



Educator Supply and Demand in Illinois

2005 Annual Report

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Illinois State Board of Education

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State Board of Education**

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FOREWORD

The Illinois State Board of Education respectfully submits this annual report to the Governor, the General Assembly, and institutions of higher education in fulfillment of the requirements of Section 2-3.11c of the School Code [105 ILCS 5/2-3.11c]. This report addresses the relative supply and demand for education staff in Illinois public schools.

Specifically, this report provides information on:

1. the relative supply and demand for teachers, administrators, and other certificated and non-certificated personnel by field, content area, and levels;
2. state and regional analyses of fields, content areas, and levels with an over/under supply of educators; and
3. projections of likely high/low demand for educators in a manner sufficient to advise the public, individuals, and institutions regarding career opportunities in education.

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Summary of Findings

The following is a summary of the findings from the 2005 annual report on educator supply and demand.

I. Relative Supply and Demand for Educators

Supply Indicators

Supply includes all educational personnel available to the schools, regardless of whether they are currently employed by schools or not. Indicators of supply include: (1) personnel retained from the previous year; (2) newly certificated personnel; (3) re-entering personnel, i.e., newly hired educators with prior experience; and (4) students in the pipeline, i.e., those currently enrolled in professional preparation programs and recent program completers.

(1) Retention rates remain high. The largest supply of educators is the previous year's workforce. In 2005, 93% of the previous year's workforce was retained in Illinois public schools (89% in the same position and 5% in a different position). For teachers, about 89% were retained in the same position and an additional 4% were retained in another position.

(2) There has been an increase in the number of certificates issued over the last five years. The second largest source of supply is newly certified or "first-time" teachers. Since 2000, new certificates issued to teachers have increased by 11% a year, on average. New certificates issued to school service personnel have increased 12% per year and those issued to administrators, 11%.

(3) The number of re-entries hired increased this year. The third major source of supply includes educators returning to the profession. Re-entries provide a good gauge of another facet of supply, the "reserve pool" which includes individuals who are credentialed, but not employed as educators. Between 1997 and 2001, the number of re-entries hired increased 67%, from a low of 3,172 to 5,301. For the last four years, however, the trend has been erratic, decreasing 30% in 2002, increasing 28% in 2003, decreasing 24% in 2004, and increasing by 7% this year.

(4) Students in the Pipeline. Between 1999 and 2002, the number of students completing an approved teacher education program increased 9% (from 10,876 to 13,934). Unfortunately, comparable data for education program enrollments and program completers was not collected in 2003 or 2004.

Demand Factors

Demand refers to the need for educational personnel to fill positions. Demand factors include: (1) changes in student enrollments; and (2) workforce growth.

(1) K-12 student enrollments are expected to continue growing at the secondary level and continue declining at the elementary level. Illinois public school enrollments have been increasing since 1990, and that overall trend is expected to continue through 2009. But all of the growth in the next few years will be at the secondary level. Elementary enrollments began declining in 2004 and will continue a downward trend for the next four years. Such a change will affect the relative demand for secondary and elementary teachers.

(2) The downstate teacher workforce has decreased for the last two years. In the ten years prior to the 2002 school year, the downstate teaching force increased by an average of 2.8%. Since then, the downstate teaching force has decreased over 2% or over 2000 teachers. Chicago has under-reported teachers in two of the last four years, so their trend cannot be determined.

II. Over/Under-Supply of Educators

Educator shortages were analyzed in three ways: (1) Over/under production of new educators; (2) Unfilled positions; and (3) District ratings of supply.

(1) Over/under production of new educators provides an indication of whether enough educators are produced by colleges and universities each year. For each subject area or position, the number of individuals receiving their first certificate in a given year is compared with the number of first-time educators hired the following year. Due to competition from private schools, industry, and other states, it is desirable to produce at least two people for every opening to ensure an adequate supply of quality applicants. The following were found for 2005:

- Areas/positions of **likely under-production** include: Special education teachers, speech/language pathologist, psychologist, physical education, bilingual and nurses.
- Areas/positions with the **greatest over-production** were: social science, health and language arts teachers.

(2) Unfilled positions were examined to see where regional shortages exist (i.e., where supply has not met local demand despite the relatively large number of teachers entering the workforce each year).

- **Illinois school districts reported 1,266 unfilled positions on October 1, 2004.** The areas or subjects with the greatest number of unfilled positions were:

Cross categorical	202
Specific learning disability	79
Reading specialist	72
Library/Media	70
Speech pathologist (non-teaching)	68

- **The number of unfilled positions has decreased significantly the last three years.** The number of unfilled positions peaked in 2001 at 2,637. Since then, the number has decreased to 1,266 or by 16% a year, on average.
- **The vast majority of unfilled positions were in the Chicago District 299 (59%).** Cook and the collar counties contained 25% of the unfilled positions while downstate only accounted for 16% of the total.

(3) District ratings of supply indicate over/under-supply from the local school district perspective. Overall, the number of districts reporting shortages increased slightly from last year.

- For the fourth straight year, special education, Spanish, and mathematics were at the top of the list in terms of both the number of districts reporting a shortage and the severity of the shortage reported. Of the special education categories, speech and language teachers remained in the number one spot in both severity and the number of districts reporting shortages. Speech Language Pathologist, a non-teaching position, debuted at number two in terms of severity and was fifth in the number of districts reporting shortages. Rank ordered by the number of districts reporting shortages, the twelve are:

	#-Districts with Shortages	Change from 2004
Special Ed - Speech & Lang. Impaired	333	1%
Speech/Lang. Pathologist (non-teaching)	292	n/a
Special Ed - Emotionally Disturbed (BD/SED)	315	7%
Special Ed - Cross Categorical	324	14%
Special Ed - Specific Learning Disability (LD)	304	8%
Foreign Language - Spanish	276	12%
Science - Physics	225	8%
Psychologist	229	10%
Special Ed - Other/General	244	26%
Mathematics	283	9%
Science - Chemistry	225	9%
Bilingual Education	195	12%

- In 2005, there were only four positions where districts reported more overages than shortages: Self-Contained Elementary, Social Science, Physical Education, and English Language Arts.

III. Projections of Likely High Demand

Projections of likely high demand areas were made in order to advise the public of future career opportunities in education. Through 2009, it is estimated that Illinois will need over 36,000 regular and 8,000 special education teachers. Historically, re-entries have filled just over 40% of teacher vacancies each year so Illinois districts will need to hire approximately 18,000 re-entries and 27,000 first-time teachers over the next four years. In that same time period, Illinois is expected to need about 3,000 administrators and 4,000 other certified staff.

In terms of the ***largest number needed***, the greatest needs through 2009 are:

(a) non-instructional staff

- Social worker; elementary principal and assistants; speech/language pathologist; and guidance counselor.

(b) teachers

- Self-contained elementary; special education; English language arts; mathematics; science; social science; and physical education.

