

# Measurement of Success: Increase in student achievement; Accountability Model

## Four-Year Graduation Rate

Subgroup	2018	2019	2020	2021	2022	2022-STATE
All	85.5%	84.2%	85.8%	81.4%	89.0%	88.4%
Male	81.8%	78.1%	81.7%	77.8%	84.2%	84.8%
Female	88.9%	90.4%	89.6%	85%	93.7%	92.0%
White	88.1%	85.1%	87.8%	83.3%	89.7%	89.7%
Black	76.2%	76.1%	75%	68.1%	80.5%	87.3%
Native American	88%	94.1%	92%	90.3%	92.5%	87.0%
Students with Disabilities	23.8%	52%	47.8%	54.8%	45.9%	59.9%
Economically Disadvantaged	80.7%	84.7%	79.7%	73.8%	90.8%	90.0%

## Drop-Out Rate

	2018	2019	2020	2021	2022
	8.8%	14.0%	10.3%	14.8%	9.3%



# District Report Card 2021 - 2022

For more detailed information, please visit <https://msrc.mdek12.org>.



## Neshoba County School District

Philadelphia, MS



580 East Main Street  
Philadelphia, MS 39350



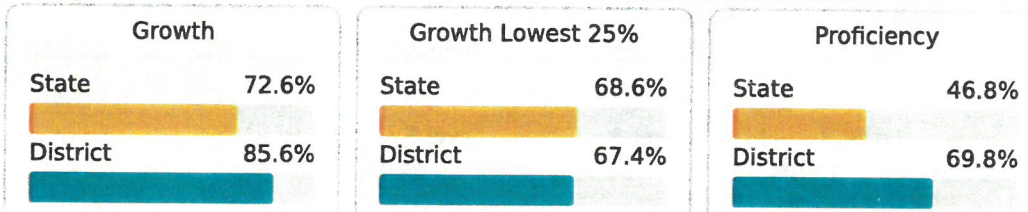
Lundy Brantley  
lbrantley@neshobacentral.com

### School Accountability Grade Components

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures. COVID-19 pandemic disruptions continue to be reflected in 2021-2022 accountability data, particularly growth data. Growth calculations for some high school students required measuring growth from the 2018-2019 school year, and overall student performance on assessments improved since the first full year of pandemic-era schooling in 2020-2021. Additionally, students did not have to pass end-of-course high school assessments in 2020-2021, which affected the 2021-22 graduation rate.

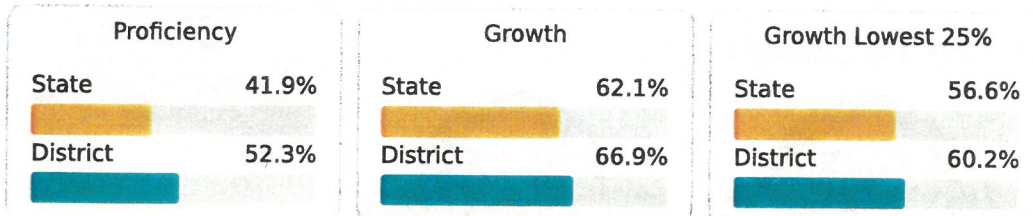
#### Math

Measurements of student performance on the statewide math assessment.



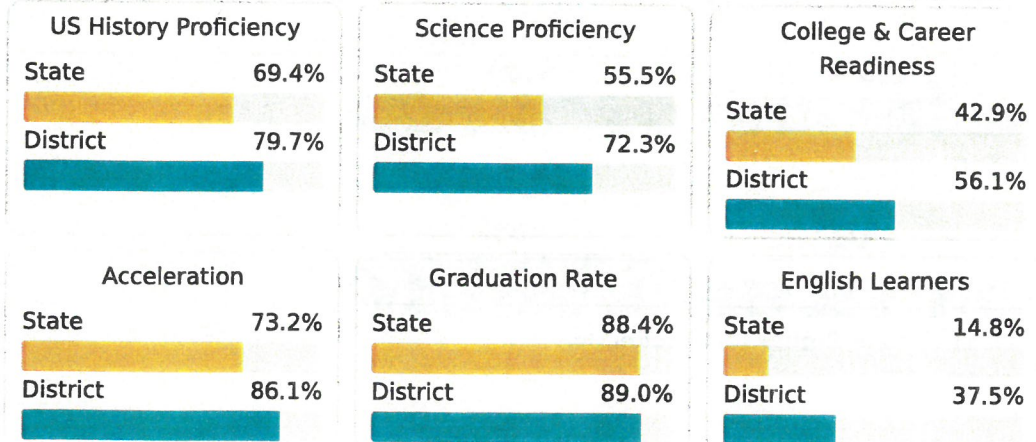
#### English

Measurements of student performance on the statewide English language arts (ELA) assessment.



#### Other Measures

Other measurements of student performance that factor into the accountability grade.



### Teacher Data

197.0

Teachers



83.7%

Experienced Teachers

3.7%

Provisional Teachers

99.7%

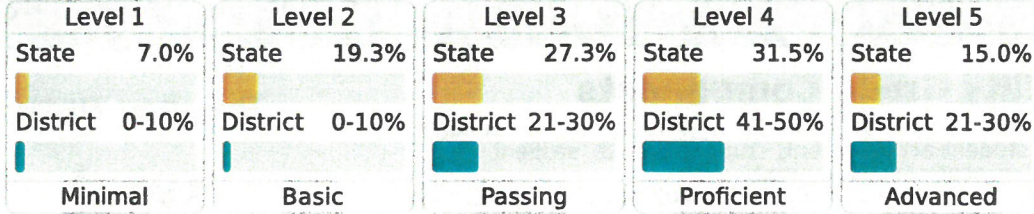
In-Field Teachers

## Detailed Assessment and Other Data

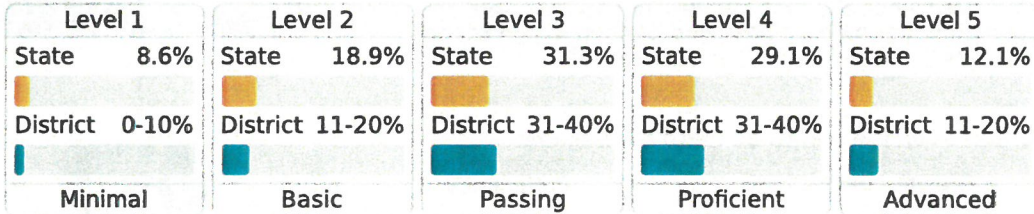
### Student Performance

The following information shows each level of student performance on statewide assessments.

