### Mission Statement

The mission of CASLV is to provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success.

### Goals and Objectives

#### Goal 1
Our goal is to continue to increase the number of students meeting proficiency standards at all levels in ELA and Math to maintain high achieving 5-star status in middle school and increase from 4 to 5-stars in elementary as measured by NSPF.

#### Objective(s):

- Increase the percentage of students meeting proficiency standards on SBAC in ELA and Math by the following measures:
  - **Elementary School:**
    - ELA: 79.7% - Increase by 5% as measured by NSPF.
    - Math: 69.0% - Increase by 5% as measured by NSPF.
  - **Middle School:**
    - ELA: 86.7% - Increase by 5% as measured by NSPF.
    - Math: 84.4% - Increase by 5% as measured by NSPF.

#### Goal 2
Our goal is to increase the number of students meeting the SGP target for closing opportunity gaps at all levels in ELA and Math to maintain high achieving 5 star status as measured by NSPF.

#### Objective(s):

- Increase the percentage of students meeting the SGP target for closing opportunity gaps on by the following measures:
  - **Elementary School:**
    - ELA: 38% - Increase by 10% as measured by NSPF.
    - Math: 25% - Increase by 10% as measured by NSPF.
  - **Middle School:**
    - ELA: 46% - Increase by 10% as measured by NSPF.
    - Math: 43% - Increase by 10% as measured by NSPF.
Goal 3
An overall increase in STEM activities as shown in teacher lesson plans will provide the structure of implementing STEM across the curriculum and improving STEM participation. Our goal is to gain an overall increase in STEM-related classroom activities that will provide the structure of implementing STEM across the curriculum and improving STEM participation as shown in teacher lesson plans.

Objective(s):
A 25% increase in STEM activities will be shown as measured by each teacher's STEM focus in their weekly lesson plans.

School Communication Efforts
Coral Academy of Science Las Vegas sends out quarterly newsletters to parents and board members via email. The school also corresponds with parents via email regarding any important information and updates. CASLV maintains and constantly updates the school website, which contains school contact information for each campus. Progress reports and report cards are sent home at the middle and end of each quarter, respectively. In addition, parents are able to access their child’s grades in “real-time” through the Infinite Campus parent portal. There are several opportunities for parents to meet with teachers at various open houses, parent-teacher conferences, and back-to-school nights. In addition, teachers are always willing to set up appointments to meet with parents before or after school, should the need arise. In order to reach each and every parent to give them school related updates, the school uses ClassDojo, email, and social media, i.e., the school facebook page effectively.

Curriculum Details
Coral Academy of Science Las Vegas provides a rigorous college-prep curriculum aligned with the Nevada Standards of Education. Our goal is to challenge students so that they can achieve their highest potential. CASLV fosters differentiated education that supports each student to reach their highest academic potential. Classes: Elementary school students are exposed to the core curriculum which includes Reading, Writing, Math, Science, and Social studies. In addition, students also take weekly specials such as Spanish, music, art, computers and PE. Students in middle school are required to take core classes which include Math, Science, English, and History. Students are offered a choice of elective courses such as art, music, Spanish, debate and speech, PLTW, robotics, engineering, yearbook, coding, and medical detectives. Specialized Grouping: CASLV uses specialized grouping as a means to provide the opportunity for each student to accelerate within various academic levels. Students are assessed before beginning at CASLV as well as throughout the school year in order to ensure that students are in the most conducive learning environment. Academic Probation: Students at CASLV are required to keep their grades at a C- or higher in order to participate in after-school clubs, student events and extracurricular activities that take place throughout the quarter. Also, students are assigned to regular tutoring sessions and homework clubs to assist in bringing their grades up. Academic Incentives: Based on their GPA, many students at CASLV also receive school-wide and in-classroom prizes and awards. Academic reward cards are awarded quarterly to students earning a 3.5 GPA or higher. Students who earn a 4.0 GPA in a quarter are rewarded with a luncheon by the principal. Contests: CASLV believes that the students should be encouraged to participate in events that are taking place outside school. CASLV students participate in events such as Science Olympiad, First Lego League Robotics, Regional Math contests, Regional Science Fairs, etc. The curriculum of the advanced math, PLTW, and robotics programs are designed with keeping these activities in mind. Beginning in kindergarten, students participate in yearly science competitions.
Demographics and Student Information

Data are provided by the Nevada Department of Education from the state student information system. Gender, race/ethnicity, and special student populations are reported as of validation day.

