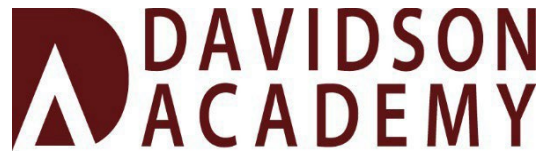




**Governing Board Meeting
Friday, November 14, 2025**



NOTICE OF MEETING

The regular meeting of the Governing Board of the Davidson Academy will be held starting at 2 p.m. on Friday, November 14, 2025.

This public meeting will be held via videoconference and there will be no physical location for the meeting. Members of the public wishing to hear and observe the meeting may do so using the following link: <https://davidsonacademy-unr-edu.zoom.us/j/98227448722>.

Public comment for this meeting will be received via email, videoconference participation, and telephone. Those wishing to provide public comment via email may email their public comments to boardcomments@davidsonacademy.unr.edu. All public comments received via email before and during the meeting will be forwarded to the Governing Board of the Davidson Academy for their consideration and will be included in the public record as minutes but will not be read aloud during the meeting. Those wishing to provide live public comment via videoconference may do so using the following link <https://davidsonacademy-unr-edu.zoom.us/j/98227448722>. Those wishing to provide live public comment via telephone may dial phone number +1 669 900 6833 using webinar ID 98227448722.

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.

Davidson Academy

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

www.davidsonacademy.unr.edu

E. APPROVAL OF MINUTES: Meeting of September 26, 2025 *(for possible action)*

F. REPORTS*

1. ACADEMY DIRECTOR*
 - a. General Program Updates
2. VICE PRESIDENT AND CHIEF FINANCIAL OFFICER*
3. MEDIA AND OUTREACH*

G. GENERAL BUSINESS *(for possible action)*

1. The Governing Board will review, discuss, and possibly approve a list of candidates for graduation in May 2026, subject to each candidate's completion of requirements for graduation.

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)*

Meeting Dates for 2026:

Friday, March 6, 2026, 2:00 p.m.
Friday, May 29, 2026, 2:00 p.m.
Friday, September 25, 2026, 2:00 p.m.
Friday, November 20, 2026, 2:00 p.m.

CERTIFICATE OF POSTING OF THIS AGENDA

I hereby certify that In accordance with NRS 241.020, on or before Monday, November 10, 2025, 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/>). A physical copy was posted at the Davidson Academy, Reno NV, per NRS 241.020.

/s/ Aimee Fredericks
Governing Board Clerk
Email: afredericks@davidsonacademy.unr.edu
Phone: 775-446-0342

Governing Board: *Bob Davidson, Roger Davidson, Hon. Brian Krolicki, Mark Herron, Lauralyn Lovell McCarthy Sandoval, Richard Trachok, and Annette Whittemore; Ex-Officio: Joseph Ernst, Dr. Victor Wakefield, and Hon. Brian Sandoval.*

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 775-446-7778 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 or by contacting Aimee Fredericks by mail at Davidson Academy, 9665 Gateway Drive, Ste. B, Reno, NV 89521, or by telephone at 775-446-7778.

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
September 26, 2025

Call to Order

The regular meeting of the Governing Board of the Davidson Academy was called to order at 2:02 p.m. This public meeting was held by videoconference allowing members of the public to hear and observe the meeting. Members of the public were invited to provide comments by telephone, through videoconference, or by email.

A. Roll Call

Roll call was completed by Meeting Chair, Mark Herron. Board Members in attendance were Bob Davidson, Roger Davidson, Lauralyn McCarthy-Sandoval, Brian Krolicki, Richard Trachok, Joe Ernst, and Annette Whittemore. Brian Sandoval and Steve Canavero were not present. Following completion of roll call, a quorum of voting members was confirmed.

Also in attendance were Controller, Karin Dixon, Director of Accounting, Kevin Connelly, Academy Director, Colleen Harsin; Governing Board Clerk, Aimee Fredericks, and Ken Bouchard for IT Support.

B. Welcome and Introduction

Mark Herron welcomed Board Members and members of the public in attendance.

C. Public Comment

Mark Herron provided instructions concerning public comment as stated under item C. of the meeting agenda.

Mark Herron stated that this meeting would be held without a physical location, but in compliance with Nevada legislation, was available for visual participation, and audio call-in for public comments. He referenced the public comment details provided in the agenda and confirmed that public comments, if made, would be received by email or by telephone. No comments were received.

D. Approval of Agenda

Mark Herron requested a motion to move General Business agenda item G.1.a. for presentation and consideration by the Board, prior to item F. Reports. Motion was made and seconded for approval of the amended meeting agenda. Motion carried unanimously.

E. Approval of Minutes

Mark Herron requested approval of the minutes for the meeting of May 29, 2025, included in the board book for this meeting. Motion was made and seconded for approval of the minutes as submitted. There was no discussion and the motion carried unanimously.

F. Reports

1. Academy Director

a. General Program Updates

Colleen Harsin began her report providing details of students enrolled for the 2025-2026 school year. The Academy started the school year with 173 students which include forty students planning for graduation in 2026. Forty-one new students were accepted for the current school year, of which thirty-six of those students enrolled resulting in a small increase in enrollment.

Under Tabs 2 and 3 of the board books Ms. Harsin referred board members to the Nevada Department of Education Pupil Enrollment and Attendance Audit (PEAA) report for the 2024-2025 school year. The report included one finding resulting from a coding error disallowance of nine pupil instructional days. The next PEAA audit of the Davidson Academy is scheduled for December 11, 2026.

1. Academy Director

b. College Planning Updates

Ms. Harsin confirmed that the graduating class are presently applying for college and university admissions. They met with the Academy's contracted college admissions counselor and created "smart lists" for applications. This is the largest graduating class in the history of the Davidson Academy at 40 students and over half are National Merit Semifinalists. She referred to Tabs 4 and 5 of the board book for the National Merit Press Release and list of recipients from Nevada. Brian Kolicki questioned why reporting of this information was not included in recent media stories for Washoe County schools and Washoe County School District. Ms. Harsin responded that it is possible that the media report Mr. Krolicki referred to was specific to schools in the Washoe County School District. Under Tab 6, Ms. Harsin provided information on the National Merit index scores by state. Tab 7 includes a list of National Merit commended students.

Ms. Harsin confirmed that she would provide a list at the next meeting of the Board of students seeking Spring 2026 graduation.

2. Media and Outreach

Ms. Harsin referred Board Members to Tab 8 of their board books for a list of media updates and website mentions. Notably, was a media placement about a Davidson Academy student who traveled to Latvia to participate in the U.S. Department of State's National Security Language Initiative for Youth Program (6/6/2025); the U.S News & World Report article (8/19/2025) – Davidson Academy Named Among the Nation's Top High Schools; and the 9/9/2025 press release 30 Davidson Academy Students Named National

Merit Semifinalists.

Davidson Academy website metrics and SEO keyword searches have improved from previous months and increased with the opening of admissions. Ms. Harsin concluded her report confirming that a full week of new student orientation was completed at the start of the school year as well as welcoming families for back-to-school night. There has also been active utilization of the new annex space, formerly the University Honors College.

G. General Business

1. VICE PRESIDENT AND CHIEF FINANCIAL OFFICER

a. Presentation of independent auditor's report for the fiscal year ended June 30, 2025. (for possible action)

Mark Herron, Vice President and Chief Financial Officer, referred to Director of Accounting, Kevin Connelly, along with the audit team which included Kimberly Hastings, Partner, and Diana Cirunay, Senior Staff Accountant, for presentation of the independent auditor's report for the fiscal year ended June 30, 2025.

Mr. Connelly advised that board materials for this meeting pertinent to the audit report package were under Tabs 9, 10 and 11 of the board book, which he would defer explanation of to the audit team. Mr. Connelly confirmed that the audit results letter noted a clean audit with an unmodified opinion, which is the desired outcome of this audit. Mr. Connelly then referred to Ms. Hastings and Ms. Cirunay for further presentation of the audit report.

Ms. Hastings began her presentation referring Board Members to Tab 9 of their board books. Ms. Hastings reiterated, as Kevin Connelly mentioned earlier, that a clean audit opinion was issued. She confirmed that the purpose of this report to the Board today was to communicate with those charged with governance, which in addition to management includes the Governing Board. She confirmed communication with management throughout the audit process, which begins with engagement. Details of the communications and audit process are included in the audit results letter. Ms. Hastings confirmed that the audit team helps with the financial statements, and this is important to mention as a clear line of responsibility needs to be established between management and the audit staff in order to maintain independence in the process. She confirmed that at the conclusion of the audit there were no issues with internal controls, no deficiencies, or findings and commented that this audit result is consistent with prior years with no significant changes. Ms. Hastings indicated that post closing entries are included in the audit results letter which is common based on timing of the completion of the audit report. Ms. Hastings then asked if the Board had any questions before moving on to the financial statements. There were no questions.

Concerning the financial statements, Ms. Hastings reported new presentation updates related to GASB 103. The focus of GASB Statement No. 103 is to clarify the purpose of required footnote disclosures and information included in the management discussion and

analysis. The focus is on risks and uncertainties where there are significant estimates and helping to provide some analysis of where changes have occurred. Highlighted examples in the MD&A include for example a positive change in net assets and increases in expenses or revenues. The clarified focus provides for expanding on these changes and why they occurred and the potential impact of those events. There is a footnote included per GASB 103 concerning expansion space for the Academy and that reliance upon current funding from Davidson Institute could put the Academy at risk and notes the reliance upon the current leased space and potential disruption should that space no longer be available. There was nothing to report concerning budgetary comparison or fluctuations. She thanked Kevin Connelly for his assistance through the audit process. Mark Herron opened the discussion to questions.

Board Member Brian Krolicki asked Kevin Connelly for further comments on the audit. Mr. Connelly reported that the audit went well, and there were no significant changes to report from the previous year other than the extended annexed space obtained by the Academy from the University and the amended lease agreements. The audit went well, and budget was on target with no significant changes upon comparison. Mr. Krolicki complimented management and the audit staff on their work completing the audit. Mr. Herron confirmed it would be appropriate for Board members to reach out individually to the audit staff should they have further questions. Richard Trachok and Lauralyn McCarthy Sandoval complimented the work of management and the audit staff in completion of the audit.

There being no further questions coming before the Board concerning the audit report, Mark Herron requested motion to accept the auditor's report for fiscal year ending June 30, 2025. Motion was made and seconded for acceptance of the auditor's report as submitted. There was no further discussion, and the motion carried unanimously.

1.b.

i. New accounting system

Mark Herron referred to his previous reporting to the Board that the Nevada Department of Education adopted a new accounting system and was advised that the system used by the Davidson Academy was no longer adequate. Kevin Connelly identified a compatible system, AptaFund, which was successfully launched and has replaced the previous system. Additionally, Mr. Herron reported that the AptaFund system was a less expensive option than previously estimated. He complimented Kevin's work in identifying and implementing this new accounting system on budget.

ii. Jot Travis Building Second Amended Lease Agreement and Third Amended Lease agreement

Mr. Herron reminded the Board that at the previous meeting he brought to the Board a request for approval of the second amended lease agreement for the Jot Travis Building space. The initial lease agreement was approved in 2007 and is now coming up on 20 years since that agreement. The Board approved the second amended agreement at

the last meeting and was subsequently approved by the University Board of Regents. Under the initial agreement, Davidson Academy had the right to extend the agreement through four, five-year options. The University also had the right to amend the lease at the end of twenty years with a three-year notice. In the second amended agreement the University added that Davidson Academy will assume operations and maintenance of the leased space, negotiated to start at the end of the current lease agreement. The building site square footage was confirmed by architect Marty Harsin at 28,405 sq. ft. with operations and maintenance costs at the current rate of \$10.00 per square foot. The University initially indicated the leased space at 41,000 square feet. Brian Krolicki questioned whether the University acknowledged the space at 28,405. Mr. Herron indicated that the drafted third amended agreement was submitted with the correct square footage and was subsequently approved by the University Board of Regents.

Mr. Herron advised that the Academy is in discussions with the University about a new building site on campus to house the Davidson Academy. More information will be provided as planning progresses.

H. Public Comment

There was no public comment at this time.

I. Adjournment

The Board has been provided with updated proposed meeting dates for 2026.

There being no further business coming before the board in public meeting, Mr. Herron asked for a motion to adjourn. Motion was made, seconded, and carried unanimously. The meeting adjourned at 2:50 p.m.

Respectfully submitted by Aimee Fredericks, Governing Board Clerk

The Davidson Academy
Profit & Loss Budget vs Actual
July through September 2025

	Jul -Sep 25	Budget	\$ Over Budget	% of Budget
Income				
1700 - District Activities	10,509.30	80,000.00	(69,490.70)	13.1%
1900 - Other Revenue from Local Sources	953,480.30	3,655,000.00	(2,701,519.70)	26.1%
3000 - Revenue from State Sources	410,707.89	1,739,180.00	(1,328,472.11)	23.6%
Total Income	1,374,697.49	5,474,180.00	(4,099,482.51)	25.1%
Expense				
100 - Personnel Services - Salaries	793,200.99	3,564,590.00	(2,771,389.01)	22.3%
200 - Employee Benefits	253,371.53	1,156,630.00	(903,258.47)	21.9%
300 - Purchased Supplies (300-500)	43,324.34	670,560.00	(627,235.66)	6.5%
510 - Student Transportation	16,384.50	66,685.00	(50,300.50)	24.6%
600 - Supplies	45,202.51	189,900.00	(144,697.49)	23.8%
700 - Property	-	52,425.00	(52,425.00)	0.0%
800 - Miscellaneous & Debt Service	4,045.00	27,165.00	(23,120.00)	14.9%
Total Expense	1,155,528.87	5,727,955.00	(220,242.49)	20.2%
Net Assets	219,168.62	(253,775.00)	(3,879,240.02)	-86.4%

NOTE:

The "Budget" column reflects the 12 mos. budget for fiscal year July 1, 2025, through June 30, 2026, as prescribed by the Nevada Department for Education and approved by the Governing Board. The July through September 2025 column represents actual income and revenue figures for the period and accounts for approximately 25% of the fiscal year. Some expense items, such as wages and benefits, are generally incurred evenly throughout the year. Other expenses, such as supplies and technology are generally purchased early in the year while purchased services (e.g. accounting and legal) are less predictable.