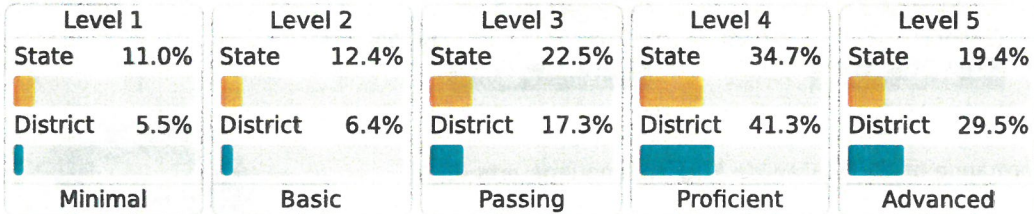
#### Math



#### English



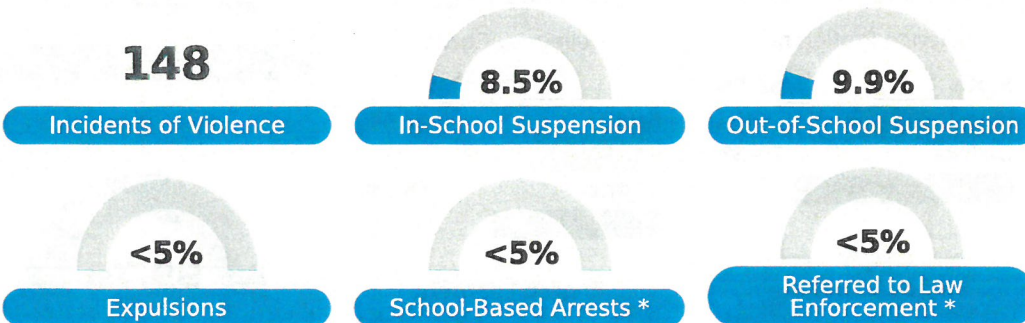
#### Science



### Student Assessment Participation

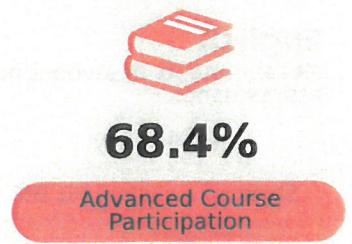
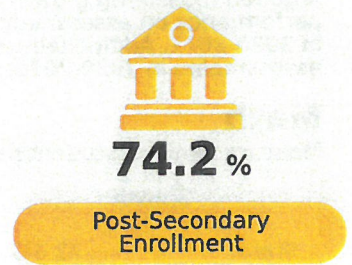
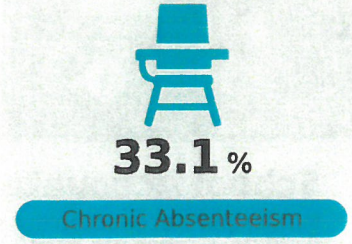


### Discipline



\* Source: 2017-2018 Civil Rights Data Collection

### Other Data





## Neshoba Central Elementary School

Neshoba County School District



1002 ST FRANCIS DRIVE  
Philadelphia, MS 39350



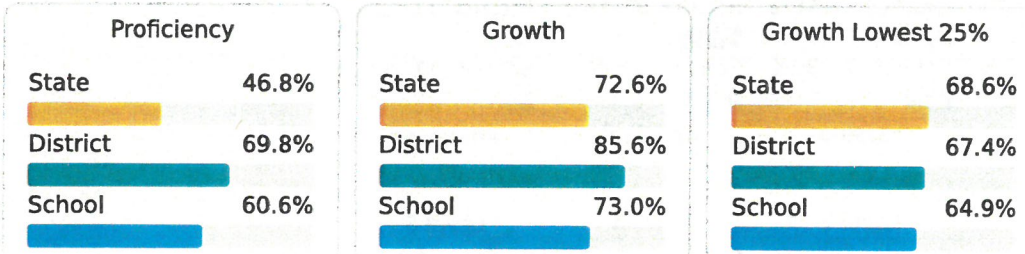
Tiffany Plott  
tplot@neshobacentral.com

### School Accountability Grade Components

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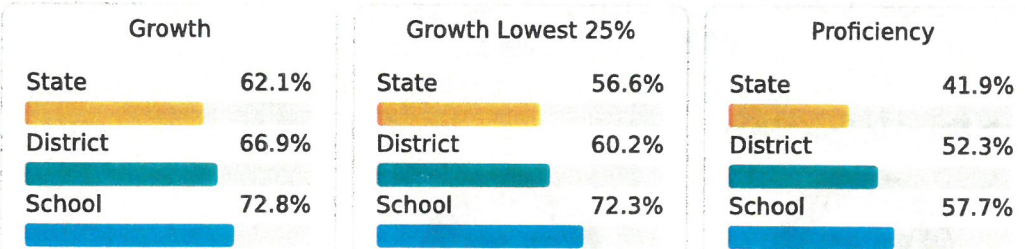
#### Math

Measurements of student performance on the statewide math assessment.



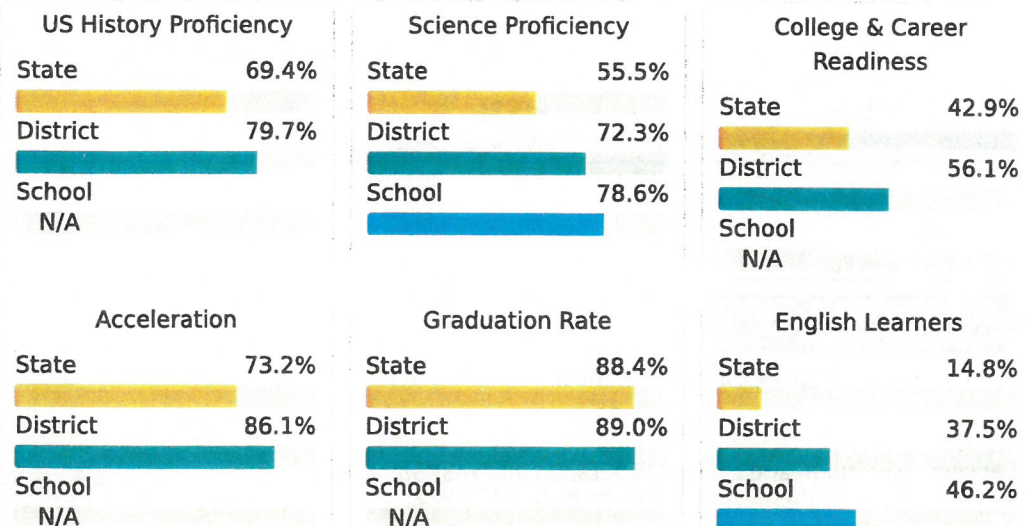
#### English

Measurements of student performance on the statewide English language arts (ELA) assessment.



