



Full-Time Earnings in the United States

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expectancydata.com
publisher@expectancydata.com
tollfree 1-877-ecodata
1-877-326-3282

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Full-Time Earnings in the United States

American Community Survey Analysis

2007 Edition

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Investigator and data availability

Inside back cover

Full-Time Earnings in the United States

Introduction

How much money do people earn by working at their jobs? A likely answer from an economist would be “It depends.” It depends if you want hourly, weekly, monthly, or annual earnings levels. It depends if you want earnings data for year-round workers as opposed to seasonal workers or persons entering or exiting the labor force within the year. It also depends if you want earnings data for people that work full-time or part-time, etc. Additionally, the answer to the earnings level question also depends on the type of people you survey. Socio-economic characteristics such as gender, race, age, education, occupation, location, etc. will change the approach used to study the amount of money people earn by working at their jobs. In this report, using the latest available household survey data with the largest number of survey respondents, we tabulate the earnings of year-round, full-time workers in the United States by gender, race, age, and education or occupation. Focusing on year-round, full-time workers allows an important “it depends” comparability of time spent at work during a year regardless of how people are paid (hourly, monthly, annually, etc.) or their socio-economic status.

The U.S. Census Bureau and the U.S. Department of Labor’s Bureau of Labor Statistics (BLS) have been the primary government presenters of survey results addressing the question of how much money people earn at jobs when working year-round and full-time. Historically, the *Decennial Census* and the *Current Population Survey (CPS)* have been the largest providers of income data including year-round, full-time earnings. The data available from the *Decennial Census* are extensive; however, those survey data were available only once every ten years. New data are available from the *CPS* every year; however, the sample size of the *CPS* is not large enough to give a variety of reasonably reliable earnings estimates throughout many combinations of gender, race, age, education, and occupation categories.

Beginning in 2010, the Census Bureau will change the way it will conduct censuses. In the past, most households were surveyed using the “short form,” while one household in six received a “long form.” The short form asked seven questions, and the long form asked 46 more, including past-year annual earnings information and amount of worked performed in the past year. Beginning with the next Census in 2010, the Census plans to send all households in the United

States only a short form. Since July 2004, the long form questions have been collected from 250,000 households per month via the Census’ *American Community Survey (ACS)*.

In this report, we construct summary earnings figures regarding year-round, full-time workers using data in the 2005, 2006, and 2007 *ACS*. We have designed the summary tables in this report for researchers that need to understand more about the earnings patterns of year-round, full-time workers than what is contained within the published information from the U.S. Census Bureau or BLS. The Census publishes limited statistical measures from *ACS* data. In this report, we expand the analysis of the *ACS* data by publishing important percentile views of year-round, full-time earnings that the Census does not present in their publications. Also unlike the Census and BLS, we only show earnings from wage and salary employment omitting the self-employment income that is imbedded within many government published reports. This omission is important because self-employment income distorts statistical measures of the earnings of employees because it includes negative earnings for some and returns to capital invested in the person’s business. We begin this report by describing the *ACS* survey process, procedures, definitions, and sample size. We then describe the tables presented in this report and show how they were calculated.

ACS survey process and procedures¹

Contrary to the voluntary *CPS*, response to the *ACS* is mandatory because the survey is conducted under the authority of Title 13, United States Code, Sections 141 and 193. According to Section 221 of Title 13, persons who do not respond shall be fined not more than \$100.

Since July 2004, one household out of 480 (regardless of type) throughout America, in every county, American Indian and Alaska Native area, and Hawaiian Homeland is receiving the survey each month. No household will receive the survey more often than once every five years. As a comparison, *CPS* interviews only occur in non-institutional households for a limited number of geographic areas.

The *ACS* is designed to produce annual estimates and it is conducted primarily through self-response. Each housing unit in each independent monthly sam-

¹ Complete *ACS* documentation can be found at the *ACS* Census Internet site accessible at <http://www.census.gov/acs/www/>.

ple is mailed a pre-notice letter announcing the selection of their address followed by a survey questionnaire package, and then followed by a reminder postcard to fill-out the survey. The sample units receive a replacement questionnaire package if the initial questionnaire has not been returned by a scheduled date. Sample units for which any questionnaire is not returned in the mail, and for which a telephone number has been acquired from a commercial vendor, are attempted to be contacted via telephone. Sample units that are still unresponsive two months after the mailing of the survey questionnaires and after the completion of a telephone survey contact are assigned to field representatives, who visit the units, verify their existence or declare them nonexistent, determine their occupancy status, and conduct interviews. Questionnaires are clerically edited and marked for followed up if necessary. Questionnaires that do not require follow-up are sent directly to the data entry unit to be keyed by operators. Questionnaires that fail the clerical edit are forwarded to data entry after the completion of a telephone or personal interview failed edit follow-up. Lastly, computer files of all responses are processed using automated coding programs for necessary edits.

