

PUPIL ACHIEVEMENT IN NEVADA



Bulletin No. 79-10

LEGISLATIVE COMMISSION
OF THE
LEGISLATIVE COUNSEL BUREAU
STATE OF NEVADA

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Table of Contents

	<u>Page</u>
Recommendations	ii
Senate Concurrent Resolution 14	1
Introduction	2
Background	3
Subcommittee Procedures	3
Findings and Recommendations	
1. Pupil Achievement Compared with the Nation	4
2. Pupil Achievement Now and in the Past	7
3. Curriculum	11
4. Discipline	19
5. Pupil-Teacher Ratios	23
6. Other Issues	27
Explanations and Directions	32
Appendices	37
Bill Drafts	55

FILE NUMBER 152

SENATE CONCURRENT RESOLUTION—Directing the legislative commission to study and make recommendations on the subject of pupil achievement.

WHEREAS, There is growing concern in the State of Nevada over allegations that the high school diploma no longer indicates that the recipient has acquired satisfactory skills in basic subject areas; and

WHEREAS, Legislators as policymakers, as well as educators, parents and others, will benefit from additional information concerning the nature of the alleged inadequacies, the possible causes and proposals for improvement; and

WHEREAS, There is need for greater understanding of the relationship between pupil achievement and such factors as curriculum requirements, classroom discipline, pupil-teacher ratios and competency testing; now, therefore, be it

Resolved by the Senate of the State of Nevada, the Assembly concurring, That the legislative commission is directed to study the subject of pupil achievement in the public schools of this state. The study may include such questions as:

1. How pupil achievement in Nevada compares with that of other states;
2. Whether pupil achievement in Nevada is significantly lower today than in the past;
3. Whether school curriculum requirements throughout the state are sufficiently comprehensive and whether the standards are sufficiently rigid to ensure that pupils are adequately prepared for work or further education;
4. Whether there is need for the legislature to mandate certain basic curriculum standards;
5. Whether classroom discipline is a serious problem in Nevada schools and, if so, the extent to which it affects pupil achievement;
6. Whether there is a relationship between pupil achievement and pupil-teacher ratios, and whether in Nevada the ratios have reached a critical level; and
7. What types of legislative action might be advisable if classroom discipline and pupil-teacher ratios are found to be adversely affecting pupil achievement; and be it further

Resolved, That the legislative commission include persons representing teachers, school administrators, parents and taxpayers, as well as legislators, as members of the subcommittee appointed to conduct the study; and be it further

Resolved, That the legislative commission report the results of the study to the 60th session of the legislature, together with any recommendations for necessary and appropriate legislation.

REPORT OF THE LEGISLATIVE COMMISSION

TO THE MEMBERS OF THE 60TH SESSION OF THE NEVADA LEGISLATURE:

This report is submitted in compliance with Senate Concurrent Resolution No. 14 of the 59th session of the Nevada legislature which directed the legislative commission to study and make recommendations on the subject of pupil achievement. Appointed by the legislative commission to conduct the study were:

Senator Richard H. Bryan, Chairman
Assemblyman Nancy A. Gomes, Vice Chairman
Senator Gary A. Sheerin
Assemblyman Darrell H. Dreyer
Assemblyman Nicholas J. Horn
Mrs. Carole Doughty, Elementary School Teacher,
Winnemucca, Nevada
Dr. James L. Pughsley, Assistant to the Associate
Superintendent of Elementary Education, Clark County
School District, Las Vegas, Nevada
Mr. Jim Sale, President, Nevada Parent-Teacher
Association, Reno, Nevada
Mr. Rudolph Schiller, Classroom Teacher, Valley High
School, Las Vegas, Nevada

In addition, the subcommittee selected two Nevada school board members as nonvoting advisers. They were:

Mr. Warren J. Scott, Member, Executive Committee, Nevada
State School Boards' Association, Winnemucca, Nevada
Mrs. Janet Sobel, Clark County School Trustee, Las
Vegas, Nevada

Subcommittee members wish to recognize and thank the many persons who attended and participated in meetings in Carson City, Reno and Las Vegas. Special acknowledgement is given to the Nevada state department of education for its cooperation in providing the subcommittee with statistics and other valuable information on pupil achievement.

The report is transmitted to the members of the 1979 legislature for their consideration and appropriate action.

Respectfully submitted,

Legislative Commission
Legislative Counsel Bureau
State of Nevada

LEGISLATIVE COMMISSION

Assemblyman Donald R. Mello, Chairman
Assemblyman Paul W. May, Vice Chairman

Senator Keith Ashworth	Assemblyman Eileen B. Brookman
Senator Richard H. Bryan	Assemblyman Joseph E. Dini, Jr.
Senator Margie Foote	Assemblyman Lawrence E. Jacobsen
Senator James I. Gibson	Assemblyman Robert E. Robinson
Senator Norman Ty Hilbrecht	
Senator William J. Raggio	

RECOMMENDATIONS

1. Nevada Revised Statutes shall be amended to strengthen and clarify the state board of education's role in statewide data gathering responsibilities relating to pupil achievement. (Bill)
2. The state board of education and the local school districts, collectively, should establish uniform standards for course offerings and course contents.
3. The legislature shall require the state board of education to direct the superintendent of public instruction to develop curriculum standards in concert with the local school districts and take a more active role in developing, monitoring and enforcing uniformity of quality and standards of excellence in the basics--reading, writing, mathematics, social studies and science. (Bill)
4. While the subcommittee does not favor changing the collective bargaining law, teachers should have direct access to school boards to present their ideas for developing curriculum.
5. Although the subcommittee does not favor legislatively changing the 19 required units for high school graduation, local school districts should review curriculum requirements and consider mandating additional courses.
6. School districts should expose all students to social, political and economic concepts as they relate to world current events sometime in grades 9 through 12.
(Resolution)
7. School districts are mandated to develop a diploma program for outstanding achievement to be available for both academic and vocational students. The area of achievement (academic or vocational) shall be designated on the diploma and on the high school transcripts. (Bill)

8. Junior high students should have less freedom of choice in curriculum. The state board of education shall be required to develop a separate course of study, with emphasis on the basics, for junior high and middle schools for those school districts which have these schools. (Bill)
9. Although the subcommittee feels it is beyond the scope of its study to request additional funds for vocational education, it reaffirmed its support of vocational education and requested that the legislature consider providing additional funding for vocational education. School districts should review the needs of vocational education so that curriculum and pupil achievement in this area can be improved.
10. Since studies on the subject of vocational education are already available, they should be reviewed and analyzed by the state superintendent of public instruction and brought to the attention of the 1979 legislature.
11. School districts should consider expanding educational programs in conjunction with the business community.
12. (a) Every school district in Nevada shall be required to have a detailed written disciplinary code which shall be disseminated to administrators, faculty, students and parents of students.

(b) The state board of education, in concert with local school districts, shall develop a model discipline code. Local school districts may use the guideline for local discipline codes, but they are not required to do so.

(c) The model discipline code shall include procedures for summary removal of disruptive pupils from the classroom.

(Bill)
13. Nevada's truancy laws be amended to include 6-year-olds who are enrolled in school.

14. A method shall be devised, without changing the allocation formulas of the Nevada plan, so that monies which revert from the distributive school fund to the general fund be retained by the school districts.
(Bill)
15. A letter and resolution be drafted soliciting information from local school districts specifically accounting for the use of schoolday time by high school seniors.
(Resolution)
16. The legislature is requested to give serious consideration to providing funds for remediation as required by A.B. 400.
17. The state superintendent of public instruction is requested to study alternative programs for remediation and provide a cost analysis of each program to the 1979 session of the legislature.
18. School trustees are requested to review their hiring procedures and be able to demonstrate they are hiring those best qualified.
19. School trustees, administrators and teacher organizations are requested to make recommendations to the legislature for potential amendments to the Professional Practices Act of NRS.
20. The state board of education should review standards for certification of teachers to ensure that Nevada is certifying only qualified teachers.

I. Introduction

In 1977 the Nevada legislature adopted Senate Concurrent Resolution 14 which directs the legislative commission to study pupil achievement in this state. S.C.R. 14 suggests that the study include topics such as how pupil achievement in Nevada compares with that of other states, whether pupil achievement in Nevada is significantly lower than in the past and the relationship of curriculum, classroom discipline and pupil-teacher ratios to achievement.

In addition to legislators, the resolution mandates that representatives of teachers, school administrators, parents and taxpayers be appointed to the study subcommittee. Pursuant to these charges, the legislative commission appointed its subcommittee for the study of pupil achievement composed of the following persons: Senator Richard H. Bryan (Clark County), chairman; Assemblyman Nancy A. Gomes (Reno), vice chairman; Senator Gary A. Sheerin (Carson City); Assemblymen Darrell H. Dreyer (Las Vegas), and Nicholas J. Horn (Las Vegas); Mrs. Carole Doughty (Winnemucca), elementary school teacher; Dr. James L. Pughsley (Las Vegas), assistant to the associate superintendent of elementary education, Clark County school district; Mr. Jim Sale (Reno), president, Nevada Parent-Teacher Association; and Mr. Rudolph Schiller (Las Vegas), classroom teacher, Valley High School.

The subcommittee appointed two school board members as nonvoting advisers for the study. They were Mr. Warren J. Scott, member of the executive committee of the Nevada State School Boards' Association and a Humboldt County school board member, and Mrs. Janet Sobel, Clark County school trustee.

The subcommittee was allocated \$4,730 for the cost of meetings and printing the final report. It held an initial meeting in Carson City on October 11, 1977, public hearings in Las Vegas on December 2 and 3, 1977, and in Reno on December 9 and 10, 1977. Subcommittee work sessions were held on March 3 and 4, 1978, and May 12, 1978, in Carson City, Nevada.

II. Background of the Pupil Achievement Issue in Nevada

One of the most controversial issues of the 1977 legislative session was minimal competency of pupils in Nevada's public schools. Reports of declining college entrance scores both nationally and in Nevada fostered numerous pieces of legislation in response to a nationwide chorus of "Why Can't Johnny Read." Nevada joined more than 50 percent of the states which adopted minimal competency tests for public school students. A.B. 400 of the 1977 session requires that students be tested before completion of grades 3, 6, 9 and 12 in reading, writing and mathematics. If a student fails the high school proficiency test, he does not receive a high school diploma but instead may be given a certificate of attendance. Competency tests must be uniform statewide and are to be prescribed by the state board of education.

A.B. 400 will cause minimum standards of proficiency to be set for the "three R's." In adopting S.C.R. 14, the legislature expressed its desire for additional information concerning pupil achievement in Nevada and recommendations for its improvement. The legislative commission's subcommittee on pupil achievement closely adhered to the charges of that resolution in fulfilling its responsibility.

III. Subcommittee Procedures

Prior to its first meeting, the subcommittee requested its staff to gather background information on the factual aspects of S.C.R. 14. Data available on a statewide basis on pupil achievement, curriculum requirements, discipline and pupil-teacher ratios were presented to the subcommittee in a background paper. Additional information pertaining to pupil achievement was solicited from Clark and Washoe counties since they are the state's two largest school districts and comprise 81 percent of the state's school population.

At the first meeting of the subcommittee, the state department of education provided the subcommittee with its views on the questions posed by S.C.R. 14 and also the results of an ERIC (Educational Resources Information Center) search of the literature on these topics. The department later assisted the subcommittee by conducting telephone surveys on the number of courses offered and time spent on class work in Nevada high schools.

The initial meeting was followed by public hearings in Las Vegas and Reno. At these hearings, the subcommittee received testimony from a broad range of people and interest groups including: representatives of organized groups of educators, individual teachers, parent-teacher associations, education administrators, school trustees, the National Association for the Advancement of Colored People, community college and university teachers, test examiners and administrators, school attorneys, vocational education councils and guidance counselors.

In preparation for final work sessions, the subcommittee reviewed kindergarten through grade 12 curriculum offerings in English, mathematics, social studies and natural science from four Nevada school districts--Carson City, Clark County, Elko and Washoe counties. In addition, all of Nevada's 17 school districts were surveyed by the subcommittee to examine written goals and objectives, student discipline policies, master contracts between teachers and school districts and vocational-technical offerings. At the first work session, the subcommittee reviewed the accumulated data and testimony and made major recommendations for the final report and accompanying legislative proposals. The last work session was devoted to review and correction of these documents.

It should be noted that the subcommittee narrowed its focus to pupil achievement only in the elementary and secondary grades.

IV. Findings and Recommendations

A. How Pupil Achievement in Nevada Compares with That of Other States.

The best comparative data available on this subject are college entrance examination scores. The two tests used on a nationwide basis are the SAT (Scholastic Aptitude Test) and the ACT (American College Testing). SAT scoring ranges from a low of 200 to a high of 800 on each test. The SAT is composed of verbal and mathematics sections. The ACT is scored on a scale of 1 to 36 on each test and composed of tests in English, mathematics, social studies and natural science. Generally speaking, the SAT is more frequently required by private colleges and universities, while the ACT is more often utilized by public colleges and universities. In Nevada, students taking the ACT outnumber students taking the SAT by almost 4 to 1.

SAT verbal scores from 1976-77 show that Nevada's mean score of 457 is substantially higher than that of the nation (429) and the West (431). SAT mathematical scores also show that Nevada's mean (498) is higher than the nation (470) and the West (474). While Nevada's mean SAT scores compare very favorably with the national average, verbal scores have declined in the last 6 years by more points than the national mean scores have. Mathematical scores in this period declined by 1 point more nationally than in Nevada. (See Appendix A, page 37.)

