

Educator Supply and Demand in Illinois

2006 Annual Report

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Illinois 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 2006 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 2006, 91% of the previous year's workforce was retained in Illinois public schools (86% in the same position and 5% in a different position). For teachers, about 88% 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 educators. Since 2002, new certificates issued to school service personnel have increased 9% per year and those issued to administrators, 10%. In the same period, new teaching certificates have increased by 6% a year, on average. In 2006, over 17,000 individuals received new teaching certificates.

(3) The number of re-entries hired decreased this year. The third major source of supply includes educators returning to the profession. Since they have more experience, re-entries usually cost more than first-time teachers. Between 1997 and 2001, the number of re-entering teachers hired increased 67%, from a low of 3,172 to 5,301. For the last four years, however, the number hired has decreased nearly 6% a year to a low of 3,444 in 2006.

(4) The quality of pipeline data has decreased dramatically. Data have not been received from all 57 institutions since 2002. Only 43 institutions reported program completer data and enrollment data in 2004, and just 39 reported in 2005. In 2005, there were over 10,000 program completers.

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 2008. The overall growth in the next two years will be due to increases at the secondary level. Elementary enrollments began declining in 2004 and will continue the downward trend through 2010. Changing enrollment patterns are expected to affect the relative demand for secondary and elementary teachers.

(2) The downstate teacher workforce increased this year. After decreasing by 1% over the last two years, the downstate teaching force increased by over 1,000 teachers (or 1%) this year. Chicago teacher data continues to be unreliable so the state 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 2006:

- Areas/positions of **likely under-production** include: bilingual, guidance counselor, and special education.
- Areas/positions with the **greatest over-production** were: social science, health, early childhood, and language arts.

(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 1,540 unfilled positions on October 1, 2005. The areas or subjects with the greatest number of unfilled positions were:

Elementary (self-contained)	235
Cross categorical	194
Speech pathologist (non-teaching)	93
Specific learning disability	75
Bilingual education	75

- The number of unfilled positions increased by 22% this year. The number of unfilled positions peaked in 2001 at 2,637. Subsequently, the number of vacancies decreased by 16% a year, on average, to a low of 1,266 in 2005. This year, the number of instructional vacancies increased 37% while the number of specialized positions decreased 21%.
- The vast majority of unfilled positions were in the Chicago District 299 (56%). Suburban Cook and the collar counties contained 24% of the unfilled positions while downstate only accounted for 20% 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 fifth straight year, special education, mathematics, and Spanish 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 for severity and second in the number of districts reporting shortages. Speech Language Pathologist, a non-teaching position, remained 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 top ten areas are:

		Districts with Shortage	2006 Severity Index
1	Special Ed - Cross Categorical	362	-490
2	Special Ed - Speech & Lang. Impaired	358	-575
3	Special Ed - Emotionally Disturbed (BD/SED)	328	-481
4	Mathematics	323	-402
5	Speech/Lang. Pathologist (non-teaching)	322	-525
6	Special Ed - Specific Learning Disability (LD)	316	-405
7	Special Ed - LBS I	300	-418
8	Foreign Language - Spanish	272	-376
9	Librarian/Media Specialist	245	-336
10	Science – Chemistry	237	-332

• For the third consecutive year, there were four areas 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 2010, 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 2010 are:

- (a) non-instructional staff
 - Social worker; elementary principal/assistant principal; 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 2006 workforce*, the greatest needs through 2010 are:

- (a) non-instructional staff
 - Junior high principal/assistant principal; social worker; speech/language pathologist; and director/assistant director.
- (b) teachers
 - Miscellaneous vocational; bilingual; health occupations; Spanish; alternative education; agriculture; and special education.

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

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**, 86% of the 2005 educational workforce was employed in the same position in 2006. Another 5% were retained in Illinois public schools, but in a different position. Thus, 91% of all Illinois educators were still in public education in 2006. The average retention rate for the previous five years was 93%.

Table 1: Retention by Position: 2005 vs. 2006										
			Retained in 2006				Retained in 2005			
Position	Total FT 2005		In Same Position	In Different Position	Total		In Same Position	In Different Position	Total	
Administrative	9,252		75%	15%	90%		81%	11%	92%	
Instructional	128,497		88%	4%	91%		89%	4%	93%	
Other Certified Staff	5,097		68%	22%	90%		82%	11%	93%	
School Service Personnel	10,465		89%	3%	92%		91%	3%	94%	
All Educators	153,311		86%	5%	91%	:	89%	5%	93%	

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 2005-06 school year, teachers had to be certified in the previous fiscal year (i.e., July 2004 to June 2005).

Since fiscal year 2001, the total number of new instructional certificates issued increased by 6% a year, total school service personnel certificates have increased 9%, and total administrative certificates have increased 11% (see **Table 2**). During that same period, the number of substitute certificates issued has increased only 2% a year.

Over the last five years, the number of new teaching certificates has increased by an average of 6.2% (from 15,161 in 2002 to 20,945 in 2006), while the number of *individuals* receiving them has increased, on average, 9.8% (from 11,343 in 2002 to 17,299 in 2006).

The most significant change, however, has been the increase in the number of Type-10 Special Teaching certificates issued over the last three years. Since 2003, the number of Type-10 certificates issued has increased 32% a year (from 1,286 in 2003 to 2,963 in 2006).

Ta	ble 2: New Certificates Issu	ed					
	Туре	2002	2003	2004	2005	2006	Avg Change
3	Elementary	7,318	7,634	8,333	9,373	9,858	6%
4	Early Childhood	785	766	887	1,042	1,096	8%
9	Secondary	5,358	5,622	6,218	6,729	7,028	5%
10	Special Teaching	1,700	1,286	1,640	2,267	2,963	13%
	Total Instructional	15,161	15,308	17,078	19,411	20,945	6%
73	School Service Personnel	865	967	1,185	1,204	1,227	10%
74	Provisional SSP	43	40	43	60	24	7%
	Total SSP	908	1,007	1,228	1,264	1,251	9%
75	Administrative	1,628	1,745	2,236	2,280	2,382	10%
76	Provisional Admin.	16	17	21	32	20	18%
	Total Administrative	1,644	1,762	2,257	2,312	2,402	10%
39	Substitute	17,726	17,540	14,582	12,630	12,463	2%

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 2006, nearly 2,500 provisional teaching certificates were issued, an increase of 11% over the previous year. Of those, over 80% (1,987) were converted into regular teaching instructional certificates and 19% were still pending at the end of the fiscal year. Only eight provisional certificates expired in fiscal year 2006. (See **Table 3**.)

Table 3: Provisional Certificates Issued in 2006									
		Certi							
	Туре	Converted to Regular	Still Pending	Expired	Total Issued				
5	Provisional Early Childhood	120	30		150				
30	Provisional Elementary	784	159	4	947				
31	Provisional High School	624	167	4	795				
33	Provisional Special Teaching	459	120		579				
	Total Provisional	1,987	476	8	2,471				

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–the reserve pool. While the vast majority of re-entries are teachers (nearly 3,800 a year), there are also about 200 administrators and 400 other educators that return to Illinois public schools each year.

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 hired has decreased 5% a year, on average. In 2006 there were 4,099 re-entries hired, a decrease of 6% (or 253) from 2005. The overall decrease was primarily due to a 6% drop in the number of teachers hired.

Between 1997 and 2001, the number of re-entering teachers hired increased 67%, from a low of 3,172 to 5,301. For the last four years, however, the number hired has increased and decreased dramatically from year-to-year but the overall trend has been down. Since peaking in 2001, the number of re-entering teachers has decreased nearly 6% a year, to a low of 3,444 in 2006. (See **Table 4.**)

Table 4: Number of Re-entries Hired in 2006									
	Total FT		Re-entries		Change	1			
Position	2006		Ν	%-FT	from 05	I			
Administrative	9,335		185	2%	-1%				
Instructional	127,130		3,444	3%	-6%				
Other Certified Staff	5,156		138	3%	-14%				
School Service Personnel	10,401		332	3%	1%				
All Educators	152,022	:	4,099	3%	-6%				

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 state.

Fifty-six institutions reported nearly 14,000 program completers in 2002, an 11% increase over the previous year. However, that was the last year that data were received from all institutions. Only 48 of the 57 education programs reported data in 2003 and only 43 reported data in 2004. The downward trend continued in 2005 when only 39 institutions reported data. Although fewer institutions reported data in 2005, the number of program completers actually increased by nearly 4% from the previous year (from 10,054 to 10,463). (See **Table 5.**)

2000 638 3,715 2,882 788 1,322	2001 584 4,243 2,506 948 1 889	2002 621 4,453 2,719 1,065 1,770	2003* 560 4,218 2,363 1,075	2004* 467 3,312 2,361 932	2005* 365 3,558 2,012 1,078
638 3,715 2,882 788 1,322	584 4,243 2,506 948 1 889	621 4,453 2,719 1,065	560 4,218 2,363 1,075	467 3,312 2,361 932	365 3,558 2,012 1,078
3,715 2,882 788 1,322	4,243 2,506 948 1 889	4,453 2,719 1,065	4,218 2,363 1,075	3,312 2,361 932	3,558 2,012 1,078
2,882 788 1,322	2,506 948 1,889	2,719 1,065	2,363 1,075	2,361 932	2,012 1,078
788 1,322	948 1 889	1,065	1,075	932	1,078
1,322	1 889	1 770			
	1,000	1,770	963	666	851
677	508	555	843	553	636
1,179	1,760	1,659	1,607	898	1,453
0	66	1,092	214	106	221
0	0	0	251	759	262
11,201	12,504	13,934	12,094	10,054	10,436
	1,179 0 0 11,201	677 508 1,179 1,760 0 66 0 0 11,201 12,504	677 508 555 1,179 1,760 1,659 0 66 1,092 0 0 0 11,201 12,504 13,934	677 508 555 643 1,179 1,760 1,659 1,607 0 66 1,092 214 0 0 0 251 11,201 12,504 13,934 12,094	677 508 555 643 553 1,179 1,760 1,659 1,607 898 0 66 1,092 214 106 0 0 0 251 759 11,201 12,504 13,934 12,094 10,054

Demand Factors

Demand refers to the need for educational personnel to fill positions. This section presents information on the various factors of demand, including changing student enrollment patterns and changes in the teacher and administrator workforce.

