

Area Two Assessment for Children, Youth, Education, and After-School Needs in District One and East McKinney

Executive Summary

District 1 has a substantial family and youth service base: the City of McKinney's district dashboard reports roughly 56,876 residents, 19,969 households, an average household size of 2.8, and a median age of 35 in District 1. In the East McKinney neighborhood study, children and youth make up a notably large share of residents: 18.6% are ages 0–9 and 16.9% are ages 10–19, meaning more than 35% of East McKinney residents are younger than 20 and almost 59% are younger than 35. Together, those indicators support treating East McKinney as a youth-serving geography rather than a marginal subset of McKinney. [1]

The school-level evidence shows that need is not just demographic; it is academic and structural. Finch Elementary is a Title I bilingual campus serving about 350 students and has a 2025 campus accountability rating of C; its campus plan identifies weak performance in several tested grades, including fourth-grade math with 51% at Approaches, 20% at Meets, and 3% at Masters. Webb Elementary is a Title I campus serving about 475 students, with 61% of students economically disadvantaged, 35% identified as at-risk, 27% identified as limited English proficient, and a 2025 accountability rating of D; the campus plan reports that up to 81.7% of fifth graders were projected off track in math on MAP, nearly 37% of grades 3–5 students did not meet STAAR expectations, and 64% of Spanish-tested students did not meet STAAR benchmarks. Slaughter Elementary is stronger overall, but still serves a sizable economically disadvantaged and bilingual student population. Faubion Middle School and McKinney North High School demonstrate that East-side students continue into larger secondary campuses where leadership, mentoring, transition support, and college/career readiness remain important, even when overall campus ratings are stronger. [2]

Existing youth programming does not eliminate the need. McKinney ISD's Club 360 after-school program is limited to elementary grades, operates only on regular school days from 3:20 p.m. to 6:30 p.m., no longer offers drop-in service, and reports waitlists at full-capacity sites. Boys & Girls Clubs of Collin County's McKinney branch offers broader hours and summer programming from its East-side site at 701 S. Church Street, but its transportation list is limited and does not include every East McKinney elementary campus shown in the sources, most notably Webb. That means East McKinney has existing youth services, but not comprehensive, guaranteed, school-linked tutoring, mentoring, leadership development, and family engagement coverage across the full elementary-to-teen pipeline. [3]

For LOVE All Foundation, the evidence supports a program model centered on after-school tutoring, mentoring, summer learning, youth leadership, literacy/STEM enrichment, and family engagement. The strongest justification is not that East McKinney has no youth

services, but that the neighborhood has a large youth population, multiple campuses with concentrated need, documented academic and attendance concerns, and clear access/capacity gaps in the programs currently available. [4]

Key Findings

East McKinney is young. More than one-third of residents are under age 20, and nearly three in five are under age 35. That is a strong baseline indicator for sustained demand for tutoring, after-school programming, summer learning, and family-serving educational supports. [5]

The elementary schools most closely tied to East McKinney in the sources reviewed show concentrated need. Finch is a Title I bilingual campus with very high economic disadvantage in TEA comparison data. Webb is a Title I campus with high economic disadvantage, a substantial at-risk share, limited-English-proficient students, homelessness, and a D accountability label in the 2025 school report card. Slaughter performs better overall, but still serves a large economically disadvantaged and emergent bilingual student body. [6]

The academic case for intervention is especially strong at Finch and Webb. Finch's campus plan shows weak grade-level performance in several tested areas, especially fourth-grade math and fifth-grade science. Webb's campus plan documents serious math and subgroup concerns and explicitly says that targeted interventions are urgently needed, especially for mathematics, bilingual students, and other underperforming subgroups. [7]

Existing after-school infrastructure is partial, not comprehensive. Club 360 is elementary-only, time-limited, school-year only, and under capacity pressure. BGCCC's McKinney branch provides valuable extended-hour and summer programming, but the pickup list is selective and campus-dependent. This supports the case that LOVE All would fill a targeted gap rather than duplicate a fully sufficient service system. [3]

