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ABSTRACT

This descriptive survey report analyzes data from a nationally representative sample of public school teachers. The first section of the report compares teachers who moonlight during the school year or who moonlight during the summer recess with, respectively, those teachers who do not moonlight during the school year or do not moonlight during the summer recess. Moonlighters are compared with non-moonlighters on a variety of measures, including demographic characteristics, educational background, teaching characteristics, time use, and salary. The survey reveals that moonlighters are more likely to be male, are somewhat younger, and have less full-time teaching experience than their non-moonlighting counterparts; secondary school teachers are more likely to moonlight than elementary school teachers; and while there is no salary difference between school-year moonlighting and non-moonlighting teachers, summer-recess moonlighters earn somewhat less under their primary contracts than summer-recess non-moonlighters. Data are presented in graphs and tables accompanied by narrative discussion. (JD)

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Survey Report December 1988

Moonlighting Among Public School Teachers

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National Center for Education Statistics

"The purpose of the Center shall be to collect, and analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

Highlights

In school year 1984-85, over 300,000 public elementary and secondary school teachers, or almost 17 percent, worked at an outside job for additional income during the school year. Almost 400,000 teachers, about 19 percent, worked outside the school system during the 1984 summer recess (this excludes summer school teachers.) A comparison of moonlighters and non-moonlighters showed that--

- Males are more likely to moonlight than females.
- Moonlighters tend to be younger than non-moonlighters.
- Minority teachers are less likely to moonlight than nonminority teachers.
- Secondary school teachers are more likely to moonlight than elementary school teachers.
- School-year moonlighters are more likely to hold graduate degrees than teachers who do not moonlight during the school year.

Of the 525,280 teachers who moonlight at all, 28 percent moonlight only during the school year; 36 percent only during the summer recess; and another 36 percent throughout the calendar year. A comparison among these three types of moonlighters showed that--

- School-year-only and year-round moonlighters are more likely to hold a graduate (master's or Ph.D.) degree than summer-recess-only moonlighters.
- School-year-only and year-round moonlighters are more likely to have more than 6 years of full-time teaching experience than summer-recess-only moonlighters.

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Moonlighting Among Public School Teachers

Introduction

Over 2 million elementary and secondary school teachers in our Nation's public schools teach full time.[1] Over 300,000 of these teachers, or almost 17 percent, also work at a job outside the school system for additional income during the school year. During the summer recess, the number of teachers who work outside the school system increases to almost 400,000, about 19 percent. Although it is only possible to speculate about why these teachers moonlight, the National Center for Education Statistics' 1985 Public School Survey provides clues to identify these moonlighters and to analyze the ways in which they differ from those teachers who do not moonlight. The focus of this report will be on descriptive analyses of full-time public school teachers who do or do not moonlight, whether during the school year or during the summer recess.[2]

The research questions that this report will attempt to address are several:

1. Who are the moonlighters? How can they be characterized in terms of demographic, educational background, teaching experience, and salary measures? How do they differ from the non-moonlighters on those measures?

2. Do moonlighters differ from non-moonlighters in the amount of time they spend on various school-related activities (e.g., coaching, advising, planning, grading papers, counseling) outside of required school hours?

3. Are those teachers who work extra jobs during the summer months different from those who moonlight during the school year?

The larger purpose of this report is to stimulate interest among researchers about the reasons for and repercussions of moonlighting--questions which this survey was not designed to address.

In view of the frequency of moonlighting among elementary and secondary school teachers, the dearth of studies on the topic is surprising. The Bureau of Labor Statistics has periodically collected data on multiple jobholders through a supplement to the May Current Population Survey (Stinson, 1986). The most

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[1] For this report, "teachers" are full-time public elementary or secondary school teachers who teach in grades K-12; elementary grades are defined as K-8, and secondary grades are 9-12. More information about samples and definitions of key variables is provided in the technical notes at the end of this report.

[2] School-year moonlighters are full-time teachers who reported that they worked at an outside job for additional income from the beginning of the school year (September 1984) to February 1, 1985. Summer-recess moonlighters are full-time teachers who reported that they worked outside the school system (excluding summer school teachers) during the period June 1984 to August 1984 (excluding the regular school term). For any comparison of moonlighters and non-moonlighters, the comparison groups are, as appropriate, those teachers who did not moonlight during the school year and those teachers who did not moonlight during the summer recess.

recent administration of the supplement, in 1985, showed that 5.4 percent of all employed workers held second jobs. Men were more likely to moonlight than women, and the men most likely to moonlight were those employed as teachers. No previous studies exist that were specifically of moonlighting teachers based on a nationally representative sample. The few sample surveys that have addressed this issue have been based on State-level samples.

Data on moonlighting teachers are available from two State sources. In the State of Texas, surveys about how economic conditions affect teachers were conducted biennially from 1980 through 1986 (Henderson and Henderson, 1986). These surveys were based upon relatively small sample sizes (329 teachers in 1986) and the results should be interpreted with caution. The 1986 survey found that males and single teachers moonlight at twice the rate of females and married teachers.

A survey of 4,100 Oklahoma Education Association members in 1984 was specifically geared to moonlighting issues (Wisniewski and Kleine, 1984). The response rate for the survey, however, was extremely low (27 percent). Thirty-one percent of the respondents said they moonlighted during the school year, and 42 percent reported working outside the school system during the summer recess. Because of the low response rate and the geographically constrained sample, these estimates may differ in systematic ways from those obtained from a nationally representative sample.

This descriptive survey report will analyze data from a nationally representative sample of public school teachers. The first section of the report compares teachers who moonlight during the school year or who moonlight during the summer recess with, respectively, those teachers who do not moonlight during the school year or do not moonlight during the summer recess. Moonlighters are compared with non-moonlighters on a variety of measures, including demographic characteristics, educational background, teaching characteristics, time use, and salary.

Because there is some overlap among school-year moonlighters and summer-recess moonlighters, the second section of the report compares teachers who moonlight only during the school year, teachers who moonlight only during the summer recess, and teachers who moonlight throughout the calendar year.

Comparisons of Moonlighters and Non-Moonlighters

Basic information comparing moonlighters and non-moonlighters can be found in tables 1 and 2. All comparisons mentioned in the text below are significant at the .01 level of statistical significance, unless otherwise noted.

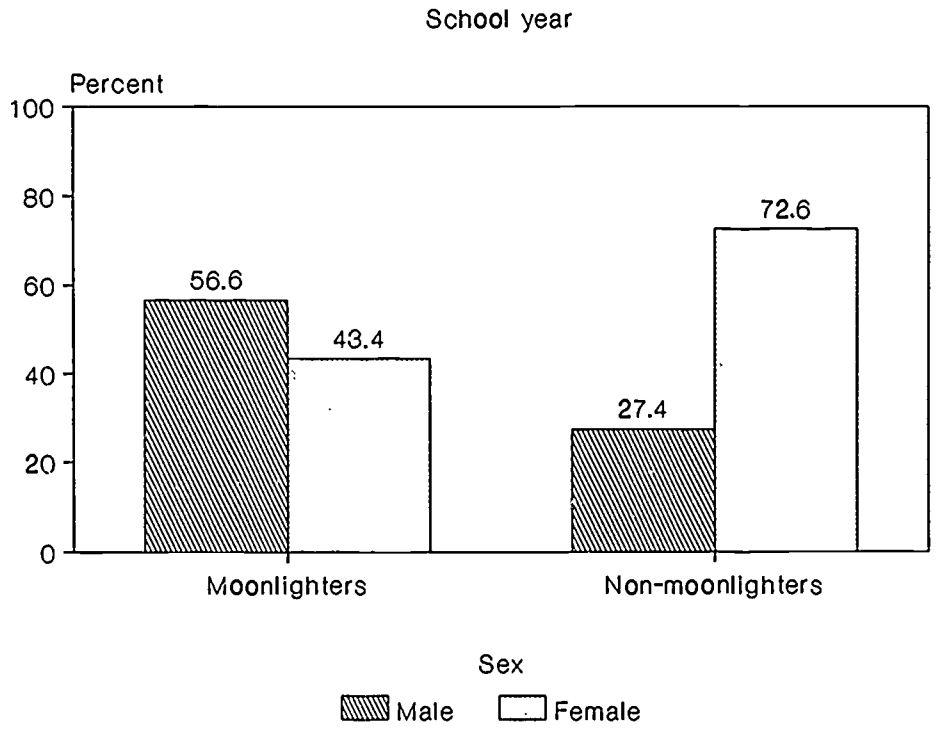
Demographics

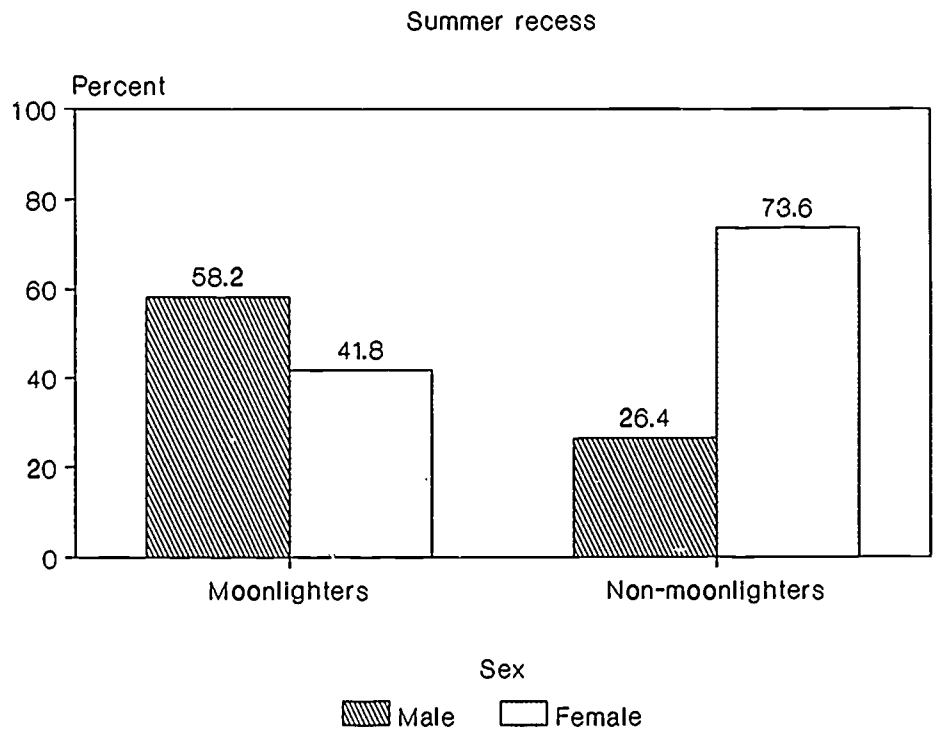
- Males are more likely to moonlight than females.
- Moonlighters tend to be younger than non-moonlighters.
- Minority teachers are less likely to moonlight than nonminority teachers.

Gender

Although females make up about 68 percent of the public school teaching force, they comprise a minority of the teachers who moonlight. As figure 1 shows, 56.6 percent of teachers who moonlight during the school year are male, about 190,000 teachers. Only about 147,000 school-year moonlighters, or 43.4 percent, are female.

Figure 1.--Moonlighting status, by sex





SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

In comparison, of the teachers who do not moonlight during the school year, about 73 percent are female (see table 1).

Males predominate, as well, among the summer-recess moonlighters. Almost 60 percent of the summer-recess moonlighters are male, while only about 26 percent of non-moonlighters are male (see table 2). Thus, in view of their relatively low numbers in the general teaching force, males are inordinately overrepresented among both school-year and summer-recess moonlighters.

Table 3 lists the percentages of male teachers who do or do not moonlight by region of the country and size of school district.

Age

Younger teachers are more likely to moonlight than older teachers. Of the school-year moonlighters, 19.9 percent are under 30 years of age, versus only 15.6 percent of the non-moonlighters. Similarly, while only 11.6 percent of school-year moonlighters are over age 50, 20.6 percent of non-moonlighters fall in that age group.

These findings are even more pronounced among summer-recess moonlighters. As table 2 shows, while 26 percent of the summer moonlighting teachers are under age 30, only 14.1 percent of the teachers who do not moonlight during the summer are under 30. Only 9.4 percent of summer-recess moonlighters are over age 50, versus 21.3 percent of non-moonlighters.

