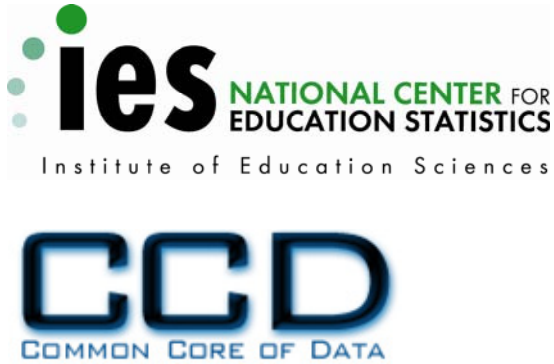




U.S. Department of Education
NCES 2008-440

Findings from the Pilot Teacher Compensation Survey: School Year 2005–06

First Look



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April 2008

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The U.S. Census Bureau, Governments Division, is responsible for collecting, processing, and editing the CCD survey data. Eunice Ave, Crecilla Cohen, Elizabeth Holland, and Brian Gordon should be recognized for the quality their efforts added to these data.

Contents

	Page
Acknowledgments	iii
List of Tables	vi
List of Figures	vi
Introduction	1
Selected Findings: School Year 2005–06	2
References and Related Data Files	3
Appendix A: Methodology and Technical Notes	16
Appendix B: Common Core of Data Glossary	18

List of Tables

Table	Page
1. Total number of full-time teachers and median years of teaching experience, age, contract days, and base salary, and mean base salary, by participating state: School year 2005–06.....	7
2. Median total salary and government expenditures for total benefits, health benefits, retirement benefits, and all other benefits, by participating state: School year 2005–06	8
3. Number of full-time teachers, percentage distribution, and median base salary, by highest degree earned and participating state: School year 2005–06	9
4. Number of full-time teachers, percentage distribution, and median base salary, by years of experience and participating state: School year 2005–06	10
5. Number of full-time teachers, percentage distribution, and median base salary, by age and participating state: School year 2005–06.....	11
6. Number of full-time teachers, percentage distribution, and median base salary, by race/ethnicity and participating state: School year 2005–06	13
7. Number of full-time teachers, percent distribution, and median base salary, by gender and participating state: School year 2005–06	14
8. Number of full-time teachers, base salary at the 5 th , median, and 95 th percentile cutpoints, and federal range ratio, by educational attainment, years of experience, and participating state: School year 2005–06	15

List of Figures

Figure	Page
1. Percentage distribution of total full-time teachers in participating states, by highest degree earned: School year 2005–06	4
2. Mean base salary of full-time teachers by years of experience and participating state: School year 2005–06	5
3. Percentage distribution of full-time teachers by age and participating state: School year 2005–06	6

Introduction

The Common Core of Data (CCD) is an annual collection of public elementary and secondary education data administered by the National Center for Education Statistics (NCES) and its collection agent, the U.S. Census Bureau. Data for CCD surveys are provided by state education agencies (SEAs).

This report presents findings from the Pilot Teacher Compensation Survey (TCS), which collected data for school year 2005–06. This pilot collection is a research and development effort to see if it is possible to collect and publish teacher-level data from the administrative records residing in state departments of education. Seven states participated in this survey: Arizona, Arkansas, Colorado, Florida, Iowa, Missouri, and Oklahoma. These states provided data on salaries, years of teaching experience, highest degree earned, race/ethnicity, and gender for each public school teacher. Data on government expenditures on employee benefits were also solicited, but only three states were able to provide even partial employee benefits data. Since this is a universe survey of administrative records for all teachers in participating states, no statistical testing was required.

SEAs participate in the CCD voluntarily, following standard definitions for the data items they report. For more information on the data collection, methodology and definitions, readers should see appendixes A and B.

Because the purpose of this report is to introduce new NCES data through the presentation of tables containing descriptive information, only selected findings are presented. These findings have been chosen to demonstrate the range of information available when using the TCS rather than to discuss all of the observed discoveries. They are not meant to emphasize any particular issue.

Selected Findings: School Year 2005–06

- The mean base salaries¹ of full-time public school teachers in the seven states participating in the Pilot Teacher Compensation Survey ranged from \$34,631 in Oklahoma to \$44,777 per year in Colorado. The median base salaries of full-time public school teachers ranged between \$33,516 in Oklahoma and \$42,676 in Colorado (table 1). The median total salary for full-time teachers ranged from \$34,973 in Oklahoma to \$42,500 in Arkansas for school year 2005–06 (table 2).
- The median level of teaching experience ranged from 8 years in Arizona to 15 years in Iowa. The median teacher age was between 43 and 45 in each of the states reporting these data (table 1).
- The number of teachers that held master's degrees as their highest degree varied across the seven states. The percentage of teachers holding master's degrees ranged from approximately 28 percent in Iowa and Oklahoma to almost 50 percent in Missouri (table 3). Over the seven states, the majority of teachers (58 percent) held a bachelor's degree as their highest degree (figure 1).
- Teachers holding master's degrees earned more than teachers who held a bachelor's degree. For example, the median base salary for teachers with a master's degree was \$51,077 per annum in Colorado, while the median base salary for teachers with a bachelor's degree was \$36,702 (table 3).
- The proportion of teachers with one year of teaching experience (teachers hired at the beginning of the reported school year) ranged from 4.4 percent in Iowa to 10.9 percent in Arizona. The median base salary for teachers with one year of experience ranged from \$27,864 in Iowa to \$33,940 in Florida (table 4 and figure 2).
- Full-time teachers 66 years old or older comprised 1.0 percent of public school full-time teachers in Florida and 0.9 percent in Arkansas compared to 0.4 percent in Iowa and 0.5 percent in Colorado (table 5). In three of the five states reporting age data, the highest proportion of teachers were 51 to 55 years old; Florida had equal proportions of teachers (14 percent) in the 26-30 and 51-55 age groups. In the fifth state, Colorado, the second highest proportion occurred in the 51-55 age group (figure 3).
- The majority of teachers in the seven reporting states were White, with the smallest percentage of White teachers (74 percent) reported for Florida (table 6).
- More than three quarters of the teachers across six of the seven reporting states were female, with the highest percentage of male teachers (27 percent) reported for Colorado. The largest difference between males and females was \$1,027 in Arizona (table 7).

