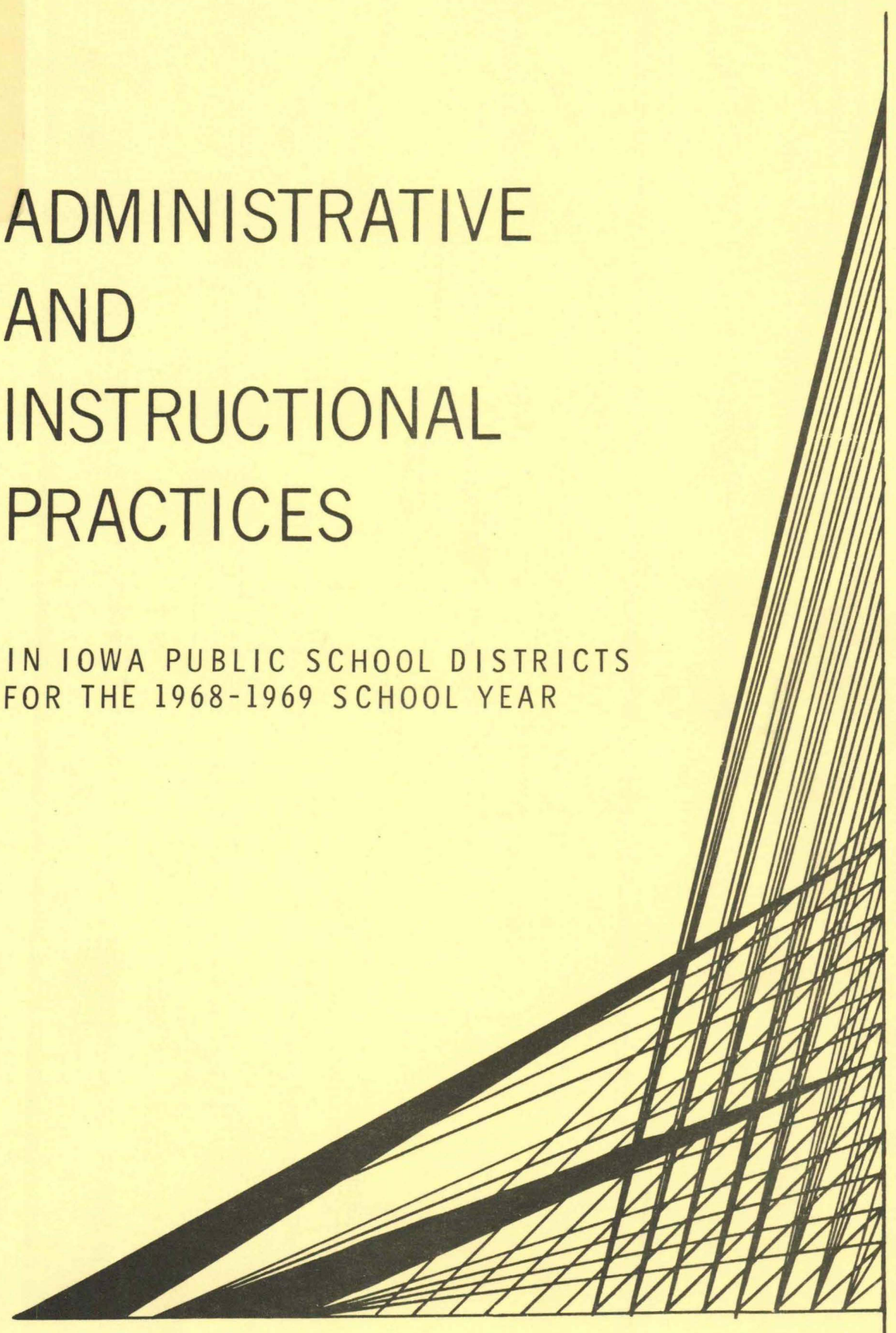


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ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES

IN IOWA PUBLIC SCHOOL DISTRICTS
FOR THE 1968-1969 SCHOOL YEAR



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STATE OF IOWA
DEPARTMENT OF PUBLIC INSTRUCTION
1969

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State of Iowa

1969

ADMINISTRATIVE AND INSTRUCTIONAL

PRACTICES IN IOWA SCHOOLS

1968-1969 SCHOOL YEAR

State Department of Public Instruction

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INTRODUCTION

Dr. Harold G. Hand of the University of Florida once said:

A virulent form of a disease called "Innovatitus" is endemic among professors of education; school administrators and classroom teachers are not immune. Unlike typhoid, Innovatitus is not caught from polluted water or contaminated food. Instead, it passes directly from person to person. The infecting contact may be mouth-to-ear, as in conferences and summer school courses, or it may be finger-to-eye, as in magazine articles and books. In mild form, this disease is actually a good thing. I have a low opinion of any educator who does not deliberately contract a mild form of this infection from time to time. But my admiration turns to distress whenever the infection is not kept under rigorous control and is permitted to run wild. I think no person is truly a professional educator unless he innovates, but only within the framework of safeguards for children and society.

It is supremely important for every local school to make its own decision on the substance of curriculum changes. Each school should make such changes freely and with full information.

This publication, "Administrative and Instructional Practices in Iowa Schools," is prepared so that school people may know in what direction schools are moving.

The information contained in this work was secured through an in-depth questionnaire sent to all public high school districts in Iowa. Responses were received from 436 high school districts. It is hoped that it will prove valuable to all.

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State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Paul F. Johnston, Superintendent
Des Moines 50319

ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES IN IOWA SCHOOLS

--	--	--	--	--	--

(Co. & Dist. No.)

(Legal Name of School District)

Instructions: Please complete this form which should represent your entire school district, using 1968-1969 data. Return to Mr. William J. Edgar, Department of Public Instruction, by October 30, 1968. Please use "X" in response to the questions. If any grade at a given level is applicable to a question, mark that level.

Organization

1. Indicate each grade in which you have departmentalization. (See Page 11)

14	3rd
80	4th
156	5th
222	6th
403	7th
405	8th
17	None

Each teacher specializes in one or two subject-matter areas and gives instruction in these areas to several classes. Under departmentalized organization, pupils or teachers move from room to room for different classes during the day.

2. Indicate each level in which you have modular-flexible scheduling. (See Page 12)

7	K-6
35	7-9
36	10-12
1	Other level
385	None

A school day is divided into units of time modules (usually 10 or 20 minutes) grouped together to coordinate them with the curriculum. Perhaps a student might remain for only 10 minutes in a group to receive an assignment for individual study, whereas he might stay several hours in a group such as a chemistry laboratory or an art workshop.

3. Indicate each grade for which you have a "Middle School." (See Page 13)

7	4th
16	5th
34	6th
41	7th
41	8th
389	None

The Middle School is a separately organized and administered school division usually beginning with grade 5 or 6 or its equivalent and including at least three grades or years. It, therefore, has a transition function as the middle unit of a public school education.

4. Does the school district operate a nursery school? (See Page 14)

11	Yes
425	No

This is a distinctly structured program for groups of children during the year or years preceding kindergarten.

Facilities & Centers

5. Indicate each level at which the district provides flexible working areas.
(See Page 15)

39	K-6	Both walls and furniture are movable to provide for large groups or small groups and for individual study.
53	7-9	
73	10-12	
5	Other level	
326	None	

6. Indicate each level at which the district provides an instructional center.
(See Page 16)

216	K-6	A modern library of books, audiovisual materials, and other pertinent teaching aids form the "hub" of the instructional center.
263	7-9	
288	10-12	
10	Other level	
104	None	

7. Indicate each level at which the district has access to a central processing center for books and nonbook materials. (See Page 17)

133	County	_____
73	District	
320	Area	
26	Other Center	
67	None	

8. Indicate each level at which the district provides for an outdoor laboratory for science study. (See Page 18)

16	K-6	Curriculum enrichment adapted largely to the utilization of resources and activities unique or more appropriate to the outdoor setting, where pupils, instructors, and others may stay for several days.
18	7-9	
13	10-12	
2	Other level	
408	None	

9. Indicate each level at which the district provides a mathematics laboratory.
(See Page 19)

19	K-6	A mathematics laboratory may be a separate room or the regular classroom, but provides equipment and materials, ie., overhead projector, tape recorder, stripfilms, calculators and/or adding machines, reference library materials, models, measuring devices, and other teaching aids; emphasis on lab approach.
112	7-9	
178	10-12	
0	Other level	
235	None	

10. Indicate each level at which the district provides access to a foreign language laboratory. (See Page 20)

2	K-6	A language laboratory is a classroom or other area containing electronic and mechanical equipment and arranged to make foreign language instruction more effective.
137	7-9	
235	10-12	
1	Other level	
194	None	

11 Does the school district provide a writing laboratory? (See Page 21)

30	Yes	Students can get individual help with their writing problems either on a required regular basis or a voluntary need basis either for credit or without credit. The room is equipped with resource books, typewriters, etc.
406	No	

Programs & Methodology

Instructions: Use the following codes with the appropriate levels in response to questions about the disciplines for which various programs or methods apply.

0 - Business Education	5 - Mathematics
1 - Communications	6 - Science
2 - Fine Arts	7 - Social Science
3 - Foreign Languages	8 - Special Education
4 - Health & P.E.	9 - Vocational

12. Indicate each level and discipline at which the district provides homogeneous grouping. (See Pages 22-23)

Levels	Disciplines				
164 K-3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are grouped according to predetermined similarities in IQ, standardized tests, Previous grades, etc.
175 4-6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
285 7-9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
232 10-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7 Other level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
92 None					

13. Indicate each level and discipline at which the district provides heterogeneous grouping. (See Pages 24-25)

Levels	Disciplines				
242 K-3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are grouped at random without regard to similarities in IQ, standardized tests, previous grades, etc.
246 4-6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
268 7-9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
287 10-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6 Other level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
105 None					

14. Indicate each level and discipline at which the district provides independent study for the students. (See Pages 26-27)

Levels	Disciplines				
31 K-6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students can work independently to investigate particular areas of interest in a given school subject. (They may confer with a teacher or with peer groups in seminar-type sessions.)
72 7-9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
155 10-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4 Other level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
261 None					

15. Indicate each level at which the district provides a continuous progress program. (See Page 28)

53 K-3	This plan permits nongraded progress for the learner; achievement, performance, and mastery then become the criteria of progress rather than grade level or number of years a student has spent in school. The continuous progress plan is individual-oriented rather than class-oriented and allows rapid learners to expand into a wide variety of depth of experience while the slow learner may master the basic material step by step.
33 4-6	
19 7-9	
17 10-12	
4 Other level	
358 None	

16. Indicate each level and discipline at which team teaching is provided by the district. (See Pages 29-30)

Levels	Disciplines				
20 4-6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Several teachers work together under the guidance of a team leader to instruct students in small and/or large groups.
45 7-9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
57 10-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5 Other level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
351 None					

Discipline Codes	
0 - Business Education	5 - Mathematics
1 - Communications	6 - Science
2 - Fine Arts	7 - Social Science
3 - Foreign Languages	8 - Special Education
4 - Health & P.E.	9 - Vocational

17. Indicate each level and discipline at which the district provides for cooperative teaching.

Levels	Disciplines	
<input checked="" type="checkbox"/> 32 K-3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Two or more teachers plan together and then share equal responsibilities for teaching a given group of students. Each is a specialist in his field.
<input checked="" type="checkbox"/> 70 4-6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input checked="" type="checkbox"/> 78 7-9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input checked="" type="checkbox"/> 81 10-12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input checked="" type="checkbox"/> 4 Other level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input checked="" type="checkbox"/> 277		

18. Indicate each discipline in which the district provides an advanced placement or advanced standing program.

Disciplines	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	This is a secondary school program of studies requiring added quantity and quality of school work, designed primarily to enable pupils to enter college with advanced placement at entrance, and, possibly with some college credit.
<input checked="" type="checkbox"/> 345 None	

19. Does the school district provide for accelerated procedures?

<input checked="" type="checkbox"/> 36 Yes	A promotion indicates that progress is more rapid than the usual practice; this may involve a "double promotion" (two grades' progress in one year) or some other arrangement for promoting a child at a rate more rapid than one grade per year.
<input checked="" type="checkbox"/> 400 No	

20. Indicate each level and discipline at which the district makes provision for the academically talented.

Levels	Disciplines	
<input checked="" type="checkbox"/> 50 4-6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Students who demonstrate considerably above average ability, intellect, and interest are given encouragement to expand their scope and develop their talents through special course offerings or grouping.
<input checked="" type="checkbox"/> 77 7-9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input checked="" type="checkbox"/> 207 10-12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input checked="" type="checkbox"/> 1 Other level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input checked="" type="checkbox"/> 219 None		

21. Indicate each level and discipline at which the district makes provision for the reluctant learner as opposed to the slow learner.

