

School Level: Middle School

Grade Levels: 06-08

District: Douglas

School: 701 Long Valley Rd

Address: Gardnerville, NV 89460



Total Index Score

School Type: Regular

School Designation: Additional TSI

Student Race/Ethnicity

62.2% White/Caucasian

0.4% Black/African American

25.7% Hispanic/Latino

0.4% Asian

4.1% American Indian/Alaska Native

N/A% Pacific Islander

6.8% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2024-2025	45 ★★
2023-2024	27 ★

Additional Student Groups

3.8% English Learners

14.3% Students with Disabilities

44.7% Economically Disadvantaged

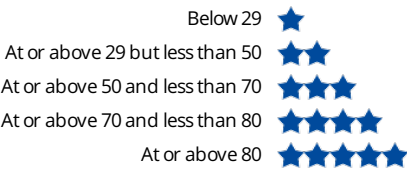
What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

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?



ATSI designation: This school has an underperforming subgroup that, on its own, would result in a CSI designation. See the ATSI designation report for more information.

2025-2026 School Performance



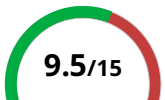
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	29.3	37.3
Math Proficiency	25.1	33
ELA Proficiency	31.5	43
Science Proficiency	35.4	33.4



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	7.1	27



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	13.6	16.1
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	85	84.9



Student Growth Indicator

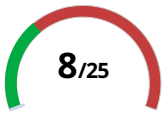
Measure	School Median	District Median
Math MGP	48	52
ELA MGP	36	48
	School Rate	District Rate
Met Math AGP Target	22.4	32
Met ELA AGP Target	29.1	40.6



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	7.9	11.8
Prior Non-Proficient Met ELA AGP Target	11.9	18.1

District percentages reflect the district the school was associated with when the data was collected.
[Click here](#) to learn more about the NSPF.



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 who met (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: 8/25

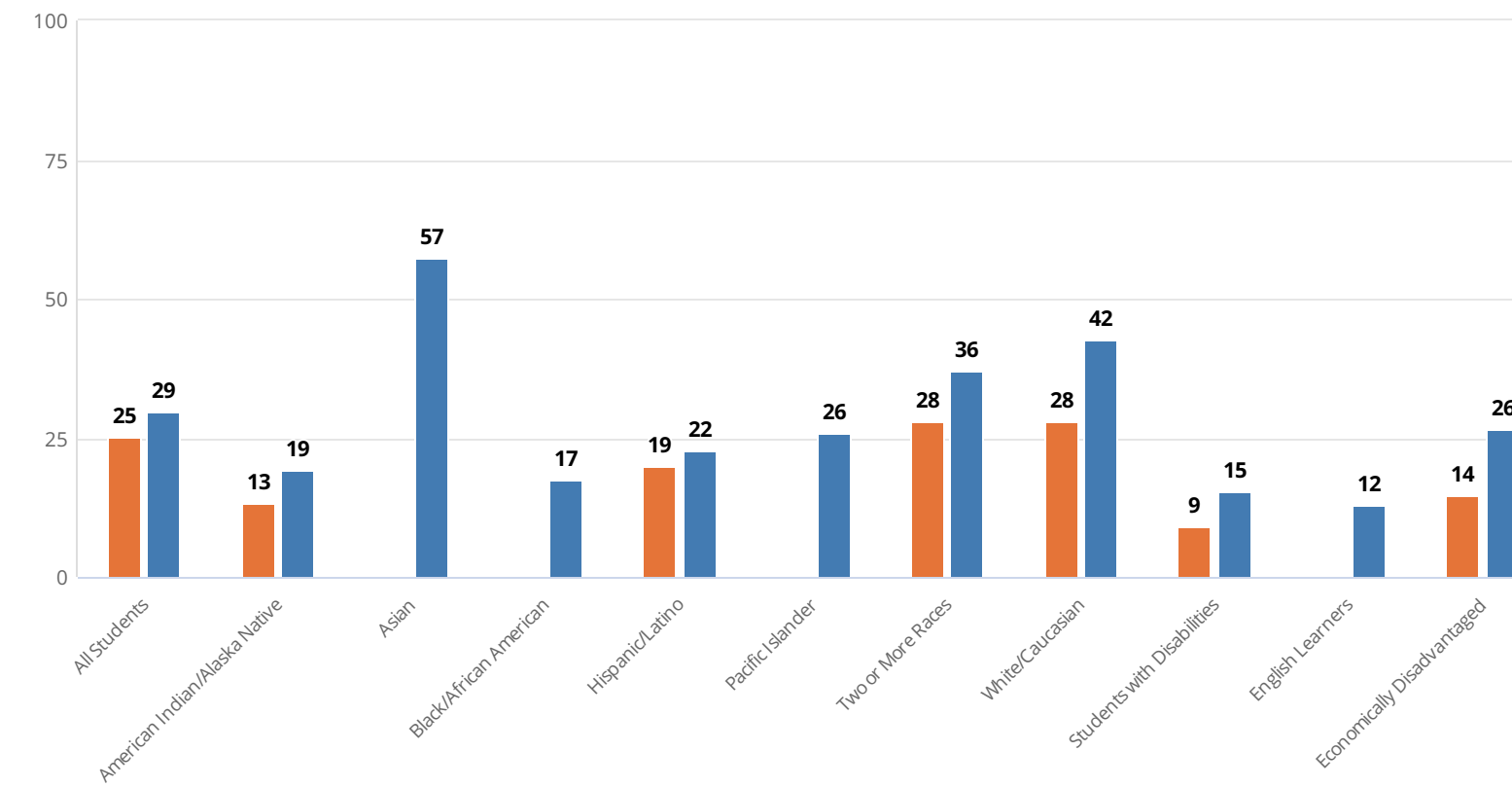
	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	29.3	37.3	29.4	39.1

