

DOCUMENT RESUME

ED 293 219

EA 019 969

TITLE The 1985 Public School Survey, Early Tabulations.  
E.D. TABS, Education Data Tabulations.  
INSTITUTION Center for Education Statistics (OERI/ED),  
Washington, DC.  
REPORT NO CS-87-302  
PUB DATE Nov 86  
NOTE 39p.  
PUB TYPE Statistical Data (110) -- Tests/Evaluation  
Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.  
DESCRIPTORS Elementary Secondary Education; Government  
Publications; \*Institutional Characteristics;  
National Surveys; \*Public Schools; School Demography;  
\*School Statistics; School Surveys; Tables (Data);  
\*Teacher Characteristics; \*Teacher Salaries; \*Time  
Management

ABSTRACT

This report includes early tabulations from the 1985 Public School Survey of schools and teachers. The tabulations and figures are prefaced by a description of the survey methodology, indicating what the limitations are on the data and briefly describing sampling variation. The mail sample survey collected information on a nationally representative sample of 2,801 public schools and 10,650 teachers. The purpose of this report is to make preliminary data available from the survey; it is only an excerpt of what will be available on the full public use data tape. School information includes data on enrollment, staffing, minority enrollment, use of aides and volunteers, use of computers, and incentive programs for teachers. Teacher information includes data on training, experience, age, racial-ethnic affiliation, teaching salary, working hours, and additional employment. The tables conclude with a copy of the questionnaires used to collect the data. The report does not include interpretation or highlights of findings, nor does it provide cross references to other data. (MLF)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

Center for Education Statistics

# E·D·TABS

Education Data Tabulations

ED293219

The 1985 Public School Survey

Early Tabulations

November 1986

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

## OERI

Office of Educational Research and Improvement  
U.S. Department of Education

EA 019 969



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY  
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

CENTER FOR EDUCATION STATISTICS

NOV 7 1986

Dear Colleague:

I am pleased to send you the third in our new series of advance publications on education statistics, E.D.TABS. This report includes early tabulations from the 1985 Public School Survey of schools and teachers. The tabulations and figures are prefaced by a description of the survey methodology, indicating what the limitations are on the data and briefly describing sampling variation. The tables conclude with a copy of the questionnaires used to collect the data. This report includes no interpretation or highlights of findings, nor does it provide cross references to other data.

Examples of statistics you may find interesting in these tabulations are:

- o Full-time teachers reported spending an average of 50.4 hours a week on school and school-related activities, including an average of 25.5 hours on classroom teaching.
- o Only 8 percent of the nation's public school teachers are over 55 years of age, a factor which should be considered when predicting retirements.
- o Approximately 17 percent worked outside their school system during the school year period September 1984 to February 1985; about 19 percent had worked outside the system during the previous summer, June to August, 1984.
- o Approximately 85 percent of all elementary schools used teacher aides and about 74 percent used unpaid volunteers.
- o About 58 percent of all public elementary schools and 78 percent of secondary schools have ratios of pupils to teachers of 20 to 1 or less.

The purpose of this report is to make preliminary data available from the survey; it is only an excerpt of what will be available on the full public use data tape. Interested users are encouraged to begin their own analyses and to place orders for copies of the data tape. The Center will be publishing brief bulletins and full reports in the coming months. An announcement will also be made of data tape availability.

I hope you share my enthusiasm and interest in this report; I would appreciate receiving any comments or questions you may have on its content.

Sincerely,

Emerson J. Elliott  
Director

WASHINGTON, D C 20208

The 1985 Public School Survey  
Early Tabulations

November, 1986

Department of Education, Center for Education Statistics  
Charles H. Hammer, Project Officer (202) 357-6325  
Mary K. Batcher, Statistician (202) 357-6328

CS 87-302

## The 1985 Public School Survey

These tables present early selected tabulations from the 1985 Public School Survey.

The survey was conducted by the Research Triangle Institute under contract to the Department of Education, Center for Education Statistics (CES).

### Introduction

The 1985 Public School Survey was a mail sample survey conducted in late winter and spring, 1985, which collected information on a nationally representative sample of 2,801 public schools and 10,650 teachers. School information was collected from the school administrators of the sample schools and included data on enrollment, staffing, minority enrollment, advanced placement programs, use of aides and volunteers, use of computers, and incentive programs for teachers. Teacher information included data on training, experience, age, racial-ethnic affiliation, teaching salary, working hours, and additional employment.

## Sampling

The school sample was selected from the Center for Education Statistics' Common Core of Data (CCD) universe of public elementary and secondary schools as follows: Nine strata were defined, based on three categories of school type (elementary, secondary, and other) and three categories of school district size (1 to 5 schools; 6 to 50 schools; and more than 50 schools). The schools were selected, independently within each stratum, with probability proportional to size. A school's size measure was defined as the square root of its full time equivalent number of teachers.

The teacher sample was selected according to a three-stage sampling design. The first stage sample consisted of the 2,801 schools. Lists of teachers were requested from all sample schools. Each teacher within a sampled school was classified into one of three "teaching assignment" strata prior to the selection of sample teachers. The first of these strata consisted of general "Elementary" teachers, the second consisted of "Mathematics and Science" teachers, and the third consisted of "Other" teachers. All teachers employed at those schools with four or fewer teachers were in the sample. A sample of four teachers was selected from each of the other cooperating sample schools. A total of 10,650 sample teachers was selected.

## Data Collection

The survey mailout began in February 1985 and continued into late spring, on a flow basis, as lists of teachers were received and sampled. Follow-up efforts included additional mailings of questionnaires to non-respondent administrators and teachers, and telephone calls to nonrespondents to collect data. The survey was closed out in June with a response rate of 84.6 percent for administrators, and 30.0 percent for teachers.

## STANDARD ERRORS

The estimates in these tables are based on samples and are subject to sampling variability. Caution should be exercised in the interpretation of figures based on a relatively small number of cases, as well as in the interpretation of small differences between figures. If the questionnaires had been sent to different samples the responses would not have been identical; some numbers might have been higher, while others might have been lower. The estimated standard error of a statistic (a measure of variation due to sampling) can be used to examine the precision obtained in use of a particular sample. If all possible samples were surveyed under similar conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases.

Exhibit A includes standard errors for a number of representative statistics presented in the tables. Use of this exhibit may be made as follows: The national estimate of average annual teacher salary for primary contracts is \$22,701 as shown in Table 5. The corresponding standard error reported in the exhibit is \$116,20. Hence the chances are 95 out of 100 that the national figure would fall between \$22,473.25 and \$22,928.75. Given the small size of the standard error relative to the national estimate the national estimate of \$22,701 can be considered quite reliable.

For this study the standard errors are quite small for most statistics. However, where they are not small, caution must be exercised in interpretation of the data.

#### REPORT PLANS

The Center for Education Statistics plans to publish several bulletins covering selected aspects of the survey. These bulletins will be available through the Center in early 1987.

#### AVAILABILITY OF THE DATA TAPE

It is expected that the data tape will be available for purchase in November, 1986. An announcement of its availability will be made at that time.