¹ The mean is the average: the sum of all salaries divided by the number of teachers. The median is the mid-point. If the teachers' salaries were ranked from highest to lowest, half of the salaries would be below the median. Base salaries are the negotiated annual salary for teaching duties. Base salaries exclude extra pay for extra duties and bonuses.

References and Related Data Files

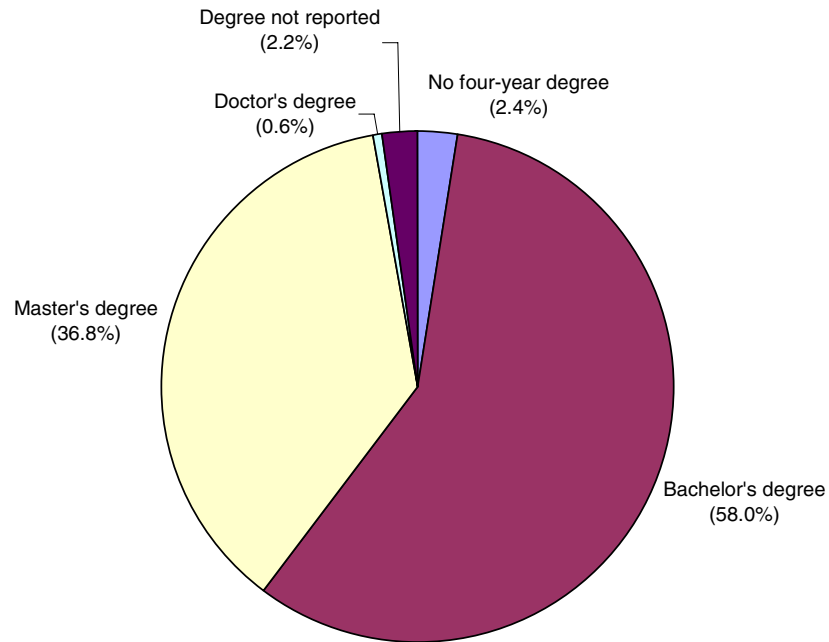
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Related Data Files

Data files for all CCD surveys may be found on the CCD data page of the CCD website at <http://nces.ed.gov/ccd/ccddata.asp>.

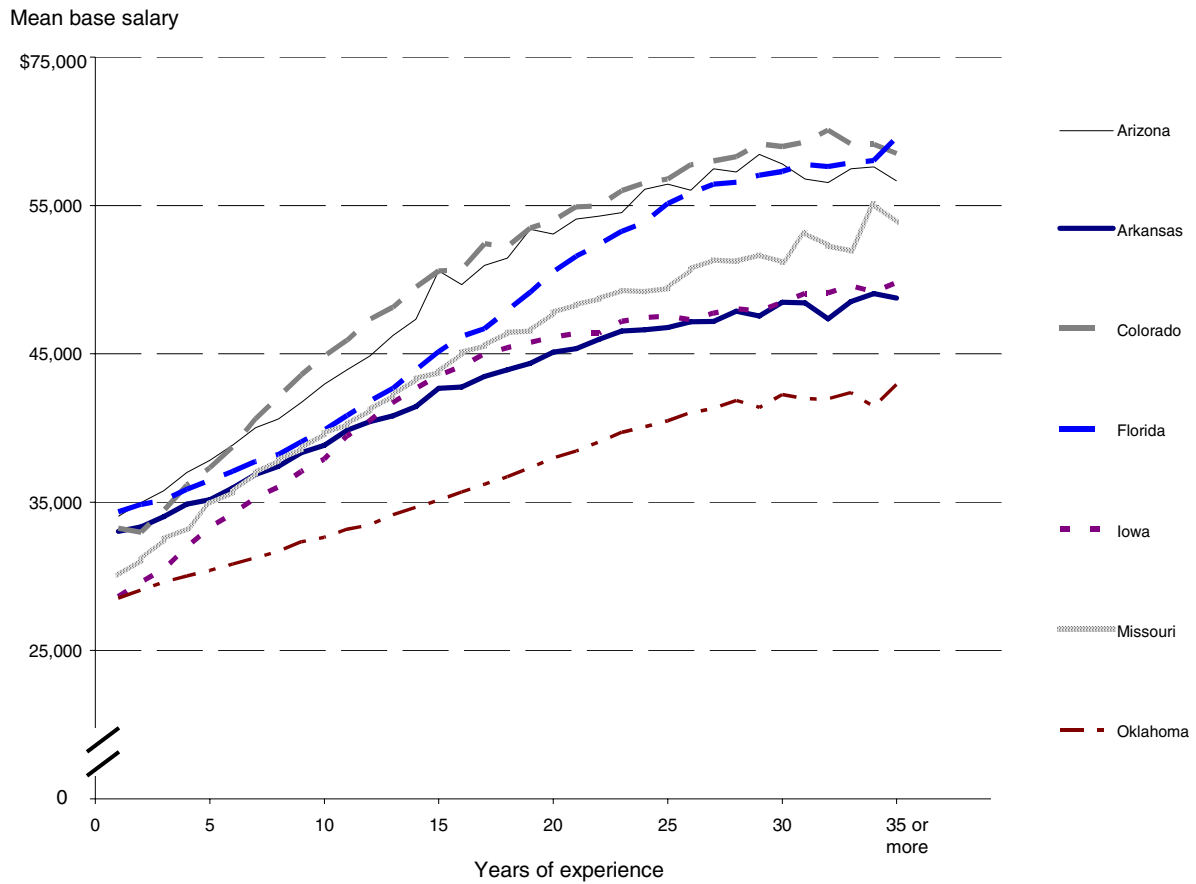
Figure 1. Percentage distribution of total full-time teachers in participating states, by highest degree earned: School year 2005–06