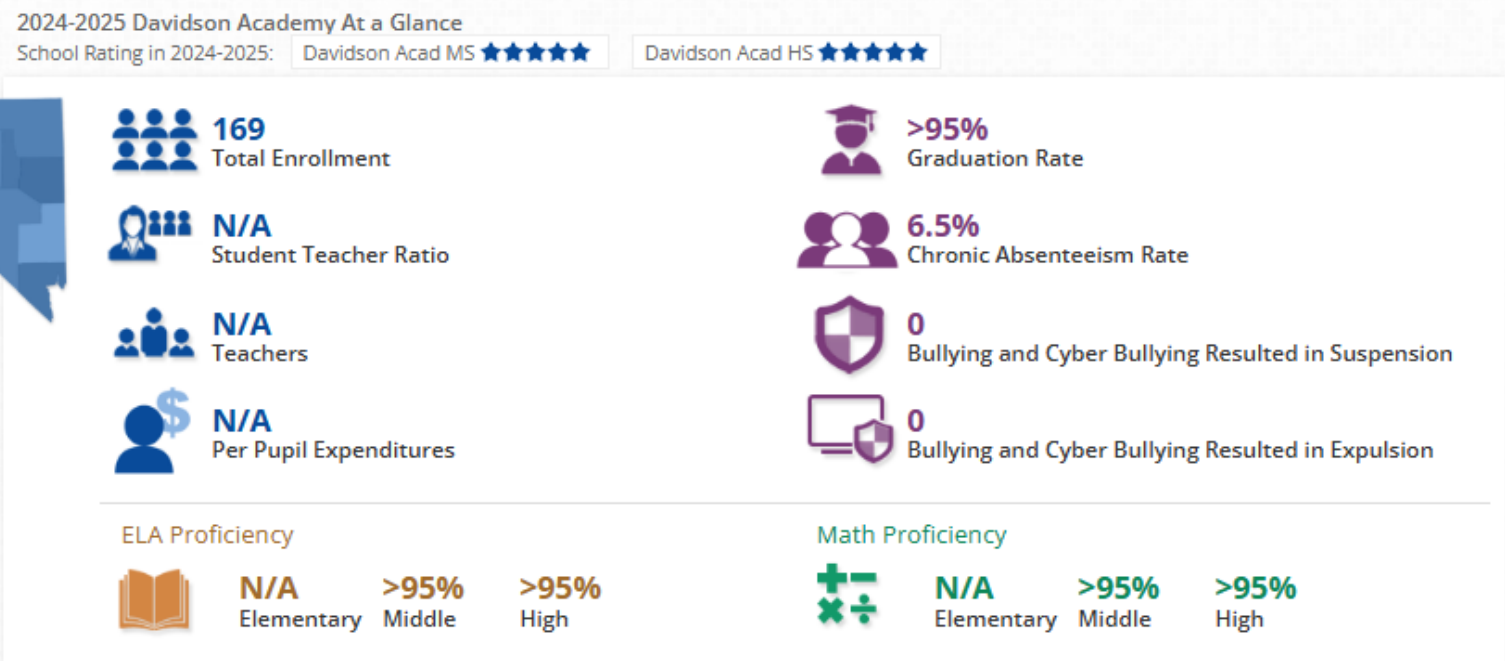
DEPARTMENT OF HEALTH AND HUMAN SERVICES
NEVADA DIVISION OF PUBLIC AND BEHAVIORAL HEALTH (DPBH)

Environmental Health Section - Short Form Inspection Report

Entity Information		Inspection Detail	
Credential #	WA-010-24626	Inspection Number	73005
Name	DAVIDSON ACADEMY	Inspection Form	School Facility Inspections
Credential Type	PUBLIC, PRIVATE, AND CHARTER SCHOOLS	Inspection Reason	Regular
Entity Name	DAVIDSON ACADEMY	Inspection Start Time	09/18/2025 9:30 AM
Entity Address	1164 N VIRGINIA STREET, RENO, NEVADA ,89507	Inspection End Time	09/18/2025 10:30 AM
Primary Contact Name	COLLEEN HARSIN	POC Due Date	
Primary Contact Phone	775-682-5803	Inspection Team	KLUCZYNSKI NICK
Primary Contact Email	charsin@davidsonacademy.unr.edu	Inspection Status	Completed
		Grade	NA

Comments
Everything looks great, facilities are in great shape.
No issues to note.
Operator has removed unapproved furniture.
Thank you!

LEGAL NOTIFICATION				
Tag	Question	Answer	Severity	Scope
	Based on an inspection this day, the items marked on this report identify the violation in operation or facilities which must be corrected by the next routine inspection or such shorter period of time as may be specified in writing by the health authority. Failure to comply with this notice may result in immediate suspension of your permit. An opportunity for an appeal will be provided if a written request for a hearing is filed with the health authority within the period of time established in this notice for correction of violations.	Legal Notification		
	Remarks:			
PREV	I verify that I have reviewed the last inspection report.	Report reviewed		
	Remarks:			



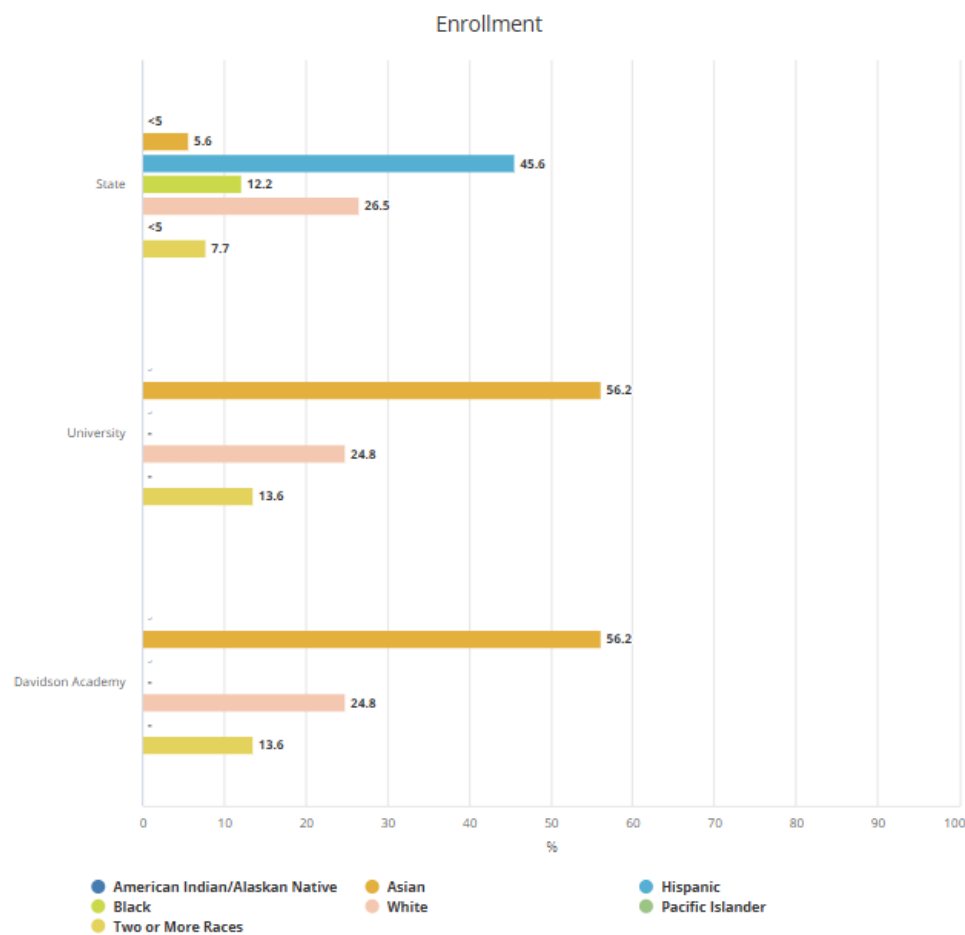
2024-2025 Davidson Academy Data Details

- Students
- Achievement
- Safety
- Graduation
- Personnel
- Financial
- Career & Technical Education
- Civil Rights Data Collection
- Supplementary Data

Enrollment/Diversity

- Average Daily Attendance
- Chronic Absenteeism Rates
- Average Class Size
- Student Teacher Ratio
- Transiency/Student Mobility
- Retention by Grade
- Credit Deficiency
- English Learners

This graph shows the percentage distribution of students enrolled in Nevada public schools, by race/ethnicity (data is as of October 1st). [Tell me more](#)



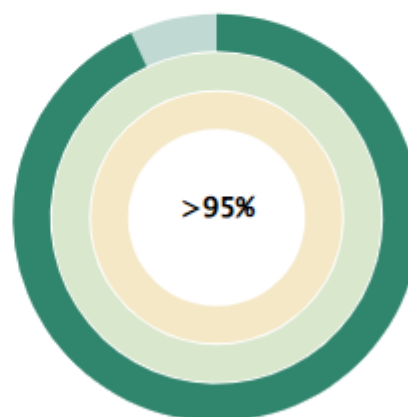
2024-2025 Davidson Academy Data Details

[Students](#)[Achievement](#)[Safety](#)[Graduation](#)[Personnel](#)[Financial](#)[Career & Technical Education](#)[Civil Rights Data Collection](#)[Supplementary Data](#)[Enrollment/Diversity](#)[Average Daily Attendance](#)[Chronic Absenteeism Rates](#)[Average Class Size](#)[Student Teacher Ratio](#)[Transiency/Student Mobility](#)[Retention by Grade](#)[Credit Deficiency](#)[English Learners](#)

This graph shows the student average daily attendance (ADA) rate as of the first 100 days of instruction.

[Tell me more](#)

Average Daily Attendance



● Davidson Academy (>95%) ● University (>95%) ● State (93.1%)

[Click here to view a more detailed report.](#)

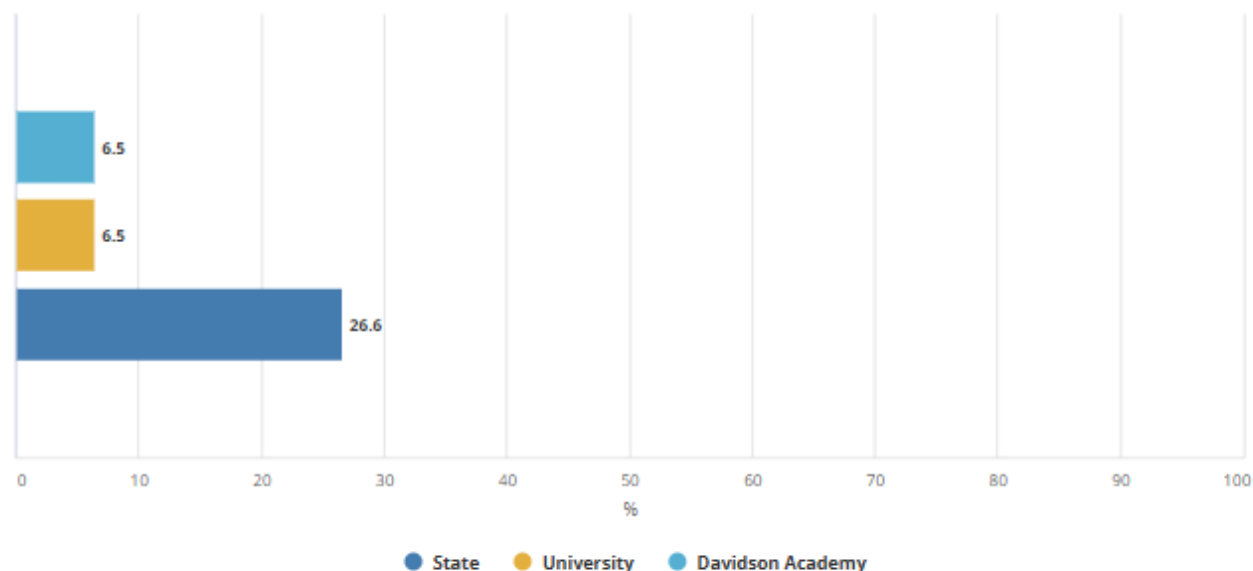
[Click here to view a more detailed report and compare data across organizations and/or years.](#)

2024-2025 Davidson Academy Data Details

[Students](#)[Achievement](#)[Safety](#)[Graduation](#)[Personnel](#)[Financial](#)[Career & Technical Education](#)[Civil Rights Data Collection](#)[Supplementary Data](#)[Enrollment/Diversity](#)[Average Daily
Attendance](#)[Chronic Absenteeism
Rates](#)[Average Class Size](#)[Student Teacher Ratio](#)[Transiency/Student
Mobility](#)[Retention by Grade](#)[Credit Deficiency](#)[English Learners](#)

This graph shows the chronic absenteeism rate which is the percentage of students who miss 10% percent or more of enrolled school days per year either with or without a valid excuse. [Tell me more](#)

Chronic Absenteeism (CA) Rates %

[Click here to view a more detailed report.](#)[Click here to view a more detailed report and compare data across organizations and/or years.](#)

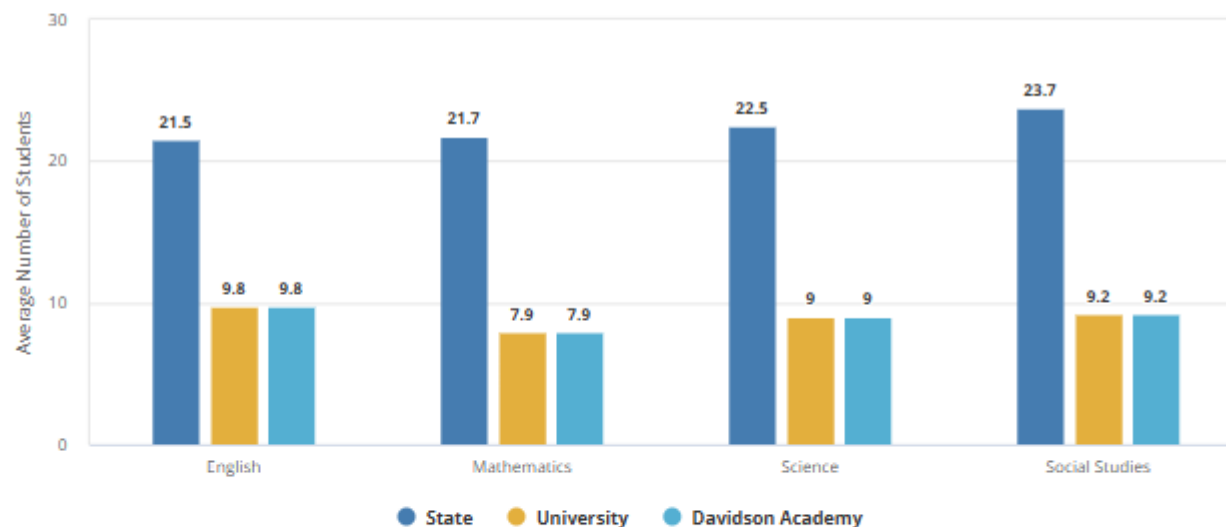
2024-2025 Davidson Academy Data Details

[Students](#)[Achievement](#)[Safety](#)[Graduation](#)[Personnel](#)[Financial](#)[Career & Technical Education](#)[Civil Rights Data Collection](#)[Supplementary Data](#)[Enrollment/Diversity](#)[Average Daily
Attendance](#)[Chronic Absenteeism
Rates](#)[Average Class Size](#)[Student Teacher Ratio](#)[Transiency/Student
Mobility](#)[Retention by Grade](#)[Credit Deficiency](#)[English Learners](#)

This graph shows the average number of students in each class in the secondary schools at this state.