Exhibit A.—Standard errors for selected items, 1985 public school survey

Items	Estimate	Standard Error
<b>Schools having minority enrollment of 50% or more</b>		
All elementary schools	9,085	680.2
All secondary schools	2,511	219.7
All other schools	2,440	297.7
Elementary schools with less than 300 pupils	1,832	384.7
Secondary schools with more than 1000 pupils	782	71.8
<b>Schools with ratio of enrollment to FTE teachers more than 20:1</b>		
All elementary schools	21,041	1,113.1
All secondary schools	3,529	249.6
All other schools	2,769	401.0
Elementary schools with 300-499 pupils	9,042	765.2
Other schools with 300-499 pupils	293	147.7
<b>Percent of schools using teacher aides</b>		
All elementary schools	85.4	1.7
All secondary schools	67.1	1.8
All other schools	84.4	2.2
Secondary schools with 300-499 pupils	57.5	5.0
<b>Schools using unpaid volunteers</b>		
All elementary schools	36,890	1,463.1
All secondary schools	5,189	276.3
All other schools	7,449	590.9
Secondary schools with 300-499 pupils	596	125.1
<b>Percent of teachers holding master's or doctorate degrees</b>		
All full-time teachers	47.9	0.8
Full-time elementary school teachers	44.4	1.1
Full-time secondary school teachers	54.2	1.1
Full-time teachers in other schools	46.0	1.9
<b>Teachers with less than six years of full-time teaching experience</b>		
All full-time teachers	307,179	12,642.1
Full-time elementary school teachers	148,351	10,010.7
Full-time secondary school teachers	90,297	5,232.8
Full-time teachers in other schools	68,531	7,383.0
<b>Average annual salary for primary contract</b>		
All full-time teachers	22,701	116.2
Full-time teachers with 11 to 15 years experience	23,178	151.0
Full-time teachers in the northeast	25,003	307.1
<b>Teachers who took training</b>		
All full-time teachers	1,232,644	22,827.1
Full-time male teachers	341,703	11,621.1
Full-time teachers whose highest degree is a bachelor's	659,920	17,920.0
Full-time teachers with less than six years experience	207,723	9,777.1
<b>Time spent on school related activities outside school hours</b>		
All full-time teachers	11.9	0.1
Full-time male teachers	12.8	0.3
Full-time teachers age 61 and over	10.9	0.8
Full-time teachers in schools with 500-749 pupils	11.7	0.3

## LIST OF TABLES

- Table 1. Number and percent of public elementary schools by enrollment and selected school characteristics, 1984-85
- Table 2. Number and percent of public secondary schools by enrollment and selected school characteristics, 1984-85
- Table 3. Number and percent of other public schools by enrollment and selected school characteristics, 1984-85
- Table 4. Number and percent of full-time public school teachers: School level by selected teacher characteristics and geographical region, 1984-85
- Table 5. Primary salary, salary supplements, and employment outside of school for full-time public school teachers, by selected teacher characteristics and geographical region, 1984-85
- Table 6. Number and percent of full-time public school teachers who took training related to elementary and/or secondary education during 1984 by purpose, selected teacher characteristics and geographical region, 1984-85
- Table 7. Time spent in the most recent full week by full-time public school teachers on school activities by selected characteristics and geographical region, 1984-85

## APPENDIX

- A. Geographical regions used by the U.S. Bureau of the Census
- B. Administrator Questionnaire
- C. Teacher Questionnaire

Table 1.--Number and percent of public elementary schools by enrollment category and selected school characteristics: 1984-85

School characteristic	Enrollment									
	Total schools		Less than 300		300-499		500-749		750 and over	
	Number	Percent of total	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Total</b>	49,929	100.0	17,027	100.0	19,302	100.0	10,383	100.0	3,218	100.0
<b>Percent minority enrollment</b>										
Less than 5%	22,654	45.4	10,810	63.5	7,739	40.1	3,295	31.7	811	25.2
5-49%	18,186	36.4	4,385	25.7	8,147	42.2	4,316	41.6	1,337	41.6
50% or more	9,089	18.2	1,832	10.8	3,416	17.7	2,772	26.7	1,070	33.2
<b>Ratio of enrollment to full-time equivalent (FTE) teachers</b>										
Less than 16:1	11,141	22.3	7,474	43.9	2,861	14.8	677	6.5	129	4.0
16:1 to 20:1	17,747	35.6	5,853	34.4	7,399	38.3	3,806	36.7	609	21.4
More than 20:1	21,041	42.1	3,700	21.7	9,042	46.8	5,899	56.8	2,401	74.6
<b>Teacher aides</b>										
Yes	42,662	85.4	12,688	74.5	17,605	91.2	9,368	90.2	3,001	93.3
No	7,267	14.6	4,339	25.5	1,697	8.8	1,014	9.8	217	6.7
<b>Unpaid volunteers</b>										
Yes	36,690	73.9	9,917	58.2	15,415	79.9	8,763	84.4	2,794	86.8
No	13,039	26.1	7,110	41.8	3,887	20.1	1,619	15.6	424	13.2
<b>Both teacher aides and unpaid volunteers</b>										
Yes	32,470	65.0	7,943	46.6	13,909	72.1	8,040	77.4	2,578	80.1
No	17,460	35.0	9,084	53.4	5,393	27.9	2,342	22.6	640	19.9

Note.—An elementary school is one in which 66 percent of the grades are at or below grade 6.

Table 2.—Number and percent of public secondary schools by enrollment category and selected school characteristics: 1984-85

School characteristics	Enrollment											
	Total schools		Less than 300		300-499		500-749		750-999		1000 and over	
	Number	Percent of total	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Total</b>	15,693	100.0	4,210	100.0	2,638	100.0	2,414	100.0	1,950	100.0	4,481	100.0
<b>Percent minority enrollment</b>												
Less than 5%	7,961	50.7	2,356	56.0	1,819	69.0	1,404	58.1	869	44.6	1,512	33.7
5-49%	5,221	33.3	882	20.9	582	22.1	670	27.8	900	46.1	2,187	48.8
50% or more	2,511	16.0	972	23.1	236	9.0	340	14.1	181	9.3	782	17.4
<b>Ratio of enrollment to full-time equivalent (FTE) teachers</b>												
Less than 16:1	6,947	44.3	3,366	79.9	1,296	49.1	1,089	45.1	531	27.3	665	14.8
16:1 to 20:1	5,217	33.2	418	9.9	936	35.5	958	39.7	911	46.7	1,993	44.5
More than 20:1	3,529	22.5	426	10.1	406	15.4	367	15.2	508	26.0	1,823	40.7
<b>Teacher aides</b>												
Yes	10,526	67.1	2,424	57.6	1,518	57.5	1,586	65.7	1,383	70.9	3,615	80.7
No	5,167	32.9	1,786	42.4	1,120	42.5	828	34.3	567	29.1	866	19.3
<b>Unpaid volunteers</b>												
Yes	5,189	33.1	832	19.8	596	22.6	597	24.7	694	35.6	2,469	55.1
No	10,504	66.9	3,378	80.2	2,041	77.4	1,817	75.3	1,256	64.4	2,012	44.9
<b>Both teacher aides and unpaid volunteers</b>												
Yes	4,055	25.8	706	16.8	324	12.3	462	19.1	520	26.7	2,044	45.6
No	11,637	74.2	3,504	83.2	2,314	87.3	1,952	80.9	1,430	73.3	2,437	54.4

Note.—A secondary school is one which has grade 12 and in which 66 percent of the grades are above grade 6.

