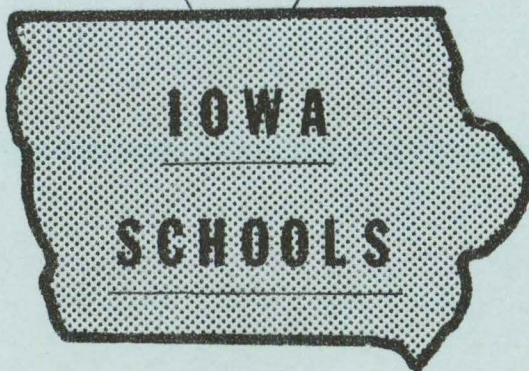


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*All School Districts -
Evaluation*

EDUCATIONAL
PROGRAM
ACCOUNTING

FOR



State of Iowa

DEPARTMENT OF PUBLIC INSTRUCTION

Des Moines

3-686

State of Iowa
1962

EDUCATIONAL PROGRAM ACCOUNTING FOR IOWA SCHOOLS

A Handbook on
Educational Program Accounting

State Department of Public Instruction

Published by
The State of Iowa
Des Moines

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines 19

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COMMITTEE FOR THE ESTABLISHMENT OF A SYSTEM OF
EDUCATIONAL PROGRAM ACCOUNTING IN IOWA

The persons who served on the Committee for the Establishment of a System of Educational Program Accounting, either for the entire period of time or for part of the time during which the system was developed, are:

Ralph Van Dusseldorp (Chairman) - Statistical Consultant, State Department of Public Instruction

Fred Aspedon - Formerly High School Principal, Le Mars Community School District

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Buford Garner - Superintendent, Iowa City Community School District

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Raymond Tyler - Principal, Grinnell-Newburg Community School District, Grinnell

In addition to the committee members, the following staff personnel from the State Department of Public Instruction attended committee meetings and gave valuable assistance:

F. R. Burnham, Statistical Consultant

Harold Dilts, Consultant, Curriculum Development

Wayland Osborn, Director, Division of Advanced Education and Instructional Services

Hartsel Perry, Statistical Consultant

LeRoy Pratt, Supervisor of Statistics

FOREWORD

Recognizing a need for improvement in recording, reporting, processing, interpreting and disseminating educational statistics, the Iowa State Department of Public Instruction organized four committees in 1959 to accomplish the following objectives:

1. Revise the Uniform System of Financial Accounting
2. Establish a System of School Property Accounting
3. Establish a System of Pupil Accounting
4. Establish a System of Educational Program Accounting

Persons from various phases of public education throughout the state were selected to serve on committees to develop the systems and prepare handbooks in each of the above four areas. The handbooks outline certain accounting and reporting procedures to be followed in Iowa school systems.

The handbook, Educational Program Accounting for Iowa Schools, is one of a series to be used by all school districts in Iowa. This handbook presents the basic items of data concerning educational programs that need to be kept by all Iowa districts, suggests some of the uses of these data, and shows the forms the State Department of Public Instruction will use to collect the data from the local districts. This system of educational program accounting will make it possible for officials of local districts and the State Department to have available meaningful educational program information which will aid in the evaluation and improvement of educational opportunities for Iowa youth.

Appreciation is expressed to the members of the committee for their efforts in developing the system of educational program accounting and preparing this handbook.

PAUL F. JOHNSTON
State Superintendent of Public Instruction

PREFACE

For many years local school districts have maintained records of their educational programs which have served as a basis for the collection of data by the State Department of Public Instruction. The educational program data collected by the Department served many useful purposes but were not readily adaptable to state-wide studies and did not include some of the important phases of the educational program. State-wide figures had to be hand-tabulated from the reporting forms. This resulted in the tabulation of very few state-wide figures and in a long time lag between the collection of data and the dissemination of state-wide figures.

Title X of the National Defense Education Act of 1958 has provided funds for the improvement of statistical services for education at the state level. These funds have made possible a concentrated effort to establish a uniform system of educational program accounting at this time.

Automatic data processing equipment has enabled the Department to greatly reduce the time lag between the collection and dissemination of data and has facilitated a more extensive analysis of the data. The use of this equipment has also made it necessary to devise a uniform system of reporting, including the revision of existing forms, to make them more readily adaptable to machine processing.

This handbook describes the educational program accounting procedures developed thus far. As these procedures are revised and new procedures are developed, revisions of the handbook or parts of the handbook will be distributed.

EDUCATIONAL PROGRAM ACCOUNTING FOR IOWA SCHOOLS

A Handbook on Educational Program Accounting

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SECTION I

INTRODUCTION

One of the services of the State Department of Public Instruction has been to provide statistical and narrative information about various aspects of education throughout the State. The benefits derived from this service have been in direct proportion to the degree to which uniform methods of reporting have been established. For example, a uniform reporting system for school financial accounting has been followed for several years. Detailed information concerning matters such as millage rates, cost per pupil, expenditures and receipts is available from both the local districts and the Department. Such information is necessary for making intelligent decisions regarding the financing of education in the State.

In an effort to provide information that will be of comparable value in the study of educational programs throughout the State, a uniform method of collecting complete and accurate information about certain aspects of the programs of local districts has been designed. The educational program involves all aspects of education such as curriculum, course enrollments, staff, plant, equipment, library, instructional materials, guidance services, finances, and activity programs. To establish this uniform method of reporting educational program information, three objectives have guided the committee in the preparation of this handbook: (1) the encouragement of local school districts to develop and maintain adequate systems of record keeping; (2) the development of methods by which the Department can collect comparable information from the local districts; and (3) the dissemination of information to the local districts to help them evaluate their own programs.

Most of the material included in this handbook is concerned with secondary schools. The system of program accounting will be further extended to include elementary schools at a later date.

SECTION II

GOALS

The establishment of this system of Educational Program Accounting is designed to enable school systems of Iowa to achieve certain goals. Some of these goals involve the fulfillment of immediate needs while others can only be accomplished through work completed over a period of years.

IMMEDIATE GOALS

The present work on Educational Program Accounting has been mainly concerned with these immediate goals:

1. To establish a uniform system of secondary school educational program accounting in each local school district.

School districts have always kept some records of their educational programs. These records have been kept with varying degrees of adequacy and uniformity. If local school district officials are to make decisions based on the educational program records, the records must be adequate enough to provide a sound basis for these decisions. If school district officials want to compare their own educational programs with others in the state, uniform records must be available.

2. To set up forms and procedures which will facilitate the collection of the important data on secondary school educational programs in a uniform manner.

Although the State Department of Public Instruction has, for many years, gathered some secondary school educational program data from local districts, the data did not include all the information needed and were not reported in a uniform manner. The new reporting forms, therefore, include some data not previously collected and are structured to bring about uniform reporting procedures. Uniformity should also be facilitated through the use of definitions included in this handbook.

3. To minimize the time lag between the collection of educational program data and the dissemination of information based on these data.

In order for the information disseminated to local districts to be useful to a high degree, it must be relatively current. In order for it to be current, the local districts must submit the reporting forms to the county office on or before the deadlines established, the county office must process the forms quickly and forward them to the Department, and the Department must, without delay, process and analyze the data and disseminate the information derived.

In the past, the educational program data collected has not been in a form appropriate for machine processing. As a result, all analyses have had to be done by hand. The new reporting forms have been designed so the data can be readily processed by machine. This procedure should speed up the data processing.

4. To gather educational program data needed by the State Department of Public Instruction.

It is necessary for the Department to have certain educational program data in order to examine and evaluate the educational programs of Iowa schools in general as well as the programs of individual districts, and to answer requests from various groups and agencies for this information.

5. To disseminate useful information concerning educational programs to local districts.

This is probably the most important of all the goals. Information from the reporting forms and from other sources will be distributed to local districts in such a way that local school officials will be able to use the information to evaluate and improve their own programs.

LONG RANGE GOALS

In the future, major efforts will be directed toward the accomplishment of the long range goals of Educational Program Accounting listed below.

1. To extend Educational Program Accounting to include elementary school programs.

Most of the effort on the Educational Program Accounting system thus far has been directed toward the secondary school level. Future effort will also be directed toward the elementary school programs.

2. To synchronize Iowa system of Educational Program Accounting with the national system.

The Office of Education of the U. S. Department of Health, Education, and Welfare has indicated that it will produce a national handbook for Educational Program Accounting. Every effort will be made to coordinate our work with that of the U. S. Office of Education in order that our records and procedures will synchronize with theirs and to facilitate the smooth transfer of data from local and intermediate districts, through the Department, to the U. S. Office.

3. To measure the conditions indicative of the quality potential of local educational programs.

This goal will perhaps be the most difficult of all to accomplish. An effort will be made, however, to devise some objective criteria which can be used to assess, in part, the conditions which are assumed to be indicative of the quality of local educational programs.

SECTION III

EDUCATIONAL PROGRAM ACCOUNTING PROCEDURES

In order that the information recorded by the local districts and collected by the State Department of Public Instruction will be uniform and more readily available to the Department and more useable to local districts, the following procedures for recording and reporting educational information have been devised.

