



## ADMINISTRATION

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January 11, 2018

Dear Parents/Guardians:

This letter will provide you with important information from the Texas Education Agency.

Today we are sending you a copy of the State of Texas 2016-17 School Report Card for Westlawn Elementary School. This is a report required by the Texas Legislature and prepared by the Texas Education Agency. It is to be sent to the parent or guardian of every child enrolled in the public schools. More information can be found in the Texas Academic Performance Report (TAPR) which is available online at:

<https://rptsvr1.tea.texas.gov/perfreport/src/2017/campus.srch.html>

We are also required to inform you that the Texas Education Agency officials have identified a list of schools from which students may transfer because the schools have failed to meet certain academic performance criteria in any of the three previous school years. These schools are identified through the Public Education Grant (PEG) because either 50 percent or more of the students did not pass STAAR in any two of the preceding three years or because the schools were rated improvement required in any of the preceding three years under the statewide accountability system.

**Westlawn received a “Met Standard” rating based on the 2017 STAAR results. We are proud of our students for their hard work to achieve this rating and to earn an additional Distinction Designation from the State.**

Under state law, parents of students enrolled at the identified schools may make application to attend a campus in any other school district for the 2018-19 school year. A school district chosen by a student’s parent is entitled to accept or to reject the application for the student to attend school in that district. If a district chooses to accept transfer students, neither that district nor Texarkana ISD would be required to provide transportation services under the PEG guidelines. Students are also eligible to transfer to other schools within TISD. TISD has an open transfer policy and applications can be made to the administrative office beginning April 2nd. Transfer requests are subject to space available as well as other guidelines. Again, TISD does not provide transportation to students choosing to transfer outside of their assigned attendance zone.

As you know, our staff is working harder than ever to ensure success for all students on this year’s STAAR testing. We are dedicated to making sure our students are prepared to meet the state standards in all subject areas. Thank you so much for your continued support. To be successful, we need parents to be sure students are attending school daily, reading every day with parents, and practicing skills being taught at school.

Please contact me if you have any questions concerning this report card or the Public Education Grant.

Sincerely,

*Taryn Wells*

Taryn Wells, Principal  
Westlawn Elementary School

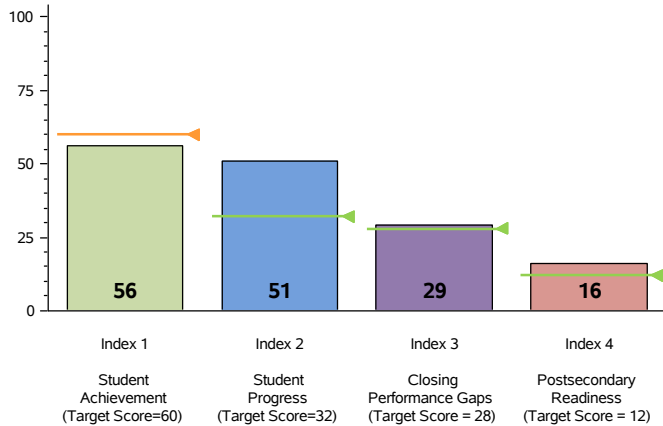
**Texas Education Agency  
2016-17 School Report Card  
WESTLAWN EL (019907108)**

District Name: **TEXARKANA ISD**  
Campus Type: **Elementary**

Total Students: **312**  
Grade Span: **03 - 05**

### 2017 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2017, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



### 2017 Accountability Rating

**Met Standard**

For 2017 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

### Distinction Designations

**Top 25% Student Progress**

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Student Progress, Top 25%: Closing Performance Gaps, and Postsecondary Readiness.**

### School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
<b>Attendance Rate (2015-16)</b>	95.2%	95.4%	95.8%
<b>Enrollment by Race/Ethnicity</b>			
African American	84.9%	44.3%	12.6%
Hispanic	9.3%	14.4%	52.4%
White	4.8%	35.0%	28.1%
American Indian	0.0%	0.5%	0.4%
Asian	0.0%	1.1%	4.2%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	1.0%	4.6%	2.2%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	96.5%	68.2%	59.0%
English Language Learners	4.8%	6.8%	18.9%
Special Education	18.3%	8.9%	8.8%
<b>Mobility Rate (2015-16)</b>	24.2%	16.6%	16.2%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Grade 3	16.7	20.5	19.0
Grade 4	14.9	19.3	19.0
Grade 5	19.8	20.9	20.9

### School Financial Information (2015-16)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State	Campus	District	State	
<b>Instructional Staff Percent</b>	n/a	61.3%	64.6%	<b>Expenditures per Student</b>			
<b>Instructional Expenditure Ratio</b>	n/a	63.5%	63.6%	Total Operating Expenditures	\$10,521	\$9,384	\$9,373
				Instruction	\$7,212	\$5,344	\$5,317
				Instructional Leadership	\$29	\$20	\$143
				School Leadership	\$896	\$602	\$544