Data in this section were obtained from two sources: the 2005 Public School Enrollment Projection Report, and the 2005-06 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 four years.

The most current file that could be used for this study contains data from the 2005-06 school year. Where abbreviated, data from 2004-05 are referred to as "2005" and data from the 2005-06 school year are referred to as "2006." For comparative purposes, 2006 is considered the "current year" and 2005, 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 2010 (Illinois State Board of Education, 2006). All of the growth, however, will be at the secondary level, which will increase the demand for high school teachers.

The K-12 Illinois public school enrollment for school year 2006 was 2,033,609, an increase of over 10,000 students, or 0.5% over the previous year (see **Table 6**). An unprecedented 2.6% increase in secondary enrollments (or nearly 16,000 students) was partially offset by a decline in elementary enrollments of nearly 6,000 (-0.4%). The current trend is in stark contrast to the five years prior to 2003, where total enrollments increased nearly 1% or about 17,000 students per year. In the last three years, elementary enrollments have decreased by nearly 6,000 students a year while secondary enrollments have increased by over 40,000, or about 14,000 students a year. This trend is expected to continue for the next four years. It is predicted that by the year 2010, secondary enrollments will increase by about 18,000 students (2.8%) while elementary enrollments will decrease by nearly 24,000 students (-1.7%).

TABLE 6: Enrollment Projections through School Year 2010												
							Scho	ol Year 201	D			
				Annual Change		Annual Change		Annual Change		Projected	Change fr	om 06
	2005	2006		Ν	%		Enrollment	Ν	%			
Elementary	1,413,248	1,407,285		(5,963)	-0.4%		1,383,327	(23,958)	-1.7%			
Secondary	610,347	626,344		15,997	2.6%		644,170	17,846	2.8%			
TOTAL	2,023,595	2,033,609		10,014	0.5%		2,027,497	(6,112)	-0.3%			

As can be seen in **Figures 1 and 2**, it is expected that secondary enrollments will increase for the next three years, peak in 2009, and then decrease slightly in 2010. On the other hand, elementary enrollments peaked in 2003, and will continue to decline for the next four years.

Secondary enrollments for 2005-06 were 626,344, an increase of nearly 16,000 students or 2.6% over last year (see **Figure 1**). In the last four years, secondary enrollments have increased by 51,000 students, or by 2.2% a year on average. 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, but at a decreasing rate (less than 1% a year). They are expected to peak in 2009 at nearly 645,000. They will either remain level in 2010 or begin to slowly decline.

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 over 9,000 students (-0.7%), and this year they decreased by nearly 6,000 (-0.4%). The downward trend is expected to continue for the next four years, with K-8 enrollments declining nearly 9,000 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.

The total number of educators reported in 2006 was 152,022, a decrease of nearly 1% (or 1,289 educators) over last year. As shown in **Table 7**, the overall decrease in educators corresponds to a 1.1% decrease in the number of teachers reported in 2006. The number of School Service Personnel declined slightly (-0.6%), but the number of Administrators and Other Certified Staff increased by about 1% this year.

TABLE 7: Educator Workforce Growth Rate								
		Change I	From 2005					
	2006 FT	Ν	%					
Administrators	9,335	83	0.9%					
Teachers	127,130	-1,367	-1.1%					
Other Certified Staff	5,156	59	1.1%					
School Service Personnel	10,401	-64	-0.6%					
Total Workforce	152,022	-1,289	-0.8%					

Changes in the teacher and administrator categories are discussed in more detail below.

Administrator Workforce Growth

The total number of full-time administrators employed in Illinois public schools for school year 2006 was 9,335, an increase of 86 administrators (or, 0.9%) over last year's total (see **Table 8**). The number of full-time administrators increased by 0.5% downstate, and by 2.6% in Chicago. It is impossible to determine a trend, however, due to changes in the data collection methodology over the last couple of years. 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.

	S	tate	Dow	nstate	Chi	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%		
2005-06	9,335	0.9%	7,658	0.5%	1,677	2.6%		

Teacher Workforce Growth

In the ten years prior to 2002, the total number of full-time teachers in Illinois increased by 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. After a very small decrease in 2005, the downstate teaching force increased by over 1,000 teachers, or 1%, in 2006. (See **Table 9**.)

Table 9: Teacher Workforce Growth Rates									
	Stat	te		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%	
2005-06	127,130	-1.1%		104,967	1.0%		22,163	-9.7%	
*Chicago used TSR codes for the first time and under-reported teachers.									

**TSR assignment and position codes changed significantly as did Chicago's definition of *full-time teacher*.

There have been dramatic changes in the number of full-time teachers reported by Chicago over the last six years. As can be seen in **Figure 3**, these swings have become even more dramatic in the last three years. Decreases in 2002 and 2004 were followed by even bigger increases in 2003 and 2005. More specifically, an 8% decline in 2002 was followed by an 11% increase in 2003, and a 27% decrease in 2004 was followed by a 37% increase in 2005. It is apparent from the large rebounds in subsequent years, that Chicago most likely under-reported the number of full-time teachers in both 2002 and 2004. Between 1999 and 2006, the average number of full-time teachers reported by Chicago was 22,836. If the 2004 anomaly is excluded, the average increases to 23,542.



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 undersupply 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 2005 with the number of first-time educators hired in the 2005-06 school year. All positions and subject areas produced more newly-certified individuals than first-time hires in 2006.

Table 10: Over/Under Production of Educators								
	Α	В	Over/	Over/Under				
	First Cert Issued	First Timers	Produ	uction				
	FY05	Hired 2006	A-D	Ralio				
Administrative*	2,281	786	1,495	2.9				
Instructional								
Art	579	153	426	3.8				
Bilingual	245	183	62	1.3				
Early Childhood	1,042	166	876	6.3				
Elementary	9,373	2,493	6,880	3.8				
English Lang. Arts	4,083	793	3,290	5.1				
Foreign Lang-Other	198	64	134	3.1				
Foreign Lang-Spanish	626	149	477	4.2				
Health	236	25	211	9.4				
Math	1,290	567	723	2.3				
Music	507	217	290	2.3				
Physical Education	711	368	343	1.9				
Science	1,544	448	1,096	3.4				
Social Science	4,734	430	4,304	11.0				
Special Education	1,435	989	446	1.5				
School Serv Personnel								
Guidance Counselor	191	132	59	1.4				
Nurse	78	31	47	2.5				
Psychologist	172	79	93	2.2				
Social Worker	319	160	159	2.0				
Speech & Language	252	143	109	1.8				

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

When looked at as a ratio of the number certified over the number hired (i.e., A/B), the areas and positions with the greatest **over-production** were: social science, health, early childhood, 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. Last year, ten areas failed to meet this 2:1 criterion. This year there were only five areas and two of those were very close (speech/language pathologist at 1.8 and physical education at 1.9). The areas and positions with the greatest *under-production* were: bilingual, guidance counselor, and special education. Special education is of particular concern because its ratio has been under 2:1 for the last four years.

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, 2005, where Illinois public schools reported a total of 1,540 unfilled positions, 274 more than reported in the previous year (see **Figure 4**). The areas with the greatest number of unfilled positions in the 2006 school year were:

Elementary (self-contained)	235
Cross categorical	194
Speech pathologist (non-teaching)	93
Specific learning disability	75
Bilingual education	75

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. In the subsequent four years, however, there has been a significant reversal in that

trend. Since the peak in 2001, the total number of unfilled positions decreased by 52% or by 16% a year, on average to a low of 1,266 in 2005.

In 2006, however, the trend reversed as the number of unfilled positions increased by 22%. The number of instructional vacancies (1,263) increased 37% while the number of specialized positions (264) decreased 21%. While there were only 13 administrative positions unfilled in 2006, it was 44% more than last year. Over the last six years, however, fewer than ten administrative unfilled positions have been reported each 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. In the subsequent four years, however, the number of teaching vacancies reported dropped 58%. Since the number of unfilled positions 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 four years.

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 (855, or 56%) of the unfilled positions were in Chicago District #299 which is 3% less than in 2005. There were 373 unfilled positions (or 24%) reported in the suburban Cook and collar counties, which is about the same proportion as the last two years. Downstate there were 312 unfilled positions (20%), an increase of 54% over the number reported in 2005 (i.e., 202). Although the downstate unfilled positions have increased 62% a year since 2004, they still do not constitute a significant percentage of the total downstate teaching force.

District Ratings of Over/Under Supply

On the 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 fifth straight year, special education, mathematics, and Spanish 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 retained the number one spot in severity and was second, behind Cross Categorical, in the number of districts reporting shortages. Speech Language Pathologist, a non-teaching position, remained second in terms of severity and fifth in the number of districts reporting shortages. A new special education position, LBS-I, was fifth in severity and seventh in the number of districts reporting shortages.

Positions with the largest increases in the number of districts reporting shortages were: Bilingual Education (17%), Librarian/Media Specialist (17%), and Mathematics (14%).

Та	Table 11: Rank Order of District Reported Shortages								
		2006 Severity Index	Districts with Shortage	Change from 2005					
1	Special Ed - Speech & Lang. Impaired	-575	358	8%					
2	Speech/Lang. Pathologist (non-teaching)	-525	322	10%					
3	Special Ed - Cross Categorical	-490	362	12%					
4	Special Ed - Emotionally Disturbed (BD/SED)	-481	328	4%					
5	Special Ed - LBS I	-418	300	n/a					
6	Special Ed - Specific Learning Disability (LD)	-405	316	4%					
7	Mathematics	-402	323	14%					
8	Foreign Language - Spanish	-376	272	-1%					
9	Bilingual Education	-356	229	17%					
10	Science - Physics	-350	234	4%					
11	Librarian/Media Specialist	-336	245	17%					
12	Science - Chemistry	-332	237	5%					

As in years past, 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 the last two years: 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. As was done last year, the projections are based on the average number of new educators hired between 2000 and 2006. As was stated earlier, new educators consist of both re-entering and first-time staff.

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 new administrators was not available in 2000, so the last six years of data were used to project administrator demand. **Appendix D** shows the projected number needed and the relative need for the various categories of educators. Because of the reclassification of positions and assignments, the 2004 data were not used to project teacher demand.

