

INDEPENDENCE 30 (048077) BLACKBURN ELEM. PK-05 (4060) Link to District/Charter website

Link to 2024 School APR Summary Data Report

2024 MSIP 6 Annual Performance Report
Year 3

The 2024 APR includes points for both performance and continuous improvement standards.

	Points Possible	Points Earned	% Points Earned
Performance:	80.0	64.5	80.6%
Continuous Improvement:	8.0	7.0	87.5%
Totals:	88.0	71.5	81.2%

Performance Totals						
Performance		Points Possible	Points Earned	% Points Earned	MPI	Designation
Academic Achievement Status -	All Students	12.0	9.0	75.0%	398.8	On Track
English Language Arts	Student Group	6.0	4.5	75.0%	368.9	On Track
Academic Achievement Status -	All Students	12.0	9.0	75.0%	379.7	On Track
Mathematics	Student Group	6.0	4.5	75.0%	347.7	On Track
Academic Achievement Status -	All Students	4.0	3.0	75.0%	382.3	On Track
Science	Student Group	0.0	0.0	%	347.1	Cell Size
Academic Achievement Growth -	All Students	12.0	12.0	100.0%		Target
Eng. Language Arts	Student Group	6.0	6.0	100.0%		Target
Academic Achievement Growth -	All Students	12.0	9.0	75.0%		On-Track
Mathematics	Student Group	6.0	4.5	75.0%		On-Track
Academic Achievement Growth -	All Students	4.0	3.0	75.0%		On-Track
Science	Student Group	0.0	0.0	%		Cell Size

* Suppression has been applied to protect small student populations. ¹CCR assessments include the following: ACT[™], SAT[™], WorkKeys[™], Accuplacer[™], and ASVAB corrected data for the 2023 graduation cohort. ²Advanced Credit includes: AP[™], IB[™], Dual Credit, Dual Enrollment, PLTW[™], IRC or two qualifying stackable credentials.

Continuous Improvement Totals					
Continuous Improvement		Points Possible	Points Earned	% Points Earned	Met/Not Met
Success-Ready Students	KEA ³	4.0	4.0	100.0%	
	Attendance	4.0	3.0	75.0%	

³Kindergarten Entry Assessment

⁴Individual Career and Academic Plan



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Assessment Participation Rates			
Content Area	Total Test Records	Valid Test Scores	Participation Rate
English Language Arts	168.0	167.0	99.4%
Mathematics	168.0	168.0	100.0%
Science	58.0	58.0	100.0%
Social Studies	*	*	*