

THE UNIVERSITY OF NORTH CAROLINA

**A Plan to Address the
Shortage of Teachers in North Carolina**

December 14, 2004



The University of North Carolina Office of the President

The University of North Carolina

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Introduction

It is evident that North Carolina has a problem hiring and retaining teachers for its public schools. This results in a heavier dependence on teachers from out of state than is ideal and many classrooms that do not have a fully qualified teacher. High teacher turnover results in an unstable learning environment where many new teachers do not have adequate guidance in their early years or an excessive amount of continuing teachers' time will be devoted to guidance of new teachers. This is a problem that can be solved. More qualified teachers need to be prepared through our higher education system and the retention of current teachers must be significantly improved. Both tasks are complex and require careful analysis, the development of plans to achieve these goals, and the resources to implement the plans.

The University of North Carolina graduated 2,313 students in teacher education in 2002-03 and had over 5,000 alternative entry students who already had a bachelor's degree in some field taking teacher education courses to qualify for teacher certification. That is clearly not enough to meet the current need for teachers in North Carolina. UNC has developed a plan to significantly increase the number of teachers it produces. Its plan addresses both traditionally trained teachers and those who already have at least a bachelor's degree and seek teacher certification in a particular field. The goal of the plan is to produce more teacher education graduates, more completers of alternative certification programs, and more teachers for the high-need areas of math, science, middle school, and exceptional children thereby reducing the teacher shortage, reducing dependence on teachers from out of state, and reducing the number of classrooms without fully qualified teachers especially in the high-need areas.

How Many Teachers Are Needed?

The usual estimate based on recent experience is that North Carolina needs 10,000 to 12,000 new teachers each year. The projection of need is complicated by different ways of looking at the need. From the school district level, due to movement of teachers within the state each year, the problem may seem more severe than from the state level. The method adopted to attempt to get a handle on the number of teachers needed is to use DPI data on final average daily membership and the number of teachers employed to establish a student to teacher ratio, then based on projections by DPI of final average daily membership to use the student-teacher ratio to establish the number of teachers needed each year. Based on the overall number of teachers needed, the new teachers needed each year is a combination of the number of additional teachers needed for growth that year and the number of replacements needed in response to teacher turnover. We track the overall number of teachers needed and the number needed adjusted for those who change school districts within the state. The student-teacher ratio has been decreasing due in part to programs to reduce class size in early grades. These projections assume a stable student-teacher ratio after the completion of the most recent class-size reduction program. Additional planned changes in the student-teacher ratio either up or down would affect the number of teachers needed as would variations in the actual number of students enrolled. As the chart shows, North Carolina will need 94,625 teachers in 2009-10 and 100,777 in 2014-15. According to the projection for new teachers,

11,144 will be needed in North Carolina in 2009-10 and 12,165 will be needed in 2014-15 assuming no improvement in retention, the number of students projected to be served is accurate, and the student-teacher ratio remains the same.

Table 1. Projected Teachers Needed: 2004-05 through 2014-15

Year	Final Average Daily Membership		Total Teachers		Ratio S-T
	Actual	Projected by DPI	Actual	Projected by OP	
1998-99	1,221,746		78,627		15.54
1999-00	1,237,794		80,390		15.40
2000-01	1,253,507		82,158		15.26
2001-02	1,271,995		83,907		15.16
2002-03	1,289,594		85,557		15.07
2003-04*		1,307,537		87,461	14.95
2004-05		1,325,024		89,348	14.83
2005-06		1,345,420		90,723	14.83
2006-07		1,363,660		91,953	14.83
2007-08		1,377,156		92,863	14.83
2008-09		1,390,346		93,752	14.83
2009-10		1,403,292		94,625	14.83
2010-11		**1,421,081		95,824	14.83
2011-12		1,439,097		97,040	14.83
2012-13		1,457,340		98,270	14.83
2013-14		1,475,815		99,515	14.83
2014-15		1,494,524		100,777	14.83

* Based on average drop in student-teacher ratio between 1998-99 and 2002-03; assumes state decrease in class size for K-3 is completed in 04-05.

** Extends DPI projections by average percent increase in students 1998-99 - 2009-10.

Table 2. Total New Teachers Needed in NC by Year

School Year	Teachers Projected in NC ¹	Increase over previous year ²	Turnover Replace Number ³	Total New Positions ⁴	Number Change LEA in NC ⁵	Total New Teachers Needed	Rate ⁶
2004-2005	89,347	1,887	11,344	13,230	1,762	11,469	0.1297
2005-2006	90,722	1,375	11,588	12,963	1,800	11,164	0.1297
2006-2007	91,952	1,230	11,767	12,996	1,827	11,169	0.1297
2007-2008	92,862	910	11,926	12,836	1,852	10,984	0.1297
2008-2009	93,751	889	12,044	12,934	1,870	11,063	0.1297
2009-2010	94,624	873	12,160	13,033	1,888	11,144	0.1297
2010-2011	95,824	1,199	12,273	13,472	1,906	11,566	0.1297
2011-2012	97,040	1,216	12,428	13,644	1,930	11,714	0.1297
2012-2013	98,270	1,230	12,586	13,816	1,955	11,861	0.1297
2013-2014	99,515	1,246	12,746	13,992	1,979	12,012	0.1297
2014-2015	100,777	1,262	12,907	14,169	2,004	12,165	0.1297

1. From Projection Model.
2. Addition of teachers needed to maintain the Student-Teacher Ratio.
3. Derived multiplying projected teachers from previous year by turnover rate.
4. Sum of increased need and turnover replacements.
5. Number of teachers included in the turnover numbers who migrate to another LEA in NC; percent of (15.53%) derived from 2003-04 Teacher Turnover Report.
6. Rate is the percent of failure to retain: based on five-year average turnover rate (12.97%) in NC from 2003-04 Teacher Turnover Report.

The University of North Carolina's Response

UNC produced two reports in the past year that addressed the issue of teacher shortages and alternative ways to address them. The first was *Report to the President on UNC Teacher Education Programs' Service to Alternative Pathways Teachers*, issued in October 2003, and the other was a *Report from the UNC Board of Governors' Task Force on Meeting Teacher Supply and Demand*, in March 2004. The first report identified the issues with alternative entry and summarized the efforts of the UNC campuses. The second report concluded with several recommendations including one that the President "develop a plan for enrollment growth within teacher education programs offered by the University of North Carolina." That plan has been developed and is presented in this report. The UNC plan is a combination of expansion of the number of graduates of traditional teacher education programs and the expansion of service to alternative entry students who already hold a bachelor's degree but need additional course work in teacher training or in a substantive certification area. While in the near term the campuses are expanding both the number of graduates of traditional teacher education programs and the number of completers of alternative entry programs, the exact mix of the two will need to be carefully tracked and assessed over time. Not all graduates decide to enter teaching in North Carolina whether they came through a traditional program or an alternative route. As part of the annual analysis of these issues, UNC will attempt to track the number that enter and their longevity in teaching. Improvements to retain teachers will also likely make teaching more attractive to teaching education graduates in North Carolina, so it is difficult to project the number who will actually be employed.

