20.8%	49	0.5%	279	17.6%
Vocational Education Teachers	256	3.0%	2,874	8.9%	314	3.3%	3,082	10.2%	313	3.3%	3,094	10.1%

Total	8,627	100.0%	99,470	8.7%	9,434	100.0%	103,350	9.1%	9,608	100.0%	104,845	9.2%
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* This category represents only those teachers coded in the CPI as GATAPP, and does not include all teachers from that program.

Teacher Attrition Due to Promotion or Reassignment

Almost all school leaders (superintendents, principals, assistant principals, instructional specialists, etc.) start as teachers. Table 2.18 shows teacher position change information for FY03 through FY05. These changes may be due to promotion, compulsory or voluntary reassignment, or in some cases a change in the percentage of time an educator spends in two or more positions. Although just over 1% of the teacher workforce is “lost” due to promotion or reassignment out of the classroom, more than a tenth of attrition from the teacher workforce each year is from promotions to positions of school leadership and student services. In both FY02 and FY03, 31% of teachers who were promoted became assistant principals; that figure rose to almost 35% in FY05.

Table 2.18. Educator Attrition by Change to Other Personnel Categories, FY02-FY04

Categories	FY02 Teachers in FY03			FY03 Teachers in FY04			FY04 Teachers in FY05		
	Attrition from Teaching Assignment FY02	Percent of all Attrition	Percent of Teachers Promoted/Reassigned	Attrition from Teaching Assignment FY03	Percent of all Attrition	Percent of Teachers Promoted/Reassigned	Attrition from Teaching Assignment FY04	Percent of all Attrition	Percent of Teachers Promoted/Reassigned
Not in GA Public Schools	7,489	86.8%		8,270	87.7%		8,344	86.8%	
Assistant Principal	353	4.1%	31.0%	361	3.8%	31.0%	437	4.5%	34.6%
Elementary Counselor	47	0.5%	4.1%	43	0.5%	3.7%	48	0.5%	3.8%
High School Counselor	31	0.4%	2.7%	29	0.3%	2.5%	32	0.3%	2.5%
Middle Grades Counselor	26	0.3%	2.3%	34	0.4%	2.9%	34	0.4%	2.7%
Media Specialist	91	1.1%	8.0%	146	1.5%	12.5%	124	1.3%	9.8%
Other Administrators	223	2.6%	19.6%	272	2.9%	23.4%	283	2.9%	22.4%
Other Student Services	317	3.7%	27.9%	193	2.0%	16.6%	255	2.7%	20.2%
Principal	11	0.1%	1.0%	6	0.1%	0.5%	16	0.2%	1.3%
School Psychologist	6	0.1%	0.5%	7	0.1%	0.6%	6	0.1%	0.5%
School Social Worker	7	0.1%	0.6%	7	0.1%	0.6%	7	0.1%	0.6%
Speech & Language Pathologist	26	0.3%	2.3%	66	0.7%	5.7%	22	0.2%	1.7%
Total Attrition	8,627			9,434			9,608		
Total Attrition due to Promotion	1,138	13.2%		1,164	12.3%		1,264	13.2%	
Overall Promotion Rate			1.1%			1.1%			1.2%

Teacher Attrition by RESA

Table 2.19 presents FY02 through FY04 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 numerical attrition is far larger than other systems grouped by their service RESA. First District and Metro systems saw the highest attrition rates in the state this

past year at 10% or higher. Metro’s rate declined slightly from the previous year, while First District’s rate rose by 0.7%. The lowest attrition rates were seen by systems served by the Okefenokee and Heart of Georgia RESAs. Both RESAs serve small populations with fewer than 2,000 teachers each.

Table 2.19. Teacher Attrition by RESA, FY02-FY04

RESA	FY02				FY03				FY04			
	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	Total FY04 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%	5,227	399	4.2%	7.6%
Chattahoochee	3,721	307	3.6%	8.3%	3,854	340	3.6%	8.8%	3,873	361	3.8%	9.3%
Coastal Plains	2,886	188	2.2%	6.5%	2,916	223	2.4%	7.6%	2,873	200	2.1%	7.0%
First District	8,335	772	8.9%	9.3%	8,400	784	8.3%	9.3%	8,455	843	8.8%	10.0%
Griffin	5,380	416	4.8%	7.7%	5,700	464	4.9%	8.1%	6,028	528	5.5%	8.8%
Heart of Georgia	1,668	114	1.3%	6.8%	1,674	89	0.9%	5.3%	1,663	112	1.2%	6.7%
Metro	36,057	3,515	40.7%	9.7%	37,792	3,981	42.2%	10.5%	38,607	3,962	41.2%	10.3%
Middle Georgia	4,107	351	4.1%	8.5%	4,165	333	3.5%	8.0%	4,246	365	3.8%	8.6%
North Georgia	4,140	335	3.9%	8.1%	4,427	325	3.4%	7.3%	4,555	374	3.9%	8.2%
Northeast Georgia	4,417	367	4.3%	8.3%	4,593	411	4.4%	8.9%	4,586	413	4.3%	9.0%
Northwest Georgia	6,719	587	6.8%	8.7%	7,022	657	7.0%	9.4%	6,967	609	6.3%	8.7%
Oconee	1,342	119	1.4%	8.9%	1,327	108	1.1%	8.1%	1,330	106	1.1%	8.0%
Okefenokee	1,932	125	1.4%	6.5%	1,975	157	1.7%	7.9%	1,981	130	1.4%	6.6%
Pioneer	5,374	382	4.4%	7.1%	5,782	448	4.7%	7.7%	5,895	449	4.7%	7.6%
Southwest Georgia	4,446	343	4.0%	7.7%	4,488	336	3.6%	7.5%	4,494	381	4.0%	8.5%
West Georgia	3,824	313	3.6%	8.2%	4,034	379	4.0%	9.4%	4,065	376	3.9%	9.2%
Total	99,470	8,627	100.0%	8.7%	103,350	9,434	100.0%	9.1%	104,845	9,608	100.0%	9.2%

Attrition in Department of Education Identified Poverty Schools

Table 2.20 shows that the rate of teacher attrition in High Poverty and Non-Classified schools is somewhat but not greatly higher than for Medium and Low Poverty schools. High Poverty Schools is the only grouping for which the attrition rate decreased from FY03 to FY04, from 10.8% to 10.1%. All others increased at least slightly. Research suggests that High Poverty schools tend to have younger, less experienced teachers; these teachers are, as indicated by data provided in this report, more likely to leave teaching than those more experienced.

Table 2.20. Teacher Attrition by Poverty Level of School, FY03-FY04

	Total FY03 Teachers	FY03 Teacher Attrition	Attrition as % of Total in Category	Total FY04 Teachers	FY04 Teacher Attrition	Attrition as % of Total in Category
High Poverty Schools	11,808	1,274	10.8%	12,051	1,223	10.1%
Medium Poverty Schools	74,114	6,595	8.9%	78,374	7,044	9.0%
Low Poverty Schools	15,190	1,320	8.7%	12,170	1,080	8.9%
Non-Classified Schools*	2,143	238	11.1%	2,250	261	11.6%
Undefined**	95	7	7.4%			
Total	103,350	9,434	9.1%	104,845	9,608	9.2%

*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 2.21 shows attrition figures for all new teacher hires, regardless of experience. There were about 1,000 fewer teachers hired in FY03 than the previous year, and more than 1,500 fewer hired in FY04. Of these teachers, the overall rate of attrition has decreased by almost 2% points in the past several years. Ethnic groups, except for Black and White, are too small for making firm conclusions, although all of the small groups realize higher attrition rates than the two larger groups. The Black ethnic group attrition dropped by 4.5% in FY04, substantially more than the 0.7% decrease of the White group. Men consistently leave teaching at a higher rate than women, although both groups' attrition rate dropped more than a point. Age and experience data in this instance do not show the traditional high attrition rates of young and inexperienced individuals; the "under 30" group in fact shows the lowest attrition rate of all, as does the 0-5 years experience group. New teachers who are older or who have extensive prior teaching experience show higher rates of attrition. As noted in Chapter 3, older returning teachers with more than 25 years experience cannot be relied on as a source of new teachers as they leave after only a few years.

Table 2.21. New Teacher Hire Attrition by Demographics, FY02-FY04

Demographic	FY02			FY03			FY04		
	Total Number New Hires	New Hire Attrition	Percent Attrition in Category	Total Number New Hires	New Hire Attrition	Percent Attrition in Category	Total Number New Hires	New Hire Attrition	Percent Attrition in Category
Ethnicity									
American Indian	24	3	12.5%	32	5	15.6%	9	2	22.2%
Asian	113	20	17.7%	87	18	20.7%	144	28	19.4%
Black	3,049	652	21.4%	2,665	520	19.5%	2,607	392	15.0%
Hispanic	201	49	24.4%	194	25	12.9%	175	32	18.3%
Multiracial	26	7	26.9%	59	15	25.4%	41	8	19.5%
White	9,671	1,494	15.4%	9,470	1,477	15.6%	7,953	1,184	14.9%
Gender									
Female	10,368	1,689	16.3%	9,848	1,571	16.0%	8,624	1,250	14.5%
Male	2,716	534	19.7%	2,659	489	18.4%	2,305	396	17.2%
Age									
Less than 30	5,934	946	15.9%	5,651	847	15.0%	4,911	623	12.7%
31-40	3,386	568	16.8%	3,264	499	15.3%	2,825	427	15.1%
41-50	2,226	366	16.4%	2,048	338	16.5%	1,765	271	15.4%
51-60	1,348	284	21.1%	1,338	300	22.4%	1,220	254	20.8%
61 thru Oldest	190	59	31.1%	205	76	37.1%	206	71	34.5%
Not Specified				1			2		
Experience									
0-5	9,720	1,690	17.4%	9,379	1,495	15.9%	8,185	1,148	14.0%
6-10	1,483	233	15.7%	1,341	210	15.7%	1,107	163	14.7%
11-15	774	106	13.7%	683	110	16.1%	615	103	16.7%
16-20	447	79	17.7%	394	69	17.5%	338	58	17.2%
21-25	275	42	15.3%	263	49	18.6%	241	46	19.1%
26-30	207	47	22.7%	278	76	27.3%	269	78	29.0%
31 and Higher	178	26	14.6%	169	51	30.2%	174	50	28.7%
Total	13,084	2,223	17.0%	12,507	2,060	16.5%	10,929	1,646	15.1%

Table 2.22 presents FY02 through FY04 new teacher hires that exited the teaching workforce by certificate type. Only two of these certificate groups, Teaching and Non-Renewable Teacher, and to a lesser extent Performance-Based Teacher, are of sufficient size to be considered large enough to be stable. Given the low attrition rate of the overall Performance-Based Teacher category, it is of interest to see a correspondingly low attrition rate from new teachers in this category at 12.9%, almost as low as the 12.4% shown by those with Teaching certificates.

Table 2.22. New Teacher Hire Attrition by Certificate Type, FY02-FY04

Certificate Category	FY02			FY03			FY04		
	Total Number New Hires	New Hire Attrition	Percent Attrition in Category	Total Number New Hires	New Hire Attrition	Percent Attrition in Category	Total Number New Hires	New Hire Attrition	Percent Attrition in Category
Leadership	27	8	29.6%	32	11	34.4%	38	19	50.0%
Teaching	6,733	844	12.5%	6,664	845	12.7%	6,469	805	12.4%
Service	72	19	26.4%	112	32	28.6%	79	13	16.5%
Non-Renewable L				1			1	1	
Non-Renewable S	14	3	21.4%	10	4	40.0%	12	6	50.0%
Non-Renewable T	5,648	1,201	21.3%	5,243	1,075	20.5%	3,909	725	18.5%
Non-Renewable Tech							1		
Life Certificate	130	32	24.6%	163	55	33.7%	127	40	31.5%
Performance Based S	1			4	2		3		
Performance Based T	286	39	13.6%	278	36	12.9%	287	37	12.9%
Technician							1		
No CPI Data	173	77	44.5%				2		
Total	13,084	2,223	17.0%	12,507	2,060	16.5%	10,929	1,646	15.1%

Table 2.23 shows the attrition of new teachers by subject taught. Of the 1,646 new teacher hires who exited the teaching force after FY04, Foreign Language teachers showed the highest attrition rate at 20.4%. The large Elementary Education subject group enjoyed one of the lowest attrition rates, 13.4%, along with Arts/Music at 13.5%. Arts/Music saw the largest one-year decrease in attrition, from 17.9% in FY03. The two percentage point Elementary Education decrease in attrition rate has much more impact, however, given that meant more than 200 fewer new teachers left the workforce in FY04.

Table 2.23. New Teacher Hire Attrition by Subject Taught, FY02-FY04

Subject Category	FY02			FY03			FY04		
	Total Number New Hires	New Hire Attrition	Percent Attrition in Category	Total Number New Hires	New Hire Attrition	Percent Attrition in Category	Total Number New Hires	New Hire Attrition	Percent Attrition in Category
Arts/Music	545	89	16.3%	492	88	17.9%	445	60	13.5%
Career Education	450	79	17.6%	461	87	18.9%	451	81	18.0%
Elementary Education	5,576	877	15.7%	5,511	848	15.4%	4,711	631	13.4%
English	1,026	184	17.9%	1,093	197	18.0%	997	174	17.5%
ESOL	109	23	21.1%	105	18	17.1%	105	18	17.1%
Foreign Language	332	80	24.1%	281	50	17.8%	240	49	20.4%
Health/PE	469	88	18.8%	394	53	13.5%	313	46	14.7%
High School Miscellaneous	364	64	17.6%	348	60	17.2%	374	46	12.3%
Interpersonal Skills	211	33	15.6%	196	35	17.9%	210	30	14.3%
Mathematics	797	157	19.7%	879	153	17.4%	835	132	15.8%
Middle School	1,055	193	18.3%	925	163	17.6%	626	100	16.0%
Other	124	23	18.5%	97	25	25.8%	71	14	19.7%
P-12 Miscellaneous	456	58	12.7%	377	54	14.3%	370	50	13.5%
Science	691	132	19.1%	694	116	16.7%	636	115	18.1%
Social Studies	654	98	15.0%	651	112	17.2%	545	100	18.3%
No CPI Data	225	45	20.0%	3	1				
Total	13,084	2,223	17.0%	12,507	2,060	16.5%	10,929	1,646	15.1%

Figure 2.27 ranks the above FY04 teacher categories by the percent of attrition. The High School Miscellaneous category has the lowest attrition; it subsumes a number of small non-core categories. Foreign Language has the highest attrition. “Other”, the next highest attrition group, is very small. Three of the five other subject groups with more than 17% attrition comprise core subject teachers: English, Science and Social Studies. The only core subject group under 16% attrition is Mathematics, which for these new teachers has decreased from just under 20% three years before in FY02.

Figure 2.27. New Teacher Attrition by Subject Ranked by Percentage Loss, FY05

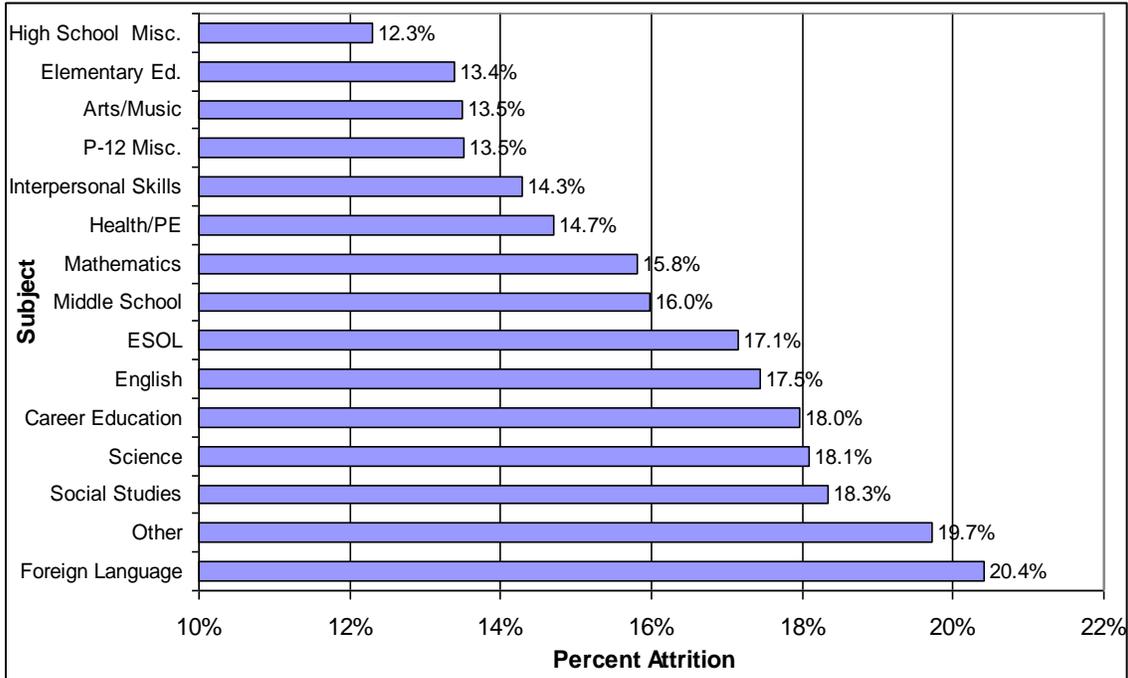


Table 2.24 shows the new teacher attrition rates for the state. Overall, attrition has decreased since FY02. Appendix Table B2.1 provides new teacher attrition data for each school system in the state for FY02 through FY04. Atlanta City has decreased its new teacher attrition rate for three years in a row to 18%, down from a high of 29.8%. Clayton and Muscogee showed decreases of over 7% from last year, to 12.9% and 12.2%, respectively. Fulton has consistently shown a low attrition rate for a large system, and it decreased more than two percentage points to 12.5% this past year. The state's largest school system, Gwinnett, decreased its relatively low attrition rate for new teachers 1.5 percentage points to 13.4%.

Of the smaller school systems with more than 50 new hires, Dalton showed the highest new teacher attrition rate, at 25.9%, with Baldwin and Liberty close at 24.1% and 21.5%, respectively. Fayette and Columbia showed the lowest new teacher attrition rates for those with more than 50 new teacher hires, at 2.9% and 3.7%. There were 23 small systems, with from 1 to 19 new hires that lost not one of them this first year. The three with 15 or more new hires in this group were Dawson, Grady and Washington.

Table 2.24. New Teacher Hire Attrition, FY02-FY04

FY02			FY03			FY04		
New Hires Total	New Hire Attrition	Attrition as % of Category	New Hires Total	New Hire Attrition	Attrition as % of Category	New Hires Total	New Hire Attrition	Attrition as % of Category
13,084	2,223	17.0%	12,507	2,060	16.5%	10,929	1,646	15.1%

Table 2.25 presents FY02-FY04 new teacher hire attrition by RESA service area. The systems comprising First District still have the highest average attrition rate of new hires, just below 20%, for FY03 and FY04, but those systems also lowered their overall attrition rate for new teachers by more than a full percentage point last year. The systems of the Griffin and Okefenokee RESAs enjoyed the lowest new teacher attrition rates in FY04, at 13.1% and 12.9%, respectively.

Table 2.25. New Teacher Hire Attrition by RESA, FY02-FY04

RESA	FY02			FY03			FY04		
	New Hires Total	New Hire Attrition	Attrition as % New Hires	New Hires Total	New Hire Attrition	Attrition as % New Hires	New Hires Total	New Hire Attrition	Attrition as % New Hires
Central Savannah	551	79	14.3	492	68	13.8	434	52	12.0
Chattahoochee	417	75	18	465	88	18.9	397	65	16.4
Coastal Plains	225	27	12	223	36	16.1	185	30	16.2
First District	1,124	223	19.8	863	170	19.7	840	155	18.5
Griffin	650	82	12.6	671	94	14	639	84	13.1
Heart of Georgia	123	13	10.6	109	14	12.8	91	16	17.6
Metro	5,570	1,041	18.7	5,292	904	17.1	4,927	747	15.2
Middle Georgia	439	81	18.5	407	56	13.8	402	57	14.2
North Georgia	538	76	14.1	590	88	14.9	422	61	14.5
Northeast Georgia	625	101	16.2	575	91	15.8	432	60	13.9
Northwest Georgia	925	134	14.5	892	147	16.5	585	93	15.9
Oconee	134	18	13.4	141	25	17.7	135	20	14.8
Okefenokee	171	21	12.3	176	28	15.9	155	20	12.9
Pioneer	690	90	13	707	92	13	514	70	13.6
Southwest Georgia	398	69	17.3	395	71	18	359	56	15.6
West Georgia	504	93	18.5	509	88	17.3	412	60	14.6
Total	13,084	2,223	17	12,507	2,060	16.5	10,929	1,646	15.1

Table 2.26 shows that by personnel categories, 13.1% of FY04 new teacher hires who exited the teaching force were elementary teachers (including EIP teachers). This represents more than a two percentage point decrease in new teacher attrition since the previous two years' 15.3%. Middle school teachers showed a 0.4 percentage point decrease in attrition in FY04 to 16.1%, while high school teachers remained at 18.3%. Special Education teachers saw only a 13.4% attrition rate, a substantial 3.2 percentage point decrease from the previous year, which had also decreased from the year before that.

Table 2.26. New Teacher Hire Attrition by Personnel Categories, FY02-FY04

Personnel Category	FY02			FY03			FY04		
	New Hires Total	New Hire Attrition	Attrition as % of New Hires	New Hires Total	New Hire Attrition	Attrition as % of New Hires	New Hires Total	New Hire Attrition	Attrition as % of New Hires
Elementary Teachers									
Kindergarten	558	75	13.4	560	70	12.5	558	57	10.2
EIP Kindergarten	118	13	11	103	12	11.7	61	13	21.3
Grade 1	717	92	12.8	789	111	14.1	678	84	12.4
Grade 2	646	86	13.3	684	103	15.1	527	57	10.8
Grade 3	774	101	13	785	96	12.2	576	60	10.4
EIP Grades 1-3	370	62	16.8	284	61	21.5	318	60	18.9
Grade 4	700	122	17.4	616	102	16.6	476	55	11.6
Grade 5	587	104	17.7	548	89	16.2	456	66	14.5
EIP Grades 4-5	140	28	20	134	25	18.7	104	18	17.3
Other Elementary	466	96	20.6	424	83	19.6	340	68	20.0
Elementary (K-5) Subtotal	5,076	779	15.3	4,927	752	15.3	4,094	538	13.1
Middle Grades									
Grade 6	472	94	19.9	417	58	13.9	359	37	10.3
Grade 7	488	94	19.3	465	66	14.2	390	64	16.4
Grade 8	383	56	14.6	364	71	19.5	319	53	16.6
Other Middle Grades	1,068	207	19.4	1,007	177	17.6	805	147	18.3
Middle Grades (6-8) Subtotal	2,411	451	18.7	2,253	372	16.5	1,873	301	16.1
High School (9-12)	2,182	413	18.9	1,995	365	18.3	1,745	319	18.3
Other									
Pre-Kindergarten	144	18	12.5	161	18	11.2	157	33	21.0
ESOL	112	18	16.1	116	22	19	108	17	15.7
Extra Day				1	0				
Instructional Specialist	474	72	15.2	458	68	14.8	414	56	13.5
Literacy Coach	8	3	37.5	19	2	10.5	55	13	23.6
Other	90	34	37.8	90	29	32.2	81	24	29.6
Special Education	2,157	364	16.9	2,056	341	16.6	2,019	271	13.4
GA TAPP *	161	25	15.5	118	30	25.4	106	22	20.8
Vocational Education	269	46	17.1	313	61	19.5	277	52	18.8
Total	13,084	2,223	17	12,507	2,060	16.5	10,929	1646	15.1

*Other GATAPP teachers are distributed among other categories

Attrition of New Teachers with Zero Experience

Table 2.27 summarizes the 1-, 3-, and 5-year attrition rates of new teachers with no prior experience from FY90 to FY05. The proportion of teachers who left after one year on the job has decreased three percentage points from 16% to 13%, while both the three-year and five-year rates showed an increase – for three years in the three-year rate, but only one year for the five-year rate. The three year rate would appear to be more variable than the one and five year rates. Georgia has seen the one-year rate fluctuate 7 percentage points, from 17% in FY90 down to 10% in FY97; it almost returned to the 15-year old rate at 16% in FY02. The five-year rate has varied six percentage points since FY95, and has gone a substantial way toward returning to the FY97 high of 36%. Three-year attrition has varied twelve percentage points, and is now highest since FY90, at 33%.

Table 2.27. Attrition Summary for New Teachers with Zero Experience, FY90–FY05

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%	FY04	32%
FY00	5,057	FY01	15%	FY03	26%	FY05	34%
FY01	5,777	FY02	13%	FY04	29%		
FY02	6,654	FY03	16%	FY05	33%		
FY03	5,657	FY04	15%				
FY04	5,671	FY05	13%				

Figure 2.28 shows Table 2.28 data comparing the cumulative one-, three- and five-year attrition rates from each base year's group of teachers. All three rates showed a relatively consistent decline for the first six or seven years. While the one-year rate has remained relatively stable compared to the other two rates over these displayed fifteen years, averaging just over 13%, the three-year rate shows a persistent and substantial increase in attrition rate of 12%, from 21% in FY96 to 33% in FY04. These groups' five-year attrition rate also shows a general increasing trend since FY96. The three- and five-year trends, if they continue, suggest an increasing difficulty in retaining experienced teachers. This will both put pressure on overall teacher demand and may also make it more difficult to realize improvements in student achievement, considering research concluding that experienced teachers are more able to produce achievement gains than those with less experience that will most likely be their replacements.

Figure 2.28. One-, Three-, and Five-Year Attrition Rates of New Teachers with Zero Experience, FY90 through FY04

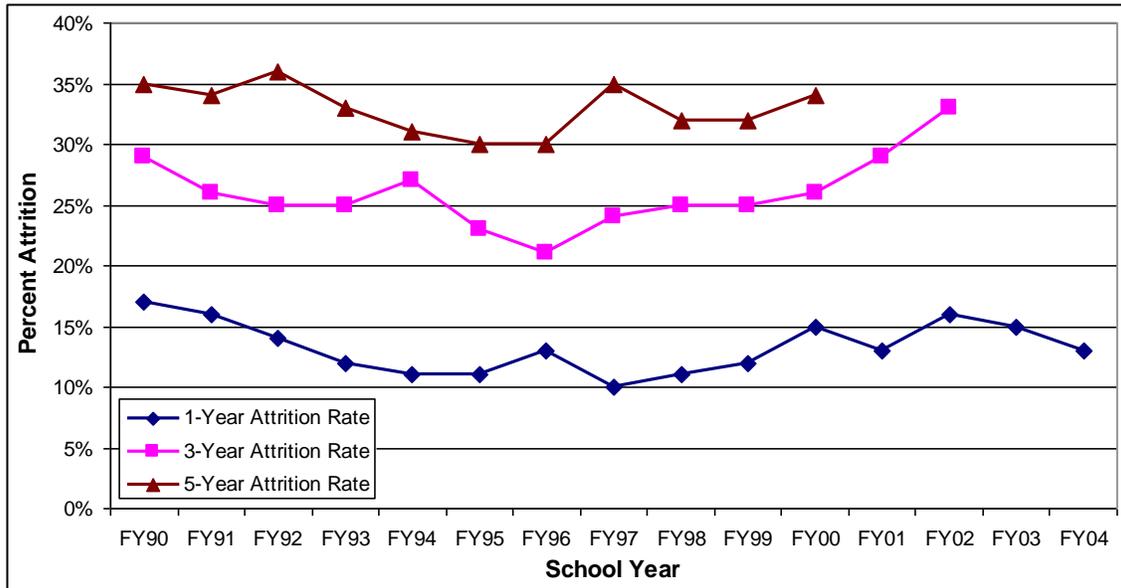


Table 2.28 shows the five-year attrition rate for new teachers with zero experience; it has been relatively stable in most categories. Vocational and Special Education consistently show the highest attrition rates, and Kindergarten the lowest. Vocational Education shows the largest variability in attrition rate, although it is also the smallest group represented in this table and greater variability is likely.

Table 2.28. Five-Year Attrition Tabulation by Personnel Category for All New Teachers with Zero Experience

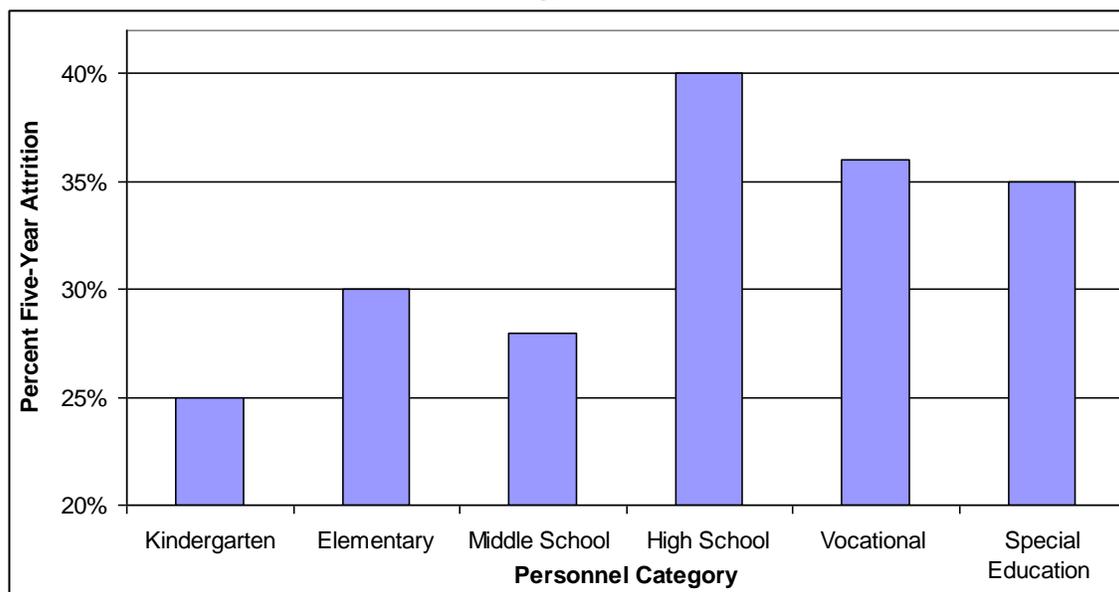
Time Period	Percent Kindergarten	Percent Elementary School Grades 1-5	Percent Middle School Grades 6-8	Percent High School Grades 9-12	Percent Vocational Education (6-12)	Percent Special Education (P-12)
FY93 to FY98	22%	29%	29%	42%	45%	36%
FY94 to FY99	24%	30%	27%	38%	35%	35%
FY95 to FY00	24%	28%	25%	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%
FY00 to FY05	28%	32%	31%	41%	29%	36%
Average	25%	30%	28%	40%	36%	35%
Standard Dev.	2.3%	1.2%	2.3%	1.8%	6.1%	2.3%

Data Source: GDOE CPI, 2004

Figure 2.29 shows the average five-year attrition rate for the groups presented in Table 2.29. High school teachers as a group have the highest average attrition rate at 40%. Vocational and Special Education teachers show the next highest rates at 36% and 35%, respectively. Vocational Education represents a relatively small proportion of the workforce and their attrition rate varies more than the other groups; as can be seen

above the FY00-FY05 group's rate was only 29%. The high school and special education teachers' groups are large and with their relatively high attrition rates will result in the need for greater replacement efforts than for the regular teachers of Kindergarten, elementary and middle schools.

Figure 2.29. Average Five-year Attrition of Zero-Experience Teachers Beginning Teaching, FY93-FY00



Demographic Characteristics of FY04 New Teacher Hires With Zero Experience Who Exited the Teaching Force after One Year

Table 2.29 reports zero experience new teacher hires by ethnicity and gender, showing the rate of attrition for each category. Men depart teaching at a higher rate than do women, although male zero-experience attrition has dropped substantially in the last three years, from 19.5% down to 15.7%. Attrition among zero experience new Black teachers is now slightly higher at 13.7% than for White teachers at 13.0%, a marked improvement from a Black attrition rate of 21.4% just two years before. Males and minorities are categories Georgia is actively trying to recruit. While the data are insufficient to link Georgia's efforts conclusively to the improved retention of new male and Black teachers, the attrition decreases are consistent and promising for both groups. As is shown in Table 2.30, 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. The other ethnic group representations for zero-experience new hires are very small, predictably variable because of their small size.

Those zero experience new hires under 31 years of age show the lowest attrition rate, counter to other data representing younger teachers. All of the older groupings show higher attrition rates. The "61 through highest" group may be most likely to retire after

brief exposure to or reentry into teaching, but the group is also very small and subject to more variability.

Table 2.29. FY02-FY04 One-Year Attrition of New Teacher Hires with Zero Experience by Demographics

	FY02			FY03			FY04		
	Zero Exp. New Hires	Zero Exp. New Hire Attrition	Attrition as % of Category	Zero Exp. New Hires	Zero Exp. New Hire Attrition	Attrition as % of Category	Zero Exp. New Hires	Zero Exp. New Hire Attrition	Attrition as % of Category
Gender									
Female	5,326	794	14.9%	4,508	654	14.5%	4490	578	12.9%
Male	1,328	259	19.5%	1,149	196	17.1%	1181	186	15.7%
Total	6,654	1,053	15.8%	5,657	850	15.0%	5671	764	13.5%
Ethnicity									
American Indian	13	1	7.7%	18	3	16.7%	2		0.0%
Asian	67	10	14.9%	32	5	15.6%	108	25	23.1%
Black	1,683	360	21.4%	1,113	216	19.4%	1213	166	13.7%
Hispanic	100	19	19.0%	81	9	11.1%	93	19	20.4%
Multiracial	9	4	44.4%	23	7	30.4%	25	4	16.0%
White	4,782	659	13.8%	4,390	610	13.9%	4230	550	13.0%
Total	6,654	1,053	15.8%	5,657	850	15.0%	5671	764	13.5%
Age									
LT 31	4140	631	15.2%	3673	528	14.4%	3690	450	12.2%
31-40	1431	229	16.0%	1174	167	14.2%	1121	171	15.3%
41-50	753	113	15.0%	593	99	16.7%	607	91	15.0%
51-60	293	67	22.9%	199	48	24.1%	231	44	19.0%
61 through Highest	37	13	35.1%	18	8	44.4%	21	8	38.1%
Missing Data							1		
Total	6654	1053	15.8%	5657	850	15.0%	5671	764	13.5%

Table 2.30 shows the attrition of first-year teachers with no experience by the different certificates. The table is ordered by the incidence of FY04 zero experience new hires in FY04. Most certificate attrition rates were relatively stable over the three years FY02-FY04. The exception was the Exchange Teacher (XT) certificate; its variability is likely to have more to do with the time frames for the XT program; teachers must return eventually to their country of origin. Consistently high attrition rates are seen for the Conditional Teaching (CT) certificate; while a distant third, it was one of the most frequently awarded certificates until all non-regular certificates were replaced by the Non-Renewable (NT) certificate.

The lowest attrition rate, 9.8%, is from the group of teachers with traditional Teaching (T) certificates, which has realized three consecutive years of substantial decreases in attrition rate. Also exhibiting relatively low attrition rates are the Provisional Teacher (BT) at 14.4%, and the Intern (GATAPP) certificate groups at 14.8%. The Probationary Teaching Certificate (PAT) showed a return toward its previous relatively low FY02 attrition rate following a substantial 6.5% increase to 20.5%.

Table 2.30. One-Year Attrition of New Zero Experience Teachers by Certificate Type, FY02-FY04

	FY02			FY03			FY04		
Certificate Type of Newly Hired Teachers With Zero Experience	Zero Experience New Hires	Zero Exp.Ne w Hire Attrition	Zero Exp.Ne w Hire Attrition Percent	Zero Experience New Hires	Zero Exp.Ne w Hire Attrition	Zero Exp.Ne w Hire Attrition Percent	Zero Experience New Hires	Zero Exp.Ne w Hire Attrition	Zero Exp.Ne w Hire Attrition Percent
Teaching (T)	3458	387	11.2%	3063	324	10.6%	3189	314	9.8%
Provisional T (BT)	1288	220	17.1%	984	142	14.4%	1049	147	14.0%
Conditional T (CT)	787	219	27.8%	634	174	27.4%	403	111	27.5%
Intern (GATAPP)(IT)	307	41	13.4%	386	57	14.8%	351	53	15.1%
Probationary T (PAT)	236	33	14.0%	200	41	20.5%	210	33	15.7%
Non-Renewable T (NT)							133	16	12.0%
Exchange T (XT)	130	31	23.8%	36	15	41.7%	110	29	26.4%
Emergency T (ET)	145	29	20.0%	143	41	28.7%	73	17	23.3%
Permit (P)	94	18	19.1%	55	12	21.8%	71	16	22.5%
Waiver Provisional T (WBT)				105	36	34.3%	39	17	43.6%
Performance-Based T (PBT)	11		0.0%	11	3	27.3%	15	3	20.0%
Service (S)	21	3	14.3%	16	1	6.3%	14	2	14.3%
Life T (DT)	13	2	15.4%	4	1	25.0%	6	3	50.0%
Nonrenewable S (NS)	1	1	100.0%				2	1	50.0%
Waiver GATAPP Provisional T (WIT)				8	1	12.5%	2	0	0.0%
Conditional S (CS)	1	0	0.0%	2	0	0.0%	1	1	100.0%
Waiver Non-Renewable S (WNS)				1	1	100.0%	1	1	100.0%
Waiver Probationary T (WPT)				5	1	20.0%	1	0	0.0%
Waiver Teaching (WT)							1	0	0.0%
Provisional S (BS)	1	1	100.0%						
Emergency S (ES)	2	0	0.0%						
Special Provisional (FY98)(XBT)	1		0.0%						
Unspecified	158	68	43.0%						
Total	6654	1,053	15.8%	5657	850	15.0%	5671	764	13.5%

Table 2.31 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 13.5% in two years. A remarkably low attrition rate of 2.7% was realized by the school systems of Central Savannah RESA, losing only three of 113 new first-year teachers. The systems of the Chattahoochee RESA showed the highest attrition rate for zero experience new hires, but it also saw a very large decrease in the hiring of this category, from 217 and 224 in the first two years to only 91 in FY04. The systems of Metro RESA showed the next highest attrition this past year, but also showed a continuing decrease in attrition, down to 14.6% from 18.6% two years ago. The systems served by West Georgia RESA, which had the highest attrition in FY02, showed the largest decrease in attrition of 5.3%. The smallest RESA, Heart of Georgia, showed one of the lowest attrition rates at 10%, having hired only 50 of these teachers and having lost only 5. West Georgia realized the next lowest attrition rate at 11.8%, along with one of the largest decreases in rate, down from 19.2% two years ago.

Table 2.31. One-year Attrition of New Zero Experience Teacher Hires by RESA, FY02-FY04

RESA	FY02			FY03			FY04		
	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	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%	113	3	2.7%
Chattahoochee	217	33	15.2%	224	33	14.7%	91	17	18.7%
Coastal Plains	142	9	6.3%	104	13	12.5%	108	13	12.0%
First District	667	116	17.4%	438	71	16.2%	424	59	13.9%
Griffin	352	44	12.5%	382	54	14.1%	344	42	12.2%
Heart of Georgia	69	4	5.8%	59	8	13.6%	50	5	10.0%
Metro	2,689	501	18.6%	2,017	351	17.4%	2,761	403	14.6%
Middle Georgia	264	34	12.9%	222	20	9.0%	171	18	10.5%
North Georgia	283	34	12.0%	278	36	12.9%	232	30	12.9%
Northeast Georgia	374	56	15.0%	356	55	15.4%	275	34	12.4%
Northwest Georgia	459	61	13.3%	448	63	14.1%	338	43	12.7%
Oconee	71	6	8.5%	84	12	14.3%	88	12	13.6%
Okefenokee	121	14	11.6%	114	14	12.3%	104	13	12.5%
Pioneer	308	37	12.0%	325	38	11.7%	210	26	12.4%
Southwest Georgia	199	29	14.6%	156	18	11.5%	125	18	14.4%
West Georgia	281	54	19.2%	295	41	13.9%	237	28	11.8%
Total	6,654	1,053	15.8%	5,657	850	15.0%	5,671	764	13.5%

Projected Teacher Demand

Linear Averaging Approach: Projection of Teacher Hiring Need by School System

This year we introduce the beginnings of a mechanism to predict teacher need at the RESA and system level. Below are tables showing the average change since FY03 to teacher retention, teacher attrition, teacher mobility, teacher reassignment and student enrollment at the state level. Tables 2.1 through 2.6 in the Appendix B provide exactly the same data for each RESA aggregation of school systems, and each school system in the state. The following paragraphs and tables provide the reader with an understanding of each table and how those data lead to the final table providing a linear estimation of future need. The latest data available are FY05; this document is in final preparation as the Department of Education is collecting fall FY06 data.

Student enrollment is the primary determiner of teacher need, tempered by periodic changes in state requirements for maximum classroom student-teacher ratio. While statewide student enrollment has grown quite consistently -- if slightly exponentially -- in recent years, individual RESAs and school systems can and do vary substantially from the state pattern. For the short term, a relatively simple assessment of teacher retention and attrition with student enrollment change may be sufficient to predict short term need at the RESA and system level – that is, if all the factors have produced an

annual need for new teachers of, say, an average of 10% of the last several year's teacher workforce, then an estimate of 10% of this year's workforce ought be a reasonable estimate for next year's demand. The projections do not, of course, allow for acute changes in enrollment such as the 12,000 student increase resulting from population displacement caused by hurricane Katrina.

More sophisticated analyses to predict teacher demand can be developed and, in fact, many school systems around the country utilize complex and frequently highly accurate prediction systems for building level enrollment projections. Our primary purpose here is to assist state-level planning; we hope, however, that these tools are of some use to the RESAs and school systems in their work.

Substantial public education policy efforts at the state and federal levels in recent years may affect subsets of the teaching profession differentially; these tables present regular and special education separately. Other data in this chapter suggest that retention and attrition rates for certain subject specialties within regular education are quite varied. Space requirements for separate print presentation of each subject and certification are prohibitive. The PSC hopes to be able to provide presentation of further disaggregated education profession data via online website access in the near future.

Table 2.32, which corresponds to Table 2.2 in Appendix B provides the same information for each RESA and school system, simply shows actual total workforce and enrollment data. These are complete counts of teachers, both full- and part-time. Student enrollment continues to grow, as does the size of the regular and special education workforce.

Table 2.32. FY03-FY05 Regular and Special Education Teacher Workforce and Student Enrollment Figures for the state of Georgia

Regular Education Teacher Workforce			Special Education Teacher Workforce			Regular Education Student Enrollment			Special Education Student Enrollment		
FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05
90,067	90,918	92,257	13,283	13,927	14,677	1,318,405	1,336,269	1,362,060	177,608	186,342	191,377

Table 2.33, which corresponds to Table 2.3 in Appendix B, shows the average change in the size of the teacher workforce *in Full-Time Equivalent* (FTEs), the average change in student enrollment, the size of the FY05 FTE teacher workforce as a reference so the reader can note the size of the state, RESA or system, and the average change in the relationship between the size of the teaching force and student enrollment, or gross student/teacher ratio. Table 2.34 and Table 2.3 in Appendix B count *only* the proportion of time served as a teacher, so that if an individual teaches half-time, they would be counted as 0.5 in those tables. If research is correct that improving student/teacher ratios (fewer students per teacher) will eventually impact student learning, then the statewide changes are promising. The teacher workforce increased at a more rapid rate than student enrollment for both regular and special education resulting in improved student/teacher ratios on both counts. The special

education ratio improved more than for regular education; this in part may be a function of continuing federal regulation changes for special education.

Table 2.33. Average Percent Student/Teacher Ratio Change by RESA and System, FY03-FY05

Average % FTE Teacher Workforce Change FY03-05 (Minus = Decrease)		Average % Student Enrollment Change FY03-05 (Minus = Decrease)		FY05 FTE Teacher Workforce		Average % Student/Teacher Ratio Change (Minus % = More Students per Teacher)	
Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education
3.4%	8.0%	1.6%	3.8%	91,045.1	14,445.7	1.6%	3.7%

Table 2.34, corresponding to Table 2.4 in Appendix B, shows within RESA and within school system average teacher retention, with separate columns for teachers who stay in the same status, teachers who switch from regular to special education or vice-versa, and teachers who change to administrative or student services positions. Some individuals in this last category may have been promoted, some may have been reassigned, and some may have served in several roles and have had their time status change. Teachers who also serve in administrative or student services roles will be counted by convention in the position in which they serve the greater proportion of their time.

As research has indicated, retention of regular education teachers is somewhat higher than for special education teachers, although the difference in Georgia seems to be less than some studies have indicated. Special education teachers switch to regular education at eight times the rate than that of regular education teachers switching to special education, although the special education “switch rate” still averages under 2.5% at the system level. A higher proportion of special education teachers also change to administrative or student services positions, although again these opportunities are realized by well under 2% of either the regular or special education workforce. The RESA averages for the various kinds of retention are typically higher than for school systems simply because a teacher who leaves one system for another, *but in the same RESA*, is still counted as a RESA retention.

Table 2.34. Average Percent Teacher Retention in Same RESA or System, FY03-FY05

UNIT	Average % Retention of Teachers in Same Status		Average % Retention of Teachers Changing to Regular or Special Education (Still Need Replacing)		Average % Retention of Teachers Changing to Administration or Student Services (Still Need Replacing)	
	Regular Education	Special Education	Regular to Special	Special to Regular	Regular Education	Special Education
RESA Average	88.8%	85.2%	0.3%	2.6%	1.0%	1.6%
System Average	87.5%	83.3%	0.3%	2.4%	0.9%	1.4%

Table 2.35 shows attrition, which is the other side, but not necessarily simply the inverse, of retention. The first data columns show the average percentage of regular and special education teachers who did not return to a Georgia system the following year. In Table 2.5 in Appendix B these columns show the average percentage of teachers not returning to a system in a RESA or to a system the following year. The second set of columns show the average percentage of teachers who continued as teachers but moved to another RESA or system, and the next columns show the percentage of teachers who moved to another system but became administrators or student services. The fourth pair of data columns provides the total of all these. The final pair of columns in Table 2.35 provides the *median* annual attrition of the RESAs or systems; median is used because the majority of RESAs and systems are similar in size, but the one large RESA and several large systems make a mean inappropriate as the measure of central tendency. Table 2.5 in Appendix B provides the average (mean) annual attrition for each RESA and system.

Table 2.35. Average Percent Teacher Attrition and Mobility by RESA and System, FY03-FY05

UNIT	Average % Loss of Teachers from Georgia Public Education		Average % Mobility of Teachers to a New System as Teachers		Average % Mobility of Teachers to a New System as Administration or Student Services		Average % Annual Overall System Attrition		Median Annual Total Attrition (Excluding within-system reassignment)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education
RESA Average	7.9%	8.2%	1.8%	2.2%	0.1%	0.1%	9.8%	10.6%	363	56
System Average	7.9%	8.2%	3.2%	4.4%	0.2%	0.3%	11.3%	12.9%	23	4

Table 2.36 shows the analysis of the data of the preceding four tables and appendices culminating in an estimate of the percentage and number of regular and special education teachers needed in the subsequent year by each RESA and school system. As noted above, the latest available data as of this writing are for FY05. The first pair of columns repeats average teacher retention from Table 2.35, representing the sum of teachers who stayed in a system in the same status plus those who stayed and switched to that status (e.g., those that switched from special to regular education teacher status), and does *not* include those who were promoted or reassigned to administrative or student services. The next two columns show those regular and special education teachers who came to a RESA or system from another. The third pair shows average net loss: attrition minus retention, the fourth pair, average enrollment change. Those factors provide the average percentage of teachers needed for past years, which becomes the next columns, the estimate for future years – the percentage of the previous years’ FTE workforce that will be needed to be hired, above and beyond net retention and those who will be attracted from other systems. The final columns provide the numeric FTE estimate of the next year’s new teacher need, allowing for the

average enrollment change of recent years (either growth or loss). Table 2.6 in Appendix B utilizes this procedure to estimate teacher demand for each RESA and system.

Statewide, retention rates are somewhat higher for regular than special education teachers. Mobility from one system to another is also higher for special education than regular teachers. Compounding the higher total attrition rate of special education teachers is the expansion of the special education student population, at well over twice the rate than that of regular education students. These factors provide the estimates of a need for *new* teachers for a subsequent year in the quantity representing 10.7% of the regular and 13.8% of the special education workforce of the present year. The FY06 estimate based on FY05 for regular education teachers statewide is 9,706.0 FTE and 1,992.7 special education FTE. The FY06 new teacher need estimate would be, for the state estimate, simply be 10.7% of the FY06 regular education FTE and 13.8% of the FY06 special education FTE.

Table 2.36. RESA and System Annual FTE Teacher Replacement Demand Using Factors of Teacher Retention, Attraction and Attrition, and Student Enrollment Change

UNIT	Average Teacher Retention		Average Teacher Attraction From Other Systems		Average Net Attrition (Loss adjusted for Attraction)		Average Annual Student Enrollment Change		Estimated New Teacher Need Adjusted for Enrollment Change		Estimated Annual FTE New Hires Needed (Over and above intersystem attraction)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education Students	Special Education Students	Regular Education	Special Education	Regular Education	Special Education
State RESA Average	89.2%	87.6%	1.8%	2.4%	9.0%	10.0%	1.6%	3.8%	10.7%	13.8%	9,706.0	1,992.7
State System Average	87.8%	85.2%	3.2%	4.7%	9.0%	10.0%	1.6%	3.8%	10.7%	13.8%	9,706.0	1,992.7

Funding and Maximum Class Size Approach: Projected State Teaching Workforce Size Through 2015

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 2.37 presents the grade-to-grade continuation ratios based on student enrollment data from FY92 through FY05.

Table 2.37. Student Enrollment Continuation Ratios

Grade	Continuation Ratio (From Previous Grade)
Pre-Kindergarten	0.2757

Table 2.37. Student Enrollment Continuation Ratios.

Grade	Continuation Ratio (From Previous Grade)
Kindergarten – Grade 1	1.1299
Grade 1 – Grade 2	0.9964
Grade 2 – Grade 3	1.0144
Grade 3 – Grade 4	1.0098
Grade 4 – Grade 5	1.0108
Grade 5 – Grade 6	1.0259
Grade 6 – Grade 7	1.0050
Grade 7 – Grade 8	0.9973
Grade 8 – Grade 9	1.1815
Grade 9 – Grade 10	0.8167
Grade 10 – Grade 11	0.8796
Grade 11 – Grade 12	0.8912

* 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 primarily because of the previously discussed substantial rates of failure of grade 9 students, postponing their entry into grade 10. Some of the increase may also be a function of the entrance to public schools by private school and home schooling students.

Table 2.38 presents the projected teacher demand for FY06, FY10, and FY15 based on projected student enrollment, 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. This approach predicts that approximately 111,111 teachers will be needed in FY06, 122,770 in FY10, and 126,099 in FY15.

Tables 2.7 through Table 2.22 in Appendix B show similar projections for teacher needs for each RESA based on their historical and projected student enrollment data and teacher data. Specifically, each RESA’s data are presented in three tables. The first table shows historical student enrollment data. The second table shows continuation ratios calculated using the historical enrollment data as well as the projected student enrollment for 2006. The third table shows the resulting teacher needs based on the projected enrollment and funding and maximum class sizes stipulated by the Georgia Board of Education.

Table 2.38. Projected Teacher Demand Based on Class Size and Projected Student Enrollment, FY05-FY15

Grade Level	Projected Student Enrollments			Fund- ing Class Size	Max. Class Size FY06	Max. Class Size FY07- FY15	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	FY10	FY15										FY06		FY10		FY15	
Pre-K*	36,753	36,243	22,811	10	10	10	3,675	3,675	3,624	3,624	2,281	2,281						
Kindergarten	130,069	127,673	92,712	15	20	18	8,671	6,503	8,512	7,093	6,181	5,151						
Grade 1	138,512	145,901	117,838	17	23	21	8,148	6,022	8,582	6,948	6,932	5,611						
Grade 2	120,342	145,121	127,469	17	23	21	7,079	5,232	8,537	6,911	7,498	6,070						
Grade 3	118,769	144,172	136,771	17	23	21	6,986	5,164	8,481	6,865	8,045	6,513						
Grade 4	118,329	149,811	143,674	23	32	28	5,145	3,698	6,514	5,350	6,247	5,131						
Grade 5	117,346	142,564	148,592	23	32	28	5,102	3,667	6,198	5,092	6,461	5,307						
Elem. Subtotal	743,367	855,242	767,056				41,131	30,286	46,824	38,259	41,364	33,783						
Grade 6	121,723	127,518	153,913	23	32	28	5,292	3,804	5,544	4,554	6,692	5,497						
Grade 7	123,431	124,880	154,488	23	32	28	5,367	3,857	5,430	4,460	6,717	5,517						
Grade 8	122,277	122,766	151,158	23	32	28	5,316	3,821	5,338	4,385	6,572	5,399						
Middle Subtotal	367,431	375,164	459,559				15,975	11,482	16,312	13,399	19,981	16,413						
Grade 9	144,748	142,446	183,760	23	32	28	6,293	4,523	6,193	5,087	7,990	6,563						
Grade 10	115,473	117,168	140,650	23	32	28	5,021	3,609	5,094	4,185	6,115	5,023						
Grade 11	99,583	104,180	108,129	23	32	28	4,330	3,112	4,530	3,721	4,701	3,862						
Grade 12	85,308	91,914	93,602	23	32	28	3,709	2,666	3,996	3,283	4,070	3,343						
9-12 Subtotal	445,112	455,708	526,141	23	32	28	19,353	13,910	19,813	16,275	22,876	18,791						
Total	1,592,663	1,722,357	1,775,567				80,134	59,353	86,573	71,558	86,502	71,268						
Total Enrollment-Teacher Ratios**																		
Special Ed. (P-12)			114.956				13,855	13,855	13,611	14,983	15,277	15,446						
EIP K (Ratio to K)			125.881				1,033	1,033	1,328	1,014	1,477	737						
EIP 1-3 (Ratio to Grades 1-3)			123.033				3,069	3,069	3,369	3,537	3,857	3,105						
EIP 4-5 (Ratio to Grades 4-5)			222.694				1,058	1,058	1,043	1,313	1,236	1,312						
Other Elem. (Ratio to Grades K-5)			181.673				4,092	4,092	5,050	4,708	5,816	4,222						
Other Middle (Ratio to Grades 6-8)			50.510				7,274	7,274	7,078	7,428	8,318	9,098						
Instructional Specialists (P-12)			288.130				5,528	5,528	5,559	5,978	6,240	6,162						
Other Teachers (P-12)			1,850.735				861	861	757	931	850	959						
Vocational Ed. Teachers (P-12)			499.809				3,187	3,187	3,224	3,446	3,618	3,552						
ESOL (P-12)			1,128.812				1,411	1,411	1,526	1,526	1,573	1,573						
Total	1,592,663	1,722,357	1,775,567				129,118	116,422	134,764	117,434	137,720	120,875						
Midpoint Teacher Demand Projections							111,111		122,770		126,099							

*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

Teacher Demand Model: Projection of Teacher Need Through 2010.

Table 2.39 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 2.39. Teacher Demand Model, 2005*

Year	Projected Teaching Positions	Actual Teaching Positions	Projected Teacher Attrition	Actual Teacher Attrition	Projected New Teachers Required	Actual New Teachers Hired
1988	63,128	62,835	5,238	5,459	8,221	7,468
1989	65,022	64,967	5,169	5,546	7,475	7,591
1990	67,011	67,394	5,150	5,218	7,007	7,973
1991	69,094	69,467	5,181	5,031	6,786	7,169
1992	71,273	70,945	5,261	4,727	6,780	6,352
1993	73,547	73,591	5,390	4,853	6,957	7,222
1994	75,915	76,047	5,569	5,288	7,286	7,198
1995	78,379	78,815	5,798	5,543	7,734	7,912
1996	80,937	81,354	6,076	7,470	8,272	7,951
1997	83,590	82,338	6,404	5,233	8,867	8,454
1998	86,339	86,262	6,782	7,012	9,487	9,158
1999	89,182	88,757	7,209	7,466	10,101	9,507
2000	92,120	91,467	7,686	8,595	10,678	10,176
2001	95,153	94,689	8,212	8,303	11,185	11,817
2002	98,280	99,470	8,788	8,627	11,592	13,084
2003	101,503	103,350	9,413	9,434	11,867	12,507
2004	104,821	104,845	10,088	9,608	11,977	10,929
2005	108,233	106,934	10,812		11,893	11,697
2006	111,741		11,586		11,582	
2007	115,343		12,410		11,012	
2008	119,040		13,283		10,152	
2009	122,833		14,206		8,971	
2010	126,720		15,179		7,436	

*Based totally on Regression analyses using 1988-2005 data.

CHAPTER 3: Georgia Teacher Supply

Introduction

This chapter focuses on the sources of new teachers, the demographics of newly hired teachers and on programs initiated to ensure a steady supply of highly qualified teachers into Georgia public school classrooms.

A total of 11,697 new teachers were hired in FY05, an increase of 7.0% from the number hired in FY04, reversing a declining trend in hiring that began in FY03.

New Teacher Hires

This section presents the demographic characteristics of newly hired teachers, their subject areas, job positions and their geographic distribution.

Demographics of New Teacher Hires

Consistent with previous years, over three-quarters (78.4%) of the new teachers hired in FY05 were female. The number of male teachers hired, however, increased by 9.6% to 21.6% in FY05.

Whites comprised 72.9% of the new teacher hires in FY05. There was virtually no change in the percentage of Black teachers hired: 23.9% in FY04 and 24.0% in FY05. Hispanic teachers comprised 1.6% of the new teachers hired in FY05, the same percentage as in FY04. See Table 3.1.

The mean age of newly hired teachers in FY05 was 35.4 years, a slight increase from the average age of 35.2 years reported in FY04. The average age of new teacher hires has increased every year since FY01 from 34 to 35.4 years in FY05. As in FY04, the modal age of Georgia teachers in FY05 was 24 years. Ages of new teachers ranged from 21 to 76 years. Over forty percent (43.6% or 5,105) of the new teachers hired were in the 21 to 30 age group, while 1.9% (n=224) were in the 61 and above age group.

Over half (52.1%) of the new teachers hired in FY05 were reported as having zero experience, a slight increase from 51.9% reported in FY05. A total of 8,769 (75.0%) were reported as having zero to four years of teaching experience. The mean years of new hire experience reported was 4.3 years. The years of experience for new teachers in FY05 ranged from 0-46 years.

Table 3.1. Demographic Profile of New Teacher Hires, FY04-FY05

Demographic Characteristic	New Teacher Hires % FY04	New Teacher Hires % FY05
Gender		
Female	78.9	78.4
Male	21.1	21.6
Ethnicity		
American Indian	0.1	0.1
Asian	1.3	1.0
Black	23.9	24.0
Hispanic	1.6	1.6
Multi-racial	0.4	0.4
White	72.8	72.9
Age Group		
21-30	44.9	43.6
31-40	25.8	27.4
41-50	16.1	16.4
51-60	11.2	10.6
Above 61	1.9	1.9
Experience Group		
0-4	74.9	75.0
5-9	10.1	11.0
10-14	5.6	5.3
15-19	3.1	2.7
20-24	2.2	2.2
25-29	2.5	2.5
Above 30	1.6	1.4

A closer examination showed that as many as 527 newly hired teachers had 25 years of experience or more, with an average experience in this group of 29.5 years and an average age of 56.9 years. While these individuals may help relieve immediate teacher demand, they cannot be relied on for a long-term solution since many of them will be leaving the classroom again in the near future. In fact, Table 2.21 shows that new teacher hires with more than 25 years of experience leave after one year at almost double (28-29%) the rate of all new hires (15.1%).

Certification Level and Certificate Code of New Teacher Hires

In FY05, two-thirds (66.2%) of the newly hired teachers were at the baccalaureate level, continuing the decline in the baccalaureate new hires from 69.4% in FY03. The percentage of newly hired teachers with Master's degree and higher continued to rise, increasing from 30.1% in FY03 to 32.8% in FY05. This might be a consequence of an increasing number of career changers and alternative preparation individuals or more teachers engaging in advanced

coursework toward higher degree levels immediately after completing their baccalaureate programs. A further examination suggests this is due to the first possibility. Specifically, 9.8% of new hires with graduate degrees in FY05 were held in the non-renewable certificate type (Provisional, Intern, Conditional and Non-Renewable (NT) compared to 5.8% in FY04). On the other hand, the proportion of new teacher hires on renewable certificates at master's level and above declined from 26.3% in FY04 to 23% in FY05.

Table 3.2 shows the certificate level of newly hired teachers in FY05.

Table 3.2. Certification Level of Newly Hired Teachers, FY05

Educational Attainment	New Teacher Count	Percent of Total New Hires
High School Diploma	62	0.5
Associate Degree	54	0.5
Bachelor's Degree	7,749	66.2
Master's Degree	3,251	27.8
Specialist Degree	451	3.9
Doctorate Degree	130	1.1
Total	11,697	100

Table 3.3 shows the types of certificates held by newly teacher hired in FY05.

Table 3.3. New Teacher Hires Distributed by Certificate, FY05

Certificate	Type	#	%
Leadership	L	36	0.3
Permit	P	180	1.5
Service	S	82	0.7
Teaching	T	6,761	57.8
Technical Specialist	V	5	0.0
Provisional Service	BS	2	0.0
Provisional Teaching	BT	481	4.1
Provisional Technical Specialist	BV	78	0.7
Conditional Teacher	CT	3	0.0
Life Leadership	DL	2	0.0
Service Professional Life	DS	1	0.0
Teacher Professional	DT	84	0.7
Emergency Teacher	ET	1	0.0
Intern	IT	683	5.8
Nonrenewable Service	NS	18	0.2
Nonrenewable Teaching	NT	2,777	23.7
Nonrenewable Teaching Technical Specialist	NV	2	0.0
Waiver Teaching Certificate	WT	38	0.3
International Exchange Teacher	XT	146	1.3
Probationary Teaching	PAT	9	0.1
Performance-based Service	PBS	4	0.0

Table 3.3. New Teacher Hires Distributed by Certificate, FY05. Continued

Certificate	Type	#	%
Performance-based Teaching	PBT	255	2.2
Waiver Provisional Teaching	WBT	47	0.4
Total		11,697	100

Grade Level Placements of New Teacher Hires

Elementary grades teachers comprised the largest group of new teachers in FY05 (3,940 or 33.7%), a substantial decline from 4,094 (37.5%) in FY04. A significant decrease in Early Intervention teachers (1-3) accounts for some of the decline in the number of elementary grades teachers in FY05, while substantial numeric increases in middle grades and high school may also explain the lower proportion of new teachers for the elementary grades in FY05. An increase of 22.7% is experienced in the number of Vocational Education teachers from 277 in FY04 to 340 in FY05. Table 3.5 shows specific subject areas affected.

Similar to FY04, more new teachers were hired as Special Education teachers than either middle or high school teachers. See Table 3.4.

Table 3.4. New Teacher Hires Distributed by Personnel Category/Grade Level, FY04 & FY05

Grade Level/Personnel Category	FY04		FY05	
	#	%	#	%
Pre-K	157	1.4	184	1.6
Kindergarten	558	5.1	525	4.5
EIPK	61	0.6	54	0.5
Grade 1	678	6.2	638	5.5
Grade 2	527	4.8	486	4.2
Grade 3	576	5.3	606	5.2
EIP1-3	318	2.9	187	1.6
Grade 4	476	4.4	507	4.3
Grade 5	456	4.2	464	4.0
EIP4-5	104	1	116	1.0
Other Elementary	340	3.1	357	3.1
TOTAL K-5	4,094	37.5	3,940	33.7
Grade 6	359	3.3	381	3.3
Grade 7	390	3.6	407	3.5
Grade 8	319	2.9	396	3.4
Other Middle	805	7.4	857	7.3
TOTAL Middle Grades	1,873	17.1	2,041	17.4
Total High School (9-12)	1,745	16.0	2,078	17.8
Instructional Specialists	414	3.8	474	4.1
Literacy Coach	55	0.5	35	0.3
Special Education Teachers	2,019	18.5	2,099	17.9
GATAPP Teachers*	106	1	180	1.5
ESOL Teachers	108	1	126	1.1
Vocational Education Teachers	277	2.5	340	2.9

Table 3.4. New Teacher Hires Distributed by Personnel Category/Grade Level, FY04 & FY05. Continued

Grade Level/Personnel Category	FY04		FY05	
	#	%	#	%
Other Teachers	81	0.7	200	1.7
Total New Teacher Hires	10,929	100	11,697	100

* GATAPP stands for Georgia Teacher Alternative Preparation Program

Newly Hired Teachers by Subject Areas Taught

Though declining in the overall number of new hires, the highest percentage of newly hired teachers in FY05 taught in elementary classrooms (4,612 or 39.4%), where each teacher teaches all core subjects, in most cases. The number and proportion of new elementary grades teachers hired yearly continues to decline, from 44.1% in FY03 to 39.4% in FY05. The next highest percentage of newly hired teachers was in English, accounting for 8.4% (or 982), and down from 9.1% in the previous year.

Romance Language teachers were distributed into specific language subject areas in FY05. This will make it easier to track growth in specific areas such as Spanish, as a function of recruitment efforts or other initiatives. Thus, FY05 numbers will serve as a baseline for future comparisons.

Tables 3.4 and 3.5 show that the number of ESOL teachers is increasing (8.6%) but not as fast as could be expected given the rate of increase of non-English speaking students. For instance, the number of Hispanic students increased from 105,007 in FY04 to 119,506 in FY05, an increase of 13.8% from FY04 or more importantly, an increase of 111.6% from FY00. Given that it takes a few years to prepare an ESOL-certified teacher or for a regular teacher to earn an ESOL endorsement, the 8.6% growth in one year does provide evidence that teacher preparation and workforce hiring are responding to the need for teachers equipped to teach the increasingly diverse Georgia student population.

Table 3.5. New Teacher Hires Distributed by Subject Taught, FY04-FY05

Subject Matter		FY04		FY05		Percent Change
		#	%	#	%	
Regular Education Subjects	Asian Language	1	0	1	0	0.0
	Chorus	34	0.3	38	0.3	11.8
	Dance	9	0.1	7	0.1	-22.2
	Drama Arts	30	0.3	33	0.3	10.0
	Education	10	0.1	18	0.2	80.0
	Elementary	4,711	43.1	4,612	39.4	-2.1
	English & Reading	0	0	101	0.9	NA
	English	997	9.1	982	8.4	-1.5
	ESOL	105	1	114	1	8.6
	Gifted	29	0.3	29	0.2	0.0
	German, Slavic & Classical Language	10	0.1	NA	NA	NA
	Health	42	0.4	54	0.5	28.6
	High School (9-12) Miscellaneous	374	3.4	406	3.5	8.6
	Humanities	0	0	2	0	NA
	Language -French	0	0	53	0.5	NA
	Language - Greek	0	0	2	0	NA
	Language - German	0	0	5	0	NA
	Language - Latin	0	0	8	0.1	NA
	Language - Modern	0	0	2	0	NA
	Language - Spanish	0	0	205	1.8	NA
	Life Science	226	2.1	271	2.3	19.9
	Mathematics	835	7.6	954	8.2	14.3
	Remedial Mathematic	NA	NA	29	0.2	NA
	Middle Grades	626	5.7	641	5.5	2.4
	Military Science	5	0	114	1	2180.0
	Music	232	2.1	258	2.2	11.2
	P-12 Miscellaneous	370	3.4	391	3.3	5.7
	Physical Education	271	2.5	317	2.7	17.0
	Physical Science	381	3.5	442	3.8	16.0
	Professional/Career Preparation	21	0.2	10	0.1	-52.4
	Romance Language	229	2.1	NA	NA	NA
Science	29	0.3	31	0.3	6.9	
Social Science	545	5	650	5.6	19.3	
Visual Arts	140	1.3	171	1.5	22.1	
Special Education Subjects	Personal, Interpersonal & Social Skills	210	1.9	237	2	12.9
Vocational Subjects	Agricultural Business	19	0.2	32	0.3	68.4
	Agricultural Sciences & Technology	21	0.2	19	0.2	-9.5
	Business Administration	70	0.6	89	0.8	27.1
	Business Management	46	0.4	51	0.4	10.9
	Communication Technology	8	0.1	5	0	-37.5
	Computer & Other Information Sciences	44	0.4	43	0.4	-2.3
	Construction Technology	10	0.1	15	0.01	50.0
	Health & Medical Occupations	17	0.2	30	0.3	76.5
	Home Economics	72	0.7	76	0.6	5.6
	Manufacturing Science	2	0	0	0	-100.0
	Mechanical Occupations	17	0.2	25	0.2	47.1
	Marketing & Distribution	13	0.1	11	0.1	-15.4
	Program of Education & Career Exploration	12	0.1	12	0.1	0.0

Table 3.5. New Teacher Hires Distributed by Subject Taught, FY04-FY05. Continued

Subject Matter	FY04		FY05		Percent Change
	#	%	#	%	
Precision Production Occupations	15	0.1	15	0.1	0.0
Protective Services	6	0.1	9	0.1	50.0
Personal Services Occupations	3	0.0	9	0.1	200.0
Technology Education	76	0.7	62	0.5	-18.4
Not Applicable (Code 999)	6	0.1	6	0.1	0.0
Total	10,929	100	11,697	100	7.0

In Vocational Education, the numbers of teachers in some subject areas rose very sharply while others seem to be on the decline. Vocational subject areas that experienced increases from FY04 and their corresponding percentage increases are as follows: Agricultural Business (68.4%), Business Administration (27.1%), Business Management (10.9%), Construction Technology (50%), Health and Medical Occupations (76.5%), Mechanical Occupations (47.1%), Protective Services (50%), and Personal Services Occupations (200%). In contrast, the number of Technology Education teachers declined by 18.4% from 76 in FY04 to 62 in FY05.

New Teacher Hires By RESA

School districts in Metro RESA remain the largest employers of new teachers in Georgia. In FY05, the Metro RESA accounted for over forty percent (43.1%, 5,039) of all newly hired teachers in Georgia. The next largest employers of new teachers in FY05 were in the First District RESA (8.1%), followed by school systems in the Northwest (6.5%), Griffin and Pioneer (5.5%) RESAs.

Newly hired teachers accounted for 10% or more of the total teacher workforce in 7 out of the 16 RESAs (First District, Griffin, Metro, Middle Georgia, Pioneer, Northeast and Northwest). Table 3.6 shows the distribution of FY05 newly hired teachers by RESA.

Table 3.6 New Teacher Hires by RESA, FY05

RESA	#	%	As % of Teachers in RESA
Central Savannah	481	4.1	9.1
Chattahoochee	360	3.1	9.4
Coastal Plains	214	1.8	7.5
First District	937	8.1	11.0
Heart of Georgia	111	0.9	6.7
Metro	5,039	43.1	12.7
Middle Georgia	485	4.1	11.0
North Georgia	444	3.8	9.6
Northeast Georgia	518	4.4	11.0
Northwest Georgia	757	6.5	10.6
Oconee	131	1.1	9.8

Table 3.6 New Teacher Hires by RESA, FY05. Continued

RESA	#	%	As % of Teachers in RESA
Okefenokee	173	1.5	8.7
Pioneer	642	5.5	10.5
Southwest Georgia	380	3.2	8.4
West Georgia	382	3.3	9.5
Total	11,697	100	NA

New Teacher Hires in Georgia's High Schools

This section examines the hiring patterns in the core subject areas in High School.

A total of 2,078 (17.8%) new teachers hires taught in Georgia high schools in FY05. Almost three-quarters of them (73.6%, or 1,530) taught in the four core subject areas of Mathematics, Science, Social Science, and English. Table 3.7 shows the geographical distribution of the new teacher hires in the core subject areas. Tables 3.7 – 3.10 present a comparison of new teacher hires in FY04 and FY05 and facilitate an analysis of the differential hiring patterns within RESAs and subject areas that state totals obscure.

Table 3.7. Distribution of Newly Hired High School Teachers in the Four Core Subjects by RESA, FY05

RESA	English		Mathematics		Science		Social Science	
	#	%	#	%	#	%	#	%
Central Savannah	22	5.0	17	3.9	13	3.7	13	4.3
Chattahoochee	17	3.9	12	2.7	18	5.2	11	3.6
Coastal Plains	2	0.5	9	2.0	9	2.6	2	0.7
First District	34	7.8	35	8.0	29	8.3	24	7.9
Griffin	23	5.3	19	4.3	21	6.0	22	7.2
Heart of Georgia	5	1.1	7	1.6	3	0.9	3	1.0
Metro	179	40.9	184	41.8	119	34.2	114	37.5
Middle Georgia	20	4.6	31	7.0	18	5.2	19	6.3
North Georgia	20	4.6	15	3.4	21	6.0	11	3.6
Northeast Georgia	19	4.3	21	4.8	17	4.9	19	6.3
Northwest Georgia	26	5.9	22	5.0	23	6.6	20	6.6
Oconee	2	0.5	5	1.1	5	1.4	7	2.3
Okefenokee	10	2.3	9	2.0	5	1.4	5	1.6
Pioneer	25	5.7	21	4.8	17	4.9	13	4.3
Southwest Georgia	18	4.1	14	3.2	16	4.6	10	3.3
West Georgia	16	3.7	19	4.3	14	4.0	11	3.6
Total	438	100	440	100	348	100	304	100.0

Newly hired high school English teachers accounted for 11.8% of all Georgia high school English teachers in FY05 compared to 9.8% in FY04. More importantly, while new high school English teachers accounted for 10% or more of English teachers in eight of the 16 RESAs in FY04, the corresponding figure in

FY05 is 13 of the 16 Georgia RESAs. Even more important is the fact that overall, the total number of English teachers declined from FY04 in 10 of the RESAs and remained the same in two RESAs despite the increased number of new hires in FY05 as shown in Table 3.8.

Table 3.8. New English Teachers as a Percentage of All High School English Teachers by RESA, FY04 - FY05

RESA	FY04			FY05			Net Change in Total Teachers from FY04 to FY05
	All English Teachers	New English Teachers	% of Total	All English Teachers	New English Teachers	% of Total	
	#	#	Teachers	#	#	Teachers	
Central Savannah	214	19	8.9	211	22	10.4	-3
Chattahoochee	149	12	8.1	148	17	11.5	-1
Coastal Plains	96	8	8.3	96	2	2.1	0
First District	289	29	10	299	34	11.4	10
Griffin	238	29	12.2	218	23	10.6	-20
Heart of Georgia	65	6	9.2	61	5	8.2	-4
Metro	1,358	140	10.3	1,323	179	13.5	-35
Middle Georgia	156	21	13.5	160	20	12.5	4
North Georgia	160	16	10	170	20	11.8	10
Northeast Georgia	157	17	10.8	161	19	11.8	4
Northwest Georgia	248	16	6.5	236	26	11	-12
Oconee	49	8	16.3	46	2	4.3	-3
Okefenokee	72	9	12.5	67	10	14.9	-5
Pioneer	192	13	6.8	191	25	13.1	-1
Southwest Georgia	173	13	7.5	172	18	10.5	-1
West Georgia	150	12	8	150	16	10.7	0
Total	3,766	368	9.8	3,709	438	11.8	-57

Most of the new hiring served to replace teachers that left. This is troubling because English is one subject that every student must take at all high school grades. The decline is happening at a time when more students appear to be staying in school and completing high school as pointed out in Chapter Two of this report. Therefore, more, rather than fewer, teachers appear to be needed. If this phenomenon is not addressed, out-of-field teaching in English may begin to rise again in the near future.