Because the *ACS* is conducted every month on independent samples, it only requires that each person in the sample have only one current residence at any point in time (i.e., they do not have to be in the same place throughout the year). This concept allows the survey information to more closely reflect the actual characteristics of each area. To implement the current residence concept, a “Two-Month” rule states that if a person is staying in a sample unit at the time of survey, and is staying there for more than two months, he or she is a current resident of that unit. If a person who usually lives in the unit is away for more than two months at the time of survey contact, he or she is not a current resident of that unit. Anyone staying in the unit at the time of survey contact that has no other place where they usually stay is considered a resident of the unit. The “Two-Month” rule, with few exceptions, determines the current residency of all persons. Exceptions are children away at school, children in joint custody, “commuter workers,” and persons in group quarters.

The *ACS* interviews respondents monthly and asks them for their income received during the “past twelve months.” Therefore, during the course of twelve months of interviewing, there are twelve different reference periods for *ACS* income data. For example, a household that is interviewed in July of 2006 would

have an income reference period of July 2005-June 2006. The *ACS* data processing steps include the adjustment of all reported income dollar amounts, based on the difference between the average Consumer Price Index Research Series² (CPI-U-RS) for the household’s 12-month reference period and calendar year of the interview. Income estimates for a July 2006 interviewed household are expressed in calendar-year 2006 dollars, based on the difference between the average CPI-U-RS for July 2005-June 2006 and January 2006-December 2006.

ACS subject definitions

Before evaluating the *ACS* earnings data, we must be clear of the definitions of the data received from each respondent surveyed in the *ACS*. The following are the definitions of the topics surveyed which are used to construct the year-round, full-time wage and salary earnings estimates in this report of persons in the U.S. by gender, race, age, education, and occupation.

Age – The data on age were derived from answers regarding all people in the household unit. The age classification is based on the age of the person in complete years at the time of interview. Both age and date of birth are used in combination to calculate the most accurate age at the time of interview. Data on age are used to determine the applicability of other questions for a person and to classify other characteristics in tabulations.

Sex – The data on sex were derived from answers regarding all people in the household unit. For most cases in which sex was not reported, the appropriate entry was determined from the person’s given (i.e., First) name and household relationship. Otherwise, sex was imputed according to the relationship to the householder and the age of the person.

Race – The data on race, which was asked of all people, were derived from answers to the question on race. The concept of race, as used by the Census Bureau, reflects self-identification by people according to the race or races with which they most closely identify. The Census advises that these categories are socio-political constructs and should not be interpreted as being scientific or anthropological in nature. Furthermore, the race categories include both racial and national-origin groups.

² The Consumer Price Index used in the *ACS* is the Urban Consumer Price Index for All Items Research Series (CPI-U-RS) that is accessible through the BLS’ Internet site at http://www.bls.gov/cpi/cpiurs1978_2007.pdf.

The racial classifications used by the Census Bureau adhere to the October 30, 1997 *Federal Register Notice* entitled, “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity,” issued by the Office of Management and Budget (OMB). These standards govern the categories used to collect and present federal data on race and ethnicity. The OMB requires five minimum categories (White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander) for race. The race categories are described below with a sixth category, “Some other race,” added with OMB approval. In addition to the five race groups, the OMB also states that respondents should be offered the option of selecting one or more races.

If an individual did not provide a race response, the race or races of the householder or other household members were assigned using specific rules of precedence of household relationship. For example, if race was missing for a natural-born child in the household, then either the race or races of the householder, another natural-born child, or the spouse of the householder were assigned. If race was not reported for anyone in the household, the race or races of a householder in a previously processed household were assigned.

White – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicate their race as “White” or report entries such as Irish, German, Italian, Lebanese, Near Easterner, Arab, or Polish.

Black or African-American – A person having origins in any of the Black racial groups of Africa. It includes people who indicate their race as “Black, African Am., or Negro,” or provide written entries such as African American, Afro-American, Kenyan, Nigerian, or Haitian.

American Indian or Alaskan Native – A person having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment.

Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. It includes “Asian Indian,” “Chinese,” “Filipino,” “Korean,” “Japanese,” “Vietnamese,” and “Other Asian.”

Hispanic Origin – The data on Spanish/Hispanic/Latino origin were derived from answers to ACS ques-

tionnaire item 5. Persons of Hispanic origin are those who classified themselves in one of the specific Hispanic origin categories listed on the questionnaire—“Mexican,” “Puerto Rican,” or “Cuban”—as well as those who indicated that they were of “other Spanish/Hispanic/Latino” origin. Persons of “Other Spanish/Hispanic/Latino” origin are those whose origins are from Spain, the Spanish-speaking countries of Central or South America, or the Dominican Republic, or they are persons of Hispanic origin identifying themselves generally as Spanish, Spanish-American, Hispanic, Hispano, Latino, and so on. Write-in responses to the “other Spanish/Hispanic/Latino” category were coded. Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person’s parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race. During interviews, persons were asked to select one category, based on self-identification, the group which best described his or her origin or descent. If a person could not provide a single group, the origin of the person’s mother was used. If a single group could not be provided for the person’s mother, the first origin reported by the person was used.