In terms of the ***percent of the 2005 workforce***, the greatest needs through 2009 are:

(a) non-instructional staff

- Social worker; junior high principal and assistant; director and assistant; high school principal and assistant; and speech/language pathologist.

(b) teachers

- Bilingual; miscellaneous vocational; Spanish; health occupations; special education; alternative education; and agriculture.

I. Relative Supply and Demand for Educators

Supply Indicators

Supply, in its broadest sense, includes all educational personnel available to the schools, regardless of whether or not they are currently employed within the school system. This section provides information on various indicators of supply, including: (1) personnel retained from the previous year; (2) newly certified individuals; (3) re-entering personnel (i.e., newly hired educators who had prior experience); and (4) students in the pipeline (i.e., recent program completers).

Personnel Retained from the Previous Year

Historically, the largest supply of educators is the previous year's workforce. The total educator workforce includes teachers, administrators, school service personnel, and other certified staff. As shown in **Table 1**, 89% of the 2004 educational workforce was employed in the same position as they were the previous year. Another 5% were retained in Illinois public schools, but in a different position. Thus, 93% of all educators in Illinois were still in public education in 2004, which is virtually the same percentage retained in the last three years and is slightly up from the 91% reported in 2000.

Position	Total FT 2004	Retained in 2005			Retained in 2004		
		In Same Position	In Different Position	Total	In Same Position	In Different Position	Total
		Administrative	9,263	81%	11%	92%	66%
Instructional	122,040	89%	4%	93%	87%	6%	92%
Other Certified Staff	4,543	82%	11%	93%	48%	41%	89%
School Service Personnel	8,900	91%	3%	94%	91%	3%	93%
All Educators	144,746	89%	5%	93%	84%	8%	92%

Newly Certified Educators

The second largest source of supply is newly certified educators. In Illinois, the number of new certificates issued is counted annually according to the fiscal year (i.e., July 1 to June 30). In order to be considered as supply for the 2004-05 school year, teachers had to be certified in the previous fiscal year (i.e., July 2003 to June 2004).

Since fiscal year 2000, the total number of new instructional certificates issued increased by 11% a year, total school service personnel certificates have increased 12%, and total administrative certificates have increased 11% (see **Table 2**). During that same period, the number of substitute certificates issued has increased only 3% a year.

In the last five years, the number of new teaching certificates has increased by 11.4% (from 11,705 in 2000 to 19,411 in 2005), while the number of *individuals* receiving them has increased 10.8% (from 9,636 in 2000 to 15,926 in 2005).

The most significant change this year was the 38% increase in the number of type-10 Special Teaching certificates issued (from 1,640 in 2004 to 2,267 in 2005).

Type	2001	2002	2003	2004	2005	Average Change
4 Early Childhood	773	785	766	887	1,042	11%
9 Secondary	5,599	5,358	5,622	6,218	6,729	18%
10 Special Teaching	1,874	1,700	1,286	1,640	2,267	0%
Total Instructional	15,679	15,161	15,308	17,078	19,411	11%
73 School Service Personnel	784	865	967	1,185	1,204	11%
74 Provisional SSP	28	43	40	43	60	20%
Total SSP	812	908	1,007	1,228	1,264	12%
75 Administrative	1,536	1,628	1,745	2,236	2,280	11%
76 Provisional Admin.	11	16	17	21	32	24%
Total Administrative	1,547	1,644	1,762	2,257	2,312	11%
39 Substitute	12,528	17,726	17,540	14,582	12,630	3%

Provisional teaching certificates are issued to individuals that hold an equivalent certificate from another state but lack one or more of Illinois requirements (e.g., testing). An increase in the number of provisional certificates issued would indicate Illinois is attracting teachers from other states. In the past, when a provisional certificate was converted, the certificate number stayed the same and the provisional information was lost. Due to changes in certificate coding in 2005, the number of provisional certificates issued and the number converted into regular teaching certificates can now be tracked.

In 2005, over 2,200 provisional teaching certificates were issued (See **Table 3**). Of those, over 1,500 (or 69%) were converted into regular teaching instructional certificates and nearly 700 were still pending at the end of the fiscal year. Only 13 provisionals expired in fiscal year 2005.

Type	Certificate Status			Total Issued
	Converted to Regular	Still Pending	Expired	
5 Provisional Early Childhood	87	39	3	129
30 Provisional Elementary	635	266	3	904
31 Provisional High School	489	216	5	710
33 Provisional Special Teaching	312	164	2	478
Total Provisional	1,523	685	13	2,221

Re-entering Personnel

Educators returning to the profession are the third largest source of supply. In addition to being an important source of new hires, the number of re-entries is an important indicator of another facet of supply—namely, the reserve pool.

After increasing for four consecutive years, the number of educators returning to the workforce peaked in 2001 at nearly 6,000. Since then, the number has dropped to about 4,500, on average, for the last four years. While the vast majority of re-entries were teachers (nearly 4,000 a year), there

were also about 200 administrators and 400 other educators returning to Illinois public schools each year.

Although the overall trend in the number of re-entries hired has decreased overall, the number hired each year has seesawed dramatically. More specifically, in 2002, there was an unexpected decrease of over 30% (or 1,660) followed by a rebound in 2003 of 28% (or 1,169). In 2004, the number hired once again decreased, by 24% or (1,272) while this year there was a slight increase of 7% (or 303 educators). (See **Table 4.**)

Position	Total FT 2005	Re-entries		Change from 04
		N	%- FT	
Administrative	9,252	186	2%	2%
Instructional	128,497	3,678	3%	7%
Other Certified Staff	5,097	160	3%	47%
School Service Personnel	10,465	328	3%	3%
All Educators	153,311	4,352	3%	7%

Students in the Pipeline

Students currently enrolled in Illinois professional preparation programs are the best indicator of future supply. Tracking enrollment trends in both teacher preparation and alternative routes to certification, should indicate whether the educator supply is likely to increase or decrease in the next three to four years. Students who have recently completed an approved education program in Illinois (i.e., program completers) are the best indicator of the potential number of new teachers. Projections of the future supply could be improved by tracking how many program completers actually receive certification in Illinois and how many of them return to their home states.

Fifty-six institutions reported nearly 14,000 program completers in 2002, an 11% increase over the previous year. In 2002, most of the program categories increased moderately (5-9%) except Special Education and Administrative Programs both of which decreased 6%. Unfortunately, only 48 institutions reported data in 2003 and in 2004 only 43 of the 57 institutions reported, so the data are not comparable to previous years. As **Table 5** shows, the 43 institutions reported just over 10,000 program completers in 2004.

	1999	2000	2001	2002	2003*	2004**
Early Childhood	638	638	584	621	560	467
Elementary	3,953	3,715	4,243	4,453	4,218	3,312
Secondary Programs	2,228	2,882	2,506	2,719	2,363	2,361
K-12 Programs	854	788	948	1,065	1,075	932
Special Education Programs	1,495	1,322	1,889	1,770	963	666
School Service Personnel	528	677	508	555	843	553
Administrative Programs	1,180	1,179	1,760	1,659	1,607	898
Alternative Certification	0	0	66	1,092	214	106
Other	0	0	0	0	251	759
Total:	10,876	11,201	12,504	13,934	12,094	10,054

*Only 48 of 56 Institutions reported program completers in 2003.
 **Only 43 of 57 Institutions reported program completers in 2004.

