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## MEMORANDUM

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**TO:** Jonathan Moore, Acting Superintendent of Public Instruction  
Marc Johnson, President, University of Nevada, Reno  
Elaine Wynn, President, State Board of Education  
Rick Combs, Director, Legislative Counsel Bureau

**FROM:** Colleen Harsin, Director, Davidson Academy

**DATE:** 2/27/19

**CC:** Bob Davidson, Chairman, Davidson Academy Governing Board  
Mark Herron, Vice President & CFO, Davidson Academy Governing Board  
Brian Krolicki, Davidson Academy Governing Board Member  
Annette Whittemore, Davidson Academy Governing Board Member  
Roger Davidson, Davidson Academy Governing Board Member  
Traci Davis, Davidson Academy Governing Board Member  
Richard Trachok, Davidson Academy Governing Board Member

**SUBJECT: NRS 388C.120(5) REPORT**

Per NRS 388C.120(5), on or before March 1 of each odd-numbered year, the governing body of a university school for profoundly gifted pupils shall prepare and submit to the Superintendent of Public Instruction, the President of the university where the university school for profoundly gifted pupils is located, the State Board and the Director of the Legislative Counsel Bureau a report that contains information regarding the school, including, without limitation, the process used by the school to identify and recruit profoundly gifted pupils from diverse backgrounds and with diverse talents, and data assessing the success of the school in meeting the educational needs of its pupils.



## **NRS 388C.120(5) Report**

**March 1, 2019**

### **Part 1: Overview**

The Davidson Academy of Nevada is now in its thirteenth year of operation, and its eleventh year receiving Distributive School Account funding from the State of Nevada.

**Updates that have occurred since the NRS 388C.120(5) Report that was issued March 1, 2017, include:**

- The Online Campus was launched as of 8/28/17, with 24 students from 14 states, including Nevada.
- There were 151 students enrolled at the Reno campus for the 2017-2018 school year; this was a slight decrease from 156 students for 2016-2017.
- A total of 154 students enrolled at the Reno campus, and 34 enrolled with the Online campus as of the beginning of the 2018-2019 school year.
- All Academy students at the Reno campus have continued to meet or exceed expectations on standards-based grade-level tests administered, in accordance with state regulations.
- Twenty-four students graduated from the Academy in May 2017. Nineteen of these students were National Merit Scholarship Competition Finalists; two were selected as U.S. Presidential Scholars
- Twenty-seven students graduated from the Academy in May 2018. Seventeen of these students were National Merit Scholarship Competition Finalists.
- Twenty-three students are scheduled to graduate from the Academy in May 2019. Fifteen of these students are National Merit Scholarship Finalists, and ten are candidates for the U.S. Presidential Scholars Program.
- The Online campus anticipates its first graduates in May 2020.
- The Davidson Academy continues to be a fully accredited school, operating in accordance with the School Improvement Plan developed in the context of the most recent on-site visit by AdvancED in April 2015, and approved changes per Substantive Change Notification Form submitted January, 2016, to include the Online campus.
  - The accreditation process, under direction of AdvancED, is being redesigned to no longer require an evaluation every five years. Per correspondence received from AdvancED, the Academy's accreditation has been extended through June 30, 2021 (**Appendix A**). The Academy

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will be transitioning to the new accreditation model developed by AdvancED, thereby delaying the originally anticipated 2019-2020 review.

**Academy courses offered for the 2018-2019 school year\*:**

- A designation of (+Online) indicates the course is offered by the Reno campus and the Online campus.
- A designation of (Online only) indicates the course is only offered by the Online campus.
- A designation of (IS) indicates a student-led elective seminar course.

Advanced Biology & Lab	Improv
Advanced Chemistry & Lab	Intermediate Spanish I/II (+Online)
Advanced Physics	Introduction to Biology
Advanced Spanish I/II	Introduction to Literary Studies (+Online)
Algebra I (+Online)	Introduction to Philosophy
Algebra II (+Online)	Introduction to Robotics
American Literature (+Online)	Japanese 1A
Ancient History	Japanese 1B
Animation (+Online)	Java Programming
Art (IS)	Journalism
Astronomy (+Online)	Kung Fu
Aviation (IS)	Martial Arts (IS)
Biology (+Online)	Math Competition Prep
British Literature (+ Online)	Memes & Digital Aesthetics
Calculus I (+Online)	Method Acting
Calculus I/II	Modern History (+Online)
Calculus II	Photography
Calculus III	Physical Science (+Online)
Chaos Theory	Physics
Chemistry (+Online)	Plane Geometry
Chinese I (+Online)	Post-Colonial U.S. History
Chinese II (+Online)	Pre-Calculus (+Online)
Chinese III/IV	Prin. of American Government (Online only)
Chinese V-VI	Python Programming
Chinese Literature	Rock Climbing (IS)
College Admission Workshop	Science Fiction (Online only)
Composition & Analysis (+Online)	Science Writing
Computer Literacy (CBE)	Spanish Fundamentals I/II (+Online)
Computer Technology (Online only)	Spanish Practicum
Computer Technology II (Online only)	Speech & Debate
Critical Reading & Writing (+Online)	Statistics
Critical Theory	Study of American Literature
DECA	Superhero Films

Drama	Theories of Psychology
Early Civilizations (Online only)	Thought Experiment
Film & Society	Vocal Arrangement (IS)
Film Studies (IS)	Web Design
Financial Literacy (CBE) (+Online)	Web Development
Fitness (+Online)	World Affairs
Geometry (+Online)	Yearbook (shared Reno and Online class)
Health (CBE)	Yoga
History of the U.S. (+Online)	

*\*In addition, Independent Study opportunities have been arranged for university and community based internships and other projects, as well as physical education for individual students and small groups during the 2018-2019 school year.*

Availability of Academy courses varies slightly each year, given the nature of students' Personalized Learning Plans (PLPs). The scheduling required for the maintenance of these PLPs is extensive, as is the ongoing process of meeting graduation requirements. Advanced core courses are scheduled to be added to the Online campus course list each year as the program continues to grow, such that the full range of Academy high school offerings will be available. New electives for both campuses are added based on student interest, in combination with instructor availability and expertise. Electives tend to change each year, but may be offered in successive years if student interest remains high among those who have not yet accessed a particular elective.

The Academy utilizes a dual enrollment university option for advanced and/or specialty courses that support students' Personalized Learning Plans. During Fall 2018 and Spring 2019, 56 Reno campus students are taking a total of 155 classes (95 different courses) at the University of Nevada, Reno, under a dual enrollment agreement. Each course listed below represents one student taking that course during the 2018-2019 school year. The number of additional students taking a particular course is included in parentheses directly following the course name (example: Partial Differential Equations will have been accessed by a total of four Academy students during the 2018-2019 school year).