<table>
<thead>
<tr>
<th>#</th>
<th>Am in AK Native</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Black</th>
<th>White</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>481,345</td>
<td>3,950</td>
<td>0.82</td>
<td>26,499</td>
<td>5.51</td>
<td>109,074</td>
<td>43.44</td>
<td>56,615</td>
<td>11.76</td>
</tr>
<tr>
<td>State Public Charter Schools</td>
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<td>228</td>
<td>0.42</td>
<td>4,078</td>
<td>7.66</td>
<td>76,428</td>
<td>15</td>
<td>6,343</td>
<td>11.92</td>
</tr>
<tr>
<td>CASLV Windmill Academy</td>
<td>404</td>
<td>N/A</td>
<td>N/A</td>
<td>113</td>
<td>37.97</td>
<td>61</td>
<td>15.1</td>
<td>23</td>
<td>6.69</td>
</tr>
</tbody>
</table>

Data as of Validation Day

1. * indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.
2. N/A indicates that this population was not present.
3. ** indicates that the data was not available.

Special Populations

<table>
<thead>
<tr>
<th>#</th>
<th>Individual Education Program</th>
<th>English Learners</th>
<th>Free or Reduced Priced Lunch Eligible</th>
<th>Free or Reduced Priced Lunch Receiver</th>
<th>Free or Reduced Priced Breakfast Eligible</th>
<th>Free or Reduced Priced Breakfast Receiver</th>
<th>Migrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>481,345</td>
<td>59,733</td>
<td>12.41</td>
<td>64,334</td>
<td>13.37</td>
<td>352,161</td>
<td>73.15</td>
</tr>
<tr>
<td>State Public Charter Schools</td>
<td>53,223</td>
<td>5,090</td>
<td>9.56</td>
<td>41,900</td>
<td>7.8</td>
<td>21,018</td>
<td>39.49</td>
</tr>
<tr>
<td>CASLV Windmill Academy</td>
<td>404</td>
<td>18</td>
<td>4.46</td>
<td>20</td>
<td>4.95</td>
<td>71</td>
<td>17.67</td>
</tr>
</tbody>
</table>

Data as of Validation Day

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3. ** indicates that the data was not available.

Student Average Daily Attendance (ADA)

Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

<table>
<thead>
<tr>
<th>All Students</th>
<th>Am in AK Native</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Black</th>
<th>White</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>IEP</th>
<th>ELL</th>
<th>FRL</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>92.0</td>
<td>81.4</td>
<td>&gt;95</td>
<td>90.9</td>
<td>&gt;95</td>
<td>87.9</td>
<td>&gt;95</td>
<td>94.3</td>
<td>&gt;95</td>
<td>91.2</td>
</tr>
<tr>
<td>State Public Charter Schools</td>
<td>&gt;95</td>
<td>&gt;95</td>
<td>&gt;95</td>
<td>&gt;95</td>
<td>&gt;95</td>
<td>&gt;95</td>
<td>&gt;95</td>
<td>&gt;95</td>
<td>&gt;95</td>
<td>&gt;95</td>
</tr>
<tr>
<td>CASLV Windmill</td>
<td>&gt;95</td>
<td>N/A</td>
<td>&gt;95</td>
<td>&gt;95</td>
<td>&gt;95</td>
<td>&gt;95</td>
<td>&gt;95</td>
<td>&gt;95</td>
<td>&gt;95</td>
<td>&gt;95</td>
</tr>
</tbody>
</table>

ADA Data as of: First 100 days of instruction

1. * indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.
2. N/A indicates that this population was not present.
3. ** indicates that the data was not available.

Transiency, Truancy, and Discipline

<table>
<thead>
<tr>
<th>Transiency</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transiency Rate**</td>
<td># of Students</td>
</tr>
<tr>
<td>State</td>
<td>17.7</td>
</tr>
<tr>
<td>State Public Charter Schools</td>
<td>N/A</td>
</tr>
<tr>
<td>CASLV Windmill</td>
<td>4.1</td>
</tr>
</tbody>
</table>

District totals do not include state or district sponsored charter school data. (2008-Current)

1. * indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.
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3. ** indicates that the data was not available.

EL = Students who are English Learners
FRL = Students qualifying for Free/Reduced Price Lunch

District totals do not include state or district sponsored charter school data. (2008-Current)

Website: www.nevadareportcard.nv.gov
Data as of: End of school year

\* indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.

N/A indicates that this population was not present.

** indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)

Discipline and Transiency incidents are reported at the school where the action occurred.

Users should note that this data may have been affected by the early closure of school facilities in spring of 2019-20 due to the COVID-19 pandemic. Consequently, results for 2019-20 may not be comparable to previous years.

**The purpose of some alternative programs is to enroll students for a short period of time until they can reenroll in a comprehensive school; therefore, transiency rates may be greater than 100% or N/A. Data reported as of the end of the school year.

Data as of: Count Day

\* indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.

N/A indicates that this population was not present.

** indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)

Because of the changes in law (NAC 387.659) in 2009-2010 that affected the way credit deficit students are identified, results prior to this date and post this date cannot be compared.

Users should note that this data may have been affected by the early closure of school facilities in spring of 2019-20 due to the COVID 19 pandemic. Consequently, results for 2019-20 may not be comparable to previous years.

\*+*Teachers may serve multiple grade levels as needed. Student/Teacher Ratio is reported for the school as a whole.