Levels	Disciplines	
<input checked="" type="checkbox"/> 89 K-3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Students who have untapped potential are motivated by fresh approaches and a pertinent curriculum (e.g., mass media in place of English per se.)
<input checked="" type="checkbox"/> 95 4-6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input checked="" type="checkbox"/> 91 7-9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input checked="" type="checkbox"/> 91 10-12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input checked="" type="checkbox"/> 9 Other level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input checked="" type="checkbox"/> 262 None		

22. Indicate each level and discipline at which the district makes provision for the slow learner.

Levels	Disciplines	
<input checked="" type="checkbox"/> 249 K-3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Students who have problems and low mental ability are given learning experiences that will enable them to feel some measure of accomplishment. (In addition to reimbursable special education classes.)
<input checked="" type="checkbox"/> 261 4-6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input checked="" type="checkbox"/> 255 7-9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input checked="" type="checkbox"/> 190 10-12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input checked="" type="checkbox"/> 3 Other level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input checked="" type="checkbox"/> 108 None		

23. Does the district participate in a Title III ESEA project? (See Page 42)

125 Yes

311 No

(Title of the Title III ESEA Project)

24. Does the district offer an outdoor education program in conservation?
(See Page 43)

59 Yes

377 No

25. Indicate each level at which the district offers camping as a part of the conservation education program. (See Page 44)

0 K-3

7 4-6

11 7-9

7 10-12

0 Other level

417 None

26. Indicate the method used in teaching conservation education. (See Page 45)

390 As an integrated program

9 As a separate discipline

41 Not taught

27. Is a program provided for migrant children living in the district?
(See Page 46)

20 Yes

416 No

Children whose parents are migrant workers and who are within the age limits for which the local school district provides free education are offered specifically designed courses or are given special guidance.

28. Does the district have a rehabilitation program? (See Page 47)

145 Yes

291 No

A cooperative agreement with the Division of Rehabilitation Education and Services to provide a rehabilitation counselor to work directly with your school system in providing necessary vocational rehabilitation services to handicapped students including evaluation, pre-vocational training and work experience, or a similar program utilizing community and other resources to restore the physical, mental, social, or environmental well-being of the pupils.

Curriculum

29. Mark each curricular innovative practice that the district provides.
(See Page 48)

		Total
	Mathematics:	1922
257	a. Calculators or adding machines used in math: Number machines	_____
1	b. UICSM--Mathematics	
50	c. SMSG--Mathematics	
	Science:	
22	d. AAAS--Elementary Science	
18	e. CBA--Chemistry	
126	f. Chem Study--Chemistry	
92	g. ESCP--Earth Science	
24	h. ESS--Elementary Science	
50	i. IPS--Physical Science	
122	j. PSSC--Physics	
9	k. SCIS--Elementary Science	
15	l. SSSP--Physical Science	
	Social Science:	
17	m. American Studies Curricular Program--Social Studies	
5	n. Development Elementary Economic Education (DEEP)	
0	o. National Advanced Placement Program in History	
22	p. Project Social Studies Experimental Units	
	Variety:	
21	q. Aero-Space Program	
51	r. Extended Contract for Curriculum Development	
189	s. Individualized Reading	
14	t. Telephone Amplification or Tele-Lecture	
144	u. Television Instruction	
19	v. Simulation or Gaming	
147	w. Work-Study Program	

30. Indicate each level at which the district provides self-teaching materials
(Programed Instruction). (See Page 49)

143	K-3	Instruction is provided by self-teaching materials (e.g., a programed text and/or teaching machines which enable pupils to progress at their own pace.
155	4-6	
144	7-9	
117	10-12	
7	Other level	
193	None	

31. Indicate the kind of program in which the district provides special classes for students who need remedial reading (at least two grade levels below expected performances) in grades 9, 10, 11, or 12. (See Page 50)

282	ESEA Title I
76	Other kind of program
146	No special classes for remedial reading in grades 9, 10, 11, or 12.

32. Indicate each grade at which the district provides semester electives in English.
(See Page 51)

2	7th
2	8th
23	9th
67	10th
143	11th
318	12th
115	None

33. Indicate each level at which the i/t/a (Initial Teaching Alphabet) was adopted in your school. (See Page 52)

47	K-3
10	4-6
0	7-9
0	10-12
1	Other level
386	None

34. Indicate each level at which Words in Color was adopted in your school. (See Page 53)

54	K-3
12	4-6
2	7-9
0	10-12
3	Other level
375	None

35. Indicate each level at which Programed readers were adopted in your school. (See Page 54)

145	K-3
113	4-6
55	7-9
21	10-12
16	Other level
242	None

36. Indicate each level at which Linguistic readers were adopted in your school. (See Page 55)

63	K-3
50	4-6
37	7-9
13	10-12
4	Other level
333	None

37. Indicate each area in which your school uses linguistic methods in teaching. (See Page 56)

183	Grammar
123	Spelling
139	Vocabulary development
99	Writing
205	Linguistic methods not used

38. Indicate the method used in the linguistic approach to the teaching of grammar in your school. (See Page 57)

64	Structural
31	Transformational generative
144	A combination
216	Linguistic approach not used

39. Indicate each discipline in which the district provides for teaching speech as a separate course. (See Page 58)

165 Speech not taught or
 taught as a separate
 course

Discipline Codes	
0 - Business Education	5 - Mathematics
1 - Communications	6 - Science
2 - Fine Arts	7 - Social Science
3 - Foreign Languages	8 - Special Education
4 - Health & P.E.	9 - Vocational

40. Indicate each level and discipline at which your school provides a course in the humanities. (See Pages 59-60)

Levels		Disciplines					
93 K-6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
126 7-9		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
173 10-12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0 Other level		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
244 None		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

One or more classes which combine instruction in two or more of the following humanity disciplines is offered for at least a semester of credit.

Humanity Disciplines	
0 - Art	3 - Philosophy
1 - Music	4 - History
2 - Literature	5 - Science

41. Mark the foreign language activities in which your school participates. (See Page 61)

- 218 Audiolingual method
- 130 Audiolingual-visual method
- 21 Bilingual programs
- 49 Exchange programs
- 5 Family-to-family program
- 224 Films & filmstrips correlated with texts
- 17 FLES
- 19 High school foreign study program
- 3 Interdisciplinary courses
- 0 Language camps
- 14 Language festivals
- 53 Native speaking aides in the classroom
- 235 Use of visuals
- 50 None of the above listed activities

42. Does the district provide for offering a sex education course per se? (See Page 62)

48 Yes
 388 No

43. Indicate each discipline in which sex education is integrated as a part of that discipline. (See Page 63)

12 Sex education not integrated
 102 Sex education not taught

Discipline Codes	
0 - Business Education	5 - Mathematics
1 - Communications	6 - Science
2 - Fine Arts	7 - Social Science
3 - Foreign Languages	8 - Special Educ.
4 - Health & P.E.	9 - Vocational

Services

44. Indicate each level at which the district receives audiovisual consultative services. (See Page 64)

- 263 Area
- 147 County
- 95 District
- 62 Other source
- 75 No audiovisual consultants used.

Policy

45. Which of the following methods does your school use in reporting pupil progress? (See Page 65)

- | | | |
|-----|---------|--|
| 4 | a. only | a. <u>Report Card</u> : The formal, written notification to parents and/or guardians reporting achievement or progress in various aspects of the school's instructional program. |
| 0 | b. only | |
| 0 | c. only | |
| 5 | a;b. | b. <u>Letter or Note</u> : An informal written letter or note used by members of the school staff to report routine information about pupil achievement and progress. |
| 159 | a;c. | |
| 268 | a;b;c. | c. <u>Parent-Conference</u> : A meeting in which a school staff member and parents together discuss and evaluate the achievement and progress of the pupil and the suitability of the instructional program to the needs of the pupil. |

46. Indicate each level at which the district offers a certificate of attendance. (See Page 66)

- | | | |
|-----|-------|--|
| 22 | 7-9 | This document certifies the pupil's presence in school during given years, but it does not certify that standard requirements have been met. It is awarded in lieu of a diploma. |
| 227 | 10-12 | |
| 205 | None | |

47. Indicate the recognition of academic standing given at graduation. (See Page 67)

- 267 Valedictorian
- 263 Salutatorian
- 333 Honors group, e.g., top 10%, etc.
- 63 Other type of recognition _____ (Other Type of Recognition)
- 6 No recognition

48. Indicate each level at which the district approves assigned homework. (See Page 68)

- | | | |
|-----|-------------|--|
| 319 | 4-6 | Regularly assigned work to be completed at home. |
| 387 | 7-9 | |
| 391 | 10-12 | |
| 9 | Other level | |
| 36 | None | |

49. Does the administration have a policy regarding homework assignments? (See Page 69)

- 211 Yes
- 225 No

50. Indicate each level that follows the practice of having recesses.
(See Page 70)

- 424 Kindergarten
- 436 First
- 436 Second
- 431 Third
- 400 Fourth
- 350 Fifth
- 291 Sixth
- 5 Seventh
- 3 Eighth
- 1 No recesses given

51. Does the district make provision for sabbatical leave? (See Page 71)

- 30 Yes
- 406 No

A leave of absence with full or partial remuneration, following a designated number of consecutive years of service, provides members of the instructional staff with opportunity for self-improvement.

52. Make any additional comments that describe some innovative practices in your school that you feel would be of interest.

QUESTION 1

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA WITH DEPARTMENTALIZATION IN THE ELEMENTARY GRADES DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level						All levels	None
		3rd	4th	5th	6th	7th	8th		
200-499	110	5.5%	14.5%	19.1%	33.6%	90.9%	92.7%	5.5%	4.5%
500-749	114	3.5	16.7	33.3	46.5	90.3	90.3	2.6	6.1
750-999	62	4.8	22.6	46.8	58.1	95.2	95.2	3.2	3.2
1000-1499	61		18.0	41.0	59.0	93.4	93.4		1.6
1500-1999	22		27.3	40.9	59.1	95.4	95.4		
2000-2999	41	2.4	14.6	53.7	78.0	92.7	92.7	2.4	2.4
3000 over	<u>26</u>	—	<u>30.8</u>	<u>46.2</u>	<u>57.7</u>	<u>96.2</u>	<u>96.2</u>	—	<u>3.8</u>
State	436	3.2%	18.3%	35.8%	50.9%	92.4%	92.9%	2.8%	3.9%

11

The table shows that most of the districts have departmentalization in grades seven and eight. However, 2.8% of the districts indicated that this program is carried out in all grades 3-8, while 3.9% of the districts have no departmentalization at all.