When ACT scores for Nevada are compared with the nation, it can be shown in 1976-77 that the Nevada composite is 18.3, or .1 of 1 point lower than the national composite of 18.4. However, Nevada ACT scores on the component tests of the composite are equal to or higher than the national sample in English, social studies and natural science. Nevada's ACT mathematics average is lower than the national mean and brings down our composite. Washoe County's high school composite for 1976-77 is 19.3 and Clark County's is 17.8.

ACT scores in Nevada over the last 8 years have declined at a somewhat greater rate than the national scores. In 1969-70, Nevada ACT scores were higher than the nation's and over the years the gap has gradually closed. (See Appendix B, page 38.)

Another way of comparing pupil achievement in Nevada with the nation is to look at ACT scores in relation to high school grade-point averages (G.P.A.). While the score

distribution in Nevada for the ACT composite is about the same as the nation, 85 percent of Nevada's high school students who took the ACT reported their high school G.P.A. to be 2.5 or better in comparison to 80 percent of the national sample reporting a 2.5 or better average. That is, the mean ACT composite in Nevada is 18.3 and the mean self-reported G.P.A. in selected subjects is 3.08. The mean ACT composite for the nation is 18.4 and the mean self-reported G.P.A. is 2.96. (See Appendix C, page 39.)

College entrance exams measure achievement for a select group of students--the college-bound. To compare achievement of a broader cross section of students in various grades, it is necessary to look at data from selected school districts, since statewide data comparing Nevada with the nation is unavailable for any group other than the college-bound.

Clark County is Nevada's largest school district and uses the Metropolitan Achievement Test in grades 3-8 for testing reading, language and mathematics skills. In the 10th grade, Clark County students take the Iowa Tests of Educational Development which measure such skills as reading, language, mathematics, science and social studies. Test results from both tests are portrayed in terms of national percentile ranking. For example, a 70th percentile ranking for Clark County students means that of all students taking a particular test, 30 percent did better than Clark County students as a whole and 70 percent did worse. In total reading skills, Clark County students in 1976 were above the 50th percentile (the national norm) in grades 2 and 5 and below the 50th percentile in grades 7, 8 and 10. In overall mathematics skills, Clark County students in 1976 were again above the 50th percentile in grades 2 and 5 and below the 50th percentile in grades 7, 8 and 10. (See Appendix D, page 40.)

It may be recalled that the nature of averages is such that a majority of a district's students could actually score in the average and above average categories and the district's average could still fall into a ranking below the 50th percentile. This situation exists because enough students have very low scores to lower the district's average score.

Nevada's second largest school district, Washoe County, utilizes the Stanford Achievement Tests for grades 3 through 8. The tests measure grade level achievement primarily in reading and mathematics. For example, an average score of 3.8 for students tested in the 5th month of the third grade (3.5) means that they are 3 months ahead of the average test taker in that grade.

For all grades tested, norms in Washoe County for reading and mathematics exceed the national average. (See Appendix E, page 41.)

Finding: The subcommittee finds that on a statewide basis, pupil achievement in Nevada compares favorably with the nation. It notes, however, that in 1976-77 the Nevada ACT composite fell slightly below the national average for the first time. The situation, therefore, merits further monitoring.

B. Whether Pupil Achievement in Nevada is Significantly Lower Today than in the Past.

Test Results

Here again the only available data on a statewide basis are scores on college entrance tests. Verbal scores on the SAT in Nevada fell from a mean score of 485 to 456 from 1971-72 to 1975-76 and came up one point in 1976-77. In the same period, SAT math scores in Nevada fell from a mean score of 511 to 497 and experienced a one-point gain in 1976-77. (See Appendix A, page 37.)

The subcommittee questioned the test's difficulty over these years. A panel of experts appointed to advise the College Board and Educational Testing Service on declining SAT scores reports that the national SAT score decline does not result from changes in the test or methods of scoring. In fact, that report finds that the scores have been scaled slightly upward which means that: "The declines in the

ability the SAT measures have been from 8 to 12 points larger than the recorded and reported scores indicate."¹

The trend in declining scores for Nevadans taking the SAT also holds true for the ACT. From 1968-69 to 1976-77, the average composite ACT score in Nevada fell from 20.2 to 18.3. The ACT subject showing the largest decline by Nevada students was social studies with mathematics not far behind. English scores on ACT declined also, but by a smaller margin. Natural science was the only test where Nevada ACT scores actually increased from 1968 to 1974-75. By 1976-77, Nevada's natural science scores also had dropped slightly in the ACT report. (See Appendix B, page 38.)

Looking at average ACT scores for entering students at the University of Nevada, Reno, (UNR) and the University of Nevada, Las Vegas, (UNLV) from 1968-69 to 1976-77 reveals some interesting information. Average ACT scores at UNR fell from 20.5 to 19.4 in this period at the same time that high school grade-point averages for entering university students increased from 2.63 to 3.04. Average ACT scores at UNLV fell from 18.9 to 18.0 during this period and the high school grade-point average for entering students increased from 2.52 to 3.00. (See Appendix F, page 42.)

Turning to whether achievement has declined for the whole pool of Nevada public school students as opposed to the college-bound group, the subcommittee had to contend with a lack of data. According to the state department of education:

In the last 15 years there has been no long-range statewide recording of test scores on a single

¹College Entrance Examination Board, On Further Examination, Report of the Advisory Panel on the Scholastic Aptitude Test Score Decline (New York, 1977), p. 9; commonly referred to as the "The Wirtz Report."

measurement instrument, hence there is no way to demonstrate test score decline or increase over those years.²

Appendix G (page 43) indicates that in 1977, as many as 10 different tests were used by the 17 Nevada school districts for elementary and secondary school achievement testing. In August of 1977, the state board of education directed all school districts to use Metropolitan Achievement Tests or Stanford Achievement Tests in grades 3 and 6. These tests will serve as interim tests for minimal competency in compliance with A.B. 400.

Since statewide test results for students in elementary and secondary schools were not available, the subcommittee reviewed existing test results from the Clark and Washoe County school districts. Again looking at the Metropolitan Achievement Tests for Clark County for grades 2, 5, 7 and 8, historical data are available for 6 years in some grades and only 3 years in other grades. The subcommittee noted that in all areas tested (components of reading and mathematics and spelling), 2nd and 5th graders in Clark County in 1977 had made sizable gains in average percentile rankings since 1972.

Progress in later grades was not as marked. Seventh graders in 1976 moved up to higher percentile rankings in most test areas from students in those grades measured in earlier years, but not by as much as the 2nd and 5th graders. Eighth graders in Clark County, tested in 1976, made no changes in percentile ranking in four areas from 1973 test takers. A decline in percentile ranking occurred in two areas and increases were made in three areas. As mentioned previously, Clark County 10th graders take the

²Dr. R. Hal Mathers, Educational Consultant, State Department of Education, "Test Score Decline," a paper presented to the Legislative Commission's Subcommittee for the Study of Pupil Achievement at its October 11, 1977, meeting, p. 8.

Iowa Tests of Educational Development. From 1974 to 1976, 10th graders' percentile rankings on this test declined or remained the same in reading, science and social studies. Small gains in percentile rankings were made in language and mathematics. (See Appendix D, page 40.)

As noted in the previous section, Washoe County utilizes the Stanford Achievement Test for grades 3 through 8 (primarily reading and mathematics). Available test scores reflect grade level achievement as opposed to percentile ranking. In grades 3, 4, 7 and 8, Washoe County students scored slightly higher in 1977 than Washoe counterparts in those grades who took the test in 1975. Students in grade five showed no change in grade level achievement from 1975 to 1977. Sixth graders tested in 1977 scored 2 months behind sixth graders tested in 1975. On the whole, pupil achievement as measured by standardized tests in Washoe County has remained very stable over the last 3 years. (See Appendix E, page 41.)

Statements to the Subcommittee

In addition to the statistical evidence presented to the subcommittee regarding test scores, considerable information was presented in public hearings as to whether pupil achievement in Nevada is declining. The University of Nevada, Reno, test administrator told the subcommittee the percentage of entering students who score below the national average had increased from 23 to 35 in the last 10 years. A spokesman for educational services at the University of Nevada, Las Vegas, informed the subcommittee the number of entering freshmen who lack the basic skills of reading, writing and mathematics has necessitated an increase in remedial course offerings. The academic vice president of the University of Nevada, Reno, indicated that while he had no reliable statistical evidence on the question, the consensus of the university's teachers is that achievement levels are lower than in the past.

A number of individual high school teachers indicated they feel standards are declining to meet the quality of student achievement. One indicator cited by the teachers is grade

inflation. A spokesman for the Nevada State Education Association said there is evidence of grade inflation in high schools and universities. Causes of declining standards include such things as requiring teachers to justify failing grades and leaving the final decision to hold a child back to parents.

The subcommittee heard from a small number of witnesses who felt that pupil achievement was not declining. A couple of administrators indicated that, in general, pupil achievement is moving upward, especially in the elementary grades. A University of Nevada, Reno, mathematics teacher told the subcommittee that enrollments in remedial mathematics are down and his current students are comparable to those of 10 years ago.

Finding: Based on the preponderance of statistical and testimonial evidence, the subcommittee finds that pupil achievement in Nevada is significantly lower today than in the past.

However, the subcommittee decided that in the future educators, legislators and others making decisions and analyses regarding pupil achievement should have the benefit of statewide comparative data in addition to college entrance exams. This information and other data pertinent to pupil achievement should be centrally located with the state department of education. It was the subcommittee's collective opinion that better records should be kept to track achievement test scores over longer periods of time. Therefore, the subcommittee recommends that:

1. Nevada Revised Statutes shall be amended to strengthen and clarify the state board of education's role in statewide data gathering responsibilities relating to pupil achievement.
(See bill draft, page 55.)

C. Whether School Curriculum Requirements Throughout the State are Sufficiently Comprehensive and Whether Standards are Sufficiently Rigid to Ensure that Students are Adequately Prepared for Work or Further Education.

Certain courses for instruction in public schools are mandated by Nevada Revised Statutes, primarily chapter 389. (See Appendix H, page 44.) One year of American government must be taken during elementary education and 1 year during high school. American history must be studied during 1 year of public school. Other areas of instruction which, according to Nevada Revised Statutes, must be included in Nevada public school curricula are physical training, citizenship, physiology and hygiene, thrift, driver training and environmental education. Aside from these specified areas of instruction, the Nevada Revised Statutes require the state board of education to prescribe and approve courses of study for public schools.

For kindergarten through eighth grade, the state board of education's guidelines are encompassed in a document entitled Elementary Course of Study. Fourteen areas for coverage are listed--art, English language arts, foreign language, health education, mathematics, music, physical education, reading, natural science, social studies, basic business, home economics, industrial education and career education--and broad objectives are put forth in each subject area for different levels within the elementary school system. At the elementary level, the state board of education's guidelines are described as a point of departure for local school districts rather than rigid prescriptions.

At the high school level, the state board of education specifically lists high school graduation requirements. On the following page is a chart which compares the requirement of 1963 with the most recent requirements.

Required Subjects - Units (1963)

English I, II, III	3
American History	1
American Government	1
Mathematics	1
Science	1
Physical Education	1

Required	<u>8</u>
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Units of other sub-
jects in the Official
List of Subjects

1018Required Areas of Study Units (1973)

English Language Arts	3
Social Studies	2
Mathematics	1
Science	1
Physical Education	2
Health Education	1/2

Required	<u>9 1/2</u>
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Units of other areas of
Study

9 1/219

The number of units required for graduation increased from 18 to 19 1/2 from 1963 to 1973 because of additional credit for physical education and an added half-unit for health. In 1963, three specific English courses were required while in 1973 the requirement is simply 3 units in English language arts. Likewise, the American history and American government requirements are now listed simply as 2 units of social studies.

While the state requires 19 units as a minimum for graduation, some school districts have more stringent requirements. Counties requiring more than 19 units are Eureka, Lander, Lincoln and Pershing. A few school districts exceed state high school requirements by requiring a second year of mathematics and a fourth year of English. (See Appendix I, page 49.)

Of the 19 units required for high school graduation in Nevada, 9 1/2 units are electives. For this reason, it is interesting to look at the number and kinds of different course offerings in Nevada high schools. Naturally, the larger the high school, the greater is the variety of subjects offered. According to the latest data supplied to the Northwest Association of Secondary and Higher Schools (the

accrediting agency for Nevada's secondary schools), the highest number of different course offerings in any accredited Nevada high school is approximately 177.³ Contrast this figure with the lowest number (40) of course offerings for a school which includes grades 7-12. Looking at all general subject areas, the largest and smallest number of different course offerings by subject for accredited public secondary schools are as follows:

	<u>High</u>	<u>Low</u>
Language Arts	42	5
Science	19	3
Math	14	4
Social Studies	19	3
Fine Arts	31	0
Practical Arts	55	7
Foreign Languages	18	0
Physical Education	12	2

Secondary school size in Nevada varies from a low enrollment of 45 to a high of 2,959 and grades encompassed may include 7 through 12, 8 through 12, 9 through 12, 10 through 12 or 9 through 11.

In an attempt to further explore the nature of curricula in Nevada's schools, the subcommittee reviewed course offerings and requirements in kindergarten through grade 12 in four of the 17 school districts--Carson City, Clark County, Elko County and Washoe County. Subject areas reviewed were English or language arts, mathematics, social studies and science. Special education courses were not examined.

