

Niji-Iro Japanese Immersion Elementary School

<http://niji-iro.livoniapublicschools.org>



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2015-2016 Annual Education Report



36611 Curtis Road
Livonia, MI 48152
734-744-2785

Karen Young, Lead Administrator



March 1, 2017

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Niji-Iro Japanese Immersion Elementary School. 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 me, Karen Young, Lead Administrator of Niji-Iro Japanese Immersion Elementary School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://niji-iro.livoniapublicschools.org> or you may review a copy by contacting the Niji-Iro Japanese Immersion Elementary School office.

For the 2016-17 year, no new Priority or Focus schools were named by the Michigan Department of Education; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. Our school was identified has not been given one of these labels.

The AER has two major sections to it. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, results on district and school developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education.

The students who tested in the bottom 30% have been identified. We have looked at the areas of Reading and Math where students are underperforming. We are actively working to address these issues by:

- English teachers servicing students in need of additional support in the area of math and reading through targeted interventions.
- Differentiated instruction in both Reading and Math designed to meet the needs of all students.
- Targeted small group Guided Reading instruction.
- Curriculum review and mapping to the state standards in the area of Math.

Our collaborative efforts positively impact our school's success and student achievement.

Sincerely,

Karen Young
Lead Administrator

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquires and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2566](tel:7347442566) . The following person has been designated to handle inquires and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

MISSION STATEMENT

We as bilingual community will persevere to empower each individual to find an identity in a multi-cultural environment and be reflective, thoughtful, bilingual citizens in a global community.

VISION

Niji-Iro is designed to educate students in a high-quality, bilingual, comprehensive and meaningful education. We strive to be culturally cooperative, communicating and receiving information with an empathetic attitude. This will encourage flexible thinking and an adaptable attitude. Students' bilingual education will enhance critical thinking and develop an identity to take risks and problem solve. Our high standards and expectations will build lifelong, confident learners.

BELIEFS

Learning

We believe...

- students learn at different paces through a variety of modalities.
- students can succeed when we consider their individual needs.
- students take more ownership for learning when they are engaged and know the purpose.
- students can be successful learning a second language when there are clear, consistent, and high expectations.
- Everyone learns where there is fun, positive, supportive, environment where ideas and cultures are valued.

Parents & School

We believe...

- communication is essential between home and school.
- parents and teachers are partners in student learning.

Climate

We believe that we are all responsible for creating a school community that is safe, caring, and where we treat everyone with respect.

Behavior

We believe that everyone in our school community models and practices our Rainbow Code of Conduct.

- Respect Others
- Ookina Kokoro (Big Heart)
- You are a team
- Gambaru (Great Effort)
- Be Responsible
- Itsumo Egao (Always Positive)
- Valient Spirit

SCHOOL PROFILE

Niji-Iro Japanese Immersion Elementary School serves 169 students in grades K-5. The Lead Administrator of Niji-Iro is Karen Young. There are nine English teaching staff and six Japanese teaching staff. Livonia Public Schools shared time program provides a technology and physical education teacher.

In addition, we have the following professional support staff: school psychologist, school social worker, speech and language teacher, special education teacher, occupational therapist, and physical therapist.

Assisting all of us in keeping the building operating in an organized manner, keeping the building clean, and helping teachers and students are: one secretary and one building supervisor.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

Students assigned to Niji-Iro Japanese Immersion Elementary School are based upon Schools of Choice. Niji-Iro is a tuition-free magnet school, part of the Livonia Public School District and enrolls children throughout southeastern Michigan. Students who enroll in Niji-Iro are considered part of the Livonia Public Schools District, regardless of where they currently reside.

SCHOOL IMPROVEMENT

School improvement is a process in which stakeholders in a school work cooperatively to improve student achievement. The process relies on staff, parents, and students participating in collaborative decision making in formulating and implementing achievement goals. The goals are determined through analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually.

Our school improvement goals for 2015-2016:

1. All students will be proficient in Reading.
2. All students will be proficient in Math.
3. All students will become proficient Writers.

The Livonia Public Schools School District has had its District Level accreditation through AdvanceEd. Through the district accreditation process, Niji-Iro Japanese Immersion Elementary School also received AdvancED accreditation. The AdvancED accreditation process supports and validates district and school level improvement efforts.

SPECIALIZED SCHOOLS OR PROGRAMS

At the elementary level, students may be enrolled in Alternative Classrooms for the Academically Talented (ACAT) at Webster Elementary School and special education centers at Buchanan, Cass, Coolidge, Kennedy, Johnson and Webster. Preschool special education programs are located at various locations in the district. Other special education programs are available in western Wayne County for our students with disabilities, based upon their individual needs. Niji-Iro Japanese Immersion Elementary School is also available. A preschool is operated at the Jackson Center. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Niji-Iro Japanese Immersion Elementary School provides learning experiences in reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, physical education, art, vocal music, and enrichment activities in both English and Japanese. The core curriculum is based on the grade level content expectations (GLCEs) from the Michigan Department of Education and the Common Core State Standards for Mathematics and English Language Arts. The school also incorporates the Japanese Educational standards.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education based on well-defined educational outcomes, a Livonia Public School graduate will:

- Respect self, others, and the environment.
- Communicate effectively.
- Know how to learn and work productively.
- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.
- Acquire a core of understanding and competencies within the content areas.