The findings that follow are presented in terms of: (1) the <u>largest number</u> of educators needed over the next four years, and more importantly, (2) the greatest <u>relative need</u> for educators defined as the total number needed over the next four years divided by the number employed in 2006 (i.e., percent of the 2006 workforce).

Largest number needed: It is estimated that Illinois will need just over 11,000 new teachers a year or nearly 45,000 first-time and re-entering teachers through 2010. The projected number needed through 2010 is virtually the same as last year's estimate. During the 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 2010 are:

		Number
Rank	Non-Instructional Staff	Needed
1	Social Worker	1,065
2	Elementary Principal/Asst.	995
3	Speech/Lang. Pathologist	775
4	Other Administrators	691
5	Guidance Counselor	575
		Number
Rank	Instructional Staff/Teachers	Needed
1	Self-Contained Elementary	14,130
2	Special Education	7,855
3	English Language Arts	4,244
4	Mathematics	2,718
5	Science	2,472
6	Social Science	2,021
7	Physical Education	1,901
8	Music	1,315
9	Bilingual	1,216
10	Foreign Lang Spanish	941

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 2010 are:

Rank	Non-Instructional Staff	% of 2006 Workforce
1	Other Administrators	48%
2	Jr. High Principal/Asst.	41%
3	Social Worker	38%
4	Speech/Lang. Pathologist	35%
		% of 2006
Rank	Instructional Staff/Teachers	Workforce
1	Other Subject/Program	75%
2	Voc/Tech Misc.	68%
3	Bilingual Education	60%
4	Health Occupations	16%
		40 /0
5	Foreign Lang Spanish	40%
5 6	Foreign Lang Spanish Alternative Education	40% 44% 44%
5 6 7	Foreign Lang Spanish Alternative Education Agriculture	40% 44% 44% 41%

References

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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 Complet	er: In Illinois, a person who has met all the requirements of a state-approved

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.
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 Full-Time Equivalent (FTE). The definition for full-time status is: {Months Employed > 8 and FTE > 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

				Retained				Change		
D = -141	0007 ==	Left Educ	ation		In Same	In Different			Fron	n 05
Position	2005 FT	N	%		Position	Position		2006 FT	N	%
Regional Superintendent	41	5	12%		35	1		41	0	0%
Asst. Regional Superintendent	36	3	8%		25	8		34	-2	-6%
District Superintendent	824	115	14%		692	17		800	-24	-3%
Administrative Assistant	139	14	10%		62	63		94	-45	-32%
Asst. District Superintendent	366	60	16%		273	33		436	70	19%
Business Manager	141	15	11%		103	23		128	-13	-9%
Elementary Principal	2,405	255	11%		1,979	171		2,344	-61	-3%
Asst. Elementary Principal	925	88	10%		637	200		907	-18	-2%
Middle/Jr. Hi Principal	561	55	10%		444	62		565	4	1%
Asst. Middle/Jr. Hi Principal	478	27	6%		328	123		487	9	2%
High School Principal	714	71	10%		571	72		699	-15	-2%
Asst. High School Principal	783	68	9%		581	134		765	-18	-2%
Director	903	88	10%		643	172		1,078	175	19%
Assistant Director	202	17	8%		96	89		145	-57	-28%
Supervisory Dean	207	16	8%		134	57		251	44	21%
Student Dean	352	27	8%		212	113		335	-17	-5%
Chief School Business Officer	24	3	13%		21			41	17	71%
Special Education Director	151	13	9%		121	17		185	34	23%
Total Administrators	9,252	940	10%	. 1	6,957	1,355	•	9,335	83	0.9%
				,						
Special Education Teacher	20,786	1,532	7%		18,416	838		20,648	-138	-1%
Elementary Teacher	57,063	5,181	9%		49,801	2,081		55,741	-1,322	-2%
Middle/Jr. Hi School Teacher	18,375	1,527	8%		15,924	924		18,539	164	1%
High School Teacher	<u>32,</u> 273	3,061	9%		28,330	882		32,202	-71	0%
Total Teachers	128,497	11,301	9%		112,471	4,725	•	127,130	-1,367	-1%
				-						
Coordinator	1,059	121	11%		579	359		728	-331	-31%
Librarian/Media Specialist	2,126	230	11%		1,773	123		2,095	-31	-1%
Technology Specialist	220	14	6%		187	19		244	24	11%
Reading Specialist	1,077	73	7%		494	510		771	-306	-28%
Staff Supervisor	257	30	12%		174	53		256	-1	0%
Program Supervisor	358	33	9%		260	65		1,062	704	197%
Total OCS	5,097	501	10%	1	3,467	1,129		5,156	59	1%
Guidance Counselor	3,031	339	11%		2,507	185		2,892	-139	-5%
Psychologist	1,538	84	5%		1,418	36		1,544	6	0%
Social Worker	2,811	172	6%		2,585	54		2,836	25	1%
Nurse	908	78	9%		818	12		887	-21	-2%
Speech/Lang. Pathologist	2,177	165	8%		1,979	33		2,242	65	3%
Total SSP	10,465	838	8%	. 1	9,307	320		10,401	-64	-1%
State (FT)	153.311	13,580	9%	•	132,202	7,529		152.022	-1,289	-1%
/	,	,		:	,	,= =		,	,	