Although the source material varied considerably from one district to another, the subcommittee found, in general, that elementary course offerings in the four districts covered basic skill areas in a similar fashion. At the junior high or middle school level, it was noted that not all districts uniformly require social studies and science

³ Estimates from the State Department of Education show an even greater number of course offerings.

in every semester of every year. High school course requirements were looked at closely in light of concerns that special or "fun" courses are being used to fulfill basic requirements. The subcommittee found the four districts require specific, basic courses for 2 out of the 3 required units of English. In some cases, the third year of English is selected from electives. For example, in one district the third English unit may be chosen from such courses as English Core III, Bible, creative writing, science fiction, western ethnic literature, multi-media and rhetoric and persuasion. In the social studies area, the 2 required units were generally specific courses--1 in American history and 1 in American government. One high school permitted any one of four options to be used for the American history requirement. Another district apparently requires 3 units of social studies--American history encompasses 2 years and American government requires 1 year. In both the mathematics and science areas, schools generally allow the student to select a course to fulfill the 1 required unit of each. One school limited the science alternatives allowable for the requirement.

In addition to the in-depth review of core curriculum in four school districts, the subcommittee also did a cursory survey of the vocational offerings of all 17 districts. Of 14 districts responding, 12 sent vocational offerings. One county has no high school and another offers only business skills courses. In general, the districts uniformly offer courses in business skills, home economics and shop; in addition, rural counties offer agricultural courses. As might be expected, urban schools have a greater variety and number of vocational offerings. Clark County has an entire high school devoted to developing vocational and technical skills. Many districts have supervised work experiences in the form of cooperative vocational education.

Statements to the Subcommittee

Again, as might be expected, opinion on the adequacy of Nevada's school curricula varied considerably in statements

presented to the subcommittee. Speaking about high schools, the state department of education indicated that it believed the curricula to be fairly comprehensive in meeting a wide variety of interests and abilities. The department stressed that course content and ability to meet stated objectives are much more important than course titles. These sentiments were echoed by several other high school principals and school superintendents.

Several spokesmen advocated mandatory kindergarten as a method of raising standards in lower grades. Others felt insufficient time in elementary grades was placed on thrift and economics. A junior high school teacher told the subcommittee that junior high students should have less freedom of choice in making course selections. Various representatives of educators' associations, universities and individual teachers suggested the ratio of required to elective high school courses might be altered to add units in such areas as English, mathematics, science, world history and foreign languages.

On the other hand, it was pointed out that adding more required units in high school might increase the number of dropouts, dilute existing courses and prevent vocationally oriented students from developing work skills and interests. The importance of these considerations was illustrated by one vocational education director who pointed out that 80 percent of the new jobs available in the next 10 years will be in the service industry and will require less than a college degree. The subcommittee was told that in Nevada the need for skilled and semi-skilled workers is increasing.

It was also suggested to the subcommittee that standards for existing curriculum need to be established for course content and for districtwide course offerings. Teacher representatives felt that curriculum standards should be improved by making their development a subject of collective bargaining. It was also suggested to the subcommittee that curricula would be improved by conducting more education programs in conjunction with the business community.

Whether or not Nevada school curricula are sufficiently comprehensive and adequate to prepare students for work or further education was the most controversial issue which the

subcommittee faced. The subcommittee agreed that English and reading, mathematics, social studies and science are the first priorities of secondary education and endorsed continued emphasis on basic subjects at the elementary levels as well. In addition, the subcommittee considered the impact which a more rigid curriculum might have on the noncollege-bound student. Furthermore, the subcommittee agreed that even though statements had not been received relating to pupil achievement of the educationally handicapped, such standards are also important.

Finding: The subcommittee finds that on a statewide basis:

Curriculum requirements are neither sufficiently comprehensive nor rigid in middle schools, junior high schools or high schools to ensure that students are adequately prepared for work or further education.

In light of this finding the subcommittee made the following recommendations related to curriculum:

1. The state board of education and local school districts, collectively, should establish uniform standards for course offerings and course contents.
2. The legislature shall require the state board of education to direct the superintendent of public instruction to develop curriculum standards in concert with the local school districts and take a more active role in developing, monitoring and enforcing uniformity of quality and standards of excellence in the basics--reading, writing, mathematics, social studies and science. (See bill draft, page 57.)
3. While the subcommittee does not favor changing the collective bargaining law, teachers should have direct access to school boards to present their ideas for developing curriculum.

4. Although the subcommittee does not favor legislatively changing the 19 required units for high school graduation, local school districts should review curriculum requirements and consider mandating additional courses.

A minority of subcommittee members disagree with leaving the decision to local districts and propose legislatively requiring an additional year of math and English for high school graduation. Total units for graduation would increase from 19 to 20, while electives would drop from 9 1/2 to 8 1/2 units.

5. School districts should expose all students to social, political and economic concepts as they relate to world current events sometime in grades 9 through 12. (See draft resolution, page 59.)
6. School districts are mandated to develop a diploma program for outstanding achievement to be available for both academic and vocational students. The area of achievement (academic or vocational) shall be designated on the diploma and on the high school transcripts. (See bill draft, page 61.)
7. Junior high students should have less freedom of choice in curriculum. The state board of education shall be required to develop a separate course of study, with emphasis on the basics, for junior high and middle schools for those school districts which have these schools. (See bill draft, page 62.)
8. Although the subcommittee feels it is beyond the scope of its study to request additional funds for vocational education, it reaffirmed its support of vocational education and requested that the legislature consider providing additional funding for vocational education. School districts should review the needs of vocational education so that curriculum and pupil achievement in this area can be improved.

9. Since studies on the subject of vocational education are already available, they should be reviewed and analyzed by the state superintendent of public instruction and brought to the attention of the 1979 legislature.
10. School districts should consider expanding educational programs in conjunction with the business community. The subcommittee commends the present trend toward involving the educational community and the business community in cooperative ventures and urges that they expand this kind of activity.

D. Whether there is a Need for the Legislature to Mandate Certain Basic Standards.

While it was the general consensus of the subcommittee that curriculum standards need to be improved, the members recognized that the overwhelming majority of persons appearing before them opposed any legislative involvement in curriculum. Included in these ranks were teacher associations, school boards, superintendents, parent-teacher associations and the department of education. Subcommittee members did note that there is precedent for the legislature to mandate curriculum. (See Appendix H, page 44.)

Finding: The subcommittee finds that:

The legislature at this time should not be directly involved in mandating curriculum standards.

E. Whether Classroom Discipline is a Serious Problem in Nevada Schools and, If So, the Extent to Which it Affects Pupil Achievement.

Whether There is a Relationship Between Pupil Achievement and Pupil-Teacher Ratios, and Whether in Nevada the Ratios have Reached a Critical Level.

What Types of Legislative Action Might be Advisable if
Classroom Discipline and Pupil-Teacher Ratios are
Found to be Adversely Affecting Pupil Achievement.

Discipline

a. Documentation

Classroom discipline problems are not easily measured in terms of statistics. Indicators available at this time are suspension and expulsion figures compiled by Nevada school districts for use in federal civil rights surveys.⁴ These surveys show that 1,105 pupils were suspended or expelled from elementary and secondary schools in the year 1972-73. The survey for school year 1973-74 records 3,835 pupils as suspended from 1 to 20 days. In 1975-76, pupils suspended for at least 1 day totaled 7,961. The state department of education conjectures that the increase in suspensions from school is both a function of better recordkeeping and increased disciplinary problems. The fact that between 5 and 6 percent of the kindergarten through 12th grade school population has been recorded as suspended in a recent school year may be evidence of significant disruptive behavior in Nevada classrooms.

The subcommittee surveyed the districts' written discipline codes and found that they varied from general to specific. Several codes leave the specific rules to individual schools, and in one district the county specified that the individual teacher may make additional rules. Primary responsibility for student discipline varies among districts from principal to teacher to parents. Frequently, when a teacher sends a student to the principal, a written report must be prepared. Regarding corporal punishment, almost all districts put forth specific guidelines which, on the whole, discourage

⁴Nevada Elementary and Secondary School Civil Rights Surveys;
Federal Relations and Program Branch, State Department of
Education, Fall 1972, 1973, 1974 and 1976.

its use. In some cases a teacher may administer it with the principal's approval and in other cases only the school administrator may administer corporal punishment. Procedures for due process, suspension and expulsion are usually spelled out in school districts' guidelines. In districts with master contracts, discipline is mentioned only in standard teacher protection clauses which allow them to use physical restraint when necessary for self-protection or for the protection of other students or property.

Statements to the Subcommittee

Regarding the seriousness of the discipline problem in Nevada, teachers and principals apparently have differing views. An informal survey of high school principals by the state department of education indicated that a majority believe classroom disruption has not increased in the last 5 years and has not significantly affected achievement.

The state department of education addressed the question of the extent to which disruptive behavior affects pupil achievement. Citing a study of Wisconsin school children, the department concludes that disruptive behavior affects the achievement of the disruptive students themselves and does not seem to have a long-range impact on the achievement of the other students.⁵

Teachers, on the other hand, told the subcommittee that students' attitudes towards teachers have changed and that classroom disruption is indeed a problem which bears upon the learning opportunities of all students. One large

⁵John F. Feldhausen and others, "Prediction of Academic Achievement of Children Who Display Aggressive--Disruptive Classroom Behavior" (Purdue University, Wisconsin State University, Eau Claire, February, 1971), quoted by Dr. R. Hal Mathers, "Minutes of the Meeting of the Legislative Commission's Subcommittee for the Study of Pupil Achievement," (Carson City, October 11, 1977), Exhibit A.

teachers' association recommended that a course in discipline techniques be required for teacher certification. Teachers agreed that one of the biggest discipline problems is absenteeism. Lack of enforcement of truancy laws was cited as contributing to absenteeism and lowered pupil achievement. Corporal punishment procedures were viewed by some teachers as so restrictive that they render physical punishment ineffective. Behavior problems were also attributed to large class sizes. It should be noted here that the few rural school districts which came before the subcommittee indicated that classroom discipline is not a problem in their schools.

According to teachers and administrators testifying before the subcommittee, the most common discipline problems perceived by educators are those related to "due process" requirements. Nevada law generally provides that no pupil may be suspended or expelled from a public school without an opportunity for a hearing, except in extreme circumstances. (See Appendix J, page 50.) This law is in accordance with the 1975 U.S. Supreme Court decision Goss v. Lopez. The court ruled that a student has a property interest in education which is protected by the "due process" clause of the 14th amendment to the U.S. Constitution. This right may not be taken away without adherence to minimum procedures required by the clause. At the very minimum, students facing suspension must be given some type of notice and hearing. In general, the court viewed suspensions of 10 days or less as requiring less formal due process procedures.

Apparently, the requirements of Goss v. Lopez are viewed by teachers and administrators as being so restrictive as to prevent immediate and appropriate discipline. The teachers' associations asked that the subcommittee consider making discipline a negotiable item for collective bargaining and that teachers be given some mechanism to suspend students from the classroom. Legal counsel for the two largest school districts in Nevada told the subcommittee that in their opinion the legislature can do little to improve the constitutional requirements for due process.

Finding: After considering various opinions and information related to discipline in schools, the subcommittee finds that:

There is a likelihood that classroom discipline affects pupil achievement. The subcommittee distinguished classroom disruption from overall school discipline problems which they felt were not as severe as they were several years ago.

The subcommittee therefore recommends that:

1.

- (a) Every school district in Nevada shall be required to have a detailed written disciplinary code which shall be disseminated to administrators, faculty, students and parents of students.
- (b) The state board of education, in concert with local school districts, shall develop a model discipline code. Local school districts may use the guideline for local discipline codes, but they are not required to do so.
- (c) The model discipline code shall include procedures for summary removal of disruptive pupils from the classroom.

(See bill draft, page 64.)

- 2. Nevada's truancy laws be amended to include 6-year-olds who are enrolled in school. The subcommittee strongly supports enforcement of the entire truancy law (NRS 392.210). (See bill draft, page 68.)

Pupil-Teacher Ratios

a. Nevada Ratios and Class Size

The number of pupils assigned to teachers is and probably always will be one of the most hotly debated issues in

education. Some teachers claim that personnel other than instructors are computed in pupil-teacher ratios. Administrators may claim that giving teachers preparation periods forces them to have larger classes in the periods of actual instruction. Educators point out that average pupil-teacher ratios are misleading. Ratios incorporate small specialized classes and very large classes to give figures which may have little relationship to the actual number of students many teachers have in classrooms. Class size is considered to be a more meaningful term because it reveals the number of students assigned to instructors by class. Class load or the number of students a teacher has in 1 day is also considered important to teachers.

With these caveats in mind, the subcommittee reviewed the Nevada situation over the last 10 years. Data show that the pupil-teacher ratio in Nevada's public schools has remained fairly constant. The ratio for the first month of the 1976-77 school year is 23.65 pupils per teacher as compared to 23.68 pupils per teacher in 1967-68. The ratio of students to teachers peaked in the first month of 1970-71 with a 25 to 1 ratio. These ratios reflect the number of students divided by the number of teaching personnel. (See Appendix K, page 51.)

How does Nevada compare with other states? Statistics for fall 1975 for pupils enrolled per teacher show that Utah is the only state with a higher pupil-teacher ratio than Nevada. Nevada's pupil-teacher ratio is 24.3, while the national average is 20.4.⁶ If we look at average daily attendance per teacher instead of enrollment, Nevada's ratio is 22.1 and the national average is 18.8. (See Appendix L, page 52.)

⁶The State Department of Education estimates that bringing Nevada down to the national pupil-teacher ratio, exclusive of special education classes, would cost over \$17 million in teacher salaries alone.

In addition to pupil-teacher ratios, the subcommittee examined class size for certain basic subjects in high schools. The three largest school districts were selected for review of classes in language arts, mathematics, science and social studies. There are several ways to look at the data shown in Appendix M, page 53. If classes of 25 students or less are considered as "small" and anything over that number is "large," 72 percent of social studies classes, 69 percent of natural science classes, 64 percent of mathematics classes and 58 percent of language arts classes may be typified as "large." Looking at numbers of classes instead of percentages indicates that language arts followed by mathematics are the core subjects with the greatest number of classes of 26 or more students. If small classes had been defined as those with 30 students or less, the class size situation would naturally appear more favorable. In any event, statistics indicate that urban Nevada school districts do have many large high school classes in core subjects.