LOCAL PROCEDURES

Local districts will submit certain educational program reports to their respective county offices, from which they will be forwarded to the State Department of Public Instruction. To assist in attaining uniformity of reporting, definitions of certain items have been included in Section V, Glossary of Terms. In order that the reports may be submitted accurately, uniformly, and on time, each secondary school should maintain up-to-date records of the items listed below:

- Number of periods in the school day
- Number of minutes devoted to instruction each week
- Number of minutes devoted to home room periods each week
- Number of units offered and required in each subject matter field
- Specific courses offered and required each semester of each year
- Minutes per week each class meets
- Weeks per year each class meets
- Number of units given for each course
- Enrollment by grade in each course for each semester
- Student activities offered
- Number of minutes per week each activity group meets
- Weeks per year each activity group meets
- Number of students participating in each activity by grade and sex
- Number of full-time and part-time librarians
- Salaries paid to librarians
- Number of books added to the library each year
- Number of volumes in reference sets added each year
- Number of periodicals to which the school subscribes
- Amount spent for library books and periodicals

Expenditures per pupil for library books and periodicals
The number of books in the library in each major category (history, fiction, social science, etc.)
Number of full-time and part-time audio-visual personnel
Number of pieces of audio-visual materials and equipment owned by school, broken down by type (films, slides, motion picture projectors, tape recorders, etc.)
Expenditures for:
 New audio-visual materials
 New audio-visual equipment
 Maintenance and replacement of materials
 Maintenance and replacement of equipment
 Film rentals
 Postage and transportation of films
Expenditures per pupil for audio-visual services
Number of full-time and part-time guidance personnel
Student-counselor ratio

All certificated secondary personnel who do any teaching should have available and be able to submit the following information:

Subject sections taught each semester
 The minutes per week each section meets
 The weeks per year each section meets
 The enrollment in each section
Other duties
 Time per week during the regular school day
 Administration (as superintendent, principal, director, etc.)
 Supervision of teachers
 Supervision of groups of students (study hall, band, library, etc.)
 Work with individual students and small groups (music lessons, speech correction, guidance, etc.)
 Released time for planning and conferences during the regular school day
 Teaching at another level or school
Time per week outside of the regular school day
 Time required of all teachers to be spent at school before classes start in the morning and after classes are dismissed in the afternoon
 Time spent on school work outside the regular school day and exclusive of the time included in the item directly above. This may include supervision of student activities, curriculum work, lesson plans, grading, etc.

Maintaining a current file of the educational program information listed above will help local school districts to analyze their current programs, examine their year-to-year progress, and complete the reporting forms for the Department.

The reporting forms and directions for their completion are shown in Appendix B. The due dates, as indicated on the forms, have been distributed so reports may be submitted at the most convenient time of the year and thereby relieve the pressure of many reports at the beginning of the school year.

Three copies of each reporting form, except the Secondary Teaching Personnel Assignment Report, will be provided for each secondary school. One copy may serve as a work copy. One of the completed copies should be retained by the local school while the other will be sent to the county office and forwarded from there to the Department.

Only one copy of the Secondary Teaching Personnel Assignment Report need be completed. This report will also be sent to the county office and forwarded from there to the Department.

INTERMEDIATE DISTRICT PROCEDURES

In the handling of reporting forms, the county office will act as a link between the local district and the Department. County office personnel will distribute the forms to the local school district administrators and will, if requested, provide necessary guidance in completion of the forms. After the forms are completed they will be returned to the county office where they will be checked for clerical accuracy and forwarded to the Department.

STATE DEPARTMENT OF PUBLIC INSTRUCTION PROCEDURES

The State Department of Public Instruction will provide the educational program reporting forms. The Department, upon receiving the completed forms, will process them and analyze the results. State-wide and individual school summaries will then be distributed to the local and county school administrators. Certain information will be provided in the form of profile charts described in Section III and illustrated in Appendix A.

SECTION IV

USES OF EDUCATIONAL PROGRAM ACCOUNTING

The primary purpose of educational program records and reports is to enable the State and local school districts to plan improved educational programs. Some ways in which reports can be useful are described below.

STATE DEPARTMENT OF PUBLIC INSTRUCTION USES

The State Department of Public Instruction receives many requests for information concerning educational programs of the public schools of Iowa. These requests come from many sources including the U. S. Office of Education, various national organizations, other state departments, legislative bodies, citizen groups, colleges and universities, and local and county school officials. The Department will use information from the educational program reporting forms to answer many of these requests and, to this extent, relieve schools from making individual responses to requests for educational information from various agencies.

Ascertaining the status of public education on a state-wide basis will be facilitated by the use of this educational program information. An analysis of these data will provide information for the study of strengths and weaknesses of the Iowa educational program.

The Department will also be able to analyze educational programs of individual districts, ascertain the individual strengths and weaknesses, and determine how well they comply with state laws, standards, and recommended practices.

The identification of characteristics of state-wide and local educational programs will serve as one basis for cooperative planning by the Department and local school districts for the improvement of education in Iowa.

LOCAL USES

Two of the most obvious ways local school districts may be able to use the educational program records and reports are to study their own educational programs and ascertain their own specific strengths and weaknesses in terms of their local objectives and to make comparisons of their own programs with state-wide and nation-wide program characteristics, recommended practices, and minimum regulations and standards. By means of summaries and profile charts issued by the Department, they will also be able to compare themselves with similar Iowa school districts. Officials of local school districts will then have additional evidence for making decisions regarding changes which may be made in their educational programs.

REPORTING FORMS

The reporting forms are illustrated in Appendix B. A brief description of each form is given below.

School Program Form A

School Program Form A gives a concise picture of the grade organization of the school, the daily schedule, and the number of units offered and required in each major subject area.

School Program Form B

School Program Form B portrays the specific subjects offered by the school and also shows, for each subject offered, the enrollment by grade, whether it is required or elective, the amount of credit it carries, and the number of minutes per week and weeks per year each class meets.

Student Activities Report

The Student Activities Report includes, for each activity offered, the number of minutes per week and weeks per year it is scheduled and the participation by sex and grade in each activity.

Library Report

The Library Report indicates the number of librarians in each school, the number of periodicals to which the school subscribes, the number of volumes in the library by type, and the annual library expenditures.

Audio-Visual Report

The Audio-Visual Report is used to record the number of audio-visual personnel, the materials and equipment owned by the school, and the annual audio-visual expenditures.

Guidance Report

The Guidance Report shows the number of guidance personnel employed and the student-counselor ratio for the school.

Secondary Teaching Personnel Assignment Report

The Secondary Teaching Personnel Assignment Report lists all secondary teaching assignments and other duties by subject code numbers, the number of minutes per week the class meets, the number of weeks the class meets during the year, the semester(s) the course is offered, and the number of pupils enrolled in each class.

PROFILE CHARTS

Profile charts, based on figures from the educational program accounting reports as well as other reports received by the State Department of Public Instruction from local school districts, will be regularly distributed to the schools. Examples of these charts are shown in Appendix A. These charts will give local school district officials an opportunity to compare their own districts with all Iowa districts and with districts of similar size.

The purpose of these charts is to depict certain characteristics of districts as the patterns appear when the figures for an individual school or school district are plotted on the charts.

SECTION V

DEFINITIONS

ACTIVITIES, STUDENT (also called extracurricular activities, cocurricular activities, and extraclass activities)--The less formal phases of the school program offered in addition to the normal classroom subjects. These are usually offered during an activity period, home room, or outside the regular school hours but in some cases may be offered during regular school hours. They generally have arisen from special interests of students and involve student planning and execution but are supervised by the school. Credit toward graduation is usually not given for student activities.

ACTIVITY PERIOD--See PERIOD, ACTIVITY.

AUDIO-VISUAL PERSONNEL--See PERSONNEL, AUDIO-VISUAL.

CENTRAL DEPOSITORY (Audio-Visual)--A place where audio-visual equipment and materials for several or all schools of the district are kept. Equipment and materials are then distributed to the individual schools as needed.

CERTIFICATED PERSONNEL--See PERSONNEL, CERTIFICATED.

CLASS PERIOD--See PERIOD, CLASS.

COUNSELOR--A person, approved as a counselor by the State Department of Public Instruction, who has time assigned to duties involving the counseling and guidance of students.

COURSE, CREDIT--A course for which the pupil receives credit applicable toward graduation or completion of a school program.

COURSE, ELECTIVE--An offered course which is not required for each student in order to graduate or to complete a school program. Also see COURSE, OFFERED.

COURSE, NON-CREDIT--A course for which the pupil does not receive credit applicable toward graduation or completion of a school program.

COURSE, OFFERED--A course that is taught to pupils on a regular basis, usually annually. It may be taught in alternate years or every third or fourth year but must be taught frequently enough to permit each pupil who so desires to take it during his years at the school. Note: Standards of the State Department of Public Instruction list certain courses which must be offered annually.

COURSE, REQUIRED--A course which each pupil must complete successfully to graduate or to complete a school program.

CREDIT--One half unit. Also see UNIT.

CREDIT COURSE--See COURSE, CREDIT.

DAY, SCHOOL--The period of time between the start of the first period and the end of the last period. This does not include time when teachers must be at the school prior to the first period in the morning and after the last period in the afternoon; it includes only the time when all students must be at school plus the lunch hour.

ELECTIVE COURSE--See COURSE, ELECTIVE.

ELEMENTARY SCHOOL--See SCHOOL, ELEMENTARY.

ENROLLMENT, SCHOOL--The number of pupils enrolled at the beginning of the year as reported in the General Annual Report.

EQUIVALENCY, FULL-TIME--The amount of time required in a part-time position expressed as a proportion of the time required in a full-time position, with "1.00" representing one full-time position. It is expressed as a decimal and is derived by dividing the amount of employed time required in the part-time position by the amount of time required in a corresponding full-time position.

EXPENDITURES PER PUPIL FOR AUDIO-VISUAL--The expenditures for audio-visual materials and equipment for a particular school divided by the number of pupils in that school. Also see PUPILS, NUMBER OF.

EXPENDITURES PER PUPIL FOR LIBRARY BOOKS, PERIODICALS, AND SUPPLIES--The expenditures for library books, periodicals, and library supplies for a particular school divided by the number of pupils in that school. Also see PUPILS, NUMBER OF.

EXTRACURRICULAR ACTIVITIES--See ACTIVITIES, STUDENT.

FULL-TIME (as applied to counselor, librarian, audio-visual director)--School employees who occupy one of the positions mentioned and devote all their employed time to the performance of this duty.

FULL-TIME EQUIVALENCY--See EQUIVALENCY, FULL-TIME.

FULL-TIME TEACHER--See TEACHER, FULL-TIME.