Educational Attainment – Data on educational attainment were derived from answers which were asked of all respondents. Respondents are classified according to the highest degree or the highest level of school completed. The survey question includes instructions for persons currently enrolled in school to report the level of the previous grade attended or the highest degree received. The question included a response category that allowed people to report completing the 12th grade without receiving a high school diploma. Respondents who received a high school diploma or the equivalent, (for example, passed the test of General Educational Development (GED)), and did not attend college were instructed to report “high school graduate.” Some college is in two categories: “Some college credit, but less than 1 year” and “1 or more years of college, no degree.” Instructions included in the respondent instruction guide provided the following examples of professional school degrees: “Medicine, dentistry, chiropractic, optometry, osteopathic medicine, pharmacy, podiatry, veterinary medicine, law, and theology.” The order in which degrees were listed suggested that doctorate degrees were “higher” than professional school degrees, which were “higher” than master’s degrees. People for whom more than one box was filled, were edited to the highest level or degree

reported. The instructions specified that certificates or diplomas for training in specific trades or from vocational, technical or business schools were not to be reported. Honorary degrees awarded for a respondent's accomplishments were not to be reported.

Occupation – The *ACS* uses the occupational classification system developed for the 2000 census. This system consists of 797 specific occupational categories for employed people arranged into 23 major occupational groups. This classification was developed to be consistent with the *Standard Occupational Classification (SOC) Manual: 2000*, published by the Executive Office of the President Office of Management and Budget. The 23 major occupational groups and the abbreviations assigned to each group are:

Abbreviation	Major Occupational Group
MGR	Management
BUS/FIN	Business and Financial Operations
CMM	Computer and Mathematical
ENG	Architecture and Engineering
SCI	Life, Physical, and Social Science
CMS	Community and Social Services
LGL	Legal
EDU	Education, Training, and Library
ENT	Arts, Design, Entertainment, Sports, and Media
MED	Healthcare Practitioners and Technical
HLS	Healthcare Support
PRT	Protective Service
EAT	Food Preparation and Serving Related
CLN	Building and Grounds Cleaning and Maintenance
PRS	Personal Care and Service
SAL	Sales and Related
OFF	Office and Administrative Support
FFF	Farming, Fishing, and Forestry
CON	Construction and Extraction
RPR	Installation, Maintenance, and Repair
PRD	Production
TRN	Transportation and Material Moving
MIL	Military Specific

Weeks Worked in the Past 12 Months – The data on weeks worked in the past 12 months were derived from responses to questionnaire item 32. Question 32 (Weeks Worked in the past 12 months) was asked of people 16 years old and over who indicated that they worked during the past 12 months. The data pertain to the number of weeks during the past 12 months in which a person did any work for pay or profit (including paid vacation and paid sick leave) or worked without pay on a family farm or in a family business. Weeks of active service in the Armed Forces are also included. The *ACS* reports that it is probable that the number of people who worked in the past 12 months and the number of weeks worked is understated since there is some tendency for respondents to forget in-

termittent or short periods of employment or to exclude weeks worked without pay. They also report that there may also be a tendency for people not to include weeks of paid vacation among their weeks worked; one result may be that the *ACS* figures understate the number of people who worked “50 to 52 weeks.”

Usual Hours Worked Per Week Worked in the Past 12 Months – The data on usual hours worked per week worked in the past 12 months were derived from answers to questionnaire item 33. This question was asked of people 16 years old and over who indicated that they worked during the past 12 months. The data pertain to the number of hours a person usually worked during the weeks worked in the past 12 months. The respondent was to report the number of hours worked per week in the majority of the weeks he or she worked in the past 12 months. If the hours worked per week varied considerably during the past 12 months, the respondent was to report an approximate average of the hours worked per week.

Year-round, Full-time Workers – All people 16 years old and over that usually worked 35 hours or more per week for 50 to 52 weeks (36 or more weeks for teachers and librarians) in the past 12 months.

Wage or Salary Income – Includes total money earnings received for work performed as an employee during the past 12 months. It includes wages, salary, Armed Forces pay, commissions, tips, piece-rate payments, and cash bonuses earned before deductions were made for taxes, bonds, pensions, union dues, etc.

Topcoding

When a respondent to the *ACS* (or the *Decennial Census* or the *CPS*) reports income or earnings levels statistically much greater (or less when negative) than the sample population, the survey responses recorded in publicly available micro-data files are altered to allow protection from possible identification under Title 13, United States Code Section 9(a) and 214. Title 13 requires the Census to alter any survey response when “the data furnished by any particular establishment or individual under this title can be identified.” The *ACS* topcodes reported income by state. Within each state, all base dollar amounts in the *ACS* are topcoded using the mean of all cases greater than the topcode national minimum value. Since 2003, the *ACS* top code system has been on a state basis where, by state, the topcode value was calculated by summing the wage and salary earnings of all persons in the state with wage and salary earnings greater than the 99.5 percentile level and then dividing by the number of persons in the state

with wage and salary earnings greater than that percentile level. The topcode procedure resulted in a low 2007 state topcode value of \$239,000 for West Virginia and a high 2007 state topcode value of \$666,000 in Connecticut.