The need continues beyond elementary school. Faubion Middle School serves more than 1,000 students and TEA comparison data shows substantial economic disadvantage, emergent bilingual enrollment, mobility, and special education participation. McKinney North High School performs strongly overall, but its high school data still point to the importance of college/career readiness, youth leadership, and transition support for economically disadvantaged students. [8]

Detailed Analysis

The most defensible way to define the educational need in District 1 is to combine City of McKinney District 1 demographic data with East McKinney neighborhood and campus-level school data. The city dashboard establishes the service scale in District 1, while the East McKinney preservation study and McKinney ISD/TEA sources make the youth, school, and program need visible at a finer level. MISD does not publish a ready-made "District 1 only" school performance rollup in the reviewed sources, so the analysis relies on the

East-side campus cluster most directly associated with East McKinney in MISD materials and local service listings: Finch, Webb, Slaughter, Faubion, and McKinney North. This is an analytic approximation, but it is grounded in the official district feeder/attendance materials, campus locations, and youth program pickup lists. [9]

The demographic case is straightforward. District 1 contains a large number of households, and East McKinney has a youth-heavy age profile. In practical terms, that means any family-centered nonprofit operating in East McKinney is not serving a small niche population; it is operating in a part of the city where a large share of residents are either children, teens, or young families. That matters because after-school programs are typically most effective when they are embedded in places with a dense child-and-parent presence, and East McKinney fits that pattern. [1]

The school evidence sharpens the need. Finch Elementary's Title I and bilingual status, high economic disadvantage, and C accountability rating suggest a campus where out-of-school instructional support can matter. Its campus plan shows that several tested grades remain fragile, especially fourth-grade math and fifth-grade science, and the plan also notes that family engagement is difficult because many families are working multiple jobs. That combination is important for LOVE All: students need extra academic time, and caregivers may have less flexibility to provide or purchase it on their own. [10]

Webb Elementary presents an even stronger need signal. It is a Title I campus with a D accountability rating, and its campus plan documents concentrated barriers: 61% economically disadvantaged, 35% at-risk, 27% limited English proficient, 21% special education, 2% homeless, and 94% attendance in 2023–24. The same plan reports serious math and STAAR concerns, including up to 81.7% of fifth graders projected off track on MAP in mathematics, nearly 37% of students in grades 3–5 not meeting expected STAAR standards, and 64% of Spanish-tested students not meeting STAAR benchmarks. Webb also identifies attendance improvement, extra support for economically disadvantaged and at-risk students, English learner support, and additional parent inclusion as priorities. That is exactly the kind of evidence funders expect to see in a need statement for tutoring, mentoring, literacy/STEM enrichment, and family engagement. [11]

Slaughter Elementary shows that not every East-side campus is in crisis, but that does not weaken the case for services. Slaughter serves more than 500 students and includes bilingual and emergent bilingual learners; TEA comparison data show 50.2% economic disadvantage and 32.7% EB enrollment. Its 2025 school report card shows a B overall rating with stronger school progress and closing-the-gaps performance than Finch or Webb. For a needs assessment, that matters in a good way: it suggests East McKinney programming should not be framed only as remediation. Some students need intensive tutoring, while others need enrichment, mentoring, leadership, and strong after-school structure that helps keep them on a positive trajectory. [12]

Secondary campuses add another layer. Faubion Middle School's comparison-group data show 1,033 students, 43.8% economically disadvantaged, 18.1% emergent bilingual, a 15.6% mobility rate, and 19.1% special education participation. McKinney North High

School is academically stronger overall, but its data still point to the importance of youth development supports: 2025 STAAR performance was 90% at Approaches, 70% at Meets, and 26% at Masters across tested subjects; 4-year graduation for the class of 2024 was 99.6%; and 2024 college, career, and military readiness was 96% overall and 94% for economically disadvantaged students. Those are positive outcomes, but they do not eliminate the need for middle-school mentoring, youth leadership, and college/career exposure for East McKinney youth. Instead, they show what a strong pathway can look like if students are supported across transitions. [13]