Each teacher specializes in one or two subject-matter areas and gives instruction in these areas to several classes. Under departmentalized organization, pupils or teachers move from room to room for different classes during the day.

These districts have departmentalization in all grades 3-8: Yale-Jamaica-Bagley, Amana, Malvern, Whiting, Irwin, A.C.L., Bellevue, Center Point, Sentral, Aurelia, Central Decatur, and Lewis Central.

QUESTION 2

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA WITH MODULAR-SCHEDULING DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level			Other level	All levels	None
		K-6	7-9	10-12			
200-499	110	0.9%	7.3%	8.2%		0.9%	91.8%
500-749	114	0.9	4.4	5.3			93.8
750-999	62	1.6	3.2	1.6			95.1
1000-1499	61		11.5	13.1			83.3
1500-1999	22		4.5	13.6			80.2
2000-2999	41	2.4	14.6	14.6	2.4%		75.6
3000 over	<u>26</u>	<u>14.3</u>	<u>28.6</u>	<u>14.3</u>	—	—	<u>69.2</u>
State	436	1.6%	8.0%	8.3%	0.2%	0.2%	88.3%

The table shows that most of modular-scheduling programs are in the secondary schools, grades 7-12. However, many of the districts in the 3000 and over enrollment size category provide for this program in the junior high schools, grades 7-9.

A school day is divided into units of time modules (usually 10 or 20 minutes) grouped together to coordinate them with the curriculum. Perhaps a student might remain for only 10 minutes in a group to receive an assignment for individual study, whereas he might stay several hours in a group such as a chemistry laboratory or an art workshop.

The following districts reported some modular-scheduling: Lohrville, Willow, South Clay, Yale-Jamaica-Bagley, Deep River-Millersburg, East Monona, Stanton, Grand Valley, Orient-Macksburg, Janesville, Everly, Sioux Valley, West Burlington, Sheffield-Chapin, Fremont Mills, East Greene, Lynnville-Sully, Lisbon, L.D.F., Villisca, Sutherland, Floyd Valley, Ogden, Durant, Woodward-Granger, Nora Springs-Rock Falls, Alden, Waco, Solon, Interstate 35, Woodbury Central, Tipton, M.F.L., Camanche, Garner-Hayfield, Mt. Vernon, West Liberty, West Sioux, Ballard, Red Oak, Shenandoah, Eagle Grove, Independence, Cherokee, Perry, Cedar Falls, Dubuque, and Bettendorf.

QUESTION 3

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA WITH A MIDDLE SCHOOL DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level					
		4th	5th	6th	7th	8th	None
200-499	110		0.9%	3.6%	7.3%	7.3%	92.7%
500-749	114	4.4%	6.1	10.5	7.9	7.9	87.2
750-999	62	3.2	4.8	9.7	11.3	11.3	87.1
1000-1499	61		6.6	9.8	13.1	13.1	86.9
1500-1999	22		4.5	9.1	13.6	13.6	86.4
2000-2999	41			7.3	7.3	7.3	92.6
3000 over	<u>26</u>	—	—	<u>3.8</u>	<u>14.3</u>	<u>14.3</u>	<u>89.9</u>
State	436	1.6%	3.7%	7.8%	9.4%	9.4%	89.2%

This table shows that most of the middle schools are in grades seven and eight. More of the school districts in the smaller enrollment categories have middle schools even though the percent is lower. Thirteen districts have middle school for 7 & 8, 18 for 6, 7, & 8, 10 for 5, 6, 7, & 8, 5 for 4, 5, & 6, and 1 district reports middle school for grade four only.

The Middle School is a separately organized and administered school division usually beginning with grade 5 or 6 or its equivalent and including at least three grades or years. It, therefore, has a transition function as the middle unit of a public school education.

The following districts have middle school for grades 5, 6, 7, & 8: Yale-Jamaica-Bagley, West Burlington, Sheffield-Chapin, Ogden, Durant, Tipton, Camanche, Garner-Hayfield, West Liberty, and Shenandoah.

QUESTION 4

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA OPERATING A NURSERY SCHOOL
DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS
REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent of dist. with nursery school
200-499	110	0.9%
500-749	114	0.0
750-999	62	3.2
1000-1499	61	1.6
1500-1999	22	4.5
2000-2999	41	4.9
3000 over	<u>26</u>	<u>15.4</u>
State	436	2.5%

This table shows that nursery schools are most common in districts in the 3000 and over enrollment size category. Smaller school districts do not provide for nursery schools in the degree that larger ones do.

A nursery school is a distinctly structured program for groups of children during the year or years preceding kindergarten.

The following school districts reported that they operate a nursery school: Lost Nation, Eastern Allamakee, North Central, Van Buren Community, Jefferson, South Tama, Creston, Waterloo, Des Moines, Southeast Polk, and Fort Dodge.

QUESTION 5

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING FLEXIBLE WORKING AREAS DURING THE
1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				
		K-6	7-9	10-12	Other	None
200-499	110	6.4%	4.5%	7.3%	1.8%	87.3%
500-749	114	4.4	11.4	9.6	0.9	82.5
750-999	62	3.2	4.8	6.5		85.5
1000-1499	61	9.8	9.8	27.9		63.9
1500-1999	22	9.1	18.2	31.8	4.5	59.1
2000-2999	41	14.6	22.0	31.7	2.4	53.7
3000 over	<u>26</u>	<u>42.3</u>	<u>50.0</u>	<u>50.0</u>	—	<u>34.6</u>
State	436	8.9%	12.2%	16.7%	1.1%	74.8%

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This table shows that most of the school districts provide for flexible working areas in senior high school, grades 10-12. Larger school districts tend to provide for this practice more than smaller districts. Nearly three-fourths of the districts reporting do not have this practice.

Flexible working areas are defined as areas where both walls and furniture are movable to provide for large groups or small groups and for individual study.

The following school districts reported having flexible working areas for grades K-6:
Meservey-Thornton, Central Dallas, Corwith-Wesley, Ruthven, Wall Lake, Shelby, Northwest Webster, Garnavillo, Sidney, Center Point, Remsen-Union, Oakland, Alta, Woodward-Granger, Corning, LaPorte City, Tipton, M.F.L., Adel, Wapello, Carlisle, North Fayette, Osage, Waverly-Shell Rock, College, Linn Mar, Marion, Ankeny, Pleasant Valley, Cedar Falls, Waterloo, Mason City, Dubuque, Newton, Fairfield, Iowa City, Des Moines, Southeast Polk, Urbandale, and Bettendorf.

QUESTION 6

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING AN INSTRUCTIONAL CENTER DURING THE
1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				
		K-6	7-9	10-12	Other	None
200-499	110	50.9%	51.8%	56.4%	4.5%	27.3%
500-749	114	46.5	60.5	69.3	1.8	26.3
750-999	62	48.4	54.8	61.3	3.2	27.4
1000-1499	61	42.6	68.8	72.1		18.0
1500-1999	22	50.0	63.6	72.7	4.5	22.7
2000-2999	41	58.5	65.9	68.3		22.0
3000 over	<u>26</u>	<u>61.5</u>	<u>76.9</u>	<u>80.8</u>	—	<u>7.7</u>
State	436	49.5%	60.3%	66.1%	2.3%	23.9%

This table shows that most of the public school districts provide for an instructional center in the senior high school, grades 10-12. Larger districts tend to provide for this type of center more than the smaller ones. However, 23.9% of the districts reporting do not provide for any type of instructional center.

An instructional center is defined as a modern library of books, audiovisual materials, and other pertinent teaching aids from the "hub" of the instructional center.

QUESTION 7

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA THAT HAVE ACCESS TO A CENTRAL PROCESSING CENTER FOR BOOKS AND NONBOOK MATERIALS DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	County	District	Area	Other	None
200-499	110	32.7%	14.5%	72.7%	6.4%	18.2%
500-749	114	29.8	11.4	77.2	5.3	15.8
750-999	62	32.3	11.3	80.7	6.5	12.9
1000-1499	61	29.5	18.0	70.5	3.3	16.4
1500-1999	22	31.8	9.1	90.9	9.1	
2000-2999	41	29.3	29.3	65.9	7.3	9.8
3000 over	<u>26</u>	<u>23.1</u>	<u>46.2</u>	<u>46.2</u>	<u>7.7</u>	<u>26.9</u>
State	436	30.5%	16.7%	73.4%	6.0%	15.4%

This table shows that most of the school districts have access to a central processing center for books and nonbook materials at the area level. More of the smaller districts use area processing procedures while more of the larger districts provide this at the district level. However, 30.5% of the districts in the state reported that they use county processing.

QUESTION 8

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING AN OUTDOOR LABORATORY FOR SCIENCE STUDY DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				All levels	None
		K-6	7-9	10-12	Other		
200-499	110	3.6%	4.5%	3.6%	0.9%	2.7%	93.6%
500-749	114	2.6	3.5	1.8		1.8	96.5
750-999	62	1.6					98.4
1000-1499	61		1.6	1.6	1.6		95.1
1500-1999	22	13.6	9.1	18.2		9.1	81.8
2000-2999	41		4.9				95.1
3000 over	<u>26</u>	<u>26.9</u>	<u>15.4</u>	<u>7.7</u>	—	<u>3.8</u>	<u>73.1</u>
State	436	3.7%	4.1%	3.0%	0.5%	1.8%	93.6%

18

This table shows that school districts providing outdoor laboratory for science study have them at the junior high level, grades 7-9. Larger districts provide for this practice more than smaller districts. However, 93.6% of the districts reporting indicated that they do not make provision for outdoor laboratories.

An outdoor laboratory for science study refers to curriculum enrichment adapted largely to the utilization of resources and activities unique or more appropriate to the outdoor setting, where pupils, instructors, and others may stay for several days.

School districts providing for this practice at the senior high level, grades 10-12 are as follows: Meriden-Cleghorn, Mar-Mac, Arnolds Park, Ruthven, West Central, Lone Tree, Rudd-Rockford-Marble Rock, New Hampton, Anamosa, Winterset, Decorah, Clinton, and Fort Dodge.

QUESTION 9

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING MATHEMATICS LABORATORIES DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level			All levels	None
		K-6	7-9	10-12		
200-499	110	2.7%	26.4%	40.9%	2.7%	57.3%
500-749	114	4.4	25.4	42.1	1.8	54.4
750-999	62	3.2	22.6	38.7		54.8
1000-1499	61	8.2	27.9	47.5	6.6	49.2
1500-1999	22	13.6	40.9	54.5	13.6	36.4
2000-2999	41	2.4	22.0	31.7		53.7
3000 over	<u>26</u>	—	<u>19.2</u>	<u>26.9</u>	—	<u>61.5</u>
State	436	4.4%	25.7%	40.8%	2.8%	53.9%

This table shows that most of the mathematics laboratories are at the senior high level, grades 10-12. A greater percent of the smaller districts report having mathematics laboratories at the senior high level. Nearly half of the districts reporting have laboratories in mathematics, with 2.8% having this practice at all grade levels.

A mathematics laboratory may be a separate room or the regular classroom, but provides equipment and materials, i.e., overhead projector, tape recorder, stripfilms, calculators and/or adding machines, reference library materials, models, measuring devices, and other teaching aids with emphasis on the laboratory approach.

