



# THE DAVIDSON ACADEMY

GOVERNING BOARD MEETING  
SEPTEMBER 21, 2020



## NOTICE OF MEETING

### State of Emergency Special Public Notice

The regular meeting of the Governing Board of the Davidson Academy will be held starting at 2 p.m. on Monday, September 21, 2020.

Due to the current State of Emergency declared by the Governor because of the Covid-19 virus, and more specifically the Governor's Directive 006, Section 1, this public meeting will be held via videoconference and there will be no physical location for the meeting. Members of the public wishing to observe the meeting may do so using the following link: <https://davidsongifted.zoom.us/j/98977608721>

Public comment for this meeting will be received via email only. Those wishing to make public comment should email their public comments to [boardcomments@davidsonacademy.unr.edu](mailto:boardcomments@davidsonacademy.unr.edu). All public comments received before and during the meeting will be forwarded to the Governing Board of the Davidson Academy for their consideration. All public comments will be included in the public record as minutes but will not be read aloud during the meeting.

## AGENDA

2 p.m.

- A. ROLL CALL\*
- B. WELCOME AND INTRODUCTIONS\*
- C. PUBLIC COMMENTS\*

*The public may comment on any subject that is not on the agenda that is pertinent to the Davidson Academy. Each speaker will be limited to three minutes. Public comment relating to an agenda item will be taken during discussion of that item. Comment will be limited to three minutes, but speaking time may be reduced at the discretion of the chair of the meeting, if there are a large number of speakers on a given subject. No comments will be restricted based upon viewpoint.*

- D. APPROVAL OF AGENDA (for possible action)

*The public is notified that the Governing Board may take items on the agenda out of order; combine two or more agenda items for consideration; remove an item from the agenda; or delay discussion relating to an item on the agenda.*

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### Davidson Academy

1164 N. Virginia Street, Second Floor, Reno, Nevada 89503 • (775) 682-5800 • FAX (775) 682-5801

[www.davidsonacademy.unr.edu](http://www.davidsonacademy.unr.edu)

E. APPROVAL OF MINUTES: Meeting of July 30, 2020 (*for possible action*) **TAB 1**

F. REPORTS\*

1. ACADEMY DIRECTOR\*
  - a. General Program Updates **TABS 2 - 7**
2. DIRECTOR OF ONLINE LEARNING\* **TAB 8**
  - a. General Program Updates
3. MEDIA AND OUTREACH\* **TAB 9**

G. GENERAL BUSINESS (*for possible action*)

1. VICE PRESIDENT AND CHIEF FINANCIAL OFFICER
  - a. Presentation of independent auditor's report for the fiscal year ended June 30, 2020 (*for possible action*) **TABS 10-11**

H. PUBLIC COMMENTS\*

*The public may comment on any subject that is not on the agenda that is pertinent to the Davidson Academy. Each speaker will be limited to three minutes. Public comment relating to an agenda item will be taken during discussion of that item. Comment will be limited to three minutes, but speaking time may be reduced at the discretion of the chair of the meeting, if there are a large number of speakers on a given subject. No comments will be restricted based upon viewpoint.*

I. ADJOURNMENT (*for possible action*)

**Next Meeting Date for 2020**

- November 9, 2020

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**CERTIFICATE OF POSTING OF THIS AGENDA**

I hereby certify that In accordance with NRS 241.020, on or before Wednesday Sept 16, at 9:00 a.m., a copy of this agenda was delivered to the post office used by the Davidson Academy addressed to each person who has requested to receive copies of Davidson Academy Governing Board meeting agendas; a copy of this agenda was emailed to each person who agreed to receive copies of Davidson Academy Governing Board meeting agendas by electronic mail; and a copy has been posted online at Notice.NV.gov and at the Academy's website (<http://www.DavidsonAcademy.UNR.edu/>). Physical posting has been suspended in accordance with Nevada Executive Department, Declaration of Emergency, Directive 006 (section 3).

Phone: 775-682-5800  
/s/ Holly Lorge'  
Clerk of the Board  
Email: [hlorge@davidsonacademy.unr.edu](mailto:hlorge@davidsonacademy.unr.edu)  
Phone: 775-682-5800

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**Governing Board:** Bob Davidson, Roger Davidson, Hon. Brian Krolicki, Mark Herron, Lauralyn Lovell McCarthy Sandoval, Richard Trachok, and Annette Whittemore; Ex-Officio: Dr. Kristen McNeill, Jhone Ebert, and Dr. Marc Johnson

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**Note:** The Governing Board may take items on the agenda out of order; combine two or more agenda items for consideration; remove an item from the agenda; or delay discussion relating to an item on the agenda.

*Those items followed by an asterisk (\*) are items on the agenda upon which the Governing Board will take no action.*

*Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to call Colleen Harsin at 775-682-5800 at least 24 hours prior to the meeting.*

*Copies of the packets containing support material for this agenda are available at no charge on the Davidson Academy website at <http://DavidsonAcademy.UNR.edu>. Copies may also be obtained by sending a request via email to [charsin@davidsonacademy.unr.edu](mailto:charsin@davidsonacademy.unr.edu) or by contacting Holly Lorge by mail at Davidson Academy, 9665 Gateway Drive, Ste. B, Reno, NV 89521, or by telephone at 775-682-5800.*

**Meeting agendas and minutes are available on the [Academy's website](http://www.DavidsonAcademy.UNR.edu/) (<http://www.DavidsonAcademy.UNR.edu/>).**



## **Minutes of the Meeting**

### **The Davidson Academy Governing Board**

**July 30, 2020**

These minutes are not yet approved and are subject to revision at the next meeting of the Governing Board.

#### **Call to Order**

The regular meeting of the Governing Board was called to order at 2:02 p.m. Due to the current State of Emergency declared by the Governor because of the COVID-19 virus, and more specifically the Governor's Directive 006, Section 1, this public meeting was held via videoconference with no physical meeting location.

#### **A. Roll Call**

Roll call was completed by the Chair of the Meeting, Bob Davidson. Bob Davidson, Roger Davidson, Mark Herron, Richard Trachok, Brian Krolicki, Lauralyn McCarthy Sandoval, Patricia Richard in place of Marc Johnson, and Kristen McNeill were present. Jhone Ebert and Annette Whittemore were not present. Academy Director Colleen Harsin, the Director of Online Learning Stacy Hawthorne, Legal Counsel Ann Alexander, Technology Manager Ben Brown, and Governing Board Clerk August Reich were present.

#### **B. Welcome and Introduction**

Bob Davidson welcomed Board members and members of the public in attendance.

#### **C. Public Comments**

There were no comments from the public.

#### **D. Approval of Agenda**

Bob Davidson requested approval of the Agenda as submitted to the Board. Motion was made and seconded for approval of the meeting Agenda. There was no discussion and the motion carried unanimously.

#### **E. Approval of the Minutes for Meeting of May 11, 2020, and May 26, 2020**

Bob Davidson requested approval of the minutes for the meeting of May 11, 2020, under Tab 1 of the Board book. Motion was made and seconded for approval of the minutes as submitted. There was no discussion and the motion carried unanimously.

Bob Davidson requested approval of the minutes for the meeting of May 26, 2020, under Tab 1 of the Board book. Motion was made and seconded for approval of the minutes as submitted. There was no discussion and the motion carried unanimously.

#### **F. General Business**

Colleen Harsin introduced Stacy Hawthorne to discuss opportunities provided for students from the online campus. Ms. Hawthorne explained that there have been repeated requests to attend the online campus from new applicants. This increase in interest led to an extended application window with 17 more students assessing for the upcoming school year. Ms. Hawthorne explained that the online campus currently has 68 students with the possibility of having 17 more students join. Mr. Trachok asked if the students who are coming in have any differences from those who have already been with the online campus. Ms. Hawthorne explained that the assessment criteria and qualification criteria is the same with the only change in assessment being the number of days assessing is two days rather than four. Mr. Trachok asked if the Reno campus and the Online campus will meld together during this time. Ms. Hawthorne told Board members that for the most part the two campuses are separate with certain courses having students from both campuses.

Ms. Harsin referred to Tab 2 of the Board book to discuss the re-opening plan for the Davidson Academy Reno Campus. Ms. Harsin explained that the plan is to discuss requirements set from Directive 022 and guidance coming from the department of education. Ms. Harsin explained that the plan presented today will allow the Reno Campus to go between distance education and limited in-person instruction without the need for the Board's approval. Ms. Harsin told Board members that the intent of Reno Campus is an in-person learning experience, however the health and safety of the Academy community is also a priority. In order to ensure safety, the proposed plan is designed to provide flexibility while also maintaining academic rigor and core values of the Davidson Academy.

Ms. Harsin provided guidance that was utilized to help make this proposed re-opening plan. The first piece of guidance discussed was Nevada's Path Forward Framework which was provided in June and is the guiding principle for how this presentation was organized. The plan also relied on guidance memos, specifically guidance memorandum 20-05, that are included in the Appendix. Ms. Harsin told Board members that Governor Sisolak's Emergency Directive 022 was also utilized to provide guidance and informed Board members that the Directive has since been updated to 028 and that the current plan meets Directive 028. This presentation also took guidance from the University of Nevada Reno because the school is located on their campus and that having a strong relationship with the university is important. Additional guidance was taken from the Washoe County School District, local private schools, the Washoe County Health Department, and the Centers for Disease Control and Prevention.

Ms. Harsin explained the possible options to deliver instruction to students. The first option is full time in-person instruction. This is the preferred option but is currently



unavailable under the current guidelines due to social distancing requirements. The second instructional delivery model is full time distance education. This would be an advanced version of the model used in the spring semester. This option is needed as a contingency plan per guidance memorandum 20-05 and for students who need to work fully online. The third option is a blended or hybrid learning model. Ms. Harsin explained that this option is most feasible within the Nevada's Path Forward Framework and displayed survey data from the Academy Path Forward Survey. The survey had 155 responses with 83 from parents and 72 responses coming from students with a total of 120 students represented. This survey was conducted without input from new students. This means that 49 new students are not represented in this survey. Of the 49 new students 3 students chose to attend the online campus and 5 students decided to not attend either campus.

Ms. Harsin displayed survey data from students and families. The distribution of results suggests that the community wants a safe return to school and enhanced online learning procedures. The survey also included four re-opening models: full time return to school, blended learning with daily sessions, blended learning with weekly sessions, and fully remote learning. The first option to fully return to school did not receive much support. The two blended learning models both received support from the community. The fully online model received about half of the community's support.

The Academy Path Forward Survey also provided the community a free-form response option. Ms. Harsin summarized the free-form responses by stating that health and safety were heavily prioritized. Along with health and safety needs the responses suggest that there is an interest to return to in-person classes with appropriate health and safety plans. There is also a need to address individual learning needs. These needs are being addressed by the director of special services, and within each student's individual learning plan. Another survey that was conducted was the Academy Return to School Planning Survey. However, this survey was conducted before classes were scheduled by UNR and will likely see some change in interest by students prior to the start of the school year.

Ms. Harsin told Board members that there have been weekly COVID-19 updates to students and parents via the weekly dispatch. Along with the weekly emails the families also have access to previous weekly dispatches via Blackboard. Another communication update that occurred is a COVID-19 updates banner located on the Davidson Academy public website. The Academy will also present physical signs to be posted in highly visible locations emphasizing protective measures such as face coverings, physical distancing, and hand washing.

Ms. Harsin explained that the four key components set by the Nevada's Path Forward Framework are: re-opening buildings, human resources, logistics, and wellness and recovery. The first component, re-opening buildings, follows guidelines set in place and this plan is subject to change based on mandates or guidance. Ms. Harsin told Board members that the Academy is planning a "focused" re-opening from August 24 through September 11<sup>th</sup>. This focused re-opening is to be fully online to assess students' academic placements for the upcoming year. At the end of this "focused" re-opening



limited return to the Academy building will begin with the first students having to sign up to come back in person. This will be paired with the option for students to remain fully online. Components 2 and 3 of the Nevada's Path Forward Framework are human resources and logistics. Ms. Harsin told Board members that all employees and volunteers will be required to complete the Covid-19 Awareness training. This training will enhance human resources by teaching the community how to stay safe from the virus while also providing logistical solutions regarding sanitation and reporting. A similar course is being prepared to provide students with similar training. The last key component listed in the Nevada's Path Forward Framework is focused on wellness and recovery and a three-tier approach of prevention, mitigation, and full support was created to help support students. Prevention is the first tier and emphasizes communication, teaching routines that prioritize health and safety, social emotional learning, and building resiliency. Mitigation is the second tier and it focuses on the use of data to provide better assistance for students, utilizes support groups for community stakeholders, creates online social and extracurricular opportunities, and provides a sense of reconnection. Full support is the third tier which is aimed at supporting students one-on-one by referring those in need to community based mental health providers and utilizing school special education services and 504 plans. All three tiers include trauma informed practices to help guide students. Ms. Harsin provided Board members with a summary of the appendices that were utilized in the Davidson Academy's path forward.

