



THE GOVERNOR JOHN ENGLER

CENTER FOR CHARTER SCHOOLS

CENTRAL MICHIGAN
UNIVERSITY



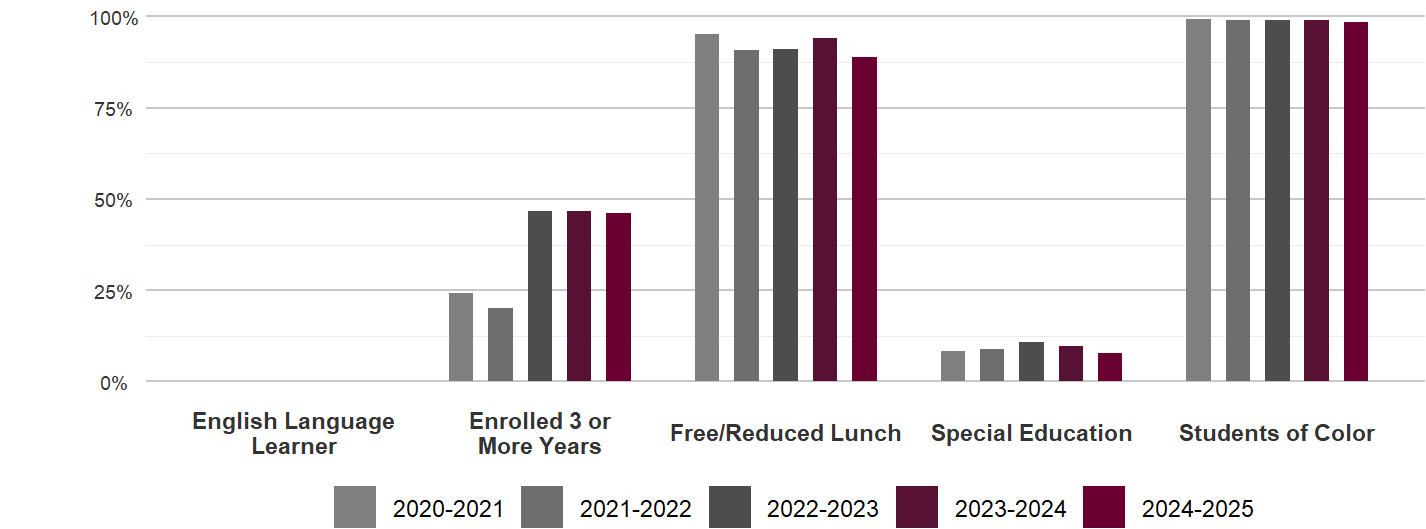
2024-2025 Academic Performance Report

Discovery Creative
Pathways

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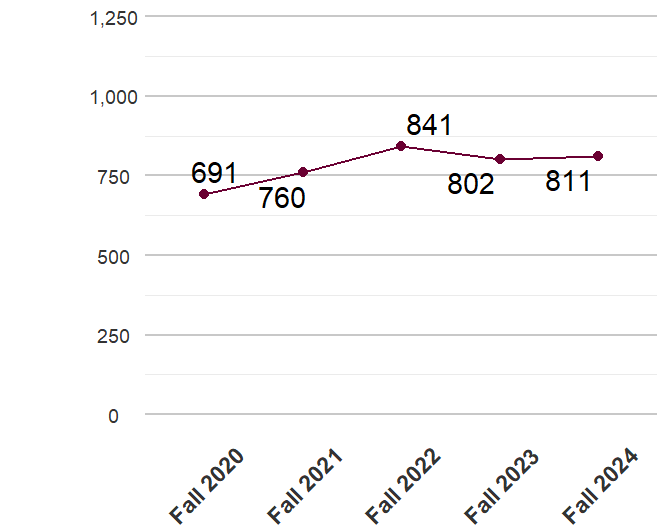
SPRING 2024-2025 ACADEMIC PERFORMANCE REPORT

Overview



	2020-21	2021-22	2022-23	2023-24	2024-25
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	8.4%	8.9%	10.9%	9.6%	7.8%
Free/Reduced Lunch	95.2%	90.9%	91.1%	94.1%	88.9%
Students of Color	99.3%	99.1%	99.0%	99.0%	98.5%
Enrolled 3 or More Years	24.3%	20.1%	46.6%	46.6%	46.2%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	550
Harper Woods, The School District of the City of	145
Redford Union Schools, District No. 1	42
Grosse Pointe Public Schools	24
Eastpointe Community Schools	15
Warren Consolidated Schools	12
Clintondale Community Schools	6
Highland Park City Schools	3
Roseville Community Schools	3
Other	11

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NWEA MAP Growth Assessment

The 2024-2025 School Year administration of the NWEA MAP Growth Assessment continues to use NWEA's enhanced item-selection algorithm, first introduced in the 2023-2024 school year. According to NWEA, this enhancement has resulted in elevated Mathematics scores compared to the 2020 National Norms. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)).