The *ACS* maximum bottom-coding value for all component income dollar amounts which can be negative is \$10,000. For example, many self-employed persons have more than \$10,000 in negative income from their business. Instead of summing all negative self-employed income greater than \$10,000 and then dividing by those with negative self-employed income greater than \$10,000, the *ACS* (and the *Decennial Census* and the *CPS*) bottom-codes than income at negative \$10,000. Wage and salary income cannot be less than zero, therefore bottom-coding is not present in the wage and salary data presented in this report.

Means and percentiles

Customarily, surveyed earnings estimates by gender, age, and education are shown as mean earnings. Mean earnings are the sum of all respondents' earnings divided by the number of respondents.³ When respondents report extreme earnings levels, they will contribute more weight to mean earnings than will other respondents. If working with total earnings data (the sum of wage and salary earnings and self-employed income), large negative earnings can also affect mean earnings. In the official reports prepared by the Census or BLS, earnings are not topcoded and means are calculated using extreme positive and negative total earnings. As such, when looking at published total earnings figures, a small number of persons (or even one person) within an age-demographic grouping can strongly influence the mean earnings for the group.

The Census recognizes the problems associated with some mean earnings estimates and advises within the *ACS* documentation that

“Care should be exercised in using and interpreting mean income values for small subgroups of the population. Because the mean is influenced strongly by extreme values in the distribution, it is especially susceptible the effects of sampling variability, misreporting, and processing errors. The median, which is not affected by extreme values, is, therefore, a better measure than the mean when the population base is small. The mean, nevertheless, is shown in some data products for most small subgroups because, when weighted according to the number of cases, the means can be added to obtained summary measures for

areas and groups other than those shown in census tabulations.”⁴

Tables in this report

This report contains two sets of wage and salary earnings tables. The first set of tables (pages 11-70) follow the format of Census P60 tables of “Educational Attainment—People 18 Years Old and Over, by Total Money Earnings, Age, Race, Hispanic Origin, and Sex.” The second set of tables (table O-1 to O-477 on pages 71-188) present year-round, full-time earnings by detailed Census occupation by sex and age group. Below we describe the data contained within each table type.

Earnings by education: These tables show the earnings of year-round, full-time workers by gender, age, race, and education. To avoid including income related to self-employed income (associated with economic returns unrelated to labor effort), we limit earnings to wage and salaries from being an employee. We present earnings data in 2007 dollars from the combined 2005, 2006, and 2007 *ACS* surveys. We follow the adjustment process employed by the *ACS* of inflating previous survey year earnings to the current base year using the Urban Consumer Price Index for All Items Research Series. The Census makes similar constant-dollar combinations of multiple year earnings data in many of their published reports.

The first row of the education table begins with the age group studied. The second column, “U.S. Pop.,” lists the *ACS* estimate of the size of the U.S. population for the age and demographic group studied. Because the *ACS* weights its sample to match the U.S. population, each *ACS* respondent represents a multiple of people within the United States. The “*ACS* Resp” column gives the actual number of *ACS* respondents that comprise the earnings estimates. The remaining columns in these tables contain the mean of the public use topcoded earnings values, the median earnings value, and the 5th, 10th, 25th, 75th, 90th, and 95th percentile earning levels. All earnings levels are calculated using population weighted values.

Earnings by occupation: These tables show the 2007 dollar earnings of year-round, full-time workers by gender, age, and the respondent's most hours worked at detailed occupation in the last 12 months. We combined occupational earnings for the 2005, 2006, and 2007 *ACS* using the same method as educational delineated earnings above. The *ACS* uses the

³ Respondents are sample-weighted before the calculation of mean earnings.

⁴ *ACS* 2004 Subject Definitions. http://www.census.gov/acs/www/Downloads/2004/usedata/Subject_Definitions.pdf

occupational classification system developed for the 2000 census. Tables are numbered by the Census occupational code number then followed by the abbreviation of the major occupational sector code then followed by the Census occupational title.

Following the age group in column one, three subsections appear in the occupation tables. In the first subsection, we show data for “Both sexes.” The second and third subsections present data for all males and all females, respectively. Within each subsection, the first column “U.S. Pop” lists the *ACS* estimate of the size of the U.S. population by gender/age grouping. Because the *ACS* weights its sample to match the U.S. population, each *ACS* respondent represents a multiple of people within the United States. The “Resp” column gives the actual number of *ACS* respondents that comprise the earnings estimates for the gender/age/occupation grouping. The remaining columns in these tables contain the mean of the public use topcoded earnings values, the median earnings value, and the 25th and 75th percentile earning levels. All earnings levels are calculated using population weighted values.