Appendix B: Number of Unfilled Positions in 2005-06

Business Manager 1.0 1.0 Director 3.0 2.0 Principal - Assistant High School 3.0 2.0 Principal - High School 1.0 2.0 Total Administrative 1.0 2.0 Alternative Education 2.0 2.0 Att 5.0 6.5 Artick (Pre-K) 4.0 15.0 Bilingual Education 5.4.5 2.0 Computer Literacy/Technology 6.5 2.0 Elementary - Physical Education (K-8) 18.2 49.0 Elementary - Physical Education (K-8) 13.2 49.0 English - Language Arts 1.3 36.0 7.0 English - Reading 1.3 36.0 2.0 44 Foreign Language - Other 4.0 16.5 2.0 44 English - Reading 1.3 36.0 2.0 2.0 44 English - Reading 0.0 2.7 5.0 2.0 44 Hattin Saci/Cenral 2.8 2.0 2.0 <th>Position</th> <th>Downstate</th> <th>Chicago</th> <th></th> <th>STATE</th>	Position	Downstate	Chicago		STATE
Director 3.0 3.0 Principal - Selimentary 3.0 Principal - Blementary 3.0 Principal - Selimentary 3.0 Principal - Selimentary 3.0 Atternative Education 2.0 Atternative Education 2.0 Att 5.0 6.5 Atternative Education 5.4 1.0 Atternative Education 5.4 2.0 Atternative Education (K-8) 6.5 2.0 Elementary - Physical Education (K-8) 1.2 4.0 Elementary - Physical Education (K-8) 1.3 3.0 English - English 1.3 3.0 7.0 English - Seading 1.3 3.5 2.0 Foreign Language - Other 4.0 1.6 2.2 Foreign Language - Spanish 1.0 1.1 1.1 Learning/Resource Center 1.0 1.0 1.1 Math - Agebra 2.8 2.0 7.0 Math - Georenal 5.5 0.0 7.0 <td< td=""><td>Business Manager</td><td>1.0</td><td></td><td></td><td>1.0</td></td<>	Business Manager	1.0			1.0
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Al-HsK (Pre-K) 4.0 15.0 Bilingual Education 54.5 2.00 Computer Literacy/Technology 6.5 2.0 Elementary - Physical Education (K-8) 18.2 49.0 Elementary - Standard Elementary Instructor 8.0 227.0 English - Language Arts 1.3 35.0 English - Language Arts 1.3 35.0 English - Neading 1.3 35.0 English - Cher 4.0 16.5 Foreign Language - Other 4.0 16.5 Foreign Language - Spanish 13.0 10.0 Gifted Education 0.8 11 Leath - Algebra 2.8 22 Math - Sasic/General 6.0 27.5 Math - Geometry 1.0 10 Math - Other 9.8 23.0 Science - Chemistry 0.5 1.0 Science - Chereral 1.5 6.0 Science - Chemistry 0.5 1.0 Science - Chemistry 0.5 1.0 Science - Chereral 1.5 3.0 Science - Chemistry		5.0	6.5		11.5
Painfigual Education 54.5 2.00 44 Computer Literacy/Technology 6.5 2.0 6.5 Elementary - Music (K-8) 18.2 40.0 6.5 Einementary - Standard Elementary Instructor 8.0 227.0 235 English - English 3.0 7.0 10 English - English a Second Language 1.3 3.5 2.0 English - Reading 1.3 3.0 1.0 English a Second Language 1.3 0.0 2.2 Foreign Language - Spanish 1.3 0.0 2.2 Grided Education 1.1 1 1 Learning/Resource Center 1.0 1.1 1 Math - Bacic/General 6.0 2.7.5 3.3 Music - Instrumental 2.3 3.0 5.5 Science - Chemistry 0.0 2.15 6.0 7.7 Science - Chemistry 0.5 1.0 1.4 3.0 7.2 Science - Chemistry 0.5 1.0 2.2 2.2 </td <td>At-RISK (Pre-K)</td> <td>4.0</td> <td>15.0</td> <td></td> <td>19.0</td>	At-RISK (Pre-K)	4.0	15.0		19.0
Computer Literacy recting technology 6.5 2.0 6.5 Elementary - Physical Education (K-8) 18.2 49.0 67 English - English 3.0 7.0 23 English - Language Arts 1.3 3.0 7.0 English - Language Arts 1.3 3.5 3.6 English - Reading 1.3 3.5.0 36 English as Second Language 13.5 2.0 15 Foreign Language - Other 4.0 16.5 20 Foreign Language - Spanish 13.0 10.0 23 Gifted Education 1.1 1 1 Learning/Resource Center 1.0 1.1 1 Math - Algebra 2.8 3.0 32 Music - Vocal 5.4 5.0 10 Music - Vocal 5.4 5.0 10 Science - Chemistry 0.5 1.0 12 Science - Other 4.0 3.0 12 Science - Other 4.0 3.0 12 </td <td>Billingual Education</td> <td>54.5</td> <td>20.0</td> <td></td> <td>74.5</td>	Billingual Education	54.5	20.0		74.5
Elementary - Physical Education (K-8) 6.3 6.7 Elementary - Standard Elementary Instructor 8.0 227.0 235 English - English - English - Language Arts 1.3 1.0 10 English - English - English - Language Arts 1.3 3.5.0 10 English - Reading 1.3 3.5.0 15 2.0 4.4 English - Bading and English - Reading 1.3 3.5.0 15 2.0 16 Foreign Language - Other 4.0 16.5 2.0 16 16 16 16 16 16 16 16 17 16	Computer Literacy/Technology	6.5	2.0		8.5
Elementary - Yistandard Elementary Instructor 8.0 249.0 235 English - English - Language Arts 1.3 3.0 7.0 10 English - Language Arts 1.3 3.5.0 36 14 English - Neading 1.3 3.5.0 36 36 English - Reading 1.3 3.5.0 36 36 Foreign Language - Other 4.0 16.5 22 36 Foreign Language - Other 4.0 16.5 22 36 Gifted Education 1.1 1 1 1 Learning/Resource Center 1.0 Math Algebra 2.8 3.0 Math - General 6.0 27.5 33 3 30 Music - Vocal 5.4 5.0 7 35 36 32 Science - Chemistry 0.5 1.0 7 35 32 32 Science - Cheristry 0.5 1.0 7 35 32 32 Special Ed - Entry Childhood 5.5 <td>Elementary - Music (K-6)</td> <td>0.0</td> <td>40.0</td> <td></td> <td>0.5</td>	Elementary - Music (K-6)	0.0	40.0		0.5
Lemental Y - Statulation Line Internal y Instruction 0.0 227.0 230 English - Language Arts 1.3 0.0 7.0 1 English - Language Arts 1.3 35.0 1 1 English - Neading 1.3 35.0 1 1 English - Reading 1.3 35.0 16 16 Foreign Language - Other 4.0 16.5 16 16 Foreign Language - Spanish 13.0 10.0 23 30 Gifted Education 1.1 1 1 1 1 Learning/Resource Center 1.0 10 11 1 1 Math - Geometry 1.0 10 11 1 1 1 Varia - Other 9.8 23.0 15 10 15 10 15 Science - Other 9.8 23.0 15 10 12 12 Science - Physics 0.3 2.0 2.5 10 12 12 12 <	Elementary - Physical Education (K-8)	18.2	49.0		07.Z
English - English - English - Churguage Arts 3.0 7.0 English - Other 2.0 2.0 English - Reading 1.3 35.0 English as a Second Language 1.3 35.0 Foreign Language - Other 4.0 16.5 Foreign Language - Other 1.0 1.1 Foreign Language - Spanish 1.3 1.0 Gifted Education 1.1 1.1 Learning/Resource Center 1.0 1.1 Math - Algebra 2.8 2.2 Math - Geometry 1.0 1.0 Math - Other 9.8 2.3.0 Science - Stology 1.5 6.0 Science - Stology 1.5 6.0 Science - Chemistry 0.5 1.0 Science - Other 4.0 3.0 Science - Other 3.0 2.0 Special Ed - Autism 5.0 7.0 Science - Other 3.0 2.0 Special Ed - Having Impairment 3.5 5.5 Special Ed - Chros Categorical 78.0 116.0 Special Ed - Chrospecial polability (L	Elementary - Standard Elementary Instructor	0.0	227.0		235.0
Lingsin Language Aris 1.3 English - Other 2.0 English - Reading 1.3 Foreign Language - Other 4.0 Foreign Language - Spanish 1.0 Gifted Education 1.1 Learning/Resource Center 1.0 Math - Agebra 2.8 Math - Geometry 1.0 Math - Geometry 1.0 Math - Cher 9.8 Science - Invison 1.5 Science - Cheristry 0.5 Science - Cheristry 0.5 Science - Cheristry 0.5 Science - Cheristry 3.0 Special Ed - Autism 5.0 Special Ed - Lamotionally Disturbed (BD/SED) 4.0 Special Ed - Learion (Cherier all 2.5 Special Ed - Mental Retardation (EMH/TMH) 15.0 Special Ed - Learing Impairment 3.1 Special Ed - Mental Retardation (EMH/TMH) 1.0	English - English	3.0	7.0		10.0
English - Nied 2.0 2.0 English - Reading 1.3 35.0 English as a Second Language 1.3.5 2.0 Foreign Language - Other 4.0 16.5 Foreign Language - Spanish 13.0 10.0 Gifted Education 1.1 1 Learning/Resource Center 1.0 1 Math - Algebra 2.8 22 Math - Geometry 1.0 1 Math - Geometry 1.0 1 Music - Instrumental 2.3 3.0 Music - Vocal 5.4 5.0 Physical Education (9-12) 0.0 2.1.5 Science - Chemistry 0.5 1.0 Science - Other 4.0 3.0 Science - Other 4.0 3.0 Special Ed - Autism 5.0 7.0 Special Ed - Bilingual 4.0 3.0 Special Ed - Bardy Childhood 5.5 5 Special Ed - Bardy Childhood 5.5 5 Special Ed - Mental Retardation (EMH/TMH) 15.0 1.0 Special Ed - Mental Retardation (EMH/TMH)	English - Language Arts	1.3	2.0		1.5
Linglish is a Second Language 1.3 3.0 3.0 Foreign Language - Other 4.0 16.5 2.0 Foreign Language - Spanish 13.0 10.0 233 Gifted Education 1.1 1 1 Learning/Resource Center 1.0 1 1 Math - Algebra 2.8 2.8 3.2 Math - Basic/General 6.0 27.5 33 Music - Vocal 5.4 5.0 10 Music - Vocal 5.4 5.0 10 Physical Education (9-12) 0.0 21.5 21 Science - General 1.5 3.0 7 Science - Chemistry 0.5 1.0 1 Science - Other 4.0 3.0 7 Science - Physics 0.3 2.0 2 Special Ed - Surgonical 78.0 116.0 14 Special Ed - Early Childhood 5.5 5 5 Special Ed - Specific Learning Impairment 3.5 5 5 Special Ed - Ubtor/General 2.0.5 5.0 2 2	English - Other	2.0	2.0		4.0
Lingin as a grage - Other 1.3.3 2.0 1.3.5 2.0 Foreign Language - Other 4.0 16.5 20 Gifted Education 0.8 0.2 2.3 Math - Algebra 2.8 2.8 2.3 Math - Geometry 1.0 1.1 Math - Geometry 1.0 1.0 Math - Geometry 1.0 1.1 Music - Instrumental 2.3 3.0 Music - Instrumental 2.3 3.0 Science - Biology 1.5 6.0 7 Science - Chemistry 0.5 1.0 1 Science - Other 4.0 3.0 7 Science - Other 4.0 3.0 7 Science - Other 4.0 3.0 7 Special Ed - Autism 5.0 7.0 12 Special Ed - Early Childhood 5.5 5 5 Special Ed - Hearing Impairment 3.5 3 3 Special Ed - Other/General 2.0 5.0 25 Special Ed - Specht R.ang, Impaired 4.7 5 3 <td>English - Reduing</td> <td>1.5</td> <td>2.0</td> <td></td> <td>15.5</td>	English - Reduing	1.5	2.0		15.5
Totagin Language - Spanish 13.0 10.0 Grifed Education 0.8 13.0 10.0 Health Education 1.1 1 1 Learning/Resource Center 1.0 1 1 Math - Algebra 2.8 2.8 2.3 Math - Geometry 1.0 1 1 1 Math - Other 9.8 23.0 33 Music - Vocal 5.4 5.0 10.0 Physical Education (9-12) 0.0 21.5 21 Science - Chemistry 0.5 1.0 1 Science - Other 4.0 3.0 20 Science - Other 4.0 3.0 22 Special Ed - Autism 5.0 7.0 22 Special Ed - Emotionally Disturbed (BD/SED) 4.0 4.0 4.0 Special Ed - Hearing Impairment 3.5 3.3 3.3 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 22 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 24 Special Ed - Mental Retardation (EMH/TMH) 10.0 1	English as a Second Language	13.5	2.0		20.5