Table 3.--Number and percent of other public schools by enrollment category and selected school characteristics: 1984-85

School characteristic	Enrollment									
	Total schools		Less than 300		300-499		500-749		750 and over	
	Number	Percent of total	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Total</b>	15,734	100.0	4,863	100.0	3,632	100.0	3,768	100.0	3,472	100.0
<b>Percent minority enrollment</b>										
Less than 5%	6,791	43.2	2,555	52.5	2,065	56.9	1,349	35.8	822	23.7
5-49%	6,503	41.3	1,834	37.7	1,008	27.8	1,853	49.2	1,808	52.1
50% or more	2,440	15.5	474	9.7	558	15.4	566	15.0	842	24.0
<b>Ratio of enrollment to full-time equivalent (FTE) teachers</b>										
Less than 16:1	7,574	48.1	4,121	84.7	1,895	52.2	991	26.3	567	16.3
16:1 to 20:1	5,391	34.3	487	10.0	1,443	39.7	1,942	51.5	1,519	43.8
More than 20:1	2,769	17.6	254	5.2	293	8.1	835	22.2	1,386	39.9
<b>Teacher aides</b>										
Yes	13,287	84.4	4,074	83.8	2,882	79.4	3,223	85.5	3,108	89.5
No	2,448	15.6	789	16.2	750	20.6	545	14.5	364	10.5
<b>Unpaid volunteers</b>										
Yes	7,449	47.3	2,052	42.2	1,434	39.5	1,935	51.4	2,027	58.4
No	8,285	52.7	2,810	57.8	2,197	60.5	1,833	48.6	1,444	41.6
<b>Both teacher aides and unpaid volunteers</b>										
Yes	6,378	40.5	1,741	35.8	1,101	30.3	1,645	43.7	1,891	54.5
No	9,356	59.5	3,122	64.2	2,531	69.7	2,123	56.3	1,580	45.5

Note.--Other schools are those that fit neither the elementary school nor the secondary school definition, and include special education schools, vocational/technical schools, alternative high schools, and special purpose schools.

Table 4.--Number and percent of full-time public school teachers: School level by selected teacher characteristics and geographic region, 1984-85

Teacher Characteristic	Total		Elementary		Secondary		Other	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Total teachers</b>	<b>2,013,281</b>	<b>100.0</b>	<b>963,870</b>	<b>100.0</b>	<b>645,151</b>	<b>100.0</b>	<b>404,260</b>	<b>100.0</b>
<b>Sex</b>								
Male	650,884	32.3	144,899	15.0	346,919	53.8	159,066	39.3
Female	1,362,397	67.7	818,971	85.0	298,232	46.2	245,194	60.7
<b>Race/ethnicity</b>								
White, non-Hispanic	1,724,880	85.7	801,147	83.4	575,542	89.2	345,190	85.4
Black, non-Hispanic	199,897	9.9	110,299	11.4	47,961	7.4	41,637	10.3
Other	88,505	4.4	49,424	5.1	21,648	3.4	17,433	4.3
<b>Age</b>								
Under 25	86,645	4.3	43,441	4.5	23,402	3.6	19,802	4.9
26-30	242,737	12.1	116,433	12.1	71,549	11.1	54,755	13.5
31-35	369,562	18.4	184,084	19.1	113,072	17.5	72,406	17.9
36-40	449,903	22.3	200,538	20.8	160,250	24.8	89,115	22.0
41-45	297,862	14.8	142,319	14.8	99,212	15.4	56,331	13.9
46-50	222,188	11.0	101,339	10.5	71,122	11.0	49,726	12.3
51-55	177,450	8.8	89,558	9.3	56,710	8.8	31,182	7.7
56-60	110,979	5.5	55,211	5.7	35,806	5.6	19,963	4.9
61 and over	55,956	2.8	30,947	3.2	14,029	2.2	10,980	2.7
<b>Highest earned degree</b>								
Bachelors	1,030,290	51.2	534,179	55.4	281,245	43.6	214,866	53.1
Masters/PhD	963,362	47.9	427,644	44.4	349,806	54.2	185,912	46.0
Other	19,629	1.0	2,047	0.2	14,100	2.2	3,482	0.9
<b>Years full-time teaching</b>								
Under 5	307,179	15.3	148,351	15.4	90,297	14.0	68,531	17.0
6-10	439,374	21.8	222,575	23.1	122,591	19.0	94,208	23.3
11-15	490,878	24.4	236,596	24.5	162,700	25.2	91,581	22.7
16-20	358,485	17.8	162,254	16.8	128,680	19.9	67,552	16.7
21-25	211,430	10.5	97,216	10.1	69,600	10.8	44,614	11.0
Over 25	205,936	10.2	96,877	10.1	71,284	11.1	37,775	9.3
<b>Region</b>								
West	386,991	19.2	190,165	19.7	113,426	17.6	83,400	20.6
North Central	487,896	24.2	231,571	24.0	168,037	26.0	88,288	21.8
Northeast	397,749	19.8	178,848	18.5	140,803	21.8	78,098	19.3
South	740,645	36.8	363,286	37.7	222,885	34.5	154,474	38.2
<b>Highest grade taught, 1984-85</b>								
PK-KG	75,556	3.8	73,370	7.6	743	0.1	1,443	0.4
1-6	836,953	41.6	768,465	79.7	6,163	1.0	62,324	15.4
7-9	465,567	23.1	113,648	11.8	56,525	8.8	295,394	73.1
10-12	635,205	31.5	8,387	0.9	581,720	90.2	45,099	11.2

**Table 4.--Number and percent of full-time public school teachers by school level by selected teacher characteristics and geographic region, 1984-85  
(continued)**

Teacher Characteristic	Total		Elementary		Secondary		Other	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Took training</b>								
Yes	1,232,644	61.2	624,695	64.8	359,449	55.7	248,500	61.5
No	780,637	38.8	339,174	35.2	285,703	44.3	155,760	38.5
<b>Purpose of training</b>								
Maintain skills	1,051,350	85.3	546,631	87.5	298,567	83.1	206,151	82.9
Acquire credentials in nonteaching area	71,355	5.8	31,627	5.1	26,652	7.4	13,076	5.3
Retrain to teach a different subject	109,939	8.9	46,437	7.4	34,230	9.5	29,273	11.8
<b>Employed outside school system Sept. 1984 to Feb. 1985</b>								
Yes	338,656	16.8	116,240	12.1	199,516	30.9	88,299	21.8
No	1,674,625	83.2	847,630	87.9	445,636	69.1	315,961	78.2
<b>Employed outside school system June to August 1985</b>								
Yes	376,283	18.7	131,720	13.7	150,769	23.4	93,795	23.2
No	1,636,998	81.3	27,319	86.3	494,383	76.6	310,466	76.8

**Note.**--Elementary school teachers are those teaching in elementary schools as defined in table 1.  
Secondary school teachers are those teaching in secondary schools as defined in table 2.  
Other school teachers are those teaching in other schools as defined in table 3.