In order to track progress in meeting the plan's targets, it will be necessary to have a more detailed data system for the various avenues through which students now proceed to prepare themselves for teacher certification. A group of deans and institutional research officers along with appropriate staff in the Office of the President have developed a plan for more detailed data collection. This data collection plan will be implemented in the 2004-05 academic year.

Increase Graduates from Traditional Teacher Education Programs

The Office of the President, in close collaboration with deans and chief academic officers, spearheaded the development of targets for increasing the number of graduates of traditional teacher education programs from each campus. For the plans and projections the base year of 2002-2003 was used since that was the latest data available when this project began. A detail set of targets have been developed and agreed to for each campus for the period 2005-06 through 2009-10, and the campuses have agreed to ten-year targets for UNC but the exact contribution of each campus is yet to be determined. The chief academic officer and the dean of the college of education agreed to the targets for their campus.

In the first five years of the plan, UNC will increase the number of graduates of traditional teacher education programs from the base in 2002-03 of 2,313 to 3,710 an increase of 60 percent. For the ten-year plan the number of traditional teacher education graduates will more than double going from the base of 2,313 to 5,010. This is a major undertaking and will require significant new support if the plan is to be met.

Table 3. Projected Increase in Traditional Teacher Education Graduates for 2005-06 through 2009-10

	Grads/02-03	2005-06	2006-07	2007-08	2008-09	2009-10
ASU	372	451	547	635	662	659
ECU	330	340	360	380	410	430
ECSU	26	30	37	48	58	68
FSU	65	100	110	121	133	146
NCA&T	60	75	110	120	130	140
NCCU	74	90	105	125	140	155
NCSU	133	140	144	178	205	225
UNCA	27	33	35	37	39	41
UNC CH	194	214	224	235	247	260
UNCC	236	253	271	295	315	335
UNCG	199	265	292	321	353	388
UNCP	84	100	115	130	150	165
UNCW	314	328	357	378	395	413
WCU	179	200	210	217	226	235
WSSU	20	35	40	42	44	50
UNC Total	2313	2654	2957	3262	3507	3710
Increase		341	303	305	245	203
Cumulative Increase		341	644	949	1194	1397
% Increase over base		14.7%	27.8%	41.0%	51.6%	60.4%

Table 4. Projected Traditional Teacher Education Graduates for 2005-15 (UNC Total)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Traditional Graduates	2654	2957	3262	3507	3710	3970	4230	4490	4750	5010
Increase	341	303	305	245	203	260	260	260	260	260
Cumulative Increase	341	644	949	1194	1397	1657	1917	2177	2437	2697
% Increase over base	14.7%	27.8%	41.0%	51.6%	60.4%	71.6%	82.9%	94.1%	105.4%	116.6%

Increase Completers of Alternative Enrollment Programs

The nature of alternative entry students makes them difficult to track, but UNC campuses are working to more accurately identify and track these students. In our base year of 2002-03 the campuses determined they had 5,199 alternative entry students taking courses. In the first five years, the plan is for the number of enrolled students in some type of alternative entry program to grow to 8,792. This will be an increase in enrollment of 69% percent over the base year of 2002-03. It is important for alternative enrollees to complete their programs and be fully certified to teach in North Carolina. Our campuses estimate that about 25 % of the number enrolled will complete their programs in a given year. The expectation is that by the fifth year of the plan approximately 2,198 alternative entry students will complete their programs and be available to qualify for certification and to be hired as a fully qualified teacher. UNC campuses are following the lead of the NC TEACH program and are designing high quality programs for alternative entry and are planning to track the results with an expectation that a higher percent will remain employed in teaching than is typically the case for alternative entry teachers.

Table 5. Projected Alternative Enrollment in Teacher Education for UNC: 2005-10

	Alt. Enroll*	2005-06	2006-07	2007-08	2008-09	2009-10
ASU	175	185	195	205	215	225
ECU	649	750	800	850	900	950
ECSU	115	122	129	136	140	145
FSU	217	249	287	330	379	436
NCA&T	153	110	120	135	145	160
NCCU	628	895	1020	1045	1070	1095
NCSU	213	305	310	315	320	325
UNCA	56	72	74	76	78	80
UNC CH	142	162	178	196	216	237
UNCC	1370	1397	1425	1454	1483	1513
UNCG	571	1357	1493	1642	1807	1987
UNCP	337	415	465	490	520	560
UNCW	369	441	485	533	586	644
WCU	151	165	175	185	190	195
WSSU	53	200	210	220	230	240
UNC Total	5199	6825	7366	7812	8279	8792

* Based on Lateral Entry Report, October 2003, adjusted for ASU.

Combined Five- and Ten-Year Plans

If the number of traditional graduates and the number of alternative completers are combined, at the end of five years UNC will be producing 5,908 potential teachers and at the ten-year mark, 7,208 potential teachers in North Carolina.

Table 6. Combined Traditional Teacher Education Graduates and Alternative Entry Completers for UNC: 2005-15

	2002-03	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Traditional Graduates											
UNC Total	2313	2654	2957	3262	3507	3710	3970	4230	4490	4750	5010
Alt. Entry Enrollments											
UNC Total	5199	6825	7366	7812	8279	8792					
Estimated Completers at 25%		1706	1842	1953	2070	2198	2198**	2198	2198	2198	2198
Projected UNC Total		4360	4799	5215	5577	5908	6168	6428	6688	6948	7208

** After 2009-10, the same level of productivity is assumed for alternative completers.

As indicated above, it is difficult to document the exact number of completers of alternative entry programs in UNC for the base year 2002-03, but if the same 25% estimate is used to estimate completers of alternative entry programs, the combined increase in traditional graduates and alternative completers for 2009-10 would be 64%, and for 2014-15 the combined number would be double the base year.

Retention

It is widely recognized that there are at least two sides to the teacher shortage, one is the production of enough teachers, and the other is the retention of teachers in the schools in North Carolina. Ultimately the solution to the teacher shortage will be some combination of an increase in the production of teachers and improvement in retaining teachers who are employed in North Carolina schools. A statewide taskforce established by the General Assembly is addressing the issues of retention. Both teacher preparation and the work environment are factors in whether teachers are retained in the workforce. It is far from clear exactly how much each can contribute and this is not the place to explore this issue in detail.

The Role of the Colleges of Education in Retention. Teacher preparation and a mentoring program that extends into the early phase of employment can be factors that ease the transition to teaching and provide support and advice for difficult situations encountered in the early years of teaching.

The Role of the Employer in Retention. Many factors in the workplace ranging from salary to the quality of the process for socializing a new teacher into the teaching environment at the school, to school leadership, to the quality of discipline in the school are relevant to retention. It is expected that the statewide task force will provide a detailed account of what needs to be done to improve retention.