GRADE ORGANIZATION--See ORGANIZATION, GRADE.

GUIDANCE, SCHOOL--That part of the total educational program designed to foster maximum development of individual potentialities through providing school wide assistance to youth in the choices, decisions, and adjustments each must make as he moves toward maturity.

HOME ROOM--A room presided over by a single teacher to which group of students is assigned for purposes of checking attendance and similar administrative details, group guidance, and student activities.

HOME ROOM PERIOD--See PERIOD, HOME ROOM.

JUNIOR HIGH SCHOOL--See SCHOOL, JUNIOR HIGH.

JUNIOR-SENIOR HIGH SCHOOL--See SCHOOL, JUNIOR-SENIOR HIGH.

LIBRARIAN--A person approved by the State Department of Public Instruction as a librarian and whose duties may include the administration and supervision of the library and instruction to the students on the use of the library.

NON-CREDIT COURSE--See COURSE, NON-CREDIT.

NUMBER OF CLASS PERIODS IN THE SCHOOL DAY--The number of periods available to pupils for class or study hall each day. Home room periods, lunch periods, and activity periods are not included.

OFFERED COURSE--See COURSE, OFFERED.

ORGANIZATION, GRADE--The manner in which a school district organizes its attendance units such as K-6-6, K-6-3-3, K-6-2-4, or K-8-4.

PART-TIME (as applied to counselor, librarian, audio-visual director)--School employees who occupy one of the positions mentioned but devote less than full-time to the performance of this duty.

PART-TIME TEACHER--See TEACHER, PART-TIME.

PERIOD--An interval of time regularly set aside for classroom instruction, home room, study hall, lunch or student activities.

PERIOD, ACTIVITY--An interval of time during the school day set aside for student activities.

PERIOD, CLASS--An interval of time available for classroom instruction.

PERIOD, HOME ROOM--An interval of time during which pupils regularly attend specific rooms for administrative, guidance, or student activity purposes.

PERSONNEL, AUDIO-VISUAL--Personnel who have time assigned to duties involving the administration or supervision of the audio-visual program or production of audio-visual material.

PERSONNEL, CERTIFICATED--School personnel who must be certificated by the State Board of Public Instruction in order to qualify for their positions.

PROGRAM, SCHOOL--The planned opportunities for learning offered by the school for the pupils.

PUPIL-COUNSELOR RATIO--See RATIO, PUPIL-COUNSELOR.

RATIO, PUPIL-COUNSELOR--The ratio between the number of pupils in a school and the total full-time equivalency of counselors and teacher-counselors assigned to the school. It is computed by dividing the number of pupils by the total full-time counselor equivalency. For example, for a school with 540 pupils and a total full-time counselor equivalency of 1.8, the pupil-counselor ratio would be 540 divided by 1.8 equals 300:1.

REQUIRED COURSE--See COURSE, REQUIRED.

SCHOOL DAY--See DAY, SCHOOL.

SCHOOL, ELEMENTARY--A school consisting of kindergarten, if operated, and grades one through eight or grades one through six when grades seven and eight are included in the secondary school.

SCHOOL ENROLLMENT--See ENROLLMENT, SCHOOL.

SCHOOL GUIDANCE--See GUIDANCE, SCHOOL.

SCHOOL, JUNIOR HIGH--A separately organized and administered secondary school consisting of either grades seven, eight, and nine, or seven and eight.

SCHOOL, JUNIOR-SENIOR HIGH--A secondary school consisting of grades seven through twelve when these grades are contained in a separately organized and administered unit.

SCHOOL, PROGRAM--See PROGRAM, SCHOOL.

SCHOOL, SECONDARY--A school consisting of any span of grades beginning with the next grade following the elementary school and ending with grade twelve, including junior and senior high schools.

SCHOOL, SENIOR HIGH--A separately organized and administered secondary school consisting of grades nine through twelve or ten through twelve.

SECONDARY SCHOOL--See SCHOOL, SECONDARY.

SECTION--A group of pupils assigned to a teacher for instruction at a particular time.

SENIOR HIGH SCHOOL--See SCHOOL, SENIOR HIGH.

STUDENT ACTIVITIES--See ACTIVITIES, STUDENT

TEACHER-COUNSELOR--A person, approved as a teacher-counselor by the State Department of Public Instruction, who may have up to half of this employed time assigned to duties involving the counseling and guidance of students.

TEACHER, FULL-TIME--A teacher who devotes full-time to instructional duties at a particular school. Instructional duties includes teaching, guidance and counseling, library, and other related nonadministrative duties. See also TEACHER, PART-TIME.

TEACHER, PART-TIME--A teacher who devotes less than full-time to instruction duties at a particular school. A part-time teacher may be employed for less than full-time, have part of his time devoted to administrative duties, or spend part of his time teaching at another school. Also see TEACHER, FULL-TIME.

UNIT (also called Carnegie Unit)--One unit is awarded for the successful completion of a course at the secondary level which meets five days per week for at least 40 minutes daily on the equivalent amount of time throughout one school year of at least 36 weeks. The equivalent time is 120 clock hours. Also see CREDIT.

UNIT EQUIVALENT--The amount of credit in units that might be given for a noncredit course if it were a credit course. This equivalent should be computed on the basis of classroom hours per week compared with the classroom hours per week required in a credit course for one unit credit.

APPENDIX A

SCHOOL PROFILE CHARTS

Examples of the school profile charts issued during the 1960-1961 school year are shown on the following pages along with the letter explaining the charts and definitions of the items on the charts that were sent out at the same time. More items will be added for the 1961-1962 school year and for succeeding years.

As new charts are developed, you will be sent copies to insert in this handbook.

Dear School Administrator:

Enclosed are accounting machine lists of certain figures (assessed valuation per resident ADA, total millage levy, etc.) for your school district. These figures are listed by item numbers corresponding to the School Characteristics list (also enclosed) and to the column headings on the Profile Charts. The top figure (running consecutively) in each pair of lines is the item number and the one immediately below is the figure for your school district. This bottom figure should be plotted on both the Profile Chart for all Iowa schools, and the Profile Chart by school size. For example, if the assessed valuation per resident ADA (Item 1 on the accounting machine list) were \$12,000 for your district, you would plot this between the 70th and 80th percentile on the vertical line under Item 1 on the Profile Chart for all Iowa schools (noted in the upper righthand corner of the chart). It would also be plotted under Item 1 on the Profile Chart for schools of your size. The Profile Charts, when completed, will thus enable you to make comparisons in two ways; (1) with other schools of the same size and (2) with all the schools in the state.

All figures are computed from the Secretary's Annual Report, General Annual Report, and the Individual Report of Teacher Personnel. Districts that were newly organized in 1960-61 will have only the teacher data figures. All processing was done by machine. The School Characteristics list explains how each figure was computed. It is possible that there are errors in the figures for your school, either because people on your staff reported them incorrectly or errors were made in machine processing. If you discover errors or have any questions about any of the figures, please write us.

The Profile Charts were developed by the Educational Program Accounting Committee composed of Iowa educators from colleges and universities, local school districts, county offices, and the State Department of Public Instruction. The Committee hopes that by using these charts each district will be able (1) to

discover strengths and weaknesses from the pattern of their charts and (2) to improve the quality of education based on these observations. For example, a district may find that it ranks high in the secondary areas of the teacher data chart and low in the elementary areas. This may mean that the quality of the secondary teachers is being emphasized at the expense of the elementary teachers. If your district ranks high in a certain area, this is not necessarily good; it may be better to rank low in certain areas. For example, if you rank low in pupil-teacher ratio this may be a sign of quality or it may be a sign of inefficiency. The Committee does not wish to encourage mediocrity by conveying the idea that a district should rank at the median in all areas. Present practice cannot be interpreted as the best practice.

We apologize for the fact that some of the information presented is not as recent as we would like to have it. The figures from the Secretary's Annual Report are for the 1959-60 school year. The teacher figures are for the 1960-61 school year. Distributing the charts much earlier next year, along with the addition of other characteristics each ensuing year, should increase their value to you.

The Profile Charts have been developed to help you as a school administrator. We would appreciate any comments or suggestions you have concerning them. Additional copies of the charts are available on request.

SCHOOL CHARACTERISTICS

Background Information

This information was all obtained from the Secretary's Annual Report.

1. Assessed Valuation per Resident ADA.

Assessed valuation divided by the resident ADA.

2. Percent in Private Schools.

Private school enrollment, age 7-16, divided by the total enrollment, age 7-16.

3. Millage Levy for General and Special Courses Funds.

General fund millage levy added to the special courses fund millage levy.

4. Total Millage Levy.

The sum of the general fund millage levy, the special courses fund millage levy and the schoolhouse fund millage levy.

5. Building Value per Total ADA.

Total building value divided by the total (resident and non-resident) ADA.

6. Bonded Indebtedness as Percent of Base.

Assessed valuation multiplied by $1 \frac{2}{3}$. To this the monies and credits is added. This result is divided into the bonded indebtedness.

7. Debt Service (Schoolhouse Fund) per Total ADA.

Schoolhouse fund debt service divided by the total ADA.

8. General Fund Capital Outlay per Total ADA.

Capital outlay from the general fund divided by the total ADA.

9. General Fund Debt Service per Total ADA.

Debt service from the general fund divided by the total ADA.

Current Expenditures Per Total ADA

This information was all obtained from the Secretary's Annual Report.

10. General Control per Total ADA.

General control divided by the total ADA.

11. Instructional Salaries per Total ADA.

General fund instructional salaries added to the special courses fund instructional salaries. This sum is divided by the total ADA.

12. Other Instructional Costs per Total ADA.

Other instructional costs divided by the total ADA.

13. Plant Operation per Total ADA.

Plant operation divided by total ADA.

14. Maintenance per Total ADA.

Maintenance divided by total ADA.

15. Health Services per Total ADA.

Health services divided by total ADA.