School districts reporting mathematics laboratories at all levels are as follows: New Hartford, Meriden-Cleghorn, Wellsburg, Ar-We-Va, Panora-Linden, Griswold, North Linn, Central Lyon, West Liberty, Anamosa, Red Oak, and Sheldon. Carlisle and Marion had the first complete mathematics laboratories in the state funded with NDEA Title III funds.

QUESTION 10

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING ACCESS TO A FOREIGN LANGUAGE LABORATORY DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				All levels	None
		K-6	7-9	10-12	Other		
200-499	110	0.9%	18.2%	35.5%			63.6%
500-749	114	0.9	28.1	50.9		0.9%	48.2
750-999	62		29.0	50.0	1.6%		46.8
1000-1499	61		36.1	63.9			36.1
1500-1999	22		54.5	86.4			13.6
2000-2999	41		43.9	73.2			24.4
3000 over	<u>26</u>	<u>—</u>	<u>57.7</u>	<u>73.1</u>	<u>—</u>	<u>—</u>	<u>19.2</u>
State	436	0.5%	31.4%	53.9%	0.3%	0.3%	44.5%

20

This table shows that most of the foreign language laboratories are at the senior high level, grades 10-12. A higher percent of the districts in the larger enrollment categories have these laboratories at the senior high level than the smaller districts. More than half of the districts reporting indicated that they had language laboratories at one or more of the levels.

A language laboratory is a classroom or other area containing electronic and mechanical equipment and arranged to make foreign language instruction more effective.

Corwith-Wesley and West Burlington reported having a language laboratory for elementary pupils in grades K-6.

QUESTION 11

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING A WRITING LABORATORY
DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF DISTRICTS REPORTING
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent of dist. with writing lab.
200-499	110	5.5%
500-749	114	5.3
750-999	62	1.6
1000-1499	61	14.8
1500-1999	22	22.7
2000-2999	41	2.4
3000 over	<u>26</u>	<u>7.7</u>
State	436	6.9%

This table shows that districts with writing laboratories generally fall in the middle size enrollment categories. Only 6.9% of the school districts reporting indicated that they have a writing laboratory.

A writing laboratory gives students an opportunity to get individual help with their writing problems either on a required regular basis or a voluntary need basis, either for credit or without credit. The room is equipped with resource books, typewriters, etc.

The following school districts report having writing laboratories: Prescott, New Hartford, Arnolds Park, Garwin, Palmer, A.C.L., Dexfield, Northeast Hamilton, Earlham, Nishna Valley, Kingsley-Pierson, Eastwood, Wapsie Valley, Corning, Postville, Belle Plaine, Starmont, Camanche, Mediapolis, Spirit Lake, Mount Vernon, Central Lyon, Audubon, Monticello, Winterset, Mid Prairie, Mount Pleasant, Decorah, Mason City, and Keokuk.

QUESTION 12a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING HOMOGENEOUS GROUPING DURING THE
1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level					All levels	None
		K-3	4-6	7-9	10-12	Other		
200-499	110	36.4%	35.5%	49.1%	39.1%	1.8%	18.2%	33.6%
500-749	114	31.6	33.3	62.3	46.5	0.9	15.8	21.9
750-999	62	35.5	38.7	62.9	48.4	3.2	12.9	22.6
1000-1499	61	31.1	32.8	73.8	59.0	3.3	16.4	18.0
1500-1999	22	54.5	68.2	81.8	72.7		45.5	4.5
2000-2999	41	51.2	56.1	82.9	75.6		34.1	9.8
3000 over	<u>26</u>	<u>53.8</u>	<u>61.5</u>	<u>92.3</u>	<u>88.5</u>	<u>—</u>	<u>46.2</u>	<u>—</u>
State	436	37.6%	40.1%	65.3%	53.1%	1.6%	21.1%	21.1%

This table shows that most of the school districts reporting indicate that the practice of homogeneous grouping is done at the junior high level, grades 7-9. This practice is more common in the larger districts than in the smaller ones. Over 21% of the districts have homogeneous grouping at all grade levels while the same number do not provide for this type of grouping.

Students are grouped according to predetermined similarities in I.Q., standardized tests, previous grades, etc.

QUESTION 12b

NUMBER OF THE 436 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES DURING THE 1968-1969 SCHOOL YEAR PROVIDING HOMOGENEOUS GROUPING AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level				
	K-3	4-6	7-9	10-12	Other level
Business Education	2		4	17	
Communication.	109	115	170	147	1
Fine Arts.	4	6	11	12	
Foreign Language			26	41	1
Health & P.E.	5	7	12	7	
Mathematics.	38	57	234	172	4
Science.	18	29	154	138	4
Social Science	19	22	99	61	3
Special Education.	73	76	69	43	3
Vocational	3	2	4	8	
None	272	261	151	204	429

The table shows that most of the districts providing homogeneous grouping have this practice in communication subjects. The greatest number of districts with homogeneous grouping in any given subject is found in mathematics at the junior high level, grades 7-9. Science also lends itself to this practice.

State totals seem to indicate that most of the districts practice homogeneous grouping in the junior high school, grades 7-9.

Homogeneous grouping is defined as grouping students according to predetermined similarities in I.Q., standardized tests, previous grades, etc.

QUESTION 13a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING HETEROGENEOUS GROUPING DURING THE
1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY
ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level					All levels	None
		K-3	4-6	7-9	10-12	Other		
200-499	110	48.2%	50.9%	56.4%	59.1%	1.8%	40.9%	34.5%
500-749	114	57.0	59.6	63.2	68.4	1.8	46.5	21.1
750-999	62	61.3	58.1	56.5	58.1		40.3	24.2
1000-1499	61	52.4	54.1	57.4	63.9	1.6	39.3	22.9
1500-1999	22	63.6	63.6	81.8	86.4	4.5	54.5	9.1
2000-2999	41	53.7	48.8	58.5	68.3		36.6	26.8
3000 over	<u>26</u>	<u>69.2</u>	<u>73.1</u>	<u>84.6</u>	<u>84.6</u>	<u> </u>	<u>53.8</u>	<u>3.8</u>
State	436	55.4%	56.3%	61.4%	65.7%	1.4%	43.1%	24.0%

24

Information in this table should be considered in the light of a diversity of interpretation of the term "heterogeneous grouping." Apparently some of the respondents assumed that if homogenous grouping is not practiced, then automatically the students were grouped heterogeneously. Also, in smaller districts where classes are too small for any type of grouping the responses were assumed to be heterogeneous in grouping.

The definition given in the questionnaire was "Students are grouped at random without regard to similarities in I.Q., standardized tests, previous grades, etc." Emphasis should have been on the fact that grouping actually was practiced rather than on "without regard to..."

Heterogeneous groupings may be formed by actually choosing every third pupil, alternate by boy and girl, or some other specific trait. However, some type of controlled grouping should be done before it would be classified as heterogeneous grouping.

QUESTION 13b

NUMBER OF THE 436 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES DURING THE 1968-1969 SCHOOL YEAR PROVIDING HETEROGENEOUS GROUPING AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level				
	K-3	4-6	7-9	10-12	Other level
Business Education	7	6	39	100	1
Communication.	128	126	117	127	2
Fine Arts.	64	67	108	108	1
Foreign Language	4	7	52	77	
Health & P.E.	113	120	143	148	6
Mathematics.	172	164	100	106	2
Science.	173	178	136	121	2
Social Science	159	169	160	175	3
Special Education.	3	2	6	7	
Vocational		3	35	44	3
None	194	190	168	149	430

Refer to the comments for Question 13a.

QUESTION 14a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING INDEPENDENT STUDY FOR THE STUDENTS
DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS
REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				All levels	None
		K-6	7-9	10-12	Other		
200-499	110	5.5%	10.0%	33.6%		3.6%	65.4%
500-749	114	4.4	14.9	30.7		1.8	64.0
750-999	62	9.7	11.3	27.4	4.8%	3.2	66.1
1000-1499	61	3.3	13.1	34.4	1.6	1.6	62.3
1500-1999	22	13.6	22.7	54.5		4.5	31.8
2000-2999	41	9.8	29.3	43.9		9.8	51.2
3000 over	<u>26</u>	<u>19.2</u>	<u>46.2</u>	<u>57.7</u>	—	<u>15.4</u>	<u>34.6</u>
State	436	7.1%	16.5%	35.5%	0.9%	4.1%	59.8%

26

This table shows that most of the school districts providing independent study for students have the program in the senior high school, grades 10-12. Larger school districts tend to provide for this practice more than the smaller ones. There are 4.1% of the districts that have this practice at all grade levels.

Independent study means that students can work independently to investigate particular areas of interest in a given school subject. (They may confer with a teacher or with peer groups in seminar-type sessions.)

The following school districts reported that provision for independent study is made at all grade levels: Grand, Mar-Mac, Arnolds Park, New Providence, Northwest Webster, Dexfield, Sidney, Wapsie Valley, Beaman-Conrad, Ackley-Geneva, Nashua, Jefferson, Independence, Storm Lake, West Dubuque, Lewis Central, Mason City, Dubuque, Urbandale, and Davenport.

QUESTION 14b

NUMBER OF THE 436 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES DURING THE 1968-1969 SCHOOL YEAR PROVIDING INDEPENDENT STUDY AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level			
	K-6	7-9	10-12	Other
Business Education		1	22	
Communication	17	39	56	1
Fine Arts	3	12	33	
Foreign Language.		8	21	
Health & P.E.	2	2	2	
Mathematics	14	36	62	
Science	22	47	96	1
Social Science.	15	37	55	
Special Education	4	5	6	1
Vocational.		3	18	
None.	405	364	281	432

This table shows that the greatest provisions for independent study is made in science. This practice is more prevalent in the senior high school, grades 10-12.

Independent study means that students can work independently to investigate particular areas of interest in a given school subject. (They may confer with a teacher or with peer groups in seminar-type sessions.)

QUESTION 15

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING A CONTINUOUS PROGRESS PROGRAM DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level					All levels	None
		K-3	4-6	7-9	10-12	Other		
200-499	110	8.2%	6.4%	4.5%	2.7%		0.9%	89.1%
500-749	114	7.0	5.3	2.6	3.5	0.9%	0.9	86.8
750-999	62	6.5	4.8	8.1	6.5			82.3
1000-1499	61	11.5	3.3		1.6	1.6		86.9
1500-1999	22	27.3	22.8	18.2	4.5	4.5	4.5	59.1
2000-2999	41	14.6	4.9	2.4	4.9	2.4	2.4	78.0
3000 over	<u>26</u>	<u>50.0</u>	<u>30.8</u>	<u>3.8</u>	<u>7.7</u>	—	<u>3.8</u>	<u>46.2</u>
State	436	12.1%	7.6%	4.4%	3.9%	0.9%	1.1%	82.0%

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This table shows that most of the districts providing a continuous progress program have it at the elementary level, grades K-3. Larger districts generally provide this type of program more often than the smaller districts. Only 1.1% of the districts reporting provide the program at all grade levels while 82.0% of the districts do not have this type of program.

This plan permits nongraded progress for the learner; achievement, performance, and mastery then become the criteria of progress rather than grade level or number of years a student has spent in school. The continuous progress plan is individual-oriented rather than class-oriented and allows rapid learners to expand into a wide variety of depth of experience while the slow learner may master the basic material step by step.

The following school districts reported that a continuous progress program is in operation at all levels: Mar-Mac, Nishna Valley, Red Oak, West Delaware, and Clinton.