Demand Factors

Demand refers to the need for educational personnel to fill positions. This section presents information on the various factors of demand, including: (1) changes in student enrollments; (2) workforce growth; (3) retirement projections; and (4) attrition rates (i.e., the rate at which educators leave the profession).

Data in this section were obtained from two sources: the 2004 Public School Enrollment Projection Report, and the 2004-05 Teacher Service Record (TSR). The TSR contains employment data on all certified Illinois public school personnel and is collected each fall by the Illinois State Board of Education. In 2002, Chicago District 299 filed in the same format as the rest of the state for the first time. As a result, thousands of positions and assignments in Chicago changed codes. In 2004, dozens of TSR position and assignment codes changed for the whole state. Thus, the reader must use extreme care in interpreting trends based on TSR staffing data from the last three years.

The most current file that could be used for this study contains data from the 2004-05 school year. Where abbreviated, data from 2003-04 are referred to as “2004” and data from the 2004-05 school year are referred to as “2005.” For comparative purposes, 2005 is considered the “current year” and 2004, the previous year.

Changes in Student Enrollments

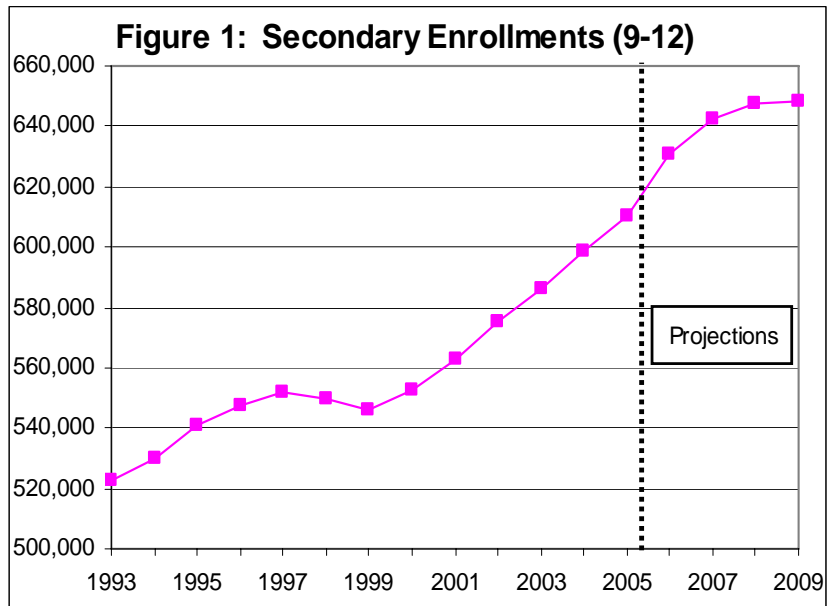
At the aggregate level, there is a direct relationship between student enrollment and demand for educators. Illinois public school enrollments have been increasing since school year 1990, and that trend is expected to continue through school year 2009 (Illinois State Board of Education, 2004). All of the growth, however, will be at the secondary level, which will increase the demand for high school teachers.

Total Illinois public school enrollment for school year 2005 was 2,023,595, an increase of only 2,656 students, or 0.1% over the previous year (see **Table 6**). In the five years prior to 2003, total enrollments increased nearly 1% or about 17,000 students per year. Since then, elementary enrollments have decreased by nearly 10,000 while secondary enrollments have increased by 35,000. Secondary enrollments are expected to increase substantially over the next four years while elementary enrollments are expected to decline. It is predicted that by the year 2009, secondary enrollments will increase by over 38,000 students (6%) while elementary enrollments will decrease by nearly 16,000 students (-1%).

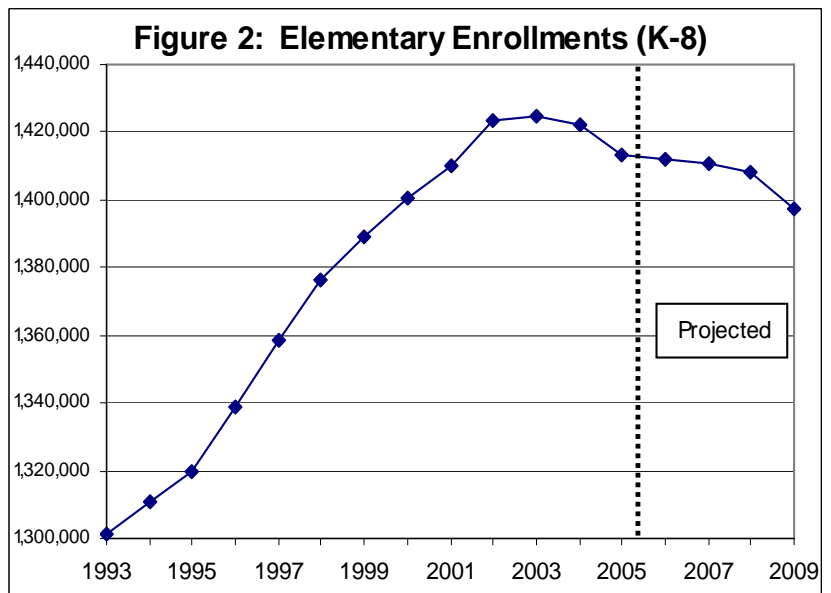
	2004	2005	Annual Change		2009		
			n	%	Projected Enrollment	Change from 2005	
					n	%	
Elementary	1,422,534	1,413,248	(9,286)	-0.7%	1,397,126	(16,122)	-1%
Secondary	598,405	610,347	11,942	2.0%	648,555	38,208	6%
TOTAL	2,020,939	2,023,595	2,656	0.1%	2,045,681	22,086	1%

As can be seen in **Figures 1 and 2**, it is expected that secondary enrollments will continue to increase through 2009, while elementary enrollments, which peaked in 2003, will continue to decline for the next four years.

Secondary enrollments for 2003-04 were 610,347, an increase of nearly 12,000 students or 2% over last year (see **Figure 1**). In the last five years, secondary enrollments have increased by nearly 58,000 students, or an average of 2% a year. Prior to 1999-00, however, the five-year average growth rate was only 0.4%, and enrollments decreased in two of those years (1997-98 and 1998-99). Over the next four years, secondary enrollments are expected to continue growing at an average of 1.5% a year, peaking at over 648,000 in 2009. This represents an increase of 6.3% or 38,000 students over the 2005 enrollments.



As **Figure 2** shows, elementary enrollments peaked in 2003 at about 1,425,000 capping a 15 year growth trend. Last year, K-8 enrollments decreased by about 2,500 students, and this year they decreased by over 9,000 (-.6%). The downward trend is expected to continue for the next four years, with K-8 enrollments declining about 4,000 students a year. The decrease in elementary enrollments is believed to be due to the decrease in the number of live births, which peaked in 1990 at 195,499, and declined each of the next seven years to a low in 1997 of 180,649 (an 8% decrease).



