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HOW MUCH ARE PUBLIC SCHOOL TEACHERS PAID?

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Executive Summary

Education policy discussions often assume that public school teachers are poorly paid. Typically absent in these discussions about teacher pay, however, is any reference to systematic data on how much public school teachers are actually paid, especially relative to other occupations. Because discussions about teacher pay rarely reference these data, the policy debate on education reform has proceeded without a clear understanding of these issues.

This report compiles information on the hourly pay of public school teachers nationally and in 66 metropolitan areas, as collected by the U.S. Bureau of Labor Statistics (BLS) in its annual National Compensation Survey. We also compare the reported hourly income of public school teachers with that of workers in similar professions, as defined by the BLS. This report goes on to use the BLS data to analyze whether there is a relationship between higher relative pay for public school teachers and higher student achievement as measured by high school graduation rates.

Among the key findings of this report:

- According to the BLS, the average public school teacher in the United States earned $34.06 per hour in 2005.
- The average public school teacher was paid 36% more per hour than the average non-sales white-collar worker and 11% more than the average professional specialty and technical worker.
- Full-time public school teachers work on average 36.5 hours per week during weeks that they are working. By comparison, white-collar workers (excluding sales) work 39.4 hours, and professional specialty and technical workers work 39.0 hours per week. Private school teachers work 38.3 hours per week.
- Compared with public school teachers, editors and reporters earn 24% less; architects, 11% less; psychologists, 9% less; chemists, 5% less; mechanical engineers, 6% less; and economists, 1% less.
- Compared with public school teachers, airplane pilots earn 186% more; physicians, 80% more; lawyers, 49% more; nuclear engineers, 17% more; actuaries, 9% more; and physicists, 3% more.
- Public school teachers are paid 61% more per hour than private school teachers, on average nationwide.
- The Detroit metropolitan area has the highest average public school teacher pay among metropolitan areas for which data are available, at $47.28 per hour, followed by the San Francisco metropolitan area at $46.70 per hour, and the New York metropolitan area at $45.79 per hour.
- We find no evidence that average teacher pay relative to that of other white-collar or professional specialty workers is related to high school graduation rates in the metropolitan area.

The full report can be accessed online at www.manhattan-institute.org/html/cr_50.htm

About the Authors

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Jay P. Greene & Marcus A. Winters

INTRODUCTION

Education policy discussions often assume that public school teachers are poorly paid. "Salaries are too low. We all know that," says First Lady Laura Bush, expressing the consensus view. "We need to figure out a way to pay teachers more."[1] Teachers' unions consistently contend that their members are under-compensated. "It's easier to earn more money with less stress in other fields," laments a representative for the National Education Association.[2] The problem is so severe, asserts *Washington Post* columnist Richard Cohen, that teachers ought to be exempt from paying income tax.[3]

Typically absent in these discussions about teacher pay, however, is any reference to systematic data on how much public school teachers are actually paid. How much do they earn? How do their wages compare with those of other workers? Because discussions about teacher pay rarely reference these data, the policy debate on education reform has proceeded without a clear understanding of these issues.

This report aims to fill that gap. We make no judgments in this report about whether public school teachers are underpaid or overpaid. Our purpose is rather to facilitate a fact-based approach to teacher pay, by shifting the focus of policy discussions to systematic data.

Systematic data on teacher compensation are, in fact, available. The U.S. Government's Bureau of Labor Statistics (BLS) collects and reports hourly

earnings for teachers and a host of other occupations nationwide and in scores of metropolitan areas. Yet, although previous research has used BLS data to draw conclusions about the proper level of teacher pay,[4] no one has organized and reproduced those data so that others can easily observe the information and form their own interpretations. In this report, therefore, we have aimed to collect, organize, and make available teacher-pay data from the BLS in an easily accessible format. We have organized the results alphabetically by metro area; by the amount of public school teacher pay in each metro area; and by public school teacher pay relative to that of other workers.

In what follows, we report the facts on how much teachers are paid, on average, nationwide and in more than 60 metropolitan areas. We also report how well teachers are paid relative to other occupations with which they are grouped by the BLS. Finally, we conduct some exploratory analyses of the relationship between the relative pay of public school teachers and student achievement, as measured by graduation rates, to see whether higher relative pay relates to higher student achievement.

Other than our analyses of the relationship between relative teacher pay and student achievement, the data presented here are drawn entirely from BLS reports.[5] All the mean hourly earnings figures reported here are for full-time workers and exclude the value of benefits such as health care, life insurance, and pensions. Almost all the earnings results are as of 2005, but the specific year of data collection for each result is indicated in the tables.

HOW MUCH ARE PUBLIC SCHOOL TEACHERS PAID?

The BLS essentially asks employers to provide information on the hourly earnings of employees (exclusive of benefits) and the number of hours worked during a week. The BLS also groups occupations into blue-collar—industrial and manufacturing jobs; and white-collar—mostly service and office jobs. Teaching in elementary and secondary schools is classified as white-collar. The BLS further subclassifies white-collar occupations into categories, including professional specialty and technical; executive, administrative, and managerial; sales; and administrative support and clerical occupations. Public school teachers are in the professional specialty and technical worker group. Other occupations in that group include engineers, architects, mathematicians, computer scientists, biologists, chemists, physicians, dentists, registered nurses, actors, athletes, and airline pilots. (A list of occupations in the professional specialty and technical category can be found in Table 2.)

According to the BLS, the average public school teacher in the United States earned $34.06 per hour in 2005. (See Table 1.) The average white-collar worker (excluding sales) earned $25.08 per hour, and the average professional specialty and technical worker earned $30.66 per hour. The average public school teacher was paid 36% more per hour than the average non-sales white-collar worker and 11% more than the average professional specialty and technical worker. Nationwide, public school teachers earn more than the average workers with whom they are grouped into categories by the BLS.

The Detroit metropolitan area has the highest average public school teacher pay among metropolitan areas for which data are available, at $47.28 per hour. (See Table 1A.) The average public school teacher in the San Francisco metropolitan area is not far behind, at $46.70 per hour. The third-highest average public school teacher pay is in the New York metropolitan area ($45.79). The top ten metro areas in terms of average public school teacher pay can all be found in California, Michigan, or the Northeast.

The lowest-average public school teacher pay for metro areas with data available is in metro Greensboro, North Carolina, with the mean hourly earnings at $21.67. The Raleigh, North Carolina, metro area is second from the bottom, where public school teachers made $22.38 per hour as of 2004. Orlando, Florida, had the third-lowest average public school teacher pay, at $25.03 per hour. The ten lowest-paying metro areas could all be found in the South or the West, with three in North Carolina or South Carolina, three in Texas, and one each in Florida, Oklahoma, Arizona, and Alabama.

But these rankings are strongly influenced by the different cost of living found in various metropolitan areas. If we want to know how well teachers are paid by metro area, it may be more useful to look at the pay of the average public school teacher relative to the average white-collar or the average professional worker. The cost of living in a metro area affects all types of workers. So public school teachers are relatively better paid if their pay is proportionately higher than that of other workers in the same metro area. In Table 1B, you can find metro areas ranked by the ratio of the average teacher pay to the average white-collar worker pay.

By this measure, metro Elkhart, Indiana, has the highest-paid public school teachers because the average public school teacher makes 87% more than the average white-collar worker in the same area. Metro Grand Rapids, Michigan, has the second-highest public school teacher earnings relative to white-collar workers, with teachers making 80% more. Metro Louisville, Kentucky, is third-highest, where the average public school teacher is paid 79% more than the average white-collar worker. The Detroit metro area, which had the highest nominal public school teacher pay, at $47.28 per hour, had the eighth-highest pay relative to white-collar workers, with teachers making 61% more than white-collar workers.

Many of the areas with the lowest nominal pay also had the lowest pay relative to white-collar workers. In metro Raleigh, public school teachers are paid 15% less than the average white-collar worker. That gives Raleigh the distinction of being the only metro area for which data are available where the average public school teacher makes less than the average white-collar worker. Metro Greensboro and metro Charlotte, North Carolina, were the next two in lowest pay relative to white-collar workers, with public school teachers making 1% and 4%, respectively, more than white-collar workers.