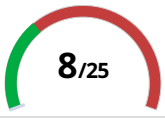
Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	25.1	33	29.6	22.3	32.1	28.2
American Indian/ Alaska Native	13.3	8.6	19.1	16.6	15.3	16.6
Asian	-	43.7	57.5	-	50	56.6
Black/ African American	-	-	17.4	-	-	14.9
Hispanic/ Latino	19.8	26.4	22.7	20	25.4	20.3
Pacific Islander	N/A	-	26	-	-	24.5
Two or More Races	28	37.3	36.9	22.5	36.9	35.7
White/ Caucasian	28	35.8	42.8	23.9	34.7	41.6
Students with Disabilities	9.2	6.9	15.5	<5	6.3	11
English Learners	<5	5.7	12.8	<5	<5	8.2
Economically Disadvantaged	14.7	16	26.4	10.4	15.9	24.9

Math Assessments % Proficient

2025-2026 Pau Wa Lu Middle School 2025-2026 MIPs



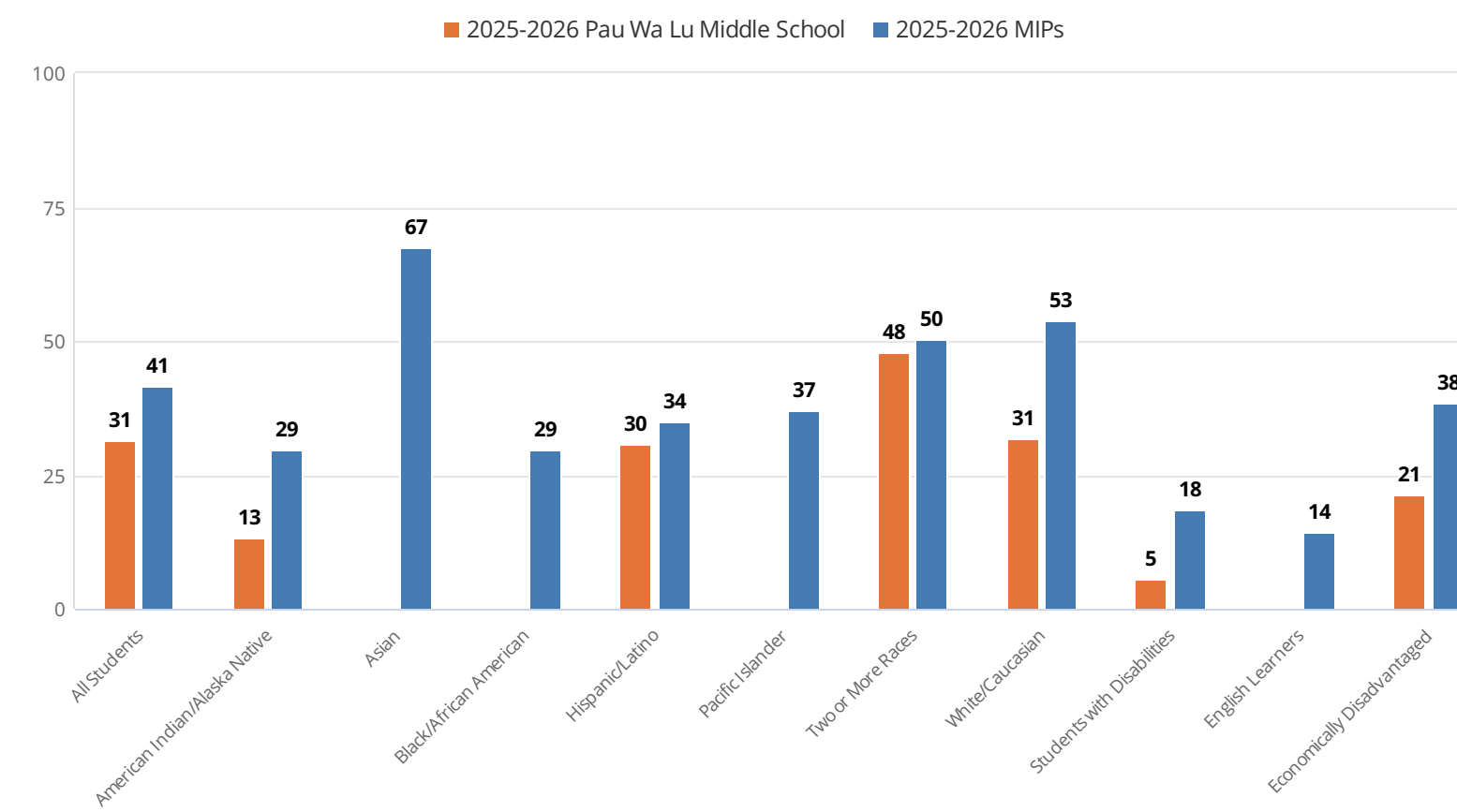


Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	31.5	43	41.5	35.5	47.2	40.3
American Indian/ Alaska Native	13.3	21.7	29.6	11.1	19.2	27.5
Asian	-	50	67.5	-	56.2	66.8
Black/ African American	-	-	29.6	-	-	27.4
Hispanic/ Latino	30.6	37.1	34.8	33.6	44.4	32.8
Pacific Islander	N/A	-	37.2	-	-	35.9
Two or More Races	48	53.7	50.3	41.9	53	49.3
White/ Caucasian	31.7	44.9	53.8	37.4	48.7	52.8
Students with Disabilities	5.5	8.4	18.4	5.7	12.5	14.1
English Learners	<5	<5	14.3	<5	6.6	9.8
Economically Disadvantaged	21.4	26.6	38.3	23.7	32.4	37