NOTE: Arizona, Arkansas, Colorado, Florida, Iowa, Missouri, and Oklahoma participated in the Pilot Teacher Compensation Survey. Data for Colorado, Florida, Iowa, Missouri, and Oklahoma are for full-time teachers, teaching at one school with full-time equivalency (FTE) greater than or equal to 0.9 only, and whose base salary did not include pay for other duties. Data for Arizona and Arkansas are for teachers teaching at one school with FTE greater than or equal to 0.9 only. Arizona and Arkansas did not report whether a teacher was a full-time teacher or whether the reported base salary excluded pay for other duties.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Pilot Teacher Compensation Survey," school year 2005–06, Version 1a.

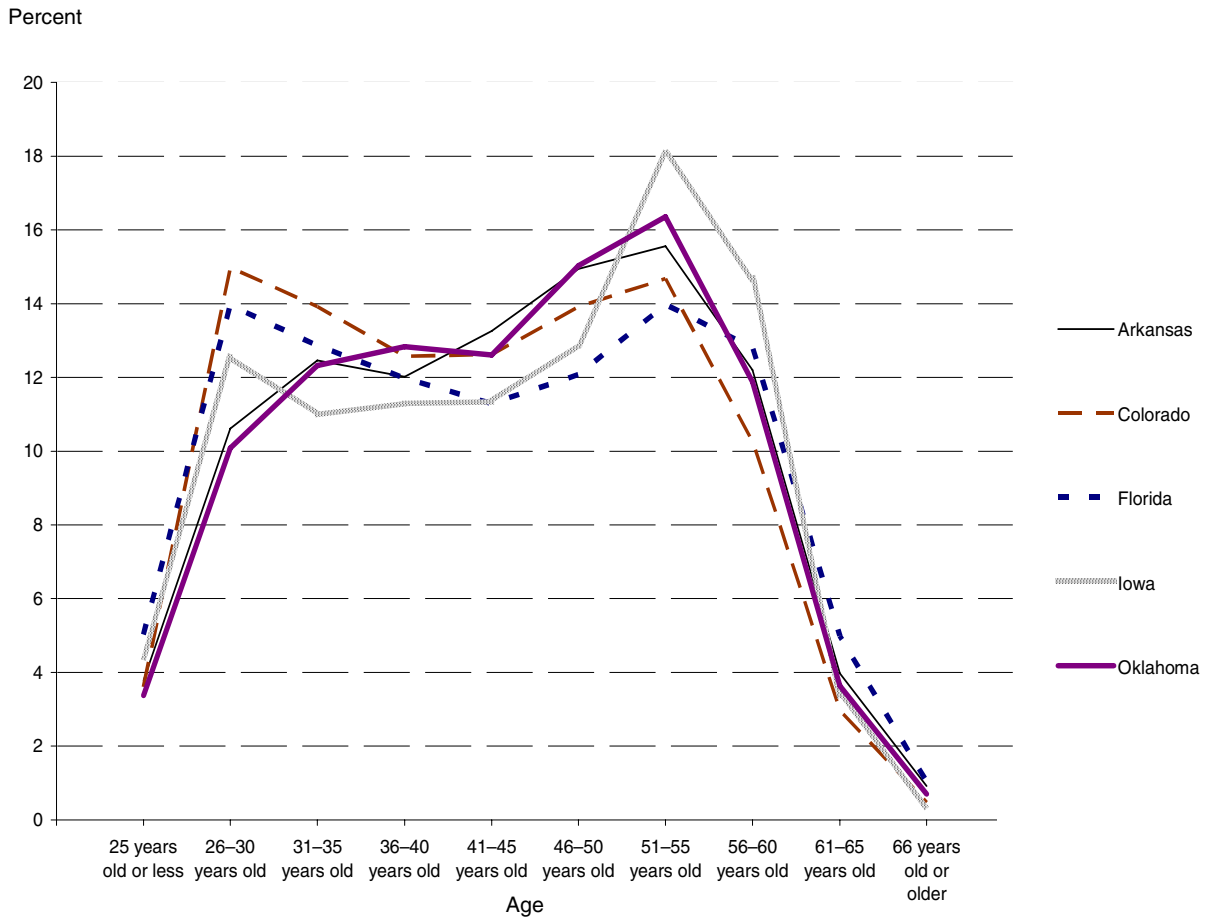
Figure 2. Mean base salary of full-time teachers by years of experience and participating state:
School year 2005–06



NOTE: Only the listed seven states participated in the Pilot Teacher Compensation Survey. Data for Colorado, Florida, Iowa, Missouri, and Oklahoma are for full-time teachers, teaching at one school with full-time equivalency (FTE) greater than or equal to 0.9 only, and whose base salary did not include pay for other duties. Data for Arizona and Arkansas are for teachers teaching at one school with FTE greater than or equal to 0.9 only. Arizona and Arkansas did not report whether a teacher was a full-time teacher or whether the reported base salary excluded pay for other duties. Base salary is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Pilot Teacher Compensation Survey," school year 2005–06, Version 1a.