But perhaps it would be better to focus on the pay of public school teachers relative to professional specialty and technical workers, the subgroup of white-collar workers with whom they are grouped by the BLS. (See Table 1C.) Nationwide, the mean hourly earnings for public school teachers is 36% higher than for white-collar workers and 11% higher than for professional workers. In only one of the 66 metropolitan areas with data available were public school teachers paid less than white-collar workers. In 11 of 66 metro areas, public school teachers make less, on average, than professional specialty and technical workers. The highest- and lowest-ranked metro areas in terms of public school teacher pay relative to professional workers are very similar to the highest and lowest relative to white-collar workers. In metro Louisville, public school teachers make 69% more than other professional workers; in metro Raleigh, they make 29% less. In all the nation's largest metropolitan areas, public school teachers make more than professional specialty and technical workers. In metro New York, they make 20% more; in metro Los Angeles, 23% more; and in metro Chicago, 12% more.

Nationwide, the mean hourly earnings for public school teachers is 36% higher than for white-collar workers and 11% higher than for professional workers.

So that people have a better idea of what occupations are included in the professional specialty and technical workers category and how well public school teachers are paid relative to those occupations, we have prepared Table 2. It contains the mean hourly earnings for all noneducational occupations in the professional specialty and technical category as well as public school teachers. Public school teachers have higher earnings than 61 of these 85 occupations. For example, editors and reporters earn 24% less than public school teachers; architects, 11% less; psychologists, 9% less; chemists, 5% less; mechanical engineers, 6% less; and economists, 1% less. Airplane pilots earn 186% more than public school teachers; physicians, 80% more; lawyers, 49% more; nuclear engineers, 17% more; actuaries, 9% more; and physicists, 3% more.

Public school teachers also earn more than private school teachers. (See Table 3.) Nationwide, public school teachers are paid 61% more than private school teachers. Information on the pay of private school teachers by metro area has a fair amount of missing data since there may have been insufficient samples in many areas. For those metro areas for which we have data, San Antonio, San Francisco, and Minneapolis paid their public school teachers more than twice as much as private school teachers. In the Phoenix, Houston, and Raleigh metro areas, private school teachers earned more than public school teachers.

HOW MANY HOURS DO PUBLIC SCHOOL TEACHERS WORK PER WEEK?

According to the BLS, full-time public school teachers work on average 36.5 hours per week during weeks that they are working. (See Table 4.) By comparison, white-collar workers (excluding sales) work 39.4 hours and professional specialty and technical workers work 39.0 hours per week. Private school teachers work 38.3 hours per week.

In Table 4A, we have ranked metro areas by the average number of hours that public school teachers work. Public school teachers in metro Grand Rapids, Michigan, work the fewest hours per week among the metro area for which we have data, at 32.6 hours per week. In metro New York, public school teachers work an average of 32.7 hours per week. And in metro Los Angeles, public school teachers work an average of 33.2 hours per week. The highest reported workweek can be found in metro Milwaukee and Amarillo, where public school teachers work 40.0 hours per week. In metro Portland, Oregon, the average workweek for public school teachers is 39.8 hours.

ARE HOURS WORKED COUNTED PROPERLY?

BLS figures are supposed to include *all* hours worked. As the technical appendix to the National Compensation Survey describes it, "Because salaried workers, exempt from overtime provisions, often work beyond the assigned work schedule, their typical number of hours *actually* worked was collected."[6]

Some may fear that the extra time that teachers spend grading, preparing for class, and assisting extracurricular activities is not included in the BLS figures, but the BLS appears to include all these activities in its work-hour calculations: "Virtually all teachers worked from 30 to 40 hours per week, which included paid lunch and rest periods, as well as preparation and grading time if such activities were considered by the school to be a part of the teacher's workday. Additional hours for extracurricular activities were included only if considered part of the regular work schedule."[7] The inclusion of lunch and rest periods in work-hour calculations is more common for teachers: "[T]eachers, more than the other groups, were the most likely to have paid lunch as well as paid rest periods."[8]

Teachers also report taking work home at high rates: "Schoolteachers and instructors (excluding college) especially were likely to take work home, with 2.8 million—or about half of all teachers—reporting such activity in the May 2004 survey."[9] But other professionals also appear to take work home at high rates: "Almost 30 percent of workers in management, professional, and related occupations reported working at home in May 2004."[10] If any of this work at home, either by teachers or other professionals, is considered by the employer to be part of the *actual* hours worked, it is included in the BLS figures. It is possible that teachers, as well as other professionals, put in some hours at home that are not captured in these numbers, but those hours would not be considered required for their jobs and thus are not part of their paid employment.

But what if the BLS is wrong in how it counts hours worked? Would that alter the earnings comparisons between public school teachers and white-collar and professional workers? To believe that the BLS unfairly counts hours worked by teachers relative to others, we would have to believe that teachers spend more hours working at home than do other white-collar or professional workers. We would further have to believe that those hours worked at home are not counted in the BLS figures but really are required for employment.

To test how much of a difference this type of error might make in earnings comparisons, let's assume that public school teachers work the same number of hours per week as do white-collar and professional workers, rather than the fewer hours reported. If we divide the weekly earnings of public school teachers by the 39.4 hours per week reported for white-collar workers, teachers would still earn 26% more per hour than do white-collar workers. If we divide the weekly earnings of public school teachers by the 39.0 hours per week reported for professional specialty and technical workers, teachers would still earn 4% more per hour than do other professionals. That is, the higher mean hourly earnings for public school teachers are not simply a function of fewer reported hours worked per week. Even if we assume that teachers work the same hours as others, they still have higher average pay per hour.

WHY NOT LOOK AT ANNUAL EARNINGS?

The simple reason for not looking at annual earnings is that the National Compensation Survey only reports information on an hourly and a weekly basis, not on an annual basis. Since we are trying to stick very closely to what the U.S. Government reports, we do not attempt to calculate annual earnings in this report.

More important, we do not report annual earnings because any comparison between public school teachers and other workers is complicated by the fact that teachers typically are contractually obligated to work nine months out of the year, while other white-collar workers and professionals are 12-month employees. All else being equal, anyone working fewer months per year will have a lower annual salary.

But that would be an apple/orange comparison. One of the significant benefits available to public school teachers is that they work fewer weeks per year. Teachers can use that time to be with family, to engage in activities that they enjoy, or to earn additional money from other employment. Whether teachers use those free weeks to make additional money or simply to enjoy their time off, that time is worth money and cannot simply be ignored when comparing earnings. The appropriate way to compare earnings in this circumstance is to focus on hourly rates.

IS HIGHER RELATIVE TEACHER PAY ASSOCIATED WITH HIGHER STUDENT ACHIEVEMENT?

In this section, we stray slightly from the BLS data to report an original calculation. We examine whether metro areas with higher public school teacher pay relative to white-collar or professional workers have higher student achievement. Our measure of student achievement is the metro area's high school graduation rate.[11] We rely upon graduation rates because comparable test-score data are not available for metro areas across the United States; in our earlier work on graduation rates, we developed a relatively reliable and consistent measure of achievement.

In the regression model, we control for demographic characteristics of the metro area, including the percentage of students on free or reduced-price school lunch, median household income, the percentage of students who are disabled, and the percentage of students who are non-Hispanic whites. In addition, we include other factors that might be related to student achievement, such as student-teacher ratio, per-pupil spending, total student enrollment, and the number of school districts in the metro area.

The results of the analysis of the relationship between public school teacher pay relative to white-collar pay on high school graduation rates, controlling for these other variables, can be found in Table 5. The same model but with public school teacher pay relative to professional specialty and technical worker pay can be found in Table 6. In neither model does relative teacher pay have any effect on high school graduation rates. Per-pupil spending and the student-teacher ratio also have no effect on high school graduation rates. Metro areas with a higher percentage of white students have higher graduation rates. And it appears that metro areas with fewer students and more school districts have higher graduation rates.

These results should only be considered as exploratory. The analyses only examine 45 metro areas, so they have relatively little statistical leverage. The small sample helps explain why the findings that are statistically significant are barely so or are significant only with a more relaxed standard than is conventional. In addition, the model cannot control for several other factors that may be related both to student achievement and relative teacher pay.

While these results should be treated with caution, they suggest that increasing the pay of teachers relative to others in an area will do nothing to increase student achievement. Similarly, simply spending more on schools and lowering class sizes doesn't produce higher achievement. But having more small school districts in a metro area does enhance student performance. With more numerous, small districts, families can more easily choose among them to gain access to desired districts. This easier access to residential school choice increases competition among districts for students and the revenues they generate, which provides stronger incentives to increase the quality of schools.[12]

While these results should be treated with caution, they suggest that increasing the pay of teachers relative to others in an area will do nothing to increase student achievement.

CONCLUSION

Few education topics elicit as much passion as teacher pay. In any discussion of this issue, one is typically confronted with emotional testimony about personal experiences of long hours and meager pay for critically important work.