**Note.**--See appendix for list of states by region.

Table 5.--Primary salary, salary supplements, and employment outside of school for full-time public school teachers, by selected teacher characteristics and geographical region, 1984-85

Selected teacher characteristic and region	Total teachers	Average primary salary	Teachers with supplemental contracts		Average supplement	Teachers employed outside of school system			
			Number	Percent		September 1984 to February 1985		June 1984 to August 1984	
						Number	Percent	Number	Percent
<b>Total teachers</b>	2,013,281	22,701	404,054	20.1	1,587	338,656	16.8	376,283	18.7
<b>Sex</b>									
Male	650,884	24,313	216,070	33.2	1,969	191,795	29.5	218,981	33.6
Female	1,362,397	21,930	187,985	13.8	1,149	146,861	10.8	157,303	11.5
<b>Race/ethnicity</b>									
White, non-Hispanic	1,724,880	22,782	365,262	21.2	1,576	299,771	17.4	336,952	19.5
Black, non-Hispanic	199,897	21,991	24,277	12.1	1,687	23,250	11.6	26,534	13.3
Other	88,505	22,720	14,516	16.4	1,704	15,635	17.7	12,798	14.5
<b>Highest earned degree</b>									
Bachelors	1,030,290	20,455	196,279	19.1	1,589	152,362	14.8	206,421	20.0
Masters/PhD	963,362	25,128	204,268	21.2	1,581	182,772	19.0	165,962	17.2
Other	19,629	21,409	3,507	17.9	1,826	3,523	17.9	3,901	19.9
<b>Years full-time teaching experience</b>									
Under 6	307,179	16,542	65,084	21.2	1,351	55,895	18.2	87,955	28.6
6-10	439,374	19,588	89,590	20.4	1,506	74,411	16.9	84,756	19.3
11-15	490,878	23,178	100,888	20.6	1,669	88,049	17.9	85,454	17.4
16-20	358,485	25,927	71,720	20.0	1,613	66,410	18.5	57,658	16.1
21-25	211,430	16,957	37,249	17.6	1,645	32,471	15.4	32,737	15.5
Over 25	205,936	27,404	39,523	19.2	1,850	21,420	10.4	27,724	13.5
<b>Highest grade taught</b>									
PK/K8	75,556	22,074	6,806	9.0	1,465	7,231	9.6	7,893	10.4
1-6	836,953	22,374	90,707	10.8	1,164	94,396	11.3	111,215	13.3
7-9	465,567	22,330	110,941	23.8	1,545	94,912	20.4	107,844	23.2
10-12	635,205	23,478	195,600	30.8	1,812	142,117	22.4	149,331	23.5
<b>Region</b>									
West	386,991	24,430	91,339	23.6	1,692	63,715	16.5	76,249	19.7
North Central	487,896	23,430	118,771	24.3	1,559	77,417	15.9	90,885	18.6
Northeast	397,749	25,003	90,195	22.7	1,473	81,990	20.6	87,798	22.1
South	740,645	20,080	103,749	14.0	1,626	115,534	15.6	121,351	16.4

Note.--The denominator for all percents is the row total.

Note.--The regions are those used by the U.S. Bureau of the Census. The list of states by region is shown in the appendix.



Table 6.--Number and percent of full-time public school teachers who took training related to elementary and/or secondary education during 1984 by purpose, selected teacher characteristics and geographical region, 1984-85

Teacher characteristic and region	Total	Purpose of training							
		Total trained		Maintain skills in current position		Acquire credential in non-teaching areas		Retrain to teach different subject matter class or grade	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Total teachers</b>	2,013,281	1,232,644	61.2	1,051,350	85.3	71,355	5.8	109,939	8.9
<b>Sex</b>									
Male	650,884	341,703	52.5	283,825	83.1	26,642	7.8	31,236	9.1
Female	1,362,397	890,941	65.4	767,525	86.1	44,713	5.0	78,703	8.8
<b>Race/Ethnicity</b>									
White, non-Hispanic	1,724,880	1,051,227	60.9	898,742	85.5	59,743	5.7	92,741	8.8
Black, non-Hispanic	199,897	123,582	61.8	105,149	85.1	8,107	6.6	10,326	8.4
Other	88,505	57,835	65.3	47,458	82.1	3,505	6.1	6,872	11.9
<b>Age</b>									
Under 26	86,645	56,544	65.3	48,176	85.2	2,867	5.1	5,501	9.7
26-30	242,737	166,335	68.5	138,918	83.5	12,282	7.4	15,135	9.1
31-35	369,562	234,325	63.4	191,390	81.7	20,236	8.6	22,699	9.7
36-40	449,903	271,098	60.3	230,300	85.0	18,971	7.0	21,827	8.1
41-45	297,862	185,725	62.4	155,990	84.0	7,631	4.1	22,103	11.9
46-50	222,188	130,474	58.7	115,217	88.3	3,566	2.7	11,690	9.0
51-55	177,450	100,186	56.5	91,117	90.9	3,720	3.7	5,349	5.3
56-60	110,979	62,914	56.7	56,098	90.4	1,103	1.8	4,913	7.8
61 and over	55,956	25,045	44.8	23,343	93.2	979	3.9	722	2.9
<b>Highest degree earned</b>									
Bachelors	1,030,290	659,920	64.1	570,418	86.4	31,886	4.8	57,615	8.7
Masters/PhD	963,362	559,777	58.1	468,718	83.7	38,735	6.9	52,324	9.3
Other	19,629	12,948	66.0	12,214	94.3	734	5.7	0	0.0
<b>Years full-time teaching experience</b>									
Under 6	307,179	207,723	67.6	172,747	83.2	11,085	5.3	23,891	11.5
6-10	439,374	289,653	65.9	242,815	83.8	22,975	7.9	23,863	8.2
11-15	490,878	303,237	61.8	253,237	83.5	19,649	6.5	30,351	10.0
16-20	358,485	210,192	58.6	181,209	86.2	11,839	5.6	17,144	8.2
21-25	211,430	118,244	55.9	108,535	91.8	2,566	2.2	7,143	6.0
Over 25	205,936	103,596	50.3	92,809	89.6	3,241	3.1	7,546	7.3

Table 6.--Number and percent of full-time public school teachers who took training related to elementary and/or secondary education during 1984 by purpose, by selected teacher characteristics and geographical region, 1984-85 (continued)

Teacher characteristic and region	Total	Purpose of training							
		Total trained		Maintain skills in current position		Acquire credential in non-teaching areas		Retrain to teach different subject matter class or grade	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Highest grade taught, 1984-85</b>									
PK/KB	75,556	53,909	71.3	47,809	88.7	2,637	4.9	3,463	6.4
1-6	836,953	551,641	65.9	483,309	87.6	27,809	5.0	40,523	7.3
7-9	465,567	263,733	56.6	215,436	81.7	16,028	6.1	32,270	12.2
10-12	635,205	363,361	57.2	304,797	83.9	24,881	6.8	33,684	9.3
<b>Region</b>									
West	386,991	266,472	68.9	239,069	89.7	13,378	5.0	14,025	5.3
North Central	487,896	273,055	56.0	229,223	83.9	16,165	5.9	27,667	10.1
Northeast	397,749	212,075	53.3	179,086	84.4	12,020	5.7	20,969	9.9
South	740,645	481,042	64.9	403,972	84.0	29,792	6.2	47,278	9.8

Note.--Denominators for row percentages of total teachers trained are row totals. Denominators for percentages trained by purpose are row totals of teachers trained.