The remaining question is whether or not pupil-teacher ratios affect pupil achievement.

Statements to the Subcommittee

In a paper prepared for the subcommittee and in formal meeting, the state department of education reported that the research literature on the relationship of pupil-teacher ratios to achievement is inconclusive.⁷ According to the department, the literature supports the notion that certain subjects such as language and special education are learned better in small classes, while others may be more suited to larger classes. Apparently, the experts agree that teachers prefer smaller classes and believe classroom size affects learning.

⁷Victor M. Hyden, "Class Size and Student Achievement, A Research Summary," presented by the State Department of Education to the Legislative Commission's Subcommittee for the Study of Pupil Achievement on October 11, 1977.

One of the articles cited in the state department of education's paper illustrates the difficulty of establishing a cause and effect relationship between class size and student achievement. The article, which was published by the National Association of Elementary School Principals, points out that one reason achievement tests reveal inconclusive results in relation to class size may be standardized tests, which do not measure the total educational process. In addition, the writer emphasizes that most studies on class size fail to consider teaching methods as a significant variable. Several researchers indicate that if the techniques of teaching are the same, it is unlikely that the learning environment will be influenced by class size.⁸

The National Education Association (NEA) takes a different stand on this question.⁹ NEA cites studies which show that students learn basic skills better when teachers have fewer students, although the association admits that it did not consider studies unfavorable to its point of view. The NEA class size report states that students in smaller classes achieve better in language arts, reading, mathematics, physical and mechanical skills, science, social studies spatial relationships and reasoning. In addition, NEA points out that smaller classes improve discipline and teacher morale, allow individualized teaching, promote creativity, develop human relations skills and positively influence student attitudes.

Statements to the subcommittee on this subject were nearly unanimous to the effect that pupil achievement is affected by class size and that the legislature should appropriate money to reduce pupil-teacher ratios. While some persons advocated reducing the class size only in core subjects, others favored a general reduction. Classroom teachers

⁸Dee Schofield, "Class Size," School Leadership Digest; National Association of Elementary School Principals (Arlington, Virginia, 1974), pp. 1-9.

⁹Class Size, National Education Association (Washington, D.C., 1977), pp. 19-23.

proposed that pupil-teacher ratios become subject to collective bargaining. The subcommittee's review of master contracts revealed that none mandated pupil-teacher ratios, although smaller class size was a goal in some instances.

Finding: Recognizing conflicting information on this issue, the subcommittee finds that:

There is a relationship between pupil achievement and pupil-teacher ratios, but it is only one part of a highly complex and multifaceted problem. Although the evidence does not indicate conclusively that Nevada ratios are at a critical level, the subcommittee urges an ongoing review of pupil-teacher ratios at all levels to insure that ratios do not reach such a level.

The subcommittee also recognized the role which local districts play in setting priorities for the use of education funds. After discussions about recommending increased funding for lowering pupil-teacher ratios, the subcommittee recommends that instead of earmarking funds:

1. A method shall be devised, without changing the allocation formulas of the Nevada plan, so that monies which revert from the distributive school fund to the general fund be retained by the school districts. (See bill draft, page 70.)

F. Other Issues Pertaining to Pupil Achievement

How Much Time Do Students Spend in Class?

This question arose in the course of subcommittee discussions about the trend of taking less than a full load in later high school years.

The minimum length of the school year in Nevada is 180 days as prescribed by NRS 388.090. According to U.S. Office of Education statistics, only seven states require a longer school term. The required length of school day depends on grade level, and for grades 7 through 12 the day is 5 1/2

hours. According to the state department of education, these minimum time allotments have not changed since the 1959 Pupil Accounting Manual was published. The length of individual high school class periods varies from 45 to 61 minutes among the state's school districts.

The subcommittee nevertheless felt that the aforementioned time requirements dictate how long schools must have their doors open as opposed to the length of time high school students actually spend in school. Sections 392.100 and 392.110 of Nevada Revised Statutes permit students to be excused from school attendance in certain circumstances such as a need to work. A school district whose student population necessitates double sessions may be granted temporary permission for shorter sessions. In addition, high school seniors who have completed a majority of graduation requirements may not be required to spend more hours in school than are necessary to obtain remaining units.

According to an informal state department of education survey, there are roughly 3,000 high school students, usually seniors, who are involved in work during normal school hours. Credit for working varies from no credit to a maximum of 5 1/2 units in some school districts. One to 2 credits appears to be the normal amount earned. Reasons given for inclusion of work programs in school are the desirability of practical work experience and, in populous counties, space limitations in school facilities.

In response to a subcommittee inquiry, the state department of education surveyed secondary schools to learn how many students are on less than a full schedule. The responses indicated that most students are on a full schedule until the junior and senior years of high school. By the senior year, approximately 69 percent of seniors enrolled in Clark and Washoe County high schools are reported to be on less than a full schedule.¹⁰

¹⁰ Summary of the State Department of Education's 1977 survey of senior high schools on questions including: "How many students are on less than a full schedule?" Incline High School is omitted from Washoe County data.

In statements before the subcommittee, some school administrators believed this information to be misleading because it does not indicate that many students on less than a full schedule are involved in supervised work programs or actually enrolled in community college classes. The subcommittee did not receive information which detailed the activities of high school students enrolled in school for less than a full day. Clark County provided statistics which show that in its district, out of 5,338 seniors enrolled, 53 are taking one class only.¹¹ Washoe County school district reported to the subcommittee that 79 percent of its high school seniors are in school 4 or more periods per day, leaving 21 percent in school for 3 or fewer periods.¹²

Finding: About the only inference which can be drawn from existing information is that while most students do not carry a full load during their senior year, neither do most of them limit themselves to one class. The subcommittee expressed its concern that many high school seniors do not take a full load and that students may be excessively absent from classes because of extracurricular activities. Districts which are rectifying these policies are commended.

Therefore, the subcommittee recommends that:

1. A letter and resolution be drafted soliciting information from local school districts specifically accounting for the use of school-day time by high school seniors. (See draft resolution, page 72.)

¹¹"Minutes of the Legislative Commission's Subcommittee for the Study of Pupil Achievement," Las Vegas, Nevada, December 2 and 3, 1977, Exhibit A.

¹²"Minutes of the Legislative Commission's Subcommittee for the Study of Pupil Achievement," University of Nevada, Reno, December 9 and 10, 1977, Exhibit E. Six high schools are used in Washoe County's report.

Minimum Competency Testing

As previously mentioned, the 1977 legislature enacted A.B. 400 which requires minimum competency tests in grades 3, 6, 9 and 12. Statements given to the subcommittee on this topic were not extensive and focused on the purpose of the tests and funding of necessary remediation. A spokesman for the Nevada State Education Association questioned the validity of a single standardized test as a basis for decisionmaking and criticized the stigma attached to certificates of attendance for students failing the final competency test. One school administrator stated that A.B. 400 will not reveal undiscovered remedial needs because existing elementary tests already disclose the problems. The subcommittee was told that aiming for minimal competency in the basics might actually have a negative affect on college entrance scores. Still another administrator expressed the belief that, in A.B. 400, the legislature appropriately set goals and left it to local schools to achieve them.

Almost everyone who appeared before the subcommittee on behalf of A.B. 400 believed the legislature should fund the necessary remediation implicit in the bill.

The subcommittee made the following recommendations:

1. The legislature is requested to give serious consideration to providing funds for remediation as required by A.B. 400.
2. The state superintendent of public instruction is requested to study alternative programs for remediation and provide a cost analysis of each program to the 1979 session of the legislature.

Training and Qualifications of Educators

The subcommittee received limited information on the relationship between educators and pupil achievement. Several administrators declared that chapter 391 of Nevada Revised Statutes

(known as the Professional Practices Act) makes it too difficult to get rid of incompetent teachers. One school district administrator complained that chapter 391 does not provide a probationary status for school administrators. It was mentioned that some states are considering establishing teacher proficiency examinations. Teachers as well as administrators pointed out ways in which teacher education could be improved. Remarks included such suggestions as:

- Teachers need more training in reading;
- Universities do not adequately prepare teachers in grammar usage;
- Discipline techniques should be required for certification;
- Eight weeks practice teaching is not adequate;
- There is no teacher training in dealing with the special problems of students from the ages of 12 to 14.

Finding: There is a definite relationship between pupil achievement and the quality of teaching and administration.

Recognizing the problems with provisions governing hiring and firing in NRS 391, the subcommittee makes the following recommendations:

1. School trustees are requested to review their hiring procedures and be able to demonstrate they are hiring those best qualified.
2. School trustees, administrators and teacher organizations are requested to make recommendations to the legislature for potential amendments to the Professional Practices Act of NRS.
3. The state board of education should review standards for certification of teachers to ensure that Nevada is certifying only qualified teachers.

Because there was another special study on teacher regulation (authorized by A.B. 747 of the 1977 legislative session), all testimony relating to teacher proficiency was transmitted to the special committee.

V. Explanations and Directions

It is generally conceded that the "whys" of the test score decline can offer clues to the "hows" of improving the situation. Pursuant to the directives of S.C.R. 14, the subcommittee looked at reasons such as curriculum, pupil-teacher ratio, discipline and time spent in class and made what they felt were appropriate findings and recommendations. In addition, they believed that a brief overview of some of the current literature on pupil achievement would enhance the report's value.

In examining the literature, the reasons for test score declines can be generally classified as "hard" and "soft" or statistical and circumstantial. The blue-ribbon panel appointed by the college board to study SAT scores divides the decline into two parts. From 1963 to 1970, the SAT score decline is attributed to the change in the pool of test-takers. Increasing percentages of lower-scoring students (persons of low socio-economic status, minority ethnic groups and women) began taking the SAT which had been used traditionally to gain admission to prestigious colleges. On the other hand, SAT scores have continued to drop since 1970 in spite of the relatively stabilized composition of the pool of test takers. In the words of the blue-ribbon panel:

Score averages have gone down since 1973 (with the drop apparently having started two or three years before that) among students at the higher and those at the lower percentiles of their high school classes, among students in private and in public schools, among those in large and

in small high schools, among those taking "academic" and those taking "career" courses of study in high school, among test takers from high and from low-income families, among men and women, among white students and those from minority groups, among students expecting to go on to different kinds of colleges, among those intending to take postgraduate work and those looking only toward a baccalaureate.¹³

Looking further at test score decline theories which utilize statistical evidence, the subcommittee relied on Leo Munday, an educational researcher who does for ACT scores what the blue-ribbon panel does for SAT scores.¹⁴ Munday concentrates on "the pool of test takers" theory. Noting that the percentage of minorities has remained about the same even as scores continued to decline from 1970, he specifically attributes ACT score declines to the increasing number of lesser qualified women taking the test. He points out that while the percentage of men in high and low score intervals remained the same for a recent 5-year period, the percentage of women in high score intervals decreased and increased at low intervals. Munday's research shows that for men, most of the score decline occurred from 1964 to 1970 with little change since then. For women, there has been a steady decline in ACT scores from 1964 to date. It should be mentioned here that Munday lays to rest the idea that ACT scores are declining because more juniors are taking the test. He finds that juniors actually have higher ACT scores.

ACT scores for Nevada lend some support to Munday's theories. From 1966-67 to 1974-75, women taking the test increased from 49 to 53 percent. The Nevada women's composite ACT score fell from 19.5 to 17.9 in that period. The Nevada men's ACT composite declined from 21.1 to 20.1. (See Appendix N, page 54.)

¹³College Entrance Examination Board, op. cit., p. 20.

¹⁴Leo A. Munday, Declining Admissions Test Scores, (American College Testing Publications, Iowa City, Iowa, 1976), passim.

Subcommittee members also speculated that in Nevada rapid urban growth has changed the pool of test takers and lowered some test scores, particularly in Clark County. They suggest that other less urbanized school districts should be made aware that similar population growth may cause test scores to decline.

The fact that test score declines in the nation and in Nevada can be attributed in part to the change in the pool of test takers presents society with the age-old difficulty of providing quality education for increasing numbers and kinds of students. It does not get to the root of why this broader spectrum scores lower on tests nor why all groups of students have experienced score declines in recent years.

It is necessary to look at circumstantial evidence and other theories of decline to explore the deeper reasons behind the decline. These theories perhaps contain the seeds for changing the trend to the degree possible. The Wirtz Report cites six factors which the blue-ribbon panel suggests contribute to lower SAT scores.¹⁵ They are:

- Dispersal of learning emphasis and activities in school, especially in English and verbal skills.
- Diminished seriousness of purpose and attention to mastering of skills and knowledge in schools, in the home and in society generally. (Forms are automatic promotions, grade inflation, tolerance of absenteeism, less demanding textbooks, reduction of homework, lowered college entrance standards and inclusion of "remedial" courses in postsecondary education.)
- Particularly because of the impact of television, more learning develops through viewing and listening than through traditional educational modes.
- Changes in the role of the family in the educational process.

¹⁵ College Entrance Examination Board; op. cit., pp. 46-48.

- Disruptive national life between 1972 and 1975.
- Diminution in young people's learning motivation.