To be sure, there is some truth in these teacher responses. Many teachers undoubtedly do devote long hours, for what may seem far too little pay, as they engage in the essential work of educating future generations.

Yet the personal testimony of a number of teachers as to their poor compensation is no substitute for systematic data. If we want to have a productive policy discussion about the appropriate level of public school teacher pay, we have to start with high-quality and systematic data—not emotionally compelling personal stories.

As we stated at the beginning of this report, we offer no opinions on the proper level of pay for public school teachers. We are simply offering facts, almost entirely obtained from an agency of the federal government, that we believe ought to be included in any policy discussion about teacher pay. Before debating whether public teachers are gravely underpaid and deserve special subsidies such as tax breaks, we first need to have a clear understanding of what teachers are actually paid.

When considering teacher pay, policymakers should be aware that public school teachers, on average, are paid 36% more per-hour than the average white-collar worker and 11% more than the average professional specialty and technical worker. They should be aware that the higher relative pay for public school teachers exists in almost every metro area for which data are available. Finally, they should be aware that paying public school teachers more does not appear to be associated with higher student achievement.

Even given these facts, policymakers may well decide that the pay of public school teachers, relative to that of other workers, should be higher than it is now. We may decide that we are interested in increasing teacher pay regardless of the effect or lack of effect on student achievement. In the end, the pay of public employees is largely shaped by political judgments that incorporate subjective values and preferences. Because the level of public school teacher pay is set by governments with taxing power, the market has only a limited influence. The level of public school teacher pay is heavily shaped by whatever the political process decides that it should be. But those decisions are likely to be more responsible and beneficial for students and taxpayers if they are informed by the facts contained in this report.

Table I — Mean Hourly Earnings for Public School Teachers Relative to White-Collar and Professional Workers (Organized Alphabetically by Metro Area)

	Public School Teacher Mean Hourly Earnings	White-Collar (Excluding Sales) Mean Hourly Earnings Total	Ratio of Mean Hourly Earnings for Public School Teachers to White-Collar Workers	Professional Specialty and Technical Mean Hourly Earnings Total	Ratio of Mean Hourly Earnings for Public School Teachers to Professional Specialty and Technical Workers	Year Data Obtained
National	34.06	25.08	1.36	30.66	1.11	2005
Metro Area						
Amarillo, TX	26.38	17.56	1.50	21.49	1.23	2005
Atlanta GA	32.90	26.27	1.25	32.07	1.03	2005
Augusta GA-SC	30.55	26.23	1.16	28.55	1.07	2006
Austin TX	27.00	24.10	1.12	30.49	0.89	2005
Birmingham AL	26.53	22.92	1.16	24.75	1.07	2006
Boston MA-NH	40.17	30.30	1.33	33.36	1.20	2005
Brownsville TX	29.14	20.41	1.43	26.79	1.09	2005
Buffalo NY	39.18	23.14	1.69	31.10	1.26	2005
Charlotte NC-SC	25.18	24.31	1.04	28.45	0.89	2005
Chicago IL-IN-WI	39.99	28.75	1.39	35.66	1.12	2005
Cincinnati OH-KY-IN	36.72	25.93	1.42	31.67	1.16	2005
Cleveland OH	38.36	24.66	1.56	28.52	1.35	2004
Columbus OH	35.67	21.78	1.64	28.76	1.24	2005
Corpus Christi TX	27.03	18.33	1.47	22.89	1.18	2005
Dallas TX	29.62	27.70	1.07	32.65	0.91	2005
Dayton OH	37.08	25.22	1.47	28.86	1.28	2005
Denver CO	32.64	28.43	1.15	33.04	0.99	2005
Detroit MI	47.28	29.40	1.61	34.85	1.36	2005
Elkhart IN	37.94	20.33	1.87	23.59	1.61	2005
Grand Rapids MI	42.99	23.87	1.80	29.39	1.46	2005
Greensboro NC	21.67	21.56	1.01	26.62	0.81	2005
Greenville SC	30.96	23.00	1.35	27.11	1.14	2005
Hartford CT	43.95	30.19	1.46	33.31	1.32	2005
Honolulu HI	32.01	25.43	1.26	32.00	1.00	2006
Houston TX	29.70	26.50	1.12	31.93	0.93	2004
Indianapolis IN	37.03	24.12	1.54	28.96	1.28	2005
Iowa City IA	31.46	24.69	1.27	26.51	1.19	2005
Johnstown PA	34.62	22.80	1.52	25.52	1.36	2005
Kalamazoo MI	36.82	24.72	1.49	28.10	1.31	2003
Kansas City MO-KS	30.82	23.28	1.32	29.61	1.04	2005
Knoxville TN	28.28	18.65	1.52	24.69	1.15	2005
Lincoln NE	28.34	20.13	1.41	23.58	1.20	2005
Los Angeles CA	44.03	28.08	1.57	35.94	1.23	2005
Louisville KY-IN	36.60	20.50	1.79	21.68	1.69	2005

Metro Area	Public School Teacher Mean Hourly Earnings	White-Collar (Excluding Sales) Mean Hourly Earnings Total	Ratio of Mean Hourly Earnings for Public School Teachers to White-Collar Workers	Professional Specialty and Technical Mean Hourly Earnings Total	Ratio of Mean Hourly Earnings for Public School Teachers to Professional Specialty and Technical Workers	Year Data Obtained
Memphis TN-MS-AR	32.24	23.85	1.35	28.59	1.13	2006
Miami FL	31.33	23.08	1.36	28.44	1.10	2004
Milwaukee WI	33.86	26.45	1.28	29.07	1.16	2005
Minneapolis MN-WI	35.19	26.12	1.35	31.69	1.11	2005
New Orleans LA	30.36	23.24	1.31	27.84	1.09	2004
New York NY-NJ-PA	45.79	33.58	1.36	38.26	1.20	2005
Oklahoma City OK	26.08	20.66	1.26	25.61	1.02	2006
Orlando FL	25.03	23.22	1.08	25.40	0.99	2005
Philadelphia PA-NJ-DE-MD	41.34	28.36	1.46	34.41	1.20	2004
Phoenix AZ	26.26	24.23	1.08	31.16	0.84	2005
Pittsburgh PA	37.10	23.02	1.61	28.63	1.30	2004
Portland OR-WA	31.79	25.81	1.23	31.02	1.02	2005
Providence RI-MA	38.92	26.93	1.45	31.46	1.24	2004
Raleigh NC	22.38	26.35	0.85	31.48	0.71	2004
Reading PA	37.10	25.54	1.45	28.79	1.29	2005
Richmond VA	28.06	24.54	1.14	31.13	0.90	2005
Rochester NY	37.88	25.80	1.47	29.19	1.30	2005
Rockford IL	38.67	24.87	1.55	30.57	1.26	2005
Sacramento- CA	44.19	26.26	1.68	32.70	1.35	2005
Salinas CA	44.64	29.82	1.50	40.17	1.11	2005
San Antonio TX	29.06	21.61	1.34	26.72	1.09	2005
San Diego CA	40.60	28.97	1.40	34.03	1.19	2004
San Francisco CA	46.70	34.24	1.36	39.66	1.18	2005
Seattle WA	33.38	28.61	1.17	30.96	1.08	2004
Springfield MA	39.07	31.19	1.25	39.35	0.99	2005
Springfield MO	27.17	20.58	1.32	24.93	1.09	2005
St. Louis MO-IL	33.68	24.24	1.39	28.27	1.19	2005
Virginia VA-NC	31.21	24.42	1.28	25.72	1.21	2005
Visalia CA	39.87	25.32	1.57	32.50	1.23	2005
Washington DC-VA-MD-WV	35.89	29.21	1.23	32.79	1.09	2005
York PA	36.35	25.14	1.45	28.47	1.28	2005
Youngstown OH-PA	34.86	22.28	1.56	26.62	1.31	2005