**Nevada System of Higher Education courses taken by Academy students during Fall 2018 and Spring 2019:**

PSY 441	Abnormal Psychology
MKT 492	Advanced Seminar in Marketing
PSC 305	The American Presidency
AM 148	American Sign Language IV
HIST 213	Asian Americans in U.S. History
MATH 283	Calculus III
MICR 476	Cancer Immunobiology
PHYS 351	Classical Mechanics
BIOL 476	Clocks, Rhythms, and Disease
MATH 410	Complex Analysis
MUS 409	Composition (3)

JPN 305	Composition and Conversation I
CS 135	Computer Science I
CS 202	Computer Science II (1)
ENG 205	Creative Writing: Fiction & Poetry
MATH 285	Differential Equations (7)
GER 111	Elementary German I (1)
GER 112	Elementary German II (1)
MSE 250	Elements of Material Science (1)
PSC 403C	Environmental Policy
HIST 106	European Civilization
MUS 431	Exploring World Music
STAT 461	First Course in Probability (3)
ARA 111	First Year Arabic I (1)
ARA 112	First Year Arabic II (1)
FREN 111	First Year French I
FREN 112	First Year French II
JPN 111	First Year Japanese I (1)
JPN 112	First Year Japanese II (2)
SPAN 111	First Year Spanish I
SPAN 112	First Year Spanish II (1)
FREN 306	French Composition II
FREN 309	French Conversation (1)
ENG 307	Fundamentals of Creative Writing: Poetry I
MATH 485	Graph Theory (5)
MATH 331	Groups, Rings and Fields
BIOL 223	Human Anatomy & Physiology I
BIOL 224	Human Anatomy & Physiology II
MKT 490	Independent Study, Marketing
BIOL 483	Infection, Immunity and Evolution of Disease
CRJ 104	Introduction to Administration of Justice
HIST 293C	Introduction to African-American History I
MATH 310	Introduction to Analysis I
MATH 311	Introduction to Analysis II (3)
CHS 280	Introduction to Biostatistics in Public Health
ANTH 101	Introduction to Cultural Anthropology (1)
ENGR 100	Intro to Engineering Design
MATH 302	Introduction to Mathematical Reasoning
ENG 281	Introduction to Language
BIOL 105	Intro to Neuroscience
ART 124	Introduction to Printmaking
CHS 200	Introduction to Public Health Biology
STAT 152	Introduction to Statistics
BCH 400	Introductory Biochemistry

JPN 309	Japanese Conversation
BIOL 395	Laboratory in Genetics and Cell Biology
MATH 330	Linear Algebra (6)
CS 365	Mathematics of Computer Science (1)
ME 351	Mechanical Design
CEE 372	Mechanics of Solids
JOUR 305	Media Ethics
HIST 373	Medieval Civilizations (1)
BCH 405	Molecular Biology
CHEM 341	Organic Chemistry for Scientists and Professionals I (2)
CHEM 342	Organic Chemistry for Scientists and Professionals II (2)
MATH 488	Partial Differential Equations (3)
PHIL 434	Philosophy of Cognitive Science
MUSA 129	Piano (4)
BIOL 300	Principles of Genetics
ECON 103	Principles of Macroeconomics (3)
ECON 102	Principles of Microeconomics
CS 446	Principles of Operating Systems
SOC 101	Principles of Sociology
STAT 352	Probability & Statistics
ENG 333	Professional Communications
MICR 200	Professionalism in Microbiology
MATH 295	Proof Writing for Math/Stat Major
JOUR 481	Race, Gender and Media
ART 216	Sculpture I
ARA 211	Second Year Arabic I
ARA 212	Second Year Arabic II
FREN 211	Second Year French I (1)
FREN 212	Second Year French II (1)
JPN 211	Second Year Japanese I
JPN 212	Second Year Japanese II
SPAN 211	Second Year Spanish I (1)
SPAN 212	Second Year Spanish II
ENGR 241	Statics
MATH 373	Theory of Positive Integers
MATH 440	Topology (1)
FREN 491	The Twentieth Century in French Literature
HIST 102C	United States History Since 1877 (1)
VM 100	Veterinary Medicine
MUSA 173	Voice for Non-Majors
HP 403	World Architecture

Davidson Academy students at the Reno campus have initiated and/or maintained clubs focusing on the following topics and interests for the 2018-2019 school year: Baking, Bionicles, Business, Chess, Chinese, Computer, Dance, Drama, Electronic Music, Engineering, Filmography, French, Future Physicians, Green Earth Community Knowledge Organization (GECKO), House of Arts, India, Japanese, LGBT+, Math, Messenger/Writing, Microbiology, Poetry, Running, Science, Science Bowl, Science Olympiad, Spanish, Speech & Debate, Strategic Games, Stitches, and World Affairs. Online campus students have initiated and/or maintained the following clubs for the 2018-2019 school year: Art, Book/Creative Writing, Chess, Games, Math, and Spanish. Staff members and parents supervise and advise each of these various groups and clubs.

The Academy continues to have a vibrant Student Council with elected officers for the Reno and Online campuses. Student Council is primarily responsible for running various student events and activities, including community meetings, dances, fundraisers, and spirit week activities. In addition, Davidson Academy students and staff have continued to develop competitive teams for a number of events, including Academic World Quest, DECA, MATHCOUNTS, Speech & Debate, Science Bowl and Science Olympiad. These teams have had several successful competitions at local, state, and even national levels.

Davidson Academy students at the Reno campus have access to “The Center” throughout each school day. Students may seek tutoring as needed and/or to work on further developing significant talents across all academic subject areas. The Center is staffed by both Academy instructors and peer tutors. It is designed to work with students across the curriculum, and is not limited to specific assignments. Similarly, Online campus students have access to tutors through the online Writing Center and Math Mentor programs. These programs are available all week and are staffed by advanced students who are passionate about mathematics or writing and are under the immediate supervision of their instructors.

## **Part 2: Process used by the school to identify and recruit profoundly gifted pupils from diverse backgrounds and with diverse talents**

The Davidson Academy remains committed to identifying and recruiting profoundly gifted students with diverse backgrounds and talents. Academy students, and their families, represent a broad socioeconomic spectrum. They represent rural and urban communities, as well as diverse ethnic identities.

Approximately 60% of the students at the Reno campus come directly from Reno/Sparks and the surrounding communities. The other 40% came from a variety of other states - as close as California and Oregon, and as far as Florida and New York. Students accessing the Online campus are from Arizona, California, Colorado, Connecticut, Illinois, Minnesota, Missouri, New Mexico, Nevada, New Jersey, New York, North Carolina, Oregon, Pennsylvania, Texas, Virginia, and Washington.

Per NRS 388C.130, the Academy is authorized to offer a program of distance education. Distance learning options were developed in order to enhance availability of the Davidson Academy to profoundly gifted pupils with diverse talents and backgrounds, including students living throughout Nevada. Due to the nature of the Academy as a special purpose public school, qualified students from any county in Nevada may attend the

online program free of charge; this includes access to the online full-time high school courses and student support services offered as of the 2017-2018 school year.

Qualified students from outside the state are also eligible to attend the Online campus, but are required to pay tuition. Tuition is set at \$15,000 per year; financial assistance is available based on demonstrated need. Appropriate steps were taken to incorporate the Online campus into the Davidson Academy budget as of the 2017-2018 fiscal year, including direct communications with state officials to ensure that expectations and requirements were clear regarding the per pupil funding received from the Distributive School Account (DSA) for Nevada students.

Outreach efforts, including media opportunities, provide the greatest access to diverse groups. Please see **Appendix B** for a summary of Davidson Academy outreach activities conducted since the NRS 388C.120(5) report was submitted for March 1, 2017. Public outreach includes staff members working at designated information booths at conferences to provide details of Academy options to attendees. Conferences are selected based on attendee audiences of educators, parents, and counselors who are likely to directly use the information provided and/or share it with colleagues or clients. This personal yet far-reaching dissemination of information is conducted for the purpose of identifying and recruiting profoundly gifted pupils from diverse backgrounds and with diverse talents. **Appendix C** provides an overview of the media outlets utilized, as well as the nature and date of the articles and stories published this timeframe.