Table 4 lists the average age of teachers who do or do not moonlight by region of the country and size of school district. Both school-year and summer-recess moonlighters tend to be younger than teachers in the non-moonlighting comparison groups, but the differences, although statistically significant, may be too small to be meaningful. The average age of school-year moonlighters is 38.5, versus 41.0 for non-moonlighters. Similarly, the average age of summer-recess moonlighters is only 37.1, versus 40.9 for teachers who do not moonlight during the summer recess.

Minority Status

As is the case in the total teacher population, white, non-Hispanic teachers comprise a large majority of both school-year and summer-recess moonlighters. However, a smaller proportion of minority teachers[3] falls into the two moonlighting groups than into the corresponding non-moonlighting comparison groups. As table 1 shows, only 11.5 percent of school-year moonlighters belong to a racial/ethnic minority group, versus 14.9 percent of non-moonlighters (see figure 2). This result holds for summer-recess moonlighters, as well, of whom only 10.5 percent belong to a minority group versus 15.2 percent of non-moonlighters (table 2).

Table 5 lists the percentages of minority teachers who do or do not moonlight, by region of the country and size of school district.

Teaching Characteristics

- Moonlighters are less likely to have over 25 years of experience than non-moonlighters.

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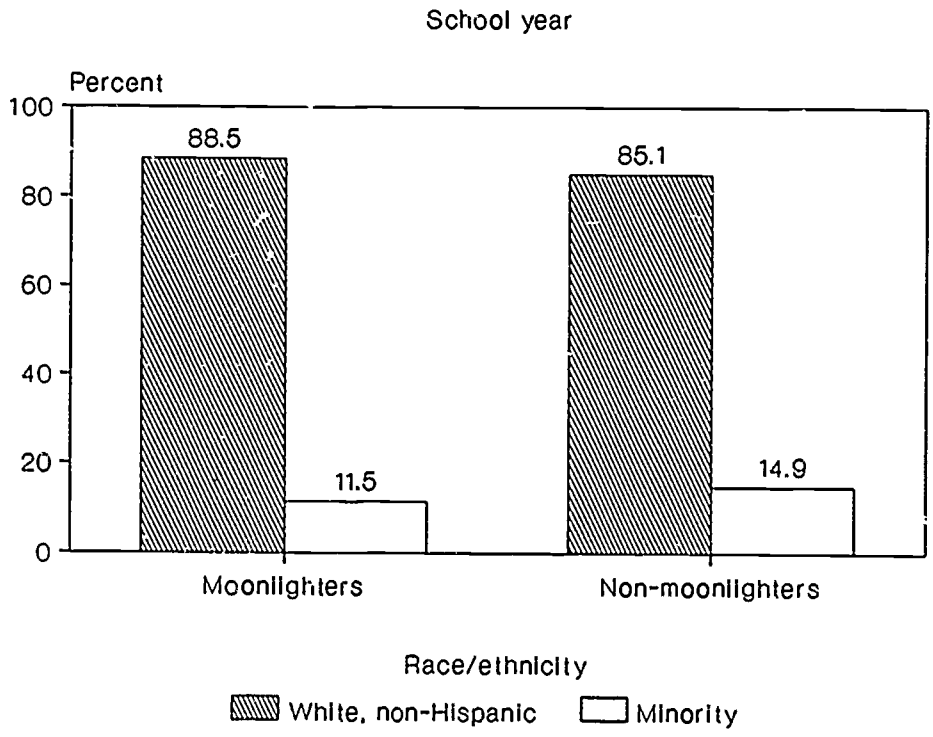
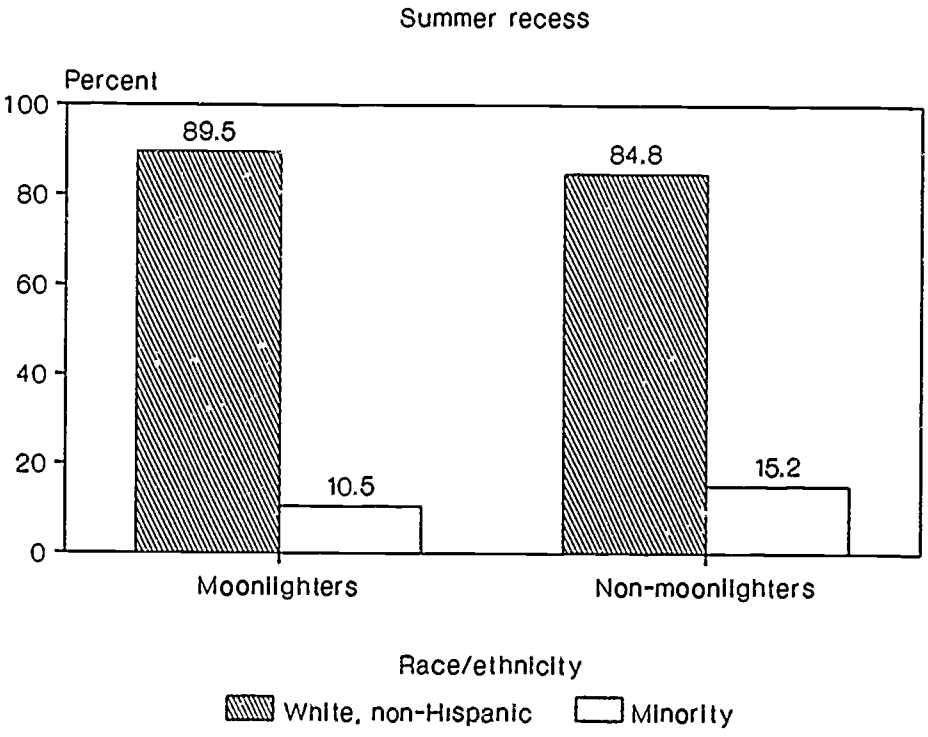
[3] A definition of "minority teacher" may be found in the technical appendix at the end of this report.

Figure 2.--Moonlighting status, by race/ethnicity





SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

- Secondary school teachers moonlight more than elementary school teachers.
- Moonlighters are less likely to teach self-contained classes than non-moonlighters.

Years of Experience

The number of years that a teacher has been teaching full time is closely related to the teacher's age. Therefore, the analysis of moonlighters by years of experience should parallel the results presented in the discussion of age.

School-year moonlighters are much less likely to have over 25 years of teaching experience than are non-moonlighters. Only 6.3 percent of moonlighters fall into this category, versus 11 percent of non-moonlighters (see table 1). This parallels the finding that school-year moonlighters are less likely to be in the above-50 age group than non-moonlighters.

Summer-recess moonlighters are (table 2) both more likely to have less than 6 years of full-time teaching experience and less likely to have over 25 years of experience than are non-moonlighters. While 23.4 percent of moonlighters have less than 6 years of experience, only 13 percent of the non-moonlighters are in this category. In addition, an analysis of table 2 shows that while only 7.4 percent of moonlighters have over 25 years of experience, almost 11 percent of non-moonlighters have at least this many years of teaching experience. These results closely follow those described for summer-recess moonlighters in the analysis of moonlighting by age group.

Teaching Level

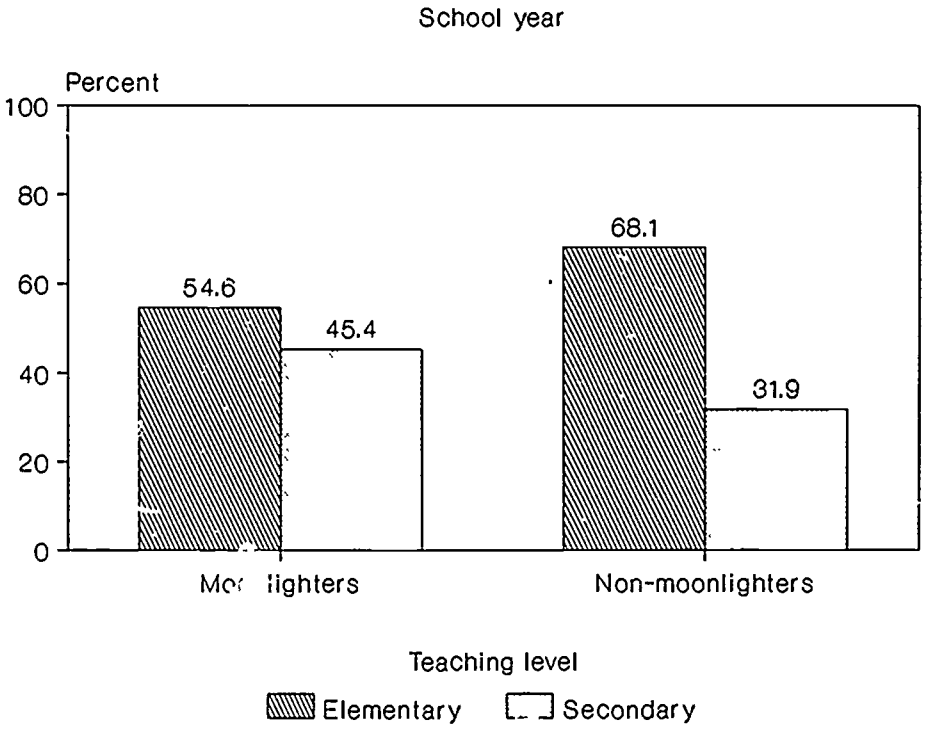
In the total teacher population, elementary school teachers outnumber secondary school teachers by about 2 to 1. This is also true for school-year non-moonlighters, of whom 68.1 percent teach elementary school. School-year moonlighters, on the other hand, are more evenly divided by teaching level. Only 54.6 percent of school-year moonlighters are elementary school teachers, while secondary school teachers make up the remaining 45.4 percent (see figure 3).

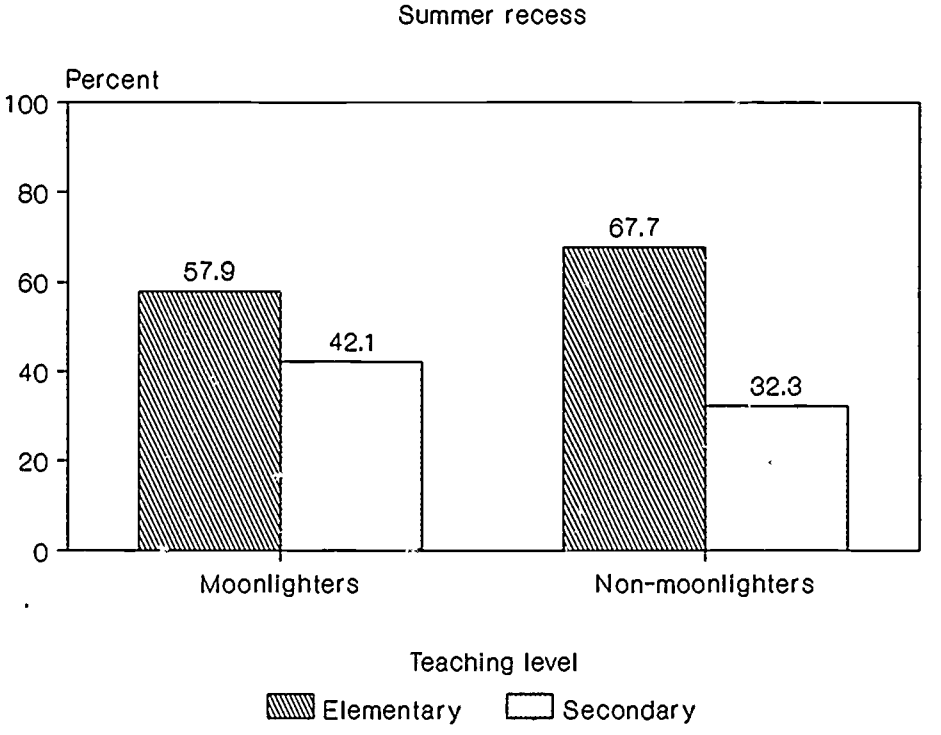
The analysis of summer-recess moonlighters by teaching level is quite similar. While 67.7 percent of non-moonlighters are elementary school teachers, only 57.9 percent of summer-recess moonlighters teach elementary school.

