

Employed Teacher Demographics 2009-2013

The table below presents numbers and percentages of regular classroom teachers, full-time substitute teachers, and the total for both, broken down by gender and by race or ethnicity. All employed teachers in the PEIMS data are included, irrespective of credentials, such as standard certificates, probationary certificates, and permits. The line graphs show results by race or ethnicity.

Definition. A regular classroom teacher is the teacher of record.

Results

- About three-fourths of regular classroom teachers were female, and a little less than two-thirds were white.
- In comparison with regular classroom teachers, substitute teachers were somewhat less likely to be female, and less likely to be white.
- Substitute teachers were also more likely to be black/African American.
- The percentage of whites declined somewhat among regular classroom teachers.
- The number of regular classroom teachers increased in each year shown, with the exception of a decline in academic year 2011-12.
- The number of substitute teachers increased markedly in academic year 2012-13.

Year	Total	Female		Male		Black/African American		White		Hispanic/Latino		Asian		American Indian/ Alaska Native		Pacific Islander		Two or More Ethnicities	
		Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
Regular Classroom Teacher																			
2012-13	332,587	255,318	76.77	77,269	23.23	31,050	9.34	209,201	62.90	82,506	24.81	4,504	1.35	1,274	0.38	258	0.08	3,794	1.14
2011-12	329,352	252,842	76.77	76,510	23.23	30,249	9.18	209,234	63.53	80,081	24.31	4,337	1.32	1,331	0.40	258	0.08	3,862	1.17
2010-11	340,281	261,239	76.77	79,042	23.23	31,492	9.25	217,991	64.06	80,261	23.59	4,490	1.32	1,406	0.41	362	0.11	4,279	1.26
2009-10	338,191	260,251	76.95	77,940	23.05	31,371	9.28	216,284	63.95	77,406	22.89	4,229	1.25	4,113	1.22	334	0.10	4,454	1.32
2008-09	332,974	256,546	77.05	76,428	22.95	32,057	9.63	222,650	66.87	73,230	21.99	4,166	1.25	871	0.26				
Substitute Teacher																			
2012-13	797	571	71.64	226	28.36	193	24.22	362	45.42	215	26.98	19	2.38	1	0.13	4	0.50	3	0.38
2011-12	477	322	67.51	155	32.49	64	13.42	259	54.30	142	29.77	10	2.10	0	0.00	0	0.00	2	0.42
2010-11	488	363	74.39	125	25.61	75	15.37	259	53.07	132	27.05	16	3.28	1	0.20	1	0.20	4	0.82
2009-10	431	325	75.41	106	24.59	95	22.04	196	45.48	114	26.45	23	5.34	1	0.23	0	0.00	2	0.46
2008-09	475	328	69.05	147	30.95	103	21.68	230	48.42	126	26.53	15	3.16	1	0.21				
Total																			
2012-13	333,155	255,737	76.76	77,418	23.24	31,163	9.35	209,466	62.87	82,676	24.82	4,518	1.36	1,275	0.38	261	0.08	3,796	1.14
2011-12	329,762	253,130	76.76	76,632	23.24	30,311	9.19	209,437	63.51	80,214	24.32	4,347	1.32	1,331	0.40	258	0.08	3,864	1.17
2010-11	340,711	261,565	76.77	79,146	23.23	31,565	9.26	218,220	64.05	80,368	23.59	4,506	1.32	1,407	0.41	363	0.11	4,282	1.26
2009-10	338,604	260,563	76.95	78,041	23.05	31,461	9.29	216,473	63.93	77,514	22.89	4,252	1.26	4,114	1.21	334	0.10	4,456	1.32
2008-09	333,433	256,867	77.04	76,566	22.96	32,157	9.64	222,873	66.84	73,350	22.00	4,181	1.25	872	0.26				

