



DISTINCTIVE COLLEGE PREP

Distinctive College Prep Harper Woods

SY2023 MidYear Report

On Benchmark Assessment Performance

*This report is provided to comply with PA 144 of 2022,
and maintain transparency in regards to academic performance.*

Introduction:

Below is a summary of Winter NWEA MAP Performance.

Percent of Students Meeting Grade Level Achievement Norm by Grade Level, (K-8)

Campus	Grade Level	Math K-12		Reading	
		# Students	% Achieving at Grade Level Norm	# Students	% Achieving at Grade Level Norm
DCP Harper Woods	K	65	45%	n/a	n/a
	1	53	11%	n/a	n/a
	2	58	31%	58	19%
	3	76	20%	76	24%
	4	70	14%	70	34%
	5	61	0%	61	10%
	6	76	5%	76	18%
	7	57	2%	57	18%
	8	58	21%	58	28%
DCP Harper Woods Total		578	16%	460	22%



Percent of Students Meeting NWEA MAP Growth Norms by Grade Level, (K-8)

Campus	Grade Level	Math K-12		Reading	
		# Students	% Meeting Growth Norms	# Students	% Meeting Growth Norms
DCP Harper Woods	K	65	60%	n/a	n/a
	1	53	28%	n/a	n/a
	2	58	45%	58	33%
	3	76	41%	76	42%
	4	70	41%	70	49%
	5	61	42%	61	54%
	6	76	30%	76	61%
	7	57	33%	57	40%
	8	58	29%	58	31%
DCP Harper Woods Total		574	39%	458	45%

Subgroup Comparisons

Diverse Learners (Special Education)

Campus	DLStatus	Math K-12		Reading	
		# Students	% of Students Meeting Growth Norms	# Students	% of Students Meeting Growth Norms
DCP Harper Woods	Diverse Learner	61	31%	55	43%
	Not DL Student	513	40%	403	45%

Culturally and Linguistically Diverse (English Learners)

- There is no qualifying subgroup (≥ 10 per ESSA guidance) who receive English Language supports.

Economic Disadvantage (Free & Reduced Lunch)

Campus	EcDis	# Students	% of Students Meeting Growth Norms	# Students	% of Students Meeting Growth Norms
DCP Harper Woods	Economic Disadvantage	490	39%	389	44%
	No Economic Disadvantage	84	42%	69	50%

Gender

Campus	Gender	Math K-12		Reading	
		# Students	% of Students Meeting Growth Norms	# Students	% of Students Meeting Growth Norms
DCP Harper Woods	Female	277	41%	226	48%
	Male	297	37%	232	43%

Race

- There are no qualifying racial subgroups (≥ 10 per ESSA guidance) with more than 95% of students identifying as Black or African American.

Mode of Instruction

- There is no qualifying subgroup (≥ 10 per ESSA guidance) whose primary mode of instruction was Remote.