10.50 10.50 10.50 10.50 Gifted Education 1.1 1 Heath Education 1.1 1 Learning/Resource Center 1.0 1 Math - Algebra 2.8 2 Math - Basic/General 6.0 27.5 33 Math - Other 9.8 23.0 1 Music - Instrumental 2.3 3.0 5 Music - Vocal 5.4 5.0 10 Physical Education (9-12) 0.0 21.5 6.0 Science - General 1.5 3.0 7 Science - Other 4.0 3.0 7 Science - Other 4.0 3.0 7 Special Ed - Autism 5.0 7.0 12 Special Ed - Stapportical 78.0 116.0 44 Special Ed - Cross Categorical 78.0 116.0 40 Special Ed - Cross Categorical 78.0 116.0 14 Special Ed - Early Childhood 5.5 55 55	Foreign Language - Spanish	13.0	10.5		20.0
Direct Education 0.5 0.5 Health Education 1.1 1 Learning/Resource Center 1.0 1 Math - Algebra 2.8 22 Math - Basic/General 6.0 27.5 Math - Geometry 1.0 1 Math - Geometry 1.0 1 Music - Instrumental 2.3 3.0 Music - Vocal 5.4 5.0 10 Science - Biology 1.5 6.0 7 Science - Other 4.0 3.0 7 Science - Other 4.0 3.0 7 Special Ed - Autism 5.0 7.0 11.0 14 Special Ed - Loutism 5.0 7.0 12 2 Special Ed - Loutism 5.0 7.0 12 2 2 Special Ed - Loutism 5.0 7.0 12 2 2 Special Ed - Loutism 5.0 5.5 5 5 5 5 5 5 5 5	Gifted Education	0.8	10.0		20.0
Inclaming/Resource Center 1.1 Math - Algebra 2.8 Math - Basic/General 6.0 27.5 Math - Basic/General 6.0 27.5 Math - Geometry 1.0 1 Math - Other 9.8 23.0 Music - Vocal 5.4 5.0 10 Physical Education (9-12) 0.0 21.5 21 Science - Biology 1.5 6.0 7 Science - Chemistry 0.5 1.0 1 Science - Other 4.0 3.0 7 Science - Other 0.3 2.0 22 Special Ed - Autism 5.0 7.0 12 Special Ed - Cross Categorical 78.0 116.0 144 Special Ed - Hearing Impairment 3.5 5 5 Special Ed - Hearing Impairment 3.5 3 3 3 Special Ed - Other/General 20.5 5.0 22 5 2 Special Ed - Hearing Impairment 3.5 5 5 5 5 5 5 5 5 5 <td< td=""><td></td><td>0.0</td><td></td><td></td><td>0.0</td></td<>		0.0			0.0
Learning /response 1.0 1.0 Math - Algebra 2.8 1.0 Math - Basic/General 6.0 27.5 Math - Geometry 1.0 1.0 Math - Geometry 1.0 1.0 Math - Geometry 1.0 1.0 Music - Instrumental 2.3 3.0 Music - Vocal 5.4 5.0 Physical Education (9-12) 0.0 21.5 6.0 Science - General 1.5 3.0 44 Science - Other 4.0 3.0 77 Science - Other 4.0 3.0 77 Special Ed - Autism 5.0 7.0 12 Special Ed - Autism 5.0 7.0 12 Special Ed - Early Childhood 5.5 5 5 Special Ed - Early Childhood 5.5 5 25 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 28 Special Ed - Mental Retardation (EMH/TMH) 15.0 12.0 54.0 25 Special Ed - Other/General 2.0 5.0 25 25 25 <td>Learning/Resource Center</td> <td>1.1</td> <td></td> <td></td> <td>1.1</td>	Learning/Resource Center	1.1			1.1
Math - Basic/General 2.5 33 Math - Geometry 1.0 1 Math - Other 9.8 23.0 Music - Instrumental 2.3 3.0 Music - Vocal 5.4 5.0 Physical Education (9-12) 0.0 21.5 Science - Chemistry 0.5 1.0 Science - General 1.5 3.0 Science - Chemistry 0.5 1.0 Science - General 1.5 3.0 Science - Physics 0.3 2.0 Science - Physics 0.3 2.0 22 Special Ed - Autism 5.0 7.0 12 Special Ed - Bilingual 4.0 4.0 4.0 Special Ed - Eanty Childhood 5.5 5 5 Special Ed - Hearing Impairment 3.5 3.2 3.3 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 2.8 Special Ed - Speech & Lang. Impairment 5.4 7.5 5.5 Special Ed - Specefif Learning Disability (LD) 2.0 </td <td>Math - Algebra</td> <td>2.8</td> <td></td> <td></td> <td>2.8</td>	Math - Algebra	2.8			2.8
Math - Geometry 1.0 1 Math - Other 9.8 23.0 32 Music - Vocal 5.4 5.0 10 Physical Education (9-12) 0.0 21.5 21 Science - Biology 1.5 6.0 7 Science - General 1.5 3.0 44 Science - Other 4.0 3.0 7 Science - Other 4.0 3.0 7 Science - Other 5.0 7.0 12 Special Ed - Autism 5.0 7.0 12 Special Ed - Early Childhood 5.5 5 5 Special Ed - Early Childhood 5.5 5 5 Special Ed - Haring Impairment 3.5 3.0 28 Special Ed - Montal Retardation (EMH/TMH) 15.0 13.0 26 Special Ed - Montal Retardation (EMH/TMH) 5.0 7.0 12 Special Ed - Montal Retardation (EMH/TMH) 5.0 7.0 12 Special Ed - Specific Learning Disability (LD) 21.0 54.0 <td>Math - Basic/General</td> <td>2.0</td> <td>27.5</td> <td></td> <td>2.0</td>	Math - Basic/General	2.0	27.5		2.0
Math - Other 9.8 23.0 33 Music - Instrumental 2.3 3.0 10 Music - Vocal 5.4 5.0 10 Physical Education (9-12) 0.0 21.5 21 Science - Chemistry 0.5 1.0 1 Science - Chemistry 0.5 1.0 1 Science - Other 4.0 3.0 7 Science - Physics 0.3 2.0 22 Special Ed - Autism 5.0 7.0 12 Special Ed - Autism 5.0 7.0 12 Special Ed - Early Childhood 5.5 5 5 Special Ed - Emotionally Disturbed (BD/SED) 49.0 13.0 62 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 28 Special Ed - Mental Retardation (EMH/TMH) 15.0 25 5 Special Ed - Specich & Lang. Impaired 47.5 47 5 Special Ed - Specich & Lang. Impaired 47.5 47 5 Special Ed - Speech & Lang. Impaired<	Math - Geometry	1.0	21.5		1.0
Music - Instrumental 2.3 3.0 5.2 Music - Vocal 5.4 5.0 10 Physical Education (9-12) 0.0 21.5 6.0 Science - Chemistry 0.5 1.0 1 Science - Chennistry 0.5 1.0 1 Science - Chemistry 0.5 1.0 1 Science - General 1.5 3.0 22 Science - Physics 0.3 2.0 22 Social Science 0.5 2.0 22 Special Ed - Autism 5.0 7.0 16.0 Special Ed - Cross Categorical 78.0 116.0 134 Special Ed - Hearing Impairment 3.5 5 5 Special Ed - Orthor/General 20.5 5.0 22 Special Ed - Orther/General 20.5 5.0 25 Special Ed - Orther/General 20.5 5.0 25 Special Ed - Orther/General 20.5 5.0 25 Special Ed - Orther/General 20.5 5.0	Math - Other	9.8	23.0		32.8
Music - Vocal 2.5 5.6 10 Physical Education (9-12) 0.0 21.5 21 Science - Chemistry 0.5 1.0 1 Science - Chemistry 0.5 1.0 1 Science - Other 4.0 3.0 22 Social Science 0.5 2.0 22 Special Ed - Autism 5.0 7.0 12 Special Ed - Bilingual 4.0 3 20 Special Ed - Cross Categorical 78.0 116.0 194 Special Ed - LBS I 33.1 33 33 33 Special Ed - LBS I 33.1 33 33 33 34 33 Special Ed - Specific Learning Disability (LD) 21.0 5.0 25 35	Music - Instrumental	2.3	20.0		53
Industry Orden 0.0 21.5 20.0 Physical Education (9-12) 0.0 0.0 21.5 20.0 Science - Chemistry 0.5 1.0 1.5 6.0 77 Science - Chemistry 0.5 1.0 1.5 3.0 72 Science - Other 4.0 3.0 77 52 52.0 52 <t< td=""><td>Music - Vocal</td><td>5.4</td><td>5.0</td><td></td><td>10.4</td></t<>	Music - Vocal	5.4	5.0		10.4
Science - Biology 1.5 6.0 7 Science - Chemistry 0.5 1.0 1 Science - Chemistry 0.5 1.0 1 Science - General 1.5 3.0 7 Science - Other 4.0 3.0 7 Science - Physics 0.3 2.0 2 Social Science 0.5 2.0 2 Special Ed - Autism 5.0 7.0 12 Special Ed - Early Childhood 5.5 5 5 Special Ed - Hearing Impairment 3.5 3 3 Special Ed - Hearing Impairment 3.5 3 3 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 28 Special Ed - Othopedic Impairment (PH) 0.0 1.0 1 Special Ed - Specific Learning Disability (LD) 21.0 54.0 7 Special Ed - Specific Learning Disability (LD) 21.0 54.0 7 Special Ed - Specific Learning Disability (LD) 21.0 54.0 7 Special Ed - Specific Learning Disability (LD) 21.0 54.0 7	Physical Education (9-12)	0.4	21.5		21.5
Science - Chemistry 0.5 1.0 1 Science - Other 4.0 3.0 7 Science - Other 4.0 3.0 7 Science - Other 4.0 3.0 7 Science - Physics 0.3 2.0 22 Special Ed - Autism 5.0 7.0 12 Special Ed - Cross Categorical 78.0 116.0 194 Special Ed - Early Childhood 5.5 5 5 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 62 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 28 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 28 Special Ed - Othopedic Impairment (PH) 0.0 1.0 1 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Specific Learning Natiment 5.4 75 76 Special Ed - Specific Learning Natering Mgt 4.0 2	Science - Biology	1.5	6.0		7.5
Science - General 0.5 1.5 Science - Other 4.0 3.0 Science - Physics 0.3 2.0 Social Science 0.5 2.0 Special Ed - Autism 5.0 7.0 Special Ed - Autism 5.0 7.0 Special Ed - Autism 5.0 7.0 Special Ed - Cross Categorical 78.0 116.0 Special Ed - Early Childhood 5.5 5 Special Ed - Hearing Impairment 3.5 3 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 Special Ed - Other/General 20.5 5.0 25 Special Ed - Other/General 20.5 5.0 25 Special Ed - Other/General 20.5 5.0 25 Special Ed - Visual Impairment 5.4 55 25 Special Ed - Visual Impairment 5.4 55 22 Voc Tech - Business, Marketing, Mgt 4.0 2.0 60 Voc Tech - Health Occupations 1.0 2.0 35 Voc Tec	Science - Chemistry	0.5	1.0		1.5
Science - Other 1.0 3.0 7 Science - Physics 0.3 2.0 22 Special Science 0.5 2.0 22 Special Ed - Autism 5.0 7.0 12 Special Ed - Bilingual 4.0 35 55 Special Ed - Early Childhood 5.5 55 Special Ed - Hearing Impairment 3.5 33 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 22 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 26 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Specific Learning Namer Sciences 2.5 2.5 2.0 2.5 Voc Tech - Family & Consumer Sciences 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5	Science - General	1.5	3.0		4.5