Another group which looked at the national test score decline is the National Academy of Education. The Secretary of Health, Education and Welfare asked the academy to establish a panel on testing and basic skills. In a report to the Assistant Secretary for Education, the panel acknowledged nonschool reasons for declining scores but cites four "within-school" factors which it feels have contributed to declines in writing skills and SAT scores. They are:

- Proliferation of less rigorous subject matter courses accompanied by declining intellectual standards in existing, required courses.
- Confusion about the role of teachers--lack of teacher training in new methods combined with little good traditional teaching.
- Slackening of "on-task attention"--time spent in school on scholastic task matters.
- Dismantling of opportunities for intensive study in selected academic environments at the secondary level--lack of programs for the academically talented.

While the panel for the National Academy of Education generally disapproves of federal or state legislative intervention in the educational process, it does offer a few ways for local schools to improve students' learning. Suggestions include spending more time-on-task, early diagnosis of learning problems and related remediation, more difficult school programs, emphasis on word identification for beginning reading, more reading to children, competent and energetic school administration, utilization of mastery learning techniques (overlearning for easy recall) and peer instruction.¹⁶

¹⁶ National Academy of Education, Committee on Testing and Basic Skills, Improving Educational Achievement, Draft report to the Assistant Secretary for Education, (Washington, D.C., February 1978), passim.

The aforementioned writers are certainly not alone in their descriptions of and prescriptions for educational achievement. Other education writers and speakers offer different explanations for declining pupil achievement such as: shifts from traditional courses to career training, higher retention rate of pupils in high school, growth of schools and mobility of students, more qualified but less experienced teachers, small amount of required writing, lack of parental involvement, birth order and, of course, quality of talent.

The list of factors contributing to lowered pupil achievement is unending, but this report has touched on many of the major ones. It should be noted that there is another school of thought which denies that pupil achievement has deteriorated. These writers variously point out that the problem is standardized tests which cannot and do not measure the entire educational process. Also, the United States has a tendency to keep more people in the educational system longer than in the past, making the test score decline more apparent than real. While recognizing the validity of these ideas to a certain degree, it was the judgment of the subcommittee that there has been a decline in pupil achievement in Nevada. The subcommittee expressed the need to learn more about the nature of the problem and the hope that it can be ameliorated.

APPENDIX A

COLLEGE-BOUND SENIORS

SAT SCORE AVERAGES

VERBAL

	<u>Nevada</u>	<u>West</u>	<u>Nation</u>
1971-72	485	465	453
1972-73	475	452	445
1973-74	476	451	444
1974-75	465	439	434
1975-76	456	433	431
1976-77	457	431	429

MATHEMATICAL

1971-72	511	495	484
1972-73	501	488	481
1973-74	502	486	480
1974-75	497	476	472
1975-76	497	475	472
1976-77	498	474	470

Source: Historical data supplied by the State Department of Education. Current year data from the Admissions Testing Program of the College Entrance Examination Board, 1977 reports of college-bound seniors for Nevada, the West and the nation.

APPENDIX B

ACT HIGH SCHOOL PROFILE REPORTS FOR STATE OF NEVADA

Year	N-Count	English	Math	Social Sciences	Natural Sciences	Nevada Composite	National Composite
1968-69	2784	19.3	19.3	20.5	21.0	20.2	--
1969-70	3036	19.0	19.7	20.5	21.4	20.3	19.9
1970-71	3202	18.2	18.4	18.9	20.8	19.2	19.2
1971-72	3208	18.2	18.5	19.0	20.9	19.3	19.1
1972-73	3076	18.4	18.6	18.9	21.2	19.4	19.2
1973-74	3371	18.2	17.8	18.8	21.1	19.1	18.9
1974-75	3218	18.1	17.2	18.2	21.8	18.9	18.6
1975-76	3502	17.6	17.0	17.2	20.9	18.3	18.3
1976-77	3911	17.7	16.9	17.4	20.9	18.3	18.4

CLARK COUNTY HIGH SCHOOL COMPOSITE

						Clark County
1975-76	1756	17.2	16.7	16.7	20.4	17.9
1976-77	2010	17.1	16.3	16.8	20.3	17.8

WASHOE COUNTY HIGH SCHOOL COMPOSITE

						Washoe County
1975-76	765	18.5	17.9	18.4	21.9	19.3
1976-77	953	18.4	17.9	18.6	21.7	19.3

Source: Nevada data were supplied by the Western Regional Office of ACT. National composites of high school profiles were supplied by the National Office of ACT and are based on sampling of tests given. Juniors and seniors taking the test are computed in both the national and Nevada high school profile scores.

ACT HIGH SCHOOL PROFILE
1976-77

<u>Score</u>	<u>English</u>	<u>Math</u>	<u>Social Studies</u>	<u>Natural Sciences</u>	<u>ACT Composite</u>
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NEVADA

Percentages of Students in Various Test Score Intervals

26-36	5	17	13	27	12
21-25	26	15	24	22	25
16-20	37	20	17	29	30
1-15	31	48	44	21	34
Mean	17.7	16.9	17.4	20.9	18.3

Number of Students - 3,911

NATIONAL

Percentages of Students in Various Test Score Intervals

26-36	6	20	16	28	13
21-25	26	15	23	22	25
16-20	36	20	16	27	28
1-15	32	44	43	23	34
Mean	17.7	17.4	17.3	20.9	18.4

Number of Students - 74,356

Percentage of Students in Various
High School Average Categories

<u>Grade</u>	<u>Nevada</u>	<u>National</u>
3.50-4.00	36	30
2.50-3.49	49	50
1.50-2.49	14	19
0.50-1.49	1	1
0.00-0.49	0	0

Mean HSA	3.08	2.96
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Number of Students	3,551	66,562
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Source: The American College Testing Program, The High School Profile Report, 1976-77, normative data for Nevada and the nation, tables 1.1 and 1.5. High school averages are for four subjects only--English, math, social studies and natural science. High school averages reflect the last grade received in each subject at the end of the junior year. High school averages are self-reported.

APPENDIX D

Clark County Cross Sectional Comparisons of Standardized Test Data By PERCENTILE

Grade	Date	IQ	Word Knowl	Word Anal	Read Read	Total Read	Spell	Math Comp	Math Conc	Math P. S.	Total Math
2	4/72	60	58	58	50	56	60	46	48	46	50
	4/73	62	64	62	54	62	60	52	48	46	54
	4/74	62	64	62	54	62	64	52	52	50	54
	4/75	65	72	66	60	70	64	62	58	58	62
	4/76	65	72	68	64	70	68	68	60	60	66
	4/77	67	76	70	70	72	70	76	64	68	76
Grade	Date	IQ	Word Knowl	Word Read	Total Read	Lang	Spell	Math Comp	Math Conc	Math P. S.	Total Math
5	4/72	60	50	42	46	42	44	40	46	40	42
	4/73	Did not test this date.									
	4/74	57	50	42	46	38	44	40	48	44	42
	4/75	60	56	42	48	44	52	48	50	46	50
	4/76	62	56	42	52	48	52	52	54	48	54
	4/77	60	56	46	54	48	64	62	60	56	62
Grade	Date	IQ	Word Knowl	Word Read	Total Read	Lang	Spell	Math Comp	Math Conc	Math P. S.	Total Math
7	10/74	55	38	32	30	38	48	30	30	38	34
	10/75	52	38	34	34	42	48	30	36	38	34
	10/76	NA	40	38	38	38	48	38	46	40	40
Grade	Date	IQ	Word Knowl	Word Read	Total Read	Lang	Spell	Math Comp	Math Conc	Math P. S.	Total Math
8	10/73	52	40	38	40	NA	46	28	36	40	34
	10/75	55	40	38	40	40	46	32	36	38	36
	10/76	NA	40	38	40	38	38	38	40	38	40
Grade	Date	IQ	Total Read	Total Lang	Use Math	Source	Science	S. S.			
10	1/74	52	50	34	46	45	40	43			
	11/74	50	49	41	50	45	42	43			
	11/75	53	49	41	50	46	43	43			
	10/76	52	47	40	49	44	40	42			

DL3
11-77

Source: Clark County School District, 1977.

APPENDIX E

May 24, 1977

TO: Dr. Marvin Picollo, Superintendant
 FROM: Mel Kirchner, Director of Testing and Guidance
 RE: STANFORD ACHIEVEMENT TEST RESULTS

The following are the results of the 1977 Stanford Achievement Test with a comparison for the two previous years of testing. Please note that each test was given in the fifth month of the school year (3.5 is equivalent to third grade, fifth month) and that we were above the national average on our compositas in all areas: reading, math and auditory.

Washoe County TOTAL DISTRICT NORMS 1977

STANFORD ACHIEVEMENT TEST

	Grade 3.5			Grade 4.5			Grade 5.5			Grade 6.5			Grade 7.5			Grade 8.5		
	'75	'76	'77	'75	'76	'77	'75	'76	'77	'75	'76	'77	'75	'76	'77	'75	'76	'77
Total Reading	4.3	4.4	4.5	5.3	5.3	5.4	6.4	6.3	6.3	7.4	7.2	7.3	7.9	8.1	8.0	9.0	9.1	9.2
Total Math	3.8	3.8	3.9	4.8	4.8	4.9	5.9	5.9	5.8	7.0	6.9	6.9	7.6	7.7	7.6	8.8	8.7	8.7
Total Auditory	3.9	4.0	4.1	5.1	5.1	5.2	5.9	5.9	5.9	7.1	6.8	6.9	---	---	---	---	---	---
Complete Battery	4.0	4.1	4.1	4.9	4.9	5.0	5.9	5.9	5.9	7.2	6.9	7.0	7.6	7.8	7.7	8.8	8.8	8.9

Source: Washoe County School District, 1977.

APPENDIX F

UNIVERSITY OF NEVADA SYSTEM

ACT Exam Scores for All Entering Students

	1976-77	1975-76	1974-75	1973-74	Regular 1972-73	Probation 1972-73	1971-72	1970-71	1969-70	1968-69
UNIVERSITY OF NEVADA, RENO										
<u>Men Students</u>										
No. Students Taking Exam	391	435	393	477	441	144	553	616	657	750
ACT Average Score	20.3	20.7	21.1	21.0	21.1	18.5	21.1	21.7	21.2	21.0
Standard Deviation	4.9	5.0	4.6	4.9	5.1	4.9	5.0	4.4	4.5	4.9
<u>Women Students</u>										
No. Students Taking Exam	435	419	382	391	443	106	508	554	606	605
ACT Average Score	18.7	18.9	19.4	19.8	20.0	17.3	19.9	20.4	20.2	19.7
Standard Deviation	5.1	5.1	5.0	5.0	4.7	5.2	4.9	4.2	4.3	4.5
<u>TOTAL - UHR</u>										
No. Students Taking Exam	826	854	775		884	250	1,061	1,170	1,263	1,355
ACT Average Score	19.4	19.9	20.3	20.5	20.5	18.0	20.5	21.1	20.8	20.5
Standard Deviation	5.0	5.1	5.0		4.9	5.0	5.0	4.3	4.5	4.8
<u>High School GPA - UHR</u>	3.04	3.07	3.05	2.97	2.96	2.44	2.87	2.80	2.73	2.63
UNIVERSITY OF NEVADA, LAS VEGAS										
<u>Men Students</u>										
No. Students Taking Exam	346	343	345	432	441		395	418	445	478
ACT Average Score	18.5	19.0	19.6	19.3	18.7		20.2	20.2	20.6	19.3
Standard Deviation	5.2	5.0	5.4	5.1	4.9		5.0	5.1	4.6	4.8
<u>Women Students</u>										
No. Students Taking Exam	314	384	349	450	483		342	316	326	352
ACT Average Score	17.4	17.2	18.0	17.7	18.1		18.4	18.4	18.4	18.1
Standard Deviation	5.1	5.3	5.2	4.9	5.2		5.1	4.6	4.7	4.8
<u>TOTAL - UNLV</u>										
No. Students Taking Exam	660	727	694	882	924		737	754	771	830
ACT Average Score	18.0	18.1	18.8	18.3	18.3		19.3	19.4	19.7	18.9
Standard Deviation	5.2	5.2	5.4	5.1	5.1		5.1	5.0	4.8	4.8
<u>High School GPA - UNLV</u>	3.00	2.90	3.00	2.90	2.80		2.80	2.65	2.61	2.52
<u>National Averages</u>										
ACT Score	18.5	18.7	19.5	20.1	20.1		20.1	19.8	19.7	20.0
High School Average	2.9	2.9	2.8	2.7	2.7		2.7	2.6	2.6	2.6

3/19/77 ISB

- Source: Provided by the University of Nevada System from American College Testing reports.
- Notes:
1. UHR and UNLV scores are for entering students, none of whom come from out of state. The university system estimates that in the most recent years, 92 percent of the scores are for in-state residents.
 2. There is no breakout to show what percentage of scores are from tests taken in junior or senior years of high school. The university system estimates that about 90 percent of the scores were from exams taken in high school.
 3. The national ACT averages at the bottom of the chart only represent scores of students who actually enter college.

NEVADA ACHIEVEMENT TEST SCHEDULE

Following is a chart showing tests used in grades 3, 6, 9, and 12 in the Nevada school districts. Information was provided in response to a Department letter of June 24, 1977.