Per communications in August 2016 with State officials regarding school accountability requirements, it was determined that University Schools are not subject to the requirements of NRS 385.358, as university schools are not charter schools, nor sponsored by the University. The Davidson Academy continues to report all required information to the Nevada Department of Education, though it was determined to be exempt from the reporting necessary to generate a 2015-2016 School Accountability Summary Report. The Academy continues to comply with accountability requirements established by the Nevada Department of Education.

Ethnicity data reported to the Nevada Department of Education is consistent with the following:

<b>2016-2017 (Reno campus only)</b>	
American Indian/Alaska Native	1%
Asian	35%
Black/African American	1%
Hispanic/Latino	4%
Multiple Races	4%
Native Hawaiian/Other Pacific Islander	1%
White/Caucasian	54%
<b>2017-2018</b>	
American Indian/Alaska Native	0%
Asian	31%
Black/African American	1%
Hispanic/Latino	4%



Multiple Races	2%
Native Hawaiian/Other Pacific Islander	1%
White/Caucasian	61%
<b>2018-2019</b>	
American Indian/Alaska Native	1%
Asian	32%
Black/African American	1%
Hispanic/Latino	3%
Multiple Races	7%
Native Hawaiian/Other Pacific Islander	0%
White/Caucasian	56%

The Academy is committed to further development of processes and activities to identify and recruit an increasingly diverse student body. Updates on strategies and progress are to be included in the NRS 388C.120(5) Report for March 1, 2021.

### **Part 3: Data assessing success of the school in meeting the educational needs of its pupils**

#### **State Testing Results & Graduation Rate**

Since the NRS 388C.120(5) report was submitted for March 1, 2017, all Academy students have continued to meet or exceed expectations on standards-based tests administered in accordance with state regulations.

The Cohort Graduation Rates for the Davidson Academy consistently indicate a 100% graduation rate.

#### **College Placement Exam Score Summaries**

The SAT I, SAT Subject Test, and ACT test score summaries for the Class of 2017 are included in **Appendix D**, the 2016-2017 School Profile.

Please see **Appendix E**, the 2017-2018 School Profile, for the Class of 2018 SAT I, SAT Subject Test, and ACT test score summaries. **Appendix F**, the 2018-2019 School Profile, includes standardized test score data to date for the Class of 2019.

#### **Academic Progress Monitoring**

Per the Davidson Academy Handbook for the Reno campus, students should maintain a grade average of C or above in each of their core courses (English, math, history, science) and foreign language course(s). If a student's grade average reaches a C- or below in any of these courses, that student will not be allowed to participate in Davidson-sponsored extracurricular activities until all core grades are at a C or higher. Additionally, a variety of support measures may be put in place, such as: regular meetings with the counselor, regular meetings with the student's Peer Advising Liaison (PAL), 1:1 tutoring, required visits to the writing center, temporary withdrawal from time consuming clubs or electives, or other possible strategies to help increase the quality of students' learning and output. A grade report is run out of the Academy's student information system (SIS), PowerSchool, report every Wednesday. Students with a course grade average of C- or below will receive a notice saying they are not eligible for Davidson-sponsored extracurricular activities

until all core grades are at a C or higher. This includes, but is not limited to: school-associated competitions (such as debate tournaments, DECA, math competitions, Science Olympiad, etc.), school trips, dances, after-school activities, etc. Parents and appropriate school personnel will also be notified. Online campus students who fall below a C- in a core course also engage in academic progress monitoring, which includes regular progress meetings with the director, counselor, instructors, and parents. At these meetings, the student shares weekly progress in each course with the team who helps support the student by holding them accountable until they are back in good academic standing.

Academic progress monitoring is meant to ensure that students have the time and motivation to prioritize their studies. This policy is intended to help students whose grades are beginning to fall and offer them the best circumstances to pull those grades back up quickly. However, in the absence of improvement, more serious consequences may ensue, such as: being permanently withdrawn from clubs, electives, or optional core courses, or being dismissed from the Academy due to poor grades or lack of sufficient credits and/or academic progress.

During the Fall 2018 semester, nine students had a grade of C or below in one or more classes and were considered for academic progress monitoring. Five of the students remained subject to academic progress monitoring for more than two weeks; three for more than one month, and two of the students have continued academic progress monitoring into the Spring 2019 semester. To date, up to 6% of Reno campus students have been engaged in academic progress monitoring for the current school year. This is roughly consistent with percentages in previous semesters.

### **Accommodations**

Any student who is a struggling learner, or who because of a suspected disability needs or is believed to need special services or accommodations, may be referred to the 504 Coordinator by a staff member or parent/guardian for a Section 504 evaluation and consideration of eligibility.

Section 504 is part of the Rehabilitation Act of 1973, and it prohibits discrimination against otherwise qualified individuals with disabilities. Section 504, as it relates to education, mandates that any qualified student with disabilities shall not be deprived a free appropriate public education solely by reason of his/her disability, shall be provided academic and nonacademic opportunities and benefits comparable to those provided to nondisabled students, and shall not be subjected to discrimination.

Current records indicate 17% of Academy students across both campuses have a Section 504 Plan in place. Approximately 1% across both campuses have an Individualized Education Plan (IEP) in place, consistent with the Individuals with Disabilities Act (IDEA) of 2004. These plans are in conjunction with the Personalized Learning Plan (PLP) that every Academy student has that is specifically designed to meet the educational needs of the individual student.

**Appendix A: AdvancED Accreditation Extension Notice**

**Appendix B: Summary of Davidson Academy Outreach Activities**

**Appendix C: Overview of Davidson Academy Media Coverage**

**Appendix D: School Profile 2016-2017**

**Appendix E: School Profile 2017-2018**

**Appendix F: School Profile 2018-2019**



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February 25, 2019

Dear Administrator,

Given today's demands on school communities to demonstrate institutional quality that results in improving student performance, we are redesigning the accreditation experience so that it aligns with your improvement efforts. Therefore, your institution no longer requires an evaluation every five years. Instead, you will be expected to use the tools and resources available to you to provide data demonstrating your institutional quality, student performance, and improvement that will be monitored. This eliminates the need for an on-site evaluation, provided your institution remains in good standing.

In order to fully develop the new continuous accreditation experience and help you transition into the new model, we are providing you with two options:

**1) Delay your Accreditation Engagement Review**

As an accredited institution in good standing, we will be delaying your 2019-20 review so that you can transition into the new model. Per this notification, we have recorded your institution as officially delayed. Your institution's accreditation will be extended through June 30, 2021. There is no action required by your institution at this time.

**2) Opt Out of the 2019-20 Delay (Notification to AdvancED Required)**

We understand that special circumstances may exist for your institution that makes an on-site review imperative. If you wish to opt out of the automatic delay of your Engagement Review, you must notify Susie Eisa, vice president of Engagement Services, at [seisa@advanc-ed.org](mailto:seisa@advanc-ed.org). We will work with you to fulfill your request and conduct your review.

At any time, you still have the option to request a focused, customized review designed to meet your needs. For example, your institution could ask us to conduct classroom observations to measure levels of student engagement or conduct an evaluation of a new program that you implemented. Finally, you could simply maintain your continuous accreditation with no request for additional services. We value our partnership with you and look forward to these new approaches for serving you.

