



January 7th, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Lyle A. Tarrant Center. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Brittany O'Rourke, Principal, Lyle A. Tarrant Center for assistance.

The AER is available for you to review electronically by visiting the following pdf, [myschooldata_indexreport](#), or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2023-24. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2023-24. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Universal Support because its performance was above the criteria used to identify the other support categories.

The Tarrant Center has achieved an overall Index Score of 72.02. Several factors are considered in this calculation, including the following: Graduation Rate; Lyle A. Tarrant Center, an ISD-operated program, does not issue high school diplomas. The indicator of School Quality and Student Success, accounting for 61.50 includes items such as Chronic Absenteeism, Advanced Coursework, Postsecondary Enrollment, Access to Arts/Physical Education, and Access to a Librarian/Media Specialist.

The Lyle A. Tarrant Center continues to develop best practices in curriculum delivery in core content areas (ELA, Math, Science, and Social Studies). We have, and will continue to provide professional learning for the instructional staff in the areas of Language/ CORE Vocabulary and Literacy, Math, Movement Opportunities Via Education and Experiences, Science, Social Studies, and Positive Behavior Supports; in addition to providing an enriching and engaging environment for students with Significant Disabilities.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Lyle A. Tarrant Center collaborates with the Local Education Agencies of Jackson County to provide center-based programs and services to the students with Severe Cognitive Impairments, Severe Multiple Impairments, Autism, and Early Childhood Developmental Delays. These programs and services are determined through a Multi-Disciplinary Evaluation Team and then determined through the Individualized Education Planning (IEP) Process.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The Tarrant Center staff and stakeholders continue to work toward progress on the district and school improvement goals. Our focus on our school improvement goals and the continuous improvement process drives our instructional decisions for our students. The Tarrant Center staff, in collaboration with parents, continue to implement a team-approach to addressing the challenging behaviors displayed by some Tarrant Center students. Through the Tarrant School Improvement Process, PBIS has long been identified as a School Improvement goal. The Paw Pride Intervention Team is a collaborative, systematic, and data-driven process for creating and monitoring individualized behavior plans. The Paw Pride Intervention Team was developed in 2015, and is continued to date. The Tarrant Center School Improvement plan has also focused on Communication, beginning with the 2015 school year. CORE Vocabulary was implemented at the Lyle Tarrant Center, school-wide. During the 2023-2024 School year, 67.1% of students made progress in their communication skills using CORE vocabulary paired with a total communication approach as measured by the Communication Matrix, with 15% of those students now producing two or more word utterances for a variety of pragmatic functions; 21.4% maintained their progress, 1.4% demonstrated regression. During the 2023-2024 school year, CORE Vocabulary teaching and experiences were a key component of the Tarrant Center's School Improvement efforts. MOVE (Movement Opportunities via Education and Experience), a systematic program and philosophy for students with motor impairments is an individualized progress monitored school improvement goal for students with motor impairments, and is implemented with fidelity within the Tarrant SXI classrooms. Additionally, all classroom teachers write standards-based IEP goals, and provide students with Common Core Essential Element-aligned curriculum/ instruction through the use of Unique Learning Systems.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The Lyle A. Torrant Center provides specialized education/instruction to students with severe disabilities. The programs provided by the LTC includes instruction in the following areas: personal care, leisure and recreation, travel/mobility, basic life skills, personal relationships, prevocational skills/transition Skills, CORE Vocabulary/communication skills, and instruction in the Common Core Essential Elements (Literacy, Math, Social Studies, and Science).

Students are placed at the Torrant Center as a result of an Individualized Education Plan through the IEP process. The IEP members include parents/guardians, ancillary service providers, (School Psychologist, Occupational Therapists, Physical Therapists, Speech Therapists, Visually Impaired Teacher Consultants, Mobility Specialists, Nursing, Assistive Technology Coordinator, etc.) students, and special education teachers. Throughout the IEP process, the Least Restrictive Environment and IEP services are considered and determined.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

To access a copy of the core curriculum, please contact Brittany O'Rourke, Principal of the Lyle A. Torrant Center. Unique Learning Systems (ULS) is the standard-based aligned curriculum utilized to educate students with disabilities at the Lyle A. Torrant Center. Students are assessed with ULS benchmarking and through curriculum-based measures in the areas of personal care, leisure and recreation, travel/mobility, basic life skills, personal relationships, prevocational skills, and CORE Vocabulary/communication skills. Additionally, English/Language Arts, Mathematics, Science are assessed through curriculum-based measures. The MI-Access statewide assessment is administered as required by the Michigan Department of Education.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

The students of the Lyle A Torrant Center do not participate in nationally normed achievement assessments. K-Transition-aged students participate in



Unique Learning System's Adapted Curriculum monthly pre and post assessments.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

During the 2023-2024 School Year, 89% of enrolled student's parents attended parent-teacher conferences.