Statewide enrollment patterns indicate that either class size or demand for teachers will increase at the secondary level. Conversely, at the elementary level, demand for teachers or class size is likely to decrease slightly.

Workforce Growth

Total Educator Workforce

Since 1991, the educational workforce has increased in response to growth in student enrollments and increases in educational spending. Prior to 2002, the teacher workforce increased, on average, by over 2,500 teachers a year (or 2.1%), while the administrator workforce grew by 3.7%, or over 300 administrators a year. However, in 2002, there was virtually no growth in the educator workforce. The total educator workforce remained under 150,000 which was virtually the same size as the previous year. That plateau appears to be an anomaly because in 2003, the total full-time educator workforce increased by 2.5% (or nearly 3,700), to a historical high of nearly 153,000 full-time staff.

It was expected that the growth trend would continue in 2004, albeit at a much slower pace due to shrinking district budgets. Instead, the total educator workforce decreased by over 5%, largely due to a decrease in the teacher workforce. However, in 2004 the Teacher Service Record underwent an extensive revision of its position and assignment codes. More specifically, 16 of the old position codes (40%) were eliminated and nine new codes were added. Some of the positions eliminated were subsumed, in whole or in part, by the new categories. As a result, the 2004 data are not comparable to previous years and are not included in trend analyses

As shown in Table 7, the total educator workforce in 2005 was 153,311, an increase of nearly 6% (or 8,565 educators) over last year. The largest increases were in the categories of Teachers (5.3%) and School Service Personnel (17.6%). Rather than representing actual growth, however, these changes are the lingering result of the coding changes in the TSR last year.

	Change From 2004		
	2005 FT	N	%
Administrators	9,252	-11	-0.1%
Teachers	128,497	6,457	5.3%
School Service Personnel	10,465	1,565	17.6%
Other Certified Staff	5,097	554	12.2%
Total Workforce	153,311	8,565	5.9%

Changes in the teacher and administrator categories are discussed below.

Administrator Workforce Growth

The total number of full-time administrators employed in Illinois public schools for school year 2005 was 9,252, a decrease of 11 administrators (or, -0.1%) over last year's total (see **Table 8**). While the number of full-time administrators decreased slightly for the second year in a row downstate, the administrator force in Chicago increased by 1% this year.

As stated above, it is hard to interpret these numbers due to changes in the data collection methodology. In 2002, Chicago's administrative force nearly doubled due to their reclassification of positions rather than an increase in the actual number of administrators employed. Some 600 teachers were reclassified in 2002 as assistant principals, administrative assistants, and assistant directors. Then in 2004, there were major changes in the position codes for the entire state. Due to these anomalies, it will be a number of years before a stable trend can be determined.

	State		Downstate		Chicago	
	FT	Change	FT	Change	FT	Change
1996-97	7,705					
1997-98	7,872	2.2%	6,936		936	
1998-99	8,100	2.9%	7,113	2.6%	987	5.4%
1999-00	8,315	2.7%	7,299	2.6%	1,016	2.9%
2000-01	8,551	2.8%	7,492	2.6%	1,059	4.2%
2001-02*	9,411	10.1%	7,569	1.0%	1,842	73.9%
2002-03	9,438	0.3%	7,656	1.1%	1,782	-3.3%
2003-04**	9,263	-1.9%	7,647	-0.1%	1,616	-9.3%
2004-05	9,252	-0.1%	7,618	-0.4%	1,634	1.1%

*Chicago used TSR codes for the first time and under-reported teachers.
**TSR assignment and position codes changed significantly as did Chicago's definition for *full-time teacher*.

Teacher Workforce Growth

In the ten years prior to 2002, the total number of full-time teachers in Illinois increased an average of 1.9% a year. In that time, the full-time teaching force grew from 105,993 in 1990-91, to 127,323 in 2001, and it increased every year except school year 1994, when the total employed dropped about 550 due to a decrease in Chicago of more than 1,500 teachers.

In the five years prior to 2002, the increase was even more dramatic—the workforce increased by an average rate of 2.4%, or about 3,000 teachers a year. In that time, the downstate teaching force increased an average of 2.8% while Chicago's force grew about 1% a year. Then in 2004, after 15 years of steady growth, the downstate teaching force decreased nearly 2% or just over 2,000 teachers. This year the downstate teaching force decreased, but only by 200 teachers (see **Table 9**).

	State		Downstate		Chicago	
	Total-FT	Growth	Total-FT	Growth	Total-FT	Growth
1988-89	102,542		80,696		21,846	
1989-90	103,577	1.0%	81,240	0.7%	22,337	2.2%
1990-91	105,993	2.3%	83,234	2.5%	22,759	1.9%
1991-92	107,482	1.4%	84,837	1.9%	22,645	-0.5%
1992-93	108,670	1.1%	85,208	0.4%	23,462	3.6%
1993-94	108,118	-0.5%	86,220	1.2%	21,898	-6.7%
1994-95	110,104	1.8%	87,592	1.6%	22,512	2.8%
1995-96	112,853	2.5%	89,820	2.5%	23,033	2.3%
1996-97	115,644	2.5%	92,121	2.6%	23,523	2.1%
1997-98	118,091	2.1%	94,622	2.7%	23,469	-0.2%
1998-99	121,179	2.6%	97,540	3.1%	23,639	0.7%
1999-00	124,279	2.6%	100,711	3.3%	23,568	-0.3%
2000-01	127,323	2.4%	103,247	2.5%	24,076	2.2%
2001-02*	127,408	0.1%	105,190	1.9%	22,218	-7.7%
2002-03	130,773	2.6%	106,189	0.9%	24,584	10.6%
2003-04**	122,040	-6.7%	104,148	-1.9%	17,892	-27.2%
2004-05	128,497	5.3%	103,953	-0.2%	24,544	37.2%

*Chicago used TSR codes for the first time and under-reported teachers.
**TSR assignment and position codes changed significantly as did Chicago's definition for *full-time teacher*.

It is apparent from the large swings in the Chicago numbers, that District 299 under-reported the

number of teachers in both 2002 and 2004. Even with these large errors, the Chicago teaching force has increased by an average of 2% over the last ten years, and in the same time period, the downstate teaching force increased by 1.7%.

If you look at just the last five years, the difference between the two trends is more pronounced. Since the 2000 school year, the number of Chicago teachers has increased 3% a year, while downstate teachers have increased by less than 1% (i.e., 0.6%)

II. Over/Under Supply of Educators

This chapter presents information on the relative over- and under-supply of teachers and administrators in Illinois. The first section provides data on areas in which institutions may be producing too many or too few educators. In the second section, the unfilled position data are used to identify regional shortages, i.e., where supply has not met local demand. The third section presents district ratings of the supply of applicants for their vacancies.