Newly hired high school Mathematics teachers accounted for 12.5% of all Georgia Mathematics teachers in FY05 as shown in Table 3.9, an increase from 10.8% from FY04. In FY04 newly hired high school Mathematics teachers accounted for over 10% in 6 of the 16 RESAs; in FY05, these teachers

accounted for 10% or more of all high school Mathematics teachers in 12 RESAs. In Middle Georgia RESA, newly hired high school Mathematics teachers comprised 20% of all high school Mathematics teachers. Table 3.9 shows the new high school Mathematics teachers as percentages of total high school Mathematics teachers by RESA in FY05 and how these compare to FY04 figures and the net change.

Table 3.9. New Mathematics Teachers as a Percentage of All High School Mathematics Teachers by RESA, FY04 - FY05

RESA	FY04			FY05			Net Change in Total Teachers from FY04 to FY05
	All Mathematics Teachers	New Mathematics Teachers	% of Total	All Mathematics Teachers	New Mathematics Teachers	% of Total	
	#	#	Teachers	#	#	Teachers	
Central Savannah	181	19	10.5	183	17	9.3	2
Chattahoochee	143	22	15.4	139	12	8.6	-4
Coastal Plains	93	6	6.5	87	9	10.3	-6
First District	266	36	13.5	280	35	12.5	14
Griffin	201	17	8.5	211	19	9	10
Heart of Georgia	53	3	5.7	51	7	13.7	-2
Metro	1,257	163	13	1,297	184	14.2	40
Middle Georgia	141	13	9.2	153	31	20.3	12
North Georgia	145	17	11.7	140	15	10.7	-5
Northeast Georgia	162	19	11.7	163	21	12.9	1
Northwest Georgia	221	18	8.1	219	22	10	-2
Oconee	39	0	0	32	5	15.6	-7
Okefenokee	60	5	8.3	59	9	15.3	-1
Pioneer	178	12	6.7	202	21	10.4	24
Southwest Georgia	153	10	6.5	151	14	9.3	-2
West Georgia	146	12	8.2	143	19	13.3	-3
Total	3,439	372	10.8	3,510	440	12.5	71

In FY05 in the Middle Georgia RESA, 19 of the 31 newly hired Mathematics teachers replaced Mathematics teachers lost from FY04, leaving a net gain of only 12 teachers to meet growth demand. In 10 RESAs, new hires were not enough to make up for those that left, hence, these RESAs posted a net loss of Mathematics teachers. See Table 3.9. This should be of concern, as was the case for English teachers, because very few of the FY05 newly hired teachers were employed to meet demand resulting from student enrollment growth. In the case of Mathematics, the overall net gain of 68 teachers in FY05, over FY04, was accounted for by gains in only five RESAs: Metro, First District, Griffin, Pioneer, and Middle Georgia.

In FY05, newly hired high school Science teachers accounted for 11.3% of all Science teachers in Georgia as compared to 9.0% in FY04. Newly hired high school Science teachers in FY04 accounted for over 10% in only 5 of the 16 RESAs, in FY05 they comprised 10% or more in 13 of the RESAs. See Table 3.10.

Similar to the situation in English and Mathematics, much of the new hiring in Science was to replace teachers that left the classroom. For example 18 new Science teachers were hired in Chattahoochee RESA in FY05, compared to only 8 in FY04. However, 16 of the new hires replaced teachers lost after FY04. Similarly, 13 more teachers were hired in the Metro RESA than in FY04, 8 more in Middle Georgia, 11 more in North Georgia and 10 more in Northwest Georgia. Although 11 RESAs posted net gains in Science teachers, better than the 6 in Mathematics, 84.5% of the new teachers in Science went towards replacing teachers that left after FY04.

Table 3.10. Newly Hired Science Teachers as a Percentage of All High School Science Teachers by RESA, FY04 - FY05

RESA	FY04			FY05			Net Change in Total Teachers from FY04 to FY05
	All Science Teachers	New Science Teachers	% of Total Teachers	All Science Teachers	New Science Teachers	% of Total Teachers	
	#	#		#	#		
Central Savannah	173	14	8.1	172	13	7.6	-1
Chattahoochee	122	8	6.6	124	18	14.5	2
Coastal Plains	77	4	5.2	79	9	11.4	2
First District	230	22	9.6	247	29	11.7	17
Griffin	197	21	10.7	201	21	10.4	4
Heart of Georgia	52	1	1.9	48	3	6.3	-4
Metro	1,104	106	9.6	1,093	119	10.9	-11
Middle Georgia	126	10	7.9	130	18	13.8	4
North Georgia	133	10	7.5	138	21	15.2	5
Northeast Georgia	124	13	10.5	128	17	13.3	4
Northwest Georgia	184	13	7.1	192	23	12	8
Oconee	39	6	15.4	36	5	13.9	-3
Okefenokee	53	8	15.1	60	5	8.3	7
Pioneer	157	12	7.6	170	17	10	13
Southwest Georgia	132	13	9.8	136	16	11.8	4
West Georgia	117	12	10.3	117	14	12	0
Total	3,020	273	9	3,073	348	11.3	53

Newly hired high school Social Science teachers comprised 9.2% of all Georgia high school Social Science teachers in FY05 compared to 8.7% in FY04. As in

FY04, new high school Social Science teachers accounted for 10% or more in 4 of the 16 RESAs. See Table 3.11

Table 3.11. New Social Science Teachers as a Percentage of All High School Social Science Teachers by RESA, FY04 - FY05

RESA	FY04			FY05			Net Change in Total Teachers from FY04 to FY05
	All Social Science Teachers	New Social Science Teachers	% of Total	All Social Science Teachers	New Social Science Teachers	% of Total	
	#	#	Teachers	#	#	Teachers	
Central Savannah	171	14	8.2	172	13	7.6	1
Chattahoochee	125	14	11.2	127	11	8.7	2
Coastal Plains	83	3	3.6	78	2	2.6	-5
First District	257	24	9.3	265	25	9.4	8
Griffin	202	16	7.9	214	22	10.3	12
Heart of Georgia	48	0	0	50	3	6	2
Metro	1,171	112	9.6	1,195	114	9.5	24
Middle Georgia	133	9	6.8	140	19	13.6	7
North Georgia	140	8	5.7	150	11	7.3	10
Northeast Georgia	130	13	10	146	19	13	16
Northwest Georgia	206	13	6.3	211	20	9.5	5
Oconee	44	4	9.1	41	7	17.1	-3
Okefenokee	55	4	7.3	56	5	8.9	1
Pioneer	176	19	10.8	189	13	6.9	13
Southwest Georgia	136	15	11	134	10	7.5	-2
West Georgia	145	11	7.6	139	11	7.9	-6
Total	3,222	279	8.7	3,307	304	9.2	85

The statewide total of high school Social Science teachers grew in FY05, although Southwest Georgia, West Georgia, Oconee and Coastal Plains RESAs declined in their Social Science teacher workforce, while most of the new hires in other RESAs replaced teachers who left. For example, in Middle Georgia RESA, the net change from FY04 (133) to FY05 (140) was only 7 teachers despite the fact that 19 teachers were newly hired in FY05. This shows that 12 of the 19 replaced teachers who left after FY04. Similarly, Metro RESA Social Science teachers grew by 24 from 1171 in FY04 to a total of 1195 in FY05, despite a new hire total of 114 in FY05 as shown in Table 3.11.

Geographical Distribution of Newly Hired High School Teachers

Metro RESA employed the greatest number of newly hired high school teachers (39.6%, or 823), an increase of 17.6%, reversing a declining trend that began in FY01 when 41.2% (949) were hired.

Table 3.12. Distribution of All Newly Hired High School Teachers by RESA (All Subjects), FY04 - FY05

RESA	FY04		FY05		FY04-FY05 Net Change
	#	%	#	%	
Central Savannah	83	4.8	87	4.2	4
Chattahoochee	76	4.4	73	3.5	-3
Coastal Plains	32	1.8	35	1.7	3
First District	152	8.7	168	8.1	16
Griffin	110	6.3	113	5.4	3
Heart of Georgia	16	0.9	27	1.3	11
Metro	700	40.1	823	39.6	123
Middle Georgia	83	4.8	109	5.2	26
North Georgia	65	3.7	83	4	18
Northeast Georgia	78	4.5	93	4.5	15
Northwest Georgia	81	4.6	133	6.4	52
Oconee	26	1.5	24	1.2	-2
Okefenokee	30	1.7	42	2	12
Pioneer	84	4.8	112	5.4	28
Southwest Georgia	67	3.8	77	3.7	10
West Georgia	62	3.6	79	3.8	17
Total	1,745	100	2,078	100	333

Sources of Teacher Supply

Teacher Retention

This section focuses on the sources of supply of new teacher hires. Retention of teachers from previous years is briefly discussed to emphasize that most of Georgia's teacher return to the classroom year after year. It also implies that the more of the teachers retained, the fewer the new hires needed. Teacher retention is high in Georgia, at 90.8% in FY05. Although the percentage of teachers retained annually continues to fluctuate, it has remained above 90% since FY00. See Figure 3.1 for teacher retention rates from FY00 to FY05.

Figure 3.1. Annual Teacher Retention, FY00-FY05

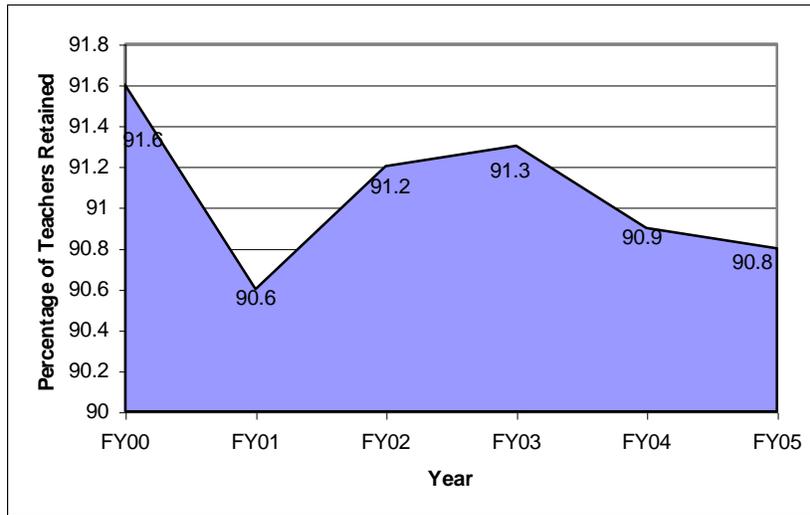


Table 3.13 shows the FTE count for teachers that were retained in their positions from FY03 to FY05. In FY05, decreases in the FTE count of retained teachers occurred in the following grade levels: Early Intervention teachers (EIPK, EIP1-3, EIP4-5), Other elementary teachers, Vocational Education teachers and ESOL teachers.

Given that 100% retention is unrealistic in any profession or position, Georgia like every other state, will continue to seek out sources for new teachers to replace teachers who retire or those who are promoted or moved into administrative or other positions. Other reasons for perennial hiring of new teachers is to replace teachers that move out of Georgia, take other jobs or stop-out for family reasons, as well as to fill new demand engendered by student growth.

Table 3.13. FTE Count for Teacher Retention, FY03-FY05

	FY02 Retention	FY03 Retention	FY04 Retention	FY05 Retention
Pre-K	1211.5	1213.6	1261.5	1306.0
Kindergarten	4868.5	5100.1	5554.5	5704.2
Grade 1	5013.3	5113.1	5346.1	5549.9
Grade 2	4868.9	5003.8	5220.2	5293.6
Grade 3	4711.5	4902.4	5201.9	5275.3

	FY02 Retention	FY03 Retention	FY04 Retention	FY05 Retention
Grade 4	4311.8	4350.4	4488.9	4556.0
Grade 5	4263.8	4345.2	4456.9	4462.3
EIPK	905.2	1124.2	785.2	752.7
EIP1-3	2397.5	2710.4	2709.4	2685.1
EIP4-5	792.5	905.3	992.5	971.0
Other Elementary	3552.6	3689.6	2904.2	2896.4
Elementary Total (K-5)	35685.6	37238.6	37659.7	38146.5
Grade 6	3391.4	3087.9	3247.6	3292.0
Grade 7	3195.6	2961.6	3164.6	3211.1
Grade 8	3034.6	2863.0	3106.8	3120.7
Other Middle	5457.9	6839.8	6590.2	6606.4
Middle Total	15079.5	15752.1	16109.2	16230.2
Grade 9-12 Total	15377.9	15830.2	16187.2	16154.1
Special Education Teachers	10320.3	11078.2	11788.0	12459.5
Instructional Specialist	4570.5	4625.7	5132.0	5140.1
Vocational Education Teachers	2523.5	2672.5	2857.6	2820.4
ESOL Teachers	389.3	626.4	1163.6	1160.3

Table 3.13. FTE Count for Teacher Retention, FY03-FY05. Continued

	FY02 Retention	FY03 Retention	FY04 Retention	FY05 Retention
Literacy Coach	40.6	102.0	194.8	206.5
Other Teachers	549.6	997.4	754.8	795.7
Total	85748.2	90136.7	93108.4	94419.2

New Teachers

Georgia teachers are hired from multiple sources. The percentage of new teachers relative to the overall teacher workforce increased from 10.4% in FY04 to 10.9% in FY05.

New teachers are hired from the following sources:

- New teacher graduates from educator preparation programs in Georgia
- Teachers who delayed entry into the teaching workforce after initial preparation
- Teachers returning to the teaching workforce after a period of absence
- Teachers certified through alternative and provisional routes
- Out-of-state teachers seeking employment in the Georgia public school system
- Reassignments from other positions.

Table 3.14 depicts the sources of newly hired teachers in FY05. The largest source of new teachers in FY05 was from out of state relocation to Georgia (27.1%). This was, however, a slight decrease from 28.0% in FY04, continuing the decline of Georgia’s dependence on out-of-state teachers. The second largest source was from Georgia’s educator preparation institutions (24.1%), a welcome increase in production from the 19.8% in FY04. In FY05, the percentage of returning teachers increased from 18.8% in FY04 to 21.0% in FY05, indicating that more teachers who stopped out of the teaching profession are returning. Teachers hired from alternative preparation and provisional routes accounted for 19.5% of the FY05 new teachers, a 1.2% increase in percentage from the 18.3% hired from this source in FY04, and a 9.5% increase since FY01.

Table 3.14. Sources of New Teacher Hires in Georgia, FY04– FY05

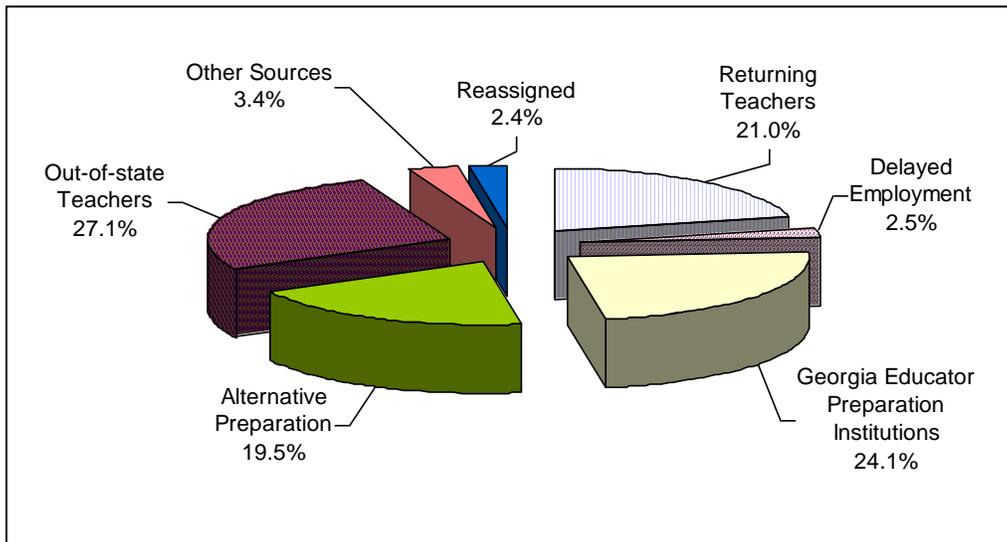
Source	Academic Year FY04	Academic Year FY05
	%	%
Returning Teachers	18.8	21.0

Delayed Entry teachers	3.7	2.5
Georgia Educator Preparation Institutions	19.8	24.1
Alternative Certification/Provisional Teachers/GATAPP	18.3	19.5
Out-of-state Teachers ^a	28.0	27.1
Non-Lateral transfers to Teaching	3.9	3.4
Other Sources	7.5	2.4
State Total	100	100

Data Source: CPI

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

Figure 3.2. Sources of Newly Hired Teachers, FY05



Altogether, about 44% of the new teacher hires in FY05 came from Georgia primary production sources: Georgia colleges and the Georgia Teacher Alternative Preparation Program (GATAPP). The higher this proportion, the less dependent on out-of-state teachers Georgia would be and the more capable Georgia will become to meet the ever rising demand for teachers. As Table 3.14 shows, combined percentage of newly hired teachers accounted for by returning teachers and delayed entry teachers also rose from 22.5% in FY04 to 23.5% in FY05. Though not as easily predictable as in-state production sources, returning and delayed entry teacher sources could contribute more if targeted recruitment efforts are focused on these avenues.

Teacher Supply Issues - Targeting Supply

Demand projections provide overall estimates of teachers needed in a subject area, school year, school system, or RESA. This information may be helpful to teacher preparation institutions in Georgia in planning for changes in teacher demand. The information may also be useful to prospective teacher candidates

to determine where the greatest needs are and may be which fields translate most readily into employment.

By monitoring the special requests for non-regular certificates from school systems, the PSC gathers data that inform teacher preparation programs and prospective education students on subject areas in high demand. These certificates are requested and issued on the assumption that fully certified teachers are not available for hire in the subject and/or in the location requesting the non-regular certificate. The number of requests for certificates from the employer is an indication of the amount of need and is designated "Implied shortage." When positions remain vacant for certain lengths of time, these areas are considered critical shortage areas. Quite often, as will be seen in the next two sections, critical and implied shortage areas greatly overlap.

Critical Shortage Areas

Another factor that influences Georgia teacher supply and preparation is the list of critical shortage fields published annually by the Georgia Student Finance Commission (GSFC). The list is generated based on the subject areas in which school systems posted 5% vacancies the preceding year based on an annual survey. In turn, the GSFC influences the pattern of supply by awarding forgivable HOPE teacher scholarships to individuals who choose to pursue an education in the designated critical/subject areas.

For the 2004-2005 school year, the following critical shortage fields were identified by the GSFC:

- 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: Mathematics, Science, Mathematics and Science
- Science Education (grades 7-12): Broad Field Science, Biology, Chemistry, Earth/Space, Physics
- Trade and Industrial Education (grades 7-12)

Implied Shortage Areas

The PSC annually tracks shortage areas based on the number of non-regular certificates issued. Non-regular certificates issued in FY05 were permits, intern, exchange, non-renewable and waiver certificates. These certificates are issued at the request of the employer, usually to fill specific need that could not be filled otherwise. It is not surprising that the highest number of permits were in JROTC, Spanish, ESOL and other foreign languages, to facilitate the hiring of some alternative route personnel, native Spanish speakers and for teachers improving their skills for teaching speakers of other languages. It is, however, surprising that as many as 1,420 non-renewable certificates were still needed in Early Childhood Education, even though it was one of the highest production areas in the teacher preparation programs. See Tables 3.15 and 3.19. The PSC will publish a Spring 2006 report on this Early Childhood Non-Regular certificate phenomenon.

A total of 11,672 non-regular certificates were issued in FY05, this was an increase of 89.8% from the 6,151 issued in FY04. The highest number of non-regular certificates was issued in Special Education General Curriculum (18% or 1,688). Teachers holding the Special Education General Curriculum are not qualified to teach in any subject areas. Their certificate allows them to provide only consultative services to special needs children. The second highest number of non-regular certificates was issued in Early Childhood Education (12.2% or 1,420), followed by Middle grades (11.8% or 1,382). Table 3.15 shows the top 20 subject areas in which non-regular certificated were issued. Appendix C shows the distribution of all non-regular certificates by certificate type and subject area.

Table 3.15. Top 20 Subject Areas for Non-Regular Certificates Issued in FY05

Field	Frequency	Percent
Special Education General Curriculum	2,097	18.0
Early Childhood Education (P-5)	1,420	12.2
Middle Grades (4-8)	1,382	11.8
Concentration - Social Science	807	6.9
Gifted In-Field	777	6.7
Concentration - Language Arts	704	6.0
Concentration - Mathematics	500	4.3
Concentration - Science	421	3.6
Mathematics (6-12)	400	3.4
English (6-12)	386	3.3
Science (6-12)	308	2.6
Social Science (6-12)	266	2.3
Spanish (P-12)	225	1.9
Health & Physical Education (P-12)	182	1.6
Music (P-12)	169	1.4
Business Education (6-12)	143	1.2
ESOL Endorsement	136	1.2
ESOL Endorsement	120	1.0

Table 3.15. Top 20 Subject Areas for Non-Regular Certificates issued in FY05. Continued

Field	Frequency	Percent
Biology (6-12)	109	0.9
Educational Leadership (P-12)	90	0.8

Data Source: CPI, 2005

Implied Shortages by RESA

Table 3.16 shows the distribution of individuals holding non-regular certificates in certified positions by RESA

Table 3.16. Distribution of Permits, Provisional, and Probationary Certificates by RESA, FY05

	Permit	Intern	Non-Renewable	Exchange	Waiver	Total
Central Savannah	9	206	246	0	14	475
Chattahoochee	6	55	343	0	22	426
Coastal Plains	1	10	125	0	9	145
First District	19	170	741	18	38	986
Griffin	4	60	406	1	5	476
Heart of Georgia	0	21	46	0	3	70
Metro	117	382	4,039	93	21	4,652
Middle Georgia	17	141	284	0	13	455
North Georgia	16	3	305	0	4	328
Northeast Georgia	7	24	268	30	16	345
Northwest Georgia	6	64	477	11	16	574
Oconee		35	50	2	13	100
Okefenokee	2	5	123	0	10	140
Pioneer	19	3	286	1	9	318
Southwest Georgia	12	27	238	0	16	293
West Georgia	4	18	290	0	11	323
Total	239	1,224	8,267	156	220	10,106

Data Source: CPI, 2005

Newly Prepared Georgia Teachers

Georgia public and private institutions of higher education (IHE), specifically, teacher preparation programs, provide data on the number of individuals who complete requirements for teacher certification recommendations in Georgia. Individuals who completed this requirement are referred to as “completers”. In FY04, a total of 5,031 individuals were reported by the IHEs as completing these requirements, an increase of 20.5 from the 4,175 reported in FY03. Over two-thirds (70.9% or 3,565) were prepared through the regular teacher education programs, while 1,108 (22.0%) were prepared via the alternative certification route in IHEs, and 273 (5.4%) came through the GATAPP College and RESA programs.

Top Six Educator Producing Institutions/Colleges, FY05

The six institutions producing the most completers in FY04 were:

- Georgia State University – 14.3%
- University of Georgia – 13.2%
- State University of West Georgia – 8.2%
- Kennesaw State University – 7.1%
- Valdosta State University – 6.4%
- Mercer University – 5.5%

Table 3.17 shows completers from Georgia public and private colleges and institutions and RESA preparation programs. Decreases in the number of completers from FY04 were seen from Agnes Scott College (28.6%), Albany State University (10.9%), Armstrong Atlantic State University (14.2%), Augusta State University (11.7%), Berry College (24.5%), Brenau University (28.2%), Clark Atlanta University (47.1%), Fort Valley State University (29.3%), Kennesaw State University (4.0%), Shorter College (3.5%), and Valdosta State University (9.8%). In contrast, The University of Georgia (UGA) and Georgia State University (GSU) significantly increased their production by 94.1% and 64.4%, respectively. These increases, via the regular preparation routes, as can be seen in Table 3.17, were especially notable.

Table 3.17. New Educator Production by College, FY05

College	Preparation Route				% of Total
	Regular	Alternative	GATAPP	Total	
Agnes Scott College	7	3	0	10	0.2
Albany State University	38	17	2	57	1.1
Armstrong Atlantic State University	109	63	21	193	3.8
Atlanta Christian College	9	0	0	9	0.2
Augusta State University	96	2	0	98	1.9
Berry College	52	19	0	71	1.4
Brenau University	68	44	0	112	2.2
Brewton-Parker College	57	2	18	77	1.5
Clark Atlanta University	42	59	0	101	2.0
Clayton College & State University	29	0	0	29	0.6
Columbus State University	74	76	8	158	3.1
Covenant College	20	1	0	21	0.4
Emmanuel College	34	0	0	34	0.7
Emory University	18	0	0	18	0.4
Fort Valley State University	27	2	0	29	0.6
Georgia College and State University	82	45	0	127	2.5
Georgia Southern University	220	21	9	250	5.0
Georgia Southwestern State University	76	18	0	94	1.9
Georgia State University*	519	69	44	717	14.3
Griffin RESA	0	0	28	28	0.6
Kennesaw State University	340	18	0	358	7.1
LaGrange College	28	25	0	53	1.1

College	Preparation Route			Total	% of Total
	Regular	Alternative	GATAPP		
Mercer University	126	125	24	275	5.5
Metro RESA	0	0	59	59	1.2
Middle Georgia RESA	0	0	35	35	0.7
North East Georgia RESA	0	0	14	14	0.3
North Georgia College	152	76	4	232	4.6
Oglethorpe University	26	5	0	31	0.6
Paine College	14	0	0	14	0.3
Piedmont College	63	110	0	173	3.4
Shorter College	53	2	0	55	1.1
State University of West Georgia	282	133	0	415	8.2
Thomas College	45	0	0	45	0.9
Toccoa Falls College	29	3	0	32	0.6
University of Georgia	535	127	0	662	13.2
Valdosta State University	282	41	0	323	6.4
Wesleyan College	13	2	7	22	0.4
Total	3,565	1,108	273	5,031	100

Data Source: Title II Completer Data, 2005

*Total includes 85 whose program type was not listed

In FY04, Georgia State University produced 294 completers through the alternative preparation program and 135 from its regular programs. In FY05, however, the number of completers from Georgia State University's alternative preparation programs dropped drastically to 69 while the number produced through the regular programs shot up to 519. The large increase in the number of completers from regular programs at University of Georgia and Georgia State University may be in response to the recent mandate or university system challenge, to Georgia colleges and universities to double the number of teachers they prepare by the year 2010.

Over two-thirds (67.6%) of the FY04 completers were employed in Georgia's public school systems in FY05. This was an increase in percentage from the 66.6% yield reported in FY04. Table 3.18 shows the top twenty hiring school systems for FY04 completers.

Table 3.18. Top Twenty FY05 Hiring Systems for FY04 Completers

School System	# Of Newly Hired FY04 Completers	School System	# Of Newly Hired FY04 Completers
Gwinnett County	345	Forsyth County	72
Cobb County	230	Houston County	66
Fulton County	213	Chatham County	64
DeKalb County	180	Bibb County	60
Atlanta City	130	Muscogee County	59
Clayton County	122	Henry County	58
Douglas County	77	Richmond County	55
Paulding County	77	Newton County	54
Cherokee County	73	Fayette County	49
Hall County	73	Rockdale County	49

Data Source: Capstone, CPI, 2005

Educator Production by Field

Early Childhood Education remains the most popular area of preparation for completers. Completers in this area comprised 32.5% of all FY04 completers. Middle Grades was the next most popular area of preparation accounting for 9.0% of the completers.

Table 3.19. Most Common Fields of FY03 and FY04 Completers

Subject	FY03 Completers	% of Total	FY04 Completers	% of Total	# of Newly Hired Teachers in Core Subjects in FY05**
Early Childhood Education	1,597	38.3	1,632	32.5	NA
Middle Grades Education	571	13.7	452	9.0	NA
Interrelated Special Education	66	1.6	259	5.1	NA
Social Science*	199	4.8	253	5.0	650
Mathematics Education	115	2.8	241	4.8	954
English Education	155	3.7	219	4.4	982
Education Leadership	136	3.3	188	3.7	NA
Health & Physical Education	150	3.6	146	2.9	NA
Science	127	3.0	146	2.9	744
Music Education	97	2.3	100	2.0	NA

*Includes History, Economics and Political Science.

**See Table 3.5

NA- Not applicable, i.e. not a core subject area.

Certification and Employment Yield of Teachers

The certification and employment yields of teachers refer to the proportion of IHEs and other completers who become certified (certification yield) and then employed (employment yield) in Georgia's P-12 public schools the school year after graduation from college or program completion. Over ninety percent (91.3% or 4,592) of the FY04 completers were certified in Georgia by the end of FY05, although 1,426 individuals (or 28.3% of the completers) held prior Georgia or other certificates. A total of 228 completers were employed in non-teaching positions, while 3,524 were teaching in FY05. See Table 3.22.

Of the 3,605 completers who could qualify as new additions to the educator workforce, 2,421 (67.6%) teaching in FY05 held first-issue certificates. See Figure 3.3. Annual Georgia teacher yield is a function of the number of completers that actually enter Georgia public school employment. At the current rate of production, even if Georgia were able to achieve a 100% yield, Georgia colleges and RESAs would be able to meet less than one-third (30.8% in FY05) of Georgia new teacher hires need. As can be seen in Table 3.19, production still fell far short of the demand in the core subject areas, judged by the number of new hires in those areas, and despite increases in number of completers in FY05. Hopefully, these production and employment data will serve as recruitment and advisement information for new educator in-takes into teacher preparation programs.

Table 3.20. FY04 Completers by Certification Status, Field of Preparation and CPI Personnel Category in FY05

Certification Status in FY05	Preparation Field Group	CPI Personnel Employment Category, FY05			
		Not in the FY05 CPI	Non-Teaching	Teaching	Total
Certified Prior to FY04	Administration	21	73	106	200
	Service	9	58	17	84
	Teaching	142	19	980	1,141
	Unspecified	1	0	0	1
Subtotal-Prior certification		173	150	1,103	1,426
Certified from FY04	Administration	1	1	1	3
	Service	35	74	9	118
	Teaching	630	3	2,409	3,042
	Unspecified	1	0	2	3
Subtotal of Newly Certified		667	78	2,421	3,166
Total of all certified by FY05		840	228	3,524	4,592
Not Certified Yet	Administration	7			7
	Service	21			21

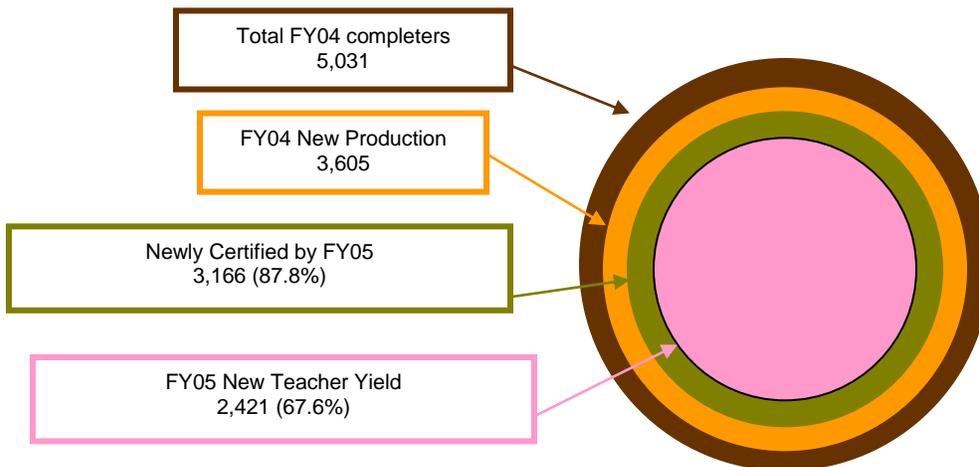
Table 3.20. FY04 Completers by Certification Status, Field of Preparation and CPI Personnel Category in FY05. Continued

Certification Status in FY05	Preparation Field Group	CPI Personnel Employment Category, FY05			
		Not in the FY05 CPI	Non-Teaching	Teaching	Total
	Teaching	410			410
	Unspecified	1			1
Subtotal-Not yet certified		439			439
Overall Total		1,279	228	3,524	5,031
Total New Production		1,106	78	2,421	3,605
Total Newly Certified		667	78	2,421	3,166
Percent New Teacher Yield				67.57	

Data Source: CPI, 2005

Figure 3.3. FY04 Georgia Completers Teacher Yield*

Source: EWRAD/PSC, 2005



* Note: Figure is not drawn to scale

Teacher Recruitment/Marketing Initiatives

As mandated by the No Child Left Behind Act of 2001 (NCLB¹), Georgia is trying its best to ensure that a qualified teacher is placed in every classroom by the year 2006. The Professional Standards Commission (PSC) continues to assist Georgia school systems in attracting, recruiting and retaining teachers. Targeted staffing programs have been introduced to help achieve the goal of NCLB. These programs are briefly discussed below.

¹ More information on NCLB is provided in Chapter 2.

Reach to Teach in Georgia (RTT)

The purpose of Reach to Teach (RTT) in Georgia, a United States Department of Education (USDOE) Transition to Teaching (TTT) Program, is to improve teacher quality and retention in Georgia's public school system, with a view to increasing student achievement. To date, the program has recruited 340 teachers to Georgia's high need schools to date.

The number of participating school systems in the project increased to 20 during the past year. These were Bibb, Chatham, Clarke, Clayton, Dooly, Greene, Griffin-Spalding, Hancock, Jefferson, Lamar, Long, McIntosh, Peach, Richmond, Taliaferro, Twiggs, Warren Counties and Calhoun, Jefferson and Social Circle Cities.

In FY05, the program experienced the highest increase in the number of participants since its inception three years ago, with 140 targeted teachers recruited as a result of efforts enabled by the receipt of additional funding by USDOE. Retention is strong with attrition of only 21 teachers since the project's inception in FY02, leaving a total participation at 319 teachers. While only White and Black teachers were recruited, so far, the composition is less lopsided than in the general teaching workforce. Specifically, the gender and ethnic compositions are as follows: Black females, 35%; white females 30%; white males, 17%; and black males, 9%. Approximately three-quarters of the participants have Bachelors Degrees, and 26% of the participants have Masters degrees or higher. Over two-thirds of the participants are seeking certification in critical subject areas, including mathematics, science, and special education.

RTT has succeeded in placing 319 teachers in high-need schools. Progress towards clear renewable certification in mathematics, science, special education and other areas deemed "critical" by participating school systems is according to expectation for the time frame. Plans for the final two years of the project include an increased emphasis on the leadership skills required to support and retain a highly qualified teacher workforce. Workshops beginning in October of 2005 (FY06) will provide building and system level leadership from participating school systems with training in recruitment and retention strategies for increasing and sustaining teachers in high need schools and will focus on strategies for utilizing the teacher workforce to increase student achievement in those difficult to staff schools.

TeachGeorgia

As part of its continuing recruitment and marketing strategic plan, TeachGeorgia conducted twenty-eight on-site visits to twenty-one institutions of higher education in Georgia during FY05. TeachGeorgia met with education students, faculty, and student groups on campus to promote the teaching profession and market the TeachGeorgia teacher recruitment initiative.

In FY05, TeachGeorgia continued to serve and expand its role as a conduit to attract individuals into the classroom via alternative teacher preparation routes. In collaboration with the Georgia Department of Labor (DOL), TeachGeorgia conducted 31 TeachGeorgia Awareness Sessions at 24 locations across the state that attracted 790 individuals. These sessions provided information on such topics as alternative preparation routes, teacher supply and demand, critical shortage fields, employment opportunities and processes, and included question and answer discussions.

TeachGeorgia continues to lead the Georgia Teacher Recruitment Collaborative (GTRC)¹. In its sixth year, the GTRC conducted nine regional and statewide teacher recruitment job fairs in FY05. These teacher recruitment events took place in Athens, Atlanta, Augusta, Carrollton, Fort Valley, Kennesaw, Savannah, and Valdosta. The GTRC has been instrumental in attracting out-of-state teachers to Georgia's classrooms. TeachGeorgia conducted the fifth and sixth annual Georgia Teacher Summer Recruitment Fair at Metro Atlanta at Georgia Perimeter College.

In FY05, TeachGeorgia initiated collaboration with Georgia's Workforce Investment Boards (WIB) across the state for the purpose of providing financial assistance to eligible individuals who are pursuing alternative teacher preparation via GATAPP. As a result, several Workforce Investment Act (WIA) Local Area Administrators have added Regional Educational Service Agency GATAPP training providers, to include Metro RESA, Northeast Georgia RESA, Northwest Georgia RESA, and Middle Georgia RESA, onto the WIA Individual Training Account Eligible Provider List.

Through the power of collaboration with Georgia's schools, Regional Educational Service Agencies, colleges and universities, the Georgia Department of Labor, the Workforce Investment Boards, etc., TeachGeorgia continues to be a vital component to Georgia's strategic plan to have a highly qualified teacher in every classroom by 2006, through its website – TeachGeorgia.org.

TeachGeorgia.org

TeachGeorgia.org is the official web-based recruitment resource tool for teachers in Georgia. It is designed to assist teachers with the process of locating employment opportunities in our public school systems statewide. The web site provides registered users with a one-stop employment resource center. Teachers can create an electronic profile, which serves as an online resume, search and apply for jobs using TeachGeorgia.org. The local school systems post their vacancies on the web site and these vacancies are available to all

¹ 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 University of Georgia, the University of West Georgia, and Valdosta State University.

teachers including out of state teachers and teacher candidates. In addition to employment opportunities, TeachGeorgia.org also provides information about upcoming events, job fairs, information sessions and seminars at many of our colleges and universities throughout the state.

For many of its users, TeachGeorgia.org serves as the official information highway for educational opportunities in Georgia. The addition of a tracking feature in FY04 to the web site has made, more obvious, the importance of TeachGeorgia.org in the recruitment process for teachers in the state of Georgia.

The number of TeachGeorgia.org users continues to increase on a monthly basis. From July 1, 2004 to June 30, 2005, a total of 32,103 new registrants joined the ranks of TeachGeorgia.org users. Georgia's local school systems listed 5,726 new job postings on TeachGeorgia.org and received 107,536 online applications. A total of 11,697 new teachers were hired and of that total, 4,709 (40.3%) had registered on TeachGeorgia.org as of August 1st 2005.

Table 3.21 shows the systems that received the highest number of applications from TeachGeorgia.org in FY05. As long as Georgia's teacher preparation programs produce fewer teachers than are needed to supplement retention in Georgia public schools, TeachGeorgia will remain an important tool in Georgia teacher supply.

Table 3.21. School Systems Receiving the Highest Number of Applications from TeachGeorgia.org, FY05

School System	Number of Applications
Forsyth County	13,099
Gwinnett County	9,484
Bartow County	6,015
Douglas County	5,957
Rockdale County	5,619
Cherokee County	3,440
Newton County	3,414
Paulding County	3,303
Griffin-Spalding County	2,696
Marietta City	2,672

Troops-to-Teachers

The primary objective of the Georgia Troops to Teachers (TTT) program is to recruit candidates who have served in the United States Armed Forces or who are currently serving in Reserves and National Guard units and are seeking to become teachers in Georgia public schools.

Accomplishments

The greatest accomplishment of the TTT program in FY05 was the hiring of 107 first year teachers into Georgia classrooms through the Program. Sixty-six of these teachers are teaching in high needs subject areas of Mathematics, Special Education, Foreign Languages, Science or Vocational Education.

In addition to the new teachers hired, 265 new candidates who registered and joined the national TTT program chose Georgia as their first choice as the most desired state in which to teach. This is the first step for candidates in the TTT program. These individuals may or may not have made the decision to become teachers. However, registering with the TTT program makes them eligible to participate in TTT and to receive funding they can use to pay for their certification.

In FY04, Georgia was selected as one of six pilot states for the Spouse to Teachers Program (STT). The response to the STT program has been strong. The STT program reimburses eligible spouses of active duty and reserve component military spouses for the cost of the state required Praxis I and Praxis II or State tests up to a maximum of \$600. In the FY05 school year the Georgia STT program formally registered 55 military personnel spouses for Praxis reimbursement. To date, the TTT office has registered over 1000 military spouses who have expressed interest in becoming teachers.

In FY05, TTT program staff participated in 18 job fairs, contacting an average of 125 potential TTT candidates each time for contacting retirees and in some cases reservists.

To date there are a total of 437 TTT teachers in Georgia. Over two-thirds (70.0%, or 306) of these are employed in Georgia P-12 public classrooms. See Table 3.22. The remainder may either be retired or be employed outside the Georgia public school system.

Table 3.22. Troops-to-Teachers (TTT) in Georgia, FY94 – FY05

First Year of Employment	TTT Teaching in FY05	TTT in Student Services in FY05	TTT in Administrative Positions in FY05	TTT in Classified Positions in FY05	Total Employed in FY05	Not in FY05*
FY94	0	0	0	0	0	1
FY95	9	1	1	0	11	14
FY96	20	1	9	3	33	18
FY97	18	0	3	1	22	23
FY98	16	2	4	5	27	15
FY99	12	0	0	3	15	5
FY00	11	0	0	0	11	9
FY01	6	0	1	1	8	4
FY02	7	1	0	1	9	3

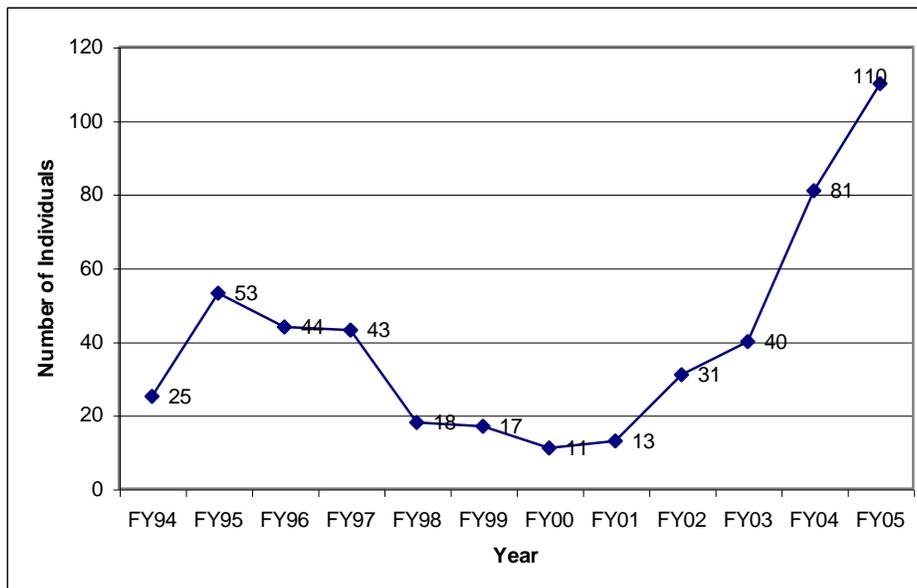
Table 3.22. Troops-to-Teachers (TTT) in Georgia, FY94 – FY05. Continued

First Year of Employment	TTT Teaching in FY05	TTT in Student Services in FY05	TTT in Administrative Positions in FY05	TTT in Classified Positions in FY05	Total Employed in FY05	Not in FY05*
FY03	25	0	0	4	29	11
FY04	30	2	0	9	41	18
FY05	61	0	0	39	100	10
Total	215	7	18	66	306	131

*Note: That year of first employment is calendar year. Thus, some of the individuals whose first year of employment is 2004 actually fall under FY05.

There were a total of 110 TTT recruits in FY05, a 35.8% increase from the 81 reported in FY04. See Figure 3.4.

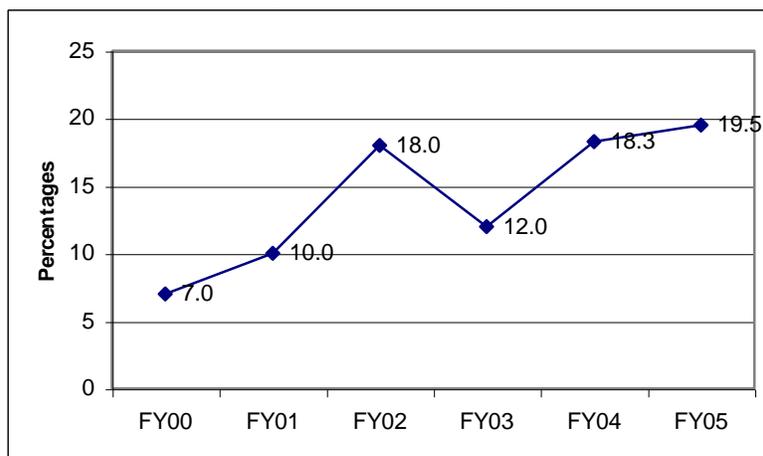
Figure 3.4. Number of Individuals Recruited Through TTT, FY94-FY05
(Data Source: CPI, 2005)



Alternative Preparation

In Georgia, alternatively prepared teachers from programs such as GATAPP are a vital source of teacher supply. In FY05, a total of 2,283 (19.5%) alternatively prepared teachers were hired into Georgia public P-12 classrooms, a 14.4% increase from the 1,995 (18.3%) hired in FY04. The percentage of newly hired teachers who were alternatively prepared has risen from a meager 7% in FY00 to a very respectable 19.5% in FY05. See Figure 3.5. Alternative preparation route has become one of the four major sources of new teacher hires in Georgia. The other three are Out-of-state teachers, IHEs, and Returning teachers.

Figure 3.5. Alternative Route Teachers as a Percentage of Newly Hired Teachers, FY00-FY05
(Data Source: CPI, 2005)



Georgia Teacher Alternative Preparation Program

The Professional Standards Commission established the Georgia Teacher Alternative Preparation Program (GATAPP), as an alternative preparation program in FY01. The program prepares and fully certifies individuals who hold Bachelor's or higher non-education degrees.

Table 3.23 shows the total number of GATAPP participants in the state. As of FY05, a total of 1,892 GATAPP participants were teaching in Georgia P-12 public classrooms, an increase of 19.7% from the 1,580 reported in FY04. Male teachers comprised 30.1% (570) of all GATAPP teachers, a higher percentage of male teachers than the corresponding 18.5% in the entire teacher population. The percentage of Black GATAPP teachers continues to rise. In FY05, Black teachers in GATAPP comprised 42.7% (808) compared to 40.8% (645) reported in FY04. This, in part, may be a result of targeted recruitment efforts through GATAPP of minority and male teachers.

Table 3.23. Number of GATAPP Candidates, FY02 – FY05

	Frequency	Percent
2001-2002	451	19.7
2002-2003	571	24.9
2003-2004	532	23.2
2004-2005	732	32.0
Unspecified	5	0.2
Total	2,291	100

Data Source: CPI, 2005

About one-quarter (25.1% or 474) of GATAPP teachers in Georgia teach in the elementary grades, followed by high school Mathematics (7.0% or 133), middle school Mathematics (5.9% or 111) and high school Science (5.5% or 105).

Dekalb County employed the greatest number of GATAPP teachers in Georgia in FY05 (12.2% or 230), followed by Atlanta City and Richmond County tied at 8.4% (n=159) and Clayton County (8.2% or 155). Some larger systems (Cobb, Fulton, Gwinnett, and Henry Counties) do not employ high numbers of GATAPP teachers. A possible explanation is that they may not have as much difficulty attracting and hiring fully certified teachers. See Table 3.24.

Table 3.24. Top Twenty Hiring Systems for GATAPP Teachers, FY05

School System	# Of Newly Hired Completers	School System	# Of Newly Hired Completers
DeKalb County	230	Cobb County	43
Atlanta City	159	Henry County	41
Richmond County	159	Muscogee	37
Clayton County	155	Bartow County	29
Chatham County	144	Paulding County	25
Bibb County	123	Dougherty County	24
Jefferson County	47	Gordon County	24
Fulton County	46	Gwinnett County	24
Spalding County	46	Coweta County	21
Houston County	45	Catoosa County	18

Data Source: Title II Completer Data, CPI, 2005

Table 3.25 presents the GATAPP providers from FY03 to FY05. Three new providers were added in FY05: Agnes Scott College, Chattahoochee-Flint RESA and Mercer University.

Table 3.25. GATAPP Providers, FY03-FY05

TAPP Program Name	FY03	FY04	FY05
Agnes Scott College	NA	NA	✓
Albany State University	✓	✓	✓
Armstrong Atlantic State University	✓	✓	✓
Brewton-Parker College/ Heart of Georgia RESA	✓	X	✓
Chattahoochee-Flint RESA	NA	NA	✓
Clayton County	✓	✓	✓
Columbus State University	✓	✓	✓
CSRA RESA/ Augusta State University	✓	✓	✓
DeKalb County	✓	✓	✓
Georgia College & State University	✓	X	X
Georgia Southern University	✓	✓	✓
Georgia State University	✓	X	✓
Georgia State University/Atlanta Public Schools	✓	✓	✓
Griffin RESA	✓	✓	✓
Heart of Georgia RESA - Eastman	✓	X	✓
Kennesaw State University	✓	✓	✓
Mercer Atlanta	NA	NA	✓
Metro RESA	✓	✓	✓
Middle Georgia RESA	✓	✓	✓

Table 3.25. GATAPP Providers, FY03-FY05. Continued

TAPP Program Name	FY03	FY04	FY05
Metro RESA/Clayton State University	✓	X	X
North Georgia College & State University	✓	✓	✓
Northeast Georgia RESA	✓	✓	✓
Northwest Georgia RESA - Rome	✓	✓	✓
Oconee RESA/GC&SU	✓	X	✓
Wesleyan - Bibb County	✓	✓	✓
West Georgia RESA - Grantville	✓	✓	✓

Data Source: CPI, 2005

✓ means New Intake, while X means No New Intake

NA: Not a provider

Paraprofessionals/Teacher Aides

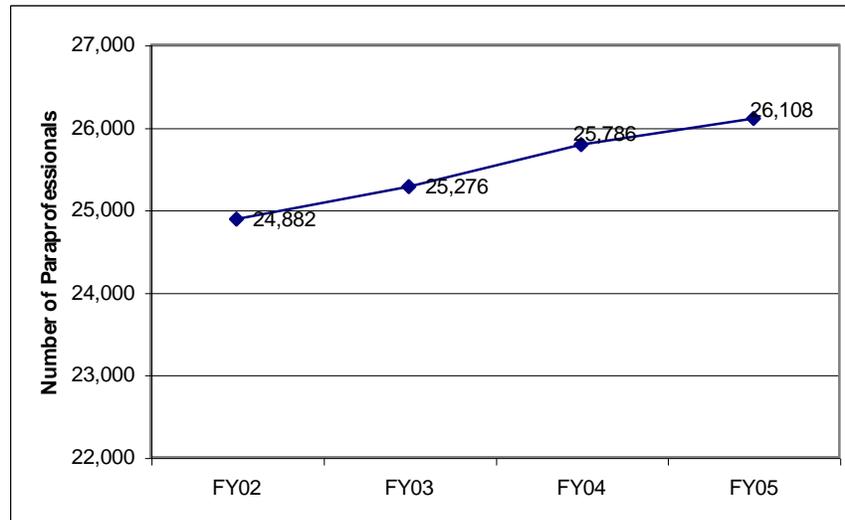
Paraprofessionals constitute a potentially rich source of new teachers in Georgia. This group particularly plays an important role in the early childhood classrooms where they help to reduce the student-teacher ratio to lower levels at reduced costs, by assisting teachers of record in the classroom. Some prospective teachers also accept paraprofessional positions as a way of obtaining positions from which to move into the classroom teaching at a later date.

In FY05, there were a total of 26,108 paraprofessionals in Georgia, a 1.2% increase from the 25,786 reported in FY04. Of the paraprofessionals reported in FY04, 619 (2.3%) converted to certified positions in FY05 to become teachers-of-record (588), administrative (29), and student services (2) personnel. Forty-two percent (247) of those who became teachers-of-record were certified in the area of Special Education.

The highest percentage of FY04 paraprofessionals who became teachers-of-record in FY05 were employed in the Atlanta City Schools (14.6%), followed by Baldwin County (8.5%), and Barrow County (7.5%). Over forty percent (42.9%) of these teachers possessed non-renewable teaching (NT) certificates, while 36.7% had regular teaching (T) certificates. Most (83.7%) of the FY04 paraprofessionals who became teachers of record in FY05, were certified at the Baccalaureate level, while 14.1% were certified at the Master's level. In addition, 3.4% of these teachers were reported as having 10 years or more teaching experience; this may indicate that some of these teachers were returning teachers.

Figure 3.6 shows the number of paraprofessionals employed in Georgia P-12 public classrooms from FY02 to FY05.

Figure 3.6. Total Georgia Paraprofessionals, FY02-FY05
(Data Source: CPI, 2005)



Most of Georgia's paraprofessionals are female accounting for 93.6% in FY05. Whites accounted for 62.8%, while Blacks comprised 34.4% of the total paraprofessionals in FY05. The number of Hispanic Paraprofessionals continues to rise, increasing by 23.6% from FY02 (377) to FY05 (466).

Table 3.26 shows the job categories of Georgia paraprofessionals in FY05. Half (50.5%) were Paraprofessionals/Teacher Aides. The second highest category was the Special Education Paraprofessional/Teacher Aide accounting for 37.8%.

Table 3.26. Distribution of Paraprofessionals by Job Title, FY05

Job	#	%
Counselor Paraprofessional	49	0.2
Library/Media Support Paraprofessional	958	3.7
Pre-K Paraprofessional	1,472	5.6
Paraprofessional/Teacher Aide	13,190	50.5
Special Education Paraprofessional/Teacher Aide	9,873	37.8
Psycho-Educational Paraprofessional	566	2.2
Total	26,108	100

Data Source: CPI, 2005

Summary

New teacher production from Georgia public and private institutions continues to rise as many colleges increase their number of completers either by adding alternative preparation programs or by increasing enrollment in the traditional/regular programs. Some colleges, for instance, in FY05, Georgia State University produced almost four times more completers from the regular route than in FY04. Similarly, University of Georgia increased its total production in FY05 by almost 100%. Some RESAs have also helped to increase teacher production through the GATAPP programs, either independently or in partnership with colleges of education. Given the demography of these teachers, providers are using the program to recruit the types of teachers in the subject areas needed. These efforts help to reduce Georgia's dependence on out-of-state and other supply sources. The production of teachers in Georgia preparation programs remains far below the annual need for teachers.

Although the largest source of new teachers in FY05 was from out of state, the percentage of newly hired teachers from this source declined for the third consecutive year. Taken together, the in-state sources of supply of new teacher hires: colleges, RESAs and returning teachers (64.6%), out-strip the supply from out-of-state (27.1%). It is hoped that the trend continues as it would be easier to place and keep a highly qualified teacher in Georgia's schools from a more reliable in-state teacher supply than a precarious out-of-state supply source.

SUMMARY OF SECTION I: GEORGIA'S TEACHERS

Georgia's Teaching Workforce

- Georgia's educator workforce – teachers, administrators, and student services professionals – grew 2.1% this past year to 124,979. Teachers continued to comprise 85.9% of the total workforce, and numbered 106,934. This growth was greater than the previous year's 1.4%, but still substantially lower than the 3-5% annual increases seen in the first four years of the decade.
- A total of 11,697 new teachers were hired into Georgia classrooms for FY05. Teachers needed to meet growing enrollment numbered 2,089; the remaining 7,519 were hired to replace those leaving the workforce.
- The average age of teachers has been increasing over the years, yet Georgia experience had been decreasing and only in the last several years has increased somewhat. The age increase from FY00 to FY05 was due to a decrease in the proportions of teachers in their twenties and forties, and an increase in the proportions of those in their thirties and fifties. Some of these teachers are those who are staying in the profession, some are older individuals coming into the profession through the various alternative routes available, such as Troops to Teachers and the Georgia Teacher Alternative Preparation Program (GATAPP). The decrease in experience in the first four years of the decade supports this possibility. Teachers that start their career in teaching at an older age can expect to have a shorter professional life. This implies that they would need to be replaced at a quicker frequency than counterparts from more traditional college preparation route.
- The percentage of male teachers has been growing slightly over the years, increasing from 17.6% in FY01 to 18.5% in FY05. While the number of minority teachers has been growing, their proportion has changed only slightly. Black teachers comprise approximately 21% and Hispanic teachers comprise about 1% of the total teacher workforce.
- The number of ESOL teachers in the workforce has more than doubled in the last few years to address needs of limited-English-proficient students, from 492.5 to 1447.9 Full Time Equivalents (FTEs).
- The relative proportion of teachers possessing graduate degrees beyond the baccalaureate continues to increase, as indicated by state certifications. Since FY02 the proportion of those with graduate degree certifications rose slightly more than 4% from 50.7% to 55.0%. Most of those are Master's degrees (42.7%) and Specialist degrees (11.2%).

- Georgia school systems realized a 33.9% increase in **National Board Certified Teachers (NBCTs)** in FY05 from the previous year, for a total of 1,708. The majority of those (88.6%) were teaching; the remainder were serving the schools as administrators or student services staff. Georgia legislation passed in 2005 provides that as of March 1, 2005, teachers wishing to become NBCTs must teach in a “Needs Improvement” school in order to be eligible for payment or reimbursement of NBCT certification costs by the state.
- **Out-of-field teaching** declined in FY05 for all core subject areas. English remained the highest percentage (4.0%) but dropped the most (2.5%), science dropped the least at 0.1% but is 2.5%, and the incidence of mathematics and social science out-of-field declined 1.3% and 1.2% to 3.4% and 2.4%, respectively.

Teacher Demand in Georgia

- Student enrollment is the primary factor influencing the size of the teacher workforce. Many factors influence changes in enrollment, the most important of which are birth rate and population migration in and out of an area.
- Georgia births had increased by about 4,000 per year from 1996 to 2000, followed by a slowing and small decrease in the following two years. The last year’s data available from 2003 showed a rebounding of more than 2,500. Some of these children have already entered the public schools and more will, in the near future.
- Georgia will also continue to have more people come to the state than leave. According to the Census projections, Georgia will be the ninth most populous state by 2025.
- Public school enrollment continues to grow at a rate far beyond that of the nation as a whole; overall enrollment has grown from about 1,423 million in FY00 to almost 1,553.5 million in FY05. Figure 4 compares the percent increase in growth for Georgia, from our own data collections and the nation as a whole, from the National Center for Education Statistics data collections and projections. Georgia’s public school enrollment growth has increased to more than 2% per year, while the country’s public school enrollment growth has slowed from almost 1% in FY01 down to about ¼ of 1% for the last three years.
- Changes in the ethnic makeup of the student body include a more than doubling of the Hispanic enrollment in six years, from 4.0% in FY00 to 7.7% in FY05. The percentage of Black students has remained unchanged during that time, which means that Black enrollment mirrors

the increases in the total enrollment. Asian and Multiracial enrollment has increased but they represent only 2.6% and 2.2% of the total enrollment, respectively. American Indians and Alaskan Natives as a group comprise only 0.2% of the enrollment. For the first time, White enrollment has dropped below 50% of total enrollment to 49.4%, down from 54.6% six years ago.

- **Enrollment growth** has occurred more **in certain grades** than in others, which has very direct impact on the demand for new teachers. The voluntary Pre-Kindergarten program has been gaining in popularity, increasing more than 20% over the past six years. Kindergarten enrollment increased 11%; the elementary grades (1-5) increased only 2.6%, middle school enrollments (grades 6-8) by 12.4%, and high school enrollment has expanded even more at 14.9%. Some of the increases in middle and high school enrollment have been due to promising decreases in dropout. The jump in grade 9 enrollment compared to grade 8 is caused by retention rates in that grade; many students do not receive sufficient credit to move on to grade ten the first year in high school.
- Different **regions** of the state have very different enrollment growth rates and, hence, different demand for new teachers. Compared to the state's five year average of 1.77% growth, the systems of Griffin RESA immediately south of Atlanta metropolitan area have gained an average of 4.52% each year, while the systems served by the Oconee RESA just to the east of those systems in the central part of the state have lost an average of 1.16% of their enrollment each year.
- Teacher demand is affected not only by student enrollment growth but also by state and federal law and policy, and the rates at which teachers leave the profession, referred to as attrition. In 2002 state legislation was passed to reduce **class sizes**, but economic conditions in recent years caused state government to postpone class size reduction.
- Overall teacher attrition has risen relatively consistently over the years; it was only 7% a decade ago in FY95, but in both FY04 and FY05 exceeded 9%. The plot for "replacement hires" matches almost exactly the smaller plot for "growth hires", indicating that year-to-year changes in hiring are driving almost entirely by enrollment and policy.
- Teachers in some **specialties** leave the profession at much higher rates than others. For example, physical education teachers had an annual attrition rate from FY04 of only 6.9%, while romance languages teachers left at 11.6%. More than one in ten English teachers left the profession in Georgia. Another area that appears to lose teachers at a high rate is in middle school; their rate was 10.3%.

- One of the purposes for the collection and analysis of population, student and educator data is to be able to understand and predict future need for teachers. A relatively simple model of basic prediction involves the use of several primary variables – teacher retention, attraction (mobility of teachers from one school system to another), net attrition (teacher loss beyond expected mobility), and enrollment change.
- The model predicts that next year's statewide need for additional teachers will be 10.7% of this year's regular education teacher workforce and 13.8% of the special education workforce, calculated in Full-Time Equivalents. This analysis is available in the full report at the state, RESA and school system levels for both regular and special education teachers and provides numerical teacher hiring need estimates based on data up to FY05.
- A longer term **teacher demand projection**, using teacher data and utilizing curvilinear regression analysis, also predicts attrition and workforce needs. This model predicts the need for 11,582 new teachers this year (FY06) and 11,012 new teachers the following year in FY07. Teacher demand will exceed these projections if the trend, observed in FY05 of reduced high school drop-out rate, continues or if reduced class is enforced.

Georgia Teacher Supply

- Newly hired teachers come from a **wide range of sources**; only about one-fourth of them (24.1%) come each year from Georgia's educator preparation colleges and universities. Slightly more of them (27.1%) come from **other states** either as new or experienced teachers to work in Georgia. **Returning teachers, 21%**, are those who had taught previously in Georgia but had left teaching for one or more years before their return in FY05. Alternatively prepared teachers comprised 19.5% of FY05 newly hired teachers.
- Georgia public and private colleges and universities have been making substantial progress in expanding their teacher production to meet the needs of the state. The number of students who completed the requirements from both traditional and alternative preparation routes to apply for teacher certification increased by 20.5% in FY05. The University of Georgia and Georgia State University doubled and quadrupled their completers that year, respectively, helping Georgia reduce its dependence on outside sources for teachers.
- The PSC identifies shortage areas based on the number of non-regular certificates issued at the request of school systems to meet staffing needs

that could not be filled otherwise. The ten most frequently issued certificates provided:

- Special Education General Curriculum (2,097)
 - Early Childhood Education (P-5) (1,420)
 - Middle Grades (4-8) (1,382)
 - Concentration - Social Science (807)
 - Gifted In-Field ((777)
 - Concentration - Language Arts (704)
 - Concentration – Mathematics (500)
 - Concentration – Science (421)
 - Mathematics (6-12) (400)
 - English (6-12) (386)
- The number of non-renewable certificates issued in FY05, 10,106, indicates that demand still far out-strips the supply of new teachers.
 - The PSC operates a number of programs to attract, recruit and retain teachers to help it meet its responsibilities to the state of Georgia and to meet the NCLB requirements for a highly qualified teacher in every classroom. Reach to Teach, Troops to Teachers, Spouses to Teachers and the Georgia Teacher Alternative Preparation Program (GATAPP) have brought more than 2,500 teachers into the classroom. Many more have been certified or are in preparation. TeachGeorgia.org, operated by the PSC, is the official Internet recruitment resource tool for teachers and school systems in Georgia. In FY05 alone more than 32,000 people registered to seek education employment in Georgia. Of the 11,697 new teachers hired that year, more than 40% had registered on the TeachGeorgia website.
 - Paraprofessionals who currently hold a four-year degree or an associate degree remain a potential source of new teachers.

**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

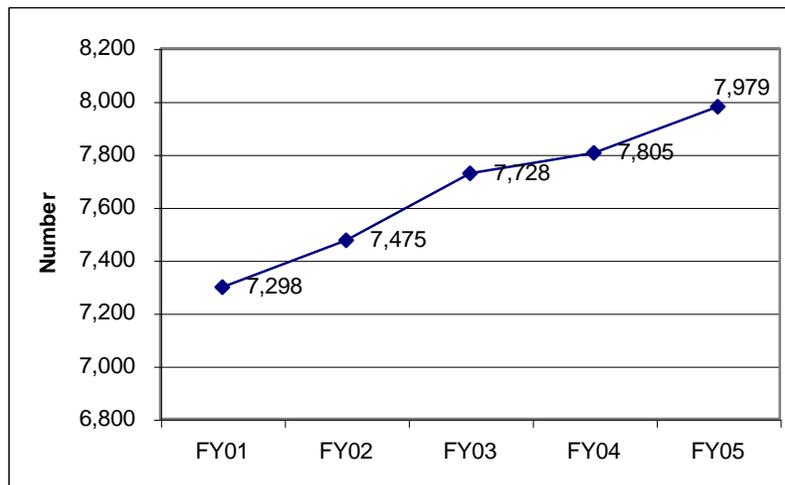
This section highlights the non-teaching workforce in Georgia's P-12 public schools – administrative and student services personnel. Individuals in this group provide leadership (administrative) and support services (student services) that impact classroom instruction and student learning. The demographic characteristics of Georgia's non-teaching educator workforce are presented in this chapter.

Demographic Characteristics

Administrative Personnel

Georgia's administrative workforce continues to increase annually. Growth was 2.2% in FY05, increasing the number of the administrative workforce to 7,979 and was larger than the 1% growth seen in FY04. See Figure 4.1.

Figure 4.1. Total Administrative Personnel, FY01-FY05



Although the administrative workforce increased in FY05, there were decreases from FY04 in the number of Assistant superintendents, Special Education Directors, Vocational Education Directors and Athletic Directors. The numbers of RESA Directors, Superintendents and Kindergarten Directors remained unchanged from FY04 to FY05. See Table 4.1.

In FY05, more (63.1%) of the administrative workforce was female, up from the 62.3% reported in FY04. The percentage of White administrators has declined since FY01, decreasing by 4.4% from 73.7% (FY01) to 69.3% (FY05).

Table 4.1. Administrative Personnel in Georgia, FY01-FY05

Category	FY01	FY02	FY03	FY04	FY05
RESA Director	16	16	16	16	16
Superintendent	179	184	181	180	180
Assistant Superintendent	216	227	242	235	234
Principal	2,010	2,048	2,071	2,072	2,125
Assistant Principal	2,472	2,631	2,822	2,863	2,936
Human Resources Director	58	55	54	51	53
Curriculum Director	219	223	221	198	212
Technology Director	55	57	54	56	60
Special Education Director	165	159	170	175	171
Vocational Education Director	159	157	164	177	150
Instructional Supervisor	862	815	767	804	830
Kindergarten Director	1	2	1	1	1
Pre-Kindergarten Director	24	20	24	26	30
Athletic Director	57	41	58	49	43
Other Administrators	805	840	883	902	938
Total	7,298	7,475	7,728	7,805	7,979
Year-to-Year Growth Rate	2.5	2.4	3.4	1.0	2.2

The following section provides demographic characteristics of each administrative personnel group and trends will be distinguished.

RESA Directors

There is a director for each of the sixteen Regional Education Service Agencies (RESAs) in Georgia. The average age of the directors was 56.1 years; this was a slight increase from 55.4 years reported in FY04. Their average experience was 28.6 years, an increase from the 26.4 years reported in FY04. Several new directors in recent years have been women; there are now nine males and seven females. There was one American Indian and one Black director; the remainder are White.

Superintendents

There is a superintendent for each of the 180 school systems in Georgia. Figure 4.4 shows the number of superintendents from FY01 to FY05. The average age was 54.9 years; their average experience in education was 27.9 years. The mean age and experience of Superintendents slightly increased from 54.2 years and 27.3 years, respectively, from FY04.

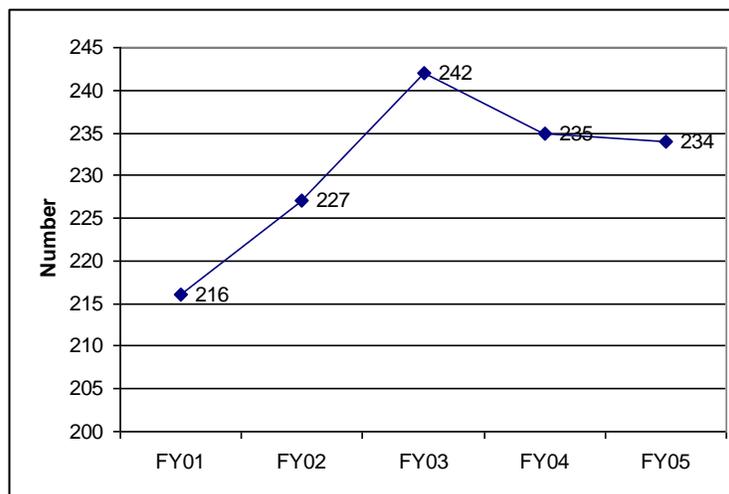
In FY05, most superintendents were White (83.3%), male (73.3%), and held either an Education Specialist (47.2%) or a Doctorate degree (43.9%). The number of female superintendents has increased each year since FY02 from 35 to 48 (26.7%) in FY05. The number of Black superintendents has increased from

10 in FY01 to 29 (16.1%) in FY05. There was one American Indian Superintendent in FY05.

Assistant Superintendents

Figure 4.2 shows the number of assistant superintendents from FY01 to FY05. In FY05, Georgia had 234 assistant superintendents with a mean age of 53.4 years and an average experience of 27.0 years. Of the 180 school systems, 113 reported having at least one assistant superintendent. Of those systems, 55 reported having one, 37 reported two, and 14 reported three assistant superintendents. Seven systems reported having five or more.

Figure 4.2. Assistant Superintendents, FY01-FY05

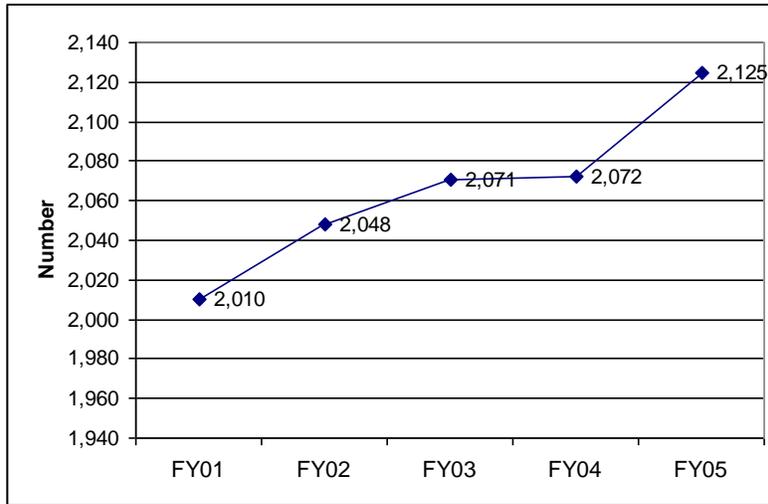


In FY05, females accounted for more than half (52.1%) of the assistant superintendents. In FY05, just over half of the assistant superintendents were certified at the Education Specialist level (51.7%). More than three-quarters (76.1%) of assistant superintendents were White. The number of Black assistant superintendents had increased from 45 to 55 (23.5%) since FY01, although there are two fewer than FY04's 57. There is one Hispanic assistant superintendent.

Principals

There is typically one principal for each school building in Georgia. School systems reported 2,125 principals in FY05. There were 2,464 school facilities with unique codes reported, of which 2,101 had at least one principal. Of those, 2,078 reported having one principal, 22 reported two, and one reported three. Note worthy is the rise of more than 50 Principals after an increase of only one from FY03 to FY04. This is a response to staffing needs in 37 new schools. Figure 4.3 shows the number of principals from FY01 to FY05.

Figure 4.3. Principals, FY01-FY05



In FY05, Georgia had 2,125 principals with a mean age of 49.5 years and an average experience of 23.0 years. The mean age and average experience reported in FY05 were slightly below those reported in FY04, 49.9 years and 23.5 years, respectively. The mean age of Georgia principals has declined since FY03. In FY05, the number and percentage of principals in the 51-60 years age group declined to 962 and 45.3% respectively, while those of principals in the 61 years and over age group increased to 116 and 5.5 respectively. The number of principals in the 31-40 years age group has increased since FY01. See Figure 4.4. The percentage of principals over 51 years old has declined since FY01, from 60.0% to 50.7% in FY05. See Table 4.2.

The percentage of principals with 25 and over years of experience has also declined since FY01, decreasing from 50.5% in FY01 to 47.2% in FY05. The percentage of principals with 20-24, and 25-29 years of experience has declined since FY01. See Figure 4.5. While the percentage of principals in the 5-9,10-14 and 15-19 experience groups has continued to increase steadily.

