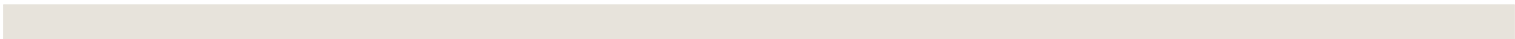




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| State ESSA Goals (Middle Schools) |              |                  |          |       |                 |       |                  |                   |             |              |                       |
|-----------------------------------|--------------|------------------|----------|-------|------------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





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Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. English Language Learners: STAAR English Language Proficiency Score: STAAR English Language Proficiency Score: STAAR English Language Proficiency Score: STAAR English Language Proficiency Score: STAAR English Language Proficiency Score
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's sys du2

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(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)





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|         |              | 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       | <b>30%</b> | <b>41%</b> | <b>65%</b> | *                | 60%      | 70%   | -               | *     | -                | *                 | 50%         | 68%             | <b>33%</b> | <b>74%</b> | *  | -    | 65%    | -       | -        | -           | -        |   |

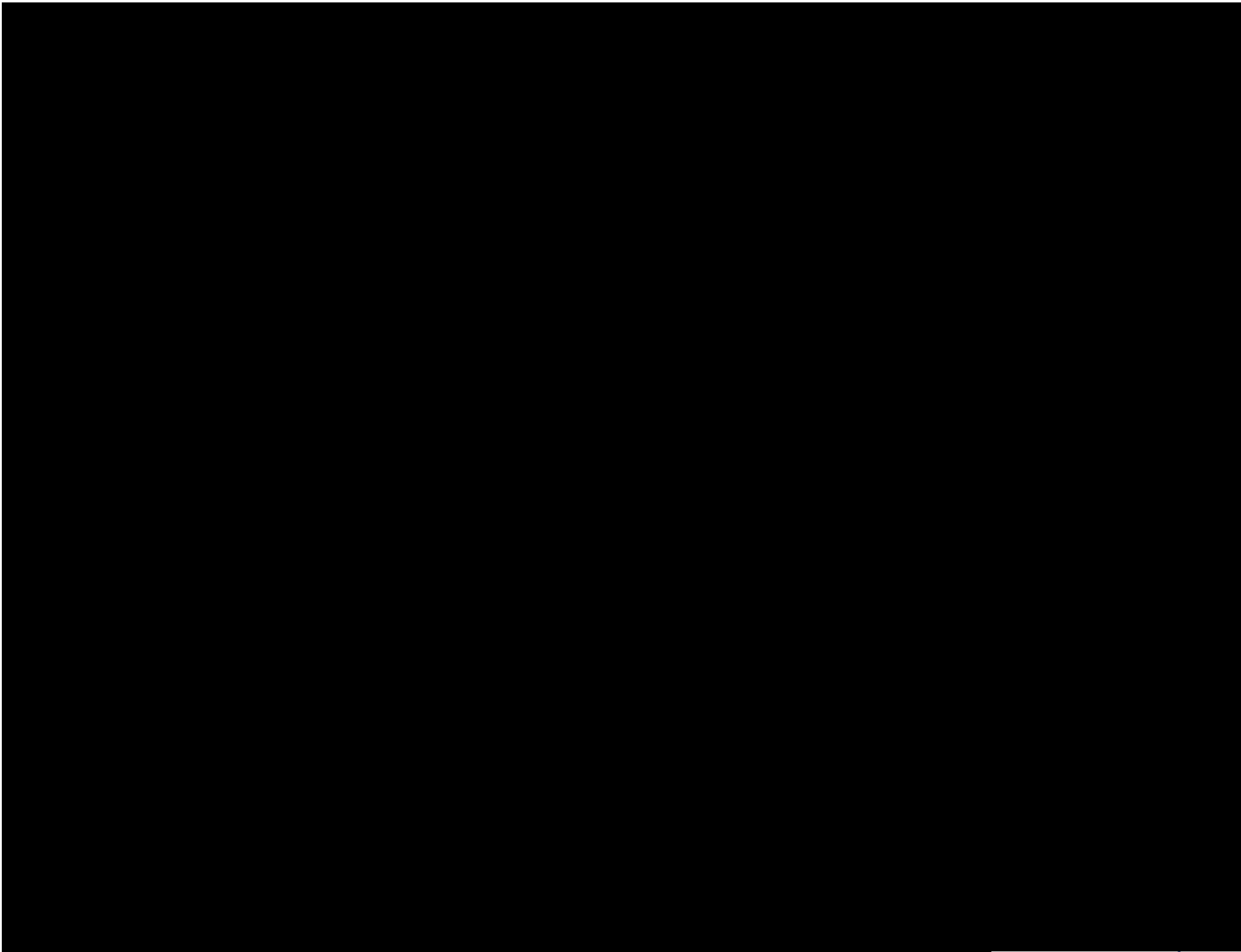


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|     |             | State     | Local      | African American | Hispanic | White      | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female     | Migrant | Homeless | Foster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







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|        | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|--------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|----|
| Male   | 87           | *                | 84       | 86    | -               | *     | *                | 78                | 106         | 77  | *  |
| Female | 82           | 50               | 72       | 84    | -               | 90    | -                | 110               | 66          | 104 | *  |

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2022.



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**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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|   | 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%            |                   |             |       |      |



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|                      |              | 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)







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|  | 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)

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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:<br>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%      |       |                 |       |                  |                   |             |     |    |