	<u>GRADE 3</u>	<u>GRADE 6</u>	<u>GRADE 9</u>	<u>GRADE 12</u>
CARSON CITY	SAT	SAT	SAT	--
CHURCHILL	SAT	SAT	SAT	--
CLARK	METRO	METRO	METRO?	--
DOUGLAS	CTBS	CTBS	OLMA	AFAT
ELKO	ITBS	ITBS	ITBS	--
EMERALDA	SAT	SAT	SAT	--
EUREKA	SAT	SAT	UNKNOWN	UNKNOWN
HUMBOLDT	OLMA/SAT	SAT	--	--
LANDER	SAT	SAT	SAT	--
LINCOLN	SRA Ach.	SRA Ach.	SRA Ach.	SRA Ach.
LYON	SAT/CTMM	SAT/CTMM	SAT/CTMM METRO/CTBS	SAT/CTBS METRO
MINERAL	SAT	--	--	--
NYE	SRA Ach.	SRA Ach.	--	--
PERSHING	SAT	SAT	SAT	--
STOREY	CTBS SAT (alc.yrs.)	CTBS SAT (alc.yrs.)	TAP TASK	TAP TASK
WASHOE	SAT	SAT	--	--
WHITE PINE	SAT	SAT	ITBS	SAT ITBS

AFAT--Armed Forces Aptitude Test

CTBS--Comprehensive Tests of Basic Skills, California Test Bureau, McGraw-Hill

CTMM--California Test of Mental Maturity, California Test Bureau, McGraw-Hill

ITBS--Iowa Tests of Basic Skills, Houghton Mifflin

METRO--Metropolitan Achievement Tests, Harcourt Brace Jovanovich

OLMA--Otis-Lennon Mental Ability Test, Harcourt Brace Jovanovich

SAT--Stanford Achievement Tests, Harcourt Brace Jovanovich

SRA Ach.--Science Research Associates Achievement Tests, Science Research Associates, IBM

TAP---Tests of Academic Progress, Houghton Mifflin

TASK--(Stanford) Test of Academic Skills, Harcourt Brace Jovanovich

Source: Nevada State Department of Education.

*In August of 1977, the state board of education directed all school districts to use Metropolitan Achievement Tests or Stanford Achievement Tests in grades 3 and 6.

APPENDIX H

NEVADA LAW RELATED TO CURRICULUM REQUIREMENTS

385.110 Board to prescribe courses of study for public schools. The state board of education shall prescribe and cause to be enforced the courses of study for the public schools of this state; provided:

1. That high schools may have modified courses of study, subject to the approval of the state board of education; and
2. That any high school offering courses normally accredited as being beyond the level of the 12th grade shall, before offering such courses, have them approved by the state board of education.

[11:32:1956]

387.100 Studies, appraisals and reports to governor. The state board of education is authorized, to the extent that funds are available for that purpose, and in cooperation with other appropriate agencies and organizations:

1. To conduct studies of methods of improving and expanding school lunch programs and promoting nutritional education in the public schools.
2. To conduct appraisals of the nutritive benefits of school lunch programs.
3. To report its findings and recommendations, from time to time, to the governor.

[106:32:1956]

388.380 Boards of trustees may establish, maintain vocational schools and classes. Any board of trustees of a school district may:

1. Establish and maintain vocational schools or classes giving instruction in agricultural subjects, trade and industrial subjects, home economics subjects, distributive occupation subjects, practical nursing subjects, vocational guidance services and such other subjects as may be included in the vocational education program in the State of Nevada.
2. Raise and expend money for the establishment and maintenance of such vocational schools or classes in the same manner in which moneys are raised and expended for other public school purposes. Moneys so raised may be expended in providing vocational education as outlined in this Title of NRS.

[274:32:1956]—(NRS A 1957, 214)

389.010 Enforcement of courses of study by trustees. Boards of trustees of school districts shall enforce in schools the courses of study prescribed and adopted by the proper authority.
[291:32:1956]

389.020 Instruction in American government required.

1. In all public and private schools, the Nevada girls training center, and the Nevada youth training center, instruction shall be given in American government, including but not limited to the essentials of the Constitution of the United States, the constitution of the State of Nevada, the origin and history of the constitutions and the study of and devotion to American institutions and ideals.

2. The instruction required in subsection 1 shall be given during at least 1 year of the elementary school grades and for a period of at least 1 year in all high schools.

[292:32:1956]—(NRS A 1961, 383, 623; 1973, 1547)

389.030 Instruction in American history required. American history, including the history of the State of Nevada shall be taught in all of the public and private schools in the State of Nevada for a period of at least 1 year.

[293:32:1956]—(NRS A 1973, 1547)

389.035 Satisfactory completion of courses in American government, American history prerequisite to graduation. No student in any public or private high school, the Nevada girls training center or the Nevada youth training center shall receive a certificate or diploma of graduation without having passed a course in American government and American history as required by NRS 389.020 and 389.030.

(Added to NRS by 1973, 1547)

389.040 Patriotic exercises. There shall be at least 1 hour set aside each school week in all graded schools and high schools in the State of Nevada for the purpose of holding patriotic exercises.

[294:32:1956]

389.050 High school instruction in citizenship, physical training.

1. All school officers in control of public high schools in the state shall provide for courses of instruction designed to prepare the pupils for the duties of citizenship, both in time of peace and in time of war. Such instruction shall include:

(a) Physical training designed to secure the health, vigor and physical soundness of the pupil.

(b) Instruction relative to the duties of citizens in the service of their country.

It shall be the aim of such instruction to inculcate a love of country and a disposition to serve the country effectively and loyally.

2. Boards of trustees of school districts offering a 4-year high school course are empowered to employ teachers of physical training who shall devote all or part of their time to physical instruction for both boys and girls.

[295:32:1956]

389.060 Instruction in physiology and hygiene. Physiology and hygiene shall be taught in the public schools of this state, and special attention shall be given to the effects of controlled substances as defined in chapter 453 of NRS upon the human system.

[296:32:1956]—(NRS A 1971, 2027)

389.080 Instruction in thrift. All teachers in the public schools of this state shall teach, in their respective schools, lessons on the subject of thrift. The lessons shall emphasize:

1. The importance of industry, production, earning, wise spending, regular saving, safe investment and government taxes.

2. The importance of thrift in time and material.

[298:32:1956]

389.090 Automobile driver education: Establishment, scope and conduct.

1. The state board of education shall adopt rules and regulations governing the establishment, conduct and scope of automobile driver education in the public schools of this state.

2. The aims and purposes of automobile driver education shall be to develop the knowledge, attitudes, habits and skills necessary for the safe operation of motor vehicles.

3. The board of trustees of a school district may establish and maintain automobile driver education classes during regular semesters and summer sessions and during the regular school day and at times other than during the regular school day for:

(a) Pupils enrolled in the regular full-time day high schools in the school district.

(b) Pupils enrolled in summer classes conducted in high schools in the school district.

4. A board of trustees maintaining courses in automobile driver education shall insure against any liability arising out of the use of motor vehicles in connection with such courses. The cost of such insurance shall be paid from available school district funds.

5. Automobile driver education shall be conducted by the state board of education and boards of trustees and shall not be duplicated by any other agency, department, commission or officer of the State of Nevada.

[299:32:1956]—(NRS A 1965, 761)

389.100 Automobile driver education: Legislative finding; laboratory fees.

1. The legislature finds as facts:

(a) That the successful completion of an approved automobile driver

education course by a pupil offers a direct financial benefit to his parents or other responsible adult through the reduction of insurance premiums.

(b) That the imposition of a fee, not in excess of the actual cost of providing the special equipment required, as a prerequisite to an elective course in driver education, does not violate the requirements of article 11 of the constitution of the State of Nevada.

2. The board of trustees of any school district is authorized to establish a laboratory fee to be charged each pupil enrolling for an automobile driver education course, which shall not exceed the difference per pupil between the actual cost of providing the course and the amount anticipated under NRS 387.033, or \$35, whichever is less.

(Added to NRS by 1965, 762; A 1969, 232; 1973, 256)

389.110 Environmental education: Instruction in environmental protection, conservation of resources. Instruction concerning the preservation and protection of our environment, the principles of ecology and the principles of conservation of our natural and human resources shall be included in the curriculum of all elementary and secondary schools of the state.

(Added to NRS by 1971, 1136)

389.120 Environmental education: Counseling programs. All persons responsible for guidance and counseling programs in secondary schools shall provide students with information concerning careers and further education in the area of environmental quality.

(Added to NRS by 1971, 1136)

389.130 Environmental education: Outdoor education and camping programs.

1. Each school district shall investigate the feasibility of programs of outdoor environmental education and camping for its students.

2. Such investigations shall be coordinated with the Nevada advisory committee for environmental education and with the state department of education.

(Added to NRS by 1971, 1137)

391.250 Teachers: Enforcement of courses of study, textbooks. Every teacher in the public schools shall enforce the course of study as prescribed by law, the use of legally authorized textbooks, and the rules and regulations prescribed for teachers and schools.

[348:32:1956]

ARTICLE. 11.

EDUCATION.

Section 1. Legislature to encourage education; appointment, term and duties of superintendent of public instruction. The legislature shall encourage by all suitable means the promotion of intellectual, literary, scientific, mining, mechanical, agricultural, and moral improvements, and also provide for a superintendent of public instruction and by law prescribe the manner of appointment, term of office and the duties thereof.

[Amended in 1956. Proposed and passed by the 1955 legislature; agreed to and passed by the 1955 legislature; approved and ratified by the people at the 1956 general election. See: Statutes of Nevada 1955, p. 716; Statutes of Nevada 1955, p. 925.]

Section 2. Uniform system of common schools. The legislature shall provide for a uniform system of common schools, by which a school shall be established and maintained in each school district at least six months in every year, and any school district which shall allow instruction of a sectarian character therein may be deprived of its proportion of the interest of the public school fund during such neglect or infraction, and the legislature may pass such laws as will tend to secure a general attendance of the children in each school district upon said public schools.

[Amended in 1938. Proposed and passed by the 1935 legislature; agreed to and passed by the 1937 legislature; and approved and ratified by the people at the 1938 general election. See: Statutes of Nevada 1935, p. 440; Statutes of Nevada 1937, p. 550.]

Sec: 5. Establishment of normal schools, grade schools; oath of teachers, professors. The Legislature shall have power to establish [establish] Normal schools, and such different grades of schools, from the primary department to the University, as in their discretion they may deem necessary, and all Professors in said University, or Teachers in said Schools of whatever grade, shall be required to take and subscribe to the oath as prescribed in Article Fifteenth of this Constitution. No Professor or Teacher who fails to comply with the provisions of any law framed in accordance with the provisions of this Section, shall be entitled to receive any portion of the public monies set apart for school purposes.

Sec: 9. Sectarian instruction prohibited in common schools, university. No sectarian instruction shall be imparted or tolerated in any school or University that may be established under this Constitution.

APPENDIX I

SURVEY OF SCHOOL DISTRICTS RESPONSE SURVEY

COUNTY	WORK POLICY FOR STUDENTS? MINIMUM ATTENDANCE REQUIRED?	NO. OF STUDENTS INVOLVED*	ACADEMIC CREDIT FOR WORK DONE ON JOB	LENGTH OF CLASS PERIODS*		CREDITS REQUIRED FOR GRADUATION
				Jr. High	High	
CARSON CITY	THREE CLASSES IN BUILDING	150	1	55	50	19
CHURCHILL	MINIMUM OF THREE CLASSES	57	1	54	55	19
CLARK	THREE IN SCHOOL - 1 WORK LESS IN HANDSHIP CASES	2,009	1/2 - 1	50-55	55	19
DOUGLAS	MINIMUM OF THREE - PLUS WORK REQUIRE 2ND YEAR OF MATH	51	1/2 - 2 1/2	50	53	19
ELKO	MINIMUM OF FOUR - NEW AND MORE RESTRICTIVE POLICY SENIORS ONLY - 17 YEARS	50	0	55	55	19
EUREKA	NEEDED FOR GRADUATION FLEXIBILITY FOR HANDSHIP CASES	3	1	45-50	45-50	22
HUMBOLDT	NEEDED FOR GRADUATION SOME JUNIORS IN PROGRAM	5	1	45	55	19
LANDER	NEEDED FOR GRADUATION	25	1	42	55	1977-78 21 1978 - 22
LINCOLN	NEEDED FOR GRADUATION	7	2 1/2 - 5		55	22
LYON	NEEDED FOR GRADUATION - MUST ENROLL OR HAVE BEEN ENROLLED IN COOP. VOC. ED. COURSE	35	1	41-45	50	19
MINERAL	THREE HOURS MINIMUM	60-80	2 1/2 - 5 1/2	46	52	19
RYE	VARIES AMONG SCHOOLS BASICALLY NEEDED FOR GRADUATION (SOME JUNIORS)	35	1	50	45	19
PERSHING	FULL DAY OR SPECIAL PERMISSION RELEASE TIME FOR JOBS ONLY SENIOR ENGLISH REQUIRED	3-4	1	55-60	40	1978 - 21 1979 - 22 1980 - 23
STOREY	MINIMUM OF THREE OR WHAT IS NEEDED TO GRADUATE	6	0	50	50	19
WASHOE	THREE PERIODS PER DAY LESS WITH PARENTAL LETTER	275-300	2	40	55-61	19
WHITE PINE	MINIMUM OF TWO CLASSES REQUIRE ENGLISH IV AND GOVERNMENT	150	BASED ON HOURS ON JOB		50	19

*Estimates

SOURCE: Fall 1977 Telephone Survey, Department of Education.

NRS PROVISIONS ON STUDENT DISCIPLINE

392.030 Suspension or expulsion of pupils.

1. The board of trustees of a school district may authorize the suspension or expulsion of any pupil from any public school within the school district in accordance with rules and hearing procedures complying with requirements of due process of law.

2. No pupil may be suspended or expelled until he has been given notice of the charges against him, an explanation of the evidence and an opportunity for a hearing, except that a pupil who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be removed from the school immediately upon being given an explanation of the reasons for his removal, and pending proceedings, to be conducted as soon as practicable after removal, for his suspension or expulsion pursuant to this section.