Table 7.--Time spent in the most recent full week by full-time public school teachers on school activities by selected characteristics and geographical region: 1984-85

Teacher and school characteristic and region	Average number of hours				
	Total	During required school hours			Outside required school hours
		Total	Classroom* teaching	Other activities	
<b>Total teachers</b>	50.4	38.5	25.5	13.1	11.9
<b>Sex</b>					
Male	51.7	38.9	24.9	14.0	12.8
Female	49.8	38.4	25.7	12.6	11.4
<b>Race/ethnicity</b>					
White, non-Hispanic	50.2	38.5	25.5	13.0	11.7
Black, non-Hispanic	51.2	38.9	24.8	14.0	12.3
Other	52.3	38.9	25.8	13.1	13.4
<b>Age</b>					
Under 26	53.0	39.5	25.5	14.0	13.6
26-30	51.3	39.2	25.3	13.9	12.2
31-35	49.5	38.4	25.3	13.1	11.1
36-40	50.5	38.4	25.1	13.4	12.1
41-45	50.4	38.6	25.5	13.1	11.8
46-50	50.6	38.5	25.8	12.7	12.1
51-55	50.7	38.6	25.9	12.6	12.2
56-60	48.3	37.5	25.9	11.6	11.2
61 and over	48.7	37.9	26.3	11.6	10.9
<b>Highest earned degree</b>					
Bachelors	50.6	38.6	25.9	12.8	12.0
Masters/PhD	50.2	38.5	25.0	13.5	11.8
Other	46.6	36.6	24.9	11.7	10.0
<b>Years full-time teaching experience</b>					
Under 6	52.3	39.3	25.8	13.5	13.0
6-10	49.6	38.4	25.2	13.2	11.2
11-15	50.2	38.4	25.2	13.2	11.7
16-20	50.5	38.5	25.6	12.9	12.1
21-25	50.1	38.4	25.6	12.8	11.8
Over 25	50.0	38.3	25.7	12.6	11.7

**Table 7.--Time spent in the most recent full week by full-time public school teachers on school activities by selected characteristics and geographical region: 1984-85 (cont.)**

Teacher and school characteristic and region	Average number of hours				
	During required school hours				
	Total	Total	Classroom teaching	Other activities	Outside required school hours
<b>Highest grade taught in 1984-85</b>					
PK/KG	46.2	37.5	25.7	11.8	8.7
1-6	49.0	38.0	26.5	11.5	11.0
7-9	50.5	39.0	24.9	14.1	11.5
10-12	52.7	39.0	24.4	14.6	13.7
<b>School enrollment</b>					
<300	49.9	38.6	25.9	12.7	11.3
300-499	49.7	38.5	26.1	12.4	11.3
500-749	50.4	38.7	26.0	12.8	11.7
750-999	49.9	38.3	25.4	13.0	11.5
1000-1499	50.7	38.5	24.7	13.8	12.3
1500 and over	53.0	38.9	23.5	15.4	14.1
<b>Region</b>					
West	51.5	38.9	26.1	12.8	12.6
North Central	50.9	38.6	25.5	13.1	12.3
Northeast	48.1	37.0	23.3	13.7	11.1
South	50.7	39.1	26.2	12.9	11.6

<Includes activities performed while classes were in session, e.g., grading papers, class preparation, recordkeeping.

Note.--The regions are those used by the U.S. Bureau of the Census. The list of states by region is shown in the appendix.

**APPENDIX**

- A. Geographical regions used by  
the U.S. Bureau of the Census**
- B. Administrator Questionnaire**
- C. Teacher Questionnaire**

## Geographical regions used by the U.S. Bureau of the Census

### West

Montana  
Idaho  
Wyoming  
Colorado  
New Mexico  
Arizona  
Utah  
Nevada  
Washington  
Oregon  
California  
Alaska  
Hawaii

### North Central

Ohio  
Indiana  
Illinois  
Michigan  
Wisconsin  
Minnesota  
Iowa  
Missouri  
North Dakota  
South Dakota  
Nebraska  
Kansas

### Northeast

Maine  
New Hampshire  
Vermont  
Massachusetts  
Rhode Island  
Connecticut  
New York  
New Jersey  
Pennsylvania

### South

Delaware  
Maryland  
District of Columbia  
Virginia  
West Virginia  
North Carolina  
South Carolina  
Georgia  
Florida  
Kentucky  
Tennessee  
Alabama  
Mississippi  
Arkansas  
Louisiana  
Oklahoma  
Texas

DEPARTMENT OF EDUCATION  
WASHINGTON, D.C. 20202

NATIONAL CENTER FOR EDUCATION STATISTICS

**PUBLIC SCHOOL SURVEY  
ADMINISTRATOR QUESTIONNAIRE  
1985**

FORM APPROVED  
OMB No.: 1850-0536  
Expiration Date: 12/31/85

THIS REPORT IS AUTHORIZED BY LAW (20 U.S.C. 1221e-1). WHILE YOU ARE NOT REQUIRED TO RESPOND, YOUR COOPERATION IS NEEDED TO MAKE THE RESULTS OF THIS SURVEY COMPREHENSIVE, ACCURATE, AND TIMELY.

Address Label Here

1. How many students were on the official membership roll of this school on or about October 1, 1984?

Number of students: \_\_\_\_\_

2. What is the design capacity of this school, i.e., the number of students that this school was designed to house?

Number of students: \_\_\_\_\_

(Design capacity is used to measure the number of students accommodated in the classrooms and other instructional areas as determined by existing State-approved standards. Include the capacity for which the school was originally designed plus any increases resulting from permanent additions.)

3. What is the estimated percentage of students attending this school who are members of a minority group? *Minority groups include: American Indian or Alaskan Native, Asian or Pacific Islander, Black and Hispanic. (Check box for appropriate percentage below.)*

- |   |  |
|---|--|
| 1 <input type="checkbox"/> None         | 5 <input type="checkbox"/> 25-49%      |
| 2 <input type="checkbox"/> Less than 5% | 6 <input type="checkbox"/> 50-74%      |
| 3 <input type="checkbox"/> 5-14%        | 7 <input type="checkbox"/> 75-89%      |
| 4 <input type="checkbox"/> 15-24%       | 8 <input type="checkbox"/> 90% or more |

4. For each of the categories listed below, enter the full-time-equivalent (FTE) number of PAID EMPLOYEES regularly assigned to work in this school on or about October 1, 1984. (Report totals to the nearest one-tenth.)

**DEFINITION:** One full-time equivalent (FTE) is equal to the amount of time a person would spend serving full time on an assignment.

- EXAMPLES:** (1) A full-time teacher would add 1.0 to the TEACHERS category.  
 (2) A person working half-time as a teacher and half-time as a guidance counselor would add 0.5 to the TEACHERS category and 0.5 to the GUIDANCE COUNSELORS category.  
 (3) A half-time librarian would add 0.5 to the LIBRARIANS AND OTHER PROFESSIONAL MEDIA STAFF category.

FTE

- |  |       |
|--|-------|
| a. Principals and assistant principals . . .                       | _____ |
| b. Guidance counselors . . . . .                                   | _____ |
| c. Librarians and other professional media staff . . . . .         | _____ |
| d. Teachers . . . . .  | _____ |
| e. Teacher aides (paraprofessionals who assist teachers) . . . . . | _____ |
| f. Other aides (library, health, etc.) . . . . .                   | _____ |

5. Enter in each of the following categories the number of TEACHERS (head count) regularly assigned to this school on or about October 1, 1984:

Number of Teachers

- |   |       |
|---|-------|
| a. Persons assigned a full-time position at this school whose primary assignment is teaching . . . . .                                      | _____ |
| b. All other persons assigned full- or part-time at this school whose duties include some teaching (including itinerant teachers) . . . . . | _____ |

6. Do any UNPAID VOLUNTEERS provide services for this school? (Do not include students from this school as unpaid volunteers.)

- 1  YES (Continue)  
 2  NO (Skip to Item 9)

7. What is the estimated total number of unpaid volunteers that you expect to perform services at this school ON A CONTINUING OR SCHEDULED BASIS during the 1984-85 school year?