#### Other Measures

Other measurements of student performance that factor into the accountability grade.



### Teacher Data

85.1

Teachers



86.1%

Experienced Teachers

1.0%

Provisional Teachers

100.0%

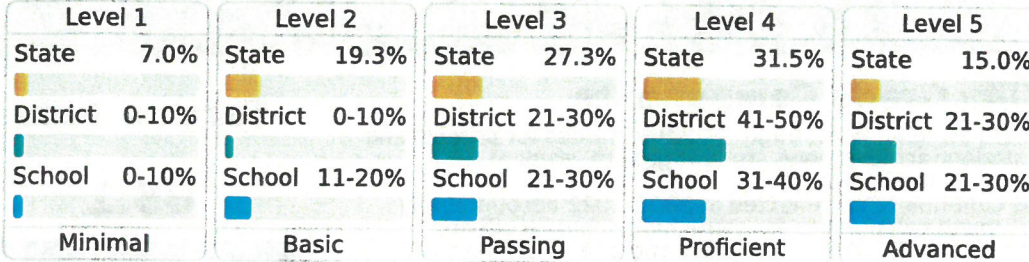
In-Field Teachers

**Detailed Assessment and Other Data**

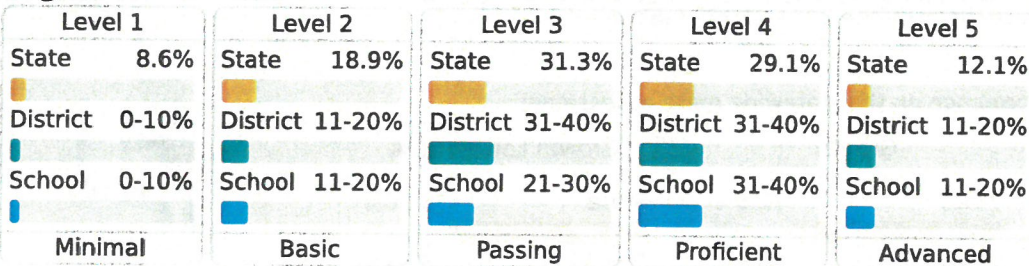
**Student Performance**

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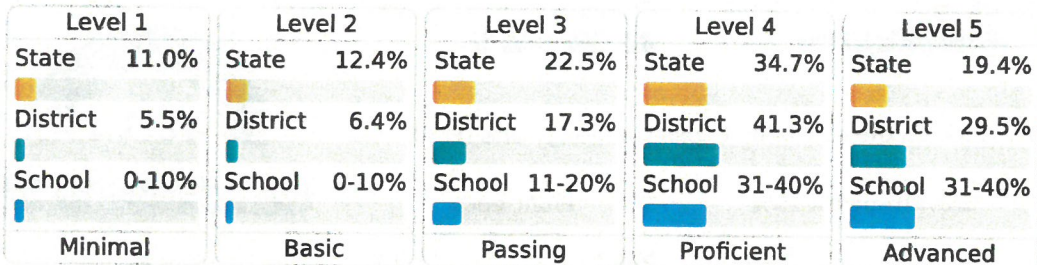
**Math**



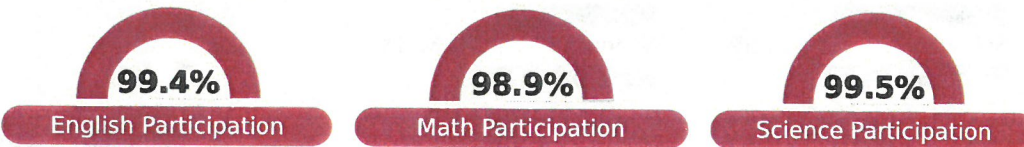
**English**



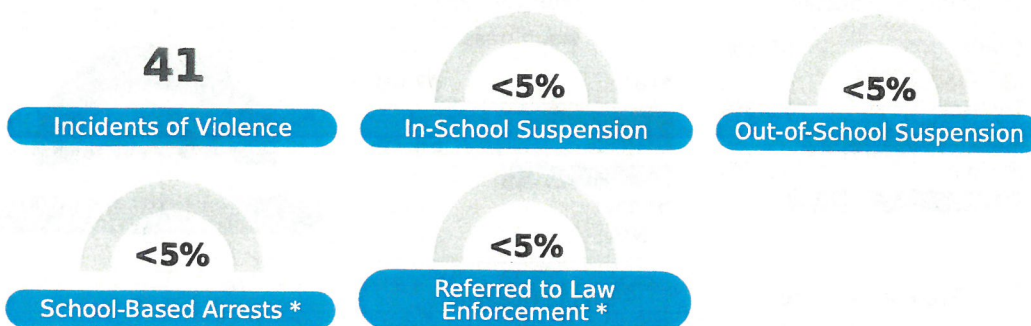
**Science**



**Student Assessment Participation**



**Discipline**



\* Source: 2017-2018 Civil Rights Data Collection

**Other Data**



**31.9%**

Chronic Absenteeism

# School Report Card 2021 - 2022

For more detailed information, please visit <https://msrc.mdek12.org>.