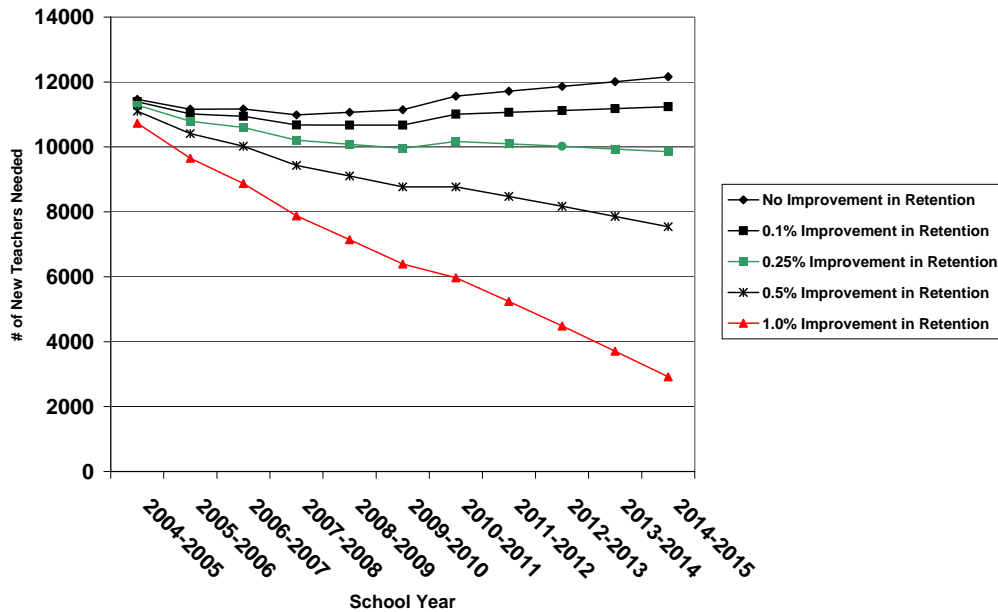
The Impact of Improvement in Retention

What is very clear is that if there is significant improvement in retention of teachers, it will have a significant impact on the teacher shortage. For example, if there is one-half percent improvement in retention each year for the first five-years of the plan, North Carolina would need 2,376 fewer new teachers in 2009-10 than would be the case if there were no improvement. If the improvement were 1% per year for the five-year period, 4,751 fewer teachers would be needed in 2009-10. Combining this reduction of needs with UNC’s production of 5,908 in 2009-10 demonstrates the importance of improvement in retention and its role in addressing the teacher shortage. Appendix C provides details for retention improvements of 0.01%, 0.25%, 0.5% and 1.0%.

Table 7. Number of Teachers Retained with an Improved Retention Rate Each Year for 2004-05 to 2014-15

School Year	Teachers Projected in NC	Retention Improved 0.1%	Retention Improved 0.25%	Retention Improved 0.5%	Retention Improved 1.0%
2004-2005	89,347	74	185	370	739
2005-2006	90,722	151	377	755	1,509
2006-2007	91,952	230	575	1,149	2,299
2007-2008	92,862	311	777	1,553	3,107
2008-2009	93,751	392	981	1,961	3,922
2009-2010	94,624	475	1,188	2,376	4,751
2010-2011	95,824	559	1,398	2,797	5,594
2011-2012	97,040	648	1,619	3,238	6,475
2012-2013	98,270	738	1,844	3,689	7,377
2013-2014	99,515	831	2,076	4,151	8,302
2014-2015	100,777	925	2,312	4,623	9,247

Figure 1. Projection of New Teachers Needed Based on Improvement in Retention



The Relation of Increased Production in UNC to Other NC Sources of Teachers

While this plan has focused on UNC’s contributions in the areas of traditional teacher education programs and in alternative entry programs, there are a number of other sources for teachers in North Carolina. The number of new out-of-state teachers hired each year in North Carolina in recent years has ranged from 3,576 to 4,191. The number of teachers who have taught previously in North Carolina but who return after an absence has ranged from 2,000 to 2,400 per year in recent years. Private colleges and universities in North Carolina are also a source for new teachers.

UNC welcomes private colleges and universities increasing the production of new teachers. Teachers will leave teaching for short periods of time for a variety of reasons and will want to return at a later date. This is a good sources of qualified teachers and with better retention programs even more of these teachers may return. The UNC plan is meant, when combined with an effective retention program and the other traditional sources of teachers in North Carolina, to address the shortage, to make the state less dependent on out-of-state teachers, and to have substantially more fully qualified teachers in the classroom.

High-Need Areas

The Department of Public Instruction has identified four high-need areas: math, science, middle grades and exceptional children. As part of the planned overall targets, UNC campuses have also developed plans for addressing shortage areas. For example, for math, the number of traditional graduates is to grow from 76 in 2002-03 to 192 in 2009-10 and the number of alternative completers in math is to grow from a base of 37 in 2002-03 to 174 in 2009-10. Together this is a growth from 109 to 366, a 236% improvement. This number of potential math teachers produced on an annual basis will have a significant impact on the supply of math teacher for our schools. As the projections indicate, similar increases are to be found in the other high-need areas.

Table 8. High-Need Areas: Traditional Enrollment and Graduates

UNC TOTALS	High-Need Teacher Education Subject Areas			
	Math	Science	Middle School	Exceptional Children
Traditional Enrollment				
<i>Actual</i>				
2002-03	331	210	568	620
2003-04	389	220	629	648
<i>Projected</i>				
2004-05	425	250	708	807
2005-06	472	277	750	839
2006-07	511	307	813	870
2007-08	537	333	852	913
2008-09	575	366	931	964
2009-10	605	408	986	1007
Traditional Graduates				
<i>Actual</i>				
2002-03	76	61	126	183
2003-04	84	59	174	212
<i>Projected</i>				
2004-05	105	79	209	250
2005-06	123	95	221	251
2006-07	144	111	262	278
2007-08	161	122	269	330
2008-09	177	142	276	327
2009-10	192	157	353	329

Table 9. High-Need Areas: Alternative Enrollment and Completers

UNC TOTALS	High-Need Teacher Education Subject Areas			
	Math	Science	Middle School	Exceptional Children
Alternative Enrollment				
<i>Actual</i>				
2002-03	283	382	552	771
2003-04	315	414	833	1223
<i>Projected</i>				
2004-05	368	439	857	1301
2005-06	403	466	895	1355
2006-07	437	501	935	1409
2007-08	457	525	973	1472
2008-09	476	550	1021	1535
2009-10	491	570	1066	1605
Alternative Completers				
<i>Actual</i>				
2002-03	37	62	137	212
2003-04	49	76	165	243
<i>Projected</i>				
2004-05	86	116	231	350
2005-06	101	129	259	385
2006-07	127	148	295	429
2007-08	144	166	324	463
2008-09	164	189	361	510
2009-10	174	200	401	558

Table 10. Projected Increase in Teacher Education Graduates and Completers for High-Need Areas from 2002-03 to 2009-10

	Targets in High-Need Subject Areas for 2009-10			
	<i>Math</i>	<i>Science</i>	<i>Middle School</i>	<i>Exceptional Children</i>
Traditional Graduates	192	157	353	329
Alternative Completers	174	200	401	558
Total Target	366	357	754	887
Combined 2002-03 Base	109	119	262	384
Percent Increase (Target over Base)	236%	200%	188%	131%

To build to this level of production of teacher education graduates and completers for the high-need areas, especially in math and science, and to sustain this level for several years, combined with improved retention, will have a major impact on meeting the State’s need for qualified teachers in these areas.