Table IA — Mean Hourly Earnings for Public School Teachers Relative to White-Collar and Professional Workers (Organized by Public School Teacher Hourly Earnings)							
Rank		Public School Teacher Mean Hourly Earnings	White-Collar (Excluding Sales) Mean Hourly Earnings Total	Ratio of Mean Hourly Earnings for Public School Teachers to White-Collar Workers	Professional Specialty and Technical Mean Hourly Earnings Total	Ratio of Mean Hourly Earnings for Public School Teachers to Professional Specialty and Technical Workers	Year Data Obtained
	National	34.06	25.08	1.36	30.66	1.11	2005
	Metro Area						
1	Detroit MI	47.28	29.40	1.61	34.85	1.36	2005
2	San Francisco CA	46.70	34.24	1.36	39.66	1.18	2005
3	New York NY-NJ-PA	45.79	33.58	1.36	38.26	1.20	2005
4	Salinas CA	44.64	29.82	1.50	40.17	1.11	2005
5	Sacramento CA	44.19	26.26	1.68	32.70	1.35	2005
6	Los Angeles CA	44.03	28.08	1.57	35.94	1.23	2005
7	Hartford CT	43.95	30.19	1.46	33.31	1.32	2005
8	Grand Rapids MI	42.99	23.87	1.80	29.39	1.46	2005
9	Philadelphia PA-NJ-DE-MD	41.34	28.36	1.46	34.41	1.20	2004
10	San Diego CA	40.60	28.97	1.40	34.03	1.19	2004
11	Boston MA-NH	40.17	30.30	1.33	33.36	1.20	2005
12	Chicago IL-IN-WI	39.99	28.75	1.39	35.66	1.12	2005
13	Visalia CA	39.87	25.32	1.57	32.50	1.23	2005
14	Buffalo NY	39.18	23.14	1.69	31.10	1.26	2005
15	Springfield MA	39.07	31.19	1.25	39.35	0.99	2005
16	Providence RI-MA	38.92	26.93	1.45	31.46	1.24	2004
17	Rockford IL	38.67	24.87	1.55	30.57	1.26	2005
18	Cleveland OH	38.36	24.66	1.56	28.52	1.35	2004
19	Elkhart IN	37.94	20.33	1.87	23.59	1.61	2005
20	Rochester NY	37.88	25.80	1.47	29.19	1.30	2005
21	Pittsburgh PA	37.10	23.02	1.61	28.63	1.30	2004
22	Reading PA	37.10	25.54	1.45	28.79	1.29	2005
23	Dayton OH	37.08	25.22	1.47	28.86	1.28	2005
24	Indianapolis IN	37.03	24.12	1.54	28.96	1.28	2005
25	Kalamazoo MI	36.82	24.72	1.49	28.10	1.31	2003
26	Cincinnati OH-KY-IN	36.72	25.93	1.42	31.67	1.16	2005
27	Louisville KY-IN	36.60	20.50	1.79	21.68	1.69	2005
28	York PA	36.35	25.14	1.45	28.47	1.28	2005
29	Washington DC-VA-MD-WV	35.89	29.21	1.23	32.79	1.09	2005
30	Columbus OH	35.67	21.78	1.64	28.76	1.24	2005
31	Minneapolis MN-WI	35.19	26.12	1.35	31.69	1.11	2005
32	Youngstown OH-PA	34.86	22.28	1.56	26.62	1.31	2005
33	Johnstown PA	34.62	22.80	1.52	25.52	1.36	2005
34	Milwaukee WI	33.86	26.45	1.28	29.07	1.16	2005

Rank	Metro Area	Public School Teacher Mean Hourly Earnings	White-Collar (Excluding Sales) Mean Hourly Earnings Total	Ratio of Mean Hourly Earnings for Public School Teachers to White-Collar Workers	Professional Specialty and Technical Mean Hourly Earnings Total	Ratio of Mean Hourly Earnings for Public School Teachers to Professional Specialty and Technical Workers	Year Data Obtained
35	St. Louis MO-IL	33.68	24.24	1.39	28.27	1.19	2005
36	Seattle WA	33.38	28.61	1.17	30.96	1.08	2004
37	Atlanta GA	32.90	26.27	1.25	32.07	1.03	2005
38	Denver CO	32.64	28.43	1.15	33.04	0.99	2005
39	Memphis TN-MS-AR	32.24	23.85	1.35	28.59	1.13	2006
40	Honolulu HI	32.01	25.43	1.26	32.00	1.00	2006
41	Portland OR-WA	31.79	25.81	1.23	31.02	1.02	2005
42	Iowa City IA	31.46	24.69	1.27	26.51	1.19	2005
43	Miami FL	31.33	23.08	1.36	28.44	1.10	2004
44	Virginia Beach VA-NC	31.21	24.42	1.28	25.72	1.21	2005
45	Greenville SC	30.96	23.00	1.35	27.11	1.14	2005
46	Kansas City MO-KS	30.82	23.28	1.32	29.61	1.04	2005
47	Augusta GA-SC	30.55	26.23	1.16	28.55	1.07	2006
48	New Orleans LA	30.36	23.24	1.31	27.84	1.09	2004
49	Houston TX	29.70	26.50	1.12	31.93	0.93	2004
50	Dallas TX	29.62	27.70	1.07	32.65	0.91	2005
51	Brownsville TX	29.14	20.41	1.43	26.79	1.09	2005
52	San Antonio TX	29.06	21.61	1.34	26.72	1.09	2005
53	Lincoln NE	28.34	20.13	1.41	23.58	1.20	2005
54	Knoxville TN	28.28	18.65	1.52	24.69	1.15	2005
55	Richmond VA	28.06	24.54	1.14	31.13	0.90	2005
56	Springfield MO	27.17	20.58	1.32	24.93	1.09	2005
57	Corpus Christi TX	27.03	18.33	1.47	22.89	1.18	2005
58	Austin TX	27.00	24.10	1.12	30.49	0.89	2005
59	Birmingham AL	26.53	22.92	1.16	24.75	1.07	2006
60	Amarillo TX	26.38	17.56	1.50	21.49	1.23	2005
61	Phoenix AZ	26.26	24.23	1.08	31.16	0.84	2005
62	Oklahoma City OK	26.08	20.66	1.26	25.61	1.02	2006
63	Charlotte NC-SC	25.18	24.31	1.04	28.45	0.89	2005
64	Orlando FL	25.03	23.22	1.08	25.40	0.99	2005
65	Raleigh NC	22.38	26.35	0.85	31.48	0.71	2004
66	Greensboro NC	21.67	21.56	1.01	26.62	0.81	2005

Table IB — Mean Hourly Earnings for Public School Teachers Relative to White-Collar and Professional Workers (Organized by the Ratio of Mean Hourly Earnings for Public School Teachers to White-Collar Workers)

Rank		Public School Teacher Mean Hourly Earnings	White-Collar (Excluding Sales) Mean Hourly Earnings Total	Ratio of Mean Hourly Earnings for Public School Teachers to White-Collar Workers	Professional Specialty and Technical Mean Hourly Earnings Total	Ratio of Mean Hourly Earnings for Public School Teachers to Professional Specialty and Technical Workers	Year Data Obtained
	National	34.06	25.08	1.36	30.66	1.11	2005
	Metro Area						
1	Elkhart IN	37.94	20.33	1.87	23.59	1.61	2005
2	Grand Rapids MI	42.99	23.87	1.80	29.39	1.46	2005
3	Louisville KY-IN	36.60	20.50	1.79	21.68	1.69	2005
4	Buffalo NY	39.18	23.14	1.69	31.10	1.26	2005
5	Sacramento CA	44.19	26.26	1.68	32.70	1.35	2005
6	Columbus OH	35.67	21.78	1.64	28.76	1.24	2005
7	Pittsburgh PA	37.10	23.02	1.61	28.63	1.30	2004
8	Detroit MI	47.28	29.40	1.61	34.85	1.36	2005
9	Visalia CA	39.87	25.32	1.57	32.50	1.23	2005
10	Los Angeles CA	44.03	28.08	1.57	35.94	1.23	2005
11	Youngstown OH-PA	34.86	22.28	1.56	26.62	1.31	2005
12	Cleveland OH	38.36	24.66	1.56	28.52	1.35	2004
13	Rockford IL	38.67	24.87	1.55	30.57	1.26	2005
14	Indianapolis IN	37.03	24.12	1.54	28.96	1.28	2005
15	Johnstown PA	34.62	22.80	1.52	25.52	1.36	2005
16	Knoxville TN	28.28	18.65	1.52	24.69	1.15	2005
17	Amarillo TX	26.38	17.56	1.50	21.49	1.23	2005
18	Salinas CA	44.64	29.82	1.50	40.17	1.11	2005
19	Kalamazoo MI	36.82	24.72	1.49	28.10	1.31	2003
20	Corpus Christi TX	27.03	18.33	1.47	22.89	1.18	2005
21	Dayton OH	37.08	25.22	1.47	28.86	1.28	2005
22	Rochester NY	37.88	25.80	1.47	29.19	1.30	2005
23	Philadelphia PA-NJ-DE-MD	41.34	28.36	1.46	34.41	1.20	2004
24	Hartford CT	43.95	30.19	1.46	33.31	1.32	2005
25	Reading PA	37.10	25.54	1.45	28.79	1.29	2005
26	York PA	36.35	25.14	1.45	28.47	1.28	2005
27	Providence RI-MA	38.92	26.93	1.45	31.46	1.24	2004
28	Brownsville TX	29.14	20.41	1.43	26.79	1.09	2005
29	Cincinnati OH-KY-IN	36.72	25.93	1.42	31.67	1.16	2005
30	Lincoln NE	28.34	20.13	1.41	23.58	1.20	2005
31	San Diego CA	40.60	28.97	1.40	34.03	1.19	2004
32	Chicago IL-IN-WI	39.99	28.75	1.39	35.66	1.12	2005
33	St. Louis MO-IL	33.68	24.24	1.39	28.27	1.19	2005