Please feel free to forward any questions to our Engagement Services Department.

Respectfully,

A handwritten signature in cursive script that reads "Annette Bohling".

Annette Bohling, J.D.  
Chief Accreditation Officer

## Appendix B

### Summary of Davidson Academy Outreach Activities

**2017**

<b>BROCHURE &amp; PUBLIC OUTREACH</b>	<b># Sent</b>	<b>Date Sent</b>
Illinois Association for Gifted Children (IAGC)	200	February 2017
California Association for the Gifted (CAG)	250	March 2017
Intel ISEF	25	May 2017
Supporting Emotional Needs of Gifted (SENG)	200	July 2017
National Assoc. for Gifted Children (NAGC)	150	November 2017
Texas Assoc. for Gifted and Talented (TAGT)	75	December 2017
National Association for College Admission Counseling (NACAC)	500	December 2017
<b>Total Brochures:</b>	<b>1,400</b>	

<b>EMAIL &amp; NEWSLETTER OUTREACH</b>	<b># Sent</b>	<b>Date Sent</b>
GTPC Newsletter	1,100	Ongoing
Davidson Academy eNewsletter	6,100	Distributed 6 times
Davidson eNews-Update eNewsletter	15,331	Distributed 6 times
DITD – Friday Post	18,000	Ongoing
2e Newsletter Briefing	30,000	Ongoing
DITD - Fellows Outreach eList	309	Twice per year
DITD - Press 1 (GT Associations)	389	November 2017
DITD - Press 4 (GT Publications)	13	November 2017
DITD - Press 5 (State Dept. of Ed offices)	94	November 2017
NAGC weekly newsletter	631	Ongoing
Jack Kent Cooke Foundation eBlast	3,771	February 2017
State Homeschool Associations	300	Ongoing
<b>Total Emails/Newsletters:</b>	<b>76,038</b>	

<b>PAID ADVERTISING</b>	<b>Reach</b>	<b>Date</b>
Google Ads	64,100	Application season
Facebook	1,954	February, May 2017
NAGC Resource Directory Listing	14,207	Ongoing
NAGC Member eBlast	99,133	Feb.-Dec. 2017
<b>Total Paid Advertising:</b>	<b>179,394</b>	

**TOTAL OUTREACH FOR 2017: 256,832**

## 2018

BROCHURE & PUBLIC OUTREACH	# Sent	Date Sent
Illinois Association for Gifted Children (IAGC)	62	February 2018
California Association for the Gifted (CAG)	100	March 2018
Intel ISEF	25	May 2018
Supporting Emotional Needs of Gifted (SENG)	100	July 2018
Colorado Gifted & Talented Conference (CAGT)	85	October 2018
National Assoc. for Gifted Children (NAGC)	275	November 2018
<b>Total Brochures:</b>	<b>647</b>	

EMAIL & NEWSLETTER OUTREACH	# Sent	Date Sent
GTPC Newsletter	1,100	Ongoing
Davidson Academy eNewsletter	6,100	Distributed 6 times
Davidson eNews-Update eNewsletter	15,382	Distributed 6 times
DITD – Wednesday Post	18,000	Ongoing
DITD - Fellows Outreach eList	309	Twice per year
DITD - Press 1 (GT Associations)	437	November 2018
DITD - Press 4 (GT Publications)	11	November 2018
DITD - Press 5 (State Dept. of Ed offices)	102	November 2018
NAGC weekly newsletter	1,273	Ongoing
State Homeschool Associations	300	Ongoing
<b>Total Emails/Newsletters:</b>	<b>43,014</b>	

PAID ADVERTISING	Reach	Date
Google Ads ( <i>paid</i> )	202,000	Application season
Google Ads ( <i>free, Dav. Academy ad grant</i> )	181,457	Ongoing
NAGC Resource Directory Listing	14,207	Ongoing
NAGC Member eBlast	239,498	Ongoing
<b>Total Paid Advertising:</b>	<b>637,162</b>	

TOTAL OUTREACH FOR 2018: **680,823**

**2019**

<b>BROCHURE &amp; PUBLIC OUTREACH</b>	<b># Sent</b>	<b>Date Sent</b>
Illinois Association for Gifted Children (IAGC)	75	February 2019
California Association for the Gifted (CAG)	100	February 2019
<b>Total Brochures:</b>	<b>175</b>	

<b>EMAIL &amp; NEWSLETTER OUTREACH</b>	<b># Sent</b>	<b>Date Sent</b>
Davidson Academy eNewsletter	6,100	February 2019
Davidson eNews-Update eNewsletter	15,349	January 2019
DITD – Wednesday Post	18,000	Ongoing
NAGC weekly newsletter	60	Ongoing
State Homeschool Associations	300	Ongoing
<b>Total Emails/Newsletters:</b>	<b>39,809</b>	

<b>PAID ADVERTISING</b>	<b>Reach</b>	<b>Date</b>
Google Ads	83,213	Application season
Google Ads ( <i>free, Dav. Academy ad grant</i> )	1,911	Ongoing
Facebook	489	Application season
NAGC Member eBlast	29,120	Ongoing
<b>Total Paid Advertising:</b>	<b>114,733</b>	

OUTREACH TO DATE FOR 2019: **154,228**

## APPENDIX C

### Overview of Davidson Academy Media Coverage

**2017**

<b>Media Outlet</b>	<b>Article/Story</b>	<b>Date</b>
<i>Education Week</i>	Discrimination of Gifted Education Must End	January 4, 2017
<i>Nevada Newsmakers</i>	Interview with Davidson Academy Director Colleen Harsin about Online High School option (audio and print versions)	January 12, 2017
<i>Reno Gazette-Journal</i>	Davidson Academy launches online high school for gifted students	January 13, 2017
<i>ThisisReno</i>	The Regional Science Fair: Setting The Stage For Young Innovators For 50 Years	March 5, 2017
<i>ABC Australia</i>	Gifted and talented kids: How do you nurture a curious mind?	April 13, 2017
<i>The American Conservative</i>	How America Turned Against Smart Kids	April 22, 2017
<i>Washington Post</i>	Top-performing schools with elite students	May 5, 2017
<i>MSN</i>	The best public high school in every state	September 23, 2017
<i>KOLO Ch. 8</i>	Local teen looks to put the dangers of sugar on display	December 18, 2017
<i>Reno Gazette-Journal</i>	Best public high schools in every state	December 29, 2017



## 2018

Media Outlet	Article/Story	Date
<i>2e Twice Exceptional Newsletter</i>	Learning in a Virtual Classroom: The Davidson Academy Online	March 2018
<i>eLearning Inside</i>	Davidson Academy Promotes Academic Excellence in an Online Format	March 29, 2018
<i>eLearning Inside</i>	Research is the Key to Building a High-Achieving Online School	March 30, 2018
<i>Nevada Today</i>	The Davidson Academy places fifth at national WorldQuest competition	May 18, 2018
<i>eLearning Inside</i>	Virtual High School Graduations: Where Friends Meet for the First Time	June 1, 2018
<i>eLearning Inside</i>	Winners of the 2018 Blackboard Catalyst Awards	June 18, 2018
<i>Renewable Energy Magazine</i>	Reno Teen Awarded \$10,000 Scholarship for Renewable Energy Project	August 24, 2018
<i>eLearning Inside</i>	Why More Kids Are Going Back to School Without Leaving Home	August 29, 2018
<i>e-learn Magazine</i>	At Davidson Academy, Gifted Students Thrive with Online Learning	September 20, 2018
<i>MSN</i>	The best public high school in every state	September 21, 2018
<i>eLearning Inside</i>	More Admissions Directors Are Targeting Online Students	November 4, 2018
<i>eLearning Inside</i>	EDTECH IN 2019: Experts and Founders Around the World Share Predictions	November 30, 2018
<i>This is Reno</i>	Davidson, Damonte Ranch Seniors Win Senate Scholarships	December 5, 2018

### The School

Established in 2006, the Davidson Academy is a secondary school serving profoundly gifted students who are prepared to progress through a middle and/or high school curriculum in a rigorous academic setting. Located on the campus of the University of Nevada, Reno, the Academy is designated by Nevada legislation as a “university school for profoundly gifted pupils” (NRS Chapter 388C). Students are grouped by ability, not by age or grade.