A confirmation of these results is provided by an analysis of teachers' reports of the highest grade that they teach. After highest grade taught is broken down into five categories (PK-KG, 1-6, 7-9, 10-12, and ungraded/not reported), a plurality of both school-year and summer-recess moonlighters fall into the grade 10-12 category, with 39.9 percent and 37.3 percent, respectively (see tables 1 and 2) By contrast, a plurality of about 41 percent of school-year and summer-recess non-moonlighters report that the highest grade that they taught is in the range of grade 1 through grade 6.

These results are not very surprising when viewed in light of the gender comparisons of the previous section. More secondary school teachers are male than

Figure 3.--Moonlighting status, by teaching level





SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

female,[4] and more males moonlight than females. It is reasonable, therefore, that the two moonlighting groups would have a higher proportion of secondary school teachers than would the non-moonlighting groups.

Subject Taught

For this analysis, teachers were divided into those who taught self-contained classes, those who taught at least one math/science class (biological sciences, computer science, mathematics, or physical sciences), and those who did not teach any math/science classes.

Not surprisingly, fewer moonlighters than non-moonlighters taught self-contained classes. As tables 1 and 2 show, only about 22 percent of both the school-year and the summer-recess moonlighters taught self-contained classes, versus about 36 percent of the non-moonlighting comparison groups. This confirms the finding that moonlighting occurs less frequently among elementary school teachers, most of whom teach self-contained classes, than among secondary school teachers.

Another confirmation of the finding that moonlighters tend to be secondary school teachers is that the division of subject matter teachers (generally secondary school teachers) into math/science and non-math/science teachers produced equivalent results across moonlighters and non-moonlighters. As tables 1 and 2 show, more moonlighters than non-moonlighters taught both types of subject matter classes, and this result held for school-year as well as summer-recess moonlighters.

Educational Background

- School-year moonlighters are more likely to hold a graduate degree than non-moonlighters.
- School-year moonlighters are more likely to hold a dual degree than non-moonlighters.
- Summer-recess moonlighters are less likely to participate in training than non-moonlighters.

Highest Degree Earned

School-year moonlighters are more likely to hold a master's or Ph.D. degree than non-moonlighters, who are more likely to hold only a bachelor's degree. While 54 percent of school-year moonlighters hold a master's or Ph.D. degree, and 45 percent hold a bachelor's degree (the remaining 1 percent hold less than a bachelor's degree), nearly the opposite is true for the non-moonlighters. A bachelor's degree is the highest degree earned by 52.4 percent of the non-moonlighters, while another 46.6 percent hold a master's or Ph.D. degree (see table 1 and figure 4). No differences in the highest degree earned were found between summer-recess moonlighters and those teachers who do not moonlight during the summer.

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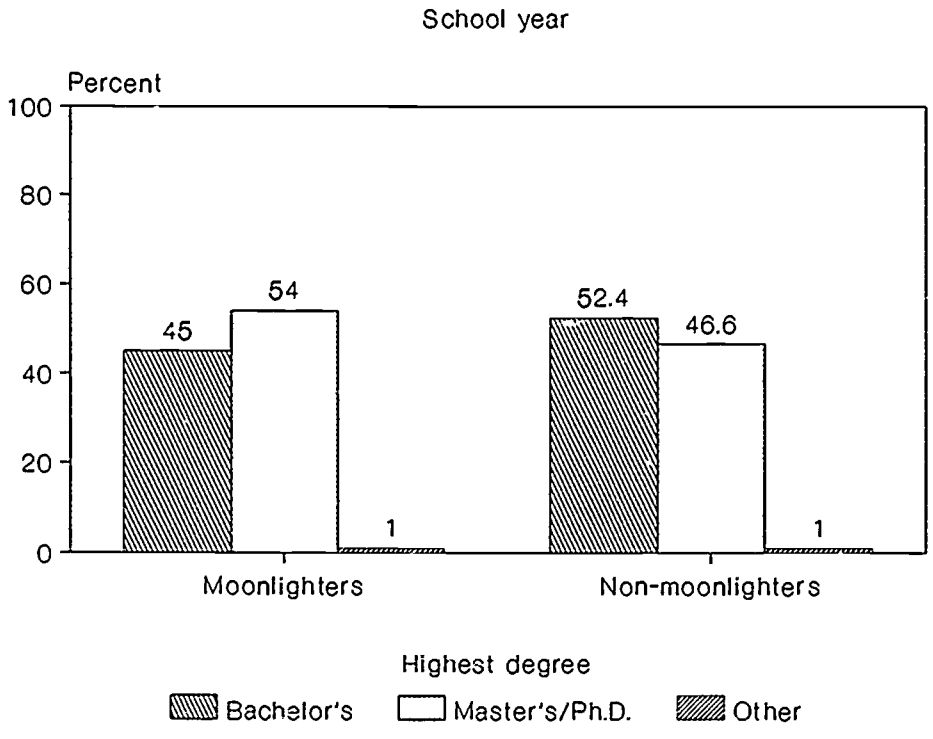
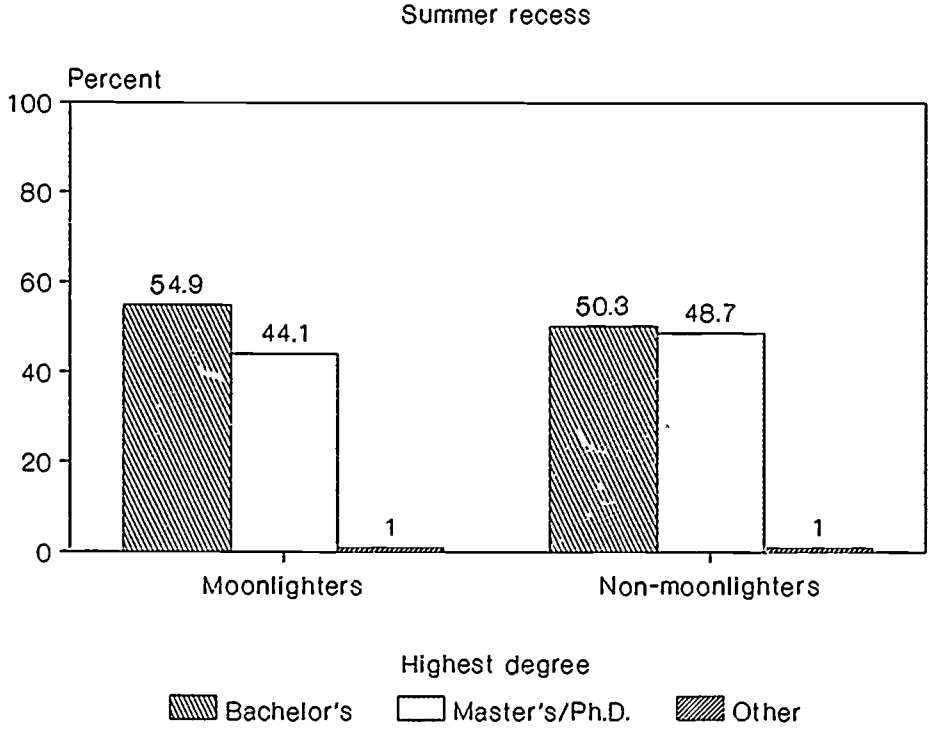
[4] National Center for Education Statistics, "Background and Experience Characteristics of Public and Private School Teachers: 1984-85 and 1985-86, Respectively", Survey Report, October 1988.

Figure 4.--Moonlighting status, by highest degree earned





SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 198[illegible].

Type of Bachelor's Degree Earned

One question on the public school survey asked teachers to identify the major field(s) that they had studied for their bachelor's degree. As previously reported, about 1 percent of teachers held an associate's degree or no degree. The remaining teachers were divided into three categories: those who majored in education, those who majored in a field other than education, and those who completed dual majors--one in education and one outside of education.

As table 1 and figure 5 show, school-year moonlighters are more likely to report that they hold dual degrees than non-moonlighters. While 17.4 percent of the total teacher population holds dual degrees, almost 21 percent of the school-year moonlighters report that they majored in education as well as an outside discipline. By contrast, only 16.8 percent of the non-moonlighters report majoring in both education and a non-education field for their bachelor's degree.

While school-year moonlighters are more likely to hold dual degrees than are non-moonlighters, they are less likely to hold only an education degree. Sixty-six percent of school-year moonlighters hold a bachelor's degree in education only, versus 71.9 percent of the non-moonlighters. In the total population, 71.0 percent of teachers hold an education degree only (see table 1).

Between summer-recess moonlighters and non-moonlighters no differences were found on the type of bachelor's degree held (see table 2).

Participation in Training

Training is often available to public school teachers in the form of in-service classes, classes taken for credit at local colleges and universities, other types of classes such as those offered by professional societies, or a combination. About 38 percent of the total teacher population, however, reported that they had had no training related to elementary/secondary education during calendar year 1984. A breakdown of school-year moonlighters and non-moonlighters by the type of training (including no training) that they had participated in during 1984 revealed no differences between the two groups.

Summer-recess moonlighters are less likely than non-moonlighters to have participated in any form of training during 1984. Almost 43 percent of summer-recess moonlighters said that they had no training, versus 37.8 percent of non-moonlighters. The non-moonlighters, therefore, took advantage of some form of training at a greater rate than moonlighters. It seems reasonable that the summer-recess moonlighters would have less opportunity to participate in workshops and courses that are given during the summer.

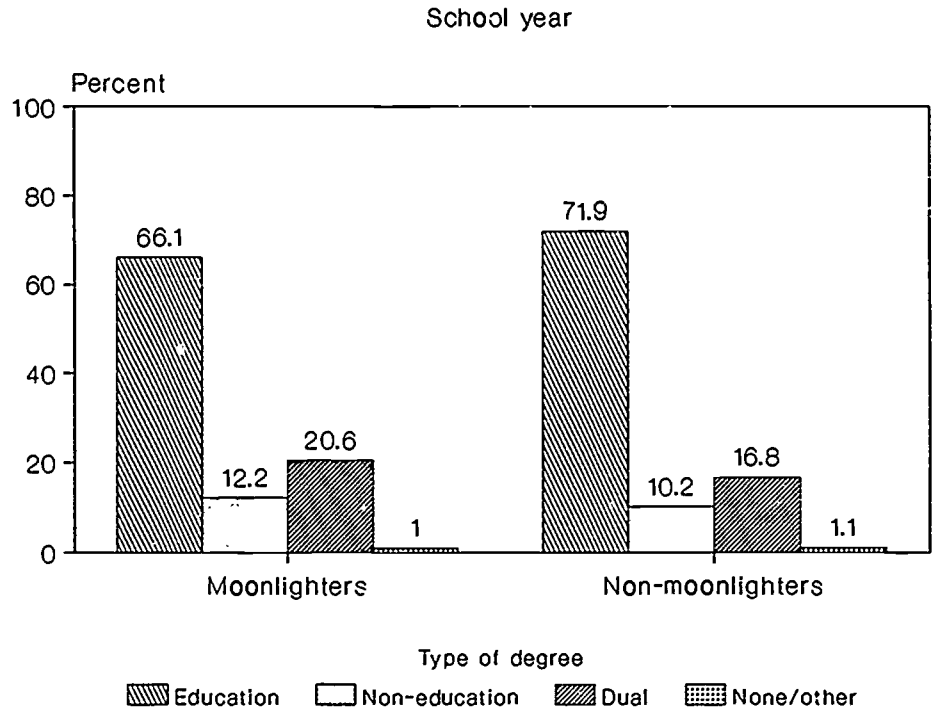
Salary Characteristics

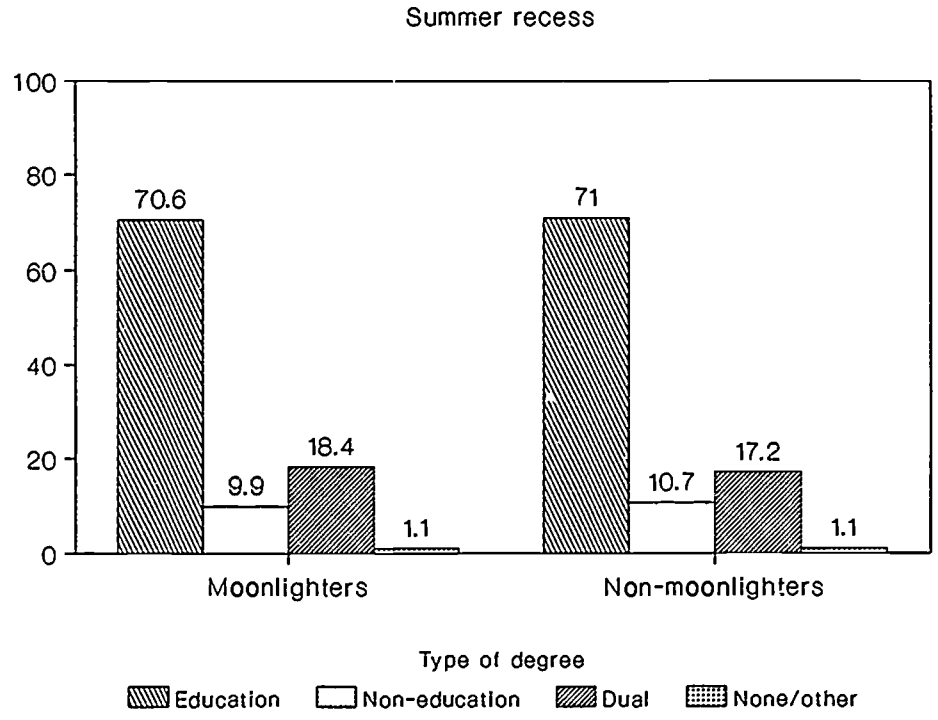
- Summer-recess moonlighters earn about $1,300 less under their primary contract than non-moonlighters.
- No differences were found between moonlighters and non-moonlighters on the amount earned under supplemental contracts.
- Moonlighters are more likely to receive compensation for extra-curricular activities than non-moonlighters.