Rank	Metro Area	Public School Teacher Mean Hourly Earnings	White-Collar (Excluding Sales) Mean Hourly Earnings Total	Ratio of Mean Hourly Earnings for Public School Teachers to White-Collar Workers	Professional Specialty and Technical Mean Hourly Earnings Total	Ratio of Mean Hourly Earnings for Public School Teachers to Professional Specialty and Technical Workers	Year Data Obtained
34	San Francisco CA	46.70	34.24	1.36	39.66	1.18	2005
35	New York NY-NJ-PA	45.79	33.58	1.36	38.26	1.20	2005
36	Miami FL	31.33	23.08	1.36	28.44	1.10	2004
37	Memphis TN-MS-AR	32.24	23.85	1.35	28.59	1.13	2006
38	Minneapolis MN-WI	35.19	26.12	1.35	31.69	1.11	2005
39	Greenville SC	30.96	23.00	1.35	27.11	1.14	2005
40	San Antonio TX	29.06	21.61	1.34	26.72	1.09	2005
41	Boston MA-NH	40.17	30.30	1.33	33.36	1.20	2005
42	Kansas City MO-KS	30.82	23.28	1.32	29.61	1.04	2005
43	Springfield MO	27.17	20.58	1.32	24.93	1.09	2005
44	New Orleans LA	30.36	23.24	1.31	27.84	1.09	2004
45	Milwaukee WI	33.86	26.45	1.28	29.07	1.16	2005
46	Virginia VA-NC	31.21	24.42	1.28	25.72	1.21	2005
47	Iowa City IA	31.46	24.69	1.27	26.51	1.19	2005
48	Oklahoma City OK	26.08	20.66	1.26	25.61	1.02	2006
49	Honolulu HI	32.01	25.43	1.26	32.00	1.00	2006
50	Springfield MA	39.07	31.19	1.25	39.35	0.99	2005
51	Atlanta GA	32.90	26.27	1.25	32.07	1.03	2005
52	Portland OR-WA	31.79	25.81	1.23	31.02	1.02	2005
53	Washington DC-VA-MD-WV	35.89	29.21	1.23	32.79	1.09	2005
54	Seattle WA	33.38	28.61	1.17	30.96	1.08	2004
55	Augusta GA-SC	30.55	26.23	1.16	28.55	1.07	2006
56	Birmingham AL	26.53	22.92	1.16	24.75	1.07	2006
57	Denver CO	32.64	28.43	1.15	33.04	0.99	2005
58	Richmond VA	28.06	24.54	1.14	31.13	0.90	2005
59	Houston TX	29.70	26.50	1.12	31.93	0.93	2004
60	Austin TX	27.00	24.10	1.12	30.49	0.89	2005
61	Phoenix AZ	26.26	24.23	1.08	31.16	0.84	2005
62	Orlando FL	25.03	23.22	1.08	25.40	0.99	2005
63	Dallas TX	29.62	27.70	1.07	32.65	0.91	2005
64	Charlotte NC-SC	25.18	24.31	1.04	28.45	0.89	2005
65	Greensboro NC	21.67	21.56	1.01	26.62	0.81	2005
66	Raleigh NC	22.38	26.35	0.85	31.48	0.71	2004

Table IC — Mean Hourly Earnings for Public School Teachers Relative to White-Collar and Professional Workers (Organized by the Ratio of Mean Hourly Earnings for Public School Teachers to Professional and Technical Workers)

Rank		Public School Teacher Mean Hourly Earnings	White-Collar (Excluding Sales) Mean Hourly Earnings Total	Ratio of Mean Hourly Earnings for Public School Teachers to White-Collar Workers	Professional Specialty and Technical Mean Hourly Earnings Total	Ratio of Mean Hourly Earnings for Public School Teachers to Professional Specialty and Technical Workers	Year Data Obtained
	National	34.06	25.08	1.36	30.66	1.11	2005
	Metro Area						
1	Louisville KY-IN	36.60	20.50	1.79	21.68	1.69	2005
2	Elkhart IN	37.94	20.33	1.87	23.59	1.61	2005
3	Grand Rapids MI	42.99	23.87	1.80	29.39	1.46	2005
4	Detroit MI	47.28	29.40	1.61	34.85	1.36	2005
5	Johnstown PA	34.62	22.80	1.52	25.52	1.36	2005
6	Sacramento CA	44.19	26.26	1.68	32.70	1.35	2005
7	Cleveland OH	38.36	24.66	1.56	28.52	1.35	2004
8	Hartford CT	43.95	30.19	1.46	33.31	1.32	2005
9	Kalamazoo MI	36.82	24.72	1.49	28.10	1.31	2003
10	Youngstown OH-PA	34.86	22.28	1.56	26.62	1.31	2005
11	Rochester NY	37.88	25.80	1.47	29.19	1.30	2005
12	Pittsburgh PA	37.10	23.02	1.61	28.63	1.30	2004
13	Reading PA	37.10	25.54	1.45	28.79	1.29	2005
14	Dayton OH	37.08	25.22	1.47	28.86	1.28	2005
15	Indianapolis IN	37.03	24.12	1.54	28.96	1.28	2005
16	York PA	36.35	25.14	1.45	28.47	1.28	2005
17	Rockford IL	38.67	24.87	1.55	30.57	1.26	2005
18	Buffalo NY	39.18	23.14	1.69	31.10	1.26	2005
19	Columbus OH	35.67	21.78	1.64	28.76	1.24	2005
20	Providence RI-MA	38.92	26.93	1.45	31.46	1.24	2004
21	Amarillo TX	26.38	17.56	1.50	21.49	1.23	2005
22	Visalia CA	39.87	25.32	1.57	32.50	1.23	2005
23	Los Angeles CA	44.03	28.08	1.57	35.94	1.23	2005
24	Virginia Beach VA-NC	31.21	24.42	1.28	25.72	1.21	2005
25	Boston MA-NH	40.17	30.30	1.33	33.36	1.20	2005
26	Lincoln NE	28.34	20.13	1.41	23.58	1.20	2005
27	Philadelphia PA-NJ-DE-MD	41.34	28.36	1.46	34.41	1.20	2004
28	New York NY-NJ-PA	45.79	33.58	1.36	38.26	1.20	2005
29	San Diego CA	40.60	28.97	1.40	34.03	1.19	2004
30	St. Louis MO-IL	33.68	24.24	1.39	28.27	1.19	2005
31	Iowa City IA	31.46	24.69	1.27	26.51	1.19	2005
32	Corpus Christi TX	27.03	18.33	1.47	22.89	1.18	2005
33	San Francisco CA	46.70	34.24	1.36	39.66	1.18	2005