## **A** Neshoba Central Middle School Neshoba County School District

1000 St. Francis Drive  
Philadelphia, MS 39350

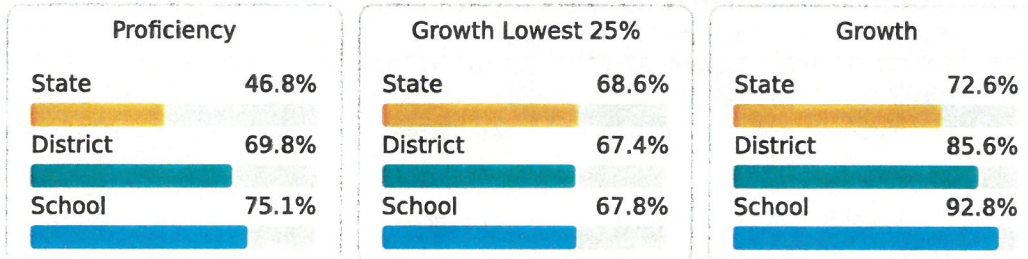
Jacob Drury  
jdrury@neshobacentral.com

### School Accountability Grade Components

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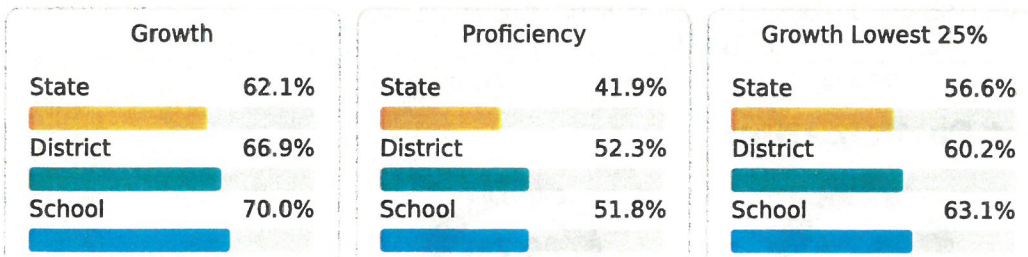
#### Math

Measurements of student performance on the statewide math assessment.



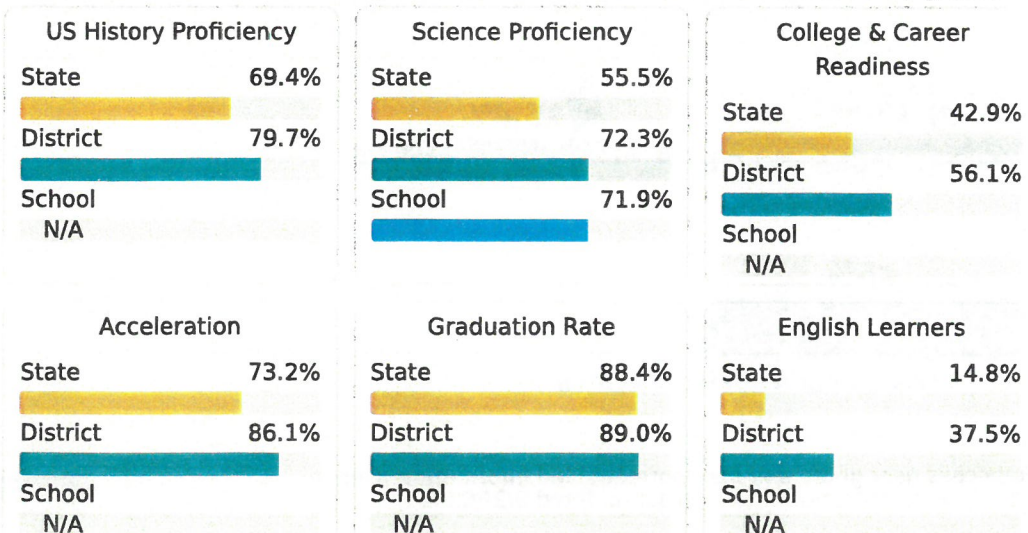
#### English

Measurements of student performance on the statewide English language arts (ELA) assessment.



#### Other Measures

Other measurements of student performance that factor into the accountability grade.



### Teacher Data

47.1

Teachers



72.7%

Experienced Teachers

2.6%

Provisional Teachers

100.0%

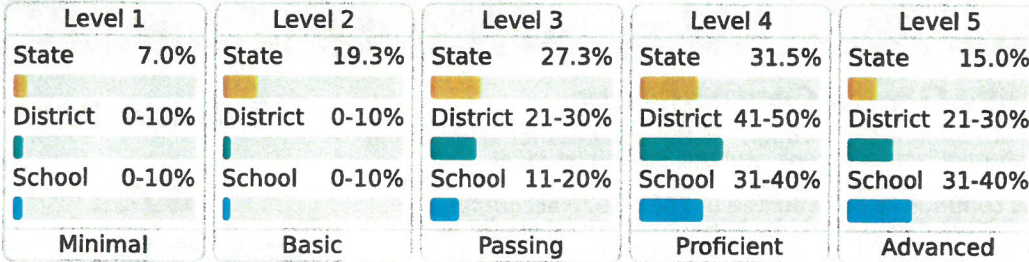
In-Field Teachers

## Detailed Assessment and Other Data

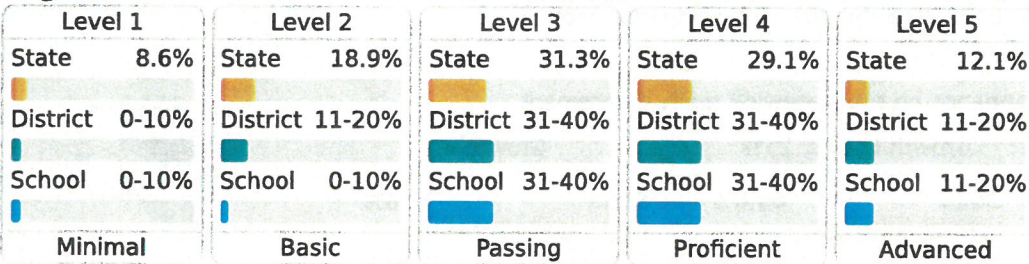
### Student Performance

The following information shows each level of student performance on statewide assessments.