I would like to congratulate the students and staff of the Lyle A. Torrant Center for a successful school year. During the 2023-2024 school year, the staff, students, and parents of the Lyle A. Torrant Center have sustained and implemented strategies and programs, which support the unique and individual needs of students with significant disabilities. The LTC staff have continued to prove to be incredibly creative, possess vision and incredible focus on the growth and success of our students, while supporting our Torrant community.

Sincerely,

A handwritten signature in black ink, appearing to read "Brittany O'Rourke".

Brittany O'Rourke
Principal
Lyle A. Torrant Center

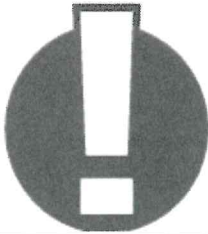
School Index School Overview

Lyle A. Tarrant Center (05984) / Jackson ISD - District created from ISD (38000)

School Overview

2023-24

Click inside the tiles below to see more information about each key performance indicator.

 Overall Index 72.02 / 100	 Support Category Universal Support Not identified for CSI, ATS, or TSI
 Growth Index N/A	 Proficiency Index 100.00 / 100
 Graduation Rate Index 0.00 / 100	 English Learner Progress Index N/A
 School Quality and Student Success Index 61.50 / 100	 Assessment Participation Index Assessment Participation 100.00 / 100 English Learner Participation N/A



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Annual Education Report Lyle A. Tarrant Center (05984)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Student Percent	State Student Proficient	State Student Proficient	District Student Percent	District Student Proficient	District Student Proficient	School Student Percent	School Student Proficient	School Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
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No Data to Display



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PSAT

Subject	Grade	Student Group	School Year	State Number Student	State Percent Student	State Proficiency	District Number Student	District Percent Student	District Proficiency	School Number Student	School Percent Student	School Proficiency	Number Advanced	Percent Advanced	Number Proficient	Percent Proficient	Number Partially Proficient	Percent Partially Proficient	Number Not Proficient	Percent Not Proficient
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No Data to Display



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Annual Education Report Lyle A. Torrant Center (05984)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display



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Annual Education Report Lyle A. Torrant Center (05984)

MI-Access Functional Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



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Annual Education Report Lyle A. Torrant Center (05984)

MI-Access Supported Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	6th Grade Content	All Students	2022-23	67.9%	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2022-23	54.6%	*	*	*	*	*
ELA	6th Grade Content	White	2022-23	64.7%	*	*	*	*	*
Mathematics	6th Grade Content	White	2022-23	54.6%	*	*	*	*	*
ELA	6th Grade Content	Male	2022-23	70.2%	*	*	*	*	*
Mathematics	6th Grade Content	Male	2022-23	56.8%	*	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2022-23	69.6%	*	*	*	*	*
Mathematics	6th Grade Content	Economically Disadvantaged	2022-23	59.2%	*	*	*	*	*
ELA	7th Grade Content	All Students	2023-24	58.9%	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2023-24	63.9%	*	*	*	*	*
ELA	7th Grade Content	White	2023-24	61.4%	*	*	*	*	*
Mathematics	7th Grade Content	White	2023-24	66.1%	*	*	*	*	*
ELA	7th Grade Content	Male	2023-24	60.6%	*	*	*	*	*
Mathematics	7th Grade Content	Male	2023-24	64.8%	*	*	*	*	*



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MI-Access Supported Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	7th Grade Content	Economically Disadvantaged	2023-24	61.5%	*	*	*	*	*
Mathematics	7th Grade Content	Economically Disadvantaged	2023-24	64.0%	*	*	*	*	*



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MI-Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2022-23	53.0%	>=50%	*	*	*	*
ELA	3rd Grade Content	All Students	2023-24	50.6%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2022-23	47.9%	>=50%	*	*	*	*
Mathematics	3rd Grade Content	All Students	2023-24	44.5%	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2023-24	49.6%	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2023-24	42.1%	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2022-23	58.7%	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2022-23	64.4%	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2022-23	40.9%	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2023-24	33.3%	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2022-23	50.0%	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2023-24	33.3%	*	*	*	*	*
ELA	3rd Grade Content	White	2022-23	50.8%	>=50%	*	*	*	*
ELA	3rd Grade Content	White	2023-24	53.7%	*	*	*	*	*



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MI-Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	3rd Grade Content	White	2022-23	39.5%	>=50%	*	*	*	*
Mathematics	3rd Grade Content	White	2023-24	46.7%	*	*	*	*	*
ELA	3rd Grade Content	Female	2022-23	54.6%	*	*	*	*	*
ELA	3rd Grade Content	Female	2023-24	46.5%	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2022-23	47.9%	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2023-24	41.8%	*	*	*	*	*
ELA	3rd Grade Content	Male	2022-23	52.2%	>=50%	*	*	*	*
ELA	3rd Grade Content	Male	2023-24	52.7%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2022-23	48.0%	<=50%	*	*	*	*
Mathematics	3rd Grade Content	Male	2023-24	45.8%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2022-23	54.0%	>=50%	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2023-24	51.4%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2022-23	51.8%	>=50%	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2023-24	46.5%	*	*	*	*	*