Existing programs are useful but incomplete. MISD Club 360 provides after-school care only during the school year, only for elementary students, only on regular school days, and no longer allows drop-in participation; the district also states that waitlists are populated at sites at full capacity. BGCCC’s McKinney branch, located at 701 S. Church Street in the East-side area, provides school-year and summer hours and transports youth from several campuses, including Finch, Slaughter, Faubion, and McKinney North, but the pickup list is selective and explicitly subject to change based on transportation and enrollment. The list provided in the source does not include Webb. Taken together, these facts support an inference that East McKinney families face a mix of coverage, transportation, grade-span, and capacity gaps rather than an absolute absence of services. [3]

Data

Demographic context

Geography or indicator	Value	Why it matters for Area 2	Source
District 1 total population	56,876	Shows the scale of the service area	[14]
District 1 households	19,969	Indicates the family base for parent and youth programs	[15]
District 1 average household size	2.8	Suggests a sizable child/family-serving household base	[15]
District 1 median age	35	Reinforces that this is a comparatively young, family-oriented district	[16]
East McKinney ages 0–9	18.6%	Core tutoring and after-school age band	[5]
East McKinney ages 10–19	16.9%	Middle-school and teen programming age band	[5]
East McKinney under age 20	35.5%	Strong youth concentration	[5]
East McKinney under age 35	58.9%	Indicates many young adults and young families	[5]

School indicators for the East McKinney campus cluster

Campus	School level	Enrollment or size	Need indicators	Performance or support signal	Source
Finch Elementary	Elementary	About 350 students	84.6% economically disadvantaged; 62.3% EB; 11.2% mobility	Title I bilingual campus; 2025 accountability rating C; campus plan flags weak tested-grade outcomes, including 4th-grade math at 51% Approaches, 20% Meets, 3% Masters	[10]
Webb Elementary	Elementary	475 students	61% economically disadvantaged; 35% at-risk; 27% LEP; 21% special education; 2% homeless; 94% attendance	2025 school report card overall score 65 and D rating; up to 81.7% of 5th graders projected off track in math; nearly 37% of grades 3–5 students did not meet STAAR expectations; 64% of Spanish-tested students did not meet STAAR benchmarks	[17]
Slaughter Elementary	Elementary	554 students	50.2% economically disadvantaged; 32.7% EB; 17.9% mobility	Diverse campus with bilingual and emergent bilingual learners; 2025 school report card overall score 87 and B rating	[12]
Faubion Middle School	Middle	1,033 students	43.8% economically disadvantaged; 18.1% EB; 15.6% mobility; 19.1% special education	Large middle-school transition point for East-side youth; extracurricular involvement emphasized in campus description	[18]

Campus	School level	Enrollment or size	Need indicators	Performance or support signal	Source
McKinney North High School	High	About 2,000+ students	East-side teen destination in reviewed sources; 2024 CCMR 94% for economically disadvantaged students	2025 accountability rating A; 2025 all-subject STAAR 90% Approaches, 70% Meets, 26% Masters; class of 2024 four-year graduation 99.6%	[19]

Youth program coverage and access table

Provider	Program type	Grade/age span	Hours or schedule	Key access note	Implication for LOVE All
McKinney ISD Club 360	School-year after-school	K–5	3:20 p.m.–6:30 p.m. on regular school days	No longer offers drop-in service; waitlists populate when sites are full	Capacity and flexibility gap for families needing reliable access or short-notice support [20]
McKinney ISD Club 360 Summer Camp	Summer care/enrichment	Ages 5–12	Weekly themed summer programming	Still elementary/early middle range only	Middle-school and teen enrichment gap remains [21]
Boys & Girls Clubs of Collin County, McKinney	After-school and summer youth development	Youth/teens	School year 2:30 p.m.–7:00 p.m.; summer 7:30 a.m.–6:00 p.m.	Pickup list includes Finch, Slaughter, Faubion, and McKinney North, but the reviewed source does not list Webb; transportation is limited and subject to change	Transportation/site-coverage gap and school-specific access limits remain [22]

Program Connection

The findings support **tutoring and homework support** because East McKinney has a large youth population and because campus-level evidence at Finch and Webb points to concrete academic need, especially in math, reading, and subgroup performance. LOVE All can frame its role as a neighborhood-based extension of academic support during the critical after-school hours. [27]

