

Texas Education Agency  
2023 Federal Report Card  
MCKINNEY NORTH H S (043907004) - MCKINNEY ISD - COLLIN COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (not applicable to

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State ESSA Goals (Elementary Schools)										
	All Students									

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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. ELP Indicator: English Learner Language Proficiency Status
- 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 system for meaningfully differentiating all public schools in the State, including --  
 (aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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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) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

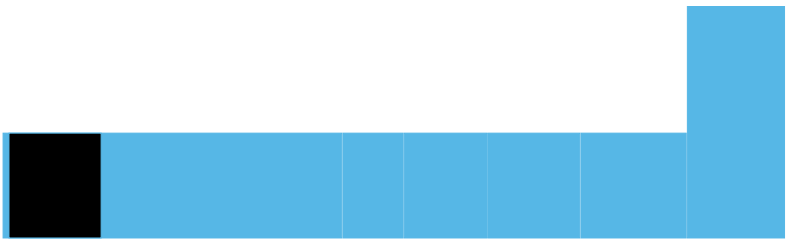
Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or



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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
Biology	All Students	54%	71%	75%	56%	68%	87%	*	89%	*	77%	54%	86%	34%	83%	44%	71%	79%	-	40%	-	80%
	CWD	27%	34%	34%	29%	28%	40%	-	*	-	*	15%	55%	34%	-	18%	42%	12%	-	-	-	*
	CWOD	58%	78%	83%	64%	80%	92%	*	88%	*	83%	66%	91%	-	83%	50%	79%	86%	-	40%	-	*
	EL	29%	37%	44%	*	44%	*	-	64%	-	-	43%	50%	18%	50%	44%	44%	43%	-	-	-	-
	Male	53%	69%	71%	52%	64%	86%	-	88%	*	71%	53%	83%	42%	79%	44%	71%	-	-	50%	-	*
	Female	55%	73%	79%	62%	74%	88%	*	89%	-	83%	56%	89%	12%	86%	43%	-	79%	-	*	-	*

STAAR Percent at











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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	61	49	54	70	*	78	47	59	46	28	38
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	64%	57%	54%	72%	-	64%	-	71%	48%	87%	43%

- 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y	Y	Y	Y		Y		Y	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y	Y		Y		Y	Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	Y	Y	Y	Y		Y		N	N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	Y	N	N	Y		N		N	N	N	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y	Y	Y	Y		Y		Y	Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y	Y	Y	Y		Y		Y	Y	N	Y
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	Y										

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		CWD	EL +
Target Met	Y	Y	N	Y		Y		N		N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
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	Y	Y	Y	Y		N		Y	Y	N	Y
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y	Y	Y	Y		N		Y	Y	N	Y
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N	Y	Y	N		N		N	Y	N	N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N	N	N	N		N		N	N	N	N

Blank cell indicates there are no data available in the group.

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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	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	99%	99%	99%	99%	-	100%	*	100%	99%	99%	99%	99%	100%	100%	99%	-
	CWD	99%	97%	100%	100%	-	*	*	100%	98%	100%	99%	-	100%	100%	97%	-
	CWOD	99%	100%	99%	99%	-	100%	*	100%	99%	99%	-	99%	100%	100%	99%	-
	EL	100%	-	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	99%	100%	-	100%	*	100%	99%	100%	100%	100%	100%	100%	-	-
	Female	99%	98%	100%	98%	-	100%	*	100%	99%	99%	97%	99%	100%	-	99%	-
Science	All Students	97%	96%	100%	97%	*	92%	*	96%	97%	97%	96%	98%	97%	97%	97%	-
	CWD	96%	96%	100%	92%	-	*	-	*	94%	98%	96%	-	92%	97%	92%	-
	CWOD	98%	97%	100%	98%	*	93%	*	96%	98%	97%	-	98%	98%	97%	98%	-
	EL	97%	*	100%	*	-	85%	-	-	100%	83%	92%	98%	97%	97%	96%	-
	Male	97%	98%	100%	97%	-	90%	*	93%	98%	97%	97%	97%	97%	97%	-	-
	Female	97%	94%	100%	97%	*	95%	-	100%	96%	98%	92%	98%	96%	-	97%	-
SAT/ACT All Subjects	All Students	95%	96%	97%	95%	-	85%	*	94%	94%	95%	*	95%	67%	95%	94%	-
	CWD	*	-	-	-	-	*	-	-	-	*	*	-	*	*	-	-
	CWOD	95%	96%	97%	95%	-	88%	*	94%	94%	95%	-	95%	*	95%	94%	-
	EL	67%	-	*	-	-	*	-	-	*	60%	*	*	67%	*	*	-
	Male	95%	100%	96%	97%	-	79%	*	92%	95%	95%	*	95%	*	95%	-	-
	Female	94%	94%	100%	93%	-	92%	-	*	94%	95%	-	94%	*	-	94%	-
Non-Participation Rate																	
All Subjects	All Students	1%	1%	0%	1%	*	2%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-
	CWD	1%	2%	0%	2%	-	10%	*	0%	2%	1%	1%	-	2%	1%	2%	-
	CWOD	1%	1%	0%	1%	*	2%	0%	1%	1%	1%	-	1%	0%	1%	1%	-
	EL	1%	0%	0%	0%	-	5%	-	-	0%	3%	2%	0%	1%	1%	1%	-
	Male	1%	0%	0%	1%	-	3%	0%	1%	1%	1%	1%	1%	1%	1%	-	-
	Female	1%	2%	0%	1%	*	1%	*	0%	1%	1%	2%	1%	1%	-	1%	-
Reading	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-



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Category	Students	Students with Disabilities
Indian or Alaska		
Pacific		
Two or more		
Students		

0  
0





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	Total
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) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		

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Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	17.9	12.6%
Teachers Teaching with Emergency or Provisional Credentials	2.7	2.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.4	4.7%

- 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




State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	51%	52%	41%	54%	*	74%	-	44%	42%	16%	41%
In-State Private Institutions	3%	*	*	3%	-	-	-	*	*	*	-
Out-of-State Institutions	15%	18%	8%	19%	-	*	*	-	9%	*	-

- Indicates there are no students in the group.

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

**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									