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested)</b>												
All Subjects	2017	75%	72%	<b>56%</b>	52%	85%	81%	-	-	-	*	57%
	2016	75%	72%	<b>51%</b>	46%	75%	77%	-	-	-	63%	51%
Reading	2017	72%	70%	<b>52%</b>	48%	85%	70%	-	-	-	*	53%
	2016	73%	71%	<b>51%</b>	46%	76%	75%	-	-	-	*	51%
Mathematics	2017	79%	74%	<b>65%</b>	61%	93%	90%	-	-	-	*	65%
	2016	76%	73%	<b>53%</b>	49%	76%	75%	-	-	-	*	53%
Writing	2017	67%	68%	<b>43%</b>	41%	50%	*	-	-	-	*	42%
	2016	69%	67%	<b>43%</b>	38%	67%	*	-	-	-	-	42%
Science	2017	79%	77%	<b>59%</b>	51%	100%	*	-	-	-	-	60%
	2016	79%	74%	<b>54%</b>	49%	75%	83%	-	-	-	-	53%
<b>STAAR Percent at Meets Grade Level (Sum of All Grades Tested)</b>												
Two or More Subjects	2017	48%	45%	<b>18%</b>	14%	57%	*	-	-	-	*	18%
	2016	45%	42%	<b>9%</b>	7%	26%	*	-	-	-	*	9%
Reading	2017	48%	46%	<b>22%</b>	19%	57%	*	-	-	-	*	23%
	2016	46%	44%	<b>14%</b>	12%	26%	*	-	-	-	*	14%
Mathematics	2017	48%	41%	<b>25%</b>	22%	62%	*	-	-	-	*	26%
	2016	43%	39%	<b>12%</b>	10%	35%	*	-	-	-	*	12%
Writing	2017	38%	39%	<b>16%</b>	14%	*	*	-	-	-	*	17%
	2016	41%	40%	<b>7%</b>	*	*	*	-	-	-	-	8%
Science	2017	52%	48%	<b>26%</b>	22%	55%	*	-	-	-	-	26%
	2016	47%	45%	<b>12%</b>	11%	*	*	-	-	-	-	13%
<b>STAAR Percent at Masters Grade Level (Sum of All Grades Tested)</b>												
All Subjects	2017	20%	19%	<b>6%</b>	4%	15%	*	-	-	-	*	6%
	2016	18%	16%	<b>4%</b>	3%	9%	*	-	-	-	*	4%
Reading	2017	19%	18%	<b>5%</b>	3%	22%	*	-	-	-	*	5%
	2016	17%	16%	<b>4%</b>	4%	*	*	-	-	-	*	4%
Mathematics	2017	23%	20%	<b>8%</b>	7%	19%	*	-	-	-	*	8%
	2016	19%	17%	<b>5%</b>	3%	15%	*	-	-	-	*	5%
Writing	2017	12%	11%	*	*	*	*	-	-	-	*	*
	2016	15%	13%	<b>5%</b>	*	*	*	-	-	-	-	6%
Science	2017	19%	21%	<b>6%</b>	*	*	*	-	-	-	-	*
	2016	16%	16%	*	*	*	*	-	-	-	-	*
<b>STAAR Percent Met or Exceeded Progress</b>												
All Subjects	2017	61%	59%	<b>68%</b>	68%	70%	*	-	-	-	*	68%
	2016	62%	61%	<b>61%</b>	58%	77%	*	-	-	-	-	61%
Reading	2017	59%	60%	<b>64%</b>	62%	65%	*	-	-	-	*	63%
	2016	60%	59%	<b>65%</b>	64%	*	*	-	-	-	-	65%
Mathematics	2017	64%	59%	<b>73%</b>	73%	74%	*	-	-	-	*	72%
	2016	63%	63%	<b>56%</b>	53%	73%	*	-	-	-	-	56%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent Exceeded Progress</b>												
All Subjects	2017	19%	18%	<b>29%</b>	28%	35%	*	-	-	-	*	28%
	2016	17%	14%	<b>14%</b>	12%	25%	*	-	-	-	-	13%
Reading	2017	17%	18%	<b>23%</b>	22%	26%	*	-	-	-	*	23%
	2016	16%	15%	<b>16%</b>	16%	*	*	-	-	-	-	16%
Mathematics	2017	20%	17%	<b>35%</b>	34%	43%	*	-	-	-	*	34%
	2016	17%	14%	<b>11%</b>	8%	32%	*	-	-	-	-	11%
<b>Progress of Prior-Year Non-Proficient Students (Sum of Grades 4-8)</b>												
Reading	2017	35%	30%	<b>27%</b>	27%	*	*	-	-	-	*	26%
	2016	35%	28%	<b>22%</b>	19%	*	*	-	-	-	-	22%
Mathematics	2017	43%	37%	<b>43%</b>	42%	*	*	-	-	-	*	42%
<b>Students Success Initiative</b>												
Grade 5												
Students Approaching Grade Level on First STAAR Administration												
Reading	2017	72%	72%	<b>52%</b>	48%	80%	*	-	-	-	-	52%
Mathematics	2017	81%	83%	<b>71%</b>	65%	100%	*	-	-	-	-	71%
Students Requiring Accelerated Instruction												
Reading	2017	28%	28%	<b>48%</b>	52%	*	*	-	-	-	-	48%
Mathematics	2017	19%	17%	<b>29%</b>	35%	*	*	-	-	-	-	29%
STAAR Cumulative Met Standard												
Reading	2017	81%	82%	<b>61%</b>	57%	90%	*	-	-	-	-	61%
Mathematics	2017	87%	87%	<b>76%</b>	72%	100%	*	-	-	-	-	76%

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