

Livonia Public Schools

Niji Iro Elementary



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2025-2026

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2025-2026 Annual Education Report



Niji Iro Elementary School

36611 Curtis

Livonia, MI 48152

734 744-2785

Lawrence DeLuca, Principal



February 1, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Niji Iro Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Lawrence DeLuca, Principal of Niji Iro Elementary, for assistance.

The AER is available for you to review electronically by visiting the following web site [Niji Iro Website](#) or you may review a copy by contacting the Niji Iro Elementary School office.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of those labels. In these cases, no label is given.

Our school has not been given one of these labels.

The AER has two major sections to it that are required by state law. 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, two years of results on district 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 and is required to be presented in MDE format.

As shown in our spring 2023 to spring 2024 data, we did drop in a few areas, particularly second and third grade. We are making a concerted effort to focus on those areas with a focus on teaching more test taking skills and providing additional support for our English Language Learners. Additionally, we have set the following targets for improvement:

- Students will need to work on their writing conventions and teachers provide instruction on revising and editing skills when students have completed their writing assignments.
- During shared writing, students will actively participate in the activity by offering ideas and suggestions and participate in word choices and sentence construction.

- Students will also focus on editing and revising their writing at the end of each writing assignment.
- Provide more support in students' native language for math comprehension and concepts
- Provide more support for acquiring math language and vocabulary.
- Provide interventions for students who are "at risk for Tier 3"
- Increase proficiency in numbers and operations for grades K-3.

State law requires that we also report additional information as found on the following pages.

Niji-Iro is a truly unique elementary school offering an academic and cultural experience like no other school in the State of Michigan. Our students spend the same amount of time in school as their LPS peers, but they do it immersed in two different languages. While our performance was lower in some of our lower elementary grades, we continue to see great growth and improvement with our students who stay with the program through fifth and sixth grade. With the exception of Webster Elementary's Alternative Classrooms for the Academically Talented, Niji-Iro students consistently perform higher than students in other LPS Upper Elementary Schools. Additionally, those fifth and sixth grade students take the ACTFL's Assessment of Performance towards Proficiency in Languages (AAPPL) test in Japanese where they can earn high school foreign language credit. In the Spring of 2025, every one of our fifth and sixth grade students earned at least 1 high school foreign language credit with 60% of those students earning 2 high school foreign language credits.

Sincerely,

Lawrence DeLuca
Niji Iro Principal

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 inquiries 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 [\(734\) 744-2501](tel:7347442501). The following person has been designated to handle inquiries 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 are a multicultural community learning together to inspire each other to become positive, thoughtful, bilingual citizens of the world.

VISION

Niji-Iro is designed to educate students in a high-quality, bilingual, and meaningful environment.

VALUES/COLLECTIVE COMMITMENTS

Climate

We believe that we are all responsible for creating a school community that is

Kind やさしく

Responsible きまりを守って

Safe 安全に

We believe that everyone in our school community models and practices our Niji-Iro Pledge:

- Never give up
- I try my best to learn
- Japanese and English
- I include every culture

- I will do the
- Right thing
- Our ideas make a difference

SCHOOL PROFILE

Niji-Iro Japanese Immersion Elementary School currently serves 232 students (our enrollment fluctuates slightly over the course of the year as students move to and from Japan) in grades K-6. The Principal of Niji-Iro is Lawrence DeLuca. There are 6 English homeroom teaching staff and 6 Japanese homeroom teaching staff.

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.

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 by which stakeholders in a school work cooperatively to improve student achievement. An analysis of student achievement data led Niji Iro Elementary Staff to focus our improvement efforts on the fundamental areas of reading, writing and mathematics. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals.

School Improvement Goals 2025-2028

Overall School Improvement Goals:

Teachers will incorporate more diverse texts with classroom read alouds.

Measurable Data: A 5% increase of students will agree/strongly agree that they see more characters in books and materials that look like them.

Reading School Improvement Goals:

3rd and 4th grade students will increase their M-STEP Reading scores

Measurable Objective: A 5% increase on M-STEP reading proficiency in 3rd and 4th grade each year.

Writing School Improvement Goals:

Goal: Students will increase their writing proficiency.

Measurable Objective: A 5% increase of all students will demonstrate proficiency in writing on the end of year module performance task.

Math School Improvement Goal/s:

Goal: 3rd and 4th grade students will increase their M-STEP Math scores

Measurable Objective: A 5% increase on M-STEP math proficiency in 3rd and 4th grade by the end of 2028.

Japanese School Improvement Goal/s:

Goal: An increase of students receiving high school credit on the AAPPL test.

Measurable Objective: A 5% increase on high school credit as determined by AAPPL test scores.

School Improvement Goals 2022-2025

Reading Goal: All students will be proficient readers of grade level content in English Language Arts.