Figure 3. Percentage distribution of full-time teachers by age and participating state: School year 2005–06



NOTE: Arizona, Arkansas, Colorado, Florida, Iowa, Missouri, and Oklahoma participated in the Pilot Teacher Compensation Survey. Data on age for Arizona and Missouri were not available. Data for Colorado, Florida, Iowa, and Oklahoma are for full-time teachers, teaching at one school with full-time equivalency (FTE) greater than or equal to 0.9 only, and whose base salary did not include pay for other duties. Data for Arkansas are for teachers teaching at one school with FTE greater than or equal to 0.9 only. Arizona and Arkansas did not report whether a teacher was a full-time teacher or whether the reported base salary excluded pay for other duties.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Pilot Teacher Compensation Survey," school year 2005–06, Version 1a.

Table 1. Total number of full-time teachers and median years of teaching experience, age, contract days, and base salary, and mean base salary, by participating state: School year 2005–06

Participating state	Total number of full-time teachers	Median years of teaching experience	Median age	Median number of days in teacher contract	Median base salary ¹	Mean base salary ¹
Arizona	49,385	8	—	—	\$40,296	\$42,772
Arkansas	28,633	13	45	190	39,969	40,981
Colorado	41,431	9	43	184	42,676	44,777
Florida	137,405	10	43	196	38,014	41,740
Iowa	28,054	15	45	191	40,935	41,145
Missouri	59,991	10	—	183	37,802	40,602
Oklahoma	36,476	12	45	180	33,516	34,631

— Not available.

¹ Base salary is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties.

NOTE: How to read this table (medians): Using Arizona, years of teaching experience as an example, if all full-time teachers were listed by years of teaching experience, the teacher at the midpoint (median) would have 8 years of teaching experience.

Only the listed seven states participated in the Pilot Teacher Compensation Survey. Data for Colorado, Florida, Iowa, Missouri, and Oklahoma are for full-time teachers, teaching at one school with full-time equivalency (FTE) greater than or equal to 0.9 only, and whose base salary did not include pay for other duties. Data for Arizona and Arkansas are for teachers teaching at one school with FTE greater than or equal to 0.9 only. Arizona and Arkansas did not report whether a teacher was a full-time teacher or whether the reported base salary excluded pay for other duties. Data are not adjusted for geographic cost differences.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Pilot Teacher Compensation Survey," school year 2005–06, Version 1a.

Table 2. Median total salary and government expenditures for total benefits, health benefits, retirement benefits, and all other benefits, by participating state: School year 2005–06

Participating state	Median total salary ¹	Median government expenditures on benefits			
		Total	Health ²	Retirement	All other ³
Arizona	\$40,296	—	—	—	—
Arkansas	42,500	‡	‡	\$5,763	\$3,283
Colorado	—	—	—	—	—
Florida	40,600	\$10,731	\$4,647	3,183	3,529
Iowa	41,449	—	—	—	—
Missouri	39,900	—	—	—	—
Oklahoma	34,973	‡	‡	3,773	‡

— Not available.

‡ Reporting standards not met. Data were missing for more than 20 percent of teachers in the state.

¹ Total salary is defined as the total amount of money paid to the teacher for school year 2005–06.

² Health benefits were missing 31.7 percent of full-time teachers in Arkansas and 25.4 percent of full-time teachers in Oklahoma.

³ All other benefits were missing 36.3 percent of full-time teachers in Oklahoma.

NOTE: How to read this table (medians): Using Arizona, median total salary as an example, if all full-time teachers were listed by total salary, the teacher at the midpoint (median) would have a total salary of \$40,296. Only the listed seven states participated in the Pilot Teacher Compensation Survey. Data for Colorado, Florida, Iowa, Missouri, and Oklahoma are for full-time teachers, teaching at one school with full-time equivalency (FTE) greater than or equal to 0.9 only, and whose base salary did not include pay for other duties. Data for Arizona and Arkansas are for teachers teaching at one school with FTE greater than or equal to 0.9 only. Arizona and Arkansas did not report whether a teacher was a full-time teacher or whether the reported base salary excluded pay for other duties. Data are not adjusted for geographic cost differences. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Pilot Teacher Compensation Survey," school year 2005–06, Version 1a.

Table 3. Number of full-time teachers, percentage distribution, and median base salary, by highest degree earned and participating state: School year 2005–06

Participating state	No four-year degree			Bachelor's degree			Master's degree			Doctor's degree			Degree not reported		
	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹
Arizona	0	0.0	†	26,955	54.6	\$36,917	22,071	44.7	\$45,938	359	0.7	\$51,257	0	0.0	†
Arkansas	14	0.1	\$33,325	10,925	38.2	38,614	9,314	32.5	44,339	96	0.3	52,706	8,284	28.9	\$36,109
Colorado	169	0.4	33,000	21,364	51.6	36,702	19,465	47.0	51,077	393	1.0	51,205	40	0.1	33,301
Florida	8,324	6.1	34,792	86,237	62.8	35,800	41,733	30.4	44,496	1,111	0.8	50,314	0	0.0	†
Iowa	34	0.1	34,718	20,152	71.8	37,964	7,818	27.9	49,610	50	0.2	58,008	0	0.0	†
Missouri	428	0.7	36,715	29,506	49.2	33,400	29,779	49.6	44,580	262	0.4	56,672	16	#	34,000
Oklahoma	63	0.2	29,575	26,149	71.7	32,118	10,088	27.7	38,150	175	0.5	38,618	1	#	45,800

† Not applicable.