Over/Under Production of New Educators

In order to be able to say whether there is an over- or under-supply of educators, it is necessary to first determine whether or not enough educators are being produced each year. While an under-supply would definitely indicate an area of educator shortage, the converse is not necessarily true. For example, while there is an abundance of Administrative and Guidance Counselor credentials issued each year, many districts still find it difficult to fill vacancies in those positions.

Table 10 compares the number of individuals receiving their first certificate in fiscal year 2004 with the number of first-time educators hired in the 2004-05 school year. All positions and subject areas produced more newly-certified individuals than first-time hires in 2004 except for special education, where nearly 400 more teachers were hired than were produced.

Table 10: Over/Under Production of Educators				
	A	B	Over/Under Production	
	First Cert Issued FY04	First Timers Hired 2005	A - B	Ratio
Administrative*	2,248	885	1,363	2.5
Instructional				
Art	520	182	338	2.9
Bilingual	296	257	39	1.2
Elementary	8,333	3,507	4,826	2.4
English Lang. Arts	3,589	1,053	2,536	3.4
Foreign Lang-Other	171	93	78	1.8
Foreign Lang-Spanish	481	238	243	2.0
Health	160	37	123	4.3
Math	1,114	740	374	1.5
Music	423	287	136	1.5
Physical Education	519	465	54	1.1
Science	1,305	597	708	2.2
Social Science	4,117	521	3,596	7.9
Special Education	1,159	1,553	-394	0.7
School Service Personnel				
Guidance Counselor	266	154	112	1.7
Nurse	77	62	15	1.2
Psychologist	131	120	11	1.1
Social Worker	490	217	273	2.3
Speech/Lang. Pathologist	216	210	6	1.0

*Note: Both First-Time and Teachers that Changed Positions are included in the administrator count.

When looked at as a ratio of number certified over the number hired (i.e., A/B), the areas and positions with the greatest **over-production** were: social science, health, and language arts teachers. Due to competition from private schools and industry, it is desirable to produce at least two people for every opening to ensure an adequate supply of quality applicants for Illinois public schools.

For the first time, the majority of positions (i.e., ten of nineteen) failed to meet this 2:1 criterion. Of particular concern, is the area of special education where more first-time teachers were hired than were produced and as many speech/language pathologists were hired as were produced. Further, four more areas had ratios near 1:1 (psychologist, physical education, bilingual and nurse).

Regional Shortages: Unfilled Positions

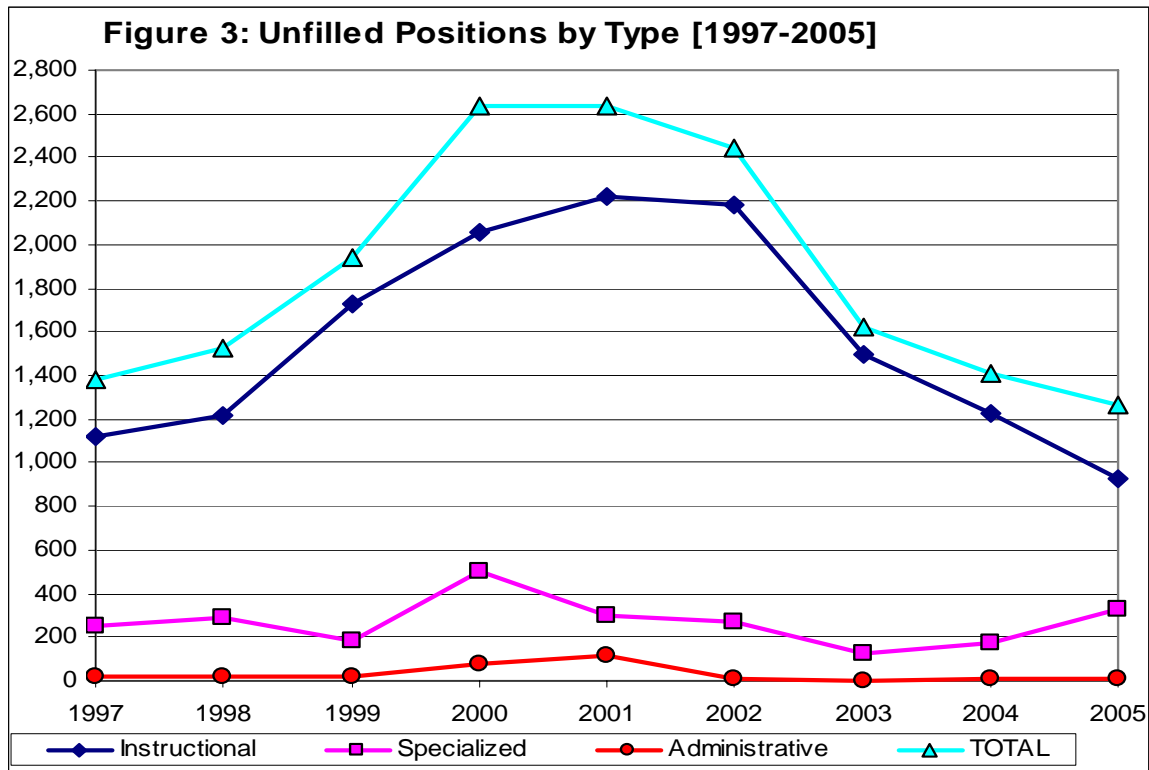
Each year the Illinois State Board of Education collects information from school districts on positions not filled as of October 1. Unfilled positions refer to positions that were budgeted by districts for the school year but were not filled because of reasons such as the lack of qualified applicants. They are the bottom line in the supply-demand equation because they show where supply has not met demand at the local level—regardless of the number of new teachers produced at the state level.

The last such survey of unfilled positions was completed as of October 1, 2004, where Illinois public schools reported a total of 1,266 unfilled positions, 143 less than reported in the previous year (see **Figure 3**). The areas with the greatest number of unfilled positions in the 2005 school year were:

Cross categorical	202
Specific learning disability	79
Reading specialist	72
Library/Media	70
Speech pathologist (non-teaching)	68

For the complete list of unfilled positions by subject area, see **Appendix B**.

Prior to the 2001 school year, the big concern was the rate at which the number of unfilled positions was growing. Between 1996 and 2001, the total number of unfilled positions increased 90%, from 1,387 to 2,637. For the last four years, however, there has been a significant reversal in that trend. Since the peak in 2001, the total number of unfilled positions has decreased by 52% or by 16% a year, on average.



Because they make up the vast majority of the unfilled positions, teacher vacancies closely mirror the trend for total unfilled positions. The number of teacher vacancies doubled between 1997 and 2001, from 1,120 to 2,225. For the last four years, however, the number of teaching vacancies reported dropped 58%. In school year 2005, only 973 teaching vacancies were reported. Because the number of positions reported is dependent on a district's budget, the decrease in the number of unfilled positions may be a temporary phenomenon caused by budget deficits over the last three years.

