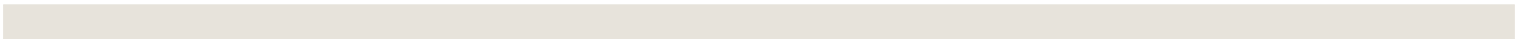




Texas Education Agency  
 2023 Federal Report Card  
 ROY LEE WALKER EL (043907115) - MCKINNEY ISD - COLLIN COUNTY

State ESSA Goals (Middle Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)







Texas Education Agency  
2023 Federal Report Card  
ROY LEE WALKER EL (043907115) - MCKINNEY ISD - COLLIN COUNTY

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

(cc)





Texas Education Agency  
 2023 Federal Report Card  
 ROY LEE WALKER EL (043907115) - MCKINNEY ISD - COLLIN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	35%	46%	70%	20%	85%	75%	-	*	*	44%	45%	74%	33%	78%	*	74%	65%	-	-	-	*
	CWD	23%	29%	33%	*	*	33%	-	*	*	*	*	33%	33%	-	*	33%	33%	-	-	-	-
	CWOD	37%	50%	78%	*	92%	80%	-	*	-	60%	50%	82%	-	78%	*	81%	74%	-	-	-	*
	EL	22%	22%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	39%	52%	74%	*	100%	79%	-	*	*	60%	40%	<b>79%</b>	33%	81%	*	74%	-	-	-	-	*
	Female	30%	41%	65%	*	60%	70%	-	*	-	*	50%	68%	33%	<b>74%</b>	*	-	65%	-	-	-	-

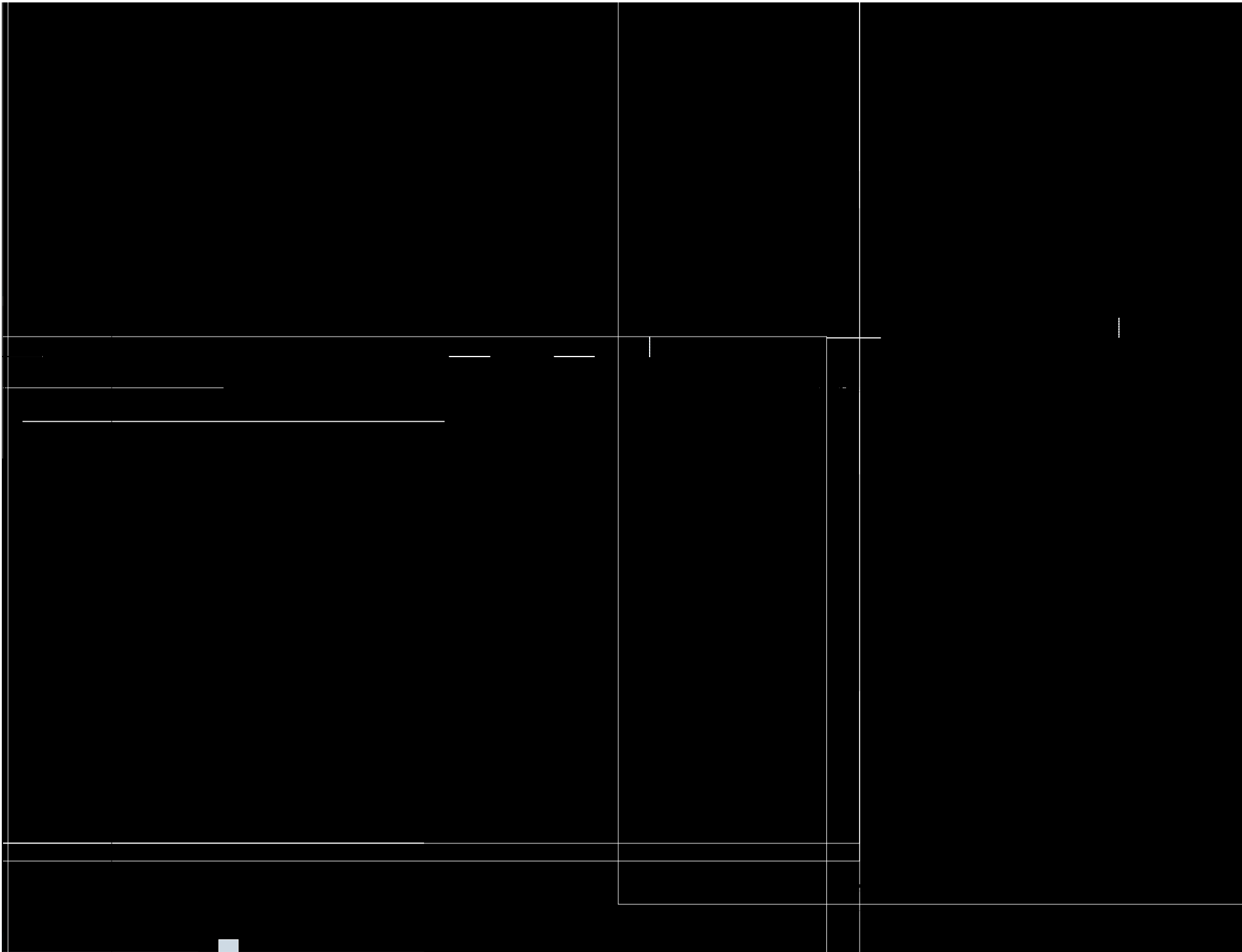


Texas Education Agency  
 2023 Federal Report Card  
 ROY LEE WALKER EL (043907115) - MCKINNEY ISD - COLLIN COUNTY