16. Other Auxiliary Costs per Total ADA.

Other auxiliary costs (Transportation, health, revolving accounts and tuition not included) divided by the total ADA.

17. Fixed Charges per Total ADA.

Fixed charges divided by total ADA.

18. Net Current Expenditures per Total ADA.

Items 10-17 above added.

19. Transportation per Total ADA.

Transportation divided by total ADA.

20. Total Current Expenditures per Total ADA.

Items 18 and 19 above added.

Percent of Net Current Expenditures For Various Items

This information was all obtained from the Secretary's Annual Report.

21. General Control as a Percent of Net Current Expenditures.

Item 10 divided by item 18.

22. Instructional Salaries as a Percent of Net Current Expenditures.

Item 11 divided by item 18.

23. Other Instructional Costs as a Percent of Net Current Expenditures.

Item 12 divided by item 18.

24. Plant Operation as a Percent of Net Current Expenditures.

Item 13 divided by item 18.

25. Maintenance as a Percent of Net Current Expenditures.

Item 14 divided by item 18.

26. Health Service as a Percent of Net Current Expenditures.

Item 15 divided by item 18.

27. Other Auxiliary Costs as a Percent of Net Current Expenditures.

Item 16 divided by item 18.

28. Fixed Charges as a Percent of Net Current Expenditures.

Item 17 divided by item 18.

Teacher Data

All of the following information except the pupil-teacher ratios in items 39 and 40 was taken from the Individual Report of Teacher Personnel. Only those elementary teachers who coded themselves 02--elementary teacher (K, 1-6) or 03--elementary teacher (grades 7 or 8 or both) and secondary teachers who coded themselves 07--junior high teacher or 10--secondary teacher were included. Elementary-secondary teachers, principals, librarians, special education teachers, supervisors, etc. are not included.

The pupil-teacher ratios are taken from the General Annual Report.

29. Percent of Elementary Teachers with Degrees.

The number of elementary teachers with degrees divided by the total number of elementary teachers.

30. Percent of Secondary Teachers with M. A. Degrees or Above.

The number of secondary teachers with M. A. degrees or above divided by the total number of secondary teachers.

31. Percent of Elementary Men Teachers.

The number of elementary men teachers divided by the total number of elementary teachers.

32. Percent of Secondary Men Teachers.

The number of secondary men teachers divided by the total number of secondary teachers.

33. Median Years Tenure of Elementary Teachers.

The median (middle number) years experience in this school system of all elementary teachers.

34. Median Years Tenure of Secondary Teachers.

The median years experience in this school system of all secondary teachers.

35. Median Years Experience of Elementary Teachers.

The median years total experience in all schools of all elementary teachers.

36. Median Years Experience of Secondary Teachers.

The median years total experience in all schools of all secondary teachers.

37. Median Salary of Elementary Teachers.

The median salary of all elementary teachers.

38. Median Salary of Secondary Teachers.

The median salary of all secondary teachers.

39. Elementary Pupil-Teacher Ratio.

The number of students in grades K-8 divided by the number of teachers in grades K-8.

40. Secondary Pupil-Teacher Ratio.

The number of students in grades 9-12 divided by the number of teachers in grades 9-12.

SCHOOL CHARACTERISTICS CHART

All Iowa Schools

Background Information

1959-1960

Item No.:	1	2	3	4	5	6	7	8	9
Percentile	Ass. Val. Per Res. ADA	Percent in Private Schools	General and Spec. C. Millage Levy	Total Millage Levy	Building Value Per Total ADA	Bonded Indebt. % of Base	Debt Service (SH. Fund) Per Total ADA	Capital Outlay (Gen. Fund) Per Total ADA	Debt Service (Gen. Fund) Per Total ADA
90	\$14,500	23	49	55	\$1,470	4.2	\$51	\$44	\$1.20
80	12,800	12	43	47	1,300	3.5	41	35	.50
70	11,800	4	39	42	1,160	3.2	35	29	.10
60	10,600	1	36	40	1,050	2.7	29	25	0
50	9,900	0	34	38	950	2.2	25	20	0
40	8,900	0	32	36	850	1.5	19	17	0
30	8,200	0	31	34	760	1.0	14	13	0
20	7,100	0	29	31	670	0.4	9	9	0
10	5,900	0	25	28	540	0	0	5	0

SCHOOL CHARACTERISTICS CHART

All Iowa Schools

Current Expenditures Per Total ADA

1959-1960

Item No.:	10	11	12	13	14	15	16	17	18	19	20
Percentile	General Control	Inst. Salaries	Other Inst. Costs	Plant Oper.	Maint.	Health Svc.	Other Aux. Svc.	Fixed Charges	Net Current Exp.	Transp.	Total Current Exp.
90	\$33	\$280	\$27.30	\$54	\$25.00	\$4.10	\$1.55	\$28.50	\$420	\$45	\$460
80	28	260	22.80	48	18.00	2.60	0.65	25.00	390	40	430
70	25	250	19.80	45	15.00	1.80	0.15	23.50	380	37	410
60	23	235	18.30	42	12.75	0.90	0	22.00	360	34	390
50	21	225	16.50	40	10.75	0.50	0	21.00	340	32	370
40	19	215	14.70	37	9.00	0.20	0	20.00	320	30	350
30	17	210	13.30	35	7.75	0.10	0	19.00	310	27	340
20	15	200	11.30	32	6.00	0	0	17.50	300	23	330
10	12	190	9.50	29	4.75	0	0	16.50	280	16	310

SCHOOL CHARACTERISTICS CHART

All Iowa Schools

Percent of Net Current Expenditures for Various Items

1959-1960

Item No.:	21	22	23	24	25	26	27	28
Percentile	General Control	Inst. Salaries	Other Inst. Costs	Plant Oper.	Maint.	Health Svc.	Other Aux. Svc.	Fixed Charges
90	8.9	71.4	7.4	13.9	6.7	1.20	.4	7.5
80	7.9	69.8	6.4	13.1	5.0	.80	.2	6.9
70	7.1	68.8	5.7	12.3	4.3	.50	0	6.6
60	6.7	67.9	5.1	11.9	3.6	.20	0	6.3
50	6.0	66.8	4.7	11.5	3.1	.10	0	6.1
40	5.7	65.6	4.3	11.1	2.7	.05	0	5.9
30	5.2	64.8	4.0	10.6	2.3	0	0	5.7
20	4.5	63.4	3.5	10.1	1.8	0	0	5.5
10	3.7	61.3	3.0	9.4	1.4	0	0	5.2

SCHOOL CHARACTERISTICS CHART

All Iowa Schools

Teacher Data

1960-1961

Item No.:	29	30	31	32	33	34	35	36	37	38	39	40
Percentile	% of Elem. Teachers With Degree	% of Sec. Teachers With M.A. or Above	% of Elem. Men Teachers	% of Sec. Men Teachers	Median Years Tenure Elem. Teachers	Median Years Tenure Sec. Teachers	Median Years Exp. Elem. Teachers	Median Years Exp. Sec. Teachers	Median Salary Elem. Teachers	Median Salary Sec. Teachers	Elem. Pupil- Teacher Ratio	Sec. Pupil- Teacher Ratio
90	47	28	13	75	5	3	15	9	\$4350	\$5350	28.0	19.1
80	33	20	11	71	4	3	13	7	3900	5100	26.5	17.3
70	25	14	8	67	3	2	11	6	3750	4900	25.2	15.8
60	20	11	6	65	3	2	10	4	3700	4800	24.5	14.9
50	17	7	0	60	2	1	9	3	3600	4700	23.5	14.0
40	13	0	0	57	2	1	7	3	3500	4600	22.4	13.0
30	11	0	0	50	1	1	6	2	3450	4550	21.4	12.0
20	0	0	0	50	1	1	4	2	3350	4500	20.4	10.8
10	0	0	0	40	1	0	3	1	3200	4350	18.8	9.6

APPENDIX B

ILLUSTRATIONS OF EDUCATIONAL PROGRAM ACCOUNTING REPORTING FORMS

The educational program accounting forms to be used during the 1962-1963 school year and succeeding years and instructions for completing the forms are included in the following pages. If it is necessary to make any changes in the forms in the future you will be sent copies of the new forms to insert in this handbook.

General Instructions for the Educational Program Accounting Forms

Three copies of each reporting form except the Secondary Teaching Personnel Assignment Report will be furnished for each secondary school. One is to serve as a work copy, one completed copy is to be kept by the local district, and one copy is to be forwarded to the county office.

Forms will be sent to the local schools well ahead of the deadlines so school officials can begin completing them well ahead of time. Although the library, audio-visual, and guidance reports are not due until October 15, for example, they will be sent to the schools in the late spring or early summer. These reports could well be completed before school starts in the fall.

The school program forms consist of 7 parts:

<u>Form</u>	<u>Due in County Office</u>	<u>Due in State Department</u>
(1) School Program Form - A	October 15	October 30
(2) School Program Form - B	October 15	October 30
(3) Student Activities Report	June 15	June 30
(4) Library Report	October 15	October 30
(5) Audio-Visual Report	October 15	October 30
(6) Guidance Report	October 15	October 30
(7) Secondary Teaching Personnel Assignment Report	February 15	March 1

School Program Form - A is due in the county office October 15 and in the State Department October 30. One copy of this form is to be submitted for each junior high school and each high school in the Iowa public high school districts. In case of a combined junior-senior high school, just one form need to submitted.

School Program Form - B is due in the county office October 15 and in the State Department October 30. One copy of this form is to be submitted for each school that submits School Program Form - A. We are asking each school to estimate the second semester enrollments and include figures for both semesters in the report submitted.

Student Activities Report is due in the county office June 15 and in the State Department June 30. One copy of this form should be submitted for each junior high school and senior high school in Iowa public high school districts. This is an end of the year report and figures reported should be for the past school year.

Library Report is due in the county office October 15 and in the State Department October 30. One copy is to be submitted for each school that submits School Program Forms A and B.