QUESTION 16a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING TEAM TEACHING DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				All levels	None
		4-6	7-9	10-12	Other		
200-499	110	2.7%	12.7%	5.5%	0.9%	2.7%	91.8%
500-749	114	5.3	2.6	5.3		0.9	90.4
750-999	62	4.8	3.2	6.5	1.6		87.1
1000-1499	61	3.3	3.3	9.8	1.6		85.2
1500-1999	22	9.1	13.6	27.3			59.1
2000-2999	41	14.6	22.0	31.7	2.4	2.4	51.2
3000 over	<u>26</u>	<u>23.1</u>	<u>46.2</u>	<u>61.5</u>	<u>3.8</u>	<u>15.4</u>	<u>26.9</u>
State	436	6.4%	10.3%	13.1%	1.1%	2.1%	80.4%

This table shows that most of the districts providing for team teaching have it at the secondary level, grades 10-12. Larger school districts tend to provide for team teaching more than the smaller districts.

Team teaching allows several teachers to work together under the guidance of a team leader to instruct students in small and/or large groups.

The following school districts reported that team teaching is in progress in all grade levels: Arnolds Park, Essex, Westfield, Nishna Valley, Grinnell-Newburg, Cedar Falls, Mason City, Charles City, and Bettendorf.

QUESTION 16b

NUMBER OF THE 436 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE
AND INSTRUCTIONAL PRACTICES DURING THE 1968-1969 SCHOOL YEAR WITH TEAM
TEACHING AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level			Other level
	4-6	7-9	10-12	
Business Education				
Communication.	18	20	27	3
Fine Arts.	2	4	6	
Foreign Language				
Health & P.E.	1	7	8	1
Mathematics.	15	11	10	2
Science.	21	13	17	1
Social Science	20	17	37	3
Special Education.				
Vocational		1	2	
None	408	391	379	431

30

This table shows that most of the team teaching is in the social sciences and in grades 10-12. Team teaching is defined as several teachers working together under the guidance of a team leader to instruct students in small and/or large groups.

QUESTION 17a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING COOPERATIVE TEACHING DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level					All levels	None
		K-3	4-6	7-9	10-12	Other		
200-499	110	7.3%	12.7%	16.4%	13.6%	1.8%	2.7%	73.6%
500-749	114	7.9	18.4	10.5	14.0		1.8	85.8
750-999	62	3.2	12.9	12.9	12.9			72.6
1000-1499	61	6.6	6.6	13.1	29.5	1.6	1.6	63.9
1500-1999	22	4.5	18.2	22.7	18.2			54.5
2000-2999	41	9.8	26.8	29.3	26.8	2.4	2.4	43.9
3000 over	<u>26</u>	<u>15.4</u>	<u>30.8</u>	<u>57.7</u>	<u>34.6</u>	<u>—</u>	<u>7.7</u>	<u>26.9</u>
State	436	7.3%	16.0%	17.9%	18.5%	0.9%	2.1%	63.4%

This table shows that most of the districts providing cooperative teaching have it at the senior high level, grades 10-12. Larger school districts tend to provide for cooperative teaching more often than the smaller districts. Districts in the 3000 and over enrollment category provide for this practice at the junior high level in more than half of the 26 districts with this enrollment.

Cooperative teaching allows two or more teachers to plan together and then share equal responsibilities for teaching a given group of students. Each is a specialist in his field.

The following school districts reported that cooperative teaching is in progress at all grade levels: Meriden-Cleghorn, Amana, New Market, Exira, Nishna Valley, Saint Ansgar, Linn-Mar, Mason City, and Charles City.

QUESTION 17b

NUMBER OF THE 436 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES DURING THE 1968-1969 SCHOOL YEAR WITH COOPERATIVE TEACHING AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level				
	K-3	4-6	7-9	10-12	Other level
Business Education	1		2	3	
Communication.	21	46	43	33	
Fine Arts.	1	4	6	20	
Foreign Language			2		
Health & P.E.	4	7	14	14	2
Mathematics.	12	41	29	13	
Science.	16	45	32	18	1
Social Science	15	44	29	37	
Special Education.	2	5	9	4	1
Vocational	1	1	3	8	
None	404	366	358	355	432

32

This table shows that most of the cooperative teaching takes place in communication, mathematics, science, and social science subjects. More cooperative teaching is practiced in senior high school, grades 10-12.

Cooperative teaching means that two or more teachers plan together and then share equal responsibilities for teaching a given group of students. Each is a specialist in his field.

QUESTION 18a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING ADVANCED PLACEMENT OR ADVANCED STANDING PROGRAMS DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent
200-499	110	19.1%
500-749	114	19.3
750-999	62	11.3
1000-1499	61	24.6
1500-1999	22	18.2
2000-2999	41	12.2
3000 over	<u>26</u>	<u>65.4</u>
State	436	20.8%

This table shows that more of the larger school districts tend to provide for advanced placement programs than the smaller districts. Approximately one-fifth of the districts in the state do have some type of advanced placement program.

This is a secondary school program of studies requiring added quantity and quality of school work, designed primarily to enable pupils to enter college with advanced placement at entrance, and, possibly with some college credit.

QUESTION 18b

NUMBER OF THE 436 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES DURING THE 1968-1969 SCHOOL YEAR WITH ADVANCED PLACEMENT OR STANDING PROGRAMS IN DIFFERENT DISCIPLINES

Discipline	No. of dists.
Business Education	4
Communication.	55
Fine Arts.	2
Foreign Language	14
Health & P.E.	2
Mathematics.	61
Science.	37
Social Science	10
Special Education.	
Vocational	1
None	345

This table shows that the practice of providing for advanced placement or standing programs is most common in mathematics. However, communication subjects such as English also lend themselves to this practice. Only 43.1% of the districts reported in this survey follow this practice.

An advanced placement or standing program is a secondary school program of studies requiring added quantity and quality of school work, designed primarily to enable pupils to enter college with advanced placement at entrance, and, possibly with some college credit.

QUESTION 19

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING FOR ACCELERATED PROCEDURES
DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent
200-499	110	3.6%
500-749	114	7.0
750-999	62	4.8
1000-1499	61	4.9
1500-1999	22	9.1
2000-2999	41	17.1
3000 over	<u>26</u>	<u>34.6</u>
State	436	8.2%

This table shows that more of the larger school districts tend to provide for accelerated procedures than the smaller districts. A little over 8% of the school districts in the state provide some type of accelerated procedure.

Accelerated procedures provide for a promotion that indicates that progress is more rapid than the usual practice; this may involve a "double promotion" (two grades' progress in one year) or some other arrangement for promoting a child at a rate more rapid than one grade per year.

QUESTION 20a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA MAKING PROVISION FOR THE ACADEMICALLY TALENTED DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				All levels	None
		4-6	7-9	10-12	Other		
200-499	110	7.3%	7.3%	35.5%		4.5%	61.8%
500-749	114	2.6	14.9	46.5	0.9%	0.9	50.0
750-999	62	9.7	12.9	41.9		1.6	56.5
1000-1499	61	4.9	11.5	41.0		4.9	59.0
1500-1999	22	27.3	36.4	59.1		18.2	36.4
2000-2999	41	17.1	34.1	65.9		12.2	31.7
3000 over	<u>26</u>	<u>65.4</u>	<u>57.7</u>	<u>92.3</u>	—	<u>34.6</u>	<u>7.7</u>
State	436	11.5%	17.6%	47.4%	0.2%	6.4%	50.2%

36

This table shows that most of the school districts providing for the academically talented have it at the senior high level, grades 10-12. Larger school districts tend to provide for the academically talented more often than the smaller districts. A little over half of the districts in the state do not provide for this practice, while 6.4% have it at all levels.

Academically talented programs are for students who demonstrate considerable above average ability, intellect, and interest and are given encouragement to expand their scope and develop their talents through special course offerings or grouping.

The following school districts reported that provision for the academically talented was made at all grade levels: Grand, Meriden-Cleghorn, New Providence, Deep River-Millersburg, Northwest Webster, Dexfield, Villisca, Valley, Spirit Lake, Central Lyon, Westwood, Hampton, Osage, Decorah, Eagle Grove, Waverly-Shell Rock, Independence, College, LeMars, Grinnell-Newburg, Cedar Falls, Waterloo, Mason City, Dubuque, Keokuk, Muscatine, Urbandale, Davenport, and Ames.

QUESTION 20b

NUMBER OF THE 436 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES DURING THE 1968-1969 SCHOOL YEAR WITH ACADEMICALLY TALENTED PROGRAMS AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level			
	4-6	7-9	10-12	Other
Business Education		1	15	
Communication.	31	49	102	1
Fine Arts.	4	13	28	
Foreign Language		14	40	
Health & P.E.			1	
Mathematics.	26	59	155	
Science.	26	58	150	1
Social Science	21	29	57	
Special Education.				
Vocational	1	3	3	
None	386	359	229	435

This table shows that academically talented programs are most frequent in mathematics. However, science and communication also is quite commonly adapted to this type of program. The greatest number of these programs are at the senior high school level, grades 10-12.

Academically talented programs are for students who demonstrate considerable above average ability, intellect, and interest and are given encouragement to expand their scope and develop their talents through special course offerings or grouping.

QUESTION 21a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA MAKING PROVISION FOR THE RELUCTANT LEARNER AS
OPPOSED TO THE SLOW LEARNER DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE
DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level					All levels	None
		K-3	4-6	7-9	10-12	Other		
200-499	110	13.6%	13.6%	15.5%	11.8%		3.6%	70.9%
500-749	114	19.3	22.8	23.7	21.1		6.1	61.4
750-999	62	11.3	17.7	14.5	14.5		3.2	64.5
1000-1499	61	11.5	11.5	13.1	11.5			68.9
1500-1999	22	40.9	45.5	27.3	31.8		18.2	50.0
2000-2999	41	34.1	26.8	24.4	36.6	22.0%	9.8	39.0
3000 over	<u>26</u>	<u>57.7</u>	<u>57.7</u>	<u>53.8</u>	<u>46.2</u>	—	<u>26.9</u>	<u>19.2</u>
State	436	20.4%	21.8%	20.8%	20.8%	2.1%	6.4%	60.0%

38

This table shows that provision for the reluctant learner as opposed to the slow learner is made equally well at all grade levels. However, more of the school districts in the larger enrollment categories provide for this practice than in the smaller categories. There are 60% of the school districts that reported having no program for these pupils, while 6.4% of the districts have it at all grade levels.

Programs for the reluctant learner as opposed to the slow learner are for students who have untapped potential and can be motivated by fresh approaches and a pertinent curriculum (e.g., mass media in place of English per se.)

The following school districts reported having some type of program for these pupils at all grade levels: Lytton, Meriden-Cleghorn, Northwest Webster, Harris-Lake Park, Hamburg, Lone Tree, Kingsley-Pierson, Gilbert, North Tama, Southeast Warren, Mount Ayr, Audubon, Vinton, Hampton, Decorah, Independent, Grinnell-Newburg, Cedar Falls, Mason City, Dubuque, Oskaloosa, Muscatine, Council Bluffs, and Ames.

QUESTION 21b

NUMBER OF THE 436 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES DURING THE 1968-1969 SCHOOL YEAR WITH RELUCTANT LEARNER PROGRAMS AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level			
	4-6	7-9	10-12	Other
Business Education	2	1	3	7
Communication.	82	87	76	69
Fine Arts.	8	6	10	11
Foreign Language	2	4	3	1
Health & P.E.		1	1	
Mathematics.	42	44	50	32
Science.	18	21	34	28
Social Science	17	19	26	24
Special Education.	5	6	6	4
Vocational			12	23
None	347	341	345	345

This table shows that reluctant learner programs are most frequent in communications. Programs are also found quite often in mathematics, science, and social studies. These programs are found equally often at all grade levels.