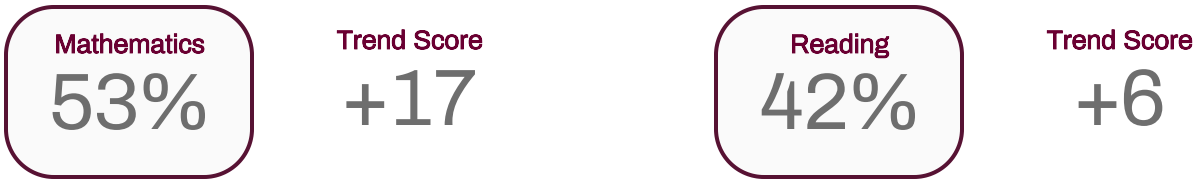
2024-2025 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)).

2024-2025 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2024-2025 - Fall-to-Spring Median Growth Percentile

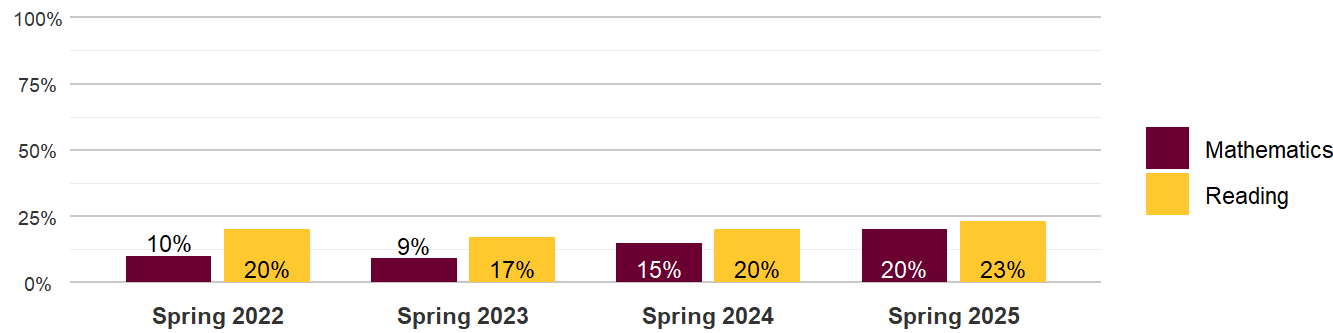


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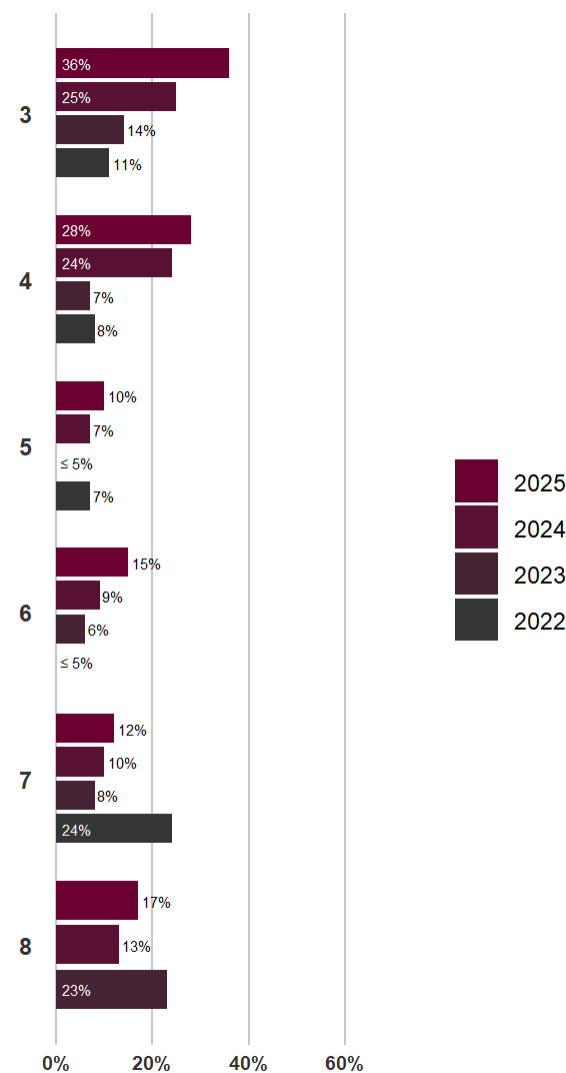
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Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