Figure 4.4. Age Group Trends for Principals, FY01-FY05

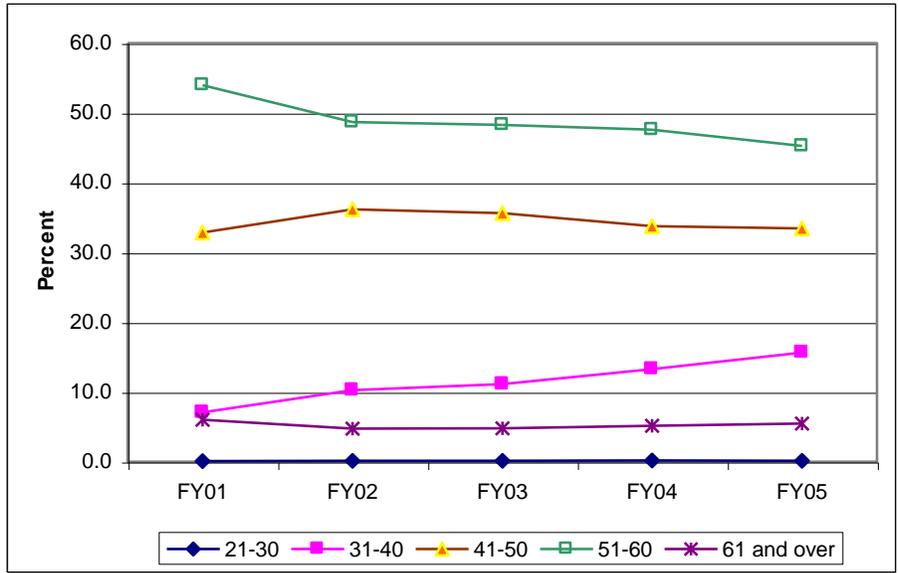


Figure 4.5. Experience Group Trends for Principals, FY01-FY05

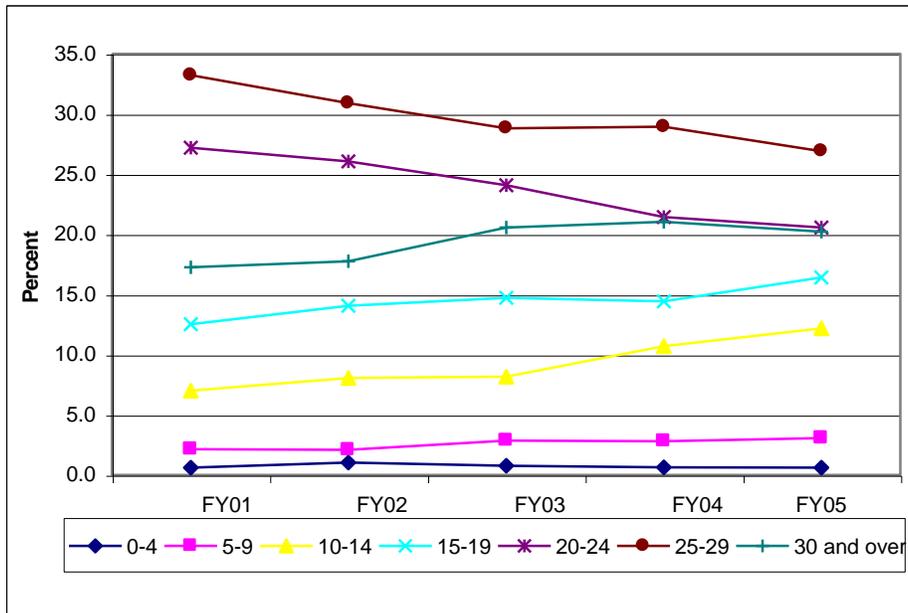


Table 4.2. Age and Experience Groups of Principals, FY01-FY05

	FY01		FY02		FY03		FY04		FY05	
Age	#	%	#	%	#	%	#	%	#	%
21-30	2	0.1	3	0.1	3	0.1	4	0.2	3	0.1
31-40	142	7.1	210	10.3	231	11.2	275	13.3	333	15.7
41-50	660	32.8	741	36.2	738	35.6	700	33.8	711	33.5
51-60	1,085	54.0	997	48.7	1,000	48.3	986	47.6	962	45.3
61 and over	121	6.0	97	4.7	99	4.8	107	5.2	116	5.5
	2,010	100	2,048	100	2,071	100	2,072	100	2,125	100
% 51 years and older		60.0		53.4		53.1		52.8		50.7
	FY01		FY02		FY03		FY04		FY05	
Experience	#	%	#	%	#	%	#	%	#	%
0-4	12	0.6	21	1.0	16	0.8	13	0.6	13	0.6
5-9	43	2.1	43	2.1	59	2.8	58	2.8	65	3.1
10-14	141	7.0	165	8.1	169	8.2	222	10.7	259	12.2
15-19	252	12.5	288	14.1	305	14.7	299	14.4	349	16.4
20-24	547	27.2	534	26.1	499	24.1	444	21.4	437	20.6
25-29	668	33.2	633	30.9	597	28.8	600	29.0	572	26.9
30 and over	347	17.3	364	17.8	426	20.6	436	21.0	430	20.2
	2,010	100	2,048	100	2,071	100	2,072	100	2,125	100
% 25 years and over		50.5		48.7		49.4		50.0		47.2

Table 4.3 shows the number and percentages of principals by gender and ethnicity from FY01 to FY05. In FY05, women accounted for 57.6% of Georgia principals, up from 50.4% over the last five years from FY01. Although Whites accounted for 70.1% of Georgia principals in FY05, the number of Black principals continues to increase, and has grown by 9.6% since FY02. The number of Hispanic principals increased from 5 in FY04 to 7 in FY05. There was one Multiracial principal. Over half (59.6%) of the principals were certified at the Education Specialist level.

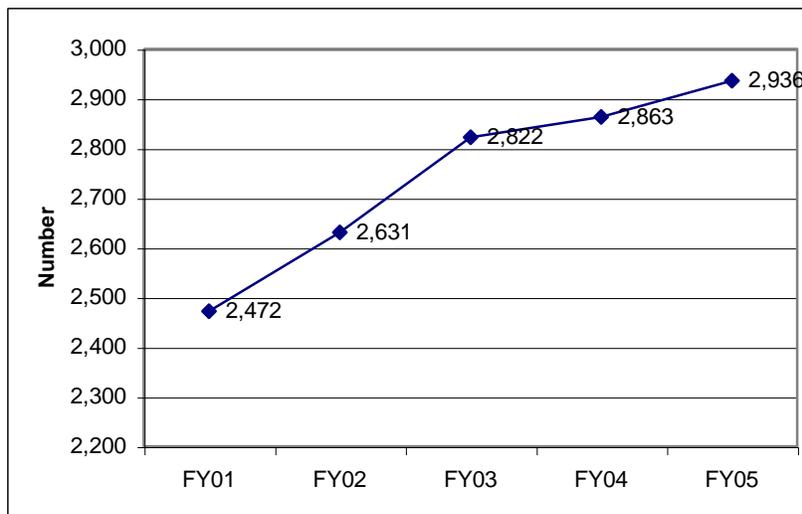
Table 4.3. Gender and Ethnic Distribution of Principals, FY01-FY05

Characteristics	FY01		FY02		FY03		FY04		FY05	
Gender	#	%	#	%	#	%	#	%	#	%
Male	938	46.7	919	44.9	916	44.2	914	44.1	902	42.4
Female	1,072	53.3	1,129	55.1	1,155	55.8	1,158	55.9	1,223	57.6
Total	2,010	100	2,048	100	2,071	100	2,072	100	2,125	100
Ethnic Groups	#	%	#	%	#	%	#	%	#	%
American Indian	2	0.1	10	0.5	8	0.4	1	0.0	1	0.0
Asian	0	0.0	1	0.0	2	0.1	2	0.1	1	0.0
Black	535	26.6	571	27.9	595	28.7	605	29.2	626	29.5
Hispanic	5	0.2	6	0.3	6	0.3	5	0.2	7	0.3
Multiracial	1	0.0	1	0.0	1	0.0	1	0.0	1	0.0
White	1,467	73.0	1,459	71.2	1,459	70.4	1,458	70.4	1,489	70.1
Total	2,010	100	2,048	100	2,071	100	2,072	100	2,125	100

Assistant Principals

Figure 4.6 shows the number of assistant principals from FY01 to FY05. In FY05, Georgia had a total of 2,936 assistant principals, an increase of 2.6% from FY04. A small school may have no assistant principals, but a large high school may have several. A total of 1,036 schools reported having one assistant principal, 388 reported two, 169 reported three, and 130 reported four or more. One of those reported having ten.

Figure 4.6. Assistant Principals, FY01-FY05



The average age of assistant principals was 45.7 with average experience of 18.7 years. Assistant principals are the youngest of the administrative personnel group, in part because the position is typically an entry-level position for the school administration career path.

The percentage of assistant principals in the 41-50 years age group has declined since FY01. While the 31-40 and the 51-60 age groups have gradually increased. See Figure 4.7 and Table 4.4. The percentage of assistant principals over 51 years old has declined from 36.0% in FY03 to 34.7% in FY05. See Table 4.4.

The percentage of assistant principals with 25 and over years of experience has continued to fluctuate, decreasing from 29.1% in FY01 to 27.0% in FY02 and increased in FY02 through FY04 to decline again in FY05. See Table 4.4.

The percentage of assistant principals in the 10-14 years experience group has increased since FY01, while the percentage of assistant principals in the 20-24 and 25-29 age group has declined. See Figure 4.8.

Figure 4.7. Age Group Trends for Assistant Principals, FY01-FY05

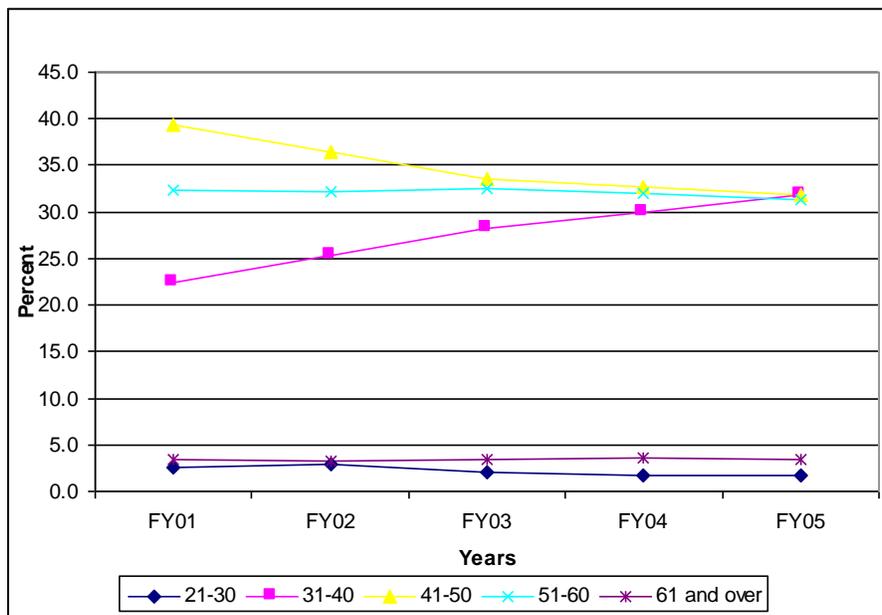


Figure 4.8. Experience Group Trends for Assistant Principals, FY01-FY05

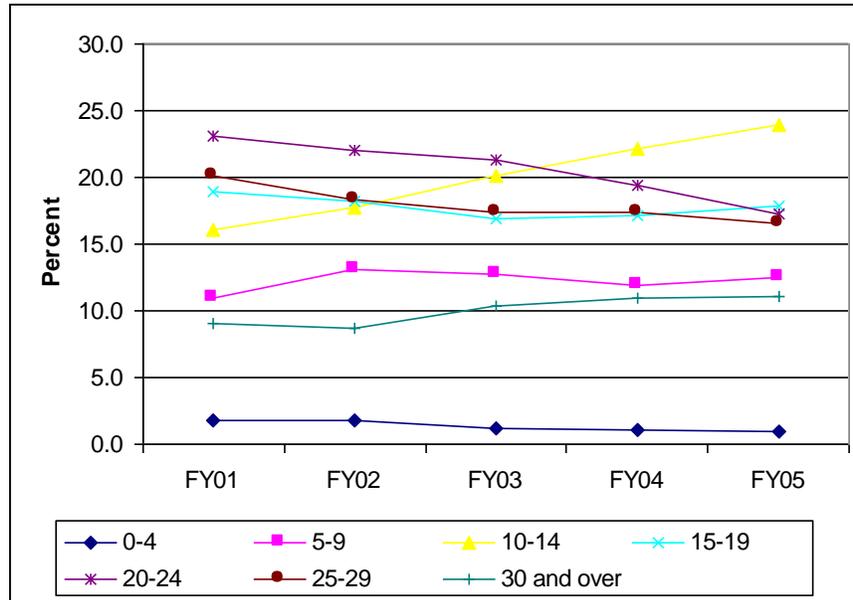


Table 4.4. Age and Experience Groups of Assistant Principals, FY01-FY05

	FY01		FY02		FY03		FY04		FY05	
Age	#	%	#	%	#	%	#	%	#	%
21-30	64	2.6	76	2.9	58	2.1	50	1.7	50	1.7
31-40	552	22.3	666	25.3	799	28.3	857	29.9	935	31.8
41-50	972	39.3	958	36.4	948	33.6	938	32.8	932	31.7
51-60	799	32.3	847	32.2	919	32.6	915	32.0	918	31.3
61 and over	85	3.4	84	3.2	98	3.5	103	3.6	101	3.4
	2,472	100	2,631	100	2,822	100	2,863	100	2,936	100
% 51 years and older		35.8		35.4		36.0		35.6		34.7
	FY01		FY02		FY03		FY04		FY05	
Experience	#	%	#	%	#	%	#	%	#	%
0-4	44	1.8	48	1.8	34	1.2	29	1.0	29	1.0
5-9	271	11.0	344	13.1	361	12.8	341	11.9	367	12.5
10-14	397	16.1	468	17.8	567	20.1	634	22.1	701	23.9
15-19	468	18.9	480	18.2	477	16.9	491	17.1	523	17.8
20-24	572	23.1	580	22.0	601	21.3	555	19.4	506	17.2
25-29	496	20.1	481	18.3	490	17.4	499	17.4	486	16.6
30 and over	224	9.1	230	8.7	292	10.3	314	11.0	324	11.0
	2472	100.0	2,631	100.0	2,822	100.0	2,863	100.0	2,936	100.0
% 25 years and older		29.1		27.0		27.7		28.4		27.6

In FY05, most assistant principals were White (64%), female (59.5%), and certified at the Education Specialist level (59.6%). The number of Black assistant principals increased from 29.9% in FY01 to 40.5% in FY05. The number of Hispanic assistant principals doubled from 7 in FY01 to 14 in FY02, but has only

risen to 16 since then. Table 4.5 shows the number and percentages of assistant principals by gender and ethnicity from FY01 to FY05.

Table 4.5. Gender and Ethnic Distribution of Assistant Principals, FY01-FY05

Characteristics	FY01		FY02		FY03		FY04		FY05	
Gender	#	%	#	%	#	%	#	%	#	%
Male	1,035	41.9	1,080	41.0	1,127	39.9	1,148	40.1	1,190	40.5
Female	1,437	58.1	1,551	59.0	1,695	60.1	1,715	59.9	1,746	59.5
Total	2,472	100	2,631	100	2,822	100	2,863	100	2,936	100
Ethnic Groups	#	%	#	%	#	%	#	%	#	%
American Indian	3	0.1	13	0.5	10	0.4	5	0.2	5	0.2
Asian	3	0.1	3	0.1	3	0.1	3	0.1	3	0.1
Black	739	29.9	833	31.7	944	33.5	975	34.1	1,032	35.1
Hispanic	7	0.3	14	0.5	14	0.5	15	0.5	16	0.5
Multiracial	1	0.0	1	0.0	2	0.1	2	0.1	2	0.1
White	1,719	69.5	1,767	67.2	1,849	65.5	1,863	65.1	1,878	64.0
Total	2,472	100	2,631	100	2,822	100	2,863	100	2,936	100

Curriculum Directors

Figure 4.9 shows the number of curriculum directors from FY01 to FY05. Generally, a school system will have one curriculum director, although larger systems may have several who specialize in content areas. Seventy-three systems reported having one curriculum director, 19 reported two, and 10 reported three. Only three systems reported having four or five curriculum directors. In FY05, the number of curriculum directors increased by 7.1% from 198 in FY04. This is fewer curriculum directors than in the three prior years. The mean age of curriculum directors was 52.0 years, while their average experience was 24.9 years. The mean age and experience of curriculum directors was a 0.1 percentage lower than those reported in FY04.

Figure 4.9. Curriculum Directors, FY01-FY05

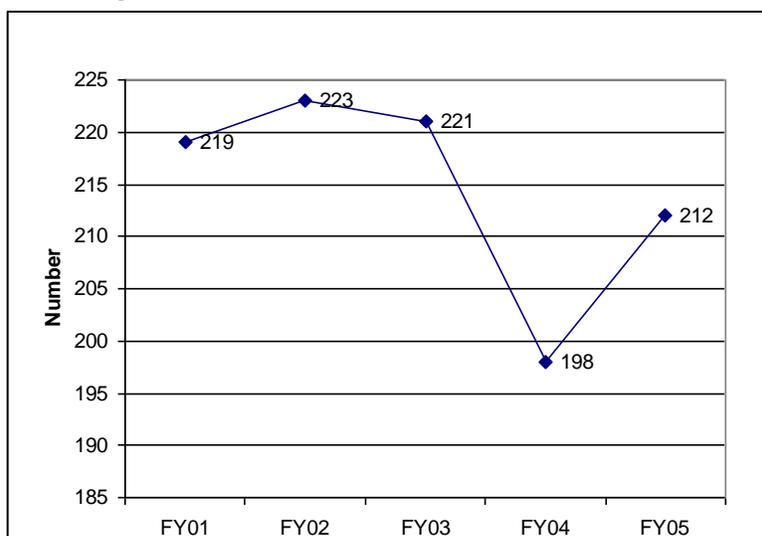


Table 4.6 shows the number and percentages of curriculum directors by gender and ethnicity from FY01 to FY05. As in previous years, most curriculum directors were White (82.5%), female (76.9%), and certified at the Education Specialist level (57.5%). The ethnic ratio for curriculum directors has essentially remained constant since FY02.

Table 4.6. Gender and Ethnic Distribution of Curriculum Directors, FY01-FY05

Characteristics	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	55	25.1	59	26.5	47	21.3	44	22.2	49	23.1
Female	164	74.9	164	73.5	174	78.7	154	77.8	163	76.9
Total	219	100	223	100	221	100	198	100	212	100
Ethnic Groups	#	%	#	%	#	%	#	%	#	%
Asian	0	0.0	0	0.0	1	0.5	1	0.5	1	0.5
Black	34	15.5	38	17.0	37	16.7	30	15.2	35	16.5
Hispanic	1	0.5	2	0.9	1	0.5	1	0.5	1	0.5
White	184	84.0	183	82.1	182	82.4	166	83.8	175	82.5
Total	219	100	223	100	221	100	198	100	212	100

Technology Directors

The number of technology directors increased to 60 in FY05. The mean age of technology directors was 48.3 years, while their average experience was 20.4 years. The mean age and average experience decreased in FY05 from 49.9 and 21.7 years respectively.

Table 4.7 shows the number and percentages of technology directors by gender and ethnicity from FY01 to FY05. In FY05, as before, almost all technology directors were White (93.3%), and most (60%) were male. Fewer than half (43.3%) were certified at the Education Specialist level. The number of female technology directors has increased from a recent low of 19 in FY03 to 24 in FY05. There were three Black technology directors in FY05.

Table 4.7. Gender and Ethnic Distribution of Technology Directors, FY01-FY05

Characteristics	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Male	35	63.6	35	61.4	35	64.8	34	60.7	36	60.0
Female	20	36.4	22	38.6	19	35.2	22	39.3	24	40.0
Total	55	100	57	100	54	100	56	100	60	100
Ethnic Groups	#	%	#	%	#	%	#	%	#	%
Asian	0	0.0	0	0.0	0	0.0	0	0.0	1	1.7
Black	3	5.5	3	5.3	2	3.7	2	3.6	3	5.0
Hispanic	0	0.0	1	1.8	1	1.9	0	0.0	0	0.0
White	52	94.5	53	93.0	51	94.4	54	96.4	56	93.3
Total	55	100	57	100	54	100	56	100	60	100

Special Education Directors

In FY05 there were a total of 171 special education directors in Georgia, a decrease of four (2.3%) from FY04. Of 180 school systems, 128 reported having one director, 14 reported having two, and four reported having three or more directors. The mean age of special education directors in FY05 was 50.2 years, and their average experience was 23.2 years. Figure 4.10 shows the number of special education directors from FY01 to FY05.

Figure 4.10. Special Education Directors, FY01-FY05

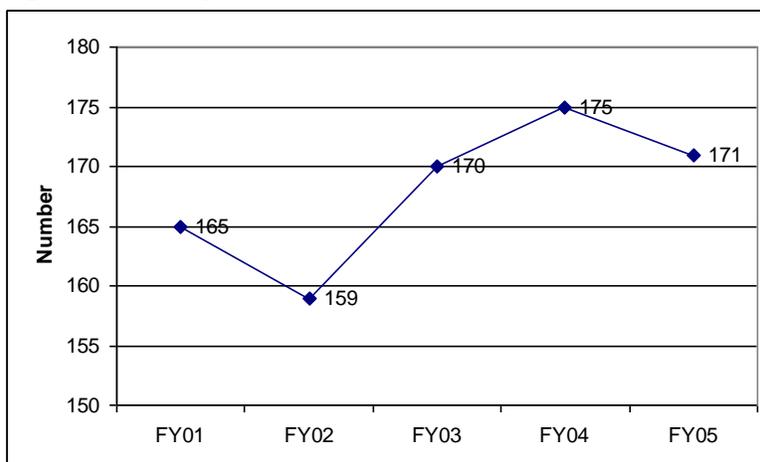


Table 4.8 shows the number and percentages of special education directors by gender and ethnicity from FY01 to FY05. Most special education directors in FY05 were White (86%) and female (86.5%). Slightly more than half were certified at the Education Specialist level (56.7%). The number of Black special education directors decreased from 26 in FY04 to 23 in FY05.

Table 4.8. Gender and Ethnic Distribution of Special Education Directors, FY01-FY05

Characteristics	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	33	20.0	25	15.7	24	14.1	26	14.9	23	13.5
Female	132	80.0	134	84.3	146	85.9	149	85.1	148	86.5
Total	165	100	159	100	170	100	175	100	171	100
Ethnic Groups										
Asian	0	0.0	1	0.6	1	0.6	1	0.6	0	0.0
Black	18	10.9	18	11.4	20	11.8	23	13.1	23	13.5
Hispanic	1	0.6	0	0.0	0	0.0	1	0.6	1	0.6
White	146	88.5	139	88.0	149	87.6	150	85.7	147	86.0
Total	165	100	158	100	170	100	175	100	171	100

Vocational Education Directors

The number of vocational education directors declined 15.3% from FY01 to FY05 to 150 from a four-year high in FY04. The average age of vocational education directors in FY05 was 50.6 years, while their average experience was 23.2 years.

Figure 4.11. Vocational Education Directors, FY01-FY05

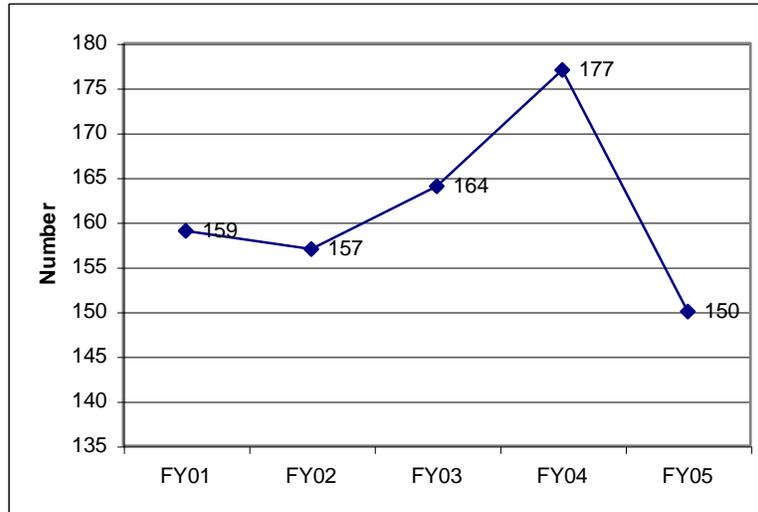


Table 4.9 shows the number and percentages of vocational education directors by gender and ethnicity from FY01 to FY05. In FY05, the large majority of vocational education directors were White (78%), and slightly more than half were certified at the Education Specialist level (56.0%). All of the loss of these directors was from the White group; the number of Black directors remained the same. The decline in directors from FY04 to FY05 showed a decrease of 16 women and 11 men.

Table 4.9. Gender and Ethnic Distribution of Vocational Education Directors, FY01-FY05

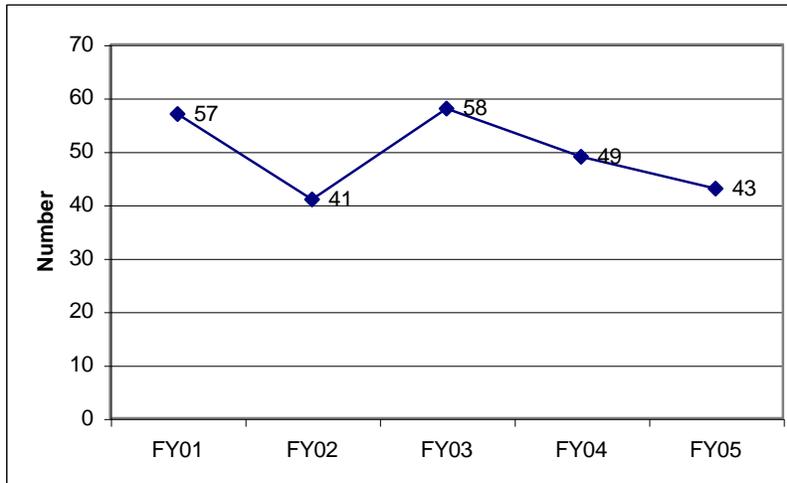
Characteristics	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	92	57.9	88	56.1	91	55.5	87	49.2	76	50.7
Female	67	42.1	69	43.9	73	44.5	90	50.8	74	49.3
Total	159	100	157	100	164	100	177	100	150	100
Ethnic Groups	#	%	#	%	#	%	#	%	#	%
Asian	1	0.6	1	0.6	1	0.6	1	0.6	0	0.0
Black	26	16.4	30	19.1	31	18.9	33	18.6	33	22.0
White	132	83.0	126	80.3	132	80.5	143	80.8	117	78.0
Total	159	100	157	100	164	100	177	100	150	100

Athletic Directors

Athletic directors were reported by 34 school systems. Of those, 31 reported a single director and three reported more than one. Figure 4.12 shows the number of athletic directors from FY01 to FY05. In FY05, the number of athletic directors declined to 43 from 49 in FY04. The number of all athletic directors has declined by 25.9% since FY03. The average age of athletic directors in FY05 was 49.2

years, while their average experience was 22.6 years. The average age of athletic directors increased from the 48.8 years reported in FY04, although the average experience decreased from FY04 (23.6 years). In FY05, almost all athletic directors were White (90.7%) and male (95.3%).

Figure 4.12. Athletic Directors, FY01-FY05

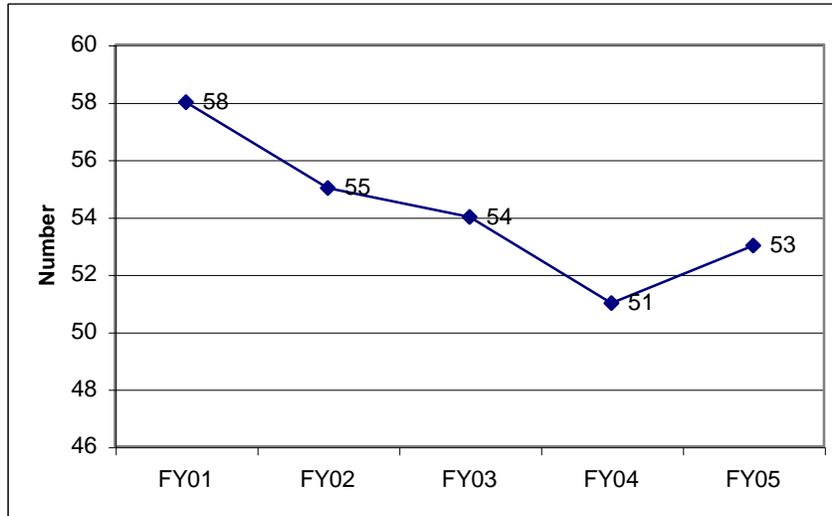


In FY05, the typical athletic director was White (90.7%), male (95.3%) and certified at the Master's level (48.8%). In FY05, decreases were experienced in the number of male (12.8%), White (11.4%) and Black (20%) athletic directors.

Human Resources Directors

Figure 4.13 shows the number of human resources directors from FY01 to FY05. The mean age of human resources directors in FY05 was 53.5 years, while their average experience was 25.4 years. The average experience of human resources directors declined in FY05 from the 26.9 years reported in FY04, while their average age remained the same as in FY04.

Figure 4.13. Human Resources Directors, FY01-FY05



In FY05, the typical human resources director was White (84.9%) and certified at the Education Specialist level (62.3%). The number of male human resources directors continues to increase while the number of female human resources directors continues to decline. If this trend continues the number of male human resources directors may catch up and exceed the number of female human resources directors. The number of Black human resources directors has decreased from 13 in FY01 to 8 in FY05.

Instructional Supervisors

Figure 4.14 shows the number of instructional supervisors from FY01 to FY05. The number of instructional supervisors has increased for two years following a decline in FY02 and FY03, by a total gain of 8.2% from FY03. In FY05, the mean age of instructional supervisors was 49.4 years, and their average experience was 21.3 years. The mean age and experience of instructional supervisors declined in FY05 from 49.6 and 21.9 years respectively.

Figure 4.14. Instructional Supervisors, FY01-FY05

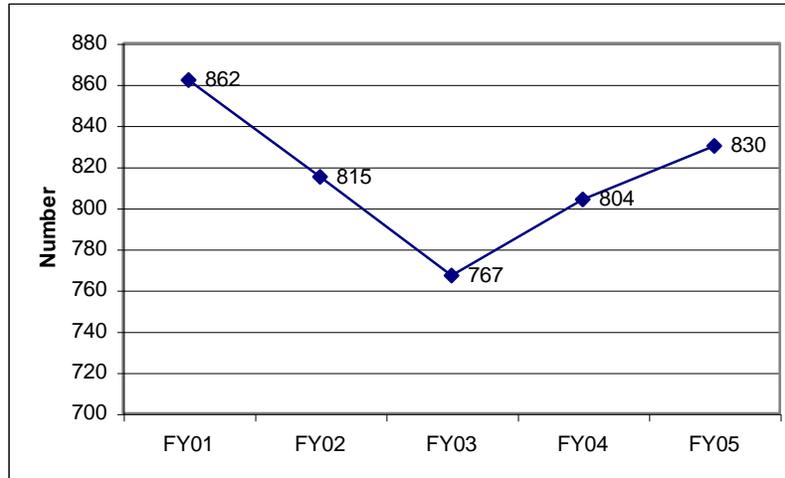


Table 4.10 shows the number and percentages of instructional supervisors by gender and ethnicity from FY01 to FY05. In FY05, the typical Instructional Supervisor was White (66.4%), female (86.7%) and certified at the Education Specialist level (43.7%). Decreases were experienced in the number of male (4.4%) and American Indian (25%) instructional supervisors. The number of Black instructional supervisors increased for the second consecutive year, while the number of Asian instructional supervisors also increased from zero in FY04 to one in FY05.

Table 4.10. Gender and Ethnic Distribution of Instructional Supervisors, FY01-FY05

Characteristics	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	130	15.1	130	16.0	114	14.9	115	14.3	110	13.3
Female	732	84.9	685	84.0	653	85.1	689	85.7	720	86.7
Total	862	100	815	100	767	100	804	100	830	100
Ethnic Groups	#	%	#	%	#	%	#	%	#	%
American Indian	4	0.5	5	0.6	5	0.7	4	0.5	3	0.4
Asian	1	0.1	1	0.1	0	0.0	0	0.0	1	0.1
Black	291	33.8	288	35.3	234	30.5	245	30.5	271	32.7
Hispanic	2	0.2	3	0.4	4	0.5	4	0.5	4	0.5
White	564	65.4	518	63.6	524	68.3	551	68.5	551	66.4
Total	862	100	815	100	767	100	804	100	830	100

Pre-Kindergarten Directors

As Pre-Kindergarten enrollment has increased at more than twice the rate as overall enrollment (3.8% per year on average vs. 1.7% in five years), the number of Pre-Kindergarten directors in the state increased to 30 from 20 since FY02.

The mean age of these directors was 53.3 years in FY05, while their average experience was 24.7 years. The average age and experience of Pre-Kindergarten Directors increased in FY05 from the 50.5 and 22.1 years respectively, as reported in FY04.

In FY05, most Pre-Kindergarten directors were White (73.3%) and certified at the Education Specialist level (66.7%), and almost all were female (96.7%). There was one male Pre-Kindergarten director.

Kindergarten Directors

As in previous years only one system in Georgia had a Kindergarten Director in FY05.

In summary, a majority of administrative personnel are White and female. While it is not surprising that a female-dominated profession such as teaching generates more female administrative personnel, it may be important that all the authority figures students see in school are of one gender. Just as it is important to have an ethnically diverse workforce, so it is gender wise. In addition, when male students associate teaching and school administrators with the female and femininity, it may contribute to the difficulty in attracting or recruiting male candidates into the field, thus compounding the problem.

Student Services Personnel

There were 10,066 student services personnel in FY05, up by 2.8% from FY04. This growth rate is an increase from the 1% growth experienced in FY04. Figure 4.15 shows the number of Student Services personnel from FY01 to FY05. Increases were experienced in all student services personnel categories in FY05.

Figure 4.15. Total Student Services Personnel, FY01-FY05

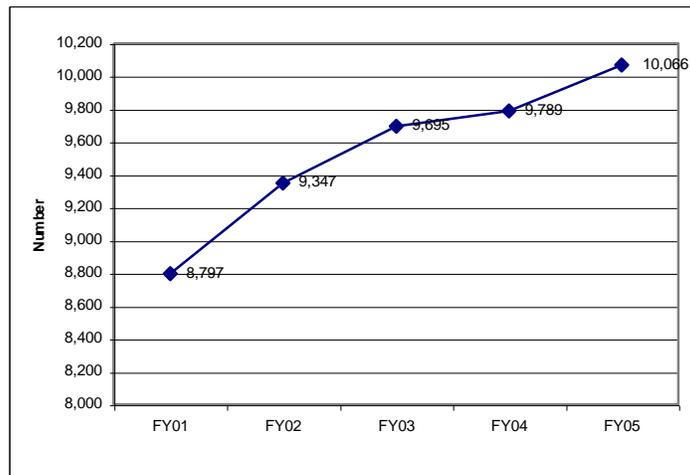


Table 4.11. Student Services Personnel in Georgia, FY01-FY05

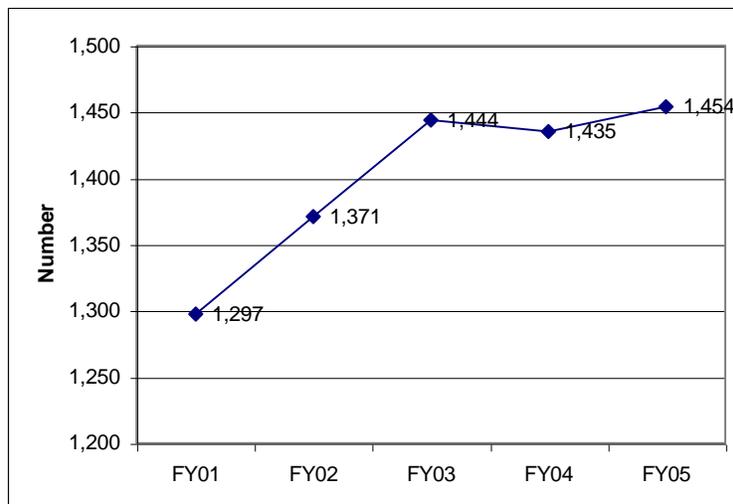
Category	FY01	FY02	FY03	FY04	FY05
Elementary Grades Counselor	1,297	1,371	1,444	1,435	1,454
High School Counselor	927	981	1,021	1,033	1,060
Middle Grades Counselor	926	967	961	968	1,005
Media Specialists	2,092	2,137	2,159	2,190	2,232
Other Student Services	1,046	1,235	1,418	1,411	1,489
School Psychologists	583	630	658	679	701
School Social Workers	449	483	497	503	529
Speech & Language Pathologists	1,477	1,543	1,537	1,570	1,596
Total	8,797	9,347	9,695	9,789	10,066
Year-to-Year Growth Rate	4.5	6.3	3.7	1.0	2.8

The following section discusses the demographic characteristics of each student services personnel group.

Elementary Grades Counselors

Figure 4.16 shows the number of elementary counselors from FY01 to FY05. The number of elementary counselors in the state resumed gains greater in FY05, after a very small decrease in FY04. The mean age of elementary counselors in FY05 was 45.5 years and their average experience was 15.4 years.

Figure 4.16. Elementary Grades Counselors, FY01-FY05



In FY05, the typical elementary counselor was White (70.8%) and certified at the Master's level (61.3%). More than 9 in 10 were female (90.2%). There were three

Hispanic and five Asian elementary counselors. The number of male elementary counselors decreased by 13.1% in FY05. Table 4.12 shows the number and percentages of elementary counselors by gender and ethnicity from FY01 to FY05.

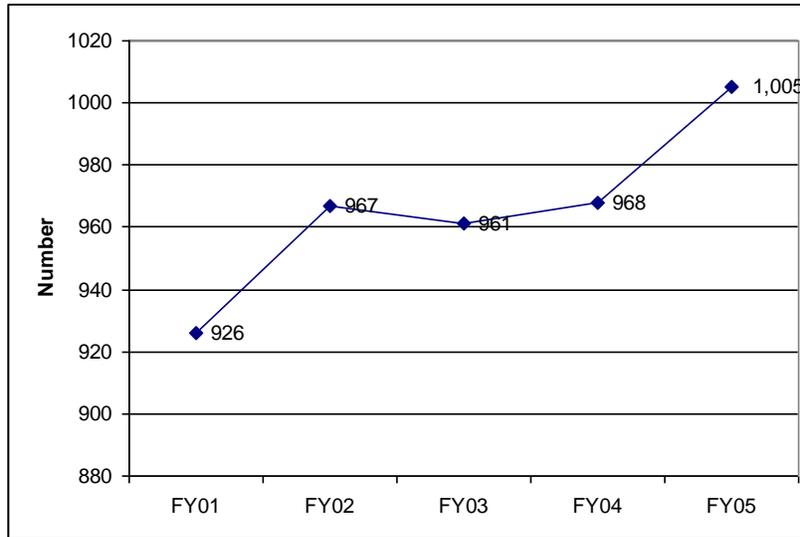
Table 4.12. Gender and Ethnic Distribution of Elementary Grades Counselors, FY01-FY05

Characteristics	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	111	8.6	117	8.5	129	8.9	130	10.0	113	8.4
Female	1,186	91.4	1,254	91.5	1,315	91.1	1,305	90.9	1,341	92.2
Total	1,297	100	1,371	100	1,444	100	1,435	100	1,454	100
Ethnic Groups	#	%	#	%	#	%	#	%	#	%
American Indian	1	0.1	0	0.0	0	0.0	1	0.1	1	0.1
Asian	2	0.2	1	0.1	3	0.2	3	0.2	5	0.3
Black	362	27.9	401	29.2	425	29.4	429	29.9	412	28.3
Hispanic	3	0.2	3	0.2	5	0.3	3	0.2	5	0.3
Multiracial		0.0		0.0	1	0.1	2	0.1	1	0.1
White	929	71.6	966	70.5	1,010	69.9	997	69.5	1,030	70.8
Total	1,297	100	1,371	100	1,444	100	1,435	100	1,454	100

Middle Grades Counselors

Figure 4.17 shows the number of middle grades counselors from FY01 to FY05. Georgia had a total of 1,005 middle grades counselors in FY05, an increase of 3.8% from FY04 (968). The mean age of these counselors was 45.4 years, while their average experience was 15.3 years.

Figure 4.17. Middle Grades Counselors, FY01-FY05



In FY05, the typical Middle Grades Counselor was White (61.3%), female (85.9%) and certified at the Master’s level (64.5%). The number of male middle grades counselors decreased for the third consecutive year by a total of 7.2% since FY03. While there were only four Hispanic counselors in middle schools, the number of Black continues to increase, growing by 11% from FY04 (344) to FY05 (382). Table 4.13 shows the gender and ethnic distribution of middle grades counselors for FY01 to FY05.

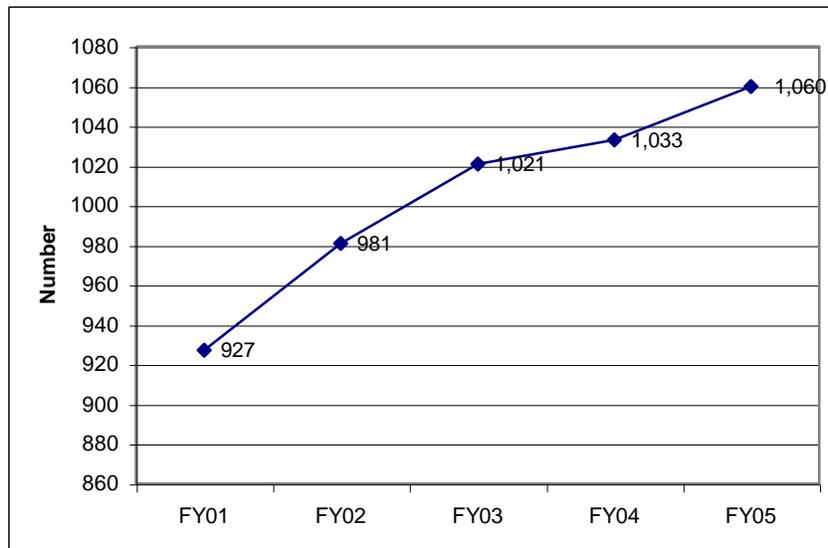
Table 4.13. Gender and Ethnic Distribution of Middle Grades Counselors, FY01-FY05

Characteristics	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	144	15.6	153	15.8	151	15.7	149	15.4	142	14.1
Female	782	84.4	814	84.2	810	84.3	819	84.6	863	85.9
Total	926	100	967	100	961	100	968	100	1,005	100
Ethnic Groups	#	%	#	%	#	%	#	%	#	%
American Indian	0	0.0	0	0.0	0	0.0	0	0.0	2	0.2
Asian	1	0.1	0	0.0	0	0.0	1	0.1	0	0.0
Black	306	33.0	320	33.1	327	34.0	344	35.5	382	38.0
Hispanic	3	0.3	3	0.3	4	0.4	4	0.4	4	0.4
Multiracial	0	0.0	1	0.1	0	0.0	0	0.0	1	0.1
White	616	66.5	643	66.5	630	65.6	619	63.9	616	61.3
Total	926	100	967	100	961	100	968	100	1,005	100

High School Counselors

Figure 4.18 shows the number of Georgia high school counselors from FY01 to FY05. In FY05 the number of high school counselors increased by 3.2% to 1,060. They group has increased in size by 15.0% since FY01. The mean age of high school counselors in FY05 was 46.6 years, while their average experience was 17.1 years.

Figure 4.18. High School Counselors, FY01-FY05



In FY05, most high school counselors were White (65.8%), female (79.9%), and certified at the Master's level (59.1%). The number of Black high school counselors had increased by 25.2% since FY01. There were six Hispanic high school counselors in FY05. Table 4.14 shows the gender and ethnic distribution of high school counselors for FY01 to FY05.

Table 4.14. Gender and Ethnic Distribution of High School Counselors, FY01-FY05

Characteristics	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	210	22.7	206	21.0	213	20.9	212	20.5	213	20.1
Female	717	77.3	775	79.0	808	79.1	821	79.5	847	79.9
Total	927	100	981	100	1,021	100	1,033	100	1,060	100
Ethnic Groups										
American Indian	0	0.0	0	0.0	0	0.0	1	0.1	1	0.1
Black	282	30.4	303	30.9	316	31.0	319	30.9	353	33.3
Hispanic	2	0.2	4	0.4	4	0.4	5	0.5	6	0.6
Multiracial	2	0.2	2	0.2	2	0.2	3	0.3	2	0.2
White	641	69.1	672	68.5	699	68.5	705	68.2	698	65.8
Total	927	100	981	100	1,021	100	1,033	100	1,060	100.0

In Chapter 2 of this report, it is shown how more than 90% of Kindergarten age Hispanic children are in school in Kindergarten compared to less than 30% in High school. While efforts are being made to recruit Hispanic teachers and have more teachers acquire ESOL endorsement, school counselors are another personnel group in the school that may be of great help in the adjustment and retention of non-English speaking students especially Hispanics. Special efforts are required in Georgia to recruit these counselors. The school systems cannot afford to wait and hope that enough Hispanic counselors percolate from among the teachers, especially since there are not enough Hispanic teachers either. Recruitment efforts need to reach down to middle and high school or at least two-year colleges to encourage such targeted groups of interest to use the HOPE scholarship to complete four-year degrees in the areas of need.

Media Specialists

Figure 4.19 shows the number of media specialists from FY01 to FY05. The number of media specialists in Georgia has increased 6.7% to 2,232 since FY01. The mean age of media specialists was 48.9 years while their average experience was 18.3 years.

Figure 4.19. Media Specialists, FY01-FY05

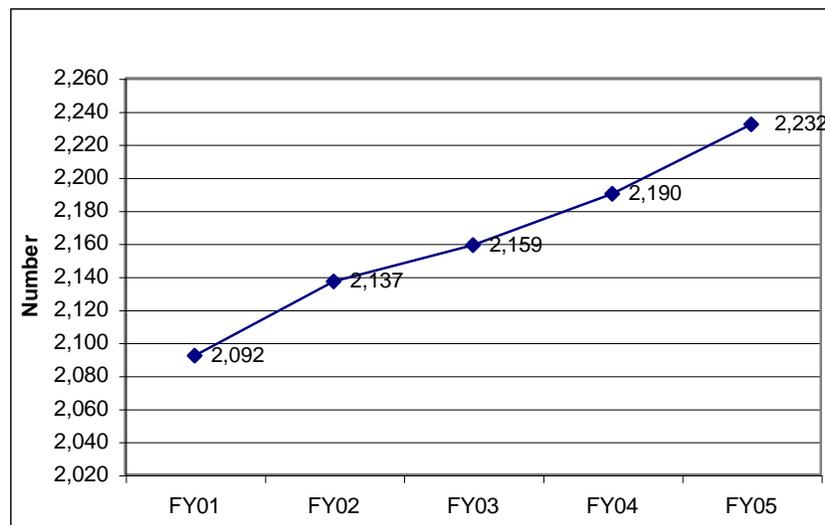


Table 4.15 shows the number and percentages of media specialists by gender and ethnicity for FY01 to FY05. In FY05, the large majority of media specialists were White (86.5%) and female (93.4%). Most were certified at the Master's level (63.8%).

Table 4.15. Gender and Ethnic Distribution of Media Specialists, FY01-FY05

Characteristics	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	118	5.6	126	5.9	133	6.2	136	6.2	147	6.6
Female	1,974	94.4	2,011	94.1	2,026	93.8	2,054	93.8	2,085	93.4
Total	2,092	100	2,137	100	2,159	100	2,190	100	2,232	100
Ethnic Groups	#	%	#	%	#	%	#	%	#	%
American Indian	0	0.0	0	0.0	3	0.1	4	0.2	3	0.1
Asian	4	0.2	5	0.2	3	0.1	2	0.1	4	0.2
Black	275	13.1	270	12.6	276	12.8	276	12.6	286	12.8
Hispanic	3	0.1	3	0.1	2	0.1	3	0.1	4	0.2
Multiracial	2	0.1	2	0.1	4	0.2	4	0.2	5	0.2
White	1,808	86.4	1,857	86.9	1,871	86.7	1,901	86.8	1,930	86.5
Total	2,092	100	2,137	100	2,159	100	2,190	100	2,232	100

Speech and Language Pathologists

Figure 4.20 shows the number of speech and language pathologists from FY01 to FY05. In FY05, Georgia had 1,596 speech and language pathologists. There has been an 8.1% increase in the group since FY01. The mean age of this group in the state was 40.8 years; their average experience was 12.1 years.

Figure 4.20. Speech & Language Pathologists, FY01-FY05

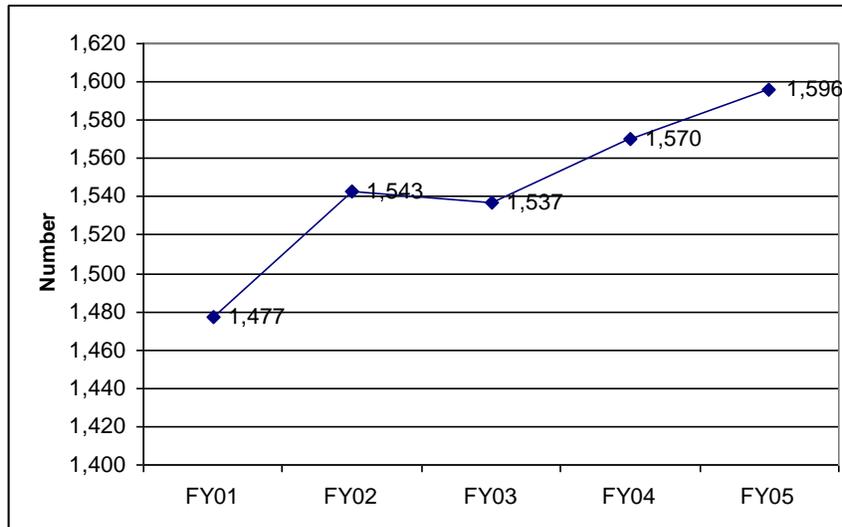


Table 4.16 shows the number and percentages of speech and language pathologists by gender and ethnicity. In FY05, most of the group was White (83.6%) and certified at the Master’s level (85%). Almost all were female (97.0%), Speech and language pathologists have on average been younger than the other student services personnel groups (40.8 years). In FY05, decreases

were seen in the number of Black (1.9%) and male (9.4%) speech and language pathologists.

Table 4.16. Gender and Ethnic Distribution of Speech & Language Pathologists, FY01-FY05

Characteristics	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	47	3.18	47	3.0	51	3.3	53	3.4	48	3.0
Female	1,430	96.82	1,496	97.0	1,486	96.7	1,517	96.6	1,548	97.0
Total	1,477	100	1,543	100	1,537	100	1,570	100	1,596	100
Ethnic Groups	#	%	#	%	#	%	#	%	#	%
American Indian	5	0.3	2	0.1	0	0.0	0	0.0	1	0.1
Asian	0	0.0	1	0.1	2	0.2	0	0.0	1	0.1
Black	246	20.2	254	19.9	243	19.0	258	19.8	253	19.0
Hispanic	7	0.6	9	0.7	9	0.7	5	0.4	6	0.4
Multiracial	1	0.1	1	0.1	2	0.2	1	0.1	0	0.0
White	1,218	100.0	1,276	100.0	1,281	100.0	1,306	100.0	1,335	100.0
Total	1,477	121	1,543	121	1,537	120	1,570	120	1,596	120

School Psychologists

The number of School Psychologists was 701 in FY05, increasing by 20.2% since FY01. The mean age of School Psychologists was 43.9 years, while their average experience was 13.7 years. Figure 4.21 shows the number of School Psychologists from FY01 to FY05.

Figure 4.21. School Psychologists, FY01-FY05

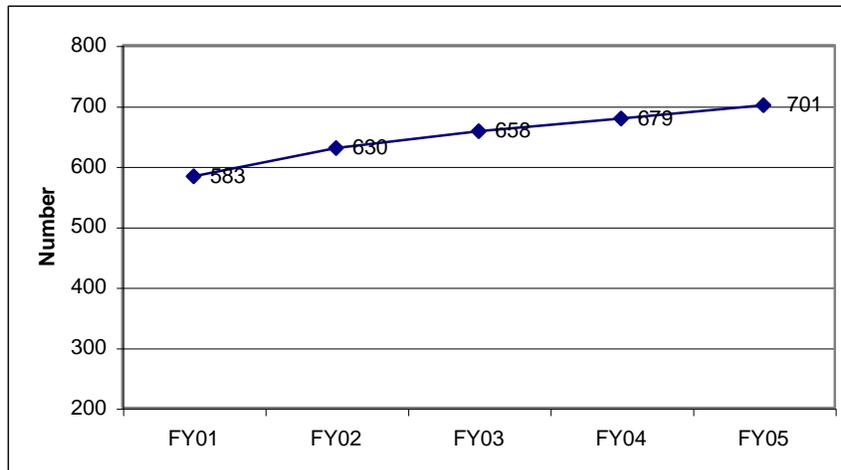


Table 4.17 shows the number and percentages of school psychologists by gender and ethnicity. In FY05, the typical school psychologist was White (82%), female (82.7%), and certified at the Education Specialist level (74%). The growth

in the group since FY01 is attributable almost entirely to women. There are very few school psychologists of any minority other than Black.

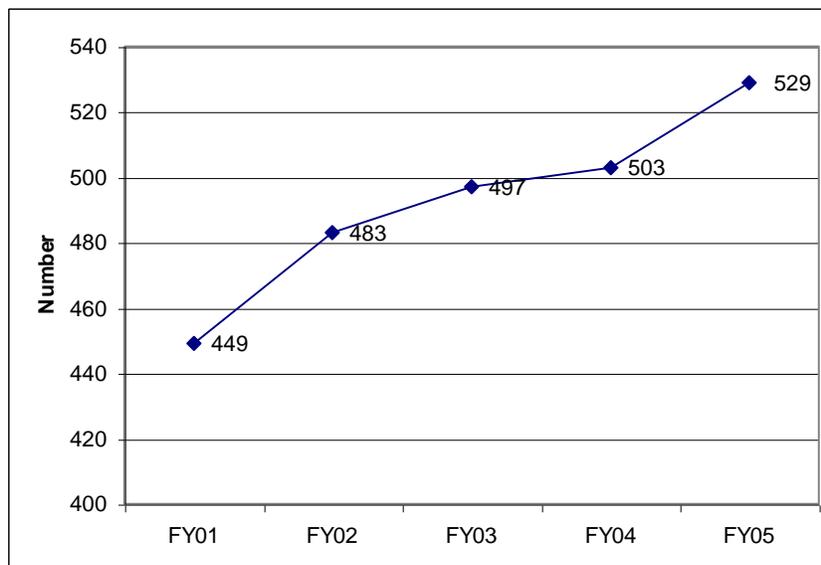
Table 4.17. Gender and Ethnic Distribution of School Psychologists, FY01-FY05

Characteristics	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Male	129	22.13	124	19.7	130	19.8	125	18.4	121	17.3
Female	454	77.87	506	80.3	528	80.2	554	81.6	580	82.7
Total	583	100	630	100	658	100	679	100	701	100
Ethnic Groups	#	%	#	%	#	%	#	%	#	%
American Indian	2	0.3	1	0.2	1	0.2	1	0.1	1	0.1
Asian	4	0.7	4	0.6	5	0.8	4	0.6	5	0.7
Black	71	12.2	79	12.5	85	12.9	90	13.3	113	16.1
Hispanic	5	0.9	5	0.8	7	1.1	9	1.3	7	1.0
Multiracial	1	0.2	1	0.2	1	0.2	1	0.1	0	0.0
White	500	85.8	540	85.7	559	85.0	574	84.5	575	82.0
Total	583	100	630	100	658	100	679	100	701	100

School Social Workers

Figure 4.22 shows the number of school social workers from FY01 to FY05. The number of school social workers has increased since FY01. In FY05, Georgia had a total of 529 school social workers; this has been an increase of 17.8% since FY01. The average age of school social workers was 44.7 years and their average experience was 13.5 years.

Figure 4.22. School Social Workers, FY01-FY05



In FY05, most school social worker were White (54.4%), female (80.7%) and certified at the Master’s level (62.9%). The number of Black school social workers has increased from 40.8% to 43.7% of the group. There are very few social workers of other minorities. Table 4.18 shows the number and percentages of school social worker by gender and ethnicity.

Table 4.18. Gender and Ethnic Distribution of School Social Workers, FY01-FY05

Characteristics	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	92	20.49	92	19.0	89	17.9	94	18.7	102	19.3
Female	357	79.51	391	80.95	408	82.1	409	81.3	427	80.7
Total	449	100	483	100	497	100	503	100	529	100
Ethnic Groups	#	%	#	%	#	%	#	%	#	%
American Indian	0	0.0	1	0.2	1	0.2	1	0.2	1	0.2
Asian	1	0.2	1	0.2	0	0.0	0	0.0	0	0.0
Black	183	40.8	202	41.8	210	42.3	209	41.6	231	43.7
Hispanic	6	1.3	6	1.2	7	1.4	7	1.4	9	1.7
Multiracial	0	0.0	0	0.0	0	0.0	1	0.2	0	0.0
White	259	57.7	273	56.5	279	56.1	285	56.7	288	54.4
Total	449	100	483	100	497	100	503	100	529	100

Most recruitment efforts are targeted to only the teaching workforce. Recruitment efforts should be targeted in this area to attract Hispanic and/or Spanish speaking social workers into the middle and high school levels. Given that administrators and student serviced personnel are important to building and maintaining a learning community in school, it is important that more efforts be made to recruit and keep a more diversified and qualified workforce. The fast growth in student enrollment of non-English speakers should necessitate a corresponding growth in student services personnel. These groups of personnel, as well as teachers, need to be able to communicate with students in order to help them through periods of adjustment.

Table 4.1 through Table 4.36 in Appendix D presents more detailed demographic information on Georgia’s FY05 administrative and student services workforce. Personnel categories are presented there by RESA and school systems.

Chapter 5: Demand of Administrative and Student Services Personnel

Attrition of Administrative Personnel

Attrition is pervasive among administrative personnel even more than among teachers. Nevertheless, only principal and assistant principal groups are numerically large enough to receive a separate examination and analysis.

Attrition of Principals

Three hundred and twenty-nine principals left their positions after FY04, a slight increase over the 321 recorded the previous year. See Table 5.1. This amounts to a 15.9% attrition rate, a slight increase over 15.5% for FY03 and much higher than teacher attrition of 9.2% in FY04. See Figure 5.1. The age range of principals was from 30 years to 69 years, comparable to 28 years to 69 years the previous year. The mean age was 52.7 years. The range of experience expanded to 3 to 44 years compared to 4 to 43 years, the previous year. See Table 5.1.

Table 5.1. Experience and Age of Principals Who Left Their Positions, FY01-FY04

Experience	FY01	FY02	FY03	FY04
Number	311	289	321	329
Minimum	1	0	4	3
Maximum	49	43	43	44
Mean	25.9	25.5	25.5	26.3
Standard Deviation	7.2	7.9	6.7	7.0
Age	FY01	FY02	FY03	FY04
Number	311	289	321	329
Minimum	32	33	28	30
Maximum	72	76	69	69
Mean	53.5	52.9	52.9	52.7
Standard Deviation	6.5	6.6	6.7	6.9

Seventy-three percent of the principals who left their position were 51 years or older and 62.9% of them had 25 or more years of experience. See Tables 5.2 and 5.3.

Table 5.2. Experience Group of Principals Who Left Their Positions, FY01-FY04

Experience Groups	FY01		FY02		FY03		FY04	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
0-4 years	3	1.0	7	2.4	3	.9	1	0.3
5-9 years	5	1.6	5	1.7	6	1.9	10	3
10-14 years	15	4.8	17	5.9	16	5.0	20	6.1
15-19 years	35	11.3	30	10.4	30	9.3	28	8.5
20-24 years	55	17.7	43	14.9	55	17.1	63	19.1
25-29 years	96	30.9	98	33.9	122	38.0	120	36.5
30 and above	102	32.8	89	30.8	89	27.7	87	26.4
Total	311	100	289	100	321	100	329	100
Principal Total	2,010		2,048		2,071		2,072	
% Attrition	15.5%		14.1%		15.5%		15.9%	

Table 5.3. Age Group of Principals Who Left Their Positions, FY01-FY04

Age Groups	FY01		FY02		FY03		FY04	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
21-30	0	0.0	0	0.0	1	0.3	1	0.3
31-40	12	3.9	16	5.6	23	7.2	21	6.4
41-50	70	22.5	59	20.4	62	19.3	66	20.1
51-60	192	61.7	185	64.0	202	62.9	207	62.9
61 and Higher	37	11.9	29	10.0	33	10.4	34	10.3
Total	311	100	289	100	321	100	329	100

Table 5.4 shows that 201 of the principals who left their positions were 51 years or older and also had 25 or more years of experience. This translates into 23.5% of all the FY04 principals with similar age and experience demographics. This statistic should be of concern as principals, in particular, and administrators in general, get older because the data imply the need to replace almost one in every four principals of that age and experience group every year.

Table 5.4. Attrition of Principals 51 Years or Older and 25 or More Years Experience, FY01-FY05

Category	Years				
	FY01	FY02	FY03	FY04	FY05
All Assistant Principals	2010	2048	2071	2072	2125
# Age 51+ and Experience 25+ Years	911	827	852	857	826
% 51+ yrs & 25+ Experience	45.3	40.4	41.1	41.4	38.9
Attrition from Group	193	173	204	201	
% Attrition from Group	21.2	20.9	23.9	23.5	

More than half (189, 57.4%) of the principals who left their positions exited the Georgia public school system altogether. See Table 5.5. Over eighty-nine

percent (169 or 89.4%) of these principals were 51 years or older and 81% (153) had 25 years or more experience.

Table 5.5. FY04 Principals that Left Georgia Public Schools Distributed by Age and Experience Groups, FY05

Experience Groups	Age Groups					Total
	21-30	31-40	41-50	51-60	61 & Above	
0-4	0	1	0	0	0	1
5-9	0	1	1	0	0	2
10-14	0	4	0	0	0	4
15-19	0	0	4	2	1	7
20-24	0	0	10	8	4	22
25-29	0	0	3	69	7	79
30 & Over	0	0	0	56	18	74
Total	0	6	18	135	30	189

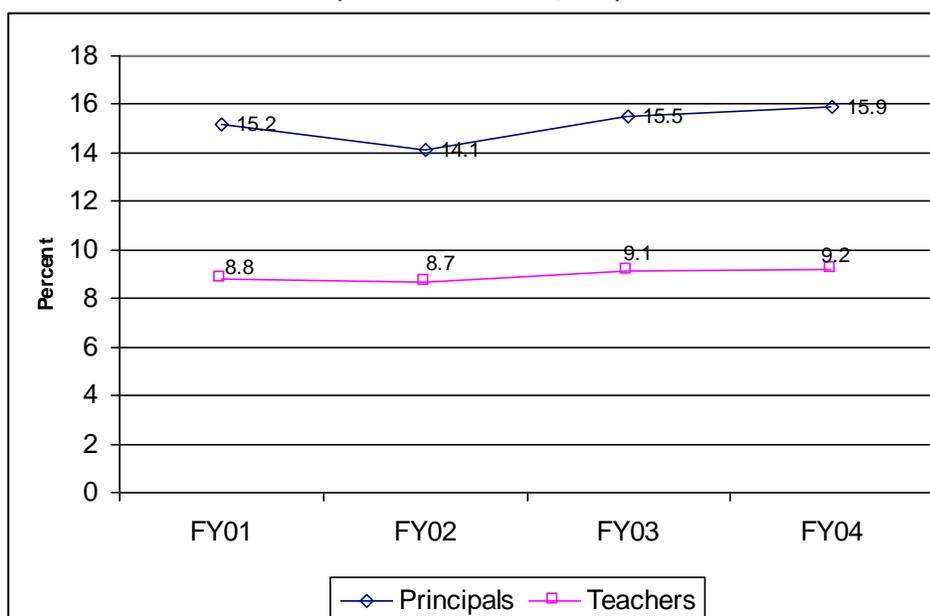
The rest of the principals who left their positions after FY04 (140, 42.6%) remained in Georgia public school system in other positions such as teaching, assistant principals, assistant superintendent, other administrative or service positions.

Of the 329 principals who left in FY04, 241 (73.3%) were White, 87 (26.4%) were Black, and 1 (0.3%) was Asian. Slightly over half 168 (51.1%) were male, while 48.9% (161) were female. See Table 5.6.

Table 5.6. Ethnicity of Principals Who Left Their Positions, FY00-FY04

Ethnicity	FY00		FY01		FY02		FY03		FY04	
	#	%	#	%	#	%	#	%	#	%
American Indian	1	0.3	2	0.6	2	0.69	2	0.62	0	0.0
White	226	73.6	222	71.4	215	74.39	221	68.9	241	73.3
Hispanic	0	0	0	0	1	0.35	3	0.9	0	0.0
Black	80	26.1	87	28	71	24.57	95	29.6	87	26.4
Asian	0	0	0	0	0	0	0	0	1	0.3
Total Attrition	307	100	311	100	289	100	321	100	329	100
Principal Total	1,993		2,010		2,048		2,071		2,072	
Attrition as % of Principal Total	15.4		15.5		14.1		15.5		15.9	

Figure 5.1. Comparing Attrition Among Principals and Teachers, FY01-FY04
(Source: EWRAD/PSC, 2005)



Each year's cohort of principals tends to come from within each school system, mostly from previous year's principals and assistant principals promoted from within the system. As shown in Table 5.7, more than 94% (95.3% in FY05) of every year's set of principals were employed in the same system the previous year in some capacity. Only a very small percentage of principals were either hired from other systems (3.1% in FY05) or from outside the Georgia public school system (1.7%).

Table 5.7. Principals in Current Year Distributed by Source and Mobility, FY01-FY05

Principals	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Stayers	1,915	95.3	1,945	94.7	1,993	96.2	1,986	95.9	2,025	95.3
New hires from outside of Georgia	28	1.4	32	1.6	31	1.5	34	1.6	35	1.7
Movers	67	3.3	71	3.5	47	2.3	52	2.5	65	3.1
Total	2,010	100	2,048	100	2,071	100	2,072	100	2,125	100

Table 5.8 shows the system mobility of individuals who were employed as principals in FY04 and remained principals for the FY05 academic year. Of the 1,743 principals that remained in FY05, 98.6% (n=1,718) stayed in the same systems in which they were in FY04, while only 1.4 (25) moved to other systems in Georgia. This indicates that principals are a very stable personnel group. The number of principals retained in FY05 (1,743) was a slight decrease in number from the 1,750 retained in FY04.

Table 5.8. Principals' Mobility Among Systems, FY02-FY05

Principals	FY02		FY03		FY04		FY05	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Stayed	1,915	96.6	1,745	99.2	1,724	98.5	1,718	98.6
Moved	67	3.4	14	0.8	26	1.5	25	1.4
Retained	1,982	100	1,759	100	1,750	100	1,743	100
New Principals	28		312		322		382	
Total	2,010		2,071		2,072		2,125	

As Table 5.9 shows, mobility of FY04 principals across RESAs (1.0%) was even lower than across systems.

Table 5.9. Principals' Mobility Across RESAs, FY02-FY05

Principals	FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%
Principal Retention in RESA from Previous Year	1,684	99.2	1,747	99.3	1,733	99.0	1,725	99.0
Moved to a New RESA	15	0.8	12	0.7	17	1.0	18	1.0
Total Retained	1,699	100	1,759	100	1,750	100	1,743	100

As in previous years, Metro RESA lost the largest number of principals in FY05 at 97, accounting for 29.5% of the total FY04 principal attrition. However, when examined relative to the total number of principals in each RESA, Oconee, North Georgia, Middle Georgia, Pioneer, Heart of Georgia, Okefenokee, Northwest Georgia, and West Georgia RESAs, all sustained greater losses proportionately than Metro RESA and the overall statewide principal attrition rate of 15.9%. The lowest principal losses were experienced by First District (8.9%), Griffin (11.8%) and Chattahoochee (13.3%) RESAs. See Table 5.10.

In FY05, principal attrition by RESA ranged from a low of 8.9% in First District RESA to a high of 21.9% in Oconee RESA. Griffin RESA held steady at 11.8%, for a second year, its lowest principal attrition since FY01. Northwest Georgia RESA experienced the largest increase in principal loss from FY03 to FY04, with an increase of 63.6%, followed by North Georgia (61.1%), and Middle Georgia (17.6%).

Table 5.10. Principal Attrition by RESA as a Proportion of the Number of Principals in the RESA, FY01-FY04

RESA	FY01 Loss		FY02 Loss		FY03 Loss		FY04 Loss	
	#	%	#	%	#	%	#	%
Central Savannah	16	12.5	21	16.4	16	12.7	18	14.3
Chattahoochee	19	19.2	17	17.2	16	16.2	13	13.3
Coastal Plains	8	13.8	11	18.9	13	22.8	9	15.8
First District	27	15.2	18	10.1	22	12.4	16	8.9
Griffin	22	21.2	14	13.5	13	11.8	13	11.8
Heart of Georgia	5	11.9	5	11.9	9	20.9	8	19.5
Metro	77	12.7	85	14.1	90	14.5	97	15.5
Middle Georgia	19	18.6	15	14.7	17	16.4	20	20.2
North Georgia	14	17.3	10	12.4	11	13.1	18	21.7
Northeast Georgia	17	16.5	18	17.5	17	16.4	16	15.4
Northwest Georgia	19	12.5	24	15.8	18	11.8	29	18.8
Oconee	5	13.5	9	24.3	7	19.4	7	21.9
Okefenokee	7	14.3	6	12.3	10	20.8	9	19.1
Pioneer	12	9.9	18	14.9	26	21.5	25	19.8
Southwest Georgia	29	28.2	10	9.7	17	16.8	16	15.7
West Georgia	15	17.4	8	9.3	19	21.6	15	16.9
Total	311	15.2	289	14.1	321	15.5	329	15.9

Attrition of Assistant Principals

The number of assistant principals who left their positions after FY04 rose by 11.7% to 593 from the previous year. The assistant principal attrition has continued to rise (20.7% in FY04) after slowing down in FY02 (16.7%). Assistant principal attrition in FY04 is typically higher than both principal (15.9% in FY04) and teacher attrition (9.2% in FY05), partly because many are often promoted into principal positions and partly because others who are not much younger than principals, retire.

The range of the years of experience of assistant principals who left after FY04 was 3 to 49 years. See Table 5.11. Their age range was from 27 years to 73 years, with a mean of 47.1 years. Although the average age of the leavers was slightly lower than in FY03, assistant principals appeared to be staying longer on the job as suggested by the maximum age which has crept from 68 in FY01 to 73 in FY04. Similarly, the maximum experience also rose from 40 to 49 years over the same period. One cannot but wonder at both the positive and negative implications of such longevity in the workplace. On the positive side, the school system may benefit from the long experience of assistant principals that have had a successful career. On the negative side, what if the individual did not have a successful career to draw on or has not kept up with recent developments in education in general or educational leadership, in particular? Even for an individual who had a successful career, at what age and experience level do effectiveness and productivity start to suffer? Are the systems always able to determine when they begin to receive diminishing returns on their investment?

Table 5.11. Experience and Age of Assistant Principals Who Left Their Positions, FY01-FY04

Experience	FY01	FY02	FY03	FY04
Number	525	439	531	593
Minimum	0	0	0	3
Maximum	40	43	45	49
Mean	20.4	19.7	20.2	20.2
Std. Deviation	8.0	8.3	8.6	8.6
Age	FY01	FY02	FY03	FY04
Number	525	439	531	593
Minimum	29	27	28	27
Maximum	68	69	71	73
Mean	48.3	46.7	47.2	47.1
Std. Deviation	8.5	8.9	9.3	9.1

Over forty percent (41.7%, 247) of the assistant principals who left in FY04 were 51 years or older. See Table 5.12.

Table 5.12. Age Groups of Assistant Principals Who Left Their Positions, FY01-FY04

Age Groups	FY01		FY02		FY03		FY04	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
21-30 years	10	1.9	13	3.0	7	1.3	7	1.2
31-40 years	110	21.0	100	22.8	143	26.9	166	28
41-50 years	193	36.8	160	36.5	151	28.4	173	29.2
51-60 years	181	34.5	149	34.0	190	35.8	211	35.6
61 and over	31	5.9	17	3.9	40	7.5	36	6.1
Total Attrition	525	100	439	100	531	100	593	100
Assistant Principal Total	2,472		2,631		2,822		2,863	
% Attrition	19.6%		16.7%		18.8%		20.7%	

Of the 593 assistant principals who left, 30.7% (182) had 25 years of experience or more. See Table 5.13.

Table 5.13. Experience Levels of Assistant Principals Who Left Their Positions, FY01-FY04

Experience Groups	FY01		FY02		FY03		FY04	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
0-4 years	6	1.1	3	.7	9	1.7	6	1
5-9 years	49	9.3	56	12.8	87	16.4	85	14.3
10-14 years	87	16.6	78	17.8	92	17.3	119	20.1
15-19 years	98	18.7	79	18.0	72	13.6	88	14.8
20-24 years	112	21.3	92	21.0	91	17.1	113	19.1
25-29 years	101	19.2	74	16.9	127	23.9	113	19.1
30 and over	72	13.7	57	13.0	53	10.0	69	11.6
Total	525	100	439	100	531	100	593	100

As is shown in Table 5.14, in FY04, 176 of the leavers were 51 years or older and had 25 or more years of experience. The corresponding figure for all FY04 assistant principals was 664. Thus, the probability of leaving for assistant principals with similar demographics is 0.265 or 26.5%. This probability ranges from 20.0% in FY02 to 27.3% in FY01. This knowledge should help school systems plan for the replacement of assistant principals, in particular, and other administrators, in general, as they assume the age and experience characteristics of over 50 years old and 25 or more years of experience.

Table 5.14. Attrition of Assistant Principals 51 Years or Older and 25 or More Years Experience, FY01-FY05

Category	Years				
	FY01	FY02	FY03	FY04	FY05
All Assistant Principals	2472	2631	2822	2863	2926
# Age 51+ and Experience 25+ Years	571	579	653	664	826
% 51+ yrs & 25+ Experience	23.1	22.0	23.1	23.2	28.2
Attrition from Group	156	116	177	176	
% Attrition from Group	27.3	20.0	27.1	26.5	

Of the 593 individuals who left assistant principal positions, only 165 (27.8%) actually left the Georgia public service employment. The remaining 428 former assistant principals made lateral transfers in FY05 to other jobs such as principals (263, 61.4%), teachers (75, 17.5%), vocational education directors (19, 4.4%) student services (18, 4.2%) and even superintendents (2, 0.5%). See Table 5.15.

Table 5.15. FY05 Positions of FY04 Assistant Principals

	Frequency	Percent
Teachers	75	17.5
Student Services	18	4.2
Curriculum Director	7	1.6
Instructional Supervisor	27	6.3
Other Administrators	15	3.5
Principal	263	61.4
Special Education Director	2	0.5
Superintendent	2	0.5
Vocational Director	19	4.4
Total in GA	428	100
Out of GA	165	
Total Attrition	593	

Seventy percent (70%, 415) of the assistant principals that left after FY04 were White and 59.7% (354) were females. Two (13.3%) of the Hispanic assistant principals in FY04 left their positions. See Table 5.16.

Table 5.16. Ethnicity of Assistant Principals Who Left Their Positions, FY01-FY04

Ethnicity	FY01		FY02		FY03		FY04	
	#	%	#	%	#	%	#	%
American Indian	0	0	0	0	0	0	0	0
Asian	1	0.19	1	0.23	0	0	0	0
Black	140	26.7	115	26.2	170	32.0	176	29.7
Hispanic	0	0	0	0	2	0.4	2	0.3
Multiracial	0	0	0	0	1	0.2	0	0
White	384	73.1	323	73.6	358	67.4	415	70.0
Total	525	100	439	100	531	100	593	100

Mobility across school systems remained low among assistant principals. In FY05, only 4.6% (134) of the 2,936 assistant principals moved from other school systems. The majority (93.5%) were retained in their current systems from FY04, while 1.9% (57) were new hires from outside of the public system. See Table 5.17.