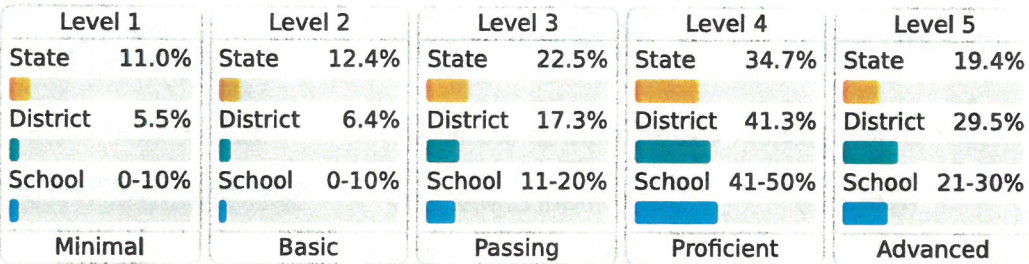
#### Math



#### English



#### Science



### Other Data



**29.3%**

Chronic Absenteeism

## Student Assessment Participation

98.6%

English Participation

98.7%

Math Participation

99.2%

Science Participation

## Discipline

70

Incidents of Violence

13.4%

In-School Suspension

19.4%

Out-of-School Suspension

<5%

School-Based Arrests \*

<5%

Referred to Law Enforcement \*

\* Source: 2017-2018 Civil Rights Data Collection



# School Report Card 2021 - 2022

For more detailed information, please visit <https://msrc.mdek12.org>.

## **B** Neshoba Central High School Neshoba County School District

1123 GOLF COURSE ROAD  
Philadelphia, MS 39350

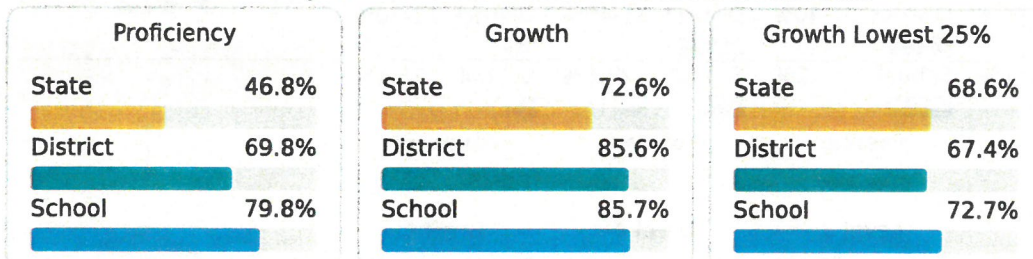
Jason Gentry  
jgentry@neshobacentral.com

### School Accountability Grade Components

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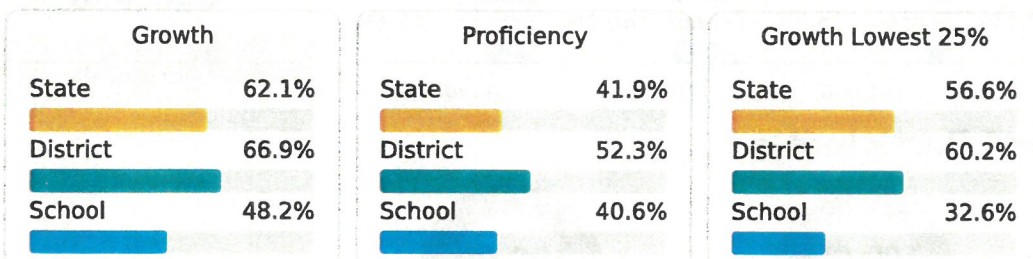
#### Math

Measurements of student performance on the statewide math assessment.



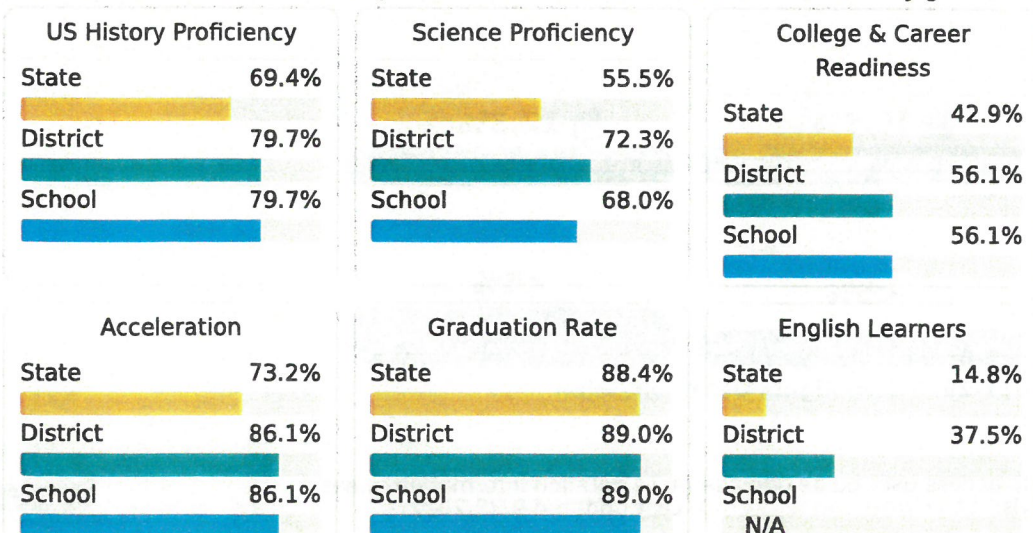
#### English

Measurements of student performance on the statewide English language arts (ELA) assessment.



#### Other Measures

Other measurements of student performance that factor into the accountability grade.