While the Academy is a public school, all students must meet the following eligibility criteria:

- A score of 99.9% or above on nationally normed intelligence tests and/or nationally normed tests.
- Exhibit superior academic achievement and intellectual potential.
- Demonstrate motivation, social and emotional maturity, and overall readiness for an accelerated educational environment.

### Mission and Core Values

The Davidson Academy provides profoundly gifted young people an advanced educational opportunity matched to their abilities, strengths, and interests. The following core values are integral components of the Academy experience: **Respect, Responsibility, Leadership, Pursuit of Knowledge, Balance, and Integrity.**

### Students and Alumni

For the 2016-17 school year, 157 students attend The Davidson Academy, many of whom moved from outside the state of Nevada in order to enroll. The school’s first graduate was recognized in May of 2008. Since then, a total of 123 students have graduated from the Academy. The class of 2017 consists of 25 students.

Davidson Academy students have a strong desire to learn and challenge themselves. Due to the rigor of the curriculum, we encourage our students to take part in a modest, but meaningful amount of extracurricular activities. Please visit our list of [extracurriculars](#) for more information.

At the Davidson Academy we strive to foster not only exceptional scholars, but exceptional individuals who are aware of how their behavior impacts others. We strive to prepare our students for meaningful, productive futures by providing students opportunities to become the best version of themselves. We help them understand their

potential (the ability to adapt and grow in any given situation) through our courses, monthly community meetings, and direct, personalized feedback with regard to their strengths and weaknesses.

### Accreditation

The Academy is accredited as a Special Purpose School by the Northwest Accreditation Commission (NWAC), a division of AdvancED.

### Faculty

There are 30 full time instructors and student services staff. The majority of the 20 instructors at the Davidson Academy have attained a master’s degree or higher in the appropriate field of instruction. Teaching experience ranges between seven and 42 years, and all faculty members participate in regular curriculum and professional development.

### Curriculum

Academy students develop Personalized Learning Plans to serve as a roadmap for academic and personal goals. These plans guide students through a rigorous core curriculum and help them make elective decisions based on their interests and abilities. Personalized Learning Plans are consistent with the Academy’s philosophy to treat students as individuals invested in their own learning. High school students engage in a blend of advanced high school, undergraduate, and graduate level courses. We emphasize breadth and depth rather than teaching to any particular tests. Our coursework stresses high level thinking skills, critical and creative engagement, collaborative discussion with fellow classmates, as well as opportunities for experiential learning. Our classes are small and designed so students must be active in the discussions. For more information, please visit our [curriculum guide](#).

The school day includes six periods of 60 minutes each. Academy students must take at least five graded courses each semester, although they are only required to take four graded courses each semester of their senior year. Typically, core subjects are offered four days per week, and electives are offered in two-hour blocks on Fridays. Academy students may also enroll in courses at the University of Nevada, Reno, under a dual enrollment agreement. For more information, please see our full list of [course offerings](#).

## Graduation Requirements

The Davidson Academy Diploma exceeds the standards of an Advanced High School Diploma in the state of Nevada.

Diplomas are awarded based on the following requirements:

1. Cumulative weighted GPA of 3.0.
2. Passing score on all required Nevada Proficiency Exams and continuous progress in relation to assessment benchmarks.
3. Twenty-eight total credits. Of the 28, five (5) credits are elective and twenty-three (23) are required.

English	4
Mathematics	4
Science	4
World Languages	3
Physical Education	2
Arts/Humanities	2
Computer Literacy	1/2
Health	1/2
Social Studies*	3

*\*World History, U.S. History, and American Government*

## Dual Enrollment Option

Students at The Davidson Academy may earn credit toward high school graduation by successfully completing coursework at the University of Nevada, Reno, or another approved college or university.

One credit toward high school graduation is earned when a student successfully completes a full year course at the Academy or a pre-approved 200-400 level semester course at the University of Nevada, Reno, worth three or more university credits, with a grade of "C-" or better. One-half credit (0.5) toward high school graduation is earned when a student successfully completes a pre-approved 100 level semester course at the University that is worth three or more university credits, with a grade of "C-" or better. A pre-approved one-credit course successfully completed at the University equals 0.33 credit at The Davidson Academy.

## Grading Scale

GPA's are calculated on a traditional 4.0 scale for all courses. Those designated as advanced are calculated on a weighted 4.5 scale. These courses include: all advanced sciences, Calculus I/II, semester-long Calculus III, and Chinese/Spanish levels III and above. University courses at the 200-400 level, as well as a few select 100 level courses. Transcripts denote both non-weighted and weighted cumulative GPA calculations for all courses taken for high school credit. GPA's for the class of 2017 range from 3.03-4.00. **The Davidson Academy does not rank students.**

Grade	Percent
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

## Class of 2017 Test Scores as of September 2016

Old SAT and ACT		
Item	Mean	Range
SAT Critical Reading	747.3	630-800
Math	741.3	640-800
Writing	719.3	620-800
ACT Composite	33.6	29-36

SAT Subject Tests		
Subject	Mean	# of Students
Biology-M	774	9
Chemistry	770	6
English Literature	747	3
Math Level II	776	15
Physics	774	7
Spanish	800	1

## Advanced Placement

**The Davidson Academy does not offer designated Advanced Placement (AP) courses.** However, many students choose to self-study and sit for AP exams. The Class of 2017 had seven AP Scholars with Distinction, four AP Scholars, two AP Scholars with Honor, and one National AP Scholar. The Class of 2017 has 19 National Merit Semifinalists.

Class of 2017 AP Scores		
Subject	Mean	# of Students
Biology	4.63	8
Calculus AB	4.89	9
Calculus BC	5.00	5
English Literature and Comp.	4.67	3
Physics C: E & M	4.80	5
Physics C: Mechanics	4.83	6

## Additional Information

Davidson Academy Pressroom:

<http://www.davidsonacademy.unr.edu/Press-Room>

***The Davidson Academy of Nevada complies with the NACAC Statement of Principles of Good Practice.***

## College Acceptances and Enrollments

Academy graduates from the classes of 2008 through 2016 have been accepted to the colleges listed below.

\*Indicates schools where Davidson Academy students have chosen to enroll.