3. The provisions of chapter 241 of NRS do not apply to any hearing conducted under this section. Such hearings shall be closed to the public. [562:32:1956]—(NRS A 1959, 808; 1967, 457; 1975, 1471; 1977, 609)

392.460 Protection and discipline of children.

1. Members of every board of trustees of a school district, superintendents of schools, principals and teachers have concurrent power with peace officers for the protection of children in school and on the way to and from school, and for the enforcement of order and discipline among such children, including children who attend school within one school district but reside in an adjoining school district or adjoining state, pursuant to the provisions of this chapter.

2. Subsection 1 shall not be construed so as to make it the duty of superintendents of schools, principals and teachers to supervise the conduct of children while not on the school property.

[406:32:1956]—(NRS A 1971, 73)

392.465 Corporal punishment of pupils.

1. The legislature declares:

(a) That the use of corporal punishment is to be discouraged in the public schools, and only after all other methods of discipline have proven ineffective should a pupil be administered corporal punishment.

(b) That judgment and discretion are to be used in all punishment, corporal and otherwise, and maximum use should be made of available school counseling and psychological services.

2. Subject to the limitations contained in this section, the board of trustees of every school district shall adopt rules and regulations authorizing teachers, principals and other certificated personnel to administer reasonable corporal or other punishment to pupils when such action is deemed an appropriate corrective measure.

3. Parents and guardians shall be notified before, or as soon as possible after, corporal punishment is administered.

4. No corporal punishment shall be administered on or about the head or face of any pupil, but this limitation shall not prohibit any

teacher, principal or other certificated person from defending himself if attacked by a pupil.

5. Nothing contained in this section shall be construed or interpreted to indicate that the teachers, principals and other certificated personnel have not heretofore had the authority and the right to administer reasonable corporal or other punishment to pupils.

(Added to NRS by 1960, 60)

APPENDIX K
PUPIL-TEACHER RATIOS

NEVADA K-12

YEAR	PUPILS*	TEACHERS*	P-T RATIO
1967	111,971	4728	23.68
1968	118,265	4880	24.23
1969	123,694	4967	24.90
1970	127,566	5086	25.08
1971	130,206	5291	24.61
1972	131,673	5411	24.33
1973	135,406	5571	24.31
1974	137,051	5616	24.40
1975	139,745	5836	23.95
1976	141,791	5995	23.65

*end of first month of school in Fall

R. H. Mathers, Consultant
Department of Education

RM/mg
12/8/77

C4—TOTAL NONINSTRUCTIONAL
STAFF (FULL-TIME EQUIVALENT)
IN PUBLIC INSTITUTIONS OF HIGH-
ER EDUCATION, OCTOBER 1973

1.	California	73,527
2.	Texas	42,731
3.	New York	33,549
4.	Michigan	32,942
5.	Illinois	31,231
6.	Ohio	23,161
7.	Florida	20,067
8.	North Carolina	19,021
9.	Wisconsin	18,139
10.	Indiana	17,273
11.	Pennsylvania	16,487
12.	Virginia	16,274
13.	Colorado	15,650
14.	Washington	14,064
15.	Georgia	14,309
16.	Maryland	12,966
17.	New Jersey	12,022
18.	Minnesota	11,867
19.	Alabama	11,739
20.	Louisiana	11,493
21.	Iowa	11,251
22.	Oklahoma	11,060
23.	Missouri	10,602
24.	Kentucky	10,304
25.	Arizona	9,871
26.	Utah	9,321
27.	Tennessee	9,641
28.	South Carolina	9,175
29.	Oregon	9,065
30.	Kansas	8,117
31.	Massachusetts	8,051
32.	Mississippi	8,005
33.	New Mexico	7,772
34.	Arkansas	7,654
35.	Nebraska	7,372
36.	West Virginia	5,430
37.	Connecticut	5,160
38.	Hawaii	3,201
39.	Montana	3,037
40.	Maine	2,994
41.	Idaho	2,985
42.	Delaware	2,932
43.	Rhode Island	2,724
44.	North Dakota	2,675
45.	New Hampshire	2,423
46.	South Dakota	2,177
47.	Wyoming	1,863
48.	Nevada	1,628
49.	Vermont	1,613
50.	Alaska	1,259

UNITED STATES 633,727

Census, Public Employment in 1973, p. 21.

C5—PUPILS ENROLLED PER TEACH-
ER IN PUBLIC ELEMENTARY AND
SECONDARY SCHOOLS, FALL 1973

1.	Utah	25.0
2.	Nevada	24.3
3.	Indiana	22.3
	Washington	22.3
5.	Michigan	23.1
6.	Georgia	22.0
7.	North Carolina	22.6
8.	Hawaii	22.4
9.	Tennessee	22.0
10.	South Carolina	21.9
11.	Idaho	21.3
12.	Ohio	21.7
13.	California	21.6
	Kentucky	21.6
15.	Arizona	21.5
	Arkansas	21.5
	Mississippi	21.5
18.	Florida	21.3
	New Mexico	21.3
20.	Maryland	20.8
21.	Alabama	20.7
22.	Louisiana	20.6
	West Virginia	20.6
24.	Maine	20.4

UNITED STATES 20.4

25.	Colorado	20.3
26.	Delaware	20.1
	Oregon	20.1
28.	Illinois	20.0
	Oklahoma	20.0
30.	New Hampshire	19.9
31.	Minnesota	19.7
32.	Missouri	19.6
	Texas	19.6
34.	Alaska	19.5
35.	Pennsylvania	19.3
36.	Rhode Island	19.2
37.	Montana	19.0
38.	Virginia	18.9
39.	Massachusetts	18.7
	South Dakota	18.7
41.	Wisconsin	18.6
42.	Iowa	18.5
43.	Connecticut	18.3
44.	New Jersey	18.1
45.	New York	18.0
46.	Nebraska	17.8
47.	Kansas	17.5
48.	North Dakota	17.3
49.	Wyoming	16.9
50.	Vermont	16.3

USOE, Statistics of Public Elementary and Secondary Day Schools, Fall 1973, p. 29.

C6—PUPILS IN AVERAGE DAILY
ATTENDANCE PER TEACHER IN
PUBLIC ELEMENTARY AND SECOND-
ARY SCHOOLS, FALL 1973

1.	Utah	24.4
2.	Nevada	24.1
3.	Michigan	21.9
4.	Washington	21.6
5.	North Carolina	21.2
6.	California	20.9
	Georgia	20.9
8.	Tennessee	20.8
9.	Hawaii	20.7
10.	Indiana	20.5
	South Carolina	20.5
12.	Idaho	20.4
13.	New Mexico	20.3
14.	Florida	20.1
	Kentucky	20.1
	Mississippi	20.1
17.	Arizona	20.0
18.	Ohio	19.8
19.	Colorado	19.7
20.	Alabama	19.5
21.	Arkansas	19.4
22.	Minnesota	18.9
23.	West Virginia	18.8

UNITED STATES 18.8

24.	Maryland	18.7
25.	Oklahoma	18.6
26.	Delaware	18.5
	Louisiana	18.5
	Maine	18.5
29.	Alaska	18.4
	New Hampshire	18.4
31.	Montana	18.0
32.	Illinois	17.9
	Oregon	17.9
34.	South Dakota	17.8
35.	Pennsylvania	17.7
	Texas	17.7
37.	Missouri	17.6
38.	Rhode Island	17.3
	Virginia	17.3
40.	Iowa	17.0
41.	Connecticut	16.9
42.	North Dakota	16.7
43.	Nebraska	16.6
	Wisconsin	16.6
45.	Kansas	16.3
	New Jersey	16.3
47.	New York	16.1
48.	Vermont	15.5
49.	Wyoming	15.1
	Massachusetts	No report

USOE, Statistics of Public Elementary and Secondary Day Schools, Fall 1973, p. 29.

Source: "Rankings of the States," NEA Research Memo, published by the National Education Association, 1977, page 14.

APPENDIX M

SENIOR HIGH SCHOOLS NUMBER AND SIZE OF CLASSES Fall 1977 (Carson City, Clark County, Washoe County)

	<u>Total No. of Classes</u>	<u>Under 21</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36-40</u>	<u>Over 40</u>
<u>Carson City</u>							
Language Arts	87	13	17	24	23	10	0
Math	43	4	5	16	13	5	0
Science	47	3	14	6	17	5	2
Social Studies	35	3	3	10	17	1	1
<u>Clark County</u>							
Language Arts	922	231	171	230	214	74	0
Math	478	99	87	92	142	55	3
Science	448	48	72	120	170	30	0
Social Studies	588	57	79	129	183	123	7
<u>Washoe County</u>							
Language Arts	384	86	50	92	115	33	0
Math	209	35	31	52	59	31	1
Science	189	42	35	60	52	0	0
Social Studies	185	34	36	36	61	10	0
<u>All Three Districts</u>							
Language Arts	1,393	330	240	346	352	117	0
Math	730	130	123	160	214	91	4
Science	684	93	121	194	239	35	2
Social Studies	800	94	110	175	261	142	0

Source: Compiled by the State Department of Education from raw data supplied by the Carson City, Clark and Washoe County school districts.

APPENDIX N

TABLE I
ACT SCORE MEANS & SD'S FOR SUCCESSIVE YEARS OF
ACT-TESTED COLLEGE-BOUND STUDENTS
NEVADA

SCHOOL YEAR	ACT ENGLISH		ACT MATH		ACT SOC. STD.		ACT N. SCI.		ACT COMP.	
	MEAN	(SD)	MEAN	(SD)	MEAN	(SD)	MEAN	(SD)	MEAN	(SD)
<u>TOTAL (MEN AND WOMEN COMBINED)</u>										
1966-67	19.6	--	18.3	--	20.9	--	21.5	--	20.3	--
1967-68	19.3	4.6	18.6	6.9	20.6	6.0	21.2	6.1	20.1	4.9
1968-69	19.3	4.7	19.3	6.5	20.5	6.2	21.0	6.1	20.2	4.9
1969-70	19.0	4.9	19.7	6.4	20.5	6.3	21.4	5.9	20.3	4.9
1970-71	18.2	5.4	18.4	7.1	18.9	6.9	20.8	6.3	19.2	5.4
1971-72	18.2	5.3	18.5	7.1	19.0	7.1	20.9	6.3	19.3	5.4
1972-73	18.4	5.2	18.6	6.9	18.9	7.3	21.2	6.4	19.4	5.6
1973-74	18.2	5.0	17.3	7.2	18.8	7.2	21.1	6.1	19.1	5.4
1974-75	18.1	5.0	17.2	7.7	18.2	7.3	21.3	6.1	18.9	5.5

<u>MEN</u>										
1966-67	18.9	4.7	20.7	6.7	21.3	6.2	23.1	5.9	21.1	5.0
1967-68	18.2	4.8	20.0	6.9	20.9	6.2	22.5	6.2	20.5	5.1
1968-69	18.4	4.9	20.8	6.4	21.1	6.2	22.3	6.0	20.8	5.0
1969-70	18.1	5.1	21.0	6.3	21.3	6.3	22.3	6.0	20.3	5.0
1970-71	17.2	5.4	19.8	7.3	19.1	6.9	21.6	6.5	19.6	5.6
1971-72	17.5	5.3	20.1	7.2	19.7	7.0	22.2	6.3	20.0	5.5
1972-73	17.8	5.2	20.3	6.9	19.9	7.1	22.5	6.5	20.3	5.6
1973-74	17.5	4.9	19.4	7.3	19.8	7.1	22.7	6.2	20.0	5.4
1974-75	17.5	4.8	19.5	7.5	19.6	7.1	23.5	6.0	20.1	5.4

<u>WOMEN</u>										
1966-67	20.3	4.5	16.8	6.2	20.5	6.0	19.9	5.7	19.5	4.7
1967-68	20.3	4.1	17.2	6.6	20.2	5.9	19.9	5.7	19.6	4.7
1968-69	20.2	4.4	17.3	6.3	19.8	6.1	19.7	5.9	19.5	4.7
1969-70	19.9	4.6	18.3	6.3	19.8	6.2	20.4	5.6	19.7	4.7
1970-71	19.3	5.1	16.9	6.7	18.6	6.9	19.9	6.0	18.3	5.1
1971-72	18.9	5.2	16.3	6.6	18.3	7.0	19.7	5.9	18.5	5.2
1972-73	19.0	5.2	17.0	6.6	18.0	7.4	19.9	6.0	18.6	5.4
1973-74	18.8	5.0	16.4	6.9	17.9	7.2	19.6	5.7	18.3	5.3
1974-75	18.6	5.1	15.3	7.4	16.9	7.2	20.3	5.8	17.9	5.5

<u>N-COUNTS</u>										
TEST YEAR	<u>MEN</u>		<u>WOMEN</u>		<u>TOTAL</u>					
1966-67		1,363		1,323		2,686				
1967-68		1,395		1,304		2,697				
1968-69		1,405		1,379		2,784				
1969-70		1,538		1,498		3,036				
1970-71		1,665		1,537		3,202				
1971-72		1,655		1,633		3,288				
1972-73		1,490		1,586		3,076				
1973-74		1,590		1,781		3,371				
1974-75		1,501		1,717		3,218				

Source: American College Testing, Educational Programs and Services, historical high school profile for Nevada.

SUMMARY--Provides for state regulations on collection of information from school districts on pupil achievement.
(BDR 34-4)

Fiscal Note: Effect on Local Government: No.
Effect on the State or on Industrial Insurance: No.

AN ACT relating to public schools; providing for state board of education regulations concerning submission by school districts of information related to the achievement of pupils; and providing other matters properly relating thereto.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN SENATE AND
ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. Chapter 389 of NRS is hereby amended by adding thereto a new section which shall read as follows:

1. The state board of education shall prescribe regulations requiring that each board of trustees of a school district submit to the superintendent of public instruction the results of all proficiency examinations and other tests measuring the achievement of public school pupils in the district. The state board shall not include in the regulations any provision which would violate the confidentiality of the test scores of any individual pupil.