Up until 2001, the trend for administrators was even more alarming. The number of unfilled administrator positions increased over 500% between 1997 and 2001, from 17 to 115. In the last five years, however, there have been fewer than ten administrative unfilled positions reported each year.

Because they show where supply has not met demand, unfilled positions are perhaps the best indicator of regional shortages. As in years past, the vast majority (744, or 59%) of the unfilled positions were in Chicago District #299. Last year, Chicago accounted for 70% of the unfilled positions. There were 319 unfilled positions (or 25%) in the suburban Cook and the collar counties, which is about the same as last year. Downstate there were 202 unfilled positions (16%) an increase of nearly 70% over the number reported in 2004 (i.e., 119).

District Ratings of Over/Under Supply

On the 2004-05 Unfilled Positions Survey, districts were asked to rate the supply of applicants for 48 positions on a five-point scale from Severe Under-Supply (-2) to Severe Over-Supply (+2). If the district was unable to accurately gauge the supply for a position (e.g., did not have any openings in the last 2-3 years or did not have it in their district), they were asked to mark Not Applicable (N/A).

The data were analyzed in two ways to determine the positions with the greatest shortage of qualified applicants. The first indicator computed was the number of districts rating the position as a “shortage” area, i.e., either severe under-supply (-2) or under-supply (-1). The second indicator calculated was the *Severity Index* which was derived by summing the ratings. Since under-supply ratings are negative, the lower the total, the greater the shortage.

For the fourth straight year, special education, Spanish, and mathematics were at the top of the list in terms of both the number of districts reporting a shortage and the severity of the shortage reported (see **Table 11**). Of the special education categories, Speech and Language teachers remained in the number one spot in both severity and the number of districts reporting shortages. Speech Language Pathologist, a non-teaching position, debuted at number two in terms of severity and was fifth in the number of districts reporting shortages.

Positions with the largest increases in the number of districts reporting shortages were: Other/General Special Education (26%), Cross Categorical (14%), Spanish (12%) and Bilingual Education (12%). Due to these large increases, the Other/General Special Education and Bilingual positions moved up into the top twelve rankings for the first time.

	2005 Severity Index	#-Districts with Shortages	Change from 2004
1 Special Ed - Speech & Lang. Impaired	-514	333	1%
2 Speech/Lang. Pathologist (non-teaching)	-472	292	n/a
3 Special Ed - Emotionally Disturbed (BD/SED)	-450	315	7%
4 Special Ed - Cross Categorical	-419	324	14%
5 Special Ed - Specific Learning Disability (LD)	-373	304	8%
6 Foreign Language - Spanish	-365	276	12%
7 Science - Physics	-331	225	8%
8 Psychologist	-323	229	10%
9 Special Ed - Other/General	-321	244	26%
10 Mathematics	-318	283	9%
11 Science - Chemistry	-303	225	9%
12 Bilingual Education	-287	195	12%

Like last year, there were only four positions where districts reported more overages than shortages and thus, had a positive Severity Index this year. The four positions were the same as last year: Self-contained elementary, social science, physical education, English language arts. For a complete list of the positions and their respective ratings see **Appendix C**.

III. Projections of Likely High Demand

This section presents data on the future need for educators in Illinois elementary and secondary schools. This year, a new methodology had to be used due to the large number of changes in the TSR position and assignment codes. Instead of attrition rates and workforce growth, the projections are based on the average number of new educators hired over a five year period. As was stated earlier, new educators consist of both re-entering and first-time staff. Because the 2004 data is incongruent, the previous four years (i.e., 2000-2003) were used along with the 2005 data to project the need for educators through 2009.

The same method was used to project demand for teachers and other educators, but the procedure for projecting the need for administrators varied slightly. First, the definition of *new administrators* includes administrators that were teachers the previous year since the vast majority of new administrators come from the teaching ranks. Second, data on teachers that changed to administrative positions was only available for 2001-2003 and 2005, so only four years of data was used to project administrator demand. **Appendix D** shows the projected number needed and the relative need for the various categories of educators.

The findings that follow are presented in terms of: (1) the **largest number** of educators needed over the next four years, and more importantly, (2) the greatest **relative need** for educators defined as the total number needed over the next four years divided by the number employed in 2005 (i.e., percent of the 2005 workforce).

Largest number needed: It is estimated that Illinois will need about 11,200 new teachers a year or nearly 45,000 first-time and re-entering teachers through 2009. The projected number needed is about 1,200 less than last year's estimate or about 300 teachers less per year through 2009. During then next four years, Illinois public schools will need about 8,000 special education teachers and over 36,000 regular teachers. Over the next four years, it is estimated that Illinois will also need over 3,000 administrators and nearly 4,000 other certified staff. The categories with the largest number of educators needed through 2009 are:

Rank	Non-Instructional Staff	Number Needed
1	Social Worker	1,083
2	Elementary Principal/ Asst.	998
3	Speech/Lang. Pathologist	700
4	Other Administrators	654
5	Guidance Counselor	533

Rank	Instructional Staff/Teachers	Number Needed
1	Self-Contained Elementary	14,158
2	Special Education	8,088
3	English Language Arts	4,179
4	Mathematics	2,654
5	Science	2,458
6	Social Science	1,966
7	Physical Education	1,863
8	Music	1,334
9	Bilingual	1,249
10	Foreign Lang.- Spanish	953

Greatest relative need: As mentioned earlier, relative need speaks to capacity, or how much of the current workforce is going to be needed over the next four years. The position of Speech/Language Pathologist is of particular concern given the high demand for them and the relatively low number produced each year. The categories with the greatest relative need through 2009 are:

Rank	Non-Instructional Staff	% of 2005 Workforce
1	Other Administrators	60%
2	Social Worker	43%
3	Jr. High Principal/ Asst.	38%
4	Director/Asst.	34%
5	High School Principal/ Asst	33%
6	Speech/Lang. Pathologist	32%

Rank	Instructional Staff/Teachers	% of 2005 Workforce
1	Other Subject/Program	117%
2	Bilingual Education	65%
3	Voc/Tech Misc.	46%
4	Foreign Lang.- Spanish	44%
5	Health Occupations	42%
6	Special Education	40%
7	Alternative Education	40%
8	Agriculture	39%
9	English as a Second Language	37%
10	English Language Arts	36%

References

- Illinois State Board of Education. (2004). *Illinois Public School Enrollment Projections: 2004-05 – 2012-13*. Springfield, IL.
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- Illinois State Board of Education. (2004). *Teacher Service Record*. Unpublished raw data. Springfield, IL.

Definition of Terms

SUPPLY

- Endorsements:** A credential on a certificate indicating the educator has met the minimum requirements for that assignment. These counts may be duplicates as one person can hold an unlimited number of certificates or endorsements.
- New Supply:** The number of newly certified individuals in a fiscal year (July 1 to June 30).
- Pipeline:** A source of future educator supply consisting of students enrolled in professional preparation programs in Illinois and current program completers who have not yet received certification.
- Program Completer:** In Illinois, a person who has met all the requirements of a state-approved teacher preparation program. Program requirements vary widely between certificates and between endorsement areas.