### A

Agnes Scott College\*  
Allegheny College  
American University  
American University of Paris  
Amherst College  
Arizona State University

### B

Bard College  
Barnard College  
Bay Path University  
Baylor University  
Bennington College\*  
Bentley University  
Berea College  
Boston University\*  
Bowling Green State University  
Brandeis University  
Brown University  
Bryn Mawr College  
Butler University

### C

California Institute of Technology\*  
California Polytechnic State University\*  
Carnegie Mellon University\*  
Case Western Reserve University  
Central Michigan University  
Chapman University\*  
Clark University  
Clarkson University  
Clemson University  
College of the Atlantic\*  
College of William and Mary  
College of Wooster  
Colorado College  
Colorado School of Mines\*  
Columbia University\*  
Connecticut College\*  
Cornell University\*

### D

Daniel Webster College  
Dartmouth College\*  
Davidson College  
DePaul University  
Dominican University of California  
Drexel University  
Duke University

### E

Earlham College  
Emerson College  
Emory University

### F

Florida Institute of Technology  
Fordham University

### G

George Mason University  
George Washington University  
Georgetown University\*  
Georgia Institute of Technology  
Gettysburg College  
Gonzaga University  
Goucher College\*  
Grinnell College  
Gustavus Adolphus College

### H

Hampshire College\*  
Harvard University\*  
Harvey Mudd College\*  
Haverford College\*  
Hofstra University  
Hope College

### I

Illinois Institute of Technology  
Indiana University at Bloomington  
Indiana University

### J

Johns Hopkins University\*  
Juniata College

### K

Kent State University  
Kettering University

### L

Lake Erie College  
Lawrence Technological University  
Lehigh University  
Lewis & Clark College\*  
Linfield College  
Loyola Marymount University\*

### M

Macalester College  
Marist College  
Massachusetts Institute of Technology\*  
Michigan State University  
Milwaukee School of Engineering  
Mizzou—University of Columbia  
Montana State University, Bozeman  
Mount Holyoke College\*

### N

New England Conservatory of Music  
New York University\*  
Northeastern University  
Northwestern University

### O

Oberlin College\*  
Occidental College  
Olin College of Engineering\*  
Oregon State University

### P

Pitzer College\*  
Pomona College\*  
Princeton University\*  
Purdue University

### R

Reed College\*  
Rensselaer Polytechnic Institute  
Rice University\*  
Roanoke College  
Rochester Institute of Technology  
Rose-Hulman Institute of Technology  
Rutgers University\*

### S

Saint Mary's College of California  
Santa Clara University\*  
Savannah College of Art and Design  
Scripps College\*  
Siena College  
Sierra Nevada College\*  
Simon's Rock  
Smith College  
Soka University of America\*  
St. Bonaventure University  
St. John's College  
St. Louis Community College at Forest Park  
St. Olaf College\*  
Stanford University\*  
Stony Brook University  
Swarthmore College\*  
Sweet Briar College  
Syracuse University

### T

Temple University Japan  
Texas Tech University – BS/MD\*  
Tufts University  
Tulane University

### U

United States Naval Academy  
University of Alabama  
University of Alabama at Birmingham – BS/MD\*  
University of Arizona\*  
University of California, Berkeley\*  
University of California, Davis  
University of California, Irvine  
University of California, Los Angeles\*  
University of California, San Diego  
University of California, Santa Barbara  
University of California, Santa Cruz  
University of Chicago\*  
University of Colorado at Boulder  
University of Colorado at Denver  
University of Denver

University of Houston  
University of Idaho\*  
University of Illinois at Urbana-Champaign\*  
University of Kentucky  
University of Massachusetts, Amherst  
University of Miami  
University of Michigan  
University of Minnesota, Twin Cities  
University of Missouri-Kansas City  
University of Nevada, Las Vegas  
University of Nevada, Reno\* - BS/MD\*  
University of New Mexico  
University of Notre Dame  
University of Oklahoma  
University of Oregon  
University of Pennsylvania  
University of Pittsburgh  
University of Puget Sound\*  
University of Rochester\*  
University of San Diego  
University of San Francisco  
University of South Alabama  
University of Southern California\*  
University of Tennessee, Knoxville  
University of Texas, Austin  
University of Texas, Dallas  
University of the Pacific  
University of Tulsa  
University of Virginia  
University of Washington\*  
University of Wisconsin, Madison\*  
Ursinus College

### V

Valparaiso University  
Vanderbilt University\*  
Vassar College  
Villanova University\*  
Virginia Commonwealth University

### W

Washington and Jefferson College  
Washington and Lee University\*  
Washington State University\*  
Washington University in St. Louis\*  
Wellesley College\*  
Wesleyan University  
Western Washington University  
Westminster College  
Whitman College  
Whittier College  
Willamette University  
Worcester Polytechnic Institute

### Y

Yale University

## Contacts

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Laurie Parish, Counselor: [lparrish@davidsonacademy.unr.edu](mailto:lparrish@davidsonacademy.unr.edu)

Shannon Harrison, Counselor and College Coordinator: [sharrison@davidsonacademy.unr.edu](mailto:sharrison@davidsonacademy.unr.edu)



# DAVIDSON ACADEMY

## School Profile | 2017-2018

P.O. Box 9119 Reno, NV 89507 | [www.DavidsonAcademy.unr.edu](http://www.DavidsonAcademy.unr.edu) | 775.682.5800 | CEEB: 290207

### The School

Established in 2006, the Davidson Academy is a secondary school serving profoundly gifted students who are prepared to progress through a middle and/or high school curriculum in a rigorous academic setting. Located on the campus of the University of Nevada, Reno, the Academy is designated by Nevada legislation as a “university school for profoundly gifted pupils” (NRS Chapter 392A). Students are grouped by ability, not by age or grade.

While the Academy is a public school, all students must meet the following eligibility criteria:

- A score of 99.9% or above on nationally normed intelligence tests and/or nationally normed tests.
- Exhibit superior academic achievement and intellectual potential.
- Demonstrate motivation, social and emotional maturity, and overall readiness for an accelerated educational environment.

### Mission and Core Values

The Davidson Academy provides profoundly gifted young people an advanced educational opportunity matched to their abilities, strengths, and interests. The following core values are integral components of the Academy experience: **Respect, Responsibility, Leadership, Pursuit of Knowledge, Balance, and Integrity.**

### Students and Alumni

For the 2017-18 school year, 146 students are enrolled to attend the Davidson Academy. For the 2017-18 school year, the Academy is expanding with an online option for full-time students living anywhere in the U.S. with classes for those in eighth through 10th grades. The school’s first graduate was recognized in May of 2008. Since then, a total of 147 students have graduated from the Academy. The class of 2018 consists of 27 students.

Davidson Academy students have a strong desire to learn and challenge themselves. Due to the rigor of the curriculum, we encourage our students to take part in a modest, but meaningful amount of extracurricular activities. Please visit our list of [extracurriculars](#) for more information.

At the Davidson Academy we strive to foster not only exceptional scholars, but exceptional individuals who are aware of how their behavior impacts others. We strive to

prepare our students for meaningful, productive futures by providing students opportunities to become the best version of themselves. We help them understand their potential (the ability to adapt and grow in any given situation) through our courses; monthly community meetings; and direct, personalized feedback with regard to their strengths and weaknesses.

### Accreditation

The Academy is accredited as a Special Purpose School by the Northwest Accreditation Commission (NWAC), a division of AdvancED.

### Faculty

There are 22 full-time instructors and student services staff. The majority of the 15 instructors at the Davidson Academy have attained a master’s degree or higher in the appropriate field of instruction.