ELA Assessments % Proficient



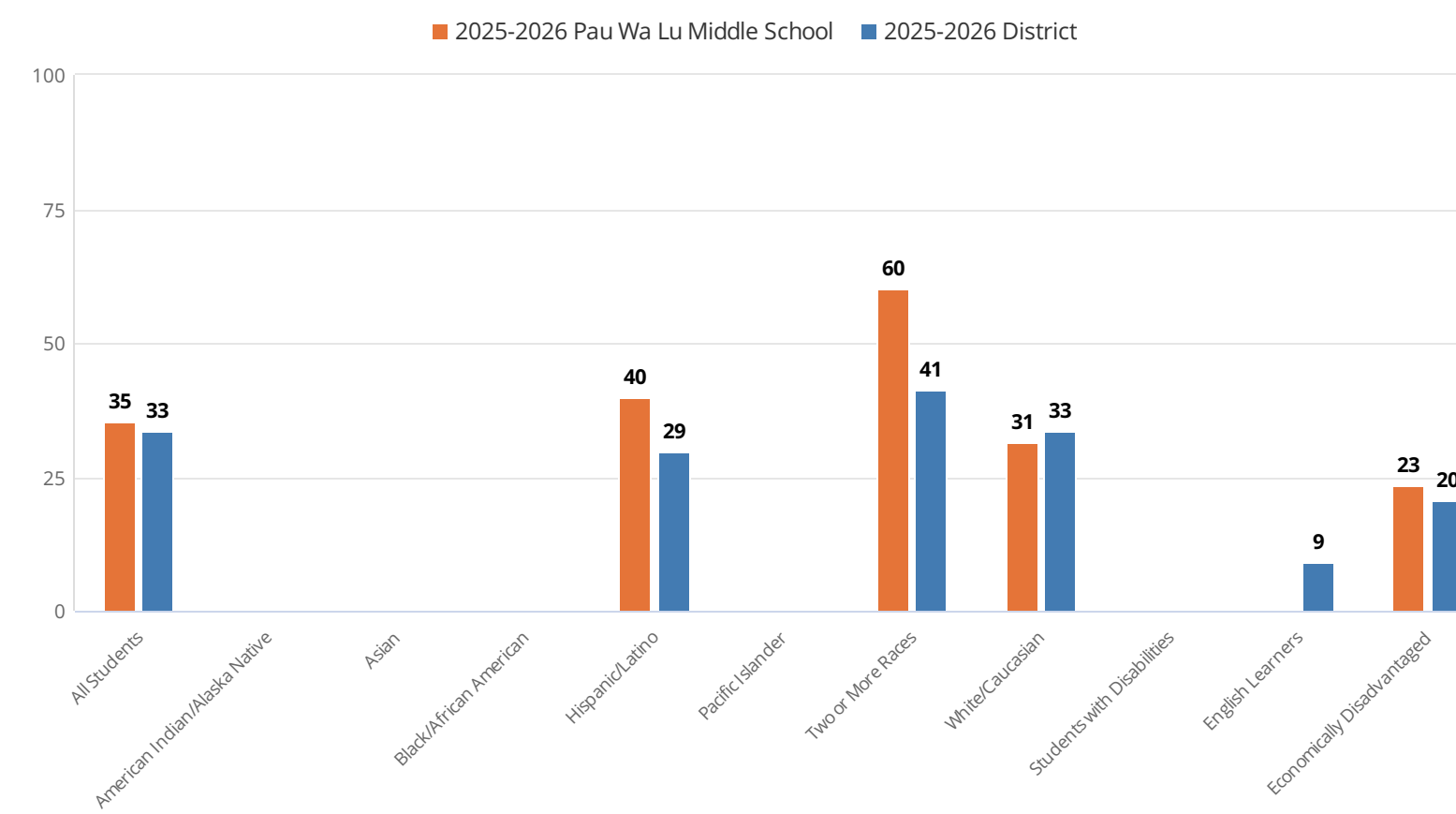


Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	35.4	33.4	32.3	35.7
American Indian/ Alaska Native	-	-	-	<5
Asian	N/A	-	N/A	-
Black/ African American	-	-	-	-
Hispanic/ Latino	40	29.8	26.8	25.5
Pacific Islander	N/A	N/A	-	-
Two or More Races	60	41.3	50	47
White/ Caucasian	31.6	33.7	33.7	41.2
Students with Disabilities	<5	<5	<5	15.7
English Learners	-	9	-	<5
Economically Disadvantaged	23.5	20.6	16.9	18.1

Science Assessments % Proficient





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.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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: 5/10

ELA MGP Points Earned: 2/10

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	48	52	36	48	44	49	41	46
American Indian/ Alaska Native	27	30	44	56	43.5	43.5	57	52
Asian	-	73.5	-	59	-	50.5	-	56
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	50	54	38	49	43	47.5	39	46
Pacific Islander	N/A	-	N/A	-	-	-	-	-
Two or More Races	37	55	45	59.5	45	48	42	48
White/ Caucasian	48	50	35	47	44	49	40.5	44.5
Students with Disabilities	40	52	29.5	46	39.5	47	46.5	44
English Learners	53.5	60	46	58.5	59.5	55	33	45
Economically Disadvantaged	50	50	36	44	44	49	42	45