Science - Physics 0.3 2.0 Social Science 0.5 2.0 Special Ed - Autism 5.0 7.0 Special Ed - Bilingual 4.0 4 Special Ed - Cross Categorical 78.0 116.0 Special Ed - Early Childhood 5.5 5 Special Ed - Hearing Impairment 3.5 3 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 Special Ed - Orthopedic Impairment (PH) 0.0 1.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Spech & Lang. Impaired 47.5 47.5 Special Ed - Visual Impairment 5.4 5 Title I - Remedial Math 1.0 10 Title I - Remedial Reading 4.0 2.0 Voc Tech - Health Occupations 1.0 2.0 Voc Tech - Health Occupations 1.0 2.0 Voc Tech - Halth Occupations 1.0 2.0 Voc Tech - Misc. 1.0 1.0	Science - Other	4.0	3.0		7.0
Social Science 0.5 2.0 Special Ed - Autism 5.0 7.0 Special Ed - Autism 5.0 7.0 Special Ed - Bilingual 4.0 4 Special Ed - Early Childhood 5.5 5 Special Ed - Emotionally Disturbed (BD/SED) 49.0 13.0 Special Ed - Hearing Impairment 3.5 3 Special Ed - Hearing Impairment 3.5 3 Special Ed - Other/General 20.5 5.0 Special Ed - Other/General 20.5 5.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Mpairment 5.4 55 Special Ed - Specific Learning Mgt 4.0 2.0 Voc Tech - Business, Marketing, Mgt 4.0 2.0 Voc Tech - Health Occupations 1.0 1.0 Voc Tech - Health Occupations 9.6 3.0 Voc Tech - Misc. 1.0 1.0 2.0 Z-Other Subject or Program Area Not Listed	Science - Physics	-1.0	2.0		23
Special Ed - Autism 5.0 7.0 Special Ed - Autism 5.0 7.0 Special Ed - Bilingual 4.0 4.0 Special Ed - Cross Categorical 78.0 116.0 Special Ed - Emotionally Disturbed (BD/SED) 49.0 13.0 Special Ed - Hearing Impairment 3.5 3 Special Ed - Hearing Impairment 3.3.1 33.0 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 Special Ed - Othopedic Impairment (PH) 0.0 1.0 Special Ed - Othopedic Impairment 20.5 5.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Visual Impairment 5.4 55 Special Ed - Neusiness, Marketing, Mgt 4.0 2.0 Voc Tech - Business, Marketing, Mgt 4.0 2.0 Voc Tech - Industrial Occupations 1.0 1.0 Voc Tech - Misc. 1.0 1.0 1.0 Z-Other Subject or Program Area Not Listed 6.0 59.0	Social Science	0.5	2.0		2.5
Special Ed - Bilingual 4.0 Special Ed - Cross Categorical 78.0 116.0 Special Ed - Early Childhood 5.5 5 Special Ed - Early Childhood 5.5 5 Special Ed - Hearing Impairment 3.5 3 Special Ed - Hearing Impairment 3.5 3 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 28 Special Ed - Orthopedic Impairment (PH) 0.0 1.0 1 Special Ed - Orthorpedic Impairment (PH) 0.0 1.0 1 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Susiness, Marketing, Mgt 4.0 2.0 40 Voc Tech - Business, Marketing, Mgt 4.0 2.0 40 Voc Tech - Health Occupations 1.0 1.0 2.0 Voc Tech - Misc. 1.0 1.0 2.0 40 Voc Tech - M	Special Ed - Autism	5.0	7.0		12.0
Special Ed - Cross Categorical 78.0 116.0 194 Special Ed - Cross Categorical 78.0 116.0 194 Special Ed - Early Childhood 5.5 5 5 Special Ed - Early Childhood 5.5 33 5 Special Ed - Hearing Impairment 3.5 33 5 Special Ed - Hearing Impairment 3.5 33 5 Special Ed - Othopedic Impairment (PH) 0.0 1.0 1 Special Ed - Othopedic Impairment (PH) 0.0 1.0 7 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Visual Impairment 5.4 55 47 Special Ed - Visual Impairment 5.4 55 47 Special Ed - Visual Impairment 5.4 55 50 Voc Tech - Business, Marketing, Mgt 4.0 2.0 40 Voc Tech - Health Occupations 1.0 2.0 30 Voc Tech - Misc. 1.0 1.0 2.0 30 Voc Tech - Misc. 1.0	Special Ed - Bilingual	4.0	7.0		4.0
Special Ed - Early Childhood 5.5 Special Ed - Emry Childhood 5.5 Special Ed - Emotionally Disturbed (BD/SED) 49.0 13.0 Special Ed - Hearing Impairment 3.5 33 Special Ed - Hearing Impairment 3.5 33 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 Special Ed - Other/General 20.5 5.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Visual Impairment 5.4 55 Title I - Remedial Math 1.0 11 Title I - Remedial Reading 4.0 2.0 Voc Tech - Family & Consumer Sciences 2.5 22 Voc Tech - Health Occupations 9.6 3.0 12 Voc Tech - Misc. 1.0 1.0 2.0 35 Librarian/Media Specialist 0.0 4.5	Special Ed - Cross Categorical	78.0	116.0		194.0
Special Ed - Emotionally Disturbed (BD/SED) 49.0 13.0 Special Ed - Hearing Impairment 3.5 33 Special Ed - LBS I 33.1 32 Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 Special Ed - Othopedic Impairment (PH) 0.0 1.0 1 Special Ed - Other/General 20.5 5.0 25 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Title I - Remedial Math 1.0 1.0 20.0 76	Special Ed - Early Childhood	5.5			5.5
Special Ed - Hearing Impairment 3.5 3 Special Ed - LBS I 33.1 33 Special Ed - Orthopedic Impairment (PH) 0.0 1.0 Special Ed - Orthopedic Impairment (PH) 0.0 1.0 Special Ed - Other/General 20.5 5.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Visual Impairment 5.4 55 Special Ed - Neusal Reading 4.0 2.0 Voc Tech - Business, Marketing, Mgt 4.0 2.0 Voc Tech - Health Occupations 1.0 2.0 Voc Tech - Health Occupations 9.6 3.0 Voc Tech - Misc. 1.0 1.0 z-Other Subject or Program Area Not Listed 6.0 55.0 Zeodrinator 3.5 3 3.5 Librarian/Media Specialist 0.0 4.5 3.6 Supervisor (Program or Staff) 1.5 7.0	Special Ed - Emotionally Disturbed (BD/SED)	49.0	13.0		62.0
Special Ed - LBS I 33.1 Special Ed - LBS I 33.1 Special Ed - Orthopedic Impairment (PH) 0.0 1.0 Special Ed - Orthopedic Impairment (PH) 0.0 1.0 Special Ed - Other/General 20.5 5.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Visual Impairment 5.4 55 Title I - Remedial Math 1.0 10 Title I - Remedial Reading 4.0 2.0 Voc Tech - Business, Marketing, Mgt 4.0 2.0 Voc Tech - Health Occupations 1.0 1.0 Z-Other Subject or Program Area Not Listed 6.0 59.0 Coordinator 1.5 1 Librarian/Media Specialist 0.0 4.5 Supervisor (Program or Staff)	Special Ed - Hearing Impairment	3.5			3.5
Special Ed - Mental Retardation (EMH/TMH) 15.0 13.0 Special Ed - Orthopedic Impairment (PH) 0.0 1.0 Special Ed - Orthopedic Impairment (PH) 0.0 1.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Visual Impairment 5.4 55 Title I - Remedial Reading 4.0 75 Voc Tech - Business, Marketing, Mgt 4.0 2.0 Voc Tech - Health Occupations 1.0 2.0 Voc Tech - Industrial Occupations 9.6 3.0 Voc Tech - Misc. 1.0 1.0 2.0 z-Other Subject or Program Area Not Listed 6.0 59.0 65.0 Coordinator 3.5 1.0 2.0 44.5 Librarian/Media Specialist 0.0 4.5 55.0 35.0 Supervisor (Program or Staff) 7.5 77.6 36.0 37.0 Total OCS 22.8	Special Ed - I BS I	33.1			33.1
Special Ed - Orthopedic Impairment (PH) 0.0 1.0 Special Ed - Orthopedic Impairment (PH) 20.5 5.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Visual Impairment 5.4 55 Title I - Remedial Math 1.0 1 Title I - Remedial Reading 4.0 2.0 Voc Tech - Business, Marketing, Mgt 4.0 2.0 Voc Tech - Family & Consumer Sciences 2.5 22 Voc Tech - Health Occupations 1.0 2.0 Voc Tech - Industrial Occupations 9.6 3.0 Voc Tech - Nisc. 1.0 1.0 z-Other Subject or Program Area Not Listed 6.0 59.0 Coordinator 3.5 3.5 Librarian/Media Specialist 0.0 4.5 Supervisor (Program or Staff) 1.5 7.6 z- Other Certificated Staff (not listed) 7.0 7.6 Social Worker 9.8 2.0 7.6 Specialist 2.0 34.5 3.6 Nurse	Special Ed - Mental Retardation (EMH/TMH)	15.0	13.0		28.0
Special Ed - Other/General 20.5 5.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Specific Learning Disability (LD) 21.0 54.0 75 Special Ed - Speech & Lang. Impaired 47.5 47 Special Ed - Visual Impairment 5.4 55 Title I - Remedial Math 1.0 14 Voc Tech - Business, Marketing, Mgt 4.0 2.0 Voc Tech - Family & Consumer Sciences 2.5 22 Voc Tech - Health Occupations 1.0 2.0 Voc Tech - Industrial Occupations 9.6 3.0 12 Voc Tech - Misc. 1.0 1.0 2.0 Z-Other Subject or Program Area Not Listed 6.0 59.0 65 Coordinator 3.5 1.2 3.5 3.5 Librarian/Media Specialist 0.0 4.5 3.5 3.5 Supervisor (Program or Staff) 1.5 7.0 7.0 7.0 Total OCS 22.8 49.0 7.0 7.0 7.0	Special Ed - Orthopedic Impairment (PH)	0.0	1.0		1.0
Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Specific Learning Disability (LD) 21.0 54.0 Special Ed - Spech & Lang. Impaired 47.5 47 Special Ed - Visual Impairment 5.4 55 Title I - Remedial Math 1.0 1 Title I - Remedial Reading 4.0 2.0 Voc Tech - Business, Marketing, Mgt 4.0 2.0 Voc Tech - Health Occupations 1.0 2.0 Voc Tech - Health Occupations 9.6 3.0 Voc Tech - Misc. 1.0 1.0 z-Other Subject or Program Area Not Listed 6.0 59.0 Coordinator 3.5 5 Librarian/Media Specialist 10.8 44.5 Supervisor (Program or Staff) 1.5 7 z- Other Certificated Staff (not listed) 7.0 7 Guidance Counselor 2.0 34.5 Nurse 9.8 2.0 27 Social Worker 4.5 2.0 34.5 Special Worker 4.5 2.0	Special Ed - Other/General	20.5	5.0		25.5
Special Ed - Speech & Lang. Impaired 47.5 Special Ed - Visual Impairment 5.4 Title I - Remedial Math 1.0 Title I - Remedial Math 1.0 Title I - Remedial Reading 4.0 Voc Tech - Business, Marketing, Mgt 4.0 Voc Tech - Family & Consumer Sciences 2.5 Voc Tech - Health Occupations 1.0 2.0 Voc Tech - Industrial Occupations 9.6 3.0 Voc Tech - Misc. 1.0 1.0 z-Other Subject or Program Area Not Listed 6.0 59.0 Coordinator 3.5 35 Librarian/Media Specialist 1.8 44.5 Supervisor (Program or Staff) 1.5 7 z- Other Certificated Staff (not listed) 7.0 7 Guidance Counselor 9.8 2.0 34.5 Nurse 9.8 2.0 34.5 Psychologist 27.6 20 34.5 Social Worker 4.5 2.0 3 Specialist (non-teaching) 92.6 92 92 z- Other Professional Staff (not listed) 14.8 2.0	Special Ed - Specific Learning Disability (LD)	21.0	54.0		75.0