Rank	Metro Area	Public School Teacher Mean Hourly Earnings	White-Collar (Excluding Sales) Mean Hourly Earnings Total	Ratio of Mean Hourly Earnings for Public School Teachers to White-Collar Workers	Professional Specialty and Technical Mean Hourly Earnings Total	Ratio of Mean Hourly Earnings for Public School Teachers to Professional Specialty and Technical Workers	Year Data Obtained
34	Milwaukee WI	33.86	26.45	1.28	29.07	1.16	2005
35	Cincinnati OH-KY-IN	36.72	25.93	1.42	31.67	1.16	2005
36	Knoxville TN	28.28	18.65	1.52	24.69	1.15	2005
37	Greenville SC	30.96	23.00	1.35	27.11	1.14	2005
38	Memphis TN-MS-AR	32.24	23.85	1.35	28.59	1.13	2006
39	Chicago IL-IN-WI	39.99	28.75	1.39	35.66	1.12	2005
40	Salinas CA	44.64	29.82	1.50	40.17	1.11	2005
41	Minneapolis MN-WI	35.19	26.12	1.35	31.69	1.11	2005
42	Miami FL	31.33	23.08	1.36	28.44	1.10	2004
43	Washington DC-VA-MD-WV	35.89	29.21	1.23	32.79	1.09	2005
44	New Orleans LA	30.36	23.24	1.31	27.84	1.09	2004
45	Springfield MO	27.17	20.58	1.32	24.93	1.09	2005
46	Brownsville TX	29.14	20.41	1.43	26.79	1.09	2005
47	San Antonio TX	29.06	21.61	1.34	26.72	1.09	2005
48	Seattle WA	33.38	28.61	1.17	30.96	1.08	2004
49	Birmingham AL	26.53	22.92	1.16	24.75	1.07	2006
50	Augusta GA-SC	30.55	26.23	1.16	28.55	1.07	2006
51	Kansas City MO-KS	30.82	23.28	1.32	29.61	1.04	2005
52	Atlanta GA	32.90	26.27	1.25	32.07	1.03	2005
53	Portland OR-WA	31.79	25.81	1.23	31.02	1.02	2005
54	Oklahoma City OK	26.08	20.66	1.26	25.61	1.02	2006
55	Honolulu HI	32.01	25.43	1.26	32.00	1.00	2006
56	Springfield MA	39.07	31.19	1.25	39.35	0.99	2005
57	Denver CO	32.64	28.43	1.15	33.04	0.99	2005
58	Orlando FL	25.03	23.22	1.08	25.40	0.99	2005
59	Houston TX	29.70	26.50	1.12	31.93	0.93	2004
60	Dallas TX	29.62	27.70	1.07	32.65	0.91	2005
61	Richmond VA	28.06	24.54	1.14	31.13	0.90	2005
62	Austin TX	27.00	24.10	1.12	30.49	0.89	2005
63	Charlotte NC-SC	25.18	24.31	1.04	28.45	0.89	2005
64	Phoenix AZ	26.26	24.23	1.08	31.16	0.84	2005
65	Greensboro NC	21.67	21.56	1.01	26.62	0.81	2005
66	Raleigh NC	22.38	26.35	0.85	31.48	0.71	2004

Table 2 — Mean Hourly Earnings for Public School Teachers Compared with Noneducational Professional and Technical Workers

	Mean Hourly Earnings	Ratio to Public School Teachers
Airplane pilots and navigators	97.51	2.86
Optometrists	62.86	1.85
Judges	61.38	1.80
Physicians	61.34	1.80
Lawyers	50.89	1.49
Dentists	46.30	1.36
Pharmacists	45.25	1.33
Petroleum engineers	43.16	1.27
Aerospace engineers	42.27	1.24
Announcers	40.13	1.18
Nuclear engineers	39.93	1.17
Engineers, n.e.c.*	39.27	1.15
Electrical and electronic engineers	39.13	1.15
Musicians and composers	38.84	1.14
Actuaries	37.23	1.09
Physicians' assistants	36.71	1.08
Technical writers	35.82	1.05
Chemical engineers	35.76	1.05
Surveyors and mapping scientists	35.72	1.05
Operations and systems researchers and analysts	35.71	1.05
Computer systems analysts and scientists	35.33	1.04
Physicists and astronomers	35.12	1.03
Geologists and geodesists	34.15	1.00
Public School Teachers	**34.06**	**1.00**
Economists	33.85	0.99
Health diagnosing practitioners, n.e.c.*	33.45	0.98
Metallurgical and materials engineers	33.20	0.97
Industrial engineers	33.19	0.97
Actors and directors	33.13	0.97
Civil engineers	32.49	0.95
Chemists, except biochemists	32.23	0.95
Mechanical engineers	31.93	0.94
Dental hygienists	31.57	0.93
Professional, n.e.c.*	31.43	0.92
Psychologists	31.02	0.91
Computer programmers	30.82	0.90
Architects	30.22	0.89
Physical scientists, n.e.c.*	29.53	0.87
Athletes	29.51	0.87
Speech therapists	29.47	0.87
Marine engineers and naval architects	29.46	0.86

*not elsewhere classified

	Mean Hourly Earnings	Ratio to Public School Teachers
Physical therapists	29.34	0.86
Social scientists, n.e.c.*	28.99	0.85
Agricultural and food scientists	28.89	0.85
Biological and life scientists	28.87	0.85
Statisticians	28.43	0.83
Librarians	28.37	0.83
Medical scientists	28.01	0.82
Registered nurses	27.90	0.82
Urban planners	26.93	0.79
Editors and reporters	25.97	0.76
Occupational therapists	25.96	0.76
Public relations specialists	24.98	0.73
Archivists and curators	24.74	0.73
Engineering technicians, n.e.c.*	24.47	0.72
Industrial engineering technicians	24.21	0.71
Radiological technicians	24.11	0.71
Electrical and electronic technicians	23.89	0.70
Tool programmers, numerical control	23.35	0.69
Mechanical engineering technicians	22.78	0.67
Respiratory therapists	22.76	0.67
Legal assistants	22.50	0.66
Chemical technicians	21.98	0.65
Drafters	21.93	0.64
Designers	21.65	0.64
Dietitians	21.28	0.62
Science technicians, n.e.c.*	21.28	0.62
Forestry and conservation scientists	21.27	0.62
Technical and related, n.e.c.*	20.62	0.61
Surveying and mapping technicians	19.71	0.58
Social workers	19.11	0.56
Clinical laboratory technologists and technicians	18.87	0.55
Social, recreation, and religious workers	18.80	0.55
Religious workers, n.e.c.*	18.74	0.55
Painters, sculptors, craft artists, and artist printmakers	18.69	0.55
Biological technicians	18.11	0.53
Therapists, n.e.c.*	17.72	0.52
Licensed practical nurses	17.47	0.51
Photographers	17.14	0.50
Health technologists and technicians, n.e.c.*	16.69	0.49
Broadcast equipment operators .	16.50	0.48
Artists, performers, and related workers	16.43	0.48
Clergy	15.74	0.46
Health record technologists and technicians	15.68	0.46
Recreation workers	15.01	0.44

*not elsewhere classified

Table 3 — Public and Private School Teacher Mean Hourly Earnings

	Public School Teacher Mean Hourly Earnings	Private School Teacher Mean Hourly Earnings	Ratio of Public to Private School Teacher Mean Hourly Earnings	Total School Teacher Mean Hourly Earnings	Year
National	34.06	21.11	1.61	32.06	2005
Metro Area					
Amarillo TX	26.38			26.38	2005
Atlanta GA	32.90			32.50	2005
Augusta GA-SC	30.55			30.36	2006
Austin TX	27.00	19.47	1.39	25.83	2005
Birmingham AL	26.53			26.53	2006
Boston MA-NH	40.17	24.27	1.66	38.64	2005
Brownsville TX	29.14			28.35	2005
Buffalo NY	39.18	20.47	1.91	37.32	2005
Charlotte NC-SC	25.18			25.51	2005
Chicago IL-IN-WI	39.99	30.82	1.30	39.11	2005
Cincinnati OH-KY-IN	36.72	27.06	1.36	35.75	2005
Cleveland OH	38.36			36.41	2004
Columbus OH	35.67	26.28	1.36	34.92	2005
Corpus Christi TX	27.03			26.92	2005
Dallas TX	29.62	25.12	1.18	29.25	2005
Dayton OH	37.08			36.93	2005
Denver CO	32.64	20.96	1.56	30.74	2005
Detroit MI	47.28	25.09	1.88	44.96	2005
Elkhart IN	37.94			37.60	2005
Fort Collins CO				32.75	2005
Grand Rapids MI	42.99			39.83	2005
Greensboro NC	21.67			21.70	2005
Greenville SC	30.96			30.78	2005
Hartford CT	43.95			40.70	2005
Honolulu HI	32.01	31.96	1.00	32.00	2006
Houston TX	27.70	30.26	0.92	29.74	2004
Huntsville AL				27.91	2005
Indianapolis IN	37.03			36.29	2005
Iowa City IA	31.46			30.02	2005
Johnstown PA	34.62			33.35	2005
Kalamazoo MI	36.82			33.07	2003
Kansas City MO-KS	30.82	26.32		30.11	2005
Kennewick WA				31.57	2005
Knoxville TN	28.28			27.92	2005
Lincoln NE	28.34			27.81	2005
Los Angeles CA	44.03	22.73	1.94	41.00	2005
Louisville KY-IN	36.60			36.36	2005