DEMAND

- Attrition:** An educator who was employed in an Illinois public school in the previous year but not in the current year.
- Demand:** The total number of funded positions (i.e., total employed + unfilled positions).

$$\text{Change in Demand} = \{\text{Workforce Growth} + \text{Attrition} + \text{Unfilled Positions}\}$$

- Educator:** For the purposes of this study, educators are personnel employed in Illinois public schools in one of the following four categories: administrators, teachers, school service personnel, or other certified staff.
- Eligible to Retire:** An educator who is at least 55 years old and has 20 years of experience or more.
- Full-Time:** An indicator of educator status defined by two TSR fields: Months Employed and Percent-Time Employed. The definition for full-time status is: {Months Employed > 8 and Percent Time Employed > 99%}.
- First Time:** A newly hired educator with one year of experience or less. This status is calculated from the TSR data field "total years of experience." The definition is: {experience is less than or equal to one year}.
- Re-entry:** A newly hired educator who has more than one year of teaching experience but was not employed in an Illinois public school the prior year.
- Retention:** An educator who was employed in both the previous and current year. In order to reduce confusion, both part-time and full-time personnel are included in the calculation (e.g., a part-timer could be retained the next year as a full-timer).
- Unfilled Positions:** Number of budgeted positions (in full-time equivalent) reported unfilled as of December 1 by each Illinois public school district on the Unfilled Positions Survey.

Appendices

Appendix A: Retention and Attrition by Position

TITLE	2004 FT	Left Education		Retained		Change From 04		
		N	%	In Same Position	In Different Position	2005 FT	N	%
Regional Superintendent	41	1	2%	37	3	41	0	0%
Asst. Regional Superintendent	38	4	11%	29	5	36	-2	-5%
District Superintendent	831	100	12%	719	12	824	-7	-1%
Administrative Assistant	147	9	6%	100	38	139	-8	-5%
Asst. District Superintendent	384	48	13%	294	42	366	-18	-5%
Business Manager	136	15	11%	118	3	141	5	4%
Elementary Principal	2,393	189	8%	2,072	132	2,405	12	1%
Asst. Elementary Principal	936	40	4%	729	167	925	-11	-1%
Middle/Jr. Hi Principal	576	58	10%	458	60	561	-15	-3%
Asst. Middle/Jr. Hi Principal	449	26	6%	335	88	478	29	6%
High School Principal	719	65	9%	584	70	714	-5	-1%
Asst. High School Principal	768	47	6%	617	104	783	15	2%
Director	940	97	10%	742	101	903	-37	-4%
Assistant Director	208	14	7%	152	42	202	-6	-3%
Supervisory Dean	134	6	4%	107	21	207	73	54%
Student Dean	416	32	8%	241	143	352	-64	-15%
Chief School Business Officer	20	2	10%	16	2	24	4	20%
Special Education Director	127	10	8%	110	7	151	24	19%
Total Administrators	9,263	763	8%	7,460	1,040	9,252	-11	-0.1%
Special Education Teacher	20,956	1,157	6%	18,070	1,729	20,786	-170	-1%
Elementary Teacher	52,669	3,491	7%	47,566	1,612	57,063	4,394	8%
Middle/Jr. Hi School Teacher	18,256	1,423	8%	16,003	830	18,375	119	1%
High School Teacher	30,159	2,024	7%	27,518	617	32,273	2,114	7%
Total Teachers	122,040	8,095	7%	109,157	4,788	128,497	6,457	5%
Coordinator	1,137	69	6%	868	200	1,059	-78	-7%
Librarian/Media Specialist	2,089	143	7%	1,839	107	2,126	37	2%
Staff Supervisor	249	16	6%	203	30	257	8	3%
Program Supervisor	337	27	8%	249	61	358	21	6%
Technology Specialist	185	13	7%	158	14	220	35	19%
Reading Specialist	546	45	8%	412	89	1,077	531	97%
Total OCS	4,543	313	7%	3,729	501	5,097	554	12%
Guidance Counselor	2,904	179	6%	2,605	120	3,031	127	4%
Nurse	939	71	8%	809	59	908	-31	-3%
Psychologist	1,496	91	6%	1,382	23	1,538	42	3%
Social Worker	2,706	158	6%	2,509	39	2,811	105	4%
Speech/Lang. Pathologist	855	53	6%	782	20	2,177	1,322	155%
Total SSP	8,900	552	6%	8,087	261	10,465	1,565	18%
State (FT)	144,746	9,723	7%	128,433	6,590	153,311	8,565	6%

Appendix B: Number of Unfilled Positions in 2004-05

Position	Downstate	Chicago	State
Administrative			
Business Manager	1.0		1.0
Director	1.0		1.0
Director, Assistant	1.0		1.0
Superintendent - Assistant District	1.0		1.0
Superintendent - District	1.0		1.0
z-Other Administrator (not listed)	4.0		4.0
Total Administrative	9.0	0.0	9.0
Instructional			
Alternative Education	5.0		5.0
Art	4.0	19.0	23.0
At-Risk (Pre-K)	5.7	15.0	20.7
Bilingual Education	37.5	23.0	60.5
Computer Literacy/Technology	8.5	8.0	16.5
Computer Programming	1.0		1.0
Elementary - Music (K-8)	3.0	31.0	34.0
Elementary - Physical Education (K-8)	10.0	51.0	61.0
Elementary - Standard Elementary Instructor	6.0		6.0
English - Language Arts	8.2		8.2
English - Reading	4.0	22.0	26.0
English as a Second Language	3.0		3.0
Foreign Language - Other	1.5	4.0	5.5
Foreign Language - Spanish	9.3	12.0	21.3
Gifted Education	1.0		1.0
Health Education	0.2		0.2
Learning/Resource Center	1.0	20.0	21.0
Math - Algebra	2.0		2.0
Math - Basic/General	2.3		2.3
Math - Other	6.0	43.0	49.0
Music - Instrumental	1.5	3.0	4.5
Music - Vocal	4.6	5.0	9.6
Physical Education (9-12)	3.0	12.0	15.0
Science - Biology	1.0	9.0	10.0
Science - Chemistry	2.1	2.0	4.1
Science - General	3.0	7.0	10.0
Science - Other	0.0	1.0	1.0
Science - Physics	2.0		2.0
Special Ed - Autism	2.0	13.0	15.0
Special Ed - Bilingual	4.0		4.0
Special Ed - Cross Categorical	64.0	138.0	202.0
Special Ed - Early Childhood	6.0	9.0	15.0
Special Ed - Emotionally Disturbed (BD/SED)	36.0	11.0	47.0
Special Ed - Hearing Impairment	2.0	3.0	5.0
Special Ed - Mental Retardation (EMH/TMH)	8.5	18.0	26.5
Special Ed - Orthopedic Impairment (PH)	2.0	5.0	7.0
Special Ed - Other/General	18.4	11.0	29.4
Special Ed - Specific Learning Disability (LD)	29.2	50.0	79.2
Special Ed - Speech & Lang. Impaired	37.3		37.3
Special Ed - Visual Impairment	3.0	1.0	4.0
Title I - Remedial Math	1.0		1.0
Title I - Remedial Reading	6.0		6.0
Voc Tech - Family & Consumer Sciences	3.5		3.5
Voc Tech - Industrial Occupations	12.9		12.9
Voc Tech - Misc.	2.0		2.0
z-Other Subject or Program Area Not Listed	3.5		3.5
Total Instructional	377.7	546.0	923.7
Other Certified Staff			
Coordinator	1.0		1.0
Librarian/Media Specialist	7.0	63.0	70.0
Reading Specialist	4.5	69.0	73.5
z- Other Certificated Staff (not listed)	11.2	30.0	41.2
Total OCS	23.7	162.0	185.7
School Service Personnel			
Guidance Counselor	4.3	27.0	31.3
Nurse	4.4		4.4
Psychologist	29.5		29.5
Social Worker	3.0	1.0	4.0
Speech/Lang. Pathologist (non-teaching)	59.8	8.0	67.8
z- Other Professional Staff (not listed)	10.4		10.4
Total SSP	111.4	36.0	147.4
Total FTE	521.8	744.0	1,265.8