A copy of the core curriculum may be obtained from the district's Academic Services Department.

STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED AND NATIONAL ASSESSMENTS

DISTRICT LITERACY ASSESSMENTS

Students in kindergarten are assessed on a one-on-one basis four times during the school year to measure progress toward grade-level literacy skills. The following table, Literacy Benchmark: Early Literacy Assessment, shows the results of this testing by school and district. Teachers on the CCSS Implementation Team and Middle School ELA Committee played a leadership role in facilitating professional learning for K-8 teachers to support implementation of the reading and writing units of the study developed by MAISA (Michigan Association of Intermediate School Administrators).

Niji-Iro Japanese Immersion Elementary School uses the REACH curriculum by National Geographic for reading and writing and utilizes the districts professional development for best practices.

EARLY LITERACY BENCHMARK ASSESSMENT - KINDERGARTEN			
2015-2016	Letter ID	Sound ID	Rhyme
Niji-Iro	80.0%	48.0%	90.0%
District	95.0%	86.9%	91.9%
2014-2015			
Niji-Iro	55.2%	39.3%	79.3%
District	96.6%	98.3%	95.6%

Students in grades 1-4 are assessed using the Fountas and Pinnell Benchmark Assessment System. Teachers administer running records with comprehension to students one-on-one.

Kindergarten teachers administer reading records with comprehension at the end of the school year. Students in grades 1-2 are assessed a minimum of four times each year. Students in grades 3-4 are assessed a minimum of two times each year. The following table shows the percent of students at each grade level that performed at or above grade level on this assessment.

FOUNTAS AND PINNELL BENCHMARK ASSESSMENTS						
GRADES K-4						
Percent of Students that Performed At or Above Grade Level						
Spring 2016	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Niji-Iro	78.0%	81.8%	81%	74%	94%	78%
District	85.7%	78.4%	82%	79%	86%	88%
Spring 2015						
Niji-Iro	69.0%	64%	67%	88%	75%	NA
District	89.5%	78%	80%	83%	88%	NA

NIJI-IRO MATHEMATICS ASSESSMENTS

Students in grades 1-6 were assessed on their attainment of grade level mathematics standards three times during the 2015-2016 school year using i-Ready Math Diagnostic Assessment.

The following chart show the percentage of students who were on or above grade level on the spring i-Ready Diagnostic Assessment.

i-READY MATHEMATICS						
Percent of Students On or Above Grade Level						
2015-2016	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Niji-Iro	-	57.0%	85.0%	47.0%	44.0%	33.0%
District	59.0%	54.0%	54.0%	49.0%	51.0%	46.0%

Students were assessed in mathematics knowledge twice during the 2014-15 school year. In June, students in Kindergarten were tested on Common Core State Standards for Mathematics (CCSS) strands taught within the *Singapore Math* program. Students in grades 1-4 were tested on Common Core State Standards for Mathematics (CCSS) and reported using Grade Level Content Expectations (GLCEs) strands taught within the *Singapore Math* curriculum and Japanese Math, Tokyo Syoseki, curriculum.

Kindergarten students were assessed with a paper and pencil assessment created by *Singapore Math* and students in grades 1-5 were assessed using a paper and pencil assessment created by the school integrating the Singapore Math and Tokyo Syoseki end of year assessments.

The following data shows the percentage of students who were proficient at each grade level on the mathematics assessment. The district data shows students total proficiency on the end of year assessment given through Everyday Mathematics.

MATHEMATICS ELEMENTARY ASSESSMENTS					
GRADES Kindergarten-4					
Percent of Students Proficient					
End of Year Assessment					
2014-2015	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Niji-Iro	100%	76%	94%	83%	42%

NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT) from Riverside Publishing is administered to second grade students in 2015-16 and was administered to third grade students in 2014-15.

CogAT				
GRADE 2				
Age Percentiles				
2015-2016	Verbal	Quantitative	Nonverbal	Composite
Niji-Iro	68	88	80	84
District	53	63	54	57

CogAT GRADE 3 Age Percentiles				
2014-2015	Verbal	Quantitative	Nonverbal	Composite
Niji-Iro	50	57	71	60
District	53	63	60	59

PARENT TEACHER CONFERENCES

One of the most important factors of a child's success in school is the involvement of parents or guardians in the educational process. Niji-Iro Elementary has a high degree of parental involvement evidenced by 84% (153 of 183) of our parents attending parent-teacher conferences and/or IEPCs in 2015-2016. During the 2014-2015 school year 98% (122 of 125) of our parents attending parent-teacher conferences and/or IEPCs.