### Curriculum

Academy students develop Personalized Learning Plans to serve as a roadmap for academic and personal goals. These plans guide students through a rigorous core curriculum and help them make elective decisions based on their interests and abilities. Personalized Learning Plans are consistent with the Academy’s philosophy to treat students as individuals invested in their own learning. High school students engage in a blend of advanced high school, undergraduate and graduate level courses. We emphasize breadth and depth rather than teaching to any particular tests. Our coursework stresses high level thinking skills, critical and creative engagement, collaborative discussion with fellow classmates, as well as opportunities for experiential learning. Our classes are small and designed so students must be active in their learning. For more information, please visit our [curriculum guide](#).

The school day includes six periods of 60 minutes each. Academy students must take at least five graded courses each semester, although they are only required to take four graded courses each semester of their senior year. Typically, core subjects are offered four days per week, and electives are offered in two-hour blocks on Fridays. Academy students may also enroll in courses at the University of Nevada, Reno, under a dual enrollment agreement. For more information, please see our full list of [course offerings](#).



## Graduation Requirements

The Davidson Academy Diploma exceeds the standards of an Advanced High School Diploma in the state of Nevada. Diplomas are awarded based on the following requirements:

- Cumulative weighted GPA of 3.0.
- Passing score on all required Nevada Proficiency Exams and continuous progress in relation to assessment benchmarks.
- Twenty-eight total credits. Of the 28, five credits are elective and 23 are required.

Subject	Credits
English	4
Mathematics	4
Science	4
Foreign Language	3
PE	2
Arts/ Humanities	2
Computer Lit	1/2
Health	1/2
Social Studies*	3
*World History, U.S. History, and American Government	

## Dual Enrollment Option

Students at the Davidson Academy may earn credit toward high school graduation by successfully completing coursework at the University of Nevada, Reno, or another approved college or university.

One credit toward high school graduation is earned when a student successfully completes a full-year course at the Academy or a pre-approved 200-400 level semester course at the University of Nevada, Reno, worth three or more university credits, with a grade of "C-" or better. One-half credit (0.5) toward high school graduation is earned when a student successfully completes a pre-approved 100-level semester course at the University that is worth three or more university credits, with a grade of "C-" or better. A pre-approved, one-credit course successfully completed at the University equals 0.33 credit at the Davidson Academy.

## Grading Scale

GPA's are calculated on a traditional 4.0 scale for all courses. Those designated as advanced are calculated on a weighted 4.5 scale. These courses include: all advanced sciences, Calculus I/II, semester-long Calculus III, and Chinese/Spanish levels III and above, as well as University courses at the 200-400 level, and a few select 100 level courses. Transcripts denote both non

Grade	Percent
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

-weighted and weighted cumulative GPA calculations for all courses taken for high school credit. GPA's for the class of 2018 range from 3.1 to 4.0. **The Davidson Academy does not rank students.**

## Class of 2018 Test Scores as of July 2017

SAT and ACT		
Item	Mean	Middle 50%
Reading & Writing	750	750-775
Math	780	765-800
ACT Composite	34.6	34-36

SAT Subject Tests		
Subject	Mean	# of Students
Biology-M	762	5
Chemistry	774	7
Math Level II	768	20
Physics	787	9

## Advanced Placement

**The Davidson Academy does not offer designated Advanced Placement (AP) courses.** However, many students choose to self-study and sit for AP exams. For the class of 2018, 17 students received AP Scholar Awards.

Class of 2018 AP Scores		
Subject	Mean	# of Students
Chemistry	4.375	8
Calculus AB	5.00	2
Calculus BC	5.00	21
English Literature and Comp.	4.50	10
Physics C: E & M	4.214	14
Physics C: Mechanics	4.846	13

## Additional Information

To contact the Academy's College Advising Team, please email [collegeadvising@davidsonacademy.unr.edu](mailto:collegeadvising@davidsonacademy.unr.edu)

Davidson Academy Pressroom:  
<http://www.davidsonacademy.unr.edu/Press-Room>

**The Davidson Academy complies with the NACAC Statement of Principles of Good Practice.**

## College Acceptances and Enrollments

Academy graduates from the classes of 2008 through 2017 have been accepted to the colleges listed below.

\*Indicates schools where Davidson Academy students have chosen to enroll.

<b>A</b>	<b>G</b>	<b>P</b>	
Agnes Scott College*	George Mason University	Princeton University*	University of Michigan
Allegheny College	George Washington University	Purdue University	University of Minnesota, Twin Cities
American University	Georgetown University*	<b>R</b>	University of Missouri
American University of Paris	Georgia Institute of Technology	Reed College*	University of Nevada, Las Vegas
Amherst College	Gettysburg College	Rensselaer Polytechnic Institute	University of Nevada, Reno*-BS/MD*
Arizona State University	Gonzaga University	Rice University*	University of New Mexico
<b>B</b>	Goucher College*	Roanoke College	University of Notre Dame
Babson College*	Grinnell College	Rochester Institute of Technology	University of Oklahoma*
Bard College	Gustavus Adolphus College	Rose-Hulman Institute of Technology	University of Oregon
Barnard College	<b>H</b>	Rutgers University*	University of Pennsylvania
Bay Path University	Hampshire College*	<b>S</b>	University of Pittsburgh
Baylor University	Harvard University*	Saint Mary's College of California	University of Puget Sound*
Bennington College*	Harvey Mudd College*	Santa Clara University*	University of Redlands
Bentley University	Haverford College*	Savannah College of Art and Design	University of Rochester*
Berea College	Hofstra University	Scripps College*	University of San Diego
Boston College	Hope College	Siena College	University of San Francisco
Boston University*	<b>I</b>	Sierra Nevada College*	University of South Alabama
Bowling Green State University	Illinois Institute of Technology	Simon's Rock	University of Southern California*
Brandeis University	Indiana University	Smith College	University of Tennessee, Knoxville
Brigham Young University*	Indiana University at Bloomington	Soka University of America*	University of Texas, Austin
Brown University*	<b>J</b>	St. Bonaventure University	University of Texas, Dallas*
Bryn Mawr College	Johns Hopkins University*	St. John's College	University of the Pacific
Butler University	Juniata College	St. Olaf College*	University of Tulsa
<b>C</b>	<b>K</b>	Stanford University*	University of Virginia
California Institute of Technology*	Kent State University	Stony Brook University	University of Washington*
California Polytechnic State University*	Kettering University	Swarthmore College*	University of Wisconsin, Madison*
Carnegie Mellon University*	Knox College	Sweet Briar College	Ursinus College
Case Western Reserve University	<b>L</b>	Syracuse University	Utah State University
Central Michigan University	Lake Erie College	<b>T</b>	<b>V</b>
Chapman University*	Lawrence Technological University	Temple University Japan	Valparaiso University
Clark University	Lehigh University	Texas Tech University-BS/MD*	Vanderbilt University*
Clarkson University	Lewis and Clark College*	Tufts University	Vassar College
Clemson University	Linfield College	Tulane University	Villanova University*
College of the Atlantic*	Loyola Marymount University*	<b>U</b>	Virginia Commonwealth University
College of William and Mary	<b>M</b>	United States Naval Academy	<b>W</b>
College of Wooster	Macalester College	University of Alabama	Washington and Jefferson College
Colorado College	Marist College	University of Alabama at Birmingham-	Washington and Lee University*
Colorado School of Mines*	Massachusetts Institute of Technology*	BS/MD*	Washington State University*
Colorado State University	Michigan State University	University of Arizona*	Washington University in St. Louis*
Columbia University*	Milwaukee School of Engineering	University of California, Berkeley*	Wellesley College*
Connecticut College*	Montana State University	University of California, Davis	Wesleyan University
Cornell University*	Mount Holyoke College*	University of California, Irvine	Western Washington University
<b>D</b>	<b>N</b>	University of California, Los Angeles*	Westminster College
Daniel Webster College	New England Conservatory of Music	University of California, San Diego	Whitman College
Dartmouth College*	New York University*	University of California, Santa Barbara	Whittier College
Davidson College	Northeastern University	University of California, Santa Cruz	Willamette University
DePaul University	Northwestern University*	University of Chicago*	Worcester Polytechnic Institute
Dominican University of California	<b>O</b>	University of Colorado at Boulder	<b>Y</b>
Drexel University	Oberlin College*	University of Colorado at Denver	Yale University
Duke University	Occidental College	University of Columbia-Mizzou	Yale College-NUS
<b>E</b>	Ohio State University	University of Denver	
Earlham College	Olin College of Engineering*	University of Edinburgh*	
Emerson College	Oregon State University	University of Houston	
Emory University	<b>P</b>	University of Idaho*	
<b>F</b>	Pacific University	University of Illinois at Urbana-	
Florida Institute of Technology	Pepperdine University	Champaign*	
Fordham University	Pitzer College*	University of Kentucky	
	Pomona College*	University of Massachusetts, Amherst	
		University of Miami	