Salary

One hypothesis about why teachers moonlight is that they need the extra money. Moonlighters tend to be younger and to have fewer years of full-time

Figure 5.--Moonlighting status, by type of bachelor's degree earned





SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

teaching experience than do non-moonlighters, and this may imply that they earn less. On the other hand, male, secondary school teachers make up a relatively large proportion of moonlighters. They may, therefore, earn more than non-moonlighters.

In a comparison of school-year moonlighters to non-moonlighters, these factors (and perhaps others) apparently obviated any salary difference that may have existed. School-year moonlighters made an average salary of $22,517 per year under their primary contract, while non-moonlighters made $22,738 (see table 6). This salary difference was neither statistically nor substantively significant. Equally nonsignificant was the difference in supplemental contract salary between school-year moonlighters and non- moonlighters, at $1,553 and $1,595, respectively.

Summer-recess moonlighters, in contrast, earn about $1,300 per year less under their primary contract than non-moonlighters. While summer-recess moonlighters earn $21,641 per year, non-moonlighters earn significantly more, $22,944 per year. No difference was found, however, in the amounts that summer-recess moonlighters and non-moonlighters earned under supplemental contracts.

Compensation for Extracurricular Activities

Both school-year and summer-recess moonlighters are more likely to receive compensation for extracurricular activities than the non-moonlighting comparison groups. While 65.5 percent of school-year moonlighters receive no compensation for extracurricular activities, almost three-quarters of the non-moonlighters receive no compensation for these activities (see table 1). As table 2 shows, the proportions are similar for summer-recess moonlighters, of whom 64.8 percent receive no compensation for extracurricular activities versus 74.4 percent of non-moonlighters.

When extracurricular activities are categorized into specific types, a larger percentage of teachers who work outside the school system during the summer recess earn extra compensation for coaching only and for a combination of the various types of activities than non-moonlighters. (See the Technical Notes at the end of this report for a list of the types of possible activities.) Relatively more school-year moonlighters earn compensation for a combination of extracurricular activities than those teachers who do not moonlight during the school year.

Time Spent on School-Related Activities

- Teachers who moonlight during the school year spend more total time on school-related activities outside of required school hours than do non-moonlighters.
- Specifically, moonlighters spend more time coaching athletics, participating in field trips, and tutoring, counseling, and transporting students.

On average, teachers report that they spend almost 12 hours a week on school-related activities outside of required school hours (see table 7). Do teachers who moonlight during the school year shortchange their students by cutting down on the time that they spend with students and on education-related activities? To the contrary, teachers who moonlight during the school year report that they spend a total of 13.03 hours per week on school-related activities outside of required school hours, compared to 11.63 hours for those teachers who do not hold an outside job for additional income during the school year.

The five specific activities at which moonlighters spend more time than non-moonlighters are: coaching athletics (1.31 hours versus 0.86 hours), tutoring of

students outside of regularly scheduled classes except private tutoring (0.71 versus 0.38 hours), student counseling and guidance except during classroom teaching or monitoring periods (0.37 versus 0.26 hours), field trips (0.38 versus 0.13 hours), and transporting students (0.21 versus 0.10 hours).

As mentioned previously, school-year moonlighters are more likely to receive compensation for a combination of extracurricular activities than non-moonlighters. One explanation for the finding that moonlighters spend more time on school-related activities outside of required school hours is that they receive compensation for engaging in these activities. Coaching athletics, for example, is often a compensated activity, particularly at the secondary level. A moonlighting teacher who is compensated for coaching and sponsoring a student organization would spend more overall time on school-related activities than a teacher who does not participate in those activities, but who spends an equal amount of time in class preparation or administrative activities.

Summary

A comparison of school-year moonlighters and summer-recess moonlighters with teachers who do not moonlight reveals that moonlighters are more likely to be male, are somewhat younger, and have less full-time teaching experience than their non-moonlighting counterparts; secondary school teachers are more likely to moonlight than elementary school teachers; and while there is no salary difference between school-year moonlighting and non-moonlighting teachers, summer-recess moonlighters earn somewhat less under their primary contracts than summer-recess non-moonlighters.

Comparisons Among Types of Moonlighters

For this analysis, moonlighting teachers were classified into three mutually exclusive and exhaustive categories--those teachers who moonlight during the school year only; those teachers who moonlight during the summer recess only; and those teachers who moonlight both during the school year and during the summer recess. Of the 525,280 teachers who moonlight at all, 28 percent moonlight only during the school year; 36 percent moonlight only during the summer recess; and another 36 percent moonlight throughout the calendar year. This section will present selected comparisons among these three groups of moonlighters. Further comparisons can be found in table 8.

Demographics

Teachers who moonlight throughout the year are more likely to be male than those teachers who moonlight only during the school year or only during the summer recess. Just under half of the school-year-only moonlighters are male; just over half of the summer-recess-only moonlighters are male; but 64.3 percent of the year-round moonlighters are male. This finding may reflect the hypothesis that more male teachers than female teachers tend to be the sole source of income for their households, and so moonlight throughout the school year to supplement their income. Unfortunately, the public school survey does not provide information on marital status or total household income so this hypothesis cannot be explored further without additional data. (Information on these variables will be available in mid-1989 from the Schools and Staffing Survey of 1988, conducted by the National Center for Education Statistics.)

In a comparison of the three categories of moonlighters by age, the summer-recess-only moonlighters have the largest percentage of teachers under 30 years of age. Almost 31 percent of the summer-recess-only moonlighters are under 30,

versus 17.8 percent for the school-year-only moonlighters and 21.5 percent for the year-round moonlighters. This may reflect the fact that the youngest and least experienced teachers tend to earn the least,[5] and therefore try to supplement their income with summer employment.

Education and Experience

In addition to having the largest percentage of teachers under 30 years of age, the summer-recess-only moonlighters have the largest percentage of teachers whose highest earned degree is a bachelor's degree. While 61.7 percent of the summer-recess-only moonlighters hold only a bachelor's degree, 41 percent and 48.2 percent, respectively, of the school-year-only and year-round moonlighters have earned at most a bachelor's degree. Conversely, school-year-only and year-round moonlighters are more likely than summer-recess-only moonlighters to hold a graduate (master's or Ph.D.) degree. This finding may reflect the preponderance of younger teachers among summer-recess-only moonlighters, as well as the fact that many teachers take graduate level courses in the summertime, when summer-recess moonlighters are working.

Not surprisingly, summer-recess-only moonlighters are the most likely of the three groups to report having less than 6 years of full-time teaching experience. Almost 31 percent of summer-recess moonlighters say that they have less than 6 years of experience, while 16.1 percent of school-year-only moonlighters and 16.8 percent of year-round moonlighters fall into this category. This result lends further support to the earlier findings that summer-recess moonlighters are younger and have fewer advanced degrees than other types of moonlighters.

If summer-recess moonlighters are working during the summer, then they do not have the opportunity to participate in other types of activities. Many schools of education throughout the country offer summer institutes and workshops for teachers during the summer recess, and professional organizations hold conferences and offer training during the summer as well. Perhaps as a result of their inability to take advantage of these opportunities, 45.9 percent of summer-recess-only moonlighters reported that they had no training during calendar year 1984. On the other hand, only 34 percent of school-year-only moonlighters and 39.8 percent of year-round moonlighters reported that they had no training during this period.

It appears, therefore, that while the school-year-only moonlighters and the year-round moonlighters do not differ greatly in terms of demographics, experience, and education, the summer-recess-only moonlighters differ on some variables from both groups. Further analysis could model the relationships among the variables analyzed in this report, and perhaps give us a better idea of the type of teacher who moonlights. Questions of why teachers moonlight and the impact of moonlighting on the education process must be left for future data collection and analysis.

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Technical Notes

The 1985 Public School Survey

The Public School Survey was conducted by mail during the late winter and spring of 1985. Information was requested from a nationally representative sample of 2,801 schools and 10,650 of their teachers. The school-level information (obtained from school administrators) included data on enrollment, minority enrollment, staffing, use of aides and volunteers, teacher incentive programs, computer use, advanced placement programs, and other topics. Teachers were requested to provide information on training received, years of teaching experience, current teaching assignments, use of their time, use of paid aides and unpaid volunteers, amount of homework assigned, and salaries. This report is based on responses to selected items from the teacher questionnaire.

The sample of schools was selected from the National Center for Education Statistics Common Core of Data (CCD) universe of public elementary and secondary schools. As the first step in the sampling procedure, nine strata of school were defined, based on three school types (elementary, secondary, and other) and three categories of district size (1-5 schools, 6-50 schools, and over 50 schools). Sample schools were selected independently within each stratum with probability proportional to the square root of each school's full-time-equivalent number of teachers. Samples of teachers were selected from lists supplied by the schools and were stratified by elementary teachers, teachers of science or mathematics, and others. All teachers employed at sample schools with four or fewer teachers were in the sample. A sample of four teachers was selected from each of the remaining sample schools. The selection of four teachers per school achieved the desired overall sampling rates for the teacher strata and was accomplished through a two-stage within-school sampling process. First, for each of the four sample teachers for a given school, a random choice was made of the stratum from which the teacher was to be selected. A teacher was then randomly selected from the stratum selection. The selections of strata were made, separately within each sample school, with probability proportional to size.

Survey mailing began in February 1985 and continued into the late spring. Follow-up efforts included additional questionnaire mailings and telephone prompts. The school administrator and teacher surveys were closed out in June, with response rates of 84.6 percent and 80 percent, respectively. Approximately 11 percent of the teacher sample could not be linked to the sample of schools.

Weighting of Observations

The sample design is such that the probability of selection varies among categories of teachers and schools. These unequal probabilities must be taken into account in the analysis by weighting each observation appropriately; otherwise, some types of teachers and schools would receive more or less weight than is warranted by their representation in the population, and the results would not be typical of the Nation as a whole. All estimates in this report, including estimates of standard errors, are based on weighted computations in which the weights reflect the sampling probability associated with each observation.

Variable Definitions

The following definitions link each variable used in this analysis to the corresponding item(s) on the teacher questionnaire:

School-year moonlighters

The response to item 27, "During the period from the beginning of the school year (September, 1984) to February 1, 1985, did you work on any outside job for which you earned income in ADDITION to your primary and/or supplemental contracts? (Exclude work for which income had already been reported.)
1. YES
2. NO"

Summer-recess moonlighters

The response to item 29, "Which category below BEST describes your work status during the period June, 1984 to August, 1984 (excluding regular school term)? (Check one.)
1. Worked in school system.
2. Worked outside the school system.
3. Did not work. Looked for a job, but could not find work.
4. Did not work. Did not look for work.
5. Other."