Addressing the Employment of Teachers Who Are Not Fully Certified

The most difficult aspect of the teacher shortage is that some classrooms are staffed with teachers who are not fully qualified or if certified, teaching out of their area of certification. This increase in the production of teachers by UNC combined with other traditional sources of teachers along with improvement in retention should bring North Carolina much closer to staffing every classroom with a qualified teacher. The projections in the high-need areas are especially meant to move the level of production of teachers in those fields to a much higher level.

Based on DPI data, estimates are that approximately 15% of teachers may not be fully qualified for the area they are teaching in. For the first five years of the UNC plan (2005-10), over 16,000 graduates would be produced through traditional teacher education programs, and over 9,000 completers of alternative entry program would be produced, for a total of potentially 25,000 new fully qualified teachers for North Carolina schools. This level of production, combined with improved retention, would appear to successfully address the problem of having to hire teachers lacking full qualifications.

Recruiting Teachers through Community College Transfer Programs

Clearly one source of entrants into traditional teacher education programs will be students who do all or part of their first two years at a community college. Along with the general articulation agreement, pre-major agreements are in place in several areas and additional ones will be finalized based on new certification standards from DPI. In accord with the General Articulation Agreement between NCCCS and UNC, the following pre-major agreements are in effect to aid the transfer from the community college to the university:

- Art Education
- Business and Marketing Education
- Elementary Education
- English Education
- Health Education

Physical Education
Social Science Secondary Education
Biology Education
Chemistry Education
Math Education

A pre-major in Special Education is in progress and the pre-major in Middle Grades Education is awaiting DPI's completion of the revision of licensure requirements.

Continuing Process of Analysis

One of the difficulties is access to information about all aspects of teacher preparation, employment, and continued development. UNC has worked with deans and institutional researchers to develop a tracking system for all forms of teacher education, traditional as well as alternative. With this system in place, graduates and completers will be identified and tracked into their employment and beyond to help determine the best preparation for longevity and quality teaching in the workplace.

UNC's overall analysis of teacher shortages and the increases needed to address that shortage will be repeated each year, and a rolling five-year plan will be updated each year. As the efforts to build greater access among the Department of Public Instruction, the North Carolina Community College System and the University of North Carolina to each other's data through data warehouses, this process may evolve to a joint endeavor of the three systems. For this first iteration, DPI has been very helpful in providing data and reviewing projections.

Conclusion

The plan for increasing the production of teachers developed by UNC is an attempt to have a major impact on reducing the shortage of teachers in North Carolina. Production along cannot solve the problem. Together, a major effort to improve retention and produce higher numbers of graduates of traditional teacher education programs and higher numbers of completers of alternative enrollment programs can successfully address the shortage.

Appendix A. Plan to Increase Teacher Education Graduates and Alternative Enrollments for 2005-06 through 2014-15

	Traditional Teach. Ed. Grads/02-03	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
ASU	372	451	547	635	662	659					
ECU	330	340	360	380	410	430					
ECSU	26	30	37	48	58	68					
FSU	65	100	110	121	133	146					
NCA&T	60	75	110	120	130	140					
NCCU	74	90	105	125	140	155					
NCSU	133	140	144	178	205	225					
UNCA	27	33	35	37	39	41					
UNC CH	194	214	224	235	247	260					
UNCC	236	253	271	295	315	335					
UNCG	199	265	292	321	353	388					
UNCP	84	100	115	130	150	165					
UNCW	314	328	357	378	395	413					
WCU	179	200	210	217	226	235					
WSSU	20	35	40	42	44	50					
UNC Total	2313	2654	2957	3262	3507	3710	3970	4230	4490	4750	5010
	Increase	341	303	305	245	203	260	260	260	260	260
	Cumulative Increase	341	644	949	1194	1397	1657	1917	2177	2437	2697
	% Increase Over Base	14.7%	27.8%	41.0%	51.6%	60.4%	71.6%	82.9%	94.1%	105.4%	116.6%
	Alternative Enrollments* Oct. 2003										
ASU	175	185	195	205	215	225					
ECU	649	750	800	850	900	950					
ECSU	115	122	129	136	140	145					
FSU	217	249	287	330	379	436					
NCA&T	153	110	120	135	145	160					
NCCU	628	895	1020	1045	1070	1095					
NCSU	213	305	310	315	320	325					
UNCA	56	72	74	76	78	80					
UNC CH	142	162	178	196	216	237					
UNCC	1370	1397	1425	1454	1483	1513					
UNCG	571	1357	1493	1642	1807	1987					
UNCP	337	415	465	490	520	560					
UNCW	369	441	485	533	586	644					
WCU	151	165	175	185	190	195					
WSSU	53	200	210	220	230	240					
UNC Total	5199	6825	7366	7812	8279	8792					
	Increase	1,626	541	446	467	513					
	Cumulative Increase	1,626	2,167	2,613	3,080	3,593					
	% Increase Over Base	31.3%	41.7%	50.3%	59.2%	69.1%					

* Based On Lateral Entry Report, October 2003, adjusted for ASU

Appendix B. Projection of Increased Teacher Education Graduates and Alternative Enrollment Completers for 2005-06 through 2014-15

	Traditional Teach. Ed. Grads/02-03	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
UNC Total	2,313	2654	2957	3262	3507	3710	3970	4230	4490	4750	5010
	Increase	341	303	305	245	203	260	260	260	260	260
	Cumulative Increase	341	644	949	1194	1397	1657	1917	2177	2437	2697
	% Increase Over Base	14.7%	27.8%	41.0%	51.6%	60.4%	71.6%	82.9%	94.1%	105.4%	116.6%
	Alternative Enrollments* Oct. 2003										
UNC Total	5,199	6825	7366	7812	8279	8792					
	Increase	1,626	541	446	467	513					
	Cumulative Increase	1,626	2,167	2,613	3,080	3,593					
	% Increase Over Base	31.3%	41.7%	50.3%	59.2%	69.1%					
	Est. Alt. Completers Rate: 25%	1,706	1,842	1,953	2,070	2,198	2,198	2,198	2,198	2,198	2,198
	Total: Trad. Grads & Alt. Completers	4,360	4,799	5,215	5,577	5,908	6,168	6,428	6,688	6,948	7,208

Appendix C. Comparison of Retention Improvement Outcomes for 2004-05 through 2014-15

No Improvement in Retention							
School Year	Teachers Projected in NC ¹	Increase over previous year ²	Turnover Replace Number ³	Total New Positions ⁴	Number Change LEA in NC ⁵	Total New Teachers Needed	Rate ⁶
2004-2005	89,347	1,887	11,344	13,230	1,762	11,469	0.1297
2005-2006	90,722	1,375	11,588	12,963	1,800	11,164	0.1297
2006-2007	91,952	1,230	11,767	12,996	1,827	11,169	0.1297
2007-2008	92,862	910	11,926	12,836	1,852	10,984	0.1297
2008-2009	93,751	889	12,044	12,934	1,870	11,063	0.1297
2009-2010	94,624	873	12,160	13,033	1,888	11,144	0.1297
2010-2011	95,824	1,199	12,273	13,472	1,906	11,566	0.1297
2011-2012	97,040	1,216	12,428	13,644	1,930	11,714	0.1297
2012-2013	98,270	1,230	12,586	13,816	1,955	11,861	0.1297
2013-2014	99,515	1,246	12,746	13,992	1,979	12,012	0.1297
2014-2015	100,777	1,262	12,907	14,169	2,004	12,165	0.1297