Number of volunteers: \_\_\_\_\_

8. Enter the number of the volunteers reported in Item 7 who worked or will work in each of the following activities:

Number of Volunteers

- |  |       |
|--|-------|
| a. Instructional support (e.g., tutoring, grading papers, science lab monitoring, conducting rote exercises) . . . . .         | _____ |
| b. Guidance support (e.g., career and college counseling, health and drug awareness) . . . . .                                 | _____ |
| c. Extracurricular support (e.g., athletics, clubs, trips, newspaper, library) . . . . .                                       | _____ |
| d. Management/advisory support (e.g., citizen advisory group organized through school, computerization of schedules) . . . . . | _____ |
| e. Clerical support . . . . .  | _____ |
| f. Other type of support (monitoring cafeteria, playground, etc.) . . . . .  | _____ |

9. Check each grade in which instruction is offered in this school. (If this is an ungraded school, report on the basis of the GRADES usually corresponding to the ages of the students attending.) (Check all that apply.)

PK	KG	1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	7	8	9	10	11	12
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Were grades 10, 11, and/or 12 checked in Item 9?

- 1  YES (Continue)  
 2  NO (Skip to Item 16)



11. Does this school have an advanced placement program for students in grades 10, 11, or 12; that is, courses for which college credit is granted based upon approval by a college or secondary school association?

- 1  YES (Continue)
- 2  NO (Skip to Item 13)

16. Does this school currently have one or more computers, microcomputers, or computer terminals physically located on the school premises?

- 1  YES (Continue)
- 2  NO (Skip to Item 21)

12. Enter the estimated number of 10th, 11th, and 12th grade students enrolled in courses for the advanced placement program, by the subject matter areas listed below.

Subject Area	Estimated Number of Students
a. Mathematics .....	_____
b. Physical Sciences .....	_____
c. English .....	_____
d. Fine Arts .....	_____
e. Foreign Languages .....	_____
f. Social Studies .....	_____
g. Computer Science .....	_____

17. Are any of these computers, microcomputers, or computer terminals used for instruction of students in computer use?

- 1  YES (Continue)
- 2  NO (Skip to Item 20)

13. How many students who were enrolled in a regular day school program were graduated from the 12th grade in this school last year? (Include summer school graduates for 1984.)

Number of students graduated: \_\_\_\_\_

18. Check below each type of instruction in computer use for which these computers, microcomputers, or computer terminals are used. (Check all that apply.)

- 1  Data entry operations
- 2  Off-line equipment operations
- 3  Computer operating
- 4  Introduction to computer concepts
- 5  Computer programming
- 6  Other (specify) \_\_\_\_\_

14. What is the estimated percentage of these graduates (Item 13) that applied to a 2- or 4-year college?

Estimated percent: \_\_\_\_\_

19. Approximately how many students are currently receiving instruction in computer use?

Estimated number of students: \_\_\_\_\_

15. For the period July 1, 1983 to June 30, 1984, please provide the average score of SENIORS and your best estimate of the percentage of seniors tested for each of the following tests:

	Average Score of Seniors	Percent of Seniors Tested
<b>Scholastic Aptitude Test:</b>		
SAT (Math) .....	_____	%
SAT (Verbal) .....	_____	%
<b>American College Test:</b>		
ACT (Composite) ..	_____	%

20. For what purpose(s) other than instruction in computer use are these computers, microcomputers, or computer terminals used? (Check all that apply.)

- 1  Computer-managed instruction
- 2  Maintaining administrative records
- 3  Computer-aided instruction
- 4  Student use in problem solving
- 5  Other (specify) \_\_\_\_\_

21. Do the teachers in this school participate in any teacher incentive programs?

- 1  YES (Continue)
- 2  NO (Skip to Item 23 at bottom of next page)

**22. INCENTIVE PROGRAMS**—Indicate below ALL the incentive programs currently in use in your school, the PURPOSE(S) for which each is used, and your RATING of the effectiveness of each incentive used. NOTE: We are interested in ALL incentive programs currently in use in your school, regardless of how successful they appear to be.

**INSTRUCTIONS:**

- Check the purposes ("Used" box) for each type of incentive used by this school, regardless of the source of funds.
- For each purpose and type of incentive checked as "USED", rate your opinion of its effectiveness by entering a 1, 2, or 3 on the line provided. Use the following scale for evaluating the effectiveness:
 

Used	Rating	
1 = Productive	2 = No Difference	3 = Counterproductive

 (Example: a. Cash Bonus ..... 1  1)

Type of Incentive	Purpose of Incentive							
	Attracting Teachers to Less Desirable Locations		Retaining Experienced Teachers		Recruiting Teachers for Fields with Shortages		Rewarding Excellence	
	Used	Rating	Used	Rating	Used	Rating	Used	Rating
a. Cash Bonus. Amount of money given once within an interval of time as an incentive .....	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
b. Different Step on Salary Schedule. Placement of a teacher on a higher step of the salary schedule .....	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
c. Free Retraining. Training provided by the school system or a related agency to assist in the preparation of teachers who wish to change their teaching field .....	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
d. Award/Recognition. Nonmonetary awards and recognition for teachers .....	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
e. Loan Forgiveness. Full or partial forgiveness of a loan for educational purposes for teachers .....	5	<input type="checkbox"/>	5	<input type="checkbox"/>	5	<input type="checkbox"/>	5	<input type="checkbox"/>
f. Released Time. Releasing teachers from regular duties to enable them to receive training .....	6	<input type="checkbox"/>	6	<input type="checkbox"/>	6	<input type="checkbox"/>	6	<input type="checkbox"/>
g. Shared Program with Industry. A program in which a local business employs a teacher part time, e.g., summer job program .....	7	<input type="checkbox"/>	7	<input type="checkbox"/>	7	<input type="checkbox"/>	7	<input type="checkbox"/>
h. Extended Contract (11- or 12-month). A situation in which teachers are paid for an extra month or two, thereby increasing their salaries. (This does not include situations in which all teachers can elect to have their regular salaries spread out over 11 or 12 months) .....	8	<input type="checkbox"/>	8	<input type="checkbox"/>	8	<input type="checkbox"/>	8	<input type="checkbox"/>
i. Leave of Absence with Normal Step Included. This program would enable teachers to take a leave of absence for professional enrichment without losing a step on the salary schedule .....	9	<input type="checkbox"/>	9	<input type="checkbox"/>	9	<input type="checkbox"/>	9	<input type="checkbox"/>
j. Other (Specify). Please write in any additional program(s) used in your school:  	10	<input type="checkbox"/>	10	<input type="checkbox"/>	10	<input type="checkbox"/>	10	<input type="checkbox"/>

**23. Whether you administer a high school program or not, list below the number of YEARS of study in 4 years of high school you feel should be required in each subject area for high school graduation. (Answer separately for college-bound and non-college-bound students.) (Report to the nearest half year of study using decimals, e.g., 3.5 years.)**

Subject area	Years for college-bound	Years for non-college-bound	Subject area	Years for college-bound	Years for non-college bound
a. Science			d. Foreign Languages		
b. English			e. Social Science		
c. Computer Science			f. Mathematics		

**THIS COMPLETES THE QUESTIONNAIRE. THANK YOU FOR YOUR COOPERATION.**

DEPARTMENT OF EDUCATION  
WASHINGTON, D.C. 20202

NATIONAL CENTER FOR EDUCATION STATISTICS

PUBLIC SCHOOL SURVEY  
TEACHER QUESTIONNAIRE  
1985

FORM APPROVED  
OMB No.: 1850-0536  
Expiration Date: 12/31/85

THIS REPORT IS AUTHORIZED BY LAW (20 U.S.C. 1221e-1). WHILE YOU ARE NOT REQUIRED TO RESPOND, YOUR COOPERATION IS NEEDED TO MAKE THE RESULTS OF THIS SURVEY COMPREHENSIVE, ACCURATE, AND TIMELY.