Metro Area	Public School Teacher Mean Hourly Earnings	Private School Teacher Mean Hourly Earnings	Ratio of Public to Private School Teacher Mean Hourly Earnings	Total School Teacher Mean Hourly Earnings	Year
Memphis TN-MS-AR	32.24	21.84	1.48	31.66	2006
Miami FL	31.33			31.10	2004
Milwaukee WI	33.86			33.62	2005
Minneapolis MN-WI	35.19	17.51	2.01	32.34	2005
Mobile AL				27.63	2005
New Orleans LA	30.36			29.42	2004
New York NY-NJ-PA	45.79	26.67	1.72	42.49	2005
Oklahoma City OK	26.08			25.96	2006
Orlando FL	25.03			25.74	2005
Philadelphia PA-NJ-DE-MD	41.34	22.26	1.86	37.35	2004
Phoenix AZ	26.26	39.41	0.67	26.77	2005
Pittsburgh PA	37.10	23.40	1.59	36.13	2004
Portland- OR-WA	31.79	17.89	1.78	28.92	2005
Providence RI-MA	38.92			37.78	2004
Raleigh NC	22.38	24.19	0.93	22.67	2004
Reading PA	37.10			37.10	2005
Richmond VA	28.06			28.06	2005
Rochester NY	37.88			37.44	2005
Rockford IL	38.67			38.67	2005
Sacramento CA	44.19			42.79	2005
Salinas CA	44.64			44.64	2005
San Antonio TX	29.06	13.57	2.14	27.61	2005
San Diego CA	40.60	20.92	1.94	37.13	2004
San Francisco CA	46.70	22.28	2.10	42.56	2005
Seattle WA	33.38	22.89	1.46	32.41	2005
Springfield MA	39.07			39.07	2005
Springfield MO	27.17			27.09	2005
St. Louis MO-IL	33.68			31.95	2005
Tampa FL				28.06	2005
Virginia Beach VA-NC	31.21	26.18	1.19	30.95	2005
Visalia CA	39.87			39.87	2005
Washington DC-VA-MD-WV	35.89	23.57	1.52	34.44	2005
York PA	36.35			36.35	2005
Youngstown OH-PA	34.86	23.91	1.46	32.54	2005

Table 4 — A Comparison of Mean Weekly Hours for Full-Time Workers (Organized Alphabetically)

	Public School Teacher Mean Weekly Hours	Private School Teacher Mean Weekly Hours	Total School Teacher Mean Weekly Hours	White-Collar (Excluding Sales) Weekly Hours Total	Professional Specialty Mean Weekly Hours	Year
National	36.5	38.3	36.8	39.4	39.0	2005
Metro Area						
Amarillo TX	40.0		40.0	40.0	39.5	2005
Atlanta GA	39.1		39.1	39.7	39.3	2005
Augusta GA-SC	39.3		38.9	39.5	39.6	2006
Austin TX	39.6	40.0	39.6	40.1	40.2	2005
Birmingham AL	39.0		39.0	39.9	39.8	2006
Boston MA-NH	34.4	42.1	35.0	38.7	38.4	2005
Brownsville TX	38.0		38.1	39.6	38.8	2005
Buffalo NY	34.6	38.0	34.9	38.8	38.0	2005
Charlotte NC-SC	37.2		37.4	39.8	38.9	2005
Chicago IL-IN-WI	33.7	38.3	34.1	39.0	38.4	2005
Cincinnati OH-KY-IN	35.6	38.8	35.9	39.3	38.5	2005
Cleveland OH	37.4		37.1	39.6	39.3	2004
Columbus OH	39.0	38.8	39.0	39.9	40.2	2005
Corpus Christi TX	39.1		39.1	39.2	39.0	2005
Dallas TX	39.2	39.3	39.2	39.6	39.2	2005
Dayton OH	36.8		36.8	39.6	39.3	2005
Denver CO	39.2	38.5	39.1	39.6	39.0	2005
Detroit MI	34.3	39.2	34.7	39.5	39.1	2005
Elkhart IN	33.7		33.8	38.9	38.1	2005
Grand Rapids MI	32.6		33.2	39.1	38.0	2005
Greensboro NC	39.4		39.4	40.0	39.6	2005
Greenville SC	36.0		36.1	39.5	39.3	2005
Hartford CT	35.0		35.2	39.0	38.3	2005
Honolulu HI	35.5	39.9	36.4	39.0	38.3	2006
Houston TX	39.0	41.3	39.1	39.7	39.5	2004
Indianapolis IN	35.0		35.4	39.4	39.0	2005
Iowa City IA	36.6		37.0	39.8	39.7	2005
Johnstown PA	37.5		37.6	38.4	38.1	2005
Kalamazoo MI	34.1		35.0	39.2	38.4	2003
Kansas City MO-KS	37.9	39.6	38.2	39.7	39.5	2005
Knoxville TN	38.4		38.5	39.8	39.6	2005
Lincoln NE	36.6		36.7	39.7	39.2	2005
Los Angeles CA	33.2	39.0	33.9	39.2	38.1	2005
Louisville KY-IN	37.0		37.0	39.4	39.2	2005
Memphis TN-MS-AR	37.4	38.7	37.4	38.6	37.9	2006
Miami FL	36.5		36.7	39.5	38.6	2004

Metro Area	Public School Teacher Mean Weekly Hours	Private School Teacher Mean Weekly Hours	Total School Teacher Mean Weekly Hours	White-Collar (Excluding Sales) Weekly Hours Total	Professional Specialty Mean Weekly Hours	Year
Milwaukee WI	40.0		40.0	39.9	40.0	2005
Minneapolis MN-WI	38.5	40.0	38.7	39.9	39.9	2005
New Orleans LA	35.5		35.7	39.3	38.9	2004
New York NY-NJ-PA	32.7	36.9	33.4	37.6	37.2	2005
Oklahoma City OK	36.5		36.6	40.3	40.6	2006
Orlando FL	37.6		38.2	39.8	39.7	2005
Philadelphia PA-NJ-DE-MD	34.1	39.3	35.1	38.7	38.1	2004
Phoenix AZ	39.7	40.0	39.8	39.6	39.2	2005
Pittsburgh PA	38.4	37.0	38.3	39.3	39.2	2004
Portland OR-WA	39.8	39.8	39.8	39.9	40.0	2005
Providence RI-MA	33.7		34.1	38.0	37.6	2004
Raleigh NC	35.5	43.6	36.6	39.4	39.1	2004
Reading PA	37.4		37.4	39.5	39.0	2005
Richmond VA	38.0		38.1	39.4	39.3	2005
Rochester NY	34.8		34.8	38.3	38.0	2005
Rockford IL	33.7		33.7	39.1	38.5	2005
Sacramento CA	33.9		34.3	39.7	39.0	2005
Salinas CA	36.0		36.0	39.3	39.8	2005
San Antonio TX	39.7	40.0	39.7	40.4	39.9	2005
San Diego CA	33.5	40.0	34.5	39.2	38.4	2004
San Francisco CA	34.2	39.9	35.0	39.9	39.6	2005
Seattle WA	37.8	40.1	38.0	39.9	39.7	2005
Springfield MA	34.0		34.0	37.6	37.2	2005
Springfield MO	36.8		37.0	40.0	39.4	2005
St. Louis MO-IL	34.9		35.1	39.1	38.4	2005
Virginia Beach VA-NC	36.7	37.6	36.8	40.4	38.9	2005
Visalia CA	36.5		36.5	38.9	38.0	2005
Washington DC-VA-MD-WV	36.5	38.2	36.7	39.4	39.1	2005
York PA	37.7		37.7	39.9	39.1	2005
Youngstown OH-PA	36.3	38.7	36.8	39.3	39.0	2005

Table 4A — A Comparison of Mean Weekly Hours for Full-Time Workers (Organized by Public School Teacher Mean Weekly Hours)