0.25% Improvement in Retention Each Year							
School Year	Teachers Projected in NC ¹	Increase over previous year ²	Turnover Replace Number ³	Total New Positions ⁴	Number Change LEA in NC ⁵	Total New Teachers Needed	Rate ⁶
2004-2005	89,347	1,886	11,125	13,011	1,728	11,284	0.1272
2005-2006	90,722	1,375	11,142	12,517	1,730	10,786	0.1247
2006-2007	91,952	1,230	11,086	12,316	1,722	10,594	0.1222
2007-2008	92,862	910	11,007	11,916	1,709	10,207	0.1197
2008-2009	93,751	889	10,883	11,773	1,690	10,083	0.1172
2009-2010	94,624	873	10,753	11,626	1,670	9,956	0.1147
2010-2011	95,824	1,200	10,617	11,817	1,649	10,168	0.1122
2011-2012	97,040	1,216	10,512	11,728	1,632	10,095	0.1097
2012-2013	98,270	1,230	10,403	11,633	1,616	10,017	0.1072
2013-2014	99,515	1,245	10,289	11,534	1,598	9,936	0.1047
2014-2015	100,777	1,262	10,170	11,432	1,579	9,853	0.1022

1.0% Improvement in Retention Each Year							
School Year	Teachers Projected in NC ¹	Increase over previous year ²	Turnover Replace Number ³	Total New Positions ⁴	Number Change LEA in NC ⁵	Total New Teachers Needed	Rate ⁶
2004-2005	89,347	1,886	10,469	12,355	1,626	10,730	0.1197
2005-2006	90,722	1,375	9,801	11,176	1,522	9,654	0.1097
2006-2007	91,952	1,230	9,045	10,275	1,405	8,870	0.0997
2007-2008	92,862	910	8,248	9,158	1,281	7,877	0.0897
2008-2009	93,751	889	7,401	8,290	1,149	7,141	0.0797
2009-2010	94,624	873	6,534	7,408	1,015	6,393	0.0697
2010-2011	95,824	1,200	5,649	6,849	877	5,972	0.0597
2011-2012	97,040	1,216	4,762	5,978	740	5,239	0.0497
2012-2013	98,270	1,230	3,852	5,082	598	4,484	0.0397
2013-2014	99,515	1,245	2,919	4,164	453	3,710	0.0297
2014-2015	100,777	1,262	1,960	3,222	304	2,918	0.0197

0.1% Improvement in Retention Each Year							
School Year	Teachers Projected in NC ¹	Increase over previous year ²	Turnover Replace Number ³	Total New Positions ⁴	Number Change LEA in NC ⁵	Total New Teachers Needed	Rate ⁶
2004-2005	89,347	1,886	11,256	13,143	1,748	11,394	0.1287
2005-2006	90,722	1,375	11,410	12,785	1,772	11,013	0.1277
2006-2007	91,952	1,230	11,495	12,724	1,785	10,939	0.1267
2007-2008	92,862	910	11,558	12,468	1,795	10,673	0.1257
2008-2009	93,751	889	11,580	12,469	1,798	10,671	0.1247
2009-2010	94,624	873	11,597	12,470	1,801	10,669	0.1237
2010-2011	95,824	1,200	11,610	12,810	1,803	11,007	0.1227
2011-2012	97,040	1,216	11,662	12,878	1,811	11,067	0.1217
2012-2013	98,270	1,230	11,713	12,943	1,819	11,124	0.1207
2013-2014	99,515	1,245	11,763	13,008	1,827	11,181	0.1197
2014-2015	100,777	1,262	11,812	13,074	1,834	11,240	0.1187

0.5% Improvement in Retention Each Year							
School Year	Teachers Projected in NC ¹	Increase over previous year ²	Turnover Replace Number ³	Total New Positions ⁴	Number Change LEA in NC ⁵	Total New Teachers Needed	Rate ⁶
2004-2005	89,347	1,886	10,906	12,793	1,694	11,099	0.1247
2005-2006	90,722	1,375	10,695	12,070	1,661	10,409	0.1197
2006-2007	91,952	1,230	10,406	11,635	1,616	10,019	0.1147
2007-2008	92,862	910	10,087	10,997	1,567	9,430	0.1097
2008-2009	93,751	889	9,723	10,612	1,510	9,102	0.1047
2009-2010	94,624	873	9,347	10,220	1,452	8,769	0.0997
2010-2011	95,824	1,200	8,961	10,161	1,392	8,769	0.0947
2011-2012	97,040	1,216	8,595	9,811	1,335	8,477	0.0897
2012-2013	98,270	1,230	8,219	9,449	1,276	8,173	0.0847
2013-2014	99,515	1,245	7,832	9,077	1,216	7,861	0.0797
2014-2015	100,777	1,262	7,434	8,696	1,154	7,541	0.0747

Number of Teachers Retained with Improved Retention Rate						
School Year	Teachers Projected in NC ¹	Retention Improved 0.1%	Retention Improved 0.25%	Retention Improved 0.5%	Retention Improved 1.0%	
2004-2005	89,347	74	185	370	739	
2005-2006	90,722	151	377	755	1,509	
2006-2007	91,952	230	575	1,149	2,299	
2007-2008	92,862	311	777	1,553	3,107	
2008-2009	93,751	392	981	1,961	3,922	
2009-2010	94,624	475	1,188	2,376	4,751	
2010-2011	95,824	559	1,398	2,797	5,594	
2011-2012	97,040	648	1,619	3,238	6,475	
2012-2013	98,270	738	1,844	3,689	7,377	
2013-2014	99,515	831	2,076	4,151	8,302	
2014-2015	100,777	925	2,312	4,623	9,247	

1. From Projection Model.
2. Addition of teachers needed to maintain the Student-Teacher Ratio.
3. Derived multiplying projected teachers from previous year by turnover rate.
4. Sum of increased need and turnover replacements.
5. Number of teachers included in the turnover numbers who migrate to another LEA in NC; percent of (15.53%) derived from 2003-04 Teacher Turnover Report.
6. Rate is the percent of failure to retain: based on five-year average turnover rate in NC from 2003-04 Teacher Turnover Report; percent improvement each year is cumulative.