Eighty-five percent of 130 parents attended our fall Open House in August.

PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

<p>BOARD POLICY</p> <p>PARENT INVOLVEMENT</p> <p>The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.</p> <p>Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.</p> <p>Reference: 20 USCA 6316, 20 USCA 6318 (No Child Left Behind Act)</p>	<p>IDD(1)</p> <p>JUNE 20, 2011</p>
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DATA FROM MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability Scorecard – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability scorecard status.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

The following pages are provided by the Michigan Department of Education and cannot be amended, modified or adjusted. They must be included as provided by the state.

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	54.7%	29.4%	11.8%	17.6%	58.8%	11.8%
ELA	3rd Grade Content	All Students	2015-16	46.0%	49.7%	46.9%	18.8%	28.1%	31.3%	21.9%
ELA	3rd Grade Content	Asian	2014-15	69.7%	70.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2015-16	65.9%	61.2%	38.5%	7.7%	30.8%	38.5%	23.1%
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	15.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	27.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	45.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	26.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	59.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	52.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	54.7%	58.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	49.5%	55.6%	63.2%	31.6%	31.6%	31.6%	5.3%

M-STEP Grades 3-11

ELA	3rd Grade Content	Male	2014-15	45.5%	51.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	42.6%	43.9%	23.1%	0.0%	23.1%	30.8%	46.2%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	35.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	33.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Language Learners	2014-15	34.7%	29.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	46.2%	27.8%	5.6%	22.2%	38.9%	33.3%
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	27.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	21.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	48.2%	33.3%	0.0%	33.3%	16.7%	50.0%
ELA	4th Grade Content	All Students	2015-16	46.3%	50.1%	31.3%	18.8%	12.5%	18.8%	50.0%
ELA	4th Grade Content	American Indian or Alaska Native	2014-15	36.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2014-15	70.5%	62.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2015-16	67.8%	74.5%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	4th Grade Content	Black or African American	2014-15	21.2%	15.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	23.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	48.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	36.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	52.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	51.5%	56.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	50.9%	54.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	41.8%	40.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	41.8%	45.1%	30.0%	10.0%	20.0%	20.0%	50.0%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	30.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	33.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Language Learners	2014-15	23.7%	35.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Language Learners	2015-16	24.3%	14.3%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	19.2%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	50.6%	51.2%	<10	<10	<10	<10	<10
ELA	5th Grade Content	American Indian or Alaska Native	2015-16	43.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2015-16	74.7%	69.6%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	18.8%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	45.2%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2015-16	55.8%	60.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2015-16	45.5%	42.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	37.9%	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Language Learners	2015-16	23.1%	29.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	61.3%	23.5%	11.8%	11.8%	52.9%	23.5%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	52.3%	58.8%	29.4%	29.4%	32.4%	8.8%
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	82.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	74.5%	73.3%	46.7%	26.7%	26.7%	0.0%

M-STEP Grades 3-11

Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	22.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	18.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	48.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	46.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	65.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	55.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	48.1%	60.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	43.7%	50.5%	66.7%	38.1%	28.6%	23.8%	9.5%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	62.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	46.6%	54.1%	46.2%	15.4%	30.8%	46.2%	7.7%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	40.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	31.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2014-15	37.0%	54.0%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	57.5%	55.0%	30.0%	25.0%	40.0%	5.0%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	32.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	22.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	50.7%	41.7%	16.7%	25.0%	25.0%	33.3%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	58.2%	43.8%	12.5%	31.3%	31.3%	25.0%
Mathematics	4th Grade Content	American Indian or Alaska Native	2014-15	31.9%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2014-15	69.7%	64.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2015-16	71.7%	83.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	11.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	28.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	50.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	50.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	60.7%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	4th Grade Content	Female	2014-15	40.3%	52.2%	<10	<10	<10	<10	<10
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Mathematics	4th Grade Content	Male	2015-16	45.8%	61.6%	40.0%	0.0%	40.0%	50.0%	10.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	32.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	41.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	36.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Language Learners	2015-16	27.4%	42.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	22.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	33.8%	44.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	American Indian or Alaska Native	2015-16	26.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2015-16	63.9%	69.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	8.8%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	33.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	31.7%	45.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2015-16	35.8%	43.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	25.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Language Learners	2015-16	12.8%	31.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	16.2%	16.7%	8.3%	8.3%	0.0%	83.3%
Science	4th Grade Content	All Students	2015-16	14.7%	16.8%	6.3%	6.3%	0.0%	43.8%	50.0%
Science	4th Grade Content	American Indian or Alaska Native	2014-15	8.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2014-15	23.9%	29.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2015-16	28.4%	40.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2014-15	2.0%	2.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	2.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	12.2%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	4th Grade Content	Two or More Races	2015-16	12.5%	13.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	17.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	10.4%	14.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2015-16	13.0%	14.5%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	14.3%	17.5%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2015-16	16.4%	19.3%	0.0%	0.0%	0.0%	50.0%	50.0%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	5.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	8.5%	<10	<10	<10	<10	<10
Science	4th Grade Content	English Language Learners	2014-15	2.2%	4.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	English Language Learners	2015-16	2.9%	2.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	4.1%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	18.9%	19.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	American Indian or Alaska Native	2015-16	16.5%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2015-16	35.8%	17.4%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	7.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	16.7%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2015-16	16.7%	16.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2015-16	21.0%	21.6%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	9.2%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Language Learners	2015-16	3.7%	0.0%	<10	<10	<10	<10	<10