Ms. Harsin told Board members that the current reopening plan has 3 weeks of online learning with a plan to have voluntary hybrid learning after the first 3 weeks of school. A motion was made to adopt the re-opening plan presented by the Academy Director. The motion was seconded, and Bob Davidson opened the floor for discussion. Mr. Krolicki asked if there is a definitive hybrid plan that the Board is voting on today. Ms. Harsin responded by explaining that the current plan is for students to begin the year with a focused online only model. Once the focused reopening period is over the most recent guidance on school reopening's will then be utilized to make a decision on hybrid learning. The hybrid learning would begin with students coming in once per week with the possibility of being more than one day depending on how many students choose to come in person. Mr. Krolicki asked the Board if the state's short fall in budget will impact the Davidson Academy's budget for the upcoming school year. Mr. Herron explained that they have not received guidance from the state and there are certain areas such as travel where they project to spend less. Ms. Harsin told Board members that they do not receive any money for gifted education so any reduction in these programs would likely not impact our budget.

Bob Davidson asked for additional comments on the motion. Richard Trachok asked if this is an opportunity to merge the online campus with the Reno campus. Bob Davidson explained that the online campus was created in a way that creates a similar experience as the Reno Campus. Mr. Trachok told Board members that he thinks that this live remote learning can provide for an opportunity to have the campuses work closer together. Bob Davidson asked two questions. The first question asked if the name should be changed from Online Academy to Remote Instruction to better describe the type of education. The second question is should the Davidson Academy ask UNR or other universities to offer



courses to our students remotely. Mr. Trachok said he thinks the name should be changed to remote and that this crisis has created a big opportunity for this online course. Mr. Krolicki discussed the idea of an informal workshop to provide more opportunity for growth at the Davidson Academy. Bob Davidson asked for a vote for the motion. There was no further discussion by the Board; and the motion carried unanimously.

#### **G. Public Comment**

There were no comments from the public.

#### **H. Adjournment**

There being no further business to come before the Board in public meeting, motion was made and seconded for adjournment; motion carried unanimously. The meeting adjourned at 3:04 p.m.

August Reich

Respectfully submitted by August Reich, Clerk of the Board

## 2020-2021 Monday-Thursday Master Schedule (updated 9/4/20)

	Classes		Teacher Preps
1 <sup>st</sup> Period 8:00-9:00	<b>ENGLISH</b>	Critical Reading and Writing (AI) Composition and Analysis MS/HS (MJ) Rhetoric and Literary Analysis (MW)	Ian DeJong Daniel Ferrari Darren Ripley Vickie Smith-Barrios Erin Vienneau Wei Xu
	<b>HISTORY</b>	Patterns in Ancient History MS (EC) History of the United States (JP) Understanding the Post 9/11 World (LG)	
	<b>MATH</b>	Geometry (DM)	
	<b>SCIENCE</b>	Physical Science MS/HS (BG) Physical Science MS/HS (EW) Biology (MB) Advanced Geosystems (JL)	
	<b>FOR LAN ELECTIVES</b>	Spanish Fundamentals I/II (RM) Programming with Python II (KB)	
2 <sup>nd</sup> Period 9:05-10:05	<b>ENGLISH</b>	Critical Reading and Writing MS (AI) Studies in American Literature (EV/IDJ) American Literature (MW)	Matt Jones Rebecca Marin Vickie Smith-Barrios Elizabeth Walenta
	<b>HISTORY</b>	Patterns in Ancient History MS (EC) Patterns in Modern History MS/HS (JP) Principles of American Government (LG)	
	<b>MATH</b>	Algebra II/Pre-Calculus (DM) Statistics (DF) Calculus I YR (DR)	
	<b>SCIENCE</b>	Physics (BG) Advanced Biology (MB)	
	<b>FOR LAN ELECTIVES</b>	Chinese V/VI (WX) Machine Learning/AI (KB) Thought Experimentation MS (JL)	
3 <sup>rd</sup> Period 10:10-11:10	<b>ENGLISH</b>	Composition and Analysis MS/HS (MJ) American Literature (MW) British Literature (IDJ) Advanced Rhetoric (VSB)	Martin Braik Kevin Brewer Ashley Ingle Jon Lawhead Diana Martin Jared Powell Erin Vienneau
	<b>HISTORY</b>	Patterns in Modern History MS/HS (EC)	
	<b>MATH</b>	Pre-Calculus (DF) Calculus III YR (DR)	
	<b>SCIENCE</b>	Introduction to Biology MS (MF) Chemistry (EW) Advanced Physics (BG)	
	<b>FOR LAN ELECTIVES</b>	Advanced Spanish I/II (RM) Chinese III/IV (WX) Art: Drawing/Painting (LG) College Seminar (Tuesdays only) (LP)	
4 <sup>th</sup> Period 12:05-1:05	<b>ENGLISH</b>	Introduction to Composition MS (4-5*)(AI) Introduction to Composition MS (4-5*)(MJ) Rhetoric and Literary Analysis (MW) British Literature (IDJ)	Kevin Brewer Erin Cummings Brett Guisti Jon Lawhead Jared Powell Vickie Smith-Barrios Erin Vienneau
	<b>HISTORY</b>	Principles of American Government (LG)	
	<b>MATH</b>	Algebra I MS (DF) Algebra II (DM)	



	<b>SCIENCE</b> <b>FOR LAN</b> <b>ELECTIVES</b>	Calculus III S F'20/Strategic Games S'21 (DR) Biology (MB) Advanced Chemistry (EW) Spanish Fundamentals I/II (RM) Chinese II (WX) College Seminar (Tuesdays only) (LP) Fitness (Tues/Thurs) (MF)	
5 <sup>th</sup> Period 1:10-2:10	<b>ENGLISH</b> <b>HISTORY</b> <b>MATH</b> <b>SCIENCE</b> <b>FOR LAN</b>	Introduction to Composition MS (4-5*)(AI) Introduction to Composition MS (4-5*)(MJ) Science Writing and Communications (JL) History of the United States (JP) Principles of American Government (LG) Geometry (DM) Pre-Calculus (DF) Calculus I/II (DR) Introduction to Biology MS (MB) Physical Science MS/HS (EW) Physical Science MS/HS (KB) Physics (BG) Advanced Spanish I/II (RM)	Erin Cummings Ian DeJong Vickie Smith-Barrios Erin Vienneau Michelle Wait Wei Xu
6 <sup>th</sup> Period 2:15-3:15	<b>ENGLISH</b> <b>HISTORY</b> <b>MATH</b> <b>SCIENCE</b> <b>FOR LAN</b> <b>ELECTIVES</b>	Critical Theory (IDJ) Patterns in Ancient History MS (EC) Patterns in Modern History MS/HS (JP) Algebra I MS (DF) Algebra II (DM) Calculus II YR (DR) Chemistry (EW) Advanced Physics (BG) Advanced Biology (MB) Chinese I (WX) Intermediate Spanish I/II (RM) Introduction to Graphic Act (LK) Programming with Python I (KB)	Lauren Griffin Ashley Ingle Matt Jones Jon Lawhead Vickie Smith-Barrios Erin Vienneau Michelle Wait

## 2020-2021 Monday-Thursday Master Schedule by Subject

### English

- Intro to Comp MS: 4-5 (2 sections)
- Crit Read & Wtg MS: 1, 2
- Comp & Ana MS/HS: 1, 3
- Rhetoric and Literary Analysis: 1, 4
- Studies in Am Lit: 2
- Am Lit: 2, 3
- Brit Lit: 3, 4
- Adv Rhet: 3
- Sci Wtg & Com: 5
- Critical Theory: 6

### Math

- Alg I MS: 4, 6
- Geo: 1, 5
- Alg II: 4, 6
- Alg II/Pre-Calc: 2
- Statistics: 2
- Pre-Calc: 3, 5
- Calc I Yr: 2
- Calc I/II: 5
- Calc II Yr: 6
- Calc III Yr: 3
- Calc III S: 4 (fall 2020)
- Strategic Games S: 4 (spring 2021)

### Science

- Intro to Bio MS: 3, 5
- Phys Sci MS/HS: 1, 5
- Bio: 1, 4
- Chem: 3, 6
- Physics: 2, 5
- Adv Bio: 2, 6
- Adv Chem: 4
- Adv Physics: 3, 6
- Adv Geosys: 1

### History

- Patt in Anc MS: 1, 2, 6
- Patt in Mod MS/HS: 2, 3, 6
- Hist of US: 1, 5
- Prin Am Gov: 2, 4, 5
- Post 9/11: 1

### Foreign Language

- Chi I: 6
- Chi II: 4
- Chi III/IV: 3
- Chi V/VI: 2
- Span Fund I/II: 1, 4
- Inter Span I/II: 6
- Adv Span I/II: 3, 5

### Electives

- Art: Drawing/Painting: 3
- College Seminar: 3, 4 (Tues. only)
- Fitness: 4 (Tues/Thurs)
- Intro to Graphic Art: 6
- Machine Learning/AI: 2
- Prog w/ Python I: 6
- Prog w/Python II: 1
- Thought Experimentation MS: 2



## Monday–Thursday Electives for 2020-2021

Period	Classes/Instructors	Pre- & Co-requisites	Subject Category	Spaces Available	Letter or P/F Grade
3, 5	Advanced Spanish I/II (RM)	Intermediate Spanish II	FL	15	Letter
3	Art: Drawing/Painting (LG)	N/A	Art/Hum	20	Letter
6	Chinese I (WX)	N/A	FL	15	Letter
4	Chinese II (WX)	Chinese I	FL	15	Letter
3	Chinese III/IV (WX)	Chinese II	FL	15	Letter
2	Chinese V/VI (WX)	Chinese IV	FL	15	Letter
3, 4 Tues only	College Seminar (LP) 0.25 cr.	Jr's, Sr's (sophs if room avail)	Gen Elec	Open	Letter
4 Tues, Thurs	Fitness (MF)	N/A	PE	Open	P/F
6	Intermediate Spanish I/II (RM)	Spanish Fundamentals II	FL	15	Letter
6	Introduction to Graphic Art (LK)	N/A	Art/Hum	10	P/F
2	Machine Learning/AI (KB)	Programming Knowledge	Gen Elec	Open	Letter
6	Programming with Python I (KB)	N/A	Gen Elec	Open	Letter
1	Programming with Python II (KB)	Python I or equivalent	Gen Elec	Open	Letter
1, 4	Spanish Fundamentals I/II (RM)	N/A	FL	15	Letter
2	Thought Experimentation MS (JL)	N/A	MS credit	Open	Letter