Special Ed - Visual Impairment 5.4 Title I - Remedial Math 1.0 Title I - Remedial Reading 4.0 Voc Tech - Business, Marketing, Mgt 4.0 Voc Tech - Family & Consumer Sciences 2.5 Voc Tech - Health Occupations 1.0 Voc Tech - Health Occupations 9.6 Voc Tech - Misc. 1.0 Z-Other Subject or Program Area Not Listed 6.0 Coordinator 3.5 Librarian/Media Specialist 1.0.8 Supervisor (Program or Staff) 1.5 Z- Other Certificated Staff (not listed) 7.0 Total OCS 22.8 Murse 9.8 Psychologist 27.6 Social Worker 4.5 Special Staff (not listed) 27.6 Other Professional Staff (not listed) 27.6 Social Worker 4.5 Special Staff (not listed) 27.6 Social Worker 4.5 Social Worker	Special Ed - Speech & Lang, Impaired	47.5			47.5
Title I - Remedial Math 1.0 1 Title I - Remedial Reading 4.0 4 Voc Tech - Business, Marketing, Mgt 4.0 2.0 Voc Tech - Family & Consumer Sciences 2.5 2 Voc Tech - Health Occupations 1.0 2.0 Voc Tech - Industrial Occupations 9.6 3.0 12 Voc Tech - Misc. 1.0 1.0 2.0 Z-Other Subject or Program Area Not Listed 6.0 59.0 65 Total Instructional 497.9 765.0 1,262 Coordinator 3.5 3.5 3.5 Librarian/Media Specialist 0.0 4.5 44.5 Supervisor (Program or Staff) 1.5 1 3.6 z- Other Certificated Staff (not listed) 7.0 7 7 Guidance Counselor 2.0 34.5 36 Nurse 9.8 2.0 11 Psychologist 27.6 20 36 Supech/Lang. Pathologist (non-teaching) 92.6 20 32 z- Other Professional Staff (not listed) 14.8 2.0 36	Special Ed - Visual Impairment	5.4			5.4
Title I - Remedial Reading 4.0 4 Voc Tech - Business, Marketing, Mgt 4.0 2.0 Voc Tech - Family & Consumer Sciences 2.5 2 Voc Tech - Health Occupations 1.0 2.0 3 Voc Tech - Health Occupations 9.6 3.0 12 Voc Tech - Misc. 1.0 1.0 2.0 z-Other Subject or Program Area Not Listed 6.0 59.0 65 Total Instructional 497.9 765.0 1,262 Coordinator 3.5 10 1.0 2.0 Librarian/Media Specialist 0.0 4.5 55 4 Supervisor (Program or Staff) 1.5 1 7 Z- Other Certificated Staff (not listed) 7.0 7 7 Guidance Counselor 2.0 34.5 36 Nurse 9.8 2.0 11 Psychologist 27.6 27 27 Social Worker 4.5 2.0 6 Z- Other Professional Staff (not listed) 14.8 2.0 14 Pspech/Lang. Pathologist (non-teaching)	Title I - Remedial Math	1.0			1.0
Voc Tech - Business, Marketing, Mgt 4.0 2.0 Voc Tech - Family & Consumer Sciences 2.5 22 Voc Tech - Health Occupations 1.0 2.0 33 Voc Tech - Industrial Occupations 9.6 3.0 12 Voc Tech - Industrial Occupations 9.6 3.0 12 Voc Tech - Misc. 1.0 1.0 22 Z-Other Subject or Program Area Not Listed 6.0 59.0 65 Total Instructional 497.9 765.0 1,262 Coordinator 3.5 10.8 44.5 55 Reading Specialist 0.0 4.5 55 33 Supervisor (Program or Staff) 1.5 7 7 Z-Other Certificated Staff (not listed) 7.0 7 7 Guidance Counselor 2.0 34.5 36 Nurse 9.8 2.0 11 Psychologist 27.6 20 34.5 Social Worker 4.5 2.0 66 Speech/Lang. Pathologist (non-teaching) 92.6 92 92 Z-Other Professional Staff (not l	Title I - Remedial Reading	4.0			4.0
Voc Tech - Family & Consumer Sciences 2.5 2 Voc Tech - Health Occupations 1.0 2.0 3 Voc Tech - Industrial Occupations 9.6 3.0 12 Voc Tech - Industrial Occupations 9.6 3.0 12 Voc Tech - Misc. 1.0 1.0 2 z-Other Subject or Program Area Not Listed 6.0 59.0 65 Total Instructional 497.9 765.0 1,262 Coordinator 3.5 10.8 44.5 55 Reading Specialist 0.0 4.5 54 55 Supervisor (Program or Staff) 1.5 1 7 z- Other Certificated Staff (not listed) 7.0 7 7 Guidance Counselor 2.0 34.5 34 Nurse 9.8 2.0 27 6 Social Worker 4.5 2.0 6 27 Social Worker 4.5 2.0 6 27 Speech/Lang. Pathologist (non-teaching) 22.6 24 24 </td <td>Voc Tech - Business, Marketing, Mgt</td> <td>4.0</td> <td>2.0</td> <td></td> <td>6.0</td>	Voc Tech - Business, Marketing, Mgt	4.0	2.0		6.0
Voc Tech - Health Occupations 1.0 2.0 33 Voc Tech - Industrial Occupations 9.6 3.0 12 Voc Tech - Misc. 1.0 1.0 1.0 22 Z-Other Subject or Program Area Not Listed 6.0 59.0 65 Total Instructional 497.9 765.0 1,262 Coordinator 3.5 1.0 445 Librarian/Media Specialist 10.8 44.5 55 Reading Specialist 0.0 4.5 54 Supervisor (Program or Staff) 1.5 7 7 Z- Other Certificated Staff (not listed) 7.0 7 7 Guidance Counselor 2.0 34.5 36 Nurse 9.8 2.0 27.6 27 Social Worker 4.5 2.0 36 32 Speech/Lang. Pathologist (non-teaching) 92.6 92 32 36 Z- Other Professional Staff (not listed) 14.8 2.0 36 36	Voc Tech - Family & Consumer Sciences	2.5			2.5
Voc Tech - Industrial Occupations 9.6 3.0 12 Voc Tech - Misc. 1.0 1.0 1.0 22 z-Other Subject or Program Area Not Listed 6.0 59.0 65 Total Instructional 497.9 765.0 1,22 Coordinator 3.5 1.0 1.0 1,22 Librarian/Media Specialist 10.8 44.5 55 Reading Specialist 0.0 4.5 54 Supervisor (Program or Staff) 1.5 1 77 Total OCS 22.8 49.0 71 Guidance Counselor 2.0 34.5 36 Nurse 9.8 2.0 27.6 27 Social Worker 4.5 2.0 36 27 Speech/Lang. Pathologist (non-teaching) 92.6 92 2 14.8 2.0 Z- Other Professional Staff (not listed) 14.8 2.0 16 16	Voc Tech - Health Occupations	1.0	2.0		3.0
Voc Tech - Misc. 1.0 1.0 2 z-Other Subject or Program Area Not Listed 6.0 59.0 65 Total Instructional 497.9 765.0 1,262 Coordinator 3.5 3 3 Librarian/Media Specialist 10.8 44.5 55 Reading Specialist 0.0 4.5 4 Supervisor (Program or Staff) 1.5 1 7 z- Other Certificated Staff (not listed) 7.0 7 7 Guidance Counselor 2.0 34.5 36 Nurse 9.8 2.0 11 Psychologist 27.6 27 36 Social Worker 4.5 2.0 6 z- Other Professional Staff (not listed) 14.8 2.0 14	Voc Tech - Industrial Occupations	9.6	3.0		12.6
z-Other Subject or Program Area Not Listed 6.0 59.0 65 Total Instructional 497.9 765.0 1,262 Coordinator 3.5 3 3 Librarian/Media Specialist 10.8 44.5 55 Reading Specialist 0.0 4.5 4 Supervisor (Program or Staff) 1.5 1 7 z- Other Certificated Staff (not listed) 7.0 7 7 Guidance Counselor 2.0 34.5 36 Nurse 9.8 2.0 11 Psychologist 27.6 27 36 Speech/Lang. Pathologist (non-teaching) 92.6 92 92 z- Other Professional Staff (not listed) 14.8 2.0 14	Voc Tech - Misc.	1.0	1.0		2.0
Total Instructional 497.9 765.0 1,262 Coordinator 3.5 3 <td>z-Other Subject or Program Area Not Listed</td> <td>6.0</td> <td>59.0</td> <td></td> <td>65.0</td>	z-Other Subject or Program Area Not Listed	6.0	59.0		65.0
Coordinator 3.5 3.5 Librarian/Media Specialist 10.8 44.5 55 Reading Specialist 0.0 4.5 4 Supervisor (Program or Staff) 1.5 1 z- Other Certificated Staff (not listed) 7.0 7 Guidance Counselor 2.0 34.5 36 Nurse 9.8 2.0 11 Psychologist 27.6 27 36 Speech/Lang. Pathologist (non-teaching) 92.6 92 20 z- Other Professional Staff (not listed) 14.8 2.0 16	Total Instruction	al 497.9	765.0		1,262.9
Librarian/Media Specialist 10.8 44.5 55 Reading Specialist 0.0 4.5 4 Supervisor (Program or Staff) 1.5 1 z- Other Certificated Staff (not listed) 7.0 7 Total OCS 22.8 49.0 Guidance Counselor 2.0 34.5 36 Nurse 9.8 2.0 11 Psychologist 27.6 27 36 Speech/Lang. Pathologist (non-teaching) 92.6 92 32 z- Other Professional Staff (not listed) 14.8 2.0 16	Coordinator	3.5			3.5
Reading Specialist 0.0 4.5 4 Supervisor (Program or Staff) 1.5 1 1 z- Other Certificated Staff (not listed) 7.0 7 7 Guidance Counselor 2.0 34.5 36 Nurse 9.8 2.0 11 Psychologist 27.6 27 27 Social Worker 4.5 2.0 6 Speech/Lang. Pathologist (non-teaching) 92.6 92 2 Z- Other Professional Staff (not listed) 14.8 2.0 16	Librarian/Media Specialist	10.8	44.5		55.3
Supervisor (Program or Staff) 1.5 1 z- Other Certificated Staff (not listed) 7.0 7 Total OCS 22.8 49.0 71 Guidance Counselor 2.0 34.5 36 Nurse 9.8 2.0 11 Psychologist 27.6 27 27 Social Worker 4.5 2.0 6 Speech/Lang. Pathologist (non-teaching) 92.6 92 2 Z- Other Professional Staff (not listed) 14.8 2.0 16	Reading Specialist	0.0	4.5		4.5
z- Other Certificated Staff (not listed) 7.0 Total OCS 22.8 49.0 Guidance Counselor 2.0 34.5 Nurse 9.8 2.0 Psychologist 27.6 27 Social Worker 4.5 2.0 Speech/Lang. Pathologist (non-teaching) 92.6 92 z- Other Professional Staff (not listed) 14.8 2.0	Supervisor (Program or Staff)	1.5			1.5
Total OCS 22.8 49.0 71 Guidance Counselor 2.0 34.5 36 Nurse 9.8 2.0 11 Psychologist 27.6 27 27 Social Worker 4.5 2.0 6 Speech/Lang. Pathologist (non-teaching) 92.6 92 z- Other Professional Staff (not listed) 14.8 2.0 16	z- Other Certificated Staff (not listed)	7.0			7.0
Guidance Counselor 2.0 34.5 36 Nurse 9.8 2.0 11 Psychologist 27.6 27 Social Worker 4.5 2.0 Speech/Lang. Pathologist (non-teaching) 92.6 92 z- Other Professional Staff (not listed) 14.8 2.0	Total OC	<u>S 22.8</u>	49.0		71.8
Nurse 9.8 2.0 11 Psychologist 27.6 27 Social Worker 4.5 2.0 Speech/Lang. Pathologist (non-teaching) 92.6 92 z- Other Professional Staff (not listed) 14.8 2.0 Total SSP 151.3 40.5 100	Guidance Counselor	2.0	34.5		36.5
rsycnologist 27.6 27 Social Worker 4.5 2.0 6 Speech/Lang. Pathologist (non-teaching) 92.6 92 92 z- Other Professional Staff (not listed) 14.8 2.0 16	Nurse	9.8	2.0		11.8
Social worker 4.5 2.0 6 Speech/Lang. Pathologist (non-teaching) 92.6 92 z- Other Professional Staff (not listed) 14.8 2.0 Total SSP 151.3 40.5		27.6			27.6
SpeecrivLang. Pathologist (non-teaching) 92.6 92 z- Other Professional Staff (not listed) 14.8 2.0 16	Social Worker	4.5	2.0		6.5
Image: Content Professional Statt (not listed) 14.8 2.0 16 Total SSP 151.3 40.5 101	Speech/Lang. Pathologist (non-teaching)	92.6			92.6
10131558 1315 /015 101	2- Other Professional Staff (not listed)	14.8	2.0	l	101.0
10tal 301 131.3 40.3 131	Total SS	- 151.3	40.5		191.8
Total FTE 685.0 854.5 1,539	Total FT	E 685.0	854.5		1,539.5