AGP Growth Data

Math AGP Points Earned: 2/5

ELA AGP Points Earned: 0.5/5

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	22.4	32	29.1	40.6	21.5	31.3	37.9	46.7
American Indian/ Alaska Native	14.2	9.5	14.2	28.5	16.6	16.6	33.3	36
Asian	-	43.7	-	43.7	-	50	-	50
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	17.5	26.4	28.8	35.9	21.1	26.5	33.6	43.8
Pacific Islander	N/A	-	N/A	-	-	-	-	-
Two or More Races	24	34.9	44	56.2	14.8	28.8	44.4	53.3
White/ Caucasian	25.1	34.5	28.8	41.4	22.5	33.6	39.5	47.7
Students with Disabilities	12.8	10.4	10	15.5	<5	8.2	14.2	19.1
English Learners	<5	8.3	<5	11.1	20	17.1	20	14.2
Economically Disadvantaged	13.5	17	21.4	26.3	10.1	16.6	27.3	33.6

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

District percentages reflect the district the school was associated with when the data was collected.

'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

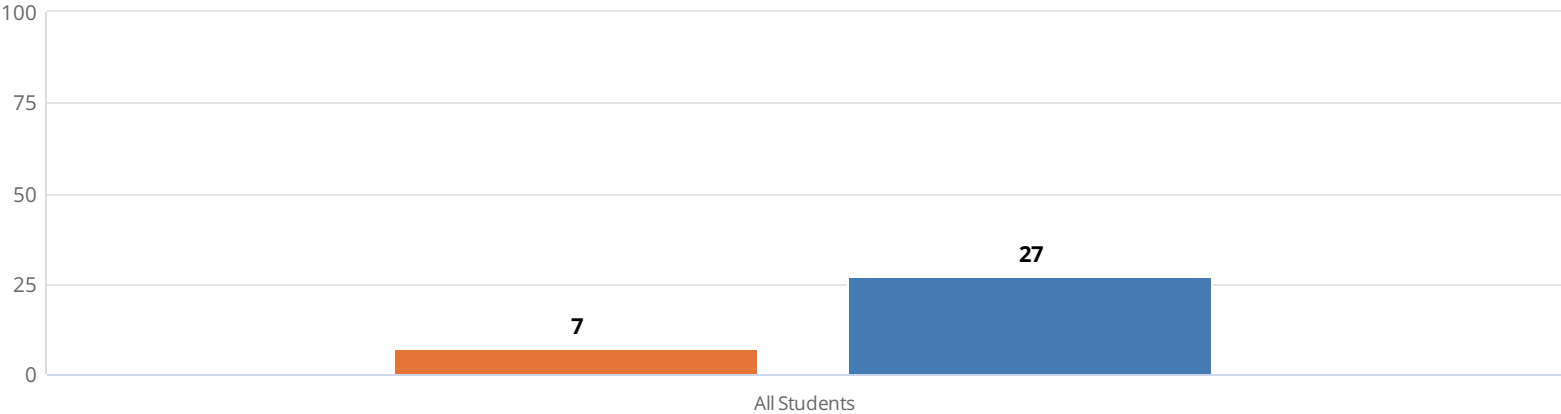
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 1/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	14	7.1	27	10	40	39.3

% English Learners Meeting AGP on WIDA

2025-2026 Pau Wa Lu Middle School 2025-2026 District



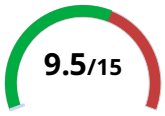
For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



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: 1/10				ELA AGP Points Earned: 1/10			
	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	7.9	11.8	11.9	18.1	11.2	14.9	25	30.6
American Indian/ Alaska Native	-	<5	<5	6.6	7.1	5.2	33.3	35
Asian	-	-	-	-	-	-	-	-
Black/ African American	-	-	-	-	-	-	-	-
Hispanic/ Latino	<5	7.7	15.2	17.4	14.2	16	18.6	28.5
Pacific Islander	N/A	N/A	N/A	N/A	-	-	-	-
Two or More Races	12.5	13.5	9	21.4	5.8	15.1	22.2	31.4
White/ Caucasian	9.9	14.4	11.8	19.3	9.7	14.6	27.2	31.3
Students with Disabilities	<5	6.1	5.7	10.3	<5	<5	15	16.3
English Learners	<5	<5	<5	11.1	20	14.7	20	14.2
Economically Disadvantaged	<5	6.2	9	14.2	6.2	10.1	20	25.5



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.