### Friday Electives for 2020-2021

	Classes/Instructors	Pre- & Co-requisites	Subject Category	Spaces Available	½ Block OK?	Grade Type
Block 1 (1 <sup>st</sup> & 2 <sup>nd</sup> )	Adv Bio Lab (MB) 0.25 cr	Coreq: Adv Biology lecture	Sci Elec	20	No	Letter
	Art (AL)	N/A	Arts/Hum	20	Yes	P/F
	Creative Writing (AI) 2 <sup>nd</sup> pd., 0.25 cr.	N/A	Arts/Hum	Open	N/A	Letter
	High School Plane Geometry (DM)	Prereq: Alg II	Math Elec	14	Yes	Letter
	Ind Study Seminar: Taekwondo (Emmy & JB/RC)	N/A	PE	10	No	P/F
	Method Acting Workshop (HL)	N/A	Arts/Hum	15	Yes	P/F
	Philosophy of Space and Time (BG & JL)	Instructor Approval	Sci Elec	20	No	Letter
	Poetry: Writing and Workshop (MW)	Instructor Approval	Arts/Hum	15	No	P/F
	Reading for Pleasure (AI) 1 <sup>st</sup> pd., 0.25 cr.	N/A	Arts/Hum	Open	N/A	Letter
	Virtual World Tour: Geography and Tourism (RM)	N/A	Arts/Hum	20	Yes	Letter
	Whence Florida Man? Reading the US Media in the Era of 'Fake News' (JP)	N/A	Arts/Hum	12 (flexible)	No	Letter
	Yearbook (RC)	N/A	Gen Elec	10	No	Letter
	Adv Bio Lab (MB) 3 <sup>rd</sup> pd., 0.25 cr. (SPRING SEM ONLY)	Coreq: Adv Biology lecture	Sci Elec	20	N/A	Letter
Block 2 (3 <sup>rd</sup> & 4 <sup>th</sup> )	Animation (LK)	N/A	Arts/Hum	10	No	P/F
	English Student Aide Wksp (MJ) 3 <sup>rd</sup> pd., 0.25 cr.	Teacher Invitation Only	Arts/Hum	Open	N/A	P/F
	Ind Study Seminar: Horror, History, and Culture (William L. and JL/RC)	PG-13 parent permission	Gen Elec	15	Yes	P/F
	Ind Study Seminar: Intro to Research (Aayan/RC)	N/A	Gen Elec	10	No	P/F
	Ind Study Seminar: MEDLIFE (Lauren A./Megha/AI/JK/RC) 3 <sup>rd</sup> pd., 0.25 cr.	N/A	Gen Elec	Open	N/A	P/F
	Japanese IA (WX) 0.25 cr.	N/A	FL	12	Yes	Letter
	Kung Fu (Jeremiah B.)	N/A	PE	20	Yes	P/F
	Math Competition Prep MS (SC)	8 <sup>th</sup> gr by age and below	Math Elec	17	Yes	P/F
	Music Theory I (JH)	N/A	Arts/Hum	Open	Yes	P/F
	Music Theory II (JH)	Prereq: Music Theory I concepts	Arts/Hum	Open	Yes	P/F
	Programming with Python I (KB)	N/A	Gen Elec	Open	No	Letter
	Student Council (RC) 4 <sup>th</sup> pd., 0.25 cr.	N/A	Gen Elec	Open	N/A	P/F
	Adv Chem Lab (EW) 0.25 cr.	Coreq: Adv Chem lecture	Sci Elec	20	No	Letter
Block 3 (5 <sup>th</sup> & 6 <sup>th</sup> )	Crime and Culture (EC)	Prereq: Patt in Mod or Comp & Ana; parent permission; PG-13 permission	Arts/Hum	14	Yes	Letter
	Designing Your Life (EV/JK) 5 <sup>th</sup> pd, 0.25 cr.	N/A	Gen Elec	Open	N/A	P/F
	The End of the World as We Know It: Post-Apocalyptic Literature and Thought (JL)	Parent and English teacher permission	Arts/Hum	15	Yes	Letter
	English Student Aide Wksp (EV) 6 <sup>th</sup> pd., 0.25 cr.	Teacher Invitation Only	Arts/Hum	Open	N/A	P/F
	Financial Literacy (T. Bonser)	N/A	Fin Lit	Open	No	P/F
	Improvisation (DM & IDJ)	N/A	Arts/Hum	10	Yes	P/F
	Long-Form Improv Acting (DM & IDJ)	Prereq: DA Improv class & teacher rec	Arts/Hum	10	Yes	P/F
	Math Competition Prep HS (BR)	9 <sup>th</sup> gr by age and above	Math Elec	17	Yes	P/F
	Programming with Java (KB)	Fundamentals of procedural programming	Gen Elec	Open	No	Letter
	Speech and Debate (Debate focus) (DF) 5 <sup>th</sup> pd., 0.25 cr.	9 <sup>th</sup> -12 <sup>th</sup> gr by anticipated grad date	Arts/Hum	Open	N/A	P/F
	Speech and Debate (Speech focus) (DF) 6 <sup>th</sup> pd., 0.25 cr.	9 <sup>th</sup> -12 <sup>th</sup> gr by anticipated grad date	Arts/Hum	Open	N/A	P/F



May 22, 2020

Colleen Harsin  
Director  
Davidson Academy  
PO Box 9119  
Reno, Nevada 89507-9119

Dear Colleen Harsin,

Your institution was delayed for your Accreditation Engagement Review in 2019–20. This letter provides confirmation of your next Accreditation Engagement Review and the protocol that will be used.

Davidson Academy  
2023-2024 - using new standards and protocol

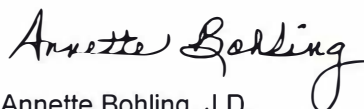
There will be no lapse with your accreditation. Your accreditation term will be extended through June 30, 2024. A new accreditation certificate is enclosed that indicates your updated accreditation expiration date.

The new Cognia Standards and Protocol will be available for you in early 2021, along with opportunities for training in the fall 2021.

If you have any questions regarding this approval, please contact Susie Eisa, Senior Director, Accreditation Services at [susie.eisa@cognia.org](mailto:susie.eisa@cognia.org)

We continue to value our professional relationship with you, and we are eager to assist you on your accreditation and continuous improvement journey.

Sincerely,



Annette Bohling, J.D.  
Chief Global Accreditation Officer

STEVE SISOLAK  
Governor  
JHONE EBERT  
Superintendent  
of Public Instruction

STATE OF NEVADA



DEPARTMENT OF EDUCATION  
Northern Nevada Office  
700 E. Fifth Street  
Carson City, Nevada 89701-5096  
(775) 687 - 9200  
Fax: (775) 687 - 9101  
www.doe.nv.gov

SOUTHERN NEVADA OFFICE  
9890 S. Maryland Parkway, Suite 221  
Las Vegas, Nevada 89183  
(702) 486-6458  
Fax: (702) 486-6450

June 16, 2020

Ms. Colleen M. Harsin, Director  
The Davidson Academy of Nevada  
P.O. Box 9119  
Reno, NV 89507  
Email: [charsin@davidsonacademy.unr.edu](mailto:charsin@davidsonacademy.unr.edu)

Mr. Bob Davidson, Governing Board President  
The Davidson Academy of Nevada  
Email: [boardpresident@davidsonacademy.unr.edu](mailto:boardpresident@davidsonacademy.unr.edu)

RE: Pupil Enrollment and Attendance Audit  
School Year 2019 – 2020 (Q1 – Q4); Audit No. 20-2673-227

Dear Ms. Harsin and Mr. Davidson:

Enclosed is the final report of our Pupil Enrollment and Attendance Audit of the Davidson Academy of Nevada for the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, & 4<sup>th</sup> quarters of the 2019 – 2020 school year. Your response to the preliminary report has been incorporated into this report.

We appreciate the cooperation and courtesies extended to us during the course of the audit. If you have any questions, please contact me at 775-687-9231.

Sincerely,

A handwritten signature in black ink that reads "Michael Shafer".

Michael Shafer  
Chief Auditor

MS/sm

Enclosures: Pupil Enrollment and Attendance Audit

cc via email: Aimee Fredericks, Admissions & Records Manager, Davidson Academy  
Larry Kramp, IT Manager, Davidson Academy  
Adam Drost, Program Analyst, LCB  
Jaimarie Ortega, Program Analyst, LCB  
Tiffany Greenameyer, Budget Officer, Budget Division, GFO  
Lynn Hoffman, Director-District Support Services, Business and Support Services, NDE  
Megan Hanke, Management Analyst 1, NDE  
Rebecca Tims, Accounting Assistant 3, NDE



---

**THE DAVIDSON ACADEMY OF NEVADA**

**PUPIL ENROLLMENT AND ATTENDANCE AUDIT**

**SCHOOL YEAR 2019 – 2020 (Q1 – Q4)**



---

**Business and Support Services \* Audit Office \* Carson City, Nevada**  
**Audit No: 20-2673-227**

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# INTRODUCTION

## Organization

The Davidson Academy of Nevada  
Reno, Nevada  
Grades: 4 – 12  
Locations: 1

## Program

Distributive School Account (DSA)

## Objectives

The purpose of the examination was:

- To determine if the School's average daily enrollment (ADE) on a specific date matched the number of pupils contained on the master register.

## Background

In Nevada Revised Statutes (NRS) Chapter 387.121, the "Nevada Plan" for equitably apportioning public school education funding among the state's school districts, charter schools, and university school fulfills the Legislature's declaration of providing a "reasonably equal educational opportunity" to each Nevada child. This state guarantee results in the provision of financial support on an average daily enrollment basis unique for each school district and is based upon certain cost and equity considerations. The number of pupils upon which the financial support is to be determined is based on the average daily enrollment of a school district. This enrollment figure is further modified by a "hold harmless" provision pursuant to NRS 387.1223. The Nevada Department of Education (NDE) is charged with the administration of the Distributive School Account (DSA) from which education funding is provided to Nevada's public schools. As part of its oversight functions, NDE reviews the reports submitted by the school districts, the charter schools, and the university school. Audit procedures include verifying the reported pupil enrollment information and determining the extent of compliance with the select provisions of the laws and regulations pertaining to enrollment and attendance.

The statutes (laws) addressing financial support of school systems, the system of public instruction, and pupil enrollment and accounting are contained in NRS 386, 387, and 388. The regulations included in the Nevada Administrative Code (NAC) 386, 387, and 388 are also pertinent.

Effective July 1, 1999, the Nevada Legislature enacted NRS 387.304, requiring NDE to conduct an annual audit of the count of pupils for apportionment purposes reported by each school district. In addition, NRS 387.1238 allows for the verification of "reports of enrollment and daily attendance submitted by any school district, charter school, or university school for profoundly gifted pupils for apportionment purposes."

# PUPIL ENROLLMENT AND ATTENDANCE AUDIT

## Enrollment Verification

Our audit procedures included comparing the output of the School's ADE in Infinite Campus to the master register for a selection of School session dates shown in the table below. The School Spot Check Results identify the School and the dates that were selected for review.

### Results:

Through our audit process, we could verify the average daily enrollment at the University School was:

- 1<sup>st</sup> Quarter: 145.20
- 2<sup>nd</sup> Quarter: 145.54
- 3<sup>rd</sup> Quarter: 142.84
- 4<sup>th</sup> Quarter single-day (May 7<sup>th</sup>): 140\*

\* Note: Quarterly average daily enrollment for the 4<sup>th</sup> quarter reporting period will be reviewed and noted on a separate letter, after it has been submitted to NDE by the school.

- There were no exceptions to the enrollment for apportionment.



## School Spot Check Results

**School Tested:**     The Davidson Academy of Nevada

Dates Tested	ADE in PowerSchool	Master Register Enrollment Confirmed in Audit	Variance
September 5, 2019	144	144	0
September 13, 2019	146	146	0
September 27, 2019	146	146	0
October 18, 2019	145	145	0
November 21, 2019	144	144	0
December 11, 2019	144	144	0
January 21, 2020	142	142	0
February 7, 2020	142	142	0
March 23, 2020	140	140	0
April 2, 2020	140	140	0
April 17, 2020	140	140	0
May 7, 2020	140	140	0

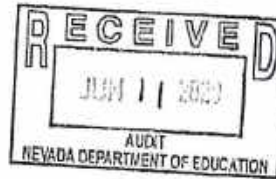
**Results:**

No discrepancies were noted for the items reviewed.

## RESPONSE FROM CHARTER SCHOOL



June 9, 2020



Michael Shafer, Chief Auditor  
Nevada Department of Education  
Audit Office  
700 E. Fifth Street, Suite 107  
Carson City, NV 89701

Dear Mr. Shafer,

Please consider this letter as acknowledgment of the preliminary Pupil Enrollment and Attendance Audit report prepared for the Davidson Academy for the 2019-2020 school year. We have reviewed the preliminary report dated June 1, 2020, and are in agreement with the information presented. Please proceed with finalizing the report as presented. We look forward to receiving a final copy of the audit report once completed.

If you have any questions, or need additional information, please do not hesitate to contact me directly at 775-682-5803 or [charisn@davidsonacademy.unr.edu](mailto:charisn@davidsonacademy.unr.edu).

As always, all best,

Colleen M. Harsin  
Director

P.O. Box 9119 • Reno, Nevada 89507  
(775) 682-5800 • [www.DavidsonAcademy.unr.edu](http://www.DavidsonAcademy.unr.edu)



## Colleen Harsin

---

**From:** Amelia C. Thibault <acthibault@doe.nv.gov>  
**Sent:** Friday, July 31, 2020 12:10 PM  
**To:** Colleen Harsin  
**Subject:** RE: Davidson Academy Path Forward Plan

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Good morning,

Thank you; we've received your certification. The Department doesn't require anything further.

Let me know you have any questions.

Best,  
Amelia

---

**From:** Colleen Harsin <charsin@davidsonacademy.unr.edu>  
**Sent:** Friday, July 31, 2020 10:22 AM  
**To:** Amelia C. Thibault <acthibault@doe.nv.gov>  
**Subject:** Davidson Academy Path Forward Plan  
**Importance:** High

Good Morning,

Below, please see links to the completed and signed Certification for Path Forward Programs of Distance Education, accompanied by the material presented to and approved by our governing board on 7/30/2020, including the agenda for that meeting.

Certification Form: [https://davidsononline-my.sharepoint.com/:b:/g/personal/charsin\\_davidsonacademy\\_unr\\_edu/EfsL5ph6FytMhnjxjv3CCowBFVhUTrUif4bs7stulrErVw?e=Y26znm](https://davidsononline-my.sharepoint.com/:b:/g/personal/charsin_davidsonacademy_unr_edu/EfsL5ph6FytMhnjxjv3CCowBFVhUTrUif4bs7stulrErVw?e=Y26znm)

Davidson Academy Path Forward Board Meeting Agenda & Presentation: [https://davidsononline-my.sharepoint.com/:b:/g/personal/charsin\\_davidsonacademy\\_unr\\_edu/Eab2EIMTrvNgYSTe5GI1VgBviHK0zoYvedCGRKBY1yMgg?e=yv9s9E](https://davidsononline-my.sharepoint.com/:b:/g/personal/charsin_davidsonacademy_unr_edu/Eab2EIMTrvNgYSTe5GI1VgBviHK0zoYvedCGRKBY1yMgg?e=yv9s9E)

Please let me know of any additional information needed in order to fulfill requirements for moving forward with our plans for the 2020-2021 school year.