Table 5.17. Assistant Principals in Current Year Distributed by Source and Mobility Among Systems, FY01-FY05

Assistant Principals	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Stayers	2,293	92.8	2,408	91.5	2,629	93.2	2,701	94.3	2,745	93.5
New Hires	52	2.1	55	2.1	65	2.3	57	2.0	57	1.9
Movers	127	5.1	168	6.4	128	4.5	105	3.7	134	4.6
Total	2,472	100	2,631	100	2,822	100	2,863	100	2,936	100.0

There was even less mobility across RESAs. In FY05, 2,879 (97.5%) assistant principals remained in the same RESA in which they were employed in FY04, down from 100% the previous year. See Table 5.18.

Table 5.18. Assistant Principals' Mobility Among RESAs, FY01-FY05

Assistant Principals	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Remained in RESA from Previous Year	1,821	98.6	1,920	98.6	2,174	99.2	2,806	100	2,807	97.5
Moved to a New RESA	26	1.4	27	1.4	18	0.8	0	0	72	2.5
Total Retained	1,847	100	1,947	100	2,192	100	2,806	100	2,879	100.0

Numerically, Metro RESA lost the largest number (213) of assistant principals after FY04, but relative to the total number of assistant principals in the RESA, it actually had one of the lowest attrition rates (18.2%). Northeast Georgia incurred the lowest loss proportionally (17.9%) from FY04.

Three-quarters of the RESAs incurred losses greater than 20%. They are: Northwest Georgia (26.9%), West Georgia (26.4%), Middle Georgia (26%), Pioneer (25.8%), North Georgia (24.3%), Heart of Georgia (23.5%), First District (21.8%), Oconee (21.6%), Okefenokee (20.9%), Chattahoochee (20.8%), Southwest Georgia (20.5%), and Central Savannah (20.4) RESAs. See table 5.18. This means that in some RESAs, at least one in every five assistant principals in FY04 needed to be replaced in FY05, many from the teacher ranks, further exacerbating teacher attrition. This level of turnover among assistant principals will likely continue as long as promotion into administrative positions remains the only logical next step in a teacher's career path. However, with the institution of the Master Teacher program, the incentive to obtain leadership degrees and accept assistant principal positions only to increase one's income and status might be reduced. The new program, once established, may help self-select out hitherto leadership degree seekers and candidates who are not really interested in leadership. Having a second career path option will create some, even if only temporary, shortage of administrators. This calls for a proactive plan of action to ensure that when teachers start choosing to remain in the classroom

as Master Teachers, there are enough others who are trained and able to fill assistant principal positions.

Table 5.19. Assistant Principal Attrition by RESA as a Proportion of the Number of Assistant Principals in the RESA, FY01-FY04

RESA	FY01		FY02		FY03		FY04	
	#	%	#	%	#	%	#	%
Central Savannah	27	26.0	21	18.8	27	24.1	22	20.4
Chattahoochee	24	24.7	14	14.9	18	19.0	21	20.8
Coastal Plains	18	19.8	14	15.4	20	23.0	16	18.6
First District	45	22.5	33	15.9	41	19.4	46	21.8
Griffin	32	21.1	29	19.2	23	14.1	31	18.7
Heart of Georgia	4	12.5	9	25.7	7	24.1	8	23.5
Metro	151	16.0	140	13.8	199	17.7	213	18.2
Middle Georgia	28	32.2	24	26.1	23	21.1	27	26.0
North Georgia	21	19.8	21	19.8	15	13.9	27	24.3
Northeast Georgia	29	25.4	25	21.0	28	22.2	22	17.9
Northwest Georgia	37	23.9	28	16.3	28	15.5	50	26.9
Oconee	7	21.9	17	50.0	8	22.2	8	21.6
Okefenokee	13	36.1	4	11.8	11	26.2	9	20.9
Pioneer	29	26.1	22	16.1	33	21.0	40	25.8
Southwest Georgia	35	29.7	23	19.3	21	17.2	24	20.5
West Georgia	25	27.2	15	13.5	29	24.8	29	26.4
Total	525	21.2	439	16.7	531	18.8	593	20.7

Attrition of Other Administrators

Table 5.20 presents the attrition of other administrative personnel besides principals and assistant principals. These personnel groups are examined together in this section because of the considerably small size of each group. In FY04, the largest loss (208) was from the instructional supervisor personnel group, accounting for 36.4% of the total attrition of administrative personnel other than principals and assistant principals. See Table 5.19.

Table 5.20. Attrition of Administrative Personnel Other Than Principals and Assistant Principals, FY01-FY04

Category	FY01		FY02		FY03		FY04	
	#	%	#	%	#	%	#	%
Assistant Superintendent	24	4.4	28	5.5	35	6.1	37	6.5
Athletic Director	30	5.5	5	1.0	19	3.3	17	3.0
Curriculum Director	38	7.0	25	4.9	39	6.8	29	5.1
Human Resources Director	11	2.0	6	1.2	9	1.6	10	1.7
Instructional Supervisor	217	39.8	214	42.0	156	27.1	208	36.4
Other Administrators	141	25.9	146	28.7	212	36.9	155	27.1
Pre-Kindergarten Director	2	0.4	3	0.6	4	0.7	3	0.5
RESA Director	1	0.2	3	0.6	3	0.5	1	0.2
Special Education Director	24	4.4	14	2.8	25	4.4	18	3.1
Superintendent	22	4.0	26	5.1	37	6.4	26	4.5
Technology Director	5	0.9	8	1.6	6	1.0	9	1.6
Vocational Education Director	30	5.5	31	6.1	30	5.2	59	10.3
Total	545	100	509	100	575	100	572	100

More than one half (50.5%, 289) of the administrative personnel that left their positions left the Georgia public school system altogether while 283 (49.5%) remained in Georgia school systems in new positions in FY05. Ninety-five individuals (16.6%) became assistant principals, 59 (10.3%) became principals, 102 (17.8%) had major assignments as teachers and 10 in student services. See Table 5.21.

Table 5.21. Following Year Classification of Other Administrators Who Left Their Positions, FY01-FY04

Following Year Classification	FY01	FY02	FY03	FY04
	Other Admin.	Other Admin.	Other Admin.	Other Admin.
Assistant Principal	103	142	78	95
Elementary Grades Teacher	4	7	22	28
Elementary Grades Counselor	7	1	1	0
High School Counselor	1	4	2	0
High School Teacher	22	10	18	22
Instructional Specialist	0	0	4	2
Kindergarten Teacher	0	1	1	0
Literacy Coach	0	0	3	5
Media Specialist	0	0	4	3
Middle Grades Counselor	0	1	1	1
Middle Grades Teacher	6	13	14	21
Other Student Services Staff	51	18	20	17
Other Teacher	9	8	4	4
Pre-Kindergarten Teacher	0	1	1	1
Principal	56	53	47	59
School Psychologist	3	1	1	2
School Social Worker	4	3	2	3
Special Education Teacher	7	4	10	9
Speech & Language Pathology	0	0	3	1
Vocational Education Teacher	6	4	9	10
Not in Georgia System	265	238	330	289
Total Attrition	544	509	575	572
Attrition as % of Other Admin.	19.5	18.2	20.28	19.9
Still in Georgia	280	271	245	283
Same School System	231	239	189	237
Still in GA as % of Attrition	51.4	53.2	42.61	49.5

Attrition of Student Services Personnel

This section highlights the attrition and mobility patterns of FY04 Georgia’s student services personnel. A total of 1,006 student services personnel left their positions after FY04, yielding an attrition rate of 10.3%. Student service personnel attrition decreased from 12.0% in FY03. See Table 5.22. Attrition among student service personnel remains lower than those of principals (15.9%) and assistant principals (11.7%), but higher than teacher attrition (9.2%). “Other student services personnel” accounted for the highest (27.6%) loss among this personnel group, followed by media specialists (17.7%) and speech and language pathologists (15.9%). Although the overall number of student services personnel who left decreased from FY03, more middle grades counselors (84) and school psychologists (63) left their positions after FY04.

Table 5.22. Categories of Student Services Personnel Who Left Their Position in the Workforce, FY01-FY04

Category	FY01		FY02		FY03		FY04	
	#	%	#	%	#	%	#	%
Elementary Grades Counselor	102	11.6	99	9.8	128	10.9	112	11.1
High School Counselor	90	10.3	90	8.9	112	9.6	98	9.7
Middle Grades Counselor	69	7.9	83	8.2	79	6.8	84	8.3
Media Specialist	152	17.4	181	17.8	198	16.9	178	17.7
Other Student Services Staff	210	24.0	246	24.2	342	29.3	278	27.6
School Psychologist	43	4.9	49	4.8	53	4.5	63	6.3
School Social Worker	25	2.9	35	3.5	49	4.2	33	3.3
Speech & Language Pathologist	185	21.1	232	22.9	209	17.9	160	15.9
Total	876	100	1,015	100	1,170	100	1,006	100
All Student Services Personnel	8,797		9,347		9,789		10,060	
Attrition %	10.0		10.9		12.0		10.3	

Table 5.23 shows the following year job categories of student services personnel who left their positions after FY04. Three hundred and twenty-one (321, 31.9%) accepted teaching or administrative positions in Georgia school systems. Of these 321 individuals, 49 became assistant principals, 9 became principals, 192 had major assignments as teachers and 71 were classified as “other administrator” in FY05. The remaining 685 (68.1%) left the employment of the Georgia public school system.

Table 5.23. Classifications of Student Services Personnel Position Leavers the Following Year, FY01-FY04

Following-Year Classification	FY01	FY02	FY03	FY04
Assistant Principal	33	42	49	49
Elementary Grades Teacher	39	39	80	51
ESOL Teachers	0	0	0	3
High School Teacher	30	21	33	25
Instructional Specialist	5	5	33	7
Kindergarten Teacher	8	9	8	0
Literacy Coach	0	0	0	10
Middle Grades Teacher	23	25	10	21
Other Administrators	47	68	65	71
Other Teachers	11	14	14	8
Pre-K Teacher	4	0	1	5
Principal	2	10	6	9
Special Education Teacher	63	120	88	59
Vocational Education Teacher	9	4	4	3
Total Still in Georgia	274	357	391	321
Not in Georgia Public School System	602	658	779	685
Total	876	1,015	1,170	1,006

For the former student services personnel that took other positions in the public school system in FY05, Table 5.24 shows their job classifications in FY05 as well as their former positions in FY04. For instance, the 49 individuals who became assistant principals in FY05, used to be elementary grades counselors (7), middle grades counselors (7), high school counselors (11), media specialists (1), speech and language pathologists (2) and other student services personnel (21).

Table 5.24. Personnel Classifications of FY04 Leavers by FY05 Workforce Classifications

Personnel Category in FY05	Personnel Category in FY04									Total
	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services	School Psychologist	School Social Worker	Speech & Language Pathologist		
Assistant Principal	7	11	7	1	21	0	0	2	49	
EIP-Grades 1-3	0	0	0	2	3	0	0	0	5	
EIP-Grades4-5	0	0	0	1	2	0	0	0	3	
EIP-Kindergarten	0	0	0	1	0	0	0	0	1	
ESOL Teacher	1	0	0	0	1	0	0	1	3	
Grade 1	1	0	0	0	3	0	0	0	4	
Grade 3	1	1	0	1	4	0	0	0	7	
Grade 4	1	0	0	0	4	0	0	0	5	
Grade 5	1	0	0	0	3	0	0	0	4	
Grade 6	0	0	1	0	1	0	1	0	3	
Grade 7	1	1	1	0	2	0	0	0	5	
Grade 8	1	1	1	0	1	0	0	0	4	
High School	1	7	0	3	13	0	0	1	25	
Instructional Supervisor	2	1	1	0	3	0	0	0	7	
Kindergarten	2	0	0	0	5	0	0	1	8	
Literacy Coach	1	0	0	1	8	0	0	0	10	
Other Administrative Personnel	0	3	1	6	55	4	1	1	71	
Other Elementary	4	0	0	1	9	0	0	0	14	
Other Middle	1	1	1	2	4	0	0	0	9	
Other Teacher	1	2	0	0	2	0	0	3	8	
Pre-K	1	0	0	2	1	0	0	1	5	
Principal	1	0	2	0	5	0	1	0	9	
Special Education Teacher	1	3	1	0	36	1	0	17	59	
Vocational Education Teacher	0	1	0	0	2	0	0	0	3	
Not in Georgia Public School Systems	83	66	68	157	90	58	30	133	685	
Total	112	98	84	178	278	63	33	160	1,006	

Table 5.25 shows the job classifications of student services personnel who left the Georgia public system after FY04. Similar to FY03, media specialists (22.9%) comprised the highest proportion, followed by speech and language pathologists (19.4%). However, fewer media specialists (157) and speech and language pathologists (133) were lost after FY04 than the 167 and 160, respectively, from FY03

Table 5.25. Student Services Personnel Who Left the Georgia Workforce, FY01-FY04

Category	FY01		FY02		FY03		FY04	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Elementary Grades Counselor	102	11.6	82	12.5	104	13.4	83	12.1
High School Counselor	90	10.3	67	10.2	90	11.6	66	9.6
Middle Grades Counselor	69	7.9	66	10.0	66	8.5	68	9.9
Media Specialist	152	17.4	146	22.2	167	21.5	157	22.9
Other Student Services Personnel	210	24.0	88	13.4	113	14.5	90	13.1
School Psychologist	43	4.9	42	6.4	48	6.2	58	8.5
School Social Worker	25	2.9	22	3.3	31	4.0	30	4.4
Speech & Language Pathologist	185	21.1	145	22.0	160	20.5	133	19.4
Total	876	100	658	100	779	100	685	100

Projections of the Demand for Administrative and Student Services Personnel

The number of administrative and student services personnel needed in Georgia public school systems from year-to-year is determined by the following:

1. Student enrollment counts and learning needs, and
2. The Georgia Department of Education (GDOE) and the Southern Association of Colleges and Schools (SACS) rules and standards.

The PSC projects the need for these personnel groups on an annual basis based on past years growth patterns. Table 5.26 presents projections for administrative and student services personnel for FY06, FY07, FY09 and FY14. The five-year average growth rate was determined using the average of the annual growth from FY00 to FY05.

Among the administrative personnel, the largest increases from FY01 to FY05 were seen among the pre-Kindergarten directors (50.0%), assistant principals (25.3%), assistant superintendents (16.4%) and other administrative personnel (15.9%). The largest decreases were seen among the kindergarten directors (50.0%), human resources directors (14.5%), and athletic directors (14.0%). Projections show that decreases are expected in the number of curriculum directors, human resource directors, and instructional supervisors, unless the upturn in FY05 continues.

The number of vocational education directors is also projected to continue to decline. At 150 in FY05, it is evident that not all school systems have a vocational education director position. This may indicate the relative importance of vocational education in the public school curriculum. Recent research literature seems to suggest that strengthening vocational education curriculum may help more students stay and complete high school and even go on to higher

education (Hoachlander, 2005). The decline in the number of vocational education directors from 177 (in FY04) to 150 in FY05 at a time when the number of vocational education teachers and new teacher hires is beginning to rise as shown in Chapters 1 and 3, respectively, is not encouraging. The growth needs to be sustained. It may take a substantive position such as a director of vocational education to focus efforts in the development of and recruitment into vocational education.

Principal and assistant principal groups are also projected to continue to increase. Table 4.2 in Chapter 4 indicates that in the last five years, more than 50% of the principals are 51 years or older and approximately 50% have 25 years or more in experience. Similarly, Table 4.4 show that more than 33% of assistant principals were 51 or more years old while more than 25% have 25 or more years of experience. Given that more than 20% of principals and assistant principals with these demographics tend to leave each year, as shown in Tables 5.4 and 5.14, school systems need to plan ahead to ensure a good and steady source of replacement for administrators that will be leaving their positions in the next few years.

**Table 5.26. Projections for Administrative and Student Services Personnel, FY00-
FY15**

	FY00	FY01	FY02	FY03	FY04	FY05	5-Yr* Average Growth	Projections				
								FY06	FY07	FY10	FY15	
Administrative Personnel												
RESA Director	15	16	16	16	16	16	1.000	16	16	16	16	
Superintendent	178	179	184	181	180	180	1.002	180	181	182	184	
Assistant Superintendent	201	216	227	242	235	234	1.032	241	249	274	320	
Principal	1,993	2,010	2,048	2,071	2,072	2,125	1.013	2,153	2,180	2,266	2,417	
Assistant Principal	2,343	2,472	2,631	2,822	2,863	2,936	1.046	3,072	3,215	3,683	4,621	
Human Resources Director	62	58	55	54	51	53	0.970	51	50	45	39	
Curriculum Director	221	219	223	221	198	212	0.993	211	209	205	198	
Technology Director	58	55	57	54	56	60	1.008	60	61	62	65	
Special Education Director	158	165	159	170	175	171	1.017	174	177	186	202	
Vocational Education Director	154	159	157	164	177	150	0.998	150	149	149	147	
Instructional Supervisor	858	862	815	767	804	830	0.994	825	821	807	784	
Kindergarten Director	2	1	2	1	1	1	1	1	1	1	1	
Pre-Kindergarten Director	20	24	20	24	26	30	1.094	33	36	47	74	
Athletic Director	50	57	41	58	49	43	0.999	43	43	43	43	
Other Administrators	809	805	840	883	902	938	1.030	966	996	1,089	1,263	
Total	7,122	7,298	7,475	7,728	7,805	7,979		8,177	8,384	9,056	10,377	
Student Services Personnel												
Elementary Grades Counselor	1,162	1,297	1,371	1,444	1,435	1,454	1.047	1,522	1,593	1,827	2,295	
High School Counselor	800	927	981	1,021	1,033	1,060	1.059	1,123	1,189	1,413	1,883	
Middle Grades Counselor	953	926	967	961	968	1,005	1.011	1,016	1,027	1,062	1,122	
Media Specialist	2,046	2,092	2,137	2,159	2,190	2,232	1.018	2,271	2,311	2,435	2,657	
Speech & Language Pathologist	1,415	1,477	1,543	1,537	1,570	1,489	1.011	1,505	1,522	1,572	1,659	
School Psychologist	549	583	630	658	679	701	1.050	736	773	896	1145	
School Social Worker	400	449	483	497	503	529	1.058	560	592	702	931	
Other Student Services Personnel	1,094	1,046	1,235	1,418	1,411	1,596	1.082	1,727	1,869	2,369	3,518	
Total	8,419	8,797	9,347	9,695	9,789	10,066	1.037	10,460	10,877	12,275	15,209	

* Except RESA Director which is based on 3-yr average

Increases were experienced among all student services personnel categories. The largest increases in specific areas from FY01 to FY05 were seen among high school counselors (32.5%), school social workers (32.3%), school psychologists (27.7%) and elementary grades counselors (25.1%). Projections show that increases are expected to occur among all the student services personnel categories through FY15.

Chapter 6: Supply of Administrative and Student Services Personnel

Supply of Administrative Personnel

Principals

In FY05, 82.0% (1,743) of Georgia Principals remained in the principal position from FY04; hence retention of principals is the number one source of principals in Georgia. The proportion of principals who were principals the year before (retention) declined for the second consecutive year, dropping from 84.9% in FY03 to 82.0% in FY05. The number and percentage of new principals increased to 382 (18.0%) in FY05, an increase of 18.6% from 322 (15.5%) in FY04. As in previous years, individuals from other administrative positions contributed the largest percentage (15.2%) of the new principals in FY05, up from 13.3% in FY04.

Figure 6.1 and Table 6.1 provide information on the stability of Georgia principals, and the sources of new principals hired to meet the demand for principals due to student enrollment and principal attrition.

Figure 6.1. Composition of FY05 Principal Workforce

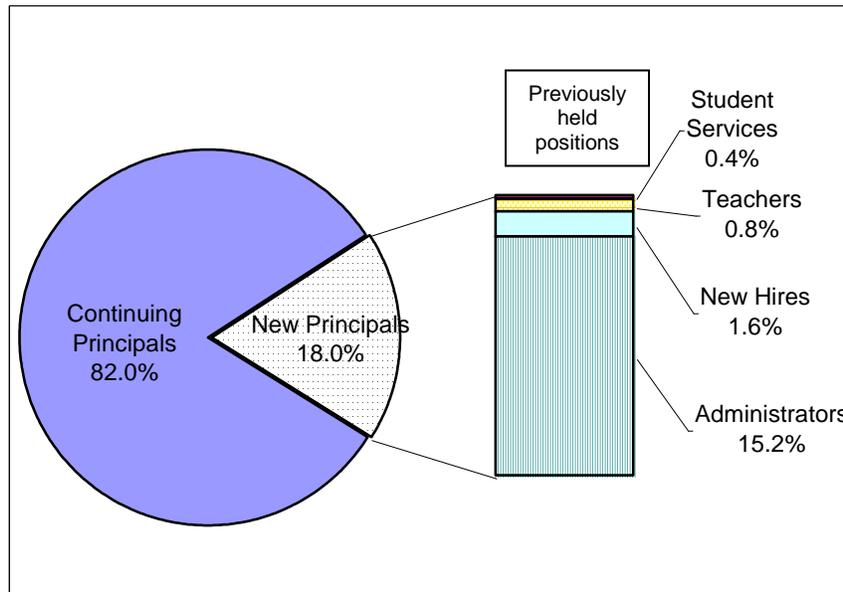


Table 6.1 shows the composition of Georgia principals from FY01 to FY05.

Table 6.1. Composition of Principal Workforce, FY01-FY05

Preceding Year Position	FY01		FY02		FY03		FY04		FY05	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Administrators	270	13.4	297	14.5	260	12.6	276	13.3	322	15.2
Teachers	14	0.7	18	0.9	11	0.5	7	0.3	16	0.8
Student Services Personnel	10	0.5	2	0.1	10	0.5	5	0.2	9	0.4
New Hires from Out of State	28	1.4	32	1.6	31	1.5	34	1.6	35	1.6
New Principals	322	16.0	349	17.0	312	15.1	322	15.5	382	18.0
Continuing Principals	1,686	84.0	1,699	83.0	1,759	84.9	1,750	84.5	1,743	82.0
Total Principals	2,008	100	2,048	100	2,071	100	2,072	100	2,125	100

The primary source of new principals in Georgia schools is from assistant principals. In FY05, a total of 263 (68.8%) assistant principals were promoted to principalship, while 27 (7.1%) were promoted from instructional supervisor positions. As shown in Table 6.2, new principals hired from outside Georgia accounted for 9.2% of new principals in FY05. The percentage of teachers promoted to principalship increased from 2.2% in FY04 to 4.3% in FY05, while 2.4% of the new principals came from the student services personnel group. Overall, various administrative positions provided most (84.3%) of the new school principalship personnel in FY05.

Table 6.2. Previous Positions of Principals FY01-FY05

Preceding Year Position	Number and Percent of Personnel New to Principalship									
	FY01		FY02		FY03		FY04		FY05	
	#	% of New	#	% of New	#	% of New	#	% of New	#	% of New
Administrators										
Assistant Principal	218	67.7	241	69.1	207	66.3	229	71.1	263	68.8
Instructional Supervisor	0	0	0	0	0	0	20	6.2	27	7.1
Assistant Superintendent	6	1.9	0	0	3	1.0	5	1.6	6	1.6
Vocational Education Director	0	0	0	0	0	0	4	1.2	7	1.8
Superintendent	1	0.3	0	0	1	0.3	2	0.6	0	0.0
Curriculum Director	0	0	0	0	0	0	2	0.6	3	0.8
Human Resources Director	0	0	0	0	0	0	1	0.3	1	0.3
Special Education Director	0	0	0	0	0	0	1	0.3	2	0.5
Athletic Director	0	0	0	0	0	0	1	0.3	0	0.0
Pre-K Director	0	0	0	0	0	0	1	0.3	1	0.3
RESA Director	0	0	0	0	0	0	0	0	0	0.0
Other Administrators	45	14.0	56	16.0	49	15.7	10	3.1	12	3.1
Administrators Subtotal	270	83.9	297	85.1	260	83.3	276	85.7	322	84.3
Teachers										
Pre-Kindergarten Teacher	1	0.3	0	0	0	0	0	0	0	0
Kindergarten Teacher	1	0.3	1	0.3	0	0	0	0	0	0
Elementary Grades Teacher	4	1.2	6	1.7	1	0.3	3	0.9	3	0.8
Middle Grades Teacher	1	0.3	6	1.7	4	1.3	2	0.6	6	1.6
High School Teacher	6	1.9	2	0.6	2	0.6	1	0.3	0	0
Special Education Teacher	0	0	3	0.9	0	0	0	0	1	0.3
Media Specialist	0	0	0	0	0	0	1	0.3	0	0
Vocational Education Teacher	0	0	0	0	0	0	0	0	0	0
Other Teachers	1	0.3	0	0	4	1.3	0	0	6	1.6
Teachers Subtotal	14	4.3	18	5.2	11	3.5	7	2.2	16	4.3
Student Services										
Elementary Grades Counselor	0	0	0	0	0	0	1	0.3	1	0.3
Middle Grades Counselor	1	0.3	0	0	1	0.3	0	0	2	0.5
High School Counselor	0	0	1	0.3	1	0.3	0	0	0	0
School Social Worker	1	0.3	0	0	0	0	1	0.3	1	0.3
Other Student Services	8	2.5	1	0.3	8	2.6	3	0.9	5	1.3
Student Services Subtotal	10	3.1	2	0.6	10	3.2	5	1.6	9	2.4
New Principals From Outside GA	28	8.7	32	9.2	31	9.9	34	10.6	35	9.2
	#	% of All	#	% of All	#	% of All	#	% of All	#	% of All
Total New Principals	322	100	349	100	312	100	322	100	382	100

Assistant Principals

In FY05, retention accounted for 77.3% (2,270) of assistant principals in Georgia. The second largest source of assistant principals was from the teacher workforce (14.9%). A total of 666 new assistant principals were hired in FY05, an increase of 16.4% from the 572 hired in FY04.

Figure 6.2 and Table 6.3 provide information on the stability of Georgia assistant principals, the make-up of FY05 assistant principal workforce, and the sources of new assistant principals. In FY05, only 1.9% (57) assistant principals were hired from out-of-state.

Figure 6.2. Composition of FY05 Assistant Principal Workforce

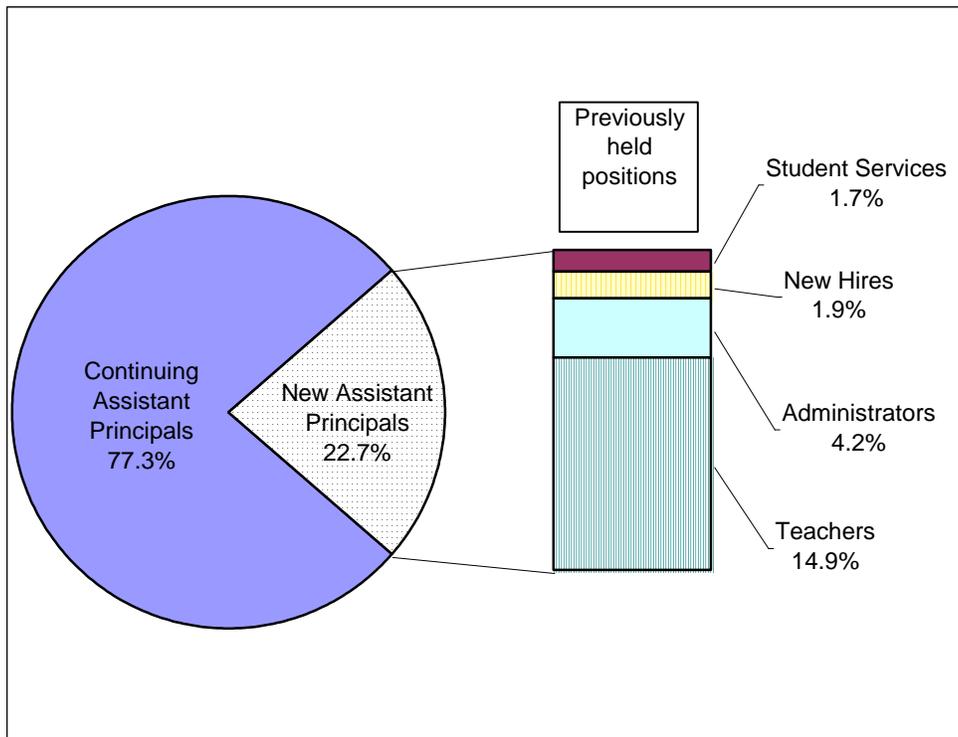


Table 6.3. Composition of Assistant Principal Workforce, FY01-FY05

Preceding Year Position	FY01		FY02		FY03		FY04		FY05	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Administrators	97	3.9	128	4.9	170	6	105	3.7	123	4.2
Teachers	414	16.7	470	17.9	354	12.5	362	12.6	437	14.9
Student Services Personnel	62	2.5	31	1.2	41	1.5	48	1.7	49	1.7
New Hires from Out of State	52	2.1	55	2.1	65	2.3	57	2	57	1.9
New Assistant Principals	625	25.3	684	26	630	22.3	572	20	666	22.7
Continuing Assistant Principals	1,847	74.7	1,947	74	2,192	77.7	2,291	80	2,270	77.3
Total Assistant Principals	2,472	100	2,631	100	2,822	100	2,863	100	2,936	100

Table 6.4 shows the previous positions of assistant principals from FY01 to FY05. In FY05, almost two-third (65.6%, or 437) of the new assistant principals were promoted from the teacher ranks. This promotion from the teacher ranks contributes to teacher attrition. Administrators from other positions transferred or promoted to assistant principal positions accounted for 15.8% (123) of the new assistant principals in FY05. Instructional supervisors yielded the greatest number of assistant principals (7.4%) in FY05.

The promotion of instructional supervisors to the principal and/or assistant principal positions partly explains the high attrition among instructional supervisors. In FY04, instructional supervisors accounted for 36.4% of the total attrition of administrative personnel other than principals and assistant principals. The instructional supervisors are, in turn, replaced from the ranks of the instructional specialists. This creates a new set of vacancies, often filled from among the teachers. It is unrealistic to expect these domino effects to ever be totally eliminated. The critical thing is for policy makers to be cognizant of and understand the cyclical nature of demand and supply among the administrative educator workforce and to estimate what proportions of that administrative personnel to expect to replace each year and to plan for it.

Table 6.4. Previous Positions of Assistant Principals, FY01-FY05

Preceding Year Position	Number and Percent of Personnel New to Assistant Principalship									
	FY01		FY02		FY03		FY04		FY05	
	#	% of New	#	% of New	#	% of New	#	% of New	#	% of New
Administrators										
Principal	29	4.6	25	3.7	28	4.4	27	4.7	28	4.2
Assistant Superintendent	0	0	0	0	0	0	1	0.2	3	0.5
Superintendent	0	0	0	0	0	0	1	0.2	0	0.0
Athletic Director	0	0	0	0	0	0	2	0.3	2	0.3
Curriculum Director	0	0	0	0	0	0	1	0.2	1	0.2
Instructional Supervisor	0	0	0	0	0	0	22	3.8	49	7.4
Vocational Education Director	0	0	0	0	0	0	13	2.3	25	3.8
Other Administrators	68	10.9	103	15.1	142	22.5	38	6.6	15	2.3
Administrators` Subtotal	97	15.5	128	18.7	170	27.0	105	18.4	123	18.5
Teachers										
Pre-K Teacher	1	0.2	3	0.4	0	0	0	0.00	0	0.0
Kindergarten Teacher	6	1.0	11	1.6	6	1.0	10	1.7	0	0.0
Elementary Grades Teacher	91	14.6	126	18.4	77	12.2	92	16.1	132	19.8
Middle Grades Teacher	116	18.6	121	17.7	81	12.9	104	18.2	117	17.6
High School Teacher	113	18.1	115	16.8	107	17.0	86	15.0	98	14.7
Information Services	3	0.5	0	0	0	0	0	0	0	0.0
Speech & Language Pathologist	0	0	2	0.3	1	0.2	0	0	0	0.0
Instructional Specialist	0	0	22	3.2	22	3.5	14	2.4	18	2.7
Media Specialist	0	0	0	0	0	0	1	0.2	0	0.0
Special Education Teacher	33	5.3	40	5.8	39	6.2	28	4.9	37	5.6
Vocational Education Teacher	18	2.9	20	2.9	12	1.9	13	2.3	12	1.8
Other Teachers	33	5.3	10	1.5	9	1.4	14	2.4	23	3.5
Teachers Subtotal	414	66.2	470	68.7	354	56.2	362	63.3	437	65.6
Student Services										
Elementary Grades Counselor	18	2.9	9	1.3	7	1.1	6	1.0	7	1.1
Middle Grades Counselor	14	2.2	4	0.6	6	1.0	4	0.7	7	1.1
High School Counselor	6	1.0	9	1.3	9	1.4	7	1.2	11	1.7
School Psychologist	1	0.2	0	0	0	0	0	0	0	0.0
Media Specialist	0	0.0	0	0	0	0	0	0	1	0.2
School Social Worker	2	0.3	0	0	2	0.3	4	0.7	0	0.0
Speech & Language Pathologist	0	0.0	0	0	0	0.0	0	0.0	2	0.3
Other Student Services	21	3.4	9	1.3	17	2.7	27	4.7	21	3.2
Student Services Subtotal	62	9.9	31	4.5	41	6.5	48	8.4	49	7.4
New Assistant Principals From Outside GA	52	8.3	55	8.0	65	10.3	57	10.0	57	8.6
	#	% of All	#	% of All	#	% of All	#	% of All	#	% of All
Total New Assistant Principals	625	25.3	684	26.0	630	22.3	572	20.0	666	22.7
Total Retained Assistant Principals	1,847	74.7	1,947	74.0	2,192	77.7	2,291	80.0	2,270	77.3
Total	2,472	100	2,631	100	2,822	100	2,863	100	2,936	100

Other Administrative Personnel

In FY05, 93.1% of administrative personnel in positions other than principals and assistant principals remained in the same system. See Table 6.5. The rate of other administrative personnel retention has remained consistent, at between 92-94% for the past five years. The number and percentage of other administrators who changed positions increased from 69 (2.4%) in FY04 to 95 (3.3%) in FY05.

Table 6.5. Mobility Among Other Administrators, FY01-FY05

Other Administration	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Remained in position	2,638	93.7	2,595	92.8	2,639	93.1	2,697	94.0	2,718	93.1
New Hires	100	3.6	95	3.4	110	3.9	104	3.6	105	3.6
Changed position	78	2.8	106	3.8	86	3.0	69	2.4	95	3.3
Total	2,816	100	2,796	100	2,835	100	2,870	100	2,918	100

As Table 6.6 shows, there were 105 administrative hires other than principals and assistant principals in FY05. A categorical breakdown of new other administrative personnel from FY02 to FY05 are also provided in Table 6.6. New hires represent represented 3.6% of all administrative personnel, and remained the same as in FY04. Greater numbers of new hires, than in FY04, were seen in the human resources directors, instructional supervisors, other administrators, pre-Kindergarten directors, and technology director categories from FY04 to FY05.

Table 6.6. New Administrative Hires Other Than Principal and Assistant Principal, FY01-FY05

Category	FY01	FY02	FY03	FY04	FY05
Assistant Superintendent	3	6	10	10	6
Athletic Director	2	4	4	2	1
Curriculum Director	5	9	4	6	1
Human Resources Director	0	0	2	0	2
Instructional Supervisor	23	15	39	28	32
Other Administrators	25	45	39	34	44
Pre-Kindergarten Director	2	0	1	0	2
Kindergarten Director	0	1	0	0	0
RESA Director	0	1	1	0	1
Special Education Director	3	2	2	6	4
Superintendent	8	8	5	11	6
Technology Director	2	2	1	3	5
Vocational Education Director	5	2	2	4	1
Total	78	95	110	104	105
New Hires as % of All Administrators	2.8	3.4	3.9	3.6	3.6
Total Administrative Personnel*	2,816	2,796	2,835	2,870	2,918

*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. Consistent with previous years, Metro RESA accounted for the highest percentage of new hires other than principals and assistant principals in FY05, with 40.0%. First District, Southwest Georgia and West Georgia RESAs each accounted for over 5% of new administrative hires other than principals and assistant principals in FY05.

Table 6.7. New Administrative Hires Other Than Principal and Assistant Principal By RESA, FY01-FY05

RESA	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Central Savannah	1	1.3	3	3.2	3	2.7	5	4.8	3	2.9
Chattahoochee	2	2.6	4	4.2	3	2.7	5	4.8	3	2.9
Coastal Plains	1	1.3	3	3.2	2	1.8	2	1.9	0	0
First District	10	12.8	20	21.1	5	4.6	8	7.7	8	7.6
Griffin	5	6.4	1	1.1	0	0.0	2	1.9	5	4.8
Heart of Georgia	2	2.6	1	1.1	1	0.9	1	1.0	4	3.8
Metro	19	24.4	38	40.0	59	53.6	37	35.6	42	40.0
Middle Georgia	6	7.7	0	0.0	3	2.7	3	2.9	5	4.8
North Georgia	0	0.0	1	1.1	1	0.9	3	2.9	4	3.8
Northeast Georgia	5	6.4	3	3.2	7	6.4	9	8.7	5	4.8
Northwest Georgia	5	6.4	6	6.3	5	4.6	6	5.8	5	4.8
Oconee	3	3.9	3	3.2	3	2.7	1	1.0	3	2.9
Okefenokee	1	1.3	1	1.1	2	1.8	2	1.9	2	1.9
Pioneer	8	10.3	4	4.2	6	5.5	7	6.7	2	1.9
Southwest Georgia	7	9.0	4	4.2	5	4.6	7	6.7	8	7.6
West Georgia	3	3.9	3	3.2	5	4.6	6	5.8	6	5.7
Total	78	100	95	100	110	100	104	100	105	100

Supply of Student Services Personnel

In FY05, retention accounted for 87.3% (8,783) of student services personnel. New hires including individuals with teaching or administrative experience comprised the other 12.7%. Retention for student services personnel remains above 80% as is seen in Table 6.8. This information should help policy makers to plan to replace 10-20% of their student services personnel after each year.

Table 6.8 shows that new student services personnel in Georgia's public schools are hired from a variety of sources: administrative personnel, teachers and from outside of Georgia public school systems. In FY05, administrative personnel accounted for less than five percent (3.8%) of those hired into student services positions. Teachers made up 41.2% of the new student services personnel hired. Teachers counted together with administrators made up a little less than half (45.0%) of the personnel that filled vacant student services positions in FY05.

High levels of lateral transfers from teaching into student services personnel will continue as long as teaching is a prerequisite for many student services fields such as counseling. Human resource directors only need to be cognizant of the annual passage and plan accordingly.

Table 6.8. Previous Jobs of Student Services Personnel, FY01-FY05

Preceding Year Position	FY01	FY02	FY03	FY04	FY05
Administrators					
Principal	8	5	11	9	4
Assistant Principal	14	13	12	17	18
Assistant Superintendent	0	0	1	0	1
Other Administrators	44	62	27	34	26
Administrators Subtotal	66	80	51	60	49
Administrator % of Student Services Hires	4.8	5.6	3.7	4.7	3.8
Teachers					
Pre-Kindergarten Teacher	2	0	4	7	4
Kindergarten Teacher	17	9	13	11	7
Elementary Grades Teacher	177	184	182	144	142
ESOL Teacher	0	0	0	1	5
Middle Grades Teacher	102	97	91	73	99
High School Teacher	90	43	66	53	54
EIP Teacher	0	0	0	31	31
Instructional Specialist	12	14	6	13	16
Literacy Coach	0	0	0	0	2
Special Education Teacher	126	169	160	180	152
TAPP Teacher	0	0	0	2	1
Vocational Education Teacher	14	13	16	5	10
Other Teachers	4	2	13	5	5
Teachers Subtotal	544	531	551	525	528
Teacher % of Student Services Hires	39.4	37.0	40.4	41.5	41.2
Teachers & Administrators Subtotal	610	611	602	585	577
School Experience % of Student Services Hires	44.2	42.6	44.2	46.3	45.0
New Hires with No GA Experience	770	824	761	679	706
New Hires % of Student Services Hires	55.8	57.4	55.8	53.7	55.0
Total Hires	1,380	1,435	1,363	1,264	1,283
Total Hires Percent of Total	15.7	15.3	14.1	12.9	12.7
Student Services					
Elementary Grades Counselor	1,049	1,195	1,272	1,316	1,323
Middle Grades Counselor	856	857	884	882	884
High School Counselor	731	837	891	909	935
School Psychologist	505	540	581	605	616
School Social Worker	361	424	448	448	470
Speech & Language Pathologist	1,233	1,292	1,311	1,328	1,410
Media Specialist	1,891	1,940	1,956	1,961	2,012

**Table 6.8. Previous Jobs of Student Services Personnel, FY01-FY05.
Continued**

Preceding Year Position	FY01	FY02	FY03	FY04	FY05
Other Student Services	791	836	989	1,076	1,133
Student Services Subtotal	7,417	7,921	8,332	8,525	8,783
Student Services Percent of Total	84.3	84.7	85.9	87.1	87.3
Total	8,797	9,356	9,695	9,789	10,066

Source: EWRAD/PSC, 2005

Of the 706 new student services personnel hired from outside the Georgia public school system in FY05, almost one-quarter (24.6%) were speech and language pathologists (See Table 6.9), the lowest proportion since FY01. See Table 6.9.

Other student services personnel groups that had considerable new hires from outside the Georgia public school system in FY05 were elementary grades counselors (14.6%), media specialists (12.9%), high school counselors (11.5%) and middle grades counselors (10.5%).

Much of the new hiring of speech and language pathologists and media specialists each year goes to replace those that leave at the end of each year, 15.9% and 17.7%, respectively, in FY05. For instance, in FY05, even though 174 new speech and language pathologists were hired, the total in that personnel category increased by only 82. The difference went to replacing those that left after FY04.

There was increased annual new hiring among the counselor, social worker and media specialist groups. The number of new speech and language pathologists hired decreased from FY04. See Table 6.9.

Table 6.9. New Student Services Hires by Category, FY01-FY05

Category	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Elementary Grades Counselor	139	18.1	131	15.9	113	14.9	86	12.7	103	14.6
Middle Grades Counselor	74	9.6	102	12.4	72	9.5	59	8.7	74	10.5
High School Counselor	69	9.0	80	9.7	85	11.2	64	9.4	78	11.5
School Psychologist	56	7.3	73	8.9	61	8.0	66	9.7	67	9.5
School Social Worker	78	10.1	44	5.3	40	5.3	47	6.9	52	7.4
Speech & Language Pathologist	202	26.2	211	25.6	203	26.7	179	26.4	174	24.6
Media Specialist	100	13.0	100	12.1	108	14.2	83	12.2	91	12.9
Other Student Services	52	6.8	83	10.1	79	10.4	95	14.0	67	9.5
Total	770	100	824	100	761	100	679	100	706	100

As with the distribution of new administrative hires, Metro RESA hired the greatest percentage (40.7%) of new student services hires from outside the Georgia public school system in FY05. See Table 6.10. Central Savannah, First District, Griffin, North Georgia, Northwest Georgia and Southwest Georgia RESAs each accounted for over 5% of new student services hires in FY05.

Table 6.10. New Student Services Hires by RESA, FY01-FY05

RESA	FY01		FY02		FY03		FY04		FY05	
	#	%	#	%	#	%	#	%	#	%
Central Savannah	43	5.6	35	4.3	28	3.7	37	5.4	36	5.1
Chattahoochee	25	3.3	17	2.1	21	2.8	29	4.3	16	2.3
Coastal Plains	19	2.5	15	1.8	18	2.4	10	1.5	13	1.8
First District	58	7.5	50	6.1	51	6.7	53	7.8	53	7.5
Griffin	36	4.7	57	6.9	50	6.6	37	5.4	45	6.4
Heart of Georgia	11	1.4	12	1.5	8	1.1	3	0.4	9	1.3
Metro	299	38.8	348	42.2	330	43.4	273	40.2	287	40.7
Middle Georgia	24	3.1	30	3.6	17	2.2	19	2.8	29	4.1
North Georgia	39	5.1	26	3.2	33	4.3	36	5.3	43	6.1
Northeast Georgia	35	4.6	48	5.8	40	5.3	30	4.4	33	4.7
Northwest Georgia	50	6.5	58	7.0	49	6.4	37	5.4	42	5.9
Oconee	9	1.2	12	1.5	3	0.4	7	1.0	9	1.3
Okefenokee	18	2.3	17	2.1	9	1.2	11	1.6	7	1.0
Pioneer	53	6.9	45	5.5	52	6.8	39	5.7	28	4.0
Southwest Georgia	27	3.5	24	2.9	23	3.0	24	3.5	35	5.0
West Georgia	24	3.1	30	3.6	29	3.8	34	5.0	21	3.0
Total	770	100	824	100	761	100	679	100	706	100

In summary, over 80% of principals (Table 6.1) and over 75% of assistant principals (Table 6.3) continue from one year to the next. This means that school systems should anticipate and plan to replace, at least, 20-25% of their school building leadership every year. As Tables 6.2 and 6.4 show, most of these replacements are hired from within the systems: from other administrative personnel such as directors of various education areas and from among teachers and student services personnel. This process creates vacancies in these workforce groups from which the leaders were filled, exacerbating attrition in those groups. Similarly, 35-42% of student services personnel positions are filled from among teachers annually, see Table 6.8. This is expected to continue and should be planned for since teaching is a prerequisite for some of the service area.

SUMMARY OF SECTION II: GEORGIA'S ADMINISTRATIVE AND STUDENT SERVICES PERSONNEL

A Profile of the Administrative Personnel

- Georgia's administrative workforce **grew** by 2.2% from 7,805 in FY04 to 7,979 in FY05.
- There were **decreases** from FY04 in the number of assistant superintendents (0.4%), special education directors (2.9%), vocational education directors (15.2%) and athletic directors (12.2%). In contrast, **increases** were witnessed in the number of principals (2.6%), assistant principals (2.5%), human resources director (3.9%), curriculum directors (7.1%), technology director (7.1%), instructional supervisors (3.2%), pre-Kindergarten directors (15.4%) and other administrators (4.0%).
- There was an **increase** of more than 50 principals in FY05 after an increase by only one from FY03 to FY04; this is a response to the staffing needs in 37 new schools.
- The percentage of principals over 51 years old has declined since FY01. In the same way, the percentage of principals with 25 and over years of experience has also declined since FY01.
- Although the percentage of White administrators has continued to decline since FY01, the typical administrator remains **White**, ranging from 64.0% among assistant principals to 93.3% among technology directors. The proportion of males ranged from 13.3% among instructional supervisors to 95.3% among athletic directors.
- Administrative personnel are older than the teaching workforce with a **mean age** of 48.6% and **mean experience** of 21.4%. Assistant principals remain on the average, the youngest among administrative personnel group with a mean age of 45.7 years, and the least experienced with a mean experience of 18.7 years.

A Profile of Student Services Personnel

- Georgia's student services personnel **grew** by 2.8% from 9,789 in FY04 to 10,066 in FY05.
- **Increases** were experienced in all student services personnel groups, by a range of 1.3% among elementary grade counselors to 5.2% among school social workers.

- Student services personnel are **predominantly female** (89.1%) and **White** (75.9) in FY05. The least diversity is seen among the speech and language pathology group with 97.0% being female and among media specialists with 86.5% of the group being White.
- On the average, student services personnel (**mean age of 45.7**) are younger than administrators (48.6 years) and older than teachers (42.0 years). Among student services personnel, speech and language pathologists are the youngest group, with a mean age 40.8 years and the least experienced with an average experience of 12.1 years. Although these averages increased from FY04 (40.1 and 11.6 years respectively).

Demand of Administrative and Student Personnel Services Personnel

- **Attrition** among **principals** increased from 15.5% (321) in FY04 to 15.9% (329) in FY05.
- More than half (189, 57.4%) of the principals who **left** their positions exited the Georgia public system altogether.
- Almost three-quarters (73.2% or 241) of principals who left their positions were 51 years or older, while 51.1% were **male** and 73.3% were **White**.
- **Retention** is high among Georgia principals, of the 2,125 principals in FY05, a total of 2,025 (95.3%) returned to their systems and held principal or assistant principal positions in FY04. As in previous years, mobility is minimal across systems (3.1%) and even less across RESA (1.0%).
- **Assistant principal attrition** rose to 20.7% (593) in FY04. Attrition among assistant principals continues to increase, partly because many assistant principals get promoted into principal positions, or leave as a result of retirement.
- Over forty percent (41.7%) of the assistant principals who left in FY04 were 51 years or older, while 59.7% were **female** and 70.0% were **White**.
- Of the 593 assistant principals that left, only 165 (27.8%) actually left the Georgia public school system.
- Although **Mobility** of assistant principals is minimal across systems (4.6%) it increased from 3.7% in FY04. Similarly mobility across RESA increased from 0% in FY04 to 2.5% in FY05.
- Three-quarters of the **RESAs** lost more than 20% of their FY04 assistant principals.

- Of the 572 **other administrators** who vacated their positions, 50.5% (289) left the public school system, while 49.5% (283) remained in the Georgia school system in new positions in FY05.
- The largest loss among **other administrators** was among the instructional supervisor personnel group, accounting for 36.4% (208) of the total attrition among administrative personnel other than principals and assistant principals.
- **Attrition of student services personnel** declined to 10.3% in FY04 from 12.0% in FY03. "Other student services" personnel accounted for the highest (27.6%) loss among this personnel group, followed by media specialists (17.7%), and speech and language pathologists (15.9%).
- Of the 1,006 students services personnel who left their positions, over two-thirds (685 or 68.1%) left the Georgia public school system. The remainder of those who left (321 or 31.9%) accepted administrative or teaching positions within the Georgia public school systems.
- Media specialists accounted for the highest (22.9% or 157) proportion of those the students services personnel who left the Georgia public school system after FY04, followed by speech and language pathologists (19.4% or 133).
- It is **projected** that Georgia will expect **decreases** in the number of curriculum directors, human resources directors, vocational education directors and instructional supervisors. On the other hand, increases are expected among assistant superintendents, principals, assistant principals, special education director, pre-Kindergarten directors and other administrators.
- The **total number** of administrative personnel is projected to reach 9,000 by FY10 and 10,300 by FY15.
- Projections indicate that **increases** are expected among all the **student services personnel** groups. The total student services personnel is projected to reach 12,200 by FY10 and 15,200 by FY15.

Supply of Administrative and Student Services Personnel

- Retention of principals is the number one supplier of Georgia principals, accounting for 82.0% of FY05 principals (1,743 of the 2,125).
- A total of **382 new principals** were hired in FY05 from the following sources: assistant principals (68.8%), instructional supervisors (7.1%), student services personnel (2.4%) and teachers (4.3%). Only 35 (9.2%) of

the new principals were hired from outside the Georgia public school. Overall, various administrative positions provided most (84.3%) of the new school principals in FY05.

- Over three-quarters (77.3%) of assistant principals in FY05 **continued in their positions** from FY04. Of the 666 assistant principals hired in FY05, 65.6% (437) were hired from the teacher ranks, representing 14.9% of FY05 assistant principals. This may explain some of the teacher attrition.
- In FY05, 93.1% of administrative personnel other than Principals and Assistant Principals continued in their positions from FY03.
- In FY05, **Retention** accounted for 87.3% (8,783) of student services personnel. New hires accounted for 12.7% (1,283) of the total FY05 student services personnel in FY05.
- Student services are hired from a variety of sources, such as teachers, administrators and from outside Georgia public school system. **Teachers made up 41.2%** of new student services personnel hired in FY05, while administrative personnel accounted for less than five percent (3.8% of those hired into student services positions in FY05.
- Of the 1,283 newly hired student services personnel, 55% (706) were from **outside Georgia public system**. Of these 706, one quarter 24.6% (174) was speech and language pathologists. Most (91.9% or 160) of these newly hired speech and language pathologists replaced those that left after FY04.

Chapter 7: Policy Issues

- Growth of the teacher workforce last year matched that of student enrollment at almost exactly 2% for each. In the previous school year, FY04, student enrollment had increased 1.8% while the teacher workforce only grew 1.4%. FY05 was the first year student enrollment growth reached 2%; indications are that the enrollment growth rate will continue to increase each year in the foreseeable future, which will continue to increase demand for new teachers.
- Georgia's public school enrollment is growing faster than that of any other southern state and is 12th fastest growing in the nation. All other things being equal, Georgia's need for new teachers is thus greater than any other neighboring state. Georgia teacher training institutions supply less than one-quarter of the state's new teacher supply, although they have recently made progress in increasing their production. More than 27% of new teachers came from other states last year either from out-of-state universities or from other teaching positions. Substantial changes in other states' policies, such as Florida's drive to substantially reduce the student/teacher ratio could significantly impact Georgia's teacher supply and lead to shortages that would make it difficult if not impossible to meet the Highly Qualified Teacher requirements of the No Child Left Behind Act, unless such challenges were addressed by Georgia policy.
- Recent legislation created the Master Teacher Program, which will provide teachers an avenue for advancement while still remaining in the classroom. This avenue for advancement may affect the numbers of teachers who previously would have sought advancement through promotion to administrative positions. The vast majority of administrators come from the teacher workforce. With the rates of attrition of administrators substantially higher than that of teachers, legislation concerning teachers that may affect the supply chain for administrators should be analyzed for potential unintended consequences.
- Of the four core subject areas of English and Language Arts, Mathematics, Science and Social Studies, English had the highest attrition rate at 10.5%. Physical Science and Mathematics teachers were not far behind, with attrition rates of 9.9% and 9.7%. All are substantially above the average regular education attrition rate of 9.1%. Special education teachers leave at a rate of 9.6%, many of those to teach in the regular classroom. The PSC measures indirectly the degree of teacher shortage by the number of non-regular certificates issued as requested by school systems. English, Language Arts, Mathematics, Science and Social Science are all in the "top ten" most frequently issued. These two indicators suggest that the availability of core subject and special education teachers be monitored closely in case policy initiatives need to be considered to avoid or minimize critical shortages.

- Overall annual teacher attrition rates in Georgia have increased by more than 30% in the past decade, and the continuing increase shows little sign of attenuating. As early as FY93 the attrition rate was 6.6%, rising to 7% a decade ago and reaching 9.2% in FY04, the most recent year that can be determined using the FY05 CPI data collection. The variation in attrition among school systems is quite large; some systems are much more successful in retaining teachers, and some of this variation could be a function of teacher retention initiatives. Statewide initiatives directed at supporting school system and university programs to help especially newer teachers stay in the profession could be a significant factor in minimizing teacher shortages.
- African-American and Hispanic representation in the educator workforce is not keeping pace with student enrollment. African-American teachers constitute 21% of the workforce, while student enrollment has been stable at 38%. Hispanic student enrollment has more than doubled in recent years to almost 8% of total enrollment and shows every sign of continuing to increase exponentially. At the same time, Hispanic representation in the teacher workforce has grown slowly and just reached 1% of the workforce this past year. High school and college graduation rates of these two ethnicities, however, remain low and current efforts to significantly improve graduation rates will likely take some time. Schools statewide have made significant recent progress in reducing dropout rates; should these efforts translate into increases in graduation rates and continuation to college. Georgia may eventually realize an increased availability of minority teacher candidates.
- The average age of teachers has been increasing. The age increase from FY00 to FY05 has been due to a decrease in the proportions of teachers in their twenties and forties, and an increase in the proportions of those in their thirties and fifties. Most of these teachers are those who stayed in the profession and are simply growing older, but many are older individuals coming into the profession. While there are likely benefits to attracting older teachers to the profession, one possible consequence may be that those older teachers, with shorter available career spans, may produce increases in the attrition rate, igniting need for additional teacher production and recruitment efforts in the future even though they may be alleviating demand in the short term.
- While they are a small proportion of the overall educator population, vocational teachers have a high attrition rate compared to other teachers, at 9.8%. There is generally one vocational education director in a school system. PSC analysis also showed that in spite of a relatively consistent increase in the number of vocational education directors, to 177, in FY04, in FY05 there were only 150 reported in the CPI. While statewide vocational education staffing has increased 13.6% in the past five years, these factors could indicate changes in vocational education that might be of interest to policymakers.

- Changes in enrollment at different grade levels may signify the need to consider teacher production and recruitment at some levels more than others. In this decade, the voluntary Pre-Kindergarten program has increased by more than 20%. Although enrollment is now just approaching 38,000, compared to an average elementary grade enrollment of just under 119,000, the average growth has been well over five times that of the elementary grades. Kindergarten enrollment has increased 11% in the same period. Middle school enrollment grew more than 12%, and in no small part because of reduced dropout rates, high school enrollment grew almost 15%. The level elementary growth over the first part of the decade could signify an attenuation of enrollment increases in middle and high school, yet kindergarten and to a lesser extent first grade enrollment increases could signify the beginnings of enrollment increases at the elementary level in the coming years.

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APPENDICES

APPENDIX A

**FTE COUNTS OF EDUCATORS BY STATE, RESA AND
PERSONNEL CATEGORIES, FY01-FY05**

Table A1.1. FTE Count of Georgia Educators by Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	1325.8	1354.8	1373.8	1415	1491.2
Kindergarten	5308.3	5424.8	5654.6	6040.6	6198.5
EIP K	NA	1015.5	1219.1	911.2	806.6
ESOL	NA	492.5	730.8	1258.5	1447.9
Grade 1	5682.2	5720.1	5892.6	5965.2	6004.2
Grade 2	5433.5	5513.6	5681.3	5668	5735.9
Grade 3	5318.7	5474.8	5680.8	5696.5	5694.5
EIP 1-3	NA	2763.8	2980.3	3114.1	2608.9
Grade 4	5047.1	5003.7	4959.4	4889.7	4793.9
Grade 5	4872.3	4843.1	4884.2	4838.8	4737.6
EIP	2974.1	NA	NA	NA	NA
EIP 4-5	NA	933.6	1034.8	1185.0	1215.2
Other Elementary	4499.7	3997.4	4078.2	3213.9	3707.5
Elementary Total	39135.8	41183	42796.2	44196.4	44441.8
Grade 6	3750.1	3861.5	3502.7	3587.2	3841.3
Grade 7	3545.6	3687.4	3426.8	3551.2	3657.5
Grade 8	3334.7	3414.3	3224.2	3388.8	3582.7
Other Middle	6305.5	6517.2	7833.8	7463.9	7243.0
Middle Total	16935.9	17480	17987.5	17991	18324.4
High School (9-12) Total	17055.8	17523	17790.2	17867.3	17933.6
Vocational Education	2829.1	2784.3	2974.3	2974.8	3300.8
Special Education	11610.3	12449	13098.3	13719.7	14449.5
Instructional Specialist	4856.6	5034.8	5069.4	5476.7	5543.3
Literacy Coach	NA	49.1	120.1	250.5	397.5
Other Teachers	636.0	637.3	1015.6	789.1	809.6
GATAPP Teachers	NA	163.4	223.7	276.5	321.0
Subtotal (All Teachers)	94385.3	98659	102449	103542	105521.6
Elementary Counselors	1268.8	1339.4	1390.3	1386.1	1411.9
Middle Counselors	910.4	945.3	938.8	950.7	980.0
High School Counselors	916.3	963.8	997.9	1009.2	1043.4
Media Specialist	2078.2	2114.8	2138.2	2157.6	2197.1
School Psychologist	568.9	607.8	626.1	643.5	668.7
School Social Worker	444.1	474.3	484.4	487.9	511.7
Speech & Language Pathology	1431.8	1498.9	1492.2	1507.4	1541.8
Other Student Services	1180.1	1352.9	1514.7	1497.6	1550.6
Subtotal (Administration)	7332.6	7469	9582.6	9640.1	9905.2
Principal	2010.3	2044.2	2067.9	2070.0	2129.0
Assistant Principals	2468.9	2610.9	2798.1	2819.2	2925.6
Other Administrators	2853.5	2813.9	2815.1	2857.7	2933.2
Subtotal (Student Services)	8798.5	9297.2	7681.1	7746.9	7987.8
Workforce Total	110516.4	115425.0	119712.6	120929.0	123414.7

Table A1.2. FTE Count of Central Savannah RESA Educators By Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	100.0	103.0	103.0	114.0	115.0
Kindergarten	241.2	244.8	243.8	271.3	276.5
EIP K	NA	37.1	37.3	49.7	40.0
ESOL	NA	5.5	4.5	5.4	4.6
Grade 1	252.1	275.8	272.3	270.6	279.5
Grade 2	248.9	269.2	277	260.3	288.0
Grade 3	271.3	268.6	268.1	279.1	289.0
EIP 1-3	NA	233.9	228.8	190.8	144.5
Grade 4	287.3	290.9	282.8	253.5	262.0
Grade 5	269.8	272	269.6	250.6	254.0
EIP	291.2	NA	NA	NA	40.0
EIP 4-5	NA	42.6	56.6	90.5	76.66
Other Elementary	104.5	67.0	67.7	57.8	49.87
Elementary Total	1966.3	2007.3	2008.3	2093.5	2119.6
Grade 6	241.2	241.5	245.5	254.9	257.0
Grade 7	241.3	245.7	243.6	249.4	256.0
Grade 8	223.6	229.3	245.5	247	243.0
Other Middle	192.1	184.1	190.2	179.9	175.037
Middle Total	898.3	900.6	924.9	931.2	931.0
High School (9-12)	954.7	984.1	960.1	994.7	975.8
Vocational Education	203.2	185.3	173.8	152.9	194.4
Special Education	502.3	562.7	582.5	603.1	608.7
Instructional Specialist	255.9	298.5	308.0	313.4	313.9
Literacy Coach	NA	NA	3.0	11.0	31.8
Other Teachers	37.5	35.7	69.8	46.8	42.4
GATAPP Teachers	NA	23.0	31.1	33.2	53.6
Subtotal (All Teachers)	4918.2	5100.1	5136.0	5179.8	5271.2
Elementary Counselors	68.5	71.8	74.1	70.4	71.49
Middle Counselors	42.0	39.9	37.6	41.6	42.0
High School Counselors	55.8	59.1	57.8	59.8	58.5
Media Specialist	124.1	126.5	122.8	122.2	126.8
School Psychologist	30.3	31.3	30.0	29.6	31.1
School Social Worker	27.2	26.9	24.7	23.7	25.2
Speech & Language Pathology	48.5	48.6	47.1	46.6	49.7
Other Student Services	53.7	56.3	59.9	82.7	81.7
Subtotal (Student Services)	450.0	460.3	454.0	476.6	486.4
Principal	125.9	128.4	126.3	126.4	127.1
Assistant Principals	103.5	111.7	110.6	108.0	112.6
Other Administrators	144.8	147.8	141.2	149.4	157.2
Subtotal (Administration)	374.3	387.9	378.0	383.8	396.9
Workforce Total	5742.5	5948.3	5996.6	6040.2	6154.4

Table A1.3. FTE Count of Chattahoochee RESA Educators By Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	102.0	103.0	98.9	98.0	103.0
Kindergarten	198.5	204.3	208.8	223.8	216.0
EIP K	NA	44.8	46.7	39.1	33.0
ESOL	NA	12.0	15.0	14.6	15.0
Grade 1	209.8	208.1	209.5	213	215.0
Grade 2	209.4	205.4	204.3	209.7	214.0
Grade 3	207.8	207.4	208.0	212.1	211.5
EIP 1-3	NA	103.3	106.7	97.3	95.1
Grade 4	197.5	184.4	182.2	179.7	166.5
Grade 5	188.5	185.4	179.1	177.5	159.3
EIP	140.3	NA	NA	NA	NA
EIP 4-5	NA	49.8	64.9	67.4	55.0
Other Elementary	133	94.3	107.8	127.7	109.5
Elementary Total	1484.9	1499	1532.8	1659.9	1592.8
Grade 6	77.8	81.1	66.0	65.6	65.2
Grade 7	71.6	68.8	62.7	63.5	61.5
Grade 8	69.6	80.8	67.9	74.1	73.1
Other Middle	456.8	454.7	502.8	495.7	501.2
Middle Total	675.7	685.3	699.5	698.9	701.0
High School (9-12)	712.9	694.2	669.3	706.4	693.7
Vocational Education	112.0	105.4	147.6	128.9	132.1
Special Education	399.1	425.8	435.9	459.8	468.6
Instructional Specialist	142.6	163.8	154.5	140	151.1
Literacy Coach	NA	5.0	12.9	15.0	19.0
Other Teachers	19.7	18.1	53.9	25.7	20.5
GATAPP Teachers	NA	12.0	14.1	18.0	30.0
Subtotal (All Teachers)	3648.8	3711.6	3819.4	3852.6	3808.7
Elementary Counselors	55.6	55.8	55.0	53.6	56.1
Middle Counselors	34.2	34.9	33.6	33.2	30.8
High School Counselors	49.0	47.1	50.0	50.4	53.2
Media Specialist	98.4	96.5	98.9	94.7	96.3
School Psychologist	29.5	29.8	27.9	29.9	27.8
School Social Worker	10.1	11.5	11.0	11.0	11.0
Speech & Language Pathology	51.3	49.6	48.1	51.5	49.2
Other Student Services	56.7	56.1	58.9	58.4	55.4
Subtotal (Student Services)	384.8	381.3	383.4	382.7	379.8
Principal	97.0	98.5	98.5	98	100.0
Assistant Principals	95.8	93.3	93.5	97.9	99.0
Other Administrators	114.2	119.9	121.5	114.2	112.3
Subtotal (Administration)	307	311.7	313.5	310.1	311.3
Workforce Total	4340.5	4404.6	4516.4	4545.4	4499.8

Table A1.4. FTE Count of Coastal Plains RESA Educators by Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	56.0	61.0	58.6	62.0	63.0
Kindergarten	153.8	156.9	156.0	156.0	149.0
EIP K	NA	52.6	52.7	41.6	62.5
ESOL	NA	9.8	13.9	16.3	19.3
Grade 1	176.9	174.6	167.5	180.7	152.5
Grade 2	162.8	156	159.9	146.5	152.0
Grade 3	168.1	155.3	153.9	158.5	148.0
EIP 1-3	NA	121.9	119.6	124.1	134.0
Grade 4	141.1	132.7	133.1	134.3	118.5
Grade 5	145.7	126.3	125.5	129.2	114.4
EIP	173.1	NA	NA	NA	NA
EIP 4-5	NA	53.2	59.1	49.2	62.0
Other Elementary	78.9	68	55	50.2	49.5
Elementary Total	1200.3	1207.3	1196.3	1248.6	1224.7
Grade 6	140.0	138.4	135.1	136.1	131.0
Grade 7	132.6	137.7	138.9	131.8	126.2
Grade 8	132.7	125.7	133.5	130.8	131.3
Other Middle	97.7	96.9	90.0	86.4	81.5
Middle Total	503	498.7	497.6	485.1	470.0
High School (9-12)	478.9	479.2	485.9	480.1	468.9
Vocational Education	125.3	135.5	134.9	123.3	130.7
Special Education	308.2	318.9	328.7	339.6	349.6
Instructional Specialist	142.3	152.7	163.1	153.1	160.2
Literacy Coach	NA	NA	5.0	6.0	18.5
Other Teachers	25.1	19.7	20.8	18.3	18.0
GATAPP Teachers	NA	3.0	2.0	NA	NA
Subtotal (All Teachers)	2839.1	2876	2892.8	2854.1	2840.6
Elementary Counselors	36.9	37.9	35.7	36.7	36.0
Middle Counselors	19.9	19.3	19.3	19.0	18.0
High School Counselors	31.2	32.2	31.7	29.7	29.0
Media Specialist	60.3	62.0	60.7	58.9	55.4
School Psychologist	16.5	19.0	19.9	20.0	17.1
School Social Worker	17.5	18.3	19.3	18.4	18.7
Speech & Language Pathology	53.0	55.5	59.6	63.0	66.3
Other Student Services	27.7	33.8	40.5	37.0	38.5
Subtotal (Student Services)	263	278.2	286.8	282.8	278.9
Principal	56.2	57.9	57.0	57.0	57.0
Assistant Principals	89.7	90.1	85.3	81.9	87.1
Other Administrators	118.1	110.5	114.9	118.4	107.8
Subtotal (Administration)	264	258.6	257.3	257.3	251.8
Workforce Total	3366.1	3412.8	3436.9	3394.2	3371.4

Table A1.5. FTE Count of First District RESA Educators By Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	172.4	177.2	186.2	199.5	220.8
Kindergarten	346.7	341.7	388.0	485.7	497.3
EIP K	NA	221.9	194.0	129.6	121.7
ESOL	NA	17.9	26.9	32.4	45.6
Grade 1	401.7	396.5	406.5	452.8	336.9
Grade 2	413.7	411.4	410.6	424.1	317.0
Grade 3	401.9	399.6	395.0	430.9	320.0
EIP 1-3	NA	487.5	463.5	337.4	254.5
Grade 4	419.2	410.8	400.1	392.2	277.1
Grade 5	401.7	423.9	407.1	379.2	265.9
EIP	649.3	NA	NA	NA	NA
EIP 4-5	NA	96.8	126.8	161.0	158.3
Other Elementary	328.7	345.2	274.5	242.6	873.3
Elementary Total	3362.9	3553	3492.9	3667.5	3688.4
Grade 6	265.6	268.8	273.6	361.7	435.8
Grade 7	253.7	268.3	265.6	362.3	383.0
Grade 8	259.3	265.7	265.9	351.9	382.0
Other Middle	575.2	554.5	605.0	332.2	313.7
Middle Total	1353.8	1357.4	1410.1	1408.1	1514.5
High School (9-12)	1409.4	1449.1	1442.1	1409.1	1403.0
Vocational Education	217.7	223.2	235.1	290.7	302.7
Special Education	900.0	1010.1	1004.5	1013.0	1056.6
Instructional Specialist	423.6	439.0	460.4	465	413.8
Literacy Coach	NA	6.0	13.0	24.7	31.5
Other Teachers	328.7	89.2	90.1	71.0	84.3
GATAPP Teachers	NA	7.0	16.7	14.0	8.0
Subtotal (All Teachers)	328.7	8311.1	8351.1	8362.9	8502.8
Elementary Counselors	112.0	118.1	115.5	110.7	115.8
Middle Counselors	67.0	68.2	68.0	70.6	70.5
High School Counselors	77.1	78.3	77.1	77.8	77.6
Media Specialist	183.9	185.9	183.4	184.9	185.9
School Psychologist	44.2	47.6	48.4	50.0	51.9
School Social Worker	34.8	40.0	39.1	38.4	40.4
Speech & Language Pathology	494.5	328.7	137.5	144.2	159.7
Other Student Services	59.5	76.7	102.1	102.5	126.5
Subtotal (Student Services)	695.6	744.7	771.0	779.0	828.3
Principal	175.5	178.0	178.2	179.2	185.3
Assistant Principals	202.2	210.5	209.2	205.7	218.3
Other Administrators	210.3	236.3	255.8	258.7	296.8
Subtotal (Administration)	588.0	624.8	643.1	643.6	700.5
Workforce Total	9231.6	9680.5	9765.3	9785.5	10031.6

Table A1.6. FTE Count of Griffin RESA Educators by Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	45.0	52.0	54.9	57.0	59.0
Kindergarten	231.2	283.2	310.3	326.1	340.2
EIP K	NA	50.0	50.9	46.2	43.1
ESOL	NA	26.5	29.4	32.5	37.2
Grade 1	247.7	244.0	265.4	281.7	292.7
Grade 2	253.9	260.5	265.5	270.8	297.3
Grade 3	267.8	272	278.0	278.6	278.2
EIP 1-3	NA	116.8	119.7	141.1	106.9
Grade 4	240.7	234.8	247.0	248.3	246.8
Grade 5	229.4	239.9	243.6	263.1	264.8
EIP	135.8	NA	NA	NA	NA
EIP 4-5	NA	39.3	49.9	65.3	63.2
Other Elementary	413.6	354.9	354.3	360.5	395.5
Elementary Total	2020.2	2121.7	2214	2371.1	2425.1
Grade 6	209.5	221.5	226.6	279.5	301.7
Grade 7	200.9	217.2	235.9	285.4	298.2
Grade 8	205.6	219.8	223.1	265.9	281.2
Other Middle	346.6	361.8	380.1	320.8	325.6
Middle Total	962.6	1020.3	1065.5	1151.6	1206.6
High School (9-12)	967.6	976.1	1024.6	1088.7	1123.0
Vocational Education	145.5	149.1	144.5	148.3	171.7
Special Education	647.5	681.7	723.5	815.1	890.2
Instructional Specialist	281.4	278.3	278.6	281.6	277.8
Literacy Coach	NA	NA	1.0	3.0	8.0
Other Teachers	40.4	38.3	61.7	68.9	52.9
GATAPP Teachers	NA	18.9	37.8	20.9	28.0
Subtotal (All Teachers)	5110.1	5336.4	5605.8	5949.2	6183.2
Elementary Counselors	64.8	69.9	74.2	78.5	79.1
Middle Counselors	43.5	46.0	45.8	49.8	54.0
High School Counselors	62.0	61.5	63.5	62.3	65.8
Media Specialist	111.0	115.0	115.0	123.0	131.1
School Psychologist	31.0	34.8	37.8	39.9	39.4
School Social Worker	23.0	27.0	27.5	24.5	26.0
Speech & Language Pathology	86.7	94.5	97.3	105.8	112.0
Other Student Services	22.3	37.6	59.6	62.9	66.6
Subtotal (Student Services)	444.3	486.3	520.7	546.7	574.1
Principal	105.0	104.5	110.0	110.0	115.0
Assistant Principals	153.0	152.0	163.5	165.3	173.2
Other Administrators	123.8	146.1	138.3	136.2	133.2
Subtotal (Administration)	381.8	402.6	411.8	411.5	421.4
Workforce Total	5936.1	6225.3	6538.3	6907.4	7178.7

Table A1.7. FTE Count of Heart of Georgia RESA Educators By Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	52.5	54.0	53.5	53.0	57.5
Kindergarten	96.8	95.1	90.5	92.3	92.6
EIP K	NA	14.7	19.3	21.5	16.0
ESOL	NA	1.4	0.7	3.0	2.5
Grade 1	102.1	100.3	101.4	91.2	99.2
Grade 2	94.0	95.8	98.4	93.3	89.3
Grade 3	93.6	98.5	96.7	82.6	82.8
EIP 1-3	NA	36.1	39.3	46.5	39.2
Grade 4	85.0	81.1	80.9	75.8	78.2
Grade 5	86.8	84.5	78.5	78.0	76.3
EIP	40.2	NA	NA	NA	NA
EIP 4-5	NA	20.0	23.8	20.9	25.0
Other Elementary	64	53.0	35.9	44.2	36.5
Elementary Total	662.6	680.5	665.4	702.4	695.0
Grade 6	72.3	72.8	81.8	80.0	79.6
Grade 7	66.9	60.6	64.9	72.9	69.9
Grade 8	61.8	65.6	65.9	75.5	77.2
Other Middle	130.9	110.8	91.1	79.8	76.1
Middle Total	331.9	309.8	303.7	308.2	302.8
High School (9-12)	282.7	295.7	308.3	293.6	280.4
Vocational Education	69.1	52.8	54.4	61	69.3
Special Education	180.1	182.0	193.9	192	211.2
Instructional Specialist	58.9	68.0	70.0	71.4	72.1
Literacy Coach	NA	NA	3	5	2.0
Other Teachers	10.6	15.2	19.5	11	10.6
GATAPP Teachers	NA	3	2.5	6.6	3.0
Subtotal (All Teachers)	1648.5	1660.9	1674.1	1651.3	1646.5
Elementary Counselors	18.5	22.5	22.7	19.8	20.0
Middle Counselors	14.2	15.7	15.3	14.0	13.2
High School Counselors	13.5	14.0	14.5	13.5	15.5
Media Specialist	36.0	35.1	35.6	32.6	34.7
School Psychologist	8.0	11.5	10.5	10.0	13.5
School Social Worker	7.0	10.1	7.2	7.2	6.9
Speech & Language Pathology	22.0	22.0	24.4	21.5	21.6
Other Student Services	16.8	18.8	16.6	17.8	16.0
Subtotal (Student Services)	136	149.8	146.8	136.4	141.3
Principal	44.2	42	43	41.5	39.5
Assistant Principals	32.9	34.6	30.3	32.7	38.4
Other Administrators	68.3	67.3	70.5	62.6	60.7
Subtotal (Administration)	145.3	143.9	143.8	136.8	138.6
Workforce Total	1929.7	1954.5	1964.7	1924.5	1926.4