ACS micro-data variables in this report

The tables in this report present summary statistics regarding year-round, full-time earnings by various demographic traits contained within the *ACS*. We performed all calculations using the publicly available *ACS* person-level micro-data PC SAS[®] dataset files for the 2005, 2006, and 2007 *ACS*. Using the PC SAS[®] dataset files ensures accuracy. While there are several variables within the micro-data that separate socio-economic traits of the respondents, and their income just one variable in the micro-data, **WAGP**, presents each respondent’s wage and salary earnings for the last 12 months.

The procedure to calculate the statistical summary measures is simple. Only *ACS* respondents meeting the year-round, full-time Census definition are selected for this analysis (All people 18 years old and over (**AGEP**) that usually worked 35 hours or more per week (**WKHP**) for 50 to 52 weeks (36 or more weeks for teachers and librarians) (**WKW**) in the past 12 months.. From there, we tabulate statistics using the **WAGP** earnings data adjusted for inflation within the *ACS* survey year using the **ADJUST** variable as coded by the Census. The *ACS* 2005 earnings data after applying the **ADJUST** value are inflated to 2007 dollars using the Urban Consumer Price Index for All Items Research Series which increased by 6.21% from 2005 to 2007. The *ACS* 2006 earnings data after applying

the **ADJUST** value are inflated to 2007 dollars using the Urban Consumer Price Index for All Items Research Series which increased by 2.84% from 2006 to 2007. All earnings data are population-weighted by the **PWGTP** *ACS* computed population weight assigned by the Census to each respondent. The variables **SEX** (gender), **AGEP** (age), **SCHL** (highest attained education), **RAC3P** (detailed race recode), **HISP** (Hispanic origin), **RACWHT** (White/ non-White), and **OCCP** (detailed occupation of the job held by respondent in the last twelve months in which respondent worked the most hours) delineate the socio-economic characteristics of the respondents.

In the appendix to this report, we present the programming used to create the earnings tables in this report from the *ACS* micro-data files retrieved from the Census *ACS* Internet site. A reader can follow the instructions contained within the programming designed for SAS[®] Version 9.1 and using the publicly available *ACS* micro-data files they can recreate for themselves the figures in this report.

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Tables

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Race: All races, Sex: Both sexes, Educational Attainment: Total

	U.S. Pop	ACS Resp	5th	10th	25th	Median	Mean	75th	90th	95th
All Ages	91,464,417	2,639,174	13,218	17,285	25,979	39,691	51,783	61,007	92,010	123,401
18 to 64	89,519,561	2,571,039	13,265	17,285	25,979	39,691	51,727	61,007	92,010	122,014
18 to 24	7,018,365	163,729	9,201	11,258	15,667	21,649	24,642	30,504	40,671	48,711
25 to 34	21,188,957	532,546	13,422	16,778	24,897	35,588	42,129	50,839	71,175	88,782
25 to 29	10,444,250	252,793	12,990	16,237	22,979	32,474	37,163	45,031	61,007	74,225
30 to 34	10,744,707	279,753	14,133	18,077	26,112	38,638	46,956	55,923	81,343	101,679
35 to 44	24,561,833	688,827	15,041	19,319	28,470	43,299	56,121	65,074	100,271	134,226
35 to 39	11,854,706	323,864	14,743	19,010	28,201	42,705	54,678	64,948	97,137	127,098
40 to 44	12,707,127	364,963	15,155	19,484	28,673	43,299	57,466	66,847	101,752	142,350
45 to 54	24,059,933	756,816	15,252	20,336	30,290	45,755	59,416	69,981	104,449	151,451
45 to 49	12,862,733	391,857	15,252	19,845	29,768	45,464	59,214	69,142	104,449	151,451
50 to 54	11,197,200	364,959	15,588	20,336	30,395	45,957	59,649	70,158	104,449	151,451
55 to 64	12,690,472	429,121	15,252	19,845	29,246	45,464	59,651	69,981	104,449	152,518
55 to 59	8,415,312	283,109	15,479	20,336	30,290	45,755	59,855	70,360	104,449	152,518
60 to 64	4,275,160	146,012	14,623	19,010	28,144	43,299	59,248	67,892	106,082	156,673
65 & over	1,944,856	68,135	10,863	14,235	21,963	36,299	54,372	62,669	104,999	160,652
65 to 74	1,699,070	59,351	11,489	15,041	22,979	36,696	55,005	62,783	105,746	159,123
65 to 69	1,261,506	43,976	12,201	15,659	24,232	38,437	56,171	64,948	107,164	161,669
70 to 74	437,564	15,375	10,168	12,990	20,336	32,474	51,642	58,491	104,449	156,673
75 & over	245,786	8,784	8,669	11,907	18,302	30,504	50,002	55,206	103,917	162,686