Warmest regards,  
Colleen

Colleen M. Harsin / Director  
[charsin@davidsonacademy.unr.edu](mailto:charsin@davidsonacademy.unr.edu)

Davidson Academy  
Office: (775) 682-5803 / Fax: (775) 682-5801  
P.O. Box 9119 Reno, Nevada 89507 (pacific time zone)  
[DavidsonAcademy.unr.edu](http://DavidsonAcademy.unr.edu) & [DavidsonGifted.org](http://DavidsonGifted.org)

Nevada Department of Education  
Certification for Path Forward Programs of Distance Education



**Purpose:** This Certification for Path Forward Programs of Distance Education form is for the use of district superintendents and charter school leaders to implement plans to provide distance education full-time or through hybrid models during the 2020-21 school year as necessitated by public health conditions.

**Certification:**

I, Colleen M Harsin, Director, do hereby certify that I have read and understand the minimum requirements of a Path Forward Program of Distance Education. Davidson Academy has communicated our Plan for the Path Forward Program of Distance Education (Plan) to community members, including parents and staff, and received governing board approval for the Plan on 7/30/2020. The approved Path Forward Program of Distance Education Plan and the agenda for the governing board meeting at which the Plan was approved are attached.

Davidson Academy will meet the following minimum requirements when implementing a full-time or hybrid distance education model as necessitated by public health conditions:

- ☒ Use a consistent method in Infinite Campus PowerSchool for recording contact with students, which may include students demonstrating regular weekly progress in their classwork that can be verified through a learning management system.
- ☒ Each student will be contacted via electronic means or by telephone by a licensed teacher or licensed substitute teacher at least once per session day; if a student's lack of access to a telephone or phone service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will record attempted contact once per week;
- ☒ The program of instruction provides appropriate education for English Learners, students with Individualized Education Programs, and students with 504 Plans;
- ☒ All students have an ability to access and participate in distance education. Such access may include access to the technology necessary to participate in distance education, such as access to a computer and internet connectivity, or a plan to provide accommodations for students without access to such technology, which may include paper correspondence;
- ☒ Any student who is quarantined on the advice of local public health officials receives access to distance education;
- ☒ Licensed teachers and/or licensed substitutes are accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours;
- ☒ All licensed educators have access to and participate in professional learning regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19 and other illnesses;
- ☒ Students will receive access to the nutrition services to which they are entitled; and
- ☒ Parents will receive general updates regarding the district/school's implementation of distance education at least weekly and, in districts or charter schools where English Learners comprise at least 10 percent of the student population, such updates are made available in any language that is the native language of at least 50 percent of students enrolled in the school district or charter school to the extent practicable.

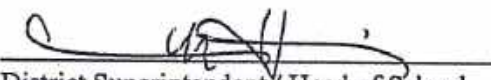


**Nevada Department of Education  
Certification for Path Forward Programs of Distance Education**



In addition, I certify that:

- ☒ No later than October 1, 2020, identify all students who do not have a device and/or internet access at home with which to participate in distance education and report to the Nevada Department of Education the number of:
- a) Students lacking a device with which to participate in distance education; if multiple students in one home are sharing devices, then the total number of students without devices should be reported as the difference between the number of enrolled students in the home and the number of devices in the home that can be used to participate in distance education;
  - b) Students without a subscription to home or residential broadband or high-speed internet service;
  - c) Households with a subscription to home or residential broadband or high-speed internet service in which multiple students are sharing the same internet connection and the number of students in those households; and
  - d) Students who fit the descriptions in both (a) and (b).
- ☒ No later than December 31, 2020, we will create a plan which includes a cost estimate to make devices and internet access available to all students who do not have a device and/or internet access at home with which to participate in distance education and submit such plan to the Nevada Department of Education.

  
\_\_\_\_\_  
District Superintendent / Head of School

7/30/2020  
\_\_\_\_\_  
Date



Phone: 617.253.3400  
Fax: 617.687.9184  
mitadmissions.org

June 2020

Mr. Brett Guisti  
Davidson Academy  
PO Box 9119  
Reno, NV 89507-9119

Dear Mr. Guisti,

Each academic year we ask students admitted to MIT to share the name of a teacher who has been especially influential in their development. It is a remarkable achievement and a great honor to change a life, so we congratulate you on being named this year by Jason Liu.

Most importantly, thank you for your time, patience, expertise, love, discipline, and all the other qualities which have made such an important impact on your students. All of society benefits from the wonderful work you do.

Congratulations again on your excellent work! We at MIT are deeply grateful.

Sincerely,



Stu Schmill  
Dean of Admissions and Student Financial Services

cc: Davidson Academy

August 2020

Colleen Harsin  
Davidson Academy  
1164 North Virginia Street  
Reno, NV 89503



Dear Principal Harsin,

On behalf of Society for Science & the Public and Regeneron Pharmaceuticals, Inc., congratulations to you and your school as one of the 37 institutions from which 40 finalists of the 79th annual Science Talent Search (Regeneron STS) were named. The Regeneron Science Talent Search is the nation's oldest and most prestigious science and math competition for high school seniors. The 40 finalists in the 2020 competition were selected based on the scientific rigor and world-changing potential of their research projects.

To mark and celebrate this incredible honor, enclosed is a plaque recognizing Jason Liu's accomplishments. The plaques were produced in early spring, and we made the decision to hold the shipping in case school was back in session in-person this fall. Regardless of whether you are welcoming your students virtually or in-person this semester, we hope this plaque and the accomplishment is a source of pride your school for many years to come.

The Society recognized 300 students as top scholars, including the top 40 finalists, whose high schools each receive \$2,000 to use for the enrichment of programs and curriculum in science and math. We hope you have received your school award. If you have any questions about claiming your award, or regarding the finalist plaque, please contact June Kee at [jkee@societyforscience.org](mailto:jkee@societyforscience.org).

We look forward to your continued participation in our programs, which include the Regeneron STS (12<sup>th</sup> grade), the Regeneron International Science and Engineering Fair (9<sup>th</sup>-12<sup>th</sup> grade), and Broadcom MASTERS (6<sup>th</sup>-8<sup>th</sup> grade). We also encourage you to direct teachers to our science publications — *Science News* and *Science News for Students*.

Congratulations again on this prestigious award. The 2020/2021 application for the Regeneron Science Talent Search is open now for 12<sup>th</sup> grade students through November 12, 2020. We hope to see more students from Davidson Academy apply this year for the opportunity to win awards of up to \$250,000 for their scientific research.

Sincerely,

A handwritten signature in cursive script that reads "Allie Stifel".

Allie Stifel  
Director, Regeneron Science Talent Search  
Society for Science & the Public

# Excellence

Center for Excellence in Education

August 18, 2020

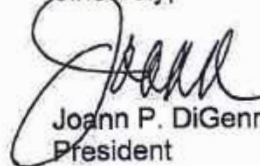
Mrs. Colleen Harsin  
Principal  
The Davidson Academy of Nevada  
1164 North Virginia Street  
Reno, NV 89503

Dear Mrs. Harsin:

This letter is to congratulate you and your faculty for providing the educational background which contributed to the excellent performance of Aayan Patel at the annual Research Science Institute held this past summer in collaboration with the Massachusetts Institute of Technology.

So often the Principal and the Teachers of the school attended by exceptional students are not commended for their contribution to student academic achievement. On behalf of the Board of Trustees of the Center for Excellence in Education, I applaud the efforts your staff and you demonstrate in assisting students to strive for excellence in STEM.

Sincerely,

  
Joann P. DiGennaro  
President

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Congressman Neal Dunn (FL)  
Congressman Scott Peters (CA)

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Robert Zou

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Joann P. DiGennaro





## NATIONAL MERIT SCHOLARSHIP CORPORATION

1560 Sherman Avenue, Suite 200, Evanston, Illinois 60201-4897 (847) 866-5100

### SEMIFINALISTS IN THE 2021 NATIONAL MERIT® SCHOLARSHIP PROGRAM September 9, 2020 Announcement

Contact: Eileen Artemakis or Matthew Budreau  
Public Information

Phone: (847) 866-5100  
Email: [mediainfo@nmerit.net](mailto:mediainfo@nmerit.net)  
Website: [www.nationalmerit.org](http://www.nationalmerit.org)

**Advance: For release on Wednesday, September 9, 2020**

**Note to editors: Semifinalists in your state are listed alphabetically by city and high school following this press release.**

*This material is prepared solely for news media to announce the names of Semifinalists; its use for any other purpose is prohibited.*

*Caution: Using numbers of Semifinalists to compare high schools, educational systems, or states will result in erroneous conclusions. The National Merit® Scholarship Program honors individual students who show exceptional academic ability and potential for success in rigorous college studies. The program does not measure the quality or effectiveness of education within a school, system, or state. For more information about the competition, please visit NMSC's website at [www.nationalmerit.org](http://www.nationalmerit.org).*

### Semifinalists in the 2021 National Merit® Scholarship Program

(Evanston, Illinois) Today officials of National Merit Scholarship Corporation (NMSC) announced the names of approximately 16,000 Semifinalists in the 66<sup>th</sup> annual National Merit Scholarship Program. These academically talented high school seniors have an opportunity to continue in the competition for some 7,600 National Merit Scholarships worth more than \$30 million that will be offered next spring. To be considered for a Merit Scholarship® award, Semifinalists must fulfill several requirements to advance to the Finalist level of the competition. Over 90 percent of the Semifinalists are expected to attain Finalist standing, and more than half of the Finalists will win a National Merit Scholarship, earning the Merit Scholar® title.

NMSC, a not-for-profit organization that operates without government assistance, was established in 1955 specifically to conduct the annual National Merit Scholarship Program. Scholarships are underwritten by NMSC with its own funds and by approximately 400 business organizations and higher education institutions that share NMSC's goals of honoring the nation's scholastic champions and encouraging the pursuit of academic excellence.

-more-

### **Steps in the 2021 Competition**

Over 1.5 million juniors in about 21,000 high schools entered the 2021 National Merit Scholarship Program by taking the 2019 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®), which served as an initial screen of program entrants. The nationwide pool of Semifinalists, representing less than one percent of U.S. high school seniors, includes the highest-scoring entrants in each state. The number of Semifinalists in a state is proportional to the state's percentage of the national total of graduating seniors.

To become a Finalist, the Semifinalist and a high school official must submit a detailed scholarship application, in which they provide information about the Semifinalist's academic record, participation in school and community activities, demonstrated leadership abilities, employment, and honors and awards received. A Semifinalist must have an outstanding academic record throughout high school, be endorsed and recommended by a high school official, and write an essay.

From the approximately 16,000 Semifinalists, about 15,000 are expected to advance to the Finalist level, and in February they will be notified of this designation. All National Merit Scholarship winners will be selected from this group of Finalists. Merit Scholar designees are selected on the basis of their skills, accomplishments, and potential for success in rigorous college studies, without regard to gender, race, ethnic origin, or religious preference.

### **National Merit Scholarships**

Three types of National Merit Scholarships will be offered in the spring of 2021. Every Finalist will compete for one of 2,500 National Merit® \$2500 Scholarships that will be awarded on a state-representational basis. About 1,000 corporate-sponsored Merit Scholarship awards will be provided by approximately 220 corporations and business organizations for Finalists who meet their specified criteria, such as children of the grantor's employees or residents of communities where sponsor plants or offices are located. In addition, about 180 colleges and universities are expected to finance some 4,100 college-sponsored Merit Scholarship awards for Finalists who will attend the sponsor institution.

National Merit Scholarship winners of 2021 will be announced in four nationwide news releases beginning in April and concluding in July. These scholarship recipients will join more than 353,000 other distinguished young people who have earned the Merit Scholar title.

# # #



# Semifinalists: 2021 National Merit Scholarship Program

## Nebraska (continued)

### GRETN

GRETN H. S.  
999 Kinnin, Liliana J.  
843 O'Neal, Kolton R.

### HARVARD

HARVARD SCHOOL  
175 Nierman, Ashley R.

### KEARNEY

KEARNEY H. S.  
999 Dahlke, Matthew D.

### LINCOLN

HOMESCHOOL  
950 Marks, Dorothy E.

LINCOLN CHRISTIAN SCHOOL  
168 Xing, Jonathan M.