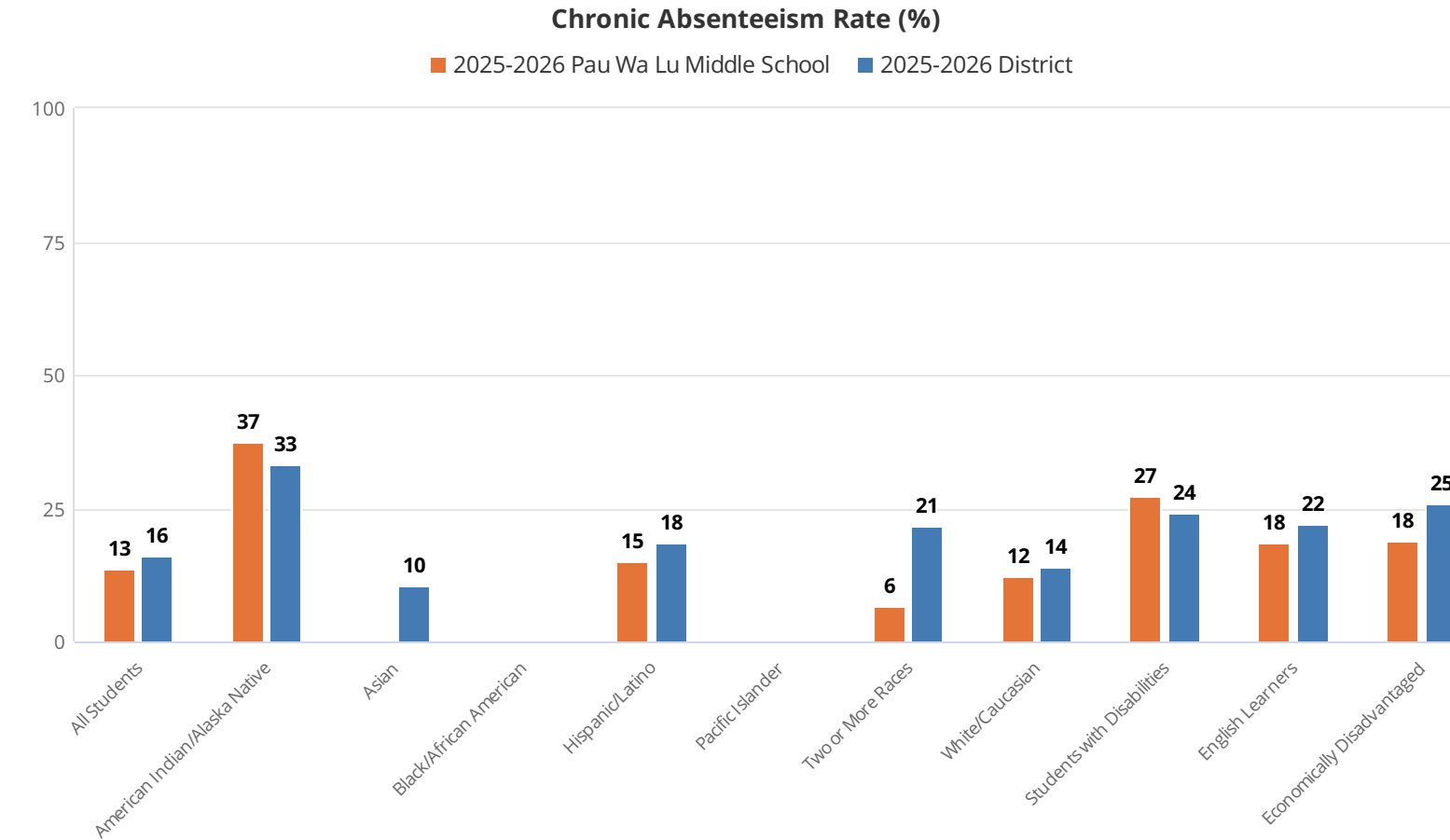
Chronic Absenteeism

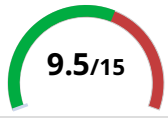
Chronic Absenteeism Points Earned: 5.5/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	13.6	16.1	19.5	20.5
American Indian/ Alaska Native	37.5	33.3	15.7	25.9
Asian	-	10.5	-	16.6
Black/ African American	-	-	-	-
Hispanic/ Latino	15.2	18.5	20.5	22.1
Pacific Islander	N/A	-	-	-
Two or More Races	6.8	21.6	15.6	23.2
White/ Caucasian	12.4	14	20.3	19.3
Students with Disabilities	27.1	24	20.3	27.7
English Learners	18.7	22.2	8.3	18.9
Economically Disadvantaged	18.8	25.8	25.3	29.8