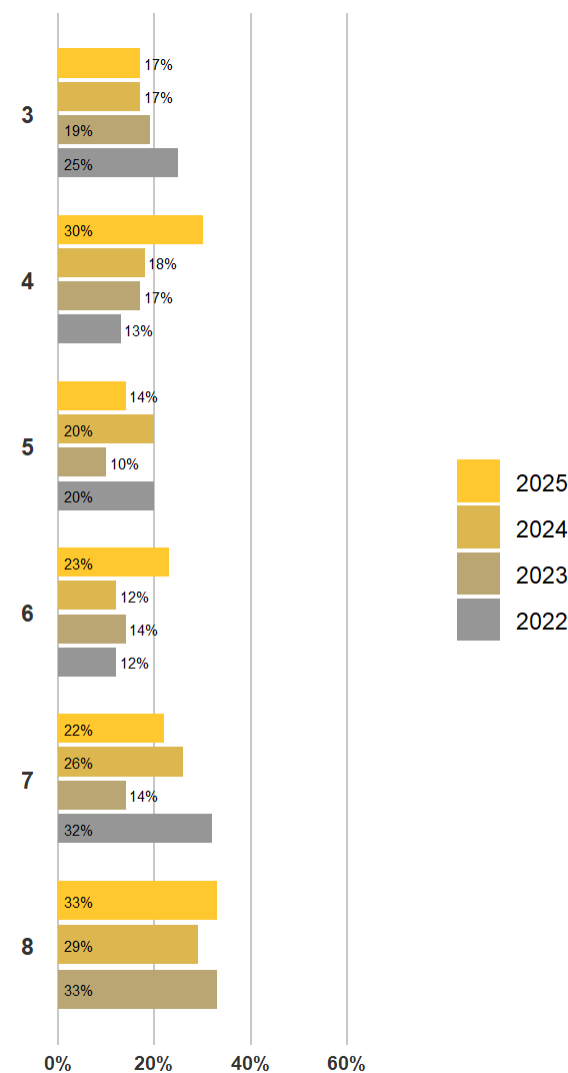
School-Wide by Year



By Grade Level Mathematics



Reading



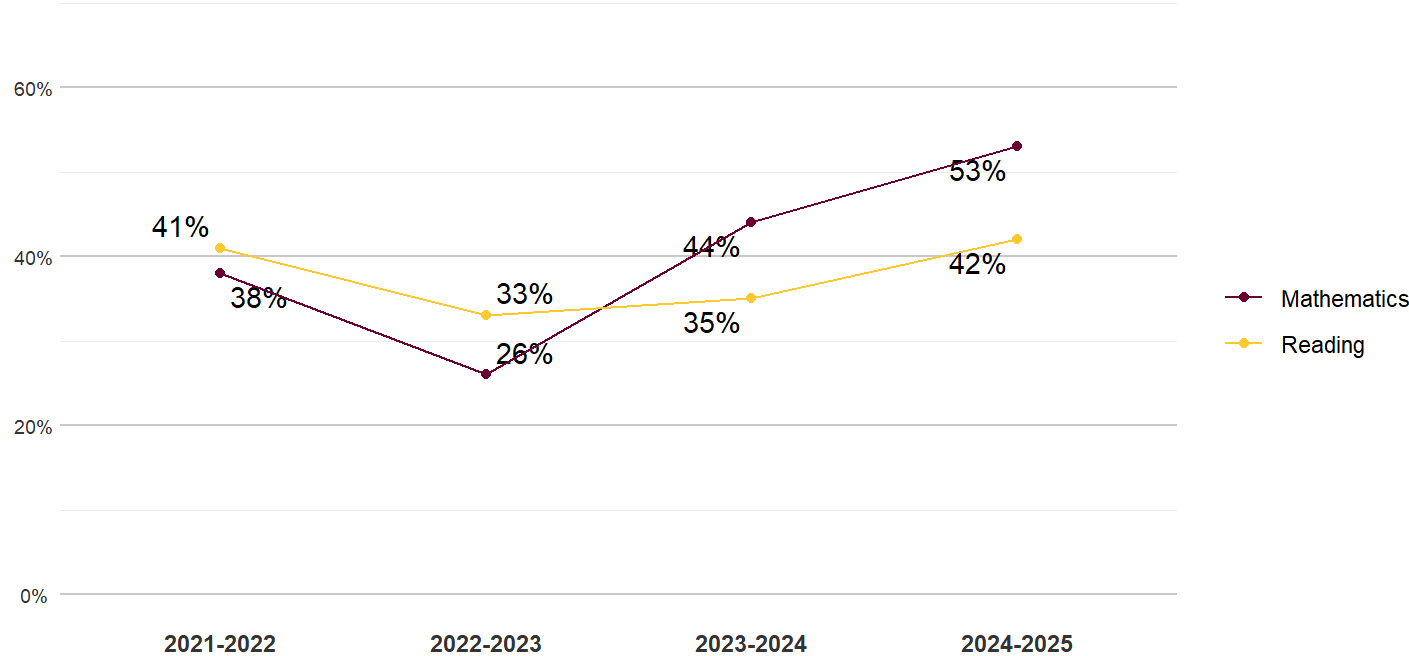
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NWEA MAP Fall-to-Spring Growth