Appendix D (Part 1 of 4). Projections of Targets in High-Need Subject Areas for 2004-05 through 2009-10

ASU	High-Need Teacher				ECU	High-Need Teacher				ECSU	High-Need Teacher				FSU	High-Need Teacher			
	Education Subject Areas					Education Subject Areas					Education Subject Areas					Education Subject Areas			
	Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children
Traditional Enrollment Actual					Traditional Enrollment Actual					Traditional Enrollment Actual					Traditional Enrollment Actual				
2002-03	84	50	104	96	2002-03	22	25	82	96	2002-03	1	0	5	5	2002-03	16	5	32	16
2003-04	90	38	99	92	2003-04	24	27	86	95	2003-04	2	1	4	4	2003-04	18	4	36	7
Projected					Projected					Projected					Projected				
2004-05	90	41	146	141	2004-05	25	28	90	108	2004-05	3	3	6	6	2004-05	19	6	38	13
2005-06	95	46	147	142	2005-06	28	28	95	113	2005-06	3	3	6	6	2005-06	21	7	41	14
2006-07	95	47	163	143	2006-07	31	29	100	116	2006-07	4	4	7	7	2006-07	23	8	45	15
2007-08	96	51	154	148	2007-08	33	29	105	123	2007-08	4	4	7	7	2007-08	25	9	50	17
2008-09	96	56	187	160	2008-09	35	29	111	129	2008-09	5	5	7	8	2008-09	27	10	55	19
2009-10	96	64	203	165	2009-10	37	31	112	135	2009-10	5	6	7	8	2009-10	29	11	61	20
Traditional Graduates Actual					Traditional Graduates Actual					Traditional Graduates Actual					Traditional Graduates Actual				
2002-03	15	9	18	23	2002-03	7	5	24	17	2002-03	0	0	0	3	2002-03	4	0	10	10
2003-04	18	7	20	23	2003-04	7	3	22	28	2003-04	2	0	1	3	2003-04	5	1	19	8
Projected					Projected					Projected					Projected				
2004-05	14	12	32	34	2004-05	9	6	30	30	2004-05	2	1	3	5	2004-05	5	2	10	8
2005-06	20	13	30	24	2005-06	9	7	32	32	2005-06	2	1	3	5	2005-06	5	2	10	9
2006-07	22	13	50	25	2006-07	10	7	33	42	2006-07	3	2	4	6	2006-07	6	2	11	10
2007-08	24	14	43	58	2007-08	11	7	35	52	2007-08	3	2	4	6	2007-08	6	2	13	11
2008-09	25	17	30	41	2008-09	12	7	37	54	2008-09	3	3	5	7	2008-09	7	3	14	12
2009-10	27	19	93	27	2009-10	13	8	39	56	2009-10	3	3	5	7	2009-10	7	3	15	13
Alternative Enrollment Actual					Alternative Enrollment Actual					Alternative Enrollment Actual					Alternative Enrollment Actual				
2002-03	4	3	26	26	2002-03					2002-03	1	8	8	12	2002-03	8	11	41	92
2003-04	10	4	33	33	2003-04	30	35	128	160	2003-04	2	2	11	1	2003-04	11	6	45	82
Projected					Projected					Projected					Projected				
2004-05	9	4	30	33	2004-05	31	37	130	162	2004-05	1	3	6	6	2004-05	14	10	49	100
2005-06	10	4	32	34	2005-06	33	38	132	164	2005-06	2	3	6	7	2005-06	16	11	57	115
2006-07	11	5	33	34	2006-07	35	40	134	165	2006-07	2	4	7	7	2006-07	18	13	65	132
2007-08	11	5	34	35	2007-08	37	42	135	167	2007-08	3	4	7	8	2007-08	20	15	75	152
2008-09	12	5	35	36	2008-09	38	44	137	169	2008-09	3	5	8	8	2008-09	22	17	86	175
2009-10	13	6	36	36	2009-10	40	46	140	171	2009-10	3	5	8	9	2009-10	24	20	99	201
Alternative Completers Actual					Alternative Completers Actual					Alternative Completers Actual					Alternative Completers Actual				
2002-03	2	0	4	6	2002-03					2002-03	0	0	1	1	2002-03	7	10	39	89
2003-04	2	0	6	4	2003-04	2	4	17	10	2003-04	0	0	1	1	2003-04	10	5	43	79
Projected					Projected					Projected					Projected				
2004-05	1	1	5	4	2004-05	7	9	32	48	2004-05	1	6	8	8	2004-05	14	9	47	97
2005-06	2	1	6	4	2005-06	8	10	33	49	2005-06	2	4	11	5	2005-06	16	10	55	111
2006-07	3	2	7	5	2006-07	9	10	34	50	2006-07	2	3	6	6	2006-07	17	12	63	128
2007-08	3	2	7	5	2007-08	9	11	34	50	2007-08	3	3	6	7	2007-08	19	14	72	147
2008-09	5	2	7	6	2008-09	10	11	34	51	2008-09	3	4	7	7	2008-09	21	16	83	169
2009-10	5	2	8	6	2009-10	10	12	35	51	2009-10	3	4	7	8	2009-10	23	19	96	194

Appendix D (Part 2 of 4). Projections of Targets in High-Need Subject Areas for 2004-05 through 2009-10