Teachers who responded to this item with option 2 were categorized as summer-recess moonlighters.

Sex

The response to item 34, "What is your sex?
1. Male
2. Female"

Race/Ethnicity

The response to item 33, "To which one of the following racial/ethnic groups do you belong? (Check one.)
1. American Indian or Alaskan Native
2. Asian or Pacific Islander
3. Black (not of Hispanic origin)
4. White (not of Hispanic origin)
5. Hispanic"

For these analyses, those who indicate responses 1, 2, 3, and 5 have been grouped into a single "minority" category.

Age

The response to item 35, "What was your age on your last birthday? Age on last birthday:_____"

For many analyses, teachers were grouped into six age categories, under 30 years of age, 31-34, 35-39, 40-44, 46-50, and over 50 years of age.

Teaching Level

Based on Public Administrator item 9, "Check each grade in which instruction is offered in this school, whether or not there are any students enrolled in that grade."

The schools' teaching levels were coded as "elementary" if the highest grade in the school was less than grade nine; "secondary" if the lowest grade was higher than grade eight; and "other." If a teacher was linked to a school with teaching levels defined as "elementary" or "secondary" by that method, the teacher was likewise defined as teaching at the "elementary level" or "secondary level." (This approach defined the teaching level of 7,076, or 94.2 percent, of the sample of 7,500 public school teachers who could be linked to school-level data.) The teaching level of teachers whose school's teaching level was defined as "other" or who could not be linked to a school is based on Public Teacher item 14, which asks for the grade levels of the students taught. If the highest grade of the students taught was less than grade nine and the lowest grade was kindergarten or higher, teaching level was defined as "elementary"; if the lowest grade was at or above grade nine, teaching level was "secondary." Teachers of prekindergarten or ungraded classes, where no grade level boundaries could be established by inspecting the data, were defined as missing for this analysis. As a result of these steps, 8,392 of the total public school sample of 8,568 were defined as "elementary" or "secondary" level teachers.

Highest degree earned

The response to item 1, "Mark the box below for the highest academic degree you have earned. (Do not include honorary degrees.)
1. No degree
2. Associate degree
3. Bachelor's
4. Master's
5. Doctorate"

The few teachers who selected responses 1 and 2 were combined into an "other" or "less than bachelor's" category. Teachers with doctoral degrees, also a very small percentage of respondents, were combined with teachers with master's degrees to form the category, "Master's/Ph.D."

Years full-time teaching

Length of time reported in part (a) of item 8, "How many years of elementary/secondary school teaching experience in public and private schools will you have completed at the end of this school year? (Exclude practice and substitute teaching. Count each year in which you did any part-time teaching or taught for only part of the year as one year of part-time teaching experience.)
a. Years of full-time teaching experience _____
b. Years of part-time teaching experience _____"

Teachers were divided into six years-of-experience categories based upon their response to part a: less than 6, 6 to 10, 11 to 15, 16 to 20, 21 to 25, and over 25 years of experience.

Region

One of the Census Bureau's four regional State groupings--Northeast, North Central, West, or South--according to the State in which the schools are located.

Highest grade taught

The response to item 14. Five categories were then used for highest grade taught: PK-KG, grades 1 through 6, grades 7 through 9, grades 10 through 12, and not reported or ungraded.

Teachers who responded YES to item 14 (a), "Did you teach a SELF-CONTAINED CLASS during the most recent full week (5 continuous days) that school was in session? Please note definition given above.
1. YES (Please enter below the information for the self-contained class you taught. Refer to INSTRUCTIONS and DEFINITIONS).
2. NO"
were assigned a highest grade taught on the basis of the highest self-contained grade that they reported teaching.

Teachers who responded YES to item 14 (b), "Did you teach one or more SUBJECT MATTER CLASS(ES) during the most recent full week (5 continuous days) that school was in session?
1. YES (Please enter below the information for the subject matter class(es) you taught. Refer to INSTRUCTIONS and DEFINITIONS).
2. NO"
were assigned a highest grade taught on the basis of the highest grade they reported teaching among all of their subject matter classes.

Size of LEA

The class into which the district is classified according to the number of schools it operates: small (1 to 5 schools), medium (6 to 50 schools), and large (over 50 schools).

Major degree field

The field reported in item 2, "What was (were) your major field(s) of study for your BACHELOR'S DEGREE(s)? (If you had more than one major, specify all that apply.)"

Responses were grouped as "Education" or "Non-education," and teachers were coded as having an education major, a non-education major, both (dual degree), or no bachelor's degree.

Teaching field

Based on item 14, if a teacher taught one or more subject matter classes in biological sciences, computer science, mathematics, or physical sciences, they were coded as a "Math/science teacher." Teachers of other subject matters were coded as "Non-math/science teachers," and teachers of self-contained classes were coded as such.

Training

The response to item 4, "During the 1984 calendar year (January 1, 1984-December 31, 1984) did you take any courses or other training related to elementary/secondary education?" and item 5, "What kind of training was this? (Check all that apply.)
1. College credit courses
2. In-service training
3. Other (specify) _____"

Compensation for extracurricular activities

The response to item 22, "Is any compensation included in your primary contract for extracurricular activities, such as coaching, sponsorship, or for summer and/or evening school?
1. YES
2. NO"
and item 23, "Check each extracurricular activity for which you were compensated under your primary contract.
1. Coaching
2. Sponsorship of other student-body activity
3. Adult or evening school
4. Department Chairperson
5. Summer school
6. Other activity (Specify below)
_____"

Time spent on various school-related activities outside of required school hours

The response to item 17, "For the most recent full week (5 continuous days), regardless of whether or not it was a typical week, record in the appropriate spaces your best estimate of the number of hours you spent on each of the indicated school-related activities.
a. Classroom teaching, including activities you performed while classes you taught were in session (e.g., grading papers, class preparation, recordkeeping)
b. oring of students outside of regularly scheduled classes, except private tutoring for which you were paid
c. Student counseling and guidance, except during classroom teaching or monitoring periods
d. Monitoring (e.g., homeroom, study hall, lunchroom, playground, after school detention)
e. Reviewing and grading student papers, exams, and projects, except during classroom teaching or monitoring periods
f. Class preparation (preparing lesson plans, developing individualized educational programs (IEP's), gathering materials, etc., except during classroom teaching or monitoring periods)
g. Administrative activities (includes staff conferences, recordkeeping), except during classroom teaching or monitoring periods
h. Transporting students
i. Parent conferences, except during classroom teaching or monitoring periods
j. Coaching athletics
k. Field trips
l. Advising or directing school clubs and associations
m. Other activity (including free time, lunch time, etc.)"

Primary contract salary

The amount reported in response to item 21, "What is the annual salary you receive for your primary contract? Annual salary: $_____"

Supplemental contract salary

The amount reported in response to item 25, "What is the total salary you have received or expect to receive, during the 1984-85 school year, for activities under the additional or supplemental contracts? Total salary: $_____"

Accuracy of Estimates

The estimates presented in the tables are based on samples and are subject to sampling variability. Caution should be exercised in interpreting statistics based on relatively small numbers of cases as well as in interpreting small differences between estimates. If the questionnaires had been sent to different samples, the responses would not have been identical; some numbers might have been higher, others lower. The standard errors in the tables provide indications of the accuracy of each estimate. If all possible samples of the same size were surveyed under identical conditions, a range of plus or minus one standard error around the estimate would include the "true" population value of the variable in about two-thirds of the cases; a range of plus or minus two standard errors would include the population value about 95 percent of the time. Note, however, that the standard errors in the tables do not take into account the effects of biases due to nonresponse, measurement error, processing error, or other systematic error that could occur even in a complete ("universe") survey.

Significance Tests

In the first section of this report ("Comparisons of Moonlighters and Non-Moonlighters"), all comparisons cited in the text are statistically significant at the .01 level of significance unless otherwise noted. The phrase "no differences were found" indicates that the difference between the two groups compared was not statistically significant at the .01 level.

In the second section of the report ("Comparisons Among Types of Moonlighters"), all possible pairwise comparisons were tested among the three groups. A Bonferroni adjustment was used to ensure that the overall alpha level did not exceed .01. Each individual comparison cited in the text, therefore, was statistically significant at the .0033 level of significance, unless otherwise noted.

There are hazards in performing statistical tests for each comparison. When making several t tests, it becomes increasingly likely that at least one of them will give a misleading result. When there is really no difference between the means or percentages being compared, there is still a 5 percent chance of getting a t value of 1.96 from sampling error. Although this 5 percent risk seems acceptable for a single t test, the risk of getting at least one t value of 1.96 in a series of t tests goes up alarmingly. For five t tests, the risk of getting one misleading t score grows to 23 percent; for ten t tests, it grows to 40 percent; and for 20 t tests, the risk of getting one t value of 1.96 from sampling error increases to 64 percent. The risk of finding a significant t score as a result of sampling error decreases for t scores over 1.96.

There is a balance between making multiple tests, one of which can then give misleading results, and making few tests under stringent control of error rates (a strategy likely to fail to find differences when they exist). There is no simple solution to this dilemma for a descriptive, exploratory report.

For More Information

For more information about this report or the 1985 Public School Survey, contact Sharon A. Bobbitt, U.S. Department of Education, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington DC 20208-5730; telephone (202) 357-6461.

Acknowledgments

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Table 1.--Number and percentage of full-time public school teachers who do and do not moonlight during the school year, by selected characteristics: 1985

Teacher characteristic	Total teachers		Moonlighters		Non-moonlighters	
	Number	Percent	Number	Percent	Number	Percent
Total	2,013,281	100.0	338,656	100.0	1,674,625	100.0
Sex						
Male	650,884	32.3	191,795	56.6	459,089	27.4
Female	1,362,397	67.7	146,861	43.4	1,215,536	72.6
Race/ethnicity						
White, non-Hispanic	1,724,880	85.7	299,771	88.5	1,425,109	85.1
Minority	288,402	14.3	38,885	11.5	249,517	14.9
Age						
Under 30	329,382	16.4	67,310	19.9	262,072	15.6
30-34	286,560	14.2	42,099	12.4	244,461	14.6
35-39	460,322	22.9	91,179	26.9	369,143	22.0
40-44	320,728	15.9	56,944	16.8	263,785	15.8
45-49	232,399	11.5	41,932	12.4	190,467	11.4
50 and over	383,890	19.1	39,183	11.6	344,698	20.6
Level						
Elementary	1,325,886	65.9	184,967	54.6	1,141,006	68.1
Secondary	687,395	34.1	153,689	45.4	533,619	31.9
Highest degree earned						
Bachelor's	1,030,290	51.2	152,362	45.0	877,928	52.4
Master's/Ph.D.	963,362	47.9	182,772	54.0	780,590	46.6
Other	19,629	1.0	3,523	1.0	16,106	1.0
Years full-time teaching						
Under 6	307,179	15.3	55,895	16.5	251,284	15.0
6-10	439,374	21.8	74,411	22.0	364,963	21.8
11-15	490,878	24.4	88,049	26.0	402,829	24.1
16-20	358,485	17.8	66,410	19.6	292,075	17.4
21-25	211,430	10.5	32,471	9.6	178,959	10.7
Over 25	205,936	10.2	21,420	6.3	184,516	11.0
Region						
West	386,991	19.2	63,715	18.8	323,276	19.3
North Central	487,896	24.2	77,417	22.9	410,479	24.5
Northeast	397,749	19.8	81,990	24.2	315,759	18.9
South	740,645	36.8	115,534	34.1	625,111	37.3

Table 1.--Number and percentage of full-time public school teachers who do and do not moonlight during the school year, by selected characteristics: 1985--Continued