Rounds to zero.

¹ Base salary is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties.

NOTE: How to read this table (medians): Using Arizona, bachelor's degree as an example, if all full-time teachers with a bachelor's degree were listed by base salary, the teacher at the midpoint (median) would have a base salary of \$36,917. Only the listed seven states participated in the Pilot Teacher Compensation Survey. Data for Colorado, Florida, Iowa, Missouri, and Oklahoma are for full-time teachers, teaching at one school with full-time equivalency (FTE) greater than or equal to 0.9 only, and whose base salary did not include pay for other duties. Data for Arizona and Arkansas are for teachers teaching at one school with FTE greater than or equal to 0.9 only. Arizona and Arkansas did not report whether a teacher was a full-time teacher or whether the reported base salary excluded pay for other duties. Data are not adjusted for geographic cost differences. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Pilot Teacher Compensation Survey," school year 2005–06, Version 1a.

Table 4. Number of full-time teachers, percentage distribution, and median base salary, by years of experience and participating state: School year 2005–06

Participating state	1 Year			2–5 years			6–10 years			11–20 years			21–30 years			Over 30 years		
	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹
Arizona	5,393	10.9	\$33,933	13,019	26.4	\$35,824	11,955	24.2	\$39,849	12,570	25.5	\$47,549	5,494	11.1	\$56,631	950	1.9	\$58,000
Arkansas	1,629	5.7	31,522	5,054	17.7	33,265	5,432	19.0	36,804	7,787	27.2	41,425	6,277	21.9	45,785	2,454	8.6	47,751
Colorado	3,190	7.7	32,608	9,780	23.6	34,348	9,406	22.7	41,067	10,943	26.4	50,331	6,541	15.8	57,952	1,571	3.8	61,027
Florida	11,389	8.3	33,940	27,668	20.1	34,825	23,235	16.9	37,205	26,963	19.6	43,407	19,653	14.3	54,249	9,017	6.6	57,226
Iowa	1,232	4.4	27,864	4,410	15.7	30,872	5,145	18.3	35,755	7,214	25.7	42,968	6,476	23.1	46,825	3,577	12.8	48,753
Missouri	3,977	6.6	29,706	12,866	21.5	32,280	13,768	23.0	36,644	16,272	27.1	42,265	10,569	17.6	48,053	2,538	4.2	52,661
Oklahoma	2,040	5.6	28,100	6,109	16.8	29,500	8,277	22.7	31,400	10,298	28.2	34,860	7,604	20.9	39,800	2,148	5.9	41,900

¹ Base salary is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties.

NOTE: How to read this table (medians): Using Arizona, 1 year of experience as an example, if all full-time teachers with 1 year of experience were listed by base salary, the teacher at the midpoint (median) would have a base salary of \$33,933. Only the listed seven states participated in the Pilot Teacher Compensation Survey. Data for Colorado, Florida, Iowa, Missouri, and Oklahoma are for full-time teachers, teaching at one school with full-time equivalency (FTE) greater than or equal to 0.9 only, and whose base salary did not include pay for other duties. Data for Arizona and Arkansas are for teachers teaching at one school with FTE greater than or equal to 0.9 only. Arizona and Arkansas did not report whether a teacher was a full-time teacher or whether the reported base salary excluded pay for other duties. Data are not adjusted for geographic cost differences. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Pilot Teacher Compensation Survey," school year 2005–06, Version 1a.

Table 5. Number of full-time teachers, percentage distribution, and median base salary, by age and participating state: School year 2005–06

Participating state	25 years old or less			26–30 years old			31–35 years old			36–40 years old			41–45 years old		
	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹
Arizona	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Arkansas	1,082	3.8	\$31,527	3,039	10.6	\$33,650	3,569	12.5	\$36,198	3,442	12.0	\$38,148	3,796	13.3	\$40,400
Colorado	1,494	3.6	30,801	6,208	15.0	34,131	5,767	13.9	38,849	5,212	12.6	42,733	5,228	12.6	45,267
Florida	6,901	5.0	33,088	19,184	14.0	34,068	17,675	12.9	35,355	16,465	12.0	36,867	15,512	11.3	38,700
Iowa	1,237	4.4	28,198	3,524	12.6	31,582	3,082	11.0	36,001	3,167	11.3	39,212	3,181	11.3	41,913
Missouri	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Oklahoma	1,229	3.4	28,375	3,679	10.1	29,478	4,495	12.3	30,908	4,681	12.8	32,350	4,599	12.6	33,732

See notes at end of table.