Race: All races, Sex: Both sexes, Educational Attainment: Less than 9th grade

	U.S. Pop	ACS Resp	5th	10th	25th	Median	Mean	75th	90th	95th
All Ages	3,019,513	68,963	10,175	12,201	15,696	21,649	26,394	31,335	43,869	55,358
18 to 64	2,908,349	65,475	10,340	12,201	15,772	21,649	26,325	31,335	43,722	54,906
18 to 24	243,135	5,207	8,356	10,445	14,072	17,997	19,972	23,814	31,335	36,604
25 to 34	737,602	14,135	10,340	12,201	15,588	20,567	24,003	28,144	39,045	48,711
25 to 29	346,273	6,429	10,168	11,907	15,252	20,336	23,497	27,062	37,886	46,546
30 to 34	391,329	7,706	10,445	12,201	15,667	20,890	24,450	29,118	40,671	49,823
35 to 44	816,324	17,684	10,445	12,534	16,237	22,732	27,400	32,474	46,546	58,453
35 to 39	403,718	8,507	10,445	12,534	15,862	22,039	26,864	31,392	45,464	57,447
40 to 44	412,606	9,177	10,445	12,534	16,294	23,381	27,924	33,424	47,002	59,536
45 to 54	690,224	16,770	10,445	12,534	16,294	23,386	28,072	32,588	47,629	59,990
45 to 49	375,163	8,837	10,445	12,534	16,294	23,386	28,288	33,249	48,711	61,007
50 to 54	315,060	7,933	10,445	12,534	16,294	23,386	27,814	32,537	46,772	57,447
55 to 64	421,065	11,679	10,445	12,534	16,675	23,814	29,115	34,266	48,806	61,007
55 to 59	258,302	6,977	10,445	12,534	16,712	23,996	28,901	33,554	48,711	61,007
60 to 64	162,763	4,702	10,392	12,534	16,294	23,814	29,456	34,639	50,135	62,669
65 & over	111,164	3,488	9,296	11,258	15,252	21,649	28,193	31,392	48,806	63,714
65 to 74	91,320	2,826	9,400	11,489	15,252	21,649	27,566	31,335	48,602	62,669
65 to 69	63,756	1,894	10,027	12,201	15,667	22,674	27,914	32,170	48,711	61,007
70 to 74	27,564	932	8,660	10,392	14,289	20,350	26,760	29,246	46,060	64,758
75 & over	19,844	662	7,794	10,445	14,623	20,336	31,076	32,582	51,702	69,981

Race: All races, Sex: Both sexes, Educational Attainment: 9th to 12th grade (no diploma)

	U.S. Pop	ACS Resp	5th	10th	25th	Median	Mean	75th	90th	95th
All Ages	5,362,243	137,198	10,445	12,990	17,756	25,420	30,661	36,804	52,224	64,948
18 to 64	5,195,078	131,400	10,445	12,990	17,756	25,420	30,578	36,804	52,224	64,948
18 to 24	643,979	13,819	8,134	10,445	14,072	18,801	21,207	25,420	33,424	41,134
25 to 34	1,300,840	27,034	10,445	12,534	16,886	23,814	27,447	32,474	45,644	54,313
25 to 29	672,798	13,417	10,445	12,534	16,670	22,979	26,364	31,335	43,299	52,224
30 to 34	628,043	13,617	10,445	12,534	17,319	24,897	28,606	34,571	48,046	57,447
35 to 44	1,385,084	34,011	11,041	13,578	19,319	27,062	32,483	39,691	54,313	67,113
35 to 39	676,491	15,951	10,863	13,218	18,801	26,843	31,823	38,638	54,123	66,091
40 to 44	708,593	18,060	11,185	13,625	19,484	27,555	33,112	40,671	55,923	68,195
45 to 54	1,201,266	34,863	11,489	14,101	20,336	29,227	34,503	41,783	57,957	71,175
45 to 49	676,295	18,949	11,489	14,235	20,336	29,227	34,561	41,780	58,453	71,175
50 to 54	524,971	15,914	11,489	14,072	20,336	29,227	34,429	42,216	57,447	71,175
55 to 64	663,909	21,673	11,907	14,623	20,336	29,227	34,726	41,780	58,453	72,525
55 to 59	398,547	12,757	11,907	14,623	20,336	28,828	34,202	41,780	57,447	71,175
60 to 64	265,362	8,916	11,693	14,613	20,350	29,246	35,513	41,780	59,536	73,209
65 & over	167,165	5,798	9,742	12,201	16,921	25,420	33,259	37,886	57,371	75,773
65 to 74	142,619	4,904	10,168	12,534	17,319	25,979	33,342	38,638	56,288	74,690
65 to 69	98,912	3,472	10,445	12,881	18,302	27,062	34,118	40,526	56,940	73,608
70 to 74	43,707	1,432	9,400	11,489	15,964	23,386	31,585	34,639	54,313	75,773
75 & over	24,546	894	7,036	10,027	14,832	21,649	32,774	34,774	62,669	86,597