Teacher characteristic	Total teachers		Moonlighters		Non-moonlighters	
	Number	Percent	Number	Percent	Number	Percent
Highest grade taught, 1984-85						
PK-KG	78,699	3.9	8,026	2.4	70,669	4.2
1-6	779,824	38.7	84,342	24.9	695,472	41.5
7-9	436,399	21.7	89,991	26.6	346,396	20.7
10-12	594,784	29.5	134,998	39.9	459,785	27.5
Ungraded/not reported	123,595	6.1	21,298	6.3	102,286	6.1
Size of LEA						
Small (1-5 schools)	543,567	27.0	96,712	28.6	446,855	26.7
Medium (6-50 schools)	1,057,168	52.5	176,195	52.0	880,973	52.6
Large (over 50 schools)	412,546	20.5	65,748	19.4	346,798	20.7
Major degree field						
Education	1,428,674	71.0	223,797	66.1	1,204,877	71.9
Non-education	212,185	10.5	41,468	12.2	170,717	10.2
Dual	350,945	17.4	69,868	20.6	281,078	16.8
None/other	21,477	1.1	3,523	1.0	17,954	1.1
Teaching field, 1984-85						
Math/science	558,165	27.7	107,664	31.8	450,501	26.9
Non-math/science	770,592	38.3	155,503	45.9	615,089	36.7
Self-contained	684,524	34.0	75,489	22.3	609,035	36.4
Training						
College credit courses only	339,580	16.9	63,989	18.9	275,593	16.5
In-service training only	421,621	20.9	65,289	19.3	356,327	21.3
Other training only	74,270	3.7	16,032	4.7	58,243	3.5
Combined	397,182	19.7	67,183	19.8	329,985	19.7
No training	780,630	38.8	126,166	37.3	654,477	39.1
Compensation for extra-curricular activities						
Coaching only	143,688	7.1	31,319	9.2	112,367	6.7
Sponsorship only	91,906	4.6	18,883	5.6	73,030	4.4
Adult/evening education only	11,677	0.6	1,097	0.3	10,584	0.6
Department chair only	48,077	2.4	8,646	2.6	39,437	2.4
Summer school only	25,106	1.2	4,552	1.3	20,564	1.2
Other only	118,582	5.9	24,935	7.4	93,645	5.6
Combined	112,744	5.6	27,543	8.1	85,205	5.1
No extra compensation	1,461,481	72.6	221,684	65.5	1,239,809	74.0

NOTE: Detail may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 2.--Number and percentage of full-time public school teachers who do and do not moonlight during the summer recess, by selected characteristics: 1985

Teacher characteristic	Total teachers		Moonlighters		Non-moonlighters	
	Number	Percent	Number	Percent	Number	Percent
Total	2,013,281	100.0	376,283	100.0	1,636,998	100.0
Sex						
Male	650,884	32.3	218,981	58.2	431,903	26.4
Female	1,362,397	67.7	157,303	41.8	1,205,094	73.6
Race/ethnicity						
White, non-Hispanic	1,724,880	85.7	336,952	89.5	1,387,928	84.8
Minority	288,402	14.3	39,332	10.5	249,070	15.2
Age						
Under 30	329,382	16.4	97,784	26.0	231,598	14.1
30-34	286,560	14.2	50,919	13.5	235,641	14.4
35-39	460,322	22.9	91,959	24.4	368,363	22.5
40-44	320,728	15.9	58,478	15.5	262,251	16.0
45-49	232,399	11.5	41,639	11.1	190,760	11.7
50 and over	383,890	19.1	35,505	9.4	348,386	21.3
Level						
Elementary	1,325,886	65.9	217,721	57.9	1,108,231	67.7
Secondary	687,395	34.1	158,562	42.1	528,767	32.3
Highest degree earned						
Bachelor's	1,030,290	51.2	206,421	54.9	823,869	50.3
Master's/Ph.D.	963,362	47.9	165,962	44.1	797,400	48.7
Other	19,629	1.0	3,901	1.0	15,728	1.0
Years full-time teaching						
Under 6	307,179	15.3	87,955	23.4	219,224	13.4
6-10	439,374	21.8	84,756	22.5	354,618	21.7
11-15	490,878	24.4	85,454	22.7	405,424	24.8
16-20	358,485	17.8	57,658	15.3	300,827	18.4
21-25	211,430	10.5	32,737	8.7	178,693	10.9
Over 25	205,936	10.2	27,724	7.4	178,212	10.9
Region						
West	386,991	19.2	76,249	20.3	310,742	19.0
North Central	487,896	24.2	90,885	24.2	397,011	24.3
Northeast	397,749	19.8	87,798	23.3	309,951	18.9
South	740,645	36.8	121,351	32.2	619,294	37.8

Table 2.--Number and percentage of full-time public school teachers who do and do not moonlight during the summer recess, by selected characteristics: 1985--Continued

Teacher characteristic	Total teachers		Moonlighters		Non-moonlighters	
	Number	Percent	Number	Percent	Number	Percent
Highest grade taught, 1984-85						
PK-KG	78,699	3.9	8,267	2.2	70,424	4.3
1-6	779,824	38.7	104,994	27.9	674,836	41.2
7-9	436,399	21.7	102,831	27.3	333,555	20.4
10-12	594,784	29.5	140,402	37.3	454,382	27.8
Ungraded/not reported	123,595	6.1	19,789	5.3	103,802	6.3
Size of LEA						
Small (1-5 schools)	543,567	27.0	123,796	32.9	419,771	25.6
Medium (6-50 schools)	1,057,168	52.5	193,296	51.4	863,872	52.8
Large (over 50 schools)	412,546	20.5	59,191	15.7	353,355	21.6
Major degree field						
Education	1,428,674	71.0	265,657	70.6	1,163,017	71.0
Non-Education	212,185	10.5	37,314	9.9	174,871	10.7
Dual	350,945	17.4	69,135	18.4	281,810	17.2
None/other	21,477	1.1	4,177	1.1	17,300	1.1
Teaching field						
Math/science	558,165	27.7	123,562	32.8	434,603	26.5
Non-math/science	770,592	38.3	166,532	44.3	604,060	36.9
Self-contained	684,524	34.0	86,189	22.9	598,334	36.6
Training						
College credit courses only	339,580	16.9	67,972	18.1	271,611	16.6
In-service training only	421,621	20.9	69,262	18.4	352,364	21.5
Other training only	74,270	3.7	13,381	3.6	62,533	3.8
Combined	397,180	19.7	64,533	17.2	332,638	20.3
No training	780,630	38.8	161,132	42.8	619,506	37.8
Compensation for extra-curricular activities						
Coaching only	143,688	7.1	47,886	12.7	95,797	5.9
Sponsorship only	91,906	4.6	19,062	5.1	72,846	4.5
Adult/evening education only	11,677	0.6	2,197	0.6	9,478	0.6
Department chair only	48,077	2.4	9,573	2.5	38,502	2.4
Summer school only	25,106	1.2	1,938	0.5	23,164	1.4
Other only	118,582	5.9	21,023	5.6	97,565	6.0
Combined	112,744	5.6	30,633	8.1	82,112	5.0
No extra compensation	1,461,481	72.6	243,971	64.8	1,217,517	74.4

NOTE: Detail may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 3.--Percentage of male moonlighters and non-moonlighters, by region and size of school district: 1985

	Male teachers	Moonlighters (percentage)	Non-moonlighters
		School year	
Total	32.3	56.6	27.4
Region			
Northeast	39.8	63.7	33.6
North central	36.6	63.0	31.6
South	23.8	46.2	19.6
West	35.6	58.7	31.0
LEA size			
Small	36.3	60.9	30.9
Medium	32.1	56.1	27.4
Large	27.6	51.9	23.0
		Summer recess	
Total	32.3	58.2	26.4
Region			
Northeast	39.8	71.0	31.1
North central	36.6	62.4	31.0
South	23.8	45.0	20.0
West	35.6	60.0	30.0
LEA size			
Small	36.3	62.1	29.0
Medium	32.1	59.4	26.0
Large	27.6	46.0	25.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 4.--Average age of moonlighters and non-moonlighters, by region and size of school district: 1985

	Teachers	Moonlighters (age)	Non-moonlighters
		School year	
Total	40.2	38.5	41.0
Region			
Northeast	41.1	39.0	42.0
North central	40.3	39.0	41.0
South	39.0	37.4	39.3
West	41.2	40.3	41.4
LEA size			
Small	39.1	38.0	39.3
Medium	40.2	38.4	41.0
Large	42.0	40.0	42.0
		Summer recess	
Total	40.2	37.1	40.9
Region			
Northeast	41.1	37.3	42.3
North central	40.3	37.4	41.0
South	39.0	35.8	40.0
West	41.2	38.6	41.9
LEA size			
Small	39.1	36.3	40.0
Medium	40.2	37.3	41.0
Large	42.0	38.1	42.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 5.--Percentage of minority moonlighters and non-moonlighters, by region and size of school district: 1985

	Minority teachers	Moonlighters (percentage)	Non-moonlighters
		School year	
Total	14.3	11.5	14.9
Region			
Northeast	7.4	7.3	7.4
North central	9.5	9.0	10.0
South	21.9	17.0	23.0
West	13.0	11.1	13.4
LEA size			
Small	5.7	5.0	6.0
Medium	11.8	10.1	12.2
Large	32.1	25.2	33.4
		Summer recess	
Total	14.3	10.5	15.2
Region			
Northeast	7.4	4.4	8.2
North central	9.5	7.3	10.0
South	21.9	17.5	23.0
West	13.0	9.9	13.7
LEA size			
Small	5.7	4.8	6.0
Medium	11.8	9.0	12.5
Large	32.1	26.9	33.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 6.--Average salary of public school teachers who do and do not moonlight, by moonlighting status: 1985

Salary measure	Total teachers	Moonlighters	Non-moonlighters
		School year	
Average annual salary (primary contract)	$22,701	$22,517	$22,738
Average daily salary (primary contract)	123	122	123
Average annual salary (supplemental contract)	1587	1558	1595
Average daily salary (supplemental contract)	73	60	77
		Summer recess	
Average annual salary (primary contract)	22701	21641	22944
Average daily salary (primary contract)	123	117	124
Average annual salary (supplemental contract)	1587	1521	1609
Average daily salary (supplemental contract)	73	64	76

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 7.--Average number of hours per week spent on various school-related activities outside of required school hours, by moonlighting status: 1985

School-related activity	Total teachers		School-year Moonlighters		Non-moonlighters	
	Hours	Percent	Hours	Percent	Hours	Percent
Total hours	11.86	100.0	13.03	100.0	11.63	100.0
Reviewing and grading student papers, exams, and projects, except during classroom teaching or monitoring periods	4.47	37.7	4.25	32.6	4.51	38.8
Class preparation	3.52	29.7	3.53	27.1	3.52	30.3
Coaching athletics	0.94	7.9	1.31	10.1	0.86	7.4
Administrative activities, except during classroom teaching or monitoring periods	0.73	6.2	0.78	6.0	0.72	6.2
Tutoring of students outside of regularly scheduled classes, except private tutoring	0.44	3.7	0.71	5.4	0.38	3.3
Advising or directing school clubs and associations	0.39	3.3	0.51	3.9	0.37	3.2
Parent conferences	0.38	3.2	0.39	3.0	0.37	3.2
Student counseling and guidance, except during classroom teaching or monitoring periods	0.28	2.4	0.37	2.8	0.26	2.2
Other activities	0.28	2.4	0.39	3.0	0.26	2.2
Field trips	0.17	1.4	0.38	2.9	0.13	1.1
Monitoring	0.15	1.3	0.21	1.6	0.14	1.2
Transporting students	0.12	1.0	0.21	1.6	0.10	0.9

NOTE: Detail may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 8.--Number and percentage of full-time public school teachers who moonlight during the school year, summer recess, or year-round, by selected characteristics: 1985