### Teacher Data

64.8

Teachers



88.7%

Experienced Teachers

8.2%

Provisional Teachers

98.9%

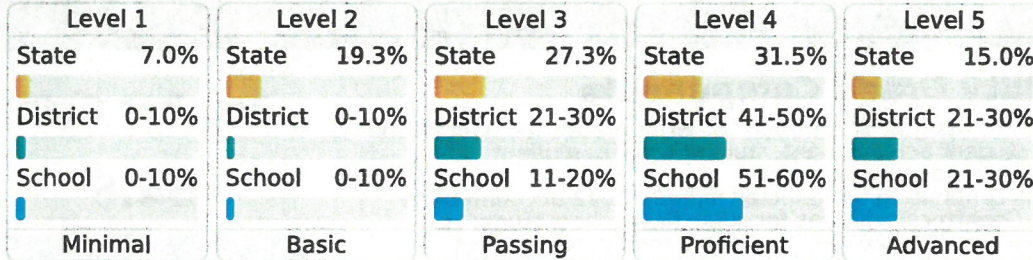
In-Field Teachers

## Detailed Assessment and Other Data

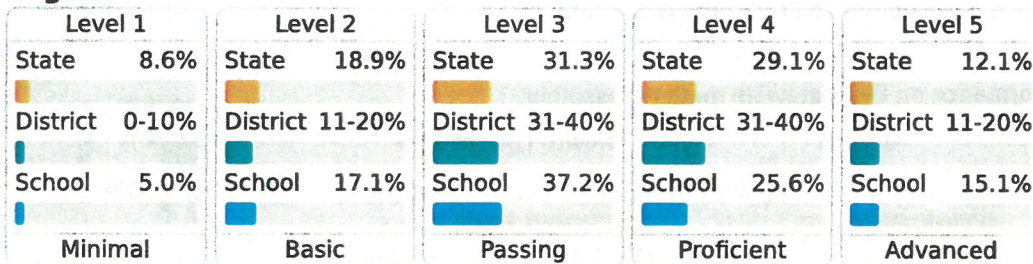
### Student Performance

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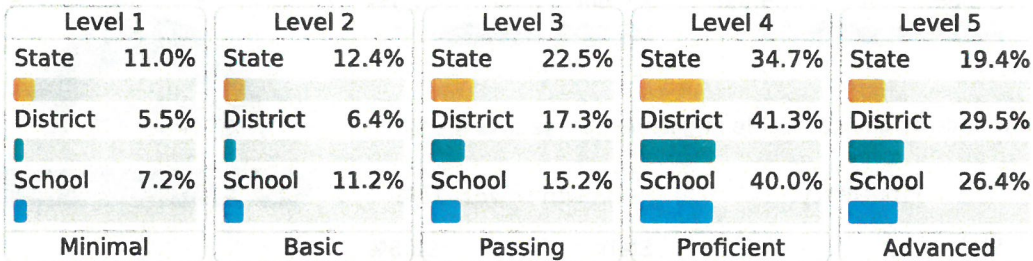
#### Math



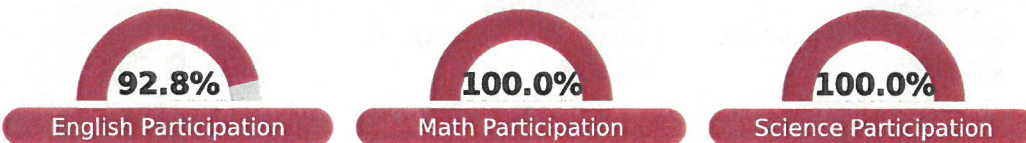
#### English



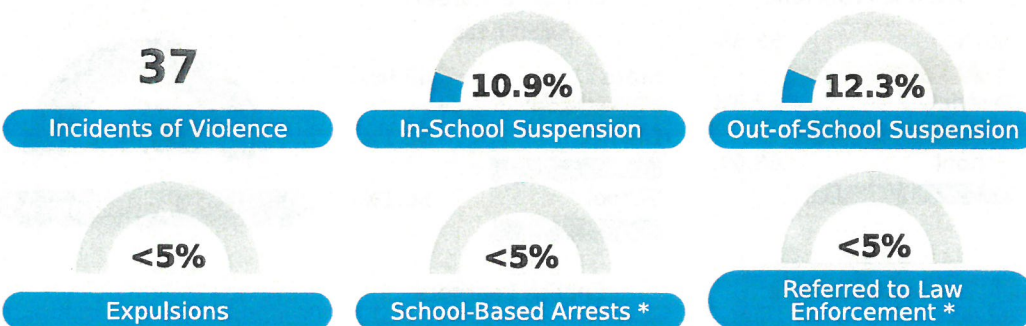
#### Science



## Student Assessment Participation

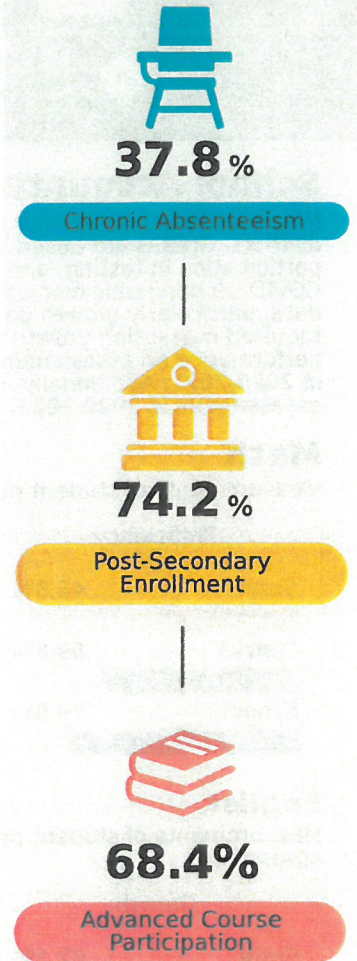


## Discipline



\* Source: 2017-2018 Civil Rights Data Collection

## Other Data



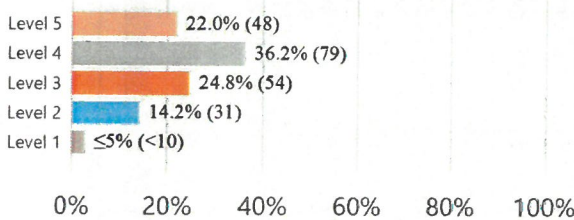


**Literacy Based Promotion Act Annual Report of Performance and Student Retention**

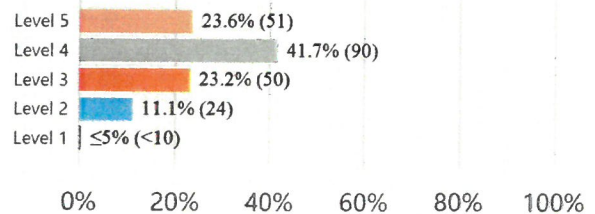
The Literacy Based Promotion Act (LBPA) was enacted to improve the reading skills of Kindergarten through Grade 3 students enrolled in public schools so that every student completing the 3rd grade is able to read at or above grade level. This report displays the components required under [MS Code 37-177-17](#) of the LBPA, which include the number and percentage of students: scoring at each performance level on the state assessment in reading and math, taking the alternative assessments (retest), being retained at each grade level Kindergarten through 8th grade, passing for good-cause exemptions; and any revised district policies for promotion and retention.