Table A1.8. FTE Count of Metro RESA Educators By Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	219.5	218.0	217.0	236.0	246.4
Kindergarten	2066.8	2077.2	2159.7	2271.6	2342.4
EIP K	NA	145.9	354.5	203.1	168.6
ESOL	NA	174.8	327.5	786.7	914.0
Grade 1	2245.6	2217.1	2275.2	2221.2	2284.2
Grade 2	2018	2068.5	2154.3	2128.2	2186.0
Grade 3	1951.7	2060.3	2178.1	2145.1	2207.2
EIP 1-3	NA	581.2	734.9	1129.8	930.8
Grade 4	1816.2	1852.9	1850.0	1856.6	1838.4
Grade 5	1727.4	1742.4	1811.6	1817.3	1816.8
EIP	237.2	NA	NA	NA	NA
EIP 4-5	NA	142.9	106.8	174.6	284.3
Other Elementary	1912.0	1787.6	1913	1215.7	1139.0
Elementary Total	13974.9	14850.7	15865.7	16186	16357.9
Grade 6	1256.3	1262.6	888.2	824.9	974.8
Grade7	1184.9	1217.5	907.8	853.7	917.6
Grade 8	1038.1	1019.1	771.3	707.7	846.2
Other Middle	2545.2	2922.5	4023.5	4034.8	3901.6
Middle Total	6024.5	6421.7	6590.8	6421.1	6640.2
High School (9-12)	6146.6	6460.9	6581.8	6509.2	6447.0
Vocational Education	722.7	711.9	736.5	729.8	873.5
Special Education	4415.8	4711.5	5011	5330.5	5669.6
Instructional Specialist	1963.9	2011.4	1972.5	2372.9	2412.2
Literacy Coach	NA	16.5	19.3	78.0	88.7
Other Teachers	107.7	142.6	324.3	216.1	243.0
GATAPP Teachers	NA	8	20.7	104.3	142.3
Subtotal (All Teachers)	33575.6	35553.1	37339.6	37948	38874.4
Elementary Counselors	446.4	477.4	509.0	515.0	511.7
Middle Counselors	409.4	442.9	443.0	444.5	468.7
High School Counselors	303.4	322.3	334.7	343.8	360.0
Media Specialist	651.5	665.1	675	691.7	706.6
School Psychologist	192.6	203.7	207.6	222.9	235.5
School Social Worker	198.0	200.3	205.3	210.3	219.2
Speech & Language Pathology	504.4	538.7	490.5	493.1	490.2
Other Student Services	552.6	655.3	729.8	715.5	770.1
Subtotal (Student Services)	3258.3	3505.6	3595	3636.9	3762.1
Principal	588.9	603.5	618.8	624.3	651.4
Assistant Principals	940.1	1001.0	1110.7	1153.8	1167.0
Other Administrators	912.2	868.8	819.6	829.5	874.5
Subtotal (Administration)	2441.2	2473.2	2549.2	2607.6	2692.9
Workforce Total	39275	41531.9	43483.8	44192.4	45329.3

Table A1.9. FTE Count of Middle Georgia RESA Educators By Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	78.0	78.0	78.9	79.0	87.0
Kindergarten	248.1	236.0	246.8	247.0	255.0
EIP K	NA	21.1	15.4	16.1	10.9
ESOL	NA	8.7	7.2	15.3	22.4
Grade 1	258.7	259.3	268.0	268.0	266.0
Grade 2	261.2	261.2	263.3	267.5	262.0
Grade 3	250.4	242.1	253.3	263.3	269.0
EIP 1-3	NA	54.1	54.9	45.7	50.5
Grade 4	216	213.8	217.5	214.9	219.0
Grade 5	217.7	215.8	216.3	222.8	214.0
EIP	49.3	NA	NA	NA	NA
EIP 4-5	NA	35.7	29.9	26.6	26.9
Other Elementary	107.7	111.5	110.5	87.3	83.1
Elementary Total	1609.2	1659.2	1683	1753.4	1765.9
Grade 6	195.2	209.0	198.9	196.1	203.0
Grade 7	176.2	181.3	190.3	190.8	201.0
Grade 8	174.1	167.5	164.9	183.5	199.5
Other Middle	148.2	146.1	158.6	169.3	144.8
Middle Total	693.7	703.9	712.7	739.7	748.3
High School (9-12)	749.6	714.7	716.3	722.9	776.0
Vocational Education	125.7	121.3	134.2	136.4	151.7
Special Education	487.7	517.8	528.9	532.5	553.6
Instructional Specialist	237.1	225.0	214.0	209.3	223.5
Literacy Coach	NA	NA	8.0	12.0	26.7
Other Teachers	28.8	29.3	33.3	60.5	82.7
GATAPP Teachers	NA	32	19.7	13.9	10.0
Subtotal (All Teachers)	4009.6	4081.1	4129.1	4180.5	4338.2
Elementary Counselors	63.8	64.8	62.3	61.7	62.4
Middle Counselors	26.5	28.5	29.5	30.7	34.1
High School Counselors	42.5	43.5	44.5	44.1	48.5
Media Specialist	100.5	103.4	103.7	101	105.0
School Psychologist	24.1	24.6	25.6	24.9	27.4
School Social Worker	13.9	13.0	12.0	12.0	19.0
Speech & Language Pathology	70.3	72.3	76.0	74.6	72.0
Other Student Services	70.2	62.6	75.1	68.1	52.8
Subtotal (Student Services)	411.8	412.6	428.7	417	421.1
Principal	99.7	101.7	103.7	98.9	103.0
Assistant Principals	88.6	88.2	108.6	103.6	130.8
Other Administrators	133.9	128.1	125.7	122.4	108.2
Subtotal (Administration)	322.2	318	337.9	324.9	341.9
Workforce Total	4743.7	4811.8	4895.7	4922.5	5101.2

Table A1.10. FTE Count of North Georgia RESA Educators By Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	26.0	26.0	31.0	32.0	31.0
Kindergarten	240.0	248.9	279.7	301.6	316.5
EIP K	NA	23.5	24.9	26.6	21.0
ESOL	NA	59.4	82.0	91.4	99.9
Grade 1	250.5	238.5	271.6	271.5	298.5
Grade 2	241.5	232.6	256.0	243.7	275.4
Grade 3	239.0	227.6	268.5	245.2	278.5
EIP 1-3	NA	91.8	86.4	132.4	106.0
Grade 4	203.7	199.8	205.3	200.4	212.6
Grade 5	202.0	192.3	200.5	192.1	207.0
EIP	86.6	NA	NA	NA	NA
EIP 4-5	NA	103.5	59.5	58.6	40.8
Other Elementary	173.5	139.7	148.8	124.7	93.0
Elementary Total	1636.7	1757.5	1883.0	1920.2	1980.1
Grade 6	184.3	187.9	196.6	189.5	194.5
Grade 7	160.8	166.5	162.1	161.6	192.0
Grade 8	139.4	158.4	162.3	167.5	195.5
Other Middle	167.9	215.2	244.6	318.7	206.9
Middle Total	652.5	728.0	765.6	837.3	788.8
High School (9-12)	725.4	714.8	751.3	800.3	788.8
Vocational Education	162.6	135.1	149.2	122.0	123.5
Special Education	470.2	518.5	548.9	569.1	593.4
Instructional Specialist	206.5	215.7	223.7	214.5	218.1
Literacy Coach	NA	NA	1.0	1.0	21.0
Other Teachers	25.5	14.6	28.5	24.5	30.4
GATAPP Teachers	NA	NA	NA	NA	NA
Subtotal (All Teachers)	3905.4	4110.1	4382.2	4488.9	4544.2
Elementary Counselors	60.0	58.7	62.9	61.9	64.5
Middle Counselors	22.6	26.0	26.0	28.3	30.0
High School Counselors	36.1	37.0	39.5	40.6	42.5
Media Specialist	89.3	87.5	90.5	92.1	91.5
School Psychologist	26.0	28.2	28.6	28.0	28.8
School Social Worker	13.8	12.8	12.9	13.9	16.9
Speech & Language Pathology	60.4	57.1	58.6	64.7	68.5
Other Student Services	44.0	49.9	59.0	58.7	56.7
Subtotal (Student Services)	352.0	357.1	377.9	388.2	399.4
Principal	79.9	81.0	84.0	83.0	84.0
Assistant Principals	110.4	107.3	111.4	111.8	116.5
Other Administrators	99.1	92.7	102.7	104.7	102.5
Subtotal (Administration)	289.4	281.0	298.1	299.5	302.9
Workforce Total	4546.8	4748.2	5058.2	5176.6	5246.5

Table A1.11. FTE Count of Northeast Georgia RESA Educators By Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	70.0	70.0	73.9	73.0	75.0
Kindergarten	214.5	233.7	237.8	253.8	277.5
EIP K	NA	64.5	75.2	58.3	34.7
ESOL	NA	23.9	35.9	42.6	45.8
Grade 1	222.7	242.5	244.1	260.3	271.0
Grade 2	226.9	245.9	243.7	239.7	255.0
Grade 3	202.7	237.4	242.8	246.9	248.0
EIP 1-3	NA	131.4	152.7	110.1	108.3
Grade 4	207.2	215.1	207.6	208.2	207.5
Grade 5	209.5	202.1	211.4	205.6	211.5
EIP	245.8	NA	NA	NA	
EIP 4-5	NA	51.0	76.1	70.2	75.4
Other Elementary	207.3	186.2	153.6	146.1	171.4
Elementary Total	1736.6	1833.6	1880.9	1914.7	1981.0
Grade 6	178.9	188.4	187.8	187.8	200.0
Grade 7	162.2	173.3	176.8	191.8	197.7
Grade 8	176.2	160.1	180.0	196.9	197.7
Other Middle	217.0	211.2	204.2	181.2	189.3
Middle Total	734.3	732.9	748.9	757.7	784.7
High School (9-12)	681.6	714.7	715.3	735.6	765.7
Vocational Education	141.7	148.4	167.7	170.7	180.6
Special Education	570.2	640.6	668.0	676.0	695.4
Instructional Specialist	172.4	178.1	200.4	200.2	145.9
Literacy Coach	NA	3.5	5.3	7.5	22.5
Other Teachers	25.4	26.5	40.8	26.7	18.7
GATAPP Teachers	NA	2.0	12.7	2.0	6.0
Subtotal (All Teachers)	4132.2	4350.3	4513.8	4491.2	4600.4
Elementary Counselors	50.7	55.1	59.6	56.0	55.7
Middle Counselors	27.9	28.4	28.0	32.5	33.0
High School Counselors	40.4	41.5	48.1	44.8	47.6
Media Specialist	100.5	103.0	105.0	106.0	110.0
School Psychologist	33.0	36.0	36.9	36.0	38.1
School Social Worker	23.1	25.3	26.5	26.4	25.6
Speech & Language Pathology	62.0	63.9	64.3	69.2	68.1
Other Student Services	49.3	50.1	45.6	53.5	48.9
Subtotal (Student Services)	386.9	403.3	413.9	424.2	427.0
Principal	99.1	101.4	103.4	104.0	108.9
Assistant Principals	111.1	116.2	124.5	122.0	130.1
Other Administrators	140.7	149.3	163.1	180.8	172.8
Subtotal (Administration)	350.9	366.9	391.0	406.8	411.8
Workforce Total	4869.9	5120.5	5318.8	5322.2	5439.2

Table A1.12. FTE Count of Northwest Georgia RESA Educators By Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	114.0	117.5	125.0	96.0	99.0
Kindergarten	371.0	358.0	370.0	395.8	396.0
EIP K	NA	119.7	122.1	93.9	103.5
ESOL	NA	36.4	41.6	45.4	52.7
Grade 1	363.6	366.9	377.1	402.2	413.0
Grade 2	364.5	365.8	367.0	383.5	389.1
Grade 3	359.6	356.9	359.4	380.7	377.6
EIP 1-3	NA	298.6	316.3	260.2	230.5
Grade 4	348.3	317.1	309.5	307.5	321.1
Grade 5	332.7	321.5	322.9	315.2	310.5
EIP	265.1	NA	NA	NA	
EIP 4-5	NA	104.5	135.5	130.0	114.2
Other Elementary	211.8	189.4	216.6	198.6	185.4
Elementary Total	2616.4	2834.7	2937.7	3008.9	2992.5
Grade 6	276.7	299.1	303.6	296.6	294.3
Grade 7	274.1	292.9	293.9	283.3	267.9
Grade 8	257.7	280.4	287.0	297.9	271.9
Other Middle	289.0	238.6	286.8	285.3	335.0
Middle Total	1097.5	1110.9	1171.3	1163.1	1169.0
High School (9-12)	1067.3	1097.4	1105.0	1108.1	1141.5
Vocational Education	209.5	217.0	243.9	244.1	254.2
Special Education	780.4	833.1	899.2	960.3	1029.2
Instructional Specialist	350.3	371.9	370.1	341.5	389.5
Literacy Coach	NA	1.0	10.0	20.5	39.0
Other Teachers	70.0	69.5	70.8	53.5	45.9
GATAPP Teachers	NA	34.0	43.0	19.5	20.1
Subtotal (All Teachers)	6305.3	6686.8	6976.0	6919.6	7080.9
Elementary Counselors	86.8	89.8	91.8	93.3	103.5
Middle Counselors	50.7	52.3	52.8	51.6	54.8
High School Counselors	58.8	65.7	68.0	70.1	69.7
Media Specialist	150.3	151.6	157.6	161.7	161.3
School Psychologist	27.2	31.2	35.2	31.9	36.5
School Social Worker	15.2	17.5	21.5	20.4	21.9
Speech & Language Pathology	114.6	118.3	126.5	116.3	106.0
Other Student Services	76.8	80.8	83.0	67.9	55.0
Subtotal (Student Services)	580.3	607.2	636.3	613.2	608.6
Principal	150.7	152.1	152.1	153.5	156.8
Assistant Principals	153.8	172.4	182.7	184.2	195.3
Other Administrators	178.4	179.1	181.2	173.3	185.2
Subtotal (Administration)	482.8	503.5	515.9	511.0	537.3
Workforce Total	7368.4	7797.5	8128.2	8043.8	8226.8

Table A1.13. FTE Count of Oconee RESA Educators By Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	22.0	20.0	24.0	30.0	31.0
Kindergarten	63.2	63.3	65.3	74.4	69.0
EIP K	NA	25.7	22.7	11.7	12.0
ESOL	NA	2.0	4.0	4.2	6.0
Grade 1	71.0	71.6	66.6	75.6	74.1
Grade 2	72.4	72.0	71.0	66.9	70.0
Grade 3	70.9	73.8	68.8	73.5	72.0
EIP 1-3	NA	49.8	51.6	36.6	27.8
Grade 4	72.0	65.8	69.2	61.9	62.9
Grade 5	69.0	61.0	54.7	56.7	61.4
EIP	67.7	NA	NA	NA	NA
EIP 4-5	NA	19.0	21.0	19.2	17.5
Other Elementary	45.0	41.4	41.6	41.4	36.5
Elementary Total	530.9	545.4	536.5	552.2	540.3
Grade 6	50.0	50.5	55.1	58.0	54.8
Grade 7	51.0	54.7	49.8	56.0	54.0
Grade 8	53.6	52.1	51.9	54.6	57.9
Other Middle	101.8	87.0	72.9	62.4	64.4
Middle Total	256.4	244.4	229.7	231.0	231.1
High School (9-12)	239.2	248.5	229.0	217.5	213.9
Vocational Education	34.7	32.0	50.9	55.6	54.5
Special Education	196.7	201.9	205.4	209.1	224.0
Instructional Specialist	39.4	40.9	37.9	38.3	42.6
Literacy Coach	NA	NA	2.0	4.5	10.0
Other Teachers	3.8	5.7	8.4	10.6	12.5
GATAPP Teachers	NA	4.0	5.0	5.0	3.0
Subtotal (All Teachers)	1323.1	1342.8	1328.7	1323.9	1331.8
Elementary Counselors	13.5	14.5	16.0	14.0	14.5
Middle Counselors	11.6	14.0	11.0	10.0	9.5
High School Counselors	12.1	10.0	10.0	10.0	12.6
Media Specialist	27.9	29.9	27.8	27.6	26.8
School Psychologist	6.7	7.9	7.1	6.6	7.6
School Social Worker	6.0	9.0	9.0	8.1	8.1
Nurse	NA	NA	NA	NA	NA
Speech & Language Pathology	13.1	12.0	9.5	9.0	9.0
Other Student Services	11.4	13.9	10.0	13.5	11.3
Subtotal (Student Services)	102.2	111.2	100.5	98.9	99.4
Principal	35.5	36.5	35.5	31.0	30.0
Assistant Principals	31.4	34.4	35.6	35.3	34.0
Other Administrators	53.1	54.4	49.8	51.9	52.7
Subtotal (Administration)	120.0	125.3	120.9	118.1	116.7
Workforce Total	1545.3	1579.3	1550.1	1540.8	1547.8

Table A1.14. FTE Count of Okefenokee RESA Educators By Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	61.0	63.0	61.0	63.0	63.0
Kindergarten	96.3	105.3	93.7	81.8	87.0
EIP K	NA	33.1	49.6	62.9	56.0
ESOL	NA	7.9	8.2	11.0	12.5
Grade 1	103.2	116.7	101.5	102.5	107.1
Grade 2	107.0	106.9	95.7	91.0	86.0
Grade 3	102.9	103.1	98.3	94.0	91.7
EIP 1-3	NA	92.1	121.9	132.8	128.0
Grade 4	105.9	103.7	79.3	67.5	84.0
Grade 5	104.1	97.8	79.2	67.7	81.0
EIP	140.9	NA	NA	NA	
EIP 4-5	NA	25.2	70.8	91.7	61.0
Other Elementary	64.1	59.4	50.5	40.1	42.5
Elementary Total	824.2	851.1	848.5	905.9	899.8
Grade 6	84.0	86.0	83.5	87.1	90.0
Grade 7	72.4	70.0	84.2	86.8	84.5
Grade 8	78.4	81.4	79.8	83.6	89.0
Other Middle	93.8	94.4	94.7	71.5	75.2
Middle Total	328.6	331.8	342.3	329.0	338.7
High School (9-12)	304.0	308.2	313.1	311.5	305.5
Vocational Education	66.7	64.0	75.8	73.9	84.4
Special Education	223.9	224.1	232.7	242.1	239.0
Instructional Specialist	71.9	61.4	68.2	84.3	85.4
Literacy Coach	NA	NA	9.0	16.3	18.5
Other Teachers	27.1	26.9	26.3	26.2	24.0
GATAPP Teachers	NA	7.5	5.0	NA	NA
Subtotal (All Teachers)	1907.2	1938.0	1981.9	1989.1	1995.3
Elementary Counselors	18.2	22.3	21.2	22.1	23.5
Middle Counselors	13.2	11.4	12.9	12.3	9.5
High School Counselors	18.7	19.5	18.6	17.3	16.7
Media Specialist	44.0	45.0	45.0	46.0	46.5
School Psychologist	14.5	13.5	12.5	12.8	12.8
School Social Worker	6.0	9.0	10.0	10.5	10.5
Speech & Language Pathology	37.5	36.5	38.8	40.9	40.8
Other Student Services	13.6	18.4	18.9	18.7	17.8
Subtotal (Student Services)	165.7	175.6	177.8	180.5	178.0
Principal	47.2	48.3	47.3	46.1	46.5
Assistant Principal	35.9	36.3	41.8	41.8	41.1
Other Administrators	73.1	75.1	82.0	85.5	87.1
Subtotal (Administration)	156.3	159.7	171.1	173.4	174.7
Workforce Total	2229.2	2273.4	2330.8	2343.1	2348.0

Table A1.15. FTE Count of Pioneer RESA Educators By Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	1.0	0.0	2.0	4.0	8.0
Kindergarten	319.3	344.2	361.0	376.5	392.3
EIP K	NA	61.5	55.1	29.0	14.5
ESOL	NA	97.6	113.2	128.7	136.8
Grade 1	329.4	332.8	369.5	397.3	415.0
Grade 2	323.6	310.7	347.8	364.0	387.5
Grade 3	298.0	312.9	321.4	334.6	355.3
EIP 1-3	NA	137.1	142.9	101.8	66.1
Grade 4	282.9	277.6	282.6	271.1	300.4
Grade 5	272.6	267.5	273.0	277.7	288.0
EIP	111.0	NA	NA	NA	
EIP 4-5	NA	52.6	56.7	47.8	36.4
Other Elementary	310.0	244.2	276.9	238.7	194.7
Elementary Total	2246.7	2438.1	2600.0	2571.2	2594.9
Grade 6	185.5	188.0	184.2	193.2	193.1
Grade 7	175.9	177.5	187.5	191.2	195.1
Grade 8	160.1	178.1	190.4	193.8	190.0
Other Middle	404.7	411.8	445.8	452.4	458.2
Middle Total	926.2	955.4	1007.9	1030.5	1036.4
High School (9-12)	911.7	923.0	1018.5	1044.8	1109.8
Vocational Education	186.6	202.1	215.6	207.7	236.4
Special Education	583.9	618.4	681.6	719.2	769.2
Instructional Specialist	184.7	196.1	207.0	225.9	280.6
Literacy Coach	NA	6.5	15.8	14.1	21.5
Other Teachers	32.9	27.2	38.7	31.6	35.2
GATAPP Teachers	NA	NA	NA	NA	NA
Subtotal (All Teachers)	5073.5	5366.8	5787.0	5845.0	6084.0
Elementary Counselors	65.1	68.4	73.9	78.6	83.5
Middle Counselors	55.7	46.7	46.2	44.7	45.2
High School Counselors	38.5	51.0	55.0	57.3	58.5
Media Specialist	108.8	109.9	114.6	117.4	119.7
School Psychologist	29.4	30.4	36.5	37.6	38.6
School Social Worker	21.0	23.0	24.5	23.5	25.5
Nurse	NA	NA	NA	NA	
Speech & Language Pathology	62.5	67.3	74.2	78.5	81.3
Other Student Services	48.3	49.4	59.3	58.4	61.9
Subtotal (Student Services)	429.1	446.1	484.3	496.0	514.3
Principal	115.0	122.0	120.5	126.5	129.5
Assistant Principals	109.3	134.3	151.6	149.5	152.6
Other Administrators	171.7	149.2	162.6	170.0	173.7
Subtotal (Administration)	395.9	405.4	434.7	446.0	455.7
Workforce Total	5898.6	6218.3	6706.0	6786.9	7054.0

Table A1.16. FTE Count of Southwest Georgia RESA Educators By Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	114.0	110.1	108.4	116.0	128.0
Kindergarten	249.7	236.6	234.9	250.4	254.0
EIP K	NA	59.7	61.4	53.5	47.6
ESOL	NA	7.9	9.4	12.5	13.5
Grade 1	257.2	261.5	258.6	244.4	264.1
Grade 2	249.4	244.8	241.4	245.1	234.1
Grade 3	257.9	245.3	249.3	235.2	231.0
EIP 1-3	NA	113.9	134.4	146.4	130.6
Grade 4	234.0	236.1	215.5	216.5	206.1
Grade 5	226.5	221.3	209.7	116.0	207.3
EIP	169.3	NA	NA	NA	NA
EIP 4-5	NA	40.4	59.5	205.8	78.9
Other Elementary	164.9	121.9	131.1	73.9	72.2
Elementary Total	1808.8	1789.4	1805.1	1879.1	1867.3
Grade 6	183.9	199.9	202.5	210.7	201.3
Grade 7	176.8	188.5	193.4	196.7	188.2
Grade 8	160.9	177.6	177.7	198.4	183.4
Other Middle	327.8	253.3	249.4	195.5	204.6
Middle Total	849.5	819.2	823.0	801.4	777.4
High School (9-12)	771.8	777.8	749.2	739.1	742.3
Vocational Education	196.0	180.1	191.7	178.4	189.4
Special Education	489.6	511.1	542.1	543.1	558.2
Instructional Specialist	203.7	205.6	203.3	238.8	241.1
Literacy Coach	NA	10.6	10.8	30.0	37.5
Other Teachers	30.6	31.3	38.4	49.8	47.3
GATAPP Teachers	NA	2.0	3.0	10.0	6.0
Subtotal (All Teachers)	4464.0	4437.1	4475.0	4469.7	4466.5
Elementary Counselors	54.1	58.1	60.3	59.4	59.2
Middle Counselors	41.6	38.5	39.6	36.1	35.2
High School Counselors	38.7	41.7	43.3	46.0	44.2
Media Specialist	104.5	107.1	109.8	104.3	104.9
School Psychologist	30.8	32.5	32.9	32.1	30.9
School Social Worker	19.6	19.1	21.9	NA	21.8
Speech & Language Pathology	73.1	73.7	76.3	66.0	83.5
Other Student Services	45.0	60.0	60.7	51.8	54.0
Subtotal (Student Services)	407.5	430.5	444.7	418.9	433.5
Principal	106.8	102.4	101.7	101.6	103.0
Assistant Principals	118.3	117.2	122.6	117.2	116.7
Other Administrators	180.7	172.2	167.9	171.9	173.9
Subtotal (Administration)	405.7	391.7	392.2	390.7	393.6
Workforce Total	5277.1	5259.4	5311.9	5279.3	5293.6

Table A1.17. FTE Count of West Georgia RESA Educators By Personnel Categories, FY01-FY05

Personnel Categories	FY01	FY02	FY03	FY04	FY05
Pre-Kindergarten	92.5	102.0	97.5	102.5	104.5
Kindergarten	171.3	195.8	208.3	232.4	237.2
EIP K	NA	39.8	37.6	28.4	21.6
ESOL	NA	1.0	11.5	16.5	20.1
Grade 1	190.1	214.0	237.7	232.1	235.4
Grade 2	186.4	207.0	225.5	233.9	233.2
Grade 3	175.0	214.3	241.4	236.3	234.7
EIP 1-3	NA	114.4	106.8	81.0	56.3
Grade 4	190.2	187.3	197.0	201.4	193.0
Grade 5	189.0	189.5	201.7	200.4	205.3
EIP	171.5	NA	NA	NA	
EIP 4-5	NA	57.3	38.0	38.2	39.6
Other Elementary	180.8	133.9	140.5	158.8	175.6
Elementary Total	1454.2	1554.3	1646.0	1761.8	1756.5
Grade 6	149.0	166.0	173.8	165.6	165.3
Grade 7	144.5	167.1	169.4	173.8	164.7
Grade 8	143.5	152.7	157.0	159.8	164.1
Other Middle	210.8	174.3	194.0	198.2	189.8
Middle Total	647.7	660.1	694.2	697.3	683.9
High School (9-12)	652.6	684.3	720.2	705.6	698.4
Vocational Education	110.1	121.2	118.5	151.0	151.7
Special Education	454.7	491.3	511.6	515.2	532.9
Instructional Specialist	122.3	128.7	137.9	126.5	115.6
Literacy Coach	NA	NA	1.0	2.0	1.5
Other Teachers	42.7	47.7	64.2	47.9	41.4
GATAPP Teachers	NA	7.0	10.5	29.0	11.1
Subtotal (All Teachers)	3576.8	3796.5	4001.6	4036.3	3992.9
Elementary Counselors	54.0	54.5	56.0	54.5	55.0
Middle Counselors	30.5	32.5	30.5	32.0	31.5
High School Counselors	38.5	39.4	41.7	41.8	43.8
Media Specialist	87.3	91.4	92.7	93.4	94.7
School Psychologist	25.0	26.0	28.6	31.4	31.8
School Social Worker	8.0	11.6	12.1	16.3	15.0
Speech & Language Pathology	55.4	59.0	63.6	62.5	63.9
Other Student Services	32.5	33.3	35.6	30.3	37.5
Subtotal (Student Services)	331.2	347.7	360.8	362.1	373.2
Principal	83.7	86.0	88.0	89.0	92.0
Assistant Principals	93.0	111.5	116.2	108.6	113.0
Other Administrators	131.2	117.3	118.3	128.2	134.9
Subtotal (Administration)	307.8	314.7	322.5	325.8	339.9
Workforce Total	4215.8	4458.9	4684.9	4724.2	4706.0

TABLE A2.0: ETHNIC DISTRIBUTION OF GEORGIA'S TEACHING WORKFORCE BY RESA, FY03-FY05

RESA	FY02		FY03		FY04		FY05	
	% Non-White	% White	% Non-White	% White	% Non-White	% White	% Non-White	% White
Central Savannah	30.3	69.7	30.0	70.0	29.8	70.2	30.0	70.0
Chattahoochee	30.1	69.9	29.9	70.1	30.8	69.3	31.1	68.9
Coastal Plains	14.2	85.8	14.1	85.9	14.0	86.0	13.8	86.2
First District	20.7	79.3	20.3	79.7	19.7	80.3	19.5	80.5
Griffin	13.3	86.7	13.4	86.6	13.8	86.2	14.6	85.4
Heart of Georgia	13.8	86.2	13.4	86.6	13.5	86.5	13.2	86.8
Metro	32.8	67.2	33.4	66.6	34.2	65.8	35.2	64.8
Middle Georgia	29.2	70.8	29.3	70.7	29.5	70.5	29.8	70.2
North Georgia	2.2	97.8	2.3	97.7	2.2	97.9	2.1	97.9
Northeast Georgia	10.0	90.0	10.0	90.1	9.7	90.3	9.8	90.2
Northwest Georgia	3.0	97.0	2.9	97.1	3.0	97.0	3.3	96.7
Oconee	29.2	70.8	29.2	70.8	29.2	70.8	29.5	70.5
Okefenokee	10.3	89.8	9.8	90.2	9.0	91.0	9.1	90.9
Pioneer	2.2	97.8	2.6	97.4	2.8	97.2	2.5	97.5
Southwest Georgia	27.1	72.9	26.6	73.4	26.5	73.5	26.7	73.3
West Georgia	11.6	88.4	11.3	88.8	10.7	89.3	10.5	89.5
Georgia	22.0	78.0	22.1	77.9	22.4	77.7	22.8	77.2

APPENDIX B

FACTORS OF TEACHER DEMAND

Table B2.1. New Teacher Hire Attrition by School System, FY02-FY04.

System	FY02			FY03			FY04		
	New Hires Total	New Hire Attrition	Attrition as % of Category	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%	11	0	0.0%
Atkinson	13	0	0.0%	12	3	25.0%	6	0	0.0%
Atlanta City	765	228	29.8%	600	131	21.8%	543	98	18.0%
Bacon	6	1	16.7%	4		0.0%	3	2	66.7%
Baker	3	1	33.3%	2		0.0%			
Baldwin	54	7	13.0%	43	10	23.3%	54	13	24.1%
Banks	18	4	22.2%	15	2	13.3%	18	2	11.1%
Barrow	125	15	12.0%	107	19	17.8%	69	8	11.6%
Bartow	156	14	9.0%	129	11	8.5%	72	6	8.3%
Ben Hill	18	2	11.1%	13	1	7.7%	7	1	14.3%
Berrien	8	3	37.5%	6	1	16.7%	7	2	28.6%
Bibb	184	34	18.5%	162	21	13.0%	220	33	15.0%
Bleckley	15	1	6.7%	7		0.0%	4	1	25.0%
Brantley	18	4	22.2%	26	4	15.4%	21	2	9.5%
Bremen City	5	0	0.0%	7		0.0%	6	0	0.0%
Brooks	28	5	17.9%	20	3	15.0%	18	5	27.8%
Bryan	38	9	23.7%	34	4	11.8%	25	2	8.0%
Buford City	13	2	15.4%	11	1	9.1%	8	0	0.0%
Bulloch	56	8	14.3%	46	11	23.9%	27	6	22.2%
Burke	32	2	6.3%	30	6	20.0%	31	4	12.9%
Butts	31	5	16.1%	37	6	16.2%	37	7	18.9%
Calhoun City	25	2	8.0%	17	2	11.8%	17	7	41.2%
Calhoun	8	5	62.5%	7	4	57.1%	10	0	0.0%
Camden	64	12	18.8%	73	13	17.8%	67	10	14.9%
Candler	8	2	25.0%	14	2	14.3%	15	2	13.3%
Carrollton City	23	2	8.7%	29	7	24.1%	20	1	5.0%
Carroll	123	25	20.3%	117	17	14.5%	80	11	13.8%
Cartersville City	24	3	12.5%	19	4	21.1%	24	2	8.3%
Catoosa	95	10	10.5%	67	11	16.4%	55	8	14.5%
Charlton	17	2	11.8%	14	2	14.3%	15	1	6.7%
Chatham	469	111	23.7%	248	49	19.8%	312	60	19.2%
Chattahoochee	5	3	60.0%	8	2	25.0%	6	2	33.3%
Chattooga	28	6	21.4%	29	1	3.4%	12	3	25.0%
Chickamauga City	7	1	14.3%	5	1	20.0%	4	0	0.0%
Cherokee	231	33	14.3%	244	35	14.3%	184	14	7.6%
Clarke	136	24	17.6%	115	12	10.4%	122	26	21.3%
Clay	3	1	33.3%	6	1	16.7%	4	1	25.0%
Clayton	476	97	20.4%	630	126	20.0%	768	99	12.9%
Clinch	3	0	0.0%	1		0.0%	6	1	16.7%
Cobb	1,050	206	19.6%	1,031	174	16.9%	875	152	17.4%
Coffee	55	5	9.1%	59	11	18.6%	57	7	12.3%
Colquitt	43	7	16.3%	55	9	16.4%	46	4	8.7%
Columbia	106	10	9.4%	96	11	11.5%	82	3	3.7%
Commerce City	8	1	12.5%	9		0.0%	4	0	0.0%
Cook	19	2	10.5%	5		0.0%	9	1	11.1%
Coweta	167	32	19.2%	185	24	13.0%	176	29	16.5%
Crawford	14	2	14.3%	17	5	29.4%	18	1	5.6%
Crisp	32	4	12.5%	22	4	18.2%	19	5	26.3%
Dade	24	2	8.3%	20	6	30.0%	14	3	21.4%

System	FY02			FY03			FY04		
	New Hires Total	New Hire Attrition	Attrition as % of Category	New Hires Total	New Hire Attrition	Attrition as % of Category	New Hires Total	New Hire Attrition	Attrition as % of Category
Dalton	59	13	22.0%	73	11	15.1%	58	15	25.9%
Dawson	19	3	15.8%	28	2	7.1%	19	0	0.0%
Decatur	40	8	20.0%	49	9	18.4%	31	7	22.6%
Decatur City	23	5	21.7%	28	3	10.7%	17	5	29.4%
DeKalb	1,045	187	17.9%	865	143	16.5%	680	115	16.9%
Dodge	16	0	0.0%	15	1	6.7%	8	0	0.0%
Dooly	13	4	30.8%	19	5	26.3%	13	5	38.5%
Dougherty	88	11	12.5%	92	13	14.1%	92	18	19.6%
Douglas	146	26	17.8%	177	35	19.8%	140	26	18.6%
Dublin City	14	4	28.6%	22	1	4.5%	25	4	16.0%
Early	12	2	16.7%	14	3	21.4%	13	1	7.7%
Echols	8	1	12.5%	0			8	1	12.5%
Effingham	65	11	16.9%	57	10	17.5%	42	3	7.1%
Elbert	23	4	17.4%	27	4	14.8%	11	1	9.1%
Emanuel	20	3	15.0%	15	1	6.7%	10	1	10.0%
Evans	27	4	14.8%	17	1	5.9%	17	7	41.2%
Fannin	16	3	18.8%	17	3	17.6%	12	4	33.3%
Fayette	146	15	10.3%	139	10	7.2%	70	2	2.9%
Floyd	67	14	20.9%	72	7	9.7%	40	8	20.0%
Forsyth	239	37	15.5%	248	34	13.7%	140	18	12.9%
Franklin	24	1	4.2%	15	1	6.7%	12	2	16.7%
Fulton	748	98	13.1%	589	88	14.9%	653	82	12.6%
Gainesville	50	9	18.0%	48	4	8.3%	39	5	12.8%
Gilmer	18	1	5.6%	30	2	6.7%	18	4	22.2%
Glascocock	8	0	0.0%	2		0.0%	7	1	14.3%
Glynn	81	12	14.8%	100	23	23.0%	94	20	21.3%
Gordon	51	7	13.7%	68	16	23.5%	41	5	12.2%
Grady	22	1	4.5%	28	9	32.1%	19	0	0.0%
Greene	28	6	21.4%	39	8	20.5%	29	1	3.4%
Gwinnett	1,089	156	14.3%	1,171	174	14.9%	1,093	146	13.4%
Habersham	38	7	18.4%	36	3	8.3%	42	8	19.0%
Hall	163	16	9.8%	157	24	15.3%	134	16	11.9%
Hancock	13	2	15.4%	11	3	27.3%	14	3	21.4%
Haralson	29	8	27.6%	34	8	23.5%	16	3	18.8%
Harris	21	2	9.5%	24	7	29.2%	22	2	9.1%
Hart	17	2	11.8%	18	3	16.7%	15	4	26.7%
Heard	20	3	15.0%	15	4	26.7%	13	1	7.7%
Henry	179	27	15.1%	214	24	11.2%	231	29	12.6%
Houston	166	36	21.7%	138	14	10.1%	116	15	12.9%
Irwin	8	2	25.0%	5	1	20.0%	7	0	0.0%
Jackson	44	4	9.1%	39	4	10.3%	35	4	11.4%
Jasper	16	1	6.3%	24	1	4.2%	17	1	5.9%
Jeff Davis	8	2	25.0%	4	1	25.0%	6	2	33.3%
Jefferson	42	9	21.4%	43	8	18.6%	23	1	4.3%
Jefferson City	20	2	10.0%	13	3	23.1%	10	3	30.0%
Jenkins	8	0	0.0%	3		0.0%	8	1	12.5%
Johnson	7	1	14.3%	12	5	41.7%	9	0	0.0%
Jones	14	2	14.3%	17	3	17.6%	11	0	0.0%
Lamar	14	4	28.6%	22	5	22.7%	16	3	18.8%
Lanier	9	2	22.2%	19	1	5.3%	2	1	50.0%
Laurens	33	3	9.1%	21	3	14.3%	14	1	7.1%

System	FY02			FY03			FY04		
	New Hires Total	New Hire Attrition	Attrition as % of Category	New Hires Total	New Hire Attrition	Attrition as % of Category	New Hires Total	New Hire Attrition	Attrition as % of Category
Lee	23	3	13.0%	24	2	8.3%	15	2	13.3%
Liberty	128	30	23.4%	111	29	26.1%	121	26	21.5%
Lincoln	9	1	11.1%	4	1	25.0%	6	1	16.7%
Long	25	5	20.0%	19	5	26.3%	16	2	12.5%
Lowndes	40	3	7.5%	55	10	18.2%	26	4	15.4%
Lumpkin	27	3	11.1%	39	6	15.4%	25	5	20.0%
Macon	6	0	0.0%	9	1	11.1%	22	4	18.2%
Madison	28	2	7.1%	33	7	21.2%	25	3	12.0%
Marietta City	93	18	19.4%	70	12	17.1%	56	5	8.9%
Marion	10	1	10.0%	9		0.0%	8	1	12.5%
McDuffie	25	5	20.0%	21	2	9.5%	20	3	15.0%
McIntosh	24	6	25.0%	22	3	13.6%	18	4	22.2%
Meriwether	51	3	5.9%	37	8	21.6%	33	4	12.1%
Miller	4	2	50.0%	1		0.0%	1	0	0.0%
Mitchell	34	8	23.5%	26	5	19.2%	39	6	15.4%
Monroe	24	2	8.3%	23	1	4.3%	20	4	20.0%
Montgomery	14	0	0.0%	3	1	33.3%	4	1	25.0%
Morgan	22	4	18.2%	14		0.0%	16	2	12.5%
Murray	73	6	8.2%	69	8	11.6%	25	1	4.0%
Muscogee	250	39	15.6%	291	57	19.6%	238	29	12.2%
Newton	152	9	5.9%	109	25	22.9%	150	19	12.7%
Oconee	25	6	24.0%	24	5	20.8%	21	2	9.5%
Oglethorpe	10	3	30.0%	17	3	17.6%	16	1	6.3%
Paulding	162	25	15.4%	226	34	15.0%	159	19	11.9%
Peach	25	3	12.0%	31	6	19.4%	11	2	18.2%
Pelham City	11	2	18.2%	5		0.0%	11	2	18.2%
Pickens	23	3	13.0%	30	2	6.7%	27	3	11.1%
Pierce	21	4	19.0%	15	2	13.3%	18	2	11.1%
Pike	16	3	18.8%	14	1	7.1%	19	7	36.8%
Polk	51	10	19.6%	51	8	15.7%	33	4	12.1%
Pulaski	9	1	11.1%	15	4	26.7%	8	2	25.0%
Putnam	16	1	6.3%	19	4	21.1%	13	2	15.4%
Quitman	0			3	1	33.3%	3	1	33.3%
Rabun	9	0	0.0%	11		0.0%	11	3	27.3%
Randolph	18	7	38.9%	12	3	25.0%	13	3	23.1%
Richmond	268	46	17.2%	249	32	12.9%	225	37	16.4%
Rockdale	115	18	15.7%	116	17	14.7%	87	17	19.5%
Rome City	61	15	24.6%	45	12	26.7%	37	6	16.2%
Schley	7	1	14.3%	8	1	12.5%	5	1	20.0%
Screven	19	0	0.0%	10	2	20.0%	9	0	0.0%
Seminole	7	0	0.0%	6	3	50.0%	8	2	25.0%
Social Circle	15	5	33.3%	10	3	30.0%	6	0	0.0%
Spalding	87	15	17.2%	91	18	19.8%	89	14	15.7%
Stephens	23	3	13.0%	27	3	11.1%	16	4	25.0%
Stewart	14	5	35.7%	7	3	42.9%	7	2	28.6%
Sumter	39	6	15.4%	42	7	16.7%	51	8	15.7%
Talbot	9	1	11.1%	13	1	7.7%	1	1	100.0%
Taliaferro	4	1	25.0%	5		0.0%	3	0	0.0%
Tattnall	25	2	8.0%	27	5	18.5%	17	2	11.8%
Taylor	9	1	11.1%	7		0.0%	1	0	0.0%
Telfair	8	2	25.0%	9	2	22.2%	6	2	33.3%

System	FY02			FY03			FY04		
	New Hires Total	New Hire Attrition	Attrition as % of Category	New Hires Total	New Hire Attrition	Attrition as % of Category	New Hires Total	New Hire Attrition	Attrition as % of Category
Terrell	10	0	0.0%	9	1	11.1%	5	2	40.0%
Thomas	36	8	22.2%	40	8	20.0%	30	5	16.7%
Thomasville City	31	9	29.0%	16	2	12.5%	15	5	33.3%
Tift	38	1	2.6%	34	4	11.8%	47	5	10.6%
Toombs	20	0	0.0%	14	1	7.1%	5	2	40.0%
Towns	16	3	18.8%	16	3	18.8%	13	0	0.0%
Treutlen	3	0	0.0%	3	1	33.3%	5	2	40.0%
Trion City	3	0	0.0%	4	1	25.0%	5	2	40.0%
Troup	90	25	27.8%	84	16	19.0%	63	11	17.5%
Turner	13	2	15.4%	15	5	33.3%	10	4	40.0%
Twiggs	9	1	11.1%	19	6	31.6%	6	2	33.3%
Union	15	0	0.0%	20	2	10.0%	9	1	11.1%
Upson	23	3	13.0%	44	4	9.1%	26	3	11.5%
Valdosta City	36	4	11.1%	51	10	19.6%	44	6	13.6%
Vidalia City	8	1	12.5%	12	1	8.3%	7	1	14.3%
Walker	130	17	13.1%	97	25	25.8%	49	17	34.7%
Walton	136	25	18.4%	124	23	18.5%	66	9	13.6%
Ware	36	5	13.9%	42	6	14.3%	29	5	17.2%
Warren	10	1	10.0%	12	6	50.0%	7	0	0.0%
Washington	15	5	33.3%	15	1	6.7%	16	0	0.0%
Wayne	30	2	6.7%	33	3	9.1%	18	5	27.8%
Webster	2	2	100.0%	9	2	22.2%	6	2	33.3%
West Point City	0			14	5	35.7%	3	1	33.3%
Wheeler	5	1	20.0%	10	1	10.0%	7	2	28.6%
White	28	1	3.6%	27	5	18.5%	18	2	11.1%
Whitfield	116	17	14.7%	127	27	21.3%	94	20	21.3%
Wilcox	4	1	25.0%	2		0.0%	5	0	0.0%
Wilkes	17	1	5.9%	12	1	8.3%	10	0	0.0%
Wilkinson	10	1	10.0%	13		0.0%	11	1	9.1%
Worth	26	2	7.7%	21	3	14.3%	24	2	8.3%
RESA	63	8	12.7%	0			41	4	9.8%
Unassigned	0			39	7	17.9%			
Total	13,084	2,223	17.0%	12,507	2,060	16.5%	10,929	1,646	15.1%

Table B2.2. FY03-FY05 Regular and Special Education Teacher Workforce and Student Enrollment Figures by RESA and System.

UNIT	Regular Education Teacher Workforce			Special Education Teacher Workforce			Regular Education Student Enrollment			Special Education Student Enrollment		
	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05
RESA												
Central Savannah	4,609	4,616	4,669	592	611	618	69,384	69,429	68,787	8,653	8,735	9,257
Chattahoochee	3,415	3,412	3,360	439	461	469	49,573	49,489	49,120	6,357	6,622	6,798
Coastal Plains	2,585	2,532	2,513	331	341	352	36,456	36,078	36,234	5,739	5,939	6,046
First District	7,389	7,430	7,490	1,011	1,025	1,062	106,121	106,643	107,424	14,927	15,484	15,967
Griffin	4,960	5,196	5,355	740	832	907	76,166	79,338	82,678	10,437	11,136	11,928
Heart of Georgia	1,478	1,469	1,449	196	194	212	20,623	20,650	20,632	2,983	3,047	3,181
Metro	32,694	33,172	33,776	5,098	5,435	5,788	484,927	493,017	503,784	56,804	59,925	62,308
Middle Georgia	3,632	3,708	3,841	533	538	561	56,385	56,881	57,519	7,644	8,299	8,172
North Georgia	3,873	3,982	4,050	554	573	599	57,089	58,561	60,511	7,820	8,080	8,262
Northeast Georgia	3,909	3,894	3,988	684	692	712	53,672	54,870	56,369	9,079	9,228	9,421
Northwest Georgia	6,113	6,001	6,095	909	966	1,038	85,844	87,213	90,160	14,423	15,454	14,934
Oconee	1,120	1,120	1,117	207	210	225	16,379	16,083	16,000	2,772	2,917	2,861
Okefenokee	1,741	1,740	1,759	234	241	240	24,015	23,926	24,135	3,830	3,919	4,017
Pioneer	5,096	5,161	5,350	686	734	787	73,666	75,592	78,269	9,636	10,616	11,236
Southwest Georgia	3,940	3,945	3,942	548	549	565	58,608	58,018	58,433	8,018	8,386	8,125
West Georgia	3,513	3,540	3,503	521	525	542	49,497	50,481	52,003	8,486	8,555	8,488
State Schools									2			376
State Total	90,067	90,918	92,257	13,283	13,927	14,677	1,318,405	1,336,269	1,362,060	177,608	186,342	191,377
System												
Appling	206	206	206	30	29	32	2,828	2,811	2,870	475	551	573
Atkinson	98	96	100	11	8	9	1,456	1,470	1,439	192	225	257
Atlanta City	3,610	3,571	3,308	367	358	349	50,677	47,622	46,729	4,269	4,481	4,648
Bacon	118	114	115	19	18	19	1,621	1,613	1,609	279	271	270
Baker	30	29	26	5	6	6	311	280	324	77	71	67
Baldwin	350	347	349	80	82	89	4,870	4,893	4,979	1,024	1,054	1,053
Banks	134	137	137	24	23	31	2,122	2,135	2,179	306	322	371

**Table B2.2. FY03-FY05 Regular and Special Education Teacher Workforce and Student Enrollment Figures by RESA and System.
Continued**

UNIT	Regular Education Teacher Workforce			Special Education Teacher Workforce			Regular Education Student Enrollment			Special Education Student Enrollment		
	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05
Barrow	598	584	583	100	104	104	7,823	8,188	8,543	1,539	1,579	1,613
Bartow	833	793	795	165	175	179	11,385	11,715	12,070	1,954	1,981	2,002
Ben Hill	205	202	201	25	29	29	2,901	2,823	2,835	494	486	479
Berrien	182	172	175	19	19	19	2,639	2,638	2,678	398	406	394
Bibb	1,277	1,361	1,432	238	237	241	22,328	22,360	22,373	2,610	2,916	2,775
Bleckley	144	141	140	21	23	26	2,036	2,093	2,108	319	339	373
Brantley	201	202	209	20	20	22	2,859	2,854	2,895	473	476	466
Bremen City	97	94	96	9	10	11	1,369	1,403	1,426	206	215	228
Brooks	162	158	158	17	21	19	2,241	2,191	2,100	322	333	345
Bryan	307	318	338	33	34	36	5,072	5,217	5,523	480	551	537
Buford City	151	154	153	15	14	14	1,997	1,998	2,106	262	290	283
Bulloch	569	543	548	87	80	75	7,024	7,243	7,288	1,255	1,255	1,328
Burke	279	279	282	24	25	28	4,174	4,165	4,064	440	492	530
Butts	181	182	196	23	26	27	2,967	3,005	3,023	403	407	462
Calhoun	48	44	45	10	8	8	625	611	635	94	98	111
Calhoun City	175	176	177	17	15	16	2,371	2,476	2,753	295	301	357
Camden	530	554	571	66	73	75	8,481	8,503	8,346	1,082	1,166	1,300
Candler	113	113	115	15	15	15	1,652	1,678	1,641	266	253	280
Carroll	810	815	826	109	110	121	11,434	11,714	12,132	1,969	2,055	2,062
Carrollton City	206	203	190	28	27	24	3,135	3,104	3,202	547	525	474
Cartersville City	230	238	238	22	22	26	3,622	3,561	3,461	318	346	429
Catoosa	584	567	586	84	93	103	8,516	8,751	8,888	1,293	1,369	1,342
Charlton	117	116	118	13	13	12	1,740	1,773	1,708	275	271	284
Chatham	2,160	2,178	2,186	303	310	325	30,541	30,435	30,586	4,013	4,079	4,009
Chattahoochee	35	33	38	4	4	5	378	409	460	73	77	73
Chattooga	195	191	182	33	34	35	2,220	2,340	2,351	614	648	639
Cherokee	1,635	1,717	1,824	271	280	306	24,878	26,055	27,218	3,556	3,656	3,847
Chickamauga City	68	68	69	3	3	3	1,183	1,222	1,213	110	111	98
Clarke	750	757	763	133	141	147	9,680	9,768	9,852	1,777	1,734	1,785

**Table B2.2. FY03-FY05 Regular and Special Education Teacher Workforce and Student Enrollment Figures by RESA and System.
Continued**

UNIT	Regular Education Teacher Workforce			Special Education Teacher Workforce			Regular Education Student Enrollment			Special Education Student Enrollment		
	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05
Clay	28	27	27	2	1	2	310	296	324	48	44	53
Clayton	2,616	2,842	2,872	444	488	535	44,949	45,692	46,277	4,645	4,863	5,128
Clinch	84	86	89	17	15	16	1,240	1,126	1,119	259	332	312
Cobb	6,099	6,201	6,058	1,144	1,208	1,230	87,789	89,012	90,466	12,600	13,022	13,469
Coffee	512	522	512	56	67	61	6,943	6,896	7,011	898	912	982
Colquitt	501	510	515	60	65	69	7,319	7,260	7,300	1,023	1,159	1,194
Columbia	1,106	1,141	1,186	112	112	119	17,513	18,060	18,504	1,913	2,003	2,066
Commerce City	79	78	79	14	14	16	1,119	1,136	1,151	239	252	259
Cook	191	191	191	17	17	18	2,827	2,767	2,824	388	391	428
Coweta	1,093	1,149	1,101	173	180	197	15,564	16,188	16,806	2,825	2,847	2,879
Crawford	120	115	115	16	14	17	1,820	1,717	1,700	270	361	367
Crisp	270	265	278	46	45	45	3,923	3,907	3,828	414	481	513
Dade	157	156	149	16	17	17	2,334	2,306	2,320	296	332	322
Dalton City	372	392	376	43	45	47	5,166	5,239	5,541	573	695	666
Dawson	190	200	203	30	35	38	2,671	2,627	2,741	365	396	392
Decatur	346	345	342	50	49	51	5,157	5,074	5,135	625	640	639
Decatur City	201	194	197	31	31	31	2,205	2,184	2,228	314	333	311
DeKalb	5,933	5,766	5,763	858	918	978	89,143	90,184	90,334	8,824	9,366	9,652
Dodge	204	205	202	26	26	26	3,106	3,117	3,140	452	425	415
Dooly	103	97	96	8	8	8	1,389	1,433	1,350	156	137	152
Dougherty	942	962	971	142	137	139	14,654	14,761	14,875	1,953	2,083	2,019
Douglas	1,104	1,113	1,200	137	144	154	16,540	17,333	18,488	2,250	2,364	2,509
Dublin City	201	197	192	33	37	37	2,699	2,653	2,558	563	521	482
Early	161	164	169	22	22	22	2,378	2,294	2,251	386	417	370
Echols	45	45	44	3	3	3	676	667	662	82	79	72
Effingham	526	531	548	67	66	73	7,819	7,992	8,295	1,218	1,358	1,483
Elbert	251	242	235	29	27	28	3,373	3,277	3,234	420	463	439
Emanuel	265	259	251	47	46	48	3,897	3,826	3,737	767	755	765
Evans	124	123	119	21	20	20	1,620	1,543	1,539	324	345	358

**Table B2.2. FY03-FY05 Regular and Special Education Teacher Workforce and Student Enrollment Figures by RESA and System.
Continued**

UNIT	Regular Education Teacher Workforce			Special Education Teacher Workforce			Regular Education Student Enrollment			Special Education Student Enrollment		
	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05
Fannin	180	176	172	27	27	28	2,770	2,701	2,701	442	422	476
Fayette	1,334	1,327	1,347	182	180	183	18,334	18,791	19,246	2,422	2,433	2,357
Floyd	640	624	640	91	97	101	7,929	7,849	8,624	2,343	2,533	1,768
Forsyth	1,268	1,257	1,351	152	169	185	18,027	19,199	20,486	2,380	2,868	3,126
Franklin	215	214	216	39	41	41	3,134	3,019	3,203	588	638	561
Fulton	4,279	4,491	4,760	675	746	791	64,058	65,519	67,673	7,314	7,800	8,218
Gainesville City	311	317	326	23	24	25	4,138	4,433	4,644	300	291	395
Gilmer	225	234	239	29	28	28	3,475	3,562	3,615	454	474	473
Glascocock	39	37	36	4	3	3	470	507	505	98	93	93
Glynn	731	755	771	104	113	115	10,450	10,407	10,463	1,621	1,610	1,574
Gordon	388	377	373	54	54	60	5,298	5,419	5,424	961	980	1,023
Grady	288	291	287	32	30	30	4,016	3,962	3,965	534	519	496
Greene	148	145	145	29	31	32	1,935	1,919	1,899	345	344	343
Gwinnett	7,352	7,496	8,074	1,210	1,307	1,483	108,761	114,188	119,865	13,809	14,826	15,527
Habersham	365	377	389	51	57	59	5,149	5,225	5,436	806	818	836
Hall	1,327	1,349	1,389	163	180	192	19,553	20,200	20,816	2,177	2,335	2,490
Hancock	90	87	94	11	11	11	1,453	1,371	1,314	206	219	210
Haralson	226	217	209	38	37	39	3,100	3,069	3,191	666	742	658
Harris	262	262	264	16	16	17	4,026	4,017	4,154	385	393	367
Hart	212	213	212	30	31	31	3,141	3,147	3,102	423	415	458
Heard	124	132	131	16	16	14	1,911	1,891	1,893	267	256	288
Henry	1,492	1,658	1,729	189	260	303	24,714	26,422	28,578	3,020	3,421	3,838
Houston	1,387	1,405	1,455	172	185	192	19,668	20,254	20,925	3,031	3,141	3,073
Irwin	124	120	117	13	13	15	1,507	1,474	1,447	307	348	315
Jackson	323	331	346	46	46	50	4,670	4,801	5,121	802	878	945
Jasper	111	113	109	23	23	24	1,864	1,771	1,743	317	323	293
Jefferson	215	204	210	23	24	19	3,062	2,931	2,827	464	471	500
Jefferson City	112	110	115	17	16	18	1,326	1,525	1,666	199	179	204
Jefferson Davis	165	163	164	17	17	18	2,288	2,257	2,317	336	336	373

**Table B2.2. FY03-FY05 Regular and Special Education Teacher Workforce and Student Enrollment Figures by RESA and System.
Continued**

UNIT	Regular Education Teacher Workforce			Special Education Teacher Workforce			Regular Education Student Enrollment			Special Education Student Enrollment		
	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05
Jenkins	110	110	108	17	15	15	1,522	1,474	1,482	232	247	246
Johnson	88	88	86	12	13	12	1,179	1,098	1,034	205	225	226
Jones	271	268	278	34	34	37	4,437	4,575	4,588	577	612	646
Lamar	146	139	139	14	14	14	2,354	2,325	2,244	246	267	289
Lanier	100	94	95	10	12	16	1,231	1,270	1,283	204	225	239
Laurens	380	378	370	35	37	46	5,472	5,468	5,536	562	653	742
Lee	307	299	307	30	30	30	4,936	4,968	5,051	414	481	498
Liberty	681	687	675	63	63	66	10,024	10,264	10,025	1,250	1,351	1,399
Lincoln	92	93	90	14	14	14	1,201	1,240	1,202	249	198	197
Long	112	111	119	13	14	14	1,786	1,865	1,968	209	204	210
Lowndes	542	520	520	107	101	107	7,932	7,869	7,869	1,313	1,429	1,430
Lumpkin	197	206	199	26	24	24	3,084	3,083	3,169	427	466	502
Macon	127	131	128	12	13	11	2,010	1,956	1,941	190	204	194
Madison	267	272	274	47	47	48	3,848	3,858	3,848	773	778	748
Marietta City	534	531	532	77	78	79	6,492	6,512	6,468	1,032	1,087	1,090
Marion	108	102	103	7	11	11	1,505	1,549	1,510	181	166	190
McDuffie	256	254	249	34	34	36	3,801	3,769	3,686	511	541	537
McIntosh	127	119	112	14	12	12	1,807	1,780	1,750	172	153	171
Meriwether	266	252	242	53	55	55	2,955	2,899	2,877	993	967	957
Miller	81	77	72	12	12	12	1,025	1,010	1,014	172	141	113
Mitchell	170	192	178	23	24	24	2,446	2,496	2,504	409	371	349
Monroe	214	216	218	27	27	31	3,353	3,230	3,205	519	590	601
Montgomery	87	82	81	9	10	8	1,143	1,132	1,116	151	158	149
Morgan	188	186	192	32	32	32	2,734	2,770	2,801	437	434	422
Murray	436	431	422	48	49	51	6,490	6,613	6,737	855	861	844
Muscogee	1,979	1,996	1,934	286	302	301	28,915	28,822	28,781	4,029	4,233	4,288
Newton	762	837	887	138	147	164	11,807	12,692	13,591	1,874	2,021	2,182
Oconee	348	355	370	32	35	33	4,996	5,132	5,132	619	635	657
Oglethorpe	129	133	132	26	24	21	1,912	1,909	1,950	369	343	367

**Table B2.2. FY03-FY05 Regular and Special Education Teacher Workforce and Student Enrollment Figures by RESA and System.
Continued**

UNIT	Regular Education Teacher Workforce			Special Education Teacher Workforce			Regular Education Student Enrollment			Special Education Student Enrollment		
	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05
Paulding	1,102	1,140	1,215	162	181	201	16,891	17,874	19,111	2,392	2,585	2,621
Peach	256	243	248	27	25	25	3,470	3,515	3,553	457	490	502
Pelham City	96	92	94	14	15	15	1,352	1,330	1,270	275	253	263
Pickens	225	238	238	35	36	36	3,555	3,603	3,654	505	523	541
Pierce	195	195	198	21	21	22	2,746	2,763	2,883	494	520	524
Pike	155	159	159	21	22	20	2,485	2,700	2,635	320	305	365
Polk	424	417	420	67	71	73	6,045	5,901	5,916	972	1,164	1,196
Pulaski	111	118	114	15	5	11	1,374	1,431	1,448	258	243	238
Putnam	151	157	159	29	27	33	2,094	2,228	2,239	380	394	411
Quitman	20	23	23	2	2	2	268	255	264	46	40	46
Rabun	129	138	142	21	23	24	1,943	1,851	1,905	278	341	345
Randolph	93	87	81	10	12	12	1,396	1,428	1,414	163	182	177
Richmond	2,046	2,045	2,061	284	305	308	31,079	30,832	30,160	3,612	3,568	3,981
Rockdale	815	813	859	111	113	117	12,316	12,773	13,150	1,485	1,493	1,473
Rome City	349	350	365	36	36	38	4,764	4,661	4,693	631	645	694
Schley	67	70	73	5	6	5	1,032	1,091	1,146	94	110	105
Screven	185	182	178	29	31	29	2,612	2,533	2,500	518	516	530
Seminole	104	105	103	15	15	18	1,556	1,505	1,490	198	253	247
Social Circle City	88	87	89	13	13	13	1,269	1,310	1,327	179	164	201
Spalding	594	598	606	135	139	146	9,219	9,146	9,184	1,429	1,547	1,629
Stephens	277	270	273	34	33	37	3,841	3,709	3,713	564	604	611
Stewart	53	49	48	5	6	8	616	627	602	88	84	95
Sumter	348	351	353	33	34	38	5,230	5,145	5,032	544	559	599
Talbot	52	47	47	9	7	8	637	651	667	155	115	109
Taliaferro	22	24	25	3	3	2	249	253	247	31	35	28
Tattnall	216	217	209	23	23	22	2,930	2,889	2,935	375	421	431
Taylor	105	102	101	9	9	8	1,589	1,535	1,424	146	161	171
Telfair	117	109	113	18	16	17	1,431	1,454	1,429	217	248	266
Terrell	112	107	106	13	14	14	1,509	1,447	1,471	255	229	189

**Table B2.2. FY03-FY05 Regular and Special Education Teacher Workforce and Student Enrollment Figures by RESA and System.
Continued**

UNIT	Regular Education Teacher Workforce			Special Education Teacher Workforce			Regular Education Student Enrollment			Special Education Student Enrollment		
	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05
Thomas	300	295	293	72	75	80	4,531	4,566	4,740	935	957	875
Thomaston-Upson	285	286	282	36	42	48	4,286	4,257	4,177	723	735	806
Thomasville City	191	173	173	25	24	22	2,738	2,666	2,621	369	396	383
Tift	474	473	470	51	52	53	6,695	6,704	6,741	946	957	967
Toombs	177	178	182	26	23	24	2,446	2,343	2,392	410	415	449
Towns	110	118	142	11	9	9	1,386	1,473	1,462	143	124	144
Treutlen	71	72	72	11	11	11	1,062	1,017	1,038	172	172	203
Trion City	76	77	75	6	9	11	1,190	1,174	1,116	155	174	180
Troup	738	714	725	90	86	74	10,290	10,505	10,684	1,489	1,488	1,415
Turner	130	124	118	21	24	20	1,666	1,677	1,606	248	221	284
Twiggs	106	99	94	11	8	9	1,309	1,230	1,175	180	189	208
Union	152	149	155	28	31	37	2,185	2,143	2,114	413	483	468
Valdosta City	430	433	424	48	50	53	6,141	5,998	6,189	1,037	1,064	1,093
Vidalia City	150	146	150	16	16	19	2,226	2,310	2,349	182	181	199
Walker	569	516	506	87	95	105	7,627	7,492	7,603	1,217	1,328	1,377
Walton	628	614	665	130	127	139	8,987	9,277	9,845	1,381	1,445	1,438
Ware	416	409	418	65	67	68	5,410	5,431	5,471	960	912	922
Warren	60	52	50	8	5	5	816	784	801	78	67	63
Washington	219	216	213	23	27	30	3,440	3,278	3,256	381	433	415
Wayne	310	306	299	38	38	44	4,515	4,573	4,637	741	739	763
Webster	27	32	30	1	1	1	375	385	377	30	29	33
West Point City	14	0	0	2			0	187	0			
Wheeler	81	84	77	6	5	6	1,009	1,005	971	141	129	149
White	209	216	216	36	35	35	3,292	3,348	3,299	466	515	537
Whitfield	800	794	779	85	90	87	10,755	10,788	11,045	1,435	1,449	1,415
Wilcox	82	83	88	9	9	9	1,291	1,280	1,288	148	159	164
Wilkes	118	117	119	13	14	13	1,600	1,588	1,572	258	265	251
Wilkinson	111	112	107	18	17	17	1,479	1,444	1,435	259	269	253
Worth	263	260	261	23	23	25	4,055	3,788	3,787	299	318	312

**Table B2.2. FY03-FY05 Regular and Special Education Teacher Workforce and Student Enrollment Figures by RESA and System.
Continued**

UNIT	Regular Education Teacher Workforce			Special Education Teacher Workforce			Regular Education Student Enrollment			Special Education Student Enrollment		
	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05	FY03	FY04	FY05
Charter Schools	0	15	28				193		255			46
RESAs	266	12	13		258	255				11	24	
State Schools									2			376
State Total	90,067	90,918	92,257	13,283	13,927	14,677	1,318,405	1,336,269	1,362,060	177,608	186,342	191,377

Table B2.3. Average Percent Student/Teacher Ratio Change by RESA and System, FY03-FY05.