[Tell me more](#)

Average Class Size for Core Subjects



[Click here to view a more detailed report.](#)

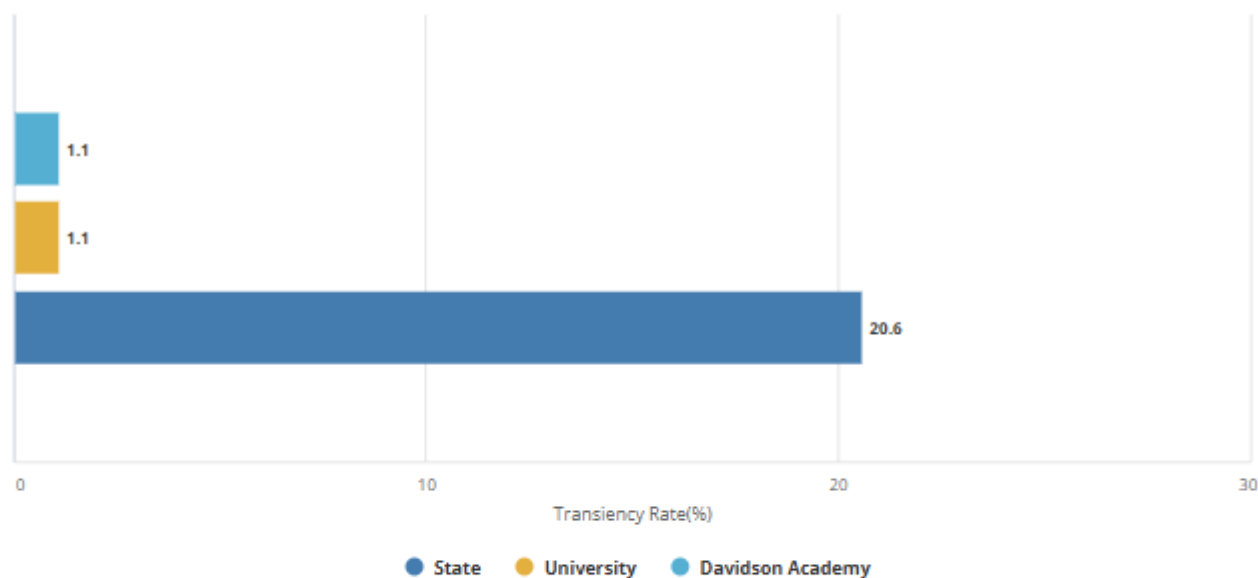
[Click here to view a more detailed report and compare data across organizations and/or years.](#)

2024-2025 Davidson Academy Data Details

[Students](#)[Achievement](#)[Safety](#)[Graduation](#)[Personnel](#)[Financial](#)[Career & Technical Education](#)[Civil Rights Data Collection](#)[Supplementary Data](#)[Enrollment/Diversity](#)[Average Daily](#)[Attendance](#)[Chronic Absenteeism
Rates](#)[Average Class Size](#)[Student Teacher Ratio](#)[Transiency/Student
Mobility](#)[Retention by Grade](#)[Credit Deficiency](#)[English Learners](#)

This graph shows the student transiency rate which reflects the percentage of students who are not enrolled in the school for the entire reporting school year. [Tell me more](#)

Transiency Rate

[Click here to view a more detailed report.](#)[Click here to view a more detailed report and compare data across organizations and/or years.](#)

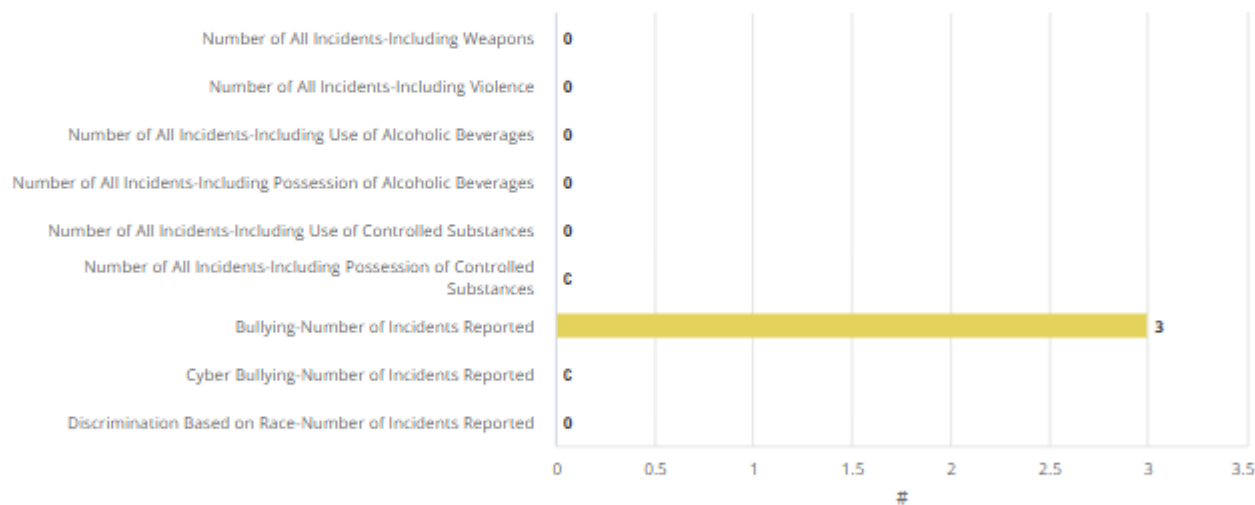
2024-2025 Davidson Academy Data Details

[Students](#) [Achievement](#) **[Safety](#)** [Graduation](#) [Personnel](#) [Financial](#) [Career & Technical Education](#)

[Civil Rights Data Collection](#) [Supplementary Data](#)

Discipline[Habitual Truants](#)[Climate Survey](#)

Data on discipline, including bullying and cyber bullying, for the State, districts, and schools. [Tell me more](#)



[Click here to view a more detailed report.](#)

[Click here to view a more detailed report and compare data across organizations and/or years.](#)

2024-2025 Davidson Academy Data Details

[Students](#) [Achievement](#) [Safety](#) [Graduation](#) [Personnel](#) [Financial](#) [Career & Technical Education](#)
[Civil Rights Data Collection](#) [Supplementary Data](#)

4-Year Graduation Rates

5-Year Graduation Rates

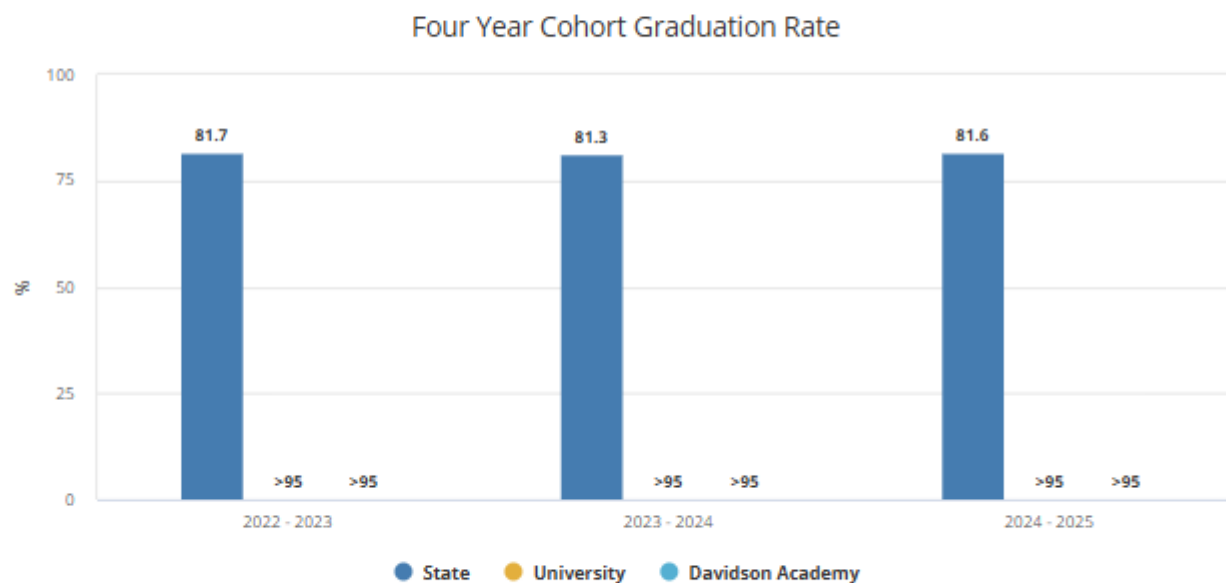
Dropout Rates

Remedial/NSHE

Postsecondary

Enrollment

Data on graduation rates, number of diplomas, and completers for cohorts and subgroups at school, district and state levels. [Tell me more](#)



[Click here to view a more detailed report.](#)

[Click here to view a more detailed report and compare data across organizations and/or years.](#)

Davidson Academy

School Year 2024-2025 Nevada School Rating

School Level: Middle School Grade Levels: 06-12 District: University School: 1164 N. Virginia St. Jot Travis Address: Building 048 Reno, NV 89503	 84.4 Total Adjusted Index Score	School Type: Regular School Designation: No Designation 95% Assessment Participation: Met						
Student Race/Ethnicity 11.6% White/Caucasian N/A% Black/African American N/A% Hispanic/Latino 79% Asian N/A% American Indian/Alaska Native N/A% Pacific Islander 9.3% Two or More Races	School Performance History <table><tr><th>School Year</th><th>Index Score/Star Rating</th></tr><tr><td>2023-2024</td><td>92.8 ★★★★★</td></tr><tr><td>2022-2023</td><td>90 ★★★★★</td></tr></table>	School Year	Index Score/Star Rating	2023-2024	92.8 ★★★★★	2022-2023	90 ★★★★★	Additional Student Groups N/A% English Learners N/A% Students with Disabilities N/A% Economically Disadvantaged
School Year	Index Score/Star Rating							
2023-2024	92.8 ★★★★★							
2022-2023	90 ★★★★★							

What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?

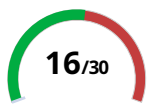
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 29	★
At or above 29 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 80	★★★★
At or above 80	★★★★★

2024-2025 School Performance

 25/25	Academic Achievement Indicator	
Measure	School Rate	District Rate
Pooled Proficiency	>95	>95
Math Proficiency	>95	>95
ELA Proficiency	>95	>95
Science Proficiency	>95	>95
 N/A	English Language Proficiency Indicator	
Measure	School Rate	District Rate
Met EL AGP Target	N/A	N/A
 15/15	Student Engagement Indicator	
Measure	School Rate	District Rate
Chronic Absenteeism	<5	<5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	>95
Climate Survey Participation	N/A	N/A

 16/30	Student Growth Indicator	
Measure	School Median	District Median
Math MGP	30	30
ELA MGP	48	48
	School Rate	District Rate
Met Math AGP Target	>95	>95
Met ELA AGP Target	>95	>95
 20/20	Closing Opportunity Gaps Indicator	
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	N/A	N/A
Prior Non-Proficient Met ELA AGP Target	N/A	N/A

Climate Survey Participation is not a point-earning measure.

Davidson Academy

School Year 2024-2025 Nevada School Rating



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school whomet (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

Pooled Proficiency Points Earned: 25/25

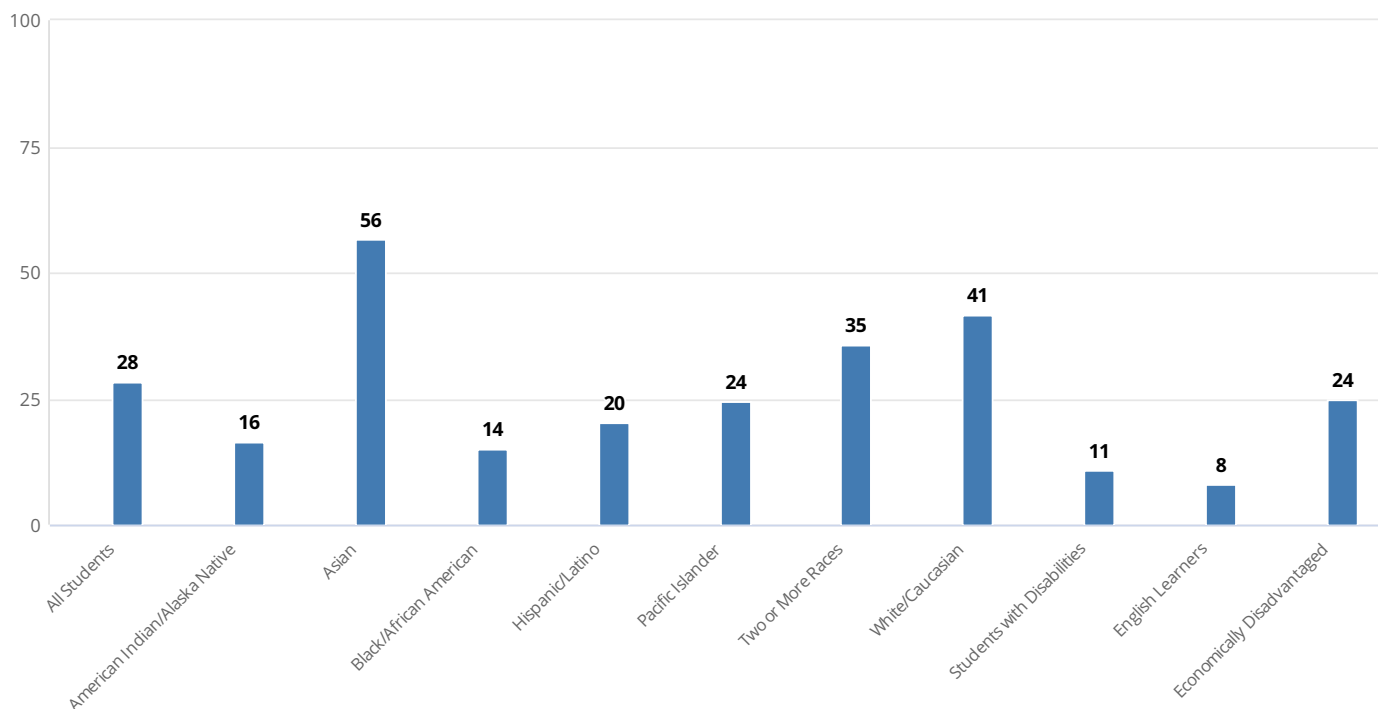
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	>95	>95	>95	>95

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	>95	>95	28.2	>95	>95	45.6
American Indian/ Alaska Native	N/A	N/A	16.6	N/A	N/A	38.6
Asian	>95	>95	56.6	>95	>95	64.5
Black/ African American	N/A	N/A	14.9	N/A	N/A	34.4
Hispanic/ Latino	N/A	N/A	20.3	-	-	39.4
Pacific Islander	N/A	N/A	24.5	-	-	45.9
Two or More Races	-	-	35.7	-	-	49.1
White/ Caucasian	-	-	41.6	-	-	54.7
Students with Disabilities	N/A	N/A	11	N/A	N/A	30.2
English Learners	N/A	N/A	8.2	N/A	N/A	
Economically Disadvantaged	N/A	N/A	24.9	N/A	N/A	39.3

Math Assessments % Proficient

2024-2025 Davidson Academy 2024-2025 MIPs



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Davidson Academy

School Year 2024-2025 Nevada School Rating



25/25

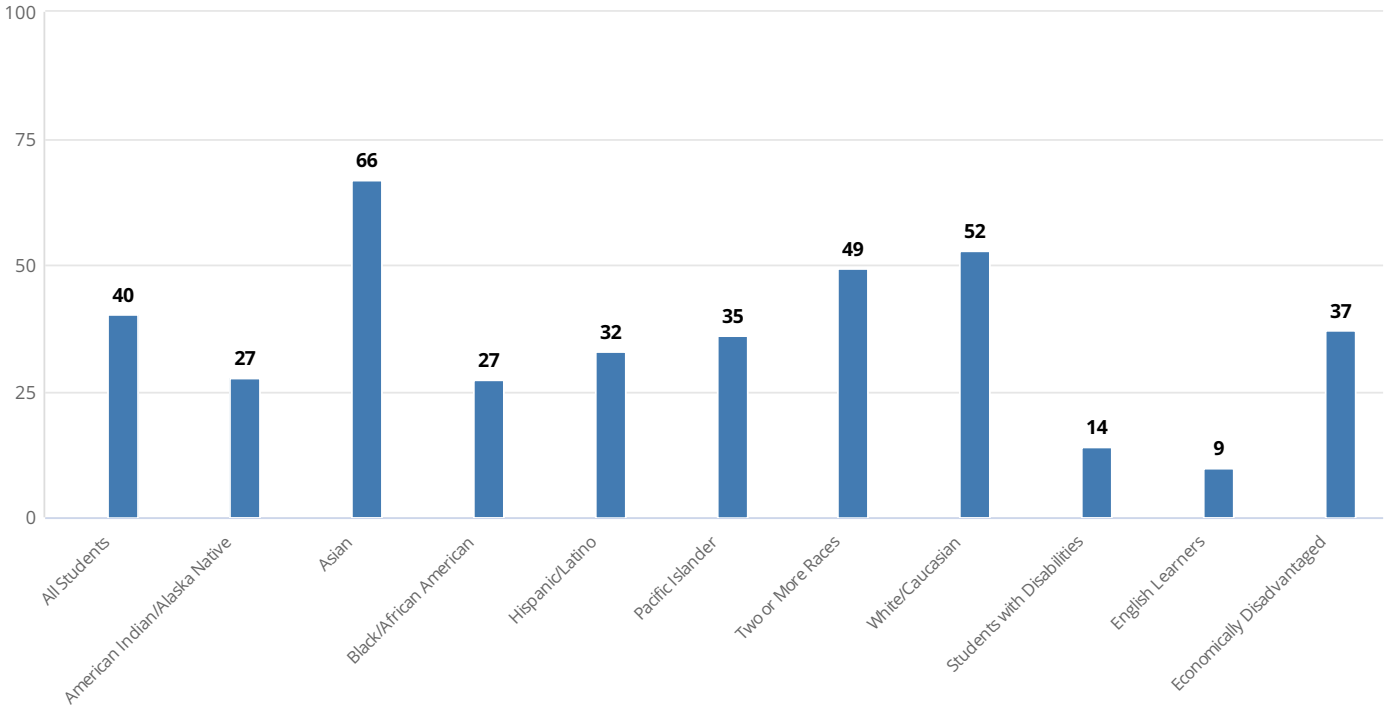
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	>95	>95	40.3	>95	>95	60.6
American Indian/ Alaska Native	N/A	N/A	27.5	N/A	N/A	51.5
Asian	>95	>95	66.8	>95	>95	79.3
Black/ African American	N/A	N/A	27.4	N/A	N/A	46.7
Hispanic/ Latino	N/A	N/A	32.8	-	-	53
Pacific Islander	N/A	N/A	35.9	-	-	59.9
Two or More Races	-	-	49.3	-	-	66.8
White/ Caucasian	-	-	52.8	-	-	71.1
Students with Disabilities	N/A	N/A	14.1	N/A	N/A	33.1
English Learners	N/A	N/A	9.8	N/A	N/A	
Economically Disadvantaged	N/A	N/A	37	N/A	N/A	52.3