All Students Chronic Absenteeism Percent Change: -30.2%

Points Earned by the Chronic Absenteeism Rate: 5.5/10
Points Earned by Chronic Absenteeism Reduction Rate: NA/5





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

Groups	2026 % Academic Learning Plans	2026 % District	2025 % Academic Learning Plans	2025 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	>95	>95	>95	>95
Asian	-	>95	-	>95
Black/ African American	-	-	-	-
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	N/A	-	-	-
Two or More Races	>95	>95	>95	>95
White/ Caucasian	>95	>95	>95	>95
Students with Disabilities	>95	>95	>95	>95
English Learners	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

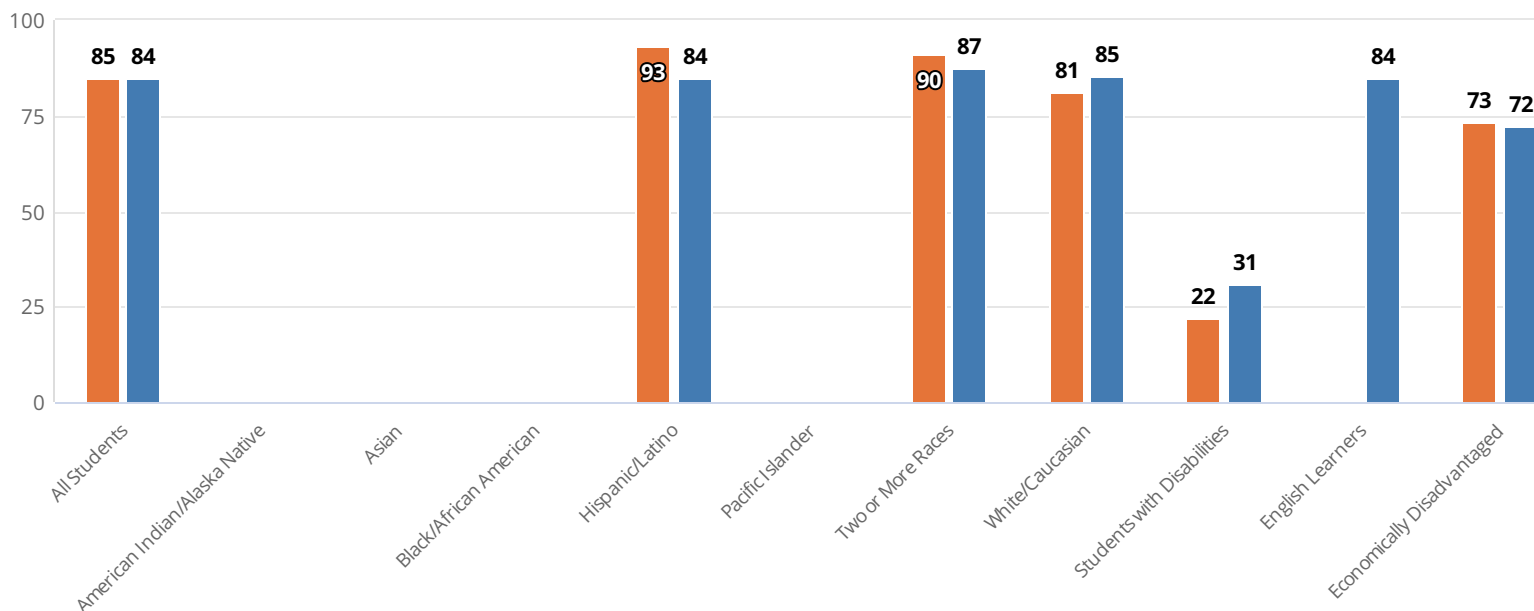
NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2026 % Credit Requirements Met	2026 % District	2025 % Credit Requirements Met	2025 % District
All Students	85	84.9	90.8	82
American Indian/ Alaska Native	-	-	-	81.8
Asian	N/A	-	N/A	-
Black/ African American	-	-	-	-
Hispanic/ Latino	93.3	84.6	92.8	84.8
Pacific Islander	N/A	-	-	-
Two or More Races	90.9	87.5	81.8	84.2
White/ Caucasian	81.4	85.3	90.9	81.1
Students with Disabilities	22.2	31	94.4	>95
English Learners	-	84.6	-	90.9
Economically Disadvantaged	73.5	72.2	82.1	84.1