Table 2310: EDU-Elementary and Middle School Teachers

	Both sexes						Male					Female						
	Pop	Resp	25th	Median	Mean	75th	Pop	Resp	25th	Median	Mean	75th	Pop	Resp	25th	Median	Mean	75th
All Ages	2,706,859	90,817	35,588	44,381	46,945	56,288	598,482	19,767	38,638	48,151	50,613	61,007	2,108,377	71,050	34,855	43,299	45,904	54,906
18 to 24	95,684	2,766	21,649	31,335	29,956	37,113	16,095	440	19,484	31,335	29,037	36,604	79,589	2,326	22,369	31,335	30,142	37,288
25 to 34	709,905	21,809	32,537	38,969	39,524	45,755	163,034	4,866	33,556	40,671	41,407	47,942	546,871	16,943	32,474	38,638	38,963	44,913
25 to 29	360,430	10,732	31,335	36,804	37,005	42,705	76,439	2,172	31,520	38,638	38,050	43,869	283,991	8,560	31,335	36,604	36,724	42,433
30 to 34	349,475	11,077	34,639	41,466	42,123	48,806	86,595	2,694	36,604	43,299	44,369	51,180	262,880	8,383	34,468	40,671	41,382	48,046
35 to 44	650,401	21,474	36,557	44,027	46,286	54,313	154,576	4,942	40,051	48,711	50,381	59,536	495,824	16,532	35,588	43,299	45,009	53,269
35 to 39	335,274	10,918	36,557	43,346	45,596	53,890	83,027	2,631	38,969	47,629	49,186	57,447	252,247	8,287	35,588	42,705	44,414	52,224
40 to 44	315,127	10,556	36,557	45,464	47,020	55,923	71,549	2,311	41,134	49,793	51,768	61,007	243,577	8,245	35,513	43,722	45,626	54,123
45 to 54	742,305	26,333	39,691	50,135	51,204	61,701	149,858	5,303	43,722	54,313	56,787	67,113	592,447	21,030	38,646	48,711	49,792	60,580
45 to 49	341,184	11,881	37,886	47,629	49,123	59,536	67,796	2,374	42,705	53,269	55,337	66,031	273,388	9,507	36,804	45,957	47,581	57,371
50 to 54	401,121	14,452	41,134	51,958	52,975	63,714	82,062	2,929	45,464	55,923	57,984	69,142	319,059	11,523	40,671	50,839	51,686	62,669
55 to 64	476,209	17,263	42,824	54,123	55,490	67,113	106,526	3,901	45,755	57,447	59,365	71,175	369,683	13,362	41,780	53,269	54,373	66,031
55 to 59	349,236	12,715	43,299	54,123	55,549	67,113	75,766	2,830	46,772	57,447	59,409	71,175	273,470	9,885	42,216	53,890	54,480	66,031
60 to 64	126,972	4,548	41,780	54,123	55,327	67,113	30,760	1,071	44,381	57,371	59,257	72,070	96,212	3,477	41,688	53,269	54,071	65,803
65 & over	32,355	1,172	31,335	48,806	49,792	63,041	8,393	315	31,520	48,987	53,745	66,031	23,962	857	31,335	48,711	48,407	62,669

Table 2320: EDU-Secondary School Teachers

	Both sexes						Male					Female						
	Pop	Resp	25th	Median	Mean	75th	Pop	Resp	25th	Median	Mean	75th	Pop	Resp	25th	Median	Mean	75th
All Ages	666,270	21,194	36,804	46,166	49,097	58,974	284,627	8,898	38,969	49,091	51,890	62,024	381,643	12,296	35,721	44,381	47,014	55,923
18 to 24	23,928	612	25,420	32,474	31,532	38,969	8,538	197	22,457	31,520	30,507	38,646	15,389	415	26,737	32,537	32,101	38,969
25 to 34	178,727	5,088	33,554	39,691	40,978	47,002	78,656	2,183	34,639	41,567	42,722	49,404	100,071	2,905	32,537	38,646	39,606	45,755
25 to 29	88,186	2,435	32,379	37,602	38,243	43,869	36,173	964	32,474	38,638	39,325	45,435	52,013	1,471	31,716	36,804	37,491	43,299
30 to 34	90,541	2,653	35,721	41,780	43,641	50,839	42,483	1,219	36,804	43,722	45,615	52,224	48,058	1,434	34,639	40,671	41,896	48,711
35 to 44	157,952	4,926	38,638	47,002	48,841	57,957	71,137	2,195	41,134	50,135	52,213	61,007	86,816	2,731	36,604	44,381	46,078	54,123
35 to 39	83,274	2,560	38,638	46,113	48,377	56,940	39,250	1,187	40,671	49,793	51,793	61,007	44,024	1,373	36,557	43,722	45,332	52,873
40 to 44	74,678	2,366	38,646	47,382	49,358	58,974	31,887	1,008	41,780	50,839	52,731	61,007	42,791	1,358	36,604	44,913	46,845	55,923
45 to 54	176,794	6,024	41,134	51,742	53,650	64,058	70,346	2,370	43,869	54,313	57,416	67,892	106,448	3,654	39,691	49,314	51,161	61,701
45 to 49	81,398	2,708	40,051	50,135	51,994	62,669	32,672	1,070	43,299	54,123	56,467	66,091	48,726	1,638	37,886	46,979	48,995	57,957
50 to 54	95,397	3,316	42,324	52,224	55,062	65,074	37,674	1,300	45,139	55,358	58,239	69,142	57,722	2,016	41,675	50,876	52,989	64,058
55 to 64	119,824	4,224	44,381	55,923	58,007	69,981	51,355	1,790	46,772	58,974	61,156	73,114	68,469	2,434	42,824	54,123	55,466	67,113
55 to 59	85,171	3,017	43,948	55,923	58,033	68,936	35,244	1,242	47,789	59,536	62,237	73,114	49,927	1,775	42,705	53,269	55,066	66,091
60 to 64	34,653	1,207	45,139	55,923	57,944	71,025	16,111	548	44,129	56,288	58,793	71,175	18,541	659	45,464	55,358	57,207	70,360
65 & over	9,045	320	37,418	50,876	53,439	68,936	4,595	163	40,671	54,123	55,415	69,142	4,450	157	33,881	50,839	51,400	68,195