ELA Assessments % Proficient

2024-2025 Davidson Academy 2024-2025 MIPs



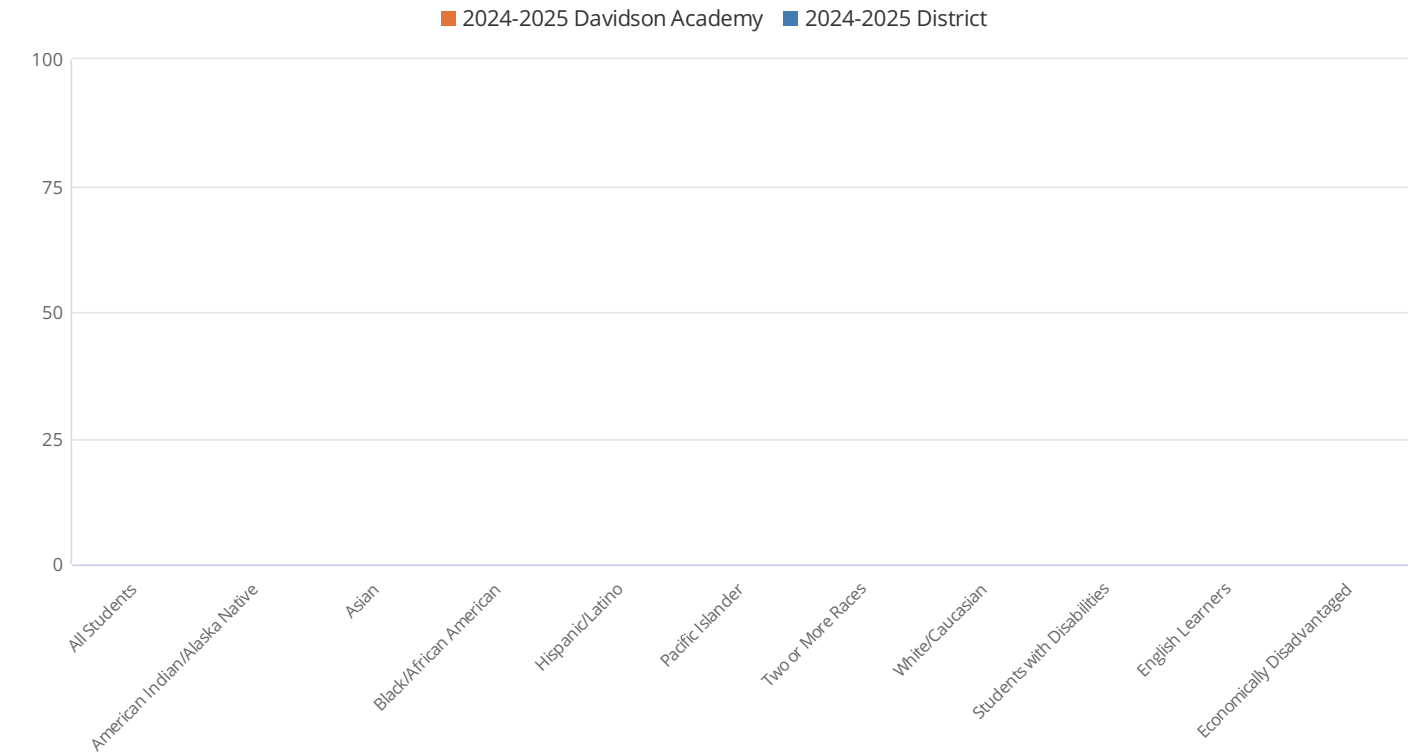


Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	>95	>95	>95	>95
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	N/A	N/A	-	-
Pacific Islander	N/A	N/A	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

Science Assessments % Proficient



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Page 4 of 10



Academic Achievement

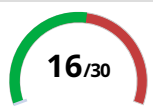
Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0		Yellow indicates 95% participation requirement not met.		
Groups	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	>=95%	>=95%	>=95%	>=95%
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	N/A	N/A	-	-
Pacific Islander	N/A	N/A	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

Davidson Academy

School Year 2024-2025 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 1/10

ELA MGP Points Earned: 5/10

Groups	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP
All Students	30	30	48	48	48	48	65	65
American Indian/ Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	31.5	31.5	44	44	44	44	75	75
Black/ African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/ Caucasian	-	-	-	-	-	-	-	-
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 5/5

Groups	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP
All Students	>95	>95	>95	>95	>95	>95	>95	>95
American Indian/ Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	95	95	>95	>95	>95	>95	>95	>95
Black/ African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/ Caucasian	-	-	-	-	-	-	-	-
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	N/A	N/A	N/A	N/A	N/A	N/A

% English Learners Meeting AGP on WIDA

2024-2025 Davidson Academy 2024-2025 District



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 10/10			
	2025	2025	2025	2025	2024	2024	2024	2024
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/ Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/ African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White/ Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A



15/15

Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

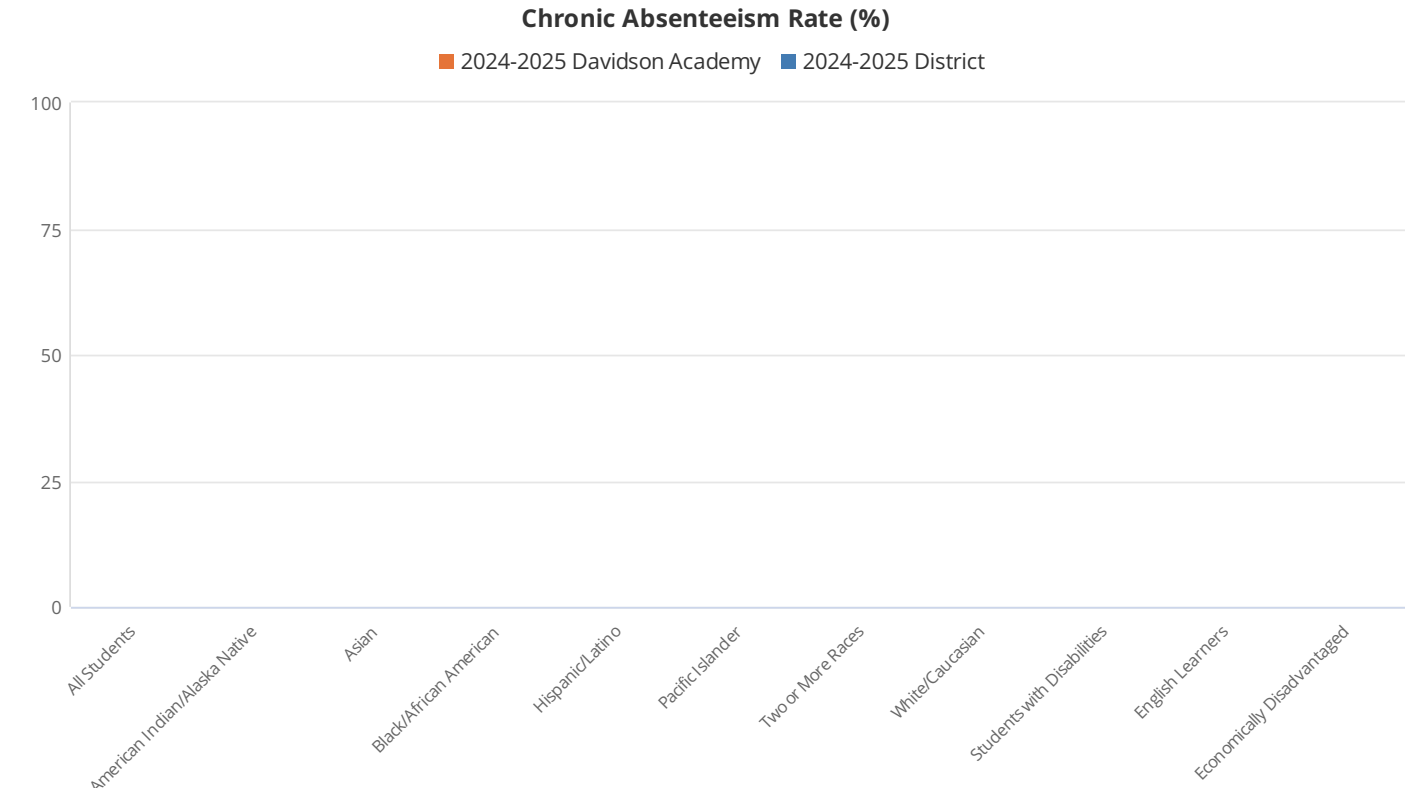
Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	<5	<5	<5	<5
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	<5	<5	<5	<5
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	N/A	N/A	-	-
Pacific Islander	N/A	N/A	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

All Students Chronic Absenteeism Percent Change: NA%

Points Earned by the Chronic Absenteeism Rate: 10/10

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: NA

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Page 9 of 10

Davidson Academy

School Year 2024-2025 Nevada School Rating



Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

Groups	2025 % Academic Learning Plans	2025 % District	2024 % Academic Learning Plans	2024 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	>95	>95	>95	>95
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	N/A	N/A	-	-
Pacific Islander	N/A	N/A	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

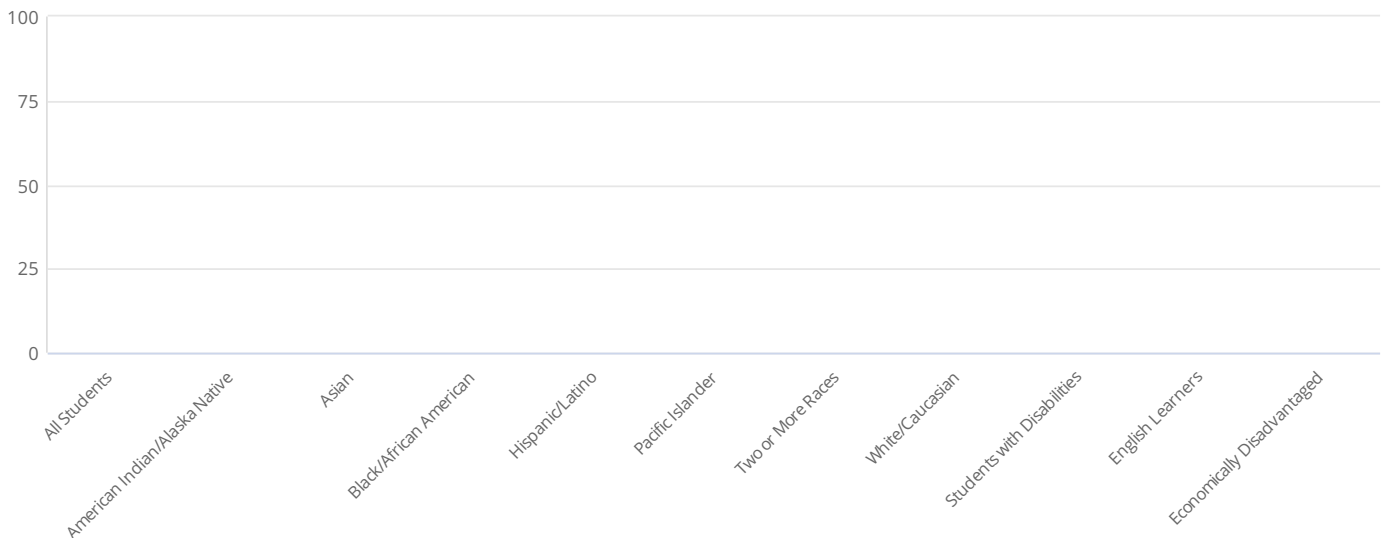
NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2025 % Credit Requirements Met	2025 % District	2024 % Credit Requirements Met	2024 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	>95	>95	>95	>95
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	N/A	N/A	-	-
Pacific Islander	N/A	N/A	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

% of Students Meeting 8th Grade Credit Requirements

2024-2025 Davidson Academy 2024-2025 District



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Davidson Academy

School Year 2024-2025 Nevada School Rating

<i>School Level:</i> High School <i>Grade Levels:</i> 06-12 <i>District:</i> University <i>School</i> 1164 N. Virginia St. Jot Travis <i>Address:</i> Building 048 Reno, NV 89503	 98.8 Total Adjusted Index Score	<i>School Type:</i> Regular <i>School Designation:</i> No Designation <i>95% Assessment Participation:</i> Warning						
Student Race/Ethnicity 29.3% White/Caucasian 0.7% Black/African American 3.9% Hispanic/Latino 48.4% Asian N/A% American Indian/Alaska Native 2.3% Pacific Islander 15% Two or More Races	School Performance History <table><tr><th>School Year</th><th>Index Score/Star Rating</th></tr><tr><td>2023-2024</td><td>100 ★★★★★</td></tr><tr><td>2022-2023</td><td>100 ★★★★★</td></tr></table>	School Year	Index Score/Star Rating	2023-2024	100 ★★★★★	2022-2023	100 ★★★★★	Additional Student Groups N/A% English Learners -% Students with Disabilities N/A% Economically Disadvantaged
School Year	Index Score/Star Rating							
2023-2024	100 ★★★★★							
2022-2023	100 ★★★★★							

What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 82	★★★★
At or above 82	★★★★★

2024-2025 School Performance

	Academic Achievement Indicator	
Measure	School Rate	District Rate
Math Proficiency	>95	>95
ELA Proficiency	>95	>95
Science Proficiency	>95	>95

	Graduation Rates Indicator	
Measure	School Rate	District Rate
4-Year	>95	>95
5-Year	>95	>95

	English Language Proficiency Indicator	
Measure	School Rate	District Rate
Met EL AGP Target	N/A	N/A

	College and Career Readiness Indicator	
Measure	School Rate	District Rate
Post-Secondary Preparation Participation	88.0	88.0
Post-Secondary Preparation Completion	>95	>95
Advanced or CCR Diploma	>95	>95

	Student Engagement Indicator	
Measure	School Rate	District Rate
9th Grade Credit Sufficiency	100.0	100.0
Chronic Absenteeism	7.2	8.0
Climate Survey Participation	N/A	N/A

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2023-2024.