UNIT	Average % FTE Teacher Workforce Change FY03-05 (Minus = Decrease)		Average % Student Enrollment Change FY03-05 (Minus = Decrease)		FY05 FTE Teacher Workforce		Average % Student/Teacher Ratio Change (Minus % = More Students per Teacher)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education
RESA								
Central Savannah	2.9%	5.4%	-0.4%	3.5%	4,620.8	607.7	3.2%	1.8%
Chattahoochee	2.5%	6.7%	-0.5%	3.4%	3,336.6	468.3	2.8%	3.0%
Coastal Plains	1.2%	7.2%	-0.3%	2.6%	2,488.6	349.4	1.4%	4.2%
First District	2.5%	5.0%	0.6%	3.4%	7,431.8	1,055.1	1.7%	1.2%
Griffin	6.0%	14.7%	4.2%	6.9%	5,292.0	890.2	1.7%	6.8%
Heart of Georgia	1.6%	8.6%	0.0%	3.3%	1,434.3	211.2	1.5%	4.6%
Metro	2.7%	7.5%	1.9%	4.7%	33,196.1	5,668.3	0.7%	2.6%
Middle Georgia	5.0%	4.0%	1.0%	3.5%	3,784.1	553.6	3.6%	-0.4%
North Georgia	4.3%	17.0%	3.0%	2.8%	3,903.3	694.9	0.7%	10.5%
Northeast Georgia	4.2%	-3.1%	2.5%	1.9%	3,950.4	593.4	1.3%	-5.1%
Northwest Georgia	3.7%	13.1%	2.5%	1.9%	6,051.0	1,029.0	0.9%	8.9%
Oconee	1.1%	8.9%	-1.2%	1.7%	1,107.4	224.0	2.2%	5.3%
Okefenokee	4.7%	8.1%	0.3%	2.4%	1,755.5	239.0	4.0%	5.2%
Pioneer	6.4%	14.3%	3.1%	8.0%	5,314.3	769.0	2.9%	5.5%
Southwest Georgia	2.9%	5.4%	-0.1%	0.7%	3,906.8	558.2	2.8%	4.0%
West Georgia	5.7%	9.1%	2.5%	0.0%	3,472.2	534.3	2.7%	6.5%
State Average	3.4%	8.0%	1.6%	3.8%	91,045.1	14,445.7	1.6%	3.7%
System								
Appling	4.0%	15.7%	0.7%	10.0%	205.9	32.4	2.7%	1.8%
Atkinson	5.7%	15.8%	-0.6%	15.7%	100.8	9.0	4.0%	-19.1%
Atlanta City	-4.3%	-2.5%	-4.0%	4.3%	3,298.6	349.0	-0.5%	-7.0%
Bacon	3.8%	9.4%	-0.4%	-1.6%	114.4	18.6	3.6%	9.1%
Baker	-6.8%	10.1%	2.9%	-6.7%	26.0	6.0	-11.1%	14.5%
Baldwin	-0.4%	5.2%	1.1%	1.4%	346.5	88.5	-1.5%	3.5%
Banks	3.9%	21.0%	1.3%	10.2%	135.2	30.5	2.3%	6.6%
Barrow	0.0%	3.3%	4.5%	2.4%	574.2	104.0	-4.6%	0.9%
Bartow	2.9%	8.1%	3.0%	1.2%	788.0	178.6	-1.0%	3.5%
Ben Hill	3.8%	12.0%	-1.1%	-1.5%	200.1	29.0	4.3%	12.0%
Berrien	-0.6%	1.4%	0.7%	-0.5%	172.5	19.0	-1.4%	1.8%
Bibb	8.1%	0.8%	0.1%	3.4%	1,392.2	236.1	7.1%	-5.0%
Bleckley	1.5%	28.6%	1.8%	8.1%	136.8	25.5	-1.4%	15.3%
Brantley	6.5%	6.1%	0.6%	-0.7%	208.3	21.0	5.0%	5.4%
Bremen City	4.9%	17.9%	2.1%	5.2%	93.4	11.0	1.9%	9.3%
Brooks	-0.9%	7.0%	-3.2%	3.5%	156.9	19.0	2.3%	0.9%
Bryan	5.5%	4.5%	4.4%	6.1%	337.4	36.0	1.0%	-1.7%
Buford City	2.9%	-4.8%	2.7%	4.1%	152.8	13.6	0.1%	-9.5%
Bulloch	-1.6%	-6.0%	1.9%	2.9%	535.7	74.6	-3.8%	-9.4%
Burke	2.0%	8.1%	-1.3%	9.8%	282.0	28.0	3.2%	-1.8%
Butts	11.0%	11.8%	0.9%	7.3%	194.3	27.0	8.7%	4.0%

Table B2.3. Average Percent Student/Teacher Ratio Change by RESA and System, FY03-FY05. Continued

UNIT	Average % FTE Teacher Workforce Change FY03-05 (Minus = Decrease)		Average % Student Enrollment Change FY03-05 (Minus = Decrease)		FY05 FTE Teacher Workforce		Average % Student/Teacher Ratio Change (Minus % = More Students per Teacher)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education
Calhoun	-3.5%	-4.9%	0.8%	8.8%	42.1	7.2	-4.7%	-18.2%
Calhoun City	8.6%	1.1%	7.8%	10.3%	174.3	16.0	0.2%	-10.5%
Camden	3.8%	6.7%	-0.8%	9.6%	569.7	75.0	4.4%	-3.0%
Candler	7.2%	24.8%	-0.3%	2.9%	114.3	15.1	6.3%	16.7%
Carroll	28.8%	37.4%	3.0%	2.4%	826.1	120.9	15.4%	21.3%
Carrollton City	-3.8%	-7.0%	1.1%	-6.9%	185.6	23.5	-5.0%	-0.3%
Cartersville City	4.5%	18.5%	-2.2%	16.4%	233.9	25.0	6.4%	1.6%
Catoosa	2.6%	28.2%	2.2%	2.0%	575.6	101.9	0.0%	19.2%
Charlton	6.5%	-1.1%	-0.9%	1.7%	118.2	12.1	6.5%	-2.8%
Chatham	1.7%	3.6%	0.1%	0.0%	2,168.7	319.4	1.4%	3.4%
Chattahoochee	14.5%	12.5%	10.3%	0.1%	37.0	5.0	0.3%	9.3%
Chattooga	10.0%	4.1%	2.9%	2.1%	178.3	34.8	5.8%	1.8%
Cherokee	8.5%	7.6%	4.6%	4.0%	1,772.9	300.4	2.6%	3.2%
Chickamauga City	6.0%	0.0%	1.3%	-5.4%	67.9	3.0	4.1%	5.4%
Clarke	4.0%	14.8%	0.9%	0.3%	736.6	141.9	2.9%	8.7%
Clay	0.0%	25.0%	2.5%	6.1%	27.0	2.0	-2.4%	-21.8%
Clayton	7.4%	17.5%	1.5%	5.1%	2,868.9	534.8	5.4%	10.4%
Clinch	23.0%	20.8%	-4.9%	11.1%	88.9	16.0	20.4%	5.2%
Cobb	-0.1%	4.5%	1.5%	3.4%	5,835.5	1,191.4	-1.7%	1.1%
Coffee	2.0%	13.0%	0.5%	4.6%	512.3	61.3	1.5%	6.6%
Colquitt	5.7%	9.4%	-0.1%	8.2%	507.0	68.7	4.8%	1.0%
Columbia	9.0%	18.6%	2.8%	3.9%	1,162.4	112.7	5.6%	8.9%
Commerce City	3.2%	5.6%	1.4%	4.1%	78.0	15.5	1.4%	0.5%
Cook	1.0%	2.9%	0.0%	5.1%	188.1	18.0	1.0%	-2.1%
Coweta	2.1%	8.9%	3.9%	1.0%	1,087.4	191.7	-1.8%	3.0%
Crawford	-1.8%	5.2%	-3.3%	17.7%	114.5	17.0	1.6%	-19.6%
Crisp	7.2%	7.2%	-1.2%	11.4%	273.0	45.3	7.3%	-4.8%
Dade	4.4%	11.7%	-0.3%	4.6%	151.2	17.0	4.1%	5.0%
Dalton City	8.2%	13.6%	3.6%	8.6%	371.4	46.5	-1.0%	2.2%
Dawson	5.5%	14.4%	1.3%	3.7%	201.3	37.2	3.9%	9.3%
Decatur	3.6%	5.7%	-0.2%	1.1%	343.5	50.2	3.6%	4.4%
Decatur City	4.3%	1.9%	0.5%	-0.3%	188.8	31.0	0.7%	1.4%
DeKalb	-0.7%	7.1%	0.7%	4.6%	5,731.5	969.5	-1.5%	2.3%
Dodge	2.5%	3.1%	0.5%	-4.2%	199.4	26.4	1.7%	7.0%
Dooly	10.7%	16.2%	-1.3%	-0.6%	95.2	8.0	8.3%	7.7%
Dougherty	1.6%	0.1%	0.8%	1.8%	959.8	136.0	0.8%	-2.1%
Douglas	14.9%	8.1%	5.7%	5.6%	1,182.2	153.0	7.1%	2.2%
Dublin City	-2.6%	6.5%	-2.6%	-7.5%	188.3	36.5	0.0%	12.8%
Early	5.7%	5.3%	-2.7%	-1.6%	161.8	21.5	7.5%	4.9%
Echols	18.8%	29.9%	-1.0%	-6.3%	43.9	3.0	14.6%	20.6%
Effingham	6.5%	9.4%	3.0%	10.3%	550.7	74.0	3.1%	-1.6%
Elbert	4.8%	2.8%	-2.1%	2.5%	234.0	28.0	5.3%	-0.5%

Table B2.3. Average Percent Student/Teacher Ratio Change by RESA and System, FY03-FY05. Continued

UNIT	Average % FTE Teacher Workforce Change FY03-05 (Minus = Decrease)		Average % Student Enrollment Change FY03-05 (Minus = Decrease)		FY05 FTE Teacher Workforce		Average % Student/Teacher Ratio Change (Minus % = More Students per Teacher)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education
Emanuel	2.8%	6.6%	-2.1%	-0.1%	246.2	46.7	4.1%	4.6%
Evans	1.3%	4.7%	-2.5%	5.1%	117.6	19.9	3.6%	-0.5%
Fannin	-0.4%	3.6%	-1.2%	4.1%	169.9	27.8	0.8%	-0.9%
Fayette	1.9%	1.4%	2.5%	-1.3%	1,321.5	176.4	-0.6%	2.7%
Floyd	3.6%	14.7%	4.4%	-11.0%	630.7	95.8	-1.2%	19.0%
Forsyth	4.2%	27.3%	6.6%	14.8%	1,327.7	179.6	-2.4%	8.4%
Franklin	6.0%	1.9%	1.2%	-1.8%	212.7	40.5	4.5%	3.7%
Fulton	6.5%	8.5%	2.8%	6.0%	4,707.4	783.8	3.5%	2.3%
Gainesville City	2.4%	4.5%	5.9%	16.4%	314.9	24.5	-3.5%	-10.7%
Gilmer	8.0%	0.3%	2.0%	2.1%	234.4	28.0	5.3%	-2.1%
Glascocock	-1.6%	-3.8%	3.7%	-2.6%	35.8	3.0	-5.5%	-1.4%
Glynn	4.0%	5.2%	0.1%	-1.5%	765.6	113.5	3.6%	6.4%
Gordon	-0.7%	10.6%	1.2%	3.2%	377.7	60.0	-2.0%	6.7%
Grady	5.1%	-2.9%	-0.6%	-3.6%	286.2	30.0	4.1%	0.6%
Greene	0.4%	3.4%	-0.9%	-0.3%	141.1	30.4	1.1%	3.3%
Gwinnett	5.6%	10.6%	5.0%	6.0%	7,865.7	1,423.6	0.2%	4.0%
Habersham	7.2%	7.0%	2.8%	1.8%	387.3	55.9	4.0%	4.8%
Hall	9.3%	24.9%	3.2%	6.9%	1,366.2	185.8	5.2%	13.5%
Hancock	1.3%	-2.3%	-4.9%	1.1%	91.9	10.4	5.8%	-3.4%
Haralson	4.7%	9.4%	1.5%	0.0%	208.0	38.9	1.9%	6.8%
Harris	2.1%	4.5%	1.6%	-2.3%	260.8	16.6	0.5%	5.7%
Hart	5.9%	3.9%	-0.6%	4.2%	208.9	31.0	5.8%	-0.2%
Heard	3.8%	0.7%	-0.5%	4.2%	130.5	14.0	4.0%	-4.1%
Henry	10.1%	40.0%	7.5%	12.7%	1,717.0	300.6	2.3%	19.5%
Houston	3.5%	6.4%	3.1%	0.7%	1,443.3	190.0	0.3%	5.3%
Irwin	6.5%	10.9%	-2.0%	1.9%	114.9	14.1	8.0%	6.9%
Jackson	5.2%	10.8%	4.7%	8.6%	339.5	49.5	0.3%	-2.9%
Jasper	5.1%	25.5%	-3.3%	-3.7%	106.7	24.1	8.0%	11.9%
Jefferson	5.2%	-4.8%	-3.9%	3.8%	208.3	19.0	7.1%	-9.6%
Jefferson City	6.1%	2.9%	12.1%	2.0%	110.4	17.5	-10.1%	1.2%
Jefferson Davis	6.8%	30.1%	0.7%	5.5%	164.6	18.0	4.8%	17.4%
Jenkins	0.8%	-2.7%	-1.3%	3.0%	107.8	14.8	2.1%	-6.6%
Johnson	1.9%	81.4%	-6.3%	5.1%	86.2	12.0	7.8%	30.9%
Jones	6.7%	11.2%	1.7%	5.8%	277.5	37.0	3.8%	4.1%
Lamar	0.0%	8.0%	-2.4%	8.4%	138.6	14.0	1.3%	-0.4%
Lanier	2.9%	52.7%	2.1%	8.3%	90.6	15.5	0.2%	27.7%
Laurens	-0.6%	15.9%	0.6%	14.9%	368.7	46.0	-1.2%	-0.3%
Lee	5.1%	10.8%	1.2%	9.9%	307.2	28.7	3.0%	-3.1%
Liberty	0.7%	14.2%	0.0%	5.8%	673.2	65.1	-0.1%	-0.6%
Lincoln	3.0%	7.2%	0.1%	-10.5%	87.6	14.0	2.3%	16.7%
Long	4.5%	18.9%	5.0%	0.3%	118.4	14.0	-0.8%	13.4%
Lowndes	-0.7%	4.0%	-0.4%	4.5%	515.5	107.0	-0.4%	-1.1%

**Table B2.3. Average Percent Student/Teacher Ratio Change by RESA and System,
FY03-FY05. Continued**

UNIT	Average % FTE Teacher Workforce Change FY03-05 (Minus = Decrease)		Average % Student Enrollment Change FY03-05 (Minus = Decrease)		FY05 FTE Teacher Workforce		Average % Student/Teacher Ratio Change (Minus % = More Students per Teacher)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education
Lumpkin	3.1%	-2.9%	1.4%	8.4%	197.5	24.0	1.7%	-11.8%
Macon	9.6%	9.9%	-1.7%	1.2%	127.5	11.0	9.8%	4.8%
Madison	2.7%	3.4%	0.0%	-1.6%	270.4	47.5	2.6%	4.8%
Marietta City	1.1%	1.4%	-0.2%	2.8%	516.8	77.2	0.9%	-1.4%
Marion	1.1%	53.5%	0.2%	3.1%	101.0	11.0	0.5%	28.9%
McDuffie	-0.7%	3.0%	-1.5%	2.6%	245.3	35.0	0.8%	0.3%
McIntosh	-6.2%	-4.0%	-1.6%	0.4%	109.5	12.0	-5.0%	-6.1%
Meriwether	-4.4%	2.2%	-1.3%	-1.8%	238.7	55.0	-3.3%	3.9%
Miller	-4.4%	2.2%	-0.5%	-18.9%	72.0	12.0	-4.0%	20.6%
Mitchell	21.2%	44.9%	1.2%	-7.6%	174.9	24.0	16.4%	36.3%
Monroe	5.2%	16.3%	-2.2%	7.8%	218.0	31.0	6.2%	4.8%
Montgomery	-2.0%	10.0%	-1.2%	-0.5%	80.3	8.0	-1.1%	9.6%
Morgan	2.0%	3.3%	1.2%	-1.7%	189.7	30.5	0.5%	4.9%
Murray	1.8%	7.6%	1.9%	-0.6%	422.2	51.0	-0.3%	7.4%
Muscogee	0.9%	3.2%	-0.2%	3.2%	1,927.0	300.5	1.1%	0.0%
Newton	9.8%	10.8%	7.3%	7.9%	870.8	164.0	2.2%	2.5%
Oconee	6.9%	18.7%	1.4%	3.0%	359.4	32.0	5.0%	11.6%
Oglethorpe	5.5%	-7.1%	1.0%	0.0%	131.9	20.9	4.1%	-7.6%
Paulding	6.5%	24.0%	6.4%	4.7%	1,214.5	200.9	0.0%	14.4%
Peach	1.3%	0.9%	1.2%	4.8%	245.5	25.0	-0.2%	-4.4%
Pelham City	6.2%	10.3%	-3.1%	-2.0%	92.8	15.0	8.7%	11.3%
Pickens	5.4%	18.2%	1.4%	3.5%	230.7	36.0	3.0%	-3.2%
Pierce	5.3%	7.1%	2.5%	3.0%	195.7	22.0	2.6%	1.4%
Pike	2.8%	-1.2%	3.1%	7.5%	159.1	19.5	-0.3%	-10.2%
Polk	2.9%	4.7%	-1.1%	11.3%	420.3	73.2	3.7%	-6.3%
Pulaski	2.0%	27.5%	2.7%	-3.9%	113.5	11.0	-0.8%	-56.5%
Putnam	3.3%	10.2%	3.4%	4.0%	159.4	33.0	-0.2%	2.1%
Quitman	7.5%	0.0%	-0.7%	1.0%	23.0	2.0	6.9%	-1.0%
Rabun	6.0%	9.1%	-0.9%	11.9%	138.6	24.0	6.4%	-2.5%
Randolph	2.4%	25.1%	0.7%	4.5%	79.5	12.0	0.0%	16.5%
Richmond	0.5%	4.3%	-1.5%	5.2%	2,051.8	307.0	2.0%	-1.1%
Rockdale	4.0%	4.0%	3.3%	-0.4%	848.0	114.3	0.5%	4.2%
Rome City	2.3%	3.4%	-0.7%	4.9%	359.1	38.0	3.0%	-1.5%
Schley	10.5%	5.5%	5.4%	6.2%	72.0	5.0	4.4%	-0.4%
Screven	0.7%	1.6%	-2.2%	1.2%	177.5	29.0	2.8%	0.0%
Seminole	0.3%	10.0%	-2.1%	12.7%	103.0	18.0	2.0%	-4.6%
Social Circle City	10.7%	4.7%	2.3%	7.1%	84.7	13.0	7.5%	-2.4%
Spalding	1.8%	3.9%	-0.2%	6.8%	605.3	141.9	1.8%	-2.8%
Stephens	0.5%	10.4%	-1.7%	4.1%	269.5	36.5	1.9%	3.5%
Stewart	0.5%	44.8%	-1.1%	4.3%	46.0	7.5	-3.3%	20.3%
Sumter	3.8%	22.9%	-1.9%	5.0%	351.0	38.0	5.4%	13.9%
Talbot	-2.8%	-4.0%	2.3%	-15.5%	47.0	8.0	-6.6%	10.8%

Table B2.3. Average Percent Student/Teacher Ratio Change by RESA and System, FY03-FY05. Continued

UNIT	Average % FTE Teacher Workforce Change FY03-05 (Minus = Decrease)		Average % Student Enrollment Change FY03-05 (Minus = Decrease)		FY05 FTE Teacher Workforce		Average % Student/Teacher Ratio Change (Minus % = More Students per Teacher)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education
Taliaferro	12.4%	-16.7%	-0.4%	-3.5%	24.4	2.0	10.9%	-16.5%
Tattnall	8.6%	4.9%	0.1%	7.3%	199.1	21.7	7.3%	-5.0%
Taylor	-1.6%	-5.6%	-5.3%	8.2%	100.5	8.0	3.8%	-14.9%
Telfair	9.7%	4.4%	-0.1%	10.8%	112.1	17.0	8.5%	-8.1%
Terrell	-0.7%	7.8%	-1.2%	-13.8%	105.5	14.0	0.3%	20.1%
Thomas	0.7%	9.0%	2.3%	-3.1%	289.8	80.0	-1.7%	10.7%
Thomaston-Upson	3.8%	20.8%	-1.3%	5.7%	275.9	45.3	4.8%	12.5%
Thomasville City	-3.5%	-4.3%	-2.2%	2.0%	174.2	22.4	-1.8%	-6.8%
Tift	2.5%	11.8%	0.3%	1.1%	465.2	52.5	1.9%	8.4%
Toombs	5.8%	-0.4%	-1.1%	4.7%	177.1	24.0	6.2%	-5.6%
Towns	31.8%	-9.1%	2.8%	1.4%	178.2	9.0	18.7%	-11.1%
Treutlen	14.7%	2.0%	-1.1%	9.0%	70.6	10.8	12.4%	-6.7%
Trion City	5.7%	36.1%	-3.1%	7.9%	75.1	10.4	2.3%	20.7%
Troup	1.3%	-2.4%	1.9%	-2.5%	721.4	73.3	-1.1%	-0.8%
Turner	1.2%	0.7%	-1.8%	8.8%	117.5	19.9	2.5%	-13.9%
Twiggs	1.1%	3.6%	-5.3%	7.5%	92.0	9.0	4.7%	-13.1%
Union	5.5%	16.3%	-1.6%	6.9%	159.7	36.9	6.2%	6.8%
Valdosta City	-0.3%	6.5%	0.4%	2.7%	423.3	52.5	-0.7%	3.6%
Vidalia City	4.2%	9.7%	2.7%	4.7%	149.3	19.0	-1.1%	3.8%
Walker	1.2%	11.4%	-0.1%	6.4%	503.0	104.5	0.9%	4.5%
Walton	3.2%	2.8%	4.7%	2.1%	653.4	133.4	-1.7%	0.4%
Ware	3.8%	6.4%	0.6%	-2.0%	417.0	68.0	2.7%	7.9%
Warren	3.5%	-13.0%	-0.9%	-10.0%	49.1	5.0	-0.1%	-7.7%
Washington	0.1%	16.7%	-2.7%	4.7%	212.5	30.0	2.7%	9.9%
Wayne	-0.9%	8.7%	1.3%	1.5%	297.7	44.5	-2.3%	5.4%
Webster	19.2%	0.0%	0.3%	5.2%	30.0	1.0	15.8%	-5.2%
Wheeler	78.2%	222.0%	-1.9%	3.5%	77.1	6.0	-0.6%	-3.0%
White	153.2%	78.3%	0.1%	7.4%	216.6	35.0	7.7%	-4.3%
Whitfield	-33.6%	-33.5%	1.3%	-0.7%	748.9	86.8	-2.3%	7.4%
Wilcox	31.1%	43.9%	-0.1%	5.3%	87.4	9.0	9.5%	10.3%
Wilkes	-3.5%	20.8%	-0.9%	-1.3%	118.2	12.5	2.5%	4.5%
Wilkinson	75.6%	19.4%	-1.5%	-1.0%	104.3	17.0	1.9%	-1.5%
Worth	10.5%	129.9%	-3.3%	2.2%	261.0	24.5	3.3%	1.8%
State Average	3.4%	8.0%	1.6%	3.8%	91,045.1	14,445.7	-1.6%	-3.7%

Table B2.4. Average Percent Teacher Retention in Same RESA or System, FY03-FY05.

UNIT	Average % Retention of Teachers in Same Status		Average % Retention of Teachers Changing to Regular or Special Education (Still Need Replacing)		Average % Retention of Teachers Changing to Administration or Student Services (Still Need Replacing)	
	Regular Education	Special Education	Regular to Special	Special to Regular	Regular Education	Special Education
RESA						
Central Savannah	90.9%	87.3%	0.3%	2.6%	1.2%	1.7%
Chattahoochee	88.0%	87.1%	0.2%	1.0%	1.0%	1.1%
Coastal Plains	89.9%	89.0%	0.3%	1.6%	0.9%	1.2%
First District	88.9%	84.3%	0.3%	2.5%	1.3%	1.4%
Griffin	89.1%	83.2%	0.5%	2.6%	0.7%	1.1%
Heart of Georgia	91.4%	87.2%	0.5%	3.3%	0.8%	2.1%
Metro	88.0%	84.7%	0.3%	2.4%	1.1%	2.1%
Middle Georgia	89.4%	85.4%	0.3%	3.5%	1.2%	0.7%
North Georgia	90.2%	87.3%	0.2%	2.0%	0.8%	1.2%
Northeast Georgia	87.8%	83.5%	0.4%	3.1%	0.9%	0.7%
Northwest Georgia	88.9%	84.4%	0.6%	3.2%	0.9%	1.4%
Oconee	87.1%	85.4%	0.4%	1.4%	0.4%	1.0%
Okefenokee	90.1%	87.8%	0.3%	4.0%	0.9%	0.6%
Pioneer	90.5%	87.0%	0.3%	2.7%	1.0%	0.9%
Southwest Georgia	89.9%	88.1%	0.3%	2.9%	0.8%	1.0%
West Georgia	87.9%	83.0%	0.4%	3.3%	1.0%	2.3%
State Average	88.8%	85.2%	0.3%	2.6%	1.0%	1.6%
System						
Appling	90.3%	88.1%	1.0%	1.7%	0.2%	1.7%
Atkinson	88.7%	78.9%	0.0%	5.3%	0.5%	0.0%
Atlanta City	82.0%	81.9%	0.2%	2.5%	1.9%	4.0%
Bacon	92.2%	86.5%	0.4%	8.1%	0.9%	2.7%
Baker	93.2%	100.0%	0.0%	0.0%	0.0%	0.0%
Baldwin	86.5%	80.9%	0.1%	0.6%	0.4%	1.2%
Banks	84.1%	91.5%	0.0%	0.0%	0.7%	0.0%
Barrow	85.7%	85.8%	0.1%	1.0%	0.5%	0.0%
Bartow	86.8%	76.8%	1.4%	7.1%	1.2%	1.5%
Ben Hill	88.5%	85.2%	1.0%	0.0%	0.7%	0.0%
Berrien	91.5%	92.1%	0.0%	0.0%	0.3%	0.0%
Bibb	86.1%	84.0%	0.2%	3.4%	1.1%	0.4%
Bleckley	90.9%	93.2%	1.1%	2.3%	1.1%	0.0%
Brantley	89.1%	87.5%	0.0%	2.5%	0.5%	0.0%
Bremen City	91.1%	78.9%	0.5%	15.8%	1.0%	0.0%
Brooks	83.4%	84.2%	0.3%	5.3%	0.6%	0.0%
Bryan	90.1%	83.6%	0.0%	0.0%	1.0%	0.0%
Buford City	91.5%	72.4%	0.3%	3.4%	0.0%	0.0%
Bulloch	89.3%	86.8%	0.4%	3.0%	1.1%	1.8%
Burke	89.2%	93.9%	0.0%	0.0%	0.4%	0.0%
Butts	79.6%	79.6%	0.8%	2.0%	0.6%	0.0%

Table B2.4. Average Percent Teacher Retention in Same RESA or System, FY03-FY05. Continued

UNIT	Average % Retention of Teachers in Same Status		Average % Retention of Teachers Changing to Regular or Special Education (Still Need Replacing)		Average % Retention of Teachers Changing to Administration or Student Services (Still Need Replacing)	
	Regular Education	Special Education	Regular to Special	Special to Regular	Regular Education	Special Education
Calhoun	76.1%	77.8%	0.0%	0.0%	1.1%	5.6%
Calhoun City	85.8%	75.0%	0.3%	3.1%	1.4%	0.0%
Camden	89.5%	79.9%	0.3%	5.0%	0.4%	2.9%
Candler	84.1%	86.7%	0.0%	0.0%	0.0%	0.0%
Carroll	87.8%	81.7%	0.4%	2.3%	1.4%	2.7%
Carrollton City	87.0%	80.0%	0.0%	3.6%	0.7%	0.0%
Cartersville City	89.3%	88.6%	0.4%	2.3%	0.6%	0.0%
Catoosa	89.0%	89.3%	0.3%	0.0%	0.6%	0.6%
Charlton	87.6%	76.9%	0.0%	11.5%	0.4%	0.0%
Chatham	86.3%	82.1%	0.3%	2.4%	1.8%	2.0%
Chattahoochee	80.9%	87.5%	0.0%	0.0%	1.5%	0.0%
Chattooga	89.1%	79.1%	1.3%	4.5%	1.3%	0.0%
Cherokee	91.8%	89.5%	0.2%	2.5%	0.4%	1.1%
Chickamauga City	91.2%	100.0%	0.0%	0.0%	0.7%	0.0%
Clarke	82.1%	80.7%	0.7%	3.3%	1.7%	1.5%
Clay	78.2%	33.3%	0.0%	0.0%	5.5%	0.0%
Clayton	80.8%	72.7%	0.4%	2.7%	1.1%	6.1%
Clinch	83.5%	87.5%	0.6%	6.3%	0.0%	0.0%
Cobb	87.2%	83.4%	0.3%	1.8%	1.1%	0.9%
Coffee	89.0%	86.2%	0.4%	3.3%	1.3%	0.8%
Colquitt	91.4%	82.4%	0.4%	2.4%	0.2%	3.2%
Columbia	92.8%	86.6%	0.0%	1.3%	0.3%	1.3%
Commerce City	92.4%	92.9%	0.0%	0.0%	0.6%	0.0%
Cook	91.1%	91.2%	0.0%	2.9%	1.0%	2.9%
Coweta	86.0%	81.9%	0.7%	4.5%	0.8%	2.0%
Crawford	77.0%	66.7%	0.9%	3.3%	3.0%	0.0%
Crisp	88.2%	79.1%	0.2%	0.0%	0.7%	0.0%
Dade	90.4%	81.8%	0.0%	0.0%	1.6%	0.0%
Dalton City	86.5%	77.3%	0.1%	1.1%	0.4%	1.1%
Dawson	91.8%	90.8%	0.5%	4.6%	0.3%	0.0%
Decatur	90.0%	87.9%	0.1%	3.0%	0.4%	0.0%
Decatur City	84.6%	75.8%	0.3%	1.6%	0.8%	4.8%
DeKalb	86.2%	84.0%	0.4%	2.3%	1.0%	1.8%
Dodge	96.8%	94.2%	0.2%	0.0%	0.5%	1.9%
Dooly	76.0%	50.0%	1.5%	12.5%	1.0%	6.3%
Dougherty	87.6%	88.5%	0.3%	3.9%	0.8%	0.4%
Douglas	86.1%	82.9%	0.3%	0.7%	1.2%	6.0%
Dublin City	86.4%	84.3%	0.3%	2.9%	1.0%	1.4%
Early	92.6%	81.8%	0.0%	2.3%	0.9%	0.0%
Echols	85.6%	83.3%	0.0%	0.0%	2.2%	0.0%
Effingham	89.5%	85.0%	0.2%	1.5%	1.6%	0.0%
Elbert	91.3%	82.1%	0.4%	5.4%	0.6%	1.8%

Table B2.4. Average Percent Teacher Retention in Same RESA or System, FY03-FY05. Continued

UNIT	Average % Retention of Teachers in Same Status		Average % Retention of Teachers Changing to Regular or Special Education (Still Need Replacing)		Average % Retention of Teachers Changing to Administration or Student Services (Still Need Replacing)	
	Regular Education	Special Education	Regular to Special	Special to Regular	Regular Education	Special Education
Emanuel	91.2%	89.2%	0.8%	5.4%	0.8%	2.2%
Evans	84.2%	68.3%	0.0%	2.4%	0.8%	4.9%
Fannin	90.2%	87.0%	0.0%	0.0%	2.0%	0.0%
Fayette	91.4%	83.7%	0.2%	5.2%	0.5%	1.4%
Floyd	92.0%	86.2%	0.1%	0.0%	0.7%	1.6%
Forsyth	87.1%	81.3%	0.2%	2.2%	0.9%	0.6%
Franklin	91.6%	90.0%	0.2%	0.0%	0.9%	0.0%
Fulton	88.4%	84.5%	0.2%	1.7%	0.6%	1.4%
Gainesville City	84.6%	87.2%	0.0%	0.0%	0.5%	0.0%
Gilmer	90.6%	87.7%	0.0%	1.8%	1.7%	0.0%
Glascock	71.1%	57.1%	1.3%	0.0%	5.3%	0.0%
Glynn	88.4%	82.0%	0.2%	1.4%	0.6%	0.5%
Gordon	86.5%	85.2%	0.1%	1.9%	0.4%	2.8%
Grady	90.5%	79.0%	0.5%	6.5%	1.2%	1.6%
Greene	83.3%	71.7%	1.0%	0.0%	0.7%	0.0%
Gwinnett	88.4%	83.6%	0.2%	2.9%	0.8%	1.1%
Habersham	91.6%	94.4%	0.3%	1.9%	0.7%	0.0%
Hall	91.1%	84.3%	0.3%	2.0%	1.0%	2.0%
Hancock	81.4%	90.9%	0.0%	0.0%	0.0%	0.0%
Haralson	86.7%	86.7%	0.7%	1.3%	1.1%	2.7%
Harris	88.9%	84.4%	0.0%	0.0%	1.1%	0.0%
Hart	90.8%	77.0%	0.2%	4.9%	0.7%	1.6%
Heard	91.0%	75.0%	0.0%	3.1%	0.0%	6.3%
Henry	89.6%	83.3%	0.3%	1.8%	0.6%	1.1%
Houston	90.3%	84.0%	0.3%	3.4%	1.0%	1.1%
Irwin	88.5%	92.3%	0.4%	0.0%	1.2%	0.0%
Jackson	87.3%	79.3%	0.2%	7.6%	0.8%	0.0%
Jasper	81.7%	84.8%	0.4%	2.2%	0.9%	0.0%
Jefferson	84.7%	83.0%	0.0%	8.5%	1.0%	0.0%
Jefferson City	83.3%	60.6%	0.9%	6.1%	1.8%	0.0%
Jefferson Davis	90.9%	91.2%	0.3%	2.9%	1.8%	0.0%
Jenkins	88.2%	87.5%	0.0%	6.3%	0.9%	3.1%
Johnson	85.2%	76.0%	1.1%	0.0%	0.0%	0.0%
Jones	89.2%	89.7%	0.0%	1.5%	0.9%	0.0%
Lamar	80.7%	67.9%	1.1%	0.0%	0.4%	0.0%
Lanier	90.2%	86.4%	0.5%	0.0%	0.0%	4.5%
Laurens	93.3%	84.7%	0.7%	1.4%	0.9%	1.4%
Lee	89.4%	88.3%	0.0%	1.7%	0.8%	0.0%
Liberty	82.3%	71.4%	0.4%	4.0%	1.5%	0.8%
Lincoln	91.9%	92.9%	0.0%	0.0%	0.5%	0.0%
Long	79.4%	81.5%	0.0%	0.0%	0.4%	0.0%
Lowndes	91.6%	85.6%	0.1%	1.9%	0.9%	2.9%

Table B2.4. Average Percent Teacher Retention in Same RESA or System, FY03-FY05. Continued

UNIT	Average % Retention of Teachers in Same Status		Average % Retention of Teachers Changing to Regular or Special Education (Still Need Replacing)		Average % Retention of Teachers Changing to Administration or Student Services (Still Need Replacing)	
	Regular Education	Special Education	Regular to Special	Special to Regular	Regular Education	Special Education
Lumpkin	87.6%	82.0%	0.0%	2.0%	0.5%	0.0%
Macon	75.2%	60.0%	0.4%	0.0%	0.8%	4.0%
Madison	90.5%	78.7%	0.0%	2.1%	0.0%	0.0%
Marietta City	88.0%	89.0%	0.3%	1.9%	0.8%	0.0%
Marion	91.0%	88.9%	0.0%	0.0%	0.5%	5.6%
McDuffie	90.4%	86.8%	0.0%	0.0%	0.2%	1.5%
McIntosh	76.4%	80.8%	0.4%	3.8%	0.8%	0.0%
Meriwether	81.1%	86.1%	0.6%	2.8%	1.0%	0.9%
Miller	91.1%	91.7%	0.6%	4.2%	1.9%	0.0%
Mitchell	83.4%	83.0%	0.0%	0.0%	0.8%	0.0%
Monroe	85.6%	83.3%	0.5%	3.7%	0.9%	0.0%
Montgomery	87.0%	89.5%	0.6%	0.0%	0.6%	0.0%
Morgan	90.9%	85.9%	0.0%	1.6%	0.0%	0.0%
Murray	89.9%	82.5%	0.3%	3.1%	0.8%	1.0%
Muscogee	89.0%	89.6%	0.1%	0.9%	1.0%	0.7%
Newton	87.3%	78.6%	0.4%	3.2%	0.3%	1.1%
Oconee	91.5%	80.6%	0.1%	1.5%	0.4%	0.0%
Oglethorpe	83.2%	84.0%	0.4%	6.0%	0.8%	0.0%
Paulding	86.0%	81.0%	0.3%	2.9%	1.2%	0.9%
Peach	88.0%	82.7%	0.0%	1.9%	0.0%	0.0%
Pelham City	81.9%	75.9%	0.5%	3.4%	1.6%	0.0%
Pickens	90.7%	90.1%	0.6%	0.0%	0.4%	2.8%
Pierce	85.9%	76.2%	0.0%	2.4%	2.3%	0.0%
Pike	87.9%	72.1%	0.0%	0.0%	1.0%	0.0%
Polk	90.4%	82.6%	0.1%	2.2%	0.2%	0.7%
Pulaski	87.3%	45.0%	0.4%	30.0%	1.7%	20.0%
Putnam	87.7%	85.7%	0.6%	3.6%	0.6%	0.0%
Quitman	90.7%	100.0%	0.0%	0.0%	0.0%	0.0%
Rabun	92.1%	90.9%	0.0%	2.3%	1.1%	0.0%
Randolph	78.9%	95.5%	0.0%	0.0%	0.6%	0.0%
Richmond	88.8%	84.6%	0.3%	2.7%	1.6%	1.9%
Rockdale	84.0%	81.3%	0.2%	2.2%	0.6%	0.0%
Rome City	86.8%	91.7%	0.0%	1.4%	0.1%	0.0%
Schley	92.0%	90.9%	0.0%	0.0%	0.7%	0.0%
Screven	90.7%	86.7%	0.5%	3.3%	0.8%	1.7%
Seminole	88.5%	86.7%	0.5%	3.3%	1.4%	0.0%
Social Circle City	86.9%	65.4%	0.6%	0.0%	2.3%	3.8%
Spalding	83.6%	81.4%	0.6%	0.7%	1.0%	0.0%
Stephens	90.7%	82.1%	0.2%	6.0%	1.1%	0.0%
Stewart	84.3%	45.5%	0.0%	0.0%	2.0%	0.0%
Sumter	82.1%	76.1%	0.0%	1.5%	0.4%	0.0%
Talbot	87.9%	75.0%	0.0%	0.0%	1.0%	0.0%

Table B2.4. Average Percent Teacher Retention in Same RESA or System, FY03-FY05. Continued

UNIT	Average % Retention of Teachers in Same Status		Average % Retention of Teachers Changing to Regular or Special Education (Still Need Replacing)		Average % Retention of Teachers Changing to Administration or Student Services (Still Need Replacing)	
	Regular Education	Special Education	Regular to Special	Special to Regular	Regular Education	Special Education
Taliaferro	93.5%	66.7%	0.0%	0.0%	2.2%	0.0%
Tattnall	89.4%	87.0%	0.2%	4.3%	1.2%	2.2%
Taylor	91.3%	94.4%	0.0%	0.0%	1.4%	5.6%
Telfair	91.6%	85.3%	0.0%	2.9%	0.0%	0.0%
Terrell	86.8%	100.0%	0.0%	0.0%	0.5%	0.0%
Thomas	89.1%	86.4%	0.5%	1.4%	0.8%	0.7%
Thomaston-Upson	87.9%	87.2%	1.1%	2.6%	0.7%	1.3%
Thomasville City	84.1%	81.6%	0.3%	0.0%	0.5%	0.0%
Tift	88.1%	86.4%	0.2%	1.9%	1.1%	0.0%
Toombs	94.4%	91.8%	0.0%	2.0%	1.4%	2.0%
Towns	92.5%	65.0%	0.9%	15.0%	0.4%	0.0%
Treutlen	91.6%	86.4%	0.7%	0.0%	0.0%	0.0%
Trion City	93.5%	66.7%	0.7%	6.7%	1.3%	0.0%
Troup	89.3%	79.0%	0.3%	2.8%	0.8%	2.8%
Turner	83.9%	80.0%	1.2%	4.4%	0.0%	0.0%
Twiggs	81.0%	52.6%	0.0%	10.5%	2.0%	0.0%
Union	92.4%	93.2%	1.0%	0.0%	0.7%	0.0%
Valdosta City	87.4%	90.8%	0.0%	0.0%	0.6%	0.0%
Vidalia City	92.2%	90.6%	0.0%	0.0%	0.7%	0.0%
Walker	85.4%	79.7%	0.6%	1.1%	0.8%	1.6%
Walton	82.7%	80.9%	0.2%	2.7%	0.8%	0.8%
Ware	90.5%	90.2%	0.0%	0.8%	0.4%	0.8%
Warren	80.4%	69.2%	0.0%	0.0%	0.9%	0.0%
Washington	89.0%	86.0%	0.2%	0.0%	0.2%	0.0%
Wayne	89.6%	86.8%	0.2%	0.0%	0.8%	0.0%
Webster	88.1%	50.0%	0.0%	0.0%	0.0%	0.0%
Wheeler	85.5%	90.9%	0.0%	9.1%	0.6%	0.0%
White	89.4%	88.7%	0.0%	1.4%	0.7%	0.0%
Whitfield	85.4%	84.6%	0.3%	1.1%	1.4%	1.1%
Wilcox	89.1%	100.0%	0.0%	0.0%	1.2%	0.0%
Wilkes	87.2%	88.9%	0.4%	0.0%	0.9%	0.0%
Wilkinson	86.5%	74.3%	0.4%	2.9%	0.0%	2.9%
Worth	86.4%	87.0%	0.0%	0.0%	0.6%	2.2%
Charter Schools	70.4%	75.0%	0.0%	0.0%	0.0%	0.0%
RESAs	88.0%	80.6%	0.0%	0.0%	0.0%	1.2%
State Average	87.5%	83.3%	0.3%	2.4%	0.9%	1.4%

Table B2.5. Average Percent Teacher Attrition and Mobility by RESA and System, FY03-FY05.

UNIT	Average % Loss of Teachers from Georgia Public Education		Average % Mobility of Teachers to a New System as Teachers		Average % Mobility of Teachers to a New System as Administration or Student Services		Average % Annual Overall System Attrition		Average Annual Total Attrition (Excluding within-system reassignment)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education
RESA										
Central Savannah	6.3%	6.7%	1.3%	1.8%	0.0%	0.0%	7.7%	8.6%	356	52
Chattahoochee	8.0%	7.6%	2.7%	2.6%	0.1%	0.1%	10.9%	10.2%	371	46
Coastal Plains	6.4%	5.8%	2.4%	3.9%	0.1%	0.1%	8.9%	9.8%	228	33
First District	8.1%	10.0%	1.4%	2.0%	0.0%	0.0%	9.5%	12.0%	703	122
Griffin	7.4%	8.7%	2.2%	3.0%	0.2%	0.2%	9.8%	11.9%	496	94
Heart of Georgia	4.8%	5.1%	2.2%	23.6%	0.2%	0.3%	7.3%	29.0%	107	57
Metro	9.1%	8.8%	1.4%	1.0%	0.1%	0.2%	10.6%	10.0%	3,490	526
Middle Georgia	6.9%	7.8%	2.1%	2.5%	0.1%	0.0%	9.1%	10.4%	336	56
North Georgia	6.8%	7.2%	1.9%	3.6%	0.0%	0.1%	8.8%	10.9%	345	62
Northeast Georgia	7.8%	9.0%	2.9%	2.5%	0.1%	0.1%	10.8%	11.6%	423	80
Northwest Georgia	7.9%	8.9%	1.7%	1.9%	0.1%	0.1%	9.6%	10.9%	583	102
Oconee	7.1%	8.4%	4.7%	2.2%	0.2%	0.0%	12.1%	10.6%	135	22
Okefenokee	6.3%	5.7%	2.2%	4.4%	0.1%	0.2%	8.6%	10.3%	151	25
Pioneer	6.6%	7.2%	1.6%	1.8%	0.1%	0.0%	8.3%	8.9%	426	64
Southwest Georgia	7.2%	6.4%	1.7%	2.4%	0.1%	0.1%	9.0%	8.8%	354	49
West Georgia	8.2%	7.3%	2.4%	2.2%	0.1%	0.1%	10.7%	9.6%	377	50
State Average	7.9%	8.2%	1.8%	2.2%	0.1%	0.1%	9.8%	10.6%		
System										
Appling	5.3%	5.1%	3.2%	0.0%	0.0%	0.0%	8.5%	5.1%	18	2
Atkinson	6.2%	15.8%	4.6%	57.9%	0.0%	0.0%	10.8%	73.7%	11	7
Atlanta City	12.4%	8.3%	3.3%	1.2%	0.2%	0.6%	15.9%	10.1%	573	37
Bacon	3.4%	2.7%	2.6%	0.0%	0.4%	0.0%	6.5%	2.7%	8	1
Baker	3.4%	0.0%	3.4%	54.5%	0.0%	0.0%	6.8%	54.5%	2	3
Baldwin	7.5%	11.1%	5.2%	3.7%	0.3%	0.0%	12.9%	14.8%	45	12
Banks	7.0%	4.3%	7.4%	14.9%	0.7%	0.0%	15.1%	19.1%	21	5
Barrow	8.0%	7.8%	5.8%	2.0%	0.0%	0.5%	13.7%	10.3%	81	11
Bartow	7.1%	10.9%	3.3%	2.9%	0.4%	0.9%	10.7%	14.7%	87	25
Ben Hill	5.2%	9.3%	4.7%	3.7%	0.0%	0.0%	9.8%	13.0%	20	4
Berrien	5.1%	2.6%	2.8%	26.3%	0.3%	2.6%	8.2%	31.6%	15	6
Bibb	7.7%	6.7%	4.9%	3.4%	0.2%	0.2%	12.7%	10.3%	168	25
Bleckley	3.9%	2.3%	2.8%	4.5%	0.4%	0.0%	7.0%	6.8%	10	2
Brantley	4.7%	5.0%	5.7%	2.5%	0.0%	0.0%	10.4%	7.5%	21	2
Bremen City	6.3%	0.0%	1.0%	10.5%	0.0%	0.0%	7.3%	10.5%	7	1
Brooks	7.8%	7.9%	7.5%	5.3%	0.3%	0.0%	15.6%	13.2%	25	3
Bryan	7.5%	10.4%	1.1%	4.5%	0.3%	0.0%	9.0%	14.9%	28	5
Buford City	6.9%	17.2%	1.3%	17.2%	0.0%	0.0%	8.2%	34.5%	13	5
Bulloch	6.8%	4.2%	2.2%	1.8%	0.2%	0.0%	9.2%	6.0%	51	5
Burke	6.5%	2.0%	3.8%	6.1%	0.2%	0.0%	10.4%	8.2%	29	2
Butts	10.2%	12.2%	8.3%	10.2%	0.6%	0.0%	19.0%	22.4%	35	6
Calhoun	12.0%	0.0%	10.9%	16.7%	0.0%	0.0%	22.8%	16.7%	11	2
Calhoun City	8.5%	9.4%	3.7%	6.3%	0.3%	0.0%	12.5%	15.6%	22	3
Camden	7.8%	9.4%	1.9%	2.9%	0.1%	0.0%	9.9%	12.2%	54	9
Candler	11.9%	10.0%	4.0%	30.0%	0.0%	0.0%	15.9%	40.0%	18	6

Table E2.5. Average Percent Teacher Attrition and Mobility by RESA and System, FY03-FY05.

UNIT	Average % Loss of Teachers from Georgia Public Education		Average % Mobility of Teachers to a New System as Teachers		Average % Mobility of Teachers to a New System as Administration or Student Services		Average % Annual Overall System Attrition		Average Annual Total Attrition (Excluding within-system reassignment)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education
Carroll	7.4%	4.1%	2.9%	5.0%	0.1%	0.9%	10.4%	10.0%	85	11
Carrollton City	7.1%	5.5%	5.1%	5.5%	0.0%	1.8%	12.2%	12.7%	25	4
Cartersville City	6.6%	4.5%	2.8%	6.8%	0.2%	0.0%	9.6%	11.4%	23	3
Catoosa	8.8%	6.8%	1.3%	2.8%	0.0%	0.0%	10.1%	9.6%	58	9
Charlton	9.4%	11.5%	2.6%	23.1%	0.0%	0.0%	12.0%	34.6%	14	5
Chatham	9.6%	11.4%	2.0%	1.1%	0.1%	0.0%	11.7%	12.6%	254	39
Chattahoochee	11.8%	12.5%	4.4%	0.0%	1.5%	0.0%	17.6%	12.5%	6	1
Chattooga	4.4%	6.0%	3.6%	19.4%	0.3%	0.0%	8.3%	25.4%	16	9
Cherokee	5.9%	4.5%	1.7%	1.3%	0.0%	0.0%	7.6%	5.8%	128	16
Chickamauga City	5.9%	0.0%	2.2%	116.7%	0.0%	0.0%	8.1%	116.7%	6	4
Clarke	10.8%	9.9%	4.4%	2.6%	0.3%	0.0%	15.5%	12.4%	117	17
Clay	10.9%	33.3%	5.5%	933.3%	0.0%	0.0%	16.4%	966.7%	5	15
Clayton	9.8%	9.3%	7.7%	5.3%	0.2%	0.9%	17.7%	15.5%	483	72
Clinch	9.4%	0.0%	5.9%	150.0%	0.6%	3.1%	15.9%	153.1%	14	25
Cobb	8.9%	9.6%	2.5%	2.2%	0.1%	0.3%	11.5%	12.0%	708	142
Coffee	6.7%	5.7%	2.7%	5.7%	0.0%	0.0%	9.4%	11.4%	49	7
Colquitt	5.5%	8.0%	2.4%	3.2%	0.1%	0.0%	8.0%	11.2%	41	7
Columbia	5.4%	7.1%	1.2%	3.1%	0.1%	0.4%	6.8%	10.7%	77	12
Commerce City	2.5%	0.0%	4.5%	0.0%	0.0%	0.0%	7.0%	0.0%	6	0
Cook	3.1%	2.9%	4.7%	14.7%	0.0%	0.0%	7.9%	17.6%	15	3
Coweta	9.0%	7.9%	3.2%	3.1%	0.2%	0.3%	12.4%	11.3%	140	20
Crawford	5.1%	16.7%	13.6%	13.3%	0.4%	0.0%	19.1%	30.0%	23	5
Crisp	5.8%	4.4%	4.9%	11.0%	0.2%	1.1%	10.8%	16.5%	29	8
Dade	7.7%	15.2%	0.3%	18.2%	0.0%	0.0%	8.0%	33.3%	13	6
Dalton City	8.2%	11.4%	4.6%	2.3%	0.1%	1.1%	13.0%	14.8%	50	7
Dawson	4.9%	4.6%	2.3%	1.5%	0.3%	0.0%	7.4%	6.2%	15	2
Decatur	7.4%	6.1%	1.6%	3.0%	0.4%	0.0%	9.4%	9.1%	33	5
Decatur City	9.9%	9.7%	4.6%	53.2%	0.0%	0.0%	14.4%	62.9%	29	20
DeKalb	8.8%	7.8%	3.3%	2.3%	0.2%	0.1%	12.4%	10.2%	724	91
Dodge	1.5%	1.9%	1.0%	3.8%	0.0%	0.0%	2.4%	5.8%	5	2
Dooly	10.0%	12.5%	11.5%	25.0%	0.0%	6.3%	21.5%	43.8%	22	4
Dougherty	8.4%	5.0%	2.9%	2.9%	0.1%	0.4%	11.3%	8.2%	108	12
Douglas	8.0%	6.4%	4.1%	1.8%	0.2%	0.0%	12.4%	8.2%	138	12
Dublin City	6.3%	8.6%	5.5%	4.3%	0.5%	0.0%	12.3%	12.9%	25	5
Early	5.2%	13.6%	1.2%	0.0%	0.0%	0.0%	6.5%	13.6%	11	3
Echols	5.6%	16.7%	5.6%	83.3%	1.1%	0.0%	12.2%	100.0%	6	3
Effingham	5.9%	7.5%	2.8%	1.5%	0.0%	0.8%	8.7%	9.8%	46	7
Elbert	5.7%	8.9%	2.0%	1.8%	0.0%	0.0%	7.7%	10.7%	19	3
Emanuel	5.3%	3.2%	1.7%	2.2%	0.2%	0.0%	7.3%	5.4%	19	3
Evans	9.7%	7.3%	5.3%	14.6%	0.0%	0.0%	15.0%	22.0%	19	5
Fannin	5.9%	7.4%	2.0%	11.1%	0.0%	0.0%	7.9%	18.5%	14	5
Fayette	6.2%	5.5%	1.7%	4.1%	0.1%	0.3%	7.9%	9.9%	105	18
Floyd	5.3%	8.0%	1.8%	6.4%	0.1%	0.0%	7.2%	14.4%	46	14
Forsyth	8.8%	10.0%	2.6%	3.7%	0.3%	0.0%	11.8%	13.7%	149	22
Franklin	5.8%	5.0%	1.4%	26.3%	0.0%	0.0%	7.2%	31.3%	16	13
Fulton	8.3%	8.2%	2.3%	2.6%	0.2%	0.4%	10.8%	11.2%	474	80
Gainesville City	8.8%	6.4%	5.7%	0.0%	0.5%	2.1%	15.0%	8.5%	47	2
Gilmer	5.2%	8.8%	2.4%	3.5%	0.0%	0.0%	7.6%	12.3%	18	4

Table B2.5. Average Percent Teacher Attrition and Mobility by RESA and System, FY03-FY05.
 Continued

UNIT	Average % Loss of Teachers from Georgia Public Education		Average % Mobility of Teachers to a New System as Teachers		Average % Mobility of Teachers to a New System as Administration or Student Services		Average % Annual Overall System Attrition		Average Annual Total Attrition (Excluding within-system reassignment)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education
Glascocok	7.9%	14.3%	13.2%	57.1%	1.3%	0.0%	22.4%	71.4%	9	3
Glynn	8.4%	12.9%	2.2%	4.1%	0.2%	0.0%	10.8%	17.1%	80	19
Gordon	8.9%	5.6%	4.1%	2.8%	0.0%	0.0%	12.9%	8.3%	50	5
Grady	6.6%	6.5%	1.2%	8.1%	0.0%	0.0%	7.8%	14.5%	23	5
Greene	8.2%	13.3%	6.5%	56.7%	0.3%	0.0%	15.0%	70.0%	22	21
Gwinnett	8.7%	9.5%	1.8%	1.2%	0.0%	0.5%	10.5%	11.2%	782	141
Habersham	4.7%	3.7%	2.7%	5.6%	0.0%	0.0%	7.4%	9.3%	28	5
Hall	5.3%	8.5%	2.1%	1.2%	0.1%	0.3%	7.5%	9.9%	100	17
Hancock	10.7%	9.1%	7.9%	4.5%	0.0%	0.0%	18.6%	13.6%	17	2
Haralson	8.6%	5.3%	2.9%	4.0%	0.0%	0.0%	11.5%	9.3%	26	4
Harris	6.7%	12.5%	3.1%	3.1%	0.2%	0.0%	9.9%	15.6%	26	3
Hart	5.9%	11.5%	2.4%	4.9%	0.0%	0.0%	8.2%	16.4%	18	5
Heard	6.6%	9.4%	2.3%	21.9%	0.0%	0.0%	9.0%	31.3%	12	5
Henry	7.0%	8.0%	2.4%	4.7%	0.1%	0.9%	9.5%	13.6%	150	31
Houston	6.2%	7.0%	2.0%	3.1%	0.3%	0.0%	8.5%	10.1%	119	18
Irwin	4.9%	3.8%	4.9%	7.7%	0.0%	0.0%	9.8%	11.5%	12	2
Jackson	6.0%	9.8%	5.8%	5.4%	0.0%	1.1%	11.8%	16.3%	39	8
Jasper	5.4%	0.0%	11.6%	4.3%	0.0%	0.0%	17.0%	4.3%	19	1
Jefferson	7.4%	6.4%	6.9%	10.6%	0.0%	0.0%	14.3%	17.0%	30	4
Jefferson City	7.7%	12.1%	5.9%	12.1%	0.5%	0.0%	14.0%	24.2%	16	4
Jefferson Davis	4.0%	2.9%	3.0%	0.0%	0.0%	0.0%	7.0%	2.9%	12	1
Jenkins	6.8%	3.1%	4.1%	3.1%	0.0%	0.0%	10.9%	6.3%	12	1
Johnson	5.7%	8.0%	7.4%	16.0%	0.6%	0.0%	13.6%	24.0%	12	3
Jones	5.8%	5.9%	3.3%	5.9%	0.7%	0.0%	9.8%	11.8%	27	4
Lamar	10.2%	7.1%	7.4%	17.9%	0.4%	0.0%	17.9%	25.0%	26	4
Lanier	5.7%	4.5%	3.1%	9.1%	0.5%	0.0%	9.3%	13.6%	9	2
Laurens	3.8%	8.3%	1.2%	4.2%	0.1%	0.0%	5.1%	12.5%	20	5
Lee	6.3%	3.3%	3.3%	10.0%	0.2%	0.0%	9.7%	13.3%	30	4
Liberty	9.7%	17.5%	5.6%	4.0%	0.4%	0.0%	15.7%	21.4%	108	14
Lincoln	5.4%	3.6%	1.6%	7.1%	0.5%	0.0%	7.6%	10.7%	7	2
Long	9.9%	7.4%	10.3%	14.8%	0.0%	0.0%	20.2%	22.2%	23	3
Lowndes	5.8%	5.8%	1.4%	4.3%	0.1%	0.0%	7.3%	10.1%	39	11
Lumpkin	8.4%	2.0%	3.5%	12.0%	0.0%	0.0%	11.9%	14.0%	24	4
Macon	6.6%	8.0%	16.7%	36.0%	0.4%	0.0%	23.6%	44.0%	31	6
Madison	6.1%	7.4%	3.3%	8.5%	0.0%	0.0%	9.5%	16.0%	26	8
Marietta City	7.4%	5.8%	3.1%	0.6%	0.5%	1.3%	11.0%	7.7%	59	6
Marion	4.3%	5.6%	4.3%	38.9%	0.0%	0.0%	8.6%	44.4%	9	4
McDuffie	5.9%	1.5%	3.3%	1.5%	0.2%	0.0%	9.4%	2.9%	24	1
McIntosh	11.0%	7.7%	11.4%	11.5%	0.0%	0.0%	22.4%	19.2%	28	3
Meriwether	12.2%	4.6%	5.2%	3.7%	0.0%	0.0%	17.4%	8.3%	45	5
Miller	2.5%	4.2%	3.2%	12.5%	0.6%	0.0%	6.3%	16.7%	5	2
Mitchell	8.3%	4.3%	7.5%	6.4%	0.0%	0.0%	15.7%	10.6%	29	3
Monroe	8.6%	9.3%	4.0%	3.7%	0.5%	0.0%	13.0%	13.0%	28	4
Montgomery	8.9%	5.3%	3.0%	10.5%	0.0%	5.3%	11.8%	21.1%	10	2
Morgan	4.8%	6.3%	4.0%	3.1%	0.3%	0.0%	9.1%	9.4%	17	3
Murray	6.3%	9.3%	2.4%	7.2%	0.2%	0.0%	9.0%	16.5%	39	8
Muscogee	8.6%	7.1%	1.2%	2.0%	0.1%	0.2%	9.9%	9.4%	197	28
Newton	7.9%	10.9%	3.6%	4.2%	0.4%	0.4%	11.9%	15.4%	96	22

Table B2.5. Average Percent Teacher Attrition and Mobility by RESA and System, FY03-FY05.
Continued

UNIT	Average % Loss of Teachers from Georgia Public Education		Average % Mobility of Teachers to a New System as Teachers		Average % Mobility of Teachers to a New System as Administration of Student Services		Average % Annual Overall System Attrition		Average Annual Total Attrition (Excluding within-system reassignment)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education
Oconee	4.8%	14.9%	3.0%	3.0%	0.1%	0.0%	8.0%	17.9%	28	6
Oglethorpe	9.9%	4.0%	5.3%	12.0%	0.4%	0.0%	15.6%	16.0%	21	4
Paulding	8.7%	9.6%	3.7%	4.1%	0.1%	0.3%	12.4%	14.0%	140	24
Peach	6.6%	13.5%	5.2%	3.8%	0.2%	1.9%	12.0%	19.2%	30	5
Pelham City	5.3%	3.4%	10.6%	6.9%	0.0%	3.4%	16.0%	13.8%	15	2
Pickens	5.8%	7.0%	2.4%	4.2%	0.0%	0.0%	8.2%	11.3%	19	4
Pierce	5.9%	9.5%	5.6%	16.7%	0.3%	0.0%	11.8%	26.2%	23	6
Pike	6.4%	11.6%	4.8%	11.6%	0.0%	0.0%	11.1%	23.3%	18	5
Polk	7.6%	9.4%	1.7%	2.9%	0.0%	0.0%	9.3%	12.3%	39	9
Pulaski	6.6%	0.0%	3.9%	10.0%	0.0%	0.0%	10.5%	10.0%	12	1
Putnam	8.4%	7.1%	2.3%	1.8%	0.3%	0.0%	11.0%	8.9%	17	3
Quitman	7.0%	0.0%	2.3%	0.0%	0.0%	0.0%	9.3%	0.0%	2	0
Rabun	5.2%	6.8%	1.5%	0.0%	0.0%	0.0%	6.7%	6.8%	9	2
Randolph	10.0%	4.5%	10.0%	31.8%	0.6%	0.0%	20.6%	36.4%	19	4
Richmond	6.9%	8.1%	2.2%	3.6%	0.2%	0.0%	9.3%	11.7%	191	35
Rockdale	8.4%	6.3%	6.7%	4.9%	0.1%	0.4%	15.2%	11.6%	124	13
Rome City	9.4%	4.2%	3.3%	1.4%	0.3%	0.0%	13.0%	5.6%	46	2
Schley	2.9%	0.0%	3.6%	18.2%	0.7%	0.0%	7.3%	18.2%	5	1
Screven	6.3%	6.7%	1.6%	0.0%	0.0%	0.0%	7.9%	6.7%	15	2
Seminole	6.7%	10.0%	2.9%	10.0%	0.0%	0.0%	9.6%	20.0%	10	3
Social Circle City	5.7%	3.8%	4.0%	38.5%	0.6%	0.0%	10.3%	42.3%	9	6
Spalding	9.6%	12.0%	4.7%	4.4%	0.5%	0.4%	14.8%	16.8%	88	23
Stephens	6.2%	6.0%	1.6%	3.0%	0.2%	0.0%	8.0%	9.0%	22	3
Stewart	12.7%	36.4%	1.0%	27.3%	0.0%	0.0%	13.7%	63.6%	7	4
Sumter	8.0%	11.9%	9.0%	10.4%	0.4%	0.0%	17.5%	22.4%	61	8
Talbot	8.1%	12.5%	3.0%	0.0%	0.0%	0.0%	11.1%	12.5%	6	1
Taliaferro	4.3%	16.7%	0.0%	16.7%	0.0%	0.0%	4.3%	33.3%	1	1
Tattnell	6.5%	6.5%	2.8%	0.0%	0.0%	0.0%	9.2%	6.5%	20	2
Taylor	2.9%	0.0%	3.9%	0.0%	0.5%	0.0%	7.2%	0.0%	8	0
Telfair	6.6%	11.8%	1.8%	0.0%	0.0%	0.0%	8.4%	11.8%	10	2
Terrell	10.0%	0.0%	2.7%	11.1%	0.0%	0.0%	12.8%	11.1%	14	2
Thomas	6.4%	6.8%	3.0%	2.7%	0.2%	0.7%	9.6%	10.2%	29	8
Thomaston-Upson	6.1%	5.1%	3.7%	2.6%	0.5%	0.0%	10.3%	7.7%	30	3
Thomasville City	11.0%	16.3%	3.6%	12.2%	0.5%	0.0%	15.1%	28.6%	28	7
Tift	7.5%	4.9%	3.0%	2.9%	0.2%	0.0%	10.7%	7.8%	51	4
Toombs	3.4%	2.0%	0.8%	2.0%	0.0%	0.0%	4.2%	4.1%	8	1
Towns	3.5%	10.0%	2.6%	10.0%	0.0%	0.0%	6.1%	20.0%	7	2
Treutlen	4.2%	0.0%	3.5%	9.1%	0.0%	0.0%	7.7%	9.1%	6	1
Trion City	3.3%	20.0%	1.3%	53.3%	0.0%	0.0%	4.6%	73.3%	4	6
Troup	7.3%	9.7%	2.3%	2.8%	0.0%	0.0%	9.6%	12.5%	70	11
Turner	7.9%	6.7%	7.1%	6.7%	0.0%	0.0%	15.0%	13.3%	19	3
Twiggs	9.8%	26.3%	6.8%	5.3%	0.5%	0.0%	17.1%	31.6%	18	3
Union	5.0%	3.4%	1.0%	3.4%	0.0%	0.0%	6.0%	6.8%	9	2
Valdosta City	8.0%	6.1%	3.8%	4.1%	0.2%	0.0%	12.1%	10.2%	52	5
Vidalia City	5.4%	6.3%	1.4%	12.5%	0.3%	0.0%	7.1%	18.8%	11	3
Walker	10.2%	12.6%	2.9%	7.1%	0.0%	0.0%	13.1%	19.8%	71	18
Walton	9.7%	9.7%	6.4%	3.5%	0.2%	0.0%	16.3%	13.2%	101	17
Ware	6.3%	5.3%	2.7%	2.3%	0.1%	0.0%	9.1%	7.6%	38	5

Table B2.5. Average Percent Teacher Attrition and Mobility by RESA and System, FY03-FY05.

UNIT	Average % Loss of Teachers from Georgia Public Education		Average % Mobility of Teachers to a New System as Teachers		Average % Mobility of Teachers to a New System as Administration or Student Services		Average % Annual Overall System Attrition		Average Annual Total Attrition (Excluding within-system reassignment)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education
Warren	11.6%	23.1%	7.1%	7.7%	0.0%	0.0%	18.8%	30.8%	11	2
Washington	6.2%	6.0%	3.7%	12.0%	0.7%	0.0%	10.6%	18.0%	23	5
Wayne	6.2%	7.9%	3.1%	0.0%	0.2%	1.3%	9.4%	9.2%	29	4
Webster	8.5%	0.0%	1.7%	50.0%	1.7%	0.0%	11.9%	50.0%	4	1
Wheeler	6.7%	0.0%	6.1%	9.1%	1.2%	0.0%	13.9%	9.1%	12	1
White	6.8%	5.6%	2.8%	5.6%	0.2%	0.0%	9.9%	11.3%	21	4
Whitfield	9.3%	10.3%	3.6%	1.1%	0.1%	0.6%	13.0%	12.0%	104	11
Wilcox	5.5%	0.0%	4.2%	5.6%	0.0%	0.0%	9.7%	5.6%	8	1
Wilkes	3.4%	0.0%	7.2%	14.8%	0.9%	0.0%	11.5%	14.8%	14	2
Wilkinson	6.3%	8.6%	6.7%	2.9%	0.0%	2.9%	13.0%	14.3%	15	3
Worth	6.5%	6.5%	6.3%	4.3%	0.2%	0.0%	13.0%	10.9%	34	3
Charter Schools	22.2%	25.0%	7.4%	*	0.0%	0.0%	29.6%	*	4	*
RESAs	8.0%	10.2%	4.0%	3.9%	0.0%	0.6%	12.0%	14.7%	2	38
State Average	7.9%	8.2%	3.2%	4.4%	0.2%	0.3%	11.3%	12.9%		

*Misreported

Table B2.6. RESA and System Annual FTE Teacher Replacement Demand Using Factors of Teacher Retention, Attraction and Attrition, and Student Enrollment Change

UNIT	Average Teacher Retention		Average Teacher Attraction From Other Systems		Average Net Attrition (Loss adjusted for Attraction)		Average Annual Student Enrollment Change		Estimated New Teacher Need Adjusted for Enrollment Change		Estimated Annual FTE New Hires Needed (Over and above intersystem attraction)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education Students	Special Education Students	Regular Education	Special Education	Regular Education	Special Education
RESA												
Central Savannah	91.2%	89.3%	1.0%	1.5%	7.8%	9.2%	-0.4%	3.5%	7.4%	12.7%	339.8	77.2
Chattahoochee	88.1%	88.4%	1.6%	2.9%	10.3%	8.7%	-0.5%	3.4%	9.9%	12.1%	328.8	56.5
Coastal Plains	90.2%	91.2%	1.9%	2.2%	7.9%	6.5%	-0.3%	2.6%	7.6%	9.2%	189.8	32.1
First District	89.3%	86.7%	1.4%	1.6%	9.3%	11.7%	0.6%	3.4%	9.9%	15.2%	737.1	159.9
Griffin	89.5%	86.3%	4.4%	7.2%	6.1%	6.6%	4.2%	6.9%	10.3%	13.5%	543.1	119.8
Heart of Georgia	91.8%	91.3%	1.7%	2.6%	6.5%	6.2%	0.0%	3.3%	6.5%	9.4%	93.3	19.9
Metro	88.4%	86.8%	1.0%	1.5%	10.6%	11.6%	1.9%	4.7%	12.5%	16.4%	4,151.4	927.6
Middle Georgia	89.9%	87.5%	2.7%	2.8%	7.4%	9.7%	1.0%	3.3%	8.4%	13.0%	319.4	72.1
North Georgia	90.5%	88.9%	2.4%	3.5%	7.1%	7.6%	3.0%	2.8%	10.1%	10.4%	392.8	72.3
Northeast Georgia	88.3%	86.0%	2.7%	3.4%	8.9%	10.5%	2.5%	1.9%	11.4%	12.4%	451.5	73.6
Northwest Georgia	89.4%	88.1%	1.8%	2.9%	8.8%	9.0%	2.5%	1.7%	11.3%	10.7%	681.9	109.8
Oconee	87.4%	87.5%	3.1%	3.4%	9.5%	9.1%	-1.2%	1.6%	8.3%	10.7%	92.4	23.9
Okefenokee	90.7%	89.7%	1.6%	2.9%	7.7%	7.4%	0.3%	2.4%	8.0%	9.8%	140.0	23.4
Pioneer	90.8%	89.0%	2.4%	3.2%	6.7%	7.8%	3.1%	7.9%	9.8%	15.7%	521.4	120.9
Southwest Georgia	90.3%	90.3%	1.6%	1.9%	8.1%	7.7%	-0.2%	0.7%	7.9%	8.4%	308.8	46.9
West Georgia	88.4%	85.9%	2.2%	2.1%	9.4%	12.0%	2.5%	0.0%	11.9%	12.1%	413.9	64.4
State Average	89.2%	87.6%	1.8%	2.4%	9.0%	10.0%	1.6%	3.8%	10.7%	13.8%	9,706.0	1,992.7
System												
Appling	90.5%	94.9%	3.4%	5.1%	6.1%	0.0%	0.7%	9.6%	6.8%	9.6%	14.0	3.1
Atkinson	89.2%	78.9%	4.6%	10.5%	6.2%	10.5%	-0.6%	15.6%	5.6%	26.1%	5.6	2.4
Atlanta City	82.2%	84.3%	1.8%	2.9%	16.0%	12.8%	-4.0%	4.3%	12.0%	17.2%	395.3	59.9
Bacon	93.5%	89.2%	1.3%	2.7%	5.2%	8.1%	-0.4%	-1.6%	4.8%	6.5%	5.5	1.2
Baker	93.2%	100.0%	0.0%	9.1%	6.8%	-9.1%	2.2%	-6.8%	9.0%	-15.8%	2.3	(1.0)
Baldwin	86.7%	81.5%	3.0%	4.9%	10.3%	13.6%	1.1%	1.4%	11.4%	15.0%	39.7	13.3
Banks	84.1%	91.5%	4.4%	8.5%	11.4%	0.0%	1.3%	10.4%	12.8%	10.4%	17.3	3.2
Barrow	85.9%	86.3%	4.3%	7.8%	9.8%	5.9%	4.5%	2.4%	14.3%	8.3%	82.2	8.6

Table B2.6. RESA and System Annual FTE Teacher Replacement Demand Using Factors of Teacher Retention, Attrition, and Student Enrollment Change. Continued

UNIT	Average Teacher Retention		Average Teacher Attrition From Other Systems		Average Net Attrition (Loss adjusted for Attraction)		Average Annual Student Enrollment Change		Estimated New Teacher Need Adjusted for Enrollment Change		Estimated Annual FTE New Hires Needed (Over and above intersystem attraction)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education Students	Special Education Students	Regular Education	Special Education	Regular Education	Special Education
	n	n	n	n	n	n	n	n	n	n	n	n
Bartow	88.3%	83.2%	1.5%	4.7%	10.2%	12.1%	3.0%	1.2%	13.2%	13.3%	103.8	23.7
Ben Hill	88.5%	92.6%	5.4%	11.1%	6.1%	-3.7%	-1.2%	-1.5%	5.0%	-5.2%	10.0	(1.5)
Berrien	91.5%	92.1%	2.5%	2.6%	5.9%	5.3%	0.7%	-0.5%	6.7%	4.8%	11.5	0.9
Bibb	86.7%	84.8%	3.9%	3.8%	9.5%	11.4%	0.1%	3.0%	9.6%	14.4%	133.3	33.9
Bleckley	91.2%	100.0%	3.9%	0.0%	4.9%	0.0%	1.7%	8.2%	6.7%	8.2%	9.1	2.1
Brantley	89.3%	87.5%	3.5%	10.0%	7.2%	2.5%	0.6%	-0.7%	7.8%	1.8%	16.3	0.4
Bremen City	92.7%	84.2%	2.6%	10.5%	4.7%	5.3%	2.1%	5.2%	6.8%	10.5%	6.3	1.2
Brooks	84.1%	86.8%	3.8%	2.6%	12.2%	10.5%	-3.2%	3.5%	9.0%	14.0%	14.1	2.7
Bryan	90.1%	83.6%	5.8%	6.0%	4.2%	10.4%	4.4%	5.5%	8.5%	16.0%	28.8	5.8
Buford City	91.8%	75.9%	3.9%	10.3%	4.3%	13.8%	2.7%	3.8%	7.0%	17.6%	10.7	2.4
Bulloch	89.7%	89.8%	2.6%	1.2%	7.6%	9.0%	1.9%	2.9%	9.5%	11.9%	50.9	8.9
Burke	89.2%	93.9%	2.2%	2.0%	8.6%	4.1%	-1.3%	9.7%	7.3%	13.7%	20.5	3.8
Butts	79.9%	85.7%	6.9%	8.2%	13.2%	6.1%	0.9%	7.3%	14.2%	13.4%	27.5	3.6
Calhoun	76.1%	77.8%	5.4%	5.6%	18.5%	16.7%	0.8%	8.9%	19.3%	25.5%	8.1	1.8
Calhoun City	86.0%	78.1%	4.6%	6.3%	9.4%	15.6%	7.9%	10.4%	17.3%	26.0%	30.1	4.2
Camden	90.1%	82.0%	4.1%	5.0%	5.8%	12.9%	-0.8%	9.7%	5.0%	22.6%	28.6	17.0
Candler	84.1%	86.7%	6.2%	6.7%	9.7%	6.7%	-0.3%	2.7%	9.4%	9.4%	10.7	1.4
Carroll	88.1%	84.5%	3.8%	6.4%	8.1%	9.1%	3.0%	2.3%	11.1%	11.4%	91.5	13.8
Carrollton City	87.5%	80.0%	3.4%	0.0%	9.0%	20.0%	1.1%	-6.8%	10.1%	13.2%	18.8	3.1
Cartersville City	89.5%	93.2%	4.7%	9.1%	5.8%	-2.3%	-2.2%	16.7%	3.5%	14.4%	8.3	3.6
Catoosa	89.0%	91.5%	2.4%	2.8%	8.6%	5.6%	2.2%	1.8%	10.8%	7.5%	61.9	7.6
Charlton	88.8%	76.9%	1.7%	3.8%	9.4%	19.2%	-0.9%	1.6%	8.5%	20.9%	10.1	2.5
Chatham	86.6%	84.2%	1.4%	3.6%	12.0%	12.2%	0.1%	0.0%	12.1%	12.2%	261.6	38.9
Chattahoochee	80.9%	87.5%	2.9%	0.0%	16.2%	12.5%	10.4%	0.0%	26.6%	12.5%	9.8	0.6
Chattooga	89.9%	86.6%	0.8%	0.0%	9.3%	13.4%	2.9%	2.0%	12.2%	15.4%	21.7	5.4
Cherokee	92.2%	90.6%	3.6%	4.4%	4.2%	5.1%	4.6%	4.0%	8.8%	9.1%	156.0	27.4
Chickamauga City	91.2%	100.0%	4.4%	0.0%	4.4%	0.0%	1.2%	-5.4%	5.7%	-5.4%	3.8	(0.2)
Clarke	82.7%	84.3%	4.2%	6.2%	13.1%	9.5%	0.9%	0.2%	14.0%	9.7%	102.8	13.8
Clay	78.2%	33.3%	3.6%	0.0%	18.2%	66.7%	2.3%	5.4%	20.5%	72.1%	5.5	1.4
Clayton	81.3%	75.3%	3.5%	4.1%	15.2%	20.6%	1.5%	5.1%	16.7%	25.7%	479.4	137.3

Table B2.6. RESA and System Annual FTE Teacher Replacement Demand Using Factors of Teacher Retention, Attrition, and Student Enrollment Change. Continued

UNIT	Average Teacher Retention		Average Teacher Attrition From Other Systems		Average Net Attrition (Loss adjusted for Attraction)		Average Annual Student Enrollment Change		Estimated New Teacher Need Adjusted for Enrollment Change		Estimated Annual FTE New Hires Needed (Over and above intersystem attraction)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education Students	Special Education Students	Regular Education	Special Education	Regular Education	Special Education
Clinch	84.7%	90.6%	6.5%	0.0%	8.8%	9.4%	-5.1%	9.0%	3.7%	18.3%	3.3	2.9
Cobb	87.5%	84.8%	2.1%	3.2%	10.4%	11.9%	1.5%	3.4%	11.9%	15.3%	695.6	182.7
Coffee	89.4%	89.4%	2.5%	7.3%	8.1%	3.3%	0.5%	4.6%	8.6%	7.9%	44.1	4.8
Colquitt	91.7%	85.6%	2.7%	4.0%	5.6%	10.4%	-0.1%	7.8%	5.5%	18.2%	27.9	12.5
Columbia	93.0%	87.1%	3.5%	5.4%	3.6%	7.6%	2.8%	3.9%	6.3%	11.5%	73.8	13.0
Commerce City	92.4%	92.9%	0.6%	3.6%	7.0%	3.6%	1.4%	4.1%	8.4%	7.6%	6.6	1.2
Cook	91.4%	91.2%	4.7%	5.9%	3.9%	2.9%	-0.1%	5.1%	3.9%	8.1%	7.3	1.5
Coweta	86.8%	86.1%	2.8%	2.5%	10.5%	11.3%	3.9%	1.0%	14.4%	12.3%	156.5	23.5
Crawford	77.4%	73.3%	6.8%	10.0%	15.7%	16.7%	-3.4%	15.4%	12.4%	32.0%	14.1	5.4
Crisp	88.2%	80.2%	6.2%	6.6%	5.6%	13.2%	-1.2%	11.1%	4.4%	24.2%	12.0	11.0
Dade	90.4%	81.8%	1.0%	6.1%	8.6%	12.1%	-0.3%	4.1%	8.3%	16.3%	12.6	2.8
Dalton City	86.6%	78.4%	3.4%	5.7%	9.9%	15.9%	3.6%	7.3%	13.6%	23.2%	50.3	10.8
Dawson	92.6%	93.8%	3.3%	6.2%	4.1%	0.0%	1.3%	3.5%	5.4%	3.5%	10.9	1.3
Decatur	90.4%	88.9%	1.2%	3.0%	8.4%	8.1%	-0.2%	1.1%	8.2%	9.2%	28.1	4.6
Decatur City	84.8%	77.4%	5.1%	8.1%	10.1%	14.5%	0.5%	-0.5%	10.7%	14.1%	20.1	4.4
DeKalb	86.6%	86.8%	2.1%	3.6%	11.4%	9.6%	0.7%	4.6%	12.0%	14.2%	688.7	137.5
Dodge	96.8%	96.2%	1.5%	1.9%	1.7%	1.9%	0.5%	-4.2%	2.3%	-2.3%	4.5	(0.6)
Dooly	77.0%	68.8%	4.0%	6.3%	19.0%	25.0%	-1.4%	-1.4%	17.6%	23.6%	16.8	1.9
Dougherty	88.1%	90.7%	4.1%	2.5%	7.7%	6.8%	0.8%	1.6%	8.5%	8.4%	81.3	11.5
Douglas	86.2%	85.4%	4.4%	4.6%	9.4%	10.0%	5.8%	5.6%	15.2%	15.6%	179.4	23.8
Dublin City	86.9%	85.7%	1.8%	7.1%	11.3%	7.1%	-2.6%	-7.5%	8.7%	-0.3%	16.3	(0.1)
Early	92.9%	81.8%	2.2%	2.3%	4.9%	15.9%	-2.7%	-2.0%	2.2%	13.9%	3.6	3.0
Echols	85.6%	83.3%	1.1%	0.0%	13.3%	16.7%	-1.0%	-6.2%	12.3%	10.5%	5.4	0.3
Effingham	89.7%	86.5%	3.7%	3.8%	6.6%	9.8%	3.0%	10.3%	9.6%	20.1%	53.0	14.8
Elbert	91.9%	85.7%	1.2%	1.8%	6.9%	12.5%	-2.1%	2.2%	4.8%	14.7%	11.2	4.1
Emanuel	92.2%	93.5%	0.8%	6.5%	7.1%	0.0%	-2.1%	-0.1%	5.0%	-0.1%	12.3	(0.1)
Evans	84.6%	68.3%	2.4%	12.2%	13.0%	19.5%	-2.6%	5.1%	10.4%	24.6%	12.2	4.9
Fannin	90.2%	87.0%	1.7%	5.6%	8.1%	7.4%	-1.3%	3.9%	6.9%	11.3%	11.7	3.2
Fayette	92.1%	85.1%	2.9%	4.7%	5.0%	10.2%	2.5%	-1.3%	7.5%	8.9%	99.0	15.7
Floyd	92.0%	86.7%	1.7%	5.9%	6.3%	7.4%	4.4%	-11.8%	10.7%	-4.3%	67.2	(4.2)