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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

MI-Access Functional Independence

Subject	Grade	Testing 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

MI-Access Supported Independence

Subject	Grade	Testing 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

MI-Access Participation

Subject	Grade	Testing 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

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	99.4%	75.2%	100.0%	48.2%
All Students	Mathematics	98.6%	62.1%	99.3%	71.6%	100.0%	63.2%
All Students	Science	98.1%	50.0%	99.1%	60.0%	<30	<30
All Students	Social Studies	98.1%	59.3%	99.0%	68.1%	<30	<30
Bottom 30%	ELA	N/A	25.1%	N/A	22.1%	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	17.0%	N/A	<30
Bottom 30%	Science	N/A	9.8%	N/A	13.4%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	16.2%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	<30	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	<30	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	<30	N/A
Asian	ELA	99.3%	84.3%	99.3%	84.4%	<30	<30
Asian	Mathematics	99.4%	83.7%	99.7%	86.0%	<30	<30
Asian	Science	99.3%	65.5%	100.0%	78.1%	<30	<30
Asian	Social Studies	99.3%	76.0%	100.0%	76.8%	<30	<30
Black or African American	ELA	97.7%	46.9%	99.2%	56.4%	<30	<30
Black or African American	Mathematics	97.4%	37.3%	98.9%	47.4%	<30	<30
Black or African American	Science	96.5%	23.9%	99.7%	34.1%	<30	<30
Black or African American	Social Studies	96.6%	33.6%	98.6%	46.0%	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	99.7%	72.9%	N/A	N/A
Hispanic of Any Race	Mathematics	98.8%	51.1%	99.7%	63.9%	N/A	N/A
Hispanic of Any Race	Science	98.1%	36.7%	99.3%	54.4%	N/A	N/A

Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	98.7%	62.4%	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	100.0%	69.9%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	99.6%	69.1%	<30	<30
Two or More Races	Science	98.5%	45.2%	100.0%	60.5%	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	100.0%	65.0%	<30	<30
White	ELA	99.0%	75.6%	99.3%	77.1%	<30	<30
White	Mathematics	98.9%	68.4%	99.3%	74.1%	<30	<30
White	Science	98.6%	57.1%	98.9%	62.2%	<30	<30
White	Social Studies	98.5%	65.8%	99.0%	70.6%	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	99.2%	62.7%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.1%	57.2%	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	99.0%	46.4%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	98.6%	53.8%	<30	<30
English Language Learners	ELA	98.8%	49.5%	99.3%	59.3%	<30	<30
English Language Learners	Mathematics	99.0%	48.4%	99.3%	66.9%	<30	<30

Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	99.1%	35.0%	<30	<30
English Language Learners	Social Studies	98.2%	30.9%	97.4%	42.3%	<30	<30
Students With Disabilities	ELA	97.2%	40.1%	99.0%	47.3%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	98.8%	42.1%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	98.3%	35.0%	N/A	N/A
Students With Disabilities	Social Studies	96.6%	30.8%	98.6%	39.3%	N/A	N/A

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	91.33%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	100.00%	N/A
Black or African American	67.31%	78.85%	N/A
Hispanic of Any Race	72.07%	81.58%	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	92.86%	N/A
White	83.48%	92.53%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	83.00%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	61.81%	N/A
Bottom 30%	N/A	N/A	N/A

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



MI School Data

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	96.00%	95.76%

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



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Accountability Status District Data

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



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Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Niji-Iro Japanese Immersion Elementary School	Green	2	Green	2	Green	2	Red	0	Yellow	10

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	7	8	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	N/A	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ 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) 2015 Mathematics Achievement.

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	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) 2015 Mathematics Achievement.

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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) 2015 Mathematics Achievement.

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
Other Pacific Islander	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

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), 2015 Reading Assessment.

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	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), 2015 Reading Assessment.

NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

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), 2015 Reading Assessment.

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0