Table 2330: EDU-Special Education Teachers

	Both sexes						Male					Female						
	Pop	Resp	25th	Median	Mean	75th	Pop	Resp	25th	Median	Mean	75th	Pop	Resp	25th	Median	Mean	75th
All Ages	177,640	5,373	33,424	42,824	44,734	54,123	27,971	768	35,721	43,869	47,931	59,536	149,669	4,605	32,692	42,705	44,137	54,123
18 to 24	7,446	189	17,756	30,081	28,808	37,621	1,258	21	12,534	21,649	24,343	37,602	6,187	168	19,484	30,309	29,716	37,886
25 to 34	46,836	1,238	31,520	38,646	39,119	45,755	7,530	184	31,335	38,646	38,776	44,913	39,306	1,054	31,608	38,969	39,184	45,755
25 to 29	24,806	637	30,290	36,804	37,223	43,299	3,766	88	27,062	35,513	34,147	41,780	21,040	549	30,504	37,602	37,773	43,722
30 to 34	22,030	601	34,639	40,735	41,254	48,046	3,764	96	35,588	40,735	43,407	50,839	18,266	505	34,571	40,671	40,810	47,789
35 to 44	42,001	1,251	33,737	41,780	42,807	51,180	6,689	178	37,602	43,869	46,210	56,402	35,312	1,073	33,424	41,688	42,162	50,839
35 to 39	20,948	614	33,554	41,134	41,443	49,518	3,604	88	34,571	41,134	41,693	50,839	17,344	526	33,554	41,134	41,391	48,806
40 to 44	21,053	637	34,468	43,299	44,164	54,123	3,085	90	41,780	48,711	51,487	59,536	17,969	547	33,232	41,891	42,907	52,120
45 to 54	53,857	1,745	36,557	48,170	49,337	60,580	7,426	214	40,735	51,958	56,604	64,948	46,431	1,531	35,930	47,281	48,175	59,536
45 to 49	26,597	841	34,639	45,755	47,020	56,288	3,253	90	37,621	50,839	51,547	61,701	23,344	751	33,737	45,464	46,389	55,358
50 to 54	27,260	904	38,638	50,839	51,598	62,024	4,173	124	42,757	54,123	60,547	67,892	23,088	780	37,621	50,135	49,980	61,007
55 to 64	25,279	876	39,691	52,873	53,022	66,091	4,499	156	41,048	54,906	56,824	70,360	20,780	720	39,077	52,224	52,199	64,948
55 to 59	17,713	616	39,655	52,224	52,703	65,803	2,866	105	39,655	53,269	54,602	70,360	14,847	511	39,350	51,958	52,336	64,758
60 to 64	7,566	260	39,943	54,123	53,771	67,113	1,634	51	45,464	58,453	60,720	70,360	5,932	209	36,804	54,123	51,857	65,074
65 & over	2,221	74	31,335	43,869	47,030	65,074	569	15	40,671	69,981	57,985	72,525	1,652	59	27,148	42,433	43,254	55,923

Table 2340: EDU-Other Teachers and Instructors

	Both sexes						Male					Female						
	Pop	Resp	25th	Median	Mean	75th	Pop	Resp	25th	Median	Mean	75th	Pop	Resp	25th	Median	Mean	75th
All Ages	363,803	10,627	25,979	39,655	45,020	56,402	176,876	5,087	31,335	45,755	51,769	63,041	186,927	5,540	21,649	33,554	38,633	50,839
18 to 24	26,232	664	14,072	21,353	23,364	31,335	12,908	318	14,743	22,732	25,433	33,424	13,324	346	13,369	20,132	21,358	28,144
25 to 34	91,027	2,366	24,897	34,468	36,826	45,957	44,786	1,122	27,062	37,602	39,930	50,839	46,241	1,244	21,649	31,335	33,819	41,780
25 to 29	45,512	1,184	22,191	31,520														