LAPEER COMMUNITY SCHOOLS
District of Choices

TURRILL ELEMENTARY SCHOOL
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January 16, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-2025 educational progress for Turrill Elementary. 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 Jennifer Christian for assistance.

The AER is available for you to review electronically by visiting the following web site **School Index**, 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 2024-25. 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 2024-2025. 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 2024-25. Some schools are not identified with any of these labels. In these cases, no label is given.

Turrill Elementary was identified as a "STATE HAS NOT BEEN GIVEN ONE OF THESE LABELS" school.

At Turrill Elementary, our focus continues to be on improving proficiency in the core areas of Reading, Writing, and Mathematics. Additionally, we have made a strong effort to offer parent engagement to support the instruction and learning that takes place in the classroom and at home. As a staff we have created monthly calendars to engage our parents in core curriculum instruction. Also, in order to meet the needs of our students our school has been focusing professional development activities on maximizing student-centered instruction in all classrooms at all grade levels as part of Tier I instruction and thereby impacting all students. Other building initiatives and programs offered at Turrill include:

- An MTSS (Multi-Tiered System of Supports) plan for struggling students in ELA
- Learning Coach to support instruction in the classroom
- Interventionist to support students with Tier 2-3 Math and ELA support
- Peer to peer support with our LINKS program
- 4th TAG (Talented and Gifted) Program
- Math Envision program focused on improving mathematical thinking
- Reading and Writing Workshop
- Reading Recovery
- Before and After School Intervention
- Updated curriculum in the areas of Reading, Writing, Science,including more student-centered and inquiry-based instruction

State law requires that we also report additional information.

Process for Assigning Pupils to a School

Students attending Lapeer Community Schools are assigned to school buildings based on their residence. Parents may request that their children attend a different building by completing an In-District Schools of Choice Request and submitting it to any school building in the district. Details regarding the Schools-of-choice process can be obtained from the district website, www.lapeerschools.org.

Status of the 3 to 5 Year School Improvement Plan

At Turrill we continue to work with our School Improvement Plan (SIP) goals. The five goals are as follows:

- All students will become proficient in mathematics
- All students will become proficient readers
- All students will become proficient in writing
- All students will be proficient in science
- All students and staff will participate in building a positive climate and culture at Turrill.

For Math and ELA (Reading and Writing), NWEA MAP test scores and M-STEP scores for the 2023-2024 and 2024-2025 school years were used to gauge progress on

these goals. At the beginning of each school year, growth goals in reading and math are determined for each student through the computer adaptive NWEA MAP assessments. Student progress towards the growth goal is then determined after administration of the Spring NWEA MAP assessments.

The percentage of student growth in ELA MAP, Math MAP and M-STEP is shown in the following tables for the previous two school years:

Turrill Rdg 2023-2024	# of Students who took both F & W NWEA Rdg	# of Students Meeting F to W Reading Growth Goal	% Meeting F to W Growth Goal	# of Students who took both F & S NWEA Rdg	# of Students Meeting F to S Growth Goal	% Meeting F to S Growth Goal
All Students	360	169	46.9%	356	200	56.2%
K	58	27	46.6%	57	26	45.6%
1	71	40	56.3%	71	53	74.6%
2	56	30	53.6%	56	37	66.1%
3	59	21	35.6%	59	29	49.2%
4	59	22	37.3%	57	20	35.1%
5	57	29	50.9%	56	35	62.5%

Turrill Math 2023-2024	# of Students who took both F & W NWEA Mth	# of Students Meeting F to W Goal	% Meeting F to W Math Growth Goal	# of Students who took both F & S NWEA Mth	# of Students Meeting F to S Goal	% Meeting F to S Math Growth Goal
All Students	358	204	57.0%	354	251	70.9%
K	58	22	37.9%	57	32	56.1%
1	71	48	67.6%	71	63	88.7%
2	54	21	38.9%	54	34	63.0%
3	59	39	66.1%	59	46	78.0%
4	59	38	64.4%	57	37	64.9%
5	57	36	63.2%	56	39	69.6%