Davidson Academy

School Year 2024-2025 Nevada School Rating



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

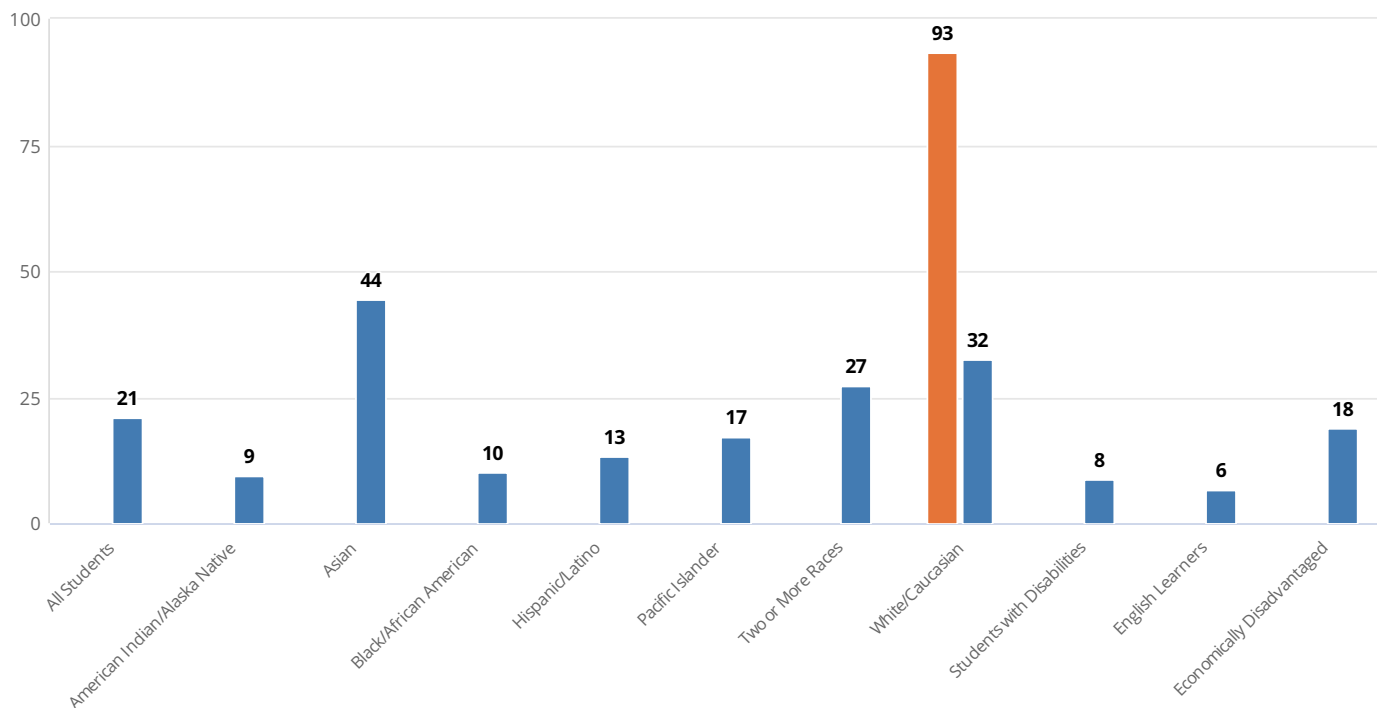
Math Proficient

Math Proficient Points Earned: 10/10

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	>95	>95	21	>95	>95	42.41
American Indian/ Alaska Native	N/A	N/A	9.4	N/A	N/A	34.09
Asian	>95	>95	44.5	91.6	91.6	57.36
Black/ African American	-	-	10.2	N/A	N/A	30.05
Hispanic/ Latino	-	-	13.4	-	-	33.92
Pacific Islander	-	-	17.2	N/A	N/A	39.35
Two or More Races	-	-	27.3	-	-	45.95
White/ Caucasian	93.5	>95	32.6	-	-	52.2
Students with Disabilities	-	-	8.7	-	-	24.88
English Learners	N/A	N/A	6.8	N/A	N/A	24.22
Economically Disadvantaged	N/A	N/A	18.9	N/A	N/A	34.84

Math Assessments % Proficient

2024-2025 Davidson Academy 2024-2025 MIPs



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Davidson Academy

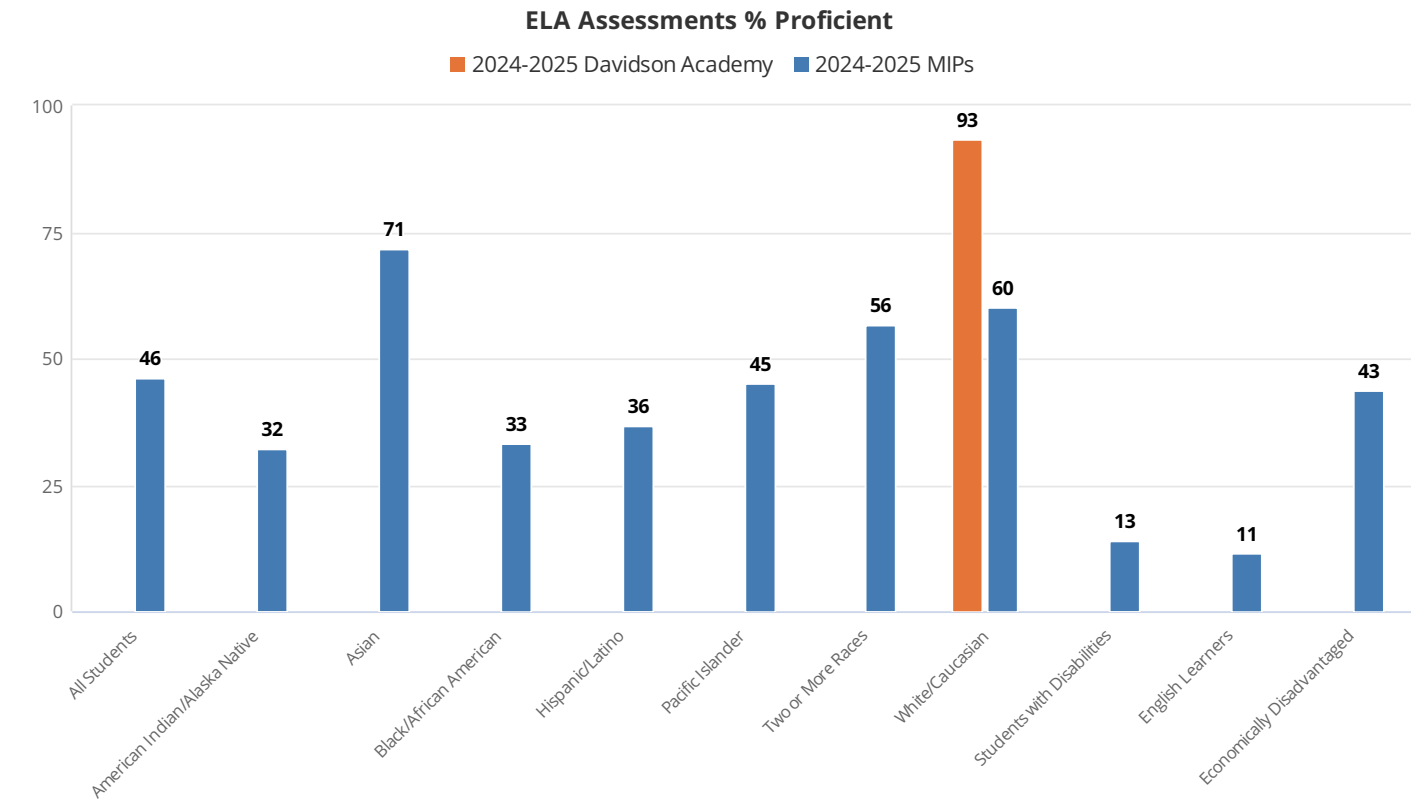
School Year 2024-2025 Nevada School Rating



25/25

Academic Achievement

ELA Proficient			ELA Proficient Points Earned: 10/10			
Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	>95	>95	46.2	>95	>95	55.88
American Indian/ Alaska Native	N/A	N/A	32.1	N/A	N/A	45.78
Asian	>95	>95	71.6	>95	>95	70.08
Black/ African American	-	-	33.1	N/A	N/A	41.18
Hispanic/ Latino	-	-	36.6	-	-	45.55
Pacific Islander	-	-	45	N/A	N/A	56.06
Two or More Races	-	-	56.8	-	-	64.05
White/ Caucasian	93.5	>95	60.3	-	-	67.63
Students with Disabilities	-	-	13.9	-	-	27.73
English Learners	N/A	N/A	11.4	N/A	N/A	24.17
Economically Disadvantaged	N/A	N/A	43.7	N/A	N/A	46.55





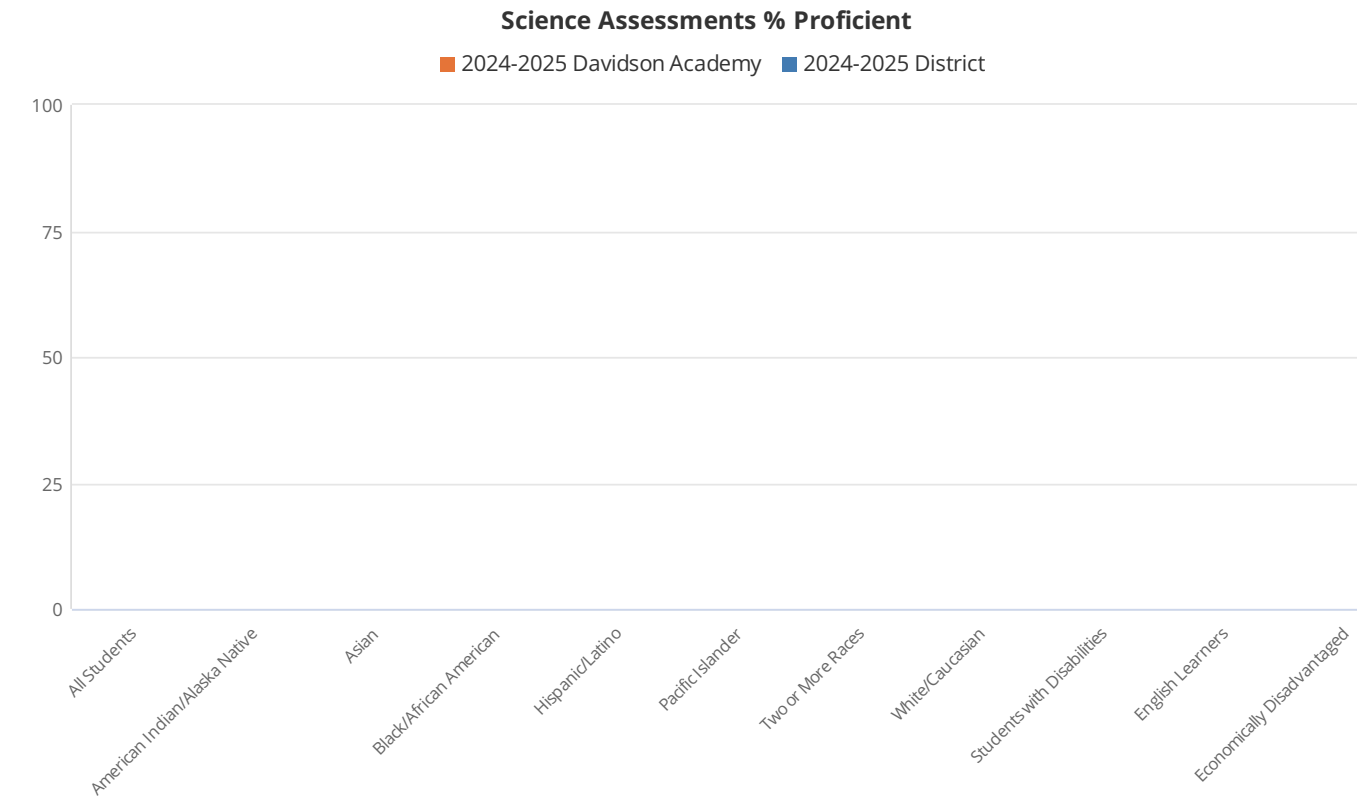
25/25

Academic Achievement

Science Proficient

Science Proficient Points Earned: 5/5

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	>95	>95	>95	>95
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	N/A	N/A	-	-
Pacific Islander	N/A	N/A	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	>95	>95
Students with Disabilities	-	-	-	-
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A





Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties Only Math and ELA assessments impact participation warnings/penalties.

Groups	Participation Penalty: 0			
	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	93.3%	93.3%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/ African American	-	-	N/A	N/A
Hispanic/ Latino	-	-	-	-
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	-	-	-	-
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

Yellow indicates 95% participation requirement not met.

Davidson Academy

School Year 2024-2025 Nevada School Rating



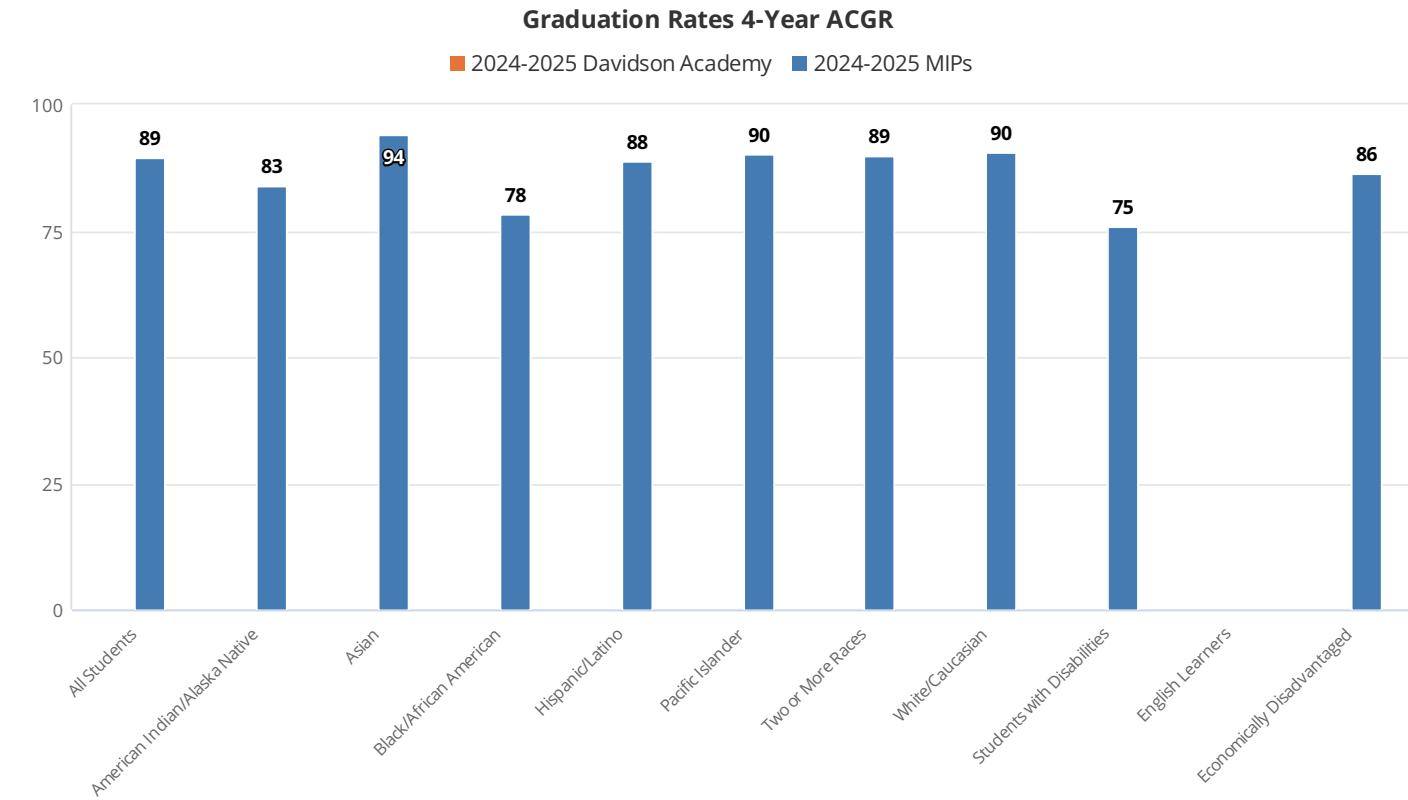
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 25/25