Programs for the reluctant learner as opposed to the slow learner are for students who have untapped potential and can be motivated by fresh approaches and a pertinent curriculum (e.g., mass media in place of English per se.)

QUESTION 22a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA MAKING PROVISION FOR THE SLOW LEARNER DURING THE
1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level					All levels	None
		K-3	4-6	7-9	10-12	Other		
200-499	110	50.9%	55.5%	50.9%	30.9%		19.1%	30.9%
500-749	114	57.9	63.2	58.8	42.1		30.7	24.6
750-999	62	53.2	61.3	59.0	58.1	1.6%	29.0	30.6
1000-1499	61	60.6	52.4	54.1	44.3	1.6	22.9	21.3
1500-1999	22	63.6	63.6	68.2	50.0		36.4	18.2
2000-2999	41	63.4	65.9	73.2	73.2	2.4	46.3	14.6
3000 over	<u>26</u>	<u>69.2</u>	<u>69.2</u>	<u>73.1</u>	<u>69.2</u>	—	<u>53.8</u>	<u>15.4</u>
State	436	57.3%	60.0%	58.6%	43.7%	0.7%	29.5%	24.7%

This table shows that more of the school districts make provisions for slow learners in grades 4-6 than at any of the other levels. Larger districts tend to have more programs for slow learners than the smaller districts. Nearly one-fourth of all the districts reporting indicated that no provisions are made for slow learners, while 29.5% of the districts have programs at all grade levels for these students.

Slow learners are students who have problems and low mental ability and are given learning experiences that will enable them to feel some measure of accomplishment. (In addition to reimbursable special education classes.)

QUESTION 22b

NUMBER OF THE 436 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES DURING THE 1968-1969 SCHOOL YEAR WITH SLOW LEARNER PROGRAMS AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level				Other level
	K-3	4-6	7-9	10-12	
Business Education	1	1	4	16	
Communication.	223	224	209	144	3
Fine Arts.	13	16	16	15	
Foreign Language	1	2	3	3	
Health & P.E.	9	8	8	5	
Mathematics.	99	117	145	91	2
Science.	48	52	79	63	2
Social Science	45	45	67	58	1
Special Education.	41	45	39	21	
Vocational	1	1	23	35	1
None	187	175	181	246	433

T7

This table shows that most of the slow learner programs are in communications. There are also many programs for slow learners in mathematics. Science, social science, and special education also have several of these programs. There appear to be fewer slow learner programs in the senior high school than at other levels.

Slow learners are students who have problems and low mental ability and are given learning experiences that will enable them to feel some measure of accomplishment. (In addition to reimbursable special education classes.)

QUESTION 23

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PARTICIPATING IN A TITLE III ESEA PROJECT
 DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING
 BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent
200-499	110	21.8%
500-749	114	29.8
750-999	62	25.8
1000-1499	62	37.7
1500-1999	22	22.7
2000-2999	41	31.7
3000 over	<u>26</u>	<u>38.5</u>
State	436	28.6%

This table shows that a greater percent of the larger school districts are involved in ESEA Title III projects than smaller districts. Over one-fourth of the districts in the state are involved in some ESEA Title III project.

QUESTION 24

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA OFFERING AN OUTDOOR EDUCATION PROGRAM IN CONSERVATION DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent
200-499	110	13.6%
500-749	114	15.8
750-999	62	4.8
1000-1499	61	11.5
1500-1999	22	9.1
2000-2999	41	14.6
3000 Over	<u>26</u>	<u>30.8</u>
State	436	13.5%

This table shows that the greatest percent of the districts in a given enrollment category with an outdoor education program in conservation is in the 3000 and over category. However, only 13.5% of the school districts in Iowa have this type of program.

QUESTION 25

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA OFFERING CAMPING AS A PART OF THE CONSERVATION EDUCATION PROGRAM DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level			
		4-6	7-9	10-12	None
200-499	110	1.8%	2.7%	1.8%	95.5%
500-749	114	0.9			99.1
750-999	62				100.0
1000-1499	61	1.6	4.9	3.3	91.8
1500-1999	22				100.0
2000-2999	41		4.9	2.4	92.7
3000 over	<u>26</u>	<u>11.5</u>	<u>11.5</u>	<u>7.7</u>	<u>80.8</u>
State	436	1.6%	2.5%	1.6%	95.5%

This table shows that a greater percent of the districts in a given enrollment size category offering camping as a part of the conservation education program are found in the larger districts. Over 95% of the districts in the state reported that this program is not offered.

The following school districts reported offering camping as a part of the conservation education program: New Hartford, Lonrville, Arnolds Park, Scranton, Mallard, Jesup, Maquoketa Valley, West Lyon, Johnston, Mount Ayr, Webster City, College, LeMars, Keokuk, Bettendorf, Ames, Ottumwa, and Sioux City.

QUESTION 26

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA TEACHING CONSERVATION EDUCATION DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Method		
		Integrated	Separate	None
200-499	110	89.1%	2.7%	8.2%
500-749	114	86.0	3.5	12.3
750-999	62	91.9		8.1
1000-1499	61	90.2	1.6	9.8
1500-1999	22	95.5		4.5
2000-2999	41	92.7	2.4	7.3
3000 over	<u>26</u>	<u>88.5</u>	<u>—</u>	<u>11.5</u>
State	436	89.3%	2.1%	9.4%

This table shows that nearly 90% of the school districts teach conservation education as an integrated program, while only 2.1% teach it as a separate discipline. However, 9.4% of the districts say they do teach conservation education.

QUESTION 27

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING FOR MIGRANT CHILDREN LIVING IN
THE DISTRICT DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS
REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent
200-499	110	3.6%
500-749	114	4.4
750-999	62	4.8
1000-1499	61	1.6
1500-1999	22	13.6
2000-2999	41	2.4
3000 over	<u>26</u>	<u>11.5</u>
State	436	4.6%

This table shows that only 4.6% of the school districts in the state provide for migrant children, since most of the districts do not have children in their district classified as migrant children.

Migrant children are children whose parents are migrant workers and who are within the age limits for which the local school district provides free education and are offered specifically designed courses or are given special guidance.

The following school districts do provide this type of service: Clarence, Palmer, Walnut, Moravia, Sheffield-Chapin, Swea City, Buffalo Center, Woodward-Granger, Reinbeck, Alden, Tipton, Hampton, Glenwood, Perry, Mason City, Marshalltown, and Muscatine.

QUESTION 28

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA WITH A REHABILITATION PROGRAM DURING THE
1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent
200-499	110	30.0%
500-749	114	40.3
750-999	62	32.3
1000-1499	61	22.9
1500-1999	22	36.4
2000-2999	41	31.7
3000 over	<u>26</u>	<u>42.3</u>
State	436	33.2%

This table shows that about one-third of the school districts in Iowa have a rehabilitation program.

QUESTION 29

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING DIFFERENT CURRICULAR INNOVATIVE PRACTICES DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Practice	Enroll. K-12							State
	200- 499	500- 749	750- 999	1000- 1499	1500- 1999	2000- 2999	3000 over	
Calculators or adding machines used in math . . .	64.5%	57.9%	56.5%	60.6%	68.2%	48.8%	50.0%	58.9%
UICSM--Mathematics		0.9						0.2
SMSG--Mathematics	8.2	5.3	11.3	11.5	31.8	17.1	26.9	11.5
AAAS--Elementary Science	1.8	2.6	4.8	4.9	4.5	7.3	26.9	5.0
CBA--Chemistry	4.5	2.6	4.8	3.3	4.5	4.9	7.7	4.1
Chem Study--Chemistry	14.5	22.8	24.2	31.1	59.1	48.8	65.4	28.9
ESCP--Earth Science	20.9	10.5	17.7	31.1	31.8	19.5	46.2	21.1
ESS--Elementary Science	8.2	2.6	1.6	6.6	4.5	7.3	11.5	5.5
IPS--Physical Science	5.5	7.0	6.5	18.0	27.3	9.8	42.3	11.5
PSSC--Physics	20.0	19.3	24.2	34.4	45.5	34.1	69.2	27.9
SCIS--Elementary Science	0.9	1.8	1.6	1.6	9.1	2.4	3.8	2.1
SSSP--Physical Science	2.7	2.6	6.5	1.6	4.5	4.9	3.8	3.4
American Studies Curricular Program--Social Studies	7.3	2.6	3.2	1.6		2.4	7.7	3.9
Development Elem. Economic Education (DEEP) . . .	0.9		1.6			2.4	7.7	1.1
National Advanced Placement Program in History. Project Social Studies Experimental Units	5.5	2.6	1.6	6.6		4.9	23.1	5.0
Aero-Space Program	1.8	4.4	4.8	4.9	9.1	7.3	11.5	4.8
Extended Contract for Curriculum Development . . .	0.9	4.4	6.5	9.8	36.4	31.7	53.8	11.7
Individualized Reading	35.5	36.8	29.0	52.4	77.3	65.9	53.8	43.3
Telephone Amplification or Tele-Lecture		2.6	3.2	1.6	13.6	4.9	11.5	3.2
Television Instruction	29.1	29.8	30.6	37.7	31.8	36.6	53.8	33.0
Simulation or Gaming	1.8	0.9	4.8	1.6	4.5	12.2	23.1	4.4
Work-Study Program	17.3	25.4	24.2	26.2	77.3	68.3	88.5	33.7

This table shows the percent of school districts reporting different curricular innovative practices. For, example, 58.9% of the districts reported that calculators or adding machines are used in teaching mathematics, and that the distribution is about the same regardless of the enrollment.

QUESTION 30

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING SELF-TEACHING MATERIALS (PROGRAMED INSTRUCTION) DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level					All levels	None
		K-3	4-6	7-9	10-12	Other		
200-499	110	28.2%	31.8%	30.0%	20.0%		9.1%	55.5%
500-749	114	28.9	35.1	36.0	21.1	0.9%	8.8	53.5
750-999	62	27.4	35.5	30.6	24.2	3.2	8.1	48.4
1000-1499	61	37.7	39.3	29.5	32.8	1.6	4.9	26.2
1500-1999	22	45.5	45.5	36.4	36.4		13.6	31.8
2000-2999	41	39.0	36.6	31.7	34.1	4.9	7.3	31.7
3000 over	<u>26</u>	<u>50.0</u>	<u>34.6</u>	<u>46.2</u>	<u>53.8</u>	<u>3.8</u>	<u>11.5</u>	<u>19.2</u>
State	436	32.7%	35.5%	33.0%	26.8%	1.6%	8.5%	44.2%

This table shows that self-teaching materials or programed instruction is used to about the same extent at all grade levels. There are 44.2% of the districts reported that these materials are not used at all, while 8.5% of the districts used them at all grade levels.

This type of instruction is provided by self-teaching materials (e.g., a programed text and/or teaching machines which enable pupils to progress at their own pace.

The following districts reported using self-teaching materials at all grade levels: Grand, Meriden-Cleghorn, Arnolds Park, Andrew, Malvern, Essex, Shelby, Clearfield, New Market, Fox Valley, Bridgewater-Fontanelle, Harris-Lake Park, Armstrong, Adair-Casey, Pleasantville, South Page, Kingsley-Pierson, Montezuma, Buffalo Center, Wapsie Valley, Alta, Durant, Edgewood-Colesburg, Guthrie Center, Westwood, Prairie, Mount Ayr, Audubon, Hampton, Osage, Independence, Perry, Knoxville, Dubuque, Marshalltown, and Sioux City.