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Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	All Students	2022-23	59.5%	>=50%	>=50%	<=50%	<=50%	<=50%
ELA	4th Grade Content	All Students	2023-24	56.5%	>=50%	<=50%	<=50%	<=50%	>=50%
Mathematics	4th Grade Content	All Students	2022-23	50.7%	<=50%	<=50%	<=50%	<=50%	>=50%
Mathematics	4th Grade Content	All Students	2023-24	45.6%	<=50%	<=50%	<=50%	<=50%	>=50%
ELA	4th Grade Content	Black or African American	2022-23	64.4%	*	*	*	*	*
Mathematics	4th Grade Content	Black or African American	2022-23	56.5%	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2023-24	64.8%	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2023-24	46.3%	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2023-24	66.7%	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2023-24	61.1%	*	*	*	*	*
ELA	4th Grade Content	White	2022-23	59.6%	>=50%	*	*	*	*
ELA	4th Grade Content	White	2023-24	53.1%	*	*	*	*	*
Mathematics	4th Grade Content	White	2022-23	48.5%	<=50%	*	*	*	*
Mathematics	4th Grade Content	White	2023-24	41.5%	*	*	*	*	*



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MI-Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	Female	2022-23	56.8%	*	*	*	*	*
ELA	4th Grade Content	Female	2023-24	60.9%	*	*	*	*	*
Mathematics	4th Grade Content	Female	2022-23	51.1%	*	*	*	*	*
Mathematics	4th Grade Content	Female	2023-24	49.3%	*	*	*	*	*
ELA	4th Grade Content	Male	2022-23	60.7%	>=50%	*	*	*	*
ELA	4th Grade Content	Male	2023-24	54.3%	*	*	*	*	*
Mathematics	4th Grade Content	Male	2022-23	50.5%	<=50%	*	*	*	*
Mathematics	4th Grade Content	Male	2023-24	43.7%	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2022-23	61.0%	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2023-24	56.5%	>=50%	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2022-23	54.8%	*	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2023-24	46.9%	<=50%	*	*	*	*
ELA	5th Grade Content	All Students	2022-23	62.9%	>=50%	>=50%	<=50%	<=50%	<=50%
ELA	5th Grade Content	All Students	2023-24	58.2%	>=50%	*	*	*	*



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Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	5th Grade Content	All Students	2022-23	50.7%	>=50%	>=50%	<=50%	<=50%	<=50%
Mathematics	5th Grade Content	All Students	2023-24	52.9%	>=50%	*	*	*	*
Science	5th Grade Content	All Students	2022-23	62.8%	>=50%	>=50%	<=50%	<=50%	<=50%
Science	5th Grade Content	All Students	2023-24	59.7%	>=50%	*	*	*	*
ELA	5th Grade Content	Black or African American	2023-24	62.2%	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2023-24	61.6%	*	*	*	*	*
Science	5th Grade Content	Black or African American	2023-24	68.0%	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2022-23	63.2%	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2022-23	57.9%	*	*	*	*	*
Science	5th Grade Content	Two or More Races	2022-23	73.7%	*	*	*	*	*
ELA	5th Grade Content	White	2022-23	63.4%	>=50%	>=50%	<=50%	<=50%	<=50%
ELA	5th Grade Content	White	2023-24	55.7%	*	*	*	*	*
Mathematics	5th Grade Content	White	2022-23	52.5%	>=50%	>=50%	<=50%	<=50%	<=50%
Mathematics	5th Grade Content	White	2023-24	50.9%	*	*	*	*	*



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Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	5th Grade Content	White	2022-23	61.7%	> = 50%	> = 50%	< = 50%	< = 50%	< = 50%
Science	5th Grade Content	White	2023-24	56.1%	*	*	*	*	*
ELA	5th Grade Content	Female	2022-23	64.5%	*	*	*	*	*
ELA	5th Grade Content	Female	2023-24	60.9%	*	*	*	*	*
Mathematics	5th Grade Content	Female	2022-23	50.4%	*	*	*	*	*
Mathematics	5th Grade Content	Female	2023-24	53.2%	*	*	*	*	*
Science	5th Grade Content	Female	2022-23	62.6%	*	*	*	*	*
Science	5th Grade Content	Female	2023-24	60.0%	*	*	*	*	*
ELA	5th Grade Content	Male	2022-23	62.2%	*	*	*	*	*
ELA	5th Grade Content	Male	2023-24	56.9%	*	*	*	*	*
Mathematics	5th Grade Content	Male	2022-23	50.9%	*	*	*	*	*
Mathematics	5th Grade Content	Male	2023-24	52.7%	*	*	*	*	*
Science	5th Grade Content	Male	2022-23	62.8%	*	*	*	*	*
Science	5th Grade Content	Male	2023-24	59.6%	*	*	*	*	*