Audio-Visual Report is due in the county office October 15 and in the State Department October 30. One copy is to be submitted for each school that submits School Program Forms A and B. If the district has a central depository of audio-visual equipment and/or materials, the following reports should be submitted: (1) A report for the material and equipment available to the secondary schools of the district from the central depository. (2) A separate report for each secondary school of the district showing the materials and equipment owned and/or permanently assigned to each school.

Guidance Report is due in the county office October 15 and in the State Department October 30. One copy of this report should be submitted for each school that submits School Program Forms A and B.

Secondary Teaching Personnel Assignment Report is due in the county office February 15 and in the State Department March 1. A copy of this report should be made by each person who does any teaching or supervision of students in a junior or senior high school. Thus, if a superintendent, principal, or anyone on the administrative or supervisory staff does any teaching or direct supervision of students, (study hall, home room, library, guidance, etc.), he should also submit a form. Otherwise, these people need not submit forms. The due date has been set late enough to permit teachers to fill in the information for both semesters at one time.

SCHOOL PROGRAM FORM - A

Due: County Office--October 15; State Department--October 30

1. County Name	<input type="text"/>	County Number	<input type="text"/>
2. School District Name	<input type="text"/>	Sch. Dist. No.	<input type="text"/>
3. School Name	<input type="text"/>	School Number	<input type="text"/>

SPECIFIC INSTRUCTIONS ARE ON THE REVERSE SIDE

4. This report is for (check one):

Grades 7 and 8 of a 6-2-4 organization	(1)	<input type="text"/>
Grades 7, 8 and 9 of a 6-3-3 organization	(2)	<input type="text"/>
Grades 7-12 of a 6-6 organization	(3)	<input type="text"/>
Grades 10, 11 and 12 of a 6-3-3 organization	(4)	<input type="text"/>
Grades 9, 10, 11 and 12 of an 8-4 or 6-2-4 organization . .	(5)	<input type="text"/>
Other: Grades _____ of a _____ organization .	(6)	<input type="text"/>

5. Number of class periods in the school day

6. Total number of minutes devoted to instruction during each week
(See instructions on reverse side)

7. Number of minutes devoted to home room per week
(See instructions on reverse side)

8. Course Offerings and Requirements:

(See instructions on reverse side)

Subject Areas		Grade 9-12				Grade 7 & 8	
		Credit Courses		Non-Credit Courses		Courses	
		Number of Units		Unit Equivalent		Unit Equivalent	
		Offered	Required	Offered	Required	Offered	Required
Agriculture	31						
Art	33						
Business Education	35						
Communications	42						
Distributive Education	40						
Driver Educ. and Safety	41						
Foreign Languages	54						
Health	66						
Homemaking	50						
Industrial Arts	52						
Mathematics	58						
Music	59						
Physical Education	61						
Science	63						
Social Studies	69						
Trade and Ind. Educ.	53						
Total	99						

Instructions for School Program Form - A

This is an individual school report. One report is to be completed by each junior and each senior high school. In case of a 6-6 organization, just one form need be submitted. In case of a 6-3-3 or 6-2-4 organization submit one report for each junior high and one for each senior high. In case of an 8-4 organization, submit just one report for each high school.

Instructions for Specific Items on School Program Form - A

- (1-3) Code numbers from list furnished by the State Department of Public Instruction.
- (4) Organization. Check one. If none applies, check "Other" and fill in the blanks with the appropriate grades and organizations.
- (5) Number of class periods in the school day. "Periods" are defined as intervals of time available for organized classroom instruction or study hall, exclusive of home rooms and lunch periods. If you have split lunch periods, list the number of periods available to pupils for class or study hall during the day.
- (6) Number of minutes devoted to instruction during each week. Count only the number of minutes that classes or study halls are actually in session, but do not include home rooms, lunch hours and time between class periods. If you have split lunch periods, please count the number of minutes that each child is actually in class or study hall each week.
- (7) Number of minutes devoted to home room per week. Include only the time devoted to home room activities. If home room is combined with study hall, count the home room time in item (7) and the study hall time in item (6).
- (8) Course offerings and requirements. Please indicate in the spaces provided the number of units offered and required in each of the subject areas listed. (A unit is normally given for a subject meeting one period per day, five days a week, or the equivalent, for one year.) Under the heading Grade 9-12 Credit Courses, include only the courses for which credit is given in grades 9 to 12. Under the heading Grade 9-12 Non-Credit Courses, include all courses offered in grade 9-12 for which no credit is given. For these non-credit courses list the equivalent units that might be given for the courses if they were credit courses according to the class time per week. Under the heading Grade 7 and 8 Courses, include all 7th and 8th grade courses. List the equivalent units for these courses according to the class time per week. If this report is for a junior high including grades 7, 8, and 9, the 9th grade courses should be included under the appropriate grade 9-12 heading and the 7th and 8th grade courses under the grade 7 and 8 heading. Offered should include all subjects in each area, required as well as elective. Required should include only the subjects required of all students.

Include alternate year subjects. If shorthand II and bookkeeping II are taught in alternate years, for example, they should both be counted.

Do not include student activities, adult education, or summer school courses.

SCHOOL PROGRAM FORM - B

Due: County Office--October 15; State Department--October 30

1. County Name		County Number	
2. School District Name		Sch. Dist. No.	
3. School Name		School Number	

A copy of this form should be submitted for each secondary school. For example, a school district with a 6-3-3 organization and with two junior highs and one senior high will submit 3 forms altogether. Each of the junior highs will submit a form and the senior high will submit a form.

4. This report is for (check one):

Grades 7 and 8 of a 6-2-4 organization	(1)	
Grades 7, 8 and 9 of a 6-3-3 organization	(2)	
Grades 7-12 of a 6-6 organization	(3)	
Grades 10, 11 and 12 of a 6-3-3 organization	(4)	
Grades 9, 10, 11 and 12 of an 8-4 or 6-2-4 organization	(5)	
Other: Grades _____ of a _____ organization	(6)	

5. Indicate following each course offered by your school: (1) The first semester enrollment by grades and the estimated second semester enrollment. (2) Whether the course is required of all students or elective. Be sure to mark this for all courses, junior high as well as high school. (3) The units of credit given for the course (a unit is normally given for a subject meeting one period a day, five days a week, for one school year, or the equivalent.) Enter only the units for credit courses in grade 9, 10, 11 or 12. Put zeros in the units column for all 7th and 8th grade courses and all non-credit courses in grades 9-12. Do not include summer school, adult education courses, or extracurricular activities. Use decimals instead of fractions and round off the decimals to two places. (4) The number of minutes per week each course meets. (5) The number of weeks per year each course meets. An algebra course meeting all year long would be entered as 36 weeks. A one semester course in trigonometry would be entered as 18 weeks even though the course is offered both semesters.

(Instructions continued on reverse side)

Subject	Enrollment												R	E	Units	Min. Per Weeks	Weeks Per Year	
	1st Semester						2nd Semester											
	7	8	9	10	11	12	7	8	9	10	11	12						
AGRICULTURE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3121 Gen. Agriculture I																		
3122 Gen. Agriculture II																		
3123 Gen. Agriculture III																		
3124 Gen. Agriculture IV																		
3131 Farm Shop																		
3132 Farm Crops																		
3133 Animal Husbandry																		
3134 Farm Management																		
3149 Other Gen. Agric.																		
3149																		
3149																		
3149																		
3149																		

Agriculture Continued

Instructions for School Program Form - B (Continued)

The Roman Numerals after courses are for years, not semesters. For example, General Agriculture I is the first year of General Agriculture and General Agriculture II is for second year of General Agriculture.

The names given to courses by your school may not be identical to those listed; an effort should be made, however, for reporting purposes, to fit them into these listed titles. If this is impossible, please write the titles of these courses in the blanks at the end of each area and fill in the appropriate spaces after them.

Vocational distributive education and vocational trades and industry have not been broken down into specific course offerings. Here you will please list the total enrollments for the entire area by semester and attach a separate list showing the same information for each course in the area.

If subjects are taught on alternate years, but not taught this year, enter whether or not they are required or elective and the amount of credit given, but enter enrollment as 0. The total courses offered should be the same as reported on Form A.

Agriculture Continued

County Number
Sch. Dist. No.
School Number

Subject	Enrollment												R	E	Units	Min Per Week	Weeks Per Year
	1st Semester						2nd Semester										
	7	8	9	10	11	12	7	8	9	10	11	12					
AGRICULTURE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3151 Voc. Agric. I																	
3152 Voc. Agric. II																	
3153 Voc. Agric. III																	
3154 Voc. Agric. IV																	
3199 Other Voc. Agric.																	
3199																	
3199																	
3199																	
3199																	
ART	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3401 Art 7																	
3402 Art 8																	
3421 Art I																	
3422 Art II																	
3423 Art III																	
3424 Art IV																	
3425 Art Crafts																	
3499 Other Arts																	
3499																	
3499																	
3499																	
3499																	
BUSINESS EDUCATION	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3521 Bookkeeping I																	
3522 Bookkeeping II																	
3621 Business Law																	
3721 General Business																	
3722 Office Practice																	
3723 Office Machines																	
3724 Secretarial Practice																	
3725 Business Arithmetic																	
3821 Shorthand I																	
3822 Shorthand II																	
3921 Personal Typing																	
3922 Typing I																	
3923 Typing II																	
3999 Other Business Ed.																	
3999																	
3999																	
3999																	
3999																	
DISTRIBUTIVE EDUCATION	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4021 Voc. Distributive Ed.																	
SAFETY EDUCATION	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4121 Driver Education																	
4122 Safety Education																	

County Number

Sch. Dist. No.