Table 5. Number of full-time teachers, percentage distribution, and median base salary, by age and participating state: School year 2005–06—Continued

Participating state	46–50 years old			51–55 years old			56–60 years old			61–65 years old			66 years old or older			Age not reported		
	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹
Arizona	—	—	—	—	—	—	—	—	—	—	—	—	—	—	49,385	100.0	\$40,296	
Arkansas	4,279	14.9	\$42,400	4,455	15.6	\$43,977	3,493	12.2	\$45,063	1,139	4.0	\$46,268	262	0.9	\$44,659	77	0.3	32,500
Colorado	5,764	13.9	48,461	6,081	14.7	52,310	4,250	10.3	54,163	1,231	3.0	54,184	196	0.5	52,074	0	0.0	†
Florida	16,592	12.1	42,004	19,203	14.0	48,465	17,589	12.8	52,570	6,852	5.0	53,619	1,421	1.0	53,795	11	#	33,999
Iowa	3,616	12.9	43,838	5,071	18.1	45,932	4,121	14.7	46,934	947	3.4	47,276	108	0.4	48,076	0	0.0	†
Missouri	—	—	—	—	—	—	—	—	—	—	—	—	—	—	59,991	100.0	37,802	
Oklahoma	5,483	15.0	36,035	5,967	16.4	38,300	4,334	11.9	38,748	1,326	3.6	39,500	257	0.7	39,075	426	1.2	30,858

— Not available.

† Not applicable.

Rounds to zero.

¹ Base salary is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties.

NOTE: How to read this table (medians): Using Arkansas, 25 years old or less as an example, if all full-time teachers 25 years old or less were listed by base salary, the teacher at the midpoint (median) would have a base salary of \$31,527. Only the listed seven states participated in the Pilot Teacher Compensation Survey. Data for Colorado, Florida, Iowa, Missouri, and Oklahoma are for full-time teachers, teaching at one school with full-time equivalency (FTE) greater than or equal to 0.9 only, and whose base salary did not include pay for other duties. Data for Arizona and Arkansas are for teachers teaching at one school with FTE greater than or equal to 0.9 only. Arizona and Arkansas did not report whether a teacher was a full-time teacher or whether the reported base salary excluded pay for other duties. Data are not adjusted for geographic cost differences. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Pilot Teacher Compensation Survey," school year 2005–06, Version 1a.

Table 6. Number of full-time teachers, percentage distribution, and median base salary, by race/ethnicity and participating state: School year 2005–06

Participating state	American Indian/Alaska native			Asian/Pacific Islander			Hispanic			Black, non-Hispanic			White, non-Hispanic		
	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹
Arizona	1,132	2.3	\$38,159	545	1.1	\$39,379	5,636	11.4	\$38,844	1,041	2.1	\$40,406	41,031	83.1	\$40,654
Arkansas	177	0.6	41,288	56	0.2	39,922	103	0.4	40,263	2,719	9.5	42,183	25,578	89.3	39,738
Colorado	193	0.5	43,143	415	1.0	41,480	2,821	6.8	41,750	663	1.6	43,940	37,339	90.1	42,754
Florida	382	0.3	38,952	1,241	0.9	35,623	14,000	10.2	37,205	19,811	14.4	37,936	101,971	74.2	38,200
Iowa	67	0.2	39,927	100	0.4	38,826	157	0.6	39,940	217	0.8	39,695	27,513	98.1	40,971
Missouri	82	0.1	34,290	181	0.3	39,258	305	0.5	38,355	4,231	7.1	44,485	55,191	92.0	37,381
Oklahoma	1,477	4.1	32,457	142	0.4	31,817	295	0.8	31,407	1,289	3.5	36,568	33,273	91.2	33,510

¹ Base salary is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties.

NOTE: How to read this table (medians): Using Arizona, American Indian/Alaska Native as an example, if all American Indian/Alaska Native full-time teachers were listed by base salary, the teacher at the midpoint (median) would have a base salary of \$38,159. Only the listed seven states participated in the Pilot Teacher Compensation Survey. Data for Colorado, Florida, Iowa, Missouri, and Oklahoma are for full-time teachers, teaching at one school with full-time equivalency (FTE) greater than or equal to 0.9 only, and whose base salary did not include pay for other duties. Data for Arizona and Arkansas are for teachers teaching at one school with FTE greater than or equal to 0.9 only. Arizona and Arkansas did not report whether a teacher was a full-time teacher or whether the reported base salary excluded pay for other duties. Data are not adjusted for geographic cost differences. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Pilot Teacher Compensation Survey," school year 2005–06, Version 1a.

Table 7. Number of full-time teachers, percent distribution, and median base salary, by gender and participating state: School year 2005–06

Participating state	Male			Female		
	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹
Arizona	11,967	24.2	\$41,027	37,418	75.8	\$40,000
Arkansas	5,300	18.5	39,631	23,333	81.5	40,021
Colorado	11,216	27.1	42,913	30,215	72.9	42,577
Florida	29,307	21.3	38,490	108,098	78.7	37,936
Iowa	5,144	18.3	41,641	22,910	81.7	40,754
Missouri	12,363	20.6	37,915	47,627	79.4	37,790
Oklahoma	7,457	20.4	33,722	29,019	79.6	33,460

¹ Base salary is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties.

NOTE: How to read this table (medians): Using Arizona, males as an example, if all male full-time teachers were listed by base salary, the teacher at the midpoint (median) would have a base salary of \$41,027. Only the listed seven states participated in the Pilot Teacher Compensation Survey. Data for Colorado, Florida, Iowa, Missouri, and Oklahoma are for full-time teachers, teaching at one school with full-time equivalency (FTE) greater than or equal to 0.9 only, and whose base salary did not include pay for other duties. Data for Arizona and Arkansas are for teachers teaching at one school with FTE greater than or equal to 0.9 only. Arizona and Arkansas did not report whether a teacher was a full-time teacher or whether the reported base salary excluded pay for other duties. Data are not adjusted for geographic cost differences. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Pilot Teacher Compensation Survey," school year 2005–06, Version 1a.