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Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	5th Grade Content	Economically Disadvantaged	2022-23	65.7%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2023-24	60.7%	*	*	*	*	*
Mathematics	5th Grade Content	Economically Disadvantaged	2022-23	53.8%	*	*	*	*	*
Mathematics	5th Grade Content	Economically Disadvantaged	2023-24	55.1%	*	*	*	*	*
Science	5th Grade Content	Economically Disadvantaged	2022-23	65.7%	*	*	*	*	*
Science	5th Grade Content	Economically Disadvantaged	2023-24	62.0%	*	*	*	*	*
ELA	6th Grade Content	All Students	2022-23	54.1%	>=50%	*	*	*	*
ELA	6th Grade Content	All Students	2023-24	57.9%	70.6%	>=50%	>=50%	<=50%	<=50%
Mathematics	6th Grade Content	All Students	2022-23	46.5%	<=50%	*	*	*	*
Mathematics	6th Grade Content	All Students	2023-24	49.2%	52.9%	<=50%	<=50%	<=50%	>=50%
ELA	6th Grade Content	Two or More Races	2022-23	63.2%	*	*	*	*	*
ELA	6th Grade Content	Two or More Races	2023-24	68.8%	*	*	*	*	*
Mathematics	6th Grade Content	Two or More Races	2022-23	55.6%	*	*	*	*	*
Mathematics	6th Grade Content	Two or More Races	2023-24	50.0%	*	*	*	*	*



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Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	6th Grade Content	White	2022-23	50.9%	*	*	*	*	*
ELA	6th Grade Content	White	2023-24	54.9%	68.8%	>=50%	>=50%	<=50%	<=50%
Mathematics	6th Grade Content	White	2022-23	41.3%	*	*	*	*	*
Mathematics	6th Grade Content	White	2023-24	46.8%	50.0%	<=50%	<=50%	<=50%	>=50%
ELA	6th Grade Content	Female	2023-24	59.1%	*	*	*	*	*
Mathematics	6th Grade Content	Female	2023-24	48.0%	*	*	*	*	*
ELA	6th Grade Content	Male	2022-23	52.4%	>=50%	*	*	*	*
ELA	6th Grade Content	Male	2023-24	57.3%	>=50%	*	*	*	*
Mathematics	6th Grade Content	Male	2022-23	45.9%	<=50%	*	*	*	*
Mathematics	6th Grade Content	Male	2023-24	49.7%	>=50%	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2022-23	59.1%	*	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2023-24	56.3%	>=50%	*	*	*	*
Mathematics	6th Grade Content	Economically Disadvantaged	2022-23	50.0%	*	*	*	*	*
Mathematics	6th Grade Content	Economically Disadvantaged	2023-24	49.2%	>=50%	*	*	*	*



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MI-Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	7th Grade Content	All Students	2022-23	62.8%	*	*	*	*	*
ELA	7th Grade Content	All Students	2023-24	56.8%	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2022-23	60.8%	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2023-24	54.0%	*	*	*	*	*
ELA	7th Grade Content	Black or African American	2022-23	62.9%	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2022-23	59.4%	*	*	*	*	*
ELA	7th Grade Content	Two or More Races	2023-24	36.4%	*	*	*	*	*
Mathematics	7th Grade Content	Two or More Races	2023-24	45.5%	*	*	*	*	*
ELA	7th Grade Content	White	2022-23	61.6%	*	*	*	*	*
ELA	7th Grade Content	White	2023-24	52.7%	*	*	*	*	*
Mathematics	7th Grade Content	White	2022-23	60.1%	*	*	*	*	*
Mathematics	7th Grade Content	White	2023-24	51.5%	*	*	*	*	*
ELA	7th Grade Content	Female	2022-23	60.2%	*	*	*	*	*
Mathematics	7th Grade Content	Female	2022-23	57.7%	*	*	*	*	*



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MI-Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	7th Grade Content	Male	2022-23	64.1%	*	*	*	*	*
ELA	7th Grade Content	Male	2023-24	56.3%	*	*	*	*	*
Mathematics	7th Grade Content	Male	2022-23	62.3%	*	*	*	*	*
Mathematics	7th Grade Content	Male	2023-24	53.7%	*	*	*	*	*
ELA	7th Grade Content	Economically Disadvantaged	2022-23	61.5%	*	*	*	*	*
ELA	7th Grade Content	Economically Disadvantaged	2023-24	60.5%	*	*	*	*	*
Mathematics	7th Grade Content	Economically Disadvantaged	2022-23	62.6%	*	*	*	*	*
Mathematics	7th Grade Content	Economically Disadvantaged	2023-24	54.6%	*	*	*	*	*
ELA	8th Grade Content	All Students	2022-23	61.6%	*	*	*	*	*
ELA	8th Grade Content	All Students	2023-24	60.5%	> = 50%	> = 50%	< = 50%	< = 50%	< = 50%
Mathematics	8th Grade Content	All Students	2022-23	68.4%	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2023-24	67.1%	> = 50%	> = 50%	< = 50%	< = 50%	< = 50%
Science	8th Grade Content	All Students	2022-23	61.8%	*	*	*	*	*
Science	8th Grade Content	All Students	2023-24	66.3%	> = 50%	> = 50%	< = 50%	< = 50%	< = 50%