LINCOLN EAST H. S.  
175 Brunsman, Bree N.  
843 Korlaci, Andrzej J.  
741 Lee, Joshua  
303 Ou, Kenneth

LINCOLN H. S.  
834 Amen, Jack T.  
000 Iskandarov, Jasur  
900 Kohl, Gillian R.  
000 Rebarber, Sonja I.  
454 Scharzt, Leah F.

LINCOLN SOUTHWEST H. S.  
467 Anderson, Connor B.  
000 Shaw, Brady J.  
162 Snyder, Andrew J.

PIUS X H. S.  
451 Villa, Kolbe A.

### MALCOLM

MALCOLM H. S.  
209 Boesen, John M.

### NORTH PLATTE

ST. PATRICK H. S.  
999 Dekleva, Samuel

### OMAHA

BROWNELL - TALBOT SCHOOL  
907 Pillai, Aditya S.  
843 Srikumar, Trishna A.  
553 Stein, Daniel N.

HARRY A. BURKE H. S.  
170 Hammans, Nicholas R.  
160 Kirshenbaum, Laura T.  
302 Trejo-Andalon, Natalia S.

CENTRAL H. S.  
000 Dillman, Carolyn G.  
451 Easton, Edward J.  
160 Engel, Emily R.  
906 Festersen, Anna S.  
417 Herszbaum-Harding, Mila

### CREIGHTON PREPARATORY SCHOOL

999 Green, Killian  
628 Lauritsen, Maximus  
160 Lukaszewicz, Michael  
742 Lyons, Benjamin  
209 Mahoney, Colin  
904 Mendlik, Dominic  
160 Morris, Jackson  
300 Prosski, Kevin  
603 Rogers, Patrick

### DUCHESNE ACADEMY OF THE SACRED HEART

628 Barnes, Jacqueline M.  
430 Bodner, Bailey J.  
000 Bowler, Tess A.  
454 Coldiron, Hannah I.  
948 Dervin, Sophia R.  
162 Meduna, Madison M.  
162 Surdell, Audrey E.

### ELKHORN SOUTH H. S.

628 Barger, Vincent C.  
467 Larweh, Marvin L.  
162 Lubberstedt, Elijah M.

628 Meisgeler, Luke H.  
450 Morrow, Benjamin W.  
450 Preble, Chad M.  
160 Williams, Nolan

### HOMESCHOOL

999 Holdcroft, John  
999 Safranek, Clare E.

### MARIAN H. S.

670 Kerr, Grace K.  
470 Liske, Katie J.  
628 Watson, Eva R.

### MILLARD NORTH H. S.

628 Deeduvanu-Garimella, Chethana S.  
628 Deshpande, Anusha M.  
628 Devanaboyina, Murali  
454 Henderson, Grace J.  
202 Kling, Chase G.  
628 Kolli, Sree L.  
454 Pradeep, Shruti  
167 Ulrich, Mary E.  
209 Zhong, Joseph  
710 Zhu, Kenny C.

### MILLARD SOUTH H. S.

000 Fedde, Natalie O.  
160 Hua, Jessica Q.

### MILLARD WEST H. S.

302 Hinton, Drew  
834 Kenny, Andrew L.

### OMAHA NORTH HIGH MAGNET SCHOOL

302 Long, Jackson E.

### V. J. AND ANGELA SKUTT CATHOLIC H. S.

451 Funke, Ethan J.  
450 Liebentritt, Barret M.  
999 Schmidt, Sydney E.  
710 Weis, Zachary J.

### WESTSIDE H. S.

000 Dodge, John  
950 Jansen, Virginia  
301 Li, Andrew  
467 Morrissette, Edward A.  
999 Parsonage, Augustus  
999 Steele, Ava B.  
741 Zweiback, Max M.

### PAPILLION

PAPILLION - LA VISTA SOUTH H. S.  
185 Divingnzzo, Ellen M.  
000 Muniz, Xander A.  
454 Sunde, Gracie O.

### PIERCE

PIERCE H. S.  
600 Meier, Abigail M.

### SCOTTSBLUFF

SCOTTSBLUFF H. S.  
999 He, Sophia H.

### SEWARD

SEWARD H. S.  
628 Gokie, Elizabeth

### TEKAMAH

TEKAMAH - HERMAN H. S.  
303 Niewohner, Lucas G.

### WACO

NEBRASKA EVANGELICAL LUTHERAN H. S.  
450 Endorf, Alexander G.

## NEVADA

### CARSON CITY

CARSON H. S.  
836 Klatt, Mattheas A.  
999 MacKenzie, Walker J.  
470 McIlwee, Nevan P.

### HENDERSON

CORAL ACADEMY OF SCIENCE LAS VEGAS  
000 Mejia-Miquirray, Rommel

303 Rhodes, Spencer J.  
743 Rose, Zachary H.  
600 Siddiqui, Sayhaan N.

### CORONADO H. S.

000 DiGiacomo, Nicolas G.  
000 Dorrough, Patrick H.  
470 Fakler, Wyatt P.  
000 Gerardo, Raymond T.  
161 Ghanl, Moonis M.  
000 Ha, Elizabeth  
830 Hettinger, Joshua T.  
628 Kyong, Daniel L.  
628 Shankar, Sanjay C.  
000 Sullivan, Zachary T.  
000 Veyne, Maximilian T.  
301 Vott, Steve S.

### GREEN VALLEY H. S.

000 Nguyen, Henry J.  
000 Remington, Lily E.

### NEVADA STATE H. S.

000 Breed, Nathanael I.  
000 Norkus, Tyler S.

### INCLINE VILLAGE

INCLINE H. S.  
450 Rock, Max T.

### LAS VEGAS

#### ADVANCED TECHNOLOGIES ACADEMY

999 Garcia, Yanyel E.  
302 Lewis, Colin J.  
303 Perez-Herrera, Edward  
451 Rice, Ty J.  
303 Rose, Davis A.  
302 Shadd, Isalah E.  
121 Wittwer, Colton  
142 Zheng, Benet C.

#### AMERICAN PREPARATORY ACADEMY

906 Roberts, Alexandra J.

### ARBOR VIEW H. S.

121 Scow, Caleb B.

### ED W. CLARK H. S.

710 Adams, Sophia  
166 Birt, Charles P.  
000 Chundu, Sahi  
162 Chung, Kenneth J.  
451 Coloma, Caitlyn Taylor H.  
000 Hoffman, Malcolm T.  
000 Lin, Sydney E.  
821 Lok, Daniel A.  
200 Patel, Dylan  
217 Reddy, Jaiden S.  
160 Shah, Isha K.  
628 Spagnolo, Mathew  
628 Tian, Melissa Y.  
450 Wade, Subhan B.  
628 Wang, Grace Y.  
000 Wang, Kaitlyn K.  
000 Wang, Yiting  
303 Wrote, Evan R.  
303 Zhan, Felix Y.

### COLLEGE OF SOUTHERN NEVADA H. S. - WEST

830 Shipley, Peverel D.

### FAITH LUTHERAN H. S.

742 Damaj, Jad N.  
999 Kim, Carina G.  
454 Vancura, Christiana E.

### BISHOP GORMAN H. S.

000 Goroza, Ethan  
451 Marshall, Mala

### LAS VEGAS ACADEMY OF THE ARTS

160 Rohani, Kusha R.

### THE MEADOWS SCHOOL

000 Luh, Michelle Y.  
000 Maeng, Jake W.  
000 Mehdi, Adam D.  
000 Sun, Alice L.

### PALO VERDE H. S.

553 Carver, Clark A.  
451 Nielson, Mya M.

000 Raju, Priya D.  
000 Variar, Rahul G.

### RANCHO H. S.

451 Danser, Andrew M.

### WEST CAREER AND TECHNICAL ACADEMY

160 Jain, Vihaan  
628 Kwon, Athina

### MESQUITE

VIRGIN VALLEY H. S.  
619 Tan, Jaden

### RENO

ACADEMY OF ARTS, CAREERS AND TECHNOLOGY  
999 Gonzales, Lloyd R.



### THE DAVIDSON ACADEMY

209 Burnham, Rex J.  
000 Chien, Derek L.  
000 Hamilton, Caitlin E.  
907 Hansen, Asher T.  
142 Huh, Ellie A.  
168 Kutler Dodd, Griffin T.  
000 Li, Megan D.  
740 Liu, Michelle H.  
467 Mauer, Luke  
461 McEnery, Cliona L.  
175 Moore, Reagan P.  
999 Moore, Ryan E.  
303 Noonan, Luke W.  
999 Okpukpara, Ikenna G.  
000 Patel, Aayan N.  
457 Peng, Alex  
175 Scharoun, Jason A.  
940 Thompson, Wendy M.  
999 Thornton, Paul H.  
450 Vincent, Zoya M.  
000 Wade, Cecilia C.  
628 Wei, Jessica M.  
907 Williams, Zane B.  
628 Zhu, Amanda J.

### GALENA H. S.

451 Hart, August E.

### HOMESCHOOL

600 Gonzales, Kenneth R.

### PROCTER R. HUG H. S.

000 Goldstein, Carver J.  
836 Mayne, Rebekah L.  
999 Scott, Charles R.

### BISHOP MANOGUE CATHOLIC H. S.

742 Kikuchi, Yutaro  
303 Reed, Nicolas A.

### ROBERT MC QUEEN H. S.

467 Garman, Jack P.  
454 Kolstrup, Kemma J.  
160 Tobey, Ramona W.

### RENO H. S.

161 Elliott, Piper R.  
000 Hooker, Zachary C.

### SAGE RIDGE SCHOOL

602 Lovato, Griffin C.

### EARL WOOSTER H. S.

454 Kareck, Tylee L.

### SPARKS

SPANISH SPRINGS H. S.  
833 White, Christian A.

## NEW HAMPSHIRE

### AMHERST

SOUHEGAN H. S.  
302 Hogan, Philip M.

### ANDOVER

PROCTOR ACADEMY  
000 Liu, Yuelou

### BEDFORD

BEDFORD H. S.  
628 Chettur, Srinivas S.



**Semifinalists: 2021 National Merit Scholarship Program**

**Pennsylvania (continued)**

**LANCASTER**

**LANCASTER COUNTRY DAY SCHOOL**

450 Breuninger, Arielle S.  
467 Chaudhry, Bilal H.  
833 Kurian, Rohan  
467 Molloy, Aidan A.

**MANHEIM TOWNSHIP H. S.**

906 Cliff, Sean E.

**THE STONE INDEPENDENT SCHOOL**

000 Rybner, Jayna A.

**LANDISVILLE**

**HEMPFIELD H. S.**  
999 Meldrum, Colin W.  
300 Otto, Dillon P.

**LANGHORNE**

**NESHAMINY H. S.**  
168 Bhasin, Taarvi  
000 Casper, Henry A.

**LANSDALE**

**NORTH PENN H. S.**  
712 Ahner, Sarah T.  
302 Chong, Joshua  
162 Daly, Kaelan G.  
430 Fogel, Samuel  
160 Mayland, Kirsten R.  
467 McGuire, Collin J.  
455 Patel, Kashish N.  
628 Talluru, Anjali G.  
166 Walker, Jacob R.  
710 Ye, Martin C.  
000 Yi, Sophia S.  
161 Zong, Maggie

**LATROBE**

**GREATER LATROBE H. S.**  
742 Robinson, Dominick

**LEESPORT**

**SCHUYLKILL VALLEY H. S.**  
450 Gensure, Aidan L.

**LEETSDALE**

**QUAKER VALLEY H. S.**  
175 Parker, Emma Z.

**LEHMAN**

**LAKE - LEHMAN H. S.**  
833 Egan, Riley E.

**LEWISBERRY**

**RED LAND H. S.**  
459 Hodges, Garrett C.  
000 Seifert, Timothy J.

**LEWISBURG**

**LEWISBURG AREA H. S.**  
904 Bartlett, Logan  
999 Gu, Yu  
628 Mahoney, Sarah

**MALVERN**

**GREAT VALLEY H. S.**  
303 Armand, Lucas W.  
629 Geibel, Madison E.  
450 Hu, Isaac W.  
302 Jin, Yuchen  
455 Misra, Bharavi  
300 Narayan, Aakash  
303 Pandya, Shrey M.  
999 Raman, Rishi V.  
870 Shin, Justin  
204 Stern, Rebecca D.  
600 Sun, Evan

**MALVERN PREPARATORY SCHOOL**

000 Wang, Thomas X.

**MANHEIM**

**MANHEIM CENTRAL H. S.**  
461 King, Rachel M.

**MC DONALD**

**SOUTH FAYETTE H. S.**  
168 Go, Kelsey G.

773 Lynch, Kyle  
142 Reddy, Darshan S.

**MC KEES ROCKS**

**MONTOUR H. S.**  
628 Liu, Katie

**MC MURRAY**

**PETERS TOWNSHIP H. S.**  
999 Beller, Matthew  
301 Chang, Seowon  
450 Gallagher, Zachary

**MEADVILLE**

**MEADVILLE AREA H. S.**  
950 Duffy, Adam J.

**MECHANICSBURG**

**CUMBERLAND VALLEY H. S.**  
161 Acharya, Priya R.  
162 Ammad, Tehami  
209 Chambers, Mark P.  
303 Gamolin, Nicholas  
214 Gupta, Anika  
450 Haverstick, Quinn L.  
467 Kumar, Akshaj T.  
628 Le, Vy V.  
628 Mistry, Milap A.  
455 Nguyen, Kim-Anh J.  
742 Shopp, Jordan A.  
843 Taylor, William L.  
162 Venkatesh, Anirudh

**MECHANICSBURG AREA H. S.**

450 Becking, Katherine E.  
451 McPoyle, Alyssa M.  
628 Mostofa, Sarah N.

**MERCERSBURG**

**MERCERSBURG ACADEMY**  
559 Wang, King Yee

**MERION STATION**

**KOHELET YESHIVA H. S.**  
999 Bach, Ori

**MERION MERCY ACADEMY**

254 Del Pizzo, Grace K.

**MILFORD**

**DELAWARE VALLEY H. S.**  
254 Tannenbaum, Stella

**MONROEVILLE**

**GATEWAY H. S.**  
950 Baxter, Braydon A.  
302 Whisel, Luke A.

**MOON TOWNSHIP**

**MOON AREA H. S.**  
303 Mitra, Chancharik  
467 Molnar, Thomas L.

**MOUNTAIN TOP**

**CRESTWOOD H. S.**  
450 Bader, Hana M.

**MURRYSVILLE**

**FRANKLIN REGIONAL H. S.**  
467 Kravits, Nicholas J.  
970 Li, Amber J.  
000 McShea, Bryan G.  
843 Wang, Max C.  
301 Yan, Evan  
161 Yan, Hannah S.