**District: Neshoba County School District(5000) School Year : 2021-2022**

**State Assessment - 3rd Grade ELA**

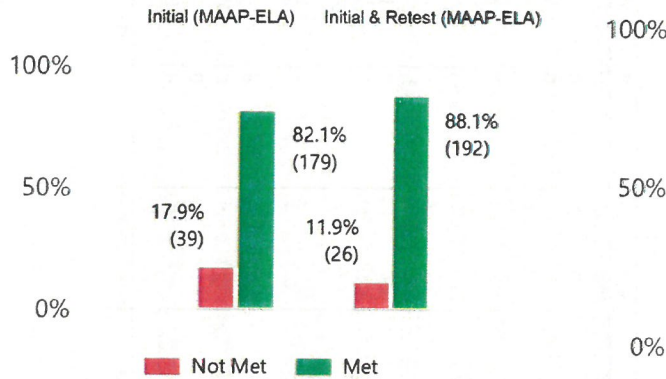


**State Assessment - 3rd Grade Math**

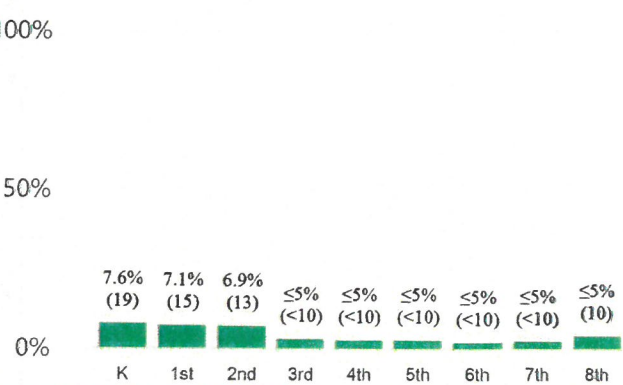


Level 4 and 5 indicate proficiency

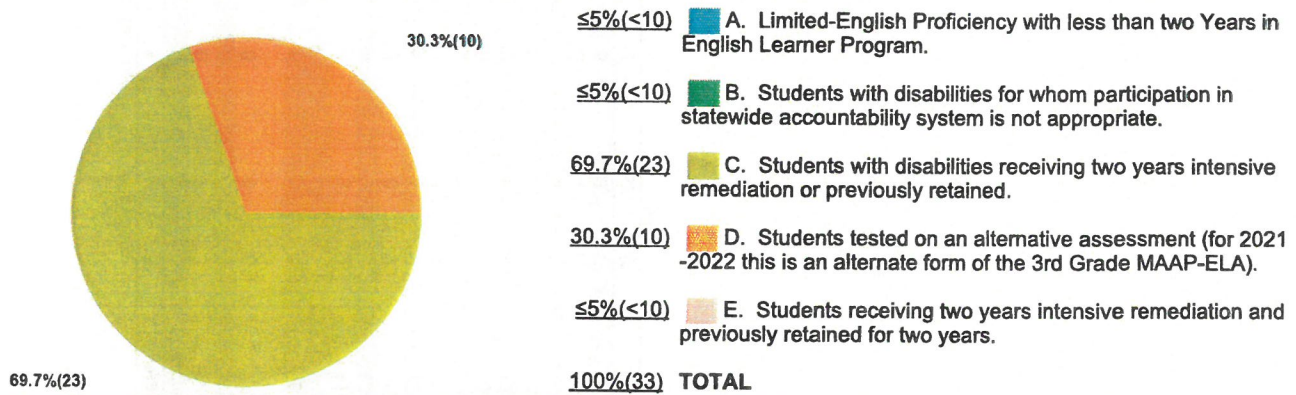
**3rd Grade Reading Assessment for Promotion**



**Students Retained K-8th**



**Students Promoted by Good Cause Exemption**



**Local School Board Promotion / Retention Policy:**

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/LBPA/5000>

**Policy Revision Date : 08/13/2018**

# Student Enrollment Breakdown

My Schools 10/05/2022 12:24 PM

Criteria: Neshoba County Schools  
 District: My Schools  
 School: 10/05/2022  
 Date:

ADA Grade	White		Black		Asian		American Indian		Pacific Islander		Hispanic		Male	Female	Total
	M	F	M	F	M	F	M	F	M	F	M	F			
Pre-Kindergarten	18	16	1	2	0	0	1	1	0	0	1	0	21	19	40
Kindergarten	103	73	16	26	1	0	6	10	0	0	1	3	127	112	239
Pre-Kindergarten Special Education	8	1	2	0	0	0	0	0	0	0	1	0	11	1	12
Elementary Self-Contained Special Education	10	5	3	3	0	0	3	0	0	0	0	0	16	8	24
Secondary Self-Contained Special Education	4	4	1	1	0	0	1	0	0	0	0	0	6	5	11
1st	83	85	23	27	2	1	4	21	0	0	3	2	115	136	251
2nd	71	74	20	23	1	0	11	13	0	0	3	4	106	114	220
3rd	67	62	20	15	1	0	10	10	0	0	0	2	98	89	187
4th	68	79	16	24	1	0	14	10	0	0	4	1	103	114	217
5th	71	69	23	19	1	2	7	13	0	0	3	1	105	104	209
6th	69	69	20	13	4	2	13	8	0	0	3	4	109	94	203
7th	73	83	17	21	0	2	13	23	0	0	3	4	106	133	239
8th	81	67	31	22	2	0	18	24	0	0	0	4	132	117	249
9th	77	86	20	27	1	1	20	21	0	0	3	7	121	142	263
10th	78	69	29	20	1	0	17	25	0	0	5	5	130	119	249
11th	53	75	16	28	0	0	19	24	0	0	4	2	92	129	221
12th	66	66	11	24	1	2	17	12	0	0	3	3	98	107	205
	1000	983	269	295	16	8	174	215	0	0	37	42	1496	1543	3039
	1983		564		24		389		0		79				

School	Type	Count
Neshoba Central Elementary School	Entry	2
Neshoba Central Middle School	Entry	0
Neshoba Central High School	Entry	1
School 500		0