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MI-Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	8th Grade Content	Black or African American	2023-24	59.6%	*	*	*	*	*
Mathematics	8th Grade Content	Black or African American	2023-24	71.0%	*	*	*	*	*
Science	8th Grade Content	Black or African American	2023-24	67.9%	*	*	*	*	*
ELA	8th Grade Content	Two or More Races	2023-24	70.0%	*	*	*	*	*
Mathematics	8th Grade Content	Two or More Races	2023-24	60.0%	*	*	*	*	*
Science	8th Grade Content	Two or More Races	2023-24	60.0%	*	*	*	*	*
ELA	8th Grade Content	White	2022-23	59.9%	*	*	*	*	*
ELA	8th Grade Content	White	2023-24	61.8%	*	*	*	*	*
Mathematics	8th Grade Content	White	2022-23	68.7%	*	*	*	*	*
Mathematics	8th Grade Content	White	2023-24	66.7%	*	*	*	*	*
Science	8th Grade Content	White	2022-23	59.3%	*	*	*	*	*
Science	8th Grade Content	White	2023-24	69.4%	*	*	*	*	*
ELA	8th Grade Content	Female	2022-23	60.7%	*	*	*	*	*
ELA	8th Grade Content	Female	2023-24	65.6%	*	*	*	*	*



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MI-Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	8th Grade Content	Female	2022-23	69.5%	*	*	*	*	*
Mathematics	8th Grade Content	Female	2023-24	69.8%	*	*	*	*	*
Science	8th Grade Content	Female	2022-23	59.7%	*	*	*	*	*
Science	8th Grade Content	Female	2023-24	67.7%	*	*	*	*	*
ELA	8th Grade Content	Male	2022-23	62.1%	*	*	*	*	*
ELA	8th Grade Content	Male	2023-24	57.9%	*	*	*	*	*
Mathematics	8th Grade Content	Male	2022-23	67.8%	*	*	*	*	*
Mathematics	8th Grade Content	Male	2023-24	65.7%	*	*	*	*	*
Science	8th Grade Content	Male	2022-23	63.0%	*	*	*	*	*
Science	8th Grade Content	Male	2023-24	65.6%	*	*	*	*	*
ELA	8th Grade Content	Economically Disadvantaged	2022-23	64.2%	*	*	*	*	*
ELA	8th Grade Content	Economically Disadvantaged	2023-24	64.0%	*	*	*	*	*
Mathematics	8th Grade Content	Economically Disadvantaged	2022-23	70.1%	*	*	*	*	*
Mathematics	8th Grade Content	Economically Disadvantaged	2023-24	67.1%	*	*	*	*	*



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Annual Education Report Lyle A. Torrant Center (05984) **MI-Access Participation**

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	8th Grade Content	Economically Disadvantaged	2022-23	66.7%	*	*	*	*	*
Science	8th Grade Content	Economically Disadvantaged	2023-24	63.1%	*	*	*	*	*
ELA	11th Grade Content	All Students	2022-23	53.4%	*	*	*	*	*
ELA	11th Grade Content	All Students	2023-24	46.6%	*	*	*	*	*
Mathematics	11th Grade Content	All Students	2022-23	53.4%	*	*	*	*	*
Mathematics	11th Grade Content	All Students	2023-24	47.5%	*	*	*	*	*
Science	11th Grade Content	All Students	2022-23	65.4%	*	*	*	*	*
Science	11th Grade Content	All Students	2023-24	58.7%	*	*	*	*	*
ELA	11th Grade Content	Two or More Races	2022-23	50.0%	*	*	*	*	*
Mathematics	11th Grade Content	Two or More Races	2022-23	40.0%	*	*	*	*	*
Science	11th Grade Content	Two or More Races	2022-23	50.0%	*	*	*	*	*
ELA	11th Grade Content	White	2022-23	47.8%	*	*	*	*	*
ELA	11th Grade Content	White	2023-24	44.8%	*	*	*	*	*
Mathematics	11th Grade Content	White	2022-23	51.0%	*	*	*	*	*



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Annual Education Report Lyle A. Tarrant Center (05984)

MI-Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	11th Grade Content	White	2023-24	46.7%	*	*	*	*	*
Science	11th Grade Content	White	2022-23	61.1%	*	*	*	*	*
Science	11th Grade Content	White	2023-24	58.9%	*	*	*	*	*
ELA	11th Grade Content	Female	2022-23	56.3%	*	*	*	*	*
ELA	11th Grade Content	Female	2023-24	46.5%	*	*	*	*	*
Mathematics	11th Grade Content	Female	2022-23	54.7%	*	*	*	*	*
Mathematics	11th Grade Content	Female	2023-24	43.3%	*	*	*	*	*
Science	11th Grade Content	Female	2022-23	66.7%	*	*	*	*	*
Science	11th Grade Content	Female	2023-24	54.2%	*	*	*	*	*
ELA	11th Grade Content	Male	2022-23	51.9%	*	*	*	*	*
ELA	11th Grade Content	Male	2023-24	46.6%	*	*	*	*	*
Mathematics	11th Grade Content	Male	2022-23	52.7%	*	*	*	*	*
Mathematics	11th Grade Content	Male	2023-24	49.3%	*	*	*	*	*
Science	11th Grade Content	Male	2022-23	64.8%	*	*	*	*	*