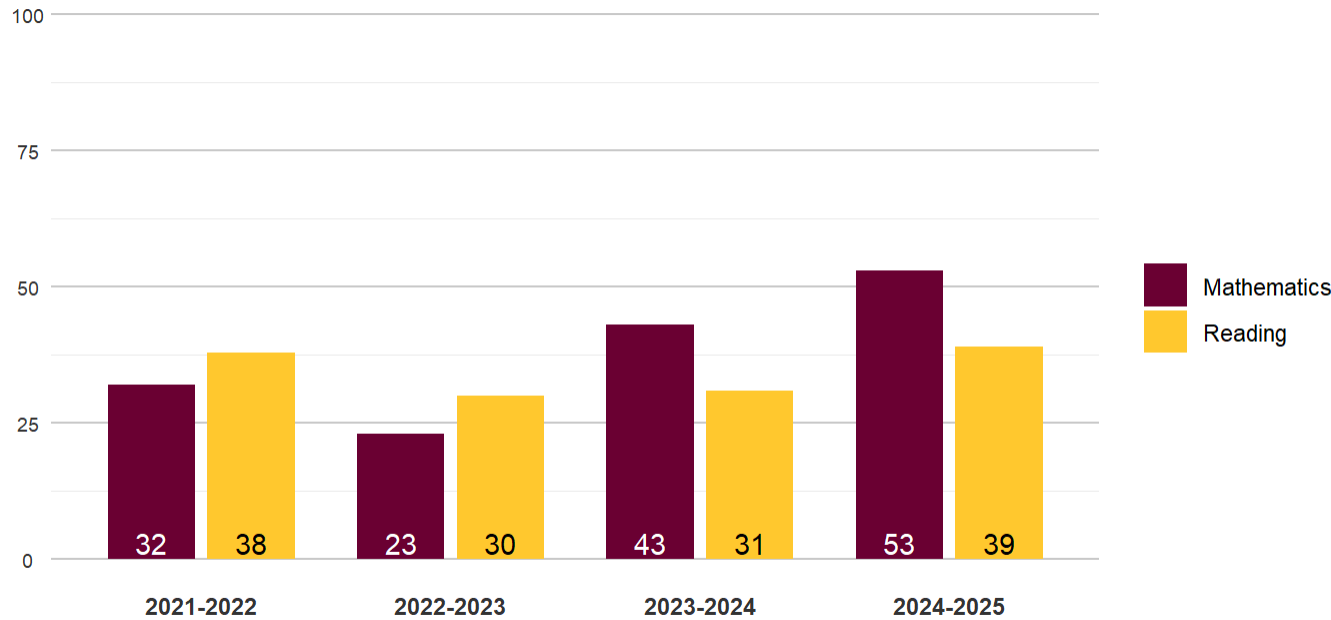
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2024-2025 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2024-2025 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

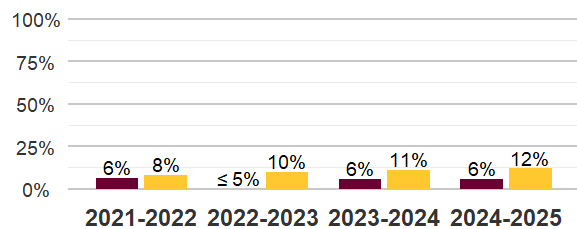


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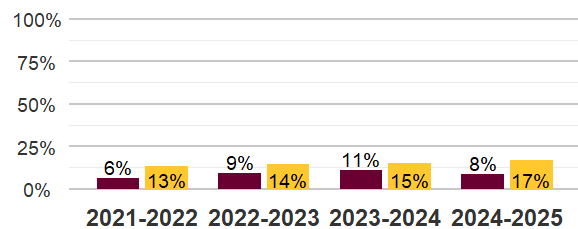
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Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