School Number

Subject	Enrollment												R	E	Units	Per Week	Min. Per Week	Weeks Per Year
	1st Semester						2nd Semester											
	7	8	9	10	11	12	7	8	9	10	11	12						
COMMUNICATIONS	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4501 English 7																		
4502 English 8																		
4503 Reading 7																		
4504 Reading 8																		
4505 Speech 7																		
4506 Speech 8																		
4507 Spelling 7																		
4508 Spelling 8																		
4221 English 9																		
4222 English 10																		
4321 English 11																		
4421 English 12																		
4322 American Literature																		
4422 English Literature																		
4423 World Literature																		
4621 Public Speaking I																		
4622 Public Speaking II																		
4623 Dramatics																		
4624 Forensics																		
4721 Journalism																		
4523 Remedial English																		
4524 Remedial Reading																		
4525 Creative Writing																		
4526 Advanced Composition																		
4527 Advanced Grammar																		
4599 Other English																		
4599																		
4599																		
4599																		
4599																		
HEALTH	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6601 Junior High Health																		
6621 Senior High Health																		
HOMEMAKING	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5001 Homemaking 7																		
5002 Homemaking 8																		
5021 Gen. Homemaking I																		
5022 Gen. Homemaking II																		
5023 Gen. Homemaking III																		
5024 Gen. Homemaking IV																		
5099 Other Gen. Homemaking																		
5099																		
5099																		
5099																		
5099																		
5121 Vocational Hmkg. I																		
5122 Voc. Homemaking II																		
5123 Voc. Homemaking III																		
5124 Voc. Homemaking IV																		

Homemaking Continued

County Number

Sch. Dist. No.

School Number

Subject	Enrollment												R	E	Units	Min. Per Week	Weeks Per Year
	1st Semester						2nd Semester										
	7	8	9	10	11	12	7	8	9	10	11	12					
HOMEMAKING	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5199 Other Voc. Hmkg.																	
5199																	
5199																	
5199																	
5199																	
INDUSTRIAL EDUCATION	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Industrial Arts																	
5301 Industrial Arts 7																	
5302 Industrial Arts 8																	
5321 Industrial Arts I																	
5322 Industrial Arts II																	
5323 Industrial Arts III																	
5324 Industrial Arts IV																	
5327 Shop I																	
5328 Shop II																	
5329 Shop II																	
5331 Mechanical Drawing I																	
5332 Mechanical Drawing II																	
5333 Mechanical Drawing III																	
5335 Engineering Drawing																	
5336 Architectural Drawing																	
5337 Technical Drawing																	
5341 Metals I																	
5342 Metals II																	
5345 Woodworking I																	
5346 Woodworking II																	
5349 Carpentry																	
5350 Cabinet Making																	
5354 Auto Mechanics																	
5356 Machine Shop																	
5358 Welding																	
5360 Printing I																	
5361 Printing II																	
5364 Electricity																	
5366 Electronics																	
5368 Photography																	
5370 Radio																	
5372 Crafts																	
5399 Other Industrial Arts																	
5399																	
5399																	
5399																	
5399																	
Vocational Trades and Industry	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5380 Cooperative Ind. Occup.																	
5385 Day Trades																	

County Number
 Sch. Dist. No.
 School Number

Subject	Enrollment												R	E	Units Per Week	Min. Per Year	Weeks Per Year
	1st Semester						2nd Semester										
	7	8	9	10	11	12	7	8	9	10	11	12					
MUSIC	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6021 Vocal Music (Chorus)																	
6023 Voc. Mus. (Glee Club)																	
6031 Inst. Music (Band)																	
6033 Inst. Music (Orch.)																	
6041 General Music																	
6045 Music Theory																	
6099 Other Music																	
6099																	
6099																	
6099																	
6099																	
PHYSICAL EDUCATION	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6221 Boys Physical Ed.																	
6222 Girls Physical Ed.																	
SCIENCE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6501 Science 7																	
6502 Science 8																	
6521 General Science I																	
6522 General Science II																	
6531 Biology I																	
6532 Biology II																	
6535 Botany																	
6537 Zoology																	
6541 Chemistry I																	
6542 Chemistry II																	
6551 Physics																	
6555 P.S.S.C. Physics																	
6557 Physical Science																	
6571. Physiology																	
6573 Senior Science																	
6575 Earth Science																	
6599 Other Science																	
6599																	
6599																	
6599																	
6599																	
SOCIAL STUDIES	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7201 American History 7																	
7202 American History 8																	
7001 Geography 7																	
7002 Geography 8																	
7401 Social Studies 7																	
7402 Social Studies 8																	
7421 Social Studies 9																	
7422 Social Studies 10																	
7423 Social Studies 11																	
7424 Social Studies 12																	

Social Studies Continued

County Number

Sch. Dist. No.

School Number

Subject	Enrollment												R	E	Units	Min. Per Week	Weeks Per Year	
	1st Semester						2nd Semester											
	7	8	9	10	11	12	7	8	9	10	11	12						
SOCIAL STUDIES	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7021 Geography																		
7321 World History																		
7221 American History																		
7121 American Government																		
7431 Sociology																		
7441 Psychology																		
6921 Economics																		
7451 Civics																		
8121 Am. Gov. & Soc. Prob.																		
8199 Other Soc. Studies																		
8199																		
8199																		
8199																		
8199																		

STUDENT ACTIVITIES

Due: County Office--June 15; State Department--June 30

1. County Name		County Number	
2. School District Name		Sch. Dist. No.	
3. School Name		School Number	

4. This report is for (check one):

Grades 7 and 8 of a 6-2-4 organization	(1)	
Grades 7, 8 and 9 of a 6-3-3 organization	(2)	
Grades 7-12 of a 6-6 organization	(3)	
Grades 10, 11 and 12 of a 6-3-3 organization	(4)	
Grades 9, 10, 11 and 12 of an 8-4 or 6-2-4 organization . .	(5)	
Other: Grades _____ of a _____ organization .	(6)	

5. Following each activity offered in your school during the past school year, please list the average number of minutes per week it met, the number of weeks it met, and the participation by sex and grade during the school year. In the case of intramurals, please list only the number of different students participating. That is, if a student participates in intramural touch football, basketball and volleyball, count him only once. The name you use for some of your activities may not match those listed. An effort should be made, however, to fit them into the listed titles. (For example, a biology club would be listed as a Science Club and a Spanish Club would be listed as a foreign language club.) If this is impossible, use the blanks for "other" at the end of the list--please write the title of these activities in the blanks and fill in the appropriate spaces after them.

Code No.	Activity	Minutes Per Week	Weeks Per Year	Number Participating by Grade													
				7		8		9		10		11		12		Total	
				B	G	B	G	B	G	B	G	B	G	B	G	B	G
02	Annual																
04	Art Club																
06	Band																
08	Baseball																
10	Basketball																
12	Camera Club																
14	Cheerleaders																
16	Chorus																
18	Cross Country																
20	Debate																
22	DECA																
24	Drama Club																
26	Drill Team																
28	FBLA																
30	FFA																
32	FHA																
34	FTA																
36	Football																
38	For. Lang. Club																
40	Future Nurses Club																
42	Glee Club																
44	Golf																
46	GRA																
48	HI-Y																

LIBRARY REPORT

Due: County Office--October 15; State Department--October 30

1. County Name	<input type="text"/>	County Number	<input type="text"/>
2. School District Name	<input type="text"/>	Sch. Dist. No.	<input type="text"/>
3. School Name	<input type="text"/>	School Number	<input type="text"/>

SEE INSTRUCTIONS ON REVERSE SIDE

4. This report is for (check one):

Grades 7 and 8 of a 6-2-4 organization	(1)	<input type="text"/>
Grades 7, 8 and 9 of a 6-3-3 organization	(2)	<input type="text"/>
Grades 7-12 of a 6-6 organization	(3)	<input type="text"/>
Grades 10, 11 and 12 of a 6-3-3 organization	(4)	<input type="text"/>
Grades 9, 10, 11 and 12 of an 8-4 or 6-2-4 organization	(5)	<input type="text"/>
Other: Grades _____ of a _____ organization	(6)	<input type="text"/>

5. Library Staff:

a. Number of full-time approved librarians	<input type="text"/>
b. Number of part-time approved librarians	<input type="text"/>
c. Full-time equivalency of part-time librarians (use decimal)	<input type="text"/>
d. Total full-time equivalency (sum of a and c).	<input type="text"/>

6. Number of volumes (exclusive of reference sets) added to the library during the last fiscal year

7. Number of volumes in reference sets added during the last fiscal year .

8. Number of different periodicals for which the school pays subscriptions

9. Amount spent for library books, encyclopedias and reference books, periodicals, and supplies during the last fiscal year. Round to the nearest dollar

10. Total enrollment of school

11. Expenditures per pupil for books, periodicals and supplies (8 ÷ 9). Round to the nearest cent

12. Amount spent for librarians' salaries during the last fiscal year. Prorate salaries for part-time librarians and round to nearest dollar .

13. Volumes in the library:

Please fit all your books into these categories.

Type	Number of Volumes
General Works	<input type="text"/>
Philosophy	<input type="text"/>
Religion	<input type="text"/>
Social Science	<input type="text"/>
Languages	<input type="text"/>
Pure Science	<input type="text"/>
Technology	<input type="text"/>
Arts	<input type="text"/>
Literature	<input type="text"/>
History	<input type="text"/>
Fiction	<input type="text"/>
Total	<input type="text"/>

Instructions for Completing the Library Report

A copy of this report should be submitted for each secondary school attendance unit within the school district. In case of a 6-6 organization, one report may be submitted for grades seven through twelve.