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MI-Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	11th Grade Content	Male	2023-24	60.6%	*	*	*	*	*
ELA	11th Grade Content	Economically Disadvantaged	2022-23	50.6%	*	*	*	*	*
ELA	11th Grade Content	Economically Disadvantaged	2023-24	46.6%	*	*	*	*	*
Mathematics	11th Grade Content	Economically Disadvantaged	2022-23	51.8%	*	*	*	*	*
Mathematics	11th Grade Content	Economically Disadvantaged	2023-24	48.9%	*	*	*	*	*
Science	11th Grade Content	Economically Disadvantaged	2022-23	65.1%	*	*	*	*	*
Science	11th Grade Content	Economically Disadvantaged	2023-24	59.9%	*	*	*	*	*



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Annual Education Report Lyle A. Torrant Center (05984)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2023-24	61	61	100.0%	<10	*	<10	*	60	98.4%
ELA	All Grades (Combined)	All Students	2022-23	63	63	100.0%	<10	*	<10	*	62	98.4%
ELA	All Grades (Combined)	Black or African American	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2023-24	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2023-24	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2023-24	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2023-24	48	48	100.0%	<10	*	<10	*	47	97.9%
ELA	All Grades (Combined)	White	2022-23	53	53	100.0%	<10	*	<10	*	52	98.1%
ELA	All Grades (Combined)	Female	2022-23	15	15	100.0%	<10	*	<10	*	15	100.0%
ELA	All Grades (Combined)	Female	2023-24	19	19	100.0%	<10	*	<10	*	19	100.0%
ELA	All Grades (Combined)	Male	2022-23	48	48	100.0%	<10	*	<10	*	47	97.9%



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MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Male	2023-24	42	42	100.0%	<10	*	<10	*	41	97.6%
ELA	All Grades (Combined)	Economically Disadvantaged	2023-24	47	47	100.0%	<10	*	<10	*	46	97.9%
ELA	All Grades (Combined)	Economically Disadvantaged	2022-23	42	42	100.0%	<10	*	<10	*	41	97.6%
ELA	All Grades (Combined)	Not Economically Disadvantaged	2022-23	21	21	100.0%	<10	*	<10	*	21	100.0%
ELA	All Grades (Combined)	Not Economically Disadvantaged	2023-24	14	14	100.0%	<10	*	<10	*	14	100.0%
ELA	All Grades (Combined)	Not English Learners	2022-23	63	63	100.0%	<10	*	<10	*	62	98.4%
ELA	All Grades (Combined)	Not English Learners	2023-24	61	61	100.0%	<10	*	<10	*	60	98.4%
ELA	All Grades (Combined)	Not Migrant	2022-23	63	63	100.0%	<10	*	<10	*	62	98.4%
ELA	All Grades (Combined)	Not Migrant	2023-24	61	61	100.0%	<10	*	<10	*	60	98.4%



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MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Students With Disabilities	2023-24	61	61	100.0%	<10	*	<10	*	60	98.4%
ELA	All Grades (Combined)	Students With Disabilities	2022-23	63	63	100.0%	<10	*	<10	*	62	98.4%
ELA	All Grades (Combined)	Homeless	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2023-24	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2022-23	61	61	100.0%	<10	*	<10	*	60	98.4%
ELA	All Grades (Combined)	Not Homeless	2023-24	59	59	100.0%	<10	*	<10	*	58	98.3%
ELA	All Grades (Combined)	Not Foster Care	2023-24	61	61	100.0%	<10	*	<10	*	60	98.4%
ELA	All Grades (Combined)	Not Foster Care	2022-23	63	63	100.0%	<10	*	<10	*	62	98.4%
ELA	All Grades (Combined)	Not Military Connected	2022-23	63	63	100.0%	<10	*	<10	*	62	98.4%
ELA	All Grades (Combined)	Not Military Connected	2023-24	61	61	100.0%	<10	*	<10	*	60	98.4%
Mathematics	All Grades (Combined)	All Students	2023-24	61	61	100.0%	<10	*	<10	*	60	98.4%
Mathematics	All Grades (Combined)	All Students	2022-23	63	63	100.0%	<10	*	<10	*	62	98.4%



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MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Black or African American	2023-24	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2023-24	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2023-24	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2022-23	53	53	100.0%	<10	*	<10	*	52	98.1%
Mathematics	All Grades (Combined)	White	2023-24	48	48	100.0%	<10	*	<10	*	47	97.9%
Mathematics	All Grades (Combined)	Female	2022-23	15	15	100.0%	<10	*	<10	*	15	100.0%
Mathematics	All Grades (Combined)	Female	2023-24	19	19	100.0%	<10	*	<10	*	19	100.0%
Mathematics	All Grades (Combined)	Male	2022-23	48	48	100.0%	<10	*	<10	*	47	97.9%
Mathematics	All Grades (Combined)	Male	2023-24	42	42	100.0%	<10	*	<10	*	41	97.6%