QUESTION 31

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING SPECIAL CLASSES FOR STUDENTS WHO NEED REMEDIAL READING (AT LEAST TWO GRADE LEVELS BELOW EXPECTED PERFORMANCES) IN GRADES 9, 10, 11 or 12 DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Kind of program		
		ESEA I	Other	None
200-499	110	67.3%	9.1%	34.5%
500-749	114	62.3	11.4	38.6
750-999	62	61.3	11.3	33.9
1000-1499	61	65.6	22.9	31.1
1500-1999	22	63.6	18.2	36.4
2000-2999	41	65.9	34.1	31.7
3000 over	<u>26</u>	<u>69.2</u>	<u>53.8</u>	<u>11.5</u>
State	436	64.6%	17.4%	33.4%

This table shows that nearly two-thirds of the school districts reported that they provided special classes for students who need remedial reading work. These special programs deal with students who are at least two grade levels below expected performances in grades 9, 10, 11, and 12.

It is interesting that one-third of the districts report that they have no programs for these pupils.

QUESTION 32

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING SEMESTER ELECTIVES IN ENGLISH DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level						
		7th	8th	9th	10th	11th	12th	None
200-499	110	0.9%	0.9%	4.5%	12.7%	24.5%	70.9%	29.1%
500-749	114	0.9	0.9	2.6	9.6	23.7	71.9	27.2
750-999	62			1.6	8.1	27.4	59.7	38.7
1000-1499	61			6.6	19.7	39.3	80.3	19.7
1500-1999	22			9.1	22.7	45.5	77.3	22.7
2000-2999	41			12.2	24.4	46.3	78.0	19.5
3000 over	<u>26</u>	—	—	<u>11.5</u>	<u>38.5</u>	<u>73.1</u>	<u>88.5</u>	<u>11.5</u>
State	436	0.4%	0.4%	5.3%	15.3%	32.7%	72.8%	26.3%

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This table shows that nearly three-fourths of the public school districts in Iowa provide electives in English in the twelfth grade. Generally, there is a greater percent of the districts in the larger enrollment size categories that provide for electives in English. Clearfield and L.D.F. indicated that they provide electives in English in the 7th and 8th grades.

The following districts provide electives in English in the 9th grade: Central Dallas, Deep River-Millersburg, East Monona, Maxwell, Clearfield, L.D.F., Underwood, Gladbrook, Denver, Mediapolis, Mt. Vernon, Maple Valley, Johnston, Monticello, Red Oak, Allamakee, Perry, Saydel, Creston, Washington, Cedar Falls, West Des Moines, and Bettendorf.

QUESTION 33

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA ADOPTING THE i/t/a (INITIAL TEACHING ALPHABET)
DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY
ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level					All levels	None
		K-3	4-6	7-9	10-12	Other		
200-499	110	18.2%	2.7%					81.8%
500-749	114	11.4	2.6					88.6
750-999	62	4.8	1.6			1.6%		91.9
1000-1499	61	6.6						93.4
1500-1999	22	4.5	4.5					95.5
2000-2999	41	4.9	2.4					92.7
3000 over	<u>26</u>	<u>15.4</u>	<u>3.8</u>	—	—	—	—	<u>84.6</u>
State	436	10.8%	2.3%	None	None	0.2%	None	88.4%

This table shows that a little over 10% of the districts in Iowa have adopted the i/t/a program. Most of the districts use this program in the elementary grades, preferable in grades K-3. Most of the programs are found in the smaller districts, particularly in the 200-499 enrollment size category. However, 88.4% of the districts reporting do not use this program.

The following districts use the i/t/a program in grades 4-6: Urbana, New Hartford, Mingo, Charter Oak, Danville, East Greene, Durant, Audubon, Chariton, and Ames. Solon reports using the program at another level, possibly special education.

QUESTION 34

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA ADOPTING "WORDS IN COLOR" DURING THE 1967-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level					All levels	
		K-3	4-6	7-9	10-12	Other	None	
200-499	110	20.9%	6.4%	1.8%		0.9%	76.4%	
500-749	114	13.2	0.9				86.8	
750-999	62	4.8				1.6	91.9	
1000-1499	61	13.1	1.6				86.9	
1500-1999	22						100.0	
2000-2999	41	7.3	2.4				90.2	
3000 over	<u>26</u>	<u>7.7</u>	<u>7.7</u>	—	—	<u>3.8</u>	<u>88.5</u>	
State	436	12.4%	2.7%	0.4%	None	0.7%	None 85.9%	

This table shows that nearly one-eighth (12.4%) of the school districts have adopted the use of Words in Color in elementary grades K-3.

The following districts use these materials in grades 4-6: Urbana, New Hartford, Radcliffe, Morning Sun, Melvin, Wall Lake, Elk Horn-Kimballton, Stuart, and Brooklyn-Guernsey-Malcom.

QUESTION 35

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA ADOPTING PROGRAMED READERS DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. Enroll. K-12	No. of dist.	Grade level					All levels	None
		K-3	4-6	7-9	10-12	Other		
200-499	110	35.5%	27.3%	13.6%	3.6%	1.8%	2.7%	56.4%
500-749	114	23.7	27.2	13.2	4.4	6.1		59.6
750-999	62	32.3	25.8	12.9	6.5	3.2	1.6	56.5
1000-1499	61	41.0	24.6	11.5	3.3	3.3		49.2
1500-1999	22	40.9	27.3	13.6		4.5		54.5
2000-2999	41	31.7	24.4	12.2	12.2	2.4	4.9	58.5
3000 over	<u>26</u>	<u>46.2</u>	<u>19.2</u>	<u>7.7</u>	<u>3.8</u>	<u>3.8</u>	<u> </u>	<u>42.3</u>
State	436	33.3%	25.9%	12.6%	4.8%	3.7%	1.4%	55.5%

This table shows that programed readers have been adopted for all grade levels with the greatest percent in grades K-3. However, over half of the districts do not use these materials.

The following districts reported using programed readers at all levels: Grand, Arnolds Park, Battle Creek, North Tama, North Central, Storm Lake, and Knoxville.

QUESTION 36

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA ADOPTING LINGUISTIC READERS DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level					All levels	None
		K-3	4-6	7-9	10-12	Other		
200-499	110	14.5%	15.5%	9.1%	3.6%		0.7%	77.3%
500-749	114	10.5	11.4	7.0	5.3	1.8%		77.2
750-999	62	12.9	4.8	11.3	3.2			77.4
1000-1499	61	22.9	16.4	3.3		1.6		67.2
1500-1999	22	4.5						95.4
2000-2999	41	24.4	14.6	2.4		2.4		70.7
3000 over	<u>26</u>	<u>7.7</u>	<u>3.8</u>	<u>7.7</u>	<u>3.8</u>	—	—	<u>80.8</u>
State	436	14.4%	11.5%	6.9%	3.0%	0.9%	0.7%	76.3%

This table shows that linguistic readers have been adopted for all grade levels with the highest percent in grades K-3. Over three-fourths (76.3%) of the districts do not use these materials, while three districts, namely, Rembrandt, Central Dallas, and Essex, use them for all levels.

QUESTION 37

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA USING LINGUISTIC METHODS IN TEACHING DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Subject				
		Grammar	Spelling	Vocabulary	Writing	None
200-499	110	30.0%	29.1%	30.0%	24.5%	57.3%
500-749	114	43.0	16.7	27.2	12.3	48.2
750-999	62	41.9	30.6	32.3	22.6	45.2
1000-1499	61	47.5	27.9	32.8	21.3	44.3
1500-1999	22	50.0	40.9	40.9	40.9	36.4
2000-2999	41	41.5	31.7	41.5	24.4	46.3
3000 over	<u>26</u>	<u>69.2</u>	<u>53.8</u>	<u>34.6</u>	<u>46.2</u>	<u>19.2</u>
State	436	41.9%	28.2%	31.8%	22.7%	46.9%

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This table shows most of the linguistic methods in teaching were done in grammar subjects as compared to other communication courses. A larger percent of the larger districts used this method than in the smaller districts.

However, 46.9% of the districts in the state do not use linguistic methods in teaching the communication courses.

QUESTION 38

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA USING THE LINGUISTIC APPROACH TO THE TEACHING OF GRAMMAR DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Linguistic Approach			
		Structural	Transform	Combine	None
200-499	110	5.5%	1.8%	30.0%	62.7%
500-749	114	15.8	3.5	32.5	50.0
750-999	62	24.2	9.7	24.2	45.2
1000-1499	61	16.4	11.5	32.8	45.9
1500-1999	22	36.4	13.6	36.4	36.4
2000-2999	41	9.8	14.6	39.0	46.3
3000 over	<u>26</u>	<u>11.5</u>	<u>11.5</u>	<u>57.7</u>	<u>26.9</u>
State	436	14.7%	7.1%	33.0%	49.5%

This table shows that most of the school districts using the linguistic approach to teaching grammar use a combined structural and transformational generative approach. However, 49.5% of the districts in the state do not use the linguistic approach at all.

QUESTION 39

NUMBER OF THE 436 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE
AND INSTRUCTIONAL PRACTICES DURING THE 1968-1969 SCHOOL YEAR TEACHING
SPEECH IN DIFFERENT DISCIPLINES

Discipline	No. of dists.
Business Education	4
Communication	426
Fine Arts	31
Foreign Language	12
Health & P.E.	
Mathematics	
Science	1
Social Science	4
Special Education	1
Vocational	10

This table shows that most of school districts teach speech in the communications field.

QUESTION 40a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING A COURSE IN THE HUMANITIES DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level			All levels	None
		K-6	7-9	10-12		
200-499	110	22.7%	31.8%	35.5%	20.9%	58.2%
500-749	114	26.3	35.1	43.0	24.6	55.3
750-999	62	27.4	32.3	35.5	24.2	61.3
1000-1499	61	16.4	27.9	47.5	13.1	50.8
1500-1999	22	18.2	13.6	18.2	4.5	68.2
2000-2999	41	14.6	19.5	36.6	9.8	56.1
3000 over	<u>26</u>	<u>7.7</u>	<u>15.4</u>	<u>57.7</u>	<u>3.8</u>	<u>38.5</u>
State	436	21.3%	28.9%	39.6%	18.3%	55.9%

59

This table shows that most of the humanities courses are taught in the senior high school, grades 10-12. Over half of the districts in Iowa do not teach humanities courses, while 18.3% of them provide courses in humanities at all grade levels.

There is a greater percent of the larger districts offering humanities courses in the senior high school than for the smaller districts, while the smaller districts are more numerous with this program in the elementary grades.

QUESTION 40b

NUMBER OF THE 436 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES DURING THE 1968-1969 SCHOOL YEAR PROVIDING COURSES IN HUMANITIES AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level			Other level
	K-6	7-9	10-12	
Art.	72	93	107	
Music.	87	106	134	
Literature	46	82	130	1
Philosophy	1	7	27	
History.	60	89	120	
Science.	56	75	80	
None	343	310	263	435

This table shows that generally most of the humanities courses were offered in music. However, this course is also taught in several other fields.