NCA&T	High-Need Teacher				NCCU	High-Need Teacher				NCSU	High-Need Teacher				UNCA	High-Need Teacher			
	Education Subject Areas					Education Subject Areas					Education Subject Areas					Education Subject Areas			
	Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children
Traditional Enrollment					Traditional Enrollment					Traditional Enrollment					Traditional Enrollment				
<i>Actual</i>					<i>Actual</i>					<i>Actual</i>					<i>Actual</i>				
2002-03					2002-03	36	16	40	112	2002-03	76	43	97	53	2002-03				
2003-04					2003-04	40	22	55	155	2003-04	84	44	111	45	2003-04	10	9	14	
<i>Projected</i>					<i>Projected</i>					<i>Projected</i>					<i>Projected</i>				
2004-05	5	5		53	2004-05	55	25	60	155	2004-05	90	46	110	50	2004-05	10	9	14	
2005-06	4	11		50	2005-06	68	28	60	160	2005-06	100	50	120	50	2005-06	10	9	14	
2006-07	5	12		50	2006-07	71	31	62	160	2006-07	115	62	130	50	2006-07	11	10	15	
2007-08	5	12		50	2007-08	71	31	64	165	2007-08	125	74	140	50	2007-08	11	10	15	
2008-09	5	12		50	2008-09	75	35	67	165	2008-09	140	86	145	50	2008-09	12	11	16	
2009-10	5	15		50	2009-10	75	35	70	165	2009-10	150	100	145	50	2009-10	12	11	16	
Traditional Graduates					Traditional Graduates					Traditional Graduates					Traditional Graduates				
<i>Actual</i>					<i>Actual</i>					<i>Actual</i>					<i>Actual</i>				
2002-03	1	1		2	2002-03	5	2	2	20	2002-03	14	14	6	37	2002-03	1	0	1	
2003-04		1		3	2003-04	5	2	2	20	2003-04	16	14	25	35	2003-04	1	0	0	
<i>Projected</i>					<i>Projected</i>					<i>Projected</i>					<i>Projected</i>				
2004-05	3	3		10	2004-05	9	3	7	24	2004-05	23	12	30	35	2004-05	2	1	1	
2005-06	2	6		10	2005-06	11	5	9	24	2005-06	26	14	32	35	2005-06	2	2	1	
2006-07	3	8		10	2006-07	13	7	11	24	2006-07	30	16	34	35	2006-07	3	2	2	
2007-08	5	6		10	2007-08	13	7	11	24	2007-08	33	18	36	35	2007-08	3	3	2	
2008-09	5	8		10	2008-09	15	9	13	24	2008-09	36	22	37	35	2008-09	4	3	3	
2009-10	5	8		10	2009-10	15	9	13	24	2009-10	40	25	38	35	2009-10	4	4	3	
Alternative Enrollment					Alternative Enrollment					Alternative Enrollment					Alternative Enrollment				
<i>Actual</i>					<i>Actual</i>					<i>Actual</i>					<i>Actual</i>				
2002-03	6	10		70	2002-03	149	155	149	52	2002-03	25	40	25	N/A	2002-03				
2003-04	5	10		75	2003-04	149	155	149	52	2003-04	30	50	31	no lateral entry	2003-04	4	3	5	
<i>Projected</i>					<i>Projected</i>					<i>Projected</i>					<i>Projected</i>				
2004-05	10	12		80	2004-05	165	155	152	67	2004-05	30	50	30		2004-05	4	3	5	
2005-06	10	12		80	2005-06	172	157	155	69	2005-06	30	50	30		2005-06	4	3	5	
2006-07	10	12		80	2006-07	172	157	155	69	2006-07	40	55	35		2006-07	5	4	6	
2007-08	10	12		80	2007-08	175	160	155	72	2007-08	40	55	35		2007-08	5	4	6	
2008-09	10	12		80	2008-09	175	160	155	72	2008-09	45	60	40		2008-09	6	5	7	
2009-10	10	12		80	2009-10	175	160	155	72	2009-10	45	60	40		2009-10	6	5	7	
Alternative Completers					Alternative Completers					Alternative Completers					Alternative Completers				
<i>Actual</i>					<i>Actual</i>					<i>Actual</i>					<i>Actual</i>				
2002-03	1	2		9	2002-03	10	15	15	12	2002-03	4	8	2	N/A	2002-03	1	1	0	
2003-04	1	0		15	2003-04	10	15	15	12	2003-04	6	12	4		2003-04	2	2	1	
<i>Projected</i>					<i>Projected</i>					<i>Projected</i>					<i>Projected</i>				
2004-05	8	8		20	2004-05	20	20	15	15	2004-05	6	12	4		2004-05	1	1	0	
2005-06	8	8		20	2005-06	20	20	15	20	2005-06	6	12	4		2005-06	2	1	1	
2006-07	8	8		20	2006-07	20	20	15	20	2006-07	8	13	6		2006-07	2	2	1	
2007-08	8	8		20	2007-08	20	20	15	20	2007-08	8	13	6		2007-08	3	2	2	
2008-09	8	8		20	2008-09	20	20	15	20	2008-09	10	15	8		2008-09	3	3	2	
2009-10	8	8		20	2009-10	20	20	15	20	2009-10	10	15	8		2009-10	4	3	3	

Appendix D (Part 3 of 4). Projections of Targets in High-Need Subject Areas for 2004-05 through 2009-10

UNC CH	High-Need Teacher				UNCC	High-Need Teacher				UNCG	High-Need Teacher				UNCP	High-Need Teacher			
	Education Subject Areas					Education Subject Areas					Education Subject Areas					Education Subject Areas			
	Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children
Traditional Enrollment					Traditional Enrollment					Traditional Enrollment					Traditional Enrollment				
<i>Actual</i>					<i>Actual</i>					<i>Actual</i>					<i>Actual</i>				
2002-03	9	13	24	0	2002-03	29	11	80	77	2002-03	11	8	22	60	2002-03	18	7	24	20
2003-04	8	16	35	0	2003-04	26	10	75	65	2003-04	18	10	27	80	2003-04	19	7	24	22
<i>Projected</i>					<i>Projected</i>					<i>Projected</i>					<i>Projected</i>				
2004-05	12	18	38	0	2004-05	30	11	85	80	2004-05	20	11	30	88	2004-05	20	10	25	25
2005-06	13	19	42	0	2005-06	32	12	90	86	2005-06	22	12	33	97	2005-06	24	12	30	25
2006-07	14	20	46	0	2006-07	34	13	96	93	2006-07	24	13	36	106	2006-07	26	14	35	27
2007-08	15	21	51	0	2007-08	36	14	104	99	2007-08	26	15	40	117	2007-08	28	16	39	29
2008-09	16	22	56	0	2008-09	39	15	111	107	2008-09	29	16	43	129	2008-09	30	18	42	32
2009-10	17	23	62	0	2009-10	42	17	119	115	2009-10	32	18	48	142	2009-10	32	20	45	33
Traditional Graduates					Traditional Graduates					Traditional Graduates					Traditional Graduates				
<i>Actual</i>					<i>Actual</i>					<i>Actual</i>					<i>Actual</i>				
2002-03	9	13	10	0	2002-03	2	1	15	18	2002-03	2	2	9	14	2002-03	0	2	5	5
2003-04	8	18	19	0	2003-04	6	2	20	20	2003-04	4	1	11	29	2003-04	3	2	3	8
<i>Projected</i>					<i>Projected</i>					<i>Projected</i>					<i>Projected</i>				
2004-05	12	18	22	0	2004-05	6	3	22	23	2004-05	4	2	12	32	2004-05	3	3	7	7
2005-06	13	19	22	0	2005-06	7	4	24	25	2005-06	5	2	13	35	2005-06	4	3	9	8
2006-07	14	20	24	0	2006-07	8	6	26	28	2006-07	5	2	15	39	2006-07	6	5	12	10
2007-08	15	21	24	0	2007-08	10	7	27	29	2007-08	6	3	16	42	2007-08	8	7	15	10
2008-09	16	22	24	0	2008-09	11	8	28	30	2008-09	6	3	18	47	2008-09	9	8	20	12
2009-10	17	23	24	0	2009-10	12	9	30	32	2009-10	7	3	19	51	2009-10	10	10	24	14
Alternative Enrollment					Alternative Enrollment					Alternative Enrollment					Alternative Enrollment				
<i>Actual</i>					<i>Actual</i>					<i>Actual</i>					<i>Actual</i>				
2002-03	18	23	48	6	2002-03	47	67	138	275	2002-03	13	44	67	142	2002-03	3	6	12	34
2003-04	8	13	24	6	2003-04	31	66	248	472	2003-04	19	49	92	173	2003-04	6	5	26	43
<i>Projected</i>					<i>Projected</i>					<i>Projected</i>					<i>Projected</i>				
2004-05	12	16	30	6	2004-05	50	70	250	480	2004-05	21	54	101	190	2004-05	5	5	28	44
2005-06	25	27	33	8	2005-06	51	72	255	488	2005-06	23	59	111	209	2005-06	7	6	30	45
2006-07	35	37	35	12	2006-07	53	74	260	496	2006-07	25	65	122	230	2006-07	8	8	32	46
2007-08	37	41	37	12	2007-08	55	76	266	504	2007-08	28	72	135	253	2007-08	10	10	34	48
2008-09	37	41	39	12	2008-09	57	78	273	510	2008-09	31	79	148	279	2008-09	11	12	36	50
2009-10	37	41	42	12	2009-10	60	80	280	520	2009-10	34	87	163	306	2009-10	12	13	36	50
Alternative Completers					Alternative Completers					Alternative Completers					Alternative Completers				
<i>Actual</i>					<i>Actual</i>					<i>Actual</i>					<i>Actual</i>				
2002-03	7	9	14	0	2002-03	1	6	31	60	2002-03	2	5	3	19	2002-03	0	2	7	3
2003-04	8	13	9	3	2003-04	4	11	32	76	2003-04	2	2	18	14	2003-04	0	6	3	7
<i>Projected</i>					<i>Projected</i>					<i>Projected</i>					<i>Projected</i>				
2004-05	8	12	15	3	2004-05	8	20	50	85	2004-05	3	5	20	15	2004-05	3	4	8	25
2005-06	12	18	16	5	2005-06	8	22	60	90	2005-06	3	6	22	17	2005-06	4	4	7	27
2006-07	24	25	17	7	2006-07	10	24	70	95	2006-07	4	6	24	19	2006-07	6	7	20	35
2007-08	33	34	19	10	2007-08	11	26	80	100	2007-08	4	7	26	20	2007-08	7	8	23	38
2008-09	34	39	19	11	2008-09	12	28	90	110	2008-09	4	7	29	23	2008-09	15	15	30	40
2009-10	34	39	21	11	2009-10	15	30	100	120	2009-10	5	8	32	25	2009-10	16	16	36	45