Math Goal: All students will be proficient in mathematics.

Writing Goal: All Students will be proficient writers in all content areas.

SPECIALIZED SCHOOLS OR PROGRAMS

At the elementary level, students may be enrolled in Alternative Classrooms for the Academically Talented (ACAT) at Webster Elementary School, Niji-Iro Japanese Immersion Elementary School and special education centers at Coolidge, Grant, Johnson, Randolph and Webster. A preschool and a Great Start Readiness Program (GSRP) are operated at the Livonia Early Childhood Center, and preschool special education programs are located at Roosevelt Elementary and Livonia Early Childhood Center. Other special education programs are available in western Wayne County for our students with disabilities, based upon their individual needs. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Niji Iro Elementary provides learning experiences in reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, health, physical education, art, vocal music, and enrichment activities. The core curriculum is based on the Michigan Department of Education Common Core State Standards for Mathematics and English Language Arts, the State of Michigan Social Studies Standards and the Next Generation Science 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:

1. Respect self, others, and the environment.
2. Communicate effectively.
3. Know how to learn and work productively.
4. Acquire and process information.
5. Use critical and creative thinking to make decisions and solve problems.
6. Work and participate independently and cooperatively.
7. 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

The following tables, show the results of local testing for the district. Students are assessed using district created benchmark assessments, running records and I Ready Diagnostic Assessment.

DISTRICT LITERACY ASSESSMENTS

Students in kindergarten are assessed on a one-on-one basis regularly during the school year to measure progress toward grade-level literacy skills. The following table, Early Literacy Benchmark Assessment - Kindergarten, shows the results of this testing by school and district.

EARLY LITERACY BENCHMARK ASSESSMENT – KINDERGARTEN		
Spring 2025	Letter Identification	Letter Sounds
Niji Iro		
District	99%	93.1%
Spring 2024	Letter Identification	Letter Sounds
Niji Iro	97.7%	93%
District	94.6%	67.9%

Students in grades K-4 are assessed using running records with comprehension to students one-on-one. Kindergarten teachers administer running records with comprehension in the spring and at the end of the school year. Students in grades 1-4 are assessed multiple 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.

RUNNING RECORDS ASSESSMENTS					
GRADES K-4					
Percent of students that Performed At or Above Grade Level					
Spring 2025	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Niji Iro		51.1%		64%	64.5%
District	77.1%	65.6%	73.8%	70.6%	70.7%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Niji Iro	31.7%	80%	61.8%	72%	76%
District	63.7%	66.8%	75.9%	75.4%	69%

The following chart shows the percentage of students at each grade level that performed at or above grade level on the i-Ready Diagnostic Assessment at the end of the school year.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-4, students are assessed on three or more times during the school year to drive instruction and interventions.

i-READY READING Percent of Students At or Above Grade Level						
Spring 2025	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Niji Iro	59%	45%	58%	35%	63%	68%
District	62.3%	54.7%	51%	46.8%	44.2%	52.2%
Spring 2024	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Niji Iro	69%	41%	41%	33%	39%	42%
District	59%	55%	49%	38%	28%	40%

DISTRICT MATHEMATICS ASSESSMENTS

The following chart shows the percentage of students at each grade level that performed at or above grade level on the i-Ready Diagnostic Assessment at the end of the school year.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-4, students are assessed on three or more times during the school year to drive instruction and interventions.

i-READY Mathematics Percent of Students At or Above Grade Level						
Spring 2025	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Niji Iro	57%	38%	33%	55%	63%	58%
District	54%	43%	43%	51%	52.2%	46.8%
Spring 2024	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Niji Iro	77%	36%	38%	54%	46%	68%
District	54%	40%	45%	48%	33%	32%

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. In 2024-2025, we had 98.6% of our parents attend parent-teacher conferences and 82.8% attend Curriculum Night. In 2025-2026, we had 96.6% of our parents attend parent-teacher conferences and 81.3% attended Curriculum Night.

PARENT INVOLVEMENT

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

BOARD POLICY

IDD

INSTRUCTIONAL PROGRAM

FAMILY ENGAGEMENT

September 23, 2024

The Board strongly encourages and welcomes the engagement of families in all of the District's educational programs. It is recognized and appreciated that family members 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. The administration shall design a program/plan that will encourage family engagement that may include, but not be limited to: the review of instructional materials; input on the ways that the District may better provide family members with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to guide family members on how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent, or his/her designee, shall provide a copy of the District's Family Engagement plan to all families.

DATA FROM THE MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This section of the report presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7 and 11, compared to state averages for all students as well as subgroups of students.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

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

Civil Rights Data

- Provides information on school quality, climate and safety.

This link: [MiSchool Data-Niji Iro](#) will take you to the reports provided by the Michigan Department of Education for Niji Iro Elementary School.