**NAZARETH**

**NAZARETH AREA H. S.**  
160 Conklin, Megan E.

**NEW HOPE**

**NEW HOPE - SOLEBURY H. S.**  
160 Nettles, Owen P.  
454 Scanlon, Daniel M.

**SOLEBURY SCHOOL**

999 Thomson, Madison A.

**NEW WILMINGTON**

**WILMINGTON AREA H. S.**  
742 Fontes Merz, Nadia A.

**NEWTOWN**

**COUNCIL ROCK H. S. NORTH**  
628 Coghlan, Bailey M.  
160 Fang, Richard S.

456 Lee, Kevin S.  
209 Mhatre, Anish  
160 Ondik, Ava E.  
303 Pogorian, Arthur M.  
843 Polli, Henry A.  
301 Singh, Shivam  
160 Wang, Patrick D.  
000 Ye, Lorena  
999 Zhang, Lambert  
712 Zhu, Allison C.

**GEORGE SCHOOL**

907 Xi, Shiyong  
300 Zhang, Ellen

**NEWTOWN SQUARE**

**THE EPISCOPAL ACADEMY**  
999 Chen, Yvonne P.  
999 Cipperman, Mary  
901 du Pont, Hollis  
999 Essilfie, Krissie  
450 Feehery, Erica  
712 Lavu, Dhillan K.  
300 Limaye, Molly G.  
459 Lo, Christopher E.  
000 Semmer, William W.  
451 Simon, Andrew M.  
710 Vento, Vincent G.  
303 Zhou, Alexander  
301 Zhou, Michael S.

**NEWVILLE**

**BIG SPRING H. S.**  
000 Byers, Maggie E.

**NORRISTOWN**

**NORRISTOWN AREA H. S.**  
000 Ritter, Andrea

**NORTH HUNTINGDON**

**NORWIN H. S.**  
792 Jarosz, Lily R.

**PALMYRA**

**PALMYRA AREA H. S.**  
948 Clements, August N.

**PENNSBURG**

**UPPER PERKIOMEN H. S.**  
000 Carpenter, Lucas M.

**PERKASIE**

**PENNRIDGE H. S.**  
906 Kodidek, Abigail M.  
000 Li, Wendy

**PHILADELPHIA**

**G. W. CARVER H. S. OF ENGINEERING AND SCIENCE**  
833 Kennedy, Sebastian

**CENTRAL H. S.**

000 Baer, Jonah  
000 Bendaoud, Noreen  
000 Caricchio, Tiberio  
000 Shabazz, Ali  
000 Shahid, Pranon  
000 Zheng, Nathaniel

**FRIENDS SELECT SCHOOL**

169 Cucinotta, Sophia  
999 Rupertus, Anne M.

**GERMANTOWN FRIENDS SCHOOL**

000 Connolly-Ungar, Molly C.  
000 Lebovic, Asaf B.  
000 Marchinski, Dylan F.  
000 Perine, Henry C.  
000 Soong, Rich

**JULIA R. MASTERMAN LABORATORY AND DEMONSTRATION SCHOOL**

451 Bennur, Tanay  
950 Collins, Susanna R.  
950 Cousineau, Willem M.  
999 Duckworth, Lucy L.  
209 Dugosh, Ezra W.  
417 Gonzales, Aden  
303 Hourigan, Jack E.  
000 Meola, Miles A.  
000 Milder, Lola  
123 Moss, Owen S.  
303 Pan, Miranda L.  
742 Pejic, Sofia  
999 Petrelia, Robert Z.  
303 Soloway, Ethan S.

870 Stricker, Alice  
999 Yu, Virginia C.  
628 Zhang, Shirley  
999 Zhou, Ana

**WILLIAM PENN CHARTER SCHOOL**  
000 La Barge, Liam V.  
164 Will, Daniel V.  
171 Wood, Sydney C.

**ARCHBISHOP RYAN H. S.**  
740 Pellizzeri, Gina

**SCIENCE LEADERSHIP ACADEMY**  
450 Carleton, Nicco

**SPRINGSIDE CHESTNUT HILL ACADEMY**  
123 Wang, Lizhou

**PHOENIXVILLE**

**HOMESCHOOL**  
870 Dodda, Meghana

**PHOENIXVILLE AREA H. S.**  
999 Correnti, Lauren A.  
843 Duffy, Angus R.  
457 Gerner, Rosa C.  
843 Murphy, Colin C.

**PITTSBURGH**

**TAYLOR ALLDERDICE H. S.**  
000 Chinman, Jared  
430 Goldman, Jack E.  
450 Miller-Peterson, Abigail C.  
999 Montelibano, Joaquin Y.  
700 Segel, Abigail  
628 Yaskolko, Maxim S.

**BALDWIN H. S.**

170 Greenaway, Aidan C.

**CENTRAL CATHOLIC H. S.**

300 Cringle, Liam  
451 Crist, Luke R.  
455 O'Malley, Owen M.  
000 Tinker, Liam

**FOX CHAPEL AREA H. S.**

000 Agrawal, Suparna  
303 Garimella, Amulya S.  
171 Gladwin, Brendan S.  
628 Kenyon, Ryan W.  
836 Puthenpurayil, Mark D.  
301 Romero, Jackson T.  
162 Sant, Vinisha

**KEYSTONE OAKS H. S.**  
303 VonHedemann, Ethan J.

**MOUNT LEBANON H. S.**

466 Brown, Benjamin S.  
450 Kenney, Caroline D.  
185 Parsons, Charlotte H.  
450 Prasad, Aryan  
463 Spikula, Chloe H.  
791 Stein, Allison M.  
791 Swindal, Peter W.

**NORTH HILLS H. S.**

628 Velette, Hannah

**OAKLAND CATHOLIC H. S.**

204 Snyder, Anne C.  
163 Verdini, Isabella L.

**PITTSBURGH CREATIVE AND PERFORMING ARTS SCHOOL**  
170 Floreancig, Natalie E.  
000 Lord, Sean

**SHADY SIDE ACADEMY**

999 Arora, Ishika  
712 Brennan, Luke  
450 Castro, Joshua  
999 Green, Caroline  
999 Hart, Tyler  
999 Jegasothy, Gabriela  
204 Karet, Will  
301 Liu, Andrew  
550 Ma, Zhuoxin  
160 Mango, Eve  
000 Vasko, Jason  
833 Wu, Zewei  
000 Zana, Nicholas  
204 Zhao, Qingqing



on a national Selection Index qualifying score, applicable to all participants without regard to state-by-state distribution. The qualifying score for this level of recognition varies from year to year. All National Merit Program participants who score at or above the Commended level but below their selection unit's Semifinalist qualifying score are designated Commended Students.

In mid-September, NMSC sends principals a list of their school's Commended Students with *Letters of Commendation* for presentation to the students. Although Commended Students are honored for their academic promise, they do not continue in the competition for National Merit Scholarship awards. Some, however, may be candidates for Special Scholarships offered by corporate sponsors (explained on pages 22–23).

#### National Merit Program qualifying data for 2021

The National Merit Scholarship Program honors individual students for their exceptional scholastic potential. The program does not measure the quality or effectiveness of education within a school, district, or state. The table on pages 13–14 relates only to the 2021 National Merit Program, which began with the administration of the 2019 PSAT/NMSQT. This information is provided solely as a reference for principals and counselors who understand the design and purpose of the National Merit Scholarship Program and the limited usefulness of the data.

A number of factors should be kept in mind when interpreting data in the table. First, since Semifinalists are named on a state-representational basis, qualifying scores required for Semifinalist standing vary from one state to another. This ensures that students from all parts of the nation are included in the Semifinalist talent pool. The soundness of this method has been confirmed by the thousands of students representing every state who have earned the Merit Scholar® title and have gone on to excel in undergraduate studies and beyond.

Second, the decision to offer the qualifying test, and to whom, belongs to officials of the individual schools. Some schools administer the PSAT/NMSQT to all juniors, while others test only a few. Therefore, although the 21,000 high schools that administer the

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#### 2021 National Merit Scholarship Program

Semifinalists and Commended Students—2019 PSAT/NMSQT\*

	SEMIFINALISTS			COMMENDED STUDENTS**	
	Selection Index Qualifying Score	Number	Number of Schools	Number	Number of Schools
Alabama	212	227	68	120	58
Alaska	212	36	14	11	11
Arizona	218	295	67	511	124
Arkansas	212	140	48	63	34
California	221	1,942	365	7,235	744
Colorado	217	270	94	399	112
Connecticut	220	194	64	644	136
Delaware	219	45	16	105	29
Florida	216	879	233	1,242	319
Georgia	219	456	116	1,021	186
Hawaii	217	63	17	119	26
Idaho	214	78	33	77	31
Illinois	219	694	142	1,735	256
Indiana	215	340	96	406	122
Iowa	212	162	49	73	42
Kansas	214	143	51	134	54
Kentucky	214	205	64	165	73
Louisiana	212	233	58	113	52
Maine	213	72	34	48	35
Maryland	221	296	71	1,057	161
Massachusetts	222	341	92	1,579	218
Michigan	216	542	130	723	191
Minnesota	218	288	85	549	128
Mississippi	211	141	42	29	17
Missouri	214	332	86	289	96
Montana	210	47	24	10	7
Nebraska	213	103	35	58	31
Nevada	215	112	30	100	34
New Hampshire	215	72	33	103	40
New Jersey	222	594	131	2,560	282
New Mexico	211	102	30	25	14

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### 2021 National Merit Scholarship Program (continued)

Semifinalists and Commended Students—2019 PSAT/NMSQT\*

	Selection Index Qualifying Score	SEMIFINALISTS		COMMENDED STUDENTS**	
		Number	Number of Schools	Number	Number of Schools
New York	220	1,035	228	2,880	445
North Carolina	217	494	121	882	189
North Dakota	209	28	15	0	0
Ohio	215	681	188	748	223
Oklahoma	211	180	53	39	23
Oregon	217	182	49	298	80
Pennsylvania	217	721	181	1,165	263
Rhode Island	216	50	20	58	23
South Carolina	212	197	69	103	55
South Dakota	209	36	15	0	0
Tennessee	215	332	98	352	107
Texas	219	1,441	285	3,448	543
Utah	212	157	58	86	44
Vermont	212	33	15	17	10
Virginia	221	369	87	1,612	191
Washington	220	343	80	1,030	177
West Virginia	209	62	32	0	0
Wisconsin	213	314	125	214	107
Wyoming	209	16	9	0	0
District of Columbia	222	28	13	184	16
U.S. boarding schools	***	180	48	666	103
U.S. territories & commonwealths	209	27	17	0	0
Outside the U.S.	222	103	58	528	206
<b>Totals</b>		<b>16,453</b>	<b>4,282</b>	<b>35,613</b>	<b>6,468</b>

\*A total of 1,511,469 students from 20,807 schools entered the 2021 National Merit Program by taking the 2019 qualifying test and meeting participation requirements.