**+*Kindergarten ratios are based on the number of classes, not teachers.

District totals do not include state or district sponsored charter school data. (2008-Current)

Data as of: December 1st

\* indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.

N/A indicates that this population was not present.

** indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)
Annual Dropout Rate for the Prior School Year

<table>
<thead>
<tr>
<th>Grade 8 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASLV Windmill</td>
</tr>
</tbody>
</table>

Data as of: Previous School Year

- \( ^{1} \) indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.
- N/A indicates that this population was not present.
- ** indicates that the data was not available.
- Data in grade 9-12 excludes pupils who successfully completed HSE assessment.
- Data in grade 9-12 excludes pupils who are enrolled in approved courses for an adult standard diploma.
- Data in grade 9-12 excludes pupils who withdrew from school to attend another school.
- Data is not displayed for a group where enrollment information is missing.
- Negative value indicates rate cannot be calculated due to zero enrollment.

Summary of Standards-Based Test Performance

Nevada uses CRT (Criterion Referenced Test with the new NV Standards, also known as the Smarter Balanced) to measure student achievement relative to Nevada’s academic standards. For grade specific assessment results and other assessment information, refer to www.nevadareportcard.nv.gov.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the "Approaches Standards" range of achievement

MS = Percentage of students performing in the "Meets Standards" range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

Level 1 = The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school

Level 2 = The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school

Level 3 = The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school

Level 4 = The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school

<table>
<thead>
<tr>
<th>CRT</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ED</td>
<td>AS</td>
<td>MS</td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CASLV</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Windmill</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Data as of: December 1st

- \( ^{1} \) indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.
- N/A indicates that this population was not present.
- ** indicates that the data was not available.
- District totals do not include state or district sponsored charter school data. (2008-Curent)

Per-Pupil Expenditures 2019-2020

The Nevada Department of Education in consultation with In$ite adjusted the formula used to calculate per pupil expenditures beginning with the 2009-2010 Annual Reports of Accountability. Therefore, we have two appropriate comparisons sets; comparisons 2003-04 SY through 2008-09 SY and comparisons of 2009-10 SY and forward.

No Data Available
'N/A' indicates that this population was not present.

"*" indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)

Schools only showing up with $0 are new and data was not collected for prior year.

NDE in consultation with InSite adjusted formula used to calculate per pupil expenditures with the Annual Reports of Accountability, rendering comparisons between the year and past years data.

### Personnel Information

#### Classes Not Taught by Highly Qualified Teachers

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area. Data were obtained from the Office of Teacher Licensure as of May 2021.

<table>
<thead>
<tr>
<th>English/Reading/Lang. Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Foreign Languages</th>
<th>Arts</th>
<th>Elementary</th>
<th>Poverty Level (H/L)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>State Public Charter Schools</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CASLV Windmill</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Teacher Data as of: May 1st (2008-Current)

'N/A' indicates that this population was not present.

"*" indicates that the data was not available.

### Teacher Average Daily Attendance

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
</tr>
<tr>
<td>State Public Charter Schools</td>
</tr>
</tbody>
</table>

Teacher Data as of: May 1st (2008-Current)

'N/A' indicates that this population was not present.

"*" indicates that the data was not available.

### Persons Employed as Substitute Teachers

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary</td>
</tr>
<tr>
<td></td>
<td>Long Term</td>
</tr>
<tr>
<td>State</td>
<td>K-12</td>
</tr>
<tr>
<td>State Public Charter Schools</td>
<td>K-12</td>
</tr>
<tr>
<td>CASLV Windmill</td>
<td>05-07</td>
</tr>
</tbody>
</table>

Substitute Teachers Data as of: June 30th (2008-Current)

'N/A' indicates that this population was not present.

"*" indicates that the data was not available.

### Parent/Teacher Conference Attendance

<table>
<thead>
<tr>
<th>Accountancy Year</th>
<th>Parent/Teacher Conference Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASLV Windmill</td>
<td>2021</td>
</tr>
<tr>
<td></td>
<td>94</td>
</tr>
<tr>
<td>CASLV Windmill Academy</td>
<td>2020</td>
</tr>
<tr>
<td></td>
<td>94</td>
</tr>
<tr>
<td>CASLV Windmill Academy</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>96</td>
</tr>
</tbody>
</table>

Data as of: Fall

'N/A' indicates that this population was not present.

"*" indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)

The reporting of long-term substitute teacher data began in 2005-2006. Short-term substitute teacher data will be reported for the first time on the 2006-2007 report.

Website: www.nevadareportcard.nv.gov
School Rating
Report:

| School Name | Stars |

Note: District totals do not include state or district sponsored charter school data.

The development of this annual state accountability report is a joint effort among the Nevada Department of Education and Nevada school districts. This report is provided to the public as required by the federal Every Student Succeeds Act (ESSA) and NRS 385A.400. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.nv.gov.