Category	Subcategory	State	Local	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mat	Students	21%	19%	60%	69%	67%	-	*	*	44%	45%	68%	40%	71%	*	72%	58%	-	-	-	*
	CWD	8%	10%	*	*	33%	-	*	*	*	*	42%	40%	-	*	50%	33%	-	-	-	-
	CWOD	23%	34%	*	75%	71%	-	*	-	60%	50%	73%	-	71%	*	76%	65%	-	-	-	*
	EL	4%	13%	*	-	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	3%	33%	72%	*	88%	71%	-	*	*	60%	40%	70%	71%	*	76%	65%	-	-	-	*





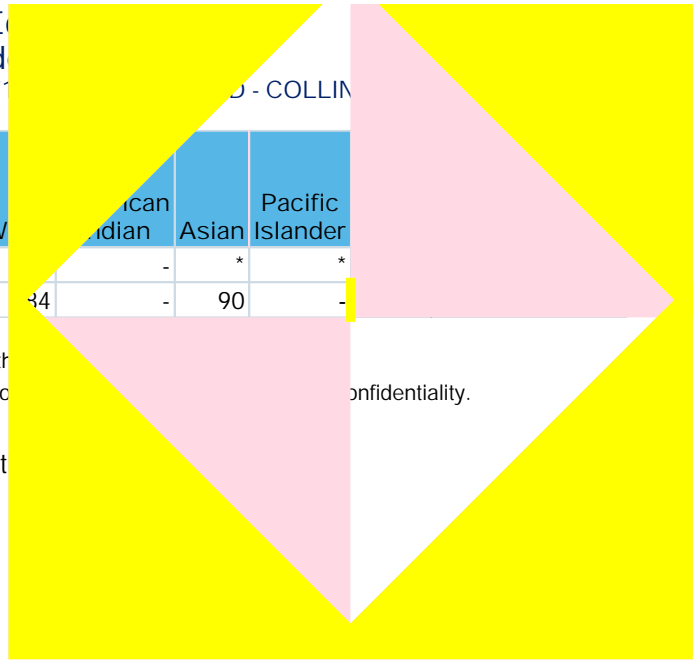


	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander
Male	87	*	84	-	-	*	*
Female	82	50	72	34	-	90	-

- Indicates there are no students in the category.  
 \* Indicates results are masked due to confidentiality.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for t



Texas Education Agency  
 2023 Federal Report Card  
 ROY LEE WALKER EL (043907115) - MCKINNEY ISD - COLLIN COUNTY

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	68	51	65	70	-	69	*	61	51	47	39
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)


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Texas Education Agency  
 2023 Federal Report Card  
 ROY LEE WALKER EL (043907115) - MCKINNEY ISD - COLLIN COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	Y	N	Y	N		N		Y	N	N	
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											Y
Long-Term Goals											55%
Target Met											Y
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.0%	90.2%	83.1%	80.1%



Texas Education Agency  
2023 Federal Report Card  
ROY LEE WALKER EL (043907115) - MCKINNEY ISD - COLLIN COUNTY

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	0%	0%	0%	1%	-	0%	*	0%	0%	1%	0%	1%	0%	1%	0%	-
	CWD	0%	*	0%	0%	-	*	*	0%	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	0%	1%	-	0%	-	0%	0%	1%	-	1%	0%	1%	0%	-
	EL	0%	-	*	0%	-	*	-	-	*	0%	*	0%	0%	*	0%	-
	Male	1%	*	0%	1%	-	0%	*	0%	0%	1%	0%	1%	*	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	1%	-	0%	*	0%	0%	1%	0%	1%	0%	1%	0%	-
	CWD	0%	*	0%	0%	-	*	*	0%	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	0%	1%	-	0%	-	0%	0%	1%	-	1%	0%	1%	0%	-
	EL	0%	-	*	0%	-	*	-	-	*	0%	*	0%	0%	*	0%	-
	Male	1%	*	0%	1%	-	0%	*	0%	0%	1%	0%	1%	*	1%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	1%	0%	0%	2%	-	*	*	0%	0%	1%	0%	1%	*	2%	0%	-
	CWD	0%	*	*	0%	-	*	*	*	*	0%	0%	-	*	0%	0%	-
	CWOD	1%	*	0%	2%	-	*	-	0%	0%	2%	-	1%	*	3%	0%	-
	EL	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-
	Male	2%	*	0%	4%	-	*	*	0%	0%	3%	0%	3%	*	2%	-	-
	Female	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	*	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

Part (viii): Civil Rights Data  
Part (viii)(I)







Texas Education Agency  
 2023 Federal Report Card  
 ROY LEE WALKER EL (043907115) - MCKINNEY ISD - COLLIN COUNTY

	Total
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	-11
On the basis of race	-11
On the basis of disability	-11
On the basis of sexual orientation	-11
On the basis of religion	-11

Part (viii)(II)

Texas Education Agency  
2023 Federal Report Card  
ROY LEE WALKER EL (043907115) - MCKINNEY ISD - COLLIN COUNTY

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.1	15.0%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2024.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	7,391	2%	42	2%	-	-
Mathematics	7,386	2%	42	2%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	39	2%	-	-
Mathematics	7,293	2%	39	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	44	3%	-	-
Mathematics	6,825	2%	44	3%	-	-
Science	6,820	2%	44	3%	-	-
<b>Grade 6</b>						
Reading	6,480	2%	39	2%	-	-
Mathematics	6,481	2%	39	2%	-	-
<b>Grade 7</b>						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 8						
Reading	6,168	1%	38	2%	-	-
Mathematics	6,162	2%	38	3%	-	-
Science	6,163	1%	38	2%	-	-
End of Course						
English I	6,032	1%	26	1%	-	-
English II	5,771	1%	27	1%	-	-
Algebra I	6,015	1%	26	1%	-	-
Biology	6,041					



State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

**Part (xiv): Additional Information - Chronic Absenteeism**

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	13%	12%	11%								