## The School

Established in 2006, the Davidson Academy offers profoundly gifted students, who are prepared to progress through a middle and/or high school curriculum in a rigorous academic setting, these secondary educational options: 1) an online campus for those living anywhere in the U.S., and 2) a day school on the University of Nevada, Reno (UNR) campus for local residents. The Academy is designated by Nevada legislation as a “university school for profoundly gifted pupils” (NRS Chapter 392A). Students are grouped by ability, not by age or grade.

All students, both online and Reno, must meet the following eligibility criteria:

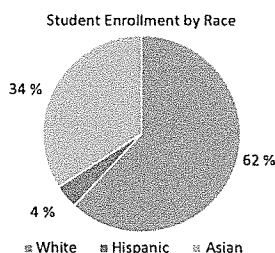
- A score of 99.9% or above on nationally normed intelligence tests and/or nationally normed tests.
- Exhibit superior academic achievement and intellectual potential.
- Demonstrate motivation, social and emotional maturity, and overall readiness for an accelerated educational environment.

## Mission and Core Values

The Davidson Academy provides profoundly gifted young people an advanced educational opportunity matched to their abilities, strengths, and interests. The following core values are integral components of the Academy experience: **Respect, Responsibility, Leadership, Pursuit of Knowledge, Balance and Integrity.**

## Students Demographics

For the 2018-19 school year, 189 students are enrolled at the Davidson Academy, including the online school - an extension of the Academy currently offered to students in eighth through 11th grades. The class of 2019 consists of 23 students.



Since lunch is not served at the Academy, we do not offer free and reduced lunch. Students whose families meet the qualifications for free and reduced price meals are eligible for test fee waivers, financial assistance with university courses and materials, and discounted or free items, such as Academy yearbook and apparel items.

Davidson Academy students have a strong desire to learn and challenge themselves. Due to the rigor of the curriculum, we encourage our students to take part in a modest, but meaningful amount of extracurricular activities. Please visit our list of [extracurriculars](#) for more information.

At the Davidson Academy we strive to foster not only exceptional scholars, but exceptional individuals who are aware of how their behavior impacts others. We strive to prepare our students for a meaningful futures by providing students opportunities to become the best version of themselves. We help them understand their potential (the ability to adapt and grow in any given situation) and purpose through our courses; monthly community meetings; and direct, personalized feedback with regard to their strengths and weaknesses.

## Accreditation

The Academy is accredited as a Special Purpose School by the Northwest Accreditation Commission (NWAC), a division of AdvancED.

## Curriculum

Academy students develop Personalized Learning Plans (PLPs) to serve as a roadmap for academic and personal goals. These plans guide students through a rigorous core curriculum and help them make elective decisions based on their interests and abilities. PLPs are consistent with the Academy’s philosophy to treat students as individuals invested in their own learning. High school students engage in a blend of advanced high school, undergraduate, and graduate level courses. We emphasize breadth and depth rather than teaching to any particular tests. Our coursework stresses high level thinking skills, critical and creative engagement, collaborative discussion with fellow classmates, as well as opportunities for experiential learning. Our classes are small and designed so students must be active in their learning. For more information, please visit our [curriculum guide](#).

The Reno school day includes six periods of 60 minutes each. Academy students must take at least five graded courses each semester, although they are only required to take four graded courses each semester of their senior year. Typically, core subjects are offered four days per week, and electives are offered in two-hour blocks on Fridays. Reno students may also enroll in courses at UNR, under a dual enrollment agreement. For more information, please see our full list of [course offerings](#).



## Graduation Requirements

The Davidson Academy Diploma exceeds the standards of an Advanced High School Diploma in the state of Nevada. Diplomas are awarded based on the following requirements:

- Cumulative weighted GPA of 3.0.
- 28 total credits. Of the 28, five (5) credits are elective and 23 are required.

English	4
Mathematics	4
Science	4
Foreign Language	3
PE	2
Arts/Humanities	2
Computer Lit	1/2
Health	1/2
Social Studies*	3
*World History, U.S. History, and American Government	

## Dual Enrollment Option

Students at the Davidson Academy may earn credit toward high school graduation by successfully completing coursework at UNR, or another approved college or university.

One credit toward high school graduation is earned when a student successfully completes a full-year course at the Academy or a pre-approved 200-400 level semester course at UNR, worth three or more university credits, with a grade of "C-" or better. One-half credit (0.5) toward high school graduation is earned when a student successfully completes a pre-approved 100-level semester course at the University that is worth three or more University credits, with a grade of "C-" or better. A pre-approved one-credit course successfully completed at the University equals 0.33 credit at the Davidson Academy.

## Grading Scale

GPA's are calculated on a traditional 4.0 scale for all courses. The GPA scope for the class of 2019 ranges from 3.3 to 4.0. **The Davidson Academy does not rank students.**

Grade	Percent
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

## Class of 2019 Test Scores as of July 2018

SAT and ACT	
Item	Mean
Reading & Writing	759
Math	764
ACT Composite	33.63

SAT Subject Tests		
Subject	Mean	# of Students
Biology-M	743	10
Chemistry	757	6
Literature	770	5
Math Level II	754	18
Physics	761	9

## Advanced Placement

**The Davidson Academy does not offer designated Advanced Placement (AP) courses.** However, many students choose to self-study and sit for AP exams. In 2018 the Davidson Academy administered 114 AP exams. For the class of 2019, 20 students received AP Awards.

Advanced Placement	
# of exams	Scores
85	5
20	4
7	3
2	2

## Graduates

To see where Davidson Academy students have been accepted and matriculated, please visit our [graduates page](#).

## Additional Information

To contact the College Advising Team, please send an email to: [collegeadvising@davidsonacademy.unr.edu](mailto:collegeadvising@davidsonacademy.unr.edu)

Visit the Davidson Academy Pressroom at:  
[www.DavidsonAcademy.unr.edu/Press-Room](http://www.DavidsonAcademy.unr.edu/Press-Room).

**The Davidson Academy complies with the NACAC Statement of Principles of Good Practice.**