Address Label Here

**A. TRAINING AND EXPERIENCE (Questions 1 through 13)**

1. Check the box below for the highest academic degree you have earned. (Do not include honorary degrees.)

- 1  No degree }  
 2  Associate } (Skip to Item 3)
- 3  Bachelor's }  
 4  Master's } (Continue) →  
 5  Doctorate }

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.)

1  Education (Specify education specialty(ies))

\_\_\_\_\_

\_\_\_\_\_

2  Other than Education (Specify)

\_\_\_\_\_

\_\_\_\_\_

3. CHECK THE BOX below that best represents the number of UNDERGRADUATE AND GRADUATE credit hours (semester or quarter) you have accumulated in each of the course areas listed.

Course Area	Undergraduate and Graduate Credit Hours								
	None	Semester				Quarter			
		1-3	4-12	13-29	30 or more	1-5	6-18	19-44	45 or more
<b>Education Courses:</b>									
a. Special education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
b. Vocational education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
c. Other education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
<b>Subject Matter Courses:</b>									
d. Art and Music	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
e. Biological Sciences	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
f. Business Science	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
g. Computer Science	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
h. English/Language arts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
i. Foreign Languages	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
j. Mathematics	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
k. Physical Sciences	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
l. Social Sciences	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
m. Other	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>

4. During the 1984 calendar year (January 1, 1984–December 31, 1984), did you take any courses or other training related to elementary and/or secondary education?

- 1  YES (Continue) →  
 2  NO (Skip to Item 8)

5. What kind of training was this? (Check all that apply.)

- 1  College credit courses  
 2  In-service training  
 3  Other (specify) \_\_\_\_\_

**6. Check below the MAJOR purpose for which you took this training. (Check only one.)**

- 1  To maintain and/or improve abilities in current position.
  - 2  To acquire credentials in new non-teaching areas (e.g., administration, guidance counseling)
  - 3  To retrain to teach a different subject matter area, a different type of class (e.g., handicapped students) or a different grade level.
- (Skip to Item 8)
- (Continue) ↓

**7. Check below the area(s) in which this retraining was taken. (Check all that apply.)**

- 01  Special education
- 02  Vocational education
- 03  Other education
- 04  Art and Music
- 05  Biological Sciences
- 06  Business Science
- 07  Computer Science
- 08  English/Language arts
- 09  Foreign Languages
- 10  Mathematics
- 11  Physical Sciences
- 12  Social Sciences
- 13  Other subject matter

**8. How many years of elementary/secondary school teaching experience in public and private schools will you have completed by the end of this school year?**

*(Exclude practice and substitute teaching. Count each school 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 .....

**9. Of the years of elementary/secondary teaching experience reported in Item 8, how many have been . . . .**

	Years of full-time teaching	Years of part-time teaching
a. In this school? .....	_____	_____
b. In this school district? .....	_____	_____
c. In this state? .....	_____	_____

**10. Do you have a regular or standard State certification or endorsement for the subjects and/or classes you are currently teaching? (Do not consider emergency certification, waiver, etc., as regular or standard State certification or endorsement.)**

- 1  Yes, all of the subjects (Skip to Item 12)
  - 2  Yes, some of the subjects
  - 3  No, none of the subjects
- (Continue) ↓

**11. What subjects or classes listed below are you currently teaching for which you do NOT have a regular or standard State certification or endorsement? (Check all that apply.)**

- 1  Elementary education
- 2  Special education
- 3  Chemistry
- 4  Computer Science
- 5  English
- 6  Foreign Language
- 7  Mathematics
- 8  Physics
- 9  Other subjects or classes not listed

**12. During the 1984-85 school year, are you teaching regularly in more than one public school in this school district?**

- 1  YES
- 2  NO

**13. How would you classify your position AT THIS SCHOOL? (Check one.)**

- 1  Full time
- 2  ¾ time
- 3  ½ time
- 4  ¼ time
- 5  Other (specify) \_\_\_\_\_

**B. CURRENT ASSIGNMENT AND ACTIVITIES DURING THE MOST RECENT FULL WEEK (Questions 14 through 17)**

Questions 14a and 14b request information on each class you taught for the most recent full week that school was in session (5 continuous days). This information includes the subject matter area, days per week the class was taught, grade, number of students enrolled, whether homework was assigned, and amount of homework assigned. Please read the INSTRUCTIONS and DEFINITIONS below before proceeding to items 14a and 14b.

**INSTRUCTIONS AND DEFINITIONS:**

**Most Recent Full Week:** The most recent full week in which school was in session for 5 continuous days. Report classes for which you are responsible even if you were absent at any time during the week.

**Class:** A class is a group of students with whom you meet at specified times during the week; e.g., a class in mathematics that meets three days a week, a foreign language class that meets two days a week. If you teach two or more classes in the same subject, report each class separately.

**Self-Contained Class Teacher:** A teacher who teaches multiple subjects to the same group of students for all or most of the daily session.

**Subject-Matter Area:** Use only the areas and codes listed below. Please enter the appropriate code for each class

Subject-Matter Area	Code	Subject-Matter Area	Code
Art and Music .....	01	Mathematics .....	07
Biological Sciences .....	02	Physical Sciences .....	08
Business .....	03	Social Sciences .....	09
Computer Science .....	04	Vocational Education .....	10
English/Language arts .....	05	Other .....	11
Foreign Languages .....	06		

**Grade:** In reporting grade, use UG for ungraded, PK for prekindergarten, KG for kindergarten, 1 for first grade, 2 for second grade, etc. If students from more than one grade are in the class, enter the grade that represents the majority of the students enrolled.

**Amount of Homework Assigned:** Estimate to the nearest half hour the time required to complete the homework assigned for the most recent full week. Exclude long-term assignments such as term papers.

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 (Skip to Item 14b)

Class	Subject-matter area	Days per week	Grade	Number of students enrolled	Was homework assigned during the last full week? (Check YES or NO)	Amount of homework assigned for the last full week Expressed in decimals to the nearest half-hour (1.5, etc.)
		5			1 <input type="checkbox"/> YES    2 <input type="checkbox"/> NO	Hours

14. b. Did you teach one or more SUBJECT MATTER CLASS(ES) during the most recent full week (5 continuous days) 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 (Skip to Item 15)

Class	Subject-matter area (Enter appropriate code from preceding list)	Days per week	Grade	Number of students enrolled	Was homework assigned during last full week? (Check YES or NO for each line)	Amount of homework assigned for the last full week Expressed in decimals to the nearest half-hour (1.5, etc.)
a.					1 <input type="checkbox"/> YES    2 <input type="checkbox"/> NO	Hours
b.					1 <input type="checkbox"/> YES    2 <input type="checkbox"/> NO	Hours
c.					1 <input type="checkbox"/> YES    2 <input type="checkbox"/> NO	Hours
d.					1 <input type="checkbox"/> YES    2 <input type="checkbox"/> NO	Hours
e.					1 <input type="checkbox"/> YES    2 <input type="checkbox"/> NO	Hours
f.					1 <input type="checkbox"/> YES    2 <input type="checkbox"/> NO	Hours
g.					1 <input type="checkbox"/> YES    2 <input type="checkbox"/> NO	Hours
h.					1 <input type="checkbox"/> YES    2 <input type="checkbox"/> NO	Hours
i.					1 <input type="checkbox"/> YES    2 <input type="checkbox"/> NO	Hours

15. During the week you used for completing Item 14, were you in a full-time position at the school with teaching as a primary assignment?