Teacher characteristic	Total moonlighters		School-year-only moonlighters		Summer-recess-only moonlighters		Year-round moonlighters	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	525,280	100.0	148,996	100.0	186,624	100.0	189,660	100.0
Sex								
Male	288,915	55.0	69,931	46.9	97,117	52.0	121,864	64.3
Female	236,365	45.0	79,065	53.1	89,507	48.0	67,796	35.7
Race/ethnicity								
White, non-Hispanic	465,923	88.7	128,972	86.6	166,153	89.0	170,798	90.1
Minority	59,357	11.3	20,024	13.4	20,471	11.0	18,862	9.9
Age								
Under 30	124,376	23.7	26,594	17.8	57,070	30.6	40,716	21.5
30-34	69,038	13.1	18,119	12.2	26,939	14.4	23,981	12.6
35-39	134,976	25.7	43,017	28.9	43,797	23.5	48,160	25.4
40-44	79,769	15.2	21,292	14.3	22,826	12.2	35,652	18.8
45-49	61,237	11.7	19,600	13.2	19,308	10.3	22,331	11.8
50 and over	55,879	10.6	20,374	13.7	16,686	8.9	18,820	9.9
Level								
Elementary	295,796	56.3	78,065	52.4	110,832	59.4	106,896	56.4
Secondary	229,484	43.7	70,934	47.6	75,792	40.6	82,764	43.6
Highest degree earned								
Bachelor's	267,457	50.9	61,035	41.0	115,095	61.7	91,327	48.2
Master's/Ph.D.	252,434	48.1	86,470	58.0	69,661	37.3	96,302	50.8
Other	5,395	1.0	1,491	1.0	1,870	1.0	2,031	1.1
Years full-time teaching								
Under 6	111,990	21.3	24,036	16.1	56,095	30.1	31,859	16.8
6-10	117,962	22.5	33,205	22.3	43,551	23.3	41,206	21.7
11-15	122,579	23.3	37,125	24.9	34,531	18.5	50,924	26.9
16-20	89,629	17.1	31,970	21.5	23,218	12.4	34,440	18.2
21-25	46,676	8.9	13,942	9.4	14,208	7.6	18,530	9.8
Over 25	36,444	6.9	8,719	5.9	15,023	8.1	12,702	6.7
Region								
West	101,626	19.3	25,378	17.0	37,913	20.3	38,336	20.2
North Central	123,425	23.5	32,541	21.8	43,792	23.5	44,875	23.7
Northeast	121,313	23.1	33,512	22.5	39,322	21.1	48,667	25.7
South	178,916	34.1	57,565	38.6	63,381	34.0	57,970	30.6

Table 8.--Number and percentage of full-time public school teachers who moonlight during the school year, summer recess, or year-round, by selected characteristics: 1985--Continued

Teacher characteristic	Total moonlighters		School-year-only moonlighters		Summer-recess-only moonlighters		Year-round moonlighters	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Highest grade taught, 1984-85								
PK-KG	12,670	2.4	4,404	3.0	4,645	2.5	3,623	1.9
1-6	141,374	26.9	36,380	24.4	57,032	30.6	47,961	25.3
7-9	135,948	25.9	33,113	22.2	45,954	24.6	56,879	30.0
10-12	202,879	38.6	62,477	41.9	67,881	36.4	72,520	38.2
Ungraded/not reported	32,410	6.2	12,621	8.5	11,112	6.0	8,677	4.6
Size of LEA								
Small (1-5 schools)	162,375	30.9	38,580	25.9	65,664	35.2	57,962	30.6
Medium (6-50 schools)	269,059	51.2	75,760	50.8	92,862	49.8	100,434	53.0
Large (over 50 schools)	93,847	17.9	34,656	23.3	28,098	15.1	31,093	16.4
Major degree field								
Education	361,435	68.8	95,779	64.3	137,639	73.8	128,019	67.5
Non-education	59,966	11.4	22,653	15.2	18,500	9.9	18,814	9.9
Dual	98,206	18.7	29,072	19.5	28,341	15.2	40,796	21.5
None/other	5,395	1.0	1,491	1.0	1,870	1.0	2,031	1.1
Teaching field, 1984-85								
Math/science	166,755	31.7	43,194	29.0	59,093	31.7	64,469	34.0
Non-math/science	235,114	44.8	68,571	46.0	79,601	42.7	86,931	45.8
Self-contained	123,420	23.5	37,230	25.0	47,931	25.7	38,258	20.2
Training								
College credit courses only	97,198	18.5	29,224	19.6	33,208	17.8	34,765	18.3
In-service training only	96,095	18.3	26,834	18.0	30,808	16.5	38,455	20.3
Other training only	21,605	4.1	8,226	5.5	5,574	3.0	7,805	4.1
Combined	98,527	18.8	33,992	22.8	31,344	16.8	33,191	17.5
No training	211,856	40.3	50,720	34.0	85,688	45.9	75,445	39.8
Compensation for extra-curricular activities								
Coaching only	58,280	11.1	10,394	7.0	26,960	14.4	20,925	11.0
Sponsorship only	26,779	5.1	7,717	5.2	7,896	4.2	11,167	5.9
Adult/evening education only	2,926	0.6	730	0.5	1,833	1.0	364	0.2
Department chair only	12,250	2.3	2,676	1.8	3,606	1.9	5,969	3.1
Summer school only	4,901	0.9	2,964	2.0	351	0.2	1,587	0.8
Other only	33,198	6.3	12,171	8.2	8,260	4.4	12,764	6.7
Combined	41,597	7.9	10,965	7.4	14,057	7.5	16,576	8.7
No extra compensation	345,351	65.7	101,380	68.0	123,665	66.3	120,305	63.4

NOTE: Detail may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 9.--Standard errors for number and percentage of full-time public school teachers who do and do not moonlight during the school year, by selected characteristics: 1985 (table 1)

Teacher characteristic	Total teachers		Moonlighters		Non-moonlighters	
	Number	Percent	Number	Percent	Number	Percent
			Unweighted sample sizes			
Total	8,257		1,480		6,777	
			Standard errors			
Sex						
Male	13,892	0.69	5,757	1.70	11,890	0.71
Female	13,892	0.69	5,757	1.70	11,890	0.71
Race/ethnicity						
White, non-Hispanic	11,073	0.55	3,420	1.01	10,215	0.61
Minority	11,073	0.55	3,420	1.01	10,215	0.61
Age						
Under 30	11,878	0.59	4,944	1.46	10,383	0.62
30-34	10,066	0.50	3,657	1.08	9,378	0.56
35-39	12,281	0.61	5,080	1.50	11,053	0.66
40-44	10,670	0.53	4,132	1.22	9,713	0.58
45-49	9,060	0.45	3,725	1.10	8,038	0.48
50 and over	11,274	0.56	3,691	1.09	10,550	0.63
Level						
Elementary	8,657	0.43	5,588	1.65	8,038	0.48
Secondary	8,657	0.43	5,588	1.65	8,038	0.48
Highest degree earned						
Bachelor's	15,301	0.76	5,791	1.71	13,899	0.83
Master's/Ph.D.	15,502	0.77	5,825	1.72	13,899	0.83
Other	2,617	0.13	948	0.28	2,344	0.14
Years full-time teaching						
Under 6	11,274	0.56	4,403	1.30	10,215	0.61
6-10	12,080	0.60	4,741	1.40	11,053	0.66
11-15	12,080	0.60	5,385	1.59	11,220	0.67
16-20	11,073	0.55	4,403	1.30	10,048	0.60
21-25	8,657	0.43	3,217	0.95	7,871	0.47
Over 25	8,456	0.42	2,608	0.77	8,038	0.48
Region						
West	18,925	0.94	5,181	1.53	16,411	0.98
North Central	20,737	1.03	5,385	1.59	18,253	1.09
Northeast	20,133	1.00	6,299	1.86	16,579	0.99
South	23,555	1.17	6,434	1.90	20,263	1.21

Table 9.--Standard errors for number and percentage of full-time public school teachers who do and do not moonlight during the school year, by selected characteristics: 1985 (table 1)--Continued

Teacher characteristic	Total teachers		Moonlighters		Non-moonlighters	
	Number	Percent	Number	Percent	Number	Percent
Highest grade taught, 1984-85						
PK-KG	5,466	0.27	1,745	0.52	5,069	0.30
1-6	17,061	0.85	5,406	1.60	15,259	0.91
7-9	18,999	0.94	6,205	1.83	16,363	0.98
10-12	10,189	0.51	5,431	1.60	9,100	0.54
Ungraded/not reported	7,642	0.38	3,283	0.97	6,894	0.41
Size of LEA						
Small (1-5 schools)	9,865	0.49	5,317	1.57	9,378	0.56
Medium (6-50 schools)	10,066	0.50	5,757	1.70	9,545	0.57
Large (over 50 schools)	6,644	0.33	3,657	1.08	6,364	0.38
Major degree field						
Education	13,489	0.67	5,249	1.55	12,057	0.72
Non-education	8,858	0.44	3,590	1.06	7,871	0.47
Dual	10,872	0.54	4,572	1.35	9,880	0.59
None/other	2,617	0.13	948	0.28	2,344	0.14
Teaching field						
Math/science	11,476	0.57	4,978	1.47	10,718	0.64
Non-math/science	14,496	0.72	5,656	1.67	13,062	0.78
Self-contained	15,704	0.78	4,843	1.43	14,402	0.86
Training						
College credit courses only	11,047	0.55	4,576	1.35	9,912	0.59
In-service training only	12,223	0.61	4,572	1.35	10,949	0.65
Other training only	5,524	0.27	2,454	0.72	4,935	0.29
Combined	12,307	0.61	4,804	1.42	11,032	0.66
No training	14,713	0.73	5,548	1.64	13,342	0.80
Compensation for extra-curricular activities						
Coaching only	7,113	0.35	3,230	0.95	6,352	0.38
Sponsorship only	5,800	0.29	2,614	0.77	5,206	0.31
Adult/evening education only	2,227	0.11	444	0.13	2,182	0.13
Department chair only	4,204	0.21	1,575	0.47	3,840	0.23
Summer school only	3,056	0.15	1,109	0.33	2,830	0.17
Other only	7,155	0.36	3,266	0.96	6,355	0.38
Combined	6,370	0.32	2,977	0.88	5,647	0.34
No extra compensation	13,012	0.65	5,365	1.58	11,721	0.70

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 10.--Standard errors for number and percentage of full-time public school teachers who do and do not moonlight during the summer recess, by selected characteristics: 1985 (table 2)

Teacher characteristic	Total teachers		Moonlighters		Non-moonlighters	
	Number	Percent	Number	Percent	Number	Percent
Total	8,257		6,644		1,613	
			Standard errors			
Sex						
Male	13,892	0.69	6,171	1.64	11,459	0.70
Female	13,892	0.69	6,171	1.64	11,459	0.70
Race/ethnicity						
White, non-Hispanic	11,073	0.55	3,650	0.97	10,149	0.62
Minority	11,073	0.55	3,650	0.97	10,149	0.62
Age						
Under 30	11,878	0.59	5,531	1.47	14,569	0.89
30-34	10,066	0.50	4,064	1.08	9,167	0.56
35-39	12,281	0.61	5,343	1.42	10,968	0.67
40-44	10,670	0.53	4,741	1.26	9,331	0.57
45-49	9,060	0.45	3,838	1.02	8,021	0.49
50 and over	11,274	0.56	3,387	0.90	10,640	0.65
Level						
Elementary	8,657	0.43	5,720	1.52	8,021	0.49
Secondary	8,657	0.43	5,720	1.52	8,021	0.49
Highest degree earned						
Bachelor's	15,301	0.76	6,209	1.65	13,751	0.84
Master's/Ph.D.	15,301	0.76	6,209	1.65	13,751	0.84
Other	2,617	0.13	1,016	0.27	2,292	0.14
Years full-time teaching						
Under 6	11,274	0.56	5,343	1.42	9,495	0.58
6-10	12,080	0.60	5,268	1.40	10,968	0.67
11-15	12,080	0.60	5,193	1.38	10,968	0.67
16-20	11,073	0.55	4,628	1.23	9,822	0.60
21-25	8,657	0.43	3,198	0.85	7,858	0.48
Over 25	8,456	0.42	3,086	0.82	7,858	0.48
Region						
West	18,925	0.94	5,720	1.52	15,879	0.97
North Central	20,737	1.03	6,096	1.62	16,534	1.01
Northeast	20,133	1.00	7,036	1.87	16,206	0.99
South	23,555	1.17	6,698	1.78	19,808	1.21

Table 10.--Standard errors for number and percentage of full-time public school teachers who do and do not moonlight during the summer recess, by selected characteristics: 1985 (table 2)--Continued