QUESTION 41

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PARTICIPATING IN DIFFERENT FOREIGN LANGUAGE ACTIVITIES DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Activity	Enrollment K-12							Total
	200- 499	500- 749	750- 999	1000- 1499	1500- 1999	2000- 2999	3000 over	
Audiolingual method.	40.9%	44.7%	50.0%	54.1%	54.5%	65.9%	73.1%	49.9%
Audiolingual-visual method . . .	21.8	31.6	30.6	29.5	50.0	31.7	34.6	29.8
Bilingual programs	3.6	1.8	9.7	3.3	13.6	7.3	3.8	4.8
Exchange programs.	2.7	7.0	9.7	16.4	31.8	24.4	19.2	11.2
Family-to-family program	1.8		3.2				3.8	1.1
Films & filmstrips	47.3	48.2	51.6	52.4	45.5	61.0	69.2	51.3
FLES	1.8	4.4	3.2	4.9	4.5	4.9	7.7	3.9
H.S. foreign study program . . .	4.5	2.6	1.6	1.6	9.1	9.8	11.5	4.4
Interdisciplinary courses. . . .	0.9	0.9					3.8	0.7
Language camps								
Language festivals	2.7	1.8	1.6	3.3		7.3	11.5	3.2
Native speaking aides.	10.9	10.5	3.2	21.3	18.2	9.8	23.1	12.1
Use of visuals	47.3	50.0	54.8	63.9	54.5	61.0	61.5	53.8
None of above.	19.1	10.5	12.9	6.6		7.3	7.7	11.5

This table shows that about half of the districts use the following activities most: audio-lingual method, films and filmstrips, and use of visuals. Larger districts generally provide for a greater variety of foreign language activities.

QUESTION 42

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA OFFERING A SEX EDUCATION COURSE DURING
THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent
200-499	110	8.2%
500-749	114	9.6
750-999	62	9.7
1000-1499	61	13.1
1500-1999	22	9.1
2000-2999	41	9.8
3000 over	<u>26</u>	<u>30.8</u>
State	436	10.0%

This table shows that 10% of the school districts in Iowa teach sex education courses per se. A greater percent of the larger districts provide these courses more often than the smaller districts.

The following districts reported that sex education courses per se are taught: Garrison, Central Dallas, Yale-Jamaica-Bagley, Amana, Baxter, Green Mountain, Clearfield, Garnavillo, Dexfield, Mormon Trail, New London, Sentral, Titonka, Alburnett, Center Point, Kingsley-Pierson, Story City, Madrid, Manson, Dallas, Ackley-Geneva, Solon, Dysart-Geneseo, North Central, Corning, Tipton, Camanche, West Marshall, West Monona, Mount Ayr, Van Buren, Wayne, Vinton, Nevada, Davis, Howard-Winneshiek, Marion, Grinnell-Newburg, Mason City, Burlington, Iowa City, Fort Madison, Keokuk, Marshalltown, Des Moines, and Fort Dodge.

QUESTION 43

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA NOT TEACHING SEX EDUCATION IN ANY OF THEIR CURRICULUM DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent
200-499	110	33.6%
500-749	114	23.7
750-999	62	19.4
1000-1499	61	26.2
1500-1999	22	13.6
2000-2999	41	9.8
3000 over	<u>26</u>	<u>11.5</u>
State	436	23.4%

This table shows that nearly one-fourth of the school districts in Iowa do not teach sex education in any of their curriculum.

The number of districts that do integrate sex education in different disciplines of the curriculum are as follows: Business education--4, Communications--13, Fine arts--8, Health and physical education--276, Science--247, Social studies--96, Special education--9, and Vocational--119.

QUESTION 44

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA RECEIVING AUDIOVISUAL CONSULTATIVE SERVICES DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Source					No cons. used
		Area	County	District	Other		
200-499	110	54.5%	43.6%	15.5%	16.4%	16.4%	
500-749	114	64.0	33.3	14.0	16.7	18.4	
750-999	62	62.9	32.3	12.9	11.3	22.6	
1000-1499	61	60.6	29.5	19.7	13.1	16.4	
1500-1999	22	59.1	27.3	40.9	18.2	18.2	
2000-2999	41	65.8	29.3	36.6	9.8	14.6	
3000 over	<u>26</u>	<u>53.8</u>	<u>19.2</u>	<u>69.2</u>	—	<u>7.7</u>	
State	436	60.2%	33.7%	21.8%	14.2%	17.2%	

This table shows that the greatest percent of the districts reported using audiovisual consultative services from area centers, probably the Regional Education Media Centers. A greater percent of the smaller districts use the county audiovisual services as compared to the larger districts, however, there is a greater percent of the larger districts that have their own audiovisual services.

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QUESTION 45

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA USING DIFFERENT METHODS OF REPORTING PUPIL PROGRESS DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Method of reporting			
		Report card	Report card and letter	Report card and parent conference	Report card, letter, and conference
200-499	110	0.9%		34.5%	64.6%
500-749	114		4.4%	35.1	60.5
750-999	62			27.4	72.6
1000-1499	61	1.6		41.0	57.4
1500-1999	22			40.9	59.1
2000-2999	41	2.4		34.1	63.5
3000 over	<u>26</u>	<u>3.7</u>	—	<u>61.5</u>	<u>34.6</u>
State	436	0.9%	1.1%	36.4%	61.6%

This table shows 61.6% of the school districts in Iowa use a combination of methods for reporting pupil progress. Four districts use the "Report Card only" method.

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QUESTION 46

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA OFFERING A CERTIFICATE OF ATTENDANCE DURING
THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level			
		7-9	10-12	Both	None
200-499	110	11.8%	57.3%	10.9%	41.8%
500-749	114	3.5	52.6	2.6	46.5
750-999	62	4.8	48.4	4.8	51.6
1000-1499	61		55.7		44.3
1500-1999	22		59.1		40.9
2000-2999	41	2.4	48.8		48.8
3000 over	<u>26</u>	<u>3.8</u>	<u>26.9</u>		<u>69.2</u>
State	436	5.0%	52.0%	4.1%	46.9%

This table shows that over half of the school districts in Iowa reported that they offer a certificate of attendance in the senior high school, grades 10-12. Fewer large districts proportionately follow this practice than smaller ones.

A certificate of attendance is defined as a document that certifies the pupil's presence in school during given years, but it does not certify that standard requirements have been met. It is awarded in lieu of a diploma.

The following districts follow this practice in the junior high school, grades 7-9: Prescott, Ventura, Arnolds Park, Yale-Jamaica-Bagley, Battle Creek, Miles, Olin, Primghar, Essex, Palmer, New Market, A.C.L., Panora-Linden, New London, Carson-Macedonia, Floyd Valley, Ogden, Alden, Boyden-Hull, Albia, and Sioux City.

QUESTION 47

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA GIVING RECOGNITION OF ACADEMIC STANDING AT GRADUATION DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Type of recognition				
		Valedictorian	Salutatorian	Honors	Other	None
200-499	110	75.4%	74.5%	68.2%	16.4%	0.9%
500-749	114	64.9	64.9	77.2	12.3	0.9
750-999	62	56.5	56.5	75.8	17.7	
1000-1499	61	44.3	44.3	75.4	16.4	3.3
1500-1999	22	63.6	59.1	90.9	4.5	
2000-2999	41	48.8	48.8	82.9	12.2	4.9
3000 over	<u>26</u>	<u>53.8</u>	<u>46.2</u>	<u>88.5</u>	<u>15.4</u>	—
State	436	61.1%	60.2%	76.3%	14.4%	1.3%

This table shows that about 40% of the school districts in Iowa do not give recognition for valedictorian and salutatorian at graduation exercises, and that 1.3% or 6 school districts give no recognition to graduates. A greater percent of the smaller districts, however, do have recognition for valedictorian and salutatorian than the larger ones.

Over three-fourths of the districts give recognition for honors such as top 10%.

QUESTION 48

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA APPROVING ASSIGNED HOMEWORK DURING THE
1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				All levels	None
		4-6	7-9	10-12	Other		
200-499	110	72.7%	85.4%	85.4%	3.6%	71.8%	12.7%
500-749	114	70.2	90.3	89.5	2.6	67.5	8.8
750-999	62	77.4	93.6	91.9	1.6	74.2	4.8
1000-1499	61	73.8	85.2	90.1		72.1	8.2
1500-1999	22	68.2	86.4	90.9	4.5	63.6	4.5
2000-2999	41	75.6	87.8	92.7		73.2	4.9
3000 over	<u>26</u>	<u>76.9</u>	<u>96.2</u>	<u>96.2</u>	—	<u>76.9</u>	<u>3.8</u>
State	436	73.1%	88.6%	89.5%	2.1%	71.0%	8.2%

This table shows that 71% of the school districts in Iowa approve assigned homework for all grade levels. The regularly assigned homework is to be completed at home. More homework approvals are at the senior high level, grades 10-12, then in elementary or junior high.

QUESTION 49

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA WITH AN ADMINISTRATION POLICY REGARDING
 HOMEWORK ASSIGNMENTS DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE
 DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent
200-499	110	52.7%
500-749	114	45.6
750-999	62	37.1
1000-1499	61	37.7
1500-1999	22	59.1
2000-2999	41	61.0
3000 over	<u>26</u>	<u>65.4</u>
State	436	48.3%

This table shows that 48.3% of the school districts in Iowa have administrative policies regarding homework assignments. In the previous table it is noted that 71% of the districts do approve assigned homework.

QUESTION 50

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA FOLLOWING THE PRACTICE OF HAVING RECESSES DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade										All grades	None
		K	1	2	3	4	5	6	7	8			
200-499	110	98.2%	99.1%	99.1%	99.1%	93.6%	87.3%	76.4%	0.9%				0.9%
500-749	114	98.2	100.0	100.0	100.0	96.5	88.6	75.4	0.9	0.9%	0.9%		
750-999	62	98.4	100.0	100.0	96.8	88.7	72.6	51.6					
1000-1499	61	95.1	100.0	100.0	98.3	88.5	70.5	59.0					
1500-1999	22	100.0	100.0	100.0	100.0	100.0	77.3	59.1					
2000-2999	41	95.1	100.0	100.0	97.6	82.9	65.9	53.7					
3000 over	<u>26</u>	<u>92.3</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>84.6</u>	<u>80.8</u>	<u>69.2</u>	<u>11.5</u>	<u>7.7</u>	<u>3.8</u>		
State	436	97.1%	99.8%	99.8%	98.7%	91.6%	80.2%	66.6%	1.1%	0.7%	0.5%	0.2%	

This table shows that most of the school districts in Iowa provide for recess through grades K-5. Only two-thirds of the districts provide recess for sixth graders, with the smaller districts having a greater percent using this practice.

The following districts have recess for seventh and eighth grades: Blakesburg, Harris-Lake Park, Newton, Keokuk, and Ames

QUESTION 51

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING FOR SABBATICAL LEAVE DURING THE 1968-1969 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent
200-499	110	3.6%
500-749	114	5.3
750-999	62	1.6
1000-1499	61	6.6
1500-1999	22	9.1
2000-2999	41	9.8
3000 over	<u>26</u>	<u>34.6</u>
State	436	6.9%

This table shows that 6.9% of the school districts provide for sabbatical leave. Most of these districts are in the larger districts.

A leave of absence with full or partial remuneration, following a designated number of consecutive years of service, provides members of the instructional staff with opportunity for self-improvement.

The following districts provide for sabbatical leave: Prescott, Meriden-Cleghorn, Melvin, Hudson, Fredericksburg, Mormon Trail, Sidney, Nishna Valley, Highland, Eastern Allamakee, Belle Plaine, Westwood, Winterset, Sheldon, Davis, Webster City, South Tama, Mason City, Fairfield, Iowa City, Des Moines, Urbandale, West Des Moines, Davenport, Ames, and Fort Dodge.

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