Rank		Public School Teacher Mean Weekly Hours	Private School Teacher Mean Weekly Hours	Total School Teacher Mean Weekly Hours	White-Collar (Excluding Sales) Weekly Hours Total	Professional Specialty Mean Weekly Hours	Year
	National	36.5	38.3	36.8	39.4	39.0	2005
	Metro Area						
1	Amarillo TX	40.0		40.0	40.0	39.5	2005
2	Milwaukee WI	40.0		40.0	39.9	40.0	2005
3	Portland OR-WA	39.8	39.8	39.8	39.9	40.0	2005
4	Phoenix AZ	39.7	40.0	39.8	39.6	39.2	2005
5	San Antonio TX	39.7	40.0	39.7	40.4	39.9	2005
6	Austin TX	39.6	40.0	39.6	40.1	40.2	2005
7	Greensboro NC	39.4		39.4	40.0	39.6	2005
8	Augusta GA-SC	39.3		38.9	39.5	39.6	2006
9	Dallas TX	39.2	39.3	39.2	39.6	39.2	2005
10	Denver CO	39.2	38.5	39.1	39.6	39.0	2005
11	Atlanta GA	39.1		39.1	39.7	39.3	2005
12	Corpus Christi TX	39.1		39.1	39.2	39.0	2005
13	Birmingham AL	39.0		39.0	39.9	39.8	2006
14	Columbus OH	39.0	38.8	39.0	39.9	40.2	2005
15	Houston TX	39.0	41.3	39.1	39.7	39.5	2004
16	Minneapolis MN-WI	38.5	40.0	38.7	39.9	39.9	2005
17	Knoxville TN	38.4		38.5	39.8	39.6	2005
18	Pittsburgh PA	38.4	37.0	38.3	39.3	39.2	2004
19	Brownsville TX	38.0		38.1	39.6	38.8	2005
20	Richmond VA	38.0		38.1	39.4	39.3	2005
21	Kansas City MO-KS	37.9	39.6	38.2	39.7	39.5	2005
22	Seattle WA	37.8	40.1	38.0	39.9	39.7	2005
23	York PA	37.7		37.7	39.9	39.1	2005
24	Orlando FL	37.6		38.2	39.8	39.7	2005
25	Johnstown PA	37.5		37.6	38.4	38.1	2005
26	Cleveland OH	37.4		37.1	39.6	39.3	2004
27	Memphis TN-MS-AR	37.4	38.7	37.4	38.6	37.9	2006
28	Reading PA	37.4		37.4	39.5	39.0	2005
29	Charlotte NC-SC	37.2		37.4	39.8	38.9	2005
30	Louisville KY-IN	37.0		37.0	39.4	39.2	2005
31	Dayton OH	36.8		36.8	39.6	39.3	2005
32	Springfield MO	36.8		37.0	40.0	39.4	2005
33	Virginia Beach VA-NC	36.7	37.6	36.8	40.4	38.9	2005
34	Iowa City IA	36.6		37.0	39.8	39.7	2005
35	Lincoln NE	36.6		36.7	39.7	39.2	2005
36	Miami FL	36.5		36.7	39.5	38.6	2004

Rank	Metro Area	Public School Teacher Mean Weekly Hours	Private School Teacher Mean Weekly Hours	Total School Teacher Mean Weekly Hours	White-Collar (Excluding Sales) Weekly Hours Total	Professional Specialty Mean Weekly Hours	Year
37	Oklahoma City OK	36.5		36.6	40.3	40.6	2006
38	Visalia CA	36.5		36.5	38.9	38.0	2005
39	Washington DC-VA-MD-WV	36.5	38.2	36.7	39.4	39.1	2005
40	Youngstown OH-PA	36.3	38.7	36.8	39.3	39.0	2005
41	Greenville SC	36.0		36.1	39.5	39.3	2005
42	Salinas CA	36.0		36.0	39.3	39.8	2005
43	Cincinnati OH-KY-IN	35.6	38.8	35.9	39.3	38.5	2005
44	Honolulu HI	35.5	39.9	36.4	39.0	38.3	2006
45	New Orleans LA	35.5		35.7	39.3	38.9	2004
46	Raleigh NC	35.5	43.6	36.6	39.4	39.1	2004
47	Hartford CT	35.0		35.2	39.0	38.3	2005
48	Indianapolis IN	35.0		35.4	39.4	39.0	2005
49	St. Louis MO-IL	34.9		35.1	39.1	38.4	2005
50	Rochester NY	34.8		34.8	38.3	38.0	2005
51	Buffalo NY	34.6	38.0	34.9	38.8	38.0	2005
52	Boston MA-NH	34.4	42.1	35.0	38.7	38.4	2005
53	Detroit MI	34.3	39.2	34.7	39.5	39.1	2005
54	San Francisco CA	34.2	39.9	35.0	39.9	39.6	2005
55	Kalamazoo MI	34.1		35.0	39.2	38.4	2003
56	Philadelphia PA-NJ-DE-MD	34.1	39.3	35.1	38.7	38.1	2004
57	Springfield MA	34.0		34.0	37.6	37.2	2005
58	Sacramento CA	33.9		34.3	39.7	39.0	2005
59	Chicago IL-IN-WI	33.7	38.3	34.1	39.0	38.4	2005
60	Elkhart IN	33.7		33.8	38.9	38.1	2005
61	Providence RI-MA	33.7		34.1	38.0	37.6	2004
62	Rockford IL	33.7		33.7	39.1	38.5	2005
63	San Diego CA	33.5	40.0	34.5	39.2	38.4	2004
64	Los Angeles CA	33.2	39.0	33.9	39.2	38.1	2005
65	New York NY-NJ-PA	32.7	36.9	33.4	37.6	37.2	2005
66	Grand Rapids MI	32.6		33.2	39.1	38.0	2005

Table 5 — Effect of Teacher Pay Relative to White-Collar Workers on Metro Area High School Graduation Rates

Variable	Effect	P-Value
Public Teacher Pay/White-Collar Worker Pay	0.006	0.92
Student-Teacher Ratio	-0.034	0.27
Per-Pupil Current Spending (by 1,000)	0.000	0.97
% Free and Reduced-Price Lunch	-7.175	0.40
Median Household Income	0.000	0.65
% Disabled Students	-0.854	0.17
% White Students	0.193	0.00 **
Total Student Enrollment (by 100,000)	-0.012	0.05 **
Number of Districts in Metro Area (by 100)	0.044	0.09 *
(Constant)	1.756	0.08

N=45 Adjusted R-Squared=.463
*=significant at <=.10 **=signficant at <=.05

Table 6 — Effect of Teacher Pay Relative to Professional Workers on Metro Area High School Graduation Rates

Variable	Effect	P-Value
Public Teacher Pay/Professional Worker Pay	0.032	0.60
Student-Teacher Ratio	-0.035	0.26
Per-Pupil Current Spending (by 1,000)	-0.001	0.85
% Free and Reduced-Price Lunch	-7.003	0.41
Median Household Income	0.000	0.67
% Disabled Students	-0.933	0.14
% White Students	0.187	0.00**
Total Student Enrollment (by 100,000)	0.000	0.05**
Number of Districts in Metro Area (by 100)	0.000	0.10*
(Constant)	1.742	0.09

N=45 Adjusted R-Squared=.467
*=significant at <=.10 **=signficant at <=.05

Endnotes

1. David M. Herzenhorn, "First Lady Campaigns for Teachers and Trainees," *New York Times*, September 3, 2003.

2. Lisa Snell, "Study Shows Teacher Hiring Practices Need Work," *School Reform News*, October 2003.

3. Richard Cohen, "Leave No Teacher Behind," *Washington Post*, November 18, 2003.

4. See Allegretto, Corcoran, and Mishel, "How Does Teacher Pay Compare?" Economic Policy Institute, 2004; Michael Podgursky, "Fringe Benefits," *Education Next*, 2003 No. 3; and Greene, Forster, and Winters, *Education Myths*, Rowman & Littlefield, 2005.

5. The data come from various administrations of the National Compensation Survey. These surveys are available from the Bureau of Labor Statistics online at: http://www.bls.gov/ncs/ocs/compub.htm.

6. National Compensation Survey, June 2005, p. 154. Emphasis added. http://www.bls.gov/ncs/ocs/sp/ncbl0832.pdf.

7. BLS Bulletin 2444, available at: http://www.bls.gov/ebs/sp/chp2sl.txt.

8. Ibid.

9. BLS, "Work at Home in 2004," p. 3. ftp://ftp.bls.gov/pub/news.release/History/homey.09222005.news.

10. Ibid.

11. Graduation rates are calculated using the same method that we have used in our earlier work. See, for example, Jay P. Greene and Marcus A. Winters, "Leaving Boys Behind: Public High School Graduation Rates," Manhattan Institute, Civic Report No. 48, April 2006. http://www.manhattan-institute.org/html/cr_48.htm. Not all metro areas had the necessary information to compute graduation rates, so our sample shrank from 66 metro areas to 45.

12. For a review of research on residential school choice, see Clive R. Belfield and Henry M. Levin, "The Effects of Competition on Educational Outcomes: A Review of the U.S. Evidence," National Center for the Study of Privatization in Education, March 2002.

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