Appendix C: Positions with the Most Severe Shortages

	Severity Index	Districts Reporting Shortage		Districts Reporting Adequate		Districts Reporting Overage		Total Ratings	Number Reporting "N/A"
		N	%	N	%	N	%		
Special Ed - Speech & Lang. Impaired	-514	333	82%	59	15%	12	3%	404	447
Speech/Lang. Pathologist (non-teaching)	-472	292	82%	57	16%	7	2%	356	495
Special Ed - Emotionally Disturbed (BD/SED)	-450	315	76%	88	21%	12	3%	415	436
Special Ed - Cross Categorical	-419	324	67%	141	29%	16	3%	481	370
Special Ed - Specific Learning Disability (LD)	-373	304	63%	155	32%	23	5%	482	369
Foreign Language - Spanish	-365	276	72%	93	24%	15	4%	384	467
Science - Physics	-331	225	73%	73	24%	10	3%	308	543
Psychologist	-323	229	69%	93	28%	10	3%	332	519
Special Ed - Other/General	-321	244	64%	129	34%	10	3%	383	468
Mathematics	-318	283	54%	207	39%	35	7%	525	326
Science - Chemistry	-303	225	69%	89	27%	12	4%	326	525
Bilingual Education	-287	195	77%	48	19%	10	4%	253	598
Guidance Counselor	-280	221	60%	140	38%	9	2%	370	481
Special Ed - Bilingual	-274	170	77%	47	21%	4	2%	221	630
Librarian/Media Specialist	-267	209	60%	125	36%	14	4%	348	503
Special Ed - Hearing Impairment	-266	182	75%	53	22%	8	3%	243	608
Science - Other	-262	230	55%	169	40%	20	5%	419	432
Voc Tech - Industrial Occupations	-257	174	76%	50	22%	6	3%	230	621
Special Ed - Visual Impairment	-229	158	77%	43	21%	5	2%	206	645
Nurse	-225	184	55%	139	41%	14	4%	337	514
Foreign Language - Other	-214	169	68%	65	26%	13	5%	247	604
Music	-201	193	43%	222	49%	34	8%	449	402
Computer Literacy/Technology	-198	184	50%	158	43%	26	7%	368	483
Voc Tech - Family & Consumer Sciences	-144	119	53%	100	44%	7	3%	226	625
Social Worker	-125	144	40%	175	49%	39	11%	358	493
Voc Tech - Agriculture	-117	97	52%	86	46%	5	3%	188	663
Art	-113	122	39%	176	56%	18	6%	316	535
Gifted Education	-95	92	41%	120	53%	13	6%	225	626
Principal - High School	-94	87	32%	165	62%	16	6%	268	583
Voc Tech - Health Occupations	-90	72	50%	68	47%	4	3%	144	707
Voc Tech - Business, Marketing, Management	-89	82	38%	123	57%	10	5%	215	636
English - Reading	-86	150	33%	228	50%	82	18%	460	391
Principal - Jr. High	-83	93	30%	194	63%	23	7%	310	541
Business Manager	-74	64	43%	80	54%	4	3%	148	703
Principal - Elementary	-30	79	21%	256	67%	46	12%	381	470
Health Education	-12	61	20%	195	65%	45	15%	301	550
English - Language Arts	145	56	11%	298	58%	157	31%	511	340
Physical Education	192	67	14%	228	48%	183	38%	478	373
Social Science	262	25	6%	198	47%	200	47%	423	428
Elementary - Standard Elementary Instructor	544	16	3%	185	33%	363	64%	564	287

*Severity Index= Sum of the District Ratings for Each Position

Appendix D: Projected Need for Educators [2006-2009]

Non-Instructional Staff	Average New Hires	Needed Through 2009	% of 2005 FT Staff
Administrative*			
District Supt./Asst.	33	132	11%
Elem. Princ./Asst.	249	998	30%
Jr. High Princ./Asst.	100	400	38%
H.S. Princ./Asst.	124	498	33%
Director/Asst.	95	381	34%
Other Administrator	163	654	60%
Other Educators			
Coordinator	56	223	21%
Library/Media Specialist	94	375	18%
Technology Specialist	9	34	15%
Reading Specialist	58	230	21%
Staff Supervisor	4	14	5%
Program Supervisor	14	54	15%
Guidance Counselor	133	533	18%
Psychologist	118	471	31%
Social Worker	271	1,083	39%
Nurse	62	249	27%
Speech/Lang. Pathologist	175	700	32%
	1,757	7,028	28%

Instructional Staff

Alternative Education	48	193	40%
Art	210	839	30%
Bilingual Education	312	1,249	65%
Computer Programming/Lit.	80	319	28%
Consumer Education	18	71	36%
Curriculum Specialist	18	58	13%
Driver Education	16	63	11%
Early Childhood	104	416	17%
English as a Second Language	93	372	37%
English Language Arts	1,045	4,179	36%
Foreign Lang.- Other	81	326	30%
Foreign Lang.- Spanish	238	953	44%
Health Education	42	170	27%
Mathematics	664	2,654	35%
Music	333	1,334	34%
Other Subject/Program	406	811	117%
Physical Education	466	1,863	27%
Science	614	2,458	36%
Self Contained Elementary	3,540	14,158	33%
Social Science	492	1,966	33%
Special Education	2,022	8,088	40%
Title 1 Math/Reading	169	676	36%
Vocational/Technical			
Agriculture	31	126	39%
Business, Mkt., Mgt.	96	384	31%
Family/Consumer Sciences	90	360	30%
Health Occupations	8	34	42%
Industrial	106	424	29%
Voc/Tech Misc.	48	192	46%
Total	11,390	44,735	35%

* Includes Teachers that changed to administrative positions.

**Teacher data is not available for 2004.