Table B2.6. RESA and System Annual FTE Teacher Replacement Demand Using Factors of Teacher Retention, Attrition, and Student Enrollment Change. Continued

UNIT	Attrition, and Student Enrollment Change. Continued											
	Average Teacher Retention		Average Teacher Attrition From Other Systems		Average Net Attrition (Loss adjusted for Attraction)		Average Annual Student Enrollment Change		Estimated New Teacher Need Adjusted for Enrollment Change		Estimated Annual FTE New Hires Needed (Over and above intersystem attraction)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education Students	Special Education Students	Regular Education	Special Education	Regular Education	Special Education
Forsyth	87.4%	82.9%	4.7%	5.9%	7.9%	11.2%	6.6%	14.2%	14.5%	25.4%	192.3	45.7
Franklin	91.6%	91.3%	2.6%	5.0%	5.8%	3.8%	1.1%	-2.2%	6.9%	1.5%	14.8	0.6
Fulton	88.7%	85.7%	3.9%	5.6%	7.4%	8.7%	2.8%	6.0%	10.2%	14.7%	479.7	115.3
Gainesville City	84.6%	87.2%	3.2%	6.4%	12.3%	6.4%	5.9%	16.1%	18.2%	22.5%	57.2	5.5
Gilmer	90.8%	87.7%	3.7%	1.8%	5.4%	10.5%	2.0%	2.0%	7.4%	12.6%	17.4	3.5
Glascocock	71.1%	71.4%	11.8%	0.0%	17.1%	28.6%	3.6%	-2.6%	20.7%	26.0%	7.4	0.8
Glynn	88.6%	83.4%	3.4%	4.1%	8.0%	12.4%	0.1%	-1.5%	8.1%	11.0%	61.8	12.5
Gordon	86.8%	86.1%	2.2%	7.4%	11.0%	6.5%	1.2%	3.2%	12.2%	9.7%	45.9	5.8
Grady	91.2%	83.9%	2.4%	3.2%	6.4%	12.9%	-0.6%	-3.6%	5.8%	9.3%	16.5	2.8
Greene	83.3%	76.7%	4.1%	8.3%	12.6%	15.0%	-0.9%	-0.3%	11.7%	14.7%	16.5	4.5
Gwinnett	88.9%	85.1%	2.9%	4.0%	8.2%	10.9%	5.0%	6.0%	13.2%	16.9%	1,037.0	241.0
Habersham	91.9%	96.3%	2.8%	0.9%	5.3%	2.8%	2.8%	1.8%	8.0%	4.6%	31.1	2.6
Hall	91.4%	86.9%	2.6%	5.0%	6.0%	8.2%	3.2%	6.9%	9.2%	15.1%	125.1	28.1
Hancock	81.4%	90.9%	5.6%	9.1%	13.0%	0.0%	-4.9%	0.9%	8.1%	0.9%	7.4	0.1
Haralson	86.9%	90.7%	2.7%	2.7%	10.4%	6.7%	1.5%	-0.6%	11.9%	6.1%	24.7	2.4
Harris	88.9%	84.4%	4.2%	3.1%	6.9%	12.5%	1.6%	-2.3%	8.5%	10.2%	22.1	1.7
Hart	91.5%	78.7%	3.3%	6.6%	5.2%	14.8%	-0.6%	4.2%	4.6%	18.9%	9.5	5.9
Heard	91.4%	75.0%	2.3%	9.4%	6.3%	15.6%	-0.5%	4.0%	5.8%	19.6%	7.5	2.7
Henry	89.8%	85.3%	8.1%	14.9%	2.1%	-0.2%	7.6%	12.7%	9.7%	12.5%	166.3	37.5
Houston	90.7%	86.0%	3.9%	5.6%	5.4%	8.4%	3.1%	0.7%	8.5%	9.1%	123.0	17.3
Irwin	88.5%	96.2%	1.6%	3.8%	9.8%	0.0%	-2.0%	1.2%	7.8%	1.2%	9.0	0.2
Jackson	88.4%	80.4%	5.2%	5.4%	6.4%	14.1%	4.8%	8.5%	11.2%	22.6%	38.0	11.2
Jasper	82.1%	87.0%	5.4%	6.5%	12.5%	6.5%	-3.3%	-3.8%	9.2%	2.8%	9.8	0.7
Jefferson	85.7%	83.0%	2.4%	2.1%	11.9%	14.9%	-3.9%	3.9%	8.0%	18.7%	16.7	3.6
Jefferson City	84.2%	66.7%	7.7%	21.2%	8.1%	12.1%	11.9%	1.3%	20.0%	13.4%	22.1	2.4
Jefferson Davis	91.2%	94.1%	4.0%	8.8%	4.9%	-2.9%	0.6%	5.5%	5.5%	2.6%	9.1	0.5
Jenkins	89.1%	87.5%	2.7%	3.1%	8.2%	9.4%	-1.3%	2.9%	6.8%	12.3%	7.4	1.8
Johnson	85.2%	84.0%	4.0%	8.0%	10.8%	8.0%	-6.4%	4.9%	4.4%	12.9%	3.8	1.5
Jones	89.4%	89.7%	5.9%	5.9%	4.6%	4.4%	1.7%	5.8%	6.3%	10.2%	17.5	3.8
Lamar	80.7%	78.6%	5.6%	7.1%	13.7%	14.3%	-2.4%	8.4%	11.3%	22.7%	15.7	3.2

Table B2.6. RESA and System Annual FTE Teacher Replacement Demand Using Factors of Teacher Retention, Attraction and Attrition, and Student Enrollment Change. Continued

UNIT	Average Teacher Retention		Average Teacher Attraction From Other Systems		Average Net Attrition (Loss adjusted for Attraction)		Average Annual Student Enrollment Change		Estimated New Teacher Need Adjusted for Enrollment Change		Estimated Annual FTE New Hires Needed (Over and above intersystem attraction)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education Students	Special Education Students	Regular Education	Special Education	Regular Education	Special Education
	n	n	n	n	n	n			n	n	n	n
Lanier	90.2%	90.9%	2.6%	13.6%	7.2%	-4.5%	2.1%	8.2%	9.3%	3.6%	8.4	0.6
Laurens	93.4%	91.7%	2.1%	9.7%	4.5%	-1.4%	0.6%	14.8%	5.1%	13.4%	18.7	6.2
Lee	89.6%	88.3%	4.6%	6.7%	5.8%	5.0%	1.2%	9.4%	6.9%	14.4%	21.3	4.1
Liberty	82.7%	76.2%	2.7%	1.6%	14.6%	22.2%	0.0%	5.7%	14.6%	28.0%	98.4	18.2
Lincoln	91.9%	92.9%	1.1%	0.0%	7.0%	7.1%	0.0%	-11.6%	7.1%	-4.5%	6.2	(0.6)
Long	79.4%	81.5%	6.7%	3.7%	13.9%	14.8%	5.0%	0.2%	18.9%	15.1%	22.4	2.1
Lowndes	92.0%	86.1%	1.6%	3.8%	6.4%	10.1%	-0.4%	4.3%	6.0%	14.4%	31.0	15.4
Lumpkin	87.8%	82.0%	3.2%	2.0%	8.9%	16.0%	1.4%	8.4%	10.3%	24.4%	20.4	5.9
Macon	75.2%	64.0%	9.3%	16.0%	15.5%	20.0%	-1.7%	1.0%	13.8%	21.0%	17.5	2.3
Madison	90.9%	78.7%	2.6%	7.4%	6.5%	13.8%	0.0%	-1.6%	6.5%	12.2%	17.6	5.8
Marietta City	88.3%	91.0%	3.2%	3.2%	8.5%	5.8%	-0.2%	2.7%	8.4%	8.5%	43.2	6.6
Marion	91.0%	88.9%	1.9%	0.0%	7.1%	11.1%	0.2%	2.6%	7.3%	13.7%	7.4	1.5
McDuffie	90.4%	86.8%	1.8%	5.9%	7.8%	7.4%	-1.5%	2.5%	6.3%	9.8%	15.5	3.4
McIntosh	76.8%	84.6%	4.9%	3.8%	18.3%	11.5%	-1.6%	-0.3%	16.7%	11.2%	18.3	1.3
Meriwether	81.7%	88.9%	3.9%	2.8%	14.5%	8.3%	-1.3%	-1.8%	13.1%	6.5%	31.4	3.6
Miller	91.8%	95.8%	1.3%	4.2%	7.0%	0.0%	-0.5%	-18.8%	6.4%	-18.8%	4.6	(2.3)
Mitchell	83.4%	83.0%	3.0%	12.8%	13.5%	4.3%	1.2%	-7.7%	14.7%	-3.4%	25.7	(0.8)
Monroe	86.0%	87.0%	8.1%	13.0%	5.8%	0.0%	-2.2%	7.4%	3.6%	7.4%	7.8	2.3
Montgomery	87.0%	94.7%	3.6%	0.0%	9.5%	5.3%	-1.2%	-0.6%	8.3%	4.6%	6.6	0.4
Morgan	91.2%	85.9%	3.5%	1.6%	5.3%	12.5%	1.2%	-1.7%	6.6%	10.8%	12.5	3.3
Murray	90.2%	85.6%	2.1%	4.1%	7.7%	10.3%	1.9%	-0.6%	9.6%	9.7%	40.6	4.9
Muscogee	89.1%	90.5%	0.9%	2.6%	10.0%	7.0%	-0.2%	3.1%	9.7%	10.1%	187.5	30.4
Newton	87.9%	81.1%	5.1%	7.7%	7.0%	11.2%	7.3%	7.9%	14.3%	19.1%	124.4	31.4
Oconee	91.6%	82.1%	5.0%	14.9%	3.4%	3.0%	1.3%	3.0%	4.8%	6.0%	17.1	1.9
Oglethorpe	84.4%	86.0%	5.3%	0.0%	10.3%	14.0%	1.0%	-0.3%	11.3%	13.7%	14.9	2.9
Paulding	86.4%	83.1%	5.3%	7.9%	8.3%	9.0%	6.4%	4.6%	14.6%	13.6%	177.8	27.4
Peach	88.2%	82.7%	5.4%	5.8%	6.4%	11.5%	1.2%	4.8%	7.6%	16.3%	18.7	4.1
Pelham City	82.4%	79.3%	8.0%	13.8%	9.6%	6.9%	-3.1%	-2.3%	6.5%	4.6%	6.1	0.7
Pickens	90.7%	94.4%	3.9%	1.4%	5.4%	4.2%	1.4%	3.5%	6.8%	7.7%	15.6	2.8
Pierce	86.2%	76.2%	4.9%	7.1%	9.0%	16.7%	2.5%	3.0%	11.5%	19.6%	22.4	4.3

Table B2.6. RESA and System Annual FTE Teacher Replacement Demand Using Factors of Teacher Retention, Attraction and Attrition, and Student Enrollment Change. Continued

UNIT	Average Teacher Retention		Average Teacher Attraction From Other Systems		Average Net Attrition (Loss adjusted for Attraction)		Average Annual Student Enrollment Change		Estimated New Teacher Need Adjusted for Enrollment Change		Estimated Annual FTE New Hires Needed (Over and above intersystem attraction)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education Students	Special Education Students	Regular Education	Special Education	Regular Education	Special Education
Pike	87.9%	72.1%	4.1%	11.6%	8.0%	16.3%	2.9%	7.2%	10.9%	23.5%	17.3	4.6
Polk	90.7%	83.3%	2.5%	6.5%	6.8%	10.1%	-1.1%	10.5%	5.7%	20.6%	24.0	15.1
Pulaski	90.0%	50.0%	2.2%	10.0%	7.9%	40.0%	2.6%	-4.0%	10.5%	36.0%	11.9	4.0
Putnam	88.3%	89.3%	6.5%	7.1%	5.2%	3.6%	3.4%	4.0%	8.5%	7.6%	13.6	2.5
Quitman	90.7%	100.0%	9.3%	0.0%	0.0%	0.0%	-0.8%	0.0%	-0.8%	0.0%	(0.2)	0.0
Rabun	92.5%	90.9%	6.0%	6.8%	1.5%	2.3%	-1.0%	10.8%	0.5%	13.1%	0.7	3.1
Randolph	78.9%	95.5%	1.7%	4.5%	19.4%	0.0%	0.6%	4.1%	20.1%	4.1%	16.0	0.5
Richmond	89.2%	86.6%	1.6%	2.5%	9.3%	10.9%	-1.5%	5.1%	7.8%	16.0%	159.6	49.1
Rockdale	84.3%	82.6%	6.0%	4.5%	9.7%	12.9%	3.3%	-0.4%	13.0%	12.5%	110.5	14.3
Rome City	87.0%	91.7%	3.4%	2.8%	9.6%	5.6%	-0.8%	4.9%	8.8%	10.5%	31.7	4.0
Schley	92.0%	90.9%	8.0%	0.0%	0.0%	9.1%	5.4%	5.4%	5.4%	14.5%	3.9	0.7
Screven	91.3%	90.0%	1.9%	1.7%	6.8%	8.3%	-2.2%	1.2%	4.6%	9.5%	8.2	2.8
Seminole	89.0%	90.0%	3.8%	6.7%	7.2%	3.3%	-2.2%	10.9%	5.0%	14.2%	5.2	2.6
Social Circle City	86.9%	69.2%	4.6%	15.4%	8.6%	15.4%	2.2%	6.4%	10.8%	21.8%	9.2	2.8
Spalding	83.8%	83.9%	4.7%	6.9%	11.5%	9.1%	-0.2%	6.7%	11.3%	15.8%	68.4	22.5
Stephens	91.4%	83.6%	0.7%	4.5%	7.9%	11.9%	-1.7%	4.0%	6.2%	16.0%	16.6	5.8
Stewart	84.3%	45.5%	0.0%	27.3%	15.7%	27.3%	-1.1%	4.1%	14.6%	31.3%	6.7	2.4
Sumter	82.3%	76.1%	4.6%	9.0%	13.2%	14.9%	-1.9%	5.0%	11.3%	19.9%	39.5	7.6
Talbot	87.9%	75.0%	4.0%	18.8%	8.1%	6.3%	2.3%	-17.0%	10.4%	-10.8%	4.9	(0.9)
Taliaferro	93.5%	66.7%	4.3%	16.7%	2.2%	16.7%	-0.4%	-4.5%	1.8%	12.1%	0.4	0.2
Tattnall	89.8%	89.1%	2.8%	4.3%	7.4%	6.5%	0.1%	7.0%	7.5%	13.6%	14.9	2.9
Taylor	91.3%	94.4%	1.9%	0.0%	6.8%	5.6%	-5.3%	8.1%	1.5%	13.7%	1.5	1.1
Telfair	92.0%	85.3%	0.4%	0.0%	7.5%	14.7%	-0.1%	10.5%	7.5%	25.2%	8.4	4.3
Terrell	86.8%	100.0%	5.0%	3.7%	8.2%	-3.7%	-1.3%	-13.6%	6.9%	-17.3%	7.3	(2.4)
Thomas	89.4%	88.4%	2.2%	2.7%	8.4%	8.8%	2.3%	-3.2%	10.7%	5.7%	31.0	4.5
Thomaston-Upson	88.3%	94.9%	2.5%	10.3%	9.3%	-5.1%	-1.3%	5.7%	8.0%	0.6%	22.1	0.3
Thomasville City	84.1%	83.7%	3.0%	4.1%	12.9%	12.2%	-2.2%	1.8%	10.7%	14.1%	18.7	3.2
Tift	88.3%	88.3%	3.2%	3.9%	8.6%	7.8%	0.3%	1.1%	8.9%	8.9%	41.4	4.7
Toombs	94.6%	91.8%	2.5%	0.0%	2.8%	8.2%	-1.1%	4.7%	1.7%	12.9%	3.0	3.1
Towns	93.9%	75.0%	8.3%	10.0%	-2.2%	15.0%	2.7%	0.4%	0.5%	15.4%	0.8	1.4

Table B2.6. RESA and System Annual FTE Teacher Replacement Demand Using Factors of Teacher Retention, Attrition, and Student Enrollment Change. Continued

UNIT	Average Teacher Retention		Average Teacher Attrition From Other Systems		Average Net Attrition (Loss adjusted for Attraction)		Average Annual Student Enrollment Change		Estimated New Teacher Need Adjusted for Enrollment Change		Estimated Annual FTE New Hires Needed (Over and above intersystem attraction)	
	Regular Education	Special Education	Regular Education	Special Education	Regular Education	Special Education	Regular Education Students	Special Education Students	Regular Education	Special Education	Regular Education	Special Education
Treutlen	91.6%	90.9%	2.8%	4.5%	5.6%	4.5%	-1.2%	9.0%	4.4%	13.6%	3.1	1.5
Trion City	94.1%	73.3%	3.3%	20.0%	2.6%	6.7%	-3.1%	7.6%	-0.5%	14.3%	(0.4)	1.5
Troup	89.6%	81.3%	1.7%	1.7%	8.7%	17.0%	1.9%	-2.5%	10.6%	14.6%	76.3	10.7
Turner	84.6%	86.7%	5.9%	4.4%	9.4%	8.9%	-1.8%	7.7%	7.7%	16.6%	9.0	3.3
Twiggs	82.0%	52.6%	4.9%	15.8%	13.2%	31.6%	-5.3%	7.6%	7.9%	39.2%	7.3	3.5
Union	92.4%	98.3%	2.7%	1.7%	5.0%	0.0%	-1.6%	6.1%	3.3%	6.1%	5.3	2.3
Valdosta City	87.4%	90.8%	3.0%	3.1%	9.6%	6.1%	0.4%	2.7%	10.0%	8.8%	42.4	4.6
Vidalia City	92.2%	90.6%	2.7%	3.1%	5.1%	6.3%	2.7%	4.7%	7.8%	10.9%	11.6	2.1
Walker	85.6%	83.5%	1.7%	6.0%	12.7%	10.4%	-0.2%	6.3%	12.6%	16.7%	63.2	17.5
Walton	83.3%	82.1%	6.9%	6.6%	9.8%	11.3%	4.7%	2.0%	14.5%	13.3%	94.9	17.7
Ware	90.7%	90.2%	2.1%	3.8%	7.3%	6.1%	0.6%	-2.0%	7.8%	4.0%	32.7	2.7
Warren	80.4%	69.2%	1.8%	0.0%	17.9%	30.8%	-0.9%	-10.3%	16.9%	20.4%	8.3	1.0
Washington	89.0%	88.0%	3.2%	12.0%	7.8%	0.0%	-2.7%	4.2%	5.1%	4.2%	10.8	1.3
Wayne	89.6%	88.2%	3.4%	6.6%	7.0%	5.3%	1.3%	1.5%	8.3%	6.7%	24.8	3.0
Webster	88.1%	50.0%	3.4%	50.0%	8.5%	0.0%	0.3%	5.1%	8.7%	5.1%	2.6	0.1
Wheeler	86.1%	90.9%	1.8%	9.1%	12.1%	0.0%	-1.9%	3.0%	10.2%	3.0%	7.9	0.2
White	89.6%	88.7%	3.8%	4.2%	6.6%	7.0%	0.1%	7.2%	6.7%	14.3%	14.5	5.0
Whitfield	85.5%	86.9%	2.3%	3.4%	12.2%	9.7%	1.3%	-0.7%	13.6%	9.0%	101.7	7.8
Wilcox	89.1%	100.0%	7.3%	0.0%	3.6%	0.0%	-0.1%	5.2%	3.5%	5.2%	3.1	0.5
Wilkes	87.2%	92.6%	4.7%	3.7%	8.1%	3.7%	-0.9%	-1.3%	7.2%	2.4%	8.5	0.3
Wilkinson	87.0%	77.1%	3.6%	8.6%	9.4%	14.3%	-1.5%	-1.1%	7.9%	13.1%	8.2	2.2
Worth	86.4%	87.0%	2.9%	8.7%	10.7%	4.3%	-3.4%	2.1%	7.3%	6.5%	19.0	1.6
Charter Schools	70.4%	75.0%	0.0%	25.0%	29.6%	0.0%						
RESAs	88.0%	80.6%	4.0%	5.5%	8.0%	13.9%						
State Total	87.8%	85.2%	3.2%	4.7%	9.0%	10.0%	1.6%	3.8%	10.7%	13.8%	9,706.0	1,992.7

Student Enrollment and Teacher Demand Projections by RESA

**Table B2.7.1. Central Savannah RESA
Enrollment by Grade Level, FY93-FY05**

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
2005	2546	5779	5721	5554	5591	5737	5794	6362	6366	6291	7396	5632	4986	4289	78044	34176	19019

Table B2.7.2. 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 %	1.021	2.405	1.022	0.982	1.007	0.999	0.998	1.042	0.989	0.962	1.213	0.755	0.898	0.855
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2006	2599	6123	5906	5618	5593	5585	5726	6037	6292	6124	7631	5584	5058	4263
2007	2654	6251	6258	5800	5657	5587	5574	5966	5971	6053	7428	5761	5014	4325
2008	2710	6383	6389	6145	5841	5651	5576	5808	5900	5744	7342	5608	5173	4287
2009	2767	6518	6523	6274	6188	5835	5640	5810	5744	5676	6967	5543	5036	4423
2010	2825	6655	6661	6406	6318	6182	5823	5877	5746	5526	6885	5260	4978	4306
2011	2884	6794	6801	6541	6451	6312	6170	6068	5812	5528	6703	5198	4723	4256
2012	2945	6936	6943	6679	6587	6445	6299	6429	6001	5591	6705	5061	4668	4038
2013	3007	7083	7089	6818	6726	6580	6432	6564	6358	5773	6782	5062	4545	3991
2014	3070	7232	7239	6961	6866	6719	6567	6702	6492	6116	7003	5120	4546	3886
2015	3134	7383	7391	7109	7010	6859	6706	6843	6628	6245	7419	5287	4598	3887

**Table B2.7.3. Central Savannah 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 FY07-FY15	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2005-06	2009-10	2014-15				2005-2006		2009-2010		2014-2015	
Pre-K	2599	2825	3134	10	10	10	259.9	259.9	282.5	282.5	313.4	313.4
Kindergarten	6123	6655	7383	15	20	18	408.2	306.2	443.7	369.7	492.2	410.2
Grade 1	5906	6690	7391	17	23	21	347.4	256.8	393.5	318.6	434.8	352
Grade 2	5618	6416	7109	17	23	21	330.5	244.3	377.4	305.5	418.2	338.5
Grade 3	5593	6297	7010	17	23	21	329	243.2	370.4	299.9	412.4	333.8
Grade 4	5585	6174	6859	23	32	28	242.8	174.5	268.4	220.5	298.2	245
Grade 5	5726	5676	6706	23	32	28	249	178.9	246.8	202.7	291.6	239.5
Elementary Total (K-5)	34551	37908	42458				1906.9	1403.9	2100.2	1716.9	2347.4	1919
Grade 6	6037	5877	6843	23	32	28	262.5	188.7	255.5	209.9	297.5	244.4
Grade 7	6292	5746	6628	23	32	28	273.6	196.6	249.8	205.2	288.2	236.7
Grade 8	6124	5526	6245	23	32	28	266.3	191.4	240.3	197.4	271.5	223
Middle Total	18453	17149	19716				802.4	576.7	745.6	612.5	857.2	704.1
Grade 9	7631	6885	7419	23	32	28	331.8	238.5	299.3	245.9	322.6	265
Grade 10	5584	5260	5287	23	32	28	242.8	174.5	228.7	187.9	229.9	188.8
Grade 11	5058	4978	4598	23	32	28	219.9	158.1	216.4	177.8	199.9	164.2
Grade 12	4263	4306	3887	23	32	28	185.3	133.2	187.2	153.8	169	138.8
High School (9-12) Total	22536	21429	21191				979.8	704.3	931.6	765.4	921.4	756.8
Total Enrollment	78139	79311	86499									
Special Ed P-12				137.60638			567.8	567.8	576.4	576.4	628.6	628.6
EIPK				137.13679			44.6	44.6	48.5	48.5	53.8	53.8
EIP1-3				88.72088			192.9	192.9	218.7	218.7	242.4	242.4
EIP4-5				197.93199			57.1	57.1	59.9	59.9	68.5	68.5
Other Elementary (Ratio to K-5)				534.47204			64.6	64.6	70.9	70.9	79.4	79.4
Other Middle (Ratio to Gr6-8)				102.86508			179.4	179.4	166.7	166.7	191.7	191.7
Instructional Specialists (Based on P-12)				260.26508			300.2	300.2	304.7	304.7	332.3	332.3
Other Teachers				1155.4248			67.6	67.6	68.6	68.6	74.9	74.9
Vocational Ed (Based on P-12)				434.4959			179.8	179.8	182.5	182.5	199.1	199.1
Total							5603	4598.8	5756.8	5074.2	6310.1	5564

**Table B2.8.1. Chattahoochee-Flint River RESA
Enrollment by Grade Level, FY93-FY05**

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
2005	2286	4353	4117	4100	4129	4098	4123	4563	4461	4352	5155	4006	3347	2828	55918	24920	13376

Table B2.8.2. 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 %	1.014	1.901	1.004	0.972	0.999	1.002	0.994	1.043	0.972	0.972	1.207	0.778	0.843	0.888
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2006	2318	4346	4370	4002	4096	4137	4073	4300	4435	4336	5253	4011	3377	2972
2007	2350	4407	4363	4248	3998	4104	4112	4248	4180	4311	5234	4087	3381	2999
2008	2383	4467	4425	4241	4244	4006	4079	4289	4129	4063	5203	4072	3445	3002
2009	2416	4530	4485	4301	4237	4252	3982	4254	4169	4013	4904	4048	3433	3059
2010	2450	4593	4548	4359	4297	4245	4226	4153	4135	4052	4844	3815	3412	3049
2011	2484	4657	4611	4421	4355	4306	4220	4408	4037	4019	4891	3769	3216	3030
2012	2519	4722	4676	4482	4417	4364	4280	4401	4285	3924	4851	3805	3177	2856
2013	2554	4789	4741	4545	4478	4426	4338	4464	4278	4165	4736	3774	3208	2821
2014	2590	4855	4808	4608	4540	4487	4399	4525	4339	4158	5027	3685	3181	2849
2015	2626	4924	4874	4673	4603	4549	4460	4588	4398	4218	5019	3911	3106	2825

**Table B2.8.3. Chattahoochee-Flint River 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 FY07-FY15	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2005-06	2009-10	2014-15									
Pre-K	2318	2450	2626	10	10	10	231.8	231.8	245	245	262.6	262.6
Kindergarten	4346	4593	4924	15	20	18	289.7	217.3	306.2	255.2	328.3	273.6
Grade 1	4370	4548	4874	17	23	21	257.1	190	267.5	216.6	286.7	232.1
Grade 2	4002	4359	4673	17	23	21	235.4	174	256.4	207.6	274.9	222.5
Grade 3	4096	4297	4603	17	23	21	240.9	178.1	252.8	204.6	270.8	219.2
Grade 4	4137	4245	4549	23	32	28	179.9	129.3	184.6	151.6	197.8	162.5
Grade 5	4073	4226	4460	23	32	28	177.1	127.3	183.7	150.9	193.9	159.3
Elementary Total (K-5)	25024	26268	28083				1380.1	1016	1451.2	1186.5	1552.4	1269.2
Grade 6	4300	4153	4588	23	32	28	187	134.4	180.6	148.3	199.5	163.9
Grade 7	4435	4135	4398	23	32	28	192.8	138.6	179.8	147.7	191.2	157.1
Grade 8	4336	4052	4218	23	32	28	188.5	135.5	176.2	144.7	183.4	150.6
Middle Total	13071	12340	13204				568.3	408.5	536.6	440.7	574.1	471.6
Grade 9	5253	4844	5019	23	32	28	228.4	164.2	210.6	173	218.2	179.3
Grade 10	4011	3815	3911	23	32	28	174.4	125.3	165.9	136.3	170	139.7
Grade 11	3377	3412	3106	23	32	28	146.8	105.5	148.3	121.9	135	110.9
Grade 12	2972	3049	2825	23	32	28	129.2	92.9	132.6	108.9	122.8	100.9
High School (9-12) Total	15613	15120	14861				678.8	487.9	657.4	540.1	646	530.8
Total Enrollment	56026	56178	58774									
Special Ed P-12				128.64	211		435.5	435.5	436.7	436.7	456.9	456.9
EIPK				105.33	439		41.3	41.3	43.6	43.6	46.7	46.7
EIP1-3				124.16	245		100.4	100.4	106.3	106.3	114	114
EIP4-5				147.46	274		55.7	55.7	57.4	57.4	61.1	61.1
Other Elementary (Ratio to K-5)				225.86	569		110.8	110.8	116.3	116.3	124.3	124.3
Other Middle (Ratio to Gr6-8)				27.41	823		476.7	476.7	450.1	450.1	481.6	481.6
Instructional Specialists (Based on P-12)				342.93	729		163.4	163.4	163.8	163.8	171.4	171.4
Other Teachers				1500.63	303		37.3	37.3	37.4	37.4	39.2	39.2
Vocational Ed (Based on P-12)				454.98	487		123.1	123.1	123.5	123.5	129.2	129.2
Total							4403.2	3688.4	4425.3	3947.4	4659.5	4158.6

**Table B2.9.1. Coastal Plains RESA
Enrollment by Grade Level, FY93-FY05**

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
2005	1409	3348	3186	3276	3094	3122	3198	3235	3359	3279	3670	3104	2707	2293	42280	19224	9873

Table B2.9.2. 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	2.434	0.998	0.968	1	0.995	0.991	1.04	0.997	0.971	1.131	0.834	0.851	0.875
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2006	1440	3430	3341	3084	3276	3079	3094	3326	3225	3165	3709	3061	2642	2369
2007	1472	3505	3423	3234	3084	3260	3051	3218	3316	3131	3580	3093	2605	2312
2008	1504	3583	3498	3313	3234	3069	3231	3173	3208	3220	3541	2986	2632	2279
2009	1537	3661	3576	3386	3313	3218	3041	3360	3163	3115	3642	2953	2541	2303
2010	1571	3741	3654	3462	3386	3296	3189	3163	3350	3071	3523	3037	2513	2223
2011	1606	3824	3734	3537	3462	3369	3266	3317	3154	3253	3473	2938	2584	2199
2012	1641	3909	3816	3615	3537	3445	3339	3397	3307	3063	3679	2896	2500	2261
2013	1677	3994	3901	3694	3615	3519	3414	3473	3387	3211	3464	3068	2464	2188
2014	1714	4082	3986	3776	3694	3597	3487	3551	3463	3289	3632	2889	2611	2156
2015	1752	4172	4074	3858	3776	3676	3565	3626	3540	3363	3720	3029	2459	2285

**Table B2.9.3. Coastal Plains RESA
Teacher Demand Projections**

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
	2005-06	2009-10	2014-15	Funding Class Size	Max. Class Size for FY06	Max Class Size for FY07-FY15	Teachers	Based on	Teachers	Based on	Teachers	Based on
							Funded	Max. Class Size	Funded	Max. Class Size	Funded	Max. Class Size
							2005-2006		2009-2010		2014-2015	
Pre-K	1440	1571	1752	10	10	10	144	144	157.1	157.1	175.2	175.2
Kindergarten	3430	3741	4172	15	20	18	228.7	171.5	249.4	207.8	278.1	231.8
Grade 1	3341	3654	4074	17	23	21	196.5	145.3	214.9	174	239.6	194
Grade 2	3084	3462	3858	17	23	21	181.4	134.1	203.6	164.9	226.9	183.7
Grade 3	3276	3386	3776	17	23	21	192.7	142.4	199.2	161.2	222.1	179.8
Grade 4	3079	3296	3676	23	32	28	133.9	96.2	143.3	117.7	159.8	131.3
Grade 5	3094	3189	3565	23	32	28	134.5	96.7	138.7	113.9	155	127.3
Elementary Total (K-5)	19304	20728	23121				1067.7	786.2	1149.1	939.5	1281.5	1047.9
Grade 6	3326	3163	3626	23	32	28	144.6	103.9	137.5	113	157.7	129.5
Grade 7	3225	3350	3540	23	32	28	140.2	100.8	145.7	119.6	153.9	126.4
Grade 8	3165	3071	3363	23	32	28	137.6	98.9	133.5	109.7	146.2	120.1
Middle Total	9716	9584	10529				422.4	303.6	416.7	342.3	457.8	376
Grade 9	3709	3523	3720	23	32	28	161.3	115.9	153.2	125.8	161.7	132.9
Grade 10	3061	3037	3029	23	32	28	133.1	95.7	132	108.5	131.7	108.2
Grade 11	2642	2513	2459	23	32	28	114.9	82.6	109.3	89.8	106.9	87.8
Grade 12	2369	2223	2285	23	32	28	103	74	96.7	79.4	99.3	81.6
High School (9-12) Total	11781	11296	11493				512.3	368.2	491.2	403.5	499.6	410.5
Total Enrollment	42241	43179	46895									
Special Ed P-12				128.261			329.3	329.3	336.7	336.7	365.6	365.6
EIPK				63.4044			54.1	54.1	59	59	65.8	65.8
EIP1-3				76.2634			127.2	127.2	137.7	137.7	153.5	153.5
EIP4-5				114.449			53.9	53.9	56.7	56.7	63.3	63.3
Other Elementary (Ratio to K-5)				328.621			58.7	58.7	63.1	63.1	70.4	70.4
Other Middle (Ratio to Gr6-8)				111.104			87.4	87.4	86.3	86.3	94.8	94.8
Instructional Specialists (Based on P-12)				257.864			163.8	163.8	167.4	167.4	181.9	181.9
Other Teachers				1686.3			25	25	25.6	25.6	27.8	27.8
Vocational Ed (Based on P-12)				324.572			130.1	130.1	133	133	144.5	144.5
Total							3175.9	2631.5	3279.6	2907.9	3581.7	3177.2

**Table B2.10.1. First District RESA
Enrollment by Grade Level, FY93-FY05**

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
2005	4953	9702	9440	9011	8837	8958	9280	9974	9752	9779	11637	8588	7409	6247	123567	55228	29505

Table B2.10.2. 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 %	1.046	2.224	0.998	0.982	1.003	1.004	0.998	1.033	0.994	0.98	1.191	0.762	0.856	0.871
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2006	5181	11015	9683	9270	9038	8872	8940	9586	9914	9772	11647	8867	7351	6453
2007	5419	11523	10993	9509	9298	9074	8854	9235	9528	9716	11638	8875	7590	6403
2008	5668	12052	11500	10795	9538	9335	9056	9146	9180	9337	11572	8868	7597	6611
2009	5929	12606	12028	11293	10827	9576	9316	9355	9091	8996	11120	8818	7591	6617
2010	6202	13186	12581	11811	11327	10870	9557	9623	9299	8909	10714	8473	7548	6612
2011	6487	13793	13160	12355	11846	11372	10848	9872	9565	9113	10611	8164	7253	6574
2012	6785	14427	13765	12923	12392	11893	11349	11206	9813	9374	10854	8086	6988	6317
2013	7097	15090	14398	13517	12962	12442	11869	11724	11139	9617	11164	8271	6922	6087
2014	7423	15784	15060	14139	13558	13014	12417	12261	11654	10916	11454	8507	7080	6029
2015	7764	16509	15752	14789	14181	13612	12988	12827	12187	11421	13001	8728	7282	6167

**Table B2.10.3. First District 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 FY07- FY15	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2005-06	2009-10	2014-15				2005-2006		2009-2010		2014-2015	
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
Grade 6	9798	9086	11192	23	32	28	426	306.2	395	324.5	486.6	399.7
Grade 7	9686	8889	10759	23	32	28	421.1	302.7	386.5	317.5	467.8	384.3
Grade 8	9752	8815	10197	23	32	28	424	304.8	383.3	314.8	443.3	364.2
Middle Total	29236	26790	32148				1271.1	913.7	1164.8	956.8	1397.7	1148.2
Grade 9	11534	10961	11797	23	32	28	501.5	360.4	476.6	391.5	512.9	421.3
Grade 10	8499	8569	8354	23	32	28	369.5	265.6	372.6	306	363.2	298.4
Grade 11	7084	7148	6651	23	32	28	308	221.4	310.8	255.3	289.2	237.5
Grade 12	6169	6394	5700	23	32	28	268.2	192.8	278	228.4	247.8	203.6
High School (9-12) Total	33286	33072	32502				1447.2	1040.2	1438	1181.2	1413.1	1160.8
Total Enrollment	122808	128199	145003									
Special Ed P-12				122.559			1002	1002	1046	1046	1183.1	1183.1
EIPK				59.9966			170.2	170.2	193	193	225.9	225.9
EIP1-3				75.3766			362.2	362.2	427.1	427.1	500	500
EIP4-5				145.226			124.9	124.9	132.9	132.9	158.1	158.1
Other Elementary (Ratio to K-5)				165.157			337	337	381.9	381.9	449.3	449.3
Other Middle (Ratio to Gr6-8)				66.541			439.4	439.4	402.6	402.6	483.1	483.1
Instructional Specialists (Based on P-12)				264.577			464.2	464.2	484.5	484.5	548.1	548.1
Other Teachers				1136.2			108.1	108.1	112.8	112.8	127.6	127.6
Vocational Ed (Based on P-12)				488.681			251.3	251.3	262.3	262.3	296.7	296.7
Total							9516.4	7941.1	10076.8	8972.8	11516.8	10264

**Table B2.11.1. Griffin RESA
Enrollment by Grade Level, FY93-FY05**

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
2005	1498	6895	7012	7017	6805	6911	7226	7905	7697	7853	8813	7563	6186	5225	94606	41866	23455

Table B2.11.2. 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 %	1.067	4.957	1.091	1.038	1.058	1.049	1.052	1.072	1.043	1.032	1.195	0.878	0.872	0.889
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2006	1598	7426	7522	7278	7424	7138	7270	7746	8245	7812	9384	7738	6595	5499
2007	1705	7921	8102	7808	7700	7788	7509	7793	8079	8509	9335	8239	6748	5863
2008	1819	8452	8642	8410	8261	8077	8193	8050	8128	8338	10168	8196	7184	5999
2009	1941	9017	9221	8970	8898	8666	8497	8783	8396	8388	9964	8928	7147	6387
2010	2071	9622	9838	9571	9490	9334	9117	9109	9161	8665	10024	8748	7785	6354
2011	2210	10266	10498	10212	10126	9955	9819	9773	9501	9454	10355	8801	7628	6921
2012	2358	10955	11200	10897	10804	10622	10473	10526	10193	9805	11298	9092	7674	6781
2013	2516	11689	11952	11626	11529	11333	11174	11227	10979	10519	11717	9920	7928	6822
2014	2685	12472	12753	12406	12300	12094	11922	11979	11710	11330	12570	10288	8650	7048
2015	2865	13310	13607	13238	13126	12903	12723	12780	12494	12085	13539	11036	8971	7690

**Table B2.11.3. Griffin 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 FY07- FY15	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2005-06	2009-10	2014-15				2005-2006		2009-2010		2014-2015	
Pre-K	1598	2071	2865	10	10	10	159.8	159.8	207.1	207.1	286.5	286.5
Kindergarten	7426	9622	13310	15	20	18	495.1	371.3	641.5	534.6	887.3	739.4
Grade 1	7522	9838	13607	17	23	21	442.5	327	578.7	468.5	800.4	648
Grade 2	7278	9571	13238	17	23	21	428.1	316.4	563	455.8	778.7	630.4
Grade 3	7424	9490	13126	17	23	21	436.7	322.8	558.2	451.9	772.1	625
Grade 4	7138	9334	12903	23	32	28	310.3	223.1	405.8	333.4	561	460.8
Grade 5	7270	9117	12723	23	32	28	316.1	227.2	396.4	325.6	553.2	454.4
Elementary Total (K-5)	44058	56972	78907				2428.8	1787.8	3143.6	2569.8	4352.7	3558
Grade 6	7746	9109	12780	23	32	28	336.8	242.1	396	325.3	555.7	456.4
Grade 7	8245	9161	12494	23	32	28	358.5	257.7	398.3	327.2	543.2	446.2
Grade 8	7812	8665	12085	23	32	28	339.7	244.1	376.7	309.5	525.4	431.6
Middle Total	23803	26935	37359				1035	743.9	1171	962	1624.3	1334.2
Grade 9	9384	10024	13539	23	32	28	408	293.3	435.8	358	588.7	483.5
Grade 10	7738	8748	11036	23	32	28	336.4	241.8	380.3	312.4	479.8	394.1
Grade 11	6595	7785	8971	23	32	28	286.7	206.1	338.5	278	390	320.4
Grade 12	5499	6354	7690	23	32	28	239.1	171.8	276.3	226.9	334.3	274.6
High School (9- 12) Total	29216	32911	41236				1270.2	913	1430.9	1175.3	1792.8	1472.6
Total Enrollment	98675	118889	160367									
Special Ed P-12				115.931			851.2	851.2	1025.5	1025.5	1383.3	1383.3
EIPK				134.327			55.3	55.3	71.6	71.6	99.1	99.1
EIP1-3				163.832			135.7	135.7	176.4	176.4	244	244
EIP4-5				265.09			54.4	54.4	69.6	69.6	96.7	96.7
Other Elementary (Ratio to K-5)				104.868			420.1	420.1	543.3	543.3	752.4	752.4
Other Middle (Ratio to Gr6-8)				62.0309			383.7	383.7	434.2	434.2	602.3	602.3
Instructional Specialists (Based on P-12)				291.361			338.7	338.7	408	408	550.4	550.4
Other Teachers				1204.69			81.9	81.9	98.7	98.7	133.1	133.1
Vocational Ed (Based on P-12)				571.133			172.8	172.8	208.2	208.2	280.8	280.8
Total							7387.6	6098.3	8988.1	7949.7	12198.4	10793.4

**Table B2.12.1. Heart of Georgia RESA
Enrollment by Grade Level, FY93-FY05**

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
2005	1216	1797	1778	1677	1628	1729	1760	1876	1861	1882	2090	1710	1462	1347	23813	10369	5619

Table B2.12.2. 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 %	1.025	1.606	0.979	0.965	1.003	1.013	0.994	1.062	0.975	0.974	1.161	0.813	0.865	0.94
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2006	1246	1953	1759	1716	1682	1649	1719	1869	1829	1888	2185	1699	1479	1374
2007	1277	2001	1912	1697	1721	1704	1639	1826	1822	1781	2192	1776	1470	1390
2008	1309	2051	1959	1845	1702	1743	1694	1741	1780	1775	2068	1782	1536	1382
2009	1342	2102	2008	1890	1851	1724	1733	1799	1697	1734	2061	1681	1541	1444
2010	1376	2155	2058	1938	1896	1875	1714	1840	1754	1653	2013	1676	1454	1449
2011	1410	2210	2110	1986	1944	1921	1864	1820	1794	1708	1919	1637	1450	1367
2012	1445	2264	2164	2036	1992	1969	1909	1980	1775	1747	1983	1560	1416	1363
2013	1481	2321	2216	2088	2042	2018	1957	2027	1931	1729	2028	1612	1349	1331
2014	1518	2378	2272	2138	2094	2069	2006	2078	1976	1881	2007	1649	1394	1268
2015	1556	2438	2328	2192	2144	2121	2057	2130	2026	1925	2184	1632	1426	1310

**Table B2.12.3. Heart of Georgia 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 FY07- FY15	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2005- 06	2009- 10	2014- 15									
Pre-K	1246	1376	1556	10	10	10	124.6	124.6	137.6	137.6	155.6	155.6
Kindergarten	1953	2155	2438	15	20	18	130.2	97.7	143.7	119.7	162.5	135.4
Grade 1	1759	2058	2328	17	23	21	103.5	76.5	121.1	98	136.9	110.9
Grade 2	1716	1938	2192	17	23	21	100.9	74.6	114	92.3	128.9	104.4
Grade 3	1682	1896	2144	17	23	21	98.9	73.1	111.5	90.3	126.1	102.1
Grade 4	1649	1875	2121	23	32	28	71.7	51.5	81.5	67	92.2	75.8
Grade 5	1719	1714	2057	23	32	28	74.7	53.7	74.5	61.2	89.4	73.5
Elementary Total (K-5)	10478	11636	13280				579.9	427.1	646.3	528.5	736	602.1
Grade 6	1869	1840	2130	23	32	28	81.3	58.4	80	65.7	92.6	76.1
Grade 7	1829	1754	2026	23	32	28	79.5	57.2	76.3	62.6	88.1	72.4
Grade 8	1888	1653	1925	23	32	28	82.1	59	71.9	59	83.7	68.8
Middle Total	5586	5247	6081				242.9	174.6	228.2	187.3	264.4	217.3
Grade 9	2185	2013	2184	23	32	28	95	68.3	87.5	71.9	95	78
Grade 10	1699	1676	1632	23	32	28	73.9	53.1	72.9	59.9	71	58.3
Grade 11	1479	1454	1426	23	32	28	64.3	46.2	63.2	51.9	62	50.9
Grade 12	1374	1449	1310	23	32	28	59.7	42.9	63	51.8	57	46.8
High School (9-12) Total	6737	6592	6552				292.9	210.5	286.6	235.5	285	234
Total Enrollment	24047	24851	27469									
Special Ed P-12				123.461			194.8	194.8	201.3	201.3	222.5	222.5
EIPK				101.998			19.1	19.1	21.1	21.1	23.9	23.9
EIP1-3				128.299			42.3	42.3	47.9	47.9	54.2	54.2
EIP4-5				159.852			21.1	21.1	22.5	22.5	26.1	26.1
Other Elementary (Ratio to K-5)				235.785			44.4	44.4	49.4	49.4	56.3	56.3
Other Middle (Ratio to Gr6-8)				59.6295			93.7	93.7	88	88	102	102
Instructional Specialists (Based on P-12)				337.145			71.3	71.3	73.7	73.7	81.5	81.5
Other Teachers				1448.02			16.6	16.6	17.2	17.2	19	19
Vocational Ed (Based on P-12)				398.03			60.4	60.4	62.4	62.4	69	69
Total							1804	1500.5	1882.2	1672.4	2095.5	1863.5

**Table B2.13.1. Metro RESA
Enrollment by Grade Level, FY93-FY05**

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
2005	8469	44302	44536	43391	43817	42669	44049	44568	44526	44286	51703	41556	35803	32417	566092	262764	133380

Table B2.13.2. 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 %	1.048	5.63	1.037	1.012	1.024	1.006	1.013	1.018	1.006	1.009	1.171	0.843	0.901	0.914
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2006	8876	47680	45941	45070	44432	44080	43224	44842	44835	44486	51859	43586	37442	32724
2007	9302	49972	49444	46492	46152	44699	44653	44002	45111	45239	52093	43717	39271	34222
2008	9748	52370	51821	50037	47608	46429	45280	45457	44266	45517	52975	43914	39389	35894
2009	10216	54881	54308	52443	51238	47894	47033	46095	45730	44664	53300	44658	39567	36002
2010	10706	57516	56912	54960	53702	51545	48517	47880	46372	46142	52302	44932	40237	36164
2011	11220	60275	59644	57595	56279	54024	52215	49390	48167	46789	54032	44091	40484	36777
2012	11759	63169	62505	60360	58977	56617	54726	53155	49686	48601	54790	45549	39726	37002
2013	12323	66203	65506	63255	61809	59331	57353	55711	53474	50133	56912	46188	41040	36310
2014	12915	69378	68653	66292	64773	62180	60102	58385	56045	53955	58706	47977	41615	37511
2015	13535	72711	71945	69477	67883	65162	62988	61184	58735	56549	63181	49489	43227	38036

**Table B2.13.3. Metro 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 FY07-FY15	Teachers Funded		Based on Max. Class Size		Teachers Funded		Based on Max. Class Size
	2005-06	2009-10	2014-15				2005-2006	2009-2010	2014-2015				
Pre-K	8876	10706	13535	10	10	10	887.6	887.6	1070.6	1070.6	1353.5	1353.5	
Kindergarten	47680	57516	72711	15	20	18	3178.7	2384	3834.4	3195.3	4847.4	4039.5	
Grade 1	45941	56912	71945	17	23	21	2702.4	1997.4	3347.8	2710.1	4232.1	3426	
Grade 2	45070	54960	69477	17	23	21	2651.2	1959.6	3232.9	2617.1	4086.9	3308.4	
Grade 3	44432	53702	67883	17	23	21	2613.6	1931.8	3158.9	2557.2	3993.1	3232.5	
Grade 4	44080	51545	65162	23	32	28	1916.5	1377.5	2241.1	1840.9	2833.1	2327.2	
Grade 5	43224	48517	62988	23	32	28	1879.3	1350.8	2109.4	1732.8	2738.6	2249.6	
Elementary Total (K-5)	270427	323152	410166				14941.7	11001.1	17924.5	14653.4	22731.2	18583.2	
Grade 6	44842	47880	61184	23	32	28	1949.7	1401.3	2081.7	1710	2660.2	2185.1	
Grade 7	44835	46372	58735	23	32	28	1949.3	1401.1	2016.2	1656.1	2553.7	2097.7	
Grade 8	44486	46142	56549	23	32	28	1934.2	1390.2	2006.2	1647.9	2458.7	2019.6	
Middle Total	134163	140394	176468				5833.2	4192.6	6104.1	5014	7672.6	6302.4	
Grade 9	51859	52302	63181	23	32	28	2254.7	1620.6	2274	1867.9	2747	2256.5	
Grade 10	43586	44932	49489	23	32	28	1895	1362.1	1953.6	1604.7	2151.7	1767.5	
Grade 11	37442	40237	43227	23	32	28	1627.9	1170.1	1749.4	1437	1879.4	1543.8	
Grade 12	32724	36164	38036	23	32	28	1422.8	1022.6	1572.3	1291.6	1653.7	1358.4	
High School (9-12) Total	165611	173635	193933				7200.4	5175.4	7549.3	6201.2	8431.8	6926.2	
Total Enrollment	579077	647887	794102										
Special Ed P-12				108.376			5343.2	5343.2	5978.1	5978.1	7327.3	7327.3	
EIPK				217.308			219.4	219.4	264.7	264.7	334.6	334.6	
EIP1-3				161.277			860	860	1050.3	1050.3	1327.7	1327.7	
EIP4-5				552.45			158	158	181.1	181.1	232	232	
Other Elementary (Ratio to K-5)				169.981			1590.9	1590.9	1901.1	1901.1	2413	2413	
Other Middle (Ratio to Gr6-8)				37.856			3544	3544	3708.6	3708.6	4661.6	4661.6	
Instructional Specialists (Based on P-12)				228.86			2530.3	2530.3	2830.9	2830.9	3469.8	3469.8	
Other Teachers				2448.69			236.5	236.5	264.6	264.6	324.3	324.3	
Vocational Ed (Based on P-12)				721.032			803.1	803.1	898.6	898.6	1101.3	1101.3	
Total							44148.3	36542.1	49726.5	44017.2	61380.7	54356.9	

**Table B2.14.1. Middle Georgia RESA
Enrollment by Grade Level, FY93-FY05**

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
2005	1910	4960	4942	4808	4989	5040	5093	5172	5361	5275	6261	4605	3829	3446	65691	29832	15808

Table B2.14.2. 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 %	1.038	2.854	1.023	1.003	1.02	1.001	1.01	1.012	1.008	0.973	1.242	0.756	0.874	0.842
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2006	1983	5451	5074	4957	4904	4994	5090	5154	5213	5294	6552	4733	4025	3224
2007	2058	5659	5576	5089	5056	4909	5044	5151	5195	5072	6575	4953	4137	3389
2008	2136	5874	5789	5593	5191	5061	4958	5105	5192	5055	6299	4971	4329	3483
2009	2217	6096	6009	5806	5705	5196	5112	5017	5146	5052	6278	4762	4345	3645
2010	2301	6327	6236	6027	5922	5711	5248	5173	5057	5007	6275	4746	4162	3658
2011	2388	6567	6473	6255	6148	5928	5768	5311	5214	4920	6219	4744	4148	3504
2012	2479	6815	6718	6492	6380	6154	5987	5837	5353	5073	6111	4702	4146	3493
2013	2573	7075	6972	6738	6622	6386	6216	6059	5884	5208	6301	4620	4110	3491
2014	2671	7343	7238	6993	6873	6629	6450	6291	6107	5725	6468	4764	4038	3461
2015	2772	7623	7512	7260	7133	6880	6695	6527	6341	5942	7110	4890	4164	3400

**Table B2.14.3. Middle Georgia 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 FY07- FY15	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2005-06	2009-10	2014-15				2005-2006		2009-2010		2014- 2015	
Pre-K	1983	2301	2772	10	10	10	198.3	198.3	230.1	230.1	277.2	277.2
Kindergarten	5451	6327	7623	15	20	18	363.4	272.6	421.8	351.5	508.2	423.5
Grade 1	5074	6236	7512	17	23	21	298.5	220.6	366.8	297	441.9	357.7
Grade 2	4957	6027	7260	17	23	21	291.6	215.5	354.5	287	427.1	345.7
Grade 3	4904	5922	7133	17	23	21	288.5	213.2	348.4	282	419.6	339.7
Grade 4	4994	5711	6880	23	32	28	217.1	156.1	248.3	204	299.1	245.7
Grade 5	5090	5248	6695	23	32	28	221.3	159.1	228.2	187.4	291.1	239.1
Elementary Total (K-5)	30470	35471	43103				1680.4	1237.1	1968	1608.9	2387	1951.4
Grade 6	5154	5173	6527	23	32	28	224.1	161.1	224.9	184.8	283.8	233.1
Grade 7	5213	5057	6341	23	32	28	226.7	162.9	219.9	180.6	275.7	226.5
Grade 8	5294	5007	5942	23	32	28	230.2	165.4	217.7	178.8	258.3	212.2
Middle Total	15661	15237	18810				681	489.4	662.5	544.2	817.8	671.8
Grade 9	6552	6275	7110	23	32	28	284.9	204.8	272.8	224.1	309.1	253.9
Grade 10	4733	4746	4890	23	32	28	205.8	147.9	206.3	169.5	212.6	174.6
Grade 11	4025	4162	4164	23	32	28	175	125.8	181	148.6	181	148.7
Grade 12	3224	3658	3400	23	32	28	140.2	100.8	159	130.6	147.8	121.4
High School (9- 12) Total	18534	18841	19564				805.9	579.3	819.1	672.8	850.5	698.6
Total Enrollment	66648	71850	84249									
Special Ed P-12				122.672			543.3	543.3	585.7	585.7	686.8	686.8
EIPK				2652.2			2.1	2.1	2.4	2.4	2.9	2.9
EIP1-3				290.553			51.4	51.4	62.6	62.6	75.4	75.4
EIP4-5				346.857			29.1	29.1	31.6	31.6	39.1	39.1
Other Elementary (Ratio to K-5)				303.171			100.5	100.5	117	117	142.2	142.2
Other Middle (Ratio to Gr6-8)				99.8865			156.8	156.8	152.5	152.5	188.3	188.3
Instructional Specialists (Based on P-12)				277.02			240.6	240.6	259.4	259.4	304.1	304.1
Other Teachers				1378.49			48.3	48.3	52.1	52.1	61.1	61.1
Vocational Ed (Based on P-12)				482.089			138.2	138.2	149	149	174.8	174.8
Total							4675.9	3814.4	5092	4468.3	6007.2	5273.7

**Table B2.15.1. North Georgia RESA
Enrollment by Grade Level, FY93-FY05**

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
2005	808	6062	5752	5490	5444	5191	5314	5274	5264	5267	6224	5111	4230	3342	68773	33253	15805

Table B2.15.2. 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 %	1.023	6.692	1.013	1.004	1.023	1.015	1.018	1.024	1.027	1.006	1.144	0.878	0.891	0.815
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2006	827	5407	6141	5775	5616	5526	5284	5442	5416	5274	6025	5465	4554	3447
2007	846	5534	5477	6166	5908	5700	5625	5411	5589	5448	6033	5290	4869	3712
2008	865	5661	5606	5499	6308	5997	5803	5760	5557	5623	6233	5297	4713	3968
2009	885	5789	5735	5628	5625	6403	6105	5942	5916	5590	6433	5473	4720	3841
2010	905	5922	5864	5758	5757	5709	6518	6252	6102	5951	6395	5648	4876	3847
2011	926	6056	5999	5887	5890	5843	5812	6674	6421	6139	6808	5615	5032	3974
2012	947	6197	6135	6023	6022	5978	5948	5951	6854	6460	7023	5977	5003	4101
2013	969	6337	6278	6160	6162	6112	6086	6091	6112	6895	7390	6166	5326	4077
2014	991	6485	6419	6303	6302	6254	6222	6232	6255	6149	7888	6488	5494	4341
2015	1014	6632	6569	6445	6448	6397	6367	6371	6400	6293	7034	6926	5781	4478

**Table B2.15.3. North Georgia 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 FY07-FY15	Teachers Funded	Based on	Teachers Funded	Based on	Teachers Funded	Based on
	2005-06	2009-10	2014-15					Max. Class Size		Max. Class Size		Max. Class Size
Pre-K	827	905	1014	10	10	10	82.7	82.7	90.5	90.5	101.4	101.4
Kindergarten	5407	5922	6632	15	20	18	360.5	270.4	394.8	329	442.1	368.4
Grade 1	6141	5864	6569	17	23	21	361.2	267	344.9	279.2	386.4	312.8
Grade 2	5775	5758	6445	17	23	21	339.7	251.1	338.7	274.2	379.1	306.9
Grade 3	5616	5757	6448	17	23	21	330.4	244.2	338.6	274.1	379.3	307
Grade 4	5526	5709	6397	23	32	28	240.3	172.7	248.2	203.9	278.1	228.5
Grade 5	5284	6518	6367	23	32	28	229.7	165.1	283.4	232.8	276.8	227.4
Elementary Total (K-5)	33749	35528	38858				1861.8	1370.5	1948.6	1593.2	2141.8	1751
Grade 6	5442	6252	6371	23	32	28	236.6	170.1	271.8	223.3	277	227.5
Grade 7	5416	6102	6400	23	32	28	235.5	169.3	265.3	217.9	278.3	228.6
Grade 8	5274	5951	6293	23	32	28	229.3	164.8	258.7	212.5	273.6	224.8
Middle Total	16132	18305	19064				701.4	504.2	795.8	653.7	828.9	680.9
Grade 9	6025	6395	7034	23	32	28	262	188.3	278	228.4	305.8	251.2
Grade 10	5465	5648	6926	23	32	28	237.6	170.8	245.6	201.7	301.1	247.4
Grade 11	4554	4876	5781	23	32	28	198	142.3	212	174.1	251.3	206.5
Grade 12	3447	3847	4478	23	32	28	149.9	107.7	167.3	137.4	194.7	159.9
High School (9-12) Total	19491	20766	24219				847.5	609.1	902.9	741.6	1052.9	865
Total Enrollment	70199	75504	83155									
Special Ed P-12				120.16			584.2	584.2	628.4	628.4	692	692
EIPK				237.067			22.8	22.8	25	25	28	28
EIP1-3				155.867			112.5	112.5	111.5	111.5	124.9	124.9
EIP4-5				174.612			61.9	61.9	70	70	73.1	73.1
Other Elementary (Ratio to K-5)				242.375			139.2	139.2	146.6	146.6	160.3	160.3
Other Middle (Ratio to Gr6-8)				69.0163			233.7	233.7	265.2	265.2	276.2	276.2
Instructional Specialists (Based on P-12)				253.028			277.4	277.4	298.4	298.4	328.6	328.6
Other Teachers				2426.5			28.9	28.9	31.1	31.1	34.3	34.3
Vocational Ed (Based on P-12)				474.72			147.9	147.9	159	159	175.2	175.2
Total							5101.9	4175	5473	4814.2	6017.6	5290.9

**Table B2.16.1. Northeast Georgia RESA
Enrollment by Grade Level, FY93-FY05**

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
2005	1841	5297	5003	4868	4844	4943	4996	5190	5184	5190	6088	4922	3922	3502	65790	29951	15564

Table B2.16.2. 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	2.902	1.023	1.001	1.018	1.011	1.02	1.025	1.018	1.021	1.176	0.831	0.842	0.903
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2006	1905	5343	5419	5008	4956	4897	5042	5121	5283	5217	6103	5059	4144	3542
2007	1972	5528	5466	5424	5098	5011	4995	5168	5213	5394	6135	5072	4260	3742
2008	2041	5723	5655	5471	5522	5154	5111	5120	5261	5322	6343	5098	4271	3847
2009	2112	5923	5855	5661	5569	5583	5257	5239	5212	5371	6259	5271	4293	3857
2010	2186	6129	6059	5861	5763	5630	5695	5388	5333	5321	6316	5201	4438	3877
2011	2263	6344	6270	6065	5966	5826	5743	5837	5485	5445	6257	5249	4379	4008
2012	2342	6567	6490	6276	6174	6032	5943	5887	5942	5600	6403	5200	4420	3954
2013	2424	6796	6718	6496	6389	6242	6153	6092	5993	6067	6586	5321	4378	3991
2014	2509	7034	6952	6725	6613	6459	6367	6307	6202	6119	7135	5473	4480	3953
2015	2597	7281	7196	6959	6846	6686	6588	6526	6421	6332	7196	5929	4608	4045

**Table B2.16.3. Northeast Georgia RESA
Teacher Demand Projections**

Projected FTE Student Enrollments				Projected Number of Teachers Needed								
	2005-06	2009-10	2014-15	Funding Class Size	Max. Class Size for FY06	Max. Class Size for FY07-FY15	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
Pre-K	1905	2186	2597	10	10	10	190.5	190.5	218.6	218.6	259.7	259.7
Kindergarten	5343	6129	7281	15	20	18	356.2	267.2	408.6	340.5	485.4	404.5
Grade 1	5419	6059	7196	17	23	21	318.8	235.6	356.4	288.5	423.3	342.7
Grade 2	5008	5861	6959	17	23	21	294.6	217.7	344.8	279.1	409.4	331.4
Grade 3	4956	5763	6846	17	23	21	291.5	215.5	339	274.4	402.7	326
Grade 4	4897	5630	6686	23	32	28	212.9	153	244.8	201.1	290.7	238.8
Grade 5	5042	5695	6588	23	32	28	219.2	157.6	247.6	203.4	286.4	235.3
Elementary Total (K-5)	30665	35137	41556				1693.2	1246.6	1941.2	1587	2297.9	1878.7
Grade 6	5121	5388	6526	23	32	28	222.7	160	234.3	192.4	283.7	233.1
Grade 7	5283	5333	6421	23	32	28	229.7	165.1	231.9	190.5	279.2	229.3
Grade 8	5217	5321	6332	23	32	28	226.8	163	231.3	190	275.3	226.1
Middle Total	15621	16042	19279				679.2	488.1	697.5	572.9	838.2	688.5
Grade 9	6103	6316	7196	23	32	28	265.3	190.7	274.6	225.6	312.9	257
Grade 10	5059	5201	5929	23	32	28	220	158.1	226.1	185.8	257.8	211.8
Grade 11	4144	4438	4608	23	32	28	180.2	129.5	193	158.5	200.3	164.6
Grade 12	3542	3877	4045	23	32	28	154	110.7	168.6	138.5	175.9	144.5
High School (9-12) Total	18848	19832	21778				819.5	589	862.3	708.4	946.9	777.9
Total Enrollment	67039	73197	85210									
Special Ed P-12				97.126			690.2	690.2	753.6	753.6	877.3	877.3
EIPK				92.8496			57.5	57.5	66	66	78.4	78.4
EIP1-3				117.628			130.8	130.8	150.3	150.3	178.5	178.5
EIP4-5				149.017			66.7	66.7	76	76	89.1	89.1
Other Elementary (Ratio to K-5)				171.621			178.7	178.7	204.7	204.7	242.1	242.1
Other Middle (Ratio to Gr6-8)				75.0336			208.2	208.2	213.8	213.8	256.9	256.9
Instructional Specialists (Based on P-12)				323.483			207.2	207.2	226.3	226.3	263.4	263.4
Other Teachers				1763.13			38	38	41.5	41.5	48.3	48.3
Vocational Ed (Based on P-12)				391.198			171.4	171.4	187.1	187.1	217.8	217.8
Total							5131.1	4262.9	5638.9	5006.2	6594.5	5856.6

**Table B2.17.1. Northwest Georgia RESA
Enrollment by Grade Level, FY93-FY05**

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
2005	2919	8581	8391	7996	7946	7959	8062	8164	8374	8394	9422	7510	6196	5180	105094	48935	24932

Table B2.17.2. 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 %	1.042	3.003	1.033	0.987	1.018	1.014	1.019	1.03	1.016	1.006	1.134	0.832	0.867	0.867
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2006	3042	8766	8864	8282	8140	8057	8110	8304	8295	8419	9519	7839	6511	5372
2007	3170	9135	9055	8749	8431	8254	8210	8353	8437	8345	9547	7920	6796	5645
2008	3303	9520	9436	8937	8906	8549	8411	8456	8487	8488	9463	7943	6867	5892
2009	3442	9919	9834	9313	9098	9031	8711	8663	8591	8538	9625	7873	6887	5954
2010	3587	10336	10246	9706	9481	9225	9203	8972	8802	8643	9682	8008	6826	5971
2011	3738	10772	10677	10113	9881	9614	9400	9479	9116	8855	9801	8055	6943	5918
2012	3895	11225	11127	10538	10295	10019	9797	9682	9631	9171	10042	8154	6984	6020
2013	4059	11697	11595	10982	10728	10439	10209	10091	9837	9689	10400	8355	7070	6055
2014	4229	12189	12083	11444	11180	10878	10637	10515	10252	9896	10987	8653	7244	6130
2015	4407	12700	12591	11926	11650	11337	11085	10956	10683	10314	11222	9141	7502	6281

**Table B2.17.3. Northwest Georgia 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 FY07-FY15	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2005-06	2009-10	2014-15				2005-2006		2009-2010		2014-2015	
Pre-K	3042	3587	4407	10	10	10	304.2	304.2	358.7	358.7	440.7	440.7
Kindergarten	8766	10336	12700	15	20	18	584.4	438.3	689.1	574.2	846.7	705.6
Grade 1	8864	10246	12591	17	23	21	521.4	385.4	602.7	487.9	740.6	599.6
Grade 2	8282	9706	11926	17	23	21	487.2	360.1	570.9	462.2	701.5	567.9
Grade 3	8140	9481	11650	17	23	21	478.8	353.9	557.7	451.5	685.3	554.8
Grade 4	8057	9225	11337	23	32	28	350.3	251.8	401.1	329.5	492.9	404.9
Grade 5	8110	9203	11085	23	32	28	352.6	253.4	400.1	328.7	482	395.9
Elementary Total (K-5)	50219	58197	71289				2774.7	2042.9	3221.6	2634	3949	3228.7
Grade 6	8304	8972	10956	23	32	28	361	259.5	390.1	320.4	476.3	391.3
Grade 7	8295	8802	10683	23	32	28	360.7	259.2	382.7	314.4	464.5	381.5
Grade 8	8419	8643	10314	23	32	28	366	263.1	375.8	308.7	448.4	368.4
Middle Total	25018	26417	31953				1087.7	781.8	1148.6	943.5	1389.2	1141.2
Grade 9	9519	9682	11222	23	32	28	413.9	297.5	421	345.8	487.9	400.8
Grade 10	7839	8008	9141	23	32	28	340.8	245	348.2	286	397.4	326.5
Grade 11	6511	6826	7502	23	32	28	283.1	203.5	296.8	243.8	326.2	267.9
Grade 12	5372	5971	6281	23	32	28	233.6	167.9	259.6	213.3	273.1	224.3
High School (9-12) Total	29241	30487	34146				1271.4	913.9	1325.6	1088.9	1484.6	1219.5
Total Enrollment	107520	118688	141795									
Special Ed P-12				112.104			959.1	959.1	1058.7	1058.7	1264.9	1264.9
EIPK				74.6178			117.5	117.5	138.5	138.5	170.2	170.2
EIP1-3				92.8041			272.5	272.5	317.2	317.2	389.7	389.7
EIP4-5				177.51			91.1	91.1	103.8	103.8	126.3	126.3
Other Elementary (Ratio to K-5)				238.257			210.8	210.8	244.3	244.3	299.2	299.2
Other Middle (Ratio to Gr6-8)				84.7401			295.2	295.2	311.7	311.7	377.1	377.1
Instructional Specialists (Based on P-12)				254.341			422.7	422.7	466.6	466.6	557.5	557.5
Other Teachers				1053.73			102	102	112.6	112.6	134.6	134.6
Vocational Ed (Based on P-12)				430.525			249.7	249.7	275.7	275.7	329.4	329.4
Total							8158.6	6763.4	9083.6	8054.2	10912.4	9679

**Table B2.18.1. Oconee RESA
Enrollment by Grade Level, FY93-FY05**

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
2005	800	1446	1436	1395	1354	1414	1454	1493	1527	1502	1675	1238	1152	975	18861	8499	4522

Table B2.18.2. 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 %	1.111	2.882	1.012	0.952	0.988	0.999	0.987	0.994	0.981	0.97	1.167	0.76	0.87	0.895
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2006	889	2306	1463	1367	1378	1353	1396	1445	1465	1534	1753	1273	1077	1031
2007	988	2562	2334	1393	1351	1377	1335	1388	1418	1421	1790	1332	1108	964
2008	1098	2847	2593	2222	1376	1350	1359	1327	1362	1375	1658	1360	1159	992
2009	1220	3164	2881	2469	2195	1375	1332	1351	1302	1321	1605	1260	1183	1037
2010	1355	3516	3202	2743	2439	2193	1357	1324	1325	1263	1542	1220	1096	1059
2011	1505	3905	3558	3048	2710	2437	2164	1349	1299	1285	1474	1172	1061	981
2012	1672	4337	3952	3387	3011	2707	2405	2151	1323	1260	1500	1120	1020	950
2013	1858	4819	4389	3762	3346	3008	2672	2391	2110	1283	1470	1140	974	913
2014	2064	5355	4877	4178	3717	3343	2969	2656	2346	2047	1497	1117	992	872
2015	2293	5948	5419	4643	4128	3713	3300	2951	2606	2276	2389	1138	972	888

**Table B2.18.3. Oconee 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 FY07-FY15	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	
	2005-06	2009-10	2014-15				2005-2006	2009-2010	2014-2015			
Pre-K	889	1355	2293	10	10	10	88.9	88.9	135.5	135.5	229.3	229.3
Kindergarten	2306	3516	5948	15	20	18	153.7	115.3	234.4	195.3	396.5	330.4
Grade 1	1463	3202	5419	17	23	21	86.1	63.6	188.4	152.5	318.8	258
Grade 2	1367	2743	4643	17	23	21	80.4	59.4	161.4	130.6	273.1	221.1
Grade 3	1378	2439	4128	17	23	21	81.1	59.9	143.5	116.1	242.8	196.6
Grade 4	1353	2193	3713	23	32	28	58.8	42.3	95.3	78.3	161.4	132.6
Grade 5	1396	1357	3300	23	32	28	60.7	43.6	59	48.5	143.5	117.9
Elementary Total (K-5)	9263	15450	27151				520.8	384.1	882	721.3	1536.1	1256.6
Grade 6	1445	1324	2951	23	32	28	62.8	45.2	57.6	47.3	128.3	105.4
Grade 7	1465	1325	2606	23	32	28	63.7	45.8	57.6	47.3	113.3	93.1
Grade 8	1534	1263	2276	23	32	28	66.7	47.9	54.9	45.1	99	81.3
Middle Total	4444	3912	7833				193.2	138.9	170.1	139.7	340.6	279.8
Grade 9	1753	1542	2389	23	32	28	76.2	54.8	67	55.1	103.9	85.3
Grade 10	1273	1220	1138	23	32	28	55.3	39.8	53	43.6	49.5	40.6
Grade 11	1077	1096	972	23	32	28	46.8	33.7	47.7	39.1	42.3	34.7
Grade 12	1031	1059	888	23	32	28	44.8	32.2	46	37.8	38.6	31.7
High School (9-12) Total	5134	4917	5387				223.1	160.5	213.7	175.6	234.3	192.3
Total Enrollment	19730	25634	42664									
Special Ed P-12				93.1416			211.8	211.8	275.2	275.2	458.1	458.1
EIPK				90.6176			25.4	25.4	38.8	38.8	65.6	65.6
EIP1-3				111.05			37.9	37.9	75.5	75.5	127.8	127.8
EIP4-5				158.635			17.3	17.3	22.4	22.4	44.2	44.2
Other Elementary (Ratio to K-5)				217.458			42.6	42.6	71	71	124.9	124.9
Other Middle (Ratio to Gr6-8)				60.474			73.5	73.5	64.7	64.7	129.5	129.5
Instructional Specialists (Based on P-12)				448.471			44	44	57.2	57.2	95.1	95.1
Other Teachers				2106.74			9.4	9.4	12.2	12.2	20.3	20.3
Vocational Ed (Based on P-12)				448.972			43.9	43.9	57.1	57.1	95	95
Total							1531.8	1278.2	2075.4	1846.2	3500.8	3118.5

**Table B2.19.1. Okefenokee RESA
Enrollment by Grade Level, FY93-FY05**

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
2005	1406	2250	2251	2048	2074	2069	2050	2205	2239	2211	2401	1952	1619	1377	28152	12742	6655

Table B2.19.3. 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	1.69	1.01	0.97	1	1	1	1.036	0.98	0.99	1.09	0.844	0.807	0.885
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2006	1473	2380	2273	2190	2038	2080	2069	2124	2165	2197	2410	2026	1575	1433
2007	1544	2494	2404	2212	2179	2044	2080	2143	2086	2133	2395	2034	1635	1394
2008	1618	2614	2519	2339	2201	2186	2044	2155	2104	2055	2325	2021	1641	1447
2009	1696	2739	2640	2451	2327	2208	2186	2118	2116	2072	2240	1962	1631	1452
2010	1777	2871	2766	2569	2439	2334	2208	2265	2080	2084	2258	1891	1583	1443
2011	1862	3008	2900	2691	2556	2446	2334	2287	2224	2049	2272	1906	1526	1401
2012	1951	3152	3038	2822	2678	2564	2446	2418	2246	2191	2233	1918	1538	1351
2013	2045	3303	3184	2956	2808	2686	2564	2534	2374	2212	2388	1885	1548	1361
2014	2143	3462	3336	3098	2941	2816	2686	2656	2488	2338	2411	2015	1521	1370
2015	2246	3628	3497	3246	3083	2950	2816	2783	2608	2451	2548	2035	1626	1346