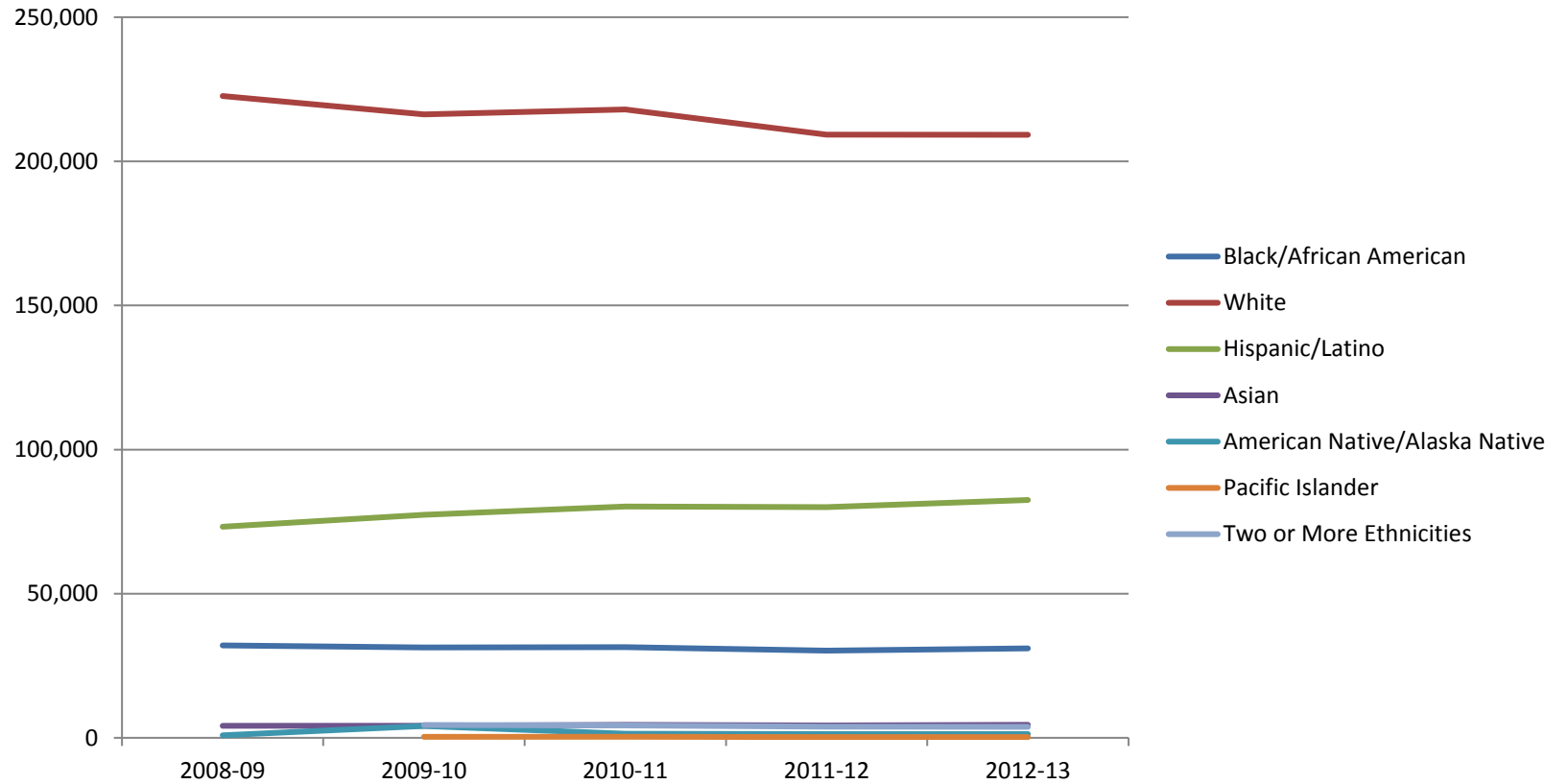
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Races and Ethnicities by Year

	2008-09	2009-10	2010-11	2011-12	2012-13
Black/African American	32,057	31,371	31,492	30,249	31,050
White	222,650	216,284	217,991	209,234	209,201
Hispanic/Latino	73,230	77,406	80,261	80,081	82,506
Asian	4,166	4,229	4,490	4,337	4,504
American Native/Alaska Native	871	4,113	1,406	1,331	1,274
Pacific Islander		334	362	258	258
Two or More Ethnicities		4454	4,279	3,862	3,794

Regular Classroom Teachers

- The number of Hispanic/Latino regular classroom teachers increased somewhat over the years shown.
- The number of white teachers declined overall.