- 1  YES (Continue) →
- 2  NO (Skip to Item 20)

16. a. What was the date of Monday of the week you used in completing Item 14? (Enter 2 digits each for month/day/year; for example: 04/07/82.)

Mo	Day	Year

b. Was this generally a typical week?

- 1  YES
- 2  NO

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.

**Instructions:** School hours should include the time during which teachers are REQUIRED to be in school. DO NOT DUPLICATE TIME AMONG ACTIVITIES. For example, if you graded papers during the class period, report only under CLASSROOM TEACHING; if you prepared lesson plans while monitoring, put the time you spent on preparing lesson plans under MONITORING. If you were absent from school during required time, report it in item n.

Number of hours spent in full week  
(Report to the nearest whole hour for the full week)

School-related activity	During required school hours	Outside of required school hours (at school or at home), including weekends
a. Classroom teaching, including activities you performed while classes you taught were in session (e.g., grading papers, class preparation, recordkeeping) .....	_____	
b. Tutoring 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.) .....	_____	_____
n. Absent for any reason during the time teachers are required to be in school. ....	_____	
Total (Sum of lines a. through n.) .....	_____	_____

\* The TOTAL in this column should be equal to the total number of hours you were required to be in school during the full week.

PLEASE CHECK THE TOTAL FOR EACH COLUMN TO ASSURE THAT THE SUM OF THE TIME SPENT ON THE VARIOUS ACTIVITIES REFLECTS THE ACTUAL AMOUNT OF TIME YOU SPENT FOR THE WEEK.

**C. YOUR USE OF TEACHER AIDES AND UNPAID VOLUNTEERS (Questions 18 and 19)**

18. During the most recent full week, did you have the assistance of paid teacher aides or unpaid volunteers (including students from other schools) assisting you with routine activities associated with teaching? (Do not include students from THIS school as unpaid volunteers.)

- 1  YES (Continue) ↓
- 2  NO (Skip to Item 20)

19. For the most recent full week, what is your best estimate of the total number of hours for the week (to the nearest whole hour) that paid teacher aides or unpaid volunteers assisted you on the following activities? (Do not include students from this school as unpaid volunteers.)

Activity	Total hours spent by paid teacher aides	Total hours spent by unpaid volunteers
a. Conducting rote exercises .....	_____	_____
b. Grading papers .....	_____	_____
c. Keeping records .....	_____	_____
d. Monitoring .....	_____	_____
e. Assisting students in classroom activities .....	_____	_____
f. Other (Specify) _____	_____	_____

**D. COMPENSATION AND INCENTIVES (Questions 20 through 32)**

*NOTE: Items 20-23 refer to the primary contract that covers your teaching job for school year 1984-85 (September 1984 through August 1985). Items 24-26 refer to additional or supplemental contracts, such as summer school or coaching, that are NOT included as part of your primary contract. Items 27 and 28 refer to paid outside jobs. Items 30-32 refer to incentive awards you received during the 1983-84 school year.*

20. What is the number of paid working days covered by your primary contract? (Include days when you are not working with students, e.g., inservice training days.)

Number of paid working days: \_\_\_\_\_

21. What is the annual salary you receive for your primary contract?

Annual salary: \$ \_\_\_\_\_

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 (Continue) →
- 2  NO (Skip to Item 24 on next page)

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)
- \_\_\_\_\_



24. During the school year 1984-85 (September, 1984 through August, 1985), did you have or do you expect to have any additional or supplemental contracts with this school district (separate contracts for activities for which you are compensated but were not included in Item 21, Annual salary for primary contract)?

- 1  YES (Continue) →
- 2  NO (Skip to Item 27)

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: \$ \_\_\_\_\_

26. How many paid working days are covered or are expected to be covered by your additional or supplemental contracts?

Number of paid working days: \_\_\_\_\_

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 has already been reported.)

- 1  YES (Continue)
- 2  NO (Skip to Item 29) ↓

28. For all outside jobs for which you earned income in addition to your primary and supplemental contracts, enter below the approximate number of weeks worked, the average number of hours worked per week, and the average hourly rate for the period from the beginning of the school year (September, 1984) to February 1, 1985.

September, 1984  
to February 1, 1985

- a. Number of weeks worked ..... \_\_\_\_\_
- b. Average number of hours worked per week ..... \_\_\_\_\_
- c. Average hourly rate (Report as dollars and cents: e.g., \$7.50) ... \_\_\_\_\_

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.

30. a. During the 1983-84 school year, did you receive a cash bonus from your school district?

- 1  Yes (Continue)
- 2  No (Skip to Item 31)

b. What was the amount of the cash bonus?

Amount of bonus: \$ \_\_\_\_\_

31. a. During the 1983-84 school year, were you placed on a higher step of your salary schedule for agreeing to teach in a particular field or geographic location?

- 1  YES (Continue) ↓
- 2  NO (Skip to Item 32)

b. What was the total YEARLY amount of the salary step increase referred to in (a) above?

Amount of increase: \$ \_\_\_\_\_

32. During the 1983-84 school year, did you receive free training to assist you to change your teaching field?

- 1  YES
- 2  NO

**E. PERSONAL DESCRIPTIVE INFORMATION (Questions 33 through 35)**

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

34. What is your sex?

- 1  Male
- 2  Female

35. What was your age on your last birthday?

Age on last birthday: \_\_\_\_\_

**F. THIS FINAL QUESTION (36) SEEKS TO DETERMINE YOUR OPINION ON AN IMPORTANT EDUCATIONAL ISSUE:**

36. Whether you teach in a high school program or not, list below the number of YEARS of study in 4 years of high school you feel should be required in each subject area for high school graduation. (Answer separately for college-bound and non-college-bound students.) (Report to the nearest half-year of study using decimals, e.g., 3.5 years.)

Subject area	Years for college-bound	Years for non-college-bound
a. Science .....	_____	_____
b. English .....	_____	_____
c. Computer Science .....	_____	_____
d. Foreign Language .....	_____	_____
e. Social Science .....	_____	_____
f. Mathematics .....	_____	_____

**THIS COMPLETES THE QUESTIONNAIRE. THANK YOU FOR YOUR COOPERATION.**

In case it becomes necessary to contact you further regarding this questionnaire, please circle the day and enter the approximate time when it would be best to contact you at school, or, if you prefer, at home. Please include a telephone number at which we can reach you.

	Day							Approximate Time		Phone	
At School	1	2	3	4	5	6	7	_____	1 <input type="checkbox"/> AM	_____	( ) _____
	M	T	W	T	F	Sat	Sun		2 <input type="checkbox"/> PM		
At Home	Day							Approximate Time		Phone	
	1	2	3	4	5	6	7	_____	1 <input type="checkbox"/> AM	_____	( ) _____
M	T	W	T	F	Sat	Sun	2 <input type="checkbox"/> PM				