The findings support **mentoring and youth leadership programming** because the need is not confined to elementary remediation. Faubion and McKinney North show that East-side youth move into larger secondary environments where belonging, leadership, and transition support matter. LOVE All can position itself as a continuity organization that keeps students connected from upper elementary through adolescence rather than as a short-term tutoring project only. [28]

The findings support **summer and enrichment programming** because the existing service system is uneven by grade and access. MISD offers summer options, and BGCCC offers summer coverage, but the reviewed sources still show limits around grade span, transportation, and site access. A LOVE All summer model focused on literacy, STEM, project-based learning, and social development would respond to documented school needs without simply replicating basic child supervision. This is an inference from the program descriptions and the academic-need data, but it is a well-supported one. [29]

The findings support **family engagement programming** because the school sources repeatedly point to caregiver barriers. Finch's campus materials indicate that many families are working multiple jobs, and Webb's plan explicitly calls for stronger parent inclusion and greater participation by Spanish-speaking families. LOVE All can therefore justify parent workshops, family resource navigation, and school-home engagement activities as part of the youth-development strategy, not as a separate add-on. [7]

Source Documentation and Limitations

This assessment relies primarily on official and quasi-official sources: the City of McKinney district demographics dashboard, the East McKinney Neighborhood Preservation Study, McKinney ISD feeder and campus pages, McKinney ISD accountability and campus improvement documents, and Texas Education Agency performance reporting pages. Where a statement in this report depends on school performance or accountability information, the source is either TEA or MISD unless clearly described as an inference. [30]

There are also important limitations. First, MISD does not publish a clean "District 1 only" school performance rollup in the reviewed sources, so this report uses an East-side campus cluster approach anchored in East McKinney and the most directly relevant campuses in MISD materials. Second, the East McKinney neighborhood study is based largely on 2021 demographic data and neighborhood boundaries rather than current city-council district boundaries. Third, school-year indicators are not all from the same year: for example, some accountability labels are 2025 releases, while some attendance/chronic

absenteeism values visible in TEA's TPRS pages are from 2021–22. Fourth, attendance zones are subject to change, and MISD explicitly says the school locator is the most accurate way to confirm address-specific assignment. None of these limitations invalidate the findings, but they do mean the report should be presented as a neighborhood needs assessment rather than a strict attendance-boundary audit. [31]

On balance, the evidence is more than sufficient to justify an Area 2 need statement for LOVE All Foundation's Empowered Families, Brighter Futures Program. The strongest argument is cumulative: a youth-dense East McKinney population, concentrated need at Finch and Webb, continuing support needs through Faubion and McKinney North, and a service landscape with real value but incomplete reach. That combination supports a program that offers tutoring, mentoring, after-school and summer enrichment, youth leadership, and family engagement in East McKinney specifically. [32]

[1] [9] [14] [16] [30]

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[2] [6] [10] [26] <https://www.mckinneyisd.net/o/fes/page/about-finch/>

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[3] [20] <https://www.mckinneyisd.net/page/after-school-program>

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[4] [5] [27] [31] [32] https://www.mckinneytexas.org/DocumentCenter/View/31652/Report-East-McKinney-Neighborhood-Preservation-Study-Draft_2022-11?bidId=

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[7] [24] https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/4789/Misd/11ac6df8-e264-4c73-a5d2-5a422653527e/Finch-Elementary---Plan-without-Addendums-%285%29.pdf?disposition=inline

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[11] https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/4789/Misd/8c64a954-5cfc-4f8b-82df-ab54dfe56ece/School_Report_Card_2025_043907104.pdf?disposition=inline

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[12] <https://www.mckinneyisd.net/o/ses>

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[15] <https://www.arcgis.com/apps/dashboards/cc6e65b5337c4d88b21d60bd24999930>

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[17] https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/4789/Misd/badd570d-1d16-40de-a470-58cd4972b5fc/Webb-Elementary---Plan-without-Addendums-%283%29.pdf?disposition=inline

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[19] <https://www.mckinneyisd.net/o/mnhs/page/about-mnhs/>

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[21] <https://www.mckinneyisd.net/page/summer-school-programs>

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