Groups	2024	2024	2024	2023	2023	2023
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	>95	>95	89.4	>95	>95	87.7
American Indian/ Alaska Native	N/A	N/A	83.9	N/A	N/A	81.9
Asian	>95	>95	94.2	-	-	93.9
Black/ African American	-	-	78.2	N/A	N/A	76.1
Hispanic/ Latino	N/A	N/A	88.7	-	-	86.9
Pacific Islander	N/A	N/A	90.3	N/A	N/A	88.7
Two or More Races	-	-	89.8	-	-	88.1
White/ Caucasian	-	-	90.7	-	-	89.4
Students with Disabilities	-	-	75.7	-	-	73.5
English Learners	N/A	N/A		N/A	N/A	
Economically Disadvantaged	N/A	N/A	86.3	N/A	N/A	84.4



Davidson Academy

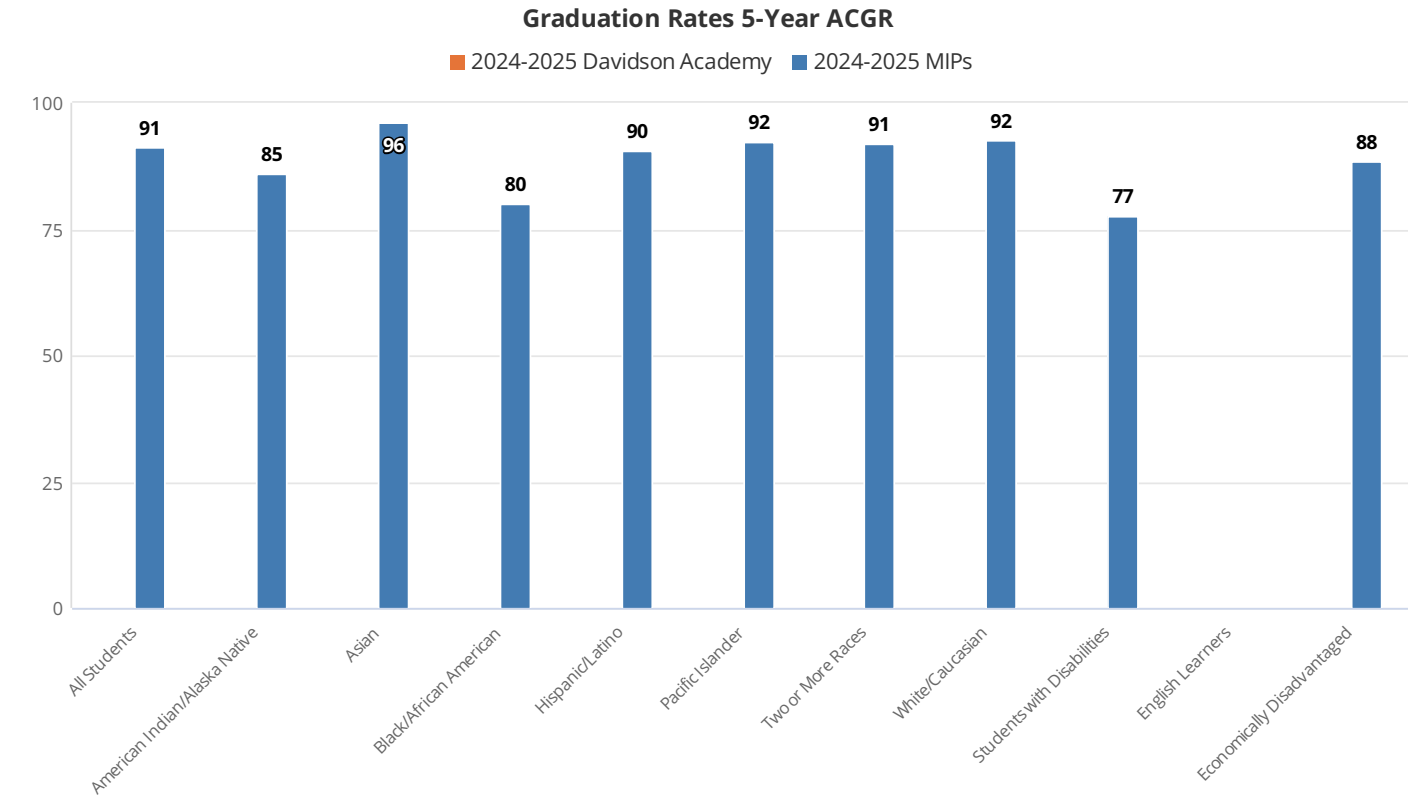
School Year 2024-2025 Nevada School Rating



Graduation Rates

5-Year ACGR Data5-Year Cohort Graduation Points Earned: 5/5

Groups	2024 % 5-Year ACGR	2024 % District	2024 % 5-Year ACGR MIP	2023 % 5-Year ACGR	2023 % District	2023 % 5-Year ACGR MIP
All Students	>95	>95	91.4	N/A	>95	89.7
American Indian/ Alaska Native	N/A	N/A	85.9	N/A	N/A	83.9
Asian	-	-	96.1	N/A	-	95.9
Black/ African American	N/A	N/A	80.2	N/A	-	78.1
Hispanic/ Latino	-	-	90.7	N/A	-	88.9
Pacific Islander	N/A	N/A	92.3	N/A	N/A	90.7
Two or More Races	-	-	91.8	N/A	N/A	90.1
White/ Caucasian	-	-	92.7	N/A	92.8	91.4
Students with Disabilities	-	-	77.7	N/A	N/A	75.5
English Learners	N/A	N/A		N/A	N/A	
Economically Disadvantaged	N/A	N/A	88.3	N/A	N/A	86.4





English Language

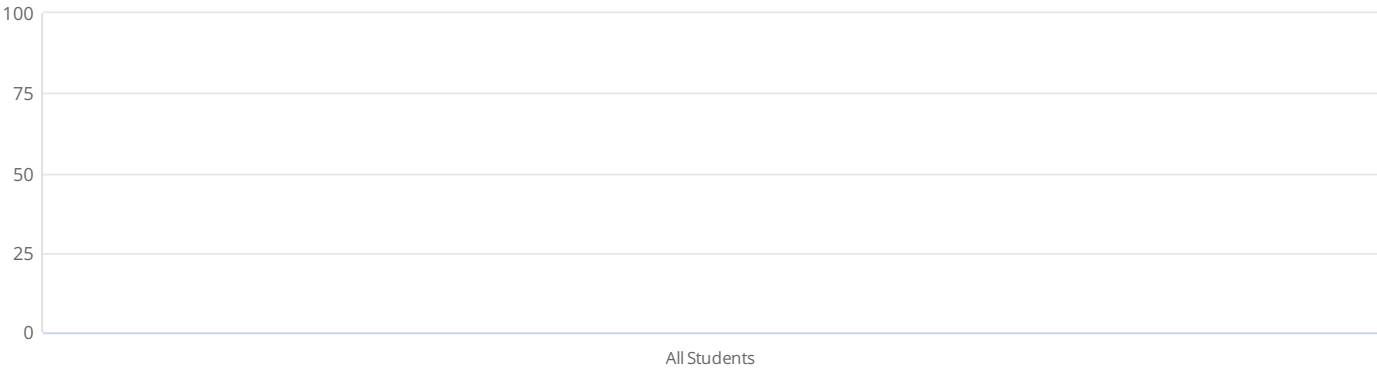
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	N/A	N/A	N/A	N/A	N/A	N/A

% English Learners Meeting AGP on WIDA

2024-2025 Davidson Academy 2024-2025 District



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>

Davidson Academy

School Year 2024-2025 Nevada School Rating



College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 10/10

Groups	2025 % Participation	2025 % Participation District	2024 % Participation	2024 % Participation District
All Students	88	88	81.4	81.4
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	91.6	91.6	92.3	92.3
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	-	-	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	-	-	-	-
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 10/10

Groups	2025 % Completion	2025 % Completion District	2024 % Completion	2024 % Completion District
All Students	>95	>95	88.8	88.8
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	>95	100	>95	100
Black/ African American	N/A	N/A	-	-
Hispanic/ Latino	-	-	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	-	-	-	-
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

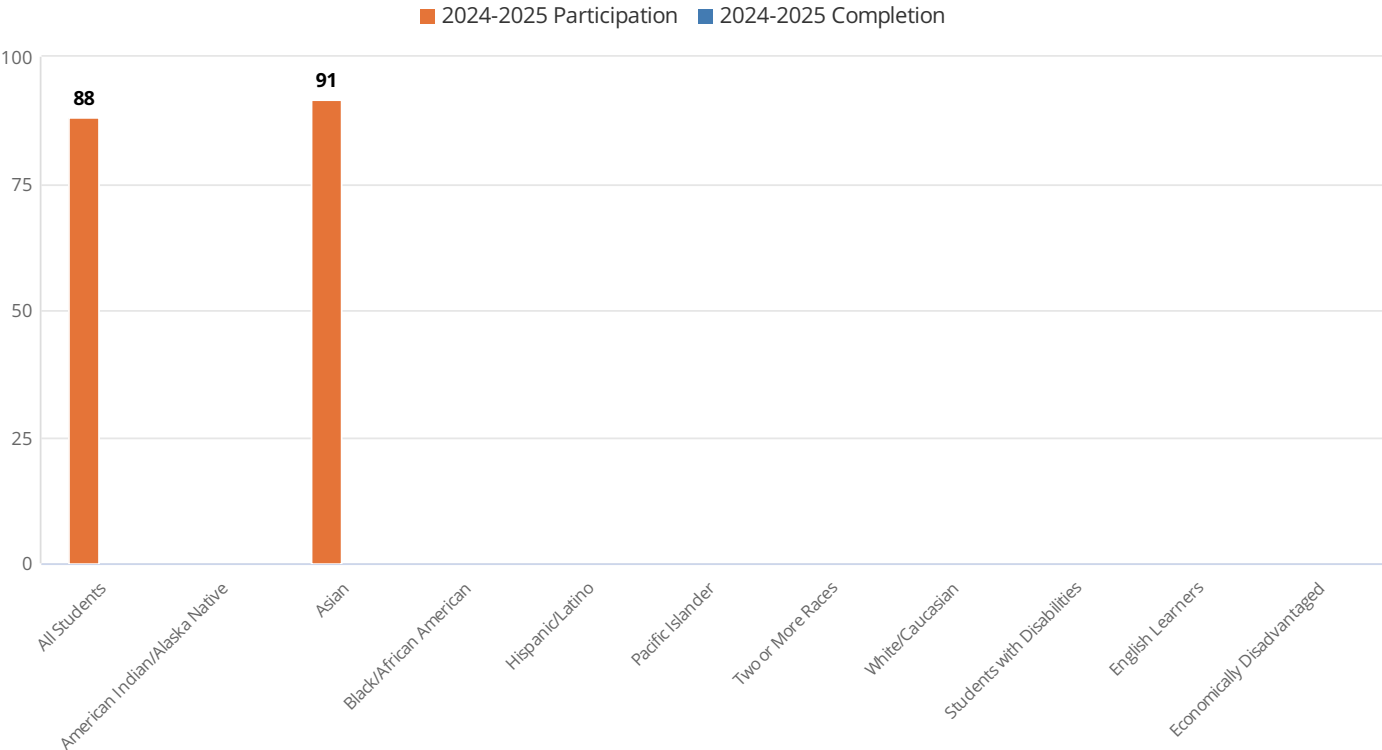
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



25/25

College and Career Readiness

Post-Secondary Preparation (% Participation vs Completion)



Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 5/5

Groups	2025 % Advanced or CCR Diploma	2025 % Advanced or CCR Diploma District	2024 % Advanced or CCR Diploma	2024 % Advanced or CCR Diploma District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	>95	>95	-	-
Black/ African American	-	-	N/A	N/A
Hispanic/ Latino	N/A	N/A	-	-
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	N/A	N/A	-	-
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

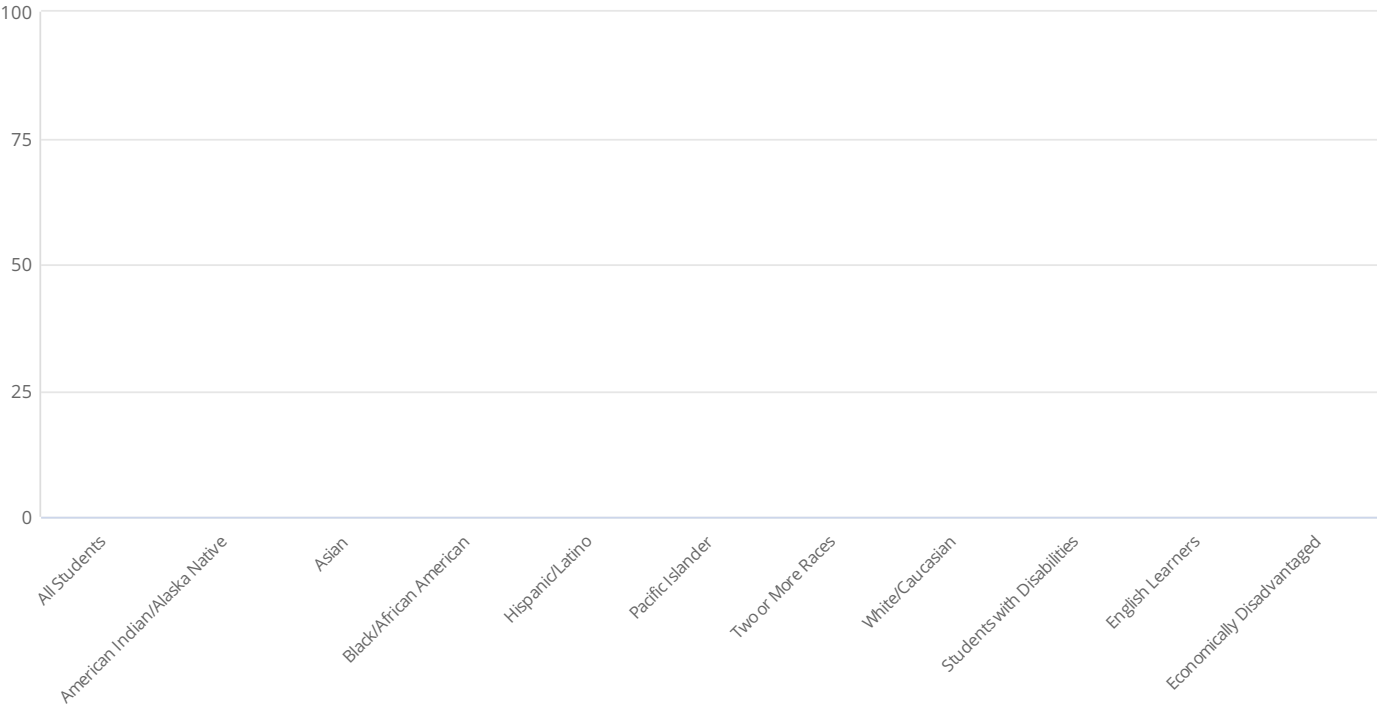


25/25

College and Career Readiness

% Students Who Received Advanced or CCR Diploma

2024-2025 Davidson Academy 2024-2025 District



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	16	>95	84	64	<5	<5	<5	<5
American Indian/ Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	8.3	>95	91.6	91.6	<5	<5	<5	<5
Black/ African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino	-	-	-	-	-	-	-	-
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-	-	-	-	-
White/ Caucasian	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.