\*\*The national qualifying score for Commended Students in the 2021 program is 209.

\*\*\*U.S. boarding schools that enroll a substantial portion of students from outside the state in which the school is located are grouped into geographic regions; regional qualifying scores for Semifinalist standing vary from 219 to 222.

PSAT/NMSQT enroll the vast majority of the nation's eleventh graders, the proportion of students tested in a particular year may differ markedly from school to school and state to state.

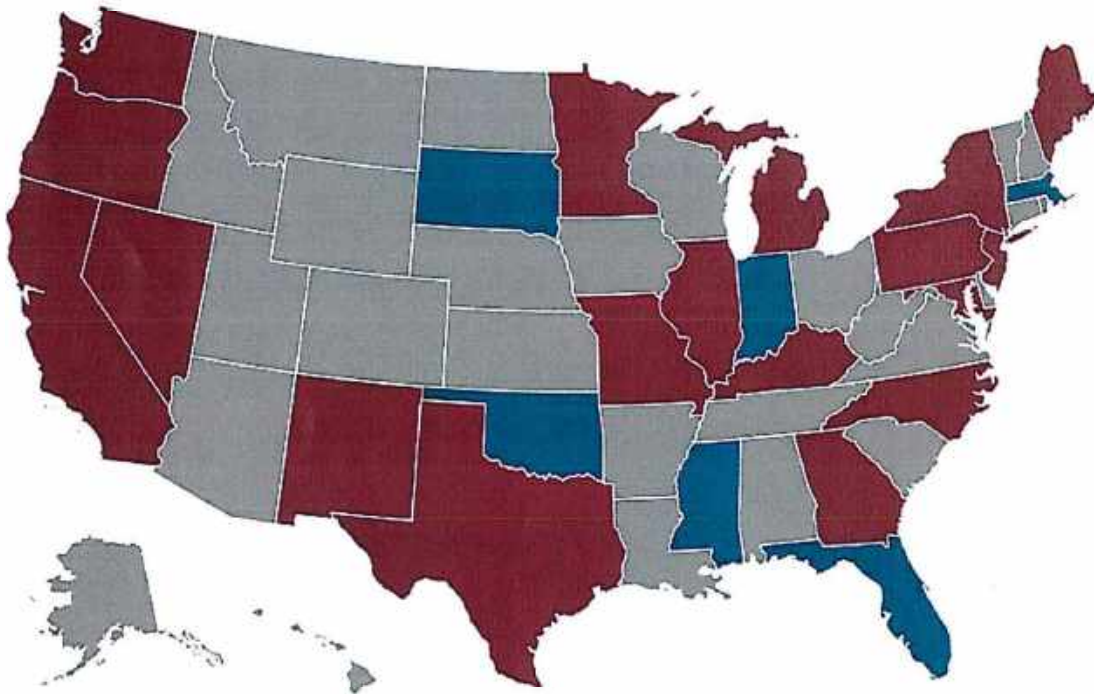
Third, while demographic changes that affect school enrollments are appreciably greater in some states and communities than in others, schools must design programs that are effective for all of their students. States and communities also differ in per capita income of residents, educational achievement of the adult population, per pupil expenditure for education, and qualifications prescribed for teachers. In addition, schools vary widely in educational objectives and standards, in numbers of seniors who plan to attend college, in curricular offerings, and in the extent to which students take advantage of the highest-level courses offered. Many factors influence student performance, and no single factor accounts for differences among educational units.

For these and other reasons, National Merit Program data provided to schools should not be used to measure the educational quality of a school, district, or state. **Qualifying scores and numbers of recognized students are relevant only within the context of a particular year's competition, and use of such data for any other purpose is neither valid nor appropriate.** NMSC regularly cautions news media, high schools, and all others interested in the competition against attempts to make comparisons on the basis of numbers of students honored in the National Merit Program. When this caution is ignored, conclusions drawn are usually erroneous and can be detrimental to the groups being compared as well as to the National Merit Program and the participating students.



### **2020-21 Enrollment**

The map below shows where our students live. The states in blue are new this year.



We enrolled 49 new students this year for a total online enrollment of 79 students.

Year	Count	YoY Growth	Growth from Y1
2017	21		
2018	34	61.9%	61.9%
2019	46	35.3%	119%
2020	79	71.7%	276%

Our student population by is 51% male and 47% female.

Our 8<sup>th</sup> and 9<sup>th</sup> grade classes are more in line with typical Academy class sizes.

Grade	Count	Percent
SC	4	5.06%
6	2	2.53%
7	7	8.86%
8	25	31.65%
9	20	25.32%
10	13	16.46%
11	5	6.33%
12	3	3.80%

### **Application Update**

There are currently 61 applications that are being scheduled for assessment this fall. These applicants applied during our extended application period in July and were qualified for assessment. A total of 238 applications were started during the six day extended application window with 161 completed.

The application for the 2021-22 academic year is open through January 31, 2021. Our new enrollment target for 2021-22 is 50 with a maximum of 80. While the online campus is not limited by physical space constraints like the Reno campus it's important that we control our growth to ensure our ability to maintain the quality and ethos of the program.

### **Webinar Series**

This summer the online staff hosted a webinar series about best practices in online education. A total of eight webinars were offered between June and August 2020. Webinar titles included:

1. Anyone? Anyone? Challenges of Teaching Math Online
2. Teaching Humanities Online
3. Supporting Social and Emotional Learning in Online Formats
4. Oral Assessment in Online World Language Classroom
5. Delivering Exceptional Specially Designed Instruction Online
6. Empowering Student-Led Learning with Online Tutoring Centers
7. Labs in the Online Environment: Options that Work and Tips for Successful Implementation



## 8. Fostering Executive Functioning Skills in Online Learning

The webinars were well received with a total of 950 unique impressions.

Webinar	Registered Attended	Registered No Attendance	Recording	Total Interactions
Math	57	36	68	161
Humanities	35	30	25	90
SEL	46	60	37	143
World Languages	27	30	4	61
Special Instruction	39	59	13	111
Online Labs	35	63	15	113
Tutoring	38	35	19	92
Executive Functioning	86	75	18	179

The series has been turned into a series of short YouTube videos that are available on our website at <https://www.davidsonacademy.unr.edu/tours-events/davidson-academy-online-webinars>.

### Online Courses

We now have 61 unique courses available for online students. Core classes, including World Language, have three hours of synchronous, live sessions each week. Electives have live sessions of up to two hours on Fridays.

All online courses have received A-G approval from the University of California system. Our science courses are **now** approved for lab credit from the UC.

**2017-18   2018-19   2019-20   2020-21**

English				
Critical Reading and Writing	1	1	1	2
Composition and Analysis	1	1	1	2
Rhetoric and Literary Analysis	1	1	1	3
American Literature		1	1	1
British Literature			1	1
Advanced Rhetoric				1
<b>Total courses</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>% Growth Year 1</b>		<b>33.33%</b>	<b>66.67%</b>	<b>100.00%</b>
<b>Total sections</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>10</b>
<b>% Growth Year 1</b>		<b>33.33%</b>	<b>66.67%</b>	<b>233.33%</b>



2017-18 2018-19 2019-20 2020-21

History				
Early Civilizations	1	1	1	2
Modern History	1	1	1	2
Cyber Society				1
History of the US	1	1	1	2
American Government		1	1	1
Asian Studies			1	1
<b>Total courses</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>% Growth Year 1</b>		<b>33.33%</b>	<b>66.67%</b>	<b>100.00%</b>
<b>Total sections</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>9</b>
<b>% Growth Year 1</b>		<b>33.33%</b>	<b>66.67%</b>	<b>200.00%</b>

2017-18 2018-19 2019-20 2020-21

Math				
Algebra	1	1	1	1
Geometry	1	1	1	2
Algebra II	1	2	1	2
Algebra II/Pre-Calculus				1
Pre-Calculus	1	1	2	1
Calculus	1	1	2	1
Calculus II		1	1	1
Calculus I/II				1
Calculus III			0.5	1
Statistics				
<b>Total courses</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>9</b>
<b>% Growth Year 1</b>		<b>20.00%</b>	<b>40.00%</b>	<b>80.00%</b>
<b>Total sections</b>	<b>5</b>	<b>7</b>	<b>8.5</b>	<b>11</b>
<b>% Growth Year 1</b>		<b>40.00%</b>	<b>70.00%</b>	<b>120.00%</b>

2017-18 2018-19 2019-20 2020-21

Science				
Environmental Science			1	
Middle School Biology	1	1		1
Physical Science	1	2	1	2
Biology	1	1	2	2
Chemistry		1	1	2
Physics	1		1	1
Advanced Biology				1
Advanced Chemistry			1	1
Advanced Physics				1
<b>Total courses</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>8</b>
<b>% Growth Year 1</b>		<b>0.00%</b>	<b>50.00%</b>	<b>100.00%</b>
<b>Total sections</b>	<b>4</b>	<b>5</b>	<b>7</b>	<b>11</b>
<b>% Growth Year 1</b>		<b>25.00%</b>	<b>75.00%</b>	<b>175.00%</b>

2017-18 2018-19 2019-20 2020-21

World Language				
Chinese I		1	1	1
Chinese II			1	1
Chinese III				1
Spanish Fundamentals		1	1	1
Intermediate Spanish		1	1	1
Advanced Spanish				1
Hispanophone Literature & History/Spanish Practicum				1
<b>Total courses</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>7</b>
<b>% Growth Year 2</b>			<b>33.33%</b>	<b>133.33%</b>
<b>Total sections</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>7</b>
<b>% Growth Year 2</b>			<b>33.33%</b>	<b>133.33%</b>



2017-18 2018-19 2019-20 2020-21

Electives				
Advanced Biology Lab				0.5
Advanced Chemistry Lab				0.5
Astronomy	0.5	0.5	0.5	
College Seminar			0.5	1
Creative Writing	0.5	0.5	0.5	0.5
Digital Animation		0.5	0.5	0.5
Financial Literacy		0.5	0.5	0.5
Fitness	0.5	0.5	0.5	0.5
Forensic Science			0.5	0.5
Health	0.5		0.5	0.5
Knowledge and Reality				0.5
Math Mentors		1	1	1
Music Theory			0.5	0.5
Mythology	0.5			0.5
Personal Identity			0.5	0.5
Photography			0.5	0.5
Plane Geometry				
Science Fiction	0.5	0.5		
Science of Happiness	0.5			0.5
Speech and Debate				1
Technology	0.5	0.5	0.5	0.5
Technology II	0.5	0.5		
Writing Center		1	1	1
<b>Total courses</b>	<b>9</b>	<b>10</b>	<b>14</b>	<b>19</b>
<b>% Growth Year 1</b>		<b>11.11%</b>	<b>55.56%</b>	<b>111.11%</b>
<b>Total sections</b>	<b>4.5</b>	<b>6</b>	<b>8</b>	<b>11.5</b>
<b>% Growth Year 1</b>		<b>33.33%</b>	<b>77.78%</b>	<b>155.56%</b>



	2017-18	2018-19	2019-20	2020-21
<b>Single Course</b>				
Composition and Analysis			1	1
Introduction to Literary Studies				1
Geometry			1	1
<b>Total sections</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>

	2017-18	2018-19	2019-20	2020-21
<b>Total courses</b>	<b>24</b>	<b>31</b>	<b>41</b>	<b>55</b>
<b>% Growth over Year 1</b>		<b>29.17%</b>	<b>70.83%</b>	<b>129.17%</b>
<b>% Growth Year over Year</b>		<b>29.17%</b>	<b>32.26%</b>	<b>34.15%</b>
<b>Total sections all courses</b>	<b>19.5</b>	<b>29</b>	<b>39.5</b>	<b>62.5</b>
<b>% Growth over Year 1</b>		<b>48.72%</b>	<b>102.56%</b>	<b>220.51%</b>
<b>% Growth Year over Year</b>		<b>48.72%</b>	<b>36.21%</b>	<b>58.23%</b>

**Media Updates/ Notable Website Mentions**

- *Teens' company provides autism help*  
September 14, 2020 – Reno News & Review (features Priyanka Senthil, Davidson Academy student)  
<https://reno.newsreview.com/2020/09/14/teens-company-provides-autism-help/>
- *McDermott Scholars Program Marks 20th Anniversary with Newest Class*  
August 14, 2020 – University of Texas at Dallas (features Tyler Burkhardt, Davidson Academy student)  
<https://www.utdallas.edu/news/students-teaching/mcdermott-scholars-2020/>
- *Best Public High School in Every State*  
August 6, 2020 – USA Today (Davidson Academy ranked first for Nevada)  
<https://247wallst.com/special-report/2020/08/06/best-public-high-school-in-every-state-4/7/>
- *Blackboard Announces Winners of 2020 Catalyst Awards*  
June 29, 2020 – Yahoo News (recognized Davidson Academy Online)  
<https://finance.yahoo.com/news/blackboard-announces-winners-2020-catalyst-152900352.html>
- *Ellie Huh Wins Summer Scholarship at Cornell University*  
June 3, 2020 – Telluride Association (recognized Davidson Academy student)  
<https://bit.ly/33ytSdI>
- *Eighteen Indian-American high school students among 2020 Presidential Scholars*  
May 27, 2020 - News India Times  
<https://www.newsindiatimes.com/eighteen-indian-american-high-school-students-among-2020-presidential-scholars/>
- *Recent Davidson Academy graduate Jason Liu was named a 2020 Davidson Fellow:*  
<https://www.davidsongifted.org/fellows-scholarship/2020-fellows/jason-liu> Jason also was one of the Top 40 Regeneron Science Talent Search 2020 finalists.