# Student Enrollment Breakdown

**Criteria**  
 District: Neshoba County Schools  
 School: Neshoba Central Elementary School  
 Date: 10/05/2022

ADA Grade	White		Black		Asian		American Indian		Pacific Islander		Hispanic		Male	Female	Total
	M	F	M	F	M	F	M	F	M	F	M	F			
Pre-Kindergarten	18	16	1	2	0	0	1	1	0	0	1	0	21	19	40
Kindergarten	103	73	16	26	1	0	6	10	0	0	1	3	127	112	239
Pre-Kindergarten Special Education	8	1	2	0	0	0	0	0	0	0	0	0	11	1	12
Elementary Self-Contained Special Education	6	4	2	3	0	0	1	0	0	0	0	0	9	7	16
1st	83	85	23	27	2	1	4	21	0	0	3	2	115	136	251
2nd	71	74	20	23	1	0	11	13	0	0	3	4	106	114	220
3rd	67	62	20	15	1	0	10	10	0	0	0	2	98	89	187
4th	68	79	16	24	1	0	14	10	0	0	4	1	103	114	217
5th	71	69	23	19	1	2	7	13	0	0	3	1	105	104	209
	495	463	123	139	7	3	54	78	0	0	16	13	695	696	
	958		262		10		132		0		29		1391		

School: Neshoba Central Elementary School  
 Type: Entry  
 Count: 2

# Student Enrollment Breakdown

Criteria: Neshoba County Schools  
 District: Neshoba Central Middle School  
 School: Neshoba Central Middle School  
 Date: 10/05/2022

ADA Grade	White		Black		Asian		American Indian		Pacific Islander		Hispanic		Male	Female	Total
	M	F	M	F	M	F	M	F	M	F	M	F			
Elementary Education	4	1	1	0	0	0	2	0	0	0	0	0	7	1	8
6th	69	69	20	13	4	0	13	8	0	0	3	4	109	94	203
7th	73	83	17	21	0	2	13	23	0	0	3	4	106	133	239
8th	81	67	31	22	2	0	18	24	0	0	0	4	132	117	249
	227	220	69	56	6	2	46	55	0	0	6	12	354	345	
	447		125		8		101		0		18		699		
School	Type		Count												
Neshoba Central Middle School			0												

# Student Enrollment Breakdown

Criteria: Neshoba County Schools  
 District: Neshoba Central High School  
 School: Neshoba Central High School  
 Date: 10/05/2022

ADA Grade	White		Black		Asian		American Indian		Pacific Islander		Hispanic		Male	Female	Total
	M	F	M	F	M	F	M	F	M	F	M	F			
Secondary Self-Contained Special Education	4	4	1	1	0	0	1	0	0	0	0	0	6	5	11
9th	77	86	20	27	1	1	20	21	0	0	3	7	121	142	263
10th	78	69	29	20	1	0	17	25	0	0	5	5	130	119	249
11th	53	75	16	28	0	0	19	24	0	0	4	2	92	129	221
12th	66	66	11	24	1	2	17	12	0	0	3	3	98	107	205
	278	300	77	100	3	3	74	82	0	0	15	17	447	502	
	578		177		6		156		0		32	17	949		

School	Type	Count
Neshoba Central High School	Entry	1



# OFFICE OF Elementary & Secondary Education

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## Impact Aid Program



Many local school districts across the United States include within their boundaries parcels of land that are owned by the Federal Government or that have been removed from the local tax rolls by the Federal Government, including Indian lands. These school districts face special challenges — they must provide a quality education to the children living on the Indian and other Federal lands and meet the requirements of the Every Student Succeeds Act, while sometimes operating with less local revenue than is available to other school districts, because the Federal property is exempt from local property taxes.

Since 1950, Congress has provided financial assistance to these local school districts through the Impact Aid Program. Impact Aid was designed to assist local school districts that have lost property tax revenue due to the presence of tax- exempt Federal property, or that have experienced increased expenditures due to the enrollment of federally connected children, including children living on Indian lands. The Impact Aid law (now Title VII of the Elementary and Secondary Education Act of 1965 (ESEA)) provides assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties and, to a lesser extent, concentrations of children who have parents in the uniformed services or employed on eligible Federal properties who do not live on Federal property.

In past years, over 93 percent of the appropriated funds were targeted for payment to school districts based on an annual count of federally connected school children. Slightly more than 5 percent assists school districts that have lost significant local assessed value due to the acquisition of property by the Federal Government since 1938. Funds are also available for formula construction grants.

The Impact Aid law (now Title VII of the Elementary and Secondary Education Act of 1965) has been amended numerous times since its inception in 1950. The program continues, however, to support local school districts with concentrations of children who reside on Indian lands, military bases, low-rent housing properties, and other Federal properties, or have parents in the uniformed services or employed on

### Contact Information

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Impact Aid Program  
U.S. Department of Education  
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Washington, DC 20202-6244

202-260-3856

E-mail

### Resources

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eligible Federal properties. The law refers to local school districts as local educational agencies (LEAs).

## How do school districts use Impact Aid?

Most Impact Aid funds, except for the additional payments for children with disabilities and construction payments, are considered general aid to the recipient school districts; these districts may use the funds in whatever manner they choose in accordance with their local and State requirements. Most recipients use these funds for current expenditures, but recipients may use the funds for other purposes such as capital expenditures. Some Impact Aid funds must be used for specific purposes. All payments are distributed by wire transfer directly to the bank accounts of school districts.

School districts use Impact Aid for a wide variety of expenses, including the salaries of teachers and teacher aides; purchasing textbooks, computers, and other equipment; after-school programs and remedial tutoring; advanced placement classes; and special enrichment programs. Payments for Children with Disabilities must be used for the extra costs of educating these children.

## Impact Aid Program Components

### Payments for Federal Property (Section 7002)

#### Basic Support Payments (Section 7003(b))

Basic Support Payments help local school districts that educate federally connected children. These may be the children of members of the uniformed services, children who reside on Indian lands, children who reside on Federal property or in federally subsidized low-rent housing, and children whose parents work on Federal Property. In general, to be eligible for assistance a local school district must educate at least 400 such children in average daily attendance, or the federally connected children must make up at least 3 percent of the school district's total average daily attendance. Heavily Impacted Districts that enroll certain percentages of federally connected children and meet other specific statutory criteria, receive increased formula payments under Section 7003(b)(2).

#### Children With Disabilities Payments (Section 7003(d))

#### Construction Grants (Section 7007)

Payments for Federal Property – Section  
7002

Payments for Federally Connected  
Children – Section 7003

Discretionary School Construction  
Payments – Section 7007(b)

Facilities Maintenance – Section 7008