Teacher characteristic	Total teachers		Moonlighters		Non-moonlighters	
	Number	Percent	Number	Percent	Number	Percent
Highest grade taught, 1984-85						
PK-KG	5,466	0.27	1,554	0.41	5,132	0.31
1-6	17,061	0.85	5,771	1.53	14,762	0.90
7-9	18,999	0.94	6,769	1.80	15,475	0.95
10-12	10,189	0.51	5,732	1.52	8,828	0.54
Ungraded/not reported	7,642	0.38	2,828	0.75	7,065	0.43
Size of LEA						
Small (1-5 schools)	9,865	0.49	5,870	1.56	9,003	0.55
Medium (6-50 schools)	10,066	0.50	6,133	1.63	9,331	0.57
Large (over 50 schools)	6,644	0.33	3,424	0.91	6,384	0.39
Major degree field						
Education	13,489	0.67	5,381	1.43	12,114	0.74
Non-Education	10,872	0.54	3,387	0.90	8,021	0.49
Dual	10,872	0.54	4,779	1.27	9,658	0.59
None/other	2,617	0.13	4,779	1.27	2,292	0.14
Teaching field						
Math/science	11,476	0.57	5,343	1.42	10,477	0.64
Non-math/science	14,496	0.72	6,171	1.64	13,096	0.80
Self-contained	15,704	0.78	5,080	1.35	14,078	0.86
Training						
College credit courses only	11,047	0.55	4,751	1.26	9,804	0.60
In-service training only	12,223	0.61	4,849	1.29	11,071	0.68
Other training only	5,524	0.27	2,117	0.56	5,096	0.31
Combined	12,307	0.61	4,879	1.30	11,210	0.68
No training	14,713	0.73	6,351	1.69	13,091	0.80
Compensation for extra-curricular activities						
Coaching only	7,113	0.35	3,960	1.05	5,780	0.35
Sponsorship only	5,800	0.29	2,743	0.73	5,053	0.31
Adult/evening education only	2,227	0.11	704	0.19	2,097	0.13
Department chair only	4,204	0.21	1,810	0.48	3,729	0.23
Summer school only	3,056	0.15	675	0.18	2,973	0.18
Other only	7,155	0.36	2,616	0.70	6,561	0.40
Combined	6,370	0.32	3,448	0.92	5,224	0.32
No extra compensation	13,012	0.65	5,850	1.55	11,269	0.69

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 11.--Standard errors for percentage of male moonlighters and non-moonlighters, by region and size of school district: 1985 (table 3)

	Male teachers	Moonlighters (percentage)	Non-moonlighters
		School year	
Total	0.69	1.70	0.71
Region			
Northeast	1.59	3.74	1.72
North central	1.30	3.24	1.39
South	0.92	2.92	0.93
West	1.43	3.84	1.53
LEA size			
Small	1.30	3.34	1.39
Medium	0.92	2.53	0.96
Large	1.00	2.90	1.01
		Summer recess	
Total	0.69	1.64	0.70
Region			
Northeast	1.59	3.41	1.65
North central	1.30	3.18	1.38
South	0.92	2.76	0.94
West	1.43	3.51	1.52
LEA size			
Small	1.30	2.88	1.34
Medium	0.92	2.37	0.96
Large	1.00	2.91	1.05

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 12.--Standard errors for average age of moonlighters and non-moonlighters, by region and size of school district: 1985 (table 4)

	Total teachers	Moonlighters (age)	Non-moonlighters
		School year	
Total	0.15	0.31	0.16
Region			
Northeast	0.32	0.63	0.37
North central	0.28	0.53	0.31
South	0.21	0.50	0.24
West	0.32	0.84	0.35
LEA size			
Small	0.29	0.62	0.32
Medium	0.19	0.43	0.22
Large	0.23	0.52	0.26
		Summer recess	
Total	0.15	0.28	0.16
Region			
Northeast	0.32	0.62	0.36
North central	0.28	0.57	0.31
South	0.21	0.43	0.24
West	0.32	0.69	0.36
LEA size			
Small	0.29	0.48	0.34
Medium	0.19	0.42	0.22
Large	0.23	0.51	0.26

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 13.--Standard errors for percentage of minority moonlighters and non-moonlighters, by region and size of school district: 1985 (table 5)

	Minority teachers	Moonlighters (percentage)	Non-moonlighters
		School year	
Total	0.55	1.70	0.71
Region			
Northeast	0.79	2.04	0.86
North central	0.83	1.71	0.94
South	0.91	1.99	1.01
West	0.96	2.04	1.09
LEA size			
Small	0.73	1.19	0.84
Medium	0.67	1.53	0.75
Large	1.10	2.45	1.22
		Summer recess	
Total	0.55	1.70	0.71
Region			
Northeast	0.79	1.45	0.94
North central	0.83	1.49	0.97
South	0.91	2.04	1.01
West	0.96	1.90	1.11
LEA size			
Small	0.73	1.11	0.88
Medium	0.67	1.39	0.76
Large	1.10	2.62	1.21

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 14.--Standard errors for average salary of public school teachers who do and do not moonlight, by moonlighting status: 1985 (table 6)

Salary measure	Total teachers	Moonlighters	Non-moonlighters
		School year	
Average annual salary (primary contract)	$115.80	$234.93	$121.72
Average daily salary (primary contract)	0.64	1.30	0.68
Average annual salary (supplemental contract)	43.13	75.63	51.50
Average daily salary (supplemental contract)	5.97	10.81	6.98
		Summer recess	
Average annual salary (primary contract)	115.80	209.21	123.68
Average daily salary (primary contract)	0.64	1.15	0.69
Average annual salary (supplemental contract)	43.13	77.17	52.35
Average daily salary (supplemental contract)	5.97	10.36	7.06

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 15.--Standard errors for average number of hours per week spent on various school-related activities outside of required school hours, by moonlighting status: 1985 (table 7)

School-related activity	Total teachers	School-year moonlighters	Non-moonlighters
	Hours	Hours	Hours
Total hours	0.135	0.355	0.141
Reviewing and grading student papers, exams, and projects, except during classroom teaching or monitoring periods	0.063	0.139	0.069
Class preparation	0.052	0.121	0.057
Coaching athletics	0.046	0.134	0.049
Administrative activities, except during classroom teaching or monitoring periods	0.020	0.047	0.022
Tutoring of students outside of regularly scheduled classes, except private tutoring	0.020	0.070	0.019
Advising or directing school clubs and associations	0.023	0.057	0.028
Parent conferences	0.014	0.039	0.014
Student counseling and guidance, except during classroom teaching or monitoring periods	0.013	0.030	0.014
Other activities	0.026	0.078	0.026
Field trips	0.019	0.082	0.015
Monitoring	0.012	0.031	0.013
Transporting students	0.011	0.032	0.011

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

Table 16.--Standard errors for number and percentage of full-time public school teachers who moonlight during the school year, summer recess, or year-round, by selected characteristics: 1985 (table 8)

Teacher characteristic	Total moonlighters		School-year-only moonlighters		Summer-recess-only moonlighters		Year-round moonlighters	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	Unweighted sample sizes							
Total	2,269		656		789		824	
	Standard errors							
Sex								
Male	7,208	1.37	3,718	2.50	4,473	2.40	4,183	2.21
Female	7,208	1.37	3,718	2.50	4,473	2.40	4,183	2.21
Race/ethnicity								
White, non-Hispanic	4,414	0.84	2,415	1.62	2,570	1.38	2,362	1.25
Minority	4,414	0.84	2,415	1.62	2,570	1.38	2,362	1.25
Age								
Under 30	6,429	1.22	2,985	2.00	4,034	2.16	3,766	1.99
30-34	4,756	0.91	2,434	1.63	2,997	1.61	2,769	1.46
35-39	6,416	1.22	3,497	2.35	3,726	2.00	3,674	1.94
40-44	5,287	1.01	2,416	1.62	2,893	1.55	3,468	1.83
45-49	4,661	0.89	2,556	1.72	2,828	1.52	2,668	1.41
50 and over	4,334	0.83	2,662	1.79	2,178	1.17	2,554	1.35
Level								
Elementary	5,075	0.97	3,542	2.38	3,582	1.92	3,734	1.97
Secondary	5,075	0.97	3,542	2.38	3,582	1.92	3,734	1.97
Highest degree earned								
Bachelor's	7,380	1.41	3,727	2.50	4,297	2.30	4,414	2.33
Master's/Ph.D.	7,441	1.42	3,738	2.51	4,288	2.30	4,405	2.32
Other	1,168	0.22	540	0.36	707	0.38	720	0.38
Years full-time teaching								
Under 6	6,082	1.16	2,982	2.00	4,205	2.25	3,341	1.76
6-10	6,057	1.15	3,176	2.13	3,795	2.03	3,647	1.92
11-15	6,292	1.20	3,455	2.32	3,325	1.78	4,046	2.13
16-20	5,521	1.05	3,048	2.05	3,101	1.66	3,214	1.69
21-25	3,835	0.73	1,984	1.33	2,070	1.11	2,394	1.26
Over 25	3,552	0.68	1,677	1.13	2,394	1.28	1,974	1.04
Region								
West	6,836	1.30	2,904	1.95	3,653	1.96	3,813	2.01
North Central	7,333	1.40	3,207	2.15	4,140	2.22	3,870	2.04
Northeast	8,621	1.64	3,786	2.54	4,436	2.38	4,481	2.36
South	8,641	1.65	4,015	2.69	4,398	2.36	4,279	2.26

Table 16.--Standard errors for number and percentage of full-time public school teachers who moonlight during the school year, summer recess, or year-round, by selected characteristics: 1985 (table 8)--Continued

Teacher characteristic	Total moonlighters		School-year-only moonlighters		Summer-recess-only moonlighters		Year-round moonlighters	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Highest grade taught, 1984-85								
PK-KG	2,101	0.40	1,425	0.96	1,181	0.63	1,006	0.53
1-6	6,602	1.26	3,357	2.25	3,966	2.13	3,900	2.06
7-9	8,085	1.54	3,702	2.48	4,480	2.40	4,553	2.40
10-12	5,838	1.11	3,411	2.29	3,848	2.06	3,728	1.97
Ungraded/not reported	3,935	0.75	2,732	1.83	2,209	1.18	1,795	0.95
Size of LEA								
Small (1-5 schools)	5,219	0.99	3,387	2.27	3,867	2.07	3,656	1.93
Medium (6-50 schools)	5,298	1.01	3,592	2.41	3,935	2.11	3,864	2.04
Large (over 50 schools)	3,047	0.58	2,469	1.66	2,169	1.16	2,237	1.18
Major degree field								
Education	6,350	1.21	3,578	2.40	3,692	1.98	3,941	2.08
Non-education	4,427	0.84	2,651	1.78	2,409	1.29	2,366	1.25
Dual	5,485	1.04	2,881	1.93	3,072	1.65	3,690	1.95
None/other	1,168	0.22	540	0.36	709	0.38	721	0.38
Teaching field								
Math/science	6,162	1.17	3,365	2.26	3,824	2.05	3,773	1.99
Non-math/science	7,081	1.35	3,857	2.59	4,393	2.35	4,270	2.25
Self-contained	6,106	1.16	3,392	2.28	3,767	2.02	3,309	1.74
Training								
College credit courses only	5,803	1.10	3,067	2.06	3,231	1.73	3,457	1.82
In-service training only	5,666	1.08	2,984	2.00	3,236	1.73	3,474	1.83
Other training only	1,890	0.36	1,883	1.26	1,358	0.73	1,565	0.83
Combined	5,915	1.13	3,314	2.22	3,403	1.82	3,472	1.83
No training	7,294	1.39	3,636	2.44	4,338	2.32	4,317	2.28
Compensation for extra-curricular activities								
Coaching only	4,321	0.82	1,762	1.18	2 875	1.54	2,723	1.44
Sponsorship only	3,100	0.59	1,510	1.01	1,653	0.89	2,140	1.13
Adult/evening education only	799	0.15	386	0.26	667	0.36	219	0.12
Department chair only	1,981	0.38	797	0.54	1,226	0.66	1,345	0.71
Summer school only	1,124	0.21	895	0.60	159	0.08	656	0.35
Other only	3,608	0.69	2,486	1.67	1,574	0.84	2,121	1.12
Combined	3,892	0.74	1,759	1.18	2,531	1.36	2,358	1.24
No extra compensation	6,788	1.29	3,408	2.29	4,081	2.19	4,073	2.15

SOURCE: U.S. Department of Education, National Center for Education Statistics, Public School Survey, 1985.

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