Student Engagement

Chronic Absenteeism and 9th Grade Credit Sufficiency are Measures of Student Engagement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Research shows that attendance is tied to student achievement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

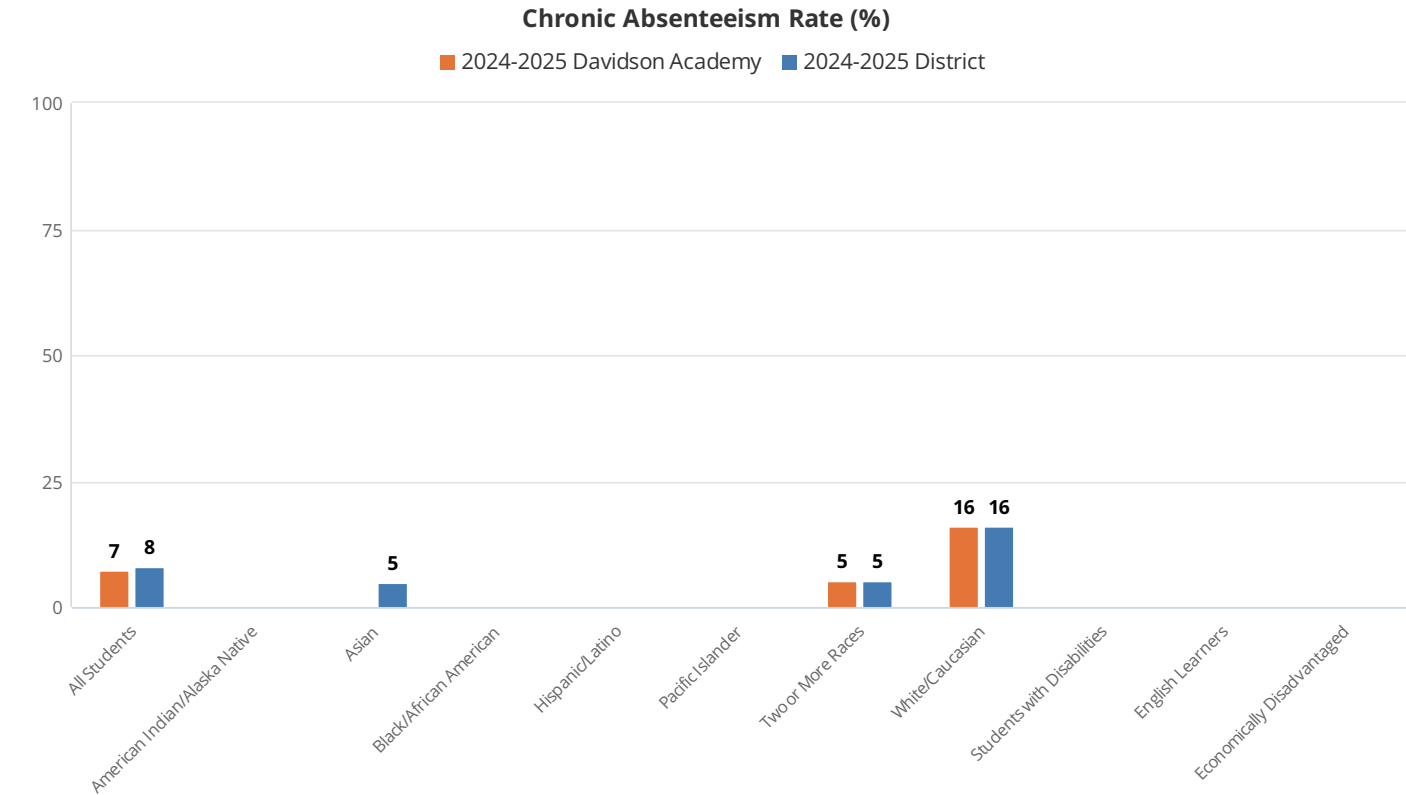
Chronic Absenteeism

Chronic Absenteeism Points Earned: 4/5

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	7.2	8	<5	5.8
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	<5	5	<5	5.3
Black/ African American	-	-	-	-
Hispanic/ Latino	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	5.2	5.2	<5	<5
White/ Caucasian	16.2	16.2	7.5	10
Students with Disabilities	-	-	-	-
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

All Students Chronic Absenteeism Percent Change: 75.6%

Points Earned by the Chronic Absenteeism Rate: 4/5
Bonus Points Earned by Reducing Chronic Absenteeism by 10%: NA
Points Earned by Chronic Absenteeism Reduction Rate: NA/2.5



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Page 12 of 13

Davidson Academy

School Year 2024-2025 Nevada School Rating



Student Engagement

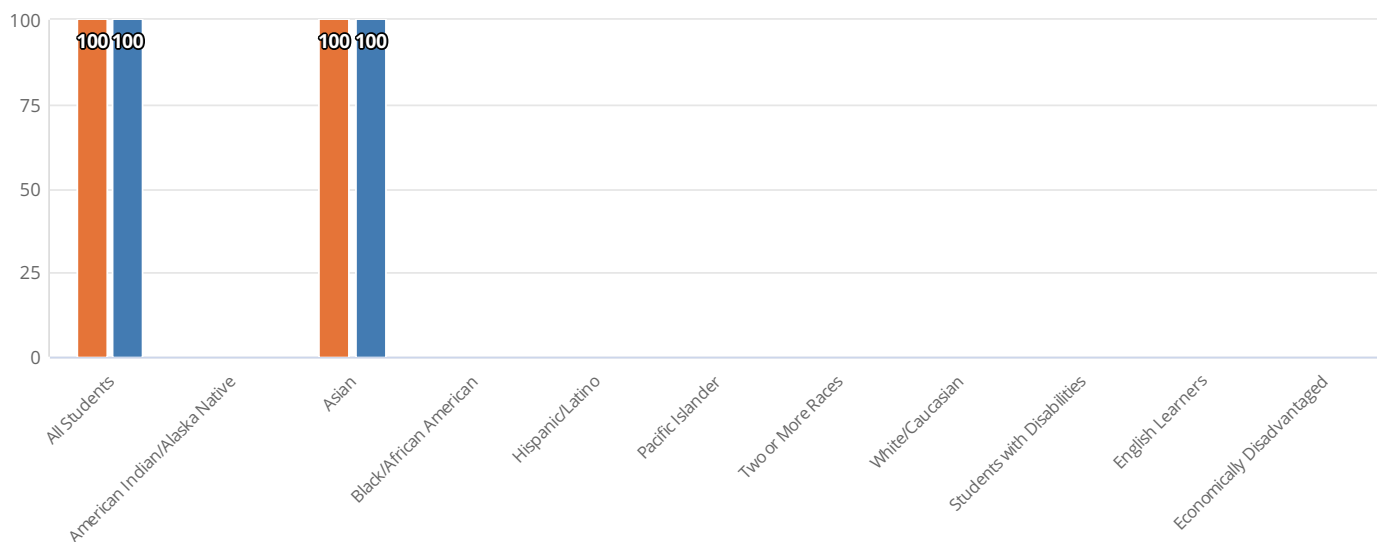
9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 5/5

Groups	2025 % 9th Grade Credit Sufficiency	2025 % 9th Grade Credit Sufficiency District	2024 % 9th Grade Credit Sufficiency	2024 % 9th Grade Credit Sufficiency District
All Students	100	100	100	100
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	100	100	100	100
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	-	-	N/A	N/A
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	N/A	N/A	-	-
English Learners	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

% of Students Meeting 9th Grade Credit Requirements

■ 2024-2025 Davidson Academy ■ 2024-2025 District



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Joe Lombardo
Governor

Steve Canavero, Ph.D.
Interim Superintendent of
Public Instruction



Southern Nevada Office
2080 E. Flamingo Road, Suite 210
Las Vegas, Nevada 89119-0811
Phone: (702) 486-6458
Fax: (702) 486-6450

STATE OF NEVADA
DEPARTMENT OF EDUCATION

700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-1116

September 29, 2025

Ms. Colleen Harsin, Director
Davidson Academy
1164 N Virginia Street
Reno, NV 89503
charsin@davidsonacademy.unr.edu

RE: Pupil Enrollment and Attendance Audit (PEAA) Q1-Q2, Audit #26-2673-127

Dear Ms. Harsin:

The Pupil Enrollment and Attendance Audit (PEAA) for the 2025-2026 school year will be underway shortly. The purpose of the PEAA audit is to verify the number of pupils claimed for apportionment.

We would like to meet with you or your representative for an entrance conference on Thursday, December 11, 2025, at 1:00 p.m. We have scheduled our fieldwork at the school for December 11th. If your School contains multiple campuses, we have enclosed an Audit Schedule with the approximate times we will arrive at each campus, as well as the times of the campus physical count, if applicable.

Our procedures will include a review of the enrollment and attendance records. Enclosed is the "Required Items List", which details the records and documentation we will need available during our fieldwork, as well as accommodations needed to complete our work.

If your school has a program where students physically attend, we plan to do a physical count of pupils approximately one hour after our arrival. Refer to page 2 of the Required Items List for specific requirements needed to complete the physical count.

If your school provides distance education/online coursework, our testing will include a review of work progress on a per class basis and you should have available all records noted on the Required Items List, including those listed in the distance education section on page 2.

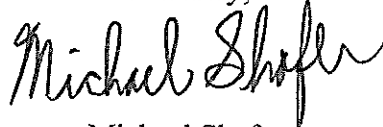
Additionally, our audit will include a review of school procedures and internal controls. We have enclosed a "Charter School Questionnaire", which is intended to give us a clearer understanding of the school's operations. Please complete this questionnaire and have it available at the entrance conference for our review.

September 29, 2025
Ms. Colleen Harsin, Director
Davidson Academy
Page 2

If you have any questions or need to reschedule our visit, please contact me at mshafer@doe.nv.gov, 775-687-9231, or the Auditor-in-Charge, Angelique Corum, at acorum@doe.nv.gov, 775-687-9121.

We look forward to working with your staff.

Sincerely,

A handwritten signature in black ink that reads "Michael Shafer". The signature is written in a cursive, flowing style.

Michael Shafer
Audit Manager

MS/sj

Enclosures: Audit Schedule
 Required Items List
 Charter School Questionnaire

cc via email: Aimee Fredericks, Admission & Records Manager, Davidson Academy

**Pupil Enrollment and Attendance Audit
2025 – 2026 School Year
Required Items List**



The following accommodations will be needed at each school:

1. The school Principal or representative for entrance and closing conferences.
2. A School representative available to answer questions and provide assistance regarding enrollment, attendance (or work progress), and withdrawal records.
3. An office location for the audit staff to complete the audit.
4. Wifi access.
5. A copy of the completed District, School or Charter School Questionnaire.
6. If parking is difficult, please have enough parking available for the auditors attending the audit (if you need to know how many parking spaces are needed ahead of time, please refer to the “audit schedule” for the number of NDE auditors or contact the auditor-in-charge).
7. Printer access.



The following records will be needed at each school:

8. Copies of the Master Register for the 2025 – 2026 school year (should include only state-funded pupils) by grade level then alpha order. The copies can be hard-copies in PDF format **or** electronic on a thumb drive in excel format. Please provide one copy of each of the periods below:
 - a. From the beginning of the school year to September 30, 2025 (if fieldwork date is past this date).
 - b. From the beginning of the school year to the current date (the fieldwork date).
9. Copies of the Ethnic Report (should include only state-funded pupils). The copies can be hard-copies in PDF format **or** electronic on a thumb drive in excel format. Please provide one copy of each of the periods below:
 - a. From the beginning of the school year to September 30, 2025 (if fieldwork date is past this date).
 - b. From the beginning of the school year to the current date (the fieldwork date).

**** IMPORTANT NOTE: The Master Registers should reconcile with their corresponding Ethnic Reports, per grade –AND– the current Class Rosters should reconcile to the current Master Register and Ethnic Report. ****

10. A current 2025 – 2026 Gains and Losses Report from the beginning of the school year to the physical audit date, with pupils identified by grade (hard-copy or electronically).
11. Original paperwork pertinent to pupil enrollments and re-enrollments in binder(s), filed in grade/alpha order from the first day of school. **(Do not make copies.)**
12. Original paperwork pertinent to pupil withdrawals in binder(s), filed in grade/alpha order from the first day of school. **(Do not make copies.)** ***Each withdrawal form should have the pupil’s Student Period Attendance Detail Report and Enrollment History Report attached.

****NOTE: Withdrawal dates and codes recorded on the Master Register should agree with the withdrawal forms.****

13. Access to the final full-year Master Register for the **2024 – 2025** school year. We only need a copy of the first page of the Master Register; we do not need a full copy.
 - a. A copy of the signed statement attesting to the accuracy of the **2024 – 2025** Master Register.
14. All official Class Record Books containing attendance (hard-copies or access to electronic records) beginning with the first day of school and updated to the day before fieldwork. If hard-copies are provided, all Class Record Books containing pupil attendance should be collected and arranged by grade level and alpha order prior to our arrival.
15. A copy of the codes and symbols used to mark daily attendance and withdrawals.
16. A copy of the attendance and truancy policy (hard-copy or electronically).
17. A list of all seniors who are currently taking fewer than 6 courses per semester and the backup documentation justifying that they are college/career-ready (NRS 387.123.2c) (please email a copy of the list for the Charter School or District Schools selected to the Auditor in Charge on the notification letter prior to the audit fieldwork date).
18. A list of state-funded pre-kindergarten and ungraded IEP pupils (should include only state-funded pupils), including each pupil's date of birth.
 - a. A copy of only the 1st page of the "Individualized Education Program (IEP) Information" form for state-funded pre-kindergarten & Ungraded IEP pupils. *****If more than one IEP was used to cover the pupil during the school year, we will need a copy of the 1st page for each IEP during the pupil's enrollment.**
19. Based on the school's response to the "School Questionnaire", if applicable, provide the following lists, including pupil name, student ID#, and grade:
 - a. List of pupils being homeschooled or attending private school or charter school. Identify courses.
 - b. Teacher contact logs and supporting documentation for homebound pupils or a copy of the first page of a 504 or a copy of the first page of Individualized Education Plan for the entire time the pupil is receiving services.
 - c. List of pupils for apportionment who are classified as "Remote", "Isolated", or "Excused for distance residence".
 - d. List of incarcerated pupils. Identify facility/location.
 - e. List of part-time pupils concurrently participating in distance education classes from another district or charter who are eligible for apportionment **and** a copy of the agreement(s) with other district(s) or charter school(s) (NRS 387.124, NRS 387.1223, NAC 387.294).
20. A copy of the school bell schedule(s). (Identify lunch breaks.)
21. A copy of the school calendar for the **2025 – 2026** school year, including parent/teacher conference dates, teacher training, professional development dates, and short school days.
22. A copy of your policy on verifying pupil residency (hard-copy or electronically).
23. A list of current teachers by grade level and subject that take daily attendance.