Appendix C: Positions with the Most Severe Shortages

		Districts	Districts	Districts		
	0	Reporting	Reporting	Reporting	Total	Number
	Severity	N %	N %	N %	Ratings	Reporting
1 Special Ed. Speech & Lang Impaired	-575	259 /1%	67 8%	12 1%	437	"N/A" /37
2 Speech/Lang, Pathologist (non-teaching)	-575	322 37%	66 8%	0 1%	307	437
3 Special Ed - Cross Categorical	-323	362 /1%	1/3 16%	15 2%	520	354
A Special Ed - Emotionally Disturbed (BD/SED)	-430	328 38%	97 11%	0 1%	134	440
5 Special Ed - L BS L	-401	300 34%	130 15%	12 1%	4/2	/32
6 Special Ed - Specific Learning Disability (LD)	-410	316 36%	163 19%	20 2%	499	375
7 Mathematics	-403	323 37%	204 23%	20 27	4 33 554	320
8 Foreign Language - Spanish	-376	272 31%	103 12%	15 2%	390	484
Bilingual Education	-356	272 26%	54 6%	10 276	287	587
10 Science - Physics	-350	223 20%	68 8%	10 1%	312	562
11 Librarian/Media Specialist	-336	245 28%	119 14%	6 1%	370	504
12 Science - Chemistry	-332	237 27%	83 9%	12 1%	332	542
13 Special Ed - Other/General	-330	247 28%	131 15%	12 176	389	485
14 Psychologist	-319	225 26%	125 14%	10 1%	360	514
15 Special Ed - Bilingual	-310	195 22%	39 4%	6 1%	240	634
16 Science - Other	-307	256 29%	186 21%	21 2%	463	411
17 Voc Tech - Industrial Occupations	-295	196 22%	51 6%	7 1%	254	620
18 Special Ed - Hearing Impairment	-281	192 22%	58 7%	9 1%	259	615
19 Special Ed - Visual Impairment	-253	172 20%	52 6%	5 1%	229	645
20 Guidance Counselor	-253	213 24%	120 14%	22 3%	355	519
21 Nurse	-240	198 23%	143 16%	17 2%	358	516
22 Foreign Language - Other	-227	170 19%	79 9%	11 1%	260	614
23 Computer Literacy/Technology	-224	192 22%	152 17%	21 2%	365	509
24 Music	-211	199 23%	247 28%	24 3%	470	404
25 Voc Tech - Family & Consumer Sciences	-170	136 16%	92 11%	9 1%	237	637
26 Voc Tech - Agriculture	-135	115 13%	66 8%	6 1%	187	687
27 English - Reading	-133	178 20%	235 27%	65 7%	478	396
28 Art	-130	132 15%	199 23%	19 2%	350	524
29 Social Worker	-120	146 17%	209 24%	41 5%	396	478
30 Principal - High School	-113	106 12%	152 17%	13 1%	271	603
31 Principal - Jr. High	-98	100 11%	195 22%	19 2%	314	560
32 Voc Tech - Business, Marketing, Management	-98	94 11%	109 12%	9 1%	212	662
33 Gifted Education	-89	91 10%	109 12%	12 1%	212	662
34 Business Manager	-85	73 8%	83 9%	4 0%	160	714
35 Voc Tech - Health Occupations	-85	75 9%	64 7%	11 1%	150	724
36 Principal - Elementary	-40	78 9%	270 31%	43 5%	391	483
37 Health Education	-7	62 7%	203 23%	53 6%	318	556
38 English - Language Arts	125	83 9%	299 34%	163 19%	545	329
39 Physical Education	221	52 6%	248 28%	196 22%	496	378
40 Social Science	302	32 4%	197 23%	230 26%	459	415
41 Standard Elementary Instructor	599	11 1%	175 20%	399 46%	585	289

Bold= New in 2006

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

Appendix D: Projected Need for Educators [2007-2010]

	Average		Needed	%-of
Non-Instructional Staff	Hires		2010	Staff
Administrative*				
District Supt./Asst.	32		126	14%
Elem. Princ./Asst.	249		995	31%
Jr. High Princ./Asst.	107		427	41%
H.S. Princ./Asst.	122		487	33%
Director/Asst.	103		413	34%
Other Administrator	173		691	48%
Other Educators				0
Coordinator	51		204	28%
Library/Media Specialist	95		381	18%
Technology Specialist	9		36	15%
Reading Specialist	65		260	34%
Staff Supervisor	3		12	5%
Program Supervisor	20		79	7%
Guidance Counselor	144		575	20%
Psychologist	120		478	31%
Social Worker	266		1,065	38%
Nurse	63		253	29%
Speech/Lang. Pathologist	194		775	35%
	Total	•	7,257	29%

Instructional Staff

	Total	-	44,670	35%
Voc/Tech Misc.	44		176	68%
Industrial	109		435	31%
Health Occupations	9		35	46%
Family/Consumer Sciences	90		359	31%
Business, Mkt., Mgt.	99		395	32%
Agriculture	34		134	41%
Vocational/Technical				
Title 1 Math/Reading	157		627	38%
Special Education	1,964		7,855	39%
Social Science	505		2,021	33%
Self Contained Elementary	3,533		14,130	33%
Science	618		2,472	36%
Physical Education	475		1,901	27%
Other Subject/Program	287		642	75%
Music	329		1.315	34%
Mathematics	680		2,718	36%
Health Education	42		169	27%
Foreign Lang Spanish	235		941	44%
Foreign Lang Other	82		326	32%
English Language Arts	1.061		4.244	37%
English as a Second Language	95		379	34%
Early Childhood	150		598	23%
Driver Education	13		10 88	10%
	10		61	18%
Consumer Education	20		920 81	37%
Computer Programming/Lit	304 81		323	30%
Ritingual Education	209		1 216	50 % 60%
	200		213	44%
Alternative Education	53		212	110/

* Includes Teachers that changed to administrative positions.

**Teacher data is not available for 2004.

BOLD= Position added in 2004.