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MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Economically Disadvantaged	2023-24	47	47	100.0%	<10	*	<10	*	46	97.9%
Mathematics	All Grades (Combined)	Economically Disadvantaged	2022-23	42	42	100.0%	<10	*	<10	*	41	97.6%
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2022-23	21	21	100.0%	<10	*	<10	*	21	100.0%
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2023-24	14	14	100.0%	<10	*	<10	*	14	100.0%
Mathematics	All Grades (Combined)	Not English Learners	2023-24	61	61	100.0%	<10	*	<10	*	60	98.4%
Mathematics	All Grades (Combined)	Not English Learners	2022-23	63	63	100.0%	<10	*	<10	*	62	98.4%
Mathematics	All Grades (Combined)	Not Migrant	2022-23	63	63	100.0%	<10	*	<10	*	62	98.4%
Mathematics	All Grades (Combined)	Not Migrant	2023-24	61	61	100.0%	<10	*	<10	*	60	98.4%
Mathematics	All Grades (Combined)	Students With Disabilities	2022-23	63	63	100.0%	<10	*	<10	*	62	98.4%



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MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Students With Disabilities	2023-24	61	61	100.0%	<10	*	<10	*	60	98.4%
Mathematics	All Grades (Combined)	Homeless	2023-24	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2022-23	61	61	100.0%	<10	*	<10	*	60	98.4%
Mathematics	All Grades (Combined)	Not Homeless	2023-24	59	59	100.0%	<10	*	<10	*	58	98.3%
Mathematics	All Grades (Combined)	Not Foster Care	2023-24	61	61	100.0%	<10	*	<10	*	60	98.4%
Mathematics	All Grades (Combined)	Not Foster Care	2022-23	63	63	100.0%	<10	*	<10	*	62	98.4%
Mathematics	All Grades (Combined)	Not Military Connected	2023-24	61	61	100.0%	<10	*	<10	*	60	98.4%
Mathematics	All Grades (Combined)	Not Military Connected	2022-23	63	63	100.0%	<10	*	<10	*	62	98.4%
Science	All Grades (Combined)	All Students	2022-23	26	26	100.0%	<10	*	<10	*	26	100.0%
Science	All Grades (Combined)	All Students	2023-24	21	21	100.0%	<10	*	<10	*	21	100.0%
Science	All Grades (Combined)	Black or African American	2023-24	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Two or More Races	2023-24	<10	*	*	*	*	*	*	*	*



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MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Two or More Races	2022-23	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	White	2023-24	17	17	100.0%	<10	*	<10	*	17	100.0%
Science	All Grades (Combined)	White	2022-23	24	24	100.0%	<10	*	<10	*	24	100.0%
Science	All Grades (Combined)	Female	2023-24	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Female	2022-23	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2022-23	17	17	100.0%	<10	*	<10	*	17	100.0%
Science	All Grades (Combined)	Male	2023-24	15	15	100.0%	<10	*	<10	*	15	100.0%
Science	All Grades (Combined)	Economically Disadvantaged	2023-24	17	17	100.0%	<10	*	<10	*	17	100.0%
Science	All Grades (Combined)	Economically Disadvantaged	2022-23	15	15	100.0%	<10	*	<10	*	15	100.0%
Science	All Grades (Combined)	Not Economically Disadvantaged	2023-24	<10	*	*	*	*	*	*	*	*



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MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Not Economically Disadvantaged	2022-23	11	11	100.0%	<10	*	<10	*	11	100.0%
Science	All Grades (Combined)	Not English Learners	2022-23	26	26	100.0%	<10	*	<10	*	26	100.0%
Science	All Grades (Combined)	Not English Learners	2023-24	21	21	100.0%	<10	*	<10	*	21	100.0%
Science	All Grades (Combined)	Not Migrant	2022-23	26	26	100.0%	<10	*	<10	*	26	100.0%
Science	All Grades (Combined)	Not Migrant	2023-24	21	21	100.0%	<10	*	<10	*	21	100.0%
Science	All Grades (Combined)	Students With Disabilities	2023-24	21	21	100.0%	<10	*	<10	*	21	100.0%
Science	All Grades (Combined)	Students With Disabilities	2022-23	26	26	100.0%	<10	*	<10	*	26	100.0%
Science	All Grades (Combined)	Homeless	2022-23	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Homeless	2023-24	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2023-24	20	20	100.0%	<10	*	<10	*	20	100.0%
Science	All Grades (Combined)	Not Homeless	2022-23	25	25	100.0%	<10	*	<10	*	25	100.0%
Science	All Grades (Combined)	Not Foster Care	2023-24	21	21	100.0%	<10	*	<10	*	21	100.0%