Instructions for Specific Items

- (1-3) Code numbers from the list furnished by the State Department of Public Instruction.
- (4) Organization. Check one. If none applies, check "Other" and fill in the blanks with the proper grades and organization.
- (5) Staff.
 - a. The number of approved librarians in your school who devote the entire school day to library work.
 - b. The number of approved librarians who devote part of the school day to library work and part to other duties.
 - c. Prorate the amount of time each of the part-time librarians devote to the library and add these figures together to arrive at a full-time equivalency. Please use decimals, not common fractions. For example, if a school operates on a six period day and has two part-time librarians, one assigned to the library three periods per day and the other four periods a day, their time would be counted as .5 and .7, respectively. The full-time equivalency would be .5 plus .7 or 1.2. Carry out the decimals to one place only.
 - d. This is the sum of parts (a) and (c).
- (6) Volumes added. Self explanatory.
- (7) Volumes in reference sets added. A reference set may consist of several volumes or, as in the case of an atlas or single volume encyclopedia, just one volume.
- (8) Periodicals. Note that this is the number of different periodicals for which the school district pays subscriptions.
- (9) Expenditures. Include only money spent specifically for library books, encyclopedias and reference books, periodicals and library supplies.
- (10) Enrollment. The enrollment of the school served by the library.
- (11) Expenditures Per Pupil. Simply divide the enrollment (9) into the expenditures (8). Round answer to the nearest cent.
- (12) Salaries. Be sure to prorate the salaries of librarians who spend part of their time at other duties.
- (13) Volumes. After each category list the number of volumes in the library. Please double-check the total to make sure it is correct.

AUDIO-VISUAL REPORT

Due: County Office--October 15; State Department--October 30

1. County Name	<input style="width: 95%;" type="text"/>	County Number	<input style="width: 95%;" type="text"/>
2. School District Name	<input style="width: 95%;" type="text"/>	Sch. Dist. No.	<input style="width: 95%;" type="text"/>
3. School Name	<input style="width: 95%;" type="text"/>	School Number	<input style="width: 95%;" type="text"/>

SEE INSTRUCTIONS ON REVERSE SIDE

4. This report is for (check one):

Grades 7 and 8 of a 6-2-4 organization	(1)	<input style="width: 95%;" type="text"/>
Grades 7, 8 and 9 of a 6-3-3 organization	(2)	<input style="width: 95%;" type="text"/>
Grades 7-12 of a 6-6 organization	(3)	<input style="width: 95%;" type="text"/>
Grades 10, 11 and 12 of a 6-3-3 organization	(4)	<input style="width: 95%;" type="text"/>
Grades 9, 10, 11 and 12 of an 8-4 or 6-2-4 organization	(5)	<input style="width: 95%;" type="text"/>
Other: Grades _____ of a _____ organization	(6)	<input style="width: 95%;" type="text"/>

5. Audio-visual staff:

a. Number of full-time audio-visual personnel	<input style="width: 95%;" type="text"/>
b. Number of part-time audio-visual personnel	<input style="width: 95%;" type="text"/>
c. Full-time equivalency of part-time audio-visual personnel (use decimal)	<input style="width: 95%;" type="text"/>
d. Total full-time equivalency (sum of a and c)	<input style="width: 95%;" type="text"/>

6. List the number of the following types of materials and equipment owned by the school:

(a) Materials:

	Total No.	No. Added During Yr.		Total No.	No. Added During Yr.
1. Films			6. Commercially Prod. Picture Sets		
2. Filmstrips			7. Maps & Charts		
3. Slides			8. Models & Exhibits		
4. Disc Recordings			9. Other		
5. Tape Recordings					

(b) Equipment:

	Total No.	No. Added During Yr.		Total No.	No. Added During Yr.
1. Motion Picture Proj.			10. Opaque Projectors		
2. Filmstrip Projector			11. Overhead Projectors		
3. Slide Projectors			12. Wall Screens		
4. Radios			13. Stand Screens		
5. Television Sets			14. Kits for Slide Projection		
6. Record Players			15. Kits for Filmstrip Prod.		
7. Language Lab.			16. Kits for Transparencies		
8. Disc Recorders			17. Photographic Kits		
9. Tape Recorders			18. Other Prod. Kits		

7. Expenditures (in dollars only) during last school year for:

a. New audio-visual mtls. \$	<input style="width: 95%;" type="text"/>	Maintenance & Replacement--Materials \$	<input style="width: 95%;" type="text"/>
b. New audio-visual eqpt. \$	<input style="width: 95%;" type="text"/>	Maintenance & Replacement--Equipment \$	<input style="width: 95%;" type="text"/>
c. Film rentals			<input style="width: 95%;" type="text"/>
d. Postage and transportation of films			<input style="width: 95%;" type="text"/>

8. Total audio-visual expenditures (7a + 7b + 7c + 7d)	<input style="width: 95%;" type="text"/>
9. School enrollment	<input style="width: 95%;" type="text"/>
10. Expenditures per pupil for audio-visual (8 ÷ 9)	<input style="width: 95%;" type="text"/>

Instructions for the Audio-Visual Report

A copy of this report is to be submitted by each secondary school within the school district. In case of a 6-6 organization, one report may be submitted for grades seven through twelve.

If your district has a central depository for audio-visual materials, please submit one report for all the equipment and materials available to all the schools through this depository. In addition, submit one report for each secondary school attendance unit for the equipment and materials owned and/or permanently assigned to that attendance unit.

Instructions for Specific Audio-Visual Items

- (1-3) Code numbers from the list furnished by the State Department of Public Instruction.

In the case of a central depository report, item 3 "school name" will be filled in with the words "central depository" and the blank labeled "school number" will be filled in with "000."

- (4) Organization. Check one. If none applies, check "Other" and fill in the blanks with the proper grades and organization.

- (5) Staff. a. The number of full-time audio-visual personnel in your school--those who devote the entire school day to audio-visual.

b. The number of part-time audio-visual personnel--those who devote part of the school day to audio-visual and part to other duties.

c. Prorate the amount of time each of the part-time audio-visual persons devote to audio-visual and add these figures together to arrive at a full-time equivalency. Please use decimals, not common fractions. For example, if a school operates on a six period day and has two part-time audio-visual persons, one of which is assigned to audio-visual three periods per day and the other four periods a day, their time would be counted as .5 and .7 respectively. The full-time equivalency would be .5 plus .7 or 1.2. Carry out the decimals to one place only.

d. This is the sum of parts (a) and (c).

- (6) Materials and equipment. Give the number of each type of material and equipment listed owned by your school (or, in case your district has a central depository, those materials and equipment permanently assigned to or owned by your school.)

- (7) Expenditures. Round figures to nearest dollar--and give expenditures for past fiscal year only. "Materials" should be defined as including those items in 6a on the questionnaire; Equipment, as listed in 6b.

- (8) Total audio-visual expenditures. (Items 7a + 7b + 7c + 7d)

- (9) Total school enrollment.

- (10) Expenditures per pupil.

GUIDANCE REPORT

Due: County Office--October 15; State Department--October 30

1. County Name		County Number	
2. School District Name		Sch. Dist. No.	
3. School Name		School Number	

A copy of this report should be submitted for each secondary school attendance unit in the school district.

4. This report is for (check one):

Grades 7 and 8 of a 6-2-4 organization	(1)	
Grades 7, 8 and 9 of a 6-3-3 organization	(2)	
Grades 7-12 of a 6-6 organization	(3)	
Grades 10, 11 and 12 of a 6-3-3 organization	(4)	
Grades 9, 10, 11 and 12 of an 8-4 or 6-2-4 organization . .	(5)	
Other: Grades _____ of a _____ organization .	(6)	

5. Number of approved counselors who are assigned full-time to guidance and counseling

6. Number of approved counselors and teacher-counselors who have the following part of their time assigned to guidance and counseling . .

a. 1/4 time or less	
b. More than 1/4 up to 1/2 time	
c. More than 1/2 but less than full-time	

7. Full-time equivalency of part-time counselors (count only the time they are actually assigned to guidance and counseling during the school day. Use decimals rounded to the nearest tenth. For example, if a school operates on a six period day and has two part-time guidance people, one of which spends two periods per day in guidance and one of which spends five periods per day in guidance, their guidance time would be .3 and .8 respectively. The full-time equivalency of these people would be .3 plus .8 or 1.1)

8. Total full-time counselor equivalency (sum of 5 and 7)

9. Enrollment of School

10. Student-counselor ratio. (Divide the full-time counselor equivalency reported in item 8 into the enrollment reported in item 9. For example, if you had 1.4 counselors and 456 students, you would divide 1.4 into 456 and get a student-counselor ratio of 326:1) :1

INSTRUCTIONS FOR COMPLETING THE SECONDARY TEACHING PERSONNEL ASSIGNMENT REPORT

Due: County Office--February 15
State Department--March 1

A copy of this form is to be filled in by all instructional personnel at the secondary level--high school or junior high school. This includes principals and superintendents who do some teaching as well as all guidance personnel, librarians, and other non-administrative personnel.

GENERAL INSTRUCTIONS

The form will be read by electronic equipment. It is important, therefore, that it be marked very carefully. Make all marks with a black lead pencil, No. 2, or softer. In most cases you will first report the proper information in the rectangle above the circles then mark the corresponding circles. Mark each circle with a heavy black mark, filling the circle but not straying outside of it. Each column must have a mark in it, and there must be no more than one mark in any one column. When recording numerical information, mark the numbers in the columns to the right and fill in extra columns to the left with zeros. For example, an enrollment of 8 would be marked 008. If you make an error, erase thoroughly and mark again.

IDENTIFICATION

Parts 1, 2, and 3: Mark the code numbers for your county, school district, and school as provided by your principal or superintendent.

Part 4: Mark your folder number that appears on your teaching certificate and on your teacher identification card. If you cannot find it, get this number from your superintendent who should have it in his file.

Part 5: Beginning with the left hand column record your last name. If more spaces are provided than needed, mark the squares above the A's in the vacant columns to the right of your name. If fewer spaces are provided than needed for your last name, just go as far as you can. Mark your first initial in the column provided.

Part 6: Mark the "1" if you are a full-time teacher at this school. Mark the "2" if you are not a full-time teacher at this school. If you have some administrative duties, are employed only part-time, or spend part of your time teaching at another school, you should mark the "2" for part-time teacher.