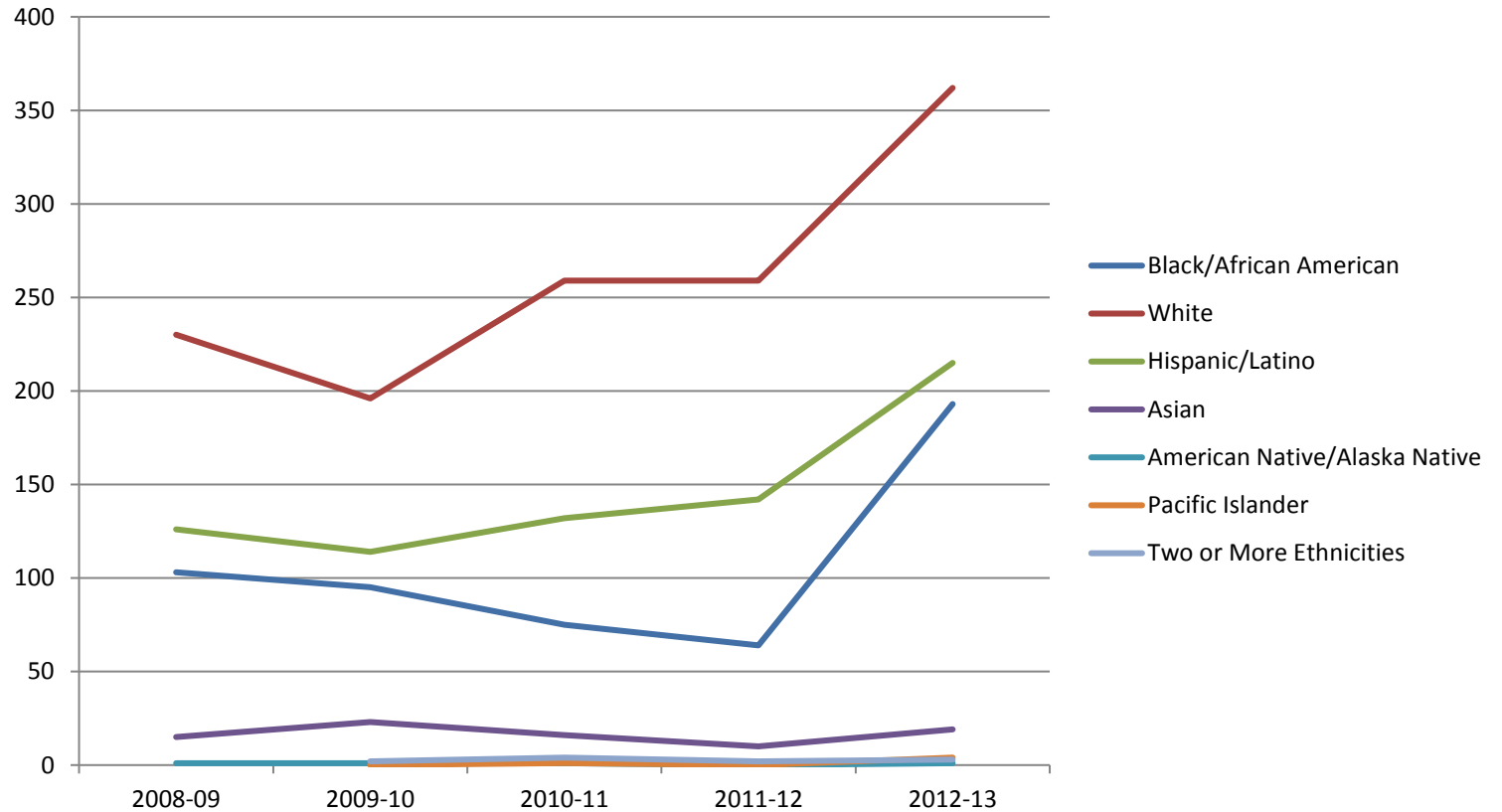
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Races and Ethnicities by Year (Cont'd)

	2008-09	2009-10	2010-11	2011-12	2012-13
Black/African American	103	95	75	64	193
White	230	196	259	259	362
Hispanic/Latino	126	114	132	142	215
Asian	15	23	16	10	19
American Native/Alaska Native	1	1	1	0	1
Pacific Islander		0	1	0	4
Two or More Ethnicities		2	4	2	3

Substitute Teachers

• Results for the three largest groups – Black/African American, White, and Hispanic/Latino substitute teachers – increased markedly by academic year 2012-13. Results for the four remaining groups were stable.



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Summary of methodology. Five tables were extracted containing identification numbers, employment role codes, genders, and races or ethnicities of individuals employed as regular classroom teachers, full-time substitute teachers, and special duty teachers in academic years 2008-09 through 2012-13. The special duty teachers were recoded as regular classroom teachers. From each table, totals of all regular classroom teachers and full-time substitute teachers was obtained. Sums by gender and race or ethnicity were then computed, and each sum was taken as a percentage of the corresponding total.

Five additional tables were then extracted containing identification numbers, genders, and races or ethnicities of all teachers. The process outlined above was repeated. All results were combined into one table. Lastly, the process was repeated again with tables containing only identification numbers and races or ethnicities, and the results were used to construct line graphs.