## Website Metrics

(June 1 – Sept. 15, 2020)

### Key Takeaways

- Total website visits are up 74% year-over-year primarily due to organic search (such as Google) and direct visits to website.
- Traffic coming from search engines (i.e. Google) is up 83%.
- The Online Campus page is responsible for 35% of organic traffic.
- The Admission pages are up 49% in organic visits. 41% of those visits are from the Qualification Criteria page.

### Key Performance Indicators (Y/Y)

All Traffic Sessions

35,593

↑ 116.1%

Organic Sessions

18,296

↑ 103.9%

Start App Pageviews

41

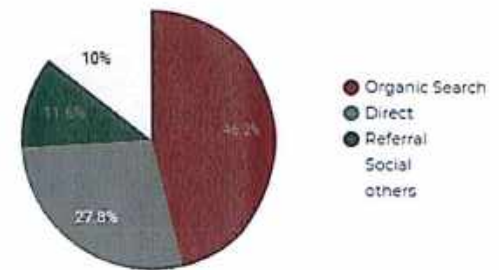
Institute Links

1,056

Newsletter Links

36

### Website Visits by Source



### Organic Website Visits by City

City	Sessions ▾	% Δ
Los Angeles	304	57.5% ↑
New York	291	77.4% ↑
San Francisco	255	-34.3% ↓
Portland	232	190.0% ↑
Sparks	168	-4.0% ↓

### New Keywords in Top 3 Rankings

Keyword	Pos. ▲	Prev. Pos.
online high school for gifted students	1	4

**Organic search:** search engines such as Google

**Direct:** directly visiting our website

**Referral:** Arriving on our website via a link from another website, such as NAGC or a news article

**Social:** Social Media such as Facebook and Twitter

### Keyword Rankings

Keyword	Position ▲	Position change	Previous position
gifted online school	1	2	3
online school for highly gifted students	1	-	1
online school for gifted students	1	1	2
online high school for gifted students	1	3	4
online school for gifted children	2	1	3
gifted online high school	3	-	3
academy for gifted students	5	3	8



## Ongoing Outreach

The Davidson Academy's English department of Tina Crowder, Carly Ghantous, Jessica Potts, Tracy Sangster and Erica Shumaker presented on the topic of "Working Remotely Doesn't Mean Working Alone" at Blackboard's BbWorld2020.

Director of Davidson Academy's online campus, Dr. Stacy Hawthorne participated in a Youth Emergency Preparedness Council (YEPC) panel discussion on distance learning.

**Davidson Academy eNewsletter** – distributed every other month to more than 6,200 recipients

**eNews-Update** – Often prominently features the Davidson Academy; distributed every other month to more than 15,200 recipients

### **Social Media**

- Instagram - <https://www.instagram.com/thedavidsonacademy/>
- Facebook - <https://www.facebook.com/TheDavidsonAcademy/>
- Twitter - <https://twitter.com/TheDavidsonAcad>
- YouTube - <https://www.youtube.com/user/DavidsonAcademyNV>



Camarillo, CA  
Encino, CA  
Glendale, CA  
Irvine, CA  
Long Beach, CA  
Los Angeles, CA  
Pasadena, CA  
Walnut Creek, CA  
West Los Angeles, CA  
Westlake Village, CA  
Fort Worth, TX  
Park City, UT  
Phoenix, AZ

## **PERSONAL & CONFIDENTIAL**

September 14, 2020

Mr. Mark Herron  
The Davidson Academy of Nevada  
9665 Gateway Drive, Suite B  
Reno, Nevada 89521

To the Governing Board of The Davidson Academy of Nevada:

We have audited the financial statements of The Davidson Academy of Nevada (the School) for the year ended June 30, 2020, and have issued our report dated September 14, 2020. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter dated April 27, 2020. Professional standards also require that we communicate to you the following information related to our audit.

### **SIGNIFICANT AUDIT FINDINGS**

#### **Qualitative Aspects of Accounting Practices**

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the School are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2020. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was:

- Management's estimate of the prepaid rent contributed for the use and occupancy of the School's facilities, which was determined based on the final construction costs of the leasehold improvements of the Jot Travis Building plus the stated amount of the annual lease payments in the Academy's lease agreement.

We evaluated the key factors and assumptions used to develop the aforementioned estimates in determining they are reasonable in relation to the financial statements taken as a whole.

The disclosures in the financial statements are neutral, consistent, and clear.



Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. No such disagreements arose during the course of our audit.

Management Representations

We have requested and received certain representations from management that are included in the management representation letter dated September 14, 2020.

Management Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Internal Controls

In planning and performing our audit of the financial statements of the Organization, for the year ended June 30, 2020, in accordance with auditing standards generally accepted in the United States of America, we considered the Organization's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the combined financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal controls. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal controls.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or



detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the Organization's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. In addition, because of the inherent limitations in internal control, including the possibility of management override of controls, misstatements due to error or fraud may occur and not be detected by such controls. Given these limitations, during our audit we did not identify any deficiencies that we consider to be material weaknesses. However, material weaknesses may exist that were not identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

During our audit, we became aware of the following deficiency in internal control, other than a significant deficiency or material weakness, which is an opportunity for strengthening internal controls:

Timekeeping System - Exceptions

During our audit we noted, beginning in fiscal year 2020, the Organization changed its payroll process. Instead of collecting physical timesheets and time allocations each pay period, the Organization implemented online time and attendance submission and approval software made available through the payroll service provider. The new online timesheet module does not allow for submission of time allocations by pay period. Timesheet allocations were assumed to match the standard allocations established during the budgeting cycle unless employees or managers notified payroll of a change to standard allocations via email. Standard time allocations are based upon, in part, historical data, employee job title descriptions, and the number of classes taught each year.

We further noted, in implementing these changes to the payroll process, the Organization did not establish a formal system for employees to report exceptions to these estimates. For the period from February 2020 through June 2020, employees submitted changes to standard time allocations using e-mail communication rather than submitting physical timesheets. Although no misstatements were noted during our audit, there is a risk that employee time spent could vary from estimates and lead to a misallocation of expenses between affiliated entities or a misclassification of expenses between administrative and instructional functions.

While a common best practice is to have employees allocate their time for each pay period, we understand management has evaluated current efficiency and software constraints in determining to update this process. As such, we alternatively recommend the Organization establish a formal system for communicating and documenting exceptions or changes in allocation estimates for employees that work for other affiliated entities or within different financial reporting functions that are then reviewed and approved regularly.

We will review that status of these comments during our next audit engagement. We have already discussed these comments and suggestions with management, and we will be pleased to discuss them in further detail at your convenience or to assist you in implementing the recommendations.



Other Information in Documents Containing Audited Financial Statements

With respect to the budgetary comparison, required supplemental information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with *Government Accounting Standards*, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. Such information has been compared and reconciled to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

The management's discussion and analysis is not a required part of the financial statements but is supplemental information required by the Government Accounting Standards Board. We applied certain limited procedures, which consisted primarily of inquiries with management regarding the methods of measurement and presentation of the supplemental information.

**CLOSING**

We will be pleased to respond to any questions you have about the foregoing. We appreciate the opportunity to continue to be of service to The Davidson Academy of Nevada.

This information is intended solely for your use and management of the School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

*Holthouse Carlin & Van Trigt LLP*

HOLTHOUSE CARLIN & VAN TRIGT LLP



P.O. Box 9119  
Reno, Nevada 89507  
phone (775) 682-5800  
fax (775) 682-5801

Serving Profoundly Gifted Students

September 14, 2020

Holthouse Carlin & Van Trigt LLP  
11444 W. Olympic Boulevard, 11<sup>th</sup> Floor  
Los Angeles, California 90064

This representation letter is provided in connection with your audit of the financial statements of the governmental activities and each major fund of The Davidson Academy of Nevada (the School), a division of the Davidson Institute for Talent Development, a Nevada non-profit organization, as of and for the year ended June 30, 2020, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of the date of this letter, the following representations made to you during your audit.

#### **Financial Statements**

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated April 27, 2020, including our responsibility for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.
2. The financial statements referred to above are fairly presented in conformity with U.S. GAAP.
3. We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
4. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
5. Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
6. Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
7. All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
8. The effects of all known actual or possible litigation, claims, and assessments have been accounted for and disclosed in accordance with U.S. GAAP.



9. Material concentrations have been appropriately disclosed in accordance with U.S. GAAP.
10. Guarantees, whether written or oral, under which the School is contingently liable, have been properly recorded or disclosed in accordance with U.S. GAAP.

**Information Provided**

11. We have provided you with:
  - a. Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
  - b. Additional information that you have requested from us for the purpose of the audit.
  - c. Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
  - d. Minutes of the meetings of the governing board or summaries of actions of recent minutes for which minutes have not yet been prepared.
12. All material transactions have been recorded in the accounting records and are reflected in the financial statements.
13. We have disclosed to you the factors that we believe mitigate the risk that the financial statements may be materially misstated as a result of fraud.
14. We have no knowledge of any fraud or suspected fraud that affects the School and involves:
  - e. Management,
  - f. Employees who have significant roles in internal control, or
  - g. Others where the fraud could have a material effect on the financial statements.
15. We have no knowledge of any allegations of fraud or suspected fraud affecting the School's financial statements communicated by employees, former employees, grantors, regulators, or others.
16. We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.
17. We have disclosed to you all known actual or possible litigation, claims, and assessment whose effects should be considered when preparing the financial statements.
18. We have disclosed to you the identity of the School's related parties and all the related party relationships and transactions of which we are aware.
19. The School has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
20. We are responsible for compliance with laws, regulations, and provisions of contracts and grant agreements applicable to us.
21. As part of your audit, you prepared the draft financial statements and related notes. We have designated an individual with suitable skill, knowledge, or experience to oversee your services and



have made all management decisions and performed all management functions. We have reviewed, approved, and accepted responsibility for those financial statements and related notes.

22. We have complied with all restrictions on resources (including donor restrictions) and all aspects of contractual and grant agreements that would have a material effect on the financial statements in the event of noncompliance. This includes complying with donor requirements to maintain a specific asset composition necessary to satisfy their restrictions.
23. The financial statements properly classify all funds and activities.
24. There were no employees terminated within 45 days subsequent to year-end, and therefore the full amount of the compensated absences liability has been appropriately disclosed as long term.
25. The School collects and holds funds on behalf of student organizations, which are accounted for in the student activities fund.
26. Interfund, internal, and intra-entity activity and balances have been appropriately classified and reported.
27. Revenues are appropriately classified in the statement of activities within program revenues, general revenues, contributions to term or permanent endowments, or contributions to permanent fund principal.
28. Expenses have been appropriately classified in or allocated to functions and programs in the statement of activities, and allocations have been made on a reasonable basis.
29. All funds that meet the quantitative criteria in GASB Statement Nos. 34 and 37 for presentation as major are identified and presented as such and all other funds that are presented as major are particularly important to the financial statement users.
30. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us; and, to the best of our knowledge, we have disclosed to you all laws, regulations and provisions of contracts and grant agreements that we have identified may have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
31. The Davidson Academy of Nevada is a division of the Davidson Institute for Talent Development (the Institute). The Institute is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the Institute's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities of the Institute are up-to-date.
32. We acknowledge our responsibility for presenting the Budgetary Comparison Schedule – Governmental Fund (Budgetary Comparison), as required supplementary information, in accordance with GASB Statement No. 34, and we believe the Budgetary Comparison, including its form and content, is fairly presented in accordance with GASB Statement No. 34. The methods of measurement and presentation of the Budgetary Comparison have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.
33. The Budgetary Comparison, included as required supplemental information, reflects the revised final budget for the year ended June 30, 2020, as approved by the governing board on May 13, 2019.



34. Reimbursements paid to the Davidson Group for payroll costs are reasonably stated and represent time spent by employees on School programs or other functions.
35. We have properly identified and allocated all online school costs between the School and the Institute for the year ended June 30, 2020.

Sincerely,

The Davidson Academy of Nevada



Mark R. Herron, President & CEO  
The Davidson Group



Karin Dixon, Vice President, Finance &  
Administration, The Davidson Group