Part 7: You will probably not be able to fill in this part until after you have completed the assignment blocks. This part indicates the number of sheets you need to use to fill in all your assignments. Most of you will be able to get all your assignments on one sheet and will, therefore, mark the "1" in this section. If, however, you need to use two sheets to fill in all your assignments, please mark the "2" on both of the sheets.

ASSIGNMENTS

Teaching assignments and other duties will be marked in these 12 blocks. Each class section of each subject you teach should be recorded separately. Note that teaching assignments for both semesters are to be recorded. Please record assignments in this order: subjects you teach both semesters, subjects you teach the first semester only, subjects you teach the second semester only, other duties.

Part 8 under each assignment: Mark your assignments according to the code on the reverse side of the sheet. Be sure to record each section of each subject you teach. For example, if you teach 3 sections of physics you would record this in three different assignment blocks.

Separate courses under vocational distributive education and vocational trades and industries are not listed. If you teach one or more courses in these areas, simply list the code number for that area in one assignment block.

If the exact name of the subject that you teach is not found on this code list, see your principal. He will tell you whether to substitute one of the other subject names from the list or to use "other." It is important that you do this because he will be completing a report for all subjects taught in your school and the subjects that you report must correspond with the ones that he reports.

You will almost certainly have other duties 9950 and 9970. You may also have some of the others. Please be sure to mark all of your other duties.

Part 9: For subject assignments enter the number of minutes per week each class meets. For other duties enter the average number of minutes per week spent in this duty. In many cases your other duties will not last all year. In that case, indicate an average for the year. If, for example, you have an other duty that takes 300 minutes per week for 9 weeks, the average for the year would be 300 divided by 4 equals 75 minutes. If you spend more than 999 minutes in an assignment enter 999 in one assignment block and enter the remaining time in the next assignment block.

Part 10: For subject assignments, enter the number of weeks each section meets during the year. If the class meets all year the number would be 36, if it is a semester course, the number would be 18. For other duties mark 36.

Part 11: Please indicate in this part whether the assignment you are marking is for the first semester only (1), the second semester only (2), or both semesters (B). Thus a full year course that you teach the full year or a semester course that you teach both semesters should be marked "B". A semester course that you teach only one of the semesters should be given the appropriate mark "1" or "2". All "other duties" should be marked "B".

Part 12: Mark the number of students enrolled in each of the subject sections you have recorded. Mark the numbers in the columns to the right and fill in extra columns to the left with zeros. For other duties 9930 and 9940 mark the number of students involved. For example, if you give individual music lessons to 25 students, this section would be marked 025 behind the assignment 9940. If you spend time coaching 110 athletes, this number would be marked behind the assignment 9930. If the number of students varies, record the average number involved. Enter 000 for the number of students for other duties 9910, 9920, 9950, 9960, 9970, and 9980.

If you need more than one sheet to fill in all your assignments, get another one from your principal and use it for the assignments you could not get on the first sheet. Be sure to fill in the identifying information and to mark the "2" in part 7 on both sheets.

AFTER YOU HAVE COMPLETED THIS FORM, CHECK TO SEE THAT ONE CIRCLE IS MARKED IN EVERY COLUMN OF EACH PART OF THE ENTIRE SHEET AND THAT NO MORE THAN ONE CIRCLE IS MARKED IN ANY COLUMN. IF THERE ARE UNUSED SECTIONS ON THE SHEET, MARK THE ZEROES IN THESE SECTIONS.

SUBJECT CODE NUMBERS

Note: The Roman numerals following course titles stand for years, not semesters. For example, General Agriculture I is the first year of General Agriculture. The Arabic numerals stand for grade levels. For example, English 9 is 9th grade English.

AGRICULTURE		5123 Vocational Homemaking III	MUSIC		
3121 General Agric. I		5124 Vocational Homemaking IV	6021 Vocal Music (Chorus)		
3122 General Agric. II		5199 Other Vocational Homemaking	6023 Vocal Music (Glee Club)		
3123 General Agric. III		INDUSTRIAL EDUCATION			
3124 General Agric. IV		Industrial Arts			
3131 Farm Shop		5301 Industrial Arts 7	6031 Instrumental Music (Band)		
3132 Farm Crops		5302 Industrial Arts 8	6033 Instrumental Music (Orchestra)		
3133 Animal Husbandry		5321 Industrial Arts I	6041 General Music		
3134 Farm Management		5322 Industrial Arts II	6045 Music Theory		
3149 Other General Agric.		5323 Industrial Arts III	6099 Other Music		
3151 Vocational Agric. I		5324 Industrial Arts IV	PHYSICAL EDUCATION		
3152 Vocational Agric. II		5327 Shop I	6221 Boys Physical Education		
3153 Vocational Agric. III		5328 Shop II	6222 Girls Physical Education		
3154 Vocational Agric. IV		5329 Shop III	SCIENCE		
3199 Other Voc. Agric.		5331 Mechanical Drawing I	6501 Science 7		
ART		5332 Mechanical Drawing II	6502 Science 8		
3401 Art 7		5333 Mechanical Drawing III	6521 General Science I		
3402 Art 8		5335 Engineering Drawing	6522 General Science II		
3421 Art I		5336 Architectural Drawing	6531 Biology I		
3422 Art II		5337 Technical Drawing	6532 Biology II		
3423 Art III		5341 Metals I	6535 Botany		
3424 Art IV		5342 Metals II	6537 Zoology		
3425 Art Crafts		5345 Woodworking I	6541 Chemistry I		
3499 Other Arts		5346 Woodworking II	6542 Chemistry II		
BUSINESS EDUCATION		5349 Carpentry	6551 Physics		
3521 Bookkeeping I		5350 Cabinet Making	6555 P.S.S.C. Physics		
3522 Bookkeeping II		5354 Auto Mechanics	6557 Physical Science		
3621 Business Law		5356 Machine Shop	6571 Physiology		
3721 General Business		5358 Welding	6573 Senior Science		
3722 Office Practice		5360 Printing I	6575 Earth Science		
3723 Office Machines		5361 Printing II	6599 Other Science		
3724 Secretarial Practice		5364 Electricity	SOCIAL STUDIES		
3725 Business Arithmetic		5366 Electronics	7201 American History 7		
3821 Shorthand I		5368 Photography	7202 American History 8		
3822 Shorthand II		5370 Radio	7001 Geography 7		
3921 Personal Typing		5372 Crafts	7002 Geography 8		
3922 Typing I		5399 Other Industrial Arts	7401 Social Studies 7		
3923 Typing II		Vocational Trades and Industry	7402 Social Studies 8		
3999 Other Business Ed.		5380 Coop. Industrial Occupation	7421 Social Studies 9		
DISTRIBUTIVE EDUCATION		5385 Day Trades	7422 Social Studies 10		
4021 Voc. Distributive Ed.		LANGUAGES			
SAFETY EDUCATION		5401 French 7	7423 Social Studies 11		
4121 Driver Education		5402 French 8	7424 Social Studies 12		
4122 Safety Education		5421 French I	7021 Geography		
COMMUNICATIONS		5422 French II	7321 World History		
4501 English 7		5423 French III	7221 American History		
4502 English 8		5424 French IV	7121 American Government		
4503 Reading 7		5521 German I	7431 Sociology		
4504 Reading 8		5522 German II	7441 Psychology		
4505 Speech 7		5523 German III	6921 Economics		
4506 Speech 8		5524 German IV	7451 Civics		
4507 Spelling 7		5621 Latin I	8121 Am. Gov. & Soc. Prob.		
4508 Spelling 8		5622 Latin II	8199 Other Social Studies		
4221 English 9		5623 Latin III	OTHER DUTIES		
4222 English 10		5624 Latin IV	Time During the Regular School Day		
4321 English 11		5701 Spanish 7	9910 Administration (as superintendent, principal, director, etc.)		
4421 English 12		5702 Spanish 8	9920 Supervision of Teachers		
4322 American Literature		5721 Spanish I	9930 Supervision of groups of students (study hall, band, library, etc.)		
4422 English Literature		5722 Spanish II	9940 Work with individual students and small groups (music lessons, speech correction, guidance, etc.)		
4423 World Literature		5723 Spanish III	9950 Release time for planning and conferences during the regular school day (this time is sometimes called "free period").		
4621 Public Speaking I		5724 Spanish IV	9960 Teaching at another school or level		
4622 Public Speaking II		5671 Russian I	Time Outside the Regular School Day		
4623 Dramatics		5672 Russian II	9970 Time required of all teachers to be spent at school before classes start in the morning and after classes are dismissed in the afternoon.		
4624 Forensics		5673 Russian III	9980 Time spent on school connected activities outside the regular school day and exclusive of the time listed under 9970. This may include supervision of student activities, curriculum work, lesson plans, grading, etc.		
4721 Journalism		5674 Russian IV			
4523 Remedial English		5699 Other Language			
4524 Remedial Reading		MATHEMATICS			
4525 Creative Writing		5801 Mathematics 7			
4526 Advanced Composition		5802 Mathematics 8			
4527 Advanced Grammar		5821 General Math. I			
4599 Other English		5822 General Math. II			
HEALTH		5831 Algebra I			
6601 Junior High Health		5832 Algebra II			
6621 Senior High Health		5833 Algebra III			
HOMEMAKING		5841 Plane Geometry			
5001 Homemaking 7		5843 Solid Geometry			
5002 Homemaking 8		5845 Geometry (fused)			
5021 General Homemaking I		5847 Analytic Geometry			
5022 General Homemaking II		5851 Trigonometry			
5023 General Homemaking III		5853 Matrix Algebra			
5024 General Homemaking IV		5855 Probability and Statistics			
5099 Other General Homemaking		5857 Vocational Mathematics			
5121 Vocational Homemaking I		5859 Consumer Mathematics			
5122 Vocational Homemaking II		5867 Remedial Mathematics			
		5899 Other Mathematics			

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