2. The state board of education may prescribe regulations requiring that each board of trustees of a school district submit to the superintendent of public instruction:

(a) A description of the requirements and offerings of courses which are in effect in the schools of the district; and

(b) Such other information relating to the achievement of pupils as the state board determines is needed on a statewide basis.

SUMMARY--Requires development of state standards for public school curriculum in basic subject areas. (BDR 34-5)

Fiscal Note: Effect on Local Government: No.

Effect on the State or on Industrial Insurance: No.

AN ACT relating to public schools; requiring the development of state standards for the curriculum in basic subject areas; and providing other matters properly relating thereto.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. NRS 385.110 is hereby amended to read as follows:

385.110 1. The state board of education shall prescribe and cause to be enforced the courses of study for the public schools of this state , [; provided:] but:

[1. That high] (a) High schools may have modified courses of study, subject to the approval of the state board of education; and

[2. That any] (b) Any high school offering courses normally accredited as being beyond the level of the 12th grade shall, before offering such courses, have them approved by the state board of education.

2. The state board shall direct the superintendent of public instruction to assign to designated members of his staff the responsibility for developing and revising standards for the

public school curriculum in the basic subject areas of reading, writing, mathematics, social studies and science. The standards shall be designed to assist school districts in attaining levels of excellence for pupils in these subjects. The superintendent shall appoint advisory groups for the several subject areas, consisting of teachers, administrators, members of boards of trustees of school districts and other persons, to participate in developing and revising the standards. He shall submit all proposed standards and revisions to the state board for approval.

3. The superintendent of public instruction shall make available to each school district copies of all standards and revisions developed and approved pursuant to subsection 2 and shall determine from year to year the extent to which they are followed in the district.

SUMMARY--Urges school districts to instruct in certain concepts as related to current events throughout world. (BDR 6)

CONCURRENT RESOLUTION--Urging school districts to instruct in social, political and economic concepts as related to current events throughout the world.

WHEREAS, Events occurring throughout the world today affect, and are affected by, the policies and actions of the government of the United States of America and of its citizens; and

WHEREAS, United States citizens need an awareness and understanding of current events around the world if they are to be complete and informed participants in the representative government and economic life of the country; and

WHEREAS, In the State of Nevada, young people ordinarily attain the age of majority (and become eligible to vote) either during the 12th grade or shortly after graduation from high school; now, therefore, be it

RESOLVED BY THE OF THE STATE OF NEVADA, THE
CONCURRING, That all boards of trustees of school districts in the State of Nevada are urged to instruct all pupils in social, political and economic concepts as they relate to current events throughout the world; and be it further

RESOLVED, That such instruction be provided at some time during grades 9 through 12; and be it further

RESOLVED, That a copy of this resolution be prepared and transmitted by the legislative counsel to the president of the board of trustees of each school district in the state and to the superintendent of public instruction.

SUMMARY--Requires identification and recognition of public school pupils who demonstrate outstanding achievement. (BDR 34-7)
Fiscal Note: Effect on Local Government: No. AB 35
Effect on the State or on Industrial Insurance: No.

AN ACT relating to public schools; requiring boards of trustees of school districts to identify pupils who demonstrate outstanding achievement; requiring recognition of such achievement on high school diplomas and transcripts; and providing other matters properly relating thereto.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN SENATE AND
ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. Chapter 389 of NRS is hereby amended by adding thereto a new section which shall read as follows:

The board of trustees of each school district shall establish a program for identifying pupils in grade 12 who have demonstrated outstanding achievement in academic or vocational subjects in high school and shall recognize the achievement of such pupils by appropriate notations on their high school diplomas and transcripts. The diploma and transcript of a pupil so recognized shall indicate whether his achievement has been in academic subjects or vocational subjects, or both.

SUMMARY--Requires state board of education to develop course of study for junior high schools and middle schools.

(BDR 34-58)

Fiscal Note: Effect on Local Government: No.

Effect on the State or on Industrial

Insurance: Effect less than \$2,000.

AN ACT relating to public education; requiring that the state board of education develop a course of study for junior high schools and middle schools; requiring that the emphasis in this course of study be on the basic subject areas; and providing other matters properly relating thereto.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN SENATE AND
ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. NRS 385.110 is hereby amended to read as follows:

385.110 1. The state board of education shall : [prescribe and cause to be enforced]

(a) Prescribe the courses of study for the public schools of this state . [; provided:

1. That] (b) Develop a course of study specially designed for use in junior high schools and middle schools in school districts where such schools exist. The emphasis in the course of study for the junior high school and middle school must be on the basic subject areas of reading, writing, mathematics, social studies and science, with a minimum of elective subjects available to pupils.

2. The state board of education shall cause to be enforced the courses of study for the public schools of this state, but high

schools may have modified courses of study [, subject to the approval of] if approved by the state board . [of education; and

2. That any] 3. Any high school offering courses normally accredited as being beyond the level of the 12th grade [shall,] must, before offering such courses, have them approved by the state board of education.

SUMMARY--Provides for adoption of disciplinary codes for pupils in public schools. (BDR 34-9)

Fiscal Note: Effect on Local Government: No.

Effect on the State or on Industrial Insurance: No.

AN ACT relating to the discipline of pupils in the public schools; requiring boards of trustees of school districts to adopt, distribute and enforce detailed written disciplinary codes; requiring the state board of education to develop a model disciplinary code which boards of trustees may use as a guide; and providing other matters properly relating thereto.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. Chapter 392 of NRS is hereby amended by adding thereto the provisions set forth as sections 2 and 3 of this act.

Sec. 2. The board of trustees of each school district shall:

1. Adopt and enforce a written code for the discipline of pupils in the schools of the district. The code shall set forth in detail each type of conduct which is prohibited, the punishment which may be imposed for such conduct and the procedures to be followed.

2. Distribute copies of the disciplinary code to all pupils, parents of pupils, teachers and administrators of the school district.

Sec. 3. 1. The state board of education shall direct the superintendent of public instruction to develop a proposed model

code for the discipline of pupils in the public schools. The superintendent shall appoint an advisory group, consisting of teachers, administrators, members of boards of trustees of school districts and other persons, to participate in developing the proposed model code. He shall submit the proposed code to the state board for approval.

2. The model disciplinary code must include provisions relating to:

(a) Summary procedures for the removal of disruptive pupils from classrooms and study areas; and

(b) Alternative means within schools or school systems for providing continued instruction for pupils removed from the classroom.

3. The superintendent of public instruction shall make available to each school district copies of the model disciplinary code developed and approved pursuant to this section.

4. The board of trustees of a school district may use the model disciplinary code as a guide but is not required to include any of the provisions in its own disciplinary code.

Sec. 4. NRS 392.030 is hereby amended to read as follows:

392.030 1. The board of trustees of a school district may authorize the suspension or expulsion of any pupil from any public school within the school district in accordance with rules and

hearing procedures complying with requirements of due process of law. Such rules and procedures shall be included in the disciplinary code of the district.

2. No pupil may be suspended or expelled until he has been given notice of the charges against him, an explanation of the evidence and an opportunity for a hearing, except that a pupil who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be removed from the school immediately upon being given an explanation of the reasons for his removal, and pending proceedings, to be conducted as soon as practicable after removal, for his suspension or expulsion pursuant to this section.

3. The provisions of chapter 241 of NRS do not apply to any hearing conducted under this section. Such hearings shall be closed to the public.

Sec. 5. NRS 392.465 is hereby amended to read as follows:

392.465 1. The legislature declares:

(a) That the use of corporal punishment is to be discouraged in the public schools, and only after all other methods of discipline have proven ineffective should a pupil be administered corporal punishment.

(b) That judgment and discretion are to be used in all punishment, corporal and otherwise, and maximum use should be made of available school counseling and psychological services.

2. Subject to the limitations contained in this section, the board of trustees of every school district shall [adopt rules and] include in its disciplinary code regulations authorizing teachers, principals and other certificated personnel to administer reasonable corporal [or other] punishment to pupils when such action is deemed an appropriate corrective measure.

3. Parents and guardians [shall] must be notified before, or as soon as possible after, corporal punishment is administered.

4. No corporal punishment [shall] may be administered on or about the head or face of any pupil, but this limitation [shall] does not prohibit any teacher, principal or other certificated person from defending himself if attacked by a pupil.

[5. Nothing contained in this section shall be construed or interpreted to indicate that the teachers, principals and other certificated personnel have not heretofore had the authority and the right to administer reasonable corporal or other punishment to pupils.]

SUMMARY--Extends public school attendance requirements. (BDR 34-2)
Fiscal Note: Effect on Local Government: No.
Effect on the State or on Industrial
Insurance: No.

AN ACT relating to public schools; extending attendance requirements to include certain children enrolled before the age for compulsory enrollment; providing penalties; and providing other matters properly relating thereto.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN SENATE AND
ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. NRS 392.040 is hereby amended to read as follows:

392.040 1. Except as otherwise provided by law, each parent, guardian, or other person in the State of Nevada having control or charge of any child between the ages of 7 and 17 years shall [be required to] send such child to a public school during all the time such public school is in session in the school district in which such child resides.

2. Any child who will arrive at the age of 6 years by September 30 shall be admitted to the first grade at the beginning of the school year, and his enrollment shall be counted for apportionment purposes. If a child will not arrive at the age of 6 years by September 30, the child shall not be admitted to the first grade until the beginning of the school year following his 6th birthday.

3. Whenever a child who has arrived at the age of 6 years but not at the age of 7 years is enrolled in a public school, each parent, guardian or other person in the State of Nevada having control or charge of such child shall send the child to the public school during all the time such school is in session. This requirement for attendance does not apply to any child under the age of 7 years who has not yet been enrolled or has been formally withdrawn from enrollment in public school.

Sec. 2. NRS 392.160 is hereby amended to read as follows:

392.160 1. Any peace officer, the attendance officer, or any other school officer shall, during school hours, arrest without warrant : [any]

(a) Any child between the ages of 7 and 17 years ; and

(b) Any child who has arrived at the age of 6 years but not at the age of 7 years and is enrolled in a public school,

which who has been reported to him by the teacher, superintendent of schools or other school officer as an absentee from instruction upon which he is lawfully required to attend.

2. During school hours, the arresting officer shall forthwith deliver the child arrested to the teacher. After school hours, he shall deliver the child to the parent, guardian or other person having control or charge of the child.

SUMMARY--Provides for annual allocations of certain state distributive school fund balances. (BDR 34-3)

Fiscal Note: Effect on Local Government: Yes.

Effect on the State or on Industrial Insurance: Yes.

AN ACT relating to public school finance; establishing provisions for transfers and annual allocations of certain balances in the state distributive school fund; and providing other matters properly relating thereto.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN SENATE AND

ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. Chapter 387 of NRS is hereby amended by adding thereto a new section which shall read as follows:

1. As soon as practicable after September 1 following the close of the first fiscal year of the biennium, the superintendent of public instruction shall estimate the amount of money to be apportioned from the state distributive school fund for the next succeeding fiscal year and shall submit the estimate to the state board of examiners for review and approval or modification. Upon approval of the estimate by the state board of examiners, the state controller shall transfer from any remaining balance in the fund for the first fiscal year, to the second fiscal year's available allocation, the money necessary to cover any deficiency in the amount of the existing allocation to meet the estimated requirements.

2. The state controller shall as soon as practicable after:

(a) Any necessary transfer has been made following the close of the first fiscal year; and

flush (b) September 1 following the close of the second fiscal year, of the biennium notify the superintendent of the balance remaining in the state distributive school fund for the fiscal year just ended.

3. The superintendent shall allocate any remaining balance to the several school districts of the state according to actual counts of pupils in each district for the school year just ended, in the same proportions per pupil as exist among the basic support guarantees per pupil established by law for the immediately preceding fiscal year.

4. Any money received by a school district pursuant to this section shall be deposited and used in accordance with the provisions of NRS 387.205.

SUMMARY--Requests school districts to gather and analyze information on high school seniors' use of time within school day. (BDR 86)

CONCURRENT RESOLUTION--Requesting that school districts gather and analyze information on use of time within the school day by high school seniors.

WHEREAS, There is evidence that many high school pupils in the State of Nevada, particularly those in their senior year, are taking less than a full course load; and

WHEREAS, It appears that these pupils are using the additional time in a variety of ways, some of which result in less than full utilization of the pupils' talents; and

WHEREAS, Even with respect to classes in which pupils are enrolled, participation in extracurricular activities frequently leads to an excessive number of absences; and

WHEREAS, The overall achievement of pupils may be affected by the practices of permitting pupils to carry less than a full load and of scheduling extracurricular activities in a manner leading to frequent absences from class; and

WHEREAS, Detailed information on pupils' use of time within the school day is not currently available for all Nevada school districts; and

WHEREAS, Such information on a statewide basis, at least as to high school seniors, would be helpful to the legislature and the state department of education in their efforts to evaluate and

improve the achievement of pupils in the state; now, therefore, be it

RESOLVED BY THE OF THE STATE OF NEVADA, THE
CONCURRING, That the board of trustees of each school district in the State of Nevada is requested to gather and analyze information specifically accounting for the use of time within the school day by pupils in the senior year of high school, including times when the pupils are not scheduled for class and times when they are absent from class on account of extracurricular activities; and be it further

RESOLVED, That the information gathered, along with the district's analysis and conclusions, be made available to the legislature and the state department of education; and be it further

RESOLVED, That a copy of this resolution be prepared and transmitted by the legislative counsel to the president of the board of trustees of each school district in the state and to the superintendent of public instruction.