ELA

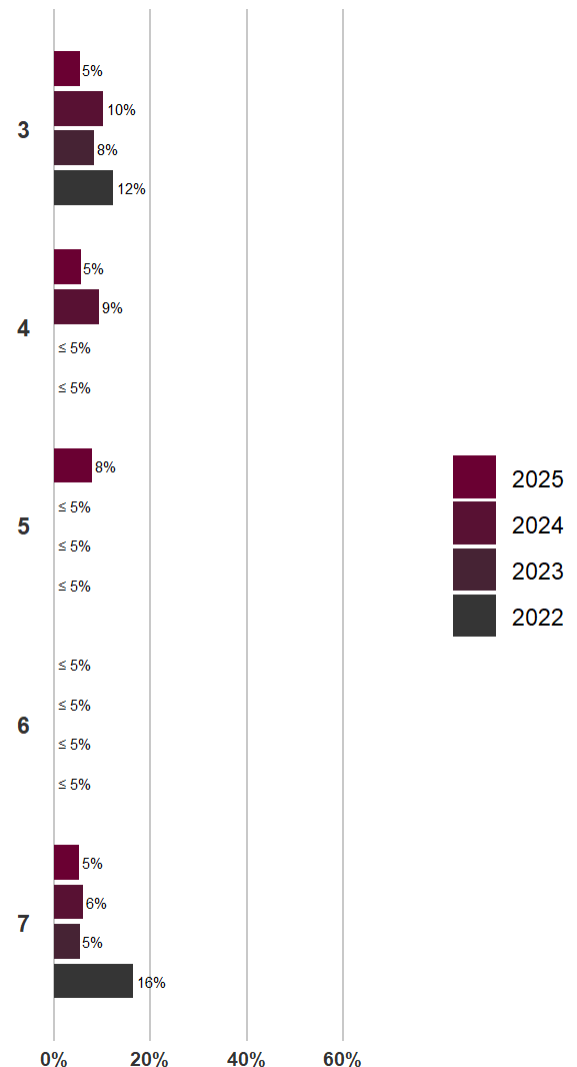


Academy CRD

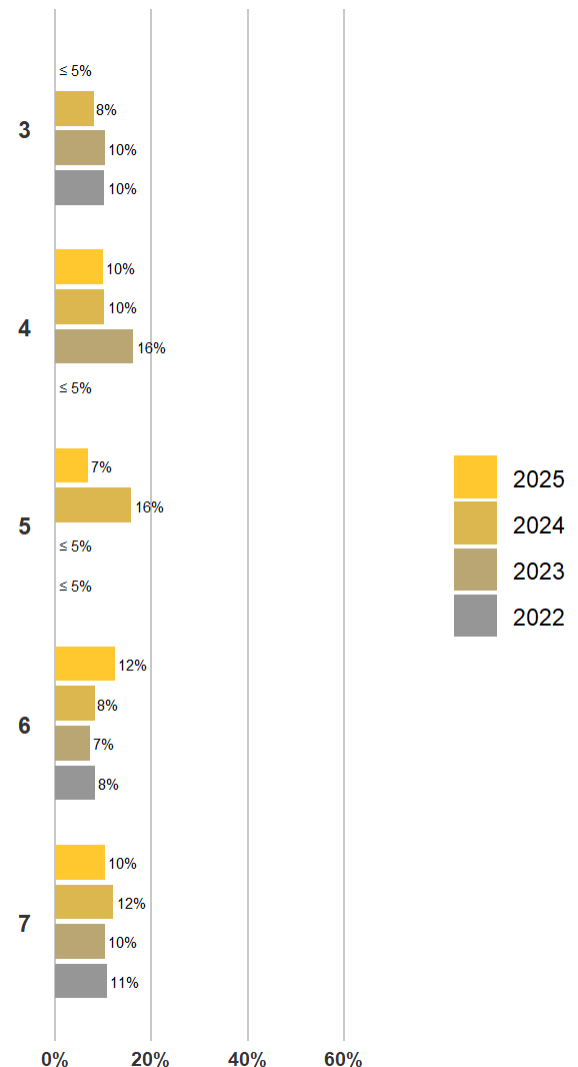
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2025
2024
2023
2022

2025
2024
2023
2022



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