**Table B2.19.3. Okefenokee RESA
Teacher Demand Projections**

Projected FTE Student Enrollments							Projected Number of Teachers Needed					
	2005-06	2009-10	2014-15	Funding Class Size	Max. Class Size for FY06	Max Class Size for FY07-FY15	Teachers Funded	Based on	Teachers Funded	Based on	Teachers Funded	Based on
								Max. Class Size		Max. Class Size		Max. Class Size
							2005-2006		2009-2010		2014-2015	
Pre-K	1473	1777	2246	10	10	10	147.3	147.3	177.7	177.7	224.6	224.6
Kindergarten	2380	2871	3628	15	20	18	158.7	119	191.4	159.5	241.9	201.6
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)	12860	14803	18613				712	524.2	824.8	674.5	1038.2	849.2
Grade 6	2124	2265	2783	23	32	28	92.3	66.4	98.5	80.9	121	99.4
Grade 7	2165	2080	2608	23	32	28	94.1	67.7	90.4	74.3	113.4	93.1
Grade 8	2197	2084	2451	23	32	28	95.5	68.7	90.6	74.4	106.6	87.5
Middle Total	6486	6429	7842				281.9	202.8	279.5	229.6	341	280
Grade 9	2410	2258	2548	23	32	28	104.8	75.3	98.2	80.6	110.8	91
Grade 10	2026	1891	2035	23	32	28	88.1	63.3	82.2	67.5	88.5	72.7
Grade 11	1575	1583	1626	23	32	28	68.5	49.2	68.8	56.5	70.7	58.1
Grade 12	1433	1443	1346	23	32	28	62.3	44.8	62.7	51.5	58.5	48.1
High School (9-12) Total	7444	7175	7555				323.7	232.6	311.9	256.1	328.5	269.9
Total Enrollment	28263	30184	36256									
Special Ed P-12				119.572			236.4	236.4	252.4	252.4	303.2	303.2
EIPK				45.0565			52.8	52.8	63.7	63.7	80.5	80.5
EIP1-3				54.0882			117.5	117.5	138.1	138.1	174.6	174.6
EIP4-5				86.6006			47.7	47.7	51.5	51.5	64	64
Other Elementary (Ratio to K-5)				256.583			50.1	50.1	57.7	57.7	72.5	72.5
Other Middle (Ratio to Gr6-8)				78.0911			83.1	83.1	82.3	82.3	100.4	100.4
Instructional Specialists (Based on P-12)				336.888			83.9	83.9	89.6	89.6	107.6	107.6
Other Teachers				855.764			33	33	35.3	35.3	42.4	42.4
Vocational Ed (Based on P-12)				383.875			73.6	73.6	78.6	78.6	94.4	94.4
Total							2243	1885	2443.1	2187.1	2971.9	2663.3

**Table B2.20.1. Pioneer RESA
Enrollment by Grade Level, FY93-FY05**

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
2005	818	7779	7479	7390	7079	6921	6828	6880	6840	6953	7900	6402	5480	4756	89505	43476	20673

Table B2.20.2. 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 %	1.066	12.2	1.015	0.998	1.024	1.02	1.022	1.034	1.019	1.02	1.18	0.839	0.894	0.892
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2006	872	9996	7896	7464	7567	7249	7073	7060	7011	6900	8205	6628	5723	4888
2007	930	10656	10146	7880	7643	7749	7408	7313	7194	7130	8142	6884	5925	5105
2008	991	11365	10816	10126	8069	7826	7919	7660	7452	7316	8413	6831	6154	5285
2009	1056	12110	11535	10794	10369	8263	7998	8188	7806	7579	8633	7059	6107	5489
2010	1126	12904	12292	11512	11053	10618	8445	8270	8344	7939	8943	7243	6311	5447
2011	1200	13760	13098	12267	11788	11318	10852	8732	8427	8486	9368	7503	6475	5629
2012	1279	14664	13966	13072	12561	12071	11567	11221	8898	8570	10013	7860	6708	5776
2013	1363	15629	14884	13938	13386	12862	12337	11960	11434	9049	10113	8401	7027	5984
2014	1453	16656	15863	14854	14273	13707	13145	12756	12187	11628	10678	8485	7510	6268
2015	1549	17756	16906	15831	15210	14616	14009	13592	12998	12394	13721	8959	7586	6699

**Table B2.20.3. Pioneer 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 FY07- FY15	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2005-06	2009-10	2014-15				2005-2006		2009-2010		2014-2015	
Pre-K	872	1126	1549	10	10	10	87.2	87.2	112.6	112.6	154.9	154.9
Kindergarten	9996	12904	17756	15	20	18	666.4	499.8	860.3	716.9	1183.7	986.4
Grade 1	7896	12292	16906	17	23	21	464.5	343.3	723.1	585.3	994.5	805
Grade 2	7464	11512	15831	17	23	21	439.1	324.5	677.2	548.2	931.2	753.9
Grade 3	7567	11053	15210	17	23	21	445.1	329	650.2	526.3	894.7	724.3
Grade 4	7249	10618	14616	23	32	28	315.2	226.5	461.7	379.2	635.5	522
Grade 5	7073	8445	14009	23	32	28	307.5	221	367.2	301.6	609.1	500.3
Elementary Total (K-5)	47245	66824	94328				2637.8	1944.1	3739.7	3057.5	5248.7	4291.9
Grade 6	7060	8270	13592	23	32	28	307	220.6	359.6	295.4	591	485.4
Grade 7	7011	8344	12998	23	32	28	304.8	219.1	362.8	298	565.1	464.2
Grade 8	6900	7939	12394	23	32	28	300	215.6	345.2	283.5	538.9	442.6
Middle Total	20971	24553	38984				911.8	655.3	1067.6	876.9	1695	1392.2
Grade 9	8205	8943	13721	23	32	28	356.7	256.4	388.8	319.4	596.6	490
Grade 10	6628	7243	8959	23	32	28	288.2	207.1	314.9	258.7	389.5	320
Grade 11	5723	6311	7586	23	32	28	248.8	178.8	274.4	225.4	329.8	270.9
Grade 12	4888	5447	6699	23	32	28	212.5	152.8	236.8	194.5	291.3	239.3
High School (9- 12) Total	25444	27944	36965				1106.2	795.1	1214.9	998	1607.2	1320.2
Total Enrollment	94532	120447	171826									
Special Ed P-12				123.622			764.7	764.7	974.3	974.3	1389.9	1389.9
EIPK				260.18			38.4	38.4	49.6	49.6	68.2	68.2
EIP1-3				206.14			111.2	111.2	169.1	169.1	232.6	232.6
EIP4-5				283.947			50.4	50.4	67.1	67.1	100.8	100.8
Other Elementary (Ratio to K-5)				166.054			284.5	284.5	402.4	402.4	568.1	568.1
Other Middle (Ratio to Gr6-8)				44.9151			466.9	466.9	546.7	546.7	867.9	867.9
Instructional Specialists (Based on P-12)				295.914			319.5	319.5	407	407	580.7	580.7
Other Teachers				2119.41			44.6	44.6	56.8	56.8	81.1	81.1
Vocational Ed (Based on P-12)				396.71			238.3	238.3	303.6	303.6	433.1	433.1
Total							7061.5	5800.2	9111.4	8021.6	13028.2	11481.6

**Table B2.21.1. Southwest Georgia RESA
Enrollment by Grade Level, FY93-FY05**

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
2005	2625	5352	5216	4833	4981	4874	4889	5252	5127	5173	6173	4665	4003	3395	66558	30145	15552

Table B2.21.2. 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 %	1.032	2.21	0.994	0.96	1	0.99	0.986	1.047	0.96	0.95	1.211	0.745	0.876	0.847
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2006	2709	5791	5320	4986	4852	4951	4806	5119	5052	5119	6265	4599	4087	3391
2007	2796	5976	5756	5086	5006	4823	4882	5032	4924	4815	6199	4667	4029	3462
2008	2885	6168	5940	5503	5106	4976	4755	5111	4841	4693	5831	4618	4088	3413
2009	2977	6364	6131	5679	5525	5075	4906	4978	4917	4613	5683	4344	4045	3463
2010	3072	6567	6326	5861	5702	5492	5004	5137	4789	4686	5586	4234	3805	3426
2011	3170	6777	6528	6048	5884	5668	5415	5239	4942	4564	5675	4162	3709	3223
2012	3271	6993	6736	6241	6072	5849	5589	5670	5040	4710	5527	4228	3646	3142
2013	3376	7216	6951	6440	6266	6036	5767	5852	5455	4803	5704	4118	3704	3088
2014	3484	7447	7173	6645	6466	6228	5951	6038	5630	5199	5816	4249	3607	3137
2015	3595	7686	7402	6857	6672	6427	6141	6231	5809	5365	6296	4333	3722	3055

**Table B2.21.1. Southwest Georgia RESA
Teacher Demand Projections**

Projected FTE Student Enrollments				Projected Number of Teachers Needed								
	2005-06	2009-10	2014-15	Funding Class Size	Max. Class Size for FY06	Max Class Size for FY07-FY15	2005-2006		2009-2010		2014-2015	
							Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
Pre-K	2709	3072	3595	10	10	10	270.9	270.9	307.2	307.2	359.5	359.5
Kindergarten	5791	6567	7686	15	20	18	386.1	289.6	437.8	364.8	512.4	427
Grade 1	5320	6326	7402	17	23	21	312.9	231.3	372.1	301.2	435.4	352.5
Grade 2	4986	5861	6857	17	23	21	293.3	216.8	344.8	279.1	403.4	326.5
Grade 3	4852	5702	6672	17	23	21	285.4	211	335.4	271.5	392.5	317.7
Grade 4	4951	5492	6427	23	32	28	215.3	154.7	238.8	196.1	279.4	229.5
Grade 5	4806	5004	6141	23	32	28	209	150.2	217.6	178.7	267	219.3
Elementary Total (K-5)	30706	34952	41185				1702	1253.6	1946.5	1591.4	2290.1	1872.5
Grade 6	5119	5119	6231	23	32	28	222.6	160	222.6	182.8	270.9	222.5
Grade 7	5052	5052	5809	23	32	28	219.7	157.9	219.7	180.4	252.6	207.5
Grade 8	5119	5119	5365	23	32	28	222.6	160	222.6	182.8	233.3	191.6
Middle Total	15290	15290	17405				664.9	477.9	664.9	546	756.8	621.6
Grade 9	6265	5586	6296	23	32	28	272.4	195.8	242.9	199.5	273.7	224.9
Grade 10	4599	4234	4333	23	32	28	200	143.7	184.1	151.2	188.4	154.8
Grade 11	4087	3805	3722	23	32	28	177.7	127.7	165.4	135.9	161.8	132.9
Grade 12	3391	3426	3055	23	32	28	147.4	106	149	122.4	132.8	109.1
High School (9-12) Total	18342	17051	17406				797.5	573.2	741.4	609	756.7	621.7
Total Enrollment	67047	70365	79591									
Special Ed P-12				126.681			529.3	529.3	555.5	555.5	628.3	628.3
EIPK				95.5678			60.6	60.6	68.7	68.7	80.4	80.4
EIP1-3				115.433			131.3	131.3	155	155	181.3	181.3
EIP4-5				172.424			56.6	56.6	60.9	60.9	72.9	72.9
Other Elementary (Ratio to K-5)				294.361			104.3	104.3	118.7	118.7	139.9	139.9
Other Middle (Ratio to Gr6-8)				66.5877			229.6	229.6	229.6	229.6	261.4	261.4
Instructional Specialists (Based on P-12)				276.917			242.1	242.1	254.1	254.1	287.4	287.4
Other Teachers				1515.28			44.2	44.2	46.4	46.4	52.5	52.5
Vocational Ed (Based on P-12)				357.547			187.5	187.5	196.8	196.8	222.6	222.6
Total							5020.8	4161.1	5345.7	4739.3	6089.8	5402

**Table B2.22.1. West Georgia RESA
Enrollment by Grade Level, FY93-FY05**

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
2005	2280	4574	4605	4442	4468	4467	4627	4728	4646	4723	5395	4451	3707	3202	60315	27183	14097

Table B2.22.2. 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 %	1.029	2.02	1.031	1	1.03	1.02	1.028	1.029	1.02	1.01	1.153	0.863	0.861	0.879
Year	Pre-K	KK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	G10	Gr11	Gr12
2006	2346	4603	4716	4605	4553	4553	4592	4761	4823	4760	5446	4656	3832	3258
2007	2414	4737	4746	4716	4720	4640	4680	4725	4856	4862	5488	4700	4009	3368
2008	2484	4874	4884	4746	4834	4810	4770	4816	4820	4895	5606	4736	4047	3524
2009	2556	5015	5025	4884	4865	4926	4945	4908	4912	4859	5644	4838	4078	3557
2010	2630	5161	5170	5025	5006	4957	5064	5088	5006	4951	5602	4871	4166	3585
2011	2706	5310	5321	5170	5151	5101	5096	5211	5190	5046	5709	4835	4194	3662
2012	2784	5463	5475	5321	5299	5249	5244	5244	5315	5232	5818	4927	4163	3687
2013	2865	5621	5632	5475	5454	5400	5396	5396	5349	5358	6032	5021	4242	3659
2014	2948	5784	5795	5632	5612	5558	5551	5552	5504	5392	6178	5206	4323	3729
2015	3033	5952	5963	5795	5773	5719	5714	5712	5663	5548	6217	5332	4482	3800

**Table B2.22.3. West Georgia 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 FY07- FY15	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size	Teachers Funded	Based on Max. Class Size
	2005-06	2009-10	2014-15				2005-2006		2009-2010		2014-2015	
Pre-K	2346	2630	3033	10	10	10	234.6	234.6	263	263	303.3	303.3
Kindergarten	4603	5161	5952	15	20	18	306.9	230.2	344.1	286.7	396.8	330.7
Grade 1	4716	5170	5963	17	23	21	277.4	205	304.1	246.2	350.8	284
Grade 2	4605	5025	5795	17	23	21	270.9	200.2	295.6	239.3	340.9	276
Grade 3	4553	5006	5773	17	23	21	267.8	198	294.5	238.4	339.6	274.9
Grade 4	4553	4957	5719	23	32	28	198	142.3	215.5	177	248.7	204.3
Grade 5	4592	5064	5714	23	32	28	199.7	143.5	220.2	180.9	248.4	204.1
Elementary Total (K-5)	27622	30383	34916				1520.7	1119.2	1674	1368.5	1925.2	1574
Grade 6	4761	5088	5712	23	32	28	207	148.8	221.2	181.7	248.3	204
Grade 7	4823	5006	5663	23	32	28	209.7	150.7	217.7	178.8	246.2	202.3
Grade 8	4760	4951	5548	23	32	28	207	148.8	215.3	176.8	241.2	198.1
Middle Total	14344	15045	16923				623.7	448.3	654.2	537.3	735.7	604.4
Grade 9	5446	5602	6217	23	32	28	236.8	170.2	243.6	200.1	270.3	222
Grade 10	4656	4871	5332	23	32	28	202.4	145.5	211.8	174	231.8	190.4
Grade 11	3832	4166	4482	23	32	28	166.6	119.8	181.1	148.8	194.9	160.1
Grade 12	3258	3585	3800	23	32	28	141.7	101.8	155.9	128	165.2	135.7
High School (9-12) Total	17192	18224	19831				747.5	537.3	792.4	650.9	862.2	708.2
Total Enrollment	61504	66282	74703									
Special Ed P-12				115.267			533.6	533.6	575	575	648.1	648.1
EIPK				148.097			31.1	31.1	34.8	34.8	40.2	40.2
EIP1-3				159.932			86.7	86.7	95	95	109.6	109.6
EIP4-5				214.597			42.6	42.6	46.7	46.7	53.3	53.3
Other Elementary (Ratio to K-5)				169.71			162.8	162.8	179	179	205.7	205.7
Other Middle (Ratio to Gr6-8)				70.3437			203.9	203.9	213.9	213.9	240.6	240.6
Instructional Specialists (Based on P-12)				439.423			140	140	150.8	150.8	170	170
Other Teachers				934.51			65.8	65.8	70.9	70.9	79.9	79.9
Vocational Ed (Based on P-12)				448.126			137.2	137.2	147.9	147.9	166.7	166.7
Total							4530.2	3743.1	4897.6	4333.7	5540.5	4904

APPENDIX C. Teacher & Non-Teacher Counts By Type Of Certificate (Permit, Intern, Non-Renewable, Exchange And Waiver Certificates), FY05

Permit		Intern		Non-Renewable		Exchange		Waivers	
Subject	#	Subject	#	Subject	#	Subject	#	Subject	#
JROTC	302	Middle Grades (4-8)	207	Middle Grades (4-8)	1,145	Early Childhood Education (P-5)	82	Early Childhood Education (P-5)	39
Spanish (P-12)	60	Special Education General Curriculum (P-12) Consultative	168	Early Childhood Education (P-5)	1,141	Special Education General Curriculum (P-12) Consultative	32	Interrelated Special Education (P-12)	23
Spanish (6-12)	16	Early Childhood Education (P-5)	158	Special Education General Curriculum (P-12) Consultative	1,106	Special Education Adapted Curriculum (P-12) Consultative	19	Music (P-12)	20
ESOL Endorsement	14	Mathematics (6-12)	119	Gifted In-Field	774	Mathematics (6-12)	16	Middle Grades (4-8)	19
Drama (P-12)	10	Science (6-12)	85	Concentration - Social Science	723	Spanish (P-12)	13	Mathematics (6-12)	18
French (P-12)	10	Concentration - Mathematics	83	Concentration - Language Arts	630	Science (6-12)	12	Science (6-12)	16
Dance (P-12)	5	Concentration - Social Science	73	Concentration - Mathematics	412	Middle Grades (4-8)	11	English (6-12)	12
French (6-12)	5	Concentration - Language Arts	62	Concentration - Science	354	English (6-12)	6	Behavior Disorders (P-12)	10
ESOL (P-12)	3	Concentration - Science	56	English (6-12)	315	Concentration - Science	4	Art (P-12)	9
Music (P-12)	2	English (6-12)	53	Mathematics (6-12)	246	Concentration - Language Arts	3	Concentration - Language Arts	9
Educational Leadership (P-12)	1	Interrelated Special Education (P-12)	40	Interrelated Special Education (P-12)	225	ESOL (P-12)	3	Concentration - Social Science	9
German (6-12)	1	Social Science (6-12)	39	Social Science (6-12)	180	Spanish (6-12)	3	Concentration - Science	7
German (P-12)	1	Business Education (6-12)	32	Health & Physical Education (P-12)	153	Concentration - Social Science	2	History (6-12)	7
Gifted (P-12)	1	Spanish (P-12)	13	Science (6-12)	152	Social Science (6-12)	2	Spanish (P-12)	6
Japanese (P-12)	1	Health & Physical Education (P-12)	11	Music (P-12)	115	Biology (6-12)	1	Biology (6-12)	5
Latin (6-12)	1	Biology (6-12)	10	Special Education	112	Concentration - Mathematics	1	Health & Physical	5

Permit		Intern		Non-Renewable		Exchange		Waivers	
Subject	#	Subject	#	Subject	#	Subject	#	Subject	#
				Behavior Disorders (P-12) Consultative				Education (P-12)	
Mathematics (6-12)	1	Sp Ed Adapted Curriculum (P-12) Consultative	10	Special Education Adapted Curriculum (P-12) Consultative	108	French (P-12)	1	Media Specialist (P-12)	5
Russian (P-12)	1	Technology Education (6-12)	8	ESOL Endorsement	104	Gifted In-Field	1	Mental Retardation (P-12)	5
Science (6-12)	1	Art (P-12)	7	Business Education (6-12)	101	History (6-12)	1	School Counseling (P-12)	5
Technology Education (6-12)	1	Concentration - Reading	7	Biology (6-12)	93	Interrelated Special Education (P-12)	1	Concentration - Mathematics	4
		Spanish (6-12)	7	Spanish (P-12)	90	Speech & Language Pathology (P-12)	1	Social Science (6-12)	4
		Family And Consumer Sciences Education (6-12)	6	Educational Leadership (P-12)	89			Business Education (6-12)	3
		Music (P-12)	6	School Counseling (P-12)	74			Spanish (6-12)	3
		Special Education Behavior Disorders (P-12) Consultative	4	Art (P-12)	72			Agricultural Education (6-12)	2
		Special Education Learning Disabilities (P-12) Consultative	4	Concentration - Reading	69			ESOL Endorsement	2
Appendix C. Teacher & Non-Teacher Counts by Type of Certificate (Permit, Intern, Non-Renewable, Exchange and Waiver certificates), FY05									
		History (6-12)	3	Media Specialist (P-12)	63			Family And Consumer Sciences Education (6-12)	2
		Physics (6-12)	3	Special Education Learning Disabilities (P-12) Consultative	62			Gifted In-Field	2
		Chemistry (6-12)	2	Speech & Language Pathology (P-12)	56			Chemistry (6-12)	1
		French (6-12)	1	Family And Consumer Sciences Education	47			Construction Cluster	1

Permit		Intern		Non-Renewable		Exchange		Waivers	
Subject	#	Subject	#	Subject	#	Subject	#	Subject	#
				(6-12)					
		French (P-12)	1	Mental Retardation (P-12)	45			Cosmetology	1
		German (6-12)	1	Spanish (6-12)	35			Health Occupations Cluster	1
		German (P-12)	1	Technology Education (6-12)	32			HSTE - Laboratory Technologist	1
		Latin (6-12)	1	History (6-12)	29			Mass Communications Cluster	1
		Latin (P-12)	1	HSTE - Registered Nurse	26			Orthopedically Impaired (P-12)	1
		Mental Retardation (P-12)	1	Learning Disabilities (P-12)	24			Preschool Special Education	1
		Special Education General Curriculum/Early Childhood Education (P-5) Consultative	1	School Psychology (P-12)	24			School Social Work (P-12)	1
				Chemistry (6-12)	23			Special Education Adapted Curriculum (P-12) Consultative	1
				ESOL (P-12)	23			Technology Education (6-12)	1
				Reading (P-12)	22			Transportation Cluster	1
				French (P-12)	21				
				Drama (P-12)	20				
				Behavior Disorders (P-12)	19				
				Special Education General Curriculum/Early Childhood Education	19				

Appendix C. Teacher & Non-Teacher Counts by Type of Certificate (Permit, Intern, Non-Renewable, Exchange and Waiver certificates), FY05

Permit		Intern		Non-Renewable		Exchange		Waivers	
Subject	#	Subject	#	Subject	#	Subject	#	Subject	#
				(P-5) Consultative					
				School Social Work (P-12)	15				
				Automotive Service Technology	14				
				Agricultural Education (6-12)	12				
				Health (P-12)	12				
				Special Education Physical & Health Disabilities (P-12) Consultative	12				
				Special Education Deaf Education (P-12) Consultative	11				
				Special Education Visual Impairment (P-12) Consultative	11				
				French (6-12)	10				
				Hearing Impaired (P-12)	10				
				Physics (6-12)	9				
				Public Safety	9				
				Earth/Space Science (6-12)	8				
				Latin (6-12)	8				
				Special Education Preschool (Ages 3-5) Endorsement	8				
				Construction Cluster	7				
				Marketing Education (6-12)	7				
				Construction	6				

Appendix C. Teacher & Non-Teacher Counts by Type of Certificate (Permit, Intern, Non-Renewable, Exchange and Waiver certificates), FY05

Permit		Intern		Non-Renewable		Exchange		Waivers	
Subject	#	Subject	#	Subject	#	Subject	#	Subject	#
				Political Science (6-12)	6				
				Safety And Driver Education	6				
				School Nutrition Director (P-12)	6				
				JROTC	6				
				Auto Mechanics	5				
				Broadcast And Video Production	5				
				Graphic Communication	5				
				Professional Foods	5				
				Reading Endorsement	5				
				Speech (6-12)	5				
				C. V. A. E.	4				
				Cosmetology	4				
				Dance (P-12)	4				
				Data Collection	4				
				Engineering Drawing And Design	4				
				Geography (6-12)	4				
				Gifted (P-12)	4				
				Related Vocational Instruction	4				
				Teacher Support Specialist	4				
				Diversified Cooperative Training	3				
				Instructional Supervision	3				
				Interrelated/Special Education – Early Childhood Education	3				

Teacher Counts by Type of Certificate (Permit, Intern, Non-Renewable, Exchange and Waiver certificates), FY05

Permit		Intern		Non-Renewable		Exchange		Waivers	
Subject	#	Subject	#	Subject	#	Subject	#	Subject	#
				(P-5)					
				Preschool Special Education	3				
				Director: Special Education	2				
				Economics (6-12)	2				
				Graphic Arts	2				
				IT / Information Services And Support	2				
				Latin (P-12)	2				
				Orthopedically Impaired (P-12)	2				
				Sheet Metal	2				
				Audiology (P-12)	1				
				Aviation Maintenance	1				
Teacher Counts by Type of Certificate (Permit, Intern, Non-Renewable, Exchange and Waiver certificates), FY05									
				Birth To Five Endorsement	1				
				Career Exploration (PECE)	1				
				Collision Repair	1				
				Commercial Art Technology	1				
				Director: Vocational Education	1				
				Elementary Grades (P-8)	1				
				German (P-12)	1				
				HSTE - Emergency Medical Technician	1				
				Machine Shop	1				
				Mass Communications Cluster	1				

Permit		Intern		Non-Renewable		Exchange		Waivers	
Subject	#	Subject	#	Subject	#	Subject	#	Subject	#
				Middle Grades Endorsement	1				
				Trade & Industrial Education (6-12)	1				
				Welding Technology	1				
Total	437	Total	1,284	TOTAL	9,473	Total	215	Total	263

APPENDIX D

FY05 ADMINISTRATIVE AND STUDENT SERVICES PERSONNEL DEMOGRAPHY AND DISTRIBUTION

Table D4.1: Administrative Personnel in Georgia by Certification Code, FY05

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)	2,661	216	10	195	50	454	1	424	18	2,043	14	156	167	23	122	6,554
Permit (P)	0	1	0	0	0	3	0	0	0	0	0	0	2	0	0	6
Service (S)	16	2	0	1	0	30	0	189	2	9	0	2	0	6	1	258
Teaching (T)	190	1	25	11	0	261	0	228	5	38	0	6	2	21	19	807
Provisional Leadership (BL)	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Provisional Service (BS)	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Provisional Teaching (BT)	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	3
Conditional Leadership (CL)	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Life Leadership (DL)	6	8	0	3	2	14	0	14	1	11	2	3	8	0	2	74
Life Service (DS)	1	0	0	0	0	1	0	1	0	0	0	1	0	0	0	4
Life Teaching (DT)	1	1	2	0	0	8	0	10	1	2	0	1	0	1	0	27
Nonrenewable Leadership (NL)	21	2	0	0	0	2	0	6	0	10	0	1	1	0	1	44
Nonrenewable Service (NS)	0	0	0	0	0	1	0	7	0	0	0	0	0	0	0	8
Nonrenewable Teaching (NT)	2	0	1	0	0	4	0	3	0	0	0	0	0	0	0	10
Probationary Leadership (PAL)	3	1	0	0	0	2	0	1	0	2	0	0	0	0	0	9
Performance-based Leadership (PBL)	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2
Performance-based Teaching (PBT)	32	2	5	2	1	50	0	48	3	6	0	1	0	8	5	163
Probationary Teaching (WBT)	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total	2,936	234	43	212	53	830	1	938	30	2,125	16	171	180	60	150	7,979

Table D4.2. Administrative Personnel in Georgia by Age Group, FY05

Age Group	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	13	0	15	0	3	0	1	0	2	0	84
31-40	935	11	9	16	0	144	0	129	2	333	0	22	3	8	18	1,630
41-50	932	50	12	65	15	250	0	232	8	711	2	55	29	23	45	2,429
51-60	918	151	20	109	32	371	1	496	15	962	11	86	128	24	82	3,406
61 and higher	101	22	2	22	6	52	0	66	5	116	3	7	20	3	5	430
Total	2,936	234	43	212	53	830	1	938	30	2,125	16	171	180	60	150	7,979

Table D4.3. Administrative Personnel in Georgia by Experience Group, FY05

Experience Group	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
0-4	29	3	3	1	2	27	0	41	0	13	1	1	4	0	1	126
5-9	367	3	3	5	0	74	0	61	0	65	0	4	1	7	7	597
10-14	701	8	4	11	4	113	0	104	4	259	0	20	1	9	17	1,255
15-19	523	20	4	30	3	122	0	130	5	349	0	23	13	8	20	1,250
20-24	506	30	6	34	12	147	0	174	6	437	2	36	17	17	38	1,462
25-29	486	76	10	81	14	187	1	218	6	572	4	56	63	11	32	1,817
30 and above	324	94	13	50	18	160	0	210	9	430	9	31	81	8	35	1,472
Total	2,936	234	43	212	53	830	1	938	30	2,125	16	171	180	60	150	7,979

Table D4.4. Administrative Personnel in Georgia by RESA, FY05

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	112	18	3	9	5	49	0	43	1	127	1	8	12	1	11	400
Chattahoochee	99	13	2	9	1	22	0	29	2	100	1	8	15	3	8	312
Coastal Plains	88	8	3	9	3	19	0	36	3	57	1	11	11	4	5	258
First District	214	14	3	17	4	87	0	113	3	185	1	14	18	7	13	693
Griffin	173	14	2	10	4	48	0	25	1	115	1	8	8	5	5	419
Heart of Georgia	39	8	2	6	0	4	0	19	1	39	1	6	10	3	1	139
Metro	1,186	51	5	69	9	331	1	284	0	651	1	22	11	5	38	2,664
Middle Georgia	129	11	10	6	2	25	0	34	4	103	1	6	7	3	6	347
North Georgia	131	20	2	7	3	37	0	61	3	108	1	15	13	4	8	413
Northeast Georgia	115	9	1	7	4	16	0	45	0	84	1	8	7	3	5	305
Northwest Georgia	195	15	3	15	6	49	0	52	1	157	1	16	15	6	11	542
Oconee	33	5	0	5	0	9	0	13	1	30	1	5	7	3	3	115
Okefenokee	40	12	1	6	0	21	0	21	2	46	1	6	9	2	4	171
Pioneer	155	19	1	14	4	28	0	62	0	128	1	15	14	6	14	461
Southwest Georgia	114	9	3	14	5	38	0	52	8	103	1	17	16	5	11	396
West Georgia	113	8	2	9	3	47	0	49	0	92	1	6	7	0	7	344
Total	2,936	234	43	212	53	830	1	938	30	2,125	16	171	180	60	150	7,979

Table D4.5. Administrative Personnel in Georgia by School System, FY05

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	5	2	0	1	0	2	0	3	0	6	0	1	1	0	1	22
Atkinson	2	0	0	1	0	0	0	1	0	3	0	1	1	0	0	9
Atlanta City	79	0	0	3	0	132	0	90	0	95	0	1	1	1	1	403
Bacon	3	0	0	2	0	1	0	1	0	4	0	1	1	0	0	13
Baker	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	3
Baldwin	12	0	0	2	0	1	0	1	1	6	0	1	1	0	1	26
Banks	3	1	0	0	0	0	0	2	0	5	0	1	1	0	0	13
Barrow	17	2	0	0	0	1	0	7	1	15	0	1	1	0	1	46
Bartow	29	0	0	3	1	3	0	5	1	19	0	0	0	1	0	62
Ben Hill	6	0	0	1	0	1	0	4	1	4	0	1	1	1	0	20
Berrien	4	1	0	0	1	2	0	1	0	4	0	1	1	0	1	16
Bibb	33	2	1	1	0	8	0	13	0	42	0	1	1	0	3	105
Bleckley	3	0	1	0	0	0	0	2	0	4	0	1	1	0	0	12
Brantley	5	1	0	0	0	0	0	1	1	6	0	1	1	0	1	17
Bremen City	2	0	0	1	0	0	0	0	0	3	0	1	1	1	0	9
Brooks	5	0	0	1	0	5	0	1	0	4	0	1	1	0	0	18
Bryan	10	1	0	0	0	0	0	3	0	9	0	1	1	0	1	26
Buford City	6	1	1	0	0	1	0	0	0	4	0	1	1	0	0	15
Bulloch	19	1	0	1	1	0	0	5	0	15	0	0	1	1	1	45
Burke	11	2	1	2	0	3	0	1	0	6	0	1	1	0	0	28
Butts	4	2	0	0	0	3	0	1	0	5	0	1	1	1	1	19
Calhoun City	6	1	0	0	0	1	0	3	0	4	0	1	1	0	0	17
Calhoun	0	1	0	0	0	0	0	0	1	2	0	1	1	0	0	6
Camden	26	0	0	3	1	0	0	8	0	13	0	1	1	0	1	54
Candler	2	0	0	0	0	0	0	2	0	4	0	1	1	1	0	11
Carrollton City	8	1	1	1	0	4	0	4	0	4	0	1	1	0	1	26
Carroll	29	1	0	2	1	13	0	4	0	22	0	1	1	0	1	75
Cartersville City	7	0	0	1	0	0	0	2	0	4	0	1	1	0	0	16
Catoosa	19	0	0	1	0	2	0	3	0	14	0	1	1	0	2	43
Charlton	3	2	0	0	0	0	0	1	0	4	0	1	1	0	1	13
Chatham	66	4	1	0	0	38	0	38	0	52	0	1	1	1	3	205
Chattahoochee	1	1	0	0	0	0	0	1	0	2	0	0	1	0	0	6
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	51	4	0	1	2	6	0	16	0	34	0	2	1	0	0	117
Clarke	23	1	0	2	1	12	0	17	1	21	0	1	1	0	1	81
Clay	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	3
Clayton	76	8	2	13	2	13	0	21	0	55	0	6	1	1	11	209

Table D4.5. Administrative Personnel in Georgia by School System, FY05. 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
Clinch	2	1	0	0	0	0	0	0	0	3	0	1	2	0	0	9
Cobb	183	11	0	19	0	32	0	36	0	106	0	3	1	1	15	407
Coffee	8	3	0	2	0	14	0	5	0	11	0	0	1	0	1	45
Colquitt	15	1	1	1	1	0	0	5	1	13	0	1	1	1	1	42
Columbia	40	4	0	3	1	0	0	3	0	27	0	1	1	0	1	81
Commerce City	1	1	0	0	0	0	0	1	0	3	0	1	1	0	0	8
Cook	7	1	0	2	0	0	0	1	1	4	0	1	1	1	0	19
Coweta	43	2	0	2	0	0	0	9	0	27	0	1	1	0	1	86
Crawford	4	2	0	0	0	0	0	1	0	3	0	0	1	0	0	11
Crisp	10	2	1	1	0	0	0	4	1	6	0	1	1	0	0	27
Dade	5	1	0	0	0	0	0	1	0	4	0	1	1	0	1	14
Dalton	8	2	1	0	0	6	0	6	0	7	0	1	1	0	0	32
Dawson	5	0	0	1	1	2	0	2	0	6	0	1	1	0	1	20
Decatur	12	3	0	0	0	1	0	3	1	9	0	1	1	1	1	33
Decatur City	4	3	0	0	0	4	0	1	0	7	0	2	1	0	0	22
DeKalb	260	19	1	5	2	65	0	59	0	138	0	2	1	1	2	555
Dodge	7	0	1	0	0	0	0	4	0	4	0	0	1	0	0	17
Dooly	3	2	0	1	0	1	0	2	0	3	0	0	1	0	0	13
Doughty	29	1	1	1	1	11	0	13	1	27	0	3	1	0	4	93
Douglas	35	2	0	3	0	11	0	17	0	31	0	1	1	1	4	106
Dublin City	7	1	0	1	0	0	0	2	0	5	0	1	1	1	0	19
Early	6	0	0	0	0	4	0	1	1	3	0	1	1	1	0	18
Echols	2	0	0	1	0	0	0	1	0	1	0	0	1	0	0	6
Effingham	13	1	0	1	1	13	0	8	1	12	0	1	1	0	1	53
Elbert	4	1	1	0	0	1	0	4	0	8	0	2	1	1	1	24
Emanuel	6	1	1	0	0	0	0	5	1	8	0	1	1	1	1	26
Evans	5	0	0	1	1	3	0	6	0	5	0	1	1	0	0	15
Fannin	7	1	0	2	0	0	0	2	0	5	0	1	1	1	0	20
Fayette	45	3	0	1	1	10	0	4	0	28	0	1	1	0	1	95
Floyd	30	5	0	3	0	0	0	4	0	20	0	2	1	1	2	68
Forsyth	46	2	0	2	1	12	0	12	0	24	0	1	1	2	1	104
Franklin	7	1	1	1	0	2	0	2	0	5	0	1	1	0	1	22
Fulton	153	2	0	13	3	13	1	23	0	84	0	3	1	0	1	297
Gainesville City	5	2	0	1	0	3	0	5	0	7	0	1	1	0	0	25
Gilmer	7	0	0	1	0	0	0	3	0	6	0	1	1	0	0	19
Glascoc	0	1	0	1	0	0	0	0	0	1	0	0	1	0	0	4
Glynn	13	2	1	0	0	3	0	5	1	17	0	1	1	0	1	45
Gordon	7	1	0	0	1	7	0	5	0	9	0	2	1	1	1	35
Grady	7	0	0	3	0	7	0	3	0	8	0	2	1	0	1	32

Table D4.5. Administrative Personnel in Georgia by School System, FY05. 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
Greene	5	1	0	0	0	2	0	3	1	5	0	1	1	0	0	19
Gwinnett	346	1	1	13	2	37	0	17	0	103	0	2	1	0	2	525
Habersham	8	0	0	3	1	0	0	3	0	12	0	1	1	1	1	31
Hall	44	4	0	1	0	4	0	16	0	32	0	2	1	0	5	109
Hancock	0	1	0	1	0	0	0	1	0	5	0	0	1	0	1	10
Haralson	6	0	0	0	0	0	0	3	0	6	0	0	1	0	0	16
Harris	9	2	0	0	1	1	0	2	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	0	0	1	0	0	0	1	0	6	0	1	1	0	0	14
Henry	58	2	1	1	1	23	0	4	0	35	0	1	1	1	0	128
Houston	64	3	8	3	0	7	0	8	2	34	0	2	1	1	1	134
Irwin	5	2	0	0	0	1	0	3	1	4	0	1	1	0	0	18
Jackson	14	2	0	1	1	7	0	4	0	11	0	1	1	1	1	44
Jasper	2	0	0	1	0	2	0	2	0	4	0	1	1	1	0	14
Jeff Davis	3	0	1	1	0	3	0	3	0	4	0	1	1	1	0	18
Jefferson	8	0	0	0	0	2	0	5	0	7	0	1	1	0	0	24
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	1	0	0	0	1	0	2	0	3	0	1	1	1	0	12
Jones	10	0	0	2	1	0	0	1	1	7	0	1	1	1	1	26
KidPeace	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Lamar	4	0	0	1	1	0	0	1	0	4	0	0	1	1	0	13
Lanier	3	1	0	0	0	1	0	2	0	3	0	1	1	0	0	12
Laurens	9	3	0	1	0	0	0	1	0	9	0	1	1	1	1	27
Lee	2	0	0	0	0	2	0	3	0	7	0	1	1	0	0	28
Liberty	19	1	0	3	0	12	0	10	0	14	0	1	1	0	1	62
Lincoln	3	1	1	0	0	0	0	1	0	3	0	0	1	0	0	10
Long	4	0	0	1	0	0	0	2	0	3	0	1	1	0	0	12
Lowndes	17	1	1	2	0	0	0	9	0	10	0	1	1	2	1	45
Lumpkin	8	0	0	0	1	1	0	2	0	6	0	1	1	0	1	21
Macon	7	2	0	0	0	0	0	3	0	3	0	1	1	0	0	17
Madison	10	2	1	2	0	0	0	1	0	7	0	1	1	0	1	26
Marietta City	18	2	0	0	0	6	0	3	0	10	0	0	1	0	0	40
Marion	3	0	0	0	0	0	0	1	0	3	0	1	1	1	0	10
McDuffie	6	3	0	0	0	0	0	2	0	7	0	1	1	0	1	21
McIntosh	2	0	0	2	0	0	0	1	0	4	0	0	1	0	0	10
Meriwether	8	1	0	1	0	8	0	4	0	7	0	1	1	0	0	31
Miller	0	0	0	1	0	0	0	1	0	3	0	1	1	0	0	7
Mitchell	4	0	0	1	1	0	0	2	0	5	0	1	1	1	0	16

Table D4.5. Administrative Personnel in Georgia by School System, FY05. 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	0	0	0	0	3	0	6	0	1	1	0	0	22
Montgomery	2	1	0	1	0	0	0	0	0	2	0	1	1	0	0	8
Morgan	7	1	0	0	0	2	0	2	0	4	0	1	1	1	0	19
Murray	11	2	0	1	0	1	0	3	0	8	0	1	1	0	1	29
Muscogee	51	3	0	4	0	1	0	14	1	56	0	1	1	0	7	139
Newton	24	3	0	4	0	0	0	4	0	18	0	1	1	1	1	57
Oconee	14	3	0	0	1	3	0	2	0	9	0	1	1	0	1	35
Oglethorpe	4	0	0	1	0	0	0	3	0	4	0	1	1	0	0	14
Paulding	44	3	1	2	2	33	0	5	0	24	0	1	1	0	3	119
Peach	7	1	1	0	1	2	0	3	1	7	0	1	1	1	0	26
Pelham City	3	0	0	1	0	0	0	4	0	3	0	1	1	0	0	13
Pickens	6	0	0	1	1	0	0	2	0	6	0	1	1	1	1	20
Pierce	6	2	0	1	0	3	0	2	1	4	0	0	1	1	0	21
Pike	6	1	1	2	0	0	0	1	0	4	0	1	1	0	0	17
Polk	8	0	0	1	0	0	0	1	0	11	0	2	1	0	0	24
Pulaski	3	1	0	1	0	0	0	1	1	3	0	0	1	0	0	11
Putnam	5	1	0	0	0	0	0	2	0	3	0	1	1	1	0	14
Quitman	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	3
Rabun	2	2	0	0	0	0	0	1	0	5	0	1	1	1	1	14
Randolph	4	0	0	1	0	7	0	1	0	3	0	1	1	0	0	18
RESA	0	0	0	2	0	84	0	82	0	0	15	1	0	2	4	190
Richmond	31	4	0	1	3	38	0	22	0	57	0	1	1	0	8	166
Rockdale	26	2	0	0	0	7	0	9	0	18	0	1	1	0	2	62
Rome City	7	2	2	0	1	0	0	3	0	11	0	1	1	0	0	28
Schley	2	1	0	0	0	0	0	0	0	2	0	1	1	0	0	7
Screven	8	1	0	0	0	0	0	3	0	3	0	0	1	0	1	17
Seminole	2	1	0	0	0	2	0	1	0	2	0	1	1	0	0	10
Social Circle City	4	3	0	0	0	0	0	2	0	4	0	1	1	0	0	15
Spalding	23	2	0	0	1	9	0	6	1	16	0	1	1	0	1	61
Stephens	7	3	0	1	0	0	0	2	0	6	0	1	1	0	1	22
Stewart	0	0	0	1	0	2	0	0	0	3	0	0	0	0	0	6
Sumter	14	0	1	0	1	2	0	1	0	9	0	1	2	1	0	32
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	4	1	0	1	0	0	0	3	0	8	0	1	1	1	0	20
Taylor	4	0	0	1	0	1	0	0	0	4	0	0	1	1	0	12
Telfair	3	0	0	1	0	0	0	1	0	3	0	1	1	0	0	10
Terrell	5	0	0	1	0	2	0	1	0	3	0	1	1	0	1	15
Thomas	9	0	1	1	1	0	0	8	2	5	0	1	1	1	0	30

Table D4.5. Administrative Personnel in Georgia by School System, FY05. 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	4	0	0	1	1	0	0	5	1	5	0	1	1	0	1	20
Tift	20	0	1	0	1	3	0	5	0	11	0	2	1	0	1	45
Toombs	7	0	0	1	0	0	0	2	0	5	0	1	1	0	1	18
Towns	0	0	0	0	0	0	0	0	0	4	0	1	1	1	0	7
Treutlen	1	1	0	0	0	0	0	1	0	2	0	0	1	0	0	6
Trion City	2	0	0	1	0	0	0	1	0	3	0	0	1	0	0	8
Troup	12	1	1	2	1	13	0	18	0	19	0	1	1	0	3	72
Turner	3	0	0	1	0	0	0	3	0	3	0	1	1	0	0	12
Twiggs	2	1	0	0	0	1	0	3	0	4	0	0	1	0	0	12
Union	5	2	0	0	0	0	0	2	0	4	0	0	1	0	1	15
Upton	9	1	0	1	0	1	0	1	0	5	0	2	1	1	1	23
Valdosta City	16	2	1	1	1	3	0	4	0	9	0	1	1	0	1	40
Vidalia City	4	0	0	1	0	0	0	3	0	4	0	0	1	0	1	14
Walker	17	0	0	1	1	0	0	5	0	15	0	1	1	1	1	43
Walton	25	2	0	1	0	1	0	11	0	14	0	1	1	1	1	58
Ware	11	3	1	0	0	0	0	7	0	11	0	1	1	1	1	37
Warren	2	2	0	0	0	0	0	1	0	3	0	1	1	0	0	10
Washington	9	2	0	0	0	1	0	2	0	6	1	0	1	0	1	23
Wayne	6	0	0	0	0	4	0	2	0	9	0	1	1	1	0	24
Webster	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	2
Wheeler	2	0	0	1	0	0	0	0	0	4	0	0	1	0	0	8
White	7	1	0	2	0	0	0	1	0	6	0	2	1	0	1	21
Whitfield	25	0	0	1	1	3	0	7	0	18	0	1	1	1	3	61
Wilcox	2	1	0	0	0	0	0	1	0	3	0	1	1	1	0	10
Wilkes	2	0	0	1	0	0	0	1	0	4	0	0	1	0	0	9
Wilkinson	3	0	0	1	0	0	0	1	0	3	0	1	1	0	0	10
Worth	6	0	0	2	0	0	0	2	0	7	0	0	1	0	1	19
TOTAL	2,936	234	43	212	53	830	1	938	30	2,125	16	171	180	60	150	7,979

Table D4.6. Administrative Personnel in Georgia by Ethnicity, FY05

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	3	0	2	0	1	1	0	1	0	0	13
Asian	3	0	0	1	0	1	0	0	0	1	0	0	0	1	0	7
Black	1,032	55	4	35	8	271	0	266	8	626	1	23	29	3	33	2,394
Hispanic	16	0	0	1	0	4	0	3	0	7	0	1	0	0	0	32
Multi-Racial	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	4
White	1878	178	39	175	45	551	1	667	22	1,489	14	147	150	56	117	5,529
Total	2,936	234	43	212	53	830	1	938	30	2,125	16	171	180	60	150	7,979

Table D4.7. Administrative Personnel in Georgia by Certification Level, FY05

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	2	0	0	0	0	0	0	0	2
Associates	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Bachelors	7	0	9	1	0	33	0	47	1	6	0	1	1	9	3	118
Masters	980	23	21	29	5	322	0	340	7	384	0	44	15	23	40	2,233
Specialist	1,637	121	13	122	33	363	1	424	20	1,266	8	97	85	26	84	4,300
Doctorate	312	90	0	60	15	112	0	123	2	469	8	29	79	2	23	1,324
Total	2,936	234	43	212	53	830	1	938	30	2,125	16	171	180	60	150	7,979

Table D4.8. Student Services Personnel in Georgia by Certification Code, FY05

Code	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Leadership (L)	9	8	5	18	289	5	10	4	348
Permit (P)	0	0	0	0	2	0	0	0	2
Service (S)	1,325	944	922	1,943	212	646	474	1406	7,872
Teaching (T)	53	38	34	109	789	10	15	12	1,060
Probationary Service (BS)	16	5	5	11	1	3	0	0	41
Probationary Teaching (BT)	2	0	0	1	3	1	1	1	9
Life Leadership (DL)	0	0	0	0	2	0	0	0	2
Life Service (DS)	8	26	10	19	2	1	8	3	77
Life Teaching (DT)	2	5	0	29	15	0	1	5	57
Intern (IT)	0	0	0	0	2	0	0	0	2
Nonrenewable Leadership (NL)	0	0	0	0	3	0	0	0	3
Nonrenewable Service (NS)	20	25	19	58	0	32	12	55	221
Nonrenewable Teaching (NT)	1	0	1	3	11	0	1	0	17
WS	1	0	2	1	0	0	0	0	4
Exchange (XT)	0	0	0	0	0	0	0	1	1
Probationary Service (PAS)	8	3	4	19	1	0	0	0	35
Probationary Teaching (PAT)	0	1	1	3	0	0	0	0	5
Performance- based Service (PBS)	2	0	0	1	9	1	0	108	121
Performance- based Teaching (PBT)	6	4	2	15	147	2	6	1	183
Waiver- Provisional Service (WBS)	1	1	0	2	0	0	1	0	5
Waiver- Provisional Teaching (WBT)	0	0	0	0	1	0	0	0	1
TOTAL	1,454	1,060	1005	2232	1,489	701	529	1,596	10,066

Table D4.9. Student Services Personnel in Georgia by Age Group, FY05

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 years	120	66	78	72	56	80	53	350	875
31-40 years	418	291	314	437	344	223	158	471	2,656
41-50 years	348	230	210	553	471	169	137	395	2,513
51-60 years	488	400	334	999	554	197	147	349	3,468
61 and Higher	80	73	69	171	64	32	34	31	554
Total	1,454	1,060	1,005	2,232	1,489	701	529	1,596	10,066

Table D4.10. Student Services Personnel in Georgia by Experience, FY05

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
0-4 years	249	156	183	216	129	174	129	423	1,659
5-9 years	292	201	210	326	209	153	102	423	1,916
10-14 years	249	159	156	376	267	88	94	223	1,612
15-19 years	203	124	130	350	255	89	85	191	1,427
20-24 years	177	145	117	372	271	100	43	179	1,404
25-29 years	181	152	131	392	254	68	53	121	1,352
30 and above	103	123	78	200	104	29	23	36	696
Total	1,454	1,060	1,005	2,232	1,489	701	529	1,596	10,066

Table D4.11. 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	74	61	43	132	82	34	26	51	503
Chattahoochee	57	54	31	98	56	29	11	51	387
Coastal Plains	37	30	18	57	38	18	20	69	287
First District	117	79	70	188	124	53	41	164	836
Griffin	81	67	57	132	70	41	26	117	591
Heart of Georgia	20	15	14	34	15	14	9	22	143
Metro	524	365	479	720	713	248	227	512	3,788
Middle Georgia	65	49	36	106	52	29	19	73	429
North Georgia	59	49	34	112	45	40	27	70	436
Northeast Georgia	68	43	30	93	62	31	16	71	414
Northwest Georgia	105	72	56	165	55	39	25	107	624
Oconee	15	13	10	27	9	9	8	9	100
Okefenokee	24	17	9	46	19	13	11	41	180
Pioneer	90	57	50	120	65	39	26	89	536
Southwest Georgia	60	43	36	107	46	31	22	85	430
West Georgia	58	46	32	95	38	33	15	65	382
Total	1,454	1,060	1,005	2,232	1,489	701	529	1,596	10,066

Table D4.12. Student Services Personnel in Georgia by System, FY05

	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	1	1	1	6	24
Atkinson	2	1	0	3	1	0	0	2	9
Atlanta City	49	35	34	92	54	25	36	48	373
Bacon	1	1	0	3	1	0	1	4	11
Baker	0	0	0	1	1	0	0	1	3
Baldwin	4	4	1	8	5	3	1	5	31
Banks	3	2	1	4	0	1	1	0	12
Barrow	11	7	4	15	5	5	2	12	61
Bartow	13	10	9	21	6	4	2	11	76
Ben Hill	4	2	2	4	1	1	1	3	18
Berrien	3	2	1	3	0	1	2	6	18
Bibb	29	20	12	42	15	11	16	31	176
Bleckley	2	1	1	4	3	1	0	2	14
Brantley	4	2	1	6	1	1	1	4	20
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	9	9	2	1	6	38
Buford City	2	2	1	4	0	1	1	3	14
Bulloch	9	7	3	18	4	5	1	7	54
Burke	4	4	4	6	0	2	0	3	23
Butts	3	2	2	5	0	2	1	6	21
Calhoun City	2	2	1	3	4	1	1	1	15
Calhoun	1	1	0	2	0	0	0	1	5
Camden	9	6	8	14	23	4	3	15	82
Candler	2	1	1	3	0	0	0	2	9
Carrollton City	3	3	2	3	1	2	1	5	20
Carroll	13	12	7	24	8	8	5	22	99
Cartersville City	4	3	2	5	1	2	2	1	20
Catoosa	11	6	6	18	0	5	3	1	50
Charlton	2	1	0	4	1	1	1	0	10
Chatham	40	23	22	52	43	14	16	49	259
Chattahoochee	1	1	0	1	1	0	0	0	4
Chattooga	2	2	1	7	1	1	1	6	21
Chickamauga City	1	1	1	2	0	0	1	0	6
Cherokee	35	18	12	36	21	16	2	39	179
Clarke	12	10	4	23	24	8	9	18	108
Clay	1	0	0	1	0	0	0	0	2
Clayton	48	36	29	62	65	18	18	31	307
Clinch	0	1	1	3	0	1	0	4	10
Cobb	139	78	57	121	241	42	36	185	899
Coffee	7	5	3	12	8	4	3	12	54
Colquitt	8	5	5	15	12	4	7	10	66

Table D4.12. Student Services Personnel in Georgia by System, FY05 . Continued

	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Columbia	22	17	12	30	13	8	3	18	123
Commerce City	1	1	1	3	2	0	0	0	8
Cook	2	2	1	4	0	1	1	7	18
Coweta	20	13	10	29	18	11	4	0	105
Crawford	2	1	1	3	0	0	0	1	8
Crisp	4	3	2	7	2	2	1	3	24
Dade	3	3	1	5	3	0	1	4	20
Dalton	5	4	3	9	4	2	2	7	36
Dawson	3	2	1	5	2	2	2	3	20
Decatur	6	4	2	10	3	3	2	4	34
Decatur City	3	2	2	5	2	2	1	6	23
DeKalb	114	91	66	156	137	44	38	83	729
Dodge	3	2	2	4	1	2	1	2	17
Dooly	2	1	0	3	1	0	1	2	10
Dougherty	16	13	10	30	7	11	4	21	112
Douglas	19	13	10	36	31	8	10	38	165
Dublin City	3	2	1	5	3	2	2	5	23
Early	3	2	2	4	1	0	1	4	17
Echols	0	1	0	1	2	0	0	1	5
Effingham	7	6	5	14	3	6	0	20	61
Elbert	0	2	2	8	1	2	1	2	18
Emanuel	3	3	1	7	2	3	1	4	24
Evans	2	1	1	3	2	2	1	3	15
Fannin	3	2	1	5	0	1	1	3	16
Fayette	19	23	14	34	12	8	3	32	145
Floyd	12	10	5	18	4	5	3	20	77
Forsyth	28	16	14	23	31	9	6	39	166
Franklin	3	2	2	5	2	2	1	1	18
Fulton	0	0	193	92	120	46	41	82	574
Gainesville City	5	3	2	5	2	1	2	4	24
Gilmer	3	2	2	6	0	1	0	3	17
Glascok	0	1	0	1	1	0	0	0	3
Glynn	10	7	9	17	12	6	5	18	84
Gordon	5	3	2	9	3	3	1	6	32
Grady	5	3	2	8	0	2	1	5	26
Greene	2	2	1	4	0	3	1	1	14
Gwinnett	129	89	77	121	40	46	29	4	535
Habersham	8	4	2	11	2	4	1	4	36
Hall	22	16	16	33	9	9	7	18	130
Hancock	3	1	2	2	0	0	2	0	10
Haralson	3	2	3	6	2	2	2	1	21
Harris	4	4	3	7	0	1	1	5	25
Hart	3	2	2	5	4	2	1	3	22

Table D-12. Student Services Personnel in Georgia by System, FY05 . Continued

	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Heard	2	1	1	4	2	0	0	3	13
Henry	28	20	20	39	40	15	11	43	216
Houston	24	19	15	38	23	12	1	26	158
Irwin	1	2	1	2	2	1	0	4	13
Jackson	4	4	4	11	3	3	2	9	40
Jasper	2	1	1	3	0	1	1	0	9
Jeff Davis	2	2	1	4	1	0	1	4	15
Jefferson	3	2	2	6	3	1	1	1	19
Jefferson City	1	1	2	3	0	1	0	2	10
Jenkins	2	1	1	2	1	1	1	1	10
Johnson	1	0	1	2	0	1	0	0	5
Jones	2	3	2	8	4	0	1	5	25
Lamar	3	1	1	4	0	1	1	2	13
Lanier	1	1	1	2	1	0	1	4	11
Laurens	6	4	3	9	3	2	2	7	36
Lee	4	4	3	8	1	2	1	6	29
Liberty	8	7	6	17	19	4	4	12	77
Lincoln	0	1	1	2	0	1	1	1	7
Long	1	1	1	2	1	0	0	2	8
Lowndes	8	8	4	13	14	4	8	16	75
Lumpkin	3	2	2	4	4	2	1	3	21
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	18	57
Marion	1	1	1	3	0	0	2	2	10
McDuffie	4	3	3	7	5	2	2	3	29
McIntosh	2	1	1	3	2	0	1	2	12
Meriwether	3	4	2	7	3	3	1	7	30
Miller	1	0	1	2	2	0	0	1	7
Mitchell	2	2	1	4	2	0	1	4	16
Monroe	3	3	2	5	1	1	0	6	21
Montgomery	1	0	2	2	1	0	1	1	8
Morgan	3	3	2	4	1	1	1	2	17
Murray	6	4	4	9	5	2	4	1	35
Muscogee	34	36	24	59	41	21	5	31	251
Newton	11	8	11	19	2	6	1	14	72
Oconee	5	6	3	10	2	3	3	6	38
Oglethorpe	2	2	1	4	0	1	1	3	14
Paulding	22	15	11	27	7	8	3	24	117
Peach	3	2	3	7	2	0	1	3	21
Pelham City	1	1	1	2	0	1	0	3	9
Pickens	5	3	1	6	7	2	1	5	30
Pierce	3	1	2	4	4	0	1	5	20

Table D4.12. Student Services Personnel in Georgia by System, FY05 - Continued

	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Pike	2	2	1	4	1	1	1	3	15
Polk	7	5	3	11	2	3	1	12	44
Pulaski	1	2	1	2	2	1	0	1	10
Putnam	2	3	1	3	2	1	1	1	14
Quitman	1	0	0	1	0	0	0	1	3
Rabun	2	2	1	5	1	1	1	3	16
Randolph	1	1	1	2	1	0	1	0	7
RESA	0	0	0	0	46	29	23	1	99
Richmond	33	27	18	66	51	16	17	17	245
Rockdale	11	13	7	20	21	7	5	14	98
Rome City	10	2	2	11	2	2	1	7	37
Schley	1	1	0	2	1	0	0	1	6
Screven	3	2	2	3	1	1	0	1	13
Seminole	2	1	1	2	1	0	0	4	11
Social Circle City	1	1	1	3	0	0	1	1	8
Spalding	12	8	5	20	7	6	7	13	78
Stephens	4	3	3	7	0	2	1	2	22
Stewart	1	1	0	2	1	0	0	1	6
Sumter	5	5	1	8	1	0	0	6	26
Talbot	0	1	0	1	3	0	0	0	5
Taliaferro	1	0	0	0	1	0	0	0	2
Tattnall	3	2	2	6	0	1	1	4	19
Taylor	2	1	1	3	2	0	0	2	11
Telfair	1	2	0	2	0	1	1	1	8
Terrell	1	1	1	3	0	1	1	3	11
Thomas	4	3	2	5	10	3	3	10	40
Thomasville City	2	2	1	5	5	2	0	5	22
Tift	8	4	2	13	2	4	4	10	47
Toombs	3	2	1	4	0	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	13	9	7	21	5	7	1	23	86
Turner	2	1	1	2	1	2	0	3	12
Twiggs	2	1	1	3	4	0	0	0	11
Union	2	0	1	5	1	0	0	2	11
Upton	3	3	3	7	6	2	1	4	29
Valdosta City	6	5	4	9	1	3	2	12	42
Vidalia City	2	2	1	4	0	1	0	2	12
Walker	8	6	7	18	11	0	3	11	64
Walton	12	7	7	15	3	8	2	7	61
Ware	5	5	2	11	1	5	3	10	42
Warren	0	1	0	2	0	0	0	1	4

Table D4.12. Student Services Personnel in Georgia by System, FY05. Continued

	Elementary Grades Counselor	High School Counselor	Middle Grades Counselor	Media Specialist	Other Student Services Personnel	School Psychologist	School Social Worker	Speech & Language Pathologist	Total
Washington	2	2	3	7	1	2	1	2	20
Wayne	5	3	2	8	2	2	1	7	30
Webster	1	0	0	1	0	0	0	0	2
Wheeler	1	0	2	2	0	1	0	1	7
White	3	2	2	6	1	2	1	6	23
Whitfield	11	10	7	22	24	6	6	13	99
Wilcox	1	1	1	2	0	1	0	1	7
Wilkes	2	1	1	3	1	0	0	2	10
Wilkinson	1	2	1	2	1	1	0	1	9
Worth	4	1	4	6	1	2	1	3	22
Total	1,454	1,060	1,005	2,232	1,489	701	529	1,596	10,066

Table D4.13. Administrative Personnel by Gender and RESA, FY05

RESA	Gender		Total
	F	M	
Central Savannah	263	137	400
Chattahoochee	178	134	312
Coastal Plains	153	105	258
First District	458	235	693
Griffin	244	175	419
Heart of Georgia	63	76	139
Metro	1,810	854	2,664
Middle Georgia	227	120	347
North Georgia	179	126	305
Northeast Georgia	252	161	413
Northwest Georgia	318	224	542
Oconee	74	41	115
Okefenokee	100	71	171
Pioneer	276	185	461
Southwest Georgia	235	161	396
West Georgia	208	136	344
Total	5,038	2,941	7,979

Table D4.14. Assistant Principals by Gender and RESA, FY05

RESA	Gender		Total
	F	M	
Central Savannah	67	45	112
Chattahoochee	55	44	99
Coastal Plains	55	33	88
First District	124	90	214
Griffin	91	82	173
Heart of Georgia	14	25	39
Metro	750	436	1186
Middle Georgia	83	46	129
North Georgia	68	47	115
Northeast Georgia	80	51	131
Northwest Georgia	107	88	195
Oconee	23	10	33
Okefenokee	18	22	40
Pioneer	95	60	155
Southwest Georgia	55	59	114
West Georgia	61	52	113
Total	1,746	1,190	2,936

Table D4.15. Assistant Superintendents by Gender and RESA, FY05

RESA	Gender		Total
	F	M	
Central Savannah	14	4	18
Chattahoochee	8	5	13
Coastal Plains	4	4	8
First District	8	6	14
Griffin	6	8	14
Heart of Georgia	1	7	8
Metro	32	19	51
Middle Georgia	5	6	11
North Georgia	5	4	9
Northeast Georgia	9	11	20
Northwest Georgia	8	7	15
Oconee	2	3	5
Okefenokee	4	8	12
Pioneer	8	11	19
Southwest Georgia	6	3	9
West Georgia	2	6	8
Total	122	112	234

Table D4.16. Athletic Directors by Gender and RESA, FY05

RESA	Gender		Total
	F	M	
Central Savannah	0	3	3
Chattahoochee	0	2	2
Coastal Plains	0	3	3
First District	1	2	3
Griffin	0	2	2
Heart of Georgia	0	2	2
Metro	0	5	5
Middle Georgia	1	9	10
North Georgia	0	1	1
Northeast Georgia	0	2	2
Northwest Georgia	0	3	3
Okefenokee	0	1	1
Pioneer	0	1	1
Southwest Georgia	0	3	3
West Georgia	0	2	2
Total	2	41	43

Table D4.17. Curriculum Directors by Gender and RESA, FY05

RESA	Gender		Total
	F	M	
Central Savannah	8	1	9
Chattahoochee	6	3	9
Coastal Plains	9	0	9
First District	13	4	17
Griffin	8	2	10
Heart of Georgia	4	2	6
Metro	47	22	69
Middle Georgia	4	2	6
North Georgia	5	2	7
Northeast Georgia	4	3	7
Northwest Georgia	11	4	15
Oconee	5	0	5
Okefenokee	6	0	6
Pioneer	13	1	14
Southwest Georgia	11	3	14
West Georgia	9	0	9
Total	163	49	212

Table D4.18. Human Resources Directors by Gender and RESA, FY05

RESA	Gender		Total
	F	M	
Central Savannah	4	1	5
Chattahoochee	0	1	1
Coastal Plains	2	1	3
First District	2	2	4
Griffin	2	2	4
Metro	2	7	9
Middle Georgia	2	0	2
North Georgia	1	3	4
Northeast Georgia	3	0	3
Northwest Georgia	3	3	6
Pioneer	2	2	4
Southwest Georgia	3	2	5
West Georgia	2	1	3
Total	28	25	53

Table D4.19. Instructional Supervisors by Gender and RESA, FY05

RESA	Gender		Total
	F	M	
Central Savannah	41	8	49
Chattahoochee	18	4	22
Coastal Plains	19	0	19
First District	84	3	87
Griffin	42	6	48
Heart of Georgia	3	1	4
Metro	269	62	331
Middle Georgia	22	3	25
North Georgia	15	1	16
Northeast Georgia	35	2	37
Northwest Georgia	46	3	49
Oconee	8	1	9
Okefenokee	17	4	21
Pioneer	22	6	28
Southwest Georgia	37	1	38
West Georgia	42	5	47
Total	720	110	830

Table D4.20. Kindergarten Directors by Gender and RESA, FY05

RESA	Gender		Total
	F	M	
Metro	1	0	1
Total	1	0	1

Table D4.21. Other Administrators by Gender and RESA, FY05

RESA	Gender		Total
	F	M	
Central Savannah	30	13	43
Chattahoochee	23	6	29
Coastal Plains	27	9	36
First District	87	26	113
Griffin	20	5	25
Heart of Georgia	14	5	19
Metro	223	61	284
Middle Georgia	27	7	34
North Georgia	30	15	45
Northeast Georgia	37	24	61
Northwest Georgia	37	15	52
Oconee	11	2	13
Okefenokee	19	2	21
Pioneer	47	15	62
Southwest Georgia	36	16	52
West Georgia	35	14	49
Total	703	235	938

Table D4.21. Pre-Kindergarten Directors by Gender and RESA, FY05

RESA	Gender		Total
	F	M	
Central Savannah	1	0	1
Chattahoochee	2	0	2
Coastal Plains	3	0	3
First District	3	0	3
Griffin	1	0	1
Heart of Georgia	1	0	1
Middle Georgia	4	0	4
Northeast Georgia	3	0	3
Northwest Georgia	1	0	1
Oconee	1	0	1
Okefenokee	2	0	2
Southwest Georgia	7	1	8
Total	29	1	30

Table D4.22. Principals by Gender and RESA, FY05

RESA	Gender		Total
	F	M	
Central Savannah	80	47	127
Chattahoochee	55	45	100
Coastal Plains	19	38	57
First District	107	78	185
Griffin	62	53	115
Heart of Georgia	15	24	39
Metro	439	212	651
Middle Georgia	66	37	103
North Georgia	42	42	84
Northeast Georgia	60	48	108
Northwest Georgia	77	80	157
Oconee	13	17	30
Okefenokee	23	23	46
Pioneer	66	62	128
Southwest Georgia	52	51	103
West Georgia	47	45	92
Total	1,223	902	2,125

Table D4.23. RESA Directors by Gender and RESA, FY05

RESA	Gender		Total
	F	M	
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	1	0	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	7	9	16

Table D4.24. Special Education Directors by Gender and RESA, FY05

RESA	Gender		Total
	F	M	
Central Savannah	8	0	8
Chattahoochee	5	3	8
Coastal Plains	11	0	11
First District	13	1	14
Griffin	6	2	8
Heart of Georgia	4	2	6
Metro	18	4	22
Middle Georgia	4	2	6
North Georgia	7	1	8
Northeast Georgia	12	3	15
Northwest Georgia	14	2	16
Oconee	5	0	5
Okefenokee	6	0	6
Pioneer	14	1	15
Southwest Georgia	15	2	17
West Georgia	6	0	6
Total	148	23	171

Table D4.25. Superintendents by Gender and RESA, FY05

RESA	Gender		Total
	F	M	
Central Savannah	2	10	12
Chattahoochee	1	14	15
Coastal Plains	2	9	11
First District	7	11	18
Griffin	1	7	8
Heart of Georgia	3	7	10
Metro	4	7	11
Middle Georgia	3	4	7
North Georgia	3	4	7
Northeast Georgia	2	11	13
Northwest Georgia	4	11	15
Oconee	4	3	7
Okefenokee	3	6	9
Pioneer	3	11	14
Southwest Georgia	4	12	16
West Georgia	2	5	7
Total	48	132	180

Table D4.26. Technology Directors by Gender and RESA, FY05

RESA	Gender		Total
	F	M	
Central Savannah	0	1	1
Chattahoochee	1	2	3
Coastal Plains	1	3	4
First District	5	2	7
Griffin	1	4	5
Heart of Georgia	2	1	3
Metro	3	2	5
Middle Georgia	2	1	3
North Georgia	2	1	3
Northeast Georgia	0	4	4
Northwest Georgia	3	3	6
Oconee	0	3	3
Okefenokee	0	2	2
Pioneer	0	6	6
Southwest Georgia	4	1	5
Total	24	36	60

Table D4.27. Vocational Education Directors by Gender and RESA, FY05

RESA	Gender		Total
	F	M	
Central Savannah	8	3	11
Chattahoochee	4	4	8
Coastal Plains	1	4	5
First District	3	10	13
Griffin	3	2	5
Heart of Georgia	1	0	1
Metro	21	17	38
Middle Georgia	3	3	6
North Georgia	1	4	5
Northeast Georgia	7	1	8
Northwest Georgia	6	5	11
Oconee	2	1	3
Okefenokee	1	3	4
Pioneer	6	8	14
Southwest Georgia	5	6	11
West Georgia	2	5	7
Total	74	76	150

Table D4.28. Student Services Personnel by Gender and RESA, FY05

RESA	Sex		Total
	F	M	
Central Savannah	439	64	503
Chattahoochee	345	42	387
Coastal Plains	257	30	287
First District	744	92	836
Griffin	529	62	591
Heart of Georgia	124	19	143
Metro	3,404	384	3,788
Middle Georgia	395	34	429
North Georgia	353	61	414
Northeast Georgia	375	61	436
Northwest Georgia	542	82	624
Oconee	92	8	100
Okefenokee	160	20	180
Pioneer	475	61	536
Southwest Georgia	389	41	430
West Georgia	345	37	382
Total	8,968	1,098	10,066

Table D4.29. Elementary Counselor by Gender and RESA, FY05

RESA	Sex		Total
	F	M	
Central Savannah	68	6	74
Chattahoochee	53	4	57
Coastal Plains	36	1	37
First District	112	5	117
Griffin	78	3	81
Heart of Georgia	19	1	20
Metro	481	43	524
Middle Georgia	61	4	65
North Georgia	60	8	68
Northeast Georgia	51	8	59
Northwest Georgia	94	11	105
Oconee	13	2	15
Okefenokee	21	3	24
Pioneer	84	6	90
Southwest Georgia	56	4	60
West Georgia	54	4	58
Total	1,341	113	1,454

Table D4.30. High School Counselor by Gender and RESA, FY05

RESA	Sex		Total
	F	M	
Central Savannah	43	18	61
Chattahoochee	44	10	54
Coastal Plains	26	4	30
First District	61	18	79
Griffin	54	13	67
Heart of Georgia	12	3	15
Metro	295	70	365
Middle Georgia	44	5	49
North Georgia	31	12	43
Northeast Georgia	36	13	49
Northwest Georgia	60	12	72
Oconee	10	3	13
Okefenokee	11	6	17
Pioneer	43	14	57
Southwest Georgia	38	5	43
West Georgia	39	7	46
Total	847	213	1,060

Table D4.31. Middle Grades Counselor by Gender and RESA, FY05

RESA	Sex		Total
	F	M	
Central Savannah	34	9	43
Chattahoochee	25	6	31
Coastal Plains	14	4	18
First District	58	12	70
Griffin	50	7	57
Heart of Georgia	12	2	14
Metro	410	69	479
Middle Georgia	35	1	36
North Georgia	23	7	30
Northeast Georgia	30	4	34
Northwest Georgia	46	10	56
Oconee	9	1	10
Okefenokee	8	1	9
Pioneer	44	6	50
Southwest Georgia	34	2	36
West Georgia	31	1	32
Total	863	142	1,005

Table D4.32. Media Specialists by Gender and RESA, FY05

RESA	Sex		Total
	F	M	
Central Savannah	125	7	132
Chattahoochee	95	3	98
Coastal Plains	55	2	57
First District	178	10	188
Griffin	124	8	132
Heart of Georgia	31	3	34
Metro	663	57	720
Middle Georgia	103	3	106
North Georgia	88	5	93
Northeast Georgia	108	4	112
Northwest Georgia	151	14	165
Oconee	27	0	27
Okefenokee	43	3	46
Pioneer	110	10	120
Southwest Georgia	102	5	107
West Georgia	82	13	95
Total	2,085	147	2,232

Table D4.33. Other Students Services Personnel by Gender and RESA, FY05

RESA	Sex		Total
	F	M	
Central Savannah	67	15	82
Chattahoochee	49	7	56
Coastal Plains	28	10	38
First District	102	22	124
Griffin	55	15	70
Heart of Georgia	8	7	15
Metro	657	56	713
Middle Georgia	46	6	52
North Georgia	46	16	62
Northeast Georgia	33	12	45
Northwest Georgia	46	9	55
Oconee	8	1	9
Okefenokee	16	3	19
Pioneer	52	13	65
Southwest Georgia	30	16	46
West Georgia	34	4	38
Total	1,277	212	1,489

Table D4.34. School Psychologist by Gender and RESA, FY05

RESA	Sex		Total
	F	M	
Central Savannah	29	5	34
Chattahoochee	22	7	29
Coastal Plains	13	5	18
First District	42	11	53
Griffin	36	5	41
Heart of Georgia	13	1	14
Metro	216	32	248
Middle Georgia	20	9	29
North Georgia	24	7	31
Northeast Georgia	29	11	40
Northwest Georgia	27	12	39
Oconee	9	0	9
Okefenokee	11	2	13
Pioneer	36	3	39
Southwest Georgia	26	5	31
West Georgia	27	6	33
Total	580	121	701

Table D4.35. School Social Worker by Gender and RESA, FY05

RESA	Sex		Total
	F	M	
Central Savannah	24	2	26
Chattahoochee	10	1	11
Coastal Plains	16	4	20
First District	32	9	41
Griffin	23	3	26
Heart of Georgia	7	2	9
Metro	183	44	227
Middle Georgia	15	4	19
North Georgia	10	6	16
Northeast Georgia	21	6	27
Northwest Georgia	15	10	25
Oconee	7	1	8
Okefenokee	9	2	11
Pioneer	22	4	26
Southwest Georgia	19	3	22
West Georgia	14	1	15
Total	427	102	529

Table D4.36. Speech & Language Pathologists by Gender and RESA, FY05

RESA	Sex		Total
	F	M	
Central Savannah	49	2	51
Chattahoochee	47	4	51
Coastal Plains	69	0	69
First District	159	5	164
Griffin	109	8	117
Heart of Georgia	22	0	22
Metro	499	13	512
Middle Georgia	71	2	73
North Georgia	71	0	71
Northeast Georgia	67	3	70
Northwest Georgia	103	4	107
Oconee	9	0	9
Okefenokee	41	0	41
Pioneer	84	5	89
Southwest Georgia	84	1	85
West Georgia	64	1	65
Total	1,548	48	1,596

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