% of Students Meeting 8th Grade Credit Requirements

2025-2026 Pau Wa Lu Middle School 2025-2026 District



District percentages reflect the district the school was associated with when the data was collected.

'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.

School Designation	NSPF Baseline Year	Exit Evaluation
Additional TSI	2025-2026	Summer 2029

What is an Additional Targeted Support and Improvement (ATSI) Designation?

- Schools with a ATSI designation meet the following criteria:
- Not designated for Comprehensive Support and Improvement (CSI)
 - Significant subgroup performance challenges that would, on their own, lead to a CSI designation. The NDE has calculated an adjusted NSPF index score for each subgroup at each school, awarding points for each Measure where the subgroup n-size ≥ 25, and following applicable rules regarding Measures required for rating. If one or more subgroups had an adjusted NSPF score that is at or below the calculated bottom 5th percentile used for CSI Designations for the relevant school level, then the school is designated as ATSI.

A school designated as ATSI must work with their LEA to develop a plan to exit the ATSI designation within three years. The school is evaluated for exit at the end of this three-year period.

Why did this school receive an ATSI Designation, what is required for exit from an ATSI designation, and how is the school progressing toward exit?

The table below shows the populations that were flagged for ATSI designation based on the specific population’s adjusted index score (refer to the Baseline Year column). Highlighted populations in the Baseline Year column are the populations that caused the school to receive the ATSI designation. ATSI schools will be evaluated for exit after a three-year designation period. Schools are exited if the student group(s), for which they were originally identified ATSI, no longer meet ATSI designation criteria in either the most recent NSPF or the year they were designated (whichever cut score is higher). If the school picks up additional flags (student groups that meet ATSI Criteria) during the designation period (highlighted populations in Years 1 and/or 2), those flags do not reset the designation timeline, nor do they need to be cleared to exit the original ATSI designation. However, if these new flag(s) are present upon exit from the original ATSI designation (highlighted populations in Year 3), the school will be redesignated as ATSI with the new student group flag(s) with a new three-year ATSI timeline. During the ATSI designation period, if a school meets CSI criteria (bottom 5th percentile for school’s adjusted index score or 4-year ACGR <67%), the school will be redesignated as CSI and receive a new designation timeline and report.

MS CSI Cut Scores	15.7			
Populations	Baseline NSPF Index Score (2025-2026)	NSPF Index Score (2026-2027)	NSPF Index Score (2027-2028)	NSPF Index Score (2028-2029)
American Indian/ Alaska Native	*			
Asian	*			
Black/ African American	*			
Hispanic/ Latino	30			
Pacific Islander	*			
Two or More Races	55.9			
White/ Caucasian	35.5			
Students with Disabilities	11.4			
English Learners	*			
Economically Disadvantaged	18.8			

* = insufficient n-size (n < 25) to receive an NSPF index score.

Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school. Non-Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be evaluated for exit annually.

Blank cells within this table for the English Learner (EL) population are a result of revised Nevada School Performance Framework (NSPF) business rules for the 2023-24 school year. Because the identification criteria for EL students has been updated, data for this population before the 2024-25 school year can not be provided.

For a complete and comprehensive list of the annual school designations, please reference the Nevada Comprehensive Support and Improvement (CSI) Schools report, the Nevada Targeted Support and Improvement (TSI) Schools report, and the Nevada Additional Targeted Support and Improvement (ATSI) Schools report in the NSPF/APF resources under Help & Resources on the Nevada Report Card website.