Table 8. Number of full-time teachers, base salary at the 5th, median, and 95th percentile cutpoints, and federal range ratio, by educational attainment, years of experience, and participating state: School year 2005–06

Educational attainment, years of experience, and participating state	Number of teachers	Base salary ¹			Federal range ratio ²
		5 th percentile	Median	95 th percentile	
Teachers with bachelor's degree as highest degree and 1 year of experience					
Arizona	4,244	\$28,007	\$33,450	\$37,750	0.3
Arkansas	594	28,000	31,134	37,450	0.3
Colorado	2,394	26,400	31,398	40,493	0.5
Florida	8,440	29,970	33,940	40,872	0.4
Iowa	1,139	24,617	27,495	33,426	0.4
Missouri	3,432	23,400	29,283	35,417	0.5
Oklahoma	1,878	26,366	28,000	30,392	0.2
Teachers with bachelor's degree as highest degree and 10 years of experience					
Arizona	884	32,010	40,338	51,760	0.6
Arkansas	405	32,500	37,500	45,969	0.4
Colorado	711	30,193	40,999	51,542	0.7
Florida	2,107	34,319	38,089	46,727	0.4
Iowa	715	30,328	36,759	43,618	0.4
Missouri	948	27,850	35,050	46,715	0.7
Oklahoma	997	29,760	31,861	34,832	0.2
Teachers with master's degree as highest degree and 10 years of experience					
Arizona	1,087	35,500	44,215	54,816	0.5
Arkansas	287	36,800	40,676	49,284	0.3
Colorado	782	36,360	48,921	58,514	0.6
Florida	1,259	36,627	40,350	53,663	0.5
Iowa	185	34,276	41,665	47,903	0.4
Missouri	1,329	31,075	42,440	54,110	0.7
Oklahoma	280	30,950	33,268	37,308	0.2
Teachers with bachelor's degree as highest degree and 20 years of experience					
Arizona	288	37,799	49,818	64,045	0.7
Arkansas	274	36,650	42,761	53,189	0.5
Colorado	289	33,878	49,098	60,974	0.8
Florida	1,239	40,450	48,644	60,463	0.5
Iowa	417	35,718	43,826	51,484	0.4
Missouri	419	30,366	37,875	52,395	0.7
Oklahoma	417	33,713	36,879	41,574	0.2
Teachers with master's degree as highest degree and 20 years of experience					
Arizona	505	42,793	54,950	66,749	0.6
Arkansas	280	40,398	46,089	59,333	0.5
Colorado	494	41,410	58,258	68,899	0.7
Florida	876	43,514	52,433	65,226	0.5
Iowa	211	39,432	51,174	57,327	0.5
Missouri	864	34,450	51,228	72,598	1.1
Oklahoma	272	35,170	38,770	44,300	0.3

¹ Base salary is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties.

² The federal range ratio indicates the difference between the base salary of the state at the 95th percentile and the state at the 5th percentile divided by the base salary for the state at the 5th percentile.

NOTE: How to read this table: Using teachers with bachelor's degree as highest degree and 1 year of experience, Arizona as an example, this table shows that 5 percent of teachers with a bachelor's degree and 1 year of experience have a base salary of \$28,007 or less. If all teachers with a bachelor's degree and 1 year of experience were listed by size of base salary, the teacher at the midpoint (median) would have a salary of \$33,450. Five percent of teachers with a bachelor's degree and 1 year of experience have a base salary of \$37,750 or more. The federal range ratio shows that the magnitude of the difference between base salaries at the 5th percentile and the 95th percentile is 0.4, or approximately 40 percent. Only the listed seven states participated in the Pilot Teacher Compensation Survey. Data for Colorado, Florida, Iowa, Missouri, and Oklahoma are for full-time teachers, teaching at one school with full-time equivalency (FTE) greater than or equal to 0.9 only, and whose base salary did not include pay for other duties. Data for Arizona and Arkansas are for teachers teaching at one school with FTE greater than or equal to 0.9 only. Arizona and Arkansas did not report whether a teacher was a full-time teacher or whether the reported base salary excluded pay for other duties. Data are not adjusted for geographic cost differences. Teachers with a doctor's degree are excluded because they make up less than 1 percent of all teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Pilot Teacher Compensation Survey," school year 2005–06, Version 1a.

Appendix A: Methodology and Technical Notes

Common Core of Data survey system. The State Nonfiscal Survey of Public Elementary/Secondary Education, the Local Education Agency Universe Survey, and the Public Elementary/Secondary School Universe Survey are the nonfiscal components of the Common Core of Data (CCD) survey system, while the School District Finance Survey and the National Public Education Financial Survey (NPEFS) are the fiscal components. School finance data are reported annually by state education agencies (SEAs) through the efforts of state CCD coordinators. Participation in the CCD is voluntary. The Teacher Compensation Survey (TCS) is also a part of the CCD survey system. The survey will be considered a research and development effort until more than 45 states are participating in the collection.

Data for the TCS are collected from SEAs through an online reporting system. They are then processed, edited, and verified by the U.S. Census Bureau, the National Center for Education Statistics (NCES), and the Education Statistics Services Institute (ESSI) of the American Institutes for Research (AIR). The school year 2005–06 pilot TCS collection opened on May 23, 2007 and closed on September 4, 2007. Arizona, Arkansas, Colorado, Florida, Iowa, Missouri, and Oklahoma reported data in the school year 2005–06 Pilot Teacher Compensation Survey.