01/07/2025

Annual Education Report Lyle A. Torrant Center (05984)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Not Foster Care	2022-23	26	26	100.0%	<10	*	<10	*	26	100.0%
Science	All Grades (Combined)	Not Military Connected	2023-24	21	21	100.0%	<10	*	<10	*	21	100.0%
Science	All Grades (Combined)	Not Military Connected	2022-23	26	26	100.0%	<10	*	<10	*	26	100.0%

Annual Education Report Lyle A. Tarrant Center (05984)
High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2022)	Most Recent Results (2023)	Interim Objective (2024)	Interim Objective (2025)	Long-Term Target (2032)
All Students	81.25%	0.00%	83.60%	84.78%	93.00%
Two or More Races	86.36%	<10	87.69%	88.35%	93.00%
White	82.84%	<10	84.87%	85.89%	93.00%
Economically Disadvantaged	74.55%	<10	78.24%	80.09%	93.00%
Students With Disabilities	57.14%	0.00%	64.31%	67.90%	93.00%

**Annual Education Report Lyle A. Torrant Center (05984)****Accountability Details Attendance Data**

Student Group	Statewide	District	School
All Students	70.47%	N/A	54.03%

* All data based on students enrolled for a full academic year.

** Additional information for Michigan's School Index System, including the Student Growth component results and School Quality & Student Success component results, can be found at the following link: [School Index](#)

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Lyle A. Torrant Center (05984)	19.00	7.00	36.8%	N/A	N/A	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Lyle A. Torrant Center (05984)	2.00	2.00	100.0%	N/A	N/A	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Lyle A. Torrant Center (05984)	19.00	2.00	10.5%	N/A	N/A	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Lyle A. Torrant Center (05984)	19.00	3.00	15.8%	N/A	N/A	N/A	N/A

Annual Education Report Lyle A. Torrant Center (05984)
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	38	26	6
Male	51	26	38	28	8
Female	49	32	39	24	4
Eligible	54	42	40	16	2
Not Eligible	46	14	37	37	12
Info not available	†	†	†	†	†
White	60	18	41	33	8
Black or African American	22	63	29	7	†
Hispanic	8	28	46	22	4
Asian	3	8	27	37	28
American Indian or Alaska Native	†	†	†	†	†
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
Two or More Races	6	31	40	24	5
Students With Disabilities	12	57	30	11	2
Students Without Disabilities	88	25	40	28	7
English Language Learners	9	32	45	21	2
Not English Language Learners	91	29	38	26	7

† Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2022 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Lyle A. Torrant Center (05984)
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	40	34	20	6
Male	50	39	33	21	7
Female	50	42	35	18	4
Eligible	48	55	32	11	2
Not Eligible	52	26	36	28	10
Info not available	‡	‡	‡	‡	‡
White	67	32	38	24	7
Black or African American	17	72	22	5	1
Hispanic	7	53	35	11	2
Asian	3	12	24	33	32
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	46	34	16	4
Students With Disabilities	12	77	18	4	1
Students Without Disabilities	88	35	37	22	6
English Language Learners	5	74	18	7	‡
Not English Language Learners	95	38	35	20	6

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2022 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Lyle A. Torrant Center (05984)
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	42	30	22	6
Male	51	44	29	22	5
Female	49	40	30	22	8
Eligible	57	56	28	14	2
Not Eligible	43	23	33	32	12
Info not available	‡	‡	‡	‡	‡
White	61	33	32	27	8
Black or African American	22	68	21	8	2
Hispanic	8	52	31	14	3
Asian	3	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	6	38	38	21	3
Students With Disabilities	12	73	18	8	1
Students Without Disabilities	88	38	31	24	7
English Language Learner	9	54	30	14	2
Not English Language Learner	91	41	30	23	7

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Lyle A. Torrant Center (05984)
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	25	3
Male	50	37	39	22	2
Female	50	28	40	28	4
Eligible	48	45	38	16	1
Not Eligible	52	21	41	33	5
Info not available	#	#	#	#	#
White	68	26	41	30	4
Black or African American	17	55	35	9	1
Hispanic	7	40	42	17	1
Asian	3	#	#	#	#
American Indian or Alaska Native	#	#	#	#	#
Native Hawaiian or Other Pacific Islander	#	#	#	#	#
Two or More Races	5	37	40	22	1
Students With Disabilities	13	76	18	4	1
Students Without Disabilities	87	26	43	28	4
English Language Learner	6	65	32	3	#
Not English Language Learner	94	30	40	26	3

Rounds to zero

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.

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Annual Education Report Lyle A. Torrant Center (05984)
NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities Excluding Students with 504 Plans	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	80.7 83.5	4.04 3.27	95.0 94	2.55 2.37
8	Math Reading	86.9 89.3	1.98 2.33	95.0 95.7	2.21 1.91

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.



Annual Education Report Lyle A. Tarrant Center (05984)

Sec. 1003 School Improvement Fund

ISD Name	District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display