Turrill Rdg 2024-2025	# of students who took both F & W	# of Students Meeting F to W Rdg Growth Goal	% Meeting F to W Growth Goal	# of students who took both F & S	# of Students Meeting F to S Rdg Growth Goal	% Meeting F to S Growth Goal
All Students	349	183	52%	346	176	51%
Kdg	52	25	48%	51	21	41%
1st	49	19	39%	49	34	69%
2nd	69	44	64%	68	41	60%
3rd	56	36	64%	56	22	39%
4th	63	28	44%	63	29	46%
5th	60	31	52%	59	29	49%

Turrill Math 2024-2025	# of students who took both F & W	# of Students Meeting F to W Mth Growth Goal	% Meeting F to W Growth Goal	# of students who took both F & S	# of Students Meeting F to S Mth Growth Goal	% Meeting F to S Growth Goal
All Students	348	196	56%	346	214	62%
Kdg	51	27	53%	51	32	63%
1st	49	34	69%	49	38	78%
2nd	69	36	52%	68	45	66%
3rd	56	34	61%	56	32	57%
4th	63	36	57%	63	42	67%
5th	60	29	48%	59	25	42%

State law requires that we also report additional information:

Specialized Schools in the District

Specialized schools provide alternative educational opportunities for students on either a part-time or full-time basis. In addition to the regular K-12 program provided by Lapeer Community Schools, the district has students attending five specialized school programs: Special education for the most severely handicapped students, Community High School, Lapeer County Educational and Technical Center and two options utilizing the Year-Round calendar at both the K-5 and 6-8 grade levels. ·

· The Lapeer Intermediate School District offers programs for the most severe mentally, physically and emotionally impaired students. Most of these programs are housed at the Lapeer County Educational and Technical Center. ·

· Lapeer Community High School serves “at-risk” youths ages 14-18 in an alternative environment. The school provides a curriculum designed to develop employability and social skills as well as academic skills. A range of services

address problems such as poor attendance, poor academic performance and behavioral issues. ·

· The Center for Innovation at the West Campus is a program that offers a series of project based learning classes, a Project Lead the Way science program for students in grades 6-12, college on campus courses, and other programs. Many students in grades 6-12 opt to spend a portion of their day at the CFI campus in order to take advantage of these many educational options. ·

· The Lapeer County Educational and Technical Center provides vocational education and related services to high school students from all of the county high schools. Students in the 15 programs learn job specific skills to help them prepare for employment upon graduation. They also learn academic skills in an applied setting.

· Rolland-Warner Year-Round Middle School is a program for students in grades 5-6 that operates on a balanced calendar. Students attend school the same number of days as traditional calendar students, but have a shorter summer break and more frequent week-long breaks during the school year. This program is housed at the Rolland-Warner 5/6 Campus. Over 75 students participated in the Year-Round Middle School program this past school year. ·

· Turrill Year-Round Elementary School is a program for students in grades E5-4 that operates on a balanced calendar. Students attend school the same number of days as traditional calendar students, but have a shorter summer break and more frequent week-long breaks during the school year. Turrill has approx. 350 students that take advantage of this option for their elementary school years.

Accessing the Core Curriculum

The core curriculum of Lapeer Community Schools is modeled after the Michigan Department of Education's (MDE) K-12 Curriculum and Standards. Our teachers have developed pacing guides, lesson plans and assessments to align with MDE grade or course level specific expectations. To access the core curriculum online, visit http://www.mich.gov/mde; click on Curriculum & Instruction on the menu, and then select Grade Level or High School Content Expectations.

Parent Teacher Conference Participation

Turrill continues to strive for 100% participation for parent/teacher conferences. In Fall 2025, Turrill had 93% participation during parent/teacher conferences. In the 2024-2025 school year, Turrill had 98% participation for parent/teacher conferences. In the 2023-2024 school year we had 92% parent participation for parent/teacher conferences.

In closing, Turrill Elementary is continuing to work and grow in meeting the needs of all our students. We are continually looking for ways to meet the needs of our struggling learners while helping all students. Our overall goal is for 100% proficiency in all content areas and the staff is dedicated to delivering a standards-based curriculum through high-quality instruction. With a continued focus on improving instruction and curriculum I look forward to the long-term growth and success at Turrill Elementary.

Sincerely,

Jennifer Christian

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