Appendix D (Part 4 of 4). Projections of Targets in High-Need Subject Areas for 2004-05 through 2009-10

UNCW	High-Need Teacher				WCU	High-Need Teacher				WSSU	High-Need Teacher				UNC TOTALS	High-Need Teacher			
	Education Subject Areas					Education Subject Areas					Education Subject Areas					Education Subject Areas			
	Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children		Math	Science	Middle School	Exceptional Children
Traditional Enrollment					Traditional Enrollment					Traditional Enrollment					Traditional Enrollment				
<i>Actual</i>					<i>Actual</i>					<i>Actual</i>					<i>Actual</i>				
2002-03	22	15	26	34	2002-03	6	17	31	47	2002-03	1	0	1	4	2002-03	331	210	568	620
2003-04	31	17	31	35	2003-04	19	15	30	45	2003-04	0	0	2	3	2003-04	389	220	629	648
<i>Projected</i>					<i>Projected</i>					<i>Projected</i>					<i>Projected</i>				
2004-05	33	19	33	38	2004-05	12	17	31	47	2004-05	1	1	2	3	2004-05	425	250	708	807
2005-06	36	21	36	41	2005-06	14	17	33	50	2005-06	2	2	3	5	2005-06	472	277	750	839
2006-07	39	23	39	44	2006-07	16	18	35	52	2006-07	3	3	4	7	2006-07	511	307	813	870
2007-08	42	25	42	47	2007-08	16	18	36	53	2007-08	4	4	5	8	2007-08	537	333	852	913
2008-09	45	27	45	50	2008-09	16	19	40	56	2008-09	5	5	6	9	2008-09	575	366	931	964
2009-10	49	30	49	54	2009-10	18	21	42	60	2009-10	6	6	7	10	2009-10	605	408	986	1007
Traditional Graduates					Traditional Graduates					Traditional Graduates					Traditional Graduates				
<i>Actual</i>					<i>Actual</i>					<i>Actual</i>					<i>Actual</i>				
2002-03	14	8	17	21	2002-03	1	4	8	11	2002-03	1	0	1	2	2002-03	76	61	126	183
2003-04	8	5	19	20	2003-04	1	3	11	13	2003-04	0	0	2	2	2003-04	84	59	174	212
<i>Projected</i>					<i>Projected</i>					<i>Projected</i>					<i>Projected</i>				
2004-05	10	9	20	25	2004-05	3	4	12	15	2004-05	0	0	1	2	2004-05	105	79	209	250
2005-06	11	11	22	27	2005-06	5	5	13	15	2005-06	1	1	1	2	2005-06	123	95	221	251
2006-07	13	13	24	30	2006-07	7	7	14	16	2006-07	1	1	2	3	2006-07	144	111	262	278
2007-08	15	15	26	32	2007-08	7	8	15	17	2007-08	2	2	2	4	2007-08	161	122	269	330
2008-09	17	17	28	34	2008-09	9	10	16	17	2008-09	2	2	3	4	2008-09	177	142	276	327
2009-10	20	20	30	36	2009-10	9	10	17	19	2009-10	3	3	3	5	2009-10	192	157	353	329
Alternative Enrollment					Alternative Enrollment					Alternative Enrollment					Alternative Enrollment				
<i>Actual</i>					<i>Actual</i>					<i>Actual</i>					<i>Actual</i>				
2002-03	4	7	18	37	2002-03	5	8	9	24	2002-03	0	0	11	1	2002-03	283	382	552	771
2003-04	2	8	20	40	2003-04	8	8	14	82	2003-04	0	0	7	4	2003-04	315	414	833	1223
<i>Projected</i>					<i>Projected</i>					<i>Projected</i>					<i>Projected</i>				
2004-05	6	10	22	44	2004-05	9	9	14	83	2004-05	1	1	10	6	2004-05	368	439	857	1301
2005-06	8	12	24	46	2005-06	10	10	15	84	2005-06	2	2	10	6	2005-06	403	466	895	1355
2006-07	10	14	26	48	2006-07	11	11	15	84	2006-07	2	2	10	6	2006-07	437	501	935	1409
2007-08	12	16	28	50	2007-08	12	11	16	85	2007-08	2	2	10	6	2007-08	457	525	973	1472
2008-09	14	18	30	52	2008-09	13	12	17	86	2008-09	2	2	10	6	2008-09	476	550	1021	1535
2009-10	16	20	32	54	2009-10	14	13	18	88	2009-10	2	2	10	6	2009-10	491	570	1066	1605
Alternative Completers					Alternative Completers					Alternative Completers					Alternative Completers				
<i>Actual</i>					<i>Actual</i>					<i>Actual</i>					<i>Actual</i>				
2002-03	2	4	12	12	2002-03	0	0	0	0	2002-03	0	0	9	1	2002-03	37	62	137	212
2003-04	2	4	12	13	2003-04	0	2	4	9	2003-04	0	0			2003-04	49	76	165	243
<i>Projected</i>					<i>Projected</i>					<i>Projected</i>					<i>Projected</i>				
2004-05	4	6	14	15	2004-05	2	3	5	10	2004-05	0	0	8	5	2004-05	86	116	231	350
2005-06	6	8	16	17	2005-06	3	4	5	15	2005-06	1	1	8	5	2005-06	101	129	259	385
2006-07	8	10	18	19	2006-07	5	5	6	20	2006-07	1	1	8	5	2006-07	127	148	295	429
2007-08	10	12	20	21	2007-08	5	5	6	20	2007-08	1	1	8	5	2007-08	144	166	324	463
2008-09	12	14	22	23	2008-09	6	6	7	25	2008-09	1	1	8	5	2008-09	164	189	361	510
2009-10	14	16	24	25	2009-10	6	7	8	28	2009-10	1	1	8	5	2009-10	174	200	401	558