In addition, if your school was selected to have a PHYSICAL COUNT, we will also need:

24. Maps of the school campus (with room numbers identified to assist the auditors in locating various classrooms).

25. Staff escorts to accompany the auditors to the classrooms and assist with verifying the pupil count.
26. Class rosters (showing pupils' grade levels) for the period scheduled for the physical count and only for state-funded pupils. Rosters should include room number, period number, course title, teacher's name, grade level, and names of pupils enrolled. [For district schools and multi-campus charter schools, the rosters should be clustered into zones to accommodate the number of auditors available for the count (see included "Audit Schedule" for number of NDE auditors)].
27. A list (roster) of pupil campus aides, any pupils engaged in off-campus activities, and those pupils who do not have an assigned class or are not on any class roster during the period of the physical count.
28. A list (roster) for any of the following pupil categories and how they are accounted for in the day's official pupil count: Homebound, Juvenile Detention Centers, Suspended, In-house Detention, pupils engaged in Work Experience Programs off-campus, and distance education pupils who take a mix of physical attendance classes on-site and distance education courses, but are not taking an on-site class at the time of the physical count.
29. **In order to expeditiously complete the count, teachers should instruct their pupils to remain seated in their classrooms until advised that the physical count is completed for the entire school. Pupils should not be in the halls until the auditor-in-charge has authorized an announcement that the count is complete.**



In addition, if your school has DISTANCE EDUCATION, we will also need:

30. If your school is not entirely distance education, provide a list of full-time all-distance education pupils enrolled at your school, including pupil name, student ID#, and grade (please email a copy of the list for the Charter School or District Schools selected to the Auditor in Charge on the notification letter prior to the audit fieldwork date).
31. A School representative available to answer questions, provide assistance regarding distance education, and have access to any online learning management systems used.
32. Access to the following for each full-time all-distance education pupil:
 - a. Class schedule
 - b. Plan of study
 - c. Two-way communication logs
 - d. Earned grades, work assignments, and physical or online classroom attendance logs or sign-in logs (if applicable).



In addition, if your school is a CHARTER SCHOOL, we will also need:

33. A list of the current Governing Board Officers with title/position and the home address of the Governing Board President.

NEVADA DEPARTMENT OF EDUCATION (NDE)
PUPIL ENROLLMENT AND ATTENDANCE AUDIT
2025 – 2026 SCHOOL YEAR
CHARTER SCHOOL QUESTIONNAIRE

School:

Date:

Principal:

Years Experience:

Registrar:

Years Experience:

Attendance Officer:

Years Experience:

CHARTER SCHOOL INFORMATION

1. Who will be responding to the Preliminary PEAA report? (*PRINT name, title, phone #, email*)

2. Who is responsible for gathering, verifying, and reporting the school's enrollment and attendance to NDE?
(*PRINT name, title, phone#, email*)

3. Did the Principal, Registrar, and/or Attendance Officer attend training on master register, enrollment, and attendance procedures provided by the charter school sponsor? No _____ Yes _____
If yes, who (position) attended and when?

4. Did the school have any administrative personnel changes (since our last audit)? No _____ Yes _____
If yes, please provide us with a list of changes and a current organizational chart.

5. Has the school opened any new locations for the current school year? No _____ Yes _____
If yes, please provide addresses of the new facilities and grade levels.

6. a. Has the school added any grades for the current school year? No _____ Yes _____
If yes, what grades?
b. Has the school deleted any grades for the current school year? No _____ Yes _____
If yes, what grades?

7. Is the school's certified annual financial report completed for FY 2025? No _____ Yes _____
If yes, please provide a copy of the annual audited financial report.
If no, when do you anticipate completion? (Forward a copy to NDE Audit Office upon completion.)

8. Does the school provide classes/courses to an off-site campus such as a treatment facility, residential care facility, group homes, etc.? No _____ Yes _____ If yes, please provide names and addresses of the facility and the number of pupils enrolled for apportionment at each facility.

9. Does the school offer distance education (DE)? No _____ Yes _____
 a. Is it managed by an education management organization (EMO)? No _____ Yes _____
 If yes, name of EMO: _____
 b. How many pupils are enrolled as full-time all-DE/online? _____
 c. What is the procedure for tracking/recording attendance? _____

10. a. Does the school have pre-kindergarten? No _____ Yes _____
 If yes, how many are on the Master Register for apportionment? _____
 b. Does the school have all-day kindergarten? No _____ Yes _____
 11. Does the school have an approved alternative schedule for the current school year? No _____ Yes _____

PUPIL INFORMATION

12. Is the school serving any pupils being homeschooled, attending private school, or other school? No _____ Yes _____
 If yes, how many? _____
 How are they recorded on the Master Register? _____

If yes, please provide a list including pupil's name, student ID#, grade level, and courses at the school.

13. Do you have any homebound pupils on the Master Register? No _____ Yes _____
 If yes, please provide the teacher contact log and any supporting documentation for each homebound pupil being claimed for apportionment. (NAC 387.286, NAC 387.291)
 14. Incarcerated pupils:
 a. If a pupil from the school is incarcerated, do you include the pupil on the Master Register? No _____ Yes _____
 b. How are you notified of an incarcerated pupil? _____

If yes, please provide a list of pupils included for apportionment on the Master Register who were incarcerated. Include pupil's name, student ID#, and grade level.

15. Part-time pupils: Does the school's certified count for apportionment include any part-time pupils who are concurrently participating in distance education classes from another charter school or district school (NRS 387.124, NRS 387.1223, NAC 387.294)? No _____ Yes _____
 If yes, how are they recorded on the Master Register? _____

If yes, please provide a list including pupil's name, student ID#, grade level, and name of other district or charter school.

Does the school maintain agreements with the other district(s) or charter school(s)? No _____ Yes _____
 If yes, please provide copies of the agreements.

16. Seniors: Does the school have any seniors taking fewer than 6 courses per semester? No _____ Yes _____
 If yes, please provide a list and demonstrate how these pupils are college/career ready. (NRS 387.123.2c)

RECORDS MAINTENANCE

17. How do you collect any information to verify residency? No _____ Yes _____

a. If no, how does the school ensure the pupil is not a resident of another state?

b. How often is residency verified?

Please provide a copy of the school's residency verification policy.

18. How are non-apportionment pupils (i.e., part-time, state exclude) identified on the Master Register?

19. Is a final full-year Master Register printed at the end of the school year to accompany the attestation of accuracy?
(NAC 387.175.3) No _____ Yes _____

If not, please explain.

20. Is the Master Register reconciled to the Ethnic Report monthly? No _____ Yes _____

a. By whom (position)?

b. Does anyone else review the reconciliation? No _____ Yes _____

If yes, position title:

c. Does the attendance officer or registrar verify classroom counts by grade level to the Master Register and Ethnic Report? No _____ Yes _____

If yes, how often?

21. What is the process for enrolling or re-enrolling a pupil?

What is the process for ensuring pupils have been withdrawn from their prior school?

What is the process for withdrawing a pupil?

22. How is the teacher notified when to add or withdraw a pupil in their Class Record Book?

23. How is the daily attendance taken and recorded?

a. In the classroom:

b. Transferred to Attendance Office:

c. What position is responsible for ensuring attendance records are complete and accurate?

d. Is the Class Record Book verified, signed, and dated at least monthly by the teacher and maintained at least two years? (NAC 387.175) No _____ Yes _____



Media and Outreach Updates

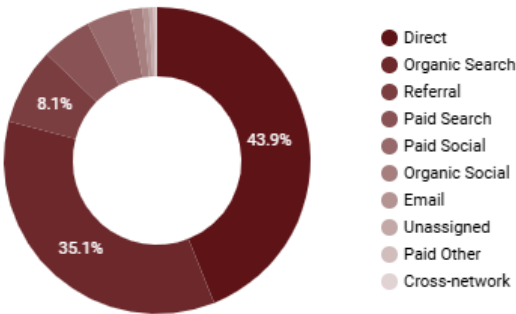
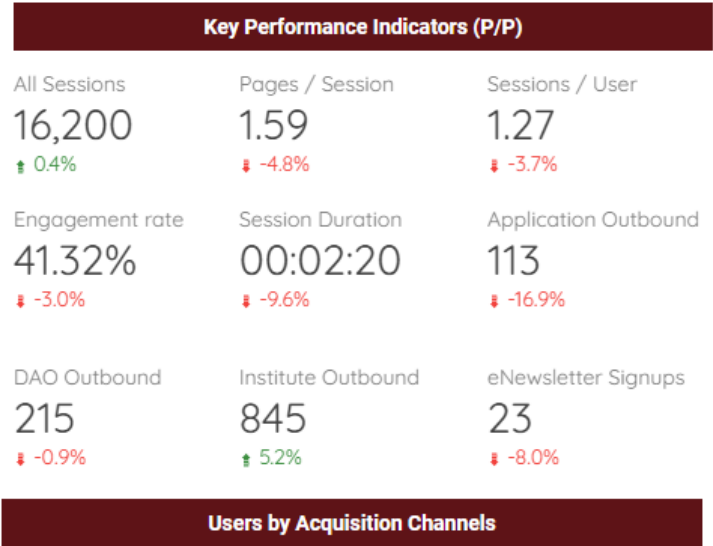
Media Updates/Notable Website Mentions

- Davidson Academy Tops National Rankings in Niche’s 2026 Rankings-
<https://www.davidsonacademy.unr.edu/news/niche-2026/>
- 30 Davidson Academy Students Named 2026 National Merit Semifinalists-
<https://www.davidsonacademy.unr.edu/news/30-davidson-academy-students-named-2026-national-merit-semifinalists/>

Academy Website Metrics

(October 1-31, 2025)

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
CTR: Click through rate



Top Viewed Pages

Page title	Pageviews ▾	% Δ
How to Apply - Davidson Academy	3,319	17.2% ↑
Davidson Academy: A School for Highly Gifted Students	2,999	-10.3% ↓
Eligibility - Davidson Academy	1,413	-4.5% ↓
Testing Requirements - Davidson Academy	1,199	-11.7% ↓
Understanding Asynchronous Development in Gifted Students	818	1.0% ↑
Types of Behavioral Problems Gifted Children Face Davidson	663	103.4% ↑
Underachievement in Gifted Students - Davidson Academy	605	-18.0% ↓
Gifted Student Characteristics Davidson Academy	588	-41.6% ↓
How to Support Gifted & Talented Students in the Classroom	559	16.9% ↑
Davidson Academy Admissions	557	1.5% ↑
Tuition - Davidson Academy	496	-5.5% ↓
Differentiated Instruction Strategies for Gifted Students	490	-7.0% ↓
How to Advocate for your Gifted Student at School DA	404	98.0% ↑
Why Do Gifted Students Struggle in School? Davidson Academy	352	-1.4% ↓
Curriculum Models for Gifted Learners Davidson Academy	305	-12.6% ↓
Perfectionism in Gifted Students Davidson Academy	304	-25.7% ↓
Why Gifted Students Need Specialized Education DA	257	1.6% ↑

1 - 20 / 586 < >

Key Takeaways

- Sessions remained flat in October; however, referral (+6%), paid search (+10%), and paid social (+61%) all saw increases during this period. Referral growth was driven by virtuallscpd.mrooms.net, a new referral source that generated 196 sessions. Additional gains came from Niche traffic (+66%), and Gemini, Google's AI platform, had a 71% increase in sessions as AI-driven searches continue to influence discovery.
- Year-over-year site sessions increased 3%, showing sustained user activity and consistent visibility during the application season.
- The [How to Apply](#) page led to all application clicks and had the highest number of sessions, totaling 2.7K. Application results reflect users actively progressing through the application process, and while session duration decreased 7% and engagement rate decreased 13%, those shifts indicate users are taking actionable clicks off-site, a positive sign of conversion intent rather than reduced engagement.
- The [Eligibility](#) page showed positive performance, with session duration up 8% and an engagement rate of 82% (+2%), indicating that informational content continues to engage site visitors and support the application journey.
- Pageviews increased on [How to Support Gifted & Talented Students in the Classroom](#) (+15%) and [How to Advocate for Your Gifted Student at School](#) (+94%), highlighting that families and educators are seeking guidance-oriented resources beyond application-focused pages during this period as well.

Organic Traffic and Rankings

- Organic traffic remained flat, but notable search query shifts occurred. Branded terms showed heightened search interest, with impressions and clicks increasing in tandem: “the davidson academy” (+32% impressions, +32% clicks) and “davidson academy” (+44% impressions, +44% clicks).
- Educational searches also grew, with “gifted asynchronous development” up 86% in clicks, reflecting continued interest in informational content related to gifted education, as seen in blog performance. The [Understanding Asynchronous Development in Gifted Students](#) blog ranked as the second-highest organic session driver (627 sessions, +22%), underscoring its ongoing success.

Ranking Highlights:

- “how to support gifted students in the classroom” increased 17 positions to a #1 ranking, with an [AI Overview](#). Reflecting how long-tail, question-focused keywords help content perform well in AI-driven searches. Additionally, the [How to Support Gifted & Talented Students in the Classroom](#) page was a net-new blog published earlier this year, further highlighting the effectiveness of ongoing content development and SEO optimization.

Paid Digital Media

Paid Search

- Paid search performance remained steady, with a CTR of 11%, exceeding last year's 9.5%. Growth was aided by top-performing keywords such as "highly gifted school" and "schools for the profoundly gifted students." These results reflect stronger search alignment and ad relevance, helping us reach a high-intent audience.
- Sessions increased 12%, alongside engaged sessions (+17%) and engagement rate (+4%). Users made 15 application clicks, up 14 from the previous period, reflecting stronger resonance with our target audience.

Facebook

- With the campaign launch on September 12, we don't yet have a full comparative analysis, but early engagement results are positive. The CTR is 1%, aligning with benchmarks. While this is lower than last year, it's expected given this year's refined remarketing focus, which is anticipated to lead to performance variance.
- The [Science Lab](#) image remains the top performer, driving 400 clicks and the highest CTR (1.4%).
- There were 761 sessions (+59%), with one application click and 23 DI clicks (+64%). These results indicate strong engagement within remarketing audiences, even with conversion-focused actions naturally occurring over a longer timeframe.

Ongoing Outreach

Davidson Institute Eligibility Assessment Partnership

In an effort to make several of the many tests we accept more readily available to families, the Davidson Institute has partnered with Northwestern University's Center for Talent Development (CTD) to offer Davidson-specific eligibility assessment opportunities for students in grades 3-5, as well as students in grades 6-10.

- Grade 6-10 Spring test administration dates: October 26, 2025
 - November 22, 2025
 - December 14, 2025

- Grade 3-5 Spring test administration dates: October 25, 2025
 - November 23, 2025
 - December 13, 2025

Davidson Academy eNewsletter – distributed every other month to 6,000 recipients

- [June 2025](#)
- [August 2025](#)
- [September 2025](#)

eNews-Update – Often prominently features the Davidson Academy; distributed every other month to more than 23,000 recipients

- [July 2025](#)
- [September 2025](#)

Social Media

- Instagram - <https://www.instagram.com/thedavidsonacademy/>
- Facebook - <https://www.facebook.com/TheDavidsonAcademy>
- Twitter - <https://x.com/TheDavidsonAcad>
- YouTube - <https://www.youtube.com/@DavidsonAcademyNV>
- LinkedIn - <https://www.linkedin.com/school/davidsonacademy>



Proposed Resolution

Class of 2026

Davidson Academy Governing Board Meeting

November 14, 2025

Having made satisfactory progress toward the requirements specified in NRS 388C and all other published and recorded requirements for graduation from the Davidson Academy of Nevada, and pursuant to NRS 388C.120.4, the Governing Board of the Davidson Academy recommends the issuance of a high school diploma to each of the following students as members of the Class of 2026:

Ella Barrett	Alex O'Brien
Kaden Bielenberg	Aadi Patwa
Ethan Chan	Kevin Pettibone
Yajur Chandar	Felicity Phan
Owen Chang	Rainier Porter
Harmony Chien	Syrus Sandy
Max Clemetsen	Winston Sukhsuren
Caleb Coudriet	Kasik-Henry Tatum
Upamanyu Dutta	Naomi Thompson
Allie Edmunds	Andre Tichatschke
Kaison Fong	Isabella Tran
Luke Guisti	Madison Tran
Elijah Joseph	Daniel Varganov
Kentia Kalanaki	Anshuman Vuppalapati
Kenneth Krichbaum	Elizabeth Wang
Lillian Lambert	Keizou Wang
Minu Lee	Kenji Wang
Rowan Muir	Lisa Wang
Narayan Nair	Alexander Weaver
Corina Nicolescu	Victoria Williams

This recommendation is subject to satisfactory completion of the remaining scheduled coursework, required credits, and standardized testing as noted in each student's Prospective Learning Plan and/or academic transcript.