The pilot TCS collects a limited amount of data on each public school teacher in the participating states. The data in this report are based on all full-time teachers (full-time equivalency, or FTE, greater than or equal to 0.9), who teach at one school only, and whose base salaries are for teaching duties only. Teachers who teach at regular schools, charter schools, special education schools, vocational education schools, or other types of schools are included. Arizona and Arkansas did not report whether individual base salaries included work in addition to teaching. Records for these two states were included if their FTE were greater than or equal to 0.9 and base salaries were greater than zero. The TCS universe file contains 509,225 records representing 497,927 teachers. The total number of records meeting the requirements for inclusion in this report was 381,375.

Data quality. Staff at NCES, the U.S. Census Bureau, and ESSI collaborate to edit all CCD data submissions and ask state CCD coordinators to correct or confirm any numbers that appear out of range when compared with other data. If no explanation for anomalous data is provided by the state, NCES may change the data value to missing.

Missing data and data editing. Not all states collect and report all of the data items requested in the pilot TCS. NCES has not performed any imputations for missing data on the pilot TCS, with the exception of missing FTE data in certain circumstances. If FTE was reported as missing, a value of 1.0 was imputed for records where the teacher status indicator showed the teacher to be a full-time teacher in one school only and the teacher's base salary was larger than the 10th percentile of the base salaries of all teachers with the number of years of experience in the state. Other edits to the data included editing the years of experience data in Arkansas, Colorado, Iowa, and Oklahoma so that teaching experience would be counted as of the end of the 2005-06 school year. This was accomplished by adding one to the years of experience in those four states. Another edit was to adjust total salary to equal base salary for those records in which total salary was less than base salary. Teachers who served in more than one school had a record for each school where they taught, and the FTE value reflected the amount of time the teacher worked at that school. These teachers were not included in the analysis. Only data for full-time teachers

teaching at one school were used in this report. The age of a teacher was derived from the birth year data reported by the state. Age was calculated by subtracting the birth year from 2006.

Fifth, median, and 95th percentile cutpoints. The 5th percentile is a value such that 5 percent of the observations are less than this value and that 95 percent are greater. The 95th percentile is a value such that 95 percent of the observations are less than this value and that 5 percent are greater. The 5th and 95th percentile cutpoints have been chosen to exclude any outlier data. A median is a number dividing the higher half of a population from the lower half. The median can be found by arranging all the observations from lowest value to highest value and picking the middle one.

Federal range ratio. The federal range ratio is used in this report as an indicator of the difference between teachers with relatively high base salaries and teachers with relatively low base salaries. As used by Berne and Stiefel (1984) and in previous NCES publications (Parish, Matsumoto, and Fowler 1995; Hussar and Sonnenberg 2000), the federal range ratio excludes the top and bottom 5 percent of districts in order to reduce the influence of extreme values. The federal range ratio is the difference between the base salaries of the teacher at the 95th percentile and the teacher at the 5th percentile divided by the amount for the teacher at the 5th percentile.

Comparability of data across states. There are some issues affecting the comparability of these data that have not been resolved. These include inconsistencies in the reported data themselves and differences in reporting. NCES continues to identify these inconsistencies and will work with state education agencies to reduce them as much as possible. A major factor regarding the comparability of the data is differences in salaries and other costs in different areas within states and across the country, i.e., it costs more to hire a teacher in one part of the country than it does to hire a teacher with the same qualifications in another part of the country. This report does not take into account cost differences across the states or within states.

Confidentiality protection. In order to prevent the identification of an individual teacher with certainty, some data items were swapped between records. These changes resulted in a minimal amount of change to the file overall.

Appendix B: Common Core of Data Glossary

all other benefits—All the other benefits (excluding retirement and health insurance) paid by the school district and other government agencies for teachers.

American Indian/Alaska Native—A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian/Pacific Islander—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

bachelor's degree—An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least four but not more than five years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a five-year cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal four years of work are completed in three years.

base salary—The negotiated annual salary for teaching duties for school year 2005–06. The base salary excludes pay for additional duties, such as supervising or directing after-school activities, school administration activities, and or teaching summer school or adult education classes. Bonuses and other incentives are not included in base salaries.

Black or African American—A person having origins in any of the black racial groups of Africa, and who is not Hispanic.

doctor's degree—The highest award a student can earn for graduate study. The doctor's degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology.

full-time equivalency (FTE)—State (or district's) FTE value for this teacher. The amount of time required to perform teaching assignment stated as a proportion of a full-time position. FTE is computed by dividing the amount of time employed by the time normally required for a full-time position.

gender—Indicates whether the teacher is female or male.

health benefits—All amounts paid by school district and other government agencies for teachers' health insurance.

highest degree earned—A degree is an award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

Hispanic or Latino—A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

master's degree—An award that normally requires the successful completion of a program of study of at least the full-time equivalent of one or two academic years of work beyond the bachelor's degree.

race/ethnicity—Categories used to describe groups with which individuals identify, or to which they belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

retirement benefits—All amounts paid by the school district, municipal, state, and other governments towards a teacher's retirement plan.

teacher—A professional school staff member who provides instructions to prekindergarten, kindergarten, grades 1 through 12, or ungraded classes and maintains daily student attendance records.

total benefits—Sum of retirement, health, and all other benefits, or total benefits paid by the district and/or state if unable to break out retirement and health benefits.

total salary—The total amount of money paid to a teacher by the school district (for school year 2005–06).

White—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa, and who is not Hispanic.

years of experience—Years of teaching experience recognized by the school district or state education agency as of the end of the school year. New full-time teachers, hired at the beginning of the school year (with no previous experience), are reported as having one year of experience.